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for adult literacy and numeracy

Research Review

New initial teacher education programmes for teachers of literacy, numeracy and ESOL 2002/03: an exploratory study

Norman Lucas, Helen Casey, Sai Loo,
Jeremy McDonald and Marina Giannakaki

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Executive summary

This study investigated the new initial teacher education (ITE) programmes for teachers of adult literacy, numeracy and English for speakers of other languages (ESOL) in nine universities and, to a lesser extent, two colleges during the first year of implementation, 2002/03.

The programmes were mostly delivered in the context of pre-existing generic post-16 ITE programmes, with subject-specific expertise brought in to complement staff teams. In many cases new partnerships had to be formed to bring together the combinations of expertise needed to meet the challenges of these new qualifications. The new initiative brought together expertise from two separate traditions of generic and subject specific teacher education.

1. There was support among teacher trainers and trainees for the policy of raising subject knowledge to improve practice in the three specialisms of literacy, numeracy and ESOL. However, there were concerns about the content, level, depth and breadth of the subject specifications and how they related to the three stages of ITE qualifications.

2. For university-based teacher trainers from the generic tradition in adult teacher education, the inclusion of subject knowledge alongside pedagogic knowledge was new. For others from the subject specialist tradition, the extension to the full breadth of the generic standards was new. Many were trying to find a balance between the two types of knowledge in order to create meaningful links between them.

3. Many courses adopted an integrated approach to teaching subject knowledge and pedagogic knowledge, some adopted a partially integrated approach and others taught the subject specifications separately. There were a variety of approaches even within the same institutions where providers offered different subject specialisms. There were also varying degrees of attention to the techniques and strategies specific to the teaching of adult literacy, numeracy and ESOL, in addition to subject knowledge and personal skills.

4. There was little consistency across the universities in terms of numbers of course hours, the structure of modular programmes and university credit systems. All providers reported that the new programmes involved considerable extra expenditure. This needs to be recognised and met if universities are to continue to offer them.

5. Teacher trainers expressed concern about having insufficient time to teach the subject specifications and cover the pedagogic standards. Some teacher trainers and trainees said the focus on subject knowledge was in danger of marginalising knowledge of teaching. Others had been able to synthesise and integrate the two, although this still required additional time.

6. Assessment of the subject specifications reflected two traditional routes. Some providers adopted a selective approach, treating the subject specifications as if they were a syllabus in order to teach some aspects in more depth. Others adopted a more standards or competence-based approach in order to 'cover' all the subject specifications in less depth.

Each set of subject specifications raised particular challenges.

7. There was no common approach to formative or summative assessment of subject knowledge. Although formative assessment was widely used it was difficult to discern the details of summative subject assessments, many of which were still in development during the period of this study.

8. Some trainees, particularly those who had little teaching experience, told us that there was too much theory, not enough practice, and little connection made between the two. Trainees wanted to see how subject knowledge could help them to teach in the classroom. The Further Education National Training Organisation (FENTO) documents *Guidance on using the Subject Specifications with the Standards for teaching and supporting learning*, that emerged during the year, offered support to programmes in applying subject knowledge to practice.

9. In many cases the recruitment of trainees showed no identifiable strategy. Some providers used initial diagnostic testing of subject knowledge, others did not.

10. The research shows a very wide diversity of experience and qualifications among trainees. However, there was little evidence of programmes making use of this prior experience or accrediting prior learning. Depending on their prior teaching experience and qualifications, different groups of trainees had different purposes, needs and expectations of the programmes. Experienced and inexperienced trainees often followed similar programmes with little variation in the structure, pace and organisation of learning to meet their particular needs.

11. The quality and quantity of teaching practice visits varied. Some programmes in the sample failed to provide teaching practice visits or assessment by subject specialist teacher trainers.

12. Most of the teacher trainers and many trainees expressed concern about the quantity and quality of teaching practice placements and mentor support in 'the workplace'. Some described this as a 'lottery'. There were also examples of innovative approaches, creating good quality initial teaching practice experiences.

13. All course tutors expressed concern about the difficulty of attracting qualified and experienced teachers to teach on the university-based courses and were looking for new forms of partnerships with colleges. The shortage of suitably qualified teacher educators was reported as particularly acute in the area of numeracy.

The report's conclusions and recommendations can be found on pages 46-48.

1. Introduction

1.1 The context of the research project

The publication of ***Skills for Life*** in March 2001 called for a national strategy for improving provision of adult literacy, numeracy and ESOL. An important part of this strategy was a commitment to raise the quality of teaching, which came about within a context of government efforts to raise the standards of teaching in further education (FE) generally.

In the last five years or so there have been a series of central government initiatives concerned with raising the standards of teaching in the post-16 FE sector, now called the 'learning and skills' sector. These policies represent a significant break with the past 'benign neglect' (Young et al. 1995) of teachers in the post-compulsory sector. They reflect the growing importance of the FE sector to policy makers in relation to the economy, as a means of social inclusion and as an engine for raising participation in education and training (Guile and Lucas, 1999). The range of recent initiatives includes:

- The establishment of Further Education National Training Organisation (FENTO).
- The development of the FENTO national standards for FE college teachers for teaching and supporting learning.
- The abolition of the Further Education Funding Council (FEFC) and its inspectorate.
- The abolition of the training and enterprise councils.
- The establishment of the National Learning and Skills Council and 47 local learning and skills councils (LSCs).
- Two new inspectorates, Ofsted and the Adult Learning Inspectorate, for 16-19 year olds, adult learning and work-based learning.
- The introduction of compulsory teaching qualifications for all new teachers in the sector.
- The development of specialist ITE programmes for adult literacy, numeracy and ESOL teachers.
- The inspection of post-compulsory teacher education by Ofsted.
- Moves to improve teacher education and staff development for further education teachers arising from *Success for All*, published by the DfES in November 2002.
- The creation of sector skills councils to replace national training organisations.

1.1.1 Compulsory teaching qualifications for all new FE teachers ans targets for a fully qualified teaching profession

Compulsory teaching qualifications came into effect on September 2001 for all new teachers, endorsed by FENTO against national standards. Statutory Instrument 2001, No. 1209 introduced the following requirements for new FE teachers.

(a) All new unqualified teachers who become employed to teach an FE course leading to a nationally recognised qualification at an FE college will be required to hold, or work towards and achieve in a specified time, a recognised qualification appropriate to their role.

(b) Unqualified new full-time and fractional FE teachers will be required to gain a university certificate in education (Cert Ed) or equivalent within two to four years (two years for full-time teachers, longer for those on fractional contracts depending on hours worked).

(c) Unqualified new part-time teachers not on fractional contracts will be required to achieve a stage 1 or stage 2 teaching certificate, according to role (stage 1 within one year, stage 2 within two years).

Success for All (DfES, 2002) took these requirements further and proposed that by 2010 all existing FE teachers should be teacher trained. An interim target proposed that 90 per cent of full-time and 60 per cent of part-time FE teachers be qualified to teach or enrolled on appropriate courses by 2005/06. In order to reach these targets, the DfES will 'transfer an element of the former standards fund into core funding for FE and sixth form colleges and plan to require colleges to set out in their three year development plans - and then deliver - targets and approaches to developing the skills and qualifications of their staff.' (p.37). This indicates that while the initial requirement was for all new teachers to be qualified, within the next seven years all teachers and trainers will need to be qualified.

1.1.2 Specialist requirements for teachers of adult literacy, numeracy and ESOL

The working group chaired by Sir Claus Moser published its report in 1999, *Improving Literacy and Numeracy: A Fresh Start*. It pointed to an FEFC inspection report which claimed that some teachers of adult literacy, numeracy and ESOL lacked teaching and specialist qualifications, and lacked knowledge in the subjects they were teaching, unlike staff in other subjects. It recommended that all new teachers should undertake recognised initial training in teaching literacy and numeracy to adults and that courses in teaching adult literacy, numeracy and ESOL should be established in universities.

In November 2000 the (then) DfEE announced that, from September 2001, all teachers employed to teach basic skills would be required to achieve a specialist basic skills teaching qualification. In 2001, ***Skills for Life****: The national strategy for improving adult literacy and numeracy skills*, stated that teachers specialising in literacy and numeracy skills would be expected to work towards new subject specialist qualifications. 'All new teachers employed to teach literacy, numeracy and ESOL in FE colleges will be required to hold, or work towards and achieve in a specified time a specialist literacy, numeracy and ESOL teaching qualification.' (Delivering ***Skills for Life: Skills for Life***. DfES, 2002a).

These two important recommendations led to innovative and ambitious proposals. In addition to being part of the statutory framework and targets that apply to all FE teachers, new teachers of numeracy, literacy and ESOL would also be required to obtain a subject specialist qualification at level 4 of the national qualification framework. In other words, new teachers of numeracy, literacy and ESOL would require both the FENTO teaching standards and subject knowledge as part of their ITE programmes.

The new specialist qualifications that sit alongside a general teaching qualification are underpinned by the subject specifications developed and introduced by FENTO and the DfES Adult Basic Skills Strategy Unit (ABSSU). These define the knowledge, personal skills and understanding required of teachers of adult literacy, numeracy and ESOL. The introduction to the subject specifications states:

> *'These subject specifications are the first step to recognising that teachers of adult literacy and numeracy have a challenging and professional role with the same curriculum status as other curriculum areas. In line with the Government's strategy they signal our belief that adults developing these skills deserve to be taught by skilled*

> *and competent teachers with the appropriate specialist level 4 teaching qualifications.... The intention is to raise the status of the profession and confirm that teaching adult literacy and numeracy is a professional activity that does not differ in demand or expectation from teaching any other subject area.'*
> (Subject specifications for teachers of adult literacy and numeracy DfES/FENTO, 2002, p.1)

1.2 The launch of the research project

Early in 2001 it was announced that, from September 2002, all new entrants to the teaching profession wishing to teach adult numeracy and literacy would be required to enrol on a FENTO[1] approved course that met the requirements of the subject specifications. This would be extended to teachers of ESOL from September 2003.

The newly-formed NRDC worked with ABSSU to identify nine universtities to deliver new programmes during 2002/03. Two college-based programmes were later added to form an additional aspect of the study. Most of the universities focused on literacy and numeracy as subject specialisms, although two also piloted the specification in ESOL in advance of its formal introduction in September 2003.

This report summarises the research into these pilot programmes undertaken on behalf of the NRDC by a team at the Institute of Education, University of London.

1.3 Aims and objectives of the study

The project set out to describe, analyse and explore the postgraduate certificate in education (PGCE) and Cert Ed programmes based on the new subject specifications in literacy, numeracy and ESOL, which were piloted by universities during 2002/03.

The general aim was to allow institutions and practitioners to benefit from the variety of approaches taken by university ITE providers during the first year of delivery and to inform the future national roll-out of such courses.

[1] In practice the programmes involved in the study applied for FENTO approval during the research period. All but one were eventually approved.

2. Conceptual framework and research methodology

2.1 The conceptual framework

The decision to incorporate both pedagogic standards and subject specifications within the teacher education curriculum was both innovative and ambitious. Existing post-16 PGCEs and in-service certificates of education assumed that trainee teachers already had adequate subject knowledge and therefore concentrated on pedagogic issues. The new courses deliver both subject and pedagogic knowledge with the expressed view of improving the quality of teaching. Furthermore, the majority of students on traditional pre-service PGCE programmes have little prior teaching experience in contrast to the more experienced trainee teachers in these new programmes.

The distinctive features of the new programmes in literacy, numeracy and ESOL are the inclusion of subject knowledge and the fact that they have to cater for a wide diversity of previous qualifications, teaching and life experience among the trainees recruited. One of NRDC's broad goals is to develop the professional expertise of literacy, numeracy and ESOL teachers and the team therefore wanted to map this diversity and see how it was being addressed across each of the universities. An explicit conceptual framework relating to the problems facing those involved in delivering the courses was needed.

2.1.1 Subject knowledge and practical teaching experience

All the programmes investigated incorporated one or more of the subject specifications in adult literacy, numeracy and ESOL into their curriculum, together with the standards for pedagogy developed by FENTO. The course developers faced two particular problems. The first was enabling trainee teachers to integrate the development of subject knowledge (as expressed in the subject specifications) with the process of developing their pedagogic skills and knowledge in accordance with the FENTO standards for teaching and supporting learning. The second problem was enabling trainee teachers with diverse prior experience to draw on the subject knowledge and build on the experience and expertise that they had gained before joining the programme.

In order to conceptualise the diverse ways in which the subject specifications were incorporated into teacher training curricula, the research drew on ideas developed by the English sociologist Basil Bernstein (Bernstein, 2000). Although his work was not concerned specifically with teacher education, he was interested in what distinguishes academic or theoretical knowledge from the knowledge that we acquire from experience.

2.1.2 Knowledge based on experience as 'horizontal' knowledge

The team began by identifying features of the prior and largely experiential knowledge that trainee teachers brought to the programmes in terms of what Bernstein refers to as 'horizontal knowledge'. For Bernstein horizontal knowledge relates to the specific contexts or situations in which it is acquired. It therefore tends to be flexible, adaptable, and easily changeable. It is pragmatic; one might say that it works. However, it draws at best on

'reflection on experience' in an ad hoc way, without access to codified or expert knowledge. As a basis for professional practice, horizontal knowledge is therefore limited to individual experience and limited by the situation or context in which it takes place. It is a response to everyday experience; it works but cannot necessarily be generalised and can provide a poor basis for coping with new demands.

2.1.3 Subject specifications as 'vertical' knowledge

All professional and vocational education assumes that we need access to expertise if we are to become capable professionals. This is applied to literacy, numeracy and ESOL teachers through the national ***Skills for Life*** strategy. The programmes are therefore designed to take trainees beyond their prior and immediate experience and give them access to appropriate expertise in, for example, sociolinguistics and mathematics.

In Bernstein's terms the aim is to give the trainee teachers access to what he refers to as 'vertical knowledge'. Vertical knowledge in this case refers to subject disciplines such as sociolinguistics that are the appropriate expert basis for teaching adult literacy and ESOL. The new subject specifications therefore represent a form of vertical knowledge that it is hoped students will acquire during the course. According to Bernstein its characteristics are that it is systematic and conceptual. In contrast to horizontal knowledge it is not tied to particular situations or contexts; it is located in specialist disciplinary research communities and provides a basis for teachers to reflect on and improve their teaching.

However, because it is not related to specific contexts vertical knowledge can seem of little relevance to practitioners. The task of the new programmes is to enable trainees to re-contextualise the vertical knowledge as a way of looking critically at their practice, and in turn to re-contextualise their practical horizontal knowledge within a framework defined by the vertical.

2.1.4 Bringing vertical (subject) knowledge and horizontal (practical) knowledge together

The course developers needed to bring the two types of knowledge (vertical or subject knowledge, and horizontal knowledge associated with practical pedagogy) together. Bernstein refers to this as the problem of re-contextualisation, or of relating one type of knowledge to the other in ways that enhance practice. This is a fundamental pedagogic problem facing all teacher educators. However, it is particularly important in the innovative programmes that we were researching, since the point of the government initiative was to enhance the quality of teaching, not just to teach a subject like sociolinguistics for its own sake (as in academic undergraduate or MA programmes). In other words the programmes presented a new challenge of relating 'what you teach' and 'how you teach it', along with a deeper understanding of the subject area.

2.2 Key research issues

A key aspect of the research was to identify the ways in which the staff in different universities were tackling the problem of re-contextualisation, were identified. That is, to look at how subject knowledge was used to improve the quality of teaching. A number of aspects of re-contextualisation, were identified to explore when interviewing staff. For example:

- How subject specifications (subject knowledge) were converted into teaching programmes or curricula (teaching/pedagogic knowledge).
- How the programmes were designed to enable students to draw on the knowledge acquired in the course, improve their practice and reflect on their prior experience.
- How trainee teachers were encouraged to draw on their experience to make sense of the teacher training curriculum.

2.2.1 Curricular variations

Two models were developed for distinguishing types of curricula. The first model focused on subject, pedagogic knowledge and the practical experience of trainees. The second model focused on ordering of curricula: that is to say, whether the subject specifications were introduced before trainees had any practical teaching experience, at the same time, or afterwards.

(i) Relating subject specifications and practical pedagogy
How subject knowledge was related to practical pedagogy varied from one programme to another and in different subject fields. The diagram below represents the two main variations. Firstly, there is the amount of integration of subject knowledge and pedagogy. The table shows the extremes, when subject knowledge is taught separately from practical teaching and where the two are fully integrated. In practice, programmes are part of a continuum of degrees of integration. Secondly, the model in the diagram suggests that the subject/pedagogy relationship may be different for different subjects. Models 1 and 2 represent variations in the approach to literacy; Models 3 and 4 refer to variations in the approach to numeracy and 5 and 6 to ESOL.

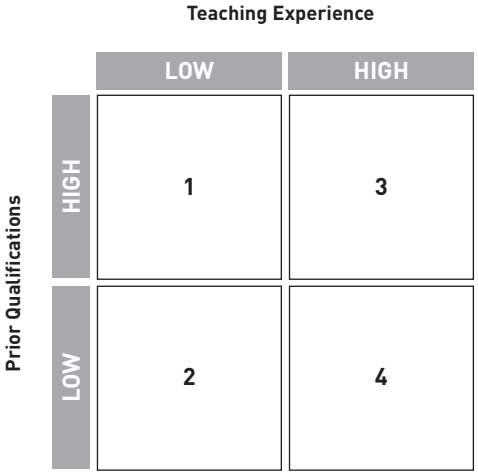
		SUBJECT FIELDS		
		Literacy	Numeracy	ESOL
Relationship between Subject Knowledge and Pedagogy	INTEGRATED	2	4	6
	SEPARATED	1	3	5

(ii) Sequential and concurrent
In the second model a distinction was made between programmes in terms of how they ordered subject (vertical) knowledge and the practical experience that trainee teachers brought to or acquired during the course. Two types of programme were identified. Firstly there are those in which subject knowledge is introduced either prior to, or after, the trainee teachers have had any practical teaching experience. These are referred to as 'sequential'. Secondly there are those in which subject knowledge and practical pedagogy are taught in the same period of the programme. This is referred to as 'concurrent'. These distinctions are useful as a way of posing the key problem facing all teacher training programmes: that of relating theory and practice and the sequence in which programmes should be delivered.

2.2.2 A typology of trainee teachers

Finally trainee teachers were distinguished in terms of their prior qualifications and experience and therefore in terms of their likely learning needs. A four-fold typology was developed, as shown in the diagram below, that distinguished between:

1) Trainee teachers who had little teaching experience and minimal qualifications.
2) Those who had little experience but a high level of qualifications.
3) Those trainee teachers who had minimal qualifications but extensive teaching experience.
4) Trainee teachers who had extensive teaching experience and a high level of qualifications.



2.2.3 The functions of the framework

The conceptual framework had a number of functions in the research. Firstly, it formed a basis to identify the questions to ask in the interviews. It then also provided a framework for interpreting the data and structured the dialogue with those who had been involved in designing the courses. It provided a basis for analysing the programmes that the institutions had developed without judging them. Finally, it provided a basis for reflecting on the findings which, then, in some cases called into question the framework. It was hoped that by the end of the project the framework would highlight the critical issues for present and future programme leaders and to identify issues that need further research.

2.3 Research methodology

In consultation with the post-16 committee of UCET, nine universities were selected and invited to participate in the pilot project (see appendix ii). All nine offered a range of full-time pre-service programmes, part-time in-service ITE programmes and stand alone subject specific programmes. The two colleges included in the study offered stage 1 and 2, subject specific programmes. The courses covered literacy, numeracy and ESOL subject specifications.

An advisory group was established to oversee the research project. This group represented practitioners and key organisations such as FENTO, ABSSU and Ofsted (see appendix iii for membership of the advisory group).

Fieldwork for the project was carried out in three main stages. An initial mapping exercise in October and November 2002 was followed by first visits to the participating institutions in February/March 2003 and second visits in May/June 2003. A seminar was organised in December 2002 for practitioners from the participating institutions, followed by a conference in July 2003 which included contributions both from the research team and from practitioners from the providing institutions. Thus there was consultation and discussion with the providers and a significant level of practitioner input built into the research.

2.3.1 Initial mapping exercise and consultation

An initial information gathering and mapping exercise was carried out based on documentation provided by the nine institutions. The documentation included information about the structure and scope of ITE programmes, the cohorts of trainee teachers recruited in the pilot year, course information provided to trainees (such as course and module handbooks), internal validation procedures and FENTO endorsement and approval procedures. As providers were at different stages of the FENTO approval process, the availability of documentation varied across the institutions. The information was used to map the general characteristics and range of provision across the institutions in the pilot. It was also used as a basis for designing the questionnaires for staff and trainee teachers on the programmes.

At the meeting with practitioners in December 2002 the design and scope of the questionnaires and the strategy for the fieldwork was discussed. The meeting also provided an opportunity to discuss the conceptual framework developed for the research in the light of practitioners' detailed practical knowledge of the programmes being mounted. The findings from this initial phase were used to compile a profile of each institution's provision and to finalise the staff and trainee questionnaires.

2.3.2 Questionnaires and interviews

Questionnaires for staff and trainees were piloted and sent out in January 2003. In all, 25 staff and 196 trainees responded to the questionnaires. Details of the response rates can be found in Section 5. Copies of the questionnaires can be found in appendix iv, the institutions are listed in appendix ii.

The questionnaires had two purposes:

- To gather quantitative data on the characteristics of the cohort and on the staffing of the programmes.
- To elicit initial qualitative comments on participants' experiences of teaching and learning on these new programmes, in order to inform our planning of interview schedules.

Topic guides were drawn up for face-to-face discussions with staff and trainees reflecting the issues arising from initial analysis of the questionnaire data, and the qualitative comments made by staff and trainees in their written responses.

One-to-one interviews were carried out with tutors so that the issues involved in incorporating the subject specifications in ITE programmes could be explored. Discussions with trainees were organised in small focus groups of between five and ten participants, so that a range of different views and experiences could be elicited and emerging themes could be explored more broadly than would be possible in individual interviews.

Providers were asked to select staff and trainees to participate in the discussions. Where providers offered more than one subject specialism in a programme, some of the trainee focus groups were subject specific, although this was not always possible because of participants' commitments and availability. However, in cases where the groups included participants from different specialisms, this had the advantage of offering comparative views across the specialisms.

Two visits were made to each provider. Each visit included individual interviews with up to three staff teaching on the programmes and two focus group discussions with trainees.

The aim of the first visits was to find out more about:

- The diverse backgrounds of the trainee teachers and how this affected the organisation of the course.
- The relationship between subject knowledge and teaching knowledge and in particular how the subject specifications and pedagogy were being translated into a curriculum.
- Staff and trainees' initial experiences and responses to the new qualification.

The second visits focused on three main aspects:

- How theory and practice – subject knowledge (as in the subject specifications) and practical pedagogy (as in the FENTO standards for teaching and learning) – were integrated on the programmes.
- The extent to which providers had developed different models of integration.
- Staff and trainees' experiences and views of these models.

2.3.3 Conference and consultation – July 2003

Emerging findings were shared with practitioners at a conference in London in July 2003. The conference included presentations from the project team and from practitioners at the participating universities, as well as workshop discussions led by the practitioners about the three subject areas of numeracy, literacy and ESOL. The conference enabled practitioners to reflect on the project's findings and to exchange ideas and practice. It also served to deepen and extend discussion of the issues and to inform the findings of the project and of this report.

2.3.4 Analysis of quantitative and qualitative data

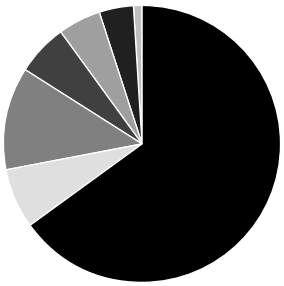
The report that follows does not attempt to reproduce all the diverse data that were collected. Rather, key themes have been identified that emerged in the course of the research and from the consultations with practitioners in the pilot. From the analysis of the quantitative data significant features of this highly diverse cohort have been identified. From the qualitative data gathered in the interviews and focus group discussions common experiences and problems across the programmes have been identified, with examples of good practice and successful models for integrating theory and practice. Qualitative comments have also been included from individual trainees and tutors as a way of illustrating the variety of experience of trainees on the programmes and the complexity of issues providers addressed in planning and delivering this new qualification.

3. Diversity of trainee teachers and their learning needs

3.1 Trainee teachers' previous experience and qualifications

The research revealed a broad range of different kinds of prior experience and qualifications among the 196 trainee teachers who responded to the questionnaire. The trainee cohort was 84 per cent white and 78 per cent female, with 60 per cent on pre-service programmes and 40 per cent on an in-service programme.

1 Ethnicity



- **White British** 65% (88)
- **White non-British** 7% (10)
- **White other** 12% (16)
- **Asian** 6% (8)
- **Black** 5% (7)
- **Mixed** 4% (6)
- **Other** 1% (1)

Number in brackets represents number of respondents

3.1.1 Prior teaching experience and qualifications of trainee teachers

The amount of prior teaching experience varied from zero to more than 30 years in the case of some teachers. Some very experienced teachers had joined pre-service ITE programmes rather than opt for an in-service programme. 35 per cent of the trainees had no previous teaching experience. In all, 48 per cent had less than two years experience and 52 per cent had two years or more; 18 per cent had more than 11 years of experience.

2 Years of experience

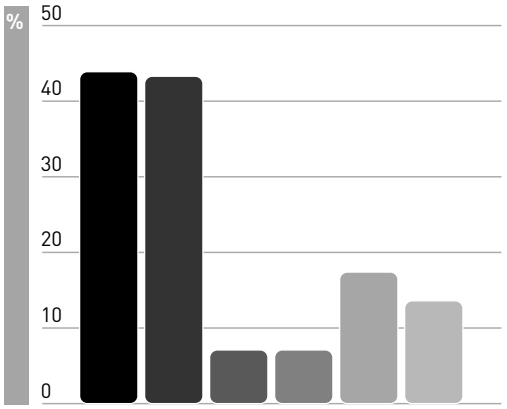
- **No experience** 35% (65)
- **0-1 year** 13% (24)
- **2-5 years** 20% (37)
- **6-10 years** 14% (27)
- **11-33 years** 18% (34)

Number in brackets represents number of respondents

The unexpectedly high figure, 18 per cent , of very experienced teachers is in part due to those involved in the delivery of staff development programmes who took the opportunity to participate in the new level 4 subject qualifications as preparation for delivering the programmes themselves to others. 17 per cent of the trainee cohort already held a Cert Ed, BEd or PGCE qualification, but under half of these qualified teachers were in the most experienced group. Approximately 77 per cent of those with 2-10 years experience did not yet have a Cert Ed, BEd or PGCE. Even in the most experienced group, 54 per cent did not yet have a Cert Ed, BEd or PGCE.

Trainees' previous experience was substantially in FE or adult and community education, but also included a wider range of settings.

3 Previous teaching experience by sector



- **FE** 43.9% (82)
- **Community setting** 43.3% (81)
- **Prison Education** 7.1% (13)
- **Vocational training** 7.1% (13)
- **Workplace setting** 17.4% (32)
- **Other setting** 13.6% (25)

NB: trainees may have had previous experience in more than one sector

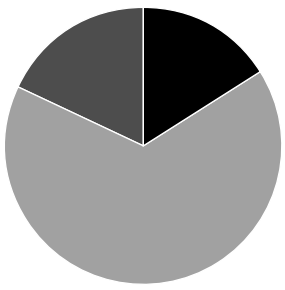
Number in brackets represents number of respondents

A high proportion of the trainee teachers, 88.2 per cent, already had a qualification at degree level or higher, with 16 per cent having postgraduate qualifications. Some experienced teachers already had teaching qualifications. These included generic PGCE qualifications either based on or pre-dating the FENTO standards, and qualifications such as those offered by City and Guilds at stages 1 and 2. Others had specialist qualifications in teaching adult literacy, numeracy and ESOL such as City and Guilds 9281/5 or RSA Cambridge or Trinity TESOL certificates or diplomas.

3.1.2 Age range and prior life experience of trainees

The majority of respondents to the questionnaire were over 30 years of age, with 66 per cent in the 31-50 age range, 18 per cent 51 or over and only 16 per cent within the 21-30 age range. This differs from the age profile on a pre-service ITE programme, where the trainee cohort is typically younger. Further research would be needed to compare in-service with FE-based programmes, where a mixed age profile may be more typical.

4 Age profile of the cohort



- **21-30** 16% (31)
- **31-50** 66% (128)
- **over 51** 18% (34)

Number in brackets represents number of respondents

With the designation of adult literacy, numeracy and ESOL as 'life skills', we found that some tutors and trainee teachers considered maturity and experience of life and work to be very desirable, for prospective specialists in this field. However, many others were keen to attract increasing numbers of younger people to the profession.

During the focus group discussions the extent to which trainees' prior vocational and life experience could be used during their teacher training was explored. It was found that a few programmes clearly harnessed prior experience, but there was little evidence of it being used in other programmes which tended to emphasise 'covering' the subject specifications and the FENTO standards. Adult literacy trainees cited the following examples of directly-related prior vocational experience: publishing, marketing, counselling, educational work with young offenders in pupil referral units, social work with adolescents with mental health problems, nursing, recruitment and training work with the long-term unemployed.

One focus group was composed of adult numeracy specialists with prior vocational experience in business, local government, banking, IT services, community work, training and development work in rural Africa. This group articulated very clear ideas about the relevance of their own vocational experience in equipping them to work in this area. These views are presented below as a case study illustrating how productive links can be made between prior experience and current theoretical and practical training by means of reflective practice.

Case study

Making use of prior vocational experience in adult literacy and numeracy teacher training

A number of tutors and trainees in the interviews indicated ways in which prior vocational experience could enhance the professional development of teachers. One numeracy tutor group in particular provided examples of how specialist teachers' vocational experiences could be harnessed to increase the relevance and efficacy of numeracy teaching practices.

This group was described by the tutor as very diverse, with ages ranging from 24 to 59 years, a 50:50 gender balance (considered unusual in a profession traditionally thought of as predominantly female), and with group members drawn from diverse socio-economic backgrounds. Although there were no mathematics graduates, some members of the group had taken degree subjects with a high maths content such as engineering and business studies; others had studied history, law, public policy and politics.

Everyday maths content was also very evident in the broad range of vocational experience represented in the group: business, local government, banking, IT services, community work, overseas training and development work. The rich combination of prior academic and vocational experience perhaps justified the tutor's comment that 'many of them are mathematicians and have analytical, sequential, and creative minds'. Most of them had had some previous contact with adult basic skills education.

The trainees were very aware of the national campaign, of adult numeracy as a 'life skill' and of the high relevance of their own prior vocational experience to this understanding. In their view, vocational experience was particularly valuable for motivating adult learners to acquire numeracy skills, to create conditions for learning that are relevant to the context of 'the real world' and to facilitate flexible learning within contexts and using methods that are familiar to adult learners.

Significantly, this group saw their own life experience as being at odds with the 'traditional', 'entrenched' and inward-looking culture of some of the FE colleges where

they were placed for their teaching practice. This clash of cultures was heightened by their critical views of the 'overpowering apathy', the 'lack of motivation', and the rigid attitudes towards disciplining younger learners, which they observed among some FE teachers of adult literacy, numeracy and ESOL.

The tutors on this programme and the strong group dynamic had combined in a desire to create a culture of learning that is distinct from the 'grim reality' of many of the placement colleges; an inventive, collaborative, sharing ethos where learning numeracy is fun. A sharing ethos had grown in this group, exemplified in the comment of one trainee that 'you have to create your own materials but it's great to bounce off and borrow ideas from each other'. However, this was in stark contrast to the reluctance to share materials among their FE colleagues. Furthermore, they commented on how their own interactive and stimulating materials and methods contrasted with the unimaginative 'worksheet-dominated' approach of the FE lecturers they observed.

3.1.3 Trainee teachers' degree subjects and their relevance to the subject specifications

The establishment of the new subject specifications for adult literacy, numeracy and ESOL has created a new situation for initial teacher training in that prior subject knowledge cannot be taken for granted among graduates following these newly defined specialisms. The appropriateness of graduate entrants' prior degree-level (and in some case postgraduate-level) study, as preparation and grounding for the acquisition of the level 4 specialist subject knowledge, was raised in discussions with staff and trainees in the evaluation.

Certain degree subjects and combinations of subjects equipped trainees to make sense of aspects of the subject specifications and to apply their academic knowledge within the context of practical pedagogy. However, even where degree subjects might be considered directly relevant to the subject specifications for adult literacy (such as English language and linguistics), there was considerable variation in subject content of different degrees. This meant that graduates in these disciplines may not be adequately versed in key areas of the subject specifications, or be able to apply their prior academic knowledge directly in the teacher training programmes.

Graduates who had neither a directly relevant degree subject nor any experience of the context of adult literacy, numeracy and ESOL had a huge amount to learn in very little time. As one literacy teacher/trainer put it: 'Many graduates come with absolutely no subject knowledge. They are native speakers of English who were not taught grammar at school and they have no concept of word classes, syntax, stress, vocabulary etc. – let alone how to teach!'

Some graduates, such as those who had studied language variety and usage in linguistics degrees, were able to make direct use of their prior academic knowledge. Others who, for example, had combined study of English language and literature, found that their grammatical knowledge did not include terms such as 'word classes' and were thus not immediately able to make sense of and apply in practice the grammatical aspects of the subject specifications. One English literature graduate said that she felt her degree had not equipped her with the grammatical knowledge and skills in textual analysis that she needed, whereas her experience working in publishing had given her relevant and valuable skills in skimming texts and proof reading.

A joint German and psychology graduate on the same programme, who had done an initial

level CELTA course and had taught EFL in Germany for six months, found that her formal linguistic training allowed her to approach the teaching of language and literacy with confidence. This was a consistent pattern. Trainees who had studied linguistics, languages or English language found the subject much less daunting than those who had studied English literature.

The diverse range and nature of prior experience and qualifications described above meant that trainees came to the programmes with quite significant differences in their purpose, needs and expectations. Prior study for a broad range of different degree subjects meant trainees had very different levels of preparedness for the theoretical demands of the subject specifications. Widely varying amounts of practical experience in teaching literacy, numeracy and ESOL meant that there were great differences in trainees' practical competence and confidence and in their understanding of the context of their work-based experience.

There were also significant differences in their levels of personal skills in literacy and numeracy. These have important implications for providers in structuring the training programmes, integrating theoretical and practical aspects of training and building differentiation and optional elements into the programmes. One trainee literacy teacher commented: 'I learned a lot from my peers, the PGCE trainee teachers. There were some people in the group who'd just done a linguistics degree and they were really great for me to be alongside.'

It appears that very few maths graduates have so far started to train as teachers of adult numeracy, although tutors reported that several had been recruited for the next year's cohort. There were a few trainees in the pilot cohort who had studied advanced maths as part of HND courses, for example in engineering.

There were varied views among numeracy tutors and programme leaders about whether maths graduates might be attracted to numeracy teaching. Some considered that better salaries and job prospects outside the teaching profession would undoubtedly tempt maths graduates, while others were more optimistic about the attractions of the professional and personal rewards offered by teaching adult numeracy. As one tutor commented:

> *"Why should a maths graduate go into teaching numeracy? If they love the subject they can teach it at higher levels and in any case there is a demand for their skills in industry. Teaching numeracy to adults is more a love of teaching than a love of subject. That's not to say that they don't need some subject knowledge but are the subject specifications in numeracy too high?"*

A programme leader who also taught numeracy thought that:

> *"Personal experience of difficulty in school maths learning might itself be a significant asset for a potential adult numeracy teacher in terms of the added value in empathy which it might provide - an understanding that a maths graduate may be unlikely to share."*

It was also noted that degree subjects such as social sciences, which contained significant maths content in the form of statistics, could be a particularly valuable foundation for numeracy teaching as this was a form of application of mathematical knowledge that directly mirrored aspects of the numeracy subject specifications.

3.1.4 Trainee teachers' personal skills in literacy and numeracy

The ITE programme staff reported surprise at the low levels of personal numeracy and literacy among both practising teachers and new entrants. As both tutors and trainees commented in the interviews, the historical knowledge deficit caused by shifting patterns and fashions in the teaching of grammar in British schools has affected successive generations in the last few decades. In addition, a supposed national phobia about learning maths has blighted the intellectual confidence of many adults. However, some of these are now coming forward to train as teachers of literacy or numeracy, perhaps motivated by their own negative learning experiences.

The data from the questionnaires shows that 98.4 per cent of the trainee repondents had a qualification in English at National Qualification Framework (NQF) level 2 or above, and 49.5 per cent at level 3 or above. However, as described in the previous section, these qualifications may be in English literature which maps only partially to the content of the subject specifications. Furthermore, 50.5 per cent had a qualification in English no higher than level 2. For this group the jump to the level 4 subject specialism may be a challenge. However, a closer analysis of individual qualifications may reveal more complex patterns: for example, a trainee with English at GCSE, but not A-level, may have modern languages at A-level and a degree in linguistics, and would thus have studied language to a high level, but not in qualifications with the title of 'English'.

A literacy tutor reported that there was a lack of grammatical knowledge even among practising teachers of many years' experience. This meant that large numbers of trainees had to compensate by undertaking daunting amounts of personal learning in order to reach the level of personal skill required by the subject specifications. There are clear implications here for entry screening and assessments, in that there are limits to how far trainees can develop their skills within the fixed time period of a single programme.

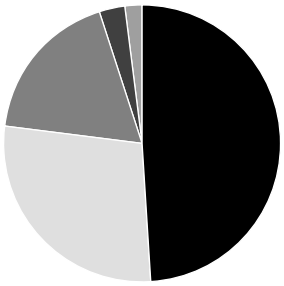
Of the cohort of repondents, 71 per cent had only a level 2 qualification in maths, while a further 5.3 per cent had no maths qualification at all. One trainee had a postgraduate qualification in maths, 3 per cent had a degree-level qualification, and 20 per cent a level 3. A total of 40 per cent trainees had level 3 or above.

40 trainees were training to teach numeracy, with a further 17 trainees training to teach both numeracy and literacy. However, the 40 trainee teachers with level 3 or above qualifications in maths do not coincide with the group of 40 trainees training to teach numeracy. Only 13 of those with a level 3 or higher maths qualification were in the group training to teach numeracy. The one person with a post-graduate qualification in maths was training to teach ESOL.

In summary:

- 88.2 per cent had a graduate or postgraduate qualification.
- 98.4 per cent had a qualification in English at level 2 or above.
- 94.7 per cent had a qualification in maths at level 2 or above.
- 49.5 per cent had a qualification in English at level 3 or above.
- 23.7 per cent had a qualification in maths at level 3 or above.

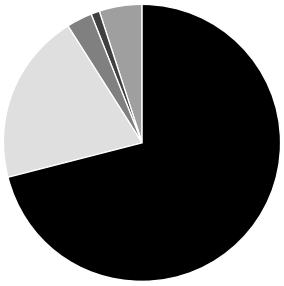
5 Trainee teachers - Level of qualification in English



- **Level 5** 3% (6)
- **Level 4** 18% (33)
- **Level 3** 28% (52)
- **Level 2** 49% (90)
- **None** 2% (3)

Number in brackets represents number of respondents

6 Trainee teachers - Level of qualification in Maths



- **Level 5** 1% (1)
- **Level 4** 3% (5)
- **Level 3** 20% (5)
- **Level 2** 71% (120)
- **None** 5% (9)

Number in brackets represents number of respondents

3.2 Perspectives of different groups of trainee teachers

As the discussion above indicates, the research identified a number of different categories of trainee teachers. Staff in the universities, asked about the prior experience of trainees, identified three main groups of trainee teachers:

- Practising teachers with substantial teaching experience.
- Practising teachers with some teaching experience in adult literacy, numeracy, ESOL, or other subject areas.
- New graduate entrants into the teaching profession who may or may not have vocational experience.

These groups were distributed across the range of programmes with some providers catering for all categories within single programmes.

In seeking to qualify at level 4 in their chosen specialism, experienced teachers had a variety of motivations. In general, the very experienced practitioners were seeking recognition of their existing advanced level of professional practice, whereas those with less experience were seeking to upgrade their status, meet the new requirement to be qualified at level 4, and develop both practical competence and subject specialist knowledge.

Some of those in the most experienced group needed the level 4 qualification not only because they were practising teachers of adult literacy, numeracy or ESOL, but also because they had staff development responsibilities. They were themselves likely to be managing and delivering in-house staff development and certification programmes based on the level 4 specifications in the next academic year and in future. This group tended to be best served by flexibly modular programmes where trainees were able to opt to qualify by taking specialist modules only.

Several recent graduates, with no prior experience of adult basic education, were extremely positive about their choice despite having made a relatively arbitrary and last minute decision to transfer to a specialism about which they knew very little. Having gained a great deal from their training and work-based experience, they had become enthusiastic about the contribution they had discovered they could make as practitioners in the field.

3.2.1 Practising teachers with substantial experience

Teachers with substantial experience who also had management and training roles in colleges had particular expectations of the level 4 qualification. They wanted an intellectually demanding course with a high level of theoretical content that would both complement their advanced level of professional practice and provide them with a synoptic perspective on their specialism. One literacy teacher with 12 years' experience said:

> *"I didn't come to the course thinking it would change my ideas about how to teach literacy, but what I was hoping it would do was develop my knowledge of the theory of the English language, which I always felt I had never explicitly been taught."*

There was also some urgency in her desire to be qualified for her current staff development role:

> *"I'm aware I'm using this qualification instead of doing continuing professional development (CPD) – but it would take another lifetime to wait for CPD to come along.'"*

Experienced teachers whose previous teaching qualifications had been very practically oriented also approached the level 4 specifications with an expectation of explicitly theoretical content and intellectual rigour. One teacher specialising in literacy commented:

> *"I wanted to go a bit deeper, to find some of the underpinning knowledge. The other courses I've done were quite practical."*

3.2.2 Practising teachers with some teaching experience in adult literacy, numeracy, ESOL, or other subject areas

The extent of this group's teaching experience varied widely, with some having taught full time for a number of years and others having only relatively limited part-time experience.

As with the very experienced group, there was a variety of levels of prior teaching qualification and a variety in the extent to which they were relevant to and preparation for, the subject specifications. Respondents tended to emphasise the mainly practical orientation and relatively low level of theoretical content in prior specialist teaching qualifications in contrast to what was perceived as a highly theoretical orientation in the level 4 subject specifications.

Some had previous teaching qualifications in adult literacy, numeracy and ESOL. However, these were very practically-oriented forms of teacher training at a variety of levels up to level 4 stage 2, and were not always sufficient as preparation for the level 4 specialist training. Indeed, the new level 4 qualification has been introduced as a solution to the problems and confusion caused by the plethora of previous qualifications (many of them already superseded).

3.2.3 New entrants to the teaching profession

This group included recent graduates with little other relevant experience apart from their recently completed education, mature graduates with vocational experience prior to their higher education and graduates with vocational experience who wished to change career and specialise as teachers of adult literacy, numeracy or ESOL.

In the view of tutors, recent graduates tended to be more intellectually confident than practising teachers about the more theoretically demanding aspects of the subject specifications, yet wanted more emphasis on practical teaching to prepare them for teaching practice. Recent experience of academic study had equipped them to assimilate and discuss theory but not necessarily to be confident about applying theory to practice or understanding the pedagogical implications of different theories. It was this group that often complained that the programme and subject specifications were too theoretical and not focused enough on practice. It was also this group who suffered most from poor quality teaching practice as discussed later in this report.

The quality of integration between theory and practice was of particular importance for the group of recent graduates. These inexperienced teachers needed frequent feedback on their developing practical skills, linked to their growing theoretical understanding and knowledge. The lack of skilled and experienced mentors, and the incidence of mentors with little or no connection to the taught parts of the ITE programme, could be demotivating and even damaging.

By contrast with trainees who were practising teachers, recent graduates were novices when it came to practical teaching and needed early induction into practical pedagogy and orientation in the contexts of their work placements. As one inexperienced trainee put it:

> *"We were a group of students new to teaching combined with a group who are well established teachers. It was very difficult. [...] The pace was too fast as they were going with the majority who were experienced teachers."*

The documents to support ITE curriculum delivery, the FENTO/NRDC *Guidance on using the Subject Specifications in conjunction with the Standards for teaching and supporting learning*, which emerged during the year, were particularly useful in relation to this less experienced group of trainees. These documents made more explicit reference to the practical teaching strategies and techniques in teaching these particular subject areas.

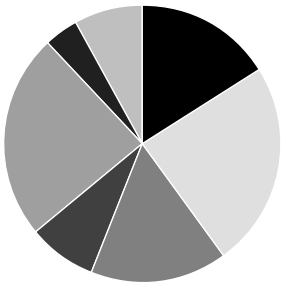
4. Staff teaching on the pilot programmes

4.1 Profile of the staff teaching the ITE programmes

The study collected data on 25 staff involved in delivering the programmes in eight of the nine universities in the study and the two colleges. This staff cohort was predominantly female (82 per cent), white (100 per cent), and all aged 31 or over, with 48 per cent over the age of 50.

All the staff teaching on the ITE programmes were graduates, with 76 per cent also holding postgraduate qualifications and a range of subject areas represented in their qualifications. Those with degrees in education, language/linguistics and English formed a combined group of 56 per cent of the total. A further 24 per cent had other arts degrees, with small proportions in maths, sciences and social sciences.

7 Profile of staff teaching the ITE programmes - degree subjects held

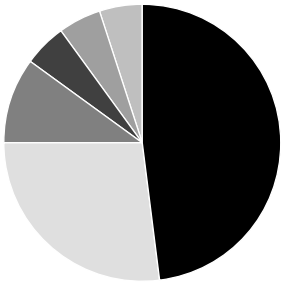


- **Education** 16% (4)
- **English** 24% (6)
- **Language/Linguistics** 16% (4)
- **Maths** 8% (1)
- **Other Arts subjects** 24% (6)
- **Sciences** 4% (1)
- **Social Sciences** 8% (2)

Number in brackets represents number of respondents

Of the 76 per cent of staff with postgraduate qualifications, 90 per cent had studied education, linguistics/language or English.

8 Profile of staff teaching the ITE programmes - postgraduate subjects held

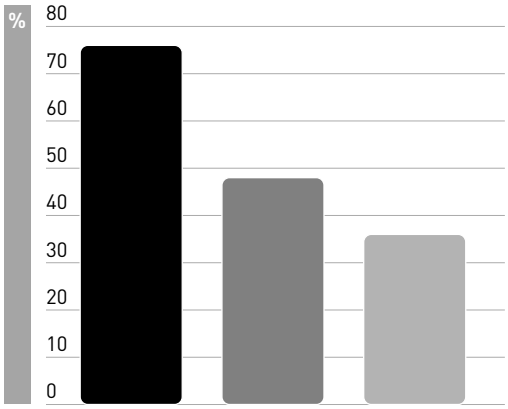


- **Education** 48% (9)
- **Language/Linguistics** 27% (5)
- **English and Education** 10% (2)
- **English** 5% (1)
- **Maths and Education** 5% (1)
- **Other** 5% (1)

Number in brackets represents number of respondents

Many of the teaching staff, 84 per cent , also held professional teaching qualifications. These were often a combination of generic qualifications such as a PGCE or Cert Ed, or a specialist NQF level 5 ESOL or literacy teaching diploma. A total of 76 per cent held a Cert Ed or PGCE; 48 per cent held a specialist diploma; 36 per cent held both generic and specialist teaching qualifications.

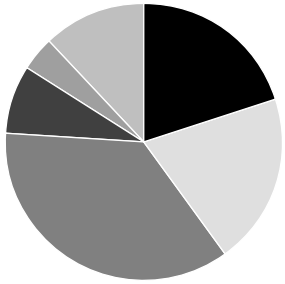
9 Percentages of staff with professional teaching qualifications



Staff with PGCE/Cert Ed 76% (19)
Staff with subject specialist diplomas 48% (12)
Staff with both PGCE and specialist qualifications 36% (9)

Number in brackets represents number of respondents

10 Profile of staff teaching the ITE programmes - professional teaching qualifications



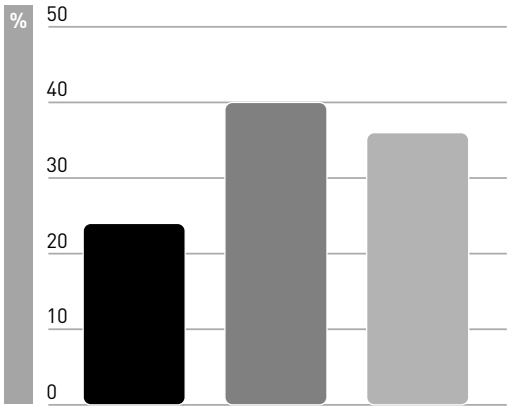
PGCE 20% (5)
Cert Ed 20% (5)
PGCE/Cert Ed plus Specialist Diploma 36% (9)
Specialist TESOL Diploma only 8% (2)
Other 4% (1)
None/No info 12% (3)

Number in brackets represents number of respondents

4.2 Staff experience of teacher education

Staff experience of generic and specialist teacher education varied from zero to 31 years for generic and zero to 28 years for subject specific experience, with a mean of between 11 and 12 years in both cases. 24 per cent had roughly equal experience in both generic and subject specific teacher education. 40 per cent had their experience mainly in specialist teacher education, and 36 per cent primarily in generic teacher education. This reflects the way in which universities have built teams with complementary skills to cover the breadth of expertise needed.

11 Staff experience of teacher education

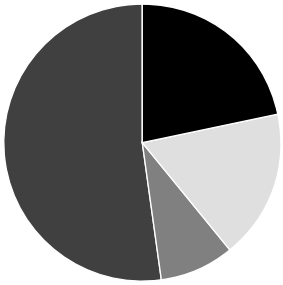


Staff equally experienced in generic/ subject specific teacher education 40% (6)
Staff experienced mainly in specialist teacher education 40% (10)
Staff experienced mainly in generic teacher education 36% (9)

Number in brackets represents number of respondents

More staff had subject specialist experience (95.7 per cent) than had experience of delivering generic teacher education (78.3 per cent). This is because additional staff with subject specialist knowledge and experience were brought into the generic teacher education teams to deliver the new programmes.

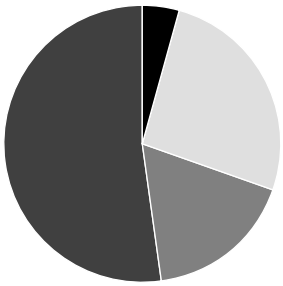
12 Profile of the staff teaching the ITE programmes - years of generic teacher education experience



- **Less than one** 21.7% (5)
- **1-4 years** 17.4% (4)
- **5-10 years** 8.7% (2)
- **More than 10 years** 52.2% (12)

Number in brackets represents number of respondents

13 Profile of the staff teaching the ITE programmes - years of subject specific teacher education experience



- **Less than one** 4.3% (1)
- **1-4 years** 26.1% (6)
- **5-10 years** 17.4% (4)
- **More than 10 years** 52.2% (12)

Number in brackets represents number of respondents

4.3 Staffing issues and institutional support for multi-disciplinary, cross-sector provision

In the pilot year many providers experienced difficulties in finding specialist staff. Some had started interviewing trainee teachers without specialist staff and then employed specialist staff once the trainee teacher numbers had been assured. However, universities expressed a number of concerns about staffing the subject specialist programmes in the future as many more programmes come on stream.

There was considerable variation in the level of commitment by the HE institutions towards the new programmes during the pilot year. Some programme leaders benefited from strong institutional support, while others received very little. For example, a large provider that had recruited 74 pre-service trainee teachers in the pilot year and was planning to increase the cohort to approximately 100 in 2003/04, had recruited five new permanent full-time staff to teach the programmes. By contrast, a relatively small provider offering the pilot programme to 20 trainee teachers, was not successful in gaining adequate financial or institutional support, and sought to run the programme on a combination of NRDC development funding and the goodwill of tutors recruited from the FE and community sectors.

Institutional commitment was seen by programme leaders as vital to their ability to recruit staff who were appropriately qualified, with a sufficiently broad and flexible range of expertise, and with relevant experience as practitioners. Where providers were trying to draw on expertise from a range of different learning partners located in FE, HE, the community sector and the private sector, incompatibilities between funding procedures and institutional barriers often created obstacles. One provider had aimed to combine HE academic input with practitioner expertise from FE and community provision in order 'to draw on best practice in the field'. While the programme leader reported very positive experiences of personal and professional collaboration between colleagues from the different sectors, at an institutional

level there had been a serious lack of resources and support: 'An embryonic partnership like this needs time and institutional commitment to develop [...] – both have been lacking.'

Programme leaders emphasised the importance of attracting high quality staff to teach the new courses. However, they recognised that it was difficult to find appropriately qualified tutors of the right calibre and with sufficiently broad expertise and experience. This was especially so in the case of numeracy, with one provider reporting that they were 'desperately short of numeracy teacher trainers'.

Providers attempted to find staff and establish course teams that could combine the theoretical expertise demanded by the subject specifications with the broad pedagogical knowledge and practical experience required by the FENTO standards for teaching and learning in FE. The ideal combination of the three elements of in-depth subject expertise, expertise in teacher education and up-to-date experience of practice was more difficult, if not impossible, to find in one individual.

One provider deliberately sought to attract staff applicants who were well qualified (e.g. with maths degrees) but who were not 'HE people'. They were hoping to 'build bridges between the private sector, HE, FE and other learning partners'. Another provider, also trying to combine expertise from FE, HE and community provision, recognised that it could not be appropriately staffed without collaboration and that 'no one person can teach the required range'. For example, in their attempt to integrate linguistics and pedagogy in an adult literacy module on understanding and describing language, they wanted either 'a practitioner who is a linguist or a team-teaching partnership between a linguist and a practitioner'. Similarly, they considered that the complexity of the learning disabilities section of the subject specifications could only be adequately and seriously addressed by buying in expertise. Otherwise there was a danger that this important area of the specifications might be treated superficially or in a 'box ticking' manner.

5. Models and analysis of the research

5.1 The programmes

The universities offered different combinations of options in the three subject specialisms:

- Two universities offered literacy, numeracy and ESOL.
- Two universities offered literacy and numeracy.
- One university offered literacy and ESOL.
- Three universities offered literacy only.

In total there were nine literacy programmes in the universities; four numeracy, and three ESOL. The two FE colleges were included as an additional facet to the study and offered all three specialisms, but only the literacy programmes were explored as part of this study. Three universities created new 'stand alone' subject specific qualifications. Four created new modules to add to existing generic post-compulsory teacher education programmes, and two created new integrated programmes with a subject specific intake.

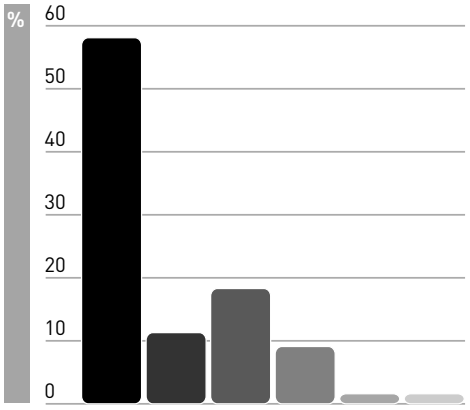
14 Trainees' questionnaire response rates

Institution	Number enrolled on programme	Number of questionnaires received	% of trainees responding
A	11	7	64
B	29	21	72
C	33	20	61
D	20	9	90
E	56	22	39
F	32	32	100
G	20	8	40
H	32	19	59
I	12	11	92
J	Not reported	7	n/a
K	Not reported	38	n/a
Total not including J and K	245	149	61
overall response rate			
Total	245	194	
Responses institutions not known		2	

The data from the trainee questionnaire completed in the spring identifies the specialist options being undertaken by trainees.

This data shows some trainees following two specialisms, and two trainees even following three specialisms. However, it is clear from later information that many of these were only able to complete in one subject area. Most respondents were training to be adult literacy teachers, with roughly equal numbers taking numeracy and ESOL.

15 Specialism



- **Training to teach literacy** 58.1% (108)
- **Training to teach numeracy** 11.3% (21)
- **Training to teach ESOL 20** 18.3% (34)
- **Literacy and Numeracy** 9.1% (17)
- **Literacy and ESOL** 1.6% (3)
- **All three subjects** 1.6% (3)

Number in brackets represents number of respondents

5.1.1 The diversity of recruitment strategies

In the pilot year providers had to move rapidly to accommodate the new subject specifications and to mount subject specific teacher training programmes. In many ways the pilot year was a testing ground for recruitment strategies in a situation where provision was being set up to cater for a largely unknown quantity and quality of applicant. We found little common practice in recruitment, which may reflect the short time given to launching the courses; the way providers adapted and extended their existing provision[4]; and the varying local requirements, levels of demand, and levels of specialist staff. However, this variety of practice is also commonly found in generic teacher training programmes.

Two university providers offered the level 4 qualification to cohorts recruited and funded by local LSCs. One targeted practising teachers, another new entrants to teaching.

Some providers started programmes later than others and only offered a stage 3 programme[5], assessing applicants carefully to recruit a cohort ready to start directly into the second year. Another mounted a one-term bridging course, prior to the certificate programme, in order to accredit previous experience and to ensure applicants' readiness for level 4 academic work. The bridging course was compulsory if applicants did not have an approved stage 2 level 4 qualification. Its purpose was to provide a procedure for accreditation of prior experiential learning (APEL) that enabled trainees to convert their professional experience and previous qualifications into appropriate 'academic credit'. Candidates built a portfolio and completed two other assessments designed to demonstrate and assess prior learning and experienced equivalent to stage 2 of level 4 in order to proceed to stage 3.

Other providers extended their traditional intake. Large providers, whose numbers of PGCE and Cert Ed trainees had traditionally allowed them to offer subject specific input as part of 'subject clusters', were able to adapt and extend existing adult literacy, numeracy and ESOL clusters to incorporate the level 4 subject specifications. Two large providers offered the level 4 qualification only to full-time pre-service trainees on PGCE programmes; others included in-service programmes.

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[4] Lessons from the pilot have already led providers to adjust their entry criteria for the next academic year. It is hoped that the dissemination of findings will also assist providers in targeting their future intake and in meeting the varied requirements of an exceptionally diverse cohort. This is discussed further below.

[5] It is common practice with national awarding body qualifications for the route to full teacher qualification to be offered via three separate qualifications at level 4: stages 1, 2 and 3. In broad terms, stages 1 and 2 form the first year of a part-time in-service programme and stage 3 forms the second year.

Some trainees and providers considered prior experience as teachers of adults to be highly desirable. Experienced teachers clearly knew why they wished to specialise, whereas some new entrants had little or no knowledge of the context of literacy, numeracy and ESOL. In the words of one trainee, such novices had no understanding when they enrolled on the course of 'why the learners are in the classroom'.

Several providers offered trainees the opportunity to specialise in adult literacy and numeracy where they had originally applied for other cluster areas on generic PGCE programmes that were oversubscribed. Such transfers generally occurred at the time of recruitment, although in one institution some transfers took place once the programme had started. This practice is unlikely to be repeated in future, mainly because these providers have since recruited specialist staff to manage recruitment according to newly revised entry criteria.

Tutors and experienced trainees emphasised the importance and urgency of accrediting existing teachers on in-service programmes at level 4, with one tutor describing under-qualified existing teachers as 'the natural target group' for the new qualification. On the other hand the thrust of government policy has been to target new entrants to the profession who intend to specialise as teachers of adult literacy, numeracy and ESOL. This priority is reflected in the proportions of participants we found in our research, with a majority of trainees following the pre-service full-time PGCE route and a minority attending in-service programmes. However, these proportions[6] do not reflect the fact that some experienced part-time teachers found it more advantageous to enrol on a full-time pre-service PGCE or Cert Ed course because of the bursary that these attract. Thus full-time courses, which normally cater for beginning teachers, in many cases included a mixture of inexperienced and experienced trainees.

5.1.2 Diversity of trainees: sequential/concurrent delivery of subject knowledge and practical pedagogy

The diversity of trainees in terms of purpose, needs and expectations has important implications for providers in structuring training programmes, integrating theoretical and practical aspects of training, and building differentiation and optional elements into the programmes.

There was some debate among tutors and trainees about the sequencing of elements of the programmes and the different needs of sub-groups within the cohorts. It was evident, for example, that 'novices' needed some initial input of subject knowledge before they could begin to develop pedagogic skills. As one programme leader put it: 'They've got to have something to teach; they need the tools of analysis before going into the classroom.'

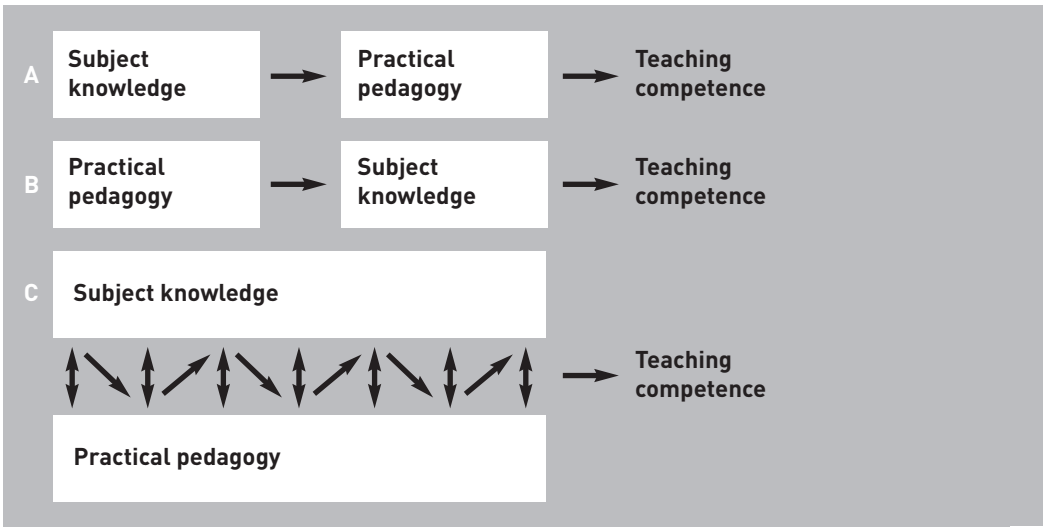
Some literacy programmes were therefore structured so that, for example, a module on theoretical frameworks took place before the trainees went out on their practical placements. In this case a strategic decision was taken to sequence theory (subject knowledge) before practice (practical pedagogy) in the course structure. Course designers of other programmes took other strategic decisions. In one case, a course leader said she would sequence the modules differently next year in the light of experience, and would place the theoretical frameworks module after a more practically oriented module. However, there were some differences of opinion among tutors about these issues.

[6] See section 3.1.

The diagram below is intended to illustrate different options for sequencing inputs of subject knowledge and practical pedagogy where, as in the pilot, neither prior academic qualifications nor prior teaching experience can be taken for granted.

16 Subject knowledge and practical pedagogy

Sequential and concurrent models (A and B are sequential; C is concurrent)



At first sight it might appear that the concurrent model C, which seeks to combine theoretical and practical elements throughout the programme, is obviously to be preferred as a model of integration. However, the preferences expressed by recent graduates suggest that, for particular groups of learners, sequential models such as A and B might be preferable.

For example, one recent graduate felt that the module on theoretical frameworks for literacy was needed before going to a placement. Other recent graduates specialising in adult literacy found it difficult to make sense of an initial theoretical module without having a context to relate it to. One graduate commented: 'I found module 1 (understanding and describing language) disheartening, especially since I hadn't been in a basic skills environment before. It didn't make much sense.' However, this comment may simply mean that there was insufficient contextualisation in with the delivery of the theoretical concepts.

Some experienced teachers might also prefer model A, as they wish to enhance their theoretical understanding in order to improve their pedagogical practice and give themselves a synoptic view of the subject for staff development, in-house training and management purposes.

Partially experienced practitioners on part-time Cert Ed provision already have a familiar practical context within which to make sense of theoretical input and can use it to develop their continuing practice. Model C would seem to apply here. One literacy teacher trainee with some experience would have liked a version of model C:

> *"It would have been good to have had the modules in parallel over the two terms – applying all the time and getting a sense of development at the same time. [...] That would be very appealing – getting the theory I need to be a professional but being able to learn how to apply it."*

Her comment also implies that her learning was structured more sequentially and less concurrently than she would have liked.

In a focus group of literacy trainees which debated these issues towards the end of the course, the novices were retrospectively able to recognise the value of a concurrent model. The research also found that novices could learn from their experienced peers as this comment from a recent graduate shows:

> *"The final assessment did help to focus things in, because that was all about looking at one of the theories and thinking about how you will use it in your teaching. [...] But it would have been useful to have had hints and tips throughout, even if it was just asking the experienced practitioners to think about it at the time and having a general discussion at the end of each session."*

A numeracy tutor suggested a further and possibly definitive, version of model C. This model delivers subject knowledge largely through practical teaching demonstration and uses integration both as an aspect of good practice and as a means of overcoming the huge amount of content coverage required by the specifications:

> *"Our strategy for delivering the personal numeracy skills is through demonstrating and practising different teaching approaches to topics in numeracy. Trainees have to compile a portfolio of worked examples showing methods and the mistakes they made."*

This discussion of sequential and concurrent models of integration suggests that the enormous diversity of cohorts taking the level 4 qualification raises important questions for the structuring and pacing of courses. Incompatibilities in learning requirements when differently experienced trainees are placed alongside each other can be overcome through flexible use of collaborative learning approaches. There are important gains to be made if trainees' prior experience is acknowledged and sensitively used. A transparent APEL system, allowing suitably qualified and experienced trainees to gain credit for and opt out of less relevant modules, could significantly reduce some of these sequencing problems. Many tutors and trainees emphasised the need for APEL, but some expressed reticence through awareness that it is highly complex and time consuming.

Trainees' understanding and awareness of the ethos of adult basic education also affects the sequencing of elements in a teacher training programme. Recent graduates' perceptions of the value of integration and the relative merits of sequential or concurrent models of training change as the course progresses. It is only at the end of the process that they are able to take a retrospective and reflectively synoptic view of the course as a whole learning experience. Thus some trainees approved of a sequence of modules which took them through the key content of the subject specifications for adult literacy and numeracy in a logical manner. The theoretical frameworks formed a basis upon which to build an understanding of the personal and social factors that affect learning and the acquisition of literacy and numeracy skills. At the same time, trainees were developing their own personal skills.

There is a substantial section of the subject specifications concerned with social and personal factors. One trainee commented that she would have liked to develop an understanding of the social context at an earlier stage of the course. However, she recognised that all the elements were equally important and that a concurrent model was preferable if they could not all be acquired simultaneously. Significantly, her recognition of the importance of understanding the

social context was only arrived at through her practical experience on the course:

> *"What is special about this specialism is that you need to know why the students are in the classroom. [...] You need psychological insight into the problems people face, the backgrounds they have and the choices they have to make. You need empathy, and empathy requires insight. [...] Three quarters of being a teacher is building rapport, and that can't be taught."*

The research into the pilot programmes showed a wide variety of approaches taken to course organisation and the use of subject specifications and FENTO standards.

5.2 Models for relating subject specific content and ITE programmes

The research team found it useful to describe the programmes in terms of an integrated/separated axis, both when trying to understand the different approaches and when questioning staff and trainees. The figure below refers to the relationship in delivery between the use of subject specifications and the pedagogic standards published by FENTO.

Integrated	Partially integrated	Separated	Stand alone
Generic ITE and subject knowledge delivered together	Some subject specific ITE modules mixed with generic modules	Generic ITE courses	Stand alone subject specification for ITE and CPD programmes
	Generic ITE modules related to some subject specialist modules	Specialist modules for adult basic skills	

Rather than distinguishing the four models it is probably more useful to place the programmes in our research on an integrated/separated continuum. When we asked staff and trainees which model their course would most closely fit, we received a variety of answers from people involved in the same programme. Staff often insisted that their model was integrated when our research and the structure of the course had indicated the opposite. This may reflect differences in approach across the different subject areas or a misunderstanding of the question. 'Integrated' was sometimes interpreted as leading to a combined certificate rather than describing the structure of the course delivery. One person suggested that the course structure was presented in a certain way in order to gain FENTO approval and that its delivery in practice was somewhat different.

The models above did not really work in practice for those interviewed since most providers categorised their models either as integrated or separated. However, we feel that the models are useful as a means of understanding and reflecting upon different ways of organising the programmes[7]. Below we give some examples of how the pilot programmes reflected the four

models, although none of the examples fit the models exactly and often the intention of providers had to be changed for all sorts of reasons, such as the availability of staff. In practice it seemed to be the case that most providers were at different points between integration and separation in different parts of their programmes.

5.2.1 The integrated model

An integrated model is where subject knowledge is brought together with pedagogic skills based on the FENTO standards. Within this model, all aspects of teaching and learning are considered from the perspective of the subject specialism. For example, work on assessing learners' needs would look in detail at a variety of methods of assessing language, literacy or numeracy needs. A focused 'through the lens of the specialism' approach permeates a fully integrated programme, through all aspects of the teaching and learning cycle.

In addition, fully integrated programmes can offer ways of teaching subject content through pedagogy, as in the numeracy example of a concurrent model in the previous section. Similarly, it is common practice in TESOL programmes to introduce a linguistic concept and then look at its implications for classroom practice within the same session.

> One full-time pre-service one-year literacy programme has four modules – two generic and two specialist – each of 30 credits totalling 120 credits. The generic ones are called 'reflective practitioner' and 'developing reflective practice'. The specialist modules are 'developing literacy ***Skills for Life***' and 'exploring language variety'. All the modules cover parts of both subject specifications and pedagogic standards. The generic module, 'reflective practitioner', covers 'theoretical frameworks' (2.1.1), 'factors influencing language and literacy' (2.1.2), 'language and literacy development' (2.1.3) and 'personal skills' (2.2) from the literacy subject specifications. On the FENTO standards, it covers 'a' to 'f' including 'intellectual skills' and 'personal attributes'.
>
> Another example of integration is the 'developing literacy ***Skills for Life***' module. It includes the following areas from the subject specifications: 'lexical grammar terminology' (2.1.1), 'factors and barriers' (2.1.2) and 'personal literacy skills' (2.2). From the FENTO standards, this module covers 'assessing learners' needs' (a), 'planning preparation' (b) and 'providing learner support' (e).

5.2.2 The partially integrated model

In this model subject knowledge is presented separately from pedagogic skills in some parts of the programme, but is integrated in other modules. It often involves specialist ITE trainees mixing with trainees following the generic FENTO-based ITE programmes.

> One institution organises the modules in such a way that some are delivered together across the subject disciplines (i.e. the context of adult learning) and others stand alone or are delivered alongside pedagogical standards. In some modules FENTO standards and subject specification are integrated, while in other modules subject knowledge is separated from pedagogic considerations.

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[7] These models are intended for the purpose of our research only and no pilot programme reflected them exactly. Furthermore, we offer no recommendation since each model needs to be seen in the context of the learning needs of the students, the availability of specialist staff, the size of the provider, etc.

Another institution organises three subject specialist modules to run alongside the generic mainstream ITE programmes. Although structurally this appears to be a separated model, both staff and students insisted that the specialist modules all relate to practice and to the FENTO standards.

5.2.3 The separated model

In the separated model, the subject specification is delivered in separate modules from the generic teacher education modules. This was often the case when subject specifications simply added to existing ITE programmes. These separate modules also doubled up as stand alone modules.

One institution offers two specialist literacy modules alongside the existing generic PGCE course. One module covers the subject specifications; the other covers the pedagogic knowledge and skills. The two modules were delivered in the second term of the academic year. Different staff deliver each of the specialist modules with little overlap of subject knowledge and pedagogic knowledge and skills.

Other institutions offer a generic PGCE/Cert Ed alongside three specialist modules often taught by part-time staff from local colleges (in one case from a local school).

Another institution offers two specialist modules on adult literacy alongside the existing generic PGCE courses (in- and pre-service). One specialist module covers the subject specifications and is delivered two evenings (six hours) per week over ten weeks, totalling 60 hours. The other module covered the pedagogic knowledge and skills and is offered three hours per week, totalling 30 hours. Different staff deliver each of the specialist modules with little overlap of subject knowledge and pedagogic knowledge and skills. The two modules are delivered in the second term of the academic year.

The students on this 'specialist route' are required to put in an extra 90 hours in the second term in addition to their teaching practice, where their 'generic' colleagues only have to do their teaching practice. The adult literacy students also have to use their specialist knowledge other than adult literacy in the first term since adult literacy modules are delivered in the next term. In the final term, the specialist students rejoin their generic colleagues.

5.2.4 The stand alone model

In the stand alone model, modules are offered to qualified and experienced teachers who only need the level 4 subject qualification. However, even this model necessitates some integration of subject and pedagogy, since the FENTO requirements mean ensuring that candidates undertake a 30-hour teaching practice placement as part of the qualification, with a minimum of three hours of observed and assessed teaching. In this way, even stand alone subject programmes have to revisit aspects of the standards for teaching and supporting learning.

One course caters for both PGCE and Cert Ed qualified and non-qualified teachers. Those who are unqualified attend the generic course in the morning plus the subject specification modules in the afternoon. Those who are already qualified attend only the afternoon sessions to gain a qualification in subject knowledge.

6. Issues concerning the subject specifications

The subject specifications were broadly welcomed by both staff and trainees interviewed in our study, but had raised a number of issues. Given the ambitious goals of the subject specifications and the pilot nature of the programmes this was hardly surprising.

6.1 Covering the subject specifications in terms of breadth, depth and level

Many staff expressed doubts about their ability to differentiate clearly between level 3 and level 4 and some thought the level 4 specifications were not comparable to other level 4 courses. Some teachers were using GCSE materials for teaching and assessment while others suggested that the level 4 adult literacy specifications could be used on a masters programme, since the content boundaries were not well defined. Furthermore, many tutors commented that the links between the three stages of ITE qualifications for FE teachers and the teaching of the subject specifications were not clear, which presented particular difficulties for those who were trying to integrate or connect the FENTO standards with the subject specifications. One numeracy teacher said:

> *"One person in my class has an HND in engineering and has good knowledge of maths; others have just GCSE-level maths qualification and lack confidence in the subject. Given the time I have, it's impossible to teach all the numeracy specification at level 4, which I take to mean a good A-level standard. My major objective is to improve their knowledge as best I can, give them a love of the subject and boost their confidence."*

There is an implication here that the assessment level may be determined by the trainees' levels, which would give cause for concern on any programme.

Some numeracy teachers suggested that the numeracy subject specifications were more difficult to integrate into the generic modules than those for literacy. Some trainees, unable to cope with the specifications at the required level, had dropped out of the course. Trainee teachers required time to familiarise themselves and to lose their initial fears and some were still struggling. Many trainee teachers felt they had become more confident in teaching because of the new subject knowledge.

Well-established practitioners also viewed the level 4 subject specifications as a means of acquiring theoretical perspectives that would allow them to make sense of their current practice. As one experienced trainee said:

> *"The subject spec at level 4 is not about upping your skills as a practising teacher; it's about your theoretical knowledge, the underpinning subject knowledge of what you're teaching."*

However, it was more common for practising teachers who had not been involved in academic work for a number of years, or who had professional and vocational qualifications, to feel wary or even intimidated by the demands of theoretical study. Their concerns were about whether they could cope with the theory and whether it was relevant to practice as they understood it.

There were comments from the trainee teachers who responded to the questionnaires that stressed the lack of emphasis on how to teach and the lack of practical guidance by tutors. They called for more emphasis on the mechanics of teaching:

> *"More weight needs to be given to appropriate strategies for teaching.., and there was too much emphasis on personal competence, more on sharing of ideas, resources and how subject knowledge is linked to the core curriculum."*

Another learner teacher suggested the programme should cover: 'This is what you need to know, this is why and this is how you teach it.'

FENTO's guidance documents on using the subject specifications with the teaching and learning standards offer support in clarifying practical classroom strategies. These documents were being used and appreciated by the time of the second interviews, but were in very limited circulation during the early part of the academic year. They make some of the practical issues in teaching literacy, numeracy or ESOL more explicit, and complement the discrete subject knowledge contained within the specifications.

6.1.1 Time constraints and coverage of the subject specifications and FENTO standards

Given the extra work involved in covering the subject specifications, trainees and teaching staff frequently complained about lack of time. In one focus group trainees commented that one term or ten weeks to cover the subject specialisms was 'punishing'. One said, 'I did not have time to digest and reflect on the knowledge acquired on the modules'. Also a course that required teaching for ten hours per week in the second term, plus nine hours of extra input sessions, required stamina.

From our questionnaires and interviews the majority of staff and trainee teachers felt the level was more or less appropriate, although some doubt was expressed about the numeracy levels. However, it had proved extremely difficult to achieve the depth and breadth within the time that institutions had allowed. There were concerns that, as a consequence, more emphasis was placed on subject knowledge than on teaching in the classroom. As one inexperienced trainee put it:

> *"So far I have learnt a lot of theory about language but tomorrow I've got to contend with a group of learners who just want to learn to write simple things and I need practical help in how to do this. I want more emphasis on practical teaching and there doesn't seem to be any time for that."*

A tutor commented: 'Level 4 programmes give the discipline credibility. It is tight but it is do-able but it does not provide much opportunity for tutorials and reflection on practice.'

In one case - in which the specifications were delivered over 12 weeks of two-hour weekly sessions - deliverers and learners felt that there was too little time for both the subject and pedagogic knowledge and skills to be delivered adequately. One learner felt he had gained only a passing acquaintance and would need to know how to find out for himself in the future. There also appeared to be insufficient time to use the learners' past teaching experiences in the taught sessions.

In summary, although support for the subject specifications was overwhelming, there were

difficulties in trying to make everything fit into a restricted time .

6.1.2 Specialists in the three separate subject areas or teachers of all three combined?

During the course of the research a theme recurred as trainees continued to speak of their need for a broader subject knowledge that included all three specialisms in literacy, numeracy and ESOL. This was, in part, a difference between the new subject specialisms and the expectations within FE of a more general role of 'basic skills teacher'. As one trainee put it:

> *"When I'm in the college I'm treated as an adult basic skills teacher. I am expected to 'cover' right across the range. Although I'm a numeracy teacher many of my learners need help with literacy and many have ESOL needs. I'm frustrated that on this course I can only do one subject specialism when in reality I need all three."*

Only one provider allowed trainee teachers to learn two specialisms, although it is not clear how this was done alongside the FENTO standards within the time constraints. Many trainees expressed the view that numeracy teachers needed a knowledge of literacy and ESOL and that ESOL was needed by literacy teachers and vice versa. A solution might be found in all teachers having a basic awareness in dealing with all three areas, whilst taking the time to become a specialist in one subject area.

7. Quality of teaching practice placements and mentor support

Both trainees and teacher educators were explicit in identifying problems with teaching practice placements as 'the biggest stumbling block' affecting the quality of provision for many of the providers. In general, there was a shortage of appropriate mentors and placements.

Only one provider reported having no problems in securing sufficient good quality placements. Otherwise, shortages particularly affected large providers and pre-service programmes. One large provider noted a particular shortage of adult numeracy placements. A consequence of this was that late-starting placements disrupted the sequence of learning, having a direct bearing upon the coherence of the modular course structures. In extreme cases, trainees had very little teaching practice in their subject specialism: "How can I qualify as a literacy teacher if I'm not doing any?" was one frustrated comment at an early stage of the course.

Some literacy trainees raised issues about being placed on literacy courses in the colleges taught by 'traditional' English teachers. These were experienced teachers of GCSE and A-level, but were not considered to be good models as teachers of adult literacy because they were not experienced in the techniques of teaching basic literacy. Tutors who were interviewed noted the fact that many staff in colleges, including mentors, did not yet have a level 4 qualification and commented on the defensive attitude which some staff had about accommodating trainee teachers. Trainee teachers in poor quality placements said they experienced working with teachers who relied on worksheets as the only method of teaching and were often 'entrenched, inflexible and out of touch'. In such circumstances trainees asked for more emphasis to be given in the programme practical teaching strategies and in the use of ICT.

Most trainees and providers reported very varied quality of placements. As one programme leader commented:

> *"Some placements are excellent with really good practice; but there is also a lot of really poor provision, it is a real bonus if any mentor support is given to a trainee in the workplace."*

Another programme leader commented:

> *"We know that some of the teaching practice placements are poor, but we are so desperate we are reluctant to turn anything down. We are concerned that if we complain to the college about the placement they will tell us where to go. We know how important supported classroom practice is but we just don't have the clout or the resources to make any real difference."*

A seconded FE tutor pointed out that many of the adult literacy, numeracy and ESOL courses had only recently been introduced in some colleges and that, although practices were improving and some staff development was taking place, it remained the case that teaching practice placements in some FE providers were of questionable quality.

Many trainees were frustrated because of delays in finding and setting up placements, which could easily upset carefully sequenced programmes. A recent graduate on a PGCE course commented (during the first round of interviews in the second term):

> *"I've done the theory – now I'm raring to go, but I've no placement to go to!' Similarly, 'Theory should come before practice but the problem has been late-starting placements - it's really frustrating."*

To overcome these problems, trainees called for more rigorous monitoring of placements and suggested that placements should be set up when trainees were first recruited onto the programmes. Another trainee told us of how she was being supported in her teaching practice placement by a group of experienced teachers and how the practical experience and support in the college was reinforcing what she was learning on the programme in the university.

Trainees told us that there were variations in the ways FE providers defined adult literacy, numeracy and ESOL and we discerned confusion about whether key skills in communication or number, or certain entry- and foundation-level provision, could be classed as appropriate teaching practice on these programmes where learners certainly had the need for literacy, numeracy and ESOL support.

There was also some disappointment and confusion about funding stipulations, which in some cases restricted work placements to FE institutions and only permitted LSC-funded projects. Only a minority of providers included community-based provision among the placements offered to trainees. However, where community-based placements were offered, in one instance it was noted that trainee teachers had been disheartened by the lack of infrastructure support. In this respect, placements in colleges or larger organisations were considered better. However, there were exceptions such as one adult numeracy programme that had established very good contacts with a local network of refugee support services and other community projects. They were able to offer a good range of placements both in FE (including a placement specialising in numeracy in art) and community settings such as refugee centres and 'Sure Start' projects.

There were different views among staff and trainees about induction into the FE context for trainees without prior experience of teaching. One tutor reported that FE staff tended to be unwilling to facilitate placements for novice trainees because it was felt that they were unfamiliar with the ethos of adult literacy, numeracy and ESOL teaching. Another tutor pointed out that 'novice' recruits without prior experience of adult literacy, numeracy and ESOL teaching needed early college experience and orientation in September because many of them lacked confidence in teaching and in their subject knowledge. This early induction would give them some teaching observation and practice to provide the context within which to make sense of the theoretical inputs on the course.

Given the ***Skills for Life*** agenda for bringing in 'hard-to-reach' learners, curriculum managers were often reluctant to risk novice trainee teachers in direct contact with vulnerable learners. One institution was exploring ways of building initial teaching practice into the ITE provision with high levels of initial support from the ITE course tutors, then sending the trainees out to placements once they had established a base level of practical teaching skill.

There is a key factor here related to the nature of these subjects, in that language, literacy and numeracy skills are the means through which other subjects are taught. For example, a teacher can usually assume the ability to interact verbally with a group of learners, but this is not true for entry level ESOL where it is the very skills of speaking and listening in English that need to be the focus of teaching and learning activity. An untrained ESOL teacher may well have little or no idea where to start with a group of learners with limited communication skills in English and may need to be supported in the initial development of practical teaching skills before moving to a mentored teaching placement.

Teacher education staff were also concerned to improve the quality of placements and to integrate teaching practice more closely with theoretical input. A couple of providers were introducing mentoring courses for teachers in the colleges, which they hoped to credit towards a masters programme. In terms of integrating pedagogical theory and practice, one tutor described the support and feedback given by tutors and mentors in the college during trainees' teaching practice as 'the real interface of teaching on the course'. Support and feedback were equally important for trainees on in-service programmes, as they were often part-time and not supported by any mentor within the college. However, this interface was not as well developed as it might be.

There was insufficient time to follow up many of the comments about teaching practice placements and mentor support, and there is a need to study this important area in greater depth. For many trainees the quality of their placement was just the 'luck of the draw' - a serious indictment of any programme. No one we spoke to in the colleges or the universities was satisfied with this state of affairs and we are aware that this problem applies to many ITE programmes, not just those covered by this report.

A solution to the lack of quality mentors across the learning and skills sector could be for ITE providers to provide appropriate teaching practice support and mentoring to ensure that the new generation of professionals develops good quality classroom skills. Such an approach would remove the pressure to find appropriate mentors, particularly in small organisations across the sector.

8. Assessment issues

It should be noted that the project's main research questions did not include an in-depth investigation of assessment methodologies. Furthermore, the fieldwork (interviews and focus group interviews) was completed before most of the summative assessments were due to be carried out.

We found that the assessments used in the pilot programmes varied according to the institution and subject area, the trainee teacher intake and the type of programme – including whether it was in-service or pre-service. In quite a few cases we found an element of confusion about assessment, with some tutors just beginning to think about the issue well after the programme had started. In general providers expressed concern that there had been little guidance on assessment and that, in the rush to get the pilot courses going, little thought had been given to it. We suggest that assessment is an important issue that needs to be addressed as providers move beyond the pilot stage.

One staff member interviewed felt that: 'The assessment methods used in this pilot year might not cover the level, breadth or depth of the subject specifications partly due to the newness of the course and the lack of clarity on the use of subject specifications.'

Teaching practice is an important part of any assessment and this too needed to be looked at again and improved. Many providers used generic assessment criteria and often failed (because of staffing problems) to be able to get a subject specialist to carry out the teaching observation. It does seem unfortunate that, in a subject specialist course, the teaching observation in some instances did not reflect the specialism. However, as one tutor pointed out:

> *"Teaching observations of adult basic skills teaching are not a good means of assessing the depth of subject knowledge. Often the actual subject content is quite simple and it is the teaching skills that we focus on. In those circumstances there is no way of assessing the subject specifications at level 4."*

This reflects a confusion between the assessment of the teacher's in-depth knowledge of the subject at level 4 and their command of appropriate teaching and learning techniques for the subject area, both of which need to be assessed.

In one instance where a few of the trainee teachers had relevant teaching experience, the institution assumed that they were competent teachers and thus exempted them from teaching practice and assessment as well as leaving them out of any initial diagnostic assessment of standards. This approach was questioned by trainers. It would also fall short of the approval criteria set by FENTO.

8.1 Approaches to assessment of the subject specifications

Our initial research showed that HE providers were adopting a wide variety of approaches to using the subject specifications. As a result of our interviews we found it possible to distinguish two approaches which we conceptualised as:

- A knowledge-based approach.
- A standards-based approach.

8.1.1 Knowledge-based approach

This approach to the subject specification reflects the academic tradition of subject knowledge on a 'need to know' basis. This is a selective approach to content where the teacher interprets 'what is in and what is out' and is similar to the way in which a syllabus is interpreted in most academic subjects. The teacher selects the bits to emphasise and decides how much depth to give to each particular bit according to their interpretation of what the student needs to know to be able pass the final examination. Our research suggest that some teachers took this approach because it was how they had always approached a syllabus, while others used it as a means of coping with the difficulties of teaching the subject specifications in terms of time, level, depth and breadth.

8.1.2 Standards-based approach

The standards-based approach reflects the vocational tradition of the 'need to do'. It emphasises 'mapping' the course against each standard or specification to ensure that everything is covered and assumes that knowledge is implicit in performance. Such an approach is associated with the competence tradition of national vocational qualifications, while the emphasis on 'coverage' is part of the FENTO endorsement process.

These two approaches to the subject specification (and the FENTO standards) do not fit easily together and reflect wider debates concerning how best to organise professional education and training, what emphasis to give to theory and practice and how the two are related.

8.2 Assessment examples

Below are two examples of types of assessments found in the research.

One institution offered an integrated programme in literacy with two forms of assessment – formative and summative. There was also a diagnostic test at the enrolment stage to ascertain the level of literacy knowledge of the new trainee teacher intake. The formative assessments included case studies, a portfolio and observations. There were six observations during the academic year, two by the HEI tutor who was a specialist in literacy, three by teaching staff in placement institutions and a final observation carried out jointly by a university tutor and placement staff. The summative assessment was based on reports and essays.

Another HEI provider offered a stand alone course for both literacy and numeracy with one module for each discipline. There was an initial audit at the enrolment stage for both disciplines to ascertain the trainee teachers' knowledge. The numeracy assessments included presentations, a written text of 1000 words, worksheets, and assessments to be done outside the HEI. The literacy assessments took the forms of session exercises (activity-based self-text, discussion and oral presentation), homework, peer observations and assignments. For both specialisms, specialist tutors and staff from the trainee teachers' placement colleges carried out observations as part of assessment.

9. Funding issues

One of the aims of the evaluation was to look at cost effective ways of delivering the courses in the future. This proved very difficult. Funding issues were explored with the universties. College programmes are separately funded through LSC.

Some of our pilot programmes were solely funded through the Higher Education Funding Council for England (HEFCE), assisted by NRDC development funds. Many providers had extra funding from regional development agencies, others from local LSCs. All the providers told us that it was more expensive to deliver the subject specifications alongside the standards in terms of teaching time and teaching practice visits. Many providers said that the funding provided by other bodies was crucial for the running of the course at present but that, in the long-term, HEFCE would have to increase the funding for these courses if they were to be financially viable. As one provider said in their evaluation report:

> *"Unless substantial additional funding is given we may have to review our provision. We have this year had an extremely supportive senior management who have been prepared to fund this additional time as a pilot but this may not continue."*

When we asked how big an increase in funding was required, we received many different answers. The estimates for additional staff hours for adding a subject specification to a Cert Ed/PGCE were in the region of 450-500 hours. This included teaching practice observation, feedback, course delivery and so on.

We found that the amount of money available to FE ITE courses varied from one HE institution to another, either because of the HEFCE formula or because of the funding allocations of the institutions themselves. It was difficult to find out the funding level or how it was spent. What is clear is that delivering subject knowledge alongside FENTO standards does incur extra teacher time. More work needs to be done in this area so that an evidence-based claim for extra funding for literacy, numeracy and ESOL specialist ITE courses can be made to HEFCE.

10. Conclusions and recommendations

The main problem experienced by the course developers was bringing the two types of knowledge (subject knowledge and pedagogic knowledge) together. They had to relate one type of knowledge to the other in ways that enhance practice. This is a fundamental pedagogic problem that all teacher educators face but is particularly important in these innovative programmes. The programmes also presented a new challenge to the old problem in teacher education - that of relating theory and practice and deciding the sequence in which they take place in the programme. In the discussion of the findings the report suggests how different types of course organisation could be developed in response to the needs of different trainee teachers.

The result of the research also confirmed the initial assumption that there is no single way of organising programmes in order to achieve the aim of improving the quality of teaching through the introduction of the subject specifications. Any planning of provision should focus on the best way to enable trainee teachers to draw on the knowledge acquired in the course, improve their practice and reflect on their prior experience. The institutional and regional context - for example, whether the university was a big or small provider of post-compulsory teacher education programmes - also influenced planning, particularly when it came to the availability of specialist staff.

Some experienced trainee teachers gained a great deal from the introduction of the subject specification at level 4 whereas other, less experienced, groups struggled or could not see the relevance to actual teaching. This was often due to weak links in the programmes between theory and practice. Trainees and teacher trainers pointed to the interrelationship between the three subject areas in almost every classroom and the need to have some grasp of all three.

There were tensions found in all the programmes as a result of time constraints. The different approaches to course organisation were largely determined by practical considerations such as how to economise on time and maximise coverage. Ways of resolving these tensions varied, but there was always some compromise in terms of time for tutorial work, reflection on practice or work on personal skills.

This report emphasises that there are a number of ways of thinking about how the course is organised. It suggests that the final decision must be made on the basis on the diverse needs of the learners and the diverse institutional contexts faced by providers. For example, teaching the subject specialism separately would suit very experienced practitioners but not new teachers. However, in all contexts there is a need to find ways of linking subject theory and teaching and learning theory, to practice. There is also an acute need to ensure sufficient good quality arrangements for teaching practice and for the support and assessment of trainees' practical teaching skills.

10.1 Questions for ITE providers

- Are there more flexible ways of meeting the diverse learning needs of trainees, which recognise and give credit for prior qualifications and experience and avoid obvious duplication and unproductive repetition for experienced practitioners?

- How can the FENTO documents *Guidance on using the Subject Specifications with the Standards for teaching and supporting learning* be used more effectively to support the links between subject and practice?

- How can ITE programmes be more effectively structured and managed to ensure coherent intergration of therory and practice?

- How can the subject specifications be translated into teaching practice and how can the programmes be designed to enable trainees to draw on the knowledge acquired in the course, improve their practice and reflect on their prior experience?

- Is it necessary for your institution to be more selective and adopt more strategic policies towards recruitment and initial diagnostic testing, particularly with regard to trainees' personal skills in literacy and numeracy?

- In what ways should the course be organised for different cohorts, e.g. for new teachers and very experienced staff?

- How can improvements in quality teaching practice placements be made?

- Should you specify quality criteria for teaching practice placements and mentor support?

- What are the best forms of formative and summative assessment for the subject specifications?

- How can teaching practice observation and assessment visits support and develop subject specific teaching issues?

10.2 Issues for policy makers

- Find ways of incentivising the partnerships between HE and FE that are essential to improve the quality of teaching practice placements.

- Review the issues surrounding numeracy, including staffing, recruitment and the subject specification.

- Consider introducing a requirement for a trainee in a level 4 subject programme in one area to have level 3 expertise in the other two areas.

- Make a case for extra mainstream HEFCE funding for ITE providers to deliver subject specifications longer term.

- Clarify how the subject specifications relate to the three stages of ITE qualifications.

- Consider whether trainees should be given subject teaching support following their ITE programme, i.e. should there be a probationary period which triggers support?

10.3 Areas for further research

- Find the costs of including subject specifications in ITE programmes.
- Look at how secondary and primary subject specialist PGCEs deal with achieving a balance between subject and pedagogic knowledge. Also, what is there to learn from BEds?
- Do more work to research how the balance is found between depth and breadth of subject knowledge.
- Find out how ITE programmes deal with the relationship between theory and practice.
- Explore the differences between the standards-based approach and the knowledge-based approach to the subject specifications.
- Distinguish issues within each of the three subject areas in the light of a larger sample and more diverse set of programmes.
- Study in greater depth how the subject specifications are being translated into teaching knowledge and the relationship between subject knowledge and pedagogic standards.
- Increase evaluation and research to include all providers and awarding bodies in the learning and skills sector.
- Explore how teaching practice placements and mentor support are best organised and developed.
- Investigate the different approaches to pre-course, formative and summative assessment.
- Focus on the introduction and implementation of the ESOL subject specifications from September 2003.
- Conduct a longitudinal study of trainees to follow professional progress linked to methods of ITE, including subject-focused teaching qualifications and the relationship with changing practices.

Appendix i

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Appendix ii

Participating universities and colleges

Institution
Bolton Institute
Institute of Education, University of London
Oxford Brookes University
South Bank University
University of Hertfordshire
University of Huddersfield
University of Nottingham
University of Plymouth
University of Wolverhampton
Hackney Community College
City and Islington College

Appendix iii

Members of the advisory group

Helen Casey	NRDC
Norman Lucas	Institute of Education
Michael Young	Institute of Education
Jeremy McDonald	Institute of Education
Sai Loo	Institute of Education
Olivia Sagan	NRDC
Tom Jupp	NRDC
Hilary Stone	FENTO
Tony Nasta	Ofsted
Jay Derrick	NIACE
Jim Pateman	CTAD
Mark Rooney	DfES ABSSU
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Appendix iv

Questionnaires

National Research and Development Centre
for adult literacy and numeracy

Evaluation of Literacy/Numeracy/ESOL Teacher Education Programmes

Questionnaire for Staff

Guidance on filling in the questionnaire: All responses will be treated in confidence. Some of the questions are open-ended and are being used to help us formulate questions for interviews and focus groups. Three short points will do. If you wish to say more on a question, please tick the 'more to say' box and we will follow this up when we come to interview.

Name _____

Institution _____

1. Personal details

i) Your age 21 - 30 ☐ 31 - 50 ☐ Over 50 ☐ ii) Gender M ☐ F ☐

iii) Ethnicity _____

iv) Previous experience & qualifications (enclose CV if you wish)

No. of years of generic teacher education experience _____

No. of years of literacy/numeracy/ESOL specialist teacher education experience _____

Degree (subject) _____

Postgraduate qualifications (title) _____

_____

_____

Professional qualifications _____

_____

_____

v) Role/contribution to programme:

_____

_____

_____

2. Staff development

i) What kinds of staff development have you received in relation to this programme?

ii) What kinds of further staff development relating to adult literacy, numeracy and ESOL do you consider you require?

3. Subject specifications

i) What do you feel are the strengths of the subject specifications?

ii) What do you feel are the weaknesses of the subject specifications?

More to say? Tick here ◯

4. Assessment

i) What forms of assessment are you using and are they new?

More to say? Tick here ◯

5. Reflections on student experience

i) What other teacher training programmes have you been involved with?

ii) Have there been important differences in the way students have responded to the new literacy/numeracy/ESOL programmes?

More to say? Tick here ○

iii) In your judgement, do students experience difficulty finding a balance between subject knowledge and teaching knowledge in the current programme?

More to say? Tick here ○

6. Delivering the programmes

i) Are there any significant issues arising between students on in-service and pre-service courses?

More to say? Tick here ○

ii) When and where does your programme address adult literacy/numeracy teaching and learning techniques?

iii) What have been the main successes of your programme?

More to say? Tick here ○

iv) What have been the main constraints on success?

More to say? Tick here ○

7. Any other points (Please continue overleaf if necesssary)

Thank you for taking the time to help us.

Please return the completed questionnaire to your Course Co-ordinator.

National Research and Development Centre
for adult literacy and numeracy
Institute of Education
University of London
20 Bedford Way
London WC1H 0AL

National Research and Development Centre
for adult literacy and numeracy

Evaluation of Literacy/Numeracy/ESOL Teacher Education Programmes

Questionnaire for Students

Guidance on filling in the questionnaire: All responses will be treated in confidence. Some of the questions are open-ended and are being used to help us formulate questions for interviews and focus groups. Three short points will do. If you wish to say more on a question, please tick the 'more to say' box and we will follow this up when we come to interview.

Name of Institution _____

1. Personal details

i) What specialism are you training to teach? Literacy ☐ Numeracy ☐ ESOL ☐

ii) What is your highest level qualification? A level ☐ Degree ☐
Further Degree ☐ Other ☐ (please specify)_____

iii) What level of qualification do you have in English? _____

iv) What level of qualification do you have in Maths? _____

v) Do you have any qualifications in any other languages? Yes ☐ No ☐

vi) If you have a Cert Ed/PGCE or other teaching qualification please give details

_____

vii) How much teaching experience do you have (years) _____

_____

viii) What type of course are you studying on? In-service ☐ Pre-service ☐

ix) How many hours in total is your course including teaching and tutorials? _____

x) How relevant do you consider your previous experience to adult literacy/numeracy/ESOL teaching?

_____

_____

_____

xi) In what contexts has your previous experience of teaching adult literacy/numeracy/ESOL been?
e.g. FE, community setting, prison education, vocational training, work-based setting)

_____

_____

_____

xii) Your age 21 - 30 ☐ 31 - 50 ☐ Over 50 ☐ xiii) Gender M ☐ F ☐

xiv) Ethnicity _____

2. Teaching practice

i) How many hours of literacy do you teach each week? _____

ii) How many hours of numeracy do you teach each week? _____

iii) How many hours of ESOL do you teach each week? _____

iv) How many times have your course tutors visited you to assess your practical teaching? _____

v) Was the person assessing your teaching a specialist in literacy/numeracy/ESOL as appropriate to your teaching ? _____

vi) How helpful have you found the feedback from your tutor following the observation of the assessed lesson?

_____

vii) Has the contact time available on the course content been; too little ☐ too much ☐ about right ☐

3. Assessment

i) How are you assessed on this programme in terms of:

(a) learning theory? _____

_____

_____

(b) subject knowledge? _____

_____

_____

(c) personal skills in literacy/numeracy? _____

_____

_____

ii) What kind of feedback have you so far received on these assessments?

4. Previous experience/current learning

i) What previous experience do you have that has been useful to develop your practical skills and competence as a teacher of literacy or numeracy or ESOL?

More to say? Tick here ○

ii) Has the course led you to reflect critically on any previous teaching experience? Can you give examples?

More to say? Tick here ○

5. Knowledge & skills in teaching and in subject

i) Describe the progress you have made so far in relation to:

(a) developing your own personal skills in literacy/numeracy/ESOL (as appropriate)

(b) developing your knowledge and understanding of adult literacy/numeracy/ESOL

(c) developing your competence as a teacher of adult literacy/numeracy/ESOL

ii) In your judgement, is the balance on the course between subject knowledge and how to teach appropriate?
Give examples if possible.

More to say? Tick here ○

iii) What have you found most challenging on the course?

More to say? Tick here ○

iv) In your view, how much subject knowledge is needed to teach in your specialist area?
Is the level of knowledge required
to cover the subject specifications: too high ☐ too low ☐ about right ☐

6. Any other points (Please continue overleaf if necessary)

Finally, would you be willing to give us your name and allow us to follow up this questionnaire with an interview? Yes ☐ No ☐

If yes, please print your name here _____

Thank you for taking the time to help us.

Please return the completed questionnaire to your Course Tutor.

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Appendix v

Interview schedules

Topic guide for staff discussions (1)

Trainee teachers and their prior experience

1a) How diverse are the trainees on your programme in terms of their past experience?

1b) What kinds of prior experiences do they have?
(Teaching/non-teaching; formal/informal teaching)

1c) In what ways do you think that these prior experiences are useful:
(i) for the trainees?
(ii) for other trainees and the programme as a whole?

1d) In what ways do you encourage trainees to draw on this experience in the programme?

2) Do you have a system for APEL (accreditation of prior experiential learning)?

Subject specifications and pedagogic standards

3) Given the diversity of your cohort, what have been the main challenges in delivering the subject specifications and the FENTO standards for teaching and supporting learning?

4) How adequate are the subject specifications in terms of the knowledge which is specified? Any examples re the following:

- are they pitched at the right level? (level 3/level 4)
- content (any omissions/anything which needs expansion?)
- specificity (over-general or too specific?)
- outcomes (prescriptive/generic?).

(Choose key examples and comment on how they form part of the programme)

5) How useful are the FENTO standards in representing teaching knowledge and skills in adult literacy, numeracy and ESOL?

- relevance/appropriateness
- prescriptive/generic
- omissions/anything which is irrelevant?

(Choose key examples and comment on how they form part of the programme)

Curriculum and assessment

6) What has been your experience in terms of delivering both the subject and teaching knowledge within the time allocated?

7) How has the diversity of the trainees impacted on the delivery of subject and teaching knowledge?

- pace and duration of course
- sequencing different elements – e.g. theory/practice

8a) How does the assessment methodology of the course fulfil formative goals – e.g.

- diagnosis of needs
- acknowledge/incorporate/build on prior learning and experience
- linking programme knowledge to practical experience
- support progression within and beyond the course

(Give examples of each)

8b) How does the assessment methodology of the course fulfil summative goals – e.g.

- provide evidence of coverage of the subject specs (breadth, depth, level)
- provide evidence of meeting the FENTO standards?

9) With your experience of running the programme so far, do you think it should be delivered differently in future? If so, how?

Topic guide for staff discussions (2)

1) Course structure/model of provision

(Show diagram) Does your programme fit any of these models?

How do you integrate the different aspects: subject specs/ FENTO standards/core curriculum etc?

How are the elements of the programme sequenced (theory/practice; subject knowledge/pedagogy)? Is the integration concurrent or sequential?

Do the different models on the diagram apply to different groups of trainees in your cohort?

2) Subject knowledge and its application in teaching

How easy has it been to convert the subject specs into course content?

How is the course structured (sequence of modules etc.)?

How helpful have you found the guidance document on using the level 4 specs in conjunction with the FENTO standards?

At what stage of the programme are trainees introduced to teaching techniques?

At what stage is the core curriculum introduced/made use of?

How well have trainees been able to apply in their teaching practice the subject knowledge they have learned on the modules?

How easy has it been to cover the course content?

3) Placements

What range of placements have you made use of?

How satisfactory have they been? Lessons for the future?

4) Assessment

What range of assessments do you use on the programme?

5) Materials

Most useful sources?

Any examples to share?

Topic guide for student group discussions (1)

A) Previous experience and opportunities to make use of it on the programme:

- previous teaching experience
- other relevant experience

i) How useful is your previous experience on this programme?

- for you?
- for other students and the programme as a whole?
- are you encouraged to make use of your prior experience?

ii) Is there a system for getting credit for prior experience and learning (APEL)?

Should there be?

B) Subject knowledge/teaching competence

i) What level of subject knowledge do you think is needed to teach your subject? (e.g.?)

ii) Is the subject knowledge on the programme pitched at the right level for you? (e.g.?)

iii) Do you feel you have the personal skills required to teach your subject?

If not, how/where will you acquire them? (e.g.)

iv) Pedagogy/teaching skills: how well have you been able to develop confidence and skills in practical teaching?

v) Is the balance between theory, practice, personal skills right for you? If not what would be better?

iv) How well integrated are the different parts of the programme?

- examples of where it works well
- examples of where you'd like to see changes/improvements

C) Assessment

How have you been assessed so far on:

- practical teaching?
- subject knowledge?
- personal skills?

Has the assessment been formative, and has it addressed the following?

- diagnosing your learning needs
- bringing in and building on your previous experience
- linking theoretical knowledge to your practical experience
- supporting your progression on the course?

Final question

Given this is a new/pilot programme, have you any general suggestions about how the programme is constructed and delivered?

- Good things to keep
- Things which should be changed/improved

Topic guide for student group discussions (2)

1) Course structure and content

How well have the various parts of the course fitted together for you – subject knowledge, practical teaching skills, core curriculum, etc?

Do you feel you have developed the level of subject knowledge needed to teach your subject?

Pedagogy/teaching skills: how well have you been able to develop confidence and skills in practical teaching? (e.g.?)

Is the balance on the course between theory, practice, personal skills right for you? If not what would be better? (e.g.?)

How well have you been able to integrate/make connections between different parts of the course?

2 Timing and sequence of elements of course:

Has there been sufficient time to cover the necessary content?

Theory and practice - one after each other (in what order?) or both together?

3 Assessment

How are you assessed on the following?

- practical teaching
- subject knowledge
- personal skills

How does the assessment show that you have:

- developed subject knowledge at necessary level, depth, breadth?
- met the FENTO standards for teaching & supporting learning in FE?

Final question

Given this is a new/pilot programme, have you any general suggestions about how the programme is constructed and delivered?

- good things to keep
- things which should be changed/improved

This report is funded by the Department for Education and Skills as part of ***Skills for Life***: the national strategy for improving adult literacy and numeracy skills. The views expressed are those of the author(s) and do not necessarily reflect those of the Department.

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- LLU+, London South Bank University
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