

OUR IMPACT: 2021-23

Contents

03 About ETF

04 Message from our Chief Executive

05 Our impact in numbers: 2021-23

07 Facilitating effective sector leadership and governance

08 Our leadership and governance programmes

09 An inclusive approach to leadership

11 Championing an inclusive approach to learning

12 Supporting SEND learners

13 Equipping practitioners with EdTech and digital skills

14 Developing critical green skills

15 Driving high professional standards

18 Supporting workforce recruitment and retention

19 Taking Teaching Further

20 Supporting FE teaching careers

21 Inspiring technical teachers

22 Mentoring support for new FE professionals

24 Building research capacity across the FE and Skills sector

25 Practitioner Research Programme

26 Advanced Practitioner Programme

27 Improving teaching and learning in maths, English and ESOL

28 A college wide maths improvement programme across England, instrumental in driving up teaching standards

28 Improving learners' experience and progression in maths through new teaching and learning approaches

29 Action research projects demonstrate improvements in FE learners' attitudes to maths

29 Whole College Approach improves maths learning among students

31 Supporting the FE workforce to develop essential maths and English skills

32 Developing skills learners need for the future

33 Supporting providers to deliver the new T Level qualifications

34 Improving quality of apprenticeship delivery

35 Driving professionalism through membership training

36 Achieving professional status in Further Education

37 Supporting the Further Education community to increase professionalism and the quality of teaching and learning

39 Annual Conference

41 Giving back to learners

42 Building confidence

About ETF

Every day, educators and leaders across the Further Education (FE) and Skills sector inspire curiosity, drive progress and empower learners to achieve their potential. The Education and Training Foundation (ETF) is here to amplify the vital role of the FE and Skills workforce. Working in partnership, we drive professionalism by setting professional standards for the quality of teaching and leadership across the sector. We provide educators with professional development throughout their careers, we champion inclusion, and we support the sector to embrace change in support of a thriving FE and Skills sector. Together, we are transforming lives and opportunities for learners aged 14 and above.



Message from our Chief Executive

In the year since I joined the Education and Training Foundation (ETF), it has been a pleasure to witness first-hand some of the transformative work happening every day across the FE and Skills sector. In its rich variety of education and training provision, the sector is offering vital opportunities to people of all different ages, backgrounds, experiences and abilities – transforming individuals, communities and society in the process.

A highly professional and skilled sector workforce underpins these stories of transformation. Our priority at ETF and the Society for Education and Training (SET) is the continuing professional development of that workforce to meet evolving global challenges. We are dedicated to supporting the work of the sector and to maintaining high standards of professionalism across the sector.

This report provides an overview of some of the key highlights of our activities with the FE and Skills sector and the impact of these over the last two years (2021 to 2023). From workforce development to support the roll-out of T Levels and apprenticeships, to facilitating vital practitioner research and strengthening leadership and governance in the sector, it's fantastic to see how our work with the sector is driving professionalism and career progression. A large proportion of our work in recent years focused on working with General FE and sixth form colleges, linked to funding received from the Department for Education (DfE). With the launch of our new strategy – Together we transform – we have renewed our commitment to supporting the FE and Skills sector as a whole – working with Independent Training Providers, Adult and Community Learning provision and employers as well as colleges.

My visits to FE and Skills providers and conversations at sector events have shown me the vibrancy of our sector, and the talent and dedication of the professionals within it. I've seen countless examples of collaboration and partnership that are delivering tangible improvements for learners.

It is the stories of those working across our diverse and inclusive sector that are at the heart of our Together we transform strategy. Having marked our ten-year anniversary, the new strategy has been developed following an extensive listening exercise with the sector. It sets our future direction through four strategic goals: driving professionalism to make FE and Skills a rewarding career destination; improving teaching and learning by setting clear expectations and conduct for maintaining professional status; championing inclusion by tackling inequalities in the FE and Skills workforce; and enabling sector change for a thriving FE and Skills system.

I am delighted to present this report to you with highlights of our impact over the past two years. Through our new strategy, ETF will continue our commitment to support the vital role of educators and leaders in transforming the lives of learners aged 14 and over.



Dr Katerina Kolyva,
Chief Executive
Education and Training Foundation

Our impact in numbers: 2021-23

Over the last two years, **3,447** people have engaged with our highly regarded leadership development programmes, which include programmes for middle, aspiring and senior leaders.



The DfE-funded Talent to Teach in FE programme provided **365 graduates and postgraduates** with work placements in FE in 2021-22, raising awareness of teaching as a career option.

We supported over 250 FE providers to recruit 629 experienced business and industry professionals to teach in the sector, through the Taking Teaching Further programme.



We helped 58

teaching professionals to develop their research ideas and complete either a one-year MA or two-year MPhil through our Practitioner Research Programme – some of whom have progressed to post-graduate study via the Association of Colleges (AoC) Research Further scholars, co-funded by ETF.

In 2021-22, ETF delivered basic skills training in English and Maths to **3,705 FE professionals** as part of our Shaping Success programme and **8,511 individuals** engaged with our Maths and English Regional Specialist Lead programme, both funded by the DfE.



We trained 560 mentors through our Mentoring Training Programme.

Membership of the Society for Education and Training grew by 3% to

22,803
in 2022-23

We supported 104,786

professionals from across the FE and Skills sector to carry out their safeguarding and prevent duties through e-learning courses, face to face workshops and resources.



21 colleges collaborated in Centres for Excellence in Maths, a five-year DfE-funded national improvement programme aimed at delivering sustained improvements in maths outcomes for 16 to 19 year olds up to Level 2. The colleges successfully cascaded their learning to nearly **12,500 practitioners** across local and regional networks.

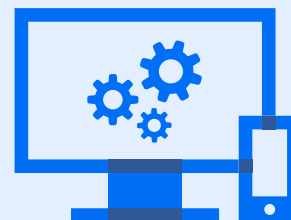


A total of
790

FE and Skills professionals attended our annual SET conferences during the two-year period.

We reached
3,226

teachers, trainers and leaders with our training for essential digital skills (EDS) qualifications



Our governance professional development programmes have supported a total of **1,745** individual board Chairs, governors and governance professionals to help strengthen governance across the sector.

153
SET members

received Advanced Teacher Status (ATS) and as a result, Chartered status, demonstrating their mastery in teaching and learning, and helping them to advance to more senior roles.

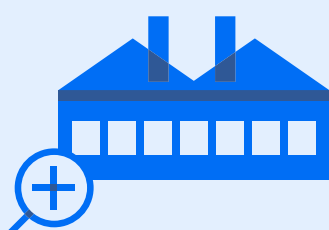
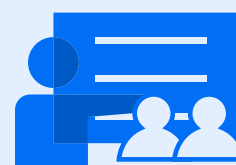


SET members
2,750

received Qualified Teacher Learning and Skills (QTLS) status, a badge of professionalism for technical and vocational teaching and training in the post-14 education sector.

Over
22,000

FE practitioners have taken part in our T Level Professional Development (TLPD) programme since it was set up in 2019. This is supporting them to plan and deliver T Level qualifications and enable a growing cadre of T Level graduates to progress through to the next stage of their career journeys.



A total of
3,596

individuals participated in the Apprenticeship Workforce Development (AWD) programme that supports trainers and leaders with the teaching skills, subject knowledge and confidence needed to deliver successful apprenticeships for the benefit of apprentices.

FACILITATING EFFECTIVE SECTOR LEADERSHIP AND GOVERNANCE



Effective leadership and governance are crucial to enable the sector to fulfil its potential. Since 2017, ETF, working with over 20 partner organisations and providers, such as University of Oxford Saïd Business School, Association of Colleges (AoC), FE Associates, and Institute of Directors (IoD), has been helping to build a cadre of experienced leaders and governors for the sector through our highly successful leadership and governance programmes. Funded by the DfE, and developed and delivered in partnership with sector experts, these programmes are building a pipeline of future sector leaders, while equipping today's leaders with the skills and development opportunities they need.

Our leadership and governance programmes

Over the past two years, 3,447 leaders and middle managers enrolled in our leadership programmes and 1,745 people benefited from our governance programmes.

Our leadership programmes have supported FE and Skills leaders at all levels, from those in middle leadership and management, to those aspiring to be leaders, right the way through to those preparing to be CEO, and those who are CEOs.

Our governance programmes have supported 18 board chairs and 1,727 governors and governance professional to strengthen their organisations' governance and improve their institutions' performance.

This level of engagement from leaders and governors in our Leadership and Governance programmes represents 100% (158) of all General FE Colleges and 75% (34) of all Sixth Form Colleges, however, there has been no engagement from 10 Specialist Colleges².



“The work ETF is doing is excellent...”

five years ago there was a real absence of courses for the bespoke needs of the FE sector. The fact that ETF have developed something for all levels of leadership should be commended. It's the first time we have had any research inspired standards in over 20 years.”

Delivery partner

1. Calculated using ETF's 2021-2023 and 2023-24 leadership and governance management information

2. AOC (2023). Key College Facts

An independent evaluation of the impact of our leadership and governance programmes, carried out in November 2022, found that:

- **Over two thirds (68%)**

of senior leaders attributed their career progression to ETF leadership and governance programmes, along with 45% of middle leaders.

- **Nearly three quarters (74%)**

of governance participants said that our programmes helped them to support senior leaders. Interview evidence showed that ETF programmes directly contributed to increasing the confidence of people to carry out governance roles and improve their communication skills.

- **More than seven out of 10 (71%)**

leaders said that our leadership programme supported them to feel more motivated to stay in the sector, improving retention.

- **More than four in five (88%)**

people on our middle and senior leadership programmes said that they increased their knowledge and understanding, with these incorporated into leadership practice within their organisations.

- **Over three quarters (77%)**

of middle leaders said they had increased skills to do their job, thanks to ETF training. It increased their ability to influence upwards, and improved their management practices, such as changing team structures and providing others with an opportunity to contribute.



“

[The programme] helped me get the confidence to ask the right questions of the board and senior leadership

... I have handled those meetings better and have been less afraid to tackle the difficult questions."

CPD past participant, Governance chair

An inclusive approach to leadership

ETF is committed to fostering inclusive leadership practice across FE and Skills. In December 2022, we launched our Inclusive Leadership Programme, building on the success of our Diversity in Leadership (DiL) programme, winner of the 2022 World Skills UK diversity award. The DiL programme aimed to challenge bias, remove obstacles to attaining leadership roles and use tools to build confidence in aspiring leaders.

In 2021-23, this programme supported 672 FE leaders.

Delivered in partnership with the AoC and funded by the DfE, the Inclusive Leadership programme supports leaders across the sector to embrace equity, diversity, and inclusion as a personal priority, and to articulate their commitment to implementing change within their organisations.



It was a safe space to give honest opinions and think about our organisational gaps and what we can do to make things better.

It was a well thought out programme which provided an opportunity to share best practice and hear what work is being undertaken nationally."

Amir Kaur, Equality, Diversity and Inclusion Officer,
Dudley College of Technology



CHAMPIONING AN INCLUSIVE APPROACH TO LEARNING



ETF is committed to fostering inclusive learning environments so that everyone accessing Further Education feels like they belong and are included. Our efforts to embed inclusive practice across all our work alongside our Centres for Excellence nationwide programme is helping learners with special educational needs and disabilities (SEND) to excel.

Supporting SEND learners

Our four national Centres for Excellence in Special Educational Needs and Disabilities (SEND), funded by the DfE, have helped leaders, managers and practitioners across the FE and Skills sector to place inclusion at the centre of their practice. The programme was established to help providers ensure that difference is valued and all learners fulfil their aspirations. In April 2023, Oldham College and Natspec became Centres for Excellence, joining City College Norwich and Weston College.

ETF is also a strategic partner in the Universal SEND Services programme, working with nasen (National Association for Special Educational Needs) and the Autism Education Trust (AET). The programme aims to offer joined up CPD for everyone working across the education sector to create a seamless experience for our learners with SEND.

In 2021-22 we reached 5,488 FE sector professionals and in 2022-23 we reached 1,268 through our SEND professional development courses, communities of practice, 1:1 support for leaders and webinars.

An independent evaluation of the SEND workforce development programme found that there was increased recognition among senior leaders of the importance of providing excellent provision for SEND learners, which leads to better outcomes, and the ability among all leaders, managers and practitioners to improve the provision in their organisation. It also found that the programme had improved sharing of effective practice, with professionals feeling better equipped to support students with SEND into achieving good learning outcomes and securing employment.



The project [participation in the Centres for Excellence in SEND] has been a big part of our work to implement an inclusion strategy and

**we have seen huge
developments for
our learners
with SEND."**

Neala Whybrow, Executive Director
at the EKC Group



“The project has given me the confidence to take a more adaptive approach to including digital tools in the classroom

which has meant I am more proactive in recognising where digital tools or technology should be introduced to support a more inclusive approach, or when digital tools need to be adapted or changed to continue to encourage and develop an inclusive college environment.”

Jesse Jackson, Course Manager for the Level 2 Extended Certificate in Public services and Digital and Learning Champion

Equipping practitioners with EdTech and digital skills

ETF has supported the FE and Skills workforce to adopt educational technology (EdTech) and digital skills to enhance teaching, learning and assessment. 91% of ICT Teachers said that they would recommend the programme to others.

Over the last two years, our free online EdTech and digital skills modules have supported 3,226 teachers, trainers and assessors. All CPD in this area is aligned with our Digital Teaching Professional Framework (DTPF), which was updated in 2023. To further support the sector with access to the latest CPD resources, ETF has invested in the development of a new Learning Management System launched in 2022.

From 2021 to 2023, we provided essential digital skills (EDS) training for teachers, trainers and leaders to prepare them to deliver the new free EDS qualifications for young people aged 16 to 19 and adults with no or low digital skills based on the DfE's national standards. The total number of participants in 2021-22 was 3,226, representing a reach of 568 unique organisations.

“By developing their digital skills, teachers developed an understanding of the pedagogy and how to support learners in a digital world.

This increases not only their ability to embed digital skills into their teaching practice, but also their confidence.”

Tracy Seraphin, Digital Learning Coordinator at Learn Ealing, the adult and community education service at Ealing Council in West London



Developing critical green skills

A central part of ETF's work is to equip the FE and Skills workforce with the tools and resources required to meet society's sustainability needs. Our aim has been to prioritise and fund this area of work to support the embedding of education for sustainable development (ESD) across all parts of the sector's provision.

We developed free resources for the sector, including a guide to embedding sustainability across different subject areas, a tool for departments and organisations to map their current and future ESD practice, and a summary of all sustainability-related qualifications currently available.

In addition to these resources, ETF delivered its first ESD CPD course between November 2022 and February 2023. Delivered as a series of six fortnightly interactive webinars, the course provided in-depth training to 45 educators on 'How to promote and embed ESD across learning and working practices'. Feedback showed that 100% of participants were satisfied with their learning experience.



Across all six sessions of ETF's ESD course, there was so much useful information.

The networking opportunities were invaluable, and the impact of those connections has been ongoing.

I've seen my students grow more aware of the sustainable development goals. They're thinking more about how small actions they take in their future careers could make a real impact on sustainability."

Jenny Willis, Advanced Quality Practitioner at Heart of Worcestershire College.



DRIVING HIGH PROFESSIONAL STANDARDS



ETF's Professional Standards for Teachers and Trainers provide up-to-date guidance on the characteristics that define excellent teaching in the FE and Skills sector, supporting practitioners in their learning and career development. First introduced in 2014, the Standards were updated in 2022 following consultation with sector professionals and experts.

The Professional Standards offer a benchmark for the sector, helping practitioners improve their teaching and outcomes for learners. Developed in 2021, any FE practitioner can now access an online self-assessment tool to assess their understanding and skills against the Professional Standards and identify which aspects of their practice they need to develop. Between May 2021 and January 2023, more than 3,500 teachers accessed the tool³.

In addition to the self-assessment tool, sector professionals can now access ETF's CPD mapping tool, which maps professional development opportunities and resources they can use to meet each of the Standards. This tool can be used alongside the self-assessment tool to understand which resources will help staff meet specific standards and fill knowledge and skills gaps.

A series of audio interviews and a guide for teachers were also released in December 2022, helping teaching staff to apply and make the most of the Professional Standards, linking them directly to the training and resources available from ETF and SET.

In 2021, the Professional Standards for Leaders in the FE and Skills sector were developed using feedback from the sector and informed by research. They provide guidance about the professional expectations of leadership roles, as well as helping to identify where relevant high-quality training is needed to support future and existing leaders. Alongside the Standards for Leaders, a Training Needs Analysis tool was developed to support leaders to reflect on their confidence levels within each of the Standards. Between August 2022 and August 2023, 600 leaders used the tool to support their adoption of the Leadership Standards.



“Completing the initial self-assessment tool against the Professional Standards gave the opportunity to critically reflect on my teaching practices.”

Chris Cornwell, QTLS Participant⁴

3. ETF (2023 January 9) 'More than 3,500 teachers access self-assessment tool for new Professional Standards' [Website article – Accessed 19 January 2024]

4. ETF (2023), My QTLS experience: Chris Cornwell [Website article – Accessed 29 January 2024]



As an early adopter, we'll be using these standards to set out clearly the expectations we have of our aspiring leaders, middle leaders and senior leaders and what they will deliver in their roles, as well as developing individuals to progress their careers and develop their own leadership practice.

The intention is that having these clear expectations in place will inspire those already in middle leader roles, or aspiring to become leaders, to progress.”

Dr Rebecca Gater, CEO/Principal at Solihull College and University Centre



SUPPORTING WORKFORCE RECRUITMENT AND RETENTION



With the sector facing significant challenges in the recruitment and retention of staff, our range of DfE-funded programmes, such as Talent to Teach and Taking Teaching Further, have raised awareness of the FE and Skills sector as an attractive career option and encouraged new entrants into the sector, as well as acting as a catalyst for retention of staff through professional development and mentoring. Our mentoring training programme also provided effective support to new career teachers moving into the sector, helping professionals to retain and develop their skills, knowledge and confidence in their new teaching careers.

Taking Teaching Further

Between 2021 and 2023 we supported FE and Skills providers to recruit and retain industry and business experts into 15 'hard to fill' technical teaching areas⁵ through the national recruitment initiative Taking Teacher Further. Highlighted as a 'flagship programme' in the Government's 2021 Skills for jobs white paper⁶, the programme supported participants with an extensive package of support for their journey into teaching.

By March 2023 we had supported the sector to recruit 629 people with industry expertise to the programme. Feedback from the programme demonstrates that the teachers had a significant positive impact on technical students, supporting them to be ready for future industry roles.

“Taking Teaching Further has provided me with an excellent chance to be fully supported in making the change from industry to FE teaching.”

The extra time to learn, prepare and gain essential skills during my first year of teaching since leaving the plumbing trade to become a lecturer has been invaluable.”

Shaun McDonagh, Lecturer in Plumbing at EKC Group Broadstairs College



5. <https://www.et-foundation.co.uk/professional-development/taking-teaching-further/round-4-2021-23/>

6. <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

Supporting FE teaching careers

Our Talent to Teach in FE programme, which began in 2019 and concluded in March 2023, aimed to give undergraduates an immersion experience in an FE college to allow them to consider a career in FE teaching. Participants were offered a 40-hour placement in an FE college where they were able to experience classroom or workshop time with learners alongside wider exposure to the life of a college teacher. In its first year the programme was piloted in a small number of regions, before being rolled out across England in 2021-22. In its last year (2022-23), a pilot group of 32 'career changers' – individuals with technical skills and/or relevant experience that could be valuable to FE – were also recruited from a total pool of 119 applicants.

Findings from the Talent to Teach final programme review reported more than 1,200 people took part in Talent to Teach and satisfaction rates with the programme remained above 90% throughout its existence. The programme was highly regarded and recognised as an example of an 'innovative' programme in the DfE's Skills for Jobs whitepaper.

In 2021-22, 57 General FE colleges provided work placements for 365 graduates and postgraduates, with similar number of placements being made in the subsequent year (368). These graduates rated their placement experience highly, with a participant satisfaction rate of 99.7% and a net promoter score of 73 (excellent).

“ Before starting the placement I was unsure of the opportunities that the FE sector could offer.

Now I think I am more sure of the opportunities and could see myself working in this sector."

Anonymous participant feedback

100% of the 57 FE providers who engaged in Talent to Teach in 2021-22 felt that the Talent to Teach in FE scheme had a positive impact on their organisation, on the environment for their learners, and that their mentors benefitted from working with the participants.



“ **We, as a provider, felt that we could play a part in letting students see what FE teaching is and get them interested in careers in the sector,**

which could then also benefit us in the long term, if they become interested in returning to teach with us."

Rachel Newton, Teaching and Learning Coach at Myerscough College

“ The Talent to Teach programme has been absolutely essential for me in deciding where my future lies, and I would strongly recommend it to anyone.

It's changed my life.

Talent to Teach participant (student) at Myerscough College

Inspiring technical teachers

Technical teaching has a fundamental role to play in addressing the key challenges we face, from climate change to evolving technology. Our prestigious and competitive Technical Teaching Fellowships programme – delivered in partnership with the Royal Commission for the Exhibition of 1851 – celebrates outstanding FE and Skills practitioners for their high impact technical teaching and outcomes for learners. It supports Fellows to develop their practice and disseminate their learning, so they can help improve the quality of technical teaching and training across the sector.

In the last two years, six exceptional leaders in technical education were awarded the prestigious Technical Teaching Fellowships. These Fellows have become positive technical teaching role models, speaking at sector conferences and working closely with employers to ensure the FE and Skills sector meets industry's current and future skills needs.

“ **It was an honour to be selected as a Technical Teaching Fellow and being one has helped me to grow in confidence.**

I presented my research in academic talks and events and spoke at conferences about attracting diverse people to STEM, like women and those from LGBTQ+ backgrounds. I have also welcomed the opportunity to help elevate the FE sector, which does so much informal research that isn't recognised.”

Rosa Wells, former Executive director for employment, skills and Institute of Technology (IoT) at Solihull College and University Centre, now FE Principal at University College Birmingham, who was awarded a Technical Teaching Fellowship in 2021.



Mentoring support for new FE professionals

Our Mentoring Training Programme, funded by the DfE, trained 560 new and experienced mentors and 295 mentees. Based on feedback from mentors in 2021-22, a total of 3,404 new FE teaching professionals (mentees) were engaged by the 312 mentors, receiving professional development that year. With the introduction of our Mentor training hub in 2022-23 – which hosted online courses, CPD webinars and broadcast webinars, and online resources – we were able to extend our reach to 4,754 FE professionals.

Having completed our programme, mentors reported higher job satisfaction and more opportunities to progress in their career, whilst both mentors and mentees (those professionals receiving support from a trained mentor) reported high work-life satisfaction and wellbeing. In 2022-23, 98% of those who took part in the mentor professional development programme said that being a mentor would have a positive impact on their professional practice.



“ The ETF webinar helped me to realise I needed everyone on board,

so I began to work with our Head of HE, the Director of Quality, Head of Sixth Form and the Principal responsible for HE, looking at the whole group approach to mentoring, and then came up with a proposal about the benefits of mentoring staff and creating that supportive environment to develop staff to become the best they can be.”

Anonymous participant feedback

In 2021-22, 88% of the mentees said being supported by a mentor helped them to understand their strengths and areas for improvement. Mentees' confidence in their teaching skills and knowledge increased substantially during the programme. Mentees reported that mentoring improved their classroom management, time management, student engagement and planning.

An independent evaluation of our 2021-22 programme also found that both mentors and mentees reported that the programme had a positive impact on learners through the increased skills and confidence of the teachers being mentored.

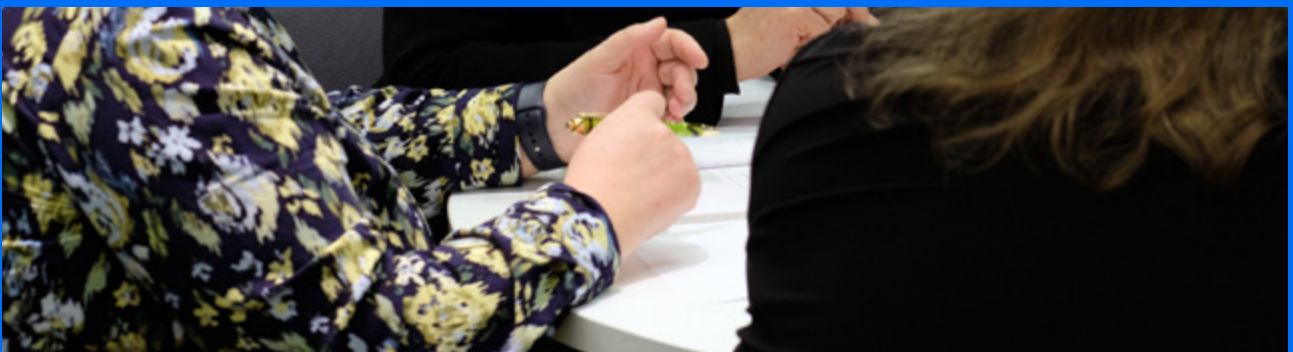
“What staff members involved in the programme have found exceptionally useful is those tools and strategies, those real-life things that they can take and implement when they’re having conversations with staff.”

When helping to develop staff, it’s quite often about how those staff members take ownership of their own development without trying to problem solve for them all the time.”

Participant at Burnley College on the impact of the programme



BUILDING RESEARCH CAPACITY ACROSS THE FE AND SKILLS SECTOR



ETF has a strong track record in supporting practitioners to undertake practitioner-led development and research activities in order to improve their own practice as well as inspire others. We are proud of our range of programmes that have helped to support and encourage high quality research across the FE and Skills sector.

Practitioner Research Programme

Our Practitioner Research Programme (PRP), funded by the DfE, ran for four years, ending in 2023. It supported FE staff to explore their research ideas, build research skills and inform practice through completion of either a one-year MA or two-year MPhil.

During 2021-23, we helped over 190 teaching professionals to develop their own research ideas and complete either a one-year MA or two-year MPhil. Degrees obtained through the programme were completed through the University of Sunderland's Centre for Excellence in Teacher Training (SUNCETT).

Across this two-year period, 62 FE professionals were engaged in the PRP programme. Practitioners reported that taking part in the programme increased their confidence, both as researchers and teachers. Many told us that their overall approach to research and teaching has changed to be more open, positive and creative.



The PRP has helped practitioners to progress in their careers.

It's strengthening the credibility and use of educational research across the sector. A substantial number of PRP participants have subsequently published their work in peer-reviewed books and national and international research journals."

Daniel Gregson, SUNCETT



Building on our long track record of supporting practitioner research in the FE sector, in 2023 ETF became a collaborator and funder on the AoC's Research Further project (run in partnership with NCFE), which will bring fresh perspectives and insights. It is an important initiative that is helping to drive innovation and growth in the FE and Skills sector. It is also supported with funding by Edge Foundation and NCFE this year.

“ Post-programme, I'm really satisfied with it. I felt like it added value and made me feel valued. Someone has given me time to look at this piece of CPD that is going to enhance my practice, teaching and my mentoring role. It was great to have new concepts, new ideas and new thinking.

It made me feel more relevant and contemporary in what I was doing.”

APP Participant

Advanced Practitioner Programme

In 2017, ETF commissioned research to explore the Advanced Practitioner (AP) role and what might be done to support organisations and those in this role to help develop its adoption across the sector. The first year of the Advanced Practitioner Programme (APP) aimed to build on this research, by creating an AP role specification and testing different approaches to AP professional development. Since then, each year of the APP has built on the learning of the last. Accumulated learning has been captured in a 'Living Archive', which forms an evidence base of research and resources for practitioners and organisations. The APP ran in 2021-22⁷ for its fourth year with a total of 495 participants, and an indirect reach of 2,178 (i.e. number of professionals supported). The programme attracted participants from a range of organisation types and even job roles, although the majority were from General FE colleges. Over 85% of participants rated their experience of the programme highly and reported increased confidence in their knowledge and understanding of the topics covered. An independent evaluation of the programme in 2021-22 found many examples where participants had undertaken CPD leadership roles and/or modelled effective CPD behaviours within their organisation.

“ **It's important to remember that your research doesn't have to be big, it can also be small and focused.**

It requires a lot of energy, so you need to choose a topic that really interests you, not something that is just flavour of the month.”

Alistair, who is also connected with FE Research Meet and the Research College Group, is currently studying for his MPhil., also with SUNCETT



IMPROVING TEACHING AND LEARNING IN MATHS, ENGLISH AND ESOL



Since 2014, the government has required all 16 to 19 year olds to achieve a minimum grade 4 in GCSEs (or equivalent in Functional Skills) in maths and/or English if not achieved at school. However, only one in five achieve a grade 4 or above in GCSE maths in their re-sits – and the more attempts a learner has, the less likely they are to pass. Worryingly, this disproportionately affects GCSE maths re-sit learners from the most deprived backgrounds (as measured by uptake of free school meals), who are twice as likely not to achieve GCSE maths grade 4. However, for every individual who does progress in maths and even pass their re-sit, their educational opportunities and life chances are increased.

Along with maths, we have supported the sector to deliver transformational opportunities for learners via our English and English for Speakers of Other Languages (ESOL) offer, including webinars, resources and technical training.

A college wide maths improvement programme across England, instrumental in driving up teaching standards

Centres for Excellence in Maths (CfEM) was a five-year national improvement programme, funded by the DfE, aimed at delivering sustained improvements in maths outcomes for 16 to 19 year olds in post-16 settings. The programme, which concluded in March 2023, explored what works for teachers and students in the FE and Skills sector and focused on an adapted maths mastery approach suitable for post-16 learners.

Our 21 Centres for Excellence in Maths were established across England and brought General FE colleges together to facilitate local provider networks, participate in action research projects or the CfEM Randomised Controlled Trial (RCT), develop resources, and deliver and participate in a range of professional development activities. In total, CfEM reached nearly 12,500 practitioners in the FE and Skills sector. This meant 94% of all General FE and Sixth Form Colleges in England sharing best practice in local or national networks, undertaking collaborative research projects or attending training sessions.

Improving learners' experience and progression in maths through new teaching and learning approaches

One major aspect of the CfEM programme involved collaborating with the Centre for Research in Mathematics Education (CRME), University of Nottingham, to undertake a randomised controlled study of what were, to many teachers, innovative maths mastery approaches to teaching and learning. The study involved 147 college sites across England and 7,453 learners during the 2021-22 academic year. Initially, results showed that learners who received the maths mastery teaching had slightly better scores than learners who did not. However, where teachers trained in maths mastery approaches were also given time for 'lesson study' – an opportunity to review and share insights with fellow teachers – learners gained one month of additional learning overall. Furthermore, learners from the most deprived backgrounds performed even better, at a level that translates to two additional months of learning. The findings from this study have been widely shared throughout the FE maths sector and are a significant contribution to knowledge and best practice in this field⁸. The programme has confirmed a long-held belief that learners, given the opportunity and support to develop and practice fundamental maths, can succeed at maths.

8. University of Nottingham (2023) Centres for Excellence in Maths Teaching for Mastery Randomised Controlled Trial Evaluation Report.

“The maths mastery course has revolutionised my teaching,

it has reinvigorated my passion and changed the way I lead my learners.”

CfEM programme participant

Action research projects demonstrate improvements in FE learners' attitudes to maths

Over CfEM's lifetime, a total of 116 collaborative 'action research' projects were designed, undertaken and shared by FE maths teachers from across England. Each one trialled a different aspect of teaching and learning approach in detail, supported by ETF's in-house maths and research experts. Many maths practitioners chose to tackle their most pressing issue: low levels of motivation and engagement with maths among their learners, who had had negative experiences of having 'failed' maths at school. Lessons learned and case studies were published by ETF in two syntheses of CfEM action research projects: Changing the Experience of FE Maths Interim report and Final report.

Whole College Approach improves maths learning among students

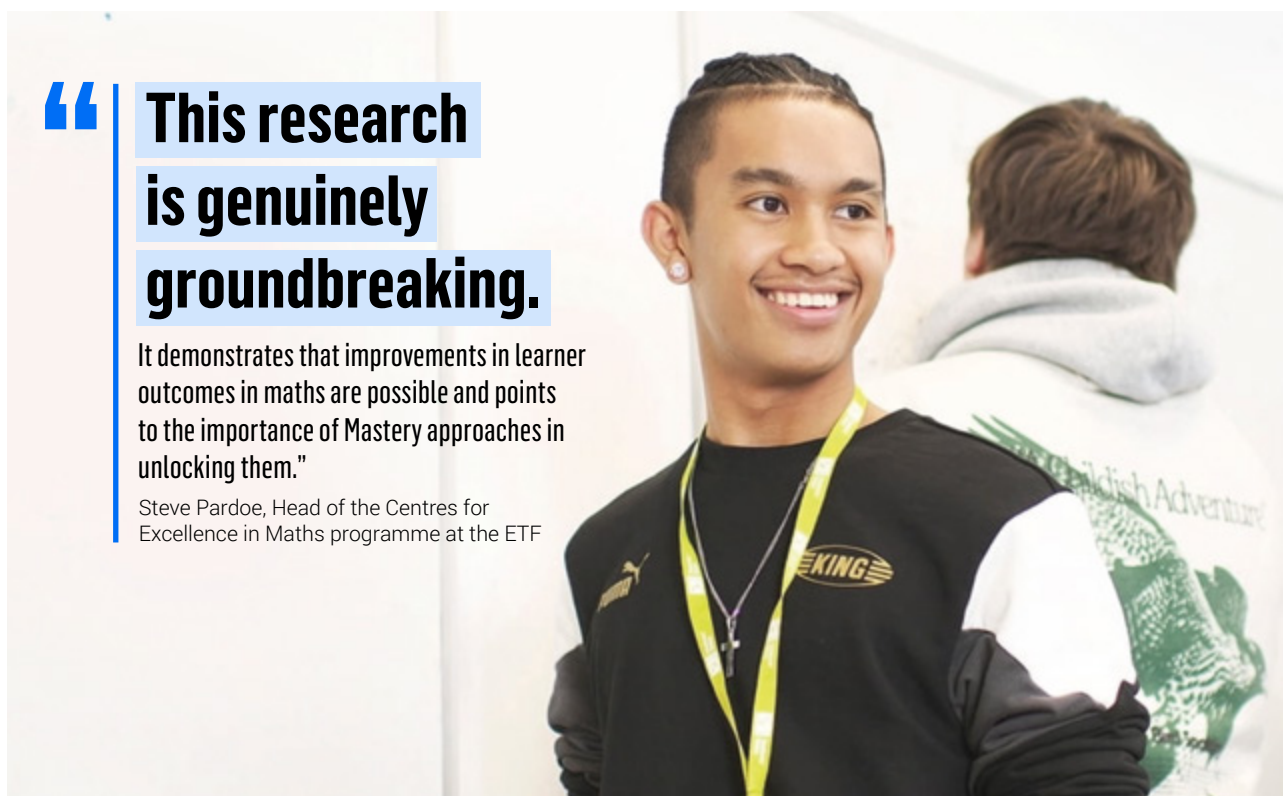
As the CfEM programme matured, a number of FE colleges embarked on a Whole College Approach pilot, as a strand of the CfEM programme. Building on established strands of the CfEM programme, the Whole College Approach brought college leaders and managers together with maths practitioners to address barriers to maths achievement using a holistic, organisation-wide approach. Many chose to focus on improving learner attendance and maths learning experiences.

The Whole College Approach project found that organisational self-assessment; an independent external facilitator; and interdisciplinary representation from vocational and maths departments were key to successfully developing and implementing organisation-wide improvements that supported maths in the Colleges. Sixteen case studies were published to help disseminate lessons learned from using this Whole College Approach across the FE sector.

“This research is genuinely groundbreaking.

It demonstrates that improvements in learner outcomes in maths are possible and points to the importance of Mastery approaches in unlocking them.”

Steve Pardoe, Head of the Centres for Excellence in Maths programme at the ETF



“

It has been encouraging to see how the Whole College Approach programme has helped colleges develop purposeful collaboration between maths and vocational staff and supported the co-design of effective interventions to improve their maths provision. By working across traditional silo-structures and sharing different perspectives,

staff have gained a better understanding of the problems and found new ways of tackling key issues such as student motivation and engagement collaboratively.”

Diane Dalby and Andy Noyes of the University of Nottingham, Project leads



“It has changed my attitude towards maths and the way I speak to learners about it.”

Previously I would say that I was no good at maths and could understand why they didn't want to do it. Now I talk to them about how they're already using maths in their everyday lives when budgeting and working out bus fares.”

Maths CPD sessions participant, Teacher at St Helens Adult and Community Learning in Merseyside

Supporting the FE workforce to develop essential maths and English skills

For over seven years, ETF successfully managed and delivered large scale grant-funded CPD programmes for maths. In 2021/22 the Maths and English grant-funded CPD programme attracted 2,155 participants to 3,706 CPD events. Participants came from a range of provider types⁹ – General Further Education colleges (51%), Adult and Community Learning (16%), independent Training Providers (17%) and other (16%) – demonstrating the need for such training from across the FE and Skills sector.

Following the end of grant funding, in April 2022, ETF responded to the continued need of the FE and Skills sector for basic skills CPD by pivoting our established CPD model to provider funded CPD delivered directly by ETF maths and English experts.

During the year we:

- Provided regional specialist leads in maths and English with a series of webinars that had a direct reach of 8,511.
- Delivered free maths and English webinars, attended by 1,603 FE professionals.
- Piloted paid-for CPD for the maths, English and ESOL workforce. Over 100 professionals from adult and community learning, FE colleges, independent training providers and offender learning providers completed six technical courses at Level 5 for English and maths.
- Developed three new courses to help practitioners teach English to Speakers of Other Languages. This includes practitioners who teach vocational and technical courses to students whose first language isn't English.



“I am going to use all the materials given to create a diverse and interactive curriculum for my learners.

Everything on this course has been useful to use in class.”

ESOL course participant, Merseyside

DEVELOPING SKILLS LEARNERS NEED FOR THE FUTURE



We're equipping the FE and Skills sector to meet the demands of our future workforce. This includes supporting the delivery of T Level qualifications, improving the quality of teaching in apprenticeships and embedding education for sustainable development across the curriculum, so we have the green skills to tackle future environmental challenges. We're also building practitioners' digital skills and awarding fellowships to role models in technical teaching to help grow and develop excellence in technical teaching.

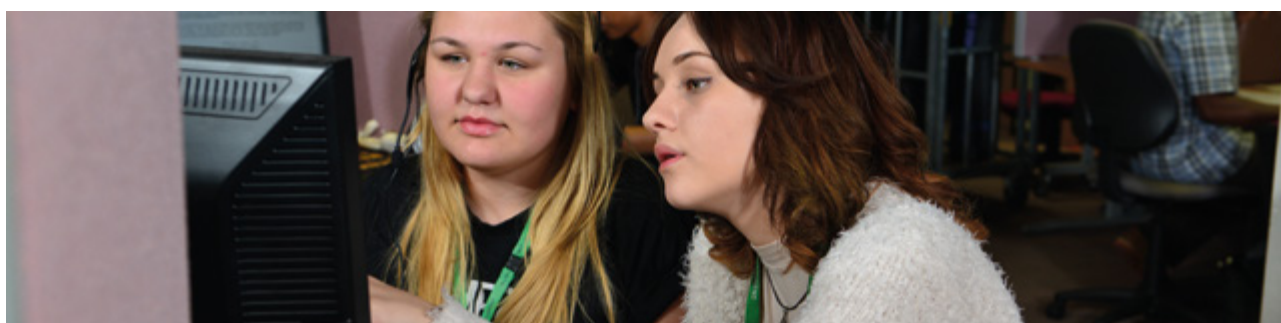
Supporting providers to deliver the new T Level qualifications

Between 2021 and 2023 we supported FE and Skills professionals to deliver the new T Level qualifications, helping T Level learners to achieve success and progress through the next stages of their career journeys.

The T Level Professional Development (TLPD) programme, funded by the DfE since 2019, supports teaching professionals to plan and deliver the recently-introduced two-year T Level courses. The programme has been developed in collaboration with experts in design and delivery of continuing professional development, as well as learning providers and employers. Over 22,000 practitioners so far have taken part in our TLPD programme.

In 2022-23, 6,951 practitioners took part in TLPD workshops, online courses, mentoring and networking opportunities to support their delivery of T Levels. More than nine in 10 (94%) practitioners said the programme would have a positive impact on their professional practice¹⁰.

An independent evaluation of the second phase of the TLPD programme, which began in May 2020, found that 61 out of the 62 providers who signed up with the DfE for the programme engaged with TLPD in some capacity, with 3,034 individuals participating in TLPD. As a result of attending the TLPD programme, both leaders and teachers reported improvements in teaching staff's technical knowledge and expertise, and significant improvements in providers' curriculum design, lesson planning, student feedback and reporting. 70% of senior leaders reported that participating in the TLPD programme significantly improved their readiness to deliver T Levels.



“ [TLPD includes] clear and specific training material that has provided relevant and effective support to our teachers.

It has increased confidence in preparing for delivery and has raised positivity in embracing change.”

TLPD participant

¹⁰. <https://www.gov.uk/government/publications/t-level-professional-development-programme-evaluation-report>

Improving quality of apprenticeship delivery

The Apprenticeship Workforce Development (AWD) programme, funded by the DfE, first launched in 2021 to support all staff delivering apprenticeships in Further and Higher Education settings.

In 2022, the second phase of the programme launched, extending support to employers involved in apprenticeship delivery. Part of the DfE's strategy to drive quality improvement across apprenticeships, this phase is delivered by ETF in partnership with the Association of Colleges (AoC), Association of Employment and Learning Providers (AELP), Strategic Development Network (SDN), and University Vocational Awards Council (UVAC).

The second phase of the AWD programme launched with a survey in late 2022 to understand the sector's training needs. In just over two weeks, the survey received 1,400 responses from across the sector. Further insight on the sector's training needs was gathered through over 30 focus groups and the results were used to devise a programme of training covering everything from compliance and governance to working with employers.

While new CPD was developed based on insights from the sector about training needs, eight free online on-demand courses developed in phase 1 of AWD continued to be available to support quality teaching and training of apprentices. New CPD for phase 2 was made available to the sector after 1 April 2023. A total of 3,596 individuals have participated in the AWD programme, the majority accessing the new offer after 1 April.



DRIVING PROFESSIONALISM THROUGH MEMBERSHIP TRAINING

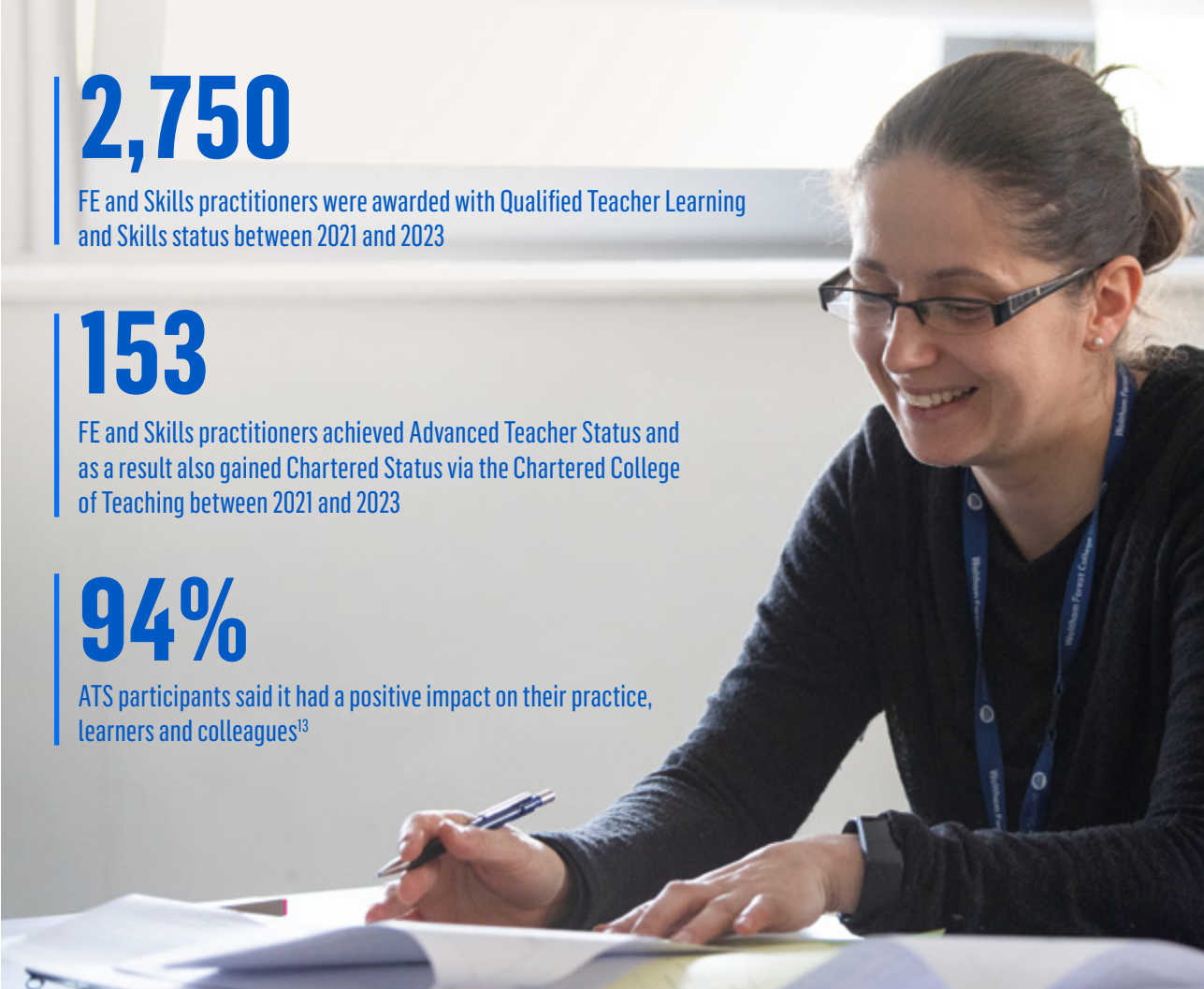


The Society for Education and Training (SET) is the largest professional membership body for practitioners across the FE and Skills sector. Part of ETF, SET champions high-quality teaching and professionalism through its membership offer that includes Special Interest Groups (online networks addressing key themes for practitioners), events, webinars, its annual conference, and quarterly InTuition magazine. Recognised by the DfE¹¹, SET is the only body which awards Qualified Teaching Learning and Skills (QTLS) status and Advanced Teacher Status (ATS) to practitioners within the FE and Skills sector.

In 2022-23, SET had 22,803 members developing and demonstrating their professionalism across England, Wales, Scotland and the Channel Islands. SET's professional body is growing, with 3% more members joining us year-upon-year since 2021¹².

Achieving professional status in Further Education

Undertaking QTLS and ATS allows professionals to commit to their teaching practice, reaffirm, consolidate, and heighten their knowledge and support their career advancement. Since the start of QTLS and ATS, nearly 29,000 practitioners have been awarded QTLS status, with 307 professionals achieving Advanced Teacher Status.



2,750

FE and Skills practitioners were awarded with Qualified Teacher Learning and Skills status between 2021 and 2023

153

FE and Skills practitioners achieved Advanced Teacher Status and as a result also gained Chartered Status via the Chartered College of Teaching between 2021 and 2023

94%

ATS participants said it had a positive impact on their practice, learners and colleagues¹³

11. Department for Education (2024), Guidance: Routes to qualified teacher status (QTS) for teachers and those with teaching experience outside the UK [Website article – Accessed 30 January 2024]

12. Since 2021, SET's membership has grown by around 3% each year. In 2021-22, there were 22,224 members, and this grew to 22,803 in 2022-23.

13. ETF SET Data 2021-2023, ATS Participants Survey 2021

“ QTLS gave me the opportunity to really explore the professionalism of my teaching abilities

and my teaching qualifications so I wasn't just doing my trade work, but I was also being professional as a teacher as well.”

Mozz Baker, Advanced Practitioner, Walsall College

Supporting the Further Education community to increase professionalism and the quality of teaching and learning

At the core of SET's work is the building of a growing community of professionals, a community that helps increase the professionalism and recognition of the sector¹⁴. Members that join SET, stay with SET; the annual retention rate of members was 90% in 2021 (which is above the industry average for professional bodies¹⁵). Many SET members join at an organisation-wide level as ETF/SET Corporate Partners, with 23 new providers UK-wide joining as Corporate Partners in 2021-23¹⁶.

“ FE Professional Standards are something that I draw upon all the time in the teacher training classroom,

and I think it's a really powerful tool for teachers to use when they're planning their CPD, but also to appreciate the distance that they've travelled, so that's phenomenally useful.”

Lynne Taylerson, Director, Real Time Education



14. ETF Website, 'Our Vision: A Welcome Message from our Head of Membership' [Website article – Accessed 29 January 2024]

15. Industry average is 83% - MemberWise (2022 March 28) Are you acquiring the right members? [Website article – Accessed 31 January 2024]

16. ETF SET Data 2021-2023

40

Corporate Partners¹⁷

“ **Our Corporate Partner membership has resulted in 19 staff members actively engaging...**

they're going onto the platform by themselves...they're asking questions and generating conversation which has really shown just how fantastic both SET membership and the ETF website are as tools for learning. Their favourite SET member benefit has to be inTuition magazine. Every centre I go into there are copies on the educator's desks. It gives them insight into what is happening in the sector at an academic level.”

Head of Quality at Skills for Security, ETF/SET Corporate Partner



Annual Conference

Following the COVID-19 pandemic, SET hosted an online conference (SET21) for 465 participants and an in-person conference for 325 FE and Skills colleagues in January 2023 (SET22 – live at the Vox Arena in Birmingham). For both conferences the overall satisfaction rate was extremely high at 90%, with 94% of SET21 survey respondents rating the sessions excellent or good, 89% saying the conference would have a positive impact on their practice and 86% feeling more motivated after attending¹⁸.



18. SET (2022), Membership Review 2021-2022 in InTuition (edition #), pp.12-13.

SET Membership facts**21,289**

Newsletter subscribers

7,516

SET Facebook Followers

1,916

LinkedIn Group Members

14,296

InTuition subscribers

4,763

SET Twitter Followers



In 2021, SET launched its first Special Interest Groups (SIGs). SIGs benefit from events, specialised resources and curated conversations reflecting the group's current support needs. Each group has been mapped to the ETF Professional Standards for Teachers and Trainers, and links to relevant CPD resources, events, articles and webinars. 14 groups have now been set up to cover popular and useful topics for practitioners including Professional Development (8,495 subscribers), Learner Motivation and Behaviour (6,265 subscribers) and Health & Wellbeing (4,664 subscribers). SET Webinars also attracted a large audience with over 1,000 registrations in 2021/22 and a further 889 watching on demand. 87% of attendees agreed that attending ETF/SET webinars would have a positive impact on their professional practice.

“

I will be promoting this [Special Interest Group] far and wide across my network. Really looking forward to the impact this will have in the training and education sector.

Thank you so much – a very useful experience.”

Special Interest Group Participant



Case study

SET member Kerry Anne Richardson was inspired to teach children with special educational needs (SEN). Here, she shares her story of how getting QTLS status through SET has increased her confidence as a practitioner.

“An investment in me is an investment in our learners.”

As a teenage mum my career didn't really start until quite late on in my life. Both my children have disabilities, so I always knew in my heart that SEN is where I needed to be.

A very good friend of mine told me about a midday supervisor job vacancy at a SEN school. I went along for an interview. I also started volunteering in the classrooms and decided I wanted to become a learning support assistant. I gained Levels two to five. At that point, there was only one more step left for me to be a teacher, so I decided to give it a shot. In 2019, I was awarded QTLS status.

Giving back to learners

I really enjoyed the QTLS journey because it made me evaluate my practice as a teacher. From the very first assignment, where we were asked to talk about how we started this journey, right through to the end, where you evaluate the whole process, I found it very interesting. It was challenging, but I wanted to push myself further.

I had lots of support at the college. The staff were fantastic. They knew that it was an investment in me and my professional development, which, in turn, gives back to our learners. Achieving QTLS status has given me a better understanding of what is expected of me – I come to work for the learners, so every time I am learning, they are gaining.

“If you are considering doing QTLS, stop considering it, and start doing it. It is the best thing you can do.”

Building confidence

I feel a lot more confident now. If anyone used to ask me what my job was, I used to say I was a tutor hoping to become a teacher. Then when I got my QTLS status, I would very confidently say, 'I am a teacher'. It has given me such a boost.

Our work is supported through funding by the Department for Education (DfE), provider funding, and professional membership of the Society for Education and Training (SET).

THANK YOU

157–197 Buckingham Palace Road,
London SW1W 9SP

020 3740 8280
enquiries@etfoundation.co.uk
ETFOUNDATION.CO.UK

Company registration number (England and
Wales): 08540597. Charity number: 1153859