



**Office for Standards  
in Education**

## The initial training of further education teachers



**A survey**

HMI 1762





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## Introduction

1. During the academic year 2002/03, Her Majesty's Inspectors (HMI), together with inspectors from the Adult Learning Inspectorate and additional inspectors, visited eight higher education institutions (HEIs) and 23 further education (FE) colleges as part of a national survey to evaluate the quality and standards of initial teacher training (ITT) in FE.
2. In contrast to ITT for primary and secondary teachers, FE teacher training has received little recent independent scrutiny through inspection. Before 2001, there was no national requirement for FE teachers to be trained – although many colleges had encouraged staff to gain educational qualifications offered by HEIs and national awarding bodies. The Office for Standards in Education (Ofsted) became responsible for the inspection of FE teacher training in 2001.<sup>1</sup> Around the same time, new national regulations were introduced for FE teacher training.<sup>2</sup>
3. These regulations introduced a requirement for all new FE teachers to obtain a teaching qualification based on national standards for teaching and supporting learning in FE. These standards were drawn up by the Further Education National Training Organisation (FENTO) after extensive consultation.<sup>3</sup>

1 The Post-16 Education and Training Inspection Regulations 2001 (SI 2001 No. 799)

2 The Further Education Teachers' Qualifications (England) Regulations 2001 (SI 2001 No. 1209)

3 *Standards for teaching and supporting learning in further education in England and Wales*, FENTO, 1999

## Main findings and recommendations

### Summary

- The current system of FE teacher training does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers. While the tuition that trainees receive on the taught elements of their courses is generally good, few opportunities are provided for trainees to learn how to teach their specialist subjects, and there is a lack of systematic mentoring and support in the workplace. The needs of this diverse group of trainees are not adequately assessed at the start of the courses, and training programmes are insufficiently differentiated. As a consequence, many trainees make insufficient progress. While the FENTO standards provide a useful outline of the capabilities required of experienced FE teachers, they do not clearly define the standards required of new teachers. They are, therefore, of limited value in securing a common understanding of the pass/fail borderline on courses of initial training.

### 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 beginning 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 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 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 against the standards is uneven. 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 affected adversely 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 covering 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 ITT.
- The present system of training and assessment does not instil confidence that holders of nationally endorsed qualifications have met a consistent minimum standard by the end of their courses.

## Recommendations

In the light of these findings, HEIs and national awarding bodies should:

- give substantially more attention to developing trainees' expertise in teaching their subject
- ensure that the trainees' practical teaching is made more central to their training and assessment
- take more account of the diverse needs of trainees in designing training programmes.

FE colleges should:

- integrate ITT with their overall management of human resources, including the professional development of staff
- ensure the provision of workplace mentoring to support trainees in developing the necessary skills to teach their specialist subjects.

The Department for Education and Skills (DfES) should:

- work with FENTO to identify those of the current standards which are most appropriate to the initial training of FE teachers
- 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
- review the adequacy of funding arrangements for FE teacher training to support the changes indicated above.

## Background

### National standards and the role of FENTO

4. FENTO is responsible for setting the standards for staff in FE. These were developed for teaching and supporting learning in FE after a period of extensive consultation with the FE and HE sectors. FENTO describes the purposes of the standards as follows:
  - to provide an agreed set of standards that can be used to inform the design of accredited awards for FE teachers, validated within the National Qualifications Framework by HEIs or other awarding bodies
  - to provide standards that can be used to inform professional development activity within FE
  - to assist institution-based activities such as recruitment, appraisal and the identification of training needs.
  
5. Following the publication of the FENTO standards, the then Department for Education and Employment (DfEE) issued a consultation paper, *Compulsory teaching qualifications for teachers in further education* (DfEE, 2000). In this it distinguishes between three categories of standards for ITT qualifications:
  - those which may be described as covering the minimum necessary, that is which provide a basic survival kit (these have become known as Stage 1)
  - those which, when added to the above, provide the full range of skills needed for effective teaching across the range of contexts found in an FE college (these have become known as Stage 2)
  - those which go beyond teaching skills to embrace the full range of wider skills, for example in the areas of management and curriculum development, required by teachers engaged in those activities (these have become known as Stage 3).
  
6. Following consultation, the above distinctions were incorporated into the 2001 statutory qualification requirements for FE teachers. Different categories of teachers are required to meet a different selection of the standards, referred to as Stage 1, Stage 2 and Stage 3. Full-time teachers and those on fractional contracts are required to meet the full range of standards at Stage 3, covered by HEI qualifications such as the Cert Ed and the PGCE and also by Stage 3 certificates offered by national awarding bodies such as City & Guilds. Teachers employed on part-time contracts are required to gain Stage 1 or Stage 2 qualifications validated by national awarding bodies.

7. The distinctions between the three stages of qualifications are not based on the academic level of the courses, but on the extent of responsibilities that FE teachers have for managing the processes of teaching, learning and guidance. Full-time and fractional teachers responsible for most aspects of learning and assessment have to demonstrate they have covered the full range of FENTO standards through achieving a Stage 3 qualification. Part-time teachers with a more restricted role in learning and assessment are expected to gain a qualification which covers the Stage 1 or Stage 2 standards.
8. The regulations have also introduced an endorsement function for FENTO. The purposes of endorsement are to ensure that the qualifications offered by HEIs and national awarding bodies provide good coverage of the FENTO standards, and that the quality assurance procedures are sufficiently robust to ensure that appropriate standards are maintained. FENTO has discharged this function since 2001. Since June 2003, it has approved endorsement applications from 51 HEIs and seven national awarding bodies.
9. Decisions as to how FE teacher training qualifications outside HE fit within the National Qualifications Framework fall to the Qualifications and Curriculum Authority (QCA). In August 2001, the QCA announced that FE teacher training qualifications would be at Level 4 of the National Qualifications Framework, broadly equivalent to the first year of an undergraduate degree. This decision represents a major change for City & Guilds teaching certificates since these were at Level 3. This ruling does not preclude universities from offering courses with postgraduate modules such as the PGCE.
10. During the survey, the DfES introduced further changes to the system of FE teacher training. New subject specifications for teachers of adult literacy, numeracy and English for speakers of other languages (ESOL) were introduced in 2002/03 as part of the Government's Skills for Life strategy. A number of providers offered in-service and pre-service training in these specialist areas during the year of the inspection. The course specifications require FE teachers of these subjects to have a specialist qualification at Level 4, in addition to the generic standards for teaching and learning. As such, they represent a much stronger emphasis on subject-based training than has been the norm on FE teacher training courses. The main focus of the Ofsted inspection was on the generic training courses, although some trainees combining generic training with training in teaching adult literacy, numeracy and ESOL were included in the sample.
11. In November 2002, the DfES published *Success for all – reforming further education and training*. It stresses the Government's commitment to addressing under-investment in professionalism in FE and training and sets ambitious targets for full-time and part-time college teachers to be

qualified. It also emphasises the importance of good subject knowledge in teaching and training, and indicates that powers in the Education Act 2002 will be used to improve the quality of ITT.

12. Trainees who successfully complete a course of school ITT have their achievement formally recognised by the award of Qualified Teacher Status in a letter from the secretary of state. No comparable procedures exist for FE trainees. The DfES is working with FENTO to establish a system of registration for FE teachers. Meanwhile, trainees who have successfully completed a national FE teacher training qualification have no formal record of this. (A fuller comparison of school and FE teacher training is included in Annex C.)

### Scope and pattern of provision

13. In-service, rather than pre-service, teacher training is the dominant route to an FE teaching qualification. Most new FE teachers are first employed because of their vocational expertise and undertake training after starting to teach. Many study for a teaching qualification at the college in which they work. The main routes and qualifications are illustrated in the table below:

#### FE teacher training: the main routes

| Pre-service trainees or new teachers (in-service) |   |                             |  |
|---|---|-----------------------------|--|
| Following a:                                      | Full-time pre-service course                          | Part-time in-service course |  |
| Leading to a:                                     | Cert Ed or PGCE                                       | Cert Ed or PGCE             | FE teaching certificate such as City & Guilds 7407 |
| Lasting normally for:                             | one year  | two years                   | one year   |
| Normally covering FENTO standards for Stages:     | 1 to 3  | 1 to 3                      | 1 and 2 (also available for Stage 3)               |
| At Level:   | 4 (or above) of the National Qualifications Framework |                             | 4 of the National Qualifications Framework         |
| Qualification awarded by:                         | HEI   |                             | National awarding body such as City & Guilds       |

14. City & Guilds teaching certificates provide, and have provided over a number of years, a common training route for part-time teachers. They sometimes also serve as the first year of training for new teachers on full-time and fractional contracts, who then continue to a Cert Ed or PGCE qualification. In July 2003, City & Guilds estimated that there were 5,497 registrations on its FE teaching certificate at Stage 1, a further 4,526 registrations at Stage 2 and 295 registrations at Stage 3. These courses are taught in a variety of ways. A common pattern is for trainees to take Stage 1 of the award during the autumn term and Stage 2 over the spring and summer terms, thus completing both stages in one academic year. However, where FE teachers require only a Stage 1 qualification, this can be taken as a separate course. The numbers at Stage 3 are small, reflecting the fact that trainees normally opt for a Cert Ed or PGCE at this stage.
15. In-service Cert Ed and PGCE courses, including all those covered in this survey, are normally based on two years of part-time study. Some HEIs also offer these qualifications through a distance-learning route. HEIs vary in their rules for granting exemption to trainees who have gained City & Guilds FE teaching certificates at Stage 2. Some exempt trainees from the entire first year of the Cert Ed course, while others require them to complete a bridging course and/or additional assessments before allowing them to progress to their Cert Ed qualifications.
16. In addition to the in-service route, many HEIs also offer a pre-service route leading to a Cert Ed or PGCE. These courses generally last one academic year, and trainees have to complete at least 120 hours of practical teaching. Since September 2000, the DfES has funded approximately 1,600 training bursaries for these courses in order to encourage new trainees to enter FE teaching. The bursaries are allocated to HEIs to distribute to eligible trainees. The criteria according to which the number of bursaries are allocated to each HEI are not made explicit to providers. Data from the Higher Education Statistics Agency indicate that there were 10,535 trainees on FE teacher training courses at HEIs in the academic year 2001/02. This figure includes full-time pre-service and part-time in-service trainees.
17. Colleges have not always kept accurate information on the qualifications of the wide range of full-time, fractional and part-time teaching staff they employ, making it impossible to form a clear picture of this aspect of the FE teaching force. In *Success for all*, the DfES highlighted this lack of reliable information on the teacher training qualifications of FE staff and indicated that it would work with the Learning and Skills Council (LSC), the Association of Colleges, trade unions and teacher training providers to produce accurate data by March 2004. As a result, colleges are now required each year to provide data to the LSC on their staff by means of the Staff Individualised Record.

## The inspection

18. The inspection was designed to address the following questions:
- what are the current scope and pattern of provision for FE teacher training?
  - what is the quality of provision?
  - what progress do trainees make and what standards do they achieve?
  - how effectively is the training managed and quality assured?
  - are the FENTO standards appropriate in setting the requirements for newly qualified teachers in FE?
19. Inspection visits were made to the HEIs and colleges in the autumn, spring and summer terms in order to collect and evaluate evidence based on an inspection framework (below) with three main elements:
- management and quality assurance
  - quality of training
  - standards achieved by trainees.



|   |   |  |  |
|---|---|--|--|
| <b>1. Management and quality assurance</b>                                    |   |  |  |
| <b>1a</b> Procedures for selecting trainees                                   | <b>1b</b> Management of training programme and partnership, including the adequacy and effectiveness of resource deployment | <b>1c</b> Quality assurance procedures and improvement planning                        |  |
| <b>2. Quality of training</b>   |   |  |  |
| <b>2a</b> Course content and structure  |   | <b>2b</b> Determining and meeting trainees' needs                                      |  |
| <b>2c</b> Quality of training activities (including partnership arrangements) |   | <b>2d</b> Assessment of trainees   |  |
| <b>3. Standards achieved by trainees (FENTO)</b>                              |   |  |  |
| <b>3a</b> Assessing learners' needs   | <b>3b</b> Planning and preparing teaching and learning programmes for groups and individuals                                | <b>3c</b> Developing and using a range of teaching and learning techniques             | <b>3d</b> Managing the learning process  |
| <b>3e</b> Providing learners with support                                     | <b>3f</b> Assessing the outcomes of learning and learners' achievements   | <b>3g</b> Reflecting and evaluating one's own performance and planning future practice | <b>3h</b> Meeting professional requirements – professional values and practice |

20. The title and contents of 'Management and quality assurance' and 'Quality of training' are similar to those used by Ofsted for inspecting ITT for school teachers. Given the emphasis on achieving greater flexibility in the 14 to 19 curriculum, relevant comparisons have been drawn between the initial training of FE and secondary school teachers. The title and contents of 'Standards achieved by trainees' are based on the FENTO standards.
21. The quality of training was assessed for all categories of staff covered by the national requirements. On in-service courses, this included part-time, fractional and full-time FE teachers, a few of whom had taught for a small number of years before taking a teaching qualification. The capabilities and progress of trainees were evaluated with reference to the FENTO standards. Courses provided by FE colleges and validated by the national awarding bodies formed an important part of the inspection sample, as did courses run by partnerships involving HEIs and colleges. Over 3,000 trainees were included in the survey. These were divided between trainees on: the City & Guilds FE teaching certificate (Stages 1 and 2); in-service

trainees on Cert Ed and PGCE courses; and pre-service trainees on Cert Ed and PGCE courses.

22. In the autumn term visits to providers, inspectors concentrated on gathering evidence about the scope and scale of provision and the arrangements for management and quality assurance. In the spring term visits, inspectors focused on the quality of training and the use of the FENTO standards in training and assessment. Inspectors interviewed over 60 trainees on a one-to-one basis, and others in groups, in order to evaluate their general progress and achievements.
23. In the final stage, inspectors visited colleges to observe trainees teaching and to interview them and those responsible for their assessment. They also scrutinised the trainees' written work, teaching files and assessments of their teaching performance.
24. Each provider nominated a member of staff who worked with inspectors in planning the inspection. Detailed feedback was given to the institution at the end of each visit. A written summary of findings was provided to each FE college and HEI after the final visit in the summer term.

## Management and quality assurance

25. Many aspects of the management and quality assurance of provision operate effectively at course level. Those responsible for organising FE teacher training courses in colleges and HEIs are generally successful in managing the learning of trainees while they attend the taught elements of the courses. ITT, however, involves far more than just attending a course. Other elements, such as practical teaching, mentoring in the workplace and gaining a broad experience of education and training, are critical to successful initial professional development. The main weaknesses in the current system arise from defects in these wider aspects of teacher training.

## Selection procedures and background of trainees

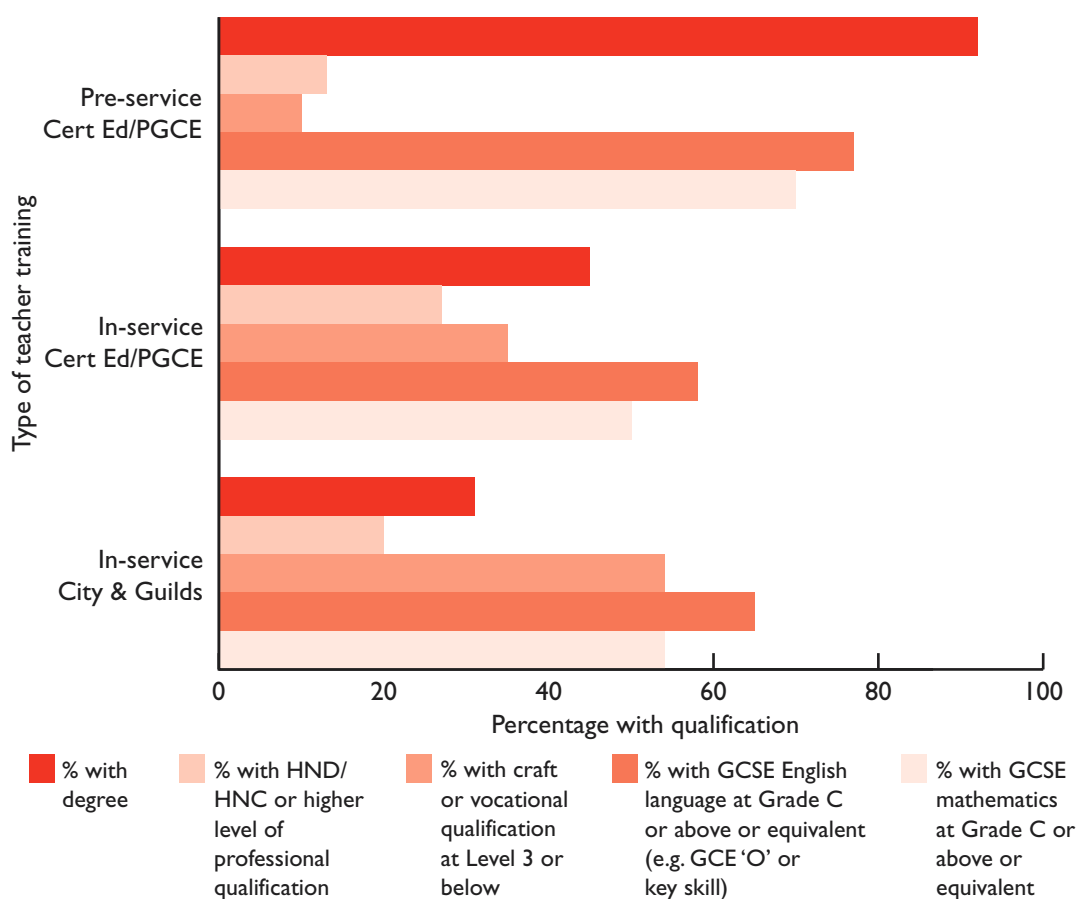
26. Colleges and HEIs generally provide prospective trainees with clear and comprehensive information about the range of FE teacher training courses available to them. Course handbooks are generally helpful in providing guidance to trainees on course content and assessment procedures. Factors beyond the control of course tutors have, however, severely inhibited their capacity to provide appropriate guidance to trainees. For example, in 2001/02, the first year of the new qualification requirement, the City & Guilds FE teaching certificate did not gain FENTO endorsement. As a consequence, trainees enrolled on this qualification were unsure as to whether they would meet the national requirement for FE teachers. Endorsement was finally given by FENTO in June 2002, and trainees who had been enrolled in that academic year had to gain retrospective recognition of their achievements by submitting additional evidence of their achievements to City & Guilds. During 2002/03, there have been further changes – for example to the requirements for practical teaching experience. The many changes to the regulatory frameworks, and an occasional lack of clarity in communicating these changes to colleges, have resulted in many trainees receiving poor guidance on the basic requirements of ITT qualifications.
27. FE teacher training programmes recruit trainees with varying degrees of experience and levels of qualification. Some in-service trainees are returning to formal study after several years. Course managers of teacher training programmes generally lack routine access to basic data on the entry qualifications of their trainees. The entry requirements on in-service and pre-service courses are less stringent than those for ITT courses for school teachers, where the possession of the General Certificate of Secondary Education at Grade C or above is normally required in English and mathematics. There is an expectation, however, that FE trainees will

normally have achieved key skills at Level 2. For example, the City & Guilds guidelines for the Certificate in Further Education Teaching (7407) states:

*It is likely that, in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have attained key skills Level 2 or an equivalent qualification.* (City & Guilds, 2002)

28. Data on the backgrounds of over 3,000 trainees on in-service and pre-service courses, collected as part of this survey, indicate the wide range of entry qualifications held by new and prospective FE teachers. The figure below summarises the entry qualifications of the trainees on each of the main training routes. More details are provided in Annex B.

### Entry qualifications of trainees in the survey



29. The above figure illustrates the diverse entry qualifications held by trainees. Many in-service trainees on the City & Guilds 7407 and Cert Ed courses come into FE teaching having worked in industry or public service for several years. Many join the FE sector with substantial occupational experience and a variety of vocational qualifications at Level 3 or below. As the figure illustrates, many start their teacher training courses without

Level 2 literacy and numeracy qualifications. In contrast, most pre-service trainees are graduates or hold higher level professional qualifications. However, significant proportions of this group also lack literacy and numeracy qualifications at Level 2. For example, only 78 out of 222 Cert Ed/PGCE trainees at one HEI were reported as having Level 2 qualifications in literacy and numeracy. Despite this, few institutions conduct diagnostic tests for literacy and numeracy. Even fewer identify trainees' needs in information and communications technology (ICT).

30. In a recent guidance document,<sup>4</sup> the DfES states that it is in the process of defining the minimum levels of literacy and numeracy for new FE teachers. For this, it is using the subject specifications for teachers of literacy and numeracy, the contents of which broadly equate with Level 2 qualifications in English and mathematics, as a reference point. Given the levels at which many new FE teachers start their courses, there is clearly a mismatch between the expectations of the department and the skills of trainees. This inspection found that many in-service trainees are struggling to meet the levels of literacy required to complete the in-course assessment of FE teacher training courses.
31. Trainees on in-service courses are very often employees of the colleges in which they are undertaking their initial training. Strong links between staff running teacher training courses, personnel managers and curriculum managers are all critical to the organisation of rounded training. It is unusual for colleges to integrate FE teacher training effectively with wider aspects of human resource management, such as recruitment, selection and staff development. For example, the links between those responsible for recruiting new staff and those responsible for providing ITT are often inadequate. Even basic information, such as the qualifications held by new teachers, is not automatically passed on to those responsible for teacher training. Many trainees, particularly those on part-time and fractional contracts, are left to fend for themselves, without adequate mentoring or wider forms of organisational support.
32. Within individual HEIs, selection criteria for Cert Ed and PGCE programmes are usually clear and applied consistently. Those responsible for admissions check that trainees understand the practical teaching requirements and have appropriate expertise in their specialist subjects. Those seeking entry to the PGCE are normally required to have a degree or equivalent in the appropriate subject area. However, given the fact that there is now a national qualification requirement for new FE teachers, there is a remarkable lack of consistency when the practices of different HEIs are compared. For example, in one HEI all trainees completing the

<sup>4</sup> *The skills for life teaching qualifications framework: a users' guide*, DfES, 2003

course were awarded the PGCE regardless of whether or not they were graduates. In other institutions, some graduates are awarded a Cert Ed. The rules regarding exemption from Cert Ed courses for holders of Stage 2 qualifications also vary enormously from one HEI to another.

33. The majority of providers make little attempt to recruit trainees from under-represented groups. In one exceptional case, a university held two successful recruitment fairs aimed specifically at recruiting trainees from a minority ethnic background. This university is well regarded among local minority ethnic groups and advertises in the minority ethnic press and on local buses. While all providers have appropriate equal opportunities policies, in many cases equal opportunities do not figure strongly enough as an aspect of selection and induction to programmes.
34. FE teacher training courses recruit from a wide range of work-based trainers and adult education tutors, as well as teachers working in colleges. For example, trainers and tutors from the police and nursing are an important subgroup on many City & Guilds and Cert Ed courses. The rich mix of students' backgrounds on these courses reflects the diversity of the learning and skills sector. However, it raises the question of what categories of staff should be eligible for FENTO-endorsed qualifications and what teaching contexts should be regarded as acceptable for demonstrating that the standards are being met.
35. When the statutory qualification requirements for new FE teachers were introduced in 2001, the teaching context was restricted to FE colleges. Other categories of staff, such as tutors working in adult and community education, were therefore not eligible for a FENTO-endorsed national qualification. In September 2002, the contexts were broadened to include publicly funded provision of FE in HE settings, adult and community education, and also literacy, numeracy and ESOL provision within FE and HE. In February 2003, in response to the wider definition of FE set out in *Success for all*, the contexts were broadened further to include workplace teaching.
36. The changes to the permitted contexts for practical teaching experience have caused confusion to providers and trainees. For example, on many of the City & Guilds FE teaching certificate courses, where teachers from across the post-compulsory sector were enrolled on the same courses, both trainees from non-FE college backgrounds and their tutors were unsure whether or not they were eligible for a FENTO-endorsed award. On pre-service courses, where HEIs had traditionally placed students in a variety of educational contexts, the narrow definition of the allowed teaching contexts between 2001 and 2003 reduced the number of suitable teaching placements for full-time trainees. For example, a teaching placement in a school sixth form is not permitted.

## Management of training programmes and partnerships

37. FE colleges and HEIs often work collaboratively in regional partnerships for the provision of both pre-service and in-service Cert Ed and PGCE courses. The colleges and HEIs chosen for this survey are divided broadly into eight regional clusters (see Annex A). Partnership arrangements vary considerably in scope and level of complexity. For example, one university has formal partnership arrangements with 20 FE colleges through which they provide, under a franchise agreement, the university's Cert Ed and PGCE programmes. More typically, HEIs have partnership arrangements with between three and six FE colleges. It is also common for FE colleges to work with more than one HEI partner, so that different groups of trainees may be enrolled on courses leading to different qualifications. While most partnerships operate on a regional basis, there are examples of HEIs running courses with partner colleges across the UK.
38. The FE colleges are often responsible for much of the training, including ensuring that trainees gain sufficient hours of teaching to meet the national qualification requirements. To gain a Stage 1 qualification, trainees must complete at least 20 hours of teaching. At Stage 2, trainees must carry out at least 60 hours of teaching, including any teaching completed as part of the Stage 1 course. At Stage 3, trainees must complete 120 hours of teaching, including any teaching undertaken at prior stages.
39. The sample of eight HEIs and 23 colleges included in this survey covers the following types of partnerships:
- at one end of the spectrum are those where the HEI is responsible for all teaching and assessment of pre-service and in-service courses, and the role of the FE colleges is to provide teaching practice and workplace support for trainees
  - at the other are those where FE colleges are responsible for all teaching and assessment of the taught and practical elements of the training, and the HEI's role is to provide initial validation and then to monitor and review the quality and standards of the courses
  - in between, there are many other kinds of arrangement – for example partnerships in which the pre-service courses are taught and assessed substantially by the HEI, with the FE colleges providing teaching placements, while the in-service courses are taught and assessed entirely by the FE colleges.
40. In the second and third models above, the FE colleges are, in effect, providing ITT at Stage 3 for their own employees, with the HEIs acting as the guardians of standards. This same principle applies to ITT courses,

largely at Stages 1 and 2, validated by City & Guilds and other national awarding bodies, where the FE colleges are responsible for tuition and assessment and the awarding body is responsible for external moderation and maintaining standards.

41. In most partnerships, relationships between staff from the respective institutions are good. Often some form of partnership liaison group meets regularly and provides a useful forum for the dissemination of information. In the stronger partnerships, FE and HE staff work collaboratively to plan and review the programmes.
42. The taught elements of the courses are generally managed well. Course teams work closely together and plan their teaching schemes thoroughly. Communications between team members and between staff and trainees are good. However, the practical teaching elements of training, particularly of pre-service courses, are often less well organised – for example the timing and sequencing of observations of the trainees' teaching are often inappropriate, with either too much bunching of observations or long gaps between assessments. In one HEI, some pre-service trainees did not start their teaching experience until the second term of the course and this put them at a disadvantage in completing their assignment work.
43. The majority of courses are taught by well-qualified and suitably experienced staff. Many have extensive knowledge of the FE sector, and in some cases are advanced practitioners within their own institutions. However, there is often insufficient sharing of staffing resources across college and HEI partnerships. On many in-service Cert Ed courses, training is provided almost exclusively by tutors from the trainees' own college. There is scope for using the partnerships more creatively – for example by providing opportunities for in-service trainees to visit other colleges or schools in the partnership area so that they gain a wider experience of education and training.
44. Teaching accommodation is generally good. Most trainees have good access to library and ICT facilities within the institutions in which they study, and the quality of library and learning resources is at least satisfactory and sometimes very good. In the best examples, course teams have produced impressive and up-to-date course materials, such as study guides and CD-ROMs. Many colleges and HEIs have begun to develop useful Intranet resources, but their use by staff and trainees is generally underdeveloped.
45. The lack of systematic and effective mentoring arrangements for trainees on the majority of FE teacher training courses is a major weakness. Few colleges provide their trainees with sustained support from experienced practitioners who can assist them in developing good teaching skills in



their own subject. There is an over-reliance on informal forms of support, and the roles of mentors are often not defined in sufficient detail. Where mentoring support is provided, the standard is extremely variable and, in most cases, not well resourced.

### **Quality assurance procedures and improvement planning**

46. Procedures for the internal moderation of written assignments are generally thorough on HEI-based courses. The majority of HEIs hold formal moderation meetings involving staff from partner colleges. External examiners contribute to moderation by sampling marked assignments and commenting on the standards reached. Most colleges and HEIs make use of course reviews, generally linked to broader self-assessment processes. In some cases, aspects of course provision have been substantially altered and improved as a result of feedback from trainees.
47. Internal verification processes for checking the standard of written assignments are also generally effective on City & Guilds courses. In many colleges, however, difficulties arose in 2002/03 because of delays in visits by external moderators. Some assessors were uncertain about the level of work required, given the replacement of the City & Guilds 7307 course at Level 3 by the FE teaching certificates at Level 4. In the absence of early external moderation, tutors in one college undertook some informal moderation of trainees' assignment work with colleagues from another institution.
48. There is insufficient moderation of the judgements made by those responsible for assessing trainees' teaching practice in all the FE teacher training courses. Very few of the colleges or HEIs practise any form of internal moderation of the lesson observations carried out. Although Cert Ed and PGCE external examiners sometimes attend lesson observations, this is often towards the end of the course and usually involves a very small sample of trainees.
49. While most institutions have a strong formal commitment to equal opportunities, usually supported by detailed written policies and other documentation, there is seldom much monitoring of equal opportunities data as part of quality assurance. The majority of colleges and HEIs need to monitor much more formally the effectiveness of their strategies for promoting equality of opportunity and good race relations in their teacher training provision.

## Quality of training

### Course content and structure

50. Pre-service and in-service courses have been revised to bring them into line with the FENTO standards – but the standards have not always been used as the basis for schemes of work in Cert Ed and PGCE provision. Most courses are designed well and provide a link between the theory and practice of teaching in FE. Units of work are generally documented well, with clear specifications for associated assignments. The in-service courses in particular give trainees the opportunity to produce relevant assignments based on their own experience and developing practice. However, in contrast with secondary school trainees, who have teaching experience in at least two schools, pre-service FE trainees have experience of only one college, and in-service trainees rarely gain first-hand experience outside their own workplace.
51. While the content of training programmes suitably covers most important generic aspects of teaching, some features which do not figure specifically in the FENTO standards receive insufficient attention on some courses. In particular, with FE teachers increasingly teaching 14 to 16 year olds, there is often little relevant input on class and behaviour management, examination and curriculum frameworks, or expectations of what pupils in Key Stages 3 and 4 should be achieving. The use of ICT to promote and support learning is also underdeveloped on some courses.
52. The structure of the City & Guilds courses often means that trainees go over similar ground in Stages 1 and 2 and duplicate work in assignments. Likewise, some in-service trainees moving from Stage 1 and Stage 2 training to the second year of the Cert Ed or PGCE repeat similar tasks and some of the same content, so gaining progressively less value from successive stages of their training.
53. The sequence of the training sessions on some of the Stage 1 courses does not always meet the most immediate needs of trainees new to teaching – for example, in one instance the planning of teaching sessions is not dealt with until the fifth week of the course, in mid-October, by which time the trainees would be expected to be well into their own teaching programmes.
54. None of the formal training includes provision to help trainees improve their subject knowledge and understanding or their vocational competence. There is also little opportunity for trainees to develop subject-specific pedagogy which would enable them to understand and practise the particular skills relevant to teaching their specialist area. In

some cases, subject-specific mentors are available to give advice and guidance, and trainees greatly value the contributions made by these work-based staff. However, benefiting from this informal element of training is often a matter of chance, and other trainees, particularly those who are part-time, do not have contact with specialist colleagues in the workplace and often feel isolated. These trainees rely completely on their teacher training tutors for all aspects of support and development of their relevant skills.

### **Determining and meeting trainees' needs**

55. Courses for all three stages of training attract trainees with a very wide range of expertise and experience. Identification of individual needs and effective response to them are therefore key elements in the provision.
56. A minority of providers demonstrate good practice in determining and meeting initial academic needs. At interview or during the induction period, these providers carry out a thorough analysis of prior learning and experience, paying careful attention to communication and study skills. This information is then used to inform individual action plans or learning agreements, which are monitored and updated throughout the course. In some cases, trainees with particular needs benefit from referral by their tutors to specialist support services – for example for help with writing skills.
57. Much of the practice in this area, however, is unsatisfactory. In over a third of providers either no audit is carried out of trainees' experience or skills or the initial needs analysis is inadequate. In many cases, information is not collected systematically, for example on qualifications in English and mathematics. Where information is collected, it is not always used to identify and support areas for development. Some providers lack clear guidance on how trainees with weak literacy or numeracy skills should obtain learning support. Systems for self-referral by trainees are often under-used, in part because of a perception that there is a stigma attached to the need for learning support. As a consequence, on Cert Ed, PGCE and Stage 1 and Stage 2 courses, some trainees failed to reach an appropriate standard in their assignments because of significant technical errors in their written work.
58. Tutors generally know their course members well and are very sympathetic to their personal needs and circumstances. Tutors are often available for informal meetings or discussion outside timetabled sessions and are willing to have trainees contact them for advice out of college hours. For trainees with family or other employment commitments, this sympathetic and supportive approach is highly valued. Some providers helpfully allow flexible attendance between equivalent programmes which operate at different times of the week.

59. Most providers monitor trainees' general progress effectively through regular, well-structured tutorials, and provide well-focused advice and guidance on coursework and classroom practice. However, progress is not usually monitored against the FENTO standards.
60. At most providers, the number of formal observations of trainees' teaching sessions carried out during the course is relatively small, particularly compared to secondary teacher training. The frequency of observations is sometimes erratic: in one case, all of a pre-service trainee's observations were done on the last day of teaching practice, while in another large provider, only a third of trainees received the requisite number of observations on their first placement. Evidently, the monitoring of progress in work-based practice is too often patchy. Observation notes of trainees' teaching mostly highlight strengths and areas for development in a helpful way, although sometimes comments are insufficiently clear and specific. Work-based mentors contribute to the monitoring of trainees' progress through session observations in only a few providers. In most providers, there is too little, if any, formal communication between course tutors and mentors, line managers or heads of department about the progress that trainees are making, and about any needs that have to be met.
61. Target-setting, in relation to improving teaching skills, is generally under-developed. Where it does occur, targets are frequently framed in too general a way to be helpful to trainees; there are few deadlines for meeting the targets and progress is not formally checked against them.
62. In most programmes, tutors establish a strong ethos of reflection and self-evaluation. Professional development journals or portfolios often provide an effective instrument for trainees to focus on their performance and to consider how they can improve. However, many trainees find the FENTO standards difficult to work with and do not use them as a basis for the review of their own professional development. There are examples of effective action-planning in a number of courses, although in a few cases useful initial plans are not systematically reviewed or updated. In one instance of good practice, elements of self-review and action-planning were integrated into each course assignment.

### **Quality of training activities**

63. Training in generic aspects of teaching is predominantly good, and in some cases very good. Sessions are planned, prepared and structured well, with clear objectives to develop trainees' skills, knowledge and understanding. Training materials are of good quality. Tutors generally make good use of a variety of effective and stimulating teaching strategies and learning activities. They engage trainees by drawing on their work-based

experience. Most of the training is challenging and the pace of work in sessions is good. However, in a few cases approaches are insufficiently differentiated to meet the needs of diverse groups of trainees, some of whom find the work undemanding while others struggle to keep up. This lack of differentiation is then sometimes reflected in the trainees' own teaching. Many tutors provide models of good teaching, although they sometimes need to highlight the particular methods they are using more clearly. Tutors have a very good rapport with their classes, and this makes an important contribution to the effectiveness of the learning.

64. Trainees are well motivated and they respond in a very positive way to the training. Most put a great deal of time and effort into their studies. The demands on in-service trainees are particularly high compared with those studying for teaching qualifications full-time. Most receive insufficient or no remission from their full teaching programmes and have to undertake the teaching qualification in addition to their other college duties. Training sessions sometimes clash with college teaching responsibilities, so trainees have to miss sessions, arrive late or leave early; this has an impact on the effectiveness of the training.
65. Unlike ITT for secondary school teachers, most courses for FE teachers are not designed to provide subject-specific or vocation-specific training, although some have done so in the past. It is assumed that trainees will already have the necessary specialist skills, or that they will receive specialist training within the college faculties or departments in which they work. While this may be true in some cases, many new FE teachers do not receive this specialist input. In some highly specialised curriculum areas, there may be no one else with the relevant expertise within the college on which the new teacher can draw. In other cases, organisational arrangements within a college are inadequate. For example, a new part-time teacher in a service subject found herself, in her first lesson, with no scheme of work, no teaching materials and no guidance on what to do; it took her two weeks to find the department in which she was supposed to be based, which was on another college site, and she then received only informal advice on teaching methods. There is generally no systematic development of the specific skills and understanding needed for effective specialist teaching, and little structured sharing of good practice. Lack of this specialist dimension is a major shortcoming in the present system of FE teacher training.
66. Some providers have begun to develop more formal links with work-based mentors. In one instance, the introduction of mentor training and the production of a mentor handbook have been particularly useful; this has raised work-based mentors' awareness of the generic aspects of the training and has helped them to relate it to their specialist support for

trainees. In contrast, another HEI lacks suitable arrangements to guide and support mentors and has difficulty in finding good mentors for its pre-service trainees. While individual colleges may have their own systems of specialist mentoring, these are rarely co-ordinated with the teacher training provision. Many trainees who are not employed by the college in which they are doing their training receive no specialist mentoring – this is a particular problem for pre-service and for part-time trainees.

67. The variable nature and quality of work-based specialist mentoring contrast markedly with secondary ITT, where the role of the mentor is central to placement work. School-based mentors typically have dedicated weekly meetings with trainees for: review; advice and guidance; supervision of directed tasks as part of a structured programme linked to central training; frequent formal and informal observations of trainees' practice; and regular liaison with HEI-based tutors.
68. Course tutors are generally well qualified and experienced in delivering the programmes of training. They are committed, enthusiastic and often prepared to be flexible in the way they operate – for example in carrying out observations of a trainee at weekends. Their role often extends beyond what is formally required of them – in advising those trainees who lack work-based specialist support, for instance. At most providers tutors work well in teams, complementing one another's expertise. However, at several large providers there is not always effective sharing of good practice in training across the range of courses offered.

### **Assessment of trainees**

69. Assessment of trainees in all three stages of the training is by means of formal assignments. These assignments are generally suitably demanding and are related to practical aspects of teaching. The assignments recently developed by City & Guilds for Stages 1 and 2 have increased in number from previous requirements, and some trainees have difficulty in completing them all in the prescribed time. Trainees on Cert Ed or PGCE courses usually have fewer but longer assignments to complete.
70. Assignments are, in most cases, marked rigorously and in detail, with supportive and constructive suggestions for further improvement. Trainees are often encouraged to share draft assignments for discussion with tutors prior to submission and receive helpful oral feedback. Occasionally, in an attempt to be encouraging, assessment is insufficiently critical and challenging. In the City & Guilds Stages 1 and 2, each assignment is cross-referenced to particular FENTO standards, and successful completion of the assignment is taken to indicate suitable coverage and therefore

demonstration of these standards. In Cert Ed and PGCE courses, the ways in which the FENTO standards are used in assessing the written assignments vary considerably between providers. Some written feedback relates specifically to FENTO standards, while other documentation does not refer to the standards at all. As a consequence, trainees do not always know if they have covered all the required standards.

71. Observation of trainees' classroom practice usually contributes to particular assignments, rather than representing a distinct element of assessment. Criteria for the assessment of practical teaching are not always specified, although in some cases the FENTO standards have been helpfully incorporated into the observation feedback form. Assessment of teaching is generally more detailed and specific when the standards are used. Most observations of trainees are carried out by generic course tutors, rather than by subject specialists. Their assessments, when referring to general aspects of teaching, are usually clear and helpful, but occasionally give an inaccurate impression of the overall quality of teaching when the tutor is unaware of shortcomings in the trainee's specialist practice. Variation in the number of observations of trainees' teaching means that some in-service trainees are observed only twice a year, while others are subjected to six formal observations. Evidence of practical teaching competence is, therefore, very limited for some trainees. It is uncommon for observation forms to indicate specifically whether the trainee's teaching was satisfactory or not – so there is no guarantee that someone who achieves the teaching qualification is in fact competent in the classroom or workshop. This is a serious weakness.
72. The higher academic level of work that trainees are required to produce for the new City & Guilds 7407 course, compared with its predecessor, is a major concern for many course tutors. They fear that some trainees who have part-time contracts in colleges, and who must do the course as a condition of employment, will not be able to reach the necessary level.
73. Overall, trainees are generally aware that they have to meet the standards, but they are unsure as to what level they need to achieve them. This uncertainty is shared by many tutors, at least with respect to some of the standards. Current qualifications generally lack definitions or explanations of what constitutes an acceptable level for achievement of the relevant standards. These difficulties pose considerable challenges for the quality assurance of these courses.

## Progress and standards achieved by trainees

### Evidence for trainees' achievements

74. Inspectors gathered evidence of trainees' achievements against the standards from a variety of sources. In order to identify progress, on each inspection visit discussions were held with the same small group of trainees and the same individual trainees. In order to judge achievements against the FENTO standards, inspectors visited trainees in their workplace or teaching placement during the third inspection visit. They held discussions with trainees, mentors or others with responsibility for trainee support and assessment; read teaching files, assessment and observation records, and assignments or other written outcomes; and observed the trainee teaching. In all, 119 trainees were observed, mostly by inspectors who were specialists in the same subject area as the trainees.

### Trainees' overall progress

75. At Stages 1 and 2, trainees' progress in relation to the FENTO standards is most evident in the development of effective practical skills, and, at Stage 3, in a better understanding of students' needs, more imaginative approaches to teaching and assessment, improved critical analysis and a clearer grasp of the wider educational context. All trainees are enthusiastic and committed to professional development. However, attainment is uneven across the standards – even in the case of the most competent.
76. The extent of progress is determined as much by circumstances in the workplace or teaching placement as by the focus and quality of centre-based training or the initial proficiency of trainees. Thus, whether trainees can develop and demonstrate particular standards depends heavily on the range and quality of experiences available to them in the college, the level of subject support and subject training, and the value placed on initial training by their employers. The system prevents many trainees from achieving their full potential.
77. The following two examples of very able trainees illustrate how support in the workplace is fundamental to initial development:

*X was in his first year of teaching. He had responsibility for the college's curriculum for adults with learning difficulties and disabilities (ALDD). He had no previous teaching experience, although in his previous job as a residential social worker he was responsible for work-based assessment and running some training courses. He is a graduate and qualified social worker. When he was interviewed for his teaching post he was told the provision for adults with learning difficulties was in 'a mess' and that he would need to revamp the curriculum. In his first*



*term, he was teaching 23 hours a week and, at the time of the inspection visit, he had a full teaching load. Having moved house with his family and started a demanding job, he was feeling unsure about how he would be able to meet the FENTO standards. He had had little subject support from colleagues, who themselves were busy, and in any case he was seen as the expert on ALDD.*

*Y was a pre-service trainee at the end of her teaching placement. She had been fortunate enough to be placed in a department where she was receiving excellent support from more experienced performing arts teachers. The college had a well-developed mentoring scheme for new staff and took its responsibilities for pre-service trainees very seriously. During her placement at the college, Y had been able to interview the manager responsible for quality assurance and to work with more experienced teachers when assessing students' performance. She had been observed teaching by more experienced teachers in the department, who had given her helpful feedback on how to communicate aspects of her subject more effectively.*

## **Achievements against the standards**

(The paragraphs which follow are organised under the headings of the eight areas of teaching identified in the FENTO standards.)

### **Assessing learners' needs**

78. Almost all trainees recognise the importance of taking into account the needs of the students they teach. The more competent identify the needs of individual students and classes with some care – for instance through discussion with other staff, scrutiny of previous work, early marking, observation and discussion, or initial questioning. They also undertake baseline testing and draw on the full range of assessment data.
79. The most skilful trainees adapt programmes and plan lessons to meet the full range of students' needs, incorporating different learning styles. For instance, they include differentiated questioning, adjust tasks and assignments, prepare structured handouts to allow for individualised learning, create course-based web sites to allow customised access by students and deploy learning assistants appropriately. Such trainees support individuals sensitively – for instance in the case of those with poor reading skills.
80. Weaker trainees make little use of the early formal assessment of needs, lack detailed knowledge of specific learning difficulties and of how to meet them, and pay limited attention to planning their teaching to tackle particular needs. Their uncertainty is evident in the use of stock phrases, such as 'supply extra support', in their planning, or in the excessive use of closed rather than open questioning. They fail to set precise targets for individual students and rarely develop individual learning plans.

81. Such weaknesses are usually associated with the absence of effective intervention by subject-specialist trainers and a lack of suitable experiences in the teaching context – for instance limited involvement in early diagnostic testing or the failure of college staff to share centrally-held assessment information. Because FE trainees work in only one placement or workplace, there are no opportunities for compensatory experiences. This contrasts sharply with courses of initial training for school teachers, where all trainees are required to teach in at least two schools.

### **Planning and preparing teaching and learning programmes**

82. The great majority of trainees prepare their teaching carefully. Their schemes of work match the qualification specifications of the courses they teach. When planning lessons, they generally set out learning objectives and seek to select suitable methods, resources and activities, although sometimes they do this to ensure variety of activity rather than to facilitate students' progress in learning. Trainees' preparation frequently benefits from their close links with other colleagues, including those in the wider professional community.
83. The best planning and preparation are exceptionally thorough and matched carefully with course requirements and student needs. Teaching and learning methods are selected with a close eye to learning. For example, one trainee introduced practical workshops before developing students' theoretical understanding; another employed simulations, such as mock trials, and visits to a range of law courts to extend expertise in law.
84. Such good planning includes the precise timing of activities. It gives attention to learning outcomes, ways of assessing learning, key skills and the choice of language, as well as significant contextual concerns such as current industrial techniques. Handouts are prepared with care and, occasionally, electronic versions are made available. The most competent trainees even create web sites which include highly relevant additional resources and links to relevant sites. They refer routinely to course requirements and expectations during their teaching. These trainees are confident enough to adjust planned teaching to take account of unforeseen circumstances.
85. In contrast, weaker planning is too brief, lacks specificity, gives little attention to differentiation, omits any reference to learning outcomes or else sets too many to assess, takes no account of key skills, and selects a narrow range of methods, resources and tasks. In some cases, learning objectives are confused with content or activities, or lessons are planned in isolation from overall course objectives.

86. These weaknesses can be attributed to poor practice in the workplace, low expectations on the part of trainers about the quality and detail of trainees' planning, or the lack of routine and rigorous scrutiny of written preparation. Too often, no subject specialist trainer or teacher examines and corrects planning, as the example below illustrates:

*This pre-service trainee had considerable occupational experience in the subject area, but little experience of teaching 16- to 18-year-old students on GCE AS-level courses. In the lesson observed, the learning outcomes were too general and the examples used to illustrate the concepts were too remote from the experiences of the age range. The full-time member of staff normally responsible for teaching the students had not observed the trainee or given any specific help or advice about planning lessons for this age-group. As a consequence, a promising trainee was making little progress.*

### **Developing and using a range of teaching and learning techniques**

87. In seeking to promote learning, most trainees employ a range of teaching methods and forms of classroom organisation – individual, paired, small group and plenary work. They try to introduce experiential learning – for instance through visits, simulations or work-based learning. However, in many cases trainees' attainments are uneven across the range of teaching approaches. For instance, some trainees run plenary discussions more effectively than small-group discussions, or focus on group rather than individual learning. Few take sufficient account of the different needs of individual students, even when they know their classes well.
88. The most competent trainees develop students' autonomy very effectively, using a wide variety of methods and differentiated tasks. They design and employ demanding group-work activities and facilitate independent learning, not least through purpose-built web sites and worksheets structured to allow students to work at their own pace. Such tasks frequently involve research and presentations to the rest of the group. In order to get students engaged with the work, they devise activities to stimulate interest and enthusiasm. For example, one trainee developed an experiment on responses to different types of chocolate in order to consolidate knowledge about experimental design. Another trainee used a computer program to encourage a group of disaffected 16 to 19 year olds to discuss sexual relationships. A third trainee created a role-play activity requiring travel and tourism students to use a wide range of sources in order to respond to client requests.
89. In contrast, weaker trainees draw on a relatively narrow repertoire of methods, fail to provide sufficient variety within any one lesson and allow too much time for the completion of specific activities. They rarely engage

and challenge students sufficiently, and they miss opportunities to extend the students' responses.

90. The most striking weakness displayed by many trainees, even the most skilful, is limited knowledge of the teaching methods necessary to develop subject-specific or occupation-specific knowledge and skills. Trainees are often very self-critical and recognise that the mainly generic training they receive does not equip them for teaching highly specialised subjects or groups of students with special needs.

### **Managing the learning process**

91. Most trainees explain the purpose and pattern of lessons to the class and try to structure teaching effectively. They are keen to employ a suitable range of resources and are aware of the value of visual and electronic material to support learning. The great majority set and explain tasks clearly and draw on their own and students' experiences. For example, during an archaeology class, one trainee made effective use of a student's experience as a diver in a discussion of the raising of the *Mary Rose*.
92. Most trainees set clear ground rules for behaviour and make their expectations clear. As a result, they establish and maintain a purposeful and safe working atmosphere, create good relationships with students, and defuse potential disaffection with good humour and acknowledgement of achievements. In most classes, the students make progress.
93. The most competent trainees sequence their teaching to ensure that students make progress in their learning. They make the learning objectives and the structure of lessons clear from the outset; review and summarise learning at key points in order to effect smooth transitions and consolidate learning; and revise and check learning outcomes at the lesson's end. Such trainees are particularly careful in their choice of resources and create very high quality teaching and learning materials. For example, one trainee employed electronic materials to motivate reluctant male learners. Another distributed guidance notes on a new piece of software via e-mail in advance of the lesson to encourage participation during the class. A third trainee created exceptionally well-structured booklets to allow students to progress at their own pace.
94. Weaker trainees fail to sequence lessons in such a way as to ensure and consolidate learning and lack the skills necessary to engage less committed students. Some have particular difficulty in controlling behaviour during group work and in ensuring full participation. At times, even trainees who are more skilled lack confidence in managing poor behaviour. Less competent trainees commonly employ a limited range of teaching

resources. Some, for example, depend too heavily on a single textbook. Such trainees often fail to make enough use of visual stimuli, and a number lack the ICT skills necessary to create their own materials; even where they do, the presentation is sometimes inappropriate.

95. Most in-service trainees are well informed about their institution's quality assurance systems and contribute to their effectiveness by participating in course reviews. Pre-service trainees and those on part-time teaching contracts have both a more limited knowledge of quality assurance procedures and more varied opportunities to contribute to them. In the case of pre-service trainees, any such opportunities are largely dependent on the timing of their teaching practice.
96. Where trainees display weaknesses in planning their teaching, managing behaviour or contributing to quality assurance procedures, this is often linked to a lack of focused training. Many trainees receive little effective training on managing behaviour or on the full range of available teaching resources, including ICT, and how to use them. Insufficient attention to subject-specific teaching skills and limited experience during teaching placements sometimes constrain the development of trainees, as in the following example:

*By the time of the inspector's second visit, in the spring term, this pre-service trainee specialising in the teaching of adult literacy had completed his first teaching placement. At this point, he had taught students only on a one-to-one basis and had done no whole-class teaching. He had not yet been observed teaching, and felt that he needed more specialist guidance on how to teach grammar and the more technical aspects of English language. In order to compensate for what he regarded as a lack of specialist tuition on his main ITT course, he was undertaking an evening course in the teaching of English as a foreign language.*

### **Providing learners with support**

97. The great majority of trainees are familiar with the central support services available in their college. They work with individuals and groups in lessons and programmed tutorials, and often arrange additional tutorials to meet particular needs – to give remedial help in completing course requirements, for instance. The most skilful maintain careful records of attainments and completed course requirements as a basis for subsequent tutoring. However, where contact time with a class is very limited, trainees find it less easy to demonstrate this type of support.

98. Trainees' knowledge about, and competence in, providing suitable induction support, facilitating access or offering career guidance for students are determined largely by their particular roles, responsibilities, contexts and training route. Some are very well informed and in a position to develop and demonstrate relevant expertise:

*One trainee, who was also head of department in the college, provided two weeks' induction to the subject, its requirements and resources, complementing the general college induction, and compiled a relevant handbook. This trainee also provided effective guidance on future training and career pathways, including organising attendance at university open days and conferences.*

*Another trainee, who spent half her timetable as a personal tutor, was particularly familiar with the full range of support services and competent in providing individualised monitoring and support.*

99. Others, in particular part-time teachers, those following distance-learning routes, or full-time trainees with fixed placement days, have very limited opportunities to gain experience and demonstrate competence in this area. Many, recognising this, seek out information or try to work with learning support staff in lessons. This lack of experience can be a serious drawback.

### **Assessing the outcomes of learning and learners' achievements**

100. Trainees generally know about the different purposes of assessment and are well informed about a range of assessment methods. They are familiar with the assessment requirements of the courses they are teaching and ensure that these are communicated to students and that students are shown how to meet them, for instance through focused revision lessons or timed practice essays.
101. Most trainees monitor students' understanding during lessons, provide helpful oral comments on progress and correct errors. They include constructive comments on written work, showing students how to improve. Few trainees demonstrate the full range of skills in assessment. For instance, some trainees use prescribed assessment schemes well and provide helpful informal feedback, but fail to employ the outcomes of assessment to inform future teaching.
102. The most competent trainees are careful to select and apply the most appropriate forms of assessment. They monitor student learning in lessons with particular care, for instance by focusing questions and recording observations, and they check progress through tasks such as group assignments, formal essays and multiple-choice tests. They also encourage

students to make progress through regular progress reviews, target-setting and action-planning, and, where relevant, help students to compile appropriate portfolios and learning logs. Some trainees provide opportunities for students to engage in self- and peer-assessment.

103. The development of competence in recording and reporting on student progress is strongly influenced by the particular roles of in-service trainees and the opportunities available in their college and, in the case of full-time trainees, by the timing of placements. For example, one in-service trainee, working in a sixth form college, contributed to termly reports to parents, whereas several full-time trainees and part-time in-service trainees had more limited, or no, opportunities to develop and demonstrate such expertise.
104. Weaker trainees fail to use assessment outcomes to measure progress and to inform future teaching – partly because their learning objectives are unclear and they have a limited knowledge of students' initial levels of attainment. They often give insufficient time to assessing learning at the end of lessons. Their marking is ineffective; in particular, they give students insufficient guidance on how to improve. Their records of student progress are poor.
105. Trainees generally have insufficient knowledge of assessment expectations across the full range of courses in their subject or occupational area, and limited awareness of relevant comparative assessment data. When teaching 14 to 16 or 16 to 19 year olds, for example, their knowledge of Key Stage 3 and 4 assessments is often inadequate. Some trainees fail to develop effective techniques because of the prescriptive assessment requirements of the courses they teach, insufficient exposure in their college to a wide range of methods of assessment, or a lack of compensatory training. Full-time trainees frequently have particularly narrow experiences of assessment and lack confidence in judging levels of attainment accurately. These weaknesses reflect the lack of sufficient attention in most training courses to ensuring that all trainees develop understanding and competence in the full range of relevant subject or vocational assessment requirements.

### **Reflecting on and evaluating performance and planning future practice**

106. Most trainees are committed to carefully analysing their own practice. In so doing, they draw on the perceptions of their peers, take careful heed of advice from observers and other colleagues, and, particularly in the case of trainees following Stage 3 courses, consider the implications of educational theory and practice. The most competent Stage 3 trainees often read very widely. After evaluating their teaching, most trainees try

to make adjustments to improve students' learning – for instance by employing a greater range of questions in lessons, or by introducing courses at different levels or with different requirements to meet students' needs. However, trainees do not always find it easy to tackle identified weaknesses effectively, because they lack the necessary focused guidance.

107. Weaker trainees focus their self-evaluations on classroom management rather than students' learning and its implications for teaching. Some fail to undertake routine and systematic evaluation of individual lessons. The weakest are reluctant to accept criticism and repeatedly fail to act on guidance in written observations. Trainees often suffer from the absence of effective subject mentoring. Moreover, even where trainees are well informed about assessment data, they do not analyse such data effectively or employ the analysis to evaluate their own teaching methods, resources, tasks or curricula.
108. Trainees generally start with good knowledge of their subject or occupational area. However, they have limited expertise in subject pedagogy. Their development as specialist teachers is restricted owing to their narrow range of teaching experience, specialist support and specialist training. Newly-appointed part-time teachers and full-time pre-service trainees with no practical training prior to the course are particularly disadvantaged. Too many trainees have experience of only one college, work with few or no other specialists, and cover a very limited number of courses and course levels.
109. Trainees have a strong commitment to developing their general professional expertise and recognise areas requiring development. Some seize opportunities offered by their training to improve specific aspects of practice through assignments. The most competent are particularly active, for instance searching out relevant reading or web sites. Others are less clear as to how to tackle particular weaknesses. Targeted remedial training is rare. Wherever possible, in-service trainees generally take advantage of in-house professional development, as well as involvement in professional associations, collaboration with local specialists and attendance at conferences or meetings of examination boards.

### **Meeting professional requirements**

110. Almost all trainees take a professional approach towards learners. They have high expectations of themselves and their students. Trainees seek to act as effective role models. In their dealings with other staff, including those providing technical, administrative or learning support, they generally develop effective working relationships and are sensitive to individual circumstances.



- III. The great majority of trainees ensure that, in the courses they teach, external course requirements and standards are implemented effectively. Most follow institutional procedures carefully and contribute helpfully, for instance, to staff and department meetings where circumstances allow. Part-time in-service trainees, those following distance-learning routes and full-time pre-service trainees are not generally in a position to contribute fully in such meetings.

## Appropriateness of the standards

112. One of the aims of this survey was to evaluate the appropriateness of the FENTO standards in setting the requirements for newly-qualified teachers in FE. The standards set out clearly the skills displayed by experienced and effective teachers in FE and provide a common language for professional discussion. They prescribe a framework of expectations about the roles and responsibilities of the FE teacher which helps trainees to understand the context and values of FE.
113. The outcomes of the survey demonstrate clearly, however, that the standards are not an appropriate tool for designing ITT courses or for judging the final attainment of newly-qualified FE teachers. There are too many sub-standards for trainees to cope with, so that it is hard to focus on those that are really vital in initial development. The standards take insufficient account of the differing experiences and contexts of those teaching in FE, the demands on FE teachers of teaching students aged 14 to 16, and the increasing convergence of the 14 to 19 curriculum across schools and FE. Moreover, the FENTO standards are designed for staff teaching in FE colleges, while many colleges and HEIs are using them for trainers from the wider post-compulsory sector.
114. The standards themselves give insufficient attention to subject or occupational pedagogy, and set too many detailed, overlapping and unrealistic targets for trainee teachers. Providers make more use of the standards to check coverage or devise general outcomes than as an agreed basis for the assessment of professional expertise against national norms. They rarely employ them for identifying individual training needs, monitoring progress or extending competence.
115. For their part, most trainees, although familiar with the standards, find some of the language remote, seldom use the standards to measure increases in their knowledge and skills, and are uncertain about the amount of evidence needed to prove that particular standards have been achieved. Some trainees lack opportunities to meet all the requirements in their training courses.
116. Overall, the FENTO standards would benefit from substantial revision. This would provide an opportunity to clarify the basic standards for initial training, to specify how each stage of initial training builds on the previous stage, and to develop further standards for particular phases or specialist fields. In so doing, repetition could be removed, principles rather than detail highlighted, specific standards exemplified, and minimum levels of attainment introduced.

- I 17. Given the desire for greater flexibility in the 14 to 19 curriculum and its provision, there is a pressing need to consider the relationship between the FENTO and Qualified Teacher Status standards, so that a set of core standards applicable to different institutional settings can be defined. Equally, the FENTO standards should be considered in the light of the training needs of teachers and trainers working in adult education and the workplace. There is a clear need to expand the supply of well-trained vocational teachers in schools and in the wider learning and skills sector. The current situation, where there are separate standards for teachers in different sectors, is acting as a barrier to the more flexible deployment of such teachers.

## Annex A: Providers visited as part of the survey

The following eight broadly regional clusters of HEIs and colleges took part in the inspection. In some cases, HEIs and colleges in these groups were part of regional partnerships. In other cases, the institutions were not part of distinct partnerships and were chosen because of their location.

University of Brighton

City College, Brighton and Hove

Hastings College of Arts and  
Technology

Sussex Downs College

Bolton Institute

Bury College

Cirencester College

Hopwood Hall College

North Trafford College

Buckingham Chilterns University  
College

Amersham and Wycombe College

East Berkshire College

University of Greenwich

Bexley College

Havant College

Kingston College

University of Northumbria

Bishop Auckland College

South Tyneside College

Nottingham Trent University

Burton-on-Trent College

South Nottingham College

West Nottinghamshire College

University of London,  
Institute of Education

Harlow College

Havering College

Newham Sixth Form College

University of Plymouth

East Devon College

Somerset College of Arts  
and Technology

Truro College

## Annex B: Entry qualifications of trainees in the survey

| Route<br>(numbers on which % is based) | % with degree | % with HND/HNC or higher level professional qualification | % with craft or vocational qualification at Level 3 or below | % with GCSE English language at Grade C or above or equivalent <sup>5</sup> | % with GCSE mathematics at Grade C or above or equivalent |
|--|---------------|---|--|---|---|
| In-service City & Guilds (850)         | 31            | 20  | 54   | 65  | 54  |
| In-service Cert Ed (866)               | 11            | 28  | 43   | 47  | 40  |
| PGCE (673)                             | 91            | 18  | 22   | 77  | 70  |
| Pre-service Cert Ed (83)               | 49            | 25  | 33   | 83  | 75  |
| PGCE (843)                             | 96            | 12  | 9  | 67  | 59  |

The percentages in the first three columns for each route do not add up to 100 as individual trainees could hold more than one qualification (or none at all) covered by these three categories.

<sup>5</sup> Equivalent such as GCE 'O' level or discrete vocational qualification in numeracy or literacy at Level 2, or key skills communication or application of number at Level 2 or above

## Annex C: Comparison of ITT for secondary school and FE teachers

The Government's emphasis on the 14 to 19 curriculum, with greater flexibility and parity of esteem for students on academic and vocational courses in both schools and colleges, has brought to the fore differences in the qualification requirements for teaching in schools and FE. Increasing numbers of 14 to 16 year olds are taking vocational options in colleges and being taught by FE teachers. At the same time, schools are developing a wider vocational curriculum and are keen to recruit teachers with appropriate vocational experience.

Some of the main points of contrast between the systems of ITT for schools and FE teachers are highlighted in the table below:

|                            | ITT (secondary)  | ITT (FE)  |
|----------------------------|--|---|
| Main routes                | Predominantly pre-service.   | Predominantly in-service.   |
| Nature of trainees         | Mainly graduates with some undergraduate students following degree courses.  | Mix of graduates and non-graduates with a wide range of vocational qualifications.  |
| Nature of training         | Predominantly subject-based. Pre-service trainees required to spend two thirds of course on placement in at least two schools.   | Predominantly generic. Trainees normally complete all of their teaching experience in one college.  |
| Qualifications             | Qualified Teacher Status (QTS) awarded normally with PGCE or degree. Holders of QTS are qualified to teach in FE.  | FENTO-endorsed Cert Ed and PGCE qualifications awarded by HEIs and FE teaching certificates awarded by national awarding bodies. These qualifications do not lead to QTS and are not transferable to teaching in schools.   |
| Standards                  | Common standards for all teachers set by the secretary of state and Teacher Training Agency (TTA), leading to QTS.   | Defined by FENTO, with standards differentiated for full-time, fractional and part-time staff.  |
| Requirements for providers | Specific requirements that providers must meet are set by DfES and TTA. These include requirements relating to: trainee entry; training and assessment, including the amount of school-based training; management of the ITT partnership; and quality assurance. | Specific requirements that awarding bodies and HEIs must meet are set by DfES and FENTO. Courses must be endorsed by FENTO. Endorsement is designed to ensure that the qualification covers the standards, the minimum practical teaching requirements, and the requirements for quality assurance. |

|                    | ITT (secondary)  | ITT (FE)   |
|--------------------|--|--|
| Sources of funding | Local Education Authority (LEA) mandatory awards for trainees to cover HEI course fees. TTA provides funding to providers based on a published price tariff for different subject areas.   | LEA mandatory awards for HEI course fees, but not for trainees to cover national awarding body qualifications. Higher Education Funding Council for England funding for HEI courses. LSC funding for national awarding body courses.   |
| Inspection         | Regular institutional inspections of ITT. The published inspection framework is based on the requirements and standards set out in <i>Qualifying to teach</i> . The outcomes of inspection are used by TTA as the basis for decisions for continued accreditation and the allocation of trainee numbers. | Prior to September 2001, the Quality Assurance Agency for HE included ITT (FE) courses in its subject reviews of education in HE, while the Further Education Funding Council Inspectorate inspected courses in FE as part of the inspection of humanities provision in colleges. Since September 2001, Ofsted has become responsible for the inspection of all FE teacher training. |

As can be seen, there are significant differences between the systems of initial training and regulation that have evolved for schools and FE teachers. There is greater homogeneity in the types of entrants to teaching in schools, and the systems of funding, regulation and inspection have evolved over a longer period than those for FE teacher training.

Following two cycles of Ofsted inspection and several years of regulation by the TTA, a relatively clear set of funding criteria linked to the outcomes of inspection have evolved for initial teacher training courses leading to QTS. This is not the case for the funding and external regulation of FE teacher training courses, where the funding arrangements are complex and often confusing for providers and trainees. There are a number of sources of funding for FE teacher training qualifications, including LEA mandatory awards, the Higher Education Funding Council for England and the LSC. Trainees taking ITT courses validated by the national awarding bodies do not qualify for a mandatory LEA grant to cover the cost of fees; those taking HE institution qualifications do. Information provided by HEIs running both QTS courses funded by the TTA and initial teacher training (FE) pre-service courses, indicates that QTS courses enjoy higher levels of funding per trainee than equivalent courses for FE teacher training.