

# Recent trends in the initial training of teachers of literacy, numeracy and ESOL for the further education sector in England

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# Contents

<b>Executive Summary .....</b>	<b>3</b>
<b>1 Introduction.....</b>	<b>6</b>
1.1 Background .....	6
<b>2 Trends in the national data .....</b>	<b>8</b>
2.1 Methodology .....	8
2.2 Main findings .....	9
2.3 The balance of full Diplomas to Additional Diplomas.....	10
2.4 Mode of study .....	11
2.5 Trainee teacher characteristics.....	12
2.6 Teacher training success rates .....	13
2.7 Trainee teacher destinations.....	14
<b>3 The perspective of the teacher educators .....</b>	<b>16</b>
3.1 Methodology .....	16
3.2 Courses .....	16
3.3 Trainees .....	18
3.4 Course structure .....	20
3.5 Building capacity.....	21
3.6 Concluding teacher trainer perspectives .....	22
<b>4 Trends in the supply of ITT provision for adult literacy, numeracy and ESOL teachers.....</b>	<b>23</b>
4.1 Shift in funding and accreditation .....	23
4.2. Issues with entry to the profession.....	24
<b>5 Recommendations.....</b>	<b>26</b>
5.1 For BIS .....	26
5.2 For HEI and FE providers of literacy, numeracy and ESOL teacher training .....	26
5.3 For employers of literacy, numeracy and ESOL teachers .....	26
5.4 For the Institute for Learning (IfL).....	26
<b>6 Appendices .....</b>	<b>28</b>
Appendix 1 – SVUK and HESA data comparison .....	28
Appendix 2 – regional breakdowns.....	29
Appendix 3 – Trainee demographics .....	39
Appendix 4 – HESA Destination Data.....	40

## Executive Summary

This report describes recent trends in the training<sup>1</sup> of teachers of adult literacy, numeracy and ESOL in the further education Sector in England. It draws on an analysis of the national Higher Education Statistics Agency (HESA) and Learning and Skills Council (LSC) individualized learner record (ILR) datasets over a three-year period from 2006 to 2009. It also uses Standards Verification UK (SVUK) analysis of further education trainee teacher enrolments from 07/08 and 08/09 for supplementary information and draws on in-depth discussions with Higher Education and Further Education providers of literacy, numeracy and ESOL teacher training to explore current and emerging issues and evaluate developments since the September 2007 teaching workforce reforms.

### Key findings

#### Training offer

- For literacy and ESOL there has been a decline in the number of teachers in training over the last three years. Numbers of participants on literacy teacher training courses have decreased from 1,325 to 1,190 with ESOL seeing an even more pronounced drop from 1,409 to 909.
- For numeracy there has been a slight increase in 08/09 following a fall from 06/07 to 07/08.
- The increase in the number of trainee numeracy teachers has not been enough to prevent the overall total of trainee teachers of literacy, numeracy and ESOL falling from 3,533 in 06/07 to 2,853 in 08/09.
- From previous work carried out for LLUK we can estimate the numbers of teachers in the current workforce who need subject specific teacher training: approximately 4,800 for literacy, 3,400 for numeracy and 2,900 for ESOL<sup>2</sup>. Therefore, if the current number of teacher training places on offer is sustained it will take four years to train the literacy workforce, four and a half years for numeracy and just over three for ESOL. This falls within the five year period within which new teachers are expected to become qualified.<sup>3</sup>

#### The trainee cohort

- The demographic patterns in the population of trainee teachers closely match those of the wider literacy, numeracy and ESOL teaching workforce. Although primarily white and female, there are signs that this is changing. Recent data from HEIs show rising numbers from Black and Minority Ethnic (BME) groups in initial teacher training

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<sup>1</sup> The terms 'teacher training' and 'teacher education' are both used in the sector – training primarily in FE and education in HEIs. For clarity, in this report we refer to teacher training rather than teacher education to refer equally to both.

<sup>2</sup> These figures incorporate calculations to take account of attrition and patterns of recruitment to the literacy, numeracy and ESOL workforce. A proportion of these teachers will also need generic teacher training. For full detail see LLUK (2009) *Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce* LLUK: London

<sup>3</sup> Full regulatory details available from [http://www.opsi.gov.uk/si/si2007/uksi\\_20072264\\_en\\_1](http://www.opsi.gov.uk/si/si2007/uksi_20072264_en_1) and [http://sflip.excellencegateway.org.uk/PDF/DIUS\\_GuidetoFETeachersquals\\_2007\\_no2264.pdf](http://sflip.excellencegateway.org.uk/PDF/DIUS_GuidetoFETeachersquals_2007_no2264.pdf)

- Those participating in initial teacher training are mainly in their 30s, 40s and 50s, reflecting the fact that literacy, numeracy and ESOL teaching is often a second career and has an older workforce. This should be taken into consideration when assessing the extent to which this is an ageing workforce.

### **A shift in provision**

- The proportion of adult literacy, numeracy and ESOL teacher training accredited through HEIs, rather than through LSC-funded awarding body qualifications in FE, has increased over the last three years.
- Some of the slack resulting from the fall in LSC-funded provision has been picked up by HEIs but by no means all.
- There is reason to believe that the supply of literacy, numeracy and ESOL teacher training opportunities may need to be flagged as a priority linked to Skills and Basic Skills policy agendas to ensure the supply is not vulnerable to changes in broader funding streams.

### **Entry to the profession**

- The dominance of in-service courses and the lack of provision for pre-service part-time initial teacher training make entry to the profession for newcomers challenging. Many courses simply do not cater for applicants wanting to train before looking for work, despite the fact that stronger providers look to recruit qualified staff.
- Some providers continue to take on unqualified staff with insufficient skills in the subject(s) they teach. These staff then find it difficult to meet the entry requirements for initial teacher training.
- More appropriate provision is needed for existing staff who need to further develop their own literacy, language or numeracy skills to meet the entry requirements for ITT.

## **Recommendations:**

### **For BIS**

- A continuing supply of new teachers of literacy, numeracy and ESOL is an essential ingredient to support progress towards a 95% literate and numerate population. All quality improvement activity working towards the literacy and numeracy targets needs to have this within its scope.
- Recognise that the needs of prospective literacy, numeracy and ESOL teachers are different to the majority of vocational experts entering the FE sector. They need to train before finding employment and there is demand for part time, pre-service routes from those planning career changes. Funding needs to take account of part-time trainees who are not yet employed in the sector.
- Work with the Skills Funding Agency and Higher Education Funding Council for England (HEFCE) to prioritise the supply of literacy, numeracy and ESOL teacher training and recognise that this relatively small but strategically important area of training needs some protection from the potentially adverse impact of other spending priorities.
- Make appropriate Level 3 qualifications in literacy/language and numeracy/mathematics available to those who need bridging courses to access subject-specific teacher training. The demise of Level 3 key skills and the absence of functional skills at Level 3 have created a gap. One solution would be to make AS level English and Maths modules fundable for adult learners.

- Encourage and incentivise the provision of more pre-service part-time provision of literacy, numeracy and ESOL teacher training.
- Numeracy teacher training is growing rapidly, but from a very low base. It needs continuing support to prioritise, protect and promote it. Consider incentivising the development of pre-service numeracy teacher training designed to retrain those with high levels of numeracy skills being made redundant in other sectors of the economy.

#### **For providers of literacy, numeracy and ESOL teacher training**

- Reshape provision to cater for pre-service applicants on part time courses.
- Offer practical teaching placements as part of the course programme for applicants who wish to train before finding work.

#### **For employers of literacy, numeracy and ESOL teachers**

- Use the literacy, numeracy and ESOL teacher training entry criteria proactively when appointing unqualified staff.
- Ensure that any new literacy, numeracy and ESOL teachers have the skills and knowledge to meet the entry criteria to teacher training at the point of offering employment.

#### **For the Institute for Learning (IfL)**

- Ensure that future data collection on members accurately reflects members' achievement of LNE teaching qualifications.
- Record the subjects taught as well as the qualifications held by members.
- Clarify how a teacher's qualification to teach in literacy or numeracy or ESOL can be formally acknowledged either as part of or in addition to QTLS, perhaps as a licence to practise.

# 1 Introduction

This report describes recent trends in the training of teachers of adult literacy, numeracy and ESOL in England. It draws on a number of separate but complementary sources.

Quantitative data is drawn from an analysis of the national Higher Education Statistics Agency (HESA) and the Learning and Skills Council (LSC) Individualised Learner Record (ILR) datasets over a three-year period from 2006 to 2009. These have been supplemented with information from Standards Verification UK (SVUK) analysis of further education trainee teacher enrolments for the two years from 2007 to 2009. Through this we are able to establish the number of teachers in training nationally and describe the courses, in terms of subject and location, and also the trainee cohort, in terms of demographics, achievement and destinations.

A second strand of the work provides qualitative data drawn from in-depth discussions with providers of literacy, numeracy and ESOL teacher training, working in HEIs and the FE sector, to explore current and emerging issues and evaluate developments since 2007.

## 1.1 Background

### **Adult literacy, numeracy and ESOL teacher training**

The patterns of initial training and employment of adult literacy, numeracy and ESOL teachers stand slightly apart from the training of other post-16 teachers in two ways. Firstly, these are the only three groups of post-16 teachers who are required by the guidance to the 2007 teacher training regulations<sup>4</sup> to take subject specific qualifications as part of their initial training. This can be achieved by undertaking an integrated route offering the generic and subject-specific teaching qualifications together<sup>5</sup>, or trainees can complete a generic teaching qualification and a separate stand-alone subject-specific qualification.

Secondly, unlike many other teachers in the Learning and Skills sector, adult literacy, numeracy and ESOL teachers do not bring an identifiable professional or vocational identity with them. For a hairdresser this might be salon experience or for those working in the construction trades, site experience. This can be built on in the early stages of teaching. Without a directly related vocational or professional field to build on, pre-service training has a much more important role in preparing new teachers to work with adult literacy, language and numeracy learners.

### **Course funding**

Initial teacher training (ITT) provision for adult literacy, numeracy and ESOL teachers takes place in both Higher Education institutions (HEIs) and in the FE Sector. The qualifications offered are either accredited by the HEIs or by the National Awarding Bodies, but it should be noted that many FE-based courses offer HEI accreditation, and draw down HEFCE funding

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<sup>4</sup> A Guide to the Further Education Teachers' Qualifications (England) Regulations 2007 No. 2264 DIUS [http://sflip.excellencegateway.org.uk/PDF/DIUS\\_GuidetoFEteachersquals\\_2007\\_no2264.pdf](http://sflip.excellencegateway.org.uk/PDF/DIUS_GuidetoFEteachersquals_2007_no2264.pdf)

<sup>5</sup> Such programmes are offered as fully integrated, partly integrated or concurrent.

for this purpose. Courses based in FE colleges using Awarding Body qualifications generally use LSC funding streams.

LSC funding is drawn down on a unit basis with some paid on enrolment and the rest dependent on completion and achievement. HEFCE funding operates as part of the block grant to HEIs based on full and part time student numbers. Providers supplement sources of government funding by charging fees for the courses; these vary depending on the provider.

### **Financial support for trainees**

Some financial support is available to assist trainees with paying their fees and to support themselves during their period of study. The FE ITT Bursary Scheme recruits teachers to deliver specified shortage subjects. The funding for this scheme is targeted at those trainee teachers undertaking the DTLLS qualification on a pre-service basis, intending to teach in one of the specified shortage subjects. During 2006/07 1,738 bursaries were awarded, the largest uptake of 26% was literacy, numeracy and ESOL. Numeracy teachers received a £9,000 priority bursary, while literacy and ESOL teachers received a £6,000 secondary bursary.

### **Financial support for providers**

In 2006/07 the Quality Improvement Agency (QIA), through the Skills for Life Support Programme made development grants available to providers of teacher training for adult literacy, numeracy and ESOL. These grants were differentiated to prioritise the development of numeracy teacher education and to advantage integrated courses.

In 2007/08 DIUS (now BIS) made £30m available to providers to support the introduction of the teacher education reforms from 1 September 2007.

### **Qualification changes**

Prior to 1 September 2007, new teachers of adult literacy, numeracy and ESOL were expected to take two separate qualifications: a generic Certificate in Education and a subject qualification based on the FENTO Subject Specifications for teachers of adult literacy/numeracy/ESOL as appropriate.

With the introduction of the new regulations in September 2007, new qualifications were introduced. For LNE teachers these are:

- Diploma in Teaching Mathematics (numeracy) in the Lifelong Learning Sector
- Additional Diploma in Teaching Mathematics (numeracy) in the Lifelong Learning Sector
- Diploma in Teaching English (literacy) in the Lifelong Learning Sector
- Additional Diploma in Teaching English (literacy) in the Lifelong Learning Sector
- Diploma in Teaching English (ESOL) in the Lifelong Learning Sector
- Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector

For Awarding body qualifications these titles are used precisely. HEIs choose their own titles for the qualifications based on the same standards and subject to the same approval systems from Standards Verification UK (SVUK).

## 2 Trends in the national data

### 2.1 Methodology

The main aim of this study was to establish the number of adult literacy, numeracy and ESOL (LNE) teachers who gained their qualifications through HEI or FE providers between 2006 and 2009. To determine the size and characteristics of the entire LNE trainee teacher cohort in those 3 academic years we used two sources of data: the HESA dataset, containing information about students who gained HEI qualifications and the ILR dataset for information on students who gained Awarding Body qualifications within the FE sector. Individuals appear in these two cohorts based on the accreditation for their course and the associated source of funding rather than the place of study. Thus a trainee studying on a course that takes place in an FE college but is accredited through a university qualification will appear in the HESA data. Whereas another trainee studying on a course that takes place in an FE college but is accredited by a National Awarding Body will appear in the ILR.

To analyse trends over time we have used data from three academic years 2006/07, 2007/08 and 2008/09. The data is presented nationally and regionally and is also split by three subject specialisms, where possible.

The first step of the analysis was to identify all LNE teacher training provision in the HESA and the ILR datasets. The LSC ILR dataset together with the LAD (Learning aim dataset) provides information about learners, learning aims and also the organisations providing those learning aims. Using the LAD dataset we compiled a list of the learning aims that corresponded with the accredited LNE teacher training provision. Generic post-compulsory or FE teacher training qualifications were not included. We then selected these learning aims from the ILR learning aim dataset and were then able to identify the particular subject (literacy, numeracy or ESOL or any combination of those) and the number of trainees in each cohort.

We followed a very similar procedure to extract data from the HESA dataset. However, as HEIs are not required to use the same name for their qualifications as those used by the national awarding bodies, providers record the 'course title' variable in the HESA dataset in different ways and there is no additional dataset or any coded information to help us to identify the relevant courses. Therefore, this selection of courses was done manually.

We believe that the ILR LNE teacher trainee cohort is very close to 100% coverage. However, there are some HEI providers that we know provide relevant courses (e.g. University of Huddersfield, University of Warwick, University of Wolverhampton) but which cannot be extracted from the HESA data as they use a generic qualification title which does not distinguish between their subject specific and generic trainees when their data is supplied to HESA. To overcome this we have cross-referenced the HESA data with information from Standards Verification UK (SVUK), which also collects information from HEI providers on the teacher training courses that they offer. In general SVUK data is less complete than that from HESA (see appendix 1). This is particularly true for collections prior to 08/09 and so we have only added in the missing data within the year 08/09. This gives us an accurate picture of provision in 08/09 across both HEIs and the FE sector, with a possible underestimate of HEI provision in 06/07 and 07/08.

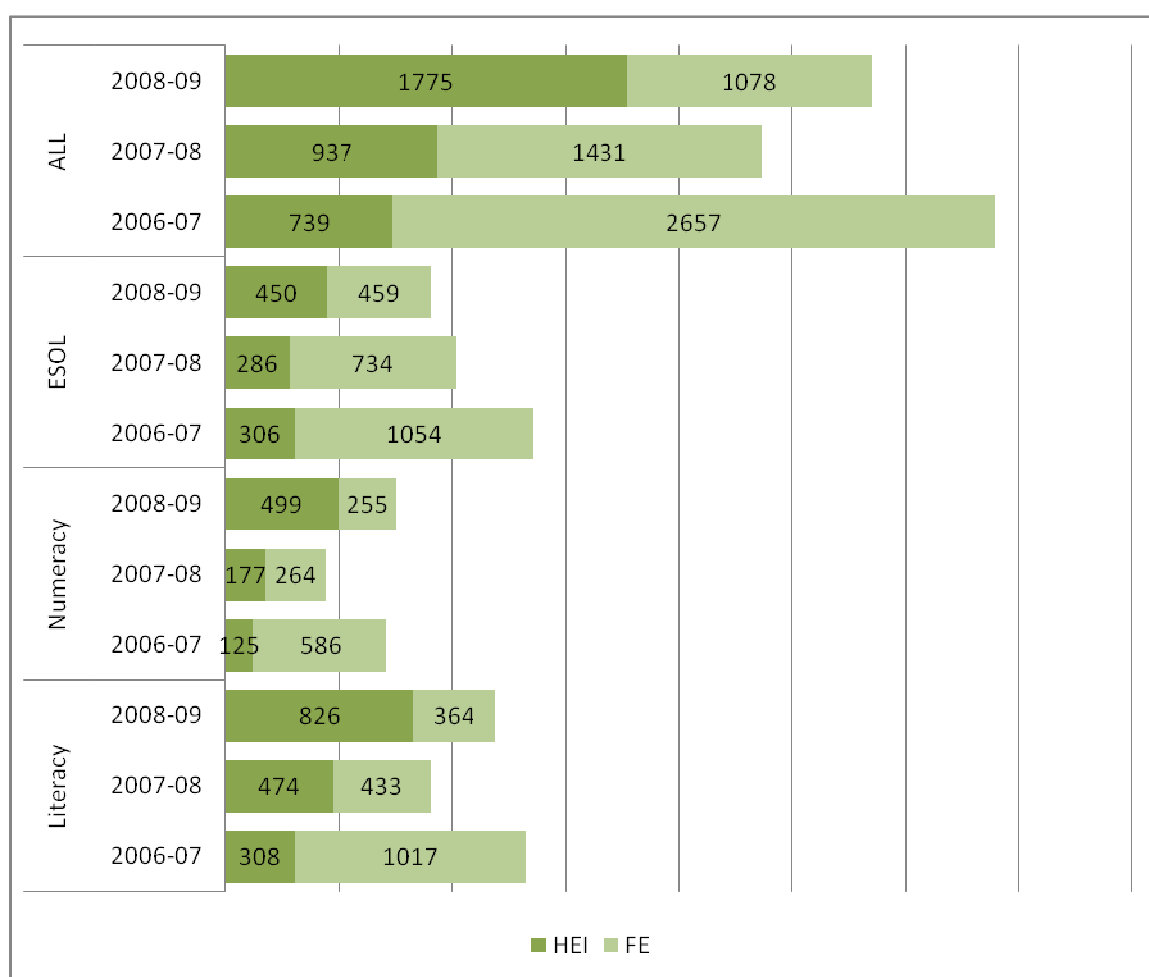


## 2.2 Main findings

Two clear messages emerge from analysis of the national datasets. Firstly, for literacy and ESOL there has been a decline in the number of teachers in training. The number of literacy trainee teachers in training decreased from 1,325 to 1,190 with ESOL seeing an even more pronounced drop from 1,409 to 909.

For numeracy there has been a slight increase in 08/09 over the period following a fall from 06/07 to 07/08. However, this has not been enough to prevent the overall total of trainee teachers of literacy, numeracy and ESOL from falling from 3,396 in 06/07 to 2,853 in 08/09.

Table 1 FE and HEI literacy, numeracy and ESOL trainee teachers by subject and year



The second message concerns the awarding institution and the associated source of funding of the qualifications offered. From 06/07 to 07/08 there is a marked shift in the volume of provision moving from awarding body accreditation and LSC funding (ILR) to HEI accreditation and HEFCE funding (HESA).

The proportions have changed each year. In 2006/07, 23% of the literacy, numeracy and ESOL teacher training was accredited through HEIs. In 2007/08 this had increased to 40%, and in 2008/09 to 62% of the total. The volume accredited through awarding bodies dropped from 75%, through 60% to 38% in the most recent year's data.

However it should be remembered that this does not mean that provision has relocated to the universities from the colleges. For the most part this provision is being taught by the same teams working from the same college locations. What has changed is that they have moved from using national awarding body qualifications to working in partnership with their local HEI and are now offering university accreditation for their courses and using HEFCE rather than LSC funding.

The magnitude of the shift from FE to HE can be seen in the table 1<sup>6</sup>. Please see section 4 for a discussion of the factors contributing to this shift.

### 2.3 The balance of full Diplomas to Additional Diplomas

Information about the numbers of trainees undertaking either the full DTLLS in English (Literacy), English (ESOL) or Mathematics or the associated Additional Diplomas (ADTLLS) can be accurately drawn from the ILR, but not from the HESA data where the many different HEI qualification titles do not allow for accurate interpretation. However, the SVUK data collected from HEI does give this information, although the SVUK data is less complete than that from HESA.

For the HEI provision, this shows that in 2007/08, 63% of the 678 trainees undertook the additional diplomas and 37% took the full diplomas. The following year in the midst of the big numerical increase from 678 to 1,551 trainee in HEI-accredited provision, there was an increase in the proportion of full diplomas (44%) relative to the additional ones (56%), as can be seen in Table 2.

Table 2 SVUK data: DTLLS and ADTLLS in HEIs, by subject and year

SVUK data (HEIs only)				
	2007/08		2008/09	
Additional Diploma Literacy	234	62%	371	53%
DTLLS Literacy	146	38%	334	47%
Additional Diploma Numeracy	113	66%	296	62%
DTLLS Numeracy	58	34%	180	47%
Additional Diploma ESOL	80	63%	202	55%
DTLLS ESOL	47	37%	168	45%
Total Additional Diploma	427	63%	869	56%
Total DTLLS	251	37%	682	44%
Overall total	678		1551	

From the ILR data, there is a not dissimilar picture showing around two thirds of trainees on additional diplomas compared to one third on full diplomas. However, within these figures there are considerable disparities between the three subjects. Literacy and numeracy are heavily dominated by the 'stand-alone' separate provision represented by the additional diplomas, whereas the ESOL awarding body provision is 61% full diplomas in 2008/09 as in

<sup>6</sup> Graphs showing regional breakdowns of the number of training places across the three subject areas are included in the appendices.

Table 3 below. The combined figures for both datasets show a similar pattern as can be seen in Table 4.

Table 3 ILR data: DTLLS and ADTLLS in FE, by subject and year

ILR data (Awarding Body Qualifications)				
	2007/08		2008/09	
Additional Diploma Literacy	95	83%	311	90%
DTLLS Literacy	20	17%	35	10%
Additional Diploma Numeracy	55	93%	206	85%
DTLLS Numeracy	4	7%	37	17%
Additional Diploma ESOL	69	46%	178	39%
DTLLS ESOL	82	54%	276	61%
Total Additional Diploma	219	67%	695	67%
Total DTLLS	106	33%	348	33%
Overall total	325		1043	

Table 4 ILR and SVUK data combined: DTLLS and ADTLLS in FE, by subject and year

Combined ILR and SVUK figures				
	2007/08		2008/09	
Additional Diploma Literacy	329	66%	682	65%
DTLLS Literacy	166	34%	369	35%
Additional Diploma Numeracy	168	73%	502	70%
DTLLS Numeracy	62	27%	217	36%
Additional Diploma ESOL	149	54%	380	46%
DTLLS ESOL	129	46%	444	54%
Total Additional Diploma	646	64%	1564	60%
Total DTLLS	357	36%	1030	40%
Overall total	1003		2594	

## 2.4 Mode of study

The training offer for prospective or current teachers of literacy, numeracy and ESOL is predominantly part-time rather than full-time. In HEI accredited courses only 18% is classified as full time.

This is even more pronounced in FE where 98% of places in the three year period of the study were offered on a part time basis. Analysis by subject areas shows that there are few differences between the offer for literacy, numeracy or ESOL.

Table 5 Enrolments: FE, HEI trainee teachers by mode of study and subject

	HEI		FE	
	Full time	Part time	Full time	Part time
Literacy	18%	82%	3%	97%
Numeracy	18%	82%	1%	99%
ESOL	18%	82%	2%	98%

SVUK data for 07/08 and 08/09 gives a picture of which courses are offered full time and which part time. The data suggest that of the 18% full time courses, the majority are for full diplomas rather than additional diplomas. It also appears that, while there was an increase in the number of integrated programmes offered by HEIs from 2007/08 to 2008/09, the percentage of these being offered full time decreased from 45% to 24%. This may be

understood as a reflection of the demand for part time, as opposed to full time, training routes.

Table 6 Full and part time HEI courses 2007/08

	Full time		Part time		
					07 08
AD	17	4%	410	96%	427
DTLLS	112	45%	139	55%	251

Table 7 Full and part time HEI courses 2008/09

	Full time		Part time		
					08 09
AD	5	1%	864	99%	869
DTLLS	165	24%	517	76%	682

It is customary in the sector to associate full time teacher training courses with pre-service trainees and part-time courses with in-service trainees. However, these assumptions don't hold true for these courses and there are often a mix of pre- and in-service trainees on part-time literacy, numeracy and ESOL teacher training courses. This has important consequences for the delivery of the courses and will be explored in section 4.2.1.

## 2.5 Trainee teacher characteristics

The demographic patterns in the population of trainee teachers closely match those of the wider literacy, numeracy and ESOL teaching workforce<sup>7</sup>.

Although primarily white and female there are signs that this is changing. Recent data from HEIs show rising numbers of black and minority ethnic groups in initial teacher training, for example.

Table 8 FE, HEI Skills for Life trainee teachers by ethnicity

	HEI	FE	Total
White	71.4	81.0	77.5
Black or Black British - Caribbean	3.2	2.1	2.5
Black or Black British - African	3.6	1.7	2.4
Other Black background	0.3	0.4	0.4
Asian or Asian British - Indian	1.8	3.8	3.1
Asian or Asian British - Pakistani	2.6	2.3	2.4
Asian or Asian British - Bangladeshi	0.1	0.5	0.3
Chinese	0.5	0.3	0.4
Other Asian background	1.0	1.1	1.1
Non-UK	6.5	0.0	2.4
Other	3.6	3.6	3.6
Unknown	5.4	3.2	4.0

<sup>7</sup> LLUK (2009) Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce  
LLUK: London

Total	100.0	100.0	100.0
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The subject area with the most male trainee teachers is numeracy and there is a greater proportion of trainees from black and minority ethnic groups working in ESOL teaching than in literacy or numeracy. Again, these patterns reflect those of the wider workforce.

Those participating in Initial Teacher Training (ITT) are mainly in their 30s, 40s and 50s. Numeracy trainee teachers are the oldest group, with the majority in their 40s and 50s and a greater number in their 60s than for literacy or ESOL. The youngest of the three groups is ESOL, with the majority in their 30s and 40s and greater numbers in their 20s than for the other two subjects. There are also more under 30s in the HEI provision than in FE<sup>8</sup>.

## 2.6 Teacher training success rates

With both the HESA and ILR data it is possible to extract completion and achievement rates. Combining these we are able to arrive at success rate figure by multiplying the two and dividing by 100 (success rate = [completion rate x achievement rate] / 100).

We can see that success rates in awarding body accredited courses have risen steadily over the three years and that over the same period ESOL courses have a significantly higher success rate than literacy or numeracy. This could be because of the longer history of established practice of ESOL teacher training courses. This more developed community of practice may be a significant factor in higher ESOL success rates. Further investigation would be necessary to corroborate this and to uncover any other factors.

Table 9 Success rates by year, Awarding Body accredited courses

	completion rate	achievement rate	success rate
06/07	85.8	67.7	58.1
07/08	88.8	72.3	64.2
08/09	88.1	75.8	66.8

Table 10 Success rates by subject, Awarding Body accredited courses

	completion rate	achievement rate	success rate
Literacy	85.2	68.0	57.9
Numeracy	86.6	64.3	55.7
ESOL	89.2	76.5	68.2

The picture is slightly different for HEI accredited courses with higher overall success rates and a more even picture between the three subject areas. However, there are a number of possible reasons for the disparity between the two sets of data. The HESA success rates are calculated from the data field that specified reason for leaving or ending as data on their completion status for those years was not available. 40% of the cases across all three years were unknown. In the ILR, there were only 20% of continuing and transferred students for whom this data was not available. Thus the HESA and the ILR success rates are not fully

<sup>8</sup> See Appendix 3 for more a detailed breakdown of trainees by gender and age.

comparable because different information is used to calculate the rates and because of the large amounts of missing data.

Table 11 Success rates by year, HEI accredited courses

	completion rate	achievement rate	success rate
2006-07	92.0	93.0	85.6
2007-08	91.4	94.2	86.1
2008-09	95.5	94.9	90.6

Table 12 Success rates by subject, HEI accredited courses

	completion rate	achievement rate	success rate
Literacy	94.3	93.5	88.2
Numeracy	95.9	93.5	89.7
ESOL	90.1	96.1	86.6

## 2.7 Trainee teacher destinations<sup>9</sup>

HESA carries out a follow-up survey with a small sample of providers to gather data on the destination of trainees following their courses. The Destinations of Leavers from Higher Education (DLHE) return is a national survey of learners who has recently received a qualification from any university or HE college in the UK and gathers information on the range of career and further study opportunities pursued by the alumni. The HESA DLHE target population contains all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August 2007 to 31 July 2008 as obtaining relevant qualifications and whose study was full-time or part-time. The DLHE targets those who have graduated from a programme approximately six months previously. The survey response rate is usually around 70%. However, the response rates by different programme type and subject varies.

For the purpose of our analysis, only data for 07/08 was available. Within this we could only find data on slightly more than 300 qualified LNE teachers (out of a total of 937 trainees), a significantly lower response rate than the overall figure. It should also be noted that the data is only for those who completed their training through a HEI. In the same year 1,431 people completed training through an awarding body qualification and we have no destination information for these.

This data shows that nearly 80% of trainees on HEI-led teacher training courses go directly into paid work, almost 50% to full-time with a further 30% going into part-time paid work. Of the remaining trainees, 13% combine work and study and only 4% are assumed to be unemployed.

<sup>9</sup> Data tables can be found in the Appendix 4

When asked whether the qualification was a requirement for their job, nearly all of the trainees surveyed chose an option implying that it was, either as a formal requirement, an advantage or an expectation.

Over 85% of trainees were employed in England with a further 12% unknown. The majority (57%) were employed by large organisations (250 or more) with only 7% employed by organisations with less than 50 employees.

Unsurprisingly, the 2006/07 1 digit Standard Industrial Classification of the majority (65%) of the destinations of the trainees was Education, with a further 10% in Public administration & defence; Social security and 17% unknown. In 2007/08 74% were classified as Education, 7.4% as Public administration and defence; Compulsory social security and 10% unknown. Within the 2 digit Standard Industrial Classification 78% were classified as Teaching and research professionals, 4% as Business and public service associate professionals and 12% classified as not known.

## 3 The perspective of the teacher educators

### 3.1 Methodology

Two approaches were taken to gathering qualitative data on training providers' views on the impact of the 2007 teacher training reforms on LNE teacher training: an online written response and a focus group. Participants for both of these were invited using a national list of LNE teacher training provider contacts held by NRDC through the *talent*<sup>10</sup> website.

An online survey was prepared to gather written responses from trainers on the impact of the 2007 teacher training reforms on LNE teacher training. This was structured in four parts:

- Your courses
- Your trainees
- Course structure
- Building capacity

We received 18 completed responses from a mix of HEI and FE based trainers.

A focus group was held in London on February 23<sup>rd</sup> 2010 with 16 providers, again with a mix of HEI and FE. The discussion was organized around the questionnaire themes and providers were asked to work in small groups and in plenary to feedback on their experiences. Their responses were recorded and, collated with the written responses, have been analysed here.

### 3.2 Courses

#### 3.2.1 Course setting, accreditation and funding

The providers who submitted a written response or took part in the focus group delivered courses in both Higher Education Institutions (HEIs) and Further Education Colleges (FE). There were FE providers using National Awarding Body qualifications and drawing down LSC funding, as well as HEIs accrediting their own HEFCE-funded courses. A common pattern was for the courses to be delivered in the FE environment but accredited by the HEI and funded through HEFCE. The changing patterns of delivery are apparent through analysis of the HESA and ILR data.

In deciding whether to offer courses through a HEI or an awarding institution, providers reported taking a number of factors into consideration. Familiarity is important in many cases, particularly where there has been a supportive relationship:

*We have worked with them for a number of years on teacher training and other courses and have found them to be very receptive to our feedback.*  
(FE provider referring to an awarding body)

It is also true that some providers are not able to make a choice based on what they perceive to be best for LLN training as in some cases they are obliged to use the same accreditation as the generic teacher training used in their institution.

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<sup>10</sup> [www.talent.ac.uk](http://www.talent.ac.uk)



*We currently use ..... as we use them for all our generic PGCE/Cert Ed courses.  
....all the other teacher trainer qualifications are accredited by City & Guilds, so ours is too.  
(FE provider)*

There were some reports of perception that levels of rigour are different across different awarding institutions and that certain ones have better quality assurance. This did not conform to stereotypical assumptions about HEI qualifications having higher status.

Some mentioned that they felt there was greater freedom to design their own courses when working with HEIs as opposed to awarding institutions which were seen as more inflexible.

Shifts in LSC funding policy, with priority given to Level 2 and 3 qualifications, have led to a shortage of LSC funding for teacher training qualifications at Level 5 in some areas. This may have been a contributing factor to the increase in HEI accredited courses noted in the data above as providers sought partnerships with HEIs to access HEFCE funding; this is likely to continue. However, the cap on student numbers in HE means that HEFCE funding may now be harder for providers to access. This may make it difficult for providers to continue the current level of capacity as they compete within their institutions for limited resources.

Another impact of the move to HE accredited and funded courses may be that more courses are offered at QCF Level 7, as the flexibility for HEIs to fund QCF Level 5 work is reduced.

### **3.2.2 Integrated provision**

Respondents identified a number of advantages for prospective teachers and for government in offering an integrated route to fully qualified status for teachers of literacy, numeracy and ESOL. Some of these advantages are practical: an integrated route is shorter and involves less assessment, allowing people to gain the necessary qualifications more quickly and with fewer resources required. For trainees the overall course fees are lower. It was also felt that the integrated route was a great motivation for trainees, particularly in the generic elements which can otherwise be seen as lacking relevance to the actual classroom experience of trainees. In an integrated course lesson planning becomes subject specific e.g. literacy lesson planning increasing the impact of the learning. Respondents were also in agreement that working with other subject specialist teachers was an important factor in developing trainees' identity as literacy, numeracy or ESOL teachers and that the community of practice built on the course had a powerful effect on their professional development.

While there was agreement that integrated courses were preferable, respondents identified a number of barriers which may explain the relatively short supply of integrated provision across the country. HEFCE funding is the same for an integrated qualification as it is for two separate qualifications if they occur within the same year. Therefore, it is in the interests of some institutions to run two separate courses as then they can charge two sets of fees.

The numbers of LLN trainers within the post-compulsory training teams are small and economies of scale, possible on larger generic courses mean that integrated LLN qualifications with smaller numbers make integrated courses less attractive to providers.

Perceptions of demand were also noted as factors in the lack of integrated programmes

### 3.3 Trainees

#### 3.3.1 Course entry

We explored with respondents the main reasons for applicants being refused a place on a course. Candidates' levels of personal skills in English and maths were the most commonly cited reason. Some respondents commented on the difficulty when existing staff apply for a place on a course who need to get the qualification as a condition of continued employment but cannot meet the personal skills entry requirements

*The personal skills of applicants is not good enough - worryingly, these are often people who are already in the classroom.*

(HE provider)

However, this should not be interpreted as a challenge to the new entry requirements, introduced in 2007. These were seen to be working well, with meaningful use of the entry assessment and induction allowing an exploration of the personal skills required. In fact the rising success rates shown in section 3.5, may in part be attributable to the impact of the new entry criteria.

*I fully support the requirement for teachers to have personal maths skills at level 3 or above. I think that this gives weight and meaning to the qualification and the profession as a whole.*

(HE Provider)

Respondents consistently called for better referral options for those that have to be turned down because their personal skills are not at the required level. There is clearly a need for accessible and appropriate 'bridging' courses to help prospective teachers to meet the entry requirements, thus providing a structured route into the qualifications. For those based in FE, a key difficulty is the absence of an appropriate qualification to bring these candidates up to the level of the entry requirements. Level 3 Key Skills, used by some, is no longer available. The notion of developing Level 3 functional skills has now been dropped. 'A' Level modules, which could be used, are difficult to fund for adult learners and for those based in HEIs, Level 3 work is largely beyond the institutional remit. This cumulatively represents a substantial issue. Not least because there are unqualified teachers in post who need training and who fall below entry threshold but for whom appropriate support or bridging courses are simply unavailable.

As well as the requirement for applicants to evidence skills in mathematics or English at Level 3, the academic requirements of the Level 5 course in terms of writing was often cited as being a major consideration when deciding whether a candidate was suitable for the course.

*There is an issue around writing at Level 5. For some teachers this is a tremendous challenge and, although many can address the assignment criteria, they often do so in a way which is below Level 5. There is a further issue around the assessment process being at Level 3. Whilst many teachers are able to improve their writing skills up to Level 4, they can find it very difficult to write at Level 5. It may be necessary to increase the level of assessment to Level 4.*

(FE provider)

### 3.3.2 Financial support for trainees

There was evidence of inconsistency in the information given by providers about bursaries and other financial support available to trainees. Providers reported ambiguity around grants and loans for trainees and the support they gave varied greatly, from directing them to their own institution's bursaries, applying for funding from local professional development networks to support trainees or providing them with guidance on how to apply through national student finance schemes. Respondents had different understandings of whether trainees on additional diplomas were eligible for student loan funding and there was a request for greater clarity over what funding is available for LLN teacher trainees.

### 3.3.3 Placements

In discussions around pre-course processes it was clear that the availability of placements was an important factor in whether candidates were being accepted on courses. Many of the existing courses were originally set up to get existing in-service staff qualified rather than to deal with people wishing to join the workforce. This appears to have led to an assumption that all candidates are existing teachers and bring a placement with them. Where candidates are not currently working as teachers it is often seen as the candidate's responsibility to find a placement and bring it with them to the course.

*The entry requirements for the courses stipulate that the trainee needs to have a minimum number of contracted teaching hours to undertake the course.*

(HE Provider)

*We reject people from the course mostly because they do not have the teaching hours.*

(FE Provider)

Finding enough quality placements is increasingly difficult for providers. Reductions in provision have made it more difficult to find placements. In some cases the student numbers in the classes in the environment in which candidates work are lower than stipulated by awarding institutions; this is especially the case in offender learning and Train to Gain settings.

Some respondents also reported that teachers often didn't want to have trainees in their classes because teachers are being made increasingly accountable for learner achievement and they fear that having a trainee working with their learners could have a negative impact on this.

The expense and inconvenience of gaining CRB checks was also cited as a factor.

Respondents also noted that finding suitable, stable placements which provide trainees with a range of experience is only part of the problem as there is a need for a mentor with every placement and for assurance of the quality of the support that the mentors provide the trainees.

*The main challenge is finding suitable mentors for teachers, although to-date our teachers have been successful with this. However, we do not feel we have sufficiently developed our mentoring quality systems and so we are aware that the support that learners get does vary. Getting mentors to attend training sessions with us has also been very problematic, as obviously they are very busy people with many teaching commitments, generally.*  
(FE Provider)

These factors mean that providers are reluctant to offer placement to any but the strongest candidates:

*We only have a limited number of teaching placements and offer to those candidates we feel will benefit from it and develop as effective practitioners.*  
(FE Provider)

### 3.4 Course structure

There was much positive comment at the focus group supported by the comments of those who provided a written response that the new qualifications are an improvement.

*There is no doubt that the new qualifications for LLN teachers are much more fit-for-purpose than the previous FENTO-based ones. The LLUK-based courses allow us time to explore the LLN that teachers use in their teaching, and spend time on exploring the pedagogy and approaches. This compares to the old FENTO-based qualifications which were directed mainly at teachers personal skills in their subject specialism.*  
(HE Provider)

The new qualifications were thought to have enabled providers to develop programmes which are holistic in approach and integrate theory and practice. However, there were criticisms expressed that there were too many units of assessment leading to an over assessed course and that the number of hours allocated to cover such a lot of content was inadequate.

Specific criticisms were made of the numeracy qualification which was seen as repetitious with some duplication across the units. It was also suggested that it was lacking in necessary maths content; this was described by one respondent as:

*“... a ‘pendulum swing’ – we’ve gone from all subject to all pedagogy and now we’ve lost all of the maths content.”*

The teaching observations were understood to be an important part of the course, because they are practice-based and allow for a focus on the development of the practical teaching of trainees.

Another common theme was that there was too much of a focus on reflection and not enough on classroom management and basic teaching techniques, particularly in year one where an entire module on reflection was frequently cited as excessive.

### 3.5 Building capacity

There was little evidence of coordinated planning across providers. Most courses appeared to be run for historical reasons or to be put on speculatively in response to queries. When we asked providers what would be needed for their organisation to increase the number of training places available, it was apparent that many were more concerned with protecting existing provision than in expanding their provision.

The main barriers to expansion of capacity were funding, room space and availability of suitably qualified and experienced trainers. Some also reported a perceived lack of demand; although others had waiting lists.

As mentioned above, current constraints in HEFCE and LSC funding make expansion difficult. Providers are often in competition with other courses for room space. These other courses can often recruit larger groups and so are more lucrative.

*There is also scope to increase numbers if funding was available. Demand for places exceeds current availability.*

Many respondents reported that their teams of trainers were currently at or beyond capacity so putting on more courses would involve recruiting more teacher training staff. There is a clear need for more teacher trainers; this is particularly acute in numeracy.

The number of observations and the time consuming nature of carrying them out was cited as one reason why it was difficult to increase the number of trainees per course. There were also reports of the difficulty of recruiting trainers as the courses were seen as giving a lot of extra paperwork and requiring a great deal of marking in comparison with more general FE teaching.

Some respondents expressed doubt about their ability to continue to attract sufficient numbers of candidates to sustain their provision, particularly in the case of integrated courses.

*Demand is uncertain because of pressure on CPD budgets and uncertainty/cuts in the sector in response to the introduction of Functional Skills and cuts in funding for post 19 provision.*

*As we have been offering the qualification for some time we have just about exhausted the supply of existing staff.*

*...at the moment demand for the stand alone course seems to be waning.*

However, this was not universal with other providers reporting that they were currently unable to meet demand. More detailed work is needed to support providers in mapping demand regionally and adjusting their offer accordingly.

### 3.6 Concluding teacher trainer perspectives

The main strength of the reforms was seen as being the increased integration of theory and practice in the training of teachers of literacy, numeracy and ESOL.

*There has been some improvement in that there is now more emphasis on the practice of teaching. The reforms have meant that LLN teachers are now better equipped to marry theory to practice.*

*The new qualifications better support the development of trainees' level of knowledge with regard to subject specific pedagogy and the ability to relate this to classroom practice.*

There are still challenges: building capacity in terms of new trainers; increasing the supply of high quality placements with mentor support; bridging the gap between candidates' existing personal skills and the entry requirements; addressing concerns about the size and over-assessed nature of the courses; supporting trainees in meeting the academic requirements at Level 5 and providing a part-time pre-service integrated route through the qualifications.

However, it can be concluded that the subject specialist qualifications for teachers of literacy, numeracy and ESOL have made a positive contribution to the quality of the workforce since their introduction in 2007.

*Teachers who have left the course are clear that the new courses have had a significant impact on their teaching practice, whereas those leaving the old courses left saying it didn't really help me in the classroom.*

(HE Provider)

This comment reflects a generally held view of the respondents to the pre-2007 courses and is supported by earlier NRDC research on Skills for Life teachers<sup>11</sup>.

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<sup>11</sup> Cara, O., Litster, L., Swain, J., & Vorhaus, J. "Study of the impact of the Skills for Life learning infrastructure on teachers and trainers" NRDC: London

## 4 Trends in the supply of ITT provision for adult literacy, numeracy and ESOL teachers

### 4.1 Shift in funding and accreditation

There is clear evidence of a shift of courses from LSC funding to HE funding in 2007. Several factors will have influenced this shift, some from changes in qualifications and others from shifts in funding priorities.

The new teacher training regulations took effect from 1 September 2007. Delays in the emergence of some aspects of the detail of the new-style qualifications meant that at a critical stage of planning in the spring/summer of 2007, FE providers were still awaiting guidance on the new qualifications from awarding bodies. This led some providers to delay courses originally planned for the autumn of 2007 and others to seek alternative routes through partnerships with local universities.

A second factor contributing to this shift was the changes to the qualifications themselves. A common pattern pre-2007 was for teachers to undertake college-based awarding body qualifications for the first year of their part time training and then to transfer to a local HEI for the second year. Anxieties about how this might work with the new qualifications, particularly with regard to the subject units, also caused some providers to move to using the HEI qualification to cover the full two years of training.

There may also have been a rush from candidates to take the familiar legacy qualifications before the arrival of the new ones. An added confusion was the shift in the labeling of the national qualification levels. The shift from the 'old' level 4 to the 'new' level 5<sup>12</sup> was not in fact a change of level at all but was perceived by many as an upwards move in the standard to be achieved.

Changes in the LSC training priorities at this time, with a focus on level 2 and level 3 targets left some providers unable to fund the new Level 5 ITT courses through LSC channels. They turned to their local HEIs for accreditation and the associated use of HE funding. This last factor was later eased by allowing an exception for Level 5 ITT provision for teachers, but not before many changes had been made.

However the relatively new provision in HE as a result of this shift is now vulnerable, as any growth in HE student numbers has been capped. With restrictions in place, more recent developments or franchised arrangements can quickly find themselves at risk. There is a danger that this relatively small but strategically important area of teacher training is neither a

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<sup>12</sup> In the earlier definition of levels, level 4 was a broad band that included all three years of undergraduate degrees, with level 3 as A' levels and equivalent, and level 5 referring to post-graduate work. In the revised levels now used by the QCF (Qualifications and Credit Framework), the three undergraduate years have been re-designated as levels 4, 5 and 6; level 7 is now post-graduate. Hence the 'new' level 5 is the middle of the 'old' level 4.

priority for HEFCE or for LSC/SFA. Should it fall neglected and unprotected between these two, then there could be serious issues in ensuring the supply of teachers needed to support and achieve the 2020 vision for a 95% literate and numerate population.

## 4.2. Issues with entry to the profession

### 4.2.1 Placements

We have found evidence of a persistent barrier, which makes entry to the profession challenging for newcomers. There is an assumption on the part of teacher training providers that their responsibility to provide practical teaching placements for trainees is limited to trainees on full time courses. For part time courses it is assumed that trainee teachers are already working in the sector. For literacy, numeracy and ESOL teachers this is often not the case. Trainees on the full time courses, mostly in HE are training before finding work, but so are many on the part time courses.

Faced with an application from someone wishing to train as a numeracy teacher in order to join the sector, teacher training providers will ask them to go and find themselves a teaching placement or some part time teaching hours in order to access the teacher training course.

*The entry requirements for (our) courses stipulate that the trainee needs to have a minimum number of contracted teaching hours to undertake the course.*

(HE Provider)

This is seen as a standard practice, despite the fact that finding work as an unqualified novice can be a daunting, if not impossible task.

The fact that many teachers may need pre-service training on a part time basis appears not to be acknowledged or catered for. It is assumed that those who wish to undertake pre-service training will do so on a full time basis. This does not accommodate those with other commitments who wish to prepare for a career change by training for a new role in adult basic skills while still earning and/or while maintaining other responsibilities. There is a sense that supply is set in patterns that may work well for the sector as a whole but which are not best suited to the needs of new and prospective adult literacy, numeracy and ESOL teachers.

HEI providers reported that the funding for part time courses does not allow time for establishing and maintaining practical teaching placements. They provide this service only for those on full time courses where funding allows for placements to be found.

### 4.2.2 Bridging courses

There is clearly a need for accessible and appropriate 'bridging' courses to help prospective teachers to meet the entry requirements thus providing a supported route into the qualifications for those already in employment whose skills fall below the entry standards. For those based in FE, a key difficulty is the absence of an appropriate qualification to bring these candidates up to the level of the entry requirements. Level 3 Key Skills, used by some, will no longer be available from September 2010. Level 3 functional skills are not being developed. 'A' Level modules, which could be used, are difficult to fund for adult learners and for those based in HEIs, Level 3 work is largely beyond the institutional remit. This cumulatively represents a substantial issue. Not least because there are unqualified teachers



in post who need training and who fall below entry threshold but for whom appropriate support or bridging courses are simply unavailable.

Previous work for LLUK has shown that the level of qualifications of the workforce varies among providers, with some employing only those who hold the required qualifications or who they feel will be able to achieve them and others persisting in recruiting unqualified staff whose skills are often at a level below that expected for entry to training courses. Trainers we spoke to consistently called for better referral options for those they have to turn down because their personal skills are not at the required level.

#### **4.2.3 Linking the current findings with those of the LLUK survey report from September 2009: *Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce LLUK***

Previous work for LLUK estimated the numbers of teachers in the current workforce who need subject specific teacher training: approximately 4,800 for literacy, 3,400 for numeracy and 2,900 for ESOL<sup>13</sup>.

The current analysis shows that in 08/09 there were 1,190 places for literacy, 754 for numeracy and 909 for ESOL. If the current offer is sustained it will take four years to train the literacy workforce, four and a half years for numeracy and just over three for ESOL.

However, analysis has shown that the current teacher training offer has contracted over the period of the study and now appears vulnerable to shifts in funding. Furthermore, providers report that they are constrained in their capacity to increase the supply of courses by a number of issues such as supply of staff with appropriate training and expertise, teaching rooms in their institutions, but above all funding for such expansion.

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<sup>13</sup> These figures incorporate calculations to take account of attrition and patterns of recruitment to the literacy, numeracy and ESOL workforce. A proportion on these teachers will also need generic teacher training. For full detail see LLUK (2009) *Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce LLUK*: London

## 5 Recommendations

### 5.1 For BIS

- A continuing supply of new teachers of literacy, numeracy and ESOL is an essential ingredient to support progress towards the 2020 vision of a 95% literate and numerate population. All quality improvement activity working towards the literacy and numeracy targets needs to have this within its scope.
- Recognise that the needs of prospective literacy, numeracy and ESOL teachers are different to the majority of vocational experts entering the FE sector. They need to train before finding employment and there is demand for part time, pre-service routes from those planning career changes. Funding needs to take account of part-time trainees who are not yet employed in the sector.
- Work with LSC/SFA and HEFCE to prioritise the supply of literacy, numeracy and ESOL teacher training and recognise that this relatively small but strategically important area of training needs some protection from the potentially adverse impact of other spending priorities.
- Make appropriate Level 3 qualifications in literacy/language and numeracy/mathematics available to those who need bridging courses to access subject-specific teacher training. The demise of Level 3 key skills and the absence of functional skills at Level 3 have created a gap. One solution would be to make AS level English and Maths modules fundable for adult learners.
- Encourage and incentivise the provision of more pre-service part-time provision of literacy, numeracy and ESOL teacher training.
- Numeracy teacher training is growing rapidly, but from a very low base. It needs continuing support to prioritise, protect and promote it. Consider incentivising the development of pre-service numeracy teacher training designed to retrain those with high levels of numeracy skills being made redundant in other sectors of the economy.

### 5.2 For HEI and FE providers of literacy, numeracy and ESOL teacher training

- Reshape provision to cater for pre-service applicants on part time courses.
- Offer practical teaching placements as part of the course programme for applicants who wish to train before finding work.

### 5.3 For employers of literacy, numeracy and ESOL teachers

- Use the literacy, numeracy and ESOL teacher training entry criteria proactively when appointing unqualified staff.
- Ensure that any new literacy, numeracy and ESOL teachers have the skills and knowledge to meet the entry criteria to teacher training at the point of offering employment.

### 5.4 For the Institute for Learning (IfL)

- Ensure that future data collection on members accurately reflects members' achievement of LNE teaching qualifications.
- Record the subjects taught as well as the qualifications held by members.

- Clarify how a teacher's qualification to teach in literacy or numeracy or ESOL can be formally acknowledged either as part of or in addition to QTLS, perhaps as a licence to practise.

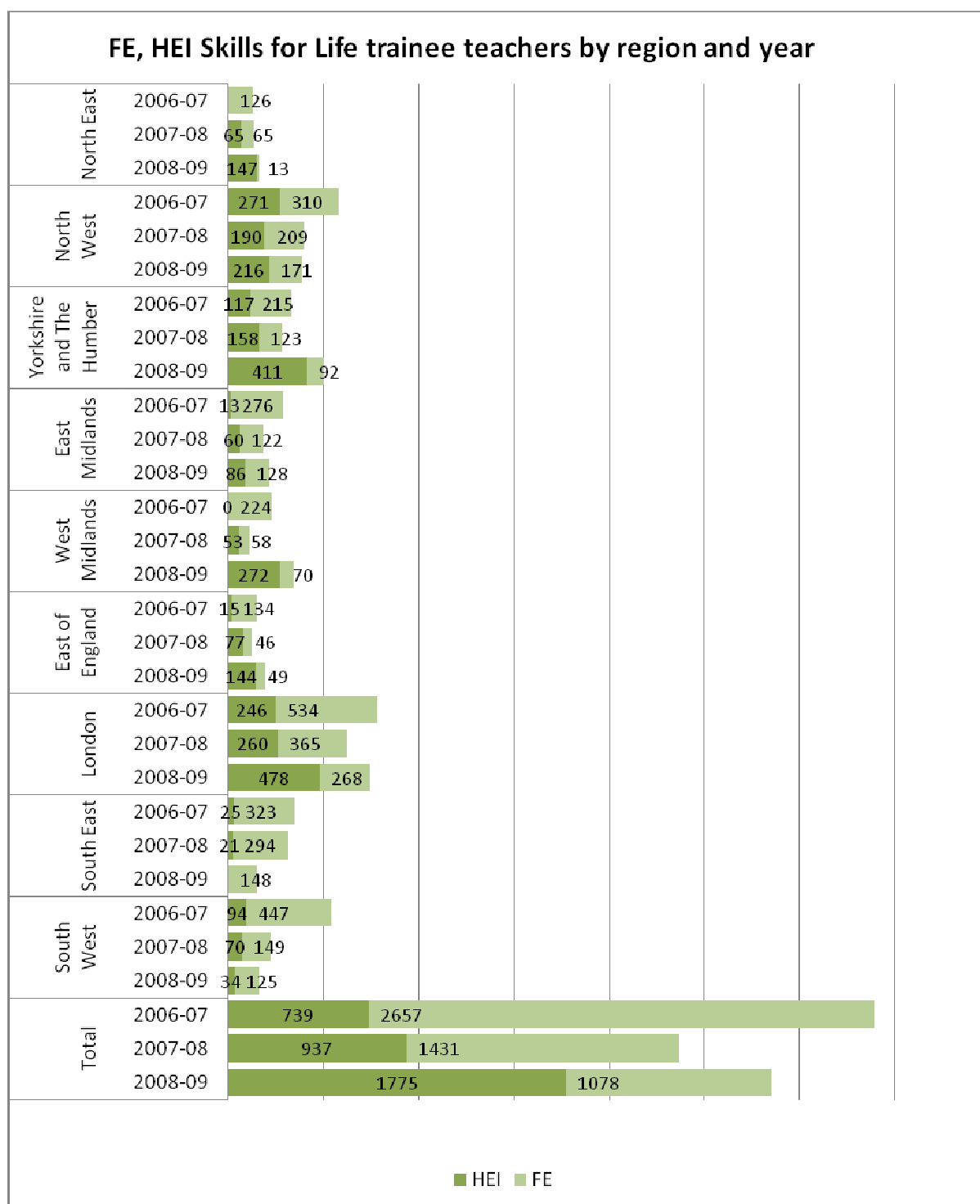
## 6 Appendices

### Appendix 1 – SVUK and HESA data comparison

	2007/08		2008/09	
	SVUK data	HESA data	SVUK data	HESA data
Literacy	380	474	705	826
Numeracy	171	177	476	499
ESOL	127	286	370	450
Total	678	937	1551	1775

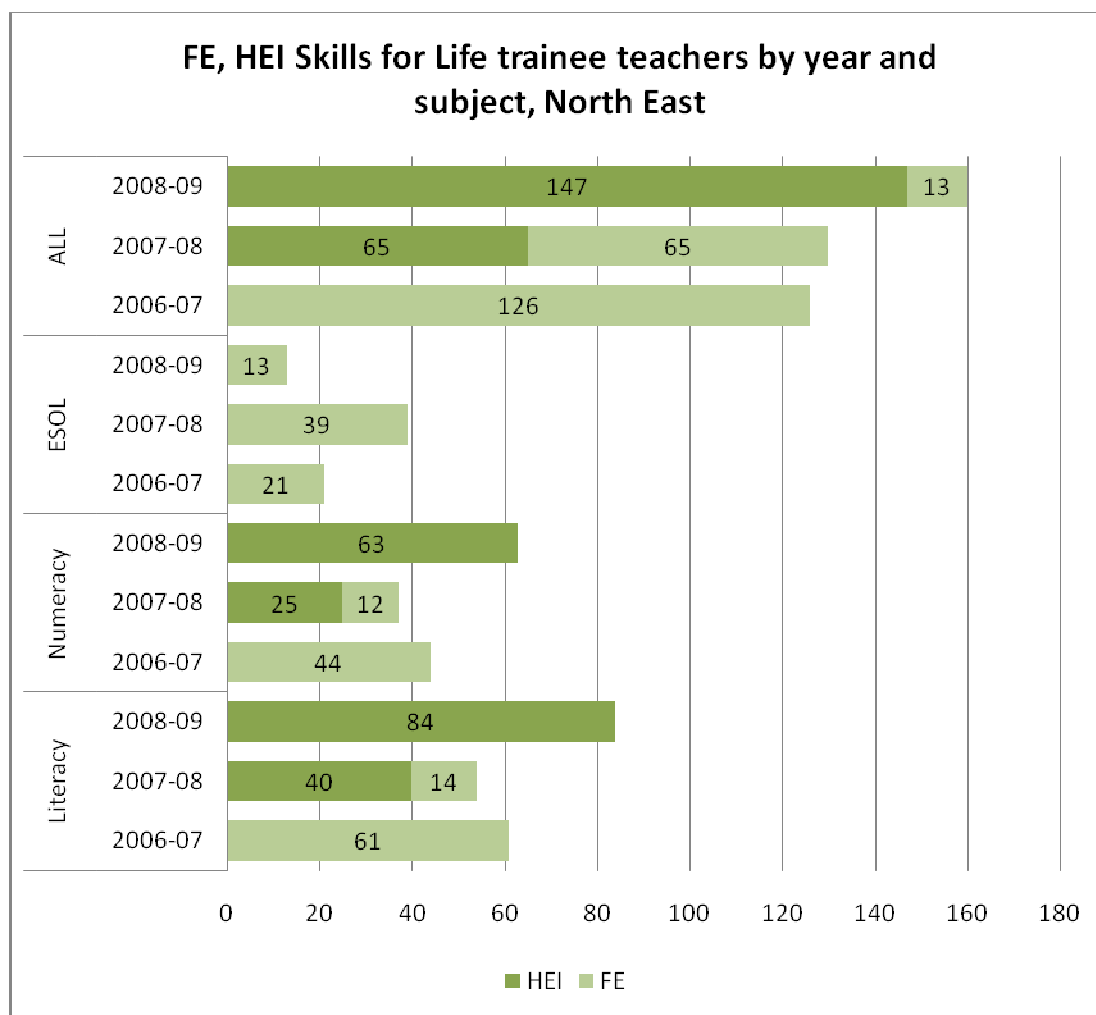
## Appendix 2 – regional breakdowns

Table A– Regional breakdowns by year



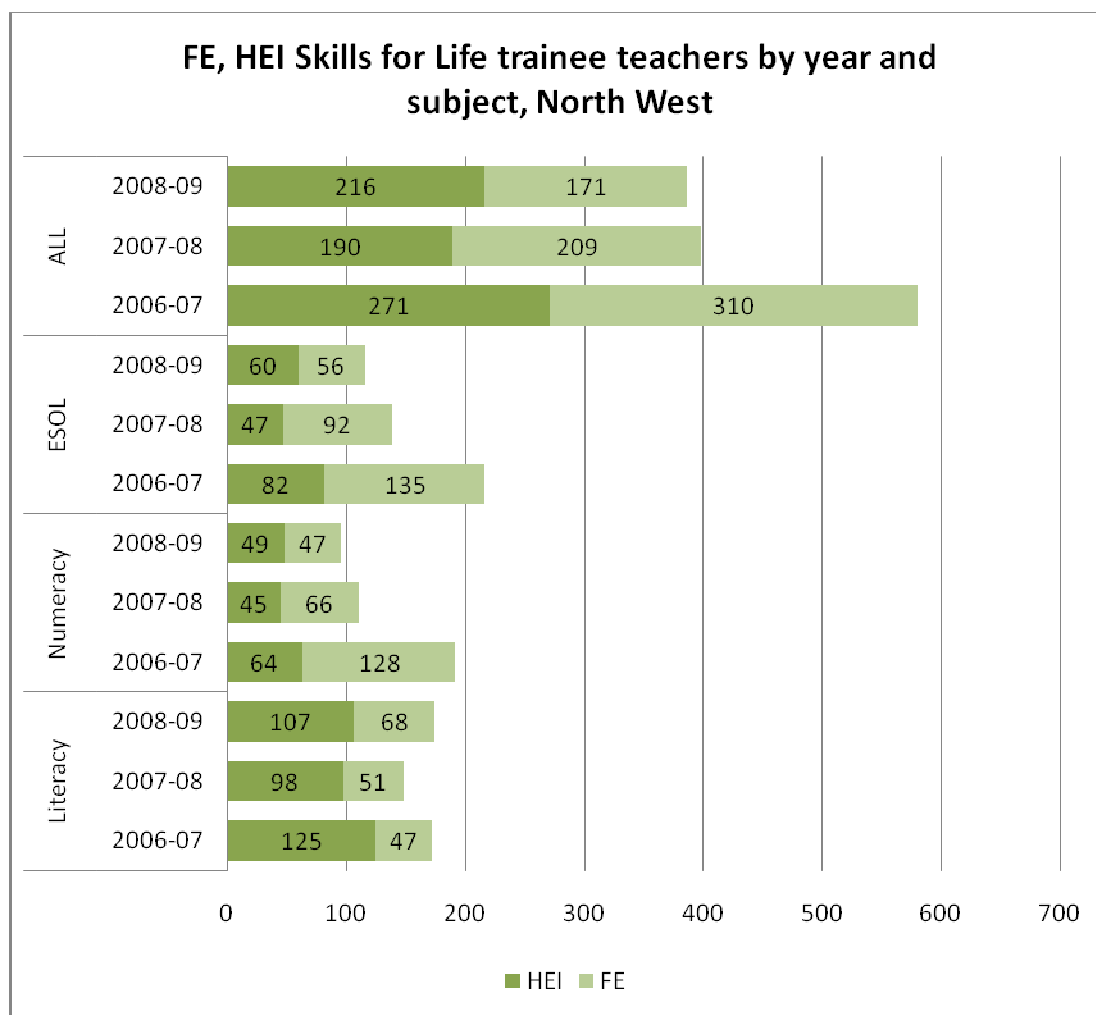
Appendix 2 (cont'd)

**Table B– North East by year, subject and funding sources**



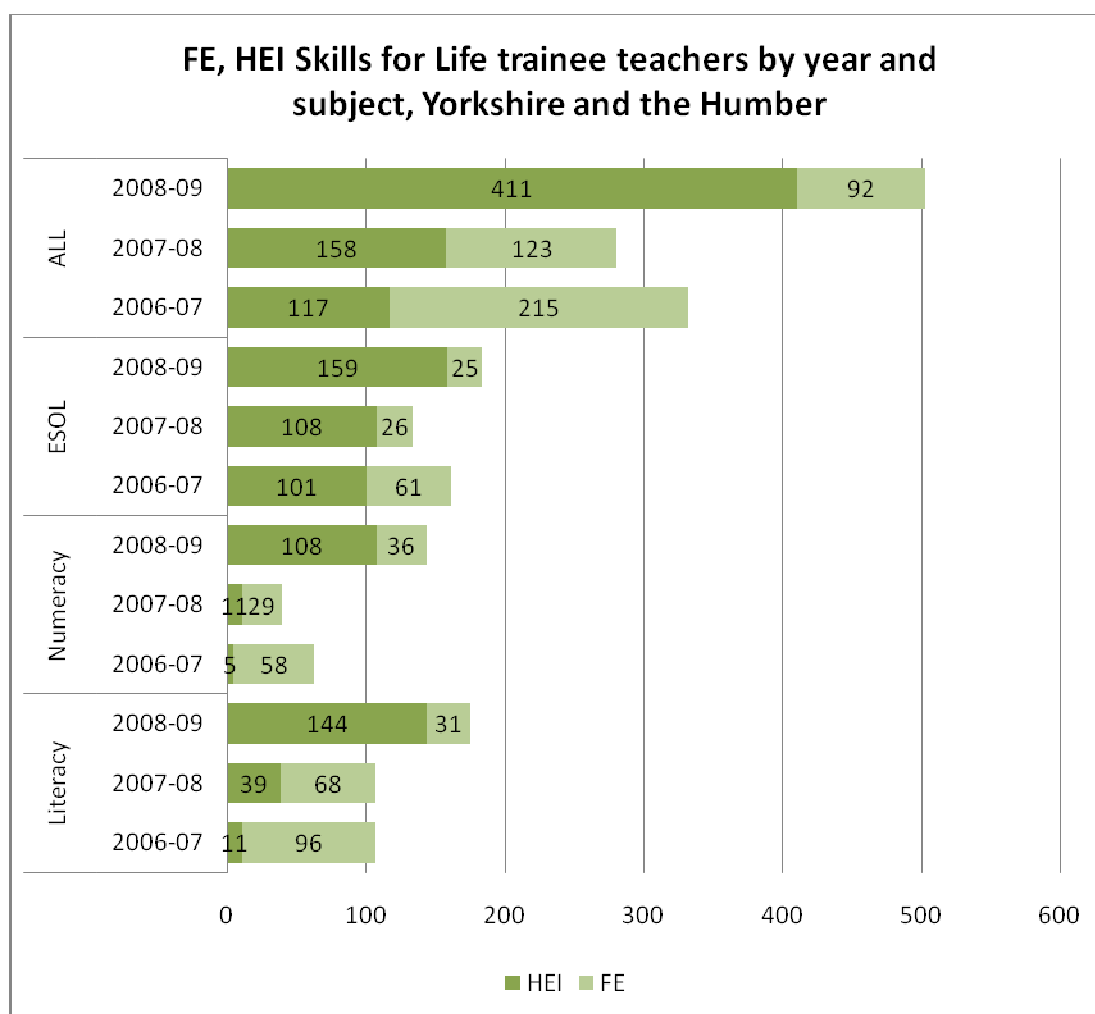
Appendix 2 (cont'd)

**Table C– North West by year, subject and funding sources**



Appendix 2 (cont'd)

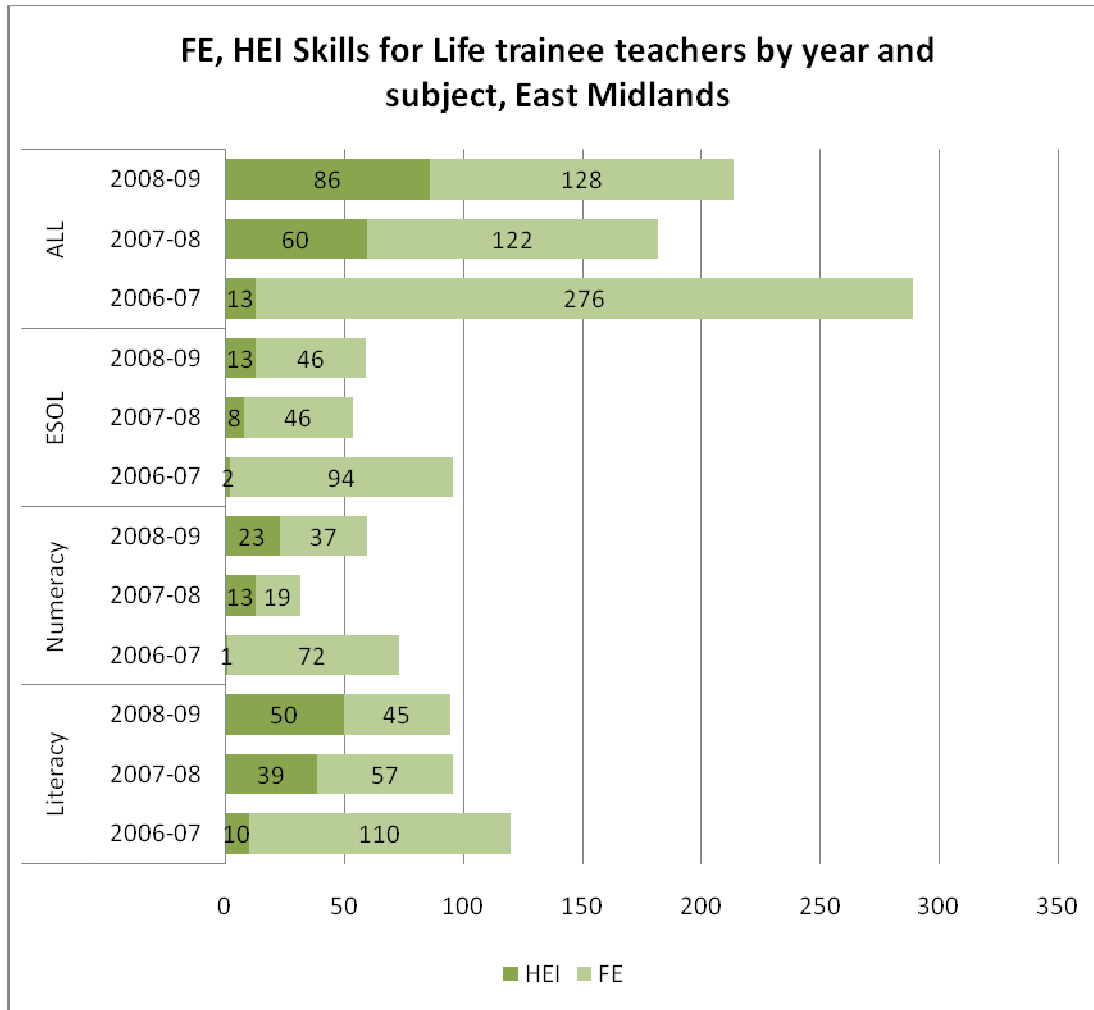
**Table D– Yorkshire and Humber by year, subject and funding sources**





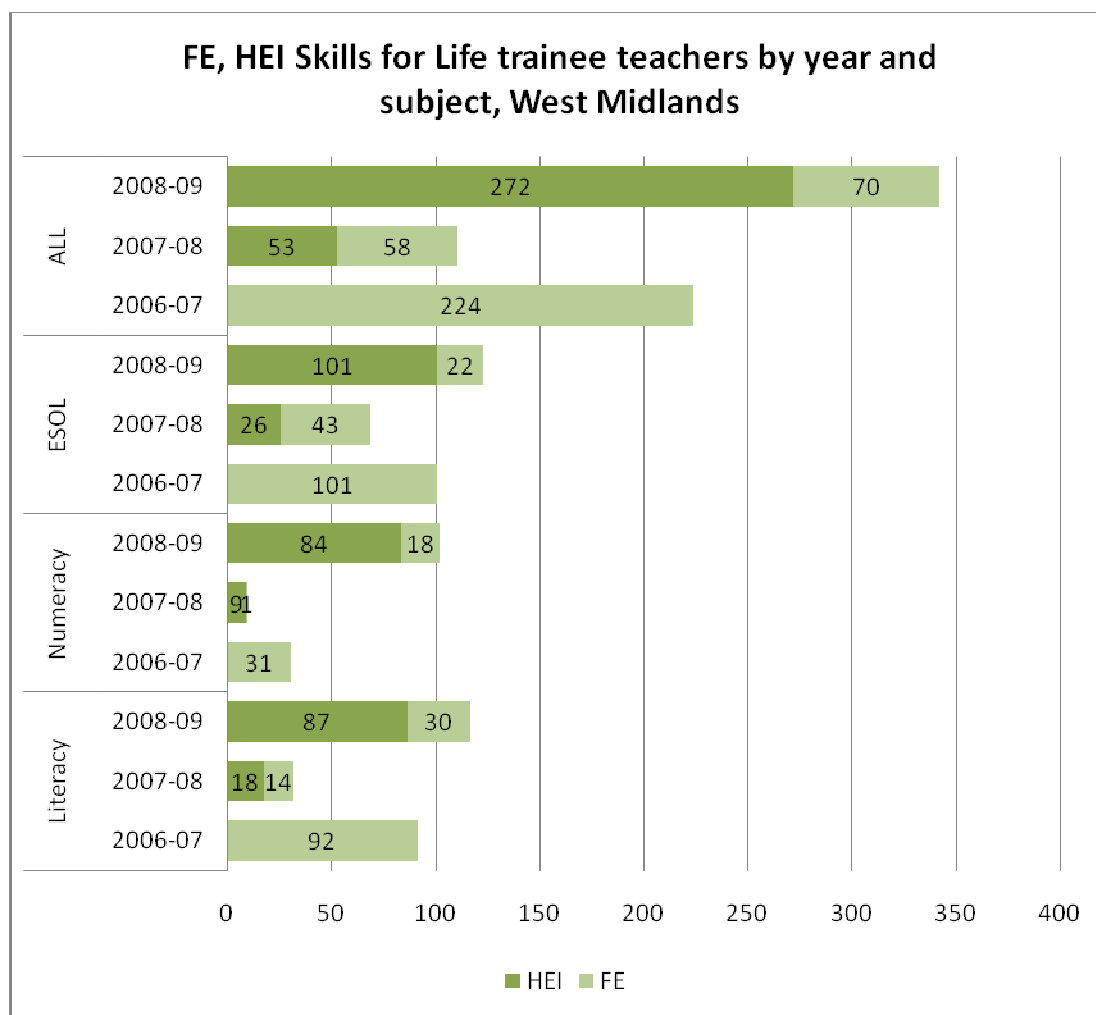
Appendix 2 (cont'd)

**Table E– East Midlands by year, subject and funding sources**



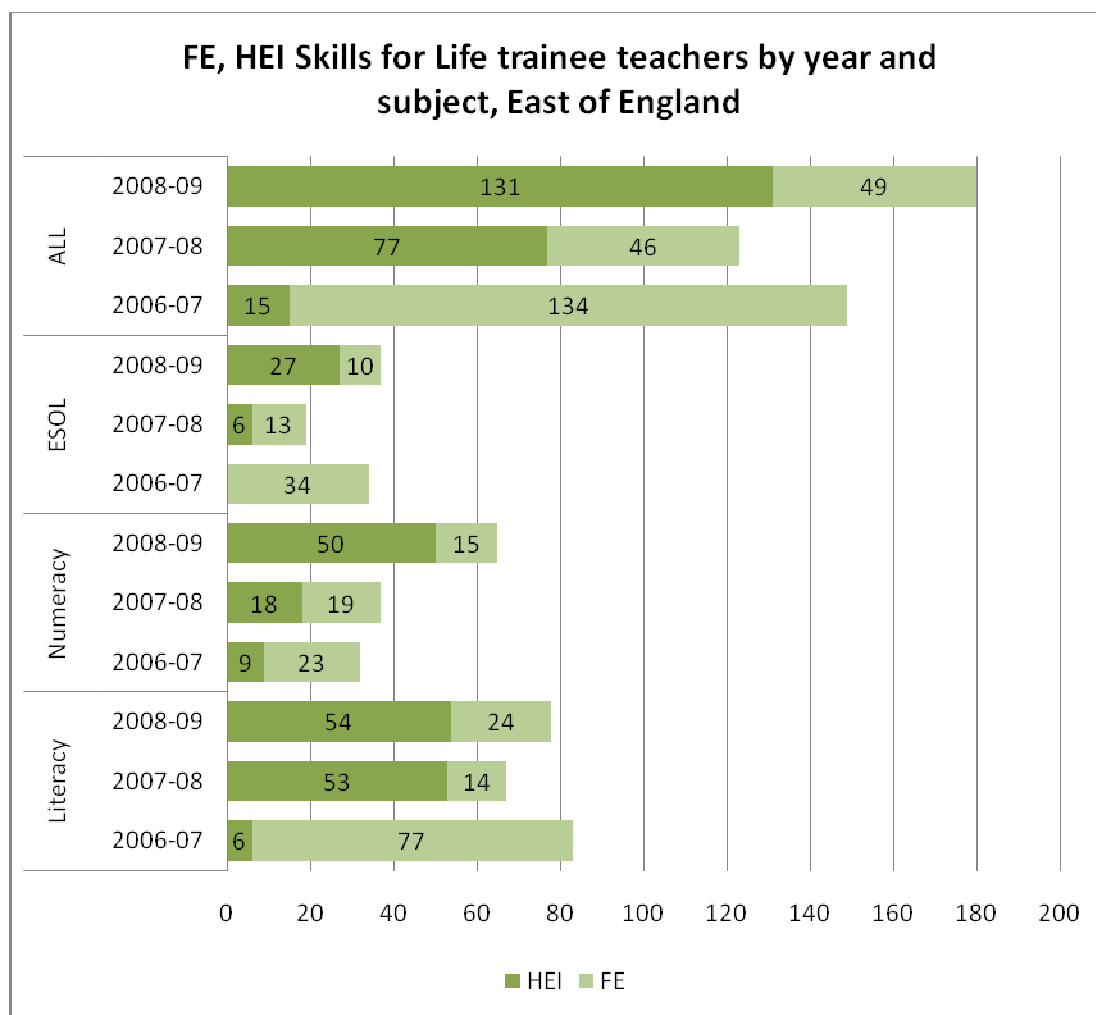
Appendix 2 (cont'd)

**Table F– West Midlands by year, subject and funding sources**



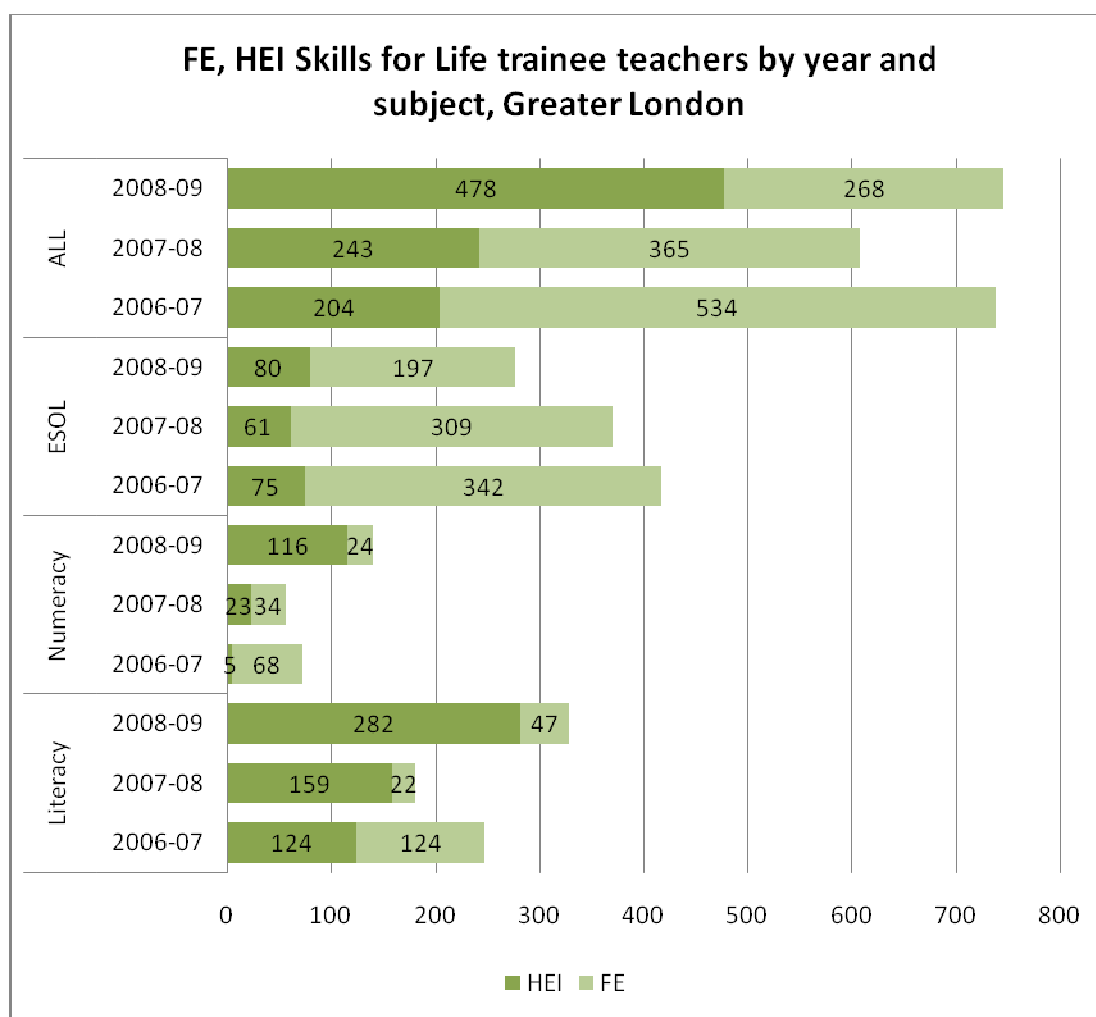
Appendix 2 (cont'd)

**Table G– East of England by year, subject and funding sources**



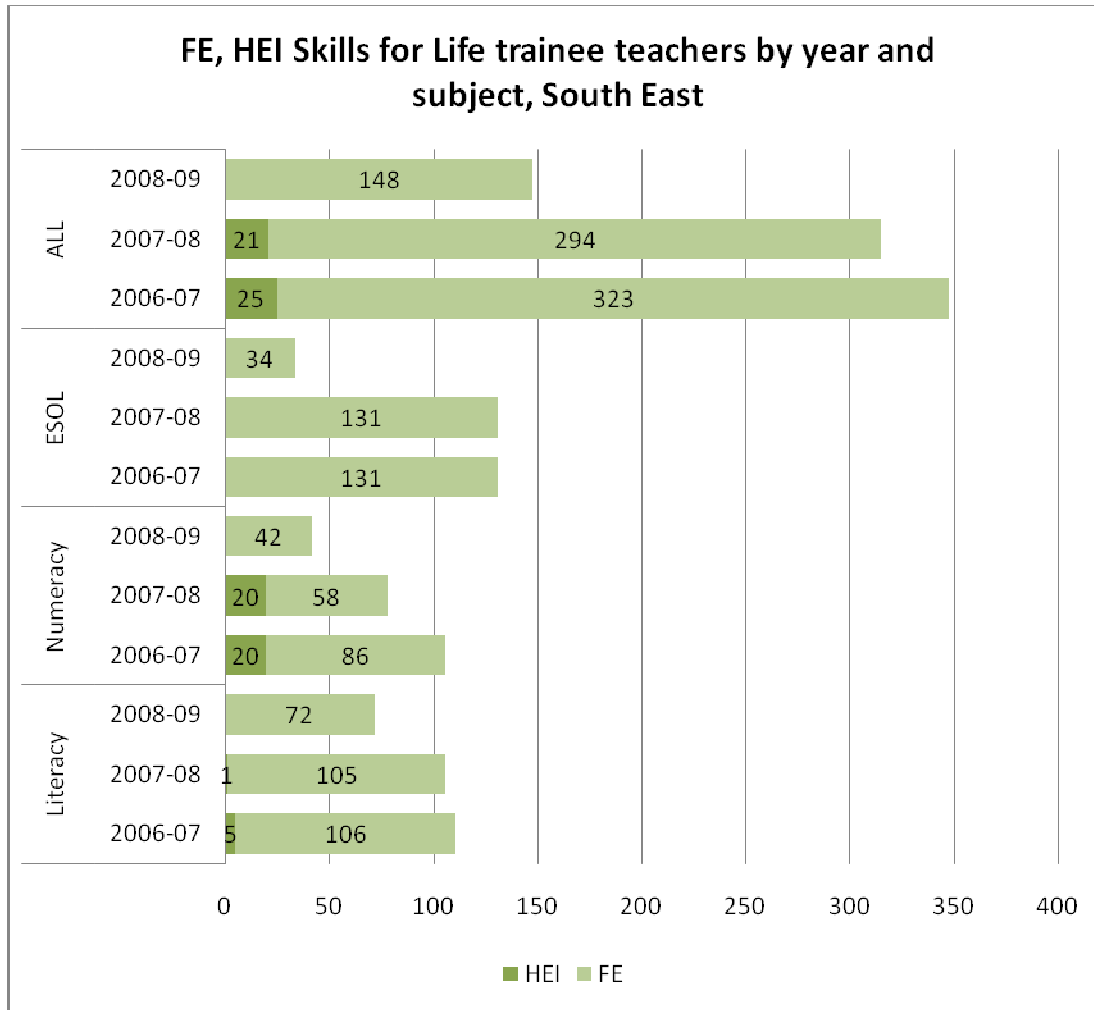
Appendix 2 (cont'd)

Table H– Greater London by year, subject and funding sources



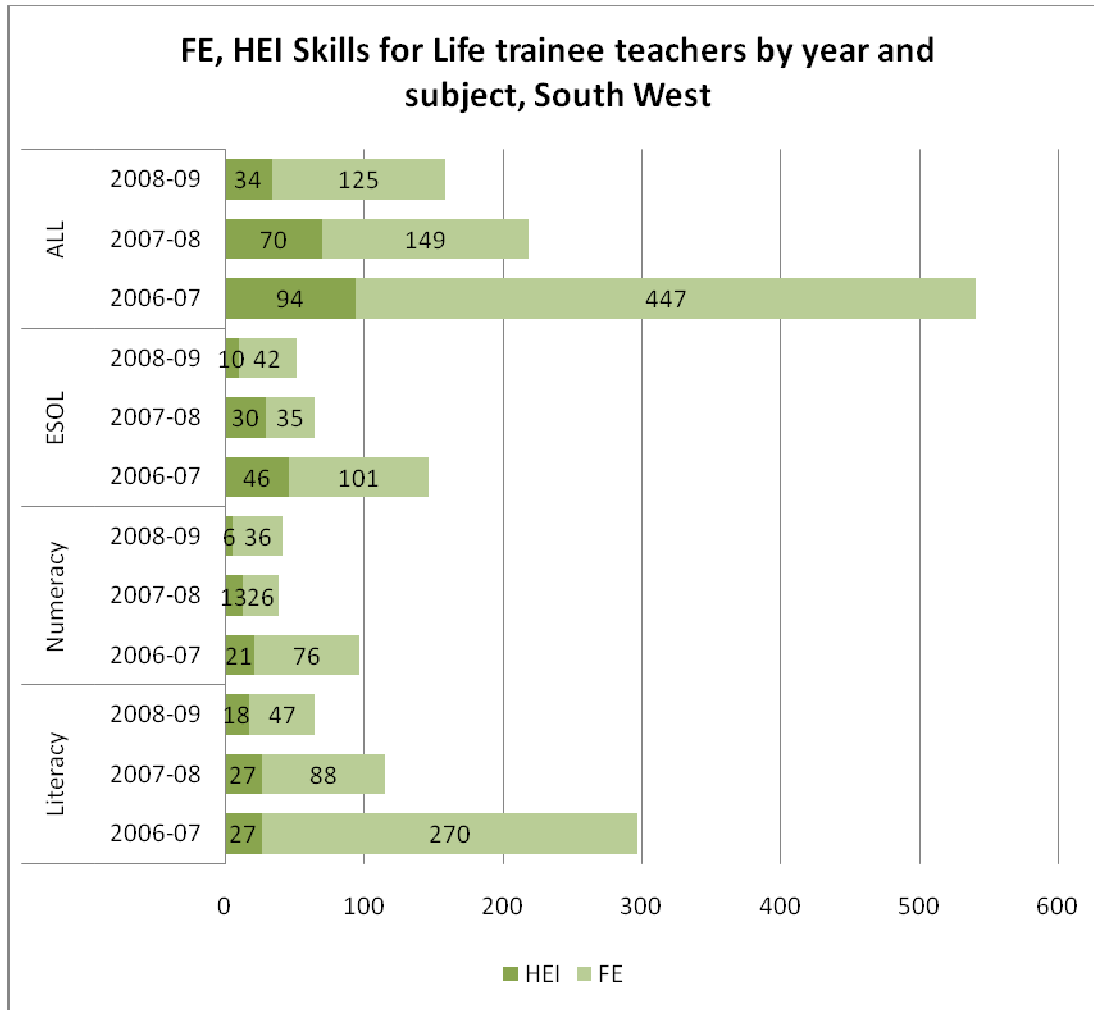
Appendix 2 (cont'd)

Table I– South East by year, subject and funding sources



Appendix 2 (cont'd)

Table J– South West by year, subject and funding sources



## Appendix 3 – Trainee demographics

**Table KFE, HEI Skills for Life trainee teachers by gender and subject**

	HEI		FE		Total	
	Male	Female	Male	Female	Male	Female
Literacy	283	1139	321	1493	604	2632
	19.9	80.1	17.7	82.3	18.7	81.3
Numeracy	262	369	451	654	713	1023
	41.5	58.5	40.8	59.2	41.1	58.9
ESOL	308	624	477	1770	785	2394
	33.1	67	21.2	78.8	24.7	75.3
ESOL and Literacy	7	34	-	-	7	34
	17.1	82.9	-	-	17.1	82.9
ESOL, Literacy and Numeracy	8	23	-	-	8	23
	25.8	74.2	-	-	25.8	74.2
Total	868	2189	1249	3917	2117	6106
	28.4	71.6	24.2	75.8	25.7	74.3

**TableL FE, HEI Skills for Life trainee teachers by age and subject**

	HEI			FE			Total		
	Literacy	Numeracy	ESOL	Literacy	Numeracy	ESOL	Literacy	Numeracy	ESOL
under 30	17.4	15.1	19.9	9.6	7.3	12.6	13.1	10.1	14.7
30-39	22.9	19.2	32.1	20.3	20.3	27.9	21.4	19.9	29.1
40-49	37.1	34.1	28.5	37.6	35.3	33.6	37.4	34.9	32.1
50-59	21.2	26.9	16.7	30.0	32.1	23.8	26.1	30.2	21.7
60 & over	1.5	4.8	2.8	2.4	5.0	2.1	2.0	4.9	2.3
Total (N)	1422	631	932	1811	1101	2243	100.0	100.0	100.0

## Appendix 4 – HESA Destination Data

**Table M**

	Frequency	Percent
Full-time paid work only (including self-employed)	186	48.9
Part-time paid work only	114	30.0
Voluntary/unpaid work only	1	0.3
Work and further study	51	13.4
Further study only	4	1.1
Assumed to be unemployed	14	3.7
Not available for employment	8	2.1
Other	2	0.5
Total	380	100.0

**Table N**

Location of employment	Frequency	Percent
England	347	86.3
China	1	0.2
Portugal	1	0.2
Spain	1	0.2
Thailand	1	0.2
Scotland	1	0.2
Not known	50	12.4
Total	402	100.0

**Table O**

Employer size	Frequency	Percent
1 to 49	25	7.4
50 to 249	60	17.6
250 or more	195	57.4
Not known	60	17.6
Total	340	100.0

**Table P**

Qualification required for job	Frequency	Percent
Formal Requirement	41	12.0
Expected	16	4.7
Advantage	79	23.2
Yes	102	29.9
Formal Requirement/expected	100	29.3
Don't know	3	0.9
Total	341	100.0
Activity		



Appendix 4 (cont'd)

**Table Q**

Standard Industrial Classification - 1 digit (2006/07)	Frequency	Percent
K) Property development, renting, business & research activities	4	2.7
L) Public administration & defence; social security	13	8.9
M) Education	96	65.8
N) Health & social work	7	4.8
O) Other community, social & personal service activities	1	0.7
R) Not known/not applicable	25	17.1
Total	146	100.0

**Table R**

Standard Industrial Classification - 1 digit (2007/08)	Frequency	Percent
G) Wholesale and retail trade; repair of motor vehicles and motorcycles	1	0.4
J) Information and communication	1	0.4
M) Professional, scientific and technical activities	1	0.4
N) Administrative and support service activities	3	1.2
O) Public administration and defence; compulsory social security	19	7.4
P) Education	188	73.4
Q) Human health and social work activities	15	5.9
R) Arts, entertainment and recreation	1	0.4
S) Other service activities	1	0.4
V) Not known/Not applicable	26	10.2
Total	256	100.0

Appendix 4 (cont'd)

**Table S**

Standard Occupational Classification - 2 digit	Frequency	Percent
11) Corporate managers	6	1.5
12) Managers and proprietors in agriculture and services	1	0.2
21) Science and technology professionals	1	0.2
23) Teaching and research professionals	315	78.4
32) Health and social welfare associate professionals	3	0.7
34) Culture, media and sports occupations	2	0.5
35) Business and public service associate professionals	17	4.2
41) Administrative occupations	5	1.2
61) Caring personal service occupations	2	0.5
99) Not known	50	12.4
Total	402	100.0

**Table T**

Type of qualification of further study	Frequency	Percent
Higher degree by research	1	1.8
Higher degree by taught course	6	10.9
Postgraduate diploma or certificate	6	10.9
First degree	5	9.1
Other diploma or certificate	19	34.5
Professional qualification	5	9.1
Other qualification	9	16.4
Not aiming for a qualification	4	7.3
Total	55	100.0
Mode of further study		

**Table U**

	Frequency	Percent
Full-time study	6	1.6
Part-time study	49	12.9
Not in study, training or registered as a research student	325	85.5
Total	380	100.0