

## 06 - TRAINING VET TEACHERS AND TRAINERS

### 0601 - TYPES OF TEACHERS AND TRAINERS IN VET

For VET in the UK, teachers (also known as lecturers within further education (FE)) colleges for employment purposes) are regarded as those working in schools and colleges, whereas trainers are employed mainly in a work-based setting.

Prior to 1999, there were few if any requirements in the UK for trainers and VET teachers to have formal training or hold qualifications to teach, unless they worked in the state-funded sector. The aim now is that all those who perform a teaching or training role in the UK should hold, or be working towards, a full teaching qualification. Teachers within the FE sector 'need two sets of skills – to be expert in their subject and to be trained to teach it' ([1]).

Since late 1990s, training of trainers for further education (including VET) has been a priority within the lifelong learning frameworks. In particular, the Lifelong Learning UK (LLUK), a SSC, develops, quality assures and promotes national standards for the training of trainers and teachers in the public FE colleges and private training sectors.

In 2007 the LLUK established a VET teacher qualifications and standards framework. The framework includes qualifications for various kinds of teaching and non-teaching staff (in learning support, e-learning, assessment, leadership and management). Since then all VET teachers must register with their new professional body, the Institute for Learning (IFL), which confers full Qualified Teacher in the Learning and Skills Sector (QTLS) or 'Licensed Practitioner' on all those registered with it. The IFL publishes a code of professional practice. There is also a compulsory requirement that for a VET teacher/trainer to stay registered with IFL, they must evidence a minimum of 30 hours CPD over a year. From 2007 all VET Principals and aspiring Principals must successfully complete a standardised (by the LLUK) leadership programme managed by the Centre for Excellence in Leadership (CEL).

LLUK is charged by government to implement the new FE Workforce strategy to come, and the newly developed qualifications will form a key part of the strategy.

Moreover, the government has introduced a range of policy measures to incentivise the recruitment and retention teaching staff in profession. For FE teachers these are:

- A scheme to attract new recruits to train for pre-service entry to tertiary teaching has operated for several years. Funded by the government each student during the year of Post-Graduate Certificate in Education or Certificate in Education training currently receives a bursary of GBP 6 000 (EUR 7 200). From 2005, intending teachers of Mathematics receive a bursary of GBP 7 000 (EUR 9 400).
- Following successful completion of the award and appointment to a college, new entrants teaching in shortage subjects can also apply for a "Golden Hello". This is a one-off payment (of up to GBP 4 000 (EUR 4 800) for teachers of: Mathematics, Science, Information and Communications Technology (ICT), Engineering, English (including Drama), Modern Languages, Construction, Design and Technology. This scheme also is administered by the DCSF.
- There are two types of reward available to teachers who stay in the profession. For those who prove excellence in teaching they may be recognised for Advanced Practitioner status. Apart from this recognition, there is the standard progression route through promotion from the main lecturer grade.

Within the diverse sector of non-government VET provision (private colleges and training providers, in-house training in employer organisation, voluntary organisation, etc.) there is no formal requirement for trainers to hold a recognised teaching qualification.

Teachers in state secondary schools will deliver initial vocational education only, through the study of vocational subjects. Teachers within FE colleges may also teach those same subjects. College teachers may also be involved in work-based training to both pre-employment students and in-employment trainees. This training may be

counted either as IVET or CVET (or with elements of both). The range of VET programmes will be offered to full-time attending and part-time attending students/trainees at varying levels of qualifications from initial to advanced.

IVET and CVET trainers are appointed on the basis of their craft/academic/professional qualifications and experience. Only if a provider receives public funding, it is expected that trainers will work towards obtaining a full teaching award, following an in-service route.

Within the UK there is no formal system for in-service, continuing professional development of VET teacher/trainer either working at school or college or work-based trainers.

Broadly, arrangements are similar for England, Wales and Northern Ireland; there are some differences in Scotland.

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[1] Department for Education and Skills – DfES, The future of initial teacher education for the learning and skills sector. London: DfES, 2003. Available from Internet:

<http://www.dfes.gov.uk/consultations/downloadableDocs/ACF4240.pdf> [cited 13.5.2005].

#### **0602 - TYPES OF TEACHERS AND TRAINERS IN IVET**

IVET operates in a range of settings. Vocational subjects (at pre-employment levels) are offered in secondary schools (14-18), 6th form colleges (16-19), Further Education (FE) colleges (16+). VET for specific vocational areas is provided by FE colleges and other training providers, including trainers employed within their own commercial/industrial/service organisations. In addition to mainstream teachers, schools employ classroom assistants and FE colleges employ learning support workers who undertake a variety of tasks. Categories of employment for teacher/trainers in each sector are:

- Secondary schools: vocational subject teachers with Qualified Teacher Status (QTS); classroom assistants.
- Further Education colleges: vocational teachers, with part or full teaching qualification; learning support workers (with varying roles and qualifications)
- Other training providers: vocational trainers, with or without part or full teaching qualification, but with an Assessor Award for those working in publicly-funded training enterprises.

All teachers in secondary schools, including those teaching vocational subjects, must hold the recognised teaching qualification of a Post-Graduate Certificate in Education (PGCE). Entry requirements include the holding of a degree in the subject to be taught. The PGCE is obtained via a one-year period of training, based at a Higher Education Institution (HEI), which includes practical teaching experience supported by education studies. Following certification, and a satisfactory year of probation on first appointment, the successful trainee is awarded Qualified Teacher Status (QTS). For further details of these IVET categories, see section 0601 of the Detailed Thematic Analysis: Types of teachers and trainers in VET.

In Scotland Learning and Teaching Scotland provides a wide range of support for teachers. Determined to Succeed, the Scottish Executive's strategy for enterprise in education, is providing increased Continuing Professional Development opportunities for teachers to enable them to better contextualise their lessons and link them to the world of work.

In Wales, the recommendations of a WAG commissioned review of initial teacher education, are currently being disseminated and debated. A professional development framework is being developed for teachers to help identify individual development needs, and Welsh Language Sabbatical schemes are being promoted for teachers at all levels. In Wales, a strategic plan is in development to engage all education

practitioners in all sectors in effective learning, teaching and professional development, including an International Professional Development programme for FE lecturers.

In Northern Ireland, a major review of teacher education is in progress, to ensure that the profession is best placed to cope with the changes facing the education sector in the coming years, and work has begun to clarify the future roles of Early Years workers and how they might evolve in the light of the new strategy for Early Years provision.

#### **CLASSROOM ASSISTANTS IN SECONDARY SCHOOLS**

Classroom assistants employed in secondary schools provide various support to the qualified teacher under whose direction they work. They may be involved in the preparation and duplication of learning materials, work with individual students or small groups of students, and be involved in the day-to-day welfare of students and general supervision of conduct and progress. There is no nationally agreed salary scale for such classroom assistants. Remuneration is determined individually by each employing local authority.

#### **TYPES OF TEACHERS AND TRAINERS IN CVET**

CVET trainers are appointed on the basis of their craft, trade, or professional qualifications. Few, on first appointment, will hold a teaching qualification. Those involved in assessing the work and competences of their trainees will either hold, or be expected to obtain, a recognised Assessor Award if they are employed in publicly funded training enterprises. Although no dates have been attached to the policy, it is the government's stated aim to move to a position where CVET trainers employed in this sector of provision will also obtain a full teaching qualification (see section 060305: Issues of interest).

Vocational teachers in FE colleges may be appointed without a teaching qualification. Their vocational/trade qualifications, plus substantial experience in their specialist area has been, and continues to be, the requirements for appointment to a teaching post in further education. In 2001 a new requirement that such teachers, whether newly-appointed or already in post, obtain a full teaching qualification has been introduced. Training towards a full teaching qualification is provided by Higher Education Institutions (HEIs) for both pre-service and in-service trainees. Pre-service training consists of a one-year full-time programme, which includes assessment of practical teaching abilities, together with a range of supporting educational studies. The same programmes are available to in-service teachers on a part-time basis, over (usually) two years.

#### **SCOTLAND**

The Scottish Funding Council (SFC) has introduced a new approach to staff development, which focuses on the professional competence of all college staff. In Scotland, FE lecturers on full-time permanent contracts are encouraged to obtain a qualification, and the SFEFC provides funding to cover the cost of training. Arrangements governing the training of FE lecturers are set out in National Guidelines (11). These guidelines make provision for all the competences required from a FE lecturer to be included in a National Index of Initial Teacher Training and Continuing Professional Development Units. These units are intended to cater for the induction, initial teacher training and continuing professional development of all FE lecturers.

FE colleges also employ 'learning support workers'. This term covers a wide range of titles and roles, including student advisory responsibilities. They will hold qualifications appropriate to the specific roles for which they have been appointed. A wide range of qualifications is required for these posts, according to the nature of the duties to be covered. Some qualifications are very specific (such as 'signing' qualification to support deaf students, or a specialist dyslexia support qualification); other posts required an Assessor Award or a qualification in a particular areas. According to the NAFTHE

research report, sampling 36 colleges, only one post, of those surveyed required a full initial teaching qualification.<sup>[2]</sup>

Once appointed, trainers within all publicly funded enterprises included in this broad range of provision may also undertake programmes to achieve a full teaching qualification (Certificate in Education or Post-Graduate Certificate in Teaching). Such trainers will undertake, through part-time study, the same programme as those working in FE colleges.

College teachers and work-based trainers responsible for assessing trainees within national vocational qualifications must also possess an Assessor Award (<sup>[3]</sup>). Additionally, there is a range of other training qualifications which workplace, industrial trainers and those working in HRD may hold or attain. Such awards are freestanding and may be taken by the individual as part of a trainer's continuing professional development.

#### **LEARNING SUPPORT WORKERS IN FE COLLEGES**

There are no national data available to determine the number, salaries, qualifications, and gender balance of those employed as learning support workers within tertiary education. A research report (NATFHE: The routes and employment of learning support workers in further education colleges, September 2003) established the following information from a sampling of advertised vacancies in 36 colleges. A learning support worker may be appointed as: learning support assistant, instructor, assessor, learning mentor, development officer, tutor facilitator, education support worker, advice and guidance worker, learning facilitator - among other descriptions. They may be appointed to full-time posts, permanent or fixed-term; or part-time, hourly paid. Salaries for these posts ranged between GBP 10 000 and GBP 28 000 per year (EUR 12 000-33 600). Hourly rates varied from GBP 6.53 to GBP 25 (EUR from 8 to 30). A wide range of qualifications was required for these posts, according to the nature of the duties to be covered. Some qualifications were very specific (such as a 'signing' qualification to support deaf students, or a specialist dyslexia support qualification); other posts required an Assessor Award or qualification in a particular vocational area. Only one post, of those surveyed, required a full initial teaching qualification.

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[1] Scottish Office Education and Industry Department – SOEID, National guidelines on provision leading to the teaching qualification and related professional development. Edinburgh: SOEID, 1997.

[2] NATFHE: The routes and employment of learning support workers in further education colleges, September 2003

[3] Assessor Award: Formal recognition (level 3) through a portfolio of evidence of having undertaken formal assessment procedures against specified competences. It relates to assessment of individual learner's work, internal moderation, and external verification.

#### **0603 - TYPES OF TEACHERS AND TRAINERS IN CVET**

CVET provision is offered by Further Education (FE) colleges and by a range of other providers. This range, of other providers, includes CVET within enterprises, voluntary organisations, the prison service, uniformed services (police, armed services, emergency services), health and care services. It includes also independent colleges (e.g. secretarial colleges for secretarial and administrative training) as well as many private language training schools. None of these private or independent colleges require government approval, but about 100 of them are registered with the British Accreditation Council for Independent Further and Higher Education.

A major part of the total CVET provision is supplied by numerous private training providers contracted by employers and local authorities to deliver specified training programmes (e.g. courses in human resource development and qualifications in particular occupational areas). Nationally, there is significant in-house training provided by employers. In-house trainers may work for an employer organisation and may be dedicated full-time to provide training; or they may be employed to undertake such

training duties alongside other work. Other trainers may be contracted by the organisation to provide training or to assess employees' levels of competence.

#### **CVET TEACHERS IN FE COLLEGES**

All CVET teachers in FE colleges will hold appropriate craft or trade or professional qualifications, together with significant work experience. Many will hold a part or full teaching qualification, though some will have been appointed without any training as a teacher. All CVET (and IVET) teachers in FE colleges must now undertake training towards a full teaching qualification (see section 060205 of the Detailed Thematic Analysis on training of VET teachers and trainers: Issues of interest).

Those teaching CVET in FE colleges are paid on the same salary scale as IVET teachers. Most VET teachers in FE will in fact contribute to both IVET and CVET provision, and data available within the UK makes no distinction between CVET and IVET teachers in this category. Salary scales and tables relating to VET provision in FE colleges are reproduced below. It should be noted, however, that it is not possible to determine from the total numbers employed in FE those who are employed as vocational teachers, either CVET or IVET.

#### **LEARNING SUPPORT WORKERS IN FE COLLEGES**

Within FE colleges there is a number of learning support workers. They will hold qualifications appropriate to the specific roles for which they have been appointed.

There are no national data available to determine the number, salaries, qualifications, and gender balance of those employed as learning support workers within tertiary education. A research report (NATFHE: The routes and employment of learning support workers in further education colleges, September 2003) established the following information from a sampling of advertised vacancies in 36 colleges. A learning support worker may be appointed as: learning support assistant, instructor, assessor, learning mentor, development officer, tutor facilitator, education support worker, advice and guidance worker, learning facilitator - among other descriptions. They may be appointed to full-time posts, permanent or fixed-term; or part-time, hourly paid. Salaries for these posts ranged between GBP 10 000 and GBP 28 000 per year (EUR 14-40 000 approximately). Hourly rates varied from GBP 6.53 to GBP 25 (EUR 9.40-35.70 approximately). A wide range of qualifications was required for these posts, according to the nature of the duties to be covered. Some qualifications were very specific (such as a 'signing' qualification to support deaf students, or a specialist dyslexia support qualification); other posts required an Assessor Award or qualification in a particular vocational area. Only one post, of those surveyed, required a full initial teaching qualification.

#### **OTHER TRAINING PROVIDERS**

CVET trainers are appointed on the basis of their craft, trade, or professional qualifications. Few, on first appointment, will hold a teaching qualification. Those involved in assessing the work and competences of their trainees will either hold, or be expected to obtain, a recognised Assessor Award if they are employed in publicly-funded training enterprises. Although no dates have been attached to the policy, it is the government's stated aim to move to a position where CVET trainers employed in this sector of provision will also obtain a full teaching qualification (see section 060305: Issues of interest).

Salaries for those employed as trainers within enterprises and organisations grouped in this category of provision are not subject to any national pay scale. Their salaries will vary from organisation to organisation, and will be related to the nature and extent of individual responsibilities and the range of duties undertaken. Given the diverse spread of such providers (see section 0601: Types of teachers and trainers in VET), there is no census to determine how many trainers are employed in this sector. Nor, therefore, is there any data relating to subject and age distributions.

[Statistics on teachers in further education colleges in England, Wales, Scotland and Northern Ireland](#)