

The initial training of further education and skills teachers

Findings from 2011–12 inspections of courses leading to awarding body qualifications

This report sets out the findings from the inspection of the initial teacher education and training for further education and skills teachers, on courses leading to awarding body qualifications to teach in the lifelong learning/further education and skills sector.

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Executive summary

The reforms to the training for teachers in the lifelong learning/further education and skills sector (FE and skills) and the requirements for continuing professional development, introduced in 2007, were designed to ensure that all teachers in the sector are qualified, registered and have access to continuing professional development of high quality.¹ This report sets out the findings from the inspection of the initial teacher education and training for FE and skills teachers on courses leading to awarding body qualifications to teach in the sector.² It covers inspection visits made by Her Majesty's Inspectors from October 2011 to May 2012 to 23 providers offering the Certificate in teaching in the lifelong learning sector (CTLLS) and/or the Diploma in teaching in the lifelong learning sector (DTLLS).

The report does not include evidence from inspections of higher education institution-validated courses of initial teacher education for FE and skills teachers; the findings from these inspections are published in separate institutional inspection reports.

Those teachers enrolled on courses leading to awarding body qualifications are already employed as full-time or part-time FE and skills teachers when they undertake their training; some already have substantial experience of teaching, training or working in learning support roles. They work across the full breadth of this diverse sector.³ The initial teacher education courses include a mix of taught sessions and practical elements. The taught element usually involves attending a part-time course for half a day (or an evening) each week. The practice or workplace element takes place wherever the teachers in training are employed and has to meet the requirement for a minimum number of teaching hours.

The inspections of awarding body provision evaluated the outcomes for teachers (retention, pass and success rates), the quality of the training and its impact on improvements in teaching, and the capacity of the provider to secure and sustain improvement.

The very large majority of the teachers were on initial teacher training courses that were matched well to their current roles and career aspirations, and were provided with good progression routes through the courses. However, for many, too little account was taken of their prior teaching experience and achievements to provide personalised pathways to ensure that they became the best teachers they could be.

¹ The term 'teachers' is used to describe all of those in the lifelong learning/further education and skills sector and covers all of those referred to in the professional standards: teachers, tutors and trainers.

² Throughout this report, 'provision for the initial training of further education and skills teachers that leads to awarding body qualifications' will be shortened to 'awarding body provision'.

³ This breadth includes: further education colleges (general and specialist); sixth form colleges; adult and community learning providers; hospitals; prisons and young offenders' institutions; pupil referral units; work-based learning providers; private training providers; and local authorities.

Inspectors found that while many teachers on these courses made good progress, retention and successful completion rates were often too low. Nationally, too many teachers who start CTLLS or DTLLS courses do not successfully complete the course and gain the qualification.

The teachers who completed the courses, and their employers, valued the qualifications for the increased self-confidence they provided and status they bestowed. The teachers also valued highly the provider's often good-quality training sessions and they were clear about the benefits to their teaching. They became better teachers as a result of the training they received on these courses.

Teachers in the FE and skills sector are required to develop their specialist skills, for example as a health practitioner, legal practitioner or engineer, alongside their teaching skills. Inspectors judge that more account needs to be taken of this 'dual professionalism' of teachers in FE and skills, so that training in the application of specialist understanding and skills has parity with the development of generic teaching skills. Some trainees have insufficient good-quality work-based specialist mentoring support.

The current professional standards for teachers in the sector are overly complex and need to be reviewed to support better the continuing professional development of teachers.⁴ Any revised standards should also be used to provide a threshold measure of achievement at the end of the teacher's period of initial training.

Key findings

- Overall, the majority of providers visited had outcomes in line with the national average for the sector, but this standard is too low. Nationally, one in five teachers who start CTLLS programmes and one third of those who start DTLLS programmes do not successfully complete the course and gain the qualification. While there are often reasons for non-completion, such as the loss of teaching hours or insecurity about continuing employment, these proportions are too high. In a small number of cases, high success rates mask underachievement: although teachers meet the minimum level required to obtain the qualification, they are not supported in developing their skills to reach their full potential as teachers.
- The very large majority of teachers were on the most appropriate course for them. They were provided with good progression routes through the qualifications, which were matched well to career progression. However, often too little account was taken of prior experience and achievement, leading to repetition as a teacher progressed from the CTLLS to the DTLLS course. In some cases, teachers' career progression was inhibited by a lack of experience of working with a diverse range of learners.

⁴ *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*, Lifelong Learning UK, 2007; www.lluklegacy.org/a-z.php?letter=N&page=1.

- The very large majority of teachers who completed the courses became better teachers as a result of the training. The teachers also valued highly the status and self-confidence that the qualifications provided. These qualifications are also valued by many employers; they are seen as a key component in increased professionalism and in improvements to the quality of teaching and learning.
- In almost all of the centres visited, the quality of the 'central' training sessions in the provider was good and valued highly by teachers.⁵ These sessions enabled teachers to plan and use a wider range of approaches to teaching and equipped them to better assess the progress of their learners. Many sessions enabled the teachers to make links between theory and their practice, although they were not always supported well in applying this to their subject teaching as a result of weaknesses in specialist mentoring.
- The teachers' specific needs (such as literacy and/or numeracy) were identified well at the start of the programme and good support was provided for those who needed it and took it up. However, teachers' prior teaching experiences and skills were often not identified and evaluated well enough to set individual expectations and targets that could be used to monitor their progress in improving their teaching. As a result, these teachers did not make enough progress to reach their full potential as teachers.
- Very little effective use was made of the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector* in monitoring teachers' progress and setting developmental targets.⁶ Teachers received helpful practical feedback on their teaching, but developmental targets often lacked precision or challenge. Much feedback focused on generic teaching skills and not sufficiently on the application of specialist understanding and skills. Feedback following observations of teaching often did not focus sufficiently on using the evaluation of learners' progress to help evaluate the quality of teaching; hence, the teachers were not shown how to do this well in their own evaluations.
- When individual learning or training plans are used well, they bring together the various components of training effectively to provide a clear overview of the teacher's progress and developmental targets. However, fewer than half of the providers visited used the plans well.
- In only a small minority of cases trainers worked with teachers at the end of the course to set further developmental targets based on the professional standards and to plan the next steps in their continuing professional development. Even in these cases, the targets were often not discussed and agreed with the teacher's employer.

⁵ 'Central' training refers to the training sessions involving the whole group that take place in the college or other provider, often as evening sessions. These are distinct from any individual work-based training that the teacher receives.

⁶ *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*; Lifelong Learning UK, 2007; www.lluklegacy.org/a-z.php?letter=N&page=1.

- In two thirds of providers, the quality improvement process focused well on a robust and rigorous analysis of data about the outcomes for the teachers on the course. However, few providers included any analysis of the progress made by the teachers against individual expectations; they did not analyse how well the training had enabled the teachers to reach their full potential. Providers' self-evaluation often lacked sufficient effective evaluative feedback from external verification about the teachers' quality of teaching or the impact of the training on improving their teaching.

Recommendations

Government departments should:

- develop a more succinct set of professional teaching standards with a clear focus on planning, teaching and the assessment of learners' achievements that can be used to support the continuing professional development of FE and skills teachers, as well as providing a threshold measure of achievement at the end of the initial period of training
- secure ways of ensuring that all teachers in training have access to good-quality work-based specialist mentoring support.

The Learning and Skills Improvement Service should:

- structure the qualifications to enable smoother progression and provide pathways for individuals that take better account of prior experience and achievement and avoid unnecessary repetition and overlong programmes.

Awarding bodies should:

- monitor the requirement for teachers to be observed by 'specialists in their area' as part of the internal verification process and strengthen the requirement for them to receive specialist work-based mentoring support
- ensure that sufficient attention is given to the assessment of teaching in the workplace and to the monitoring and moderation of these assessments
- ensure that external verification provides high-quality evaluative feedback on the quality of teachers' teaching, the accuracy of assessments of teaching, and the impact of the training on improving teaching.

Providers should:

- set much higher expectations for success rates on courses leading to these awarding body qualifications
- set targets for higher levels of achievement for individual teachers
- ensure that training takes more account of the 'dual professionalism' of teachers in FE and skills so that training in the application of specialist understanding and skills has parity with the development of generic teaching skills

- ensure that the achievement of teachers on the training programmes improves by:
 - monitoring teachers' progress against clear individual expectations and using this information to set sharp and challenging developmental targets to improve their teaching
 - recording the targets and the teacher's progress more rigorously and systematically in individual training/learning plans
 - providing feedback on teaching with a sharper focus on professional standards and on the quality of the learning that takes place in the context of the teacher's specialist subject
- ensure that the teachers have well-defined targets and plans for their continuing professional development that are agreed with the teacher's employer by the end of the period of training
- take account of a rigorous analysis of data on the outcomes of the training in their planning, and in setting targets for further improvement. They should also include an analysis of teachers' progress against individual expectations and an external verification of the quality of teaching when evaluating their performance.

How well does the training prepare teachers for teaching in the FE and skills sector?

1. Teachers on courses leading to awarding body qualifications are already employed as full-time or part-time FE and skills teachers when they undertake their training; some already have substantial experience of teaching or working in learning support roles. The teachers come from the full breadth of this diverse sector, including: further education colleges (general and specialist); sixth form colleges; adult and community learning providers; hospitals; prisons and young offenders' institutions; pupil referral units; work-based learning providers; private training providers; and local authorities.

The outcomes for teachers completing CTLLS and DTLLS courses

2. Inspectors analysed the outcomes for the teachers completing these courses against national data for each of the providers visited. These outcomes are:
 - the proportion of those starting the programme that complete it (retention rate)
 - the proportion of those completing the programme that achieve the qualification (pass rate)
 - the proportion of those starting the programme that successfully complete and obtain the qualification (overall success rate).

3. Inspectors also made a judgement about the extent to which the teachers made progress to become the best teachers they could be, given their starting points and teaching role.
4. Analysis of data held by Ofsted indicates that on CTLLS programmes nationally, retention and pass rates are around 90%, giving an overall success rate of just over 80%. While 13 of the 15 centres visited offering CTLLS programmes had outcomes at least in line with these figures, with seven achieving above the rates, this still means that nationally one of every five teachers who begin these programmes does not successfully complete the training and gain the qualification. This is too many. On DTLLS programmes the national figures are even lower, with retention at only just above 70% and the overall success rate around 65%. This means that one of every three teachers who begin these programmes does not gain the qualification. Only eight of the 16 centres visited that offered DTLLS programmes achieved, or exceeded, this average success rate. In a small number of cases, high success rates mask underachievement, where there is more focus on completing the qualification than on ensuring that all teachers develop their skills as far as possible.
5. Where retention and therefore success rates were below those expected, this was often a result of teachers' contracts of employment changing or loss of employment, job insecurity or a reduction in their teaching hours so that they were unable to meet the mandatory requirements of the qualification. This was more marked for those employed in work-based learning or adult and community learning settings, although it was also an issue for some in general further education colleges. However, in around a quarter of providers, low success rates were a result of weaknesses in the training and/or the support provided for the teachers – for example, in the use of individual learning plans, or weaknesses in monitoring the progress the teachers made. These weaknesses inhibited the progress that teachers made.
6. The large majority of teachers who completed their course made good progress and improved their teaching as a result of the training they received, including improvements in:
 - planning and using a wider range of teaching methods
 - using their increased understanding of how learning takes place and the factors that promote and inhibit learning to match their teaching better to the group of learners
 - monitoring and assessing learning in order to provide better focused interventions and support, and/or modify the approaches used
 - supporting learners with varying needs and learning preferences.
7. These improvements were made clear in records of observations of teaching and the impact on learning, in the teachers' portfolios and in interviews with mentors, employers, and teachers who had recently completed their training.

8. Despite this, many teachers on these courses had a narrow range of teaching experiences, often limited to particular groups of learners. While it is recognised that it is often difficult to provide greater breadth, the lack of this broader experience inhibits the career progression of some teachers.

Progression through the qualifications

9. The very large majority of teachers were on the most appropriate course to meet their needs and aspirations and were often provided with good progression routes through the courses, matched well to career progression – for example, taking on more teaching hours or a full teaching role.
10. Many teachers who require a teaching qualification move from an initial Preparing to teach in the lifelong learning sector qualification (PTLLS) to CTLLS or DTLLS. However, under current arrangements, many teachers progressing from a CTLLS to a DTLLS qualification have to undertake the full two-year DTLLS programme following on from their one-year CTLLS course. This can be both onerous and unnecessary, with too much repetition. Progression through the qualifications needs to take more account of teachers' prior experience and achievement to provide more 'personalised pathways'.

The benefits for teachers

11. Almost all of the teachers interviewed valued the qualifications and the training highly because they provide increased self-confidence and status.
12. Almost all of the teachers felt that their teaching improved and that they were better able to meet the needs of their learners. They appreciated being challenged to think carefully about how they taught and how to improve their practice. They felt encouraged and more confident in undertaking further professional development.

Benefits for employers

13. In most of the providers visited, inspectors held discussions with college principals and/or other senior leaders and managers, heads of community centres and some other employers. In all cases, inspectors interviewed mentors, many of whom could represent the views of their employer.
14. There is a widespread consensus that the qualifications, and not just the training, bring benefits to employers. The college principals and other senior leaders interviewed were clear that the qualifications bring value and are a key component in increased professionalism and in improving the quality of teaching and learning. In the best provision, there are very clear links between the qualifications, the training and the college's own programme of continuing professional development.

15. Employers also believe that working towards a qualification supports an individual's commitment to the training, continuing professional development and career progression. Stakeholders value the status and reassurance that the qualifications bring.

The quality of the training

16. Inspectors addressed the key question: 'How well does training leading to awarding body qualifications prepare teachers for teaching in the FE and skills sector?'

Evaluating and building on teachers' prior experience and skills

17. Teachers' specific needs, such as developing their literacy and/or numeracy skills, were identified well at the start of the programme, which generally led to targeted and effective support for these teachers when they took up the support offered.
18. The very large majority of providers checked carefully that teachers starting the courses had the required teaching hours and mentor support. Often, where there were concerns, the provider was very supportive to help to resolve these quickly and effectively. Any particular personal circumstances were generally handled with great sensitivity.
19. In at least three quarters of providers, teachers' prior experiences and teaching skills were not evaluated well enough at the start of the course to set individual expectations that could be used to monitor their future progress and development as teachers. This led to developmental targets that lacked precision and challenge to ensure that each teacher improved as much as they could to realise their full potential as teachers. In some cases, the employer's and the provider's knowledge of the teacher were not combined to establish a clear starting point and priorities for their development.

The quality of training sessions

20. The central training sessions were of good quality in almost all of the providers visited, which contributed to teachers' improvements during the course.⁷ Initial teacher education trainers were experienced and knowledgeable, and they provided good practical advice on approaches to teaching and learning that teachers could apply to their own practice. The sessions provided good opportunities for teachers to share good practice, to reflect on their own practice and to set targets for further improvement.

⁷ 'Central' training refers to the training sessions involving the whole group that take place in the college or other provider, often as evening sessions. These are distinct from any individual work-based training that the teacher receives.

21. The best sessions linked theory and practice effectively in a way that helped the teachers improve their own teaching through a deeper understanding of how learning takes place, how it can be supported and how barriers can be identified and overcome. However, how well the teachers developed this deep understanding and applied it to their teaching was often highly dependent on specialist mentors providing support to help with this transfer. While a minority of teachers could do this for themselves, many required support. This only happened effectively in a minority of cases.
22. Teachers on the courses valued highly the personal support they received from initial teacher education trainers. Most trainers were careful to take account of each teachers' personal circumstances, as well as their professional development; in some cases, this helped teachers to complete the course despite unfavourable personal or employment-related situations.

Monitoring and supporting teachers' progress through the course

23. Teachers had formal, generally well-spaced, observations of their teaching by both mentors and course tutors; in many cases some of these were undertaken jointly. Following these observations, all teachers received helpful feedback and extensive practical advice and guidance that helped them to improve. In the large majority of cases, this advice was summarised as developmental targets to clarify for the teacher what steps needed to be taken to secure this improvement. The quality of these targets varied significantly. In the minority of providers where this was done well there was a good balance of short- and longer-term targets. The teachers' progress against the long-term targets was monitored well and they were adjusted to match the progress made. However, in many cases targets were predominantly short-term and, where longer-term targets were set, they were not monitored effectively. In other cases, targets lacked precision so that the teacher was unsure about the next steps to take, or they lacked challenge to enable the teacher to make as much progress as they could.
24. One-to-one tutorials were often regular and also well spaced throughout the course. In the best examples, the lesson observations and the tutorials were coordinated well. The tutorials contributed to teachers' progress throughout the course and were a key part of making sure that they all received the support and guidance they needed. However, very little effective use was made of monitoring teachers' progress against individual expectations established in the early stages of the course. This meant that some teachers were not challenged to become as good as they could be.
25. Many, although not all, teachers on these courses received extensive informal feedback from their mentors and colleagues in their workplace, which supported their progress. This was often more difficult to arrange for those working in work-based learning, adult and community and other settings than for those employed in further education colleges.

26. Teachers on these courses almost always received useful feedback on the assignments they completed as part of the qualification. In many cases, this feedback helped them to make progress. In a minority of providers, this feedback took precedence over that for practical teaching. Less rigour was applied to the monitoring and evaluation of the teachers' experience in the workplace compared with that applied to the taught components.
27. Use of the professional standards in monitoring each teacher's progress and in setting developmental targets varied widely. In a large majority of cases the use of these standards was implicit; although teachers were not aware of the specific standards, they were used by trainers to ensure that feedback to teachers and the targets they were set were focused on the key aspects of the standards. They were used explicitly in only a small minority of providers. Many providers and teachers comment that the standards were 'confusing' and 'difficult to work with'. There was a widely held view that a concise set of standards with a sharper focus on the key elements of planning, teaching and assessing learning was required. However, where the standards were used well, the effectiveness of the monitoring of teachers' progress, the quality of the feedback they received and the developmental targets they were set were all improved.
28. When used well, individual learning or training plans bring together the various components of training: feedback from mentors and tutors; feedback on assignments; short- and longer-term developmental targets; the outcomes of one-to-one tutorials; and what teachers learn from training sessions. This provides a clear overview of the teacher's progress and developmental targets. In the very best plans it is possible to see progress against individual expectations for the teacher; these teachers are very clear about 'where I am, where I'm going and what I need to do to get there'.
29. While all teachers had these individual plans, the effectiveness of their use varied widely and was good in less than half of the providers visited. Again, when done well, this process was enhanced by teachers' own reflective journals. The best of them recorded well the teachers' own evaluations of their practice and progress, and their own target-setting. Some were particularly good at identifying and learning from critical incidents. While many of these journals evaluated the teachers' experiences effectively, few really focused well on evaluating the progress of their learners. Often this was not modelled well in the feedback they were given following observations of their teaching.

Developing and supporting teachers in applying their specialist knowledge and skills

30. The professional development of teachers in the FE and skills sector involves a 'dual professionalism': teachers need to develop and apply their specialist understanding and skills alongside developing their practice as a teacher. This is explicit within the professional standards and in the specifications for the qualifications, which clarify that programmes of study meet individual learning

needs including opportunities to develop subject-specific pedagogy. The extent to which this 'dual professionalism' is developed within CTLLS and DTLLS programmes varies widely both across and within providers.

31. Teachers on these courses almost always had good specialist knowledge and skills. Their ability to use these to make their teaching interesting and relevant to their learners was identified as a strong feature in more than half of the providers visited. However, the training and feedback they received often did not focus specifically on how well they applied their specialist knowledge and skills to their teaching to develop learners' skills and understanding.
32. Many, but not all, teachers had a mentor who was a specialist in their area or one that was closely aligned. Providers often did as much as they could to secure this specialist support, but it was not always possible. As in other aspects, it was often easier to make these arrangements for those teachers in colleges than in other settings. However, even where there was a specialist mentor, the feedback given to teachers more often focused on generic teaching skills than on the subject-specific pedagogy referred to above. High-quality specialist mentoring is a key component of effective teacher training and should be available for all. The provision of this specialist support was often not monitored well through external verification.
33. In the best provision, teachers undertook specialist continuing professional development modules related to their area of specialism alongside the CTLLS or DTLLS programme to directly address this 'dual professionalism'.

The further professional development of FE and skills teachers

34. Following successful completion of a CTLLS or DTLS programme, teachers currently undertake a period of professional formation (monitored and evaluated continuing professional development) before being awarded full qualified/associate teacher: learning and skills (Q/ATLS) status.⁸ Inspectors gathered information to evaluate how well the teachers were prepared for this period of professional formation.
35. While robust data were difficult to obtain and validate, where they were available it was clear that less than 20% of teachers who completed the teaching qualification went on to obtain fully qualified teacher status.⁹ In some cases, the period of time within which the teachers must complete their professional formation still had some time to run. However, there is evidence to suggest that some teachers value the CTLLS or DTLLS teaching qualification gained at the end of the training more than Q/ATLS status following the process of professional formation.

⁸ Since April 2012, Q/ATLS is recognised as a qualified teacher status (QTS) equivalent.

⁹ At the time these inspections were being carried out there were issues around the registration process that will have had an impact on this figure.

36. There was very wide variation in how well teachers on these courses were prepared for the period of professional formation. To some extent this depended on where the teachers were employed. There was often better follow-up for those employed in FE colleges where there was continuity of support for further professional development.
37. In only a small minority of cases trainers worked with teachers at the end of the course to set further developmental targets based on the professional standards and to plan the next steps in their continuing professional development. Even in these cases, the targets were often not discussed and agreed with the teacher's employer.

Improving the quality of the provision

38. All providers undertook self-evaluation and assessment as part of their internal procedures. All providers evaluated the retention, pass and success rates for each cohort. The outcomes informed the quality improvement process.
39. In around one third of providers the quality improvement process did not focus sufficiently on a robust and rigorous analysis of data. Additionally, the process often included only a superficial analysis of the relative achievements of the different groups of teachers on the course, for example, those working in different FE and skills settings.
40. In many other providers, while self-evaluation was focused on analysis of final outcomes, little evaluation was undertaken of how well teachers made progress against individual expectations.
41. In a significant minority of providers insufficient attention was given to the views of teachers, mentors and employers, where these were collected at all.
42. External verification often did not provide effective evaluative feedback to the provider concerning the quality of teachers' teaching and the accuracy of the assessment of teaching, or the impact of the training on improving teaching.

Notes

The 2008–12 initial teacher education inspection cycle did not take into account provision for the initial training of FE and skills teachers that leads to awarding body qualifications to teach in the lifelong learning/further education and skills sector. These qualifications are offered through the full range of FE and skills institutions and providers. In this cycle, initial teacher education inspections covered only higher education institution-led partnerships, which included further education colleges that delivered higher education institution-validated initial teacher education qualifications.

In order to provide up-to-date evidence and an overview of the quality of awarding body provision, in 2011–12 inspectors made inspection visits to 23 providers that offered initial teacher education leading to an awarding body qualification; a list is included as Annex A. Due to a range of factors, inspection visits were made mainly to general further education colleges offering awarding body provision during the period of these inspections.

The inspections were conducted using the *Framework for the inspection of initial teacher education 2008–11* (that was extended to cover inspections in 2011–12), but contextualised for this type of initial teacher education provision.¹⁰ For guidance and to ensure consistency, the *Grade criteria for the inspection of initial teacher education 2008–11* were also applied, but no grades were awarded or reported.¹¹

During the inspection visits, inspectors:

- conducted interviews with teachers, individually and in small groups, and with trainers (tutors/initial teacher education specialists and mentors)
- undertook observations and joint observations (with tutors and/or mentors) of a sample of teachers' teaching
- conducted interviews, individually and in small groups, with teachers who had recently completed their training and gained either the CTLLS or DTLLS qualification (usually a sample of those who completed in the previous year)
- conducted interviews with leaders and managers and, whenever possible, with employers
- carried out an analysis and evaluation of information and data supplied by the provider and compared this with that held within Ofsted.

These first-hand inspection visits were supported by analysis of the data held by Ofsted on retention, pass and success rates for these programmes, to give a national overview.

¹⁰ *Framework for the inspection of initial teacher education 2008–11* (080129), Ofsted, 2008; www.ofsted.gov.uk/publications/080129.

¹¹ *Grade criteria for the inspection of initial teacher education 2008–11* (080128), Ofsted, 2009; www.ofsted.gov.uk/publications/080128.

Awarding body teaching qualifications comply with legislative requirements and the *New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*. They are comprised of the:

- award in Preparing to Teach in the Lifelong Learning Sector at levels 3 and 4¹²
- Certificate in Teaching in the Lifelong Learning Sector at levels 3 and 4
- Diploma in Teaching in the Lifelong Learning Sector at level 5
- subject-specialist diplomas and additional diplomas for literacy, numeracy and English for speakers of other languages teaching at level 5.

The inspections focused on provision leading to the CTLLS and DTLLS qualifications. Inspectors also took into account the use that providers make of the PTLLS award, particularly in terms of widening participation, providing progression routes and implementing national priorities. This qualification is also built into the CTLLS and DTLLS qualifications. Inspectors also looked at training in qualifications in subject specialist diplomas, and additional diplomas for literacy, numeracy and English for speakers of other languages teaching where these are taken alongside the generic teaching qualifications.¹³

A list of awarding bodies and the qualifications that they offer is included in Annex B (based on information held by Ofsted at the time of the inspections). Ten awarding bodies were offering qualifications within the scope of the inspection. At the time of the inspections, around 3,500 teachers were undertaking training leading to these awarding body qualifications (CTLLS and DTLLS) in just over 200 centres. The very large majority of teachers on these courses are in employment and all have to meet the mandatory requirements for minimum teaching hours: a minimum of 30 hours for CTLLS and a minimum of 150 hours for DTLLS courses. The teachers work in all areas of the very wide and diverse FE and skills sector. This awarding body provision falls within the FE and skills sector subject area 13; qualifications above level 3 in this area are not normally inspected under the Ofsted Common Inspection Framework for Further Education and Skills.

Data analysed by Ofsted indicate that in 2010/11 (the latest data available), the approximate proportion of teachers in FE colleges holding a teaching qualification, as required and specified by the regulations covering this sector, or enrolled on teacher training courses, was around three quarters (with approximately 60% holding a level 5 or above qualification). In work-based learning just over 70% of teachers hold a teaching qualification at any level and this is almost 80% in adult and community learning settings. These proportions are higher for those entering the profession since 2008. Further detailed information about the number of teachers in the wider

¹² These levels relate to the National Qualifications Framework.

¹³ This only applies to those trainees undertaking these qualifications alongside the CTLLS/DTLLS qualification. Those who complete the CTLLS/DTLLS qualification and then train for these diplomas as part of their continuing professional development were not included in inspections.

FE and skills workforce and the qualifications they hold can be found in the publications listed below (under Other publications): the Business Innovation and Skills Research Paper 66 and the Learning and Skills Improvement Service publications.

Further information

Ofsted publications

The initial training of further education teachers (070194), Ofsted, 2008;
www.ofsted.gov.uk/resources/070194.

How colleges improve : a review of effective practice (080083), Ofsted, 2008;
www.ofsted.gov.uk/publications/080083.

How colleges improve: a review of effective practice: what makes an impact and why (120166), Ofsted, 2012; www.ofsted.gov.uk/resources/120166.

Improving science in colleges: a survey of good practice (110081), Ofsted, 2011;
www.ofsted.gov.uk/publications/110081.

Progress in implementing reforms in the accreditation and continuing professional development of teachers in further education (080268), 2010;
www.ofsted.gov.uk/resources/080268.

Tackling the challenge of low numeracy skills in young people and adults (100225), 2011; www.ofsted.gov.uk/publications/100225.

Other publications

The evaluation of the further education teachers' qualifications (England) regulations 2007, SI 2007/2264, Department for Business, Innovation and Skills Research Paper 66, March 2012;
<http://bis.ecgroup.net/Publications/FurtherEducationSkills/ResearchandAnalysis/12693.aspx>.

Professionalism in further education: interim report, Department for Business, Innovation and Skills, URN 12/670, March 2012;
<http://bis.ecgroup.net/Publications/FurtherEducationSkills/FEReformImprovement.aspx>.

Available from the Learning and Skills Improvement Service:

- 2010/11 LSIS Staff Individualised Record (SIR) analysis for colleges
- LSIS/AELP 2010/11 workforce survey – work based learning – this covers private training providers, group training associations and third

sector/charity training providers, including those contracting to colleges, employers and others

- LSIS/HOLEX 2010/11 workforce survey – adult and community learning.

Websites

The Institute for Learning is the professional body for teachers, trainers, tutors, student teachers and assessors in the further education and skills sector. It is currently responsible for maintaining a register of all training qualifications for the lifelong learning sector in England and Wales, and for Skills for Life practitioners in literacy, numeracy and English for speakers of other languages in England.
www.ifl.ac.uk.

The Learning and Skills Improvement Service is the sector-led body that aims to accelerate the drive for excellence in the learning and skills sector, building the sector's own capacity to design, commission and deliver improvement and strategic change. www.lsis.org.uk.

The Federation of Awarding Bodies is the trade association for vocational awarding bodies in the UK. It represents the interests of over 120 awarding bodies by liaising with key stakeholders, including the regulators, government departments and funding agencies. It also provides information, advice and guidance to its members to support them in providing high-quality and valued vocational qualifications.
www.awarding.org.uk.

HOLEX is the national network of local adult learning providers.
www.excellencegateway.org.uk/node/18078.

Ofqual is the organisation that regulates qualifications, examinations and assessments in England. This covers CTLLS, DTLLS and related qualifications.
www.ofqual.gov.uk.

Annex A: Providers visited

Bournemouth and Poole College
Cambridge Regional College
Chesterfield College
City of Bath College
City College Plymouth
City of Sunderland College
Dudley College of Technology
East Berkshire College
Fareham College
Guildford College of Further and Higher Education
Harlow College
Leeds College of Building
Lincoln College
Loughborough College
Newbury College
New College, Nottingham
New College, Swindon
Peter Symonds Sixth Form College (Winchester)
Rotherham College of Arts and Technology
South Nottingham College
Telford College of Arts and Technology
Uxbridge College
Warwickshire College (Royal Leamington Spa, Rugby and Moreton Morrell).

Annex B: The awarding bodies

At the time of the writing of this report, the following awarding bodies provided initial teacher training qualifications leading to CTLLS and/or DTLLS awards.

Awarding body	Suite of provision
Ascentis www.ascentis.co.uk	All awards
Cambridge ESOL www.cambridgeesol.org	CELTA (Certificate in Teaching English to Speakers of Other Languages) DELTA (Diploma in Teaching English to Speakers of Other Languages) Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (DTE[E]LLS) ADTE(E)LLS (Additional Diploma in Teaching English [ESOL] in the Lifelong Learning Sector)
Chartered Institute of Personnel and Development (CIPD) www.cipd.co.uk	CTLLS
City and Guilds www.cityandguilds.com	All awards
Edexcel www.edexcel.com	All awards
EDI www.ediplc.com	CTLLS
Future (Awards and Qualifications) Ltd www.futurequals.com	CTLLS (level 3)
National Open College Network www.nocn.org.uk	CTLLS
OCR www.ocr.org.uk	All awards
Trinity College London www.trinitycollege.co.uk	DTLLS Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector (ADTLLS)