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An exploration of FE teachers' attitudes, intentions and behaviours in response to the 'Professionalisation Agenda'

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Dedication

This Thesis is dedicated to FE teachers and teacher educators past and present who advocate professionalism and promote professional recognition within the education sector. It acknowledges the obstacles faced by FE teachers and teacher educators, their strength and determination to facilitate teaching and learning against the background of recurring educational reforms.

Acknowledgment

I would like to extend special thanks to my supervisors, Professor Gordon Ade-Ojo and Professor Carl Parsons. I would not have continued this journey but for family, dearest friend ST Whyte and mentor Professor Hakim Adi, encouraging me to not give up when I did not have the physical energy to continue.

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Declaration

"I certify that the work contained in this thesis, or any part of it, has not been accepted in substance for any previous degree awarded to me, and is not concurrently being submitted for any degree other than that of Doctorate in Education being studied at the University of Greenwich. I also declare that this work is the result of my own investigations, except where otherwise identified by references and that the contents are not the outcome of any form of research misconduct."

Charmaine Angella Brown

7th May 2021

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ABSTRACT

Since 1993, consecutive governments in England have introduced a range of education reforms referred to as the Professionalisation Agenda, aimed at developing the quality of teaching and training provisions in Further Education. This agenda, while overtly seeking to achieve parity of esteem of FE teachers with school teachers has reportedly given more work and diminished autonomy, imposing a contract culture on organisations, a target culture on staff and a wider sense of de-professionalisation and proletarianisation with little consultation with the profession.

It has been stated that the education reforms should foster professional development leading to better teaching, which in turn would improve learner achievements in a competitive market economy. This study explores the views of a sample of teachers, teacher educators and education managers on the impact of enhanced academic and professional qualifications and professional membership on teachers' development and practice. The research uses questionnaires and semi-structured interviews to collect data from participants working in both vocational and academic curriculum areas, teaching in FE institutions in England.

The research adopts a pragmatic design (Capps, 2017; Creswell & Creswell, 2018), which accommodates the features of both positivist and interpretivist paradigms and uses the research questions to structure a practitioner-based study. Policies are constantly evolving and grew in number over the eight years of my study. Eliciting the views of FE workforce members on so-called professionalisation agenda policies yielded perceptive views contributing to an understanding of the narrowing and marketising of FE. Although the teachers in the study have faced constraints and challenges in their professional development, they are resilient during change processes. The main themes emerging were the power behind the Professionalisation Agenda; Performativity; CPD; and De-professionalisation, with sub-themes relating to uniform approach towards professional qualifications; communities of practices and professional networks; authentic social inclusion in education; and professional autonomy.

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CONTENTS

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Diagrams and Tables

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Glossary of Abbreviations

ACL	Adult Community Learning
ACSET	Advisory Committee on the Supply and Education of Teachers Education
ACSTT	Advisory Committee for the Supply and Training of Teachers
ALBSU	Adult Basic Skills Unit
ATL	Association Teachers and Lecturers
BSA	Basic Skills Agency
BERA	British Education Research Association
BIAE	British Institution of Adult Education
CESI	Centre for Economic and Social Inclusion
Cert. Ed	Certificate in Education
CETT	Centre for Excellence in Teaching Training
CIPD	Chartered Institute of Personal Development
DfES	Department for Education & Skills
ETF	Education and Training Foundation
FEMIS	Further Education Management Information System
FETQR	Further Education and Teachers' Qualifications Regulations
FEU	Further Education Guild
HEA	Higher Education Academy
IfL	Institute for Learning
ITT	Initial Teacher Training
LSA	Learning and Skills Agency
LSC	Learning and Skills Council
LSIS	Learning and Skills Improvement Service
LSS	Learning and Skills Sector
LLTE	Lifelong Teacher Education
LLUK	Lifelong Learning UK
NATFHE	National Association of Teachers in Further and Higher Education
NIACE	National Institute of Adult Continuing Education
PGCE	Post Graduate Certificate in Education
PGDHE	Post Graduate Diploma in Higher Education
QCF	Qualifications Curriculum Framework
QTLS	Qualified Teacher Learning & Skills
QTS	Qualified Teacher status
SET	Society for Education and Training
TEC	Training and Enterprise Council
TELL	Teacher Educators in Lifelong Learning
TTA	Teacher Training Agency
UCET	Universities Council for the Education of Teachers
UCU	University and Colleges Union
WEA	Workers Educational Association
WMC	Working Men's College

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Chapter 1 Introduction

1.1 The Professional development context

An examination of the professional development needs of teacher educators and teachers in Further Education (FE) is a good starting point to evaluate educational policy drivers (FENTO, 1999, LLUK, 2004, LLUK, 2007) tasked with restructuring teaching and raising standards in FE. Education policy initiatives frame the review of the professional standards (ETF, 2014) and have imposed new continuing professional development (CPD) requirements as part of the reform of the initial teacher training (ITT) curriculum for new entrants and CPD for experienced teachers within the FE sector (LLUK, 2004, 2007).

Throughout the thesis, I use a range of terminology to define what is currently referred to as Further Education. These descriptions are not exhaustive and are interchangeable and include post compulsory education and training (PCET); adult continuing education (ACE); adult education (AE); the post-16 sector and the lifelong learning sector (LLS). This range of descriptors indicates a plurality of providers of different sizes with a core funder and additional small funders. The FE curriculum, according to these descriptions, can be delivered by a community, including voluntary sector or training providers who have identified specific needs of a community or workforce (unemployed; refugees; families; ex-offenders); or they provide a multi-disciplinary curriculum (ESOL; literacy; numeracy; ICT) run by the local FE college or similar provider on a larger scale available for those who wish to continue studying beyond the compulsory school leaving age.

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1.2 Rationale for the Research

The research arose from the many conversations in FE networks and conferences around motivation, attitudes and active participation in communities of practice (CoP) (Lave & Wenger, 1991) and the plethora of coping strategies teachers use to minimise the effects of rapid changes in teaching content and standards arising from the Further and Higher Education Act (FHE), 1992. In aligning my experiences with these conversations, the research allowed me to reflect on the creativity of teachers in the sector, and the skills, knowledge and attributes required to preserve professional identity and status. The recurring conversations around the reforms to ITT emphasised a potential gap in our understanding of the Professionalisation Agenda. The Professionalisation Agenda is put in inverted commas in the title to denote its contested and variable meaning but is hereon simply expressed in full with capitalised initial letters. As a term it is claimed and used by government to indicate the high moral ground of improvement for staff and consequently for learners but is just as easily seen as a limiting and repressive set of strategies which have involved minimal discussion with professionals working in FE or the organisations which represent them.

This study set out to elicit the views of participants and contribute to literature in the field. Practitioners showed willingness to engage in research with a colleague already knowledgeable in the field. Their request to be included in research they felt would tell their story from a practitioner perspective also gave them an opportunity to formalise their legitimate concerns in a receptive practitioner forum.

In my experience, teachers at the grass roots level are often reluctant to raise questions about prescribed practices where there has been little or no consultation. In institutions where I have worked, dissenting voices can be isolated and singled out for ridicule or sanctions, if they request clarification about new ‘ways of working’ which

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they do not agree with, as it may raise issues around professional competency and an inability to implement teaching practices inherent in organisational structures. The likelihood of their views being represented in management consultations with government agencies is almost non-existent.

The research provides a safe environment to discuss emotions and feelings around the reforms, without fear of repercussions or professional sanctions on any concerns, as I felt this area was under researched. Studies about the standards (FENTO, 1999; LLUK, 2007; ETF, 2014) centred mainly on the operational aspect of the forms, concentrating on the lack of clear guidance around professional identify, the attack on teacher professionalism and the transient QTLS status as a mark of professionalism.

The literature review illuminates how regulatory control and marketisation have impacted on the sector, and how principles of self-determination, eroded under current policies, have not fully captured teachers' responses to the reforms in ITT. The perspectives presented have been mainly those of established researchers who have attempted to represent the voice of FE teachers to support existing literature in the field (Doel & Silver, 2018, Hodgson, 2015; Lucas, 2004, Lucas & Unwin, 2009).

The research gives teachers a platform to articulate their concerns on the reduction of teacher autonomy directly as a result of shifts in policy requirements for professional status. The narrative around professional identity and the impact on teacher autonomy is their cue to share their experiences on the Professionalisation Agenda and the extent to which it contributes to de-professionalisation. The profile of the research sample is representative, based on a comparative analysis of qualifications and CPD held by FE teachers nationally as part of the staff individualised record (SIR) audit

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(ETF, 2019) conducted around the same time frame as the data collection for this thesis.

Participation in and observation of parallel conversations at regional and national levels in networked events on reforms to the ETF (2014) professional standards for the sector has given me an insight into potential gaps where contribution from the practitioner perspective is justified.

The most recent reflections (Hodgson, 2015; Daley et al., 2015) on the FE teacher narrative, still leave a level of uncertainty around how the sector is experienced at the 'coal face' (Bailey, 2002; Gleeson et al., 2005). Doel and Silver's (FETL, 2018) lecture, on defining further education, is another attempt at evaluating the sector from a strategic managerial perspective. Although, the lecture captures their insight in the field, it did not arrive at any definitive conclusion around the complexities of FE and potential conflicts with the Professionalisation Agenda policies and the impact on teacher identities.

Whilst reviewing existing literature on the prescriptive nature of the Professionalisation Agenda, the format for CPD and the requirement for FE staff to upskill and adapt to constant changes in professional standards (FENTO, 1999; LLUK, 2007; ETF, 2014), the research attempts to capture those narratives arising from those considered 'voiceless' against the powerful state apparatus (Ainley, 2007; Althusser, 1971; Freire, 1996). 'Voiceless', in this context, centres around FE teachers' contributions outside of the 'hegemonic' power structure, unable to shape education policy reforms affecting their own practices. The marginalisation of FE within the broader education sector can be compared, through Althusser's (1970) theory of the educational ideological

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state apparatus analysis, with power struggles within the school sector (Lucas, 2004; Lucas & Crowther, 2016).

I am mindful of literature which explores the complexities of identifying FE teacher professionalism and de-professionalisation as mechanisms of social control (Brown, 2012; Evans, 2008; Dennis, 2012). The research illuminates the many definitions of FE professionalism and despite literature on the Professionalisation Agenda, acknowledges that there is still room to capture the views of teachers who do not feel that they have been given the opportunity to share their thoughts and views first-hand on what they perceive to be an attack on professional identity, autonomy and status.

1.3 Research questions

How teachers align their professional identity to professional bodies in vocational subjects is a theme which runs through the thesis. Familiarity with, and awareness of, the issues around teaching standards and FE professionalism has shaped the research questions.

The main research question framing the research on the Professionalisation Agenda is:

RQ1 – What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the professional teaching body for FE.

The subsidiary questions seek to support further investigations of teacher professionalism are:

RQ2 – What criteria are used by teachers to demonstrate their professionalism?

RQ3 – What is the impact of policy reforms on teacher professionalism?

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RQ4 – What are the possible implications for professional autonomy?

The research questions were designed to capture the voice of the FE teachers in different educational settings against the backdrop of policy reforms prior to, and since, Incorporation (FHE, 1992). The data analysis and findings chapters report on competing dialogues around FE teacher professionalism, professional identity and professional autonomy affected by various reforms referred to throughout the thesis.

1.4 Conceptual Framework

In attempting to unravel the hegemonic relationships between central government and FE institutions, the research examines the link between education policies and their impact on the restructuring of ITT, notions of professional identity and FE teacher professionalism, through the lens of FE teachers themselves who were directly affected by the constant shift in regulations and the extensive narratives which examine the need of the FE sector to develop its own construct of professional identity, not one imposed through regulatory systems which can have a disabling effect on morale, attitudes and behaviour.

The overarching research question, '*What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the professional teaching body for FE',* focusses on critical consciousness and competing views of FE resistance (Dennis, 2015; Freire,1996; Freire, 2005) and other forms of protest which essentially question existing notions of professional identity and the failure to understand the complexities of professional identities in FE (Bathmaker, 2005; Clow, 2016; Dennis, 2015; Simmons & Thompson, 2007; Springbette, 2016).

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Lave and Wenger's concept (1990) of situated learning, places the teacher in learning communities, other than the classroom. Under the heading of Communities of Practice (CoP), teachers have been enabled to define their own learning communities as alternative spaces where teachers discuss, reflect and contest aspects of the reforms. It is a safe space for teachers to exercise professional judgement and develop their professional identities on their own terms.

1.5 Research design, methods of data collection and consideration of ethical issues.

The research adopts a Pragmatic paradigm and applies mixed method approaches to gather and interrogate the data. A mixed methods approach incorporates quantitative and qualitative data to support the research. It has provided a flexible and responsive methodology, positioning the researcher as a facilitator and participant in the most appropriate manner to elicit the FE teachers' perspectives on the reform agenda.

The research focused on the wider definition of the FE teaching workforce and included teacher educators and subject specialist teachers with varied vocational and educational skill sets and backgrounds which influenced the choice of research methods. I constructed my research questions knowing the target audience and education policies relevant to the research. The relationship between the research questions and methods of data collection and analysis (Howe, 2003) is critical for the direction of the research techniques for data collection and analysis. Blaikie (2009) supports the principles of robust research questions and contends that the construction and use of research questions is often a neglected feature in achieving an effective research design essential for a mixed methods approach.

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1.6 Content of the thesis

Chapter One situates the professional context of LLS within the wider education sector. The introduction incorporates the research questions which frame the structure of the thesis. The rationale is the justification for the choice of study. It seeks to eliminate any gap in the research by identifying existing literature in the field, sets the context for the research and highlights the research question. The research, conceptual framework and research design sets the context and highlights the research questions.

Chapter two reviews the literature presenting competing perspectives on FE through a structural analysis of FE during three distinct phases 1919–1943; 1944–1992 and 1993–2016, and an evaluation of funding themes allied to different phases. It critiques the concepts associated with profession, professional and professionalism.

It also examines the policy context for the Professionalisation Agenda, providing a summary of the pertinent policies referred to throughout the research and incorporating literature which situates FE teachers within the context of professionalism. Dual professionals (Gleeson et al., 2007; Bathmaker et al., 2005, Orr et al., 2010, Shain et al., 1999, Peel, 2005) and triple professionals (Hodgson, 2017; Avis & Bathmaker 2005) and connected professionals (Crawley, 2015) are drawn upon to describe the skillset of FE teachers.

Chapter three, the methodology and design chapter, evaluates epistemology, ontology and philosophical perspectives which best support tackling the research questions. This chapter reviews the choices, justification and ethical considerations for the choice of paradigm and research methodology.

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Chapter four reports on the pilot study, a small scale exploratory study, which tested the feasibility of the research and provided a basis for the methodology and research design for the main study.

Chapter five is divided into three sections: The first section is the analysis of data collected from the research cohort; the second section explores the findings of the data analysis and the third section incorporates discussions on the process. Thematic analysis is the research instrument used to analyse interview responses.

Chapter six presents the recommendations for the research from personal, employer and government perspectives.

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Chapter 2 Literature review

2.1 Defining Further Education

This chapter reviews relevant existing literature. However, its structure and content are slightly different from the traditional review of literature because of the nature of this study. What is being investigated in this study is arguably contemporaneous. This means that the impact that is being recorded is essentially unique just as the policy that induced the impact is. As such, there is less of a pre-designed content to review. The approach taken in response to this is to review concepts and phenomena that are relevant to the study because of their role in providing answers to the research questions and their importance in the understanding of the framework of policies being examined.

The review focus is on the concepts of professionalism; continuing professional development; professional identity and academic autonomy. The slight exception is the focus on policies which are precursors to those embedded in the Professionalisation Agenda. In addition to projecting the researcher's critical voice, the outcomes of the review of these concepts will enhance the researcher's ability to provide a clearer understanding of the arguments around what counts as professionalisation.

Reference to the Professionalisation Agenda throughout this report denotes its contested status, driven by an instrumentalist approach to professional standards with adverse effects on existing occupational conditions in education (Avis, 2007; Atkins, 2009; Brown, 2012).

The concept of FE in English education can be linked to Juvenile education (1926 Education Act) and Further Education from 1944 (The 1944 Education Act). The 1966 Education Act defined FE as full-time and part-time education for people over

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compulsory school age, including vocational, social, physical and recreation training, and excluding secondary or Higher Education. However, even in the twenty first century, the definition is contested and remains flexible (LLUK, 2007).

There are various descriptions of the structure of FE and several understandings of what it represents. The Foster Report (2005) defines FE as a system, comparing the complexities and the parallels of FE to a dysfunctional family, whilst acknowledging the different types of interdependent relationships upon which provision depends. Doel's (2018) description of FE as a 'system of systems, sometimes overlapping, sometimes conflicting', is not dissimilar to The Foster Report (2005) or Silver's (2018) 'adaptive layer' analogy of FE. Silver further acknowledges FE's responsiveness to changes denoting the sector's impact on 'civic, political social and economic changes in society'. Essentially, these understandings present FE as an instrument of positive change.

Another perspective presents FE as 'an important but invisible sector', a view advanced by Hodgson et al. (2015). Invisible in this context relates to the public perception of FE, against the backdrop of the more prominent and consistent structure of secondary or higher education sectors, whose expansive provisions overlap FE. This raises the spectre of how the intricate structure, which is celebrated from within the sector, can be overlooked, not fully appreciated by external agencies and presents a view of FE as a disadvantaged sector.

King's (2008) description of FE highlights the negative connotations of the term 'further' to describe additional study as a supplement to study at the compulsory school leaving age, accentuates the negativity that is sometimes associated with the sector. Perhaps in recognition of this negative connotation, King (2008) proposes that a

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change of terminology would present a clearer explanation and expectation on what is FE to avoid confusion over the implications of the term ‘further’ as a synonym for additional, continuous, supplementary, auxiliary, more and extra.

An understanding and appreciation of the dual and triple identities of teachers has implications including the central government’s perceptions of FE (Hodgson, 2016; Hodgson & Spours, 2017), which does not fully appreciate the complexities of the sector. This failure of policy makers to accept that FE is a plurality of institutional typologies with shared interests and complementary curricula seem to be overlooked at the decision making and implementation stages of education policies underpinning the restructure of FE. The government’s failure to fully appreciate that adult community learning (ACL) and training organisations have historically been instrumental in the development of FE, limits the ability of policy makers to introduce educational policies which would sensibly complement existing practices (Doel, 2018; Silver, 2018).

A positive and productive view of FE should recognise that FE provisions are in no way linear nor inferior and consist of a myriad of institutions which co-exist and work together to promote common aims around the curriculum and towards uniformed standards in teaching and learning (Doel, 2018; Silver,2018).

According to Hodgson et al., (2015) the history of FE can be evaluated in three phases which encapsulate earlier incarnations of FE and current structures.

Phase one situates models of practice in post compulsory education, now referred to as FE, into a coherent structure from 1917–1943. This phase describes technical education concerned with persons of school leaving age, who wished to learn a trade, enabled through the 1917 Education Report and 1926 Technical Act (Bailey, 1987, 2002). The curriculum was specifically for those who wished to learn a trade such as

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bookkeeping, accounts and other job-related technical subjects (1917, 1926). The scope of the curriculum was widened in the 1938 SPENS Report with the inclusion of Further Education being a distinct provision which was extended to include upper secondary technical education comprising vocational and technical courses delivered largely as an evening class or day release from work.

In later years, the Mechanics institutes (Clarke, 2009; Hudson, 1851; Royle, 1971) presented opportunities for working class men to develop vocational skills and craftsmanship for skilled workers in different vocational disciplines, certified through the ‘Guild structure’ and, in later developments, entering into partnerships with Higher Education, industry and employers offering apprenticeships in specific trades. The Mechanics Institutes also contributed to shaping further education policy in technical and vocational subjects and developing the framework for the recognition of technical skills in vocational subjects. The notion of a technically skilled work force was inadvertently advanced during these reforms, as workers within a specific trade developed their craft under the ‘Guild structure’. Despite the change in political focus, the ‘patchwork’ provision resulted in a significant expansion of FE classes due to the demands of the labour market for skilled workers following the outbreak of the Second World War in 1939.

Phase two, 1944–1992, witnessed a period of rapid growth in FE provision. The contribution of the 1944 Education Act, in developing a more uniform provision for FE, created a structure, which provided progression from secondary education to more advanced courses in school sixth forms, technical education and further education colleges.

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Gillard (2011) conveys the all-encompassing focus of FE and the expectations it demanded of LEAs within the framework of the 1944 Education Act, which he says:

> '*required LEAs to provide 'full-time and part-time education for persons over compulsory school age'; and 'leisure-time occupation, in such organised cultural training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose' (Section 41).*

As part of this provision, LEAs were required:

> *'to establish and maintain county colleges, that is to say, centres approved by the Minister for providing for young persons who are not in full-time attendance at any school or other educational institution such further education including physical practical and vocational training, as will enable them to develop their various aptitudes and capacities and will prepare them for the responsibilities of citizenship' (Section 43).*

Within this context of its reconceptualization of adult education, there seemed to be still a level of confusion about what adult education represents. The advent of the Education Act witnessed an expansion in further education provisions. By 1947, 680 'major establishments' of further education existed which was double the number in 1938' (Lucas: 2004: 14).

This expansion of FE, however, consisted of more HE institutions providing pockets of technical and vocational education, to attract funding earmarked for FE. What this suggests is the opportunity to promote FE representation in education and strengthen FE structures to accommodate the expansion in provisions were overlooked at best and deliberately ignored at worst. Further, this move would dispel as rhetoric that the government was confirming support and recognition of FE as a viable sector in the UK education system.

In a marketised climate of reforms, the diversification of FE provisions, can be viewed as a strategy to maintain regulatory control within a unified structure. A raising of school age from 13 to 14 (1944 Education Act) would be replicated under future policy initiatives for young people, engaged in government training schemes (MSC, 1974).

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A further development in phase two was the development of Adult Education in specific curriculum areas throughout the 1980s. Adult Basic Skills as a curriculum priority area expanded rapidly following the recommendations of the Moser Report (1999) which were enacted in the Learning and Skills Act (2001). The presentation of an extensive report on the high percentage of adults who lacked functional skills in English, maths and ICT extended provisions within the Basic Skills curriculum for adults included a raft of ITT accredited courses.

With pockets of structured curriculum provision through technical education, youth provisions and adult education, the focus of the 1980 MacFarlane Report was to streamline FE provision 'under one roof'. Simmons (2009) argues that '*the rejection of the proposal of the first draft of the report – that a national system of tertiary colleges be established – represents a key lost moment for FE'.* In a deeper analysis of the potential of the MacFarlane report, Simmons supports the view that further education could have been reformed under the principles of comprehensive education, supportive of institutional collaboration rather than competitive practices in a marketisation environment. The rejection of the principles of MacFarlane placed FE in a perilous position, vulnerable and lacking autonomy with the expectations that LEAs had of the management and culture of FE seemingly at odds as a recurring theme throughout the twentieth century.

At the end of the 1980s, the threat to further education was evidenced following the 1991 White Paper *Education and training for the 21st century*. The White paper heralded the start of major changes which impacted on the reorganisation and funding of FE provisions in preparedness for Incorporation in 1993.

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2.2 The Professionalisation Agenda

Professionalism as an ideology conveys different meanings according to competing perspectives. The notion of a Professionalisation Agenda can range from government bodies introducing regulatory framework to monitor standards associated with professionalism to teachers subject to the changes to workplace practice arising from the restructuring of ITT post Incorporation, who view the agenda as a form of social control. At the other end of the spectrum, the Professionalisation Agenda can be conceptualised as a 'social and political project or mission designed to enhance the interests of an occupational group' (Hargreaves and Goodson, 1996) with worker control of knowledge, autonomy and responsibility recognised as key dimensions of professionalism, central elements in educational practice (Hoyle & John, 1995)

By way of process, Robson (2006) credits new standards for the FE sector as the first steps towards a professionalisation framework, arising from a consultation paper on 'Compulsory Teaching Qualifications for Teachers in Further Education' (DfEE, 2000). Described by Shain and Gleeson as 'Incorporation professionalism', or a discourse of compliance revolving around the notions of 'flexibility, reliability and competence' (1999, p, 459), the professionalisation agenda alludes to a government construct, comprising regulatory bodies concerned with raising standards in teaching and learning. In this regard, the right to determine professional standards has been removed wholesale from practitioners and defined in policy initiatives, ever more pronounced since Incorporation.

References throughout the thesis to the Professionalisation Agenda refer to the contract culture (Brown, 2012) a direct result of the performative culture of education

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in England (Avis, Fisher, Thompson, 2010; Ball, 1993, 2003). Critics have referred to the reforms as a 'de-skilling/de-professionalisation agenda based on the government's underlying intentions to re-work teachers' notions of professionalism to adapt to the new working conditions and identity. This negative connotation from a practitioner perspective does not however detract from the overview presented on the government's aims for the Professionalisation Agenda.

The Professionalisation Agenda (PA) a government strategy tasked with the restructure of ITT in Further Education, was implemented following recommendations to improve standards in FE in a marketised economy (ERA, 1988; FHEA, 1992). Key policy initiatives which have shaped the Professionalisation Agenda (Table 5, p. 86) include FENTO (1999); Learning and Skills Act, 2001; Success for All, (2002); Equipping Our Teachers for the Future (2004); The Leitch Review (2007); The Wolf Report (2011) and the Lingfield Report (2012). Chapter two explores these policy initiatives in more depth but also the credits the FETQR, 2007 and similar legislation with the wholesale restructure of FE.

Harmonisation of academic and professional qualifications to QCA level 5 and above, completion of mandatory CPD per annum or full time equivalent, acquisition of qualified teacher status in Learning and Skills (QTLS), allied to membership of a professional teaching body in line with whole strategy to improve occupational standards were the main requirements of the Agenda.

The Professionalisation Agenda has garnered a lot of 'attention' since the 1980s in the post compulsory sector. It is considered in Further education as the most significant 'wholesale' education policy initiative in the history of the sector'. The core principles

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of the Professionalisation Agenda is the replacement of the current Further Education framework for one based on a national quality framework to enhance professional standards in teaching and set national targets linked to specific curriculum areas in learning and skills (Learning and Skills Act, 2001) designated by the Secretary of State in readiness to meet the demands of a global economy (DIUS, 2007).

Narratives around professional status, reflective practice and ownership of professional standards align with the main research questions and subsidiary questions. The ripple effect of the policy reforms at national, regional and local level has impacted on changes to management practices in FE, enhancement of national teaching standards for experienced teachers (FENTO, 1999), the introduction of mandatory CPD engagement introduced in 2004 (DfES, 2004), initially for inexperienced teachers, then, by 2007, extended to all teachers in the FE sector (FETQR, 2007) and wholesale revisions to curriculum development. The impact of the reforms and how they link to the professional standards in teaching and learning also contextualises the subsidiary research questions, from a practitioner perspective.

At the heart of phase three, which is referred to here as the Professionalisation Agenda, are two areas of key education legislation. The chapter evaluates the 1988 Education Reform (ERA) Act and the 1992 Further and Higher Education (FHE). The policies embedded in these are the main drivers for the dramatic changes as part of the restructure of FE and sit at the heart of the present study.

In Further Education, ‘benign neglect’ (Robson, 1988; Jasman, 2003; Lucas, 2004; Nasta, 2007) refers to the poor treatment of Initial teacher education by the Secretary of State for Education. Those who cite the negative impact of the Professionalisation

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Agenda on teacher autonomy correlate the benign neglect of ITE and the positioning of teacher education and teacher educators in marginal spaces (Jasman, 2003).

Compelling arguments around the drivers for the Professionalisation Agenda often cite managerialism and marketisation as state instruments central to state control of the FE structure. Both of these focus on expanding, controlling and intensifying the day-to-day work of teachers (Ainley & Bailey, 1997; Hodkinson, 1997; Randle & Bailey, 1997; Avis, 1999, 2003; Gleeson & Shain, 1999) and reducing the professional autonomy of academics in FE (Avis & Bathmaker, 2004; Simmons & Thompson, 2007).

When evaluating impact, it is necessary to review the changes which have effectively repositioned the contribution of academics to the educational landscape. Changes include the tighter financial accountability required since the 1980s (ERA, 1988; FHE, 1992) leading to a more intensive utilisation of staff and arguably to a damaging focus upon the productivity, performance and cost of teacher labour (Randle & Bradly, 1997). Although there is debate about the degree and extent to which these trends prevail, there is now extensive literature on the diminished circumstances of FE teachers that it is the factors previously outlined which have reduced their professional autonomy.

The introduction of national standards in ITT was first initiated in 1999 under the FENTO standards. It coincided with revisions to curriculum development in targeted skill areas (DfES, 2001), has marginalised FE teachers and reduced their autonomy. Aside from the obvious contentions, such as the tighter financial accountability, the intensive utilisation of staff and the lack of effective consultation with FE teaching

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representatives about the restructure, the voices of FE teachers have been less prevalent on central issues of academic autonomy and ownership of professional standards. The state mechanisms which shape the re-structure remain problematic and raise more questions than answers around FE being the master of its own destiny.

An increased managerialist approach, highlights the power dynamics between the state and the marginalisation of FE, with the state's imposition of new strategic, operational and financial management control considered a diversion from the former autonomous structure. The government's reliance on regulatory bodies and redefining the job descriptions and professional standards in FE further exacerbates a precarious situation. Traditionally, FE has never constituted a stable and easily definable sector of education (Bathmaker & Avis, 2005). The diversity in teaching and learning in FE is influenced by a wide range of pedagogic cultures and goals (Zukaas & Malcom, 2002). The imposition of changes which do not embrace the uniqueness and variability of FE inevitably contribute to instability of established practices and professional autonomy.

The first point to consider is that the Secretary of State for Education has positioned the policy levers as fundamental change agent for the harmonisation and improvement and the effectiveness of FE practices through management systems which encourage competition. This contrasts sharply with the liberal ideological approach underlying the previous model of a collaborative and collegiate management style giving FE agency to manage its diverse provision. Under the revised model, the new demands on teacher productivity, performance targets, standards, audit inspection, quality assurance processes and powers to intervene where public services are failing have become central instruments in a less democratic structure of governance (Spours et al., 2007).

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Another point is the continuous discourse on the alignment of these policies to national standards in ITT by analysing how the demands of the restructure and implementation of a new management structure have impacted on teacher professional development and workplace practices. Whether the changes have created cohesive provisions can be analysed within the context of the competing ideologies and debates around FE professionalism. References to the linked government papers, Success for All (2002), Equipping Our Teachers for the Future (2004), Leitch Review (2007), Wolf Review (2011) and the Lingfield Report (2012) and related literature provide the backdrop and justifies the structure for the practical guidelines and the enforcement of the Professionalisation Agenda.

A third point relates to specific aspects of the overarching professionalisation agenda and their direct impact on teaching practice. This alludes to social constructs which, although not explicit in the reforms, create meaningful discourse around the true intentions of the reforms.

Raising skills and improving standards through quality initiatives is a recurrent theme throughout the Professionalisation Agenda which is outlined in detail in the education reforms and addressed throughout the thesis.

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2.3 Educational policies with significant impact on FE

The Education Reform Act of 1988 (ERA)

The 1988 Education Reform Act (ERA) is the first major legislation relevant to the restructure of FE. The 'Act' incorporated six principled changes to engineer the fundamental restructure of the previous education system. The introduction of a National Curriculum and national tests at age 7, 11 and 14 operated within a refined monitoring system. The Local Management of Schools held schools responsible for their budgets, and quality assurance processes were overseen by a new inspection regime for schools. City technology colleges were introduced and Grant Maintained Schools could opt out from LEA control. A closer look at the main features of the 1988 Act have been replicated in the Further and Higher Education 1992, which will be explored later in this section.

The first observation highlights, the 1988 ERA's approach to manage education provisions in three specific areas: curriculum development, quality processes managed through the Common Inspection Framework (CIF) and the introduction of a new Polytechnics and Colleges Funding Council (PCFC). The shift in legislative powers previously held by the local education authorities in England and Wales to the Department of Education and Science was reversed. Effectively, the local authorities' discretion to set policy was decreased and the legal powers allocated to central government authorities increased.

The second observation evaluates the reduction in the role previously exercised by local education authorities. The new mandate gave new responsibilities to schools and colleges, effectively challenging the local authority's role both from above (the Department of Education and Science) and from below (the school and the parents).

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The restructure embodied a top-down approach to management resulting in a major shift away from previous managerial practices carried out by ILEA. A shift in governance, relocating responsibilities for financial and operational management of educational provisions for all sectors is a notable feature of a government takeover. Within the new structure, the management of Higher Education provisions were mainly delegated to FE governors with the authority to control spending and staffing. On the one hand the shift in governance to FE may seem to allow a more flexible approach to managing and controlling FE budgets; however, when scrutinised, the change effectively weakens the overall merged FE/HE structure under the directive of central government, now with full financial control over the sector. By operating as the 'parent company', the DfES is placed in a better position to monitor and direct government expenditure for the whole sector.

The third key aspect for change was the introduction of quality assurance monitoring bodies under state control. The abolition of ILEA and the transfer of its functions to the governing bodies of constituent boroughs, implied less flexibility for FE institutions to determine their own internal quality procedures. In 1987, the Department for Employment and Skills (DfES), in conjunction with the Department for Education (DfE), conducted the joint efficiency study of non-Advanced FE, to measure the efficacy of FE performance at local and national level in response to criticisms of poor value for money (Hodgson et al, 2015). The formula applied to calculating FE efficiency is only relevant when dealing with streamlined provisions within the statutory sector. The application of the government FEMIS programme to calculate the efficiency and effectiveness of FE performance is a further state justification to removing another layer of management at local government level all education sectors. Whilst this could

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prove less problematic for the statutory sector, the one size fits all model did not suit the complex FE structure.

Uniquely, FE is comprised of many organisations which have partnerships with a variety of community-based institutions, colleges and training organisations in industry. Prior to the changes, funding for FE provisions came from a variety of sources including the statutory sector, benevolent philanthropic organisations such as the WEA, WMC, training providers and targeted European Social Fund (ESF) to local, national and international priorities (ESF, 2014). The abolition of ILEA undoubtedly contributed to a marked reduction of FE's former partnerships with the voluntary sector, local community groups and training providers, due to mergers and closures resultant of a competitive market economy.

An analysis of the 1988 ERA centres on three specific areas. The implication of management approaches to education of successive governments is the first theme. Since the 1990s, successive governments have propositioned the application of private sector corporate management techniques as an alternative to 'bureau-professionalism', and several cite this approach as 'new managerialism' (Peters & Waterman,1984; Pollitt, 1990; Flynn, 1993; Farnham & Horton, 1993). Randle & Brady (1997) identify 'new managerialism' **'***as having spread throughout public sector organisations during the 1980s.'* The concept of 'New Public Management' draws on the research of Walsh (1995) and Kirkpatrick et al., (1996) and which sets out how NPM affects the management, funding and quality assurance procedures in any given structure.

The second theme relates to the requirements of **t**he 1988 Education Act in relation to funding. The replacement of the grant system with a Polytechnics and Colleges

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Funding Council (PCFC), later repositioned as the Further Education Funding Council (FEFC) effectively reduced the negotiating and bargaining power of colleges with immediate effect. Funding is a significant driver for change as evidenced in the new funding and monitoring systems now dominant in the sector. The inclusion of industry representatives on governing bodies has led to the strengthening of managerialism in the sector. The increased requirements of funding bodies to determine the format of performance management of FE teachers has been interpreted as a disconnect between managerialism and professionalism. When considering the rationale behind the marketisation of FE there is a correlation between growth in those institutions which have attracted more FEFC funding and those institutions which were unable to obtain additional funding based on actual and projected learning outcomes, leading to the possibility of merger or closure.

The third theme focuses on quality assurance and the pivotal role it has placed as a management tool. This approach has bolstered managerialism in the sector and was interpreted as a direct attack on the autonomy of academics, signalling the end of an era of independent academic culture (Sherlock, 1994). Governance changes were accompanied by increased conditions and steering. Jones (1992:173) reports that the government decreed that:

> '… state expenditures on higher education should be regarded as payment for services provided rather than as block grants to institutions.'

The introduction of the quality assurance bodies, responsible for developing and maintaining the national curriculum, qualifications and assessments in schools, monitoring qualifications in schools and in the workplace, or implementing and monitoring standards in ITT in FE (LLUK, SVUK) have played a pivotal role in shaping

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and developing curriculum ideologies with a New Right political focus in all education sectors. They have imposed national standards for the Adult Core Curriculum (LSA, 2001) and subject specialist qualifications. Under the 1988 ERA, the development of core skills in English, maths and ICT is a recurrent theme across the school and FE curriculum.

The national curriculum in FE, like the school national curriculum, is pre-set by prescriptive guidelines for teaching, monitoring and assessment of learning. In line with the monitoring procedures in schools, the 1988 Act has instigated targeted initiatives around the skills gap further developed in the implementation of individual learning plans serve as a monitoring tool which gives the learners a degree of autonomy over their own learning, when negotiating targets with their teacher and other persons involved in the development of their learning goals. The fact that the process is regulated through funding priority areas, presents an overall sense of a 'Big Brother' state regulation apparatus, effectively limiting the effectiveness of teacher autonomy. Throughout the whole process, the degree of flexibility availability to FE practitioners to create and justify a programme of learning best suited to a learning style is secondary for their learners. The previous 'ILEA' model which encouraged teacher autonomy and supported collaboration within institutions responsive to the needs of the community has long gone.

Littledyke (1996) views the National Curriculum for primary education as a construct of the political 'New Right' who have had a major influence in its development. In parallel with curriculum developments in FE, the implications for teachers are a prescriptive model of education, a far cry, from the liberal approach which granted teachers more flexibility in practice, assessment and quality assurance.

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Teacher autonomy in curriculum planning and 'localised' concerns (Golby, 1988) have been replaced by the need to address the heavy and complex demands of a rapidly implemented statutory National Curriculum. Greatly increased powers of the Secretary of State were enshrined in the Education Reform Act of 1988 (ERA, 1988) enabled the introduction of an educational ideology founded on 'the spirit of consumerism, individual entrepreneurism and competition: the values of the market' (Tomlinson, 1989, p. 275). This has had a major impact on the primary curriculum.

Several developments arose from the implementation of the ERA. It is important to look at these critically as they conflict with the ostensible rationales for the design and implementation of the policy as preferred by policy makers/government.

First, the education policy reforms and the mandatory requirement for teachers to engage in core CPD offer a prescribed, one-sided form and understanding of CPD. It is not surprising that, since 1988, resistance to this prescribed model of mandatory CPD activities has grown. Arguably, this might be because it is in stark contrast with previous practices whereby FE teachers had agency to select CPD relevant to their own practice and their subject specialisms in line with educational themes throughout the 1960s and 1970s as the solution to the social and economic problems until the current reforms. A further perception of this policy, in the context of its prescribed CPD, is the shift from a further education concept based on humanistic and even radical principles, to one which is 'increasingly economistic and conservative in its implications' (Gustavssen, 1995, p.90).

A second outcome is that FE teachers' professionalism and academic autonomy has been severely reduced over time. Performance management demands on the teachers have taken a direct toll on the morale and psyche of FE teachers, who find

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themselves having to meet more targets for student performance and engage in mandatory CPD for government priority areas, with less time for reflection on their practices.

These managerial tendencies are viewed by some as a direct attack on the autonomy of academic culture (Shattock, 1994; Steers, 2007 et al). Changes starting with the 1988 ERA were refined and developed with more urgency under the provisions of the 1992 FHEA. Indeed, lack of formal recognition of the existing teaching practice and lack of meaningful consultations with academic bodies in FE can lead to the conclusion that the marketisation of FE can be interpreted as a direct attack on academic autonomy in FE.

As we shall see in the next section, the FHEA 1992 did little to reverse these austere management tools and signalled a new role for national government, albeit the end of policy micromanagement and tasks, effectively further reducing the academic autonomy of teachers in FE.

The Further and Higher Education Act, 1992 continued to build on the ground-work of the 1988 ERA concerned with post compulsory education and training, more popularly known as further education or the lifelong learning sector. The separation of funding for Higher and Further Education is one example of how the 1992 regulations removed FE from local authority control as a significant step change for Incorporation (1993) with the Further Education Funding Council. The changes in Higher Education were implemented at the same time. The restructuring of Higher Education created a hierarchical structure, rebranding former polytechnics as new universities, abolishing the Council for National Academic Awards (Robbins Report, 1993), with their own awarding powers, and introducing a unified funding body for Higher Education, the

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Higher Education Funding Council for England (HEFC) together with a common quality framework.

In a review of the intentions behind the reforms, Spours et al., (2007) identify five policy levels instrumental in the restructure of FE: national planning, inspection, quality assurance, funding and policy initiatives, which have been replicated in HE and the school sector. Steer et al. (2007, p.117) have similarly labelled these policy levers as 'performance targets, standards, audits, inspection, quality assurance processes and powers to intervene where public services are failing'. The policy reforms and policy initiatives generated a culture of marketisation, managerialism or performativity where significant emphasis is placed on productivity and performativity (Bathmaker & Avis, 2005). Bathmaker and Avis acknowledge these new cultures as fostering competition between learning providers and the introduction of efficiency measures and target setting as a survival strategy.

In the first year following incorporation (FHEA, 1992), colleges experienced freedom from LEA control (Ainley & Bailey, 1997) without variations in levels of expenditure or any semblance of funding regime controlling their activities (Hodgson et al., 2015:12), being funding centrally by the FEFC had wider implications for the management of institutions going forward. The end of the 'honeymoon period' unravelled the prescriptive nature of the FEFC in three specific areas.

The first of these changes was the introduction of a series of prescriptive government regulations. The business of learning (Ainley, 1997) saw a marked shift to more central government control on the direction of FE and less autonomy for the stakeholders at the heart of the sector accentuated by the rise in managerialism and the marketing

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(ch.2) of FE (Randle & Brady, 1997; Shain & Gleeson, 1999; Ainley,1999; Bailey, 1987, 2002; Bathmaker & Avis, 2005; Lucas & Rogers, 2012).

The second change was a complex funding methodology which required a revision of existing finance systems to calculate student recruitment, retention which attracted initial core funding at 90% of the budget and bid for the 10% additional funding in competition with the other institutions. In the first five years of the new finance regime, colleges were placed under immense pressure as they expected to run their institution on less than 20 per cent funding per full time equivalent (FEFC, 1998).

The third change was the introduction of an inspection regime, more familiar with inspecting schools. Ofsted had a remit to inspect further education and skills and Initial teacher education using standardised quality indicators applied to schools.

Other policy areas were equally significant in the reforms. According to Hodgson and Spours (1999), the 14–19 reforms were a necessary step change for reducing social exclusion with strategies aimed at improving performance of educational attainment amongst 16-year-olds undertaking GCSE's. Tomlinson (2005) identified that over 40% of young people had not achieved 5 GCSEs at grade A*– C at age 16. The Nuffield Review of Education (2003) conducted a six year review of 14–19 education and training, identifying strategies to tackle the issues faced in the sector. The review identified failures at 16, underlying disengagement of young people at age 14, impact on the 14–19 curriculum and strategies to reduce the attainment gap and widen participation amongst the cohort. The overlap with the 14–19 curriculum and the FE curriculum had enabled the reforms to be streamlined under one managerial hierarchical structure. The Leitch Review (DIUS, 2007) on academic attainment and the gaps in academic and vocational skills in the FE sector delineated the overlap with

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educational policy themes threaded through the structure of FE. Evidenced through target setting to improve service delivery and cost effectiveness, the implementation of policy themes created a more seamless move from local management to managerialist policies of education.

The impact of the policy levers on the restructure of ITT and pedagogical related CPD practices is well documented, as outlined in the thesis. The Professionalisation Agenda created a management structure for FE on the premise that a complete overall of ITT was required for the improvement in teaching standards, transitioning from national occupational standards (FENTO, 1999) to professional standards (LLUK, 2004, FETQR, 2007; SVUK, 2010) and related CPD activities. Enhancing quality frameworks for ITT and setting the criteria for QTLS and membership of the Institute for Learning (I*f*L) to denote the professional status of FE teachers for the first time, was the rhetoric which justified the developments in ITT and the implementation of policy in a staged way.

Since Incorporation, the determinants of a more cohesive FE structure presented new systems for accountability, collaboration and a wider vision for the service. It could be argued that the effectiveness of a more streamlined approach to information systems and the increase in full and part time student attendance (Melville & McLeod, 2000; Ainley & Bailey, 1997) are some positive outcomes of Incorporation. Conversely, the business model of Incorporation has fostered competitive rivalry between institutions, creating a greater dependency on the part of smaller institutions, 'sponsored' by colleges to attract funding and a rise in mergers of independent institutions. Simmons (p.363) views Incorporation as having 'forced colleges to operate under a system of state capitalism rather than an environment for private enterprise'. A historical overview of the expansion of FE provisions within a managerialist framework situates

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the restructure of CPD as a government tool to steer the direction of FE professionalism.

The restructuring of FE highlights the original intentions of the policy levers as a calculated mission of Conservative and New Labour governments to reform FE structures, with little regard for the fragmented FE workforce or the complex learning needs of the student profile. In arguments advanced by Doel (2018), Silver (2018) and Hodgson and Spours (2017), the policy makers have disregarded existing systems within FE but replaced them with a linear model reflected in a marketised economy.

2.4 Continuing Professional Development and the Professionalisation Agenda

Continuing professional development (CPD) incorporates all learning activities relevant to enhancing classroom practices and professional competence identified by individuals and institutions. CPD is not limited to reforms to professional development in ITT but encompasses any activity which develops reflective practice in teaching and learning. CPD is used throughout the research as encompassing attendance at staff meetings, communities of practice (CoPs) and other any activities relevant for practitioners exercising professional judgement to inform and improve.

As a distinct and narrowed contrast, enhanced professional development, linked to national teaching qualifications, although CPD, are categorised differently throughout the research as longer programmes of study. Teaching qualifications, Cert.Ed., PGCE, and subject specialist teaching qualifications in literacy, numeracy and ESOL are some examples of these longer programmes of study leading to a national teaching award in generic and subject specialist qualifications.

Bosschieter (2016, 1) defines CPD as:

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> ‘Continuing professional development (CPD) is the process by which we maintain and develop knowledge and skills related to our professional lives. It combines a variety of approaches, ideas and techniques to help us manage our own learning and growth. The focus is firmly on results – the benefits that professional development can bring in the real world’.

Bosschieter’s (2016) general definition of professional development and its relevance to this research should be considered in the context of the symbiotic relationship between career progression *and* staff development programmes as equally desirable outcomes of professional development and personal growth.

Staff development programmes are included in the strategic plans of institutions and teachers have a contractual obligation to participate. Education reforms since 1992, have focused on the restructure of CPD, moving it towards an evidence-based centralised model of FE from a local model responsive to practitioner needs. Changes to the political landscape witnessed a marked shift from the voluntarism agenda to a market led policy agenda, promoting standards and competencies implemented by central government (FENTO, 1999; LSC, 2001; LLUK, 2004) with no place for local analysis of need and opportunities.

Structural changes in CPD identified a streamlined approach to delivering ITT programmes with a shift to funding HE accredited ITT programmes instead of the ITT programmes available in FE institutions. The rationale was that accreditation from an HE institution symbolised professionalism and standardisation of ITT qualifications could now be evaluated under one accreditation system where previously the course content, delivery and accreditation of ITT differed according to host institutions and examination bodies. Prior to the changes in ITT accreditation, stage 1 and 2 of the C&G 7303 level 3 and the C&G 7407 level 4 teaching programmes were mainly delivered in ACL, Voluntary sector and training institutions, mapped onto the FENTO

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standards (1999), identifying core competencies for the delivery of ITT. But it was not unusual for all three stages, the equivalent of a PGCE, to be delivered in institutions with qualified teacher trainers.

Where institutions delivered stages 1 and 2 only, the trainees were required to complete stage 3 at HE institutions as a PGCE or PCE. The new requirement for HE endorsement and accreditation of teaching qualifications made the move to centralising ITT under the banner of professional qualifications more seamless for government agencies. Following Incorporation, teacher training programmes fell under the remit of HE institutions and PGCE courses upgraded initially to level 5 were mapped against new professional standards (LLUK, 2004; SVUK, 2010; ETF, 2014). Competencies (FENTO, 1999) were replaced by target setting, mapped against performance management objectives, the equivalent of performance indicators applied to professional standards in the business environment. Another major change was the introduction of the professional certificate in education and the professional graduate certificate in education replacing the former certificate in education and the post graduate certificate in education. The former denoting that the candidate did not have a degree and the latter denoting a degree holder.

The re-structuring had wider implications for teachers who had vocational backgrounds and were not previously required to obtain a teaching certificate, as their subject expertise and professional membership in their vocational subject were suitable requirements to teach in the sector. The new changes put vocational teachers and teachers who had entered the rank as volunteers and worked their way up the system at an immediate disadvantage. The rigid new structure did not consider APEL to consolidate new and existing skills.

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The new requirements made enrolment on the revised PCE or PGCE courses mandatory for those who wished to remain as teachers in LLS, disregarding their transferable skills and subject expertise already demonstrated on the job. Whilst some teachers complied with the new instructions, there was a high level of dissention in practical subject areas such as the arts, physical education and similar subjects, in objection to the inflexibility of the new CPD requirements and the apparent refusal of central government to apply APEL as recognition for existing skills and exemption for certain if not all parts of the teaching qualifications.

During the immediate years following Incorporation, the FE sector witnessed an increase in teacher resignations directly as a result of a learning environment which fostered competition amongst colleagues and departments. The enticement to maximise outputs implied that organisations needed to diversify provisions within a prescriptive funding framework. The mergers between institutions and curricula, arising from the impact of the FEFC methodology, left more teachers fighting to be retained in fewer jobs. This was further exacerbated as teachers were now required to upgrade existing teaching qualifications, or for teachers without a degree, obtain a PCE or PGCE and a subject specialist certificate in literacy, numeracy or ESOL for basic skill teachers. The lack of initial consultation on the requirements for the Professionalisation Agenda typifies the intentions of central government policies towards imposing the business model of management in all sectors of education, bringing FE in line with schools and HE. Later consultation exercises with FE, although welcomed, had little effect on changes to the restructure already in place.

Since the provisions for restructure of ITT have been implemented, the additional requirements for FE teachers to engage in annual CPD has placed additional responsibilities on teachers to participate, equivalent to 30 hours per annum based on

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a full-time contract, and reduced the opportunities for FE teachers to select their own CPD. The flexibility to engage in reflective practice (Schon, 1983) as a CPD model has also been shaped by policy reforms. Professional teaching standards (ETF, 2014) have categorised reflective practice in planning, teaching and professional development, mapped against targets identified in ITT. The overriding objective of the ETF (2014) professional standards is teachers in training and established teachers to meet national strategic objectives for CPD.

The new regulated process for the assessment and evaluation of the knowledge, skills and experiences FE teachers bring to the profession overlooks the narrow view the government holds regarding the notion of dual professionalism, one of the contentious areas of the professionalism debate. The complexity of the FE sector (Hodgson, 2015; Doel and Silvers, 2018) describes it as an entity responsive to a myriad of initiatives at any given time. Another interchangeable term Lifelong Learning sector (LSA, 2000) describes how the sector has a vested interest with promoting education and training. Given the potential for enhancing professional development, professional growth and promoting career development, the sector is vehemently opposed to the introduction of the standards under a marketisation agenda which overlooks existing structures and standards, in place prior to the changes to ITT and other models of CPD identified in Kennedy's framework (2003).

In order to capture the different conceptualisations of FE over time, this section will focus on three specific areas. The first area will outline CPD structures as created by specific educational policies. The second area will interrogate different models of CPD identified in Kennedy's framework (2003) and critically analyse their alignment to different stages of CPD development in FE supported by relevant literature. The third area incorporates my position as a stakeholder with responsibility to deliver ITT across

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the policy timeline (Table 4), drawing on 30 years of experience in FE. My perspective is supported by an evaluation of attempts by government agencies to remodel CPD through the lens of external stakeholders under the banner of a Professionalised Agenda.

2.5 Staged evolution of requirements within the framework of the Professionalisation Agenda

The conceptualisation of a professionalisation agenda in FE started under the Conservative government but continued under the New Labour government from 1997 as an acceptance and elaboration of post-1988 education reforms. The history goes back even further and is addressed in two specific areas. First the government's approach to policy implementation in further education is distinctly different to the application of policy in schools or the HE sectors. Secondly, the application of standards and targets for the sector lacks deeper understanding of the complexities of the FE structure (Doel & Silver, 2018; Silver, 2018).

The very use of the words Professionalisation Agenda may give the impression to external stakeholders that the sector and individual practitioners practice did not conform to professional standards or assumed that they were not members of any professional bodies prior to the reforms. In disapproving these assumptions, it should be acknowledged that the resilience of the sector in response to reforms is indeed an inherent feature of professionalism (Evans, 2008; Evans, 2017; Evetts, 2014) and represents the ethos of the post compulsory sector workforce.

The implementation of seven FENTO standards (1999) clustered under key areas, was a first step change for FE to harmonise national training standards across the FE sector, introducing a more uniform and structured approach linked to competencies and government targets in the key areas of ITT (Diagram 1): planning and delivering

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learning programmes, developing and implementing a range of teaching techniques, managing the learning process, providing support, assessing the outcomes of learning and learners needs, self-reflection of own practice and assessing the learners needs.

FENTO991, 22/04/2001, 12:08

Diagram 1: FENTO standards

FENTO (1999) can be credited with effectively starting the drive to professionalise the sector by implementing the first set of national standards in ITT. To mark a step change in national teaching standards, qualifications were upgraded from level 3 to level 4 teaching qualifications initially. LLUK (2004), and its subsidiary SVUK (2010), had

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responsibility for the verification of ITT plus other forms of workforce development as part of the wider quality framework for FE.

The move to harmonise ITT provisions advanced the government's mandate to unify teaching practice, one positive outcome being to ensure that teachers exited with the same level of teaching qualifications regardless of where they completed their ITT. For non-accredited CPD modules, standardisation made it easier for education and training to be accredited using APEL (Prescott, 1997; Konrad, 2001) as an award of credits for learning based on prior experience gained in education and vocational contexts.

The funding allocation dedicated to ITT generated a greater expression of interest from HE providers and training organisations which had not previously hosted ITT programmes or ITT related CPD activities. The financial incentives further encouraged competition between existing ITT providers who saw the opportunity for growth in a competitive market. Those organisations which did not have enough human or financial resources to support the additional responsibilities required to deliver the updated ITT programmes were forced to review if they could effectively deliver the new courses or fund staff development outsourced to HEIs and other providers.

One of the effects of the changes to the structure of CPD was more stringent requirements for teachers to conduct their teaching practice in accordance with the teaching competencies incorporated into the new framework. In terms of motivation, these new demands on teachers potentially put an additional strain on their academic workload. The profile of FE workforce has always highlighted that a significant percentage of FE teachers worked part-time and were often on temporary contracts, unlike the schoolteachers. On this basis, any move to regulate CPD activities seemed

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prejudicial to part time teachers in two ways: additional CPD tasks were not always relevant to their teaching; and they were only entitled to payment for CPD activities at half the rate as written into their contracts of employment.

With the dissolution of FENTO, the successor, LLUK, continued the increasing trend of government regulation of education and training based on a quasi-market model (Hodgson & Spours, 2006). In the preamble (LLUK, 2008 p.3), the vision is 'to have a workforce that is highly skilled, qualified and committed to continuing professional development' and 'a workforce which drives forward their own level of expertise'. A move that has replaced the traditional practitioner dominant centred deficit model (Rhodes & Beinecke, 2003) and cascade models (Marker, 1999) of CPD with the government prescribed award bearing (Purdon, 2003; Solomon & Tresman, 1999) and the standards based models (Smyth, 2002; Beyer, 2002) of CPD outlined in my interpretation of Kennedy's (2003) framework as it relates to FE practices, set out in section 2.5.

The development of twenty professional standards in education (ETF, 2014) was a big leap from the former seven standards (FENTO, 1999), now linked to target setting and evidence gathering for each standard. The amplification of the criteria and content of the standard suggests a more robust framework for evidence-based teaching from the government's perspective, but for the FE sector has demonstrated a monitoring and targeting setting exercise which overlaps existing practices and as the prescribed standards demonstrate a person's ability to meet the criteria which does not translate into skills adapted through reflexive practice.

Professional standards are the government's criteria to measure a teacher's professional attributes, professional knowledge and understanding, and professional

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skills aligned to the revision and enhancement of standards as a desired outcome of all professions. Each professional standard provides guidance and clarity of the government's expectations particularly usual for teacher's entering the FE sector but also for teacher's seeking to advance their career in a linear way rather than the holistic way in which teacher's engaged in the profession.

A comparison of the FENTO competencies (1999) and ETF standards (2014) sees a marked shift in the wording and expectation of teacher performances. Achievement of professional standards fulfils a monitoring function, governed by central government policies on staff performativity and target setting. The application of the term 'professional' in the ETF (2014) professional standards descriptors has severe undertones of a more structured marketised agenda in ITT, a continuation of the FENTO standards. Professional standards for FE teachers (ETF, 2014) are built around three areas related to values and attributes, knowledge and understanding and professional skills, as set out in Table 1.

Table 1: ETF Professional Standards (2014)

ETF Professional standards (2014)
Professional values and attributes
Develop your own judgment of what works and does not work in your teaching and training. 1.Reflect on what works best in your teaching and learning to meet the diverse needs of learners. 2. Evaluate and challenge your practice, values and beliefs. 3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge. 4. Be creative and innovative in selecting and adapting strategies to help learners to learn. 5. Value and promote social and cultural diversity, equality of opportunity and inclusion. 6. Build positive and collaborative relationships with colleagues and learners
Professional knowledge and understanding
Develop deep and critically informed knowledge and understanding in theory and practice.

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7. Maintain and update knowledge of your subject and/or vocational area. 8. Maintain and update your knowledge of educational research to develop evidence-based practice. 9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence. 10. Evaluate your practice with others and assess its impact on learning. 11. Manage and promote positive learner behaviour. 12. Understand the teaching and professional role and your responsibilities.
Professional skills
Develop your expertise and skills to ensure the best outcomes for learners. 13. Motivate and inspire learners to promote achievement and develop their skills to enable progression. 14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment. 15. Promote the benefits of technology and support learners in its use. 16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning. 17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge. 18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement. 19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers. 20. Contribute to organisational development and quality improvement through collaboration with others.

Professional standards loosely reflect benchmarks in teaching practices implemented before the reforms, without the classification or order presented in the ETF (2014) standards. The evolution of policy has supported government's objectives of harmonising educational practices within a business framework. This approach mirrors the objectives of the Leitch Review and the intentions to meet the needs of educational provisions in a global economy.

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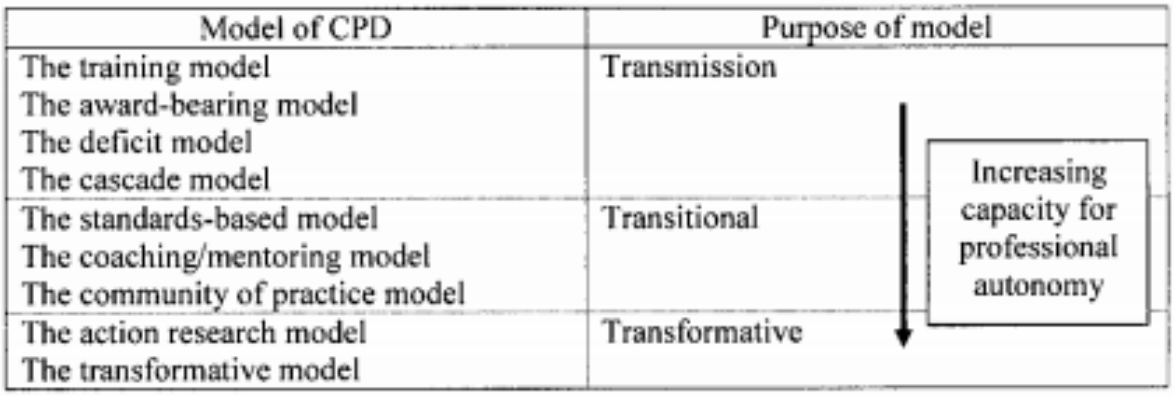
2.6 Conceptualising CPD

The literature is replete with models of what CPD should be and the framework for its delivery (Diagram 2). Each model has been designed for addressing specific purposes thus making it difficult to attempt any form of universality in application. Kennedy (2003) offers several of these and presents them under a framework. In this review, the position taken is to categorise them into typologies thus enabling us to identify similarity of structures and goals. The descriptions of CPD typologies in Kennedy's framework (Diagram 2) are helpful, as they give a richer description of CPD activities ranging from voluntary practices to mandatory practices under the current government mandate for professional development in FE. Further, using a structure that draws on typologies allows the factoring of specific contexts. For example, it might become obvious that the rationale for CPD in a Scottish school system may not be relevant within an English FE structure. In classifying the typologies, an account is taken of overlaps amongst models which are merged and revised into three new typologies.

Diagram 2: Kennedy's spectrum of CPD



Typology one, classified as the ***Information based skills model***, draws together the deficit, coaching/mentoring (Clutterbuck, 1991 in Kennedy, 2003) and the cascade models (Marker, 1999 in Kennedy, 2003) as they have the same objectives in two

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specific areas. Firstly, they support a more liberal approach to CPD, which encourages practitioners to take responsibility for the direction of their CPD. Secondly, they recognise peer observation and training, cascaded via expert or experienced practitioners, as a collegiate activity. Even when directed by the organisation, this clustered approach suggests a peer led approach is a more supportive environment for teachers without the added pressure of having to demonstrate competencies and achievement of government targets.

Typology two is the ***professional training standards model***, which draws on the training model (Little, 1994; Kelly & McDiarmid, 2002), the award-bearing model (Purdon, 2003; Solomon & Tresman, 1999) and the standard based model (Smyth, 2002; Beyer, 2002). These models are grouped together under this typology because of the inherent overlap relating to performance management, academic qualifications and professional formation. CPD goals in this typology focus on achievement of professional qualifications, professional formation and professional membership as the qualifying criteria denoting professional status. The achievement of professional standards aligns with the government's aims to bring the FE workforce in line with a marketised agenda, as a shift in the direction of government objectives for FE.

Typology three is labelled the ***practitioner research model,*** incorporating the merger of the community of practice (Wenger, 1998) and action research models (Weiner, 2002; Burbank & Kauchack, 2003), and representing independent practitioner developments, which have taken on a more formal structure following the restructure of CPD post Incorporation (FHE, 1992). The term *practitioner research model* provides a richer description of CoPs beyond support networks for informal practice and suggests a more structured approach to supporting personal and professional development, sometimes at the behest of organisations. FE practitioners, whilst

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seeking to remain independent, have little choice but to engage in practitioner research which underpins their pedagogical practices. Often this is levered by organisations as a demonstration of advanced professional practice linked to career development and achievement of CPD aligned to organisational objectives as part of strategic national objectives. This approach to practitioner research has essentially shifted the original intentions behind CoPs spaces for cooperation and professional development between practitioners (Lave & Wenger, 1990), independent of any external interference.

In table 2, the different models of CPD in FE are a reminder of CPD practice over a period of FE reforms. As indicated earlier, ITT is one of the areas of CPD most affected by the educational reforms post 1992. Outside of the ITT CPD framework, the format and principles behind practitioner based research in CoPs of Practice, attendance at staff meetings, shadowing a colleague and training in administrative tasks to support teaching and learning have all been revised in accordance with new standards for CPD.

Kennedy's typology of CPD (Diagram 2) has been remodelled in terms of relevance to CPD activities which encompass traditional practices in FE and specifically since ERA, 1988 and FHEA, 1992 proposed reorientation of CPD in FE.

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Table 2: Models of CPD in FE - A review of Kennedy's framework

Rebranded models	Descriptions of traditional CPD models	Awards and programmes pertinent to FE reflecting traditional CPD models.	Education policies that subscribe to CPD models
Information based skills model	*Pedagogical updates – strategies for enhancing the learning environment.* *INSET in response to policy developments.* *Shadowing the experienced teacher* *Knowledge transfer – the 'expert practitioner'*	Educational policies and practices between 1988 and 2012	Further Education Guild, 2007
		Prioritised according to organisational preferences. Peer observations staff appraisals leading and action plans	Success for All, 2002 Leitch Review, 2007
		Prioritised according to organisational preferences. In-service training facilitated by expert practitioner	Success for All, 2002
Professional training & standards model	*Training and development* *Professional teaching qualifications* *Subject specialism teaching qualifications in ESOL, Literacy, numeracy* *Professional formation* *Professional membership*	Mandatory training packages informed by government policy – Equality & Diversity, Prevent, ESOL, Literacy & numeracy subject specialist training diplomas	Learning and Skills Agency, 2001 Success for All, 2002 Further Education and National Training Organisation, 1999 Leitch Review, 2007
		Policy transition from FENTO (1999) to ETF (2014) national teaching qualifications C&G 730 series, C&G 740 series, PTTLS, CTTLS, DTTLS, PGCE	Further Education and National Training Organisation, 1999 Equipping Our Teachers for the Future, LLUK, 2004 Lingfield Report, 2012
		Policy transition from voluntary to mandatory professional formation - QTLS Policy transition from voluntary to mandatory professional membership - IfL, FE Guild, ETF, SET	Equipping Our Teachers for the Future, LLUK, 2004 Wolf Report, 2011 Leitch Review, 2007
		Policy transition from FENTO (1999) to ETF (2014) national teaching qualifications C&G 730 series, C&G 740 series, PTTLS, CTTLS, DTTLS, PGCE & Subject specialism teaching qualifications in ESOL, Literacy, numeracy	Equipping Our Teachers for the Future, LLUK, 2004 Success for All, 2002 FETQR 2007 Further Education and National Training Organisation, 1999 Further Education Guild, 2007 Leitch Review, 2007 Learning and Skills Act (2001)
Practitioner research model	*Experiential learning* *Research*	Peer support/development	Success for All, 2002 Lingfield Report, 2012
		Action research /practitioner-based research [research pathway]	Wolf, 2011 Success for All, 2002 Lingfield Report, 2012

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Marketisation of FE goes with competitive market forces and impact on CPD priority areas aligned to a review of teaching standards (LLUK 2004, 2007) and the introduction of professional formation as a requirement for QTLS status following Incorporation (FHE, 1992). The implication of a different regime and selection criteria for allocation of CPD has been well made out in the thesis as one determinant of professional accountability. The recording of CPD, achieved and outstanding, as part of an appraisal process is another formal indicator of professional accountability.

An increase in strategies to hold teachers accountable for maintaining professional standards forms part of the popular discourse associated with the structural changes to FE. This approach questions the extent of the purpose of CPD in other formats given that the initial purpose of CPD to develop knowledge, skills and experience, is now based on performance related objectives, and, as such, appeals to a top-down management structure. In the new era of increased performativity, a failure to meet performance targets can have several outcomes including targeted CPD to assist areas for development on the one hand and resorting to capability procedures on the other.

A common view of the national teaching framework (Nasta, 2010; Lucas, 2002; Bathmaker, 2002) recognises the shift from teacher professionalism and the move towards an 'outcome-orientated model of professional practice' (Lawy & Tedder, 2008) which does not reflect the underlying principles and assumptions associated with teaching as a structured, intellectual discipline. Another criticism refers to DfES initiatives around national teaching standards and their contribution to professional development, does not appreciate that teachers have always worked to specific standards and engaged in CPD as part of their pedagogical discipline.

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In further defence of teacher professionalism, Lawly and Tedder (2008) highlight critically the imposition of professional standards which negate the principles and assumptions of pedagogy and by default the strong ethos of professional identity. Performativity, through target setting for CPD and other activities, undermines the pedagogical objectives of teaching as a discipline and skillset required around knowledge transfer, subject specialist knowledge and application of education policy contextualised to curriculum areas.

The reporting and monitoring requirements of the Further Education National Training Organisation's (Further Education and National Training Organisation, 1999), the Lifelong Learning Sector Skills Council (SSC, 2002) Standards unit (DfES, 2003), FE guild (2012) and ETF professional standards (2014) demonstrates the targeted efforts of central government to shape the direction of FE professional development structured along business lines.

A review of the timeline for CPD in ITT presents the 2007 regulations as being pivotal to accelerating the government's intentions towards professionalising the FE sector and overriding in most cases the less stringent provisions of the 2001 regulations for qualified, unqualified and partially qualified teachers. Teachers who started teaching before 2001 were exempt from the requirements of the 2007 framework but encouraged to maintain CPD. 1 September 2001 and 1 September 2007 were important dates used as a marker to determine what additional CPD teachers required and under which regulatory framework. Teachers qualified under the 2001 regulations who entered the profession before 1 September 2007 (FETQR, 2007) were exempted from upgrading existing teaching qualifications but were encouraged to engage with CPD, the full time equivalent of 30 hours per annum and become members of the Institute for Learning as the first professional body for FE.

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Unqualified or partially qualified practitioners who started their teaching career between 1 September 2001 and 1 September 2007 were expected to gain QTLS within five years of starting their career as governed by the 2007 regulations.

Lucas (2002, p. 460) makes a salient point when he exposes the tensions and contradictions which exist between 'the pressure for greater student and programme diversity and the growing national regulation of practice'. The regulation of practice does not take account of the complexities of FE structure nor qualities reflected in the teaching profiles of the diverse teaching workforce. Neither does it consider the disadvantages slanted towards part time workers who make up most of the FE workforce. Gleeson et al. (2015, p. 81) portrayal of a 'casualised and fractured cohort of the wider teaching profession, associated with restricted access both to ITE and to continuing professional development (CPD)' provides an apt description of the profile of the FE teaching workforce following incorporation. By standardising teaching qualifications, the government has reduced the diverse practices and different standards across the FE sector, in what appears to be initially in the interest of the sector but on deeper examination of the government's intentions equates to tighter regulatory control over the independent functions of the sector.

Broad's (2010) analysis of the intentions behind the standardisation process is very critical in two specific areas. First the 2007 regulations is more prescriptive than previous regulations (FENTO, 1991; FETQR, 2001), implementing a standardised structure for ITT curricula into one model. Secondly, for the first time, by associating statutory requirements to qualifications linked to job roles, the 2007 regulations have put part time workers in FE at an immediate disadvantage.

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It is obvious that there are limitations to the underpinning perceptions and the construct of CPD within the framework of the professionalisation agenda. Essentially, what is construed as CPD is targetted at outcomes that are different from the professed professional development of staff. For example, the introduction of performance management to ensure staff reach organisational targets is obviously more concerned with managerial and control outcomes rather than the ostensively chronicled goal of developing staff.

Overall, it seems evident that the criteria applied to professional status are a government construct, resisted by FE practitioners, on the grounds that it demonstrated a narrow view of professionalism, measured by targets aligned with a particular construction of what were to count as professional standards disregarding those which had evolved over time (FENTO, 1999; LLUK, 2014; SVUK, 2010; ETF, 2014).

The CPD typologies presented in Kennedy's framework seem to have been shaped politically by the regulatory framework of the statutory sector and the relevance to the Scottish school system. As such they do not reflect the layers of complexities within the FE sector and the CPD activities which are more aligned to past and current practices in FE. Further, it seems that the models in Kennedy's framework are highly dependent on traditional models of CPD and, therefore, fail to capture the requirements and complexities of the needs of contemporary FE staff. They are not representative of FE and come from an ideological position favouring a top down approach to governance.

As a result, table 2 is my revised model which takes elements of best practice from existing models and condenses them into three categories supported by relevant

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examples for FE. A further refinement of my revised model of CPD breaks the model into two broad sections. The traditional skills model represents CPD pre-FENTO and the professional training and standards model represents CPD post-FENTO (1999).

The simplification of the original revised model situates CPD in a way that it was originally envisaged and enacted in FE.

Table 3a – Traditional skills model of CPD – pre-FENTO

Sources of funding	Funding streams	Training initiatives
Local government	ILEA	• INSET – development of practice. • Staff meetings • Curriculum planning • ITT – C&G 730 series qualifications
European Economic Region	ESF (JISC)	• e-learning – local priority areas
National government– skills based	Basic skills Agency	• National Core Curriculum / Access for All • C&G Literacy /numeracy/ESOL level 2 qualifications certificates – voluntary basic skills teachers • Adult literacy/ESOL/numeracy subject specialist certificates
Communities of Practice		• Practitioner led initiatives

Table 3b - Professional training & standards model CPD – post-FENTO

Sources of funding	Funding streams	Training initiatives
Central government	Central government	• INSET – development of practice aligned with the ETF professional standards (2014) • ITT qualifications – PTTLS, CTTLS, DTTLS, PGCE levels 5-7 • QTLS & professional membership
European economic region	ESF (JISC)	• e-learning – national priority areas
National government– skills based	Skills funding Agency	• Adult literacy /ESOL/numeracy subject specialist diplomas
Communities of Practice		• Research and scholarship

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My model of CPD (Table 2) conceptualises CPD models representative of FE following a review of Kennedy's model for CPD (Diagram 2). Each typology presents an overview of working practices in FE either before, during or after the establishment of reforms to deep rooted traditional practices in FE. The model links to the principles of practitioner-based activities, historically. These were traditionally shaped by CoPs and offered peer mentoring in the form of guidance and advice in career development.

Practitioner led activities to inform practice to develop pedagogical skills and informed changes to teaching centring the learners at the heart of the transformational practices in FE. Due to the unpredictable tendencies of FE practices, it was not unusual for the management structure to consist of your peers, often experienced teachers with vocational and pedagogical expertise.

Kennedy's model (2003) has been instrumental to helping me conceptualise CPD models which better fit the FE principles of lifelong learning, from a practitioner perspective. The application of the initial principles of Kennedy's model has led me to conclude that CPD models and practices are interlinked and grounded in the principles of experiential learning (Kolb, 1975; Schon, 1983).

My conceptual model (Table 2) and simplified models (Tables 3a, 3b) showcase practitioner-based models and professional standard models of CPD. The conceptual model includes a range of CPD activities which exemplifies dual and triple professionalism, descriptors in support of the wider practices of FE professionalism: requisite skills held by the FE teacher, strengthened by their command of pedagogical, vocational and subject specialisms. Using this approach to CPD models,

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I just wish to re-establish the roots of CPD in FE and reposition reflective practice within autonomous CoPs or other supportive practitioner networks.

In reimaging the CPD framework, I have drawn together the key concepts around FE professionalism and applied the relevant concepts of existing models to illustrate the relevance to FE (Diagram 2).

2.7 Conceptualising the terms profession, professional and professionalism.

The terms profession, professional and professionalism are used interchangeably to delineate an agreed set of standards and code of conduct for occupations which require skills at an advanced level. Indicators of socioeconomic status and occupation are often used as markers of professionalism. Sociologists Larson (1979) and Mannheim (1980) view professionalism in terms of 'cognitive mastery' of a subject. In keeping with the theme of the professional as an expert, Schinkel and Noorgegraf (2011 p.68) define professionalism as the *'occupational behaviours and practices of workers who not only have full time jobs but also possess a clear sense of what their work is about and what is effective'.*

Evetts's (2014) more contemporary perspective views professions as a generic group of occupations based on knowledge both technical and tacit following a period of tertiary education and vocational training and experience from age. This age has since been lowered after the Tomlinson report (2004) as part of reforms to the 14–19 curriculum. The totality of definitions identifies commonalities and shared characteristics linked to educational standards, vocational expertise and occupational practices required of professions, support the theory that professions operate within a regulatory framework which governs the rules of the profession.

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Sachs' (2012, p.4) approach, from a taxonomic and Weberian theoretical perspective, recognises the complexities of defining 'profession', 'professional' and 'professionalism'. He identifies professionals as being 'occupational groups which gain and or maintain professional standing based on the creation of legal boundaries that mark out the position of specific groups'. Hughes (1958) agrees on the level of skills and competences required of professionals, but critiques the differences between professions and occupations being the degree rather than the kind of occupation. The distinction centred on how professions and occupations determine the ways of thinking about problems which fall in their domain.

Despite these occupational definitions of professionalism, there is a lack of consensus when defining professionalism as it relates to FE teachers. According to Helbsy (1999), the complexities of defining teacher professionalism changes in response to external pressure, public discourses and scientific pressures. Similarly, Robson (2001), identifies 3 key strategies which FE teachers in the UK rely on to improve their professional status: *social closure, professional knowledge and autonomy*. Social closure refers to groups in pursuant of their own interests with a desire to monopolize and typically try to create barriers for social and economic opportunities to others. Professional knowledge directly refers to occupational standards, subject knowledge and pedagogical expertise as markers of FE professional standards (FENTO, 1999; ETF, 2014; SET, 2017). In a continuous debate about the nature of knowledge and the many approaches to conceptualising knowledge. Saunders (2006 p.16) posits that teachers' professional knowledge is rooted in typologies associated with teachers' formal and technical knowledge as it relates to 'cognitive mastery' (Manheim, 1980).

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Whilst acknowledging the occupational definitions for professions, Beck and Young's (2005), evaluates how the marketisation and an audit culture has altered occupational standards and values to meet the new challenges. Beck and Young's (2015) application of terms 'inwardness' and 'inner dedication' describes the humane relation to knowledge and the adverse effects appropriation can have on teacher professionalism.

The rise of marketisation and concept of new managerialism in FE (Randle and Brady, 1997; Gleeson & Shain, 1999; Avis, 2005; Gleeson et al., 2005; Lucas & Nasta, 2010) have been recurrent themes when evaluated against how performativity can influence new forms of professionalism (Avis, 2017) within a transformative process. In looking at different perspectives on the transformative process**,** Avis critically examines the work of Sachs and Hargreaves (2003) on collaboration being essential to promoting professional learning communities, Hargreaves (2003) on professional development in virtual learning environments and Sachs, Hargreaves, (2003) on engagement with systems adaptation operating in a self-regulatory manner as being a positive approach to transformative professionalism.

Avis's (2017) evaluation of different perspectives on professionalism centres FE teacher professionalism around self-regulation and autonomy based on accountability, time and resources facilitating participation in learning communities. Avis advocates for greater degree of FE autonomy, given the factors cited, as one way to improve education standards and address concerns enabling equal opportunities and social justice around professional identity. It raises further questions around the complexities of evaluating characteristics of professionalism.

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A review of ONS (2003) identified how skilled and non-skilled workers used occupational and industrial standards (Hudson, 1851; Armstrong, 1851; SIC, 1948) to categorise and classify occupations and industries into clearly defined groups. Occupational classifications are largely based on job and tasks performed whilst industrial classifications group people based on the sector of economic activity in which they are employed.

The Standard Industrial Classification (SIC) was first introduced into the United Kingdom in 1948 for use in classifying business establishments and other statistical units by the type of economic activity in which they are engaged (ONS: 2003). A person's occupation classification could infer how strongly a worker was perceived in terms of professional and social status. Even within the categories for professionals, sub-divisions were created to distinguish different grading of professionals. Throughout the modifications to job classifications, the status of doctors, lawyers and accountants were consistently viewed as highly professional and placed accordingly in the highest classification for professionals. It is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008).

The constructs of professional identity and application to professional practice remain a political and social contentious topic. Historically, semi-profession and 'quasi-profession' has been used to describe teachers, social workers, nurses and similar 'social' occupations (Etzioni, 1969; Krejsler, 2007; Demirkasimoglu, 2010) as these occupational characteristics do not meet the criteria for occupations classified as professions.

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In trying to understand the distinction placed between semi-professional and professional, I have mapped Evetts's (2003) generic descriptors of professionals against the characteristics of teacher professionalism and ONS descriptors (2013). Evetts's seven stage modern classification (2003) provides one set of descriptors which encompasses the characteristics of a professional and of professionalism in the twentieth century mirrored by FE teachers even prior to 1992 and applied to workers in any occupation which fits the criteria. The five descriptors selected are relevant to FE teachers in their dual professional roles.

Descriptor one, membership of a professional body identifies an agreed set of rules for the profession which is regulated by a higher authority which can impose sanctions if the member falls short of the required standards. Descriptor two, professional standards are inherent in the job role and indicator of command 'cognitive mastery' in specialist areas (Mannheim, 1980). Descriptor three, autonomy is relative to self-management in teaching and administrative roles as well as interaction with external and internal stakeholders. Descriptor four dress codes are largely dependent on the context and functions undertaken by the professionals in everyday life. One pertinent example is the legal profession. The expectation that solicitors and barrister wear formal suits might be reflective of office standards but could change when representing clients in a formal court which might require barristers to wear wigs and gowns. Descriptor five, efficiency and efficacy are also synonymous with the effectiveness of a profession in line with society's expectations and aligned to membership of a professional body.

The requirements for dress codes when referring to FE teachers is not as straightforward in the examples cited for the legal profession. The notion of FE teachers as dual professionals (Robson, 1998; Peel, 2005; Orr and Simmons, 2010;

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Avis and Orr, 2014; Esmond and Wood, 2017; Kirk, 2019) situates FE teachers as both experts with industrial experience and in education. Although there is not usually any specific dress code in FE, the government has shifted in their position on compulsory membership of the Institute for Learning (I*f*L) on several occasions (LLUK, 2006; Wolf, 2010; Lingfield, 2012; SET, 2017). The voluntary approach to professional membership and dress codes in FE can be conflicted with the dual roles in industry where compulsory professional membership denotes a 'fitness to practice' in their areas of expertise.

Evetts's (2012) rule on membership of a professional body is equally controversial in the context of further education lecturers. The Institute for Learning (I*f*L) was the first professional body for teachers, tutors and trainers and student teachers working in the post compulsory education and training sector from 2002–2014. Between 2002–2007, membership of the I*f*L was presented as beneficial to FE teachers but not compulsory. From 2007, teachers were strongly advised to become members of the I*f*L and obtain QTLS as a standard of teacher professionalism. In 2014, the Education and Training Foundation (ETF), a successor of the I*f*L advocated for FE teachers to continue membership and QTLS status in line with revisions to the professional standards.

In most other occupations, it would not be possible to be in practice without professional membership, e.g., a doctor, accountant or solicitor. Using schoolteachers as an obvious comparator, registration with the General Teaching Council (GTC) confers qualified teacher status (QTS) on completion of their teaching qualifications as standard process.

Can it be argued therefore that FE professionalism should not be taken seriously if it does not meet all the requirements of Evetts's (2014) criteria? A review of only two

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characteristics of professionalism is not extensive enough to form a conclusion around markers of professionalism as a more holistic approach would consider the totality of the evidential characteristics of professionalism. What could be problematic is the historical legacy of further education teacher status and the complexities of how it has been situated within the wider education context of current ideology on professionalism. The hierarchical division of occupations and the placing of teachers on a lower category than doctors, lawyers or accountants implies that they do not have the ability to effect meaningful change in society, which is highly questionable when one considers that all professionals, by engaging with CPD activities have followed a programme of study or apprenticeship facilitated by a teacher of sorts.

The dismantling of the I*f*L (2012) and the revocation of 2007 the regulations on FE professionalism, the Lingfield Report (DBIS, 2012) have damaged external perceptions of FE professionalism which translates as a sector still uncertain about how professionalism is situated due to continual policy changes (SET, 2017) and a wavering commitment to impose QTLS and PGCE as the ultimate indicator of FE professionalism.

My research shows that participants view themselves as dual and/or triple professionals. Their interpretation of professionalism is very individual and personal. Dual professionals are subject specialists and teaching professionals that are devoted in developing their knowledge and expertise in both aspects of their role to ensure the best outcomes for learners in their sector (Green, 2015; Education and Training Foundation, 2014).

Dualism (Gleeson et al., 2007), Dual identities (Bathmaker et al., 2005; Orr et al., 2010), Dual professionalism (Shain et al., 1999; Peel, 2005) are interchangeable terms. The self-identification of Further Education teachers and trainers is central to

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this thesis. The dual professional category incorporates vocational/industrial specialism and pedagogical subject knowledge of the further education teacher. It reflects how agency and structure combine to produce a more transformative conception of the further education professional. Historically, vocational teachers in the further education sector had a first or second career in industry before embarking on a teaching career bringing two or more subject specialisms to the FE Sector.

Extensive research conducted as part of the Professionalisation Agenda (Robson, 1988; Simmonds et al., 2009; Avis & Bathmaker, 2005; Orr et al., 2010) identified the professional profile of the average FE teacher as mastering a minimum of one subject specialism and pedagogical specialism on entering the profession prior to the educational reforms.

The literature review on FE professionalism indicates that tensions still exist between the requirements to obtain QTLS as a mark of professional status and the knowledge of the teaching cohort that professionalism is defined by several characteristics in addition to QTLS, which as a relatively new concept cannot in itself be reliable.

The contention supported by the literature review and my field study is the wide range of qualifications often obtained by FE teachers usually before they enter the profession and the memberships of their subject specific professional bodies which requires a level of CPD and adherence to rules which override the requirements for QTLS. QTLS highlights the mastery of pedagogy and acknowledges the application of subject knowledge to support pedagogy, unlike memberships of subject specific professional bodies, which puts the mastery of the subject within certain categories of membership which defines the level of professionalism of its member as an associate member (normally a student), member, a Fellow and so forth.

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Some of the profiles of my research sample indicated that all were educated to master's degree level and more than a quarter of the sample had doctorates. On the vocational side a large percentage had professional membership from external organisations linked to their subject specialism and only a few also obtained QTLS.

The argument for QTLS was almost redundant based on the greater importance they placed on their subject specialism and the fact that the requirement for QTLS for new teachers had only been in existence since 2007 (LLUK,2007; Lingfield, 2012) as part of the new regulatory framework for FE teaching qualifications. This requirement extended to all FE teachers in 2010. The fact that a teacher qualification and QTLS is no longer a requirement to denote an FE teacher's level of professionalism (DfES, 2012) has impacted on the values which DFE's has placed on FE teacher professionalism. In the light of this, the DfE needs to review the FE workforce profile and accord FE the same status as schoolteachers who must comply with the DfE requirement on qualifications, professional formation and registration on qualified teacher status. FE teacher professionalism as labelled by external sources remain problematic.

Triple professionalism (Hodgson & Spours, 2017) is a more recent labelling of FE teacher problem. Triple professionalism has been developed alongside the same principles as 'dual professionalism' but involves and additional dimension to cope with the pressures of 'wider managerialism and marketisation of FE'.

This approach to professionalism could be characterised as democratic, activist and ecological, which could underpin the co-production of knowledge and professional development, with leadership being seen in a supportive role. A new democratic/ecological model of Triple professionalism (Hodgson, 2016) is essentially

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no different to the changing demands for upskilling the teaching workforce driven by the marketisation of the sector and the increased demands of managerialism.

Teacher's view of their professionalism would suggest that they have always identified their own needs and requirements for CPD as well as CPD imposed from the Department for Education (DfE). They are also managers of their teaching and learning environment whilst working within the administrative guidelines.

Criticism of this approach to Triple Professionalism is valid, although no alternative approaches have been offered. FE teachers traditionally have also maintained their own community of practice and received support from colleagues in their own specialist subject areas as well as pedagogy. This is largely due to the sense of isolation based on the typical profile of a FE teacher. Additionally, FE teachers have always been subject to a type of managerialism and marketisation of the sector (FHE, 1992).

FE teachers have demonstrated a great deal of flexibility in how they have been responsive and adapted to local education authority to national government management of the sector. An historical overview of FE since Incorporation identifies how organisations and staff have had to adapt with the climate of marketisation by relying on their self-defined professionalism to stay gainfully employed.

The point I am trying to make is that the professionalism of FE teachers cannot be quantified or defined by terminology which restricts the characteristics of teachers/trainers. The literature and my field study suggest that those labelled 'dual or triple professionals' simply view themselves as professionals. Labels imposed by others therefore have no meaning.

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2.8 Professionalism as an ideology and value system

> Professionalism as value system or as ideology can both be seen as operational on macro (societal, state and market), meso (organisations and institutions) and micro (groups and actors) levels. (Evetts, 2003 p. 5).

When analysing value systems, Evetts (2003) argues that values formulated by society are extrinsic and are only meaningful according to the relevance which society places on them. Intrinsic values are endorsed by an individual in terms of their expectations. It is not reliant on society to determine criterion for achievement and success regarded by external stakeholders. Professionalism as a value system and professionalism as an ideology has always been visible in FE vision of lifelong learning as a continuum of an individual's purpose and goals in society in addition to value placed on societal norms.

Tawney (1921) places greater emphasis on an individual's commitment to societal norms and values than ideology. Professionalism as a form of social stability (Marshall, 1950) and a buffer against industrial and government bureaucracy (Carr-Saunders & Wilson, 1993) are integral to the long history and clarification of professionalism.

Ethics governing professionalism are inherent within 'codes of conduct' which underpin professional practice in accordance with Durkheim's (1958) 'study of morals and juridical facts'. According to Durkheim, 'professional ethics must encompass rules of conduct which obey the rule of law and order and the responsibilities assumed by individuals to maintain societal rules. Breaches of which can incur sanctions' (p.1).

Society of Education and Training's (2016) code of Professional Practice is outlined in two parts: Part one relates to the mandatory, actionable provisions, code of

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professional conduct and sanctions. Part two relates to ‘aspirational provisions’ relate to the Code of Professional Practice set out in the professional standards (ETF, 2014).

Sociologists have revisited the concept of professionalism in attempts to understand occupational and organisational change and the prominence of knowledge work in different social systems and global economies. The concept of is regarded as the process to achieve status within certain professions. The purpose of professionalisation in these contexts is to pursue, develop and maintain the self-interests of distinct occupational groups in order to monopolise and protect salient characteristics, such as salary status and power within society (Larson, 1977; Abbott, 1988). This interpretation of professionalism was prominent in the 1970s and 1980s and was modelled on the hierarchical structures of the legal and medical professions. The aspirations of said professions is associated with aspirations to monopolise the labour markets and guarantee upward social mobility reflecting the ranking criteria applied in the national readership survey (NRS) and Office for National Statistics (ONS) occupational measures of social class conducted between the 1960s and 1980s (Dobson, 2016).

The second understanding of professionalism relates to ‘market professionals’ and their attempt to influence market forces have placed them in a different structural position. Larson (1977) posits that the bureaucratic professions model of professionalism as an ideology presents an alternative approach to the occupational professionalism described in the first wave. According to Larson, professionalism as an ideology can only be examined from these two competing perspectives which have established criteria and cemented a hierarchical structure for maintaining the professional frameworks enjoyed by the professional level occupations and bureaucratic organisations.

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Consideration must then turn to the positioning of FE within the hierarchical structure and the difficulties of carving out a professional space for the sector given the inherited hierarchical structure dominated by the first and second wave medical, legal and financial professional occupations and bureaucratic organisations. The Professionalisation Agenda framework for ITT is situated within the established frameworks and stands in direct conflict with the ideological positioning of established FE practice, which regards learning as a social construct responsive to learner needs, shunning the business or occupational models of professionalism.

Larson (1977) and Cooper's (1988) hypotheses clarify the unsurmountable barriers for FE professionalism and how it is situated within two dominant and competing models; adopted by central government as a template for all professions. The existing ideologies presented to FE and the social mobility monopolised by the dominant groups place the teaching profession at an obvious disadvantage, as it has no leverage to influence the power structures which mirror a marketised agenda.

Friedson's (1982) critique of Larson's hypothesis on how professions can monopolise the growing market led economy or Cooper et al's position on the role of accounting professions and regulations (1988), do not present alternative justification or hypothesis to disprove Larson's theory. In response to discussions around professionalism, Evetts (2013, p.788) posits two different forms of professionalism in knowledge based work which overlap Larson's (1977) on professionalism. Evetts's (2013, p.788) occupational professionalism reflects the qualities of FE professionalism, especially regarding academic autonomy and collegial authority between practitioners, institutions and relevant authorities. Organisational professionalism is an amalgamation of Larson's (1977) earlier examples of managerialism but, unlike Evetts's model, Larson provides additional criteria to justify

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that the legal and medical professions were deliberate in their attempts to monopolise how professionalism should be structured and recognised, and the qualifying characteristics of professionalism more as a selfish practice to guarantee their place at the top of the hierarchical structure linked to levels of pay and decision-making autonomy. Collegial authority was limited to these select groups deemed to be worthy of the same high professional status.

As a teacher educator and teacher who advocates lifelong learning, I support Evetts's (2013) principles of occupational professionalism. These are mainly to the wider principles of learning and the role of teachers to facilitate learning wherever it takes place. I envisage teaching as a skilled occupation, which relies on mutual cooperation and trust of likeminded people.

2.9 Later policy initiatives and the Professionalisation Agenda

The education policies included in this section present an overview of the relevant legislation governing national standards in ITT which underpin the elevation of standards in teaching and learning as part of a global education agenda (DIUS, 2007) and frames the direction of the research. They are situated within the ideologies of organisational professionalism (Cooper, 1988; Larson, 1977; Evetts, 2013) and bureaucratic organisations (Larson, 1977) depicted in the professional framework for FE.

The policies selected in this section have been instrumental in the government's objectives for the Professionalisation Agenda in Further Education. The reference to associated legislation (Learning and Skills Act, 2000; FETQR, 2007; IRHEF&SF, 2009) is material to the policy levers which have inadvertently contributed to revisions to professional standards in ITT (LLUK, 2004) and mapped teaching and learning in

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FE within a global context. The impact of these statutory instruments is referred to throughout the literature review but do not form part of the substantial discussion around policies affecting teaching practices around the professionalisation agenda.

The policy timeline (Table 4) illustrate educational policies linked to regulatory and policy frameworks which have impacted on the restructure of ITT and are described in more detail further on in the section.

One common feature of these policies is the overarching agenda of the government to harmonise existing practices around quality standards for measuring teaching quality, marketed as teacher professionalism. Although this claim could be seen as presumptuous, some scholars have argued that any movement towards increased state control is a hidden managerialist agenda in terms of the benefits to the sector (Ainley & Bailey, 1999; Bathmaker (2005a); Simmons 2009; Hodgson & Spours, 2017).

Table 5 presents an overview of policies illustrated throughout this chapter in chronological date order, indicating the intensity of the shift in FE governance. The thesis acknowledges the Learning and Skills Act (2001) as the government legislation responsible for delivering provisions in the Learning and Skills Sector. All references to the Learning and Skills Sector, act as a point of reference for FE provision since 2000.

Table 4: Government legislation implementing The Professionalism Agenda - 2000-2012

Year	Report Title	Features	Agency
2000	Learning and Skills Act	Creating a framework to consolidate skills in the FE sector	Government Legislation
2001	Further Education Teaching Qualifications Regulations	Reforming professional teaching qualifications	LLUK

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2002	Success for All	Reforming Further Education and Training	DfES
2004	Equipping Our Teachers for the Future: reforming ITE for the Learning and Skills Sector and creation of Centres for Excellence in Teacher Training	Reforming ITE for the LSS and creating CETTs	DfES
2006	New Overarching professional standards for teachers, tutors and trainers in the Lifelong Learning Sector	Reforming professional standards in ITE	HMSO
2007	Prosperity for All in a Global Economy – World Class Skills (Leitch Review of Skills)	Reforming the skills set of the working population in UK	DIUS
2007	Further Education Teaching Qualifications Regulations	Reforming professional teaching qualifications	LLUK
2009	Independent Review of HE funding and student finance – The Browne Review new academics	Proposing professional teaching qualifications as a requirement for new academics	DBIS
2011	Review of Vocational Education - Wolf Report	Recommending that members of the IfL with QTLS should have parity of esteem with schoolteachers.	DfES
2012	Legislation states that members of the Institute for Learning with QTLS are qualified to teach in schools	Endorsing Wolf Report	DBIS
	Interim report from Lingfield panel	Proposing the revocation of FETQR (2007) requiring lecturers to be qualified to teach in LLS	DBIS

Success for All (DfES, 2002) sets out a strategy for the reforms that have been latterly described as the Professionalisation Agenda. Ostensibly, the overriding objectives of Success for All (DfES, 2002) were to raise standards of teaching, learning and training; and to create a new standards unit in partnership with the Learning and Skills Council (LSC) responsible for improving quality in all aspects of teaching and learning, including workforce development (Clark, 2004).

The partnership between the LSC and the standards unit (SU) seemed a robust approach to achieve the objects outlined in SfA (2002) with each agency given

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responsibility for developing two specific themes, both overlapping and increasing the possibilities of achieving the overriding objectives set out in the Introduction.

> *'to strengthen Britain on the dual and inextricably linked foundations of social justice and economic success. We must give further education and training its proper place as a vital mainstream part of the education system. The sector should be at the cutting edge of our aspiration to enshrine lifelong learning in the daily lives of our citizens and the culture of our country' (Clarke, 2002).*

The Standards Unit lead on themes 1 and 4 focused on meeting needs, improving choice and developing a framework for quality and success. LSC lead on themes 2&3 concerned with putting teaching, training and learning at the heart of what we do and developing the leaders, teachers, training and support staff of the future.

The roles and responsibilities of the Standards unit and LSC in achieving the intended outcomes of the policy, present as a robust approach to quality assurance and performance management. The need for a long term strategy to enhance professional teaching standards post FENTO (1999) can be attributed to the findings of the national survey inspection report which identified fundamental structural weaknesses in several areas of ITE (Ofsted, 2003 p.12) including '*the impact of different pedagogical approaches to learners*'; '*English and maths provisions due to a shortage of specialist teachers and a lack of English and maths expertise amongst vocational tutors*.' It is no coincidence that the subsequent policy on raising standards in ITT (LLUK, 2004) introduced an integrated framework to address the structural inadequacies raised by Ofsted's inspection report.

The implementation of the new regulatory frameworks can be viewed as an effective government strategy used to justify and strengthen government dominance over the operation, financial and strategic management of the FE sector. Broad (2010) views government attempts at linking funding and inspection regimes evidence of tighter

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regulatory controls for a sector with a predominately part time workforce, implementing a standardised ITT curriculum, requiring a level of engagement with mandatory CPD activities beyond their contracted working hours.

Another view about the standardisation process is more cynical: institutions already familiar with local authority funding procedures, were now forced to transition to the OFS based on key performance indicators for students and teachers rather than the previous local authority grants allocation for courses.

'Success for All' presented incentives for colleges to expand provisions and achieve growth by achieving targets set by central government. FE institutions, which had experienced the FEFC funding methodology would have been aware of opportunities to maximise funding and increase provision and reminded of the repercussions when not meeting projected targets. Whilst Success for All in the objectives committed to an expansive programme of training and support for teachers and trainers, the requirement to demonstrate 'proven effective practice' as a justification to increase funding, based on the government's criterion of 'proven effective practice', often overlooked the range of transferable skills FE teachers, which were gained outside FE, sometimes articulated as part of their dual professionalism identity (Robson, 1998, 2006; Avis & Bathmaker, 2007; Orr & Simmons, 2009; Hodgson & Spours, 2016)

Success for All, whilst purporting to achieve fairness for all and support for learning provisions, is a continuation of managerialist principles to advance repressive and limiting policies initiated under the ERA, 1988 and FHEA, 1992.

Equipping our Teachers for the Future (LLUK, 2004) emerged as a policy document identifying aspirations for teacher training within the sector and consolidating previous

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initiatives to enhance teacher performance in FE. The new ITT policy framework focused on three strands.

Strand one's remit was two-fold; harmonisation of teaching standards and professional qualifications in LLS in line with the school sector focusing on the structural weaknesses of professional formation in ITE identified in the Ofsted inspection report (2003). The second strand created a network of Centres for Excellence in Teaching Training (CETTs) in the UK on a regional basis which provided a centralised approach to CPD instigated by the changing roles of teachers and trainers in the LLS and the diversity of educational and vocational curricula in FE. The third strand created a parallel structure mirroring the criterion for professional status of teachers in FE and the school sector which required FE teachers to acquire qualified teacher status in learning and skills (QTLS) endorsed through membership of the Institute for Learning (IfL), the first professional body for teachers and trainers in LLS. In terms of the criterion for professional status, the requirements for QTLS and professionalism membership of the I*f*L, aligns with Evetts's (2013) category of occupational professionalism on account of their collegiality and membership of a professional body whilst their position in relation to Larson's (1997) organisational professionalism remains peripheral. A review of Larson's criteria highlights that FE teachers do not have any influence in society, as they are not positioned within the upper echelons of the professional hierarchical structure nor do they exert any influence over their own salaries or are in any position to determine the criterion for professionalism. Their status as professionals is inherited from previous structures and FE teachers do not share the same professional status as those in the legal or medical field.

Equipping Our Teachers for the Future (LLUK, 2004) has demonstrated the resilience of FE tutors based on their adaptability and responsiveness to changing standards

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and quality frameworks in ITE. Lucas et al. (2012) identify multiple layers of quality processes which are not always necessary in reference to the repetitive nature and the over-assessment and duplication of competencies contained within the core units (LLUK, 2007) of the LLUK standards (2006). The role of the Standards Verification Unit (SVUK) also overlaps some of the work of LLUK. As mentioned earlier in this section, quality assurance procedures and funding are inextricably linked as a running theme embedded in all educational policies and practices within the Professionalisation Agenda framework.

The Leitch Report (2007) 'Prosperity for All in the Global Economy: World Class Skills'

The Leitch Report's main aim was to address the deficit in the UK's long-term skills needs and identify an action plans to improve teaching and learning in LSS. The report focused on the academic and vocational needs of the UK working population and set out ambitious goals for 2020 which, if achieved, would make the UK a world leader with an effective 'skills strategy', further extended in 'Skills for Sustainable Growth' (Cable, 2010).

The requirement to close the skills gap had wider implications for vocational education curricula in terms of the balance of knowledge and skills needed to meet the attainment gap, identified in the Moser report (1999); Success for All, (DfES, 2002), Equipping Our Teachers for the Future (LLUK, 2004) and linked policy initiatives. The implications for ITT rested on improvements for professional development first addressed in the FENTO standards (1999), successive policies and the Ofsted Report (2003) with a continuous focus to improve professional standards in ITT.

As a continuous theme for promoting professional development linked to performance management, in 2007, the Further Education Teachers' Qualifications Regulations

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FETQR) endorsed the reforms to professional qualifications for FE teachers outlined in the FE White Paper, Further Education: Raising Skills, Improving Life Chances (DfES 2006). The FETQR reforms, replaced the Further Education Teachers' Qualifications (England) Regulations 2001 (the 2001 Regulations) (DIUS, 2007) and made recommendations towards a new framework for professionalism in further education in England within the context of Skills for sustainable growth strategy (URN 10/1274) as part of the review of the 2004 regulations. The 2007 policy reforms further endorsed the requirements of the 2004 regulations, in short; the national teaching awards, PTTLS, CTTLS, DTTLS, professional status categories, ATLS and QTLS; annual registration of IfL and a requirement to complete annual CPD based on 30 hours full time equivalent.

Although specifically addressing HE provisions, FE was impacted by the cuts as the revised ITT programmes reflecting the new teaching qualifications were largely delivered in HE institutions, therefore any cuts to teaching grants, would affect teacher enrolment on ITT programmes especially as the C&G 730 level 3 and C&G 740 level 4 teacher qualifications traditionally delivered in FE institutions were phased out as part of improvements to national teaching standards post FENTO (1999).

FE teachers who also taught in HE, were again subjected to reviews on teacher professionalism, from 2009, requiring new academics with teaching responsibilities should undertake a teaching qualification.

In 2011, Gove, the Secretary of State for Education commissioned ***The Wolf Review***, as an independent review of vocational education in the UK. Wolf's recommendations on the need for "brilliant vocational teaching" (Wolf, 2011) mirrored the findings of the Leitch Review (DIUS, 2007) in wanting a professional teaching workforce responsive

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to the needs of the economy. By endorsing that FE teachers with QTLS status should be allowed to teach in secondary schools, Wolf (2010) brought the vision of *Equipping Our Teachers* (LLUK, 2004, p.5) one step closer to FE teachers enjoying parity of esteem with teachers in the school sector. Although, QTLS has been marketed as the equivalent of QTS employers and schools were initially resistant to recognising that professional teaching standards demonstrated for QTLS was on the same footing as QTS and was therefore reluctant initially to accept QTLS holders as teachers in schools. Going forward, a new enriched QTLS (SET, 2017) following more comprehensive revision to professional teaching standards (ETF, 2014) have reduced the barriers faced by FE teachers when they applied to teach in the secondary schools.

The Lingfield Report's recommendations **(**2012) marked another setback for FE professional status. The Lingfield Report was tasked with a review of the professional standard contained within the 2007 Further Education Teachers' Qualifications Regulations reigniting doubt once again in employers who were not totally convinced that FE teacher qualifications were robust for the transition to school teaching.

SET (2014) reported on the number of changes recommended in the Lingfield Report, including a revocation of the 2007 workforce regulations and the simplifying and renaming of the PTLLS, CTLLS, and DTLLS teaching qualifications.

The most contentious point raised was leaving the employers to decide on the status and qualifications needed for the further education lecturers by withdrawing the provisions of the FETQR, 2007. In paragraph 4.2, page 22, it states:

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> "The 2007 Regulations are no longer fit-for-purpose, nor are they so well-founded that amendment will deal adequately with their shortcomings. We recommend that they should be revoked with effect from 1 September 2012. We recommend in their stead a largely voluntary regime of in-service advanced practitioner training and CPD for lecturers, based on advice to employers drawn up through consultation conducted urgently by LSIS and encapsulated where appropriate in contracts issued by the funding bodies."

The Sector publication ***Adults Learning*** (2012) represented a range of views which both supported and challenged the key issues raised in the Lingfield Report. In support of the findings, FE teacher union representative, Dan Taubman (p.13), acknowledged how the Report, 'has outlined a way forward on professionalism for further education staff', a view supported by Simons (p.16), who welcomes the review as a recognition of the diverse roles and responsibilities within the sector and the Association of Employment and Learning Providers (AELP) representative, Hoyle (p.16), who advocated for the simplification of existing ITT qualifications.

Those who disagreed with the reversal of the 2007 regulations (DBIS, 2012) viewed it as an attack on FE teacher professionalism. Crawley (p.15) stated that 'positive evidence about improvements in professionalism has been ignored', a view supported by Dennis (p.16) who summarised how the reforms undermined past enhancements to professionalism. Whilst Gleeson (p.17) and Fazaeli (p.13) articulated their views on the dangers of 'downgrading the standards of FE teaching and learning' and placing ownership into the hands of employers and managers as a backward step.

The animated responses to the Lingfield Report (2012) need to be viewed according to the position of FE teachers before the reforms and the constant updates and requirements for teacher professionalism requiring a degree of flexibility and adaptability.

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The linkages between all the policies and the government's rationale for the restructure to ITT must be viewed in terms of the covert managerialist agenda and should consider the developments in the FE workforce prior to Incorporation. Contributions to teacher professionalism cannot be looked at in isolation nor imply that teacher professionalism was non-existent prior to the reforms. The flurry after policy to reform FE teacher professionalism that remains progressive despite the many constraints, can only suggest that the harmonisation with FE practice on a global level, is more in line with the rhetoric of the Leitch review. The research posits that managerialism is the driving force behind the governments overwhelming policy initiatives.

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2.10 Developments in ITT: 1944–1992

The 1994 Education Act 'The Butler' Act makes provisions for Tertiary section, presenting Tertiary education as a separate entity from compulsory education for the first time. As part of this recognition, local education authorities were created and tasked with managing funding streams and curriculum priority areas under central government administration. Prior to 1944, Funding of post compulsory education was administered centrally, often relying on scholarships linked to 'technical and manual instruction' (Hillier, 2006), 'whiskey money' (Bailey, 2002), and other taxable sources through commercial operations.

CPD linked to teaching standards, qualifications and professional development were streamlined through continuity of provisions, standardisation and harmonisation of practices. The creation of area training organisations (ATO) and National Advisory Council on the Training and Supply of Teachers (NACTST) in 1949 can be credited with creating a framework for reviewing standards in ITT, advancing developments towards FE teacher professionalism.

The development of teaching qualifications ACSTT I, II, III, later ACSET I, II, III for part time teachers supported by a mentoring programme of subject specialists were earlier innovations for emerging national structures for teacher training; administered under the Advisory Committee on the Supply and Education of Teachers Education (ACSTT) and Advisory Committee for the Supply and Training of Teachers (ACSET). Divided into three parts, each stage of the qualification accumulated a set amount of credit points and teachers were awarded the Certificate of Education validated by an HE institution at the end of the third stage. The standardisation of qualifications available to part-time teachers as part of in-service presented a structured approach to staff development which continued throughout the ensuing period.

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ACSET also incorporated qualifications for teacher training entitled ‘Training the Trainer’, advanced practitioners with a responsibility for facilitating ITT programmes, today’s equivalent of Initial Teacher Educators.

As a continuation of this provision, CGLI Further Education Teacher’s certificates in the 730 level three and subsequently 740 level four series, continued to develop as the criteria for professional standards were raised. These courses although initially intended for part time teachers, also attracted full time teachers who wished to gain professional qualifications, equivalent to an THE Certificate of Education (Cert.Ed.).

The establishment of Institutes of Education (IOE) arising from former technical colleges contributed another layer in shaping the professionalisation agenda. Each technical college initially maintained a strong ITT curriculum within a separate department as part of the restructuring of FE providers and are now part of HE providers (Huddersfield University, University of Greenwich, Wolverhampton University and the University of Bolton). The longer courses in technical and vocational subjects led to Qualified Teacher Status (QTS), alongside CPD courses according to the regional variations and industries prevalent of specific colleges.

The growth in ITT programmes is one firm indicator of a greater degree of professional convergence between school and FE teacher qualifications, subject specialism and professional recognition.

The 1963 Robins Report (ch.1) presents a further review of technical colleges, colleges of education and teacher training colleges (Gillard, 2011) and the relationship with HE. The rationale adheres to a review of standards and considerations for additional structures needed within the Tertiary sector as contained within the minutes of the report.

> We were appointed by Treasury minute dated 8th February 1961: 'to review the pattern of full-time higher education in Great Britain and in the light of national

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> needs and resources to advise Her Majesty's Government on what principles its long-term development should be based. In particular, to advise, in the light of these principles, whether there should be any changes in that pattern, whether any new types of institution are desirable and whether any modifications should be made in the present arrangements for planning and co-ordinating the development of the various types of institution'. (Chapter 1, Robins Report 1963 in Gillard, 2011)

The review of the standards is one of many indicators of the journey of FE towards professional status and the development of the Professionalisation Agenda. The compulsory requirement for designated CPD is one further indicator how FE professionalism has evolved.

CPD for senior teachers, managers and administrators was provided by the Further Education Staff College (FESC), established at Coombe Lodge, Blagdon, in the 1950s. It had a developmental role in facilitating professional courses in education on a residential basis for educational leaders and senior teachers from technical colleges to engage in CPD. It was established as the first national staff college of further education in 1961 dedicated to professionalism. One of the aims of the staff college was to 'develop in senior teachers the breadth of outlook, attitude of mind and authority required to stimulate and inspire teaching and research, to talk with confidence to senior executives of industry and commerce to exert a powerful influence on thought and action outside as well as within the colleges (Coombe Lodge, 1961). The significance of the FESC is that it was funded by central government and private funders in industry in recognition of its scope in assisting the development of FE provisions and its potential for research with partnerships in Europe.

The holistic approach to raising standards through CPD, qualifications and reflective practice has advanced current developments in FE, through a series of training events, courses and conferences highlighted in this section up to 1992. A continuation of the

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training development within the sector is more evidenced in the harmonisation of ITT underpinned by policy initiatives since Incorporation.

The Further and Higher Education Act (1992) established the historical move from local authority to central government funding and administration of further and higher education. Following incorporation, the Further Education Funding Council (FEFC) assumed decisions about the level of investment in continuing professional development for teachers in the sector (Lucas, 2004). The responsibility of establishing a uniformed model of ITT would therefore be financed from central sources and delegated to institutions in the sector.

The historical context is relevant in terms of how developments arising from the specified education policies have impacted on ITT as part of the New Labour lifelong learning agenda for skilled and qualified teachers (Learning and Skills Act, 2001). They further highlight the globalised education reforms which have influenced educational policy in 'almost every country in the world' Young's (1998) and have identified the wealth of critical analysis in government policies which affect the development of ITT and how it is modelled on the standards introduced by the Teaching Development Agency in the school's sector (Lucas, 2007; Nasta, 2007).

Further Education National Training Organisation (FENTO, 1999) and successor Lifelong UK (LLUK, 2006) teaching standards framework promotes professional recognition of ITT. In both the compulsory and post compulsory sectors, values, and a determined level of practice defines teacher professionalism.

The recognition of FE teaching as a profession and the award of Qualified Teacher Status is a result of educational policies (LLUK, 2004; 2007) since the shift in requirements have been two-fold requiring mastery of pedagogy and subject specialism. Mastery learning is a philosophical concept applied in Primary education.

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The focus is applying effective teaching strategies to deepen learning and competence on an individual basis within a group setting practised within Primary school settings (Davis, 2018; Evans, 2017).

Larson (1979) Mannheim (1980) view professionalism in terms of 'cognitive mastery' of a subject. Mastery for teachers incorporates strategies for deeper learner; developing competencies around knowledge and skills in subjects at an advanced level either through qualifications or practical experience, not dissimilar to current requirements for qualified teachers to have a PGCE or equivalent as well as a subject specialism at level 5 or above and QTLS as a minimum requirement to teach (DfES 2002, 2004). New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (Ramell, 2013) has allowed FE to have a baseline for comparisons with the teaching standards framework within schools.

In its preamble on the attributes of professional development in ITT, SET (2014) asserts that:

> Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practice in the context of a changing contemporary and educational world (SET, 2014)

Whilst the school sector asserts:

> The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England (DfES, 2003, 2012).

The Adult Core Curriculum (LSA, 2000) is modelled on the school system and requires teachers of English for Speakers of other Languages (ESOL), Literacy and numeracy to acquire subject specialist qualifications in addition to pedagogical qualifications as part of the Skills for Life (SfL) Agenda (LSA, 2000). Apart from a uniformed approach in this area, there are still uncertainties regarding subject specialisms and mastery of

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expertise between the sectors which detracts from the overall view of FE teacher professionalism.

Critical analysis of educational policies since 1992

Parallels between the QTS standards and additional core standards in schools have influenced the content of the overarching professional standards for teachers in the lifelong learning sector (LLUK, 2007) and mirrors the trends identified in comparative research in Australia and the USA (Jasman, 2002).

Reynolds' (1999) paper focuses on the management standards initiative (MCI) as another growth area of policy since Incorporation (FHE Act, 1992). The relevance to Initial Teacher Training (ITT) relates to the introduction of National Standards required for Qualified Teacher Status in Further Education proposed by the Teacher Training Agency (TTA) for the first time. Aspects of this model are now enshrined in the current policy document Equipping Our Teachers for the Future (DfES, 2004). Implementation of new streamlined professional standards (ETF, 2016) and the revised QTLS is promoted as a 'badge of professionalism for post-16 education and training' (SET, 2019).

Reynolds' paper (1999:250) seeks to analyse further the relevance of the occupational standards which the FEFC funding methodology apportioned to the management structure of institutions from a competence-based approach to professional development. This equates to a set of professional standards which teachers need to achieve to obtain QTLS. Reynolds (1999) questions the change in focus from process, purposes and outcomes of professional standards to outcomes alone. She also provides a contrast with the TTA's national standards for QTS which have more specific references to subject knowledge than ITT in Further Education.

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The reversal of policy (LLUK, 2004, DIUS, 2012) on the compulsory requirements for professional qualifications to teach in FE is ultimately a step backwards for FE professional status and puts FE back in a precarious situation where national standards are deemed not necessary for the sector although it remains compulsory for teachers in the school sector. The lack of endorsement to maintain national standards in FE indicated that perhaps the sector remains marginal in relation to the other education sectors despite the resistance in the sector which argues of the need to recognise and maintain occupational standards in line with other teaching professionals.

The re-introduction of updated profession standards (ETF, 2017) can be viewed as the government re-positioning the FE system as a knowledge economy (Weber, 2011); and its attempt at contributions to global development, the professional requirements of transformative practices within FE workforce must correspond to the demands of the global economy (DIUS, 2012) in terms of efficiency, efficacy and effectiveness.

Bathmaker and Avis's (2005) research builds on the extensive literature already in the field on transformative practices and the impact on teaching and learning (Ainley and Bailey, 1997; Avis, 1999). The case studies explored by Bathmaker et al. (pg.9–14) provide an insight into the critical pedagogy within the social, historical, political and economic context of the teachers' own experiences and their responsiveness to the reforms in terms of transformative pedagogies. Clarke (2002 pg.67) and Smyth (1996 pg.42) in Bathmaker et al. (2005 pg.7) draws on the Marxist analysis of the government's position of power of which the teacher is both oppressed and powerless (Freire, 1996; Giroux, 1983).

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2.11 Managerialism and marketisation of FE.

Prior to 1992, there existed other forms of managerialism as the sector has always been regulated. Even as far back as 1988, when I started in the profession, the level of autonomy of teachers in planning, assessing and teaching had to be approved by course tutors, course managers, programme leaders or equivalent personnel within the management structure. More importantly, courses were developed in accordance with a policy initiative by the department for education in response to social, economic or political contexts external to education. So essentially there has always been some form of managerialism and marketisation although not labelled as such at the time. Teachers, however, have also maintained a level of 'critical consciousness' (Freire, 1996) as part of their 'self-imposed' autonomy and as a coping strategy.

Robson (1999) also makes the salient links with the growth in professional identity, status and the new culture of 'managerialism' in the 1990's. Avis (in Robson, 1999) explores the relationship between managerialism and professionalism by examining the complexities of the roles of a teacher in FE. The standards implemented since September 2007 is an attempt to raise the status of teaching within a wider learning and skills sector and to create a more 'professionalised' teaching workforce (Thompson & Robinson, 2008). Unlike FENTO, the new LLUK standards do not meet the criticisms relating to self-regulation (Lucas, 2004:45) or the occupational rather than professional orientation of FENTO to raise the quality of teaching in further education' (2004b pp.104–6).

Bolton (2007) highlights the focus of education policies (DfES, 2004; 2006) in reframing the language used to challenge the need for organisational changes in the area of leadership and management. The revised standards (LLUK, 2007) incorporate

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‘professionalising’ and promoting teacher ‘excellence’ and regurgitates the mantra of ‘professionalising the workforce’ (DfES, 2006).

Steer et al. (2007 p.188) argue that tighter policy steering, and increased central control does not guarantee a better ‘public service for all’. The inability to include teachers as active partners in the shaping of reforms can in fact not lead to the intended outcomes. The critical paradigm (Freire, 2000) would reject this ‘banking model’ of education in favour of ‘liberatory’ education (or pedagogy) as the most appropriate model to support policy levers by allowing teachers to act as ‘critical co-investigators’ in dialogue with the policy makers. Beale (2004) in Thompson & Robinson (2008 p.1) views the whirlwind of change which has swept through ITT as not on equal footing in terms of quality to the professionalism experienced in ITT in the school’s sector.

The policies which have impacted on the Sector seeking to regulate a sector which according to literature regulated itself. It suggests therefore that the approach to professionalism has always been top down and not bottom up. Practitioners in the field would have a better idea on how the sector should be reformed and how they can be best supported to maximise their potential as professionals.

The tension between FE teacher and schoolteacher professionalism has been orchestrated unnecessarily by central government and seems to stem from the historical basis of FE as a vocational and technical training provider which has led to a degree of prejudice against the practitioners within the field. From the lack of recognition and differential treatment, my research has shown how FE teachers have adopted effective coping strategies so that they are less affected within their professional practice.

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2.12 Tensions - Resistance to the rise in Marketization of FE

The initial reforms did not accommodate the different models of workplace practices within the sector (Young & Lucas, 1999). The marketisation of the FE sector (Robson, 2006) is identified with a change in power relationships between professionals and managers (Table 5). Hyland and Merrill (2003) in Robson (2006 p.112) analyse the emerging conflicts which can occur between managers who sometimes do not have an educational background. Studies have shown that FE teachers have experienced the shift in roles and responsibilities which has contributed to low morale, loss of self-esteem and being subjected to increased surveillance (Hyland & Merrill, 2003; Ainley & Bailey, 1997; Randle & Brady, 1997). In the same studies, some teacher respondents have stressed the gains to them and their students following changes in the way institutions and teaching staff are managed.

Table 5: The impact of market forces and managerialist cultures in FE.

Legislation/Reforms	Features of market forms and managerialist cultures in Further Education.	Related policy initiatives/references
1988 - Education Reform Act (ERA).	Removal of FE from the control of the Local Education Authorities and responsibilities for finance, management and college development delegated to 'governing bodies' of local boroughs under central government control.	
1992 - Further and Higher Education Act (FHEA).	Increased autonomy from the LEA. Since 1993 the responsibility for the availability and quality of FE rested with the Further Education Funding Council for England (FEFCE).	Reasons for creating the FEFCE in 1991 white paper Education & Training for 21st Century (DES, 1991)
	The FEFCE had a critical role influencing the management of colleges at both the strategic and operational levels since incorporation. Funding is dependent on fulfilling performance targets and failure to retain students or student failure to complete courses will result in 'claw back' of funds.	SORP - central government financial and accounting procedures applied to FEFC funding methodology.
	Leadership roles transferred to colleges now responsible for sponsorship of educational provisions in ACLs, Training organisations, voluntary sector and other small FE institutions often resulting in mergers or closure.	
	Impact of reduction in public funding to FE and increased competition between institutions for students. Many have experienced reductions in their pay, security, academic freedom and job satisfaction accompanied by an increase in their workload.	
	Creation of Ofsted (initiated under the 1988 ERA) inspection body and implementation of grading system performance indicators for teaching and learning.	
	Implementation of 'schedule 2' funding for government priority curriculum areas, e.g., introduction of accredited functional skill courses (up to level 2 maths, English, ICT); ESOL, literacy, numeracy etc. Withdrawal of funding for non-schedule	Findings of Moser Report, 1990 LSA (2001)

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	2 and non- accredited vocational courses, Arts and Liberal studies.	
	Audit of the Individualised Learner Record (ILR), resulting in additional negotiated targets for learners and increased academic workload for teachers.	
1999 – Further Education and National Training Organisation	Initial harmonisation of standards in teaching qualifications. Creation of professional competence model for ITT qualifications and wider CPD models.	FETQR (2001)
2002 – Success for All	Creation of a standards unit in partnership with the Learning and Skills Council responsible for improving quality in teaching & learning and performance management including workforce development.	OFSTED (2003)
2004 - Equipping Our Teachers for the Future	Implementation of national standards for ITT and the dynamic changes to curricula transforming, the non-graduate profile of many FE teachers & the changing role of the FE teacher programmes into a graduate profession. Imposition of compulsory annual CPD for government priority areas and subject specialist teaching qualifications in ESOL, literacy, numeracy from 2007.QTLS presented as a standard for professionalism, imposed on FE teachers from 2007-2012, monitored by the IfL, ETF and subsequent regulatory bodies.	OFSTED (2003) FETQR (2007) LLUK, 2006, 2007 SVUK (2011)
2007 - Institute for Learning (I*f*L).	Initially a practitioner led voluntary body to support professional practice (2002-2007). Later a government led body to monitor and regulate teacher professionalism in FE.	Lingfield Report (2012)
2007 - Adult Learning Inspectorate (ALI).	Creation of a branch of Ofsted expansion, specifically to monitor QA procedures in teaching and learning in FE.	
2014 - Education and Training Foundation (ETF).	ETF professional standards denote prescriptive criterion modelling teacher professionalism applied to ITT programmes and wider CPD practices.	Table 1

Table 5 lists the raft of Acts, reports and organisations which, from 1988 up to 2014 have contributed to the inexorably to the narrowing of teachers' and teaching associations' control over training, continuing professional development, quality assurance and the ability of FE colleges to respond to local need and use their judgement about how that provision is delivered. Communities of Practice and autonomous locally and institution-based staff development is squeezed, leaving staff as 'deliverers', as sub-professionals in many respects in line with what has been imposed on primary and secondary schools, but more so.

Challenges to teachers' existing values and practices, in the context of increased marketization, have led to claims that FE and HE teachers are being de-professionalised (Robson, 2006). Robson (p.113) cites research by Randle and Brady (1999) and Wilson (1991) to show de-professionalisation is a direct outcome of government strategy for the FE sector. During the consultation period, the role of

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Universities and Colleges Union (UCU) and other pressure groups has been to challenge the increased marketisation of the workforce. In my former role as branch secretary (2002–2006) and teacher trainer co-ordinator for a local ACL provider, a case study amongst the membership of my local branch identified a causal link between increased membership and the compulsory staff development programme imposed by the employer in response to the ITT reforms in 2001 and 2004 (Thompson & Robinson, 2008).

2.13 The Professionalisation Agenda – a reflective overview

Viewing the professionalisation agenda from competing perspectives revisits the impact of the requirements of the reforms to FE on the teaching workforce from 1988. References to a history of 'benign neglect' (Robson, 2006; Young et al, 1995 cited in Lucas, 2004, p77) of FE, comparative to a 'Cinderella service' (Randle & Brady, 1997; Robson, 1998) with 'fragmented' provisions (Simmons, 2008) has provided the justification for government agencies to enforce reforms, which through a process of incorporation of FE colleges would enhance standards in teaching as part of the wider business agenda for education. Moves to increase the provision of public funded services linked to market-oriented forms of bureaucratisation, although more significant since the FHEA 1992, earlier attempts to regulate provisions resulted in the harmonisation and enhancement of teaching standards embedded in ITT curricula incorporating the C&G 730 & 740 suite of teaching qualifications and the endorsement of FE teaching qualifications by HE institutions. The move to improve standards and regulate performance of FE teachers was conceived before the term Professionalisation Agenda became prominent.

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The term, Professionalisation Agenda loses currency when considering how the policy initiatives have developed and affected change in ITT between 1992 and 2012. From the practitioner perspective, the Professionalisation Agenda has led to deskilling and de-professionalisation of the FE workforce. The terms contained within the Lingfield Report (2012) uphold the contention and criticism of the Professionalisation Agenda on the premises that revocation of the FEQTR regulations (2007), the definitive government document for professionalisation, highlights the government's market-oriented agenda for FE, and the non-committal to an agenda for change in collaboration with the FE practitioners.

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CHAPTER 3 Methodology and Research Design

3.1 Introduction

A key part of conducting a research project is identifying an appropriate methodology and justifying its choice (Blaikie, 2009; Given, 2012). Although there is a range of methodologies offered in the literature, I explored three major methodologies which are closely associated to the underpinning paradigms of positivism, interpretivism and pragmatism (Creswell, 2006).

While the positivist paradigm is generally associated with the scientific approach to address the research question (Crotty, 2003; Cohen, 2007) and posits that reality is objective and external to the researcher (Lincoln & Guba, 1985), the interpretivist paradigm is 'predicated upon the view that a strategy is required that respects the differences between people and the objects of natural sciences and therefore requires a social scientist to grasp the subjective meaning of social action' (Bryman: 2001 p.13). The pragmatic paradigm accommodates the features of both positivist and interpretivist approaches. It accepts that a project might have recourse to drawing on both to execute the project and to obtain answers to the research questions (Creswell, 2015; Morgan, 2007; Patton, 2015). Generally, the justification for choosing a paradigm is often aligned to four major factors.

First, what ontological and epistemological realities inform the researcher's realities?

Ontology has been defined as 'a branch of philosophy concerned with articulating the nature and structure of the world' (Wand & Webber, 1993 p.220). It is the study of what exists, the nature of being, and assumptions about existence and how these are categorised and understood. What the researcher thinks of reality can help to shape their view of what reality means for their research. In this context, there are two types of ontological options: realism and relativism. The first type 'realism' views social

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reality as external, single, independent and objectively real (Sikes, 2004). The search for the 'truth' can be identified using objective measures which can then be generalised to other situations (Killam, 2013). The second type 'relativism' views ontology as socially constructed and subjectively referenced (Sikes, 2004). Unlike realists, relativists believe that multiple realities exist, and rejects the assumption that the search for the 'truth' can be universal to other situations, rather it must be applied to similar contexts. Central to this study are the perceptions and emotions of participants in the FE world as new and more limiting conditions are imposed on them.

Epistemology relates to the theory of knowledge that defines what kind of knowledge is possible or legitimate and how knowledge of the social phenomena is constructed (Crotty, 1998; Krauss, 2005). Epistemology poses some key questions such as: What is the relationship between the researcher and the known? How do we know what we know? How do we discover new things? What counts as knowledge? Whilst ontology and epistemology are two distinct philosophical concepts there is a connection between the two in that whilst oncology is about the nature of the social phenomena, epistemology relates to *how* knowledge of social phenomena is constructed (Crotty, 1998; Killam, 2013). There is a sense in which we construct our own understanding of events, contexts and changes and I wanted to get my participants to express the 'realities and meanings which were part of their social and professional being.

Second, the choice is informed by the suitability of the paradigm to provide valid answers to the research questions (Creswell, 2003; Creswell & Creswell, 2013; Creswell & Piano Clark, 2011; Silverman, 2013). A salient question here is: to what extent can the chosen methodology provide valid and comprehensive answers to the research questions? Is the chosen methodology the most suitable methodology for providing answers to the research questions?

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Third, the choice is usually informed by the possible convergence between a preferred theoretical framework and the underpinning paradigm of the chosen methodology (Ade-Ojo, 2011). Finally, the choice is informed by precedence. How successful have previous studies been in using the chosen methodology in carrying out similar studies? In providing answers to these questions, a valid justification can be advanced for the choice of a methodology.

Pragmatism, also called the 'third paradigm' (Creswell & Piano Clark, 2011, p.1), gives researchers an alternative to the traditional Positivist-Interpretivist split. Guba and Lincoln (1994, p.105) describe the pragmatic paradigm as 'the basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways.' Pragmatism offers a practical world view shaped by environmental factors and personal interpretations of events which are not static but responds to external factors. Creswell, (2015); Morgan, (2007); and Patton, (2015) highlight the importance of this approach in tackling social science research problems in a holistic way and applying pluralistic approaches to derive knowledge about the research area.

This approach presents ways to elicit and evaluate competing perspectives on the aims and directions of the research, permitting flexibility and a plurality of approaches to develop and advance the research. Johnson and Onwuegbuzie's (2004, p.4) view of the epistemological and methodological pluralistic dimension of this approach strongly advocates that it 'should be promoted in educational research so that researchers are informed about epistemological and methodological possibilities and, ultimately, so that we are able to conduct more effective research'.

In terms of its suitability for this research, this approach seems more accommodating for methods which align with social interaction in research. In the chosen research

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field, it permits a pluralistic approach to evaluate the views expressed by research participants to specified e*ducation policies: Success for All,* 2002*, Equipping Our Teachers for the Future*, 2004, *Prosperity for all in the global economy* -The Leitch Review of Skills; 2007, *The Wolf Review*, 2011, *Professionalism in Further Education* - The Lingfield Report, 2012, and reports on the effective changes to professional formation in FE captured in the research data. This is particularly important because of the multiple dimensions to the societal impact of policy in different situations.

It is realistic to expect that the discourse offered by policy makers will differ from those offered by educational practitioners or, indeed, ordinary citizens. A pragmatic paradigm seems the most appropriate way of engaging with a study that aims to unpack divergent views of policy. Data projecting such divergence can understandably come from various sources and in different forms and therefore justifies a pragmatic approach. Quantitative approach in this context allows us to apply the findings of the questionnaire to analyse data, identifying the demographics of the research cohort and establishing the patterns of responses to the closed questions which can corroborate the divergent views on policy initiatives. In contrast, qualitative data allows us to dig as deeply as required to accurately unpack views and dispositions in relation to these policies.

The flexibility of the pragmatic approach further allows the participants to pursue different avenues in facilitative research environments. The suitability of the methodology is predicated on the assumption that the research is not linear, but multifaceted. The researcher does not adopt a neutral stance but maintains a facilitative role and embraces the possibility that the socio-political and political environmental contexts which shape the research can result in the research changing direction at any time. It does not limit the number of methods applied to the research

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The research focus is teacher professionalism. A deeper exploration in chapter two underpins the duality of teacher professionalism and how FE teachers process the impact of educational policy initiatives on workplace practices. Social interaction in this research encourages participants to engage in the research in a meaningful way by addressing any related issues within the parameters of the research questions. Looking at the different stages of the research, the pilot study, questionnaire and interview design generates critical thinking and stimulates reflective practice. It is not incidental that the different levels of interaction should produce valid data to address the research question.

Social interactions facilitate connections between individuals, essential in a body of research which includes case studies, questionnaires and interviews. The interview data played a significant role in representing the unfiltered views of participants on policy initiatives, consolidating the responses to the questionnaires. The chosen methodology is, therefore, considered suitable for addressing the research questions in a holistic way because the study of human experiences is predicated on factors which influence how research participants interact with the research (Creswell & Piano Clark, 2011; Silverman, 2013).

In a body of research which openly invites participants to speak widely on political and social influences on their professional practice, not being limited to any particular method is a positive aspect of this approach. There is no expectation for the research to follow a particular direction, as the rules of engagement in pragmatic enquiry are not fixed and the participants' account and actions are not predefined. Opportunity to change the direction of the research is a feature of the pragmatic approach, based on the premise that each change of direction will be supported by suitable methods to

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achieve the research aims (Creswell and Creswell, 2018; Creswell & Piano Clark, 2011).

The pragmatic methodology permits a more complete and synergistic utilization of data than separate quantitative and qualitative data collection and analysis. The original concept of pragmatism described by Khun (1970), as 'the shared generalizations, beliefs, and values of a community of specialists regarding the nature of reality and knowledge', is central to the principles of the research. Pragmatic inquiry is the paradigm which best aligns collegiate discussions around education policy from a practitioner perspective. Often the discussions are 'birthed' in Communities of Practice (CoP) and other informal practitioner forums as often, the rich dialogues within these structures are not formalised by the policy makers as they are not incorporated into national debates on policy. Rather, the debates are filtered through the Centres for Excellence in Teaching and Training (CeTTs), University of Colleges Union (UCU) amongst the formal networks accepted by the Department for Education as being representative of the sector. Using a pragmatic approach to address the research questions shares Khun's (1970) vision of collegiate discussions around shared values and beliefs. This is portrayed in the way in which the research data represents the projected the voices of FE professionals outside of these 'formal' structures and their contribution to the overall debate on the Professionalisation Agenda.

Finally, this methodology is preferred because it encourages participants to speak their 'truth' and does not impose limitations on how the participants choose to address the research, nor the context in which discussions are based. Pragmatic theories of truth emphasize the broader practical and performative dimensions of truth-talk, stressing

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the role truth plays in shaping certain kinds of discourse (Capps, 2017). By facilitating participant interaction and documenting their stories, this approach gives the research more scope to assess what is knowledge and a better understanding of the reasons for the participants' approach to the research questions. In doing so it gives consideration of the context in which they construct their knowledge on the political reforms and the strategies they use to manage the impact on their professional practice.

3.2 Choice of approach

Paradigms are associated with specific approaches to research. The positivist paradigm naturally aligns with quantitative research and is reliant on the application of statistical analysis to interrogate data (Crotty, 2003; Cohen et al., 2007). In developing Comte's (1830–1842) scientific positivist theory, Bordeau (2008) defines positivism as a doctrine that posits observation, experimentation and comparison as a means of understanding behaviour. The positivist approach supports quantitative methods based on experimental research to test an objective reality and limits the role of the researcher to data collection and interpretation of the data in an objective way. Crowther and Lancaster (2008) state that positivist studies usually adopt a deductive approach as opposed to an inductive approach associated with a phenomenological philosophy, concentrating on meaning and focusing on a human interest.

The interpretivist paradigm, on the other hand, aligns closely with the qualitative approach. This approach supports the associated subjectivity of the researcher (Sparkes, 1992), who adopts a passive and observational role during the research process. It is underpinned by the argument that the strategy required respects the differences between people and the objects of natural sciences, and therefore requires a social scientist to grasp the subjective meaning of social action (Bryman, 2001 p.13).

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Myers (2009) argues that the premise of interpretive researchers is that access to reality (whether given or socially constructed) is through social constructions such as language, consciousness, and shared meanings. The absence of objective realities, and limitations of the interpretivist paradigm to observation, and the researcher's interpretations is not a suitable approach to the research questions.

The pragmatic paradigm, however, admits both the qualitative and quantitative approaches and presents a natural alternative to these traditional paradigms. Mixing these approaches can be structured in different forms: sequential, simultaneous, and pluralistic (Creswell & Plano Clark, 2018; Morse, 2010; Onwuegbuzie & Johnson, 2006).

In this study, consonant with the preference for the pragmatic paradigm, the twin approaches of qualitative and quantitative approaches will be utilised. In doing this, we opt for the sequential approach (Morse, 2010; Creswell & Piano Clark, 2018) as it provides opportunities for reflection and evaluation of data for each stage of the research; building on and concluding one phase of the study to explore and proceed to the next phase. The study is set out to explore in-depth, the perceptions of participants towards the policy reforms.

A mixed methods approach positions the researcher as a facilitator, and the participants as co-constructors of their knowledge. This approach further justifies the extent to which an account accurately represents the social phenomena to which it refers' (Hammersley, 1990 p.57), testing the validity and reliability of the quantitative and qualitative data. Method triangulation is the approach best suited to this research as the benefits of combining both quantitative and qualitative methods to answer a specific research question may result in one of the following three outcomes; the results may converge and lead to the same conclusions; the results may relate to

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different objects or phenomena but may be complementary to each other and used to supplement the individual results and the results may be divergent or contradictory (Denzil et al., 2008; Denzin, 1978; Jink, 1979; Patton, 1999). Converging results aim to increase the validity through verification; complementary results highlight different aspects of the phenomenon or illustrate different phenomenon and divergent findings can lead to new and better explanations for the phenomenon under investigation (Heale & Forbes, 2013).

The pluralistic approach in mixed methods gives the research additional opportunities to validate the data. The quantitative element will enable the research to collate data relating to the participants' profile and extrapolate and analyse data on each research question to provide objective scientific evidence which supports or refutes the hypothesis of the research. The qualitative element, on the other hand, will enable the researcher to gain insights from the data collated from the 22 semi-structured interviews, an in-depth exploration of individual perceptions which address the research questions. Collectively, both approaches enhance the quality of the research output and seek to consolidate research data to verify the validity and reliability of the research.

3.3 Data Collection methods

In this study, data collection is sequenced such that one phase serves as the launching pad for the next phase as outlined in (Table 6) delineating the different stages of this research.

Table 6: Sequential approach to research

Stages	Sequential approach
Plan	• Research design • Paradigm • Methodology • Methods

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Pilot study	• Case study review
Main study	• Questionnaires • Semi-structured interviews
Conclusion	• Data analysis • Findings • Recommendations

Questionnaire

330 questionnaires (Appendix C) were distributed nationally via the professional teacher educator's network Teacher Educators in Lifelong Learning (TELL) to members and non-members through various educational platforms. The questionnaire was separated into two sections. The purpose of the monitoring data in the first section was to collate data on the demographics of the participants including gender, institutions where they work, age, professional and academic qualifications and gain an overview on their professional practice. The second part of the questionnaire included a 7-point Likert scale to indicate responses for questions, 1–21. Questionnaire 22 was an open question inviting the participants to add additional information to enhance questions 1–21.

The initial aim of the questionnaire was to capture divergent views on reforms to the sector at the time of the data collection. The main sections of the questionnaire presented opportunities for participants to engage in critical dialogue on the reforms first as practitioners in the field affected by the changes to workplace practices and second as professionals who were concerned about the shift in academic professional autonomy subsequent to the reforms.

The questionnaire provided was a cost-effective way to gather the views of participants within a specific timeframe. The process for the distribution and return of the completed questionnaire via TELL, a community of educational researchers, was equally efficient, economical, and adhered to BERA's (2011) ethical guidelines.

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The additional benefit of using paper questionnaires in the research aligns with traditional teaching and learning strategies and the familiarity of these strategies to the research cohort who had entered the profession prior to the initial standardisation of teaching practices (FENTO, 1999). Participants in the exploratory pilot study expressed a preference for the traditional learning paradigm as facilitating more interactive classroom practices. In line with the feedback and my preference for traditional learning paradigms, the use of paper questionnaires were more accessible to potential participants who were not comfortable with using technology.

Overall, while the questionnaire served as an initial attempt to gather data to address the research questions, it falls short on extracting critical analysis of the questions to inform the research. As a result, there was the need to utilise a more intrusive and interactive research method of interview.

Interviews

Semi-structured interviews were the best method to unpick the complexity of the phenomena central to the research in an exploratory fashion. Individual interviews provided a space for 'conversations with a purpose' (Burgess, 1984. p.102) pertinent to addressing the research questions. The first principle was to establish relationships between parties. Interview protocols were guided by Jacobs and Furgerson's (2012) research on conducting interviews. Guiding notes 9 (appendix D) were circulated at the start of the interview as part of the ethical considerations for research (BERA, 2011) as part of the interview brief and initial engagement with the format of the interview.

Table 7: Interview data

Interview venue	Males	Females	Total number
Education institution	2	4	6

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Alternative institution	3	7	10
Online platform	2	4	6
Totals	**7**	**15**	**22**

The second principle was to introduce guiding questions as the framework for the interview process (Appendix E). The questions were grouped around themes, allowing the researcher to interject when clarifying or refocusing the conversation. Questions 1–4 are considered warm up questions, as they allow participants to reflect on their professional background, qualifications, or other related topics they deem relevant. Story telling was a natural occurrence during the research and it was very important to encourage them to speak freely on the topic and related topics. The positioning of questions 5–9 was deliberate as they required more detailed conversation on the professionalism debate. Participants were expected to draw on their own experiences of workplace practices, through a process of self-reflection. The framing of the guiding questions also required them to discuss the different contexts in which their practices were impacted by the policy reforms.

The third principle was to conclude the interview on a reflective note aligned to Burgess (1984) interview protocol. Question 11 was purposely framed to give participants another opportunity to freely discuss anything they wished on professionalism. There was no expectation that the final discussions would directly align to the research questions. The intention was that at the end of the interview, participants would feel that their voices were heard, and opinions valued.

In total twenty-two semi-structured interviews were conducted over a two-week period in different physical and cyber spaces. Ten of the questionnaire participants requested to take part in the semi-structured interviews on the basis that interviews were in-depth and presented the opportunity for interactive dialogue. Including

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participants who had engaged in the initial stage of the research and those participating for the first time added increased value to the conversations, alluded to in more detail in the data analysis section.

3. 4 Methods of data analysis

Thematic analysis

Thematic analysis (Braun & Clarke, 2006; Costa et al., 2016; Maguire & Delahunt, 2017) is one method of data management chosen to analyse qualitative data for this research. Other methods, so-called discourse, narrative and content analysis were not considered appropriate for a research study with unpredictable outcomes and no predetermined limits beyond the Professionalisation Agenda.

The nature of qualitative enquiry and the methods used suggest that the researcher is not in control of how participants respond in situations where they are required to consider a broad research question within the context of a semi-structured interview.

Thematic analysis presented more opportunities for the interpretation of the research data to flow naturally, unlike pre-arranged themes and codes required for content analysis (CA). CA is deemed not conducive to holistic process and undermines the scrutiny of the whole process regarding the primacy given to participants' input.

One of the attributes of thematic analysis (TA) for qualitative research is its flexibility (Braun and Clarke, 2006) which is best suited to the research. Flexibility allows for repeated opportunities for analysis and refinement of themes to identify suitable codes for the data. Another benefit was the step-by-step guidance featured in thematic analysis which supports a flexible approach to data analysis depending on the size of the qualitative data set, the research questions and the depth of analysis required.

This approach was therefore suitable for my small data set. I did not consider the degree of flexibility of thematic analysis (Antaki, Billig, Edwards, Potter 2002) as a

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pitfall nor the lack of clear guidelines (Attride-Stirling, 2001) as a disadvantage. With a small data set, I had more scope to revisit the data as many times as was needed and make changes to coding in line with revisions to the analysis.

The research followed Braun and Clarke's (2016) framework (Table 8) as essential guidance for the data analysis. An adaptation to the six-step approach (Table 9) was beneficial to the research sample. The degree of flexibility around thematic analysis made it an ideal method to interpret and analyse qualitative data.

Table 8: Thematic Analysis framework (Braun & Clarke, 2016)

Phase		Examples of procedure for each step
1.	Familiarising oneself with the data	Transcribing data; reading and re-reading; noting down initial codes
2.	Generating initial codes	Coding interesting features of the data in a systematic fashion across the dataset, collating data relevant to each code
3.	Searching for the themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4.	Reviewing the themes	Checking if the theme works in relation to the coded extracts and the entire dataset; generate a thematic 'map'
5.	Defining and naming themes	Ongoing analysis to refine the specifics of each theme; generation of clear names for each theme
6.	Producing the report	Final opportunity for analysis selecting appropriate extracts; discussion of the analysis; relate to back to research question or literature; produce report

Braun and Clarke (2006) identify familiarisation of the data as an important first step in TA. I became more acquainted with the data initially when I listened to the audio recording repeatedly. I found being more acquainted with the data improved my understanding of each participant's story. During the transcription process, I had to go back and forth replaying the audio and checking that I had accurately transcribed the recording. Each time I revisited the data, I highlighted sections of texts of interests, which, when compared with highlighted sections of different transcripts, revealed a pattern emerging which needed coding.

Generating and organising preliminary codes was not so easy as the notes needed to be more succinct. Revisiting the notes enabled me to identify initial codes which I then

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went on to modify on further reflection of the notes. Braun and Clarke (2006) suggest that these codes are more numerous and specific than themes but provide an indication of the context of the conversation.

Searching for themes was problematic initially, as it was not always clear how **to** document the themes in the initial stages. Clarity comes with repetition of reading and re-reading the data, which required an organised system to sort out data excerpts and place them in table format headed by the codes. The flexibility of devising codes gave me more freedom to review the purpose of the research and evaluate the effectiveness of TA in three areas. First, the organisation of data in a codified system for data analysis was good preparation for generating themes. Second, there was no right or wrong way to extract the themes; rather themes emerged after constant reviewing of the data. Third, I felt encouraged that I could split data extracts over more than one code and review the codes and themes until I felt them appropriate to applying the data analysis.

Coding is the initial step to summarise and label themes. The coding process involved looking at the transcript for any words or phrases which speak to the content of the research questions in the participant responses and creating a code for similar patterns identified in other transcripts. Boyatzis (1998 p.1) refers to ‘a good code’ as one which captures the phenomena and is used to encode the data as it links to specific themes.

My coding of themes followed a process which required a flexible approach to scanning and documenting the codes. I did not follow the standard template approach proposed by Crabtree and Miller (1999), who identified specific stages for coding texts. I adopted a simplified approach to coding transcripts. Although repetitive, it was necessary to re-read the transcripts several times to scan, review and cluster any

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particular groups of phrases which 'stood out' and could be coded. Braun and Clarke (2006) identify that these codes are more numerous and specific than themes but provide an indication of the context of the conversation. Table 9 illustrates the codes used in the research linked to the recurrent themes identified. Excerpts from the interview data provides the context for the process.

Table 9: Thematic Analysis codes and themes

RQ1 - What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the professional teaching body for FE.		
Codes	**Themes**	**Participant quotes**
pag	1. professionalisation agenda	*The demands of professionalism from the side of the employers were always about the business of, 'have you kept up to date with CPD'.* *Market and competition… quick fix environment….*
per	2. performativity	*Most teachers see the professionalisation agenda as yet another government strategy to give more managerial control in performance management...* *A lot of funding has been cut, which puts pressure on management to make sure performance is at the top so that puts pressure on the staff…*
pd	3. CPD	*We have weekly staff meetings where they have different activities…* *Absolutely right, I am compelled to do some CPD, but I am motivated to do others…*
dpr	4. de-professionalisation	*I just feel that professional judgement is constantly being questioned in a way de-professionalises what we do…* *The professionalism reforms took a reductionist and narrow approach to teacher professionalism…*
RQ2. What criteria are used by teachers to demonstrate their professionalism? RQ3. What is the impact of policy reforms to teacher professionalism? RQ4. What are the possible implications for professional autonomy?		
imp	5. impact	*It has actually removed from the profession a whole tranche of people who had immense knowledge of their own interest areas who no longer teach…* *Effect of all these continuous fragmentary reforms… put enormous press on most teachers…*
aut	6. self-perception on professional autonomy	*I think they feel they are qualified to tell you what to teach, how to teach, when to teach and how it should be taught…* *I understand what professionalism is but … I just don't think that the system understands what it is…*

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Assistive computer software supported the process of creating codes and themes and transcribing the data for further exploration. Claro reader software incorporated mind maps, helpful for visualising overlaps within the data. A deeper review of identified themes follows where the researcher needs to question whether to combine, refine, separate, or discard initial themes. I did not follow the recommended two-phase process (Braun & Clarke, 2006) due to recurring and overlapping themes. Neither was there a need to redefine the themes in a two-step process due to the level of similar responses from the cohort. Audio Sonocent notetaker software was extremely effective at the transcription phase of the research. The organisational features assisted with the colour coded speech patterns and organisation of groups with the same colours making it easier to establish themes. Once data patterns were established, there was no reason to do a further refinement of the themes.

In producing the report, I used samples of the verbatim responses of the research cohort as empirical evidence extracted from the data. The extracts presented a reflective overview of participant engagement with the research questions. The varying lengths of interviews did not impact on the quality of the report. Quantitative data analysis did not gauge emotional responses of the participants in the same way qualitative data analysis might, but could be detected in the final open-ended question 22 of the questionnaire.

The data from questionnaires had a smaller role in the research and was used to consolidate a qualitative inquiry and not a positivist scientific inquiry. The purpose of the data analysis was to evaluate the demographics of the participants and analyse the questionnaire responses to gather in-depth data to steer the direction of the research and generate robust interview questions. I took a holistic approach to the questionnaire design, which was influenced by the data collated from the pilot case studies, plenary feedback in professional conferences which I attended and general discussions amongst colleagues on the educational reforms.

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SPSS and similar quantitative data software are more suitable when analysing large quantities of data, for mathematical and statistical purposes. The small size and purpose of the questionnaire warranted a less scientific approach. In following general research guidelines for quantitative data analysis for mixed methods, my approach was executed in a few simple steps outlined in table 10 below:

Table 10: holistic approach to analysing quantitative data.

Phase	Procedure for each step
1. Prepare a grid in Excel to collate the data provided in the questionnaires	Transcribing data; reading and re-reading; noting down initial codes
2. Design a coding system for: Monitoring data	Organise data into themes based on demographical statistics
Closed questions.	Coding features of the data across the dataset using the Likert scale codes in the responses, collating data relevant to each code
3. Search for the patterns	Calculate the proportion of respondents answering for each category of each question on the Likert scale.
4. Produce the report	Final opportunity for analysis, selecting appropriate extracts; discussion of the analysis; relate to back to research questions; produce report
5.Write the research questions	Use final report to formulate research questions

Using a 7-point Likert scale for the closed questions was essential when categorising response patterns and indicating how participants had interacted with the education policies both on a practical and professional level. The responses to open questions at the end of the questionnaire were analysed in accordance with TA guidelines and complimented the discussions recorded for the interview data.

When considering how Pragmatism Inquiry and Mixed Methods address the research questions, the research justifies the suitability of quantitative and qualitative methods sequentially before evaluating the responses for each question.

The main research question is on education policy and how it impacts FE teacher professionalism.

> RQ1 - *What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the professional teaching body for FE.*

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The use of a questionnaire (appendix C) to interrogate RQ1 is for two reasons. First, to gather background information on the research participants and to establish their academic qualifications, professional achievements and memberships of professional bodies. Questions 1–5 presents an overview of this background information, as qualifications and professional memberships are qualifying criteria to determine professional status (Evans, 2008; Evetts, 2003, 2014). Data gathering on gender and places of work provide additional useful information to capture the FE teacher profile.

Secondly, collating background data on participants can determine whether the level of professional and academic qualifications held by the research cohort are representative of the audit on FE teacher qualifications presented in the standard individualized records (SIR) for 2017/18 (ETF, 2019) (Creswell & Piano Clark, 2011, p.1). Qualifications and achievements signposted by research participants can be measured against the criterion used to determine dual professionalism as a general characteristic of FE teacher professionalism (Robson, 1996; Hodgson et al., 2015; Hodgson & Spours, 2017). Question 6 gives the researcher an insight into participants' familiarity with the educational policies which underpin the Professionalisation Agenda as lack of knowledge about the implementation of the policies can impact on the responses to questions 7–22 of the questionnaire which present opportunities to answer the RQ1 from different perspectives. The foci of the questionnaire present different perceptions of the value of educational reforms and how they add value to existing notions of FE teacher professionalism. The framing of the questionnaire questions into three sections is an opportunity for greater reflection (Schon, 1983) on the policies and their effects on workplace practices.

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RQ1 has wider implications for teacher educators who are required to cascade training on the policies and translate these into practices on ITT programmes, and their own role as a subject specialist teacher. The different sections of the questionnaire are designed to elicit their unfiltered reviews of the reforms in their dual roles.

Interviews (Appendix E) sanctioned a more in-depth approach to address RQ1. First, Q1–4, are 'warm up' questions, to engage the participant in discussions about their wider educational and vocational background. It complements the monitoring information in questions 1–4 of the questionnaire and gives the researcher another opportunity to become familiar with the participants. Questions 5–10 approaches RQ1 from different angles but overall, are framed to initiate constructive discussions on the different contexts which influence how the research cohort perceive the impact of the reforms on their professional practice.

On reflection, in determining the suitability of mixed methods to address RQ1, the qualitative approach supports interactive dialogue between the researcher and participants. The data on staff profiles provided both quantitative and qualitative data pertaining to their academic and vocational backgrounds. Both question 22 of the questionnaire and question 11 of the interview schedule provide additional opportunities for participants to comment on any issues arising from the questionnaire and interview or related subject matter from a qualitative perspective.

The relevance of mixed methods to the subsidiary question, RQ2 is evidenced in section B, questions 6–10 of the questionnaire requiring teachers to select the value and context they place on policy initiatives and teacher professionalism.

RQ2 - What criteria are used by teachers to demonstrate their professionalism?

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The intentions behind questionnaire questions 6–10 are predicated on a teacher's assessment of what criterion they perceive as essential to demonstrate professional practice. The questions invite responses on qualifications held, engagement with CPD and professional practices, as the catalyst for discussions on government priority areas for professional development in an interactive forum.

In terms of this development from a qualitative approach, question 10 of the interview explicitly invites participants to consider perceptions of FE teachers as professionals to address RQ2. When considering the flexibility of the interview process, participants are given a further opportunity to discuss matters arising from the guiding questions at any time during the interview. Question 11 is a 'mop up' question which gives the participants a further chance to address RQ2.

Research Q3 is sufficiently addressed both in the questionnaire and interview.

RQ3 - What is the impact of policy reforms on teacher professionalism?

Section C of the questionnaire speaks directly to two major policy initiatives which have restructured ITT. In this section, question 16 pertains to Equipping Our Teacher's for the future (LLUK, 2004) and question 21 refers to the Further Education Teaching Qualifications Regulations (2007). Within this section, participants have further opportunities to comment on the perceived Professionalisation Agenda and additional policies outlined in section 6 of the questionnaire.

The interviews guiding questions 7–9, directly infer that participants arrive at a response by a process of reflection. The questions are positioned to help participants come to a reasoned conclusion on external stakeholder's perceptions of FE teacher professionalism and self-perceptions. RQ3 implicitly invites them to consider the different contexts which might influence how they approach the question, there is a

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possibility that addressing RQ3 might conflict with their professional values and beliefs.

The fourth subsidiary research question invites participants to reflect on their professional status in the context of professional autonomy.

RQ4 - What are the possible implications for professional autonomy?

Although professional autonomy is implicit in the questionnaire, question 22 invites participants to comment on any pertinent or related issues. Questions 7, 9 and 10 allude to the implications for professional practice and by association professional autonomy.

An overview of the suitability of mixed methods to address the research questions, indicates that using a combination of questionnaires and interviews as different approaches can generate more data to enhance the research outputs. The combination of both approaches increases the validity and reliability of the study. The focus of the questionnaire and interviews sometimes overlapped which was beneficial to the 9 questionnaire participants who requested to be included in the interview process. On another level, the questionnaire acted as a launch pad to engage the interviewees into a deeper exploration of the research questions. The value of applying mixed methods in this research relates to the quality of the data analysis.

Table 11: Research questions, ideas mapped to RQs, methods and data.

Research questions	**Ideas mapped to RQs**	**Research methods & official literature sources**
RQ1 What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the	• Assumptions around currency of existing qualifications pre-1992. • Development of existing practices within a narrow focus (government priority areas for CPD). • Loss of professional autonomy.	Questionnaire Teacher interviews Government policy documents (Success for All, 2002, Equipping Our Teachers for the Future, 2004, Prosperity for all in the

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professional teaching body for FE.	• De-professionalisation /de-skilling/ overlooking/ marginalising existing practitioner led CPD. • Onus on FE teachers to gain QTLS status. Parity of esteem with QTS status of school-teachers.	global economy, The Leitch Review of Skills 2007, The Wolf Review 2011 Professionalism in Further Education - The Lingfield Report, 2012)
RQ2 What criteria are used by teachers to demonstrate their professionalism?	• Conceptualising dual & triple professionalism - pedagogical skills, subject specialist knowledge, vocational experience, ability to work across different sectors, professional memberships in vocational and educational contexts. • Self-governance /autonomy.	Questionnaire Teacher interviews
RQ3 What is the impact of policy reforms on teacher professionalism?	• Effect on professional values, identity, autonomy. • De-professionalisation. • Performativity - increased administrative workload & target setting. • Contract culture/uniformity.	Questionnaire Teacher interviews
RQ4 What are the possible implications for professional autonomy?	• Loss of teacher autonomy, 'authentic voice' / ability to shape own practice. • De-moralised teaching workforce.	Questionnaire Teacher interviews

3. 5 Choice of participants: Convenience sampling and justification

I chose a convenience sample of participants at each stage of the research and collated the detailed opinions of teachers on the policy reforms. Although, the main distribution of the questionnaires was via TELL a teacher educator network located in the South West of England, TELLs affiliation with the CeTTs, UCU and other professionalism forums included distribution to colleagues associated with regional networks throughout England. From the sample, the locations of the institutions where participants worked or had worked suggests that overall, the research represented teachers located in FE colleges, ACL and training providers in FE nationwide (Creswell & Plano Clark, 2007). The pilot study initially focused on a mixture of 10 Teacher Educators and Education Managers (Appendix A) who had shown some knowledge of the education policies relevant for this research which was factored into the main study.

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3.6 Stages in the research process

The process started with a pilot study to test the research instrument and identify the approach for the research. Once pragmatism was identified as the most suitable approach to the research, it was inevitable that quantitative and qualitative methodologies would be applied as pragmatic paradigm naturally lends to a mixed methods approach. Questionnaires were the preferred quantitative method as the study required some baseline data for quick results on some of the emerging themes from the pilot study (Creswell & Plano Clark, 2011; Creswell & Creswell, 2018).

The second stage incorporated feedback from 33 questionnaires containing both quantitative and qualitative data which helped to restructure the research questions and re-evaluate the focus of the research. The third stage was to conduct 22 semi-structured interviews to collate and evaluate the specific themes identified. In accordance with BERA (2011) ethical guidelines on anonymity and confidentiality, participants remained anonymous but were identified through a simple coding system devised for the research. The names and other identifying details were removed from questionnaire respondents and replaced with the initial ‘P’ followed by a number indicating the order in which questionnaires were returned. Interviewees were allocated X as an identifier followed by a number signifying the order in which they were interviewed. The locations of the interviews were also removed and replaced with ‘A’ to indicate an external venue, ‘B’ for the main research venue and ‘C’ for a virtual interview.

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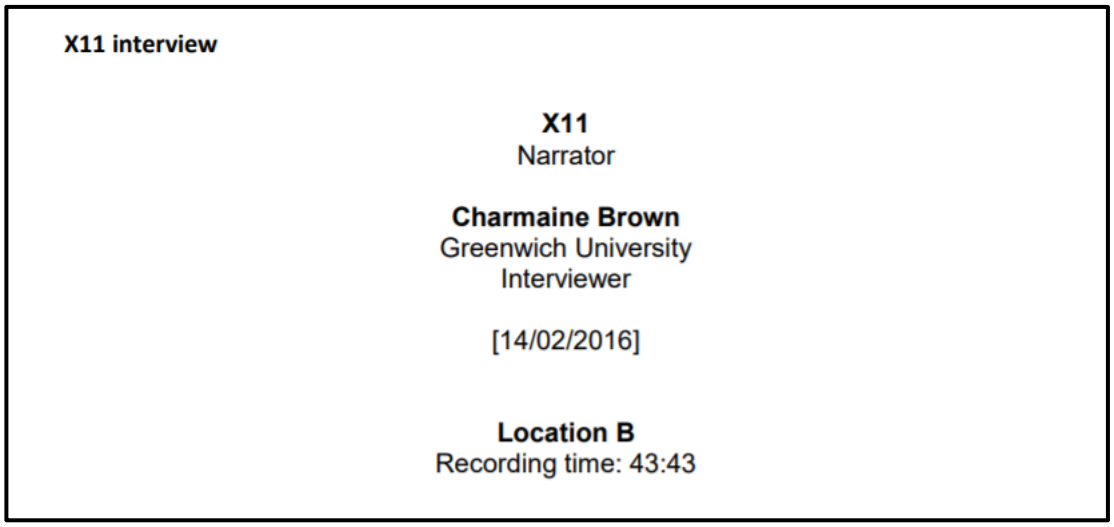
Diagram 3: Anonymity of interview participants and venue



I found the whole process informative and extremely relevant to teaching practice and different perspectives on stakeholder's evaluation of FE teacher's professionalism. Conversations could go in any direction and were helpfully unpredictable. Discussions on topics such as perceptions of FE professional identify, professional status and parity of esteem (Wolf, 2011) between schoolteachers and FE teachers were sometimes emotive as participants appreciated, they did not need to filter conversations, having given informed consent to participate in the research in line with BERA (2011) and Data Protection Act (1998).

Table 12: Research stages

Methods	Type	Format	Data collection
Pilot study	• Case studies	10 participant case studies	Not included in the main study
Main study			
Questionnaire	• Paper questionnaire	22 questions [open and closed]	33 questionnaires analysed
Interviews	• Semi-structured interviews	11 guided questions	22 interview transcripts analysed

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3.7 Ethics, anonymity, informed consent and the challenge of positionality

The research was conducted using the BERA (2011) guidelines which was current at the start of the main research study. The research acknowledges the updated BERA 2018 guidelines but has not included the updated references in the study, as references to the BERA (2011) guidelines are therefore more appropriate for this piece of research.

BERA (2011) ethical guidelines outline several ethical considerations when conducting educational research. The first observation is that BERA (2011) recognizes the aspirations of educational workers (s.4), the legitimacy of the diverse educational research philosophies, theories and methodologies which encourages the plurality of approaches in research underpinned by ethical considerations identified by researchers for their specific research (s.5) and the principles underpinning the guidelines (s.6). Factors pertinent to the research which need to be discussed separately are confidentiality, anonymity, informed consent and the positionality of the researcher.

In terms of confidentiality, anonymity and consent, I was mindful that discussions with participants were confidential and implicit in the agreement to take part in the research. In considering the suitability of the research methods, interviews in person were conducted in private areas, following a risk assessment which was conducted before a venue could be agreed to minimize the risk of being overheard. Interviews, phone calls or Skype calls could not take place in public areas for these reasons and as an additional measure, implied consent was obtained before I started conducting interviews. Under the section on privacy, BERA guidelines on data storage (s.25–6), state:

> *'The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research.'*

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The collation and storage of research data conforms to the relevant BERA and Data Protection Act (1998) guidance. Questionnaire guiding notes (appendix D) states:

> *All data will be stored securely and anonymously, and all participants' involvement will be treated confidentially in accordance with the Data Protection Act 1998. Participants will be notified once the data has been collated and can put in a written request if they wish to be updated on the findings.*

Written and audio data were copied and stored on an external hard drive and not on the University online storage area in line with BERA guidelines (2011, s29–30) on anonymity and preserving the confidentiality of data. Although, I had the opportunity to back up data on the company cloud storage area, I chose not to do so for two reasons. One being that cloud storage is on the University internet server and protocol dictated that access requires third party intervention and secondly, having an additional external hard drive as a back-up was sufficient for the research data and felt more secure.

Anonymity for the participants is an essential part of any research. Bearing in mind that the potential questionnaire respondents and interview participants were still practicing teachers, the research acknowledged the risk of potential harm to participants if their views were directly associated with any conflicting issues. Although participation was voluntary, being party to the research could potentially represent a conflict of interests with their employers and other stakeholders.

It was important for participants to assess the risk of conflict as the government reforms to the ITT curriculum, restructure of CPD and discussions around professional members were topical themes at the time of the data collection. In accordance with the Data Protection Act 1998, steps taken to protect participants' anonymity included redacting and coding the questionnaire responses and interview transcripts so neither the participants nor their institutions could be identified. Once redacted, the original

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transcripts were kept in a lockable cabinet in my office which was not shared with colleagues (BERA 2011, s.28). At the end of each research stage, participants were contacted so they could verify if they still consented to being included in the research. BERA (2011, s10–13) provides guidelines for obtaining informed consent to participate in all phases of research. The questionnaire information sheet (appendix B) and the Interview guiding notes (Appendix C) included a clause stating that participants had 'the right to withdraw at any time without giving any reasons', were ethical considerations inherent throughout the research process (BERA, 2011, s15). This option is explicit in the questionnaire information sheet (Appendix B).

> *'As part of all research projects, research teams ask all participants to sign a consent form. Signing the form does not oblige participants to continue in the role if, at some subsequent stage, they no longer wish to do so. The consent form is* ***not*** *a contract that binds a person to the task of helping with the research. All participants are free to withdraw their consent at any stage. No data will be collected from any teacher educator who does not wish to be involved in the research.'*

Accordingly, participants were advised on what would happen to their data once the research was completed. In compliance with the Data Protection Act, 1998, the questionnaire (appendix D) inserted a clause on storage and disposal of data.

> *'Thank you for taking part in this questionnaire. A copy of your response will be kept securely only until the end of the project is complete and will then be destroyed.'*

In terms of compliance with Data Protection Act (1998) and BERA guidelines (2011) and subsequent updates, my position as an educational researcher was identified at relevant stages of the research.

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Positionality within a qualitative inquiry is a particular challenge the researcher must face. It requires the researcher to explore the position the researcher has adopted in the research in recognition that their ontological and epistemological assumptions can influence the direction of the research.

Savin-Baden and Major's (2013) blueprint identifies three primary ways to develop positionality. First, the researcher should be familiar with the subject and have reflected on how their internal knowledge and professional identity can influence the outcome of the research particularly in terms of the interpretation of data. Secondly, the researcher must be aware of how the participants locate themselves around the social construct of professional identity and the complexities analysed from various perspectives. Thirdly, they must be mindful that the research context and process will be influenced by them and they will need to note where this might introduce bias.

Positionality and reflexivity are concepts urging that researchers 'should acknowledge and disclose their selves in their research, seeking to understand their part in it or their influence in it' (Cohen et al., 2011). As my dual roles as reflexive practitioner and researcher, I have certainly developed my own orientations and values towards education policy development in FE.

My professional livelihood outside of education includes a prolonged career in hospitality management, community engagement consultancy and various legal roles. Throughout these different career experiences, my responsibilities have included my own professional development (Bassot, 2013) educating and supporting adults and families in education and wider social-economic contexts including the teaching and assessing of other professionals within varied roles and disciplines (Eraut, 2007).

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The start of my educational journey coincided with the implementation of the provisions contained in Education Reform Act (ERA), 1988 and subsequent legislation, catalysts for structural reforms to teacher professionalism in FE. Engagement in roles spanning from education consultancy, programme leadership, and external examiner have developed a greater focus of education for critical consciousness (Freire, 2005), facilitating positive engagement on the structural reforms between the management structure and teachers engaged in the learning environment 'at the coal face'.

My social reality as an initial teacher trainer and subject specialist teacher in LLS is shaped by the co-operative relationship being one of empowerment and facilitator. This duality of roles held gives me deep insight into the political agenda of regulatory bodies and how FE teachers view the impact of changing conditions of academic work for teachers in this sector as an attack on their professionalism (Ainley & Bailey 1997; Randle & Brady 1997, Robson, 1998, 2005, 2006; Shain,1999)

How I reconcile my position as a researcher and a reflective practitioner is significant considering the social, economic, historic and political factors which have altered former FE practices of teachers over time. The concerns of a researcher are not dissimilar to those of a teacher, and considerations regarding the power relationships between the interviewer and interviewee were factored into the entire research process.

My transition into HE as a Senior Lecturer on ITT and professional undergraduate programmes, is parallel with policy developments and the restructure of ITT provisions from 1992 to 2012. My interconnected roles mediating policy, meeting the challenges of the sector and maintaining professional relationships with colleagues, whilst working

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across the educational sectors, have helped me to shape my own and others' professional practice (Bassot, 2013) whilst maintaining a dual relationship with the interviewees.

Husserl (1970), Dornye (2001), Kvale and Brinkman (2005) address the 'acquaintance interviews' where the researcher enters a 'dual relationship' with the interviewee; as the researcher and participants belonged to the same professional networks, efforts were made to ensure that participants felt able to respond objectively to discussions on the Professionalisation Agenda. Husserl (1970) states that the objective characteristics of a researcher's 'life world' should reflect the intersubjective reality of the participants.

Heshusius's (1994) research on participatory consciousness involves reflexivity from the researcher on kinds of knowledge produced and how it is generated (Gillemin & Gillam, 2004). As such, the value of reflexivity as an active and constant process is invaluable for critical analysis applied throughout every stage of the research. The researcher must always be aware that subjectivity can affect how the participants responses are analysed and taint the intended outcomes of the research.

Having acknowledged that objectivity can lead to unconscious bias (Cornish et al., 2014) from the researcher, the research embraces subjectivity as a strength and resource that should be acknowledged and used to enhance the research (Schon, 1992). I recognise that structured bias can influence my judgement on the assessment of participants and interpretations of their contributions as my focus on the subject matter searches for their deep knowledge (Gadamer, 1975) and not a reciprocal critique of the interviewee's views.

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Some strategies were introduced to limit researcher bias where practical. These included a conscious decision to listen attentively to the interviewees' interpretations of how they view the research topic, a consistent request for them to clarify their views, encouraging participants to ask the researcher for clarification if they were uncertain on any questions asked and sending all interviewees an email with their transcript attached so they have the final say on the accuracy of the transcriptions and any revisions required. The extract below contains the wording from the email that was sent out to all participants.

> *Dear interviewee*
>
> *Thank you once again for taking part in the interview. I enclose a copy of your recorded interview transcript and notes as agreed. Please take the time to look carefully at the interview notes and let me know if I have captured the essence of what you were trying to convey …… If you wish to give further feedback on the interview notes, please annotate a copy of the interview notes and send by return email by ……*

Another strategy included applying the principles of inclusive and differentiated teaching strategies to the interview process to accommodate the differences amongst the research cohort. One area for consideration during data transcription was interpreting non-verbal cues. I already factored in my knowledge of cultural norms in certain African and Caribbean cultures that not maintaining eye contact with an 'elder' or person deemed to be in a more senior position when engaging in conversation was a sign of respect, and not disrespect or shyness which might infer a Western interpretation. Animated hand gesticulations during the interviews were more prevalent in some cultures than others. Non-verbal cue was not included as part of the data analysis but helped to contextualise how participants reacted in social situations.

With questionnaires, the matter of subjective bias did not raise the same issues as interviews. Respondents indicated their choices using the grading system on the

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Likert scale for questions 1– 21 but could add commentaries to supplement their views in question 22. Despite the lack of social interactions with participants, I cannot exclude the fact that researcher bias can influence how I interpret the responses to both open and closed questions, albeit to a lesser degree than interviews.

3.7 Profiles of research participants: a showcase of professional and academic expertise

Questionnaire monitoring data indicated the gender of participants, their employment at the time of the research and their job role. As is typical of employment in the sector, participants worked across institutions and often had more than one role, representative of the FE teacher profile.

Table 13: Questionnaire respondents

Gender	**Education Institution**			**Job role**		
	Further Education (FE)	Higher Education (HE)	Training Organisation (TO)	Management	Teaching	Active researcher
Male	4	3	1	3	6	5
Female	2	4	1	2	7	3
TOTAL	**6**	**7**	**2**	**5**	**13**	**8**

A further exploration of participant profiles indicated that participants were well qualified and knowledgeable enough to engage in any discussion forum on professionalism (Table 16). The range of academic and professional qualifications obtained within the cohort was impressive and, in discussions, they indicated that they had taken the concept of professionalism seriously.

Table 14 Questionnaire participants – qualifications and memberships

Professional		Teaching	Academic
qualifications	memberships	qualifications	

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QTS	QTLS	IFL	FEGU	ETF	Cert.Ed	PGCE	PGDI	Degree	Masters	PhD/EdD
6	9	17	1	2	10	19	4	22	21	11

Not surprisingly, all 33 participants held recognised teaching qualifications (Table 15) before it became a mandatory requirement (DfES, 2004). In conjunction with membership of professional bodies and vocational and subject expertise, discussions often reverted to the rights of FE teachers to determine their own CPD and professional status and how this right had been eclipsed by the reforms to ITT.

Some teachers were preoccupied with the standards in ITT pre-reforms and generally indicated that a PGCE was considered more prestigious than a Cert.Ed. on the assumption that a PGCE was awarded by a higher education institution while a Cert.Ed. was a collaboration between a FE & HE and therefore a lesser qualification. Without spending too much time identifying the subtle differences, the same core modules were embedded in all ITT programmes.

Under the local authority management of FE, the options for graduates entering the teaching profession were either to obtain a PGCE taught and awarded by an HE institution or a Certificate in Education endorsed by an HE institution, as part of the in-service training (INSET) model of CPD at that time. The choice of whether to pursue a PGCE or Cert.Ed. was a matter of cost and convenience as the Cert.Ed. was funded by the local education authority, while PGCE was either self-funding or sponsored by an institution.

The final observation of the participant profile was their deep knowledge of, and thoughtful engagement with, the educational policies which are the focus of the

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research. It was important to identify the degree of familiarity and level of awareness of these key policies was demonstrated in the responses indicated in the questionnaire.

Table 15: Education policy initiatives for the Professionalisation Agenda – questionnaire responses

	Success for All (SfA) (2002)	Equipping our Teacher (2004)	Leitch Review (2007)	Wolf Report (2011)	Lingfield Report (2012)
Familiar	20	22	12	22	23
Heard	8	9	3	8	7
Not heard	5	2	8	3	3
Total	**33**	**33**	**33**	**33**	**33**

Reviewing knowledge of the reforms indicated in all cases, except one, 50% or more of participants were familiar with the education policy or reform, followed by the same ration for those who had heard of the policy or had not heard. On a deeper analysis of the data, it was evident that in most cases, those who had inferred they had not heard about the policy were able to answer all the interview questions, indicating some level of knowledge about the policies, even if they were not fully acquainted with the official policy title or content.

When reviewing the patterns amongst interview participants, the gender representation of eight male interviewees and 14 female interviewees reflected the typical gender balance in FE, also mirrored in the job roles in relation to the range of institutions identified. As indicated in the questionnaires it was not usual that participants worked in more than one institution in the education sector.

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The data further highlighted a wealth of qualifications and experiences in vocational disciplines outside of education. A review of their work profiles denotes more than a hint of professionalism as they had accumulated skills in diverse vocational areas such as journalism, human resources, the building trade and environmental projects prior to entering the teaching profession.

The data also illustrates that all participants had worked in FE at one time in their career trajectory and were suitably qualified to teach across the other education sectors. What was interesting is that only one participant chose FE as a first career, entered teaching as a second, third or even fourth career as identified in the relevant columns (Table 17). This is not surprising given the expansive literature on dual-professionalism and the expectation that FE teachers bring their vocational expertise to their teaching roles.

The typical career trajectory of an FE teacher has parallels with this interviewee profile.

> *X2, started a career as a Civil Servant, but after a career change, became a musician, then a music agent before joining the teaching profession and gaining qualified teacher status.*

Teachers indicated that under the new model for ITT, they missed the teaching of practical pedagogical tips, they classified as 'soft skills' prevalent in the former C&G 730 and C&G 740 ITT curricula, played an important part in improving teaching practice. Participants also asserted that part of peer support and CPD practitioner led support for effective presentations, maximizing the use of an interactive white board and making differentiated teaching resources, gave them a greater sense of community in a fragmented and often isolated working environment (UCU, 2015; Crawley, 2015).

The cohort were not identified as novices in the vocational nor educational fields. All interview discussions revealed a group of knowledgeable and innovative practitioners

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whose experience in FE ranged from 5–30 plus years. I adduced that from the evidence gathered at the interviews, I was able to estimate the time spent teaching in FE as spanning nearer to a 10 to 20-year range.

The narratives of teachers and incidental anecdotes about classroom practices, was significant to the time-period of the research. The authentic voices of connected professionals (Crawley, 2015) highlighted the quality of in-depth discussions on education policies, FE teaching practices since Incorporation (FHE, 1992) and teacher professionalism on a whole.

The range of qualifications and level of professional memberships indicated a high calibre of interviewees. Nine of the cohort were graduates with master's degrees, three had doctorates and one was a PhD student almost at completion. Memberships of professional bodies were extensive, depicting a level of commitment to their profession. The Society of journalists (SoJ), British Computer Society (BCS), Chartered Institute of Personnel and Development (CIPD), Project Management Institute (PMI) and The Chartered Institute of Building (CIOB) were some of the professional bodies identified. Those participants whose professional memberships had expired at the time of the interview cited various excuses including apathy and financial reasons for lapsed memberships.

> *X12, a former journalist, narrated how she fell into FE almost accidentally, embarking on her teaching journey as a voluntary literacy teacher due to her advanced writing skills. Within a year of teaching, she was elevated to a teacher educator and managed ITE programmes in ACL and FE. She is currently a Fellow of the HEA, a member of the Society of Journalists and was formerly a Fellow of the IfL.*

At the time of the interviews, five participants were members of the IfL and other than membership of the HEA, most participants justified professional memberships of associations allied to their vocational areas of expertise. More than half of the

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interviewees held or had lapsed membership for Institute for Learning or similar professional memberships in education. Participants with QTLS status were usually members of the I*f*L or its successor the Education and Training Foundation. Another participant who came into teaching accidentally as a volunteer in adult community education, gained a Certificate in Education, and membership of the Association of Liberal Studies under local authority management of education.

In terms of teaching qualifications, 20 participants identified having one or more qualification which indicated that they had engaged with CPD, usually after starting teaching in FE, apart from the four participants who were either primary or secondary school teachers and therefore had earlier obtained teaching qualifications as a pre-requisite to entering the profession. Other than the PGCE or equivalent two participants had Literacy subject specialist diplomas as a requirement of the new standards in ITT (DfE, 2007). The wealth of academic and professional qualifications is captured in the profile of the interviewee participants (Table 16).

Table 16: Teacher profiles

ID	*Location*	*Career 1*	*Career 2*	*Career 3*	*Career 4*	*Memberships*	*Qualifications*
X1*	South West England	IT network admin. / trainer in industry	IT Trainer in industry	IT Trainer in industry FE lecturer		*MS Certified Professional (IT), BCA*	BA Hons, PGCE
X2	West Midlands	Civil servant	Musician	Agent	ACL/FE lecturer	*MIfL (QTLS)*	BA Hons, Teacher's Cert D32/D33
X3	Greater London	Management Consultant (TO)	Trainer / FE lecturer				BA Hons, MBA, PGCE, Adult Literacy Dip.
X4	Greater London	ACL lecturer	Secondary school teacher (o/s)	FE lecturer	HE Lecturer / ITE /Manager	*IfL, SRHE, BERA, SFHEA*	BA Hons, PGCE
X5*	Greater London	HE lecturer (overseas)	British rail trainer/assessor	FE lecturer/Manager literacy	HE lecturer / ITE / Manager	*IfL (QTLS), SFHEA*	BA Hons, PGCE, MA Ed., MA HRD, PhD, EdD
X6*	West Midlands	Youth worker (HSC)	Teaching Assistant (PRU)	FE lecturer			PGCE
X7	Greater London	ACL manager /teacher	FE lecturer	HE Manager Lecturer / ITE		*MIfL, SFHEA*	BA Hons, PGCE, C&G stages 1/2, D32-D34 MA, EdD
X8	South East	Business Mgmt. consultant	FE lecturer	HE lecturer			BA Hons degree, PGCE
X9	Yorkshire	Primary school teacher (abroad)	Civil servant (UK)	ACL lecturer			BA Hons degree, PGCE
X10*	Yorkshire	Primary school teacher	Secondary school teacher	FE lecturer	HE Lecturer/ ITE		BA Hons degree, PGCE, Dip. Ed. MA,

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X11	Greater London	School governor Primary	School gov./ trainer (Primary & Secondary	FE teacher	FE/HE ITE/Manager	*IfL*	BA Hons degree Cert.Ed., MSc Ed. Mgmt., PhD student
X12*	Central London	Journalist	Education Mentor	ACL/FE teacher	HE ITE /Manager	*SOPJ, ATL, SFHEA, UCU, TELL*	BA Hons degree PGCE, MA, PhD
X13	South West	Graphic designer in industry	ACL teacher Art & Design	HE lecturer Art & Design	ACL teacher Art & Design	*MIfL*	BA Hons degree, PGCE
X14*	West Midlands	Financial administrator	Y&C worker manager	Y&C ed. manager	FE teacher		BA Hons degree PGCE
X15*	West Midlands	Administrator in steel office	FE English teacher	FE teacher Technical studies	HE ITE		BA Hons, PGCE, MA
X16	East of England	N/A	Literacy tutor	ACL/FE		*MIf.*	BA Hons, PCGE, Adult Literacy Diploma, MA
X17	Yorkshire	Community organiser/activist	Tutor	Training organisation/ACL	Trade Union organiser/FE		BA Hons, PGCE, MA
X18	South West	Credit controller – finance	Teacher	Academy	FE		TEFL diploma Counselling quals
X19*	South London	Project Manager - TEC	Programme Leader	Training organisation	FE/HE	*FRSA, FHEA*	BA Hons, MRes, MA, PGCE
X20*	North West	Building labourer	Tutor ACL	FE teacher		*Member. Assoc. Lib. Studies*	Cert.Ed.
X21	North East		Secondary school teacher	ACL	ACL/FE	*SFHEA, Member Selbourne Society*	BSc Hons
X22*	Greater London		Principle Lecturer	HE	ACL	*SFHEA*	

* Teachers involved in both interview and questionnaire.

The extensive qualifications and experience of participants in both phases of the main study should be considered in the light of the FE teacher contracts. At the time of data collection, only 25% of participants had permanent full-time contracts. The remaining 75% were sessional workers whose job security was often precarious. In reviewing these factors, it was encouraging to witness the level of commitment to the teaching profession and professionalisation captured in the interviewees.

A reflection of this meta theme indicates a workforce which is highly skilled and capable of governing its own practice, evidence by the qualifications, skills and experience amassed within the cohort often before there was a mandatory framework for professional development. What this signifies is that the 'bottom up' approach to identifying professional needs has been effective as it encourages voluntary participation of peer networks.

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3.8 Reflective overview

This chapter has presented an overview of the mixed methods methodology used throughout the research. It provides the rationale for using questionnaires and interviews to validate the research design. The transparency and rigor were expressed in the samples analysed and triangulation used to test the robustness of data analysis to consolidate theory and practice.

Modifications to the research design and questions at each stage illustrate the fluidity of the research journey and the variables which can affect changes at any time throughout the research. Two significant changes are the modification of the research questions and the widening of the research participant base. The refinement of the research questions supports the direction of the research in seeking views on the impact of the educational reforms. The diversity of the research cohort better reflects the inclusion of FE practitioners with different roles and responsibilities in the sector. Limiting the researcher participants initially to teacher educators at the questionnaire phase has generated similar outcomes and is restrictive when seeking different perspectives on the educational reforms. The decision to diversify the participant base has widened the scope for competing discussions on the educational reforms.

The practical approach to this research has demonstrated the reciprocity and reflexiveness of the process involving collegiate relationship between participants and the researcher. In furthering the aims of the research, this approach has provided more scope to explore competing perspectives on the research topic, accommodating the fluidity in which internal and external factors can shape the landscape of the research at any given time.

In concluding the methodology chapter, mixed methods have proven the most suitable approach to interrogate the research questions. The combination of quantitative and

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qualitative methods has assisted in the triangulation of the research. The pilot study, presented in Chapter 4, contributed to the re-focus of the research from the practitioners' own perspective. It also helped to reformat the research design and develop the research questions.

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Chapter 4 – Pilot study

4.1 Research design

The pilot study was a small exploratory piece of work to test the feasibility of the proposed methodology and research methods. A pilot study is one of the important areas in a research project and can be used in two different ways in social science research. Teijlingen and Hundley (2001) state it can be used as a feasibility study – a 'dry run' done in preparation for a major study conducted on a larger scale. Baker (1994 p.182–183) perceives that pilot studies are specifically to pre-test or try out a research instrument.

Through participation in discussions at FE network events and CoPs around the practical issues surrounding the educational reforms, it became apparent that conducting a pilot study would give me a preliminary view on participants' perceptions and experiences of the discussion area. More importantly, the discussions would help me to evaluate whether the pilot study could generate interesting or substantial data to move the advance the direction of the research.

The criteria for the pilot study design mirror suggestions by Crotty (2007 p.2) who identifies 4 key elements in developing a research proposal: What methods do we propose to use; what methodology governs our choice and use of methods; what theoretical perspective lies behind the methodology in question and what epistemology informs this theoretical perspective. It also complements Punch's (2005 p.62) analysis at different levels and starts with the basic planning and executing of my research project to a more complex level in which I try to rule out all possible alternative interpretation of results. Denzin and Lincoln (p.63) look at how design situates the researcher in the empirical world and how research questions connect to

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data. I found a hybrid ‘case study/interview model’ most suitable for the pilot study. Luke, Jackson and Usher (2006 p.5) describes case studies as ‘a bridge across the paradigms’ because of the extensive use of case studies in both quantitative and qualitative research. In terms of flexibility, I chose a qualitative approach when using the ‘hybrid case study/interview model’ to document teacher’s narratives of the exploratory research questions.

Case study design within the qualitative paradigm allows the researcher to provide a description of individual or multiple cases to analyse a unit of ‘human activity’ embedded in the real world (Gillham, 2000, p.1), a description of a real-world situation (Hakim, 1987), or an attempt to critically analyse interrelated themes around the education policies which form the basis of the Professionalisation Agenda.

The pilot study was significant in conceptualising a more focused research design and vision for the specific research area and was a useful study to help me to reposition my vision for the research.

4.2 Choice of participants

Participants were selected in accordance with the convenience sampling method (Lakravas, 2008). I found this the quickest way to select participants who were delegates in an FE conference I attended on reforms to the ITT curriculum. It was an easier and more expedient way to invite experienced ITT practitioners to participate in an exploratory pilot study and present individual perspectives on education policies, including ‘Equipping Our Teachers for the Future’ (LLUK, 2004) and ‘The Lingfield Report’ (DfES, 2006), topical issues still relevant at that time.

The convenience sampling method attracted ten participants, which was sufficient for the pilot study. Participants indicated where they had more than one job role and had

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worked in different institutions in the sector which is reflected in the total column in the participant information table. The convenience sampling method included an exploratory questionnaire (Appendix A) as a warm up exercise before the presentations. The questionnaire was used as a prompt to engage further discussions during presentations about career pathways and the notion of dual professionalism. The concept of dual professionalism, used to describe the status of teachers who are subject/vocational specialists and pedagogical experts, is acknowledged in the pilot study but explored in depth in chapter two of the research chapter (Bathmaker & Avis, 2005a; Orr & Simmons, 2010; Peel, 2005; Plowright & Barr, 2012*;* Robson, 2006).

Table 17: Pilot Study – participant information.

Main Institution	**Main Job role**	**Length of service (years)**			
		0-5	5-10	10-15	15+
ACL	Lecturer Vocational trainer	1[M]			
FE	Lecturer Vocational trainer		2 [F] 2 [F]	3[F]	1[F]
HE	Lecturer Manager				1[M]
Total		**1**	**4**	**3**	**2**

Female F; Male M

4.3 Guidance questions and analysis of the pilot study

Some guiding questions (Diagram 4) provided the structure for the individual case studies presented in a semi-structured interview format to put participants at ease. Participants were given an outline of the discussion areas in advance so they could bring the most appropriate photograph, artifact or other visual stimuli to the session. Thirty minutes was allocated for each participant to discuss the four topic areas selected for the session.

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Pilot study- participant narratives

Areas for discussion

1. How long have you been an ITT trainer/ facilitator for CPD?

2. What have the influences on the changes in your role?

E.g. Internal factors - practical

- Re-structure of ITT curriculum
- Ofsted inspections
- CPD requirements (30 hours FTE)

E.g. External factors

- Government policies /directives E.G. Education Reform Act, 1988; Further & Higher Education Act 1992; Skills for Life strategy, 2001; Success for All, 2002; Leitch Review, 2006 Skills agenda, 2000
- New professional standards – FENTO, 1999; Equipping our Teachers for the Future, 2004,
- Institute for Learning – QTLS,

3. Please describe or show your photographs/artifacts or any other visual stimuli which best illustrates the journey for you as a teacher trainer. Include:
   - Any barriers encountered
   - Any low points
   - Any high points

4. What imagery comes to mind which could help you to overcome these barriers?

Diagram 4: pilot study guiding questions.

Feedback from the pilot study was constructive. I have selected three examples which are representative of participants' views of the reform agenda for FE.

Case study one: 'A professor's journey' refers to policy documentation which was presented as a stark reminder of managerialist policies leading to the restructure of FE. This participant posited a managerialist agenda as the driver for the changes against the backdrop of resistance by the FE workforce.

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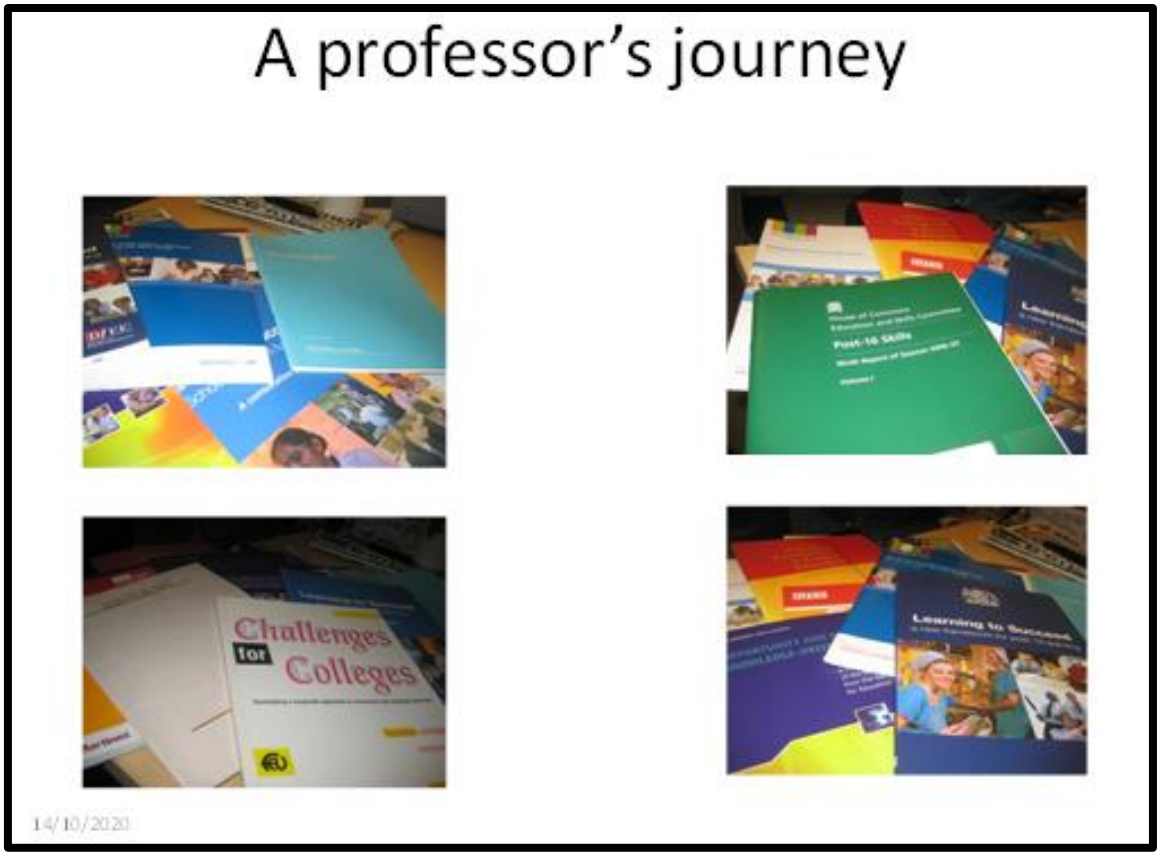

Case study one: *' A professor's journey'*

Case study two: 'I.T.T – hierarchy of needs', presented a diagram of Maslow's hierarchy of needs, contextualized by the targets for professional development set out in the reforms. The legislative requirements (FENTO, 1999; LSA, 2001; LLUK, 2004) and target setting are well made out and overseen by the Institute for Learning, illustrated at the left side of the diagram.

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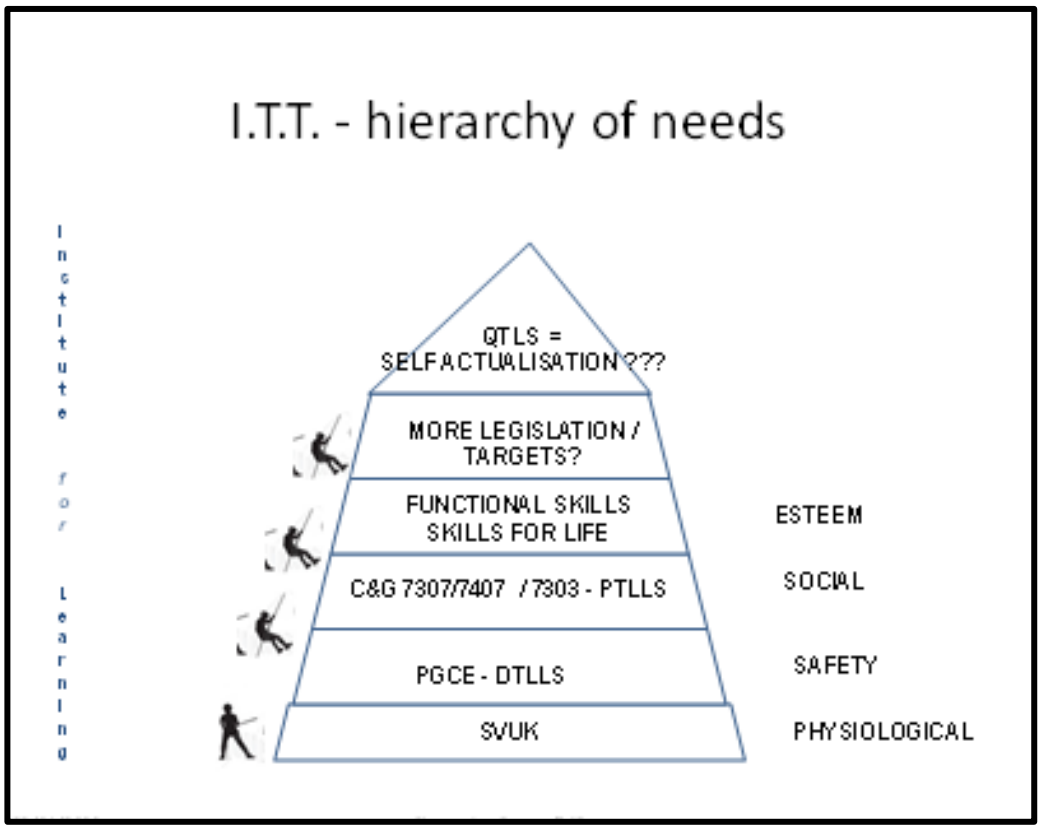

Case study two *'I.T.T – hierarchy of needs'*

Case study three did not present an imagery but based their narrative around a solar eclipse. The participant relied on a vivid imagination to identify two interrelated concepts; a description of a solar eclipse represented the gradual loss of academic autonomy specifically between Incorporation (FHE, 1992) and the Wolf report (2011), a significant policy timeline for (retrograde?) developments in FE. The eclipse was a visual representation linked to the concept that education policies had 'eclipsed' the practitioner's perceptions of FE teacher professionalism.

4.4 Findings and discussion

One of the challenges of using case studies at the exploratory stage is categorising the imagery and messages selected. The decision about whether to evaluate them individually or collectively presented other ways to look at the research design going forward. Both the imagery and implicit and explicit messages they conveyed were insightful. The interpretation of the content of the case studies and how they could

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influence the research design and generate more specific research questions presented more challenges. I consider that for the research to be impactful, it needed a tighter focus to unpick key themes identified in the pilot study.

My research questions were not formulated at this stage but, the subject of the research remained focused on the relevance of the educational policies and policy initiatives which underpin the restructure of ITT to FE teacher professionalism. At this preliminary stage of the research, I was exploring inter-connected themes aligned to the managerialist agenda and the new CPD requirements for FE teachers as well as views on how the changes had impacted the FE workforce from a practitioner perspective (Robson, 1998; Bathmaker & Avis, 2005a; Simmons & Thompson, 2009; Hodgson & Spours, 2015).

4.5 Considerations for the main research study

In keeping with the introductory themes, I first considered the suitability of focus groups and interviews as alternative methodologies for a feasibility study positioning imagery as a stimulus for individual narratives. Based on how the pilot study was conducted, I felt that there were certain limitations. The first was the need for more detailed instructions on the purpose of the study sent to participants in advance of the focus group meeting. The second consideration was the perceived difficulties guaranteeing a controlled environment for each group to discuss how they related the artifacts selected relate to education policies or policy initiatives, within a specified time limit. The third consideration was the appropriate choice of artifacts selected by participants and the inability of the researcher to assess suitability before the presentations. Although these concerns may or may not have arisen, questionnaires supported by interviews were considered a better way to move the research forward.

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While the experimental methodology was not taken forward, the pilot experience showed how FE staff were acutely aware of the changes imposed on the sector, elicited knowledgeable, insightful and, in some cases, emotionally charged reactions to their experiences of these changes.

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Chapter 5 Data Analysis

5.1 Data and respondents

Taking the pragmatic model provided a freedom to develop a conceptual framework best suited to the research questions and allowed a steering of the research in particular directions as data emerged. The data analysis is framed around the research questions which apply qualitative and quantitative analysis methodologies.

My rationale is based on the premise that policies and initiatives which shape the Professionalisation Agenda are constantly evolving and cannot be addressed from any particular framework. The research questions provide the framework for evaluating the educational reforms to FE since 1992 from a 'bottom-up' approach, giving participants an opportunity to represent their views on the government's approach to FE professionalism and the wider impact.

In terms of evaluating policy, most participants have a working knowledge of practices which predate the Incorporation of colleges in 1993 and the implementation of a marketised agenda for education. In capturing the totality of experiences among the research cohort, the research acknowledges the open and honest testimonies of the 'voiceless' teachers who are not otherwise given an opportunity at 'grass roots' level to discuss FE teacher professionalism on a national platform.

The data from the questionnaires and interviews are sufficiently detailed to answer the research questions. My approach to data analysis was connecting facts, ideas concepts and opinions/judgements in order to interpret and fill out the themes. The themes grew from the research data and the literature review on the Professionalisation Agenda and policy initiatives which have impacted on FE teacher professionalism. The findings and discussions located in chapter 6, draw together the

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key arguments emanating from the data analysis, and inform recommendations for future research.

5.2. Codes and themes

The research themes have been extracted from the qualitative data and are based on the research questions. Thematic analysis is the framework used to identify themes and codes as described in the methodology chapter (Table 9). In selecting the themes, I followed six-stage guidance on coding and themes (Braun & Clarke, 2006).

The themes in the order they are discussed are: The Professionalisation Agenda; performativity; CPD; de-professionalisation of FE through policy reforms.

5.2.1 Theme one – The Professionalisation Agenda

The first theme, the Professionalisation Agenda presents a very wide area for discussion. In order to gauge their understanding of the policy, the focus was narrowed down to three recurring areas highlighted in the qualitative data, that problematise concerns about the Professionalisation Agenda amongst the research cohort. The Professionalisation Agenda incorporates CPD in this context which includes formally recognised national qualifications, QTLS, and professional memberships allied to the teaching profession and should be considered in the broader context of 'INSET', the term used to describe staff development during the period when local education authorities managed the budget for staff training.

Reviewing academic and professional qualifications permitted participants to share their journey into teaching and opened up informative conversations about the reforms to ITT and the impact on teacher professionalism.

The opening questions aimed to get participants relaxed and give them a chance to volunteer information about their entry into the profession and teaching qualifications

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obtained on entry or after starting teaching. The biographies and profile of interview participants (Table 14) identified that only one participant chose teaching in FE as a first career which was not unexpected.

Participants obtained a range of teaching qualifications, some of which were achieved prior to the regulation of teaching standards (DfES, 2004, 2007) when vocational expertise was accepted as an entry requirement to teach vocational subjects in FE and applicants were not required to be qualified teachers or have post graduate qualifications to teach. At the point of entering the profession, the qualifications held by interview participants far exceeded what was needed to teach in FE. This is against the backdrop of the level of insecurity of part-time teachers' contracts prior to 1988 and the context in which the European Union directive (97/82/EU) pursued parity for part-time worker contracts in agreement with teachers' unions NATFHE and ATL.

Opening prompts, 'do you have a PGCE or equivalent?' and 'do you have any relevant qualifications and memberships linked to education?' generated the following responses from participants who had entered the teaching profession at different stages, during the restructuring of ITT in the 1990s and after the implementation of the reforms (DfES, 2001, 2004, 2007). These participants were sometimes hesitant in their responses and needed additional prompting to describe relevant professional qualifications and memberships.

One participant clearly stated that he had obtained qualifications after entering the profession but did not seem so enthusiastic about revealing the level of the basic skills teaching qualification.

> *The only teaching qualification I have is a Cert. Ed FE which I did at Middlesex University after I had been a lecturer at Tottenham College for 17 years. Oh, and I have a basic … City and Guilds teaching… in basic skills.*

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The Moser Report (1999, p.10), in acknowledging the low level of literacy and numeracy skills of an estimated 7 million adults, made recommendations that adults should attain functional basic skills to a level 2 qualification. In order to tackle the skills deficit, the Moser Report also recommended a standardised approach to teaching basic skills to a functional level. Whilst he acknowledged 'some of the provision already available for adults is excellent, with dedicated teachers and imaginative programmes' (p. 10), he was also mindful that the quality and quantity of provision varied nationally.

It was interesting that out of the 22 interview participants, 4 had professional teaching qualifications in adult literacy, numeracy, ESOL or TEFL in addition to other qualifications and stated that the decision to teach functional basic skills occurred during the recommended target deadlines outlined in the Moser Report.

The data analysis also uncovered that participants who entered the profession prior to the FEQTR, 2007 regulations (DfES, 2007a) were initially required to have professional teaching qualifications, although that was reversed on the recommendation of the Lingfield Report (2012). Two of respondents were quite frank about ITT qualifications.

> *No, I don't have a PGCE because at the time I went into education, you didn't need anything like that. You needed a degree!*
>
> *I did a Cert.Ed. with Harrow College. The minute they gave me a job, they bunged me onto the Cert.Ed…….*

With the exception of three research participants, 19 had a PGCE or equivalent when entering the teaching profession or were working towards obtaining a teaching qualification.

> *Yes, I have one (a PGCE.) ….. I have one from the Institute of Education.*

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> *I had already done my PGCE before that became compulsory, but I think that was a good thing in terms of getting people to you know just improve their pedagogical competency.*
>
> *I have a Cert. Ed… I have a D34 which was the internal moderation one and I remember we had to do it because we had to be internal moderators.*

The standardisation of professional teaching qualifications on a national level was first initiated under the FENTO (1999) programme as part of a wider targeted strategy to improve the standards of teaching qualifications in all curriculum areas and widening participation in the Learning and Skills Sector (Kennedy, 1997). The Skills for Life strategy (2001), implementing the recommendations of Moser (1999) was committed to delivering learning by teachers who had received intensive training on the new core curricula.

Participant interview data disclosed (Table 7) that twenty of the participants had first degrees, ten had masters' degrees and four had PhDs or equivalent or was working towards completion.

> *I did my masters at the Institute of Education and my doctorate at the Institute of Education.*
>
> *I got the master's instead, which is not the same I know.*
>
> *Well, when I did my Masters in trade union studies, I became a Fellow at Ruskin College in Oxford… I Have a Ph.D.*
>
> *I have a master's in research (MRes) in Business and an MBA which has also assisted or helped me in my role as an academic.*

What the data outlines is that the participants had gained academic and professional qualifications as a commitment to their own professionalism, before legislation made it mandatory for FE teachers to be educated to graduate level and have teaching qualifications.

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Central to the exploration of FE teachers' biographies and their reasons for entering the profession, is the correlation between learning and identity. Tett and Crowther's (2011) study on learning and identity in literacy programmes suggests that a sense of identity influences an individual's learning. The data revealed that although four participants had formal teaching qualifications in literacy, ten participants stated that their entry into adult education was as a literacy volunteer.

Hamilton and Merryfield (1999, p.7), note that 'the majority of those working in Adult Basic Education (ABE) continue to do so in voluntary or part-time posts.' In the commentary from the data analysis, interviewees, stated the positive experience of helping adults learn, led them to pursue careers in teaching.

Discussions around teacher identity were as important to participants who indicated their identity determined how they positioned themselves as professionals. Whilst participants did not comment on the new requirements to obtain QTLS within five years of starting employment (FETQR, 2007), they seemed to have different opinions about whether having QTLS, made a teacher more qualified to teach than a teacher without QTLS.

Participants spoke about QTLS as another criterion to meet the government's standards for professionalism. Two extracts from the interview data address this point:

> *So, it's kind of ironic really that just at the point where we seem to have a bit more straightforward view of professionalism, that maybe people would sign up to it a more easily, that don't matter anyway because however professional we are we are still just going to get squashed.*
>
> *QTLS doesn't mean a person is more qualified to teach than another. It's another barrier, the powers that be introduced to deny our professionalism.*

Both examples allude to professionalism as a construct of the government's expectations for FE. The cynicism in the tone of the extract indicates a level of

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frustration associated with the lack of autonomy to determine their own professionalism. The participants seem to be saying that positioning QTLS as a mark of professionalism can be detrimental to the status of those teachers without QTLS who may have a wealth of experience in the field.

The emphasis the government places on QTLS does not sit well with both participants whose profiles indicate that they had entered the profession prior to the 2001 FETQR, which initially exempted teachers in post at that time to obtain QTLS. Another point deduced from the extracts is that decisions on FE professionalism were led by government. From the tone of frustration in the words of the participants *not* obtaining QTLS does not determine one's ability to teach or be professional.

Not all interviewees described obtaining QTLS status in a negative light. Extracts from two participants outline their reason for obtaining QTLS in the light of their own professional development.

> *I consciously went through the QTLS process because, although I was a reviewing Fellow, it was my suggestion that we also should go through the process so that we should know what our QTLS holders are going through.*

> *Yes, and also having QTLS, I think yes, that would have been important. That is something that I think would be positive to keep reviewing and to allow people coming back into the profession to have the opportunity to build up their portfolio.*

Teachers' biographies and profiles (Table 16) indicate that than half of the participants were members of the former I*f*L or its successors ETF or SET to maintain their QTLS status. It also highlighted that in spite of Lingfield's (DBIS, 2012) reversal of the 2007 regulations which no longer required FE teachers to obtain QTLS or professional qualifications to teach in the sector, participants continue to update their professional qualifications and memberships.

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5.2.2. Theme two - Performativity

Performativity, it is argued, is a mode of state regulation which makes it possible to govern in an 'advanced liberal' way (Ball, 2010, p.215). In general terms, it relates to the reforms following the Further and Higher Education Act FHE, 1992) and the regulation of systems which align public sector organisations with the methods, culture and ethical system of the private sector.

Performance related target setting linked to teacher competences (FENTO, 1999) and professional standards (ETF, 2014) were alluded to in the interviewee's responses. One respondent vocalised a distrust of the intentions of the Professionalisation Agenda, by government to exercise more managerial control on the sector:

> *Most teachers see the professionalisation agenda as yet another government strategy to give more managerial control in performance management.*

Other participants cited funding cuts and inspection frameworks as further examples of performativity.

> *A lot of funding has been cut, which puts pressure on management to make sure performance is at the top so that puts pressure on the staff.*
>
> *It's been dragged across and discussed from OFSTED all the way to managers within institutions have continued to reinforce you know, what's is this gentleman's name, what you will call performativity.*

The general consensus that performativity was a tool for marketisation was further insinuated in another performance indicator which seemed to translate into the national teaching standards (ETF, 2014).

> *If you classify yourself as a professional, then, you are complying with certain codes of ethics, erm that guide you in terms of how you perform.*

Looking at the issues more broadly, the participants rejected the notion of institutional professionalism (Lucas, 2016), viewed as externally imposed standards with a

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promise of professional status on meeting targets. Lawy and Tedder (2008) describe the national teaching framework as an outcome-orientated model of professional practice, which is process driven and regimented. In agreement with Nasta's (2010), Lucas's (2002) and Bathmaker's (2002) their views on marketisation were that it was a regularisation of former teaching practices. Lawy and Tedder (2008) strongly emphasise the detriment caused from imposing professional standards which negate the principles and assumptions of pedagogy and by default, the strong ethos of existing professional identity.

Ball (2016, p.225) sums up the views that the participants were not able to articulate so strongly, when he states that 'crucially, acts of fabrication and the fabrications themselves become embedded in and are reproduced by systems of recording and reporting on practice. They also work to exclude other things which do not 'fit' into what is intended to be represented or conveyed'.

5.2.3. Theme three – Continuing Professional Development

I found the different concepts of CPD shared by the participants very interesting. Synonyms used for CPD among the cohort included in-service training, training workshops and staff development. These different terms used to describe CPD relate to the various descriptions of CPD over time. The excerpt from the following participant on the frequency of training gives an indication that CPD at that time consisted of ad-hoc training.

> *CPD is a buzzword. CPD takes place personally because you enjoy what you do and you want to stay abreast of changes but in practice in FE you might receive a bit of training, but it is very peripheral…*

The second excerpt suggests a more structured approach to CPD with references to differentiation workshops, dissemination of training by senior teachers and an annual

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conference day which alluded to staff development reminiscent of the 1980s and 1990s when widening participation and social inclusion were among government priority initiatives in education (Kennedy, 1997).

> *So, what we do in Lambeth College is we have weekly staff meetings where they have different activities and they have more senior teachers coming in and running workshops such as differentiation and questions and different topics of interest that will help us to develop our teaching and helping our learners in the classroom. Also, once a year we have a conference day where sometimes speakers coming and run workshops, but they also give us talks on what is happening out in the industry…….*

In the first excerpt, the participant describes training activities formerly called INSET, a term which denotes CPD prioritised and funded by local education authorities, disseminated regionally and locally by designated training providers or senior team members prior to the reforms to ITT (DfES, 2004). Elective CPD offered practitioners the flexibility to choose what they felt was relevant to their professional growth or interest.

> *The rhetoric of the professionalism agenda is that if you do all of this you become a professional. But the reality is that the same people that do that don't treat you as a professional. Your own personal knowledge or views don't count for anything. I suppose you have to go back to compensation and remuneration doesn't reflect any kind of professionalism. So, although there is a huge noise about how this will make you professional, the reality of our experience, or of my experience, is that I didn't think I would become a professional.*
>
> *Yes, and also having QTLS, I think yes, that would have been important. That is something that I think would be positive to keep reviewing and to allow people to come coming back into the profession to have the opportunity to build up their portfolio.*

In both cases, participants describe a practitioner based model of CPD, involving consultation with the teachers to negotiate their training needs and in the second example the training is disseminated by senior teachers. The deficit (Rhodes and Beneicke, 2003) and coaching mentoring models (Clutterbuck, 1991) of CPD best describes traditional practitioner-based models of CPD which required attendance at

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annual staff development events and skills-based workshops disseminated by senior teachers, manager's or colleagues.

With both models, practitioners were encouraged to identify their personal training needs and were given the option to attend staff training events. The second participant describes quite aptly attending workshops disseminated by senior teachers on differentiation and attending conferences once per year to inform their practice.

The reference to workshops on differentiation is a reminder of the recommendations in the Kennedy Report (1997) on widening participation and social inclusion in FE which identified priority target areas for staff development on differentiation techniques in teaching and learning. Effective changes arising from Kennedy's inclusive initiatives were extremely beneficial to students and teachers. The changes affected planning and delivery of teaching sessions with a requirement to identify differentiated aims, teaching methods, learning resources and assessment methods on the lesson plan. Training sessions provided teachers with the necessary support to address the issue of differentiation in practice.

CPD as intrinsic motivation and being relevant to professional development were picked up by two participants. Although their comments were general, and did not give specific examples of CPD, the positive aspects of CPD were clearly stated in both cases.

> *Absolutely right, I am compelled to do some (CPD), but I am motivated to do others. That motivation is rather intrinsic rather than extrinsic, you know. Erm, yes, I have done quite a few things of my own volition and I suppose in a way that can at least show my perception of myself as a professional rather than other's perception of me.*
>
> *I think that CPD, it's a good thing because it keeps you on your toes, it's a way of measuring how competent the lecturer is. There should be something for measuring competence.*

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References in the following commentary about the types of CPD suggests that the practitioner was able to determine their own CPD.

> *I suppose from my perspective I realise that CPD must be wide-ranging and not just very specific, so for example, I will go on a course that is about teaching methodology. I will look at something that is very relevant, technical points for example, but I will also recall the fact that I have read an article say about the impact of technology on education or distance learning.*

With the exception of the last extract, the vagueness of the first two comments suggests at that point there were no formal structures for CPD in place. The comments around the CPD activities presume they engaged in CPD before the policy Equipping Our Teachers for the Future (LLUK, 2004) and subsequent legislation enforced mandatory CPD activities funded by central government bodies. Mandatory CPD post the 2004 reforms (LLUK, 2004) was categorised differently in the interview excerpts. Three participants describe their views on CPD.

> *CPD has impacted on me in the sense that I make sure I record everything now.*
>
> *The specialist awards in teaching literacy, ESOL and all of that, erm, yeah, that has brought quite a few things to the fore…. CPD, is you wanting to develop.*
>
> *So, I don't see the relevance of it apart from something like a performance monitoring for management (laughing).*

References to record keeping subject specialist qualifications are typical of the standards based model of CPD (Beyer, 2002; Smyth, 2002) and features of a marketised management model of FE post 1993 (FHEA, 1992) standards based as in these extracts. This model represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning' (Beyer, 2002, p.243). Teachers are also assessed on their competences (FENTO, 1999) later translated into standards (ETF, 2014) as measurements of a teacher's ability to perform in a professional capacity.

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It was clearly articulated throughout the interviews, the value of elective CPD for professional growth. Compulsory CPD was accepted as being necessary for the job and self-determined professionalism was more highly valued for intrinsic reasons that were not always disclosed. In all the interviews, participants articulated the value of teacher professionalism to their professional identity, but also critiqued the imposition of external standards as the only marker of professionalism.

5.2.4 Theme four – de-professionalisation of FE through policy reforms

Caught up in redefinitions of professionalism within the university context, FE teachers experienced disjunctions between the demands of the government agenda and the autonomy they exercised in determining their own professionalism prior to the 1988 educational reforms to ITT.

The term de-professionalisation described the personal views of teachers who felt that the demands of the marketisation agenda led to a process of de-skilling as their professional standing was judged in accordance with externally devised performance indicators. Their knowledge, skills and experiences, accumulated over a period of time in education and industry, were not valued in the same extent as the new prescribed standards for teachers' professional development.

One participant voiced their distrust of the professionalisation agenda in very strong terms, indirectly blaming the government's restrictive view of professionalism as disparaging for FE teachers whose practitioner-based model of professionalism was being wilfully neglected.

> *The professionalism reforms took a reductionist and narrow approach to teacher professionalism. There are many models of professionalism that could be adopted rather than the one which was. ……. It failed to recognise the nuanced nature of self-directed teacher development activities, much of which takes place under the radar and teacher's own time and at their own expense.*

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Although the next participant's thoughts on de-professionalism were not fully articulated, the last sentence highlights the level of frustration experienced as an FE teacher and echoes the general views of the research cohort.

> *I think we have been de-professionalised because I think parents think because they send their children to school because they have been to school themselves, I think they feel they are qualified to tell you what to teach, how to teach, when to teach and how it should be taught. I just feel that professional judgment is constantly being questioned in a way de-professionalises what we do.*

Other participants broke down the distinction even further in terms of how managerialism had affected teaching standards leading to the decline in the effectiveness of teaching practice.

The following participant is clearly articulating the causal links between managerialist policies and processes which puts pressure on the teaching staff, whilst at the same time showing some empathy on the constraints faced by management faced with funding cuts and tasked with managing teacher performance.

> *There have been a lot of policies and things being introduced. It has been introduced just for marketing reasons because there's a lot of competition within FE. For example, a lot of funding, I noted has been cut, which puts pressure on management to make sure performance is at the top so that puts pressure on the staff. Management has to have control over how they have to regulate performance… erm… making sure teaching staff who are overstretched already have to do more to prove that they are at on top of the game.*

The other participants also express similar levels of concerns but are less direct in stipulating which aspect of the managerialist agenda is of particular concern or contributes to the de-professionalisation of the sector.

> *I just feel that professional judgement is constantly being questioned in a way de-professionalises what we do……*
>
> *I understand what professionalism is but as I said, I just don't think that the system understands what is…. if you don't follow that route, you're not regarded nor respected for it.*

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Participants' thoughts on de-professionalisation were not restricted to the lack of recognition of the knowledge, skills and wider professional practice in FE, but were constantly raised during the interviews. Three participants critiqued the instrumentalist view of the regulated practices (Avis, 2007; Atkins, 2009, Brown; 2012) and spoke about being overlooked as professionals in the wider context.

> *I did not feel as though I was a part of their communities of practice because there weren't any. Their demands changed as time went on; therefore, it was very important that I established what professionalism was.*
>
> *The professionalism reforms took a reductionist and narrow approach to teacher professionalism.*
>
> *Your own personal knowledge or views don't count for anything. I suppose you have to go back to compensation and remuneration doesn't reflect any kind of professionalism.*

Participants keenly rejected the contract culture (Brown, 2012, p.4) of government reforms as both detrimental to teacher and learning, as it replaces teacher creativity with limited strategies to engage the learners. The absence of critical dialogue with policy makers is an indication that teachers have been powerless to influence the reforms around their own practice. The value the government places on professional teaching standards (ETF, 2014), whilst overlooking the diverse range of skills, knowledge and experience that FE teachers bring to the sector, can only be described as a deliberate attempt to push an agenda which undermines the core characteristics of professionalism (Evans, 2008; Evetts, 2014; Tawney, 1921; Sachs, 2016). The concept of a Professionalisation Agenda, which places an instrumental framework in the path of its teachers, by default has accelerated the de-professionalisation process and put teachers at a severe disadvantage to professionals in the vocational sector.

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5.3 Impact of the Professionalisation Agenda on the FE

The impact of the reforms has been a consistent topic for discussion throughout this chapter, described as instrumentalist on the criteria for teacher professionalism (Coffield, 2008, Simmons & Thompson, 2007b) and reductionist (Gleeson et al, 2005) on the decline of resources, staffing and teaching hours destabilising factors for the workforce. In the light of the restrictions to professional practice, CoPs, CeTT, TELL, FETL, 'Tutors Voices' and teacher unions have mobilised to reclaim the autonomous spaces in education which FE had previously enjoyed (Daley, Orr & Petrie, 2015; Hodgson, Bailey et al 2015).

The level of resistance of the research cohort in recreating autonomous spaces in the interviews was reflected in the self-descriptions 'connected professional', 'procedural professionalism' and 'creditionalist' were terms used by interviewees to capture their views on the tasks and expectations of what they described as 'prescribed professionalism'.

> *What has changed significantly - has had the most impact on me as a practitioner is what I call procedural professionalism.*

The view of one participant was extremely powerful and neatly summed up the view of most participants.

> *Erm, where do I start? There are issues about the way in which employment works within the [inaudible] it's made it very difficult for people like myself to consider ourselves professionals when we are, as you might say, used in an instrumental way when and if there is a need for it. That's one aspect, and I won't ramble on about that because I can do that for the rest of the afternoon. Another aspect of all of this is the whole process, I think, of the shifting interference in what we are teaching in terms of how we're supposed to teach it. That you often get in terms of governmental policy changes.*

The impact of the reforms on the professionalism of the research cohort could not be quantified during the individual questionnaire responses or interviews. When looking

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at the data collectively, there was a resounding acknowledgement of how weary they had become from challenges made to their institutions about the sweeping changes in classroom practices including increasingly burdensome administrative workloads over the course of their careers.

> *So, it's kind of quite ironic really that just at the point where we seem to have a bit straighter forward view of professionalism that maybe people would sign up to a bit more easily, that don't matter anyway because however professional we are we are still just going to get quashed.*

Professional recognition was one area of discomfort which affected all participants. Some interviewees focussed their conversations on the impact of parity of QTLS to QTS (Wolf, 2011) on their professional status. Other participants viewed the reversal of the 2004 regulations (Lingfield, 2012) as one step backwards for professional recognition in FE.

> *The subject knowledge and the pedagogical competence, if you like; however, what has changed significantly and has had the most impact on me as a practitioner is what I called procedural professionalism. It has to do with all sorts of things [inaudible] from your students, your subject and your ability to teach them.*

The discrimination felt by one participant centred on the status of FE teachers and not being recognised on the same level as schoolteachers despite having the equivalent qualifications. The impact felt by this participant is the lack of formal recognition for adult education teachers as a cause for concern.

> *I do not think that there is a real wide perception of what adult FE teachers is about whether it's you whether it's at university or even in Adult ed., because society seems to concentrate on primary school teaching and secondary school teaching and Tertiary teaching is like something that's just there and people are allowed to get on with it and there doesn't seem to be that much awareness of it except when it goes wrong.*

The general responses were negative towards the policies and how they impacted the morale and general wellbeing of teachers and managers in the FE sector. I got a sense that the research participants who had completed the questionnaire and those

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who took part in the interviews were worn down by the reforms and the constant pattern of the government moving the goalposts when introducing new initiatives (DfES, 2004, 2007) or during the reversal of the initiatives introduced as a compulsory requirement for professional development (DBIS, 2012) only for the government to update the teaching standards (ETF, 2014) which have become more prescriptive with each revision (Lucas, 2004, Lucas, Nasta et al, 2012).

It is fitting that I conclude this theme with a quote from an interview participant who sums up impact succinctly.

> *As an educational professional, I am passionate about the development of education not only nationally but globally. In England, for example, the effect of all these continuous fragmentary reforms, government policies, attempting to standardise practice has put enormous pressure on most teachers.*

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5.4 Reviewing policy – reflections on data analysis

The FE perspective on the government-imposed reforms outlined by these respondents highlighted specific issues relating to the intended improvement in standards through a marketised managerial agenda featuring target setting and performance management as central features of this government's conception of professionalism in FE. Their views were overwhelmingly negative.

Hodgson (2015) asserts that, whilst the reforms represented a genuine attempt to improve standards, there are reasons to suggest why the implementation of the reforms remains problematic. Three reasons offered are the inflexibility of a standards-led approach (Lucas, 2007), the incompatibility of new standards and subject specialisms (Bathmaker, 2000; Hill, 2007) and that without full guiding the reforms could be open to interpretation and generate further problems (Nasta, 2007).

In addition to the arguments advanced on the suitability of a standards-led model, the marketised managerial agenda presented a greater concern as a business model which reflects a more streamlined approach to how FE has previously been managed. Ball's (2010) conceptualisation of performativity is indicative of how the management of FE has evolved. Target setting and performance management characterise all aspects of teaching and learning linked to national and local objectives.

In a departure from traditional approaches to teaching and learning in FE, the upheaval to the structure of education in England during the lengthy leadership of the Conservative government from 1979–1997, addressed the tensions in previous liberal education policies, resulting in allocation of more power in central government and at the expense of LEAs and teacher unions.

A review of the restructure of FE, attests to a re-modelling of FE practices now aligned to other educational sectors and businesses. For these reasons, the

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Professionalisation Agenda remains a contentious area of government policy, which has impacted on the sector in different ways. The FE narrative resists the actions of government bodies to impose changes, which do not accept the value of existing skills, knowledge or experiences of the teaching workforce. The contribution of the dual professionality of the workforce is not perceived as an asset by government agencies. The government's fixation on standardisation procedures and protocol and the drive for continuing professional development from a narrow viewpoint has led to the demoralization of the sector and a departure of teaching professionals. One of the extracts from the interview data illustrates this extremely well:

> *In other ways, it has actually removed from the profession a whole tranche of people who had immense knowledge of their own interests who no longer teach.'*

In another extract, the same author states:

> *The other aspect of professionalisation is the way that courses themselves in HE & FE have become 'credentialist' orientated to careers and vocational opportunities.*

The growing expectations of teacher performance and how this links to performativity (Ball, 2010) have generated a lot of discussion on how the government's agenda for regulatory control has significantly impacted on workplace practices. This aligns with the broader reforms of the professionalisation agenda which have effectively impacted how FE teachers perceive their professional identity and academic autonomy. The findings and discussion chapters continue to unpick the analysis of data which leads on to recommendations for relevant stakeholders in FE.

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5.5 Sub-themes captured in the research.

The research has elicited four meta-themes which have revised the direction of the research since the preliminary investigation stage, when the focus was merely to gain personal insights into the impact of policy initiatives from practitioner perspectives.

The meta-themes explored a plethora of policy initiatives. Four broad areas also emerged as sub-themes and their impact will be addressed here:

- a uniform approach towards professional qualifications and skills.
- communities of practices and professional networks as indicators of professionalism.
- authentic social inclusion in education.
- the need for a measure of professional autonomy.

Sub-theme 1 - Towards a uniform approach to professional qualifications and skills

Literature in the field acknowledges the career trajectory (Avis & Bathmaker, 2007); the diverse range of qualifications and transferable skills held by FE teachers (Bailey & Robson, 2002; Bathmaker & Avis, 2005a; Robson, 2005; Lucas & Unwin, 2009; Orr and Simmons, 2009; Gleeson et al., 2015; Hodgson, 2015).

Relatable adjectives which define teaching profiles and unity amongst the workforce include integrated professionalism (Plowright et al., 2012), dual identities (Orr and Simmons, 2009); and triple Professionalism (Hodgson, 2015, 2016) point to self-determination in the establishment of professional values whilst (Crawley, 2015) draws on the concept of democratic professionalism and how connections are made to support a uniform approach to professionalism.

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The research elicited the views of participants wherever they encountered effective strategies for the recognition of FE Teachers. Participant feedback clearly stated that the workplace or government should not have the right to decide this important aspect of their working lives, echoing the views of Gleeson (in NIACE, 2012, p.17) and national representation from various institutions including the I*f*L (Fazaeli in NIACE, 2012 p.13) and TELL (Crawley in NIACE, 2012 p.15).

Participants expressed dissatisfaction that the collective skills and experience of the FE workforce were not formally acknowledged by the bureaucratic structures which had replaced the former communal practices of FE practitioners to determine their own professional development. Participants were largely in favour of a uniform approach to ITT as their commitment to professionalism is quite apparent. What they contested however was the imposition of a bureaucratic framework which overlooked the contributions of existing practices. They indicated preference for a hybrid structure created from a partnership incorporating aspects of practitioner and bureaucratic structures as a professional approach to qualifications and skills.

The justification for a hybrid structure aligned with the principles of Friedson's concept of 'Third logic' (2001) on the basis that a wholly bureaucratic model would only accommodate a managerialist perspective. They also indicated that despite having transferable skills and working in different echelons of academia, the government only acknowledged a restricted view of professionalism with a prescribed set of standards and mandatory CPD which limits the creative elements of professional practice. Although, vocational teachers stated they were more disadvantaged by the reforms, the data clearly alluded that both academic and vocational tutors were impacted by the restructure to ITT.

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Despite using guiding questions as a steer to other topic areas, participants preferred to revisit discussions around qualifications and skills applied in places of learning and the lack of formal recognition by the DfES of the skillset of the dual professionalism of the FE workforce (Avis, 2005; Esmond & Wood, 2017; Hodgson, 2016; Peel, 2005). Comparisons were made to the 'uniform' profile of schoolteachers which were quite different than FE teachers, who often entered teaching as a second or subsequent career.

Sub-theme 2 - The development of communities of practice around professionalism

FE teachers have always belonged to CoPs, whether formal or informal. The main purpose has been to share common interests around subject specialisms, contractual obligations and professionalism based on the work of Lave and Wenger. CoP's is defined as:

> *'groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.' (Wenger, 1991, p.1)*

CoPs links the main research question on the impact of the reforms on academic and professional qualifications, CPD and QTLS, to spaces used by FE teachers to exchange ideas, receive peer support and update their professional practice (Wenger, 1991).

Further professional development activities on consultations around the reforms, witnessed the growth in local and regional Communities of Practice (CoP) amongst practitioners who wished to support each other on common themes or interests outside of formal structures. CoPs in education have existed in one form or another in small clusters prior to the 2004 reforms. Since, starting teaching in 1988, I have always participated in CoPs in ESOL, Modern foreign Languages (MfL) and Literacy for

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support when negotiating my teaching roles simultaneously between the voluntary sector, Adult and Community Learning and FE.

Participants working in ACLs, training providers and voluntary sector institutions, cited CoPs as a generally supportive network and model for sharing good practice and CPD is the default way of working. CoPs develop organically and usually provide support, advice or guidance on matters discussed in formal and informal structures.

Table 15 showcases the distribution of memberships shared by the research cohort which include sub-groups also considered CoPs. It is not easy to second guess possible reasons for memberships per se, but the responses of the participants suggested that that it was often linked to professional practice and the requirement for professionals to update their training and development.

Similarly, some participants indicated they were members of, the Basic Skills Agency (BSA), National Institute of Adult Continuing Education (NIACE) and National Association for Teaching English and Other Community Languages to Adults (NATECLA). Membership indicates a commitment to enhance teaching and learning in key skills (formerly basic skills) and engage in CPD to enhance practice as part of the Skills for Life initiative (2001) following recommendations of the Moser Report (1999).

Memberships of practitioner led networks more focused on harmonising standards in ITT. They included ‘Centre for Excellence in Teacher Training (CETTs)’ and the regional networks in London (LONCETT) and South West of England (SWCETT); Teacher Educators in the Lifelong Learning (TELL) specialising in supporting teacher educators in research and affiliated practitioner groups aligned to subject specialisms, special interests, or cross sector partnerships within institutions.

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The interconnections displayed among the FE practitioners, mirrors the relationship between the research cohort across the sector. Constructing their professional identities around teacher activism in their institution or subject specialisms were underlying themes in CoPs, generally considered an effective way to getting their voices heard locally and nationally. The activities of the CETT's communities have played a part in raising the professional identity of teachers outside the sector. By widening the membership and making it more inclusive to all FE practitioners outside of the college networks, smaller ACL and voluntary sector providers are better able to get their points across as part of a larger cohesive network.

According to the concept of legitimate peripheral participation (Lave and Wenger, 1991) learning was no longer envisaged as something that was only acquired by individuals. Participation in various formats was conceived and embedded in workplace practices, facilitating conversations around professional recognition and de-professionalisation.

'Tutors Voices', a national network for Further, Adult, Community and Skills educations (FACES) launched in 2015, is an example of one such CoP facilitating conversations about professional recognition and autonomy. Conceived in the workplace, 'Tutor's Voices', projects 'the collective voice of powerful, democratic professionalism for the sector, (Coffield, 2015)'. Representation of tutors on all government reforms effecting the professional lives of tutors and enabling FACES practitioners to have a strong, democratic, collective, and autonomous professional voice on issues of practice and policy are some of the aims set out in the mission statement. By giving teachers the platform to speak on the reforms in one voice, 'Tutor's voices' aims to redress the imbalance of the instrumentalist approach to policy reforms and breaking down barriers to social inclusion in FE.

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Sub-theme 3 - The need for authentic social inclusion in FE

Discussions around the subsidiary research questions on the criteria used by teachers to demonstrate their professionalism led to much commentary on the need for authentic social inclusion for FE teachers.

Literature on social inclusion in Lifelong Learning defines disadvantages in social, political, or cultural factors as a deficit which affects learners (Tett, 2010) redressed through contextualising the curriculum. Mezirow (1977) speaks to the transformative process of education and Lifelong learning to potentially change people's lives through effective discourse and critical awareness of 'their own and other's assumptions'. Teachers as educators are already part of the transformative process. Participants shared stories about imparting their vast experiences; concepts; values and training to effect change within student's lives. Their responses identified the transformative processes effected in teaching and learning but did not relate to the benefits for teaching professionals based on factors including isolation from the consultation process and professional recognition by the DfES.

Maslow's (1970) 'Hierarchy of Needs' illustrated how a lack of inclusion impacted psychologically on their own practice. 'Belonging' represented the contrast between how they perceived their role within the Sector and employers' perception of their roles linked to professional status. The stigma of not being associated to the 'professional fraternity in education' impacted on their sense of belonging, affecting the self-esteem of over 50% of participants, who stated that despite the statements around their own professionalism, the respect and recognition from DfES held more value.

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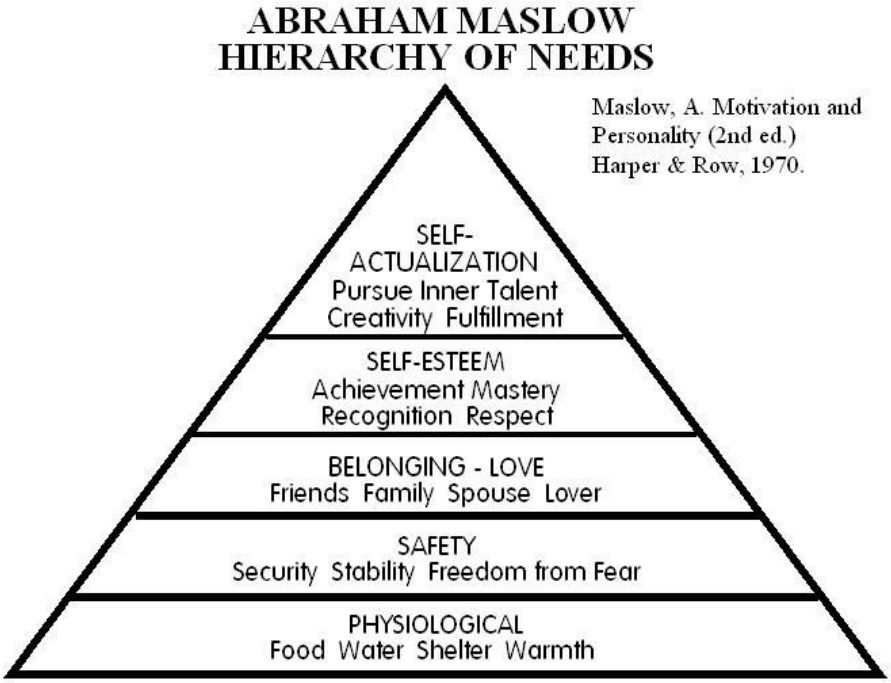

Diagram 5: Maslow's Hierarchy of Needs

Comparable differences of treatment around professional recognition between FE lecturers and school- teachers' (Wolf, 2010; Lingfield, 2012) was a continuous theme. The psychological impact linked to historical associations with being the 'Cinderella service' had a lasting effect on staff morale.

One participant, a former journalist, gave an example of how membership of the NUJ still affords a recognition of mastery (Evetts, 2003, 2014) in journalism, unlike education where the sense of de-professionalism is warranted due to workplace practices and lack of recognition even though the participant holds a PhD as their highest qualification.

Concerns were raised about barriers which prevented teachers achieving self-actualisation (Maslow, 1970) because of the other psychological and physiological needs which have not been met. The detrimental effects of increased workloads and

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how it impacted work/life balance was discussed in more than 50% of interviews. Although, I was not able to gather empirical evidence on the psychological and physiological needs of the cohort, so drew on several sources which supports this assertion.

A key finding of the UCU workforce survey (2016, p.6) asserts that 'Professional and career development is suffering because of increasing workload'. National Education Union (NEU)'s survey of FE teachers highlights that due to the stress of increased workloads 'Seven-in-ten further education (FE) staff working in FE Colleges in England have considered leaving the sector'. Similarly, the findings of NEU's survey presents compelling evidence that there is some correlation between increased workloads and staff performance. Further, Soliman and Soliman's (2006) research on HE increased workload is applicable to FE and alludes to the fact that the increased workload can affect the quality of academic work.

The whole argument around the pressures of increased workload and impact on the quality of academic work has been a serious cause for concern for some time and is linked to the increased marketisation of FE, especially in the 1980s and 1990s which has subjected 'all professions to increased regulation and control from outside the professions themselves' (Evans, 2008, p.6; Whitty, 2006).

Coping strategies described by the respondents in Shain and Gleeson's study (1999) outline the three distinct narratives adopted by FE teachers in the light of new reforms. Resistance and rejection can best describe the views of those teachers in my case study who joined UCU for support on the increase in contractual obligations. Bolton (2007 p.13) provides another example from case study where a respondent felt 'railroaded' into undertaking additional tasks. Compliant teachers learnt how to stay on the right side of the managers by providing the right balance in teaching and

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learning and completion of relevant paperwork. A respondent in Bolton's case study sums it all up:

'Own job satisfaction is low .... I come in..... I do job..... I go home'.

In terms of subject specific pedagogy, Reynolds' (1999) acknowledges how the National Curriculum is used to guide teachers in the school's sector. Robson (p.118) contrasts this with ITT in the lifelong learning sector whereby the lack of subject specific pedagogy presents another constraint on staff morale (Ofsted, 2003). The Adult Core Curricula (DfES, 2001; 2001; 2002) as the FE equivalent, has only provided definitive standards and guidance in teaching literacy, numeracy and ESOL, whilst ICT teachers can rely on the reforms to a level enshrined in Curriculum 2000 (QCA). The absence of national standards in other subjects, can only leave teachers to feel neglected and in need of some direction.

One area for criticism of current reforms during the research has been the absence of nationally organised mentor schemes giving institutions appropriate levels of funding and qualified mentors to support FE teachers with the increased academic workload. Concern has therefore been raised on the lack of a systematic approach to mentoring within institutions with little or no support for the mentor to undertake their role (Thompson & Robinson, 2008). The failure of FE to listen to the legitimate requests of the FE workforce adds to the growing concerns around the state of academic autonomy in FE.

Sub-theme 4 - Professional Autonomy

Research participants offered their own views on professionalism consisting of commitment to CPD, a body of specialist knowledge in one or more disciplines, membership of professional bodies and academic autonomy. They did not accept the

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term quasi-professional (Whitty, 2006) and new professionalism (Evan, 2008) as appropriate descriptions of their status.

Strike's (1990, p.1) review of the criteria for professionalism clearly signifies that, even when considered a 'quasi-profession', teaching has sufficient professional 'characteristics to warrant autonomy and self-governance'. While Evans, (2008) and (Whitty, 2006) interpretation of the governments approach to the restructure of FE, indicate that the level of regulatory control as part of the managerialist agenda signifies new professionalism.

The responses to subsidiary research questions RQ2, RQ3 and RQ4 on teacher professionalism and autonomy, suggest that a reduction in professional autonomy is another factor affecting low staff morale. Most participants attributed the decline in their professional autonomy to the restructure of FE post ILEA but could not be more specific as to a date or event. A few participants were more precise, stating the decline was more prominent in the 1980s and 1990s following Incorporation of colleges (FHEA, 1992) from 1 April 1993.

They further stated that an indicator of professional autonomy was the ability to influence the Professionalisation Agenda, in equal partnership with the DfE as specialists with sufficient experience to represent the voice of FE and contribute to the restructure. Related discussions framed professional autonomy as the freedom to make choices deemed in the interest of FE in support of traditional practices and management of development, teaching and learning and CPD.

They recognised that the shift in the IfL's voluntary professional membership role to a regulatory body for teachers working in English FE sector, was a setback to academic professional autonomy. For the majority of respondents, the change of status from a voluntary to a regulatory professional boy led participants to believe that

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the former I*f*L (now SET) had been complicit in the de-professionalisation of the sector through a lack of control over managerialism policies imposed on the sector.

Some argued that Lingfield's (DBIS, 2012) revocation of mandatory of professional membership as part of the reversal of the 2007 regulations on a new framework for teacher professional, was a further attack on teacher professionalism and academic autonomy (Crawley, Gleeson, Fazeli, 2015). They cited the reforms to the professional standards (ETF, 2014; 2019) as instrumental to maintaining the government stronghold on target setting and performance.

The conclusion was that professional membership of I*f*L or successors did little to change the status of FE lecturers as professionals. Comparisons were made to the professional autonomy of the Society of Journalism (SoJ), Chartered Institute of Personal Development (CIPD), British Medical Association (BMA), Association of Chartered Certified Accountants (ACCA) when negotiating with government agencies in support of benefits for members and impacting on policy changes in the relevant fields.

In line with Friedson's (2001) concept of 'Third Logic', there is a viable alternative to consumerism and bureaucracy. Participants concurred that the key features of a profession are the ability of members to control their own qualifications for membership, along with the existence of a specialist body of knowledge. They further agreed with Winch (2004) and Wilkinson (2005) who argue that an organised body of knowledge is a prerequisite for creating a profession for teachers. The participant profiles and the diverse roles and responsibilities described throughout the research support their ability to organise and control their work, without directives from management or the influence of market forces (Friedson, 2001). From the researcher

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perspective, these important features of professional autonomy have been overlooked by the government when planning and implementing the restructure of FE as it conflicts with the bureaucratic and managerial agenda for FE. Equally possible and credible is the government intention to reduced autonomy and devalue local, collective creativity.

5.6 Overview of professionalisation themes and sub-themes

The themes and sub-themes explored in this chapter, present a systematic exploration of government attempts to apply policy initiatives in an underhand way, whilst presenting them as developmental when this often has not been the case.

The themes present a prescriptive framework, supporting a regulated view of professionalism, informed by a thematic analysis of data responses. The themes and sub-themes strengthen the argument for a more balanced approach to professional practice, highlighting that whilst participants are responsive to professional development, they are resistant to policies undermining their professional practices.

The sub-themes, interpreted as outcomes of the themes, present a microscopic analysis of policy initiatives, evidenced by insightful comments from participants on the Professionalisation Agenda.

The themes and sub-themes illuminate the sceptical views of FE towards the intentions of the Professionalisation Agenda. They further illustrate that despite, the recommendations in the Lingfield Review (2012) on the revocation of the 2007 reforms to ITT, FE teachers' professionalism remains largely determined by astute practitioners (Table 16) in mistrust of government agendas for the Sector.

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Chapter six Recommendations and directions for the research

6.1 Introduction

This thesis reported the research findings, drawing on the issues raised by the interviewees and the questionnaire respondents in the data analysis through themes related to each of the research questions:

1. *RQ1 - What has been the impact for FE teachers of policy revisions to ITT in the following areas: academic and professional qualifications; CPD; QTLS status and aligned membership of the professional teaching body for FE.*
2. *RQ2 – What criteria are used by teachers to demonstrate their professionalism?*
3. *RQ3 – What is the impact of policy reforms to teacher professionalism?*
4. *RQ4 – What are the possible implications for professional autonomy?*

The focus of the thesis was the perceptions of FE teachers of reforms to professional qualifications, CPD and the impact on their professional development needs in the context of workplace practices. The findings draw on the Further Education Workforce data on FE teacher profiles, literature on the Professionalisation Agenda the authentic voices of FE teachers (and discussions with research participants.

Importantly, the data-gathering leading to the production of this thesis provided a safe space for FE teachers to share their views and concerns, not fully represented in the literature, as well as making recommendations for future actions relevant to their workplace practices. The thesis offers an analysis of policy reforms from a ‘bottom up’ approach and offers a collegiate approach to examining the growing connections within the FE teaching workforce, affirming Crawley’s conceptualisation of connected professionals (Crawley, 2015).

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6.2 Strengths and limitations of the research

Strengths

The extensive official literature and commentaries on it has been tabulated and analysed to indicate a remorseless push to, if not de-professionalise, to produce a very different and constrained sort of professionality than has been the norm in FE.

The official literature spans ten years and captures systematic government strategies to advance a managerialist, illuminating the different stages of the process and the authentic voices of participants, resistant to a government backed agenda on professionalism.

The pilot study pointed to more effective ways to gather data in the main study and the 22 respondents, who provided data via questionnaire and interview, were a mature, experienced and deeply thoughtful set of FE practitioners who contributed valuable insights to lay alongside the official government agency rhetoric.

The data analysis gave rise to four themes: Professionalisation Agenda; Performativity; CPD; De-professionalisation of FE. Also, four sub-themes: uniform approach to professional qualifications; communities of practices (CoPs) and professional networks; authentic social inclusion in education; professional autonomy.

Of particular interest was the way CoPs naturally emerged from a core of participants who still network to share good practices, offer support, and partake in animated discussions on current and future developments specifically relating to FE teacher professionalism. The CoPs enables isolated practitioners; retirees and any other

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interested parties to stay current on educational policy and engage in practitioner research linked to FE teacher professionalism and related topics.

Due to my personal learning journey on the research, I have always been aware of the challenges faced by FE teachers as researchers and have been inspired by the significant numbers who have obtained a doctoral degree during my registration on the EdD, some of whom have participated in the research. As one of the founding members of TELL, I drew strength and further inspiration from the well organised networked events around the UK and collaborating with like-minded individuals on FE teacher professionalism.

Recognising that even experienced researchers sometimes face challenges with formulating a coherent research plan and experience writers block is encouraging and supportive at the same time. Apart from joining TELL, the research has encouraged attendance at SRHE, BERA, UCL/IOE and other research events to develop writing skills and selecting the appropriate theoretical perspectives for my research. Interactions with renown authors, at network events, cited throughout the literature review has been extremely positive. The participation of some established researchers as participants in this thesis have been encouraging and provided unsolicited guidance in the literature review and methodology chapters.

Reflective practice has shaped how I approached the research and any changes made to improve the research going forwards. I am guided by Kolb's principles (1984) that 'learning is the process whereby knowledge is created through the transformation of experience'. Completing the learning cycle (Diagram 6) in a systematic way has never been part of the way I have approached the research in terms of achieving all the stages in one cycle. My reflective practice involves continuous reflection and

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conceptualisation before committing to planning and writing each chapter. I often move between stages and review stages before progressing onto another stage.

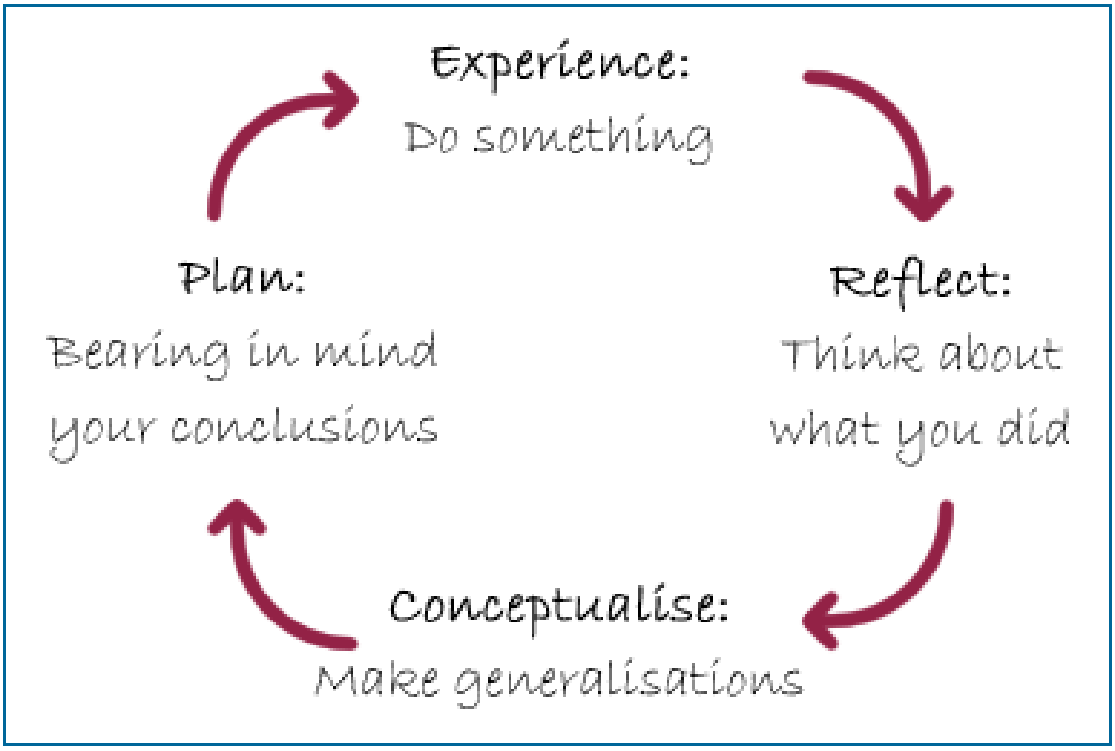

Diagram 6: Kolb (1984) Learning Cycle

One tangible strength of the research is the awareness that few literary texts have focused on FE teacher professionalism in its entirety, although there is a body of literature around the marketisation and managerialism of FE and FE teacher identity, which was mined extensively and referenced in this study, as well as subject specific teacher professionalism.

This research complements that literature with a full focus on FE teacher professionalism. It also takes an approach to the research which is wholly 'bottom-up', valuing practitioners, knowledge, skills, and experiences as significantly robust to answer the research questions. The application of the research questions as a

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‘practitioner’ framework for the research aligns with Friedson’s (2001) ‘Third logic’ applied to practitioner research as a more viable alternative to bureaucratic frameworks in research.

The change in direction of this research, widening participation to all FE practitioners enriched the research, suggesting a broader scope of perspectives and innovation within the sector. Recommendations can also be attributed to positive changes in the direction of the research.

Limitations

Undertaking a Doctorate in Education has provided me with many challenges but also opportunities to develop research and writing skills. When considering my starting point on this research journey, I acknowledge the initial struggle to identify a theoretical or conceptual framework, but on reflection took a ‘pragmatic’ research position in response to the fluidity of the research subject and evolving policies. Using the research questions as a framework for data analysis is more suitable to the research area but doesn’t follow the general principle of applying theoretical or conceptual frameworks.

Positionality has been discussed in the methodology chapter, yet aspects of it may count as another limitation in that, from my involvement with FE teaching staff and my value position I may well have taken sides in the government-repressive-policy-making and the professional-autonomy-communities-of-practice spectrum. I have tried to counter this by being open about my position and being guided by the empirical data in what I have written.

It is worth highlighting here that, despite the skills, knowledge and experience accumulated in education, working away from the chosen research subject area can

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be demoralising. Prior to moving away from that teaching area, I was teaching extensively on a range of ITT programmes which included the C&G 730 series of teaching qualifications, the C&G 740 series of teaching qualifications and newly restructured ITT qualifications linked to professional teaching standards (ETF, 2014). I questioned at one time whether I was too closely involved in the developments I was researching and objectivity may have been compromised. Subsequently, I felt distanced from the action and, I would argue, lost the compensating strengths from my involvement. Engaging in CoPs and participating in CeTT, FETL, SRHE, TELL, UCU and other FE practitioner networks has helped me to keep abreast of educational policy developments, write an article on the Professionalisation Agenda for a peer reviewed journal (Brown, 2012) and present findings in research forums.

The research was undertaken over an extensive period due to interrupted study on several occasions. During this period, there were changes in policy requirements and regulations for FE teacher professionalism (Wolf, 2011; Lingfield, 2012), which meant I had to revise the literature review and research methodology to increase the data collection.

The data gathering phase of the research occurred between 2016–2018 and during the initial part of the phase, I had to review the research questions and amend the questionnaire format and the topic areas for the interviews in line with changes within the research focus due to education policy reforms and issues around recruitment of research participants.

The 33 responses from the 300 distributed questionnaires were far fewer than expected and could have adversely affected the direction of this phase of the research. With a higher return of questionnaires, I intended to follow on with two focus groups of

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FE teachers to explore themes emerging from the questionnaires. I was forced to re-think other research methods which would enhance the minimal data collated and decided that interviews would not only generate more in-depth, open and honest responses, but they would also enrich and complement data gathered by means of the questionnaires.

Limitations were also noted in the distribution source for the questionnaires. Due to ethical considerations and the need to cover a wide geographical area, I relied on TELL to distribute the questionnaires to its members and allied networks. I do believe that using more than one distributor might have generated more responses, but on evaluation of the location of participants felt satisfied that 40% of practitioners were outside of the TELL network. The timing of circulation of questionnaires coincided with marking workloads, which further limited the returns. Those who responded were focused but seemed sometimes resigned to the changes and impact on their job security.

The limitations of the questionnaire responses developed into strengths because it allowed for a complete revision of the focus of the research and more defined areas for discussion in the interviews. Due to time limits interviewing participants, guiding questions were prepared in advance for participants to consider and often resulted in more detailed discussions than if the criteria were presented for the first time in the interview.

Although not a limitation in the strictest sense, discussions sometimes went off on tangents around the unacceptable number of dedicated hours allocated for research and scholarship, attendance at conferences and other CPD events. These discussions provided context for the participants view of mandatory CPD, preferring their

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conceptualisation of CPD before the reforms whereby teachers collectively or individually identified their own professional needs facilitated by institutions and felt more merit in selecting CPD to own requirements.

The limitations although challenging at different phases of the research, also contributed to strengths, which led to further revisions to the structure of the research and refinement of the research questions.

6.3 Recommendations

The thesis is grounded in the wealth of my professional experience as a teacher, teacher educator, programme leader, educational consultant, and education manager in FE. I have in-depth working experience of the FE sector prior to Incorporation until present. Networking with my peers in CoPs, professional networks, TELL, LONCETT, SWCETT, Tutor Voices and national conferences organised by SHRE, BERA, UCL/IOE, UCU, UCET has kept me abreast of developments within the Sector and considerations regarding outstanding developments needed. In the light of these discussions with my peers and other professionals, I make the following recommendations.

FE teachers should:

- achieve professional teaching qualifications both generic and in a subject specialism (s) with little regard to the reversal of education policy changes which do not require teachers to have a PGCE or other teaching qualifications (Lingfield, 2012).
- decide on the most appropriate professional standards for the sector channelled through national, regional and local networks, both informal and formal. FE should also act as advisors for the sector with regards to the funding regime.
- be encouraged to obtain a minimum first degree, professional qualifications, and a subject specialism, to reflect their contract stipulating a minimum

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requirement for CPD, delivered in-service with remission for teaching. To support this initiative, all CPD programmes must be paid for by central government.

- update their subject specialism and pedagogy on an annual basis and set professional portfolio guidelines for support. This serves as a useful tool for self-assessment; professional formation requirement for QTLS, staff appraisal and is an indicator of professional standards within the education sector.
- advocate that their institutions facilitate mentorship programme throughout the FE teacher career providing support and guidance, in pedagogy, subject specialism, research and scholarship.

FE teachers have the skills to lead on educational publications around workplace practices targeted towards policy makers and informative practical guidelines for new or inexperienced colleagues.

Research and scholarship are central to personal growth and professional development. Institutions should subscribe to membership of TELL, SRHE, BERA and institutions should allow staff to attend national and international research conferences as one way of improving research and scholarship in the sector.

ITT providers in all FE institutions should:

- facilitate mentorship programmes approved locally, nationally, and regionally for the duration of the FE teacher career providing support and guidance, in pedagogy, subject specialism, research and scholarship.
- support professional development of FE teachers in a flexible manner, incorporating transferable skills gained in industry, as a pathway to additional qualifications, professional memberships, or progression throughout the institution.
- provide funding for research and scholarship and give FE teachers reasonable time off to pursue CPD and career pathways. FE teachers should not be expected to carry out CPD within their teaching timetable or suffer loss of pay as a result.

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Policy makers should:

- engage with the sector on a collaborative basis at all levels of policy making. Representation of the sector in assisting with initial consultation and shaping of future policies will reflect a greater partnership and recognition of FE professionalism.
- employ FE representatives as advisors to the policymakers will increase awareness and acceptance of the diverse FE profile and the variations of professional profile reflected in dual and triple professionalism.
- leave their 'ivory towers' and spend a dedicated amount of time in FE institutions to familiarise with teaching and learning at the 'grass roots' level and engage with practitioners and students.
- fund collaborative projects to support research and scholarship for all FE teachers who wish to engage in research. Elective CPD would encourage teachers to engage blended research beneficial to the national objectives for FE teacher professionalism and research identified through collaborative networks and relevant to enhancing FE teacher professionalism.

Awarding bodies need to:

- acknowledge any guidance and assistance on qualifications as directed by UCU, UCET, BERA and other representative bodies in FE.
- ensure qualifications reflect the right balance of pedagogical skills and subject expertise required for effective teaching. Awarding bodies therefore need to review current ITT qualifications and CPD to include practical skills needed in the classroom, part of the ITT curriculum prior to 2007 FETQR reforms, some of which include sessions on developing and evaluating learning resources, collaborating within subject specialism and public speaking.
- Require new teachers to engage in research and scholarship as part of their contract of employment under the guidance of a Mentor appointed by the institution.

All recommendations cumulatively inform directions for future research.

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6.4 Directions for future research

The thesis has enabled me to gain insight into the views of FE teachers and their professional needs. Reviewing the literature, analysing the questionnaire responses and interview discussions raised a number of questions around recognition of elective CPD versus compulsory CPD. This has led to the wider question of how FE professionalism is viewed and how issues around autonomy can be reconciled when compared with other professionals such as doctors, accountants and middle or senior management.

Directions for future research would be split into two phases:

1. An evaluation of how FE teachers evaluate their own professionalism on a wider scale than conducted for this thesis. I would like the opportunity to increase the research on a bigger scale through questionaire methods and focus groups organised within institutions. The opportunity to conduct research within institutions would enable more longtitudinal studies to support impact and effectiveness on the direction of FE professionalism.

2. An evaluation of CoPs at local, regional and national level with a view to assess their impact on FE policy to date. I believe that an anaysis would uncover the effectiveness of any contributions made and how best they can represent FE professionals in all the areas discussed by participants in the questionnaires and interviews. The FE teachers would have insight into where they can contribute to improving standards, shaping policy initiatives and advancing the professionalism debate.

6.5 The Professionalisation Agenda – a reflective summary of the research

The research has provided an extensive and reflective study of FE teacher professionalism and how it is replicated in the myriad of education policies, tasked with restructuring professional standards in ITT qualifications and training as one indicator of FE professionalism. The research does not view the overarching standards (DfES,

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2004; ETF, 2016) as one indicator by which teachers demonstrate their professionalism but sees those standards as the catalyst for the downward spiral in how FE professionalism has been reduced to meeting targets. The research identifies the existence of self-regulated forms of FE professionalism located through membership in CoP's (Lave & Wenger, 1991) from which common goals and skills are shared in conjunction with membership of professional bodies linked to vocational areas of expertise, beneficial to the Sector.

The research recognises that the narratives of FE teachers around the impact of the policy initiatives are not fully developed as policies are still evolving. The narratives when evaluated collectively, provide the most insightful and frank accounts from teaching professionals on professional identify, professional autonomy and the FE sector.

The impact of the initial reforms to workplace practices (FENTO, 1999, Moser, 1999, DfES; 2001, LLUK; 2004, 2007) are still being felt throughout the sector as the original principles revised and rebranded as current reincarnations of the same policies.

The analysis of and presentation of data has been has been conducted so as to give teachers the platform to represent themselves as the voice of teachers in the sector. Promoting teacher activism via associations such as 'Tutor Voices', has given practictioners the platform to organise and present their views on the reforms most pertinent to their pratice (Avis, 2005; Coffield, 2015).

The instrumentalist agenda has been one of the most damaging changes in policy initiatives for teacher professionalism, not only affecting traditional practices but also morale. Performance management restricts the ability of FE teachers to work to their full potential (Ball, 2010) and has encouraged 'compliance, rather than criticality has

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become the focus of teacher education' (Simmons and Thompson, 2007 p.175). The professional standards in education (ETF, 2014) measures teacher performance for government targets which no longer looks at the capabilities and knowledge of the teacher in an holistic way. Performance targets serve as government monitoring tools used to measure the effectiveness and efficiency of teaching outputs.

A final reflective overview of the professionalisation agenda from competing perspectives between government and the FE workforce revisits the impact of the reforms on the FE teaching workforce from 1988. References to a history of 'benign neglect' (Robson, 2006; Young et al, 1995 cited in Lucas, 2004, p. 77) of FE, have created a 'Cinderella service' (Randle & Brady, 1997; Robson, 1998) with 'fragmented' provisions (Simmons, 2008) and provided justification for government agencies to enforce reforms. The reforms, through a process of incorporation of FE colleges were intended to enhance standards in teaching as part of the wider business agenda for education. Moves to increase the provision of public funded services linked to a market-oriented form of bureaucratisation, although more significant since the FHEA, 1992, earlier attempts to regulate provisions resulting in the harmonisation and enhancement of teaching standards embedded in ITT curricula incorporating the C&G 730 & 740 suite of teaching qualifications and the endorsement of FE teaching qualifications by HE institutions. The move to improve standards and regulate performance of FE teachers was conceived before the term Professionalisation Agenda became prominent.

A term, Professionalisation Agenda loses currency when considers how the policy initiatives have developed and effected change in ITT between 1992 – 2012. From the practitioner perspective, the Professionalisation Agenda has led to deskilling and de-professionalisation of the FE workforce. The Lingfield Review's (2012) revocations of

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the 2007 regulations no longer requiring FE teachers to obtain professional teaching qualifications, acquire QTLS professional status and defunding of the the Institute for Learning, the first professional body for FE upholds the contention and criticism of the Professionalisation Agenda on the premise that revocation of the FEQTR regulations (2007), the definitive government document for professionalisation, highlights the governments market-oriented agenda for FE, and the non-committal to an agenda for change in collaboration with the FE practitioners.

As a small study, the contributions of the researchers are invaluable in that they share their stories in a collegiate manner. Their stories provide a practitioner perspective on the sequence of policy reforms as a continuous attack on teacher professionalism. Each case addressed the research questions and illuminated the government's market-oriented agenda for FE, undermining teacher professionalism and highlighting the failures of the Lingfield Review's (2012) proposals to support a genuine commitment to FE professionalism. Their contributions have addressed the impact of policy revisions on their professional practice and demonstrated the criterion they use to determine their own practice. Aligned with this theme, the impact of the reforms is interwoven with all their histories and the possible implications for professional autonomy has been articulated.

Their stories have been heartening and demonstrate the resilience of further education practitioners that is all too familiar.

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APPENDICES

A - Pilot study questionnaire - case study (Collated responses)

B – Questionnaire participant information sheet

C – Questionnaire – Participant response sheet

D - Interview guiding notes.

E – Interview guiding questions.

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A - Pilot study questionnaire - case study (Collated responses)

Pilot study on FE teachers /Teacher educators/ Education Managers, their narratives & possible barriers they have encountered/are encountering in their working life.

All responses will be treated with strictest confidence. All participants will be given a copy of the results of this questionnaire. Please take 10 minutes to read and respond to questions before the presentations. You will be allocated up to 30 minutes to present your case study.

Please choose all options which apply.

A - What led you to choose a career as a teacher in Lifelong Learning & Skills Sector?

1.	Advice from teachers at school/college	
2.	Prospects of a good career	**2**
3.	Intrinsic motivation – personal challenge	**4**
4.	Extrinsic motivation – impress family & friends	
5.	Just felt you would be good at it	**3**
6.	Accidently or through the misdirection of others	**7**

B - At what point in your life did you decide on a teaching career?

1.	At primary school	
2.	At secondary school	**1**
3.	At college	**4**
4.	During employment	**4**
5.	Following unemployment	**5**
6.	During my master's degree	**1**

C- How would you describe your journey as an educational professional?

1.	Enjoyable & rewarding (salary, status, job satisfaction etc.)	**8**
2.	Enjoyable but not rewarding (salary, status, job satisfaction etc.)	**7**
3.	Motivated by salary	
4.	Motivated by status	
5.	Unfulfilling in every aspect	**1**

`

D -What type of imagery/artifacts would you select to sum up any potential barriers you encountered as in your teaching career?

1.	Photograph – taken in educational establishment	**4**
2.	Photograph – taken elsewhere	**1**
3.	Audio-visuals	**1**
4.	New technology e.g., eLearning	**1**
5.	other	**9**

Thank you for taking the time to complete the questionnaire.

`

B – Questionnaire participant information sheet

Research Study: The responses of teacher educators in the Lifelong Learning Sector to the Professionalisation Agenda: A study that explores attitudes, intentions, and behaviour.

Researcher: Mrs. Charmaine Brown, Room H101, School of Education, University of Greenwich, Mansion Site, Avery Hill, Bexley Road, Eltham, London SE9 2PQ Tel. 020 8331-7532 c.brown@gre.ac.uk

Dear Teacher Educator, you are being invited to take part in a small-scale study. Before you decide, it is important for you to understand why the study is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is unclear or if you would like more information.

The Project

This research will provide an overview of the role of teacher educators in delivering a range of Lifelong Learning Teacher Education (LLTE) courses. It will explore the extent to which teacher educators have been affected by the professional reforms to LLTE since 2004, primarily in terms of the psychological impact on their professional identities. The potential impact on their approaches to planning, delivery and support for trainees will also be explored. As part of the qualitative study, teacher educators will be asked to consider where possible, some of the historical background of the current reforms initiated under the Further and Higher Education Act (1992).

This research is important both locally and nationally. The findings will help identify whether the regulatory framework and standards introduced as part of the professionalisation agenda have improved delivery of initial teacher training programmes in the Sector. The research will focus on the perspectives of teacher educators as those who implement the policy reforms through delivery of LLTE programmes. Nationally, there is still scant research on the views of teacher educators around the reforms and so the findings of this small-scale study will provide an opportunity to give teacher educators a voice.

The Teacher Educators' Contribution

Please complete a short questionnaire concerning your beliefs, attitudes, and motivation towards delivering LLTE programmes in the light of the reforms. I will follow up the information in the questionnaires by randomly inviting some of the participants to be part of a focus group. Participation is voluntary.

I would like to know the teacher educators' views on a range of issues about the

Professionalisation agenda including:

- their general views on their role as teacher educator
- their responses to curriculum expectations since the 1992 reforms
- the impact of the reforms on their own CPD and professionalism
- their own perceptions, attitudes, beliefs, responses to the 2004 reforms
- any factors which have/had changed their attitudes, beliefs, and behavioural responses to the reforms.
- any motivational factors which have guided their reactions to the reforms; their institutions and responses to the changes in the LLTE programmes since the since 2004 reforms 'Equipping Our Teachers for the Future'.

`

I hope that the questionnaire design and discussions in the focus groups prove interesting for all participants and provide the opportunity to reflect upon the professional identity of teacher educators and the impact of the reforms. I also anticipate the research will enable you as participants to strengthen professional partnerships between institutions in order to generate more interest on this research topic.

I invite you to add anything you wish in the box at the end of the questionnaire.

The Right to Withdraw Consent

As part of all research projects, research teams ask all participants to sign a consent form. Signing the form does not oblige participants to continue in the role if, at some subsequent stage, they no longer wish to do so. The consent form is **not** a contract that binds a person to the task of helping with the research. All participants are free to withdraw their consent at any stage. No data will be collected from any teacher educator who does not wish to be involved in the research.

Confidentiality and Security of Data

The research project will adhere to the strict regulations of the University of Greenwich's Research Ethics Policy and the project proposal documentation has been passed through the Research Ethics Committee.

All data will be stored securely and anonymously, and all participants' involvement will be treated confidentially in accordance with the Data Protection Act 1998. Participants will be notified once the data has been collated and can put in a written request if they wish to be updated on the findings.

Information you give as part of this research will be written into my final report. No identification will be revealed and no views traceable to any participant. Data will be securely stored and destroyed after the award is made.

This research will feed into a thesis as part of the submission made for the award of a Doctor of Education degree [EdD].

Mrs. Charmaine Angella Brown

Senior Lecturer (LLTE/ECS)

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C – Questionnaire – Participant response sheet

Name: _____ (optional)

Institution: _____ **ACL / FE / HE /OTHER (delete as applicable)**

√ **tick as appropriate**

	I wish to take part in this research.
	I do not wish to take part in this research.

Please give reasons (optional) for either choice

Dated	*Signature (optional)*

c.brown@gre.ac.uk

`

Monitoring information:

1	***Gender***	Please √
	Male	
	Female	

2	***In what type of organisation do you work?***	Please √
	Adult & Community Learning (ACL)	
	Further Education (FE)	
	Higher Education (HE)	
	Training Organisation (TO)	
	Other (*please state)*	

3	***Employment as a Teacher Educator in LLTE***	**Please** √
	0-11 years	
	12 + years	

4	***Professional membership***	YES	NO	Year acquired
	Did you hold QTS?			
	Did you hold QTLS?			
	Did you hold membership of the I*f*L?			
	Did you hold membership of the FE Guild?			
	Are you a member of the Education and Training Foundation?			

5	***Qualifications [tick all which apply]***	YES	NO	Year acquired
	Cert Ed [FE]			
	PGCE [FE]			
	PGDip [HE]			
	Degree level (or equivalent)			
	Master's level (or equivalent)			
	Doctorate			

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6	***How far would you claim to be familiar with the policy documents which form part of the professionalisation agenda? Pick tick√ relevant box for each policy document.***	heard of policy	Not heard of policy	Familiar with policy
	Success for All (2002)			
	Equipping Our Teachers for the Future (2004)			
	Prosperity for all in the global economy; world class skills' (2006)			
	'The Wolf Review' (2011)			
	Professionalism in Further Education – The Lingfield Report (2012)			

Please answer each of the following questions by circling the number that best describes your opinion. Some of the questions may appear to be similar, but they do address somewhat different issues. An example is given on how to grade answers.

All references to the *Professionalisation Agenda* refer to the policy reforms listed in question 6.

1	2	3	4	5	6	7
agree						**disagree**

Section A: Educational Policy Reforms [see section 6]

Q1. I comply with the reforms in my institution because as a professional, I believe they are necessary.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q2. I comply with the reforms because it is beneficial to the Sector.

agree: ___1__: ___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q3. I do not comply with the reforms.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q4. I do not wish to comply with the reforms but do so because non-compliance will affect my employment rights:

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

`

Q5. My commitment to teaching is not affected by the implementation of the reforms:

Not at all: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: considerably.

B: Professional Status and the Professionalisation Agenda

Q6. Membership of a professional body for teacher educators/educators is something which is of value.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q7. Annual declaration of CPD encourages teacher educators to maintain their reflective practice.

agree: ___1__: ___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q8. Achieving QTLS or equivalent should be a benchmark for quality standards for the profession.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q9 Teacher trainers/educators should be required to attend CPD programmes, so they are able to keep abreast of developments within the profession.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q10 It should be a mandatory requirement for Teacher trainers/educators to update their specialist qualifications.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

C: Implementation of the Professional Agenda

[Delete the tense which does not apply in each example]

Q11. I have advised or intend to advise trainee teachers of the relevance of policy reforms.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q12. I have incorporated or intend to incorporate aspects of policy reforms into the curriculum for PGCE students and/or CPD for teachers.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q13. I have updated or intend to update my CPD in compliance with the policy reforms.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

Q14. I have updated or intend to update my CPD on an annual basis because it is an essential criterion for me as a professional.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

`

Q15. I have encouraged or intend to encourage teachers to join the 'Education and Training Foundation' so they can keep abreast with the most recent changes to the professionalisation agenda.

agree: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: disagree.

C: Policy initiatives and impact on professional practice.

Q16. I believe that the effects which the 2004 policy reforms have had on my professional practice have been.

negative: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: positive.

Q17. I believe that the effect which the 2004 policy reforms have had on my personal life have been mainly.

negative: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: positive.

Q18. I would best describe my approach to my work duties prior to the 2004 reforms as mainly.

negative: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: positive.

Q19. I would best describe my approach to my work duties during the transitional period (2004 – 2007) as mainly:

negative: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: positive.

Q20. I would best describe my thoughts on how I have been affected by the reforms as:

stressful: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: not stressful.

Q21. I would describe my approach to my work duties since the implementation of the 2007 reforms as:

negative: ___1__:___2__:___3__:___4__:___5__:___6__:___7___: positive.

Q22. Please write additional Comments here regarding the professionalisation agenda:

Thank you for taking part in this questionnaire survey. A copy of your response will be kept securely until the end of the project is complete and will then be destroyed. If you are willing to be part of the interviews in the next stage of the study, please let me know. Forward your request to Charmaine Brown – c.brown@gre.ac.uk with ITE interview phase as the subject.

`

D - Interview guiding notes.

- *Interviewee to confirm that s/he is happy to proceed with the interview.*
- *Interviewee has a right to withdraw at any time during the interview.*
- *Interview is part of methodology for EdD.*
- *Length of interview 30 minutes*
- *Interview will be recorded and transcribed using appropriate software.*
- *Interview consists of closed and open questions.*
- *Interviewee will have the opportunity to have a transcribed copy of the interview upon request.*
- *Asked interviewee if they completed a questionnaire (which formed basis for questionnaires)*
- *FE is used in the context to describe all aspects of post compulsory education.*

`

E - Interview guiding questions.

INTERVIEW QUESTIONS	YES /NO	Open Q
1. Were you engaged in another profession prior to working in FE?	Y/N	
a. Please expand briefly on this question		**OPEN Q**
2. Have you worked in any other education sector?	Y/N	
a. Please expand briefly on this question		**OPEN Q**
3. How far was the PGCE or equivalent qualification an induction into the profession? a. What treatment of professionality did/have you experienced?		
4. Do you have any other relevant qualifications/memberships? a. Please describe which ones	Y/N	
5. What is your experience of being a professional in FE? a. How do you relate this to the professionalisation agenda?		**OPEN Q**
6. What changes have you seen and/or experienced during your employment as a teacher/teacher educator in FE? a. Are there any policies/changes you find positive/negative and reasons for justification?	Y/N	
7. How do you think policy and discourse has changed perceptions of the professional teacher in FE?		**OPEN Q**
8. How far has the introduction/development of policies you may have referred to in question 5 impacted on your CPD?		
9. In what areas have you found differences or similarities of how FE teacher professionalism is presented, I refer to the period before and after the introduction of the reforms? Please expand in terms of your experience at local/national/institutional level.		
10. Do you think that there is any overlap (perceptions of FE teacher professionalism) and do you think that the concept of professionalism is clearly defined?		
11. Do you have any additional questions/comments related to professionalism you wish to include in your interview?	Y/N	

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CONSENT FORM

To be completed by the parent/guardian if participant is under 18. 1. I have read the information sheet about this study. 2. I have had an opportunity to ask questions and discuss this study. 3. I have received satisfactory answers to all my questions. 4. I have received enough information about this study. 5. I understand that the participant is free to withdraw from this study: at any time Without giving a reason for withdrawing (If participant is, or intends to become, a student at the University of Greenwich) without affecting his/her future with the University. Without affecting any medical or nursing care he/she may be receiving I agree to take part in this study		To be completed by the parent/guardian if participant is under 18. 6. I have read the information sheet about this study. 7. I have had an opportunity to ask questions and discuss this study. 8. I have received satisfactory answers to all my questions. 9. I have received enough information about this study. 10. I understand that the participant is free to withdraw from this study: at any time Without giving a reason for withdrawing (If participant is, or intends to become, a student at the University of Greenwich) without affecting his/her future with the University. Without affecting any medical or nursing care he/she may be receiving 11. I agree that the named participant may take part in this study	
Signed (participant)	Date	Signed (parent/guardian)	Date
Name in block letters		Name in block letters	
Signature of investigator	Date	Signature of investigator	Date
This project is supervised by: Professor Patrick Ainley & Dr. Hatice Choli			
Contact details (including telephone number and e-mail address): Professor Patrick Ainley — p.ainlev@qre.ac.uk tel: 020 8331-9534 Dr. Hatice Choli — h.choli@qre.ac.uk tel: 020 8331-8058 (Shirley Leathers — programme Administrator)			

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RESEARCH QUESTIONNAIRE

Dear Participant

I would like to invite you take part in a small-scale study. Before you decide however, it is important for you to understand why the study is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is unclear or if you would like more information.

Take time to decide whether you wish to take part.

The research project is a study of the role of teacher educators in delivering a range of Lifelong Learning Teacher Education (LLTE) courses. The research will discuss the impact of the reforms on their professional and personal identities. The research seeks to engage colleagues in discussion on the 'Professionalization Agenda' as part of my Educational Doctoral Thesis.

This study is being carried out to give teacher educators an opportunity to have a 'voice'. The research will provide the opportunity for you to discuss the reforms in the Lifelong Learning Sector and the impact which the reforms have had on your professional and personal identities.

You have been selected because of your level of expertise as a Lifelong Learning Teacher Educator but I must stress that participation is voluntary.

However, if you do intend to take part, I would like to thank you for taking part in this questionnaire. c.brown@gre.ac.uk 020 8331-7532

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Please give reasons to support your answer.

Additional questions will be formulated and based around the following topic areas? How would you describe the types of behaviour you may have developed in response to the reforms?

_1 _:_ 2 _:_ 3 _:_4 _:_ 5 _

extremely good extremely bad

Please give reasons to support your answer.

Please tick the option below which best describes your type of behaviour.

	1. Comply fully with the requirements in my institution because it is the right thing to do?
	2. Not happy to comply with the requirements but do so because I have no choice.
	3. Comply partially with the requirements

`

Participant Information Sheet

Research Study: The responses of teacher educators in the Lifelong Learning Sector to the Professionalization Agenda.

Researcher: Mrs. Charmaine Brown, Room Hlll, School of Education, University of Greenwich Avery Hill, Bexley Road, Eltham, London SE9 2PQ Tel. 020 8331-7532 c.brown@gre.ac.uk

You are being invited to take part in a small-scale study. Before you decide, it is important for you to understand why the study is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish, ask if there is anything that is unclear or if you would like more information.

Take time to decide whether you wish to take part.

The Project

The research project will be included in my Educational Doctoral Thesis and will provide an overview of the role of teacher educators in delivering a range of Lifelong Learning Teacher Education (LLTE) courses. It will explore the extent to which teacher educators' have been affected by the professional reforms to LLTE since 2004. The research is an exploration of some of the ways in which teacher educators have been affected by the reforms primarily in terms of the psychological impact on their professional identities. Participants will be encouraged to discuss the wider implications of personal factors to include, motivation, self-esteem and self-worth/value. The potential impact on their approaches to planning, delivery and support for trainees will also be explored. As part of the qualitative study, teacher educators' will be asked to consider where possible, some of the historical background of the current reforms initiated under the Further and Higher Education Act (1992).

This research is important both locally and nationally. The findings will help identify whether the complex regulatory framework and standards introduced as part of the professionalisation agenda has improved delivery of LLTE programmes. The research will focus on the perspectives of teacher educators as those who implement the policy reforms through delivery of LLTE programmes. Nationally, there is still scant research on the views of teacher educators around the reforms and so the findings of this small-scale study will provide an opportunity to give teacher educators' a voice.

The Teacher Educators' Contribution

I intend to ask the teachers involved to complete a short online questionnaire concerning their beliefs, attitudes and motivation towards delivering LLTE programmes in the light of the reforms. Questionnaires will be distributed via a 'link' person. I will randomly select some of the participants

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to be part of a focus group. Focus groups will be recorded and I will write up my observational notes as part of my documentary evidence.

I would be interested to know the teacher educators' views on a range of issues about the professionalisation agenda including:

- their general views on their role as teacher educator
- their responses to curriculum expectations since the 1992 reforms
- their reactions to their institution's responses to the changes in the LLTE programmes since the since 2004 reforms
- their own perceptions, attitudes, beliefs, responses to the 2004 reforms
- any factors which has/had changed their attitudes, beliefs and responses to the reforms
- any motivational factors which has guided their reactions to the reforms.

I hope that the questionnaire design and discussions in the focus groups prove interesting for all participants and provide the opportunity to reflect upon the professional identity of teacher educators as well as discuss personal issues around the reforms. I also hope the research will enable some of the participants to form social support networks as well as establish professional partnerships between institutions in order to generate more interest on this research topic.

The Right to Withdraw Consent

As part of all research projects, research teams ask all participants to sign a consent form. By signing the form, it does not oblige participants to continue in the role if, at some subsequent stage, they no longer wish to do so. The consent form is not a contract that binds a person to the task of helping with the research. All participants are free to withdraw their consent at any time without any form of consequence. No data will be collected from any teacher educator who does not wish to be involved in the research.

Confidentiality and Security of Data

The research project will adhere to the strict regulations of the University of Greenwich's Research Ethics Policy and the project proposal documentation has been passed through the Research Ethics Committee.

All data will be stored securely and anonymously. I will endeavour to assure that alt participants' involvement is treated confidentially. To do this I will ensure that no names of institutions or individuals will ever be named publicly. All data will be destroyed at the end of the research project. I will offer participants access to all the collected data to confirm their agreement that they correctly represent their participation in the focus group.

Confidentiality and anonymity measures will be applied and during the focus groups there will be no compulsion to discuss issues that the participants feel uncomfortable discussing. All participants will be informed of their right to terminate their participation in the focus groups when they so wish.

I intend to publish the findings of the research in my Educational Doctorate Research thesis. However, as has been said, alt names of individuals and institutions will be made anonymous.

Mrs. Charmaine Angelia Brown

Senior Lecturer (LLTE)

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U

Participant invitation Letter

Dear Participant

I would like to invite you take part in a small-scale study. Before you decide however, it is important for you to understand why the study is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is unclear or if you would like more information.

Take time to decide whether you wish to take part.

The research project is a study of the role of teacher educators in delivering a range of Lifelong Learning Teacher Education (LLTE) courses. The research will discuss the impact of the reforms on their professional and personal identities. The research seeks to engage colleagues in discussion on the 'Professionalization Agenda' as part of my Educational Doctoral Thesis.

This study is being carried out to give teacher educators an opportunity to have a 'voice'. The research will provide the opportunity for you to discuss the reforms in the Lifelong Learning Sector and the impact which the reforms have had on your professional and personal identities.

You have been selected because of your level of expertise as a Lifelong Learning Teacher Educator but I must stress that participation is voluntary.

If you choose to take part, you will be invited to respond to my online questionnaires which will be distributed via a 'link' person. You may also be required to participate in a focus group.

Any information you give as part of this research will be written into my final report. The data will be presented in anonymous form. The report will be seen by my supervisors and the research degree committee. I also hope to present the findings at a conference and write a research paper for publication.

Yours sincerely

Mrs Charmaine Brown, Senior Lecturer (LLTE) Mrs. Charmaine Brown, Room HI 11, School of Education, University of Greenwich, Mansion Site, Avery Hill, Bexley Road, Eltham, London SE9 2PQ Tel. 020 8331-7532

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Participant response form

Name:(optional)

_____

Institution:

_____

√ tic	tick as appropriate
	I wish to take part in this research.
	I do not wish to take part in this research.

Please give reasons (optional)

Dated	Signature (optional)

Mrs. Charmaine Brown, Room HI 11, School of Education, University of Greenwich, Mansion Site, Avery Hill, Bexley Road, Eltham, London SE9 2PQ Tel. 020 8331-7532