



# **ETF STRATEGY 2018-2021**

## OUR STRATEGIC OBJECTIVES

ETF's charitable purpose is:

- to improve education and training for learners aged 14 and over.

ETF believes that:

- the key to improving education and training is to support teachers and their leaders to excel.

Everything ETF does is in pursuit of our vision of:

- highly effective, professionally confident teachers and trainers;
- first class leadership of the sector;
- FE as the career of choice for ambitious professionals who wish to make a difference.

To achieve our vision, over the next three years we will pursue four strategic objectives.

1. Setting and promoting high professional standards
2. Supporting the FE sector to succeed through reform and change
3. Leading professional development for teachers, trainers, leaders and governors
4. Creating independent, impartial and comprehensive workforce data and research.

## HOW WE WORK

ETF has the sector expertise to commission excellent professional development programmes for delivery. But our role and remit are much wider than that. At the outset, we work with Government to secure funding for key areas of work which meet both policy objectives and sector needs. We then co-design programmes, blending our knowledge of effective practice in teaching, learning and leading; external research; associate and partner expertise; and rigorous evaluation and understanding of our impact. Once work has been commissioned, we take responsibility for managing contracts, adding value throughout the delivery. During a contract, we aim to demonstrate impact and undertake evaluation and use these findings and sector opinion to secure funding again.

In undertaking the activity set out above, the main thread which runs through how we operate is the application of our expertise in all stages of the commissioning and delivery journey.

On the non-grant funded side of the business, we work in a different way, focusing on raising standards and spreading effective practice through a range of initiatives which include our QTLS status and ATS badge of advanced professionalism, through the application of the professional standards and through our Society for Education and Training (SET).

In all areas of our work, we have in-house experts to lead on everything from designing effective Teaching, Learning and Assessment approaches, setting out a framework for delivering excellence in technical education, managing a membership body and fulfilling all necessary back office functions to meet the business needs. We have a full complement of highly effective permanent staff, which we continually augment by identifying and harnessing the power of a wealth of expert partners – both organisations and individuals - who help inform our thinking and add additional value to our work.

## OUR VALUES

We are:



The ETF values encapsulate how we will work with our stakeholders externally and internally as an organisation. They operate together as a set of mutually reinforcing behaviours which together will maximise our prospects for creating a highly respected organisation which has longevity in the public landscape and adds maximum value to the effectiveness of the FE system and ultimately to social mobility and economic productivity.

The values are explained by straplines which help guide our thinking:

- Responsive: We listen and provide effective solutions
- Striving for excellence: We aim for the highest standards in everything that we do
- Inclusive: We reflect your views in our thinking and our actions
- Expert: We base our decisions on evidence and expertise
- Trustworthy: We are open, honest and act with integrity.

## OUR STRATEGIC CONTEXT

### **The national picture**

As of September 2017, the UK ranked 17<sup>th</sup> of 36 OECD countries in our productivity<sup>1</sup>. Youth employment is 18<sup>th</sup> best of 42 countries<sup>2</sup> and overall unemployment is 10<sup>th</sup> lowest of 42 major nations<sup>3</sup>. Social mobility is “a stark... postcode lottery... where the chances of being successful if you come from a disadvantage background are linked to where you live”<sup>4</sup>.

In summary, the strategic context for a charity such as ETF seeking to effect educational change is currently relatively strong employment, including youth employment, but poor and flatlining productivity per head, and haphazard social mobility.

The effects of exiting the EU are unknown but will begin to be seen over the period 2018-2021. They may include opportunities for ETF, such as increased Government funding in training the indigenous workforce, and a new focus on the importance of technical education to improve productivity.

Equally, they may include risks, such as reduced availability of public finance; increased competition from trades and professions for qualified technicians who may leave the FE workforce; and a drift out of the FE workforce in England of the c4% of teachers and trainers who are non-UK EU nationals.<sup>5</sup>

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<sup>1</sup> [https://stats.oecd.org/Index.aspx?DataSetCode=PDB\\_LV](https://stats.oecd.org/Index.aspx?DataSetCode=PDB_LV)

<sup>2</sup> [https://stats.oecd.org/Index.aspx?DataSetCode=PDB\\_LV#](https://stats.oecd.org/Index.aspx?DataSetCode=PDB_LV#)

<sup>3</sup> [https://stats.oecd.org/Index.aspx?DataSetCode=PDB\\_LV#](https://stats.oecd.org/Index.aspx?DataSetCode=PDB_LV#)

<sup>4</sup> Social Mobility Commission

<sup>5</sup> ETF data from the 2018 Staff Individualised Record, as received by the Migration Advisory Committee

## **The FE sector**

The Further Education and Training system exists to educate and train young people and adults, thus improving productivity, increasing social mobility, and educating citizens, which is an end in itself. FE sustains communities and changes lives. The effectiveness of the FE sector is determined by many factors; prominent amongst them are the skill, capacity and capability of the professionals working in the FE workforce.

The FE sector is a diverse landscape of institutions and organisations providing support and training to post-16 learners. This can include colleges of Further Education, work-based learning providers, prisons, adult and community learning institutions and others. FE has a unique character with significant diversity, with providers ranging from individuals who provide training, through to large college groups with funding up to £200m. FE institutions, especially colleges, also play a significant role in community engagement and cohesion.

The FE sector is largely publicly funded from the Department for Education. Funding for the FE system has been constrained in recent years and has fallen both in real terms and in comparison, with other phases of education.

Expectations of the sector have not fallen – it must do more with less. It must become ever more efficient and effective.

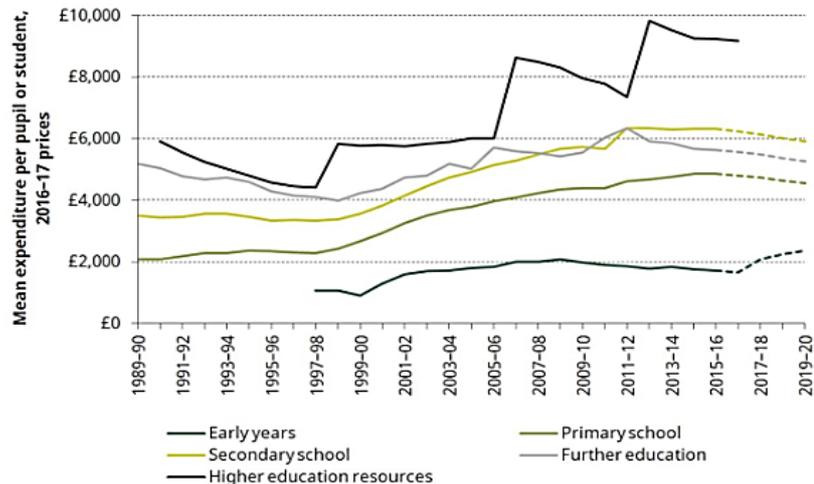
The Government's industrial strategy sets a clear vision of the vital role of the FE sector. This role is reported to be even more important when it comes to consideration of the impact of Brexit on the UK's long-term economic growth. Not only is the sector a large employer, more importantly, it provides training within key industries and will play a part in delivering the skills that Britain will need in order to compete globally.

"We will ensure that everyone can improve their skills throughout their lives, increasing their earning power and opportunities for better jobs. We will equip citizens for jobs shaped by next generation technology. As the economy adapts, we want everyone to access and enjoy good work. We will put technical education on the same footing as our academic system, with apprenticeships and qualifications such as T levels."<sup>6</sup>

Ministers have set out a bold ambition for reform of technical education, which is a core activity of the FE system. Devolved authorities also see skills development as key to their development goals; and employers who now pay the apprenticeship levy look to the FE system in its widest sense to deliver high quality training purchased by the levy.

The Government also sees education – including Further and Technical Education – as a means to radically improve social mobility.

Spending per pupil or student per year at different stages of education, actual and plans (2016-17 prices)



<sup>6</sup> <https://www.gov.uk/government/publications/industrial-strategy-the-foundations/industrial-strategy-the-5-foundations#people>

“Historically we have not done enough to invest in further education, which is the sector responsible for delivering training from basic skills to postgraduate degrees, including the bulk of technical education. The hard work and dedication of teachers and college leaders has not been matched by successive governments who have overlooked further education. This is a major problem given that the sector disproportionately serves students from disadvantaged backgrounds and challenging areas. We want genuine partnership with the further education sector: a self-confident sector with autonomy to use its own professionalism and expertise, alongside the proper investment and capacity building from government to raise quality and ensure best practice is identified and shared.”<sup>7</sup>

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<sup>7</sup> Unlocking Talent, Fulfilling Potential, a plan for improving social mobility through education, DfE, Dec 2017

## **The ETF's role**

The ETF's role is to deliver workforce and professional development to teachers, leaders and trainers to satisfy government requirements and meet sector needs.

The ETF was formed in 2013 by key FE sector representative bodies<sup>8</sup> coming together to form an improvement body in response to Government's challenge that they create a mechanism for sustaining a self-improving system. Our charitable objective is to improve the knowledge, skills and capabilities of learners aged 14 and over.

After an initial grant award from BIS<sup>9</sup>, the Department for Education (DfE) subsequently took on responsibility for all phases of education policy. It has reviewed its relationship with the ETF and concluded that we play a key role and should be supported as an effective mechanism for designing, commissioning and delivering Workforce Development for the FE sector. At the request of the DfE, the ETF has redefined our core mission from 'improvement' to 'workforce development'. DfE state<sup>10</sup> that:

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- The FE profession does need a Government-funded body to help it raise its standards
  - ETF can support the sector to drive up standards of teaching and leadership
  - ETF deliver value and can swiftly adapt to changing needs
  - Current arrangements by which Government facilitate FE profession improvements via ETF need review to encompass multi-year grants
  - ETF is in a unique and powerful position to facilitate an effective dialogue with both the sector and Government, not only translating Government priorities into practice, but also providing a feedback loop to help DfE understand how the sector is responding.
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From 2013 to 2018 ETF secured £95m in grant funding and £10m from other sources to deliver high quality support and development programmes. The priority areas of investment have been:

- Maths and English teaching
- Leadership development
- Apprenticeships support
- Recruitment initiatives
- Professional exchanges
- Teaching, Learning and Assessment training and development
- Workforce data collection and analysis

In 2015 the ETF launched the Society for Education and Training (SET)<sup>11</sup>. It quickly became the sector's largest professional membership body.

With this development, ETF became the organisation responsible not only for maintaining the sector's Professional Standards, but also providing independent assessment and accreditation against these standards.

ETF is the only body with the legal power to award QTLS (Qualified Teacher Learning & Skills status), which has legal parity with QTS and is designed for the FE sector.



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<sup>8</sup> AoC, AELP and HOLEX/AAETO

<sup>9</sup> the Department for Business, Innovation and Skills, no longer in existence

<sup>10</sup> following internal DfE review of ETF relationship, concluded Spring 2018

<sup>11</sup> built on the legacy of the Institute for Learning (IfL) which folded in 2014

## OUR STRATEGIC OBJECTIVES: PRIORITIES FOR 2018-2021

### 1. Setting and promoting high professional standards

We will:

- Base all ETF's commissioned learning and development programmes on the sector's Professional Standards.
- Champion effective teaching and learning practices through all our professional learning and development programmes, through application of the ETF Professional Learning & Development framework.
- Grow the rigorous, reformed QTLS status to become the sought-after badge of successful professional formation in FE, based on the 2014 Professional Standards<sup>12</sup>.
- Establish the new Advanced Teacher Status (ATS) as the gold standard in FE teaching, bringing with it CTeach (Chartered Teacher Status) conferred by the Chartered College of Teaching.
- Grow SET to gain the widest possible reach to strengthen the collaborative power of the membership, through the three mechanisms of:
  - Corporate Partnerships to create group memberships
  - Free student memberships for new entrants to the profession
  - Renewing and growing individual memberships for all
- Consult SET members on what changes they would most value, and continue to improve the SET experience by:
  - Being easy to do business with
  - Meeting our members' needs
  - Building a loyal membership base
- Promote high standards of professional conduct through SET.

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<sup>12</sup> <https://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

## 2. Supporting the sector to succeed through reform and change

We will:

- Support the sector to be ready to deliver the T Levels through a wide-ranging, comprehensive and sustained programme of sector development, the T Levels Professional Development offer.
- Increase our focus on wellbeing and resilience, recognising these are important support areas required by the sector.
- Use all our commissioned programmes to challenge exclusion and disadvantage amongst learners of all characteristics and identities
- Support the workforce to engage with, and provide high quality provision for, learners with a range of needs including people with special educational needs and disabilities, and those who are accessing learning in prisons.
- Use our commissioned programmes to support the career development of staff from under-represented groups, especially those from Black and Minority Ethnic groups and women in senior executive and non-executive leadership roles.
- Support the sector in harnessing effective technologies to optimise outcomes for learners
- Support leaders, teachers, trainers and assessors who are delivering new apprenticeship standards to do so to the highest standards of excellence
- Increase the level of recruitment of high calibre individuals into the sector – including people leaving the Armed Services - and aid retention through supporting high quality initial teacher education experiences.

### 3. Leading professional development for teachers and leaders

We will:

- Prioritise leadership development at all levels within the FE profession, as the factor with the potential to make the most transformational impact for everyone in our sector
- Deepen our strategic relationship with Oxford University's Said Business School, to deliver a high prestige suite of strategic development experiences for senior and aspiring executive leaders
- Create a high profile, high value development programme for Chairs of Governors of Colleges and other large FE providers
- Commission a comprehensive, high quality Governance Development Framework for Colleges and delivery of training and development against it
- Establish a coherent talent management and support programme to maximise career progression and meet leadership development needs, linking with a new development programme for middle leaders
- Significantly contribute to raising standards in maths and English teaching, through evolution of our successful "Maths and English Pipeline" programmes
- Seek out additional opportunities to contribute to the quality of maths teaching, for example through DfE-let contracts
- Promote the importance of a research-literate FE teaching profession, and provide high value opportunities for research-oriented professional development, with University partners and others
- Seek to support FE professionals in Opportunity Areas with additional bespoke programmes, where funding is available.

## 4. Creating high quality independent workforce data and research

We will:

- Ensure all our commissioned programmes are informed by the best data and analysis available about needs and impact
- Ensure that we act as a feedback mechanism to both the Government and sector about what works in terms of effective practice
- Administer, analyse and promote the SIR (staff individualised record) as the best, most comprehensive independent workforce data source in FE in England
- Support the Government in pursuing its workforce data strategy
- Refresh the 2018 Training Needs Analysis with annual thematic studies and re-run it in 2021.

## IDENTIFYING SUCCESS

If the ETF's strategy 2018-2021 is successful, this will be manifested in ETF:

- Demonstrating positive impact, through independent evaluations, surveys and management data, of our Professional Learning and Development programmes, materials and wider contributions to the sector
- Strengthening our position as the recognised authority on professional learning and development in the FE sector
- Maintaining our strong trusting relationship with Government, demonstrated in significant grant income awarded over the period
- Winning significant DfE contracts for FE development, if available
- Retaining excellent relations with FE sector bodies who are willing to work in partnerships of equality and mutual respect with ETF
- Securing a high degree of satisfaction amongst teachers and leaders who access ETF support
- Growing SET membership from 17,000 to 25,000+
- Establishing of Advanced Teacher Status (ATS) as a high-level badge of advanced professionalism beyond QTLS for experienced FE practitioners, bringing with it the coveted Chartered Teacher (CTeach) status
- Achieving growth in the annual awarding of QTLS
- Meeting all volume and quality targets agreed with our funders
- Attracting high calibre individuals to work at ETF, with us as Associates, and for us as Trustees.