

**EDUCATION
TRAINING
FOUNDATION**



**IMPACT
REPORT
2023-24**



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MESSAGE FROM OUR CHIEF EXECUTIVE

This year has been one of transformation for the Education and Training Foundation (ETF) as well as the wider Further Education (FE) and Skills sector, and I have been enthused and energised by seeing how collaboration and partnership can deliver tangible improvements for learners.

In December 2023, we were delighted to launch our new strategy – *Together we Transform* – setting out our plans to support everyone working in the FE and Skills sector by championing the vital role of educators and leaders in transforming the lives of learners aged 14 and over. With a renewed commitment to working in partnership for the benefit of the sector, the plans set out our bold ambition to drive professionalism, improve teaching and learning, champion inclusion and enable change for a thriving FE and Skills sector.

This report provides an overview of key highlights, as well as the social value and positive impact the ETF has had on the FE and Skills sector during 2023/24. Whether we were supporting our members to achieve professional status, encouraging workforce development to underpin the delivery of T Levels and apprenticeships, or championing an inclusive approach to leadership and governance in the sector, our work has made a huge difference by driving standards, inclusivity and high-quality teaching for the benefit of learners.

My visits to FE and Skills providers across the sector have allowed me to see first-hand the diverse learning opportunities available to students, alongside the dedication of teachers, trainers and leaders from a wide variety of providers. Conversations at sector events have filled me with further energy and hope. For example, the recent FE + Skills Collective event, *Bridging policy and pedagogy*,

brought together 90 representatives from across the sector, and I was enthused by their excellent contributions. The event was just the beginning of a process of deep thinking about how the sector can respond to current and future challenges and opportunities.

It is a pleasure to present this report to you, with highlights of our achievements and impact over the past year. Woven throughout are the stories, voices and experiences of the dedicated and hard-working professionals who are the heartbeat of our sector. Through the ETF's new strategy, we have renewed our commitment to supporting the vital role of these educators and leaders in transforming the lives of learners. We can only do this in partnership with all parts of the sector – by working with Independent Training Providers, Adult and Community Learning providers, FE colleges and employers.

Together we have a greater impact and together we transform.



DR KATERINA KOLYVA
Chief Executive
Education and Training
Foundation

IMPACT IN NUMBERS

IN 2023/24...



ETF HAD 23,105 MEMBERS

across England, Wales, Scotland and the Channel Islands. Our professional body has grown by 2% since 2022/23.

WE HAD 18,265

subscribers to inTuition, a quarterly magazine available to members.

626

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



27

professionals achieved Advanced Teacher Status (ATS), demonstrating their mastery in teaching and learning and conferring Chartered Teacher Status via the Chartered College of Teaching (CCT).



Senior and middle leaders from Asian or Asian British, Black, African, Caribbean and Black British groups represented 14% of ETF leadership participants, a proportionally high figure as these groups comprise only 5% of FE senior and middle leaders nationally.



7 new Corporate Partners joined us in 2023/24, making a total of

50 CORPORATE PARTNERS

3,600

people benefited from ETF membership as a result of Corporate Partnerships.

MORE THAN 6,800

FE teachers completed ETF's Professional Standards self-assessment tool, helping them to identify which aspects of their practice they may need to develop and then supporting them on their professional development journey.

100%

of professionals who achieved ATS said that it has had a positive impact on their practice, learners and colleagues.



99%

of professionals who achieved QTLS said that it has had a positive impact on their teaching practice.

MORE THAN 3,000

people engaged with our highly regarded leadership and governance development programmes, designed to ensure today's sector leaders and governors have the skills and knowledge needed to drive system change and enable their organisations to fulfil their potential.



95% OF LEADERS

said they are more knowledgeable and better equipped to meet the responsibilities of their role after taking part in a leadership programme.





11,332 PRACTITIONERS

took part in in face-to-face and online courses, workshops, mentoring activities or a residential event to support their delivery of T levels. 2,962 practitioners attended online courses and 2,228 participants attended networking events to support them in planning and delivering T Level qualifications.

2,839

people attended a special educational needs and disabilities (SEND)



professional development activity with ETF, and 96% said it will have a positive impact on their professional practice.

94% OF PARTICIPANTS

agreed they would apply their learning from the AWD programme to inform and influence their future planning.



We worked with 189 people from 109 employers as part of our Industry Insights programme, which supports staff delivering T levels to build industry knowledge and employer engagement.

1,100 FE PROFESSIONALS

took part in ETF's maths, English and English for speakers of other languages (ESOL) continuous professional development (CPD) training.



ETF HAS HAD 78 NEWS ARTICLES PUBLISHED,

on topics from inclusive leadership to driving improvements in teaching GCSE maths resits.

94%

of governance participants said they are more knowledgeable and better equipped to meet the responsibilities of their role.

95%

of practitioners were satisfied with T Level Professional Development (TLPD) delivery across all programme areas.

There were total of 2,824 participations from 441 providers in the Apprenticeship Workforce Development (AWD) programme, which supports trainers and leaders with the teaching skills, subject knowledge and confidence needed to deliver successful apprenticeships for the benefit of apprentices.



We have helped more than

190 FE PROFESSIONALS

to develop their research ideas and complete either a one-year MA Short Course or a two-year MPhil qualification through our Practitioner Research Programme (PRP) since it launched in 2018.

92%

FE PROFESSIONALS

said taking part in ETF's maths, English and ESOL CPD will have a positive impact on their professional practice.

This year, with support and funding from ETF, Research Further has granted awards for five new scholars to undertake postgraduate research to drive innovation and professionalism within the FE and Skills sector. This brings the total number of Research Further scholars to 15.



DRIVE PROFESSIONALISM

ACHIEVING PROFESSIONAL STATUS IN FURTHER EDUCATION

We are the professional membership body for teachers, trainers and leaders within the FE and Skills sector. Recognised by the Department for Education (DfE)¹, we are the only body which awards Qualified Teacher Learning and Skills (QTLS) status and Advanced Teacher Status (ATS) to practitioners within the FE and Skills sector.

Undertaking QTLS allows professionals to show their progression and commitment to excellence within the FE and Skills sector, while achieving ATS² allows professionals to demonstrate their mastery in teaching and learning, supporting their progress into more senior roles. Both are a clear signal of a commitment to ongoing professional development.

In 2023/24, **626** FE and Skills practitioners were awarded with QTLS, while **27** professionals achieved ATS² and were conferred Chartered Teacher Status via the Chartered College of Teaching (CCT). **100%** of professionals who achieved ATS said that it has had a positive impact on their practice, learners and colleagues.

"Throughout the course of my involvement, I have actively engaged in numerous activities and imparted my perspectives to both my mentor and colleagues. This exchange of ideas has served as a source of inspiration, leading many individuals to express their intention to embark on their own professional development journeys. Consequently, they have joined me in attending webinars, seminars and workshops. As a result, a culture of learning has flourished within my organisation, yielding positive effects on both student learning outcomes and the overall organisational climate."

2023-24 ATS PARTICIPANT



¹ DfE (2024) Guidance: routes to qualified teacher status (QTS) for teachers and those with teaching experience outside the UK. Accessed at: <https://www.gov.uk/government/publications/apply-for-qualified-teacher-status-qts-if-you-teach-outside-the-uk/routes-to-qualified-teacher-status-qts-for-teachers-and-those-with-teaching-experience-outside-the-uk>

² ETF (2024) ATS satisfaction survey results based on 17 responses from 2023/24 participants.

The most common areas where ATS has had an impact for these individuals and their organisations has been in **cross-organisational working, career development and student outcomes**. Other key areas of impact include **improving teaching and learning**, and **enhancing their curriculum and content design**³.

QTLS is gained after successfully completing a six-month period of Professional Formation, enabling participants to show their progression and commitment to excellence in the FE and Skills

sector. **99%** of professionals who achieved QTLS said that undertaking Professional Formation leading to QTLS has had a positive impact on their teaching practice. Meanwhile, **99%** said that it has had a positive impact on their learners, and **94%** said it has had a positive impact on their organisation⁴.

Professionals who achieved QTLS this year felt the main benefits to them were the **recognition of increased professionalism** within the sector, **increased self-confidence** and **increased status across all areas of the education sector**⁵.



“New employment possibilities are a key takeaway – my new role as one of four Quality Leads is directly related to the ATS course.”

2023-24 ATS PARTICIPANT

³ ETF (2024) ATS satisfaction survey results based on 17 responses from 2023/24 participants.

⁴ ETF (2024) QTLS satisfaction survey results based on 124 responses from 2023/24 participants. Percentage refers to participants who answered that QTLS has had 'significant impact' or 'some impact'.

⁵ ETF (2024)

CASE STUDY: THE BENEFITS OF ACHIEVING QTLS

We spoke to an ETF member who has been teaching since 2012 at a specialist music provider, working with both FE and higher education (HE) students. She shares her experience of achieving QTLS this year, and the benefits it has brought to her teaching practice, learners and organisation.



“While I successfully completed my PGCert in 2016, I have always been eager to further enhance my teaching practice and explore new opportunities to expand my career. Achieving QTLS status aligns perfectly with my commitment to continuous professional development and my desire to strengthen both my skills and career prospects. It has been incredibly rewarding, as it reflects the dedication and effort I have invested in enhancing my teaching practice.

To gain QTLS, I concentrated on reviewing and applying insights from educational research and pedagogy, which involved undertaking extensive research. This process significantly enhanced my teaching practice by providing me with a wealth of research-backed techniques for delivering information effectively. It has enriched the ways I engage with students and greatly boosted my confidence in my broader teaching practice.

The new techniques and learning methods I introduced in class not only enhanced student engagement but also supported their achievement and progression. Beyond the classroom, achieving QTLS has positively influenced the wider organisation by enabling me to share best practices and contribute to a culture of continuous improvement.”

DRIVING PROFESSIONAL STANDARDS FOR TEACHERS AND LEADERS

More than 10,000 Professional Standards self-assessments have been undertaken since the tool's launch in June 2022.

More than 6,800 FE teachers completed ETF's Professional Standards self-assessment tool during the 2023/24 academic year⁶. The tool helps teaching staff assess their values, understanding and skills against the sector's [Professional Standards](#). It aids teachers to identify which aspects of their practice they may need to develop in order to work towards these 20 aspirational standards, which support them on their professional development journeys.

For the 6,825 teachers who completed the self-assessment in 2023/24, their top three perceived strengths were:

- promote and support positive learner behaviour, attitudes and wellbeing
- value and champion diversity, equality of opportunity, inclusion and social equity
- inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.

Their top three perceived areas for development were:

- develop enrichment and progression opportunities for learners through collaboration with employers, HE providers and/or community groups
- promote and embed education for sustainable development (ESD) across learning and working practices
- critically review and apply knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.

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



⁶ 1 September 2023 to 31 August 2024

As well as the Professional Standards for Teachers and Trainers, ETF developed Professional Standards for Leaders in 2021. These cater to aspiring leaders, middle leaders, senior leaders, CEOs and Principals. 544 FE leaders completed the Professional Standards for Leaders self-assessment tool in the 2023/24 academic year. This tool helps leaders to reflect on their confidence, understanding and skills against each of the standards.

For aspiring and middle leaders, top perceived strengths related to:

- inclusivity
- working relationships
- decision making.

Their areas for development included:

- knowledge of local and national policies
- organisational governance
- effective management practices.

Meanwhile, for senior leaders and CEOs, top perceived strengths related to:

- building organisational culture
- working relationships
- decision making
- resilience.

For senior leaders, areas for development included:

- knowledge of contemporary pedagogy
- governance
- local and national policies.

CEOs said they wanted to improve their knowledge and skills around:

- staff development strategies
- talent management
- role modelling an effective work/life balance.

“Utilising the Education and Training Foundation’s Professional Standards as a reflective tool and a point of discussion encourages sharing and collaboration through Continuous Professional Development (CPD).”

SARAH CATTELL, WORKFORCE DEVELOPMENT AND INNOVATION MANAGER, WALSALL COLLEGE



DRIVING PROFESSIONALISM THROUGH RESEARCH

ETF is committed to supporting teachers and trainers to undertake meaningful and useful research which improves the quality of education and drives professionalism in the FE and Skills sector. By creating this research community of teachers and trainers, ETF is raising the research profile and professional reputation of educational research in the sector both nationally and internationally.

Between 2018 and 2023, ETF delivered the Practitioner Research Programme (PRP) in partnership with the University of Sunderland Centre for Excellence in Teaching Training (SUNCETT). The programme supported FE and Skills sector staff to develop their research ideas, to receive expert research training and support from a renowned team of FE specialists, and to inform their practice through the completion of either a one-year MA Short Course or two-year MPhil qualification.

Since the PRP launched, more than **190 FE professionals** have taken part in the programme, researching a wide range of topics from achievement in GCSE resit examinations to learner wellbeing and mental health. **25 participants have been awarded PhDs** by the University of Sunderland, and one has subsequently been awarded a **full professorship** by Leeds Arts University. In addition, **five have been awarded MPhil research degrees**, and a further **24 have completed year 2 of their MPhil** and progressed to PhD study, which they are scheduled to complete in 2025. More than 10 participants have **published chapters in peer-reviewed books and journals**, with a further 12 **sole or co-authoring publications**, including a Special Issue of the *Journal of Education Science* in 2020 which has already attracted more than 65,000 views. A further Special Issue of the *Journal of Education Science*, co-authored by PRP participants, is scheduled for publication by 2026. As such, the programme has fostered a substantial community of research-focused practitioners who are driving evidence-based professional practice forward through their research projects and publications.

In 2024/25, ETF will be recommencing the PRP with the University of Sunderland, by funding 10 teaching professionals to begin studying for an MPhil with a view to driving improvements in teaching practice in their own organisations and across the wider sector.



Research Further is a holistic programme supporting teachers and trainers to undertake research to drive innovation and professionalism within the FE and Skills sector. It was established collaboratively by Association of Colleges (AoC) and NCFE and is supported with funding by ETF and the Edge Foundation this year.

The Research Further programme emerged as a practical solution to the barriers faced by FE practitioners in undertaking or applying for research opportunities. It supports practitioners to undertake postgraduate research qualifications and apply their unique understanding of FE and Skills to help fill critical evidence gaps within the sector.

This year, Research Further has granted awards for five new scholars, bringing the total number to 15. The scholars are researching a range of topics, from exploring how to make technical education more culturally inclusive to supporting early career teachers' growth in FE through mentorship. Since Research Further started in 2022, scholars have contributed to more than 60 events, publications, podcasts and wider outputs. They have published 42 think pieces via *Think Further*.

"The impact of the PRP upon me and my research has been... oh, absolutely massive because I've been able to apply so much of what I've been researching into my own classroom, and it's had such an impact on my learners. I've got other people on board. I've encouraged other people to come along to SUNCETT and do their research. It got me promoted because I was able to fulfil a job that I was aiming for and prove that I was capable of doing that. And I think it was the research, doing the research that gave me that confidence really. But, by far the biggest reward has been what I've seen in my own classroom, in the way that I've changed my teaching practice."

**PRP PARTICIPANT AND GCSE ENGLISH LECTURER
AT AN FE COLLEGE**



IMPROVE TEACHING AND LEARNING

IMPROVING TEACHING AND LEARNING IN MATHS, ENGLISH AND ESOL

ETF's maths, English and ESOL CPD courses and resources have been carefully designed to provide solutions to concerns around progress in post-16 maths and English attainment, and to support teachers and trainers to develop subject-specific skills.

This year, we developed a new Level 3 Award in Education and Training (ESOL). The content is accredited by Milton Keynes College on behalf of NCFE and focuses on pedagogical and practical approaches to teaching, with a focus on ESOL learners. We also continued to deliver maths CPD, such as the 20-hour *Teaching Maths Functional Skills* course, which explores engaging ways of teaching key topics, as well as how to build on learners' prior knowledge and help them build connections between concepts. As many participants on the course were new to teaching Functional Skills, they were able to build their confidence by reflecting on their practice in a collaborative and supportive environment.

In 2023/24, ETF's maths, English and ESOL CPD training attracted **1,100** participants. When we asked participants about their learning experience, **92% said it will have a positive impact on their professional practice**. In terms of how they will apply this learning, **86% said they will share the learning** with colleagues, **84% said they will change their future planning**, and **82% said they will change their learning delivery**⁷.

When asked about the best part of the learning experience, one participant said:

Collaborating and sharing ideas with colleagues, and learning about research that impacts on the learner experience. It's really helped me to reflect more on how a series of small changes can have a huge impact in the classroom. A lot of the course gave reassurance that I am doing the right things for my students, even if some of the time it feels like an uphill battle!"

MATHS AND ENGLISH IN-HOUSE CPD PARTICIPANT



⁷ ETF (2024) Maths, English and ESOL CPD satisfaction survey results based on 213 responses. Percentages refer to participants who responded 'strongly agree' and 'agree'.

CHAMPIONING HIGH-QUALITY TEACHING AND LEARNING THROUGH OUR MEMBERS

We champion high-quality teaching and learning through our membership. We offer all those working in the FE and Skills sector access to professional development, the latest sector research, exclusive resources, events, and a wealth of peer-to-peer knowledge and experience. Being an ETF member offers professional credibility and the opportunity to earn recognition with industry-standard professional designations.

In 2023/24, we had **23,105 members** across England, Wales, Scotland and the Channel Islands. This means our membership has grown by 2% since 2022/23. Building and growing a community of professionals who can support each other to

strive for excellence in teaching and learning is at the heart of what we do. The annual retention rate of members was 87% at the end of the 23/24 membership year, which is just above the industry average for professional bodies⁸.

Grade	Number of members	About this grade
Associate	1,061 (4.6%)	A professional grade of membership aimed at teachers and trainers who hold a level 3 or 4 teaching qualification.
Member	17,146 (74.2%)	Our most popular professional membership grade for individuals who have achieved a level 5 teaching qualification.
Fellow	656 (2.8%)	Open to individuals with a minimum of five years of teaching experience who hold a level 5 teaching qualification and a level 7 qualification, such as a MA in Education. It is also open to individuals who achieve Advanced Teacher Status (ATS).
Affiliate	2,086 (9.0%)	Open to individuals in support roles and those working in the sector who are not yet qualified teachers or trainers.
Student	2,156 (9.3%)	Open to all individuals who are pursuing an Initial Teacher Education programme with a recognised provider.

⁸ Industry average is 86% – Memberwise (2025) Membership calculator. Accessed at: <https://memberwise.org.uk/membership-retention-calculator/>.

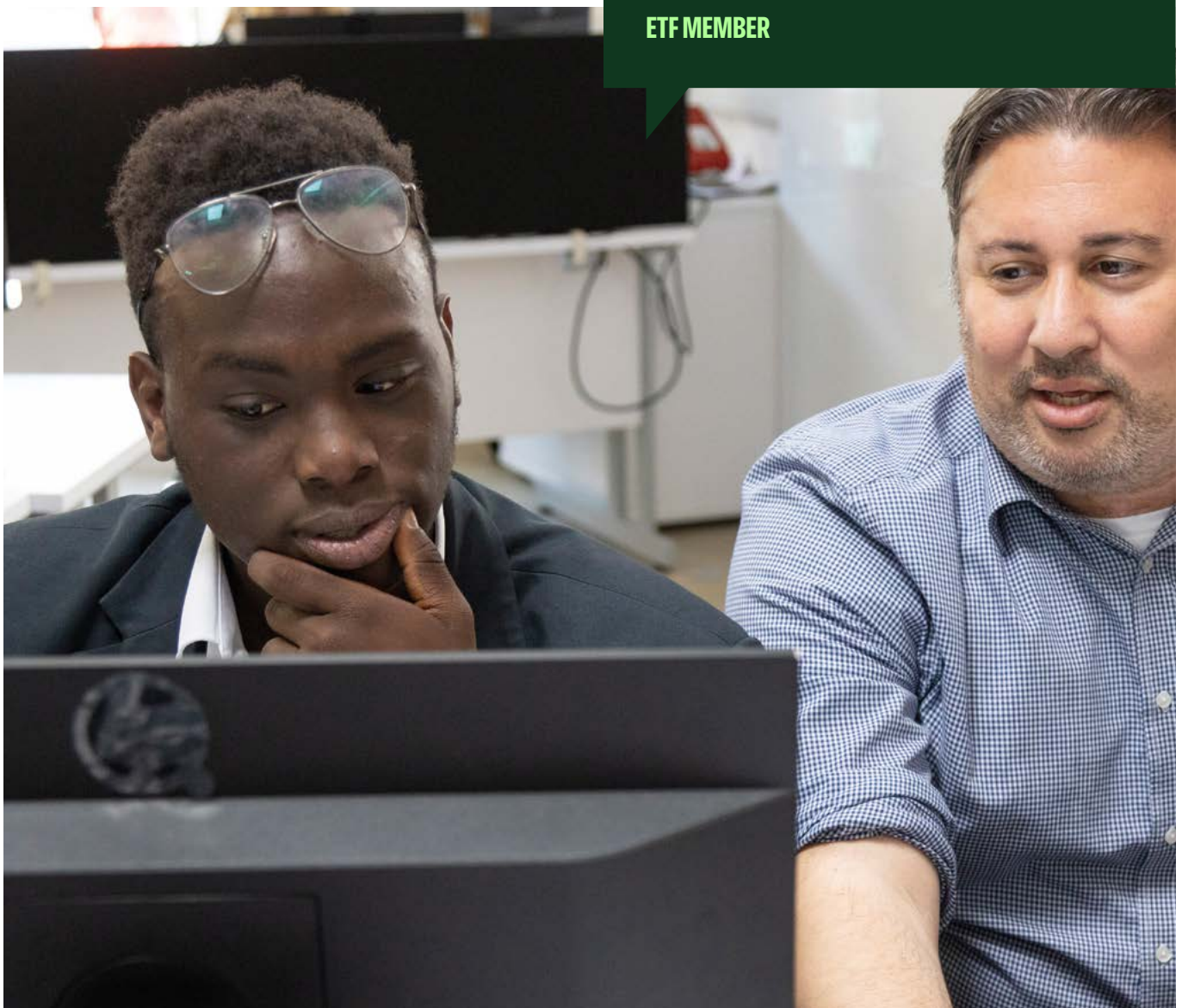
Many organisations join us as Corporate Partners as part of their commitment to high-quality teaching and learning, and the development of their teaching staff. In 2023/24, seven new providers joined as Corporate Partners, making a total of **50 Corporate Partners**.

Since 2021, we have run Special Interest Groups (SIGs) that focus on topics that our members have identified as being useful, including professional development, learner wellbeing, and using research and evaluation methods to improve practice. We ran five SIG events in 2023/24, with an average attendance of 40 members. These events were highly rated by our members – **89% were satisfied with their overall experience** of the SIG event, and **73% felt they had improved their knowledge** of the subject area⁹.

In addition, this year we ran **15 CPD webinars** on a diverse range of topics, including how to thrive in your first year of teaching in FE, exploring the use of artificial intelligence (AI) in planning and working successfully with neurodivergent learners. The webinars attracted a large audience of 870 members and were well received by attendees – **81% were satisfied with their overall experience** of the CPD webinars and **78% felt that the content had improved their knowledge** of the topic discussed¹⁰.

“Being a member... means being able to keep up to date with policy and teaching methods and success. It can be often a source of inspiration of ideas for my own teaching.”

ETF MEMBER



⁹ ETF (2024) Satisfaction survey responses from 55 participants, a 28% response rate.

¹⁰ ETF (2024) Satisfaction survey responses from 54 participants. A limitation of this data is that the survey has only received a 6% response rate.

CASE STUDY: THE BENEFITS OF CORPORATE PARTNERSHIP

Skills for Security is the UK's largest fire and security apprenticeship training provider. As Head of Quality at Skills for Security, Jon has a keen eye for detail and aims to elevate the progression of all staff and students who take part in delivering or accessing their training opportunities. Jon shares his experience with Corporate Partner membership and the positive impact that investing in his staff has had.



“Our Corporate Partner membership has resulted in 19 staff members actively engaging with ETF membership. They’re using membership resources and the ETF website as tools for learning. Their favourite member benefit has got to be inTuition magazine. They read it and talk to me and each other about it. It gives them an insight into what is happening in the sector at an academic level that opens discussions. And that’s what we want, to continue the conversation.

Those who come and work with us come straight from industry, so while they’ve got the technical competency, they may not have the required level of teaching experience. We develop them as teachers in the first instance and now, thanks to their exposure to ETF combined with our ongoing development journey, I’ve got staff wanting to do their QTLS. So, all I can say is that it’s working.”

The full case study is available here: [The benefits of Corporate Partnership: Skills for Security](#)

SUPPORTING THE DELIVERY OF T LEVEL QUALIFICATIONS

The T Level Professional Development (TLPD) Programme, funded by the DfE since 2019, provides practical support and subject-specific training to everyone involved in the planning and delivery of T levels. The programme has been developed in collaboration with employers, learning providers and experts in the design and delivery of CPD.

In the 2023/24 academic year¹¹, **11,322 practitioners took part in face-to-face and online courses, workshops, mentoring activities and a residential event** to support their delivery of T levels. Online TLPD courses attracted **2,962 practitioners**, and **2,228 participants** attended networking events where they could collaborate and support the professional development of their peers on a regional and/or subject-specific basis¹². This included the first **National T Level Conference**, jointly hosted by ETF and the Association of Colleges (AoC) in June 2024. The conference provided those involved in the planning and delivery of T levels with an opportunity to network, collaborate on specific challenges, share effective practice and gain practical support on topics such as engaging with employers, growing provision and effective assessment strategies.

Practitioners consistently rated the TLPD programme as high quality, with **95% satisfied** with the delivery and **76% strongly agreeing** or agreeing that it has improved their knowledge¹³. Additionally, senior leaders gave feedback that the TLPD programme had **increased the confidence of their staff** around T Level delivery. Three focus groups held with participants on the Leadership Mentoring programme revealed that the focus on reflective practice and networking with other practitioners allowed participants the opportunity to build their confidence and skills in addressing challenges related to T Level delivery¹⁴.

“I was able to refresh my existing knowledge regarding the paperwork now used in my industry and the equipment that is now used. I also gained some valuable new techniques for teaching some key skills to the T Level learners.”

TLPD PARTICIPANT



¹¹ Dates used for TLPD refer to the academic year of 1 August 2023 to 30 July 2024.

¹² ETF (2024) T Level Professional Development Data Dashboard. July 2024.

¹³ ETF (2024) End-of-programme satisfaction survey data, including agree and neutral responses. Based on a 39.4% response rate (n=3,965).

¹⁴ ETF (2024) TLPD summary progress and performance report 2023/24.



"During my recent learning experience, I gained valuable knowledge about the structure of healthcare science T Level and the effective ways to approach it. I explored in-depth the different components that make up the T Level healthcare science curriculum, such as anatomy and physiology, clinical skills, and healthcare science services. Additionally, I received guidance on how to improve my learning outcomes, including developing good study habits, engaging in practical learning activities, and seeking feedback from tutors. Overall, this experience has equipped me with the necessary skills and knowledge to excel in healthcare science T Level."

TLPD PARTICIPANT

IMPROVING THE QUALITY OF APPRENTICESHIP DELIVERY

The Apprenticeship Workforce Development (AWD) programme aims to enhance the quality of apprenticeship provision across the sector by improving apprentices' experiences, achievement outcomes and retention.

AWD is funded by the DfE and was launched in 2022 following a pilot phase. It is being delivered by the ETF in partnership with the Association of Colleges (AoC), Association of Employment and Learning Providers (AELP), Strategic Development Network (SDN) and the University Vocational Awards Council (UVAC).

In year 2 of AWD delivery (1 September 2023 to 31 March 2024), there were **2,824 participations**¹⁵ from at least 441 providers. The programme had considerable reach, as this accounts for **almost a quarter (24%) of registered providers in England**¹⁶. This year, the programme involved a range of activities including 129 three-hour live online sessions, eight online asynchronous courses, nine in-house CPD sessions, bespoke 1:1 support for 13 providers, early years sessions (five live online and two recorded webinars) and resources, and 10 Apprenticeship Action Groups to sustain networks.

91% of participants said they were satisfied with their overall learning experience on the AWD programme¹⁷, and **94% agreed they would apply their learning to inform and influence their future planning**¹⁸.

An independent evaluation of year 2 of AWD, carried out by SQW, found **strong evidence** that the AWD programme contributes to **improving the professional practice of participants and their teams**, as well as the **quality of apprenticeship delivery within their organisation**. It also found early evidence that the programme is contributing to **improved retention and on-time completion rates**, including one partner reporting a 35% increase in successful first-time end-point assessment performance.

"Through being able to take some time out and reflect on my own practice it has led to some changes. It's made me more conscientious in my approach, particularly in terms of tailoring [my practice] to individual students."

AWD ASYNCHRONOUS ONLINE COURSE PARTICIPANT, FE COLLEGE



¹⁵ A 'participation' refers to an individual engaging with AWD. It is different from the number of 'participants' because the same individual may engage with multiple components of AWD.

¹⁶ SQW (2024) Year 2 evaluation report: Apprenticeship Workforce Development programme.

¹⁷ ETF (2024). Based on 870 responses to satisfaction surveys.

¹⁸ ETF (2024). Based on survey respondents from online asynchronous courses, live online sessions and early years sessions.

CHAMPION INCLUSION

SUPPORTING SEND LEARNERS

ETF's national Centres for Excellence in SEND (special educational needs and disabilities) provide expert support for leaders, managers and practitioners who wish to put learners with SEND at the centre of their organisation.

Part of a DfE-funded national programme, our flagship centres in 2023/24 were Oldham College, City College Norwich, Weston College and Natspec. Each centre hosts strategic leadership hubs and communities of practice to support professionals from all types of FE providers across England.

Our Centres for Excellence in SEND are complemented by our 'employer spokes', five FE providers that bring the employer voice to the fore with employer-led activities which showcase the benefits of employing learners with SEND and

having a diverse workforce. These FE providers are Dynamic Training, Hampshire County Council, London South East Colleges, Luminate Group and National Star.

In 2023/24, 2,839 people attended SEND professional development activities with ETF. Since the programme began in 2022, **98% of attendees have been satisfied with their learning experience** after attending a SEND professional development activity, and **96% said it will have a positive impact on their professional practice**¹⁹.



¹⁹ ETF (2024) Centres for Excellence in SEND post-event satisfaction survey results based on 353 responses between September 2022 and March 2024.

CHAMPIONING ANTI-RACIST PRACTICE

ETF is committed to working with the Black Leadership Group (BLG) to support anti-racist practice in teaching and leadership in the FE and Skills sector.

ETF has been working in partnership with the BLG since May 2021 on a range of areas, including **improving outcomes and representation** for learners, staff and leadership; enhancing workforce succession planning and the **talent pipeline of Black staff** in the FE and Skills sector; influencing **policy and practice**; and sharing and cascading **excellence and innovation in anti-racist practice**.

This year, examples of this partnership working include:

- running a webinar, *Leading with integrity in an ethnically diverse Britain*, which was attended by 27 senior leaders
- holding a CEO session at the 2024 BLG annual conference, focused on system leadership and organisational allyship
- supporting BLG with the *Ethnic Equity in Education* campaign, and more specifically with the Ethnic Representation Index.

All participants who attended the webinar agreed or strongly agreed that the **practical tools and resources** provided will support their leadership practice²⁰.



²⁰ ETF (2024) ETF quality assurance report: Summary of the Leadership and Governance programme 2023–2024.

AN INCLUSIVE APPROACH TO LEADERSHIP

ETF is dedicated to championing inclusive leadership practice across the FE and Skills sector. In 2023/24, we targeted recruitment and the offering of free places on our leadership programmes to people from global majority backgrounds.

Senior and middle leaders from Asian or Asian British, and Black, African, Caribbean or Black British groups represented 14% of ETF leadership participants, a proportionally high figure, as these groups comprise only 5% of FE senior and middle leaders nationally²¹.

This year, we also commissioned the Association of Colleges (AoC) to run our Inclusive Leadership programme, which was first launched in December 2022. This programme helps to equip managers and leaders with the tools they need to develop effective and inclusive leadership capacity through coaching and mentoring. In 2023/24, 58% of participants engaged in this programme were from global majority backgrounds.

As a result of their coaching experience, this year's participants identified a number of **improvements to their practice**, including building their **self-confidence** to make progress in their careers, being able to **mentor and coach their colleagues**, and developing skills and techniques around problem solving, making difficult decisions, driving change and thinking of alternative solutions to challenges. The coaching experience also helped to equip participants to **action change** in their organisations, such as building their **confidence in having difficult conversations, collaborating with colleagues and challenging inequality**.²²



²¹ RSM (2024) ETF Leadership and Governance impact evaluation 2023–25: March 2024 interim report executive summary. All data provided are indicative, as participants are not obliged to share ethnicity data when signing up to take part.

²² ETF (2024) ETF quality assurance report: Summary of the Leadership and Governance programme 2023–2024.

ENABLE SECTOR CHANGE

SUPPORTING HIGH-QUALITY LEADERSHIP AND GOVERNANCE

Effective leadership and governance are essential to enabling sector change. They underpin a thriving and proactive FE and Skills system that can respond to complex challenges and emerging opportunities, from rapid technological innovation to shifting economic landscapes and demographic change. In 2023/24, ETF engaged more than 3,000 people in our highly successful leadership and governance programmes. Funded by DfE, these programmes have been developed with key experts to ensure that today's sector leaders and governors have the skills and development opportunities they need to drive system change and enable their organisations to fulfil their potential.

In 2023/24, ETF engaged **1,092 leaders and managers** in our leadership programmes, while **1,950 people** benefited from our governance programmes.

Our leadership development opportunities have been developed with key experts in the sector and leadership management, including the University of Oxford's Saïd Business School, AoC, and the Chartered Institute of Accountants in England and Wales (ICAEW). They have helped to develop the knowledge and skills of FE and Skills leaders at all levels, from middle leaders and those aspiring to senior leadership, through to those preparing to be CEO, and those who are already CEOs or Principals. Meanwhile, our governance programmes have supported board chairs, governors and governance professionals in strengthening their organisations' governance and subsequently improving institutional performance.

Following participation in ETF's leadership programmes in 2023/24:²³

- **95% of leaders** said they were more knowledgeable and better equipped to meet the responsibilities of their role after taking part in a leadership programme
- **98% of leaders** said they were motivated to apply their learning to improve their practice, and **94% of leaders** planned to share their learning with others they work with
- **73% of senior leaders** said that they were more confident in their senior leadership role after taking part in ETF's Senior Leaders programme.

²³ ETF (2024) ETF quality assurance report: Summary of the Leadership and Governance programme 2023–2024. Please note these are interim findings and the final evaluation report is due in March 2025.

Meanwhile, following our governance programmes:

- **94% of governance participants** said they were more knowledgeable and better equipped to meet the responsibilities of their role
- **92%** said they felt more confident about meeting the responsibilities of their role
- **95%** said they were motivated to apply their learning to improve their practice, and 90% planned to share their learning with others they work with.

An independent evaluation of the impact of our 2023/24 governance programmes found that many participants were able to start making positive changes within less than a month of taking part in the programme²⁴. During interviews, they gave examples of using their learning to implement change in their FE provider, such as revising their safeguarding policies and updating their CPD offer to include training on supporting disabled learners.

“[I have learnt how to] become a more strategic leader! I know when to take the lead and when to step back and influence and enable others.”

STRATEGIC INNOVATION FOR SKILLS LEADERSHIP PROGRAMME PARTICIPANT



²⁴ RSM (2024) ETF Leadership and Governance impact evaluation 2023–25: March 2024 interim report executive summary. Please note these are interim evaluation findings and the final evaluation report is due in March 2025.



"I was able to implement the strategies and frameworks from the programme into my role effectively, which strengthened my ability to lead strategically and make impactful decisions. The programme's focus on practical, reflective learning has allowed me to apply new approaches in team collaboration, enhancing both our efficiency and cohesion. The support structure and peer insights were particularly valuable, providing me with relevant examples that I could adapt directly to our institution's goals."

SENIOR LEADERSHIP PROGRAMME PARTICIPANT

SYSTEMS OF CHANGE

In 2022/23, ETF worked with the University of Oxford's Saïd Business School to understand the challenges and opportunities facing the FE and Skills sector. We engaged key leaders and influencers in the sector to share their opinions about how the sector could be improved and innovated, and how we might respond to challenges and opportunities faced at a system level.

ETF published its trailblazing report on building a sustainable and self-improving sector, *Further Education and Skills: Changing systems of change*, in early 2024. It is set against a context of changes in technology, political priorities and demographics, and a challenging economic climate, all of which are creating both risks and opportunities for organisations across the UK. The report argues that the FE and Skills sector has an important role to play in leading and responding to these changes.

Working with sector leaders and policy makers, ETF and Saïd Business School explored how ongoing system renewal could be made sustainable within the sector. The report outlines a target model with a high-quality learner experience at the centre, and six strategic focal points for improvement: good leadership, quality Initial Teacher Education (ITE), access to CPD, research-informed practice, professional standards and status, and career pathways and support. Approaching these through a collaborative and holistic sector strategy will have a positive effect on the overall FE and Skills system, and move the sector closer to being a self-improving system.

ETF will now work on building the collaboration and trust that is needed to invest in this change, through 'three Cs': ETF will be a **companion** to practitioners in their career progression, a **catalyst** for organisations to ensure a sustainable workforce for all and a **convener** of all parts of the sector to enable sector change.

"The core findings of this collaborative work emphasise the need for sustainable renewal in the sector, moving beyond the conventional call for increased efforts."

ETF (2024) FURTHER EDUCATION AND SKILLS: CHANGING SYSTEMS OF CHANGE



TECHNOLOGY IN EDUCATION

The current fast-paced nature of changes in technology poses both opportunities and challenges for the FE and Skills sector. Through our Professional Standards and CPD offer, ETF supports teachers and leaders to understand advances in technology within education, which is vital to helping the sector become more future focused and self-improving.

Rapid developments in AI have made it a hot topic this year, and so, as part of our early career webinar series, we worked with leading FE experts to run two sessions on using AI in planning and to reduce teacher workloads, which more than 200 people attended. ETF also ran three sessions on AI in the FE and Skills sector during our member conference in January 2024, again attracting more than 200 attendees.

These sessions included:

- *Harnessing AI to Revolutionise Productivity*, with guest speaker Deb Millar from Hull College
- advice on planning engaging and accessible lessons using AI and digital tools
- an panel discussion about AI with sector experts

Attendees found these sessions to be **informative** and well structured, and were **inspired and motivated to try using AI** in their own practice²⁵.



²⁵ ETF (2024) ETF quality assurance report: Summary report of the SET24 Conference.

CASE STUDY: DEVELOPING APPRENTICES' SKILLS USING DIGITAL TOOLS

As part of the Apprenticeship Workforce Development programme, Derby College Group used a range of digital tools, such as H5P tools available in Moodle and Nearpod²⁶, to promote learners' independent study skills. This enabled the college to pilot a 'flipped learning' approach,²⁷ whereby learners used the H5P tools to gain knowledge in advance of in-person sessions, which then focused on collaborative projects and deeper thinking skills such as problem solving and critical thinking.

A flipped classroom is a teaching method whereby "that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class".²⁸

The aims of the Flipped Learning pilot were to **improve the employability** of learners by developing transferrable skills. Through this pilot, there are early indications that such transferrable skills are being developed, such as learners **taking more ownership of their learning** and having **improved acquisition of knowledge**, increased **problem-solving abilities**, and **improved digital skills**.

"The development of learners within apprenticeships has been positively impacted by the incorporation of flipped learning. Learners are more engaged, take ownership of their learning, and benefit from individualised, accessible, and aligned learning experiences. This approach has the potential to lead to improved outcomes and reduced administrative burdens while promoting continuous improvement in the learning process."

CHRIS SADLER, AWD PROJECT LEAD, DERBY COLLEGE GROUP

Full case study available here: [Derby College Group apprenticeships case study](#).



²⁶ H5P (or HTML5 Package) enables teachers and trainers to create interactive presentations, quizzes and other multimedia without requiring programming skills. Moodle and Nearpod are interactive platforms that integrate H5P tools.

²⁷ Bergmann, J. and Sams, A. (2012) Flip your classroom: Reach every student in every class every day. Washington, D.C.: International Society for Technology in Education. Accessed at: https://www.rcboe.org/cms/lib/ga01903614/centricity/domain/15451/flip_your_classroom.pdf

²⁸ Bergmann and Sams (2012).

TECHNICAL TEACHING FELLOWSHIPS

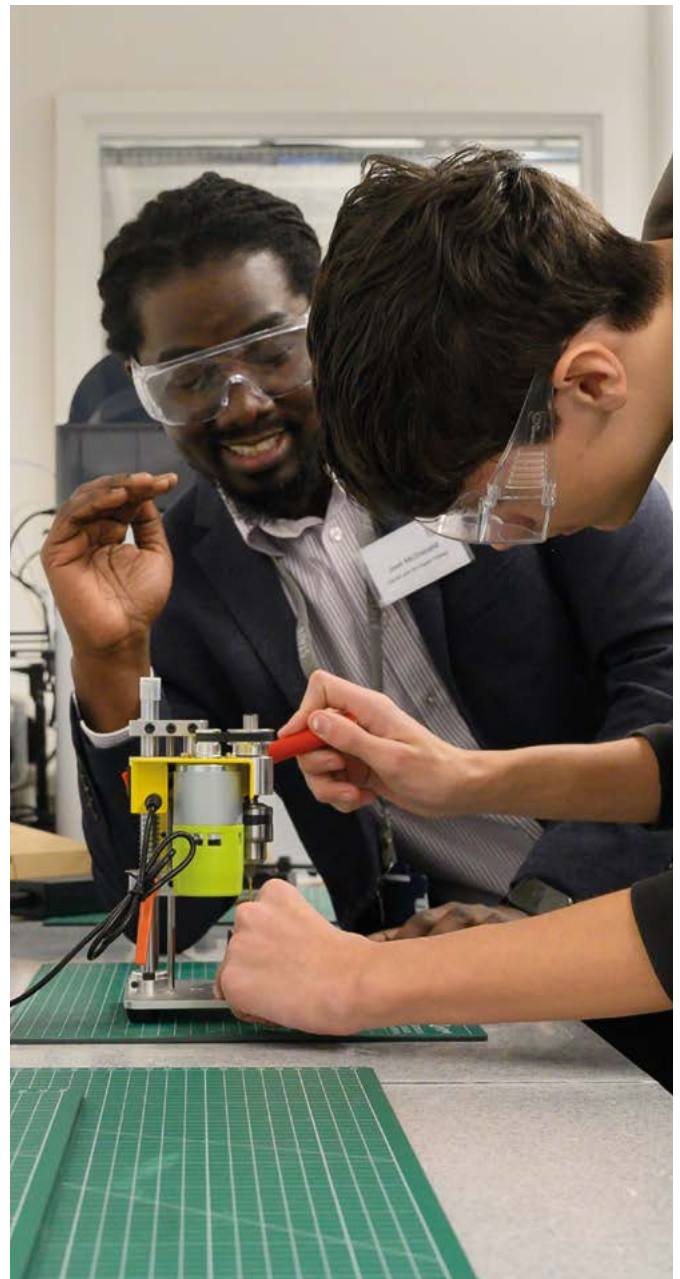
The Technical Teaching Fellowship programme recognises, rewards, promotes and increases excellence of practice in industrial and technical education partnerships. The initiative is funded by a partnership between ETF and the Royal Commission for the Exhibition of 1851, whose mission is “to increase the means of industrial education and extend the influence of science and art upon productive industry” through postgraduate fellowships and scholarships.

Funded fellows develop projects demonstrating professional excellence in the delivery of technical education, and this effective practice is widely disseminated to improve the quality of technical teaching and training in the FE and Skills sector. This year, project topics have included improving the quality of engineering teaching and training, the use of AI to enhance learning and reduce teacher workload, and gender diversity in the engineering and manufacturing industry, including pathways to support women and girls in engineering education.

The 2023/24 Technical Teaching Fellowships have delivered transformative impacts on technical education by fostering innovation, employer engagement and community partnerships. In addition, they have amplified the professional profiles of participants, advancing their careers and equipping them to drive systemic change within the sector.

Key achievements this year include:

- the progression of one fellow to a sponsored MPhil, exemplifying the fellowship's ability to catalyse advanced research and innovation
- the successful integration of cutting-edge technologies and evidence-based practices into technical education curricula, which has been shared widely through conferences, workshops and partnerships, including the T Level National Conference in 2024.



FORWARD LOOK

Looking forwards into 2024/25, ETF will continue to **drive professionalism** through our membership and Professional Standards, supporting members to earn recognition with industry-standard professional designations. We will launch our Initial Teacher Education (ITE) community of practice, offering networking opportunities for practitioners across the sector so that they can share best practice and hear from speakers working in teacher education. We will strengthen our impact assessment of our professional statuses, QTLS and ATS, and we will explore more flexible enrolment opportunities and ways of continually improving participant experience. Additionally, we will work with the Work Psychology Group to design a career framework to help address the challenges around recruitment and retention faced by the FE and Skills sector.

We will further **improve teaching and learning** through research and our high-quality CPD offer, including our exciting new *Welcome to FE and Skills* course for sector teaching staff, and a new Specialist Status in Education for Sustainable Development (ESD). We will recommence our Practitioner Research Programme (PRP) with the University of Sunderland, funding 10 teaching professionals to begin studying for an MPhil with a view to driving improvements in teaching practice in their own organisation and across the wider sector. In March 2025, we will also host a new conference, *Teaching and Learning*, providing a unique opportunity for sector professionals to collaborate, share insights and explore future-focused approaches to pedagogy and professionalism.



ETF also has an ongoing commitment to **championing inclusion**, offering CPD programmes and activities that promote equity, diversity, inclusion and belonging across the FE and Skills sector. In the next year, this will include collaborating with members of the Women's Leadership Network (WLN) on thought leadership in topics from the menopause to intersectionality in the FE and Skills sector workforce. We will also continue our work with the Black Leadership Group (BLG) on creating safe spaces for discussion, such as in our recent *Cultural Competence and Reclaiming Narratives* webinar, which attracted more than 140 attendees. Building on the success of this work, we are launching a series of webinars exploring the transformative role of cultural competence across key areas of the education sector, including student engagement, curriculum design, and leadership and governance. This series of six deep-dive webinars aims to inspire practical actions and deepen understanding.

Lastly, in 2024/25 we will continue to **enable sector change** by delivering high-quality leadership and governance programmes, a new leadership conference and thought leadership around systems of change. We will continue to support curriculum change and development through our TLPD programme and the Apprenticeship Workforce Development programme (AWD). In October 2024, nearly 90 representatives from across the FE and Skills sector came together for this year's FE + Skills Collective event on bridging policy and pedagogy. Delivered in partnership by the ETF and FE News, it explored how the sector can respond to current and future challenges and opportunities. The ideas and recommendations contributed and discussed throughout the day fed into a report produced by Dr Vikki Smith, ETF's Executive Director of Education and Standards, and Ben Rowland, CEO at AELP. Titled *Bridging the gap between policy and pedagogy: building a stronger FE and Skills system*, the report highlights the crucial role of collaboration, innovation and inclusivity in building a stronger FE and Skills sector.



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