

An exploration of FE teachers' attitudes in response to the Professionalisation Agenda.

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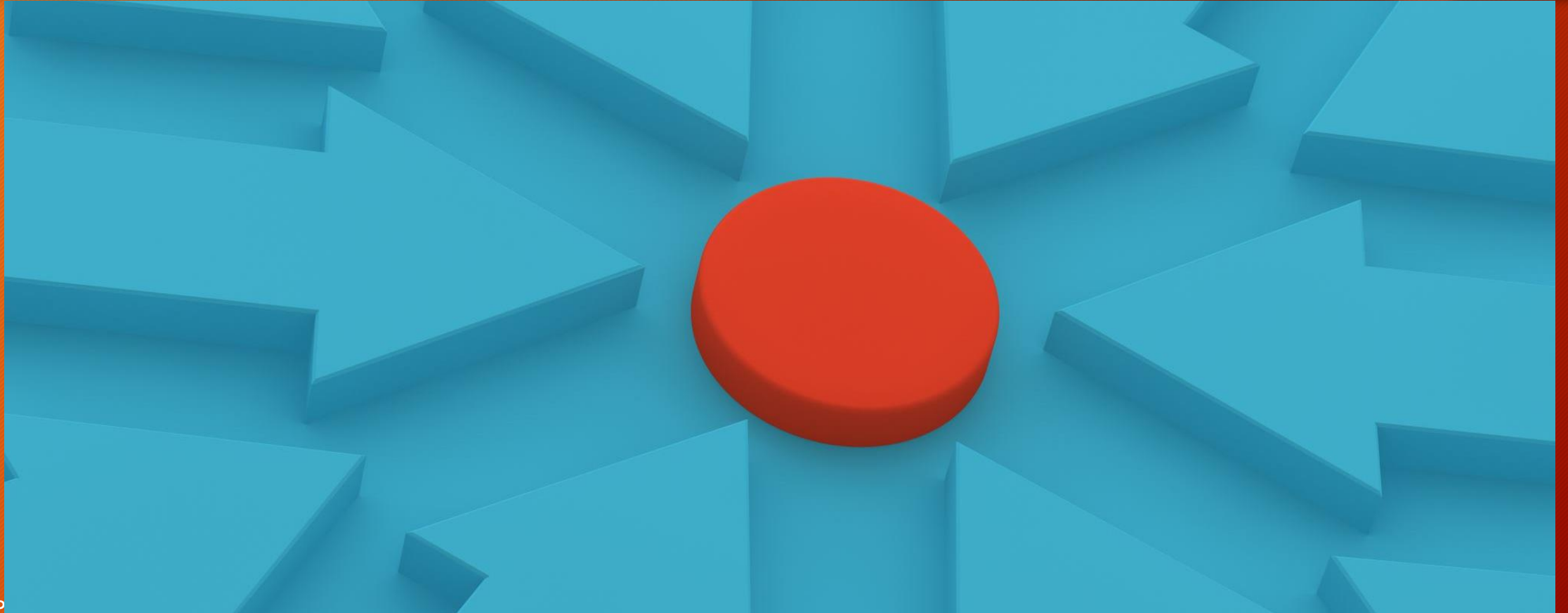
Institute for Lifecourse Development



Evaluation & Impact of CPD requirements on Further Education Sector

‘Professionalisation’ is a very interesting concept with varying definitions. To put it simply, it refers to the process of increasing the status, recognition, and qualifications of those who work in a sector or area.

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Government legislation implementing The Professionalism Agenda - 2000-2012

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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
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
2022	The skills and post-16 education act 2022	the Act represents a genuine attempt to move forward opportunities for tens of thousands of young people and adults, address social issues through education and support the economy across the board.	DfE

Policy Requirements - professional standards

- FENTO - 1999
- ETF/SET – 2014/2022
- QTLS
- Review of Vocational Education: The Wolf
- Report – 2011
- The skills and post-16 education act 2022



**Teacher
Training**

FENTO - 1999

FENTO991, 22/04/2001, 12:08





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- 1** Promote and embed education for sustainable development (ESD) across learning and working practices.
- 8** Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
- 9** Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
- 11** Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
- 16** Select and use digital technologies safely and effectively to promote learning.
- 17** Develop learners' mathematics, English, digital and wider employability skills.

What's involved?

Unlike a qualification or course, teachers and trainers will undertake a self-guided and forward-looking period of Professional Formation, before submitting their portfolio to be considered for QTLS.

This requires you to complete an online portfolio that demonstrates how you continue to develop your values, knowledge and skills after you have gained your initial teacher training qualification.

The Professional Formation process takes twelve months (one academic year).

Application (August-December):

1. **About you**
2. **Qualifications**
3. **Roles and responsibilities**
4. **Supporting statement (endorsement) submission**

The six sections of the Professional Formation Process (January-August):

1. **Self-Assessment**
2. **Professional Development Plan**
3. **Continuing Professional Development (CPD) Record**
4. **Critical reflection on impact**
5. **Final action plan**
6. **Final supporting statement submission**

CPD requirements 1999 - 2021

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Traditional skills model CPD- pre FENTO

Sources of funding	Funding streams	Training initiatives
Local government	ILEA	<ul style="list-style-type: none"> INSET - development of practice. Staff meetings Curriculum planning ITT - C&G 730 series qualifications
European economic region	ESF (JISC)	<ul style="list-style-type: none"> e-learning - local priority areas
National government- skills based	Basic skills Agency	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Practitioner led initiatives

Professional training & standards model - post FENTO

Sources of funding	Funding streams	Training initiatives
Central government	Central government	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> e-learning - national priority areas
National government- skills based	Skills funding Agency	<ul style="list-style-type: none"> Adult literacy /ESOL/numeracy subject specialist diplomas
Communities of Practice		<ul style="list-style-type: none"> Research and scholarship

Participant responses

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Theme 3 CPD

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.

The specialist awards in teaching literacy, ESOL and all that CPD your wanting to develop.

I suppose from my perspective I realise CPD must be wide ranging and not just very specific...

I have read an article say about the impact of technology on education.

Theme 5 - impact of Professionalisation Agenda on FE agenda

There have been a lots of policies and things introduced. It has been introduced for marketing reasons.

Management has to have control over how they have to regulate performance.

The most impact on me as a professional is what I call procedural professionalism.

As an education professional, I am passionate about the development of education...The effects of these continuous fragmentary reforms... has put enormous pressure on most teachers.

Skills for Job FE White paper: launched 21 Jan 2021

**Skills for Jobs identifies five key areas
for an FE system that meets the country's skills needs:**

1. Putting employers at the heart of post-16 skills
2. Providing the advanced technical and higher technical skills the nation needs
3. A Flexible Lifetime Skills Guarantee
4. Responsive providers, supported by more effective accountability and funding
5. Supporting outstanding teaching

The new regulatory powers available to drive quality improvement in FE teaching are explained in section 17 of the 2022 *Skills and Post-16 Education Act*.

Professionalisation in Further Education: 2023

Is ITE moving in the right direction?



**New framework guidance for Diploma in Teaching (FE
and Skills) - 1st September 2024**

ConclusionCPD

FE Practitioners

- The professionalism reform took a **reductionist and narrow approach** to teacher professionalism
- CPD has been introduced for **marketing reasons** as there is a lot of competition in FE
- The subject knowledge and pedagogical competence approach – **procedural professionalism** [knowledge of subject and ability to teach students] **has its limitations**

Educational Leadership

- Engaging in CPD allows you to show evidence of your experiences, which you can then use to strengthen your teaching and career prospects.
- We firmly believe that CPD is a very personal journey which should focus on your own professional development needs and the results i.e. the outputs and outcomes of the activity undertaken and, most importantly, the difference it has had or is likely to have on your professional practice and ultimately your learners.

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Thank you

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