



# Shaping the FE workforce of the future nationally, implementing locally

Alison Twiney and Angela Joyce  
Lifelong Learning UK



# Objectives for this seminar session

- To give governors an overview of workforce developments in the further education sector including:
  - Development of the Workforce Strategy for the Further Education Sector in England 2007-2012
  - Teaching qualifications reforms
  - Developments in Leadership and Management
- To seek views from governors on the format and content of the Workforce Strategy Implementation Plan



# Why is workforce development important?

To achieve the strategic mission of a college by:

- supporting individual learners of all ages to achieve successful learning outcomes
- providing employees and employers with high quality knowledge and skills
- working with local communities and multi-disciplined partnerships to support local communities and improve social cohesion
- stimulating demand for learning from all parts of community including groups currently under-represented or under-achieving

**Skills**  
FOR BUSINESS



Skills for Learning Professionals



## Features of a successful further education sector

- Renowned for excellence in services offered to businesses, learners and communities
- Increasing the number of 16-19 year olds staying in learning and training
- Successfully delivering the 14-19 curricula and qualifications and new Qualifications and Credit Framework qualifications for adults
- Increasing take up of learning, particularly from those currently under-represented or having low skills levels
- Continuing to improve the quality of learning outcomes and success rates for young people and adults



## Vision for the FE Sector Workforce (1)

- Fully-professional, responsive and modern, and capable of operating effectively in a learner driven skills environment
- Well-trained and developed with flexibility to embrace new roles and ways of working with different partners and in different locations
- Able to draw on the excellent practice demonstrated by the best providers so that all providers can develop
- Be confident in itself as world class providers of high quality learning and training



## Vision for the FE Sector Workforce (2)

- Be reflective of the diversity of learners and employers served
- Benefit from outstanding leadership across all providers and the sector as whole, and be able to inspire and motivate
- Develop a culture of continuous improvement in the context of a self-regulating environment.



## **Ambitious aims for the FE system workforce by 2012 (1)**

- An outstanding level of leadership across the board
- A fully-qualified teacher/tutor/trainer workforce who are professionally registered
- All employers in the FE Sector signed up to the Skills Pledge
- A commitment to continuing professional development for all staff and all full-time teachers having up to 30 hours of CPD a year
- A diverse workforce, with increased participation at all levels from groups currently under-represented



## **Ambitious aims for the FE system workforce by 2012 (2)**

- The growth of new professional roles focused to deliver Leitch, 14-19 curriculum and other national ambitions, and for these to be underpinned by suitable standards and qualifications
- Sector skills shortages anticipated and minimised
- Nationally formulated/capacity models for the sector
- Colleges and providers having effective human resource management and systems in place
- Information, advice and guidance in place to support individual development



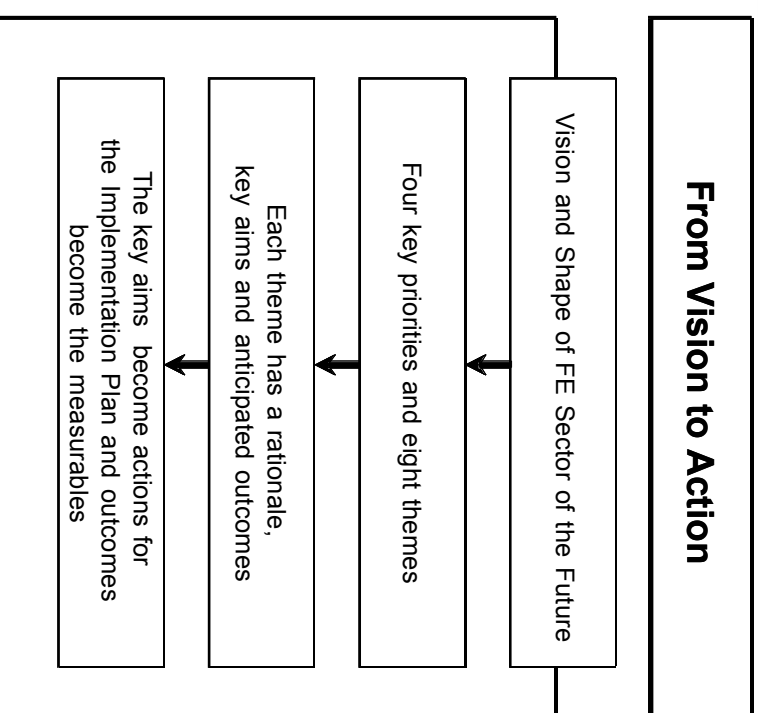


# The first FE Sector Workforce Strategy - aims

- Articulate a vision of the future FE workforce
- Gain commitment for key strategic workforce aims and anticipated strategic outcomes
- Develop an Implementation Plan which identifies future strategic actions
- Through the Implementation Plan, present a coherent map of the current, planned and proposed workforce development activities for all parts of the sector
- Recognise the current volume of activity at every level in the sector and build on partner strategies
- Be owned by the sector

# Workforce strategy and implementation process

## From Vision to Action





# FE Sector Workforce: Four Priorities

1. Understanding the nature of the workforce
2. Attracting and recruiting the best people and improving the sector image
3. Retaining and developing the modern, professionalised workforce
4. Ensuring equality and diversity is at the heart of strategy, policy making, planning and training




# Workforce Strategy Timetable

Initial consultations with stakeholders	May 07
LLUK Web-based consultation	31 July-30 Sep 07
National and Regional consultations	Sept-Oct 07
High Level Summit Event	Nov 07
Consultations on Implementation Plan	Nov 07-Feb 08
Final Workforce Strategy published	Dec 07
Draft Implementation Plan published	Jan 08
Formal Launch of the Strategy	Jan 08
Final Implementation Plan published	Mar 08



# Implementation Plan

- Crucial that this identifies actions which will be meaningful to those working in all parts of the FE system
- Includes recognition of work already underway which meets strategic priorities
- Outlines planned outcomes and how these will be developed or implemented



# Update on the teaching qualification reforms

## **DfES Policy Document Equipping our Teachers for the Future 2004 (England) - key points:**

- Weaknesses in ITT for the sector highlighted by Ofsted in November 2003
- Proposals to achieve a step change in the quality of teacher training by:
  - setting new standards for teachers across the learning and skills sector
  - initial award (passport) as basic minimum qualification
  - introducing a new offer for trainee teachers, leading to Qualified Teacher, Learning and Skills (QTLS) status



# FE Teaching Qualifications Regulations 2007

- ‘full teaching role means a teaching role that carries the full range of teaching responsibilities... and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.’

- ‘associate teaching role means a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role....’

# New qualifications for teachers in the sector in England

Qualifications developed within a credit based framework

## **Initial Award (PTLLS)** for all teachers

- Minimum level 3
- Mandatory 6 credit unit (minimum 30 contact hours)
- Free standing or 'embedded'

## **Certificate (CTLLS)** for teachers in a role with limited responsibilities

- Includes initial award
- Available at level 3 and level 4
- 24 – 36 credits (18 mandatory)

## **Diploma (DTLLS)** for teachers in a full teaching role

- Includes initial award
- Minimum level 5
- 120 credits (90 mandatory)






# Underpinning quality

## Includes:

- Basic minimum standard for all teachers in the sector
- Review and rationalisation of existing qualifications through the unitisation process
- Evaluation of tests and trials/ identification and dissemination of best practice
- SVUK endorsement processes
- Period of professional formation
- Professional status conferred by the Institute for Learning (IfL)
- Centres for Excellence in Teacher Training (CETTS)
- Good practice materials available on the QIA Excellence Gateway e.g. Gold Dust Project, Mentoring models, Subject Learning Coach, ALL – Excalibur



# The need for effective leaders and managers

- The Leitch review predicts - between 2004 and 2020, 890,000 new managers are needed
- UK Productivity and Competitiveness Indicators show UK managers lag behind France, Germany and the US in terms of management quality
- LLUK's research for the Sector Skills Agreement identifies leadership and management skills as key
- Aim that by 2020, at least 50% of managers should be qualified in management to L4 or higher




# Leadership and Management standards review

- Without contextualised leadership and management training, managers and other staff (with management responsibilities) will not be able to deliver the changing needs evolving within the individual constituencies.

## **Approach to development:**

- Use of generic MSC standards to produce a ‘user guide’
  - case studies demonstrating uses of the standards to underpin a whole organisational approach to quality improvement



# LLUK leadership and management developments

## CATALYST

***Business Talent:*** designed to encourage highly effective leaders from beyond the sector to come in to FE

***Make a Difference:*** designed to recruit highly-motivated graduates or graduate-calibre individuals from beyond the sector and fast-track the same within the sector

## BENCHMARK ROLE SPECIFICATIONS FOR PRINCIPALS

Linked to standards, and the foundation for Principals' qualification, developed through CEL



## Potential future activities – leadership and management

- Development of promotional materials
- Roll out of a TNA tool
- Bank of additional case studies
- Promotional campaign
- Leadership and management envoys to assist organisations and individuals to apply the standards
- Lobbying inspectorates to embed standards into inspection regime
- Review of standards for Governors and Clerks?



# Your views?

- What do specific development needs do governors have around workforce issues?
- How might these needs be addressed through national initiatives or actions?
- How would you as governors want to be involved in developing any such initiatives or actions?



## Contact us

**Alison Twiney**

**[alisontwiney@lluk.org](mailto:alisontwiney@lluk.org)**

**Angela Joyce**

**[angelajoyce@lluk.org](mailto:angelajoyce@lluk.org)**

**Information and Advice Service:**

**020 7936 5798**

**[www.lifelonglearninguk.org](http://www.lifelonglearninguk.org)**