



Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce



Skills for Learning Professionals

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Executive summary

Introduction

This publication reports on two linked pieces of research. The first was a survey of the adult literacy, numeracy and ESOL (LNE) workforces in which data was collected about the workforce; in this survey data was also collected on the Key/Functional Skills workforce. Secondly, providers of teacher training were asked to identify their current and future capacity to train LNE teachers. The data on LNE teachers' qualifications and supply of training courses were then brought together to show how they match up on a regional basis for the three subject areas. Finally forecasts were made about future supply and demand for the number and type of teacher training courses that may be needed to meet the 2020 World Class Skills targets.

The Teaching Workforce

Size of the LNE workforce

The survey reveals that the LNE teaching workforce has grown both in terms of numbers of individual teachers employed and the number of full-time equivalent posts. It found that there were 24,782 teachers of LNE and tutors who make up the equivalent of 10,461 Full Time Equivalent posts (FTEs). These numbers are made up of 9,805 literacy teachers (4,367 FTE), 7,353 numeracy teachers (3,352 FTE) and 7,624 ESOL teachers (2,741 FTE). This figure does not represent the total number of individual teachers, which is lower than 24,742, due to the number of teachers who teach more than one subject specialism.

In both literacy and numeracy there has been an increase in the number of teachers working in the sector and in the amount of provision. However, in ESOL, the survey shows that there has been less growth in the number of teachers and a decrease in the amount of provision. As well as showing a contraction of provision, this shows that there are more part time ESOL teachers than there were in 2005.

LNE Teachers' qualifications

Depending on when individuals started teaching in the FE sector, different regulations apply as to the teaching qualifications they require. However, there is an aspiration that teachers of adult literacy, numeracy & ESOL should hold a generic as well as a subject-specific teaching qualification. They can take these as two separate teaching qualifications by completing a generic programme and then an additional diploma in the subject specialism, or, more efficiently, through an integrated programme that combines both. For the purposes of this report, 'fully qualified' refers to those with both teaching qualifications, 'partly qualified' to those with one or the other, and 'unqualified' to those with neither.

There has been a steep rise in the percentage of teachers across all three subject specialisms who are deemed 'fully qualified', from 35% to 48%. The percentage of unqualified teachers has fallen from 22% to 16%. Of these 16% it is unclear how many are new recruits, who have five years to get qualified, or how many are currently on training courses. However, it does show that there is still some way to go. Work Based learning providers, in particular, employ large numbers of part or unqualified teachers.

Overall, there is a clear picture of an increase in the take up of the teaching qualifications. This can be understood to mean that they are valued in the sector as a key element in the professionalization of the workforce and are helping to drive up standards and provide teachers with greater professional standing in their organizations.

Size of the Key/Functional Skills workforce

The survey also found that there were 6,090 individual teachers of Key Skills in Application of Number / Functional Skills Mathematics who make up the equivalent of 3,625 FTEs and 6,162 teachers of Key Skills in Communication / Functional Skills English, a total of 3,725 FTEs. This makes the Key/Functional Skills workforce roughly half the size of the LNE workforce.

Key/Functional Skills Teachers' qualifications

In comparison to the literacy, numeracy and ESOL workforces Key/Functional skills teachers had a lower proportion of 'fully qualified' and 'unqualified' teachers. However, the percentages are comparable to those of the literacy, numeracy and ESOL workforces at the time of our previous survey in 2006. It should also be noted that among the Key/Functional skills workforce there is a similar proportion of teachers with a subject specialist qualification as there is in LNE.

Training Providers

Training offer

There were two strands to this aspect of the research; the first captured the current offer of training and the second explored potential for growth in capacity. The first survey revealed that separate subject-specific teaching qualifications far outnumber integrated pathways in all three subject areas. For literacy teachers there were 42 integrated pathways and 102 subject specialist courses, for numeracy the ratio was 26 to 83 and for ESOL 47 to 70.

There is substantial regional variance in the number and type of programmes being delivered across the UK. For example, there is only one integrated ESOL qualification available in the North East, compared to 17 in London. Where there is a limited offer of integrated pathways in a region, new teachers either have to take the longer route and complete two separate courses or travel to another region in order to find a suitable course.

The absence of regional planning may help to explain why the teaching qualifications on offer in some regions do not necessarily match the training requirements in that region. Regions that have developed innovative partnerships between HEIs and colleges have been successful at recruiting large cohorts on their courses. Providers also reported high demand for pre-service, integrated programmes with flexible delivery options, a built-in teaching practice placement and mentoring.

Future capacity for growth

When asked about potential growth, over 90% of teacher training providers reported that they have no extra capacity to increase their provision. They noted a number of issues that were barriers to this, including staffing, funding and recruitment.

Looking Ahead

Regional offer

While there are big differences between the availability of teacher training courses across the regions, what is consistent across the country is the huge disparity between the supply of subject-specific teaching qualifications and integrated pathways.

Overall, the current supply of courses is sufficient to qualify literacy and numeracy teachers in the current workforce who still need a subject-specific teaching qualification within a period of two years and those who are unqualified and need an integrated pathway within five years. For ESOL the equivalent times are two years for those needing a subject-specific teaching qualification and five years for those who need an integrated pathway. There is a need for a shift in the balance of provision between the two types of courses in order to more effectively meet the demands of the current workforce.

Meeting the 2020 targets

Looking ahead to 2020, the complex considerations around supply and demand that need to be taken into account in order to forecast the number and type of training courses that will be needed to meet the World Class Skills targets make definite conclusions beyond the scope of this piece of work. However, with the available data, and making a series of considered assumptions, we can calculate that the number of literacy teachers needed to meet the World Class Skills targets will be at least 7,400 for literacy and 12,000 for numeracy. From this initial analysis it is clear that, while for literacy a shift in the balance of provision may be sufficient to meet current and future demand, for numeracy there needs to be a major increase in the availability of all types of teacher training.

Introduction

The main aim of this study was to establish the size of the adult literacy, numeracy and ESOL (LNE) teaching workforce and the extent to which they were fully qualified to teach one of the three subject specialisms: literacy, numeracy and ESOL. The analysis grouped learning providers into three types: FE Colleges (FE), Adult Community Learning (ACL) and Work Based Learning (WBL)¹.

As of September 2001 all new teachers in the lifelong learning sector have been required to hold a generic teaching qualification. However, there is an aspiration that teachers of adult literacy, numeracy & ESOL should hold a subject-specific as well as a generic teaching qualification. They can take these as two separate teaching qualifications by completing a generic programme and then an additional diploma in the subject specialism, or, more efficiently, through an integrated programme that combines both.

Depending on when individuals started teaching in the FE sector, different regulations apply as to the teaching qualifications required. Different requirements apply to those who joined before 2001, during 2001-07 and post-September 2007². For those who joined before 2001, there are no mandatory teaching qualifications. Some teachers who do not register as 'fully qualified' within the terms of this survey, may meet the regulatory requirements depending on when they joined the profession.

Research carried out by NRDC for LLUK in 2006 revealed that only 35% of the workforce held both types of teaching qualification. In the intervening period there has been a great deal of activity to support the development of appropriate teacher training courses and to encourage teachers to become fully qualified.

To discover how much progress has been made towards the target of a fully qualified workforce by 2010 we conducted a survey of all providers of LNE courses in England delivered by Further Education Colleges, Adult and Community Learning providers and Work Based Learning providers between April and June 2009 and asked them to tell us about their LNE workforce as it was in 2007/08.

In this section of the report you will find information on the size and characteristics of the workforce and their teaching qualifications with comparative data from the previous survey. The data we have collected is also robust at regional level and where we have not included regional information in the main body of the report we have given a reference to the appropriate table in the appendix.

¹ FE includes General FE Colleges, Sixth form Colleges and Specialist Designated Colleges. ACL included Local Education Authorities, some Charitable organisations, Voluntary organisations and other Local Authority organisations. The WBL provider list consisted of private organisations and businesses that deliver or organise LNE provision in the workplace or through employers for their employees. This division of providers was created based on the main programme of the provider employing the teachers rather than on the funding stream that is available from the LSC.

² For full details visit www.lluk.org

Research Methodology

Using the Learning and Skills Council Individualised Learner Record (ILR) we identified 1,283 providers who delivered literacy, numeracy, ESOL or Key/Functional Skills in the academic year 2007/08, the latest year for which the ILR data was available. This provided almost 100% coverage of providers recorded in the LSC ILR³ with the exception of Ufi/learndirect centres.

An e-mail invitation was sent to all identified providers and followed up with regular email and telephone reminders. A 21.6% response rate was achieved; this included 24.7% of all FE colleges, 29.1% of all Adult Community Learning providers and 17.8% of all Work Based Learning providers who deliver LNE and Key Skills as identified on the ILR for 2007/08. A response rate of this kind is generally thought to be good for this type of survey and is roughly the same as the previous survey.

Table 1: Response rate by provider type

	Identified from the ILR		Survey (completed)		Response rate
ACL	206	16.1	60	21.7	29.1
FE	364	28.4	90	32.5	24.7
WBL	713	55.6	127	45.8	17.8
Total	1283	100	277	100	21.6

In total, our respondents accounted for over 22.7% of the volume of LNE provision recorded in the LSC ILR (see Table 2). As can be seen, the response rates are different when provider type and subject areas are taken into account. They range from 40.2% for WBL provision of ESOL to 11.4% for WBL delivery of literacy.

³ We could not contact some the providers because their contact details were not valid or the organisation had ceased to exist at the time of the survey.

Table 2: Response rate by provider type and amount of provision

	No of total LNE and Key Skills enrollments	No of literacy enrolments	No of numeracy enrolments	No of ESOL enrolments	No of Key Skills in Application of Numbers enrolments	No of Key Skills in Communication enrolments
ACL	33.4	32.6	39.7	29.3	32.9	32.9
FE	21.9	20.0	19.9	22.0	24.0	23.1
WBL	17.4	11.4	15.8	40.2	17.9	17.6
Total	22.7	22.1	23.1	24.0	22.5	22.1

Representative sample

To estimate the size and characteristics of the entire LNE workforce (and the workforce when split by its subject specialisms), we used the same approach as in the 2006 survey, to show comparisons over time.

The comparison points are slightly different for the number of teachers on one hand, and for teacher qualifications on the other. The data on the number of teachers was derived from the ILR for 2004/05 and for 2007/08. Data on teacher qualifications was drawn from the NRDC Teacher Study in 2005/06 and from this current survey for 2007/08. It should be noted that in the previous survey figures for Ufi/learndirect centres and also agency staff were included. As it was not possible to gain accurate data for these groups, for comparison between the two surveys we removed Ufi/learndirect and agency staff from the previous survey figures.

The ILR data from 2007/08 gave information on the number of providers, how many enrolments they had recorded for each learning aim (qualification) and what the guided learning hours (GLH) were for each of these enrolments. Five groups of learning aims by subject were examined: Adult Literacy, Adult Numeracy, ESOL, Key Skills in Application of Numbers and Key Skills in Communication. To calculate the total amount of provision the number of learner enrolments were multiplied by the stated number of guided learning hours (GLH). This was done separately for each of the five subjects.

The survey data gave the number of Full Time Equivalent staff (FTEs) by subject area for each provider. Using the FTE data and the amount of provision known from the ILR a ratio was calculated by dividing the amount of provision by FTEs. As the next step this ratio (taking into account subject and type of provider) was applied to those providers who had not responded to the survey, but for whom we had information from the ILR about the amount of provision they delivered. The amount of provision known from the ILR was divided by the ratio enabling us to estimate FTEs for non respondent providers.

To estimate the numbers of teachers in organizations which did not respond to the survey, the combined data on FTE and amount of learner provision for those that did respond was used. For the known organizations, a ratio was calculated by dividing the amount of provision by FTEs. This ratio (taking into account subject and type of

provider) was then applied to those providers who had not responded to produce estimates of FTE in the five subject areas.

Separate estimates were produced for Full Time Equivalent (FTE) and headcounts for LNE and Key/Functional Skills teachers. FTE provides us with an estimate for the LNE provision and headcounts tells us the number of individuals in the LNE teaching workforce.

It is essential to mention that the separate estimates for Full Time Equivalent (FTE) and headcounts for each subject specialism have an impact on the figures. If all the teachers worked full time, the FTE figure would be equal to the headcount. The wider the gap between the two figures, the greater the number of teachers working part-time. It should also be noted that if all teachers taught only one subject then the overall number of teachers would be equal to the sum of the three subject specialists. However, many teachers of LNE teach more than one subject. Accordingly, the sum of the headcounts of the three groups of teachers is higher than the overall figure.

The LNE workforce

Overall size of the workforce

The numbers of individual teachers of LNE (headcounts) were estimated as well as the numbers of Full Time Equivalent staff (FTE). The numbers of FTE also give an indication of the total amount of learner provision.

The survey found that there were 24,782 teachers of LNE who make up the equivalent of 10,461 FTE staff. However, this doesn't take into account those who teach more than one of the three subjects. If all teachers of LNE taught only one subject then the overall number of teachers would be equal to the sum of the three subject specialists. However, many teachers of LNE teach more than one subject. Therefore, the sum of the headcounts of the three groups of teachers is higher than the overall figure.

Size of the workforce by subject specialism

Literacy was the largest subject specialism in terms of both FTEs and headcount. For both literacy and numeracy there has been an increase in amount of provision and number of teachers. In contrast, the number of ESOL teachers has increased only slightly and the amount of provision has decreased.

Figure 1

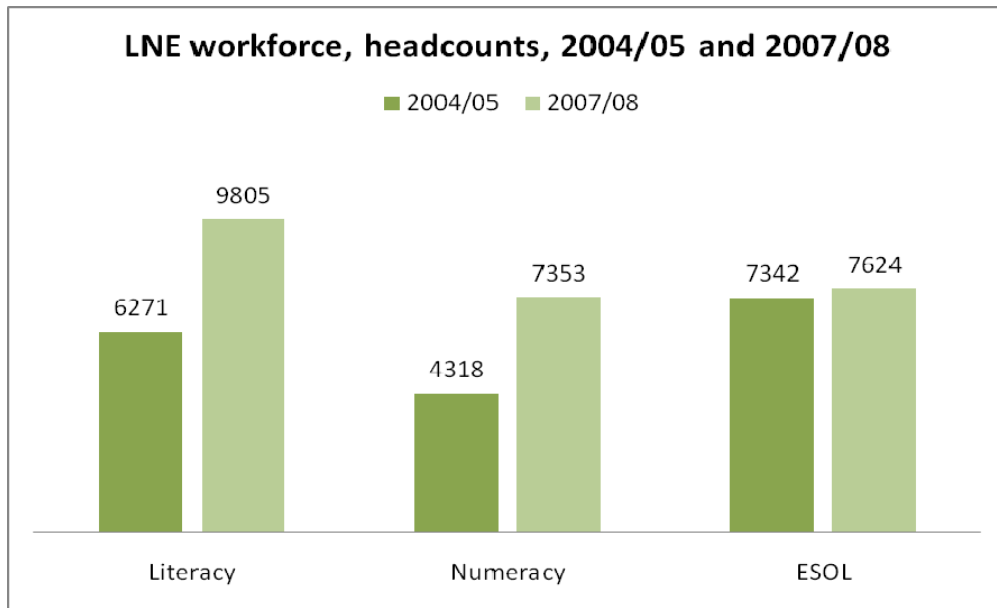
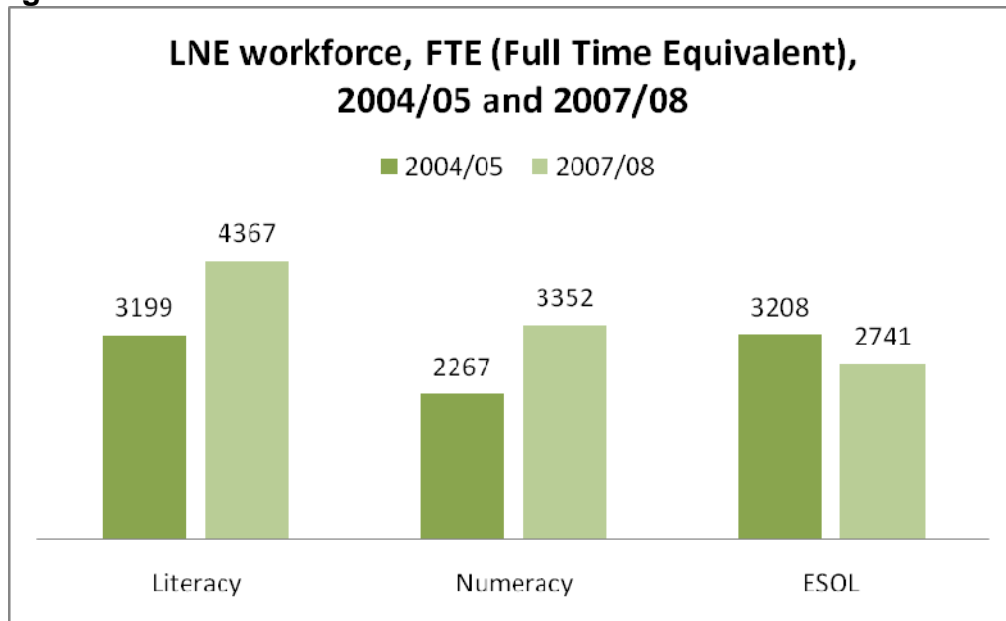


Figure 2

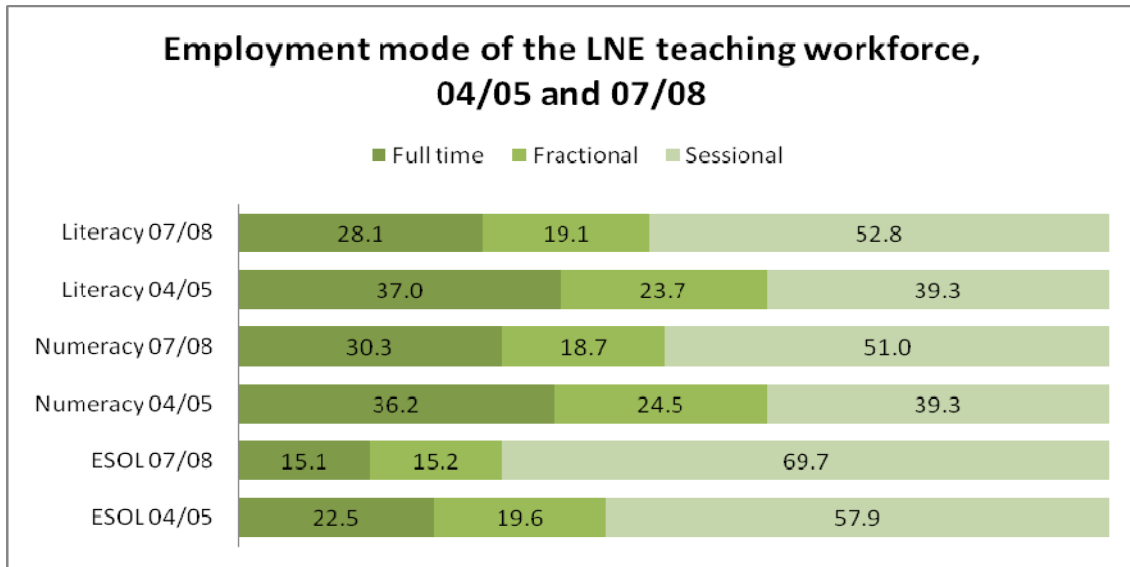


A regional breakdown of these figures can be found in Appendix A, tables 33 & 34.

Workforce by contract type

In terms of employment modes, as Fig.3 shows, there has been an increase in the proportion of sessional teachers in all three subject areas.

Figure 3



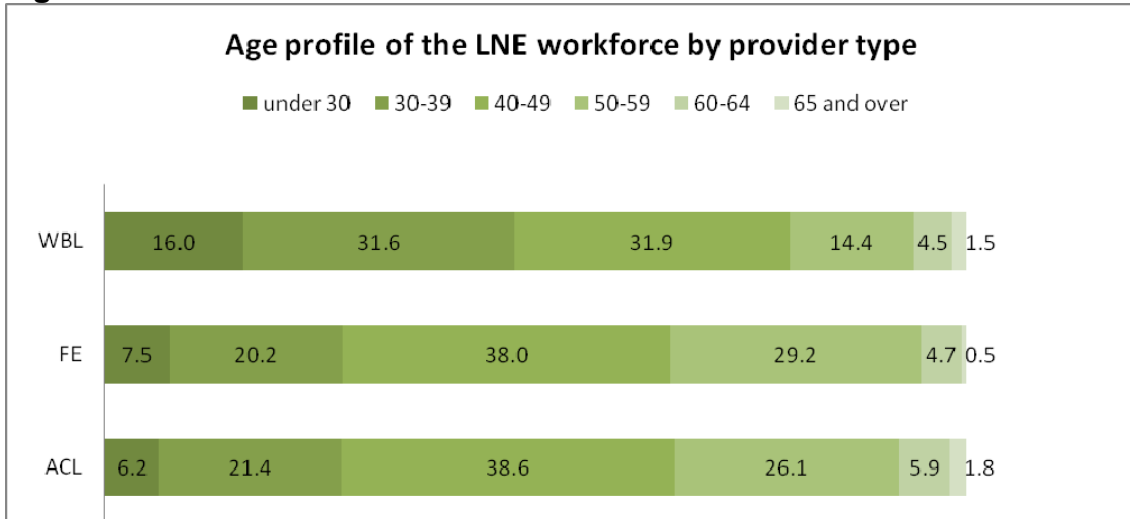
Socio demographic profile⁴

Age

As can be seen from Fig.4 there have been no major changes in the age structure of the LNE workforce, apart from a slight decrease in the proportion of 50 to 59 years old. Just over one third (35.2%) of the LNE workforce in 2007/08 were between the ages of 40 and 49 years old. It should also be noted that any changes in the age structure of the workforce would in any case be hard to explain as we do not have information on the age of new teachers joining the profession or of those teachers who leave before retirement age.

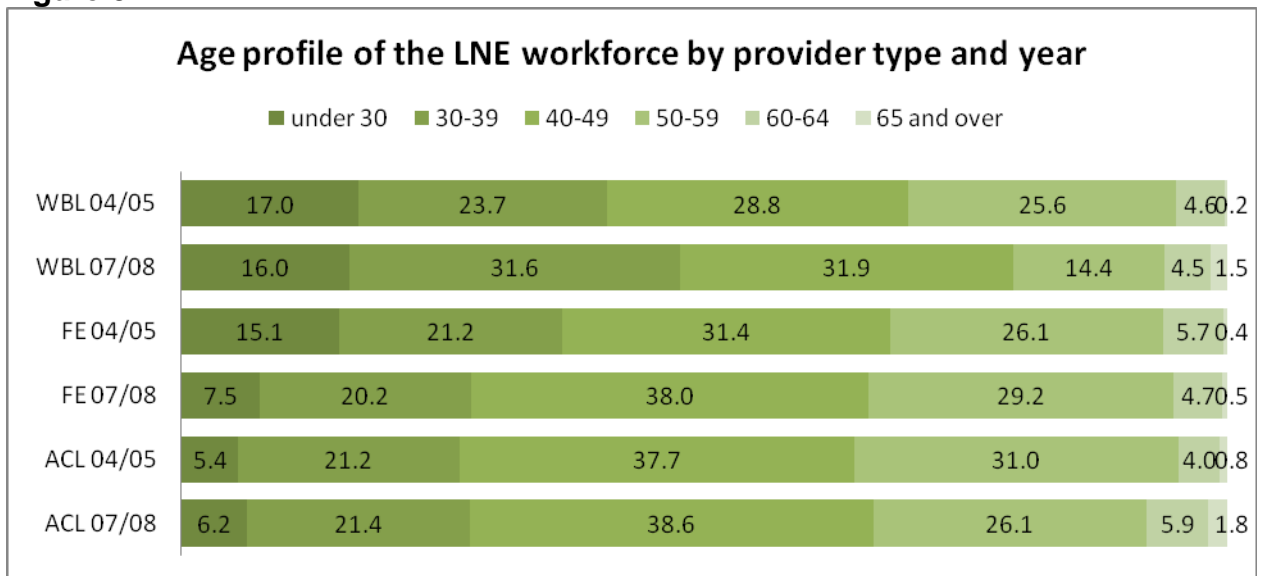
⁴ Data about the socio-demographic profile of the workforce was provided by respondent organisations for their total workforce rather than by subject specialism. Therefore, it is not possible to split it by subject specialism or any other individual level.

Figure 4



Regarding provider type the data suggests that Work Based Learning providers tend to attract younger teachers of LNE compared to FE Colleges and Adult Community Learning providers (see Fig.5). Fig. 5 also shows that the biggest changes have taken place in the FE College workforce where there is a reduction in the proportion of younger teachers and an increase in the 40-49 and 50-59 age groups.

Figure 5



There are changes in the WBL sector regarding the age structure of the LNE teaching staff, but it is not possible to draw any firm conclusions from this because there was an increase in WBL provision with many new providers coming in. Thus any changes seen here may be because of the higher number of providers rather than change of LNE teaching staff within providers.

Gender

The majority (74.9%) of the LNE workforce in England in 2007/08 were female. This is very similar to 2004/05 when 77.1% of the LNE staff were female. In all three provider types the proportion of females was higher than the proportion of male teachers.

However, there were differences between each provider type: Adult Community Learning providers had the highest proportion of female teachers (81%) and Work Based Learning providers the lowest (65.8%) with Further Education Colleges being in the middle (74.3%).

Ethnicity

As with age, there has been no major transformation in the ethnic profile of the LNE workforce. Similarly to 2004/05, the majority of the LNE workforce in 2007/08 were White (see Table 3).

Table 3: Ethnicity of the LNE teaching workforce %, 2007/08

	2007/08
White	80.1
Mixed	2.5
Asian or Asian British	6.6
Black or Black British	3.5
Chinese	0.2
Other Ethnic Group	2.3
Unknown	4.9

Again here the proportion of White teachers of LNE was different depending on provider type. WBL providers had the lowest proportion (78.5%) and ACL providers the highest (90%) while in between were FE colleges with 83.8% of teachers of LNE identifying their ethnicity as 'White'.

Disability

The data indicates that 8% of the LNE workforce had a declared disability in 2007/08 compared to 2.9% in 2004/05. However, it should be noted that for many LNE staff (16.3% in 2007/08 and 13.9% in 2004/05) this information was reported as unknown.

Teaching qualifications

New entrants to the sector who wish to work in the role of a ‘full teacher’⁵ and who do not hold any previous teaching qualifications, need to gain a generic teaching qualification as well as a subject specialism in the area they want to teach i.e. ESOL, literacy or numeracy. This can either be achieved by completing an **integrated programme** offering the generic and subject-specific teaching qualifications together, or trainees can complete a generic teaching qualification and a separate **stand-alone subject-specific qualification**.

These teaching qualifications are offered through both Higher Education Institutions (HEI) and National Awarding Bodies (NAB). Qualifications from the NABs have consistent, nationally defined titles. The equivalent teaching qualifications through HEIs have varying titles⁶ according to individual HEI practice. For the purposes of this report we are using the NAB abbreviated titles, ‘DTLLS’ and ‘ADTLLS’ as the generic terms for reference to cover all equivalent teaching qualifications.

The ‘DTLLS’, that is the Diploma in Teaching in the Lifelong Learning Sector, is available in three subject-specific versions for those needing to complete both teaching qualifications in one integrated qualification:

- **Diploma in Teaching English (ESOL) in the Lifelong Learning Sector**
- **Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**
- **Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**

There are also three ‘partly’ integrated courses:

- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL)**
- **Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy)**

In HEIs the equivalent qualification may often be a PGCE or Certificate in Education in adult literacy, numeracy or ESOL.

Those that already hold a recognised generic teaching qualification or have qualified for the schools sector need to hold or complete a **stand-alone subject-specific qualification. Again the ‘ADTLLS’ comes in three subject variations:**

⁵ LLUK guidance on teaching roles: http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf

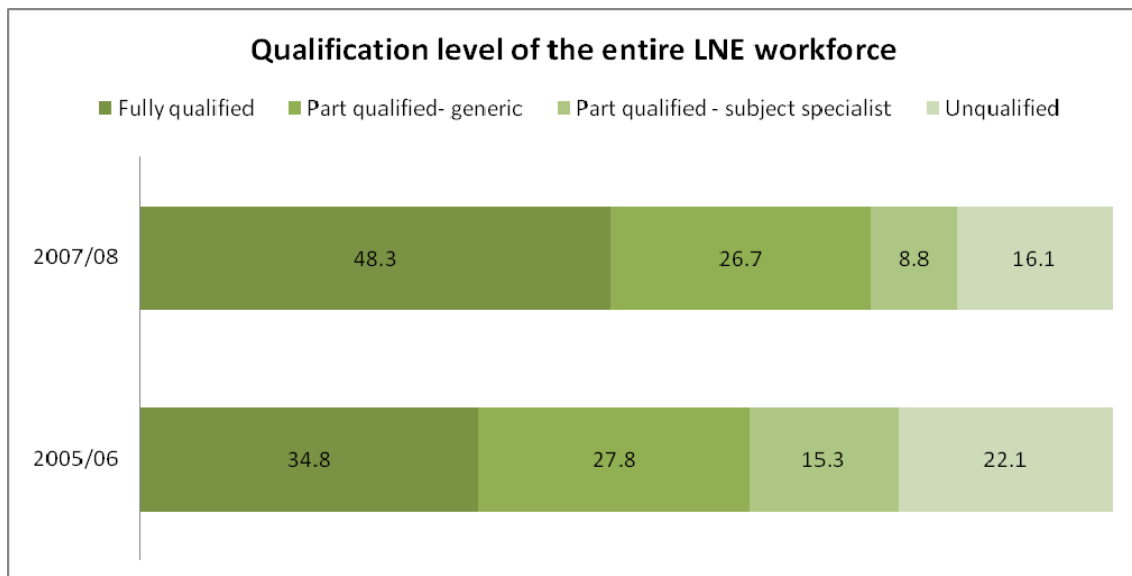
⁶ See <http://www.talent.ac.uk/courses.asp> for a list of courses available with full qualification titles.

- **Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector**
- **Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector**
- **Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector**
- **In HEIs the equivalent qualification often carries the title of Post Graduate or Higher Education Certificate in adult literacy, numeracy or ESOL**

In terms of the teaching qualifications profile of the entire LNE workforce our data suggests that in 2007/08, 48.3% of the LNE teaching workforce was 'fully qualified' to teach at least one subject (literacy, numeracy or ESOL) according to current requirements, while 26.7% were 'part qualified holding a generic qualification' (but no subject specialist qualification) and 8.8% had only subject specialist qualifications (but not a generic teaching qualification). Furthermore, 16.1% of the entire workforce fall into the 'unqualified' category according to the current requirements.

Figure 6 shows the comparison of the qualifications levels of the LNE workforce between 2005/06 and 2007/08. As can be seen, overall there has been an increase in the proportion of fully qualified teachers of LNE and tutors and a decrease in the 'unqualified' group.

Figure 6



As can be seen from the figures above, over 80% of the LNE teaching workforce hold some form of teaching qualification and so have begun the journey towards fully qualified status.

It is important to mention here that teachers of LNE can be defined as ‘qualified’ or ‘unqualified’ only in the context of the subject or subjects that they are teaching. Since it is likely that many of the LNE staff are teaching more than one LNE subject, it is essential to examine the proportion of qualified and unqualified teachers within each subject specialism.

Literacy teaching workforce

The data suggests that 47.3% of the literacy teachers, tutors or trainers were ‘fully qualified’ in 2007/08, meaning that they had both a generic teaching qualification and a subject specialist qualification in adult literacy. This has more than doubled since the 21.2% in the previous survey in 2005/06. Both groups of ‘part-qualified’ teachers have diminished as more teachers gained their second qualifications and moved into the fully qualified category. 18% remain in the ‘unqualified’ category, indicating that they held neither a generic teaching qualification nor an adult literacy specialist teaching qualification, a drop from the 24.2% in the earlier survey.

Figure 7

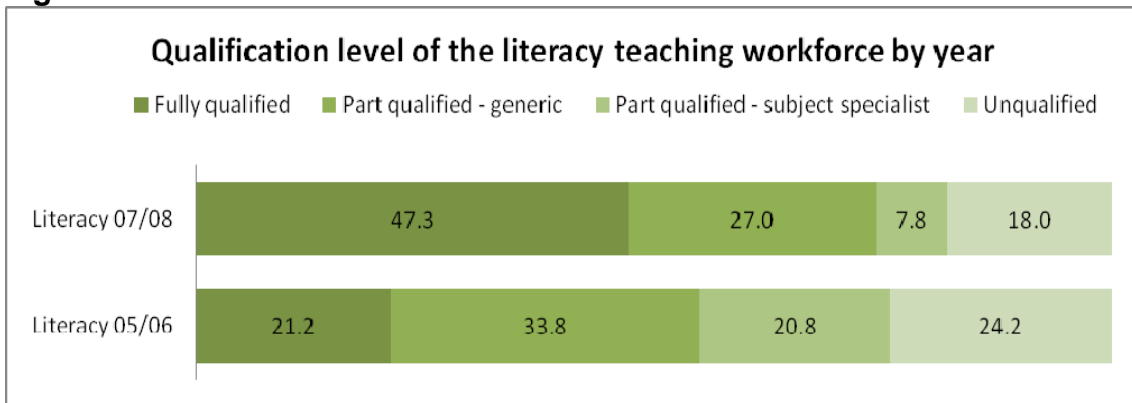
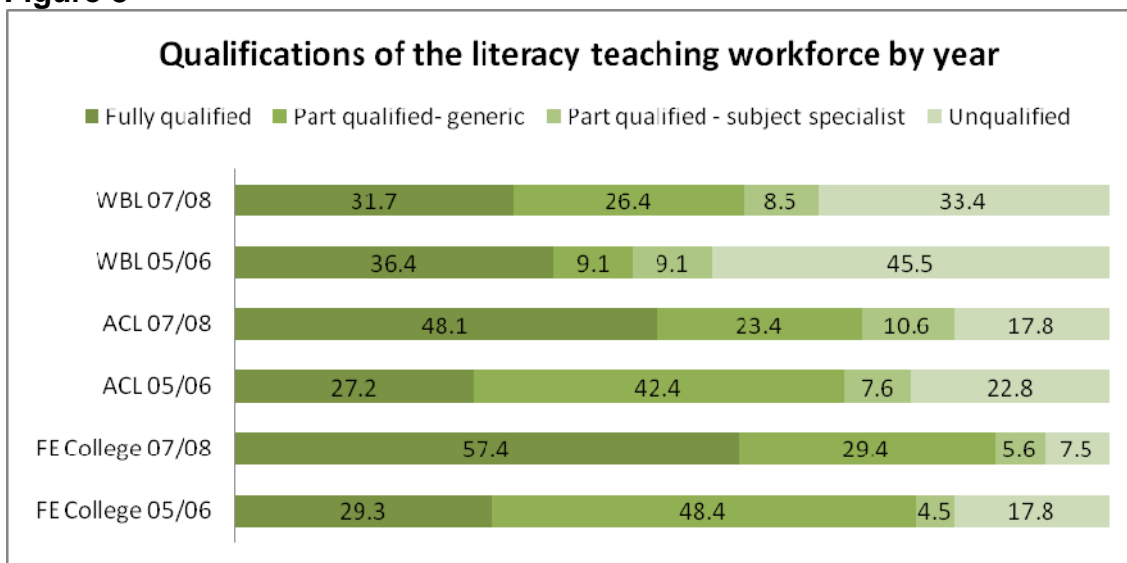


Figure 8 shows the qualification profile of literacy teachers in three different sectors in 2007/08. This shows that the highest proportion of fully qualified literacy teachers can be found in FE Colleges (57.4%) and the lowest in WBL sector (31.7%).

Since 2005/06, there has been an increase in fully qualified literacy teachers in both FE Colleges and the ACL sector. The data suggests that there has been a decrease in the proportion of fully qualified teachers in WBL. However, it should be noted that there are many more WBL providers than there were at the time of the previous survey so the profile of teaching staff in WBL is likely to be very different. This makes comparisons for WBL less reliable than is the case for FE or ACL.

Figure 8

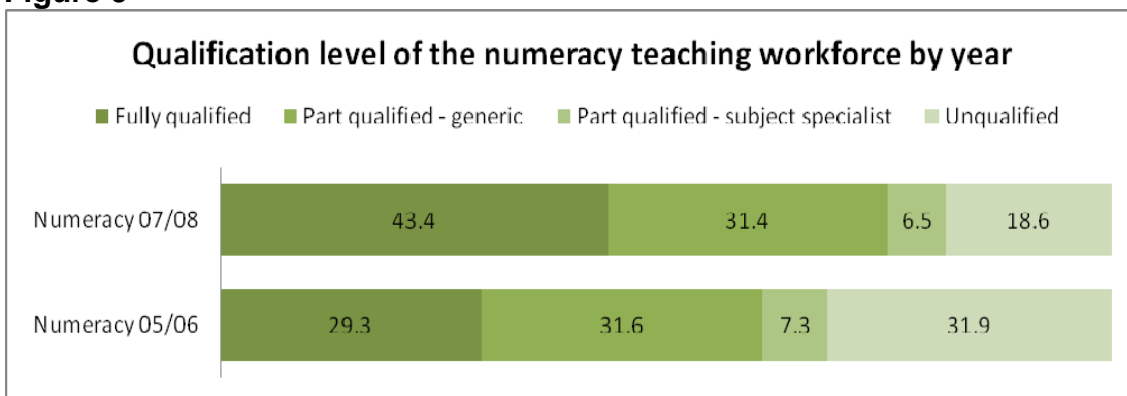


A regional breakdown of these figures can be found in Appendix A, table 39.

Numeracy teaching workforce

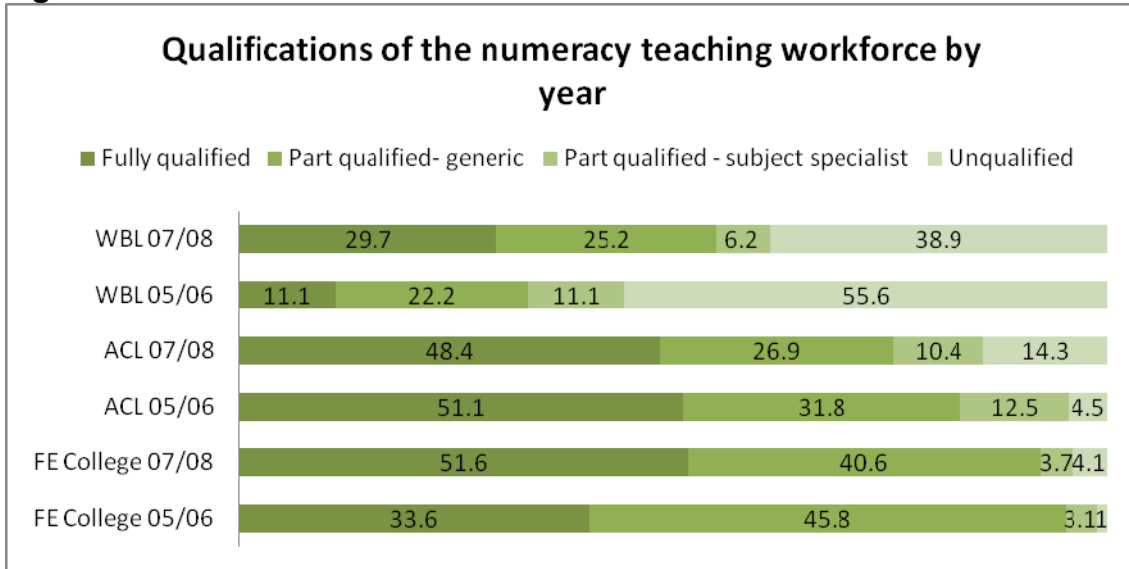
The data suggests that 43.4% of adult numeracy teachers were ‘fully qualified’ in 2007/08, an increase from the 29.3% in 2005/06. The proportions of ‘part qualified having only a generic teaching qualification’ and ‘part qualified with a numeracy subject specialist qualification only’ have not changed much between 2005/06 and 2007/08 (see Fig. 6b). However, the proportion of unqualified numeracy teachers and tutors has dropped from 31.9% in 2005/06 to 18.6% in 2007/08.

Figure 9



The highest proportion of fully qualified numeracy teachers in 2007/08 was within FE Colleges and the lowest in the WBL sector (see Fig 10). Figure 10 also shows an increase in the proportion of fully qualified numeracy teachers in FE Colleges and WBL, while this proportion stays almost the same within ACL sector.

Figure 10



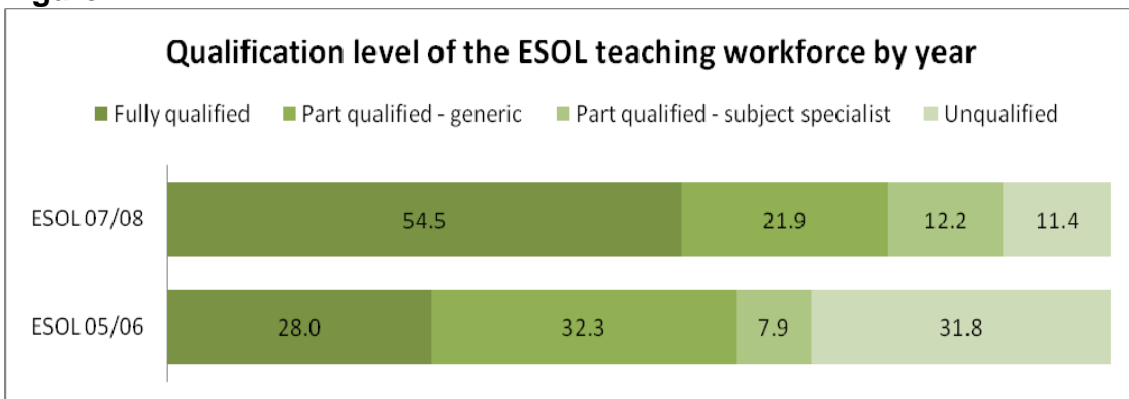
A regional breakdown of these figures can be found in Appendix A, table 40.

ESOL teaching workforce

In the period between 2005/06 and 2007/08, the number of ‘fully qualified’ ESOL teachers almost doubled, from 28% in 2005/06 to 54.5% in 2007/08(see Fig 6c). The proportion of the ESOL teachers who were ‘unqualified’ has dropped steeply to 11.4% from 31.8% in 2005/06. This in part tells the story of the group of highly qualified ESOL teachers noted in the previous report who had to be classified as ‘unqualified ‘ as they had neither of the teaching qualifications being counted in the survey. Two initiatives in the intervening period have helped this group to fast track to ‘fully qualified’: The Professional Recognition Learning and Skills scheme; and the offer of ‘top up’ modules to add to previously gained teaching qualifications.

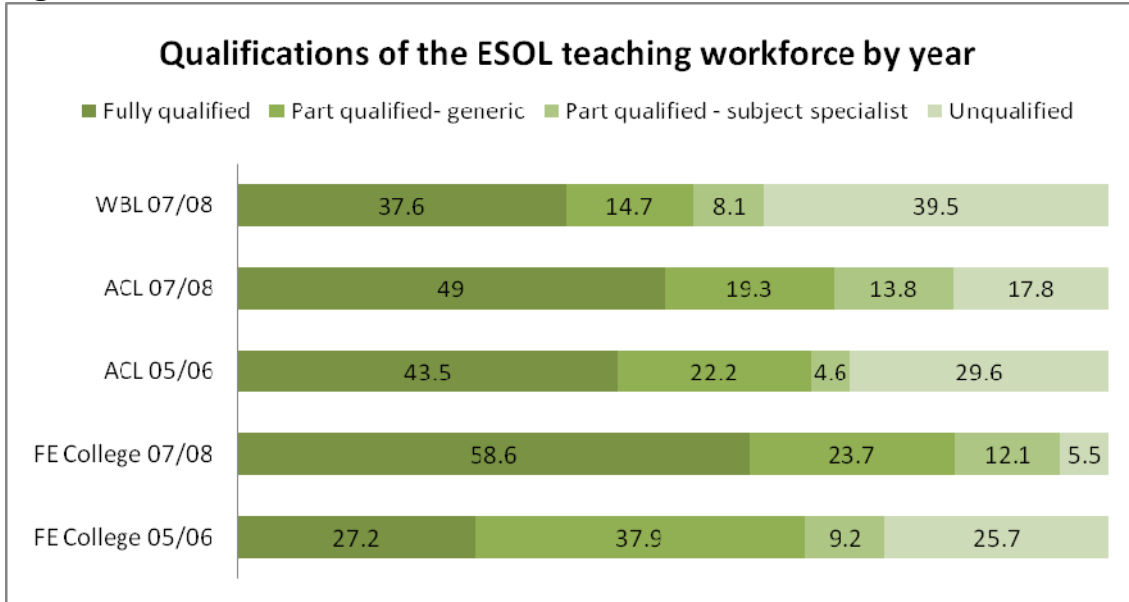
There was also a drop in the number of teachers holding only generic teaching qualifications from 32.3% to 29.1%, and a slight transitional increase in ESOL teachers who had an ESOL subject specialist qualification but have yet to achieve a generic teaching qualification from 7.9% to 12.2%.

Figure 11



In terms of ESOL teaching workforce qualifications and provider type, the highest proportion of the fully qualified ESOL teachers were working in FE Colleges and the lowest in the WBL sector (see Fig 12). Although, there has been an increase in fully qualified ESOL teachers in FE Colleges and ACL, this increase was more prominent in FE Colleges. It was not possible to make this comparison for WBL as in the previous survey there were far fewer WBL providers and few of them delivered ESOL.

Figure 12



A regional breakdown of these figures can be found in Appendix A, table 38.

The Key/Functional Skills workforce

Overall size of the workforce

We estimated both the numbers of Key/Functional Skills teachers (headcounts) as well as the Full Time Equivalent (FTE). FTE provides us with an estimate for the Key/Functional Skills provision and headcounts tells us the number of individuals in the Key/Functional Skills teaching workforce.

The survey found that there were 6,090 individual teachers of Functional Skills Mathematics/ Key Skills in Application of Number who make up the equivalent of 3,625 FTEs and 6,162 teachers of Functional Skills English/ Key Skills in Communication, a total of 3,725 FTE. Owing to the number of teachers who teach both subject specialisms, the total number of individual teachers is lower than the combined total of these two figures. This makes the Key/Functional Skills workforce roughly half the size of the LNE workforce.

Teaching qualifications

All teachers in the FE sector, who joined since 2001, must gain a generic teaching qualification, endorsed by SVUK, and since 2007, appropriate to their role. While all teachers of LNE also need a subject specialist teaching qualification in the area they want to teach, Key/Functional Skills teachers have not been expected to follow this route, though they have been encouraged to do so.

Key Skills in Application of Numbers/Functional Skills Mathematics workforce

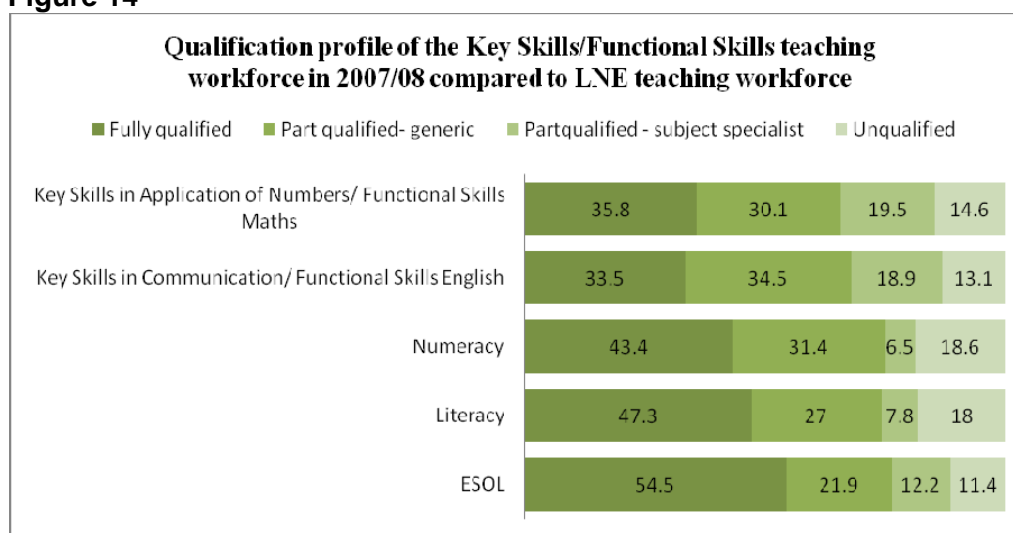
In terms of the qualification profile of the Key Skills in Application of number/Functional Skills Mathematics workforce the data suggests that, despite the fact that they are not required to gain the additional subject specialist qualification, 55.3% have done so., This group splits into 35.8% who were 'fully qualified' in 2007/08 with both teaching qualifications and a further 19.5% who have the subject specialist qualification, but have yet to gain their generic certification. 30.1% held a generic teaching qualification only and 14.6% held no teaching qualifications at all.

Key Skills in Communication/Functional Skills English workforce

The data shows a similar pattern for those responsible for teaching Key Skills in Communication and/or Functional Skills English. 52.4% hold the literacy subject specialist teaching qualification despite having no obligation to do so. Of these, 33.5% were 'fully qualified' in 2007/08 with both teaching qualifications and a further 18.9% held a subject specialist qualification, but still need to gain a generic teaching qualification. 34.5% held a generic teaching qualification only and 13.1% held no teaching qualifications at all.

In comparison to the LNE workforce Key/Functional skills teachers had a lower proportion of 'fully qualified' and 'unqualified' teachers. However, the percentages are comparable to those of the LNE workforce at the time of our previous survey in 2006. It should also be noted that among the Key/Functional skills workforce there is a similar proportion of teachers with a subject specialist qualification as there is in LNE despite the fact that they are not required to hold one.

Figure 14



Qualifications profile by sector

Figure 15 shows the qualification profile of Key/Functional Skills teachers in three different sectors in 2007/08. The highest proportion of fully qualified Key Skills in Application of Numbers/Functional Skills Mathematics teachers is in FE Colleges (47.8%) and the lowest in WBL organisations (27.3%). As for Key Skills in Communication/Functional Skills English tutors, the highest percentage of fully qualified is in ACL (42.2%) and the lowest in WBL (28.5%).

Figure 15

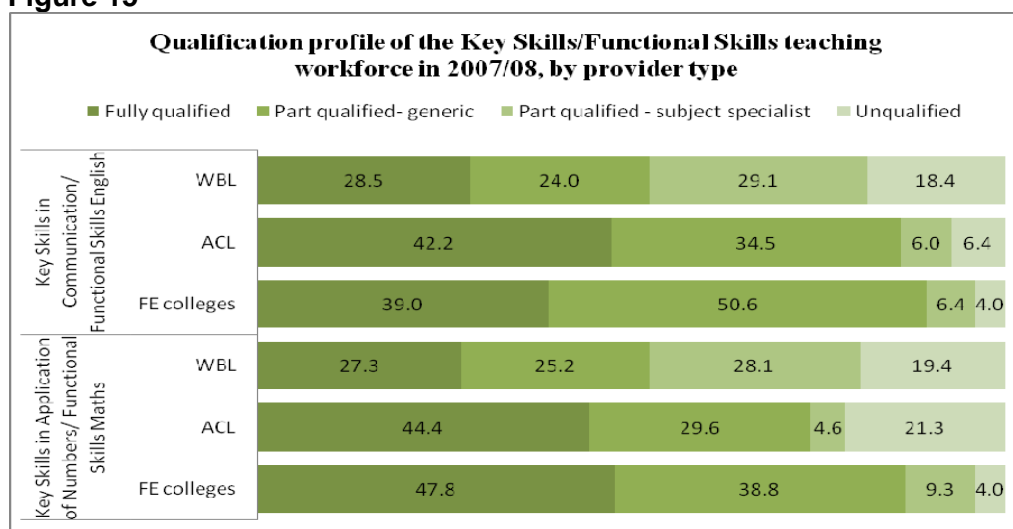


Fig 16 and Fig 17 show the regional split for the qualification profile of Key/Functional Skills teachers. As can be seen there is very little regional variation.

Figure 16

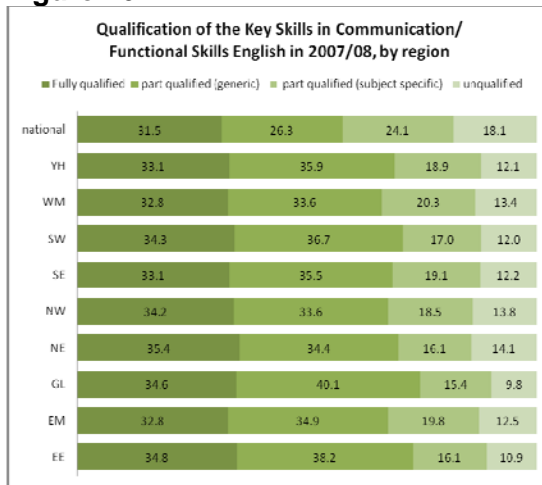
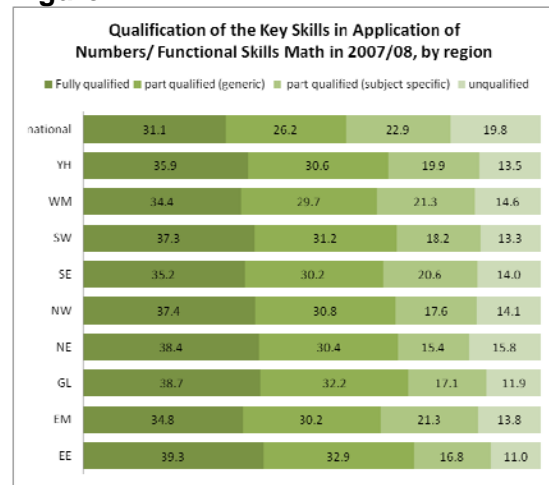


Figure17



Separate workforces?

There appears to be some overlap between the two workforces with some individual teachers delivering both Key Skills and LNE. However, this would appear to be the exception rather than the rule. Where there is cross over, it is more likely to be within post-19 provision. As most Key Skills provision is within the 16-19 age range, particularly on apprenticeships, the majority of the Key Skills workforce are managed separately from their LNE counterparts. A LNE manager at a large college explained:

For our 19 plus students it's the same workforce but for 16-19 it's a different team. I don't know what their qualifications are; the teams have now merged because of functional skills, but it's too early to see what the impact might be as it only started on Monday.

Another FE manager explained how some, but not all, of his teachers of LNE delivered a small amount of Key Skills.

Traditionally the mainstream vocational departments have gone to the mainstream 'English-English' departments, you know GCSE, English A' level, and said can you give me some teachers to teach key skills here and there. Key Skills is not my area of responsibility but we do get asked by vocational departments to deliver some of the key skills input on their mainstream courses so we have about half a dozen teachers who are doing that.

LNE teacher training capacity

Introduction

To capture the planned teacher training provision for the 2009/10 academic year, 147 organisations that had been identified as offering LNE teacher training as part of an earlier LSIS LNE Improvement Programme (SfLIP) survey carried out by NRDC were contacted and asked to confirm their plans.

Providers were then asked to complete a simple online survey⁷ looking at the factors that influence their current and/or future capacity in this area. The questionnaire was sent to all 147 providers identified as offering LNE Initial Teacher Training (ITT). In addition to the survey, regional SfLIP Programme Professional Development Planning Advisors were also asked to contribute comments on capacity for SfL teacher training in their region.

Current training for literacy, numeracy and ESOL (LNE) teaching staff

The first strand of the survey achieved a 100% return rate with all 147 organisations providing information about their planned offer of teacher training for the 09/10 academic year **as summarized in Table 4.**

In almost all cases the number of courses is the same as the number of providers offering the course in each region as there are very few providers with the capacity to run more than one course a year.

⁷ In-depth questionnaire on issues relating to capacity: <http://www.talent.ac.uk/lluksurvey>

Table 4 Teacher training provision planned for 09/10

Region	Integrated DTLLS ⁸ (ESOL)		Integrated DTLLS (literacy)		Integrated DTLLS (numeracy)		ADTLLS* (ESOL)		ADTLLS* (literacy)		ADTLLS* (numeracy)	
		Prospective places ⁹		Prospective places**		Prospective places**		Prospective places**		Prospective places**		Prospective places**
EE	2	30	5	75	2	30	5	75	10	150	8	120
EM	4	60	4	60	2	30	7	105	10	150	10	150
LO	17	255	7	105	3	45	14	210	13	195	13	195
NE	1	15	4	60	4	60	1	15	9	135	7	105
NW	7	105	5	75	2	30	7	105	14	210	9	135
SE	4	60	4	60	2	30	12	180	15	225	9	135
SW	2	30	3	45	2	30	8	120	12	180	9	135
WM	7	105	8	120	7	105	8	120	9	135	10	150
YH	3	45	2	30	2	30	8	120	10	150	8	120
Total courses & places on offer for 2009-10	47	<u>705</u>	42	<u>630</u>	26	<u>390</u>	70	<u>1050</u>	102	<u>1530</u>	83	<u>1245</u>

⁸ Please note that for the purposes of this survey we are using DTLLS and ADTLLS as generic terms to cover all equivalent provision. This includes HEI qualifications with varying titles as discussed earlier in this report

⁹ On average respondents indicated that the minimum number of trainees they would accept to run a programme would be 10 and the maximum 20, meaning an average of 15 places. These figures are based on results from the online survey www.talent.ac.uk/lluksurvey.

Comparison of this with the offer in the academic year 2008/09 shows that, while the number of Additional Diploma places is unchanged in all three subject areas and across each of the nine regions, there has been a significant reduction in the number of places offered on integrated courses. As can be seen in table 5, numeracy has seen a 19% drop, literacy 13% and ESOL 4%.

Table 5 Changes in Teacher training provision from 2008/09 to 2009/10

Region	Integrated ESOL 08	Integrated ESOL 09	% Change	ADTLLS ESOL 08	ADTLLS ESOL 09	% Change
EE	3	2	-50%	7	5	-40%
EM	4	4	0%	8	7	-14%
LO	19	17	-12%	13	14	7%
NE	1	1	0%	2	1	-100%
NW	4	7	43%	5	7	29%
SE	7	4	-75%	12	12	0%
SW	3	2	-50%	6	8	25%
WM	4	7	43%	9	8	-13%
YH	4	3	-33%	8	8	0%
Total	49	47	-4%	70	70	0%

Region	Integrated Numeracy 08	Integrated Numeracy 09	% Change	ADTLLS Numeracy 08	ADTLLS Numeracy 09	% Change
EE	2	2	0%	9	8	-13%
EM	4	2	-100%	10	10	0%
LO	7	3	-133%	11	13	15%
NE	7	4	-75%	10	7	-43%
NW	1	2	50%	7	9	22%
SE	1	2	50%	10	9	-11%
SW	2	2	0%	8	9	11%
WM	5	7	29%	8	10	20%
YH	3	2	-50%	10	8	-25%
Total	32	26	-23%	83	83	0%

Region	Integrated Literacy 08	Integrated Literacy 09	% Change	ADTLLS Literacy 08	ADTLLS Literacy 09	% Change
EE	4	5	20%	10	10	0%
EM	7	4	-75%	12	10	-20%
LO	11	7	-57%	14	13	-8%
NE	7	4	-75%	10	9	-11%
NW	3	5	40%	10	14	29%
SE	4	4	0%	17	15	-13%
SW	4	3	-33%	10	12	17%
WM	5	8	38%	9	9	0%
YH	3	2	-50%	10	10	0%
Total	48	42	-14%	102	102	0%

This decrease in training places follows a rise in the academic year 2007/08 when the teaching qualifications were introduced. Comments from providers suggest that this may be caused by a lack of specialist trainers, issues of funding or difficulties in recruiting trainees¹⁰. Further research is needed to clarify this situation.

Regional spread of provision

There is substantial regional variance in the number and type of programmes being delivered across the UK. For example, there are six integrated literacy routes in the East Midlands and only one in Yorkshire and Humber.

In regions where only one or two integrated teaching qualifications are on offer, new entrants may alternatively have to either complete two separate courses in order to gain both a generic and subject-specific qualification, which has time and cost implications, or may have to travel to another region in order to find a suitable course.

Across England the percentage of stand-alone subject-specific teaching qualifications is far higher than the number of integrated programmes being offered in each of the subject areas as shown in Table 6.

This may initially appear to be a result of demand in each region, perhaps because more teachers may already have a generic teaching qualification and only need the subject specialism. However, providers report that decisions about which course to run have often been based on other factors such as funding issues and providers' confidence in offering a new qualification.

¹⁰ More detailed commentary is given on these issues on page 33

Table 6 Summary of planned teacher training provision 2009/10

Subject	Integrated Courses	Estimated no. of Places ¹¹	Stand-alone subject-specific courses	Estimated no. of Places	Total courses on offer	% of integrated	% of stand-alone
ESOL	47	705	70	1050	117	40%	60%
Literacy	42	630	102	1530	144	29%	71%
Numeracy	26	390	83	1245	109	24%	76%

A number of providers in this survey made reference to the fact that they are still not 100% clear on the guided learning hours (GLH) recommended by awarding bodies for the new teaching qualifications and how to draw down funding to run an integrated course.

“Confusion exists with the qualification offer in Literacy, Numeracy and ESOL and how they map with the general DTLLS and PTLLS qualifications. There is also confusion about funding of these programmes.”

“We have capacity and trained staff to deliver but lack of clarity in funding, realistic GLH to deliver the programme and course developments are holding us back”

Breakdown by region

By comparing data from the workforce survey work, it is possible to start identifying gaps in current provision on a regional basis and can begin an assessment of future demand for training of LNE teaching and support staff.

East of England

The total number of planned LNE teacher training programmes and potential training places in the East of England for 09/10 is:

Table 7

	Literacy	Numeracy	ESOL	Course type totals
Integrated	75	30	30	135
Additional	150	120	75	345
Total	225	150	105	480

Cambridge Regional College, one of the larger providers in the region of teacher training, reported that they struggled to recruit to their LNE teacher training courses when offered last year and eventually had to cancel the courses due to the lack of a

¹¹ On average respondents indicated that the minimum number of trainees they would accept to run a programme would be 10 and the maximum 20, meaning an average of 15 places.

sufficient cohort. Despite concerns over recruitment they have decided to try and run all three teaching qualifications again this year.

Two new integrated diplomas for literacy are planned for the region this academic year, one at Peterborough Regional College and another at Epping Forest College.

East Midlands

The total number of planned LNE teacher training programmes and potential training places in the East Midlands for 09/10 is:

Table 8

	Literacy	Numeracy	ESOL	Course type totals
Integrated	60	30	60	150
Additional	150	150	105	405
Total	210	180	165	555

The region appears to have a large number of additional diplomas in numeracy but only two partly integrated teaching qualifications, indicating that some providers may feel more comfortable offering the stand alone subject specialist teaching qualifications rather than developing new integrated programmes. This seems to be supported by the comments from the regional advisor for the SfLIP programme:

“This region was late getting going with the Level 4 subject specs, so when the new qualifications came in it seemed too soon to change again. Providers had put effort into the L4 quals that appeared to be wasted and were perhaps not ready to put the effort in all over again [to develop new integrated programmes]. Funding remains the biggest challenge and question mark, with recruitment a close second. The region is also hampered by the lack of an official teacher education network.” (East Midlands SfLIP PDP advisor)

London

The largest numbers of LNE teacher educator providers are based in the London region, and London offers the most integrated ESOL qualifications (17) nationally, which may be reflective of language needs of the working population of the region and the higher proportion of ESOL delivery that takes place in the capital. However, this trend is not reflected in the number of literacy or numeracy integrated programmes offered in the region, which are in line with many other regions.

Since the initial survey was conducted in February 2009, we have been contacted by two colleges in the region who have cancelled their additional diplomas in literacy and numeracy due to difficulties securing sufficient funding to cover the cost of running the courses.

Table 9

	Literacy	Numeracy	ESOL	Course type totals
Integrated	105	45	255	405
Additional	195	195	210	600
Total	300	240	465	1005

London has led the way in terms of developing pre-service integrated programmes for literacy, ESOL and numeracy, which involve partnerships between HEIs and colleges in the region.

Last year saw the launch of a new fully integrated part-time pre-service numeracy DTLLS in London, which is an innovative partnership between a further education college and one of the universities in the region. This type of partnership has proved to be extremely successful as the college is able to assist with finding teaching placements for the trainees as well as pairing them with mentors and the university is able to offer units of accreditation at HEI levels which students can then use as credits towards the universities' MA programme. This model might also work well in other regions.

North East

The total number of planned LNE teacher training programmes and potential training places in the North East for 09/10 is:

Table 10

	Literacy	Numeracy	ESOL	Course type totals
Integrated	60	60	15	135
Additional	135	105	15	255
Total	195	165	30	390

The small number of ESOL qualifications on offer in the region has been attributed to the fact that there is not as much ESOL delivery taking place in the NE as in other regions. An additional integrated DTLLS was offered last year, but did not recruit enough students to run and so has been cancelled this year.

“There is not much (ESOL) delivery/need in the NE. We did have another course running in the south of the region but there was not enough demand.” (Lead Development Adviser (North East) Skills for Life Improvement Programme)

North West

The total number of planned LNE teacher training programmes and potential training places in the North West for 09/10 is:

Table 11

	Literacy	Numeracy	ESOL	Course type totals
Integrated	75	60	105	240
Additional	210	135	105	450
Total	285	195	210	690

This year has seen the development of several new integrated teaching qualifications in the region:

1. Bury College (new integrated DTLLS literacy)
2. Wigan & Leigh College (new integrated DTLLS literacy)
3. University of Bolton (new f/t and p/t integrated literacy & numeracy DTLLS)

South East

The total number of planned LNE teacher training programmes and potential training places in the South East for 09/10 is:

Table 12

	Literacy	Numeracy	ESOL	Course type totals
Integrated	60	60	60	180
Additional	225	135	180	540
Total	285	195	240	720

One of the HEIs in the area reported problems with recruiting sufficient cohorts to run their SfL teacher training programmes and have decided to stop offering them:

“Despite the fact that we were one of the first in the area to offer the SfL pathway on our PGCE(LL) and DTLLS programmes there has been a low take up of the offer. This has been the same for the stand alone SfL programmes we offer, which have not exceeded recruitment figures above 10. It is therefore not cost effective for us to continue to run these programmes. We have not been able to offer the numeracy programme, due to low take-up, since September 2008.”

The region has far more stand-alone subject-specific teaching qualifications on offer than integrated courses. This may be due in part to a lack of regional coordination when deciding what type of course to offer, there have been some instances of the same course being offered at the same time on the same day by two different providers, essentially competing for the same recruits.

South West

The total number of planned LNE teacher training programmes and potential training places in the South West for 09/10 is:

Table 13

	Literacy	Numeracy	ESOL	Course type totals
Integrated	75	60	60	195
Additional	180	135	120	435
Total	255	195	180	630

A number of providers in the region reported difficulties with recruiting to their programmes last year. Bridgwater College failed to recruit to their ADTLLS in literacy & numeracy, Exeter College failed to recruit to their ADTLLS in ESOL & numeracy, North Devon College failed to recruit to their ADTLLS in ESOL & numeracy and the University of Plymouth stopped offering LNE ITT due to poor recruitment. They attributed this to a drop in demand. However, it may also be that a lack of coordination has meant that the courses offered were not appropriate either in terms of geography or timing and that this has contributed to the failure to recruit sufficient numbers.

In response to the problems there have been discussions between providers about collaborating on a joint programme and it is hoped, that with support, the discussions will bear fruit in the coming academic year.

West Midlands

The total number of planned LNE teacher training programmes and potential training places in the West Midlands for 09/10 is:

Table 14

	Literacy	Numeracy	ESOL	Course type totals
Integrated	120	105	105	330
Additional	135	150	120	405
Total	255	255	225	735

One of the HEIs in the region has developed an innovative flexible delivery model for their programmes (distance and e-learning tasks plus 7 days attendance at University of Warwick). The courses have proved to be hugely popular, with candidates willing to travel from other parts of the country in order to attend, and the courses are oversubscribed each year, suggesting that this may be a model that could work well in other regions that are struggling with recruitment.

Yorkshire & Humberside

The total number of planned LNE teacher training programmes and potential training places in Yorkshire & Humberside for 09/10 is:

Table 15

	Literacy	Numeracy	ESOL	Course type totals
Integrated	30	30	45	105
Additional	150	120	120	390
Total	180	150	165	495

The high number of stand-alone programmes on offer in the region may be related to the fact that literacy and numeracy subject teaching qualifications have historically been offered as stand-alone courses. Having developed their programmes this way in the past, providers may have felt more comfortable to continue with the same delivery model when the new teaching qualifications were introduced in 2007.

“Provision in the region has stayed pretty much the same since the introduction of the new qualifications. The providers of ITT are afraid they won't have full courses so put on a minimum meaning that there is little flexibility for potential students on these courses (many work part time, have family commitments, etc). When courses are not filled providers cancel the courses. I don't think that the offer is demand led - providers put on what they can rather than what is needed.” (Yorkshire & Humberside SfLIP PDP advisor)

Future capacity for training LNE teaching staff

Of the 147 providers identified as offering training for LNE teaching staff and learning support staff, 117 (80%) completed the second strand of the survey. The percentages below refer to these 117 providers rather than the complete set of 147 who replied to the first part of the survey.

Table 16

Region	No. of providers	No. of returns
EE	13	9 (70%)
EM	12	11 (91.6%)
LO	35	30 (86%)
NE	8	5 (62.5%)
NW	20	15 (75%)
SE	19	15 (79%)
SW	17	14 (82%)
WM	12	7 (58%)
YH	11	11 (100%)
Total	147	117 (80%)

Training providers were asked to complete an online questionnaire to identify, if there was sufficient demand, how many more LNE ITT programmes, in addition to the courses they already plan to run, their organisation could offer. A number of providers reported back that with their current workforce they have no extra capacity to increase their provision of integrated DTLLS:

- 90% (104) of respondents reported that they currently have no capacity to offer extra integrated DTLLS for ESOL.
- 90% (104) of respondents reported that they currently have no capacity to offer extra integrated DTLLS for literacy.
- 88% (102) of respondents reported that they currently have no capacity to offer extra integrated DTLLS for numeracy.

However, some providers responded that they do currently have capacity to offer extra ADTLLS:

- 19% (22) of respondents reported that they currently have capacity to offer extra ADTLLS for ESOL.
- 19% (22) of respondents reported that they currently have capacity to offer extra ADTLLS for literacy.

- 20% (23) of respondents reported that they currently have capacity to offer extra ADTLLS for numeracy.

On average respondents indicated that the minimum number of trainees they would accept to run a programme would be 10 and the maximum 20, meaning an average of 15 places¹².

¹² Based on results from online survey www.talent.ac.uk/lluksurvey

Table 17: Capacity for additional courses and places per region

Region	DTLLS (ESOL)	Additional places	DTLLS (Literacy)	Additional places	DTLLS (Numeracy)	Additional places	ADTLLS (ESOL)	Additional places	ADTLLS (Literacy)	Additional places	ADTLLS (Numeracy)	Additional places
EE	2	30	4	60	3	45	4	60	3	45	3	45
EM	0	0	0	0	1	15	1	15	1	15	1	15
LO	3	45	0	0	1	15	3	45	3	45	1	15
NE	2	30	2	30	2	30	1	15	1	15	4	60
NW	2	30	3	45	3	45	2	30	1	15	3	45
SE	1	15	1	15	1	15	6	90	6	90	7	105
SW	1	15	1	15	1	15	2	30	4	60	5	75
WM	2	30	2	30	1	15	2	30	2	30	1	15
YH	0	0	0	0	0	0	3	45	4	60	4	60
Total	13	<u>195</u>	13	<u>195</u>	13	<u>195</u>	24	<u>360</u>	25	<u>375</u>	29	<u>435</u>
Current provision	47	<u>705</u>	42	<u>630</u>	26	<u>390</u>	70	<u>1050</u>	102	<u>1530</u>	83	<u>1245</u>

Factors impacting on capacity to offer LNE ITT

Despite some respondents indicating that they currently have capacity to expand their teacher training provision, there has been a big increase in the amount of training offered in recent years to support the growth in LNE provision and it may be that this has stretched current capacity to its limit. Providers also identified a number of barriers that appear to be preventing them from doing so including issues around staffing, funding and recruitment. We asked providers to identify the factors that influence their current and/or future ability to build capacity in this area.

Specialist staff

A number of organisations reported that they were at full capacity due to having a limited number of staff members with appropriate qualifications or experience to deliver subject specialist teacher training.

Numeracy in particular appears to be an area where providers are unable to expand their provision due to a lack of qualified or experienced staff, 50% (59) of the organisations that responded identified a need for more numeracy teacher trainers.

"[We do not have] enough staff who are able to mentor [or] enough staff who are experienced and/or [subject] specialists available to IV. [We have a] small nucleus of SfL staff delivering all [programmes]. This group tend to be up to full teaching hours and full time."

"[We are] currently up to delivery capacity due to restrictions on recruiting further staff."

"The lack of funding for additional staff to study specialist diplomas is a problem. The killer one for us is also the availability of suitable staff to work in delivery of the numeracy specialist qualifications."

"I am the college's SfL capacity building team. The courses are too 'big' to enable me to do more than one."

"Our integrated DTLLS courses are practice-centred. Size is limited by number of high quality mentored teaching placements in SfL settings available within our college. We cannot expand without reducing quality."

- Need for more staff who are qualified or experienced literacy teacher trainers



- Need for more staff who are qualified or experienced numeracy teacher trainers



- Need for more staff who are qualified or experienced ESOL teacher trainers



- Need more access to training programmes offered nationally for staff to become LNE teacher trainers



- Current workforce has no extra capacity to deliver more courses



Funding

Funding appears to be the key issue preventing growth in this area for many providers, both in terms of providers accessing sufficient funding to deliver the programmes as well as individuals accessing funding to attend training.

“Factors limiting our capacity for growth include: funding for mentoring in teaching placement, funding for learners to help them with fees, funding to develop new programmes and expand.”

“Funding is an issue but the mode of delivery can cause a problem if staff have to be freed up to attend. Where we have been more flexible, take up has been greater.”

“Funding for learners is a major barrier nationally to training new FE teachers (except on pre-service courses where bursaries are available). The mess that has been made of this is a national disgrace and represents a nation shooting itself in the foot.”

“HE growth is limited in FE because some Universities currently have a 'no growth' policy. This limits the number of programmes that FE partnership organisations can offer and limits expansion and growth.”

“The funding allocated to these courses does not reflect the number of TP observation and feedback hours required to run them appropriately.”

“We were keen to develop these programmes but the freeze in HEFCE growth has stopped all new developments.”

“Bursaries (linked to local provision of courses) make our pre-service SfL DTLLS courses highly attractive to an otherwise untapped market of potential teachers. If the bursaries are removed at any point, we would probably have to close the courses.”

“Lack of funding for [the] additional route is an issue. We are keen to welcome more on board and provide placements. More marketing needed.”

“The funding allocated to these courses does not reflect the number of TP observation and feedback hours required to run them appropriately.”

Recruitment

A number of providers also reported difficulties recruiting sufficient cohorts for some of their courses. Respondents identified a number of reasons why recruitment has been a challenge, including difficulties for participants in finding financial support to undertake a qualification, or support from their employers in terms of release from contracted teaching hours, as well as practical issues around times and days of when and where the courses are offered in the region.

Other issues identified include difficulties of recruiting sufficient cohorts in large rural areas and a lack of suitable candidates or appropriate training courses for potential candidates to work on their personal skills in literacy and numeracy before attending a teacher training programme.

“[There are] lots of courses offered [but] not all actually take place. Participants say they don’t want to travel long distances (we are disparate rural region). Providers say there are not enough participants to make large enough cohorts.”
(South West PDP SfLIP advisor).

“[We have had] limited recruitment when we do offer such courses. [There is a] lack of appropriate level 3/4 course for individuals to improve their own literacy/numeracy skills.”

“Generally speaking groups are small because of poor recruitment. This seems to be because of the requirement to be an existing teacher and the lack of a threshold qualification (other than CELTA for ESOL) in the local area.”

“[There is a] lack of candidates of suitable quality.”

“There is an issue for the ADTLLS Numeracy due to the Level 3 mathematics entry requirement. We offer a Level 3 mathematics prep course but will find it difficult to fund this as the Level 3 Subject Support qual is coming to an end. Ideally, a new accredited course for Level 3 mathematics specifically to meet the level 3 entry requirement would be helpful.”

Despite these challenges, where regions have developed innovative delivery models including distance learning, or fully integrated pre-service courses that include teaching practice placements, there appears to be a healthy interest in the programmes, with some courses repeatedly oversubscribed year on year.

Looking ahead

Introduction

This section estimates the current capacity to produce a fully qualified adult literacy, numeracy and ESOL workforce in England. It draws on data collected by NRDC in 2009 as well as information from previous NRDC research and development activity and is intended to inform two separate government policy objectives:

- 2010 target for all teachers to be qualified and for Skills for Life teachers to have subject specialist teaching qualifications
- World Class Skills targets for 95% of the population to have functional literacy (Level 1) and numeracy (Entry level 3) by 2020

The information in this section has been drawn from the sources listed in the LLUK publication 'Skills for life teaching workforce data 2009'¹³. We have used this information to answer, as far as we are able to at this point in time, the following questions:

1. How many teachers of adult literacy, numeracy and ESOL are there in current practice?
2. What proportions of them are fully qualified?
3. What are the training needs of those that remain under-qualified?
4. Do we have an adequate supply of training opportunities to meet their needs?
5. Looking ahead, how many teachers might be needed to achieve the 2020 aspirations?
6. What training capacity will be required to train such a workforce?

We also have substantial further information about this workforce which is not summarized here, principally from the NRDC Teacher Study (NRDC:2008). From this we have detailed information on employment status and mobility, job satisfaction and teachers' attitudes to teaching as a profession and a career and to LNE generally.

Size of the adult literacy, numeracy and ESOL workforce

We estimate that in the academic year 2007/08 there were:

- 9,805 literacy teachers,
- 7,353 numeracy teachers
- 7,624 ESOL teachers.

This implies that there are just under 25,000 adult literacy, numeracy and ESOL teachers working in England. However, this doesn't take into account those who teach more than one of the three subjects. If all of these teachers taught only one subject then the overall number of teachers would be equal to the sum of the three subject

¹³ We need to reference this to the Workforce data gaps report that will be published separately.

specialists. However, many teach more than one subject. Therefore, the sum of the headcounts of the three groups of teachers is higher than the overall figure. When the figures are adjusted for this, there are closer to 19,000 individual teachers.

Qualifications of the workforce

Adult literacy, numeracy and ESOL teachers need two teaching qualifications: a generic teaching qualification and the subject-specific qualification relevant to each subject they teach. These two teaching qualifications can be gained separately or in one combined qualification.

The picture of how qualified the workforce is, is therefore made up of those who are 'fully qualified' with both teaching qualifications, and those with only one of the two or neither.

Table 18

	Literacy	Numeracy	ESOL
Fully qualified (both qualifications)	47.3%	43.4%	54.5%
Part qualified (generic only)	27%	31.4%	21.9%
Part qualified (subject-specific only)	7.8%	6.5%	12.2%
Unqualified (neither qualification)	18%	18.6%	11.4%

From this data it is possible to calculate the maximum numbers of current teachers in each subject specialism that require further training:

Table 19

	Total workforce	Percentage of workforce fully qualified.	Maximum number remaining to be trained
Literacy	9,805	47.3%	5,167
Numeracy	7,353	43.4%	4,162
ESOL	7,624	54.5%	3,469

What are the training needs of those that remain under-qualified?

Of those who need further training, some need to undertake full integrated programmes leading to both teaching qualifications; others need to gain either a generic or a subject-specific teaching qualification.

For our purposes here we can discount those teachers who have a subject-specific qualification only (7.8% literacy, 6.5% numeracy and 12.2% ESOL in table 17 above) as they are able to join any generic teaching qualification course and these are in ready supply across the country.

Before we arrive at an estimation of the number of training places needed on integrated and subject specialist courses to qualify the remainder of the existing workforce we must also take into account the attrition rate amongst the adult literacy, numeracy and ESOL workforce, that is the percentage of teachers who leave the profession each year. Data from the NRDC Teacher Study suggests that the attrition rate amongst the adult literacy, numeracy and ESOL workforce is 7%. In the case of literacy this means that of the total workforce of 9,805, 686 teachers will leave per year. We don't know about the teaching qualifications held by the teachers who leave or about the training requirements of those who are recruited to replace them. Assuming that those who leave are proportional to the rest of the workforce in terms of the teaching qualifications they hold (i.e. that 47% of them are fully qualified etc.) this gives a total of 5,497 literacy teachers to be trained.

Table 20: Literacy

	Teachers	Attrition rate	Teachers left	Qualified	How many need training
Proportions		7		47%	
Number of Teachers	9,806	686	9,120	4,309	5,497

The equivalent figures for Numeracy and ESOL are in tables 24 and 26 below.

Table 21: Numeracy

	Current Teachers	Attrition rate	Teachers left	Qualified	How many need training
Proportions		7		43%	
Number of Teachers	7353	515	6838	2969	4383

Table 22: ESOL

	Teachers	Attrition rate	Teachers left	Qualified	How many need training
Proportions		7		55%	
Number of Teachers	7596	532	7064	3852	3744

Of course it isn't enough to know simply that a certain number of teachers need training, we also need to know which course they need to take: a generic teacher training course, a subject-specific course or both. Using the figures from table 21 and assuming that half of the new teachers replacing those lost to attrition will have generic teaching qualifications (school teachers with PGCEs or teachers from other vocational areas) and that half will have no teaching qualifications at all we can estimate the numbers of teachers who need each type of course .

Table 23: Number of teachers who need each type of course

	Teachers who need subject-specific courses	Teachers who need generic and subject-specific courses
Literacy	2,462	2,327
Numeracy	2,149	1,273
ESOL	1,545	1,335

Supply of training courses

From the survey of teacher training providers we know how many of each type of course is run for each of the three subject specialisms. However, it should be remembered that these are broad national figures and the experience of individual teachers will differ greatly according to where they live and what their personal circumstances are. The relationship between supply of training places and demand for them is not always straightforward and other factors such as funding, timing of the course, childcare, work commitments etc. all play an important role. In some cases teachers are unable to find the courses they need in others training places remain unfilled.

Literacy

For literacy there are currently 102 subject-specific courses. Using an average number of participants of 15 and an achievement rate of 75% we can then calculate that 1,148 literacy teachers can gain a subject specialist qualification in one year, leaving 1,314 without the qualification. This gives a ratio of places available on courses to training places needed of 47%, meaning that in a little over two years it would be possible for all those who need a subject specialist qualification in literacy to gain one.

Table 24

Number of teachers needing subject specialist courses	Number of subject specialist courses per year	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need
2462	102	1530	75%	1148	1314	47%

The situation with integrated courses is far less positive. There are currently 42 integrated pathways. That translates into 630 places and 473 fully qualified teachers, leaving a further 1,855 unqualified teachers, a ratio of courses to need of just 20%, meaning that it would take five years to train all those needing a both subject-specific and generic teaching qualifications.

Table 25

Number of teachers needing integrated pathways	Number of integrated pathways per year	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need
2327	42	630	75%	473	1855	20%

Regional differences

There are big differences between the availability of teacher training courses across the regions, with the East of England able to offer places for 71% of those who need a subject specialist qualification and Yorkshire and Humber only 31%. What is consistent across the country is the huge disparity between the offer of subject-specific teaching qualifications and integrated pathways. Again, comparing the East of England and Yorkshire and Humber as two extremes, we see that even the former only has enough places to meet 31% of the need and the latter has only 5%.

Table 26

Region	Ratio of subject specialist literacy courses to need	Ratio of integrated literacy pathways to need
East of England	71%	37%
East Midlands	67%	31%
Greater London	35%	22%
North East	61%	29%
North West	44%	19%
South East	59%	18%
South West	61%	17%
West Midlands	33%	30%
Yorkshire and Humber	31%	5%

If the balance of provision could be shifted to offer more integrated and less subject-specific training courses then it would be possible to get the whole literacy workforce fully qualified within three years.

Numeracy

For numeracy there are currently 83 subject-specific courses. Using the same assumptions as above we see that 934 numeracy teachers can gain a subject specialist qualification in one year, leaving 1,215 without the qualification. This gives a ratio of courses to need of 43%.

Table 27

Number of teachers needing subject specialist courses	Number of subject specialist courses per year	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need
2149	83	1245	75%	934	1215	43%

As with literacy there are fewer integrated numeracy pathways, just over a quarter as many as subject specialist courses at 26 giving 390 places and 293 fully qualified teachers, leaving a further 981 unqualified teachers, a ratio of courses to need of just 23%.

Table 28

Number of teachers needing integrated pathways	Number of integrated pathways per year	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need
1273	26	390	75%	293	981	23%

Regional differences

Numeracy teachers training shows a similar picture to that of literacy regionally, with big regional differences far too few integrated pathways in all regions.

Table 29

Region	Ratio of subject specialist literacy courses to need	Ratio of integrated literacy pathways to need
East of England	66%	21%
East Midlands	75%	20%
Greater London	45%	13%
North East	42%	32%
North West	28%	11%
South East	49%	14%
South West	54%	15%
West Midlands	41%	33%
Yorkshire and Humber	29%	6%

Again, a shift in the balance of provision leading to an increase

ESOL

For ESOL there are currently 70 subject-specific courses, so 788 ESOL teachers can gain a subject specialist qualification in one year, leaving 758 without the qualification. This gives a ratio of courses to need of 51%, meaning that in two years it should be possible for all those who need a subject specialist qualification in ESOL to gain one.

Table 30

Number of teachers needing subject specialist courses	Number of subject specialist courses per year	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need
1545	70	1050	75%	788	758	51%

For ESOL, while there are still fewer integrated pathways available than needed, the ratio of places to need is still very low. There are currently 47 integrated pathways. That translates into 705 places and 529 fully qualified teachers, leaving a further 806 unqualified teachers, a ratio of courses to need of 40%.

Table 31

Number of teachers needing integrated pathways	15 places per course	Achievement rate	Teachers gaining the qualification in one year	Teachers still needing to gain the qualification	Ratio of places to need	15 places per course
1335	47	705	75%	529	806	40%

Regional differences

Regional differences in ESOL teacher training present a more confusing picture than those for literacy. In some parts of the country, for example the East Midlands and the South West there appear to be too many subject-specific courses, but in others, such as London where there is a great deal of ESOL provision, we can also see that there is a dearth of places on such courses. What is consistent is the need to expand the number of places on integrated pathways.

Table 32

Region	Ratio of subject specialist ESOL courses to need	Ratio of integrated ESOL pathways to need
East of England	82%	40%
East Midlands	103%	76%
Greater London	24%	33%
North East	31%	36%
North West	53%	63%
South East	94%	38%
South West	132%	40%
West Midlands	46%	50%
Yorkshire and Humber	66%	23%

Future need

Looking ahead to 2020 there are many complex considerations. At its simplest we need to calculate the number of learners needing to achieve teaching qualifications and estimate from there the numbers of teachers needed.

However, even this presents a series of complex issues and without a great deal of detailed analysis of the available data, far beyond the scope of this particular piece of work, very broad assumptions will need to be made. These concern not just the numbers of learners who will need to gain the teaching qualifications, but also the makeup of the workforce which may well change shape over time with more staff in support roles and more learning may be taking place online.

The baseline data we have for literacy and numeracy skills needs in the adult population comes from the 2003 Skills for Life Survey. According to this, 16% of the adult working age population, or 5.2 million people, had literacy at Entry level 3 or below and a further 21%, or 6.8 million people had numeracy at below Entry level 3.

The Skills for life strategy put in place initiatives aimed at improving the basic skills of adults and the UK appears to have made steady make progress towards reducing the problem. However, the 2006 Leitch review examined what the United Kingdom's long-term ambition should be for developing skills in order to maximise economic prosperity and productivity and to improve social justice. It recommended that the United Kingdom should commit to becoming a world leader in skills, reaching the upper quartile of OECD countries by 2020.

The Leitch review found that, based on achievements towards the Skills for Life PSA targets, the scale of the nation's literacy and numeracy problem would not be substantially reduced by 2020. The figures used to arrive at these conclusions are based on assumptions made in the interim report of the Leitch review¹⁴. For the present report we have made a number of very broad assumptions based on that data. For accurate projections, more detailed work is required.

Analysis of the data suggests that in the four academic years 2003/04 to 2006/07 there were a total of 1,150,000 literacy achievements at Level 1 and a further 149,000 ESOL achievements at the same level. Together these total 1,299,000. For numeracy there were 1,010,000 achievements at Entry level 3 in the same period. To be able to check the data used we carried out some preliminary analysis on the ILR. This produced a roughly equivalent figure for literacy achievements but a greatly reduced figure for numeracy. As noted above, more detailed work is required to produce figures that can be relied upon.

If we add these to the numbers from the 2003 Skills for Life survey of need we find that there are still an estimated 3,900,000 people in the adult working age population without functional literacy skills and 5,790,000 people in the adult working age population without functional numeracy skills.

¹⁴ Skills in the UK: The long-term challenge (http://webarchive.nationalarchives.gov.uk/+http://www.hm-treasury.gov.uk/d/pbr05_leitchreviewchapters_619.pdf) Box 3.3 on page 72 of the interim report describes the model that was used to arrive at these figures.

A number of caveats need to be acknowledged here. We don't know the number of school leavers entering the adult population who have literacy skills below Level 1 or numeracy skills below Entry level 3. Nor do we know what the skills levels are of those who retire and are no longer part of the working age population. Another unknown factor is the literacy skills of the immigrant population. As Leitch points out,

“Recent changes to the pattern of migration, including increased numbers of migrants from new European Union states who do not necessarily come to the United Kingdom to settle long-term, has made assessment of overall number of people with English language needs difficult as there is no comprehensive information source on migrant skills.” (Leitch 2006:12)

Notwithstanding this, Leitch recommended new objectives that by 2020, 95 per cent of the adult population should have Level 1 literacy and Entry level 3 numeracy, the levels needed to get by in life and at work. These were accepted in the government's response to the Leitch review, World Class Skills.

With the targets set at 95%, 5% of the adult working age population, approximately 1,620,000, are unaffected. This leaves a target of approximately 2,280,000 new achievements at literacy Level 1 and 4,170,000 achievements at numeracy Entry level 3 by 2020. Over 12 academic years (2007/08 to 2019/20) this implies annual achievements of 190,000 at literacy Level 1 and 350,000 at numeracy Entry level 3. Assuming an achievement rate of 60%, there need to be 317,000 enrolments at literacy Level 1 and 580,000 at numeracy Entry level 3.

Based on analysis of the ILR, we can assume 43 enrolments for every teacher of literacy and 49 for every teacher of numeracy. Using these assumptions we can calculate that the number of literacy teachers needed to meet the World Class Skills targets would be at least 7,400 for literacy and 12,000 for numeracy.

However, the figures hide a series of assumptions about a series of complex issues that would need to be unpicked to enable estimates to be made of how many teachers will be needed to meet the aspirations of World Class Skills. Two examples of these are given below.

Firstly, we are assuming that each of these teachers would be employed to work with learners at the target level only rather than at the levels below and above. This is unrealistic. For example, for numeracy we know that currently, approximately 50% of Entry Level achievements are at Entry level 3 with the others being gained at Entry level 1 or Entry level 2. This suggests that at least 50% of numeracy teachers would need to work with learners on Entry level 1 and Entry level 2 rather than at Entry level 3 doubling the numbers of teachers required. Of course this doesn't take any account of the number of teachers required to staff Level 1 and Level 2 numeracy courses.

The figures above only refer to literacy and numeracy teachers. However, the extent to which the learners of ESOL teachers contribute towards the targets is also difficult to pin down. We know that many ESOL learners go into literacy classes or take literacy accreditation at Level 1. At Level 1, the national Skills for Life ESOL teaching qualifications require learners to take three separate assessments to gain a full qualification: speaking and listening, writing and reading. This contrasts with the situation for literacy learners in which they only have to take the national test at Level 1 to gain a full qualification at that level. As the outcomes attract similar funding, there is a temptation for providers to put their ESOL learners in for literacy teaching qualifications at Level 1 so that they only need to sit one exam rather than three. This means that ESOL learners, taught by ESOL teachers appear within literacy fields in achievement data and so we need to take their teachers into consideration here too.

Conclusion

We have presented here some initial thinking about what the training offer for teachers of adult literacy, numeracy and ESOL needs to be but suggest that more detailed analysis is needed. We also suggest that this work be linked with other national projections to ensure shared assumptions before proceeding to making any conclusions. This initial analysis implies that, while for literacy the current workforce will be sufficient, numeracy presents a far greater challenge. This is broadly in line with projections from UKCES¹⁵ which indicate that 95% of UK adults will be literate by 2020, but that the numeracy ambition will not be attained, with an expected outcome of between 88% and 90% of UK adults achieving functional numeracy. While for literacy a shift in the balance of provision may be sufficient to meet current and future demand, for numeracy there needs to be a major increase in the availability of subject specific teacher training.

¹⁵ UKCES (2009) *Ambition 2020 - World Class Skills and Jobs for the UK* London: UKCES

Appendices

Appendix A: Full data tables

Table 33: Full Time Equivalent (FTE) total for the LNE workforce by subject specialism and region

region	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
FTE literacy	278	278	693	349	590	468	364	546	770	36	4371
% within region	42.3	36.3	29.9	51.4	38.7	33.6	44.1	37.2	53.6	4.3	36.8
% within subject	6.4	6.3	15.8	8.0	13.5	10.7	8.3	12.5	17.6	0.8	100.0
FTE numeracy	208	217	525	277	469	307	272	422	629	31	3356
% within region	31.6	28.4	22.7	40.8	30.7	22.0	32.9	28.7	43.8	3.8	28.2
% within subject	6.2	6.5	15.6	8.3	14.0	9.2	8.1	12.6	18.7	0.9	100.0
FTE ESOL	116	134	1267	67	274	220	101	303	260	1	2742
% within region	17.7	17.6	54.7	9.8	18.0	15.8	12.2	20.6	18.1	0.1	23.1
% within subject	4.2	4.9	46.2	2.4	10.0	8.0	3.7	11.0	9.5	0.0	100.0
FTE Key Skills in Application of Numbers	182	262	281	240	466	513	290	478	351	562	3625
% within region	27.7	34.3	12.2	35.4	30.6	36.8	35.1	32.5	24.4	68.1	30.5
% within subject	5.0	7.2	7.8	6.6	12.9	14.1	8.0	13.2	9.7	15.5	100.0

FTE Key Skills in Communication	181	282	320	248	466	540	308	535	333	515	3728
% within region	27.5	36.9	13.8	36.6	30.6	38.7	37.3	36.4	23.2	62.4	31.4
% within subject	4.9	7.6	8.6	6.7	12.5	14.5	8.3	14.4	8.9	13.8	100.0
FTE Total	657	764	2314	679	1525	1393	826	1470	1438	825	11891
% within region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% within subject	5.5	6.4	19.5	5.7	12.8	11.7	7.0	12.4	12.1	6.9	100.0

As SfL tutors can teach more than one subject at the same time - FTE in columns do not add to 100%

Table 34: Headcount total for the LNE workforce by subject specialism and region

region	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
literacy	649	666	1619	693	1398	1121	885	1229	1481	62	9805
% within region	41.5	40.6	31.5	45.2	41.8	36.2	46.1	39.7	50.9	4.4	38.2
% within subject	6.6	6.8	16.5	7.1	14.3	11.4	9.0	12.5	15.1	0.6	100.0
numeracy	479	495	1077	676	1106	693	641	941	1190	55	7353
% within region	30.6	30.1	20.9	44.1	33.0	22.4	33.4	30.4	40.9	3.9	28.6
% within subject	6.5	6.7	14.6	9.2	15.0	9.4	8.7	12.8	16.2	0.7	100.0

ESOL	364	372	3251	180	741	716	342	954	697	4	7624
% within region	23.3	22.7	63.2	11.8	22.1	23.1	17.8	30.8	24.0	0.3	29.7
% within subject	4.8	4.9	42.6	2.4	9.7	9.4	4.5	12.5	9.1	0.1	100.0
FTE Key Skills in Application of Numbers	365	419	475	435	817	837	519	753	624	843	6087
% within region	23.3	25.5	9.2	28.4	24.4	27.0	27.0	24.3	21.5	59.6	23.7
% within subject	6.0	6.9	7.8	7.2	13.4	13.8	8.5	12.4	10.3	13.8	100.0
Key Skills in Communication	346	461	581	408	777	894	541	828	592	725	6155
% within region	22.1	28.1	11.3	26.6	23.2	28.9	28.2	26.7	20.4	51.3	24.0
% within subject	5.6	7.5	9.4	6.6	12.6	14.5	8.8	13.5	9.6	11.8	100.0
Total	1566	1641	5149	1534	3347	3099	1919	3098	2907	1414	25674
% within subject	6.1	6.4	20.1	6.0	13.0	12.1	7.5	12.1	11.3	5.5	100.0

As SfL tutors can teach more than one subject at the same time - headcounts in columns do not add to 100%

Table 35: Full Time Equivalent (FTE) total for the LNE workforce by subject specialism and provider type

	ACL	FE	WBL	Total
FTE literacy	814	1702	1852	4371
% within provider type	41.8	32.2	39.8	36.8
% within subject	18.6	38.9	42.4	100.0
FTE numeracy	709	1129	1514	3356
% within provider type	36.4	21.4	32.6	28.2
% within subject	21.1	33.6	45.1	100.0
FTE ESOL	587	1792	362	2742
% within provider type	30.1	33.9	7.8	23.1
% within subject	21.4	65.3	13.2	100.0
FTE Key Skills in Application of Numbers	282	865	2476	3625
% within provider type	14.5	16.4	53.2	30.5
% within subject	7.8	23.9	68.3	100.0
FTE Key Skills in Communication	306	1005	2413	3728
% within provider type	15.7	19.0	51.9	31.4

% within subject	8.2	27.0	64.7	100.0
FTE Total	1948	5279	4651	11891
% within subject	16.4	44.4	39.1	100.0

Table 36: Headcount total for the LNE workforce by subject specialism and provider type

	ACL	FE	WBL	Total
literacy	2485	4337	2983	9805
% within provider type	40.3	34.7	42.7	38.2
% within subject	25.3	44.2	30.4	100.0
numeracy	2196	2734	2424	7353
% within provider type	35.6	21.9	34.7	28.6
% within subject	29.9	37.2	33.0	100.0
ESOL	1919	5093	612	7624
% within provider type	31.1	40.7	8.8	29.7
% within subject	25.2	66.8	8.0	100.0
Key Skills in Application of Numbers	639	1990	3459	6087

% within provider type	10.4	15.9	49.5	23.7
% within subject	10.5	32.7	56.8	100.0
Key Skills in Communication	528	2230	3396	6155
% within provider type	8.6	17.8	48.6	24.0
% within subject	8.6	36.2	55.2	100.0
Total	6161	12500	6990	25674
% within subject	24.0	48.7	27.2	100.0

QUALIFICATIONS

Table 37: Qualifications by subject specialism

	Fully qualified	Partially qualified-generic	Partially qualified - subject specialist	Unqualified	Total
ESOL	4142	1661	929	863	7596
% within subject	54.5	21.9	12.2	11.4	100.0
Literacy	4634	2647	761	1764	9806
% within subject	47.3	27.0	7.8	18.0	100.0
Numeracy	3193	2311	480	1369	7353
% within subject	43.4	31.4	6.5	18.6	100.0
Key Skills in Application of Numbers	2179	1833	1187	886	6085
% within subject	35.8	30.1	19.5	14.6	100.0
Key skills in Communication	2060	2124	1163	806	6153
% within subject	33.5	34.5	18.9	13.1	100.0

Table 38: Qualifications of the ESOL workforce by region

	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
Fully qualified	192	209	1746	98	411	400	193	527	364	2	4142
% within region	55.9	56.2	53.8	54.6	55.5	55.9	56.4	55.3	52.2	49.0	54.5
part qualified (generic)	74	83	720	39	161	154	73	211	146	1	1661
% within region	21.6	22.2	22.2	21.6	21.7	21.6	21.5	22.1	20.9	19.3	21.9
part qualified (subject specific)	42	45	401	23	91	86	41	118	81	1	929
% within region	12.3	12.0	12.3	12.7	12.3	12.1	12.1	12.3	11.7	13.8	12.2
unqualified	35	36	381	20	78	75	34	98	106	1	863
% within region	10.2	9.6	11.7	11.1	10.6	10.5	10.1	10.3	15.2	17.9	11.4
Total	343	372	3248	180	741	715	342	953	697	4	7596

Table 39: Qualifications of the Literacy workforce by region

	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
Fully qualified	310	327	793	342	693	546	425	569	606	22	4634
% within region	47.8	49.1	49.0	49.4	49.5	48.7	48.0	46.3	40.9	34.6	47.3
part qualified (generic)	170	179	447	179	384	305	239	335	393	16	2647
% within region	26.2	26.9	27.6	25.9	27.5	27.2	27.0	27.2	26.5	25.9	27.0
part qualified (subject specific)	54	52	117	60	103	85	69	93	122	6	761
% within region	8.4	7.8	7.2	8.7	7.3	7.6	7.8	7.6	8.3	8.9	7.8
unqualified	114	108	262	112	219	185	153	232	360	19	1764
% within region	17.6	16.2	16.2	16.1	15.7	16.5	17.3	18.9	24.3	30.6	18.0
Total	649	666	1620	693	1398	1121	886	1229	1481	62	9806

Table 40: Qualifications of the Numeracy workforce by region

	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
Fully qualified	218	221	462	318	515	307	280	401	453	18	3193
% within region	45.5	44.8	42.9	47.0	46.5	44.3	43.7	42.6	38.0	33.4	43.4
part qualified (generic)	147	161	348	202	383	222	202	297	334	14	2311
% within region	30.6	32.5	32.3	29.9	34.7	32.1	31.6	31.5	28.1	25.5	31.4
part qualified (subject specific)	36	31	64	56	63	44	42	59	81	4	480
% within region	7.4	6.3	5.9	8.3	5.7	6.3	6.6	6.3	6.8	7.0	6.5
unqualified	79	81	203	100	145	119	117	185	322	19	1369
% within region	16.5	16.4	18.9	14.8	13.1	17.2	18.2	19.6	27.0	34.1	18.6
Total	479	494	1076	676	1106	693	641	941	1190	55	7353

Table 41: Qualifications of the Key Skills in Communication workforce by region

	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
Fully qualified	121	151	201	144	266	296	185	271	196	228	2060
% within region	34.8	32.8	34.6	35.4	34.2	33.1	34.3	32.8	33.1	31.5	33.5
part qualified (generic)	132	161	233	140	261	318	198	278	213	190	2124
% within region	38.2	34.9	40.1	34.4	33.6	35.5	36.7	33.6	35.9	26.3	34.5
part qualified (subject specific)	56	91	90	66	143	171	92	168	112	175	1163
% within region	16.1	19.8	15.4	16.1	18.5	19.1	17.0	20.3	18.9	24.1	18.9
unqualified	38	58	57	58	107	109	65	111	72	132	806
% within region	10.9	12.5	9.8	14.1	13.8	12.2	12.0	13.4	12.1	18.1	13.1
Total	346	461	581	408	777	894	541	828	592	725	6153

Table 42: Qualifications of the Key Skills in Application of Numbers workforce by region

	EE	EM	GL	NE	NW	SE	SW	WM	YH	national	Total
Fully qualified	143	145	184	167	305	294	193	259	224	262	2179
% within region	39.3	34.8	38.7	38.4	37.4	35.2	37.3	34.4	35.9	31.1	35.8
part qualified (generic)	120	126	153	132	252	253	162	223	191	221	1833
% within region	32.9	30.2	32.2	30.4	30.8	30.2	31.2	29.7	30.6	26.2	30.1
part qualified (subject specific)	61	89	81	67	144	173	94	161	124	193	1187
% within region	16.8	21.3	17.1	15.4	17.6	20.6	18.2	21.3	19.9	22.9	19.5
unqualified	40	58	57	69	115	117	69	110	84	167	886
% within region	11.0	13.8	11.9	15.8	14.1	14.0	13.3	14.6	13.5	19.8	14.6
Total	364	419	475	435	817	837	518	753	624	843	6085

Table 43: Qualifications of the ESOL workforce by provider type

	ACL	FE colleges	WBL	Total
Fully qualified	940	2972	230	4142
% within provider type	49.0	58.6	37.6	54.5
part qualified (generic)	370	1201	90	1661
% within provider type	19.3	23.7	14.7	21.9
part qualified (subject specific)	265	615	50	929
% within provider type	13.8	12.1	8.1	12.2
unqualified	342	280	242	863
% within provider type	17.8	5.5	39.5	11.4
Total	1917	5068	611	7596

Table 44: Qualifications of the Literacy workforce by provider type

	ACL	FE colleges	WBL	Total
Fully qualified	1195	2493	946	4634
% within provider type	48.1	57.4	31.7	47.3
part qualified (generic)	581	1278	788	2647
% within provider type	23.4	29.4	26.4	27.0
part qualified (subject specific)	263	244	254	761
% within provider type	10.6	5.6	8.5	7.8
unqualified	442	326	996	1764
% within provider type	17.8	7.5	33.4	18.0
Total	2482	4341	2983	9806

Table 45: Qualifications of the Numeracy workforce by provider type

	ACL	FE colleges	WBL	Total
Fully qualified	1063	1410	720	3193
% within provider type	48.4	51.6	29.7	43.4
part qualified (generic)	591	1109	611	2311
% within provider type	26.9	40.6	25.2	31.4
part qualified (subject specific)	228	101	150	480
% within provider type	10.4	3.7	6.2	6.5
unqualified	314	112	943	1369
% within provider type	14.3	4.1	38.9	18.6
Total	2196	2733	2424	7353

Table 46: Qualifications of the Key Skills in Communication workforce by provider type

	ACL	FE colleges	WBL	Total
Fully qualified	223	869	968	2060
% within provider type	42.2	39.0	28.5	33.5
part qualified (generic)	182	1127	815	2124
% within provider type	34.5	50.6	24.0	34.5
part qualified (subject specific)	32	143	988	1163
% within provider type	6.0	6.4	29.1	18.9
unqualified	91	90	625	806
% within provider type	17.2	4.0	18.4	13.1
Total	528	2229	3396	6153

Table 47: Qualifications of the Key Skills in Application of Numbers workforce by provider type

	ACL	FE colleges	WBL	Total
Fully qualified	284	951	944	2179
% within provider type	44.4	47.8	27.3	35.8
part qualified (generic)	189	772	872	1833
% within provider type	29.6	38.8	25.2	30.1
part qualified (subject specific)	29	186	972	1187
% within provider type	4.6	9.3	28.1	19.5
unqualified	136	79	671	886
% within provider type	21.3	4.0	19.4	14.6
Total	638	1988	3459	6085

Table 48: Qualifications of the ESOL workforce by provider size

	Small providers	Medium providers	Large providers	Total
Fully qualified	61	169	3912	4142
% within provider size group	45.7	50.5	54.9	54.5
part qualified (generic)	24	60	1577	1661
% within provider size group	18.3	18.0	22.1	21.9
part qualified (subject specific)	14	36	879	929
% within provider size group	10.6	10.7	12.3	12.2
unqualified	34	70	760	863
% within provider size group	25.4	20.8	10.7	11.4
Total	134	335	7128	7596

Table 49: Qualifications of the Literacy workforce by provider size

	Small providers	Medium providers	Large providers	Total
Fully qualified	205	540	3888	4634
% within provider size group	38.4	41.2	48.8	47.3
part qualified (generic)	137	334	2176	2647
% within provider size group	25.7	25.5	27.3	27.0
part qualified (subject specific)	48	119	594	761
% within provider size group	9.0	9.1	7.5	7.8
unqualified	144	316	1304	1764
% within provider size group	27.0	24.2	16.4	18.0
Total	535	1309	7962	9806

Table 50: Qualifications of the Numeracy workforce by provider size

	Small providers	Medium providers	Large providers	Total
Fully qualified	158	404	2631	3193
% within provider size group	36.1	38.8	44.8	43.4
part qualified (generic)	115	277	1920	2311
% within provider size group	26.3	26.6	32.7	31.4
part qualified (subject specific)	32	81	367	480
% within provider size group	7.3	7.8	6.2	6.5
unqualified	132	279	958	1369
% within provider size group	30.3	26.8	16.3	18.6
Total	437	1040	5876	7353

Table 51: Qualifications of the Key Skills in Communication workforce by provider size

	Small providers	Medium providers	Large providers	Total
Fully qualified	111	480	1470	2060
% within provider size group	31.0	30.6	34.7	33.5
part qualified (generic)	97	450	1577	2124
% within provider size group	27.2	28.7	37.3	34.5
part qualified (subject specific)	87	384	692	1163
% within provider size group	24.4	24.5	16.4	18.9
unqualified	62	253	491	806
% within provider size group	17.3	16.1	11.6	13.1
Total	357	1566	4230	6153

Table 52: Qualifications of the Key Skills in Application of Numbers workforce by provider size

	Small providers	Medium providers	Large providers	Total
Fully qualified	116	488	1574	2179
% within provider size group	31.2	31.0	38.1	35.8
part qualified (generic)	98	426	1308	1833
% within provider size group	26.5	27.0	31.6	30.1
part qualified (subject specific)	86	380	721	1187
% within provider size group	23.1	24.1	17.4	19.5
unqualified	71	282	533	886
% within provider size group	19.1	17.9	12.9	14.6
Total	371	1577	4137	6085

Table 53: Age profile for the entire LNE (excluding Key Skills tutors) workforce in England, by provider type

	under 30	30-39	40-49	50-59	60-64	65 and over
ACL	6.2	21.4	38.6	26.1	5.9	1.8
FE	7.5	20.2	38.0	29.2	4.7	0.5
WBL	16.0	31.6	31.9	14.4	4.5	1.5
Total	9.3	23.3	36.6	24.7	5.0	1.1

Appendix B: Teachers' qualifications survey questionnaire

GUIDANCE NOTES FOR NRDC/LLUK SURVEY ON WORKFORCE QUALIFICATIONS

Guidance for question 1:

Your unique identifier number was sent to you in the email that invited you to take part in this survey.

Guidance for question 4:

Please provide information for staff directly employed by your organisation in 2008/09, do not include voluntary staff or staff who were totally agency employed. **Complete each section, entering zero if necessary.** The remainder of this questionnaire will ask you about the characteristics of **all the staff you have identified in this question.**

The table below provides definitions for full-time, fractional and sessional/hourly-paid categories.

Table 1: Mode of employment definitions

Mode of employment	
Full-time	A member of staff working 'full-time' hours.
Fractional	A member of staff working less than 'full-time' hours, whereby pay and conditions of services are expressed as a fraction of those received by a comparable full-time employee
Sessional/hourly-paid	A member of staff paid per hour or teaching session

In cases where a member of staff had more than one mode of employment, please allocate them to whichever category accounted for most of their hours.

FTE here is defined as the proportion of full-time hours that the member of staff is contracted to work over the year. This is expressed as a percentage of the standard full-time hours over a year. For example, one full-time and two 0.5 fractional members of staff would be counted as 2 FTE posts. If a member of staff is employed jointly by your organisation and an agency, please exclude the agency element in the calculations of their FTE total.

Please note that we are asking about the proportion of full-time hours that each staff member was employed to work at your organisation, **not the proportion of full-time hours that they spent teaching LNE/Key Skills/Functional Skills subjects.** For example, if one full time staff member spent half of their time teaching literacy and half teaching a non-LNE subject, please enter that member of staff as 1.0 FTE (their total FTE).

Guidance for question 5:

Please complete each section, entering zero if necessary. Please note that if you have any individuals teaching more than one subject the column totals in question 5 will be more than the column totals in question 4.

The table below shows the definitions we are using for the different groups of teachers.

Table 2: The LNE/Key Skills/Functional Skills Specialisms

Specialism	Subject Areas
ESOL	English for Speakers of Other Languages.
Specialism	Subject Areas
Numeracy	Adult Numeracy
Literacy	Adult Literacy
Key / Functional Skills (English)	Key Skills in Communication / Functional Skills English
Key / Functional Skills (Mathematics)	Key Skills in Application of Number / Functional Skills Mathematics

Guidance for question 6:

There are THREE TYPES of status in terms of teaching qualifications that are relevant to DIUS policy for specialist adult literacy, numeracy and ESOL teachers, tutors and trainers; these may soon be relevant to Key Skills and Functional Skills teachers. Teachers who are classed as **1. Fully qualified/recognised** for the purposes of this survey will hold a generic and a subject specialist qualification or an integrated award or will have gained full recognition through PLRS/GPRLS. Those who hold just a generic qualification or have gained generic recognition through PLRS/GPRLS are classed as **2. Part qualified/recognised - generic** and those who hold just a specialist qualification or have gained subject specific recognition through PLRS/GPRLS are classed as **3. Part qualified/recognised - specific**. All others should be classed as **4. Unqualified**.

Generic teaching qualifications

- Post or Professional Graduate Certificate in Education (PGCE/ Cert ED post-compulsory, secondary or primary)
- B Ed: primary or secondary
- Certificate in Further Education Teaching Stage 3
- *Examples: City and Guild 7407, OCNW Level 5 certificate in FE Teaching both at stage 3*
- Certificate in Education
- Diploma in Teaching in the Lifelong Learning Sector

Subject-specialist SVUK-approved qualifications in literacy, numeracy or ESOL.

- University Certificate for Subject Specialists (Literacy, Numeracy or ESOL)_Additional Diploma in Teaching English (Literacy or ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector
- a Certificate for Adult Numeracy, Literacy or ESOL subject specialists at HE level 1, 2 or 3 (NQF level 4 to 6), awarded by a UK university since 2002
- a National Awarding Body Certificate for Adult Literacy or Adult Numeracy or Adult ESOL Subject Specialists at NQF Level 4. *Examples: City and Guilds 9584 or 9486 or 9488; OCNW Level 4; OCR ESOL Level 4*

Combined awards

- PGCE/Cert Ed in Further (or post compulsory) Education teaching qualification with integrated □ Literacy/ESOL/Numeracy subject specialism.
- Diploma in Teaching English (Literacy or ESOL) or Mathematics (Numeracy) in the Lifelong Learning Sector

The (General) Professional Recognition Learning and Skills (PLRS/GPRLS)

There is also the option to classify someone as GPRLS generic or specialist. The GPRLS scheme enables competent and experienced teachers to be recognised according to the requirements established by the FE Teachers' Qualifications (England) Regulations 2007. The scheme is designed for experienced practitioners, for whom undertaking an initial teacher training qualification would be inappropriate. Successful applicants are in a position to commence the process of professional formation prior to applying for Qualified Teacher Learning and Skills (QTLS) or Associate Teacher Learning and Skills (ATLS), the new licences to practise that are conferred by the Institute for Learning (IfL).

Recognition can be given for both subject and generic or for either subject specific or generic.

Guidance for question 6a:

To enable us to report on the percentage of the workforce who joined from September 2007 and thus covered by the different statutory requirements, please complete this question in the same way as question 6 but this time only with those who joined the workforce (in any organisation, not necessarily your own, from September 2007.

Guidance for questions 8 to 11:

Please do not include key/functional skills staff in your answers to these questions. This is to allow for us to compare the data on LNE staff with previous surveys.

LNE Workforce Data

Your details

***Would you like to receive a copy of the summary research report at a later stage?**

Yes, I would like to receive a copy of the summary report

No, I am not interested in a summary report

Your email address

***Please send the summary report to my email address:**

Section 1: Information about your organization

***QUESTION 1**

Please enter your ILR ID

Please read the Guidance Notes for this question.

***QUESTION 2**

What is the name of your organisation in full

***QUESTION 3**

Please identify which of the following best describes your role within your organisation (tick just one option)

- Responsible for Human Resources
- Responsible for Staff Development
- Responsible for managing the organisation
- Responsible for managing the LNE Team
- Responsible for LNE Strategy

Other (please specify)

Section 2: Nr of SfL/Key Skills/Functional Skills

Teachers/Tutors/Trainers

***QUESTION 4 - MODE OF EMPLOYMENT**

Please specify the mode of employment for all teachers, tutors or trainers of adult literacy, numeracy, ESOL and Key/Functional skills you have employed at any point during the 2008/09 academic year. Please give both the headcount and the FTE numbers.

Please read the Guidance Notes for this question.

- | | |
|-----------------------|--------------------------|
| Full time | <input type="checkbox"/> |
| Fractional | <input type="checkbox"/> |
| Sessional/hourly-paid | <input type="checkbox"/> |
| FTE total | <input type="checkbox"/> |

***QUESTION 5 - MODE OF EMPLOYMENT BY SUBJECT SPECIALISM**

Please specify both the headcount and FTE numbers of all teachers, tutors or trainers of adult literacy, numeracy, ESOL and Key/Functional skills employed by your organisation at any point during the 2008/09 academic year, by the subjects they taught.

Please note that if you have any individuals teaching more than one subject the column totals in question 5 will be more than the column totals in question 4.

IMPORTANT: for the purpose of this study we are treating each subject specialism as a separate population. Please enter the full FTE of each person for each subject they taught. For example, if one 0.5 FTE teacher taught both literacy and numeracy, they would count as one headcount in literacy and one headcount in numeracy. They would also count as 0.5 FTE in the literacy row and 0.5 in the numeracy row.

Please read the Guidance Notes for this question.

Headcount total

	Full time	Fractional	Sessional/ Hourly-paid
ESOL			
Literacy			
Numeracy			
Key/Functional Skills English			
Key/Functional Skills Mathematics			

FTE total:

ESOL	
Literacy	
Numeracy	
Key/Functional Skills English	
Key/Functional Skills Mathematics	

***QUESTION 6 - TEACHING QUALIFICATIONS**

In the 2008/09 academic year, how many (headcounts) of your teachers, tutors or trainers of adult literacy, numeracy, ESOL and Key/Functional skills had the following qualifications (see definitions in the Guidance Notes).

Please note that we are interested in qualifications held at any point during the 2008/09 academic year, not by those that a member of staff may be working towards.

For staff who taught more than one subject, please allocate them to each subject that they taught, as in question 5 above. For example, if one teacher taught both literacy and numeracy, they should be entered in each of the rows.

ESOL Skills for Life	Literacy Skills for Life	Numeracy LNE	Key/ Functional Skills English	Key/ Functional Skills Mathematics
----------------------------	--------------------------------	-----------------	--------------------------------------	---------------------------------------------

1. Fully qualified/recognised: Generic teaching qualification AND subject specific qualification OR Integrated qualification OR PRLS/GPRLS					
2. Part qualified/recognised: Generic teaching qualification only or PRLS/GPRLS generic recognition					
3. Part qualified/recognised: Subject specific qualification only or PRLS/GPRLS subject recognition					
4. Unqualified: No relevant qualifications (as listed in guidance notes)					

***QUESTION 6a - TEACHING QUALIFICATIONS OF THOSE WHO ENTERED THE WORKFORCE FROM SEPTEMBER 2007**

Of the staff listed in the categories in Q6, how many joined the workforce from September 2007 (see Guidance Notes)

ESOL Skills for Life	Literacy Skills for Life	Numeracy LNE	Key/ Functional Skills English	Key/ Functional Skills Mathematics
----------------------	--------------------------	--------------	--------------------------------	------------------------------------

1. Fully qualified/recognised: Generic teaching qualification AND subject specific qualification OR Integrated qualification OR PRLS/GPRLS					
2. Part qualified/recognised: Generic teaching qualification only or PRLS/GPRLS generic recognition					
3. Part qualified/recognised: Subject specific qualification only or PRLS/GPRLS subject recognition					
4. Unqualified: No relevant qualifications (as listed in guidance notes)					

***QUESTION 7**

Please state your level of confidence in the data you have provided in questions 4-9, where 1 is very unconfident and 5 is very confident.

	1. Very unconfident	2.	3.	4.	5. Very confident
Confidence level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Characteristics of your SfL/Key Skills/Functional Skills Teacher...

***QUESTION 8 – GENDER**

How many of your teachers, tutors or trainers of adult literacy, numeracy and ESOL were male, and how many were female in the 2008/09 academic year?

N.B. Please do not include key/functional skills staff.

Total

Male	
Female	

***QUESTION 9 – AGE**

What is the age profile of your teachers, tutors or trainers of adult literacy, numeracy and ESOL?

N.B. Please do not include key/functional skills staff.

Total

Under 30	
30-39	
40-49	
50-59	
60-64	
65 and over	
Age unknown	

***QUESTION 10 – ETHNICITY**

What is the ethnicity of your teachers, tutors or trainers of adult literacy, numeracy and ESOL?

N.B. Please do not include key/functional skills staff.

	Headcount total
White (British, Irish and 'other White')	
Mixed (White and Black Caribbean, White and Black African, White and Asian and 'other Mixed')	
Asian or Asian British (Indian, Pakistani, Bangladeshi and 'other Asian')	
Black or Black British (Black Caribbean, Black African, 'other Black')	
Chinese	
Other ethnic group	
Information refused / not given	
Unknown ethnicity	

***QUESTION 11 – DISABILITY**

How many of your teachers, tutors or trainers of adult literacy, numeracy and ESOL have declared a disability?

N.B. Please do not include key/functional skills staff.

	Headcount total
Declared disability	
No declared disability	
Information refused/not given	
Unknown	

Section 4: Learning Support Staff

QUESTION 12 - LEARNING SUPPORT STAFF

How many learning support staff does your organisation employ in 2008/09 academic year?

Members of staff	<input type="text"/>
FTE	<input type="text"/>

QUESTION 13 - SPECIALIST LEARNING SUPPORT STAFF

How many of these are LNE/Key Skills/Functional Skills learning support staff?

Members of staff	<input type="text"/>
FTE	<input type="text"/>

QUESTION 14 - REQUIREMENTS FOR LEARNING SUPPORT STAFF

What qualification and/or experience requirements do you have for your Skills for Life/Key Skills/Functional Skills learning support staff? Please specify in the box provided below:

As part of this project we also want to conduct short telephone interviews to explore the issues surrounding teacher qualifications in greater detail. If you would be willing to participate in this research please indicate so below:

Yes, I would be interested in taking part

No, I do not wish to participate

If Yes, please provide your daytime telephone number: