

Written Evidence submitted by Paul Henry Brinklow (TFEB 14)

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1. Introduction:

“The Bill’s proposals aim to improve the quality of technical education (TE), address skill shortages and support the Government’s social mobility agenda.”

It is my observation that this bill and others about Technical and Further Education have not paid sufficient attention to the implementation aspects to ensure improvement in the quality of technical education (TE).

The observations and recommendations apply to all post-16 education and training organisations:

Further education colleges, technical colleges, universities;
Correspondence study organisations;
Adult education courses;
Company training schools;
Prison education and training;
Civil service courses;
Army, Navy, RAF, Fire, Police training schools;
Language schools;
Management and Business Schools;
Continuing Professional Development (CPD) courses

My submission is about gaining value for money, about ensuring that post-16 education and training is set up to provide a professional service and that it has the required procedures in place and fully trained staff.

2. Observations and recommendations.

Observation 1: I have witnessed below quality service in a number of disciplines and leads me to question: Would you trust a doctor, lawyer or other professional who was not qualified and a member of a professional institute ? No ? So why trust the education and training of our young people and adults to unqualified teachers in the post-16 education and training sector ?

Recommendation 1: Just as QTS is a mandatory requirement for teaching in schools I recommend that **Qualified Teacher of Learning and Skills (QTLS)** be made mandatory for helping adults learn and for teaching in the post-16 education and training sector.

Observation 2: After an analysis of institutes' professional qualification schemes I published a paper about what they were doing about **Continuing Professional Development (CPD)**. The results of this analysis concluded that the majority were requiring their members to carry out at least 30 hours / year.

Recommendation 2: To maintain up to date knowledge and skills there should be a mandatory requirement for lecturers and their managers to follow at least 30 hours / year CPD.

Observation 3: As a lecturer in an FE College I witnessed the teaching of the wrong syllabus for the examination set, confusion about how to complete the daily register, a complete lack of knowledge and management of the design, development, delivery and validation processes required for running courses.

All too often people were just let loose in classrooms without any suitable mentoring or induction. Professional engineering institutes recognise that there is a need to, distinguish different levels of membership: Chartered Engineer (CEng), Incorporated Engineer (IEng) and Engineering Technician (EngTech); it is strongly advised that this is needed to bring in professional management performance into FE Colleges, prison teaching etc.

Recommendation 3: A new qualification of Qualified Manager of Teachers of Learning and Skills (QMTLS) be introduced.

Observation 4: Too often colleges advertise that they have courses when they do not. Students apply and then panic sets in to try and deliver something, usually of low quality and poor quality teaching and learning materials. The quality of courses and the quality of any lesson is 80% reliant on the quality of the inputs to the delivery i.e. the designed and developed course resources, it is these course design and development processes that are necessary.

Recommendation 4: Organisations should be required to set up and manage to a tailored version of the standard model of their education and training procedures (See Model Training Instructions IDEF system analysis model I drew up for an Army Technical College and which provided the basis of a Quality improvement programme), the implantation of which succeeded in the college being awarded **ISO 9001 Quality Management System (QMS)** approval.

Observation 5: Most colleges I have visited and taught in provide very little in the way of teaching and learning materials lab instructions etc.

Recommendation 5: Set up a bank of teaching and learning resources for each subject taught and for each examination offered to the student.

Observation 6: Too often Ofsted inspections focus mainly on delivery in the classroom and reports are often just about classroom observation whereas the quality of any lesson is 80% reliant on the quality of the inputs to the delivery i.e. the designed and developed course resources, it is these course design and development processes, the planning and management that should be audited more thoroughly.

Recommendation 6: Ofsted inspections should audit organisations management and quality procedures and their **continuing improvement programme processes** (an ISO 9001 requirement).

3. About the author.

By Paul Henry Brinklow.

I have recently retired having followed three main careers:

1. Chartered Electronic and Radio Engineer, PgDip, MSc, CEng, MIERE(now MIET);
2. Chartered Quality Professional, Quality Management Systems Auditor and Design Assurance expert, CQP, MCQI;
3. Qualified Teacher of Learning & Skills,, STEM Subject Learning Coach (SLC), CertEd, MA, QTLS, FIfL.

30 years: I started my first career with **a three year Army Apprenticeship** and became a radio-relay technician in the Royal Signals. After this I was employed in a variety of electronics industry organisations, studied with correspondence courses at home and day release passing City & Guilds Full Technological Certificate and later an HNC and Supplementary Subjects. At the University of Surrey I was awarded a Post Graduate Diploma in Control Systems Theory and Master of Science Systems Engineering.

20 years: On appointment as a lecturer at Farnborough Technical College I obtained a Certificate of Education FE (CEFE) and then after threes of study with the Open University an MA in education. Later I became a lecturer at Arborfield Defence College teaching Army REME technicians and Artificers (who gain a BSc degree in their 30s).

During both of the above I was involved with Quality Assurance. Having been involved as a Chief test engineer and Test Engineering Group Manager I moved into Design Assurance. More recently I was a member of the Quality team at The School of Electronics Engineering Arborfield setting up analysing the education procedures and writing procedures, we were so successful that we gained ISO 9001, the first military educational establishment in the world to so do.

Many thanks for listening; I hope that you can find a way of introducing the recommendations as they will ensure an improvement in the quality of technical education one of the main aims of this bill.

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Course Development



