

Initial Teacher Education (ITE) Provision in FE and Skills

Baseline report

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July 2015

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Key Findings

The aim of this project was to collect and analyse data to assess the coverage of Initial Teacher Education (ITE) provision and the characteristics of trainee teachers – to provide a ‘topography’ of the ITE landscape. This baseline picture of ITE provision draws on currently available data from the following sources:

- Data analysis of Higher Education (HE) and Further Education (FE) enrolment data¹;
- Analysis of Ofsted and Ofqual data on ITE qualifications and provision;
- A review of existing data on ITE providers (such as the Talent database and FE Advice line provider list) and web search to identify additional ITE providers;
- A review of ITE provider websites to collect information on the range of ITE provision offered and how the courses are delivered;
- Telephone interviews with 20 providers to examine the scope and coverage of the ITE data they collect;
- Collection of ITE data from all Awarding Organisations (AOs) that provide ITE qualifications.

Characteristics of ITE provision

There are 25 different types of ITE qualification, which can be classified into seven categories:

- Awards (short courses providing an introduction to teaching, covering lessons planning and micro teaching practice);
- Certificates (courses lasting around six months and targeted at people who deliver training but do not design curricula);
- Diplomas (one-year full-time/two-years part-time courses that are generally considered career entry qualifications for full-teaching and/or training roles);
- Higher diplomas, which include Postgraduate Certificates/diplomas in Education (PGCEs) and Certificate in Education (Cert Ed). These qualifications are awarded by HE institutions and targeted at providing a career entry route to full-teaching roles;
- Specialist Diplomas in literacy/ESOL;
- Specialist Diplomas in Numeracy;
- Specialist Diplomas in SEND.

There are 37 AOs and 39 HE institutions that award ITE qualifications. The most commonly-provided qualifications are the awards (offered by 37 organisations). The AO market for diplomas is dominated by two organisations, which award two-thirds (67%) of all certifications.

ITE provision is primarily delivered on a part-time basis. In total, 81% of ITE courses are part-time. Blended learning and distance learning courses are relatively rare.

It is estimated that 75% of diploma or higher courses delivered by FE providers are primarily for in-service teachers. Around half (52%) of ITE courses delivered by HE institutions are also estimated to be for in-service learners.

The ITE provider base

¹ The HE enrolment data came from the Higher Education Statistics Agency (HESA) data returns. FE enrolment came from the Individualised Learner Record (ILR)

There are an estimated 829 providers delivering ITE provision in England. This includes a mix of HE institutions (39), FE Colleges (340), ACL providers (110) and private providers (340). Awards are the most widely-available qualification, offered by 795 providers in 2014/15.

In total, around half of all FE colleges deliver diplomas or PGCEs. Around two-thirds (66%) of learners undertake their diploma at an FE college.

FE colleges that deliver diplomas or PGCEs/Cert Eds tend to be larger than the typical FE college (averaging a third more enrolments) and have a slightly higher average inspection grade (1.82 compared to 1.99).

There are 22 private training providers delivering diplomas. Data indicates that 80% of private ITE providers do not receive public funding.

In nearly all regions, there are a range of providers offering certificates, diplomas or PGCEs/Cert Eds. In all regions except the North East, there are more than 10 providers offering certificates and more than 18 providers offering diplomas or PGCEs.

Learners on ITE programmes

In 2012/13, a total of 30,180 learners achieved an award, 5,400 learners achieved a certificate, 2,240 achieved a diploma and 3,000 achieved a PGCE/Cert Ed in England.

Nearly three-quarters (72%) of learners undertaking a diploma or PGCE/Cert Ed did so at an FE college. HE franchised provision accounts for over 60% of FE achievements of diplomas or PGCEs/Cert Ed.

Around 80% of diploma learners study part-time. This varies by type of provision. Ninety-three per cent of learners undertaking HE franchised provision are studying part-time, compared to only 56% of learners undertaking similar courses at a HE institution.

Around 80% of learners that undertook ITE courses in 2012/13 held a qualification at level 4 or higher. The most common subjects previously studied by ITE learners are art and design (22%), social sciences (10%) and business studies (10%). Very few maths learners went on to study ITE (less than 1%).

Around two-thirds of ITE learners were women. This reflects the current gender composition of the sector itself. Women were more likely to study their ITE course full-time. There are significant differences between the salaries of men and women immediately following their courses. In total, 89% of men working full-time had a starting salary of over £20,000, compared to 75% of women.

The average age of learners undertaking ITE in FE qualifications is 38, which is significantly higher than the age of learners undertaking schools ITE (24). This is largely consistent across all regions and types of ITE qualifications.

The cohort of ITE trainees is diverse. Around 16% of learners undertaking ITE programmes are from ethnic minority communities, which is a higher share than in the UK population as a whole.

Around 4,100 learners (66% of the total) completing a diploma or PGCE/Cert Ed are estimated to have progressed to teach in FE. A further 380 (6%) are estimated to have progressed to teaching positions in either secondary or higher education. Most of these learners (an estimated 3,350) progressed to teach in an FE college; while 550 progressed to teach in a private provider and 200 progressed to teach in the ACL sector. On this basis, new recruits in 2012/13 accounted for 3% of the total teaching workforce.

1 Introduction

This is the baseline report for the project to collect and analyse information on Initial Teacher Education (ITE) provision for entry to the Further Education (FE) sector. The report draws on nationally-available data to describe the current delivery of ITE provision and the characteristics of trainee teachers preparing to enter FE.

The research was commissioned by the Education Training Foundation and conducted by ICF Consulting from June 2014 to March 2015.

1.1 Background and context

Robust ITE data is required to assess the FE sector's 'talent pipeline': the volume of new teachers coming into the sector, as well as the skills and experiences they bring. This allows policy makers to make evidence-based decisions and design interventions to address gaps in provision and sector skills shortages.

Mapping provision is, however, difficult because ITE is delivered by two different parts of the education sector – Higher Education (HE) and FE. Each part has its own data recording systems and represents different approaches to delivering and accrediting ITE provision:

- HE institutions develop and accredit their own provision, which comply with the Framework for Higher Education Qualifications and Quality Assurance Agency requirements. HE institutions provide enrolment and destination data to the Higher Education Statistics Agency (HESA).
- FE institutions deliver externally-accredited ITE provision. This can be accredited by independent Awarding Organisations (AOs) or by a HE institution through a franchise arrangement. Franchised provision data is recorded on HESA data returns. AO-accredited provision is recorded on FE data returns (The Individualised Learner Record, ILR), although FE providers are not required to provide data on learners who do not receive public subsidy.

There are also a complex range of ITE programmes for FE, which makes it more challenging to examine provision. Trainee teachers can undertake courses ranging from a two week Level 3 programme to a one-year postgraduate course, and can choose to undertake either in-service or pre-service programmes. The box below provides an overview of common ITE qualifications.

Moreover, there are few restrictions on the type of organisations that can deliver ITE courses, which means the provider base is diverse, incorporating universities, colleges, private training providers and community learning providers.

Common ITE qualifications

- The **level 3/4 Award in Education and Training (AET)**. This is a short course (lasting 1-2 weeks) that provides an introduction to teaching. It covers lesson planning and micro-teaching practice. The qualification is accredited by AOs and primarily delivered by FE providers.
- The **level 4/5 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. It is accredited by AOs and primarily delivered by FE providers.
- The **level 5 Diploma in Education and Training (DET)**. The Diploma contains similar content to the PGCE/Cert Ed. It is accredited by AOs and, consequently, is primarily delivered by FE and private providers. Diplomas are often delivered in-service and a part-time programme typically lasts for two years.
- The **level 6/7 PGCE for post-compulsory education**. This is a one-year postgraduate course for trainee teachers who have completed a first degree. PGCE programmes are accredited and delivered by universities, but some provision is also delivered by FE providers through franchise/partnership agreements. Courses typically last for one-year of full-time study, although many providers also offer part-time and distance learning opportunities. Most PGCE provision at university is pre-service. Franchised provision is predominantly in-service.
- The **level 6/7 Certificate of Education for post-compulsory education (Cert Ed)**. This is an undergraduate course in teaching in the post 16 sector. It is delivered by universities and generally lasts for three years.
- The **level 6/7 specialist Diplomas in English Literacy/ESOL, Numeracy or Teaching Disabled Learners**. Specialist diplomas provide the same teaching skills as PGCE or Cert Ed programmes, but also include specialist modules to train teachers to work with learners with low levels of literacy, language or numeracy or with learning difficulties or disabilities.

In addition to the qualifications above, there are also legacy ITE qualifications that were still being delivered during 2012/13 by some providers:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS), which is similar to the Award in Education and Training;
- The Certificate in Teaching in the Lifelong Learning Sector (CTLTS), which is similar to the Certificate in Education and Training;
- The Diploma in Teaching in the Lifelong Learning Sector (DTLLS), which is similar to the Diploma in Education and Training.

In this report we have categorised ITE qualifications into **awards, certificates, diplomas** and **PGCEs**. The latter incorporates qualifications at level 6 or above.

1.2 Project aims and approach

The aim of the project was to collect and analyse data to assess the coverage of ITE provision and the characteristics of trainee teachers. Specifically, it examined:

- The range and type of organisations that deliver ITE provision;
- The type of provision that is offered;
- The volume 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.

The ambition was to develop a baseline picture of ITE provision based on currently available data and information (in part to identify gaps in current information availability).

The baseline assessment has drawn on the following research:

- Data analysis of HE and FE enrolment data;
- Analysis of Ofsted and Ofqual data on ITE qualifications and provision;
- A review of existing data on ITE providers (such as the Talent database and FE Advice line provider list) and web search to identify additional ITE providers;
- A review of ITE provider websites to collect information on the range of ITE provision offered and how the courses are delivered;
- Telephone interviews with 20 providers (14 HE institutions, 4 FE colleges, and 2 private providers) to examine the scope and coverage of the ITE data they collect and the feasibility of collecting certain types of information through an online data collection tool;
- Collection of ITE data from all AOs that provide ITE qualifications.

1.2.1 Structure of this report

The remainder of this report is structured as follows:

- **Chapter 2** describes the data sources used for the baseline assessment;
- **Chapter 3** sets out what this data tells us about ITE qualifications and how they are delivered;
- **Chapter 4** describes the characteristics of providers that deliver ITE provision;
- **Chapter 5** presents the characteristics of learners who have completed ITE courses and examines their destinations.

2 Appraisal of ITE data sources

This chapter presents the information contained in national data sources on ITE provision for the FE sector and highlights gaps and limitations in the data. It covers:

- Data on the characteristics of ITE qualifications and certifications, which is primarily collected by Ofqual and AOs (ITE qualifications data);
- Data on the providers delivering ITE provision. This comprises data collected from existing provider databases, such as the Talent database and the provider list used by the FE Advice line, as well as inspection data held by Ofsted (ITE provision data);
- Data on the learners who have undertaken ITE training. This includes information collected from HE institutions and information recorded on the ILR (ITE learner data).

2.1 ITE qualifications data

ITE qualifications data is primarily collected by Ofqual as part of its role regulating the AO sector. This information is publicly available through the Register of Regulated Qualifications and certification data available on its website.

AOs also hold management information on the take-up and accreditation of their qualifications, which provides another relevant source of data. Some AOs have expressed a willingness to provide this information to public agencies for planning purposes.

2.1.1 Register of regulated qualifications²

The Register of Regulated Qualifications provides basic information on the characteristics of qualifications that are approved for public funding by AOs, including:

- The start date of the qualification;
- Size, in terms of QCF credits and maximum and minimum guided learning hours (glh);
- Assessment methods;
- The units of the qualification;
- Accrediting body.

Although ITE provision is not necessarily publicly-funded, most AOs are likely to seek Ofqual approval for their ITE qualifications as it increases the marketability of the qualifications. Consequently, the register provides a comprehensive list of the ITE qualifications that are offered and the AOs providing ITE qualifications in England.

The register provides useful descriptive information on ITE qualifications. However, it does not necessarily reflect how qualifications are delivered 'on the ground'. Providers vary the size of the qualification, as well as the number of units, so the length and delivery of the course in practice is, in some cases, substantially different to the information presented in the Register.

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

2.1.2 Ofqual data on qualification take up

The Ofqual website presents data on the number of certifications awarded for approved qualifications by subject area. This information is available on the Ofqual website. More detailed qualification-level information is available on request without charge.

All AOs are required to submit certification data to Ofqual. Consequently, the data is comprehensive and provides an accurate measure of the number of learners who have completed AO-accredited ITE qualifications in a given period.

2.1.3 AO data

AOs collect management information on the number of providers delivering ITE qualifications and the volume of registrations and certifications awarded. In addition, most AOs also require providers to submit some basic learner characteristics for registration, such as name, address, ethnicity and date of birth.

The main benefit of collecting AO data was that it provided a comprehensive list of providers offering AO-accredited ITE provision, which is not available from other data sources. However, collecting this information was labour intensive as there are 28 organisations that provide ITE qualifications. When the AOs were contacted for the study, only around half of the AOs agreed to provide ITE data. Most AOs were only willing to provide anonymous provider data, citing confidentiality clauses in their agreement with providers, which meant they were unable to provide the names of individual centres.

A few providers did, however, provide centre data. These AOs provided over half (51%) of the total number of ITE certificates in the last academic year. Consequently, it was possible to extrapolate findings to provide some estimates about the diversity of the provider base.

2.2 ITE provision data

There are three main sources of information for provision data: the Talent website; the FE advice line provider list; and provider websites. Although there are other lists collated by organisations such as Centres for Excellence in Teacher Training, these are usually regional/locally-based and therefore less comprehensive in nature.

Ofsted collects inspection data on the quality of provision offered by FE providers. This includes ITE, where it is delivered. Ofsted also has responsibility for inspecting ITE for FE provision in HE.

2.2.1 Talent website

The Talent website contains information on ITE courses delivered in the UK. It was originally developed by the Institute of Education (IoE) to provide trainee teachers with information on subject specialist courses. However, it was extended to include information on generic ITE programmes as well.

The Talent database relies on providers to enrol on the system and enter information on their courses. It provides information on 1,164³ ITE courses, including:

- The course title;
- The delivery organisation;

³ Accessed on February 2015

- Region;
- The level of the course;
- Whether the course is delivered in-service or pre-service.

A review of provider websites found that around 14% of the courses listed on the Talent database were no longer being offered. The database indicated that most providers were delivering the old ITE qualifications (PTLLs, CTLLs and DTLLs), whereas provider prospectuses show that most now teach the new AET, CET and DET qualifications. HEIs, ACL and private providers are underrepresented on the Talent database, even though many of these organisations deliver some forms of ITE.

The Talent website, by itself, therefore did not offer a comprehensive view of the volume and type of providers that deliver ITE provision. However, it provided a useful starting point for identifying ITE providers.

2.2.2 FE advice line provider list

The FE Advice line holds a list of providers that deliver ITE provision. The list is updated when ITE providers contact the advice line to inform them that they deliver ITE provision, or when the Advice line has made enquiries and found that certain courses are no longer running.

The provider list contains the same information fields as the Talent database. Nearly all of the courses on the FE Advice line provider list were found to still be running.

The provider list also included 60-70 additional providers that were not on the Talent database. However, it still omits some private and ACL providers that deliver ITE provision.

2.2.3 Provider websites

A key part of the baseline assessment of ITE provision was to review provider websites to collect information on the provision they offer. The provider web search was time-consuming, but enabled the identification of many new providers that were not recorded on other data sources. The information gathered from the provider website search also enabled an assessment of the coverage and robustness of other data sources.

From nearly all providers we were able to identify the following information:

- The title of the courses they deliver;
- The level of the course;
- Whether it is offered full-time or part time;
- Accrediting body;
- The number of study hours.

Information on whether provision is in-service or pre-service was not always available. In some cases, this was described in the course description (i.e. this course is for existing teachers who want to gain an accredited teaching qualification); but, in other cases, it was not clear.

However, certain assumptions could be made to help ascertain whether a programme is pre-service or in-service. For example, it could be assumed that full-time long courses would only be appropriate for pre-service teachers.

It was also difficult to identify the cost of courses, as some provider websites stated that this could be discussed with the curriculum lead. It is possible that, for some courses, FE providers would cover the course costs for new career entrants, hence why pricing was not stated.

A limitation of the provider website search is that although it gives information on whether a course is available, it is not possible to be sure that the course is actually being delivered. Providers may offer a course, but may not deliver it within a given year because they have recruited insufficient learners to make the course viable. In some cases, a course may in theory be available but may not have been delivered for a few years.

2.2.4 Ofsted inspection data

Ofsted has responsibility for inspecting all ITE provision delivered by HEIs and aims to inspect all providers over a three-year cycle. Inspection information published on the Ofsted website⁴ contains grades⁵ on:

- Overall effectiveness of provision;
- Outcomes for trainees;
- Quality of training;
- Leadership and management.

Data is available on the inspection results of nearly all HEIs that deliver ITE. The exceptions are primarily only HEIs that began delivering ITE in the last two years.

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 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.

2.3 ITE learner data

ITE is delivered in both HE and FE. If a learner enrolls on HE provision, then learner data is collected by HESA. For learners studying ITE courses at an FE provider, the provider is expected to record the information on the Individualised Learner Record (ILR).

Learners may also choose to study ITE at a private training provider that does not receive public funding. In these cases, the learner enrolment data is not captured on any national data sets.

2.3.1 HESA data

HESA is the national statistics agency that collects learner information from HEIs. It gathers information on:

- Learner characteristics (name, address, ethnicity, disability, age, gender);
- Course characteristics (title, subject start-date, end-date, mode of study);
- Completion status (completer/early leaver, reason for leaving);
- Destination data (recorded at least six months after leaving).

Most of the data is collected from HEIs at enrolment. The exception is destination data, which is collected from a census survey of learners six months after graduation: the Destination of Leavers from Higher Education survey (DLHE). There is also a longitudinal survey of a sample of graduates 3.5 years after graduation. Destination data is available for around 70% of ITE learners. The overall response rate for DLHE

⁴ Available at: <http://www.ofsted.gov.uk/resources/official-statistics-initial-teacher-education-inspections-and-outcomes>

⁵ Grades are from 1-4, where 1 is outstanding, 2 is good, 3 is needing improvement and 4 is inadequate

is just over 80%, which is extremely high for this kind of follow-up survey and given that it is a census of all leavers.

The information collected from HESA should cover all learners studying ITE in HE, including franchised provision. However, after examining the 2012/13 and 2013/14 data, it was not straightforward to identify the learners who undertook ITE in FE. This was due to:

- **Unclear descriptions of the course title.** Course title is a free text box in the data collection form. Consequently, some providers may use names that make it difficult to distinguish whether a course is for ITE in the FE sector. For example, in some cases the course title may be an acronym, which is not clear (such as PCETT, PG ED) or provides insufficient detail (E.g. BSc teaching, teaching literacy).
- **Provision not being correctly categorised.** There is a field in the database which allows ITE providers to classify the ITE course as being for schools, FE, HE, early years or general education theory programmes. However, these fields are often not used correctly.

Significant effort was required to interpret the HESA course descriptions to identify which programmes were in and out of scope. Although the information is reasonably accurate, it may be that some courses were excluded because the course description and course label did not clearly show that it was an ITE programme for FE. As a result, it is not possible to be fully confident that the data within the baseline assessment is comprehensive.

It appears that the number of learners undertaking subject-specialist provision is under-estimated based on the HESA returns. The data collected from HESA reports a far lower number than would be expected. This may be as a result of HE institutions not clearly stating the specialism in the data return.

2.3.2 ILR data

The ILR contains data on publicly-funded learners enrolled on FE provision. Providers must enter learners on the ILR to claim public funding. They are also encouraged by funders to enter information on all enrolled learners, so that it provides an accurate picture of the provision they offer.

The ILR contains similar information to the HESA dataset. It contains information on:

- Learner characteristics;
- Course characteristics;
- Completion status;
- Destination data.

The ILR also includes information on funding (the level of public funding for the course), previous level of attainment and employment status before and after participating in the study programme.

It was possible to compare the number of learners completing an ITE programme recorded on the ILR with the Ofqual data on the number of certifications issued in a year. This showed that around 68% of DETs were recorded on the ILR, but a lower proportion of AETs (50%) and CETs (32%) were recorded. For the DETs and AETs, it is possible to extrapolate the findings with a reasonable level of robustness.

The ILR also required significant cleaning before it could be used for data analysis. Initially, duplicates needed to be removed from the data. Learners were in the database more than once for courses that had the same title, start date and end date. In addition, many providers also included franchised HE provision in the ILR. As this information was already included in the HESA data, these learners had to be removed to avoid double-counting.

However, it was relatively straightforward to identify from the ILR the qualifications that were in scope of the baseline assessment. Each learner record contains a learner aim reference code and course name that

matches the name of the ITE qualifications.

The ILR provides complete data on learner characteristics and course characteristics. However, the destination information was usually not provided. In most cases, it was entered as 'unknown'.

3 Characteristics of ITE provision

Headline figures

- There are 25 different types of ITE qualification for FE, which can be classified into seven categories: awards; certificates; diplomas; Higher diplomas (PGCEs/Cert Eds); and subject specialisms in literacy/ESOL, Numeracy and SEND.
- There are 37 AOs and 39 HE institutions that award ITE qualifications. The most commonly-provided qualifications are the awards (offered by 37 organisations).
- Although 14 AOs offer diploma qualifications, in practice, only 6 AOs awarded diplomas in 2013/14. The AO market for diplomas is dominated by two organisations, which award two-thirds (67%) of all certifications.
- ITE provision is primarily delivered on a part-time basis. In total, 81% of ITE courses are part-time (note that this does not necessarily equate to the volume of learners). Blended learning and distance learning courses are relatively rare.
- It is estimated that 75% of diploma or PGCE/Cert Ed courses delivered by FE providers are primarily for in-service teachers. Around half (52%) of ITE courses delivered by HE institutions are also estimated to be for in-service learners.
- The quality of HE and FE provision is generally good. In total, 28 of the 32 HE providers with inspection grades have achieved an Ofsted inspection grade of 2 and two institutions have an inspection grade of 1.
- All of the 13 FE providers that have an inspection grade for the teaching and lecturing subject area achieved a grade of 2 or above.

3.1 Introduction

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

- **Defining the qualifications in scope:** This section describes the rationale for selecting the teacher education qualifications considered to be ITE and lists the qualifications included in the baseline assessment on this basis.
- **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 volume of teaching practice and the quality and cost of courses.

The main data sources used in this chapter are the Register of Regulated Qualifications, information from the review of provider websites, HESA data and Ofqual data. The first two data sources provide information on the 2014/15 academic year. HESA and Ofqual data provide information on qualification accreditations in 2012/13.

A summary of the data sources used in this chapter is set out in Table 1 below.

Table 1 Overview of data availability and sources for ITE provider information (key indicators)

	Coverage	Source(s)
Defining the qualifications in scope:		
The volume of qualifications on teaching and lecturing	Comprehensive data	Register of Regulated qualifications HESA data
The qualification objectives	Comprehensive data	Register of Regulated qualifications HE provider websites
The qualification market:		
Number of AOs offering ITE qualifications	Comprehensive data for 2014/15	Register of Regulated qualifications
Number of HE institutions accrediting ITE qualifications	Comprehensive data for 2014/15, verified by a primary literature review	HESA data Provider website review
Number of accreditations awarded	Comprehensive	HESA data Ofqual data
Delivery of ITE provision:		
Entry requirements	Primary data collection, available for 76% of courses	ICF provider database
Delivery modes	Primary data collection. Available to some extent from all providers. Unavailable for organisations not receiving public funding	ICF provider database
In-service/pre-service	Primary data collection interpreted using assumptions	ICF provider database
Quality of provision	Comprehensive (good)	Ofsted inspection data
Cost of training	Primary data collection. Available for 20% of courses	ICF provider database

Source: ICF

3.2 Qualifications in scope of the baseline assessment

The starting point for identifying ITE qualifications was to examine provision classified under FE subject area 13.1 (Teaching and lecturing) and HESA subject code X1 (Teacher Training). These codes incorporate all potential ITE provision, as well as general CPD training for new or existing staff in FE.

By drawing on the qualifications listed in the Register of Regulated Qualifications and the HESA data return, it was possible to produce long-list of over 1,000 qualifications. Upon further examination, however, a number of qualifications could be removed because:

- They were targeted at assessors or learner support staff and this was explicit in the title of the qualification;
- The qualification title indicated that the qualification was mainly targeted at learners outside of FE (e.g. targeted at teaching in HE or for youth work). Qualifications targeted at learning and development were also excluded, as, on further inspection, these qualifications were primarily to support individuals to offer training in their company;
- The name of the qualification suggested that the qualification focused more on theoretical rather than practical aspects of teaching in FE (such as an MSc in Education or L4 qualification on the theory of education);
- The qualifications were explicitly focused on areas that are not normally related to FE teaching (e.g. courses on teaching Yoga or coaching and mentoring).

There remained a range of qualifications that could potentially be used for CPD or career entry training. This included a wide range of qualifications focusing on supporting learners with disabilities, as well as qualifications focusing on aspects of teaching, such as quality assurance or training and development.

It was assumed that short qualifications were primarily for teachers who already had some teaching experience, but wished to improve their ability to work with certain groups of learners or to deliver new courses. The rationale for this approach was that it is unlikely that these courses could include sufficient content to act as an introduction to teaching. These short qualifications were therefore removed from the list.

This provided a final list of **25 qualifications** that could be considered as ITE for FE provision. Table 2 provides an overview of these qualifications. Given that there is relatively little take-up of some qualifications, they have been grouped under seven headings.

Table 2 ITE qualifications used in the baseline assessment

Qualification title	Level of learning	Length of programme	Teaching practice time
1) Awards			
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
2) Certificates			
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
3) Diplomas			
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
4) Higher diplomas (PGCEs and Cert Eds)			
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
5) Literacy/ESOL subject specialisms			
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 in Adult Literacy Subject Specialists	L4	120 glh	Not stated
6) Numeracy subject specialisms			
PGCE Subject specialism in numeracy	L6 or L7	1 year f/t	100-140 hrs
Certificate in Adult Numeracy Subject Specialists	L4	120 glh	
Diploma in Education and Training (including Teaching Mathematics: Numeracy)	L5	360 glh	100-140 hrs
7) Subject specialist training in supporting learners with SEND			
PGCE subject specialism in supporting learners with special education needs and disabilities	L6 or L7	1 year f/t	100-140 hrs
Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties	L5	95 glh	Not stated
Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia)	L5	240 glh	Not stated

Source: Register of Regulated Qualifications and ICF provider database

The Ofqual data shows that the vast majority of AO-accredited certifications in 2013/14 were on the three most common ITE qualifications (the award, certificate and diploma in education and training) or their predecessor qualifications (the PTLLs, CTLLs and DTLLs courses).

Ofqual data also shows that nearly all learners achieving their qualification in 2013/14 had enrolled on the PTLLs, CTLLs and DTLLs courses. However, this situation is expected change significantly in 2014/15, as the provider website review found that nearly all providers are now delivering the new teacher training qualifications.

3.3 Understanding the qualification market

3.3.1 Range of organisations accrediting ITE qualifications

Qualifications recorded on the register of Regulated Qualifications and in the HESA data set can be used to identify the number of organisations accrediting ITE qualifications. The HESA data related to 2013/14. Therefore, in order to ensure the information remained current, the data was verified against information provided on HE provider websites. This gives a comprehensive list of all the organisations accrediting ITE qualifications.

Table 3 shows that there are at least 37 awarding organisations or HE institutions accrediting each of the generic ITE qualifications. This suggests that ITE providers have a good choice of ITE qualifications.

Table 3 Awarding bodies for ITE qualifications

Type of qualification	No of AOs	No of HEIs	Total
Awards	37 (3 PTLLs)	2	39
Certificates	25 (1 CTLLs)	15	40
Diplomas	14 (1 DTLLs)	23	37
PGCE/Cert Ed	0	37	37
Literacy/ESOL subject specialism	4	16	20
Numeracy subject specialism	3	13	16
Subject specialism in SEND	2	3	5

Source: Provider website review and Register of Regulated Qualification data for 2012/2013

The subject specialist qualifications are primarily provided by HE institutions. However, there are at least 13 HE institutions providing the literacy and numeracy specialisms.

Relatively few organisations provide the SEND subject specialism. This may reflect that this qualification is new and therefore less well-established in the sector.

3.3.2 Market concentration

Volume of ITE accreditations by AO

Table 4 shows the number of awards, certificates and diplomas awarded by each AO in 2013/14. This is comprehensive picture as it draws on data that Ofqual gathers systematically each quarter from every AO.

The table shows that the market for providing ITE qualifications is dominated by City and Guilds and

Pearson, which award two thirds (67%) of all qualifications not awarded by HE institutions. However, this is broadly reflective of the position of these organisations in the AO qualifications market for adults.

Although many AOs offer diplomas⁶, only six AOs actually accredited diplomas in 2013/14 (City and Guilds, Pearson, OCR, Ascentis, Trinity College and Cambridge Awards). Certificates were also awarded by a small number of AOs (nine).

Table 4 ITE qualifications awarded by AOs in 2013/14

Awarding organisation	Awards	Certificates	Diplomas	TOTAL	% Share of total enrolments
City and Guilds	14,040	1,165	1,110	16,315	44.15%
Pearson Education Ltd	4,975	3,035	280	8,290	22.44%
OCR	1,620	180	530	2,330	6.31%
Highfield Awarding Body for Compliance	1,860	0	0	1,860	5.03%
Ascentis	1,475	40	170	1,685	4.56%
Pearson EDI	1,275	245	0	1,520	4.11%
NCFE	1,090	50	0	1,140	3.09%
Chartered Institute of Environmental Health	1,050	0	0	1,050	2.84%
NOCN	850	10	0	860	2.33%
Future (Awards and Qualifications) Ltd	625	5	0	630	1.71%
Cambridge English Language Assessment	425	0	15	440	1.19%
Trinity College London	90	0	50	140	0.38%
1st4sport Qualifications	120	0	0	120	0.32%
Active IQ	115	0	0	115	0.31%
VTCT	100	5	0	105	0.28%
Industry Qualifications	100	0	0	100	0.27%
Central YMCA Qualifications	85	0	0	85	0.23%
Open Awards	70	0	0	70	0.19%
AIM Awards	25	0	0	25	0.07%
Safety Training Awards	25	0	0	25	0.07%
Amateur Swimming Association	20	0	0	20	0.05%
Laser Learning Awards	15	0	0	15	0.04%
ITC First	10	0	0	10	0.03%
TOTAL	30,060	4,735	2,155	36,950	100.00%

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

HE institutions accrediting ITE qualifications

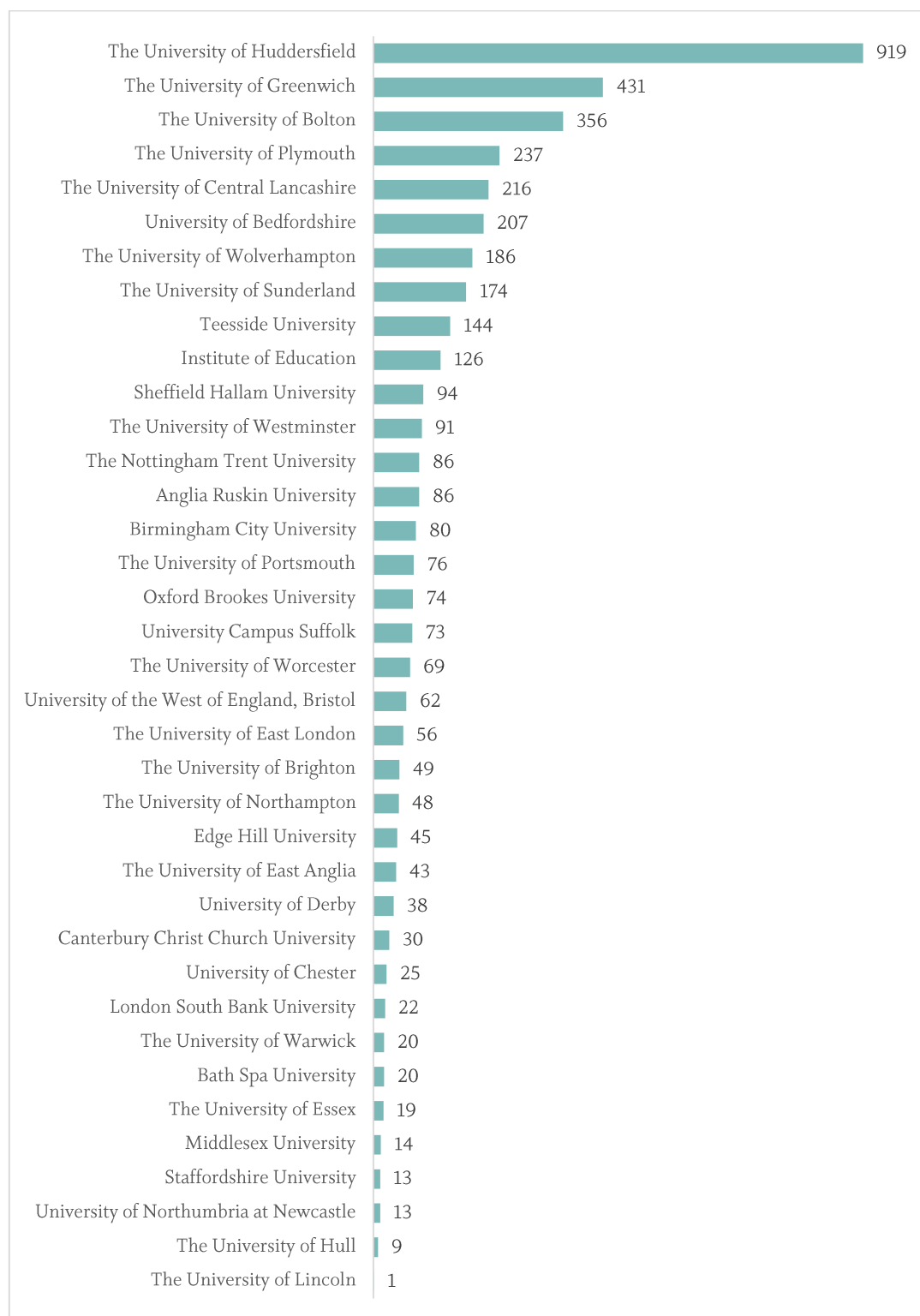
Figure 1 shows the number of certifications issues by HE institutions in 2013/14. It draws on HESA data and should be relatively comprehensive. However, as HESA gives HE institutions a free text field to enter the name of the qualification, it may be that some qualifications have been excluded because the course title does not clearly show that it is an ITE course.

The volume of accreditations is broadly distributed across a range of organisations. Only one HE institution accounts for more than 11% of the total share of accreditations. Nearly 60% (22 out of 37) of HE institutions

⁶ Meaning the qualification is included as an approved qualification in the Register of Regulated Qualifications

account for from 1-6% of the total volume of accreditations.

Figure 1 Volume of accreditations issues by HE institutions



Source: HESA data 2012/13

3.4 The delivery of ITE qualifications

This section draws on the website review of ITE provision to describe the characteristics of ITE provision. Specifically, it looks at:

- 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.

The database developed from the provider website review (the ICF Provider Database) contains 737 data entries, with each entry relating to one provider delivering one ITE course. Provider websites contain different levels of information about the courses they offer. Generally, it is worth noting that:

- Relatively few provider websites provided information on the number of teaching practice hours required by learners;
- It was not always clear whether provision was available for pre- or in-service learners. In some cases, assumptions had to be applied to estimate whether provision is primarily for in-service or pre-service learners, or both (described later in this section);
- There was little detailed information on how the subject specialist courses are delivered. As the available information only relates to a small sample of courses, in some cases it has not been possible to disaggregate the findings for each of the subject specialisms.

3.4.1 Entry criteria

Table 5 presents the typical entry requirements for ITE qualifications delivered in 2013/14. Entry requirements were commonly available on provider websites. The provider database developed as part of the study contains entry information for 76% of courses.

Providers generally have similar entry requirements for ITE courses. For AO provision, this, in most cases, reflects the entry requirements in the qualification handbook. However, the requirements generally allow flexibility for providers.

For awards and certificates, applicants mainly had to demonstrate good literacy and numeracy skills. In a few cases, providers stated that they required applicants to complete an initial assessment before enrolling on the course.

Applicants on the award were not generally required to have any specific qualifications or experience in the subject they wish to teach. However, for certificates and diplomas, most ITE providers required applicants to hold a level 3 qualification or equivalent in the subject they wish to teach.

For PGCE courses, most HE institutions also required applicants to hold a first degree or equivalent. Around half of providers required learners to have achieved at least a 2:2.

For the subject specialist qualifications in numeracy and literacy, ITE providers generally require applicants to hold a degree in a subject that can demonstrate high-level skills and competencies of English and maths. Some providers test this through assessments/interviews during the application stage.

Nearly all providers stated that they would consider equivalent industry experience for entry. However, none gave specific details of any particular entry requirements and most stated that this would be discussed on application.

Table 5 Typical entry requirements for common ITE qualifications

Qualification	Generic skills	Subject specific skills
Award in Education and Training	Applicants are typically required to demonstrate good ICT, maths and English skills	No specific requirements
Certificate in Education and Training	Applicants are required to hold a Level 2 qualification in literacy and numeracy and demonstrate good ICT skills. Some ITE providers also require applicants to be able to source 30 hours of teaching practice	ITE providers mostly require applicants to hold at least a Level 3 qualification in the subject they wish to teach. A few ITE providers also specified that applicants must be trained to at least a level higher than the level they wish to teach at. Most institutions also stated that they would consider equivalent work experience.
Diploma in Education and Training	Applicants are typically required to hold a Level 2 qualification in literacy and numeracy and demonstrate good ICT skills.	Applicants are required to hold a level 3 qualification or equivalent in the subject they wish to teach.
PGCE for post-compulsory education	HEIs generally expect applicants to have a degree or relevant industry experience. Most HEIs requested that learners have a second class honour degree or higher.	Applicants are required to have a level 3 qualification or equivalent in the subject they wish to teach.

Source: ICF provider database

3.4.2 Delivery modes

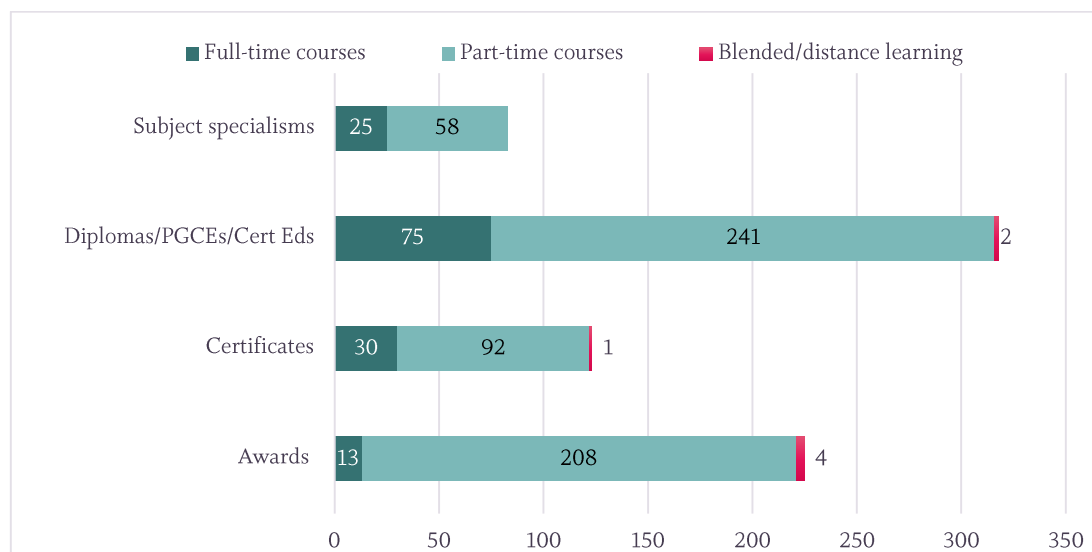
Figure 2 shows the availability of different delivery methods, drawing on information collected from provider websites. Information on delivery methods was available on most provider websites.

The table shows that ITE qualifications are most widely available on a part-time basis. The award is nearly always delivered part-time. As it is a small qualification, providers typically deliver it one afternoon per week over the course of a term.

Certificates and diplomas are also widely available on a part-time basis. In FE providers, the qualification is mostly available only as a part-time course, reflecting the expectation that most learners will be in-work when they undertake the training. In HE, courses are usually available as both full-time or part-time options.

Blended or distance learning options are relatively rare. However, there are some private providers that deliver online distance learning programmes. In addition, one university also has a large distance learning programme, which is primarily offered to in-work learners.

Figure 2 Delivery methods for ITE courses, 2014/15



Source: ICF provider database

3.4.3 Availability of in-service and pre-service provision

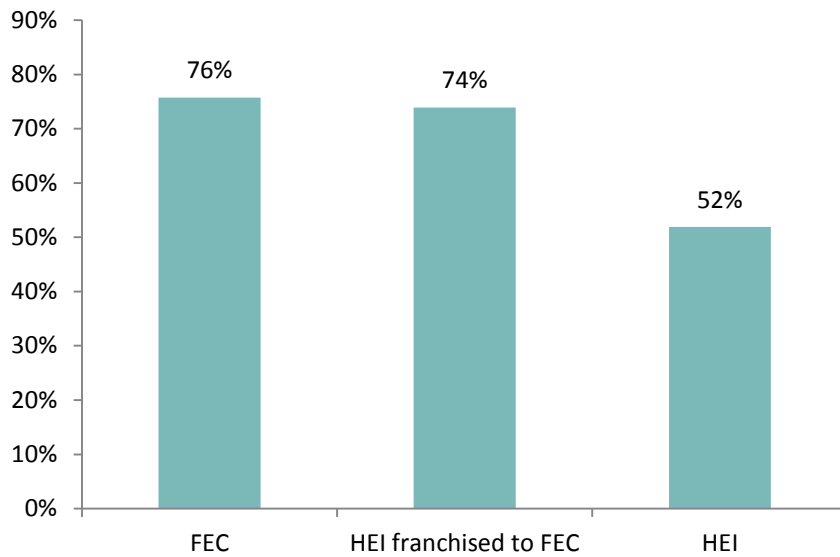
During the review of provider websites, information was collected on whether provision was targeted at in-service or pre-service learners, or both. Around half of providers made explicit reference to whether the course was primarily for in-service or pre-service teachers.

It was assumed that full-time diplomas were unlikely to be accessible to staff in-work. These courses have therefore been classified as pre-service courses. It was also assumed that it is possible to assess courses delivered part-time are likely to be accessible to in-service or pre-service learners, as are blended/distance learning options. Given the assumptions on which they based, some caution must be applied to the figures in this section.

Figure 3 shows that around three quarters of provision delivered in colleges (either AO accredited or franchised) is for in-service learners. Around 170 diploma providers only deliver in-service courses; while 10 providers only offer pre-service courses, and 80 providers offer both provision types.

In-service provision is also commonly available in HE institutions. Over a half of HE courses are part-time. However, a far higher proportion of pre-service provision is available in universities, suggesting that most pre-service learners access ITE courses delivered in HE.

Figure 3 Availability of in-service provision by provider type



Source: ICF provider database

Note: the total proportion of in-service provision offered by all types of provider is 72%.

3.4.1 Quality of ITE provision

HE provision

All HE providers delivering ITE provision for FE are inspected by Ofsted on a rolling cycle. Data from the Ofsted website in December 2014 provided information on 32 out of the 37 HE institutions delivering ITE provision.

The quality of ITE provision delivered in HE is generally good (see Table 6). Nearly all (88%) of providers achieved an overall inspection Grade of 2. Only two providers received a grade lower than a 2, and no HE providers were inadequate (Grade 4). Quality is consistently high across all the quality criteria listed below.

Table 6 Inspection grades of HE providers delivering ITE

Quality Criteria	Providers with Grade 1 (%)	Providers with Grade 2 (%)	Providers with Grade 3 (no/%)	Providers with Grade 4 (no/%)	TOTAL
Overall effectiveness	2 (6%)	28 (88%)	2 (6%)	0 (0%)	32 (100%)
Trainee attainment	2 (6%)	28 (88%)	2 (6%)	0 (0%)	32 (100%)
Quality of provision	2 (6%)	29 (91%)	1 (3%)	0 (0%)	32 (100%)
Efficiency of management	4 (13%)	25 (78%)	3 (9%)	0 (0%)	32 (100%)
Capacity to improve	3 (11%)	22 (81%)	2 (7%)	0 (0%)	32 (100%)

Source: Ofsted inspection data

FE College provision

Ofsted data on provider inspection grades for provision in the teaching and lecturing sector subject area

could be used to examine the quality of ITE provision in FE. Relatively few providers (13) had been inspected on this subject area.

The inspection grade of colleges delivering ITE was similar to the grades of HE institutions. All providers gained at least a Grade 2 and two out of the thirteen providers gained a Grade 1.

3.4.2 Costs of ITE training

Course fee information was only available for 20% of providers. It is likely that, in some cases, course fees were not stated because the course was fully subsidised, but this was not always clear on the provider website.

Table 7 shows that there is some variation in price by provider. More detailed analysis of the data shows that most providers charge similar fees, with the exception of a few outliers at the top-end of the spectrum.

There is considerable variation in the fees charged for PGCEs/Cert Eds and the subject specialisms. These courses are commonly delivered by both HE and FE providers, which often have different pricing strategies. HE providers generally charge between £6,000 and £9,000 for a one-year degree programme. In most cases, ITE courses are priced according to this scale.

FE providers typically deliver foundation degrees and HE in FE provision at around £2,500-£3,000 and price their courses according to this scale. In both cases, the costs largely reflect the fees that learners in these institutions would expect to pay for courses of similarly length.

A few providers explicitly stated on their websites that fees were negotiable, based on learners' individual circumstances. Some providers stated they would also consider alternative payment plans if learners could not pay for the programme upfront.

Table 7 Fees charged by providers for ITE courses

Qualification	Minimum price	Maximum price	Most common price
Awards	£300	£850	£300
Certificates	£850	£2,500	£1,200
Diplomas	£1,250	£9,000	£2,500-£2,600
PGCEs/Cert Eds	£2,500	£9,000	£5,000 - £5,500
Subject specialisms	£1,300	£9,000	£6,000

Source: ICF provider database

4 The ITE provider base

Headline figures

- There are an estimated **829 providers delivering ITE provision** in England, which includes a mix of HE institutions, FE Colleges, ACL providers and private providers.
- Awards are the most widely-available qualification, offered by **795 providers** in 2014/15.
- In total, **197 FE colleges** (approximately half of all FE colleges) deliver diplomas or PGCEs/Cert Eds. Around two-thirds (66%) of learners undertake their diploma at an FE college.
- There are **22 private training providers** delivering diplomas. A further 340 private training providers are estimated to deliver the award. Data provided by AOs, covering 44% of total enrolments, indicates that **80% of private ITE providers do not receive public funding**.
- In nearly all regions, there are a range of providers offering certificates, diplomas or PGCEs/Cert Eds. In all regions except the North East, there are **more than 10 providers offering certificates and more than 18 providers offering diplomas or PGCEs/Cert Eds**.
- The highest concentration of ITE providers is in the **South East** (46 diploma providers) and **London** (32 diploma providers).
- FE colleges that deliver diplomas or PGCEs/Cert Eds tend to be larger than the typical FE college (averaging a third more enrolments) and have a slightly higher average inspection grade (1.82 compared to 1.99).

4.1 Introduction

This chapter examines the characteristics of organisations delivering ITE provision and the coverage of ITE provision by region and provider type. It is structured in three sections:

- **Provider mix:** This section examines the types of organisations delivering ITE qualifications and the nature of the provision delivered by each type of provider;
- **Geographical coverage:** This section describes the number of providers in each region;
- **Provider characteristics:** This section describes 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.

Information on providers offering ITE courses relates to the 2014/15 academic year. Data sources including the Talent database, FE Advice Line provider list and AO provider data were used to develop a database containing information on the courses offered by ITE providers. This is referred to as the ICF Provider Database.

HESA and ILR data from 2013/14 was used to estimate the volume of learners undertaking training in each type of provider and in each region. The HE provider data is reasonably reliable as it draws on comprehensive HESA data. In terms of FE providers, the data is reasonably robust for diploma and certificates, but less accurate for awards. To test the accuracy of the data, the AO provider data (which covered 44% of the total number of ITE enrolments) was extrapolated and compared to the ICF Provider Database list. The number of providers delivering diplomas and certificates did not differ significantly, but the ICF Provider Database contained far fewer award providers. This may be because, as a short qualification, awards may not be advertised to the same extent as longer qualifications, or because delivery is more ad-hoc throughout the year.

It is more accurate to use the extrapolation of AO data to estimate the total number of award providers. For other qualifications, the number of providers is based on the ICF Provider Database.

Additional provider characteristic information included the latest inspection grades of ITE providers (based on Ofsted data) and BIS data on the number of enrolments per provider to indicate overall provider size. A summary of the data sources used in this chapter is included in Table 8 below.

Table 8 Overview of data availability and sources for ITE provider information (key indicators)

Coverage		Source(s)
Provider coverage:		
Number of providers	Primary data collection plus extrapolation	ILR AO data ICF provider database
Proportion of learners studying in different types of ITE providers	Comprehensive data	HESA data return Ofqual qualification data
Geographical coverage:		
Number of providers by region	Primary data collection plus extrapolation	ICF provider database ILR AO data
Provider characteristics:		
Size	Comprehensive data for HE and FE providers	BIS provider data
	Unavailable for organisations not receiving public funding	
Quality	Comprehensive data for HE and FE providers	Ofsted inspection data
	Unavailable for organisations not receiving public funding	
Provision mix	Primary data collection	ICF provider database

Source: ICF

4.2 Composition of the ITE provider base

Table 9 shows that in 2014/15 there were 829 providers delivering ITE provision in England. ITE provision is delivered by all types of providers, including:

- 85% of all colleges;
- 79% of all ACL providers;
- 43% of all HE institutions.

There is also a high volume of private training providers delivering ITE provision. The AO data suggests that 80% of these private providers do not receive public funding and are not registered on the SFA provider database. This indicates a potentially large privately-funded provider base.

Table 9 Providers offering ITE provision in 2014/15 (and share of ITE learners in 2013/14)

Type of provider	Total number offering ITE courses (estimated % of learners in 2013/14)	Number offering Awards (estimated % of learners in 2013/14)	Number offering Certificates (estimated % of learners in 2013/14)	Number offering Diplomas or PGCEs/Cert Eds (estimated % of learners in 2013/14)
HE institutions	39 (4%)	5 (<1%)	15 (3%)	37 (26%)
FE colleges	340 (61%)	340 (56%)	107 (80%)	197 (66%)
Private training providers	340 (23%)	340 (29%)	31 (9%)	22 (8%)
ACL providers	110 (12%)	110 (15%)	11 (8%)	8 (<1%)
TOTAL	829 (100%)	795 (100%)	164 (100%)	264 (100%)

Source: AO data, ILR, HESA and ICF provider database

Awards are offered by a wider range of organisations than the other qualifications. The first reason for this is logistical – these courses are shorter and are therefore easier to deliver, which means more providers are able to offer them. The second reason is that there is a larger potential cohort of learners for the awards. The provider website review indicated that these qualifications are not only marketed as qualifications for career entry to FE teachers. They are also promoted as ‘taster courses’ for individuals who wish to enter the sector; and also as a basic teaching course for individuals interested in delivering recreational teaching courses (including some ACL courses), as well as non-teachers planning to deliver CPD courses for their employer.

Table 9 also estimates the proportion of learners undertaking ITE training by type of provider in 2012/13. The breakdown of FE and HE achievements draws on comprehensive data from HESA and Ofqual. However, there is no data source that gives an accurate measure of how many learners study in each type of FE provider (colleges; private training providers; ACL providers). The estimate is extrapolated from the AO data (representing 44% of learners). Basing an estimate on the ILR data (which contains around 70% of ITE learner details) was considered as an alternative approach, but this excludes providers that do not receive public funding; so, private providers would have been under-represented.

This data shows that most ITE provision is delivered by FE providers. FE providers deliver 56% of awards, four-fifths (80%) of certificates and two-thirds (66%⁷.) of diploma and PGCEs/Cert Eds. Private providers also deliver a significant proportion of all types of ITE provision.

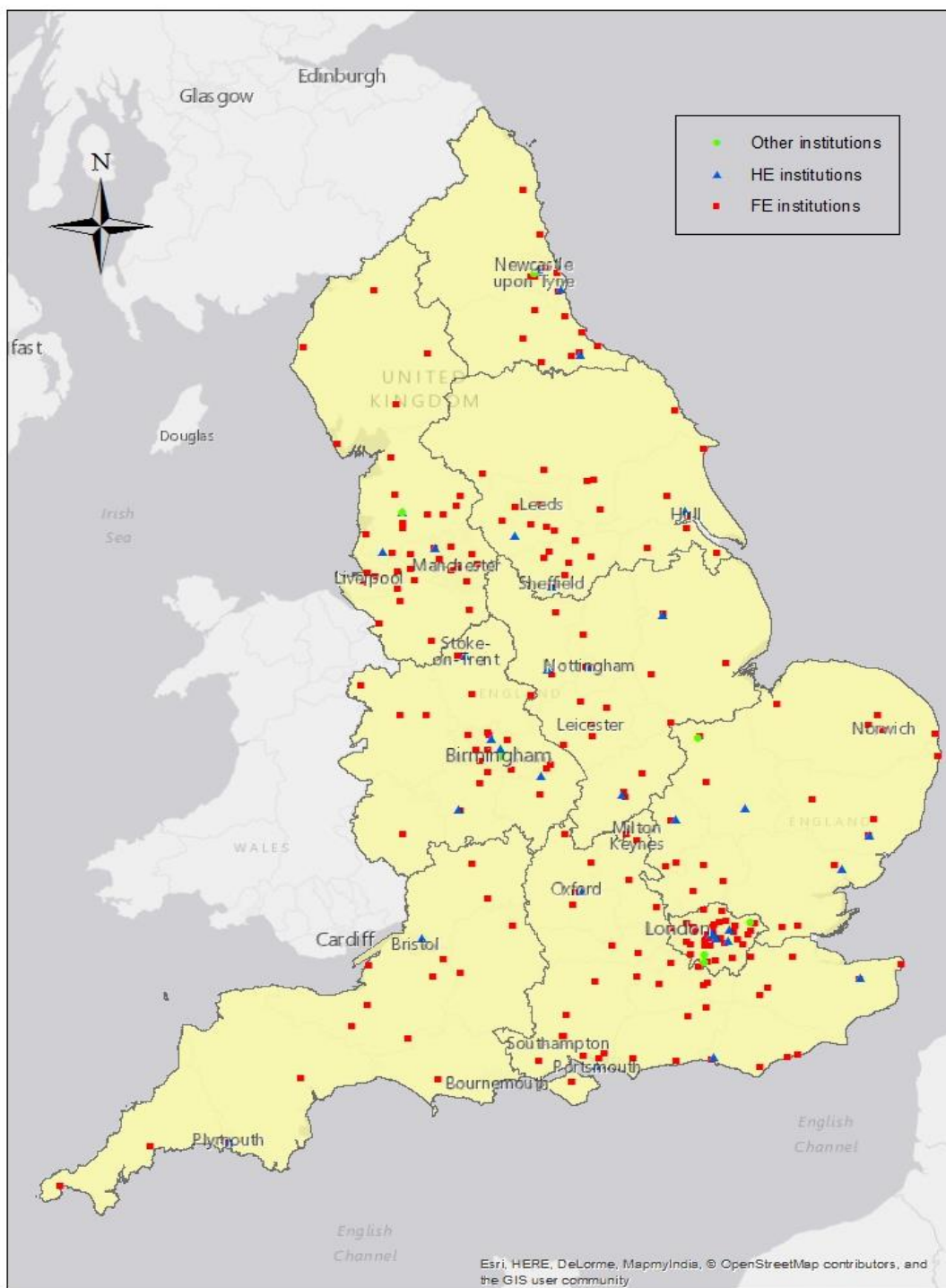
4.3 Geographical coverage

This section draws on the information from the ICF Provider Database to analyse the provision of certificates and diplomas across the nine English regions in 2012/13. The database does not support analysis of the provision of awards by region, in part, as noted earlier, because of how these courses are marketed.

Figure 4 shows the distribution of ITE providers delivering diplomas or PGCEs/Cert Eds.

⁷ This figure includes HE franchised provision delivered in an FE provider

Figure 4 Map of providers delivering diplomas or PGCEs/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

Table 10 presents the number of providers delivering certificates, diplomas and the subject specialisms in each region. It shows:

- Across nearly all regions there is a broad range of providers delivering certificates, diplomas or PGCEs/Cert Eds. The exception is the North East, where only four providers deliver the diploma.
- There are a higher number of diploma providers in the South East, London, West Midlands and Yorkshire and Humber.
- There are a relatively small number of providers in each region offering the subject specialist qualifications. The SEND subject specialism qualification, in particular, is only delivered by a handful of organisations in each region. This is likely to reflect that the qualification has only recently been introduced and is therefore less established than the literacy and numeracy qualifications.

These figures must be used with caution. Although providers may advertise that courses are available, in practice providers 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.

Table 10 Providers offering ITE courses by region, 2014-15

Region	Number of providers offering the following courses				
	Certificates	Diplomas and PGCEs/Cert Eds	Numeracy Subject specialism	Literacy/ESOL Subject specialism	SEND Subject specialism
East Midlands	13	20	2	3	1
East of England	10	18	5	4	2
London	15	32	4	7	4
North East	1	4	2	2	0
North West	30	25	4	3	1
South East	22	46	2	4	1
South West	15	18	1	1	1
West Midlands	25	27	3	3	2
Yorkshire and Humber	12	26	3	4	1
TOTAL	142	216	26	31	13

Source: ICF provider database

4.4 Provider characteristics

4.4.1 FE colleges

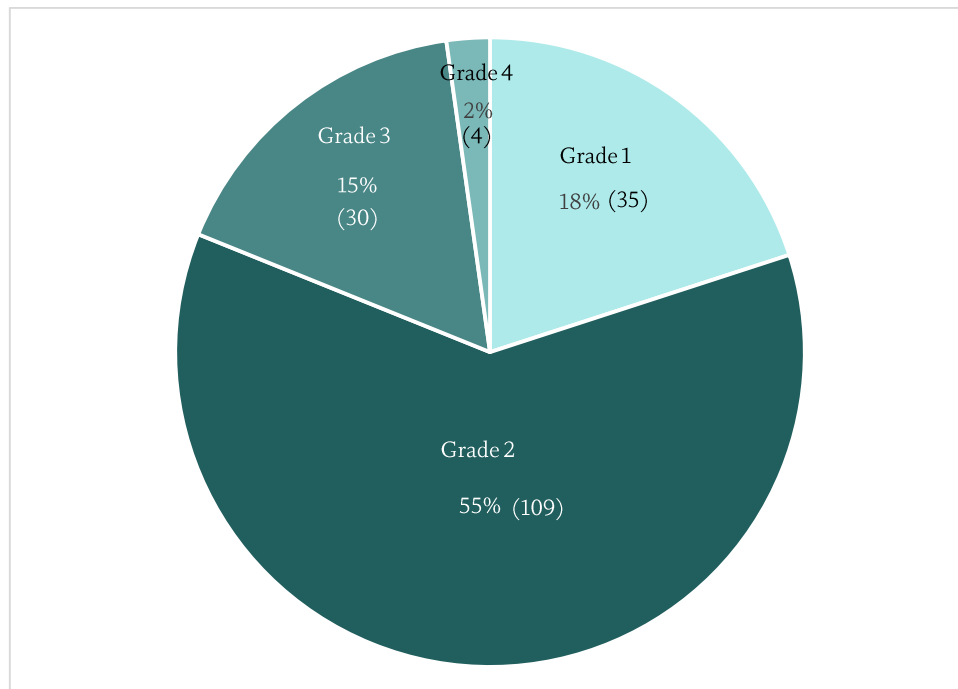
This section examines the characteristics of FE Colleges offering ITE provision. It draws on data from the ICF provider website, Ofsted inspection data (2014/15) and ILR data (2012/13).

The vast majority (90%) of GFE colleges deliver diplomas, either franchised through HEIs or accredited by an awarding organisation. One of the drivers for delivering diplomas is for colleges to be able to train their own staff and ‘grow their own’ teachers. However, some colleges also deliver provision for other local colleges and private training providers.

Diplomas are more likely to be delivered by larger colleges. The average number of enrolments for a college delivering diplomas is 5,877, whereas the average college size is 4,395 (34% larger). This may reflect that larger colleges are more likely to see a benefit in delivering training for new entrants in-house.

Figure 5 shows the overall inspection grade of FE providers that deliver ITE provision. Providers delivering ITE qualifications have a slightly higher average grade than their peers (an average inspection grade of 1.82, compared to 1.99 for all providers).

Figure 5 Inspection grades of FE providers delivering ITE



Source: Ofsted inspection data (accessed Jan 2015)

4.4.2 Higher Education Institutions

HESA data from 2012/13 shows that HE institutions typically offer ITE courses at a range of levels. It shows:

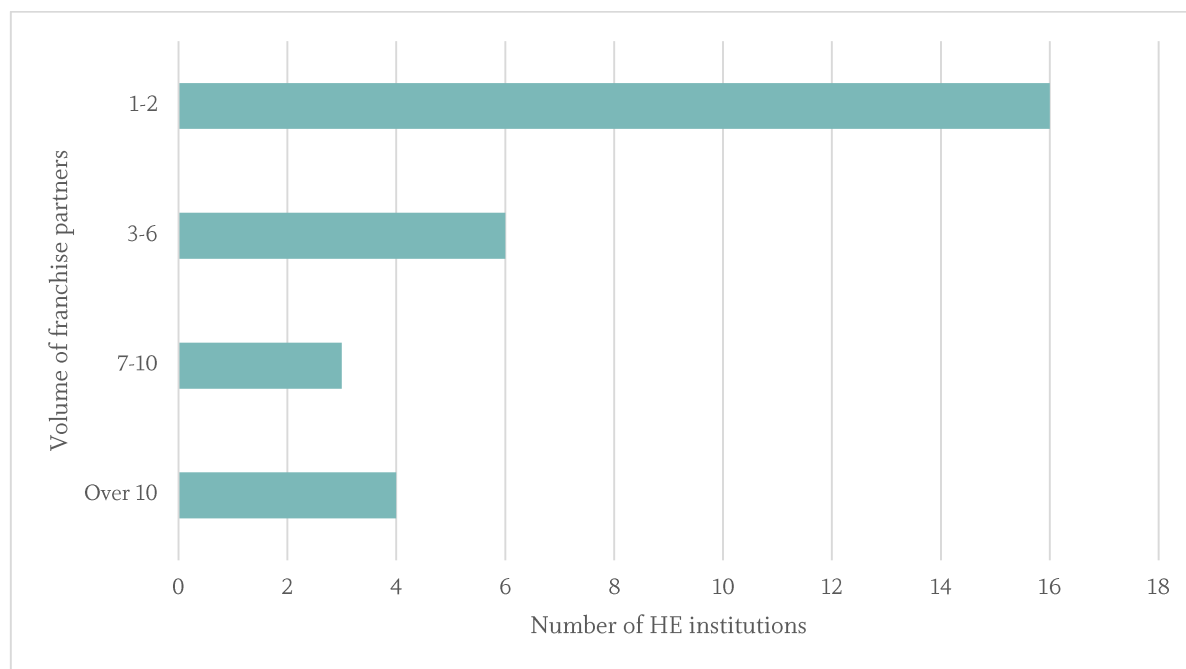
- 23 institutions offer teacher training courses at L5;
- 26 institutions offer Bachelors level courses (L6); and
- 27 institutions offer courses at Master's level (L7).

The HESA data also provides information on the level of franchising among HE institutions in 2012/13. For each learner, HE institutions are required to enter whether the learner has enrolled on franchised provision. This information has been completed for each learner and, consequently, is comprehensive in nature.

The HESA data shows that franchising provision is very common among HE institutions. Twenty-nine (80%) of the 37 HE institutions offering diplomas or PGCE/Cert Ed franchise provision.

However, as shown in Figure 6, most HE institutions only franchise with a 1-2 organisations. HE institutions tend to report that they want to establish long-term relations with providers and this is more difficult to maintain with a large number of organisations.

Figure 6 The volume of franchise partners of HE institutions in 2012/13



Source: ICF

HE institutions mainly franchise generic teaching qualifications rather than subject specialisms. Only two organisations franchised one of the subject specialism courses. This may be due to a lack of demand among providers, or because that FE providers experience difficulties in recruiting trained staff to deliver the taught element of the subject specialism courses.

4.4.3 Private and ACL providers

There is little data to examine the characteristics of private training providers. Relatively few private providers submitted data on ITE provision in the ILR return for 2013/14. In addition, only 13 of the 62 providers recorded in the AO data as delivering ITE are registered as FE providers and therefore have publicly-available inspection and enrolment (provider size) data.

When looking at the characteristics of the 13 providers for which data is available, the distribution by size largely reflects the population of private training providers. The inspection grades achieved by ITE providers are also broadly in line with their peers.

This may reflect that private providers are primarily delivering ITE courses as commercial enterprises rather than training their own staff. Were the latter to be the case, a higher share of larger private providers might be expected to deliver ITE, as these organisations would most likely benefit from the economies of scale in training their own staff.

Most ACL providers (79%) deliver award qualifications, but relatively few deliver certificates or diplomas. This may reflect providers regarding the award as a career entry provision for part-time and sessional teachers, which are very common in the ACL sector. It may also be because there is community-based demand for award qualifications.

5 Learners on ITE programmes

Headline figures

- In 2012/13, a total of **30,180** learners achieved an award, **5,400** learners achieved a certificate, **2,240** achieved a diploma and **3,000** achieved a PGCE/Cert Ed in England.
- 72% of learners undertook their diploma at an FE college. Of these, **57%** (2,370) achieved a diploma and **43%** (1,770) achieved a PGCE/Cert Ed.
- HE franchised provision accounts for over **60%** of FE achievements of diplomas or PGCEs/Cert Eds.
- At regional level, the take-up of ITE qualifications is largely consistent with the size of the region. However, a slightly higher proportion of the learners in the North West achieved diplomas.
- **80%** of diploma learners study part-time. This varies by type of provision. Ninety-three per cent of learners undertaking HE franchised provision are studying part-time, compared to only 56% of learners undertaking similar courses in a HE institution.
- **80%** of learners that undertook ITE courses in 2012/13 held a qualification at level 4 or higher. Less than 2% had no formal qualifications.
- The most common subjects previously studied by ITE learners are Art and design (22%), social sciences (10%) and business studies (10%). Very few maths learners went on to study ITE (less than 1%)
- **Around two-thirds of ITE learners were women.** Women were 10 percentage points more likely to study their ITE course full-time.
- The average age of learners undertaking ITE in FE qualifications is **38**, which is significantly higher than the age of learners undertaking schools ITE (24). This is largely consistent across all regions and types of ITE qualifications.
- 16% of learners undertaking ITE programmes are from ethnic minority communities. This is higher than the population of ethnic minorities in the UK as a whole.
- Around 4,100 learners (**66% of the total**) **completing a diploma or PGCE/Cert Ed are estimated to have progressed to teach in FE.** A further 380 (6%) are estimated to have progressed to teaching positions in either secondary or higher education.
- An estimated 3,350 learners progressed to teach in an FE college, 550 progressed to teach in a private provider and 200 progressed to teach in the ACL sector. **For each type of provider, new recruits in 2012/13 accounted for between 3-6% of the total teaching workforce.**
- Around half of new teachers earn a salary of between £20,000 and £30,000, and a further 10% had a salary of over £30,000.
- There are significant differences between the salaries of men and women. Over three-quarters (76%) of men earned over £20,000, compared to 55% of women.

5.1 Introduction

This chapter provides the baseline assessment of the ITE learner cohort. As such, it focuses on what existing data and evidence says about the supply of future FE teachers. It is structured in terms of four sections:

- **Volume:** Data and estimates of the number of learners coming through the system each (i.e. undertaking one of the recognised ITE qualifications). Note that this is not synonymous with the number of new teachers in FE, given that not all ITE learners will progress (in the short-term certainly) to a job in FE. However, it provides a quantum estimate of the increase in the potential stock of qualified FE teachers annually;

- **Segmentation of supply:** The overall volume of ITE learners can then be segmented in terms of the types of FE provision being followed, regional supply and supply according to subject specialisms. This is significant in understanding routes into the sector and potentially understanding how the supply of new entrants aligns to need/demand at a more detailed level;
- **Characteristics of ITE participants:** This section looks at the demographic characteristics of ITE learners (age, ethnicity, disability), as well as levels of prior attainment. Data and estimates here can provide useful intelligence on the types of individual attracted to pursue a career in FE, as well as indicating areas in which targeted recruitment may be more necessary;
- **ITE learner destination intelligence:** This section tackles the transition from ITE study to working in the FE sector (focusing on the key measure of the conversion rate from ITE study to FE teaching jobs). It also sets out the evidence base on key characteristics of new FE starter jobs, notably in terms of pay.

The main data sources providing robust data on ITE learners are the ILR, Ofqual data, the HESA data returns and the HESA destinations survey. In effect, these sources allow a composite picture of supply to be developed, encompassing, as they do, the entire ITE provider base:

- Ofqual data contained information on overall achievement in provision accredited by AOs;
- HESA data contained information about learner achievement and demographics for all learners in higher education. However, it was not always clear what qualification learners studied. It is possible that we omitted some relevant ITE provision because of this (see section 2).
- ILR data contained information about learner achievement for learners in FE. It contained data on 70% of diploma, 50% of AET and 30% of CET achievers. Thus, extrapolations were likely to be reliable particularly for the first two qualifications.

The baseline assessment reference year is 2012/13. Trend information, where available, is also included for the year 2011/12. This indicates direction of travel in terms of supply, but caution should be applied when drawing conclusions on trends. For both HESA and ILR data there is a lag of around 6 months before data from the last academic year is produced. In addition, the HESA destination data of the same cohort of learners is only available six months later.

Care has had to be taken in combining ILR and HESA data to produce this composite picture given that the sources are only directly comparable in certain ways. The issues here (and the assumptions made) are flagged up in the relevant sections below. It also means that, in some areas, only partial information is available. This is also discussed within each section. However, Table 11 below summarises data availability and quality across the main areas of interest on ITE learners.

Table 11 Overview of data availability and sources for ITE learner information (key indicators)

	Coverage (quality)	Source(s)
Volume:		
ITE enrolments	Comprehensive data (good)	HESA & ILR
ITE achievement	Comprehensive data (good)	HESA & ILR & Ofqual
Segmenting supply:		
Provider type	Comprehensive estimate (medium)	HESA & ILR & AO
Region	Comprehensive data (good)	HESA & ILR
Course type (in/pre service)	Comprehensive estimate (weak)	HESA & ILR & provider websearch
Learning mode (full/part-time)	Partial (HEI only) + FE estimate (good)	HESA
Teaching specialism	Partial (HEI only) (very weak)	HESA & Ofqual
Individual characteristics:		
Gender	Comprehensive data (good)	HESA & ILR
Age	Comprehensive data (good)	HESA & ILR
Ethnicity	Comprehensive data (good)	HESA & ILR
Disability	Comprehensive data (good)	HESA & ILR
Prior attainment	Comprehensive data (good)	HESA & ILR
Destinations:		
Progression to teaching job	Partial (HEI only) + FE estimate (medium)	HESA destination survey
Type of teaching institution	Partial (HEI only) + FE estimate (medium)	HESA destination survey
Subject specialism	Unavailable	Unavailable
Pay	Partial (HEI only)	HESA destination survey

Source: ICF

5.2 Volume of ITE learners

5.2.1 Enrolments

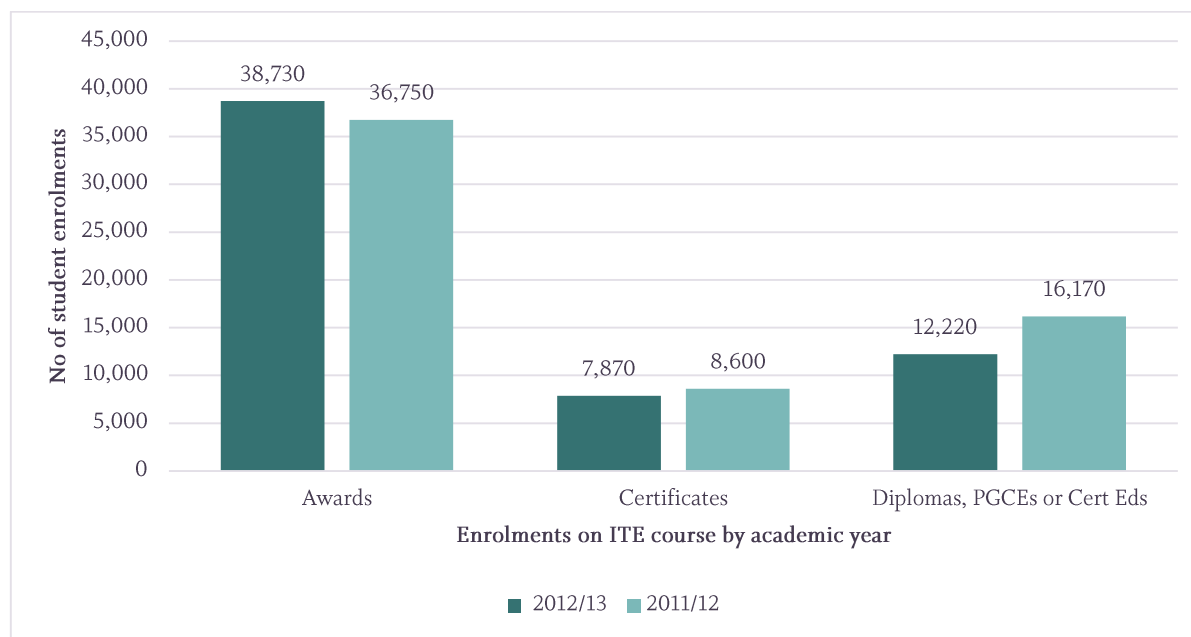
Figure 7 below shows the number of learners who enrolled on ITE programmes in 2012/13 and 2011/12. It draws on HESA and ILR data. The HESA data is comprehensive; but there was a need to extrapolate the ILR data as it only contains 70% of learner achievements recorded in the Ofqual dataset.

The enrolment data shows that the awards are the most commonly taken course, accounting for 66% of enrolments. Diplomas and PGCEs/Cert Eds have the second highest proportion of starts (21%). The number of enrolments dropped by 4% in 2012/13, but this change is not statistically significant given the estimations used to extrapolate the data.

The number of enrolments differs significantly from the number of achievements. Learners on the ILR working part-time are often enrolled for each year of their study, which means the number of enrolments is always far higher than the number of achievements.

The remainder of this chapter is based on analysis of data on learners who achieved a qualification in 2012/13. This prevents part-time learners from being counted twice and, consequently, gives a more accurate description of the characteristics of newly-qualified teachers.

Figure 7 The number of enrolments in 2012/13 and 2011/12, by type of qualification



Source: AO, HESA and ILR data for achievement, SIR data for reference values.

5.2.2 Achievement

The achievement data is drawn from HESA and Ofqual, which offers a comprehensive list of all achievers. As the Ofqual data is based on AO information, it includes providers not in receipt of public funding and therefore not necessarily entering data into the ILR.

Table 12 shows that, in 2012/13, there were 6,240 learners that achieved diplomas or PGCEs/Cert Eds⁸. This represents around 8% of the teaching workforce⁹. A further 5,440 learners also completed a certificate. Some of these learners may enter the sector as teachers or continue to study to achieve a diploma.

Awards remain the most common ITE qualification. In 2012/13 there were 30,180 learners who completed an award. However, as stated earlier, this qualification is often a stepping stone qualification to the certificate and diploma. It would be expected that very few of the learners achieving an award would progress directly to a teaching position in FE.

From 2011/12 to 2012/13, the number of learners achieving ITE qualifications has declined for all qualifications, but particularly so in the case of diplomas and PGCEs/Cert Eds.

⁸ A significant number of learners enrolled too recently to be able to finish their course by the end of academic year 2012/2013. There were approximately 6,000 learners still studying to achieve DET or PGCEs/Cert Eds. This was because of their longer duration. They could last as much as two years in their part-time form, meaning that people who enrolled during 2012/13 or late in 2011/12 often had not finished their courses yet.

⁹ Estimates from SIR, WBL and ACL data collections for 2012/13

Table 12 Learner achievement, 2011 - 2013

Type of Qualification	Number achieved 2012/13			Number achieved 2011/12		
	Total	HE non-franchise	FE	Total	HE non-franchise	FE
Awards	30,180	20	30,160	30,150	260	29,890
Certificates	5,440	170	5,270	6,150	230	5,920
Diplomas	3,240	390	2,850	4,570	700	3,870
PGCEs/Cert Eds	3,000	1,230	1,770	3,420	1,400	2,020

Source: AO and HESA data for achievement.

5.3 Segmenting the supply of ITE learners

5.3.1 ITE learners by provision type

Table 13 shows that learners studying in colleges account for 72% (4,140) of all diploma achievements. Of these learners, 57% (2,370) achieved diplomas and 43% (1,770) achieved PGCEs/Cert Eds.

Franchised provision is a significant part of the FE provider offer. Over 60% of FE provision of diplomas or PGCEs/Cert Eds is delivered through franchising. This may be the result of FE provider demand to deliver PGCEs. Around two-thirds of franchised provision are PGCEs/Cert Eds, whereas they only account for 10% of non-franchised HE provision.

Table 13 Learner achievements by type of provider, 2012/13

Type of Qualification	FE college	HEI franchised provision in a college	HEI non-franchise	ACL	Private provider	TOTAL
Awards	16,940	100	20	4,500	8,620	30,180
Certificates	3,810	530	170	420	500	5,430
Diplomas	1,490	830	390	60	470	3,240
PGCEs/Cert Eds	140	1,630	1,230	0	0	3,000
TOTAL	22,380	3,090	1,810	4,980	9,590	

Source: ILR and HESA 2012/13

5.3.2 Region

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

The table shows that the take-up of ITE qualifications is largely consistent with the size of the region. However, a slightly higher proportion of the learners in the North West achieved diplomas (16%, compared to the North West representing 13% of the England workforce). Although a high volume of ITE learners lived in the South East and London, compared to its size, fewer learners achieved ITE qualifications in these

regions compared to others.

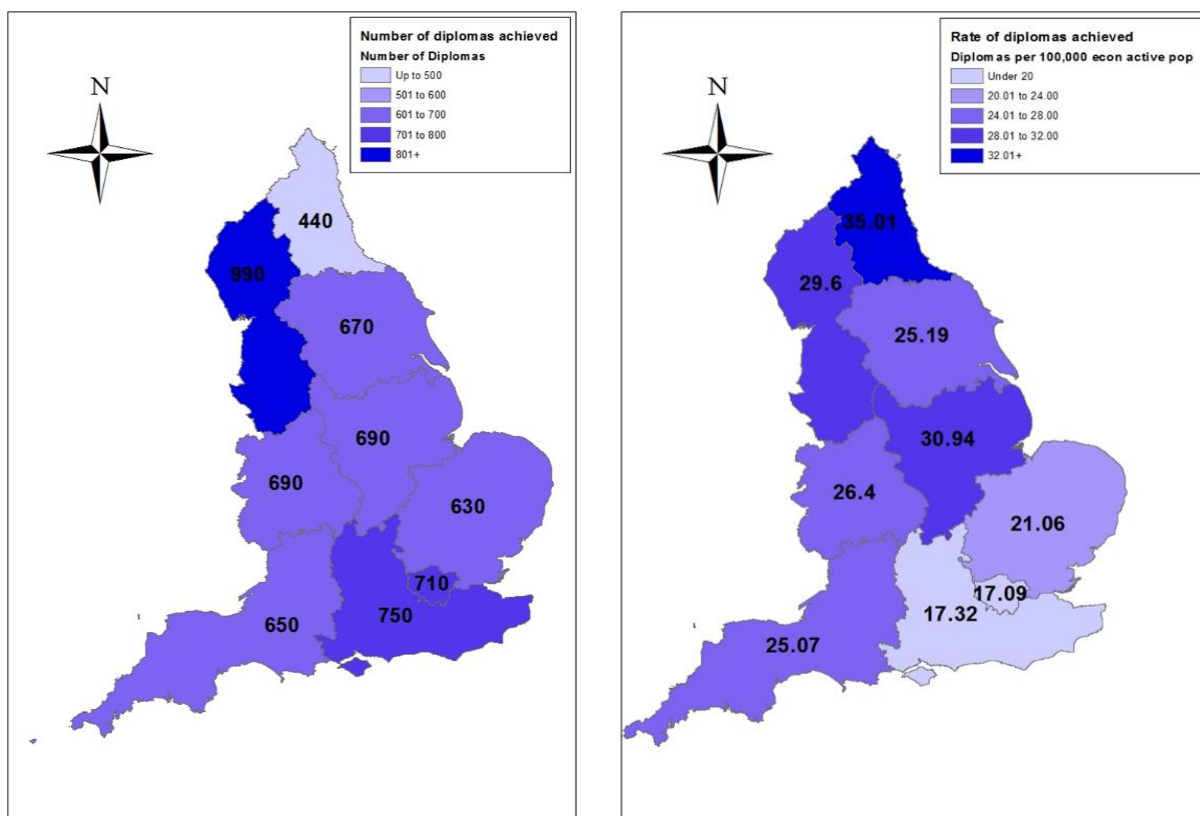
A similar pattern emerges for award enrolments, with a higher relative number of enrolments in the North West and North East and a smaller proportion of enrolments in the South East and London.

Table 14 Learner achievements by region, 2012/13

Region	Proportion of the England workforce	No of diploma achievements (%)	No of certificate achievements (%)	No of award achievements (%)
South East	17%	750 (12%)	1,080 (20%)	4,260 (14%)
London	16%	710 (11%)	360 (7%)	3,780 (12%)
North West	13%	990 (16%)	800 (15%)	4,360 (14%)
East of England	11%	630 (10%)	280 (5%)	3,210 (11%)
Yorkshire and the Humber	10%	670 (11%)	480 (9%)	3,410 (11%)
West Midlands	10%	690 (11%)	580 (11%)	3,050 (10%)
South West	10%	650 (10%)	730 (13%)	3,340 (11%)
East Midlands	9%	690 (11%)	390 (7%)	2,630 (9%)
North East	5%	440 (7%)	740 (13%)	2,140 (7%)

Source: ILR and HESA 2012/13

Figure 8 Distribution of learners by region - absolute volumes and proportion of the local working population trained



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

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

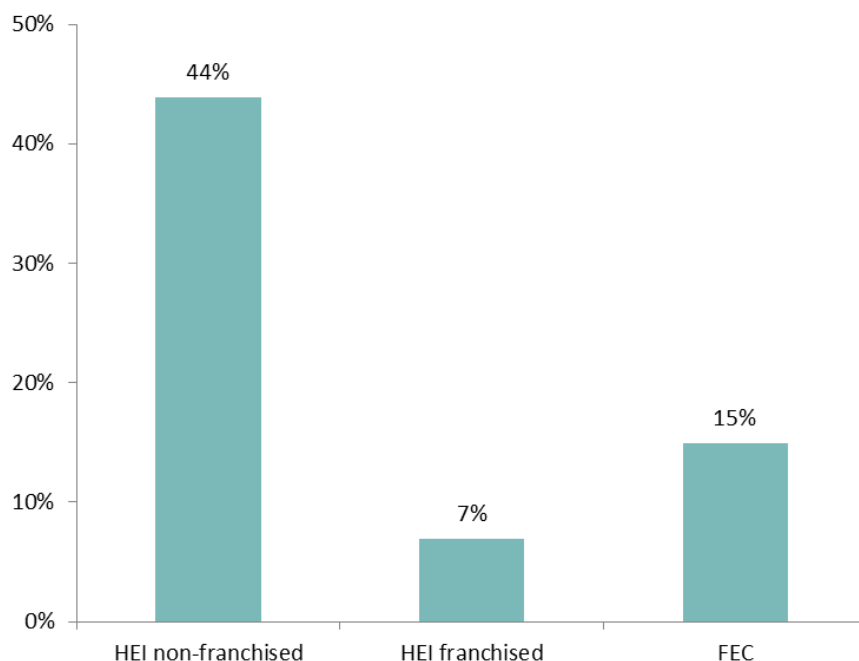
It is not possible to identify directly from the ILR or HESA whether learners have undertaken pre or in-service ITE provision. However, by extrapolating the estimate in section 4 that 72% of learners undertake in-service provision, it is estimated that 4,500 learners have achieved a qualification through this route, and a further 1,750 learners have completed pre-service ITE programmes.

The numbers of part-time and full-time learners also cannot be directly calculated from the data. Only HESA data distinguished between part-time and full-time courses. However, comparing the ILR start and end-dates to the expected length of a full-time course provides a reasonably accurate estimate of whether a learner was studying part-time or full-time.

For diplomas, it is estimated that 80% of learners studied part-time. Approximately three-quarters of all PGCE/Cert Ed learners and over 85% of all diploma learners studied part-time. It is likely that a high proportion of part-time students will be undertaking in-service provision.

Unsurprisingly, part-time provision was particularly prevalent in further education colleges and franchised university provision. Around 85% of learners following college courses and over 90% of those in franchised university provision enrolled on part-time courses.

Figure 9 Share of full-time learners, 2012/13



Source: HESA and ILR data

Full-time diploma learners were typically qualified to Level 4 or higher when enrolling on ITE provision. Around 92% of these learners had level 4 or above qualification, compared to only 74% of part-time diploma learners. Full-time diploma learners were also younger by an average of four years than their part-time counterparts. This indicates that pre-service provision is more likely to be accessed by learners within 5-10 years of graduation, whereas in-service provision is slightly more likely to be accessed by individuals without

a degree, but with significant industry experience.

Around a quarter of full-time learners were from ethnic minority background compared to 15% of part-time learners. Similarly, 15% of the former group had a disability or learning difficulty compared to 10% of the latter.

The proportion of full-time and part-time provision varied significantly by region. The share of full-time learners was highest in London (30%), followed by the North East and North West (each over 20%). A far smaller proportion of learners in the East Midlands (8%) and East of England (about 10%) were enrolled on full-time ITE courses.

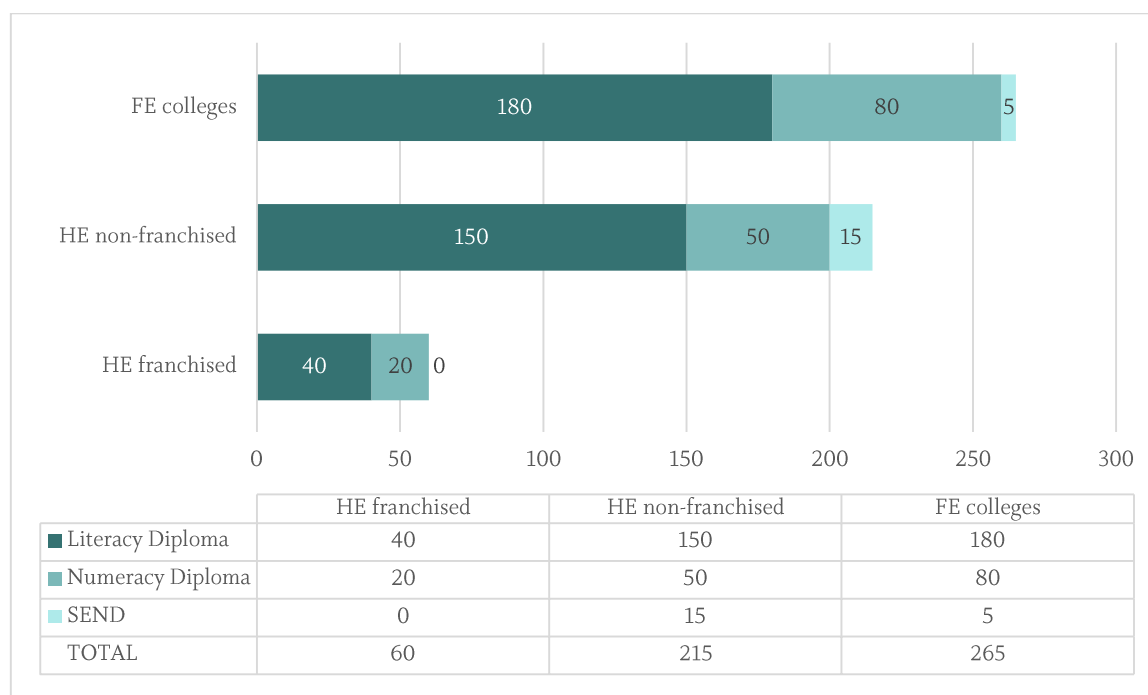
5.3.4 Teaching specialisms

Number of learners achieving specialist diplomas

The data presented in this sub-section should be interpreted with caution. Within the HESA data, some specialist diplomas may be recorded as diplomas or PGCEs/Cert Eds. This means that the HE volume of specialist provision may be underestimated. In addition, it is not clear in the data whether subject specialism provision is delivered to new entrants as part of their ITE programme or to existing teachers to change role.

Figure 10 highlights that the most widely-delivered qualification is the subject specialism in literacy, followed by the numeracy diploma. The number of SEND enrolments is low. There are a high volume of achievements (around 400) on SEND-related teaching courses, but most of these have been excluded from the baseline assessment as, after reviewing the course material, it is clear that they are largely aimed at existing teachers rather than for career-entry.

Figure 10 Take up of subject specialist provision, 2012/13



Source: HESA and Ofqual data

The reported data may represent a significant under-representation of the actual number of learners undertaking the subject specialisms. Over 16 providers offer each of the literacy and numeracy courses and it

is probable that this equates to a higher volume of enrolments. This is likely to be as a result of the HE providers not entering the full name of the course on the HESA data return.

The number of diploma learners was evenly split between higher education institutions and further education colleges. Each of these provider types accounted for around half of the total provision literacy and numeracy diplomas.

Number of learners in general diploma courses by subject area

Most (75%) HE providers collect data on diploma learners' previous qualifications. This is required for learners undertaking ITE for schools and, consequently, it is likely that some HE providers have decided to collect the same information for learners undertaking ITE for FE.

The subject that learners studied before they enrolled on ITE provision gives an indication of the subjects that individuals will teach in FE. However, some learners may choose to teach in a different subject to their degree, either by undertaking a specialist diploma or by deciding to teach another subject they are qualified in to up to Level 3.

Table 15 shows that the most common subject studied by ITE learners is art and design, followed by social sciences. ITE providers also reported high demand from learners from these academic backgrounds. However, there are relatively few teaching jobs in these subjects in FE, so it would be expected that some of these learners will be undertaking subject specialist provision. Maths is significantly under-represented. Only 40 learners were reported to have completed a maths degree (less than 1% of total achievements).

There is no available data to assess prior industry experience of learners in PGCE/Cert Ed courses. Similarly, there is no information on content of prior attainment for diploma courses delivered in FE.

Table 15 Subjects learners' studied prior to enrolling on their ITE course, 2012/13

Subject area	Proportion of achievements	Number of achievements
Arts and design	22%	1010
Social sciences	16%	770
Business and administrative studies	10%	470
Sports	8%	390
Health & Social work	8%	370
English studies	6%	270
Engineering, technology and computer science	5%	250
Law	5%	220
Mass communication and documentation	5%	220
Science	5%	220
Education	4%	210
Foreign languages	1%	60
Mathematics	1%	40
Architecture and building	1%	30
Other	4%	190
TOTAL	100%	4,720

Source: HESA and ILR data

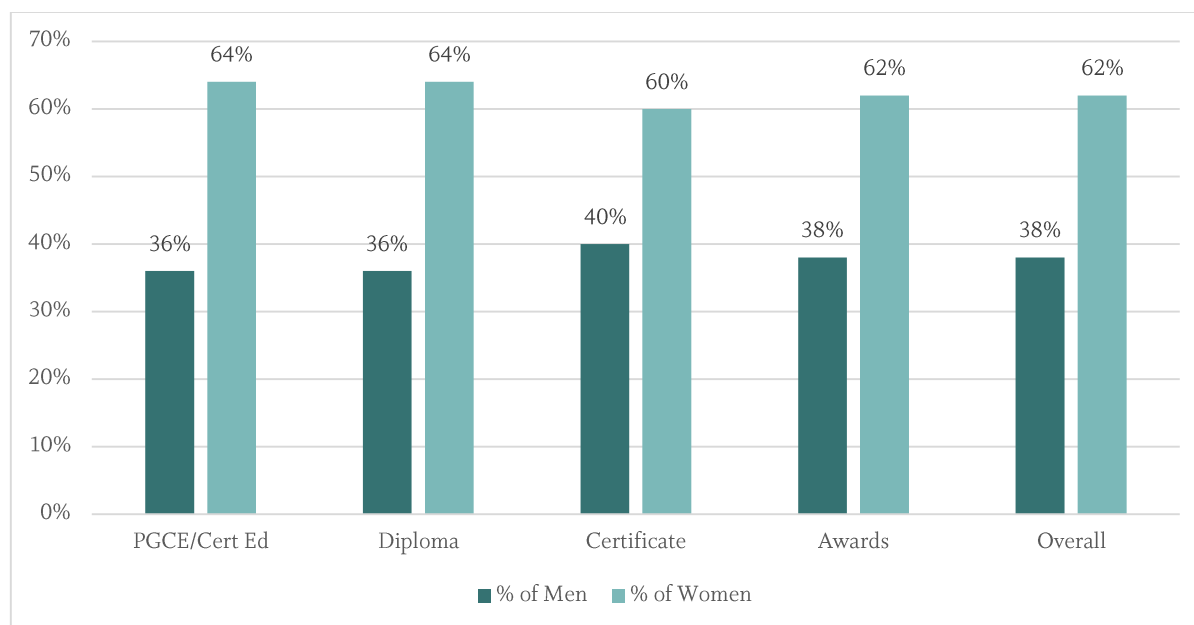
5.4 Individual characteristics of ITE learners

This section relies on analysis of HESA and ILR data for year 2012/2013. Both of these sources included information about age, ethnicity, disability and prior attainment of learners. HESA data contained this information for all higher education learners. ILR data had only partial coverage and therefore required extrapolation.

5.4.1 Gender

Figure 11 shows that, for all ITE courses, around 60-64% of learners are female. This broadly reflects the current gender breakdown in the FE sector. Women are also far more likely to study full-time than men, and are therefore more likely to undertake pre-service training.

Figure 11 Gender breakdown by subject, 2012/13



Source: HESA and ILR data

Table 16 Gender breakdown by part-time, full-time, 2012/13

Type of Course	% of men	% of women
Part-time	39%	61%
Full-time	29%	71%

Source: HESA and ILR data

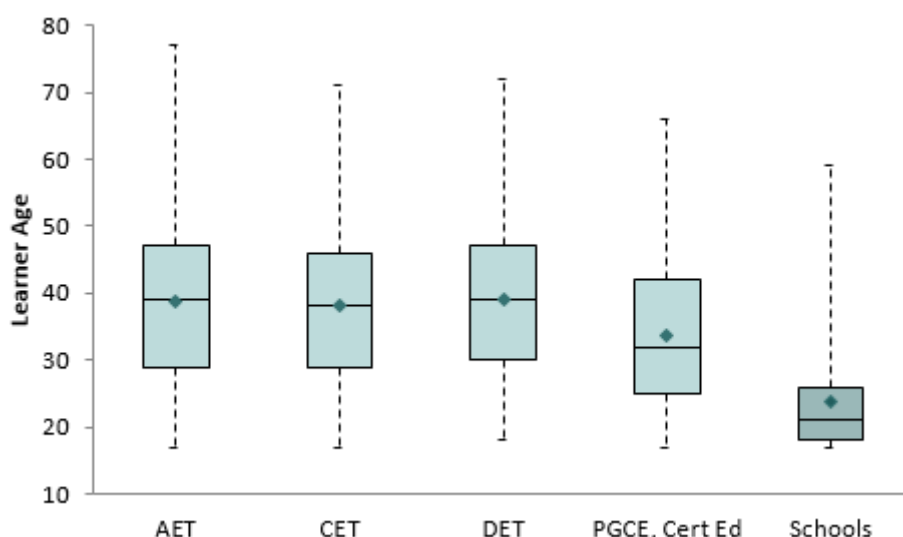
5.4.2 Age profile

The average age of a learner undertaking ITE is 38 years old, with more than a quarter of learners over the age of 45. This suggests that they are largely individuals with previous industry experience rather than new graduates.

The profile of ITE learners is different to that of individuals training for teacher positions in primary and secondary education, which has an average age of 24. This difference was statistically significant¹⁰. It reflects the importance of vocational skills in FE teaching and the high demand for individuals with previous work experience in the sector. A similar difference was apparent in academic year 2011/12, indicating that it is consistent over time.

As shown in Figure 12, the average age of learners is largely consistent across all ITE qualifications. Learners on award, certificate and diploma courses were all, on average, 39 years old. Just a quarter of learners were less than 30 for each of these qualifications. This contrasts with ITE for primary and secondary education, where over 75% of learners are below age 30.

Figure 12 Age distribution by qualification, 2012/13



Note: The boxes represent the inter-quartile range and the markers are the average ages; Source: HESA and ILR data.

PGCE/Cert Ed learners proved to be relatively younger than other FE ITE students. They were on average 34 years old, which was significantly lower age than for other ITE learners according to statistical tests¹¹. Thus, PGCEs/Cert Eds may have partially substituted for previous work experience and allowed younger learners to undertake FE teaching.

This contributed to the slightly lower age profile of higher education learners compared to their counterparts in FE provision. The former group was on average 35 years old whereas the latter was 39, which was a statistically significant difference¹². It implies that FE learners may have more previous industry experience prior to the ITE. This was regardless of whether the HE provision was franchised or non-franchised.

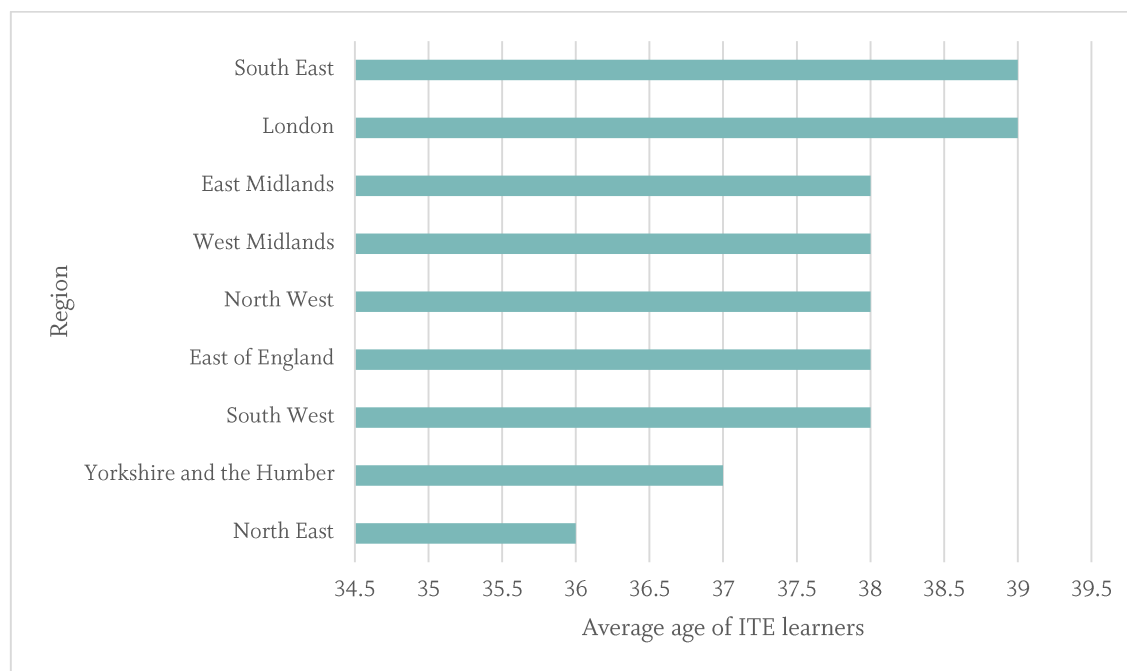
The learner age did not differ much geographically. As shown in Figure 13, the highest average age of learners was in London (39 years) and the lowest was in the North East (36 years).

¹⁰ Standard two-sided t-test, p-value: 0.000

¹¹ Standard two-sided t-test, p-value: 0.000

¹² Standard two-sided t-test, p-value: 0.000

Figure 13 Average age of ITE learners by region, 2012/13



Source: HESA and ILR data

5.4.3 Ethnicity

A relatively high proportion of ITE learners are from ethnic minority communities. Approximately 16% of enrolled learners were from ethnic minorities, which exceeded the national average share of minorities in the labour force by four percentage points. The largest minority ethnic backgrounds were black and Asian, each accounting for about 6% of all learners in ITE (as shown in Figure 14).

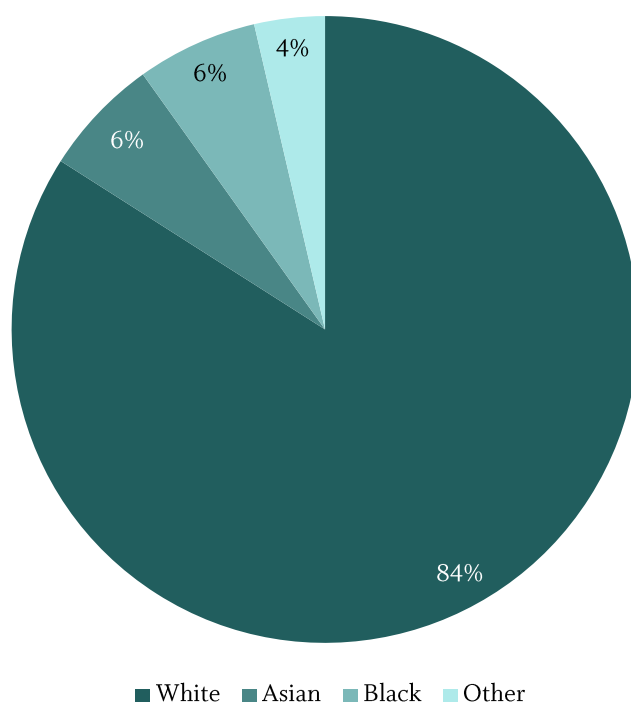
Overall, almost 17% of all diploma learners were from an ethnic minority background. This is higher than the share of minorities in ITE for primary and secondary schools, which was 12%.

Diploma courses provided directly by universities proved to be the most diverse, with approximately one quarter of learners from ethnic minorities. This was a higher proportion than in both franchised and college provision; where around 15% of learners were from ethnic minorities.

The level of inclusiveness varied by the type of ITE provision. Approximately 20% of PGCE/Cert Ed learners were from an ethnic minority background. This proportion was also relatively high for awards (16%).

The inclusiveness of ITE provision broadly reflected the share of ethnic minorities in labour force across different regions. ITE courses proved significantly more inclusive in London and West Midlands, where the share of minorities exceeded regional average by at least eight percentage points. The share did not fall significantly below regional average in any region.

Figure 14 Ethnicity of ITE learners, 2012/13



Source: HESA and ILR data

5.4.4 Disability

The share of learners with disabilities was slightly lower than national average for FE and HE courses. Around 11% of all ITE learners had a disability compared to an average of 14% for all FE and HE courses¹³.

The proportion of disabled learners did not vary much across different qualifications. Similarly, there was little regional variation. The highest regional share of disabled learners was 11%, while the lowest was 9%.

5.4.5 Prior attainment

Diploma entrants were typically well-qualified. Almost 80% of all diploma learners achieved a level 4 or higher qualification prior to enrolment on ITE. Less than 2% had no formally recognised qualification. Over 90% percent of learners in non-franchised and almost 80% in franchised provision had level 4 or higher qualifications.

Around half of learners studying awards and certificates held qualifications with level 3 or below. Five per cent of all learners held no formal qualifications.

¹³ 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.

5.5 Learner destinations

There is relatively little information on learner destinations. For most learners on the ILR, the destination data field has been set at the default “destination not known”. In the HESA dataset destination information is collected through a census survey, with a response rate for ITE learners of 70%. This is therefore a powerful resource as it encompasses all leavers. Learner destinations were estimated by extrapolating the HESA data. Specifically, the baseline assessment:

- Extrapolated the progression data for HE franchised provision to all provision that was delivered in FE. In general, HE-franchised provision is similar to AO-accredited provision delivered by FE providers;
- Extrapolated the HE non-franchised provision so that it covers all the provision delivered by HE providers.

5.5.1 Progression to teaching

In 2012/13, around 4,100 (66%) of learners completing a diploma or PGCE/Cert Ed progressed into teaching positions within further education. This accounted for 3% of the overall teaching workforce within the further education sector in 2012/13¹⁴.

A further 380 (6%) learners achieving a diploma went on to teach in either secondary or higher education. Therefore, approximately three-quarters of all ITE course graduates went on to teacher positions. The remaining quarter of ITE completers were unemployed or in non-teaching professions.

The proportion of achievers progressing into FE teaching did not vary significantly by whether the learner undertook HE-franchised or AO-accredited provision. Around 63% of achievers from non-franchised and 67% from franchised provision went on to teach in FE. The rate of progression from college courses was assumed the same as for franchised university provision.

There was little data available on destination of learners achieving awards of certificates.

5.5.2 Destination by type of institutions

The majority of the new teachers (3,350) worked in colleges (see Table 17). The remaining teachers worked mostly in private and other education providers. Around 200 individuals taught in adult community learning providers. This is roughly in line with the relative sizes of the workforce for different types of FE providers.

Perhaps unsurprisingly, new teaching staff were more likely to teach in further education colleges if they completed the ITE course in these institutions. Only around 17% of new teachers from these courses worked in other education provider types.

Table 17 Diploma learner destinations, 2012/13

¹⁴ Based on SIR workforce data estimates

Type of Institution	Number of new teachers	Total workforce 2012/13	% of workforce
FE colleges	3,350	110,350	3%
Private	550	26,050	2%
ACL	200	19,200	1%

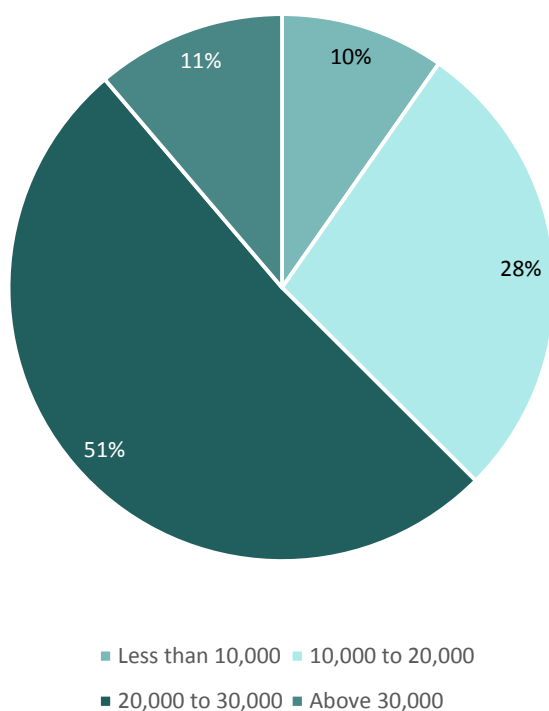
Source: AO and HESA data for achievement, SIR data for reference values

5.5.3 New teachers' pay and conditions

The data on new teachers' pay and conditions is drawn from the HESA destination survey, which is then extrapolated for all achievers. The data on pay is in bands of £10,000.

As shown in Figure 15, around half of new teachers earned a salary between £20,000 and £30,000, with a further 27% earning between £10,000 and £20,000. Ten per cent of learners achieved salaries above £30,000.

Figure 15 Average starting salary, 2012/13



Source: HESA and ILR data

Approximately 70% of new teachers worked full-time. Even in ACL, which has a high proportion of sessional and part-time teachers, 60% of new teaching staff that recently achieved a diploma worked full-time.

Around two-thirds of new teaching staff were employed in stable positions based on open-ended or permanent contracts. A further 12% had fixed-term contracts lasting for 12 months or longer. The remaining fifth worked under less stable arrangements, including shorter fix-term contracts, temporary contracts or freelance work.

Salaries were higher in colleges, where approximately two-thirds of new teachers earned over £20,000. Only

40% of new teaching staff earned more than £20,000 in adult community learning.

New teachers that undertook their ITE course on a part-time basis were more likely to command a higher salary once they completed their course. Two-thirds (67%) of new teachers that studied part-time had a salary of over £20,000, compared to 51% of new teachers that studied their ITE course full-time. This suggests that in-service trainees, who are most likely to study part-time have a higher starting salary than pre-service trainees.

Table 18 shows that there are significant differences in the salaries of men and women recruits. In total, 89% of men working full-time had a starting salary of over £20,000, compared to 75% of women. On average, men teaching full-time earn £2,340 more than women teaching full-time, despite little variation between the age of men and women when they enter the sector.

This variation may be due to differences in the subjects being taught by men and women. Teachers in some subject areas may command a higher salary because FE providers have difficulty recruiting staff to these teaching roles. However, the HESA data does not contain robust information on the subjects new teachers are delivering and, consequently, it is not possible to examine whether this difference in starting salary is consistent among men and women teachers teaching the same subjects.

Table 18 Average starting salary broken down by gender, 2012/13

Salary band	Part-time teachers		Full-time teachers		Overall	
	Men	Women	Men	Women	Men	Women
% earning less than £20,000	59%	77%	11%	25%	24%	45%
% earning over £20,000	41%	23%	89%	75%	76%	55%
Average salary	£17,630	£14,530	£25,990	£23,650	£23,720	£20,145

Source: HESA and ILR data

6 Technical annex

This annex describes the methodology used to perform calculations for the ITE baseline assessment. It has four sections:

- Section 6.1 describes the approach taken to calculate the range of ITE courses delivered in England, which informs Chapter 3 of the report.
- Section 6.2 describes how ITE provider information was collected. This information was presented in Chapter 4 of the report.
- Section 6.3 presents the calculations and assumptions used in Chapter 4 to examine the size and characteristics of the ITE provider base.
- Section 6.4 describes the approach used to analyse the characteristics of ITE programme learners, which is presented in Chapter 5.

The purpose of the annex is to improve understanding of the strengths and limitations of the results presented in the baseline report and describe the approach needed to replicate the research in future.

6.1 Identifying the range of ITE courses for FE

The calculation of the total number of ITE courses was based on two data sources:

- HESA data, which included information on all ITE qualifications accredited by HE institutions.
- Ofqual data, which contained information on all ITE qualifications accredited by awarding organisations.

Both of these data sources contain a comprehensive list of all the learners who have completed their programme in a given academic year. The Ofqual and HESA data sources are also publicly available, although HESA data is only provided on a commercial basis.

The sections below describe how both data sources were filtered to identify ITE provision.

6.1.1 HESA data preparation

The HESA dataset contained information on study programmes in Education (subject area I). This was then filtered using JACS subject codes¹⁵ to only include qualifications aimed specifically at teaching:

- X140: Training teachers - tertiary education
- X141: Training teachers - further education
- X150: Training teachers - adult education
- X160: Training teachers - specialist
- X161: Training teachers - special needs
- X190: Training teachers not elsewhere classified
- X300: Academic studies in education
- X340: Academic studies in tertiary education
- X341: Academic studies in further education
- X350: Academic studies in adult education

¹⁵ Further information on JACS subject codes is available at: <https://www.hesa.ac.uk/component/content/article/44-statistics/information-provision/102-bespoke-data-service---other-information?limit=1&start=9>

- X360: Academic studies in specialist education
- X390: Academic studies not elsewhere classified

Codes X140, X141, X150, X160 and X161 applied specifically to FE. However, the review of data found that many qualifications were miscoded. Consequently, further selection criteria had to be applied to the long-list of qualification to identify provision that was in scope of the study.

Each eligible qualification had to comply with the following:

- Be at level 3 or above;
- Specifically relate to post-compulsory teaching, either by mentioning post-compulsory sector in its name or by belonging under a JACS code specifically related to post-compulsory education;
- Be a practically-oriented teacher qualification rather than academic provision focusing on teaching and education theory (for example, we excluded theory-based Bachelor and Master degrees in education);
- Be for new teachers rather than a continuing teacher education; and
- Directly aim at a teaching role, not at a supporting teaching role or other job role in education.

Removing the qualifications that did not satisfy these criteria resulted in the final list of higher education qualifications that was used for analysis in Chapters 3, 4 and 5. In total, there were **473 distinct qualification names** eligible for the study on this basis.

Each of the eligible qualifications was then classified as an award, certificate, diploma or PGCE/Cert Ed. We used the following approach to do this:

- 1 Classifying qualifications according to the level of study identified in the course aim. Table 19 below describes the levels of study recorded in the HESA dataset and their relation to the ITE qualification types:

Table 19 Classification of HE courses to level of study

ITE Qualification	Level of study categories in HESA
Award	Code C - Certificates of Higher Education - FHEQ Level 4
Certificate	Code J - Higher National Diploma, Diploma in Higher Education - FHEQ Level 5
Diploma	Code I - Graduate Diploma / Certificate - FHEQ Level 5
PGCE/Cert Ed	Code H - Bachelor's degrees, graduate certificates and diplomas - FHEQ Level 6

- 2 Separate awards and certificates according to their qualification names;
- 3 Check remaining qualifications' levels against their names to identify any conflicting information. In cases where the level of study did not correspond to the qualification name (for example, if an award is at level 7), match the qualification name with its approximate equivalent among relevant ITE qualifications;
- 4 Identify specialist qualifications according to their names for level 5 or above qualifications.

After classifying the qualifications, duplicate learner entries were removed from the dataset. This yielded the final dataset used for analysis of qualifications and enrolments. It included all students enrolled on relevant ITE qualifications during academic years 2011/12 and 2012/2013.

6.1.2 Ofqual qualification data preparation

Ofqual collects data from awarding organisations on the number of certifications awarded per qualification. This is a comprehensive list of certifications, which includes both providers that are in receipt of public funds and private training organisations that are not required to record learner enrolments on national datasets.

The certification data was available for each quarter in an academic year. The number of certifications in a full academic year was approximated by summing the number of issued certificates in four consecutive quarters ranging from the beginning of October to the end of September the following year.

The Ofqual data was filtered for qualifications recorded under Sector Subject Area 13.1 (Teaching and Lecturing). This returned 989¹⁶ qualifications. Removing 'lapsed' qualifications (qualifications that have no enrolments in the last two years) gave a total of 328 qualifications.

We then removed qualifications which were not in scope of the study. These were qualifications that were:

- For existing teachers rather than new entrants;
- Targeted at assessors rather than teachers;
- Focused internal staff development training in employers, rather than qualifications that would prepare trainees to teach in an FE setting;
- Focused on theoretical rather than practical aspects of teaching; and
- Aimed to teach individuals to deliver sports and physical activity programmes, such as yoga.

In some cases, the aim of the qualification was explicit in the course title. However, if there was ambiguity, then the course syllabus was examined to ensure the qualification met the definition of ITE used in the research.

The remaining qualifications were classified as awards, certificates, diplomas and PGCEs/Cert Eds. The full list of eligible qualifications is described in Table 2 in the report.

¹⁶ Note that in the Ofqual database a qualification delivered by two AOs will produce two results.

6.2 Identifying the characteristics of ITE provision

6.2.1 Approach

Information on how ITE programmes were delivered is not available from existing data sources. Consequently, this information needed to be collected from a review of ITE provider websites to create an ITE provider database.

The database development took place in three stages:

- Stage 1 involved the creation of a ‘long-list’ of ITE providers;
- Stage 2 involved verifying this information by reviewing provider websites and collecting additional information on the cost of training, delivery structure and target audience for the training;
- Stage 3 involved a review of the database to check for inconsistencies and gaps.

The first step to developing a long-list was to collate information from existing data sources. Data was collected from:

- The Talent website database¹⁷;
- The FE Advice line provider list;
- Provider information collected from accreditation data supplied by AOs;
- Data on providers recorded on HESA and ILR data in 2012/13 (the last year when full data was available) as delivering ITE programmes.

This was followed by an additional web search to identify any additional providers delivering ITE programmes.

Once the long-list was developed, each record was verified from the provider website and online prospectus. If the provider website stated that the programme(s) were available then the information was included in the database, otherwise it was assumed to be discontinued and was omitted.

There were some inaccuracies with the existing data. Around 14% of courses identified from secondary research were not being provided. In addition, in some cases, the course names were inaccurate. Many PTLs, CTLLs and DTLLs courses had been replaced by the new AET, CET and DET qualifications.

During the website review, information was collected on the delivery of the programme and characteristics of providers delivering the courses. Key information collected included:

- Delivery method (part-time, full-time, blended learning, distance learning, delivery location);
- Entry requirements (prior qualifications/experience, whether for pre-service or in-service trainees);
- ITE provider details (address, telephone, course leader);
- Costs.

Once the ITE provider database was developed, the data was reviewed to check for errors and inconsistencies.

The final database contained **271 award courses; 157 certificate courses; and 329 diploma or PGCE/Cert**

¹⁷ Available at: <http://www.talent.ac.uk/courses.asp>

Ed courses.

6.2.2 Quality of collected data

The amount of information contained on provider websites varied. Table 20 below presents the information gathered from the website review.

Table 20 Information collected from provider websites

Data collected from the provider websites	Proportion of course websites where this information was provided
In-service/pre-service	93%
Full-time/part-time	94%
Awarding organisation	93%
Post code	98%
Entry requirements	80%
Course fee	51%
Number of guided learning hours	36%

Source: ICF provider database

In some cases, the information presented on provider websites was unclear and, consequently, we used the following assumptions to categorise provision:

- When information on whether a programme was in-service or pre-service was not explicit, we assumed that courses requesting individuals to arrange their own work experience and which were delivered part-time were in-service courses. Full-time courses were classified as pre-service.
- For diplomas and PGCEs/Cert Eds, we used the course name to determine the course level when it was not explicitly stated on the website. PGCE/Cert Ed courses were, for example, classified as Level 6 courses, whereas diplomas were classified as Level 5 courses.

6.3 Estimating the size of the ITE provider base

We used two sources of information to calculate the total size of the provider base:

- The provider numbers from the ICF provider database; and
- ICF estimates of the overall number of providers based on available HESA, ILR and AO data.

The ICF provider database was the preferred source for estimation, as it included an up-to-date list of providers that currently offer ITE course. In contrast, estimates based on secondary data relate to the number of providers in academic year 2012/13.

However, by comparing the ICF provider database with estimates based on secondary data highlighted that the database is likely to have omitted significant numbers of award providers in the FE sector. Thus, in some cases estimates were based on secondary data instead, as they were more likely to provide a complete picture of the total number of providers offering awards in FE.

6.3.1 Appraisal of data sources

HESA data

The HESA dataset provides a comprehensive list of ITE providers in higher education. However, the data from HESA is lagged by a year. At the point when the baseline assessment was undertaken (February 2015), data was only available up to 2012/13.

The HESA data highlights that a total of 39 providers delivered ITE courses in 2012/13 and a further 134 providers delivered ITE courses through franchises with HE institutions.

ILR data

The ILR dataset contains qualification data by qualification code and sector subject area. The data could be filtered to only include relevant FE teacher training qualifications identified from our review of Ofqual data (in Table 2 of the main report).

The dataset needed to be cleansed of duplicate entries. The number of entries removed in this way was very large for the ILR dataset - for example, 407,018 (87%) data entries were removed for academic year 2012/2013. This highlights the importance of removing duplicates prior to analysis; otherwise estimates would have had a substantial upwards bias.

The ILR data is not comprehensive. FE providers are not required to enter learner enrolments on the ILR if the learner does not receive a public-subsidy for their training, and, consequently, some learners will not be entered. In addition, organisations that do not receive public funding will not enter enrolments on the ILR.

By comparing the ILR to the Ofqual data, we know that the ILR covers:

- 50% of awards;
- 38% of certificates;
- 68% of diplomas.

We considered using ILR data to estimate the total number of ITE providers in further education. However, the ILR is unlikely to provide a balanced picture of the provider base in the FE sector, as it likely to omit significant amount of data on privately funded ITE. Therefore, it is likely to under-represent the number of private providers in the sector.

Awarding organisation (AO) data

Each AO delivering ITE qualifications was contacted and asked to provide information on the number of providers delivering ITE courses. The responses received covered approximately 44% of all ITE certifications, when compared to the Ofqual data. This can be broken down as:

- 47% of awards;
- 25% of certificates;
- 52% of diplomas.

The dataset provided information about qualification achievement (defined as number of issued completion certificates) at the level of individual providers. The data required little preparation. The only action was to classify each provider as an FE college, adult community learning provider or private provider to allow aggregation of achievement according to provider type.

The AO data is more likely to provide a representative number of providers by type, as it includes both publicly- and privately- funded ITE. However, its coverage is incomplete as it only provides data on around 50% of award and 40% of certificate and diploma achievement¹⁸. It was necessary to extrapolate the data to arrive at the estimates of the total volume of providers.

To extrapolate the AO data and arrive at estimates of the total volume of providers in FE, we proceeded as follows:

- 1 Aggregate the number of providers for awards, certificates and diplomas from AO data.
- 2 Divide these numbers by 0.5 for awards and 0.4 for certificates and diplomas to estimate the total number of further education providers. This accounts for the fact that AO data covers around 50% of award and 40% of certificate and diploma achievement from the Ofqual data. This yields the total numbers of providers offering courses accredited by awarding organisations for each qualification.
- 3 Aggregate the number of further education providers offering franchised university provision for each qualification from HESA data.
- 4 Assume that around two thirds of providers offering franchised provision do not provide another provision at the same level accredited by awarding organisations. This assumption is based on an analysis of franchised provision captured in the ICF provider database. It prevents double-counting of providers that offer both university and awarding organisation accredited provision.
- 5 This yields the total number of further education providers offering only franchised provision for each ITE qualification.
- 6 Sum this number with the number of providers offering provision accredited by awarding organisations to estimate the total number of providers for each qualification.

This estimation process can be summarised by the following equation:

$$N_{EST} = N_{AO} * \left(\frac{A_{Ofq}}{A_{AO}} \right) + \frac{2}{3} * N_{F_HE}$$

Where N_{EST} is the estimate of the potential volume of providers; N_{AO} is the number of providers in the AO

¹⁸ The certificates and diplomas were analysed together because of relatively low number of achievements recorded for them in the AO data. The merging of the two categories thus improves robustness of estimates, albeit it reduces the level of their granularity.

data; A_{Ofq} is the number of achievements recorded in the Ofqual data; A_{AO} is the number of achievements recorded in the AO data; and NF_{HE} is the number of providers offering franchised university provision.

ICF Provider database

To assess the coverage of the ICF provider database, the database estimation of the size of the sector was compared to estimations drawn from ILR, AO and HESA data. This analysis showed:

- The database had a good coverage of HE and FE college provision. In total, 35 HEIs and 210 FE colleges are included, which broadly matched HESA and AO estimations of the number of providers delivering ITE course
- The database under-represents the number of ITE providers offering certificates and awards. The database only includes 71% of certificates and 33% of awards
- Private providers and ACL providers also appear to be under-represented. Compared to AO data, only 25% of these providers are included. Private and ACL providers are also under-represented in the ILR.

6.3.2 Calculation of the provider base

The calculation of the total number of ITE providers was derived by synthesising the estimates based on existing national data with the findings from the primary data collection. In some cases, assumptions were also used. Our approach is described in below:

- Estimates on the number of HE providers delivering ITE for FE were identified from the ICF provider database. The data collected was shown to have a good coverage of the sector, and was more up-to-date than HESA data, which was from 2012/13.
- The numbers of further education providers of diplomas and certificates were aggregated from the ICF provider database. This source was used because it was likely to have either complete or very strong coverage of providers and was more up-to-date than the ILR data and more robust than AO data estimates, which were extrapolated from a population of around half of all certifications.
- The number of further education providers of awards was approximated by the provider volume estimates based on awarding organisation data. The ICF provider database covered only a limited number of award providers and was considered less robust than the estimate drawing on awarding organisation data.
- The total number of further education providers was assumed to be equal to the number of award providers. This was because certificate and diploma providers typically also offered awards, so that here were almost no providers who offered only diplomas or certificates. The estimates for the number of FE colleges delivering awards also suggested it was provided by nearly all colleges.

The percentage of learners covered by each provider type was based on Table 13 in the report, from which corresponding proportions of learners were calculated.

6.4 Learners on ITE programmes

This section describes how the final numbers of ITE learners presented throughout Chapter 5 were calculated. First, we present the main data sources used and the actions undertaken to prepare them for analysis. Second, we detail specific calculations and the underlying assumptions that were used to obtain the results. These calculations are presented in the same order as in the report for clarity.

6.4.1 Data sources and their preparation for analysis

Table 21 summarises the main datasets used to calculate learner demographics. It also describes the main steps taken to prepare data for analysis. More detailed information about the preparation of each dataset is then provided below.

Table 21 Main data sources and their basic properties

	HESA data	ILR data	Ofqual data	AO data
Role in analysis	Main source	Main source	Main source	Supporting source for assumptions
Time coverage	2011/12, 2012/13	2010/11 to 2013/14	2009/2010 to 2012/2013	2013/14
Achievement coverage	Full coverage of higher education learners	50% of awards 38% of certificates 68% of diplomas	Full coverage of learners in further education	47% of awards 40% of certificates and diplomas
Type of data	Micro-data at individual level	Micro-data at individual level	Aggregate data at qualification level	Aggregate data at provider level
Main steps taken to prepare data	Remove irrelevant qualifications Classify remaining qualifications Remove duplicate observations Define qualification achievement	Remove higher education learners Remove irrelevant qualifications Classify remaining qualifications Remove duplicate observations	Remove irrelevant qualifications Classify remaining qualifications	Classify provider types

Source: HESA, ILR, Ofqual and AO data

6.4.2 Estimation of volume of enrolments and completers of ITE qualifications

Section 5.2 of the report contains the following aggregate statistics:

- Total number of learners who achieved each ITE qualification type; and
- Total number of learners enrolled on programmes leading to each ITE qualification type.

The volume of qualification achievement was directly available from our data and did not require any further estimation. It was calculated simply by summing the number of achievements from HESA and Ofqual data.

The total number of enrolments was available for the higher education sector from HESA data. However, ILR data did not fully cover further education enrolments and the Ofqual data did not provide any enrolment information. Thus, the total number of enrolments in further education was estimated using the following steps:

- 1 Sum the number of achievements covered in ILR and compare it to the total number of achievements from the Ofqual data. This yields the proportion of achievements covered by ILR data.
- 2 Apply the proportion of achievements covered in ILR to the total number of enrolments from the same source. This was undertaken according to the following formula:

$$E_{FE} = E_{ILR} / \left(\frac{A_{ILR}}{A_{Ofq}} \right)$$

Where EFE stands for total number of enrolments in the further education sector; E_{ILR} for total number of enrolments recorded in the ILR data; A_{ILR} for the total number of achievements recorded in ILR data; and A_{Ofq} for the total number of achievements in further education as recorded in the Ofqual data.

For each ITE qualification type, the total number of enrolments from further and higher education was then summed to obtain the total estimated number of enrolments.

6.4.3 Estimation of segmented supply of ITE learners

This section (5.3) contains the following aggregate statistics, describing the size of different segments of supply of ITE learners:

- Total number of learners who achieved each type of ITE qualification, disaggregated by education provider type;
- Total number of learners who achieved each ITE qualification type, disaggregated by region;
- Total number of learners enrolled on PGCE/Cert Ed ITE by previous area of study;
- The proportion of learners enrolled on diploma and PGCE/Cert Ed ITE by part-time/full-time mode of study; and
- Total number of learners who achieved diplomas and PGCEs/Cert Eds, disaggregated by in-service/pre-service provision.

The calculations used to conduct this analysis are described below.

Achievements by provider type and region

The data on higher education achievement disaggregated by provider type and region was available for all learners from HESA data. Hence, it was straightforward to disaggregate data for HE-accredited provision.

For AO-accredited ITE provision, the breakdown of achievements by provider was done by extrapolating AO data. This source was preferred to the ILR data because it was likely to include learners enrolled on private provision with no public funding, which would not be entered on the ILR.

To do this, we firstly calculated the proportion of learner achievements for each type of provider from the AO data. This data was then multiplied by the total number of enrolments recorded in the Ofqual data. The calculation is summarised in the formula below:

$$A_{PT} = A_{Ofq} * \left(\frac{A_{AO_PT}}{A_{AO_TOT}} \right)$$

Where A_{PT} stands for the total number of achievements for a given provider type; A_{Ofq} for the total number of

achievements recorded in Ofqual data; A_{AO_TOT} for the total number of achievements recorded in AO data; and A_{AO_PT} for the total number of achievements recorded in AO data for a given provider type.

We performed this calculation for each ITE qualification type separately, so that the number of achievements could be disaggregated by qualification for each provider type.

The number of further education achievements by region was calculated in a similar way. The proportion of achievements by region was calculated by extrapolating ILR data – this was because ILR data had better learner coverage than AO data and because it included postcodes of ITE providers. We then applied these proportions to the total number of achievements in Ofqual data to get the estimates of total ITE learner supply by region. We performed these calculations separately for each ITE qualification.

Previous subject experience of students

To estimate previous subject experience, the HESA enrolment data on PGCE/Cert Ed students was extrapolated. This data covered 70% of diploma or PGCE/Cert Ed trainees and included over half of in-service and pre-service trainees

Limited information about previous area of study was available for diplomas, certificates and awards in either the HESA or the ILR data. Information about learners' previous industry experience was also not available in either of these two datasets.

The total number of students by previous area of study was calculated in two steps. First, we calculated the proportion of learners by each area of study from the available data. Second, we split the total number of PGCE/Cert Ed students by the calculated proportions to arrive at the final estimates of learner volumes by subject areas.

Achievements by mode of study and in-service/pre-service provision

The proportion of higher education learners enrolled on full-time or part-time provision was directly available from HESA data, both for franchised and non-franchised provision. However, no comparable information was provided about further education students. Neither ILR nor Ofqual data included direct information about part-time or full-time provision of ITE programmes.

To assess whether learners undertaking AO-accredited ITE programmes were undertaking their programme full-time or part-time, assumptions were used based on the duration of their study programme. It was assumed that learners who took more than 300 days to finish their diplomas were part-time students; otherwise they studied full-time.

This assumption was based on the average duration of a diploma course in university franchised provision (the area of higher education most likely to be similar to further education). Full-time franchised provision lasted on average around 270 days, whereas part-time provision lasted around 600 days. This compared well with the average length of diploma provision based on our assumption – full-time further education diploma courses lasted on average around 250 days and part-time around 590 days.

Once full-time diploma learners were identified in the ILR data, we divided their number by the total number of further education diploma learners to estimate their proportion.

The in-service and pre-service learners were not identified in either the ILR or the HESA data. The following process was used to calculate the numbers of pre-service or in-service learners:

- 1 Calculate the proportion of in-service and pre-service ITE diploma courses from the ICF provider database.

- 2 Divide the total number of diploma students summed from Ofqual and HESA data by the proportions of in-service and pre-service courses.

This yielded the total number of in- and pre-service diploma students.

6.4.4 Description of individual characteristics of ITE learners

The analysis of learner characteristics (5.4) was conducted by synthesising HESA and ILR data. As shown in Table 22, demographic information was available for nearly all learners.

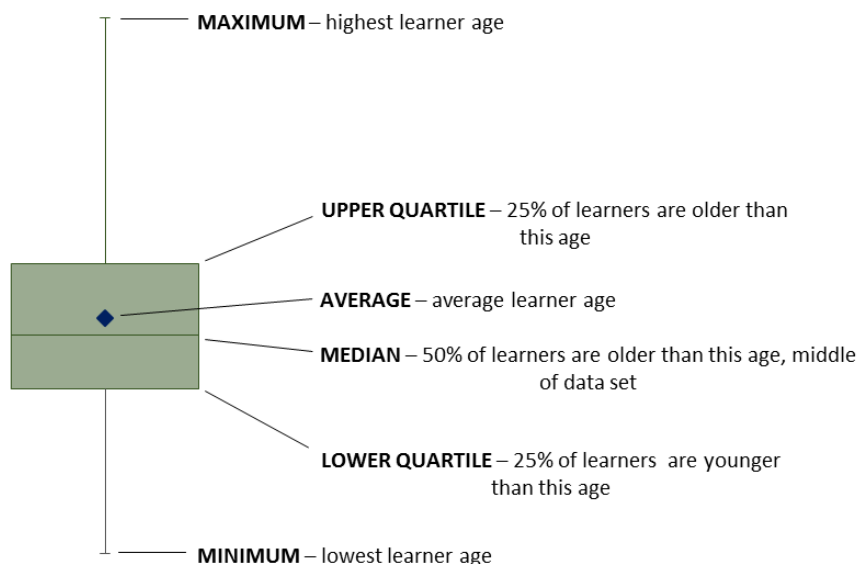
Table 22 Availability of learner demographic data

Field	Proportion of learners where this information is available
Gender	100%
Age	100%
Ethnicity	98%
Disability	96%
Prior attainment	88%

Source: HESA and ILR, 2012/13

In analysing the age of learners, we also examined the statistical distribution of ages and presented the information in boxplot (Figure 12 in the report and illustrated below in Figure 16). The information contained in the boxplot is described below:

Figure 16 Detailed description of boxplot properties



For Prior Attainment, the HESA and ILR data could not be directly compared as they used different classifications (see Table 23). As a result, we could only disaggregate prior attainment to level 3 or below and level 4 or above.

Table 23 Prior attainment classification used in ILR and HESA

Prior attainment level	HESA data classification	ILR data
Qualifications at level 3 or below	<ul style="list-style-type: none"> Level 3 qualification (including A levels and Highers) Qualifications at Level 2 and below No formal qualification 	<ul style="list-style-type: none"> Level 1 Full level 2 Full level 3 Other qualifications below level 1 Entry level No qualification
Qualifications at level 4 or above	<ul style="list-style-type: none"> Postgraduate (excluding PGCE) PGCE First degree Other undergraduate qualification 	<ul style="list-style-type: none"> Level 4 Level 5 and above

Source: HESA and ILR specification documents

6.4.5 Estimation of learner destinations

This report section (5.5) presents the following aggregate estimates:

- Total number of learners by destination, disaggregated by the type of teaching/non-teaching position they progressed into; and
- Total proportion of new teachers by their pay and working conditions, disaggregated by gender.

The estimates of learner numbers by destination were based on the HESA destination survey, which included information on the destination of 66% of diploma or PGCE/Cert Ed students.

Learner destinations were recorded as free text. This information was reviewed and the learner destinations were classified into whether it was a teaching role, and the institution they were teaching in (further, higher, primary or secondary education).

The learner destinations were then extrapolated to cover the total population of ITE learners. This was done using the following calculation:

- 1 Sum the number of higher education learners participating in the HESA survey for each destination.
- 2 Divide these numbers by 0.66 to account for the fact that only 66 per cent of higher education learners participated in the destination survey. This yields the total number of higher education learners by their destination.
- 3 Calculate the proportions of survey respondents by their destination for franchised higher education provision.
- 4 Apply these proportions to the total number of diploma achievers from further education according to the following formula:

$$N_{D_FE} = N_{DIP_FE} * \left(\frac{N_{DEST_HE}}{N_{DIP_HE}} \right)$$

Where N_{D_FE} is the total number of learners from further education progressing to a given destination; N_{DIP_FE} is the total number of diploma achievers in further education; N_{DEST_HE} is the number of HESA survey respondents from franchised provision reporting a given destination; and N_{DIP_HE} is the total number of HESA survey respondents in franchised provision.

- 5 This yields the total numbers of further education diploma achievers by their destinations.
- 6 Sum the total number of learners from further and higher education for each destination to arrive at the overall estimates of learner volume by destination.