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## PROFESSIONAL DOCTORATES

### The impact of teacher training on continuing professional development needs for teaching and learning in post compulsory education

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Gary Husband

The impact of teacher training on continuing professional development needs for teaching and learning in post compulsory education.

Thesis presented to Bangor University toward the degree of Doctor of Education, EdD

### **Abstract**

This thesis presents the findings of a research project that investigated the impact of teacher training for lecturers in post-compulsory education on engagement with continuing professional development (CPD). The majority of colleges and universities operating in the UK now ensure that all teaching staff are given access to training in skills for learning and teaching. This training can take many different forms and this research explores the potential differences in outcome and influence on engagement with CPD and lifelong learning of graduates from these programmes. For the study, nineteen lecturers from two different further education (FE) colleges (one large multi-campus college in Scotland and another in Wales) took part in semi-structured interviews and provided accounts of their professional background, training and qualifications prior to initial lecturer training, and their route into teaching in FE. Respondents talked about their experiences in lecturer training and ongoing engagement with CPD and further learning post-training. The findings indicate that respondents feel insufficient emphasis is placed on vocational skills training, meeting special educational needs and classroom management techniques. Lecturers agree that CPD in learning and teaching is very important but the research data show lack of meaningful engagement with the training options currently available. A disconnection between training and working life is becoming apparent as teacher education course providers face difficulties in meeting the pedagogic requirements of the FE sector in times of reduced funding and lack of remitted time for training. The thesis concludes with discussions focussing on the potential benefits for colleges of increasing the practical and vocational focus and content of teacher training for lecturers, whilst acknowledging the importance of recognising novice practitioner status. The requirement for access to high-quality, valid and targeted CPD is highlighted, with lecturers acknowledging the importance of training and expressing the desire to engage with relevant courses in learning and teaching.

## **Publications and conference presentations arising from this thesis.**

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# 1 Introduction

## 1.1 Lecturer Training and Continuing Professional Development in Post Compulsory Education

The importance, scope and requirements of teacher training courses for lecturers working in post compulsory education have in recent years, come under considerable scrutiny. As the performance indicator driven quality tests of compulsory education have been applied to further and higher education institutions, a contentious gradual move towards a market-led model of students as customers and institutions as suppliers has emerged (Feigenbaum & Iqani, 2013; Williamson, 2011). This shift in expectations and the requirements of the colleges and universities within the post compulsory education sector has led to the initiation of changes to the *modus operandi* of many institutions, the creation of new organisations and the convergence of much practice (Griggs, 2012). FE colleges undergoing mergers to regionalise provision and the blurring of boundaries between schools and colleges, and colleges and universities in provision and curriculum has started to significantly change the direction and scope of post compulsory education (Gallacher, 2006).

A long history of pedagogical training and development for lecturers in post compulsory education in the United Kingdom (UK) exists, and has developed over many years of documented (Niven, 1987; Avis, Morgan-klein, Canning & Simmons, 2012) collaborative partnerships between colleges of both further and higher education. Various standards have been applied over the last fifteen years as frameworks for training courses and professional behaviour requirements and guidelines for lecturers. The relationship between the standards, trainee lecturers, teaching institutions and students has shifted subtly as the expectations of students as customers and governments as funders of post compulsory education have changed (Halliday, 1998; UK Parliament, 2006; Scottish Funding Council, 2012). Students expect a greater level of teaching quality (Ashraf, 2009; Houston & Paewai, 2013) and perceived value for money and government agencies such as funding councils and inspectorates (ESTYN, 2015; Education Scotland, 2015; OFSTED, 2015) expect high quality provision that is targeted at economic drivers, local communities and national agendas and strategy.

The seven years following the 2008 international economic crisis have been dominated by changes in funding to the post compulsory education sector. Regional strategies have had to



respond to a reduced flow of money from central government and in some instances large scale sector wide changes have been enforced. For example in Scotland, since 2010, forty seven FE colleges have been merged to form twenty regional colleges with government appointed regional Chairs to oversee governance. The newly formed organisations have largely maintained their student numbers and course occurrences but are operating on a much leaner staff profile and reduced budgets. Similarly in Wales a move towards merging smaller colleges with larger organisations has been in operation over the last ten years but not on the same scale or rate as in Scotland.

As scrutiny is turned on the financial input and curriculum output of post compulsory education organisations, so too has attention been turned on the practitioners delivering the courses, their terms of employment, responsibilities, the training they are given and the ongoing professional support available. Increasing recognition that the needs of organisations and the students studying within them in post compulsory education are diverse and often complex in nature has opened the debate surrounding the culture and support for lifelong learning of lecturers. The ongoing requirement for training, continuing professional development (CPD) and engagement with a culture of lifelong learning have long been held central to the ethos and work of both universities and colleges, but changes in funding and methodology have continued to take effect on culture and consequently practice (Bathmaker & Avis, 2005; Maxwell, 2014).

Colleges and universities fill different needs in the post compulsory education sector and society but articulation in provision and the narrowing of the divide in teaching and learning practice has shown an increased convergence in modes of operation and delivery (Gallacher, 2006). Many students will start a course in a college and finish in a university (2+2 degrees). The facilitation of student learning by lecturers in post compulsory education often requires a high level of skill and deep understanding of the theory and practice of pedagogic methodologies. It follows therefore, that the changing needs of students accessing education and training in many areas of post compulsory education, give rise to a compelling argument that lecturers training needs are changing. Increased attention may need to be focussed on the implementation of updated programmes offering increased support for pedagogic practice and ongoing CPD.

The type, model, depth and scope of initial teacher training for post compulsory education lecturers varies between organisations (FE and HE), region and country. The four nations of the UK and organisations located within them all offer training to lecturers but work to devolved regulation and policy. England, Northern Ireland and Wales all share very similar policy and professional standards as they have, until recent years, all been managed and governed centrally in Westminster. Scotland has long had control over matters of education and as such has markedly different policies, ethos and systems in place.

Although the regionalised policies and requirements are in many ways different, the needs of the students, communities, and stakeholders are often very similar if not the same and the training and support needs of teaching staff across these boundaries are congruous.

It is against this background of changing expectations, articulating boundaries between sectors, developing student needs and austerity driven policy change that this research is conducted. The changing requirements for training and support are yet to be fully explored and reported on. This research aims to add to the current body of work being conducted in this field and inform ongoing policy and procedural development in both further and higher education institutions in the post compulsory education sector.

## **1.2 Importance and Potential Impacts of Research**

This research builds on an earlier project and case study carried out by the researcher (Husband, 2012) that suggested there were potential links between lecturer training and ongoing engagement with continuing professional development in teaching and learning. Respondents from similarly sector located colleges, one in Scotland and the other in Wales, recounted their experiences of accessing continuing professional development post initial training and their motivation for engaging with lifelong learning. The case study highlighted some potential problems regarding the efficacy of training provided for lecturers in some FE colleges. The data suggested that model, delivery and content of teacher training for lecturers had influenced engagement with on-going lifelong learning and professional development. This research led to a number of questions arising for further exploration.

A large body of work and research discussing and exploring the issues surrounding content of lecturer training courses is continually developing (Avis, Canning, Fisher, Morgan-Klein & Simmons, 2011; Lucas & Unwin, 2009; Brandon & Charlton, 2011; Finlay, 2008; Maxwell,

2014), but relatively little work is related to exploring the impact on engagement with continuing professional development and continued education and training specifically related to teaching and learning. Maxwell (2014) conducted a literature review based research project that explored the body of work related to lecturer training and the requirements for successful work based learning models of teacher training in post compulsory education, specifically vocational education and training. She was able to define the organisational culture and policy requirements using Engestrom's (2001) work on expansive and restrictive continuum as a conceptual framework. However, Maxwell acknowledged that the results should be treated as tentative due to the paucity of research in this field. This thesis aims to target the identified gap in knowledge by reporting on training experiences of lecturers in post compulsory education and assessing the efficacy of training programmes and courses. The research further aims to assess the requirements for and engagement with continuing professional development in teaching and learning, on completion of teacher training, for lecturers in post compulsory education.

### **1.3 Research Aims and Objectives**

This research aims to investigate the impact and efficacy of initial teacher training for lecturers in post compulsory education and assess engagement with continuing professional development (CPD) for learning and teaching by exploring the following objectives:

1. Conduct a thorough review of literature and research related to the requirements and efficacy of lecturer training and engagement with CPD and teaching excellence in post compulsory education.
2. Evaluate the efficacy of models of initial teacher training in post compulsory education by identifying any skills or knowledge deficiencies and areas of confidence as described by respondent lecturers and comparing to sector professional standards.
3. Analyse the effects of initial teacher training for lecturers on individuals' attitudes and approach towards CPD and engagement with further training and qualifications in the field of learning and teaching.

#### **1.4 Research Context and Rationale for Chosen National Setting**

The researcher has significant experience of working in FE colleges in Wales and Scotland. The two countries both operate a devolved system of education from Westminster and as such pose opportunities for interesting comparisons and areas for study. Scotland has long had an independent education system and as such has developed separately and differently to the rest of the United Kingdom. The devolved government in Wales (UK Parliament, 1998) now has the remit for educational management within its borders and is developing a distinct system to that of England and Northern Ireland. Comparison between the two devolved systems of education for Scotland and Wales raises several areas of interest for investigation, however, expanding on these to include all four nations of the United Kingdom, in a thesis of this length, would not allow sufficient scope for the appropriate depth of analysis.

The researcher has good access to a number of post compulsory education institutions in both Scotland and Wales and significant contextual knowledge of both education systems. This research focuses on institutions situated in Scotland and Wales and as such explores the policies and requirements directly affecting institutions, practitioners and students accessing post compulsory education within their devolved systems. Where required, to provide contextual information and comparison whilst highlighting related issues, the discussions include pertinent content and literature from all four nations of the United Kingdom and both FE and HE parts of the post compulsory education sector. This is done to provide a broader view of some of the issues and highlight that FE in Scotland and Wales shares many of the same concerns, requirements and drivers as the broader education sector within the United Kingdom.

## **2 Literature Review**

### **2.1 National and Sector Requirements for Teacher Training for Lecturers Working in Post Compulsory Education.**

This chapter explores the current literature, research and policies that directly influence and shape current requirements and approaches to initial teacher training for lecturers in post compulsory education. The first section looks at the scope and direct impact of published professional standards and policies and compares the similarities and impacts of how these are implemented across sectors within Scotland and Wales. The chapter goes on to explore the format, content, scope and management of the various models of lecturer teacher training and explores the impact that the employed methods have on lecturers, culture and the post compulsory sector in Scotland and Wales. The chapter continues by looking at the requirement, scope and uptake of continual professional development post teacher training. Pedagogical practice in post compulsory education is discussed in the context of developing excellence in teaching and learning.

### **2.2 Policy, Devolution and Regulations in Scotland**

This section explores the political and educational factors influencing the training provision of lecturers in Scotland. This discussion is included to provide background information on the context of education in Scotland and the requirements of organisations and lecturers to respectively provide and undertake teacher training.

The devolved status of the education systems across the four nations of the United Kingdom has seen differences in provision and curriculum develop over time (Machin, McNally and Wyness, 2013). Each nation now has separate and unique policies in place that dictate the methods and processes by which education is managed, delivered and developed.

The requirements for training and development of all individuals that teach in all levels of education are set by the devolved education departments in the governments of the four nations and stated in published policies. It is these policies that influence the methods used in training, processes employed and the standards that teachers and lecturers are expected to achieve and maintain in order to be classed as fully qualified. The level of study, number of

assessed teaching hours, number of credits (guidelines in Scotland only), and required length of course are all subject to policy, regulations and/or regulatory guidelines.

Over recent years the curriculum, focus and governance of the FE sector in Scotland has come under much scrutiny. The Further and Higher Education Act, Scotland, of 1992 (Scottish Office, 1992) laid the foundations for the continued evolution of the FE sector. Giving colleges charitable status and removing the governance of local authorities allowed individual colleges the freedom to explore their own remit and curriculum specialties. The Scotland Act of 1998 (Scottish Government, 1998) further devolved the overarching management of education in Scotland to the Scottish parliament. This marked a small but significant digression in the educational policies and management procedures of the FE sector from the counterpart sectors across the remainder of the United Kingdom.

The publication of the Review of Scotland's Colleges in 2007 (Scottish Executive, 2007) led to the Scottish government publishing an extensive response in which it was detailed that all full time teaching staff in FE in Scotland would be required to have achieved a Teacher Qualification in Further Education (TQFE) within 3 years of the commencement of a permanent full time contract (Scottish Government, 2007). This position was reinforced in 2009 with a letter from the then Deputy Director, Lifelong Learning Development (LLD) Further & Adult Education, Michael Cross to all college principals in Scotland, this remains the most recent guidance on requirements. The professional standards that dictate and form the content of the TQFE are written and owned by the Professional Learning and Development Forum (PLDF) that has members from Education Scotland, General Teaching Council Scotland (GTCS), Scottish Government and professional development staff from colleges and universities across Scotland. These standards have just been refreshed and embedded into the updated and reviewed course offerings of the three TQFE providers, University of Aberdeen, University of Stirling and University of Dundee. The TQFE qualification, although mandatory for all full and part time permanently contracted lecturers in Scotland, has no central governance from a professional body, and has no minimum credit value. The level of study (SCQF Level 9 undergraduate and SCQF Level 11 postgraduate) is regulated as is the content subject areas but the providers are not subject to inspection only initial validation and six yearly review which takes the form of a learner satisfaction survey (Scottish Government, 2010). The TQFE qualification is now completed on a part time or full time (with work placement) basis in 9 months, one academic year.

There is currently much debate surrounding the future of governance for the initial teacher training provision for Scotland's lecturers and bodies such as the GTCS are now looking to their counterparts in other areas of the UK and Europe to gain insight into recent developments and changes that have occurred. The guardianship and future development of the professional standards and regulations for training compliance have been put under review by the PLDF and Education Scotland (November 17<sup>th</sup> 2014).

### **2.3 Policy, Devolution and Regulations in Wales**

Similarly to Scotland, the education policies and procedures in Wales have developed independently since the establishment of the Cynulliad Cenedlaethol Cymru (National Assembly for Wales) after the Government of Wales Act of 1998 (UK Parliament, 1998). Despite the devolution of education policy and management in Wales the governance and management of the professional standards in Wales for lecturers in colleges of FE have consistently mirrored those of England and Northern Ireland up to 2014. In 1999 the Further Education National Training Organisation (FENTO) published the Overarching Standards for Teaching and Supporting Learning in Further Education in England and Wales, these were commonly known as the FENTO standards. These were adopted by higher education (HE) organisations that built their Professional Graduate Certificates in Education (FE) around the framework. These standards were superseded in 2004 by the New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector, published by Lifelong Learning UK (Lifelong Learning United Kingdom, 2004)

LLUK had been commissioned by the UK parliament to act as sector skills council for employers in the lifelong learning sector. The 2006 white paper, Further Education: Raising Skills, Improving Life Chances (UK Parliament, 2006) raised the requirement for continual professional development to be central to the practice of lecturers working in FE colleges and ensure the full professionalization of teaching in the sector. In 2001 the Institute for Learning had been set up as a professional body for lecturers working in England and Wales (there is no such equivalent in Scotland) with the remit of promoting CPD in teaching and learning and specialist subject areas. Between 2007 and 2012 it became mandatory for lecturers working in England to be a member of the Institute for Learning (IfL). After the recommendations of the 2011 Review of Vocational Education (Wolf, 2011), lecturers were required to work towards 'professional formation', leading to Qualified Teaching and

Learning Skills status (QTLS). The QTLS formation process incorporated ITT qualifications, CPD logs and reflective pieces to be submitted and meant, upon completion, that lecturers with teaching qualifications gained in FE environments could also teach vocational subjects in secondary schools. The Welsh Assembly Government did not make the joining of IfL and completion of Qualified Teaching and Learning Status (QTLS) mandatory but it was open to lecturers working in FE across all four nations of the UK.

On 25<sup>th</sup> March 2014 the Education Wales Act (Welsh Government, 2014b) was passed in the Welsh Government (WG). The act announced planned changes to the requirements for education professionals to be registered with the General Teaching Council for Wales. The provision of education in Wales has changed significantly in recent years and as such the WG has emphasised the requirement for all lecturers working in FE in Wales to be registered with the GTCW (to be changed to Education Workforce Council, EWC) by 1<sup>st</sup> April 2015 (Welsh Government, 2014). The EWC will take forward the review and maintenance of professional standards, qualifications audit and disciplinary remit from inauguration. This marks a significant point in the management and standardisation of the professionalism in FE, it remains to be seen if the remaining three UK nations will follow suit.

This section has highlighted the main political and policy drivers pertinent to the management and requirements of training in the post compulsory sectors in Scotland and Wales. These factors inform this research by exploring the requirements to train, and provide a background for understanding some of the motivations for both trainee and qualified lecturers to undertake teacher training and engage with CPD.

## **2.4 Professional Standards and the Requirement for Training**

This section explores the structures of training and the requirements of professional educators in the post compulsory education sectors in Scotland and Wales to meet the published professional standards. These discussions inform the research by exploring the content of the professional standards and how this impacts upon training and CPD for lecturers.

The devolved national policies and governance of professionalism in further and higher education across all four nations of the United Kingdom have taken divergent routes in administrative and legislative formats. Although these differences exist there are still convergent themes and processes evident. The requirements of the devolved sectors remain



common and as such there are similarities in the processes of governance and the setting of standards. The published guidelines in the form of professional standards for lecturers working in post compulsory education set out the minimum requirements expected of teaching professionals in order for them to meet the needs of the students accessing the provision. The Higher Education Academy publishes the standards for lecturers working in universities. The United Kingdom Professional Standards Framework (UKPSF) outlines the desired professional qualities in areas of activity, core knowledge of learning and teaching and professional values (HEA, 2011). The HEA provides fellowship to lecturers in HE who, through their practice, can demonstrate that they meet the relevant Areas of Activity, Core Knowledge and Professional Values contained within UKPSF. The standards are used for the accreditation of training programmes and CPD frameworks for lecturers in HE. Lecturers can achieve fellowship status by either completing a recognised teaching qualification through a HE institution or evidence from a CPD framework that is accredited with the HEA.

Although the requirement to ensure lecturing staff in universities are fully trained in teaching and learning skills is not enshrined in policy, the imperative to provide high quality training has become more pronounced in recent years (Feigenbaum & Iqani, 2013). Universities fulfil several roles in society and delivering teaching is just one part of their function, for a significant proportion of HE institutions, international recognition and reputation is based on research output (Parsons, 2012). The quality of teaching and learning provided by institutions is now being scrutinised and prospective students look for key performance indicators to inform their choices. The Organisation for Economic Cooperation and Development have completed pilot studies in measuring and comparing student ability on leaving university and is now considering rolling out 'The Assessment of Higher Education Learning Outcomes' (AHELO) project internationally (Mathews, 2013). This in itself is in response to the changing attitudes of students towards universities and the focus of communities accessing education and training. HE and FE are now increasingly linked and interdependent in many areas and share many areas of practice.

The increase in tuition fees payable by students (excepting Scotland where residents can still access university education free of tuition fees) and the introduction of university league tables have given rise to greater expectations of quality from students, argued by some, that are accessing provision as customers (Svensson & Wood, 2007; Feigenbaum & Iqani, 2013). However, the idea of students as customers is contested and there are now some universities

and lecturers trying to counter this perceived culture with the introduction of innovative practice in assessment and research for undergraduates. The notion and idea of students as customers has given rise to some discord between academics and educational managers (Newman & Jahdi, 2009; Mark, 2013). Some academics are now actively trying to counter this cultural shift and introduce new pedagogies and practice and retain the focus of the university experience on exploration and learning. Walkington (2014) has led the way on introducing undergraduate research as assessment and publication which has been shown to engage students beyond the financial aspect of university life and refocused many on the learning opportunities and journey. Williamson (2011) comments that although students are encouraged to scrutinise overall experience, quality of provision, perceived lecturer standards and resources, they are not customers and the focus should remain on discovery and learning. However, this cultural shift has had some positive impacts on student experience with the 'student voice' now playing a role in the quality review cycle of both FE and HE organisations. Students are routinely canvassed via surveys and this feedback utilised in improvement cycles. The representation of student groups is also included with the development of student representative bodies being given seats at board level in many organisations. This has led to student representation at national level with input into policy development now routinely included for students in both HE and FE (Griggs, 2012; Scottish Government, 2014).

Expectations of direct classroom delivery, smaller tuition groups and increased tutor support are more akin to traditional school teaching, perhaps especially that of 6<sup>th</sup> form provision, and are in contrast to the traditional view of subject immersion, assimilation and self-discovery.

The introduction of university league tables (Times Higher Education, Reuters, Complete University Guide) ranking institutions on the number of teaching qualified lecturing staff, successful completion statistics and resources are being used by students to assess the perceived quality of provision and value for money offered by different universities across the UK and the wider world. Students now increasingly expect a higher level of attention and individual service, it does not necessarily follow that this provides a greater quality of teaching but it may change the required approach to learning and teaching by lecturers.

Although this thesis focuses on the experiences and training requirements of lecturers primarily operating within the FE sector, the discussion surrounding the professional requirements of HE lecturers provides an interesting contextual comparison. When looking at

sector articulation and commonalities of curriculum and practice between HE and FE focussed institutions, areas of cross over are common. Many FE colleges deliver HNC/D, degrees or parts of undergraduate and postgraduate degree level programmes. The professional identity, training needs and practice of the lecturers delivering the same courses but in different organisations may have a critical effect on the way the courses are delivered and assessed (Wilson, 2007). Colleges and universities traditionally fill different needs in the post compulsory education sector and society but articulation in provision and the narrowing of the divide in teaching and learning practice has shown an increased convergence in modes of operation and delivery (Gallacher, 2006). Many students will start a course in a college and finish in a university (e.g. 2+2 degrees see Gallacher, 2006).

#### **2.4a Cross Referencing the Professional Standards**

This section explores in depth, through comparative analysis, the content of the professional standards in both HE and FE in all four nations of the United Kingdom. This information informs the research by providing a clear explanation of the expected professional competencies of lecturers in post compulsory education.

FE professional standards are published within the four nations of the UK. The most current standards in England, Northern Ireland and Wales for FE are the IFL published national occupational standards for learning and teaching. The documents themselves have been modified to reflect their locality of application but the framework itself is the same with the addition of bilingual text in Wales. The Scottish Professional Standards are published by the Professional Learning and Development Forum and take a different form to those of the standards from England, Northern Ireland and Wales. As discussed in section 2.4 the professional standards advising practitioners in HE are published by the HEA, and referred to as the UKPSF.

In conducting the comparison between all the standards, a systematic approach was employed in order to ensure a thorough analysis was undertaken and clear representation of the results made. Although differences in format and depth exist within the standards structure and format there are major commonalities within the frameworks and the language that is used, IFL and Scottish standards are published in table format but the UKPSF are published as a list, for the purposes of presentation and comparison the UKPSF statements were placed

under headings in the table below (Table 1: Professional Standards Headline Comparisons. See Appendix 1 for full detailed table containing individual statements).

<b>Table 1: Professional Standards Headline Comparisons (detailed table: Appendix 1)</b>		
<b>Wales, England and N Ireland IFL : FE</b>	<b>Scotland: FE</b>	<b>UKPSF for HE</b>
Professional Practice (Including quality statements)	Professional Practice and Development	Professional Practice  A5, K2, V1, V2, V3, V4
	Quality Standards	Quality Statements  K5, K6
Learning and Teaching	Teaching and Facilitating Learning	Learning and Teaching  A2, A4
Specialist Learning and Teaching		Specialist learning and Teaching  K1, K3, K4
Planning for Learning	Planning and Preparing the Learning experience	Planning  A1
Assessment for Learning	Standards for Assessment	Assessment  A3
Access and Provision	Guidance and Support	Access and Provision  V2

Cross referencing and mapping all five sets of standards (UKPSF, IFL for England, Wales & Northern Ireland and PLDF Scotland) against each other utilising the more detailed ILF format as the framework showed that individual standards and focus varied slightly but all

had statements covering the following: professional practice, learning and teaching, planning for learning, assessment for learning and quality standards. The inclusion of the UKPSF is again to provide context and useful comparison for the expectations of practice for lecturers working in FE that also deliver HE courses.

The Scottish standards do not explicitly state that lecturers should maintain their professional knowledge in their specialist areas, the English, Welsh and Northern Irish publications have a dedicated section entitled ‘Specialist Learning and Teaching’ which focuses on this aspect of dual professionalism, the UKPSF makes reference to specialist subject material. The Scottish standards do have an explicit focus on the quality aspect of the role and the maintenance of paperwork and adherence to assessment procedures. This aspect of the standards and their effect is evident within colleges in Scotland and the associated reliance on level 8 (SCQF level 8 = QCF Level 5) assessment and verification awards by the Scottish Qualifications Authority as primary qualifications for all teaching staff.

The standards associated with FE also pay specific attention to ‘Guidance and Support’ for students with statements that reflect the requirement to afford guidance to students surrounding their education and training, this area of professional practice is not explicitly mentioned in the UKPSF.

From this comparative study it is possible to draw out the focus of standards based lecturer training across all post compulsory sectors in the UK. All lecturers have a professional obligation to meet the standards of the professional body they are subscribed to or operate under. Moreover, the educational organisations have a responsibility to ensure that their teaching staff are trained or have access to training that enables them to meet the relevant standards.

The conducted comparison shows that the professional standards have common focus on the following areas:

1. Professional Practice
2. Learning and Teaching
3. Planning for Learning
4. Assessment for Learning
5. Quality Standards

The training and on-going continual professional development for lecturers should ensure that it affords the opportunity for individuals to develop the required skills in all of these areas. The level of study in terms of the national Qualification Credit Framework is set at undergraduate level 6 (SCQF level 9) or postgraduate level 7 (SCQF level 11, see appendix 2 for comparative levels) for university delivered teaching qualifications aimed at FE practitioners. University teaching staff will normally be able to access post-graduate teaching qualifications within their institutions or partner organisations.

Prior achieved academic level of candidates dictates the level of study in teaching and learning that trainees undertake. The academic level at which training courses are set reflects the skills and experience of the employees within the post compulsory education sector. Analysis of the national occupational standards frameworks and the language used equates to the taxonomy and level described within the national qualifications and credit framework documents (Scottish Government, 2012; Welsh Assembly Government, 2014a).

When trying to gain an understanding of the rationale for the academic levels of teacher training required to meet the professional standards, it is useful to look at the taxonomy employed in the SCQF level descriptor at level 9 SCQF and Level 6 QCFW. The descriptions used match the language used in the professional standards. Candidates are asked to demonstrate their abilities to evaluate, understand, plan and use multiple disciplines simultaneously (see Appendix 2). This in many ways sums up several of the key skills and aspects of managing and delivering courses to students and demonstrates the core capacities developed by lecturers during their careers and training.

In summary, government policy in all four nations of the United Kingdom sets out both the requirements and the standards to which all contracted lecturers should be supported by organisations to achieve within stated timescales. HE institutions are not bound by the same policies but are increasingly following the UKPSF guidelines set out by the HEA. The UKPSF is not as prescriptive as the occupational standards for FE but has the same emphasis and ethos. The professionalization of teaching practice in FE in Wales by enforced subscription to EWC marks a landmark in the development of the sector. This has been tried before in England with the IFL but was ultimately unsuccessful, the processes used by the EWC (GTC) within the compulsory sector may provide the suitable platform for stability in management and successful implementation of regulation, support for development and sector qualification parity. The promotion of professionalization and professionalism in the

compulsory sector across both Scotland and Wales through mandatory registration with the respective teaching councils is evident in the respective information and sector council published literature (EWC, 2015b; GTCS, 2015). Whether mandatory registration proves successful within FE remains to be seen over the coming years.

## **2.5 Training**

### **2.5a Inter-relational Influences between Professional Practice, Culture and Identity**

This section explores the major influencing factors on organisations and individuals in relation to culture, professional identity and teaching practice. This information and discussion informs the research by exploring the wider impacts and implications of training and the relationship this has with continued professional development.

Dual professionalism within post compulsory and vocational education covers several different concepts and ideas of individuals' skills and personal perceptions of professional identity. Lecturers are expected to maintain the skills, good standing, and expertise of their industry or academic specialty in order to ensure they are delivering the highest quality training to individuals accessing provision (Köpsén, 2014). However, the professional standards for the sector also lay out the requirements and expectations beholden on lecturers to build and maintain their skills in teaching and learning practice (HEA, 2011; IFL, 2007; PLDF, 2012). This dual professionalism is often a new concept when individuals enter into a career in teaching in FE. People often come directly from careers in industry where their professional focus was on one area of practice and skills development (Feather, 2012a). Professional identity is often of a non-static nature and an individual's view of their own practice and professionalism is subject to change, review and reflection throughout their career or careers (Clark, Hyde & Drennan, 2013). The nature of professional identity is not the focus of this research but it is important to note that although identity specific to individuals' professionalism and profession is dynamic and varied, the identity and focus of culture within an organisation does present a significant underlying theme to this work. The pervasive culture within an organisation, how this is promoted, and the induction of novice lecturers into the community of practice with legitimate participation has a significant relationship with training and staff development (Wenger & Lave 2002). Effective induction

and integration of individuals into an existing organisational culture can have long term impacts on the career and practice of the individual. However, and importantly, the ongoing development of that culture is effected by the inducted individuals and the process of integration (Valenčič & Vogrinc, 2007).

Maxwell (2014, 393), whilst recognising the lack of research in the field of workplace culture within an FE context asserts that:

‘Cultures that support trainee learning are underpinned by a strong commitment to trainees’ learning, recognise that trainees have a dual role as trainee and teacher, and value a developmental approach’.

This statement builds on Engestrom's (2001) theory of expansive and restrictive continuum within learning organisations. Expansive organisations rigorously support the development of communities of practice and allow for a structured and supportive developmental programme for trainees. Restrictive organisations aim to meet minimum standards for development and qualifications of staff are gained to meet external requirements as opposed to creating internal development opportunities. Whilst individual departments within colleges may be expansive in practice (Hodkinson & Hodkinson, 2003; Lucas & Unwin, 2009) it is the overall culture that has the greatest impact and influence on trainee lecturers. The promotion of an expansive culture, through the thorough and structured policy driven (organisational and national) support of trainee staff and continuous professional learning of the whole college community may in turn prove to be a vehicle of positive change throughout the FE sector.

The professional standards for practice, across all sectors, focus on the skills and knowledge required by student facing teachers to consistently deliver the highest quality service to students. Lecturers are required to critically evaluate and reflect on how education influences and is influenced by social, technological and economic policies and developments. The requirement to practice as more than just a subject specialist is emphasised by the wider focus in some of the statements in the standards across all sectors and UK nations. There is a repeated common theme evident in the suggestion that critical reflection on personal values is important in professional practice and the ethos of the organisation in which teaching is practiced.

The promotion and awareness of wider social and cultural policies and freedoms, through



active support for equality and diversity, is incumbent on practitioners in all sectors of education. Chowdhry highlights (2014), in a recent study focussing on emotional labour in FE colleges in Scotland, it is the diverse group of students accessing FE provision and the complex needs of these groups who are tackling a wide range of social and emotional problems. It is this focus on the wider aspects of education that shape the role of the lecturer, and emphasise the requirements of the individual to reflect on and improve their own practice whilst participating within the college community. Colleges are specifically placed, both physically and strategically, to provide a service to the economy and community and play a wider role than the provision of specific skills training (Hallinger, 2003; Nwabude & Ade-ojo, 2008). Although the professional standards provide a framework for practitioner development, they cannot be taken in isolation as the wider factors of social justice and national strategy are important influencing factors in teacher training for lecturers.

### **2.5b Planning for Learning and Pedagogy**

This section explores the content of training courses and the professional requirements of lecturers in the planning and preparation of learning. Management structures, creativity, reflective practice and marketization are all discussed and inform the research by developing an understanding of the contextual pressures faced by lecturers and trainees in post compulsory education in Scotland and Wales.

All of the studied standards make reference to the importance of learning and teaching, planning and assessment. The outlining of the requirements affecting the vocational aspects of teaching practice form the central structure of the standards and offer a framework upon which to build pedagogic knowledge. The UKPSF has a broad statement ‘teach and/or support learning’ which, although simply stated, covers the whole spectrum of expectations in reference to the activities of teaching and learning. The stated standards for FE are a lot more prescriptive and break down the broad statement of ‘teach and/or support learning’ to address individual issues and areas of expected competence. Although there is much greater detail in the English, Welsh and Northern Irish standards the sentiments regarding the requirement to ‘teach and or support learning’ in the Scottish standards are the same as the example in Table 2 demonstrates.

<b>Table 2: Examples of detail in prescriptive professional standards</b>		
<b>UKPSF</b>	<b>Wales, England and N Ireland IFL : FE</b>	<b>Scotland: FE</b>
Area of Activity 2: Teach and/or support learning	<p>BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.</p> <p>BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.</p> <p>BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.</p> <p>BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.</p>	<p>Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies.</p> <p>Use learning, teaching and assessment and feedback strategies and resources effectively to meet diverse learning needs.</p>

Planning and assessment are given specific focus in all of the standards across all sectors and UK nations (see Appendix 1 for full table of comparative statements). The consistency of content and the explicit inclusion provide reinforcement for the importance placed on these areas of practice. The emphasis placed on planning and preparation within the standards is reflected in the expectations of colleges that teaching staff will engage in curriculum interpretation and the creation of schemes of work and prescriptive lesson plans. These prescriptive structures ensure parity of experience for students and a thorough and systematic approach to the covering of the required subject matter.

Some, such as Smith and Swift (2012) are critical of the over prescriptive emphasis on process and the formulaic approach used in much teacher training for lecturers. This forms part of the wider argument surrounding the perceived neoliberal approach to the commercialisation of the FE sector (Avis, 2003, 2005; Ball, 2005)<sup>1</sup>. However, the reality that many people new to teaching in FE contexts face, is the requirement to learn whilst undertaking a timetable of teaching. The ‘learning on the job’ approach prevalent in post compulsory education means that many trainee lecturers rely on the ability to apply tools learned in their initial teacher training courses to meet the requirements of the curriculum area and the students (Finlay, 2008; Maxwell, 2014). The structure provided by the professional standards offers a framework for training and developing the professional skills required to guide students through the specific curricula of their subject areas. Trainee lecturers themselves see the practical aspects of their training as fundamentally important to their continued professional development (Scottish Government, 2010). The ability to interpret curriculum documentation and produce a structured and logical plan allows lecturers to be able to ensure full coverage of the course content and provide students with a schedule of learning and assessment/examination timetables. In many FE vocational contexts, where college students are linked directly to and employed in industry, this is a crucial aspect of their training and continued professional development.

Further to the high level structural planning undertaken to meet curriculum and awarding body regulations and requirements, comes the necessity to formulate and design a pedagogical approach and strategy. Significant attention and importance is placed on the science of delivery of subject matter within the professional standards across all sectors. This emphasis is palpable when scrutiny of the many publications exploring the practicalities of training to teach in FE is undertaken. Reece & Walker (2007), Huddleston & Unwin (2012), Harland (2001; 2012) and Minton (2005) all offer extremely detailed and structured instruction relating to pedagogy and the need to utilise varied learning activities and approaches. The seminal texts used in many training programmes offer excellent insight and promote the use of innovative and exciting teaching whilst focussing on (sometimes

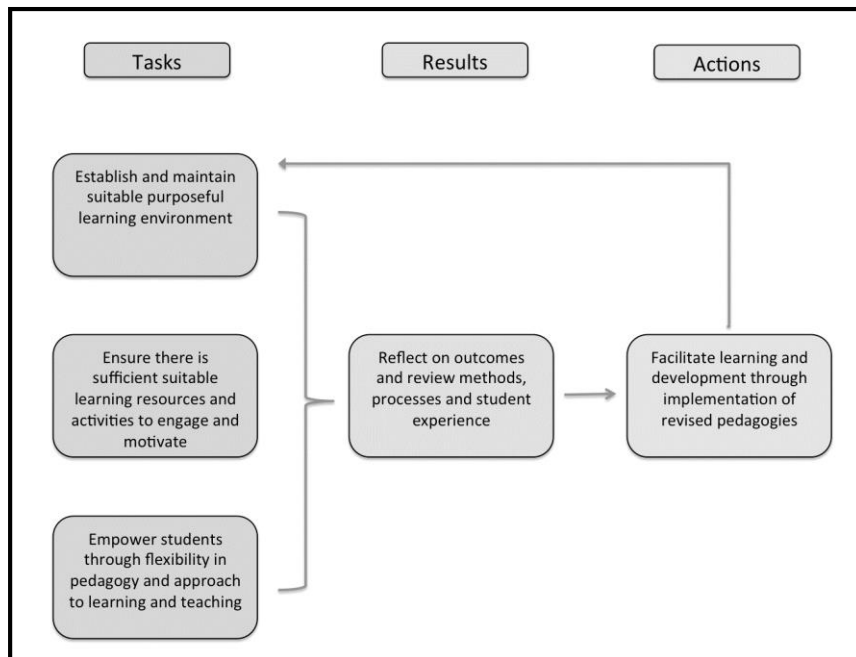
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<sup>1</sup> A shift in managerial practice, funding methods and cultural focus within FE has for many years grown in contention and has sparked debate surrounding the increase in requirements for educational establishments to operate producing a financial surplus and profit.

controversially)<sup>2</sup> reflective practice (Canning, 2011) and self-evaluative cycles.

A cyclic system of planning tasks, evaluating results, deciding on continuing actions and planning tasks utilising the learning from the previous cycle to implement improvement is an effective tool in the management of learning (Figure 1)

**Figure 1: Simple pedagogy review cycle based on Kolb's (1984) reflective cycle.**



Training programmes in post compulsory education draw heavily on this literature and the awarding bodies such as the Scottish Qualifications Authority (SQA), often allude to theories within these published works in the training qualification curriculum documentation (see revised Professional Development Award in Teaching in Scotland's Colleges as an example).

The use of reflective practice and cycles within FE underpins much of both training and pedagogy. The basic reflective cycle represented in Figure 1 describes the use of reflection within pedagogic practice, however, the same process is commonly utilised within training. The early adoption of reflection during training of lecturers in FE underpins continuing practice and development and continues into career long professional development. This use of reflection throughout the sector has dominated the cultural development within FE and is a central theme of the professional standards. However, the use of reflection as a process

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<sup>2</sup> Canning (2011) writes that a focus on reflective practice for trainees may be misplaced

within training is not without its critics and as Canning (2011) discusses, an over reliance on reflection in the development of pedagogic practice may be inappropriate, as trainees, by the nature of status, may have little to reflect upon. More recently the discussion has turned to the development of agency within individuals as trainees and educators. A broader perspective on the needs of trainees is being taken and the development of knowledge, skills, experience and cultural capital, common in compulsory education training models, is now becoming more widely discussed in the FE training context (see Maxwell, 2014; Priestley, Biesta & Robinson, 2015).

The marketing language of FE is often aspirational and motivational in nature (Newman & Jahdi, 2009). All of the professional standards in use in FE utilise phrases such as '*positively transforming lives*', '*enhance learners experience*' and '*engaging, inclusive and creative learning*'. This language comes from and is influenced by the professional standards coupled with the strategic plans and objectives of organisations providing post compulsory education (see mission statements, Appendix 3). On initial inspection this appears to give a clear indication that the sector is increasingly adopting and promoting excitement, innovation and creativity in teaching and learning, however, caution must be exercised in interpreting the language and distinguishing action from rhetoric (Newman & Jahdi, 2009).

Pedagogy and associated methods, are used as the vehicle for cultural enhancement and the move towards an expansive learning experience and working environment (Fuller & Unwin, 2003; Engestrom, 2001). Creativity in curriculum delivery and working passionately with students are all desirable traits in a lecturer, but this must be backed up with substance. An over emphasis on style, innovation ('best practice') and perceived learning styles can emphasise the vehicle of delivery over the required information the student needs to master a subject and achieve competence (Berg, 2012). Conversely an over emphasis on curriculum content and standards driven delivery can lead to a lack of creativity or fluidity in delivery, an over adherence to the prescriptive rigidity of the professional standards (Orr, 2012). The pedagogical skill of the lecturer therefore lies in achieving a balance between substance and style. It is the training given to new FE teaching staff through their course of study, practical development and guidance by mentors and peers that enables trainees to master these skills (Maxwell, 2014).

The background of individuals and the professional experiences they have had prior to becoming lecturers in post compulsory education has an impact on how they teach, their approach to learning and the emphasis they place on differing pedagogical methods (Walhberg & Gleeson 2003). Ensuring that trainee lecturers are exposed to structured training that enables them to learn the importance of curriculum, planning and pedagogy is important to the ongoing development and success of the post compulsory education sector but not in isolation from an expansive and creative organisational culture,

It can be argued that the marketization of education (Newman & Jahdi, 2009) with students treated as customers in many respects is leading the drive towards increased scrutiny and the development of standards focussed training and education for lecturers (Feigenbaum & Iqani, 2013). FE college students are asked to report back via surveys on the standard of learning and teaching, quality of experience, efficacy of courses and training resources. Coupled with key performance indicators such as student retention, successful completion and student withdrawal and failure rates, the survey results go towards the production of a quality profile for the college. Funding councils in the FE sector review the data and monitor the effectiveness of the individual colleges. The results are published and colleges are accountable to their boards and the education secretary of the respective UK countries when answering to the results of the annual performance monitoring. The results are reproduced in tables allowing comparisons and conclusions to be drawn by potential customers/students (see Scottish Funding Council, 2013 for example).

The majority of teacher training in FE happens whilst teachers are fulfilling teaching contracts and relies heavily on the professional practice of trainees to meet the criteria of the courses. A reliance on the work placed element of training is important to the training programmes as trainees get to practice what they have learned and develop over time an increased skill level (Lucas & Unwin, 2009). The variability of the quality of support for trainees has been widely discussed in the literature (Jephcote et al. 2008; Eraut 2007; Fuller and Unwin 2003; Bathmaker & Avis 2005) but the requirement for lecturers to train and ultimately qualify whilst working as teachers remains. The training in the workplace is a significant factor in how lecturers assimilate the desired culture and ethos of an organisation and the help and support from colleagues is a critical factor in the quality of the training received (Maxwell, 2014).

## **2.6 Models of Lecturer Training**

This section explores the various models of training employed in both Scotland and Wales and looks at the impacts that traditional, blended and distance learning models have on the training experiences of lecturers new to the post compulsory sector. Information is provided about each of the main models employed which inform the research by developing an understanding of the changing methods and processes included in training programmes. These areas come to the fore in the development of conclusions surrounding the efficacy of training courses and the impacts of models of training on lifelong engagement with CPD.

There are several models and methods utilised for curriculum delivery in teacher training in FE colleges in Scotland and Wales. Many institutions will offer choices to staff in respect of the model they chose to undertake but many will have a single course and policy in place. Very few lecturers undertake pre-service teacher training in the FE sector (Skills Commission, 2010), fewer than 10%, the majority that have undertaken pre-service training are secondary school teachers working in FE. The majority of training courses are undertaken by teachers whilst they are fulfilling contracts and managing a timetable of teaching. Some trainees are given remission in teaching obligations to undertake studies, but increasingly this is becoming the exception and not the normal provision (Lucas & Unwin, 2009). FE based teacher training courses in Wales are often delivered in partnership with universities utilising licence agreements to facilitate delivery within organisations using their own FE based staff, this is however not the case in Scotland (Avis, Canning, Fisher, Morgan-Klein & Simmons, 2011).

FE colleges often access external provision from universities for many courses as the level of teaching qualification is often at undergraduate or post-graduate level and requires the validation of the HE establishment providing the training. This can be delivered within the college, by staff employed by the college, but validated and licenced by a HEI or staff can be sent to a university to complete such a course completely externally. In Scotland there are currently three universities that deliver the Teaching qualification in Further Education (TQFE) but no colleges deliver this in house under licence. The University of Stirling offers the most practical provision requiring trainees to attend nine days of workshop and lectures, allowing staff from across different organisations to work together and meet on a regular basis with a tutor from the university (University of Stirling, 2015). Dundee offers an online

platform with mentor support and periodic workshops (University of Dundee, 2015). Aberdeen University offers a purely online provision with webinars and tutorials alongside its blended course approach (University of Aberdeen, 2015). Trainee lecturers all study part time for one academic year whilst receiving external (to place of work) support from university lecturers, and internal (to place of work) support from mentors working in partnership with university colleagues as associate lecturers. Although the academic level of the TQFE is set by the Scottish government (currently SCQF level 9 at undergraduate and 10/11 at post-graduate) there is no legislation in place determining credit value (Avis, Morgan-klein, Canning & Simmons, 2012). Over the last decade there has been a truncation in the length, curriculum coverage and credit value of the TQFE which is currently offered at 60 credits by all three universities (Avis et al. 2012). In contrast, the standard Professional Graduate Certificate in Education or Certificate in Education delivered in England, Scotland and Northern Ireland is generally delivered as a two year part time course and has 120 credits at QCF level 6/7 (see Glyndwr University, 2015; Sheffield Hallam University, 2015; Ulster University, 2015 for examples).

Of significant importance to this research is the mode of delivery and model of training employed by the college or university. Although the training provision can be in house, outsourced or licenced, the methods and model used to deliver the training could have significant impact on the learning, quality of experience and value of training for lecturers.

The three main categories of course and model of delivery as devised by the researcher for this study are:

1. *Vocational and experiential*: This training method relies on class contact, traditional lecture format, practical demonstration, skills application, peer learning and experiential practice.
2. *Online and distance learning*: Relies on the student to manage time, access available provision, utilise interactive and social media and receive support for learning via correspondence.



3. *Blended Learning*: Utilises practical and experiential models of learning in conjunction with enhanced online support with interactive and social media.

These three categorisations allow for all considered models of training in FE under scrutiny by this research to be compared and contrasted against each other and between groupings.

## **2.6a Vocational and Experiential Work Based Learning**

This section looks at the methods utilised in the teaching of students in FE and provides insights into the practice of lecturers and the requirements of the role. These observations highlight the vocational nature of much practice in FE and enable comparisons between the practice of teaching students and the training of lecturers to be drawn.

The traditional model of forming a group of trainees, inducting them into a class or cohort, following a structured course and engaging regularly with a teacher in the physical learning space is still commonplace. FE colleges delivering vocational and academic style training courses rely heavily on this model of training. In an example college, in 2014 Edinburgh College enrolled 21,000 students, 20,000 of which will have attended at least one session held in one of the four campuses surrounding Edinburgh (Edinburgh College, 2015). This represents an overwhelming percentage of students attending physical spaces in order to access provision and gives a clear indication of the type of educational establishment and curriculum available to the surrounding community. The nature of the courses in this example often require the use of specialist equipment, workshops, tools and training aids. The curriculum offerings are heavily populated by vocationally focussed training courses such as engineering, building crafts, culinary arts and health & beauty. Colleges offer many opportunities to access a diverse range of courses, and although some provision will be targeted at an online and distance model of learning and audience, the skills development and vocationally focussed practice long held are still dominant and prevalent.

Students accessing courses with significant vocational content are often associated with or employed by companies or training agencies and are undergoing apprenticeships or pre apprentice training programmes. Colleges have long specialised in the provision of practical skills development training for students in work related environments. This method of

training encourages the development of tacit knowledge and skill through demonstration, emulation and repetition with students receiving instruction from experienced and qualified industrial specialists. The environment is practical, purposeful and supportive whilst acknowledging novice status, the students are given a safe space in which to practice and train. The opportunities for learning are not limited to individuals' own practice and emulation but are extended to the wider group. Social interaction in this environment enables individuals to learn from the mistakes and successes not only in their own practice but also that of the wider group. Applying a Vygotskian (1978) paradigm and Lave and Wenger's (2002) work on genuine peripheral participation and communities of practice offers a level of understanding in this context. Vygotsky (1978) asserted that a fundamental basis for cognitive development was social interaction and defined this as the zone of proximal development. Vygotsky determined that social interaction was a crucial aspect of learning. Wenger & Lave (2002) looked at the relationship between the 'social person' and the 'social world' and similarly determined that collaborative social learning was a critical aspect in the development of knowledge and skills through engagement with a community of practice. When these theories are applied to develop an understanding of the importance of social learning opportunities of students in FE, the same values can be applied to the importance of utilising similar methods and embedding the same philosophy within teacher training courses for FE practitioners.

Learning through assimilation of the collective experience in situated social learning spaces<sup>3</sup> affords the apprentice or trainee multiple opportunities to develop desired and required skills in a safe and purposeful environment (Lave, 1996). This example focuses specifically on vocational skills development in a practical context but the model withstands transfer into lecturer training environments. One of the purposes of teacher training is the assimilation and development by the trainee of vocational pedagogical skills, these are often practical in nature. Sfard (1998) explores two contrasting metaphors for learning, the acquisition metaphor and the participation metaphor. Acquisition describes the act of gathering knowledge for learning and participation as learning from the environment and socialisation,

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<sup>3</sup> Lave (1991) states that perception, cognition, language, learning, agency, the social world and their interactions form the basis of a situated learning environment.

the process of becoming a member of a learning community. Sfard (*ibid*) goes on to describe the importance of not relying on just one of the metaphors but adds to Wenger's (1998) work on genuine peripheral participation<sup>4</sup> and argues that the acquisition of knowledge and the participation within a group are vital to actualisation of skills development and learning. The training of lecturers in post compulsory education does not just focus on the development of teaching skill but also the induction into an organisational culture. Hodkinson & Hodkinson (2003) give further insight into the effects of social interaction and cultural induction by stating that the environment or culture into which one is inducted will have an effect on the individual, but conversely, the individual will have an effect upon the culture and organisation. Goh (2013) expanded the work of Hodkinson and Hodkinson (2003) by showing that personal agency and social relationships were of significant importance when understanding the processes of group learning. The background of individuals, their experiences, religion and culture all play a significant part on how they are inducted into a group and consequently the effect they have on that group and their subsequent social capital. The act of attending a class, workshop or tutorial and participating in learning activities as a group facilitates the effective forming of social learning bonds. The group that works together well and is focussed on a common goal will effectively learn together. Individual agency and social capital add to the dynamic and diversity within the group and have an effect on the cultural development. This is of significant importance to work based productivity and learning. The culture of the organisation in promoting cultural induction and supporting the learning of the staff can act as a health check for an organisation (Denison, 2015). Ensuring that these important factors are acknowledged and acted upon within an FE organisation may have impacts on both the learning of students and of trainee lecturers and seasoned practitioners alike.

Billett (2014) discusses at length the advantages of work based and experiential learning. The constructing of knowledge through practice, experience and mimesis in a supportive and expansive learning environment with the involvement of a teacher or mentor is shown to be effective. The development of practical and vocational skills through practice, assimilation and imitation has long been the process for apprentices in all trades and is widely maintained

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<sup>4</sup> 'Genuine peripheral participation' describes the input of a trainee, who is learning the skills and rules of a community of practice. They have a valid and genuine input but not full influence over the community.

into the 21<sup>st</sup> century. Online learning although playing a part in the development individuals' knowledge and learning has not yet surpassed practice and imitation as the most widely used or effective method for the acquisition and development of practical skills, further reflection on this is included in the chapter discussing online and blended learning. Teaching is often described as a vocation, and the development of teachers in the primary and secondary sector is still through practical application of learning through a process similar to apprenticeship.

The body of work concerned with the training and mentoring of lecturers in post compulsory education is small but beginning to have greater scope and depth, the area of research is gaining more popularity and garnering greater interest.

Maxwell (2014) provides a useful summary of much of the relevant research concerning the practical aspects of training lecturers (see Finlay 2008; Lucas & Unwin 2009; Orr & Simmons 2010; Avis et al. 2011). Maxwell (*ibid*) acknowledges the limitations imposed by the relative lack of research surrounding workplace learning for lecturers, however, goes on to provide recommendations for the improvement of workplace learning based on the literature.

Five areas are identified as providing key input to vocational development and work based learning (391, 393):

1. Varied, experimental, real teaching experiences that provide challenge and feedback.
2. Multiple, supportive and challenging relationships with emersion in a community of practice of experienced and reflective practitioners.
3. Induction into a workplace culture that recognises dual identity of trainee and teacher, values collaboration and expects experienced teachers to afford support and aligns practice with that in training programmes.
4. Organisational strategies, processes and structures that place lecturer training at the heart of the organisation fosters communities of practice, provides mentors and reduce bureaucracy.
5. Trainees work is allocated to recognise trainee status, provides relevant training experiences and encourages trainees to introduce new practices to the organisation

These findings are important not because they identify the requirements of successful training courses or trainers attributes but identify and highlight the significant importance of the

cultural integrity of an organisation. The central premise that the provision of a developmental environment and supportive ethos that celebrates trainees is crucial to the ongoing work of communities of practice.

## **2.6b Online and Distance Learning**

This section outlines the varied approaches to online and distance learning methods utilised in the delivery of courses. Some universities now offer entirely online and distance based teacher training courses for lecturers in FE (see University of Aberdeen, 2015) and an understanding of these methods and potential impacts is important in the context of this research that seeks to explore the impacts of different models of training.

Much current research focuses on the efficacy of online and digital based distance learning, as this has been an area in which significant development has occurred over the last 10 years (see Sutherland & Fischer, 2014; Poore, 2013; Hauge, 2014). Use of, and access too, virtual learning environments is often appreciated and positively received by students who are increasingly *au fait* with digital technologies as learning resources (Wright, 2014).

In recent years, technology in education has seen a sharp increase in its incidence and use within learning environments, for course management, for information storage and interactive media. Nearly all colleges in the UK now utilise a virtual learning environment (VLE) to support learning at all levels. Using a VLE offers many advantages to learners. Many lecturers utilise the space as a repository for resources, class work and presentations. Students can access guided learning tutorials through multimedia applications, access webinars and group sessions and securely upload assessments and assignments for marking and feedback. The use and maximisation of VLEs as an interactive learning environment can play an active role in engaging learners by allowing for multi modal interaction with resources (Limniou & Smith, 2010). VLEs offer learners the opportunity to access work outside of institutional opening hours which offers a flexibility in learning and allows for variations in pace of learning and facilitation of the management of a healthy work life balance (Bell, 2007). Online learning offers a non-competitive environment in which students can review work repeatedly, access multimedia multiple times to reinforce learning and revision through synchronous and asynchronous provision. Academic staff are able to monitor use of digital resources to ascertain access patterns and student engagement, offer assignment feedback on submissions, and deliver to multiple locations simultaneously. Via

VLE and multimedia geographical boundaries are broken down. Students can access information, learning materials and support both synchronously and asynchronously for anywhere in the world at any time given access to equipment and the internet. Thus students are given greater freedom of choice when selecting appropriate learning and organisations can explore delivery opportunities nationally and globally. The use of an online learning platform can afford learners increasing opportunities to create virtual, or continue accessing experiential learning environments transferred from a physical space or group setting (Hramiak, 2010) where the work or projects undertaken in a traditional social space are continued online.

Although the discussion here talks in general terms about student learning, all of these factors are directly related to the training experiences of lecturers. All of the outlined benefits and drawbacks are the same for trainee lecturers who are on courses managed using these methods and models. Trainee lecturers have the added complexity of developing the skills to manage and teach using the outlined methods.

These positive effects are evident across the FE sector and colleges are readily utilising the technology to promote the learner experience. Early work in the exploration of online learning and its efficacy in engaging trainee teachers with their course and community of practice showed that online provision increased student morale and communication, but not in isolation from traditional contact with training providers (Rovai & Jordan, 2004).

Continued work in this field has demonstrated that students (trainee lecturers included) benefit from engagement with online provision an enhanced social cohesion through multimedia and social web tools in VLEs, but online learning without physical social contact can engender feelings of isolation and the realisation of the need to perceive and be perceived (Stodel, Thompson & MacDonald, 2006).

The use of online technology, digital social learning and virtual learning environments does bring with it an increased need for training and CPD for lecturers. Developments in Web 2.0 social spaces and Web 3.0 applications and mobile usage are related to the exponential rate of development in digital technologies (Moore, 1998)<sup>5</sup>. Development in digital technologies

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<sup>5</sup> Moore (1998) predicted in 1975 that the number of transistors on a microchip had and would continue to double every year for the foreseeable future. History has proven him to be correct, Moore's law is now used in predicting advancements in many areas of digital technology design including software capabilities.

moves at a pace that requires significant engagement with, and submersion in, to begin to stay abreast of the evolving applications and technologies. The rate of development and innovation in specific learning technologies platform design and functionality requires users to be engaged with an almost constant programme of review, development and implementation. The content of many courses may not change much from year to year, but the appetite for VLE, use of technology and formats for assessment and information may now be in a state of almost constant flux. It has become in many instances the remit of a lecturer to design, maintain and develop the digital learning environment often in conjunction with the traditional physical learning space (see blended learning 2.6c). It is imperative that all staff expected to use a VLE and digital learning media are trained in its use, effective design, positive implementation and practical limitations. Trainee teachers often struggle with building useful VLEs for students and do not have the ICT skills to ensure the complete positive learning experience for their students (Mutton, Mills & McNicholl, 2006). The requirement to manage both virtual and physical learning spaces, resources and interaction is now common across the entire FE sector and integral to the role of the lecturer.

The concept of Vygotsky's zone of proximal development (Vygotsky, 1978) is often cited in relation to the wider implications of delivering VLE based education and the exploration of social learning paradigms (Wenger & Lave, 2002; Wenger, 1998; Sutherland & Fischer, 2014; Hauge, 2014). Vygotsky suggested that collaborative learning and the sharing of experience with peers played a crucial role in the enhancement of learning and development. Criticism has been levelled at entirely web based and distance learning courses that reduce physical social contact and the availability of traditional interaction amongst learning peer groups. There is some evidence to show that exclusive online delivery with no supporting tutor or classroom group delivery increases student isolation and attrition rates (Hughes, 2007), however these methods are not common place in lecturer training. Owens and Price (2010) argue that ICT is not a replacement for lecturer-student interaction and online content is at its most effective whilst offered in a blended approach.

This section highlights the complexity of integrating online learning within the FE context and draws attention to the need to distinguish between the use of VLE in teaching and learning of students and the training needs of staff. As student teachers, lecturers will benefit from the advantages of online provision but should also be given training and support in how to use and develop these methods in their teaching practice (Cornelius & Gordon, 2005).

## **2.6c Blended Learning**

This research does not focus on the effects of differing technologies and models of blended learning but acknowledgement and brief explanation of the origins and differing methods is required in order to give a background context to the use of learning technologies related to teacher training in FE. For the purpose of this research the general term ‘blended’ is used to describe a course with both online and face to face content with the acknowledgment of the broad scope and content of these models.

When discussing the future of learning environments and the blending of technology based pedagogies with traditional methods, Graham (2009) makes the observation that the use of the adjective ‘blended’ has changed and is continuing to change as society changes its expectations of teaching and the learning experience.

The evolution of digital media software packages and their almost complete integration into education systems has brought about the current model of what is accepted as ‘blended’. However not all blended courses have arisen from the same origin or take the same focus or format. Courses that were delivered using traditional (in this review ‘traditional’ is used to describe face to face interaction between students and teachers) methods may have over time incorporated digital technologies and evolved into a blended model. Courses that were developed specifically for online delivery may have evolved to incorporate face to face contact in response to learner or corporate needs. These two evolutionary paths offer the same end point to learners, a blended learning environment and experience, but the origin of the courses is somewhat different. Courses developed in colleges now are often developed explicitly to incorporate the better aspects of both traditional and technological pedagogies (Tselios, Daskalakis & Papadopoulou, 2011). This now has a direct impact on the training requirements of both novice and experienced lecturers in FE.

The requirement for blended learning stems from diverse learning and training needs. The extent to which differing pedagogies are incorporated into blends provides a descriptive framework that enables definition and categorisation. Allen, Seaman and Garrett (2007) argue that a course is considered blended if it contains between 30% and 79% of the learning online. This figure is repeated by Kliger and Pfeiffer (2011), however the levels and type of interactive content, asynchronous and synchronous activities and accompanying information



coupled with the nature, purpose of the design and aims of the course may have a greater effect and impact on learners.

Graham (2009) offers insight into the structure and implementation of blended learning courses offered by institutions. Blended learning courses operate at different levels, institutional, programme, course and activity. The different levels have varying degrees of interaction between tutors and students with the greatest levels occurring at course and activity level with institutional and programme levels often being run by administrators. The purpose and design origin of the course have an impact on the interaction and quality of the learning experience. Enabling blends are often administered at institutional level and are associated with having a greater online content, they are engaged in for convenience or to facilitate the provision of otherwise difficult to access learning (McGee & Reis, 2012). Enhancing blends typically have a reduced online content (compared to 'enabling' courses) and are provided to give access to supplemental information and activities aimed at complimenting the learner experience (Graham, 2009b). Enhancing blends are very common in post compulsory education.

Transformative blends offer the inclusion of pedagogical software that radically changes the processes of learning and offers considerable advantages and learning benefits (Ambrose & Ambrose, 2013); an airline pilot's training in a simulator provides an excellent example.

Teacher training for lecturers in many instances now has significant elements of online learning and guidance as part of the courses. The assessment remains a mixture of written assignment work and the observation of practical teaching skills. Interaction between trainee and tutor takes place in a variety of formats with huge variance in percentage of online content. Examples of organisations offering similar qualifications in very different ways can be found at Llandrillo College in North Wales (Llandrillo College, 2015) and Dundee University in Scotland (University of Dundee, 2015). Llandrillo offers lecturer training to PGCE level through a licenced course (via Glyndwr University) that has weekly class contact and supplemental VLE (Glyndwr University, 2015). Dundee University offers the Scottish equivalent course (TQFE) through a VLE with voluntary attendance at two workshops, both courses require at least one teaching observation. Both courses are offered as blended to prospective students but with very different approaches to applying the learning resources.

The removal by many colleges of contracted teaching remission time for training has provided significant challenges for lecturers undertaking in service teacher education and career long professional learning. The impacts of the reduced protected time extend beyond the nurturing of teaching and learning skills and have wider implications for cultural and organisational development. The allocation of time for a senior colleague to mentor a trainee or junior member of staff is often affected and parallels between current practices and that of the maligned period of the early 1990s known as the 'period of benign neglect' are drawn (Cunningham, 2007). Administrative responsibilities within FE are now carried out within non protected time and effects of marketization and financially focussed management practices in FE on time for teaching preparation, industrial liaison and partnership working are palpable (Newman & Jahdi, 2009). These issues coupled with the market led truncation of courses and diminution of knowledge bases of lecturer training, especially in Scotland (Avis, Canning, Fisher, Morgan-klein & Simmons, 2012; Husband, 2012), has meant that the reliance on online learning has seen an increase, (see previous Dundee model and also Aberdeen University) The universities are faced with a significant challenge in providing a quality driven course but within a reduced credit value framework and timescale. The institutions are having to adapt rapidly in an increasingly market driven sector, the same outcomes for reduced credit value and time spent. The resulting reliance on VLE and self-guided study has seen the development of an advanced and comprehensive online provision.

VLEs have developed beyond simple repositories and now offer increased functionality, interaction and integration with the organisation and class group. The social functions of VLE platforms such as forums, news links and messenger services provide students with opportunity to discuss work, ideas and subject areas. The ability to interact via VLE can often lead to cross sector and inter/intra organisation collaboration with both students and lecturers. The ability to share ideas, discuss practice and communicate in a learning environment outside of the normal physical teaching space can encourage and inspire individuals to extend their practice beyond the perceived norms of their sector and in collaboration with colleagues and other trainees (de Freitas & Mayes, 2004). The sharing of information and sources of learning between lecturers and candidates is facilitated by the ability to post links to web sites, imbed multimedia and upload documents. This often has the effect of enriching the learning experience and deepening understanding of subject matter (Ambrose & Ambrose, 2013).

The utilisation of VLE and blended learning techniques is not limited to external access to online repository and resource but can be integral to the running and delivery of a course of study. Transformative models utilising VLE to store all notes, multimedia and presentations can be an effective method of managing a curriculum or module but also incorporating technologies that enhance the learning experience can provide greater exposure to innovative teaching practice and promote discourse, assimilation of materials and reflection in trainee lecturers (Lotrecchiano, McDonald, Lyons, Long & Zajicek-Farber, 2013).

Independent research conducted by Livingston & Condie (2006) and Donnelly & O'Rourke (2007) both document the reservations of some lecturers in post compulsory education in regards to the use and implementation of virtual learning environments and associated online resources. Several lecturers expressed the fear of replacement by technology and the eventual total loss of face to face contact with students or their own training course lecturers. Counter to the argument that the use of blended learning, social media and VLE will eventually replace lecturers (Kliger & Pfeiffer, 2011) assert that the reality is digital resource blended correctly into curriculum can enhance significantly the efficacy of delivery and enjoyment by students of the learning experience.

Skilled use of blended learning requires a significant level of training and there is evidence to suggest that trainee teachers are exposed to some excellent use of blended techniques whilst training but benefit from specific training in the use of blended technologies with their own student groups (Cornelius & Gordon, 2005).

Many staff in post compulsory education have been teaching a long time and using technology to enhance learning has not always been a natural part of their practice (Cornelius & Gordon, 2005). The requirement for training staff who have less experience and exposure to digital learning technologies is of significant importance. The ability to successfully induct new teachers into an organisation, as shown previously, is critical not only for their training and development but also for the ongoing cultural enhancement of the organisation. Staff new to teaching may have had significantly more exposure to digital media and VLE and will naturally gravitate towards its use and incorporation into teaching practice. Existing staff may benefit from the experience of new staff in their endeavours with utilising blended learning and teaching techniques into organisational and sector practice. Overall cultural and organisational acceptance of the use of blended learning techniques may be assisted by

encouraging and celebrating the work of new staff within FE centres for learning and teaching.

The professional standards, especially those related to FE, are very clear on the inclusion and incorporation of digital technologies into teaching practice. Lecturers displaying the skills and attributes of an experienced and qualified professional teacher should be tacitly incorporating technology based learning platforms into their practice. It follows therefore that the qualifications undertaken by trainee lecturers need to ensure the exposure and access to technology is present within the core subjects and topics of the modules.

Utilisation of blended learning and social media in the delivery of teacher training in post compulsory education can offer trainees an immersive experience and increased interactive learning opportunities (Hramiak, 2010). Practising construction of VLE, using social media for communication and multimedia for learning and assessment whilst training can enable learning through assimilation and enhanced proximal exposure. The literature and research show that the model of blend and purpose of implementation coupled with proactive management of the resources and integration methods have significant effect on the utility and efficacy of the methods used to enhance the teaching and learning experience of the student lecturers accessing the resource.

The nature and pace of development of technologies associated with learning and teaching compounds the requirement for explicit recognition within training courses but also underlines the requirements for continued professional development. Students are increasingly technologically savvy and the requirement for teaching staff within FE to utilise digital delivery technologies is driven by the expectations and needs of twenty first century learners (Ambrose & Ambrose, 2013). Initial training on the use and incorporation of digital learning is important, but to ensure that skills and tools are not quickly outdated, a commitment from the sector to engage in and provide high quality and valuable CPD may prove to be an important factor in the long term development of teaching and learning methodologies in FE.

## **2.7 Continuing Professional Development**

As Lingfield (2012) suggests, the term ‘professional’ has multiple definitions and its meaning in the context of education and ‘professionalism’ is subject to much debate and analysis within post compulsory education (see Evans, 2008; Orr, 2012; Ingleby & Hunt, 2008). However for the purpose of this research the term ‘continuing professional development’ is used to describe any training or learning undertaken by lecturers that occurs after formal teacher training has been completed.

The aims and objectives of this thesis are concerned with the exploration of teacher training in FE and the impact this has on engagement with CPD and the types of continued learning undertaken by lecturers. The following sections explore the provision of CPD in post compulsory education and provide an overview of the purpose, requirements and problems associated with training provision in colleges. The chapter concludes by discussing the pursuit and recognition of teaching excellence and the impact and influence that this has on engagement with training and CPD.

### **2.7a The Purpose of CPD**

The completion of formal qualifications and training for teaching and learning in post compulsory education does not mark the end of an individual’s development and education. The formal training courses delivered and followed are designed to enable competence in teaching but are not exhaustive and a career long engagement with training and development is now in many circumstances legislated for and expected in FE (Browne, Kelly & Sargent, 2008). In many colleges of FE the initial teacher training course undertaken by trainee lecturers is often seen as separate to the college wide CPD programme which Lucas & Unwin (2009) suggest, can have a negative effect on the seamless transition from graduate teacher to a lecturer engaged in lifelong learning and development. CPD courses are often run by separate departments from teaching and learning development with a different focus and *modus operandi*. The prevalence of Organisation Development departments mirroring the practices and training models common in business environments is increasing and external training consultancy companies are making inroads into what has traditionally been an academic model of professional development. The same issues that Skelton (2004) highlighted and Houston & Paewai (2013) further discussed, of business models of quality assurance being used to measure academic efficacy and to carry out training needs analysis,

are moving the design of programmes of CPD further away in ethos from the practices of development of learning and teaching. These practices could be exacerbating the issues raised by Lucas & Unwin (2009) and a return to the educationally focussed models of quality assurance and career long training provision may bridge the currently expanding gap between initial teacher education in FE and CPD.

Reflective practice is central to the curriculum in lecturer training courses with trainees expected to be able to critically review their own teaching and develop ongoing strategies based on theory, practice and continuous learning (Gibbs, 1988; Schön, 1983; Ghaye, 2010). Much is made in the professional standards, government policy and consequently lecturer training regarding the need for engagement with reflective practice, the need to continually assess one's own teaching and learning methods and efficacy as a practitioner. Canning (2011) asserts that planning and preparation can only take you so far and in order to be an effective educator, an intuitive and emotional awareness of teaching is required. An ongoing engagement in the pursuit of CPD and learning with colleagues from within lecturers' organisations and the wider sector can facilitate this learning. Canning (*ibid*) continues that although reflection on practice can be useful it is of greater benefit to trainee lecturers and qualified practitioners to engage in sharing ideas and learning from one another. This suggests that through the training programme student lecturers ought to look to experienced practitioners for guidance whilst developing reflective techniques and habits as core to continued practice and development. This argument again draws attention to the working and collaborative relationships in communities of practice (Wenger, 1998) and the importance of positive and learning focused culture in educational organisations (Goh, 2013).

The embedding into practice and engagement with continuing professional development is a requirement of all the reviewed professional standards and explicit reference is made to the need for continuous engagement with learning and development in both subject specialisms and pedagogic practice. Operational CPD is a normal part of employment and staff are expected to develop and maintain knowledge essential to operating within the establishment. Health and safety awareness, mandatory safeguarding and equality, diversity and inclusiveness training are all undertaken and normally carry time scales for renewal with local education authority approval and (often) enforcement. Operational level CPD is different in nature to developmental CPD in pedagogic process and practice, Day (1999)

offers this definition to describe what constitutes valid continuing professional development in learning and teaching:

“All natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom”

Many CPD programmes are prescriptive, structured, taught and assessed and although this format has its strengths, Day (*ibid*) suggests that this does not always have to be the case. Much CPD can be achieved through assimilation of practice and collaboration between professionals with the shared goal of improving the educational experience of students of an organisation. Non programmed, planned and timetabled CPD does however raise issues and difficulties associated with logging time spent and tracking progress for organisation and individual development requirements.

Teaching professionals are required to undertake both mandatory and aspirational continuing professional development within their normal working activity. A lecturer newly in post is expected to undertake mandatory online compliance training (packages, requirements and providers vary widely) which contains up to 10 modules of up to 1.5 hours each. This equates to 15 hours of mandatory training which is 50% of annually required 30 hours for lecturers in Scotland. However, the type and frequency of CPD undertaken varies on sector, employer and professional requirements and the focus of individuals' practice and professional identity.

### **2.7b: Professionalism and Identity**

Engaging with lifelong learning and development as a lecturer has two distinct aspects within the professional context, this is linked directly to the position of dual professionalism held by lecturers, that of subject/vocation specialist and teaching specialist (Brandon & Charlton, 2011).

The requirement to maintain subject specialisms and knowledge is of primary importance in post compulsory education. There are some important and interesting parallels and comparisons to be drawn by comparing HE and FE lecturers and the need for engagement with CPD. Many lecturers working in a HE context for research active universities will be at

the forefront of development in their field. The research experience, collaborative nature of exploratory projects and immersion in discipline (subject) based cultures enables university lecturers and researchers to be able to bring fresh expertise and knowledge directly into the organisation, sector and subject area (Clark, Hyde & Drennan, 2013). Although this does happen on occasion in the FE sector, it is somewhat less apparent as the focus for scholarly activity within FE is more directed at personal development of subject knowledge and pedagogic practice and less focussed on subject advancement and research (Boyd, Allan & Reale, 2010). FE practitioners are not as frequently engaged in the creation of new knowledge in fields and therefore are required to keep learning about their developing subject areas. Many FE students are accessing training in highly vocationally driven subjects which by their nature are in a constant state of development. Motor vehicle lecturers, for example, are faced with an annual updating of product and technological output from many different vehicle manufacturers. These lecturers will need to access a significant amount of industry specialist training in order to maintain a current body of knowledge, expertise and skill. As Wilson (2007) identifies, many lecturers in FE do not see their role as being creators of new knowledge but primarily as teachers. As teachers the lecturers have a requirement to keep abreast with their subject and specialist areas development.

Maintaining a balance between subject specialist and pedagogic CPD is a challenge for practitioners in post compulsory education. Brandon & Charlton (2011) argue that the quality of teaching is dependent upon good initial teacher training for lecturers, they further argue that CPD for lecturers as dual professionals is also a major factor in maintaining high quality practice and positive student learning experience. Practice and identity are not mutually exclusive and one affects the other (Wenger, 1998) and consequently the individuals focus on, and engagement with CPD is influenced by their own professional identity as subject specialists and teaching professionals. The approach of individuals towards career and subject development is also dependant on the culture of the employing organisation.

Lucas & Unwin (2009) identified that expansive organisations allow for the development of teaching staff through the allocation of time to complete training and CPD which encourages a move towards the recognition of dual professionalism within the teaching community. Organisations that operate in a restrictive manner and limit the access to CPD to only mandatory training and minimum standards limit the formation of professional identity linked with that of educator and as stated by the 'Professionalism in Further Education' report



(Lingfield, 2012) reduces the teaching community and practitioners within it, to a 'workforce'.

The approach of the employing institution, the professional identity of individuals, and their role and position within the FE sector as teachers, all play a part in the importance and priority placed by individual lecturers on the type and quantity of CPD they pursue. As identified, professional identity plays an important role in influencing individual choices but it is important to note that it is very personal and individual and not static. It is not possible to generalise professional identity across the FE sector (Lingfield, 2012) as it develops and changes over time and with the experiences of the individual's professional journey. The development of individual agency of lecturers plays an important role in the development of professional identity and takes into account more than just the training experiences of individuals. Priestley, Biesta & Robinson (2015) assert that agency takes into account life history, professional history and cultural, structural and material influences. Not only do these factors influence identity and agency but also the wider cultural landscape of the organisation. The culture of the organisation affects the individual and the individual affects change within the organisation.

### **2.7c Continuing Professional Development Regulations**

As of the 1<sup>st</sup> April 2015 lecturers practising in FE in Wales are obliged to register with the Education Workforce Council (EWC, formerly General Teaching Council Wales) (EWC, 2015b). The ongoing maintenance of registration carries the obligation to adhere to the EWC published code of conduct in which is detailed the explicit requirement to '*keep professional skills up to date throughout career*' (EWC, 2015a).

As yet the Scottish FE system has no requirement for individual lecturers to be a part of a professional body. Since 2009 the option for FE lecturers in Scotland to join the General Teaching Council Scotland has been available, however, very few practitioners have chosen to take this opportunity (Avis, Morgan-klein, Canning & Simmons, 2012). The professional standards for lecturers in FE in Scotland outline the requirements to undertake professional development, however, in the absence of a FE practitioners specific professional body, little

is done to enforce the undertaking of the Professional Learning and Development Forum (PLDF)<sup>6</sup> recommended annual 30 hours of CPD. As the ongoing programme of merging the colleges in Scotland continues it remains to be seen if the issues surrounding the undertaking of, and engagement with, documented and mandatory CPD will be met by contractual stipulation and obligation.

### **2.7d Activity that Constitutes Continuing Professional Development**

Boyer (1990) argued that scholarship (research, writing and knowledge transfer) is not an appendage to education but central to the practice of the profession. Boyer postulated that scholarly activity can be broken down into four broad types, discovery, integration, application and teaching. Discovery and integration scholarly activity are concerned with research and the documenting and dissemination of new knowledge while application and teaching are concerned with how the new knowledge can be applied to problems and be taught to students. All four of these activities can be pursued but the area of expertise and sector in which the individual is employed will play a decisive role in influencing which areas the lecturers focus their efforts. While university lecturers may well be heavily involved and engaged with conducting research work and disseminating new knowledge, it is accepted that research scholarship is not as widely conducted in colleges of FE (Jameson & Hillier, 2003). Clement & Grant (2010) argued that scholarship is the beating heart of the post compulsory education sector. The engagement with continuing professional development through scholarly activity is central to the practice of educators working in both HE and FE. Whilst different areas of the sector are focussing on different areas of scholarly activity and ongoing professional development, there is little mention of hierarchy or varying importance between pursuits and all are required in an educational context. Feather (2010) found that many lecturers in FE identify themselves as ‘practitioners’, this professional identity provides a link between the discovery and application of new knowledge and the practical activity and vocational ongoing development of teaching practice and pedagogic methods i.e. teaching and the preparation to teach are in themselves scholarly activity.

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<sup>6</sup> The PLDF are the authors and current custodians of the professional standards for FE lecturers in Scotland. The PLDF currently holds no mandate from the Scottish government and as such is unable to enforce any requirements for professional development upon the sector. The PLDF is linked closely to the Scottish government funded College Development Network (a subsidiary of Scotland’s Colleges).

Most FE lecturers are not engaged in the scholarly activities related to research and the extending of the body of work surrounding education and subject specialisms but have the necessity and requirement to maintain a current knowledge in order to inform their primary practice of teaching. Much continuing professional development activity in FE is centred around undertaking courses, industrial secondment, reading, and delivering training to peers (Callender, Scott & Temple, 2012). Many of the undertaken activities constitute scholarly activity but the explicit focus is on engaging with required and necessary professional development, often in practical and vocational settings. This raises some interesting comparisons and issues when lecturers from FE colleges and HEIs are delivering the same course but in different locations (e.g. lecturer training courses for FE, franchised from HEI). The same course is being delivered utilising the same curriculum and assessment but the delivering lecturers operate in different environments and learning/development paradigms. As Fitzmaurice (2010) argues, the provision within HEIs is by nature of design informed by research work, often undertaken by the lecturers delivering the courses who's development and career long learning is intrinsic to their research practice. This is not a practice afforded to lecturers in FE who are required to continually update by accessing the learning of others, often partners in HEIs.

Although Boyer's (1990) model describing scholarly activity is a popular idea, Feather (2012) suggests that it is just one accepted version. Feather goes onto say that creativity in pursuing scholarship and professional development is required to take the individual beyond what is easy to access and to seek dynamic solutions to training needs. Lecturers in FE are increasingly employing self-directed methods of engaging in CPD and practices such as peer observation, team teaching, peer development reviews and project work (Donaldson, 2010). These developments are affording developmental opportunities within often restricted time allocations and incorporate both practice and learning simultaneously.

Although Callender, Scott & Temple (2012) are correct in their assertion that most CPD in FE is undertaken through accessing courses and industrial secondments, Jameson & Hillier (2003) and Eaton & Carbone (2008) argue that the undertaking of action research projects in an FE context is enabling the sector to be able to report on advancements in practice, produce an account of its own and provide busy practitioners (who have no dedicated research time) with tools to explore and expand teaching and learning in often very vocational areas. The use of professional enquiry models encouraging the exploration of critical factors in practice of FE lecturers as a model for CPD is becoming more popular across the sector and are

proving to be effective tools in professional learning (Eady, Drew & Smith, 2015; Watson & Drew, 2014).

### **2.7e Financial Support and Access to CPD and Training**

The reviewed literature highlights several concerns relating to the constraints obstructing participation in and access to continuing professional development for lecturers working in FE. Issues raised regarding the lack of time and funding available to academic staff to access and engage with meaningful developmental training are reportedly experienced on a national basis (Feather, 2012a; Orr, 2012; Boyd, Allan & Reale, 2010; Goodall, Day, Lindsay, Muijs & Harris, 2005; Browne, Kelly & Sargent, 2008). Feigenbaum & Iqani (2013) report on similar difficulties arising in HE institutions with the perceptions of some academics that they are having to undertake more teaching commitment as staff numbers drop in times of austerity measures. Clegg (2008) further decries the continuing changes in HE and cites the increased culture of 'quality and audit' as pernicious ideologies that have been brought about by managerialist culture. Lecturers in both further and higher education establishments are feeling pressured and are experiencing attenuation in academic autonomy and are increasingly chasing set goals and targets. These constraints coupled with time pressures exerted upon teaching staff can have a knock on effect with engagement with continuing professional development. There is increasing evidence in the literature, of criticism and disquiet surrounding the changes to educational management and development. Issues surrounding a lack of trust in academics, removal of autonomy from departments, marketization of curriculum, managerialist cultures emulating industry and the continuous requirement to benchmark against key performance indicators are emerging in many articles discussing professional identity and academic development (see Clegg, 2009; Newman & Jahdi, 2009; Maxwell, 2014; Thompson & Wolstencroft, 2013; Boyd & Smith, 2014; Clegg, 2008). The perceived shift in *modus operandi* is in some institutions giving rise to a change of approach toward staff development and investment in training. Acknowledging the paucity of research in the area regarding the impacts on CPD of financial restructuring and austerity measures, there is some evidence in the literature alluding to the effects of changing management structures and financial accountability in post compulsory education. Accountant managed and centralised budgets held by departments in the merged colleges in

Scotland, with staff that are given the remit of judging the business case presented by employees for attendance at conferences and training events, are under increased pressure to prioritise requested CPD. The centralised budgets are in many cases much smaller than previous devolved allocations of funds and are highly contested resulting in fewer staff being able to attend requested CPD events and training (in the researchers experience, having worked in three colleges of FE in the last five years). During a national review of CPD programmes and participation Browne, Kelly & Sargent (2008) found that respondents repeatedly cited problems with gaining financial support and permission to attend training events and courses. In a review of the effects of financial austerity on teaching quality Feigenbaum & Iqani (2013) found that greater support for training and CPD on quality enhancement and pedagogy was lacking at institutional level. Feigenbaum & Iqani (p61) go on to say:

‘Accompanying this is a culture that insists that quality assurance must be imposed from the top down. While resources are denied, removed and curtailed by institutions, as well as the UK government, departments face challenges related to increased workloads, marketised programmes and internationalised student bodies. This signals a desperate need for more, rather than less, investment’

Although institutions clearly recognise the need to maintain standards and allow for staff to develop they are working in times of increasing financial restriction and efficiency driven restructuring and management practice. The barriers to engagement with continuing professional development in post compulsory education condense down to restrictions in both time and money. Conflicting messages come out of the literature, professional development and practice is held in high regard, in some instances legislated for, but the resources to attend and undertake training are increasingly scarce and hard contested.

Although this chapter, in some respects paints a bleak picture of the current situation surrounding access and support for CPD there are many positive developments within the post compulsory sector. The changes, although providing challenges to professionals in institutions, are in some organisations fuelling the necessity to change traditional practice and giving the impetus for individuals to seek opportunities to engage in new and developing methods and forms of training and CPD. A study conducted by Grebennikov & Shah (2013) that analysed over seventy eight thousand qualitative responses to student surveys in one

organisation, over a ten year period, clearly showed a shift in focus of some common student expectations. The main areas of course design, accessibility and staff quality remained unchanged but an increased desire to engage with technologies for learning and research is evident in the data. This links directly to the discussion surrounding the increased incidence of the use of blended learning techniques and an expanding engagement with online learning in teaching practice. The changes in post compulsory education and training are driving a shift in the ways that CPD is accessed and undertaken. Many institutions now offer online and distance learning, modules, undergraduate degrees, post-graduate diplomas and master's degrees (this is in addition to the long standing work of The Open University) that lecturers are readily accessing as CPD, and as discussed in section 2.6, in some instances initial teacher training. These online offerings are becoming increasingly integral and important to the undertaking of valuable CPD (Donnelly & O'Rourke, 2007).

The inclusion of action research projects as CPD and in teacher training programmes for lecturers in FE colleges has become more common place over the last ten years. Comber & Walsh (2008) highlight this practice and identified that respondents in their study identified the action research project element of their training programmes had enhanced their practice and made them aware of research and improved engagement with continued study.

The study conducted by Feigenbaum & Iqani (2013) highlights and discusses in depth many of the concerns and issues raised above, however it does also show how some practitioners are responding to the challenges and engaging in the development of new methods and processes of undertaking and accessing CPD and professional networking. Although the changes and financial restrictions have provided significant challenges to practitioners' CPD, the post compulsory education sector is responding by engaging in self-directed development opportunities and digital provision. Smith (2010), whilst summarising the *'Academics Identities for the 21<sup>st</sup> Century'* conference (2010), reported that despite a pervasive and continued pressure exerted by change in the sector, the conference attendees reported feeling hopeful and positive in relation to meeting challenges, developing provision and meeting the ongoing and changing needs of students and that this was indicative of the wider sector.

As previously acknowledged in this chapter, the published research describing barriers to engagement with continuing professional development in post compulsory education is scant and this research project aims to add to this body of work and provide a greater level of understanding of the present situation.

## **2.8 The Pursuit and Attainment of Teaching Excellence**

This section looks at the pursuit and attainment of teaching excellence in the FE sector. There is a distinction between meeting the professional standards of the FE sector and pursuing excellence in practice. Although the standards promote good practice and development, the pursuit of excellence can be seen to be over and above the requirements of qualifications and CPD frameworks. Increasingly organisations, inspectorate and stakeholders are holding lecturers accountable against measures of excellence and the information provided by the student voice. The research documented in this thesis aims to gain an understanding of the engagement of lecturers in the pursuit of teaching excellence through training and ongoing continuing professional development and the impact this has on the provision and development of CPD programmes in FE. The following section discussing the issues and practices surrounding teaching excellence is included to provide a useful insight into the source of some of the pressure on lecturers in FE and the motivations they have to actively seek CPD opportunities.

### **2.8a The Attainment and Measurement of Excellence**

The application of standards, pursuit of continuing professional development and the undertaking of teacher training are all linked directly to increasing the pedagogic abilities of teaching staff in post compulsory education. Educational organisations are ranked using several different measures and key performance indicators. There are several organisations that compile different sets of data and produce league tables enabling comparison (see Shanghai Ranking Group, 2015; Centre for World University Rankings, 2015). All of the sets of data are produced to enable individuals and companies to be able to assess the quality of the organisation based on research output, journal publications, teaching quality and student feedback. Alongside international rankings, national rankings are also published utilising a variety of sources (see Times Higher Education Student Experience Survey, 2015; Research Excellence Framework, 2015 for examples). Educational establishments are being held accountable for the quality of their work and this increased emphasis has facilitated the requirement for comparable measures to be given greater scrutiny and credence by students, funding organisations and industry (Lodge & Bonsanquet, 2013).

Schön (1983) wrote extensively about the benefits of incorporating reflective review of practice into daily professional life and this has been widely adopted across all education

sectors. Writing in 1997 Mclean & Blackwell expressed the opinion that reflective practice was integral to the development of professionalism and excellence in teaching in FE and would enable practitioners to be able to meet the requirements of the increasingly scrutinised and measured output of institutions. This practice has become synonymous with training programmes but as discussed previously, it is not without its critics (Canning, 2011). The development of teaching professionalism and the recognition of reflective practice as an integral and important part of pedagogic development in HE institutions has come to the fore in recent years as students are now increasingly selecting organisations based on perceived quality of teaching and experience (THE, 2015).

Mclean & Blackwell (1997) go on to write that a lack of definition of excellence in teaching in post compulsory education made it difficult to quantify excellence and ascribe externally imposed measures, this however was nearly twenty years ago and the research and writing in this area demonstrates how this important area of research and practice has now developed.

Revell & Wainwright (2009) conducted a research project that aimed to give insight into teaching excellence by ascertaining what qualities made a lecturer 'unmissable' in the opinion of the students attending classes. The research revealed that students' achievement, retention and attendance were all greatly increased when they reported that the lecturer was passionate and enthusiastic, adopted a clear structure and incorporated extensive opportunity for active learning. Revell & Wainwright (*ibid*) concluded that if students are to become inspired and impassioned then the passion and enthusiasm of lecturers, combined with active learning and structure is central to the definition of 'excellence'. A case study by Fitzmaurice (2010) drawing on the work of (MacIntyre, 1985) looked at the human interactions involved with teaching and reflected on the possible implications of reducing teaching and teaching excellence to a group of defined behaviours and lists of standards. Fitzmaurice concluded that teaching excellence in post compulsory education must be built on more than a mechanistic approach of adopting effective strategies. It needs to take into account the importance of the inter-human relationships i.e. the '*complexity and contextuality of the work, and the importance of virtuous dispositions and caring endeavour in teaching*'. (Fitzmaurice, 2010, 54).

Teaching excellence is maybe then more than just the meeting of standards or the achievement of qualifications, but incorporates a wider view of the human approach to working with people. As Kreber & Klampfleitner (2012) highlight, students value



‘authenticity’ in their lecturers, specifically focusing on lecturers’ passion and enthusiasm for subject, structure and interaction in teaching sessions and care for the students learning and progress. Lahelma, Lappalainen, Palmu & Pehkonen (2014) argue that in vocationally focussed post compulsory education, caring for students plays a significant role in ensuring that students succeed and become competent contributors to industry. Students background, academic achievement and personal circumstance all play a major role in the student’s learning journey and lecturers that recognise and appreciate this attain greater results.

MacAllister, Macleod & Pirrie (2013, 155) point out that there are multiple interpretations of ‘excellence’. To be excellent can mean to *‘surpass others in performance, surpass one’s own previous performance or to have a high degree of personal virtue’*. It is this interpretation of excellence as a discrete measurable set of characteristics that has led to the requirement (in the current model of post compulsory education) to determine suitable means of measurement. The professional standards provide a framework to measure one’s own performance and track improvement towards the end goal of professional excellence whilst the collective effort of practitioners in an organisation provides the overall measurement of excellence as compared to other people and organisations (league tables). Coates (2007) acknowledges that although many measures utilised in monitoring organisations are often binary in nature and don’t account for specific circumstance or nuance, it is nevertheless important, for the purpose of managing quality, to have a national system of measuring and monitoring educational performance and excellence of organisations and lecturing staff. Coates (*ibid*, 92) goes onto argue that the methods used to measure performance should not in themselves change the performance they are designed to measure and thusly concludes: *‘an important part of enhancing the quality of teaching and learning is enhancing the measures on which quality judgements are made’*.

Colleges of further education are routinely subjected to an ongoing and in depth inspection regime. Colleges receive inspectors who access all aspects of the organisation and produce a report documenting the quality of the organisation against national standards. Inspection is a devolved matter and each UK nation has its own standards and inspectorate, this has an effect on training course content and focus (see section 2.4a and the discussion regarding assessment and verification awards reliance in Scotland).

The inspectors focus on student experience, teaching and learning and facilities (ESTYN, 2015; Education Scotland, 2015) and give an overall rating with recommendations for improvement. A focus on pedagogy and learning is monitored through compulsory teaching observations which then feedback information into the final report.

The literature shows that teaching excellence as a concept and ideology is recognised by practitioners in post compulsory education as being of value and importance. What is not so clear is a firm definition of excellence and how best to measure it and its impact on student experience. The literature suggests that students value authenticity above the lecturers and organisations meeting of standards and successful attainment of awards.

## **2.9 Moving Forward**

Conducting this review of literature has revealed the paucity of research that gives real insight into the efficacy and impacts of current lecturer training models on engagement with continuing professional development and the pursuit of teaching excellence.

To summarise, the backdrop to which lecturer teacher training is undertaken of devolved national policy and strategy coupled with overarching and explicit professional standards is largely similar across the United Kingdom. Pre-devolved policy and practice are in evidence throughout the literature.

The models of training utilised to induct and develop lecturer's teaching practice are slowly changing to incorporate greater blended learning for both financial and pedagogic reasons with universities still supplying the greater volume of lecturer training to FE based practitioners.

The purpose of the training is consistently stated as being focused on helping lecturers develop pedagogies and practice that make them both reflective and student centred educators with a view to striving for excellence. The literature surrounding CPD reflects that of training in that it holds the same values but the current economic climate and change in management style within post compulsory education is giving rise to concerns over access to valid and high quality training and CPD.

The strive for quantifiable and tangible measures of excellence of both organisations and lecturers is highlighted in the literature where writers and researchers are raising concerns

over the changing emphasis of professional identity, roles and scholarly activity of lecturers in FE. Although the provision of high quality teaching is valued, the sector measurement of excellence and the values that students hold in the highest regard are in some respects incongruous. The literature shows that the student voice reflects that authenticity is held in high regard and the procedures used in the measurement of excellence might be changing the very thing they are designed to record. The use of the student voice, in assessing excellence and teaching quality, poses further problems when the power relationships are considered. Traditional hierarchical approaches to student and teacher relationships are questioned when the student effectively critiques the performance of the teacher. This in itself is not an insurmountable problem but significant emphasis on the validity of data and careful consideration of circumstance must be taken in the interpretation of data emanating from the student voice.

What lecturers learn, how they learn it and how they keep up to date are all of significant importance and are very similar for practitioners that teach in both HE and FE organisations. This research aims to ascertain the effectiveness of the current training and CPD programmes available to lecturers and explore the impact of this training on engagement with CPD and the pursuit of excellence through lifelong learning.

## **Chapter 2 Summary**

This chapter has given a comprehensive review of current and influential historical policy and literature that collectively shape the current training and practice methodologies prevalent within the FE sectors of Scotland and Wales. An overview of prescriptive standards based methods of training and the influence of financial and political drivers give insight into the evolution of the FE sectors of the devolved subject countries within the context of the broader educational landscape of the United Kingdom. The influence on training and pedagogic practice of reflective skills development and theoretical frameworks for learning and teaching provide a basis for exploration of the efficacy of current lecturer education programmes and the long term impacts on engagement with CPD.

## **3: Methodology**

### **3.1 Research Methodology Introduction**

This chapter aims to introduce and explore the philosophical background to the chosen methodology and justify the research design and processes utilised in conducting the study. Ethical consideration for research conducted in educational settings is discussed with a specific emphasis on the addressing the potential impacts on respondents of semi-structured interviews.

### **3.2 Philosophical Background of the Qualitative Research Paradigm**

A research paradigm is a set of fundamental assumptions and beliefs that address the philosophical dimensions of the study and provide a framework that guides the behaviour of the researcher (Wahyuni, 2012).

Selection of the paradigm for this project was guided by the stated research aims and objectives (taken directly from Chapter 1).

The researcher is specifically interested in the personal experiences and professional journeys of the respondents and analysis of the free responses given to questions is seen to be critical in providing the necessary depth and richness of data required to gain a clear and valuable insight. Gaining this insight into attitudes, feelings, motivations and experiences of respondent lecturers is a critical aspect of the study and as such a qualitative approach using personal contact and interaction provides the greatest opportunities for free expression and the recording of both verbal and non-verbal responses to questions. Onwuegbuzie, Leech & Collins (2010, 699) assert that:

‘although the voice of the interviewee is central in all interviews, nonverbal communication also can be important for attaining a deeper shared meaning, in which both the interviewer and interviewee increase their awareness of the contextual nature of the voice’.

The Interpretivist research paradigm provides the required framework and underlying principles to enable the researcher to meet the stated aims and objectives through the analysis of recounted experiences and opinions of respondents. The use of interpretive qualitative

methodology allows for researcher personal and theoretical interpretation and understanding of the phenomenon being studied (Zhang & Wildemuth, 2009). The individual agency and circumstance of respondents is influential in how they formulate an understanding of, and recount their experiences and personal journey, similarly Goh (2013) highlights the importance of social relationships and individual agency when understanding learning. Employing positivist methods removes the researcher from the interactive and interpretive aspect of the research and as such would not allow for the flow of respondent expression through professional dialogue. Fossey, Harvey, Mcdermott & Davidson (2002) draw attention to the fact within the positivist paradigm it is assumed that an objective reality, or truth, exists independent of those undertaking the inquiry and the inquiry context.

Conducting research within the Interpretivist paradigm requires the researcher to communicate, interact and directly engage with respondents in order to begin to discover how they felt, thought and reacted to the situation and experiences being investigated (Cho & Trent, 2006). This process requires the researcher to ethically interpret responses and begin to piece together the experiences and recollections of the respondent in the context of the research enquiry (Richards, 2002). The biases, assumptions and interests of the researcher should be explored, identified, acknowledged and a plan of mitigation stated and implemented within the design process of the study. As Zhang & Wildemuth (2009) point out, credibility validates the researcher's reconstruction of a social reality, without a clear statement of intent and process in place to limit research skew due to researcher bias the project would lack credibility. The methods adopted by the researcher to mitigate the effects of bias during interviews and data analysis are discussed in the next chapter.

Qualitative research affords the possibility of interpretive explanations being explored and alternative conclusions being validated. There can be more than one correct answer which allows for respondent agency and their experiences, which are unique, to be openly, transparently and authentically represented (Fossey *et al*, 2002).

Qualitative research is not without its critics and potential problems. In a small-scale study with a relatively low number of organisations and respondents directly involved, it can become difficult to ascertain what level of impact the study could have. A study conducted within a small community or specific area may yield results that are only recognisable as true within the studied context and may not stand extrapolation to a wider community. Marshall, Cardon, Poddar & Fontenot (2013) write very critically of qualitative research methods and

question the lack of internationally recognised and followed structure and standards for sample size and reporting methods. Without structure and international standards Marshall *et al* (*ibid*) argue that qualitative research is impossible to replicate and therefore test. However Yin (2011) asserts that the criticism levelled at sample size can be overcome by operating a planned and purposeful sampling selection model over more than one site ensuring that several units (people in this instance as opposed to groups or communities) are studied in depth. Yin (*ibid*) states that it is the depth of analysis, the composition of the studied group, reporting methods and the awareness and ability to counter one's own bias that can ensure the increased quality of the study.

Geographical, social and organisational occurrences and experiences all have interlinking effects on the respondent, and as such, this brings questions surrounding the possibility of extrapolation of data and predictions from one situation and source to another. Cho (2006) argues that rather than trying to construct and draw grand conclusions the qualitative researcher is more concerned with understanding the respondents view, the meaning of events, concepts, and providing rich informative description that will inform and add to the literature.

Hammersley (2007) discusses at length the issues surrounding the quantification of qualitative research and dismisses the notion of fixed criteria for the conducting of qualitative research. Instead, Hammersley (*ibid*) advocates the use of sound judgement in assessing the quality of study design and the ability to use the data and information discovered to inform and influence the wider discourse.

Hammersley (2012) asserts that educational researchers need to be aware of potential problems with their chosen methods. Awareness of the methodological and philosophical literature along with reflection on chosen methods and assumptions is vital in designing a valuable study.

Utilising sound judgement in the design process, maintaining rigour in ensuring the chosen methods match the stated aims and referring to ethical guidelines in procedure all aid the researcher in ensuring that the research project has value and merit.

### **3.3 Selection and Justification of Research Methods**

#### **3.3a Phenomenology and Phenomenological Hermeneutics**

Careful design and rigour coupled with a plan of investigation utilising methods that align with the chosen philosophical paradigm is crucial in the production of valuable research that stands up to academic scrutiny, and is useful to the community accessing it (Bradshaw & Stratford, 2010). In considering the qualitative design of the research project, and keeping a focus on the stated objective of seeking to understand experiences as described by respondent lecturers, various approaches were considered.

Initially focusing on phenomenology (Lavery, 2003) as a means of interpreting the experiences of the members of the community was favoured but further study of this methodology highlighted a conflict that required recognition and careful consideration. Phenomenology requires the researcher to step outside of the recounted experiences and form a subjective view of the essence of the collective experiences of the respondents and ‘bracketing’ the experiences and preconceptions of the researcher (Simon, 2011). Given that the researcher worked for several years as a lecturer in FE, underwent the same training as many of the respondents and now works providing training to lecturers in FE in pedagogic practice, it was considered that not acknowledging this position would provide detriment to the authenticity and academic rigour of the research.

Considering further the position of the researcher, utilising methods grounded in hermeneutic phenomenology (Age, 2011) were considered in establishing the experiences and professional journeys of individual respondents. Hermeneutic research allows for the valuable insights of the researcher to be acknowledged (van Manen, 1990).

Gadamer (1998, 295) states:

“Hermeneutics must start from the position that a person seeking to understand something has a bond to the subject matter that comes into language through the traditionary text and has, or acquires, a connection with the tradition from which it speaks”

Recognition that a bond exists between the researcher, the respondents and the subject matter, allows for the consideration of researcher personal insight, experience and values in interpretation of the recounted experiences and feelings of the respondents (Lavery, 2003).

### **3.3b Research Tool Selection and Using Semi Structured Interviews**

Having carefully selected and justified a methodological paradigm it was important to ensure that the research tool employed would fully meet the expectations of the researcher in yielding the first hand data grounded in the experiences and professional journeys of the respondents. Placing significant importance on allowing the respondents the freedom to respond to questions and give non time constrained answers in a friendly and unpressured environment led the researcher to further investigate the possibility of using an interview method with respondents. Utilising focus groups was considered as an option as a data collection tool. As Krueger & Casey (2000) highlight, forming a focus group allows the researcher to gather social data in a social context. As relationships and bonds within the group form and similarities in stories are recognised, individuals may have an increased sense of place within the group and share their own stories. Krueger and Casey (*ibid*) further highlight that there are some benefits to the researcher in that focus groups can be a successful method of increasing the number of respondents, they may take less time than 1:1 interviews and a greater number of responses to a single question or topic may be gathered. However, Onwuegbuzie, Leech & Collins (2010) argue that focus groups may not always be appropriate in educational research settings. Emerging themes may fail to draw attention to the consensus and agreement of individuals within the group and as such any agreement or disagreement by individuals may not be correctly recorded and as such discarded, effectively censoring the individual. Onwuegbuzie, Leech & Collins (*ibid*) go on to highlight that there may be difficulty in accurately recording inequality in response or a more confident or dominant character in the group may influence the responses of their peers effectively skewing the results. The researcher decided that the agency of the individual respondents was of greater importance to the study, as each respondent's personal professional journey through training and their career was unique. Ensuring the uniqueness of individual experience was recorded accurately in a safe and friendly environment was central and critical to the research project.

Individual interviews were chosen as the most appropriate method of ensuring that respondents would be able to recount their experiences to the researcher and a clear and accurate record of individual's feelings, memories and opinions was kept and maintained.

There are several different types of interview utilised in qualitative research studies. Kvale (1996) suggests that these different methods are on a continuum or scale. The nature of the



interview is influenced and determined by the type of research, the nature of the hypothesis or research questions and the openness of the questioning technique. Interviews on the continuum also described by Fossey, Harvey, Mcdermott & Davidson (2002) range from structured through semi structured to unstructured. Fully structured interviews use direct questioning and can focus on a more closed approach. Semi structured interviews allow for greater exploration of a topic or area of interest where the interviewer has a guide to ensure that they are able to prompt responses to specific and pertinent areas related to their research. Unstructured interviews have a greater focus on the respondent relating a story or giving a free account.

It was felt that for the purposes of this research a semi-structured approach to interviewing would be most appropriate. This would allow respondents the freedom to respond openly to questions but with the interviewer guiding the interview with prompts and questions to ensure that information relevant to the research was elicited. The research has a clear set of aims and objectives and as such an entirely unstructured interview would be less well suited. A lot of data would be gained but less focus would be achieved and this may have led to the requirement of a much greater number of respondents. A fully structured interview would have reduced the opportunities for respondents to relate their feelings, opinions experiences and views. This project is dependent upon the relating of feelings and experiences contextualised in the professional journeys and learning experiences of the lecturer respondents.

Strauss & Corbin (1994) highlight the benefits of utilising semi structured interviews whilst conducting research based in grounded theory. Researchers as interviewers are able to follow up on responses and expand on developing themes. Different views and scenarios can be explored during the interviews and as there is an interview guide a constant development in flow and journey through the recounting of unique experiences can be managed and facilitated. Strauss & Corbin (*ibid*) also identify and acknowledge that interviews are not just a conversation but rely on interviewer skill and preparation. Although some of the literature and principles related to grounded research theory and interviewing techniques were utilised in the design of the research, the methods utilised cannot be described as a grounded approach. The undertaking of a thorough review of literature prior to engaging respondents in interview and the clear definition of the area of enquiry and interest being established at the onset of the study are contrary to the underlying theories of a grounded approach. The

researcher was looking for the incidence of some preconceived ideas but was also looking for emergent themes in the interview data that had not been specifically outlined prior to the commencement of the study, which does show an influence in the data interpretation of grounded methodology. As Yin (2011) argues, many aspects of research frameworks and methodologies overlap in use and design and acknowledging these similarities in approach allows for the researcher to utilise the chosen methods appropriately and systematically.

Kvale (1996) discusses the importance of planning and preparation prior to conducting semi structured interviews and identifies thematising, designing, interviewing, transcribing, analysing, verifying and reporting as the seven key stages to successful, valid and reliable interviewing. These principles were applied consistently and alongside the underlying framework of phenomenological hermeneutics and influences from grounded theory.

Yin (2011) discusses the importance of completing pilot studies or interviews. Undertaking a pilot allows you to try out questions, discuss answers, try different approaches and generally test and practice the techniques being employed. An evaluation of the responses given and the methods used can include feedback from the pilot respondents that helps the interviewer refine the interview guide, identify areas of exploration and ensure that the focus of the research and objectives are being met by the interviews. There are ethical considerations that can be met through conducting pilot interviews. For example questions or areas of enquiry thought to be appropriate by the researcher could result in discomfort or withdrawal by respondents. Conducting a pilot interview with a trusted or familiar colleague can eliminate any unintentional offence, inappropriate lines of enquiry, unnecessary questions or discomfort and ensure that the researcher does no harm (Moran-Ellis, Alexander, Cronin, Fielding & Thomas, 2006).

The researcher completed two pilot interviews with trusted colleagues that had a direct impact on the questions used, the responses sought and the manner of questioning. The researcher is naturally quite relaxed and this was commented upon as a positive by the pilot respondents as it gave the impression of a relaxed approach and atmosphere whilst the questions were precise and garnered the appropriate responses. Some questions were revised, others removed and some added as a direct result of feedback from the pilot respondents.

The semi structured approach to conducting the interviews was conducive to working within the framework of phenomenological hermeneutics. The interviews were designed to allow the respondents to respond freely to targeted questions specifically pitched to enable the

recollection and description of experiences, emotions and opinions. The application of structure to the interviews meant that the respondents were guided through subject areas but were not limited in response options. One of the principles of phenomenological hermeneutics is to develop an understanding of respondents' position and opinion through the interpretation of experience and emotions (Laverly, 2003). Ensuring that the respondents were able to respond freely whilst the researcher made only gentle prompts or clarified questions allowed the recollections of respondents to be collected (recorded and field notes) without influence from the researcher over respondents' opinions or feelings. As the research interviews progressed and more data gathered the researcher was able to constantly review technique and questioning language whilst being aware of the needs of the individual respondents and taking into consideration disposition and character.

### **3.4 Ethical Considerations**

The researcher is a student of Bangor University and as such is bound by the guidelines and regulations for the conducting of educational research as set out by the Bangor University College of Business, Law, Education and Social Sciences Ethics Committee and management of the university. In addition the researcher is further informed by the guidelines published by the British Educational Research Association (BERA, 2011).

Conducting research in educational contexts and organisations carries with it responsibility for the researcher to ensure that all methods and practice utilised in the process of gathering data, analysing results and publishing work obey a principle of 'do no harm'.

Whilst conducting exploratory research, such as this project, based within a community and directly interacting with respondents, the researcher, whilst attempting to explore or review experiences and practice may inadvertently cause distress or have an undue effect on the community or its members. It is of the utmost importance that the researcher avoids causing personal distress to individuals, upholds the law and ensures that no detriment is caused to the personal standing of individuals or communities. To this end the researcher adhered to the ethical codes of conduct and acted within the boundaries and guidelines set by the ethical approval committee of Bangor University. The researcher has a responsibility not only to the community of lecturers being studied but also to the research community of which they are a part and the affiliated organisations where the study was conducted.

This research project was designed and implemented within the context of the post compulsory education sector in the United Kingdom, specifically Scotland and Wales. The researcher ensured that the research was conducted legally, consensually and within the guidelines set out by BERA (2011) and Bangor University (see appendix 4).

The research project used the interview responses from individuals working within the FE sector (see 4.2 research evolution chapter) practising as lecturers, and in some cases, lecturer/managers. All respondents were active within their profession and engaged on a daily basis with their organisations work of developing, supporting and teaching students. The researcher is familiar with the procedures, regulations and systems within this complex sector and ensured that that flexibility, empathy and respect were a priority when making arrangements with individuals and ensuring that all interviews and encroachments on respondent's time were at the individual's discretion. The researcher ensured that all respondents were treated without prejudice to their beliefs and sensitivity towards personal circumstance was paramount in all correspondence and interaction.

All respondents were supplied in advance with information sheets written in accessible language, bilingually where required (Welsh organisations), detailing precisely the nature, scope and purpose of the research (Appendix 5). The information sheets were supplied to ensure that all respondents were clear about the nature and scope of the research and to facilitate voluntary informed consent.

The information sheets also gave clear guidance and detailed the procedure for respondents wishing to request withdrawal from the study. Clear and unambiguous instructions were given that made it clear that at any time a respondent could withdraw themselves and their supplied information from the research without giving reason or being compelled to justify their decision. Respondents were reassured that any such request would be met with respect and all data supplied would be destroyed and would be completely withdrawn from the project and no further reference would be made to it. No anonymous data was collected in the project thus negating any issues related to extracting information specific to a respondent wishing to withdraw. The researcher was also constantly mindful throughout the entirety of the project of his own actions and behaviour to ensure that the methods and practices used did not give cause for respondents to withdraw.

All respondents were given in advance information regarding the proposed dissemination and publication of the research project output. Direct written permission and consent was sought

for interview (Appendix 6) for the recording of interviews (Appendix 7) and the publication as part of an EdD or/and research journal article (Appendix 6). These consent forms also gave details of who would have access to the final written report and publications whilst guarantying ongoing anonymity for all respondents and organisations.

Although the researcher did not engage directly with children or vulnerable groups, organisations that had given direct consent (letters held separately to maintain anonymity) were offered the inspection of the researcher's Protection of Vulnerable Groups (PVG) certificate showing that there were no legal restrictions placed upon the researcher preventing any work with such groups or individuals. All respondents interviewed were asked to be mindful of the privacy of individuals and asked to refrain from revealing names, dates, times, organisations or locations that may give rise to a breach in the privacy of any person or establishment.

During the interviews and preceding arrangements every effort was made to ensure the comfort of respondents. The subject matter being discussed in interviews was such that the possibilities of causing distress were limited, however, the researcher was mindful of the feelings and position of all volunteers at all times. There were no reported incidences of discomfort, refusal to answer any questions, withdrawal from the study or complaints during the study. There were no rewards or incentives offered or implied for participation with the research. Respondents were offered a beverage for purposes of comfort and all interviews were conducted in facilities appropriate to the needs of individuals.

All interviews were recorded using a digital Livescribe smart pen with field notes taken using the same equipment. All audio files were stored under password protection on Bangor University's secure network with no access given to anyone else. All signed consent sheets and field notes were kept in a locked filing cabinet in the private office of the researcher with no access given to any other person. The Data Protection Act (1998) was adhered to all times whilst conducting this research. Subject to the maintenance of anonymity all data is available for scrutiny.

As described in Chapter 3, research was conducted to ensure that the research methods employed during the research project were fit for purpose, of a high standard and ethical. The researcher undertook research methods training prior to the commencement and design of the study and the methods utilised were agreed in advance by two university employed

supervisors and have since been ratified and approved under peer review for journal article publications (see page 1 of this thesis).

In conducting this project the researcher has ensured that all results are interpreted and presented honestly, with clarity, are free from embellishment and are a true representation of the experiences and opinions recounted by respondents. Every effort has been made to remove researcher bias and uphold the expected standards of BERA, the educational research community and Bangor University.

### **Chapter 3 Summary**

This chapter explored the philosophical frameworks and appropriate application of methodologies in the design of the research project. Justification of the application of phenomenological hermeneutics and the clarification of the influence of grounded theory provide a clear and detailed overview of the consistent approach to data collection methods. The influence of the selected methodological paradigm and the justification of the use of semi structured interviews is explored in detail with the ethical considerations of the project given detailed analysis and recognition. This chapter lays a firm foundation for the design and structured implementation of the project detailed in Chapter 4.

## **4: Research Approach**

### **4.1 Introduction to Chapter 4**

This chapter explains the research approach and the study design with attention paid to the practical application of the phenomenological framework described in Chapter 3. This chapter will explain and justify the evolution of the project whilst clarifying the methods utilised in sampling, schedule design, limiting of bias and ensuring credibility.

#### **4.1a A Note on the Use of Diagrams in Research Design and Reporting**

Throughout the design, implementation, analysis and reporting stages of this research project diagrams and tables are used frequently. Tables are used to display data clearly and in an orderly logical manner with diagrams used to aid the explanation and sharing of ideas. As discussed by Buckley & Waring (2013), the use of diagrams within qualitative research goes beyond the purpose of display. Diagrams were constructed to aid the design of the project (Figure 2) and critically as a tool in analysis (see Appendix 11 for examples). The use of diagrams to analyse and detect emerging themes from the data proved to be an effective method for both the exploration of relationships and the display of results.

### **4.2 Research Evolution and Change of Focus**

The original case study that influenced and led to the conducting of this research project was carried out in an FE context. Two colleges participated and there was a very small sample. Issues were raised surrounding professional identity, HE in FE and pedagogic practice that warranted the researcher expanding the project to incorporate the wider post compulsory education sector.

The initial project plan included two colleges of FE and two universities with an example of each being located in Wales and Scotland. The project plan stated that one of its initial aims was to look and identify commonalities in practice and the continuing professional development needs of lecturers in both HE and FE focussed institutions.

Original ethical approval was granted by the Bangor University College of Business, Law, Education and Social Sciences Ethics Committee (see Appendix 4) to approach the identified

organisations and seek their permission to contact their academic staff with information regarding the research project. Three of the four organisations responded very quickly and gave support for the project and explicit permission to approach their respective academic staff. The fourth organisation did not initially respond to the request. Whilst a response was being awaited the researcher began contacting individual lecturers via named contacts within the other three organisations who had given explicit consent to proceed. Responses were received from thirty interested parties working in the FE colleges but despite repeated attempts at communication via e mail, no responses were received from the approached university academics. With the assistance of the researchers EdD supervisors, a further unsuccessful attempt was made to secure respondents from the university. On completion of the FE practitioners' interviews in May of 2014 a decision was made to focus the research project on FE.

#### **4.2a Justification for Focusing Study in FE Context.**

Although initially the lack of responses from HE lecturers was a setback to the project, the researcher was able to refocus the thesis and respond positively to the changing context.

Fossey, Harvey, Mcdermott & Davidson (2002, 723) in an article exploring the methods and processes of qualitative research comment that:

‘qualitative research is designed to be flexible and responsive to context, characteristically being described as emergent. This means the research questions asked in a particular study evolve in response to the setting, data and its analysis’.

The flexible approach employed in this project is congruous with qualitative methods and the interpretive paradigm. Although difficulties were experienced in securing respondents from HE institutions, the researcher was able to successfully refocus the project, take advantage of the situation and secure several positive outcomes for the project.

The level of response from the FE institutions was such that a rich data set was achievable and a valuable piece of work could be produced. The researcher was able to interview an increased number of practitioners from the FE sector which gave a broader and deeper perspective to the data set. Greater detail surrounding the feelings, experiences and skills of the respondents from the FE context informed the project findings and enabled the researcher to gain valuable and detailed insights into the professional needs of the lecturers.



Although a decision was made to focus this thesis and research project on FE practitioners alone, the initial idea of carrying out a comparative study and working with lecturers and academics in universities has not been abandoned. This narrowing and deepening focus of the research has presented an opportunity to increase the depth of analysis and scope of the wider project moving onwards post thesis.

A similar project conducted by Dr Charles Buckley of Bangor University worked exclusively with lecturers in the university sector. Interviews that focused on training needs in learning and teaching and professional development were conducted with lecturers across several HE institutions. The aims of Dr Buckley's research and of this project are very similar and offer several areas of crossover and collaboration. The proposed partnership will yield the second phase of this research and produce a further joint paper reporting on the issues commonly affecting lecturers in both FE and HE.

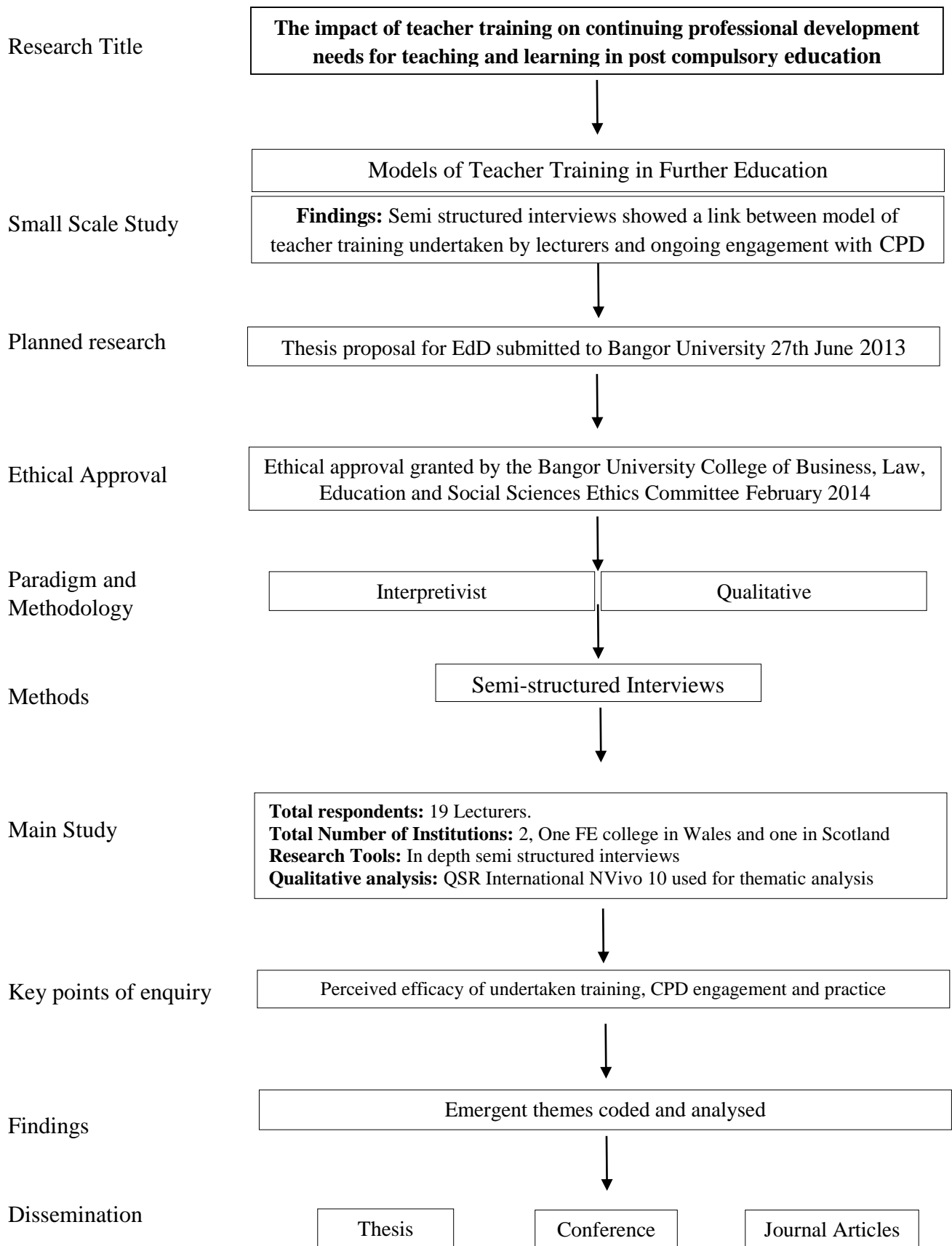
Although the initial lack of response from lecturers in HE institutions presented a setback to the project, this is however no longer the case. The research has been strengthened by the opportunity to explore the outcomes in greater depth and collaboratively work across sectors.

The literature review of this thesis references and discusses areas related to both further and higher education institutions and practice. Whilst the respondents were all from an FE background, several areas of commonality, focus and interest have emerged from the literature that inform the research work. The literature review acknowledges these commonalities and gives context to the broader concerns of the overall project.

### **4.3 Study Design**

On formulation of the methodology and consideration of the chosen methods the planning for conducting the research followed a logical process (Figure 2). The initial case study conducted by the researcher informed the model and plan for the project, the experience of organising and conducting semi-structured interviews was valuable in managing timescales and preparing interview schedules. Efficiency in collecting data and organisation of interviews with respondents was critical in ensuring that the research was informed by a sufficient sample and cross section of lecturers (Marshall, Cardon, Poddar & Fontenot, 2013). The researcher had previously selected four organisations to approach that were geographically and sector appropriate to allow for the required cross section of respondents. At this stage of planning the project was still to include respondents from both FE and HE institutions and as such all four selected organisations were contacted via known and named contacts. Permission to approach the lecturers in the two FE colleges (one in Wales and the other in Scotland) was quickly granted and the researcher began the process of organising interviews with individuals.

**Figure 2: Research design showing logical project planning and development**



#### **4.4 Sampling**

Sample size in qualitative research utilising semi structured interviews refers to both the number of respondents and the length and number of interviews conducted (Marshall, Cardon, Poddar & Fontenot, 2013). The intention with conducting interviews is to sample a broad range of experiences, feelings and ideas and begin to cross reference, code and compare respondent's answers to identify emerging themes and commonalities. When no new themes emerge a state of theoretical data saturation is achieved whereby the lines of questioning utilised have revealed all possible themes and the substantive theory has been satisfactorily developed (Age, 2011).

The researcher arranged interviews with twenty respondents, ten from a multi campus merged FE college in Wales, and ten from a multi campus merged FE college in Scotland. The aim was to conduct continuous data analysis concurrent with ongoing interviews (Cirgin Ellett & Beausang, 2002). This approach allowed the researcher to monitor and explore emerging themes as the interview schedule progressed and continue until the emerging themes were fully developed (Fossey, Harvey, Mcdermott & Davidson, 2002).

Nineteen interviews lasting between thirty and fifty minutes were conducted out of a planned twenty (one respondent pulled out prior to interview because of work commitments) which under final data analysis (see section 4.5) showed that suitable amounts of data had been collected in areas of specific interest with the notable emergence of several themes.

The researcher wanted to ensure that an equitable cross section of the studied community was represented and to that end set out parameters to define the respondent criteria. Failing to ensure that an equitable cross section was taken could have resulted with built in bias that would be difficult to remove at a later stage, the under or over representation of ideas and experiences or completely missing an important theme (Yin, 2011). The sample selection was purposive in practice as the researcher had identified a specific group of people to inform the research. The selection of individuals was not random and required the researcher to ensure that any respondents met the desired criteria. It was identified that the respondents should have undertaken the types of training that they were being asked to comment on as the research focusses on the reflection of experiences and impacts on individuals. Fossey, Harvey, Mcdermott & Davidson (2002) state that in addition to selecting appropriate respondents the researcher must ensure that they are undertaking adequate sampling to explore emerging ideas and build theory as data analysis progresses.

Although the interviews in the Welsh college were pre-booked prior to completion, it was possible to review the recorded data from some Scottish interviews and monitor the range of responses to ensure that any emerging areas of interest were followed up as the interviews progressed. The sampling plan proved effective in that no further respondents from Wales were required to revisit or explore the themes any further. The recorded data from Wales was then reviewed prior to the completion of the remaining Scottish interviews which effected the selection of individuals to interview. There was a paucity of individuals that had completed one year part time training courses within the interviewed sample and this was targeted in selecting final respondents from the Scottish college. Respondents that had completed the one year TQFE were then selected specifically to ensure a clear representation was included for analysis.

No specific criteria was set on age or gender but these were monitored to ensure that an even distribution was achieved and the voice of different ages and sexes was recorded. All the respondents had to hold an active teaching position or spend some of their normal working week delivering classes to students, no differentiation was set for types of class. Vocational area and subject background was taken into account to ensure a broad cross section of professional specialism was represented in the data set.

Respondents were approached via a named contact and given information sheets and asked to contact the researcher directly if they were interested in participating. The researcher after e mail conversations with potential respondents selected the final twenty candidates.

The interviews in the college in Wales were conducted over two days in May 2014 to accommodate the researcher and respondents and allow for emersion within the Welsh college community. The interviews in Scotland were conducted over a ten week period between March and May 2014 with three follow up interviews conducted in September and December 2014. The interviewer was a known person within this community but not professionally linked directly to any of the respondents. The researcher was able to take an emic view of the communities and begin to interpret and examine the experiences of the respondent lecturers and continue the process of data analysis (Cirgin Ellett & Beausang, 2002).

#### **4.5 Conducting Semi Structured Interviews and Interview Schedules**

The semi-structured interviews were all conducted at the places of work of the respondents and with permission, recorded using a Livescribe Eco digital smart pen. The smart pen allows for digital linking of annotations and field notes directly to the recorded audio file. This provides the researcher with an excellent tool to be able to digitally manipulate data and begin the process of analysis whilst still in the field by affording a quick means to listen to very specific segments of interview and begin to compare answers from respondents and record themes as they emerge.

All of the interviews were conducted using the same procedure after the initial pilot interview allowed for adjustment of schedules, incorporation of feedback from test respondents and the development of questions to ensure that they elicited relevant and appropriate responses (see Appendix 8: Interview schedule). The questions were designed to draw out information relevant to specific areas of investigation and enable the respondents to speak freely regarding experiences and recount memories. Each question met a specific need of the research project and corresponded directly to areas of interest. Respondents were given time to think and reflect and prompts were used subtly where required.

As the interviews progressed and themes, common concerns and topics began to emerge from the data, the interview schedule was modified. The main areas of questioning, all pertinent to the identified areas of research interest, remained but the prompts became more tuned to the research. As respondents gave answers or talked about a particular area the researcher noted this and used prompts to elicit opportunities for further depth and insight.

Care was taken at all times not to influence respondents with leading questions, make suggestions or give comment that might cause bias in responses, but as Fossey, Harvey, Mcdermott & Davidson (2002) highlight semi structured interviews are used to facilitate more focussed and structured responses. The interviews were used to ask direct questions, prompt further response and encourage depth in recollection.

As previously described in detail (Chapter 3) the researcher acknowledged his experience and knowledge of the FE sector but was at all times mindful of avoiding bias or influencing the respondents. This was specifically important in relation to the training methods utilised and efficacy of the courses the respondents were discussing as the researcher had an expressed interest and opinions in these areas. The study was conceived when the researcher had

noticed a difference in the experiences of graduates of different courses and in exploring this phenomenon through pilot study and literature review, had formulated the research aims and thus by definition the researcher was suitably convinced that there was an issue worth exploring. This stance had to be communicated as an interest whilst protecting against the colouring of opinion and experience. Respondents were reassured that there were no wrong answers and the researcher constantly referred back to the schedule and would not be drawn into discussing matters of opinions. This stance safeguarded the respondents and promoted the honest recollection of experience.

The researcher was also careful to take into consideration the effect of dynamics and power imbalance in the interview situations. Bias can creep into the data through the imbalance between interviewer and interviewee if it is not acknowledged and limited by the researcher. Respondents may try to give the 'correct answer' instead of the honest answer, careful prompts and follow up questions from the interviewer can limit this (Drever, 2003). Every effort was made to ensure that the respondents were comfortable and at ease. The researcher maintained a friendly and relaxed demeanour but was always respectful of the individual agreeing to be interviewed.

#### **4.6 Content and Data Analysis**

The interviews were kept in digital MP3 format and PDF Plus files that enabled the links between field notes and recordings as described in section 4.5.

The researcher undertook an advanced training course in February 2015 to learn how to use the QSR International software, NVIVO 10. NVIVO 10 is a widely used piece of software that enables the researcher to embed the digital audio files and code them through play back to nodes that facilitates the drawing out of emerging themes. Yin, (2011), although supporting the use of software in analysis, does express some reservations in that if specific measure are not taken the focus of the researcher can be more on the use of the software and less on analysis. To counter this the researcher was mindful that NVIVO 10 is a tool and does not make decisions or perform analytics on the researcher's behalf. However a structured and thorough approach to data analysis was employed. The coded data was analysed in NVIVO 10 in node format utilising design features of the software to review relationships between individual nodes (codes). See examples of nodal analytics in Appendix 9.

Section 4.1a discusses the use of diagrams in this research and specifically highlights their use in data analysis. NVIVO allows the construction of models from codes that can be used to visually explore the data in an efficient manner (see diagrams in Appendix 11). The researcher can identify a potential theme in the interview responses and the software allows visual confirmation.

The software can place limitations on a project by the researcher becoming overly reliant on only using digital outputs. To counter this the researcher used memoing, manual data analysis and an independent third party to check findings.

Constant memoing was useful in tracking the researchers thought process, progress through coding and the noting of points of interest and themes. As the analysis progressed the researcher kept updating memos relating to different topics. Progress was tracked and recorded in a memo to ensure that no data was missed or duplicated. Ideas regarding themes and common perceptions of respondents were noted and tracked using memos. Using this method the researcher was able to identify a further theme that had not been evident through analysis of the coded relationships. The noting of an anomalous response from a lecturer who stated that they had never undertaken any CPD in learning and teaching but then listed several training courses later in the interview, prompted the interviewer to then listen for this anomaly to be repeated, it was, several times. Memoing kept the themes fresh and in the researchers mind as the analysis progressed.

A lot of time was spent by the researcher in ensuring that the data analysis was thorough and conducted using both NVIVO and a secondary manual method. A large paper table (Excel style) was made by hand. The table listed key words in responses against the questions in the schedule. This enabled the researcher to make comparisons of key responses that were commonly occurring in answers, cross check the thematic analysis from the software and take a secondary view of the data. No further findings were evident at this stage but all emerging themes were corroborated and evident.

The researcher listened back to all the interviews twice over the period of a week and made some initial observations and notes concerning common responses, commonalities and emerging themes. Each interview was then played back in NVIVO 10 and coded. Sections of audio were coded and then annotations of significant words, phrases and themes were also coded to the same node for inclusion in the final cross referencing. This method facilitated the detailed and repeated review of recordings.



Once themes had been established the researcher entrusted a colleague to review the processes undertaken and cross check the findings from the data. As the analysis of qualitative data is a time consuming process the independent third party did not review all aspects of the research but chose random sections and themes to review. All anonymity was maintained, no audio recordings were reviewed and the ethical guidelines adhered too. The third part was satisfied with the procedures and corroborated the analysis of the small sample taken from the NVIVO 10 output and the researchers drawn conclusions.

The findings of the research emerged from the analysis of the recorded interviews and field notes. Although software was used to provide structure to the process the analysis was conducted through human interpretation by the researcher looking for patterns in response, common feelings and emotions expressed through the interaction within the interviews.

#### **4.7 Comparing Professional Standards Frameworks**

One of the aims of this research was to assess efficacy of teacher training given to lecturers through the analysis of recounted experiences of respondents and their review of the long term effects of training on their practice and engagement with CPD. During the review of literature several pieces of government policy and legislation were discussed (Griggs Report 2012, Review of Scotland's Colleges, 2007, Skills Commission, 2012, raising Skills Improving Life Chances, 20016, Education Wales Bill, 2014, Wolf report, 2011, see sections 2.1, 2.2 and 2.3 for full review) and reviewed for their effects on training requirements and sector (HE and FE) influence. Coupled with the legislation the national occupational standards for both FE and HE practitioners emerged through the literature as having significant impact on the requirements for and of training for lecturers. The project aimed to review training provision in Scotland and Wales for lecturers working in FE institutions. The four nations of the United Kingdom all now have separate post devolution occupational standards for lecturers in FE while the UKPSF published by the Higher Education Academy cover the entirety of the UK. As the influence of all five sets of standards (UKPSF, IFL for England, Wales & Northern Ireland and PLDF Scotland) became more evident in the literature and reviewed practice of the FE sector it became necessary to conduct a more in depth comparison and study of the standards themselves. A piece of work was undertaken to ascertain the similarities, differences, structures, focus and outcomes of the five sets of standards by cross referencing them against each other. This piece of work fed directly into the wider research project.

All five sets of standards were deconstructed from their original published groupings and restructured into a comparative table (Appendix 1). The standards were kept in columns that identified the original source e.g. England, Scotland, UKPSF, and aligned in rows according to the individual standards focus or instruction e.g. learning and teaching, preparation or assessment. This enabled the researcher to accurately review and cross reference of all the standards for focus, aim and requirement, which in turn facilitated analysis of the similarities in origin, values and expected impact on professional practice of all sectors.

The results of the comparison were utilised in part to provide some clarity and structure to the research project whilst informing the literature review and enhancing the comparative analysis and study of the professional identity and practice of lecturers in all UK devolved sectors of FE. Although the professional standards are only one aspect of this project the secondary research analysis proved beneficial in writing the thesis literature review, findings and conclusion chapters. The researcher was able to draw on the common themes running through all of the standards and gain an insight and understanding of the impact and influence of the standards throughout all sectors of post compulsory education. The researcher was also able to review the similarities in the expected behaviours of teaching practitioners and develop an understanding of the slightly differing focus of expected practice and training (Scottish focus on assessment and quality enhancement for example).

#### **4.8 Credibility and Limiting Bias**

In section 3.2 the theoretical and philosophical considerations relating to credibility, reliability and bias are discussed. This chapter summarises and describes the practical steps taken to ensure that the project met the quality expectations of the academic research community, produced reliable and useful data and enabled conclusions and recommendations to be made.

The quality of a qualitative research project is ensured by its credibility (Zhang & Wildemuth, 2009) which in turn is a result of thorough planning and consideration of the many variables within a project. From the inception of this project the researcher has worked from a structured plan that was formulated after due consideration of research methods and ethical responsibilities.

Previous chapters have described the researcher's methods and considerations in relation to ethics (3.4), sampling (4.4), interview strategy and process (3.3c & 4.5) and data analysis (4.6). These principles and plans were adhered to throughout the project and constant consideration of the impacts of actions and interactions was maintained throughout (Age, 2011).

Limiting and acknowledging potential influences that could cause bias were a constant consideration for the researcher, and as described, several important actions were taken to ensure the maintenance of the credibility and validity of the research project. Ensuring that constant consideration was given to limiting bias by assessing all actions against the possible impacts of skewing the research project protected the research outcomes. The researcher adhered to the planned sampling criteria and applied the use of the same interview schedule. The schedule had been tested at pilot and third party feedback on content, style and approach was considered and utilised in the design of the final document. Consistent consideration was given to the relationship formed between the researcher and the researched to ensure that this stayed within the ethical guidelines and did not affect the perspective of the analysis (Hammersley, 2012).

The interview data that was collected was analysed using a thorough and structured approach to coding and inductive thematic analysis utilising NVIVO 10 software. As discussed in section 4.6 the output of the analysis was reviewed in depth by a third party independent individual with significant research experience with the aim of ensuring that the researcher had not drawn any conclusions that were not evident or supported by the data (Grebennikov & Shah, 2013). Whilst the third party review of a data sample was important to the overall validity of the study, it was conducted with consideration to the issues of ethics. At no point was the third party able to glean any identifying information about the respondents and discretion was agreed upon prior to commencement. There was no possibility of any harm to either individual or organisational standing and confidentiality of data was maintained at all times.

In addition to employing thorough, clear and transparent methods throughout the study the researcher also kept a chronological journal of actions (see extract in appendix 10), progress and events to ensure that the process could be recalled, detailed, recorded and repeated accurately (Robson, 2002).

## **4.9 Limitations of Study**

This section details the limitations of this study and describes the researcher's actions to counter the effects on the research project.

### **4.9a Limitations due to Respondents**

The researcher initially planned to interview respondents from four organisations, due to the factors described in detail in section 4.2, the study could ultimately only include lecturers practising in FE colleges. This places restrictions on the generalisation and transferability of findings into the context of HE focussed organisations. Although the review of literature describes many of the similarities, common concerns, differences and views of lecturers from both HE and FE establishments this research, at this stage, can only add to the current knowledge and understanding of the professional concerns, feelings and experiences of lecturers practising in FE. As discussed in section 4.2 a continuing study is planned after the completion of the thesis, in conjunction with an existing project and the original organisations approached for this study (permission for this has been granted by the relevant institutions).

### **4.9b Limitations due to Bias**

Bias in qualitative methods is well documented. Drever (2003); Yin (2011); Mason (2002) and Hammersley (2007) describe in detail the issues surrounding the use of semi-structured interviews to gain an emic view of a community. The preconceptions and experiences of the researcher are difficult to remove from the research process. Unless the researcher openly acknowledges and puts in place measures to counter the inherent bias stemming from personal interest and experience the project outputs will be of limited value and lack credibility.

Throughout the design, undertaking and completion of this research project the researcher has acknowledged their bias and put in place specific measures to counter the potential effect. Sections 3.2, 3.3b, 3.4, 4.1, 4.4, 4.5 and 4.7 all detail the actions taken by the researcher to acknowledge and limit bias. The consistent referral back to these important processes throughout the thesis belies the importance placed on ensuring that the research is credible and valuable.

#### **4.9c Limitations due to Transcription**

The initial plan was for the interviews to be transcribed but two significant issues arose. Three quotes were received for transcription, the cheapest of which was in excess of £2000, there was no available funding (despite an application for a research grant from the Society for Educational Studies) to undertake this task. The researcher also works full time as a head of department in a college and as such the time available to conduct transcription was not available within the structured plan for the completion of the research.

The researcher utilised the Livescribe technology described in section 4.5 to record the interviews but also produce an active annotation document that digitally links field notes to the audio files. When the data was being coded this proved invaluable in ensuring that all facets of the interviews and interactions were taken in account whilst enhancing the manipulation of the large audio files.

Coupling the Livescribe technology with the use of NVIVO 10 software (for which the researcher undertook two days QSR training) meant that the researcher was effectively able to negate the possible problems caused by not having interview transcriptions.

#### **Chapter 4 Summary**

This chapter followed on from the philosophical background discussed in chapter 3 and describes how the theoretical framework of qualitative methodology translates into a practical approach to conducting this research project.

The evolutionary design process is described with attention paid to demonstrating the clear reasoning process that guided the project from inception to completion. Rationale and explanation is provided to outline the overall research project design, sampling methods, respondent selection and related research activity. Data analysis is discussed in detail with rationale and justification given for analysis tools used and methods employed. The chapter continues with an explanation of the methods utilised to recognise and limit research and researcher bias. The chapter concludes by recognising the limitations of the study and provides a theoretical and practical basis giving context the results that are described and explored in Chapter 5.

## **5: Findings**

This chapter presents the analysed findings of the research data taken from nine hours of recorded interviews with nineteen respondents. The data is presented to show the themes that emerged through inductive analysis after detailed and systematic coding was undertaken utilising QSR NVIVO 10 software as an aid. Where appropriate the themes are graphically represented with detailed exploration of the data underpinned with quoted extracts from the interviews. All names used are pseudonyms. The subheadings in this chapter are used to denote the individual themes with a diagrammatic representation given at the end of the chapter to show the relationships between the findings.

### **5.1 Themes**

#### **5.1a The undertaken models of training are perceived by respondents to be effective**

One of the primary aims of the research project was to develop an understanding of the perceptions of efficacy of teacher training from the perspective of the practitioners engaged as respondents in the study.

Respondents were asked if they felt that the model of training that they had undertaken in order to be classed as fully qualified had been effective for them. The question was presented in this general format to gain an understanding of the reflective account of individuals in the first instance, prior to further in depth exploration of more detailed aspects of the training. This also helped individuals' reflections and recollections on the efficacy of specific aspects of the course of study.

The thematic analysis of the data showed that many of the respondents felt that their training had been effective in preparing them to teach and that the model they undertook prepared them well for their role. There were no further emergent themes in this respect as the answers given reflected a general acceptance that the training received worked well irrespective of model of training undertaken, age, sex or location. The model below (figure 3) shows the spread of responses across all models of training and highlights the relatively few negative responses in relation to general perceptions of efficacy of teacher training undertaken.

**Figure 3: Perception of effectiveness of training shown with model undertaken**

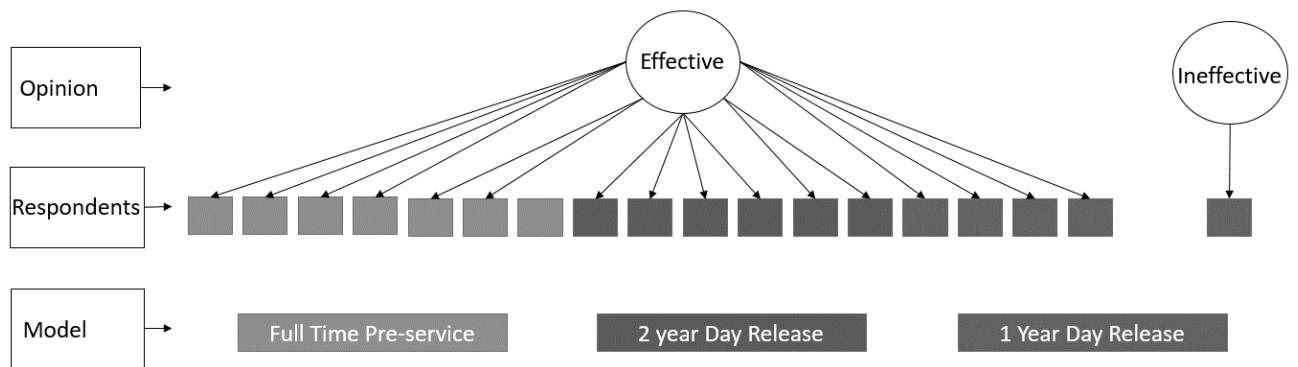


Figure 3 shows the opinion given by respondents when asked if they thought their initial lecturer training had been effective. The diagram shows the number of responses of ‘effective’ grouped and colour coded for model of training undertaken alongside the responses given for ‘ineffective’. The model is adapted from an NVIVO 10 model shown in appendix 11 (Model 1).

The respondents were very positive in answering questions concerning their views on general efficacy of training and whether they felt that the model of training that they had undertaken had been effective in preparing them for a career in teaching FE.

Anwen a lecturer from Wales with ten years’ experience commented:

“Part time day release [training] remitted for two years worked very well, I’m now able to consistently gain an excellent [grade] in teaching observations.”

Anwen’s reflection regarding her experiences and how her training worked so effectively links directly to her later statement:

“Students respond well to me because I command their respect, it’s my learned behaviour and training, how I am in class that works so well. I see other lecturers all the time getting grief in class, why do they get it and not me? What am I doing differently to them?”

Anwen spoke very confidently during the interview and her reflections throughout were very clear and are testimony to the confidence that has been instilled, by Anwen’s own testimony, through the training she received.

Bryn, a lecturer practising in Wales had a thirty five year long career in public service prior to entering into a second career as a lecturer in FE. Bryn held some reservations initially about undertaking the teacher training for his role and questioned the validity of retraining in his fifties, especially after a career as an instructor. However, Bryn's reflections regarding the general efficacy of his training were very clear as he recalled his feelings towards the experience:

“At first I didn't really see the point but I think I was very lucky with my tutors who were brilliant. I can teach trainees [military] in a gym all day long, no problem, but my Cert Ed taught me how to calm down and teach students in a classroom, it was good for that.”

Gwenda, an artist and lecturer also practising in Wales, talked initially about her journey into teaching and how in many respects she was the “*accidental teacher*” not having intended to take the route she did into teaching in a college. Gwenda's reflection gave an insight into the transformational experience she had been through. Both quietly spoken and calm in nature, Gwenda reflected that:

“The two year training course had a great pace, always busy with loads to do, but I wonder sometimes what they did to me that has enabled me to be able to stand up and teach, it worked really well.”

Some of the respondents discussed the levels of work required, the amount of work undertaken alongside teaching loads and the difficulties experienced in managing time and producing work of sufficiently high quality to warrant submission. These comments were often given in tandem with positive recollections of the efficacy of the training and the increasing ability to undertake work effectively, aided by the training.

Practising for over five years as a qualified lecturer and working in a promoted position in Scotland, Isla also reflected that the training she undertook had been successful but also at the same time challenging:

“Following a four year programme of training worked well as there was a gradual increase in the workload, level of work and expectations of each course. It became increasingly challenging as work responsibilities increased over time so did the amount of work in the training courses, this was all completed over and above contracted work without any remission.”



Isla had undertaken a training model including several courses over the stated four year period, an Assessors course, a Verifiers award followed by a Professional Development Award and then finally a TQFE.

Isla presented in the interview as confident and positive with clear opinions on her approach to professional duties and a positive work ethic. This was made evident in her follow up statement when talking further about what she had learned through her own training and ongoing motivations to learn:

“Harnessing people’s motivation is key to getting them to engage with training. People with intrinsic motivations for learning will engage more than people responding to extrinsic motivations. Some people want to do the bare minimum for the job. I’m not like that, I want to know more than is on offer”

A similarly pro-active position on her teacher training was taken by Susan also a practitioner working in Scotland. Susan had worked in a non-teaching position within a support department in the same college where she now teaches science and had made a significant commitment to training in pursuit of becoming a lecturer:

“The training full time was OK, I had to really [undertake pre service training], there was no way I was going to get this science teacher job without being qualified beforehand, so I had little choice. The placement was good but my mentor wasn’t great, nice guy but he just saw me as a person to take his classes for him and always turned up late”.

Susan’s reflections demonstrated her approach and commitment to the undertaking of training which became very evident later in the interview process. However, although stating initially that the training had worked, Susan began to reflect more deeply during discussion and gave a more revealing account of her experiences through several pertinent statements:

“I suppose actually I found my TQFE to be useless to me. It focussed on all of the wrong things and was far too academic. I could write the essays no problem but struggled to find any relevance or practical use for the course as a whole.”

“The best bit of the course was the practical training at my placement college. That was really useful because really, you are learning on the job”.

“The generic nature of the training was very difficult to deal with. There was no training to be a science teacher, no practical’s, no safety. Mostly irrelevant in many respects”.

“My TQFE could have been condensed into one page really, get the students to do more and you talk to them less. I think it is really just a hoop to jump through”.

This change of position and opinion arose when Susan had paused for a few minutes and gave significant thought in response to the question ‘Which parts of your training were most effective?’ This deeper reflection occurred frequently throughout the process of interviewing respondents and quickly prompted the researcher to encourage deeper exploration by respondents into their experiences and perceptions of training.

The majority of experiences and reflections given were positive with respondents focussing on general efficacy and perceived value for time invested, however, the teacher training received was not reflected on positively by all.

Mary with ten years practising in Scotland training industry professionals, was critical of the model used to deliver the training:

“Distance learning is a good model but it didn’t work well in this instance. Too much group work and no teaching, I don’t work well in group work”.

“TQFE was very focussed on working with young people, there was little or no content to do with managing adult learners”.

Mary presented very clearly and had a precise manner in engagement with the interview process and was clearly passionate in her responses.

Mary continues:

“The reading given to us to do for TQFE was good and worked well but the course lacked teaching, I wanted to learn but struggled with the constant activities and working in groups, I got very little from it in that respect”

Mary’s experiences and recollections, although specific to her, would later inform the researchers coding and formulation of the theme that emerged concerned with content that the respondents believed was missing from their training experiences.

Eve trained in the secondary sector in Scotland and had worked in industry until the age of thirty six. Eve, who now teaches science, was very candid in the initial stages of the interview

and was very clear that the reason she had pursued a career in teaching was specifically for the holidays and hours of work to facilitate bringing up a family. Eve had pursued a move into FE after having a family to concentrate on teaching the subject matter and not on discipline. Eve reflected clearly on her experiences in training:

“Lectures in university were a waste of time”. I have a PhD and am no stranger to lectures and understand why they are there, but they were of very little use. The placements are where you learn to teach.”

Eve’s initial reaction had been that the training had not been productive, however, once again, the process of reflecting on the training and evaluating the experience had brought about a greater analysis and prompted Eve to recollect the positive aspects of the training process:

“Placement was excellent for learning from teachers who had been in post for 30 years or more. They were excellent with authority and it helped to watch them teach for extended periods.”

“There should be a greater element of practical experience in training, a whole year’s placement, on the job training.”

The analysis of respondent’s general feeling towards efficacy of the training they had undertaken showed a trend of overall satisfaction with the experience. When individuals were prompted to reflect more deeply, more detailed recollection of aspects of training and their effectiveness in preparing them for their careers came to the fore. There was no evident emergent links between the models or types of training undertaken and overall satisfaction. The satisfaction with the experiences of training was highly individual and personal to the respondents. During the coding process (see Appendix 9, Example 1), there were many comments regarding efficacy and quality of initial teacher training experiences recorded and extracted. During the analysis of the grouped quotations the theme of general and initial satisfaction with training emerged quickly and very clearly. However, there were several examples where, upon greater reflection, the respondents started to question their initial opinion.

### **5.1b A Note on Reflection and Effect on Respondents**

Through the initial questioning of candidates regarding the efficacy of their training in preparing them for a career as a teaching professional, several interesting themes emerged.

The first of these themes emerged very quickly and was consistent through nearly all interviews. It was evident that many respondents had not considered their training in any detail for some time and had in many respects not reflected on the impact it had had on them or their practice.

The initial question asking individuals to describe their journey into teaching had originally been included to ascertain the scope and diversity of professional backgrounds of people entering teaching in FE. However, the question seemed to be having a greater impact on respondents and helped focus and situate reflection on experiences and practice.

When the lecturers were asked to reflect on their experiences both pre and post training it was evident in many cases that there had been little or no recollection or reflection on training experiences up to this point. Initial responses were often changed after several moments of thought or prompt questions. This continued throughout the interview process, with respondents often pausing to think quite deeply about their responses or changing initial answers to questions. When the opportunity to discuss areas in training that could have been better or were particularly useful, the respondents were able to clearly identify perceived deficiencies and areas of strength.

During informal conversations with the researcher after the interview had finished, many of the respondents commented that engaging in the research process and talking about their training experiences and CPD needs had been cathartic. Some of the respondents commented that they hadn't thought about their training for years but were now going to think about looking at undertaking some CPD or doing a course.

## **5.2 Practical and vocational exercises are the most valued aspects of training.**

Respondents were asked to evaluate their training experiences and reflect on which aspects of the course they feel had been the most valuable to them in their practice in the years since completing the university programme. During the coding of the data this theme emerged when answers to several different questions were taken into consideration and the codes grouped. Some of the coded responses came from the question directly asking ‘which was the most useful aspect of your training’? Other coded responses that informed this theme came when respondents were asked to identify, in their opinion, the least useful aspects of training, what there should be more of in training and what the purpose of training is. The range of answers given by respondents demonstrates the types of training they undertook and the diversity of individual background and agency. There were many varied responses that were highly individual to respondents. However, a theme began to emerge from the interviews that the vocational aspects of the training courses were commonly regarded as being the most important and influential to practitioners and on their practice (see Appendix 9, Example 2 for coding and grouped NVIVO nodes).

Lecturers that had undertaken the part time one year distance learning delivered model had all trained in Scotland and had studied whilst fulfilling teaching roles in colleges on a full time basis. Although the responses from the interviews show a general trend indicating that the consensus of opinion supports vocational and practical aspects of training as being most influential, interestingly, the group undertaking the one year distance model does not follow this trend. The group who undertook the one year distance model made very few comments in relation to the importance of practical training, vocational experience or applied learning within their work context. When asked about the most influential and useful aspects of his training experiences William comments:

“TQFE didn't give me the practical application I was looking for. I was told to prepare lesson plans and schemes of work but not shown how to do it. In all the time I have been working and training I have never seen anyone else teach a class, I don't know how other people do it. The training was very generic nothing at all about subject specialisms which made it feel very vague”.

Similarly Thomas, who also practises in Scotland commented:

“Training should be much more practical. People don't always read things or research things but if you are being made to practice and go over things practically then you learn it without even realising”.

Both William and Thomas spoke very passionately and came across in their individual interviews as being frustrated with their perceived lack of practical and applied teacher training. William and Thomas are both engaged daily with the delivery of vocational curriculum and spend many hours a week delivering practical training sessions to students.

The range of responses in relation to the most valuable aspects of training was very broad and covered many facets of the learning undertaken. Opportunities to practice in perceived safe environments were discussed by lecturers undertaking the two year day release model of training. The micro teaching was identified as being of use to those that had experienced it. Hugh reflected on his training experiences:

“Microteaching was by far the most useful part of my Cert Ed and training”.

Similarly Iwan recalled the value of micro teaching sessions to his training experiences:

“Micro teaches were very useful for reflection and improvement. I found the second year to be very useful for relating content of course to wider curriculum and student needs”.

Training around the identification of learning styles and methods to use in catering for individual students' preferences, were discussed by those that had undertaken one year distance learning training in Scotland. Thomas, who practises in Scotland commented:

“The most useful part of my training was definitely looking at learning styles and training methods to use with students”.

Similarly, Mary who also practises in Scotland, valued the training on learning styles and commented:

“There should be more focus on learner styles at TQFE level training”.

However, not all comments regarding the learning surrounding learner styles was positive. Mathew who had trained as a lecturer on a one year distance learning course made the following observations:

“TQFE was not what I expected. I was expecting to be shown the practicalities of teaching and methods that could be used. Instead, we spent most of the time discussing learning styles, theories and academic work”.

Iwan, who trained and practises in Wales, raised some concerns regarding meeting students’ needs for learning:

“There should be more support for managing the special needs of our students and looking at the different ways that they [the students] learn. We have such diverse classes now that much more training on this would be very useful. We got some, but more detail would really help”.

Iwan presented as being genuinely concerned about his students’ needs. Although he raised some reservations regarding the training for meeting his learners requirements he was equally concerned about overloading the students and them missing critical learning:

“We have to squeeze so much extra into every lesson now, ESDGC<sup>7</sup>, Numeracy, Literacy and Cwricwlwm Cymreig<sup>8</sup> that we are in danger of not actually teaching the subject. If we teach our subject well then many of these things should naturally follow. I have such a huge spread of abilities in my classes that it is really difficult to support them all whilst helping the lower level learners and keeping the higher level learners interested. There should be far greater support in place for lower level learners for numeracy and literacy”.

The respondents presented mixed responses regarding the training for learning styles, student support and differentiation in the learning environment. Although the appreciation for applied and practical training came through as the strongest theme in relation to positive and most valuable experience of teaching courses, the desire to provide good support for students was evident in the attitudes, frustration and responses of the interviewed lecturers.

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<sup>7</sup> *Education for Sustainable Development and Global Citizenship (ESDGC) is a curriculum model developed to ensure that where practicable and beneficial, all subjects delivered in schools and colleges in Wales should be related to sustainability and global citizenship.*

<sup>8</sup> *Cwricwlwm Cymreig was developed to ensure that all subjects delivered in schools and colleges in Wales can be delivered from a culturally Welsh perspective where practicable and beneficial to students.*

Whilst making recollections about and reflecting on the most useful aspects of training experiences, many of the respondents alluded to the practical and applied aspects of the training as being of most value. This was a consistent theme through both the full time pre service and two year day release graduates who had linked their university theoretical and academic learning to their applied and vocational training.

Susan summarises:

“The best bit of the course was the practical training at my placement college. That was really useful because really, you are learning on the job. The most useful part of the TQFE was the practical work in the college where we had our observations and day to day training. We were supposed to be trying to link the university theory work to the practical college based work”.

The lecturers who studied on the one year day release programmes in Scotland either did not mention practical and applied practice training as being important or were explicit in their opinion that there should have been a much greater focus in training on these perceived important skills. All of the Scottish candidates undertaking the one year day release model of training were employed as lecturers and working in colleges. There does not seem to be any connection between the workplace and the training in respect to practical application of learned pedagogic practice.

The full time pre service and two year day release candidates from both Scotland and Wales make distinct connections between the university work and training environment of placements or employing college. This connection is not evident in the testimonies made by the one year TQFE graduates.

Of note is that several of the interviewed candidates had undertaken training in secondary education settings. These respondents undertook a training model with some significant differences in delivery and context to the FE specific training courses. The learning programme for secondary teachers involved school work experience placements that were described as training placements. The lecturers trained in the FE context on distance models were not on specifically identified ‘training placements’ as they were working in colleges during the period of training.



Dewi advocated the benefits of the practical aspects of his training and reflected positively on his experiences:

“I undertook lots of practical training in the [post degree, one year full time] PGCE including several placements and observational visits.

The most useful part of the training was definitely the practical work with other teachers and observing different teaching styles”.

Eve was similarly supportive of the applied learning and vocational aspects of her training experiences:

“The experience I gained through training and practice has definitely had the greatest impact on my practice and on student learning”.

This theme strongly demonstrates the respondents’ high regard for practical and applied training and learning opportunities. Although theoretical work is not dismissed, it is not afforded the same level of importance in the application of learning and development experiences in the work place trainee and graduate lecturers.

### **5.3 Respondents had difficulty in identifying the least useful aspects of their training**

Respondents were asked to reflect on what they felt to be the most useful aspect of their training in order to ascertain how effective they felt their learning experiences had been in preparing them for a career as a lecturer. Although many respondents were quick to give positive answers and provide specific examples of their favoured training experiences, several respondents answered the question by recalling what was least useful. On these occasions the interviewer acknowledged the answer but provided prompts to find out if there were any positive aspects and to help the respondent recall. This on the whole was successful but it became evident to the researcher during the first interview that allowing respondents to recall their least favoured aspects of training would also yield insights into perceived efficacy and provide an opportunity to confirm emerging themes from a different perspective.

When compared to the theme in section 5.2, *‘practical and vocational exercises were the most valued aspects of training’*, the coding showed a paucity of data collected in relation to this question about the least valued aspects of training. Respondents took longer to respond to this question and many, after significant thought, stated that they didn’t know or couldn’t think of anything. This was counter to the idea that respondents seemed to want to share their

thoughts on the least useful aspects of training, as when asked directly, there was a noticeable difficulty in answering.

However, on recording the responses and reactions of the respondents it is possible to see that the importance of this finding in relation to the question of perceived efficacy is revealed in what was not said by respondents. Of all the respondents who had undertaken pre service TQFE and PGCE training there were only two negative comments specific to perceptions of least useful training received, John who practises in Scotland recalled:

“Psychology and Sociology courses at PGCE were least useful”.

On further prompting John expanded (albeit briefly) on his answer:

“It was OK, I just rarely refer to it”.

This provided an insight and an example of a situation where the lack of reflection on training experiences that was evident amongst the respondents, had led them to not considering their experiences prior to being asked during the interview. Many had not thought much about their training since graduation and others, although reflective about elements of practice and experiences, had not considered whether their training had been effective.

Susan made several conflicting statements over the course of the interview regarding overall experience and efficacy of training (recorded in section 5.2) but only gave the following response when asked specifically about the least useful aspect of training:

“The generic nature of the training was very difficult to deal with. There was no training to be a science teacher, no practical training, no safety. Mostly irrelevant in many respects”.

This reflection from Susan was indicative of the experiences of a small minority of the respondents. Training was not an overtly negative or detrimental experience but they felt it had been in the greater part ineffective and could have done more to prepare them for a career in teaching in FE.

The opportunity to reflect critically on their training experiences was largely not taken by lecturers that had trained in a full time capacity in secondary teacher training or full time pre service lecturer training. Although the respondents thought hard about the question of least

useful aspects of training, few responses were received from this group. This reinforces the finding from section 5.1 of general satisfaction with training of the graduates of full time models.

A greater number of comments were received from individuals that had undertaken part time in service training both in Wales and Scotland. However, compared to the number of positive recollections received (section 5.2) there are again relatively few negative responses.

The responses given however do provide a useful confirmation of the positive theme that emerged in section 5.2 of the value placed on practical and applied learning. William who has taught science subjects for over five years made the following comment:

“I didn't like the legislation and political aspects of the TQFE I saw no relevance. I struggled to learn how they taught the course. They spent a lot of time teaching us how to manage different learning styles but at the same time didn't cater for ours. I wanted practical training and I don't feel I have ever had that”.

William's reflection here confirms many of the positive comments from section 5.2 where the respondents made repeated reference to the importance of practical and vocational training experience.

Thomas who has taught engineering related subjects for over fifteen years and practises in Scotland focussed on what he perceived to be missing from the course of training he undertook:

“There should have been much more training on working with people, class control and discipline, whenever it was raised we were just told by the lecturers to not get involved”.

Thomas' response to this question again reasserts the collective importance placed on vocational and applied aspects of pedagogical training and preparation for a career in teaching.

Bryn felt that his career in public service had prepared him well for many aspects of the role of a lecturer and made the following observation:

“The admin (sic) training was the least useful part [of training] for me. Thirty five years in public service [actual nature of service redacted to maintain anonymity] taught me everything I needed to know about organisation. I had dozens of staff under

me, I can manage college paper work no problem”

Bryn’s example here raises an interesting consideration regarding the nature of practitioners working and training in FE. Many of the respondents had previous (often extensive and successful) careers and had come to FE with qualifications, experience and skills that would be transferable into the training paradigm. Many of the respondents would not need extensive training on administration based skills as previous employment, where professional skills were required, would have provided suitable training.

Similarly Gwenda, who identifies as an artist educator, felt that the non-teaching practice related study was least useful:

“As an external student the least useful part was the administration, policies and funding sessions. It was all very specific and not much use to me, I was more interested in learning about teaching and students”.

The opportunity to talk in depth about the least useful aspects of training was poorly received and this question revealed little when taken in isolation. However when the data is presented in conjunction with the positive line of questioning it confirms the theme that emerged in 5.2. The respondents value the practical aspects of the training undertaken and felt that there should have been more applied learning in the courses of study. Where complaints were made they focussed on perceived irrelevance and belied the frustration felt by some respondents in the perceived non vocational focus of their training.

#### **5.4 The perceived purpose of training is to develop practical teaching skills and an understanding of the learning process.**

Assessing the perceptions of efficacy of teacher training for lecturers led the researcher to try and reach an understanding of the opinions of respondents in relation to the wider impacts of training.

The researcher asked each respondent to give an opinion on what they thought the purpose of their training had been. This question was used to start a discussion around why training was undertaken and what the benefits or drawbacks of this were to the lecturers and their students.

A relatively narrow spread of responses was received in relation to this question and the theme emerged quickly and clearly from the data.

There were some negative perceptions that training was largely a box ticking exercise. These responses were not given entirely in isolation as respondents qualified their statements.

Isla made the following observation:

“I found that the distance learning TQFE I did was largely about fulfilling minimum standards and box ticking. I was used to study so I made sure that I read more widely than I was required to and consequently achieved more than was expected of me on the course”.

Isla was quite robust in her response and further presented her frustrations openly:

“The primary purpose of teacher training is of course to teach people how to teach, but it shouldn't be a barrier in FE. Vocational subjects can be taught quite often without a qualification and underpinning theories to base decisions on. The [teaching] qualification should be really valuable and not just a tick box exercise and a form to fill in, I would like to see its status raised so it becomes useful and valuable”.

Isla's response makes reference to the status of teaching qualifications within the context of the Scottish sector. Throughout the interview process and the subsequent coding and analysis of the data, a consistent feeling of lack of attachment between work and training and the removal of training from the work place impacted responses, this is discussed at length in Chapter 6.

Mark a lecturer in a promoted position practising in Scotland was similarly frustrated:

“Teacher training in colleges has become a box ticking exercise. Teacher training is a bit like a driving licence, it shows you are able to maintain and meet minimum standards but doesn't mean you are the best driver/teacher in the world that comes with practice. The training in the sector does not go far enough and should be linked directly to CPD. Things don't change and at the moment in Scotland there is no real requirement to do anything [CPD]”.

Mark's assertions here take Isla's comments a step further and discuss the connection between training, practice and CPD. This highlights that the respondents, after several questions and deeper reflection started to question the training process and give greater

insights into their own experiences and opinions. The links highlighted by Mark in relation to training and CPD are discussed in greater depth in Chapter 6.

There were many more responses given to this question that gave a very clear indication of the perceptions of the majority of the respondents in relation to the purpose of training. There were several responses that clearly stated that the learning of teaching skills was the primary purpose of training while others focussed on developing an understanding of the learning process.

Sara, a lecturer working in Wales and studying to gain a promoted post, gave this response:

“Training is there to teach expectations, the learning process and standards. Training in how to plan classes is very useful and you need to know how to do it but often the best planned lessons fall flat on their face and sometimes lessons planned on post it notes can turn out to be the best ever”.

Sara was very animated in her response and showed an enthusiasm for discussing teaching practice. Sara’s response again underpins the importance placed by lecturers on the vocational and practical aspects of teaching practice. The desire to learn and develop the ability to undertake the basic principles of the role of lecturer and be confident in teaching practice repeatedly came through in the interview responses.

Mathew, who also teaches in Scotland was similarly enthused:

“The primary purpose of teacher training for lecturers should be to make a positive difference for students. I fell into teaching as most people in colleges do, I came from an industry background and had no idea about the theories and background of teaching, and I guess that is where the university side of things comes in. There should really be a much more robust method of practical training that lecturers have to do in the college that teaches the practical aspects of teaching”

Mathew again highlights the individual agency of the diverse and eclectic community of practitioners teaching in FE. Many of the required skills for teaching are already present in many teacher training candidates and Mathew here highlights once again the importance placed on practical training by the respondents.

John who teaches science after coming to FE from a Biochemistry industry background was somewhat less animated in his response but after pausing to think and reflect deeply on the question he gave the following response:

“I think the primary purpose of training is to highlight different methods of teaching and to demonstrate how to motivate students, motivation is very important”.

The respondents throughout the interviews regularly made reference to the student experience, benefits to students and the learning process. This response from John is indicative of the importance placed by lecturers and trainees on the learning process and the desire to do the best possible job for students.

Although worded differently and with slight variations in inference, the theme that emerged from this line of questioning, was the awareness of the importance of the student learning experience. Although some respondents were sceptical about the purpose of training, the majority of people interviewed were focused on the learning and teaching aspects of training and the perceived impact this had on their practice.

### **5.5 Lecturer training has a positive effect on the student experience**

Following on from the questions around respondents' perceptions of the purpose of lecturer training, the researcher enquired as to whether the training received by lecturers had an impact on the learning experiences of students in colleges. The purpose of this question was again to assess perceptions of efficacy of undertaken training. The respondents had identified that they felt that training overall was successful in preparing them for teaching and that the main purpose of training was to improve the learner experience. This line of questioning was included to ascertain opinions and feelings regarding the benefits of lecturer training to the wider college community.

Although some individuals reported very little or no positive impact to students of lecturer training, or had mixed feelings, many of the respondents felt that there were positive results for students from being taught by trained and qualified lecturers.

Although Iwan who has taught Information Technology for eight years was not sure about the impact of teacher training on students' experiences at college, he qualified his original negative response:

“Teacher training does not make a difference that is immediately apparent in my area [information technology]. What makes a greater difference is subject specialist knowledge. I have been out of industry for eight years now, my teaching skills have

improved and increased but my specialist knowledge has decreased. There needs to be a much better system to address that”.

Similarly Susan who teaches in Scotland was not sure if training offered any direct benefits to the students learning experience:

“Teacher training doesn't make you a good teacher. It is a stamp of approval that shows that you have achieved something but it does not make you innovative. A lecturer in our department has no qualifications in teaching and she is brilliant, creative and innovative. She approaches teaching intuitively and gets good results. Training can't always make you a good teacher”.

Although these two responses are initially negative and offer some doubts as to the respondents value placed on training, both offer insights into the importance placed on quality of subject knowledge and the importance of this for being a good teacher.

Isla who teaches on social science courses and has a promoted post, offered a mixed response to the question, although she sees the value in training and the wider impact it has on the department, she was hesitant to make a generalisation about her colleagues:

“The training [TQFE] has had a mixed impact on learning and teaching in the area I work in. It depends on the person, if they took a real interest in the course and got all the value they could from it then it had a positive impact on students, it did for me. I valued having my practice checked by someone who at the time knew more than me. If you take a really hands off approach to CPD and training then it makes no difference whatsoever”.

Isla’s response highlights the importance of engagement with the training process. If the status of the training, its importance, or significance is in doubt, then it appears that less is gained by individuals undertaking the courses and thusly negligible impact is transmitted to the student experience.

The positive responses to the question were more succinct. Eve, a science teacher of over twenty years, placed significant value on the training and believes that it does have an important impact on student learning from a practical and administrative point of view:



“Teacher training definitely, makes a difference as individuals are aware of curriculum, procedures, assessments and role requirements. Experience gained through training and practice has the greatest impact on student learning”.

Eve highlights the importance and significance placed on the competency in practice of lecturers that can be developed through successful training programmes and engagement with training. Eve’s response further highlights the positive impact on learning and student experience that training can have through the development of high quality practice within the teaching community.

Gwenda who teaches art was similarly positive and provides a useful summary of the importance placed on high quality training by lecturers:

“Training has a big impact on quality, the staff that are not trained stand out from those that are as being less effective”.

This theme emerged from the data in direct response to a very specific question, *does lecturer training have an impact on students?* However, the theme was also informed by responses from questions relating to the purpose and efficacy of training. The responses given to this question were also instrumental in the formulation of themes that emerged associated with purpose and nature of training.

### **5.6 Lecturers want more training on classroom management, managing challenging behaviour and delivery techniques.**

The final questioning relating directly to the efficacy of training models and courses for lecturers asked respondents to focus on and detail which areas of their training they would have liked to have received more instruction in. This questioning also led the interviews into talking about CPD and requirements for upskilling and updating practice.

Classroom management, managing challenging behaviour, classroom delivery, managing teaching practice and student behaviour were all identified multiple times by several respondents as areas of concern or for discussion. These concerns and areas identified as requiring greater attention and focus in training courses are all closely related and specific to applied and vocational practice in the teaching environment. The strong theme that emerged

in response to this line of enquiry is related to the importance placed by lecturers on practical training in the classroom (section 5.2).

Hugh who delivers business studies and trained in Wales identified managing challenging behaviour and general classroom management as being of specific importance to lecturers:

“I felt that there was very little in the way of classroom management training and there should have been a lot more of it to help with dealing with difficult students, in this way, I felt that the course did not get you classroom ready”.

Hugh’s identification of this theme was clear and this was the case for all respondents in relation to this question. All interviewed lecturers gave an answer and all of the answers were very similar. The identification of the need to have further and ongoing training in managing challenging behaviour and classroom management was consistent.

Thomas, who trained in Scotland and delivers on engineering related courses, placed a similar level of importance on classroom management training:

“There should have been much more training on working with people, class control and discipline, whenever it was raised we were just told by the lecturers to not get involved”.

Thomas goes a step further in his response and identifies that some aspects of training related to managing the teaching environment and groups of students were actively avoided during his training.

Carys, who had trained as a secondary school teacher in London made observations about the trainee lecturers that she was mentoring:

“I have been supervising a trainee lecturer and have noticed that she seems to have huge gaps in knowledge that she hasn't been taught. Managing group dynamics, managing behaviour and practical teaching”.

Carys’ observations are not related to her own experiences of training but to those of the student lecturers that she mentors. Carys spoke clearly and precisely about the nature of her own training and recalled her satisfaction with the thoroughness and scope of the course. Here Carys is able to identify areas of practice of colleagues that she feels are lacking in relation to their ability to manage the teaching environment. This is a useful insight as it gives a broader departmental view of the issues surrounding training and competence in this often cited area of importance.

Bryn who teaches in Wales made a similar observation to that of Carys:

“I’ve noticed over the last couple of years that new staff lack the basic skills to manage groups and challenging behaviour. I am forever hearing classes having problems and people simply don’t have the training or experience to deal with it”.

There is a concern amongst the respondents that either they or their peers have not received sufficient training in managing difficult or challenging classroom situations. This theme emerged quickly from the interview data and was at the forefront of many of the respondents minds. There was very little hesitation in answering the questions and many of the respondents spoke passionately and showed some frustration that this perceived deficit in training was prevalent. The discussion here by respondents also turned towards the idea of continuing professional development being an appropriate forum for ongoing skills maintenance and development in relation to managing student behaviour and creating positive learning environments.

### **5.7 Engagement with CPD**

This section details the results obtained during the interviews where the specific focus of the questions was aimed at eliciting information regarding the type and scope of CPD undertaken by lecturers. The questions were designed to allow the respondents to reflect on the effects that the training they had undertaken might have had on the type and range of CPD that they had engaged with. The questions were further designed to allow the researcher to develop an understanding of the importance placed on subject specialism and pedagogic development by the respondent lecturers. Lecturers were able to reflect on difficulties accessing relevant and timely CPD opportunities which led into discussion regarding lifelong learning and the impact which their training and professional experiences had had on this aspect of their work.

#### **5.7a Lecturers that trained on TQFE in Scotland are more likely to undertake CPD in subject specialism than in pedagogic development.**

Respondents were asked to reflect on their engagement with CPD since completing their lecturer training at university. CPD was defined as any course, event, reading or work that in some way offered development opportunities to enhance their teaching practice. CPD in

either pedagogic development or subject specialisms were considered separately with respondents asked to reflect on their preferences, priorities and ongoing training needs.

The emerging theme in this data shows that lecturers undertook and valued CPD in subject specialist areas of development irrespective of the model of training that they had undertaken. However the same data shows a very much reduced engagement with pedagogic CPD for lecturers that undertook the part time one year distance learning model of training (TQFE in Scotland). This theme also shows that lecturers that had undertaken a pre-service qualification (secondary school training or pre-service TQFE) and the two year day release model of training (PG Cert in Wales) engaged equally with pedagogy focussed CPD and subject specialism CPD.

Luke who teaches in Scotland was quick to advocate CPD in subject specific areas:

“CPD is vital for lecturers, specifically in their subject areas. Without it the courses are not sustainable unless you employ new staff every year”.

Isla who practises in Scotland was also positive about her subject specialist CPD experiences:

“I’ve done quite a lot of specialist training in my subject area. It’s had a really positive impact on my teaching”.

John who teaches science in Scotland has mainly focussed his CPD engagement on keeping up to date in his specialist field:

“I think most of my CPD has been on developing my [subject area] expertise. I’ve done hardly any CPD for teaching. I access most courses externally to the college because of the nature of the training. I think that CPD is really very important. Staying up to date with subjects keeps them alive for you and that means more interesting for your students too. There should be much more time made available for CPD and a much more emphasis on it for lecturers”.

This approach by lecturers in placing emphasis on their subject specialist fields was wide spread within the community of TQFE graduates in Scotland. Little evidence emerged in the data of interest in, or engagement with pedagogic development CPD or any type of professional enquiry. When asked about CPD for learning and teaching lecturers reported a

lack of time, too much work or the pressures of personal life as being preventative factors in the investment of effort and resource in exploring and engaging with courses.

When lecturers that had undertaken other forms of training from TQFE were asked the same questions, a much greater spread of responses was received. Recognition of the development of dual professional values and skills came through clearly. Although many of the same pressures were cited, they were expressed when talking about all types of professional learning and not just development in pedagogic practice.

Dewi who teaches on business and finance courses in Wales had a much greater emphasis on the CPD he had undertaken in pedagogic development:

“My training has really influenced my approach to CPD. I didn’t feel much like a finished article after training and knew I wanted and probably needed to learn a lot more about teaching”.

Dewi’s experiences highlight and give a good example of the types of answer that graduates of PGCE (FE) and PGCE (secondary) gave when discussing professional learning and development. A broader view of lifelong learning was recognised as being important and little preference was shown to either professional development in subject specialisms or pedagogic practice.

There were instances where individuals sought out training in pedagogic practice and development after a number of years or for specific reasons.

Upon becoming a mentor to a new member of staff, Elen, who teaches law and was trained in Wales, made the following comment:

“I’ve just done some training on supporting new [teaching] staff. I’ve been asked to be a mentor and I thought I should really brush up on a few things and see what is new. I’ve been teaching a long time and this is the first teaching related training I’ve done”.

Elen’s comments draw attention to the importance placed by some of the respondents on the value of continuing to develop practice, especially when it has an impact on colleagues or on students.

Counter to the positive responses given by some of the responding group, others were clear that they actively avoided CPD in teaching and learning or did not value it.

There were several respondents that reported that they did not and had never engaged in any form of CPD related to pedagogic development or given the option would choose to attend subject enhancing training:

Susan who teaches science in Scotland was very clear in her responses regarding CPD:

“I have done no CPD on learning and teaching, I was put off by my TQFE”

Similarly Eve, who also teaches science based subjects in Scotland stated her preferences:

“I would always choose to attend subject specific training over teaching related CPD”.

This lack of engagement with professional learning and development in teaching practice was consistently reported throughout the interviews of respondents who had graduated from TQFE in Scotland, there was no difference identified between graduates from the three separate delivering universities.

### **5.7b The data showed frequent confusion as to what lecturers believe constitutes CPD**

A related theme to emerge from the data linked the responses given regarding types of CPD and engagement with CPD. Several respondents gave answers that highlighted a potential issue surrounding an understanding of what constitutes CPD. Hugh stated:

“I’ve done a lot of mandatory CPD in house, but I don’t see that as real CPD. I’ve completed lots other training but nothing in teaching”.

After pausing to think Eve stated that she had not attended any training at all to do with teaching but then added a contradictory addition:

“I don’t think so, no, I’m sure I’ve never been to any training or conferences just about teaching. I went on a mind mapping course once because I was intrigued as to how you could learn that way. I’ve been to lots of in-house training courses”.

As the research interviews progressed this became a regular occurrence. When asked if any training for learning and teaching had been undertaken since the completion of initial training, respondents commonly answered “no”. However, at some point in the interview the respondents giving this answer would often mention courses or list internal (to their organisation) training events focused on pedagogic practice and development.

In the data taken from the interviews there is often a disconnection between the lecturers’ experiences and what they perceive to be classed as CPD. This unexpected theme emerged as the data was analysed and as such opportunities to explore this more thoroughly with all respondents were limited. An interesting aspect of further and expanded study would focus on developing these findings further and ascertaining the scope and depth of the disassociation.

### **5.7c Although it is valued, there are often problems accessing relevant and high quality CPD**

During the course of the interviews there were several instances of respondents expressing their frustration at not being able to access CPD of value or citing time pressures and workload exerted restrictions as causing them difficulty.

There was no theme related to organisation or linking the type of training undertaken with the reported difficulties and lecturers from both Wales and Scotland appeared to be suffering the same pressures and restrictions.

When talking about CPD Bryn expressed frustration with the situation and became quite animated in both tone and body language.

“I am timetabled to teach eight hundred hours a year, I am already up to eight hundred and sixty. I would love to go and do some training or even deliver some more training to new staff, but I simply do not have the time. Training is either at the wrong time or another campus, why don’t they put it in admin weeks where we can all get to it?”

Bryn continues:

“The best place to sort out issues and problems is in the staff room talking to colleagues. I think that informal staff socialising in college time is important for morale and CPD. Unfortunately the increased administrative and bureaucratic workload reduces time for this for all staff”.

Bryn's frustrations were indicative of the pressures faced by many of the respondents. There was little sense of a reluctance to engage at all with CPD, whether in subject specialisms or pedagogy, just a frustration at the problems caused by time, workload and professional pressures.

John, a science teacher of over twenty years who teaches in Scotland was reflective and considered in his response:

“There really should be more time made available for training and CPD and a greater emphasis placed on it for teaching staff. There is never any budget left and you can't get time off teaching or you are doing cover. I do dozens of hours of cover because we are so short staffed”.

The pressures described by John were not isolated to either the Scottish or the Welsh respondents and similar reflections were repeated throughout the interviews.

William who trained and practises in Scotland lamented the poor access to valuable CPD:

“Too much good and relevant CPD happens in term time and I cannot access it. I can never get there because I'm teaching, marking or covering classes”.

Throughout the interviews there were several responses that demonstrated the importance placed on CPD by the respondents. There was no thematic link between types of CPD or training model evident, and although the reported difficulties were recorded, emphasis was still strong on respondents wanting to engage with further training. CPD was widely regarded as being of value and importance amongst the interviewed lecturers. Respondents also showed that they were having to carefully prioritise CPD events and only attend those that they felt gave the greatest level of input of were relevant.

Mark who teaches in Wales commented:

“CPD is vitally important to stay fresh, engaged and motivated. If you don't keep learning you become the caricature of the boring old teacher that has used the same notes for the last thirty years and is bored and hates their job”.



Mary from Scotland shared a similar opinion:

“Constant training and updating is important for subject specialist areas and teaching and learning for all lecturers”.

Hugh who teaches in Wales was reflective in his comments regarding the importance of CPD and posed questions:

“What happens after PGCE/Cert Ed, are we the masters of our own CPD? Should there be a refresher course after so many years”?

This theme emerged from the data very clearly and there were many quotes that repeatedly reinforced the opinions and feelings of the responding lecturers. The questions surrounding access and availability prompted some of the most animated and articulate responses from the respondents. The subject matter was clearly emotive in many instances and the sense of professional frustration came through very clearly. Although many lecturers feel that they struggle to attend high quality and relevant CPD, there was no lack of recognition of the importance of professional learning and constant updating.

#### **5.7d Training has an effect on learning and engagement with CPD but it is not always positive.**

One of the stated aims of this research was to try and identify any impact that lecturer teacher training may have on engagement with continuing professional development.

There was a very mixed response and many of the respondents qualified their answers and supplied deeper analysis. There was no obvious link between model of training undertaken and opinion on impact of training on CPD evident in the responses from this sample of lecturers, however some of the reflections were revealing and gave an insight into how training affected individuals. Not all indications of influence of training on CPD were positive as some respondents felt that their experiences in teacher training had put them off seeking further learning opportunities, especially in pedagogic development.

Mark, who teaches in Scotland explained how his training had influenced him:

“I think my training had a very positive impact on my attitude towards CPD. I became much more reflective and open to the idea of constantly improving. The way our department taught was very open, you were used to being seen by others and as such you became more open to suggestion and improvement with partners”.

Similarly, Mary also from Scotland, discussed reflective practice:

“Teacher training definitely taught me to reflect which had a big impact on how I engage with CPD and teaching”.

Gwenda, who trained and teaches in Wales discussed how training had changed her learning:

“Training has not changed my approach to CPD but has changed the way I learn. I am definitely more reflective. I often think about how to do things better and if I need some training I will try and get it”.

These comments highlight the respondents’ reflections on their training and the longer term effect it has had on their learning and development. As discussed earlier, many of these reflections came late on in the interview process after a period of deeper reflection and thought had been focussed on. Many of the lecturers had not considered these types of questions in relation to their training and practice prior to engaging with the interview process

There were several comments from respondents that held different and opposing views on the effects of training on CPD. Susan felt that her training had had a negative impact on her engagement with CPD:

“Training at TQFE did influence my CPD but not in a good way. I avoid CPD to do with teaching and learning because I have been turned off to it. I always seek out subject specialist CPD because I felt it was missing from my training, it was too generic”.

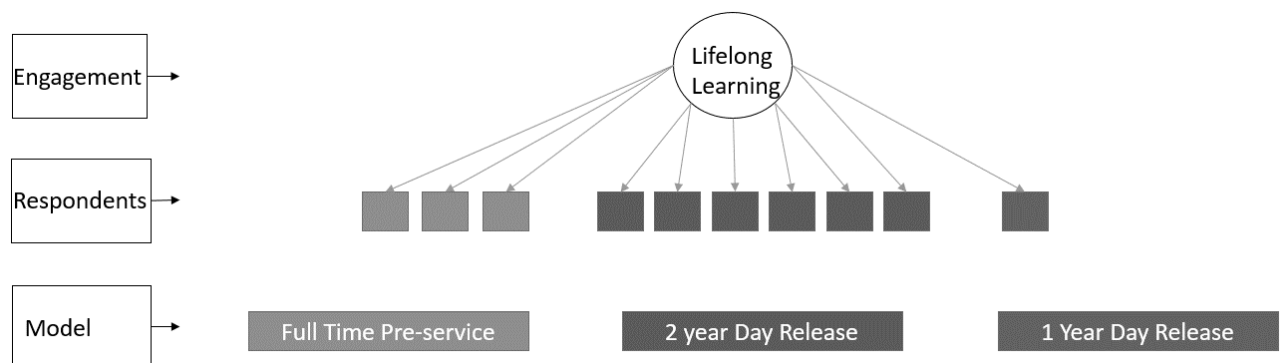
Carys, who teaches in Wales, was clear about the major influence on her engagement with CPD

“Training has not influenced my attitude or approach to CPD, it is my professionalism that influences that, I know it is important”.

The interviews showed that after a period of reflection respondents were aware of the effects that their training had had on their engagement with CPD. Some respondents were very clear that training had had no impact at all, while others were able to identify that there had been an effect even if it had not always been positive.

Many respondents however did talk about their engagement with further training and lifelong learning as being of importance to them and their practice. Figure 4 shows the theme that emerged from the interviews when respondents were asked to reflect on their own learning and future development. The graduates from the part time two year day release model of training had all undertaken the same course in the same establishment. It is of note that many of the respondents that had graduated from this programme had gone on to either engage in further learning or spoken positively regarding lifelong learning.

**Figure 4: Stated engagement with lifelong learning<sup>9</sup>**



Iwan who trained in Wales reflected on his opinions regarding being a student and a teacher:

“I think it is very valuable for a lecturer to also be a student as it keeps you in a learning mind-set and you are constantly seeing things from a student point of view, this influences my classroom practice”.

<sup>9</sup> This diagram only shows ten respondents. Only ten responses directly referred to lifelong learning. The representation of the nine respondents who did not mention lifelong learning were removed for clarity.

Iwan continues:

“Doing teacher training really reminded me that learning is enjoyable and since completing my PGCE I have started a Masters degree in, albeit, an unrelated subject”.

Anwen, who also practises in Wales, reflected on her experiences of lifelong learning as a mature student:

“I can empathise with my students because I have done what they are doing. I had to study one day a week whilst paying a mortgage. My life experiences and learning make me better qualified to teach in many ways”.

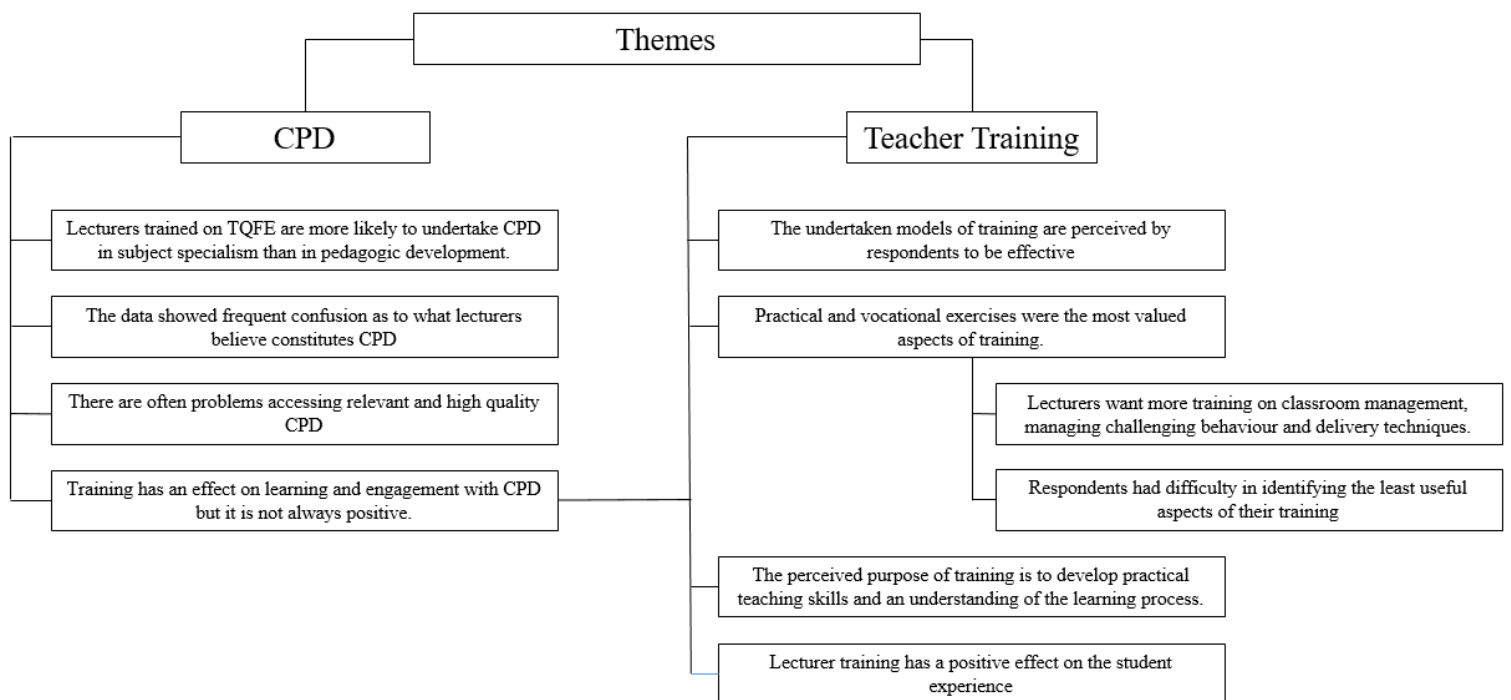
The responses given during the interviews by many respondents reflected their engagement and interest in lifelong learning. The interviewed lecturers were aware of the potential impacts that their own learning has on their students and the cultural integrity of the organisations that they work for.

## 5.8 Thematic Relationships

The below diagram is designed to demonstrate the relationships between the themes that emerged from the research. The two main strands of themes are related to the main areas of enquiry, perceptions of training and CPD. The sub themes related to identification of practical training needs, reflection and the difficulties of negative recall and criticism are shown as offset and attached to one of the main emergent themes. The identification as sub themes reflects the interrelated nature of the responses and the demonstration that the responses are different but are extensions of the main related theme.

The relationship between the impact of training and the choices made in type and scope of CPD of lecturers is demonstrated in the connection between the CPD and Teacher Training columns.

**Figure 5: Thematic Relationships**



## **Chapter 5 Summary**

This chapter has detailed the findings of the research utilising methods consistent with the phenomenological hermeneutic framework described in Chapter 3. The findings are explored whilst maintain the feeling and mood of the individual interviews and reflecting the experiences of each respondent. The detailed analysis of the responses was laid out in themes to enable an interpretive approach to be utilised. The wider understanding of each respondent's experiences in the context of the study and sector, allows for individual stories to be told whilst providing an interesting thematic overview of commonalities and trends in the data. The presented findings provide a firm basis for detailed discussion and contextual review in Chapter 6.

## **6: Discussion**

This chapter discusses the findings presented in Chapter 5 and provides contextual analysis of the data with reference to the issues discussed in the literature and policy review of Chapter 2

### **6.1 Disconnection Between Workplace Learning and Theoretical Practice**

In sections 1.2 and 2.5a the work conducted by Maxwell (2014) exploring and improving the work based learning of lecturers in FE was discussed. Whilst recognising the paucity in the research literature, Maxwell (*ibid*), drawing on the work of Finlay, 2008; Lucas and Unwin, 2009; Orr and Simmons, 2010 and Avis *et al*, 2011, identified five specific areas of importance in training practice that support trainee lecturers and promotes learning and development cultures within colleges. The focus on the learning and training of lecturers in applied and vocational settings and specifically the learning in the work place is emphasised and identified as being of importance. Maxwell (*ibid*) highlights the benefits of professional work based learning with a positive connection between training in partnership with a university with specialist staff and courses. Attention is drawn to the importance of the employing institution recognising, supporting and affording a novice status for trainee practitioners with genuine cultural and community engagement (this draws on the work of Engestrom, 2001 and Wenger & Lave, 2002). While discussing effective areas of training and professional development with the respondent lecturers for this research project, a theme emerged from the data related to the importance of applied and vocational learning. When asked what was the most influential and useful part of their training the responses from the interviewed lecturers were quite broad and covered several important aspects of practice. Several people identified curriculum training to understand the content of the courses they deliver, learning styles and methods that students learn and planning and preparation for teaching as being of importance. However the most commonly cited beneficial aspect of training was related to the applied and vocational aspects of the courses undertaken. The experiences of the respondents were broad and the answers covered several aspects of applied and vocational learning related to the context of the individual's experiences. Micro-teaching sessions, training practice (in the work place) and supervised practical experience of teaching were cited as having been the most useful and relevant parts of training. Lecturers that had been trained in the secondary sector and those that had undergone training in the two year day release model in Wales frequently cited the applied learning as having been most useful and beneficial. However this was not the case for lecturers that had trained on a one

(academic) year distance model in Scotland (TQFE). Very few respondents made any connection between the learning and training undertaken through their university course and the practical and applied practice as trainees in the workplace. In the experiences cited by the TQFE graduates there is a disconnection between the learning of the trainee and the professional duties undertaken in the role of the lecturer. The respondents viewed their work and training as separate. Training has become an additional task to the work and not conducted as part of the daily duties within the workplace.

While Maxwell (2014) draws heavily on the literature and is able to describe a model for workplace and professional learning, Avis *et al* (2012a, 2012 and 2011) identified some areas of concern regarding lecturer training in Scotland that run counter to these ideals. The training process and standards in Wales are controlled by devolved government via the professional body for teachers and lecturers, the Education Workforce Council (EWC). In Scotland there is little central control from the government and no official professional body that regulates the length and depth of training for lecturers. This has caused the universities that provide the FE sector with TQFE courses, in the light of financial restrictions, to bow to market pressure and reduce the credit value of lecturer training courses by 50% to 60 credits and to complete the learning in one academic year. Colleges in Scotland are now in a financial position where they cannot afford for teaching staff to be given time away from teaching to undertake learning (Avis, Morgan-klein, Canning & Simmons, 2012). Lecturers undertaking training in Scotland now largely do so in their own time and increasingly at their own expense. Due to the difficulties of access to training and limited funds from colleges, in the experience of the researcher, it is not uncommon to encounter lecturers who have been teaching full time for upwards of five years having never received any support or undertaken any formal training.

The identification of the disconnection between the theoretical and learning aspects of training in this research data suggest a connection to the model of training. The truncated duration of training and the outsourcing of provision may have had the effect of removing the learning from within the workplace. The contextualised learning within the training course may not be transferred into the professional practice of trainee lecturers thus exacerbating the loss of connection between theory and real life practice (Orr & Simmons, 2010). Motivation for undertaking training is low and the challenges presented within the course are



compounded by the reduced timescales and lack of support from some organisations. This disconnect and removal of allocated time and extended support may play a significant part in the findings associated with the graduates of TQFE programmes and their reported lack of engagement with CPD for teaching and learning. As the TQFE was seen as an extra workload conducted in their own time, many of the respondents may have associated negatively with the experience and subject matter. As the focus in the workplace was not aimed at teaching and learning but on statistical quantitatively measured quality assurance and performance statistics the impetus to engage with CPD in teaching and learning may have been doubly affected and the impact compounded by the overall circumstance.

### **6.1a Preparation for Practice and Managing the Teaching Environment.**

The professional standards for all FE sectors across the UK make explicit reference to behaviours and competencies of lecturers. The standards cover all aspect of planning, preparation and curriculum delivery in detail. These practical considerations for lecturers in FE are structured and have considerable coverage within teacher training programmes. Exemplars are prevalent on VLE provisions and there are large bodies of text devoted to these important aspects of lecturer training (Reece & Walker, 2007; Huddleston & Unwin, 2012; Minton, 2005). Very little was discussed by the respondent lecturers in relation to these aspects of training and teaching practice. The comments that were recorded reflected the lecturers' acknowledgement of the importance of structured planning and preparation in practice and their apparent confidence in relation to this important function of their roles was evident. In contrast, when asked to identify what aspects of training respondents would have liked to have received greater instruction on or what had been missing from training courses, a strong theme in relation to classroom practice, challenging behaviour management and group management emerged. Many respondents specifically identified that they had received insufficient instruction, guidance or tuition on managing challenging behaviour, working with large groups, group dynamics and classroom management. This theme came through strongly for all models of training and in several interviews caused respondents to speak passionately about their experiences and desire for more instruction and guidance.

Through the use of VLE, classroom exercises, observation, assessment practice and published literature, it is possible to see how the saturation of exposure to topics such as planning, preparation of lesson plans and schemes of work is possible. Written formats are

easily accessible, assessment is criterion based and the observation of implementation of planning is objective. Exemplars are supplied via VLE and courses are structured to enable trainees to build portfolios of evidence of completion and implementation of the required assessment and planning documentation. This demonstrates one of the successes of blended learning technologies and methods. The issues reported by respondent lecturers are focussed on more subjectively contextualised topics and areas of training such as classroom management, challenging behaviour and extended learning needs.

As discussed previously, there is evidence of a disconnect forming between the training environment and the work based practice of trainee lecturers, and it is in this context that more subjectively assessed and practice based areas of training are being identified as needing greater emphasis. A focus on classroom and behaviour management came through strongly in the interview data from respondents. In the Scottish Government report 'Putting Learners at the Centre' (Scottish Government, 2011) an explicit reference is made to providing support for the most challenging and vulnerable students accessing FE. There are students with multiple behavioural and emotional needs accessing the provision of colleges, the professional standards make clear reference to the need to manage and support students with challenging behaviour (see Appendix 1) and the national government agenda is evident in its publications. Respondent lecturers were however very clear on their identification of behavioural management training as being lacking in their courses of study or a cause for concern amongst colleagues in their departments.

The subjective nature of behaviour management and working with varied and dynamic groups could lie at the centre of the identified problem with managing challenging groups for trainee lecturers. The secondary school trained lecturers amongst the respondents reported relatively few issues with their ability to manage groups and challenge negative behaviour but did raise their concerns about newly trained colleagues' abilities to cope. The secondary sector graduates had been trained in a reportedly robust and vocational practice based model and had been exposed to the work of multiple experienced practitioners and several placement settings. The findings of this research in relation to the desired areas of greater depth in training as reported by the respondents suggest that there is a need to re situate the learning context of trainee lecturers. As Maxwell (2014) highlights, the opportunity for managed exposure and learning through guided experience of teaching will afford greater learning opportunities within the work place. These changes, implemented carefully and in

conjunction with the wider learning experience could bring the training of lecturers in FE in greater alignment with the evidently successful model utilised in secondary education training. This also highlights one of the potential weaknesses of one the models prevalent within the Scottish context of providing training outside of the workplace utilising a largely online forum for learning.

As discussed at length by Coffield, Moseley, Hall & Ecclestone (2004) teaching individuals how to cope with and manage the multiple challenges presented by students from diverse and often difficult backgrounds, is fundamentally challenging in itself. Multiple variables and changing dynamics within groups make standardised tuition for trainee lecturers, in these areas identified by respondents as important, difficult within the current models of training utilised. Texts such as 'Getting the Buggers to Behave' (Cowley, 2014) and 'How to Manage Behaviour in Further Education' (Vizard, 2007) are popular amongst trainee lecturers and teacher trainers but as the authors attest themselves within the books, experience is important in mastering group dynamics and managing behaviour. The problems associated with training and exposing novice lecturers to groups and individuals with extended learning needs does not lie within the context of the training space but the support and instruction given in the context of the real work place. Although lecturers reported that overall they felt their training had generally been effective, (section 5.1) there is an identified need to focus on how the learning and development process for lecturers can incorporate greater support in managing and challenging multiple behaviours and dynamics in the live working environment. There was no reported lack of class contact or encounters with students, most of the respondents had undertaken a period of unsupervised teaching prior to entering training courses. The reported issues focused on the lack of supported contact and training to meet the needs of individuals that presented challenges to the norm of socially accepted behaviour amongst class groups. This again highlights the possibility that externally managed and online delivered training courses for lecturers may be having an impact on the vocational skills of teaching staff in the FE sector.

## **6.1b Issues Related to the Professional Standards for Teaching and Learning**

The published professional standards for all sectors have been discussed and explored at length throughout this research work. The requirements for trainees to meet standards and experienced practitioners to work with reference to them was discussed in relation to ongoing practice and training models (Chapter 2). During the course of the interviews the professional standards were rarely explicitly alluded to by respondents with only a few comments through the nine hours of recorded data mentioning experiences of assessment or progression being measured against the lists of competencies. Some remarks were made about the tick box nature of the way in which the standards were assessed and delivered to trainees.

Although the standards are used to influence the curriculum and design of training programmes, the methods of integration and implementation are not always received positively by student lecturers. The previous discussion surrounding some of the more subjective aspects of training not fully meeting the needs or expectations of several of the trainees, also reveals that in the opinion of some the respondents, in some respects, the courses are not fully preparing lecturers to meet or work with the published standards within their respective sectors. This presents an interesting challenge to teacher educators working in the FE sector. Orr (2012) identified and expressed reservations regarding a competency and standards based approach to teacher education as market driven forces reducing professionalism to tick lists. Orr (*ibid*) advocated a move towards a knowledge based approach to development. Greater immersion in practice and focus on the learning of the lecturers could enable the courses to prepare trainees for a lifelong learning approach to development and skills acquisition (Wallace, 2013; Billett, 2014). Although the courses are designed with the standards used to build the curriculum, the courses, in the view of some of the respondent practitioners, fall short of fully preparing them for their career and work. This is directly related to the identified need to improve the provision in relation to classroom and behavioural management. The more subjective aspects of training present increased challenges in delivery and assessment and it may be that these topics cannot be fully covered within the confines and scope of current courses. Ongoing training, mentor support and engagement with structured, valid and robust continuing professional development may provide the required supplementary tuition and support that graduate lecturers are seeking.

## **6.2 Impacts of Training on CPD**

During the process of the interviews the respondents gave very clear and detailed responses regarding engagement with and the undertaking of CPD. As discussed in section 2.7a it became apparent very quickly that the respondent lecturers regard CPD as being very important to their practice. It was clear from several of the responses given that as Brandon & Charlton (2011) argue, the respondent lecturers are clear that the calibre of teaching and the learner experience is dependent upon high quality and relevant CPD. At this stage in the interviews little or no attention had been drawn to the varying types, nature and purpose of CPD, this was to become a point of interest as the interviews progressed.

### **6.2a Focus of Continuing Professional Development and Professional Identity**

Lecturers were asked to reflect on their experiences of both subject specialist enhancing CPD and courses that had been focused on developing pedagogic practice. This had the effect of encouraging the respondents to not only recall their experiences but also begin to delineate between types of learning and their perceptions of dual professionalism and specific aspects of practice.

When asked about professional identity and their perceptions of what this meant to them individually, the majority of respondents were quick to identify themselves as lecturers, teachers or educators. The primary and initial identity was that of teacher with the subject specialist aspect of their professional identity playing a secondary role. One respondent identified herself as an artist educator, this was of interest as she also placed priority on her artistic practice stating that without it she could not possibly teach. This showed an awareness of the links between the identified aspects of dual professionalism as subject specialist and teaching practitioner. Thompson & Wolstencroft (2013) argue that the recognition of the continuing maintenance of dual professionalism for FE teachers is important for the sector which backs the assertions of Brandon & Charlton (2011) who in turn argue that the quality of teaching is dependent on the quality of teacher training and continuing professional development.

This research suggests that lecturers in FE are aware of the importance of their dual professional status. This matches the findings of Lingfield (2012), who identifies the importance of the recognition of dual professionalism. However these findings go one stage

further and demonstrate the respondents' recognition of the criticality of engaging with training and CPD to develop and maintain their skill set in all aspects of their work. The responding lecturers identify that training and CPD is important and expressed a desire to regularly engage and update.

When asked if training had influenced the respondents engagement with CPD there were very mixed responses. Some lecturers identified that training had had a positive influence on their engagement with and undertaking of training. Others identified that training had had negative consequences for their engagement with CPD. Although some individuals spoke passionately and with clarity about the effects of training there was no overall thematic response and no identifiable correlation between model of training and overall engagement with CPD. The data shows that many of the lecturers identified that their training did have an influence over their engagement with and attitudes towards CPD but there is a greater deal of complexity than either simple yes or no responses. Many of the respondents were unable to separate the influence of training experiences and impacts of their cultural environment, working practice and professional obligations related to learning identity. Stronach, Corbin, McNamara, Stark & Warne (2002) argue that professional identity is not static, and in this sense many of the respondents were initially unsure what impacted significantly on their development choices and professional identity as both teachers and learners as they progressed through their careers. However, this research shows that the initial training in teaching and learning does have an impact on the *type* of learning and development sought out by individuals as opposed to whether or not they seek any further training, but it is not the only factor considered in the choices of lecturers. When considering the desired outputs of teacher training in FE courses, and the sector wide acknowledgement of the importance of lifelong learning of lecturers (Clegg & Bradley, 2006), the effect of the training on future choices in respect to CPD should be an influencing factor on practice and design, perhaps specifically for courses reliant on distance learning models.

When asked to reflect on the types of CPD undertaken since graduating from teacher training, respondents gave a very broad set of responses but a theme soon emerged from the data. Even though the respondents had identified themselves primarily as teachers, lecturers or educators, the interview data showed that they have a greater engagement with more subject specialist training than CPD related to pedagogy and teaching practice. This theme was much clearer for graduates of TQFE courses in Scotland who recalled very little engagement with

CPD in teaching practice, but identified lots of subject specialist courses that they had completed. Several of the respondents reported that their choices regarding further training and CPD were related to attempts to bridge perceived gaps in knowledge and seek solutions to specific problems that they had encountered. This suggests that although training has a varied impact on general engagement with CPD and attitudes towards continuous development, the model and course of lecturer teacher education undertaken could have an impact on the type of CPD sought out by the respondent lecturers. Where respondents felt that their training lacked specific instruction on aspects identified as important, some also stated that they had felt compelled to seek out the further training that they thought was required to ensure competence and ensure quality in practice.

### **6.2b Cultural and Organisational Influence on Engagement with CPD**

Although this research focuses on the impacts of training on engagement with different types of CPD, several other factors that were discussed in Chapter 2 regarding cultural, organisational and personal influences on respondents have also emerged from the data.

The respondents, when asked, were able to identify the types of CPD they wanted to undertake, issues with accessing the CPD, and also the factors that influenced these decisions. The type of teacher training undertaken by respondents emerged as having an influence on the focus of CPD, but it would be negligent to discuss this in isolation and without recognising the wider circumstances of practice that also exert pressure on practitioners choices.

In section 2.5 discussion was centred around the cultural impacts on trainee and experienced lecturers alike. Organisational approach and cultural attitudes to CPD and support for training were identified as being important and influential over the learning choices of practitioners. Hodkinson & Hodkinson (2003) argue that training and CPD has the greatest influence over trainees practice while Lucas & Unwin (2009) identify cultural induction as being of critical importance to the ongoing and development of practitioners. Some of the responses given in this research support these statements and give clear indications of the pressures on organisations and the learning cultures within them. When the organisations in which the research was conducted are viewed in comparison to the ‘expansive and restrictive’ continuum (Engestrom, 2001; Boyd, Allan & Reale, 2010) there are indications that some of

the practices are becoming restrictive. This is partly down to the influence of extensive cuts in funding (the Scottish college had to remove a further £2.7 million from its budgets for 2015/16 on top of the already reduced funding imposed in 2014/15). Training budgets have all but disappeared, remitted time for attending training has been removed and the shortage of funding has impacted recruitment, meaning existing staff are covering more teaching hours. These all have impacts on culture through both a morale standpoint and access restrictions.

The initial question in the interviews asked the respondents to recall their professional career up to the point that they became lecturers. The respondents had had a very broad and diverse range of careers and jobs prior to working in FE, the recollections of which provided an excellent basis to continue the interviews. Further to setting the respondents at ease, it was important to ask this question regarding the professional journey because, as Walhberg & Gleeson (2003) argue, all practitioners have individual backgrounds which in turn influence professional engagement and practice. Taking into the account the individual agency within the interviews and analysis was important to help acknowledge the influence that this could also have on lecturers' engagement with CPD and training.

Although this research has shown that training has an influence on the type and amount of CPD undertaken by lecturers it not the only influence or pressure faced by practitioners.

### **6.2c The Nature and Relevance of CPD**

When asked in the interview what they believed to be the primary purpose and function of lecturer teacher training there were several responses. The theme that emerged from the data suggested that a commonly held view of the purpose of lecturer training was to develop teaching skills and to develop an understanding of the learning process. This theme was reinforced by the respondent's answers regarding the positive impact of training on the learning experiences of students and the perception of the overall effectiveness of training programmes on career preparation. The respondent lecturers had also identified the importance of continuing development in both teaching practice and subject specialisms providing further confirmation of the lecturers' awareness of the importance of training and development. However, during the course of the interviews an interesting theme emerged in relation to the nature and relevance of CPD. Several of the respondents when asked what CPD had been undertaken in relation to both teaching practice and subject specialisms initially replied with a negative response, they reported that they had either done nothing or very little despite having identified the importance of CPD. However, as the interviews



progressed the respondents then began to recall the many different events that they had been on. The initial reactions were to recall larger and/or more costly CPD events that took place externally to their place of employment or lasted for extended periods. Several of the lecturers initially disregarded the half day and shorter sessions that were often delivered in house or by colleagues. It was only through discussion that connections and recollections were made regarding the type and nature of sessions undertaken within the working environment, comment was then often passed regarding the usefulness of content of these sessions. The initial reactions of some of the lecturers were interesting because they were not making the connection between training, CPD and the workplace. Billett (2014) identifies learning in the circumstance of practice as being one of the most common and enduring methods of enhancing occupational capacities. This argument is further endorsed and promoted when, as discussed at length in this thesis, Maxwell (2014) identified the benefits of promoting situated and applied learning of professionals within the workplace. Although the respondent practitioners are recognising the importance of training and ongoing engagement with CPD, they are not always associating work based learning with professional development or identifying it as being a valuable part of practice.

### **6.2d Teaching Excellence and Engagement with Lifelong Learning**

Throughout the process of the interviews the respondent lecturers repeatedly reflected on the impact of their own learning and development needs on those of their students.

When discussing specific aspects of lecturer training and identifying areas of strength and weakness within the courses the respondents were consistently aware of the possible benefits of learning. The terms of reference within the interview were often student orientated and the respondents framed responses to questions using the learner experience as a benchmark for identifying training needs. There were no responses that started ‘it would be easier for me....’ or ‘I would benefit....’, the respondents almost always stated the benefits to students. When asked about areas that required a greater focus in training the common response was to express a desire for greater depth of instruction, understanding and training on managing the classroom and students’ behaviours. The respondent lecturers want to be able to provide a purposeful, positive and stable learning environment. The identification of classroom practice and experiential training during teaching courses as being the most useful aspect of training adds further evidence to the argument that as a group, the respondents were very focussed on the learner experience in the classroom or vocational teaching environment.

Many of the respondents referred to a desire to develop a greater understanding of learning styles. The use of learning styles as a theoretical framework around which to construct teaching sessions is now much contested and debated (see Coffield, Moseley, Hall & Ecclestone, 2004; Smith & Swift, 2012), however on further questioning the respondents were actually referring more to how they teach as opposed to how individual students learn. The interviewed lecturers in many instances were expressing a desire to expand their practice, utilise different methods of teaching, incorporate technologies and improve the quality of the learner experience through enhancing pedagogic practice.

The focus on improving teaching practice and striving for continuous development continued to emerge as respondents commented on the perceived primary purpose of their initial training as being there to provide teaching skills development and improve the quality of teaching. This coupled with the belief by many of the respondents that their training had had a positive direct impact on the quality of teaching within their departments and organisations and consequently the learning experiences of their students, showed a focus on striving for quality and excellence in practice.

When discussing the importance and nature of CPD the respondents favoured a focus on developing and maintaining subject specialist skills. Several comments were made that revealed a firm belief in the importance and impact of maintaining currency in specialist knowledge in order to deliver the best possible service to students. Many of the respondents have undertaken or are in the process of completing higher degrees, courses and training. These courses are beyond contractual requirements and are being undertaken as the respondents identified lifelong learning as being of specific importance to them and also having benefits for their students and practice. Several comments were made that revealed a frustration at some of the difficulties in accessing the required CPD for pedagogic development and updating subject specialist knowledge. These frustrations were caused by the perceived hindrance to the ability to stay current and the detrimental impact on being able to provide the best possible teaching to students. In this sense CPD and teacher training were both viewed similarly and regarded as being important functions of providing the best possible teaching and learning experience for students.

### **6.3 Limitations of Study**

This study was conducted by the researcher within a specified timescale as part of an EdD in education. The restrictions imposed by the time constraints encountered by the researcher were considered in the project design and every effort was made to mitigate any potential impacts on the quality of the study. The study was limited to interviewing respondents from two large institutions which may place restrictions on the generalisations that can be made from the findings regarding the wider education sectors of the United Kingdom.

The focus of the study was intended to identify the efficacy of training of lecturers in FE and the long term impacts that this training has on engagement with CPD. Although the study has yielded some clear and interesting results against all stated aims, the findings are limited to the experiences of the graduates from the specific training models studied.

### **Chapter 6 Summary**

This chapter explores the results in further detail and discusses the implications of the findings in relation to the emerged themes and the wider key issues as discussed in the literature review. The themes from the research are picked out and discussed in the context of the issues highlighted in the review of literature related to teacher training and CPD. The chapter starts by first looking at the results that impact on the efficacy of teacher training for lecturers and the areas highlighted by respondents that require greater focus in training. The chapter continues by discussing the results pertinent to the impacts of training on engagement with CPD are discussed with common factors identified between efficacy of training and its long term influence on CPD. The chapter is presented using subtitles taken from the research findings and relating them to the points of discussion in the literature review.

## **7: Concluding Remarks**

The original aims of this research were to gain an understanding of the perceptions of respondents of the efficacy of teacher training for lecturers in post compulsory education. A further aim was to establish if that training then had any impact on engagement with continuing professional development. In addition to the stated aims the project has also been able to gain valuable insight into the cultural and organisational influence on learning for both trainee and qualified lecturers alike. A consistent theme throughout the interviews was that of lecturers being focussed on the experience and learning of students as a priority. The lecturers interviewed as part of this research care about the quality of teaching and student experience and see their own training experiences as being largely positive and effective. The identification of vocational and applied learning as the most important aspect of training, revealed a concern amongst the respondents about the primarily theoretical nature of training and the need to focus on the practice within the learning environment. Utilising continuing professional development and promoting collaborative learning to bridge the identified skills and knowledge gap of respondents could offer a long term solution. Within the nine month time frame of TQFE in Scotland it may not be possible to meet all of the requirements or needs of trainees, the professional standards and the sector thus supplementary provision may be the solution to filling the identified knowledge deficit. Utilising college provided and based pre TQFE courses may enable trainees to gain the required practical and applied learning experiences they desire prior to embarking on the university provided course.

Engaging staff within a culture of learning and ensuring access to high quality, valid and robust CPD opportunities may also provide solutions to the identified applied learning needs of practitioners. Many of the respondents failed to identify much of the training they had received as being valid or useful CPD, this compounded by difficulties related to access and financial constraints, formed the greater part of the reported problems and frustrations.

There could be several cultural benefits of re-centring training within the workplace, whilst providing extended support for learning and recognising trainee status, coupled with a high quality and robust programme of relevant and valid CPD. The respondents identified that there were very many positive aspects to the training they received and consequently there may not be a need for a complete change in model and paradigm. A review of the focus of provision, the importance placed on it by organisations and the cultural impacts on student experience and learning could yield positive results for the teaching communities within FE.

Throughout the interview process a sense of frustration with the culture and working practices reportedly prevalent in FE was consistent. Training was seen as important as was the requirement to undertake CPD. Further to acknowledging the requirement to train, a clear and profound sense of desire to engage with lifelong learning was evident within the interviews. Repeatedly respondents expressed frustration at the lack of time, lack of availability and a lack of emphasis on learning opportunities provided by employing organisations which impacted on their engagement. These expressed frustrations and desires belie the commitment of the lecturers to enhancing the learning experiences of students entering FE and the commitment to the provision of an excellent quality of teaching.

This research has highlighted several positive factors. The respondents were all focussed on the learning and positive experiences that they were able to give to their students. The desire to continue to develop teaching skills, coupled with subject specialist currency demonstrates the commitment amongst the respondents to excellence and the desire to continually improve. Although the professional standards provide a useful descriptive and structural framework around which to build training courses and quality enhancement models in colleges, they are not an exhaustive list of qualities and competencies. Cultural factors within the workplace were repeatedly referred to as being of critical importance to lecturers' engagement with training and continuous development. These factors were often described as causing restrictions and frustrations to the respondents. Although current frustrations exist, it is encouraging to see emerging from the interviews that the desire to learn and develop is of paramount importance to the respondents.

Involvement with the research was reported by several of the respondents to have been beneficial as a catalyst for reflection and the revisiting of training experiences. The process of taking part in the interviews and discussing training and CPD motivated several of the respondents to look at their own development moving forward and make enquiries about professional learning opportunities within their own communities.

The research was designed to explore the possibility that experiences of trainee lecturers in teacher training may have an effect on their long term engagement with CPD in teaching and learning. The research has been successful in showing this amongst the respondent group and through publication in peer reviewed journals, adds to the literature in this important area of study and development.

## **Recommendations to Colleges and HEIs**

This research has revealed several important and interesting recommendations that could have significant impact on the cultural and educational development of FE colleges across the United Kingdom. Although the data was taken from organisations within Scotland and Wales, the principles of training delivery, curriculum management and student learning are consistent across the sector.

The respondents were almost entirely focussed on the learning experiences of their students and consistently drew parallels from their own learning to that of the student experience. The sector would benefit from an enhanced understanding and appreciation of the desires and priorities of the teaching staff. Similarly, when individuals enter the sector as trainee lecturers they bring with them enhanced industry skills, experience and positivity, harnessing this agency and allowing a level of cultural influence through integrational support would enable the wider college communities to benefit from the refreshing of knowledge and professional practice.

Reversing the trend in Scotland of cutting remitted time for training and learning and ensuring that all staff have protected time for career long professional development and the supporting of colleagues will potentially pay huge organisational dividends. In terms of the impact on cultural capital of the teaching and learning community and subsequently, the student body, this investment may prove to be significant in re-centring the learning of FE practitioners back within the sector, and focusing on sector needs.

Giving explicit focus to mentoring programmes and assigning senior colleagues to new staff will affect positive change in the support for learning of all college practitioners. Adopting an expansive approach and training staff beyond minimum requirements, will require a significant cultural realignment in many organisations. This positive step may have significant impact on the student learning experience, the morale of the college staff and consequently the successful delivery of curriculum.

Acknowledging the novice status of trainee lecturers and implementing a policy of whole college support for the development of teaching and learning will enable programs of vocational and applied learning to be implemented with HEI partners. This may serve to re-ground the training within the ethos of vocational sector practice. Nurturing and developing productive and open relationships with HEI partners is important, as this research has shown,

FE practitioners cannot currently widely engage with the generation of new knowledge but implementing partnership work to develop critical collaborative approaches to training and CPD may promote a positive shift toward expansive practice.

### **Further Study and Post Thesis Enquiry**

During the design, undertaking and authoring of this research project several areas of impact, influence and interest have arisen that have potential to expand beyond the scope of the project. These areas have been acknowledged and touched on briefly in the context of this project but warrant further research and exploration.

An unanticipated finding of the research was the influence and effect of mentors on trainees' experiences, career choices and professional practice was noted on several occasions in the responses of the interviewed lecturers. While some discussion related to this finding was included in this project, the area warrants further in depth study to ascertain the overall impact to the training process and quality of experience of education of both lecturers and students.

The lecturers that were interviewed for this research reported on the impact and effect of organisational and FE sector culture on their training experiences and ongoing engagement with lifelong learning. Using Engestrom's (2001) work on expansive and restrictive cultures provided a useful framework and contextual comparison for evaluation and discussion but this interesting area cannot have its importance overstated and as such should form the basis of a further and potentially important study.

The researcher now secured a position as a Lecturer in the School of Education at the University of Stirling. This appointment opens several possibilities to expand the research (with funding) to further explore the findings in the wider FE context (England, Ireland and European sectors). The work can also be expanded into the compulsory education sector and wider public sector to explore the possibilities that the findings of this thesis are also influential in other forms of sector specific training.

The collaborative work planned with Dr Charles Buckley of Bangor University will commence in January of 2016 where a comparative study utilising data from this thesis and associated interviews and a similar study conducted within the HE sector will be undertaken.

The aim is to ascertain if any similarities and phenomenon in training requirements and respondents' experiences are common across studies and the FE and HE sectors.

## **Dissemination**

### **Publications:**

Husband, G. 2015. The impact of lecturers' initial teacher training on continuing professional development needs for teaching and learning in post compulsory education. *The Journal of Research in Post Compulsory Education*. Vol: 20, 2, pp 227-244

Husband, G & Jeffrey, M. 2016. Advanced and Higher Vocational Education in Scotland: Re-contextualising the Provision of HE in FE. *The Journal of Research in Post Compulsory Education. Special Edition, HE in FE*, In press, Spring 2016

### **Conference Presentations:**

'The impact of lecturers' initial teacher training on continuing professional development needs for teaching and learning in post compulsory education'. *Further Education Research Association, International Conference*, Oxford University, July 7th 2014

### **Planned Publications and Presentations**

*Disconnection between workplace and learning of further education lecturers in Scotland. Impacts on organisational culture, lecturer agency and implications for FE leadership, 2016. Target journal: JVET*

*Applied professional learning for further education lecturers in Scotland and Wales: Practitioner identified deficiencies in preparation for professional practice, impacts on organizational culture and challenges for leadership. Target journal and conference ARPCE, Oxford, July 2016. Abstract submitted and funding approved. Paper accepted on December 21st 2015.*

*Impacts of training on CLPL, practice and standards based learning for FE lecturers. Is knowledge based professionalism out of reach in vocational education and training? 2016. Target journal: Studies in Continuing Education. Target conference: ECER, Dublin, August 2016.*



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# Appendices

## Appendix 1a: National Occupational Standards Cross Reference: Column 1

Professional Practice Statements	Wales /England and Northern Ireland FE Professional Standards
<b>Domain A: Professional Practice</b>	
<p>AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.</p> <p>AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.</p> <p>AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.</p> <p>AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.</p> <p>AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching.</p> <p>AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.</p> <p>AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.</p> <p>AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.</p> <p>AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.</p> <p>AP 6.1 Conform to statutory requirements and apply codes of practice.</p> <p>AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.</p> <p>AP 7.1 Keep accurate records which contribute to organisational procedures.</p> <p>AP 7.2 Evaluate own contribution to the organisation's quality cycle.</p> <p>AP 7.3 Use feedback to develop own practice within the organisation's systems.</p>	
<b>Domain B: Learning and Teaching</b>	
<p>BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.</p> <p>BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.</p> <p>BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.</p> <p>BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.</p> <p>BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.</p> <p>BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.</p> <p>BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.</p> <p>BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.</p> <p>BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.</p> <p>BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.</p> <p>BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.</p> <p>BP 3.3 Structure and present information clearly and effectively.</p> <p>BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.</p> <p>BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.</p> <p>BP 4.1 Collaborate with colleagues to encourage learner progress.</p> <p>BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.</p> <p>BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.</p>	
<b>Domain C: Specialist Learning and Teaching</b>	
<p>CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.</p> <p>CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.</p> <p>CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.</p> <p>CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.</p> <p>CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.</p> <p>CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.</p> <p>CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.</p> <p>CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.</p> <p>CP 4.1 Access sources for professional development in own specialist area.</p> <p>CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.</p>	
<b>Domain D: Planning for Learning</b>	
<p>DP 1.1 Plan coherent and inclusive learning programmes that meet learners' needs and curriculum requirements, promote equality and engage with diversity effectively.</p> <p>DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.</p> <p>DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.</p> <p>DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.</p> <p>DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.</p> <p>DP 3.1 Evaluate the success of planned learning activities.</p> <p>DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.</p>	
<b>Domain E: Assessment for Learning</b>	
<p>EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner.</p> <p>EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies.</p> <p>EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression.</p> <p>EP 2.1 Apply appropriate methods of assessment fairly and effectively.</p> <p>EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.</p> <p>EP 2.3 Design appropriate assessment activities for own specialist area.</p> <p>EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.</p> <p>EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.</p> <p>EP 3.2 Ensure that access to assessment is appropriate to learner need.</p> <p>EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.</p> <p>EP 4.2 Use feedback to evaluate and improve own skills in assessment.</p> <p>EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress.</p> <p>EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.</p> <p>EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate.</p>	
<b>Domain F: Access and Progression</b>	
<p>FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.</p> <p>FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.</p> <p>FP 2.1 Provide effective learning support, within the boundaries of the teaching role.</p> <p>FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.</p> <p>FP 4.1 Provide general and current information about a range of relevant external services.</p> <p>FP 4.2 Work with colleagues to provide guidance and support for learners.</p>	



## Appendix 1b: National Occupational Standards Cross Reference: Column 2

<p><b>Professional Practice and Development</b></p> <ol style="list-style-type: none"> <li>1. Evaluate critically how education is influenced by, and contributes toward, policies that impact upon the wider political, social, economic, cultural and technological context.</li> <li>2. Critically reflect on personal values and how they align with and support the values and ethics that underpin professional practice.</li> <li>3. Understand the roles, rights and responsibilities of the lecturer and apply them to their professional practice.</li> <li>4. Comply with all applicable statutory requirements and relevant codes of practice and apply them to their professional practice.</li> <li>5. Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.</li> <li>6. Manage self, relationships and work demands to promote personal, emotional and physical well-being.</li> <li>7. Engage purposefully in reflective practice.</li> <li>8. Identify and undertake relevant professional development to enhance practice and maintain currency; develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals</li> </ol>
<p><b>Quality Standards</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of the principles, purposes and processes of quality assurance and improvement, enhancement and sector good practice.</li> <li>2. Implement effectively college arrangements for quality assurance and improvement and enhancement as an individual and as a member of a team.</li> <li>3. Contribute effectively to the quality functions of curriculum teams by agreeing targets, formulating action plans (individual and team), following through and evaluating their impact.</li> <li>4. Use an appropriate range of evidence to identify strengths and areas for enhancement, weaknesses and areas for improvement at individual, team and college levels.</li> <li>5. Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement.</li> </ol>
<p><b>Teaching and Facilitating Learning</b></p> <ol style="list-style-type: none"> <li>1. Create and maintain an interactive, supportive and safe learning environment that promotes learning.</li> <li>2. Communicate effectively and develop an ethos of mutual respect with learners, fellow curriculum team members and other professionals and external agencies to promote learning and positive behaviour.</li> <li>3. Implement effectively a broad range of strategies to promote active and independent learning at various levels by using different modes of delivery and technologies.</li> <li>4. Identify and take appropriate actions to address the collective and individual needs of learners.</li> <li>5. Promote positive attitudes to human diversity and global citizenship through accessible learning and teaching resources.</li> <li>6. Use learning, teaching and assessment and feedback strategies and resources effectively to meet diverse learning needs.</li> <li>7. Implement a range of strategies to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.</li> </ol>
<p><b>Planning and Preparing the learning Experience</b></p> <ol style="list-style-type: none"> <li>1. Plan engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design and alignment, theories of learning, teaching and assessment, and knowledge of existing practice.</li> <li>2. Plan with learners contextualised learning and teaching taking account of the needs of learners and their development of essential skills.</li> <li>3. Design, produce and adapt to learner needs: a range of effective, engaging learning and teaching and assessment activities that builds on existing practice, motivates learners and also takes account of supportive technologies.</li> <li>4. Evaluate and select appropriate resources from a wide range of sources.</li> <li>5. Design, justify and implement a strategy to promote professional reflection and evaluation of the learner experience.</li> <li>6. Plan strategies to promote sustainable development.</li> </ol>
<p><b>Standards for Assessment</b></p> <ol style="list-style-type: none"> <li>1. Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.</li> <li>2. Design, produce and use a range of assessment instruments taking account of individual learners' needs.</li> <li>3. Evaluate and justify a range of assessment instruments having taken account of individual learners' needs.</li> <li>4. Measure and record progress and attainment of learners.</li> <li>5. Use assessment feedback to and from learners to inform practice and promote learning. 6. Use performance indicators to inform the evaluation of learning and teaching.</li> <li>7. Comply with internal and external policies and procedures for assessment and verification.</li> </ol>
<p><b>Guidance and Support</b></p> <ol style="list-style-type: none"> <li>1. Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.</li> <li>2. Demonstrate an understanding of the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remit of guidance tutors and other specialists.</li> <li>3. Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support in line with an institution's policies and procedures.</li> <li>4. Apply a critical understanding of the principles, nature, purposes and stages of guidance and support.</li> <li>5. Obtain and use feedback from learners to evaluate and develop their own practice in guidance and support.</li> </ol>

## Appendix 1c: National Occupational Standards Cross Reference: Column 3

<p><b>Professional Practice</b> Area of Activity 5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</p> <p>Knowledge 2: Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</p> <p>Value 1: Respect individual learners and diverse learning communities Value 2: Promote participation in higher education and equality of opportunity for learners Value 3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development Value 4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p> <p><b>Quality Statements</b> Knowledge 5: Methods for evaluating the effectiveness of teaching Knowledge 6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p>
<p><b>Learning and Teaching</b> Area of Activity 2: Teach and/or support learning Area of Activity 4: Develop effective learning environments and approaches to student support and guidance</p>
<p><b>Specialist Learning and Teaching</b> Knowledge 1: The subject material Knowledge 3: How students learn, both generally and within their subject/ disciplinary area(s) Knowledge 4: The use and value of appropriate learning technologies</p>
<p><b>Planning</b> Area of Activity 1: Design and plan learning activities and/or programmes of study</p>
<p><b>Assessment</b> Area of Activity 3: Assess and give feedback to learners</p>
<p><b>Access and Provision</b></p>

# Appendix 2: National Qualification Level Comparison Chart

## UK Qualification Comparison Chart\*

Main Stages of education / employment	Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland <a href="http://www.fqual.gov.uk">www.fqual.gov.uk</a>		Credit and Qualification Framework for Wales <a href="http://www.cqfw.net">www.cqfw.net</a>		National Framework of Qualifications for Ireland <a href="http://www.nfqi.ie">www.nfqi.ie</a>		The Scottish Credit and Qualifications Framework <a href="http://www.scot.org.uk">www.scot.org.uk</a>		Framework for higher education qualifications in England, Wales and Northern Ireland <a href="http://www.qaa.ac.uk/academicinfrastructure/efeq">www.qaa.ac.uk/academicinfrastructure/efeq</a>	
	Level		Level		Level		Level		Level	
Professional or postgraduate education, research or employment	8	Vocational Qualifications Level 8	8	Doctoral Degrees	10	Doctoral Degree Higher Doctorate	12	Professional Development Awards Doctoral Degrees	8	Doctoral Degree
Higher education Advanced skills training	7	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates	9	Master's Degree Postgraduate Diploma	11	SVQ Level 5 Professional Development Awards Postgraduate Diplomas Master's Degrees Integrated Master's Degrees Postgraduate Certificates	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates
	6	Vocational Qualifications Level 6	6	Bachelor's Degree with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diploma Graduate Certificates	8	Honours Bachelor Degree Higher Diploma	10	Bachelor's Degrees with Honours Professional Development Awards Graduate Diploma Graduate Certificates	6	Bachelor's Degrees with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates
Entry to professional graduate employment	5	NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	7	Ordinary Bachelor Degree	9	Bachelor's/Ordinary Degrees Professional Development Awards SVQ Level 4 Graduate Diplomas Graduate Certificates	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)
Specialised education and training					6	Advanced Certificate Higher Certificate	8	Professional Development Awards Diplomas of Higher Education (DipHE)		
Qualified/ Skilled worker Entry to higher education Completion of secondary education	4	Vocational Qualifications Level 4	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)	6		7	Professional Development Awards Higher National Certificates (HNC) Certificates of Higher Education (CertHE) SVQ Level 3 Advanced Highers	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)
	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Advanced Diplomas	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Welsh Baccalaureate Qualification Advanced	5	Level 5 Certificate Leaving Certificate	6	Highers SVQ Level 3 Professional Development Awards National Progression Awards National Certificates		
Progression to skilled employment Continuation of secondary education	2	NVQ Level 2 Vocational Qualifications Level 2 GCSEs at grade A* - C ESOL skills for life Higher Diplomas Functional Skills Level 2 (English, mathematics & ICT)	2	NVQ Level 2 Vocational Qualifications Level 2 Welsh Baccalaureate Qualification Intermediate GCSEs grade A* - C	4	Level 4 Certificate Leaving Certificate	5	Intermediate 2 Credit Standard Grade SVQ 2 National Progression Awards National Certificates		
	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D - G ESOL skills for life Foundation Diplomas Functional Skills Level 1 (English, mathematics & ICT)	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D-G Welsh Baccalaureate Qualification Foundation	3	Level 3 Certificate Junior Certificate	4	Intermediate 1 General Standard Grade Scottish Vocational Qualifications (SVQ) 1 National Progression Awards National Certificates		
Secondary education initial entry into employment or further education	Entry Level	Entry Level Certificates (sub levels 1 - 3) ESOL skills for life Functional Skills Entry Level (English, mathematics & ICT)	Entry Level	Entry Level Certificate (sub levels 1 - 3)	2	Level 2 Certificate	3	Access 3 Foundation Standard Grades National Progression Awards National Certificates		
					2	Access 2 National Progression Awards National Certificates				
Qualifications can be taken at any age in order to continue or return to training					1	Level 1 Certificate	1	Access 1		



\* Adapted from a table produced by Ofqual, QAA, SCQF, CCEA, CQFW and The National Qualifications Authority of Ireland.

### Appendix 3: Sample of College Mission Statements UK

College	Mission statement
South Essex College  (South Essex College, 2015)	Our mission is to provide high quality teaching to transform the skills, knowledge and understanding of our students in order to enhance their employability and enable them to compete successfully in the dynamic and ever changing business world. Furthermore, we are dedicated to understanding our student's needs and aim to assist them in realising and achieving their professional goals.
Uxbridge College  (Uxbridge College, 2015)	Uxbridge College is committed to providing the highest quality education and training. Our aim is to meet the education and training needs of learners, employers and the wider community, raising skill levels and maximising individual potential. Our partnerships are developed and our resources are targeted to achieve this.
City of Westminster College, London  (City of Westminster College, 2015)	City of Westminster College will provide outstanding education and training to enable our learners to achieve their full potential.
City and Islington College, London  (City and Islington College London, 2015)	To deliver outstanding education and training for all who study at City and Islington College, regardless of age or starting point that develops the skills and knowledge students need to succeed on a world stage that is enriching, builds students' confidence and self-worth, and helps them progress
Bridgend College  (Bridgend College, 2015)	Be all that you can be. People centred, inspirational, passionate and innovative
New College Durham	To provide outstanding learning and training for individuals, business and the community.

(New College Durham, 2015)	
Leeds City College  (Leeds City College, 2015)	To be an exceptional and responsive college providing life changing education, skills and experiences for individuals, businesses and communities
City of Bristol College  (City of Bristol College, 2015)	The College's mission is to create lifetime opportunities through outstanding education and training
Derby College  (Derby College, 2015)	Inclusive and innovative learning communities: predicting and serving the needs of our learners, the economy and society. Preparing individuals for the next phase of their lives: the world of work, entrepreneurship, advanced learning, career progression and to contribute as positive citizens.
Southern Regional College  (Southern Regional College, 2015)	To transform lives through meaningful and enjoyable learning experiences.
Weston College  (Weston College, 2015)	The mission of the College is clear and it is 'Creating brighter futures'. We are driven to achieve this for all students through the development of a learning culture that is inclusive, aspirational and focussed on assuring success and progression. Our mission is underpinned by a clear set of values and Corporate Aims.
Furness College  (Furness College, 2015)	Delivering education and skills to inspire and change lives.
City of Glasgow College  (City of Glasgow College, 2015)	As a world class institution we seek to redefine the learners' experience of a college education. Our staff, clustered in Faculties of national expertise, will pioneer new ways of learning, with seamless learning support opportunities. Our curriculum and

	international partnership sharing will encourage individual learners to flourish, amidst an inclusive and diverse learning community.'
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## Appendix 4: Ethical Approval for Research

COLEG BUSNES, Y GYFRAITH, ADDYSG A GWYDDORAU CYMDEITHAS  
COLLEGE OF BUSINESS, LAW, EDUCATION AND SOCIAL SCIENCES



27- 02- 2014

Dear Gary Husband

**Re: An investigation into the factors effecting lecturers' engagement with teaching related continual professional development in further and higher education**

Thank you for your recent application to the CBLESS Research Ethics Committee. I am writing to confirm permission, on behalf of the CBLESS Research Ethics Committee, for the commencement of your research project. Permission is granted subject to the following:

- The lecturers' consent sheet should stipulate that the data will remain anonymous, even if the data is used for publications.

If you have any questions relating to the above then please do not hesitate to get in contact with me.

I wish you well with your research.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Diane Seddon'.

Diane Seddon

Chair, CBLESS Research Ethics Committee

## Appendix 5: Respondent Information Letter

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor

College of Business, Law, Education and Social Sciences, Bangor University



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Gwynedd LL57 2DG

Ffon/Tel: (01248) 388 220

Elusen Gofrestrig Rhif/Registered charity 1141565

# INVESTIGATION INTO THE FACTORS EFFECTING LECTURERS' ENGAGEMENT WITH TEACHING RELATED CONTINUAL PROFESSIONAL DEVELOPMENT IN FURTHER AND HIGHER EDUCATION

## RESPONDENT INFORMATION SHEET

### Introduction:

You are being invited to take part in a project looking at the experiences of lecturers during initial teacher training and to evaluate the effect of that training on engagement with continual professional development in teaching and learning. Before you decide whether or not to participate, it is important for you to understand why the project is being done and what it will involve. Please take the time to read the following information and discuss it with relatives and/or friends if you wish.

### What is the purpose of the study?

This study seeks to:

- Explore the effects of initial teacher training and development in both further and higher education on individuals' attitudes and approach towards continued professional development and qualifications in the field of learning and teaching.
- Explore the influence of professional identity of practitioners in both further and higher education on engagement with continued professional development and qualifications in the field of learning and teaching.
- Explore the influence of professional practice and academic responsibilities of academics in both further and higher education on engagement with continued professional development and qualifications in the field of learning and teaching.

### Why have I been chosen?



The organisation you work for has kindly agreed to pass this information on to you. You are working as a lecturer and have undertaken a course of teacher training.

### **Do I have to take part?**

It is up to you to decide whether or not to take part. Your decision will not affect you professionally or personally in any way. If you decide to take part you should contact Gary Husband by completing the consent form and returning it by e mail. Please remember to keep this information sheet.

### **What will happen if I decide to take part?**

You are invited to take part in one **confidential** interview to talk about your experiences during and after initial teacher training. I would be interested to hear about the type of training you received, support during training, curriculum content and subsequent training and qualifications post initial teacher training.

I will arrange to come and see you at a mutually convenient time, either at work or at an agreeable alternative venue, for example, at a local café. The interviews will take about 40 minutes.

There are no right or wrong answers and with your consent the interview may be recorded, or alternatively, I will take some written notes.

### **Will my taking part in this study be kept confidential?**

Yes. Your contact details will be stored on a confidential database. The information you share will be treated in confidence. You will **not** be identified in any reports or publications. All information supplied is afforded all protections as described in the Data Protection Act 1998.

### **What will happen if I don't want to carry on with the study?**

You are free to withdraw from the study at any time without giving a reason. If you decide to withdraw, your decision will not affect you professionally or personally in any way.

### **What will happen to the results of the study?**

The findings of this study will be disseminated by academic journal and conference presentation and used to help inform policy decisions on the appropriate future methods of training lecturers in further and higher education. You are free to request to see all and any data supplied by yourself at any time.

### **Who is organising and funding the research?**

The project is being organised by Gary Husband as part of an EdD Doctor of Education degree being carried out at the College of Business, Law, Education and Social Sciences at Bangor University under the Supervision of Dr D Sullivan and Dr C Buckley. It is self-funded by Gary Husband.

**What happens if I have any concerns about this project?**

If you would like more information, please contact Gary Husband by telephone [REDACTED] or [REDACTED] or by email ([REDACTED]).

**Contact for further information:**

If you would like more information, please contact Gary Husband by telephone [REDACTED] or [REDACTED] or by email ([REDACTED]).

**Next steps:**

If you decide that you would like to take part, please complete and return the attached consent form to Gary Husband at the email address [REDACTED].

Thank you for kindly taking the time to read this information.

## Appendix 6: Bilingual consent to interview form

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor

College of Business, Law, Education and Social Sciences, Bangor University



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Gwynedd LL57 2DG

Ffon/Tel: (01248) 388 220

Elusen Gofrestrig Rhif/Registered charity 1141565

### INVESTIGATION INTO THE FACTORS EFFECTING LECTURERS' ENGAGEMENT WITH TEACHING RELATED CONTINUAL PROFESSIONAL DEVELOPMENT IN FURTHER AND HIGHER EDUCATION

#### LECTURER CONSENT TO INTERVIEW FORM

Please tick the boxes that apply to you.

**All data supplied will remain anonymous even if used in publication**

I confirm that I have read and understand the information sheet for this study

I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason

I understand that my contact details will be stored on a **confidential database**

I agree to the publication of the research

I agree to the use of the research as part of an EdD in Education

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone number: \_\_\_\_\_

Signature: \_\_\_\_\_



Gwynedd LL57 2DG

Ffon/Tel: (01248) 388 220

Elusen Gofrestrig Rhif/Registered charity 1141565

## **INVESTIGATION INTO THE FACTORS EFFECTING LECTURERS' ENGAGEMENT WITH TEACHING RELATED CONTINUAL PROFESSIONAL DEVELOPMENT IN FURTHER AND HIGHER EDUCATION**

### **FFURFLEN GYDSYNIO I GYNHALWYR AR GYFER CYFWELIAD**

Rhowch ✓ yn y blychau sy'n berthnasol i chi.

Cadarnhaf fy mod wedi darllen a deall y daflen wybodaeth yng nghyswllt yr astudiaeth uchod.

Deallaf fy mod yn cyfranogi o'm gwirfodd, a bod gennyf hawl i dynnu'n ôl ar unrhyw adeg, heb roi rheswm.

Deallaf y cedwir fy manylion cyswllt ar gronfa ddata gyfrinachol.

Enw:

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Cyfeiriad:

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Cod Post:

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Rhif ffôn:

---

Llofnod:

---

Dyddiad:

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## Appendix 7: Bilingual consent to record form

Coleg Busnes, y Gyfraith, Addysg a Gwyddorau Cymdeithas, Prifysgol Bangor  
College of Business, Law, Education and Social Sciences, Bangor University



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Gwynedd LL57 2DG

Ffon/Tel: (01248) 388 220

Elusen Gofrestrig Rhif/Registered charity 1141565

### INVESTIGATION INTO THE FACTORS EFFECTING LECTURERS' ENGAGEMENT WITH TEACHING RELATED CONTINUAL PROFESSIONAL DEVELOPMENT IN FURTHER AND HIGHER EDUCATION.

#### PARTICIPANT CONSENT TO RECORD RESEARCH INTERVIEW CANIATÂD CYFRANOGWR I RECORDIO CYFWELIAD YMCHWIL

**To be completed prior to interview.**

**I gael ei lenwi cyn dechrau'r cyfweiliad.**

**Please tick the boxes that apply to you.**

**Ticiwch y blychau sy'n berthnasol i chi.**

**I agree for this research interview to be recorded and for the recording to be used for the purposes that have been explained to me.**

**Cytunaf i'r cyfweiliad ymchwil yma gael ei recordio, ac i'r recordiad gael ei ddefnyddio ar gyfer rhesymau sydd wedi eu hegluro i mi**

**I understand that all the information I provide will be treated as strictly confidential.**

Deallaf y bydd yr holl wybodaeth rwy'n ei roi yn cael ei drin yn hollol gyfrinachol.



**Name:**

---

**Enw:**

**Signature:**

---

**Llofnod:**

**Date:**

---

**Dyddiad:**

**Interviewer signature:**

---

**Llofnod y Cyfwelydd:**



## Appendix 8: Semi Structured Interview Schedule

### Interview Schedule: Gary Husband

Question	Prompts
1) How did you come to be a lecturer?	What did you do previously? What sort of work did you do before teaching? What did you study and where? What was your professional journey into teaching in FE?
2) What training did you undertake to become a lecturer?	How long did it take? What attendance format did you follow? Which sector?
3) What was your motivation for undertaking the training?	Economic. Had to. Interest. Professional development
4) Which parts of your training did you find most useful?	Relevance to your role as lecturer? Which parts of your training do you still use? Which parts continue to influence you? What do you remember most?
5) Which parts of your training were least useful?	Relevance to your role as lecturer? Never used in practice?
6) Thinking about the model of teacher training that you undertook, did it work well?	Did it contain enough vocational practice? Did it train you in specific skills? Did it give a theoretical background? Did it motivate you? Do you feel you are innovative? Do you work towards developing and maintaining excellence in practice?
7) What do you see as the primary function of teacher training for lecturers?	What is it for? Why is it offered? What did it mean to you? Does it promote innovation and teaching excellence?
8) What affects does teacher training for lecturers have on the teaching and learning in the sector you work in?	Does it make a difference to students? Does it make a difference to the organization/sector? Does it have an effect on CPD needs in your team?

<p>9) Since completing teacher training have you completed any CPD in teaching and learning?</p>	<p>What was it?  Reasons for completing it?  Was it valuable?  Did it meet your needs?</p>
<p>10) In which areas do you engage in most CPD as part of your role as lecturer?</p>	<p>Subject specialisms, teaching and learning, special educational needs, administration skills, counselling, ICT, management?</p>
<p>11) Do you feel that your initial teacher training has affected your approach to CPD?</p>	<p>Has it changed your attitude towards CPD?  Do you continue to use reflection?   Training courses, TES, conferences, online learning</p>
<p>12) Have you completed any further learning in any subject subsequent to completing your teacher training?</p>	<p>Degree, total change of subject specialism, research,</p>
<p>13) How do you identify professionally?</p>	<p>What is your primary function in your role?   What is your professional identity?   When did this identity develop?   Does/has your identity develop/ed over time?</p>

## Appendix 9: Extracted coding from thematic analysis

The extracts below are the raw coding data taken directly from NVIVO 10. The coding contains annotated extracts from the audio recordings of respondent interviews and timestamps for coded sections of narrative. During the analysis of the coded data the researcher was able to use the time stamps (as active and live links in NVIVO) to navigate directly to the extract and identify and describe the emergent themes. The extracts are unedited text from the grouped nodes.

### Example 1:

#### Theme: 5.1 The undertaken models of training are perceived to be effective

<Internals\\Interviews\\Anwen> - § 2 references coded [1.60% Coverage]

Reference 1 - 1.60% Coverage

[14:53.2 - 15:20.9]

Reference 2 - 1.60% Coverage

Part time day release remitted for two years worked very well now able to consistently gain excellent at teaching observations

<Internals\\Interviews\\Bryn> - § 3 references coded [3.55% Coverage]

Reference 1 - 2.04% Coverage

[12:41.2 - 13:16.9]

Reference 2 - 1.51% Coverage

Cert Ed taught me how to teach young people in a class and calmed me down from being loud and jumping around in the gymnasium

Reference 3 - 2.04% Coverage

PGCE Cert Ed worked very well, was very luck with the tutors

<Internals\\Interviews\\Carys> - § 3 references coded [7.46% Coverage]

Reference 1 - 5.42% Coverage

[3:39.0 - 4:46.8]

Reference 2 - 2.04% Coverage

[7:38.1 - 8:03.6]

Reference 3 - 2.04% Coverage

Training worked really well

<Internals\\Interviews\\Dewi> - § 2 references coded [7.20% Coverage]

Reference 1 - 3.65% Coverage

[6:13.5 - 7:04.6]

Reference 2 - 3.56% Coverage

[10:47.5 - 11:37.3]

<Internals\\Interviews\\Eve> - § 6 references coded [12.08% Coverage]

Reference 1 - 1.95% Coverage

[5:23.7 - 5:56.0]

Reference 2 - 8.80% Coverage

[6:19.6 - 8:45.2]

Reference 3 - 1.34% Coverage

[14:28.0 - 14:50.1]

Reference 4 - 4.08% Coverage

Placements were supported, well organised, useful and guided by school based mentors who were excellent

Reference 5 - 4.71% Coverage

Placement was excellent for learning from teachers who had been in post from 30 years or more. Excellent with authority and helped to watch them teach for extended period

Reference 6 - 1.34% Coverage

PGCE FT Pre service worked well

<Internals\\Interviews\\Gwenda> - § 2 references coded [4.35% Coverage]

Reference 1 - 4.35% Coverage

[7:22.7 - 8:06.0]

Reference 2 - 4.35% Coverage

Two year training course has a great pace, always busy with loads to do but I wonder sometimes what they did to me that has enabled me to be able to stand up and teach, it worked really well.

<Internals\\Interviews\\Hugh> - § 3 references coded [8.79% Coverage]

Reference 1 - 4.53% Coverage

[11:54.9 - 13:05.8]

Reference 2 - 4.26% Coverage

[14:32.1 - 15:38.8]

Reference 3 - 4.53% Coverage

Cert Ed worked very well, on reflection a full time course may have been better but the day release aspect of the course fitted well with work and life

<Internals\\Interviews\\Isla> - § 2 references coded [6.58% Coverage]

Reference 1 - 6.58% Coverage

[10:07.3 - 12:09.4]

Reference 2 - 6.58% Coverage

Following a four programme of training worked well as there was a gradual increase in the workload, level of work and expectations of each course. It became increasingly challenging as work responsibilities increased over time so did the amount of work in the training courses, this was all completed over and above contracted work without remission.

<Internals\\Interviews\\Iwan> - § 2 references coded [4.09% Coverage]

Reference 1 - 4.09% Coverage

[21:34.6 - 23:07.5]

Reference 2 - 4.09% Coverage

Two year part time model worked well as I got to work with a lot of lecturers from very different backgrounds

<Internals\\Interviews\\John> - § 2 references coded [8.54% Coverage]

Reference 1 - 3.65% Coverage

[8:22.8 - 9:09.8]

Reference 2 - 4.89% Coverage

Practical training in the school was the most useful, three different schools over the year.

<Internals\\Interviews\\Luke> - § 2 references coded [2.22% Coverage]

Reference 1 - 2.22% Coverage

[24:54.4 - 25:57.7]

Reference 2 - 2.22% Coverage

PGDE worked very well

<Internals\\Interviews\\Mark> - § 2 references coded [5.60% Coverage]

Reference 1 - 5.60% Coverage

[7:10.4 - 8:28.1]

Reference 2 - 5.60% Coverage

The one year full time preservice worked really well for me. I knew I could do it because I had been working with kids for 5 years coaching football. The school was tough as the head of PE didn't like anyone but the Uni thought I would be able to cope with it

<Internals\\Interviews\\Mary> - § 1 reference coded [7.11% Coverage]

Reference 1 - 7.11% Coverage

The reading given to us to do for TQFE was good and worked well

<Internals\\Interviews\\Mathew> - § 3 references coded [9.24% Coverage]

Reference 1 - 3.73% Coverage

[6:58.0 - 8:09.6]

Reference 2 - 5.51% Coverage

[12:52.8 - 14:38.6]

Reference 3 - 5.51% Coverage

Undertaking the model that had class contact on a regular basis was the best for me. I enjoyed the structure and support but also the meeting and working with other people.

<Internals\\Interviews\\Sara> - § 2 references coded [4.09% Coverage]

Reference 1 - 4.09% Coverage

[15:40.2 - 16:50.2]

Reference 2 - 4.09% Coverage

Yes my training model worked well but by the time I got to cert ed I knew too much and it didn't give me anything new.

<Internals\\Interviews\\Susan> - § 1 reference coded [6.14% Coverage]

Reference 1 - 6.14% Coverage

The training full time was OK, I had to really, there was no way I was going to get this science teacher job without being qualified beforehand so I had little choice. The placement was good but my mentor wasn't great. Nice guy but he just saw me as a person to take his classes for him and always turned up late

<Internals\\Interviews\\Thomas> - § 2 references coded [1.60% Coverage]



Reference 1 - 1.60% Coverage

[10:09.6 - 10:33.7]

Reference 2 - 1.60% Coverage

Model worked well TQFE, 75 to 80% of it anyway

<Internals\\Interviews\\Eve> - § 3 references coded [5.07% Coverage]

Reference 1 - 2.31% Coverage

[5:56.0 - 6:34.3]

Reference 2 - 2.76% Coverage

[8:52.6 - 9:38.2]

Reference 3 - 2.31% Coverage

Lectures in university were a waste of time.

<Internals\\Interviews\\Mary> - § 2 references coded [7.11% Coverage]

Reference 1 - 7.11% Coverage

[7:14.5 - 8:38.3]

Reference 2 - 7.11% Coverage

Distance learning is a good model but it did not work well in this instance. Too much group work and no teaching, I don't work well in group work.

## Example 2:

**Theme: 5.2 Practical and vocational exercises were the most valued aspects of training.**

<Internals\\Interviews\\Anwen> - § 2 references coded [1.51% Coverage]

Reference 1 - 1.51% Coverage

[10:51.9 - 11:18.0]

Reference 2 - 1.51% Coverage

## Marketing

<Internals\\Interviews\\Bryn> - § 2 references coded [2.31% Coverage]

Reference 1 - 2.31% Coverage

[6:29.9 - 7:10.3]

Reference 2 - 2.31% Coverage

Administration was least useful aspect of ITT as armed forces had prepared Bryn well for managing teaching

<Internals\\Interviews\\Elen> - § 3 references coded [8.45% Coverage]

Reference 1 - 8.45% Coverage

[3:36.8 - 5:10.9]

Reference 2 - 3.65% Coverage

Cert Ed wasn't as useful as C&G730 as it was less vocational, lot of theories but didn't get you classroom ready

Reference 3 - 5.24% Coverage

Elen found that she was already doing the theoretical aspects the lessons just gave a language to the practice

<Internals\\Interviews\\Eve> - § 4 references coded [5.07% Coverage]

Reference 1 - 2.31% Coverage

[5:56.0 - 6:34.3]

Reference 2 - 2.76% Coverage

[8:52.6 - 9:38.2]

Reference 3 - 2.31% Coverage

Lectures in university were a waste of time.

Reference 4 - 2.76% Coverage

Least useful part of ITT was lectures

<Internals\\Interviews\\Gwenda> - § 2 references coded [5.07% Coverage]

Reference 1 - 5.07% Coverage

[4:41.5 - 5:32.0]

Reference 2 - 5.07% Coverage

As an external student the least useful part was policy and funding sessions

<Internals\\Interviews\\Isla> - § 2 references coded [1.87% Coverage]

Reference 1 - 1.87% Coverage

[8:25.0 - 8:59.7]

Reference 2 - 1.87% Coverage

Least useful part of TQFE was filling occupational standards form that declared I met all the standards which my manager had to sign.

<Internals\\Interviews\\Iwan> - § 2 references coded [5.25% Coverage]

Reference 1 - 5.25% Coverage

[10:32.1 - 12:31.3]

Reference 2 - 5.25% Coverage

Over emphasis on teaching methods perceived as common sense, embedding numeracy and literacy is unavoidable in IT

<Internals\\Interviews\\John> - § 2 references coded [3.10% Coverage]

Reference 1 - 3.10% Coverage

[4:41.8 - 5:21.8]

Reference 2 - 3.10% Coverage

Psychology and Sociology courses at PGCE were least useful.

<Internals\\Interviews\\Mary> - § 2 references coded [3.91% Coverage]

Reference 1 - 3.91% Coverage

[6:19.0 - 7:05.1]

Reference 2 - 3.91% Coverage

No use for admin and paperwork aspects of TQFE and PDA as the courses I teach have a completely different structure to SQA

<Internals\\Interviews\\Susan> - § 2 references coded [3.82% Coverage]

Reference 1 - 3.82% Coverage

[6:32.3 - 7:57.1]

Reference 2 - 3.82% Coverage

I found my TQFE to be useless to me. It focussed on all of the wrong things and was far too academic. I could write the essays no problem but struggled to find any relevance or practical use for the course as a whole.

<Internals\\Interviews\\Thomas> - § 1 reference coded [4.26% Coverage]

Reference 1 - 4.26% Coverage

We were made to design a poster and I have never understood the relevance or learning behind that idea. It created problems in group learning because you knew some people were just not going to do it.

<Internals\\Interviews\\William> - § 2 references coded [7.91% Coverage]

Reference 1 - 7.91% Coverage

[20:44.4 - 23:50.5]

Reference 2 - 7.91% Coverage

I didn't like the legislation and political aspects of the TQFE I saw no relevance. I struggled to learn how they taught the course. They spent a lot of time teaching us how to manage different learning styles but at the same time didn't cater for ours. I wanted practical vocational training and I don't feel I have ever had that.

<Internals\\Interviews\\Elen> - § 2 references coded [3.38% Coverage]

Reference 1 - 3.38% Coverage

[3:00.2 - 3:37.8]

Reference 2 - 3.38% Coverage

C&G 730 gave lots of easy to learn tips and methods such as lesson planning, practical experience and micro teaching.

<Internals\\Interviews\\Hugh> - § 2 references coded [3.91% Coverage]

Reference 1 - 3.91% Coverage

[6:05.8 - 7:07.0]

Reference 2 - 3.91% Coverage

Microteaching was most useful part of cert Ed and training

<Internals\\Interviews\\Iwan> - § 2 references coded [9.96% Coverage]

Reference 1 - 9.96% Coverage

[6:48.0 - 10:34.2]

Reference 2 - 9.96% Coverage

Micro teaches were very useful for reflection and improvement. Found the second year to be very useful for relating content of course to wide curriculum and student needs.

<Internals\\Interviews\\Bryn> - § 6 references coded [8.62% Coverage]

Reference 1 - 5.24% Coverage

[5:54.2 - 7:25.8]

Reference 2 - 1.33% Coverage

[7:52.2 - 8:15.5]

Reference 3 - 2.05% Coverage

[8:52.8 - 9:28.6]

Reference 4 - 5.24% Coverage

Classroom and teaching skills delivered in 1st year of Cert Ed was the most useful aspect of ITT

Reference 5 - 1.33% Coverage

Curriculum development was very useful

Reference 6 - 2.05% Coverage

Educational action research and poster presentation wa very vocational and useful

<Internals\\Interviews\\Carys> - § 2 references coded [5.42% Coverage]

Reference 1 - 5.42% Coverage

[3:39.0 - 4:46.8]

Reference 2 - 5.42% Coverage

School placements were excellent way of learning pedagogy and teaching skills, tacit skills developed, Carys doesn't even think about the teaching process and managing students

<Internals\\Interviews\\Dewi> - § 5 references coded [19.65% Coverage]

Reference 1 - 3.65% Coverage

[6:13.5 - 7:04.6]

Reference 2 - 3.65% Coverage

Most useful part of training was practical work with other teachers and observing teaching styles.

Reference 3 - 8.00% Coverage

There should be more about classroom management. Preparation is the key.

Reference 4 - 4.45% Coverage

Watching others teach is a key aspect of successful training

Reference 5 - 3.56% Coverage

Training was very effective in preparation for the role of lecturer

<Internals\\Interviews\\Elen> - § 2 references coded [3.38% Coverage]

Reference 1 - 3.38% Coverage

[3:00.2 - 3:37.8]

Reference 2 - 3.38% Coverage

C&G 730 gave lots of easy to learn tips and methods such as lesson planning, practical experience and micro teaching.

<Internals\\Interviews\\Eve> - § 7 references coded [14.66% Coverage]

Reference 1 - 1.95% Coverage

[5:23.7 - 5:56.0]

Reference 2 - 4.71% Coverage

[7:27.2 - 8:45.2]

Reference 3 - 3.91% Coverage

[11:55.0 - 12:59.7]

Reference 4 - 1.95% Coverage

Placements were most useful part of training

Reference 5 - 4.08% Coverage

Placements were supported, well organised, useful and guided by school based mentors who were excellent

Reference 6 - 4.71% Coverage

Placement was excellent for learning from teachers who had been in post from 30 years or more. Excellent with authority and helped to watch them teach for extended period

Reference 7 - 3.91% Coverage

There should be a greater element of practical experience in training, a whole years placement, on the job training.

<Internals\\Interviews\\Gwenda> - § 2 references coded [4.97% Coverage]

Reference 1 - 4.97% Coverage

[3:51.1 - 4:40.6]

Reference 2 - 4.97% Coverage

Reflective practice was the most useful part of ITT



<Internals\\Interviews\\Hugh> - § 2 references coded [3.91% Coverage]

Reference 1 - 3.91% Coverage

[6:05.8 - 7:07.0]

Reference 2 - 3.91% Coverage

Microteaching was most useful part of cert ed and training

<Internals\\Interviews\\Isla> - § 2 references coded [1.87% Coverage]

Reference 1 - 1.87% Coverage

[9:01.3 - 9:36.0]

Reference 2 - 1.87% Coverage

Most useful part of TQFE was essays and reading

<Internals\\Interviews\\Iwan> - § 2 references coded [9.96% Coverage]

Reference 1 - 9.96% Coverage

[6:48.0 - 10:34.2]

Reference 2 - 9.96% Coverage

Micro teaches were very useful for reflection and improvement. Found the second year to be very useful for relating content of course to wide curriculum and student needs.

<Internals\\Interviews\\John> - § 1 reference coded [4.89% Coverage]

Reference 1 - 4.89% Coverage

[3:31.9 - 4:34.9]

<Internals\\Interviews\\Luke> - § 2 references coded [5.69% Coverage]

Reference 1 - 5.69% Coverage

[13:07.7 - 15:49.8]

Reference 2 - 5.69% Coverage

School placement training worked really well. Learning all the practical experiments was really useful.

<Internals\\Interviews\\Mark> - § 2 references coded [3.91% Coverage]

Reference 1 - 3.91% Coverage

[4:26.4 - 5:20.6]

Reference 2 - 3.91% Coverage

Practical experience in placement was the most useful part of PGCE

<Internals\\Interviews\\Mary> - § 4 references coded [8.80% Coverage]

Reference 1 - 4.45% Coverage

[4:22.8 - 5:15.2]

Reference 2 - 4.36% Coverage

[5:26.7 - 6:18.0]

Reference 3 - 4.45% Coverage

The PDA was the most useful part of the training, the TQFE added very little, I got everything I needed from the PDA.

Reference 4 - 4.36% Coverage

The PDA gave an understanding of what I was already doing and helped me to make it better. I never refer back to anything from my TQFE.

<Internals\\Interviews\\Sara> - § 1 reference coded [3.11% Coverage]

Reference 1 - 3.11% Coverage

[8:41.8 - 9:35.1]

<Internals\\Interviews\\Susan> - § 4 references coded [8.36% Coverage]

Reference 1 - 1.96% Coverage

[7:47.2 - 8:30.6]

Reference 2 - 6.40% Coverage

[9:14.0 - 11:35.9]

Reference 3 - 1.96% Coverage

The best bit of the course was the practical training at my placement college. That was really useful because really, you are learning on the job.

Reference 4 - 6.40% Coverage

The most useful part of the TQFE was the practical work in the college where we had our observations and day to day training. We were supposed to be trying to link the university theory work to the practical college based work.

<Internals\\Interviews\\William> - § 2 references coded [5.78% Coverage]

Reference 1 - 5.78% Coverage

[17:29.9 - 19:45.8]

Reference 2 - 5.78% Coverage

Understanding learners was the most useful part of the training at TQFE. During the training process I screened myself for Dyslexia as I had always struggled with the written word. The test was positive and this gave me a greater level of empathy with students who were struggling. I can pretty much look at a student working and what they are doing and have a good idea if they are dyslexic or not.

<Internals\\Interviews\\Anwen> - § 2 references coded [1.78% Coverage]

Reference 1 - 1.78% Coverage

[12:16.4 - 12:47.2]

Reference 2 - 1.78% Coverage

There

<Internals\\Interviews\\Bryn> - § 3 references coded [4.98% Coverage]

Reference 1 - 2.67% Coverage

[9:45.6 - 10:32.2]

Reference 2 - 2.67% Coverage

There should be a lot more about managing challenging behaviour in ITT

Reference 3 - 2.31% Coverage

The first year of training is should all be focussed on giving you the skills to get in a classroom and teach

<Internals\\Interviews\\Carys> - § 4 references coded [15.47% Coverage]

Reference 1 - 5.42% Coverage

[3:39.0 - 4:46.8]

Reference 2 - 10.05% Coverage

[5:32.4 - 7:38.1]

Reference 3 - 5.42% Coverage

School placements were excellent way of learning pedagogy and teaching skills, tacit skills developed, Carys doesn't even think about the teaching process and managing students

Reference 4 - 10.05% Coverage

Carys comments that she has been supervising a trainee lecturer and has noticed that she seems to have huge gaps in pedagogic knowledge that she hasn't been taught. Managing group dynamics, managing behavior and vocational teaching practice

<Internals\\Interviews\\Dewi> - § 4 references coded [12.44% Coverage]

Reference 1 - 8.00% Coverage

[7:23.3 - 9:15.3]

Reference 2 - 4.45% Coverage

[9:34.0 - 10:36.3]

Reference 3 - 8.00% Coverage

There should be more about classroom management. Preparation is the key.

Reference 4 - 4.45% Coverage

Watching others teach is a key aspect of successful training

<Internals\\Interviews\\Elen> - § 2 references coded [6.40% Coverage]

Reference 1 - 6.40% Coverage

[5:54.4 - 7:05.7]

Reference 2 - 6.40% Coverage

There should be more classroom management training, how to work with teenagers, practical training and observations of competent staff

<Internals\\Interviews\\Eve> - § 2 references coded [3.91% Coverage]

Reference 1 - 3.91% Coverage

[11:55.0 - 12:59.7]

Reference 2 - 3.91% Coverage

There should be a greater element of practical experience in training, a whole years placement, on the job training.

<Internals\\Interviews\\Gwenda> - § 4 references coded [7.02% Coverage]

Reference 1 - 4.62% Coverage

[6:04.8 - 6:50.8]

Reference 2 - 2.40% Coverage

[6:55.2 - 7:19.1]

Reference 3 - 4.62% Coverage

More training on admin issues would be useful

Reference 4 - 2.40% Coverage

Managing challenging behaviour should be covered more fully in Cert Ed

<Internals\\Interviews\\Hugh> - § 2 references coded [6.05% Coverage]

Reference 1 - 6.05% Coverage

[10:25.9 - 12:00.5]

Reference 2 - 6.05% Coverage

Hugh felt that there was very little in the way of classroom management training and there should have been alot more of it to help with dealing with difficult students, in this way the course did not get you classroom ready.

<Internals\\Interviews\\Iwan> - § 4 references coded [7.91% Coverage]

Reference 1 - 1.95% Coverage

[12:11.1 - 12:55.5]

Reference 2 - 5.95% Coverage

[17:42.3 - 19:57.6]

Reference 3 - 1.95% Coverage

Should be more about managing challenging behaviour in ITT

Reference 4 - 5.95% Coverage

There should be more support for managing SEN and Differentiation

<Internals\\Interviews\\John> - § 2 references coded [6.93% Coverage]

Reference 1 - 6.93% Coverage

[5:29.9 - 6:59.2]

Reference 2 - 6.93% Coverage

There should be much more about classroom delivery methods and student behaviour

<Internals\\Interviews\\Luke> - § 4 references coded [9.69% Coverage]

Reference 1 - 4.45% Coverage

[22:22.4 - 24:29.1]

Reference 2 - 5.24% Coverage

[43:13.7 - 45:43.1]

Reference 3 - 4.45% Coverage

Should be more training for and exposure too challenging behaviour

Reference 4 - 5.24% Coverage

There should be much more practical experience in training, critical practical exercise. More robust observations. It should be a true apprenticeship model where you are learning the trade not just how to teach a subject.

<Internals\\Interviews\\Mark> - § 1 reference coded [3.11% Coverage]

Reference 1 - 3.11% Coverage

[8:46.6 - 9:29.8]

<Internals\\Interviews\\Mary> - § 6 references coded [16.36% Coverage]

Reference 1 - 2.13% Coverage

[9:17.0 - 9:42.1]

Reference 2 - 11.38% Coverage

[9:44.2 - 11:58.3]

Reference 3 - 2.84% Coverage

[18:48.7 - 19:22.2]

Reference 4 - 2.13% Coverage

There should be more focus on learner styles at TQFE level training

Reference 5 - 11.38% Coverage

TQFE was very focussed on working with young people, no content to do with managing adult learners.

Reference 6 - 2.84% Coverage

Should be more awareness of equality enhancement training in TQFE

<Internals\\Interviews\\Thomas> - § 1 reference coded [2.84% Coverage]

Reference 1 - 2.84% Coverage

There should have been much more training on working with people, class control and discipline, whenever it was raised we were just told by the lecturers to not get involved

<Internals\\Interviews\\William> - § 3 references coded [16.00% Coverage]

Reference 1 - 8.09% Coverage

[10:37.9 - 13:48.2]



Reference 2 - 8.09% Coverage

TQFE didn't give me the practical application I was looking for. I was told to prepare lesson plans and schemes of work but not shown how to do it. In all the time I have been working and training I have never seen anyone else teach a class, I don't know how other people do it. The training was very generic nothing at all about subject specialisms which made it feel very vague. The politics of education was of no use to me at all

Reference 3 - 7.91% Coverage

I didn't like the legislation and political aspects of the TQFE I saw no relevance. I struggled to learn how they taught the course. They spent a lot of time teaching us how to manage different learning styles but at the same time didn't cater for ours. I wanted practical vocational training and I don't feel I have ever had that.

## **Appendix 10: Extract from research diary**

### **Extract 1:**

*Sunday 1<sup>st</sup> December 2013*

*All permissions checked and received from FE colleges (names redacted) now ready to look at organising the interviews. Early spring?*

*Need to include all the permission letters with the application to Ethics Committee.*

*Resent the e mail to university 1 and 2 (names redacted)*

*Timeline drawn up as Gantt chart and forwarded to Drs Buckley and Sullivan for approval.*

*Have organised meeting in Bangor at 11am.*

### **Extract 2:**

*March 12<sup>th</sup> 2014*

*Two interviews conducted today.*

*Both science lecturers with very different views.*

*Noticeable frustration in candidate two at the perceived lack of enthusiasm in colleagues for CPD or practical work.*

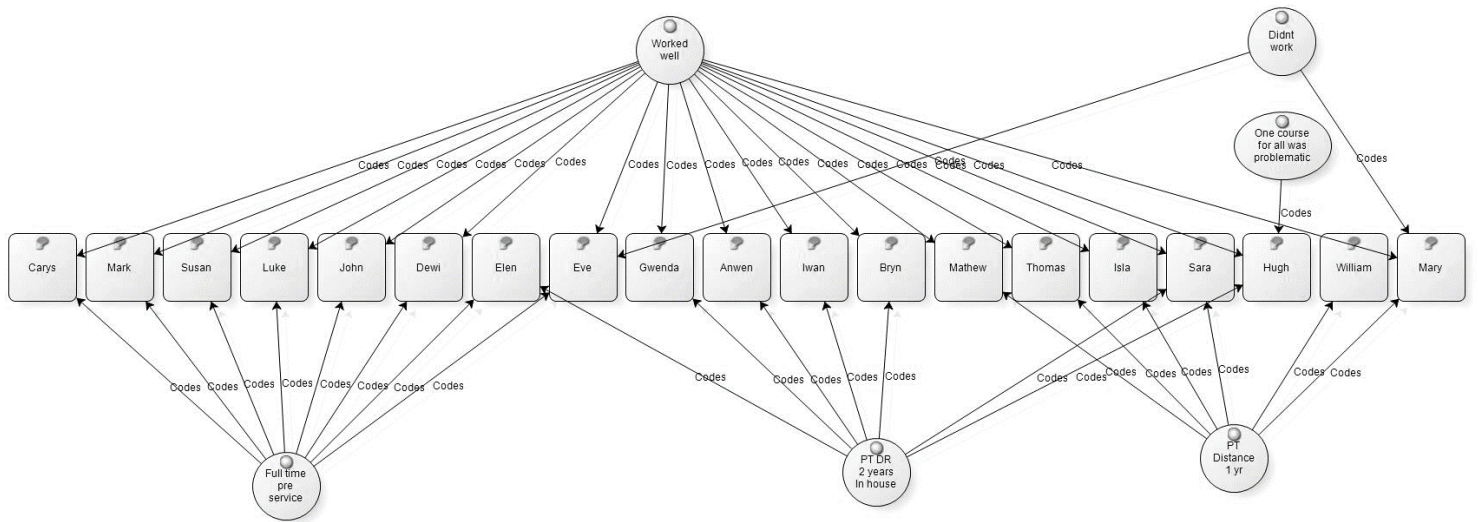
*Candidate 1 quiet and came across as tired and weary. Lots of negativity towards the college and work.*

*Noisy outside room, need to check if there is an alternative space in future. Have checked recordings and there is no issue but respondents were distracted at one point.*

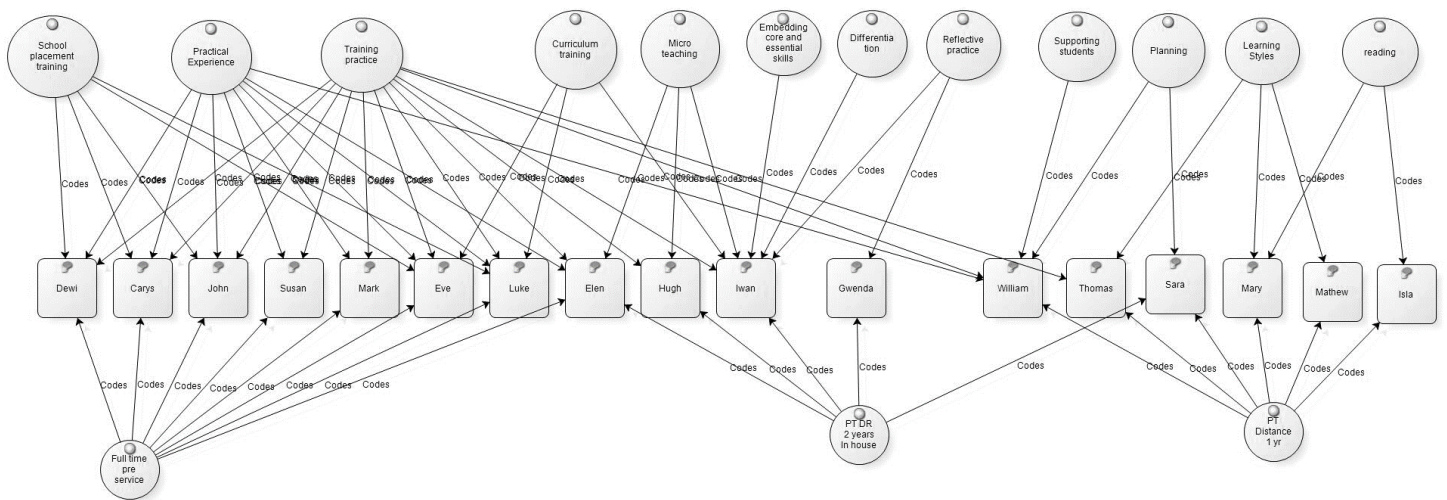
*Next interviews now next week. Positive start.*

## Appendix 11: NVIVO 10 Models

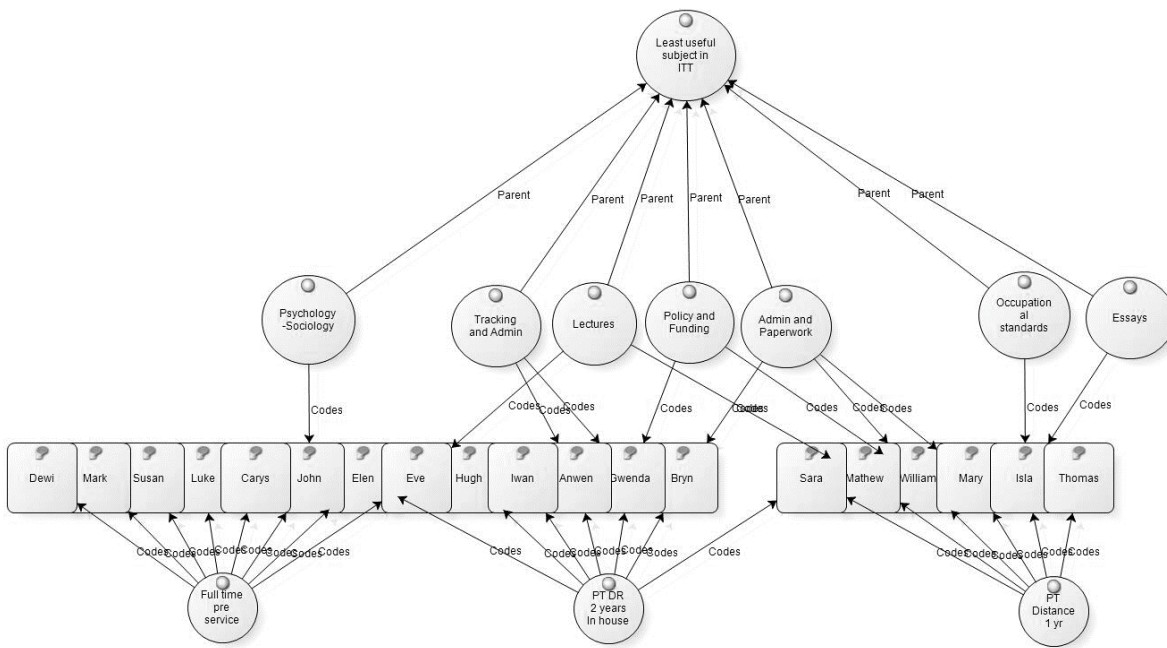
### Model 1: Perceived Efficacy of training



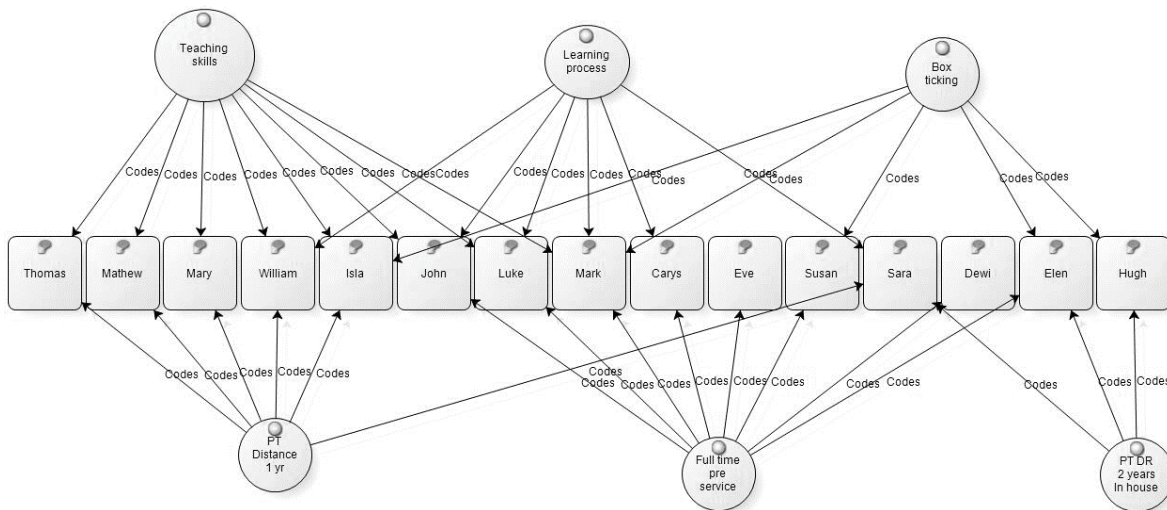
### Model 2: Practical and vocational exercises were the most valued aspects of training.



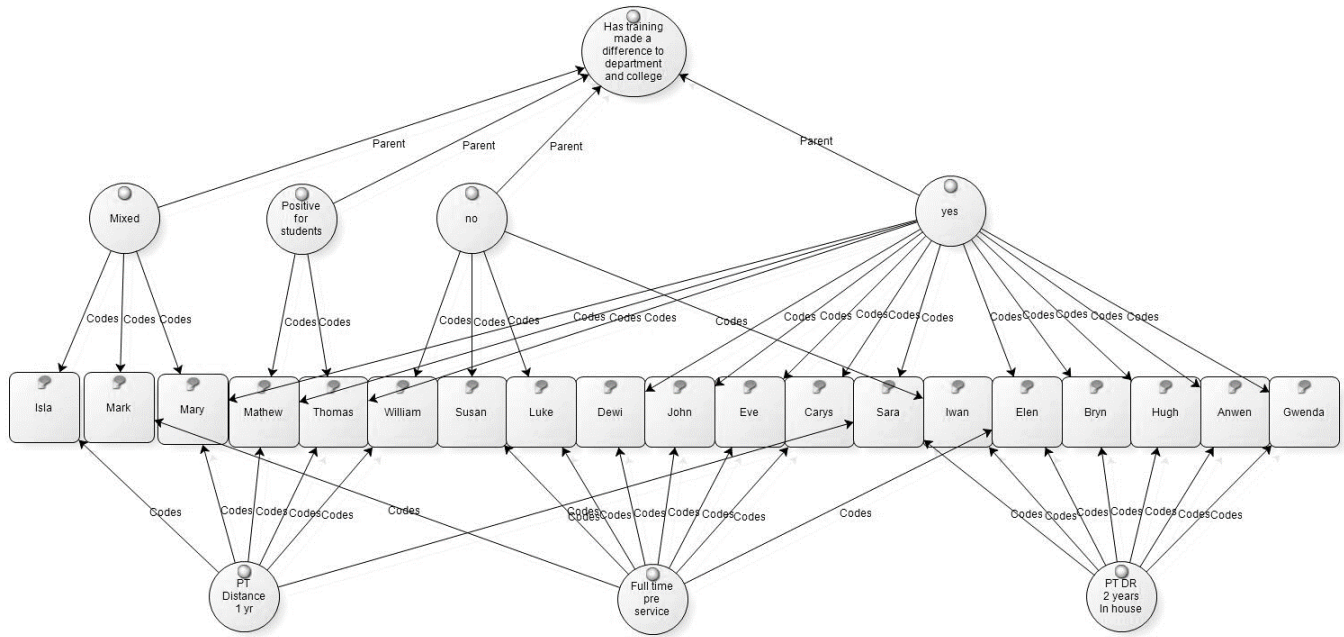
### Model 3: Reported least effective aspects of training against model undertaken



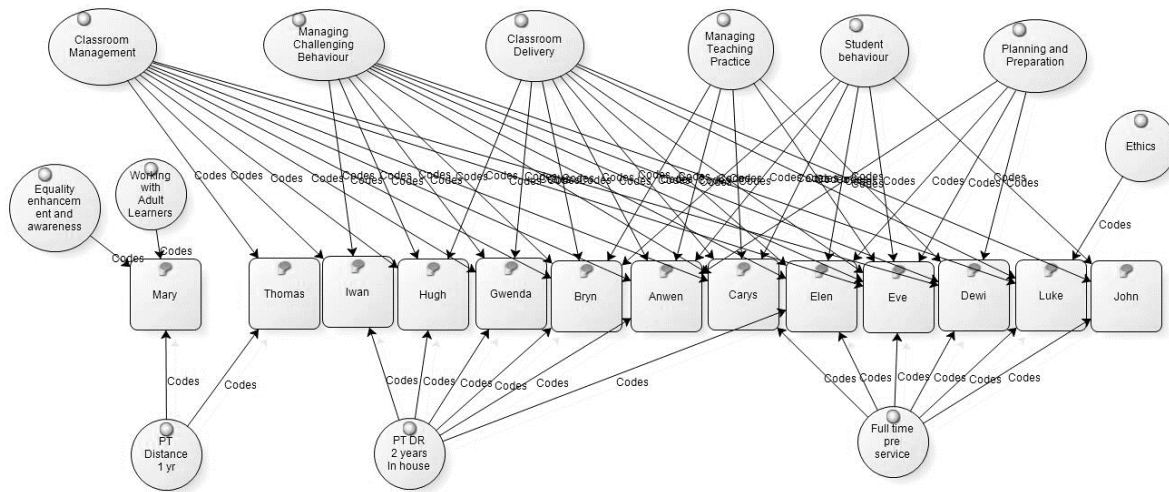
### Model 4: Perceptions of primary purpose of training



## Model 5: Impact of lecturer training on respondents' department and students

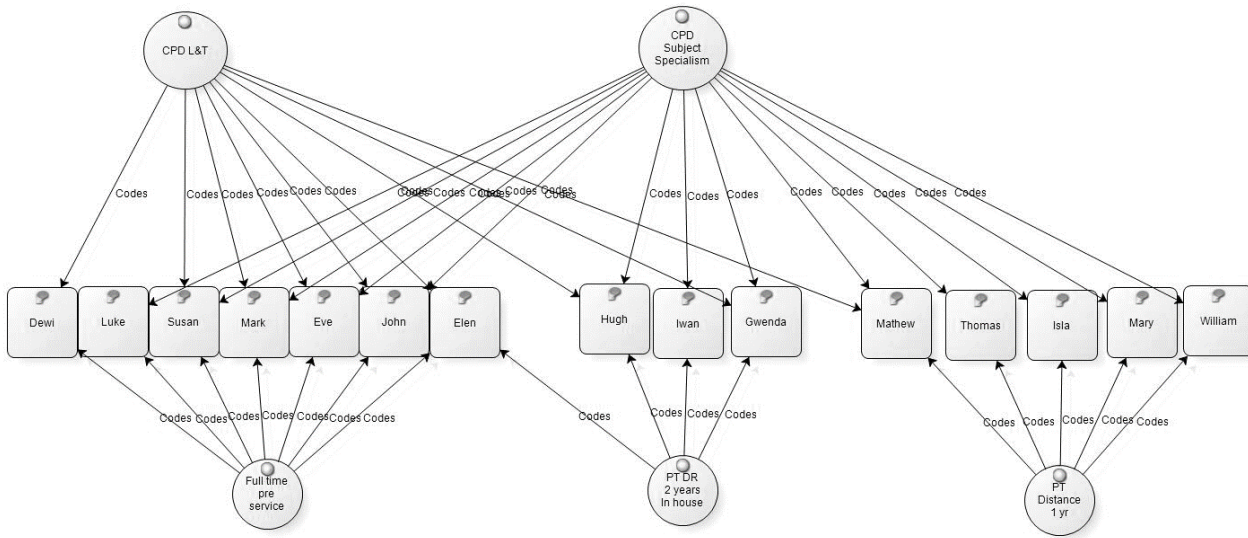


## Model 6: Skills identified that required more emphasis in training

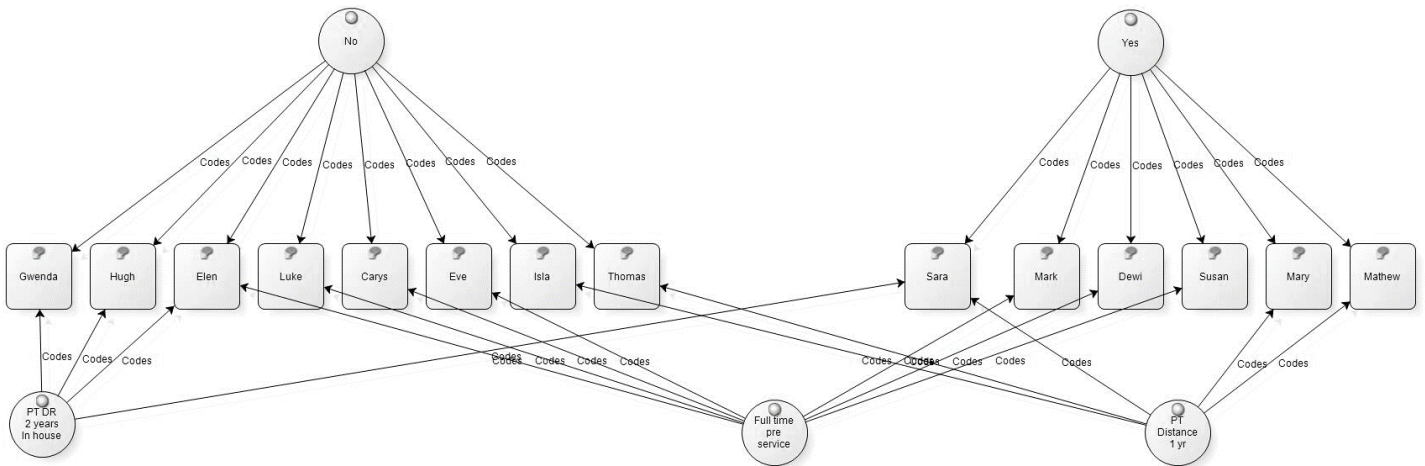




**Model 7: Lecturers are more likely to undertake CPD in subject specialism than in pedagogic development.**



**Model 8: Training has an effect on learning and engagement with CPD but it is not always positive.**



## **Appendix 12: Professional Engagement**

Lecturer in School of Education at Stirling University (November 2015- to present)

Head of Department for Teaching & Learning and Professional Development at Edinburgh College (August 2014 to November 2015)

Management committee member of Association for Research in Post Compulsory Education

Editorial board member of Taylor Francis Journal *Research in Post Compulsory Education*

Academic Reviewer for Taylor Francis Journal *Research in Post Compulsory Education*

Member of advisory board for Teaching Qualification Further Education at Stirling University

Member of board for Teaching Qualification Further Education at Dundee University

Associate Lecturer in Education at Dundee University

Member of Professional Development Network, Scotland's Colleges