

Consultation

Launch Date 11 November 2003

Respond by 29 February 2004

**THE FUTURE OF INITIAL TEACHER EDUCATION FOR
THE LEARNING AND SKILLS SECTOR**

AN AGENDA FOR REFORM

A Consultative Paper

In this consultation, we are seeking comments on our vision for the initial teacher education system for the learning and skills sector, in order to equip teachers with all the skills they need to teach in the future. We envisage each trainee teacher receiving an entitlement, including all the necessary initial training and workplace development. We also propose methods through which this entitlement might be implemented, such as a review of teaching standards, a stronger process of quality control for courses, and regional support for providers of teacher education.

department for
education and skills

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A Consultation

To: Further Education Colleges
Sixth Form Colleges
Higher Education Institutions
Awarding Bodies involved in teacher education
Student teachers
Local Authority adult education services
Partner Organisations: Learning and Skills Council (LSC),
Lifelong Learning Sector Skills Council (LLL SSC), Further Education
National Training Organisation (FENTO), Employment NTO, NATFHE,
UNISON, Universities Council for the Education of Teachers (UCET),
Higher Education Funding Council (HEFCE), Qualifications and
Curriculum Authority (QCA), Quality Assurance Agency for Higher
Education (QAA), Learning and Skills Development Agency (LSDA),
NIACE, Commission for Black Staff in Further Education, Teacher
Training Agency (TTA), Association of Learning Providers (ALP),
Association of Colleges (AoC), Office for Standards in Education
(Ofsted), Adult Learning Inspectorate (ALI), Sector Skills Development
Agency (SSDA), Association of College Managers (ACM), National
Research Development Agency (NRDC), Local Education Authorities'
Forum for the Education of Adults (LEAFEA).

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Additional copies: Please also contact the above address for additional copies of the document, or download from www.dfes.gov.uk/consultations

Consultation Events: Tuesday 13 January: London (Radisson SAS Portman Square)
Tuesday 20 January: Birmingham (Hilton Birmingham Metropole)
Thursday 22 January: Bolton (Reebok Stadium)

These events are free of charge, and all are welcome.

Please contact the conference organisers on 0115 943 5589 to register your interest to attend these events.

Plans for making results public: The Standards Unit intends to publish a summary of the views expressed in responses to this consultation in Spring 2004 at www.dfes.gov.uk/consultations/sor/result_sor.htm

SUMMARY

1. The *Success for All* strategy is about enabling 6 million learners to achieve their potential. That depends on the quality of teaching which in turn depends on the quality of initial teacher education. This review focuses on the training of college teachers as a first step in an incremental approach to the reform of teacher training in the learning and skills sector.
2. We have a mixed pattern of initial teacher education. Unlike schools, a minority of teachers train full-time, pre-service. The majority are experienced in industry or commerce and already employed as teachers, and train part-time. There are courses leading to PGCEs, Certificates of Education and Awarding Body qualifications, in three stages, to suit the needs of full-time, part-time and occasional teachers. In total, about 50 Higher Education Institutions (HEIs) and 300 colleges are involved. Over 10,000 people register for in-service training courses each year, and around 2,000 for pre-service qualifications.
3. Ofsted has given us a benchmark in their first national survey of FE initial teacher education. They found good practice within fundamental structural weaknesses. They address their recommendations to HEIs, Awarding Bodies, FE colleges and the Department for Education and Skills. They focus on improving the links between teaching practice and theory, more effective support for new teachers, and improved subject teaching.
4. We want all partners to join with us in an agenda for action to meet the challenge of *Success for All*, address the findings of Ofsted and transform initial teacher education for the learning and skills sector. This document seeks views on three aspects.
5. First, we outline our vision for initial teacher education. We want new teachers, and those with experience, to be well-equipped for their task. We want them to be expert in their own field, well-grounded in generic pedagogy alongside the specific skills of teaching their subject. We want them to be able to tackle, as appropriate in each case, the needs of 14-16 year olds, 16-19 year olds or adults, courses from pre-entry to HE, and students with learning difficulties or disabilities. We want them to be competent in their literacy, numeracy and ICT, and committed to their own lifelong learning and continuing professional development.
6. Second, we propose an entitlement for trainee teachers, including:
 - professional formation, including initial training and workplace development;
 - initial assessment, leading to an Individual Learning Plan and to training and development that is differentiated according to individual need;
 - observation of trainees' teaching and constructive feedback at appropriate intervals;
 - mentoring support and a reduced teaching load during workplace development;
 - course leaders and teacher educators who are suitably experienced and qualified;
 - the opportunity to gain the status of Qualified Teacher of Further Education.
7. Third, we seek views on steps to implement these reforms, including:
 - a review of current standards;
 - a new system of endorsement of courses linked to a three year cycle of inspection;
 - appropriate funding;
 - new machinery and responsibilities;
 - possible legislation, and
 - regional support for the promotion and development of effective practice.
8. We hope to encourage wide debate on these issues. Replies to the consultation are due by 29 February 2004. We will publish a summary of the response and of our agenda for action in the spring.

FOREWORD BY ALAN JOHNSON, MINISTER OF STATE FOR LIFELONG LEARNING, FURTHER AND HIGHER EDUCATION

In November 2002, Charles Clarke launched *Success for All*, a reform strategy for the Further Education and Training sector. At its heart, the strategy has four main elements:



- **Meeting needs, improving choice:** by improving the responsiveness and quality of provision in each area to meet learner, employer and community needs;
- **Putting teaching, training and learning at the heart of what we do:** by establishing a new Standards Unit to identify and disseminate best practice, which will guide learning and training programmes;
- **Developing the leaders, teachers, lecturers, trainers and support staff of the future:** including setting targets for full and part-time college teachers to be qualified, and developing strong leadership and management through the new Centre for Excellence in Leadership; and
- **Developing a framework for quality and success:** by establishing a new planning, funding and accountability system, based on greater partnership and trust, including three-year funding arrangements.

We all know that good teaching is vital for learner success. Good teaching depends on the quality of initial teacher education. We will not achieve our aim of high quality learning for all without improving the standards of initial teacher education. Ofsted's survey inspection report is a useful and timely description of initial teacher education (ITE) provision for FE colleges. The inspectors have found strengths and weaknesses. This consultation is both our response to Ofsted's recommendations, and a catalyst for a wider improvement strategy for initial teacher education.

Initial teacher education for school teachers has been vastly improved since 1994, when the Teacher Training Agency was established. Over 30,000 students began initial school teacher education courses in 2002-3. Primary and secondary school teaching has become the career of choice for many university graduates, and for those wanting a career change. Although recruitment to the learning and skills sector must follow a different model reflecting the diversity of the sector, there are many lessons to be learned from the success in the school sector.

The learning and skills sector is facing many recruitment and retention challenges. Around 90% of FE colleges reported having teaching staff vacancies in 2002, and 61% considered the retention of teaching staff to be difficult.¹ We need to train 20,000 teachers a year to meet our qualifications target of 90% for full-time and 60% for part-time staff by 2006. We need enough trained staff to replace those lost through turnover, and to achieve necessary growth. The workforce should better reflect the diversity of the learners with whom teachers are working, in terms of gender, age and ethnicity. Increasing the quality of ITE is essential to resolving these issues, so that more people are attracted to working in the sector, and so that new staff feel prepared, supported, motivated and committed to teaching in the sector.

We cannot implement these proposals on our own. The Standards Unit in the Department for Education and Skills is already working with key sector partners in the development of these

¹ AoC Recruitment and Retention Survey, 2002.

proposals for change. We want to work with our partners to address the challenges as a coherent whole, rather than starting piecemeal reform. We will be working with these organisations and other partners to raise the quality of initial teacher education.

I look forward to receiving your views on our proposals for change in initial teacher education, and to working with you to build on the achievements of the sector thus far in the area of teacher training. Together, I believe we can create a more successful and satisfying career for future generations of teachers, to the lasting benefit of learners.

Section One

OUR STARTING POINT

- 1.1 Teachers in our sector need two sets of skills – to be expert in their subject, and to be trained to teach it. At present only about half are qualified to teach, although many others may have years of experience in the classroom, workshop or laboratory. There are two routes for teacher education in the college sector. The majority of trainee teachers, over 10,000 a year², are recruited by a provider for their vocational or academic expertise, and then study for a teacher education qualification alongside their daily teaching work. This is the in-service training route. Qualifications taken through this route are part-time Certificates of Education (Cert. Ed) or Postgraduate Certificates of Education (PGCE) awarded by a Higher Education Institution (HEI), or an FE teaching qualification conferred by an Awarding Body. Other new teachers, about 2,000 a year³, come from a pre-service training route. These trainees complete a one-year, full-time PGCE or Cert. Ed, awarded by an HEI, and then seek a job in a college, or elsewhere. In other parts of the sector, teachers and trainers obtain qualifications in Assessment and Verification, as well as the National Vocational Qualifications (NVQs) in Learning and Development. At present, only about half of the college teachers are trained to teach. *Success for All* set out the aim of a fully qualified workforce by 2010, and an interim target of 90% of full-time and 60% of part-time FE college teachers to be qualified to teach by 2006.
- 1.2 Initial teacher education courses are based on the first set of standards that has ever been applied to the FE teaching profession. These were introduced by the Further Education National Training Organisation (FENTO) in 2001, following extensive consultation with the sector. The standards cover three stages. Stage 1 applies to those whose teaching role is relatively narrow, and for only a few hours a week. Stage 2 covers part-time teachers with a broader range of roles, Stage 3 refers to full-time teachers with the full range of teaching responsibilities. All stages are at NVQ Level 4 or at the minimum level for a first year undergraduate. From September 2001, new teachers have been required to gain these qualifications within statutory time limits – within two years of a suitable course becoming available for full-time teachers, and four years for part-time teachers. The Learning and Development qualifications mentioned above are based on the Employment National Training Organisation (Employment NTO) standards for Learning and Development.
- 1.3 The quality of FE initial teacher education courses is assured by FENTO through their process of endorsement. This began in 2001, and was the first time that FE teacher education courses had been officially endorsed. FENTO's endorsement reviewers examine documentation and may visit institutions to assess the coverage of the standards in the teacher education courses run there, and also check that appropriate quality assurance procedures are in place. If courses are deemed not to meet the requirements, FENTO work with the awarding institution until courses are ready to be endorsed. Up to June 2003, the system had endorsed courses at 50 HEIs, and for 7 National Awarding Bodies. Between them, these providers work with 300 FE colleges.
- 1.4 The teaching of adult literacy, numeracy and ESOL across the sector has been the focus of special attention since the launch of the *Skills for Life* strategy in 2001. New subject specifications for these areas have been introduced. A new qualifications framework is in place for all those who teach, lead and support the teaching and learning of adult literacy, numeracy and ESOL. A number of HEIs and Awarding Bodies are currently offering degree-

² In the Ofsted report, figures for those registered for City and Guilds courses were quoted as 5,497 for Stage 1, 4,526 for Stage 2 and 295 for Stage 3. These figures together with those studying for other Awarding Body qualifications will be over 10,000 for in-service courses.

³ The DfES Standards Unit funds 2000 training bursaries for those attending pre-service training courses. It is thought that these awards cover the majority of the pre-service provision.

level subject-specific teaching programmes. The implementation of these courses includes specific guidance on staff contact hours, including the assessment of teaching practice for a mandatory number of hours and associated teaching practice support. FENTO have developed an approvals process akin to that of endorsement to quality assure these courses. All teachers of adult literacy, numeracy and ESOL should be qualified to Level 4, Stage 3 in all parts of the sector, whether full or part-time. To implement the requirement for all generic programmes to include a minimum level of literacy, numeracy and ESOL skills, all programmes now have to address a minimum core of literacy, numeracy and ESOL skills for all trainee teachers.

- 1.5 During 2002/03 Ofsted carried out a survey inspection of teacher training provision for Further Education. The inspectors visited 8 HEIs and 23 FE colleges in each term during the academic year to evaluate the quality and standards of FE initial teacher education. Over 3,000 trainee teachers were covered in this sample. Their main findings are outlined in Annex A. The report from Ofsted is a timely catalyst for an improvement in the initial teacher education system, although the proposals for reform which we suggest are wider than the scope of Ofsted's report. They also need to be considered in the light of employer proposals to form a Lifelong Learning Sector Skills Council which in future will take a keen strategic interest in these and related workforce issues.
- 1.6 In the light of their findings, Ofsted make eight main recommendations. These are presented below, together with a brief note of our planned response. The Standards Unit in the DfES has worked with partners to develop these responses.

Recommendations to Higher Education Institutions and Awarding Bodies:

RECOMMENDATION	RESPONSE
Give substantially more attention to developing trainees' expertise in teaching their subject.	The introduction of formalised subject specific mentoring as part of the workplace development of trainee teachers will ensure that all trainees have access to subject pedagogy (see pages 23-25 below).
Ensure that the trainees' practical teaching is made more central to their training and assessment.	The endorsement process will be strengthened to integrate the taught and practical elements of training, and to include thorough moderation of teaching practice assessment (see page 31 below).
Take more account of the diverse needs of trainees in designing training programmes	Providers need to carry out initial assessments of each trainee, which drive an Individual Learning Plan delivered through differentiated courses (see pages 17-19 below).

Recommendations to FE colleges:

RECOMMENDATION	RESPONSE
Integrate ITT with their overall management of human resources, including the professional development of staff.	Colleges need to integrate recruitment, selection and training. Their 3 year development plans, agreed with the LSC, need to set out their approach to staff development and human resource planning (see page 39 below).

Ensure the provision of workplace mentoring to support trainees in developing the necessary skills to teach their specialist subjects.	The introduction of formalised generic and subject specific mentoring as part of workplace development will ensure that trainees develop these skills (see pages 23-25 below).
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Recommendations to the DfES:

RECOMMENDATION	RESPONSE
Work with FENTO to identify those of the current standards which are most appropriate to the initial training of FE teachers.	FENTO will set out how their standards can be covered within initial training and workplace development. Looking ahead, FENTO have proposed to the National Occupational Standards Board that a review of the teaching standards could take place between December 2003 and October 2004. One of the priorities for the new Sector Skills Council will be to carry out a wider review of the standards (see pages 28-30 below).
Consider how to link the current standards for school teachers with those for FE teachers and other trainers working in the learning and skills sector.	The implementation of the 14-19 strategy requires the school and learning and skills sectors to develop stronger collaboration to ensure that young people have a broader choice of high quality learning options. Work to develop stronger links and greater synergy between the standards required to teach in each sector will be taken forward by TTA and FENTO jointly, and in due course by the SSC. We will also build on the requirement for all ITE programmes to address adult literacy, numeracy and ESOL skills.
Review the adequacy of funding arrangements for FE teacher training to support the changes indicated above.	A separate review of the funding of initial teacher education in the sector is being undertaken by PricewaterhouseCoopers. Results from this will be considered alongside responses to this consultation, and will inform next steps (see page 36 below).

LITERACY, NUMERACY AND ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

1.7 In September 2003, Ofsted published a separate survey report of current practice in the provision of adult literacy, numeracy and ESOL. Concerns outlined by the inspectors included issues that relate to the teaching workforce. Findings which relate to teacher training are summarised below, together with responses that are addressed within these proposals for change.

Ofsted FINDING	RELEVANT PROPOSAL
Many tutors in Jobcentre Plus, work-based learning provision and in some prisons lack the expertise to teach literacy and numeracy well.	The staff qualifications framework for adult literacy, numeracy and ESOL already apply across the sector, and the teaching practice element can take place in any context. We

	will build on the work already underway to ensure that staff across the sector are appropriately trained and qualified with a particular focus on literacy and numeracy that takes account of their role.
There are not enough links between literacy, numeracy and the curriculum of the vocational specialism. Ofsted raised the issue of emphasis on subject pedagogy, literacy and numeracy in teacher training courses.	Our proposals on Individual Learning Plans and mentoring (see pages 17-19 and 23-25 below) and the requirement for all initial teacher education courses to include a minimum core of adult literacy, numeracy and ESOL will address these concerns.
The poor literacy or numeracy skills of a minority of tutors in all sectors are a cause for concern.	Thorough initial assessment and robust Individual Learning Plans, checked by a stronger endorsement process and inspection, will address this concern (see pages 17-19 and 31-32 below). The requirement for all initial teacher education programmes to include a minimum core of adult literacy, numeracy and ESOL will also address this issue.
There is an urgent need for training for staff working on Life Skills and Entry to Employment (E2E) programmes, Jobcentre Plus provision and in prison education with a particular focus on their own levels of literacy, numeracy and their teaching skills.	Initial teacher education courses and the <i>Skills for Life</i> Quality Initiative programmes led by the Learning and Skills Council will support staff development across the sector. Specific tailor-made programmes will also be explored.
Many of the learners with the greatest need are with providers with the least qualified staff, the fewest resources and the lowest budget for staff training.	The new staff qualifications with the associated <i>Skills for Life</i> Quality Initiative programmes, and the requirement for all initial teacher education programmes to include a minimum core of literacy, numeracy and ESOL are the first steps towards addressing this real concern across the sector.

Section Two

SCOPE OF PROPOSALS FOR REFORM

- 2.1 The learning and skills sector encompasses many different types of teacher, trainer and tutor. All need training to carry out their roles effectively. These initial proposals for reform are intended to apply to full or part-time Certificates of Education and PGCEs and other FE teaching qualifications, such as those offered by various Awarding Bodies. Whilst these qualifications are usually gained by staff teaching or hoping to teach in colleges of general further education or sixth-form colleges, teachers or trainers from many other areas of the learning and skills sector also attend these courses. As Ofsted recognised in their report, Cert. Ed and Awarding Body courses include an important group of trainers and tutors from major public sector employers, such as the armed forces, the fire service, the police and the nursing profession. Many teachers and trainers from the work-based training and adult and community learning sectors also take these qualifications. This mix of people attending teacher education programmes can add enormously to the learning experience of those involved, and be very rewarding for the trainees.
- 2.2 Over time we aim to reform teacher and trainer training across the whole learning and skills sector. Our approach will be incremental, beginning with the proposals in this paper which address college teacher education specifically. We hope also, however, to lay down some generic principles which might be applied more widely. We are committed to implementing these proposals for reform, and want to be sure that they are suitable, taking into account linkages with schools and HE. Over time, we want to widen the focus to cover the whole learning and skills sector, including adult and community learning, work-based training and Ufl/learnirect. In future, the Lifelong Learning Sector Skills Council (LLL SSC) is likely to review teacher and trainer qualifications and standards, in the light of the views of employers across the whole sector. We want to work in partnership with the LLL SSC on this wider task.

Section Three

THE VISION – THE FUTURE OF INITIAL TEACHER EDUCATION

- 3.1 We envisage a world in which teaching in the learning and skills sector is the career of choice for many young and not so young people, and which has equal status to teaching in schools and HE. Future teachers in the learning and skills sector will have high morale and status. They will deliver high quality learning in all the diverse aspects of the learning and skills sector, to give learners the experience they deserve. They will inspire and motivate their learners, and command respect. Teachers will serve as role models for learners from all ages and backgrounds, and on many different types of courses. They will work in close collaboration with their colleagues, and be able to build up a support and learning network. They will help the country to achieve the ambitious targets needed to secure economic competitiveness and social inclusion. Employers will recognise the selection, training and development of staff as integral parts of their human resource function.
- 3.2 The learning and skills sector teaching workforce of the future will embrace a greater diversity of roles in supporting learners, as well as sharing some key commonalities. This change will be stimulated by several related initiatives, including the Skills Strategy, Skills for Life and the 14-19 Strategy, and the emerging strategic leadership role of the sector's employers through the Lifelong Learning Sector Skills Council. The future arrangements for teacher education will need to recognise the commonalities as well as the diversity between the roles of teachers, trainers, tutors, Ufl/learnirect staff, teaching and learner support staff, specialists teaching students with learning difficulties and disabilities, and Foundation Degree and HE teachers/lecturers. This diverse workforce will need regular occupational and professional updating to satisfy employers' and learners' needs. The increased support for Level 3 professional and craft qualifications in the Skills Strategy also underlines the need for the teaching workforce to have current and relevant specialist knowledge in order to deliver these outcomes. All of the teaching workforce will need to be competent in their use of Information and Communications Technology (ICT), as the emphasis on skills needed for life shifts to include ICT alongside literacy, numeracy and ESOL.
- 3.3 In order to realise this vision, we need to raise the standard of initial teacher education significantly and quickly.
- 3.4 The teacher training system of the future will secure high quality teaching and learning by preparing new teachers who are fully ready to enter the teaching workforce of the future, and to become lifelong learners and leaders in their profession. Trainee teachers will feel fully supported, prepared, motivated and committed to teaching in the learning and skills sector. They will:
- have completed professional formation, including initial training and workplace development;
 - be well-grounded not only in generic pedagogy, but also in subject-specific skills;
 - be able to address the needs of all ages of learners, from 14 years upwards, and at relevant levels for each teacher between pre-entry level and HE;
 - be competent in supporting the literacy, numeracy and ESOL needs of both young and old, through their own particular subject, and acquire specialist qualifications in these areas if they teach/lead the learning;
 - be competent in addressing the needs of learners with learning difficulties and disabilities, and in making proper use of specialist support services;
 - be confident in their own use of ICT, and in the use of e-learning in their teaching;
 - be sensitive to a wide range of learning styles and confident in a wide range of learning settings;
 - have appropriate academic and vocational expertise or commercial and industrial

- experience, which is updated regularly;
- be able to work with individual learners in a pastoral role;
- be proactive in furthering their own learning, and developing their professional skills;
- be representative of all sections of the community.

- 3.5 The qualifications that trainees achieve will be excellent in terms of content and delivery. The content will include all necessary coverage of the standards, and include a balance between written and practical assignments. Trainees will receive support through mentoring, regular observation of their lessons and constructive feedback. Training will respond to the individual needs of each trainee, will be delivered using innovative methods, and will seek to develop the unique capability of each individual. We want fully qualified teachers in the learning and skills sector to receive recognition of their status. Teachers who achieve a Level 4, Stage 3 qualification and complete their workplace development should receive an appropriate award. We propose to introduce an award of QTFE (Qualified Teacher of Further Education) or QTLS (Qualified Teacher of Learning and Skills).
- 3.6 Teacher education will be supported by appropriate funding and systems that will ensure high quality throughout the learning and skills sector. Standards will be set and met. There will be inspection, but intervention will be in proportion to demonstrated quality.
- 3.7 In pursuing this vision we need to consider carefully the nature of the learning and skills sector. On the one hand there are growing numbers of 14-19 year olds in the sector. These young people and their parents are entitled to expect their teachers to be graduates and to be qualified to teach, as they would find in school. The needs of the learners also point to the need for the common acceptability of qualifications across institutional boundaries, so that they can get the teaching they want, when and where they want it. All of this points to common elements between teacher education in schools and in the learning and skills sector.
- 3.8 On the other hand there are learners aged from 19 upwards, pursuing a vast range of courses from pre-entry level to HE. One of the strengths of the sector is its mix of teaching staff, including many thousands of skilled people from industry and the professions, who can teach practical skills from accounting to plastering in a wide range of learning settings. All these staff need teacher training in order to pass on their skills effectively, and teacher education must also provide for their needs.

QUESTION ONE: DO YOU BROADLY AGREE WITH THE VISION FOR THE FUTURE OF INITIAL TEACHER EDUCATION (PARAGRAPHS 3.1 – 3.5)?

QUESTION TWO: DO YOU THINK THE AWARD FOR QUALIFIED TEACHERS SHOULD BE ENTITLED QTFE OR QTLS, AS OUTLINED IN PARAGRAPH 3.5?

QUESTION THREE: SHOULD TEACHER TRAINING IN THE LEARNING AND SKILLS SECTOR BE AT GRADUATE OR EQUIVALENT LEVEL, AS IN SCHOOLS?

PART ONE

THE TRAINEE TEACHER'S ENTITLEMENT

Trainee teachers are entitled to expect training that will fully equip them for their role as professional teachers in the learning and skills sector. This training should include the following components:

- All trainees are entitled to a full professional formation that includes both initial training and workplace development.
- Their training should begin with an initial assessment that drives an Individualised Learning Plan.
- Progress against this plan and achievements should be recorded in a professional record, which covers both the initial training and workplace development, and also forms the basis for continuing professional development.
- Both written and practical aspects of initial training should be thorough and assessment of teaching practice should be moderated according to common standards.
- Observation of the trainee should be frequent. Constructive feedback should be provided. Some trainees may require additional observations.
- For workplace development, each trainee should be assigned a suitably qualified and experienced mentor who will support the trainee as they begin their role as a teacher.

This process needs to ensure that whatever the circumstances in which student teachers train and work, full time or part time, their training will meet the quality criteria laid down nationally.

At the end of this process trainee teachers are entitled to receive a qualification which confers status and which is a licence to teach in the learning and skills sector.

Section Four

PROFESSIONAL FORMATION FOR TRAINEE TEACHERS

- 4.1 All trainees are entitled to a full professional formation that equips them to teach in the learning and skills sector. This formation should consist of initial training, through the completion of an endorsed teaching qualification, and workplace development, where trainees can develop practical teaching skills. For trainee teachers in schools, the initial training usually comes through the full-time, pre-service PGCE qualification. The trainees are then required to undergo an induction year, which includes the support of a mentor and a structured learning plan. This structure has lessons for us, but is not applicable to all contexts in the learning and skills sector. The majority of teacher trainees are taught in-service, so that they are already teaching while they are studying for their initial training qualification. Also, as 58% of staff in FE colleges are part-time, an induction year would not be suitable for many teachers in the sector.
- 4.2 We propose that professional formation, consisting of initial training and workplace development, is provided for all trainee teachers. Workplace development is essential for all trainees and should include regular observation of their teaching, constructive feedback and the support of a mentor who teaches in the same or a related subject area.
- 4.3 For trainees on pre-service training courses, the model for professional formation is relatively straightforward. The initial training would come in the first year, through a full-time PGCE or Cert. Ed. This course will contain important elements of workplace development, such as teaching practice in a college. The second year of professional formation will be solely workplace development, and will build on what has been achieved in the initial training, by, for example, fully developing the trainee's subject pedagogy.
- 4.4 For full-time teachers who train on in-service courses, such as Awarding Body qualifications or part-time PGCEs and Cert. Eds, the workplace development would run alongside the initial training. Different elements would be included in each phase and it would be expected that the whole process would last two years. At the other end of the scale, someone from a profession who begins to teach two hours a week would need an introductory teaching course, which might last a week. Initial training to Stage 1 might follow. For other part-time trainees, the pattern of initial training and workplace development would need to fit their working hours.
- 4.5 For all trainees, whether undertaking a pre-service or in-service qualification, the professional formation needs to be an integrated package. The initial training and workplace development must be coherent. Everything learned in the initial training course needs to be applied in the workplace development. Equally, the workplace development needs to inform the initial training course.
- 4.6 Trainees are entitled to a professional formation which supplies them with a breadth of experience. Trainees should have understanding of teaching different age groups, and at different levels. The learning and skills sector contains a wide variety of teaching and learning contexts, and trainees should be encouraged to experience different colleges, as well as possibly community or prison education.
- 4.7 Current arrangements in many colleges mean that it is the trainee teacher who is responsible for obtaining appropriate training. The professional formation for each trainee needs to be overseen by a team of educators responsible for a particular student teacher. This team would include a mentor (see pages 23-25), the teacher-training course tutor from the FE college (or other provider), and, where relevant, the course tutor from the Higher Education Institution which will award the student teacher's qualification.

- 4.8 For newly-qualified teachers in schools, the induction year includes a reduced teaching timetable of 90%. New teachers in the learning and skills sector are entitled to expect similar support. This will clearly have a cost for institutions – see page 36. This cost will need to be addressed in provider staff development plans.

QUESTION FOUR: DO YOU AGREE WITH THE PROPOSAL TO INTRODUCE PROFESSIONAL FORMATION, INCLUDING BOTH INITIAL TRAINING AND WORKPLACE DEVELOPMENT, FOR NEW TEACHERS?

Section Five

INDIVIDUAL LEARNING PLANS AND DIFFERENTIATED LEARNING

- 5.1 One of the strengths of the learning and skills sector is that its learners come from a wide variety of backgrounds, and learning is delivered in a wide range of settings. This means that very often courses need to be differentiated for varying ability levels within the same class. The same is true for teacher education courses. A teacher on an awarding body or HEI course may have been teaching for many years; might have extensive skills and experience in a particular profession; might be teaching part-time whilst remaining in a certain profession; or could be a newly qualified graduate of an academic subject. Some of the Ofsted report's findings indicate that not all initial teacher education courses take the diverse background of trainees into account. The inspectors found that some course managers lacked basic entry data about trainees, and that courses were not sufficiently tailored to meet trainees' wide range of ability and experience. Ofsted recommend that Higher Education Institutions and Awarding Bodies 'take more account of the diverse needs of trainees in designing training programmes.'
- 5.2 Findings from the Ofsted report on the teaching of adult literacy, numeracy and ESOL also highlighted issues in this area. The report stated that 'In most provision, there are weaknesses in the initial assessment process.....In many cases the results of the initial assessment are not being used to inform the Individual Learning Plan (ILP).' Providers routinely carry out this type of individual assessment when their learners commence courses, but do not always do the same for their own staff on teacher training courses.
- 5.3 All learners are entitled to have a differentiated learning experience that meets their needs. Differentiation may involve flexibility in the method of delivery, or in the time taken to complete courses, especially where additional support in, for example, literacy or numeracy is needed. Student teachers should have formal Individual Learning Plans agreed at the beginning of their teacher education course. An initial assessment of the potential student teacher will identify their current level of literacy, numeracy, language and ICT skills. All Individual Learning Plan assessments should include these four elements. Expertise in this area is important for the FENTO standards covering 'assessing the learners' needs' and 'developing and using a range of teaching and learning techniques.' If extra learning is needed alongside the teacher education course, every support should be given by the course tutor, and by the institution responsible for the student – the HEI for trainees on courses which are validated by the institution, and the individual provider for trainees undertaking Awarding Body qualifications.

Initial assessment through written assignment.

Intending students applying for places on one of several ITT-FE programmes at a college in the London area are required to construct a piece of writing, at interview, for initial assessment purposes. The written work is analysed by the staff team to ensure that the development needs of trainee teachers to produce written work at NQF Level 4/HE Level 1 are identified and study skills development sessions offered to support achievement.

Development of trainees' skills is monitored through individual action plans and through formal assessment feedback. The staff team has been trained in using Key Skills Level 4 criteria in communication to support their assessment decisions.

- 5.4 We propose that in future, the design of programmes by HEIs and Awarding Bodies takes into account opportunities for differential learning and assessment for trainee teachers. Responding to the diverse needs of trainees on initial teacher education programmes, through differential assessment of academic and professional practical skills at different levels within existing frameworks, can provide opportunities for learners to have their needs and abilities recognised. Trainee teachers with tutors and mentors may wish to build on initial assessment activities and Individual Learning Plans by seeking opportunities to have their skills assessed at a level commensurate with their ability. Some HEI providers of initial teacher education offer differentiated assessment opportunities to their learners through careful design of their programmes. Tutors make routine decisions with trainees about choosing appropriate assessment levels within an established framework (of NQF Level 4 upwards), as part of normal programme procedures.

Initial and on-going assessment

A college delivering a PGCE/Cert. Ed programme is able to offer its trainees following the Cert. Ed pathway opportunities to present work at different levels for assessment. Whilst trainees following the PGCE pathway are assessed at HE Levels 2, 3 and 'P' level, Cert. Ed trainees may opt to present work for each of the first 4 modules of a 7-module programme at HE level 2 or 3. Modules 5-7 are assessed for these trainees at HE Level 2 and at 'P' Level. In total this system provides trainees opportunities to demonstrate their skills at each of the HE levels, improving motivation and enabling them to achieve in line with their ability.

- 5.5 The accreditation of prior experience and learning is particularly important for those who have been teaching for many years, and who may have a high level of skill and experience, but may not have completed a qualification. The qualified teacher target for colleges means that many of those attending teacher education courses may have been teaching for a number of years. Some may have started a Cert. Ed or PGCE, or have completed Stages 1 and 2 of an Awarding Body teaching qualification. Course tutors should include accreditation of prior experience and learning in the initial assessment which leads to Individual Learning Plans, so that repetition is avoided, and the trainee remains motivated. This will also address the Ofsted report findings that there was too much repetition for trainees who progress through all three stages of an FE teaching qualification.

Initial Assessment and Accreditation of Prior Learning

A large mixed economy FE/HE college on the edge of a major conurbation is implementing a strategy to better align its human resource development activities in relation to ITT provision and the identified needs of new staff.

New entrants, irrespective of previous experience, are interviewed by a member of the staff development team and complete an initial self-assessment form identifying their training needs and their desired method of development and support. This exercise, focusing mainly on skills central to teaching and learning, enables staff to indicate their preferred approach in meeting these needs, e.g. via attendance at an ITT or other course, on- or off-job coaching, shadowing, co-tutoring etc. Where an ITT or other programme is agreed as the way forward, the individual gathers evidence for AP(E)L purposes to ensure they enter initial teacher training at an appropriate stage. This approach means that the learning involved in the course is relevant to their immediate needs and institutional objectives.

- 5.6 Some trainee teachers may need extra assistance with their own literacy, numeracy and

ESOL needs, and many trainee teachers may need help with addressing the basic skills needs of the learners in their classes. Ofsted's report into adult literacy, numeracy and ESOL provision found that this extra assistance was most effective where it was integral to everything else being learned. If the trainee is attending specialist literacy, numeracy or ESOL classes, the tutor should ensure that it fully informs their teacher education programme. Initial assessment of the new trainee teacher's literacy, numeracy and ESOL needs is essential to resolving these concerns.

- 5.7 Trainee teachers also need guidance in how to teach students with a variety of learning difficulties and disabilities. It is also important to build on the strong tradition of catering effectively for these learners in our sector. We are working with the LSC on a study of the staff training needs of specialist colleges. We also, however, need to consider how teacher education can equip teachers in general for this aspect of their work.
- 5.8 When initial assessment has been carried out, objectives should be agreed with the trainee. Each trainee could have different learning objectives, appropriate to their level of prior experience, training and other needs. Progress against these objectives should be assessed periodically throughout the duration of the initial training and into the workplace development phase.

A learning contract.

A network of colleges in the east of England has created a framework that allows learners to decide on the type of evidence suitable to their professional context and individual professional development needs via the negotiation of a learning contract. This is agreed with the tutor and mentor to ensure they meet course learning outcomes and competencies. The academic level i.e. HE Level 1 or 3 at which the evidence is assessed can be mutually agreed, depending on the individual capacity of the trainee, in discussions between the trainee, mentor and tutor.

QUESTION FIVE: DO YOU AGREE WITH THE PRINCIPLE OF DIFFERENTIATED LEARNING?

Section Six

PROFESSIONAL DEVELOPMENT RECORD

- 6.1 Many professions use a system for recording the training and skills that practitioners have acquired. The record acts as a tool to monitor progress against agreed objectives. The holder has confirmation of their specific achievements, and the skills that they have acquired throughout their career. They are able to produce evidence identifying development needs, and so act upon them by gaining extra training or qualifications. Maintaining a professional development record ensures that members of the profession have good skills of reflective practice and self-evaluation. In some occupations, an up-to-date record is one of the conditions for continuing to practise.
- 6.2 We propose to introduce a similar system for teachers in the learning and skills sector. Ofsted found that where professional development journals or portfolios were used, they were an effective instrument for trainees to use to focus on their performance and consider improvements. Whilst some training courses include this element, it is not a standardised part of the initial teacher education system.
- 6.3 The professional development record should be a key element of teacher training. It would be used to develop the Individual Learning Plan, and to set objectives for each trainee. Progress against the FENTO standards and related curriculum would be recorded. Areas for further development would be easy to identify, and the trainee could discuss ways to address these with their teacher educator team. The record would need regular review to check progress against the original objectives set. These reviews would take place with the appropriate member of the teacher educator team for the particular stage in the process, i.e. for workplace development, the review would be with the mentor. Responsibility for the completion of the record would, therefore, be shared between the trainee, their mentor, and their course tutors in the FE college (or other employer), and the HEI (where applicable).

Career Entry and Development Profile (CE&DP) for School Teachers.

The development of school teachers' professional skills and recognition of achievements is facilitated, in part, through the Career Entry and Development Profile (CE&DP). It is a requirement of the statutory arrangements for newly qualifying teachers that trainee teachers must be given information to complete this element of their professional development. This information must come from their (ITT) provider and the school where they complete their induction year. The profile is designed to be an integral element in the recording of professional development, and not a separate or additional document. The purpose is to help trainees make connections between their initial training, induction experience and subsequent development. This is based on guided reflection and collaborative discussion with tutors, mentors and others.

Completion of the profile must occur at three transitional points. First, as the trainee approaches the award of Qualified Teacher Status (QTS) through discussion with their ITT tutor. The second point is near the beginning of the induction year, with their appointed mentor. Here, priorities are decided to guide the planning of the induction period, and how these goals relate to those decided at the end of the ITT period. Third, at the end of the induction period, where progress has been identified, support evaluated and further aspirations agreed.

The profile ensures that the practical professional development needs of the trainee are kept as a central focus during their preparation for a teaching career.

- 6.4 The record could also encourage trainees to begin a lifelong record of professional

development. It could lead into the record of continuing professional development being developed by the Institute for Learning, and used to log continuing professional development needs, and any extra training or qualifications that the teacher has gained. It could also be used in regular reviews by teachers with their line managers, and by teachers in applications for promotion or for new jobs.

- 6.5 To ensure we are not introducing a burden on teachers, we are working with the Institute for Learning to design an online system for the professional development record. Teachers will be able to access their records with a log-in name and password. All relevant information can be kept on the system, including the attaching of relevant documents. We would want the form that the record takes – whether computer or paper-based – to be flexible so as to suit all teachers and trainers from all parts of the learning and skills sector.

QUESTION SIX: DO YOU AGREE WITH THE IDEA OF A PROFESSIONAL DEVELOPMENT RECORD?

QUESTION SEVEN: IF SO, WHAT FORM SHOULD THE PROFESSIONAL DEVELOPMENT RECORD TAKE?

Section Seven

OBSERVATION AND ASSESSMENT OF TEACHING PRACTICE

- 7.1 The most crucial element of teaching is what happens in the interaction between the learner and the teacher, whether this is in the classroom, workshop, community or workplace, or through e- or distance learning. For this reason, teaching practice is fundamental to all initial teacher education. It is essential that trainees have the opportunity to learn in real teaching situations throughout their training. Part of the assessment of trainees' abilities as a teacher should be evaluation of their skills in teaching their subject area. This assessment must be fair, and verified externally. It is important to link this teaching practice with the theoretical elements of the course, and also to link the subject specific elements of the course with generic teaching.
- 7.2 Ofsted found that the taught elements of teacher education courses were well-managed, thoroughly planned and involved open communications. Their report also highlighted thorough procedures for the moderation of written assignments, with full external examiner and course review procedures. The inspectors found, however, that the moderation of the assessment of teaching practice was a cause for concern, as was the integration of the taught and written elements of the teacher education programmes.

Moderation by video.

A consortium of colleges in the south of England has evolved a way of addressing the issue of standardising their assessment of teaching practice. All those involved in the summative assessment of teaching practice meet to review video clips of actual teaching sessions. They independently assess the teaching and learning sessions and complete relevant documentation. This allows comparisons of judgements to occur and grade boundaries to be confirmed or amended. These sessions also identify any requirement for further training of assessors across the partnership to ensure consistency of assessments.

- 7.3 Every trainee teacher is entitled to be observed teaching at appropriate intervals, by an experienced practitioner who provides constructive feedback. This entitlement should include an increase in the number of hours of teaching practice which are observed. A minimum is set but could be increased in relation to the ILP and to outcomes of early observations.

Comparison of teaching practice assessments.

A college has developed its standardisation of teaching practice assessments in order to give it a level of attention comparable with that of the moderation of written assignments. On a programme with over 100 part-time trainees, two tutors/mentors jointly carry out about 10% of the 6 teaching practice assessments of trainees. Each independently completes the assessment of a teaching practice session delivered by a trainee and variations in judgements are discussed as part of the college's normal moderation procedures.

QUESTION EIGHT: DO YOU AGREE THAT TEACHER EDUCATION QUALIFICATIONS SHOULD BE STRENGTHENED IN THE AREA OF OBSERVATION OF TEACHING PRACTICE?

Section Eight

MENTORING

- 8.1 Trainee and new teachers should be entitled to receive all the necessary support they need to develop and become effective teachers, who know and understand how to teach their subject and how learners learn. Trainee teachers need encouragement to help them to progress along their steep learning curve. The guidance and insight that a mentor can offer will help trainee teachers to become effective, motivated and committed practitioners. Many existing staff will remember their first year of teaching as a difficult and lonely time, during which they received little specific guidance or support. Acting as a mentor will help to ensure that new trainee teachers have a better experience.
- 8.2 We propose to introduce formalised mentoring as part of workplace development. Pre-service courses often include a mentoring arrangement. We would like to see this extended to workplace development, and to in-service trainees. The Ofsted report found that where partnerships promoted mentoring, the trainees benefited greatly. The inspectors also observed, however, that the lack of effective mentoring in the workplace inhibited trainees' progress, as did insufficient observation and feedback on their teaching. In schools, mentoring forms an essential part of the induction year, and involves weekly mentor/mentee meetings; liaison with teacher training course tutors; supervision of directed tasks as part of a structured programme; and frequent, informal observation of teaching practice. In FE colleges, we would expect all new teachers to be assigned a mentor. Where possible, this mentor should teach the same subject as the trainee. Whilst Ofsted inspectors recognised that many entrants into teacher education have substantial occupational experience, the report recommends that the trainee should receive more help in developing subject specific teaching skills. As most, but not all, HEI and Awarding Body FE teaching courses are generic, the subject pedagogy needs to be supported by the mentoring relationship. Regional partnerships can support the creation of teams of appropriately qualified mentors.

Subject specialist mentors.

One large college in the South of England which runs a small full-time programme is able to offer trainees a subject-specialist mentor for the duration of the programme. Potential mentors are part of the interview panel for trainees. This means that the trainee's relationship with the mentor begins at a very early stage. This results in generally very positive evaluations by trainees of the mentoring system at this college. One successful trainee, now teaching a full timetable, stated that the subject-specific mentoring made an invaluable contribution to her professional development. Additionally, she rated the contribution made by her non-specialist generic programme tutors to her teaching practice and overall professional development as of equal value.

- 8.3 It will not always be possible for the trainee to be assigned to a mentor teaching the same subject. The wide variety of subjects taught in the learning and skills sector means that in some colleges and providers, more specialist subjects may have only one teacher. In such cases, the trainee should be paired with a teacher of a related subject, who might also involve a teacher of the trainee's subject in a different college in the partnership. Trainees will also be able to access support materials on-line.

The HE Learning and Teaching Subject Network

The Learning and Teaching Network (LTSN) comprises 24 subject centres based in Higher Education Institutions around the UK with a generic centre in York. It aims to promote high quality learning, teaching and assessment through the development and transfer of good practice in all subject disciplines. It provides on-line 'one-stop shops' for learning and teaching resources for practitioners in each of the subject areas. It has created vigorous practitioner networks to promote and share good practice across the network and other professional bodies. Each subject network strives to create an on-line catalogue of case studies and articles written by teachers outlining a variety of experiences and tackling a range of issues common to learning and teaching in their subject areas. Regular meetings to share and discuss recent developments and issues supplement on-line support for practitioners.

The website for ESCALATE (Education Subject Centre: Advancing Teaching and Learning in Education) contains a range of articles by practitioners on assessment, teaching and learning, development issues, interviews with front-line staff, regular briefings and bulletins, information on project grants, book reviews and thought-piece articles.

- 8.4 The relationship between the mentor and mentee will be fundamental to the workplace development aspect of initial teacher education. The Individual Learning Plan and professional development record will inform the setting of objectives for the mentee. The relationship should not be limited to regular meetings, although these are an important part of the process. Mentors should engage in regular observation of the trainee's teaching, and offer constructive feedback. The mentor will need to be part of the team that assesses the trainee's progress. Equally, the mentee would be encouraged to observe the mentor, especially to inform their knowledge of subject pedagogy. Mentoring practices might include a team teaching or team planning approach involving the mentor and mentee.
- 8.5 For the mentor, the relationship they build with the trainee can act as evidence to help them achieve advanced practitioner status on the AoC recommended pay scale, and so can act as a professional development opportunity. Colleges or HEIs may offer specific training for mentors, and some type of recognition for the time spent developing the trainee teacher. The mentor would be part of the team responsible for the trainee teacher, together with the course tutor from the FE college or other provider, and the course tutor from the HEI, where applicable. Liaison between the different members of this team would be a positive way to ensure that the trainee teacher is gaining the full entitlement. There are also several guidance materials available for mentors, and publications covering a range of areas. Mentors could also feature in the proposed national framework for teacher educators.

Clear arrangements for mentoring full-time trainees.

A partnership of post-16 providers in the South West has particularly clear arrangements for placements and mentoring for their full-time trainees.

Colleges wishing to offer placements to full-time students must meet the requirements of the partnership offering the ITT qualification. Requirements include that a senior member of staff at the centre (usually a Vice-Principal) acts as placement manager. The centres must demonstrate that they have a placement co-ordinator and that proposed mentors have qualifications for the role or opportunity to complete the mentoring unit included as part of the optional programme available to trainees. Costs of providing mentoring are underpinned by the HEI awarding the qualification. This allows mentors to be released from their normal duties to be briefed at the beginning

of their role and to meet other mentors in the scheme. LSC funds are being utilised to support mentoring costs on the full-time and part-time literacy and numeracy basic skills Level 4 programme. Mentors are expected to meet with trainees weekly. Termly meetings between mentors and tutors enable progress of students to be monitored.

Trainees on the full-time programme can expect mentors/subject specialists and placement co-ordinators to conduct at least four formal observations of teaching (two other observations are carried out by university staff), which must include an initial specialist knowledge observation. Professional development is further supported by peer observations.

QUESTION NINE: DO YOU SUPPORT THE IDEA OF INTRODUCING A FORMALISED MENTORING SYSTEM AS OUTLINED ABOVE?

Section Nine

TEACHER EDUCATORS

- 9.1 Student teachers are entitled to have a high-quality training and development experience that is tailored to their needs and equips them for 21st Century teaching. Teacher educators need to have appropriate expertise, experience, qualifications and skills to deliver the courses. The Ofsted inspectors found the majority of courses were taught by well-qualified and suitably experienced staff, many with experience of the FE sector to advanced practitioner level. Teacher educators were observed as being committed and enthusiastic. Course tutors were found to be supportive of trainee teachers, including being available for discussions outside timetabled classes. Trainees were found to receive good guidance and feedback throughout the course from those providing their initial teacher education.
- 9.2 Teacher education course leaders should have recent relevant experience of teaching in a range of settings in the learning and skills sector. This experience should not be solely in the subject of teacher education. Course leaders should hold a Cert. Ed qualification as a minimum requirement, and should ideally have a first degree or Masters in Education. Members of the teaching education team should also have recent experience of teaching in the learning and skills sector, and hold a qualification at Cert. Ed or equivalent level.
- 9.3 We are proposing the introduction of a national framework for training and development for teacher educators, which will ensure rigour, consistency and quality in the teacher training system. This is a critical element to raising standards in teacher training.

QUESTION TEN: DO YOU AGREE WITH THE INTRODUCTION OF A NATIONAL FRAMEWORK FOR THE TRAINING AND DEVELOPMENT FOR TEACHER EDUCATORS?

PART TWO

PROPOSALS FOR IMPLEMENTATION

In the previous section, we outlined what a trainee teacher should expect to receive as part of their professional formation. This section looks at the mechanisms which we propose to use to ensure that this experience is the norm for each trainee. We would welcome views about how we can achieve our vision.

Section Ten

STANDARDS

- 10.1 Before the introduction of the FENTO standards in 1999, there had been no way of measuring programme content across teacher training courses in the learning and skills sector. The HEIs and awarding bodies designing teacher training courses could include what they thought was necessary for the trainee to learn. This led to a great variety in the standard and suitability of provision. The FENTO standards made clear for the first time what colleges teachers should be able to do. Ofsted found that the FENTO standards clearly set out the skills required by experienced and effective teachers in FE, and that they show a framework of expectations about teachers' roles. This helps trainees to understand the context and values of teaching.
- 10.2 The FENTO standards are generic. Recently, the *Skills for Life* strategy has led to two changes:
- that all teachers should have a level of competence in supporting adult literacy, numeracy and ESOL – an additional element for all courses. In Ofsted's report on adult literacy, numeracy and ESOL provision, the inspectors found that in the most effective vocational training, tutors also teach their learners the requisite literacy or numeracy skills;
 - that teachers who wish to specialise in teaching adult literacy, ESOL and numeracy should gain a FENTO subject specific qualification at Level 4, Stage 3. A number of HEIs and Awarding Bodies are now offering these specialist qualifications at Levels 3 and 4 in adult literacy and numeracy and at Level 4 for ESOL.
- 10.3 These modifications are designed to address the serious concerns raised by Ofsted in their report regarding literacy, numeracy and ESOL. FENTO, QCA and the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) have worked with the sector to issue guidance on the assessment and development of programmes.
- 10.4 There is now a feeling that the whole package is difficult for providers to cover, and students to complete. It is also said that the current demands have contributed to a reduction in the supply of trainee teachers in certain priority curriculum areas, such as construction.
- 10.5 Ofsted identify several points about the standards in their initial teacher education report, including that the standards are useful for defining what experienced FE teachers are required to do. The inspectors also noted, however, that the language used in the standards is remote, and trainees found it difficult to judge how much evidence was needed to show coverage of the standards. Trainees' achievements against the standards were often uneven, and the inspectors considered the standards to be inappropriate for judging the final attainments of trainees. Two of Ofsted's recommendations to the Department relate to the standards: that the DfES should 'work with FENTO to identify those of the current standards which are most appropriate to the initial training of FE teachers;' and that the Department should 'consider how to link the current standards for school teachers with those for FE teachers and other trainers working in the learning and skills sector.'
- 10.6 We propose:
- (i) That the FENTO standards should be fully covered during the initial training and workplace development phases of professional formation. We would not wish to be too prescriptive on which standards should be covered in each phase, as this will depend very much on the starting point of different trainees and their Individual Learning Plans. Some part-time trainees, for example, may have been teaching for some time before embarking on the teacher training qualification. More detailed coverage of some of the standards during workplace development will reduce the burden on initial teacher education providers, as their courses can be more focussed.

(ii) An early review of teaching standards - FENTO have proposed to the National Occupational Standards Board that an initial review could take place between December 2003 and October 2004.

(iii) That an early priority for the Lifelong Learning Sector Skills Council (LLL SSC) should be a fundamental review of standards. The FENTO and LLL SSC review could consider:

- all learning settings within the learning and skills sector, including voluntary sector education and training, work-based training, prison education, higher education and Ufi/learnirect;
- a review of existing standards, including those set by FENTO, HESDA, PAULO, ENTO and isNTO, with a view to constructing a common core of standards for the workforce, around which sets of differentiated options/standards could be set for different contexts/specialisms/subjects;
- the implications of the 14-19 strategy, and the need for the LLLSSC to work with the TTA to design a set of common standards, to underpin a flexible workforce that can operate, according to the needs of young people, in schools, colleges and work-based learning;
- the implications of *Skills for Life*, building on policy developments in this area, and Ofsted's comments in their report on the need to have qualified staff across the sector in order to raise the quality of adult literacy, numeracy and ESOL provision;
- ICT and e-learning. How standards can underpin teachers' own competence in ICT, and their ability to exploit the potential of e-learning for those they teach;
- employability – how standards can enable teachers to impart the key skills of teamwork and initiative that employers seek;
- the tutorial role of all teachers, in giving appropriate 1:1 support and guidance to their students;
- the separation of standards from curriculum design. In the absence of a national framework for curriculum, the standards are used currently for this purpose;
- lessons learned from the devolved administrations.

Professional abilities and FENTO standards.

A grouping of colleges in the South West has produced a course where the outcomes of core modules in generic and specialist basic skills programmes require students to establish development of specific professional abilities against selected FENTO skills and attributes, knowledge and understanding, values and key areas of teaching. Attainment is assessed through course work, professional practice portfolios and observation of teaching practice, enabling trainees to measure their progress against the standards.

Careful mapping of provision against FENTO standards.

A provider in the North of England has carefully mapped the whole of its provision against the FENTO standards. This thorough mapping is included in documentation for trainees, mentors and others to see how and where the programme provides coverage of each of the standards and domain-wide knowledge. The mapping confirms that the essential standards for Stages 1 and 2 are fully covered for those trainees that do not progress further. The programme structure does allow, however, for selected standards that have been covered in Stages 1 and 2 to be revisited in Stage 3 to deepen trainee understanding in line with a spiral curriculum approach, along with those not covered earlier in the programme.

10.7 Ofsted noted in their findings that there is 'a lack of common practice across the HEIs in defining the levels of the courses and the associated entry requirements.' It is thought that PGCEs taught in HEIs are mostly pitched at Honours degree level, although a minority are

at Masters level. HEIs are responsible for setting the academic standards of their awards. They do this by reference to the expectations of the Framework for HE qualifications and any relevant subject benchmark statements and professional requirements. In this case, the FENTO standards would be included within these reference points. Some interested parties have proposed that the PGCE is redefined as a 'professional' rather than 'postgraduate' qualification. The Universities Council for the Education of Teachers (UCET) has agreed to carry out a study over the summer/autumn of 2003-4 of the HE level on which courses are based. The results of this work will be considered alongside responses from this consultation.

QUESTION ELEVEN: HOW CAN WE BUILD ON THE ACHIEVEMENTS IN ADULT LITERACY, NUMERACY AND ESOL TEACHING FOR THE REST OF THE LEARNING AND SKILLS SECTOR WORKFORCE?

QUESTION TWELVE: DO YOU AGREE WITH THE PROPOSAL TO COVER THE FENTO STANDARDS DURING BOTH PARTS OF PROFESSIONAL FORMATION (INITIAL TRAINING AND WORKPLACE DEVELOPMENT)?

QUESTION THIRTEEN: WHAT SHOULD BE INCLUDED IN THE WIDER REVIEW OF STANDARDS?

Section Eleven

ENDORSEMENT AND INSPECTION

- 11.1 At present, any course of FE initial teacher education must be endorsed by FENTO, on behalf of the Secretary of State. Endorsement closely examines the plans and systems of a provider to ensure coverage of the FENTO standards and rigorous quality assurance arrangements.
- 11.2 Endorsement has been successful in driving up standards. To take some simple examples, the number of taught hours has been increased where they were too low, and the number of observations of a teacher on teaching practice has been increased to six from as few as one or two in some cases. More generally, the scope and content of courses have been brought towards the common core of the FENTO standards.
- 11.3 We propose to strengthen the endorsement process. Endorsement will act as a rigorous check on the systems in place in each institution, and on the course design. These proposals will build on what we have developed for staff qualifications for adult literacy, language and numeracy teaching. The new endorsement system will now include the following checks.
- Whether a thorough **initial assessment** of trainees is part of the course design, which drives an **Individual Learning Plan**. This assessment should be carried out at the beginning of each initial teacher education course, and also at the start of their first year of employment for pre-service trainees who have completed their courses.
 - A check on whether each student is expected to keep a **professional development record**.
 - A check on the **systems** that have been established to introduce a **formalised mentoring process**, which will ensure that each trainee has access to a subject specialist mentor.
 - The introduction of a **minimum observation time** for which trainee teachers should be scrutinised in the classroom, workshop or workplace. This requirement is likely to be that the trainee is observed for 9 hours on at least 9 occasions, and receives feedback on each observation. The person observing the trainee teacher should be an experienced practitioner, have insight into what makes an effective teacher, and what is effective teaching.
 - A check on the **moderation procedures for teaching practice**. FENTO are currently developing this assessment.
 - Assessment of the proposed **links** between the **theoretical and practical** elements of the course.
 - Assessment of the proposals for **links** between **subject specific and generic** teaching.
 - A check on the suitability of the **teacher educators**, i.e. whether they have recent, relevant experience, and appropriate qualifications.
- 11.4 The establishment of the Lifelong Learning Sector Skills Council may affect the current arrangements for the endorsement of initial teacher education courses. The LLL SSC is expected to adopt a strategic leadership role for the sector, and is likely to have increasingly articulate and strengthening views on all issues involving the funding and regulation of initial teacher education. It has not yet been determined whether endorsement will come under the Council's remit. This is most likely to be considered during the development phase for the LLL SSC, and any proposals to revise the current arrangements will be fed into the results of this consultation.
- 11.5 Endorsement checks that the design of qualifications meets the appropriate criteria and that the organisation delivering the qualification has appropriate systems in place and the necessary capacity. It needs to be complemented by the inspection of how effectively the

courses are delivered in practice.

- 11.6 In September 2004, Ofsted will begin a three year cycle of inspection of FE teacher training programmes. Over the three years the inspectors aim to cover all the HEIs involved in FE initial teacher education, and a sample of the FE colleges which work in partnership with each HEI. The inspectors will also look at Awarding Body teacher training courses delivered at the colleges.
- 11.7 Ofsted are now developing a draft inspection framework and handbook, which they will consult on next year. Ofsted will take into account the way that initial teacher education for schools is inspected, and also the college inspection model used by the Adult Learning Inspectorate.

QUESTION FOURTEEN: DO YOU AGREE WITH THE PROPOSALS FOR STRENGTHENING THE ENDORSEMENT AND INSPECTION PROCESSES FOR INITIAL TEACHER EDUCATION COURSES?

QUESTION FIFTEEN: WHICH CHECKS SHOULD BE INCLUDED IN THE ENDORSEMENT PROCESS?

Section Twelve

THE SYSTEM FOR EDUCATION OF LEARNING AND SKILLS SECTOR TEACHERS IN ENGLAND

- 12.1 We estimate that 20,000 teachers will need to be trained each year in the learning and skills sector. The capacity of the system needs to expand. At present that system involves many different national organisations including HEFCE, the Learning and Skills Council (LSC), the Quality Assurance Agency for Higher Education (QAA), Ofsted, the Qualifications and Curriculum Authority (QCA), and the DfES. Their roles appear to overlap in some aspects, and may leave gaps. The advent of the new Lifelong Learning Sector Skills Council will enable a more strategic overview of the sector, and a more holistic approach to teacher and trainer education.
- 12.2 In contrast, the system for educating teachers to work in schools is straightforward. The Teacher Training Agency (TTA), with assistance from the General Teaching Council for England (GTCE), has responsibility for advising the Secretary of State as to what the standards for the award of QTS should be, and for funding provision. Funding is linked to quality. In cases where the Ofsted inspection produces poor results, the TTA works with the Higher Education Institution to attempt to solve the problem. If this does not work, funding for the teacher training course is reduced until the issues have been fully addressed. A final option is that the TTA may close a course. Over the TTA lifetime of nine years, this system has had a profound effect on the standards of initial teacher education. Coupled with the availability of a national workforce modelling system, the TTA have been able to specify numbers of student teachers to be enrolled on HEIs' courses in certain shortage subjects. The system is therefore responsive to the needs of the school sector and the market.
- 12.3 There is currently no analogous body for the learning and skills sector. Other bodies in the sector may be able to take on these roles. The TTA is prepared to work with the body or bodies that adopt this role, and to offer advice and guidance. This is particularly relevant for the work underway to improve the qualifications transfer for the 14-19 educational phase. Specific areas in which the TTA would be able to offer advice include:
- Subject pedagogy and teacher professionalism in terms of subject knowledge.
 - Individual needs assessment and clearly focused target setting, at which the providers of schools ITT have become increasingly skilled as a range of routes into the school teaching profession have developed.
 - The assessment of practical teaching, and the management of collaborative partnerships.
 - The role of mentors in initial teacher education.

QUESTION SIXTEEN: WHAT ARRANGEMENTS SHOULD BE MADE FOR FUNDING AND ASSURING THE QUALITY OF INITIAL TEACHER EDUCATION IN THE LEARNING AND SKILLS SECTOR?

- 12.4 There is another important body for school teachers – the General Teaching Council for England. All teachers must register with it, and it is responsible for teachers' continuing professional development (CPD). The GTCE also sets standards for professional behaviour, professional values and membership of the school teaching profession. It enables teachers to have a sense of professional identity.
- 12.5 In the learning and skills sector, there is the embryonic Institute for Learning. Membership to the IfL is open to teachers who hold FE teaching qualifications and to those who hold NVQs in Learning and Development. This widening of recognition is helping to synthesise different parts of the learning and skills sector, by recognising the full range of teaching and

training roles. The IfL sets standards for CPD, but registration with it is voluntary, and at present membership numbers are small. One option is that new and existing teachers should be required to register with the IfL in order to demonstrate that they 'remain in good standing' in terms of their professional competence. The Institute would then safeguard a professional 'value set' and standards of professional behaviour, possibly being able to discipline those who fell short. Legislation would be needed to achieve this – to establish the functions of the IfL in law and to oblige individual teachers to pass their personal details to it.

QUESTION SEVENTEEN: SHOULD NEW AND EXISTING TEACHERS AND TRAINERS BE REQUIRED TO REGISTER WITH THE INSTITUTE FOR LEARNING?

- 12.6 A fundamental systemic weakness identified by Ofsted is the lack of links between human resource management and initial teacher education. Ofsted recommend that FE colleges should 'integrate ITT with their overall management of human resources, including the professional development of staff.'
- 12.7 The quality of ITE provision depends to a large extent on the desire, commitment and ability of employing institutions to offer support, guidance and appropriate learning opportunities to trainee teachers from pre-service courses, and to their own staff attending programmes on an in-service basis. Key to this is the degree of integration of the organisation's human resource development activities with their own ITE provision, and capacity to offer quality placements to trainees from pre-service programmes. Some institutions are weak at managing the training and support of their own staff, and some do not conduct routine assessments of the developmental needs of their own staff, as they do of learners in general. Others, however, have made strides forward in identifying resources and establishing structures and procedures to ensure that the needs of new and old staff are addressed by internal activities, in conjunction with the type of teacher training programme they may attend. The responsibility for meeting the developmental needs of staff, based on a full initial analysis, lies with the employing institution in mutually-agreed and jointly implemented plans by human resource managers, placement support staff and teacher education teams.
- 12.8 Pre-service trainees are dependent on learning providers to offer appropriate teaching practice opportunities, as are new in-service staff when starting their careers in the learning and skills sector. We seek to ensure that pre-service trainees on placements join an institutional culture that is sensitive to their developmental needs, based on the experience of responding to the professional development needs of their own staff. The integration of teacher training and human resource practices should be reflected in providers' three-year development plans. The Standards Unit also aims to promote closer alignment and integration, where appropriate, of the contribution made by colleges, other learning providers and HEIs working together in collective partnerships to offer initial teacher education provision.

Link between professional development needs and institutional strategy.

A CPD assignment on a part-time teaching programme in a partnership of colleges working with an HEI requires students to identify their professional development needs and write an action plan to address them. This assignment, occurring in the latter stages of the second year, must be framed so that it is congruent with their own institution's staff development plan, resources and priorities. In order to meet assignment demands the plan must be discussed and accepted by the student's line manager.

A Professional Personnel software package.

A college in the south of England has made strides forward in integrating their human resources function more closely with ITT provision. Central to this aim is the use made of a software package called Personnel Professional, which identifies a range of professional development needs of new entrants to teaching posts at an early stage. The results are used to determine a set of priorities for them including the type of ITT provision most suited to their need in the light of organisational objectives, personal aspirations and career development needs. A formal set of activities is then identified for them to meet development needs and a subject-specialist mentor co-ordinates this.

This approach includes self-assessment of needs in relation to competence in teaching their subject and helps define the nature and level of need in allocating a suitable subject specialist to help support the new member of staff through their initial period in the college. This approach is used irrespective of the type of ITT pursued by the staff member. Funding for subject specific mentoring support is found from the staff development budget and becomes a task which forms part of their overall workload of the mentor.

QUESTION EIGHTEEN: HOW CAN PROVIDERS IMPROVE THEIR INTEGRATION OF INITIAL TEACHER EDUCATION AND HUMAN RESOURCE MANAGEMENT?

Section Thirteen

FUNDING

- 13.1 One of Ofsted's recommendations to the Department is to 'review the adequacy of funding arrangements for FE teacher training.'
- 13.2 The current funding arrangements for teacher training in the learning and skills sector form a complicated picture. Qualifications awarded by Higher Education Institutions are funded by the Higher Education Funding Council for England (HEFCE). Awarding Body qualifications are funded by the Learning and Skills Council. For some courses, mandatory fees are paid by LEAs. The total resource going into FE ITE, the impact of the current incentives, and the effectiveness of the resources are unclear.
- 13.3 We have commissioned Pricewaterhouse Coopers to carry out an audit and review of funding arrangements. The study aims to establish baseline information about the current picture, to help us see what funding systems are needed to support future initial teacher education as outlined above. Results from this study will be available by February 2004, and will be considered alongside the responses from this consultation.
- 13.4 Looking ahead, there are two main issues about funding – first, the amount of funding we need. Some of the proposed reforms would have costs for HEIs in providing revised courses, and for employing institutions if, for instance, trainee teachers could teach only 90% of a full load, and if mentors also had to have their teaching reduced.
- 13.5 Secondly, we need systems to ensure that funding is used effectively. HEFCE funding is top-sliced by HEIs for central costs – so only part of the overall sum reaches those running the ITE courses. Some of this is passed on to colleges to take students on placement. As for colleges, until 2002 the LSC Standards Fund provided ring-fenced resource for college staff training. Now funding for staff training is within college core budgets. This gives colleges control and flexibility and, since training costs will vary from college to college and from year to year, seems the best approach, but it runs the risk that staff development will be undermined if other priorities emerge.
- 13.6 There is also the question of the income of pre-service trainees. The DfES has been funding a pilot involving around 2000 training bursaries of £6000 for students on pre-service training courses. An evaluation of the pilot is underway which will help to determine whether or not this support for pre-service students is extended. Pre-service trainees may also have loans from the Student Loans Company.

QUESTION NINETEEN: HOW SHOULD WE FUND INITIAL TEACHER EDUCATION IN THE FUTURE TO ENSURE HIGH QUALITY AND VALUE FOR MONEY?

Section Fourteen

LEGISLATION

- 14.1 Since 2001 regulations have required that new teachers in FE colleges must gain an appropriate teaching qualification for their role within time limits. These regulations could be amended to include specific references to teachers of adult literacy, numeracy and ESOL. In addition to this, legislation could be introduced to underpin the reforms proposed in this document.
- 14.2 The Secretary of State has powers in Section 136 of the Education Act 2002 to:
- prohibit the provision of education at a further education institution by a person who does not have a specified qualification;
 - prohibit the provision of education at a further education institution by a person unless he is serving or has served a probationary period;
 - specify conditions to be complied with by or in respect of persons providing education at a further education institution.
- 14.3 And in Section 138 to:
- prohibit the provision by a further or higher education institution in England of a course which is designed to lead to the award of a qualification specified in section 136, without the approval of the Secretary of State;
 - enable the Secretary of State to determine the number of persons who may undertake such a course;
 - enable the Secretary of State to determine the number of persons in different categories who may undertake such a course.
- 14.4 Regulations under these powers would enable the Secretary of State, among other things, to:
- make it mandatory that both new and existing teachers of adult literacy, numeracy and ESOL, full or part-time, will hold a generic as well as relevant subject specific qualification, and that they will be qualified to Level 4, Stage 3;
 - make the proposed professional formation a mandatory requirement;
 - make statutory the process of the accreditation of teacher training courses;
 - limit the numbers allowed to enrol on teacher education courses that do not reach the required standard;
 - specify the numbers enrolled on teacher training courses to teach specific (usually shortage) subjects.
- 14.5 There is also the possibility of introducing a new status of QTFE or QTLS through legislation, as the award of QTS is for the school teaching profession.
- 14.6 A key question is whether the proposed reforms could successfully be achieved by administrative methods, or whether legislation is necessary to underpin them. The changes that could be brought about by legislation might also be implemented through funding, planning and the take-up of good practice.

QUESTION TWENTY: WHAT LEGISLATION DO YOU THINK IS NEEDED TO IMPLEMENT THE PROPOSALS FOR REFORM?

Section Fifteen

REGIONAL SUPPORT

- 15.1 Much good practice exists in the world of initial teacher education in the learning and skills sector, as highlighted in this document. Ofsted identified several areas of good practice, such as good regional working relationships between FE colleges and HEIs; good quality of training sessions; well-prepared written assignments with a strong practical emphasis; and confident trainees able to manage lessons and use skills of self-evaluation.
- 15.2 The Standards Unit is creating a regional field force, co-located with LSDA regional staff, to provide a focal point in each region for the delivery of Themes 2 and 3 of Success for All. During the autumn of 2003, we will be appointing 9 regional development directors who will work in conjunction with 30 expert practitioners. Their tasks will include supporting and monitoring the process for the reform of initial teacher education.

Piloting reform proposals

- 15.3 The reform proposals suggested in this document will have varying timescales for implementation. We would like to pilot an aspect of the proposals for reform in each region. The pilots will be a valuable research opportunity, and will identify any potential problems in delivering the trainee teacher's entitlement, so that the full package can be introduced nationally as soon as possible.

Spreading good practice

- 15.4 The regional development directors will engage with the local learning and skills sector in a variety of ways, including large scale events, local practitioner networks and individual coaching. They will work with regional structures to spread the good practice that already exists in teacher training, so that standards are improved. They will have a key role in disseminating examples of good practice in initial teacher education.

Helping to build effective partnerships

- 15.5 Effective partnerships between colleges, work-based and community providers and HEIs are key to the success and quality of initial teacher education. Ofsted found many examples of good working relationships between FE and HE institutions at regional level. The regional arms of the Standards Unit will build on the excellent partnerships that already exist, and encourage new links to be established.

Consultancy

- 15.6 Regional development directors will be able to offer consultancy for providers of teacher training, to support the process of meeting the standards for endorsement. Directors will also work with providers of initial teacher education to make steps towards ensuring the workforce better reflects the diversity of the learners that they teach. This may include schemes such as the recruitment fairs specifically aimed at minority ethnic groups commended by Ofsted in their report.

Placements

- 15.7 A particular aspect of partnership is the finding of teaching placements for pre-service trainees where they will receive good support and feedback. The teaching practice placement has to be tailor-made, rigorous, properly negotiated, driven by the Individual Learning Plan, and supported by carefully selected, experienced and qualified teacher educators. At the moment HEIs develop their own set of linked colleges independently; the

ideal placement for one trainee may go to a trainee from another HEI for whom it is less suitable. Regional development directors will encourage HEIs to set up pooling arrangements for sharing placements.

- 15.8 In-service trainees are also entitled to a breadth of experience as part of their professional formation, even if they are already employed to teach. In-service trainees would benefit from experience of different contexts. For this group of trainees the regional development director will encourage partnerships to arrange for in-service trainees to experience teaching in a different provider or context. Evidence suggests that many teachers find visiting other educational institutions a valuable developmental procedure.

A strong partnership.

A cluster of colleges in the South-West has successfully entered into a partnership with an HEI to produce a programme of ITT-FE to meet local needs. The strength and success of the partnership is founded, in part, on regular meetings between staff with different roles and investments in the arrangements. Programme tutors meet on a monthly basis to review operational aspects of provision, increasing its consistency. Co-ordinators and mentors/subject specialists meet termly to discuss progress, roles and needs. Each term a partnership-wide staff development day is organised at different locations. Termly meetings occur between tutors and placement co-ordinators.

These regular meetings help to cement the partnership arrangements, which are further enhanced by individual centres offering optional modules within the course. This latter activity highlights the equality of contribution by all centres to the professional partnership.

Support for three year planning

- 15.9 Another dimension of the quality of teacher training by colleges is in the hands of the Learning and Skills Council through two mechanisms. College three-year development plans need to include or refer to staff development plans, and provider performance reviews, held six-monthly, assess progress against these plans. Such plans should show how colleges intend to train and develop their staff. The LSC is monitoring a sample of such plans, and intends to disseminate examples which show good practice. Regional directors, together with the local LSCs in their area, could use such materials to raise the standards of college teacher training, especially those elements, such as workplace development, subject specific training and development, mentoring, and training of teacher educators, which are delivered within the college.

QUESTION TWENTY-ONE: WHAT REGIONAL SUPPORT WOULD YOU LIKE FROM THE STANDARDS UNIT?

Code of Practice on written consultation

All UK national public consultations are required to conform to the following standards:

- 1: Timing of consultation should be built into the planning process for a policy (including legislation) or service from the start, so that it has the best prospect of improving the proposals concerned, and so that sufficient time is left at each stage.
- 2: It should be clear who is being consulted, about what questions, in what timescale and for what purpose.
3. A consultation document should be as simple and concise as possible. It should include a summary, in two pages at most, of the main questions it seeks views on. It should make it as easy as possible for readers to respond, make contact or complain.
4. Documents should be made widely available, with the fullest use of electronic means (though not to the exclusion of others), and effectively drawn to the attention of all interested groups and individuals.
5. Sufficient time should be allowed for considered responses from all groups with an interest. Twelve weeks should be the standard minimum period for a consultation.
6. Responses should be carefully and open-mindedly analysed, and the results made widely available, with an account of the views expressed, and the reasons for decisions finally taken.
7. Departments should monitor and evaluate consultations, designating a consultation co-ordinator who will ensure the lessons are disseminated.

Ofsted's Main Findings

Management and quality assurance

- There are good working relationships between FE colleges and HEIs at a regional level which enable trainees to progress from stage 1 teaching qualifications through to stage 3.
- Course managers often lack basic data on the entry qualifications of the trainees on their courses. As a result, they are unable to respond effectively to trainees' particular needs, for example for learning support. About a third of all trainees surveyed in the inspection lacked level 2 qualifications in literacy at the commencement of their courses and a third also lacked level 2 qualifications in numeracy.
- Few colleges integrate the initial training of teachers with other aspects of the management of their staff. Processes of recruitment, selection and staff development are often treated separately from initial training.
- There is a lack of common practice across the HEIs in defining the levels of the courses and the associated entry requirements.
- Procedures for the moderation of assessment of written assignments are generally thorough. However, there is no systematic moderation of the assessment of the trainees' teaching performance.
- The quality assurance of those elements of courses taught within individual institutions is generally satisfactory. Procedures for assuring the consistency and quality of training across partnerships, however, are often inadequate.

Quality of training

- The quality of training sessions led by specialist teacher education tutors is generally good. Well-prepared written assignments, with a strong practical emphasis, help trainees to gain a sound understanding of working in FE.
- The content of the courses rarely includes the development of subject-specific pedagogy to equip new teachers with the specific knowledge and skills necessary for teaching their specialist subject or vocational area.
- There is too much repetition for trainees who progress through the three stages of the FE qualification, for example those who take City & Guilds teaching certificates followed by the second year of a certificate in education (Cert Ed) or a postgraduate certificate in education (PGCE) course.
- Courses are generally not sufficiently tailored to meet the extremely wide ability range and prior experience of trainees, with the result that some struggle with the demands of work at higher education (HE) level. Others find the training insufficiently demanding.
- Training programmes are insufficiently integrated. The 'taught' elements are not effectively related to the supervision and assessment of the trainees' practical teaching.
- Few trainees receive effective mentoring in the workplace and their progress is inhibited by insufficient observation and feedback on their teaching.
- Too little attention is given to trainees' action planning and setting realistic targets for improvement against the FENTO standards.
- Observation of trainees' teaching does not have a high enough profile in their assessment, and procedures are insufficient to guarantee that someone awarded a teaching qualification is competent in the classroom or workshop.

Progress and standards achieved by trainees

- Overall, the attainment of trainees is uneven against the standards. Many trainees fail to reach their full potential.
- Trainees are generally good at managing lessons and using a variety of teaching methods. Many develop confidence over the period of the course and enjoy working in an FE

environment. Most demonstrate good skills of self-evaluation.

- The quality of the trainees' teaching is constrained by their limited knowledge of how to teach their subject.
- Trainees find the standards useful in defining what experienced FE teachers are required to do. However, they find the language used remote and are unsure of how much evidence is needed to demonstrate sufficient coverage of the standards.
- Trainees are often unable to achieve across the breadth of the standards, particularly those standards that cover quality assurance and student guidance, because of the limited opportunities they have for gaining experience across the range of functions in FE colleges.
- The FENTO standards are not an appropriate tool for judging the final attainments of trainees. Also, the standards are too wide-ranging to define the curricula for initial teacher training.
- The present system of training and assessment does not provide confidence that holders of nationally endorsed qualifications have met a consistent minimum standard by the end of their courses.

GLOSSARY OF ACRONYMS, TERMS AND ABBREVIATIONS

	Term	Definition
A	Accreditation ACL ACM ALI AoC APL Awarding Body	Approval by a regulatory body, e.g. QCA accredits Awarding Body qualifications Adult and Community Learning Association of College Managers The Adult Learning Inspectorate – inspects the post-19 provision of learning and skills sector providers. Shares a common inspection framework with Ofsted Association of Colleges Accreditation of Prior Learning An organisation that develops qualifications for the national qualification framework
B	Basic skills	Literacy, numeracy, ESOL and ICT – Pre-entry Level to Level 2.
C	Cert. Ed CPD	Certificate of Education – initial teaching qualification offered by HEIs. Continuing Professional Development – learning, training and development activities a teacher undertakes after the completion of initial teacher education
D	DfES	Department for Education and Skills
E	Employment NTO ESOL	Employment National Training Organisation English for Speakers of Other Languages
F	FE FENTO Foundation Degrees	Further Education – colleges serving learners from age of 14 upwards Further Education National Training Organisation –has the key role of developing national occupational standards, and endorsing teacher education courses. A new vocational higher education qualification
G	GTCE	General Teaching Council for England – the schools organisation responsible for the registration of teachers, and teachers' continuing professional development
H	HE HEFCE HEI	Higher Education The Higher Education Funding Council for England – the organisation that funds HEIs Higher Education Institution – a university, university college or Institute of Higher Education
I	ICT IfL	Information and Communications Technology Institute for Learning – a learning and skills sector body which sets standards for CPD. Membership is open to teachers/trainers holding FE teaching qualifications or NVQs in Learning and Development

	Individual Learning Plan (ILP)	A learning and assessment plan devised between an individual learner and their assessor/course tutor and/or mentor, which allows the learner to progress at their own rate
	Initial assessment	The process of identifying where the learner is before they start a course or qualification, to ensure they are on the right course and can achieve the aims and outcomes of that course
	Initial training	Used in this document to refer to a course leading to an FE teaching qualification
	isNTO	Information Services National Training Organisation
	ITE	Initial Teacher Education
	ITT	Initial Teacher Training
L	LEA	Local Education Authority
	LEA FEA	Local Education Authorities' Forum for the Education of Adults
	Learning and skills sector	The post-16 (and increasingly post-14) sector as defined by the Learning and Skills Act 2000. Excludes schools and HEIs, but includes FE colleges, sixth form colleges, adult and community education, work-based learning and Ufl/learn direct
	LLSC	Local Learning and Skills Council
	LLL SSC	Lifelong Learning Sector Skills Council – not yet operational
	LSC	The national Learning and Skills Council – an organisation with 47 local offices responsible for funding and planning in the learning and skills sector
	LSDA	Learning and Skills Development Agency
	LTSN	Learning and Teaching Subject Network – HE networks with 24 subject centres and online resources
M	MA	Modern Apprenticeship
	Masters Degree	An HE qualification at HE Level 4 – usually taken after a first degree
	Mentor	One who support a newly-qualified or trainee teacher, and may act as an assessor
N	NATFHE	The University and College lecturers' union
	NIACE	National Institute of Adult Continuing Education
	NQF	National Qualifications Framework – a framework of Awarding Body qualifications monitored by QCA
	NRDC	National Research Development Agency
	NVQ	National Vocational Qualification – qualifications based on National Occupational Standards. Available at Levels 1, 2, 3, 4, and 5
O	Ofsted	The Office for Standards in Education
P	PGCE	Post-Graduate Certificate in Education – initial training qualification offered by HEIs, normally taken by students who have graduated from a first degree

	Post-compulsory	Usually used to describe post-16 education and training, as 16 is the legal school leaving age
	Professional formation	Used in this document to describe the trainee's entitlement, which includes initial training and workplace development
	Providers	Learning and skills sector term for organisations providing education and training to the post-16 (and increasingly post-14) sector learner
Q	QAA	The Quality Assurance Agency for Higher Education – the organisation responsible for safeguarding the public's interests in the quality of HEIs qualifications and improvements in the management of quality of HEIs
	QCA	Qualifications and Curriculum Authority – the national body responsible for accrediting qualifications and national occupational standards, maintaining the national qualifications framework and developing curricula
	QTFE	Qualified Teacher for Further Education (term proposed in this document)
	QTLS	Qualified Teacher for the Learning and Skills sector (term proposed in this document)
	QTS	Qualified Teacher Status – a school teacher who is awarded QTS has passed their initial teaching qualification, and other requirements deemed necessary by the DfES
R	RDA	Regional Development Agency
S	SFC	Sixth Form College
	SLC	Student Loans Company
	SSC	Sector Skills Council – employer led organisations that are taking over responsibility for the work carried out by NTOs
	SSDA	Sector Skills Development Agency
	Standards Unit	Unit set up within the DfES to raise standards and achievement in the learning and skills sector
	Success for All	A reform strategy for further education and training launched in November 2002 by Charles Clarke
T	TTA	Teacher Training Agency – the schools organisation responsible for improving the quality of teacher training and attracting able and committed people into teaching
U	UCET	The Universities Council for the Education of Teachers
	UNISON	The union for people delivering public services
V	Validation	The HEI process of approving HEI qualifications
W	WBL	Work-based learning

