



# University of HUDDERSFIELD

## University of Huddersfield Repository

Walker, Martyn

Initial Teacher Training in the Lifelong Learning Sector: A Comparative Study of University and Awarding Body Programmes

### Original Citation

Walker, Martyn (2012) Initial Teacher Training in the Lifelong Learning Sector: A Comparative Study of University and Awarding Body Programmes. In: Universities' Council for the Education of Teachers. UCET Conference, 8th-9th November 2012, Leicestershire, UK. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/16034/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

UCET Annual Conference, Hinckley, Leicestershire

Thursday 8 November 2012

# Initial Teacher Training in the Lifelong Learning Sector: A Comparative Study of University and Awarding Body Qualifications?

Dr Martyn Walker

University of Huddersfield

## Background

- Post-compulsory full-time C Ed and later PGCE ITT courses have been offered for over 60 years,
- Often technical expertise and subject knowledge was seen as successful to teaching in the post-compulsory sector (Lucas, 2004) if uninspiring (Orr and Simmons),
- Unlike school teachers, the majority of post-compulsory practitioners have completed their ITT qualifications part-time alongside their teaching.

- 1980s – expansion in f/t and p/t ITT provision,
- By mid-2000s, around 50 HEIs, mostly but not exclusively ‘new’ universities offered post-compulsory ITT (SVUK, 2006),
- Apart from HEI ITT, there were awarding body teaching qualifications offered by the RSA and City and Guilds and, although seen as ‘less academic’, provided practical support and a foundation on which to progress to HEI ITT,
- Fryer and Kennedy Reports identified the need for coherent, nationally recognised ITT for the sector.

- In 1999, FENTO introduced new standards for teachers in the FE sector,
- FE teachers were for the first time, required to obtain ITT qualification,
- By 2004, over 70% of f/t FE teachers were fully qualified (Lifelong Learning UK, 2005),
- Ofsted stated in 2003:  
*While tuition trainees receive...is generally good, few opportunities are provided for trainees to learn how to teach their specialist subject...there is a lack of systematic mentoring and support in the workplace (Ofsted, 2003, p.2).*

- In 2004, *Equipping our Teachers for the Future* (DfES, 2004) and a FE White Paper (DfES, 2006) resulted in new qualifications requirements being introduced for all FE teachers and a professional body was set up, the Institute for Learning.
- The purpose was to:  
Raise the standard of teacher training across the sector...over time result in greater public esteem for teachers...parity of status and professionalism with school teaching...will make teaching in the Learning and Skills Sector a career of choice...(DfE, 2004, p.5).

- .....then... PTLLS at level 3, preparing to teach, Level 5 QTLS introduced...associate teacher certificate qualification was also introduced as CTLLS (level 3 and level 4) and those teachers carrying out a 'full role' to complete the Diploma DTLLS at level 5,
- William Taylor, *Society and the Education of Teachers* (1969) talked about society and the values of teacher education....
- The researchers wanted to look at this with respect to ITT in the Lifelong Learning Sector.

- We were successful with receiving a Consortium bid to complete the research (pre Lingfield!),
- Methodology:  
Interviewed 3 trainees and 3 teacher trainers in four settings (not the researchers)...  
Cathedral College (tertiary college in fairly a affluent area), Pennine College (large general FE college in a post-industrial conurbation), Fewbridge Education Centre (LA) and Thorne Training Centre (work-based training).

- **Findings**

Diversity of choice – Where PTLLS / CTLLS offered in centres, many progressed onto HEI award. HEI seen has having more credibility and support for career, exception Fewbridge.

Comparative value – Fewbridge trainees not aware of HEI ITT, Other centres saw progression onto HEI as for ‘mainstream teachers’. Those involved in training thought Pre-HEI was more relevant...Adam et al, HEI qualification has ‘more prestige’, Bill, C Ed ‘more superior’, Jacqui, C Ed ‘more recognisable’ and ‘valuable’.

- Comparative learning – Generally CTLLS seen as repetitive, Sophie thought the relaxed atmosphere at Fewbridge was good as she didn't have to take work home!

HEI awards seen as more 'academic' and concerned with theory as well as practice, PGCE harder but 'underlines teaching' and 'how to teach rather than the actual teaching practice' (Margaret), Cert Ed 'more in-depth' (Anita), Subject Specialist module was seen as the 'golden nugget' .....

- Views of teacher trainers...

Feel managers are only interested in offering basic ITT courses because the fees are less...more concerned with getting 'bums on seats' than offering a quality HEI programme,

Infrastructure and support with local university was excellent, supportive, helpful and supported their own CPD. 'With awarding bodies, left to your own devices....'

- Conclusions of trainees

Progressing from Awarding Bodies to HEI C Ed for many was life changing...spring board for BA as many were vocational teachers and trainers with previously level 3 qualifications,

Qualification framework has become confusing...HEI everyone knows it, as parents etc, Awarding Body seen as tick boxes and classroom based, good for classroom teaching to start off with.....but HEI underpins with theory and academic writing which prepares for progression on BA and MA etc.

## Extracts from interviews

Lingfield.....

- Contradictory, not well-written, not clear, not realistic....
- Talks about:
  - professionalism?
  - employer contribution?
  - recognition that FE salaries are lower than schools so...?
  - Simplification of awards?
  - A Guild...?
  - Solution....simple.....

Simmons, R and Walker, M. 'A Comparative Study of Awarding Organisations and HEI Initial Teacher Training Programmes for the Lifelong Learning Sector in England', *Journal of Professional Development in Education* (2012)

Any Questions