

# Initial Teacher Education Provision in FE

Second year report

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# 1 Introduction

This is the second annual report examining the provision and take-up of Initial Teacher Education (ITE) provision for the Further Education (FE) sector. The report draws on Higher Education (HE) and FE enrolment data for 2013/14 and a web search of providers offering ITE courses in 2015/16. It builds on a baseline report on ITE provision<sup>1</sup> which was published in July 2015.

The research was commissioned by the Education Training Foundation and conducted by ICF Consulting from September 2015 to March 2016.

## 1.1 Background and context

FE is a diverse sector, comprising colleges, independent training providers and adult and community learning (ACL) providers. These providers deliver a broad range of programmes from entry level to higher education, including academic qualifications (such as A-levels and GCSEs), vocational programmes including high level technical education, recreational learning, entry stage English, literacy and numeracy, and employability programmes.

The diverse range of courses offered in FE requires providers to have a highly-skilled and adaptable workforce. Teachers working in FE often require ‘dual professionalism’: pedagogical skills alongside in-depth vocational subject knowledge.

To maintain high quality teaching in FE, the Government introduced formal teacher training standards for the sector in 2001, alongside a statutory requirement for new teachers to hold a recognised teaching qualification. These standards were subsequently revised in 2007 and structured into four key ‘types’ of career-entry programmes:

- An Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS).
- A Certificate in Teaching in the Lifelong Learning Sector (CTLTS).
- A Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
- Literacy, Numeracy and ESOL subject specialist Diplomas in teaching in the Lifelong Learning sector.

The 2012 Lingfield review on professionalism in FE resulted in a shift in government policy towards FE teacher training. The statutory requirement for teachers to hold a recognised teacher training qualification was removed in order to give FE providers flexibility to recruit the staff who meet their needs.

The formal framework for initial teacher training does, however, still exist. Following a further revision to the standards in 2013, the current ‘core’ qualifications are:

- The **Award in Education and Training (AET)**. This course provides a broad introduction to teaching in FE, including lesson planning and micro-teaching practice. Courses can be delivered at Level 3 or Level 4 and typically last for 1-2 weeks.
- The **Certificate in Education and Training (CET)**. This is a longer course, lasting around six months, primarily targeted at people who deliver training but do not design curricula.
- The **Diploma in Education and Training (DET)**. This is the primary career entry route for teachers/tutors in the FE sector. These courses are delivered at Level 5 and typically last for one year, if undertaken on a full-time basis.

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<sup>1</sup> Report available at: <http://www.et-foundation.co.uk/research/initial-teacher-education-provision-in-fe-and-skills/>

- **Diplomas in Education and Training with a subject specialism in Numeracy, Literacy, and/or ESOL.** These qualifications were developed specifically for teachers delivering first steps literacy, numeracy and language courses. The courses cover the same content as the Diploma (DET), but include additional learning on literacy, numeracy or ESOL.

Alongside these qualifications, higher education (HE) institutions also deliver the Certificate in Education (**Cert Ed**) and Post-graduate Certificate in Education (**PGCE**) courses for trainee teachers wishing to enter the FE sector. These programmes must meet the standards of the diploma and subject specialist programmes, but are often at a higher level (typically Level 6 or 7).

In addition, de-regulation of the sector has meant that there may be other qualifications that FE providers consider as providing a basis for sector entry. This creates a complex landscape for teacher training.

## 1.2 Project aims and approach

The aim of the project has been to examine the volume and characteristics of individuals who are training to teach in the FE sector, and the range of provision currently being delivered. Specifically, the study aimed to measure:

- The range and type of organisations that deliver ITE provision;
- The type of provision that is offered;
- The number of trainee teachers undertaking ITE;
- The demographic of trainee teachers and the subjects they teach;
- The proportion of learners who progress to teaching positions in the FE sector.

This information will provide an evidence base for policy makers and other sector stakeholders to develop interventions that address gaps in provision and sector skills shortages.

This second report presents information on learners enrolled on ITE provision in 2013/14 (the most recent year for which data is available) and provision being delivered in 2015/16. In addition, it compares progress from the baseline picture presented in the first report on ITE provision.

## 1.3 Data sources used

The review of ITE provision drew on ITE qualification, provision and learner data. The specific data sources used for this report are described below.

### ITE qualification data

Data was collected on ITE qualifications in order to understand the different types of ITE courses being offered and their characteristics. Two key sources were used in the study:

- **Register of regulated qualifications<sup>2</sup>.** This provided basic information on the characteristics of all ITE qualifications that are approved for public funding. The register specifically contains information on the qualification start date, its size, assessment methods, unit composition and the awarding body. In the baseline assessment we examined qualifications on the Register in January 2015. In this report we have examined the qualifications on the Register in October 2015.

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<sup>2</sup> The Register of Regulated Qualifications is available at: <http://register.ofqual.gov.uk>

- **Ofqual data on qualification take up.** The Ofqual website presents data on the number of certifications awarded for approved qualifications, which can be filtered by subject area. All awarding organisations (AOs) are required to submit certification data to Ofqual. Consequently, this data provides comprehensive information on the overall number of enrolments on AO-accredited ITE course. The baseline assessment drew on Ofqual data for 2012/13. In this report we have used Ofqual data for 2013/14.

### ITE provision data

Four data sources were used to understand the range and characteristics of providers delivering ITE provision:

- **FE advice line provider list.** The FE Advice line holds a list of providers that deliver the longer ITE programmes (diplomas, PGCEs and Cert Eds). The list is updated by the ETF at regular intervals, with the last update taking place in August 2015. The provider list contains information on the course title, whether the course is full-time or part-time, and whether it is for in-service or pre-service teachers.
- **ICF provider database.** Data was collected by ICF Consulting Services Limited from a review of ITE provider websites in October 2015 to create a provider database. This updated a previous iteration of the ICF provider database which contained provider information from January 2015. The database contained details on the title of the courses being delivered, the level of the course, whether it was available full-time or part-time, the accrediting body and the study time. As part of the website review we examined all providers listed on the FE advice line provider list as delivering ITE qualifications and all providers listed on the Higher Education Statistics Agency (HESA) and Single Individual Learner Record (SILR) data sets as delivering ITE qualifications in 2013/14. However, a limitation of the provider database is that it may contain information on courses that ITE providers have decided not to deliver because they have not been able to recruit sufficient learners to make the course viable.
- **Awarding Organisation (AO) data.** AOs collect information on the providers that deliver their ITE qualifications. Relatively few AOs were willing to provide us with provider data as they regard it as being commercially sensitive. However, the providers that were able to provide centre information in December 2015 comprised around 40% of the total number of awarded ITE qualifications. This allows us to extrapolate this information with a reasonable degree of confidence.
- **Ofsted inspection data.** Ofsted inspects all ITE provision delivered by Higher Education Institutions (HEIs) over a three-year cycle. Inspection information published on the Ofsted website contains grades on the overall effectiveness of provision, outcomes for trainees, quality of training and the quality of leadership and management. In the baseline assessment we examined Ofsted inspection data published in February 2015. For this report we examined Ofsted data published in November 2015. Ofsted does not have a statutory responsibility to inspect ITE accredited by AOs. However, during its inspections of FE providers, it inspects the quality of provision for the 'teaching and lecturing' subject area. This includes ITE, but also incorporates other CPD provision. The Ofsted website in November 2015 shows inspection grades in teaching and lecturing for 14 providers. Some providers may not have inspection grades as they deliver too little ITE provision or deliver it too infrequently for it to be inspected.

## ITE learner data

To examine ITE learner characteristics, the study drew on HE and FE learner data sets, collected by the Skills Funding Agency and the Higher Education Statistics Agency (HESA).

- **The Single Individualised Learner Record (SILR).** The SILR contains data on the characteristics of learners on publicly-funded FE provision and the courses they studied (including start date, end date, achievement status and destination). Although providers are encouraged to include data on learners who are undertaking self-funded programmes, not all providers include this information. Indeed, by cross-referencing the SILR to the Ofqual certification data we found that only 68% of ITE learners studying diplomas or certificates in FE were recorded on the SILR. In the baseline report we examined data from 2012/13. In this report we examine data from 2012/13 and 2013/14.
- **HESA enrolment data.** HESA collects data from HEIs on the characteristics of learners studying in HE and the courses they studied. It provides comprehensive coverage of all HE courses and robust information on learner characteristics. However, the data on courses is difficult to interpret as the course titles entered can be unclear and may not always match the formal name of the course. In addition, not all ITE for FE courses are correctly coded, which means that ITE for FE courses had to be identified from the course title. In the baseline report we examined data from 2012/13. In this report we examine data from 2012/13 and 2013/14.
- **HESA Destination of Learners in Higher Education (DLHE) Survey.** HESA conducts a survey of learners six months after they completed their HE programme to examine whether they gained employment, the employment sector they worked in and the characteristics of their employment (job role, salary, hours of employment). The DLHE survey contains responses from around 70% of all HE learners, making the data relatively robust. In the baseline report we examined data from 2012/13. In this report we examine data from 2012/13 and 2013/14.

## 1.4 ITE qualifications examined in the research

For the purpose of this study, we have defined ITE qualifications as follows.

- **Specifically related to teaching roles in the sector.** Consequently we disregarded training for assessors, teaching assistants or for quality assurance and managerial roles in FE.
- **Specifically targeted at providing career-entry to FE.** We have therefore excluded qualifications that support teachers to change role (for example, to become an ESOL or numeracy teacher) and qualifications that provide career entry to other education sectors, such as HE or schools.
- **Support individuals to teach common FE subjects.** Our review of qualifications also found courses for teaching subjects such as Yoga and physical fitness, which are rarely taught in FE. These qualifications were excluded from our analysis.
- **Qualifications focused on practical rather than theoretical aspects of teaching.** We excluded qualifications such as degrees in Education or L4 qualification on the theory of education, which may not provide individuals with the practical skills they need to teach in FE.

Applying these criteria resulted in a final list of **25 qualifications** that could be considered as ITE for FE provision.

Table 1 provides an overview of these qualifications, which have been classified into seven categories.

**Table 1: ITE qualifications used in the research**

Qualification title	Level of learning	Length of programme in guided learning hours (glh)	Teaching practice time
<b>1) Awards</b>			
Award in Education and Training	L3 or L4	48-61 glh	1-2 hours
Preparing to Teach in the Lifelong Learning Sector	L3 or L4	60 glh	1-2 hours
<b>2) Certificates</b>			
Certificate in Education and Training	L4	140-204 glh	30-40 hours
Certificate in Teaching in the Lifelong Learning Sector	L3 or L4	183-204 glh	80 hours
Certificate in FE Teaching Stage 1	L4	40 glh	20 hours
Certificate in FE Teaching Stage 2	L4	120 glh	40 hours
Certificate in FE Teaching Stage 3	L5	120 glh	60 hours
Certificate in Principles of Teaching and Learning	L4	70 glh	30-40 hours
Certificate for Essential Skills Practitioners	L3	90 glh	Not stated
<b>3) Diplomas</b>			
Diploma in Education and Training	L5	360-510 glh	100-140 hrs
Diploma in Teaching in the Lifelong Learning Sector	L5	358-535 glh	100-140 hrs
<b>4) Higher Diplomas</b>			
Postgraduate diploma/certificate in teaching in the post-compulsory learning sector (PGCE)	L6 or L7	1 year f/t	100-140 hrs
Certificate in Education for teaching in the post-compulsory learning sector (Cert Ed)	L6 or L7	1-3 years f/t	100-140 hrs
<b>5) Literacy/ESOL subject specialisms</b>			
PGCE Subject Specialism in Literacy and/or ESOL	L6 or L7	1 year f/t	100-140 hrs
Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector	L5	150 glh	Not stated
Diploma in Education and Training (including Teaching English: Literacy and ESOL)	L5	420 glh	100-140 hrs
Diploma in Education and Training (including Teaching English: Literacy)	L5	360 glh	100-140 hrs
Diploma in Education and Training (including Teaching English: ESOL)	L5	420 glh	100-140 hrs
Certificate for ESOL Subject Specialists	L4	130 glh	Not stated
Certificate for Adult Literacy Subject Specialists	L4	120 glh	Not stated
<b>6) Numeracy subject specialisms</b>			
PGCE Subject Specialism in Numeracy	L6 or L7	1 year f/t	100-140 hrs
Certificate for Adult Numeracy Subject Specialists	L4	120 glh	
Diploma in Education and Training (including Teaching Mathematics: Numeracy)	L5	360 glh	100-140 hrs
<b>7) Subject specialist training in supporting learners with SEND</b>			
PGCE Subject Specialism in Supporting Learners with Special Education Needs and Disabilities	L6 or L7	1 year f/t	100-140 hrs
Certificate in Teaching Learners with Dyslexia/Specific Learning Difficulties	L5	95 glh	Not stated
Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia)	L5	240 glh	Not stated

Source: Register of Regulated Qualifications and ICF provider database



## 1.5 Classification of ITE courses

In this report we distinguish between different types of ITE provision, such as:

- **Pre-service and in-service.** In-service describes ITE provision delivered to teachers who are already working in the sector. These courses are delivered part-time. Pre-service ITE provision is for learners not yet in employment and is delivered full-time or part-time.
- **HE franchised and HE non-franchised provision.** HEIs can either deliver ITE training directly or through a partnership with another training provider. The nature of this partnership can vary, and responsibilities for recruitment, teaching and accreditation can also differ by partnership model. From the data, we have only been able to distinguish between franchised and non-franchised provision, where this is recorded as a field in the HESA data set.
- **AO-accredited and HEI-accredited.** ITE qualifications can be developed by AOs or HEIs. Both organisations are required to develop qualifications that meet the national framework for teacher training. AO provision is delivered and often assessed by the provider but the certification is conducted by the AO. HE-accreditation can be done through two processes. The courses can be directly accredited by the HEI (i.e. the HEI conducts the learner assessments and provides the certification), or an ITE provider can have their *programme* accredited by an HEI and undertake their own learner assessments. ITE data does not distinguish between these two accreditation models and therefore we have grouped them together for analytical purposes.

## 1.6 Structure of this report

The remainder of this report is structured as follows:

- **Chapter 2** set outs what this data tells us about ITE qualifications and how they are delivered;
- **Chapter 3** describes the characteristics of providers that deliver ITE provision;
- **Chapter 4** presents the characteristics of learners who have completed ITE courses and examines their destinations.

## 2 Characteristics of ITE provision

### Headline findings

- There was a healthy market of AOs and HEIs accrediting ITE qualifications. There were 32 organisations accrediting awards, 27 organisations accrediting certificates, 30 organisations accrediting diplomas and 29 organisations accrediting PGCE/Cert Ed.
- The number of AOs and HEIs accrediting ITE courses has however declined in the last year. There were seven fewer organisations accrediting awards and diplomas, eight fewer organisations accrediting PGCE/Cert Eds, and 13 fewer organisations accrediting certificates.
- The number of organisations accrediting specialist diplomas in literacy/ESOL and numeracy stayed relatively constant, while the number of providers accrediting the SEND subject specialism nearly doubled from five to nine.
- The AO ITE market continued to be dominated by City and Guilds and Pearson, who collectively contributed 61% of all accreditations in 2013/14. The HE ITE market was more diverse, with no provider contributing more than 10% of all achievements.
- In 2013/14, around two-thirds (68%) of ITE courses were delivered part-time and therefore accessible for in-service learners. Part-time provision was far more common among FE providers. However, a smaller proportion of those providers offering franchised provision delivered in-service courses than last year.
- The quality of ITE provision has not changed since the baseline report. In December 2015, the vast majority of ITE provision had an Ofsted grade of 2 (Good).

### 2.1 Introduction

This chapter describes the characteristics of ITE qualifications and how they are being delivered. It is structured into two sections:

- **Understanding the qualifications market.** This section examines the range and market share of AOs and HE institutions that develop and accredit ITE qualifications.
- **The delivery of ITE qualifications.** This section describes the availability of different delivery methods (such as full-time/part-time provision, blended learning), the amount of teaching practice and the quality of courses.

The report presents information from the qualifications market in the 2013/14 academic year. This draws on data from the Register of Regulated Qualifications, Ofqual and HESA on qualification achievements. The Register of Regulated Qualifications and Ofqual data contains information on all ITE qualifications and therefore we expect this information to be fairly robust.

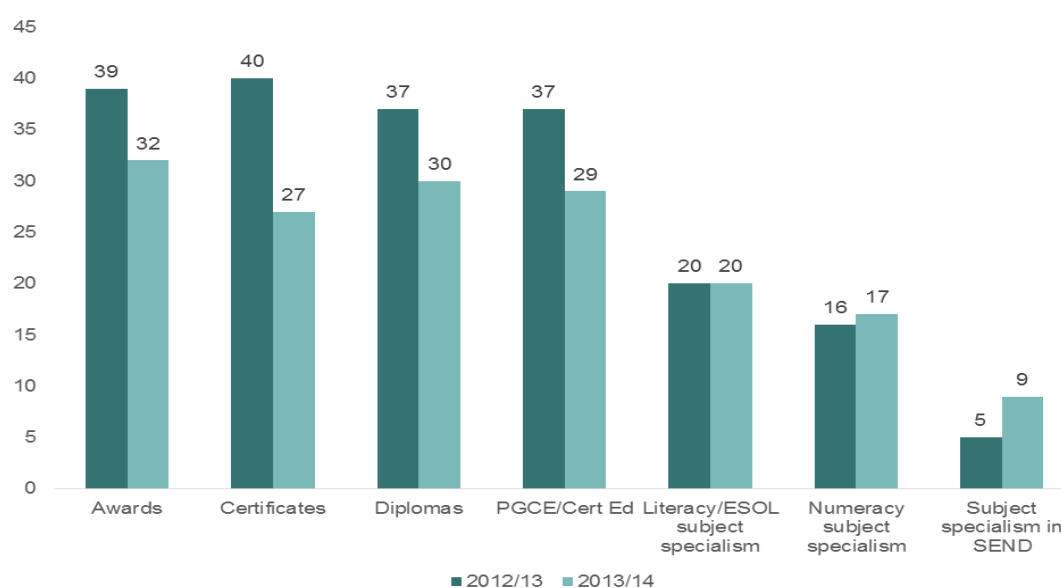
Delivery information is presented for the current academic year (2015/16). This draws on information captured from the provider website review. The website reviewed covered all providers that were recorded as delivering ITE courses in previous years, as well as a review of all General Further Education colleges' websites and HEIs' websites.

## 2.2 Understanding the qualification market

### 2.2.1 Range of organisations accrediting ITE qualifications

**Figure 1** shows that there were at least 27 organisations accrediting each of the generic ITE qualifications (award, certificate, diplomas and PGCE/Cert Ed) in 2013/14. The number of ITE accrediting bodies had however declined since the baseline report. There were seven fewer organisations accrediting awards and diplomas, eight fewer organisations accrediting PGCE/Cert Eds, and 13 fewer organisations accrediting certificates.

**Figure 1** Awarding bodies for ITE qualifications



Source: Provider website review and Register of Regulated Qualification data

In contrast, the number of organisations accrediting specialist diplomas had increased in the same period. This was primarily due to the number of providers accrediting the SEND subject specialism nearly doubling from five to nine.

The Ofqual data shows that the nearly all enrolments on AO-accredited programmes in 2013/14 were on the three main ITE qualifications (the award, certificate and diploma in education and training) or their predecessor qualifications (the PTLLS, CTTLS and DTLLS courses).

### 2.2.2 Market concentration

#### *Number of ITE accreditations by AO*

**Table 2** shows that, in 2013/14, there were 22 AOs accrediting ITE qualifications, of which all were accredited Awards. Relatively few AOs provided certificates and diplomas. Only seven out of 13 AOs awarded diplomas, and only nine out of 22 AOs awarded certificates.

The table shows that the majority of ITE qualifications were awarded by City and Guilds and Pearson, which collectively awarded 61% of all ITE qualifications. City and Guilds delivered around a third (30%) of awards

and over half (55%) of diplomas. Pearson awarded over half (61%) of all certificates. This is broadly similar to the distribution of accreditations in 2012/13.

**Table 2 ITE qualifications awarded by AOs in 2013/14**

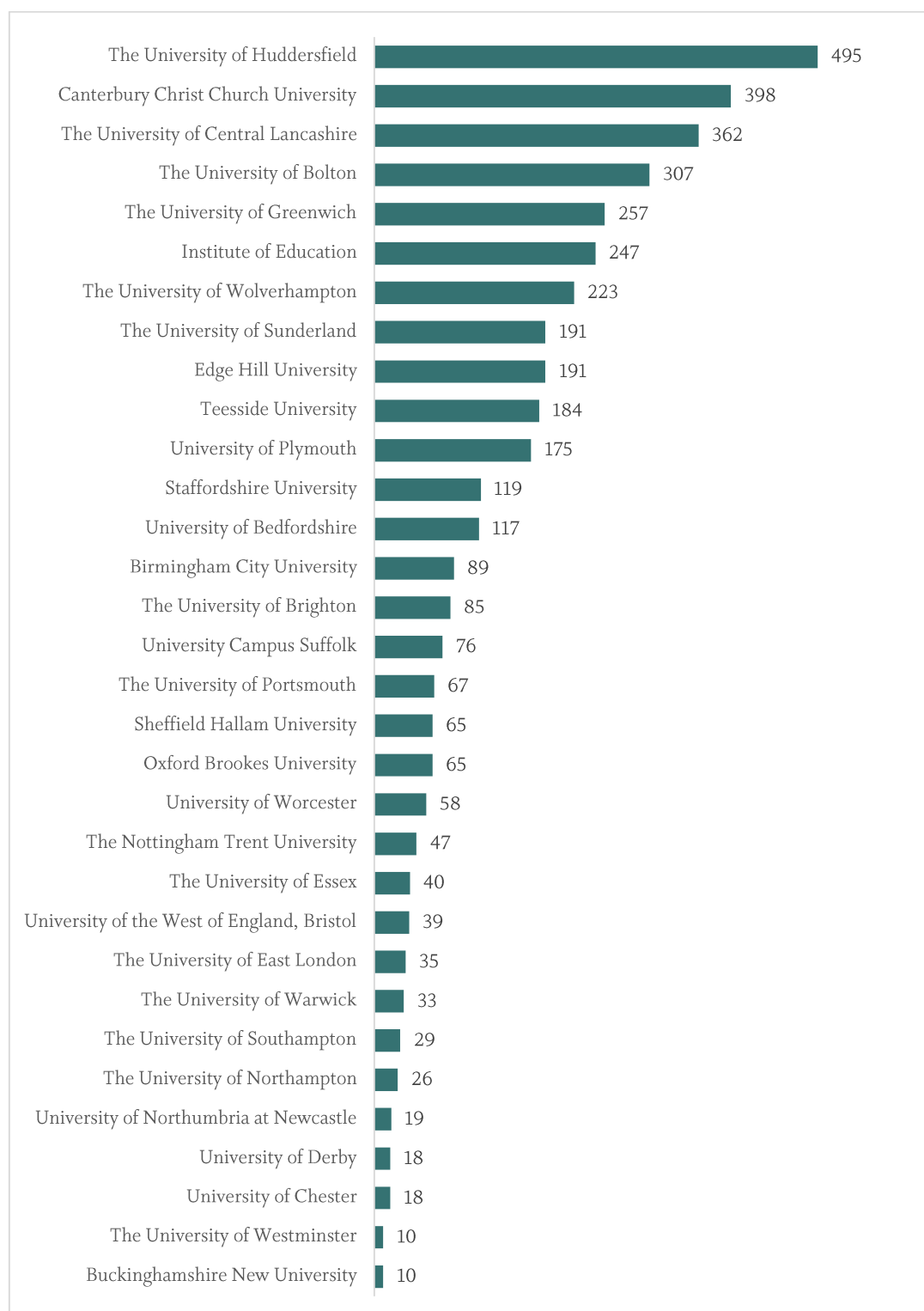
Awarding organisation	Awards	Certificates	Diplomas	TOTAL	% Share of total enrolments
City and Guilds	11,470	925	1,095	13,490	40.27%
Pearson Education Ltd	4,625	2,040	380	7,045	21.03%
Highfield Awarding Body	2,850	0	0	2,850	8.51%
OCR	1,635	150	360	2,145	6.40%
Ascentis	1,510	50	140	1,700	5.07%
NCFE	1,200	40	0	1,240	3.70%
Pearson EDI	1,145	120	0	1,265	3.78%
CIEH	1,140	0	0	1,140	3.40%
NOCN	545	15	0	560	1.67%
Future Ltd	530	10	5	545	1.63%
Cambridge English Language Assessment	275	0	10	285	0.85%
Active IQ	210	0	0	210	0.63%
Trinity College London	205	0	0	205	0.61%
Industry Qualifications	200	0	0	200	0.60%
VTCT	110	20	5	135	0.40%
Open College Network (various locations)	95	0	0	95	0.28%
YMCA Awards	75	0	0	75	0.22%
1st4sport Qualifications	50	0	0	50	0.15%
AIM Awards	45	0	0	45	0.13%
Open Awards	40	0	0	40	0.12%
Safety Training Awards	40	0	0	40	0.12%
Training Qualifications UK	35	0	0	35	0.10%
Amateur Swimming Association	20	0	0	20	0.06%
ITC First	20	0	0	20	0.06%
SFJ Awards	20	0	0	20	0.06%
ABC Awards	15	0	0	15	0.04%
Confederation of International Beauty Therapy	15	0	0	15	0.04%
Laser Learning Awards	15	0	0	15	0.04%
<b>TOTAL</b>	<b>28,135</b>	<b>3,370</b>	<b>1,995</b>	<b>33,500</b>	<b>100%</b>

Source: Ofqual data on accreditations for ITE qualifications, 2013/14

## HE institutions accrediting ITE qualifications

The distribution of ITE achievements among HEIs was broadly similar to the baseline. There were thirteen HEIs accrediting more than 100 ITE learners (see Figure 2) and no HEI accredited more than 12% of the total number of ITE accreditations.

**Figure 2 Number of accreditations issued by HE institutions**



Source: HESA data 2013/14

## 2.3 The delivery of ITE qualifications

This section draws on the website review of ITE provision to present:

- Course entry criteria;
- The availability of different delivery modes (such as part-time, full-time, blended learning);
- Estimates on the volume of in-service and pre-service provision;
- The quality of ITE provision;
- The fees charged for ITE courses.

### 2.3.1 Entry criteria

The entry criteria for ITE qualifications in 2015/16 were largely the same as they were in 2014/15:

- For **Awards**, applicants were typically required to demonstrate good knowledge in maths, ICT and English. There were no subject knowledge requirements.
- For **Certificates**, learners were usually expected to hold a Level 2 qualification in English and maths and a Level 3 qualification in the subject they wished to teach. However, most institutions also stated they would accept relevant work experience in lieu of a Level 3 qualification.
- For **Diplomas**, the entry requirements were generally similar to the requirements for a certificate.
- For **PGCE courses**, providers generally expected applicants to have a degree or relevant industry experience. Most HEIs requested that learners have a second class honours degree or higher, as well as a qualification at Level 3 or above for the subject learners wished to teach.

### 2.3.2 Delivery modes

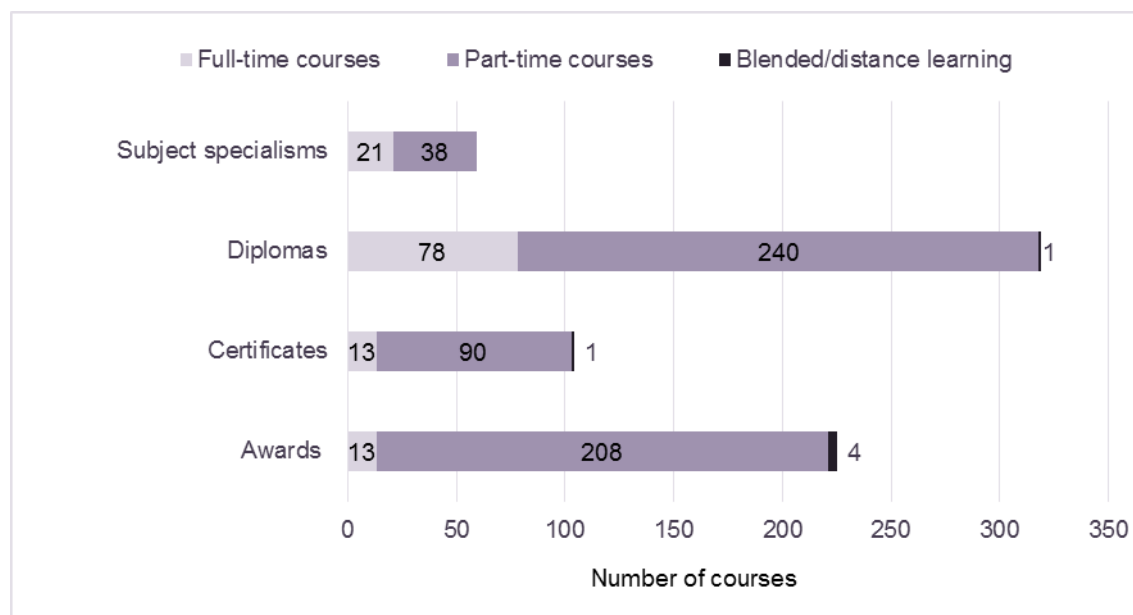
The delivery modes of ITE courses have not changed significantly from the baseline assessment. **Figure 3** shows that ITE courses were widely available on a part-time basis in 2015/16. The awards in particular were nearly always delivered on a part-time basis.

Certificates and diplomas were also widely available on a part-time basis. FE providers in particular predominantly delivered courses part-time, reflecting that most people undertaking ITE in FE providers were likely to be in-service learners.

The distribution of part-time and full-time courses was broadly similar to the previous academic year, with one notable exception: the share of full-time certificate courses decreased from 25% to 13%.

Very few providers offered blended or distance learning opportunities to learners. The organisations delivering these courses were primarily private learning providers.

Figure 3 Delivery methods for ITE courses, 2015/16



Source: ICF provider database

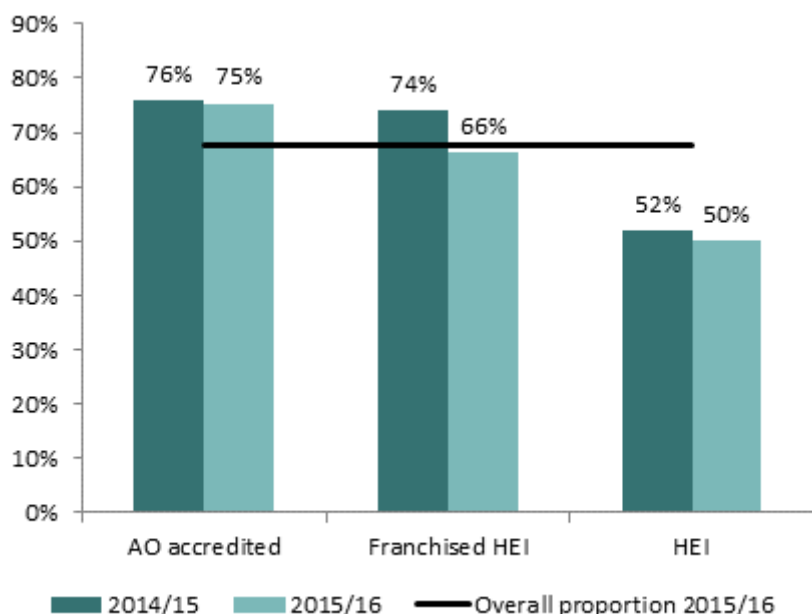
### 2.3.3 Availability of in-service and pre-service provision

Information on whether provision is available in-service or pre-service was collected from provider websites and captured in the ICF provider database. However, only around a half of providers explicitly stated that their courses were for in-service or pre-service learners. When providers did not report that a course was for in-service or pre-service learners, we have assumed that full-time courses are for pre-service learners and part-time courses would be accessible to both pre-service and in-service learners.

In-service study opportunities were widely offered in 2014/15. Overall, 68% of ITE courses were delivered on a part-time basis. **Figure 4** shows that for each type of ITE provision (AO-accredited provision, HE franchised provision and courses delivered directly by HEIs) at least half of courses were available for in-service learners.

The proportion of in-service ITE provision has however declined since the baseline report. This was mainly because the proportion of franchised HE provision that was for in-service learners decreased from 74% to 66%.

Figure 4 Proportion of ITE courses that is for in-service learners, by provider type



Source: ICF provider database

### 2.3.4 Quality of ITE provision

The quality of ITE provision delivered in HE in December 2015 was similar to the baseline position. As shown in Table 3, the teaching of ITE courses in HE was generally good. Most (88%) of the HE providers achieved an overall inspection grade of 2, and only two providers received a lower grade. Quality is consistent across all the quality criteria listed below.

Table 3 Inspection grades of HE providers delivering ITE

Quality Criteria	Providers with Grade 1 (%) (no/%)	Providers with Grade 2 (%) (no/%)	Providers with Grade 3 (%) (no/%)	Providers with Grade 4 (%) (no/%)	TOTAL
Overall effectiveness	2 (7%)	23 (86%)	2 (7%)	0 (0%)	27 (100%)
Trainee attainment	2 (7%)	23 (86%)	2 (7%)	0 (0%)	27 (100%)
Quality of provision	2 (7%)	24 (89%)	1 (4%)	0 (0%)	27 (100%)
Efficiency of management	4 (15%)	21 (78%)	2 (7%)	0 (0%)	27 (100%)
Capacity to improve	3 (13%)	19 (83%)	1 (4%)	0 (0%)	23 (100%)

Source: Ofsted inspection data, accessed December 2015

The inspection grades of FE providers in the teaching and lecturing subject area have also not changed



significantly since the baseline report. In December 2015, only 13 providers have been inspected in the teaching and lecturing subject area, of which 11 providers achieved a Grade 2 and two providers gained a Grade 1 (see

Table 4).

**Table 4 Teaching and lecturing inspection grade of FE providers delivering ITE**

Inspection grade for teaching and lecturing subject area	No of providers (% of total)
Grade 1	2 (16%)
Grade 2	11 (84%)
Grade 3	0 (0%)
Grade 4	0 (0%)
TOTAL	13 (100%)

*Source: Ofsted inspection data, accessed December 2015*

## 3 The ITE provider base

### Headline findings

- In 2015/16, there were an estimated 684 providers delivering ITE provision in England, of which the vast majority (655) delivered awards. Around two-thirds (63%) of ITE courses were delivered by FE colleges.
- The number of providers delivering awards, certificates, diplomas or PGCE/Cert Eds declined in the last year (2015/16). There were 140 fewer providers delivering awards, 68 fewer providers delivering certificates and 20 fewer providers delivering diplomas or PGCE/Cert Eds. This was mainly due to fewer FE colleges delivering certificates or diplomas, and fewer private providers delivering awards.
- The number of providers delivering specialist diplomas increased since the baseline report. In 2015/16 there were 34 providers delivering the numeracy subject specialism, compared to 26 in 2014/15. The number of providers delivering literacy/ESOL increased from 31 to 36, and the number of providers delivering the SEND subject specialism increased from 13 to 18.
- In each region of England there were between 18 and 46 providers delivering diplomas. There were at least 8 providers delivering certificates in each region, except the East of England.
- In some regions, most notably the South West and the East of England, there were only 1 or 2 providers delivering the subject specialisms (literacy, numeracy, ESOL, SEND).
- FE colleges delivering diplomas and certificates were generally larger. In addition, their Ofsted grades were generally similar to the average inspection grade of all providers (2.02 compared to 1.99 for all providers)
- HE providers offered ITE courses at a mix of levels. In total, 19 HEIs provided courses at Level 5 (equivalent to the diploma), 22 HEIs provided courses at Level 6 (Bachelor degree level), and 19 HEIs provided courses at Level 7 (equivalent to a Master's degree). PGCE/Cert Ed courses are mostly at Level 6.
- There were 12 institutions that offered ITE courses at all three levels, and seven institutions offered ITE courses at Level 6 and 7.

### 3.1 Introduction

This chapter presents information on the organisations delivering ITE provision and the coverage of ITE provision by region and provider type. It is structured into three sections:

- **Provider mix:** The types of organisations delivering ITE qualifications and the nature of the provision delivered by each type of provider.
- **Geographical coverage:** The number of providers in each region.
- **Provider characteristics:** The attributes of providers that are delivering ITE provision, in terms of their size, inspection grades and whether they are in receipt of public funding.

The chapter draws on information from the ICF provider database and information collected from AOs, which presents ITE provider data for 2015/16. The ICF provider database was compared to data collected from AOs on the types of providers delivering ITE courses in 2015/16. This comparison showed that the database contained reasonably accurate data on providers delivering certificates and diplomas, but significantly under-represented the number of providers delivering awards. We therefore used the AO data to estimate the total number of award providers. For other qualifications, the number of providers was based on

the ICF provider database.

The chapter also includes information on the most recent inspection grades of ITE providers (based on Ofsted data) and BIS data on the number of enrolments per provider to indicate overall provider size.

## 3.2 Composition of the ITE provider base

**Table 5** Error! Reference source not found. shows that there were an estimated 684 providers delivering ITE provision in England in 2015/16. Nearly all (655) of these providers delivered awards. Less than half (244 of the 684 providers) offered diplomas or PGCE/Cert Eds and less than one in seven offered certificates.

Most ITE provision was delivered by FE colleges. In 2015/16 they accounted for 45% of all ITE providers and 77% of providers delivering diplomas or PGCE/Cert Eds. This has not changed significantly in the last year.

There were a broad range of private training providers delivering ITE provision, of which most deliver awards. The AO data suggests that most (around 80%) were not on the Register of Learning Providers and therefore do not receive public funding.

**Table 5 Providers offering ITE provision in 2015/16**

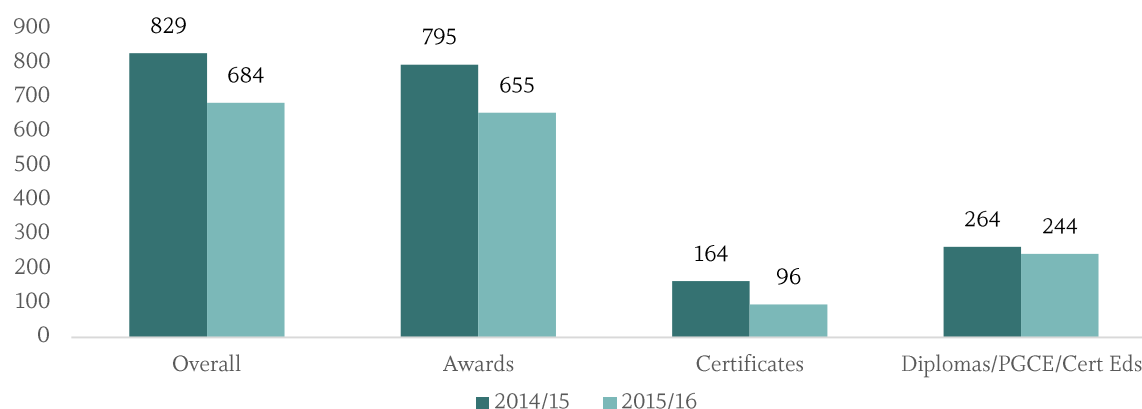
Type of provider	Total providers offering ITE courses (% of total)	Providers offering awards (% of total) <sup>3</sup>	Providers offering certificates (% of total)	Providers offering diplomas/ PGCE/Cert Eds (% of total)
HE institutions	34 (5%)	5 (1%)	6 (6%)	29 (12%)
FE colleges	310 (45%)	310 (47%)	61 (64%)	189 (77%)
Private training providers	230 (34%)	230 (35%)	25 (26%)	21 (9%)
ACL providers	110 (16%)	110 (17%)	4 (4%)	5 (2%)
<b>TOTAL</b>	<b>684 (100%)</b>	<b>655 (100%)</b>	<b>96 (100%)</b>	<b>244 (100%)</b>

Source: AO data and ICF provider database

**Figure 5** shows that, in 2015/16, there was a decline in the number of providers delivering ITE courses. There were 140 fewer providers of awards, 68 fewer providers delivering certificates and 20 fewer providers delivering diplomas or PGCE/Cert Eds than in the previous year. For awards, this reduction was primarily due to a decrease in the number of private training providers delivering the qualification. For certificates and diplomas the main decline was in FE college delivery, although there were also five fewer HEIs offering diplomas or PGCE/Cert Eds.

<sup>3</sup> This is based on an extrapolation of AO data.

**Figure 5 Providers offering ITE provision in 2015/16 and 2014/15**



Source: ICF provider database

### 3.3 Geographical coverage

**Table** shows that in 2015/16 there were several providers delivering diplomas or PGCSE/Cert Eds in each of the regions. The numbers per region range from 15 and 45. The highest number of providers offering diplomas or PGCE/Cert Eds was in the North West and South East regions.

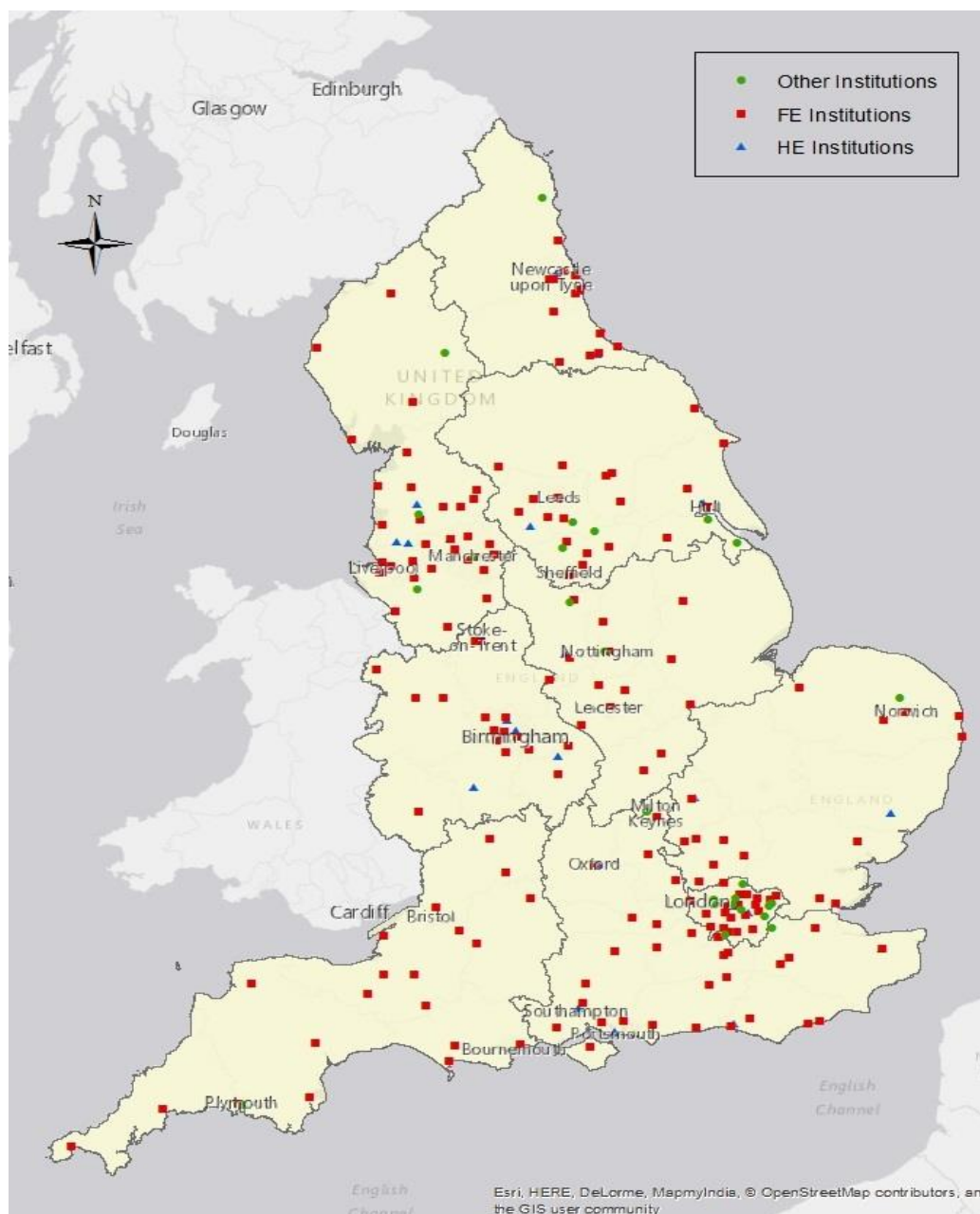
The number of providers delivering generic ITE courses in each region has changed considerably in the last year. In the North West, for example, the number of ITE providers delivering certificates has halved whereas the number of providers delivering diplomas or PGCE/Cert Eds has nearly doubled.

**Table 6 Providers offering ITE courses by region, 2014/15**

Region	Number of providers offering the following courses (2013/14 numbers in brackets)				
	Certificates	Diplomas/ PGCE/Cert Eds	Num Subject specialism	Lit/ESOL Subject specialism	SEND Subject specialism
East Midlands	8 (13)	19 (20)	4 (2)	5 (3)	3 (1)
East of England	4 (10)	18 (18)	2 (5)	1 (4)	2 (2)
London	8 (15)	33 (32)	5 (4)	6 (7)	2 (4)
North East	9 (1)	15 (4)	3 (2)	4 (2)	2 (0)
North West	15 (30)	45 (25)	8 (4)	6 (3)	2 (1)
South East	11 (22)	42 (46)	5 (2)	5 (4)	3 (1)
South West	16 (15)	22 (18)	1 (1)	1 (1)	1 (1)
West Midlands	14 (25)	21 (27)	3 (3)	4 (3)	1 (2)
Yorkshire and Humber	11 (12)	29 (26)	3 (3)	4 (4)	2 (1)
<b>TOTAL</b>	<b>96 (142)</b>	<b>246 (264)</b>	<b>34 (26)</b>	<b>36 (31)</b>	<b>18 (13)</b>

Source: ICF provider database

Figure 6 Map of providers delivering diplomas or PGCE/Cert Eds



Source: ICF provider database. Contains National Statistics data © Crown copyright and database right 2014; Contains Ordnance Survey data © Crown copyright and database right 2014; and Esri, HERE, DeLorme and OpenStreetMap (<http://www.OpenStreetMap.org>) and contributors

There was a relatively small number of providers in each region offering subject specialist qualifications. In the South West and East of England, in particular, there are only 1-2 providers offering specialist diplomas in literacy/ESOL, numeracy or SEND.

However, overall the number of providers delivering subject specialist qualifications in 2015/16 has increased since the baseline report. The number of providers delivering the numeracy subject specialism has increased from 26 to 34 and the number of providers delivering the literacy/ESOL subject specialism has increased from 31 to 36. There were also 18 providers delivering the SEND subject specialism in 2015/16, compared to

13 in 2014/15.

These figures must, however, be used with caution. Although providers may advertise that courses are available, in practice they will only deliver the course if sufficient learners are recruited to make the course cost-effective. Consequently, some of these courses may actually not be delivered within a given year. Conversely, some providers may not advertise some subject specialisms, but may deliver the course in-year if there is sufficient demand from learners.

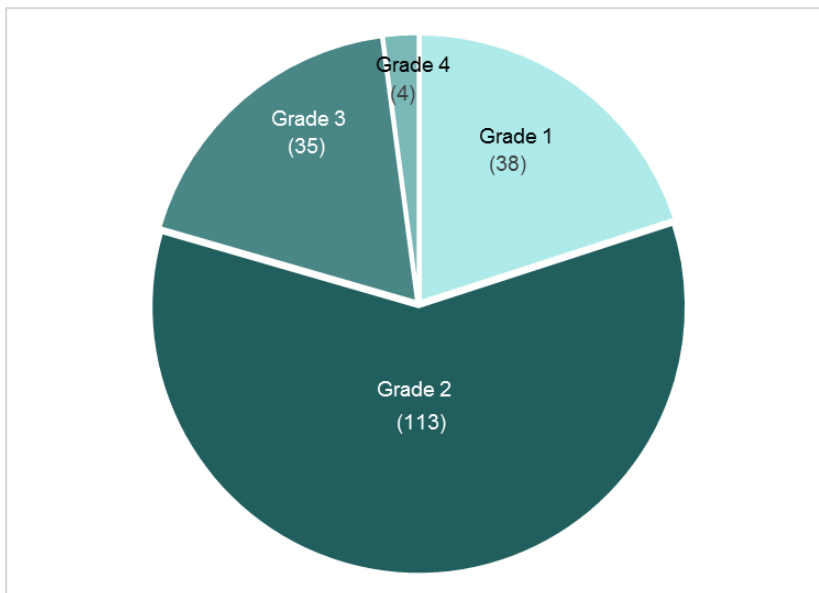
## 3.4 Provider characteristics

### 3.4.1 FE colleges

The provider website review found that diplomas or PGCE/Cert Eds were most commonly delivered by larger FE colleges. The average number of FE enrolments for a college delivering diplomas is 5,907, whereas the average college size is 4,080 (45% larger). This gap has widened since the baseline assessment. Most general FE colleges (85%) deliver diplomas or PGCE/Cert Eds.

The inspection grade for teaching, learning and assessment of FE providers delivering diplomas or PGCE/Cert Eds was also broadly similar to the average inspection grade of all providers (2.02 compared to 1.99 for all providers). The average grade of FE providers delivering diplomas or PGCE/Cert Eds has increased from 1.82 in the baseline assessment.

**Figure 7 Inspection grades in Teaching learning and assessment inspection for FE providers delivering ITE**



Source: Ofsted inspection data, accessed December 2015

## 3.4.2 Higher Education Institutions

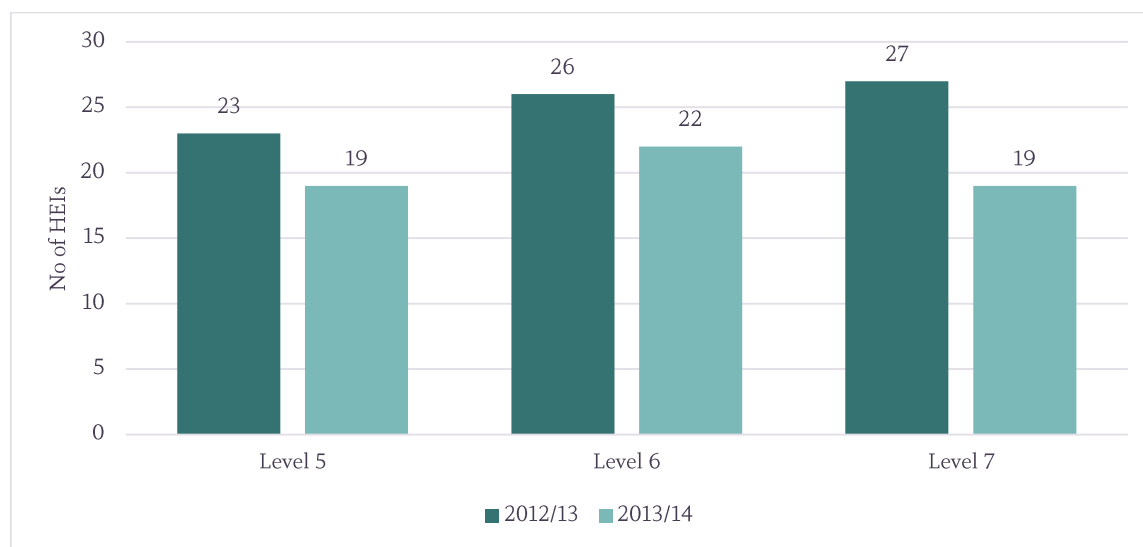
HESA data shows that most HEIs that offer ITE provided courses at a range of levels. Of the 34 HEIs offering ITE in 2013/14:

- 19 institutions offered teacher training courses at L5;
- 22 institutions offered Bachelor's level courses (L6); and
- 19 institutions offered courses at Master's level (L7).

There were 12 institutions that offered ITE courses at all three levels, and seven institutions offered ITE courses at Levels 6 and 7.

Level 6 courses were mostly PGCE or Cert Ed courses. Level 7 courses included PGCE courses and Master programmes in teacher education. The latter is typically undertaken by learners once they have completed their PGCE.

**Figure 8** Number of HEIs offering ITE courses by year and level

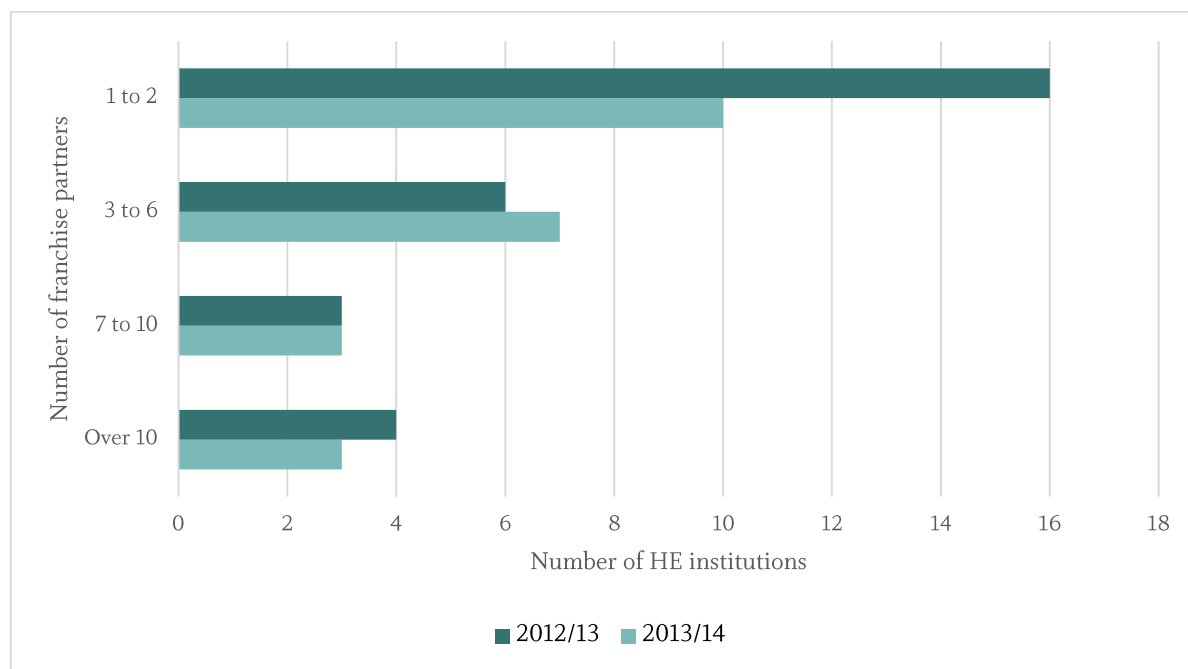


Source: HESA data 2013/14

As shown in **Figure 8**, the number of HEIs offering ITE courses declined for all levels of courses. This is especially apparent in relation to Level 7 courses, which dropped by nearly a third.

The HESA data also shows that 23 (70%) of the 34 HEIs delivering ITE courses franchised their provision to FE providers in 2013/14. This is slightly less than in 2012/13, when 29 (80%) of 37 HEIs franchised courses. **Figure 9** shows that this reduction is primarily due to providers with only 1-2 franchise partners deciding not to franchise provision. The number of HEIs that franchise provision to three or more partners has not changed.

**Figure 9** The number of franchise partners of HE institutions



Source: HESA data from 2012/13 and 2013/14 and ICF calculations,

### 3.4.3 Private and ACL providers

There was insufficient data on private providers to make a robust assessment of their characteristics. Very few of the private providers delivering ITE courses delivered public-funded programmes and consequently there is little information available about their overall offer.

All ACL providers that offer ITE qualifications deliver awards whereas relatively few delivered certificates or diplomas. Only 4 of the 110 ACL providers offering ITE qualifications delivered certificates and 5 delivered diplomas. This may reflect that for sessional tutors the award has commonly been used as a career entry training course. However, it may also be the result of community-based demand for teaching taster sessions or for provision to help employees deliver training in their companies.



## 4 Learners on ITE programmes

### Headline figures

- There were **36,230** learners achieving an ITE qualification in 2013/14, of whom **1,670** learners completed a diploma, **2,620** completed a PGCE/Cert Ed, **3,800** completed a certificate, and **28,140** completed an award.
- The number of learners studying ITE courses has declined by 15% from 2011/12 to 2013/14. The drop was greatest among diplomas, PGCE and Cert Eds, where the number of enrolments decreased by 29%.
- The decline in diplomas, PGCEs and Cert Eds was mainly due to fewer learners studying these courses in FE colleges. The provision delivered by HEIs has remained fairly constant over the same period.
- Around two-thirds (64%) of learners who achieved diplomas or PGCE/Cert Ed qualifications in 2013/14 studied with an FE provider. Nearly half of these learners (44%) undertook HE-accredited franchised ITE provision and the remainder studied AO-accredited ITE provision.
- At regional level, the take-up of ITE qualifications was largely consistent with the population of the region. However, a slightly higher proportion of the learners in the North West and North East achieved a diploma or PGCE/Cert Ed, and fewer learners in the East Midlands, East of England, London and the South East achieved the same qualifications, relative to the size of the region.
- An estimated 90% of diploma learners and approximately two-thirds of all PGCE/Cert Ed learners studied part-time in 2013/14. The former has remained stable since 2012/13 whereas the latter had declined by more than 10%, which was largely due to fewer providers delivering franchised provision.
- The average age of ITE learners declined slightly from 38 to 37 in 2013/14. It did however remain significantly higher than the average age of learners undertaking school-based ITE, which was around 24.
- The prior attainment, gender breakdown, ethnicity and disability status of ITE learners in 2013/14 were all similar to the baseline assessment. For all ITE courses, between 59% and 64% of learners were women, which is broadly in line with the proportion of women employed in teaching roles in FE. Approximately 16% of ITE learners were from ethnic minority communities, which is higher than the share of ethnic minorities in the labour force (12%).
- Around 59% (3,150 learners) who completed a diploma or PGCE/Cert Ed in 2013/14 progressed to a teaching position in further education, slightly lower than the 66% of learners who progressed to the sector in 2012/13.
- Around half of full-time learners earned an annual salary of between £20,000 and £25,000, when entering their first relevant post-qualification teaching role.
- The gender pay difference between men and women teachers appears to have decreased significantly. In 2013/14, women earned on average £830 less than male teachers, which is far less than the difference of £2,340 in 2012/13.

## 4.1 Introduction

This chapter presents the volume and characteristics of learners who have enrolled on ITE courses in HE and FE. The chapter is structured in four sections:

- **Number of enrolments.** This section draws on Ofqual and HESA enrolment data to present the total number of learners enrolling on ITE courses. The Ofqual and HESA datasets are comprehensive. However, we believe the number of learners undertaking subject specialist qualifications may be underrepresented as it is not always clear from the HESA data whether learners are undertaking a generic or specialist pathway.
- **Segmentation of supply.** This section examines learner enrolments by region and by type of provider. It draws on Ofqual and HESA data and information provided by AOs.
- **Characteristics of learners.** This draws on HESA and SILR data. HESA enrolment data provides comprehensive data for HE learners. For FE learners, the SILR only contains data for 68% of ITE learners on AO-accredited courses. Consequently, this data has been extrapolated using the Ofqual data.
- **Learner destinations.** This draws principally from the HESA DLHE survey data, which only covers HE learners. To estimate the destinations of learners studying in FE we have extrapolated the destination data for HE franchised learners, who share many of the characteristics of FE learners undertaking AO-accredited courses.

Information is presented for three academic years: 2011/12; 2012/13 and 2013/14. Although this timeframe is too short to examine trends, it is possible to highlight how enrolment data has changed during these years.

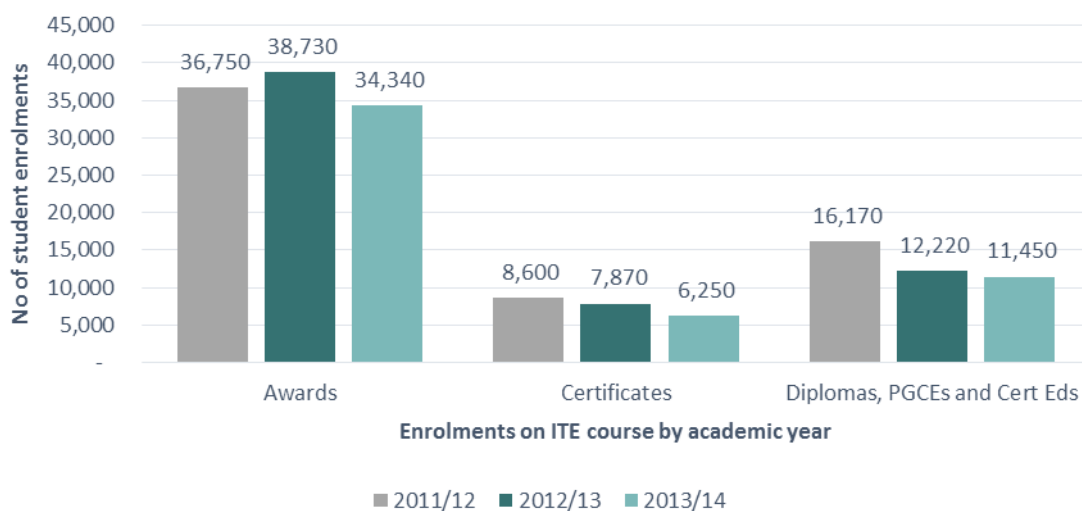
## 4.2 Number of ITE learners

### 4.2.1 Enrolled learners

There were just over 52,000 learners enrolled on ITE courses in 2013/14, which is a decline of 15% since 2011/12. The drop was greatest among diplomas, PGCE and Cert Eds, where the number of enrolments decreased by 29%.

The enrolment data shows that the awards were the most commonly taken course, accounting for 66% of enrolments in 2013/14. This has remained fairly consistent over the last three years (see **Figure 10**). Around a fifth of ITE learners (22%) in 2013/14 were studying diplomas and higher diplomas.

**Figure 10 The number of enrolments by year and type of qualification**



Source: AO, HESA and SILR data for achievement.

## 4.2.2 Achievement

There were 36,230 learners completing an ITE programme in 2013/14. The number of learners completing awards has remained fairly constant over the last three years, but the number of learners achieving certificates, diplomas or PGCE/Cert Eds have all declined (See **Table 7**). The data shows that this decline is primarily due to a decline in provision delivered in FE, which decreased by 18%.

**Table 7 Learner achievement, 2011 - 2014**

	Total	Delivered in HE	Delivered in FE
<b>PGCE/Cert Eds</b>			
2011/12	3,420	1,400	2,020
2012/13	3,000	1,230	1,770
2013/14	3,080	1,410	1,670
<b>Diplomas</b>			
2011/12	4,570	700	3,870
2012/13	3,240	390	2,850
2013/14	2,770	150	2,620
<b>Certificates</b>			
2011/12	6,150	230	5,920
2012/13	5,440	170	5,270
2013/14	3,920	120	3,800
<b>Awards</b>			
2011/12	30,150	260	29,890
2012/13	30,180	20	30,160
2013/14	28,190	50	28,140

Source: HESA and Ofqual data.

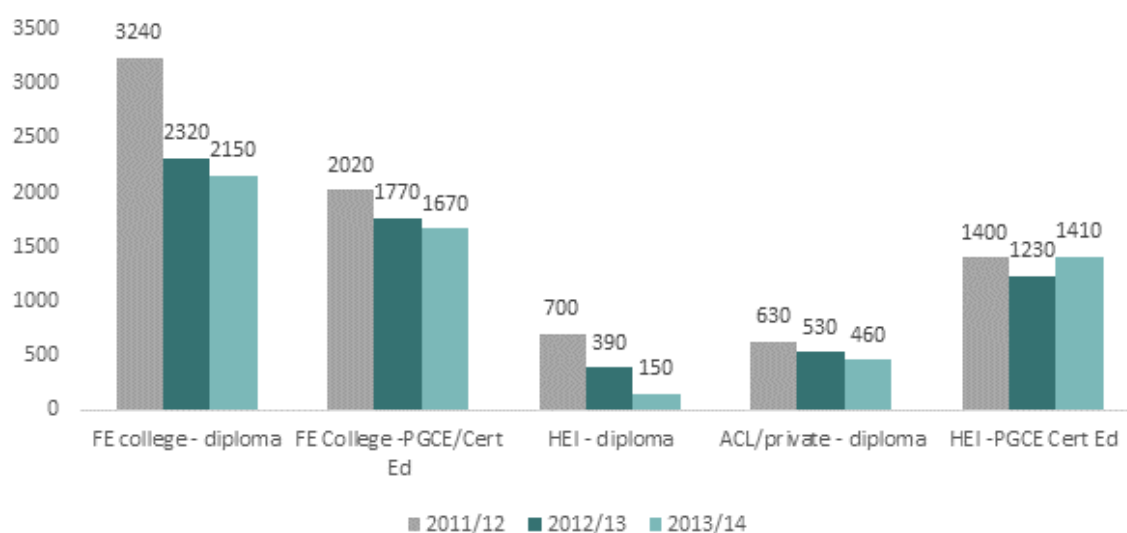
## 4.3 Segmenting the supply of ITE learners

### 4.3.1 ITE learners by provision type

Around two-thirds (65%) of learners on full ITE courses (Diplomas or PGCE/Cert Eds) studied at an FE college in 2013/14 (**Figure 11**). Franchised provision was a significant part of the FE provider offer: over a half of FE provision of diplomas or PGCE/Cert Eds was delivered through franchising. This distribution has remained fairly consistent in 2011/12, 2012/13 and 2013/14.

In nearly all types of providers the number of ITE achievements has declined between 2011/12 and 2013/14. Only the provision of PGCE/Cert Eds delivered by HEIs has remained relatively stable of this period.

**Figure 11** The number of achievements by type of provider



Source: SILR and HESA 2011-2014

### 4.3.2 Region

**Table** presents, for each region, the number of awards, certificate and diploma achievements and the proportion of the overall number of enrolments for each qualification in 2013/14. For comparison purposes, the table also includes each region's share of the overall England workforce.

It shows that in 2013/14 there is a reasonable spread of ITE learners by region. However, a slightly higher proportion of individuals in the North West undertook ITE (18% of all diploma/PGCE/Cert Ed learners were domiciled in the North West, which represented 13% of the England workforce). Although many learners lived in London and East of England, a lower share of learners achieved ITE qualifications in these regions when compared with the size of their workforce (**Table**).

The distribution was similar for awards, with a higher relative number of enrolments in the North West and North East and a smaller proportion of enrolments in the South East and London.

**Table 8 Learner achievements by region, 2013/14**

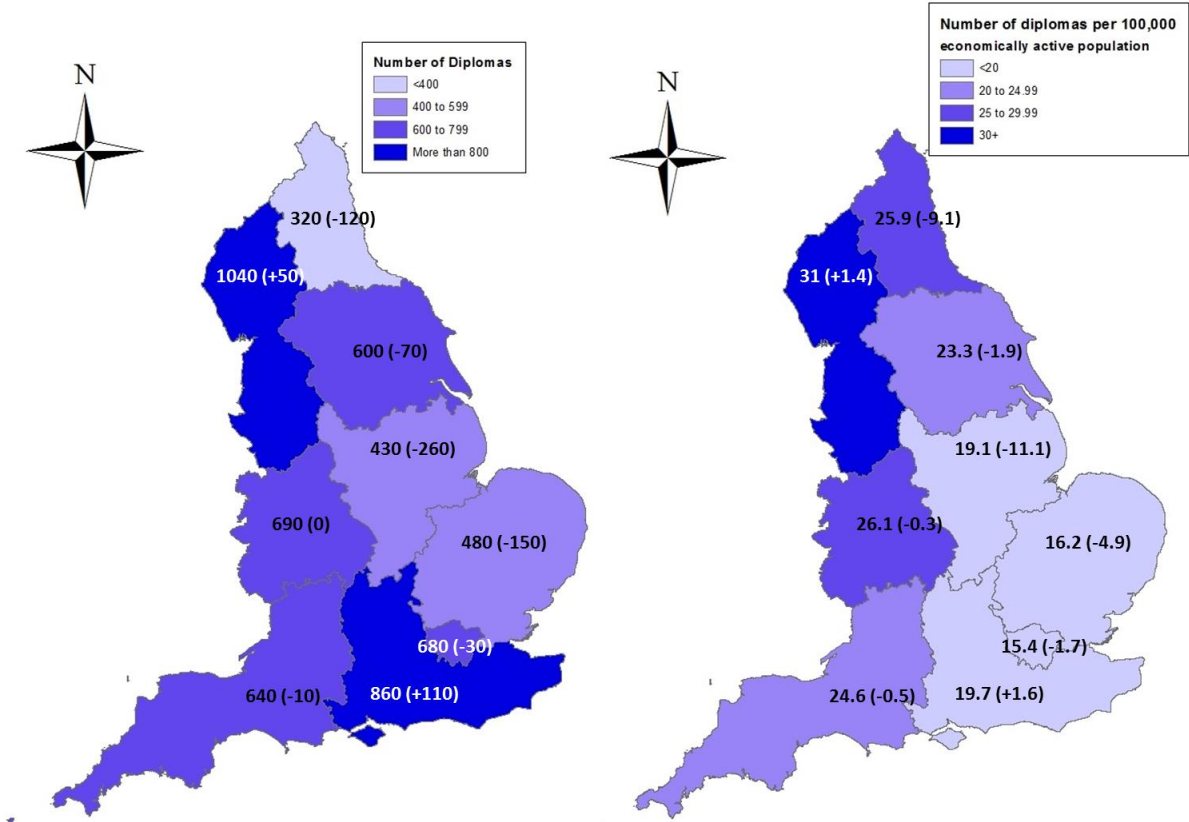
Region	Proportion of the England workforce	No of diploma achievements (% of all ITE diplomas)	No of certificate achievements (% of all ITE certificates)	No of award achievements (% of all ITE awards)
London	17%	680 (12%)	80 (2%)	3,510 (13%)
South East	17%	860 (15%)	610 (16%)	3,610 (13%)
North West	13%	1,040 (18%)	520 (14%)	3,350 (12%)
East of England	11%	480 (8%)	240 (6%)	3,690 (13%)
West Midlands	10%	690 (12%)	620 (16%)	2,800 (10%)
South West	10%	640 (11%)	640 (17%)	3,800 (14%)
Yorkshire and The Humber	10%	600 (10%)	470 (12%)	2,910 (10%)
East Midlands	9%	430 (7%)	250 (7%)	2,490 (9%)
North East	5%	320 (6%)	400 (10%)	1,790 (6%)

Source: SILR and HESA 2013/14

**Figure 12** presents the distribution of ITE learners in 2013/14 by region. The left-hand map shows the total number of learners undertaking diplomas, PGCEs and Cert Eds, with the change since 2012/13 shown in brackets. The darker the colour of the region, the more learners have studied a diploma, PGCE or Cert Ed. This map shows that in 2013/14 the numbers of ITE achievements declined in all regions except the North West (+50 learners) and the South East (+110 learners), which is in line with the overall decrease in ITE achievements during this period. The decline was particularly sharp in the East Midlands, East of England and North East where the number of learners declined by a quarter.

The right-hand map shows the number of diplomas, PGCEs and Cert Eds undertaken per 100,000 of the economically active population. The darker the colour of the region, the greater the proportion of economically active adults undertaking diplomas, PGCEs or Cert Eds.

Figure 12 Distribution of learners by region in 2013/14 - absolute numbers and proportion of the local economically active population trained (change since 2012/13 in brackets)



Source: SILR and HESA 2013/14 and 2012/13. Contains National Statistics data © Crown copyright and database right 2014; Contains Ordnance Survey data © Crown copyright and database right 2014.

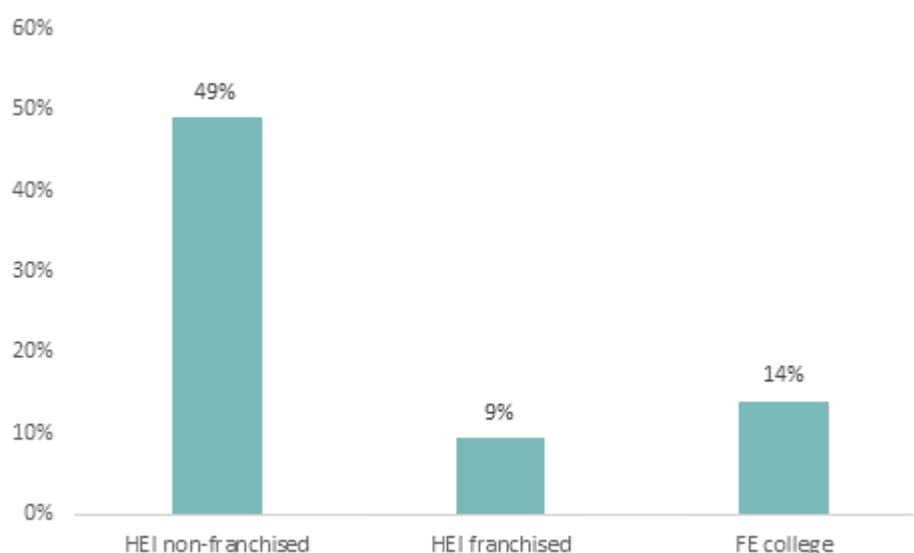
### 4.3.3 Course type (pre/in-service) and learning mode (full/part-time)

The SILR and HESA datasets do not record whether learners are undertaking ITE courses pre-service or in-service. However, in Section 2, we estimated that 68% of learners undertake in-service provision. Extrapolating this information for all ITE learners suggests that there were approximately 4,000 learners who studied on in-service courses in 2013/14. A further 1,850 learners have completed pre-service ITE programmes. The number of in-service learners has decreased by 500 since 2012/13, whereas the number of pre-service learners has remained fairly constant.

Information on the number of part-time and full-time learners is available from HESA enrolment data. It is not explicitly available from the SILR, but can be identified with a good degree of accuracy by examining the start-data and end-date of courses.

The HESA and SILR datasets show that ITE courses are predominantly studied on a part-time basis. For diplomas, it is estimated<sup>4</sup> that 90% of learners in 2013/14 studied part-time and approximately two-thirds of all PGCE/Cert Ed learners studied part-time. The proportion of diploma learners studying part-time has remained stable since 2012/13, whereas the number of part-time PGCE/Cert Ed learners had declined by more than 10% over the same period. The latter is likely to be due to the decline in franchised ITE provision, where nearly all (91%) learners enrol on part-time courses.

**Figure 13 Percentage of learners on full-time provision, 2013/14**



Source: HESA and SILR data

HESA and SILR data shows that 93% of pre-service learners in 2013/14 were qualified to Level 4, compared to 73% of in-service learners. Pre-service learners are on average four years younger than in-service learners, suggesting that a high proportion of pre-service learners progress shortly after completing their Level 4 course. In-service learners are more likely to enter an ITE programme after gaining industry experience.

Nearly a quarter of pre-service learners are from ethnic minority communities, compared to 15% of in-service learners. In addition, 15% of pre-service learners had a disability, compared to 10% of in-service learners. This was broadly consistent with 2012/13.

The proportion of full-time and part-time provision did not vary significantly by region. However, the proportion of part-time students was much lower in the South East (only 10%) than in other regions (around 20%).

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<sup>4</sup> This assumption is based on extrapolating data for the 68% of ITE learners entered in the SILR to reflect the full cohort of learners on AO-accredited ITE courses.

### 4.3.4 Teaching specialisms

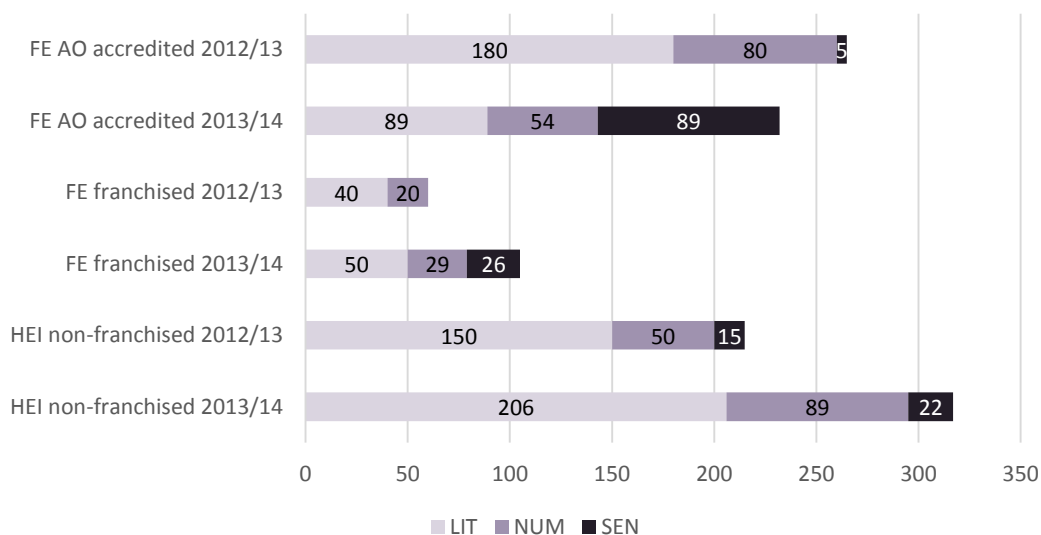
#### Number of learners achieving specialist diplomas

The data shows that the number of learners undertaking specialist diplomas increased significantly from 540 in 2012/13 to 654 in 2013/14. This was mostly due to a major increase in the number of learners undertaking the SEND specialist diplomas, which rose from 20 to 137.

The number of learners undertaking specialist diplomas may be under-reported in the HESA data set. Specialist diplomas are taken by less than 10% of those learners who undertook diplomas or PGCSE/Cert Eds. However, over a third (15 out of 34) of HEI providers that deliver ITE are delivering a literacy/ESOL specialism and a similar number (14 out of 34) deliver the numeracy subject specialism.

**Figure 14** shows that, for 2013/14, the most common subject specialism was in literacy (345 learners), with lower numbers enrolled on the numeracy (172) and SEND (137) specialist diplomas. The largest number of learners on specialist ITE courses (317) studied on non-franchised HE courses, compared to FE AO-accredited courses (232).

**Figure 14** Take up of subject specialist provision, 2013/14



Source: HESA and Ofqual data

#### Number of learners in general diploma courses by subject area

In the HESA data around 80% of HE providers provided information on learners' previous qualifications. This gives an indication of the subject that trainee teachers will teach in FE, although some learners may choose to teach a different subject, either by undertaking a specialist diploma or deciding to teach another subject where they are qualified up to Level 3.

**Table** shows that in 2013/14, the most common subjects studied by ITE learners, prior to enrolling on their ITE course, were art and design, social sciences and business and administrative studies. This was similar to 2012/13. The number of learners with a maths degree increased from 40 to 60. However, maths learners still accounted for only around 1% of all learners completing an ITE course in 2013/14.



**Table 9 Degree subjects learners' studied prior to enrolling on their ITE course, 2013/14**

Subject area	Proportion of achievements	Number of achievements
Creative arts and design	21%	930
Social sciences	12%	530
Business and administrative studies	9%	410
Sports	8%	370
English studies	8%	330
Health & Social Work	7%	310
Psychology	5%	240
Engineering, technology and computer science	5%	230
Science	5%	230
Education	5%	200
Mass communication and documentation	4%	190
Law	4%	170
Mathematics	1%	60
Foreign languages	1%	60
Architecture and building	1%	30
Other	2%	90
<b>TOTAL</b>	<b>100%</b>	<b>4,380</b>

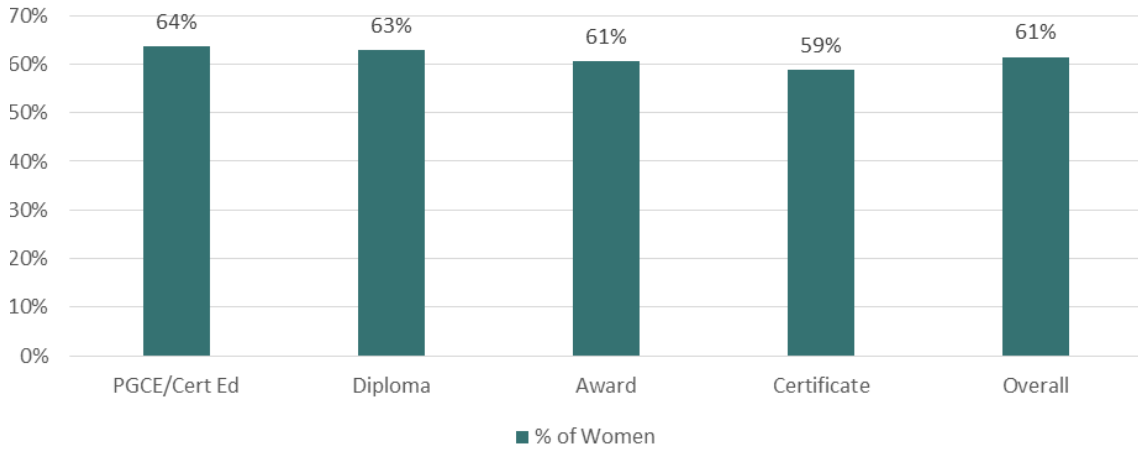
Source: HESA and ILR data

## 4.4 Individual characteristics of ITE learners

This section presents analysis of HESA and SILR data on ITE learner age, ethnicity, disability status and prior attainment. HESA data contained this information for all higher education learners. SILR data had only partial coverage and therefore required extrapolation.

4.4.1 Gender Figure 15 shows that, for all ITE courses in 2013/14, between 59% and 64% of learners were women. This is broadly in line with the characteristics of the existing FE teaching workforce, where 63% of FE college staff are women. This has not changed significantly since the baseline assessment. **Table 10** indicates that women are more likely to study full-time than part-time (68% compared to 62%), and are therefore more likely to undertake pre-service training.

**Figure 15 Gender breakdown by subject, 2013/14**



Source: HESA and SILR data

Table 10 Gender breakdown by part-time, full-time, 2013/14

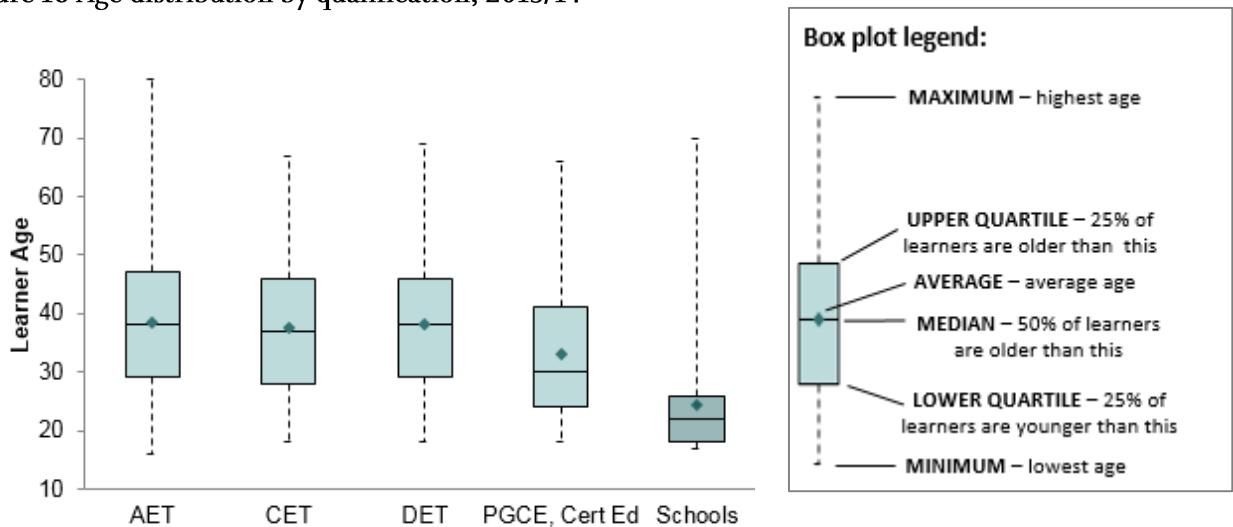
Gender representation	Part-time courses	Full-time courses
% of men	38%	32%
% of women	62%	68%

Source: HESA and SILR data

### 4.4.2 Age profile

As shown in **Figure 16**, the average age of learners on ITE programmes in 2013/14 was 37, slightly lower than the average of 38 in 2012/13. It was significantly higher than the average age of learners undertaking ITE for primary or secondary schools, which is around 24. Around a quarter of learners were over the age of 45. These learners are likely to be individuals with significant previous industry experience.

Figure 16 Age distribution by qualification, 2013/14

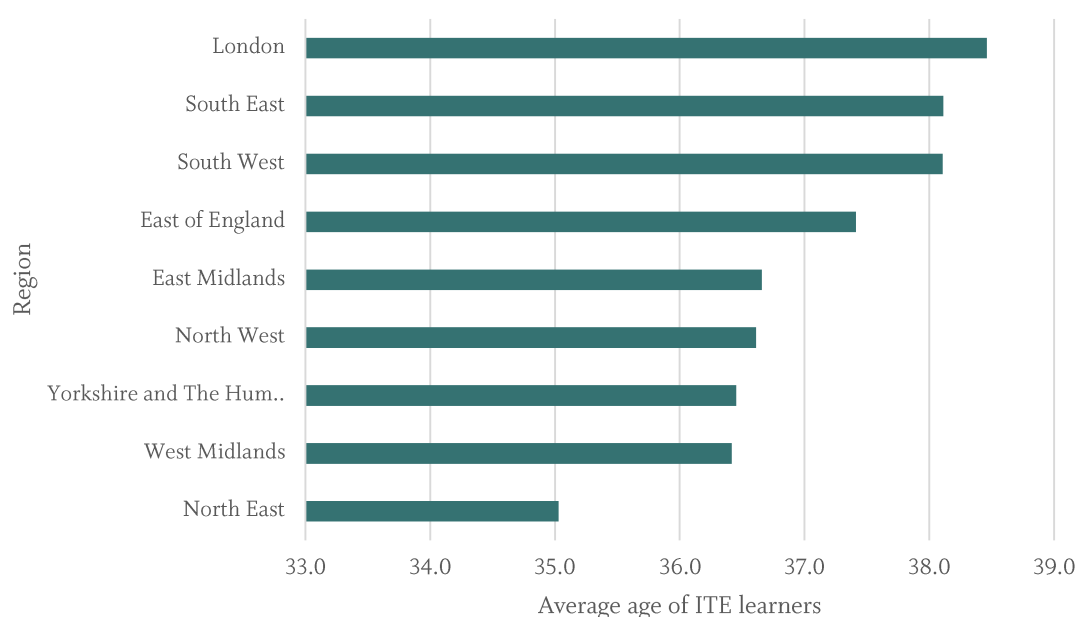


Source: HESA and SILR data.

In 2013/14, learners on PGCE/Cert Ed programmes were, on average, younger than learners on other ITE programmes for FE. The average age of these learners was 33; whereas on certificates, awards and diplomas, the average age was 38. The median age of PGCE/Cert Ed learners was even lower (30 years old), which is likely to be due to HE institutions attracting a high proportion of recent graduates onto pre-service ITE courses. Other ITE courses were more commonly undertaken by in-service learners, who mostly enter the FE sector from industry.

The age of learners did not differ geographically. As shown in **Figure 17**, the highest average age of learners was in London (38.5 years) and the lowest was in the North East (35 years).

**Figure 17 Average age of ITE learners by region, 2013/14**



Source: HESA and SILR data

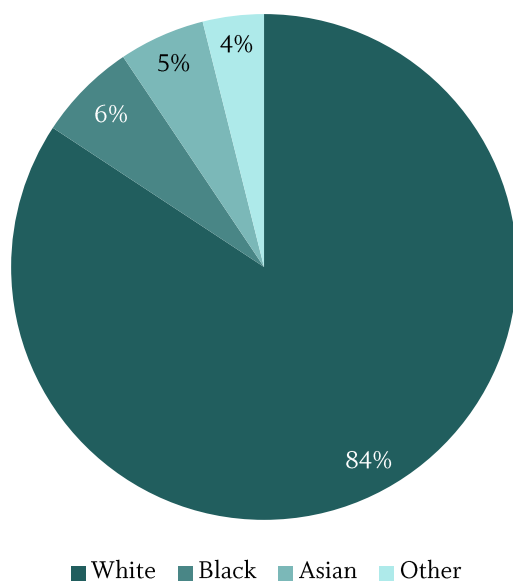
### 4.4.3 Ethnicity

Approximately 15% of ITE learners in 2013/14 were from ethnic minority communities, which is higher than the share of ethnic minorities in the general labour force (12%). Black and Asian learners were the largest ethnic minority groups undertaking ITE, comprising 11% of all learners (as shown in **Figure 18**).

Almost 17% of all diploma/PGCE/Cert Ed learners in 2013/14 were from an ethnic minority background. This is higher than the share of minorities in ITE for primary and secondary schools, which was 10%. The proportion of ethnic minority learners studying diplomas/PGCE/Cert Ed courses has not changed since 2012/13, whereas the proportion of ethnic minority learners undertaking primary and secondary school ITE declined by two percentage points.

ITE courses delivered by HEIs have the highest proportion of ethnic minority learners. Nearly a quarter of ITE learners studying in HEIs are from ethnic minority communities. In contrast, around 15% of learners studying ITE in FE institutions were from ethnic minority communities.

**Figure 18 Ethnicity of learners completing an ITE course, 2013/14**



Source: HESA and SILR data

In nearly all England regions, the proportion of ethnic minorities on ITE courses was higher than the average of ethnic minorities in the general labour market (see Table 5). The only exception was the North East. In London, the share of minorities exceeded the regional average by more than ten percentage points.

**Table 5 Ethnicity by region, 2013/14**

Region	Proportion of ethnic minorities in workforce	Percentage of ethnic minority ITE learners
London	39%	51%
South East	18%	23%
South West	11%	11%
North West	10%	15%
East of England	10%	12%
West Midlands	9%	11%
Yorkshire and The Humber	9%	9%
North East	5%	4%
East Midlands	4%	5%

Source: HESA and SILR data

## 4.4.4 Disability

The proportion of ITE learners in 2013/14 who declared they had a disability was slightly lower than the national average for FE and HE courses. Around 11% of all ITE learners had a disability compared to an average of 13% for all FE and HE courses<sup>5</sup>. This did not change from the previous year.

There was little regional variation in the proportion of learners with a disability studying an ITE course. The highest regional share of disabled learners was 15% in East Midlands, while the lowest was 10% in West Midlands.

## 4.4.5 Prior attainment

Nearly 80% of learners undertaking diplomas or PGCE/Cert Ed courses in 2013/14 were previously qualified to Level 4 or above. Prior attainment was particularly high in ITE programmes delivered by HEIs, where 90% were qualified to level 4 or above. This had not changed from 2012/13.

Around half of learners studying awards and certificates held qualifications at level 3 or below. Only about one per cent of all learners held no formal qualifications.

# 4.5 Learner destinations

The learner destination data is drawn mainly from the HESA DLHE survey, which received a response rate of 63% from ITE learners. The SILR does not hold robust data on learner destinations. Therefore, to estimate the destination of FE learners on AO-accredited programmes we extrapolated the destination data for learners on HE franchised provision, who share many of the characteristics of FE learners on AO-accredited programmes.

The high response rate for the HE DLHE survey means that we can be reasonably confident of the destination data for HE learners. However, the overall data does need to be viewed with some caution as it is derived from an extrapolation.

## 4.5.1 Progression to teaching

The DLHE shows that around 59% (3,150) of learners who completed a diploma or PGCE/Cert Ed in 2013/14 progressed to a teaching position in further education. This is lower than the 66% who progressed to the sector in 2012/13.

Over 15% of learners who achieved a diploma or PGCE/Cert Ed in 2013/14 went on to teach in either secondary or higher education. This was similar to 2012/13, where 16% progressed into other teaching roles.

The proportion of achievers in 2013/14 progressing into FE teaching was broadly consistent for HE and HE franchised learners. For HE franchised learners, around 60% progressed to FE teaching posts, compared to 58% of learners on courses delivered directly by HEIs. For AO-accredited courses, we have assumed the progression rate is similar to that of learners on franchised HE-accredited courses.

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<sup>5</sup> Based on summary HESA (<https://www.hesa.ac.uk/sfr210#tables>) and FE data (<https://www.gov.uk/government/statistics/learner-participation-outcomes-and-level-of-highest-qualification-held>). The data for FE courses is only for learners above 19 years of age.

## 4.5.2 Destination by type of institutions

Most learners completing diplomas or PGCEs/Cert Eds in 2013/14 went on to work in colleges (see **Table** ). The remaining teachers worked in private and ACL providers. This was roughly in line with the relative sizes of the workforce for different types of FE provider and was broadly similar to the picture in 2012/13.

**Table 6 Diploma learner destinations, 2013/14**

Type of Institution	Total workforce 2013/14	Number of newly-qualified teachers (% of total)	% of workforce
FE colleges	130,000	2,670 (85%)	2.1%
Private	27,000	370 (12%)	1.4%
ACL	16,300	110 (3%)	0.6%

Source: AO and HESA data for achievement, Workforce data across the Further Education sector – 2013-14

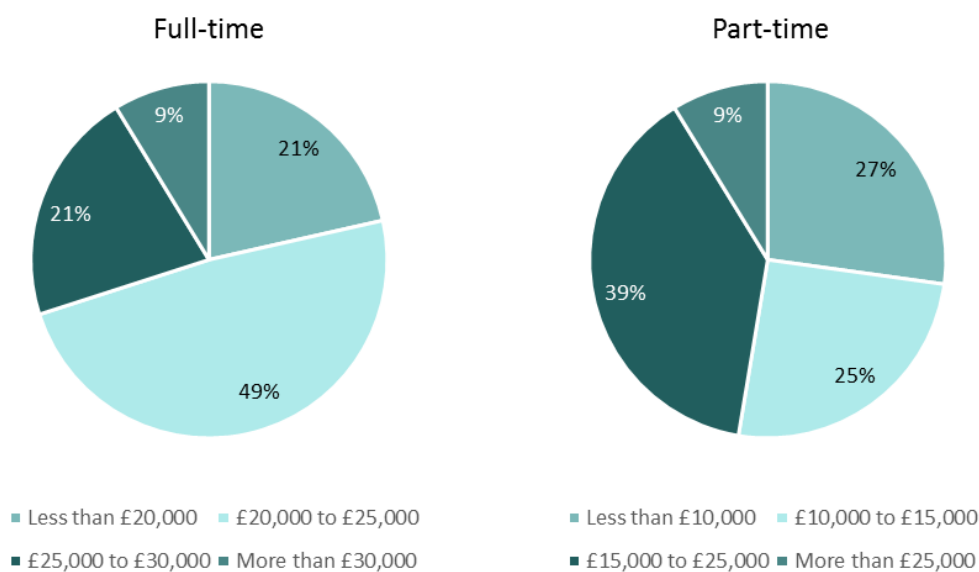
## 4.5.3 New teachers' pay and conditions

Approximately 63% of new teachers who qualified in 2013/14 gained full-time employment. This was lower than in 2012/13, where 70% of learners in employment went into full-time work. Around two-thirds (66%) of new teachers who gained employment in an FE college and 57% of new teachers who gained employment with a private provider went into full-time work. In contrast, only one in three teachers who gained employment in the ACL sector went into full-time employment, reflecting the overall high proportion of sessional and part-time teachers in this sector.

**Figure 19** shows that in 2013/14 around 70% of ITE graduates who gained full-time teaching positions in the FE sector earned a salary between £20,000 and £30,000, and a further 10% earned salaries over £30,000. In 2012/13, only 60% of new full-time teachers earned a salary of over £20,000.

New part-time teachers earned substantially less than their full-time counterparts, with approximately 52% earning less than £15,000.

**Figure 19 Average starting salary, 2013/14**



Source: HESA and SILR data

Full-time salaries in 2013/14 were higher in colleges, where only around a fifth of new teachers earned less than £20,000. Around two fifths of new full-time teachers earned less than £20,000 in private providers.

Part-time learners were more likely to earn a higher salary when they completed their ITE course. Two-fifths (41%) of teachers who entered the FE sector after studying part-time earned a salary of over £25,000, compared to 18% of teachers who had studied their ITE course full-time. The average salary of learners who studied their ITE course part-time is £22,500, whereas for full-time ITE learners the average starting salary is £19,710.

**Table** shows that there were significant differences in the salaries of men and women recruits, but the gap has decreased in the last year. The average salary of men working full-time in the sector is £23,490, compared to £22,660 for women, a difference of £830. This is significantly lower than the £2,340 pay difference between full-time men and women in 2012/13. The pay gap has however remained high among learners who studied their ITE courses part-time, where women earned on average £2,910 less than men.

**Table 7 Average starting salary broken down by gender, 2013/14**

Salary band	Part-time teachers		Full-time teachers		Overall	
	Men	Women	Men	Women	Men	Women
% earning less than £20,000	62%	75%	21%	22%	33%	43%
% earning over £20,000	38%	25%	79%	78%	67%	57%
<b>Average salary</b>	£16,850	£14,580	£23,490	£22,660	£21,700	£19,550

Source: HESA and SILR data