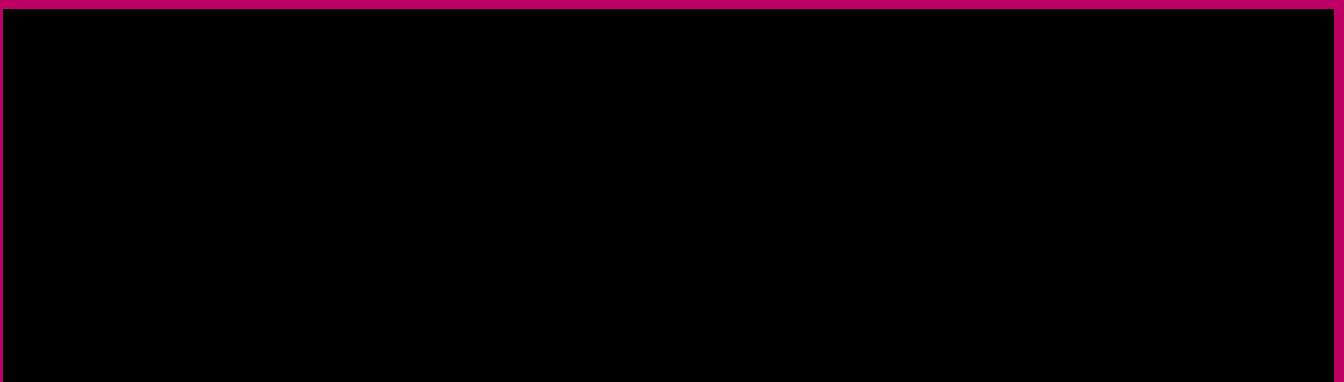


FOUNDATION



# Welcome to the Education and Training Foundation (ETF) Public Benefit Report

I am delighted to present the 2019–2020 Public Benefit Report for the Education and Training Foundation (ETF). This report sets out the difference we make for leaders, teachers and trainers in the Further Education (FE) and Training sector and how this translates into delivering benefit for society.

The ETF was founded with the sector in 2013 to be the expert body for professional development and standards in FE across England. Everything

all our activity. We strive for excellence, and over the last year, our Continuing Professional Development (CPD) has been accessed more than 50,000 times by leaders<sup>1</sup> and practitioners in the sector to help further develop professional

We are committed to listening, responding to the sector and including that

statistics and case studies highlighting how our programmes are evolving, deepening engagement and motivation for learners and leading to improved outcomes. Such progress would not be possible without the expertise of the

identifying excellence and disseminating it through collaborative practice.

educational attainment and employability for the good of our society. Ultimately our aim is not simply to improve the system, but to co-create a self-improving system with practitioners, leaders and partners in the

the Department for Education (DfE) and other government departments, and the professional membership services we provide through the Society for Education and Training (SET).

We are facing some of the biggest global disruptions in recent history, our

and operationally. Whilst the focus of this report is very much on the last

another, our learners and our communities, which have been unfaltering in recent months. We have all embraced digital learning and CPD opportunities to minimise disruption and I am immensely proud of the development we provided with our partners to support the sector.

I hope you enjoy reading about the impact of the ETF in 2019–2020 which as evidenced in this report, has made a tangible difference for learners.

pandemic in next year's report.

[etfoundation.co.uk](https://www.etfoundation.co.uk) or email

[enquiries@etfoundation.co.uk](mailto:enquiries@etfoundation.co.uk) so we can continue the conversation about professional excellence with you.



**David Russell** is the Chief Executive of the Education and Training Foundation

**The ETF is the expert body for professional development and standards in Further Education and Training in England.**

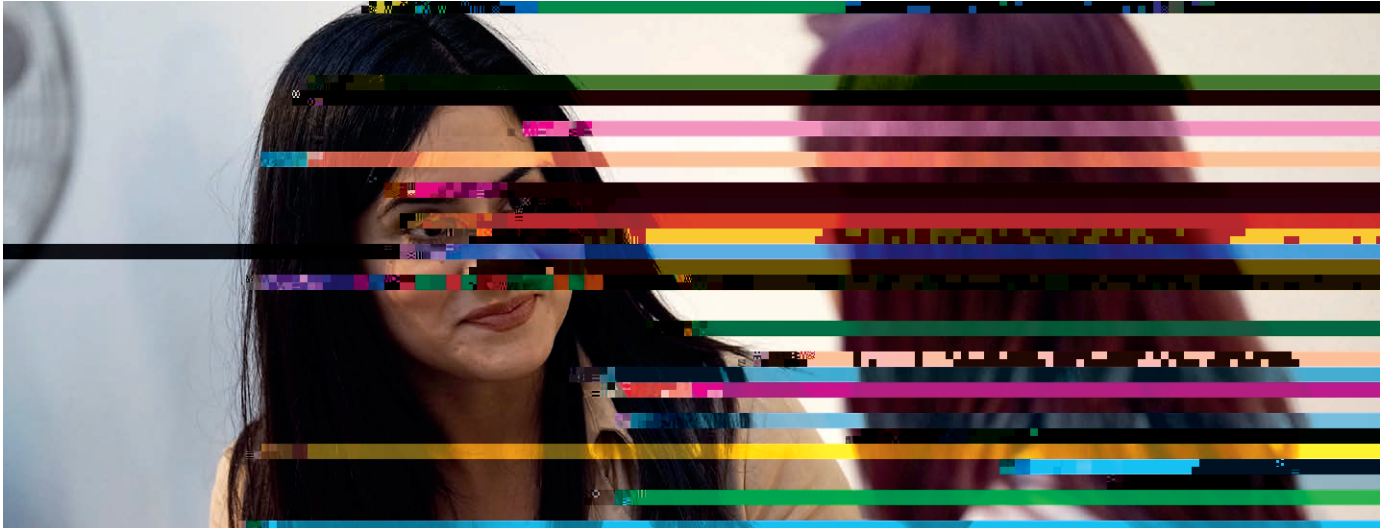
Our charitable purpose is to improve education and training for learners aged 14 and over.

provision of transformational programmes,

- **First-class leadership of the sector**
- **Highly effective, professionally confident teachers and trainers**
- **FE as the career of choice for ambitious professionals who wish to make a difference.**

Designing and delivering CPD for all leaders, teachers and trainers in FE in settings including colleges, independent training providers (ITPs), third sector providers, adult community education, employers and offender learning providers is at the heart



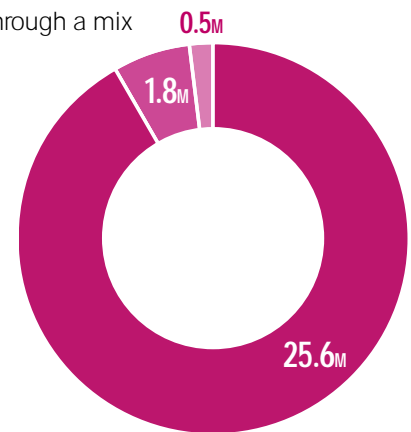


## In 2019–2020, the ETF has successfully:

- 1 **Grown membership of SET**, the national professional membership and training by 6 per cent<sup>1</sup>.
- 2 **Enabled leaders in the FE sector to access CPD leadership programmes over 4,071 times to build their capability to operate at a senior level** in complex and fast-changing environments<sup>2</sup>.
- 3 **Increased the quality and quantity of the workforce data** collated via the anonymised records were analysed from 186 providers providing insight into the programme development.
- 4 **Led professional development for the sector**, with leaders and practitioners accessing and engaging with our CPD offer over 50,000<sup>3</sup> times, an increase of 35 per cent year-on-year. In addition, Prevent online training modules were accessed over 254,000 times<sup>4</sup>.
- 5 **Invested £22.8m<sup>5</sup> in developing and delivering programmes** to support and develop the sector and improve education and learning for learners aged 14 and over.

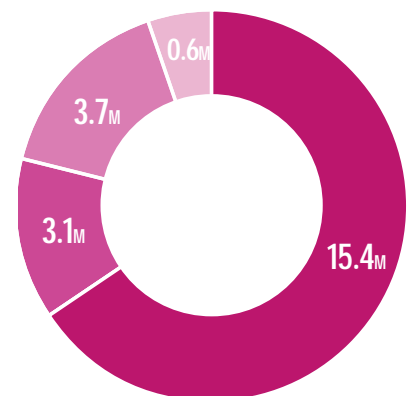
## Funding<sup>6</sup>

We are funded through a mix P197 corinrough a mix



A grant of £22.8m from the DfE

the CPD programmes managed by the ETF in 2019–2020<sup>7</sup>.





## Recruitment

to support learners is a critical part of the ETF's mission. The recruitment programmes attract new talent to the FE sector and forge

needs of our economy.

- 78,000 people were supported by the **FE Advice Service**, which provides information on becoming a teacher. This was an uplift of 30 per cent year-on-year<sup>1</sup> and an impressive 121 per cent increase on target.
- 366 students have or are actively participating in the **Talent to Teach** programme<sup>2</sup>, which raises awareness of FE teaching as a career option among programme survey highlighted 85 per cent<sup>3</sup>

percentage points<sup>3</sup> for self-reported interest in a teaching career in FE post-placement.

- The **Taking Teaching Further**<sup>4</sup> programme is a national FE initiative to attract teachers, and experienced industry professionals

to recruit and retain 113 industry experts





**Enhancing the sector's leadership capability to create a positive environment for learners to succeed underpins the broad range of leadership programmes and initiatives provided by the ETF.**

Partnerships with leading organisations and technical experts ensured the ETF programmes were dynamic, responding to the complex and fast-changing environment in which leaders operate. Through the programmes the ETF reaches tomorrow's leaders, creating opportunities to broaden the diversity of our sector and recruit individuals

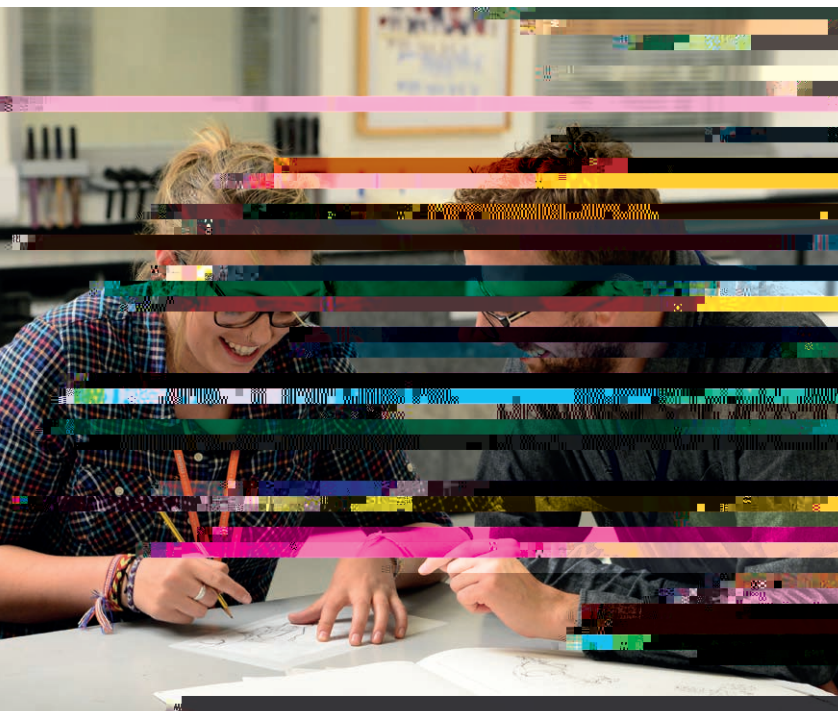
inspire and motivate learners to progress.

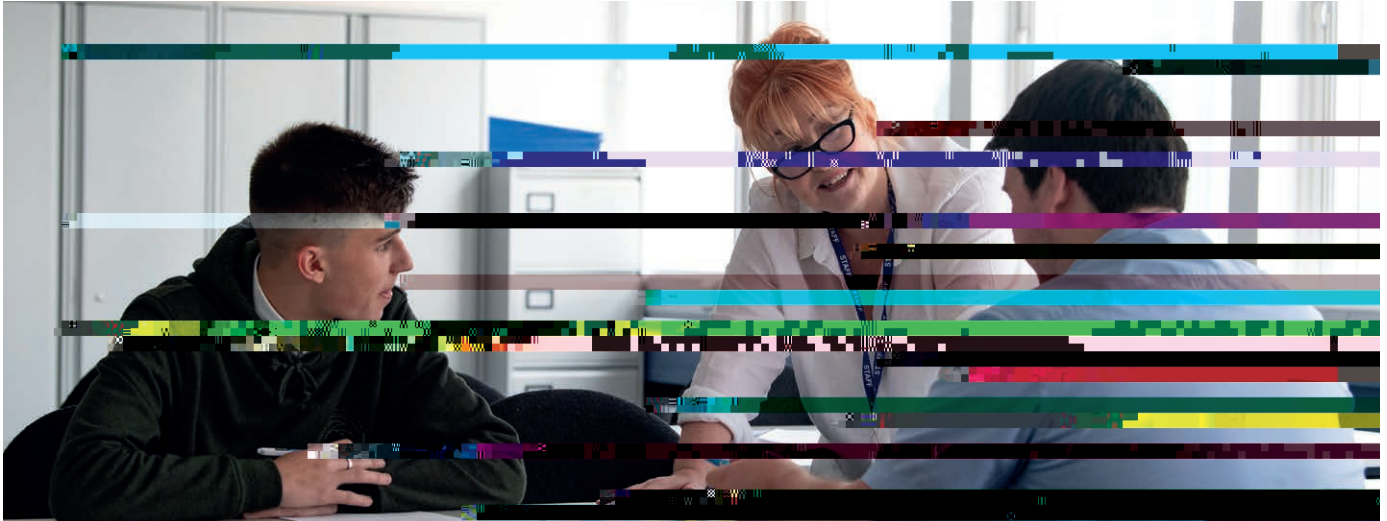
Enhancing ability, increasing practitioner

evidenced in programme evaluations.

**In addition:**

- The ETF added 18 online training modules for FE governors, bringing its specialised portfolio to 26 modules across seven areas of focus. The online training was accessed by governors 2,965 times during the year<sup>1</sup>.
- The Preparing for CEO Programme<sup>2</sup> has supported 130 participants with 26 now successfully appointed to a Principal/CEO position within a college. Delivered by the Saïd Business School, University of Oxford, on behalf of the ETF, 100 per cent of those attesobng famed -4.7 ( )TJE





**The ETF undertakes workforce research to help providers, policy makers and sector bodies understand trends and patterns within the FE sector to inform policy and programme development.**

- <sup>1</sup> collated via the Staff Individualised Records (SIR). There were 91,800 anonymised records analysed from 186 providers, giving insight into the

SIR27 included an increase in the mean value of CPD hours from 35 (SIR26) to 38 hours, evidencing the value the sector is placing on development.

**Key insight for the sector to consider in the year ahead includes:**

- Providers are offering more subjects, except in the humanities.
- predominantly female.
- representation in senior leadership positions has decreased.
- in colleges is comparable to SIR21 (2014) highlighting the need for more focus.

The ETF led a number of independent

- **The Workforce capability to deliver the digital entitlement**

education and training organisations in England. This was ahead of the

introduction of the new standards and Government entitlement in 2020. It also training and support such as more detail and consistency around assessments for learners.

- In **Understanding the well-being of the post-14 education workforce** report published in November 2019, the

lower than that of the general population.

and a change in role, as impacting on

recommendations concluded the r





**Building a professional sector with the skills and capability to optimise support for learners sits at the heart of the ETF and all that we do.**

We are passionate about designing and delivering evidence-based CPD, mapped to the Professional Standards, for teachers and trainers. Support ranges from the use of educational technologies (EdTech), leadership and governance development, maths and English enhancement, through to special educational needs and disability (SEND) provision.

We are wholly committed to ensuring that

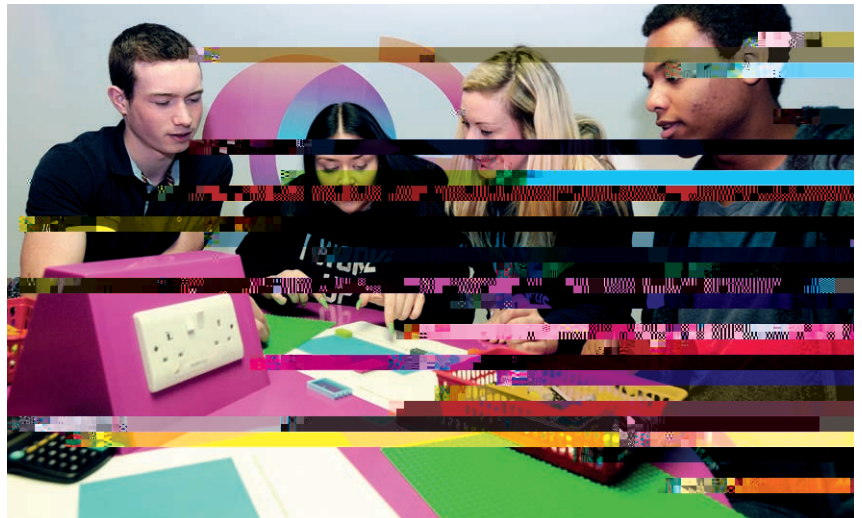






**Case Study**  
– Centres for  
Excellence in Maths

CfEM activities in the Evaluation of CfEM Maths 2018-2020 report reporting they believe the changes had a



**233**

colleges, sixth form colleges and other providers of Level 2 maths in England are currently participating in the programme<sup>1</sup>.

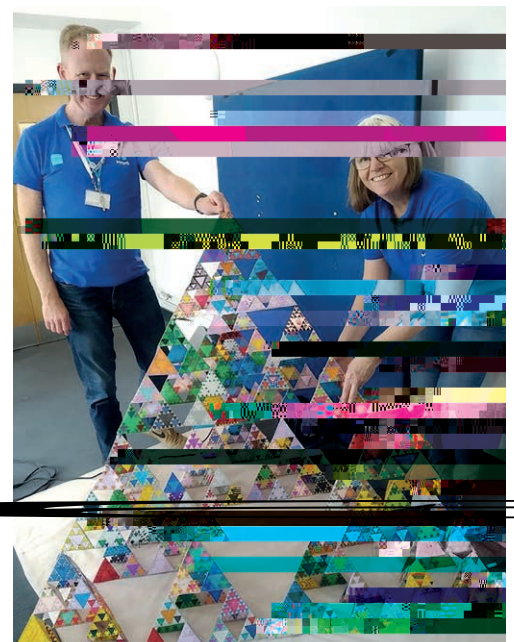
**21**

CfEM each host between to share practice, learn from each other and from national activity. This ensures the programme entire FE sector.

**161,500**

to date, 161,500 maths resit students have projects<sup>1</sup>.

The CfEM has been funded by the DfE since October 2018. It is managed by the ETF and contracted to the University of Nottingham to deliver the National Trials with support from the AoC, Behavioural Insights Team (BIT), EEDI, Pearson, touchconsulting and White Rose Maths.









## Our Purpose

The Outstanding Teaching, Learning and Assessment (OTLA) programme brings together providers and practitioners to collaborate and solve challenges impacting the FE sector.

## The Programme

Through OTLA, the ETF facilitates collaborative practice and action research

the sector.

Informed by research and evidence, activities under the OTLA banner focus on improving professional practice, outcomes for learners

The ETF sets the themes and providers are

apply for funding. Delivery partners assess the applications, award funding and assign a mentor to ensure the project is delivered against the agreed criteria and timescale.

principle of the OTLA programme. Results are widely shared so that any learnings

the employer and industry ecosystem.

During the last year, the programme enabled 400 practitioners from 45 providers to support 12 projects<sup>1</sup> to develop evidence-based solutions for the improvement of English teaching, learning and assessment. Projects included using oracy and visualisers as classroom catalysts, creating a reading culture and developing reading and writing.

## Impact

The ETF's evaluation<sup>2</sup> effective delivery of the projects. Importantly the funding has enabled providers to improve their teaching, learning and assessment practices. Peer-to-peer interaction and the sharing of good practice is highly valued.

Through participating in the projects, practitioners reported improved understanding

- Changes in teaching practices.
- the needs of individual learners.
- Assessing the effectiveness of their
- Using a wider range of assessment

Such changes in participants' teaching practices also had positive effects on learners and the wider organisation.

The majority of survey respondents agreed they had seen improvements in learners'

(72 per cent), and attendance (62 per cent).

participants reported the activities

teacher-learner relationships. Immersion in an action research environment was reported to aid the development of a research culture amongst staff. Some 76 per cent plan to use action research approaches again in



## Looking ahead

The evidence supports the case for continuing participant, their learners and the provider. Suggestions for future development include increasing opportunities for participants and providers to come together to share learning. Another suggestion involved increasing the availability and accessibility of the programme to as many providers as possible.

South Devon College explored how

directed improvement and reflection time (DIRT) used widely in school settings, helped learners raise their grades<sup>2</sup>.

**Impact:** All A Level and GCSE learners made in many cases in the grade boundaries.

**"It teaches you how to improve.**

**I think that's very important as we**

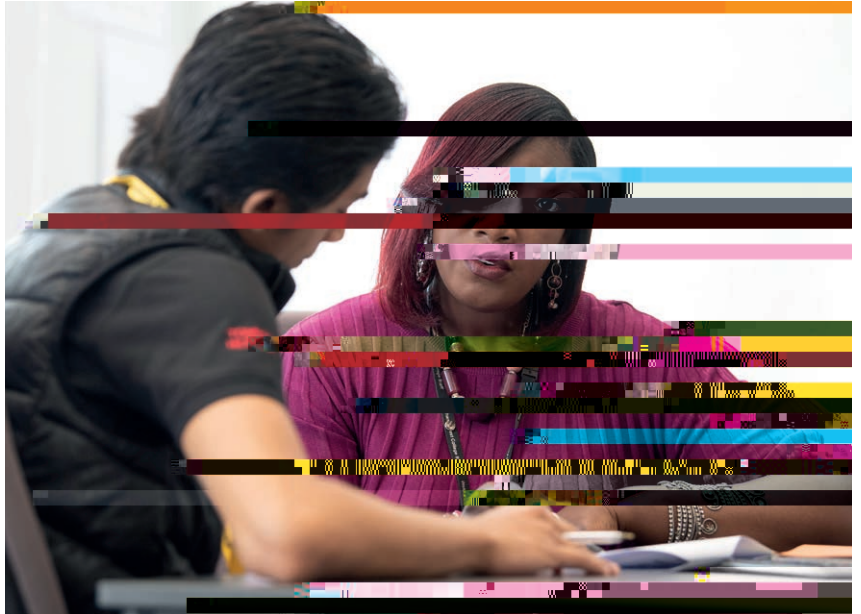
**ll want to get the best grades we can...**

**The feedback...helps us get a better**

**grade... The process makes it all**

**seem achievable."**





The SET for Teaching Success Programme has helped me to develop my teaching skills, boost my confidence and know the theory behind every aspect of teaching which has changed the way I relate to learners. The recent session on digital technology has really helped to show how I can make more use of the technology my learners use in my lessons.

