

PUBLIC BENEFIT REPORT

2018-19

Welcome to the Education and Training Foundation (ETF) Public Benefit Report.



David Russell is the Chief Executive of the Education and Training Foundation

This document accompanies the annual Trustees' Report, and aims to bring to life our impact with case studies, examples and key statistics. It draws on examples from both the publicly-funded work we do, backed by the Department for Education and other Government departments, and the professional membership services we provide through the Society for Education and Training (SET), which is operated as a separately branded and led operation within the ETF.

Our work has some key principles at heart. First is that we exist for the benefit of learners. We aim to benefit them through the explicit mechanism of improving the professional practice of teachers and leaders in the Further Education (FE) and Training system.

Second is that we exist as a means to an end, not an end in itself. The ETF has no shareholders and makes no profit – everything we do is for public benefit, helping our fantastic FE system unlock the talents and potential of young people and adults. We aim to improve productivity, employability, skills and educational attainment.

And third is that we exist to get behind professionals, support and lift them up. We do not operate a 'deficit model' which assumes teachers need to be 'fixed' or that gaps need to be plugged. Instead we identify excellence in the system, seek to understand it and disseminate it through collaborative practice. We also bring in expert support and challenge from outside the FE system, introducing it into collaborative conversations with FE professionals, so that they might grow and develop in new ways.

If you are interested the work we describe in this brief Public Benefit Report, please visit our website to find out more; or get in touch directly with us at SET or the ETF. We would be delighted to continue the conversation about professional excellence with you.

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The Education and Training Foundation (ETF) has established itself as the government-backed and sector-led workforce development body in the Further Education (FE) and Training sector.

Our charitable purpose is to improve education and training for learners aged 14 and over. We believe that the key to this is to support teachers and their leaders to excel, leading to ever-improving learner outcomes, a better-skilled workforce and a stronger economy, country and society.

Our role, therefore, is to commission and deliver Continuing Professional Development (CPD) for all leaders, teachers and trainers in FE – in settings including colleges, independent training organisations, third sector providers, adult community education, employers, and offender learning providers.

Everything we do is in pursuit of our vision of:

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

We do this by:

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

Key ETF Statistics¹

- Membership of the Society for Education and Training (SET), the national professional membership body for people working in further education and training, grew by 15%.
- Used nearly 90,800 anonymised staff records in 2017-18 to gain vital insights into the latest trends in demographics, staffing numbers and pay.
- 36,994 leaders and practitioners accessed and engaged with our Continuing Professional Development (CPD) with an additional 219,591 accessing our Prevent online training modules.
- Spent £21m in 2018-19, of which £18.7m was used to develop our programmes.

Our strategic objectives for 2019-20 are:

- **Grow** the sector's membership body (the Society for Education and Training), and increase the number of colleagues with professional statuses and the number of high quality entrants becoming teachers and trainers. The latter will be achieved by recruitment programmes including Taking Teaching Further, Talent to Teach and Further Forces;
- **Develop** teachers and trainers to excel through training programmes, networks, research and advanced professional development;
- **Inform** decision-makers with data, experience and insights;
- Enhance the sector's **leadership**, building an integrated approach to identify and develop leaders.

21M

SPEND IN 2018-19, OF WHICH £18.7M WAS USED TO DEVELOP OUR PROGRAMMES

15%

GROWTH IN MEMBERSHIP OF THE SOCIETY FOR EDUCATION AND TRAINING

37k

LEADERS AND PRACTITIONERS ENGAGING WITH OUR CORE CPD

THE IMPACT OF OUR PROGRAMMES IN 2018-19

How some of our 2018-19 programmes support our strategic objectives

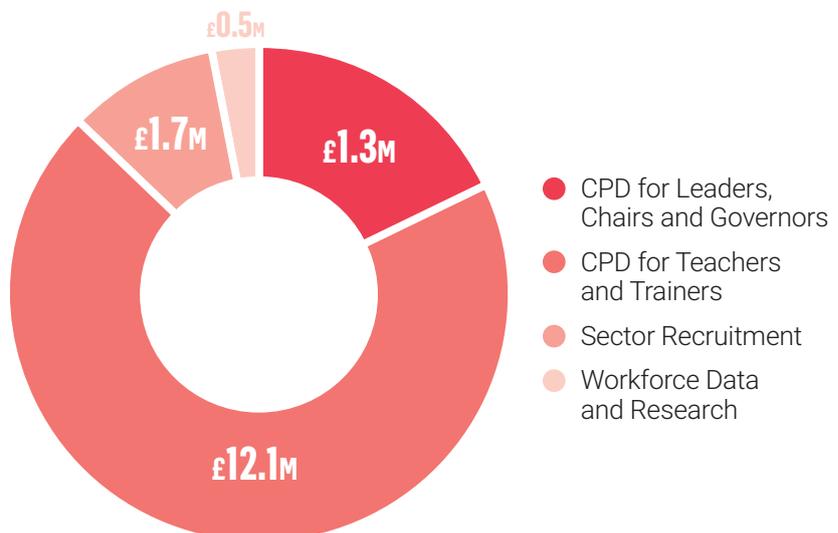
Growing – professional membership and status

Professional status for the sector is an intrinsic part of the role of the ETF and the Society for Education and Training (SET). Developing teaching staff to be confident professionals, aware of their own development needs as well as their skills and expertise, is essential to create a self-improving and sustainable FE sector.

Qualified Teacher Learning and Skills (QTLS) and Advanced Teacher Status (ATS) form key parts of the professional journey for many teachers. Underpinned by our Professional Standards, we believe they send a clear message to employers and other teachers – holders of these awards are highly capable, expert and dedicated teachers.

- The Society for Education and Training (SET), the professional membership arm of the ETF, has grown by over 15% to more than 20,000 members.² The ETF confers Qualified Teacher Learning and Skills (QTLS) status, the equivalent to QTS in schools, through SET. Its first annual conference in November 2018 drew a 95% satisfaction rating.
- Advanced Teacher Status: We want to establish ATS as the career development gold standard in FE, the mark of practitioners' effectiveness in raising teaching standards among colleagues and improving the quality of teaching in their organisation. See pages 8-9 for more. **Up to 95% of the latest group to qualify agreed that ATS had a positive impact on their practice, their learners (89%), their colleagues (89%) and their organisation (73%).**³
- Recruiting new talent into the sector is vitally important to its success. The ETF manages a range of different programmes to help grow the talent pool and meet the needs of providers. More than 60,000 people contacted the FE Advice service and there were nearly 300 placements on Talent to Teach (then called Pathways to FE). In addition, through the Further Forces Programme 110 service leavers were identified, trained and supported into employment as teachers by July 2019.¹

The ETF's grant from the Department for Education totalled £17.4m for CPD. The pie chart opposite outlines the core areas of spend. Included in this figure is £5.8m (English, Maths and Digital), £1.5m for T Level Professional Development and £1.1m for Taking Teaching Further.



1. Data taken from the Education and Training Foundation Trustees' Report and Financial Statements (2018-19), and, grant reports to the Department for Education (2018-19).

2. Figures obtained from the Society for Education and Training.

3. Figures obtained from ATS Evaluation Study (Cohort 1), published in December 2018.

Developing – the professional capacities of teachers and trainers and the sector as a whole

We believe that supporting learners across our diverse sector is best done by developing teachers to fulfil their potential – as professional educators, vocational and subject specialists, and as reflective and research-informed practitioners.

We do this through a range of evidence-based Continuing Professional Development (CPD) opportunities, including collaborative practice and research opportunities alongside training and development programmes.

Our CPD is based on research and evidence which shows that most development opportunities for teaching staff are effective when delivered over time, based on opportunities to relate learning to a participant's own work, and collaborative in their approach.

- The Government has invested £8m in professional development to help staff prepare for the successful introduction of T Levels in 2020. We have developed the T Level Professional Development offer to support staff preparing for the new qualifications. **Early responses have been positive.**
- CPD covers a wide range of programmes to support practitioner development. It includes the Outstanding Teaching, Learning and Assessment (OTLA) programme. See case studies on pages 6 and 7. **Feedback has been extremely positive. A key factor is the transfer of learning back to teachers' and trainers' places of work.**
- Our Shaping Success in Maths and English offer provides CPD courses to support effective teaching of maths and English for teachers of GCSE, Functional Skills, apprenticeships and study programmes. We are also contracted, by the DfE, to manage and run the Centres for Excellence in Maths (CfEM) programme to deliver a step-change in maths teaching. **Each year around 4,000 practitioners complete face to face, online and blended courses to improve their teaching and assessment approaches in maths and English.**¹
- SEND learner support. We reached nearly 200 people through face-to-face special needs and disability courses. Nearly 1,500 people used our Foundation Online Learning SEND courses. We updated our Excellence Gateway website. Case studies on pages 10-11. **We reached 1,846 people, exceeding our target by 646.**¹
- Under our Digital Teaching Professional Framework (DTPF), we launched the Enhance Digital Teaching Platform (EnhanceDTP) to improve practice through technology. By early 2020, it will be expanded to 100 modules of free bite-sized training available anytime, anywhere, on any device. **By March 2019, the overall reach was 2,173 – 500 better than target.**¹

Informing – through unique workforce data and research

Data and research on our sector are not as complete as for some other areas of education. The ETF has delivered a range of workforce data and other reports that provide authoritative information on a range of workforce related areas.

In addition, we have based a number of CPD initiatives on developing research and reflection skills in the workforce. While some of these have led to published academic outcomes, all have allowed teachers and leaders to develop their own ability to engage with wider research and evidence in a more informed way, transforming their understanding of what we can learn from existing studies both in our sector and around the world.

- We generate independent, impartial and comprehensive data from our anonymised Staff Individualised Record (SIR) and the ETF training needs analysis (TNA). This includes information about staff pay, occupations and qualifications. This data is key to informing the development of our programmes. **We have discovered that more focus on leadership, English, maths and digital skills is needed to take the FE profession forward.**

Leading – Principals, CEOs, chairs and governors

It is vital that learners are supported by well-run education providers, led by staff with the necessary skills and behaviours to ensure organisations can thrive. Giving leaders an early opportunity to share their practice and develop new skills is an essential part of building a sustainable system and grows the pipeline of talented staff who may wish to enter senior leadership to better reflect the diversity of our teaching staff and learners.

Our partnerships with leading organisations in delivering these programmes demonstrate the commitment the ETF has to ensuring leaders in the sector are developed to the highest standard and given the best possible opportunities to succeed.

- We developed a course for Principals and CEOs with the Oxford Saïd Business School, University of Oxford. Ninety-seven per cent of those attending rated the programme 4+ (out of five). In addition, a CFO course was developed with the Institute of Chartered Accountants in England and Wales which scored on average 4.8 out of 5. We also piloted eight online training modules for governors. **Overall, the leader programme reached 2,843 people, double its target of 1,425.**¹

¹. Data taken from the Education and Training Foundation Trustees' Report and Financial Statements (2018-19), and, grant reports to the Department for Education (2018-19).

CASE STUDY – OTLA

ETF aim:

The aim of the Outstanding Teaching, Learning and Assessment (OTLA) programme is to empower practitioners to focus on effective practice that supports them to meet their own challenges and to support other practitioners facing similar difficulties.

OUTSTANDING TEACHING, LEARNING
AND ASSESSMENT (OTLA) PROGRAMME¹

TARGET REACH

3,790

DELIVERED

6,859

AGAINST TARGET

181%

The programme

The Outstanding Teaching, Learning and Assessment (OTLA) programme was established in 2014. It is based on encouraging collaborative practice and action research opportunities for groups of teaching staff and providers around common themes.

This approach was adopted to develop teachers' and leaders' capability to use the skills learnt on these programmes in sustainable ways throughout their careers, as well as to solve immediate challenges they face. Projects have been run across the country over the past five years, with programmes leaving a legacy of knowledge and skills in participating organisations.

There have been more than 200 OTLA Collaborative Projects since 2015.¹ We set the themes, while participants define the issue on the ground and conduct and share action-based research. Funding and support is provided through the chosen delivery partner and the result is that learning spills out to the wider sector.

A Professional Exchange Network (PEN) works the other way round. A group of teachers or trainers get together to discuss practice and develop solutions from the bottom up. To date, more than 2,500 teachers and trainers have been involved nationwide from across the FE community.¹

Both approaches are transformational.

- We found that all OTLA strands exceeded their activity targets in 2018-19, with extremely positive results.
- Participants have told us how the programme increased their confidence in teaching and encouraged them to work collaboratively, which most are committed to continuing.

Impact

"The strength of the OTLA programme has been a real boost to teacher morale, an increased sense of professional agency, confidence to innovate and an injection of new enthusiasm and professional pride."

Independent evaluation, November 2018

Apprenticeship Standards projects

Ten grant-funded research projects were commissioned, each from a different college or organisation, involving hundreds of teachers working together to establish, for the first time, what 'outstanding' looks like in the new Apprenticeship Standards.

In April 2019, the practitioners involved in the projects pulled together a toolkit. Findings included:

- Chichester College described developing an apprentice's behaviour and mindset – key employability skills like resilience, confidence and emotional intelligence.
- The WYLP network of Northern colleges and providers found that 83% of apprentices could track their progress more easily by completing more detailed individual learning plans.

Learner progress project

In 2018-19, the ETF and Achievement for All (AfA) supported 10 project teams to investigate obstacles to learning and why learners were sometimes unprepared for employment. Each provider committed to monitoring at least 18 learners.

Many of the post-16 and adult providers focused on maths and English. In one, run by four London-based colleges, 43 staff and 488 learners took part. Management buy-in was key to allow time for face-to-face breakfast and lunch meetings between vocational and English and maths staff.

It had a positive, measurable impact on attendance (up 12.5%) and achievement, where Current Working Grades (CWGs) improved by 42% across the three providers.

In another project, involving more than 540 learners, five colleges (88 teachers) looked at professional behaviour and employment skills, working with 67 employers. The project has influenced curriculum development for 2019-20.

Seven of the funded project groups are still running, demonstrating the long-term sustainability and benefit to the organisations, networks and the young people themselves.

Lainy Russell, AfA's post-16 programme manager, says: "It's clear that by empowering staff with knowledge and tools, learners become more engaged in maths and English and are able to make progress and improve outcomes and transition into employment."

Google classroom

One learner progress project looked at digital skills and the impact of Google Classroom. Havant and South Downs College (HSDC) is rolling out Century Tech, a teaching and learning platform, to more than 1,000 students in the 2019/20 academic year. The college states: "This would not have happened had it not been for the OTLA research into Google Classroom."

Dan Beale, VP teaching, learning and quality at HSDC, says: "I have never seen a piece of technology be introduced, accepted and then utilised this quickly and successfully before in an FE college."

3,500

PRACTITIONERS BENEFITED FROM OTLA PROGRAMMES IN THE YEAR TO MARCH 2019, WITH A FURTHER 8,000 BENEFITING INDIRECTLY BY COLLEAGUES SHARING THEIR KNOWLEDGE⁴

150

PEOPLE ATTENDED CONFERENCES ON DATA SCIENCE, CURRICULUM PLANNING AND A LEVELS. WE WILL BUILD ON THE POSITIVE FEEDBACK IN 2019-20

800

PRACTITIONERS COLLABORATED IN OUR PROFESSIONAL EXCHANGE NETWORKS ACROSS ENGLAND

CASE STUDY – ATS

ETF aim:

To 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.

Our numbers:

- **More than 23,000 teachers and trainers** across the FE and training sector have been awarded QTLS status to date. **Around 1,700 people gain QTLS every year.**
- **So far 71 people have gained ATS** since the programme started in 2017. **There are a further 107 participants in the current cohort.**³

Advanced Teacher Status was developed to support teachers who wanted to demonstrate the highest standards of teaching and learning in our sector. The 'next step' after achieving QTLS, ATS also confers Chartered Teacher Status on recipients.

SET created ATS as part of our commitment to supporting teaching staff throughout their professional journey, from pre-qualification and early career development to those with many years of experience and training who may now be sharing their expertise with colleagues.

More than 170 teachers have been offered places on the ATS programme, the Masters-equivalent badge of professional excellence, since it launched in October 2017.

This status is based on demonstrating mastery in three key areas: pedagogical practice and subject specialism, commitment to the development of others, and an ability to improve organisational quality and development.

"Standards are extremely high," says Paul Kessell-Holland, Director of Insights at the ETF. "This programme is targeted at the most advanced teachers in the country.

"Our aim is for a national cadre of experience and of advanced teachers who can share practice. ATS enables talents to be drawn out."

ATS cuts across FE colleges, the armed forces, prisons and private training providers and is for teachers who are already working at the level of advanced practitioner or who have Qualified Teacher Learning and Skills (QTLS) status or Qualified Teacher Status.

Paul says that the scheme contributes to employability: as students experience higher quality learning, it leads to better employment options, more competitive businesses and ultimately has an impact on the national economy.

The next step now is to build on the scheme and the ETF is working with the alumni to set up regional research meetings, so they can showcase their skills with others to raise standards.

65%

FE TEACHERS AND TRAINERS USING THE PROFESSIONAL STANDARDS EVERY MONTH⁵

3. Figures obtained from ATS Evaluation Study (Cohort 1), published in December 2018.

5. Professional Standards Survey Report, published July 2019.

Evaluation:

External evaluation of the ATS programme has been conducted from the start through online surveys, telephone interviews and focus groups.

- Up to **95%** of the latest ATS cohort agreed it had a positive impact on their practice.
- **89%** agreed that it had a positive impact on their learners.
- **89%** said ATS had a positive impact on their colleagues.
- **73%** said that their ATS status resulted in a positive impact for their employer.³

Our 20 Professional Standards:

Both ATS and QTLS are underpinned by, and mapped to, the Professional Standards for Teachers and Trainers which were published by the Education and Training Foundation in 2014 after widespread consultation with practitioners.

Those working towards ATS and QTLS are expected to meet each of the 20 Professional Standards and benchmark their progress against them in areas such as use of technology, level of knowledge of their subject area and motivational skills.

Evaluation

An evaluation of the Professional Standards in 2018-19 found that three-quarters were using the standards to inform their practice on a regular basis.



I now engage with colleagues, managers and senior leaders in developing and improving teaching, learning and assessment. I would recommend ATS to anyone who is driven to have more impact.

JOYCE CHEN, LECTURER
IN TEACHER EDUCATION



The ATS practitioner



Ann Solomon

Visiting Lecturer at Oaklands College and Barnfield College. Ann is a regular reviewer for QTLS.

“The most wonderful thing about the Advanced Teacher Status (ATS) process is that it has given me the opportunity to showcase mastery as a practitioner.

It has given me more confidence in what I do and has helped to confirm that what I have been doing for a considerable length of time is worthwhile.

I am able to share my life experience, my teaching experience and my research experience with colleagues and teacher trainees which helps them to improve their practice.

This helps to improve outcomes for the learners and is having a wider impact on the organisation.

ATS isn't something you can take lightly, there is work involved. But it's very worthwhile and, for most people, it won't be outside of your current experience.”

The ATS practitioner



ALISON DREW

ATS prison educator with St Giles Trust.

ATS-awarded teachers working in the prison system have a “massive ripple effect”, according to Alison Drew.

For the past 10 years, she has taught Level 3 and 4 Information, Advice and Guidance, largely to women prisoners, through the charity St Giles Trust. These allow offenders to become peer advisors or support workers in areas such as careers advice or support in substance misuse or in mental health.

ATS has given Alison a framework, enabling her to carve out time for professional reflection and research:

“I am in the same boat as the learners in the sense that we are both working with people – so it encourages them to reflect too,” Alison says.

CASE STUDY – SEND

ETF aim:

Use all our commissioned programmes to challenge exclusion and disadvantage amongst learners of all characteristics and identities (ETF Strategy 2018-21).

SEND Workforce Development

Supporting the diversity of learners in our sector is a core part of the role of the ETF. This may be by helping all teaching staff to work well with learners who face challenges with parts of their programme of study, or through supporting the specialist teachers across our sector working with learners with wide-ranging, complex needs.

In an education sector characterised by diversity, our work to support teachers of learners with SEND forms a key part of what we stand for – a sector that works to develop and educate every learner and accepts no barriers to their success.

Our SEND Workforce Development programme provides Continuing Professional Development (CPD) resources so further education teachers and trainers can keep SEND at the front of their practice across the sector.

It supports leaders and practitioners to provide tailored study programmes, aid careers advice and tutor in the right tone of voice, so learners can achieve their aspirations and contribute to their communities. So far all feedback has been ‘excellent’ or ‘very good’.

At the moment three projects are a priority under the umbrella SEND Workforce Development programme.

- Our three Centres for Excellence in SEND, raising expertise across the sector.
- Our Essential SEND Managers programme, the go-to place for new SEND managers.
- Our Specific Needs Programme on autism, dyslexia and hearing loss.

SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES PROGRAMME¹

TARGET REACH

1,200

DELIVERED

1,846

AGAINST TARGET

154%

Essential Send Managers Programme

Forty-four places were taken on two two-day modules of the Essential SEND Manager programme – the FE equivalent of SENCOs in schools.

The ETF wants the course to be the go-to place for new SEND managers so that they can say ‘If I do this course, I will be equipped with the skills and knowledge to do my job effectively.’

1. Data taken from the Education and Training Foundation Trustees’ Report and Financial Statements (2018-19), and, grant reports to the Department for Education (2018-19).

IN THE YEAR TO MARCH 2019¹

1,533 **14,940**

PEOPLE USED FOUNDATION
ONLINE SEND COURSES

PEOPLE VISITED THE SEND
EXCELLENCE GATEWAY SITE

Specific Needs Programmes

Take-up has been strong for our Specific Needs Programmes in autism and dyslexia, though slower for a hearing impairment course. About 500 teachers and trainers took part in face-to-face and online sessions in 2018-19, giving them confidence and better teaching skills.

One participant said: "The course made me stop and think about the design of my classroom and the way I have set out the things that are up on the walls. This has helped to reduce the amount of clutter that might be overwhelming and distracting for my learners with autism."

Centres for Excellence in SEND

Three Centres for Excellence in SEND allow FE leaders and practitioners to share and test ideas on what works best.

These Centres were created in 2019-20 partly due to the impact and result of the ETF's previous support for SEND, including the two programmes outlined above and left.

- **Weston College, Somerset** is focused on people and aims to create a culture of positive mental health.
- **Derby College Group** is focused on curriculum ensuring that it always has a clear purpose so learners can achieve their aspirations.
- **City College Norwich** is focused on community, so staff can become more knowledgeable about SEND and more confident in discussions with employers.

Teresa Carroll, the ETF's Head of Wellbeing and Social Inclusion, says: "The Centres focus on unidentified or low-to-moderate special needs and have the approach that the ETF wants to see across the whole of the system.

"There's a business case for diversity. Teachers need to ask: 'Am I teaching in a way that is inclusive for everyone?' These learners can then fly and have all sorts of benefits to society."

Case Study: The Leader



DR PAUL PHILLIPS CBE

CEO and Principal of Weston College

Dr Paul Phillips, CEO and Principal of Weston College, relocated the SEND facility from an outdoor shed to a room next door to his office at the heart of the college. Within two years Ofsted had moved the college from 'Inadequate' to 'Good' with an 'Outstanding' status for its SEND provision.

"SEND is the catalyst for change in an organisation," says Dr Phillips. "Get it right and the organisation and ethos will flourish."

Case Study: The Learner



BRENDAN

Brendan is in his 40s and lives with his parents. He has issues with mobility, mild learning difficulties and lacks confidence in social situations. In his six years in FE, Brendan has gained a number of qualifications and his confidence has increased markedly.

Brendan says: "I have been coming to college for a long time and I love it very much as I like to learn new facts and information. I like to get certificates for this work and it makes me feel proud."

Case Study: The Manager

THORIA KING

SEND Manager

The ETF support has helped Thoria King in 2019 in her new job managing SEND provision in the London Borough of Hillingdon.

Thoria says: "I have been reading and doing quick courses on SEND that have helped build my confidence as well as fulfil my management role.

"The advice I would give myself is: there is loads of information out there. The ETF's SEND Excellence Gateway and Foundation Online Learning are two good examples."

**EDUCATION & TRAINING
FOUNDATION**

OUR PARTNERS



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THANK YOU

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