

Case study for projects

ABOUT YOUR PROJECT

1. Project title

Innovative and flexible approaches to teacher training and CPD in the Post Compulsory Sector

2. Project summary (max 50 words)

This may be the same as in the original submission, but please amend in light of changes you may have made during the duration of the project.

The aim of this project is to enhance the choice of routes for Initial Teacher Training and CPD that support the needs of the learners, employers and staff development managers. It is also intended that, through high quality professional development, the standard of teaching in the sector will be enhanced. Through the creation of a flexible framework, which gives the opportunity to build awards on a modular basis teachers/trainers, those who manage teaching and learning environments and staff development budgets will have the opportunity to plan learning events at a time and pace to meet their individual and business needs.

The framework will also support the CPD needs in line with Advanced Practitioner up to masters level. It was intended to recruit 20 trainee teachers to this pilot year beginning September 2012, however, as a result of the Lingfield report, 'Professionalism in Further Education' which suggests the revocation of mandatory status for teacher training in the sector as one of its findings, the engagement by individuals and employers was at best reticent. They expressed that they would wish to read the final report before embarking on any further training.

3. Your ITE provision (approx 200-300 words)

Describe the ITE provision you are offering from September 2012, including as a result of the project: number of students (predicted or estimated if not confirmed), accreditation, delivery methods and target audience

The Framework

Labour market research has clearly demonstrated that, to meet the needs of all teaching professionals and their employers, a flexible framework approach would engage all those involved and therefore aid retention and the quality of delivery within the sector.

In order to meet these requirements, the framework had been designed and validated to incorporate both full programme delivery and the opportunity to build qualifications via single module registration over a period of five years. It was pertinent to offer this opportunity not only to current PCET provision but also to those who wish to enhance and advance their professional status.

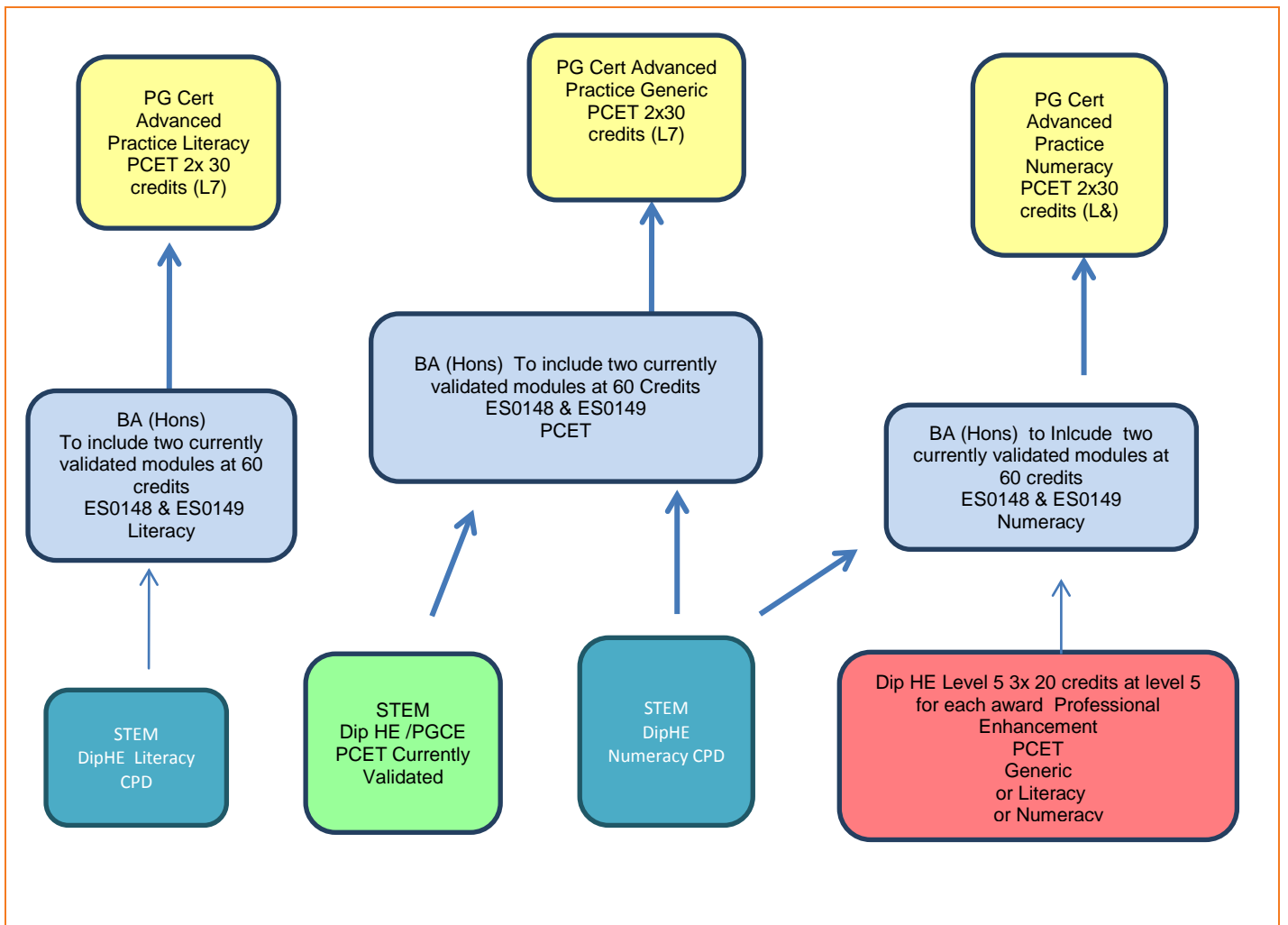
The framework also allows those who wish to undertake professional development without certification. All modules can be taken through an attendance only model (no summative assessment required) at a lower cost. Should the student then wish to achieve accreditation, they have a window of one year to return to take the summative assessment.

The modules within the framework will be taught alongside each other, for example, the level 5 and 6 'introduction to coaching and mentoring' will be taught in the same semester at the same time. However, because of the level of synthesis required at level 7, these modules will be taught in the same semester but will be taught alone.

Running through the framework are key features:

- Reflective Practitioner – you are encouraged to critically reflect upon your practice. Every module requires you to carry out something practical within your workplace relating theory to practice within the overarching assignment.
- Assessment for Learning, formative peer presentations and communities of enquiry will give the opportunity to share practice and gain feedback on your achievements and areas for development. This is designed to build professional confidence within the learning environment.
- The individual as change agent – giving the opportunity to explore your practice and make changes to support the needs of learners..

An example from the framework below demonstrates the opportunity for progression to full awards



4. Resources used *(you may decide upon the level of detail to be provided here)*

Outline the resources used to run this provision (outlined in 3 above) including: teaching time, resources used, tutoring/mentoring etc.

Where possible please provide a cost for these resources.

- Market research took longer than initially anticipated because of the reluctance to participate because of the Lingfield report. What was initially hoped to be an on line questionnaire, followed by simple analysis and a range of network meetings became one to one interviews gathering both qualitative and quantitative data.
- Design and validation of this framework was extremely time consuming and had a major staffing requirement in order to get this through for a September start in terms of hours this would equate to approximately 500hours with a further 300 hours for the preparation of the content for the range of modules. A positive result from the results of the market research above was to validate for two entry points per year, the second being in January. This was to support the needs of organisations waiting for funding to be confirmed before embarking on training.
- This was followed by a marketing campaign which involved the design and production of a flyer that would be accessible to all of the possible participants in the project eg. teacher, trainers, employers and staff development managers. The original budget for this was exceeded in that it was now recognised that the scale and coverage in terms of employers of teachers/trainers in the region was in excess of 500 hours

The bullet points above were over and above what we had first envisaged at the beginning of the project. However, this has significant value as we will continue to ensure that, through the development of the framework, we, as a university are ready to respond to the changes suggested by Lord Lingfield, Ofsted and the standards agencies for the post compulsory sector. This flexible approach, which can be tailored to meet the diverse needs of the sector, seems to be fit for purpose in the coming years.

5. Achievement against aims and objectives of project, and lessons learnt *(approx 400 words)*

The main purpose of these projects was to set up new sustainable models of delivery of ITE (DTLLS and equivalents) which will:

- support providers to develop new and sustainable models of delivery to the highest quality standards;
- create efficient models of delivery, while maintaining fitness for purpose, with a focus on creating excellence in teaching and learning;
- develop ITE provision which is attractive, and affordable, to new trainees and employers and stimulate new partnerships and increased co-operation between subject associations, employers and providers.

Please comment on how well you believe your project has addressed these overall aims and objectives by answering the questions below. Any supporting evidence will be welcome here.

- What lessons have I learnt in terms of efficiency, quality improvement, costing and affordability?
- How can I implement the outcomes from this project in other similar provision?
- In what ways has technology been used to support the delivery? What advice would you give in terms of where it should be used and in what ways? (Answer only if applicable.)
- What should be avoided? What doesn't work?

Lessons learned:

Consultation with training providers/employers has confirmed the initial premise of the project: a more flexible framework, rather than the current model of a 2 year part-time delivery, would appeal to employers and potential trainees. Employers particularly welcomed the possibility of progression – encouraging staff to take the initial module in-house; having gained confidence

they would take further modules at the university.

The university recognises the value of more flexible provision, with the opportunity for widening participation, particularly for mature students. The university did offer to match-fund places but this was not successful. The validation process was achieved within the short timescale because of the extra staff time allocated and the framework was building on a previously established model.

Costing by module is a more affordable option for trainees and employers.

The 1:1 interviews showed that the employers were concerned about the proposed deregulation of qualifications in the sector. They were, therefore, reluctant to commit training budget or staff time to qualifications that may not be required. They still wanted their staff to be trained and bespoke modules were therefore, potentially attractive. They were not aware of the BIS response and the proposed FE Guild. Those providers that were part of a national body supposed that this may have been discussed at a national level but they were responsible for local training needs. Potential trainees were concerned about which qualifications would give them employability across the sector and the uncertainty of loans from SFE.

Implementing the outcomes:

The main focus of this project was the DTLLS provision, but the principle has also been applied to the BA (Hons) and the English and Mathematics teaching qualifications (see framework diagram).

Technology:

The use of technology has not been the focus of this project. The use of the Virtual Learning Environment (blackboard) is a key feature of all our provision, with excellent electronic access to a wide range of resources. These would be available to all students and induction sessions are delivered at the start of any study.

To be avoided:

The marketing of the framework was carried out in a different way from the usual department policy. A flyer was developed and information posted out to 500+ training providers in the North East region. Information was also sent out by email. Despite the cost and staffing hours there was little response. Direct contact was then made by email with employers known to our team. This resulted in positive feedback but few applications. A network meeting was proposed but given the timing (July/August) a large cohort could not be recruited. 1:1 meetings were then arranged with employers who were regionally based but part of a national network. This was the most successful approach.

6. Advice to others

This case study will be made available to other providers via the Excellence Gateway. Please outline any advice you would wish to give to others who may be inspired to develop a similar model by answering the questions below. Where possible please highlight any resources (publicly available) that may be of use to others.

- What difference has this project made to our knowledge of running affordable and excellent ITE programmes as an organisation?
- What, if any, further developments are you considering as an organisation following on from this project?
- Will this project result in sustainable improvement? If so, how?
- How can the lessons learnt in this project be applied to other provision?
- What lessons are there about the strategic use of technology for ITE?

This project has given us an opportunity to enhance the provision that has been well established in this region for many years. Our target group of trainees has always been in-service teachers from a range of providers: training providers, voluntary sector, specialist colleges, adult and community learning, vocational teachers, police, health, as well as FE colleges. The employment situation in the North East is currently uncertain and many of our trainees have been concerned about their contracts of employment. This flexible framework gives them the opportunity to access HEI courses (not franchised) at levels 5, 6 and 7 at a competitive price.

Promotion of the framework has continued and an additional enrolment date in January 2013 has been agreed. Dual enrolment will continue next year, to meet the contracting timetables of the training providers.

The promotion of our CETT expertise in inclusion is being considered as one of the pathways within the framework.

A partnership with one of the work based providers is being considered for future development work.

Given the current uncertainty regarding qualifications in this sector, this framework provides us with an excellent opportunity to offer bespoke teaching qualifications that meet the needs of trainees, employers and the national recommendations.

Other HEI provision needs to be aware of the need for flexibility and the time it can take to go through validation and quality assurance procedures.

7. Contact information

Please provide contact information of the author of this case study and state whether you are willing to answer queries from others.

Pauline Jeffrey
Diana Spurr

8. Resources available for others

Please provide details of the resources that can be made available to other providers as a result of this project. Examples may include teaching and learning resources, handbooks, spreadsheets to calculate costs, flyers and recruitment materials, procedure documents etc. These should be referenced in this report and submitted at the same time.

Recruitment materials - Framework Flyer