

RESEARCH INTO TECHNICAL EDUCATION TEACHING ROLES

A REPORT TO THE GATSBY FOUNDATION

York Consulting LLP
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DISCLAIMER

The views and opinions expressed in this report are those of the author and do not necessarily state or reflect those of the Gatsby Charitable Foundation.

EXECUTIVE SUMMARY

1. The Gatsby Charitable Foundation supported this research to provide a categorisation of technical education teaching roles in further education (FE) and to build a shared understanding of the teaching job roles supporting 16-19 and adult education. The findings are intended to inform planning of support for technical education teaching recruitment and teacher education.
2. We conducted 116 in-depth interviews with teaching staff within 23 providers and across eight regions within England. We used a mapping framework to consider the types of technical education teaching roles, specific teaching activities and functions fulfilled, and the proportion of time spent on differing teaching functions.
3. Those interviewed taught across a range of technical education routes, the most common being Business and Administration, Health and Science, Catering and Hospitality, Engineering and Manufacturing, Digital, and Education and Childcare. The majority taught full-time 16-19 students, supporting the attainment of Level 2 and 3 qualifications and apprenticeships.
4. The research identified eight main roles involved in teaching technical education within FE colleges, sixth-form colleges, work-based learning providers (WBLPs), and FE colleges within Institutes of Technology (IoT). These included four core roles and four roles with additional responsibilities, as shown in the box below.

Role	Description
a. Teacher	Teach technical education courses to groups of students.
b. Learning Coach	Teach technical education, mostly in a 1:1 capacity or to small groups. Often includes previously-named assessor role.
c. Instructor	Teach technical knowledge and skills elements of courses, mostly to groups of students, commonly in 4–6-week blocks.
d. Technician	Teach practical skills to groups of students; primary role to provide technical support on technical education courses.
e. Programme Leader	Heads of departments and/or programmes, responsible for planning and managing programmes and staff teams. Commonly also teach technical education courses to groups of students.
f. Course Leader	Teach technical education to groups of students, with specific responsibility for curriculum planning and student progress on courses.
g. Expert Teacher	Teach technical education to groups of students, with additional responsibilities to train, develop and advise other teachers on aspects of teaching and learning. Often called outstanding or advanced practitioners.
h. Progress Tutor	Teach independent study, careers information, and essential skills (maths, English, employability) programmes to groups of students, and provide 1:1 advice and guidance to support student progress. Some Progress Tutors deliver this role alongside the delivery of technical education to groups of students.

5. All roles except that of Learning Coach predominantly deliver learning within the provider organisations. Learning Coaches tend to support students within the workplace, and as such, they are most often supporting apprenticeships. They also include individuals with assessor job titles.
6. Those in Teacher roles spend around half their time in an average week on teaching, and a quarter of their time planning, preparing, and assessing (PPA). Learning Coach roles spend a slightly lower proportion of their time on teaching (around 40%) but a higher proportion of time on student support (20% compared with 8% for Teachers). Reflecting their focus on 1:1 delivery in the workplace, Learning Coach roles spend more time on work-based learning support than other roles overall.
7. Programme Leaders spend less time teaching and more time on management. Expert Teachers spend more time than other roles on training and developing other teachers. Progress Tutors spend higher proportions of time on student support, reflecting their specific role in guiding and advising on student progress.
8. The main research and a small follow-on survey (see Annex B) indicated that external industry professionals often play a role in supporting the delivery of technical education across various subject areas. This is predominately in terms of direct input through masterclasses, workshops and as guest speakers. In some cases, advisory insight for curriculum planning is also provided.
9. Most of those interviewed teach a mix of large (15 or more) and small (<15) groups of students, with those in the Teacher, Expert Teacher and Course Leader roles spending approximately half of their teaching time on delivering to larger groups. Learning Coaches predominantly teach students on a 1:1 basis.
10. On average, across all roles, just under a third of teaching time is spent imparting, a quarter developing, and approximately one-fifth each enabling and assessing knowledge, skills, and behaviours. Around one-fifth of PPA time is spent on curriculum planning, with the remaining split equally (two-fifths each) between lesson planning and assessment time.
11. The provision of work-based learning support outside of any direct teaching time is most commonly a function fulfilled by those in the Learning Coach roles. Most Teachers are not involved significantly in providing work-based learning support, as this function is usually fulfilled by dedicated employer liaison teams and placement coordinator roles. Nevertheless, a small number of our sample did identify some contributions to placement management and employer liaison.
12. All roles involve a range of responsibilities that provide students with additional support alongside teaching activity. Commonly, there are dedicated departments and roles within FE and sixth-form colleges for many of these responsibilities, including careers, pastoral, additional learning needs, and safeguarding. Nevertheless, those in our core teaching roles do also have a part to play by providing more informal and ad hoc support, being the first point of contact, and signposting or liaising with others as appropriate.

13. Most FE and sixth-form colleges included in our sample have formal tutoring systems, and many of those interviewed had a formal tutor role alongside their teaching role. Where this is the case, respondents tended to identify some responsibility for creating and supporting social and supportive networks for students.
14. Given their specific role to support students, Progress Tutors spend a higher proportion of their time on this activity than other roles. This includes time spent delivering dedicated self-study and careers programmes, as well as those to develop essential skills. They also deliver 1:1 progress reviews with each student they are responsible for.
15. Just under half of our sample said they spent some time in an average week providing technical support to enable and facilitate learning delivery. For the three Technicians in our sample, this was their main activity.
16. Participants spent small amounts of time in an average week (3 or 4% of their time) on research and innovation activities. Most Programme Leaders engaged with some research and identification of innovative approaches to support the development of new courses.
17. Most of our sample were required to have a teaching qualification to fulfil the role they were employed in. The one-quarter of the sample who were not required to have teaching qualifications were predominantly those undertaking Learning Coach roles within WBLPs.
18. Around three-fifths of our sample were able to provide an estimate of the time they spent on training and continuous professional development (CPD), which was on average 10 days per annum. It is a common expectation for teaching roles in all provider types to participate in regular training and CPD activities across a year, including:
- mandatory training and teacher training days
 - industry experience (where required, this averaged 4 or 5 days a year)
 - weekly/monthly updating sessions.
19. Those in Expert Teacher roles are often responsible for developing and delivering regular and college-wide CPD opportunities for teaching and learning.
20. Most respondents who commented felt that, within the structure provided by qualification specifications and criteria, they do have the autonomy to develop and adapt teaching, planning, and assessment as appropriate to the needs of their student groups and employer/industry needs. Some suggested that those with more teaching experience generally had more confidence to change and/or adapt these elements. Many also highlighted certain aspects of their role that were more fixed and unchangeable. This included disciplinary procedures, recording and monitoring expectations, checklists for teaching content (e.g. integration of maths and English elements), and specific awarding organisation or funding criteria and timescales that had to be met.

21. Some senior managers consulted during the research identified current challenges associated with the increased use of digital technology, particularly in the Construction and Engineering sectors. There has been an attempt to recruit industry practitioners but a key constraint is the high salaries required to attract the necessary expertise.
22. For this research we focused on activity when face-to-face learning was typical. However, it was clear from discussion with participants that the impact of the COVID-19 pandemic and associated restrictions has been considerable. Those we interviewed outlined how, during periods of lockdown, teaching practice had necessarily changed significantly.
23. The considerable increase in the use of virtual technology has resulted in an increase in digital and IT skills amongst those in teaching roles. Providers have focused a significant amount of training and development support in this area.
24. Some pointed to a range of challenges of delivering virtual learning and working from home, including increased planning time, always being available (and therefore working), loss of social and emotional connection with students, and tendency to check on engagement more than learning. There have also been some benefits, however, including closer team working, more creative/expanded delivery, and more student ownership. When students have returned to onsite learning there have been several logistical challenges, with reduced class sizes and ensuring appropriate cleaning routines.
25. Many of those we spoke to felt that some of the changes to learning delivery may well continue beyond the pandemic and become permanent features of the approach to teaching in technical education in the future. Some thought that blended learning approaches might continue to be a feature.
26. In conclusion, the research has confirmed the key teaching roles identified as part of the initial framework. It has also served to indicate some of the differences between different teaching roles, and to highlight differences between teaching roles commonly found in college and work-based learning environments.

I INTRODUCTION TO THE RESEARCH

The Gatsby Charitable Foundation commissioned this research to provide a categorisation of technical education teaching roles in further education (FE), and to build a shared understanding of the teaching job roles supporting 16-19 and adult education. The findings are intended to help with the planning of appropriate support for technical education teaching recruitment and teacher education.

An initial literature review was undertaken, which highlighted the breadth and variety of further education, such that teaching in FE is diverse, delivered across a variety of settings, with teaching roles showing varied job titles and differing levels of responsibility and autonomy.

Building on the literature review, we developed and piloted a mapping framework (see Annex A) with five providers, completing twelve consultations with both senior managers and teachers across a range of subjects. Their feedback helped revise and adjust terminology and categories.

Alongside the development and piloting of the framework, we also reviewed data from Emsi UK that provided information about jobs advertised and skills profiles for those seeking teaching roles in the FE sector. This helped to confirm the functions and activities that we identified within our mapping framework.

- 75% of the adverts were for Teacher roles; 15% for Instructors; and 6% for Programme Leaders.
- Skills required in adverts for Teachers included:
 - Teaching (terms such as lecturing, pedagogy, teaching) – 87% of adverts
 - Planning (terms such as curriculum development, learning strategies, lesson planning) – 16%
 - Student support (terms such as employability development, learning support, mentorship, motivational skills, student engagement) – 9%
 - Management (terms such as leadership, management, student recruitment) – 15%.
 - Research and innovation – 38%.

For the main fieldwork, we conducted 116 in-depth interviews with teaching staff within 23 providers and across eight regions within England. Providers included further education (FE) colleges, sixth-form colleges, prisons, work-based learning providers (WBLPs), and FE colleges that are members of Institutes of Technology (IoTs).

The purpose of our interviews was to capture and understand:

- the types of technical education teaching roles
- specific teaching activities and functions fulfilled by teaching roles
- proportion of time spent on differing teaching activities and functions
- levels of responsibility and autonomy across different roles and functions
- minimum qualifications expected or required for differing teaching roles.

During the interviews we asked participants to outline their job role in detail, and where possible to provide details of the amount of time they spent in an average week on key teaching functions. Whilst this was achieved with all interviewees, it should be noted that these are reasonable estimates and some struggled to be precise and apportion time for specific activities, particularly in relation to:

- teaching time across four categories (*imparting, developing, enabling, and assessing learning*)
- time spent across curriculum planning, lesson planning, and assessment time that is separate from dedicated teaching time.

The research was primarily undertaken between April 2020 and July 2021, over a period when COVID-19 restrictions had impacted individuals and teaching roles within the sector. For interviews conducted between April 2020 and April 2021, we asked participants to think back to their teaching role as it was in December 2019, before the pandemic was having an impact in the UK. Where time allowed, we also sought to understand in a more qualitative way how roles and functions had changed because of the restrictions imposed.

During the research we identified differences between settings such as colleges and WBLPs. Therefore, throughout the report, we will refer to providers in two groups: as WBLPs or FE group settings (FE and sixth-form colleges, colleges forming part of IoTs, and prison education settings). We ensured that we had a large enough sample from both groups to be able to draw comparisons.

2 DESCRIPTION OF THE RESEARCH SAMPLE

CHARACTERISTICS OF SAMPLE

The provider organisations that engaged with the research included ten FE colleges, two sixth-form colleges, six WBLPs, four colleges forming part of IoTs and one prison. Most providers were located in the West Midlands, North West, and South East, though we also engaged with some from the South West, East Midlands, Yorkshire and the Humber, and one each from the East of England and North East.

Provider type	Number	Percentage of sample
FE colleges	62	53%
Sixth-form colleges	6	5%
FE colleges within Institutes of Technology	8	7%
Work-based learning providers	33	28%
Prison education settings	7	6%
Total	116	100%

Table 2.1. Number of interviews undertaken across each type of provider.

98 participants were in full-time roles, with just 18 employed on a part-time basis (ranging from 40% to 80% full-time equivalents). The average contracted teaching hours across all full-time roles was 20 hours per week, but this varied across different types of roles. Those with a core teaching role averaged 22 hours per week, compared with those with additional programme management responsibilities averaging 17 hours per week. Those in full-time roles in WBLPs averaged 19 hours per week, and those classified in the FE group setting, 17 hours.

TECHNICAL EDUCATION SUBJECTS TAUGHT

Those interviewed taught across a range of technical education routes, as shown in Table 2.2; the most common being Business and Administration, Health and Science, Catering and Hospitality, Engineering and Manufacturing, Education and Childcare, and Essential Skills.

Tables 2.3, 2.4 and 2.5 show that most courses were being delivered to full-time 16-19-year-old students, mirrored in both WBLP and FE group settings with over half of learning being delivered to this category of students. Over four-fifths of groups taught were full-time students in both WBLP and FE group settings.

All student groups in the Other category in Table 2.3 were supported in four FE colleges, one sixth-form college and one prison setting.

Those interviewed supported the attainment of mostly Level 2 and 3 (Table 2.4) awards, certificates, diplomas and apprenticeships (Table 2.5). WBLPs supported a greater proportion of apprenticeships, with over one-third of student groups working toward an apprenticeship; in the FE group setting, one-third of student groups were working towards diploma qualifications.

Subjects	Interviewee sample (n=116)	
	Number	Percentage of sample
Business and Administration	16	14%
Catering and Hospitality	14	12%
Health and Science	13	11%
Engineering and Manufacturing	11	9%
Education and Childcare	11	9%
Essential Skills	11	9%
Digital	8	7%
Construction	6	5%
Care Services	5	4%
Creative and Design	4	3%
Protective Services	4	3%
Hair and Beauty	4	3%
Sales, Marketing and Procurement	3	3%
All – cross-sector	3	3%
Agriculture, Environmental and Animal Care	1	1%
Legal, Financial and Accounting	1	1%
Transport and Logistics	1	1%
Total	116	100%

Table 2.2. Main subject taught

Student groups	WBLP (n=33)		FE group (n=83)	
	Number	Percentage of sample	Number	Percentage of sample
Full-time students				
14-16 FT	1	2%	4	2%
16-19 FT	34	53%	114	59%
Adult FT	18	28%	40	20%
Total	53	83%	158	81%
Part-time students				
14-16 PT	1	2%	0	0%
16-19 PT	4	6%	7	4%
Adult PT	6	9%	20	10%
Total	11	17%	27	14%
Other student groups				
16-19 Options/key skills	0	0%	3	2%
Adult Options/Key skills	0	0%	2	1%
Mixed/EHCP	0	0%	4	2%
Total	0	0%	9	5%
Overall total	64	100%	194	100%

Table 2.3. Student groups taught (including multiple responses). 'Total' is the total number of student groups taught across all 116 interviewees, where information has been provided. Some interviewees gave up to five different courses/groups they were teaching.

Levels of qualifications taught	WBLP (n=33)		FE group (n=83)	
	Number	Percentage of sample	Number	Percentage of sample
Entry	5	6%	5	2%
Level 1	7	8%	28	13%
Level 2	30	36%	61	28%
Level 3	31	37%	93	42%
Level 4	4	5%	16	7%
Level 5	7	8%	8	4%
Level 6	0	0%	3	1%
Other qualifications (Key skills/access/options)	0	0%	7	3%
Total	84	100%	221	100%

Table 2.4. Level of qualification taught (includes multiple responses). 'Total' is the total number of qualifications delivered across all 116 interviewees, where information has been provided. Some interviewees gave up to five different courses/levels they were teaching.

Qualification type	WBPL (n=33)		FE group (n=83)	
	Number	Percentage of sample	Number	Percentage of sample
Award	5	7%	18	9%
Certificate	9	12%	33	17%
Diploma	19	25%	65	33%
Extended Diploma	2	3%	22	11%
Apprenticeship	27	36%	27	14%
T-level / T-level Transition	2	3%	3	2%
NVQ	4	5%	5	3%
GCSE / A-level	0	0%	8	4%
HND/C	5	7%	5	3%
Degree / Foundation Degree	0	0%	5	3%
PGCE	0	0%	1	1%
Functional Skills	2	3%	5	3%
None	1	1%	2	1%
Total	76	100%	199	100%

Table 2.5. Qualification type taught (includes multiple responses. 'Total' is the total number of qualification types taught across all 116 interviewees, where information has been provided. Some interviewees gave up to five different courses/qualifications they were teaching.

3 TECHNICAL EDUCATION TEACHING ROLES

The research identified eight main roles involved in teaching technical education within FE colleges, sixth-form colleges, WBLPs, prison education settings and FE colleges within IoTs. This included four core teaching roles (a to d) and four roles with additional responsibilities (e to h).

Role	Description	Job titles
a. Teacher	Teach technical education courses to groups of students.	Lecturer; Teacher; Instruction Lecturer; FE/HE Tutor; Trainer; Training/Learning Consultant.
b. Learning Coach	Teach technical education, mostly in a 1:1 capacity or to small groups. Includes assessor role often in the workplace.	Sector Leader; Training Coordinator; Workplace Assessor; Learning Coach; Assessment Coordinator; Learning Mentor
c. Instructor	Teach technical knowledge and skills elements of courses mostly to groups of students, commonly in 4 to 6-week blocks.	Instructor Technician, Skills Practitioner; Instructor; Vocational Tutor
d. Technician	Primary role to provide technical support on technical education courses. Teach practical skills to groups of students.	Catering Assistant (Technician), Skills Practitioner (Technician)
e. Programme Leader	Heads of departments and/or programmes, responsible for planning and managing programmes and staff teams. Sometimes teach technical education courses to groups of students.	Head of Faculty/ Department, Programme Manager/Director/Lead, Curriculum Manager/Lead
f. Course Leader	Teach technical education to groups of students, with specific responsibility for curriculum planning and learner progress on courses.	Course Manager; Course Leader; Programme Manager
g. Expert Teacher	Teach technical education to groups of students, with additional responsibilities to train, develop and advise others in teaching roles on aspects of teaching and learning. Often called outstanding or advanced practitioners.	Advanced Practitioner; Outstanding Practitioner; Senior Tutor for Teaching, Learning & Assessment, Digital Innovation Specialist, Associate Lecturer; Learning Technologist
h. Progress Tutor	Teach independent study, careers, and essential skills (maths, English, employability) programmes to groups of students, and provide 1:1 advice and guidance to support student progress. Some Progress Tutors deliver this role alongside delivering technical education to groups of students.	Achievement Tutor; Senior Tutor for Progress, Progress Tutor; Knowledge Tutor; Traineeship Tutor

Table 3.1: Technical Education teaching role descriptions.

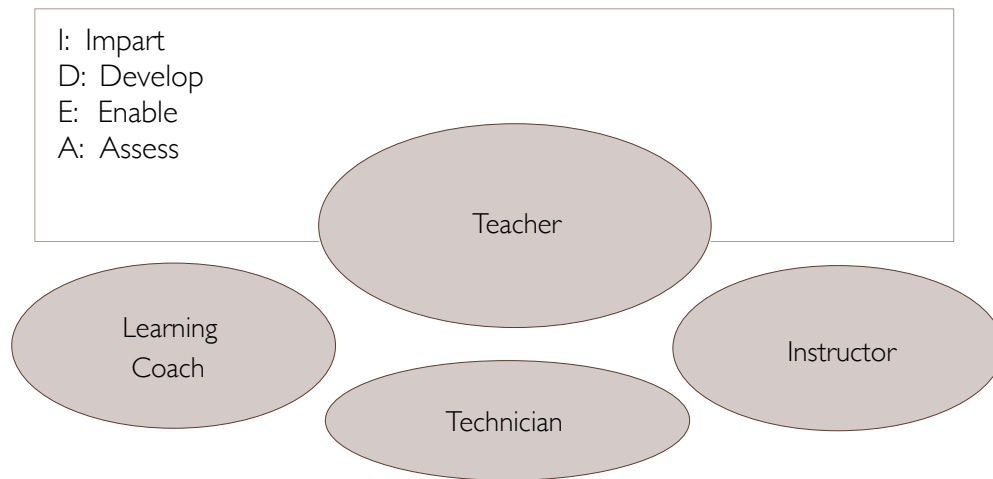


Figure 3.1: Core teaching roles for Technical Education.

There are three teaching roles where the main purpose is to *impart, develop, enable,* and *assess* (IDEA) skills, knowledge, and behaviours (SKB) for students on technical education courses – Teachers, Learning Coaches, and Instructors. A fourth role of Technician has also been identified to involve some teaching delivery, though the primary purpose is to provide technical support.

Role	WBLP	FE group	Total
Teacher	16	67	83 (34 Teachers 'only')
Learning Coach	13	2	15
Instructor	3	3	6
Technician	1	2	3

Table 3.2: Core technical education teaching roles

Teacher roles are evident across all types of provider. Learning Coaches were predominantly based in WBLPs, though two were identified within FE colleges within IoTs. Learning Coaches offered 1:1 support to students, including some engagement with employers (to understand student needs in context, review progress and advise and suggest workplace activities), in the workplace. They identified a large part of their role involved travelling between employers to visit students. Two of the three Technicians we interviewed were from FE colleges.

The Learning Coach role is the only one which mostly delivers learning within the workplace, and as such, they are most often supporting apprenticeships. Our wider consultations in FE colleges also suggested that in these institutions the Learning Coach role is one often fulfilled within dedicated workplace learning departments.

The main research and a small follow-on survey (see Annex B) indicated that external industry professionals often play a role in supporting the delivery of technical education across various subject areas. This is predominately in terms of direct input through masterclasses, workshops and as guest speakers. In some cases, the provision of advisory insight into curriculum planning is also provided.

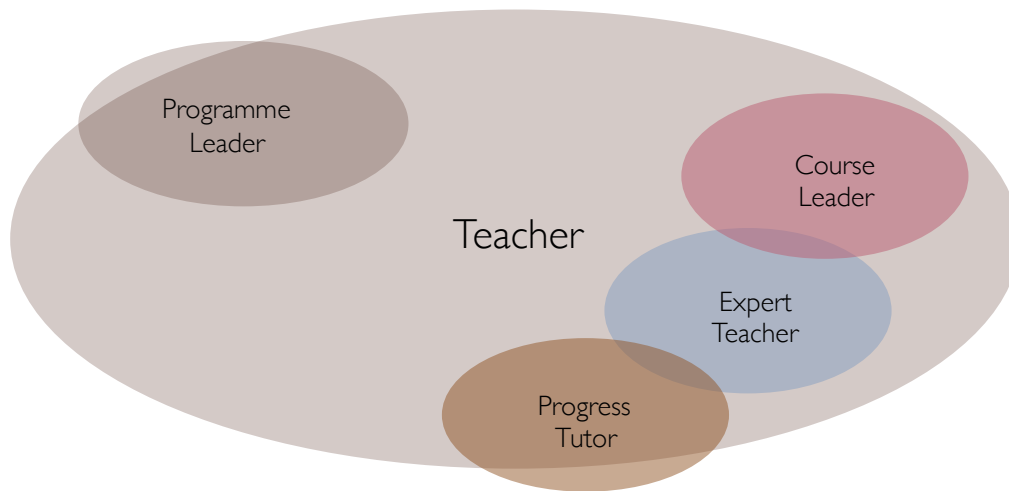


Figure 3.2. Roles with Additional Responsibilities for Teachers.

Four roles have been identified which involve the delivery of additional functions, normally alongside and in addition to teaching responsibilities – Programme Leaders, Course Leaders, Expert Teachers, and Progress Tutors.

Role	WBLP	FE group	Total
Programme Leader	1	28	29
Course Leader	2	16	18
Expert Teacher	0	12	12
Progress Tutor	2	8	10

Table 3.3: Additional responsibility technical education teaching roles.

The majority of those with additional responsibilities were Teachers of technical education. The exceptions were:

- Five Programme Leaders, two of which delivered a dual role as Course Leader, and one whose main teaching role was Instructor within a prison. These individuals identified their main role as being involved in planning, preparation and overseeing the course, rather than directly teaching students.
- Three Expert Teachers, whose core teaching role was classified as a Learning Coach – this was within a WBLP, and the individual had a significant role in supporting other Learning Coaches and Instructors in this environment.
- Five Progress Tutors not involved in technical education teaching, but who did teach careers and employability skills to groups of students alongside other Teachers who delivered the technical education.

Often, individuals have more than one additional responsibility alongside their teaching role, for example:

- four Course Leaders are also Expert Teachers.
- three Expert Teachers are also Progress Tutors.

Our sample included Programme Leaders across all provider types. Most of the eight FE college IoT staff consulted were mainly in a core teaching role, as well as Programme and Course Leader roles.

Course Leader, Expert Teacher and Progress Tutor roles were mainly identified within FE colleges, although some of these roles were also identified in WBLP, IoTs and prisons.

The diagram below (Figure 3.3) brings together the core and additional roles, indicating how many of each role were included in our interview sample.

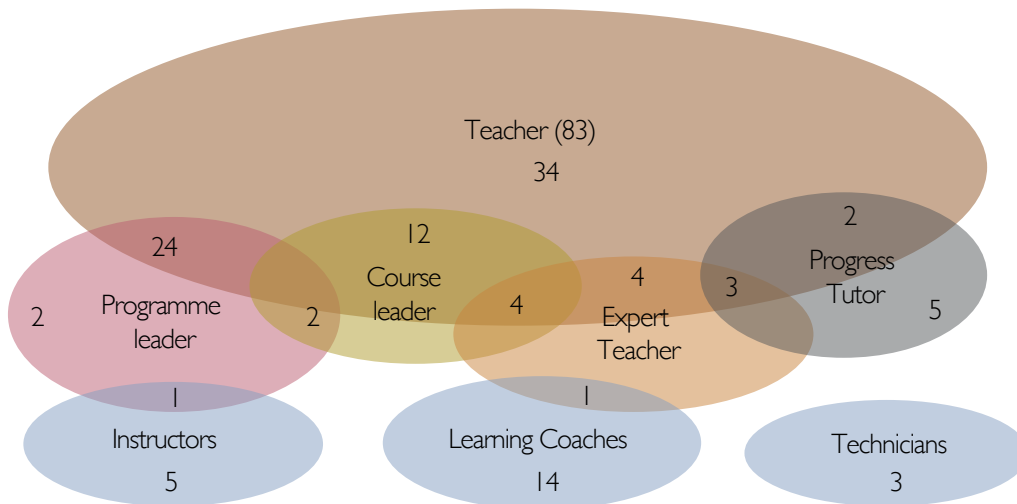


Figure 3.3. Teaching Education teaching roles: numbers included in our research sample (116 interviews).

4 TECHNICAL EDUCATION TEACHING FUNCTIONS

Our in-depth interviews explored how teachers of technical education spend their time in an average week on eight functions of responsibility, outlined in the mapping framework. In this section, we discuss our findings for seven of these functions and how they vary across the core and additional roles identified. The eighth function (related to training and CPD) is considered separately in Section 5.

From this point in the report, interviewees are identified by their main job roles, whether this be one of the core teaching roles or one of those with additional responsibilities. This has been classified for each interviewee, based on their job title and our understanding of the job functions they fulfil. Specifically, if an individual has a core teaching role of Teacher but they have additional responsibilities, they are referred to by their additional role title, such as Course Leader.

Figure 4.1 below sets out proportions of time spent in an average week for the four core roles.

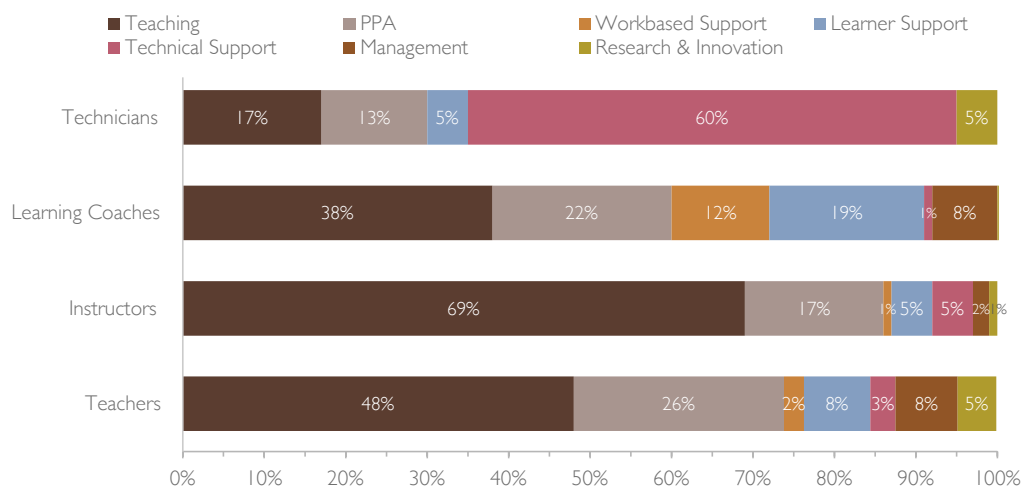


Figure 4.1. Core roles – percentage of time spent in an average week on seven key functions.

Those in Teacher roles spend around half their time in an average week on teaching, and a quarter of their time planning, preparing and assessing (PPA).

Those in Learning Coach roles spend a slightly lower proportion of their time teaching (on average around 40%), but a higher proportion of time on learner support (around 20% compared with 8% for Teachers). Reflecting their focus on 1:1 delivery in the workplace, Learning Coaches spend more time on work-based learning support (12%) than other roles overall.

Instructors spend most of their time delivering direct teaching activity (on average around 70% of their working week). This reflects a more specific focus on elements of teaching technical skills, knowledge and behaviours, and less time required on overall learning, planning and assessment.

The three Technicians in our sample only spend on average 17% of their time on teaching, with 60% of their time spent on their core technical support role.

Figure 4.1a and Figure 4.1b show similar average weekly time profiles for those in Teacher and Instructor roles across the WBLP and FE group settings. Whilst the time profile for Learning Coaches with the FE group settings is different from the overall and WBLP picture, this represents just one individual. Their role involved proportionately more time spent on learner support and research and innovation compared with the similar role in WBLP settings.

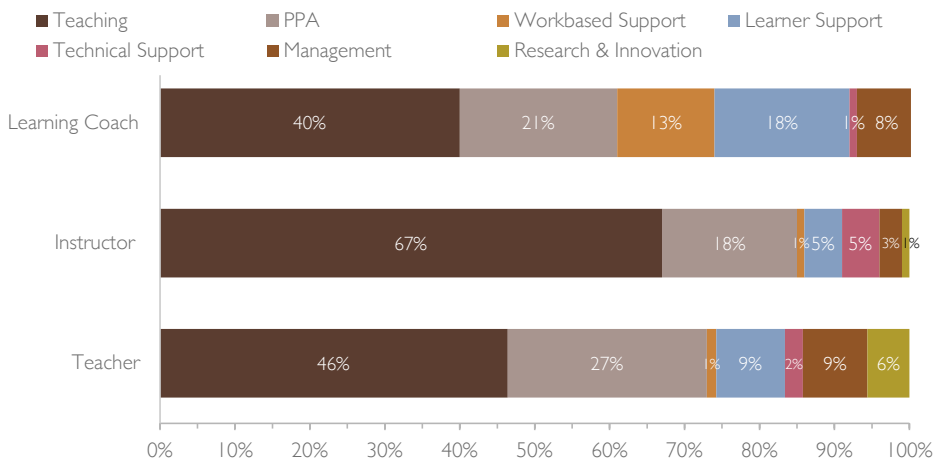


Figure 4.1a. WBLP core roles – percentage of time spent in an average week on seven key functions.

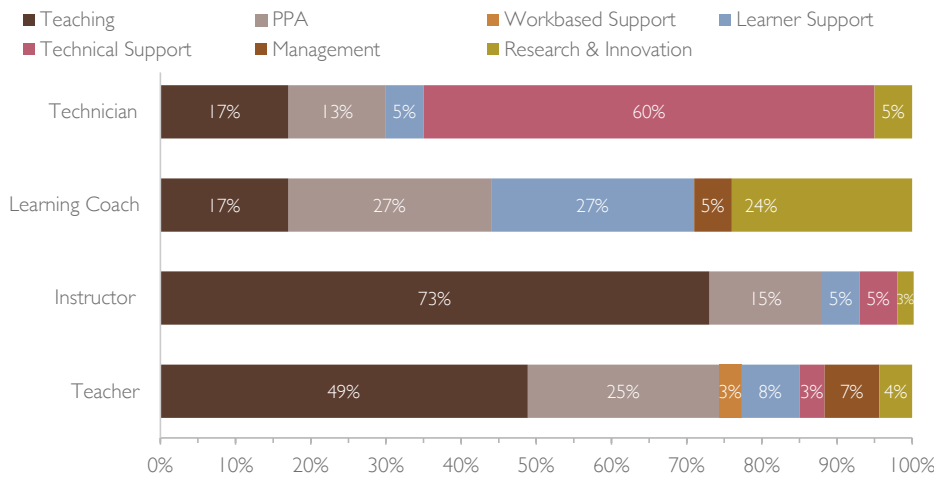


Figure 4.1b. FE group core roles: percentage of time spent in an average week on seven key functions.

Figure 4.2 shows average proportions for the additional responsibility roles.

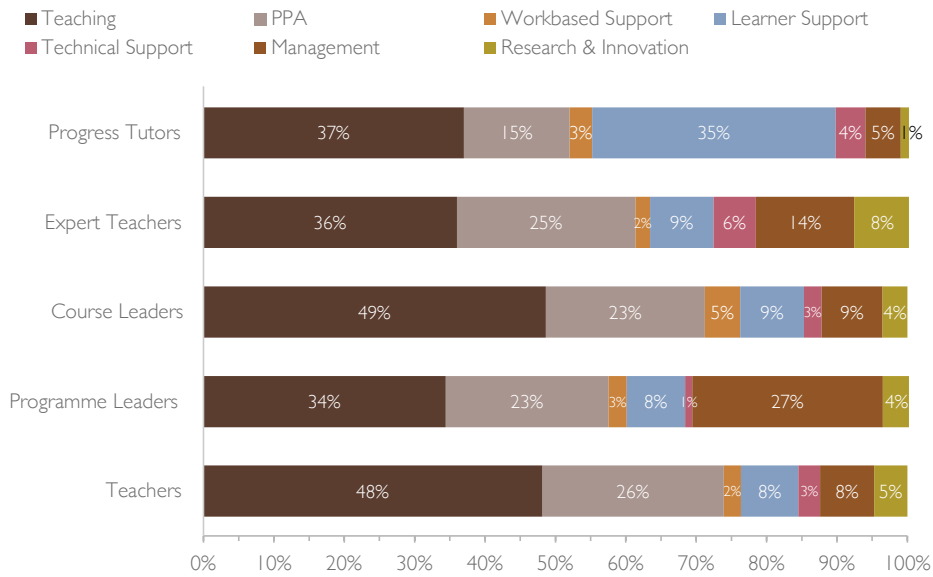


Figure 4.2. Additional responsibility roles: percentage (%) of time spent in an average week on seven key functions.

Programme Leaders, as would be expected, spend less time teaching (34%) than those in the Teacher role (48%) and more time on management (27% compared with 8%). This split of time was not represented in the response provided by the sole Programme Leader interviewed from a WVLP (Figure 4.2a). This individual spent proportionally more time (than counterparts in the FE group settings) on PPA and student support, and less on management.

Expert Teachers have a similar proportion of their time teaching as Programme Leaders, freeing them up to undertake more on research and innovation and management (8% and 14% respectively). The latter includes time spent developing other staff.

Progress Tutors spend higher proportions of time on student support (35%), reflecting their specific role in guiding and advising on student progress. Figures 4.2a and 4.2b indicate some differences in the roles played by Progress Tutors in different settings. The two Progress Tutors in WVLPs spend more time teaching essential skills in a group or 1:1 capacity to learners. In FE group settings Progress Tutors tend to classify much of their 1:1 time with learners as individual student support (for example, supporting progression, self-study and achievement) rather than teaching.

TECHNICAL EDUCATION TEACHING ROLES

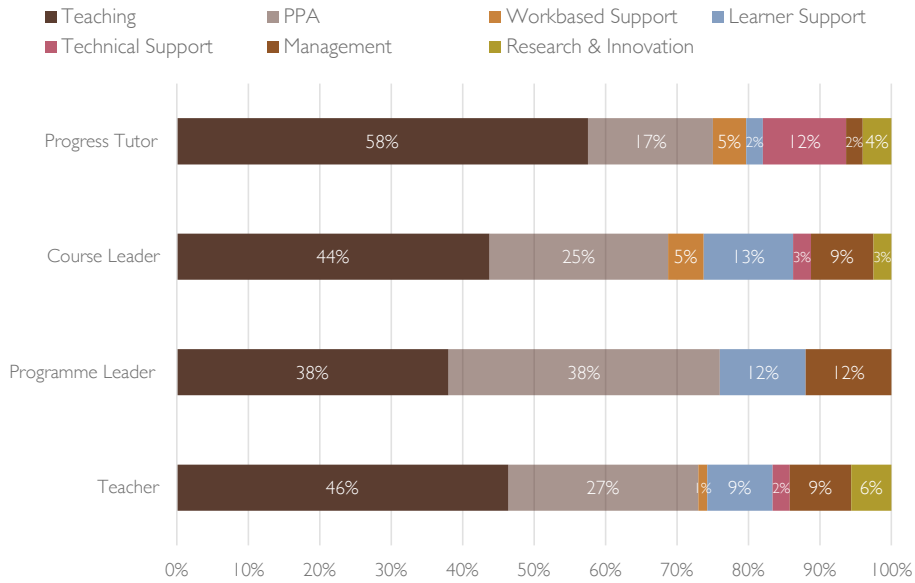


Figure 4.2a. WBLP additional roles: percentage of time spent in an average week on seven key functions.

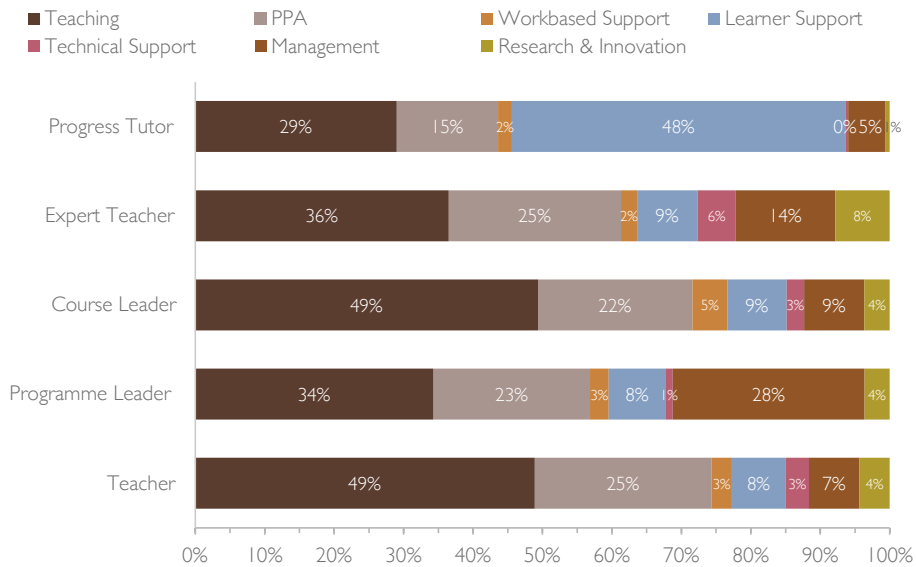


Figure 4.2b. FE group additional roles: percentage time spent in an average week on seven key functions.

TEACHING TIME

Teaching time is time spent in direct contact with students – face-to-face or virtually – imparting, developing, enabling and/or assessing (IDEA) technical skills, knowledge and/or behaviours (SKBs). Teaching may be delivered in a range of different settings (provider location, workplace, community or elsewhere) and to small (<15) and large groups (15 or more) of students or on a 1:1 basis.

Teaching students across qualification subjects, types and levels most often occurs at the provider location. The main exception is for Learning Coaches who predominantly provide 1:1 teaching and support for apprenticeships in the workplace, as shown in Figure 4.3.

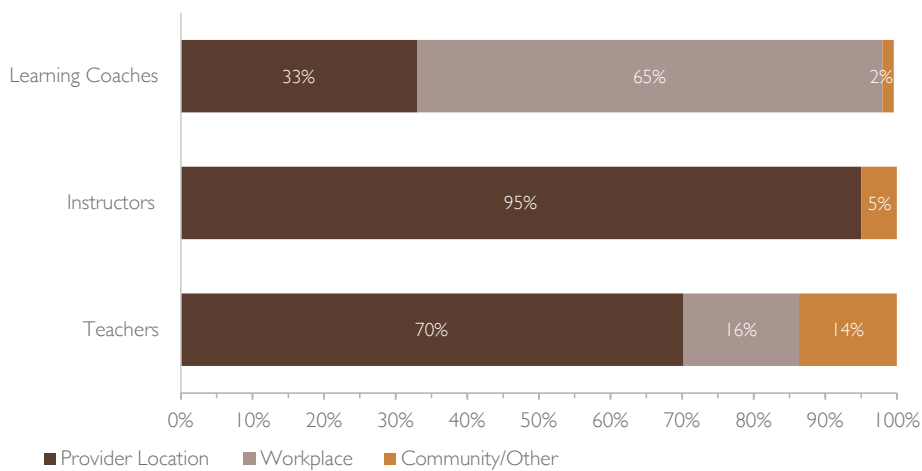


Figure 4.3. Percentage of time teaching in different locations – selected roles.

Workplace learning, as expected, is much greater for roles in WBLPs, such as Learning Coaches spending 70% of their teaching time in the workplace (as shown in Figure 4.3a). Course Leaders in WBLPs also spent half of their teaching time in the workplace, with the remaining half in the provider location, whereas Course Leaders in FE settings spent almost all their time at the provider location (99%).

Teachers from FE settings taught 14% of the time in workplaces, with all other core teaching roles from FE settings recording no teaching time in the workplace, as shown in Figure 4.3b. Where other roles teach apprentices predominantly at the provider site, they also sometimes provide some teaching in the workplace. In addition, there is some workplace and community-based teaching delivered as part of industry trips, community events or subject-specific reasons (for example, for an outdoor pursuits course or a film and production course). In one case, a Teacher delivers within a community department and teaches at night schools, women’s centres, halfway houses, summer camps for children, church halls and prisons.

TECHNICAL EDUCATION TEACHING ROLES

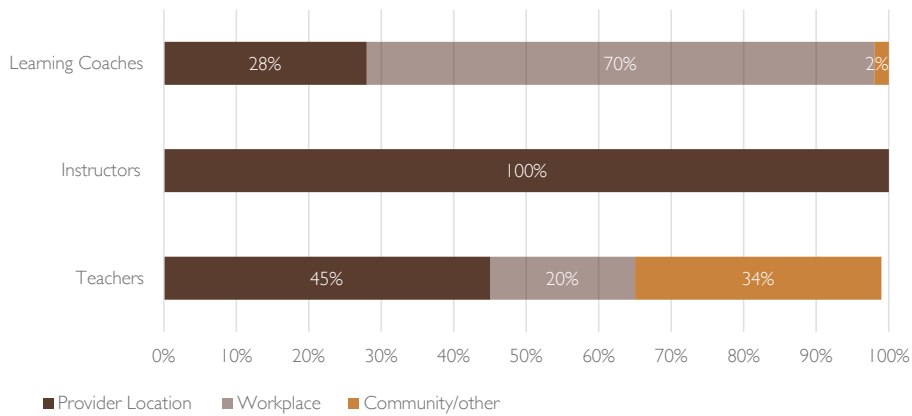


Figure 4.3a. WBLP percentage of time teaching in different locations.

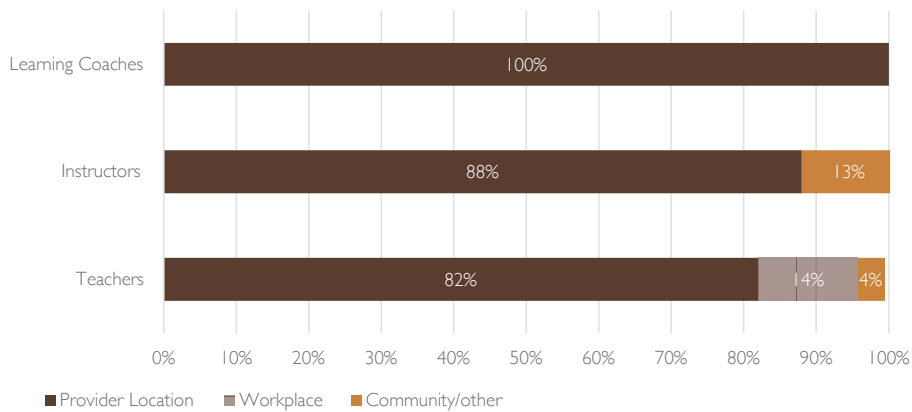


Figure 4.3b. FE group percentage of time teaching in different locations.

Most of those interviewed teach a mix of large and small groups of students, with those in the Teacher, Expert Teacher and Course Leader roles spending approximately half of their teaching time on delivering to larger groups (Table 4.1). Learning Coaches predominantly teach students on a 1:1 basis (72% of their teaching time on average).

Overall, teaching roles in WBLPs spend less time teaching larger groups of students (20% of their time on average) and more time delivering 1:1 teaching time (44% of their teaching time).

Teaching group size across all provider settings			
Teaching role	Large (15+)	Small (<15)	1:1
Teachers	51%	38%	11%
Programme Leaders	43%	48%	9%
Course Leaders	53%	42%	5%
Expert Teachers	55%	39%	7%
Progress Tutors	3%	66%	31%
Instructors	45%	55%	0%
Learning Coaches	0%	27%	72%
Technicians	17%	58%	25%
Total average	40%	43%	18%

Table 4.1. Percentage of teaching time spent with different size groups (average) – across all provider settings.

WBLP teaching group size			
Teaching role	Large (15+)	Small (<15)	1:1
Teacher	49%	28%	24%
Programme Leader	0%	100%	0%
Course Leader	30%	30%	40%
Progress Tutor	10%	50%	40%
Instructor	17%	83%	0%
Learning Coach	0%	26%	74%
Technicians	0%	26%	74%
Total Average	20%	36%	44%

Table 4.1a. Percentage of WBLP teaching time spent with different size groups (average).

FE group teaching group size			
Teaching role	Large (15+)	Small (<15)	1:1
Teacher	53%	43%	4%
Programme Leader	45%	46%	9%
Course Leader	57%	43%	0%
Expert Teacher	55%	39%	7%
Progress Tutor	0%	72%	28%
Instructor	88%	13%	0%
Learning Coach	5%	45%	50%
Technician	25%	75%	0%
Total Average	47%	46%	7%

Table 4.1b. Percentage of FE group teaching time spent with different size groups (average).

Participants in the research were asked to break down their dedicated teaching time into four categories (IDEA).

- **Impart:** imparting skills, knowledge, and behaviours through explaining, demonstrating, and modelling
- **Develop:** guiding and facilitating a students' understanding of skills, knowledge, and behaviours
- **Enable:** enabling students to practise skills and behaviours
- **Assess:** observing and assessing skills, knowledge, and behaviours.

It is worth noting that interviewees struggled to be precise when apportioning their time in this way. It was highlighted that teaching functions would vary considerably across levels and types of qualification, and the needs and characteristics of the student group. Nevertheless, Figure 4.4 shows the time spent on each of these activities is broadly similar across all the core and additional responsibility roles. On average, just under a third of teaching time is spent imparting, a quarter developing, and approximately one-fifth each enabling and assessing. There also appear to be some slight differences for specific roles, as follows.

- Learning Coaches spend slightly higher proportions of their time assessing (30%), and less imparting (27%) compared with other roles – this reflects a stronger focus on assessor functions for those supporting apprenticeships in the workplace.
- Technicians spend more time imparting (36%) and less time assessing (17%), reflecting a greater concentration on developing skills.
- Progress Tutors spend more time imparting (37%) and enabling (28%), echoing their emphasis on supporting student progress.

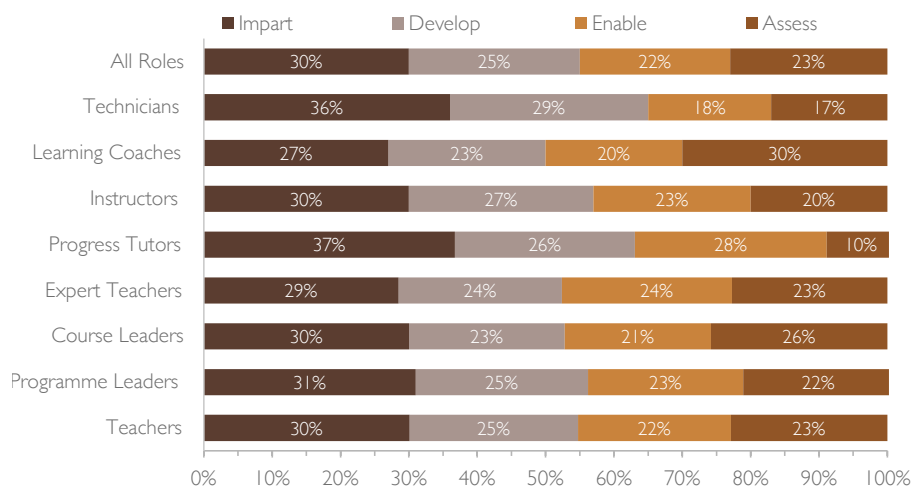


Figure 4.4. Teaching time spent by IDEA: percentage of time when teaching spent on each aspect.

The average for all roles in WBLP and FE settings is not too dissimilar. However, the most noticeable difference is that Progress Tutors in WBLP spend a much larger proportion, over half (55%), of their time imparting, therefore less enabling (18%) and developing (19%) than those with similar roles in FE settings. The Programme Leader in WBLP (Figure 4.4a) did not spend any time assessing, so spent a greater proportion of teaching time on developing than those in FE (Figure 4.4b).

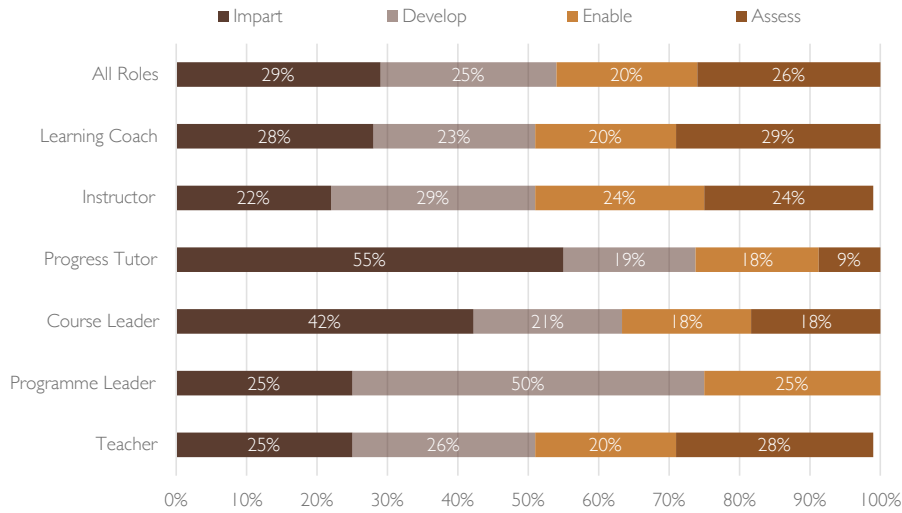


Figure 4.4a. WBLP teaching time spent by IDEA: percentage of time when teaching spent on each aspect.

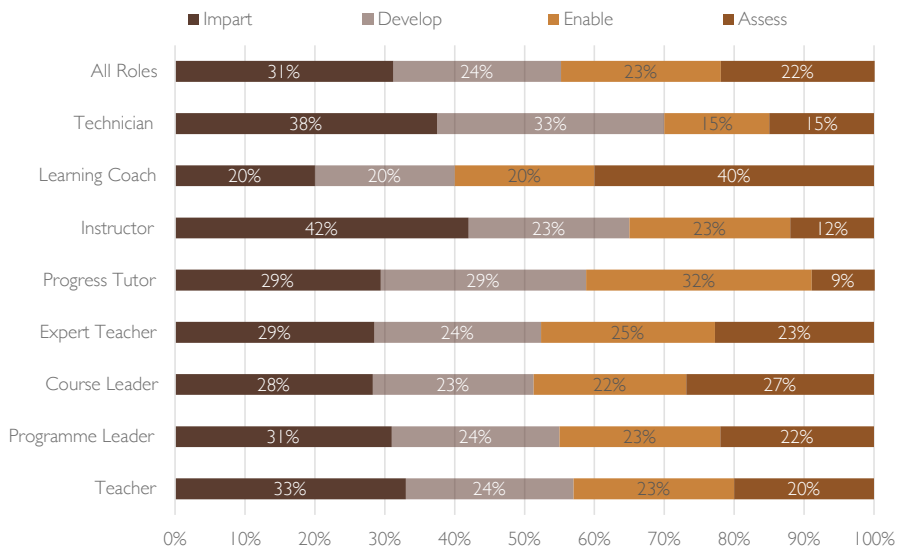


Figure 4.4b. FE group teaching time spent by IDEA: percentage of time when teaching spent on each aspect

SPECIFIC TEACHING RESPONSIBILITIES

We asked participants about which specific teaching expectations they were responsible for fulfilling as part of their teaching time. The vast majority (88% or more) of our interview sample identified they were responsible for each of the following.

- **Delivering lesson structure and learning materials:** whether for a class-based, small group or 1:1 basis.
- **Establishing and managing a safe, stimulating, and inclusive learning environment:** all roles are required to meet this expectation, including those delivering predominantly 1:1 in the workplace (mostly the Learning Coaches) – “whilst I am given a space for 1:1s with the students, I would question it if the space provided was not appropriate”.
- **Establishing and managing appropriate behaviour:** “I have to work hard to model and develop workplace skills such as timekeeping and communication.”
- **Demonstrating good subject and curriculum knowledge,** including a critical understanding of developments.
- **Having knowledge of and teaching essential skills:** Whilst there are often specialist teams and/or tutor roles that deliver maths, English and employability learning for groups of students, all roles teaching technical education are also expected to embed numeracy, literacy, and employability skills within their delivery.

Example: teaching essential skills

One of the FE colleges we included in the research provides technical teaching staff with standard schemes of work templates, which include an expectation of numeracy and literacy topics and learning outcomes that should be included within vocational learning.

- **Adapting and responding to different learner needs through differentiation and challenge.**
 “Adapting to learner needs is very important for my students.”
 “We are given a group profile to work with for differentiation and challenge.”
 “I adapt to support varying health issues, sensitive topics, or for disadvantaged students.”
- **Questioning, probing, and checking understanding:** “Questioning and probing students’ understanding is the biggest part of teaching.”
- **Administering assessment tools,** including for prior learning, diagnostics, formative, and summative assessment.
- **Recording and monitoring** learning attendance.

A small number of interviewees said they were not responsible for the delivery of lesson structure. In most of these cases, they focused on delivering specific elements of technical skills for courses, and worked alongside a Teacher who provided the overall planning and structure (see example below).

Catering Technician: I will:

- help with lesson management, especially safety
- manage behaviour (for example, calming down when students get too excited or when using foul or offensive language)
- demonstrate subject knowledge in conversations with students (for example, I led a session to explain the different knife cuts; or might lead the cleaning schedule at the end of a lesson to ensure students can clean to the necessary standards).

Check student understanding (for example, when the bread dough is too tight, I will discuss with students what might have contributed to this).

Two of the Programme Leaders mentioned that contact with students was not a key element of their role as they do not deliver education to the students, but instead mentioned diagnostic assessments and contact with students about additional learning support as their forms of contact.

PLANNING, PREPARATION, AND ASSESSMENT

This includes time spent developing and planning the curriculum; preparing for lessons and/or workplace learning; and/or undertaking assessments (outside of teaching time).

Participants were asked to break down their PPA time into three categories: curriculum planning, lesson planning, and assessment (Figure 4.5). Whilst average week-time figures have been used, actual time spent on these activities is often undertaken in bulk over the summer break and during the early part of the teaching year. We have taken overall time estimates provided and apportioned this across the year to provide an average week estimate.

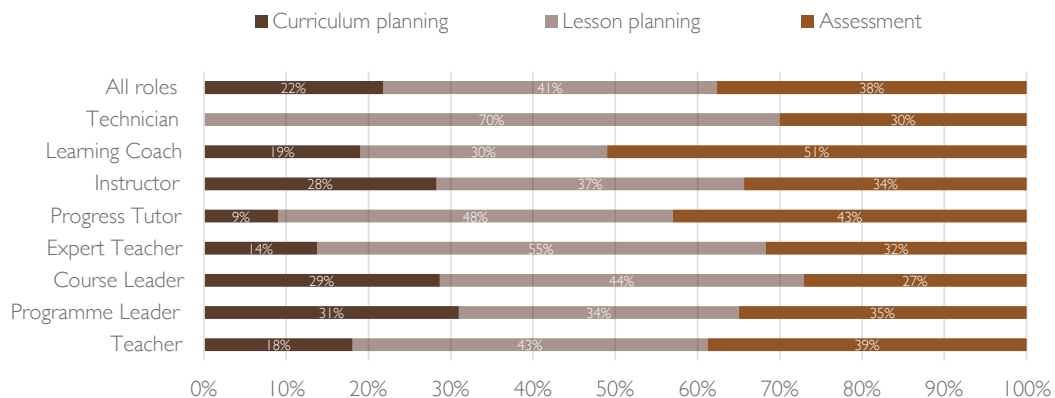


Figure 4.5. PPA time: percentage of PPA time spent on each aspect.

Across all core and additional responsibility roles, around one-fifth of PPA time is spent on curriculum planning, and two-fifths each on lesson planning and assessment. Teachers highlighted that this split depended hugely on the time of year – curriculum planning tended to dominate the beginning of a course or programme, whilst assessing was a larger component towards the end of the academic year. This was less applicable for apprenticeships, for which assessments are completed throughout the year.

Figure 4.5 shows some noticeable differences in time spent, including the following.

- Learning Coaches who spend less time on lesson and curriculum planning for courses and more time (around half of overall PPA time) on marking and assessing work, and supporting endpoint assessments (EPA) for students.
- Programme Leaders and Course Leaders spend more time than others on curriculum design and planning in an average week (around one third of PPA time).
- Expert Teachers appear to spend higher proportions of time lesson planning (more than half of PPA time), reflecting their role in supporting other Teachers with reviewing and developing teaching and learning approaches.
- Progress Tutors spend less time on curriculum planning (just one-tenth of PPA time).

Many of those interviewed said they were expected to contribute to the design of qualification delivery routes and methods, and the development of schemes of work. However, as would be expected, it was less common for Teachers, Learning Coaches, and Progress Tutors to undertake these responsibilities.

All roles are expected to undertake a range of specific planning and assessment responsibilities, including the following.

- Develop and **prepare lesson plans** and structures.
- Develop and **prepare learning materials**.
- Develop **individual learning materials**.

“Due to learner group needs, a lot of time is spent making sure learning materials are as accessible as possible for all.”

“I tweak anything for students who struggle, or use alternative assessment methods as needed.”

- **Reflect and evaluate the effectiveness** of learning structures and materials.

“Changing and adapting to the students' needs and engagement in real-time.”

- **Develop assessment approaches** and materials.
- **Mark assessments** (for prior learning, diagnostics, formative, and summative assessment).
- **Record and monitor** student achievement and progress.

Lesson planning can often be an ongoing activity to ensure that it is tailored to individual learner needs:

"I have to lesson plan week by week to ensure any learning gaps are filled – any missing knowledge is highlighted in eight weekly reviews and topics must be covered before students go to work with real-world clients."

"I am always feeding learner progress back into lesson plans to track that KPIs are being met and new targets are set."

Learning Coaches also identified an additional specific responsibility to **develop and prepare workplace learning materials**:

"I produce individual tailored plans for each student – I plan tasks for review, set assessments to give, and adapt to individual needs."

"I develop learner and workplace development plans for my learners, providing a structure to their learning journey."

In most cases, those in the Teacher role identified that this responsibility was fulfilled by a dedicated workplace coordinator or department within their organisation. Some Teachers did also say, however, that they contributed to preparing workplace learning materials in their role.

WORK-BASED LEARNING SUPPORT

This includes time spent developing and setting up work-based learning programmes, managing and supervising placements, and engaging/liasing with employers.

As shown in Table 4.2, the provision of work-based learning support outside of any direct teaching time is most commonly a function fulfilled by those in the Learning Coach roles.

Teaching role	Number in sample	% Proportion of sample that said they spent time on these activities		
		Set up programmes	Manage placements	Employer engagement
Teachers	34	24%	24%	41%
Programme Leaders	29	34%	28%	45%
Course Leaders	16	31%	31%	38%
Expert Teachers	8	38%	38%	38%
Progress Tutors	7	14%	0%	14%
Instructors	5	20%	20%	20%
Learning Coaches	14	29%	57%	64%
Technician	3	0%	0%	0%
All roles	116	32%	33%	47%

Table 4.2. Involvement with work-based learning support.

A couple of research participants worked with employers and students to help set up the work-based learning activity itself. In most other cases, programmes had already been set up, and the Learning Coaches spent time engaging with employers and learners to support the management of work-based learning.

- **Managing placements and workplace learning** include speaking with students and their line managers to review progress, suggest things to do in the workplace, and set plans for activity.

"I speak to line managers when in the workplace to review progress and set plans for activity."

- **Employer engagement** includes understanding employer needs and the context for learner needs in the workplace, obtaining feedback on student progress and attitude in the workplace, especially important for students in the prison system, and checking the impact of what they have learnt in the workplace.

"I constantly engage with employers on understanding learners' needs in the workplace, and which topics may need to be addressed first – it is a very flexible approach. It is supporting the learner through the qualification within the workplace."

"Liaises with an employer regarding the behaviour of learners."

"Employer engagement and liaising is an important part of my role to maintain good relations and understand the need of the employers to better assess the learners."

Tables 4.2a and 4.2b show a distinction between the roles which provide work-based learning support outside of teaching between FE group and WBLP settings. All Instructors and Learning Coaches interviewed who answered 'yes' to providing any form of support were from a WBLP. Conversely, all Programme Leaders who provided any of this support were from FE group settings.

Teaching role	Number in sample	Number of sample who said they spent time on these activities		
		Set up programmes	Manage placements	Employer engagement
Teachers	11	2	2	3
Programme Leaders	1	0	0	0
Course Leaders	2	1	1	1
Expert Teachers	0	0	0	0
Progress Tutors	2	0	0	0
Instructors	3	1	1	1
Learning Coaches	13	4	8	9
Technician/Skills practitioner	1	0	0	0
All roles	33	8	12	14

Table 4.2a. WBLP: Involvement with work-based learning support.

Teaching role	Number in sample	Number of sample who said they spent time on these activities		
		Set up programmes	Manage placements	Employer engagement
Teachers	23	6	6	11
Programme Leaders	28	10	8	13
Course Leaders	14	4	4	5
Expert Teachers	8	3	3	3
Progress Tutors	5	1	0	1
Instructors	2	0	0	0
Learning Coaches	1	0	0	0
Technician/Skills practitioner	2	0	0	0
All roles	83	24	21	33

Table 4.2b. FE group: involvement with work-based learning support.

Most Teachers are not involved significantly in providing work-based learning support, as this function is usually fulfilled by dedicated employer liaison teams and placement coordinator roles. Nevertheless, a small number of our sample did identify some contributions to placement management and employer liaison through, for example:

- providing a booklet for students to complete in the workplace
- supervising student achievements from work placements
- organising employer and academic visits
- assessing students in the workplace through regular observations
- liaising with employers regarding learner behaviour
- supporting students around placements and preparation for assessment.

A small number of Teachers felt that the introduction of T-levels may increase the time they spend on employer engagement. One said they would be the workplace coordinator for the new T-levels, and others described a greater expectation to check that key criteria were being met and their relevance in the workplace.

Course Leaders are more often involved in the set-up and management of work experience and placements, for example:

- identifying and maintaining industry links and contacts
- matching students with employers
- helping students with CVs and placement ideas
- arranging employer visits.

Programme Leaders also commonly support placement coordinators with the set-up and management of placements, through:

- attending regular meetings and visits to support the students
- holding employer events to update on apprentices
- looking for opportunities to work around shifts
- understanding employer needs.

"I have two-weekly operational meetings with clients on-site and work with team leaders and staff on-site to organise exams."

STUDENT SUPPORT

This includes time spent liaising with others and providing direct support for self-study, course engagement, careers, pastoral, additional learning needs, or safeguarding needs.

All roles involve a range of responsibilities which provide students with additional support alongside the teaching role, including:

- student self-study support
- careers support and advice
- course-related support
- pastoral support (student welfare, health, and wellbeing)
- additional learning support (such as for Education, Health and Care Plan (EHCP) students)
- liaison with others regarding students (other teachers, parents etc).
- safeguarding.

Table 4.3 shows that individuals are most commonly involved with liaising with others, pastoral support and course-related support. This was true for roles in both WBLP and FE group settings.

Commonly, there are dedicated departments and roles within FE and sixth-form colleges for many of these responsibilities, including for careers, pastoral, additional learning needs, and safeguarding. Nevertheless, those in our core teacher roles do also have a role to play, providing more informal and ad hoc support, being the first point of contact, and signposting or liaising with others as appropriate.

Within the prison setting in this study, Teachers also provide learners with both formal and informal support with careers, offering help with writing CVs, signposting to appropriate jobs, and recommending to local employment hubs when nearing the end of their sentence.

Formal Tutor Roles

Most FE and sixth-form colleges included in our sample have formal tutoring systems. Over two-thirds of the Course Leaders, half of the Expert Teachers and Teachers, and one-third of Programme Leaders and Progress Tutors had a formal tutor role alongside their teaching role. Where this is the case, respondents tended to identify some responsibility for **creating and supporting social and supportive networks** for learners; and they were commonly expected to deliver a standard tutor programme to groups of learners on a weekly basis. This included:

- personal development
- study skills
- British values
- personal safety
- budgeting and money.

Percentage of sample who said they spent time on these activities

Teaching role	Number in Sample	Social networks	Self-study	Careers	Course-related	Pastoral	Additional	Liaise others	Safeguarding
Teachers	34	62%	79%	79%	85%	79%	71%	79%	74%
Programme Leaders	29	71%	79%	68%	86%	86%	82%	93%	86%
Course Leaders	16	81%	63%	56%	88%	100%	75%	100%	69%
Expert Teachers	8	100%	100%	100%	88%	75%	88%	100%	100%
Progress Tutors	7	71%	71%	86%	71%	86%	86%	86%	86%
Learning Coaches	14	57%	86%	79%	93%	93%	86%	93%	93%
Instructors	5	20%	20%	60%	40%	60%	40%	40%	20%
Technicians	3	33%	33%	67%	33%	67%	67%	33%	67%
All roles	116	67%	75%	73%	83%	84%	77%	86%	78%

Table 4.3. Involvement with student support.

Some respondents spoke of previously having a formal tutor role alongside their teaching role, highlighting that this support is now provided to students through dedicated Progress Tutors.

Formal tutoring systems were not identified in WBLPs as much, with less than one-fifth of interviewees recognising them in their organisation. Only one Teacher and one Course Leader in a WBLP setting identified themselves as undertaking a formal tutor role.

Progress Tutors

Given their specific role to support students, Progress Tutors spend a higher proportion of their time on student support than other roles. This includes time spent delivering dedicated self-study and careers programmes, as well as those for essential skills. They also deliver 1:1 progress reviews with each student they are responsible for.

TECHNICAL SUPPORT

This includes time spent providing laboratory, digital or workshop technical support needs, or safeguarding needs.

46% of our sample said they spent some time in an average week providing technical support to enable and facilitate learning delivery. For the three Technicians in FE colleges this was their core role.

“This is central to my job. Activities include: cleaning to environmental health standards; documenting cleaning and equipment; maintaining equipment; supporting demonstrations; arranging for repairs as required.”

“Most of my work involves setting up the college salon where I teach all the practical work for Hair and Beauty, I am responsible for ordering supplies, and ensuring everything is set up and in working order.”

Percentage of sample who said they spent time on these activities

	Number in sample	Laboratory	Digital	Workshop	Other
All providers	116	8%	30%	24%	7%
WBLP	33	0%	35%	19%	10%
FE group	83	11%	28%	26%	6%

Table 4.4. Involvement with technical support

Almost half of those in WBLP and FE group settings provided some form of technical support. Around three-quarters of those providing technical support were Teachers.

The provision of some digital and/or workshop based technical support was an activity delivered by around one-quarter of those in technical education roles, as shown in Table 4.4. This was primarily in the following sectors:

- Catering
- Graphic design and creative media
- Health and beauty
- Engineering and manufacturing
- Health and science.

Laboratory support was not recognised by any of the roles in WBLPs. However, workshop support was identified in both sector groups in this study.

"I ensure the site is clean, machines are clean, and everyone is following safety guidelines."

"I am involved with laboratory and digital technical support, by setting up laboratory experimentation apparatus and preparing subject-relevant software packages."

"I provide technical demonstrations during teaching sessions on new equipment and show apprentices how to use any equipment they are unsure of when onsite."

"I prepare beauty-related equipment and kit for 45 mins before lessons and practical workshops."

"I spend the majority of preparation time ensuring that the equipment and learning environment meeting health and safety criteria."

"I prepare the workshop an hour before use with learners."

"The majority of my role involves supporting teachers with the delivery and setting up of workshops, and digital skills and training."

Digital-related technical support was the most common type of support provided in both FE settings and WBLPs.

"I spend an hour or more per day on setting up software or technical equipment for workshops and practical sessions. There is an IT department that can assist, but I often do it myself."

"I support students with issues and help with the maintenance of a system called Smart Assessor."

"Emerging part of the role, developing mini prison internet that learners can use."

This was also identified as a role that had increased in significance for some Teachers, particularly over the COVID-19 pandemic. Those with digital expertise have helped to support the development of technical capabilities amongst teachers required to deliver virtual learning; as well as helping to ensure effective remote access for students.

"I recently had to develop online courses due to covid"

"I write pieces of database and software for lessons and have ensured that learners have remote access to the relevant databases and software."

MANAGEMENT

This includes time spent managing learning programmes, supervising and supporting staff, multi-agency working, and providing institutional quality management.

Those within the Programme Leader roles spend on average higher proportions of their time fulfilling management functions than other roles – 27% of an average week compared with 8% for Teachers. Two-fifths (43%) of Programme Leaders in our sample spent more than 25% of their time in an average week on management functions, and 21% spent more than half of their time managing programmes and staff. Specific activities include:

- **managing learning programmes**
- **student admissions** (including marketing and student recruitment)
- **multi-agency working**, including engagement and liaison with schools, employers and Higher Education institutions
- **supervisory roles**, including individual and team line management
- **institutional quality management** (such as internal verification and observations).

Percentage of sample that said they spent time on these activities

	Number in sample	Manage learning programmes	Student admissions	Multi-agency working	Supervisory	Administration	Quality management	Additional responsibilities	Other
Teachers	34	47%	47%	44%	44%	62%	59%	32%	0%
Programme Leaders	29	97%	86%	83%	86%	100%	100%	54%	17%
Course Leaders	16	94%	75%	50%	38%	75%	94%	44%	6%
Expert Teachers	8	50%	38%	50%	25%	75%	75%	63%	13%
Progress Tutors	7	29%	43%	29%	29%	43%	43%	29%	0%
Learning Coaches	14	50%	29%	29%	36%	50%	50%	29%	7%
Instructors	5	20%	0%	20%	0%	20%	20%	20%	0%
Technicians	3	0%	0%	0%	0%	33%	0%	0%	0%
All roles/all providers	116	63%	54%	50%	47%	69%	70%	40%	7%
WBLPs	33	39%	24%	30%	33%	48%	42%	30%	6%
FE Group	83	72%	66%	58%	53%	77%	81%	43%	7%

Table 4.5. Involvement in management responsibilities.

Most of the Course Leaders also have specific responsibilities for managing learning programmes, student admissions and institutional quality management. Expert Teachers fulfil a range of activities supporting quality and staff development, including observations, training, coaching, and advice for other Teachers, and quality-assessing other Teachers' planning and teaching through lesson observations and reviewing of schemes of work.

It is worth noting that some of those in the other teaching roles within our sample also identified some activities that they spent time on in an average week that fall within the management function; although they spend less overall time, in an average week, compared with those roles with specific additional responsibilities.

Overall, individuals in FE group settings are more likely to undertake management responsibilities than those in WBLPs. Course and Programme leaders in FE settings appear to deliver most of the different management responsibilities.

INSTITUTIONAL RESEARCH AND INNOVATION

This includes time spent undertaking research, innovation, marketing, or consultancy activities.

Overall, participants in our research spent small amounts of time in an average week (3% or 4% of their time) on research and innovation activities. Four-fifths of those working in FE indicated that they engaged in at least one of the four categories (research, innovation, marketing, consultancy). Just over one-half of those working in WBLP engaged in these activities.

Research and innovation took similar proportions of time in both WBLP and FE group settings. Programme Leaders and Expert Teachers in FE were the most likely to engage in these activities (Table 4.6).

Percentage of sample that said they spent time on these activities						
	Number in sample	Research	Innovation	Marketing	Consultancy	Other
Teachers	34	50%	59%	32%	12%	6%
Programme Leaders	29	79%	76%	48%	17%	7%
Course Leaders	16	50%	69%	31%	6%	13%
Expert Teachers	8	88%	75%	0%	63%	13%
Progress Tutors	7	43%	14%	0%	0%	0%
Learning Coaches	14	50%	36%	14%	7%	0%
Instructors	5	40%	20%	20%	20%	0%
Technicians	3	67%	33%	0%	0%	0%
All roles	116	59%	58%	28%	16%	6%

Table 4.6. Research and innovation activities undertaken.

Most Programme Leaders engaged with some research and identification of innovative approaches to support the development of new courses. This was commonly mentioned in relation to the development of new T-levels in particular:

"I have undertaken lots of research to develop a Foundation Degree with the local university."

"As the T-level curriculum lead, I have conducted research into the qualification and how it is assessed, and I also spend time sharing that knowledge with colleges and going through the assessments that they are going to set."

"I am working on capability development fund and seeking to get an industry relevant person in to help with programme delivery. I am always researching gastronomy and including these elements into the courses – historical, cultural aspects of cookery."

Course Leaders also identified their role in developing innovative approaches to delivering digital and other technical solutions within their areas of expertise.

"One project I have worked on has involved developing a framework to promote effort as opposed to attainment."

"I test out new digital approaches and uses of technology as part of my role as a Digital Champion for the organisation."

"I'm heavily involved with research and innovation, particularly within the use of virtual and augmented reality within learning and education."

Those in other teaching roles also identified more general research to keep up-to-date on subjects, including contemporary developments and contributing to academic journals; as well as contributing to marketing activity with students and employers.

"I mainly keep on top of the subject and think how to include contemporary developments in teaching such as self-driving cars (and the computer-related aspects of this)."

"I spend time on scholarly activity (researching and writing journal articles); lead a tip session on a series on topics such as sense of belonging for students, new approaches in IT; and take part of National and International conferences."

"I engage with current and past employers to recruit any new potential learners."

5 TEACHER QUALIFICATIONS, TRAINING AND CPD

QUALIFICATIONS AND EXPERIENCE REQUIRED

Most of our sample (almost 60%) were required to have a teaching qualification to fulfil the role they were employed in, and a further 12% were expected to be working towards a teaching qualification. This included those in Teacher, Programme Leader, Course Leader, and Expert Teacher roles. Commonly those interviewed said they were expected to have a teaching qualification or qualified teacher status. Where specific qualifications were identified, they included:

- Post-graduate Certification of Education (PGCE)
- Level 3 Teaching Qualification, Level 4 Certification of Education and Level 5 Diploma in Education or Training (formally PTLLS, CTLLS and DTLLS)
- Certification in Education (Cert Ed).

Of the 28% of the sample that were not required to have teaching qualifications, this mostly included Learning Coach roles within WBLPs. Several Teachers and Programme Leaders, mainly working within FE settings, also said that they were not required to have teaching qualifications for their posts.

Around 17% of the sample explicitly said they were not required to have any teaching experience or qualifications for their posts – this was mostly those in the Teacher and Learning Coach roles.

Most of our sample were also required to have subject-related qualifications to fulfil their teaching role (62%). Of these, 38% were required to be Level 5 equivalent or above qualifications. Only 13% of those in roles in WBLP and 14% in prison settings were required to have Level 5 or above, in contrast to the 28% in FE colleges, IoTs and sixth-form colleges.

32% of our sample also explicitly identified that they were required to have some industry experience to fulfil their role. Routes where this was important include Health and Science, Engineering and Manufacturing, Education and Childcare, Digital, and Catering.

TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

Around two-fifths of our sample were able to provide an estimate of the time they spent on training and CPD over a year. The average across all those providing an estimate was ten days per annum, with an average of ten days in FE, but only seven in WBLPs.

It is a common expectation for teaching roles in all provider types to participate in regular training and CPD activities across a year. This includes, for example:

- teacher training days set throughout the year for all teaching roles within the organisation
- mandatory training for all staff (including, for example, Health & Safety, Safeguarding, or Prevent)
- regular weekly or monthly teaching and learning updates and/or CPD sessions
- time spent within relevant industry, updating industry experience and understanding.

Some examples of what is involved are provided in the boxes below.

FE college:

All staff are expected to participate in a minimum of **four days of CPD a year**. There are lots of **cross-college opportunities**, including:

- Bi-annual college conferences – including workshops across various teaching and learning themes
- ‘Digi day’ and weeks – time for all staff to update their Digital skills.
- Teaching staff CPD network
- Upskill sessions
- Teaching and learning fair every year to share best practice – delivered by outstanding practitioners. This helps address performance management objectives for individuals.

Sixth-form college: There are five mandatory teacher training days per year; plus one hour per week devoted to team resource-sharing and discussion/CPD for teaching and learning.

FE college:

- All staff participate in five Training Days per year
- Teachers are expected to spend five days per year in relevant industry
- Team meetings are used to share practice across teachers
- Expert Teachers support others with teaching, learning and assessment
- HE teachers have an additional fifty hours for scholarly activity.

Work-based learning provider:

- Diarised week when tutors/coordinators are expected to spend time in the industry (minimum of two days)
- Company training day every eight weeks – range of sessions across safeguarding, pastoral, and technical training
- Regular provision reviews – including learning walks, student focus groups, work scrutiny, and interviews with apprentices and employers; development issues from these feed into planning for the company training days
- Annual review observations for teaching staff.

Those in Expert Teacher roles are often responsible for developing and delivering regular and college-wide CPD opportunities. This is alongside their role in driving quality improvement through 1:1 support and development activities for other teachers (including lesson observations and feedback on lesson planning).

Teaching triangles: Each member of the teaching staff is in a triangle with two others. Across a year, each person is observed by the others (and an outstanding practitioner), followed by a review session and production of an action plan (themes from which will be fed back during observations for other teachers). *“This encourages teachers to be more creative and take more risks in teaching delivery”.*

6 ADDITIONAL ISSUES AND NEXT STEPS

AUTONOMY

Most respondents who commented felt that, within the structure provided through qualification specifications and criteria, they do have the autonomy to develop and adapt teaching, planning, and assessment as appropriate to the needs of their student groups and employer/industry needs. Some suggested that those with more teaching experience generally had more confidence to change and/or adapt aspects of their teaching, planning and assessment roles and plans. A few respondents felt they had greater autonomy within 1:1 or small group teaching delivery compared with when teaching larger groups.

Many respondents commented that they generally have autonomy in identifying training and CPD needs relevant to their role, and choosing which opportunities to engage in. Some commented that, where there is less flexibility, this is typically in more generic areas of training such as health and safety, which tend to be mandatory.

Many also highlighted certain aspects of their role that were more fixed and unchangeable, including:

- inclusion of essential skills within technical education teaching as an expectation
- the requirement to follow strict behavioural standards and expectations
- structured procedures and guidance for use of administration tools for assessment
- expectations to use specific software tools for lesson delivery
- safeguarding policies and procedures, particularly in prison settings
- expectations for signposting students to additional support services
- funding requirements and legal responsibilities to record and monitor attendance.

Some respondents also felt that they had less autonomy to change and adapt teaching and assessment of some lower-level qualifications (Entry-level and Levels 1 and 2).

RECRUITING HIGH-LEVEL SKILLS TEACHERS

Some senior managers consulted during the research identified current challenges associated with increased use of digital technology, particularly in the Construction and Engineering sectors, for example Building Design, 3D Augmented Reality, Surveys and Quantity Surveying, Civil Engineering, and Digital Engineering. The new and developing industry skills require technical expertise gained from within the industry, not normally part of existing Teacher skill sets and experience.

To address this gap, there has been an attempt to recruit 'experts' from the industry, but a key constraint is the high salaries required to attract the necessary expertise. One FE college offered up to £50,000 to recruit to fill the gap (this compared with the top teaching scale of £34,000, and an average of £70,000 which experts make in the industry). Whilst they eventually filled three-quarters of the posts they were recruiting to, they reported this was a significant struggle.

COVID-19 AND DIGITISATION OF LEARNING

The impact of the COVID-19 pandemic and associated restrictions has been considerable. There have been fundamental changes in the delivery of learning, and how those in teaching roles spend their time.

Those we interviewed outlined how, during periods of lockdown, teaching practice has necessarily changed significantly including the following.

- Much of the class or group-based learning being replaced with independent study.
- Delivery of online learning sessions, via video technology (Zoom, Google Classrooms/Meet/Hang Out, Microsoft Teams, and other virtual platforms).
- Use of competitions or other innovative ways to engage with students.
- “We did cooking competitions for students to cook at home – e.g., the best bread roll.”
- More formal and regular check-ins with students and follow-up with those not engaging.
- Relying more on witness testimony and in-depth questioning of apprentices for assessment (given that staff have not been able to go into workplaces).

The considerable increase in the use of virtual technology has resulted in an increase in digital and IT skills amongst those in teaching roles. Providers have focused a significant amount of training and development support in this area.

“We now have Digi weeks and Digi days to focus all staff on developing and improving their skills in this area.”

“I have learnt so much more in terms of working in a digital way.”

“The skills I’ve developed are huge – using different IT facilities and delivering lessons online creatively.”

Some pointed to a range of challenges for delivering virtual learning and working from home, including increased planning time, always being available (and therefore working), loss of social and emotional connection with students, and tendency to check on engagement more than learning.

“It is much more tiring to plan and deliver blended learning.”

“My planning time has doubled to develop online delivery.”

“Working from home, I spend much more time planning and in meetings, and it’s easy to work late.”

“I am constantly on hand/available to students – more so than when in College.”

Courses with a significant proportion of practical delivery were felt to be particularly challenging to teach without face-to-face contact.

“From March to September [2020] we were only able to send learner packs out, which is ridiculous on a catering course.”

There have also been some benefits, including closer team working, more creative/expanded delivery, and more student ownership.

“We also work much more closely together in our teams.”

“Things have changed so much – we have expanded our delivery and can now differentiate so much more online.”

“We have learnt that we can allow students to do more for themselves – they have shown themselves capable of managing their own time, doing background reading and submitting assignments.”

Teachers reported reductions in class sizes due to COVID-19 restrictions, with some commenting that this has positively impacted student engagement and development. In addition, some of those who had their teaching hours reduced over lockdowns reported engaging in increased CPD activities during this time.

Those who previously travelled to workplaces to deliver training reported being able to deliver significantly more lessons per day with the move to online delivery.

When students have returned into provider organisations, there have been several logistical challenges, with reduced class sizes and ensuring appropriate cleaning routines.

Many of those we spoke to felt that some of the changes to learning delivery may well continue beyond the pandemic and become permanent features of the approach to teaching in technical education in the future. Some thought that blended learning approaches might continue to be a feature, with:

- more regular and virtual communications with students and parents
- an increase in the amount of independent study expected as part of course delivery
- use of digital technology for contact, communications and online learning.

7 CONCLUSIONS

1. This study set out to identify the key teaching roles operating for post-16 technical education. The functions fulfilled by teaching roles were described in a framework developed from literature and from iterative dialogue between research team members. Fieldwork with teaching staff used the framework to identify differences across occupational roles and modes of delivery.
2. A key conclusion is that teaching is undertaken by a range of roles within FE group and WBLP settings. Core teaching roles were, for the purposes of this report, referred to as:
 - Teacher
 - Learning Coach
 - Instructor
 - Technician.
3. Additional responsibility roles were identified as:

- Programme leader
- Course leader
- Expert teacher
- Progress tutor.

All of these role names encompass a range of job titles held across institutions by individuals undertaking the described duties.

4. All roles except that of Learning Coach predominantly deliver learning within the provider organisations. Learning Coaches tend to support students within the workplace, and as such, they are most often supporting apprenticeships. They also include assessor activities.
5. On average, across all roles, just under a third of teaching time is spent imparting, a quarter developing, and a fifth each enabling and assessing knowledge, skills, and behaviours. Around one-fifth of PPA time is spent on curriculum planning, with the remaining split equally (two-fifths each) between lesson planning and assessment time.
6. All roles involve a range of responsibilities which provide students with additional support alongside the teaching role. Most FE and sixth-form colleges included in our sample have formal tutoring systems, and many of those interviewed had a formal tutor role alongside their teaching role. Where this is the case, respondents tended to identify some responsibility for creating and supporting social and supportive networks for students.
7. Most of our sample were required to have a teaching qualification to fulfil the role they were employed in. Of the one-quarter of the sample that were not required to have teaching qualifications, this mostly included the Learning Coach roles within WBLPs.

8. Around two-fifths of our sample were able to provide an estimate of the time they spent on training and continuous professional development (CPD) over a year, which was on average ten days per annum. It is a common expectation for teaching roles in all provider types to participate in regular training and CPD activities across a year:
9. Most respondents who commented felt that, within the structure provided by qualification specifications and criteria, they do have the autonomy to develop and adapt teaching, planning, and assessment as appropriate to the needs of their student groups and employer/industry needs. Some suggested that those with more teaching experience generally had more confidence to change and/or adapt aspects of their teaching, planning and assessment roles and plans. Many also highlighted certain aspects of their role that were more fixed and unchangeable.
10. The impact of the COVID-19 pandemic and associated restrictions has been considerable. There has been a fundamental change in the delivery of learning and how those in teaching roles spend their time. Those we interviewed outlined how, during periods of lockdown, teaching practice has necessarily changed significantly.
11. The considerable increase in the use of virtual technology has resulted in an increase in digital and IT skills amongst those in teaching roles. Providers have focused a significant amount of training and development support in this area.
12. Many of those we spoke to felt that some of the changes to learning delivery may well continue beyond the COVID-19 pandemic and become permanent features of the approach to teaching in technical education in the future. Some thought that blended learning approaches might continue to be a feature.

ANNEX A: MAPPING FRAMEWORK

PURPOSE OF RESEARCH: INFORMATION FOR INTERVIEWEES

We are seeking to capture and understand:

- the types of technical education teaching role – which roles involve teaching?
- specific teaching activities and functions fulfilled by teacher roles – what does teaching involve?
- proportion of time spent on different teaching roles and functions
- levels of responsibility and autonomy across differing teaching roles and functions
- minimum qualifications expected or required for differing teaching roles.

When exploring teaching ‘roles’ we are interested in those people:

- delivering **technical education** – acquisition of technical knowledge, skills and behaviours required to progress to skilled employment; includes apprenticeships, BTECs, HND/Cs, Foundation Degrees, T-levels
- with **responsibility for developing** students’ knowledge, skills and behaviours
- with **direct contact** with students (whole class/group, small groups, 1:1)
- across different **settings** (classroom, workplace, community, other).

QUESTIONS TO CONSULTEES

When answering the following questions, please think back to your role as it was in December 2019, before the COVID-19 pandemic was having an impact in the UK. At the end of the consultation, we will then ask you to comment on how things have changed (and may permanently do so) because of social distancing.

A. Information about the Consultee				
Region:	Provider type: FE Sixth Form WBLP	Job title:	Employment status: Full-time Part-time Fixed-term Permanent Zero hours Self-employed Casual/Agency Voluntary	% FTE of job role: (Full-time= 100%)
			Regular teaching hours:	
Qualifications held:				
Teaching-related		Subject-specific		Other
B. Information about Job Role				
About the technical education being delivered:				
Subject(s):	Qualification(s) Level (including L4/5 where relevant):	Student Groups: 14-16 16-19 Adults SEN EHCP	Part-time or Full-time:	
Qualifications required for position:				
Teaching-related		Subject-specific		Other
Experience required for position:				
Teaching-related		Subject-specific		Other
Describe the training and/or continuing professional development expected for the position:				
Such as: <ul style="list-style-type: none"> • Number of hours per year • Teaching-related and/or subject-specific • Staff development and/or professional development • Formal and/or informal training. 				

C. Information about the Teacher Role		
<p>We would like to discuss your teacher role in more detail. First, please provide an overview by indicating the following:</p> <ul style="list-style-type: none"> • which of the eight broad functions you undertake on a weekly basis; • the proportion of time you spend on each of them in an 'average' week; • any additional teacher roles that you fulfil which are not included in the list. 		
Teacher function	Undertaken?	Proportion of time spent in 'average' week
1. Teaching		Note: This includes all teaching activity wherever it is delivered (provider location, workplace, community or other)
2. Planning, Preparation and Assessment		
3. Work-based learning support (separate from teaching)		
4. Student Support (separate from teaching)		
5. Technical Support (separate from teaching)		Note: Include here if you are responsible for/spend time making sure that the equipment and kit required for teaching is functioning and maintained.
6. Management		
7. Research & Innovation		
8. Training & CPD		Note: For this category, rather than time per week, please estimate how much time spent over the past year.
Additional Functions:		

Now we will explore the specific activities you undertake within these functions, including the proportion of time you spend on each one, and the levels of responsibility and/or autonomy you have for them.			
I. Teaching Please indicate: <ul style="list-style-type: none"> • which of the specific activities you undertake (and where); • the proportion of your teaching time spent on each one in an average week; • specific teaching responsibilities you fulfil as part of these activities; • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 			
		Undertaken?	Proportion of Teaching Time
Setting	Provider Location		
	Workplace		
	Community		
	Other		
Student Group size	Large Group/Class (15+ students)		
	Small Group (2-15 students)		
	One-to-One		
Teaching activity (IDEA)	a. Impart knowledge, skills, behaviours – explain, demonstrate, model		
	b. Develop student understanding – guide/facilitate		
	c. Enable skills practice		
	d. Assess knowledge, skills, behaviours		
Teaching responsibilities:	Part of your role?		
a.	Deliver lesson structure and learning materials		
b.	Establish and manage learning environment – safe, stimulating, inclusive		
c.	Establish and manage appropriate behaviour		
d.	Demonstrate good subject and curriculum knowledge – secure knowledge and critical understanding of developments		
e.	Knowledge of and teach essential skills (English, Maths, Employability)		
f.	Differentiate and challenge – adapt and respond to different student needs		
g.	Question, probe and check understanding		
h.	Administer assessment tools – prior learning, diagnostics, formative, summative		
i.	Record and monitor student attendance		
How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?			

2. Planning, Preparation and Assessment Please indicate: <ul style="list-style-type: none"> • which of the specific activities you undertake; • the proportion of your planning time spent on each one in an average week; • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 		
	Undertaken?	Proportion of Planning Time
Curriculum planning		<i>Planning:</i>
a. Design qualification delivery routes and methods		
b. Develop schemes of work/structure qualification content		
Lesson and workplace learning preparation		<i>Preparation:</i>
c. Develop and prepare lesson plans and structures		
d. Develop and prepare workplace learning plans and structures		
e. Develop and prepare learning materials [Note: Include here all resource planning, which may include equipment/kit. But time spent ensuring equipment/kit is functioning and maintained should be in section 5 below]		
f. Develop individual learning materials		
g. Reflect and evaluate effectiveness of learning structures and materials		
Assessment		
h. Develop assessment approaches and materials – for prior learning, diagnostics, formative and summative assessment		
i. Mark assessments – prior learning, diagnostics, formative, summative		
j. Record and monitor student achievements and progress		
How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?		

<p>3. Work-based Learning Support (separate from teaching) Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake • the proportion of your work-based learning support time spent on each one in an average week • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. <p>Note: Workplace teaching and learning (for example, guide/facilitate learning, modelling workplace behaviour) should be captured above under 1. Teaching and Learning</p>	
	Undertaken?
a. Develop and set up work-based learning programmes (placements, visits and apprenticeships)	
b. Manage and supervise placements and on-the-job learning	
c. Employer engagement and liaison	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	
<p>4. Student Support (separate from teaching) Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake • the proportion of your student support time spent on each one in an average week • whether your College/organisation has a formal tutoring system • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 	
	Undertaken?
a. Create and support social and supportive networks	
b. Student self-study support	
c. Careers support and advice [Note to probe the level of formality – is this embedded within the curriculum? or more informal/ ad-hoc discussions?]	
d. Course-related support	
e. Pastoral support (student welfare, health and wellbeing)	
f. Additional learning support (e.g. ECHP students)	
g. Liaise with others re students (other teachers, parents etc)	
h. Safeguarding	
<p>Does your College/organisation have a formal tutoring system? Are you a tutor?</p>	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	

<p>5. Technical Support (separate from teaching) Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 	
	Undertaken?
a. Laboratory technical support	
b. Digital technical support	
c. Workshop technical support	
d. Other	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	
<p>6. Management Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake; • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 	
	Undertaken?
a. Manage learning programmes	
b. Student admissions (including marketing and student recruitment)	
c. Multi-agency working – engagement and liaison (schools, employers, HEIs...)	
d. Supervisory – individual and team line management	
e. Administration	
f. Institutional Quality Management (e.g. internal verification, observations)	
g. Additional responsibilities	
h. Other	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	

<p>7. Institutional Research and Innovation Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 	
	Undertaken?
a. Research (e.g. adding to the knowledge base in your field, developing new curricula/pedagogy)	
b. Innovation activity (e.g. develop new approach/use of technology)	
c. Marketing activity	
d. Consultancy (e.g. income-generation with employers)	
e. Other	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	
<p>8. Training and CPD Please indicate:</p> <ul style="list-style-type: none"> • which of the specific activities you undertake. • how much autonomy you have within your job to change and/or adapt aspects of these activities and responsibilities. 	
	Undertaken?
a. Training courses (face-to-face, blended, online)	
b. Personal professional development and continuous learning (including scholarly activity, industrial updating)	
c. Share resources, learning and approaches with colleagues	
d. Professional standards	
e. Evaluate own practice	
f. Other	
<p>How much autonomy do you have within your role to change and/or adapt aspects of these activities and responsibilities?</p>	
<p>D. Other Issues</p>	
<p>COVID-19 Please describe the ways in which your teacher role(s) has changed because of lockdown restrictions linked to COVID-19. Which if any of these changes do you think might be sustained beyond the period of restrictions? Do you think there will be permanent change in the type of teacher role required for technical education within FE, because of the experiences of COVID-19 and the associated restrictions?</p>	

Is there anything else you would like to add regarding the role of teaching in further education?

[Note for researcher: Some of these issues might have been highlighted by participants during earlier discussions. It will be valuable to explore and record views but they are not the main purpose of the research, so should be discussed at the end of the interview if there is time.]

- expectations of your teaching role versus what your role actually involves
- expectation of non-teaching staff to fulfil teaching roles, experience/qualifications to do so
- extent to which you feel under- or over-employed in your role
- balance of time you/other teachers spend on teaching as opposed to planning and/or administration
- importance of teaching qualifications and experience to your/other teaching roles in FE
- importance of subject-specific qualifications and experience to your/other teaching roles in FE
- significance of supporting personal and social well-being of students as part of your teaching role
- importance of skills required to facilitate workplace practice
- recruitment shortages, skills gaps/shortages for FE teaching roles and functions
- status and value placed on Further Education teaching staff
- other...

ANNEX B: INDUSTRY PROFESSIONALS: SURVEY FINDINGS

1. INTRODUCTION

Analysis during the research into teaching roles in technical education identified a role for external industry professionals in the education of students in further education (FE) settings. Additional research was undertaken with individuals involved in the scope of the original study.

This additional research aimed to gather more information about the role of external professionals in the education of apprentices and those involved in classroom-based technical learning. Prior to this research, there was limited knowledge on the structure of these relationships and the degree of consistency across the sector.

A short survey was undertaken with a relatively small sample size. Thus, the findings from this research are not intended to be a comprehensive picture of the whole sector, but rather a window into some of the relationships that exist.

2. METHODOLOGY

A total of 26 senior stakeholders in FE settings were contacted to undertake an e-survey. These individuals were sourced from the original research group for the study into teaching roles in technical education.

The main research questions were as follows.

- Have external professionals delivered teaching in your setting?
- How are external professionals involved in your curriculum?
- How are these professionals accessed, and what do they deliver?

The target group were sent an online survey to complete alongside a Word document version of the survey, so respondents could choose their preferred method of completion.

One follow-up interview was undertaken to explore some issues further with the respondent.

3. DATA ANALYSIS

A total of 17 responses were received, 16 online and one emailed response which was converted into the format of the online responses so all responses could be analysed simultaneously. A response rate of 65%.

Have external professionals delivered teaching in your setting?

Out of the 17 responses received, 12 stated that within the past five years an external professional had delivered some proportion of teaching to their students.

Of the five respondents who stated they had not used such a professional in their teaching, one respondent explained that this is something they had considered. The remaining four selected "Don't know" or "No" when asked if it was something they had considered. For these four respondents, the survey came to an end here.

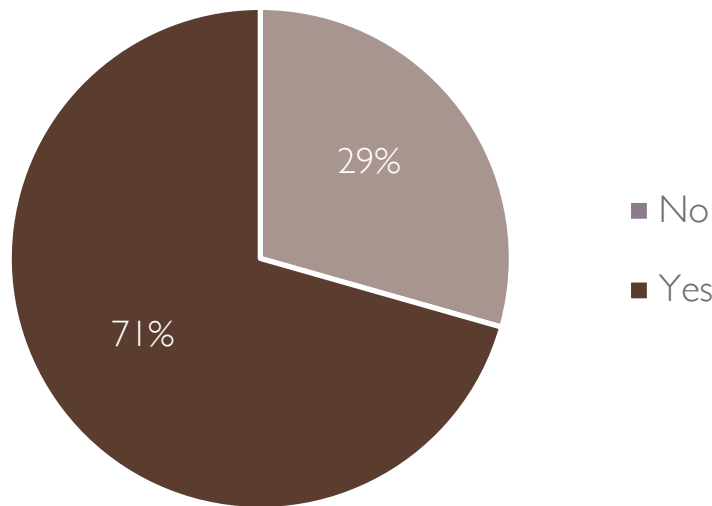


Figure B1. External professionals delivered teaching in the past five years. Base: 17 respondents,

How are external professionals involved in your curriculum?

When prompted to assign these professional engagements a name, a variety were provided, as shown in Table B1. Most commonly these professionals are considered to be leaders of masterclasses. The names assigned may also provide insight into the activities undertaken by the professionals, because ‘guest speaker’ and ‘workshops’ imply a difference in delivery. The activities undertaken by these individuals are explored later in this summary.

Name	Number
Masterclasses	6
Industry advisor/link/insight	3
Guest/professional speaker	3
Employer visitor/employer engagement	2
Industry professional	1
Professional workshops	1

Table B1. Name of external professionals (multi-response). Base: 13 respondents.

Respondents were prompted to provide information about the courses that external professionals had been involved with. Respondents were given the opportunity to share four courses and their levels; however, some stated multiple courses at the same level, or a course they provided at multiple education levels.

In total, respondents provided 57 course names, 44 of which were associated with single or multiple education levels.

As shown in Table B2, the most common course level the external professionals were involved in the delivery of teaching was Level 3, followed by Level 2.

Course level	Number of courses
Entry level	4
Level 1	4
Level 2	13
Level 3	25
Level 4	5
Level 5	1

Table B2. Course-level external professionals involved in (multi-response). Base: 13 respondents.

The most commonly-mentioned course programmes related to Engineering, including medical and civil. This was closely followed by Business and Administration courses. Overall, as seen in Table 3, there is a wide range of courses where external professionals are used; it is not limited to one subject area or type of course.

Subject	Number of courses
Engineering	9
Business/Administration	8
Construction/manufacturing/Building information modelling	5
Computing/digital/gaming	4
Health and social	4
Catering	4
Beauty	3
Law/economics	3
Sport	3
Science/physics/maths	4
Team leading/operations	2
Public services	2
Performing arts /visual arts	2
Policing/uniformed services	2
Childcare	1

Table B3. Course subjects external professionals involved in (multi-response). Base: 13 respondents.

Most commonly, six out of 13 of respondents stated that these professionals delivered sessions three or more times in one year when referring to their first listed subject and level which industry professionals are involved with. Three selected twice a year, one once a year, with the remaining three selecting 'other'. Reasons for selecting this included COVID-related disruption affecting delivery, and having roll-on roll-off courses so delivery is not consistent each year.

A larger proportion (eight) of the 13 respondents selected that the experience provided is consistent year on year; with five selecting that it was not consistent. A total of 11 respondents selected in the survey that they do consider the service provided to be a part of their curriculum.

One respondent explained in a follow-up interview that employer interactions are a key aspect of teaching across the board for this College. They are mainly focussed within the sectors of construction, engineering and manufacturing.

How are these professionals accessed, and what do they deliver?

Figure B2 shows survey responses regarding access to the professionals. It should be noted that respondents could select more than one response, due to the nature of accessing more than one individual. Most commonly these interactions come about through a long-term partnership with a business. Respondents selecting ‘other’ could give their reasons why: these included secondment of training staff from employers, via Local Enterprise Partnerships or the Council, and investment in keynote speakers.

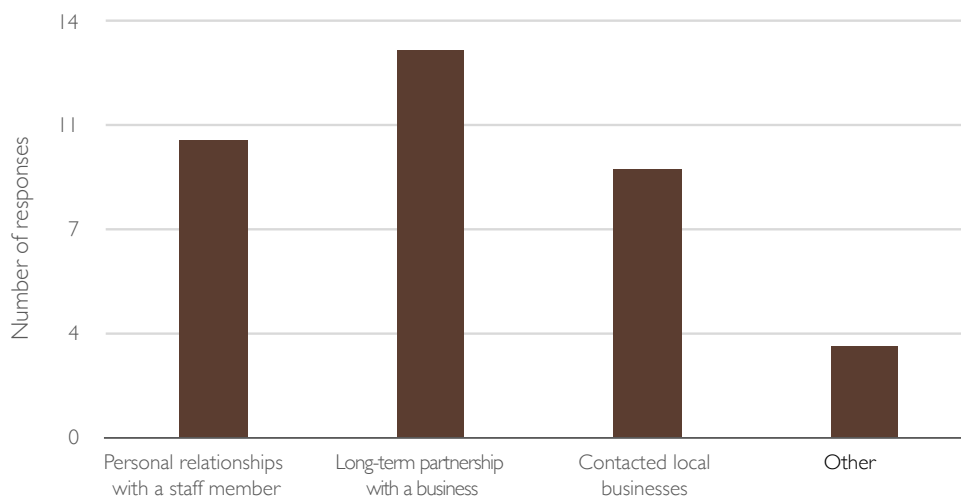


Figure B2. How organisations have accessed the professionals (multi-response). Base: 13 respondents.

The payment of professionals does show some variation, though the largest number of responses indicates that industry professionals commonly contribute to learning on a voluntary basis (Figure B3). All respondents selecting that they pay for their time also selected volunteering, suggesting there is variation between each circumstance, rather than the FE setting have a set standard for all cases. Three respondents selecting ‘other’ gave reasons including variety in volunteering and paid activities, and some are paid by national clients.

One FE college arranges secondments of staff from the training arm of employers that have existing relationships with the institution. This is a win-win situation, as the secondee gains wider training experience and the college benefits from the industry insight. Furthermore, other benefits include financial recompense for employers, whilst covering the challenge of recruitment of industry-experienced staff in the FE sector. Seconding staff is now becoming part of the college strategy to fill the ‘trainer gap’, given the challenge of competing with industry salaries. Employers also see the added benefit of being able to recruit students from the course at the end of students’ qualifications. Another area of attraction, specific to this college, is the use of the innovation hub, an area of the college which is free

to use for employers. The quid pro quo for the college is a way to engage with employers and link them into the college courses.

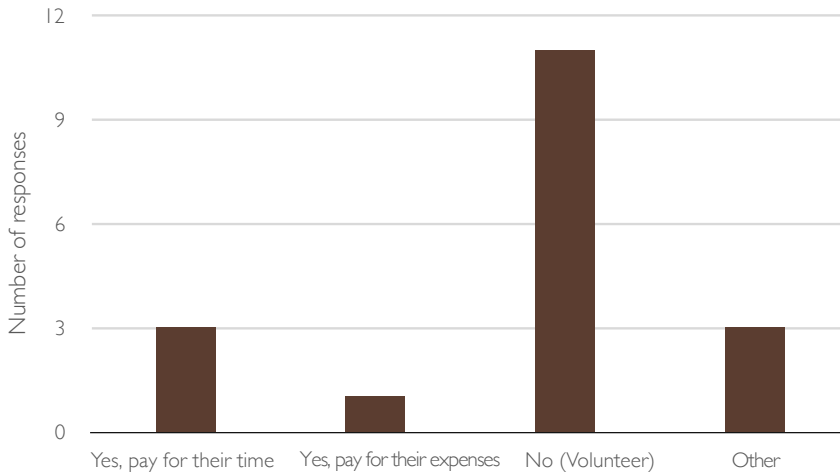


Figure B3 Payment of professionals (multi-response). Base: 13 respondents.

All 13 respondents said industry professionals did not have to have any teaching experience. Two respondents stated that, although it is not a requirement, some of them do have teaching experience.

Regarding the activities the professionals undertake in the delivery of learning to FE students, there is a variety of provision. The most commonly selected responses were professionals lecturing on industry standard techniques and describing experiences within a certain sector or job role, as shown in Figure B4.

As respondents could select multiple options, the majority of responses selected more than one option; this includes six respondents selecting the four examples provided. One respondent selected 'other', later specifying this was regarding self-titled witness sessions where students get to ask a professional questions. Two other responses gave further comments on their responses, with one stating they focus mainly on workshops rather than lectures, and the other giving an example of barbering demonstrations.

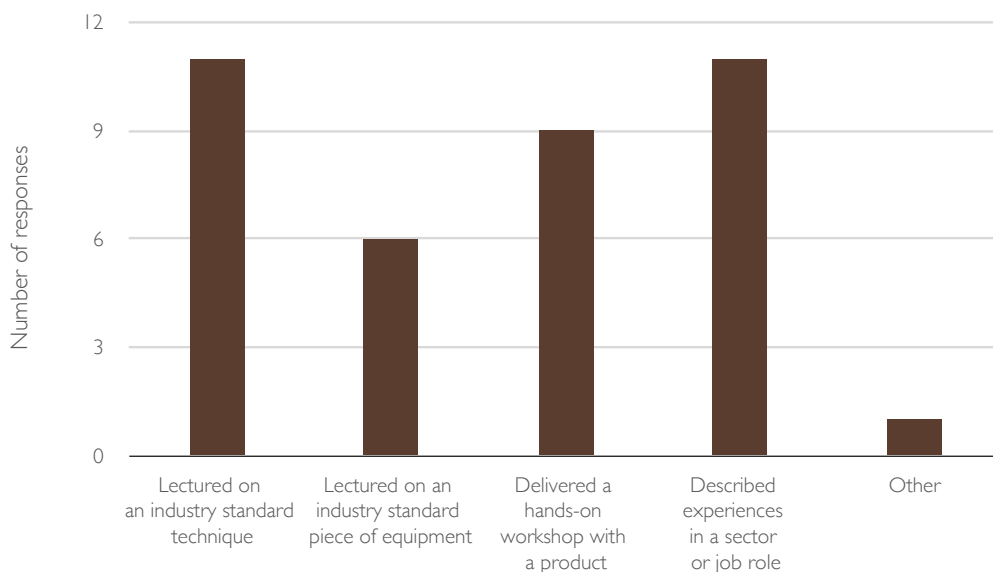


Figure B4. Activities delivered by professionals (multi-response). Base: 13 respondents.

4. FINAL COMMENTS

Respondents were able to supply any final comments at the end of the survey, the responses to some have been summarised below:

“Pre-pandemic, each curriculum area would determine the employer engagement and enrichment for their area. It varied dependent on the industry. During the pandemic ... it didn't quite work as well.”

“We make good use of the Careers & Enterprise Co's industry volunteers and our local chambers of commerce.”

“These speakers are to add external enrichment to the curriculum and to enable the stretch and challenge for Apprentices.”

One respondent explained that both FE staff and students value the use of external employers.

In a qualitative follow-up interview, one respondent described the situation as a **“far more complicated and wide-ranging topic”** than what was captured in this relatively simple survey. This is particularly linked to the challenge of recruiting industry-experienced teaching staff when college salaries are well below industry levels.

The same respondent highlighted the potential for positive change in the future, with, for example, recognition of these engagements between FE and employers within a national scheme, or provision of a more structured format to get more employers involved in this aspect of teaching. This they believed would deliver benefits for both colleges, employers and students.

5. SURVEY QUESTIONNAIRE

Gatsby Foundation: Masterclass Survey

You recently helped us with research for the Gatsby Foundation around teaching roles in further education. As part of our analysis, we would like to explore the role of masterclasses given by industry professionals. We are interested in the extent to which your institution, department or subject area utilises such arrangements. We would be grateful if you would complete this short survey to clarify questions that have arisen from our study.

1 Has an industry professional external to your organisation delivered short periods of teaching to your students in the past five years (e.g. delivered a Masterclass)? *Please note this would not include staff who are covering short-term staff absences or agency staff.*

a. Yes (Go to Q3)	
b. No	
c. Don't know	

2 **If No/Don't Know to Q1.** Is this something you have considered?

a. Yes	
b. No – end of survey – thank you for your response.	
c. Don't know – end of survey – thank you for your response.	

3 What subject(s) and levels are you aware of, where this happens (see Q1)? Please describe up to four e.g., Automotive Apprenticeship Level 3. *Please give at least one subject and level.*

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4 How do you tend to refer to these roles in your organisation? Are they described as a 'Masterclass' or something different?

.....

5 Thinking of the first subject you listed in question 3, how many sessions are involved during the course of an academic year?

a. One teaching session	
b. Two teaching sessions (in an academic year)	
c. Three or more teaching sessions	
d. Other, please explain ...	

6 Is this experience provided consistently to each cohort of students within a subject?

a. Yes	
b. No	

7 Do you consider teaching, from an external individual, to be part of your curriculum?

a. Yes	
b. No	

8 How has your organisation accessed these external individuals?

Please select all that apply

a. Personal relationship with a staff member	
b. Long-term partnership with a business	
c. Contacted local businesses	
d. Other; please explain ...	

9 What have these external professionals delivered to your students?

Please select all that apply

a. Lectured on an industry standard technique	
b. Lectured on an industry standard piece of equipment	
c. Delivered a hands-on workshop with a product	
d. Describe experiences in a sector or job role	
e. Other; please explain ...	

10 Are these individuals paid by your organisation?

Please select all that apply

a. Yes, pay for their time	
b. Yes, pay for their expenses	
c. No (volunteer)	
d. Don't know	
e. Other; please explain ...	

11 Do you require these individuals to have any teaching experience?

a. Yes	
b. No	
c. Don't know	
d. Other; please explain ...	

12 Please provide any other information in relation to this survey below.

...

13 Organisation name

...

Thank you for taking the time to complete this survey.

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