



Department
for Business
Innovation & Skills

**FURTHER EDUCATION
WORKFORCE STRATEGY**

The Government's Strategy
to Support Workforce Excellence
in Further Education

JULY 2014

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Foreword



The challenges we face today from global competition and emerging economies demand action. If we are going to meet the skills needs of tomorrow, we need to be giving people the right skills today. This is not just an economic necessity, but vital to ensure all citizens can fulfil their potential.

I set out in “Rigour and Responsiveness in Skills” (April 2013) how we will accelerate our reforms to the skills system, to drive up standards and raise expectations.

The success of this depends on the people in further education – leaders, teachers and support staff. We need to support and encourage them to excel: in leadership and governance; in teaching and learning; in providing a clearer line of sight to work and closer engagement with business; and in using technology effectively in teaching and learning. Delivering excellent teaching and learning for all learners, including those with special educational needs, raises challenges for all parts of the sector. This is particularly so in maths and English, where there is now a broad consensus that we must raise our game as a nation in all phases of education.

The best of our FE sector is truly world class. We need to raise standards amongst all teaching staff to that of the best in the sector. This paper sets out the challenges and the priorities as Government sees them, and what we are doing – and will do – to help FE excel. FE colleges and other providers need to develop and drive forward their own strategies for meeting the workforce challenges facing them. I hope this paper will encourage them to do that.

The challenges are huge and success depends on working together. But the rewards are also huge. If we are successful, much more of our FE will be truly world class and more people will be given the skills they need to succeed.

A handwritten signature in blue ink, which appears to read "Matthew Hancock". The signature is fluid and cursive.

Matthew Hancock, Minister of State for Skills and Enterprise

June 2014

Introduction

1. Those who lead and teach in the further education (FE) and skills sector play a crucial role in serving people and employers in their communities and raising educational and skills levels – thereby directly supporting both economic development and social mobility. FE’s special focus is on bridging the link between school and work – supporting people to gain the vocational qualifications and skills they need to secure and progress in employment or learning. In many cases this requires inspiring and educating a diverse range of young people including those with special educational needs (SEN), or those who have left school disengaged and without qualifications. And it requires engagement with employers at all levels.
2. The FE sector has moved into a new era, with a fundamentally different relationship with Government. Colleges and other FE providers, including prisons, young offender institutions and adult education services (collectively referred to as FE providers in this document) have been freed from Government control, with far fewer bureaucratic burdens and clear responsibility to raise standards and respond better to local needs. Within this context, the sector has established the Education and Training Foundation (the Foundation) to work on its behalf. Its key task is to identify priorities and develop appropriate responses to boost the professionalism of the whole sector, including adult education services and prison education, and improve the quality of governors, leaders and teachers, and of teaching and learning; and by doing this, to enhance the esteem in which the FE sector is held.
3. Government has a strong interest in the development of an excellent teaching workforce across both the schools and FE sectors. This strategy reflects a commitment from both the Department for Business, Innovation & Skills and the Department for Education to work closely to ensure that all learners are taught by the best teachers, wherever they study. Although FE providers are independent organisations responsible for their own workforce, we recognise that a high calibre, effective FE workforce is crucial for the successful delivery of a range of Government policies and for the success of the economy. The Foundation has published the 2014 Professional Standards for teachers and trainers and these will play a key role in helping leaders, managers and teachers in their drive to continually improve the quality of provision.
4. We have set a new level of ambition for the sector for the attainment of maths and English for post-16 learners so that any young person without a good pass in GCSE at age 16 (currently defined as a grade C or above, but yet to be determined for reformed GCSEs) should be supported to achieve this. The central role of attainment in maths and English for future employability was reiterated in Doug Richard’s review of apprenticeships.
5. Maths and English GCSEs are being reformed to make them both more stretching and more relevant to employer needs. They will take account of real world contexts and provide greater assurance of literacy and numeracy. From 2017, the new GCSEs will become the national standard qualifications for full-time 16 to 19 year olds who did not achieve a good pass in these subjects by age 16. By 2020, our ambition is that adults aged 19 and over and apprentices of all ages will be working toward achievement of the new English and maths GCSEs. Functional Skills qualifications will still be available, as stepping stones to GCSE achievement and in Apprenticeship completion requirements.

6. The requirement for students without A*-C in maths and English to study towards achieving a good GCSE will become a funding condition from the 2014/15 academic year. From the 2015/16 academic year, this will be strengthened so that full-time students with prior attainment of grade D in maths and/or English must study GCSEs rather than stepping stone qualifications. From 2017/18 we want the new GCSEs to become the national standard qualification in maths and English at level 2. The final requirements will be set nearer the time, informed by the outcomes of Ofqual's consultation on grading standards for reformed GCSEs. The new 16-19 accountability regime which measures the progress students make towards achieving GCSEs will enable young people and their parents to compare performance across different providers. Ofsted in their inspection of schools, colleges and other settings will also pay particular attention to the specialist teaching of maths and English and the progress being made by students relative to their prior attainment.
7. Giving all young people the opportunity to achieve highly valued qualifications in maths and English has significant workforce implications for the sector. The sector has moved quickly to expand the provision of maths and English to the 40% of students who failed to achieve these subjects at school. But the challenges now are to increase the proportion of these students that go on to achieve qualifications at level 2 and beyond, and to prepare for the introduction of new, more rigorous but more practically focused GCSEs.
8. Alongside this, a number of other critical factors require the sector to look at the quality, effectiveness and efficiency of its existing workforce and take immediate action to drive excellence in teaching and learning:
 - Ofsted reports show that whilst the sector is improving, there is still too much poor quality provision and too many students fail to progress beyond level 1 to obtain the qualifications, or develop the skills, which they will need to secure employment.
 - Ofsted's 2012/13 annual report indicated that lack of responsiveness to local employment needs was also a real concern.¹ The report of the independent Commission on Adult Vocational Teaching and Learning (CAVTL)² published in March 2013, called for vocational learning to have a clear line of sight to work and for business to be more involved in the design and delivery of the curriculum.
 - CAVTL also emphasised the need to take account of the impact of technology in the global business environment.
 - Outcomes for young people with SEN are particularly poor (in maths and English and more generally). From September 2014, important new responsibilities will be placed on colleges and independent specialist providers to support young people with SEN in achieving their aspirations.

¹ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5

² <http://www.excellencegateway.org.uk/node/26611>

- Recruitment and retention data for the workforce reveals significant and growing difficulties in filling vacancies in some key occupational groups, especially maths, science and engineering. The sector also has difficulty in attracting the best new graduates. As part of the development of this workforce strategy, the Government will work with the Foundation to understand more about the drivers of the FE teaching workforce and patterns of provision across the country, taking account of demand for the same set of knowledge, skills and competences in schools, higher education and other business sectors.
9. This paper sets out the Government's strategy for supporting FE providers to address the staffing challenges facing them. The Government's overarching objective for this workforce strategy is to improve the capability and capacity of the leaders, teachers and trainers and support staff in the sector so that all learners receive consistently high quality teaching and learning and more young people and adults leave FE with a level of qualifications which both reflects their potential and enables them to take up employment and/or progress in education and careers.
 10. The strategy will be updated and the initiatives reviewed as new data becomes available that gives a fuller picture of FE workforce needs and of the impact of the current maths and English incentive schemes on the quality of teaching. The first update is expected in 2015.

Section 1: Key Strengths of Further Education

11. The FE sector has many strengths. It provides a vibrant and diverse educational offer between school, work and higher education, delivering both economic and social improvements. At its best, the FE sector:

- provides high-quality teaching to a wide range of learners including some of the most disengaged;
- has a highly committed, flexible workforce many of whom have business and industry backgrounds and experience – this helps the sector to be responsive, able to work with employers and others to respond to immediate and future training needs;
- brings together educational expertise and employer know-how, putting learning in context and making it relevant for the workplace;
- provides a focus for the local community – many colleges and adult education services provide an important social role for their local communities as well as education and training;
- offers wide choice to learners and to large and small employers – most areas have a range of colleges and other providers offering flexible courses in different vocational subjects, although some rural areas may be less well served;
- is highly autonomous and independent, enabling it to decide what is right for the local area and secure investment both locally and nationally;
- gives a second chance to those who failed (or whose circumstances caused them to fail) at – or have been failed by – school;
- provides routes into higher education, both academic and vocational;
- is high quality – with over two-thirds judged by Ofsted to be good or better; and
- is recognised globally – with many colleges attracting overseas students and others extending their offer into other countries.

Section 2: Key Challenges for Further Education

12. The strengths of the sector listed in the previous section are, however, not displayed consistently by all providers, with too many falling below the required standard – the standard learners and employers expect and deserve. A number of issues need to be recognised and addressed in order to further strengthen the sector. The FE sector and its workforce need to be the best possible so that they can drive economic growth and social mobility. To do this, many providers need to raise their game and aspire to outstanding performance; and outstanding providers always seek further improvement.
13. The key issues facing the FE sector are:
- Too much teaching is not good and does not equip learners sufficiently. This is especially true in maths. Too many teachers do not have the level of professional skills or subject knowledge needed in the key areas of maths and English, or the confidence and capability to secure good outcomes for students with SEN. The 2012/13 Ofsted annual report found that maths and English remained a significant concern with high levels of poor progress and poor attainment among students. Foundation maths was one of the weakest subjects in FE colleges.³ Serious and sustained investment in maths knowledge and skills is needed by the sector and by employers and society in general. Providers need to do more to ensure young people have basic skills and are employable. A 2011 Ofsted survey on progression of post-16 for learners with learning difficulties and disabilities judged only half the lessons they observed to be good or better.⁴
 - Leadership and governance is not always as strong as it needs to be. Nearly half of providers inspected by Ofsted between September 2012 and August 2013 were judged as requiring improvement or inadequate on the effectiveness of their leadership and management. In the same period, Ofsted judged 'leadership and management of learning and skills and work' to be inadequate or requires improvement in 58 per cent of the prison reports published by Her Majesty's Inspectorate of Prisons, emphasising the clear need to engage prison education in the plans described in this strategy.
 - There needs to be more widespread engagement with and involvement of employers. In its 2012/13 annual report, Ofsted reported that there is still too much provision that is not responsive to local employment needs⁵. Vocational provision should more consistently demonstrate a clear line of sight to work, shaped by

³ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p20

⁴ <http://www.ofsted.gov.uk/resources/progression-post-16-for-learners-learning-difficulties-and-or-disabilities>, p7

⁵ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5

genuine collaboration with employers who are actively engaged in designing the curriculum, qualifications used and facilities, and delivered by teachers and trainers with up-to-date occupational and teaching expertise. This is a two-way street.

- FE is not seen as a sufficiently attractive career option. It isn't attracting enough of the best young graduates to replace those teachers who are coming up to retirement; it is not as immediately attractive as teaching in schools or working in industry. And there are skills gaps. There are too few specialist teachers in the key areas of maths and English and insufficient support from the wider workforce for the work of maths and English specialists. The sector struggles to fill vacancies in some key occupational groups and to keep vocational education up-to-date and relevant in order to meet skills gaps in the economy (particularly higher vocational skills). The Government's Infrastructure Plan, and our growth objectives for industrial strategy sectors, will increase the demand for these skilled individuals further, making it harder still for colleges to recruit suitable individuals.
 - Technology isn't being used consistently and effectively to support teaching and learning and improve outcomes for learners. It should be used to help deliver the best available content from the best available teachers (as recommended in the Perkins Review of Engineering Skills⁶) and to free up teachers' time to concentrate on higher value activities such as mentoring.
14. These indicate that more needs to be done to identify excellent provision and effective practice, to learn the lessons from this and to disseminate these lessons to those institutions that are not yet performing at the highest level across the board, but particularly in the key areas identified above.

⁶ <https://www.gov.uk/government/publications/engineering-skills-perkins-review>

Section 3: What We Want to Achieve

What excellence looks like

15. We want all providers to strive for excellence. If the action plan in this strategy is successful, in the future we will have an FE sector where excellence is the norm, that looks like this:
- Consistently high standards of governance and leadership, ensuring that the offer is right for the people served, through partnerships with learners, employers and the local community.
 - Effective challenge is a cornerstone of good governance. Boards have access to comprehensive information on performance and are well-informed about the wider policy environment to fulfil their responsibilities.
 - Leaders inspire people to aim for the very best standards, delivering provision that is outstanding or on the way to outstanding, with objectives to secure the best outcomes for learners whether their destination is employment or progression through learning. The 2014 Professional Standards will be instrumental in helping leaders, managers and teachers to improve quality of provision and support positive outcomes for learners.
 - Teaching and training is rigorous in its quality and responsive to need. Teachers and those who support teaching are aware of the crucial role they play in serving the people and employers in their communities. They deliver excellent teaching and learning as evidenced by high levels of student and employer satisfaction, close and visible involvement of businesses in the design and delivery of the curriculum, outstanding inspection results and excellent outcomes for learners and employers.
 - Learners benefit from high expectations, support and motivation of teachers and staff and achieve excellent outcomes. They all make progress relative to their starting point and learning goals. Achievement gaps between different groups of learners are narrow. Learners progress to higher level qualifications and into jobs and careers that meet local and national needs.
 - Businesses hold FE in high regard. They benefit from access to high quality teaching and learning which has a close line of sight to work, delivered flexibly and responsively to meet their needs. Employers are actively engaged in designing and delivering the curriculum. They have regular and detailed input into training and learning so that learners achieve the skills and qualifications that meet local employer needs and ultimately enable progress to a positive destination in learning or employment.

- FE is held in high regard by employers, learners, teaching staff and organisations that provide information, advice and guidance. Prospective learners view FE as the most attractive option to meet a range of learning needs which can help them progress in employment or further learning, from basic skills to high level vocational qualifications up to a full degree. Prospective teachers, both graduates and those moving into teaching from other careers, view FE as an attractive and prestigious career choice. Existing teachers want to stay in, or move into, teaching in FE.
- The pedagogy is based on best practice, including new teaching methods and effective use of technology. The best institutions are “system leaders”, adopting and undertaking research into the best teaching practice, including through continuous self-assessment, lesson observation, student feedback and peer review. They share this with others to the benefit of all.

Objectives and key priorities

16. FE providers are independent organisations responsible for their own workforce. But Government has a strong interest in the development of excellence in the workforce – a high calibre, effective FE workforce is crucial for the successful delivery of a range of Government policies and for the success of the economy. Therefore, we are committed to supporting the sector to underpin and speed up the pace of development of excellence, particularly in teaching and learning.
17. Our overarching objective for the FE workforce is to improve the capability and capacity of the leaders, teachers/trainers and support staff and the esteem in which they are held. This will improve the quality of teaching, the impact on learning and the relevance of learning to jobs and employers so that:
 - attainment in maths and English improves, including of those with SEN;
 - more learners, including those with SEN, achieve relevant qualifications with higher grades which enable them to get work, progress in work or move into further and higher learning after completing their courses;
 - employers are able to recruit young people and adults sure-footed in maths and English, and with the appropriate level of occupational expertise, including where relevant the appropriate vocational qualification; and
 - employers are actively engaged in FE and can access high quality, up-to-date vocational training for their existing staff.
18. To achieve this, our key priorities for the FE workforce are to:
 - improve the quantity, quality and professionalism of teachers/trainers and teaching/training, with an immediate priority in the key areas of maths and English and teaching those with SEN;
 - ensure the sector understands the importance of being responsive to employer needs, securing greater engagement of all employers in the design of qualifications and the curriculum, the development of staff and programmes and the delivery of vocational training;

- improve the quality of governance, leadership and management including the role “system leadership” can play in driving excellence and challenging poor performance; and
 - enhance the skills of teachers in using modern and future technologies more effectively to support delivery of FE teaching and learning.
19. Underpinning all of this is the importance of taking full account of equality and diversity, both for those currently working in FE providers and in encouraging new entrants.
20. The Foundation, as a sector owned body, has a key role in leading workforce improvement across the sector. It has at the core of its responsibilities the development of a well-qualified, effective and up-to-date professional workforce, supported by good leadership, management and governance. It will:
- support, encourage and drive the recruitment of more and better teaching staff, especially in maths, English and SEN, including through new routes into teaching in the sector;
 - support continuing professional development across all areas and in particular in STEM at level 3;
 - promote professionalism in the sector through the implementation of the professional standards;
 - provide specialist, impartial advice to attract potential staff to the sector;
 - improve the experience and outcomes for trainees in initial teacher training;
 - provide resources and support to improve teaching, learning and assessment;
 - develop a national Vocational Education and Training (VET) Centre to support research, development and innovation, focused on vocational pedagogy and development of VET more widely; and
 - enable the development and updating of workforce skills and knowledge in technical, occupational, vocational and subject areas.

Section 4: Action Plan

Priority 1 – Improve quantity, quality and professionalism of teachers and trainers

21. The objective is to increase the number of high quality graduates choosing to teach in FE, to improve the quality and professionalism of teachers and to empower and challenge all teachers to develop themselves, thereby raising the levels of outstanding and good teaching and improving outcomes for all students. The immediate priority areas are to improve teaching of maths and English and of those with SEN. However, we know that there are other sectoral subjects which are also important and which we will not want to forget as we further develop our strategy.
22. The Government is committed to a workforce where teachers are qualified to a high level, appropriate for their role, whether they are employed in FE or schools. In 2012 Lord Lingfield reported on Professionalism in Further Education, and his independent review panel recommended that those teaching foundation literacy and numeracy or teaching students with SEN should be qualified to level 5.⁷ The Government supports this as the minimum standard of teaching in FE, but it is for FE providers to decide for themselves the appropriate qualifications required for each position. As part of their work on updating FE workforce data collection, the Foundation aims to collect information on both the teaching and the subject/vocational qualifications of teachers and trainers in the sector.
23. In August 2013 and February 2014, the Government announced a range of incentives including bursaries for new trainee teachers and support for professional development of existing staff. These, coupled with the work of the Foundation, are intended to improve the supply of teachers and the skills of the existing workforce, in the priority areas of maths and English and teaching students with SEN. This package includes the following activities:

⁷ <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/p/12-1198-professionalism-in-further-education-final>

Activity	Lead organisations
Bursaries of up to £20,000 to attract new graduates with relevant degrees to teach maths and English and to specialise in teaching students with SEN within the FE sector (available in 2013/14 and 2014/15).	Department for Business, Innovation & Skills and the National College for Teaching and Leadership https://www.gov.uk/government/publications/further-education-initial-teacher-training-bursary-guide-academic-year-2014-to-2015
Delivery of a Subject Knowledge Enhancement scheme to enable highly qualified graduates who have the skills and aptitude to teach but need to acquire deeper, more specific maths knowledge and skills to do this before they start initial teacher training.	Department for Business, Innovation & Skills and the National College for Teaching and Leadership https://www.gov.uk/government/publications/mathematics-subject-knowledge-enhancement-ske-programme-guide-academic-year-2013-to-2014
Publication of new Professional Standards for teachers and trainers in the Education and Training sector.	Education and Training Foundation http://www.et-foundation.co.uk/supporting/programmes/professional-standards/
Golden Hellos to encourage retention of new maths teachers - payments of £7,500 for graduates teaching maths in FE paid in the second year of teaching, rising to £10,000 if they undertake early professional development in teaching learners with SEN.	Education and Training Foundation http://www.feAdvice.org.uk/next-steps/funding-information-and-incentives .
Recruitment incentive scheme (in 2013/14) - a payment of £20,000 to FE providers who recruit a specialist graduate maths teacher; or £30,000 for those who will be sharing their teaching expertise with nearby institutions, supporting the CAVTL recommendation to create a cadre of local specialist maths and English teachers, to be based in colleges and supporting all providers in a locality.	Education and Training Foundation http://www.et-foundation.co.uk/supporting/programmes/maths-teacher-recruitment-incentive/
Grants (in 2013/14) for those who work with students with SEN in the FE sector, particularly SEN teachers and inclusion co-ordinators, to undertake specialist development in teaching students with SEN.	Department for Education / The Association of Centres for Excellence in Teacher Training http://www.acett.org.uk/Default.aspx
Funding for FE Centres of Excellence in Teacher Training (CETT) to identify innovative and effective practice in teaching maths and English to post-16 students, and in teaching students with SEN; and assess the level of SEN teaching skills and knowledge in the sector (in 2013/14 and 2014/15).	Department for Business, Innovation & Skills / The Association of Centres for Excellence in Teacher Training http://www.acett.org.uk/Default.aspx
The Foundation supported a maths enhancement programme for existing teachers by subsidising costs of the training (in 2013/14), enabling more teachers to participate.	Education and Training Foundation http://www.et-foundation.co.uk/supporting/programmes/gcse-maths-enhancement/
Development of new English enhancement programme, to increase skills of existing FE teachers to teach English to GCSE level, delivery from September 2014.	Education and Training Foundation http://www.et-foundation.co.uk/our-priorities/professional-standards/
A support programme to increase the skills of existing FE, Sixth Form Colleges and school teachers to teach new level 3 Core Maths qualifications, announced in October 2013 and now in delivery.	Department for Education / CfBT https://www.ncetm.org.uk
Introduction of a 'premium' graduate recruitment scheme, to support recruitment of graduates to FE. Pilots running from autumn 2014.	Education and Training Foundation http://www.et-foundation.co.uk/supporting/programmes/premium-graduate-scheme/
Action research projects to improve standards in initial teacher training.	Results to be published in August 2014 on Education and Training foundation website

Table 1: Activities to support improvement of quantity, quality and professionalism of teachers and trainers

Measures of success

24. As a result of these actions, we want to increase the numbers of new teachers of maths and English, and of existing teachers with enhanced skills, by at least 3,000 by the start of the 2015/16 academic year. Whilst there are no similar targets for teachers of students with SEN, we will want to work with the sector to assess the needs of the workforce in this regard.
25. As well as an increase in numbers of teachers in these areas, the key measures of success will also be an increase in the quality of teaching in these areas, in the qualification attainment levels of students and in the relative impact on positive outcomes into work or further and higher education.
26. The impact of the bursaries and enhancement grants will be evaluated both in the short term for an increase in teacher numbers and in the longer term for the impact on learners.
27. An evaluation study running through to the end of 2015 will evaluate the overall success and impact of the bursaries, enhancement schemes and other initiatives which make up the programme, particularly how far they support the sector to improve the quality of teaching of maths and English, including of those with SEN. This is being conducted for BIS by ICF/GHK and will consider the following questions:
 - Has the programme achieved engagement and take up by the sector?
 - Is the programme targeting quality of teaching and subject skills?
 - Has the programme had a positive impact on participants?
 - Is the programme increasing the supply of high quality specialist maths, English and SEN teachers?
 - Does the programme look likely to meet its success criteria of raising attainment and improving teaching confidence and capability in FE?
28. Specific indicators include:
 - number of bursaries and enhancement grants taken up;
 - destinations of bursary/enhancement grant recipients;
 - teacher recruitment and retention figures;
 - whether bursary/enhancement grant recipients attract a salary premium in recognition of their specialist teaching skills;
 - learner and employer satisfaction with maths, English and SEN teaching; and

- overall attainment rates in maths and English, including students with SEN, and including the difference between courses taught by the new recruits and teachers who have taken advantage of the enhancement programmes and by those who have not.

29. Ofsted will continue to undertake survey and inspection work in the FE sector and in initial teacher education. This will evaluate the impact of these initiatives on helping learners to make the transition to work or further appropriate study successfully. The development of learners' skills in maths and English remains a national priority for Ofsted and they will continue to assess the capacity of the workforce in teaching these subjects in the FE sector.

Priority 2 – Responsive to employer need

30. The objective is an FE and Skills system which is recognised as responsive to local needs where employers have regular and detailed input into training and learning so that learners achieve the skills and qualifications that meet local employer needs and ultimately enable learners to progress to a positive destination in learning or employment.

31. Many FE providers already work well with business to ensure that local employer and employment needs are met. Many involve employers in the development of qualifications and in the development and delivery of the curriculum. They engage business people in teaching, providing work experience, supporting learners and providing opportunities for teachers to enhance and extend their professional skills. Prison Governors also aim to commission a learning offer that reflects the needs of employers in the areas to which prisoners are released. But there is a general recognition that this needs to happen more widely and consistently.

32. Implementing the recommendations of the CAVTL report, for which the Foundation has taken responsibility, will be key to achieving this objective:

- developing the two-way street – supporting FE providers to build on and develop genuinely collaborative and strategic relationships with employers, to address employment needs;
- creating a new 'Teach Too' programme – to encourage occupational experts from industry to become involved in vocational teaching and learning;
- putting a spotlight on curriculum development and design which ensures a 'clear line of sight to work' (including courses aimed at supporting young people with SEN into work such as Supported Internships) with a renewed emphasis on greater local business input and influence over design, development and delivery of FE courses, including through establishment of local curriculum boards; and
- supporting the continuing professional development of teachers, so that their knowledge and skills reflect up-to-date occupational standards, expertise and practice.

33. One example of greater business engagement in FE, and of where FE is becoming more business focussed, is the creation of new, national colleges. National colleges will have strong employer leadership, both through direct involvement in governance and through formal partnerships which show real employer commitment. Employers will also play a role in supporting delivery, for example by making expert staff available to deliver courses, offering placements for learners and providing real life work challenges for courses.
34. We have already announced national colleges in advanced manufacturing, high speed rail and nuclear. The Advanced Manufacturing Training Centre is being established by the Manufacturing Technology Centre, which has industrial membership ranging from SMEs to large multi-national corporations. A high speed rail college - "HS2 College" - is being developed in partnership with HS2 Ltd and the rail industry and will contribute towards filling a recognised skills gap in the UK for high skilled engineers and for an appropriately skilled workforce to build and maintain the UK's railways. Work on the new college proposed for the nuclear industry is being taken forward directly with employers through the Nuclear Industry Council. These new national colleges will embed excellence in employer leadership and teaching from the start and will provide live case studies from which to build across the sector.
35. Implementing the CAVTL report recommendations will also help FE providers to meet the requirements of the statutory careers guidance by providing more opportunities for learners to interact with employers and develop strong employability skills.

Measures of success

36. The measures of success will be:
 - increased employer involvement in skills, whether in the provision of work experience to support the delivery of study programmes and traineeships, in apprenticeships, in the design and delivery of vocational education or as part of governing bodies or non-executive board members;
 - significant progress in delivering on CAVTL recommendations to create the two way street – and to use the CAVTL characteristics of excellent vocational teaching and learning as a lens through which to review and improve provision –as assessed by Frank McLoughlin in his review of progress being undertaken this summer;
 - improved evidence of good and valued engagement in the sector as assessed through the UKCES's employer surveys;
 - increased levels of employer satisfaction of providers and of positive destinations for learners as shown on FE Choices; and
 - improved results from Ofsted inspections and thematic surveys.

Priority 3 – Improve the quality of leadership including system leadership

37. The objective is to improve the quality, capability and capacity of governors, leaders and managers, taking on board best practice in corporate governance so that there is a consistently high standard of leadership, management and governance across the sector. The aim is to ensure that the FE sector is well-led, focuses on quality outcomes for learners and is accountable to the communities, learners and employers it serves. The recent open letters⁸ from the FE Commissioner describe lessons learnt for governors from the first FE Commissioner assessments and emphasise the importance of governing bodies and boards being skilled at holding their executive teams to account. In prisons, this focus on leadership includes not only education providers' leaders and managers, but also those in the prison with commissioning responsibilities and with responsibility for operational management of the regime and supporting systems.
38. The FE Commissioner continues to make assessments of colleges which trigger the government intervention process. Details of the process were published in May 2014.⁹ The first tranche of summaries of findings and conclusions on assessments was published in June 2014¹⁰ and an annual report will be published in autumn 2014. We will continue to learn the lessons for governors and leaders from these assessments.
39. A number of actions already support this priority:
- BIS Review of FE & Sixth Form College governance, completed in July 2013, focused on three specific areas: recruitment and succession planning, recognising the status and importance of governors and remuneration of governors.¹¹ Evaluation of progress on these areas will take place in 2014.
 - Work to define the capabilities required by governing bodies and to take forward improvements in providing information to boards and in developing governors. An action plan has been developed and is being taken forward by Association of Colleges (AoC) for the Foundation. Work on information flows from government to boards has already taken place including the publication of a termly letter from Matthew Hancock (most recently in March 2014)¹² and of a data dashboard for governors produced by Ofsted.¹³

⁸ <https://www.gov.uk/government/publications/implementing-rigour-and-responsiveness-in-skills-fe-commissioner> and <https://www.gov.uk/government/publications/implementing-rigour-and-responsiveness-in-skills-fe-commissioner-letter-financial-challenges>

⁹ <https://www.gov.uk/government/publications/further-education-commissioner-intervention-process>

¹⁰ <https://www.gov.uk/government/publications/further-education-commissioner-intervention-summary-assessments>

¹¹ <https://www.gov.uk/government/publications/further-education-and-sixth-form-college-governance-review>

¹² <https://www.gov.uk/government/publications/vocational-education-reform-matthew-hancock-writes-to-colleges>

¹³ <http://dashboard.ofsted.gov.uk/>

- The Foundation is developing further the sector's leadership capacity and capability including talent management and development of current and aspiring managers and succession planning, across all providers, aiming for a coordinated approach to leadership and management development with a focus on quality improvement and putting learners first.
- Work will continue to raise the skills and quality of the clerks who support governing bodies, including support for a level 5 qualification for clerks.
- The Foundation is leading a new programme of activity to support effective system leadership across all providers, including actively seeking participation in the programme from prison managers.
- The AoC Governors Council is updating the Code for Governance.

Measures of success

40. The measures of success will be:

- improved leadership and governance across the sector, including better staff management and manpower planning, as shown in Ofsted inspection results;
- more providers graded outstanding for leadership and management by Ofsted and fewer cases of poor management and governance investigated by the FE Commissioner;
- improved diversity within FE leadership including FE governing bodies; and
- more employers are able to influence and shape local FE delivery whether as board members, through better engagement between Local Enterprise Partnerships (LEPs) and FE or through more business and employer input into the design and delivery of teaching and learning.

Priority 4 – Effective use of technology in teaching and learning

41. The objective is that FE providers, universities and industry should collaboratively put in place up-to-date and relevant professional development and initial training for managers, teachers and trainers that is aimed specifically at improving their knowledge of, and confidence in using, learning technology. This should build on the work already undertaken by Jisc in providing support on the use of digital technologies to UK education and research.

42. The Foundation will lead on developing the role of technology in FE, including through:

- establishing ways of supporting the professional development of teachers and trainers in using modern and future technologies; and

- supporting the development of peer support networks to test and share innovative use of learning technologies.
43. The Foundation will also play a crucial role in supporting delivery of the FE Learning Technology Action Group (FELTAG)¹⁴ recommendations, especially in respect of equipping FE governors, leaders, teachers and trainers for a digital age, with a focus on:
- strengthening leadership teams' awareness of and capability to use learning technologies effectively;
 - building confidence and expertise for teachers and trainers in the effective use of learning technologies through access to initial training and continuing professional development;
 - drawing on best practice from employers, higher education and school partners; and
 - exploring the development of a collective R&D resource for providers and employers to consider questions around the costs and benefits of different learning technologies.
44. The sector will continue building on the work of Jisc to explore the development of a collective R&D resource for providers and employers that will consider questions around the costs and benefits of different learning technologies.

Measures of success

45. The measures of success will be:
- improved capacity of the workforce and its leaders and managers to deploy technology effectively to enhance learning, particularly in vocational contexts;
 - providers' strategic plans and teaching, learning and assessment strategies demonstrate a whole organisational approach to incorporating digital pedagogies;
 - more widespread, effective and consistent use of learning technology, and access to industry-standard technologies, as reported by learners and regulators; and
 - innovative practice is shared and replicated by other providers with peer support, and has generated a community of practice.

¹⁴ <http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf>

Section 5: Extending the strategy – Options for Future Action

46. Our current priorities are improving the quality and professionalism of teachers and trainers, with a focus on maths, English and supporting students with SEN; greater engagement with business; improving the quality of leadership including system leadership; and effective use of technology in teaching and learning. In 2014/15 we will continue to see a clear emphasis on these areas, including preparing the sector to teach more students in GCSE maths and English and take on its new responsibilities for young people with SEN. However, it is also recognised that there are other areas that do or may need to be addressed. We want to hear from you.
47. Industry reports skills shortages in STEM subjects. Indications from the FE sector itself are that there are shortages of teachers in engineering, construction and science. As part of evaluating the success of our current incentives and enhancement projects, we will consider extending those that provide the most impact and best value for money to other areas where skilled teachers and skilled workers are in short supply. This could tie in with the launch of national colleges such as “HS2 College” which will aim to make an impact in engineering.
48. In addition, we want to encourage and support the sector to create new routes to teaching in FE, including ways of attracting and developing good candidates who may not be qualified to degree level, but otherwise have exceptional potential to become good teachers. We have asked the Foundation to explore with the sector the creation of new pathways to teaching, including apprenticeships. We will also explore using existing incentives or new ones to support in-service teacher training (which is the preferred route for many institutions), especially for recruitment of maths teachers.
49. Ex-service personnel often have skills in these areas. Many colleges do hire ex-service personnel but the Foundation is looking at whether there would be a benefit in a more organised scheme similar to the “Troops for Teachers” initiative currently available for schools.
50. In the area of vocational education and training, Sir Michael Wilshaw noted in his latest annual report that in FE:
- “...there is still too much provision that is not responsive to local employment needs. This provision is therefore inappropriate for young people, regardless of the quality of teaching. In most regions, many providers struggle to understand the priorities or the business opportunities in their area. There is currently no structure, accountability measure or system of incentives to ensure that FE and skills provision is adapted to local economic and social needs.”¹⁵

¹⁵ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5

51. The implementation of the CAVTL recommendations will help to address concerns about responsiveness. Ofsted and the Foundation have jointly developed some good practice case studies which were disseminated in January 2104.¹⁶ Frank McLoughlin's review of the impact of his recommendations (reporting in autumn 2014) will provide ideas of where further work could usefully be targeted.
52. LEPs have an important role to play here too. They will have increasing influence in ensuring that FE provision is relevant to local labour market needs and supports LEP economic strategies. We are reviewing their plans to see what we can learn about their perspectives and how our strategy for the workforce might need to develop to reflect their views and take account of geographical differences.
53. The Foundation will put in place activity in 2014/15 specifically focused on helping the FE workforce to prepare for its role as part of the new 0-25 system of support for young people with SEN from September 2014. Government has also issued a letter and implementation pack to help providers prepare.¹⁷
54. This strategy will be updated and the initiatives reviewed as new data becomes available to give a fuller picture of FE workforce needs and of the impact of the current maths and English incentive schemes on the quality of teaching in these areas. The first update is expected in 2015.
55. We would welcome the sector's views on where the strategy should focus going forward and will take these into account when reviewing the strategy. If you have any comments on this and/or the document more generally please email valerie.carpenter@bis.gsi.gov.uk.

¹⁶ www.ofsted.gov.uk/resources/goodpractice

¹⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301927/SEND_reforms_-_letter_for_colleges.pdf and <https://www.gov.uk/government/publications/implementing-the-0-to-25-special-needs-system-further-education>

Annex A: Wider Activity/Policy Drivers for Workforce Improvement

Action to raise the quality of the workforce does not stand alone. There is a range of work in train to reform the skills system. Recent developments and policy drivers that are not specifically directed at addressing quality gaps in the FE workforce should nevertheless have the effect of incentivising providers to expand their workforce and enhance and expand the skills of that workforce as quickly as possible.

Skills Funding Statement

The Skills Funding Statement 2013-2016¹⁸ sets out the Government's skills priorities:

- Traineeships to improve young people's chances of gaining sustainable employment;
- Apprenticeships as a core offer to all young adults;
- maths and English for those who need them; and
- provision for all learners to increase their skills, competence and knowledge.

The skills system is in reform. Government wants to build a responsive skills system that has at its heart the principles of employer ownership and enterprise, ensuring funding follows learners, and encouraging colleges to be social enterprises, not delivery arms of Government. It is important that the skills offer now, and going forward, is clear and meets the needs of employers.

Raising standards

- Establishing new minimum standards of performance (based on success rates). Reports to colleges and providers in January 2014 will be used to support intervention action for those poor performing colleges or providers.
- Developing a new set of outcome focused measures of performance for publicly funded post 19 education and skills (excluding higher education). These measures focus on three areas: progression within learning, destinations into further learning and employment and earnings changes. It is planned to publish the first set of experimental data on these measures in July 2014.
- Appointed a new FE Commissioner from October 2013, who is reviewing the position of inadequate FE colleges, designated institutions and Local Authority maintained FE institutions, and advising Ministers on the course of action necessary to secure improvement. The first tranche of summaries of findings and conclusions of

¹⁸ <https://www.gov.uk/government/publications/skills-funding-statement-2013-to-2016>

assessments were published in June 2014¹⁹ and an annual report will be published in autumn 2014.

- New Ofsted inspection regime introduced in 2012. Category of “Satisfactory” removed so coasting providers must self-improve or face intervention. Increased focus on teaching and learning – cannot be assessed as “Outstanding” unless teaching and learning is judged outstanding.
- Since 2013 Ofsted has been challenging and supporting FE providers found to require improvement and from June 2013 this was extended to those who are currently satisfactory.
- Ofsted published a revised framework for inspection of initial teacher education providers in May 2014, with a new two stage inspection process designed to enable inspectors to make a fuller judgement on the quality of initial teacher training provision.²⁰
- Ofsted has introduced specific overall judgements on the quality of prison education provision that it inspects alongside Her Majesty’s Inspectorate of Prisons.
- For 16-19 year olds, Government has introduced a standard ‘funding per pupil tariff’, but has also made it a condition of funding from September 2014 that students who do not hold a GCSE A*-C in maths and English will continue to work towards achieving these GCSEs post-16. Providers will therefore need to ensure they have enough specialist teachers qualified to teach GCSE maths and English.
- BIS is working with DfE, the Skills Funding Agency, the Education Funding Agency, the Foundation and the AoC Governors Council to produce an accountability framework for FE colleges. This document will set out in one place how colleges are accountable to their communities and how they are regulated by government and other bodies. We intend to publish this in July 2014.

More meaningful qualifications

- In 2013 the Skills Funding Agency removed 1,884 qualifications with low or no take-up from being eligible for public funding and a further 1,000 were removed in January 2014. The Agency has now put in place business rules which will reduce the publicly-funded offer by a further 5,000 qualifications. These rules will be implemented for all qualifications from November 2014.

¹⁹ <https://www.gov.uk/government/publications/further-education-commissioner-intervention-summary-assessments>

²⁰ <http://www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook>

- The Whitehead review (published November 2013)²¹ into making adult vocational qualifications more meaningful recommended changes in the way vocational qualifications are designed, developed and delivered in order to help boost relevance and return on investment of publicly funded qualifications.
- “Getting the Job Done: The Government’s Reform Plan for Vocational Qualifications” (published March 2014)²² builds on the earlier work by Professor Alison Wolfe, Doug Richard, the Skills Funding Agency and Nigel Whitehead. It provides a time-line for the introduction of reforms in England and sets out new policy initiatives to take forward the reforms. Key features include: funding only the highest quality qualifications valued by employers, with a clear rationale for what is supported; identifying qualifications in maths and English which best enable adult learners to progress to GCSE standard; ensuring that innovation and new technology are encouraged and supported; and moving towards graded qualifications.
- To find out the latest position on maths and English GCSE reform and new vocational qualifications at level 2 and 3, go to:
<https://www.gov.uk/government/policies/improving-the-quality-of-further-education-and-skills-training>
- Awarding Organisations will be introducing new ‘Core Maths’ qualifications at level 3 from 2015 which build on GCSE study and which will be valued by employers and universities. These will build young people’s confidence and competence in more advanced mathematical thinking and problem solving for practical application in the workplace.
- The Government plans to establish an approved list of level 2 substantial vocational qualifications that will be recognised within performance tables. We propose that this list will apply to students starting level 2 courses in September 2015.
- Minimum durations for Apprenticeships were introduced for 2012/13, where Apprenticeships are expected to last one year or more. From 2014/15 all intermediate Apprentices should work towards achieving a level 2 in maths and English.

New Delivery Models

- The new freedoms and flexibilities enable FE providers to be more responsive to the needs of their communities, developing new types of models and partnerships. We will actively promote innovation through new types of models, including the potential for the incorporation of new FE colleges. This will bring a new dynamism into the sector.

²¹ <https://www.gov.uk/government/publications/review-of-adult-vocational-qualifications-in-england--2>

²² <https://www.gov.uk/government/publications/vocational-qualification-reform-plan>

- The first new college to be incorporated in over 20 years is expected to be that established by Prospect Learning, an independent training provider, in autumn 2014.
- Another example is “HS2 College” which will train the next generation of world-class engineers to work on the construction of HS2. The college will deliver the specialised training and qualifications needed for high speed rail, which will benefit HS2 and other future infrastructure projects across the country. It will offer the necessary technical training to make HS2 a success, including rail engineering, environmental skills and construction. Other national colleges in advanced manufacturing and nuclear have been announced and the Government issued a call for engagement on national colleges on 16 June 2014.²³
- Following the 2011 Offender Learning Review, commissioned jointly by BIS and the Ministry of Justice, the education and training to be delivered in prisons is determined locally by Governors and their Heads of Learning, Skills and Employment. There is a clear principle that the vocational skills offer should be designed around the needs of employers in the areas to which prisoners are to be released, and that delivery should be concentrated at the end of a sentence, when a prisoner is closer to release and applying for jobs.

Apprenticeships & Traineeships & Supported Internships

- Apprenticeships are at the heart of the Government’s drive to equip people of all ages with the skills employers need to grow and compete. We want Advanced and Higher Apprenticeships to become the level to which learners and employers aspire. Higher Apprenticeships provide a clear work-based route into professional careers. “Rigour and Responsiveness in Skills” recognised Apprenticeships as one of the Government’s four key priorities (along with raising standards, maintaining clear pathways into work and ensuring qualifications are relevant and responsive). Apprenticeship reforms will make them more rigorous and responsive to the needs of employers. Trailblazers being led by employers and professional bodies are collaborating to design Apprenticeship standards for occupations within their sectors. The aim is that from 2017/18 all new Apprenticeship starts will be on the new standards. The Government is planning to give employers control over funding for Apprenticeships which will further support the aim of the putting employers in the driving seat.
- Traineeships for 16-23 year olds are an education and training programme with work experience focused on giving young people the skills and experience they need to be able to compete for Apprenticeships or other jobs. At the core of Traineeships are work preparation training, maths and English (for those without GCSE A*-C grades) and a high quality work experience placement. Traineeships will help to address the mismatch between employers’ expectations of young people and young people’s understanding of what is expected of them in the world of work.

²³ <https://www.gov.uk/government/publications/national-colleges-call-for-engagement>

- Supported Internships are open to young people with a statutory Learning Difficulty Assessment or Education Health Care plan aged 16-24 who need more help to make the transition from education into employment. They offer a structured study programme, based primarily at an employer and tailored to the individual needs of a young person with learning difficulties or disabilities.
- Both the young person and the employer will receive support from an expert job coach throughout the internship. For the young person, the internship must contribute to their long-term career goals, fit with their working capabilities and give them a clear chance to show employers what they are capable of achieving. Wherever possible, they will support the young person to move into paid employment at the end of the programme.

Careers Advice

- Government published its Inspiration Vision in September 2013 setting out a new direction for careers advice. It looks to employers to inspire adults and young people about the world of work and the opportunities it offers, encouraging a positive mind-set and attitude to work and helping to combat youth unemployment and skills shortages.
- Young people need more inspiration and real life contact with the world of work so that when they come to make decisions about learning they understand where different choices will take them in future.
- Many organisations already help broker relationships between schools, colleges and employers, such as [Inspiring the Future](#), Careers Academies and Business in the Community, giving young people access to inspirational role models that they might not otherwise have through their informal networks.
- The Skills Funding Agency is working towards an extended role for the National Careers Service. From October 2014 local contractors will work with schools, colleges and employers to facilitate more employers engaging with young people to inspire them about the world of work through informative talks, mentoring/coaching and work experience.

Open Data

- Learners have a choice of where to learn. Information on success rates, satisfaction measures and destination measures is provided on the FE Choices website to inform choice. Since September 2013 we have been making more FE and skills data available in open access formats and making it easier to find existing data through [data.gov.uk](#). Building on this we will mainstream open access to the full range of FE and skills data so that from 2013/14 it becomes the default.
- From September 2014 local authorities will be under a new legal duty to produce a local offer of services for young people with SEN. Local authorities must co-operate with FE colleges and independent specialist providers to include information about post-16 education and training provision for young people with SEN.

Technology

- FELTAG was established as a sector-led group to make practical recommendations aimed at ensuring the effective use of digital technology in learning, teaching and assessment in FE. The ambition was to enable the system to become continually adaptive to a fast-changing environment which creates new challenges for learners and teachers alike.
- It recognised that digital technology was not the end goal in itself but a means; that Government cannot and should not provide all the answers; and that the FE sector had to take ownership of the outcomes. FELTAG reported in March 2014 and made some 39 recommendations covering investment and infrastructure, regulation, employers, the workforce and learners. The Government published its response to the FELTAG recommendations on 16 June 2014.²⁴
- The Education Technology Action Group (ETAG) has taken the ambition and lessons learnt from FELTAG and is seeking to apply these to the education sector as a whole. Its remit covers schools, FE and HE. It is a deliberately smaller group and will focus on anticipating the major changes that will take place in education in the next 5 years and what action the sector should take now in order to take best advantage of these.
- BIS currently funds Jisc to provide ICT infrastructure and support for FE in England. This includes the JANET computer network linking all UK FE and HE establishments, providing a very high speed, secure network. The Regional Support Centres work with more than 2,000 UK learning providers helping them to improve performance and efficiency through the use of technology.

²⁴ <https://www.gov.uk/government/publications/further-education-learning-technology-action-group-feltag-recommendations-government-response>

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