

**A comparison of tutor profiles and observation
grades within the
Workers' Educational Association (WEA)
2005 - 2008.**

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**Thesis submitted to the University of Nottingham for the degree of
Doctor of Education (Lifelong Education)**

July 2013

Abstract

The introduction of the 2007 Further Education Teachers' Qualifications Regulations has meant that a wider group of providers, including those providing adult and community learning (ACL), have had to check that teaching staff are appropriately qualified. However, will this requirement help to ensure that there is 'better' quality provision or will it just be an additional cost that takes resources away from delivery of learning?

This thesis is to see if any evidence can be found that teachers with higher qualifications, in particular teaching qualifications, provide 'better' teaching and learning and obtain higher grades in class observation, and also therefore during inspection. It also looks to see if any other characteristics of teachers employed can be identified as having an impact on classroom performance so that providers working in a similar area to the WEA, and using a workforce that is predominantly part-time sessional tutors, can consider employment and staff development policy to help meet the needs they face regarding quality and inspection. This is done by comparing tutor profiles of the Workers' Educational Association (WEA), employed over a four year period (academic years 2005 – 2008), and grades in 4,267 internal observations of teaching and learning (OTL) undertaken during this period.

The thesis explores the background and context of the current reforms of qualifications for teaching staff in the sector and then places the WEA

provision and its teaching staff in a wider context. It also considers the use of OTL, and its effect on tutors, as part of a the self-assessment process and how the current quality agenda for the Further Education sector fits within the move of Government to more accountability, measurement and 'performativity'.

Acknowledgements

I would like to acknowledge the support received from many colleagues within the Workers' Educational Association many of whom have, during the period of this work, left the Association for 'pastures new'. I would particularly like to thank Liz Cumberbatch for her support, especially when moving from the taught to thesis stage of my EdD., without which I would probably have stumbled.

I would also like to thank Professor John Holford for his help in refocusing my research and for continual encouragement when it would have been easy for me to have put aside this research.

Also I would like to thank my sister, Pam, for her continual nagging and most importantly my wife, Wendy, who has not only put up with my studies for a long time now but has always been there when I needed support, and always believed that I would complete this work, even though she has had to endure numerous times when I should have been available for other things.

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A comparison of tutor profiles and observation grades within the Workers' Educational Association (WEA) 2005 - 2008.

Chapter 1 – Introduction and reasons for research

1.1 Introduction

It is often said that good teachers are born and not made, so does having qualifications make someone a better teacher? If they don't, why has government put so much effort into what it sees as professionalising the post-compulsory education sector? Is this activity of chasing teachers to attain a teaching qualification and ensuring continuing professional development worthwhile and the best use of limited resources? Instead of insisting on a structure where large amounts of money and time are spent ensuring that all educational staff, including those in all parts of the post-compulsory education sector and, in particular, those teaching non-accredited, community and 'leisure' courses for adults, are 'qualified', would it not be more sensible to use these resources to provide more learning opportunities?

There is a continual emphasis on quality improvement with providers being told that satisfactory teaching and learning is not good enough; so could employing tutors with higher teaching qualifications make teaching and learning in adult education better?

This is an issue that is not just being raised in England but throughout Europe. For example concern has been expressed in Ireland that:

Many tutors with an Adult Education qualification but who lack a formal 'teaching' qualification may find it impossible to secure stable employment in their chosen field [as there are] within the community and voluntary sector ... many workers with high levels of experience and expertise but who lack the professional recognition of a formal qualification. (infoletter 2010)

Do teachers with higher teaching qualifications provide better teaching and learning experiences for their learners? Or is there anything else that can be identified as having an influence and make classes 'better'?

It has not just been the initial training of teachers, and achieving teaching qualifications, that has been the target for government reform. What would be required of potential teachers before they could start to be trained is also being discussed. A report by the MPs on the Education Select Committee recommended that all graduates applying for post-graduate certificates of education should have at least a lower second degree (Sellgren 2010). A similar idea was put forward by the then shadow education secretary, Michael Gove, when he stated that if the Conservatives were elected they would stop the current situation where,

teacher trainees are accepted with C-grade GCSEs in English and maths and third class degrees” and that “trainee teachers with lower than B-grade GCSEs in English and maths and a 2:2 degree would not receive funding to train under a Tory government. (Lipsett 2010)

If this idea is made a requirement for all education in England including Further Education (FE) and other post compulsory learning, this would have an impact on adult education but would it help improve quality of an area of education that has until recently not been affected by teaching qualification requirements. It is unlikely that this area of education will be ignored in any reforms as recent annual reports from the chief inspector of the Office for Standards in Education (Ofsted) have all identified concerns regarding quality in adult learning and skills, and in particular the adult and community part of the FE sector.

The report from the Chief Inspector for 2006/07 for example said that “In adult and community learning, much of the teaching is no better than satisfactory”... and that providers did little to identify the weaknesses.

Managers do not place sufficient emphasis on improving the quality of teaching. Many of their observations of teaching and learning fail to evaluate the provision rigorously enough. (Ofsted 2007, p.46)

Two years later the Chief Inspector reported that although the evaluation of quality through lesson observation was more “realistic” than in previous years and there were many examples of good teaching “overall, too much is no better than satisfactory” (Ofsted, 2009 p.51).

Providers, which are subject to Ofsted inspections, now devote a significant amount of resources to Observation of Teaching and Learning (OTL), not as would always be expected to look at how teaching and learning can be improved for their learners, but often to consider what Ofsted is likely to grade its provision when inspected, and what it could do to improve this.

This research is to look for evidence of what ensures that when observed teaching and learning can be seen as good or better rather than satisfactory. To do this I will look at observations of teachers, over a four year period, employed by a national provider of adult learning to see if:

- tutors who hold higher teacher qualifications obtain better OTL grades
- tutors with a higher level of academic qualifications obtain higher OTL grades
- any other criteria can be identified as influencing higher OTL grades

If it is clear that investment in teacher training improved OTL grades then it would be a simple decision for providers to either employ only new teachers who meet the criteria, or to ensure that there are opportunities or support available for all new and existing teachers to attain appropriate qualifications as soon as possible.

1.2 Measurement in Education

The 'revolution in accountability' is here according to Stewart Ranson, although he points out that this remedy for loss of public trust has resulted in unintended consequences; one of which is that it has become the system itself (Ranson 2003 p. 459 - 460).

Richard Edwards argues that "less concern [is] being given to the provision of learning opportunities for adults and more to establishing targets and standards that providers of learning opportunities need to meet" (Edwards 2002, p.359). Ranson also identifies that this "preoccupation with specifying goals and tasks distorts practice of public services as quantifiable models of quality and evaluation increasingly displaces concern for the internal goods of excellence" (Ranson 2003, p. 460).

This change means more emphasis is on providers to 'perform' and give quantifiable evidence that they are doing so. One of the most direct ways for this to be seen is in the grades awarded by Ofsted at

inspection and the reaction by most providers is to ensure it aligns wherever possible with these and other government measurements and standards.

Examples of this can be found within this study with data on courses, and learners, being measured in a similar way so that providers and provision can be compared. This is important to providers as it may have implications for funding. This therefore makes the idea of 'complying' compelling with providers expected to ensure that they meet, and exceed, whatever minimum standards are imposed. There are clear signals that 'satisfactory' is no longer good enough and providers, and therefore teaching staff, need to be at least 'good', and also have a 'capacity to improve'.

This includes the use of OTL as a guide to what would be expected when Ofsted come to call. So it is important for providers to use OTL as a basis for self-assessment and to identify ways to improve this easily identified area that will be a focus of inspection, 'observed' teachers performance. If this is the case can initial training of teachers help take the pressure off this area so more resources can be put into other areas that will come under scrutiny?

Stephen Ball refers to this area of change as "technology of performativity" which he argues when applied to "education reform are not simply vehicles for the technical and structural change of

organizations but are also mechanisms for reforming teachers (scholars and researchers) and for changing what it means to be a teacher” (Ball 2003, p.217). Ball defines this ‘performativity’ as:

a technology, a culture and a mode of regulation that employs judgments, comparisons and displays as means of incentive, control, attrition and change – based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organizations) serve as measures of productivity or output, or display of ‘quality’, or ‘moments’ of promotion or inspection. (Ball 2003, p.216)

Bronwen Maxwell is quite clear that she sees government reform of initial teacher training, and exerting strong control on the training of teachers in the learning and skills sector, as being “framed firmly within New Labour’s agendas of raising standards and modernising public services” to raise economic output through the implementation of managerialist approaches (Maxwell 2004).

1.3 Reforms of initial teacher training

On 1st September 2007 the government introduced reforms of initial teacher training (ITT) for those working in Further Education (FE) or as it was to become known, the Learning and Skills sector, in England. These reforms brought about a number of changes including the introduction of a suite of new teacher training qualifications, with all new teaching staff

required to obtain, within twelve months of starting to teach an award '*Preparing to Teach in the Lifelong Learning Sector*' (PTLLS). This award, which was being seen as an 'initial passport to teaching' was not to be seen as a teaching qualification in itself, as all new teachers would have to go on and complete an appropriate teaching qualification, depending on their role, within five years of starting to work in the sector.

For teachers who are undertaking a full teaching role this qualification would be a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) which would be expected to take either one year on a full time basis to complete or two years part time and would be similar to the existing Post Graduate Certificate in Education (PGCE) which had been available before 2001. For teachers not undertaking the same responsibilities as those in a full teaching role, there would be a shorter qualification, Certificate in Teaching in the Lifelong Learning Sector (CTLLS).

These new teachers would then need to use this qualification, evidence of literacy and numeracy skills, build a portfolio showing how they had put theory into practice, and identified development needs through reflective practice, to attain via the new Institute for Learning (IfL) either Qualified Teacher Learning and Skills (QTLS) status, for those in a full teaching role, or Associate Teacher Learning and Skills (ATLS) status for all others.

For FE colleges, although there were concerns regarding membership of IfL which all teachers in the sector were required to join and declare

annually their Continuing Professional Development (CPD) to retain membership, and the need for attainment of QTLS or ATLS, the requirements for qualifications did not seem a particular challenge. This was because, following the introduction of The Further Education Teachers' Qualifications (England) Regulations 2001, they had been working towards ensuring that all teaching staff employed were appropriately qualified. These 2001 regulations meant that FE colleges had a statutory requirement to ensure their staff were qualified. The government through its FE reform programme '*Success for All*' (DfES 2002) provided support for FE colleges to implement this requirement to ensure it was possible to achieve the target it had set of a 'fully qualified' workforce in the sector.

This new reform was not a complete surprise especially as, unlike schools, there were prior to 2001 no national requirements for FE teachers to be trained (Ofsted 2003a). This matter had been raised a number of times and was one of the main reasons for the introduction of the 2001 regulations at the same time as funding and structure of FE providers was reviewed. Ofsted was asked to review what effect these new regulations had had on initial teacher training in the sector and, following a number of negative reports from them the government introduced, as part of '*Success for All*', a document entitled '*Equipping our Teachers for the Future*' (DfES 2004b), which set out its thoughts on how to reform Initial Teacher Training for the Learning and Skills Sector which introduced the proposals for the reforms in 2007. The vision in this document was that the government saw

teacher training as central to improving quality of provision and student achievement.

Over time we want to see all learners taught by qualified and skilled teachers. The quality of training a teacher receives affects their teaching throughout their career. It affects the achievements and life chances of their students... (DfES 2004b, p.6)

However it was not just initial teacher training that was to be changed. As identified in '*Equipping our Teachers for the Future*', the government when it replaced the 2001 regulations with '*The Further Education Teachers' Qualifications (England) Regulations 2007*' (DIUS 2007a) also brought in a further set of regulations, '*The Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007*' (DIUS 2007b), to make it a statutory requirement for all teachers working in FE colleges to:

- a. hold a licence to practise by joining the Institute for Learning (IfL),
and ,
- b. undertake a minimum amount of Continuing Professional Development (CPD) each year.

These requirements to obtain IfL membership and undertake CPD were to apply to all teachers working in the FE sector, including existing staff as well as those starting out in the profession.

Lifelong Learning UK (LLUK), the sector skills council appointed by the government to develop the new qualifications and requirements for the Learning and Skills Sector undertook research in 2007 to establish what roles teachers in the sector actually undertook. It indicated that in most FE provider institutions educational staff who undertook a full teaching role, including initial assessment, preparation, planning, delivery, assessment and evaluation, normally had a job title of lecturer. However there were also a number of other job titles being used, some of which had lesser responsibilities than the full teaching roles. These went by a variety of names and LLUK decided that as these roles all come under the new reforms, the generic term 'teacher' should apply to all educational staff involved in teaching in the FE sector. These included teachers, tutors, trainers, lecturers, instructors, facilitators, technician, and anyone whose role involves them in aspects of teaching regardless of job title for example assessors, verifiers, coaches, mentors, counsellors, unless they do not undertake any teaching.

1.4 The Learning and Skills Sector

Although these new regulations only apply by law to FE colleges the government wanted to include what it sees as the wider FE sector. It had started this momentum in *'Equipping our Teachers for the Future'* referring to not just FE teachers but all teachers in the learning and skills sector. This provided

... learning to about six million people each year: to young people preparing for working life or university; to adults changing careers; to returners to the jobs market; to employees developing their skills; and to people wanting to learn for the pleasure of it. (DfES 2004b, p.3)

This was clearly a change with now all types of provision funded by the government through the Learning and Skills Council (LSC) in England being in focus.

In the introduction to *'Success for All'* (DfES 2002), the governments strategy to reform further education and training, the DfES listed the type of organisations that were in 2002-2003 to receive over £7 billion of funding from the LSC as:

- General further education (FE) colleges;
- Sixth form colleges;
- Some Higher Education institutions (HEIs) providing further education;

- Specialist colleges (including agricultural, dance and drama and art and design colleges and those catering for learners with learning difficulties and/or disabilities);
- School sixth forms;
- Local authority adult education institutions;
- Voluntary sector and community based providers;
- Private sector providers and employers; and
- Ufi/learndirect hubs.

'Success for All' was to be a comprehensive strategy aimed at raising standards in the delivery of learning and skills by all providers in these areas, which at the time numbered over 4000. Of the four elements in the strategy one was identified as "Developing the leaders, teachers, lecturers, trainers and support staff for the future" (DfES 2002 pp35-39). The DfES stressed that it believed it was important to establish and reinforce the principle that all teachers and trainers should be qualified to teach and train (DfES 2002, p36). To ensure that this would happen they set ambitious targets. This included that by 2010 DfES¹, expected that only new entrants to teaching in FE would not be qualified, and that these new teachers would achieve appropriate qualifications within two years of entry if full-time and within four years if employed part-time. This change moved forward the 2001 teaching qualifications reform and an interim target, that 90% of full-time and 60% of part-time FE college teachers should be qualified to teach, or be enrolled on appropriate courses, by 2006, was set.

¹ DfES was replaced in June 2007 by the Department for Innovation, Universities and Skills (DIUS), which was itself replaced in June 2009 by the Department for Business, Innovation and Skills (BIS),

Although this only applied to FE colleges the DfES made it clear that they would be looking at other areas in due course and that this reform would have an impact greater than just on FE colleges:

Over time we will, with partners, look to extend this approach to ensuring an appropriately qualified workforce to work-based and adult and community learning, taking into account the distinctive needs and characteristics of these sectors. (DfES 2002, p.37)

1.5 Adult Education

When referring to adult education I am meaning the type of learning that the government has been defining as learning for Personal and Community Development (PCDL). The LSC introduced PCDL in 2006 as a replacement for Adult and Community Learning (ACL)². The LSC defines PCDL as:

... learning for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. It is also learning developed with local residents and other learners to build the skills, knowledge and understanding for social and community action. There is no requirement that learners must necessarily progress to other learning or achieve accreditation. (LSC 2006, p.1)

² This type of learning is still more commonly referred to as ACL rather than PCDL or any other term.

This is the learning that many people may recognise as 'adult education' often referred to as 'evening classes'. Until 2001 this was funded in the main by Local Education Authorities as non vocational courses which often did not lead to any qualification. The LSC took on the responsibility for funding this learning in 2001 with an aim to increase quality, reduce duplication and regional differences, and to integrate it into the wider FE sector provision. A large number of providers delivering this publicly funded provision are referred to as Former External Institutions and include not only the local authorities but also a number of specialist colleges. This type of learning is also provided by some FE colleges and funding has mostly come from a separate 'Adult Safeguarded budget'. This budget has become managed by the Skills Funding Agency from March 2010, as it has replaced the LSC for funding learners over 19 years of age. At a similar time government started to refer to this type of learning as 'Informal Adult Learning'.

Courses offered through this type of provision vary considerably across the country. They often include creative writing, art and craft, foreign language, yoga and keep fit, local history, confidence building as well as courses targeted at groups of people with learning needs or mental health problems. Also included are courses that help with using computers and technology or working with local people and organisations to help build capacity and develop communities.

Although there is a clear aim that government funding for 19 year olds and above should be directed towards skills for life and skills for work there has been commitment from the government to ensure that these other types of learning continue, as can be seen in '*The Learning Revolution*' (DIUS 2009) the consultation on 'informal adult learning'. Although this type of provision is not as large as that of the more formal part of the FE sector, and even with the expectation that learners will pay towards this type of learning, there is still substantial funding directed to this area, resulting in large amounts of provision:

A clear focus on employability does not mean we will stop all other activity. Alongside the core economic mission, we remain strongly committed to learning for personal fulfilment, civic participation and community development, and are taking steps to strengthen the range and quality of such provision. We have allocated £210 million in 2006-07 for personal and community development learning (PCDL), and we will maintain this level of funding in 2007-08. But there will increasingly be an expectation that individuals should pay for this kind of provision where they can afford to do so. (DfES 2006b, p.31)

However this commitment to funding for this type of learning does fit in with the move away from education to learning which Colin Griffin identifies "some kind of substantive development away from a conceptual to a policy-oriented approach" (Griffin 1999, p.431). This

movement from adult education to lifelong learning or as Griffin argues this movement that “has driven ‘education’ out and ‘learning’ in” with the vocabulary of empowering learners is really linked with government’s desire not to fund education policy whereas ‘individual learning’ allows “the costs to be borne largely by the learners themselves” (Griffin 1999 p.432).

This change can also be seen in regard to lifelong learning the move away from ‘students’ to ‘learners’. Edwards sees this as a “significant shift” as “students have a clear location, role and identity; they belong within an institution” whereas “learners can be argued to be deterritorialized, individualized and flexible consumers of learning opportunities; active subjects identifying themselves as in need of learning and recognizing the endlessness of that process” (Edwards 2002, p.359).

Both these moves change the emphasis from education and teaching, which has to provided, has a defined outcome and therefore needs to be provided and therefore funded in some way, to learning which is consumed, individualized, not easily quantifiable and therefore less clear that would need to be funded.

One can see this movement as leading to the state having less role in lifelong learning so why at this stage would there be need to reform requirements for training teachers in the sector. Maybe this can be seen in the priorities for funding not just skills for life but more and

more skills for work and therefore part of a larger strategy as identified by Griffin where “in policy terms, lifelong learning and the learning society may be construed as strategies for the reform of the welfare state.”(Griffin 1999, p.433).

1.6 Quality and Standards in Adult and Community Learning

When the teacher training and CPD reforms were introduced the DfES made it clear that it was to raise standards across the whole of what it now referred to as the wider FE sector.

The reforms are intended to embrace teacher training across the whole of the learning and skills sector. Trainers in work based learning and tutors in adult and community learning should have the same access to teacher training as their college based colleagues. (DfES 2005a)

This new emphasis was further demonstrated when in June 2006 the Quality Improvement Agency (QIA) released ‘*Pursuing Excellence*’, a new improvement strategy to drive up standards and performance in Further Education (FE) which would include “new professional development programmes for leaders, managers and staff working in FE” (QIA 2006a). This document went back to look at the 2001 teacher qualification reforms stating that by the end of 2009 we will have “significantly moved towards all further education teachers attaining QTLS status by 2010” (QIA 2006b,

para 35). In the document the QIA defines colleges and providers, and the Further Education system as follows,

By 'colleges and providers' we mean all those organisations who deliver programmes of learning or skills development for young people aged 14 upwards and adults.

For the purpose of this document this refers to colleges; providers of workbased learning; employers delivering LSC-funded provision; local authorities' personal and development learning provision; Jobcentre Plus providers; centres of higher education offering further education; school sixth forms; independent former external institutions; Ufi/Learndirect; specialist colleges for learners with learning difficulties and/or disabilities; and providers of offending learning.

By further education system we are referring to the wide range of organisations that make up the learning and skills sector and its interactions with individuals and employers and the national partners responsible for planning, funding and quality improvement. Collectively the system provides opportunities for individuals from the age of 14 upwards to participate in programmes of learning, training and skills development and learners of all ages participate in a range of activities including educational or vocational courses. (QIA 2006b, Annex D)

It was clear that the QIA would expect all providers receiving LSC funding to be engaged in this development and work towards this target and that they were expecting that by 2010 all teachers working in the sector, and not just those employed by FE colleges, would achieve Qualified Teacher Learning & Skills (QTLS) status. There was no reference to the lower ATLS status or exemptions depending on when teachers started to be employed in the sector.

However many non FE college providers appeared not to have become engaged in these reforms and seemed to feel that they will not be affected by them. On 15th June 2007 the DfES sent a letter to all recipients of LSC funding regarding workforce reforms and preparations for September onwards, copying it to LSC, QIA and Ofsted. This letter opened by saying;

As you are probably aware, this September sees the introduction of key changes to the training and development of the further education (FE) / learning and skills workforce. **The reforms affect all types of providers delivering LSC-funded provision in England**, [emphasis is original] with new statutory regulations for FE colleges and LSC contracting requirements for other providers. (DfES 2007)

The government was making it clear that it was expecting the LSC, through funding contracts, and Ofsted, through inspection, to ensure that the reforms were being implemented by all providers in the sector.

This requirement put strain on all providers and those working in ACL, providing PCDL type of provision, found this harder. Staff are more than often part-time, and often paid on sessional contracts delivering courses at widely geographically spread locations with little local support. PCDL type provision is not just delivered by local authorities but often by small local community and often voluntary organisations that do not have the infrastructures available in FE colleges. Also there can be real difficulty in paying staff to undertake training or providing time off as there is rarely availability of cover.

Unless these teacher training reforms can be seen as improving quality or/and efficiency then there is likely to be a large opposition to implementing them and continual criticism that the cost is not worth the investment or time involved for all concerned.

Quality is assessed in a number of ways but there has been a growing expectation by Ofsted, and its predecessor the Adult Learning Inspectorate (ALI), that class observation is one of the most important indicators. It is expected that all government funded providers of adult learning self assess and produce annually a Self Assessment Report (SAR), to be submitted to the LSC. At inspection the SAR is checked and judgements are made as

to how well the provider has assessed itself besides how good or bad the inspectors judge the provider to be.

A major source of evidence that providers use in making judgements of the quality of teaching and learning is the grades awarded as part of internal quality observations of lessons. It is therefore important that providers have a good system for observation of teaching and learning (OTL). At inspection Ofsted not only undertake their own observations but check the provider's OTL system and often undertake joint observations with providers' quality staff to check on the systems and judgments and grades being made.

The grading scale used by Ofsted, and the Adult Learning Inspectorate, was changed from a five-point scale to a four-point scale in 2005, since when provision has been judged as follows:

- 1 - Outstanding
- 2 - Good
- 3 - Satisfactory
- 4 - Inadequate

Ofsted have been critical of some of providers self assessment and the way that they undertake and use OTL, as can be seen from this statement from the Chief Inspector's report for 2008/09:

Where teaching in colleges is no better than satisfactory, it is sometimes judged too generously by managers, and findings from lesson observations are not used sufficiently well to improve practice. (Ofsted 2009, p.41)

With the increased emphasis on lesson observation grades as evidence for self assessment and inspection, with the concerns over the quality of provision in adult and community learning and with 'satisfactory' not being good enough, it is important to look to see whether there is evidence that tutors holding higher teaching and/or subject qualifications, or fitting any other identifiable profile, are more likely to help providers raise quality to 'good' or even 'outstanding'. The results of this research may assist in the review of recruitment processes as well as initial and continuing training, development and support of teachers in the sector.

1.7 The Research

This research is to investigate whether any correlation can be identified to show that teachers holding higher qualifications provide a higher quality of learning experience than those who do not. If this is correct then the investment would be justifiable and adult education providers could consider recruiting only teachers that meet the criteria or identify ways to ensure that new teachers meet these standards. If it is not evidenced then maybe further consideration should be given to how the quality of adult education can be improved.

This research explores what effect the reforms to Initial Teacher Training may have on classes within adult education as currently delivered in Adult and Community Learning (ACL) and Personal and Community Development Learning (PCDL) type provision. Are these changes likely to have any positive impact on quality of provision and therefore provide justification to use hard pressed resources to ensure that teachers who do not hold an appropriate qualification, obtain them?

To examine this I will analyse the tutor profiles of all tutors employed by the Workers' Educational Association (WEA) in England for the period 1 August 2005 until 31st July 2009. These profiles will include their highest teaching and highest subject qualifications and also their age, gender, and diversity as well as regional breakdown of where and when they are employed. Comparison of this workforce data will enable others to compare and contrast with staff undertaking similar work. These tutor profiles will then be compared with grades achieved in internal observation of teaching and learning (OTL), during the same period, to see whether any correlation can be made between them and whether there are any clear indicators of what tutor profiles produce the best quality teaching and learning, and therefore what kind of tutor is more likely to improve the overall quality of provision by the provider.

There are limitations to both the use of tutor profile data and observations. The data is only as good as the information provided and there is no attempt in this study to ensure that the data is correct. Also teachers can

obtain qualifications at different times during their employment and it has not been possible to ensure that qualifications held at time of observation are those as recorded. There is also a great amount of blank data where no information has been provided so the result is an overall trend rather than specific for individual profiles. I deal with these issues which have also been identified by Lifelong Learning UK in their collection of data (LLUK 2010a).

Another issue is that of the observation process itself. This research uses a large number of observations (4,267) which have been undertaken by significant number of staff for the WEA across England. Although the WEA does train observers and standardisation is carried out there are likely to be differences between one observer and another. Also because a teacher receives a grade 1 OTL one day it does not necessarily follow that it would be grade 1 the following week. This for a number of reasons; not only is the observation expected to be based on the session rather than the tutor but different groups of learners can affect the observation and indeed with different groups of learners expecting different things this can also have an influence on the final grade given.

As already identified internal observation of teaching and learning (OTL) has become a pivotal tool in providers self-assessment and preparation for Ofsted inspection. I look further at some of these issues and how it affects this research in Chapter 7.

During the period of this study I was employed by the WEA as the national initial teacher training manager and was responsible for advising the Association Management Team (AMT) regarding policy to ensure that the Association met any legal or contractual requirements both before and after the introduction of the 2007 regulations. This meant that I was in a position to see some of the implications of implementing the requirements had, as well as being involved where individual cases were causing issues especially regarding existing teaching staff, many of whom had been working for the WEA for a number of years, and also the requirements for employment of new teachers.

During this time I was engaged with a number of working groups in the sector looking at development of the new regulations and the impact on the sector. One of the issues was the lack of research and clear evidence with only anecdotal information being readily available. This topic is therefore important for me in my role and also to help provide evidence to assist in making future recommendations regarding policy both to the WEA and for the sector.

1.8 Workers' Educational Association (WEA)

To put the study in a wider context it would be valuable to identify the type of provision that the teachers deliver. The Workers' Educational Association (WEA), which was founded in 1903, is the largest Specialist Designated Institution (SDI)³ in England and is an incorporated charity with nine English regions aligned to the Government regional boundaries with provision in every Learning and Skills Council (LSC) / Skills Funding Agency area in England.

The WEA is the largest voluntary sector provider funded by the government. Every year the WEA runs courses for more than 110,000 adults of all ages and drawn from all walks of life. Courses are created and delivered in response to local need, often in partnership with local community groups and organisations. Subjects are wide-ranging and include literature, art, history, yoga, music, social sciences, computing courses, people's history, women's studies and community training. Courses can be found in cities, towns and villages across England.

The Association's annual review for the first year of this study (WEA 2007) showed that in 2005-06 the WEA ran 13,234 courses with 139,445 enrolments and identified its three largest curriculum areas as:

³ Specialist Designated Institutions are charities established to fulfil a particular educational purpose who were 'designated' to receive funding within the FE sector in 1993.

26% - Humanities, Languages. Literature and Social Sciences

23% - Visual and Performing Arts and Media

16% - Health, Fitness and Personal Development

This is not as straight forward as would first appear as many of the courses in Visual and Performing Arts are Humanities type courses with topics more around art or music theory and appreciation rather than practical topics. Some learners enrol on more than one course so this number does not represent individual learners but allows for a significant number for comparison purposes.

In the 2007-08 annual review (WEA 2009) the number of courses had dropped to 10,688 with 124,721 enrolments and now the WEA was reporting provision mapped to sector subject areas (SSA), which are the categories used by government educational departments to categorise academic subjects and qualifications:

20.9% - Crafts, Creative Arts and Design

10.9% - English for Speakers of Other Languages (ESOL)

8.9.% - History

8.4% - Information and Communications Technology (ICT)

The WEA combines a tradition of promoting cultural education, widening participation, workplace learning and genuinely effective partnership work

with the majority of its courses being non-accredited. This programme in many regions can be seen as similar to a great deal of ACL and the example of provision above will help to put this study into a wider context.

Although the WEA continues to deliver the majority of its provision as short, often ten weeks or less, non accredited learning, like many other providers it has responded to the government's Skills for Life strategy, (English, Maths and English for Speakers of Other Languages - ESOL) and has a significant amount of this type of provision as well as other accredited courses such as those for learners wishing to help in schools or courses for returnees to learning developed in conjunction with trade unions. All WEA courses are delivered in a variety of outreach and community locations either through local branches, run by volunteers, or in conjunction with partner organisations.

The WEA has until recently, and for the period of this research, received funding from the LSC as a core provider using the FE methodology under Adult Responsiveness funding rather than PCDL, Adult Safeguarded Funding. It has worked closely with the LSC and the new Department for Innovation, Universities and Skills (DIUS) in the development of arrangements for PCDL. The WEA has regularly been involved with governmental and non-governmental groups and bodies to ensure that the interests of adult learners and the contribution of the voluntary sector are recognised regarding funding of adult learning; this included recent work on 'informal adult learning', and developments following change of

government. The WEA also actively participated in the LSC review of the 135 Former External Institutions (FEIs) and the 10 Specialist Designated Institutions (SDIs) funded by the LSC (Learning + Skills Council 2009).

So although WEA provision is not identified as PCDL or ACL or funded by the Government through Adult Safeguarded funding, it is similar to the majority of the non-accredited learning delivered through LSC / SFA funding. WEA provision, context, size, type, range and distribution of provision therefore make it a good example to use as an example for this research.

1.9 Structure of thesis

This thesis is to look to answer the following questions:

1. Do teachers with higher teaching qualifications get better grades in internal observation of teaching and learning (OTL)?
2. Do teachers with higher subject qualifications get better grades in internal observation of teaching and learning (OTL)?
3. Are there any recorded tutor characteristics that align with internal observations of teaching and learning being graded good or better?

In this first chapter I have provided an introduction to the current reforms and the reasoning for this research and why these research questions are important. I have also given some explanation regarding key terms used throughout the document. I will explain the background to the introduction to these reforms for Further Education in chapter 2, how government

thinking has developed and the reasons for these changes ending up with the current reform. In Chapter 3 I will look at what research has been done in this area previously and explain my methodology and how I have dealt with the data as well as theoretical perspectives for this research. Chapter 4 will start to look at the profiles of the tutors in the study and how this compares with other providers in the sector. I will continue this in chapters 5 & 6 where I concentrate on tutors teaching, and then subject, qualifications. In Chapter 7, I will look at observation of teaching and learning (OTL) and the WEA approach to this and include looking at the data on observations being used in this study. I will then compare, in chapter 8, the profile information with the observation grades and will look for any correlation between them. Finally in Chapter 9, I summarise the findings and look at what conclusions I can make from this study.

What matters most, for many managing adult education, is whether these changes to initial teacher training and expectations for higher qualifications will improve the quality of teaching and learning of adults as seen by Ofsted and so improve provider's inspection grades. But of course to be justifiable these changes really need to make the learning experience for students 'better' and where appropriate more effective. This study is to see if any obvious link can be seen on how employing certain tutors may help this.

Chapter 2 – Background

2.1 Introduction

As a background to this research it will be useful to review the key elements of reforms to initial teacher training (ITT) for Further Education (FE) in England over the last decade, how successful these have been, and why the need for further change has been decided by government.

As the press release from the Office for Standards in Education (Ofsted) on 11 November 2003 identified that “prior to 2001 there was no national requirement for FE teachers to be trained” (Ofsted 2003a). Although many colleges had been encouraging staff to gain teaching qualifications either with Higher Education Institutions (HEIs) or awarding bodies, FE college lecturers and tutors, now referred to generically by LLUK and Ofsted as teachers, unlike their counterparts in schools, had not been required to hold any qualifications. However at the same time as Ofsted became responsible for inspection of FE teacher training in 2001, the government introduced mandatory national requirements for teachers in FE to hold appropriate qualifications, and this 2003 report was to evaluate the quality and standards of initial teacher training in FE following this reform. The report was not very positive about the system that was now in place saying that it “does not provide a satisfactory foundation of professional development for FE teachers at the start of their careers” (Ofsted 2003b). Failures identified in this report led to the current reforms to initial teacher training for the FE workforce as already identified which are now looking to

be fully implemented. But how, and why, has this reform come about, how is it affecting staff in the sector and how have changes been successful and have they achieved what they were intended to do?

2.2 FENTO

In 1998 the Further Education National Training Organisation (FENTO) was approved to operate as the National Training Organisation (NTO) taking over the work of the Further Education Staff Development Forum. NTOs were established to promote competitiveness by raising education standards in the sectors and occupations that they represent. So the NTO for the sector responsible for educating and training the people to deliver education and training to others should be seen to be effective and influential for the system to work. Andy Armitage et al, identify that one of FENTO's aims was to be held responsible for assessing the skill needs of all staff employed within the post-16 sector and that its first major project was to produce a set of national standards for supporting learning in further education in England and Wales (Armitage et al 2003). Although FENTO was not going to cover all of post-16 learning it was seen as an important factor in shaping the future of the sector.

These new standards were introduced in March 1999 and four development areas were identified. First the need to select standards that applied to new teachers and those that were more relevant to experienced staff. Second develop compatible pathways with other areas including Higher Education. Third to look at cross-national work including using the

Northern Ireland experience where Qualified Teacher Status (QTS) had been mandatory for staff in FE since 1994, and last, making a link between the standards and teachers professional qualifications. Although how far reform was going to be allowed to go was in question as the Teaching Standards Manager for the Further Education Development Agency (FEDA) at the time said “the Government has flown a lot of flags about having a QTS for FE, but now appears to be backing off a bit” (FEnow! 1999).

A survey of professional staff development in the sector conducted early in 1999 by the Further Education Funding Council (FEFC) reported that staff development was held in low regard. There was a shortage of opportunities for updating professional and industrial skills and that in most colleges not much above 3 per cent of budgets was allocated for this. Beryl Pratley, the senior inspector for the South East, thought for a sector committed to lifelong learning that this was very low (FEnow! 1999, p20). Pratley also said that the situation “was muddled by the realisation that full-time lecturers now constitute less than half of all staff”, and that any “strengths were overshadowed by [the following] weaknesses”,

- Shortage of national data on workforce and its training needs
- Relatively low levels of finance allocated to staff development
- Insufficient analysis of the costs and benefits of training
- Shortage of opportunities for professional / industrial updating
- Low priority given to training pedagogic skills
- Decline in opportunities for networking with other colleagues

- Inadequate arrangements for training and support of part-time staff
- Insufficient preparation for curriculum change

In 2000 the Department for Education and Employment (DfEE) produced its policy on how these newly developed FENTO standards would be used. It produced, on 2nd November 2002, a statement identifying that it required that “all new unqualified teachers who became employed to teach an FE course leading to a national recognised qualification at an FE College will be required to hold, work towards and achieve in a specified time, a recognised teaching qualification appropriate to their role” (DfEE 2000b).

The DfEE also identified that these new teaching qualifications would have three stages based on the FENTO standards with differences between the qualifications being in the breadth of what is covered rather than the depth. “So if a particular issue is covered in the Stage 2 or Stage 3 qualifications it is treated in the same way. The difference is that the Stage 3 qualification will cover more things” (DfEE 2000c). The DfEE also gave further guidance as to what qualifications it felt would be appropriate in that:

- For new unqualified (or part-qualified) full-time and fractional teachers the requirement will be to obtain a Stage 3 full professional qualification (HE Certificate in Education, PGCE in post-16 education or equivalent) within 2-4 years of the first suitable course start date – two years for full-time; longer for those on fractional contracts depending on hours worked)

- For new unqualified part-time teachers (not on fractional contracts) the requirement will be to obtain a Stage 2 intermediary qualification within two years of entering the profession
- For new part-time teachers (not on fractional contracts) who undertake ad hoc teaching the requirement will be to obtain a Stage 1 introductory qualification within one year of entering the profession. (DfEE 2000b)

The DfEE made it a requirement that these new courses, which would be assessed at level four on the National Qualifications Framework (NQF), would all have to be based on the new FENTO standards and be approved by FENTO to be acceptable. There would also be a requirement for a formal probationary period to be introduced for new teachers, and that all these requirements would have to become a condition for continuing appointment and form part of a new teacher's contract of employment. Several estimates at the time suggested that 43 per cent of part-time staff and 40 per cent of full-time staff had no 'high level' teaching qualifications (Armitage et al 2003, p273), and although the introduction of these mandatory teaching qualifications were for new teachers only, existing teachers were expected to be encouraged to become engaged. "Matched funding was to be provided to support colleges in meeting differing professional development needs, including paying for unqualified teaching staff to gain teaching qualifications if that is the best option" (DfEE 200b).

2.3 Learning to Succeed

Whilst these changes to teacher training were working their way through, the government was looking at radical changes to funding Further Education which would also have a knock on effect on these reforms. The 1999 white paper *Learning to Succeed: A New Framework for Post-16 Learning* set out the case for the Learning and Skills Council (LSC) to replace the Further Education Funding Council (FEFC), which was responsible for funding post-compulsory education in FE colleges, and the Training and Enterprise Councils (TECs). The 82 TECs had been established in 1991 as limited companies governed by local industrialists to identify and organize training to meet local skill needs.

On 1 April 2001 this reform was implemented with 47 local LSC's becoming responsible for all post-compulsory education except Higher Education (HE).

The introduction of the new policy for teaching qualifications linked in with the *Learning to Succeed* strategy and obviously built on the 1999 FEFC survey. It made use of the new organisation FENTO, and the standards it had developed, as well as the consultation paper *Compulsory Teaching Qualifications for Teachers in Further Education* (DfEE 2000b) beforehand. However, it still failed to address many of the issues that had already been identified, one of which being a QTS for FE staff which would also have helped to provide some parity of esteem with school teachers. This was seen as an essential part of the Government's pledge to "offer effective

teaching and training by appropriately qualified staff who have the opportunities for continuing training and development”.

Norman Lucas (Lucas 2002) points out that the DfEE expected the new Learning and Skills Council to only offer contracts to those providers who were able to demonstrate that they have reached the appropriate standards set by the Inspectorate, rewarding the best providers, setting targets for weaker providers and challenging ‘coasting providers’.

The National Institute for Adult Continuing Education (NIACE), although welcoming the Government’s proposal in the teaching qualifications consultation paper, were concerned that, although it seemed that the Government’s intention was to include all staff in post-16 education and training in the reforms, this would not be the case. They identified that what government considered to be Further Education was not defined and that:

The full range of teachers, mentors and tutors needs to be taken into account, particularly those working in prisons and those in community based settings, managed by voluntary organisations or in co-operative endeavours, as well as those in further education. The scope of the consultation needs to be defined to include them. NIACE argues that all teachers in the post sixteen sector should be included and not just those in FE colleges.
(NIACE 2000)

NIACE felt that part of this problem was that the only NTO named in the document was FENTO when other NTOs including THETO⁴, NCVO⁵ and ENTO⁶ and, in particular, the national training organisation for community based learning and development, PAULO, had not been included.

As part of the introduction of this new teaching qualifications policy the DfEE also stated that “courses leading to FE teaching qualifications will be inspected by Ofsted, which will take over inspection of university-delivered FE teaching training courses from QAA in due course” (DfEE 2000b), thus giving Ofsted overall responsibility for ensuring quality throughout all FE teacher training programmes.

2.4 Success for All

Even before any of these reforms had been given a chance to make an impact the government introduced in November 2002 *Success for All: reforming further education and training* (DfES 2002). This was part of the agenda to deal with the skills revolution, which was at the heart of Labour’s election education policy, and had resulted in the DfEE being replaced by the Department for Education and Skills after the 2001 general election in June (Armitage A. et al, 2003, p.273). At the same time a review of the NTOs was being undertaken and new larger Sector Skills Councils (SSC) were to be established covering larger areas. This meant that from April 2002 FENTO officially ceased to exist although it did continue with its role

⁴ The Higher Education Training Organisation

⁵ National Council for Voluntary Organisations

⁶ Employment National Training Organisation (for trainers in the workplace)

to endorse the new teacher training qualifications until the new SSC had been formed (Lucas 2002, pp.467-468).

Success for All was to become a comprehensive strategy which, as Charles Clarke, the Secretary of State for Education and Skills, would say in his forward to the vision document, “our commitment to you is the largest ever investment in raising standards and transforming local delivery in learning and skills provision”. (DfES 2002, p.2). The *Success for All* reform had four main elements:

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

The third element, *Developing the leaders, teachers, lecturers, trainers and support staff for the future*, introduced a great change for the FE if not the rest of the LSC sector. In the vision document the DfES stressed that it believed it was important to establish and reinforce the principle that all teachers and trainers should be qualified to teach and train (DfES 2002, p.36). To ensure that this would happen they set ambitious targets. This included that by 2010 the DfES would only expect new entrants to FE teaching not to be qualified and they would expect these to achieve appropriate qualifications within two years of entry for full-time staff and four years for part-time staff. This change was so radical that they set an interim target that 90% of full-time and 60% of part-time FE college teachers should be qualified to teach, or be enrolled on appropriate courses, by 2006. Although this only applied to FE colleges they made it clear that they would be looking at other areas in due course, "Over time we will, with partners, look to extend this approach to ensuring an appropriately qualified workforce to work-based and adult and community learning, taking into account the distinctive needs and characteristics of these sectors" (DfES 2002, p.37).

This complete change was difficult for colleges to deal with as only two years earlier there were no requirements at all. However the colleges soon realised without addressing this issue funding could be at stake; especially considering the earlier guidelines the LSCs had been given. There was resistance and with many college staff, especially those who had a proven

track record and did not see the need to gain a teaching qualification, not wanting to engage being an issue that needed to be addressed. The influx of newly qualified teachers did provide an impetus for some existing lecturers to take advantage of the in-house training often provided, but colleges also made use of other methods to motivate staff to help them hit the targets that had been set. Colleges started making new appointments subject to, or at a higher pay scale if, holding an appropriate teaching qualification, and making pay rises or promotion dependent on lecturers agreeing to attend a course and in some instances increasing hourly pay rates if teaching qualification held. With this happening the numbers of people on teacher training courses increased dramatically (Merrick 2003).

If success is measured by hitting targets set, then it appears that this has been achieved. Research in 2005 showed that the interim targets that were set looked like being beaten with 95% of full-time and 62% of part-time staff looking like they will have completed appropriate qualifications by 2006 (LLUK 2005).

However if other ways of measuring success are looked at then things do not look so good. *Success for All* was such a comprehensive strategy of reform it was realised that it would take time to implement and therefore annual reviews of the four themes were undertaken. In its first year review (DfES 2003) there is little evidence of how the strategy was effecting change in teaching qualifications in the sector other than confirmation of the targets the DfES had set and that these targets were now in colleges'

three-year development plans. However the document does refer to another consultation that was being issued regarding initial teacher training. This fitted in with what could be seen as lack of progress in the area and the release of the 2003 Ofsted report which was the first survey of quality and standards in initial teacher training in FE since 1975.

2.5 Ofsted

The press release that accompanied the 2003 Ofsted report showed how damning it was to be; “Initial teacher training failing future further education teachers” (Ofsted 2003a). The summary of the main findings were that:

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

limited value in securing common understanding of the pass/fail
borderline on courses of initial training. (Ofsted 2003b, p.5)

In order to address these issues Ofsted made recommendations within its
report that:

HEI's and the national awarding bodies should:

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

FE colleges should:

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

The Department for Education and Skills (DfES) should:

- Work with FENTO to identify those of the current standards which
are most appropriate to the initial training of FE teachers
- Consider how to link the current standards for school teachers with
those for FE teachers and other trainers working in the learning and
skills sector

- Review the adequacy of funding arrangements for FE teacher training to support the changes indicated above.

To deal with the problems raised by Ofsted, Alan Johnson launched, on 11 November 2003 “a robust set of proposals to improve Further Education teaching” which proposed “an entitlement for trainee teachers to receive a tailor made development programme” (DfES 2003c). Within this entitlement were specific steps to address the concerns of Ofsted including:

- The introduction of formulised subject specific mentoring as part of the workplace development of trainee teachers.
- A full initial assessment, leading to an individual learning plan with agreed objectives. Trainees will receive additional support to make sure they all reach satisfactory levels of literacy and numeracy before they gain a teacher training qualification. (DfES 2003b)

NIACE (Lavender 2003) responded to the Ofsted report and the new consultation saying that this “benign neglect” of post-compulsory education, the last major overview of FE teacher training was in 1975, “may cost the Government. Its strategies on skills, higher education, and adult basic skills, depend in part on the quality of teaching, which, in turn, depends on ensuring that initial teacher training and continuing professional development are effective”. Referring to the Ofsted report he goes on to say that “perhaps most worrying of all is that the inspectors

found that the procedures could not guarantee that someone awarded a teaching qualification is competent in the classroom or workshop”.

Lavender does not see how *Success for All* can work without substantial investment in teacher education and support and reiterates previous NIACE calls for involving the whole sector not just colleges which he says the consultation implies that what has to be done is:

First, we have to double the quantity of training on how to teach. Second, we must include the teaching of literacy, language and numeracy on every course. Third, we need to see real investment in teacher training, locally and nationally. Fourth, we have to get the standards and qualifications right for part-time teachers in community-based settings. Finally, we will have to respond to Ofsted’s challenge: to improve not just how to teach but how to teach a particular subject or curriculum to a particular group of learners, which may be in a setting far removed from a college. The Standards Unit wants responses: start with a ‘whole sector’ view would be one suggestion. Another might be that if you get it right for the training of part-time teachers working in a neighbourhood centre, you might get it right for all. (Lavender 2003)

2.6 Lifelong Learning UK

In January 2004 the reform of the NTOs and introduction of SSDAs (Sector Skills Development Agencies) meant that Lifelong Learning UK (LLUK)

took over three former NTOs, FENTO, PAULO and *is*NTO⁷, together with the NTO responsibilities of HESDA⁸.

LLUK became the Sector Skills Council responsible for the professional development of all those working in community learning and development; further education; higher education; libraries, archives and information services; and work based learning with its, now, subsidiary Standards Verification UK (SVUK) continuing the verification of initial teacher training formally undertaken by FENTO (LLUK 2006a). This meant that now one organisation was responsible for workforce development and training for the whole of the post-compulsory education sector

2.7 Equipping our teachers for the future

One year later in 2007, two years into the *Success for All* programme, the second annual review announced that good progress had been made on the aim of a fully qualified workforce with “79 per cent of full-time and 54 per cent of part-time staff qualified or enrolled on appropriate courses by July 2003” (DfES 2004a). The report also said that, following the Standards Unit consultation to reform the sector’s Initial Teacher Training arrangements, a package of reforms were being launched in *Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector* (DfES 2004b).

⁷ information services National Training Organisation

⁸ Higher Education Staff Development Agency

This reform to teacher training for the sector was launched at the end of 2004 and was different to what had been proposed in the past. It was now a radical, coherent and detailed strategy that looked at all of the areas involved and provided a framework to enable the sector to develop a workforce that was capable of delivering the courses and training required for the skills gap identified within the national workforce. It was realised that this starts with initial teacher training but goes on throughout teachers' careers and that it needed to link in with other Government strategies to be effective. It proposed change over a period of time, identifying these timescales which would work towards producing a new environment by September 2007, with new initial teacher training qualifications and on-going continuous training and development. It was hoped that this would produce an environment where "teaching in the learning and skills sector, with its unique range and diversity becomes a career of choice" (DfES 2004b, p.3).

The main reforms for initial teacher training that *Equipping our teachers...* introduced included a new award of Qualified Teacher Learning and Skills Status (QTLS), as had been proposed back in 1999. The aim was to bring in professionalism and a status of parity with school teachers and would assist in movement between the sectors if required. There was to be a 'passport' or entry qualification that all new teachers would have to achieve at the start of their careers in teaching with QTLS to be achieved within five years on enrolling on the 'Passport'. Training was to combine a mixture of taught and practical elements and there would be a need to provide

additional support to new teachers in the workplace which would need to include mentoring. Initial assessment at the start was to be an important element to this new training programme with individual assessments for Skills for Life, and Information and Communication Technology (ICT) or e-skills, becoming part of an individual development plan. On completion of the passport and full award and registration with the *Institute for Learning* a 'licence to practice' was to be awarded. This licence will need to be renewed by providing evidence of continuing professional development (CPD) through the maintaining of a professional development record. All of these new introductions had been recommended in the Ofsted report.

Initially one may feel that these reforms, other than completion of additional bureaucratic paperwork, would have little effect on staff in the sector. FE colleges were already working towards having a fully qualified workforce by 2010 and all new teachers would be expected to engage with gaining an appropriate qualification. However there were many other areas of change being introduced and this reform was not just to apply to those working in FE colleges. "The reforms are intended to embrace teacher training across the whole of the learning and skills sector. Trainers in work-based learning and tutors in adult and community learning should have the same access to teacher training as their college based colleagues" (DfES 2005a).

It would also have an impact on colleges as the majority of the sector's teacher training was delivered by them either through qualifications with

awarding bodies like City & Guilds or via franchise arrangements with HEI's. The new reforms indicated that as the FENTO standards "are not appropriate as a definition of the outcomes of initial training [that] "an essential first step in our reforms will be the development of standards across the learning and skills sector. To do this DfES would ask LLUK to develop a set of outcome measures for the initial accreditation of teachers (passport) and for the full award of QTLS" (DfES 2004b, p.12). This would mean the re-writing and re-validation of all post-compulsory teacher training qualifications.

Although these new reforms were to apply to new teachers and were to come into force in September 2007 it was not made clear at the time how existing staff would be affected. For FE colleges this was not necessarily seen as an issue as they had been working towards achieving a fully qualified workforce by 2010, but it caused concern for those providers and tutors working outside of the FE college sector. Although it appeared that the Government could not, or did not wish to, enforce this, the DfES comment that they anticipate that the varied and flexible nature of the new qualifications, CPD framework and accreditation of prior learning would allow existing staff to achieve QTLS (DfES 2005a) makes the sector feel that in some way it will become a requirement. However as the LSC agree funding they could use the guidance given in *Learning to Succeed* and only offer contracts to those providers who were able to demonstrate that they have reached the appropriate standards and hence influence how providers deal with teaching qualifications for existing staff. For some this

may not be such a problem as a report in 2004 of a project to provide a preliminary base-line of current qualifications across the post-16 sector identified that:

This is a greying workforce, and nearly four in ten are over 50 years old. At least a quarter of current teachers and tutors are likely to have retired from the sector by 2010. This may be a conservative estimate. It suggests that the final *Success for All* target for qualified staff will not cover a substantial proportion of the current workforce by 2010 - with the survey estimating around one in four having retired from teaching by then.

(Parsons & Berry-Lound 2004)

2.8 New Standards

The *Success for All* third year report (DfES 2005b) changed its format dropping how it had addressed the original four themes. It said little about teaching qualifications other than that LLUK was working on the skills sector strategy and devising new professional standards and talked more about aims than achievements. Certainly there had been a lot of activity by LLUK with developing these new standards for both full QTLS and initial award or 'passport'. A number of consultation events were held around the country and a revised set of standards was produced for a second round of consultations in late 2005.

LLUK reported that there had been positive interest and engagement nationally in the development of standards and future framework development even though as expected it was not just matters concerning the standards that were raised at these consultation meetings. How these new qualifications would be delivered, who for, would there be opportunities to opt-out, and how would the reforms be funded were high on most people's agendas. Even so there was, according to Angela Joyce, the LLUK Project Manager, general agreement that the first drafts had been a good starting point, that there were challenges in agreeing language and terminology inclusive to all sector areas. The general feeling was that it was important to keep the standards brief and user friendly, that there was a need for differentiated qualifications between the 'passport' and QTLS and that more reference to reflective practice and motivating learners was needed (Joyce 2006).

In May 2006, LLUK released the proposed standards for the new initial award which had now, following pressure from the consultation events being changed from 'passport' to ITALS - *Initial Teaching Award Learning and Skills*. Further consultation events were held in July 2006 and not only included an update of the framework and introduction to the second draft of the standards for QTLS but also looked at how this framework related to standards in Higher Education, the Framework for Achievement and the work in Northern Ireland, Scotland and Wales. The aim of LLUK is to have these standards finalised so that new qualifications can be developed and

piloted by awarding bodies and HEIs from September 2006 in order that the new awards will be ready for September 2007.

2.9 Centres for Excellence in Teacher Training

There are two areas within *Equipping our Teachers...* that had not been addressed and should be commented upon in this outline of recent teacher training developments in post-compulsory education. The first is the need to ensure that “teacher trainers in HEIs, colleges and other providers are themselves fully skilled in all the aspects of learner-centred teaching, and able to model the different techniques, including e-learning that trainee teachers need to master” (DfES 2004b, p13). To deal with this LLUK was to set up a professional development framework for teacher trainers and provide ways for them to keep fully up to date especially in the area of the use of technology. This fits in with the revised *Success for All* strategy which included a desire for:

ICT and e-learning embedded into new professional standards and qualifications for teachers, initial teacher training, leadership support and continuing professional development. (DfES 2005b, p.14)

The second area is the plan to create a network of Centres of Excellence in Teacher Training (CETT). These CETT's are expected to be formed by colleges and other learning providers joining up with teacher trainers to create centres to improve the quality of initial training and continuing

professional development for teachers working for FE colleges or providers of work-based and adult and community learning. Monica Deasey, LLUK's Director of Standards, Qualifications and Research said that these "CETTs are intended to model and disseminate good practice in teacher training with the aim of raising the quality of teaching across the sector as a whole".

It is vital that teacher training becomes more inclusive and provides employers and staff in the learning and skills sector with more opportunities for professional development and support, especially in the workplace. CETTs need also to demonstrate an innovative and creative approach to teacher training building on a sound basis of action / practitioner and academic research. They could assist in the provision of high quality resources that support trainees. (LLUK 2006b)

The Further and Higher Education Minister, Bill Rammell, when announcing the plan for CETTs concentrated on the needs to "professionalize or, as some would argue, re-professionalize" (Betts 2006) the post-16 workforce. Rammell said that:

these new networks of training centres would provide co-ordinated programmes for all FE teachers, providing training for those entering the profession and continuous professional

development for those already established, looking to hone their skills...

We need skilled professionals to help every learner achieve their potential. Success for learners depends on excellent quality provision. Workforce development must be nationally co-ordinated to ensure delivery of a world class learning experience for every student. (Smith 2006)

This desire for professionalism within the sector goes through many of the reform documents. *Equipping our teachers...* talks about “leading to parity of status and professionalism” (DfES 2004b, p5) and the current White Paper says “we want to create, within the framework of the Quality Improvement Strategy, a well-qualified workforce and a sustainable culture of professionalism, and to enable staff to improve and update their skills continuously” (DfES 2006b, p50). This does not fit easy with the FE sector, however, as research shows that FE teachers associate professionalism with their former trade or occupational identity rather than that as an FE teacher (Gleeson, Davies & Wheeler 2005). Jocelyn Robson (Robson 2001) argues that the very diversity of entry routes into the FE teaching profession in the UK,

creates, in sociological terms, a weak professional boundary. As a result, the profession as a whole lacks closure. Those who present themselves for training come from extremely varied backgrounds. I have argued elsewhere that the existence of

such diversity ought to be a source of strength and richness both for the individuals and for the profession as a whole. More often than not, however, it is experienced as fragmentation and as a lack of any sense of collective status or identity.

Derek Betts refers to this problem as FEs “unequal dual-professionalism” which describes a teacher in FE who remains identified by his or her first profession rather than by the second teaching profession. Betts feels that “the recent developments that have produced national teaching standards, a requirement to hold an appropriate qualification and a new focus on CPD, may have removed the obstacle”. (Betts 2006)

2.10 Continuing Professional Development (CPD)

Equipping our Teachers... identified that the *Institute for Learning* (IfL) would be the organisation responsible for,

- Registering those who enrol on the [initial qualification] and those who complete as holding a threshold licence to practice
- Registering those who enrol on the full course and, on behalf of the Secretary of State for Education and Skills awarding QTLS as the full licence to practice to teachers who complete the full qualification.
- Continuing to register those who complete appropriate CPD

However although the DfES also advised that teacher trainers would have to complete CPD it gave little detail about the amount or type of CPD that they or anyone else would be expected to fulfil.

This was however addressed in March 2006 by publication of the Government's White Paper *Further Education: Raising Skills, Improving Life Chances* (DfES 2006b) which was responding to Sir Andrew Foster's report of the previous year. As in *Success for All* a large portion of the strategy was devoted to improvement of teaching and learning practice with one of the six main areas 'A national strategy for teaching and learning in Further Education' being devoted to it (DfES 2006b, p.45). "The overall objective of this White Paper is to reform the FE systems" and to achieve this it has given six organisations the role in transforming the FE sectors:

DfES – strategic leadership and policy formation

LSC – planning and funding the FE system, ensuring the right pattern of colleges and providers are delivering high quality programmes

Ofsted/ALI – Inspect against agreed quality criteria, "lighter touch" for excellent organisations

QIA – Commission services to support quality improvement by colleges and providers. Lead development of single, integrated quality improvement strategy (QIS) for the FE sectors

CEL – Provide programmes of leadership and management development training and sector leadership strategies

LLUK – The SSDC which defines skills standards needed for staff working in post-16 education and training, as a basis for design of staff training programmes. Manages the collection, and interpretation, of staff data. (LLUK 2006c)

David Hunter, the chief executive of Lifelong Learning UK, responded to the White Paper by saying that “the government has recognised the importance of LLUK” by making it “central to the reforms”. He went on to say that “this is the first time that an employer-led organisation has been placed at the forefront of strengthening the quality of the lifelong learning workforce and I am confident that the sector can rise to the challenge that has been set” (LLUK 2006d). LLUK pointed out that the White Paper has large implications for workforce development as it is at the heart of the reforms and as Government has indicated that “staff need to be properly trained and to develop and update their skills regularly to respond to changing needs and new challenges” (DfES 2006b p8). Not only does the document reaffirm that Continuing Professional Development (CPD) will be required to reinforce skills learned on initial teacher training, including e-learning and use of technology which will become part of Qualified Teacher Learning & Skills (QTLS) status, but also that there will be a need for all practitioners to fulfil CPD. From September 2007 there will be a regulatory CPD requirement for all FE colleges with all full-time staff having to “fulfil, at the very least, 30 hours of CPD a year, with a reduced amount

for part time teachers, and with similar expectations of managers and leaders” (DfES 2006b, p.51).

The White Paper also now stated that it would require that “teaching practitioners would need to be professionally registered in order to maintain their licence to practise” (DfES 2006c, p.52). This raised a question by the IfL asking for clarity as to whether it was now the intention for all teachers to have to register (Davies 2006).

The White Paper besides responding to the “important independent report by Sir Andrew Foster on the future role of colleges” indicated that it was also built on recent secondary schools reform, the 14-19 and skills strategies, the LSC’s *Agenda for Change* reforms and the *Success for All* programme. Publication of the White Paper was shortly followed by an announcement that the *Success for All* responsibilities had been assumed by DfES partner organisations and that “from April 2006, the Quality Improvement Agency (QIA) is leading the development of a national Quality Improvement Strategy (QIS), which will take over from *Success for All* and build on its key achievements” (DfES 2006). However the DfES advised that it would still be involved in taking forward the reforming of initial teacher training and that the department will be working with key partners to implement these reforms which will be implemented over the next two years and be introduced from September 2007. These would include establishing initial teacher training leading to QTLS status, the development of Centres for Excellence in Teacher Training, and new

standards, quality assurance and planning arrangements for initial teacher training.

Consultation around the introduction of the system has been carried out by Lifelong Learning UK (LLUK), whilst the Institute for Learning (IfL) has been tasked with both the registration of those enrolling on courses. And providing teachers meeting the necessary standards the award of QTLS status. (DfES 2006d)

At the end of June 2006 the Quality Improvement Agency (QIA) released a new consultation document on “a new improvement strategy to drive up standards and performance in Further Education (FE)” which would include “new professional development programmes for leaders, managers and staff working in FE” (QIA 2006a). The new strategy *Pursing Excellence* besides identifying the reforms regarding the setting up of CETTs, and QTLS for all new trainee further education teachers, also says that by the end of 2009 we will have “significantly moved towards all further education teachers attaining QTLS status by 2010” (QIA 2006b, para 35). From this it appears that whatever qualifications teachers were working towards, or hold, that are aligned to the FENTO standards, will need to be reviewed and action taken to ensure that appropriate qualifications are held to attain QTLS status. In the consultation, the QIA defines colleges and providers, and the Further Education system as follows:

By 'colleges and providers' we mean all those organisations who deliver programmes of learning or skills development for young people aged 14 upwards and adults.

For the purpose of this document this refers to colleges; providers of work-based learning; employers delivering LSC-funded provision; local authorities' personal and development learning provision; Jobcentre Plus providers; centres of higher education offering further education; school sixth forms; independent former external institutions; Ufi/Learndirect; specialist colleges for learners with learning difficulties and/or disabilities; and providers of offending learning.

By further education system we are referring to the wide range of organisations that make up the learning and skills sector and its interactions with individuals and employers and the national partners responsible for planning, funding and quality improvement. Collectively the system provides opportunities for individuals from the age of 14 upwards to participate in programmes of learning, training and skills development and learners of all ages participate in a range of activities including educational or vocational courses. (QIA 2006b, Annex D)

This implies that QIA will be expecting that by 2010 all teachers working in the learning and skills sector, and not just for FE colleges, will have to achieve QTLS status.

2.11 Current requirements and wider FE sector

Writing in 2001, Jocelyn Robson commented on the changes being introduced for new FE teachers saying that “lecturers already working in colleges will not be required to gain teaching qualifications in the same way as newly appointed staff” but that “most colleges are expected to insist that they do” (Robson 2001). Robson goes on to say that “at the time of writing, there is a lack of clarity about the position of a growing number of part-time staff (who may teach as little as two hours a week in the FE system but who nevertheless teach a greater percentage of the work than full-timers) and about agency staff”. With all the introduction of new strategies and reforms it would appear that very little has changed since then regarding this issue.

Trainees on PGCE programmes confirm some of the problems FE colleges have had to face and how the current standards and qualification framework does not fit into the reality of working in the sector (Bathmaker et al 2002). Part of the issue for the FE sector is the need for teachers to be adaptable and flexible and teach areas where they are not specialized, qualified or even knowledgeable. Maybe this is one of the reasons for the significant teacher shortages within FE colleges as identified in DfES figures with 90% of colleges reporting significant teacher shortages and 61% reporting retention difficulties among existing staff (Gleeson, Davies & Wheeler 2005). The existing qualifications and courses, based on the current (FENTO) standards, do not help those working outside FE colleges

within the sector as the majority are aligned to FE provision of delivering academic qualifications and vocational skills whereas the reality of other provision that it is often different to this.

Bernadette Marczely argued in 1996 that:

in our search for the professional development of teachers, we have ignored two of the fundamental traits of a true professional: individuality and self-determination. Professional development for educators has been defined as the process or processes by which minimally competent teachers achieve higher levels of professional competence and expand their understanding of self, role, context and career (Marczely 1996, p.vii).

We could ask if these reforms towards a new professionalism are being developed the same way.

Over the last seven years there has been continual change within the provision of teaching qualifications in the sector. A large number of organisations have had, and still do, have an interest in this area but we seem to be unable to successfully deal with the issues. We seem to be unable to find a stable period in order to address the issues and as Mike Hammond says the FENTO standards were developed on competence qualifications but by the time they were produced the competence movement was in decline. Let us hope that the tide will not have turned before the new standards have had a chance to be tested. Hammond would agree that the standards needed to be changed as he argues that

the FENTO standards share many similarities with NVQs⁹ and TDLB¹⁰ ideas of competency and that:

The competence ideas embodied within the NVQ philosophy are incompatible with the 'professional concepts needed in successful teacher training as their remains a reliance on what might be called 'gut' instinct exercised by a teacher trainer in the assessment of a particular teacher. (Hammond 2004)

Norman Lucas argues the dangers of adopting an over-regulatory approach to teaching in FE colleges because of the wide diversity of practice required by FE college teachers to meet diverse learning needs of FE college students (Lucas 2002, p.459), and with this now set to extend over the whole sector are not the dangers even greater? However from the policy documents it seems unlikely that this call will be heeded.

This current idea of professional development is different in some ways than has been provided before. It is based on a realisation that the majority of teacher training for the post-compulsory sector is in-service rather than pre-service and is following the Ofsted recommendations of 2003. This includes training being provided within the context of the organisation. This fits in with recommendations from studies in Australia (Chapman et al. 2002) and also as identified by Tony Bush and David Middlewood (Bush and Middlewood 2005). Also it is looking at training being flexible and to be

⁹ National Vocational Qualifications

¹⁰ Training and Development Lead Body

provided in variety of delivery modes including unit and modular format. This may appeal to part-time teachers and those working for providers other than FE colleges, especially where location, hours worked or number of organisations worked for are issues. But Cohen, Manion and Morrison see this change as acting against any emancipatory interests and assist in more central control:

One can argue that the move towards modular and competence-based curricula reflects the commodification, measurability and trivialization of curricula, a move toward the behaviourism of positivism and a move away from the transformatory nature of education, a silencing of critique, and the imposition of a narrow ideology of instrumental utility on the curriculum. (Cohen, Manion & Morrison 2005, p34)

Although *Success for All* has now been brought to an end the linked website identified what that had been achieved (DfES 2006a), however there is no mention of teacher qualifications. Early in 2006 Ofsted published another report on teacher training which they had conducted during 2004/05, inspecting courses leading to national awarding body qualifications. John Crace commenting in February 2006 on the Ofsted report says that “change is sometimes harder than one might want” (Crace 2006). The report says that many of the weaknesses identified in the previous survey, in 2003, remain and that little progress has been made (Ofsted 2006). But, Crace says, Ofsted’s Director of Education, Miriam

Rosen, was not too disheartened as “it has to be remembered that these inspections took place within the first year or so of a four-year programme for improvement and that by 2007 we expect the situation to be markedly better” (Crace 2006). This may have been a little optimistic as the new qualifications, CETTS and CPD requirements, were not due to start until September 2007 and it seems unrealistic that any changes would be seen until time was given for the new reforms to have been implemented, if they allowed it to do so.

Although this study covers years (2005 – 2008) when some of these changes have been taking place it has not affected the requirements of the teachers working for the WEA until the later period with the introduction of the 2007 reforms. However even this introduction is unlikely to be seen in this study as it will have little impact until 2012 when the first group of teachers starting to work in the sector will have been employed for five years and will need to have obtained the relevant status, QTLS or ATLS, through in part achieving one of the new teaching qualifications.

This will mean a big change to how teachers are employed and trained but there has certainly been a great deal of change since 1999. Has, however, there really been any change since the reviews in the mid 1970s?

K.T.Elsdon in his book ‘*Training for Adult Education*’ quoted a 1973 Department of Education and Science document “the provision of staff of good quality, in sufficient numbers, with the necessary training and wisely economically deployed is critical to all the developments in adult education

which we recommend and should be regarded as the first priority” (Elsdon 1975, p.5). It is interesting to note that he begins the introduction to the book as follows “It is widely accepted that our society and its institutions are now in a continuous process of transformation and cannot expect ever to regain the lost innocence of a stable state for any length of time”.

Even if the new teacher training programmes meet the required Ofsted standards, and teachers in the sector are seen as being more professional will that be enough or will more reform and change be required. In the end is not the real question the same as it was in 1999, as was asked at the launch of the new FENTO standards by Vivienne Ravis and Ian White of Bradford and Ilkely Community College, “will the new teaching standards help us to improve quality of teaching and the achievements of our students?” (FEnow! 1999).

Chapter 3 – Literature Review and Research Methodology

3.1 Introduction

Bronwen Maxwell says that “the process of becoming a teacher in the learning and skills sector is an under-researched area” (Maxwell 2004). She goes on to say that as existing research focuses primarily on trainee FE college lecturers who have participated in a PGCE or Certificate of Education (Cert. Ed.) taught by a higher education institution (HEI), or one of its partner colleges, that this under represents the diversity of teaching contexts and the range of initial training routes.

Sue Wallace agrees with Maxwell, identifying that “surprisingly very little has been written about the perceptions and experiences of teachers new to the FE sector in comparison, for example, with studies of newly qualified or trainee secondary teachers” (Wallace 2005, p11). However what Wallace feels would be fascinating to read “is an account by such teachers (at the very beginning of their careers) of the qualities and skills they believe make for effective teaching. How do we define an effective teacher? What are the skills and qualities in which we might reasonably expect them to be competent?”

It is clearly evident that there has been little research into the teaching in the Further Education sector and, although the work by Bronwyn Maxwell (Maxwell 2004), which is concerned with the issues of becoming a teacher in the learning and skills sector, and that of Sue Wallace (2002), which

looks at the experiences and reactions of intending lecturers studying full-time for a Postgraduate Certificate in Further Education and Training (PGCET) as they enter FE colleges on teaching practice, is useful when looking at teaching in FE colleges, it is not easy to see its impact on adult education or adult and community learning (ACL).

There are the main Government strategy documents that have affected teacher training for the whole of the sector and they have been included in the previous chapter but before 1999 little review of the post-compulsory sector had been undertaken since the mid 1970s when Konrad Elsdon produced *Training for Adult Education* (1975) and then ten years later *The Training of Trainers* (1984).

3.2 Review of Literature and Research

Although there are a number of books dealing with practicalities of teaching adults especially in an FE context there is little research available as previously identified by Maxwell and Wallace. Before the reforms which started in 1999 Frank Foden produced a study of the origins and background of teacher training programmes especially as it related to the development of the City & Guilds qualifications which many part-time, in service, teachers who worked in FE, undertook (Foden 1993).

Ann-Marie Bathmaker and James Avis, together, individually, and with others have produced a number of papers examining the experiences of lecturers and their perceptions of FE and in their paper *Is that 'tingling*

feeling' enough? (Bathmaker & Avis 2005) they explore how changes within FE and of teacher qualifications may be affecting teachers "professional identity". Work of Denis Gleeson et al., looks at professionalism in the FE workplace and refers to this area of education being "under-researched". Their work focuses on the changing nature of professional practice in the sector and is an area that not only relates to teachers own personal perceptions but also on development needs of teachers in the sector, although Gleeson et al., point out that " teacher education and development in FE has tended to remain a secondary consideration" and that the more serious issue has been the uncertainty "around recruitment, retention and morale of staff, and for practitioners there is the tension about whether the 'long interview' through part-time work is worth it" (Gleeson, Davies & Wheeler 2005, pp.450-451).

Others have started to look at issues of professionalism including Jocelyn Robson (2001) who examines the current status of the FE teaching profession in the UK and how changes may make a contribution to improved professional status for the FE teacher.

This area of research has been developed by others including Martin Jephcote and Jane Salisbury who undertook a study of FE teachers to examine how they deal with the competing pressures that are being put on them and how this affected their private lives. This work is placed within an environment where "in the spirit of securing the public interest and value for money there was the introduction of external inspection and other

quality measures” the pressure of which took up a large amount of teachers’ time and energy and meant that “resources were diverted away from classrooms and into the burgeoning support structures and support staff” (Jephcote and Salisbury 2008 p, 968). They identify that collecting data on a mainly part-time, transitory, work force, is difficult, and also identify that owing to its nature that there is a large and continually training requirement. They suggest that “given the predominance of part-time workers, the need is for a model of delivery and appropriate professional standards” (Jephcote and Salisbury 2008 p, 967).

Kevin Orr and Robin Simmonds continued this look at FE teachers focussing on the “dual identities” of FE teachers and how unlike other sectors of education “around ninety percent of FE teachers are employed untrained and complete their initial teacher training on a part-time in service basis” mainly because it “has been necessary to attract established vocational practitioners into FE and to enable them to continue earning whilst undertaking their teacher training (Orr and Simmons 2010).

Other recent work has been undertaken by Rob Lawy and Michael Tedder who looked at two FE teachers case studies to see what impact, the “paradigm shift” in teacher education in FE with an “emphasis on assessment, measurement and accountability “of FE teachers, had upon the “agency of those who have had been involved in the ‘delivery’ of a curriculum based on a set of new and prescribed standards.” (Lawy & Tedder 2009b p.53) This examines two different teacher educators, one

with over 25 years' experience and one new to teacher training, to see the changes in requirements have caused a change in their practice. Lawy and Tedder point out in this work and also in *Beyond compliance: Teacher education practice in a performative framework* (Lawry and Tedder 2011), that there was a need for change but there are many concerns over the form it has taken with programmes of teacher training:

now directed towards ensuring that trainees meet a set of requirements specified in terms of standards, and these include demonstration of an appropriate level of achievement of the 'minimum core' of literacy, numeracy and IT. The resulting focus upon targets and on achievement has provided a measurable accountability framework for Ofsted inspection teams to make their judgements. (Lawy and Todder 2009b p.56)

This question of performativity and FE has been looked at by Lawry and Tedder in other work and by James Avis in a number of papers and also Stephen Ball (2003), Stewart Ranson (2003), and Robin Simmons and Ron Thompson (2008). Lawy and Tedder feel that "rather than addressing structural questions and issues of resourcing ... including the systematic erosion of the conditions of service and pay for lecturers and the intensification of workloads... the emphasis has centred upon improving the quality of teaching and performative systems and measures that can be used to address these problems." (Lawy and Tedder 2011 p313)

Other significant work regarding teacher training qualifications in the FE sector includes that of Norman Lucas who evaluated the introduction of National standards and compulsory teacher education for FE colleges and highlighted “the dangers of adopting an over-regulatory approach to teaching in FE colleges because of the wide diversity of practice required by FE college teachers to meet the diverse learning needs of FE college students (Lucas 2002).

An analysis of the effects of the FENTO standards on the teaching profession was provided by Mike Hammond (Hammond 2006) and is interesting not only because these are the standards that are being replaced but also because he looks at how “neo-liberal new managerialism” had affected FE , a topic taken up by Richard Edwards and Stewart Ranson among others. More recent work by Frank Coffield, *Just suppose teaching and learning became the first priority...*, highlights the move away from what should be happening in FE colleges to “priorities, targets, inspection, grades and funding” as well as looking at “Maximising the professionalism of tutors (Coffield 2008).

Some research has been undertaken into the relationship between teachers’ qualifications and the impact on learners. Olga Cara and Augustin de Coulton work for the National Research and Development Centre. They point out that earlier research concluded that although a good teacher makes an important difference to learner outcomes that teacher qualifications as a “proxy for teaching quality” has proved

inconclusive. Their research, to see if the assumption that better qualified teachers deliver higher quality teaching was based on interviews with skills for life teachers. Their “tentative” answer is that “the level of teachers’ qualifications related to learners’ improvement as measured by pre and post-course assessments” however they also found that over-qualified teachers can also be associated with lower confidence in candidates (Cara & de Coulon 2009).

During 2007 Research voor Beleid, in partnership with the University of Leiden, undertook a detailed study of staff delivering lifelong learning, in particular Non-Vocational Adult Learning, across Europe (Research voor Beleid 2008). This research, which included providers from 27 countries in Europe providing this type of learning, was to provide a deeper understanding of the state of professionalism and staff development and included looking at what competences / skills / qualifications [teachers] are expected to possess (Research voor Beleid 2008, p.9).

It is interesting to note, that as has already been identified in England, adult education is very varied. The report authors felt that this should be “considered as a core feature of the field” although they argue that, for policy making, differentiating the work of adult education into four domains which differ in audience, content and methods was required.

These were:

- Vocational education

- Corporate and functional education
- Social and moral education
- Cultural and arts education

The report recommends that “this should be the basis for drawing up policy for further professionalizing the field.” (Research voor Beleid 2008, pp.10-11)

This report is an important document in comparing adult learning practitioners not just from a number of different providers but from a number of countries. However, although it is also useful as it is focussed on similar type of educational provision to this study it identifies that there is a need for more information on adult learning staff as there is hardly any information available for this particular group of workers (Research voor Beleid 2008, p.40), something this study is in some way trying to address.

Putting the report into context, the authors, identify that although “[a]dult learning staff play a key role in making lifelong learning a reality” and that “[t]he professional development of people working in adult learning is a vital determinant of the quality of adult learning” that little attention has been paid to this. This is especially evident in regard to defining the content and processes for initial training or the development of staff within a sector that is “characterised” across Europe “by high-percentages of part-time staff (and people working on a voluntary basis) who may have

few career prospects and are frequently paid on an hourly basis.”

(Research voor Beleid 2008, p.40)

This European report identified a number of recommendations besides those already mentioned including a need to focus on in-service training, a need for a stronger lobby for staff, and an independent body, across Europe, for quality standards. The authors Beleid wanted the findings to be “used to identify key issues and problems as well as areas where action is most urgently needed to make adult learning professions more attractive.”

(Research voor Beleid 2008, p.3)

Jephcote and Salisbury identified that ‘there has been a steady growth in academic research interest in the FE sector... but in terms of what we know about FE teachers they are perhaps only marginally beyond the ‘shadowy figures’ stage” (Jephcote & Salisbury 2009 p. 967).

Lawy and Tedder identified that the term FE teachers is being used by them to cover “tutors, trainers and teachers not only in FE colleges but also elsewhere in the ‘Learning and Skills Sector though we recognise that the needs and experiences of those outside FE colleges can be profoundly different,” (Lawy and Teedder 2009b p.65).

Following research undertaken by Lawry and Tedder, looking at Further Education Initial Teacher Training and the use of ILPs (Individual Learning Plans), Mentors and Mentor training, which was undertaken for, following

the 2007 teacher training regulations, one of the newly established Centres for Excellence in Teacher Training, they made a number of recommendations. Besides suggesting that there was a need to move away from “arguments about standards and away from the leaden bureaucracy of writing plans, records and policies” (Lawy & Tedder 2009 p7) they made twelve recommendations regarding the initial training of teachers in the FE sector. Of the five recommendations that related to enhancing the learning culture of further education and the lifelong learning sector two of them were specifically related to ACL:

- Policy-makers should recognise and celebrate the variety of practice and achievement of the different facets of the lifelong learning sector (ACL, WBL, the voluntary sector as well as colleges) and recognise that ‘one size fits all’ is not appropriate. They should recognise that the secondary sector is not necessarily a useful model for practice in teacher training.
- All stakeholders in the FE sector - colleges, policy-makers and agencies – to recognise and value the work of adult and community learning. Our report has repeatedly noted the disadvantages for ACL in their access to resources and the danger of the lack of accessible training for those who are often at the ‘cutting edge’ of practice. (Lawy and Tedder 2009 p7)

This work by Lawy and Tedder, was not focused on the ACL part of the FE sector but makes clear that there are differences within the different

parts of the FE sector and calls on these to be recognised and treated differently.

A number of publications have been produced, however, by the learning and skills development agency (LSDA), by a variety of authors, as part of the adult and community learning support programme delivered by NIACE¹¹. These are based mainly on the quality of provision and a number of these cover areas of self-assessment and observation of teaching and learning.

So besides a few references there is often little separation to the different needs of this part of the sector as in Thompson and Robinsons paper *Changing step or marking time? Teacher education reforms for the learning and skills sector in England* (2008). So with little research directed or related to ACL teachers it leaves this part of the FE sector becoming even less visible and slipping more into the shadows and the background. I hope that this work helps to address some of these issues and brings this part of the FE sector, and those that work in it, out of the shadows and into focus.

3.3 Theoretical perspectives

As Burgess, Sieminski and Arthur (2006, p.46) point out there are two ways to develop research design. One way is to look at current theories in the chosen research area, create a hypothesis, conduct a literature review

¹¹ National Institute of Adult and Continuing Education

and then set about testing the hypothesis using methods that will achieve this, in other words a deductive approach.

Alternatively an inductive approach can be adopted, using methods of my own choosing to collect data and then use this data and the literature available to develop a theory. However this inductive or source-orientated approach can easily be miss targeted, lack context and produce only a jumble of data.

This is why in practice neither of these approaches is usually followed with complete exclusion of the other, and that they are often combined in a dual approach which is often referred to as the modern scientific method (Cohen, Manion & Morrison 2005, p.5).

Consideration also needs to be given to whose interests have guided the research in the first place which can affect both of these approaches with neither of them being automatically neutral and leads onto the question of objectivity in research.

Cohen, Manion and Morrison (2005, p.29) see these three main approaches fitting in with the early work of Habermas in which he identified three styles: the scientific, positivist style; the interpretive style; and the emancipatory, ideology critical style. However they agree that although this categorisation, has the attraction of simplifying the area, that in reality there are “a multitude of interests and ways of understanding the world”

and it is simply artificial to reduce these to three. Burrell and Morgan add a fourth, radical structuralism, which uses objectivity to promote radical change and others see more paradigms, such as post modernism, as being completely separate.

For me Richard Evans' metaphor of comparing historians and researchers with figurative painters sitting at various points around a mountain helps in some way to see these different paradigms, these different views of the world and research (Evans 2002, p.257). To use his metaphor in a slightly different way the different painters will have taken up a position dependant on what they consider to be the best view of the mountain. They will all paint in different styles, on different canvases, with different media, and at different times. They will all see the mountain in a different light and at a different distance and they will view it at different angles. They may even disagree on some aspects of its appearance, or some of its features and they may come away with similar or completely different results. But all of them will produce a painting of the same mountain.

3.4 This study

This study examines whether teachers holding higher qualifications obtain better grades during internal class observation, which assumes that these teachers are therefore producing better quality learning experiences and help providers in adult and community learning (ACL) achieve higher grades with regard self-assessment and inspection.

This interest has developed from my involvement with the introduction of teaching qualifications and continuing professional development (CPD) for all tutors, teachers and trainers across the whole of the English Learning and Skills funded sector. This will be a big change as it will involve all organisations that deliver publicly funded courses and have large cost implications for providers and at the very least time issues for the teachers. It will also have an effect on the morale of the existing teachers and tutors many of whose first reaction seems to be to oppose this change. There is anecdotal evidence that teacher training is of benefit and feedback from tutor meetings and training sessions often indicates that the tutors themselves feel they have benefited from attending. However, attendance in many organisations has been on a voluntary basis and therefore has only engaged those tutors who wished to attend. Even so, has this training influenced what happens in the classroom, has it helped to improve quality? With training for all tutors, becoming a requirement, it will be more important to see if it does help to improve teaching and learning, what impact it has on the learners and if amounts of time and expenditure fits with amounts of improvement.

My research proposal is coming from me and my decisions. I need to be aware of my reasons, my interests for this research and as Tim May suggests, make my theories, hypotheses or guiding influences explicit and not hide behind the notion that facts can speak for themselves (May 2004, p33).

I will be taking a quantitative approach to this research looking at grades given for class observations and comparing with tutor profiles including records of qualifications. I want to see what the study tells me rather than look to evidence a position. Tim May, unlike Kuhn, argues that paradigms are not closed and that social researchers do not have to place themselves in any one (May 2004, p37). However I still need to be aware of my own values at all stages including the data collection process, interpretation, and how I interpret the research findings are make use of it.

3.6 Data

In order to be able to compare tutor profiles with OTL grades I have had to obtain three different data sets as there was not a mechanism within the WEA Management Information System (WEAMIS) to extract the data in one simple report. This was partly due to the system itself not being able to do this at the time but also because different sets of information were purposely kept apart so as not to identify individuals and OTL grades they received.

The three sets of data used were as follows:

- A list of all OTL's undertaken from 1st August 2005 – 5,246 records including Sector Skills Area teaching in at time
- A list of all teaching contracts issued between 1st August 2005 and 31st July 2009 – 12,502 records
- A list of all qualifications held by tutors on the WEA teaching panel – 18,011 records

The last set of data also included other information including, tutor name, region, teaching qualifications, subject qualifications, age, gender, ethnicity, year started employment with WEA, when started working in FE sector, declaration of any disabilities. The reason why there are so many records in the last data set is that each qualification had to be reported separately as all qualifications had been inputted as a 'free text' field.

Although the first two sets of data are clearly accurate as they relate either to contracts issued or class observations that happened the profile information recorded has been advised by tutors on completing employment application forms and providing updates when requested, and inputted by WEA administration staff into the database.

3.5 Methodology

In order to make the three sets of data useable it needed to be checked for any clear errors and any unneeded data stripped out. The third data set of over 18,000 records, giving qualifications held by tutors in 'free text' format, had to be amended to deal with duplication of records where a tutor had more than one record because more than one teaching or subject qualification had been recorded. In this case multiple records were merged into one record identifying both highest teaching and subject qualification for tutor employed.

Data fields were set up to enable analysis and comparison and 'free text' changed to data. This has included renaming and defining in different formats or groups and these are identified in the appropriate sections, as identified later in this document (Chapters 5,6 & 7), however no core data has been changed.

At this stage to provide confidentiality when starting to use the data, tutor names were removed from the two sets of data that had them, although staff numbers were kept to be able to link together.

Where tutors, or staff, have been contracted by more than one Region then they will be counted twice in this study as they will have different staff numbers for different Regions. It is not easy to identify this duplication as if names are the same it does not mean that they are the same person. Numbers of staff in this category, however, are minimal and so should have little effect in the overall data analysis.

The final data set identifies tutors employed by the WEA, in England, from 1st August 2005 to 31st July 2009 for the four academic years 2005 - 2008 (wherever a year is given this means the academic year e.g. 2006 is 1st August 2006 to 31st July 2007). This report includes all tutors contracted for teaching hours on the WEA Management Information System (WEAMIS). It includes tutors employed on a part-time sessional basis, tutors employed on an annual or permanent teaching contract, and also

full-time and fractional staff who have undertaken teaching as part of, or additional, to their core role.

Where possible I compare WEA data to *the Further Education College Workforce Data for England – An Analysis of the Staff Individualised Record Data 2008-2009* (LLUK 2010a) and also with an additional report by LLUK *Adult Community Learning Workforce in England Factsheet for 2008-2009* (LLUK 2010b). This short document was produced to help ACL providers understand its workforce as compared to the rest of the FE sector, using the data gathered from the staff individualised record (SIR) submitted by adult and community learning providers for 2008-2009, and also some data from the previous years SIR.

It has not been easy interpreting the data and comparing it against the LLUK reports based on the SIR. It is also not clear how accurate the WEA data is. This is due to lack of information in some areas and lack of clarity among tutors providing information, the available data fields on WEAMIS and interpretation of administrative staff inputting the information.

I obtained permission from the Association to access and use the data but am careful within this study not to name any individual tutor or provide data that although has no names would make it clear who the person is.

Chapter 4 – WEA Tutor Profile

4.1 Introduction

This chapter looks at the profiles of tutors working for the WEA during the period of the study. It is important as it will be used in the analysis and it will put the WEA workforce into a wider context, allowing comparison with providers of similar funded provision, including Adult and Community Learning provided by local authorities and in Further Education College community provision.

The analysis includes qualifications, gender, age and diversity profiles and examines any differences across parts of England in order to identify the degree of consistency within the WEA and to allow comparison for other providers.

The FE sector has in the past relied heavily on part-time teaching staff with at least 25% “being employed on short-term contracts... with a higher proportion in ACL and among some FE providers” (Parsons & Berry-Lound 2004, p.2). Although during the last decade FE colleges have been moving more teaching posts away from these short-term contracts the LLUK staff data for 2008-2009 showed that 40% of teaching staff were employed on a part-time basis (LLUK 2010a, p.7). However in ACL the numbers of teachers working part-time seems far higher as a pilot study undertaken by LLUK identified that in excess of 80% of teaching staff were employed on a part-time basis (LLUK 2008, p.2). Within WEA, during the period of this

study, more than 95% of teaching hours are delivered by sessional teachers on short-term contracts.

This part-time basis is probably partly to do with how Denis Gleeson says, people slide into FE teaching (Gleeson, Davies & Wheeler 2005) and this is often the case for those employed in community learning in the wider sector. Gleeson and colleagues identify “this experience of starting with a few part-time hours” being typical “for many tutors who find themselves socialised into FE through the ‘long interview’ via part-time and contract work”.

The majority of WEA tutors will have been contracted separately for each course, or sessions, they deliver, normally on a part-time, termly, basis. This means tutors receive a short contract for each course they teach, mostly of ten weeks in duration but in some instances less. In some situations courses and contracts do go over more than one term but it is very unusual for courses and contracts for teaching to go over an academic year end. Although it is not unusual for a tutor to teach only one course a term many tutors deliver more than one and therefore have a number of contracts at the same time.

4.2 Numbers and location of WEA tutors

The WEA employed a total of 4,406 tutors and staff to teach courses during the period 1st August 2005 to 31st July 2009. There are a small number of tutors who have worked in more than one WEA Region during this time. This includes tutors who work across regional borders and also tutors who have moved location and continued to work for the WEA after relocating during the period in scope. However, this is estimated to be less than 5% so should have little effect on the analysis. These 4,406 tutors delivered a total of 762,467 hours of teaching during the period. That is an average over the four years of each tutor employed by the WEA being contracted to teach 43.26 hours per year, or an average two 20 hour courses each year.

The numbers of tutors contracted by the Association in England has been steadily falling with the number of tutors employed in 2008 (2,241) being only 80% of the number employed in 2005 (2,777).

This number, however, is considerably higher than the average number of teaching staff, per provider, in the Further Education sector. In its *'Workforce Strategy for the Further Education Sector in England 2007-2012'* Lifelong Learning UK identified that there was a need to understand the nature of the workforce as "an enabler and a necessary first step in developing an evidence base for policy and for measurement of improvements and changes in the further education sector" (LLUK 2010a, p.2). One of the ways LLUK is dealing with this is to collect data from as

many FE providers as possible through the Staff Individualised Record (SIR) returns.

The LLUK FE data analysis for 2008-09 has data from 365 providers showing they employed 138,222 teaching staff, an average of 378 tutors per provider. As part of the data collection for 2008-2009, 34 ACL providers provided data and for the ACL Factsheet, LLUK added data from 5 other ACL providers who although they had provided no data this year had done so the previous year (LLUK 2010b, p.2). This data showed 18 of the 39 ACL providers employed less than 100 staff and only 4 employed over 500 staff. No provider employed more than 750 staff. This was all staff and not just teaching staff; on average only 61.4% of all staff in ACL were employed in teaching.

LLUK ACL factsheet (LLUK 2010b) reports that in 2008-2009 41.5% of all ACL staff were on permanent contracts and a further 18.3% on fixed term contracts. Only 30.7% were employed on a casual basis which compares to over 95% of WEA tutors being on part-time sessional or 'casual' contracts.

Not only has the number of WEA tutors reduced from 2,777 contracted in 2005 to 2,241 in 2008, so has the amount of teaching hours contracted by the WEA, as can be seen in Figure 4.1 below.

Academic Year	2005	2006	2007	2008	2005-2008
Total no of Tutors	2,777	2,532	2,359	2,241	4,406
Total Teaching Hours	201,104	196,967	181,056	183,340	762,467

Figure 4.1 – Number of tutors employed by WEA 2005-2008

The WEA employed 4,406 individual teachers over the period of the study with the average number of hours taught by WEA tutors each year increasing from 72.42 hours in 2005 to 81.81 hours in 2008.

This does represent a significant turnover in teaching staff and further examples of this are as follows:

- 25.35% (1,117) of tutors contracted in all four years of the study
- 44.72% (1,242) of the 2,777 tutors contracted in 2005 were contracted in 2008
- 55.42% (1,242) of tutors employed in 2008 (2,241) had been employed in 2005
- 71.47% (1,686) of tutors contracted in 2007 then being contracted in 2008
- 75.23% (1,686) of the tutors employed in 2008 (2,241) had been employed in 2007

It is not surprising that numbers of tutors differ in each WEA Region, as they all have different needs depending on their structure as well as the size, type and locations of their programmes.

The trend of decreasing numbers of tutors being contracted over the period for most WEA Regions follows the Association with all but London Region showing that they employed less tutors in 2008 than in 2005. London Region has increased the number of tutors it contracted from 150, in 2005, to 177, in 2006, and although this subsequently decreased to 168 in 2008 this is still an increase on the 2005 figure.

Four Regions have decreased numbers of tutors over the period more significantly than the Association average of 80%:

- North East 62%
- North West 67%
- East Midlands 70%
- South West 70%

Figure 4.2 below gives a breakdown by Region the number of tutors contracted per academic year. As can be seen the reduction in tutor numbers is not surprising as the numbers of teaching hours, as identified earlier, has also reduced over the period by 91% from 201,104 in 2005 to 183,340 in 2008.

Academic Year / No of tutors					
WEA Region	2005	2006	2007	2008	2005-2008
East Midlands	425	344	345	300	650
Eastern	310	266	257	256	440
London	150	177	175	168	290
North East	137	99	88	86	178
North West	316	292	224	212	477
South West	318	298	258	231	544
Southern	372	321	325	344	620
West Midlands	148	158	135	124	228
Yorkshire and Humber	601	577	552	520	979
Total no of Tutors	2,777	2,532	2,359	2,241	4,406
Total Teaching Hours	201,104	196,967	181,056	183,340	762,467

Figure 4.2 – Number of tutors employed by WEA 2005-2008 per Region

As pointed out above tutor turnover seems high, and affects some regions more than others, as can be seen from the table below which shows the percentage of tutors employed in all four years of the study. However, even the Region with the highest retention rate still did not contract much more than a third of its teaching staff each year from 2005 to 2008.

No / % of Tutors who have been employed by WEA in all 4 years (2005 – 2008)		
East Midlands	153	23.54%
Eastern	139	31.59%
London	72	24.83%
North East	51	28.65%
North West	114	23.90%
South West	92	16.91%
Southern	157	25.32%
West Midlands	77	33.77%
Yorkshire and Humber	262	26.76%
Grand Total	1,117	25.35%

Figure 4.3 – Percentage of tutors employed by WEA in all 4 years 2005-2008

Figures 4.4 & 4.5 continue the analysis of tutor continuity of employment showing the numbers of tutors contracted in 2005, or 2007 respectively, and also contracted in 2008.

Tutors employed	in 2005 and also 2008	in 2007 and also 2008
East Midlands	166	234
Eastern	162	189
London	80	127
North East	55	66
North West	124	164
South West	106	157
Southern	178	248
West Midlands	81	98
Yorkshire and Humber	290	403
Grand Total	1242	1686

Figure 4.4 – Number of tutors employed by WEA in 2008 who were also employed in 2005 or 2007

The number of tutors employed in 2008 who had been employed in 2005 or 2007 in percentage terms can be seen in figure 4.5 below and highlights a significant turnover of teaching staff.

Tutors employed	% of tutors in 2008 who had worked in 2005	% of tutors in 2008 who had worked in 2007
East Midlands	55.33%	78.00%
Eastern	63.28%	73.83%
London	47.62%	75.60%
North East	63.95%	76.74%
North West	58.49%	77.36%
South West	45.89%	67.97%
Southern	51.74%	72.09%
West Midlands	65.32%	79.03%
Yorkshire and Humber	55.77%	77.50%
Grand Total	55.42%	75.23%

Figure 4.5 – Percentage of tutors employed by WEA in 2008 who were also employed in 2005 or 2007

The table below shows the number of teaching hours recorded on WEAMIS for the four years of the study. Although the trend is for a reduction of 10% for the Association the individual Regions are far more variable with three Regions delivering more hours in 2008 than in 2005. Changes in the amount of teaching hours will have an affect on all staffing and not just on the employment of teaching staff.

Teaching hours	2005	2006	2007	2008
East Midlands	26,135	22,800	22,520	21,927
Eastern	15,227	13,765	12,872	14,126
London	12,754	16,324	15,973	16,267
North East	9,433	7,097	7,128	7,697
North West	26,883	28,345	24,027	20,797
South West	21,886	23,305	18,494	17,914
Southern	22,559	21,264	20,831	23,033
West Midlands	13,892	14,334	11,786	14,053
Yorkshire and Humber	52,335	49,733	47,426	47,526
Grand Total	201,104	196,967	181,057	183,340

Figure 4.6 – WEA Teaching Hours 2005 - 2008

All Regions show an average increase in hours being delivered per tutor (see figure 4.7).

Average hrs per tutor	2005	2006	2007	2008
East Midlands	61.49	66.28	65.28	73.09
Eastern	49.12	51.75	50.09	55.18
London	85.03	92.23	91.27	96.83
North East	68.85	71.69	81.00	89.50
North West	85.07	97.07	107.26	98.10
South West	68.82	78.20	71.68	77.55
Southern	60.64	66.24	64.10	66.96
West Midlands	93.86	90.72	87.30	113.33
Yorkshire and Humber	87.08	86.19	85.92	91.40
Grand Total	72.42	77.79	76.75	81.81

Figure 4.7 – Average teaching hours per tutor employed by WEA 2005 - 2008

The LLUK ACL Factsheet (LLUK 2010b) points out that, for 2008-2009, 16.7% of all staff employed joined during the year. This compares to 24.77% of WEA teaching staff in 2008 appearing to be new to the Association as they had not been contracted in the previous year (2007). However 58 tutors who were employed in 2008 had worked for the Association in one, or both, of the previous years (2006 / 2005), so this brings down the % of new tutors to WEA in 2008 to 22.2%.

In 2008 the WEA did not contract 673 of the tutors it had contracted in 2007 which indicates that 28.5% of the teaching staff left the Association. However, no analysis as to what number of these tutors returned in 2009 has yet been made. This compares with 5.5% of all ACL staff leaving their employer during the year. The ACL Factsheet also reports that around half of all ACL staff had been in service for less than four years.

This analysis identifies that there has been a significant turnover of teaching staff over the four years in comparison to other providers in sector. One reason for this could be the introduction of the 2007 regulations and the requirements to join Institute for Learning (IfL). But with all tutors now requiring membership of IfL it will be interesting to compare the tutor retention figures for 2009.

4.3 Gender

Of the 4,406 tutors employed during the period 1st August 2005 to 31st July 2008 the majority were female, 64.59%, with 35.16 % being male; 11 tutors either did not declare their gender or it has just not been recorded into the system.

Region	Not Declared	Female		Male		Grand Total
East Midlands		398	61.23%	252	38.77%	650
Eastern	1	259	58.86%	180	40.91%	440
London	3	178	61.38%	109	37.59%	290
North East		124	69.66%	54	30.34%	178
North West		317	66.46%	160	33.54%	477
South West	2	357	65.63%	185	34.01%	544
Southern		397	64.03%	223	35.97%	620
West Midlands	2	147	64.47%	79	34.65%	228
Yorkshire and Humber	3	669	68.34%	307	31.36%	979
Grand Total	11	2,846	64.59%	1,549	35.16%	4,406

Figure 4.8 – Gender by Region of tutors employed by WEA 2005 - 2008

These percentages are similar to the sector average for the whole workforce, where for 2008-2009, 63.5% of total college workforce were female and 36.5% male, and also similar to that of part-time teaching staff (64.7% female and 35.3% male). The LLUK report, however, showed that for full-time teaching staff the male to female ratio was almost 50:50.

The LLUK ACL Factsheet (LLUK 2010b) reports that 79% of ACL teaching staff were female and that females were more likely to be working part-

time with 62% of all female staff working part-time as compared to 51% of all male staff.

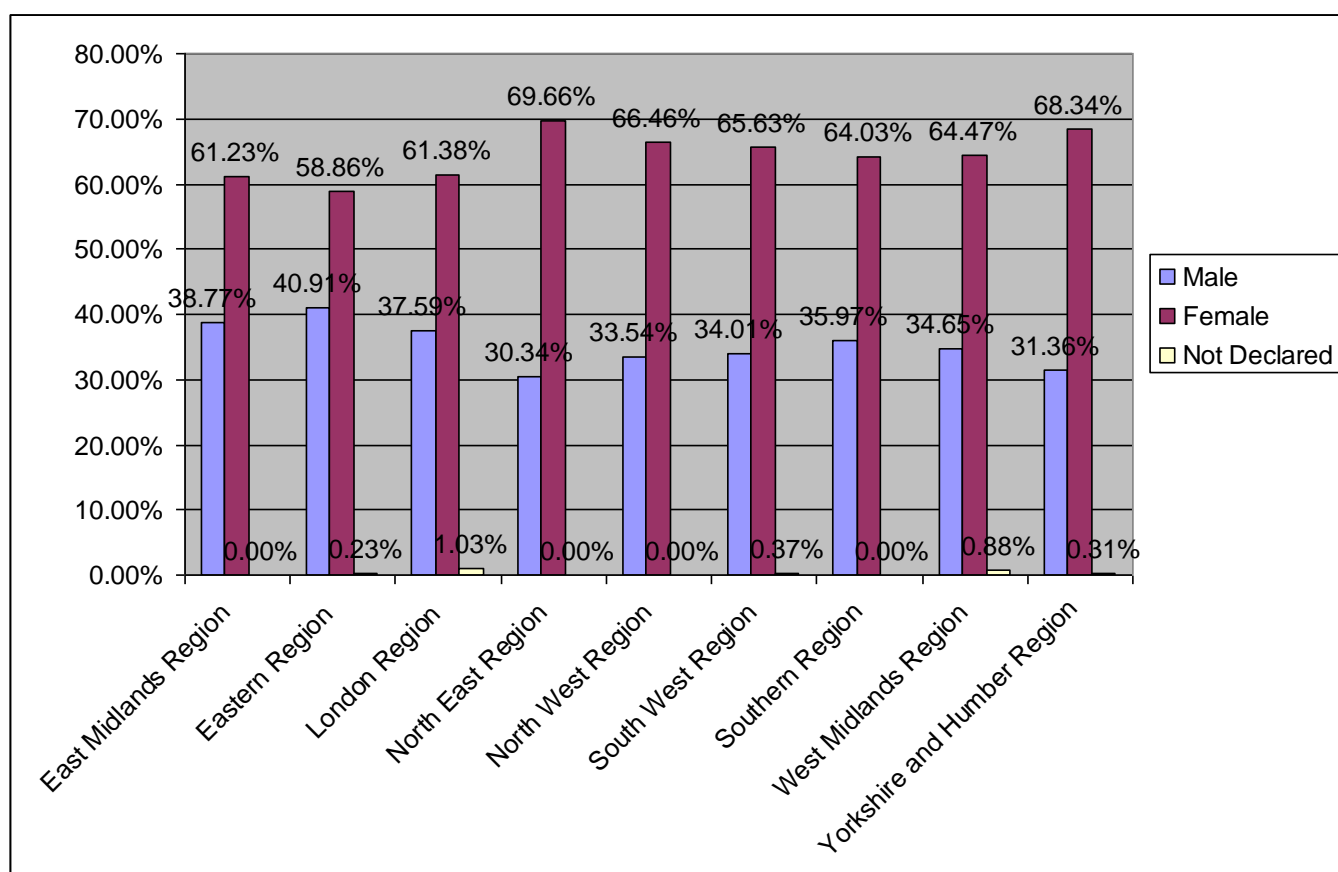


Figure 4.9 - Gender percentage of tutors employed by WEA Regions 2005- 2008

The WEA is in line with the sector with 64.59% of its teaching staff being female and is not out of step with Europe where. “[t]his gender imbalance is clear in almost all countries” with “the percentage of women in teaching staff being as high as 75% in some countries” (Research voor Beleid 2008, p.167).

4.3 Age

In order to analyse ages of tutors age bands have been developed using the age as recorded on WEAMIS as at 1st January 2010. These age bands do not fit in with the LLUK workforce report as LLUK use 5 year age bands with a final band of 65 and over. This report uses 6 bands which align with the four ages of learning introduced by the NIACE *Learning Through Life* enquiry although the bands 25-49 and 50-75 have been further split for this study.

The age breakdown of tutors contracted by the WEA in England from 2005 to 2008 is in the table below and is followed by a chart showing these numbers as percentages:

Region	Under 25	25-34	35-49	50-64	65-74	75+	Not Known	Grand Total
East Midlands	1	31	169	317	103	28	1	650
Eastern		7	74	208	110	38	3	440
London		20	81	133	35	15	6	290
North East	1	7	53	70	39	5	3	178
North West	1	31	152	225	49	15	4	477
South West	2	22	154	246	73	28	19	544
Southern	2	28	135	279	121	47	8	620
West Midlands		13	60	101	38	10	6	228
Yorkshire and Humber	4	83	317	420	123	28	4	979
Grand Total	11	242	1,195	1,999	691	214	54	4,406

Figure 4.10 – Age breakdown by Region of tutors employed by WEA 2005 – 2008

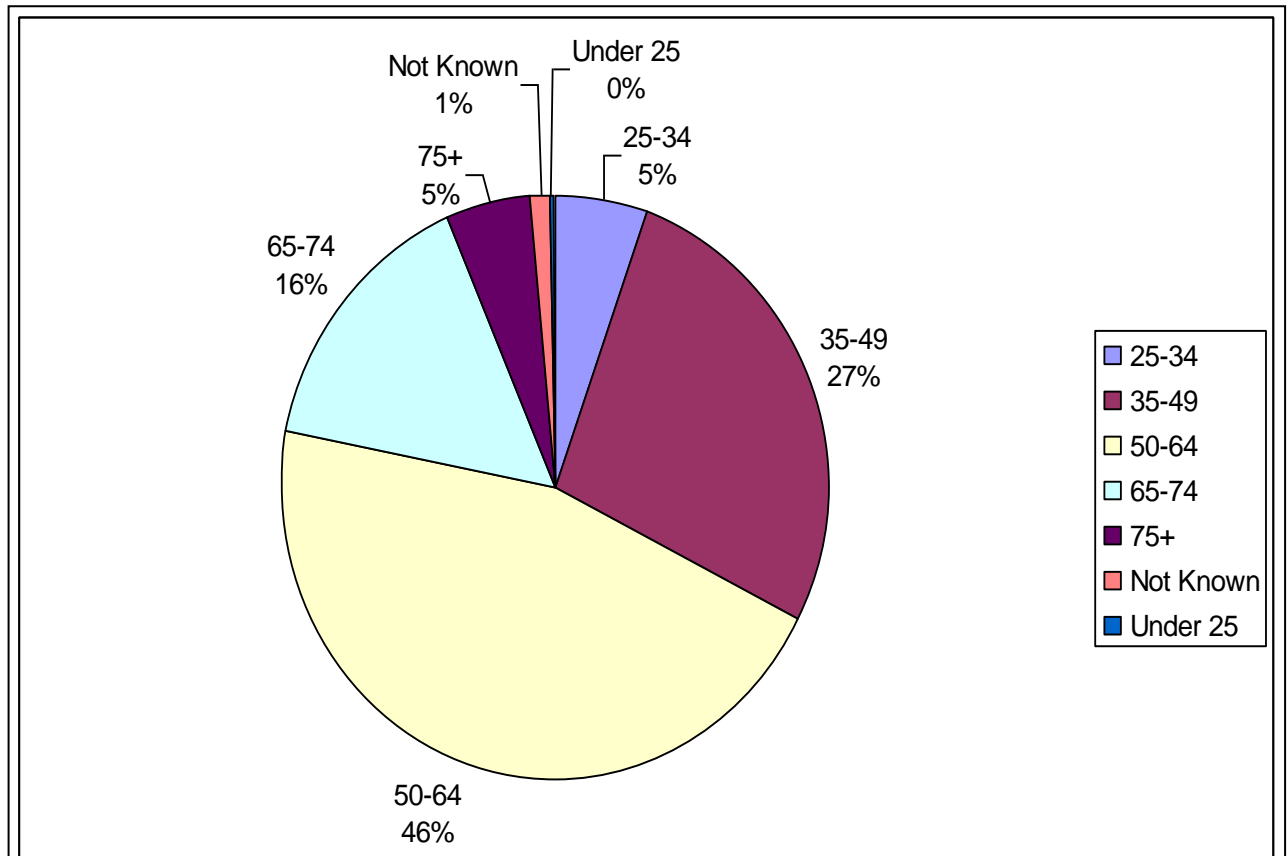


Figure 4.11: Pie chart showing percentage of age groups of tutors employed by WEA 2005-2008

It is not surprising that the WEA workforce is much older than the sector average as many tutors have started working for the Association following either careers in teaching at schools or HEI's or on retirement from other careers. The average age of WEA tutors is 54.4 compared to all ACL staff which is 48. The biggest difference in comparison to the LLUK workforce data analysis is the number of tutors employed who are over 65. 21% of WEA tutors employed during 2005-2008 were over 65 years of age in 2010. The sector average for part -time teaching staff, over age 65, for 2008 -09 was 3.6%.

The European report on adult learning professions identified that “a lot of people working in adult learning are relatively old” with “the average often closer to 50 than to 30” (Research voor Beleid 2008, p.97-98) so the LLUK and WEA profiles are followed across Europe.

Regional Age Range as %	Under 25	25-34	35-49	50-64	65-74	75+	Not Known
East Midlands	0.15%	4.77%	26.00%	48.77%	15.85%	4.31%	0.15%
Eastern	0.00%	1.59%	16.82%	47.27%	25.00%	8.64%	0.68%
London	0.00%	6.90%	27.93%	45.86%	12.07%	5.17%	2.07%
North East	0.56%	3.93%	29.78%	39.33%	21.91%	2.81%	1.69%
North West	0.21%	6.50%	31.87%	47.17%	10.27%	3.14%	0.84%
South West	0.37%	4.04%	28.31%	45.22%	13.42%	5.15%	3.49%
Southern	0.32%	4.52%	21.77%	45.00%	19.52%	7.58%	1.29%
West Midlands	0.00%	5.70%	26.32%	44.30%	16.67%	4.39%	2.63%
Yorkshire and Humber	0.41%	8.48%	32.38%	42.90%	12.56%	2.86%	0.41%
Grand Total	0.25%	5.49%	27.12%	45.37%	15.68%	4.86%	1.23%

Figure 4.12 – WEA age range of tutors by Region 2005 - 2008

The largest age band of tutors working for WEA was 50 – 64, representing 46% of the workforce for the period under study. The sector average for all staff employed in this age group is 35% whilst those employed in a part-time teaching role was only 19.9%.

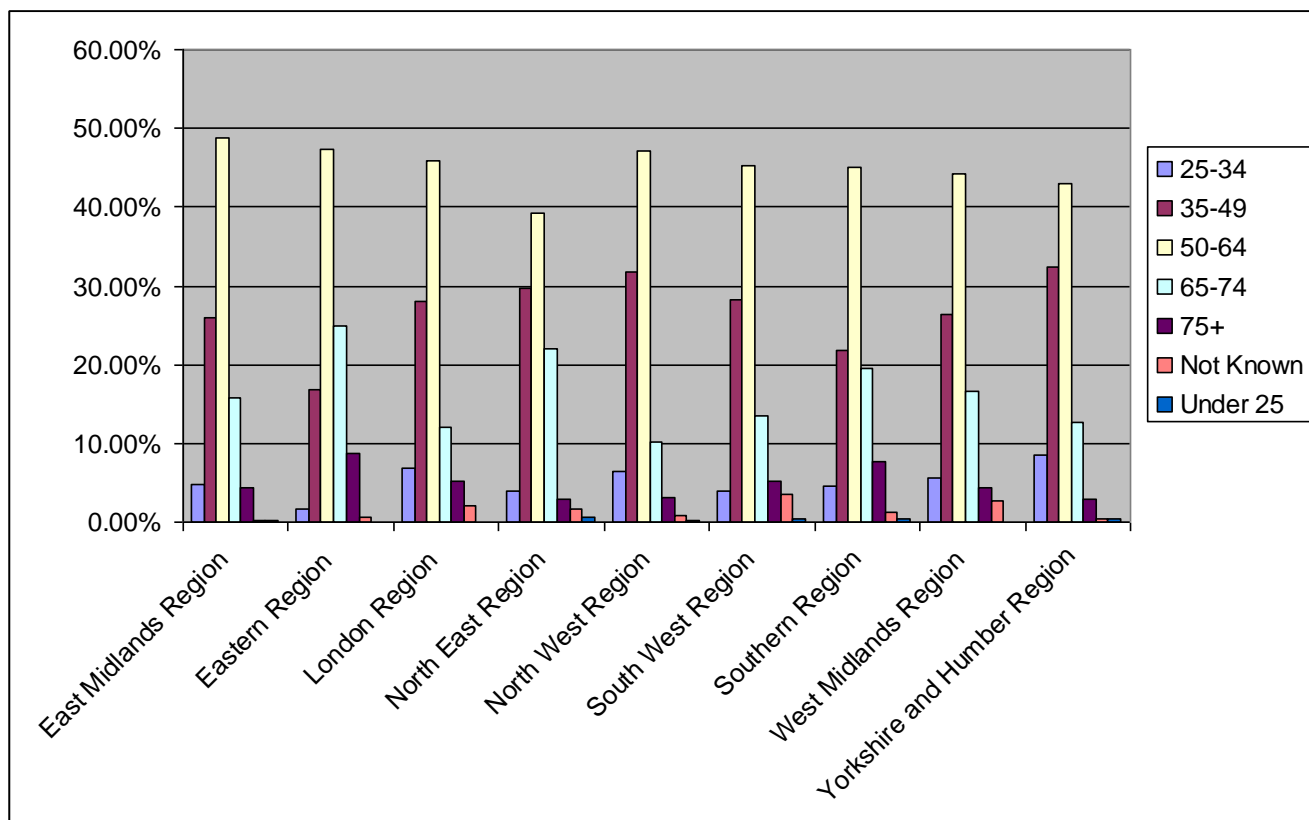


Figure 4.13: Age groups of tutors employed 2005-2008 by WEA Region

This breakdown of age bands per Region is fairly consistent and any major differences may reflect the different programmes delivered.

The following table (figure 4.14) compares gender with age bands across the Association and as can be seen the percentage of male tutors increases in the older age bands.

Gender	Under 25	25-34	35-49	50-64	65-74	75+	Age Not Declared	All Ages
Female	55%	77%	74%	67%	46%	33%	72%	65%
Male	45%	22%	25%	33%	54%	67%	22%	35%
(Gender Not Declared)	0%	0%	0%	0%	0%	0%	6%	0%

Figure 4.14 – Gender and age of tutors employed by WEA 2005 - 2008

The LLUK workforce data report identified that the workforce for the sector tended to be in the older age groups and that could mean that a relatively large proportion of the workforce would be nearing retirement. However it also pointed out that with the changing economic climate there could be an increase in older workers joining the sector from other industries. For the WEA it may be that a number of tutors move from other providers in the sector to the Association and why the average age of WEA tutors is higher.

The LLUK report identifies the need for succession planning to deal with the potential loss of staff and also staff working beyond retirement age and requirements to work flexibly. It may be that the loss of teaching staff for the WEA is due to retirement but at a later age than the normal retirement age.

The WEA tutor workforce is older than the sector average with 21% of the tutors in this study aged over 65 compared to the FE sector average of 3.6%. The average age of WEA tutors is 54.4 compared to all ACL staff which is 48. This could be due to the many tutors moving to WEA at the later stages of their teaching career and also that most of the teaching staff employed by the Association are contracted in a part-time capacity providing a flexible working arrangement.

The LLUK report identifies that a large proportion of the FE workforce is approaching retirement. This could mean a substantial interest in employment opportunities with the WEA that the Association may wish to

consider which could lead to a reappraisal of recruitment and performance management processes in order to meet the needs of a changing, and ageing, workforce.

One of the reasons for tutor turnover may be a large proportion of tutors giving up teaching and finally retiring from formal teaching but at a much older age. This may be an area to consider before reaching any final conclusions regarding how to deal with turnover of staff.

4.4 Diversity - Ethnicity

Although the WEA collects a more detailed breakdown on ethnicity compared to the LLUK, this report follows the LLUK workforce data analysis which reclassifies the data into the groups below. In order to be able to have more meaningful data for comparison this report has realigned the WEA data as below:

LLUK general groups	WEA groupings used for this report
Asian	Asian
Black	Black
Chinese or any other	Chinese
Mixed	Mixed
White – British	White British
White – other	White – other
Prefer not to say	
Not known or provided	Not known / not provided
	Any other

Figure 4.15 – Comparison of LLUK and WEA ethnicity groupings

The majority of WEA tutors (79.01%) declare themselves as white British and this compares with the sector average of 81.5% of all FE staff, and 80.5% of all FE teaching staff. For all ACL staff the percentage was lower at 70%. However no figures are given in either LLUK reports for ethnicity of part-time teaching staff as a separate group.

WEA Ethnicity of tutors	any other	Asian	Black	Chinese	Mixed	not known / not provided	White – British	White – other
Grand Total	1.20%	3.38%	1.34%	0.20%	0.82%	8.03%	79.01%	5.95%

Figure 4.16 – % of ethnicity groupings of tutors employed by WEA 2005 - 2008

As a comparison the LLUK sector data for 2008-09 is as follows:

LLUK Sector Ethnicity of teaching staff	Prefer not to say	Asian	Black	Chinese / any other	Mixed	not known / not provided	White – British	White – other
FE (all)	1.1%	3.5%	2.9%	1.4%	0.9%	5.2%	80.5%	4.6%
ACL only	0%	2.6%	2.3%	2.3%	0.7%	14.1%	71.3%	6.6%

Figure 4.17 – LLUK sector ethnicity groupings of teachers employed in sector 2008-2009

The Regional breakdown of ethnicity of WEA tutors as a percentage of all tutors contracted form 1st August 2005 to 31st July 2009 is as follows:

Ethnicity	any other	Asian	Black	Chinese	Mixed	not known / not provided	White – British	White – other
East Midlands	0.77%	3.08%	1.69%	0.15%	0.62%	9.08%	80.15%	4.46%
Eastern	0.45%	0.45%	0.91%	0.23%	1.14%	5.91%	87.27%	3.64%
London	2.76%	3.45%	5.17%	0.00%	1.38%	2.76%	67.24%	17.24%
North East	0.00%	1.12%	0.56%	0.56%	0.00%	6.18%	89.33%	2.25%
North West	1.05%	7.76%	1.26%	1.05%	1.05%	4.82%	76.52%	6.50%
South West	0.74%	0.74%	0.55%	0.55%	0.74%	21.32%	71.14%	4.78%
Southern	1.61%	4.19%	0.81%	0.00%	0.48%	5.48%	79.84%	7.58%
West Midlands	0.00%	5.70%	1.75%	0.00%	0.88%	3.51%	82.46%	5.70%
Yorkshire and Humber	1.94%	3.58%	1.02%	0.10%	0.92%	7.35%	80.39%	4.70%
Grand Total	1.20%	3.38%	1.34%	0.20%	0.82%	8.03%	79.01%	5.95%

Figure 4.18 – Regional ethnicity breakdown of tutors employed by WEA 2005 - 2008

LLUK Regional sector data for percentage of BME teaching staff (Asian, Black, Chinese or any other, and Mixed) by region in England 2008-09 as

compared to WEA data for BME tutors (Asian, Black, Chinese, Mixed, and Any Other) is as follows:

LLUK Sector Data 2008-2009% of BME teaching staff		WEA % of BME tutors 2005-2008 per WEA Region	
East Midlands	6.4%	East Midlands	6.31%
East of England	6.1%	Eastern	3.18%
Greater London	43.9%	London	12.76%
North East	1.5%	North East	2.24%
North West	9.9%	North West	12.17%
South West	3.2%	South West	3.32%
South East	6.9%	Southern	7.09%
West Midlands	15.8%	West Midlands	8.33%
Yorkshire and Humber	6.2%	Yorkshire and Humber	7.56%

Figure 4.19 – Regional comparison of percentage of BME teachers employed in sector as compared to WEA (LLUK data 2008-2009 and WEA data 2005-2008)

Most WEA Regions either align with, or have more BME teaching staff than the sector except three Regions (Eastern, London and West Midlands) that have substantial differences. These may be due to the type of programmes being delivered and the learners engaged. It may also be due to WEA provision being more spread out across the Regions rather than being centralised in urban areas, as a high proportion of FE is likely to be.

The majority of the WEA teaching staff (79.01%) declared themselves as white British. This compares favourably to the FE sector average for all

staff which is 80.5%, although for ACL it is 70% of all staff. However where the WEA data is on teaching staff only, the LLUK data is for all staff.

As previously identified there are a number of WEA Regional differences when comparing with LLUK data and further work to compare WEA tutor groups with WEA learner groups would be useful.

4.5 Diversity - Disability

211 of the 4,406 tutors contracted by WEA in England during 2005 – 2008 declared they had a disability. That is 4.8% of the WEA workforce. In 2008-09, 2.9% of all FE sector staff and 2.8% of all teaching staff in England declared they had a disability.

LLUK does not identify different types of disability in its data analysis for 2008-09 but says that “the rate of staff disclosure remains extremely low for a sector that is mainly represented by older staff, where the likelihood of acquiring an impairment increases with age.... [a]lso as much as nine per cent of all records contained missing or unknown data on disability.” (LLUK 2010a. p.16) However, in its ACL Factsheet it states the data showed that 4.0% of all ACL staff declared a disability although this excluded data from 26.5% of staff as there was missing information.

The majority of WEA tutors declaring a disability, 173 (3.93%), declared this to be a physical one. However, 37% did not give any answer to the question on physical disability.

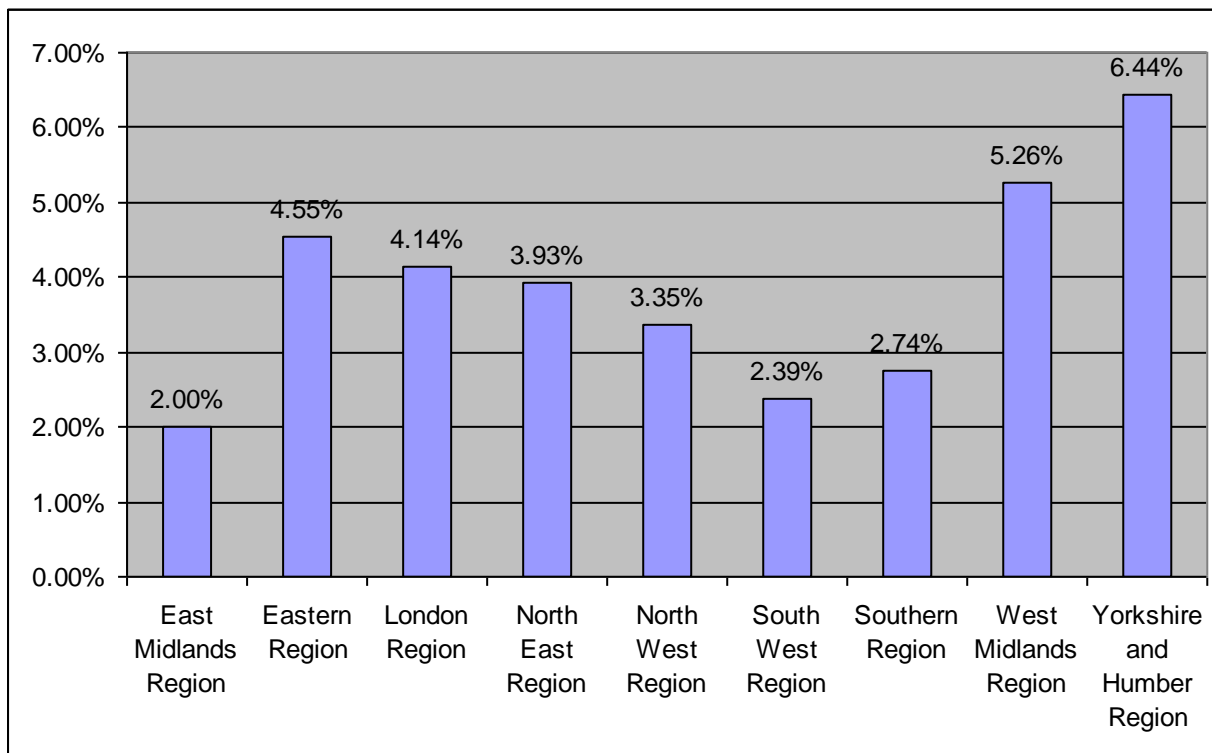


Figure 4.20: Percentage of tutors in each Region declaring a physical disability

Although the numbers of WEA tutors declaring a physical disability increase with age the percentages do not increase significantly, which does not align with the LLUK report. This may be due to older tutors not wishing to declare a disability rather than this being true however 57% of tutors in the 75+ age band definitely said 'No' they did not have a physical disability.

Tutors declaring a physical disability					
Age Band@1/10/10	(blank)	No	no answer	Yes	% of age band
Under 25	1	8	2		0.00%
25-34	60	162	14	6	2.48%
35-49	409	696	58	32	2.68%
50-64	670	1164	79	86	4.30%
65-74	222	424	8	37	5.35%
75+	79	122	2	11	5.14%
Not Known	37	14	2	1	1.85%
Grand Total	1478	2590	165	173	3.93%

Figure 4.21 – Numbers and ages of WEA tutors declaring a physical disability employed by WEA 2005 – 2008

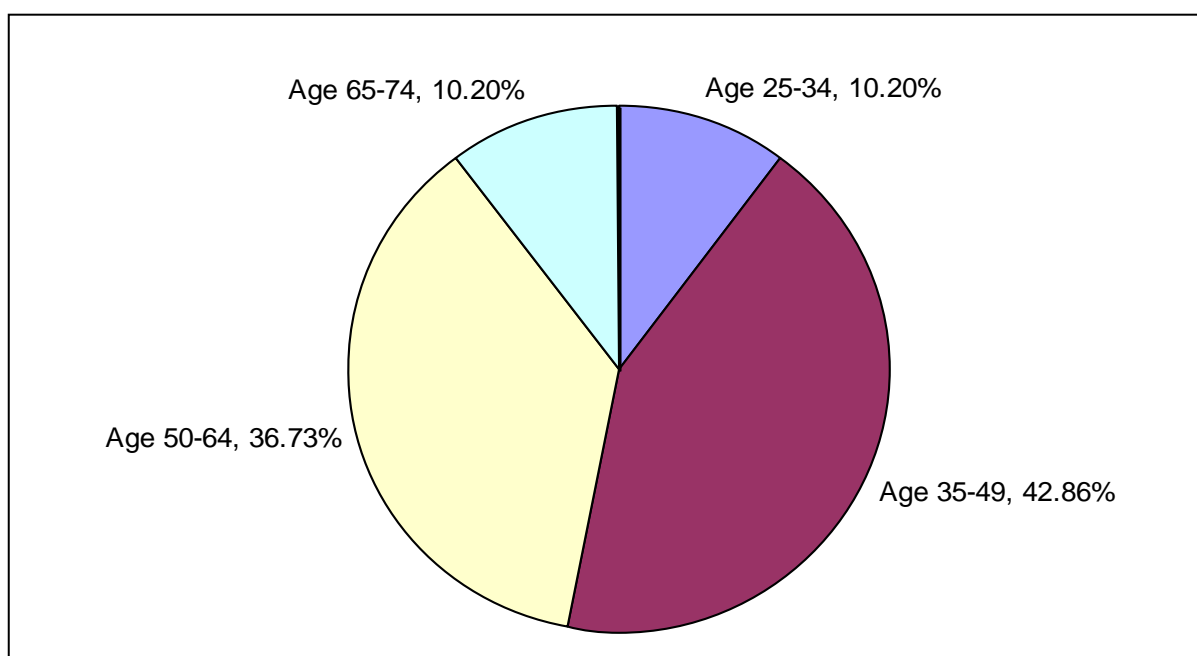


Figure 4.22 – Percentage by age of WEA tutors declaring a disability employed by WEA 2005 – 2008

A similar number of WEA tutors, 1,650 (37.5%), did not respond to whether they had a learning disability but 49 of the 2,756 tutors who did reply, said

they did. The age groupings and percentages of age band, of the 49 that did declare a learning disability can be seen in the table 4.23 below:

Tutors declaring a Learning Disability						
Age Band@1/10/10	(blank)	No	no answer	Yes	Grand Total	% of Age band
25-34	59	164	14	5	242	2.07%
35-49	410	706	58	21	1195	1.76%
50-64	676	1228	77	18	1999	0.90%
65-74	226	453	7	5	691	0.72%
75+	79	133	2		214	0.00%
Not Known	37	15	2		54	0.00%
Under 25	1	8	2		11	0.00%
Grand Total	1488	2707	162	49	4406	1.11%

Figure 4.23 – Numbers and ages of WEA tutors declaring a learning disability employed by WEA 2005 – 2008

No tutors under 25 years of age declared either a physical or a learning disability and no tutor aged 75+ declared they had a learning disability. 11 tutors declared they had both a physical and a learning disability.

The WEA appears to gather more information on disability than LLUK which does not differentiate between types of disability. 4.8% of the WEA tutor workforce declared having a disability as compared to 2.9% of all staff in FE. This may be due to the average age of WEA tutors being higher but 57% of tutors age 75+ answered 'no' to the question do you have a physical disability and none of them said they had a learning disability. Although there is a large number of tutors not declaring regarding learning disability the majority who did were in the 35-49 age range.

4.6 Summary

It is clear that WEA teachers are not so different from many employed in the sector especially those employed in ACL. It is not easy to consolidate and make use of this information, as LLUK have found when trying to compile relevant information regarding the sector workforce. As LLUK found there is often a low response and high levels of missing data (LLUK 2008), however, I will use this tutor profile and data held regarding qualifications held by teachers to compare with grades given for classroom observations of teaching and learning (OTL) to see if any patterns can be identified that could help in developing policy regarding the recruitment of new tutors for both the WEA and the ACL part of the FE sector.

Chapter 5 – Teaching Qualifications

5.1 Introduction

In order to answer the research question, *Do teachers with higher teaching qualifications get higher observation grades?*, we need to first identify what are teaching qualifications and how 'legacy' qualifications align with the current suite of qualifications. This will then allow for a more understandable comparison. In this chapter I provide an analysis of teaching qualifications held by the teaching staff within the study. It also puts WEA teaching staff in context with other providers and identifies how they fit into the new requirements as identified in Chapter 2. As in the previous chapter I will also look at Regional comparisons to see if there are any obvious anomalies within the WEA national structure and to provide an opportunity for comparison with other local providers.

Under the new 2007 regulations the majority of WEA tutors contracted in the final year of this study (2008) are exempt, qualified, or working towards qualifications to fulfil the 2010 FE workforce requirements. Only 118 tutors (5% of the 2008 teaching workforce) need to have undertaken a PTLLS qualification within 12 months of starting employment.

For this analysis, of the tutors employed 2005-2008, only the highest teaching qualification recorded on the WEA Management Information System (WEAMIS) has been considered. To enable a useful comparison

these qualifications were broken down into seven categories as in figure

5.1 below:

Category	Qualifications	new 2007 qualifications equivalent		
		PTLLS	CTLLS	DTLLS
1	Introductory Award (Not a FENTO Stage One Teaching Qualification) <i>E.g. PTLLS (Level 3 & Level 4) City & Guilds 7302, 7303, & 7307 (Stage One)</i>	yes		
2	FENTO Stage One Teaching Qualification <i>e.g. City & Guilds 7407 (Stage One) & 7307 (Stage Two)</i>	yes		
3	FENTO Stage Two Teaching Qualification <i>e.g. City & Guilds 7407 (Stage Two)</i>		yes	
4	FENTO Stage Three Teaching Qualification <i>e.g. PGCE, Cert. Ed. & City & Guilds 7407 (Stage Three)</i>			yes
5	BEd/BA/BSc with QTS status			yes
6	MEd (only accepted as a teaching qualification if included practical teaching and observation which is not usual)	?	?	?
7	Teaching Qualification declared not known including qualifications and experience from abroad	?	?	?

Figure 5.1 – Teaching Qualification Categories

Figure 5.1 also compares the categories used within this study with the current qualifications following the September 2007 reforms. However it has not always been easy to assign the qualification recorded in ‘free text’ to a level, especially as often the record of qualification and level assigned to it are incorrect for example a City & Guilds 7302 qualification being entered as a full level 4 qualification. Therefore adjustments have been made to ensure as accurate picture as possible with the qualification recorded on WEAMIS compared to the Standards Verification UK Tariff of Legacy Teaching Qualifications (SVUK 2010) to see the equivalency to the

categories and to the new teaching qualifications PTLLS, CTLLS and DTLLS. The full mapping document developed using the tariff of 'legacy' teaching qualification used for this analysis is at Annex A.

This categorisation was decided upon rather than mapping directly to the new qualifications as the period in question straddles the changes in teaching qualifications and also to allow comparison of similar qualifications and tutors profiles to see what effect these may have on quality of teaching and learning. Until 1st September 2007 the FENTO standards were being used, as previously described, which meant that a large number of tutors had undertaken Stage One FENTO qualifications. These are recorded in category 2. Some tutors then proceeded to Stage Two qualifications which were equivalent to the first year of a PGCE (FENTO Stage Three) – category 3 and are recorded here.

Those awards in Category 1 are not considered under FENTO, or the new LLUK standards, to be teaching qualifications and only an introductory award which must lead to an appropriate teaching qualification.

Full Level 4 teaching qualifications are in categories 4 and 5 which are separated to indicate tutors who have undergone teacher training and experience in schools rather than in FE. This is not always clear as many declare a PGCE or Certificate in Education and if it is not obvious whether this is for schools or post compulsory education they have been placed in category 4.

Category 6 allows for those tutors who declare a teaching qualification at masters level. As these qualifications do not fit into the SVUK tariff and may be academic rather than practical teaching qualifications, if they also hold a teaching qualification at a lower level this has been taken as their highest teaching qualification.

Finally category 7 is for those tutors where it is unclear as to their teaching qualification but would appear to show that they hold an early qualification or qualification / experience from teaching abroad which does not fit into the SVUK tariff. If they have provided details of a FENTO / LLUK / SVUK approved qualification then this has been used as their highest teaching qualification.

The WEA has always made sure that tutors have had an opportunity to be trained in teaching but has not made it a requirement of employment. In 1924 it reported that it had recently opened a residential training centre for tutors in Reading (WEA Eastern District 1924). Over the last decade the WEA has expected tutors to be skilled in their subject rather than teacher qualified although it has run its own tutor training programmes and also a number of Regions have delivered accredited initial teacher training, mainly through City & Guilds, up to FENTO Stage Two, and then supporting tutors to gain a full FENTO qualification either through an HEI or FE college. This will now need to change if these new regulations are enforced with all new tutors having to hold a teaching qualification and

achieve the relevant status depending on their role as identified in Chapter 2.

5.2 Highest Teaching Qualifications 2005-2008

The following table gives a breakdown of the highest teaching qualification held by tutors and teaching staff contracted by the WEA during the period of study. The qualification recorded is the highest during the period of the study and not necessarily that at the time of teaching (for example the qualification recorded could have been obtained in 2008 when most of the tutors teaching was delivered in 2005, when they may have had a lower or no teaching qualification).

Count / % of Tutors		
Highest Teaching Qualification	Total	%
0	1185	26.90%
1	612	13.89%
2	563	12.78%
3	152	3.45%
4	1646	37.36%
5	217	4.93%
6	5	0.11%
7	26	0.59%
Grand Total	4406	100.00%

Figure 5.2 Percentage of WEA tutors employed 2005 – 2008 in each teaching qualification category

This means that during the period under study the WEA tutor workforce was 42.29% fully qualified, according to FENTO requirements (categories 4 & 5), 3.45% Stage Two qualified, and 12.78% Stage One qualified. This gives 58.52% (not taken into consideration categories 6 & 7) qualified to the minimum requirements for Further Education colleges under the original 2010 requirements for part-time tutors, and 40.49% of the workforce unqualified (categories 1 & 0).

This compares with consolidated data for 2008-2009, the last year of our study, from the LLUK for the FE sector (LLUK 2010a p27) as follows:

% of Teaching staff in FE		
Highest Teaching Qualification		%
Not Known / Not Provided	0	19.9%
Level 3 Teaching Qualification / PTLLS	1	8.0%
Level 4 FENTO Stage One	2	2.0%
Level 4 FENTO Stage Two / CTLLS	3	2.4%
Level 4 FENTO (PGCE & Cert. Ed) / DTLLS	4	47.2%
Bed/BA/BSc with QTS	5	7.9%
	6	
Other Teaching Qualification Not Listed	7	4.4%
Other Learning & Development Awards		2.5%
None of the above		5.6%

Figure 5.3 – Percentage of teaching staff by category holding teaching qualifications 2008 – 2009 (LLUK)

This shows that the WEA teaching workforce is not as highly ‘teacher qualified’ as compared to the whole of the FE sector, with only 42.29% holding full Level 4 qualifications or equivalents as compared to 55.10% in the whole sector. However the WEA only falls short of the sector average of 59.5% by 1.3% when comparing tutors holding all FENTO qualifications. One of the reasons for this difference may be that many of the providers giving this data are FE colleges who have been supported since 2001 by extra government funding from the Standards Unit to help them work towards the qualifications target of ensuring all of their teachers are appropriately qualified.

5.3 The 2007 Requirements

Because of the Further Education workforce reforms and the introduction in September 2007 of the Further Education Teachers’ Qualifications (England) Regulations 2007 an analysis of the tutors contracted in 2008-2009 only has also been included.

These reforms brought in the requirement for all new tutors to the sector from 1st September 2007 to achieve an '*Award in Preparing to Teach in the Lifelong Sector*' (PTLLS) within twelve months of starting to work in sector. The WEA had already applied a requirement for this to be achieved within six months before the regulations were published and this timescale has not been changed as at the date of this research.

After completing PTLLS, LLUK require tutors to go on and attain Qualified Teacher Learning & Skills (QTLS), or, Associate Teacher Learning & Skills (ATLS) status within five years of employment. One of the criteria to enable this attainment would be to hold an appropriate teaching qualification. For QTLS this would be a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or an equivalent, and for ATLS a Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or an equivalent. The tutor would also need to meet other criteria including being able to evidence qualifications, skills or knowledge in the subject they would be teaching; LLUK consider a Level 3 qualification, or equivalent, to normally be the minimum required.

For the 2009-2010 data analysis LLUK is asking Work Based Learning (WBL) and Adult Community Learning (ACL) providers to report on the Highest Qualification (one) held, and the tutors professional status (QTLS / ATLS) rather than what teaching and subject qualifications are held.

With QTLS and ATLS status becoming the benchmark for evidencing tutors qualifications and skills it seemed appropriate for this analysis to look at the qualifications which will need to be held to attain this rather than an analysis of all teaching qualifications held, and recorded on WEAMIS. Only teaching staff contracted between 1st August 2008 and 31st July 2009 are included in this part of the analysis.

To do this, guidance was obtained from the SVUK tariff (SVUK 2010) and used to create the guide at Annex A to this study, but the following (figure 5.4) is a short version as to how the most common 'legacy' qualifications reported on WEAMIS have been mapped to the bands for this analysis.

	PTLLS	CTLLS	DTLLS
City & Guilds 7302	yes		
City & Guilds 7307 (Stage One or Two)	yes		
City & Guilds 7407	yes		
City & Guilds 7407 (Stage Two)		yes	
City & Guilds 7407 (Stage Three)			yes
Cert Ed			yes
PGCE			yes
BEd/BA/BSc with QTS status			yes

Figure 5.4 – Mapping of new 2007 qualifications to 'legacy' qualifications

The following tables (figure 5.5 & 5.6) show the number, and percentage, of tutors employed by WEA in 2008 holding equivalent qualifications to the new PTLLS, CTLLS, DTLLS suite, the first academic year that an analysis could be made.

Highest Teaching Qualification for tutors employed in 2008 (No)/ WEA Region	No Teaching Qualification	1 PTTLS	2 CTLLS	3 DTLLS
East Midlands	51	98	11	140
Eastern	71	63	6	116
London	36	47	11	74
North East	28	13	5	40
North West	50	47	8	107
South West	58	85	1	87
Southern	91	83	14	156
West Midlands	16	40	7	61
Yorkshire and Humber	114	146	23	237
Grand Total	515	622	86	1018

Figure 5.5 – Number of tutors holding equivalent qualifications to new 2007 teaching qualifications employed by WEA in 2008)

Highest Teaching Qualification for tutors employed in 2008 (%)/ WEA Region	No Teaching Qualification	1 PTTLS	2 CTLLS	3 DTLLS
East Midlands	17.00%	32.67%	3.67%	46.67%
Eastern	27.73%	24.61%	2.34%	45.31%
London	21.43%	27.98%	6.55%	44.05%
North East	32.56%	15.12%	5.81%	46.51%
North West	23.58%	22.17%	3.77%	50.47%
South West	25.11%	36.80%	0.43%	37.66%
Southern	26.45%	24.13%	4.07%	45.35%
West Midlands	12.90%	32.26%	5.65%	49.19%
Yorkshire and Humber	21.92%	28.08%	4.42%	45.58%
Grand Total	22.98%	27.76%	3.84%	45.43%

Figure 5.6 – Percentage of teaching staff by category holding teaching qualifications 2008 – 2009 (LLUK)

The LLUK report states that “qualifications data for nearly 20% [19.9%] of teaching staff qualifications were unknown and a further 5.6% were classified as having none of the listed qualifications. This needs to be taken into account when interpreting these figures” (LLUK 2010 p 25). This should therefore be considered when comparing WEA data to the LLUK report.

The WEA average of 45.5% holding DTLLS or equivalent is followed across most WEA Regions. This compares with the sector average of 55.6%. However this difference may be partly due to the note in the above paragraph about numbers not declaring but also due to the WEA teaching workforce being nearly 100% part-time whereas the regional FE sector averages for part-time teaching staff vary between 58.7% and 69.2%.

The WEA compares favourably with the sector in that 77% of the tutors employed in 2008 by the Association held a teaching qualification whereas the sector average was only 67.5%. This may be due to 4.4 % of the sector saying they had qualifications not listed but even so even without taking into account how many new tutors have now undertaken a teaching qualification the WEA appears to be meeting the new regulations better than the rest of the sector.

5.4 Workforce exemption from regulations

It may be better to look at how the WEA is meeting the sector workforce requirements rather than what teaching qualifications its tutors hold.

Although the FE teachers' qualifications regulations were introduced in September 2007 the government had already published its intention that the FE workforce should be fully qualified by 2010.

With the introduction of the 2007 reforms LLUK made it clear that any tutor employed prior to certain dates would be exempt from the requirements. For tutors working for non FE college providers in the sector exemption is applied to all those who had been employed in a teaching role in LSC funded provision prior to 1st September 2007. This means that anyone who had taught for the WEA before this date would be exempt as would anyone new to the WEA who had worked for another provider prior to this date. This does not however include tutors new to the WEA after 1st September 2007 who had only taught in Schools or in Higher Education prior to this date; these tutors are expected to meet the new requirements by using their qualifications and experience to gain ATLS or QTLS status as appropriate. For those teaching in HE this would mean attaining ATLS or QTLS as appropriate within 5 years of starting employment in the sector. For teachers registered with the General Teaching Council (GTC) it means completing a 'FE orientation module' and achieving ATLS/QTLS within 2 years of employment.

The majority of tutors and staff employed in a teaching role by the WEA in the final year that this study covers, 2008, are exempt from the FE sector workforce strategy target for 2010.

An examination of the data showed that only 403 (18%) teaching staff employed in 2008 were not exempt from the 2010 requirements either because they worked for WEA prior to September 2007 or declared they had worked for another LSC provider prior to this date.

However, as can be seen from figure 5.7 below the majority of these 403 tutors already hold an appropriate teaching qualification (143 had DTLLS or equivalent, 17 had CTLLS or equivalent) and therefore meet the workforce requirements, or are working towards them (125 had already achieved PTLLS or equivalent).

Region	No of Tutors employed in 2008 not exempt from 2010 requirements	No of Tutors recorded as not holding a Teaching Qualification	No recorded as holding		
			1 PTLLS	2 CTLLS	3 DTLLS
East Midlands	51	14	15	2	20
Eastern	34	13	11	0	10
London	17	5	4	0	8
North East	11	4	4	0	3
North West	33	9	7	2	15
South West	76	27	20	2	27
Southern	51	9	18	7	17
West Midlands	18	4	7	1	6
Yorkshire and Humber	112	33	39	3	37
Grand Total	403	118	125	17	143

Figure 5.7 – Qualifications of tutors new to WEA who are not exempt from the teaching regulations.

This leaves only 118 new tutors employed by WEA in 2008 (5%) who need to obtain PTLLS within 12 months (or 6 months if applying current WEA requirements), of starting to teach for the Association and work towards CTLLS / DTLLS to achieve ATLS / QTLS status within five years of their first employment.

5.5 Summary

The teaching qualification data shows that WEA teachers are, compared to other parts of the sector, well qualified with 77% of those employed in 2008 holding a teaching qualification.

However there is a wide spread of different teaching qualifications with more than 57% of teachers employed during the period of the study being fully qualified (holding a full level four teaching qualification) and more than 26% recorded as not holding any teaching qualification.

Although most of these 2,500 teachers will not need to obtain a teaching qualification as they will be exempt having been employed within the sector before 2007 there are a number of new teachers where this exemption will not apply. Of the 403 teachers newly employed by the WEA in 2008 only 160 were qualified at CTLLS or DTLLS level which leaves a significant number that would need to obtain a further teaching qualification, within five years (2013), in order to be able to apply for the required status of QTLS or ATLS.

It will be interesting when we compare these tutor teaching qualification profiles with OTL in Chapter 8. If teachers who do not hold a teaching qualification, as required in the 2007 regulations, obtain lower OTL grades than those who are qualified, it may be that, whatever government requirements, providers may wish to apply stronger criteria regarding teaching qualifications, or how they provide an environment where teachers can achieve them, if there is a clear relationship in obtaining higher grades when observed and therefore likely to have an impact on helping to achieve better Ofsted inspection results.

For many teachers working in the FE sector this may not be such an issue as to those working in ACL or for the WEA. As was seen in Chapter 4 the WEA tutor profile shows an older workforce than others in the sector, with 65% over the age of 65, and this may mean teachers not so willing to be trained in what can be seen as the dusk of their working lives. However It may not just be teaching qualifications that may have an effect on OTL grades and is why I want to look next at subject qualification profiles.

Chapter 6 – Subject Qualifications

6.1 Introduction

As identified in the introduction to this study it is not only teaching qualifications of teachers working in the sector that are being identified as a requirement but also that all teachers should be well qualified in their subjects, and if Michael Gove has his way with at least a 2.2 degree.

This is not necessarily easy in the FE sector as it is not always clear what would be an appropriate academic qualification for the subject being taught. It is even difficult with skills for life where academic qualifications do not easily transfer to the teaching of English for example. Not only is this difficult with non traditional areas of study, including vocational and workplace learning, but also in adult and community learning, especially for non-accredited type of provision which is delivered by WEA and other providers.

Although many teachers who work for the WEA continue with the subject area that they researched or taught at an HEI or college, some teach a subject in which they have an interest rather than a qualification.

In order to see if subject qualifications have any impact on Observation grades we first need to identify how we can compare this. I will therefore build on the previous two chapters and look at subject qualifications profile of tutors employed during the period of study. This chapter does not

compare qualifications to the subjects being taught but looks at the level of subject qualification held so is about academic attainment level as part of the tutor profile. It also allows for a comparison of WEA tutors' academic level profile with other providers for context.

6.2 Subject Qualifications in FE

Although teachers in schools need to hold a degree as part of the qualification to teach this is not a requirement in FE. In order for any potential teacher to join a Post Graduate Certificate in Education (PGCE) a degree is required in an appropriate subject however those who hold lower qualifications can still undertake this programme of study as a Certificate in Education (Cert Ed). It is traditionally thought that in order to teach in post-compulsory education teachers should be qualified at least one level above that which they are planning to teach, although LLUK have expressed they would normally expect teachers in FE to be qualified at least at Level 3. Research undertaken by Parsons and Berry-Lound (Parsons & Berry-Lound 2004) showed that more than 80% of FE teaching staff had degrees. Surprisingly, LLUK did not report on highest qualification level in its FE workforce data report for 2008-2009 (LLUK 2010a) although in its Adult and Community document, LLUK did, identifying that 71% of teaching staff had a highest qualification of Level 4 or above. However, there was missing data from 26.4 % of teaching staff in the data used (LLUK 2010b, p.4).

Whereas the LLUK data on the ACL workforce is recorded aligning to the current 8 level National Qualification Framework (NQF), the qualification data available for WEA tutors is recorded aligning to the old qualification framework of 5 levels. Therefore in order to be able to compare data the NQF and WEA levels used are compared in figure 6.1.

NQF	WEAMIS
1 – NVQ 1, GCSE (D-G)	1 – NVQ 1, GCSE (D-G)
2 – NVQ 2, O Level, GCSE (A*-C)	2 – NVQ 2, O Level, GCSE (A -C)
3 – A Level	3 – NVQ 3 /National Diploma /National Certificate /A & AS Level equivalent
4 – Certificate of HE	4 – First Degree, NVQ 4/5, HND/HNC
5 – Diploma of HE, Foundation Degree	
6 – BA, BSc	
7 – Masters, Post Graduate Certificate or Diploma	5 – Higher Degree/PhD
8 - Doctorates	

Figure 6.1 – Comparison of NQF and WEA qualification bands used in this study.

6.3 Subject Qualifications and WEA tutors

The WEA has always expected its tutors to be able to evidence high levels of skill, knowledge or experience in the subject they are to teach. Other than observing the tutor teach the only practical way to evidence this is through appropriate subject qualifications and questions or presentations at interview. However, as already identified, it is not always easy in adult education to identify appropriate qualifications with the subject they are going to teach. This may be because the main aim of adult education is to

engage adults in learning and if possible thinking critically and use the subject as a route towards this rather than being the main aim.

The following table (figure 6.2) shows the numbers of tutors contracted by the WEA for 2005 - 2008 and shows their highest subject qualification recorded which has been aligned to the 5 levels.

Count of Staff	Qualification Level						Grand Total
	(blank)	1	2	3	4	5	
Total	1030	9	108	484	1696	1079	4406

Figure 6.2 – Highest subject qualification level of WEA tutors employed 2005 - 2008.

Of the 4,406 tutors employed by the WEA during the period of this study 1,030 have either not had a subject qualification recorded or have not declared a qualification at level 1 or above. This may be because many WEA tutors may hold qualifications that do not readily transcribe across to the subjects they teach and therefore are not declared or recorded or are below Level 4 and therefore tutors thought that they were not relevant.

For comparison purposes it is easier to look at these as percentages (figure 6.3) and this shows that 23% of tutors do not have a subject qualification recorded.

% of Staff	Qualification Level						Grand Total
	(blank)	1	2	3	4	5	
Total	23.38%	0.20%	2.45%	10.99%	38.49%	24.49%	4406

Figure 6.3 – Percentage of WEA tutors employed 2005 - 2008 holding subject qualifications.

It should be noted that many WEA tutors have more than one subject qualification recorded with a significant number having more than one Level 5 qualification often in more than one subject, although this analysis does not identify this.

Of all teaching staff employed by WEA in 2008, 62.98% held a degree level qualification, or above, and if the 23.38% having no record are excluded, as in the LLUK ACL Workforce Data Factsheet, then this percentage increases to 82.20% of those holding a qualification. This compares favourably with the LLUK data which shows that 72.3% of the ACL workforce had a qualification at NQF Level 4 or above.

LLUK data does not show any details of relevant subject qualification according to the subject(s) taught and is only interested in recording the highest qualification level attained by member of staff. The highest qualification could be a teaching qualification but for the analysis of WEA data this was not included in subject qualifications. Nor was 'working towards' included if this was identified as it was taken that the qualification recorded for both teaching and subject qualifications were attained.

6.4 Summary

The WEA has a high proportion of its tutors holding a higher degree with 32% of the tutors declaring a being qualified at Masters or Doctoral levels, with a significant number having more than one qualification at this level in different academic subjects.

There is only a relatively small proportion of WEA teachers employed during the four years of the study who have qualifications at Level 1 – 3 although more than 23% of teachers have no qualification recorded. It seems likely that there are a significant number of gaps in the data rather than this being a true representation of the teaching staff subject qualifications profile.

We will look at how these subject qualifications compare to OTL grades in order to address the second research question and also combine with teaching qualification profile to see if together they have an identifiable correlation to internal OTL grades.

Before comparing these data sets I will now review the process of observation of teaching and learning (OTL) within the WEA in order to set the context regarding their use and also to consider some of the issues regarding their use.

Chapter 7 – Observation of Teaching and Learning

7.1 Introduction

Observation of Teaching and Learning (OTL) has become an important tool for providers within the FE sector and this study aims to evaluate whether there is any evidence that employing teachers with higher teaching qualifications results in better observation grades. So why has this use of OTL become so important to FE and ACL providers?

7.2 OTL and the Quality Agenda

Although FE colleges have had to provide self-assessments as part of their quality process for some time it became a requirement for all providers funded by the new Learning and Skills Council (LSC) to submit an annual Self-Assessment Report (SAR). Kate Watters identifies that the “purpose of self-assessment was to enable providers to assess the quality of their provision against the Common Inspection Framework” (Watters 2007, p.4).

This SAR would become the document that inspectors analyse and make comparisons against their own findings, to identify whether the provider was making what Ofsted considered to be correct judgments regarding its provision and, although there should be various sources used to help make judgments in the SAR, it was very clear that OTL was expected to be not just fundamental but pivotal in the process that ALI and Ofsted would expect providers to use in making judgments, as they would be doing themselves.

Not only did guidance provided to ACL providers who now had to undertake self-assessment, often for the first time, advise them how to make use of OTL (Kenway & Reisenberger 2001) but feedback published from Ofsted from previous inspections made it clear how important they considered observations to be:

Grading what has been observed in order to provide quantitative data for self assessment and to be able to demonstrate that year-on-year improvements have been made, or know the reasons why things have remained stationary or gone back... (LSIS 2010)

In November 2004 Ofsted produced two parallel reports *Why colleges succeed* (Ofsted 2004a) and *Why Colleges fail* (Ofsted 2004b) both of them referred to use of OTL in contributing to self-assessment. The report *Why colleges succeed* refers to it this way:

Accurate self-assessment is premised on a rigorous internal lesson observation scheme. With their primary focus on student achievement, all these colleges understand the need to concentrate, in their observation activity, on what and how well students are learning rather than whether or not teachers are following the right sequence of procedures. (Ofsted 2004a, p.19)

The sister report *Why colleges fail* identifies failure as often linked to self-assessment and observations as follows:

...poor quality assurance is invariably characterised by ... lack of focus on classroom practice, by superficial and over-optimistic self-assessment ... (Ofsted 2004b, p.13)

...the key factor which contributes to poor quality assurance is the inability to self-assess accurately and comprehensively. In the case of accuracy, it is extremely difficult for curriculum managers who lack precise data and who fail to concentrate on the quality of classroom practice to be able to carry out meaningful self-assessment. (Ofsted 2004b, p.15)

With this type of narrative being distributed and the criticism by Ofsted of ACL, as identified in the introductory chapter, it can be seen why providers have been so concerned regarding their OTL grades, especially with the continual reliance on it by inspectors, as can be seen in this example from the *Handbook for the inspection of further education and skills from September 2009* (Ofsted 2010):

Inspection of the quality of teaching, training and assessment, and the impact it has on the quality of learning, provides direct evidence. It informs inspectors' judgments about the outcomes for learners, the effectiveness of provision, leadership and management and the

provider's capacity for improvement. Although some interviews with staff are important to provide context, the main activity of inspectors should be direct observation of the provider's work. (Ofsted 2010, p.27)

Ofsted also suggested that many colleges have "poorly conceived and implemented" observation processes that concentrate "too much on teacher performance as opposed to the achievement of learners" (Ofsted 2004b, p14). This follows the idea that with accountability the system or process can become more important and it is difficult for many in ACL to see how observation of classroom practice, either internally or externally, can be anything other than grading what the teacher does. Denis Gleeson, et al., quote a teacher's journal extract regarding a lesson that had been observed by a senior colleague in preparation for a forthcoming Ofsted inspection:

... a lesson in which I did absolutely no teaching but the outcomes were great in learning terms... It was amusing to be told that as no teaching had taken place she [senior tutor] could not give me adequate feedback on the 'lesson' as a whole, although she could not fault the activities, the students' commitment and dedication to the task, and the outcome was clearly that a high degree of learning had taken place. The latter was endorsed by the students who said that they had enjoyed the activity and felt they had learned a lot... (Gleeson, Davies & Wheeler, p.454)

So having teachers who on internal observations get good grades helps to produce a good SAR which hopefully Ofsted will confirm at inspection, and confirm that the provider is good; whilst teachers that do not meet the required minimum standard, cause issues regarding self-assessment and inspection, whatever the thoughts of learners appear to be, even though in non accredited ACL they are all adults.

7.3 Quality in WEA classes

The WEA has always been very interested in the quality of its teaching. Before the introduction of graded observations in 2004 the WEA had been conducting regular 'class visits' for all teaching in England. How these class visits were undertaken varied across the country with no uniform process or procedure. Class visits were considered to be more of a supportive activity for the tutor rather than a check on the quality of the lessons and the learning. This was due partly as it was not unusual for students and branch members or partner organisations to feed back any issues they may have through separate informal and formal means.

Within the WEA National Operations Plan for 1999/2000 there was an action to introduce National Guidelines for class visiting and internal moderation and monitor their implications. The guidance document for staff undertaken class visits within this new national system advised that:

Recent FEFC¹² inspections have acknowledged the strengths to be found within the operation of class visiting in Districts. However, they have also highlighted the need for a strategic approach that allows the National Association to plan, resource, deliver, review and develop coherent class visiting systems and process. (WEA East Midland District 2000, p.1).

This new system clearly identified a change in direction more aligned to quality assurance with only one of the four aims, 'review' identifying how that the system will be a mechanism to identify and address support needs of tutors. The first three aims of the new OTL scheme were as follows:

- i. A systemised approach to observing the teaching and learning taking place in [all] Districts
- ii. A means to report effectively on the quality of teaching and learning in individual Districts and across the National Association
- iii. An opportunity to better integrate class visiting into the quality assurance systems of Districts and the National Association

(WEA East Midland District 2000, p.1)

The system was really a template and a procedure to follow with an agreed set of items that the class visitor had to report on. The observation was not given a grade nor were any actions needed to be identified other than in a section stating what the observer felt could be improved. It is clear in the guidelines for class visitors that they were expected to give positive

¹² Further Education Funding Council

comments to the tutor regarding their teaching and that the “emphasis must be on support” with advice “to emphasis key positive, critical points arising from the visit” and that “[i]dentified weaknesses, handled with tact and sensitivity, should be turned into pragmatic recommendations for personal and professional development” (WEA East Midland District 2000, p.7). It is therefore clear that there was concern from those within the WEA who were responsible for developing and implementing the new scheme about how observations of tutors should be used as part of a wider imposed quality agenda.

7.4 Graded Observation of Tutors in WEA

October 2004 saw the introduction of graded observation of teaching and learning for the first time in its then 101 years history. This coincided with changes as to how the WEA was organised in England with it moving from thirteen Districts to nine Regions, aligned to regional government boundaries in England.

This introduction of graded visits follows the quality agenda that was being brought in across all of FE and Adult and Community Learning. The 2004 WEA management pack for the *Association Scheme for Observation of Teaching and Learning* identified that the scheme was being introduced in “response to a range of circumstances” including the inspection by the Adult Learning Inspectorate which “identified a range of areas where the observation of teaching and learning needs to become more robust and effective in the monitoring and improvement of quality” and that

“[o]bservation of teaching and learning is key element in the Association’s Quality Improvement Framework and must provide Regions with objective information on which to make judgments about the quality of the provision they offer” (WEA 2004. P.3).

This revised system introduced a requirement for the class visitor/ observer to now grade each session they saw from grade 1 (excellent) to grade 7 (very poor) and also to identify actions required to improve learning and teaching.

This introduction of grades and actions not only changed the way class observations were conducted and the relationship between the WEA and its tutors but also clearly identified that the grades would be used to “inform self assessment” (WEA 2004, p.6), and made OTL grades a pivotal instrument in deciding on WEA judgements for all areas of its teaching and learning, judgments for which future inspections would measure against.

7.5 WEA OTL scheme 2005 – 2008

This new scheme with seven grades only lasted for one year and for the academic year 2005-2006, the first year of this study; the grading structure was amended to four grades which mapped to the grading system being used by the Adult Learning Inspectorate. The four grades to be used were:

1. Outstanding
2. Good

3. Satisfactory
4. Inadequate

This four grade structure remained for the rest of the period of the study and mapped also to the Ofsted grading structure who took over responsibility for the inspection of all adult learning during this time. This grading structure still applies now at the time of writing this thesis.

In the identification of the purposes for the OTL scheme the 2005 documentation now also identifies that it is to “provide systematic evidence for external scrutiny of the quality of WEA provision” (WEA 2005). This seems a long way from the ungraded class visiting scheme of only a couple of years earlier.

Documentation and guidance for WEA class observers changed very little during the four year period of this study and the use of four grades remained consistent which allows us to compare the four years. The *Observers Pack* and the *Session Observation Report Form* and *Evaluative Commentary* (Appendix B) and guidance for observers in grading judgments (Appendix C) remained the same during the period of this study (WEA 2007). The guidance on making grading judgments (Appendix C) was an attempt to help observers make objective judgments and to help provide standardisation across the Associations large team of observers. It was taken from the Ofsted examples of good practice, but in many ways goes against their concern identified in *Why colleges fail* (Ofsted 2004b) as

it is really a way of evaluating what the tutor does rather than about learning.

7.6 Objectivity in OTL

The introduction to the WEA 2005-2006 Management information Pack for OTL states:

Observation of teaching and learning is a key element in the Association's Quality Improvement Framework and must provide Regions with objective information on which to make judgements about the quality of the provision they offer. (WEA 2005, p.3)

However observation of classroom practice is in itself very subjective and ensuring all observers are applying the same criteria and making similar judgments seems in itself an impossible task and therefore this system is trying to turn subjective judgments into objective decisions.

Ball in his discussion about performativity raises this issue of who controls these judgments of performance which represent worth, quality or value of both individuals and organisations (Ball 2003). But it is not just concern about how objective these class observations are and therefore how they can be used to judge quality across all the providers' provision but it is also the impact that these schemes have on teachers themselves. Edwards points out that:

...practices of observation are not neutral, as they work through a norm. For Foucault, normalizing judgement serves to create a distinction between 'good-bad', 'normal-abnormal', operating through reward as well as punishment. The distribution of rewards and punishments allows the distribution of individuals according to ranks or grades creating a hierarchy of qualities, skills and aptitudes. (Edwards 2002, p.361-362)

Ball comments upon what he sees as teachers' "values schizophrenia" where "commitment, judgment and authenticity within practice are sacrificed for impression and performance" (Ball 2002, p.221).

7.7 WEA OTL grades 2005 - 2008

Over the four year period from 1st August 2005 until 31st July 2009 the WEA recorded 4,267 internally graded observations of teaching and learning (OTL) being undertaken.

The table (figure 8.1) below shows the number of observations undertaken each year during the four year period being analysed in this study.

Although the number of OTLs decreased in the final year after increasing in the second and third this is mainly due to the decrease in the number of tutors employed by the end of the period with a reduction of nearly 20% from 2,777 in 2005 to 2,241 in 2008.

Year (Ac)	2005	2006	2007	2008
Total no of tutors employed	2777	2532	2359	2241
No of OTLs	1011	1109	1151	996
%	36.41%	43.80%	48.79%	44.44%

Figure 7.1 Numbers and % of tutors observed each academic year

From 2006 the percentage of OTLs to the number of tutors increased. It is expected that in most cases WEA tutors are observed at least once every two years but in some instances this extends to once every three years depending on numbers of tutors teaching, and availability of resources. There are also some different requirements for certain curriculum areas, for example, all tutors teaching skills for life or teacher training programmes would be expected to be observed at least once a year and this is becoming a norm for most tutors delivering any accredited courses for the WEA.

These figures may represent some tutors being observed more than once. This could be dependent on what they teach with some curriculum areas receiving more focused attention than others and if a tutor works across more than one subject then they could be observed more than once in a year if there was a need to look at the teaching in learning in the subjects they deliver. This is often the case with tutors teaching literacy, numeracy and ESOL (English for speakers of other languages) and other accredited provision.

They may also be observed again in the same year if they received a grade 4 as they would be expected to improve and this would be checked by a further observation. It is also an expectation that OTL grades for teacher training should be grade 1 or 2 and similar for Skills for Life provision whether accredited or not.

The following table (figure 7.2) shows a breakdown of observations 2005-2008 with grades given

	OTL Grade				Grand Total
	1	2	3	4	
2005	137	563	275	36	1011
2006	125	661	313	10	1109
2007	155	718	267	11	1151
2008	148	616	228	4	996
Grand Total	565	2558	1083	61	4267

Figure 7.2 Count of OTL Grades 2005-2008

Of all observations undertaken over the period over 73% were good or better (grade 1 & 2) and nearly 27% were either satisfactory or inadequate (grade 3 & 4) as can be seen in figure 7.3 below.

	OTL Grade				Grand Total	
	1	2	3	4		
2005	13.55%	55.69%	27.20%	3.56%	1011	23.69%
2006	11.27%	59.60%	28.22%	0.90%	1109	25.99%
2007	13.47%	62.38%	23.20%	0.96%	1151	26.97%
2008	14.86%	61.85%	22.89%	0.40%	996	23.34%
Grand Total	13.24%	59.95%	25.38%	1.43%	4267	

Figure 7.3 Percentages of OTL Grades 2005-2008

The data shows that there has been an improvement in the grades awarded over the period with the number of grades 3 and grades 4

decreasing both in numbers and as a percentage and with, in 2008, nearly 76% of grades being good or better as compared to just over 69% in 2005.

If we separate OTLs for accredited and non-accredited courses we can see, that as the WEA delivers more of its provision as non-accredited that there are a significantly more OTLs undertaken for non-accredited provision; 3,655 or 85.66%, over the four year period however their percentages of grades across both are broadly similar.

Count of OTL Grade - Accredited Y/N	OTL Grade				Grand Total
	1	2	3	4	
No	488	2167	942	58	3655
Yes	77	391	141	3	612
Grand Total	565	2558	1083	61	4267

Figure 7.4 Count of OTL Grades 2005-2008 for accredited and non-accredited courses

% of OTL Grade – Accredited Y/N	OTL Grade				Grand Total	
	1	2	3	4		
No	13.35%	59.29%	25.77%	1.59%	3655	85.66%
Yes	12.58%	63.89%	23.04%	0.49%	612	14.34%
Grand Total	13.24%	59.95%	25.38%	1.43%	4267	

Figure 7.5 Percentages of OTL Grades 2005-2008 for accredited and non-accredited courses

7.8 Summary

There have been a significant number of observations (4,267) over the four year period of this study which will give an unusual opportunity to compare with tutor profiles. Many providers, especially those delivering ACL, do not have a similar size of teaching workforce, or conduct these sorts of numbers of observations especially over a period without major changes to the system.

The OTL grades are pivotal to this quantitative research however these observations have been undertaken by others and are more qualitative in their approach. There is a concern as discussed in chapter 1 around the use of this sort of activity in regard to 'performativity' but providers are now regularly basing judgments on the results and profiles of OTL. This could mean that there could be an inclination to make the grades fit the requirements rather than to try and be completely objective.

All this should be considered within this study as there can be no analysis of the quality of the OTL grades given, but there is no other alternative when comparing a sample of this size in order to make a useful comparison with tutor profiles as we can now look at in the next chapter.

Chapter 8 – Comparison of Observations and Tutor Profiles

8.1 Introduction

A total of 4,267 observations of teaching and learning (OTL) with a grade of 1 – outstanding, 2 – good, 3 – satisfactory, or 4 – inadequate, have been recorded by the WEA for the period of study.

I have highlighted in the tables examples of categories where percentages clearly exceed the total figures to identify trends in the data.

8.2 Teaching Qualifications

If we look at the teaching qualifications WEA tutors declared that they held at the time of their observation, it can be seen that 1,856 out of 4,267 tutors observed (43.5 %) did hold a full level 4 teaching qualification or equivalent at the time (categories 4 & 5 in figures 8.1 & 8.2 below).

HTQ (at time)	OTL Grade				Grand Total
	1	2	3	4	
0	120	574	318	27	1039
1	69	355	147	8	579
2	70	369	148	6	593
3	14	109	44		167
4	261	1008	369	18	1656
5	29	118	51	2	200
6		5	2		7
7	2	20	4		26
Grand Total	565	2558	1083	61	4267

Figure 8.1 Count of OTL Grades with Highest Teaching Qualification (at time)

HTQ (at time)	OTL Grade				Grand Total	
	1	2	3	4		
0	11.55%	55.25%	30.61%	2.60%	1039	24.35%
1	11.92%	61.31%	25.39%	1.38%	579	13.57%
2	11.80%	62.23%	24.96%	1.01%	593	13.90%
3	8.38%	65.27%	26.35%	0.00%	167	3.91%
4	15.76%	60.87%	22.28%	1.09%	1656	38.81%
5	14.50%	59.00%	25.50%	1.00%	200	4.69%
6	0.00%	71.43%	28.57%	0.00%	7	0.16%
7	7.69%	76.92%	15.38%	0.00%	26	0.61%
Grand Total	13.24%	59.95%	25.38%	1.43%	4267	

Figure 8.2 Percentage of OTL Grades with Highest Teaching Qualification (at time)

13.24 % of all tutors observed received a grade 1 and tutors that held full teaching qualifications were more likely to receive a grade 1 observation than tutors in other categories (category 4 =15.67% & category 5 = 14.50%).

Consolidating these grades to look at grades 1 & 2 ‘good or better’, as compared to 3 & 4 ‘requiring improvement’, shows that tutors with no teaching qualification fared worse than all of the others with 33.21% of all of their observations being graded as only ‘satisfactory’ or ‘inadequate’.

HTQ (at time)	OTL Grade				Grand Total
	1 & 2		3 & 4		
0	694	66.79%	345	33.21%	1039
1	424	73.23%	155	26.77%	579
2	439	74.03%	154	25.97%	593
3	123	73.65%	44	26.35%	167
4	1269	76.63%	387	23.37%	1656
5	147	73.50%	53	26.50%	200
6	5	71.43%	2	28.57%	7
7	22	84.62%	4	15.38%	26
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.3 Consolidated comparisons of OTL Grades with Highest Teaching Qualification (at time)

The number of tutors holding only a Masters in Education (category 6) or equivalent, which rarely have any practical teaching element within them, is too small to be properly analysed.

However there is little significant difference between tutors holding any level of teaching qualification, categories 1 to 5, where they all exceed the average of 73.19% as do those in category who have declared a teaching qualification but not clear what type or level. So it would seem that holding any teaching qualification helps to improve grades at OTL although if we just examine the 148 grade 1 observations from 2008, 31 or 21% of the tutors observed did not declare holding any teaching qualification.

8.3 Subject Qualifications

If we now look at observation grades as compared to highest subject qualifications declared as held by WEA tutors we can see grade 1 observations are more likely to be achieved by those with higher level qualifications than those with none recorded.

HSQ (at time)	OTL Grade				Grand Total
	1	2	3	4	
none recorded	112	604	267	18	1001
1		7	1		8
2	15	65	35		115
3	63	258	125	10	456
4	219	997	398	17	1631
5	156	627	257	16	1056
Grand Total	565	2558	1083	61	4267

Figure 8.4 Count of OTL Grades with Highest Subject Qualification (at time)

HSQ (at time)	OTL Grade				Grand Total	
	1	2	3	4		
none recorded	11.19%	60.34%	26.67%	1.80%	1001	23.46%
1	0.00%	87.50%	12.50%	0.00%	8	0.19%
2	13.04%	56.52%	30.43%	0.00%	115	2.70%
3	13.82%	56.58%	27.41%	2.19%	456	10.69%
4	13.43%	61.13%	24.40%	1.04%	1631	38.22%
5	14.77%	59.38%	24.34%	1.52%	1056	24.75%
Grand Total	13.24%	59.95%	25.38%	1.43%	4267	

Figure 8.5 Percentage of OTL Grades with Highest Subject Qualification (at time)

A large proportion of tutors (23.46%) have not declared any subject qualifications but over 71% of these were awarded 'good or better' in their observations as can be seen in figure 8.6 below. No tutors declaring only a level 1 qualification as their highest subject qualification achieved a grade 1 observation but there were only a minority of teachers in this category.

It is clear from the consolidated comparison that tutors with a level 4 subject qualification, or higher, are more likely on average to achieve a 'good or better' grade during an OTL.

HSQ (at time)	OTL Grade				Grand Total
	1 & 2		3 & 4		
none recorded	716	71.53%	285	28.47%	1001
1	7	87.50%	1	12.50%	8
2	80	69.57%	35	30.43%	115
3	321	70.39%	135	29.61%	456
4	1216	74.56%	415	25.44%	1631
5	783	74.15%	273	25.85%	1056
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.6 Consolidated comparisons of OTL Grades with Highest Subject Qualifications (at time)

This trend is further confirmed by reviewing the 148 grade 1 observations from 2008 where 100 of the tutors, over 67%, declared holding a level 4 subject qualification or above.

HTQ (at time)	HSQ Level	OTL Grade				Grand Total
		1 & 2		3 & 4		
0	(blank)	158	67.23%	77	32.77%	235
	1	2	66.67%	1	33.33%	3
	2	15	55.56%	12	44.44%	27
	3	65	64.36%	36	35.64%	101
	4	243	68.26%	113	31.74%	356
	5	211	66.56%	106	33.44%	317
1	(blank)	130	69.52%	57	30.48%	187
	2	19	73.08%	7	26.92%	26
	3	67	72.04%	26	27.96%	93
	4	133	77.78%	38	22.22%	171
	5	75	73.53%	27	26.47%	102
2	(blank)	124	71.68%	49	28.32%	173
	1	3	100.00%	0	0.00%	3
	2	20	62.50%	12	37.50%	32
	3	62	76.54%	19	23.46%	81
	4	150	74.63%	51	25.37%	201
	5	80	77.67%	23	22.33%	103
3	(blank)	32	69.57%	14	30.43%	46
	1	2	100.00%	0	0.00%	2
	2	2	50.00%	2	50.00%	4
	3	22	84.62%	4	15.38%	26
	4	42	70.00%	18	30.00%	60
	5	23	79.31%	6	20.69%	29
4	(blank)	244	76.49%	75	23.51%	319
	2	23	92.00%	2	8.00%	25
	3	102	68.00%	48	32.00%	150
	4	565	77.08%	168	22.92%	733
	5	335	78.09%	94	21.91%	429
5	(blank)	26	66.67%	13	33.33%	39
	2	1	100.00%	0	0.00%	1
	3	3	60.00%	2	40.00%	5
	4	70	73.68%	25	26.32%	95
	5	47	78.33%	13	21.67%	60
6	4	1	100.00%	0	0.00%	1
	5	4	66.67%	2	33.33%	6
7	(blank)	2	100.00%	0	0.00%	2
	4	12	85.71%	2	14.29%	14
	5	8	80.00%	2	20.00%	10
Grand Total		3123	73.19%	1144	26.81%	4267

Figure 8.7 Consolidated comparisons of OTL Grades comparing both Highest Teaching Qualification and Highest Subject Qualification with Highest Subject Qualification (at time)

Figure 8.7 above shows a comparison of both highest teaching qualification and highest subject qualification and significantly those tutors with no teaching qualification, no matter what subject qualification held, performed badly and those with higher subject qualifications who held a teaching qualification at any level performed well.

Although holding a teaching qualification and a higher level subject qualification appears to make higher OTL grades more likely it is not conclusive, as there are still significant numbers of OTLs at grade 3 and 4 where tutors still meet this criterion. So are there any other characteristics that show more consistency in obtaining higher grades?

8.4 Working in FE sector

If we look at when the tutor started working in the FE sector then it can be seen that those who have been employed for a longer time are far more likely to receive a grade 1 or 2 as compared to those who at the time of the study, had been first employed after 1st September 2007 and had therefore been teaching in the sector for a relatively short time. These tutors had difficulty receiving a grade 1 and were far more likely to get a grade 2 (48%) or grade 3 (41%).

	OTL Grade				Grand Total
	1	2	3	4	
not known	206	1013	519	43	1781
After 1 Sep 2007	15	74	63	1	153
Before 1 Sep 2001	235	911	289	11	1446
Between 1 Sep 2001 and 31 Aug 2007	109	560	212	6	887
Grand Total	565	2558	1083	61	4267

Figure 8.8 Count of OTL grades compared to when tutors started to work in sector.

	OTL Grade				Grand Total
	1	2	3	4	
Not known	11.57%	56.88%	29.14%	2.41%	1781
After 1 Sep 2007	9.80%	48.37%	41.18%	0.65%	153
Before 1 Sep 2001	16.25%	63.00%	19.99%	0.76%	1446
Between 1 Sep 2001 and 31 Aug 2007	12.29%	63.13%	23.90%	0.68%	887
Grand Total	13.24%	59.95%	25.38%	1.43%	4267

Figure 8.9 Percentages of OTL grades compared to when tutors started to work in sector.

Of the 148 grade 1 observations from the final year of the study, 2008, only four tutors who started working in sector after 2007 were given a grade 1, this is only 5.48% of all observations for this category and is considerably less than any other category.

This is far more obvious when a consolidated analysis is undertaken, as in figure 8.10 below. It is clear that experienced teachers are more likely to achieve a grade 1 or 2 than those new to teaching in the sector. This may be even more significant as experience teachers who used to be employed in schools before starting work in the FE sector should be declaring their start date as their first teaching for an FE or ACL provider and therefore may be showing as inexperienced teachers and performing better than others in this category.

	OTL Grade				Grand Total
	1 & 2		3 & 4		
not known	1219	68.44%	562	31.56%	1781
After 1 Sep 2007	89	58.17%	64	41.83%	153
Before 1 Sep 2001	1146	79.25%	300	20.75%	1446
Between 1 Sep 2001 and 31 Aug 2007	669	75.42%	218	24.58%	887
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.10 Consolidated comparisons of OTL Grades and when tutors started to work in sector.

Figures for tutors starting to work for WEA, rather than the sector, produce a similar result as can be seen in figure 8.11 below.

	OTL Grade				Grand Total
	1 & 2		3 & 4		
not recorded	2	40.00%	3	60.00%	5
After 1 Sep 2007	420	67.20%	205	32.80%	625
Before 1 Sep 2001	870	75.72%	279	24.28%	1149
Between 1 Sep 2001 and 31 Aug 2007	1831	73.59%	657	26.41%	2488
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.11 Consolidated comparisons of Grades and when tutors started to work for WEA.

8.5 Age and Gender

As pointed out in Chapter 4 teaching staff in the WEA are older than the sector average and a comparison of age with OTL grades can be found in figures 8.12 – 8.14 below.

	OTL Grade				Grand Total
	1	2	3	4	
Under 25		1	3		4
25-34	23	114	79	7	223
35-49	124	739	320	18	1201
50-64	297	1161	480	18	1956
65-74	104	415	138	14	671
75+	14	106	55	4	179
Not Known	3	22	8		33
Grand Total	565	2558	1083	61	4267

Figure 8.12 Count of OTL Grades as compared to tutor age @ 1/10/2010

	OTL Grade				Grand Total
	1	2	3	4	
Under 25	0.00%	25.00%	75.00%	0.00%	4
25-34	10.31%	51.12%	35.43%	3.14%	223
35-49	10.32%	61.53%	26.64%	1.50%	1201
50-64	15.18%	59.36%	24.54%	0.92%	1956
65-74	15.50%	61.85%	20.57%	2.09%	671
75+	7.82%	59.22%	30.73%	2.23%	179
Not Known	9.09%	66.67%	24.24%	0.00%	33
Grand Total	13.24%	59.95%	25.38%	1.43%	4267

Figure 8.13 Percentage of OTL Grades as compared to tutor age @ 1/10/2010

	OTL Grade				Grand Total
	1 & 2		3 & 4		
Under 25	1	25.00%	3	75.00%	4
25-34	137	61.43%	86	38.57%	223
35-49	863	71.86%	338	28.14%	1201
50-64	1458	74.54%	498	25.46%	1956
65-74	519	77.35%	152	22.65%	671
75+	120	67.04%	59	32.96%	179
Not Known	25	75.76%	8	24.24%	33
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.14 Consolidated comparisons of OTL Grades as compared to tutor age @ 1/10/2010

This leads on from previous analysis showing that older tutors on average achieve higher OTL grades. An analysis of gender and OTL grades shows that female tutors are more likely to receive higher OTL grades (figures 8.15 – 8.16 below) but when this is compared to the percentages of male and female tutors there is less difference.

	OTL Grade				Grand Total
	1	2	3	4	
not known	2	5	4		11
female	416	1703	666	33	2818
male	147	850	413	28	1438
Grand Total	565	2558	1083	61	4267

Figure 8.15 Count of OTL Grades as compared to tutor age @ 1/10/2010

	OTL Grade				Grand Total
	1	2	3	4	
not known	18.18%	45.45%	36.36%	0.00%	11
female	14.76%	60.43%	23.63%	1.17%	2818
male	10.22%	59.11%	28.72%	1.95%	1438
Grand Total	13.24%	59.95%	25.38%	1.43%	4267

Figure 8.16 Percentage of OTL Grades as compared to tutor gender @ 1/10/2010

	OTL Grade				Grand Total
	1 & 2		3 & 4		
(blank)	7	63.64%	4	36.36%	11
female	2119	75.20%	699	24.80%	2818
male	997	69.33%	441	30.67%	1438
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.17 Consolidated comparisons of OTL Grades as compared to tutor gender @ 1/10/2010

8.6 Ethnicity

Comparisons of tutor ethnicity and OTL grades are difficult to analyse for a number of reasons. As can be seen from figure 8.18 there are some categories with small numbers involved so it is not possible to analyse these categories. As a general trend, tutors from minority groups are more likely to receive a grade 3 or grade 4. This may of course be because these tutors are more likely to be working with targeted groups of learners where a number of issues may cause issues with engagement, continuity and achievement. An example of this can be seen from figure 8.20 which compares OTL grades to Sector Subject Area, where ESOL average grades are below the Association averages. It can sometimes be difficult to maintain attendance and therefore achievement in some groups of ESOL learners because of their circumstances. However it is often important to have tutors who can engage with these groups in order to provide these programmes.

	OTL Grade				Grand Total
	1 & 2		3 & 4		
(blank)	4	80.00%	1	20.00%	5
not known/provided	194	67.60%	93	32.40%	287
any other	24	55.81%	19	44.19%	43
Asian or Asian British - any other Asian bgrd	12	57.14%	9	42.86%	21
Asian or Asian British - Bangladeshi	1	50.00%	1	50.00%	2
Asian or Asian British - Indian	35	55.56%	28	44.44%	63
Asian or Asian British - Pakistani	49	53.26%	43	46.74%	92
Black or Black British - African	8	38.10%	13	61.90%	21
Black or Black British - any other Black bgrd	2	100.00%	0	0.00%	2
Black or Black British - Caribbean	24	60.00%	16	40.00%	40
Chinese	5	62.50%	3	37.50%	8
Mixed - any other Mixed background	6	50.00%	6	50.00%	12
Mixed - White and Asian	7	70.00%	3	30.00%	10
Mixed - White and Black African	3	50.00%	3	50.00%	6
Mixed - White and Black Caribbean	1	20.00%	4	80.00%	5
White - any other white background	160	68.97%	72	31.03%	232
White - British	2558	75.66%	823	24.34%	3381
White - Irish	30	81.08%	7	18.92%	37
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.18 Consolidated comparisons of OTL Grades as compared to tutor ethnicity

This study has not looked at comparing class observations in particular subject areas as it has been about tutor profiles rather than subjects, however, this information is provided for context in figures 8.18 comparing with the Sector Subject Areas (SSA) at Level 1 and then in 8.19 at SSA 2.

	OTL Grade				Grand Total
SSA1	1 & 2		3 & 4		
not known	41	69.49%	18	30.51%	59
Agriculture, Horticulture and Animal Care	45	73.77%	16	26.23%	61
Arts, Media and Publishing	850	78.05%	239	21.95%	1089
Business, Administration and Law	70	82.35%	15	17.65%	85
Construction, Planning and the Built Environment	8	80.00%	2	20.00%	10
Education and Training	58	95.08%	3	4.92%	61
Health, Public Services and Care	310	73.99%	109	26.01%	419
History, Philosophy and Theology	400	72.99%	148	27.01%	548
Information and Communication Technology	207	69.93%	89	30.07%	296
Languages, Literature and Culture	317	75.66%	102	24.34%	419
Leisure, Travel and Tourism	149	80.54%	36	19.46%	185
Preparation for Life and Work	500	63.37%	289	36.63%	789
Retail and Commercial Enterprise	33	64.71%	18	35.29%	51
Science and Mathematics	98	75.97%	31	24.03%	129
Social Sciences	37	56.06%	29	43.94%	66
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.18 Consolidated comparisons of OTL Grades as compared to SSA1

There are clearly some areas that perform better than others but it would not be wise at this stage to draw conclusions due to the different types of issues this raises but may be worthy of further study.

	OTL Grade				Grand Total
SSA2	1 & 2		3 & 4		
not known	42	70.00%	18	30.00%	60
Administration	*		*		2
Archaeology and Archaeological Sciences	53	76.81%	16	23.19%	69
Building and Construction	8	80.00%	2	20.00%	10
Child Development and Well Being	132	74.58%	45	25.42%	177
Crafts, Creative Arts and Design	556	76.58%	170	23.42%	726
Creative Writing	88	83.02%	18	16.98%	106
Economics	*		*		1
Environmental Conservation	10	83.33%	2	16.67%	12
ESOL	280	57.61%	206	42.39%	486
Geography	5	50.00%	5	50.00%	10
Health and Social Care	128	72.32%	49	27.68%	177
History	307	72.41%	117	27.59%	424
Horticulture and Forestry	35	71.43%	14	28.57%	49
Hospitality and Catering	32	65.31%	17	34.69%	49
ICT for Users	202	69.66%	88	30.34%	290
ICT Practitioners	5	83.33%	1	16.67%	6
Key Skills	*		*		1
Languages, Literature and Culture of the British I	167	80.68%	40	19.32%	207
Law and Legal Services	*		*		2
Linguistics	10	40.00%	15	60.00%	25
Literacy	107	71.81%	42	28.19%	149
Media and Communication	27	84.38%	5	15.63%	32
Numeracy	59	67.05%	29	32.95%	88
Nursing and Subjects and Vocations Allied to Medic	49	77.78%	14	22.22%	63
Other Languages, Literature and Culture	140	74.87%	47	25.13%	187
Performing Arts	179	79.56%	46	20.44%	225
Philosophy	29	72.50%	11	27.50%	40
Politics	24	52.17%	22	47.83%	46
Preparation for Work	14	77.78%	4	22.22%	18
Public Services	*		*		1
Science	98	75.97%	31	24.03%	129
Skills for Independent Living	8	72.73%	3	27.27%	11
Skills for Volunteers	16	76.19%	5	23.81%	21
Sociology and Social Policy	7	77.78%	2	22.22%	9
Sport, Leisure and Recreation	149	80.98%	35	19.02%	184
Study skills,	31	86.11%	5	13.89%	36
Teaching and Lecturing	52	94.55%	3	5.45%	55
Teaching Assistants & Midday supervisors	4	100.00%	0	0.00%	4
Theology and Religious Studies	11	73.33%	4	26.67%	15
Trade Union Studies activist programme	51	85.00%	9	15.00%	60
Travel and Tourism	*		*		1
VEA Training	*		*		2
Warehousing and Distribution	*		*		2
Grand Total	3123	73.19%	1144	26.81%	4267

Figure 8.20 Consolidated comparisons of OTL Grades as compared to SSA2
 (* Data not listed due to small size of sample)

8.7 Summary

In this chapter we have looked at the data from the tutor profiles as identified in chapters 4-6 and compared with the data from the observations as discussed in chapter 7.

It shows that whatever a teachers teaching qualification or subject recorded that there are observations at grade 1 for all qualification profile except teachers declaring that they hold a level 1 subject qualification. It is more likely that teachers achieving a grade 1 will hold either a higher level teaching qualification or both.

However it does not mean that a teacher holding a full teaching qualification and .a high subject qualification will be graded good or better when observed. Indeed 21.91% of teachers with a full level 4 teaching qualification and holding a masters degree or above, were graded satisfactory (grade 3) or inadequate (grade 4) during the period of the study.

If we are looking for trends rather than clear answers then in answer to our third research question then it is more likely that experienced teachers in the sector will achieve higher observation grades. It also on first viewing that women are more likely to achieve a grade 1 observation especially if they are aged between 50 and 74, however, when the number of tutors is factored in the result is not so clear.

Even with this significant amount of data it is not appropriate to try to identify trends in most subject areas as not only are some numbers small but there may be other factors that can affect the observation grades. It would not be appropriate to use this research to identify areas of work that should not be continued because of low observation grades, for example work with 'hard to reach' learners or work in very deprived communities.

I will now, in the final chapter, to look at this data comparison and try to answer the research questions and what conclusions can be made.

Chapter 9 – Research summary and conclusions

9.1 Introduction

This study was to examine if any links between tutor profiles and observation grades could be found. If so this could help employers in the sector review recruitment policy to help them provide 'better' quality learning.

However as is so often the case this raises other questions including, what is better, who decides what is better and who decides if it is. Inspectors seem to feel that a lot of this depends on "the adequacy and suitability of staff" and that inspectors should consider when making judgments to what extent "there are enough qualified and experienced teachers" (Ewens 2003, p.7).

Ofsted advise that what they are looking for is that learners are learning but as has been seen schemes of observation and learning can be seen as more about process and a 'subjective' check on what is happening in the classroom and what the teacher is doing. WEA often refer to OTL as a 'snapshot' of activity and advise tutors that it is the session that is being observed and not the tutor. The WEA observers' pack (WEA 2007b, p.11) states that "it is important to remember" this and that observers "can only make judgments based on evidence [and] you can only grade what is presented on the day – regardless of what you may know about the tutor or the course...". However this does not help the tutor in what has become

an accountability environment where they need to 'perform' in order to get a grade that is more than 'satisfactory'.

So has the research shown if there are any clear characteristics that seem to influence grades in internal class observations?

9.2 Teacher Qualifications and OTL

As this study has been stimulated by the reforms in initial teacher training (ITT) for teachers working in the Further Education sector and especially those, often part-time workers delivering non-accredited adult education, in Adult and Community Learning (ACL), the first research question was 'Do teachers with higher teaching qualifications get better grades in internal observation of teaching and learning (OTL)?'.

The study shows that this is not the case and although tutors holding teaching qualifications do seem to get better grades at OTL it does not seem to matter what level these qualifications are, being relatively little difference from a tutor holding a course that takes one years full-time or two years part-time as one that can be completed in as little as thirty hours.

It would therefore appear that making all tutors in the sector complete higher level teaching qualifications will have little, if any, effect on overall quality of provision.

9.3 Subject Qualifications and OTL

What seems more significant is that tutors who hold a subject qualification at degree level or above tend to get better OTL grades especially when this is linked to a teaching qualification (at any level). This goes some way to answering question two in that tutors with higher subject qualifications do on average get higher observation grades but again this is not consistent and this has to be considered carefully, as there will be differences depending on subjects and groups of learners and as identified in the work of Cara & de Coulon (2009) some teachers with too higher level of qualification can put off learners working at far lower levels.

9.4 Tutor Profiles and OTL

Reviewing the profiles of the tutors in the study in order to answer the third research question it was clear that tutors who had worked in the sector for a significant amount of time achieved better grades than those new to teaching in FE.

This study has highlighted some issues with turnover of staff and it would be valuable to look at does low OTL grades lead to tutors leaving or stop being employed. If so, this could be seen as a way that OTL influences quality.

Alternatively do these tutors who obtain higher grades provide 'better' or higher quality learning or have they 'learned' how to get a grade 1 or grade 2 on the day of the OTL? Stephen Ball identifies this "management of

performance – which is ‘called up’ by Inspection” as producing “a spectacle, or game-playing, or cynical compliance...” (Ball 2003, p.222).

Ball gives an example of a teacher, Diane who:

hints, the heavy sense of inauthenticity in all this may well be appreciated as much by the inspectors as the inspected. Diane is ‘playing a game’ and ‘they know I am’. The teacher that is inspected here is not Diane. It is someone that Diane knows the Inspectors want to see and the sort of teacher that is hailed and rewarded by ‘educational reform’ and ‘school improvement’. (Ball 2003, p.222)

Ball refers to this fabrication continuing throughout providers “where there are pressures on individuals, formalized by appraisals, annual reviews and data bases, to make their contribution to the performativity of the unit” (Ball 2003, p.224). Not that that he believes that performativity “gets in the way of ‘real’ academic work or ‘proper’ learning” but that it is “is a vehicle for changing what academic work and learning are!”(Ball 2003, p.226)

9.5 Conclusion

With all this in mind does OTL, and enforcement of teaching qualifications, produce what we, and Ofsted, really want them to do? Not only are they an imposition that providers employing large numbers of part-time teaching staff can find difficult to manage but it reduces teacher morale as they feel their skills, knowledge and professionalism are being brought into question.

Recruitment of tutors working in the sector should be conducted more carefully and appropriate support identified and given early so that they can survive the early periods in teaching. OTL should be used to support and used with other means of ensuring quality in the provision including making sure the course is right for the students and that the students are getting what they want which may or may not include progression to other learning opportunities but should always include appropriate achievement.

Maybe we should rely more on what learners have to say about their learning and its quality. A journal entry, as part of the Mass Observation survey, provided by a student of a WEA class on the 'Pennine Way' in 1945, advises that:

The lecturer was poor, he was probably somewhat bored, having given the same lecture 180 times. He scarcely ever mentioned the Pennine Way itself, and certainly gave no help to would-be walkers on it, and the slides were unimpressive. The best feature was the speed with which he caught a bus home. (Garfield 2004, p.182)

Appendix A – Mapping of ‘Legacy’ teaching qualifications to Categories used and PTLLS, CTLLS & DTLLS

Category	1	2	3	4
2007 Reforms equivalent	PTLLS		CTLLS	DTLLS
1st4sport Level 3 Certificate in Tutoring in Sport (2005 onwards) Keywords: Certificate in Tutoring Sport Level 3 Certificate in Tutoring Sport Tutoring Sport			Yes	
ABC Level 3 Certificate in Facilitating Learning Keywords: "EDI Certificate in Learning" "ABC Level 3" "Certificate in Facilitating Learning"	Yes			
BTEC Professional Award in Instructional Techniques - Level 4 Keywords: BTEC Professional Award Instructional Techniques Level 4		Yes		
BTEC Professional Certificate in Instructional Techniques - Level 4 Keywords: "BTEC Level 4" "Certificate in Instructional Techniques" "Certificate in Instruction"		Yes	Yes if Unit 7 completed	
British Wheel of Yoga Diploma in Teaching Yoga Keywords: BWY Yoga Diploma Teaching Yoga Teachers'	Yes			
Cambridge ESOL Certificate in Teaching English to Speakers of Other Languages (CELTA) 2004 Keywords: CELTA	Yes			
Cambridge ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA) 2001 and 2004 Keywords: DELTA			Yes	
Certificate in Training and Presenting in the Workplace Keywords: ENTO Training and Presenting C&G 7318 - 87	Yes		Yes if A1, D32 or D33 completed	
CIPD Certificate in Training Practice - Level 3 Keywords: "Chartered Institute of Personnel and Development"	Yes		Yes	
City & Guilds 7302 Certificate in Delivering Learning: An Introduction Keywords: "7302" "C & G" "C&G" "Introduction to Delivering Learning"	Yes			
City & Guilds 7302 Diploma in Delivering Learning Keywords: City & Guilds 7302 Delivery Learning	Yes		Yes if A1, D32 or D33 completed	
City & Guilds 7306 Further and Adult Education Teachers Certificate - Level 4 Keywords: "7306" "City and Guilds Level 4" "City and Guilds 7306 Further and Adult Education Teachers Certificate - Level 4"		Yes	Yes	
City and Guilds 7306 Foundation Certificate in Teaching and Training - Level 3 Keywords: City & Guilds C & G 7306 Level 3	Yes		Yes if A1, D32 or D33 completed	
City and Guilds 7306 Further and Adult Education Teachers Certificate - Level 3 Keywords: City & Guilds C & G 7306 Level 3	Yes		Yes if A1, D32 or D33 completed	
City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1 Keywords: City & Guilds C & G 7307 Stage 1	Yes			

City & Guilds 7307 Certificate in Teaching Adult Learners Stage 1 and 2			Yes	
Keywords: City & Guilds C & G 7307 Stage 1 and 2				
City and Guilds 7331 Certificate in Training Techniques	Yes			
Keywords: C&G 7331 Train the trainers Training techniques Instructional techniques				
EDI Level 3 Certificate in Educational Practice: ICT Skills 2005	Yes			
Keywords: "EDI Level 3" "EDI Certificate in Educational Practice" "Certificate in ICT Skills"				
EDI Level 3 Certificate in Educational Principles and Practice			Yes	
Keywords: "EDI Level 3" "EDI Certificate in Educational Principles" "EDI Certificate in Educational Principles and Practices" "Level 3 Certificate in Educational Practice" "Level 3 Certificate in Educational Principles and Practices"				
EDI Level 3 NVQ in Driving Instruction 2004 Onwards			Yes	
Keywords: Driving Instruction Driving Instructor qualification NVQ3 Driving Instructor EDI				
Endorsed Stage 1 Awards from English HEIs		Yes		
Endorsed Stage 2 Awards from English HEIs			Yes	
FETC Stage 1 Level 4 (old NQF)		Yes		
Keywords: "Further Education Teachers Certificate" "Stage 1 Endorsed Teaching Certificate" "OCR Level 4 Certificate in FE Teaching Stage 1" "OCNW Level 4 Certificate in FE Teaching Stage 1" "City & Guilds 7407 Level 4 Certificate in FE Teaching Stage 1" "Edexcel Level 4 Certificate in FE Teaching Stage 1" "EDI Level 4 Certificate in FE Teaching Stage 1" "ABC Level 4 Certificate in FE Teaching Stage 1"				
FETC Stage 2 Level 4 (old NQF)			Yes	
Keywords: "Further Education Teachers Certificate" "Stage 2 Endorsed Teaching Certificate" "OCR Level 4 Certificate in FE Teaching Stage 2" "OCNW Level 4 Certificate in FE Teaching Stage 2" "City & Guilds 7407 Level 4 Certificate in FE Teaching Stage 2" "Edexcel Level 4 Certificate in FE Teaching Stage 2" "EDI Level 4 Certificate in FE Teaching Stage 2" "ABC Level 4 Certificate in FE Teaching Stage 2"				
FETC Stage 3 Level 4 (old NQF)				Yes
Keywords: "Further Education Teachers Certificate" "Stage 3 Endorsed Teaching Certificate" "OCR Level 4 Certificate in FE Teaching Stage 3" "OCNW Level 4 Certificate in FE Teaching Stage 3" "City & Guilds 7407 Level 4 Certificate in FE Teaching Stage 3" "Edexcel Level 4 Certificate in FE Teaching Stage 3"				
Generic Certificates in Education (Cert. Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs				Yes
Keywords: Cert Ed PGCE Certificate in Education Graduate Diploma Teaching in Lifelong Learning: Further, Adult and Community Education Learning Teaching in Art, Design and Communications				
Generic Certificates in Education (Cert. Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from HEIs in Wales				Yes
ISTD Certificate in Dance Education			Yes	
Keywords: ISTD Dance Imperial Society of Teachers of Dancing				
JEB Teacher Trainer Diploma in Information Technology Skills (2001-2002)			Yes	
Keywords: 2001-2002 JEB IT Diploma Information Technology Skills				

Lipreading Teachers' Certificate taken with C&G 7407 Stage 1 (City Lit 2004) Keywords: lipreading City Lit certificate 2004			Yes	
NVQ Level 3 in Direct Training and Support Keywords: "NVQ in Direct Training Support" "Training and Support NVQ" "C&G 7318 - 02"			Yes	
NVQ Level 3 in Learning and Development Keywords: "NVQ in Learning and Development" "NVQ in Learning" "Learning and Development NVQs" "City and Guilds 7318 - 01"			Yes	
NVQ Level 3 in Training and Development Keywords: Training and Development Level 3 NVQ	Yes		Yes if A1, D32 or D33 completed	
NVQ Level 4 Co-ordination of Learning & Development Provision Keywords: NVQ Level 4 CLDP CPLD C&G 7318 - 05		Yes	Yes if A1 or L16 completed	
NVQ Level 4 in Learning and Development Keywords: "NVQ in Learning" "NVQ in Learning and Development" "Learning and Development NVQs" "City and Guilds 7318 - 03"		Yes	Yes if A1 or L16 completed	
NVQ Level 4 in Training and Development Keywords: Level 4 Training and Development NVQ			Yes	
OCR Teacher Trainer Certificate/Diploma in Administration Skills (1994-2003) Keywords: OCR Certificate in Administration Skills OCR Diploma in Administration Skills RSA Certificate in Administration Skills RSA Diploma in Administration Skills Admin Certificate Admin Diploma	Yes		Yes if A1, D32 or D33 completed	
Professional Trainer Certificate (CIEH) Keywords: Professional Trainer Certificate (CIEH)	Yes			
RSA Teachers' Certificate in Office Studies 1992 -2006	Yes		Yes	
Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills for Life subject specialism Keywords: Skills for Life				Yes
Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL) 2000 Keywords: TESOL Trinity	Yes		Yes if A1, D32 or D33 completed	
Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL) 2004 Keywords: Trinity TESOL	Yes		Yes if A1, D32 or D33 completed	
Trinity College LCTL Diploma TESOL 2001 Keywords: Trinity TESOL LCTL			Yes	
Trinity College LCTL Diploma TESOL 2005 Keywords: TESOL LCTL Trinity			Yes	
Trinity Guildhall Diploma in Music Training - Associate Trinity College London - Instrumental/Vocal Teaching (2005 - 2008) Keywords: Music Teaching Diploma Trinity Diploma Vocal Instrumental Music Teaching Diploma ATCL Vocal Instrumental Music Teaching Associate Teacher Specialist Music				
Trinity Guildhall Diploma in Music Training - Associate Trinity College London - Specialist Music Teaching (2005 - 2008) Keywords: Music Teaching Diploma Trinity Diploma Specialist Music Teaching Diploma ATCL Specialist Music Teaching Associate Teacher Specialist Music	Yes		Yes if A1, D32 or D33 completed	
Trinity Guildhall Diploma in Music Training - Licentiate Trinity College London - Instrumental Vocal Music Teaching (2005 - 2008)	Yes		Yes if A1, D32 or D33 completed	

Keywords: Music Teaching Diploma Trinity Diploma Instrumental Vocal Music Teaching Diploma LTCL Instrumental Vocal Music Teaching Licentiate Teacher Instrumental Vocal Music				
Trinity Guildhall Diploma in Music Training - Licentiate Trinity College London - Specialist Music Teaching (2005 - 2008) Keywords: Music Teaching Diploma Trinity Diploma Specialist Music Teaching Diploma LTCL Specialist Music Teaching Licentiate Teacher Specialist Music			Yes	
UK Coaching Certificate Level 3 Keywords: Level 3 UKCC Level 3 British Horse society BHS ASA Amateur Swimming Association Sports Coach cricket golf hockey judo netball rugby league rugby union rowing squash table tennis triathlon			Yes	
University of Ulster Diploma in Further/Higher Education Keywords: Northern Ireland FE HE F/HE				Yes

(This table does not take into consideration levels or part equivalencies – for more details see SVUK Tariff of Qualifications (ITT) <http://tariff.svuk.eu/>)

Appendix B - Evaluation Sheet & OTL Report Form

Association Scheme for Observation of Teaching and Learning (OTL) – Observer's Pack (2007)

Evaluative Commentary Prompt Sheet

<p>Planning and preparation-comment on the extent to which:</p> <ul style="list-style-type: none"> -there is a well prepared Scheme of Work and Lesson Plan that address the range of learners' needs -learners have negotiated their goals and what they intend to achieve during the course/session -the session has clear and appropriate aims and objectives which the tutor explains to the learners -the session builds on previous learning -study skills and/or literacy, language, numeracy have been identified, cross-referenced and included as appropriate in learning outcomes
<p>Teaching and learning methods -comment on the extent to which:</p> <ul style="list-style-type: none"> -the tutor demonstrates sound, up-to-date knowledge of the subject -the tutor gives clear explanations and guidance -the tutor's style and communication skills engage and enthuse the learners -learners experience a varied and appropriate range of learning methods -learning activities are effective and challenging for learners, and are completed successfully -learners have opportunities to work independently and collaboratively -learners acquire knowledge, skills and understanding appropriate to the aims of the programme and their own aims
<p>Attention to individual needs-comment on the extent to which:</p> <ul style="list-style-type: none"> -there is identification and support of individual learning needs -the activities take account of the range of learners' needs and abilities -learning strategies and resources are inclusive -equality and diversity issues are handled appropriately -learners, as appropriate, are encouraged to draw upon and make links with their own experience -support staff are available as appropriate, have clear awareness of role and effectively support learners -learners receive impartial and effective advice and information on future learning
<p>Managing the learning process-comment on the extent to which:</p> <ul style="list-style-type: none"> -the session starts promptly -the pace and structure of learning is appropriate for the level of the course and learner group -the tutor creates a positive learning environment that promotes good working relationships enabling learning to take place -the interest of learners is engaged and sustained - they participate well and work productively -learners, as appropriate, carry out tasks and activities outside the learning session that enrich learning
<p>Assessment and feedback including use of RARPA</p> <ul style="list-style-type: none"> -learners starting points have been identified and responded to in course planning -tutors have clear criteria to assess the quality of students' work and their progress -learners know when their work will be reviewed and assessed (in ways appropriate to the course) -the tutor provides regular, appropriate and effective opportunities for checking learners' progress -learners receive regular feedback on their learning progress and achievement -learners build on and develop previous learning. make progress at least appropriate to their capacity and there is evidence of distance-travelled for each individual learner -the tutor keeps careful records of learners' progress and regularly updates learning records
<p>Resources, venue and equipment-comment on the extent to which:</p> <ul style="list-style-type: none"> -learning is promoted through effective provision and use of resources -accommodation and equipment are appropriate for purpose and used to best effect -safe working practices are promoted and maintained -learners have access to and make effective use of appropriate ILT learning resources
<p>Attendance-comment on the extent to which:</p> <ul style="list-style-type: none"> -learners attend regularly* and are punctual <p>* Observers will use the attendance on the Session Observation Report Form to inform judgement. Normally, a session with attendance below 75% would not be eligible for a grade above 'good' and attendance below 50% would not be eligible for a grade above 'satisfactory'. If attendance is particularly low on the day of observation, then the attendance record on the whole register would be used to influence judgement and this recorded in evaluation. If the type of course is one where regular attendance/punctuality is in itself an outcome of the course, then the effectiveness of actions taken by the tutor to encourage this would be used to influence judgement and this recorded in evaluation</p>
<p>Additional comments including feedback from learners:-</p>
<p>General development points</p> <p>These suggested developments WILL BE IN ADDITION TO Actions to address significant areas for improvement.</p>

Appendix C – Grading guidance for Observers

Association Scheme for Observation of Teaching and Learning (OTL) – Observer's Pack (2007)

GUIDANCE FOR OBSERVATION JUDGEMENT <i>[Adapted from Colleen Caldwell, Support for Success NW Project]</i>				
Performance Indicator	Outstanding	Good	Satisfactory	Inadequate
Grade	1	2	3	4
<i>Scheme of Work</i>	Comprehensive scheme includes course aims/objectives + sequenced teaching and learning activities, methods, resources and planned assessment. Detailed information which provides excellent insight into planned learning and progress	Good scheme, which clearly records sequenced teaching and learning activities, methods, resources and planned assessment. Provides a very clear insight into planned structure of learning and progress	Brief scheme lacking in some detail, but sufficient information to gauge planned outline of teaching and learning activities, resources and assessment	Very brief or no scheme of work available. Little more than a list of topics
<i>Lesson Plan</i>	Highly detailed - timing, structure and method. Excellent range of activities planned to meet different learning styles/needs. Excellent links to scheme	Good, clear structure - identifies resources and activities linked to different learning styles/needs. Clear contextual link to scheme	Acceptable outline of teaching method, learner activity and achievement. Some links to scheme of work evident	Sketchy with minimum detail, insufficient teaching and learning activities or little relationship to scheme
<i>Learning environment</i>	Professional learning environment, wholly relevant, fit for purpose, accessible and excellently and safely equipped	Good accommodation, fit for purpose, well laid out and resourced, accessible and safely equipped	Satisfactory accommodation, fairly basic but safe. Does not hinder learning	Inadequate for learning purposes and/or unsafe. May be noise, temperature, interruptions or insufficiently resourced or accessible. Hinders or prevents learning
<i>Introduction, aims and objectives</i>	Comprehensive introduction - aims and objectives explained, shared and displayed. Learners demonstrate very clear understanding about learning purpose	Clear aims and objectives shared with learners at beginning of session. Learners clear about learning purpose	Brief, general introduction. Learning aims/objectives basic but realistic in lesson context. Learners generally know what they will be doing	Little if any introduction. No clear aims and objectives stated or shared with learner. Learners unsure, confused or do not know what they will be doing
<i>Pace and structure of learning</i>	Pace clearly matches subject and learner level. Activities very well structured and timed to maintain interest and stimulate learning for all learners (buzz)	Pace matches subject and most learners' needs and level. Most activities well timed and structured	Overall pace promotes some learning and interest. Some activities insufficiently matched to learner/subject level	Activities lack pace/rigour and do not promote learning. Learners lose interest and concentration at some points. Many learners not stretched or over-challenged or confused or struggling to understand

<i>Identification and support of individual learning needs</i>	Highly effective identification of individual learning needs through use of learning style analyses + initial and diagnostic assessment techniques. Excellent support provided through differentiated resources and activities - extension work, structured group/individual work and in-class customised support (as appropriate)	Good identification of individual learning needs through learning style analyses + initial and diagnostic assessment techniques. Good individual support evident through development and use of resources, activities and support in lesson (as appropriate)	Some identification of individual learning needs through learning style analyses + initial and diagnostic assessment techniques. Some individual support evident through development and use of resources, activities and support in lesson (as appropriate)	Insufficient or no identification of individual learning needs. Little evidence of learning style analyses or initial and diagnostic assessment techniques. Insufficient or no support of individual learning needs in lesson - resources and activities insufficiently developed or amended to meet different learning needs or levels and/or insufficient support in class even though clearly needed
<i>Skills for Life - key/basic skills identified and cross-referenced</i>	Highly effective identification and cross-referencing of key/basic skills in lesson plan activities/resources. Shared with learners + evidence used very effectively in files and preparation for national tests	Effective identification and cross-referencing of key/basic skills in lesson plan activities/resources. Shared with learners + evidence used effectively in files and preparation for national tests	Some identification and cross-referencing of key/basic skills in lesson plan activities/ resources. Some sharing with learners + some evidence used in files and preparation for national tests	Insufficient or no identification and cross-referencing of key/basic skills in lesson plan activities/resources. Learners not informed or opportunities lost to inform them about key/basic skills evidence which could be used in files or preparation for national tests
<i>Learning methods</i>	Excellent range/creative approaches used to maximise learning and involve learners; highly appropriate for subject	Good range of learning methods used to engage learners and promote learning	Limited range but teacher makes some effort to vary approach and involve learners	Too much emphasis on 'chalk and talk'. Insufficient variety and involvement of learners. Learners are passive and disengaged. Teacher makes little (or no) attempt to match teaching methods to subject or learner needs
<i>Checks on learning/ questioning skills</i>	High effective clearly focused questioning skills used to check knowledge/progress throughout	Good questioning used to enhance and check learning throughout	Questions used to recapitulate, consolidate and confirm learning but some opportunities lost through lesson	Ineffective, insufficient or no questioning of learners knowledge or progress
<i>Links in the learning</i>	Previous knowledge and experience referred to throughout. Very clear links drawn out to reinforce/promote learning especially in relation to linking theory and practice in vocational areas	Previous experience/ knowledge referred to and used to introduce new material in the lesson. Links between theory and practice stressed throughout	Some attempt made to link new material with previous knowledge or experience and to link theory and practice	Little or no attempt to link new material with previous knowledge and/or experience. Previous learning not checked, tested or referred to and insufficient reference to links between theory and practice
<i>Learning materials/ resources</i>	Excellent range + high quality (creative) materials clearly presented + well used to promote learning. Very effective (extensive) use of learning technologies	Good range of materials and resources + effectively used to support session content and promote learning. Effective use of learning technologies	Satisfactory resources and learning materials. Support learning but ordinary - worksheets etc. Some use of learning technologies	Insufficient or inadequate resources to support learning. Little (or no) use of learning technologies

<i>Inclusive learning strategies</i>	All teaching and reference materials promote inclusion through highly effective use of diverse examples. Teacher models best practice through use of inclusive language, attitudes and terminology	All teaching and reference materials support inclusion through effective use of diverse examples. Teacher models good practice through use of inclusive language, attitudes and terminology	Teaching and reference materials demonstrate knowledge of inclusion through use of some diverse examples. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes	Little or no knowledge of inclusive learning principles. Teacher uses inappropriate or offensive language, terminology and attitudes. Resources use stereotypical, inaccurate and/or offensive examples
<i>Teacher style and communication skills</i>	Passionate about subject. Outstanding oral presentation skills which engage learners and promote sustained motivation and concentration. Positive verbal/NVC - strong voice, fluent speech patterns, clear eye contact, enthusiastic manner and open body language and expression	Animated delivery shows a good level of commitment and energy and holds learners interest. Good presentation skills which promote motivation and concentration. Teacher demonstrates effective verbal/NVC skills	Moderate enthusiasm for subject. Delivery clear but may lack in 'sparkle'. Oral presentation skills are satisfactory. Teacher uses generally appropriate verbal and NVC skills	Ineffective or unenthusiastic delivery which does not engage learners. Some of the teacher's verbal/NVC skills are ineffective or inappropriate - eye contact, voice, speech, manner, attitude, body movements etc. Learners bored, disinterested or disengaged
<i>Teacher knowledge</i>	Very knowledgeable and up-to-date in subject area. Very effective reference to vocational/professional examples (where appropriate) to interest learners and extend their awareness	Clearly knowledgeable in subject area + uses relevant vocational/professional examples to good effect in the lesson	Generally knowledgeable in subject area but some professional updating would improve interest/quality	Displays a confused, inaccurate or inadequate grasp of some aspects of subject area.
<i>Management of learning</i>	Highly effective group/individual management. Clear directions + health & safety stressed throughout. Behaviour and standards professionally and vocationally appropriate + demonstrate high mutual teacher/learner value/respect	Good management of group activities. Clear instructions + good emphasis on health and safety. Relationships in the lesson reflect vocational/ professional context. Teacher and learners clearly value and respect each other	Satisfactory management of group. Health & safety appropriate. Instructions generally clear. Appropriate working relationships overall	Ineffective management of group/ individual activities. Instructions not always clear; teacher cannot impose him/herself. Inappropriate noise levels, learners not always listening or responding and/or ineffective or inadequate management of health & safety. Some lack of respect or value evident
<i>Review/recap/ summary of learning</i>	Highly effective review of learning at intervals throughout lesson+ very clear (and creative) summary linked to learning aims/objectives and to next lesson	Good review/recap at points in the lesson + clear summary of learning progress at end of lesson with reference to next	Some review of learning +brief summary at end of lesson and brief reference to next lesson	Insufficient or no review of learning and/or insufficient or no summary at end of lesson + little or no reference to next lesson
<i>Effectiveness of assessment</i>	Assessment is rigorous and well organised. The outcomes are effectively used to plan further learning and training. Teachers make effective comments on learners work so that they know how well they are doing and what they have to do to improve	Assessment is well organised. Outcomes are well used to plan further learning and training. Teachers make relevant comments on learners work so that they know how to improve	Assessment is adequate. Outcomes are used to monitor progress and plan further learning and training. Written comments on learners work help them to understand what has gone wrong and what they need to do about it	Assessment is inadequate and is insufficient to monitor progress and plan further training. Feedback is limited or insufficient and some learners do not know what they have to do to improve
<i>Learner involvement and response</i>	All learners actively involved and engaged. Highly motivated, interested. Ask and answer questions well. High levels of co-operation,	Good involvement and engagement of learners. Good level of interest and concentration. Some examples	Satisfactory involvement and engagement of learners. Stay on task for majority of lesson. Answer	Insufficient or no involvement or engagement of learners. Learners told what to do and when to do it. Relatively passive. Limited

	interaction + learners use/take initiative in learning and take responsibility where appropriate	of effective co-operation, interaction and initiative	questions; do what has to be done and nothing more	concentration and interest. Some learners bored and showing it.
<i>Attendance and punctuality</i>	Learners display commitment to learning through excellent record of attendance and punctuality (90%+ attendance and exemplary punctuality)	Good attendance and punctuality records (85% attendance + all/nearly all learners on time)	Satisfactory attendance and punctuality (75% and above attendance and most learners on time)	Unsatisfactory attendance and punctuality (less than 75% attendance + pattern of low attendance overall. Unsatisfactory punctuality - less than two thirds present at start of lesson)
<i>Standard of learning</i>	Outstanding standards of work. All learners demonstrating excellent knowledge and skills which illustrate working above standard for level and stage of programme	Good standards of work. Learners using good skills working at and beyond standards of level and stage of programme	Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme	Unsatisfactory or inadequate standard of work. Level of knowledge and skills demonstrated inappropriate for stage and level of programme. (Some) learners not likely to achieve learning outcomes/qualification on basis of knowledge /skills displayed

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