



Department
for Business
Innovation & Skills

**FURTHER EDUCATION
WORKFORCE STRATEGY**

The Government's Strategy to
Support Workforce Excellence in
Further Education Colleges and
Training Providers

MARCH 2014

(This page is intentionally left blank)

Contents

Contents	3
Foreword	4
Introduction	5
Section 1: Key Strengths of Further Education	7
Section 2: Key Weaknesses of Further Education	8
Section 3: What We Want to Achieve	10
What excellence looks like	10
Objectives and key priorities	11
Priority 1 – Improve quantity, quality and professionalism of teachers and trainers	13
Measures of success	14
Priority 2 – Responsive to employer need	16
Measures of success	17
Priority 3 – Improve the quality of leadership including system leadership	17
Measures of success	18
Priority 4 – Effective use of technology in teaching and learning	19
Measures of success	19
Section 5: Extending the strategy –Options for Future Action	21
Annex A: Wider Activity/Policy Drivers for Workforce Improvement	23
Skills Funding Statement	23
Raising standards	23
More meaningful qualifications	24
New Delivery Models	25
Open Data	26
Apprenticeships & Traineeships & Supported Internships	26
Technology	27

Foreword



The challenges we face today from global competition and emerging economies demand action. If we are going to meet the skills needs of tomorrow, we need to be giving people the right skills today.

I set out in “Rigour and Responsiveness in Skills” (April 2013) how we will accelerate our reforms to the skills systems, to ensure that our vocational training offer allows our citizens to compete with any in the world.

The success of this depends on the people in Further Education – leaders, teachers and support staff. We need to support and encourage them to excel: in leadership and governance; in teaching and learning, especially in teaching maths, English and those students with special educational needs; in providing a clearer line of sight to work and closer engagement with business; and in using technology effectively in teaching and learning.

This paper sets out the challenges and the priorities as Government sees them, and what we are doing – and will do – to help FE excel. FE colleges and training providers need to develop and drive forward their own strategies for meeting the workforce challenges facing them. I hope this paper will encourage them to do that.

The challenges are huge and success depends on working together. But the rewards are also huge. If we are successful, FE will be truly world class.

A handwritten signature in blue ink, appearing to read 'Matthew Hancock', with a decorative flourish at the end.

Matthew Hancock

Minister of State for Skills and Enterprise

March 2014

Introduction

1. Those who lead and teach in the Further education (FE) and skills sector play a crucial role in serving people and employers in their communities and raising educational and skills levels – thereby directly supporting both economic development and social mobility. FE's special focus is on bridging the link between school and work - supporting people to gain the vocational qualifications and skills they need to secure and progress in employment and/or to further and higher learning. In many cases this requires inspiring and educating a diverse range of young people including those with special educational needs (SEN) or those who have left school disengaged and without qualifications. And it requires engagement with employers at all levels.
2. The FE sector has moved into a new era, with a fundamentally different relationship with Government. Colleges and training providers have been freed from central government control, with far fewer bureaucratic burdens and clear responsibility to raise standards and respond better to local needs. Within this context, the sector has established the Education and Training Foundation (the Foundation) to work on its behalf. Its key task is to identify priorities and develop appropriate responses to boost the professionalism of the sector and improve the quality of governors, leaders and teachers, and of teaching and learning; and by doing this, to enhance the esteem in which the FE sector is held.
3. At the same time, a number of pressures are forcing the sector to look critically at the quality, effectiveness and efficiency of its existing workforce and these underline the need for immediate action to drive excellence in teaching and learning:
 - Professor Alison Wolf's recommendations created a new sharper focus on improving attainment in English and maths, with more flexible study programmes aimed at the needs of learners. A new funding condition tied to maths and English attainment comes into play from the 2014/15 academic year.
 - The Organisation for Economic Cooperation and Development (OECD) results show that our literacy and numeracy levels remain too low by international standards. England is around the OECD average for literacy and below the OECD average for maths.
 - Following a report by Doug Richard, the Apprenticeship Reform Implementation Plan was launched in October 2013.¹ One of the reform principles is the strengthening of maths and English requirements in Apprenticeships which will have a significant impact on workforce requirements.
 - From summer 2015, all young people will be required to continue in education or training until their 18th birthday.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253073/bis-13-1175-future-of-apprenticeships-in-england-implementation-plan.pdf

- Ofsted reports show that whilst the sector is improving, there is still too much poor quality provision. The 2012/13 annual report indicated that lack of responsiveness to local employment needs was a real concern.²
 - The report of the independent Commission on Adult Vocational Teaching and Learning (CAVTL)³ published in March 2013 called for vocational learning to have a clear line of sight to work and for business to be more involved in the design and delivery of the curriculum.
 - CAVTL also emphasised the need to take account of the impact of technology in the global business environment.
 - Outcomes for young people with SEN are particularly poor. From September 2014, important new responsibilities will be placed on colleges and independent specialist providers to support young people with SEN in achieving their aspirations.
 - Recruitment and retention data for the workforce reveal significant and growing difficulties in filling vacancies in some key occupational groups, especially maths, science and engineering. The sector also has difficulty in attracting the best new graduates.
4. This paper sets out the Government's strategy for supporting colleges and training providers to address the staffing challenges facing them. The over-arching objective is to improve the quality of leadership, teaching and learning in FE; so that more young people reach their potential and more adults leave FE better skilled and more able to take up employment and/or progress in education and careers.

² <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5.

³ <http://www.excellencegateway.org.uk/node/26611>

Section 1: Key Strengths of Further Education

5. The FE sector has many strengths. It provides a unique education and learning offer between school, work and higher education while seeking to deliver both economic and social improvements. At its best, the FE sector:
- Is highly diverse –
 - providing education to young people from age 14 and across a wide spectrum of ability;
 - providing community learning to those of all ages;
 - providing apprenticeships and vocational education to enable young people and adults to progress into employment and within their careers;
 - providing education and training for prisoners to help them support themselves on release;
 - enhancing the skills of existing workers;
 - addressing the needs of those who did not succeed in school and need help to get back on track by offering entry and basic skills;
 - addressing the needs of those who have been out of work for some time and need help to gain employability skills;
 - addressing the needs of those who want a second chance at gaining higher level skills through access to higher education and providing higher education itself.
 - Has a highly committed, flexible workforce with over 80% of teachers holding teaching qualifications, and many having business and industry backgrounds and experience. This helps the sector to be responsive, able to work with employers, Local Enterprise Partnerships (LEPs), local authorities and others to respond to immediate and future training needs and to deliver new policies rapidly.
 - Has strong links with business and employers, putting learning in context and making it relevant for the workplace.
 - Provides a focus for the local community – many colleges provide important social services for their local communities as well as education and training.
 - Is highly contestable – offering choice to learners and employers. Most areas have a range of colleges and independent training providers offering flexible courses in different vocational subjects, although some rural areas may be less well served.
 - Is highly autonomous and independent, enabling it to decide what is right for its local areas and secure investment both locally and nationally.
 - Is high quality – with over two-thirds judged by Ofsted to be good or better.
 - Is recognised globally – with many colleges attracting overseas students and others extending their offer into other countries.

Section 2: Key Weaknesses of Further Education

6. The strengths of the sector are, however, not displayed consistently by all providers, with too many falling below the required standard – the standard that learners and employers expect and deserve. A number of weaknesses need to be addressed. The word “weaknesses” is used not to denigrate but to emphasise the scale of the challenge and the importance of success. The FE sector and its workforce need to perform to the best of their ability so that they can drive economic growth and social mobility. To do this, all providers need to raise their game and aspire to outstanding performance.
7. The key issues facing the FE sector are:
 - leadership and governance is not always as strong as it needs to be. Nearly half of providers inspected by Ofsted between September 2012 and August 2013 were judged as requiring improvement or inadequate on the effectiveness of their leadership and management.
 - there needs to be more widespread engagement with and involvement of business. In their 2012/13 annual report, Ofsted has found that there is still too much provision that is not responsive to local employment needs; there is no structure or accountability measure to ensure that FE provision is adapted to local economic and social needs⁴. Vocational provision should more consistently demonstrate a clear line of sight to work, shaped by genuine collaboration with employers who are actively engaged in designing the curriculum, qualifications used and facilities (the two way street), and delivered by teachers and trainers with up-to-date occupational expertise as well as teaching expertise, that is dual professionals.
 - too much teaching is not outstanding or even good and does not equip learners sufficiently for the workplace. Too many teachers do not have the level of professional skills needed in the key areas of maths and English or the confidence and capability to secure good outcomes for students with SEN. The 2012/13 Ofsted annual report found that maths and English remained a significant concern with high levels of poor progress and poor attainment among students; foundation maths was one of the weakest subjects in FE colleges.⁵ Providers needed to do more to ensure young people had basic skills and were employable. A 2011 Ofsted survey into progression post-16 for learners with learning difficulties and disabilities judged only half the lessons they observed to be good or better.⁶

⁴ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5.

⁵ <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p20.

⁶ <http://www.ofsted.gov.uk/resources/progression-post-16-for-learners-learning-difficulties-andor-disabilities>. p7.

- FE is not seen as a sufficiently attractive career option. It isn't attracting enough of the best young graduates to replace those teachers who are coming up to retirement; it is not as immediately attractive as teaching in schools or working in industry. And there are skills gaps. The sector struggles to fill vacancies in some key occupational groups and to keep vocational education up-to-date and relevant in order to meet skills gaps in the economy. There are too few specialist teachers in key areas – for example maths and English. There is also under-representation of minority groups at most levels of leadership and management.
 - technology isn't being used consistently and effectively to support teaching and learning and improve outcomes for learners. It should be used to help deliver the best available content from the best available teachers (as recommended in the Perkins Review of Engineering Skills⁷) and to free up teachers' time to concentrate on higher value activities such as mentoring.
8. These indicate that more needs to be done to identify excellent provision and effective practice, learn the lessons from this and disseminate these lessons to those institutions that are not yet performing at the highest level across the board but particularly in the key areas identified above.

⁷ <https://www.gov.uk/government/publications/engineering-skills-perkins-review>

Section 3: What We Want to Achieve

What excellence looks like

9. We want all providers to strive for excellence. If the action plan in this strategy is successful, in the future we will have an FE sector where excellence is the norm, that looks like this:
 - Exceptionally high standards of governance and leadership, ensuring that the offer is right for the people served, through partnerships with learners, employers and the local community.
 - Effective challenge is a cornerstone of good governance. Boards have access to comprehensive information on performance and are well-informed about the wider policy environment to fulfil their responsibilities.
 - Leaders inspire people to aim for the very best standards, delivering provision that is outstanding or on the way to outstanding, with objectives to secure the best outcomes for learners in destinations to employment and progression through learning.
 - Teaching and training is rigorous in its quality and responsive to need. Teachers and those who support teaching are aware of the crucial role they play in serving the people and employers in their communities. They deliver excellent teaching and learning as evidenced by high levels of student and employer satisfaction, close and visible involvement of businesses in the design and delivery of the curriculum, outstanding inspection results and excellent outcomes for learners and employers.
 - Learners benefit from high expectations, support and motivation of teachers and staff and achieve excellent outcomes. They all make progress relative to their starting point and learning goals. Achievement gaps between different groups of learners are narrow. Learners progress to higher level qualifications and into jobs and careers that meet local and national needs.
 - Businesses hold FE in high regard. They benefit from access to high quality teaching and learning which has a close line of sight to work, delivered flexibly and responsively to meet their needs. Employers are actively engaged in designing and delivering the curriculum.
 - The pedagogy (science of teaching) is based on best practice, including new teaching methods and effective use of technology. The best institutions are “system leaders”, adopting and undertaking research into the best teaching practice, including through continuous self assessment, lesson observation, student feedback and peer review. They share this with others to the benefit of all.

Objectives and key priorities

10. FE colleges and training providers are independent organisations responsible for their own workforce. But Government has an interest in the development of excellence in the workforce – a high calibre, effective FE workforce is crucial for the successful delivery of a range of Government policies and for the success of the economy. Therefore, we are committed to supporting the sector to underpin and speed up the pace of development of excellence, particularly in teaching and learning.
11. Our overarching objective for the FE workforce is to improve the capability and capacity of the leaders, teachers and trainers, and support staff in the sector and the esteem in which they are held. This will improve the quality of teaching, the impact on learning and the relevance of learning to jobs and employers so that:
- attainment in maths and English improves, including of those with SEN;
 - more learners, including those with SEN, achieve relevant qualifications with higher grades which enable them to get work, progress in work or move into further and higher learning after completing their courses;
 - employers are able to recruit young people and adults with strong maths and English; and the appropriate level of occupational expertise, including where relevant the appropriate vocational qualification; and
 - employers are actively engaged in FE and can access high quality, up-to-date vocational training for their existing staff.
12. To achieve this, our key priorities for the FE workforce are to:
- Improve the quantity, quality and professionalism of teachers/trainers and teaching/training, with an immediate priority in the key areas of maths and English and in teaching those with SEN.
 - Ensure the sector understands the importance of being responsive to employer needs; securing greater engagement of business and other employers in the design of qualifications and the curriculum, the development of staff and programmes, and the delivery of vocational training.
 - Improve the quality of governance, leadership and management including the role “system leadership” can play in driving excellence and challenging poor performance.
 - Enhance the skills of teachers in using modern and future technologies more effectively to support delivery of FE teaching and learning.
13. Underpinning all of this is the importance of taking full account of equality and diversity, both for those currently working in FE colleges and training providers and in encouraging new entrants.

14. The Foundation, as a sector led body, has a key role in leading workforce improvement across the sector. It has at the core of its responsibilities the development of a well qualified, effective and up-to-date professional workforce, supported by good leadership, management and governance. It will:

- define and promote professionalism in the sector,
- maintain and develop occupational standards for the workforce,
- ensure the availability, scope and quality of initial teacher training,
- provide resources and support to improve teaching, learning and assessment,
- develop a national Vocational Education and Training (VET) Centre to support research, development and innovation, focused on vocational pedagogy and development of VET more widely; and
- enable the development and updating of workforce skills and knowledge in technical, occupational, vocational and subject areas.

Section 4: Action Plan

Priority 1 – Improve quantity, quality and professionalism of teachers and trainers

15. The objective is to increase the number of high quality graduates choosing to teach in FE, to improve the quality and professionalism of teachers and to empower and challenge all teachers to develop themselves, thereby raising the levels of outstanding and good teaching and improving outcomes for all students. The immediate priority areas are to improve teaching of maths and English and of those with SEN. However, we also know that whilst these are the priority areas, there are other sectoral subjects which are also important and which we will not want to forget as we further develop our strategy.
16. Although there is no longer a legal requirement for teachers in FE to hold a teaching qualification, this does mean that the Government is not committed to a highly qualified FE workforce where all teachers hold a qualification that is relevant to their role. In 2012 Lord Lingfield reported on Professionalism in Further Education, and his independent review panel recommended that those teaching foundation literacy and numeracy or teaching students with SEN should be qualified to Level 5.⁸ The Government supports this as the minimum standard of teaching in FE. However, it is for colleges and training providers to decide for themselves the appropriate qualifications required for each position. As part of their work on updating the Staff Individualised Record system, the Foundation will collect additional information on the qualifications of teachers and trainers in the sector.
17. In August 2013 and February 2014, Government announced a range of incentives including bursaries for new trainee teachers and support for professional development of existing staff. These, coupled with the work of the Foundation, are intended to improve the supply of teachers and the skills of the existing workforce, in the priority areas of maths and English and teaching students with SEN. This package includes:
- Bursaries of up to £20,000 to attract new graduates with relevant degrees to teach maths and English and to specialise in teaching students with SEN within the FE sector, (available in 2013/14 and 2014/15).
 - Development of a Subject Knowledge Enhancement scheme to enable highly qualified graduates who have the skills and aptitude to teach but need to acquire deeper, more specific maths knowledge and skills to do this before they start initial teacher training.
 - Golden Hello programme to encourage retention of new maths teachers - payments of £7,500 for graduates teaching maths in FE paid in the second year

⁸ <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/p/12-1198-professionalism-in-further-education-final>

of teaching, rising to £10,000 if they undertake early professional development in teaching learners with SEN.

- Recruitment incentive scheme - a payment of £20,000 to colleges and training providers who recruit a specialist graduate maths teacher or £30,000 for those who will be sharing their teaching expertise with nearby institutions.
- Grants for those who work with students with SEN in the FE sector, particularly SEN teachers and inclusion co-ordinators, to undertake specialist development in teaching students with SEN (in 2013/14).
- Funding for FE Centres of Excellence in Teacher Training (CETT) to deliver initial teacher training and identify innovative and best practice in teaching maths and English to post-16 students, and in teaching students with SEN; and assess the level of SEN teaching skills and knowledge in the sector (in 2013/14 and 2014/15).
- The Foundation has been supporting the maths enhancement programme for existing teachers by subsidising costs of the training, enabling more teachers to participate.
- Development of new English enhancement course to increase the skills of existing FE teachers to teach English to GCSE level, for delivery from September 2014.
- Introduction of a 'premium' graduate scheme to support maths and English graduates within FE to achieve a Masters degree within two years of commencing teaching and to offer them a fast track route to senior leadership roles – pilots to be run in autumn 2014.
- Expand National College of Teaching and Leadership marketing activity for schools to cover FE for 2014/15.

18. In addition, the Foundation is taking forward the CAVTL recommendation to create a cadre of local specialist maths and English teachers, to be based in colleges, and supporting all providers in a locality.

Measures of success

19. As a result of these actions, we want to increase the numbers of new teachers of maths and English, and of existing teachers with enhanced skills, by at least 3,000 by the start of the 2015/16 academic year, in time for the introduction of the new maths and English GCSE curriculum. Whilst there are no similar targets for teachers of students with SEN; we will want to work with the sector to assess the needs of the workforce in this regard.

20. As well as an increase in numbers of teachers in these areas, the key measures of success will also be an increase in the quality of teaching in these areas, in the qualification attainment levels of students and in the relative impact on positive outcomes into work or further and higher education.

21. The impact of the bursaries and enhancement grants will be evaluated both in the short term for an increase in teacher numbers and in the longer term for the impact on learners.
22. An evaluation study running through to the end of 2015 will be evaluating the overall success and impact of the bursaries, enhancement schemes and other initiatives which make up the programme to support the sector to improve the quality of teaching of maths and English, including of those with SEN. This is being conducted for BIS by ICF/GHK and will consider the following questions:
- Has the programme achieved engagement and take up by the sector?
 - Is the programme targeting quality of teaching and subject skills?
 - Has the programme had a positive impact on participants?
 - Is the programme increasing the supply of high quality specialist maths, English and SEN teachers?
 - Does the programme look likely to meet its success criteria of raising attainment and improving teaching confidence and capability in FE?
23. Specific indicators include:
- number of bursaries and enhancement grants taken up,
 - destinations of bursary/enhancement grant recipients,
 - teacher recruitment and retention figures,
 - whether bursary/enhancement grant recipients attract a salary premium in recognition of their specialist teaching skills,
 - learner and employer satisfaction with maths, English and SEN teaching; and
 - overall attainment rates in maths and English, including of students with SEN (and including if possible the difference between courses taught by the new recruits and teachers who have taken advantage of the enhancement programmes and by those who have not.

Priority 2 – Responsive to employer need

24. The objective is an FE and Skills system which is recognised as responsive to local needs where employers have regular and detailed input into training and learning so that learners achieve the skills and qualifications that meet local employer needs. Many colleges and training providers already work well with business to ensure that local employer and employment needs are met. They involve employers in the development of qualifications, inspiring young people to choose the right careers, the development and delivery of the curriculum with business people actively engaged in teaching, providing work experience and supporting learners and providing opportunities for teachers to enhance and extend their professional skills. But there is a general recognition that this needs to happen more widely and consistently.
25. Implementing the recommendations of the CAVTL report, for which the Foundation has taken responsibility will be key to achieving this objective especially:
- developing the two-way street, supporting colleges and training providers to build on and develop genuinely collaborative and strategic relationships with employers, to address employment needs;
 - creating a new Teach Too programme – to encourage occupational experts from industry to become involved in vocational teaching and learning;
 - putting a spotlight on curriculum development and design which ensures a ‘clear line of sight to work’ (including courses aimed at supporting young people with SEN into work such as Supported Internships) with a renewed emphasis on greater local business input and influence over design, development and delivery of FE courses, including through establishment of local curriculum boards; and
 - supporting the continuing professional development of teachers, so that their knowledge and skills reflect up-to-date occupational standards, expertise and practice.
26. One example of greater business engagement in FE and where FE is becoming more business focussed is the creation of “HS2 College”. There is a recognised skills gap in the UK for high skilled engineers and for an appropriately skilled workforce to build and maintain the UK’s railways. There are also new skills required for the next generation of high speed rail which are not currently provided for in the existing provider landscape. The creation of “HS2 College” has potential to embed excellence in leadership and teaching from the start and will provide a live case study from which to build across the sector. “HS2 College” will contribute towards the gap in both the volume and type of provision currently available. In addition, existing providers will have to work closely with industry and grow their offer, both in scale and content, in order to meet the challenge that HS2 provides. HS2 Ltd is working closely with the National Skills Academy for Rail Engineering and others to assess future supply and demand, and where the gaps will be.

Measures of success

27. The measures of success will be:

- increased employer involvement in skills, whether that is employer engagement in provision of work experience to support the delivery of study programmes and traineeships, in apprenticeships; in the design and delivery of vocational education; or as part of governing bodies or non executive board members
- significant progress in delivering on CAVTL recommendations to create the two way street – as assessed by Frank McLoughlin in his review of progress being undertaken this summer,
- improved evidence of good and valued engagement in the sector as assessed through the UKCES's employer surveys,
- increased levels of employer satisfaction of providers as shown on FE Choices, and
- improved results from Ofsted inspections and thematic surveys.

Priority 3 – Improve the quality of leadership including system leadership

28. The objective is to improve the quality, capability and capacity of governors, leaders and managers, taking on board best practice in corporate governance so that there is a consistently high standard of leadership, management and governance across the sector. The aim is to ensure that the FE sector is well-led, focuses on quality outcomes for learners and is accountable to the communities, learners and employers it serves. The recent open letter⁹ from the FE Commissioner described lessons learnt for governors from the first six FE Commissioner assessments and emphasise the importance of Governing Bodies and Boards being skilled at holding their executive teams to account effectively.

29. A number of actions already support this priority:

- BIS Review of FE & Sixth Form College governance completed in July 2013, focused on three specific areas: recruitment and succession planning; recognising the status and importance of governors; and remuneration of governors.¹⁰ Evaluation of progress on these areas due to take place in 2014.
- work to define the capabilities required by governing bodies and to take forward improvements in providing information and advice to and development of governors. Action plan developed and being taken forward by AoC for the Foundation, including support for the concept of an Ofsted dashboard for governors.

⁹ <https://www.gov.uk/government/publications/implementing-rigour-and-responsiveness-in-skills-fe-commissioner>

¹⁰ <https://www.gov.uk/government/publications/further-education-and-sixth-form-college-governance-review>

- The Foundation to develop further the sector's leadership capacity and capability including talent management and development of current and aspiring managers and succession planning, across all providers, aiming for a coordinated approach to leadership and management development with a focus on quality improvement and putting learners first.
- The Governors Council will be updating the Code for Governance.
- work will continue to raise the skills and quality of the Clerks who support Governing Bodies; and
- The Foundation will be leading a new programme of activity to support effective system leadership across all providers.

Measures of success

30. The measures of success will be:

- improved leadership and governance across the sector, including better staff management and manpower planning,
- more providers graded outstanding for leadership and management by Ofsted and fewer cases of poor management and governance investigated by the FE Commissioner,
- improved diversity within FE leadership including FE governing bodies; and
- more employers are able to influence and shape local FE delivery whether as members of governing bodies, through better engagement between LEPs and FE or through more business and employer input into the design and delivery of teaching and learning.

Priority 4 – Effective use of technology in teaching and learning

31. The objective is that FE providers, universities and industry should collaboratively develop up-to-date and relevant professional development and initial training for managers, teachers and trainers aimed specifically at improving their knowledge of, and confidence in using learning technology.
32. The Foundation will lead on developing the role of technology in further education, including through:
- establishing ways of supporting the professional development of teachers and trainers in using modern and future technologies; and
 - supporting the development of peer support networks to test and share innovative use of learning technologies.
33. The Foundation will also play a crucial role in supporting delivery of the FE Learning Technology Action Group (FELTAG)¹¹ recommendations, especially in respect of equipping FE governors, leaders, tutors and teachers for a Digital Age, with a focus on:
- strengthening leadership teams' awareness of and capability to use learning technologies effectively,
 - building confidence and expertise for teachers and trainers in the effective use of learning technologies through access to initial training and continuing professional development,
 - drawing on best practice from employers, HE and school partners; and
 - exploring the development of a collective R&D resource for providers and employers to consider questions around the costs and benefits of different learning technologies.

Measures of success

34. The measures of success will be:
- improved capacity of the workforce and its leaders and managers to deploy technology effectively to enhance learning, particularly in vocational contexts.

¹¹ <http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf>.

- providers' strategic plans and teaching, learning and assessment strategies demonstrate a whole organisational approach to incorporating digital pedagogies.
- more widespread, effective and consistent use of learning technology, and access to industry-standard technologies, as reported by learners and regulators; and
- innovative practice is shared and replicated by other providers with peer support, and has generated a community of practice.

Section 5: Extending the strategy – Options for Future Action

35. Our current priorities are improving the quality and professionalism of teachers and trainers, greater engagement with business (implementing the CAVTL recommendations), improving the quality of leadership including system leadership and effective use of technology in teaching and learning, with a focus on maths, English and supporting students with SEN. In 2014/15 we will continue to see a clear emphasis on these areas, including preparing the sector to teach more students in GCSE maths and English and take on its new responsibilities for young people with SEN. However, it is also recognised that there are other areas that do or may need to be addressed.
36. Industry reports skills shortages in STEM subjects. Indications from the FE sector itself are that there are shortages of teachers in engineering, construction and science. As part of evaluating the success of our current incentives and enhancement projects, we will consider extending those that provide the most impact and best value for money to these other areas where both skilled teachers and skilled workers are in short supply. This could tie in with the launch of elite institutions such as “HS2 College” which will aim to make an impact in engineering; others are expected to cover construction and nuclear power.
37. Ex-service personnel often have skills in these areas. Many colleges do hire ex-service personnel but BIS and the Foundation are looking at whether there would be a benefit in a more organised scheme similar to the “Troops for Teachers” initiative currently available for schools.
38. In the area of vocational education and training, Sir Michael Wilshaw noted in his latest annual report that in FE:
- “...there is still too much provision that is not responsive to local employment needs. This provision is therefore inappropriate for young people, regardless of the quality of teaching. In most regions, many providers struggle to understand the priorities or the business opportunities in their area. There is currently no structure, accountability measure or system of incentives to ensure that FE and skills provision is adapted to local economic and social needs.”¹²
39. The implementation of the CAVTL recommendations will also help to address concerns about responsiveness. Ofsted and the Foundation have jointly developed some good practice case studies which were disseminated in January.¹³ Frank McLoughlin’s review of the impact of the CAVTL recommendations (reporting in summer 2014) will provide ideas of where further work could usefully be targeted.

¹² <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-further-education-and-skills>, p5.

¹³ www.ofsted.gov.uk/resources/goodpractice

40. LEPs have an important role to play here too. They will have increasing influence to ensure that FE provision is relevant to local labour market needs and support LEP economic strategies. We are reviewing their plans to see what we can learn about their perspectives and how our strategy for the workforce might need to develop to reflect their views and take account of geographical differences.
41. The Foundation will put in place activity in 2014/15 specifically focused on helping the FE workforce to prepare for its role as part of the new 0-25 system of support for young people with SEN from September 2014.
42. We would welcome the sector's views on where the strategy should focus going forward and if you have any comments on this and/or the document more generally please email valerie.carpenter@bis.gsi.gov.uk.

Annex A: Wider Activity/Policy Drivers for Workforce Improvement

Action to raise the quality of the workforce does not stand alone. There is a range of work in train to reform the skills system. Recent developments and policy drivers that are not specifically directed at addressing quality gaps in the FE workforce should nevertheless have the effect of incentivising providers to expand their workforce and enhance and expand the skills of that workforce as quickly as possible.

Skills Funding Statement

The Skills Funding Statement 2013-2016¹⁴ sets out the Government's skills priorities:

- Traineeships to improve young people's chances of gaining sustainable employment;
- Apprenticeships as a core offer to all young adults;
- English and maths for those who need them; and
- provision for all learners to increase their skills, competence and knowledge.

The skills system is in reform. Government wants to build a responsive skills system that has at its heart the principles of employer ownership and enterprise, ensuring funding follows learners, and encouraging colleges to be social enterprises, not delivery arms of Government. It is important that the skills offer now, and going forward, is clear and meets the needs of employers.

Raising standards

- Establishing new minimum standards of performance (based on success rates). Reports to colleges and providers in January 2014 will be used to support intervention action for those poor performing colleges or providers.
- Developing a new set of outcome focused measures of performance for publicly funded post 19 education and skills (excluding higher education). These measures focus on three areas: progression within learning; destinations into further learning and employment; and earnings changes. It is planned to publish the first set of experimental data on these measures in July 2014.
- Appointed a new FE Commissioner from October 2013, who will review the position of inadequate FE colleges, designated institutions and LA maintained FE institutions, and advise Ministers on the course of action necessary to secure improvement.

¹⁴ <https://www.gov.uk/government/publications/skills-funding-statement-2013-to-2016>

- New Ofsted inspection regime introduced in 2012. Category of “Satisfactory” removed so coasting providers must self-improve or face intervention. Increased focus on teaching and learning – cannot be assessed as “Outstanding” unless teaching and learning is judged outstanding.
- Since 2013 Ofsted has been challenging and supporting colleges and providers found to require improvement and from June 2013 this was extended to those who are currently satisfactory.
- Ofsted is currently consulting on a revised framework for inspection of initial teacher education providers.
- For 16-19 year olds, Government has introduced a standard ‘funding per pupil tariff’, but it has also made it a condition of funding that students who do not hold a GCSE A*-C in maths and English continue to be taught these subjects post-16. Providers will therefore need to ensure they have enough teachers qualified to teach GCSE maths and English.
- BIS is working with DfE, the Skills Funding Agency, the Education Funding Agency and the AoC Governors Council to produce an accountability framework for FE colleges. This document will set out in one place how colleges are accountable to their communities and how they are regulated by government and other bodies. We intend to publish this in July 2014

More meaningful qualifications

- In 2013 the Skills Funding Agency removed 1,884 qualifications with low or no take-up from being eligible for public funding. The Agency has now put in place business rules which will reduce the publicly-funded offer by a further 5,000 qualifications. These rules will be implemented for all qualifications from November 2014.
- The Whitehead review (published November 2013) into making adult vocational qualifications more meaningful recommended changes in the way vocational qualifications are designed, developed and delivered in order to help boost relevance and return on investment of publicly funded qualifications.
- “Getting the Job Done: The Government’s Reform Plan for Vocational Qualifications” (published March 2014)¹⁵ built on the earlier work by the Skills Funding Agency and Whitehead. It provided a time-line for the introduction of reforms in England and set out new policy initiatives to take forward the reforms. Key features include: funding only the highest quality qualifications valued by employers, with a clear rationale for what is supported; identifying qualifications in maths and English which best enable adult learners to progress to GCSE standard; ensuring that innovation and new technology are encouraged and supported; and moving towards graded qualifications.

¹⁵ <https://www.gov.uk/government/publications/vocational-qualification-reform-plan>.

- From September 2013, 16-19 study will be funded on a 'per student' basis, giving providers much greater flexibility to design education which meets the needs of each student.
- Tough new requirements of vocational qualifications at Key Stage 4 implemented from September 2012 to ensure that only those that are of demonstrably high quality and provide progression count in Performance tables.
- More rigorous GCSEs with a higher pass bar to be introduced for first teaching in schools from 2015 and in post-16 education from 2017. The content of the new English and maths GCSEs reflects the needs of employers much more closely than the existing GCSEs, with spelling and grammar in English and problem solving in maths given much more prominence.
- In 2016 performance tables, the Technical Baccalaureate performance measure will recognise the achievement of students taking advanced (level 3) programmes which include a DfE approved Tech Level qualification, a level 3 maths qualification and an extended project.
- From 2014, students on level 3 programmes will be able to study for Tech Levels – high-quality technical qualifications, endorsed by professional and industry bodies, that prepare a young person for entry to a particular occupation.
- Awarding Organisations will be introducing new 'Core Maths' qualifications from 2015 which build on GCSE study and which will be valued by employers and universities. These will build young people's confidence and competence in more advanced mathematical thinking and problem solving.
- The Government plans to establish an approved list of level 2 substantial vocational qualifications that will be recognised within performance tables. We propose that this list will apply to students starting level 2 courses in September 2015.
- Commitment to fund the new 16-19 Tech Level qualifications, when they are introduced in 2014-15, for 19-24 year olds where they are appropriate.
- Minimum durations for Apprenticeships were introduced for 2012/13, where Apprenticeships are expected to last one year or more. From 2014/15 all intermediate Apprentices should work towards achieving a level 2 in English and maths.

New Delivery Models

- The new freedoms and flexibilities enable FE colleges and training providers to be more responsive to the needs of their communities, developing new types of models and partnerships. We will actively promote new types of models, including the potential for the incorporation of new FE Colleges – to bring new dynamism into the sector through the creation of new types of colleges that will adopt innovative approaches and, by example, serve to 'reinvigorate' the sector more broadly.
- The first new college to be incorporated in over 20 years is expected to be that established by Prospect Learning, an independent training provider, in autumn 2014.

- Another example is “HS2 College” which will train the next generation of world-class engineers to work on the construction of HS2. The college will deliver the specialised training and qualifications needed for high speed rail, which will benefit HS2 and other future infrastructure projects across the country. It will offer the necessary technical training to make HS2 a success and ensure it can be built by skilled British workers including; rail engineering, environmental skills and construction.

Open Data

- Learners have a choice of where to learn. Information on success rates, satisfaction measures and destination measures is provided on the FE Choices website to inform choice. Since September 2013 we have been making more FE and skills data available in open access formats, and making it easier to find existing data through data.gov.uk. Building on this we will mainstream open access to the full range of FE and skills data so that during 2013/14 it becomes the default.
- From September 2014 local authorities will be under a new legal duty to produce a local offer of services for young people with SEN. Local authorities must cooperate with FE colleges and independent specialist providers to include information about post-16 education and training provision for young people with SEN.

Apprenticeships & Traineeships & Supported Internships

- Apprenticeships are at the heart of the Government’s drive to equip people of all ages with the skills employers need to grow and compete. We want Advanced and Higher Level Apprenticeships to become the level to which learners and employers aspire. Higher Level Apprenticeships provide a clear work-based route into professional careers. “Rigour and Responsiveness in Skills” recognised apprenticeships as one of the Government’s four key priorities (along with raising standards, maintaining clear pathways into work and ensuring qualifications are relevant and responsive). It is important that employers have a real involvement in, and commitment to, apprenticeships. The December 2013 Autumn Statement confirmed that the Government will develop a funding model which uses HMRC systems to route apprenticeships funding direct to employers.
- Traineeships for 16-23 year olds are an education and training programme with work experience focused on giving young people the skills and experience they need to be able to compete for apprenticeships or other jobs. At the core of traineeships are work preparation training, English and maths (for those without GCSE A*-C standard) and a high quality work experience placement. Traineeships will help to address the mismatch between employers’ expectations of young people and young people’s understanding of what is expected of them in the world of work.
- Supported Internships are open to young people with a statutory LDA (Learning Difficulty Assessment) or EHC (Education Health Care) plan aged 16-24 who need more help to make the transition from education into employment. They offer a structured study programme, based primarily at an employer and tailored to the individual needs of a young person with learning difficulties or disabilities.

- Both the young person and the employer will receive support from an expert job coach throughout the internship. For the young person, the internship must contribute to their long-term career goals, fit with their working capabilities and give them a clear chance to show employers what they are capable of achieving. Wherever possible, they will support the young person to move into paid employment at the end of the programme.

Technology

- FELTAG was established as a sector-led group to make practical recommendations aimed at ensuring the effective use of digital technology in learning, teaching and assessment in FE. The ambition was to enable the system to become continually adaptive to a fast-changing environment which creates new challenges for learners and teachers alike.
- It recognised that digital technology was not the end goal in itself but a means; that Government cannot and should not provide all the answers; and that the FE sector had to take ownership of the outcomes. FELTAG reported in March 2014 and made some 39 recommendations covering investment and infrastructure, regulation, employers, the workforce and learners. At the time of writing, Government is considering the report and will make its response to the recommendations shortly.
- ETAG have taken the ambition and lessons learnt from FELTAG and are seeking to apply these to the education sector as a whole. Its remit covers schools, FE and HE. It is a deliberately smaller group and will focus on anticipating the major changes that will take place in education in the next 5 years and what action the sector should take now in order to take best advantage of these.

© Crown copyright 2014

You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication available from www.gov.uk/bis

Any enquiries regarding this publication should be sent to:

Department for Business, Innovation and Skills
1 Victoria Street
London SW1H 0ET
Tel: 020 7215 5000

If you require this publication in an alternative format, email enquiries@bis.gsi.gov.uk, or call 020 7215 5000.

BIS/14/679