

FURTHER FORCES END OF PROGRAMME REPORT

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2017 – 2022 CELEBRATING FURTHER FORCES

EDUCATION & TRAINING
FOUNDATION

The Education and Training Foundation

The Education and Training Foundation (ETF) is the expert body for professional development and standards in Further Education (FE) and Training in England. Our role is to design, develop and deliver continuous professional development (CPD) for teachers, leaders and trainers to support government policy and meet sector needs. We have a charitable purpose to improve education and training for learners aged 14 and over.

The ETF believes that the key to improving education and training is to support teachers and their leaders to excel.

Everything the 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, we pursue four strategic objectives:

1. **Grow** the capacity of the sector
2. **Lead** the sector's own development activities
3. **Influence** the system's priorities, thinking and behaviour
4. **Develop** the capability of the sector.

– For details of the full range of support the ETF provides, please visit www.et-foundation.co.uk.

Cerian Ayres

National Head of Technical Education
EDUCATION AND TRAINING FOUNDATION

Biography

Cerian has worked in the Further Education and Skills sector for over twenty-eight years, and she has extensive experience of the full range of Further and Higher Education, academic and technical vocational curricula. Her background in quality improvement and assurance has been instrumental in supplying organisations with the drive to work to achieve excellence in technical and academic teaching, learning and assessment that is both learner and employer responsive.

She is currently the National Head of Technical Education at the Education and Training Foundation, where she is responsible for the design, development, management and delivery of significant programmes of support for providers delivering technical education. Cerian is the ETF lead for the Further Forces programme.



About the University of Portsmouth

The University of Portsmouth has a 5 star overall rating in QS World University Rankings 2021. We were awarded 5 stars for Teaching, Employability, Internationalisation, Facilities, Arts & Culture, Inclusiveness and Specialist Criteria: Accounting and Finance. The 2020 National Student Survey (NSS) puts us in the top 30 of UK universities for student satisfaction, with a score of 86%. We're also the number one university in the UK for boosting graduate salaries, according to The Economist.

Our 31,000 student population includes over 5,000 international and EU students from more than 150 countries. Students are supported by approximately 3,600 staff. We have invested £400 million into our educational infrastructure and resources.

Research at Portsmouth is flourishing and this is demonstrated by the strength and variety of the research collaborations in which the institution is engaged. Our world-class research is validated by the outcome of the most recent national Research Excellence Framework (2022); we are the top 3 modern university for research power (UK) based on 77% of research being world-leading and internationally excellent (Research Excellence Framework). We are closely involved with our local community and take our ideas into the global marketplace. We partner with business, industry and government to set the course for a better future.

Dr Stephen Corbett

Reader in Professional Development and Learning
National Delivery Leader for ETF Further Forces Programme,
University of Portsmouth

Biography

Dr Corbett began his career in education as a Learning Support Assistant in a further education college, supporting students with special educational needs. He then trained as a teacher of business and finance. He joined the University of Portsmouth to lead the further education initial teacher education provision, which during his tenure was recognized as Outstanding by Ofsted. In 2020 he was awarded a National Teaching Fellowship by AdvanceHE for his leadership and partnership work which has positively impacted the development of new and existing further education teachers in England.



About Further Forces

Since its inception in 2017, the Further Forces initiative has provided armed services leavers with the relevant technical knowledge, skills and experience to train as teachers in the Further Education (FE) and Training sector.

Managed by the Education and Training Foundation, and in partnership with the Gatsby Charitable Foundation, Ministry of Defence and Careers Transition Partnership Further Forces has attracted candidates from the Air Force, Army and Royal Navy to teach a variety of SET (Science, Engineering and Technology), STEM (Science, Technology, Engineering and Maths) and wider technical subjects. Candidates are highly sought after for roles in these subjects, which are acknowledged as hard-to-fill in FE. Recruits have included engineers, scientists and digital specialists.

The ETF Further Forces programme delivery partners are the University of Portsmouth, University of Brighton and the Association of Colleges.

129 Service Leavers have been supported to secure employment, allocated a subject specialist mentor, and experienced high-quality learning experiences, whilst completing their fully-funded teacher training programme at Level 5 or above. These individuals have become highly regarded for the skills, experience and knowledge they bring.

As well as offering Service Leavers the chance of a rewarding career, the scheme has also supported providers by enabling them to recruit highly-skilled teachers and trainers.



THE SIGNIFICANCE OF MENTORING IN THE FURTHER FORCES PROGRAMME



Participants in the programme experienced a wide range of mentoring. The depth of this exposure has proved important in supporting participants in recontextualising their wide range of knowledge, skills and experience for new careers as teachers in further education.

Dr Steve Corbett, the course leader highlights the relationship between two distinctive forms of mentoring in play in the programme alongside that within the initial teacher education programme:

“The subject specific mentor will really help guide them through the core aspects of good quality teaching and learning and put them into the context of the subject. The professional mentor takes a broader perspective looking at, for example, policy developments and their impacts on classroom practice”

The mentoring in the programme therefore strongly encourages the development of the participants as Dual Professionals, central to fostering high quality technical teaching in further education.

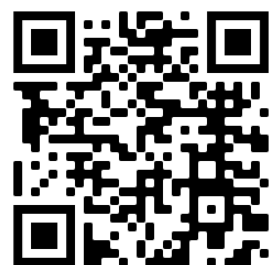
This discussion between Dr Lynne Taylerson, a subject specific mentor, and Bruce Morrison, a participant in the programme, reveals insights into the importance of mentor/mentee relationships and the ONSIDE model that underpins them. Key impacts that emerged included:

- The importance of highly personalised and bespoke support.
- Growth in self-efficacy of the mentees
- Insights into structuring subject knowledge to improve accessibility for learners. The mentee was introduced to a wide range of digital tools to support learning.
- The development of a relationship that is mutually beneficial for the mentor and mentee
- Mentors adopting the position of a broker, e.g., in facilitating teaching placements and signposting key relationships
- Deepening an understanding of the complexities of the Further Education sector, including the breadth of qualifications and the needs of different learners.

The mentoring relationships have added significant value to the participants on the programme and these benefits have persisted once careers as further education teachers have been established. As Bruce puts it, mentoring is a ‘great kickstart to a career in FE’.

It is apparent that the influence of mentoring extends way beyond the programme. Through these relationships participants have been encouraged to engage with the broadest range of resources, networks, and communities of practice. They have become champions in modelling both excellent technical teaching but acting as change agents in their own organisations and beyond.

Mentoring has played a major role in enabling Further Forces participants to grow the concept of what being a Dual Professional means in Further Education. They have become ‘multi-professionals’ in taking technical education forward. Not only do they possess expertise of pedagogy coupled with subject knowledge, but they have also deep understanding of the needs of the learners they are working with, and technical careers pathways open to them in their localities. This is enhanced further through a sophisticated understanding of the importance of collaborating with peers and industry experts. Most significantly, mentoring has allowed for the recontextualizing of participants’ leadership skills to ensure that they will continue to make a difference to themselves and many others working in Further Education.

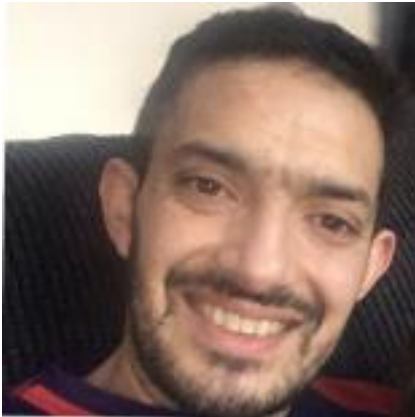


Bruce Morrison and Lynne Taylerson Mentoring, Coaching and Support

CASE STUDIES: MEET FURTHER FORCES RECRUITS



PHILIP BULL



After 12 years in the Royal Navy, Philip moved to use his engineering skills in various roles including an ROV Pilot Tech and Vehicle Electrician – helicopters & rolling stock. However, the experience of supporting new recruits in the Navy drew him to teaching so he now is an Engineering teacher with Babcock International at HMS Collingwood and is studying L5 Cert Ed with Further Forces.

WHAT MADE YOU CONSIDER THE FURTHER FORCES PROGRAMME?

“As a teacher, I can draw on my coaching/mentoring skills I gained in the Navy. By training with Further Forces, I am increasing my reflective practices, this complements my early career and helps me bring out the best in the people around me.”

“I like teaching but want to advance through education into management in Further Education. Training with the Further Forces programme gives me the support to develop my skills and gain highly recognised teacher qualification.”

HOW HAVE YOU FOUND THE TRANSITION FROM THE FORCES TEACHING IN FE?

“When you are in the Forces, your career is mapped out for you. You don’t need to look for your next job, so you don’t have to develop networks and don’t necessarily know how to begin. I wanted to expand my exposure to people outside of the Forces to build up the skills of how to develop my career and plan my future path.”

“Further Forces provides a personal mentor which has been really important for me in developing an understanding of the Further Education sector and building up my

network. I had my work-place mentor and my tutor at the university, but University of Brighton then offered me another mentor who was independent of my employer and my training, so they would just be focused on my personal development and any support I needed.”

“For this personal mentor, I wanted someone who was not ex-Forces so that I could get some guidance on the wider FE population. So far, I have met Tim, my mentor, twice face-to-face so we have got to know each other. This means that I can really make use of the support Tim offers. I want to develop my teaching expertise, which I can do with my work place and university mentors, but I also want to build the wider skills that will help me progress in my career. Tim really helps in this: he has checked essays for me; guided me on how to build up a network; and given me vital insight into how the Further Education world works.”

WHAT PLANS DO YOU HAVE FOR THE FUTURE?

“I like teaching but I want to advance through education into management in Further Education.”

WHAT WOULD YOU SAY TO ANYONE ELSE THINKING ABOUT TRAINING THROUGH THE FURTHER FORCES PROGRAMME?

“When in the Forces, you don’t realise how easy it is to transfer the skills you have. Find a teaching role and a subject that suits your professional skills set. You will then discover that, as a teacher, you use your existing skills and develop a whole new set.”

NICK HARPER



Nick Harper is currently employed at Weymouth College as a Lecturer and Employer Engagement Consultant in Business & IT. Prior to commencing the programme Nick had served as an Officer in the Navy for over 27 years.

WHAT WAS YOUR ROLE IN THE SERVICES?

As an Officer in the Navy I specialised in telecommunications systems and information systems. This involved diagnosing communication hardware to ensure a stable connection to the MoD's information network. The development of new technologies throughout my MoD career meant that I had developed the necessary skills and experience in cyber security and information systems to teach these principles to others. I have always had a drive to help others to learn and I soon realised that I had developed a passion to teach.

WHY THE FURTHER FORCES PROGRAMME?

I heard about the Further Forces programme having carried out my own extensive research into different teacher training routes. At the beginning of the programme I completed a series of six workbooks designed to support my transition from the military into teaching. These workbooks gave me the necessary background information to ensure that Further Education teaching and lecturing was right for me and provided useful advice and guidance for developing my application for employment. I began applying for FE roles and, before I knew it, was offered a contract of employment with Weymouth College. The college enrolled me on their Award in Education and Training programme which compliments the knowledge and skills I had already developed having completed the workbooks.

HAS THE PROGRAMME BEEN OF BENEFIT TO YOU?

Yes. During the Initial Teacher Training programme, I developed the practical skills necessary to plan innovative and engaging active learning sessions, as well as learn about some of the finer details of how the Further Education sector works in collaboration with local businesses and makes a significant contribution to the country's developing workforce. The programme also taught me about the importance of safeguarding in education as well as effective

behaviour management strategies and reflective practices. I found that these skills have built upon and enhanced the expertise that I had already developed during my 27 years of service in the Navy.

"I have always had a drive to help others to learn and I soon realised that I had a passion to teach... I have enhanced the expertise that I had already developed during my 27 years of service in the Navy."

LLOYD BAILEY



Lloyd successfully gained employment as a Physics Lecturer for Derby College having served in the Royal Army Engineers Core for 23 years.

WHAT WAS YOUR ROLE IN THE SERVICES?

I served in the Royal Engineers as a training instructor and senior training instructor for twenty-three years. This involved developing high quality training materials and providing ongoing advice, guidance and instruction to various ranks. I have instructed in all walks of life, including Afghan and Kenyan civilians in a range of subjects and wanted to pursue the teaching and learning aspects of my role when I left the Services.

WHY THE FURTHER FORCES PROGRAMME?

Education is the most important aspect of a person's existence. It teaches the skills required for life, for future employment and how to communicate, act and react to peers and others. I had wanted to teach for a number of years, fuelled by my positive experiences of school years and the characters of the teaching staff, as well as a passion for helping others to excel. Further Education teaching sounded appealing to me and the Further Forces programme offered plenty of expert advice and support to help me secure a role as a Physics Lecturer in my local area.

HAS THE PROGRAMME BEEN OF BENEFIT TO YOU SO FAR?

Once I enrolled on the programme, I was sent a Trainee Profile template which I completed with all of my existing experience and qualifications. The team used this to help me secure an appropriate employment contract in the Further Education sector. I was offered significant support with reviewing and refining my application. I have been allocated a

subject expert mentor who is able to offer me further advice, guidance and support during my teaching role and I am keen to further enhance my subject knowledge and teaching expertise with the support of the Further Forces team.

"I had wanted to teach for a number of years, fuelled by my positive experiences of school years and the characters of the teaching staff, as well as a passion for helping others to excel."

BEN SMITH

“Don’t have any doubts about whether you can teach – the Further programme will help you get there.”

Ben was in the British Army where he worked within the transport and logistics sector of the Royal Engineers. He worked up from being a junior soldier and driver to a Warrant Officer and senior transport manager. After 24 years of service he left his position as a Royal Engineer, Warrant Officer Class Two and is now a lecturer in Uniformed Public Services & Military Preparation.

WHAT MADE YOU CONSIDER THE FURTHER FORCES PROGRAMME?

“I’d always been interested in pursuing a career in teaching and putting all the qualifications and experience of being an instructor in the military to good use. The Further Forces Programme allowed me to do just that.

“The two main attractions for me was, firstly, the fact that I was able to enrol on the course and gain a Level 5 qualification with only a Level 2 in functional skills in Maths and English. Secondly, the fact it was all free. This allowed me to use my ELCAS to gain other useful qualifications.”

HOW HAVE YOU FOUND THE TRANSITION FROM THE FORCES TO TEACHING IN FE?

“Extremely easy. The Further Forces Programme actively helped me to find a suitable job with a local FE provider which allowed me to start a job, in my new chosen career, even before I was officially out of the forces. This helped alleviate any worries about finding employment on leaving.”

WHAT PLANS DO YOU HAVE FOR THE FUTURE?

“I’m already thinking of gaining further qualifications to be able to teach in Higher Education.”

WHAT WOULD YOU SAY TO ANYONE ELSE THINKING ABOUT TRAINING THROUGH THE FURTHER FORCES PROGRAMME?

“Being ex-service personnel, you’re able to bring a far greater depth of knowledge, skills, experiences and resources into a classroom than most ordinary people. Don’t have any doubts about whether you can teach - the Further Forces Programme will help you get there.”

HANNAH PAYNE



While training, Hannah had a work placement as a lecturer at Hartpury College. She is now a Sports and Exercise Lecturer at Hartpury.

WHAT WAS YOUR ROLE IN THE SERVICES?

I served as a Combat Medical Technician in the Army. During this time I developed the skills necessary to administer emergency first aid on the battlefield and also completed my Advanced Ambulance Practitioner course. As a medical technician, I was highly trained in human anatomy, physiology, health and wellbeing. The skills and knowledge gained in this role, coupled with my degree in Sport’s Science meant that I was well placed to embark upon a career in Further Education teaching and training.

WHY THE FURTHER FORCES PROGRAMME?

I had already gained experience of working with people aged 16+ whilst studying for my degree and when working for the MoD, so I knew that the teaching profession was right for me. I heard about the Further Forces programme whilst researching different career pathways online. The programme offered an extensive training package as well as significant support in securing employment in the Further Education sector. I was also pleased to hear that on-the-job training would be provided and that I would incur no cost as a Service Leaver.

HAS THE PROGRAMME BEEN OF BENEFIT TO YOU?

When I first signed up to the programme, I enrolled on the foundational training programme to help me move from my military career into civilian teaching. This was a distance learning programme consisting of six topics which I managed to complete relatively quickly. I was then then eligible to enrol straight onto the PGCE programme, which is a nationally recognised teaching qualification. I have learnt about the practical skills necessary to ‘hit the ground running’ as a member of staff in a college. The team helped me to secure my work placement

at Hartpury where I worked alongside existing Sports Studies lecturers.

“I am focused on becoming an outstanding sports science teacher by inspiring future generations of students to develop their knowledge, skills and expertise.”

JONNY BROWN



"I really value the approach of Further Forces to my personal and professional development... It was a good step into education."

After six years as a technical support specialist in the Royal Electrical and Mechanical Engineers, including two tours in Afghanistan, Jonny is now an electrical installations tutor at York College.

LIFE IN THE ARMY: A LEARNING EXPERIENCE

For Jonny, joining the Army when he was 16 was the right move. As well as building up specialist skills and experience in providing logistical support, he learnt to work effectively as part of a team, to adapt to often challenging circumstances, to communicate well and to accept responsibility confidently. These skills serve him well in his post-army life.

MAKING THE TRANSITION

The transition was not easy at first. "The hardest job to leave is your first one. All I knew was the Army. I've been lucky – but it's been hard work!" Teaching was not his first choice. His initial goal was to train as an electrician. He was clear that, rather than the army's resettlement option, he wanted a mainstream course. On his way to becoming a fully qualified electrician, with a Level 3 NVQ Electrical qualification, he volunteered for basic tasks and learnt from watching experienced practitioners. "Observe, reflect, learn from others," was – and still is – his guiding principle. After his initial training at Darlington College, he became a workshop tutor at the college for three years, working on practical elements which engaged students. "It was a good step into education."

THE NEXT STEP

Now at York College, Jonny is continuing to extend his qualifications and develop his career as an FE tutor. Well supported by the college and Further Forces, he has followed the 'Lifelong Learning' programme, to the Certificate in Education (Teacher Training). So has been able to gain his qualification while working at York College. Further Forces offers a good structure that provides a security while transitioning to civilian life and work.

"I really value the approach of Further Forces to my personal and professional development. I have one of the college's Assistant Principals as my mentor, and so feel I have a well-supported career route mapped out."

MARK HOBSON



"Service personnel will have gained experience of leading junior recruits... So, with the support of a subject specialist mentor, they can easily build on these skills and become great teachers."

WHAT MADE YOU WANT TO BE A MENTOR OF FURTHER FORCES TRAINEES?

"I am ex-military and I transitioned into teaching. Also, as an Open University lecturer, I am used to students who are working while studying. Therefore, I offer the Further Forces recruits a real understanding of the process of transition from the Forces to teaching in FE and the pressures that might bring.

"My approach to mentoring is to never treat anyone as a pessimist, but to listen and respond with openness.

"It is very different being a subject-specialist mentor with Further Forces. You are independent of the trainee's workplace and so you can be focused entirely on the support you give them, without having to give any feedback to the employer, tutor or manager."

WHAT HAVE YOU FOUND IS THE MAIN SUPPORT NEEDED?

"There is a sea-change between military and civilian life, so it is really important to have a guide through the process. However, there can be a military mind-set that you are a failure if you cannot do it on your own which can make people unwilling to ask for support. As a Further Forces mentor who has made that transition, I can act simply as a sounding board which is important when navigating a new world.

"As a mentor, I am a non-judgemental guide, explaining how decisions are made in FE. Finding your way cannot be done just by instinct and intuition."

WHY WOULD YOU RECOMMEND SERVICE LEAVERS TO JOIN FURTHER FORCES?

"People from the Forces are really valuable in Further Education. Many of the students have moved to FE because they have been unsuccessful in school or need a different approach. They are young minds looking for a new way to engage with learning. Ex-Forces colleagues who train to teach offer these students someone different, technical experts

with a clear line of sight to work who offer valuable real-world experience. Service Leavers can make a real difference in Further Education.

ALEX KNOWLES



Alex was in the RAF for 15 years, working as an Aircraft Technician, he was then promoted to Mechanical Technician Supervisor and subsequently worked as an RAF Recruiter. He is now an Engineering Lecturer at Grantham College and is completing a Post Graduate Certificate in Education (PGCE) Level 7 through the Further Forces Programme.

WHAT MADE YOU CONSIDER THE FURTHER FORCES PROGRAMME?

"I had always had an aspiration to get into teaching. But I wanted to teach Mechanical Engineering so Further Education seemed the better option as, unlike in schools, it is more engineering focused so I could use my technical knowledge and skills.

"During my resettlement, I did the six free online Pre-ITT modules created by Further Forces. These gave me a taste of what skills and knowledge is needed in teaching FE. I then signed up with the University of Portsmouth to begin my teacher training and secured a teaching post at Grantham College while I was training. All the training was paid for by Further Forces.

"I started off by studying part-time over two years, but I switched to study full time, which is a year. Both routes allowed me to do a day a week at university, while being in college for the other days. Full-time meant four assignments in the year, which was manageable for me."

HOW HAVE YOU FOUND THE TRANSITION FROM THE FORCES TO TEACHING?

"The work levels were a bit of a shock. As an engineer in the RAF the pressure is kept off because they don't want a plane to fall out of the sky! However, the support I got from my tutors was great and the guidance from the Education & Training Foundation was really good.

"There are mentors funded as part of the Further Forces who provide individual support. I think this is really useful, especially for people who may not have any experience of studying in Higher Education.

"The students I teach made a real difference. They were really understanding of my situation - that I was new to teaching, so they worked with me. FE is different to schools as it is more of a partnership between the teacher and students."

"The students I teach made a real difference. They were really understanding of my situation - that I was new to teaching, so they worked with me."

KAREN BARNABY

"Having a fully funded programme enabling me to study and work has been invaluable. I didn't realise how many transferable skills there would be that cross over from my role in the forces to my teaching."

Karen was in the armed forces for nine and a half years and is now a Lecturer in Uniform Public Services at Highbury College near Portsmouth.

WHAT WAS YOUR ROLE IN THE SERVICES?

I was in the armed forces for nine and a half years serving in the Royal Air Force Police, working as Junior NCO (Non Commission Officer) Unit Investigation Element before leaving the service after relocating with my family.

WHY DID YOU JOIN THE FURTHER FORCES PROGRAMME?

I had always been interested in teaching and had looked into it previously, briefly considering the old 'Recruits for Teachers' scheme but didn't feel the age groups were right for me to teach. I wasn't ready to leave the forces at that point in time. When I relocated to Portsmouth with my husband, who also serves in the armed forces, I started to look at my options. We have young children and service life was becoming

unmanageable. The Further Forces programme enabled me to make the move into teaching that I had previously considered, everything fell into place.

HAS THE PROGRAMME HELPED YOU?

Having a fully funded programme enabling me to study and work has been invaluable. It would have been very difficult for me to have studied otherwise. Initially I was able to volunteer at a local college (which I wouldn't have been able to do without the funding), and then received support to help me find a job in Further Education.

HOW HAVE YOU FOUND THE TRANSITION FROM THE FORCES TO TEACHING IN FE?

It's been very good; I didn't realise how many transferable skills there would be that cross over from my role in the forces to my teaching role which has really helped the transition. For example, you have to be creative in the military and that is the same as teaching; the ability to improvise and adapt. My organisational skills have also been called upon in both – there was a lot of time management and paperwork in my forces role and this is similar in teaching. My role in FE relies very much on a pastoral role, requiring calmness under pressure, tolerance and dealing with people from all walks of life so very similar to managing troops.

CASE STUDIES: SEE WHAT FURTHER FORCES RECRUITS HAVE TO SAY ABOUT THEIR PROGRAMME



RECENT FURTHER FORCES CASE STUDIES:



Jack Lee Further Forces Graduate case study- (Promotion- Teacher and Manager)



Dean Carpenter Further Forces Graduate (Construction Lecturer) and students case study (Basingstoke College of Technology)



Kevin Lloyd Further Forces Graduate Case Study- Functional Skills and Maths Lecturer, Grantham College (Sector/Subject specialism Engineering)



Campbell Christie CBE, Retired College Principal and Royal Navy **Commodore** - Discussing Leadership skills, transferable skills and Inter-sectoral working

USING TECHNOLOGY FOR ONLINE DELIVERY

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Since the inception of the programme, delivery of the University of Portsmouth Initial Teacher Education (ITE) provision has been online with elements of face-face engagement. During the pandemic this experience meant that disruption to the programme was minimal. The virtual architecture was well established, and trainees were comfortable with undertaking their learning in this way. Dr Steve Corbett, director of the ITE programme also highlights wider benefits:

‘Trainees were incredibly well prepared for the challenges that face them on placement because they had been used to studying online and they could convert that that experience into their own teaching practice, which was useful’.

Some participants on the programme were digital specialists but all benefitted from the enhancement of understanding of how to use new technologies and platforms to deliver learning. Mentors were important in supporting this development, but participants also benefitted from specific professional development focussing on the use of technology.

An effective example was the ‘*Spring Teaching & Learning Conference: Technology, Teaching & T-Shaped Learning*’ held in April 2022. Participants were introduced to the wider context of Technical Teaching in enhancing productivity in localities and using technology was an important part of this narrative. Two workshops were very helpful in illustrating and modelling such practice in supporting learning. Sessions were wide ranging and included ‘*developing employability skills to include techno-mathematical literacy and experimenting with new approaches*’ and ‘*Effective Use of Technology to support hybrid learning and behaviour management*’. Both sessions were interactive and catered for a wide range of experiences.

The first workshop included a focus on developing transferable skills that make maths and technical skills relevant to the workplace and using contextualised approaches to support this transition from school-based learning. The second session explored a very wide range of virtual strategies to support learning including enhancing the motivation that is central to behaviour management.

In the video on the previous page Kevin Lloyd (25 years in the Army) and his line manager Tina Pringle illustrate how many of the concepts explored in the April conference have informed practice in teaching maths to 16-19 year olds.

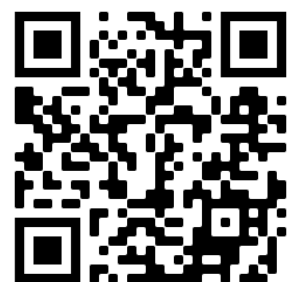
Kevin reflects that:

“Absolutely fantastic getting to see students develop from being quite scared of maths initially, they’ve just left school. They didn’t achieve very well at school and I’ve got them in the classroom trying to turn that sort of mindset around. Fantastic once you can see a student click with some knowledge.”

Kevin goes on to highlight that on the Future Forces programme

“we used various different conferencing software on the distance learning programme which helped me get to grips with the different technologies that were coming into EdTech as it is now”.

The versatility and resilience of Further Forces participants has been strongly enhanced by the programme. How the use of technologies has been supported and reinforced exemplifies this strongly and members of this community feel empowered to seek out new resources and keep learning.



Why do service leavers make good technical teachers? - Video

DAY IN THE LIFE OF: HEAR FROM SOME OF OUR TRAINEES

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DAY IN THE LIFE OF A UNIFORMED PROTECTIVE SERVICES LECTURER

Wayne Hall, Vision West Nottinghamshire College

Richard Doughty *Nov 15, 2021*

For almost 25 years, Wayne Hall served in the Army working his way up to warrant officer class 1, the army's highest soldier rank. While in service, he also qualified as an electrical engineer, gained a degree in leadership and management and has now finished a part-time PGCE supported by the [Further Forces career programme](#). On discharge, he joined Vision West Nottinghamshire College as a full-time public services lecturer in September 2021

HOW DID YOU GET INTO FE PUBLIC SERVICE LECTURING?

I left school with no GCSEs (I later found out I'm dyslexic). I tried a few YTS apprenticeships that fell through - even washing pots in a local hotel - and then realised I wanted more out of life. At 18 I went to Stockport College to redo my GCSEs and got interested in electrical engineering. I did enough to enter the Army in 1997 where I qualified as an electrical engineer at the Royal School of Military Engineering in Chatham. In 2014, after three separate two-year 'tours' training new recruits in engineering, I realised teaching was what I really enjoyed and where I could add the most value. To check if I had the ability to teach full-time, I successfully studied for a part-time leadership and management degree at Northumbria University, which then led on to other niche level qualifications like my ILM level 5 diploma in coaching and mentoring while working with students in the military. And then in January 2020, everything kicked off - I discovered Further Forces.

HOW DID YOU HEAR ABOUT THE FURTHER FORCES SCHEME?

In January 2020 a colleague mentioned over coffee that he was heading down to Portsmouth University that weekend for an induction to a Further Forces teacher training programme for service personnel wanting to teach in FE. It sounded just right and I got two days off to join him. Within five days I'd applied, got accepted and been through induction for a part-time two-year PGCE course, starting that month. I finish next February!

HOW HAS FURTHER FORCES HELPED YOU TRANSITION FROM THE ARMY TO TEACHING?

It supported me in finding a teaching placement in 2020 at West Notts in their uniformed protective services department while I was still in the military. So I'd spend one day a week in a civilian environment which helped me decide if the job was for me and started clocking up 100 hours of practical teaching required for the PGCE. I was used to identifying issues and solutions as a soldier, so that side of teaching wasn't the shock it could have been. I treated the placement as training time; it let me develop as a teacher and I was able to sit in on other classes and observe how different teachers taught and managed behaviour. It must have paid off as my department, who knew I was about to leave the army, invited me to apply for a permanent position from September this year, which I got after beating eight other candidates. They'd all taught in many settings but didn't have my public service experience of so many real-life situations. I was relieved to get positive feedback from students who highlighted the realism I brought into lessons.

Further Forces has guided me directly from the Army into teaching. It provides you with ready access to your course tutor to discuss any problems on zoom. There's always someone outside your immediate working environment with whom you can discuss anything.

The whole nationwide Further Forces cohort uses the Slack online communication platform to raise any questions or issues. I just have to post a statement and I can guarantee within a few hours I'll get someone coming through who is facing the same problem and has a solution. I get a response from my tutor within 24 hours. When I needed to discuss something one to one, and on Friday suggested a zoom meeting on Monday, my tutor immediately booked me in for 9am.

WHAT'S YOUR CURRENT ROLE?

I've chosen to work four days a week rather than full-time — given I was 25 years full-time in the Army. I spend Mondays at home continuing my PGCE course, writing up assignments and weekly CPD portfolios. I teach level 3 diploma (16-18 years) and level 3 extended diploma courses (including some students aged 19) in uniformed protective services Tuesday to Friday each week, including a half-day for marking and preparation. The syllabus covers around 16 public services, including the Army, Navy, RAF, police, fire, ambulance and Border Force

WHAT'S A TYPICAL DAY?

Wednesday is busiest. I start teaching two or three hour-long lessons from about 9am and then the same after lunch. I'm currently teaching units in citizenship to diploma students and security and physical preparation for public services (extended diploma). I also get a half-day of 'desk-time' to prepare lessons and mark assignments.

I don't do much work at home, apart from a few hours researching for PGCE assignments and preparing lessons in advance for next year.

Units such as citizenship run for a whole year and there's a lot to learn. The students have two chunky assignments to complete but it gives us opportunities to get in guest speakers. Last half-term our local MP, Ben Bradley, gave a talk on multiculturalism, diversity and equality and how it related to our community. Outside visits include the military barracks just round the corner from us, along with several centres for reservists and the area's police HQ.

WHAT TRANSFERABLE SKILLS DO YOU BRING TO THE TABLE?

Time management is a key skill you have to master in the military. Discipline is something I've both received and dished out while moving up the ranks. In fact, I teamed up with an RAF colleague to introduce a code of conduct that didn't exist in writing before in my college department. And teamwork and leadership is something I have introduced. I've explained that you can't work in uniformed public services as individuals - you've got to be a team. So we're doing a lot more peer-to-peer reviewing of our work rather than seeing loads of marking piling up on my desk. Students look at each other's work before submitting it and spot those silly spelling, punctuation and grammar mistakes.



ANY BIG CHANGE YOU'VE MANAGED TO INTRODUCE?

Uniforms! As a trainee at the college last year I noticed the dress code was to wear what you want. I was a bit miffed as the clue was in our courses title: uniformed public services. So since September and with full college and student buy-in, we've adopted a style of uniform that our students say they would be comfortable wearing and look the part in military combat-style trousers, black T-shirts and black or brown boots. They do look amazing when they are all standing together. Touchwood, 99% have conformed. We do two or three inspections each week and if I have to cancel one for any reason I have 16-year-olds asking when can they do the drill again! They love it as they feel part of something - a feeling they may never have had at school.

WHAT'S A KEY CHALLENGE IN YOUR JOB?

It's fighting to ensure our students have what they need to study properly despite the continued lack of adequate government funding. For instance, the college teaches A-level and BTEC sport yet our gym hall is almost empty, lacking the mats, rowing machines, treadmills and exercise bikes you'd normally expect. And last year I was teaching leadership which included students conducting leadership and command tasks but we had no equipment. I had to use contacts with my own regiment to ensure we got tyres, empty barrels, wooden planks and ropes etc to carry out the training.

ANY ADVICE YOU'D PASS ON TO OTHER EX-FORCES LECTURERS?

You have to be understanding and patient - you can't treat students like soldiers. In the military, if you ask someone to do something, it's expected and done. Not so in colleges, where students are still developing their cognitive learning skills and patterns. Rather than get frustrated early on, you need to be empathetic and see things from a learner's perspective - it goes a long way.

DAY IN THE LIFE OF A FURTHER FORCES STUDENT TEACHER IN PHYSICAL TRAINING/PUBLIC SERVICES

James Maosa, West Nottinghamshire College

Richard Doughty Dec 20, 2021

(This article focuses on armed services personnel making the transition to teaching in FE supported by the Education and Training Foundation's Further Forces career programme based at the University of Portsmouth)

WHAT GOT YOU INTO TEACHING PHYSICAL TRAINING AND PUBLIC SERVICE?

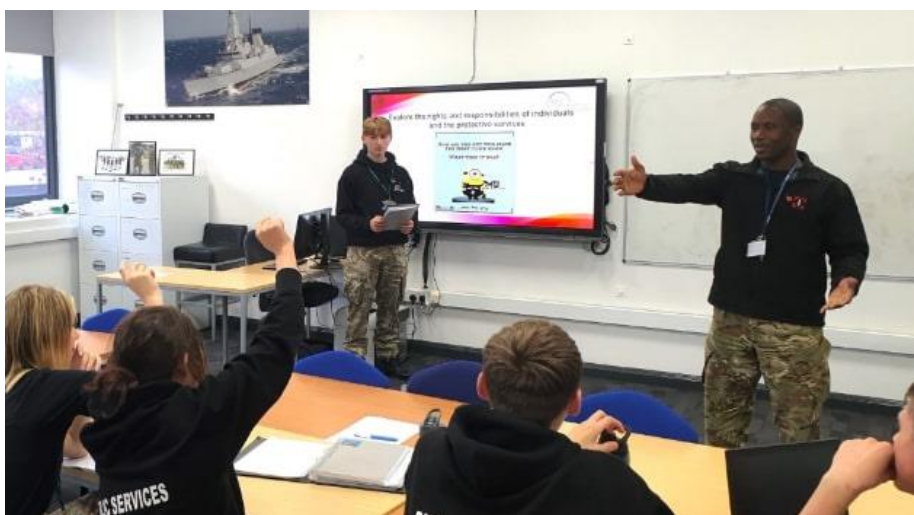
I was born and grew up in Kenya before I joined the Royal Signals regiment aged 22. I was encouraged by a Kenyan friend already in the British army. I served for 15 years, during which I worked in communications and started training soldiers in physical fitness and found I related really well to others. That helped me decide to eventually teach a subject full-time in college that I knew very well - public services.

HOW DID YOU COME ACROSS FURTHER FORCES (FF)?

During the army's resettlement programme preparing me for post-service life, a poster promoting FF's PGCE teacher training scheme for ex-services personnel inspired me to ring up about the courses on offer. I successfully applied for a place on the back of a part-time sports science degree at Manchester Met University in 2015 that I gained while in service. I also gained qualifications in physical education, physical science, leadership and a level 2 in sports coaching. I was looking for a new challenge and left the army full-time in 2019 to join the reservists and also started my part-time PGCE. During the course I taught part-time for 18 months and am now at West Nottinghamshire College public services department.

WHAT IS YOUR MAIN ROLE IN YOUR COLLEGE?

It's teaching a range of subjects full-time from discipline through to physical fitness. I work with students across level 1 (most have left school with just a couple of GCSEs) through to level 3 (extended diploma) in public services. I actually teach for about 22 hours a week. Most students will eventually join either the police, fire, paramedic, prison or armed services. My main focus on teaching physical fitness to help prepare students for public service and cover leadership skills, discipline, serving their community, cultural awareness and citizenship. I don't have a specific title as we are teaching so much - there are 40 units you can teach.



WHAT'S A TYPICAL DAY?

I'm in college by 8am to do final class preparation and check emails before starting teaching at 9am. I have 15-minute breaks between lessons, a lunch break and leave around 5pm. Some days I get several hours to organise my lessons - today, for instance, I have three sessions set aside for lesson preparation before I have a class. At the start of this academic year, we let the students settle down and understand how the college and curriculum worked, but this is now being followed up with map-reading and kayaking expeditions and other physical activities. We've also been inviting in speakers to address the students, including a police commissioner, a prison governor and two police representatives demonstrating the IT kit used by police. I work with around 80 students a week.

DESCRIBE A BIG CHALLENGE SINCE SWITCHING FROM ARMY TO CLASSROOM AND THE SUPPORT FF HAS PROVIDED?

It's how you keep discipline. In the army you have ways to deal with it but in class you have to be really inventive. It's challenging with such a wide range of students and behaviours; one style does not fit all and that's been the challenge. My FF tutor suggested I change the way I teach a session by, say, taking them outside and letting them do most of the work - rather than myself! Or change the group activities and keep switching students around from group to group so they don't get too used to each other and become complacent.

ANY ADVICE FOR WANNABE EX-SERVICES TEACHER TRAINEES?

While in the armed services, they definitely need to get some teaching under their belt and thoroughly research the subject they want to teach before applying to FF.

ANYTHING YOU ARE PARTICULARLY PROUD OF?

Remaining on top of my PGCE course. There's a lot to do - so you have to be focused and manage your time well.

WHAT'S A KEY QUALITY IN FF STUDENTS REALLY VALUED BY YOUR COLLEGE?

An ability to use drills to instil work discipline in our students - you can see the difference in people from FF in what we value - discipline and professionalism.

PERSONAL QUALITIES NEEDED FOR THE JOB?

FF applicants need patience; leadership (you're in the class most of the time); and an ability to communicate (a key requirement in the armed forces).

QUALIFICATIONS AND SKILLS TO BECOME AN FF STUDENT?

A degree (ideally in your chosen subject) plus previous teaching/training experience.

HOW HAS COVID AFFECTED YOUR TEACHING OF PHYSICAL FITNESS?

Social distancing has cut down contact with students so you have to adapt. The best thing is send them out to do their walks and put it on Teams or Strava - the challenge is to differentiate. Some people may not be able to do a run but would, say, be happy to do circuits. Everyone has got the Strava app, which can encourage friendly competition and maintain morale - you can see what each individual has done if they have completed a walk or a circuit, though direct comparison between those using Strava for circuits is not as easy as those doing running/walking.

WHAT KEY INTERVIEW QUESTION WOULD YOU ASK A WANNABE FF TEACHER?

Have you got teaching experience? It's really, really important. The part-time course can last more than two years if your services job does not allow you to get in the teaching hours needed for a PGCE and you then have to make up the hours later before qualifying.

WHAT SPURS YOU ON TO WORK EACH DAY?

It's passing on my experience and knowledge from the army to young people who I then see get inspired to join the forces themselves.



DAY IN THE LIFE OF A PUBLIC SERVICES LECTURER

Jesse Jackson, Loughborough College

Richard Doughty Jan 25, 2021

(This article focuses on armed services personnel making the transition to teaching in FE supported by the Education and Training Foundation's Further Forces career programme based at the University of Portsmouth)

For 10 years Jesse Jackson served as a gunner, before spending two more taking young 18+ army recruits through basic training. On discharge, he joined Loughborough College as a public services lecturer in September 2018.

HOW DID YOU GET INTO FE LECTURING?

I stumbled into it, to be honest. I left school at 16, tried college for six months but then opted to join the Army. I resat maths GCSE, rose to sergeant and after 10 years in artillery spent my final two years training young people at Army Training Centre (ATC) Pirbright, a move that kindled my passion for teaching. I'd begun considering doing teacher training at university, when an instructor on a resettlement programme for those leaving the army told me about the new Further Forces programme, based at Portsmouth University and set up to help former service personnel take up teaching jobs in further education.

WHY PUBLIC SERVICES?

My army experience, my training role with young people at Pirbright and my leadership qualifications gained in the Army made specialising in public services teaching a natural progression. What do you enjoy most about the FE sector? FE is the most unsung transitional period for young people. As a teacher I've witnessed young people going off from secondary school to find their way in the world, I'm able to encourage and coach them and I see them transform from child to young adult.

HOW HAS FURTHER FORCES HELPED YOU MOVE INTO TEACHING?

My journey started in mid-2017 when I first heard about Further Forces - in 2018 I got in touch again and they talked me through what was involved. I was only in the second cohort to go through their programme (I'd already gained the required English GCSE at school and resat maths in the Army to become a sergeant). I was given six workbooks to go through to understand what would be expected of me as a teacher - they were really informative. Once I'd completed the workbooks over several months, I enrolled on a level 5 certificate of education/foundation degree course at Portsmouth University.

During the two-year course, you learn how to teach, plan, deliver effectively, communicate and improve practice, and you study pedagogy. I was fortunate as I was working at Loughborough on a sessional (now full-time) contract which enabled me to get all my teaching hours done. If you are not in a teaching job, you need to seek voluntary work that lets you notch up 100 teaching hours. I went full-time in 2020 around the time I finished the course, though that's not typical. On completing the course, you can then go on to do a full degree on any subject, not just teaching.

I was well supported by Further Forces throughout. You have to attend around 10 two-day, face-to-face support sessions at Portsmouth during the course but my teaching commitments meant I had to complete my course remotely for the final 16 months. I only got paid for the hours I worked on my then sessional contract. Portsmouth came up with ingenious ways to observe my four obligatory teaching sessions remotely. My tutors were ahead of the game in remote learning. I would not be teaching now without the support from Further Forces and my college.

WHAT DO YOU ACTUALLY TEACH?

I teach the Pearson BTec level 3 extended diploma course is really directed at young people who want to work in any of the national public services covering fire, police, ambulance, and the armed services. I also course-manage and teach the one-year level 2 study programme that takes students who need to resit maths and English GCSEs; they gain a level 2 diploma in public services and then usually progress to level 3. The level 3 syllabus is broad-specified, is not tailored to any one service and contains mandatory and optional units. It aims to build up knowledge of all the public services, covering units such as government and policies, command and control, employment, physical training in uniformed services, teamwork and leadership, discipline and custodial care.

WHAT'S YOUR MAIN ROLE?

I plan all the units on the level 2 study programme and their delivery, write reports on every student, contact parents, hold open events on how to apply, and maintain good behaviour among students. There is also considerable admin work to complete each week. My weekly teaching time of 21 hours is split equally between L2 and L3 in three-hour lesson chunks (with a break in the middle) over four days. The college has given me Fridays free to study for a one-year Loughborough degree in leadership and management to tie in with my army experience and career progression. I get course fees part-sponsored by Loughborough College which is very supportive - I pay the rest - and study roughly 2-3 hours a night Monday-Thursday, including a few hours over weekends. It's hard work but it's my choice!

WHAT'S A TYPICAL DAY?

Pre-Covid, I'd arrive at college between 8-8.30am, discuss activities with colleagues, then take the first lesson from 9-12 first lesson, an hour for lunch, then another session from 1-4pm, and then admin, disciplinary matters, calling parents, etc, until 5pm.

WHAT'S HAVE BEEN A KEY CHALLENGE?

Adapting to the civilian environment. The way business is run in civilian life is so far removed from the army. You can't prepare for that; you have to learn on the job. Questions arise like how parents treat teachers, what's expected of you, how students speak to you. I also didn't realise how much admin was involved in teaching, although you get lots of admin in senior army roles.

HOW DO YOU OVERCOME DIFFICULTIES?

I have a great support network; it's fundamental in overcoming stresses irrespective of what job you have in civvy street. At home, I can tap into family support at any time. At college, my department is extremely supportive to me in my transition and has helped me through the process. They show me the ropes and advise when I've gone wrong. Managing relations with parents can sometimes be tough - parents don't have any say in a military environment! In a class of 20+ you have to work with at least 20 parents. You can try your hardest to deliver a good product, ensuring students are motivated and have enough resources, but some parents don't recognise that, even though you know you've done all you can for your students and you genuinely care.



ANY ADVICE ON BEING A NEWBIE TEACHER?

Delivering your first lesson can be a bit nerve-wracking but don't be surprised at the joy of being with your students in class, seeing them engage and then develop over the year as you get to know their characters, needs and wants. Don't under- or over-prepare. If you fail to prepare, be prepared to fail. Know your subject and have all your materials close at hand; otherwise the students will suss you out. Equally, do avoid information overload - students can only take in so much - and adjust your language accordingly. Don't be too rigid and do adopt a growth mindset.

WHAT DO STUDENTS LIKE STUDYING MOST WITH YOU?

Physical training (!) and units on discipline, teamwork and leadership that get them to learn about themselves. And don't shy away from describing your own life experiences - the students love to listen.

ANYTHING YOU ARE PROUD OF?

Seeing my first cohort of students in 2018 about to leave this year and the young adults they've become.

PERSONAL QUALITIES/SKILLS NEEDED FOR THE JOB?

Be well organised, good at admin and technology, and highly self-motivated. There's no need to be a people pleaser; just show a real desire to see others succeed.

WHAT ARMY QUALITIES DO YOU BRING TO YOUR JOB?

Timing, discipline, courage, selfless commitment, being a team-player, respecting those around me, especially students and colleagues and - hopefully - supplying some good banter!

DITTO QUALIFICATIONS?

The longer you are in the Army, the more qualifications you can get. You'll need English and maths grade 4 GCSE, plus a minimum level 4 in some form of teaching or management or be working towards it - I left the Army with levels 3 and 4 in leadership and management.

WHAT SPURS YOU ON TO WORK EACH DAY?

A genuine desire to see my students succeed and knowing colleagues in my team think the same.

DAY IN THE LIFE OF A MATHS LECTURER (FUNCTIONAL SKILLS AND GCSES)

John Stancliffe, City of Liverpool College

Richard Doughty *Mar 29, 2021*

John is a former RAF serviceman who is now working and training as a further education lecturer. He is supported by the Further Forces FE career programme based at the University of Portsmouth, which is backed by the Education and Training Foundation

After 12 years' service in the Royal Air Force Police, John Stancliffe almost immediately joined City of Liverpool College in October 2019 as a 'casual bank' lecturer in functional skills and GCSE maths, before being taken on full-time last August. Here he talks about his training in the Further Forces (FF) programme, his first 18 months' full-time teaching and how his RAF training and love of maths (as a hobby) has helped him successfully switch careers.

HOW DID YOU GET INTO MATHS TEACHING AND THE FURTHER FORCES SCHEME?

After maths and science A-levels, I attended my current college for two years as a student, first on a vehicle engineering course and then music production - I fancied a change - before joining the RAF in 2007. I left in September 2019 and joined my old college as a maths teacher. I'd always wanted to work in education, partly inspired by my dad, who was an FE lecturer himself. While in the RAF I was planning to join its recruit training squadron before a longstanding injury cut short my service and made me consider using service learning credits to help finance a degree and then train as a secondary school teacher. But during resettlement training a colleague mentioned the Further Forces FE teacher training scheme. I researched how teaching in college differed from school and something just clicked. I called FF and enrolled four days later. I found out FE lecturers don't need a degree to teach but just a qualification one level higher than the one you are teaching at and then you train on the job. I had maths A-level so could teach at GCSE and foundation level.

HOW HAVE YOU FOUND MOVING FROM POLICING TO TEACHING?

I've always been a self-confessed science nerd - I see maths as the language of science and I've had an interest in maths from a young age. In the RAF I'd regularly read up on science, particularly breakthroughs in physics, and did maths here and there as a hobby. Then I got the chance to teach maths, which I'm really enjoying - it's like passing on a hobby to my students.

A key challenge was getting used to a non-military environment. There's a certain type of humour in the RAF plus extensive use of military slang and acronyms for everything, so I had to roll back on that! I also had to get used to a very different routine. In the forces you do everything to a timetable and are even told what to wear - but in college you have to create your own routine and I even had to ask what "smart casual" meant. Again in the RAF, everyone would help out with IT problems but as a lecturer you are on your own in class and often must rely on your own resources - if something goes wrong, say, and the students are staring at you.

WHAT SKILLS DO YOU BRING FROM THE ARMED FORCES?

I did a lot of public speaking and delivering airport and other security briefs in the UK and on overseas tours. I also dealt with many sorts of people, particularly suspects and victims during investigations. Communications are a large part of my skillset, along with a disciplined approach to work gained from years in the services. It's not about barking out orders on the parade ground but being able to speak to people in a particular way, getting them to listen to you and then following up with checks that they've understood you.

Maths teaching is far more than knowing your subject and my interviewers must have appreciated my particular skillset. FF understands the great range of skills and disciplines ex-military personnel can bring to FE and helped me trumpet them at interview. I hadn't used maths that much for the past 12 years so I was asked questions like how I'd engage students when introducing a new maths topic in class and how I'd cope with a room/screenful of students using my core RAF skills.

WHAT ARE YOUR MAIN RESPONSIBILITIES?

The curriculum is pretty set - we all teach the same topics at the same time but individual lesson content is down to each teacher. A key task is planning actual lessons and ensuring they are differentiated enough to cater for students of all abilities. There's also the pastoral side where we look out for our students - we are currently handling a number of safeguarding issues - plus admin, keeping attendance records up to date, monitoring progress and feeding back to students.

I go back to absolute basics in functional maths and tell students to forget everything that's gone before and that we will build on a new foundation. I cover the four main operations - addition, subtraction, multiplication and division - and

then introduce topics such as knowing how to use money. We've recently looked at navigating with a compass, learning about directions and reading scales of measurement such as temperatures and weights.

As a teacher, you need a positive attitude and humour - when I was in Iraq and Afghanistan we often found ourselves in tough situations and it was camaraderie and humour that got us through. I do the same in my maths lessons. I build on my students' state of mind. There's much more 'I can't do maths' negativity than I'd thought, so I try to get my students to believe in themselves - something you constantly have to do in the forces although there it's done in your own time.

HOW HAVE YOU MANAGED TEACHING ONLINE?

It was better this time round - last year was tough and we all had to learn new IT systems like Microsoft Teams videoconferencing and Maths Watch. But our English and maths department is very supportive and close-knit - everyone constantly shares ideas - and that made a massive difference in the first lockdown. Now we understand online systems and are better prepared, although there are still ongoing issues such as student access to technology - the college has so far loaned out around 400 laptops plus some 150 internet dongles this academic year.

WHAT'S A TYPICAL DAY?

Pre-covid, I'd get in at 8am, open up the classroom, get lessons up on screen, check the kit is working, prepare any materials needed for classes that day and then whip through emails before classes started at 9am. I'd take two morning lessons and two in the afternoon up until 4.30pm. I'd then chase up absent students, speak to parents and do admin. During covid restrictions I try to keep to an 8am start to ensure our technology and the internet are working.

HOW HAVE FURTHER FORCES HELPED YOU?

The whole team has been brilliant. At first I had some personal problems and was struggling with deadlines. Immediately, my FF tutor set up a 'zoom' meeting to offer help. FF was particularly helpful in securing me a work placement in my current college. I have to get in a certain number of teaching hours from placements but there were no opportunities where I lived for public services teaching slots - my initial choice of subject to teach. Then FF searched around in my local Liverpool area and found an opening in maths in my former college that matched my qualifications.



In my fortnightly online seminars during covid, FF constantly contribute good ideas to help me relate teaching theory to classroom practice. Their staff understand the military banter and this makes them so approachable when I need to talk about any issue. They have tweaked the course so that we can give required 10-minute voice presentations online rather than travel down to Portsmouth.

WHAT QUALIFICATIONS/BACKGROUND DO CANDIDATES NEED TO DO YOUR JOB?

I didn't bring any formal qualifications other than maths and science A-levels, but I had often worked as a training mentor for junior personnel. Time constraints meant I was unable to study for a mentoring qualification. I may study at HE level to be able to teach on our level 3 teaching diploma course but at present I'm quite happy with functional skills and GCSE resits where you can make most subjects relate more to your learners. A-level, with its calculus, integration and differentiation, is a lot more theoretical.

WHAT DO YOU LIKE MOST ABOUT TEACHING?

'Aha' moments! Seeing students' confused faces light up when you explain something another way and they get it. Last year - my first - I had students pass their maths GCSEs based on teacher assessment after years of struggling. Several more passed in November. It's fantastic when they come up to you saying they can't believe they have passed. Student feedback suggests they think I'm 'a big kid and a maths nerd, who helps them understand maths and enjoy learning!'

DAY IN THE LIFE OF A LECTURER IN DATA ANALYTICS

Leigh Pickard-Morrish, Exeter College

Richard Doughty Jun 27, 2020

(This is the first article in a series about armed services personnel making the transition to teaching in FE supported by the Further Forces career programme)

After 24 years in the navy's submarine service as a data analyst, Leigh Pickard-Morrish left to teach level 4 apprentices at Exeter College from September 2019

HOW DID YOU GET INTO DATA ANALYSIS?

I left school with a GNVQ in leisure and tourism while working part-time in the industry. But I'd also been a sea cadet for many years which inspired me to join the navy. I worked in data analysis as a tactical submarine specialist, reached the rank of chief petty-officer (ie I headed my own 'department' on board a submarine). I then took on two shore-based teaching roles before leaving the navy and that, together with the support of Further Forces, helped me make an almost seamless transition to FE.

PARTICULAR SKILLS YOU'VE TAKEN INTO TEACHING?

I did all my teacher training in the military in a tri-service environment - that's what really inspired me to take up a teaching career. It was hearing all the different opinions from the Army, RAF and Royal Marines and talking to them about the challenges and successes they had had.

I gained an online one-year leadership and management degree for the armed forces from Northumbria University. I also did a Chartered Management Institute course in coaching and mentoring (level 5) to support our goal of embedding a coaching mentality throughout the submarine service.

I developed a sound coaching/teaching model in the forces, based on good and bad experiences in the workplace. I seemed to get more out of my team coaching for success than using traditional military methods!

In my navy job you had to get everything right. Get it wrong and it could have an awful impact. It was all teamwork. Everyone had a role to play; they trusted each other implicitly and that was down to the training received. I've taken that approach into college.

In my final posting at the submarine school I'd always start lessons with "How did it go yesterday?", "How is everyone this morning?", and talk about what they did last night. I'd then introduce the day's subject, give them learning objectives to aim for, and finish the day getting them to give me a positive and negative experience and reflect on the day. I'd encourage a peer-to-peer teaching environment.

HOW DID YOU FIND OUT ABOUT THE FURTHER FORCES PROGRAMME?

I was at a careers fair run by the Career Transition Partnership at Bristol and came across Further Forces, a scheme based at the University of Portsmouth that recruits and retrains services leavers to teach technical subjects. They seemed impressed with my CV and that was my lightbulb moment regarding FE. I'd been head of centre for seven qualifications we had brought into the submarine service; I'd written two because I'm also a qualified qualification writer. It helps a lot when you actually deliver the courses - you understand why technical standards exist, what they mean and what you have to cover as a teacher.

YOUR MAIN ROLE?

Lecturer, coach and assessor. My key function is skills officer. I'm responsible for 27 level 4 apprentices (HND/HNC) across the south-west, normally catching up with them in their workplaces every eight weeks. I coach, help them set goals, and teach them one day a week in college.

A TYPICAL DAY?

Before lockdown, I'd catch up first thing at the college and otherwise be out all day apart from teaching days. I'd have a one-hour 'review' with each apprentice (currently online), which needs considerable planning and preparation. I ensure I know about any problems they have faced, stay up to date with their goals and have marked all their work to provide timely feedback - and then I mostly listen and identify any areas they want to work on and link that in context to the apprenticeship programme. The students must complete a portfolio during their two-year apprenticeship so we'll discuss any project they have at work in great detail and I'll show them where their projects fit within the portfolio.

Since lockdown, I've spent the first hour each day preparing and doing admin and emails. I then teach from home from 9am, delivering lessons and lectures online to the apprentices who have been at home and maintaining 'virtual' catch-up visits

The syllabus includes the data lifecycle, basic and advanced statistics, applications and tools used in statistical analysis, and how to present and visualise the data.

A RECENT TASK YOU HAVE UNDERTAKEN?

My first online lesson! I aimed to make it as normal a college lesson as possible. I used Microsoft's Teams videoconferencing software to teach and chat with students. I started by saying hello, taking a quick register, and then sending them an activity question to get their juices flowing - you might hear something really current on the radio and get students to statistically analyse it next day for the first 15 minutes just to get them back into a classroom mindset. Then I delivered lesson content - in this case Hadoop fundamentals (a software tool for processing datasets). I'd then ask them about what we'd covered, they'd give answers after research, take a coffee break, and then watch a video or try out new tools. It took a long time to set up - I tried to create variety so it was not just me talking - and fortunately students gave me some early positive feedback that it was just like a normal college day.

ANY HURDLES DURING YOUR TRANSITION TO FE?

I left the military very quickly - Exeter College offered me a start date six months before my official leaving date and so I didn't get any resettlement time. The Navy was really flexible and let me leave early - I was offered the job on Monday, left the Navy the following Friday and was working in college 30 days later. It was a huge relief when I got my mentor to observe my first college lesson and received good feedback.

A KEY CHALLENGE IN THE JOB?

Juggling university, college and home life. In the navy, I was either at work or home. But since September, I've had to change my working practice three times from navy to college to lockdown ... it's been a unique challenge for my family.

ADVICE FOR OTHER SERVICE LEAVERS CONSIDERING TEACHING?

Use all the generous training support you can get in a tri-service (army, navy, airforce) environment where I did much of my teacher training. And do speak to the Further Forces programme - I can't praise them enough for their support.



ONE THING YOU ARE PARTICULARLY PROUD OF?

When I was first invited to share my expertise, knowledge and experience with colleagues and felt I'd become really part of the team.

PERSONAL QUALITIES AND SKILLS DO YOU NEED FOR THE JOB?

Being innovative, motivated and reflective as part of your basic practice; plus the ability to show compassion, listen and give constructive feedback, all of them qualities valued in the military. And don't forget all those transferable skills you will have developed in the forces or elsewhere that you don't know you have!

QUALIFICATIONS?

For civilian applicants, a degree in data analysis or a related subject is a must plus several years' experience as an analyst backed up by regular CPD. Services personnel need to show sufficient experience in data analysis on the job (including management) and key military RQF (regulated qualification framework) qualifications up to level 4, plus ongoing CPD training. Teacher training should include a PGCE or other qualifications (new lecturers, like myself, are very often sponsored by their college to study part-time).

WHAT INSPIRES YOU TO TEACH IN FE?

My college's recognition of everybody's strengths so learners get the most out of us, plus its 'active lesson' approach, which fully engages students and makes learning fun.

DAY IN THE LIFE OF A SOLDIER/TRAINEE LECTURER IN BUSINESS AND PUBLIC SERVICES

Paul Brenton

Richard doughty Feb 22, 2021

(This article follows a serving army Warrant Officer in training to become a further education lecturer supported by the Further Forces career programme based at the University of Portsmouth and supported by the Education and Training Foundation)

After 32 years' service in the Army's staff and personnel support branch of the AGC (Adjutant General's Corps), Paul Brenton is shortly leaving to take up full-time FE teaching. Here he talks about his training, his current voluntary teaching placement and the skills picked up in the military that help many ex-services personnel become such successful teachers

HOW DID YOU GET INTO BUSINESS AND PUBLIC SERVICES?

I left school at with GCSEs at 16 and joined the Royal Army Pay Corps (renamed AGC). I've worked at army HQs around the world, getting attached to specific units wherever they've been based and taking on a wide range of a leadership and instructional posts to help run the Army as a business. In 2013 I reached the top rank (Warrant Officer class 1) as a soldier in my sector. For the past four years, I have worked in the appraisal and assurance role for the Allied Rapid Reaction Corps.

HOW DID YOU FIND OUT ABOUT FURTHER FORCES?

With business admin and human resources my stock-in-trade in the army, I was at a resettlement briefing at the army's education centre when I saw a poster from Further Forces (FF) asking: 'Do you wish to take something you already know and teach that to someone in the adult world?' (I'd noted during a skills audit for army leavers that my best times in the military were working as a trainer - when I became a mentor for other trainers, I realised I really missed training students).



HOW HAVE FURTHER FORCES HELPED YOU MOVE INTO FE TEACHING?

In so many ways! Further Forces found me a placement to do 100 hours of evidence teaching practice as part of the PGCE course - they ask where you want to teach and then they will give you massive support in finding a placement with the local providers (in my case New College, Swindon). You only have to attend an interview - everything else is sorted by FF and the colleges HR department. It's brilliant having a university approach local providers (FF are part of the University of Portsmouth) saying they'd like to offer the provider a student on an unpaid voluntary placement who will bring bags of experience and be an asset to any team.

FF helped generate my CV and job applications which I sent them to review. They also stepped in to extend my time on the course to enable me to get in my 100 teaching hours (without which I would have had to leave the course). Throughout the course, they have been my tutor in academic matters and my mentor regarding employment.

FF contacted me at least once a week to check on my wellbeing and mental health, and provide support in sourcing videos, books and the teaching methodologies I should research. They guided me in identifying a business mentor (my college head of department) with whom they constantly liaised. FF continually hold you accountable, tracking your journey when you deliver your teaching week by week, and not leaving critique till right at the end of the course when there is no real time for questions.

WHY IS TEACHING OFTEN SEEN AS A NATURAL FIT FOR EX-SERVICES STAFF?

You don't realise just how effective all the transferable skills you have developed in the Army prove to be until they are highlighted one you leave and enter another arena like a classroom. I think this lack of awareness may be stopping more people applying to FF. A college principal told me tutors could easily teach us the course framework but not the experience we have gained in the army.

WHAT SPECIFIC SKILLS DO EX-SERVICES STAFF BRING TO TEACHING?

1. An ability to communicate your intentions.
2. Confidence when speaking to and mentoring people (some military personnel wrongly believe they will not feel confident teaching in FE but when they get outside the fish bowl of army life they prove they are!)
3. Adaptability - a few people may struggle to adapt to the fast-paced change to online virtual learning and fight against it. But in the military, adapting is a daily business and you build up the mental ability not to get stressed. When, say, a senior officer comes up to you and says: 'Right, how do we attack this problem?', you are adapting and 'teaching' without necessarily realising.

WHAT QUALIFICATIONS DO YOU NEED?

The great thing about the FF programme is that you don't need a degree to take the course - just maths and English GCSE or literacy and numeracy at level 2 plus a solid services background (those without a degree get taught at level 5) - and you don't undertake as much academic research. In fact, 70% of FF trainees have no degree although, if you want to teach at higher education level, you do need one.

WHAT IF YOU FACE A WORK PROBLEM AT COLLEGE?

Any time you feel you lack proper support from college, don't do as you would in the military and just crack on but do raise your hand. If you are not listened at your college, speak to the FF team and ask them to reframe your situation by simply getting them to ask for clarification on the problem you face. You can rely on them to fix it.

WHAT DO YOUR STUDENTS LIKE BEST ABOUT YOUR TEACHING?

They seem to appreciate my efforts to reframe how I deliver information so it's relevant to them in their world.

WHAT DO YOU LIKE TEACHING MOST?

Managing events - we do this all time in the military. I'm given a framework and I add examples from my own experience.

WHAT ADVICE WOULD YOU GIVE WOULD-BE STUDENTS?

Go with a blank canvas as you don't know what's going on in a student's world. Leave any preconceptions at the door and look past the student's behaviour to ask why they are behaving in a certain way - they are unlikely to be intentionally disruptive. You may then discover they face a difficult home learning environment or are struggling with a certain aspect of their course and are afraid to mention it. A robust line with compassion wins them over rather than being a stereotypical, authoritative military figure shouting at them - and then losing them!

Don't be afraid of failure - it gives you feedback and helps you improve your teaching. Put your hand up if one of your virtual sessions confuses your students. Then, if you follow up with a clarifying video, your students will be happy as they can see you are investing time in them.

WHY SHOULD EX-SERVICES STAFF BECOME TEACHERS?

In the military I believe you can accrue at least 60% of the skills needed to be an effective teacher. So if you enjoy mentoring others and seeing them succeed, there's no greater reward than mentoring the next generation of people to make a difference in the world.



THE JOURNEYS OF FURTHER FORCES PARTICIPANTS



The Further Forces programme has, over several years, been successful in recruiting from all branches of the armed services. An underpinning theme has been that service leavers' desire to 'give something back' and, as they have learnt about the programme, Further Forces has been a stepping stone to help do that. Potential participants' initial understanding of Further Education has been limited but appreciation has quickly grown as to what service leavers can bring to the sector. Many elements of the scheme have been important in raising confidence and easing transition into further education teaching. Key aspects include:

- The existence of robust advice and guidance prior to joining as well as on the programme. It is also clear that this support extends well after the programme has been completed.
- The creation of an introductory course prior to enrolling on the ITE provision by the University of Portsmouth in conjunction with the Education and Training Foundation illuminated the demands and rewards of a career in FE teaching.
- Highlighting and building on the importance of transferable skills. The ability of the programme to facilitate the surfacing of, for example, problem solving, team working, meeting challenging targets and having high expectations has enhanced confidence.
- The involvement of a wide range of partners, including the Association of Colleges, has brought inspiring case studies into play to ensure that the decisions of those wanting to join the programme are fully informed.
- Providing a highly structured experience using workbooks and documentation has been important in confirming and documenting progress.

Jesse Jackson, who joined the programme after over a decade in the Army, and is now teaching on Public Services provision in a FE College talks about many of these aspects of Further Forces in the video below. Although he has changed career Jesse sees his journey as being far from complete.

"I've recently been promoted to an advanced practitioner in digital and have taken a little bit of a step away from teaching and more of a step into sort of quality assurance. I'm working alongside the quality team and looking at how we improve and move our digital pedagogy through liaising more across college and visiting different curriculum areas, seeing what their practices are."

Jesse's colleague, Anthony Louch, Senior Lecturer draws attention to the impact that Jesse is having across the organisation and beyond. Indeed, Anthony reflects on his own teaching by thinking '*what would Jesse do?*' and highlights the multiple influences that Jesse has on his students and those of colleagues as well as influencing strategic approaches to enhancing the teaching of technical subjects.

Participants in Further Forces present the programme as a game changer for them. As they begin to engage, they are supported to quickly grow in confidence and really appreciate how all of those involved in delivery support them in their journey. What could be a complex partnership proves to be a suite of skilfully devised arrangements that provide a mutually supportive wrapper building on the attributes and skills of the participants. This richness ensures that new beginnings that are a career in FE teaching make the best possible start.



Jesse Jackson and Senior Leaders
Loughborough College Further Forces Graduate

CONGRATULATIONS: FURTHER FORCES GRADUATES



Congratulations to our graduates!

Name	Organisation	Subject Specialism	Destination / Additional Progression Information
Alex Knowles	York College	Engineering	York
Ben Smith	Kingston Maurward College, Dorchester	Uniformed Public Services	Kingston Maurward
Gavin Dickinson	Colchester Institute	Uniformed Public Services	Colchester
Hannah Payne	Hartpury College	Sports Science	Hartpury
Nicholas Harper	Weymouth College	Digital	Weymouth
Craig Humpleby	Learning & Skills Solutions	Functional Skills	Portsmouth
David Whitelock	HMS Sultan	Uniformed Public Services	Portsmouth
Dean Carpenter	Basingstoke College of Technology	Construction	Basingstoke
Jesse Jackson	Loughborough College	Uniformed Public Services	Loughborough
Karen Barnaby	Highbury College	Uniformed Public Services	Portsmouth
Keith Roberts	Hugh Baird University Centre	Legal, Finance	Merseyside
Lloyd Bailey	Derby College	Physics	Derby
Stephen Woolcombe	Chichester College	Sports Science	Chichester
James Plowright	Brooklands College	Uniformed Public Services	Fareham
Jamie Lennon	Nuffield Health	Nursing, Healthcare	Various locations
Simon Merrill	HMS Sultan	Engineering	Portsmouth
Stephen Blackman	Bridgwater & Taunton College	Catering	Bridgwater & Taunton
Adam Harrison	Lincoln College	Uniformed Public Services	Lincoln
Danielle Nowakowska	Babcock International	Uniformed Public Services	Portsmouth
Hannah Smith	Babcock International	Digital	Portsmouth
John Shaw	Babcock International	Uniformed Public Services	Portsmouth
Keith Nicholson	Babcock International	Maths	Portsmouth
Melanie Ward	Babcock International	Digital	Portsmouth
Michelle Hall	Babcock International	Maths	Portsmouth
Phillip Bull	Babcock International	Maths	Portsmouth
Raymond Forder	Andover College	Uniformed Public Services	Hampshire
Robert Punter	Babcock International	Engineering	Portsmouth

Scott Young	Inner Flame	Uniformed Public Services	Bristol
Simon Scott-Munden	Babcock International	Engineering	Portsmouth
Tristan Page	Exeter College	Business	Exeter
Leighton Bull (Sadly passed away)	Duchy College	Uniformed Public Services	Plymouth
Amber Eckford	Southdowns College	Engineering	Portsmouth
Denise Jackson	St Vincent College	Engineering	Portsmouth
Kayhlan Norgrove	Prince's Trust	Engineering	Portsmouth
Leigh Pickard-Morrish	Plymouth College	Engineering	Portsmouth
Michael Green	Babcock International	Engineering	Portsmouth
James Easeley	Babcock International	Engineering	Portsmouth
Calem Richardson-Jones	Babcock International	Engineering	Portsmouth
Dawn McLeman	Babcock International	Engineering	Portsmouth
Kevin Lloyd	York College	Business	York
Matthew Sibbons	HMS Sultan	Engineering	Portsmouth
Michael Preece	Plymouth College	Uniformed Public Services	Plymouth
Richard Amy	Colchester Institute	Electronic Engineering	Colchester
Darren Nixon	Plymouth College	Hydrographer	Plymouth
Darren Gray	Derby College	Health/Science	Derby
James Maosa	West Notts College	Uniformed Public Services	Liverpool
Paul Brenton	Gloucester College	English	Petroc
Stuart McDonough	Farnborough College	Engineering	Grantham College
Jack Lee	Basingstoke College of Technology	Engineering	Lincoln
Wayne Hall	West Notts College	Functional Skills	South Gloucestershire
Michael Rowe	New Swindon College	Business	Gloucestershire College
Caroline Murphy	Highbury College	Uniformed Public Services	Portsmouth College
Daniel Makuruk	Burton & South Derbyshire College	Engineering	Burton & South Derbyshire
John Stancliffe	Weston College	Health/Science	Weston Super Mare
Kathryn Knight	Merlin Supply Chains - Head of Apprenticeships	Uniformed Public Services	Kettering
Paul Trickett	Itchen College	Sports Science	City of Southampton College
Stuart Hayward	Highbury College	Social Care	Portsmouth
Michael Sanders	Highbury College	Engineering	Portsmouth
Lewis Dale	Farnborough College	Sports Science	Farnborough
Jo Price	Duchy College	Uniformed Public Services	Plymouth
Mark Saunders	Alton HSDC	Uniformed Public Services	Alton
Phil Mikolajewski	Weston College	Maths	Weston
Edward Prempeh	Anglia Ruskin	Health/Science	Anglia Ruskin
Keith Lee	Anglia Ruskin	Health/Science	Anglia Ruskin

Andrew Barker	Highbury College	SEND	Loughborough
Andrew Marsh	RNIB College	Health/Science	Portsmouth
Kevin Lindsay	West Notts College	Engineering	West Nottinghamshire
Benjamin Glenton	HMS Sultan	Engineering	Portsmouth
Dan Macedo	Babcock International	Engineering	Portsmouth
Storms Menri	Southampton College	Science	Southampton
Michelle Gorman	Aylesbury College	Uniformed Public Services	Aylesbury
Paul Davies	MCPT	Health/Science	South West
Tom Allen	Abingdon & Witney College	Engineering	Abingdon & Witney
Stephanie Lundy	Gloucester College	Business	Gloucester
Darren Owen	RAF Marham	Engineering	Marham
Ian Blackburn	HMS Sultan	Digital	Portsmouth
Carl Bradford	Uxbridge College	Maths	Uxbridge
Simon Foster	Basingstoke College	Construction	Basingstoke
Lee Fraser	Stafford College	Health/Science	Stafford
Philip Jagger	Bexhill Sixth Form College	Engineering	Chichester
Lisa Grieves	Sunderland College	Uniformed Public Services	Sunderland
Nathan Goodyear	Farnborough College	Transport/Logistics	Farnborough
Luke Stott	Highbury College	Uniformed Public Services	Portsmouth
Christopher Pitt	HMS Sultan	Business	Portsmouth
Hayley Cieciora-Joslin	Basingstoke College of Technology	Engineering	Basingstoke
Callum Nugent	Southampton City College	Engineering	Southampton
David Fenton	Babcock International	Engineering	Portsmouth
David Hall	Innerflame	Digital	Swindon
Joshua Rewcroft	Scarborough College	Health/Science	Scarborough
Aaron Creighton	Education & Skills Partnership	Uniformed Public Services	Manchester
Dean Daniel	HMS Sultan	Leadership & Management	Portsmouth
Craige Hammond-Kaye	Barnsley College	Digital	Barnsley
Jon-Paul Farthing	Petroc College	Business	Petroc
Jake Foster	Gloucester College	Transport/Logistics	Gloucester
Jennifer Fry	Worthy Down Barracks	Uniformed Public Services	Worthy Down
Ian Adams	Farnborough College	Functional Skills	Farnborough
Robert Nicholas	London	Construction	London
Bruce Morrison	Sandwell College	Business	West Bromwich
Lee Bradbury	Self employed	Health/Science	Self employed trainer
Alex Benn	York College	Engineering	York
Alex Scates	Cirencester College	Legal, Finance	Cirencester
Tim Eckersley	Plymouth College	Health/Science	Duchy College
Emma Harber	HMS Sultan	Engineering	Portsmouth
Angela Jackson	MOD	Engineering	Teaching in MOD due to extended contract re: Covid
William Allen	College of West Anglia	Health/Science	West Anglia
Gemma Wollaston	HMS Sultan	Engineering	Portsmouth
Darren Baldwin	West Herts College	Maths	Watford
Jack Stackhouse	NHS Training College	Maths	Training Company called Tiger Lily as a Training Manager

Cain Matthews	Grimsby College	Uniformed Public Services	Grimsby
Steve Critchlow	Wirral Sixth Form College	health/Science	Wirral
Scott Smith	NHS Trust training	Social Care	Birmingham
Declan Ford	Babcock International	Engineering	Portsmouth
Phil Hodge	City College Plymouth	Engineering	Plymouth
Jasmine Ralph	Highbury	Catering	Portsmouth
Lucy O'Connor	HMS Sultan	Engineering	Portsmouth
Glyn Hastings	Hastings Training Solutions	English	Hampshire
Robert Jones	Placement in Halton	Engineering	Halton
Daryl Shaw	Reaseheath College	construction	Reasetheath
Christopher Abel	Loughborough College	Uniformed Public Services	Loughborough
George Anthony Atkinson-Willes	Plymouth College	Business	Plymouth
Wayne Addison	East Durham College	Engineering	East Durham
Jason Smith	Independent Training Provider	Leadership & Management	Suffolk
Erin Meacher	Independent Training Provider	Digital	Stockbridge
Kimberley Cordy	HMS Sultan	health/Science	Portsmouth
Terri Mammatt	Learning & Skills Training Provider	Sports Science	Portsmouth
Christopher Mahan	Fareham College	Engineering	Fareham
Jasmine Petre	Sunderland College	health/Science	Sunderland
Adam Harris	Wirral Met College	construction	Birkenhead
Samuel Cole	RAF Trainer	Transport/Logistics	Oxfordshire



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WHAT IS NEXT FOR FURTHER FORCES?

EDUCATION & TRAINING
FOUNDATION

The Education and Training Foundation is committed to supporting the sector to become self-improving, and we are delighted to share that building on the foundations and success of the ETF Further Forces programme, delivered in partnership with the Department for Education, Ministry of Defence and Careers Transition Partnership, the Gatsby Charitable Foundation, University of Portsmouth and University of Brighton, that in addition to ETF's Taking Teaching Further programme, a new programme has been launched that will continue to support the resettlement of UK veterans as they transition into FE teaching and training careers, where their knowledge, skills and experience are required. The new programme is being delivered by the University of Portsmouth and has the full support of Ministry of Defence, Careers Transition Partnership and the Education and Training Foundation. The programme is the Service to Civilian programme. More information about the programme can be found at the QR code below.

"I am proud that we (The University of Portsmouth) are launching the Service to Civilian programme which builds on the success of our work with the Education and Training Foundation via the Further Forces programme. I believe this is an excellent example of where the Education and Training Foundation has supported an initial programme and enabled it to become self-sustaining. For me, this is a key element of the Education and Training Foundation's work, facilitating new initiatives that will benefit the FE sector long term."

Dr Stephen Corbett, Reader in Professional Development and Learning & National Delivery Leader for ETF Further Forces Programme, University of Portsmouth

In total 51 service leavers have graduated through the Further Forces programme to date with more than a 78 more trainees on track to graduate by July 2022. The Education and Training Foundation works to prioritise sustainability, growing the sector's capacity and capabilities through partnerships, to become self-improving. Ensuring that the UK has a strong, resilient, and responsive FE and skills provision capable of inspiring and nurturing the talent of the workforce of the future.

"Technical education will be vital to education and economic recovery during the coming years and the learners that these new technical teachers will inspire will be at the forefront of that recovery. They have a critical role to play, and we at ETF wish them continued success. The ETF will continue to support their professional development as they progress further, and we look forward to staying in touch with them to provide ongoing support to help their learners throughout the Further Education and Skills sector to achieve their potential."

Cerian Ayres- National Head of Technical Education, Education and Training Foundation



**Taking Teaching
Further Website**



**Service to Civilian
Pathway Website**

2017 - 2022
CELEBRATING FURTHER FORCES