



Department
for Education

Taking Teaching Further: Process Evaluation

Research Report

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IFF Research on behalf of DfE



Social Science in Government

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Executive Summary

Background

Taking Teaching Further (TTF) is a national initiative managed on behalf of the Department for Education (DfE) by the Education and Training Foundation (ETF). Introduced as a part of a suite of policy measures, TTF is designed to address some of the recruitment and retention challenges facing the Further Education (FE) sector by attracting experienced industry professionals with expert technical knowledge and skills to work in FE. More specifically, the long-term aims of TTF are to:

- Raise the profile and prestige of FE teaching, particularly among industry professionals;
- Increase the overall number of skilled FE teachers in the T-level technical routes that will be taught first (i.e., Childcare and Education, Digital, Construction, Engineering and Manufacturing and other Science Technology, Engineering, and Mathematics (STEM) technical routes);
- Increase the opportunity for industry related Continuing Professional Development (CPD) for current teachers;
- Demonstrate the value of, and possibilities for, industry / FE collaboration; and
- Stimulate and support local initiatives to build capacity in FE teaching and improve industry collaboration.

The TTF initiative was launched in June 2018. It was initially piloted across two rounds which ran between 2018 and 2020. Round 1 of TTF took place in the financial year 2018-19 and Round 2 in the financial year 2019-20.

Each Round of TTF was also divided into the two separate strands, each with its own specific aims and objectives. Strand 1 provided financial support for industry professionals to become FE teachers. Strand 2 provided funding for industry and provider innovation projects.

Research objectives

DfE commissioned IFF Research to conduct a process evaluation of Strand 1 and Strand 2 of TTF to understand how they have operated and what providers, teachers, employers, and learners have gained from participation. As well as providing an understanding specifically of TTF that could lead to improvements for later rounds, the evaluation sought to identify good practice and scalable policies that could be rolled out as part of a wider programme, generating lessons for DfE to share with the FE sector.

Methodology

At the outset of the evaluation, Professor Stephen Morris of the Policy Evaluation & Research Unit (PERU) at the Manchester Metropolitan University conducted a feasibility study exploring options for assessing the impact of TTF (and future initiatives). The

feasibility study (which accompanies this report) used the theory of change model to understand key outcomes for each of the different audiences of TTF and establish a counterfactual for them. It also explored the feasibility of conducting a rigorous and credible impact evaluation of future rounds of Strand 1 TTF.

The process evaluation involved IFF Research conducting quantitative and qualitative research among the following key audiences: providers that participated in TTF, teachers that were recruited via TTF, providers that did not participate in TTF, industry professionals who had considered teaching in FE without moving into the sector; and employers that participated in TTF.

This primary research took place across four waves of fieldwork:

- **Wave 1**, which took place between 26th June and 12th September 2019.
- **Wave 2**, which took place between 7th November 2019 and 24 February 2020.
- **Wave 3**, which took place between 28th September and 2nd December 2020.
- **Wave 4**, which took place between took place between 27th May and 30th July 2021.

Key findings

Strand 1

- **There is strong evidence to suggest that TTF has been successful in bringing new teachers into the FE sector to teach in positions that were hard-to-fill prior to the start of the initiative.** A total of 38 teachers successfully completed the programme in Round 1 and a total of 70 teachers successfully completed the programme in Round 2. Feedback from TTF-funded teachers suggests that the TTF package triggered some of them to consider a career in teaching for the first time. Around one in five of those that participated in the process evaluation at any point explicitly mentioned at least one of the aspects of support offered as part of the initiative when asked what it was that encouraged them to apply for their TTF-funded position; and a similar proportion also said they had not really considered a career as a teacher in FE prior to taking up their TTF-funded position. Most teachers said they had not applied for any other teaching jobs in the FE sector before starting their TTF-funded position.
- **Teachers recruited through TTF do not seem to have displaced teachers from other routes such as schools.** A small minority of TTF-funded teachers that took part in the process evaluation reported that they were applying to teach in schools at the same time that they applied for their TTF-funded position. Most said they were applying for other non-teaching jobs at the same time that they applied for their TTF-funded position (i.e., 30 of the 53 teachers that participated in the evaluation). However, just nine of the 53 teachers who participated in the process evaluation reported that they were working in industry whilst undertaking their TTF-funded teaching position.
- **Feedback collected as part of this process evaluation clearly showed that some providers found it difficult to recruit suitable candidates via TTF in the volumes and timeframes they were initially hoping to at the outset of the project.** The number of industry professionals actually recruited via TTF-funded positions fell short of the initial target number of recruits for each round. In addition, management information (MI) collected by the ETF one year after each round showed there were a total of 12 unfilled Initial Teacher Education (ITE) places in Round 1 and 30 in Round 2 – [see section 2.4 for more details](#).

- **As well as facing recruitment challenges, some providers also found it difficult to retain some of the teachers that they recruited via the TTF initiative.** The data collected as part of this evaluation suggests that around one in four teachers recruited via Round 1 and around one in three recruited via Round 2 of TTF did not end up staying in their post beyond the intended lifecycle of the programme. Feedback from all strands of the research suggested the difference in salaries between industry and FE remains a significant barrier to encouraging many industry professionals into teaching in FE – [see section 2.6 for more details](#).
- **However, feedback from providers and teachers indicates that the support offered via TTF was crucial in helping with the retention of those TTF-funded teachers still in post.** A number of providers that participated in the qualitative research conducted as part of this evaluation believed that some TTF-funded teachers might have been more likely to leave their post had it not been for the support they received through the initiative. This was also corroborated by several teachers who suggested, during qualitative discussions conducted as part of the process evaluation, that they might have left their position earlier had they not received the type of support that had been provided to them due them being recruited via TTF.
- **Providers were generally very positive about the teachers they recruited via TTF.** Those that participated in the Round 1 survey at Wave 4 reported that 21 (of the 23 TTF-funded teachers they still had in post) had made ‘good’ progress (including 11 that had made ‘very good’ progress) by that point. They also said the progress of 14 of these teachers was ‘better’ than that of other trainee teachers. Similarly, providers that participated in the Round 2 survey conducted at Wave 4 still had a total of 37 TTF-funded teachers in post at the time. They reported that 36 of these had made ‘good’ progress (including 29 who had made ‘very good’ progress) by that point. Providers rated the progress of 28 of these teachers ‘better’ than trainee teachers recruited via other channels (including 12 whose progress was rated ‘much better’), and the remaining nine were rated ‘about the same’ in terms of their progress.
- **Providers felt that most teachers recruited via TTF had been able to make additional contributions to their institution because of their industry knowledge.** Providers that participated in the Round 1 survey at Wave 4 agreed that 22 of the 23 teachers they recruited via TTF that were still in post at the time had made additional contributions to their institution because of their industry knowledge (they ‘strongly agreed’ that this was the case for 11 of these teachers). Providers that participated in the Round 2 survey at Wave 4 ‘agreed’ that 42 of the 47 teachers they recruited via TTF that were still post at the time had made additional contributions to their institution because of their industry knowledge (they ‘strongly agreed’ that this was the case for 27 of these teachers).
- **Even though COVID-19 appears to have had a negative impact on the experience of some of the teachers recruited via Strand 1 of TTF (especially**

those recruited via Round 2) most of the teachers recruited via TTF reported that they are looking to stay in teaching in FE in the future. Eight of the thirteen teachers recruited through Round 1 that took part in the survey at wave 4 said it was 'very likely' they would be teaching in FE in three years' time, and seven said it was 'likely' that they would be teaching in FE in five years' time. Fifteen of the 20 teachers recruited through Round 2 that took part in the survey at Wave 4 said it was 'likely' they would be teaching in FE in three years' time and eleven said it was 'likely' that they would be teaching in FE in five years' time.

Strand 2

- **Providers that participated in the process evaluation felt that their projects had met the aims they set out to achieve.** During the Wave 4 survey, 14 providers said the innovation project delivered in Round 1 had set out to build lasting relationships with employers and 13 of these agreed they had achieved this goal. Similarly, 10 providers said the innovation project delivered in Round 2 had set out to build lasting relationships with employers and eight of these agreed they had achieved this goal.
- **Feedback suggested that some providers felt that TTF funding helped them to reduce or overcome some of the barriers that they usually face when trying to engage with employers to help build links between FE and industry.** Six of the 10 providers that participated in the Round 1 survey as part of the fieldwork conducted during Wave 4 agreed that they encountered fewer barriers when trying to engage with employers as part of their TTF-funded innovation project compared to what they might usually expect to face; and eight agreed that their TTF-funding helped them to overcome some of the barriers they would usually face when trying to engage with employers. Five of the 13 providers that participated in the Round 2 survey as part of the fieldwork conducted during Wave 4 agreed that they encountered fewer barriers when trying to engage with employers as part of their TTF-funded innovation project compared to what they might usually expect to face; and ten agreed that their TTF-funding helped them to overcome some of the barriers they would usually face when trying to engage with employers.

Recommendations

Strand 1

- DfE might want to consider what more could be done to publicise TTF. They should explore the possibility of launching a national marketing campaign to raise awareness of the TTF initiative among potential participants to help encourage higher volumes of participation, especially among industry professionals.

- Any future marketing messages about TTF could draw on the positive messages from some of the industry professionals that moved into and continued teaching in FE as a result of the support package they were offered through TTF.
- DfE might want to consider what could be done to make teachers recruited via TTF feel that they are part of a defined programme that is giving them more support than what might normally be afforded to trainee teachers. Encouraging more providers to explicitly refer to TTF in their recruitment materials could encourage more industry professionals to apply for these types of posts.
- Forums or blogs for teachers recruited via TTF might be a very useful way of creating a TTF community through which participants can share experiences, tips, and resources.
- Encouraging those recruited via the first few rounds of TTF to be mentors for those recruited in subsequent rounds might also help with this.
- Changing funding remission to follow the academic year, rather than the financial year could help alleviate some of the pressures of administering the programme whilst giving providers more time to ensure that those recruited via TTF get enough mentoring and shadowing opportunities.
- Many teachers recruited via TTF said they would be willing to act as a mentor for those recruited via the programme in future waves. Having them disseminate this type of support via forums or blogs, or by virtual teleconferencing, could be a cost-effective way of ensuring that more TTF recruits feel supported.

Strand 2

- DfE could consider how it could get providers and employers who have participated in Strand 2 of TTF to share some of their experiences and learnings to foster a more collaborative approach.
- More dissemination events using positive case studies of the innovation projects delivered so far could help spark ideas for further projects in this sphere and could help encourage more providers to participate in future rounds of TTF or similar programmes in the future.

1. Introduction

1.1 Background

Transforming the Further Education (FE) sector is at the heart of the Government plans to raise productivity and increase economic growth. The Productivity Plan (2015), the Post-16 Skills Plan (2016), the Industrial Strategy (2017), and the introduction of T-Levels (in 2020) all highlight the importance that the Government places on improving investment in technical skills to strengthen the nation's industrial base and performance.

However, alongside this vision, the FE sector also underwent a series of major reforms during these years which created challenges for the sector. These included: structural and system-led changes following the area review programme, which led to several rationalisations through college mergers and an overall decrease in full time equivalent (FTE) teaching staff; the bedding in of the apprenticeship levy; the introduction of new apprenticeship standards (including the introduction of end-point assessment); the devolution of the adult education budget; the need to prepare for the introduction of T-Levels (including the T-Level Professional Development Fund and the need to establish more links with employers to deliver industry placements); and the need to respond to the potential impacts of EU Exit on industry skills needs and the FE workforce.

These changes also had considerable implications for the FE workforce, which had already faced longstanding recruitment and retention difficulties. Survey data from the Employer Skills Survey in 2015 highlighted that three in ten FE colleges in England experienced hard-to-fill vacancies and that almost half of the colleges surveyed reported skills gaps among their staff.¹ Moreover, the College Staff Survey 2018² revealed that some of the most difficult areas for staff recruitment and retention were: construction, engineering and manufacturing, and digital / IT.

It was in this context that the Taking Teaching Further (TTF) programme was devised. TTF is a national initiative managed on behalf of the Department for Education (DfE) by the Education and Training Foundation (ETF). Introduced as a part of a suite of policy measures, TTF was designed to address some of the recruitment and retention challenges facing the FE sector by attracting experienced industry professionals with expert technical knowledge and skills to work in FE. More specifically, the long-term aims of TTF were to:

- Raise the profile and prestige of FE teaching, particularly among industry professionals;
- Increase the overall number of skilled FE teachers in the T-level technical routes that will be taught first (i.e., Childcare and Education, Digital, Construction,

¹ [Employer Skills Survey 2015: UK Results \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² [College Staff Survey 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Engineering and Manufacturing and other Science, Technology, Engineering, and Mathematics (STEM) technical routes);

- Increase the opportunity for industry related Continuing Professional Development (CPD) for current teachers;
- Demonstrate the value of, and possibilities for, industry / FE collaboration; and
- Stimulate and support local initiatives to build capacity in FE teaching and improve industry collaboration.

The TTF initiative was launched in June 2018 and it was initially piloted across two rounds which ran between 2018 and 2020. Round 1 of TTF took place in the financial year 2018-19 and Round 2 in the financial year 2019-20.

Each Round of TTF was also divided into the following two separate strands, each with its own specific aims and objectives.

Strand 1: financial support for industry professionals to become FE teachers

The specific aims of Strand 1 of TTF were to:

- Stimulate demand in FE providers for new teachers with experience and expertise gained in industry.
- Assist with recruitment of new FE teachers and ensure, once recruited, that these teachers are retained.
- Increase levels of industry experience among the FE teaching body, both through new teachers themselves and through new teachers spreading their knowledge to other staff.
- Increase the quality and relevance of FE teaching through ensuring that courses meet employer needs and that there is a clear 'line of sight' for learners into careers after FE.

Strand 1 of TTF sought to do this by providing funding for:

- The full cost of up to five trainee teachers³ (per organisation or consortium of providers) undertaking a Level 5 Diploma in Education & Training (DET) (over two years) funded up to a maximum of £4,000 per trainee.
- The cost of additional teacher time, providing intensive support to the new teacher, for example through team teaching/work shadowing arrangements, for the first eight weeks.

³ Funding was available for up to five trainee teachers in total across both rounds 1 and 2 of the programme. For example, if a provider was awarded support for three new teachers in Round 1, the provider could only apply for support for up to two new teachers in Round 2.

- Costs to cover the new teacher to have a reduced teaching workload for the remainder of the year following the intensive period of support.

Round 1 of the TTF programme provided support for the recruitment of up to 50 new industry professionals to a teaching position and an Initial Teacher Education (ITE) programme in the financial year of 2018-19.

Round 2 of the TTF programme provided support for the recruitment of up to 100 new industry professionals to a teaching position and an ITE programme in the financial year of 2019-20.

The second year of the Level 5 DET is also covered for industry professionals making the total duration of TTF training run over the course of two financial years.

Strand 1 of TTF focused on providing financial support for those being recruited to teach in the following sectors: Childcare and Education, Digital, Construction, and Engineering & Manufacturing. However, other STEM subject areas were also considered where there was clear evidence to show why they were hard-to-fill vacancies.

Strand 2: industry and provider innovation projects

The specific aims of Strand 2 were to:

- Foster greater collaboration between FE and industry.
- Generate secondment opportunities in both directions.
- Generate other CPD opportunities for FE teachers.
- Help improve teacher recruitment and retention.
- Increase learner exposure to local employers.

Strand 2 sought to encourage this by providing financial support to projects that looked to increase the capacity of teaching through industry-related collaborations. Examples of what 'innovation' was taken to mean in the context of TTF were projects that aimed to:

- Address barriers to teacher recruitment, through developing an understanding of the FE sector among industry professionals, and through raising the profile of exceptional FE teaching professionals.
- Utilise effective and established models of professional development, delivered in industry, in education and in professional learning settings.
- Promote and establish equality, diversity, and inclusion.
- Promote the use of emerging technologies, equipment and innovative use of digital platforms and media, across industry and in education.

- Embed understanding of current and future skills shortages to support activity which emphasises and clarifies the line of sight to work in educational settings and explores the use of local and regional labour market intelligence.

As part of each round, financial support was available for up to 40 innovation projects that aimed to help develop local partnerships and collaboration between FE and industry.

Both strands of TTF were open to all FE providers, including general and specialist colleges, National Colleges, independent training providers, employer-led providers, third-sector training providers, local authority providers, and adult and community learning providers. For clarity, bids could be submitted by an FE provider, a group of providers, or a third party representing a consortium of FE providers.

Providers could secure funding for one or both Strands in each round, and they could also apply for funding across both rounds 1 and 2.

1.2 Research objectives

DfE commissioned IFF Research to conduct a process evaluation of Round 1 and Round 2 of TTF. The main objectives of this process evaluation were to examine how both strands of TTF operated across both rounds; and to explore what providers, teachers, employers, and learners gained from participation.

As well as providing an understanding specifically of TTF that could lead to improvements for later rounds of the initiative, the process evaluation sought to identify good practice and scalable policies that could be rolled out as part of a wider TTF programme, generating lessons for DfE to share with the FE sector.

1.3 Methodology

To meet these research objectives, IFF, in close collaboration with DfE, designed the following four-stage research programme.

1. **A logic model and theory of change for the programme.** At the outset of the evaluation, IFF and DfE agreed an overarching local model and theory of change for the programme. This helped establish a causal roadmap of cause and effect of TTF; and, in doing so, helped inform the design of the feasibility study and the logic to explore within the process evaluation. See Appendix A for the logic models for Strand 1 and Strand 2 of TTF.
2. **A feasibility study exploring options for assessing the impact of TTF (and future initiatives).** The feasibility study (which accompanies this report) used the theory of change model to understand key outcomes for each of the different audiences of TTF and establish a counterfactual for them. It also explored the

feasibility of conducting a rigorous and credible impact evaluation of future rounds of Strand 1 TTF.

3. **A process evaluation of Strand 1 (financial support for industry professionals to become FE teachers).** This consisted of primary research among providers, teachers, and non-participants (i.e., providers that did not participate in TTF and industry professionals who had considered teaching in FE without moving into the sector), and analysis of ETF monitoring data.
4. **A process evaluation of Strand 2 (industry and provider innovation projects).** This consisted of primary research among providers, teachers, and employers, and analysis of ETF monitoring data.

This report presents findings from the process evaluation of Strands 1 and 2 of TTF. Fieldwork for the process evaluation took place across the following four⁴ waves:

- **Wave 1**, which took place between 26th June and 12th September 2019.
- **Wave 2**, which took place between 7th November 2019 and 24 February 2020.
- **Wave 3**, which took place between 28th September and 2nd December 2020.
- **Wave 4**, which took place between took place between 27th May and 30th July 2021.

The following section summarises the methodological approach adopted for the process evaluation, by the key audiences involved. (See Figure 1.1 on page 13 for a visual summary of the primary research conducted as part of the process evaluation).

More details about the methodology adopted (including the profiles of participants and challenges faced) are provided in Appendix A.

1.3.1 Providers

As part of the process evaluation, providers that had secured funding via TTF were invited to take part in regular **quantitative surveys** to explore their progress and gather their views on their experiences.

In order to ensure that the feedback collected was specific to each individual round, these comprised of a survey for those participating in Round 1, and a separate survey for those participating in Round 2. Those that were involved in both rounds were invited to participate in both surveys to give separate feedback on their experiences of each.

⁴ The original plan for the process evaluation was to conduct a total of five waves of fieldwork. Wave 3 fieldwork was originally scheduled to take place between May and July 2020; however, this wave was cancelled as a result of COVID-19. The fieldwork conducted in the Autumn of 2020 was originally supposed to be the fourth wave of fieldwork but ended up being the third wave of fieldwork conducted as part of the process evaluation due to this.

Taking part in each survey involved being asked questions about the specific TTF strand(s) they were involved in at the time of the survey. Each survey took about 10 minutes to complete if the provider was participating in one strand, and about 15 minutes to complete if they were participating in both strands.

Providers were initially invited via email to take part in these surveys online and they were subsequently given the opportunity to complete the survey by telephone had they not completed it online.

Providers were also invited by telephone to participate in **follow-up qualitative interviews** at various points during the process evaluation in order to allow them to provide further details about their experiences of TTF. These discussions were conducted by telephone and last an average of 30 minutes.

Providers that participated in Round 1 of TTF

A total of 33 providers participated in Round 1 of TTF.⁵ Of these, 19 secured funding for Strand 1 and 18 secured funding for Strand 2 (including the four providers that secured funding for both Strands of Round 1). Providers that participated in Round 1 of TTF took part in the process evaluation across the following four waves of primary research.

Round 1: Wave 1

A total of 32 providers took part in the Round 1 quantitative survey conducted as part of this wave: 19 surveys were completed with providers that were involved with Strand 1 and 17 were completed with providers that were involved in Strand 2.

This includes 15 completed with providers that were involved in Strand 1 only, 13 completed with providers that were involved in Strand 2 only, and four completed with providers that were involved in both strands.

Six follow-up qualitative interviews were also conducted as part of this wave of fieldwork. All were completed with providers that were involved in Strand 1.

Round 1: Wave 2

A total of 28 providers took part in the Round 1 quantitative survey conducted as part of this wave: 17 surveys were completed with providers that were involved with Strand 1 and 14 were completed with providers that were involved in Strand 2.

This includes 14 completed with providers that were involved in Strand 1 only, 11 completed with providers that were involved in Strand 2 only, and three completed with providers that were involved in both strands.

Round 1: Wave 3

⁵ 35 providers initially secured funding as part of Round 1 of TTF. However, two of these dropped out in the early stages of the programme prior to the start of the process evaluation. These providers were excluded from the process evaluation as a result.

A total of 25 providers took part in the Round 1 quantitative survey conducted as part of this wave: 15 surveys were completed with providers that were involved with Strand 1 and 14 were completed with providers that were involved in Strand 2.

This includes 11 completed with providers that were involved in Strand 1 only, 10 completed with providers that were involved in Strand 2 only, and four completed with providers that were involved in both strands.

Round 1: Wave 4

A total of 21 providers took part in in the Round 1 quantitative survey conducted as part of this wave: 14 surveys were completed with providers that were involved with Strand 1 and ten were completed with providers that were involved in Strand 2.

This includes 11 completed with providers that were involved in Strand 1 only, 7 completed with providers that were involved in Strand 2 only, and 3 completed with providers that were involved in both strands.

Six follow-up qualitative interviews were also conducted as part of this wave of fieldwork.

Providers that participated in Round 2 of TTF

A total of 56 providers originally secured funding through Round 2 of TTF. Of these, 45 secured funding for Strand 1 and 22 secured funding for Strand 2. This includes 11 providers that secured funding for both Strands of Round 2.

Round 2 of TTF had only recently started when the first wave of fieldwork for the process evaluation was launched, so no feedback about Round 2 was collected at that point. (A total of 47 providers were still participating in Round 2 of TTF (37 in Strand 1 and 22 in Strand 2) at the time of the second wave of fieldwork conducted as part of the process evaluation and all were invited to participate in the research at that point).

Due to this, the providers that participated in Round 2 of TTF took part in the process evaluation across the three waves of primary research.

Round 2: Wave 2

A total of 40 providers participated in the Round 2 quantitative survey during that period: 30 surveys were completed with providers that were involved with Strand 1 and 18 were completed with providers that were involved in Strand 2.

This includes 22 completed with providers that were involved in Strand 1 only, 10 completed with providers that were involved in Strand 2 only, and eight completed with providers that were involved in both strands.

Round 2: Wave 3

A total of 45 providers took part in the Round 2 quantitative survey conducted as part of this wave: 36 surveys were completed with providers that were involved with Strand 1 and 18 were completed with providers that were involved in Strand 2.

This includes 27 completed with providers that were involved in Strand 1 only, nine completed with providers that were involved in Strand 2 only, and nine completed with providers that were involved in both strands.

Five providers participated in follow-up qualitative interviews conducted as part of this wave of fieldwork. All five were involved in Strand 1 and two were also involved in Strand 2.

Round 2: Wave 4

A total of 38 providers took part in the Round 2 quantitative survey conducted as part of this wave: 32 surveys were completed with providers that were involved with Strand 1 and 13 were completed with providers that were involved in Strand 2.

This includes 25 completed with providers that were involved in Strand 1 only, 6 completed with providers that were involved in Strand 2 only, and seven completed with providers that were involved in both strands.

Six follow-up qualitative interviews were also conducted as part of this wave of fieldwork.

1.3.2 Teachers

As part of the process evaluation, teachers who were recruited via TTF were also invited to take part in regular quantitative surveys to explore their progress and gather their views on their experiences of participating in the programme.

Teachers were also initially invited to take part in these surveys online and they were subsequently given the opportunity to complete the survey by telephone had they not completed it online.

Follow-up qualitative interviews were also conducted with teachers at various points during the process evaluation in order to allow them to provide further details about their experiences of TTF. These discussions were conducted by telephone and last an average of 30 minutes.

A total of 13 follow-up qualitative interviews were conducted with 12 teachers recruited via TTF (one teacher took part in two interviews, each at different stages of the process evaluation).

Teachers recruited via Strand 1 of TTF in Round 1

According to ETF data, a total of 48 teachers were recruited to TTF-funded positions in Round 1.

Round 1: Wave 1

Ten teachers recruited via Round 1 of TTF took part in the quantitative survey, and two took part in qualitative follow-up interviews during the first wave of fieldwork.

Round 1: Wave 2

Fourteen teachers recruited via Round 1 of TTF took part in the quantitative survey conducted as part of the second wave of fieldwork.

Round 1: Wave 3

Fifteen teachers recruited via Round 1 of TTF took part in the quantitative survey, and three took part in qualitative follow-up interviews during the third wave of fieldwork.

Round 1: Wave 4

Thirteen teachers recruited via Round 1 of TTF took part in the quantitative survey conducted as part of the fourth wave of fieldwork.

Teachers recruited via Strand 1 of TTF in Round 2

According to ETF data, a total of 106 teachers were recruited to TTF-funded positions in Round 2.

Round 2 of TTF had only recently started when the first wave of fieldwork for the process evaluation was launched, so no feedback was collected from teachers recruited via Round 2 at that point. Due to this, teachers recruited through Round 2 of TTF took part in the process evaluation across the three waves of primary research.

Round 2: Wave 2

Eleven teachers recruited via Round 2 of TTF took part in the quantitative survey conducted as part of the second wave of fieldwork.

Round 2: Wave 3

Thirteen teachers recruited via Round 2 of TTF took part in the quantitative survey, and five took part in qualitative follow-up interviews during the third wave of fieldwork.

Round 2: Wave 4

Twenty teachers recruited via Round 2 of TTF took part in the quantitative survey, and three took part in qualitative follow-up interviews during the fourth wave of fieldwork.

1.3.3 Employers

IFF Research had also hoped to conduct a series of interviews with employers who had participated in the industry and provider innovation projects delivered via Strand 2 of TTF as part of the process evaluation. However, these plans were severely disrupted by COVID-19 which restricted employers' ability to be able to participate. As such, only one qualitative interview was conducted with an employer that participated in an innovation project delivered through Strand 2 of TTF. This was conducted on 23rd February 2021 via Microsoft Teams and lasted approximately 45 minutes.

1.3.4 Non-participants

As part of the process evaluation, research was also conducted among non-participants to explore why TTF did not have broader appeal, and how future waves of TTF, or other similar initiatives, might encourage higher volumes of participants. This comprised of:

- A total of nine qualitative interviews conducted with non-participating providers between 15th and 31st July 2019; and
- A focus group discussion attended by eight industry professionals who had considered teaching in FE, which was conducted on 12th September 2019.

1.4 Analysis of ETF monitoring data

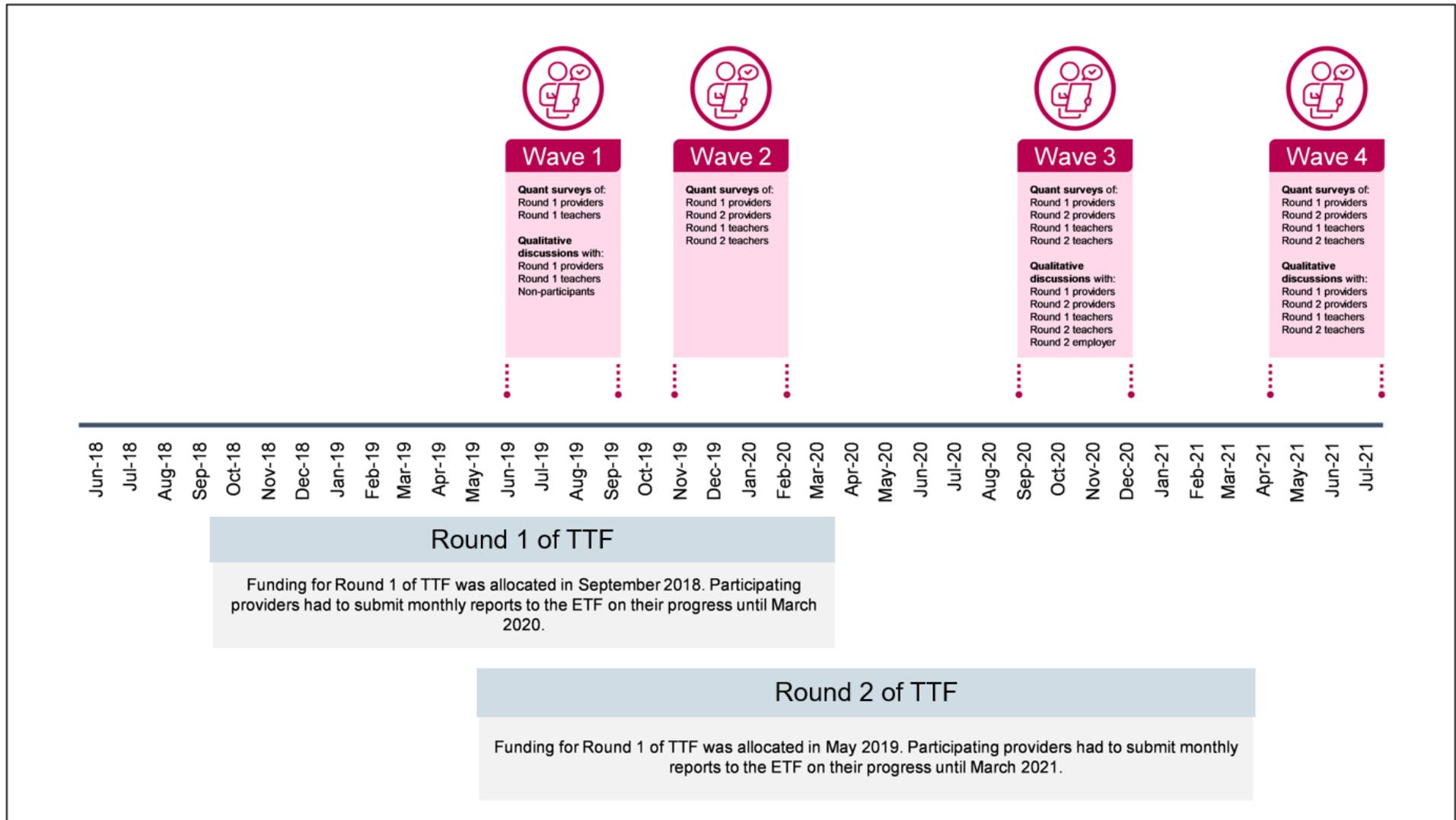
As part of their involvement in TTF, providers were required to submit monthly progress updates to ETF, which were shared with IFF as part of this evaluation. An analysis of providers' monthly progress reports was also conducted to compliment findings from the primary research conducted as part of the evaluation.

1.5 About this report

The findings in this report have been structured into six chapters.

- **Chapter 2** combines feedback from the quantitative surveys and qualitative discussions with providers to present a thematic exploration of their views of Strand 1 of TTF and their experiences of participating in it.
- **Chapter 3** combines feedback from the quantitative surveys and qualitative discussions with providers to examines teachers' views on their experiences of being a trainee teacher recruited via strand 1 of TTF.
- **Chapter 4** discusses the key themes that emerged from the focus group discussion conducted with industry professionals to examine potential future FE teachers' views of TTF, and to explore how future waves of TTF (or other initiatives) might encourage higher volumes of participants.
- **Chapter 5** combines feedback from the quantitative surveys and qualitative discussions with providers to present a thematic exploration of their views of Strand 2 of TTF and their experiences of participating in it.
- **Chapter 6** presents conclusions and recommendations.

Figure 1.1 A visual summary of the research conducted as part of the process evaluation of TTF



2. Provider feedback on Strand 1 of TTF

This chapter combines feedback from the quantitative surveys and qualitative discussions with providers to present a thematic exploration of their experiences of, and barriers to, participating in Strand 1 of TTF.

Chapter Summary

There is strong evidence to suggest that TTF has been successful in bringing new teachers into the FE sector to teach in positions that were hard-to-fill prior to the start of the initiative. However, some providers found it difficult to recruit suitable candidates via TTF in the volumes and timeframes they were initially hoping to at the outset of the project.

Where providers were able to recruit via TTF, they reported that the funding they received had a positive impact on their recruitment activities. Providers generally agreed they would have had more hard-to-fill vacancies had they not secured financial support via TTF and most thought that the TTF support package on offer was crucial in terms of motivating industry professionals to apply for the posts that they had received TTF funding for.

Providers generally believed that the support offered via TTF had been integral in helping them to retain the TTF-funded teachers who were still in post.

However, some providers also found it difficult to retain some of the teachers that they recruited via the TTF initiative. Most of these reportedly returned to industry for higher wages.

Most providers were positive about the progress of most of the teachers recruited via TTF, and the new teachers recruited via TTF often compared favourably with trainee teachers recruited through other routes.

A principal aim of TTF was to facilitate greater integration of industry expertise and knowledge into teaching delivery and, based on provider feedback gathered throughout the process evaluation, this seems to have been achieved successfully in most cases.

Most providers reported COVID-19 has not had a major impact on the likelihood of them continuing to employ TTF-funded teachers. Although some suggested it did have a negative impact on the teachers recruited via the initiative (especially those recruited via Round 2), many providers also highlighted that it provided these teachers with an opportunity to build skills that they might have not had the chance to otherwise.

Providers were generally positive about their experiences of Strand 1 of the TTF initiative overall; and most said they would recommend the scheme to others.

2.1 Provider motivations for participating in Strand 1

As part of the quantitative surveys for each round of TTF, participating providers were prompted with a list of factors and asked to select which had motivated them to apply for the financial support for industry professionals to become FE teachers made available via Strand 1 of TTF. Responses showed that **providers participated in Strand 1 of TTF for a wide range of reasons.**

Providers that participated in **Round 1** selected a mean average of five of the eleven factors they were prompted with in the survey. They most commonly participated in Strand 1 of TTF to make teaching at their institution more industry relevant (which was selected as a motivating factor by all 19 providers that participated in Strand 1 of Round 1); to improve the quality of their teaching (selected by 17 providers); and to make it easier to recruit staff (selected by 13 providers).

Providers that participated in **Round 2** also selected a mean average of five of the eleven factors they were prompted with. Again, these providers most commonly said they applied to Strand 1 of TTF to:

- make teaching at their institution more industry relevant (which was selected as a motivating factor by 28 of the 30 providers that participated in Strand 1 of Round 2, that participated in the first Round 2 survey);
- improve the quality of teaching at their institution (selected by 21 providers);
- make it easier to recruit staff (selected by 20 providers); and
- increase the number of teaching staff at their organisation (selected by 20 providers).

Almost all the providers that participated in the **qualitative discussions** said they applied for Strand 1 of TTF because they had historically found it difficult to fill posts in the subject areas TTF focused on. Several said that they recognised that FE colleges can be a very difficult environment for new recruits to come into and they felt that the support package offered by the TTF initiative would help new recruits settle into the role better by making the transition easier (see feedback from [Provider A](#) and [Provider E](#) for specific examples of this).

“Well, the first reason was that we had hard-to-fill places. It is just very hard to fill jobs in the curriculum. You just can’t find the teachers out there.”

FE college participating in Strand 1 of both Rounds

Feedback from the qualitative discussions also showed that **providers were motivated to participate in TTF because they perceive it to be of the utmost importance that their**

teachers have up to date industry knowledge. They said this is crucial to them and to the wider FE sector, delivering a high-quality experience to learners geared to equipping them with the skills needed in industry.

“I think it is very important because you have tutors who are very good teachers and have been teaching for years but they don’t know what is going on in the world of work. It is so important to get people into FE who are fresh from industry because they help to make sure we are teaching what employers want.”

FE college participating in Strand 1 of both Rounds

“If you have not got teachers with cutting edge industry knowledge, that will have a knock-on effect for learners, and in terms of us being able to meet employer needs. The importance of teachers having that industry knowledge is absolutely vital.”

FE college participating in Strand 1 of Round 2

2.2 Barriers preventing wider provider participation

Feedback collected from the interviews conducted with non-participating providers⁶ suggested that **several barriers could have prevented more providers from applying** for the financial support for industry professionals to become FE teachers made available via Strand 1 of TTF. Those cited are discussed in the rest of this section of the report.

2.2.1 A lack of awareness and / or understanding of TTF

Two non-participating providers had not heard of TTF prior to being invited to participate in an interview for the process evaluation.⁷ Those who were not aware of the programme did not regularly receive communications from the ETF and felt this could explain why they had not heard of TTF prior to their interview. These providers had differing views on whether they would have applied for funding available via TTF had they been aware of the initiative.⁸ One that specialised in childcare and education training suggested they would

⁶ Nine qualitative interviews were completed with non-participating providers between 15th and 31st July 2019, to gain some insight into why TTF did not have broader appeal amongst providers. Interviews were conducted with a range of learning providers in terms of type, size, and location in order to achieve a broad range of perspectives (further details are provided in Appendix A).

⁷ This should not be taken as a measure of awareness of TTF among non-participating providers. It was decided that a maximum of two interviews should be conducted with provider that had not participated in TTF because they were not aware of it, as it was felt it would be more interesting to explore barriers to participation among those who decided not to take part despite being aware.

⁸ It should be noted that this assessment was based on the very brief description of TTF that was provided during the interview itself.

have applied for funding, because they had encountered recruitment difficulties. However, they said they would need to know more about TTF before saying for sure whether they would have applied for funding, particularly in terms of the criteria for funding and the likely amount of resource required to apply for funding and deliver the initiative. This feedback indicates that a lack of awareness of TTF could have acted as a barrier preventing at least some providers from participating in TTF.

2.2.2 TTF not being perceived as relevant

Several providers said they had not applied for TTF funding because they did not think the programme was relevant to the needs of their institution / organisation. For example, one independent training provider specialising in offering training opportunities in high deprivation areas in the South West said they were aware of TTF, but that they had not applied for any funding because they perceived the scheme to be ‘too college-centric’. This provider professed to having a very limited knowledge of TTF, having decided not to investigate what the initiative could offer after becoming aware of it. They felt it would be very difficult to attract someone from industry with the types of skills needed to meet the needs of their learners.

“To be fair what we know is actually quite limited because once we became aware or saw the headlines, we didn't bother to delve any deeper. Our type of learner requires support from a teacher with a specific skill set. To work with our type of people you need a teaching qualification, but you also need empathy, not sympathy, and you need to have a lot of other additional skills. So TTF as a means of developing tutors was never going to be able to meet the needs of our organisation and the type of people that we work with. That's the great tragedy, most of the stuff that the ETF do is so college-centric that we can't really get involved.”

Non-participating independent training provider, South West

A few other providers who were aware of TTF felt the scheme was not relevant to them because they had not faced any recruitment difficulties in the period prior to the initiative being introduced. Two providers specialising in Childcare and Education training said recruitment was not an issue for them because this was not a specialist subject and there was an adequate pool of talent in their locality. One independent training provider specialising in Digital subjects said recruitment did not pose a significant challenge to their organisation since they were very small and had a low turnover of staff. One large FE college also said they did not face many recruitment issues, which they attributed to having a good reputation in their local area.

2.2.3 A perception that Strand 1 of TTF would not appeal to industry professionals

One provider who had unsuccessfully applied for Strand 2 funding through a partner, decided against applying for Strand 1 because they did not think that the financial support offered would be a sufficient draw for industry professionals. They explicitly said that they felt it would be very difficult to attract individuals from industry because they were likely to command a far higher salary in industry than they would be able to provide via TTF. They were not confident that they would find industry professionals to fill TTF-funded posts due to this.

Although they did not explicitly cite this as a reason that they did not apply for TTF, several other non-participating providers also expressed reservations about the initiative's ability to attract sufficient interest from industry professionals due to the disparity between what they could earn teaching in FE compared to what they could earn in industry.

“Getting people to come from building sites where it’s quite lucrative to come in and teach youngsters is not easy because they are not going to get the same money. I came from an engineering background before I came to this college, so I understand the differences in what can be achieved in industry and what we can achieve in terms of a rewards package in education. They are very different.”

Non-participating FE college

A few suggested that offering a ‘golden handshake’ or market supplement to potential recruits might be more effective than providing funding for a teacher training qualification. However, some others reported they adopted similar initiatives in the past and they were not a success.

“It’s to do with what they are paying in the industry to be perfectly honest. Our top of our lecturer scale is £30,690, a good electrician who is well qualified will be in excess of that. We have offered market supplement payments of £10,000 on top of that and we are still struggling to recruit.”

Non-participating FE college

A few providers also said they were wary of creating disparities in wages between new recruits and more experienced teachers as they felt this could cause tension in their workforce.

“Easier said than done as with my HR hat on you start to get into real difficulties when you have pay differentials around what is effectively the same job.”

2.2.4 Perceptions about the resource required

Some non-participating providers also reported they had not applied for TTF because they did not have the sufficient resource needed to write an application and / or administer the scheme. Some reported they had focused their resource on bigger issues (e.g., changes relating to the delivery of Apprenticeships). Others suggested that the frequency of change and introduction of new initiatives (like TTF) means it is difficult for providers to keep abreast of all the opportunities that might be available to them.

“I think what people need to realise is there's been so much change in the sector and we are bidding for work all the time which we never used to have to do – so it's also to do with the timing when it came out and the resource it would have taken up.”

2.2.5 The timing of the application process

A few providers who were aware of TTF said they had not applied for funding via the programme because of the timing of the application process.

One provider that had considered applying for funding via Strand 1 did not apply because they had no vacancies during the application window for Round 1. This provider mentioned they would have likely applied if they were able to apply on a 'rolling' basis (i.e., if they were able to apply for Strand 1 funding as and when they had a vacancy).

Another provider was interested in TTF but decided not to apply because they felt they were not given enough time or sufficient notice to complete an application. They felt there was not enough time between them receiving the invitation to bid and the deadline for the submission of their bid. In addition, this provider reported they may have 'found time' to bid had they felt the incentive of TTF was worth the time and resource required to write the application and submit it.

2.3 Experiences of the TTF application process

Although it was cited as a barrier by some non-participating providers, those that participated in Strand 1 of TTF did not perceive the application process to be overly burdensome or onerous. Most felt that it was proportionate when asked to give their feedback on the application process during the **qualitative discussions** conducted as part of the process evaluation.

2.4 Recruitment of TTF-funded teachers

There is strong evidence to suggest that TTF has been successful in bringing new teachers into the FE sector to teach in positions that were hard-to-fill prior to the start of the initiative.

Providers that participated in **Round 1** of TTF were required to provide monthly progress updates to ETF until the end of March 2020. The last of these reports showed that a total of 38 teachers successfully completed the programme in Round 1.⁹

Those that participated in **Round 2** of TTF were required to provide monthly progress updates to ETF until the end of March 2021. The last of these reports showed that a total of 70 teachers successfully completed the programme in Round 2 (i.e., they were still in post at the time).

Responses from providers to the **Round 1** quantitative survey conducted as part of **Wave 1**¹⁰ showed that a total of 50 teachers had been recruited by that point. This would suggest the initial recruitment goal via Round 1 of TTF was reached, however, providers faced some challenges retaining new industry professionals to teaching positions in the 2018-19 financial year. On the other hand, Management Information (MI) collected by the ETF as part of their administration of TTF suggested that recruitment of teachers via Round 1 of TTF peaked at 48, just short of the initial target of 50. There are several reasons that could explain the discrepancy between the total number of teachers recruited via Round 1 TTF given by providers that participated in Round 1 and ETF.¹¹ Providers that participated in the Round 1 Wave 1 survey may have got teachers recruited via Round 1 of TTF mixed up with those recruited via other means, or they may have been recruited by the provider before leaving their position too quickly to be picked up by the MI collected by the ETF.

Whether the final number of teachers recruited via Round 1 of TTF is 50 or 48, it is clear that some providers faced challenges retaining new industry professionals to teaching positions in the 2018-19 financial year. MI collected by the ETF showed that the number of unfilled posts across all Round 1 providers totalled to 12 by the end of the 2018-19 financial year (ranging from one to four posts per individual provider).¹²

Some providers also appear to have faced difficulties when trying to recruit teachers via **Round 2** of TTF. Of the 30 providers that took part in Round 2 survey conducted as part of **Wave 2**¹³, just nine reported that they had filled all of the posts that they had secured

⁹ Based on population data provided by the ETF.

¹⁰ This was conducted between 26th June and 19th July 2019.

¹¹ Unfortunately, the lack of a centralised list of teachers recruited via TTF, and the nature of the providers survey (which allowed providers to use pseudonyms instead of providing the full names of those recruited via TTF, to allay any data protection concerns) means that it is not possible to be certain of the cause of this discrepancy..

¹² Based on population data provided by the ETF.

¹³ This was conducted between 7th November 2019 2019 and 24th February 2020.

TTF funding for in principle by that point. MI collected by the ETF one year after each round also showed that the running total of unfilled ITE places across all Round 2 providers accounted to 30 by April 2020.

Providers that participated in the **qualitative discussions** cited numerous barriers that made it difficult for them to recruit teachers to TTF-funded positions. **By far the most commonly mentioned barrier was the disparity between what colleges could afford to pay new recruits and what they could expect to earn in industry.** Almost all providers cited the higher salaries in industry as being the main cause of the recruitment issues they faced, acknowledging that there was little that FE providers could do to compete with industry in this respect. While one provider mentioned that salaries are potentially less of an issue for workers in industry reaching the end of their careers, who may start to think about how they can 'give something back', they accepted that this was the exception, and that most workers would seek out the highest wage. A few providers felt they would require more funding than what was available via the TTF initiative, to attract more industry professionals to teach in FE.

"I think the biggest factor preventing people from getting involved is probably the salary, even with the financial incentive that TTF offers. People can just earn so much more money in industry. It's hard for training providers to offer anywhere near that because a) they can't afford it, and b) it would not be fair on the existing teaching staff. Also, it takes a trainee teacher at least six months before they actually start bringing in more than what they cost, so you can't compete in terms on salary."

FE college participating in Strand 1 of Round 1

Some providers perceived that the types of individuals that could be accepted onto TTF made it difficult for them to recruit. A few said that they had good applications from industry professionals who already had teaching qualifications and they expressed frustration at not being able to enrol them via TTF (see Feedback from [Provider B](#) for a specific example of this). Others said that it was difficult to find applicants in certain subject areas that were not put off by the prospect of having to do a Level 5 teaching qualification. This was mentioned a few times in relation to construction specifically (see feedback from [Provider D](#) for another example of this type of feedback).

"We struggled with construction in particular because the individuals that were applying didn't have the correct English and Maths qualifications. They would not have been able to complete a Level 5 qualification."

FE college participating in Strand 1 of Round 1

Several providers that participated in **Round 2** felt the economic uncertainty created by COVID-19 had made it more difficult for them to recruit teachers (see feedback from [Provider A](#) for a specific example of this).

“If you’ve still got a job after COVID-19, even if you’re not 100% happy, you are going to hang on to it because at least you know it’s more secure than moving.”

FE college participating in Strand 1 of Round 2

A few providers that participated in Round 2 also said that the timings of the funding cycle had made it more difficult for them to recruit via TTF. However, they did mention that this issue had been resolved by Round 3 (see feedback from [Provider C](#) for more details).

A number of providers felt that their **location presented a barrier to recruitment**. For example, one FE college in the South West perceived that the difficulties they faced in recruiting were exacerbated due to specific issues in their locality. They said the ongoing construction of a nearby nuclear power plant had attracted workers, predominantly engineers and electricians, and therefore reduced the supply of workers that the college could hope to attract into teaching. They felt that problem was further exacerbated by the exodus of workers to the power plant meaning that demand for engineers and electricians in the locality was outstripping supply.

Another based in the rural North West said that they had historically struggled to attract applicants due to their location, but that their involvement in TTF helped them to overcome this by giving them the funding for them to expand the scope of their recruitment activity (see feedback from [Provider F](#) for a specific example of this). One provider in London also cited their location as a barrier to recruitment. They felt competition with other industries there and the cost of living made it difficult for them to entice industry professionals to teach in FE.

“We have a double-hard task here because of the cost of living. If you live in London, you are going to want more money than we can give. If you don’t live in London, then it is going to take you too long and cost you too much to travel in and out of work every day.”

FE college participating in Strand 1 of Round 2

2.5 Perceived importance of TTF funding in aiding recruitment

The funding made available via Strand 1 of TTF had a positive impact on the recruitment activities of many providers that participated in the initiative. Many reported that it would have cost more and taken longer for them to recruit teachers had they not received TTF funding. Many also said they would have not been able divert funds

to other activities (i.e., reduced timetables, and shadowing / mentoring activities) without the TTF funding.

As part of the **Round 1** survey conducted during **Wave 1**¹⁴, participating providers were prompted with a list of consequences and asked to select which, if any, would have happened had they not received TTF funding to help with the recruitment of industry professionals. Those most commonly selected by the 19 providers that participated in the Round 1 survey at that stage of the evaluation were that:

- It would have taken longer to recruit new staff (cited by 11 providers).
- It would have cost more to recruit new staff (cited by seven providers).
- We would have not been able to divert funds to other activities (cited by seven providers).
- We would have recruited a lower quality of teaching staff (cited by six providers).
- We would not have been able to provide a subject/programme/class/qualification (cited by four providers).
- We would not be able to mentor the individual as effectively (cited by four providers).
- We would not have recruited any new staff (cited by three providers).

Providers that participated in **Round 2** attached a similar level of importance to the funding that they received via Strand 1 of the TTF initiative. During the Round 2 survey conducted at **Wave 3**¹⁵ the 36 providers that participated in the Round 2 survey at that stage of the evaluation reported that the following would have happened had they not received TTF funding to help with their recruitment of industry professionals:

- It would have cost more to recruit new staff (cited by 15 providers).
- It would have taken longer to recruit new staff (cited by 13 providers).
- We would not have been able to divert funds to other activities (cited by nine providers).
- We would have recruited a lower quality of teaching staff (cited by eight providers).
- We would not have been able to provide a subject / programme / class / qualification (cited by five providers).

¹⁴ This was conducted between 26th June and 19th July 2019.

¹⁵ This was conducted between 28th September 2019 and 27th November 2020.

- We would not be able to mentor the individual as effectively (cited by four providers).
- We would not have recruited any new staff (cited by two providers).

Throughout the process evaluation, providers also gave **qualitative feedback** that confirmed just how important they perceived the TTF-funding they received to have been in terms of helping them to recruit industry professionals. Several explicitly said that they would not have been able to attract the same volume or quality of applicants without being able to offer them the support package made possible via TTF (see feedback from [Provider D](#) and [Provider E](#) for specific examples of this type of feedback).

Mirroring this, providers generally agreed they would have had more hard-to-full vacancies had they not secured the financial support to encourage industry professionals to become FE teachers introduced via Strand 1 of TTF. Nine of the 14 providers that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**¹⁶ ‘agreed’ that was the case at the time (including four that ‘strongly agreed’), four ‘neither agreed nor disagreed’ and just one ‘disagreed’. Similarly, 22 of the 32 providers that participated in the Round 2 survey also conducted during **Wave 4**¹⁷ ‘agreed’ they would have had more hard-to-fill vacancies had it not been for TTF (including nine that ‘strongly agreed’), eight ‘neither agreed nor disagreed’, one said ‘don’t know’, and one felt this question was not applicable to them.

This question was only explicitly asked during the final wave of fieldwork conducted as part of the evaluation. However, several providers that participated in **qualitative discussions** also gave similar feedback.

“We simply would not have been able to recruit people [without TTF funding]. There just aren’t many teachers out there – especially in digital marketing.”

FE college participating in Strand 1 of Round 2

A few providers even suggested the funding they received via TTF provided the impetus for them to completely re-think their recruitment strategy. They said that it had caused them to focus on recruiting industry professionals, as opposed to recruiting teachers. They reported changing where and how they advertised their positions in order to do this; and that they had took this learning forward to help them fill other vacancies.

¹⁶ This was conducted between 27th May and 30th July 2021.

¹⁷ This was conducted between 27th May and 30th July 2021.

2.6 Retention of TTF-funded teachers

As well as facing recruitment challenges, some providers also found it difficult to retain some of the teachers that they recruited via the TTF initiative.

The data collected as part of this evaluation suggests that around one in four teachers recruited via **Round 1** of TTF did not end up staying in their post beyond the intended lifecycle of the programme. MI data collected by the ETF as part of the evaluation indicates that a total of 48 teachers were recruited through Round 1 of TTF, and 38 of these were still in post at the end of March 2020 - when Round 1 providers stopped submitting monthly reports to the ETF. In addition, responses to the Round 1 surveys conducted at **Wave 3**¹⁸ and **Wave 4**¹⁹ also indicated that a further five teachers recruited through Round 1 were no longer in post by the end of July 2021.

Responses to the Round 1 provider surveys conducted as part of the process evaluation showed that seven of the 50 teachers originally recruited had left their post by **Wave 1**²⁰, another five had left by **Wave 2**²¹, another two had left by **Wave 3**²² and another three had left by **Wave 4**.²³ This means that a total of 17 of the 50 teachers recruited via TTF had left their post during the process evaluation. Providers explicitly reported that five of these left their post to return to industry for a higher salary. Other specific reasons mentioned included: personal reasons, relocation, and an inability to meet probation targets.

The data collected as part of this evaluation suggests that around one in three teachers recruited via **Round 2** of TTF did not end up staying in their post beyond the intended lifecycle of the programme: according to MI data collected by ETF a total of 106 teachers were initially recruited through Round 2, and 70 of these were still in post at the end of March 2021 (when Round 2 providers stopped submitting monthly reports to the ETF). Responses from the Round 1 surveys conducted at **Wave 4**²⁴ also indicated that a further five of these 70 teachers recruited through Round 2 were no longer in post by the end of July 2021.

Responses to the Round 2 provider surveys showed that seven of the 106 teachers originally recruited had left their post by **Wave 2**²⁵, another five had left by **Wave 3**²⁶, and another five had left by **Wave 4**.²⁷ Providers explicitly reported that six of these left their post to return to industry for a higher salary. Other specific reasons mentioned included:

¹⁸ This was conducted between 28th September and 27th November 2020.

¹⁹ This was conducted between 27th May and 30th July 2021.

²⁰ This was conducted between 26th June and 19th July 2019.

²¹ This was conducted between 13th November 2019 and 5th February 2020.

²² This was conducted between 28th September and 27th November 2020.

²³ This was conducted between 27th May and 30th July 2021.

²⁴ This was conducted between 27th May and 30th July 2021.

²⁵ This was conducted between 7th November 2019 and 24th February 2020.

²⁶ This was conducted between 28th September and 27th November 2020.

²⁷ This was conducted between 27th May and 30th July 2021.

sickness, personal reasons, and not enjoying teaching or feeling it was 'just not for them'. One teacher was had to relocate to start their TTF position but couldn't secure suitable accommodation to allow them to take the post.

A few providers that participated in the **qualitative discussions** suggested that some of the teachers they recruited via TTF left their post early because they did not realise how much work would be involved when teaching in FE. They suggested that itself shows the importance of TTF funding which makes it easier for new teachers to cope with the transition.

"I think one or two might have had a bit of a romantic view about teaching. Maybe they just found that teaching was not what they expected it to be. Maybe they realised it was a lot more work than they were initially expecting. They quickly realised it's not a case of turning up and teaching for an hour, then leaving. There is so much preparation, and administration involved too. That's why the TTF funding was important, because even with that extra support, some people just came to realise it wasn't for them. Maybe it's not necessarily a bad thing some realised quite early on."

FE college participating in Strand 1 of Round 2

Some of the teachers that participated in **qualitative discussions** suggested the disparity between what they were earning teaching in FE and what they could earn in industry was a factor they considered when initially thinking about taking up the post and in terms of deciding whether to remain in their position or not (see feedback from [Teacher A](#) and [Teacher H](#) for specific examples of this). Feedback from some of the teachers that participated in the qualitative interviews also suggests that some teachers who were recruited via TTF might have left the initiative early because they felt overwhelmed in their new role. It also suggests that some might have not got the support they were expecting they would when they first started (see feedback from [Teacher G](#) for a specific example of this).

2.6.1 Perceived importance of TTF funding in aiding retention

A number of providers that participated in the qualitative research conducted as part of this evaluation believed that TTF-funded teachers might have been more likely to leave their post had it not been for the support they received through the initiative.

"One of our teachers is really committed and they are now looking to become curriculum leader and really progress in our institution. I think TTF has helped with retention in that case because it helps people feel valued, it shows they have been invested in, they know they have been on a bespoke programme."

FE college participating in Strand 1 of Round 2

“At the start of the programme we were worried because we had that retention issue. We’ve got them in from industry and within six months they are gone. I think it has probably helped us recruit, but it has also definitely helped us retain. I am 99% sure we would not have kept them without having the funding to reduce their hours originally.”

FE college participating in Strand 1 of both Rounds

“All of those recruited via TTF are still with us. That’s remarkable and I think it is down to much more than chance. It’s incredible really. There’s probably a number of factors that have contributed to that. They all said that the shadowing and the reduced workload had really helped. One of the biggest challenges for people coming in from industry usually is that they are given 25 hours of teaching and told to crack on. It’s crazy. The fact they had the reduced timetable to help them to avoid that initial shock has definitely helped. We would not have been able to do that as a college without the TTF funding, so it has been brilliant for that.”

FE college participating in Strand 1 of round 2

This hypothesis was also corroborated by several teachers who suggested, during **qualitative discussions** conducted as part of the process evaluation, that they might have left their position earlier had they not received TTF funding – see feedback from [Teacher B](#), [Teacher D](#), and [Teacher J](#) for specific examples.

2.7 Views on the quality of teachers recruited via TTF

As part of the quantitative surveys for each round of TTF, participating providers were asked to rate each of the teachers they recruited via Strand 1 on their progress and their overall teaching ability; and they were subsequently asked how they would compare these against that of the other trainee teachers that they had recruited via other routes. They were also asked whether they agreed that teachers recruited via the TTF initiative had been able to use their industry expertise to make additional contributions to their institution. Their responses are analysed in turn below.

2.7.1 Progress

Providers were generally very positive about the progress of most of the teachers recruited via TTF, and the new teachers recruited via TTF often compared favourably with trainee teachers recruited through other routes.

Providers that participated in **Round 1** were generally positive about the progress of the teachers recruited through TTF throughout the process evaluation.

They said 39 of the 43 TTF-funded teachers still in post had made 'good' progress (including 19 who had made 'very good' progress) by the time of the Round 1 survey conducted at **Wave 1**.²⁸ At that point, providers rated the progress of 31 of these teachers 'better' than trainee teachers recruited via other channels. Four were rated 'about the same', and just one was rated 'worse', in terms of their progress.

Providers that participated in the Round 1 survey conducted at **Wave 2**²⁹ still had a total of 36 TTF-funded teachers in post at the time. They reported that 33 of these had made 'good' progress (including 17 who had made 'very good' progress) by that point. One teacher had made 'neither good nor poor' progress by that point, one was deemed to have made 'poor' progress and it was said to be 'too early to tell' for one. Providers rated the progress of 27 of these teachers 'better' than trainee teachers recruited via other channels and rated it 'about the same' for eight teachers. It was deemed 'too early to tell' for one TTF-funded teacher. No providers said any of their TTF-funded teachers had made 'worse' progress compared to trainee teachers.

Those that participated in the Round 1 survey at **Wave 3**³⁰ still had a total of 29 TTF-funded teachers in post. They reported that 24 of these had made 'good' progress (including 14 that had made 'very good' progress) by that point. The remaining five TTF-funded teachers still employed at that point were deemed to have made 'neither good nor poor' progress. In addition, providers said the progress of 21 teachers recruited via TTF was 'better' than other trainee teachers (including seven whose progress was rated 'much better'); five were rated 'about the same' on their progress, and providers rated the progress made by three teachers recruited via TTF as 'a little worse' when compared with trainee teachers they had recruited via other channels.

Providers that participated in the Round 1 survey at **Wave 4**³¹ reported that 21 (of the 23 TTF-funded teachers they still had in post) had made 'good' progress (including 11 that had made 'very good' progress) by that point. The remaining two teachers still employed at that point were deemed to have made 'neither good nor poor' progress. In addition, providers said the progress of 14 teachers recruited via TTF was 'better' than other trainee teachers (including 4 whose progress was rated 'much better'); eight were rated 'about the same' on their progress, and providers rated the progress made by one teacher recruited via TTF as 'a little worse' when compared with trainee teachers they had recruited via other channels.

²⁸ This was conducted between 26th June and 19th July 2019.

²⁹ This was conducted between 13th November 2019 and 5th February 2020.

³⁰ This was conducted between 28th September and 27th November 2020.

³¹ This was conducted between 27th May and 30th July 2021.

Providers that participated in **Round 2** were similarly positive about the progress of the teachers they recruited through TTF.

They said 43 of their 56 TTF-funded teachers still in post had made ‘good’ progress (including 24 who had made ‘very good’ progress) by the time of the Round 2 survey conducted at **Wave 2**.³² The progress of three teachers was deemed to be ‘neither good nor poor’; and they felt it was ‘too early to tell’ for 11 teachers at that point. None of the providers rated any of the progress of their TTF-funded teachers as poor. They reported that 27 TTF-funded teachers had made ‘better’ progress by that point compared to other trainee teachers, eight were deemed to have made ‘about the same progress’, and they felt it was ‘too early to tell’ for seven teachers. Just three teachers were deemed to have made ‘worse’ progress by that point compared to other trainees.

Providers stated that 35 of their 38 TTF-funded teachers still in post had made ‘good’ progress (including 21 who had made ‘very good’ progress) by the time of the Round 2 survey conducted as part of **Wave 3**.³³ In addition, providers said the progress of 25 teachers recruited via TTF was ‘better’ than other trainee teachers recruited (including eight whose progress was rated ‘much better’). The progress of seven TTF-funded teachers was rated ‘about the same’, providers said it was ‘too early to tell’ for two teachers, and four providers did not know how to compare the progress of one of their TTF-funded teachers against the progress of trainees recruited via other channels.

Providers that participated in the Round 2 survey conducted at **Wave 4**³⁴ still had a total of 37 TTF-funded teachers in post at the time. They reported that 36 of these had made ‘good’ progress (including 29 who had made ‘very good’ progress) by that point. Just one teacher was deemed to have made ‘poor’ progress. Providers rated the progress of 28 of these teachers ‘better’ than trainee teachers recruited via other channels (including 12 whose progress was rated ‘much better’), and the remaining nine were rated ‘about the same’ in terms of their progress.

Feedback from some of the providers that participated in the **qualitative discussions** also suggests that they felt the support package offered via TTF had helped some recruits to progress at a faster rate than other trainees recruited via different channels.

“We could see signs quite early on in Round 1 that the TTF recruits were performing differently to previous new teachers – that’s likely due to their industry experience and their reduced workloads. I’d say that means TTF recruits have been more skilled than other trainees, and they have been able to develop a quicker pace.”

³² This was conducted between 7th November 2019 and 24th February 2020.

³³ This was conducted between 6th October and 26th November 2020.

³⁴ This was conducted between 27th May and 30th July 2021.

2.7.2 Overall teaching ability

Providers were also generally positive about the overall teaching ability of those recruited via TTF. Again, these teachers often compared favourably with trainee teachers recruited through other routes in this sense.

Throughout the process evaluation, providers that participated in **Round 1** tended to report that those recruited via TTF had a 'good' overall teaching ability.

At the time of the Round 1 survey conducted during **Wave 1**³⁵ providers rated 35 of their 43 TTF-funded teachers still in post as 'good' in terms of their overall teaching ability. One teacher was rated 'neither good nor poor' in this sense, and providers said it was 'too early to tell' for the remaining seven TTF-funded teachers still in post. None of the teachers recruited via TTF were rated 'poor' in terms of their overall teaching ability at that point. Moreover, providers reported that the overall teaching ability of 24 of the teachers recruited via TTF that were still in post was 'better' than that of other trainees recruited. They said it was 'about the same' for 10 teachers recruited via TTF and 'too early to tell' for eight teachers. None of the teachers recruited via TTF that were still in post were rated 'worse' in terms of their overall teaching ability.

By the time of the Round 1 survey conducted at **Wave 2**³⁶ providers rated 33 of their 36 TTF-funded teachers still in post as 'good' in terms of their overall teaching ability (including 13 who were rated 'very good'). One was rated 'neither good nor poor', one was rated 'poor', and it was deemed 'too early to tell' for one teacher. Providers reported the overall teaching ability of 24 teachers recruited via TTF was 'better' than the teaching ability of other trainee teachers recruited, they said it was 'about the same' for eight teachers recruited via TTF and 'too early to tell' for three teachers. Just one teacher recruited via TTF was rated 'worse' in terms of teaching ability at this point. Moreover, this teacher was rated 'a little worse' rather than 'much worse'.

Most providers were still very positive about the overall teaching ability of those recruited via TTF during the Round 1 survey conducted during **Wave 3**.³⁷ Providers rated 27 of the 29 TTF-funded teachers still in post at that point as 'good' in terms of overall teaching ability. Two were rated as 'neither good nor poor'. No providers rated the overall teaching ability of any teachers recruited via TTF as 'poor' at that point. Providers reported the overall teaching ability of 24 teachers recruited via TTF and still in post was 'better' than the teaching ability of other trainee teachers recruited, they said it was 'about the same' for

³⁵ This was conducted between 26th June and 19th July 2019.

³⁶ This was conducted between 13th November 2019 and 5th February 2020.

³⁷ This was conducted between 28th September and 27th November 2020.

four teachers. Just one teacher recruited via TTF was rated 'a little worse' in terms of teaching ability.

Providers that participated in the Round 1 survey at **Wave 4**³⁸ rated 22 of their 23 TTF-funded teachers still in post as 'good' in terms of their overall teaching ability (including 11 who they rated as 'very good'). One teacher was rated as 'neither good nor poor' in this respect. They rated 13 of these teachers 'better' in terms of their overall teaching ability when compared with trainees recruited via other channels, nine were rated 'about the same', and just one was rated 'a little worse'.

Providers that participated in **Round 2** also tended to be positive about the overall teaching ability of most of their TTF-funded teachers.

At the time of the Round 2 survey conducted during **Wave 2**³⁹ providers rated 36 of their 57 TTF-funded teachers still in post as 'good' in terms of their overall teaching ability. Providers said it was 'too early to tell' for 11 of their TTF-funded teachers still in post. Just one of the teachers recruited via TTF were rated 'poor' in terms of their overall teaching ability at that point. Providers rated 16 TTF-funded teachers 'better' than other trainee teachers recruited in terms of their overall teaching ability. They said it was 'about the same' for 16, and that it was 'too early to tell' for 16 TTF-funded teachers. None of the teachers recruited via TTF were rated 'worse' in terms of their overall teaching ability at that point.

Providers felt 32 teachers of the 38 recruited via TTF and still in post had a 'good' overall teaching ability during the Round 2 survey conducted as part of **Wave 3**.⁴⁰ No providers rated the overall teaching ability of any teachers recruited via TTF as 'poor', but they thought it was 'too early to tell' for four teachers TTF-funded teachers at that point. Providers reported the overall teaching ability of 19 TTF-funded teachers was 'better' than the overall teaching ability of other trainee teachers recruited, and they said it was 'about the same' for 12 teachers. Just two TTF-funded teachers were rated 'a little worse' in terms of their overall teaching ability.

Providers that participated in the Round 2 survey at **Wave 4**⁴¹ rated 36 of their 47 TTF-funded teachers still in post as 'good' in terms of their overall teaching ability (including 25 who they rated as 'very good'). Just one teacher was rated as 'poor' in this respect. They rated 29 of these teachers 'better' in terms of their overall teaching ability when compared with trainees recruited via other channels, six were rated 'about the same', and providers responded 'don't know' when asked this in relation to two of their TTF-funded teachers.

³⁸ This was conducted between 27th May and 30th July 2021.

³⁹ This was conducted between 26th June and 19th July 2019.

⁴⁰ This was conducted between 6th October and 26th November 2020.

⁴¹ This was conducted between 27th May and 30th July 2021.

Feedback from some of the providers that participated in the **qualitative discussions** also suggests that they attracted a higher calibre of candidate via TTF because it had resulted in them focusing on their industry knowledge, rather than having to worry trying to recruit someone with teaching experience.

“It’s been absolutely fantastic because we’ve brought in a calibre of staff that we might struggled to do under normal recruitment and selection conditions – especially from the point of view of them having that up-to-date industry knowledge.”

FE college participating in Strand 1 of both Rounds

2.7.3 Ability to use expert knowledge to make additional contributions

A principal aim of TTF was to facilitate greater integration of industry expertise and knowledge into teaching delivery and, based on provider feedback gathered throughout the process evaluation, this seems to have been achieved successfully in most cases.

During each wave of fieldwork conducted as part of the process evaluation, providers that participated in **Round 1** agreed that most of their TTF-funded teachers had made additional contributions to the institution as a result of their industry knowledge.

At the time of the Round 1 survey during **Wave 1** fieldwork⁴² providers ‘agreed’ that 35 of the 43 TTF-funded teachers still in post had been able to make additional contributions to their institution because of their industry knowledge (they ‘strongly agreed’ that this was the case for 16 of these teachers). They said it was ‘too early to tell’ for the remaining eight teachers recruited via TTF that were still in post.

Providers also felt that most teachers recruited via TTF had been able to make additional contributions to their institution because of their industry knowledge by the Round 1 survey during **Wave 2**.⁴³ They ‘agreed’ this was the case for 30 of the TTF-funded teachers still in post at the time; they ‘neither agreed nor disagreed’ when asked this in relation to one teacher, and said it was still ‘too early to tell’ for the remaining five TTF-funded teachers that were still in post at the time.

At the Round 1 survey conducted during **Wave 3**⁴⁴ providers ‘agreed’ that 27 of the 29 teachers they recruited via TTF that were still post at the time had made additional contributions to their institution because of their industry knowledge. They ‘neither agreed

⁴² This was conducted between 26th June and 19th July 2019.

⁴³ This was conducted between 13th November 2019 and 5th February 2020.

⁴⁴ This was conducted between 28th September and 27th November 2020.

nor disagreed' with this statement when asked it in relation to the other two teachers recruited via TTF.

Providers that participated in the Round 1 survey at **Wave 4**⁴⁵ agreed that 22 of the 23 teachers they recruited via TTF that were still post at the time had made additional contributions to their institution because of their industry knowledge (they 'strongly agreed' that this was the case for 11 of these teachers). Just one TTF-funded teacher still in post at that point was deemed to not have made additional contributions to their institution using their industry knowledge.

Even though Round 2 teachers had slightly less time than Round 1 teachers to demonstrate the value they were able to bring from their industry background by that point, all Round 2 providers felt that their TTF-funded teachers had been able to make additional contributions to their institution because of their industry knowledge by the time of the Round 2 survey conducted during **Wave 3**.⁴⁶ They 'agreed' this was the case for all 38 of TTF-funded teachers still in post at the time.

Providers that participated in the Round 2 survey at **Wave 4**⁴⁷ 'agreed' that 35 of the 37 teachers they recruited via TTF that were still post at the time had made additional contributions to their institution because of their industry knowledge (they 'strongly agreed' that this was the case for 23 of these teachers). Just one TTF-funded teacher still in post at that point was deemed to not have made additional contributions to their institution using their industry knowledge; and one provider neither agreed nor disagreed that one of their TTF-funded teachers had been able to make additional contributions to the institution using their industry knowledge.

All of the providers that took part in **qualitative discussions** said that having up to date industry knowledge was absolutely crucial in terms of delivering a high-quality experience for their learners; and most were positive about the extent to which their TTF teachers had been able to use their expertise and experience to share up-to-date knowledge with learners since taking up their TTF-funded post.

"It's mega important. It is really, really, really important. We are preparing people to go into industry. Inevitably, if someone has been lecturing for 10 or 20 years, they are not going to have the best knowledge. Those really fresh from industry are so important due to that. They add incredible value and having that industry knowledge has real credibility with students. It really is important."

⁴⁵ This was conducted between 27th May and 30th July 2021.

⁴⁶ This was conducted between 6th October and 26th November 2020.

⁴⁷ This was conducted between 27th May and 30th July 2021.

FE college participating in Strand 1 of Round 2

“Having that relevant knowledge is very important, and I actually the way that the FE sector is going is making it more important. FE is becoming much more specialised and much more technical. In terms of being about to deliver specialist technical qualifications, I think we are much more comfortable now because of the teachers we have managed to bring in through TTF. We’ve got a different calibre of teacher because they were industry professionals first. That has built up a lot of credibility with our employers too.”

FE college participating in Strand 1 of Round 2

Again, this feedback was supported by teachers that took part in **qualitative discussions** – see feedback from [Teacher A](#), [Teacher B](#), and [Teacher D](#) for some specific examples.

2.8 Impacts of COVID-19

COVID-19 has created considerable pressure for the FE sector generally. However, most providers reported that it has not had a major impact on the likelihood of them continuing to employ TTF-funded teachers. Although some suggested it did have a negative impact on the teachers recruited via the initiative (especially those recruited via Round 2), many providers also highlighted that it provided these teachers with an opportunity to build skills that they might have not had the chance to otherwise.

2.8.1 Impact on the employment of TTF-funded teachers

Most providers said COVID-19 had not reduced the likelihood of them being able to continue to employ the teachers recruited via the TTF initiative.

All fifteen providers that participated in the **Round 1** survey conducted as part of the **Wave 3** fieldwork⁴⁸ said that it had no impact in that sense. Similarly, eleven out of the fourteen providers that participated in the Round 1 survey conducted as part of the **Wave 4** fieldwork⁴⁹ also suggested that COVID-19 would not impact on the likelihood of them being able to continue to employ TTF-funded teachers.

“This has not had a great impact as we still need teachers to deliver the curriculum. The fact that they are delivering remotely is part of the teachers toolkit.”

FE college participating in Strand 1 of Round 1

Even where Round 1 providers suggested that it could have an impact in this sense, their responses suggested they were thinking about general recruitment issues, and the pressures on resourcing these might create, as opposed to how it might impact on those recruited via Round 1 of TTF specifically. In line with this, survey conducted during **Wave 3**⁵⁰, two providers said that it had not created any issues for those recruited via Round 1 of TTF, but that it was making it more difficult for them to recruit for Round 3 of TTF at the time.

Most of the providers that participated in **Round 2** expressed similar views. Of the 29 providers that participated in the Round 2 survey conducted during the **Wave 3** fieldwork

⁴⁸ This was conducted between 28th September and 27th November 2020.

⁴⁹ This was conducted between 27th May and 30th July 2021.

⁵⁰ This was conducted between 28th September and 27th November 2020.

period⁵¹; 21 felt that COVID-19 would not impact on the likelihood of them continuing to employ the TTF-funded teachers that they recruited through Round 2.

Those that said it might have an impact in this regard expressed mixed views about the nature of this impact. A few providers said COVID-19 had made recruitment more difficult as industry professionals were less likely to want to change career because of the uncertainty caused; whereas a few others suggested it had made recruitment easier as a more uncertain economic outlook meant more industry professionals were looking to move into teaching in FE. Moreover, one provider reported that they had recruited two additional trainees to teach Manufacturing after COVID-19 due to this increased interest.

A total of 32 providers took part in the Round 2 survey conducted during **Wave 4**.⁵² Of these, 28 reported that COVID-19 had not impacted the likelihood of them being able to continue to employ the teachers they recruited via Round 2 of TTF, and three said they did not know what the impacts would be. However, one provider felt COVID-19 had contributed to them prematurely losing one of the industry professionals they recruited via Round 2 of TTF. This provider said that industry shortages created by the pandemic had resulted in this recruit returning to industry.

“The reason for leaving was due to a job offer that was more financially rewarding back in industry. They joined us during COVID-19, he did not intend to leave the role here, but the draw of the opportunity was greater after he was invited to join another organisation in industry. They had skills that were in demand and that demand was heightened due to COVID-19. They got a great offer from industry that they could not turn down – they were offered a lot more money.”

FE college participating in Strand 1 of Round 2

2.8.2 Impact on how providers supported TTF-funded teachers

Round 2 providers were more likely than Round 1 providers to report that COVID-19 had a negative impact on the quality and volume of support they were able to give to teachers recruited via TTF, but, even so, many Round 2 providers reported that the pandemic had no impact in this sense.

Providers that participated in **Round 1** generally reported that COVID-19 had a limited impact on the quality and volume of support that they were able to provide to TTF-funded teachers. Six of the 15 providers that participated in the Round 1 survey as part of the fieldwork conducted during **Wave 3**⁵³ said COVID-19 had not affected the support provided

⁵¹ This was conducted between 28th September and 27th November 2020.

⁵² This was conducted between 27th May and 30th July 2021.

⁵³ This was conducted between 28th September and 27th November 2020.

by their organisation, and one said they did not know how COVID-19 had affected this aspect of their delivery of the TTF initiative.

Those that felt it had an impact were most likely to report that it had changed the type or format of the support received, rather than the volume or quality of support offered to trainee teachers – i.e., that support was made available via Zoom or Teams during COVID-19 as opposed to face-to-face (as had been the norm prior to COVID-19). A few providers reported that COVID-19 had a positive impact in the sense that it allowed some trainee teachers to observe a more lessons delivered by other teachers.

“Not too much, we can do everything remotely - it's possibly made it easier in some ways because we can observe more teachers.”

FE college participating in Strand 1 of Round 1

“It's changed the way it's been delivered - we have gone with a remote online support offer instead of a face-to-face offer, but the quality has remained the same and, if anything, I'd say the volume of support has actually increased.”

FE college participating in Strand 1 of Round 1

At that stage in the process evaluation, a few providers said that the move to remote online learning during COVID-19 might have meant that some of those recruited via TTF might be less comfortable teaching in-class than they might have been if there had COVID-19 not happened as it reduced their chances of managing groups of learners in the classroom. However, they felt that it was positive in the sense that it had given them more experience in delivering remote learning, which added to their existing skillsets.

“Work shadowing has been more difficult but has still been possible to do. The new teachers perhaps will not grasp the classroom environment and how to manage groups, that said, delivering remotely will develop further skills which will be beneficial for the staff moving forward.”

FE college participating in Strand 1 of Round 1

Nine of the 14 providers that participated in the Round 1 survey as part of the fieldwork conducted during **Wave 4**⁵⁴ said COVID-19 had not affected the support provided by their organisation, and one said they did not know how COVID-19 had affected this aspect of

⁵⁴ This was conducted between 27th May and 30th July 2021.

their delivery of the TTF initiative. Again, the remaining four providers that felt the support they provided was affected tended to report that it had changed the type or format of the support received, rather than the volume or quality of support offered to trainee teachers. They also highlighted the fact that COVID-19 had affected their whole workforce in this sense, not just those recruited via the TTF initiative.

“We had to move a lot of the support online, especially in national lockdown. It didn’t affect the quality but there was no face to face, it was all online.”

FE college participating in Strand 1 of Round 1

“The support has still been in place, albeit remotely, the usual teaching experience and the classroom experience moved on-line therefore it was a change for all staff including TTF.”

FE college participating in Strand 1 of Round 1

COVID-19 appears to have had more of an effect on the support that providers were able to provide to teachers recruited through **Round 2** the TTF programme. Ten of the 29 providers that participated in the Round 2 survey as part of the fieldwork conducted during **Wave 3**⁵⁵ said COVID-19 had no impact. As with Round 1 providers, those that participated in Round 2 reported COVID-19 had changed the type or format of the support received. However, some also reported that COVID-19 and the subsequent move to remote learning had a negative impact on resourcing and staff workloads, which reduced the amount of mentoring and shadowing opportunities that providers were able to offer to those recruited via the TTF initiative.

“It’s made it more difficult because during lockdown from March to June we were all working remotely. The technology was in place for working online but it’s not the same as working in the same environment. The teaching was very different, especially in a vocational area, where it would usually be more hands-on. Without the TTF-funded teacher’s natural ability it would have been even more difficult.”

FE college participating in Strand 1 of Round 2

Some providers also said it had disrupted their trainees’ teacher training courses as well.

⁵⁵ This was conducted between 28th September and 27th November 2020.

“One of them has worked throughout, the other was furloughed throughout. Both of their teaching courses were postponed also. Limited support was available to the one who continued to work, as the business was closed almost completely.”

FE college participating in Strand 1 of Round 2

“There have been some affects during lockdown - six months of their teacher training had been changed - for new teachers to switch to online gave them new challenges - it affected how they could develop.”

FE college participating in Strand 1 of Round 2

Sixteen of the 32 providers that participated in the Round 2 survey as part of the fieldwork conducted during **Wave 4**⁵⁶ said COVID-19 had not affected the support provided by their organisation, and three were unsure of the impacts. Those that cited impacts gave similar feedback to that collected during the previous survey (i.e., that pressures created by COVID-19 made it more difficult for providers to support the new teachers recruited via Round 2 of TTF). They felt the move to online learning meant TTF-funded teachers did not get as much support as might have been the case, and that this had been compounded by staffing and resourcing issues created by COVID-19.

“As the organisation moved from face-to-face teaching to teaching online from home, the new recruits have been more isolated as they have not been able to be in the office. More support has taken place online as they have been having a mentor as well as opportunities to discuss their progress with our Teaching and Learning Coaches which supports them in their new role. More teachers in the curriculum teams have also been off work for various reasons which has meant that the new recruits have been taken up more cover work compared to previous year.”

FE college participating in Strand 1 of Round 2

“It has caused them to be a little isolated - being new to teaching, peer support is very important, including those informal staffroom conversations about students etc. Working at home and teaching online hasn't allowed for this to happen in quite the same way as it would have done.”

⁵⁶ This was conducted between 27th May and 30th July 2021.

2.8.3 Impact on the progress of TTF-funded teachers

Most providers felt that COVID-19 had not had a discernible impact on the overall progress of the teachers that they recruited via TTF.

Providers that participated in **Round 1** generally reported that COVID-19 had a negligible impact on the overall progress of their TTF-funded teachers. Eleven of the 15 providers that participated in the Round 1 survey as part of the fieldwork conducted during **Wave 3**⁵⁷ said it had no impact in that sense. In addition, one provider explicitly made the point that COVID-19 affected those recruited via TTF in the same way as it had impacted on other trainee teachers and that the support that they were able to provide via TTF might actually have meant that teachers recruited via the initiative might not have been acutely impacted as other trainee teachers recruited via traditional means.

“Teachers recruited through TTF have faced the same challenges as other teachers working in the Sector: including, new ways of working, challenges with completing the DET programme etc - though they have been supported to make sure that they were still able to make progress.”

FE college participating in Strand 1 of Round 1

Those that gave a response to the question said that having teachers work remotely had caused some challenges (i.e., needing to adapt to online learning, having fewer face-to-face mentor or support sessions and restricting their classroom experience) but their responses suggested they do not feel COVID-19 had a major negative impact. One provider also said their trainee teachers' industry experience was valuable to the college during COVID-19 as it helped the department to overcome challenges faced when trying to set-up remote working.

“It was slightly affected by less observations in the final part of their qualification - we couldn't organise the face-to-face lesson observations and their final qualification was delayed.”

FE college participating in Strand 1 of Round 1

Seven of the 14 providers that participated in the Round 1 survey as part of the fieldwork conducted during **Wave 4**⁵⁸ said COVID-19 had not affected the progress of their TTF-

⁵⁷ This was conducted between 28th September and 27th November 2020.

⁵⁸ This was conducted between 27th May and 30th July 2021.

funded teachers overall. One said they were unsure whether it had. Again, the responses of those who felt it had an impact suggests they perceived it only had a minimal impact on the progress of their TTF-funded teachers.

“The direct support was slightly less effective as face to face moved to on-line, other than that everything has continued as it would have.”

FE college participating in Strand 1 of Round 1

One provider, however, suggested it had a considerable impact on their TTF-funded teachers as it had disrupted their ITE courses (though they did clarify that this was true of all of their trainees and not solely confined to those recruited via the TTF initiative).

“It definitely delayed it - all our new teachers, we've had to take them to the second assessment board as they needed more time on their teaching practice portfolios - also it's meant they've had a lot more to take in with online teaching- it's taken longer to develop their teaching skills.”

FE college participating in Strand 1 of Round 1

Feedback from providers that recruited teachers as part of **Round 2** of TTF suggested that they were less positive about how COVID-19 had impacted the overall progress of their TTF-funded teachers. Thirteen of the 29 providers that participated in the Round 2 survey as part of the fieldwork conducted during **Wave 3**⁵⁹ said COVID-19 had not affected the overall progress of their TTF-funded teachers.

“COVID-19 has had no discernible impact upon the progress of teachers recruited through the TTF programme. Teachers continue to attend their programme of Initial Teacher Training (ITT) on an online basis.”

FE college participating in Strand 1 of Round 2

However, several felt that it had slowed the progress of their trainees (especially those involved in teaching subjects like construction, engineering and digital) because it has meant they have missed out on three to four months of experience teaching in classrooms, which they felt was important, especially for some of the types of vocational subjects that TTF focused on.

⁵⁹ This was conducted between 28th September and 27th November 2020.

“It's slowed the progress down because they are, in terms of them gaining the qualifications, they have less opportunities to gather practical evidence that they need as they're teaching under COVID-19 restrictions.”

FE college participating in Strand 1 of Round 2

Some also made the point that this lack of hands-on experience in the classroom also had a negative impact on their TTF-funded teachers' progress in relation to them studying their ITE, because it had restricted their chances of building the types of experiences they were assessed on as part of their course.

“Their initial teacher training has been impacted, they've had to change it due to them working a different way and having to adapt quickly. They have supported remotely, and lesson observation is all remote now, so it is bound to have had an impact.”

FE college participating in Strand 1 of Round 2

“It's slowed the progress down because they have less opportunities to gather practical evidence that they need as they're teaching under COVID-19 restrictions.”

FE college participating in Strand 1 of Round 2

Whilst acknowledging the impact in this sense, some others suggested that COVID-19 had a positive impact in the sense that it allowed new teachers to build their experience of, and expertise in, teaching remotely. They felt they were unlikely to have got this opportunity had it not been for COVID-19.

“It's inhibited some of their ability to gain experience in a real teaching environment - he's about three months behind where he would have been - but on the flip side his experience of using technology for remote learning has been enhanced.”

FE college participating in Strand 1 of Round 2

Again, it should be noted that some providers who thought COVID-19 had impacted the progress of their TTF-funded teachers also stated that they felt the impacts had been fairly minor; and that they had affected all of their staff.

“Because we lost time there's bound to be a small impact. I wouldn't say it was anything too detrimental. She missed out on being onsite and face-to-face teaching, but we found ways of making remote learning work as well as we could.”

FE college participating in Strand 1 of Round 2

Sixteen of the 32 providers that participated in the Round 2 survey as part of the fieldwork conducted during **Wave 4**⁶⁰ said COVID-19 had not affected the progress of TTF-funded teachers recruited as part of that round. Three said they were unsure of the impacts. Again, those who felt it had an impact tended to report that it had a negative impact by reducing the amount of experience TTF-funded teachers could get in the classroom. On the other hand, several reported that it had a positive impact in terms of enhancing TTF-funded teachers' ability to teach remotely.

“While online teaching is an important skill for teachers, vocational skills are learnt in practical spaces. Having not had the opportunity to develop teachers' skills in these practical learning spaces has limited their overall progress as teachers.”

FE college participating in Strand 1 of Round 2

“Workshop skills, classroom management, teaching observation (of the classroom) have all been hampered. However, online skills have developed at a more significant pace than previously would have been expected.”

FE college participating in Strand 1 of Round 2

2.9 Suggested changes or improvements

During the **Round 1** and **Round 2** surveys conducted during the **Wave 4**⁶¹ fieldwork period, participating providers were asked how they would improve Strand 1 of TTF going forward based on their own experiences. Reflecting their positive experiences, several providers that participated in Round 1 of TTF said they were unsure how they would change TTF if they could make one change to the initiative going forward.

Where changes or improvements were offered by providers, they centred on the following:

⁶⁰ This was conducted between 27th May and 30th July 2021.

⁶¹ This was conducted between 27th May and 30th July 2021.

- **The amount of reporting or administration involved.** Several said they would like to see a reduction in the reporting requirements. Some of these felt the monthly reports that they were required to submit were too onerous, and that they detracted from time that could have been better spent on project delivery. A few said that these reporting requirements were especially onerous in Round 1, but they had become less so since. One provider participating in Round 4 explicitly mentioned the reporting requirements being less onerous for that round, which they felt was a positive.

“Streamlined reporting has been introduced, which does save on the administrative burden already!”

FE college participating in Strand 1 of Round 2

- **Rules and criteria around the recruitment of new teachers.** Mirroring the fact that many providers found it difficult to recruit to the volumes that they wanted, and within the set timeframes, some suggested that the recruitment criteria of future rounds of TTF could be relaxed to allow providers to recruit more teachers via the initiative. Examples of ways to do this that were cited included: widening the eligible subject areas, allowing providers take on more teachers in one round, reducing the level of teaching qualification that recruits would need (or need to study at), allowing those with previous teaching experience and qualifications to be recruited via the scheme (even with reduced funding), making it easier for teachers working part-time to get involved with the initiative, and increasing the amount of funding available to recruit those in subjects that have proved especially difficult to fill.

“Find ways to raise the profile so that a move into teaching from well-paid professions is seen as attractive. Put back in some money to allow for specialist advertising to attract new recruits to the roles on offer.”

FE college participating in Strand 1 of Round 2

“I believe the recruits should not have to do a Level 4 teaching qualification because it's the practical side of teaching that they need. There's a danger of losing these people coming in from industry by making it too theoretical.”

FE college participating in Strand 1 of Round 2

- **Timelines.** Some mentioned that they would like to see the recruitment phase for each round extended. They also suggested that the funding attached to TTF should be allocated according to the academic year, rather than the financial year. A few also mentioned that they would like more flexibility in terms of when TTF-funded recruits start their ITE.

“I would really like to see an expansion of the scheme for a short-term period of time allowing new recruits within our organisations to join the programme. In an earlier round we had an individual who joined the organisation one week before the qualifying date, this was back in 2019 - this individual would really benefit from the scheme, I know that I will not have three recruits in this round so some flexibility would be most welcomed.”

FE college participating in Strand 1 of Round 2

“Maybe the flexibility when teachers could start their teacher training - getting them all starting in September was quite challenging - if we started someone in November and they could start their teaching qualification in January maybe.”

FE college participating in Strand 1 of Round 2

“There is very much a tendency to employ people in education at the start of the academic year and for people to start in September. As part of the funding agreement for TTF, I had to do a certain amount of shadowing by March. We managed to do it, but we only just squeezed it in. I know they do it like that because of financial years and because the money needs to be spent in the financial year. But it just seems to put an unnecessary amount of pressure on the system. So, the only feedback I would give it terms of improving things would be to give more time to allow us to actually do the shadowing.”

Independent Training Provider participating in Strand 1 of Round 2

- **More opportunities to share experiences and learning.** Several providers said that they would like to be able to know more about the experiences of other providers that have also been participating in TTF in order to know more about the challenges they might have faced, and how these were overcome. They also felt it would be very helpful if TTF-funded recruits were able to share their experiences with those in other providers online. Similarly, several said they would like to see TTF advertised as part of a co-ordinated campaign at a national level to increase awareness of it among industry professionals to whom it might pertain.

2.10 Overall views on TTF

Responses in the surveys conducted in the final wave of fieldwork for the process evaluation suggested that providers were generally positive about their experiences of Strand 1 of the TTF initiative overall and most said they would recommend the scheme to others.

Thirteen of the 14 providers that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**⁶² agreed (including seven that 'strongly agreed') TTF has been valuable for their organisation or institution; and the same number of providers 'agreed' (including seven that 'strongly agreed') that the benefits gained from being involved in TTF outweighed the cost of administering the programme. All of these providers 'agreed' that they would recommend the TTF initiative to other organisations or institutions (including nine that 'strongly agreed').

Thirty of the 32 providers that participated in the **Round 2** survey as part of the fieldwork conducted during **Wave 4**⁶³ 'agreed' (including 20 that 'strongly agreed') TTF has been valuable for their organisation or institution (one was unsure and just one 'strongly disagreed'). Twenty of the providers that took part in the survey 'agreed' (including 19 that 'strongly agreed') that the benefits gained from being involved in TTF outweighed the cost of administering the programme. (Two 'neither agreed nor disagreed' and just one 'strongly disagreed'). Almost all (30 of 32) providers that took part in this survey agreed that they would recommend the TTF initiative to others (one was unsure and just one 'strongly disagreed').

Providers that participated in **qualitative interviews** also tended to be very positive about the TTF initiative overall. They generally felt that the funding they received via Strand 1 had been integral to them being able to recruit (and retain) individuals with up-to-date industry knowledge, which they perceived to be critical for their organisation and FE sector more widely (see feedback from [Provider E](#) for another specific example).

“What we have got out of it versus the admin burden is just not comparable. In the first year there was quite a lot of reporting but all that has been reduced. I think the ETF has bent over backwards to make it as simple as possible. It has all been approached very sensibly and ETF have been very supportive throughout. The funding itself has been indispensable. We would not have been able to invest in the staff in the same way without it. That was essential to us attracting an individual with limited experience in teaching, but with good industry

⁶² This was conducted between 27th May and 30th July 2021.

⁶³ This was conducted between 27th May and 30th July 2021.

knowledge and skills and getting them to transition into a solid lecturer and an active member of our workforce.”

FE college participating in Strand 1 of Round 2

“I would absolutely recommend it to others. It’s a win-win situation. It’s a great programme. I am really hoping it continues that we can increase the amount of people we can recruit through it. If anything, we just need to now build on the good learning and experience we have got from the programme and do more of this sort of thing. The direction of travel with the Post-16 Education Skills plan means we need to be doing more things like this.”

FE college participating in Strand 1 of Round 2

“I would encourage the Government to continue with this. Definitely. Particularly with T-Levels coming in. Having really up-to-date specialist knowledge is so important, but it’s not how we have always operated. That’s where this programme could really revolutionise the teaching workforce in colleges.”

FE college participating in Strand 1 of Round 2

“I think it is a very cost-effective way of bringing industry talent into teaching and give them the chance to learn to teach. It has given providers like us the chance to give people who would not usually be considered a chance to teach. It’s been very valuable because it has brought us some great staff with industry knowledge. Without it, we would not be offering the courses that we currently are – especially in digital.”

FE college participating in Strand 1 in both rounds

3. Teacher feedback on Strand 1

A total of 53 TTF-funded teachers took part in any of the quantitative surveys that were conducted as part of the process evaluation (25 of these were recruited via Round 1 and 28 were recruited via Round 2 of TTF).⁶⁴ Qualitative follow-up interviews were conducted with 12 TTF-funded teachers in total. Their feedback is summarised in this chapter.

Chapter Summary

Feedback from TTF-funded teachers suggests that the TTF package could have triggered some of them to consider a career in teaching for the first time. Around one in five explicitly mentioned at least one of the aspects offered as part of the initiative when asked what it was that encouraged them to apply for their TTF-funded position; and a similar proportion also said they had not really considered a career as a teacher in FE prior to taking up their TTF-funded position.

Teachers recruited through TTF do not seem to have displaced teachers from other routes such as schools. A small minority of TTF-funded teachers that took part in the process evaluation reported that they were applying to teach in schools at the same time that they applied for their TTF-funded position.

Teachers appear to have had mixed experiences in terms of the support they received from providers. Whilst many reported positive experiences, others suggested that they had not received as much support as they would have liked or expected. Throughout the evaluation, some teachers appeared to have found it difficult to balance their workloads and their studies.

These issues appear to have been exacerbated by COVID-19 (especially for the teachers recruited via Round 2 of TTF). Teachers were generally a lot more negative than providers when asked about how COVID-19 had affected their experience when compared to providers. Many reported that it had led to an increased workload and a reduction in support from their provider. Some felt that it also had a negative impact on their ability to study for their ITE.

Despite the difficulties that many faced, most teachers who participated in the process evaluation felt they had been able to utilise their industry experience in the classroom (or remotely) to improve the experience of their learners.

Feedback from the process evaluation also suggested that most teachers recruited via TTF see themselves as being in their career in FE for the long term.

⁶⁴ Just two teachers took part in all four of the surveys that were administered, eight took part in three surveys, 21 took part in two surveys, and 22 took part in only one of the surveys.

3.1 Experience prior to taking TTF-funded position

Teachers that took part in the process evaluation reported undertaking a wide range of roles immediately prior to them starting their TTF-funded post. Some of those commonly mentioned included: carpenter, designer, digital marketer, electrical engineer, engineer, graphic designer, journalist, marketing manager, mechanical engineer, mechanic, nurse, nursery manager, operations manager, plumber, police officer, quality assurance co-ordinator, research associate, senior care assistant, veterinary nurse, stone mason, and validation and regulatory consultant.

Mirroring this, teachers also had work experience in a range of sectors prior to getting their TTF-funded position, including finance and accounting, engineering, and manufacturing, sales, construction, business & admin, digital / IT, design, catering, childcare, and education, creative and design, sales, and procurement, and legal.

Around two fifths (22 of the 53) teachers that participated in any round of the process evaluation reported having more than 20 years' industry experience in total before starting their TTF-funded position, 20 had between ten- and 20-years' experience in total, and ten had between three and ten years'.

3.2 Prior teaching experience

Most of the teachers that participated in the process evaluation had other previous teaching experience (even as a trainer in industry) prior to starting their TTF-funded position. This was the case for 31 of the 53 teachers that participated in any round of the process evaluation (16 of the 25 teachers recruited via Round 1 and 15 of the 28 teachers recruited via Round 2).

Despite this, only a handful appear to have been in teaching posts immediately prior to taking up their TTF-funded position. One said they were employed as a sixth form tutor, one was a teaching assistant in a primary school, and one was a teaching assistant in HE.

Four teachers reported that they had less than one years' teaching experience in total before starting their TTF-funded position, four had more than a year but less than three years' experience, 11 had between three- and ten-years' experience, and eight had over ten years' experience.

3.3 Motivations for teaching in FE

Feedback from TTF-funded teachers suggests that the TTF package could have triggered some of them to consider a career in teaching for the first time.

Around one in five explicitly mentioned at least one of the aspects of support offered as part of the initiative when asked what it was that encouraged them to apply for

their TTF-funded position. Ten teachers in total said that the support package offered to them as part of their TTF-funded role was what encouraged them to apply. These teachers were especially likely to explicitly mention the fact that they would have their teaching qualification funded.

Other factors that were mentioned as factors that encouraged teachers to apply for their TTF-funded positions included: a desire to use their experience to teach others, wanting a new challenge or change of career, the reputation of the college, the holiday entitlement, the college being local to them and easily accessible, uncertainty created by EU Exit, retirement or a change in personal circumstance, and the desire to have a better work life balance.

Around one in five also said they had not really considered a career as a teacher in FE prior to taking up their TTF-funded position. This was the case for nine of the 53 teachers that participated in the process evaluation. On the other hand, fourteen reported they had been considering it for less than a year, 12 that they were considering it for more than one year but less than 3 years, and 17 said they were considering it for more than three years.

Most (38) teachers said they had not applied for any other teaching jobs in the FE sector before starting their TTF-funded position, six had applied for one other, two had applied for two others, five had applied for more than five other teaching jobs in FE, and one teacher preferred not to disclose this information.

Teachers recruited through TTF do not seem to have displaced teachers from other routes such as schools. Just five of the 53 teachers who took part in the evaluation reported that they were applying to teach in schools at the same time that they applied for their TTF-funded position.

Most said they were applying for other non-teaching jobs at the same time that they applied for their TTF-funded position (i.e., 30 of the 53 teachers that participated in the evaluation). However, just nine of the 53 teachers who participated in the process evaluation reported that they were working in industry whilst undertaking their TTF-funded teaching position.

Feedback from teachers that participated in **qualitative discussions** also suggested that the TTF package was key to encouraging some to apply to become a teacher in FE (see feedback from [Teacher D](#) for a specific example).

“It said you’ll be shadowing experienced tutors, and there would also be time to complete your PGCE and you’d be assigned a mentor as well. That was massively important to me. Going into a role like that which is so different to what I have done before, shadowing somebody, or offering support, being assigned a mentor, was crucial to making the decision really. The PGCE was by far the most important thing.”

Getting the teaching qualification paid for you, it's sort of a no brainer really. You can use it not just for teaching but for anywhere really if you have a teaching qualification."

Teacher recruited via Round 2 of TTF

3.4 Experiences of the TTF programme

3.4.1 Workloads

Teachers gave mixed feedback about their workloads throughout the process evaluation. At each stage several reported that they did not think their workload was manageable.

Teachers recruited through **Round 1** that took part in the survey at **Wave 1**⁶⁵ said they were contracted to *work* an average of 37 hours at their provider through which they were enrolled on TTF (which ranged from 34 hours to 40 hours per week). As part of this they were contracted to *teach* an average of 24 hours (which ranged from 12 hours to 38 hours per week). These teachers reported they spent an average of eight hours per week planning lessons (ranging from three hours to 18 hours per week) at the time. Six of the ten that participated agreed that they had enough time to plan their lessons, one disagreed and three gave a neutral response. Six teachers agreed that their workload was manageable at that point, one disagreed and three gave a neutral response.

Round 1 teachers that took part in the survey at **Wave 2**⁶⁶ said they were contracted to *work* an average of 35 hours at their provider through which they were enrolled on TTF (this ranged from 19 hours to 40 hours per week). As part of this they were contracted to *teach* an average of 24 hours (which ranged from 16 hours to 40 hours per week). These teachers reportedly spent an average of eight hours per week planning lessons (ranging from two hours to 24 hours per week) at that time. Just three of the 14 teachers that participated agreed that they had enough time to plan their lessons, eight disagreed, and three gave a neutral response. Two of the 14 teachers who participated at that wave agreed that their workload was manageable at the time, five disagreed, and seven gave a neutral response.

Round 1 teachers that took part in the survey at **Wave 3**⁶⁷ were contracted to work an average of 34 hours at their provider through which they were enrolled on TTF (which ranged from 24 hours to 40 hours per week). As part of this, they were contracted to teach an average of 24 hours (which ranged from 14 hours to 37 hours per week) at the time.

⁶⁵ This was conducted between 2nd and 18th July 2019.

⁶⁶ This was conducted between 13th January and 5th February 2020.

⁶⁷ This was conducted between 28th September and 27th November.

These teachers spent an average of seven hours per week planning lessons (ranging from three hours to 27 hours per week). Seven out of 15 agreed that they had enough time to plan their lessons, four disagreed, and four gave a neutral response at that point. Nine teachers agreed that their workload was manageable overall at that point, five disagreed, and one gave a neutral response.

Round 1 teachers that took part in the survey at **Wave 4**⁶⁸ were contracted to work an average of 37 hours at the provider that had funded their TTF position (this ranged from 35 hours to 40 hours per week). They were contracted to teach an average of 23 hours (this ranged from nine hours to 40 hours per week). These teachers spent an average of six hours per week planning lessons (ranging from two hours to 25 hours per week). Five out of 13 teachers felt they had enough time to plan their lessons at this point, five disagreed, and three gave a neutral score. Just four teachers agreed that their workload was manageable at that point, four disagreed, and five gave a neutral response.

Teachers recruited through **Round 2** that took part in the survey at **Wave 2**⁶⁹ were contracted to work an average of 29 hours at their provider through which they were enrolled on TTF (which ranged from 10 hours to 40 hours per week). As part of this they were contracted to teach an average of 17 hours (which ranged from 5 hours to 40 hours per week). Teachers spent an average of 11 hours per week planning lessons at that point (this ranged from two hours to 20 hours per week). Three of the 11 teachers that participated agreed that they had enough time to plan their lessons at that point, three disagreed, and five gave a neutral response. Five teachers agreed that their workload was manageable at that point, two disagreed, and four gave a neutral response.

Those recruited via Round 2 appear to have been more likely to report that they did not think their workload was manageable, which is likely to reflect the fact that these teachers were more likely affected by COVID-19 due to timings.

Round 2 teachers that took part in the survey at **Wave 3**⁷⁰ were contracted to *work* an average of 33 hours at their provider at the time (this ranged from 18 hours to 40 hours per week per teacher). As part of this, they were contracted to *teach* an average of 18 hours at the time (this ranged from 11 hours to 25 hours per week per teacher). At that point, teachers spent an average of ten hours per week planning lessons (this ranged from one hour to 22 hours per week per teacher). Just two of the 13 teachers that participated in the survey at that point agreed that they had enough time to plan their lessons, eight disagreed, and three gave a neutral response. Four teachers agreed that their workload was manageable at that point, five disagreed, and four gave a neutral response.

⁶⁸ This was conducted between 10th June and 21st July.

⁶⁹ This was conducted between 13th January and 5th February 2020.

⁷⁰ This was conducted between 28th September and 27th November.

Round 2 teachers that took part in the survey at **Wave 4**⁷¹ were contracted to *work* an average of 35 hours at their provider at the time (this ranged from 28 hours to 41 hours per week per teacher). As part of this, they were contracted to teach an average of 24 hours at the time (this ranged from 12 hours to 37 hours per week per teacher). At that point, teachers spent an average of eight hours per week planning lessons (this ranged from no time to 16 hours per week per teacher). Nine of the 20 teachers that participated in the survey at that point agreed that they had enough time to plan their lessons, seven disagreed, and four gave a neutral response. Nine teachers agreed that their workload was manageable at that point, six disagreed, and five gave a neutral response.

Qualitative feedback also showed that teachers had mixed experiences in terms of workloads. Some (such as [Teacher C](#) and [Teacher D](#)) felt their workload was manageable, but other said that they found their workload to be too difficult to manage at points (see [Teacher G](#) for a specific example of this).

3.4.2 Shadowing / mentoring

Teachers that participated in the process evaluation gave mixed responses when asked about the mentoring and shadowing opportunities that they received as part of their role. Teachers recruited via Round 1 reported that they received an average of three hours of mentoring and shadowing across the lifetime of the evaluation and Round 2 reported receiving an average of one hour a week. At each stage of the evaluation there were some teachers that suggested they would have benefitted from receiving more mentoring or being able to shadow other teachers more frequently.

Teachers recruited via **Round 1** that took part in the survey at **Wave 1**⁷² spent an average of six hours per week being mentored by / shadowing their teacher training mentor (this ranged from no time to 18 hours per week). Six out of ten teachers felt supported as a trainee teacher (four strongly agreed), two disagreed with this statement and two gave a neutral response.

Teachers recruited via **Round 1** that took part in the survey at **Wave 2**⁷³ spent an average of one hour per week being mentored by / shadowing their teacher training mentor (this ranged from no time to five hours per week). Seven out of 14 teachers felt supported as a trainee teacher at that point and seven disagreed.

During the survey at **Wave 3**⁷⁴ six out of 15 teachers recruited via Round 1 reported receiving no mentoring or shadowing by the time of the Wave 3 survey. Nine reported

⁷¹ This was conducted between 10th June and 21st July 2021.

⁷² This was conducted between 2nd and 18th July 2019.

⁷³ This was conducted between 13th January and 5th February 2020.

⁷⁴ This was conducted between 28th September and 27th November 2020.

receiving at least some mentoring or shadowing time. This averaged three hours (ranging from one to 15 hours per week). Despite this, 12 agreed they felt supported at the time. Just one disagreed and two gave a neutral response at that point.

By the time of the survey at **Wave 4**⁷⁵, Round 1 teachers received an average of one hour of shadowing or mentoring time per week. Seven out of the thirteen who participated reported no mentoring or shadowing at that point, where teachers did receive this type of support it ranged from one to five hours per teacher. Despite this, ten agreed they felt supported at the time. Just one disagreed and two gave a neutral response at that point.

Teachers recruited via **Round 2** that took part in the survey at **Wave 2**⁷⁶ spent an average of two hours per week being mentored by / shadowing their teacher training mentor (this ranged from no time to six hours per week). Seven of the 11 teachers that participated felt supported as a trainee teacher at the time (four strongly agreed), two disagreed with this statement and two gave a neutral response.

Nine teachers that were recruited via Round 2 reported receiving no mentoring or shadowing by the time of the **Wave 3**⁷⁷ survey. Four reported receiving any mentoring or shadowing and all of these reported receiving one hour a week. Views about the extent to which teachers felt supported as a trainee teacher varied at that point; seven of the 13 teachers that participated agreed they felt supported as a trainee teacher and six disagreed.

By the time of the survey at **Wave 4**⁷⁸ nine teachers recruited through Round 2 reported spending no time being monitored or shadowing their mentor. Those who did spent an average of one hour a week doing so (this ranged from one hour to six hours per week). Twelve out of the 20 Round 2 teachers that participated said they felt supported as a trainee teacher, five disagreed, and three gave a neutral response.

Feedback from teachers that participated in **qualitative discussions** indicated that some of those recruited via TTF might not have received the level of support that they were expecting to as part of their new role. The disparity between these expectations and what they received in reality might well have contributed to some teachers leaving their post early.

“I had quite a bad experience in the first year. I didn’t get very much support. On the first day of the job, I was chucked a course spec and lesson plans, and I’d obviously never seen them before. The mentor wasn’t very supportive. It was left to me to shadow people, it wasn’t

⁷⁵ This was conducted between 10th June and 21st July 2021.

⁷⁶ This was conducted between 13th January and 5th February 2020.

⁷⁷ This was conducted between 28th September and 27th November 2020.

⁷⁸ This was conducted between 10th June and 21st July 2021.

scheduled in your timetable. It was more just go watch on the day. And it shouldn't be like that, it should be more 'this is what you're looking for' and this is what you need to pick out. These are the skills you need to become a teacher so this is what you should be looking for, you know. But there was none of that throughout. If it wasn't for the other tutor that I mentioned then I don't know, I would probably have wanted to quit. It was disappointing more than anything, we were promised something and didn't get it. Those people who may not have been as resilient in the face of no support, they may have just thought it wasn't for them."

Teacher recruited via Round 2 of TTF

At the end of the survey conducted at **Wave 4**⁷⁹ teachers were asked how the experiences of future trainee teachers could be improved based on their own experiences. Most of the feedback from those recruited in **Round 1** and those recruited in **Round 2** centred them on getting more support from their provider, and more time to plan their lessons, and more study for their ITE.

"Better support. More time with mentors and reduction in teaching hours so there's more time to plan lessons."

Teacher recruited via Round 1 of TTF

"More time to study. I had a whole study day in the first year, however in the second year my teaching hours doubled, and I no longer had a day to study."

Teacher recruited via Round 2 of TTF

"The workload. I would have like to have shadowed more - not even more of my own lesson but just more in the first six months - the workload that I got didn't take into consideration the training I was doing also so that took up a lot of time and was stressful to get through - there should be more communication on job roles, and workload, and possibly a reduction in teaching hours."

Teacher recruited via Round 2 of TTF

⁷⁹ This was conducted between 10th June and 21st July 2021.

3.4.3 Initial Teaching Education (ITE)

Many teachers that participated in the evaluation did not think that they had enough time to study their ITE qualification alongside their teaching responsibilities.

Eight of the ten teachers recruited via **Round 1** who participated in the teacher survey in **Wave 1**⁸⁰ said they were enrolled on an Initial Teacher Education (ITE) course at the time. Those that were enrolled on an ITE course spent an average of five hours studying for it per week (this ranged from three hours to seven hours per week). Four of these teachers agreed they had enough time to study for their ITE, two disagreed and two gave a neutral response.

Nine of the 14 teachers recruited via Round 1 who participated in the teacher survey at **Wave 2**⁸¹ were enrolled on an ITE course at the time. Those that were enrolled on an ITE course spent an average of six and a half hours studying for it per week (this ranged from four hours to 10 hours per week). At the time, none of these teachers agreed they had enough time to study for their ITE, four disagreed, and five gave a neutral response.

Seven of the 15 Round 1 teachers that participated in the survey at **Wave 3**⁸² said they enrolled on an ITE course when they started their TTF-funded position. Of these, two reported that they had completed their course by the time of the Wave 3 survey and five were still studying at that point. At **Wave 3**⁸³ Round 1 teachers said they studied / were studying an average of seven hours a week for their ITE course (ranging from one hour to 16 hours per individual). At that point, views were mixed about whether teachers felt they were given enough time for training; two of these teachers agreed they had enough time to study for their ITE, three gave a neutral response and two disagreed.

Three of the 13 teachers recruited in Round 1 that participated in the survey at **Wave 4**⁸⁴ reported being enrolled on an ITE course when they took up their position, all three of these teachers said they had completed their course by the time of the Wave 4 survey. They reported spending an average of 14 hours a week studying in order to complete the course. Interestingly, six teachers that participated in the Wave 4 survey said they were unsure as to whether they were enrolled on an ITE course at the time.

Five teachers of the 11 teachers recruited through **Round 2** that took part in the teacher survey at **Wave 2**⁸⁵ were enrolled on an Initial Teacher Education (ITE) course. Those that were enrolled on an ITE course spent an average of six hours studying for it per week at the time (this ranged from four hours to 10 hours per week per teacher. At this point in the

⁸⁰ This was conducted between 2nd and 18th July 2019.

⁸¹ This was conducted between 13th January and 5th February 2020.

⁸² This was conducted between 28th September and 27th November 2020.

⁸³ This was conducted between 28th September and 27th November 2020.

⁸⁴ This was conducted between 10th June and 21st July 2021.

⁸⁵ This was conducted between 13th January and 5th February 2020.

evaluation, two of these teachers agreed they had enough time to study for their ITE, four disagreed, and five gave a neutral response.

Three of the 13 teachers that participated in the survey **Wave 3**⁸⁶ said they enrolled on an ITE course when they started their TTF-funded position. Of these, one reported that they had completed their course by the time of the Wave 3 survey. Teachers said they studied / were studying an average of 13 hours a week for their ITE course (ranging from eight hours to 20 hours per individual). Two of these teachers agreed they had enough time to study for their ITE and one gave a neutral response.

Four of the 20 Round 2 teachers that participated in the survey at **Wave 4**⁸⁷ said they enrolled on an ITE course when they started their TTF-funded position. Of these, all reported that they had completed their course by the time of the Wave 4 survey. Teachers said they studied an average of 13 hours a week for their ITE course (ranging from four hours to 35 hours per individual). Two of these teachers agreed they had enough time to study for their ITE and two gave a neutral response.

Feedback from some of the **qualitative discussions** seemed to indicate that some teachers felt that balancing their teaching workload with studying their ITE was a struggle ([Teacher I](#), for example, reported needing to take three weeks' additional annual leave to complete their PGCE). Some also said that COVID-19 exacerbated this. This could indicate that there is evidence that some teachers might have benefitted from having a reduced workload for a longer period.

"It's hampered the courses that I teach as they require access to special equipment and software which students don't have at home - my PGCE has been difficult without observations - I haven't been able to shadow in the classroom either."

Teacher recruited via Round 1 of TTF

A couple of teachers were very negative about how their provider had treated them when it came to their ITE. [Teacher E](#), for example, said they were only still in post because their provider had made them sign an agreement that meant they would incur the cost of their PGCE if they did not complete it. Another suggested that their provider only funded half the cost and forced them to do the PGCE with them.

"I have no doubt in my mind that the TTF scheme benefitted the college more than it benefitted me. The college forced me to do the PGCE with them, so effectively they earned £7500 by employing me. They did not

⁸⁶ This was conducted between 28th September and 27th November 2020.

⁸⁷ This was conducted between 10th June and 21st July 2021.

fund the other half of the cost either; I had to do this myself. They were also reimbursed for some of the hours I was paid which I did not teach. So, in my opinion, the college is exploiting the TTF scheme for their own gain. It probably only cost the college around £5000 to employ me for the academic year.”

Teacher recruited via Round 2 of TTF

3.4.4 Ability to use industry experience

Most teachers who participated in the process evaluation felt they had been able to utilise their industry experience in the classroom (or remotely) to improve the experience of their learners.

By the time of the survey at **Wave 1**⁸⁸, the participating teachers recruited through **Round 1** were generally positive about the extent to which they had been able to use the experience they had gained as industry professionals in their teaching:

- nine out of ten ‘agreed’ that they had used real-life examples from their experiences in industry to bring lessons to life;
- eight out of ten ‘agreed’ that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;
- seven out of ten ‘agreed’ that they talk to students about other careers / areas that they have work experience in; and
- five out of ten ‘agreed’ that they had been able to build links between industry / employers / set up work placements.

Round 1 teachers that participated at **Wave 2**⁸⁹ were generally positive about the extent to which they had been able to use the industry experience in their teaching up until that point (but were relatively less positive about their ability to build links to industry / industry employers):

- 13 out of 14 ‘agreed’ that they had used real-life examples from their experiences in industry to bring lessons to life;
- 11 ‘agreed’ that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;

⁸⁸ This was conducted between 2nd and 18th July 2019.

⁸⁹ This was conducted between 13th January and 5th February 2020.

- 13 'agreed' that they talk to students about other careers / areas that they have work experience in; and
- 5 'agreed' that they had been able to build links between industry / employers / set up work placements.

Round 1 teachers were generally positive about the extent to which they had been able to use the experience they have gained as industry professionals in their teaching by **Wave 3**⁹⁰:

- all 15 'agreed' (including 14 who 'strongly agreed') that they had used real-life examples from their experiences in industry to bring lessons to life;
- all 15 'agreed' (including 11 who 'strongly agreed') that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;
- 14 'agreed' (including 12 who 'strongly agreed') that they talk to students about other careers / areas that they have work experience in; and
- 11 'agreed' (including five who 'strongly agreed') that they had been able to build links between industry / employers / set up work placements.

Round 1 teachers were generally positive about the extent to which they had been able to use the experience they have gained as industry professionals in their teaching by **Wave 4**⁹¹:

- 12 out of 13 'strongly agreed' that they had used real-life examples from their experiences in industry to bring lessons to life;
- 12 'agreed' (including ten who 'strongly agreed') that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;
- 12 'agreed' (including ten who 'strongly agreed') that they talk to students about other careers / areas that they have work experience in; and
- seven 'agreed' (including two who 'strongly agreed') that they had been able to build links between industry / employers / set up work placements.

⁹⁰ This was conducted between 28th September and 27th November 2020.

⁹¹ This was conducted between 10th June and 21st July 2021.

By the time of the survey at **Wave 2**⁹², the participating teachers recruited through **Round 2** were generally positive about the extent to which they had been able to use the experience they had gained as industry professionals in their teaching. At that point:

- Seven of the 11 teachers that participated 'agreed' that they had used real-life examples from their experiences in industry to bring lessons to life;
- Seven 'agreed' that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;
- Seven agreed that they talk to students about other careers / areas that they have work experience in; and
- Three agreed that they had been able to build links between industry / employers / set up work placements.

Teachers recruited via Round 2 were generally positive about the extent to which they had been able to use the experience they have gained as industry professionals in their teaching by the time of the survey conducted during **Wave 3**⁹³ :

- all 13 'agreed' (including 12 who 'strongly agreed') that they had used real-life examples from their experiences in industry to bring lessons to life;
- all 13 'agreed' (including nine who 'strongly agreed') that they talk to students about other careers / areas that they have work experience in;
- 12 'agreed' (including eight who 'strongly agreed') that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in; and
- six 'agreed' that they had been able to build links between industry / employers / set up work placements, two 'disagreed' and five gave a neutral response.

Teachers recruited via Round 2 were generally positive about the extent to which they had been able to use the experience they have gained as industry professionals in their teaching by the time of the survey conducted during **Wave 4**⁹⁴

- all 20 'agreed' (including 19 who 'strongly agreed') that they had used real-life examples from their experiences in industry to bring lessons to life;

⁹² This was conducted between 13th January and 5th February 2020.

⁹³ This was conducted between 28th September and 27th November 2020.

⁹⁴ This was conducted between 10th June and 21st July 2021.

- all 20 'agreed' (including 14 who 'strongly agreed') that they had been able to share knowledge with colleagues about current thinking in the sector / industry that they have work experience in;
- 18 'agreed' (including 17 who 'strongly agreed') that they talk to students about other careers / areas that they have work experience in; and
- 10 agreed that they had been able to build links between industry / employers / set up work placements, two disagreed and five gave a neutral response.

Feedback from the **qualitative discussions** showed just how important teachers recruited through TTF perceived up to date industry knowledge to be. Several teachers suggested they felt they improved the quality of the teaching at their institution by utilising the skills and knowledge that they had gained from working in industry and sharing this with their learners (see feedback from [Teacher A](#), [Teacher B](#), [Teacher D](#), [Teacher E](#), and [Teacher F](#) for specific examples of this).

3.4.5 Self-rated teaching ability

Throughout the process evaluation, teachers who participated in the quantitative surveys at each wave were also asked to comment on their perceived teaching abilities by scoring the extent to which they thought they could do a range of things when teaching (on a scale of one meaning they could do 'nothing' in that area, to nine meaning they could do 'a great deal' in that area).

Most TTF-funded teachers tended to be give themselves a positive score when asked to rate their own teaching abilities during the course of the evaluation.

Those recruited via **Round 1** were generally positive about their perceived teaching abilities during the survey conducted at **Wave 1**⁹⁵ with most giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about. This ranged from five (out of ten) who said they could do at least 'quite a bit' to motivate students to show interest in their work, to help their students value their learning and to get students to follow the rules; to eight who said they could at least do 'quite a bit' to get students to believe they can do well in their work and provide alternative examples when students are confused.

At **Wave 2**⁹⁶ Round 1 teachers had mixed views about their perceived teaching abilities with at least 11 of the 14 that participated giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about.

⁹⁵ This was conducted between 2nd and 18th July 2019.

⁹⁶ This was conducted between 13th January and 5th February 2020.

At **Wave 3**⁹⁷ Round 1 teachers were generally positive about their perceived teaching abilities with most giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about:

- all 15 said they could do at least 'quite a bit' to get students to believe they can do well in their work;
- 14 said they could do at least 'quite a bit' to help their students value learning;
- 14 said they could do at least 'quite a bit' in terms of providing alternative explanations or examples when learners are confused;
- 13 said they could do at least 'quite a bit' to control disruptive learner behaviour;
- 13 said they could do at least 'quite a bit' to get students to follow rules; and
- ten said they could do at least 'quite a bit' to motivate students to show interest in their work.

At **Wave 4**⁹⁸, Round 1 teachers remained positive about their perceived teaching abilities with most giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about:

- 12 of the 13 who participated said they could do at least 'quite a bit' to get students to believe they can do well in their work;
- 12 said they could do at least 'quite a bit' to help their students value learning;
- 12 said they could do at least 'quite a bit' to control disruptive learner behaviour;
- 12 said they could do at least 'quite a bit' to get students to follow rules;
- 12 said they could do at least 'quite a bit' to motivate students to show interest in their work; and
- 11 said they could do at least 'quite a bit' in terms of providing alternative explanations or examples when learners are confused.

Round 2 teachers that took part in the teacher survey at **Wave 2**⁹⁹ had mixed views about their perceived teaching abilities at the time, with between four and five (out of the 11 that participated) giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about.

⁹⁷ This was conducted between 28th September and 27th November 2020.

⁹⁸ This was conducted between 10th June and 21st July 2021.

⁹⁹ This was conducted between 13th January and 5th February 2020.

Round 2 teachers were generally positive about their perceived teaching abilities by **Wave 3**¹⁰⁰, with most giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about:

- 12 out of 13 said they could do at least 'quite a bit' to get students to believe they can do well in their work;
- 12 said they could do at least 'quite a bit' in terms of providing alternative explanations or examples when learners are confused;
- 11 said they could do at least 'quite a bit' to control disruptive learner behaviour;
- nine said they could do at least 'quite a bit' to motivate students to show interest in their work;
- eight said they could do at least 'quite a bit' to get students to follow rules; and
- six said they could do at least 'quite a bit' to help their students value learning.

Round 2 teachers generally remained positive about their perceived teaching abilities by **Wave 4**¹⁰¹, with most giving themselves a score of at least seven (meaning they felt they could do 'quite a bit') for each measure they were asked about:

- 17 out of 20 said they could do at least 'quite a bit' to get students to believe they can do well in their work;
- 17 said they could do at least 'quite a bit' in terms of providing alternative explanations or examples when learners are confused;
- 16 said they could do at least 'quite a bit' to get students to follow rules;
- 16 said they could do at least 'quite a bit' to help their students value learning;
- 15 said they could do at least 'quite a bit' to control disruptive learner behaviour; and
- 15 said they could do at least 'quite a bit' to motivate students to show interest in their work.

3.5 Impacts of COVID-19

Teachers were generally a lot more negative about the impacts of COVID-19 on their experience when compared to providers, with some (especially those recruited in Round 2) reporting that they felt it had adverse effect on their overall progress.

¹⁰⁰ This was conducted between 28th September and 27th November 2019.

¹⁰¹ This was conducted between 10th June and 21st July 2021.

Teachers that took part in the surveys at **Wave 3**¹⁰² and those that took part at **Wave 4**¹⁰³ were also asked how, if at all, COVID-19 had affected their experience of teaching and the progress they had made to date as a trainee teacher. Their responses to the open-ended questions in the survey are summarised in this section. Some reported COVID-19 had resulted in their workload increasing. They said that staff sickness had resulted in their college combining some classes which had increased their workload and made teaching itself a more stressful experience.

“The demand on myself as a trainee teacher has been very bad. It’s led to teaching a lot more students and a lot of admin work. I’m feeling negative now. Keeping up with the teacher training course is far too demanding right now. It feels very risky coming into work. The groups we are teaching are massive and I don’t think they’ve thought about staff- this very stressful and worrying about taking it home to my wife.”

Teacher recruited via Round 2 of TTF

Some reported that this increased workload was particularly difficult to manage alongside trying to study for their ITE. A few reported their ITE had also been disrupted during the first lockdown, which meant that they were trying to play ‘catch-up’ a lot of the time.

“It’s bonkers at the minute - it’s increased the workload - I don’t have as much time to do my own stuff with my qualifications- you have to make amends as it’s just how it is at the moment.”

Teacher recruited via Round 2 of TTF

“COVID-19 has had a huge impact on how I have taught. It has also impacted on how I learn. A majority of my PGCE lessons were online, which I found difficult.”

Teacher recruited via Round 2 of TTF

Others suggested COVID-19 had a big impact on their progress as a teacher by limiting the amount of hands-on teaching experience they were able to get, whilst also reducing the amount of shadowing they were able to do and reducing the amount / quality of support they received as a trainee teacher.

¹⁰² This was conducted between 28th September and 27th November 2020.

¹⁰³ This was conducted between 10th June and 21st July 2021.

“COVID-19 has hindered my progress in teacher training as I have spent less time teaching this year. It has complicated college procedures and left some students feeling nervous and unsafe, which affects the learning environment.”

Teacher recruited via Round 1 of TTF

“It’s resulted in additional workload converting lessons to online, not being able to complete practical engineering lessons, leaving a backlog of work, and it meant I was unable to get out for workplace assessments.”

Teacher recruited via Round 1 of TTF

A few also commented that this reduced experience of teaching in the classroom had made it more difficult to complete their ITE because they were able to gather less evidence of their teaching that is needed for them to gain the qualification.

“COVID-19 has had a massive effect on my experience of teaching and the progress I have made. It stunted my experience and growth as a teacher. There was a lot of time off where it made me unmotivated, and I missed out on physical lessons for my DET where we gathered evidence for the assignments. So, missing out on this experience of lessons to gather evidence for assignments made the work harder to attempt and complete.”

Teacher recruited via Round 2 of TTF

On the other hand, a few suggested COVID-19 had resulted in some positives in the sense that it had allowed them to develop different skills by gaining experience in teaching remotely. One teacher also commented that social distancing rules had improved delivery of some practical elements of teaching.

“It gave me a bit of fast education really because we went from the practical element to the classroom element to online - you had to adapt very quickly on skills, to delivery, to your lessons with success - it’s affected me on a positive note as I’m better for it - it’s benefitted my IT skills as well with all the Zoom and Google classrooms - my assessments and write ups are done by pen and paper at the minute but I’m thinking about doing them on a computer now - it’s been a good challenge.”

Teacher recruited via Round 1 of TTF

“Lockdown in March helped CPD, for example: online delivery, Google classroom, MS Teams, CAD and other ICT based tools. But teaching is the best training. COVID-19 measures implemented in workshops and practical training areas have improved student focus. Smaller student numbers have meant they get more one-to-one attention. This means there have been positive outcomes from COVID-19 protocols that were unforeseen.”

Teacher recruited via Round 2 of TTF

The negative impacts of COVID-19 of the experiences of teachers recruited through TTF also came up in several of the **qualitative discussions** conducted as part of the process evaluation (see feedback from [Teacher C](#) and [Teacher F](#) for specific examples).

3.6 Overall experience

Many of the teachers that participated in the process evaluation appear to have been positive about their overall experience as a trainee teacher.

By the time of the survey of **Round 1** recruits conducted at **Wave 1**¹⁰⁴ eight out of ten teachers agreed they enjoyed teaching, six said they felt confident when teaching and just two said they found teaching difficult.

By **Wave 2**¹⁰⁵ thirteen out of 14 teachers agreed they enjoyed teaching (including ten that ‘strongly agreed’), and the same number said they felt confident when teaching. Two said they found teaching difficult.

During the Round 1 survey conducted as part of **Wave 3**¹⁰⁶ all 15 teachers agreed they enjoyed teaching (including 13 who strongly agreed); 12 agreed they felt confident when teaching (including eight who strongly agreed); and just five said they found teaching difficult.

At **Wave 4**¹⁰⁷ twelve out of thirteen teachers agreed they enjoyed teaching (including 11 who strongly agreed); 11 agreed they felt confident when teaching (including eight who strongly agreed); and just two said they found teaching difficult.

¹⁰⁴ This was conducted between 2nd and 18th July 2019.

¹⁰⁵ This was conducted between 13th January and 5th February 2020.

¹⁰⁶ This was conducted between 28th September and 27th November 2020.

¹⁰⁷ This was conducted between 10th June and 21st July 2021.

By the time of the survey of **Round 2** recruits conducted at **Wave 2**¹⁰⁸ nine of the 11 teachers that participated agreed they enjoy teaching, six said they felt confident when teaching, and three said they found teaching difficult.

By **Wave 3**¹⁰⁹ all 13 teachers recruited through Round 2 that participated in the survey agreed they enjoyed teaching (including five who strongly agreed). Ten agreed they felt confident when teaching, one disagreed, and two gave a neutral response. Seven said they found teaching difficult at that point.

By **Wave 4**¹¹⁰ 17 of 20 teachers recruited through Round 2 that participated in the survey agreed they enjoyed teaching (including 12 who strongly agreed). Seventeen agreed (nine strongly) that they felt confident when teaching, and three gave a neutral response. Four agreed that they found teaching difficult at that point, ten disagreed, and six gave a neutral response.

Mirroring this, many of the teachers that participated in **qualitative discussions** reported having a positive experience of working in FE overall. These teachers reported that they would likely recommend teaching in FE to other industry professionals looking to change their career (see feedback from [Teacher B](#), [Teacher D](#), [Teacher E](#), and [Teacher H](#) for specific examples of this).

3.7 Future plans

Feedback from the process evaluation suggested that most teachers recruited via TTF who were still in post at the time of interview saw themselves as being in their career in FE for the long term.

Eight out of ten teachers that were recruited via **Round 1** who participated in the survey at **Wave 1**¹¹¹ felt it 'likely' (seven 'very likely') that they would complete their teacher training at the time. By that point eight felt it 'likely' (five 'very likely') that they would still be teaching in FE in three years; and five felt it 'likely' that they would still be teaching in FE in five years' time.

Eleven of the 14 teachers that were recruited via Round 1 who took part in the survey at **Wave 2**¹¹² felt it 'likely' (ten 'very likely') that they would complete their teacher training at that point. Eight felt it 'likely' (five 'very likely') that they would still be teaching in FE in three years; and seven felt it 'likely' that they would still be teaching in FE in five years' time at that point.

¹⁰⁸ This was conducted between 13th January and 5th February 2020.

¹⁰⁹ This was conducted between 28th September and 27th November 2020.

¹¹⁰ This was conducted between 10th June and 21st July 2021.

¹¹¹ This was conducted between 2nd and 18th July 2019.

¹¹² This was conducted between 13th January and 5th February 2020.

All fifteen teachers recruited via Round 1 who participated in the survey at **Wave 3**¹¹³ said it was 'likely' that they would complete their teacher training at the time (including 12 who said it was 'very likely'). Twelve said it was 'likely' (including 11 who said it was 'very likely') that they would still be teaching in FE in three years' time, one said this was 'unlikely' and two gave a neutral response. Ten said it was 'likely' (including seven who said it was 'very likely') that they would still be teaching in FE in five years' time, two said this was 'unlikely' and three gave a neutral response.

Nine of the ten Round 1 teachers who were yet to complete their ITE by **Wave 4**¹¹⁴ said they were 'very likely' to complete it. Eight of the thirteen teachers recruited through Round 1 that took part in the survey said it was 'very likely' they would be teaching in FE in three years' time, four said it was 'neither likely nor unlikely' and one was unsure at that point. Seven said it was 'likely' that they would be teaching in FE in five years' time. Ten said they would be 'likely' (including five who said they would be 'very likely') to recommend teaching in FE as a career to others.

By the time of the survey of **Round 2** recruits conducted at **Wave 2**¹¹⁵ eight of the 11 teachers that participated felt it 'likely' (seven 'very likely') that they would complete their teacher training. At that point, eight felt it 'likely' (five 'very likely') that they would still be teaching in FE in three years; and eight felt it 'likely' that they would still be teaching in FE in five years' time.

Twelve of the 13 Round 2 teachers that participated in the survey at **Wave 3**¹¹⁶ said it was 'likely' that they would complete their teacher training at that point (including 11 who said it was 'very likely'). One said it was 'neither likely nor unlikely'. Ten said it was 'likely' (including eight who said it was 'very likely') that they would still be teaching in FE in three years' time, one said this was 'unlikely', and two gave a neutral response at that point. Ten said it was 'likely' (including six who said it was 'very likely') that they would still be teaching in FE in five years' time, and three said this was 'unlikely'.

Fourteen of the 16 Round 2 teachers who were yet to complete their ITE by **Wave 4**¹¹⁷ said they were 'likely' to complete it (including 12 that said it was 'very likely'). Fifteen of the 20 teachers recruited through Round 2 that took part in the survey said it was 'likely' they would be teaching in FE in three years' time, four said it was 'unlikely', and one was unsure at that point. Eleven said it was 'likely' that they would be teaching in FE in five years' time. Sixteen said they would be 'likely' (including six who said they would be 'very likely') to recommend teaching in FE as a career to others.

¹¹³ This was conducted between 28th September and 27th November 2020.

¹¹⁴ This was conducted between 10th June and 21st July 2021.

¹¹⁵ This was conducted between 13th January and 5th February 2020.

¹¹⁶ This was conducted between 28th September and 27th November 2020.

¹¹⁷ This was conducted between 10th June and 21st July 2021.

4. Industry professionals' views on Strand 1

IFF conducted a focus group discussion with industry professionals on 12th September to examine potential future FE teachers' views of TTF, and to explore how future waves of TTF (or other initiatives) might encourage higher volumes of participants.¹¹⁸ This chapter presents the key themes that emerged from that focus group discussion.

¹¹⁸ A total of eight industry professionals participated in the focus group. All participants were working in sectors relevant to TTF at the time of the group (four in engineering and manufacturing, two in construction, one in digital / IT and one in education) and all had considered changing careers to teach in FE prior to taking part. A full profile of industry professionals who participated in the group can be found in Appendix A.

Chapter Summary

The industry professionals who participated in the group said they were interested in teaching in FE for a range of factors. These included: the desire to make a positive difference to young peoples' lives, to pass on their knowledge and experience gained working in industry, and to take on a new challenge.

Several participants also felt working in FE would simultaneously provide an opportunity for them to achieve a better work / life balance or allow them to 'wind down' from working in industry.

Most said they would expect to receive support from their employer if they were to move into teaching in FE, especially if they had no prior experience of teaching in a classroom environment. The types of support that participants said they would expect to receive as part of this included: being able to observe or shadow classes, support with behaviour management, and additional CPD or training opportunities.

None of the industry professionals that participated in the focus group had heard of TTF prior to taking part in the research and the programme was only introduced to them part-way through the discussion.

Prior to being introduced to the TTF initiative, participants were asked to give general feedback on the types of things that could act as barriers preventing industry professionals from teaching in FE. Participants said several factors could act as barriers preventing industry professionals who may be interested from embarking on teaching in FE. Those most commonly mentioned were a loss of income, the cost of training, the time it would take to do training and concerns around career progression.

Industry professionals were generally positive about the scheme when it was initially introduced to them as a concept. However, some participants did not find this aspect of TTF especially appealing as they expected it to be available to a trainee anyway and suggested it was normal for trainees in various professions to receive mentoring.

Participants queried why the scheme had not been advertised more widely to industry professionals who might be interested in moving into a teaching career in FE. Several felt this was key to encouraging more industry professionals to consider teaching in FE as a profession.

4.1 Motivations for teaching in FE

Participants were interested in teaching in FE for a range of factors, including: the desire to make a positive difference to young peoples' lives, to pass on their knowledge and experience gained working in industry and to take on a new challenge.

“I think I’m interested in teaching because I want to make a positive impact, I think seeing that potential in someone and nurturing that would be very satisfying and rewarding.”

Non-participating industry professional

Several participants also felt working in FE would simultaneously provide an opportunity for them to achieve a better work / life balance or allow them to ‘wind down’ from working in industry. Some said the number of holidays they would get as a teacher in FE was very appealing as it meant they could spend more time with their family.

“I have worked for 25 years in construction engineering, what I am looking to do is wind down and have a slower-paced role. It would also be good to share my experience and knowledge with the youth of today so they can learn and grow. The good thing about going into teaching would be the number of holidays that you get. I have got children so it would be good to synchronise my holidays with them. For me, that’s a very good incentive to get into the industry – especially if you are looking to wind down.”

Non-participating industry professional

4.2 Perceptions of teaching in FE

Several participants said working in FE had appealed to them because they thought it would mean a better work / life balance or that it would be less stressful than their current position.

“At the moment you might be at work from 7:00am to 7:00pm, but I would imagine working in FE would be a lot more flexible. There would probably be days where you’d have a lot more free time. That would be appealing – especially with the holidays. I imagine there would be less in terms of workload and it would probably be less stressful... though I imagine it would bring different types of challenges than I’d be used to dealing with.”

Non-participating industry professional

Participants were also asked about how they thought working as a teacher in FE would compare with working as a secondary school teacher. Even though some had considered teaching in both, participants were generally more positive about the prospect of working in FE. This was mainly because they thought they were less likely to have to deal with poor behaviour among (young) adults compared with children attending secondary school.

“In colleges the students are a lot more mature – you are not dealing with kids; you are dealing with young adults – that makes a big difference.”

Non-participating industry professional

Most said they would expect to receive support from their employer if they were to move into teaching in FE, especially if they had no prior experience of teaching in a classroom environment. The types of support that participants said they would expect to receive as part of this included: being able to observe / shadow classes, support with behaviour management and additional CPD / training opportunities.

“You’d expect support from the college if you were new to the teaching profession. Stuff like support with behaviour management, continuing CPD, training courses and just generally being in a good working environment where you feel supported by management.”

Non-participating industry professional

4.3 Barriers to teaching in FE

None of the industry professionals that participated in the focus group had heard of TTF prior to taking part in the research and the programme was only introduced to them part-way through the discussion. Prior to being introduced to the TTF initiative, participants were asked to give general feedback on the types of things that could act as barriers preventing industry professionals from teaching in FE. Participants said several factors could act as barriers preventing industry professionals who may be interested from embarking on teaching in FE. Those most commonly mentioned were a loss of income, the cost of training, the time it would take to do training and concerns around career progression. These are discussed in turn below.

4.3.1 Loss of income

By far the most commonly cited barrier to industry professionals becoming FE teachers was the fact that this would result in a considerable loss of income. Participants reported a career change into teaching would be a ‘big step to make’ considering their current outgoings / standard of life, and that the fact that this could be negatively impacted if they were to take too high a cut in terms of their salary.

“I’ve talked about it with friends and family and done a bit of research. But I suppose it is a big step to make, once you get to a certain age and a certain point in your career. When you have a good income and bills coming in and a family to provide for then it is sometimes very difficult to make that jump to change career completely.”

Non-participating industry professional

As well as expressing concerns about a reduction of salary in the short-term, a few participants also were concerned that becoming a FE teacher would also result in their salary stagnating in the long-term.

“For me, moving into FE would certainly mean a pay cut, but it’s more about weighing that up versus a better balance of life. In terms of pay you also need to consider that there will probably be no bonuses and you’d question whether your pay would go up at the end of the year and from then on in.”

Non-participating industry professional

Some participants also spontaneously mentioned that they would expect financial support from the government to help offset any loss of income resulting from them moving from industry into teaching in FE, particularly as there are a lack of FE teachers in some key subject areas.

“To make that jump worthwhile you need financial backing and I think the government should support you in that or at least reimburse you, at some point.”

Non-participating industry professional

4.3.2 Cost of training

Although it was not mentioned as frequently as loss of income, the cost of training was also cited as a barrier that could prevent industry professionals from becoming FE teachers (even though only a few participants had done any research into the types of teacher training and funding options available). Some said that the cost of paying for a teaching qualification was a considerable outgoing that could deter them from making the move into working in FE (especially if they were required to pay for the course upfront).

“When I did do the research into it there wasn’t any bursary available; which, to be honest, is a big incentive to me because it is a lot of money to put down to pay for teacher training, and then to move out of my industry I would be taking a significant pay cut and changing tax bracket too. So, it’s a difficult one and there are a lot of factors to think about when changing career.”

Non-participating industry professional

On the other hand, one participant said the cost of training was not a huge barrier for her since there were numerous bursary options available to her because she was looking to teach STEM subjects. This could suggest this respondent was not clear about how the financial support available to encourage her to teach in FE differed to that available in secondary schools, and that she was conflating the types of financial support available to

teachers in each. It could also reflect that this respondent had not done much research about the funding options available to help her into teaching in FE.

“I know that there’d be quite a few bursaries available to me, especially because I’d be working in STEM subjects. I know I’d have options and support. Having that [financial support] definitely would help for me, but not having it is not necessarily a deal breaker.”

Non-participating industry professional

4.3.3 Time needed to do training

Some participants said the time needed to do teacher training also presented a barrier to them entering the profession. Several reported being reluctant to study a teacher training qualification in their own time whilst working.

“The cost implications of moving jobs, especially when you have so many overheads, is a big thing. The other barrier for me is the time. So, having to work, whilst doing the teacher training and having enough time for the family. It’s trying to balance the three together. Moving into teaching in FE would be a big step and obviously it wouldn’t just impact on my life, it would affect my family’s life too.”

Non-participating industry professional

The length of time needed to complete a teaching qualification was also cited as a potential barrier.

Some participants said they would be reluctant to spend at least a year studying for a teaching qualification – especially given that they already have relevant qualifications and industry experience.

“I think if you have a degree and a masters you are already qualified – so you should have a sort of fast-track programme and grants should be available for those who are already qualified.”

Non-participating industry professional

4.3.4 Career progression

Long-term career progression was also perceived to be an obstacle. Several participants said they were reluctant to move into FE because they were unsure about the long-term career opportunities in the sector.

“Career progression is a big thing to weigh up, where could it go? Where could I take it? What are the options to progress beyond being a teacher in FE? I’d like to know more about that.”

4.4 Views on TTF

None of the industry professionals who participated in the focus group had prior knowledge of TTF. Participants were generally positive about the scheme when it was initially introduced to them as a concept. Their views on each type of support available via TTF are discussed below.

4.4.1 Financial support to cover the cost of teacher training

There was consensus among participants that this was the most important type of support available to teachers recruited via TTF. Whilst participants were positive about the prospect of having their teacher training funded, some felt there should be more financial support available via the scheme to attract more industry professionals. A few mentioned that the scheme should also support industry professionals by giving further funding / grants to offset a potential reduction in income.

“I think the financial aspect of the scheme could be improved. When I went to university it was free but then I also got a grant on top of that. We’d be coming from professions where we are earning good money, so I think it’s good that the course is being paid for, however, the deficit we’d experience in terms of income, I think we’d need a grant to help with that – especially in the first year.”

Non-participating industry professional

Participants were generally less positive about the prospect of studying for a year to obtain their teaching qualification (even if this study was undertaken at the same time as them teaching in FE). Participants were not against the idea of studying for further qualifications per se but did not like that they would need to study for a year to obtain a teaching qualification. Several stated they would expect to be able to obtain a teaching qualification in much shorter timeframe (with some saying they would expect to obtain this over an accelerated period of around 6 – 12 weeks), given their existing skills and experience.

“A year to do a teaching qualification sounds too long. I think there should be a fast track for this. I think it should take 6 weeks or something like that. Taking a whole year to do a course would definitely be a barrier.”

Non-participating industry professional

4.4.2 Support / mentoring from other teachers

Participants were generally positive about the idea of receiving support / mentoring from other members of staff as part of TTF. A few felt having this would be crucial to them finding

their feet in a new profession. However, some participants did not find this aspect of TTF especially appealing as they expected it to be available to a trainee anyway and suggested it was normal for trainees in various professions to receive mentoring.

4.4.3 A reduced workload

Participants expressed mixed views about the prospect of having a reduced workload during their first year of teaching. Some felt that would be crucial in terms of helping them to adapt to a new working environment.

“Having that transition period is very appealing. I like the idea of not having too much of a heavy workload for the first year. I think that would make it easier to adapt to the profession if you are new to it.”

Non-participating industry professional

Others suggested that they would prefer being ‘thrown in at the deep end’ because they felt that would be the best way to learn how to be a teacher. These participants felt that having a reduced workload in the first year might make the second year of teaching more difficult for them to contend with.

“My issue would be with the reduced workload. I don’t know I think it could be a bit of a hinderance. Personally, I think you kind of need to be thrown in at the deep end with something like teaching because that’s the only way you are going to learn how to do it.”

Non-participating industry professional

4.5 Raising awareness of TTF

Numerous questions were raised about TTF by participants of the focus group because it was the first time they had heard about the scheme and they were eager to learn more about it. Several participants also queried why the scheme had not been advertised more widely to industry professionals who might be interested in moving into a teaching career in FE.

“There are a lot of people out there who may be unhappy in what they are currently doing, or they may have just been made redundant, who may be considering alternative careers. Where are they going to hear about this?”

Non-participating industry professional

A few TTF-funded teachers that participated in **qualitative discussions** also said that they felt more people would take part in TTF if more people were aware of it (see feedback from [Teacher E](#) for a specific example of this).

5. Provider feedback on Strand 2

This chapter provides feedback from the quantitative surveys and qualitative discussions with providers to present a thematic exploration of their views of Strand 2 of TTF and their experiences of participating in it.

Chapter Summary

Providers said the importance of having links with industry and having up to date knowledge of industry practices motivated them to apply for funding via TTF to deliver innovation projects that might encourage this.

Some providers said they encountered barriers when trying to engage with employers to collaborate with on their innovation projects. However, feedback collected as part of the progress evaluation suggested that many providers felt that TTF funding helped them to reduce or overcome some of the barriers that they usually face when trying to engage with employers to help build links between FE and industry.

Most employers said that they simply would not have been able to deliver the activities that they did as part of their innovation projects without getting funding from TTF which made it possible.

COVID-19 interrupted many of the innovation projects funded via Round 2 of TTF, with many of the activities planned as part of the projects being halted at the start of the first national lockdown. There was less of an impact on projects delivered as part of Round 1 as these had mostly completed by this point; but even for these projects it prevented some dissemination activity and activities that were planned to ensure a legacy of the projects.

Despite this, feedback collected as part of the process evaluation suggested that providers were generally positive about what their innovation projects have achieved. Most believed they made the progress they were hoping to, and a number achieved more than they hoped.

Providers that received funding to deliver innovation projects via Strand 2 of TTF were generally positive about their overall experiences; and most said they would recommend the scheme to others. However, they felt that more flexibility around funding and more opportunities to share experiences and learning would improve future rounds of TTF.

5.1 Motivations for participating in Strand 2

All providers that participated in qualitative discussions said the importance of having links with industry and having up to date knowledge of industry practices motivated them to apply for funding via TTF to deliver innovation projects that might encourage this.

“The notion of the dual professional is really being championed in the FE at the moment, and rightly so. With the rise of T-Levels, bringing employers and learners together is more important now than ever. We got involved to make sure that our learners have what employers are

looking for and that are teachers are maintaining the kind of skills and knowledge that employers need.”

FE college participating in Strand 2 of Round 1

“Obviously the creative and digital industries are always changing and adapting. There are always new technologies, so there is the need to keep on top of those developments. We identified that our teachers needed additional CPD and support to do that, and to help ensure that we were delivering what employers need locally and nationally. We identified the things that needed upskilling and looked to pair teachers up with industry professionals to do that.”

FE college participating in Strand 2 of Round 2

5.2 Barriers preventing wider provider participation

Mirroring the barriers that prevented some providers applying for funding via Strand 1 of TTF discussed in Chapter 2, **some of the non-participating providers¹¹⁹ that took part in the process evaluation felt that Strand 2 was not relevant to them** because of their existing links with industry and the fact that they had not faced many difficulties in this area. However, while engaging with employers was not considered a major issue, a few providers felt that it was sometimes difficult to get ‘buy in’ from employers, who would have concerns over the commitment from them and want to know ‘what is in it for us?’

A few non-participating providers thought that Strand 2 funding could help them further build links with industry, but they did not have a strong concept of how they would use the funding. One, specialising in the provision of Childcare and Education, thought that funding could help them to create more structured partnerships, which could possibly provide secondment opportunities for their staff. Another thought that funding to help develop links with industry would help, although said they would have preferred to use this funding to employ another member of staff to work in their engagement team to help encourage closer relationships with local employers (as opposed to spending it on an innovation project).

¹¹⁹ Nine qualitative interviews were completed with non-participating providers between 15th and 31st July 2019, to gain some insight into why TTF did not have broader appeal amongst providers. Interviews were conducted with a range of learning providers in terms of type, size, and location in order to achieve a broad range of perspectives (further details are provided in Appendix A).

5.3 Views on the TTF application process

As with Strand 1, those that participated in Strand 2 of TTF did not perceive the application process to be overly burdensome or onerous. Most felt that it was proportionate when asked to give their feedback on the application process during the **qualitative discussions** conducted as part of the process evaluation.

“I think it was a fairly standard process to be honest. It was a standard application process for this type of thing really. I don’t remember it being too onerous or having to provide anything out of the ordinary.”

FE college participating in Strand 2 of Round 1

5.4 Employer engagement

Providers reported that they collaborated with a wide range of employers as part of the delivery of their TTF-funded innovation projects.

Those that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**¹²⁰ said they collaborated with a mean average of 11 employers in total as part of their innovation projects (this ranged from three to 32 per individual provider).

Providers that participated in the **Round 2** survey as part of the fieldwork conducted during **Wave 4**¹²¹ reported collaborating with a mean average of seven employers in total as part of their innovation projects (this ranged from one to fifteen per individual provider). The fact that Round 2 providers reported engaging with fewer employers than those in Round 1 is likely to reflect the timing of the rounds and the fact that the delivery of the innovation projects in Round 2 were more adversely affected by COVID-19 due to this (see section 3.1.7 for more details).

However, some providers said they encountered barriers when trying to engage with employers to collaborate with on their innovation projects.

This was the case for four of the 10 providers that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**.¹²² These included: a general lack of interest from employers, employers being unable to commit to the project due to time constraints; and an inability to establish contact with the most appropriate person at the organisation. Moreover, just four in ten reported that they managed to collaborate with all of the

¹²⁰ This was conducted between 27th May and 30th July 2021.

¹²¹ This was conducted between 27th May and 30th July 2021.

¹²² This was conducted between 27th May and 30th July 2021.

employers that they initially approached to ask them to collaborate on their innovation project.

Eight of the 13 providers that participated in the **Round 2** survey as part of the fieldwork conducted during **Wave 4**¹²³ also encountered barriers when trying to work with employers as part of their TTF-funded innovation projects. Again, those cited included: a general lack of interest from employers, employers being unable to commit to the project due to time constraints; and an inability to establish contact with the most appropriate person at the organisation. Mirroring the fact that it had more of an acute impact on Round 2, providers also mentioned that COVID-19 restrictions meant that employers were unable to engage with their projects. Another felt it was too expensive to 'buy-in' employer time to get them to engage with the project.

Some of the providers that participated in the **qualitative discussions** conducted as part of the process evaluation expressed similar views. One provider, for example, reported that they found it very difficult to engage with employers in their local area because they tended to be SMEs with a limited amount of resource to spare. This provider suggested that a larger financial incentive for employers might make them more likely to engage with other similar initiatives going forward.

“The challenge with employers is that their priority is to get their work done. Getting employers to engage was challenging. You can’t release your staff to get involved with things like this because it creates a gap. This initiative is trying to bridge gaps but getting employers on board creates another one for the employer. Maybe there could be more done to help improve employers’ understanding of how schemes like this could actually benefit them.”

FE college participating in Strand 2 of Round 1

Despite this, feedback suggested that some providers felt that TTF funding helped them to reduce or overcome some of the barriers that they usually face when trying to engage with employers to help build links between FE and industry.

Six of the 10 providers that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**¹²⁴ agreed that they encountered *fewer* barriers when trying to engage with employers as part of their TTF-funded innovation project compared to what they might usually expect to face; and eight agreed that their TTF-funding helped them to

¹²³ This was conducted between 27th May and 30th July 2021.

¹²⁴ This was conducted between 27th May and 30th July 2021.

overcome some of the barriers they would usually face when trying to engage with employers.

Ultimately, these providers felt that the funding made available through Strand 2 of TTF made it easier for them to engage with employers because it allowed them to “pay” for the time their staff spent trying to liaise with employers; and also, because it made employers more likely to engage by giving them more of an incentive to do so.

“The funding enabled us to support employers with reimbursement for their time, subsistence, and travel costs. The TTF-funding also helped the College provide staff with dedicated time to establish partnerships with employers. A barrier to engagement can be the response time from teaching staff which undervalues employers; but dedicated time helped to combat this and establish relevant and meaningful partnerships.”

FE college participating in Strand 2 of Round 1

“It helped because time away from [the] normal workplace was compensated and the professional and their employer could see the value of the project.”

FE college participating in Strand 2 of Round 1

Five of the 13 providers that participated in the **Round 2** survey as part of the fieldwork conducted during **Wave 4**¹²⁵ agreed that they encountered *fewer* barriers when trying to engage with employers as part of their TTF-funded innovation project compared to what they might usually expect to face; and ten agreed that their TTF-funding helped them to overcome some of the barriers they would usually face when trying to engage with employers. As with those that participated in Round 1, those that participated in Round 2 thought that the TTF-funding justified the amount of staff resource they put into the project and they felt it was key to allowing them to get “buy-in” from employers.

“By giving us funds that we could utilise towards recruitment and support industry specialists to come into teaching - being able to pay industry specialists, we could give them £1000 each as an incentive.”

FE college participating in Strand 2 of Round 2

¹²⁵ This was conducted between 27th May and 30th July 2021.

This type of feedback also came out of the **qualitative discussions**. Most employers said that they simply would not have been able to deliver the activities that they did as part of their innovation projects without getting funding from TTF which made it possible.

“Well, our project 100% would not have happened without the funding. We would have continued to try to build relationships with employers without the funding, but that may or may not have been a success. Without the funding we would never have done this project. Before the funding, the biggest issue was trying to get employers to take time off work to engage so getting experts into the classroom was just a non-starter. Our existing staff are great, but they might have been slightly out of touch with what was happening in the world of work, but TTF has made it possible to get employers to engage and bring up to date knowledge into the classroom. Overall, it was a nice, rewarding experience. The students got something out of it, the industry experts got something out of it, our teaching staff got something out of it, and the company itself got something out of it. I think it benefitted everyone involved.”

Independent Training Provider participating in Strand 2 of Round 2

“The TTF funding has allowed us to do things we that we wouldn’t do have been able to do under normal circumstances. We just would not have had the time to have done it and we would not have been able to afford to do it. Getting that pot of money to do something does allow you to free people up. We had a lot of really strong links with employers, but it allowed us to spend a bit more time on that. The thing to bear in mind is that employers have a completely different set of priorities. I know that the government is desperate for employers to be interested in training and developing young people; but, when you are running a business, the reality is that the needs of the business are always going to come first. That’s why this type of funding is important, because it helps to incentivise employers to want to get involved.”

FE college participating in Strand 2 of Round 2

“It was really important. Without that funding we would not have been able to employ the member of staff who was solely responsible for building relationships with employers as part of the project. Without the funding, that might have been left to our director. We’re such a small company so it would have just eaten into her time and other parts

of the business would have taken a hit. So, having that funding has been really important because it's helped us to expand our provision.”

Independent Training Provider participating in Strand 2 of Round 2

5.5 Beneficiaries of the innovation projects

Responses to the surveys conducted as part of the process evaluation suggest that the innovation projects delivered through the first two rounds of TTF benefitted a large number of staff (both teaching and non-teaching) at the organisations / institutions involved, industry professionals and learners – see Table 1 for the estimated number of beneficiaries of the projects delivered via Round 1 and Table 2 for those delivered via Round 2.

Table 1: Estimated number of people who benefitted from Round 1 innovation projects by key audience type

Round 1

Beneficiaries	Wave 1¹²⁶ <i>Base: 17</i>	Wave 2¹²⁷ <i>Base: 14</i>	Wave 3¹²⁸ <i>Base: 14</i>	Wave 4¹²⁹ <i>Base: 10</i>
Teaching staff	Mean: 18 Min: 3 Max: 100	Mean: 16 Min: 0 Max: 50	Mean: 21 Min: 3 Max: 50	Mean: 21 Min: 3 Max: 50
Non-teaching staff	Mean: 3 Min: 0 Max: 8	Mean: 4 Min: 0 Max: 15	Mean: 5 Min: 0 Max: 20	Mean: 4 Min: 0 Max: 10
Industry professionals	Mean: 1 Min: 9 Max: 25	Mean: 12 Min: 0 Max: 80	Mean: 20 Min: 3 Max: 85	Mean: 13 Min: 3 Max: 32
Learners	Mean: 113 Min: 5 Max: 300	Mean: 55 Min: 0 Max: 100	Mean: 176 Min: 40 Max: 750	Mean: 139 Min: 15 Max: 317

As shown in Table 1, one provider alone estimated that their **Round 1** project benefitted 750 learners, and another estimated that their **Round 1** project benefitted 100 teaching staff at their institution.

Feedback from the **qualitative discussions** provides some insight into how providers felt that their innovation projects benefitted these different types of participants and the importance they attached to this. One provider in particular was really positive about the fact that they had used the TTF funding to pay for and develop resources that were still benefitting their learners beyond the lifecycle of the project itself and after they had used all of their funding.

¹²⁶ This was conducted between 26th June and 19th July 2019.

¹²⁷ This was conducted between 13th November 2019 and 5th February 2020.

¹²⁸ This was conducted between 28th September and 27th November 2020.

¹²⁹ This was conducted between 27th May and 30th July 2021.

“We worked with five different employers to put some virtual reality packages together. They are now used as part of the curriculum and learners can access them at any point, which has been really helpful throughout COVID-19 in particular.”

FE college participating in Strand 2 of Round 1 (Wave 1 feedback)

Table 2: Estimated number of people who benefitted from Round 2 innovation projects by key audience type¹³⁰

Round 2

Beneficiaries	Wave 2¹³¹ <i>Base: 18</i>	Wave 3¹³² <i>Base: 18</i>	Wave 4¹³³ <i>Base: 13</i>
Teaching staff	Mean: 12 Min: 3 Max: 34	Mean: 30 Min: 7 Max: 120	Mean: 19 Min: 1 Max: 30
Non-teaching staff	Mean: 3 Min: 0 Max: 9	Mean: 7 Min: 0 Max: 30	Mean: 7 Min: 0 Max: 20
Industry professionals	Mean: 12 Min: 1 Max: 14	Mean: 11 Min: 4 Max: 30	Mean: 8 Min: 2 Max: 25
Learners	Mean: 79 Min: 10 Max: 140	Mean: 158 Min: 0 Max: 500	Mean: 138 Min: 4 Max: 300

As shown in Table 2, one provider alone estimated that their **Round 2** project benefitted 500 learners, and another estimated that their **Round 1** project benefitted 120 teaching staff at their institution.

Feedback from the **qualitative discussions** provides some insight into how providers felt that their innovation projects benefitted these different types of participants and the importance they attached to this.

“I really think it did benefit all parties. It bridged those CPD gaps, whilst allowing us to provide up to date lessons for our learners. Our teachers became more comfortable with the new techniques, but it also helped employers engage with the curriculum and helped us see where we could adapt it and add additional content that they need, so obviously it will really benefit them too. I really think it was a success to be honest.”

FE college participating in Strand 2 of Round 2

5.5.1 Perceived progress against the aims of the innovation projects

¹³⁰ The Round 2 survey was launched in the second wave of fieldwork.

¹³¹ This was conducted between 13th November 2019 and 5th February 2020.

¹³² This was conducted between 28th September and 27th November 2020.

¹³³ This was conducted between 27th May and 30th July 2021.

Management Information from the Education Training Foundation showed that all 19 innovation projects delivered through **Round 1** and 19 out of 22 innovation projects delivered through **Round 2** had completed by 31st March 2020.

Generally, **providers that participated in the process evaluation felt that their projects had met the aims they set out to achieve.**

During the survey at **Wave 3**¹³⁴, providers that participated in Round 1 were prompted with a list of project aims and asked whether each was a ‘key’ aim, a ‘minor’ aim or ‘not an aim’ for their Strand 2 innovation projects. Providers were subsequently asked the extent to which they agreed or disagreed that their innovation project had been successful in meeting each aim that was relevant to their project by the time of the Wave 3 survey. Their responses are summarised in Table 3.

As shown in Table 3, almost all providers that participated in Round 1 of TTF agreed that their innovation projects had met their stated aims. Notable exceptions are those who had aimed to increase participation in subjects by underrepresented groups and those that aimed to increase the number of applicants for teaching staff roles, with only half the number of providers who said that was an aim for their project agreeing that this aim had been met by Wave 3.

Table 3: How providers rated their progress against the aims of innovation projects delivered as part of Round 1 at Wave 3¹³⁵

Round 1

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Building lasting relationships with employers	14	13	1	-
Building a better understanding of current developments in the sector among teaching staff	13	12	1	-
Enabling teaching staff to develop up to date techniques/skills that can be applied to an educational setting	13	13	-	-
Increasing teaching staff's interest / engagement in their subject	13	11	2	-

¹³⁴ This was conducted between 28th September and 27th November 2020.

¹³⁵ This was conducted between 28th September and 27th November 2020.

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Raising awareness of teaching opportunities in the FE sector amongst industry professionals	13	11	2	-
Ensuring students' leave you with skills more closely aligned with those needed by employers	13	12	1	-
Improving the reputation of the college/FE provider	13	11	2	-
Innovating the way subjects are taught to students	12	12	-	-
Helping teaching staff access the right CPD opportunities	12	10	2	-
Making staff feel that the college/FE provider is invested in them and their careers	12	11	1	-
Raising awareness of current and future skills shortages amongst industry professionals	11	9	2	-
Increasing participation in subjects by underrepresented groups (e.g., women in digital subjects)	10	5	5	-
Increasing the number of applicants for teaching staff roles	10	5	5	-
Increasing students' interest in technical routes	10	9	1	-

Providers that delivered innovation projects via **Round 1** that took part in the survey at **Wave 4**¹³⁶ were again prompted with a list of project aims and asked whether each was a 'key' aim, a 'minor' aim or 'not an aim' for their Strand 2 innovation projects. Providers were subsequently asked the extent to which they agreed or disagreed that their innovation project had been successful in meeting each aim that was relevant to their project by the time of the Wave 4 survey. Their responses are summarised in Table 4.

¹³⁶ This was conducted between 27th May and 30th July 2021.

Table 4: How providers rated their progress against the aims of innovation projects delivered as part of Round 1 at Wave 4¹³⁷

Round 1

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Building lasting relationships with employers	10	8	-	-
Building a better understanding of current developments in the sector among teaching staff	9	8	1	-
Enabling teaching staff to develop up to date techniques/skills that can be applied to an educational setting	9	9	-	-
Innovating the way subjects are taught to students	9	8	1	-
Raising awareness of teaching opportunities in the FE sector amongst industry professionals	9	7	2	-
Increasing teaching staff's interest / engagement in their subject	8	8	-	-
Making staff feel that the college/FE provider is invested in them and their careers	8	7	1	-
Improving the reputation of the college/FE provider	8	7	1	-
Ensuring students' leave you with skills more closely aligned with those needed by employers	8	6	2	-
Increasing the number of applicants for teaching staff roles	8	3	5	-
Helping teaching staff access the right CPD opportunities	7	7	-	-
Raising awareness of current and future skills shortages amongst industry professionals	7	5	2	-
Increasing students' interest in technical routes	5	3	2	-

¹³⁷ This was conducted between 27th May and 30th July 2021.

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Increasing participation in subjects by underrepresented groups (e.g., women in digital subjects)	4	2	2	-

Again, responses show that most providers agreed that their innovation projects had met their numerous intended aims.

As with Round 1 projects, providers that delivered their innovation projects in **Round 2** generally felt that their projects had met the aims they set out to achieve. During the survey at **Wave 3**¹³⁸, these providers were prompted with a list of project aims and asked whether each was a 'key' aim, a 'minor' aim or 'not an aim' for their innovation projects. Providers were subsequently asked the extent to which they agreed or disagreed that their innovation project had been successful in meeting each aim that was relevant to their project by the time of the Wave 3 survey. Their responses are summarised in Table 5.

Table 5: How providers rated their progress against the aims of innovation projects delivered as part of Round 2 at Wave 3¹³⁹

Round 2

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Building a better understanding of current developments in the sector among teaching staff	12	11	1	-
Enabling teaching staff to develop up to date techniques/skills that can be applied to an educational setting	12	12	-	-
Building lasting relationships with employers	12	11	1	-
Increasing teaching staff's interest / engagement in their subject	11	9	1	1
Innovating the way subjects are taught to students	11	10	-	1

¹³⁸ This was conducted between 28th September and 27th November 2020.

¹³⁹ This was conducted between 28th September and 27th November 2020.

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Raising awareness of teaching opportunities in the FE sector amongst industry professionals	11	7	3	1
Helping teaching staff access the right CPD opportunities	11	9	2	-
Ensuring students' leave you with skills more closely aligned with those needed by employers	11	10	-	1
Raising awareness of current and future skills shortages amongst industry professionals	10	8	2	-
Increasing students' interest in technical routes	10	9	-	1
Increasing participation in subjects by underrepresented groups (e.g., women in digital subjects)	9	4	4	1
Increasing the number of applicants for teaching staff roles	9	4	4	1
Making staff feel that the college/FE provider is invested in them and their careers	9	7	1	1
Improving the reputation of the college/FE provider	9	8	1	-

Providers that delivered innovation projects via **Round 2** that took part in the survey at **Wave 4**¹⁴⁰ were again prompted with a list of project aims and asked whether each was a 'key' aim, a 'minor' aim or 'not an aim' for their Strand 2 innovation projects. Providers were subsequently asked the extent to which they agreed or disagreed that their innovation project had been successful in meeting each aim that was relevant to their project by the time of the Wave 4 survey. Their responses are summarised in Table 6.

Table 6: How providers rated their progress against the aims of innovation projects delivered as part of Round 2 at Wave 4¹⁴¹

Round 2

¹⁴⁰ This was conducted between 27th May and 30th July 2021.

¹⁴¹ This was conducted between 28th September and 27th November 2020.

Whether providers agree that their innovation project met its following aims	Base	Agree	Neither nor	Disagree
Building a better understanding of current developments in the sector among teaching staff	12	12	-	-
Enabling teaching staff to develop up to date techniques/skills that can be applied to an educational setting	11	10	1	-
Ensuring students' leave you with skills more closely aligned with those needed by employers	11	10	-	1
Building lasting relationships with employers	11	9	2	-
Innovating the way subjects are taught to students	11	9	1	1
Raising awareness of current and future skills shortages amongst industry professionals	10	10	-	-
Helping teaching staff access the right CPD opportunities	10	9	1	-
Raising awareness of teaching opportunities in the FE sector amongst industry professionals	10	9	1	-
Making staff feel that the college/FE provider is invested in them and their careers	9	9	-	-
Increasing teaching staff's interest / engagement in their subject	9	9	-	-
Improving the reputation of the college/FE provider	7	7	-	-
Increasing participation in subjects by underrepresented groups (e.g. women in digital subjects)	6	3	1	2
Increasing students' interest in technical routes	6	6	-	-

Again, responses show that most providers agreed that their innovation projects had met their numerous intended aims.

Feedback collected as part of the process evaluation suggested that providers were generally positive about what their innovation projects have achieved. Most believed they made the progress they were hoping to, and a number achieved more than they hoped.

At every stage of the process evaluation, almost all of those that delivered innovation projects via **Round 1** believed that their project was at least on track, and several felt they were surpassing expectations at each wave – see Table 7 below.

Table 7: How providers that participated in Round 1 of TTF rated the progress of their Strand 2 innovation projects during each fieldwork period

Round 1

Statement	Wave 1¹⁴² <i>Base: 17</i>	Wave 2¹⁴³ <i>Base: 14</i>	Wave 3¹⁴⁴ <i>Base: 14</i>	Wave 4¹⁴⁵ <i>Base: 10</i>
We've achieved <u>much more</u> than we were hoping to by this point	3	2	2	3
We've achieved a <u>little more</u> than we were hoping to by this point	3	3	4	3
The project is on track – we've achieved about what we were hoping to by this point	8	6	7	2
We've achieved a <u>little less</u> than we were hoping to by this point	3	2	1	-
We've achieved <u>much less</u> than we were hoping to by this point	-	-	-	-
Too early to say	-	1	-	-
Prefer not to say	-	-	-	2

Those that had achieved more than they hoped said this was due to a number of factors that included their close working partnership with employers, good quality placements, and

¹⁴² This was conducted between 26th June and 19th July 2019.

¹⁴³ This was conducted between 13th November 2019 and 5th February 2020.

¹⁴⁴ This was conducted between 28th September and 27th November 2020.

¹⁴⁵ This was conducted between 27th May and 30th July 2021.

the view that the CPD opportunities their innovation projects provided for teachers meant that they had a high level of 'buy-in' from their staff.

“The way that the partnership with the employers has evolved - the two way opportunities that developed as part of the project - the positive impact on the teaching teams and the students - it's allowed us to get a really good insight, not just the knowledge and skills within the digital sector, but also the ways of working - we are now adopting an agile approach in the classroom when working with projects, mirroring our employer partners - so when our students leave us they're adept and can make the transition easier.”

FE college participating in Strand 2 of Round 1 (Wave 1 feedback)

“The quality of the industry placements for teaching staff has been very good with staff being able to update skills and enrich their teaching materials for students with current examples from the workplace. Employers have also provided invaluable information on the types of employability skills they are looking for to inform the delivery of course units in these areas.”

FE college participating in Strand 2 of Round 1 (Wave 1 feedback)

“I think it's the quality of the work shadow industry placements for the teaching staff - the engagement from industry with teaching staff and students - this was very positive and beneficial - the opportunities for students to visit industry with teaching staff, it's had a significant benefit for us to let students visit and see what it's like to work in industry and for future apprenticeships.”

FE college participating in Strand 2 of Round 1 (Wave 3 feedback)

Those that had achieved less than they hoped by the **Wave 1**¹⁴⁶ and **Wave 2**¹⁴⁷ surveys generally attributed this to the difficulties they had faced in terms of recruiting and retaining staff who were tasked with running the Strand 2 innovation projects.

“Staff changes have meant that they are unable to focus on the project as planned. The start date for the project meant that the industry interactions weren't planned in as part of schemes of work. The time

¹⁴⁶ This was conducted between 26th June and 19th July 2019.

¹⁴⁷ This was conducted between 13th November 2019 and 5th February 2020.

to identify the needs of staff and the time for each individual partnership to be developed was underestimated.”

FE college participating in Strand 2 of Round 1 (Wave 1 feedback)

The one provider that mentioned they had not achieved as much as they had hoped by the time of the **Wave 3**¹⁴⁸ said this was because of COVID-19, which meant had had been unable to deliver as many work placements for teachers as they had originally hoped.

“Some of the teacher work placements / activities didn't happen because of the lockdown following COVID-19.”

FE college participating in Strand 2 of Round 1 (Wave 3 feedback)

Despite this one specific example, providers generally reported that COVID-19 had little or no impact on the delivery of their Round 1 Strand 2 innovation projects. Most said this was the case because they finished their innovation projects a few weeks ahead of the first lockdown. However, a few did report COVID-19 had impacted their working relationships beyond the lifespan of their projects by reducing the amount of dissemination work or follow-up activities (e.g., workshops or industry placements) they have been able to deliver (this is discussed in further depth in section 5.8).

Most providers that participated in **Round 2** reported their project was at least on track and a number felt it had surpassed expectations. However, more providers that participated in Round 2 felt they had achieved less than they had hoped – see Table 8.

Table 8: How providers that participated in Round 2 of TTF rated the progress of their Strand 2 innovation projects during each fieldwork period¹⁴⁹

Round 2

Statement	Wave 2 ¹⁵⁰ Base: 18	Wave 3 ¹⁵¹ Base: 18	Wave 4 ¹⁵² Base: 13
We've achieved <u>much more</u> than we were hoping to by this point	3	2	2

¹⁴⁸ This was conducted between 28th September and 27th November 2020.

¹⁴⁹ The Round 2 survey was launched in the second wave of fieldwork.

¹⁵⁰ This was conducted between 13th November 2019 and 5th February 2020.

¹⁵¹ This was conducted between 28th September and 27th November 2020.

¹⁵² This was conducted between 27th May and 30th July 2021.

We've achieved a <u>little more</u> than we were hoping to by this point	-	1	1
The project is on track – we've achieved about what we were hoping to by this point	7	6	7
We've achieved a <u>little less</u> than we were hoping to by this point	5	8	2
We've achieved <u>much less</u> than we were hoping to by this point	1	-	-
Too early to say	-	-	-
Prefer not to say	1	1	1
Don't know	1	-	-

Those that had achieved more than they had hoped at each wave generally attributed this to their employer relationships; and responses from a few suggested that they already had some strong working relationships with employers in their local area that there were able to utilise.

“Due to the positive relationship with our employers. The enthusiasm and interest from the college staff and students has been key too.”

FE college participating in Strand 2 of Round 2 (Wave 3 feedback)

Those that had achieved less than they had hoped at **Wave 2**¹⁵³ attributed this to a range of factors which included: staff shortages, resourcing issues, a lack of employer engagement, and the timings of their innovation project life cycle.

“Constant changes in roles, staff shortages and time for teaching staff to engage outside of their teaching commitments. There are insufficient staff to cover to enable practitioners to engage in activities within the working week.”

FE college participating in Strand 2 of Round 2

“Hosting teachers for industry placements is not a priority for employers and for some, whilst they are happy to engage, have not

¹⁵³ This was conducted between 13th November 2019 and 5th February 2020.

been able to accommodate within the lifetime of the project. With regard to Childcare and Education, there were approx. 3 months in which schools could not accommodate (in and around summer)."

FE college participating in Strand 2 of Round 2

Providers that felt they had made less progress than they had anticipated by the time of the **Wave 3**¹⁵⁴ survey and those that said the same at **Wave 4**¹⁵⁵ tended to report that this was down to the impacts of COVID-19, which had hampered progress.

"In terms of industry placements, it was the practicality and logistics with employers. We were over-optimistic in the number of placements and a number fell through. The original target was 40 days and we achieved 23 days. In terms of COVID-19, lockdown prevented us having our key sharing event where we were due to have employers and other colleges in and a dissemination event didn't happen to due to COVID-19."

FE college participating in Strand 2 of Round 2 (Wave 3 feedback)

Those who felt they had achieved more by that stage of the process evaluation felt the nature of their innovation project meant they had been able to continue to deliver it in spite of COVID-19. It should also be noted feedback from a few suggested that COVID-19 could have lowered their expectations in terms of what they felt would be adequate progress. Providers that were delivering innovation projects in the digital sphere seem particularly likely to report that they were able to exceed expectations throughout this period because they were able to adapt to remote working more easily by continuing to deliver their project (or aspects of it) virtually.

¹⁵⁴ This was conducted between 28th September and 27th November 2020.

¹⁵⁵ This was conducted between 27th May and 30th July 2021.

5.6 Impacts of COVID-19

COVID-19 interrupted many of the innovation projects funded via Round 2 of TTF, with many of the activities planned as part of the projects being halted at the start of the first national lockdown. There was less of an impact on projects delivered as part of Round 1 as these had mostly completed by this point; but even for these projects it prevented some dissemination activity and activities that were planned to ensure a legacy of the projects.

Providers that participated in **Round 2** were more likely to report that COVID-19 impacted them negatively when compared with those that participated in Round 1 due to timings. Whilst some of those that participated in Round 2 said it had a limited impact on their TTF innovation project because they had been concluded prior to COVID-19, some said it slowed their progress by limiting the number of planned events they could deliver.

“The closure of offices and the groups of people we had planned for the buddying system and site / field visits have been stopped - everything had to be covered virtually - we haven't had the same opportunities to progress with it as it's all online - sometimes it's not quite the same.”

FE college participating in Strand 2 of Round 2

In addition, a few reported that COVID-19 had made it very difficult for them to engage with employers who under significant pressure during national lockdowns. One provider also reported that COVID-19 resulted in one of their industry recruits returning to industry, which had a negative impact on the delivery of their Round 2 innovation project.

“A lot of our employers were using the furlough system, the person that we might usually deal with just wasn't there, which definitely created challenges. The relationships with our largest employers were less affected because they have thousands of employees, whereas it was harder to maintain links with smaller employers and medium-sized businesses that account for the vast majority of our employers.”

FE college participating in Strand 2 of Round 2

“It delayed some of the placement activities, but we were able to work around that by virtual means. Also, we had employed a teacher from industry who came from biomedical science, but she had to give up her position to return to industry when COVID-19 happened.”

FE college participating in Strand 2 of Round 2

5.7 Views on ETF support

Generally, providers were happy with the support received from ETF for Strand 2 projects. As shown in Table 9 and Table 10 almost all providers that participating in Strand 2 of TTF rated the support they received from the ETF as part of this as ‘good’.

Table 9: How providers that participated in Round 1 rated the ETF support received throughout the process evaluation

Round 1

Rating selected	Wave 1 ¹⁵⁶ Base: 17	Wave 2 ¹⁵⁷ Base: 14	Wave 3 ¹⁵⁸ Base: 14	Wave 4 ¹⁵⁹ Base: 10
Very good	12	9	11	8
Fairly good	5	4	2	2
Neither good nor poor	-	-	1	-
Fairly poor	-	-	-	-
Very poor	-	-	-	-
Too early to say		1		
Prefer not to say	-	-	-	-

Providers that participated in **Round 1** generally felt that ETF had been engaged, communicative, flexible, approachable, and helpful throughout their involvement with the TTF initiative.

“The Project Leads for both Strands 1 and 2 have been highly supportive during the project so far - providing a clear structure to the project and offering supportive guidance where necessary.”

FE college participating in Strand 2 of Round 1 (Wave 1 feedback)

¹⁵⁶ This was conducted between 26th June and 19th July 2019.

¹⁵⁷ This was conducted between 13th November 2019 and 5th February 2020.

¹⁵⁸ This was conducted between 28th September and 27th November 2020.

¹⁵⁹ This was conducted between 27th May and 30th July 2021.

“Our link at ETF has always been helpful and available to answer queries. They have provided support and advice and helped ensure our individual project is meeting the overall objectives.”

FE college participating in Strand 2 of Round 1 (Wave 2 feedback)

“At the beginning there were two issues with the project - we had a very slow start because of supply issues with the equipment so we were delayed in starting the project - then we caught up quite quickly then things stopped for summer - we had two contract managers, both of whom were brilliant and supportive and knew our project well - they made good suggestions and tactics to overcome issues and made us able to catch up and complete the project on time - this was because of their support and knowledge of the managers involved.”

FE college participating in Strand 2 of Round 1 (Wave 3 feedback)

“They have understood the context in which we work and been flexible with the challenges that covid brought at the critical end point of the project.”

FE college participating in Strand 2 of Round 1 (Wave 4 feedback)

Table 10: How providers that participated in Round 2 rated the ETF support received throughout the process evaluation¹⁶⁰

Round 2

Rating Selected	Wave 2 ¹⁶¹ Base: 18	Wave 3 ¹⁶² Base: 18	Wave 4 ¹⁶³ Base: 13
Very good	12	10	8
Fairly good	3	1	3
Neither good nor poor	1	1	1
Fairly poor	-	5	-

¹⁶⁰ The Round 2 survey was launched in the second wave of fieldwork.

¹⁶¹ This was conducted between 13th November 2019 and 5th February 2020.

¹⁶² This was conducted between 28th September and 27th November 2020.

¹⁶³ This was conducted between 27th May and 30th July 2021.

Very poor	-	-	-
Too early to say	-	-	1
Prefer not to say	2	1	-

Providers that participated in **Round 2** also generally felt that ETF had been engaged, communicative, flexible, approachable, and helpful throughout their involvement with the TTF initiative.

“They understand the challenges we are facing; they help to seek solutions that are practical. Response to emails is great - very timely and follow up with regular telephone conversation which are greatly appreciated.”

FE college participating in Strand 2 of Round 2 (Wave 2 feedback)

“They were excellent when COVID-19 happened. They were excellent at giving advice and they extended deadlines. They were always available to ask questions to. They were very flexible and very helpful.”

FE college participating in Strand 2 of Round 2 (Wave 4 feedback)

5.8 Suggested changes or improvements

During the **Round 1** and **Round 2** surveys conducted during the **Wave 4**¹⁶⁴ fieldwork period participating providers were asked how Strand 2 of TTF could be improved. Several providers were unsure how it could be improved. However, **suggested improvements focused on the following:**

- **More flexibility around funding.** Some providers felt they would be able to build better, and longer lasting, relationships with employers if funding available via TTF was not as restrictive as they perceived it to be in the early rounds of the initiative (see feedback from [Provider G](#) for another example of this).

“When you get funding for September to March you can’t really go out to new employers. We focused on building on the relationships we had. Having longer would have allowed us to build new relationships.”

¹⁶⁴ This was conducted between 27th May and 30th July 2021.

The length of funding meant it was a bit like a firework – a lot of activity at the start but it just fizzled out. Having funding for a longer period, of maybe 18 months or 24 months would allow us the chance to build really good and sustainable links with employers.”

FE college participating in Strand 2 of Round 1

“The claim form for funding, you should be able itemise what can be claimed and the deadline dates for that should be more flexible because we found that the timelines to complete things by were sometimes a little restrictive.”

FE college participating in Strand 2 of Round 1

- **More opportunities to share experiences and learning.** As with Strand 1, some providers that participated in Strand 2 said they would like to be able to meet up with other participating providers to discuss best practices and how to tackle challenges faced.

“More central dissemination events would be good. A more collaborative approach amongst other providers doing the same projects or projects in similar areas would be good - to share best practices.”

FE college participating in Strand 2 of Round 2

5.9 Overall views on TTF

Providers that received funding to deliver innovation projects via Strand 2 of TTF were generally positive about their overall experiences; and most said they would recommend the scheme to others.

Nine of the ten providers that participated in the **Round 1** survey as part of the fieldwork conducted during **Wave 4**¹⁶⁵ agreed that TTF had been valuable for them (including three that ‘strongly agreed’). One said they ‘neither agreed nor disagreed’ with that statement. Nine agreed that the benefits gained from being involved in TTF outweighed the cost of administering the programme. All ten providers agreed that they would recommend the TTF initiative to others.

¹⁶⁵ This was conducted between 27th May and 30th July 2021.

All 13 providers that participated in the **Round 2** survey as part of the fieldwork conducted during **Wave 4**¹⁶⁶ ‘agreed’ (including ten that ‘strongly agreed’) TTF has been valuable for their organisation or institution; all ten ‘agreed’ (including nine that ‘strongly agreed’) that the benefits gained from being involved in TTF outweighed the cost of administering the programme; and all ten agreed that they would recommend the TTF initiative to others (including seven that ‘strongly agreed’).

Providers that participated in **qualitative discussions** were positive about the TTF initiative overall. Many said they would recommend it to others. Several spontaneously said that they would like to secure funding via this or similar programmes in the future.

“I am a real champion of TTF. I think it is a really good pot of money and people would be mad not to use it. FE is so poorly funded, so anything like this is really useful and should be continued.”

FE college participating in Strand 2 of Round 2

“The kinds of initiatives that help to encourage teachers to enhance their CPD and keep their industry knowledge up to date are so important. I know there are opportunities out there and that it should really be part and parcel of the role, but a teacher working full-time already has so much to do. That means it is really hard for them, and us as providers, to engage with employers and give dedicated time to that to establish really good partnerships with employers. That’s why this type of funding is important. It does help to establish those partnerships that will be carried on afterwards, even at small scale. I would recommend TTF to others and actually I have done so already. My only recommendation would be for funding for this type of thing to continue.”

FE college participating in Strand 2 of Round 2

6. Conclusions and recommendations

This section of the report presents some conclusions and recommendations, based on the key findings from the process evaluation, that could help improve future rounds of TTF (or similar initiatives in the future).

¹⁶⁶ This was conducted between 27th May and 30th July 2021.

Strand 1

There is evidence to suggest that TTF has been successful in bringing new teachers into FE that would not otherwise have considered this as a career route.

Several teachers suggested they would not have considered teaching as an option if their course fees had not been paid through TTF, or they had not been offered the additional support to get them through their first year.

However, providers found it difficult to recruit teachers and a proportion of posts remained unfilled.

Providers that participated in Strand 1 of TTF suggested several ways of making it easier for them to recruit going forward (and some of these were subsequently adopted in rounds of TTF that started after this process evaluation); but feedback from the industry professionals that participated in this process evaluation suggests that there is a lack of awareness of TTF among its potential target audience and this is potentially a barrier to higher volumes of industry professionals participating.

Recommendation

DfE might want to consider what more could be done to publicise TTF. They should explore the possibility of launching a national marketing campaign to raise awareness of the TTF initiative among potential participants to help encourage higher volumes of participation, especially among industry professionals.

Any future marketing messages about TTF could draw on the positive messages from some of the industry professionals that moved into and continued teaching in FE as a result of the support package they were offered through TTF.

Feedback from providers and teachers indicates that TTF has been crucial in terms of helping to retain the teachers who were recruited via the initiative and still in post during the process evaluation.

TTF was perceived to be important in aiding retention because it shows to the teacher that the provider is willing to invest money and time into them as individuals. However, some teachers who participated in the process evaluation said that they weren't aware that they were recruited via TTF or that they only became aware of the initiative months after starting their post. Making more teachers explicitly aware of TTF could help with recruitment going forward as it might engender the feeling that they are part of something bigger and that they are benefitting from something that other trainee teachers are not.

Recommendation

DfE might want to consider what could be done to make teachers recruited via TTF feel that they are part of a defined programme that is giving them more support than what might normally be afforded to trainee teachers. Encouraging more providers to explicitly refer to TTF in their recruitment materials could encourage more industry professionals to apply for these types of posts. Forums or blogs for teachers recruited via TTF might be a very useful way of creating a TTF community through which participants can share experiences, tips, and resources. Encouraging those recruited via the first few rounds of TTF to be mentors for those recruited in subsequent rounds might also help with this.

The principal aim of TTF was to facilitate greater integration of industry knowledge into teaching delivery and this seems to have been achieved successfully. Both teachers and providers felt that TTF teachers had been able to bring their industry experience into colleges in ways that had benefitted other staff and students. However, **there is perhaps some evidence to suggest that some new teachers need a reduced workload for longer.** Qualitative feedback seemed to indicate that some teachers felt that balancing their teaching workload with studying was a struggle and that they did not feel supported.

Recommendation

Changing funding remission to follow the academic year, rather than the financial year could help alleviate some of the pressures of administering the programme whilst giving providers more time to ensure that those recruited via TTF get enough mentoring and shadowing opportunities.

Many teachers recruited via TTF said they would be willing to act as a mentor for those recruited via the programme in future waves and having them disseminate this type of support via forums or blogs, or by virtual teleconferencing could be a cost-effective way of ensuring that more TTF recruits feel supported.

Strand 2

Providers were very positive about what they were able to achieve via Strand 2 of TTF. They felt that the funding they received via TTF had been crucial in allowing them to devote adequate resource to their projects and that it helped reduce some of the barriers they usually face when trying to engage with employers.

Recommendation

DfE could consider how it could get providers and employers who have participated in Strand 2 of TTF to share some of their experiences and learnings to foster a more collaborative approach.

More dissemination events using positive case studies of the innovation projects delivered so far could help spark ideas for further projects in this sphere and could help encourage more providers to participate in future rounds of TTF or similar programmes in the future.

Appendix A: Case Studies

Provider case studies (Strand 1)

Provider A

Provider A said they applied for funding via TTF because they think teachers with relevant industry experience can provide a richer learner experience, but also because they recognised that it can be very difficult for trainee teachers to be ‘dumped’ into the role with a full workload. They thought TTF could help trainees settle into their role by making the transition to the role easier because the funding would allow them to give them a reduced workload.

“It’s being able to use the relevant industry experience – it gives them credibility and it attracts the students. They bring their industry contacts and it’s just enrichment that those students get from those things.”

FE college participating in Strand 1 of Round 2

“If you’ve come straight from a vocational area, it’s a big shock to the system. TTF is a brilliant idea because it takes some of that pressure off – but it is still a shock to the system for those recruited.”

FE college participating in Strand 1 of Round 2

Provider A reported they had historically faced recruitment issues across several subjects. They said they had struggled to recruit those in Business and Finance in particular. They felt this was primarily due to their proximity to London and since individuals’ earning potential was much higher in industry.

“Even if we pay the top of the scale, it’s not comparable to the money they can earn in industry.”

FE college participating in Strand 1 of Round 2

Provider A would like TTF to be extended to encompass a wider range of subject areas to help them address the recruitment issues they have faced. They would have liked to be able to secure TTF-funding to help fill a position in the Business department, but instead used it to secure funding for a trainee in Childcare and Education, and another in Engineering.

Provider A said they tailored their recruitment activity to make it more specific to TTF. They held a recruitment evening and altered the messaging they delivered during the event to give potential applicants as much information about TTF as possible. They also placed adverts in a regional newspaper and tried to utilise personal connections by asking their existing staff to also use word of mouth to let their own industry contacts know about the opportunity. Provider A reported they got a wider range of applicants than they usually would, they felt this was down to the fact that they had specifically referenced TTF, and the support available via the programme, in the adverts.

“We had a wider range of applications – from the barking mad to the amazing. I think we got more people who had had an interest in teaching but never had the courage but because it was worded in such a way that there was support for them.”

FE college participating in Strand 1 of Round 2

Despite this, Provider A still found it difficult to fill their vacancies. They said COVID-19 had made this more difficult. It resulted in a drop in learner interest in Childcare and Education, which meant they no longer needed the trainee that they secured funding for to teach in that subject area. In addition, they felt COVID-19 had made it harder to recruit in general as industry professionals were less likely to be willing to move careers considering the continued economic uncertainty caused by COVID-19.

“That had an impact on our requirement for staffing. We tried to start recruiting and weren’t very successful to begin with, then we had some really strong applicants at the point that the numbers dipped. We are only a small college so we couldn’t carry someone full time. We are hoping to recruit via next year’s cohort.”

FE college participating in Strand 1 of Round 2

“If you’ve still got a job after COVID-19, even if you’re not 100% happy, you are going to hang on to it because at least you know it’s more secure than moving.”

FE college participating in Strand 1 of Round 2

Although they found it difficult to recruit, they managed to recruit a trainee teacher to their Engineering department via their open evening. However, they said that the trainee found their post too difficult because they were working too many hours. The trainee left within a few months of starting their post due to this.

“We did take somebody on. He desperately wanted to come into teaching but didn’t like the extra hours. In the vocational field he

worked 9 – 5. In this trainee role he had teacher training in the evening, working full time, and open evenings and parent evenings; he was getting very stressed and within a very short period he resigned.”

FE college participating in Strand 1 of Round 2

Provider A was positive about the concept of TTF overall, despite the fact they found it hard to initially recruit, and then retain teachers via the programme. They would like the scope of the scheme widened to help with more acute staffing areas in other subject areas not initially covered by TTF.

Provider B

Provider B reported that TTF was an attractive initiative for them because they are a small college and that staffing of teachers needs to be as efficient as possible due to this. They said that the funding to reduce a trainee teacher's timetable was 'particularly attractive' due to this and because they thought this would help trainees settle into their role more easily.

"The critical thing with TTF was the funded remission. It enabled us to reduce the risk of not being able to recruit because someone thought it would be too much moving into education and keeping people in that critical first 6-month period. We've had a few teachers we recruited via normal means who have quite quickly decided it's not for them. They find it quite difficult to manage student behaviour or keep on top of the paperwork and planning. TTF can make a significant difference with that – by giving a less frantic introduction to teaching."

FE college participating in Strand 1 of Round 2

Provider B secured funding for three roles via TTF but had only managed to fill one of these roles. Again, they cited their location and the comparatively higher earnings in industry (and in neighbouring schools) as major barriers to them recruiting teachers. The role that they were able to fill came from their existing networks with employers.

"Heard about [the role] through some of the employer networks and ... were keen to explore it and do something different to working in the industry ... they had worked with apprentices in their workplace and found it quite inspiring working with young people and supporting them and saw it as something they'd like to try doing."

FE college participating in Strand 1 of Round 2

Provider B said they did have some good applications from other individuals, whom they would have liked to recruit via TTF but that they were unable to do so because they had already gained teaching qualifications which made them ineligible. They suggested flexibility around this could improve TTF going forward.

"Main thing that could be different is having a bit more flexibility around supporting new staff... with sessional teaching or studied Level 3 Teacher Training and might have started their journey... a bit more understanding of what it would involve."

FE college participating in Strand 1 of Round 2

Provider C

Historically, Provider C had found it difficult to recruit and retain teachers in the key subject areas covered by Rounds 1 and 2 of TTF (especially Engineering and Construction). They had posted adverts for teachers of those subjects multiple times and had been unable to fill them. TTF was an attractive proposition for Provider C because they felt it could help with the recruitment of these hard-to-fill posts, whilst improving the learner experience by ensuring they were being taught by those with up-to-date industry experience.

Provider C secured TTF for five teachers in principle but were only able to recruit one trainee as part of Round 2 of TTF. However, they felt that they would have been unable to recruit this individual without TTF being part of the package of the job role. They felt that being able to provide funding for a teaching qualification was particularly important in persuading the individual to take-up the trainee teacher post.

In part, they felt difficulties recruiting all five places they secured funding for was due to the timings of the funding cycle in Round 2. They said they did not secure funding until June / July which was too late for them to fill the positions. Provider C said they had not faced the same issues in Round 3 as all parties involved had learned from their experience of Round 2. At the time of interview, they reported having recruited seven recruits via Round 3 of TTF. They felt COVID-19 may have made it easier for them to recruit as more industry professionals might have been prepared to move into teaching in FE considering redundancies or general uncertainty created by COVID-19.

“Historically, we do our recruitment for the next academic year around April and May. So, as it comes towards the end of one teaching year, you kind of plan for the next one. In that sense, timings were an issue and a barrier to recruitment. Instead of five, we only got the one teacher recruited via TTF. However, I think we learned from that for this year. I think we are up to seven TTF recruits for this year. That’s a clear indication that the college thought TTF was a valuable scheme and that we appreciate it, because we really learned from the issues, we faced in Round 2 and really went for it in Round 3.”

FE college participating in Strand 1 of Round 2

Provider C said the individual they managed to recruit via Round 2 of TTF had been well-received by the college and that they were still in post at the time of the interview.

“They’ve been well-received. They’ve done the training and they are still here. They started off teaching Level 1, but they have been given higher level courses to teach. I think this reflects how well they have done and what they have done in terms of bringing that up-to-date industry knowledge on board.”

FE college participating in Strand 1 of Round 2

They felt TTF was a valuable initiative because it helped encourage a two-way exchange of ideas and support. They felt that the trainee teacher was able to help share their industry knowledge with existing members of the team, who in turn shared their knowledge of teaching with the recruit.

“I think there’s been a two-way exchange. Existing members of staff have been able to spend time with the recruit who’s coming in fresh from industry with new ideas and latest techniques and knowledge. So, they’re gaining from that; but, at the same time, they’re sharing their experience with the trainee in terms of how to teach and about the culture of the college.”

FE college participating in Strand 1 of Round 2

Provider C was asked whether they expected their trainee teacher to stay in post after they had completed the TTF programme. They said the college would like to retain them. However, they said that COVID-19 has meant they have been unable to give the trainee teacher a full-time timetable. The teacher had picked up additional work back in industry due to this. Provider C said they were eager to try to give the trainee teacher more teaching hours to prevent them from moving back into industry. However, they felt this was not entirely in their control due to COVID-19 having a negative impact on their learner numbers.

“I think from the college’s point of view, we’ll want them to stay. I think it is just so long as we can get up to that full-time post. I guess if you’re a young lad, you’ve got plans, haven’t you? You don’t want to be stuck on a point six forever. So, I guess that that’s where we just must make sure that we fulfil our role and try and get them up to point eight, full-time, as quickly as possible.”

FE college participating in Strand 1 of Round 2

Provider C said they would recommend TTF to other institutions (especially after they had learned some key lessons from their involvement in Round 2 and actioned them in Round 3 of the initiative). They stated that TTF had helped them to fill some hard-to-fill vacancies and they felt they might have struggled to do this without the funding made available to them via TTF.

“Definitely. I’d have no hesitation in doing that. Yeah, should widen their recruitment. It’s brought in staff that you would normally never be able to recruit, you know, using your traditional recruitment approaches. And it’s brought in some crackers.”

Provider D

Provider D got involved with TTF to help recruit some hard to fill vacancies in Engineering. They managed to recruit a total of four trainees via the TTF scheme. Provider D said they were able to do this, in part, because the scheme had resulted in them re-evaluating and adapting their existing recruitment practices. As part of this, they worked with the Association of Colleges (AoC) and engaged recruitment agencies to help them to recruit posts. They felt this had enabled them to recruit from a much wider pool, which they felt helped them to fill the posts.

“We did a lot more engagement with our employers and our stakeholders. We talked to them about how to reach individuals who are looking for a change of direction and who might be of an age where they are looking for a different lifestyle thing like that. We generally don’t use agencies for recruitment but, on this occasion, they were able to attract people from a much wider geographical location.”

FE college participating in Strand 1 of Round 2

Provider D said they included details of TTF in the application pack. They felt that this was crucial in terms of encouraging industry professionals to apply for the post because moving careers can be a daunting prospect.

“We included it in our application pack, we would make them aware of the fact that they would have the opportunity for them to train and become qualified teachers through the scheme. It was there as a sort of “carrot” if you like and that certainly had an impact on some of the people that were recruited because of that because they knew there would be support for them to be in training mode.”

FE college participating in Strand 1 of Round 2

“I think it was very important because it’s scary moving careers and it’s scary moving into a classroom so therefore having and knowing that there was a reduced timetable, and that they would be supported (both in the workplace and the external qualifications that was recognized within education) I think also makes it sound more attractive to candidates.”

FE college participating in Strand 1 of Round 2

Provider D reported that all their recruits were still in post and were making good progress at the time of the Wave 3 fieldwork period.

“They’re all doing really well. They’ve made some very good progress on their teacher training program they’ve done lots of new skills. I mean we’ve thrown an awful lot at them because it’s incredibly complicated. They’re all teaching across different programs from BTEC through to an NVQ. They are having to grasp quite an awful lot, but I think the fact that they are on a recognized training program alongside is quite supportive because it’s making them think and reflect about their developing practice and it’s making the training more formal if you like.”

FE college participating in Strand 1 of Round 2

In addition, Provider D felt that TTF had helped improve retention of teachers in Engineering because they felt industry professionals that had decided to move out of industry were more likely to be committed due to this, and since they had also invested their time and energy into studying for their ITE course.

“The retention had definitely improved from being part of the scheme. I think they’ve had to make a higher level of commitment to their change of career and then I think alongside that there’s more staying power because they’ve invested time and all the rest of it, so I think that has been very good.”

FE college participating in Strand 1 of Round 2

They felt COVID-19 had a negative impact on the experience of their trainees, however, they felt that it would have had a greater impact on them had it occurred during their first year.

“Luckily, they were further enough on the program for them to be able to have what I would call the normal teaching I think that if it would have been right at the start of her experience it would have been harder. But I think they done enough for them to be able to adapt. But challenging studying online is a cutting skill it’s harder than it is face-to-face.”

FE college participating in Strand 1 of Round 2

Provider D was very positive about the type of experience that their trainees can provide to learners due to their industry experience. In addition, they reported that learners had given very positive feedback about this.

“When we do our observation process, we collect feedback from the learners. Also, when learners are talking about staff it’s very clear that they have great and very positive comments to make on the staff who have got that industry experience and can really relate to that world of work that they’re going into... it really makes a difference.”

FE college participating in Strand 1 of Round 2

Overall, Provider D said they would recommend TTF to other providers. They felt the TTF package offered to trainees helped them to fill hard to fill vacancies, and they felt they might have continued to struggle to fill these had it not been for the scheme.

“Well, I think because it provides financial support which enables you to put in place a very strong package, if you like, for potential staff. And that package does attract people who you might not otherwise persuade, if you like, to move into education. So, it definitely makes a difference.”

FE college participating in Strand 1 of Round 2

Going forward, Provider D said they would like to see the eligibility criteria for TTF relaxed so they could recruit trainees to put them on a Level 4 training course (rather than just Level 5). They felt they would have been able to recruit more suitable candidates had that been the case. Likewise, they suggested that the scheme be expanded to cover more subject areas in the future.

“Some of the staff we might have felt we would have put on the program we didn’t because we didn’t feel they would be ready for Level 5 teaching qualification. So, if we had the flexibility to put them on Level 4 or 5. I think that would have been really helpful for us.”

FE college participating in Strand 1 of Round 2

Provider E

Provider E said they got involved in Round 2 Strand 1 of TTF because they were finding it difficult to fill a number of places in digital subjects. They felt that the TTF support package was integral to them being able to attract industry professionals to the post. They felt they would not have been able to fill the vacancies without this type of support.

“We have had some clear and continual problems in terms of recruiting some individuals in particular subject areas. In Digital subjects, for example, it can be very hard to find the right people. TTF gave us a real chance by being able to market the jobs with the promise of real support. The support package was absolutely key in terms of encouraging people to consider the role. We find that a lot of applicants generally aren't really 100% sure they want to work in a college but that support package was key in terms of encouraging some. We have managed to retain 4/5 teachers recruited so far all of those are now in jobs that were traditionally hard to fill. The support on offer definitely helped with that.”

FE college participating in Strand 1 of Round 2

Without the TTF funding, Provider E said they would have been unable to provide the same level of support to their new recruits because the funding allowed them to give them enough time off to shadow / study towards their teaching qualification.

“Obviously we try to support all new staff, but TTF enabled us to give teachers to have the time off they needed to get through their qualification and in terms of shadowing. All of that has definitely paid off. If you are able to retain the recruits, it instantly adds value for you as an organisation.”

FE college participating in Strand 1 of Round 2

Provider E said that managing TTF was fairly intensive from their perspective, but that it was definitely worth the amount of effort that was required to provide the various types of support available through the scheme.

“Delivering that support has not always been easy and it takes a lot of managing the process, but it has definitely helped with the skills shortages we were already experiencing prior to TTF.”

FE college participating in Strand 1 of Round 2

Provider E was very positive about the 'gentle introduction' they were able to provide teachers recruited via TTF, they felt it was unlikely that the teachers recruited via the initiative would have stayed in post had it not been for the additional support they were able to access via the scheme.

"For me, TTF is the perfect model because it hits the sweet spot in terms of balancing remission and time off vs. teaching hours and responsibilities. It is a gentle introduction and that it crucial."

FE college participating in Strand 1 of Round 2

They felt that those with industry experience were far more likely to provide good quality and relevant teaching compared to those with no prior experience of the industry.

"Industry experience is essential – 99% of what colleges do is vocational, so it is needed. Without it, the student misses out on the connection with reality. Nothing substitutes for real-life experience."

FE college participating in Strand 1 of Round 2

Provider E said it would be good for there to be funding for part-time positions going forward and they felt that this could help boost the number of teachers recruited via TTF.

"An improvement would be pro rata hours for part-time staff. TTF is much easier for full-time members of staff at the moment, but we could definitely recruit more people via the initiative if they allowed funding to be tailored to part-time positions – offering it to a 0.5 position would be great."

FE college participating in Strand 1 of Round 2

Provider E was very positive about their experience of TTF, and they said they would be 'enthusiastically' applying for any future waves.

"My overall perception of TTF is that it is very good. It has been very helpful. It is well structured and was introduced with the right intentions. TTF has certainly benefitted us, and we will be enthusiastic appliers for any future rounds. Our experience is entirely positive really."

FE college participating in Strand 1 of Round 2

Teacher case studies (Strand 1)

Teacher A

Prior to getting involved in TTF, Teacher A was working as a teaching assistant at a university. This was a fractional position¹⁶⁷, which prompted them to look for other employment opportunities which offered more hours. They saw the lecturer position advertised on www.jobs.ac.uk.

Teacher A said they were initially attracted to the advertised position because it was at a college that also offered HE qualifications through its affiliation with a local university.

The position of lecturer was also appealing to Teacher A because they had worked with high school students and university students whilst studying their PhD and as part of their role as a teaching assistant at the university. They thought the TTF position would give them the opportunity to build on the teaching experience they had gained through this experience.

“Looking at my qualifications and the fact that I have a PhD meant I thought it would be good to be working in an environment where I could stay involved in HE.”

Teacher recruited via Round 1 of TTF

Although they could not recall the original job advert explicitly mentioning TTF, Teacher A recalled that it referred to the various types of support that would be available to the successful applicant (i.e., funding for an ITE course, access to a mentor and a reduced workload).

Teacher A started teaching straightaway, which they found ‘challenging’, but they were very positive about the support they got from other staff members and their mentor, which helped them settle into their position.

“I started my position halfway through the semester, but because another staff member left and because they saw I had previous teaching experience, they started me teaching straightaway. I got a lot of support from my colleagues in my office, from my curriculum

¹⁶⁷ A fractional contract is used for a University employee who works a fraction of 52 weeks per year on either a full-time or part-time basis. This type of contract is often referred to as a term-time contract, however, it can be used in term-time or non term-time. It is recommended that a contract does not exceed 42 actual working weeks, as once the annual leave, Bank Holidays and University Closure Days are added, the contract will be close to an all year round contract. A fractional contract includes the same contractual benefits as any all year round contract.

manager and I was given a mentor straightaway, who I meet with every week.”

Teacher recruited via Round 1 of TTF

The support they have received from their mentor proved very ‘useful’. They felt their mentor had been incredibly supportive and helped them with a wide range of issues including moving into the local area and finding a place to live, getting used to the college IT systems and processes, and developing techniques for dealing with disruptive behaviour in classes. Teacher A felt able to contact their mentor with any issues they faced. They reported being told that this type of mentoring will be available to them for the first two years that they are in post, which they perceived to be a ‘big positive’.

Although they started teaching straightaway, Teacher A started off by teaching two courses (alongside doing their ITE), which they perceived to be a ‘manageable’ amount of work. Teacher A is aware that their workload will increase when the new term starts in September but felt that the college would be careful not to overwork them.

Teacher A reported they had a positive experience of teaching in FE. They were particularly excited about the fact that teaching in FE provides them with the opportunity to make a positive difference to the lives of their students.

They reported that teaching in FE can be ‘challenging’ due to the ability level of students and because challenging / disruptive behaviour was more common than they had been used to when teaching at university. However, they felt their industry experience helped them manage this by making lessons more interesting. Teacher A said they have received good feedback about this from their peers and from students also.

“We try to apply real-life scenarios to activities in the classroom, the students get engaged with that – the more interactive the classroom is the easier it is to control. I’ve been able to use my experience by teaching using real-life scenarios.”

Teacher recruited via Round 1 of TTF

At the time of the interview Teacher A said they were planning on spending at least five years teaching in FE, depending on how things go. However, they also said that they would not rule out returning to HE if an appropriate position became available.

Teacher A also said that they were currently earning less than they thought they should be, given the level of their qualifications. They thought that their college would be reviewing this soon. Their feedback suggested that salary will be a key factor in them continuing to be a teacher in FE, despite it not being their primary motivation.

“If money was the primary focus, I wouldn’t be here – but, to be honest, I do feel that it is something that will need to be looked into.”

Teacher recruited via Round 1 of TTF

Teacher B

Prior to TTF, Teacher B worked as a site carpenter for 16 years but had to find an alternative career after sustaining an injury whilst working onsite. They were attracted to teaching in FE because it gave them an opportunity to do something different and have a new challenge.

“I was in a bad way and I couldn’t make any money, so I started to look for other types of jobs.”

Teacher recruited via Round 1 of TTF

Teacher B had some experience teaching apprentices onsite prior to taking their current position but had no formal teaching experience / qualifications.

They were initially attracted to the position after seeing a job advert, they then subsequently attended an open day at the college, which aimed to attract tradespeople to teaching in FE, after hearing about it on the radio. As part of the open day Teacher B went into the college, was shown the construction department and spoke to some students.

Teacher B recalled being explicitly told about the TTF programme as part of their conversations with the college during open day. They recall being told about the various types of support that would be available to them via the scheme throughout the application process and considered this to have been important in encouraging them to take the teaching position.

“Without that support I think I definitely considered whether the job was right for me. I have had a lot of help so far. They make it as easy as they can, and they have a lot of time for you.”

Teacher recruited via Round 1 of TTF

Teacher B was positive about their experience of teaching at the time of the interview. They reported being ‘eased in and not just thrown in at the deep end’ and considered this crucial to them settling into their role since they had no formal teaching experience prior to this.

They felt well-supported by several different individuals at the time of the interview and mentioned having access to support from a mentor, a line manager, the head of department, and other teachers - all of which were deemed ‘approachable’ and ‘helpful’.

“Honestly my experience has been very good. The support from all the different people at different levels has all been very good. Everyone has been very supportive.”

Teacher recruited via Round 1 of TTF

Teacher B was just shadowing other classes when they started but have since got their own group and teaches this once a week. They felt their workload was manageable and they reported having no issues in terms of planning lessons or studying for their ITE. Going forward, they are looking forward to having more of their own classes from September.

Teacher B felt it was vital for teachers in FE to have some sort of industry experience because it means they can teach based on practice, rather than only on theory. They felt able to bring lessons to life by using real-life examples of issues they have faced first-hand.

“I can’t stress this enough, it is very, very, very important. The students are very happy about it. They are apprentices and they are onsite, they know I know what I am talking about and that I can help them with the issues they might face onsite. I think students respond better and we can discuss things that are outside of the curriculum too.”

Teacher recruited via Round 1 of TTF

Teacher B said some aspects of teaching in FE can be challenging, such as managing disruptive behaviour and motivating students. They felt it will be easier to deal with these issues come September once they had groups of students from the start of the year. They also felt that they have got useful hints and tips from other more experienced teachers to help tackle these sorts of issues.

Overall, Teacher B said they are enjoying teaching in FE and they have ‘no plans of going back to industry’. They felt the amount of work required as part of studying for their ITE was ‘manageable’ and they perceived this important in terms of them enjoying their role so far. They felt their experience may have been different had the support they received via TTF not been available.

“It’s been very important. I’ve heard stories from teachers that have been here a while about them just being thrown in at the deep end.”

Teacher recruited via Round 1 of TTF

Teacher B also mentioned that they would have been unlikely to have taken their current position had they had to self-fund their ITE course.

Teacher C

Prior to becoming involved in TTF, Teacher C was already working at the college as a Learning Support Practitioner (LSP). Their previous work experience included working as an electrician's mate and as a carer.

Teacher C said they were attracted to their current post because of their experience as an LSP at the college, and because they felt it gave them the opportunity to help people.

At the time of interview Teacher C struggled to recall exactly what was included in the job advert posted for their current role. However, during the interview, they reported that it took them a considerable amount of time to realise that their involvement in the TTF initiative meant that they were being provided with support not afforded to other trainee teachers.

"Well, I thought that was normal. I thought all trainees were on TTF. I only realised that other people weren't on the TTF programme quite late-on, probably a year or so after taking the role. I didn't think I was doing anything different to other trainees. I just thought that TTF was how everyone was learning until I spoke to others."

Teacher recruited via Round 1 of TTF

Despite this, Teacher C was very positive about their experience of TTF overall. They felt they received enough support from the college and other members of staff. In addition, the fact that they were teaching part-time meant they were able to balance this with their studies. Teacher C said they might have struggled with their workload, and simultaneously studying for their ITE had they not been working part-time.

"I definitely had time to balance it all out. I got given extra time, so I had enough time to study for my teaching qualification. I'm part time anyway, so I think that helped. To be fair, before I even started, I said to myself I didn't want to be full time because being full time and then having the teacher training on top would just have meant I had no time. So, I made the decision to be part time, which I think benefited me. "

Teacher recruited via Round 1 of TTF

Mirroring feedback collected in the teacher survey, Teacher C reported that COVID-19 had a negative impact on their experience as a trainee teacher because it had resulted in an increase in their workload (and the workloads of their colleagues). Despite this, Teacher C still felt he was sufficiently supported by the college.

"Well, COVID-19 has thrown a big spanner in the works. The workload is obviously a bit higher, and everyone's workload has increased due to it, so spare time to go and have the mentor chat was lowered but

the option was still there. Maybe it wasn't every week but every other or so."

Teacher recruited via Round 1 of TTF

Teacher C reported that they had some personal difficulties during the first lockdown in the Spring of 2020. They felt they may have left their position had they not been involved in TTF and not been given sufficient time to be able to study for their ITE. Teacher C reported they were initially due to complete their ITE in by the end of the 2019/2020 academic year, but that COVID-19 meant their end date has been pushed back to February.

"I think it definitely helped me stay in the role. I feel like without the extra support and time to study for my teaching qualification, I would've probably dropped out and done something different if I'm honest."

Teacher recruited via Round 1 of TTF

Teacher C said they would recommend TTF to other industry professionals who might be interested in moving into teaching in FE based on their own experience.

"Knowing what I do now, I definitely would recommend TTF because it just gives you a bit more time to get work done and all the extra support that's in place."

Teacher recruited via Round 1 of TTF

Teacher C said they would be looking to stay in teaching in FE for the foreseeable future. However, they did mention that they would be looking to change the subjects they teach. They reported teaching three different subjects at the time of interview. Two of these falls under 'Childcare and Education' subjects and the other is Sports Studies.

"I do want to change the subject that I teach, but I do want to stay in teaching. Well, currently I'm sort of split between teaching three different subjects. I think that that made my workload trickier to manage."

Teacher recruited via Round 1 of TTF

Teacher C mentioned they would like to focus on teaching Sports Studies going forward, a subject which was not included in the core subjects that TTF originally aimed to target.

Teacher D

Teacher D was working as an on-site carpenter for a furniture company before becoming a trainee teacher in FE. They said they were looking to get into teaching because they did not want to stay on site long term, given their age and the physical nature of the job. They said that TTF was mentioned in the job advert for their current role and that this helped influence them to apply for the position.

“I imagined teachers had to have degree-level knowledge and had to have their teacher-training before they can become a teacher. So, to see something that says, “We’ll train you in the job. All you need to do is bring this amount of experience to the table. There are no other qualifications involved,” was amazing because all my learning is from experience.”

Teacher recruited via Round 1 of TTF

Teacher D started at the college in September 2019. At the beginning of their time as a trainee they were shadowing another Carpentry teacher who left in November 2019 leaving Teacher D as the only Carpentry teacher at the college – they felt they had been ‘dropped in the deep end’ due to this. They felt that they had adequate support from other teachers of vocational subjects in the department to help them settle into their role but thought it would have been useful to have more support from someone with both technical knowledge of the subject area and teaching experience. Teacher D said they needed to learn the curriculum as they were teaching it because they were the only person teaching their subject and this posed a challenge for them.

Teacher D was positive about their experience of the ITE course during the interview. They said they had access to a mentor who was very supportive and helpful. However, they did mention that it would have been useful for their mentor to have had experience in their subject area (or at least in another vocational qualification). Their mentor had a background in an academic subject, which Teacher D found to be useful in helping them with some of the theory behind teaching, but they felt it would have had a better experience had they had technical knowledge of carpentry.

They thought their workload had been manageable, but that this has become more difficult since the other Carpentry teacher left the college. At the time of interview, they were not teaching lessons on Wednesdays as that day was set aside for them to study for their ITE, and they thought that worked well. Teacher D felt their workload was manageable because Carpentry was a new course at the college, so they only had one cohort to teach. They felt it might have been unmanageable had that not been the case.

Teacher D felt it is crucial that teachers have up-to-date industry experience. In addition, they were surprised that the syllabus being taught in the college did not reflect their recent experience of working industry.

“I have literally come straight off the site. I’ve got an up-to-date knowledge of how tools are used. In the course the learners spend half the year using hammer and chisel, when we’ve gone to site and to be honest, hammer and chisels are like last case scenario. If we really are stuck eighteen floors up with no power, we’ll have to break out the hammer and chisel, but if not, we use a power tool. It’s just having that up-to-date knowledge compared to a teacher who may be teaching five, ten, fifteen years since last being on a worksite. It is so important, and it gives learners that instant relatability.”

Teacher recruited via Round 1 of TTF

Teacher D was positive about their experience of TTF overall but felt the college could have had better structures in place to make their transition easier (i.e., that those recruited via TTF should be placed to teach existing subjects rather than being expected to pick up new ones alone).

“If the college or school or secondary school is going to be using the Taking Teaching Further scheme, I would like to make sure that my experience isn’t experienced again. It would be good to have mentors with vocational experience and maybe ensure new trainees are recruited into an existing course, so you’ve got a bedrock of teachers there to give the trainee support. I’m just learning as I teach. If I were an electrician and I was teaching it, I would have had three different teachers of that subject to go talk to and observe and learn from.”

Teacher recruited via Round 1 of TTF

Teacher D felt that starting salaries of trainee teachers presented a major barrier in terms of the scheme being able to attract industry professionals. They mentioned that they started with two other trainees who were recruited via TTF but did not last a month due to the drop in earnings.

“I came from a retail company, and I took a pay-cut even from retail wages. I started on TTF with two other trainees who were due to teach Brickwork - both didn’t make it four weeks in because they could just earn a lot more on site.”

Teacher recruited via Round 1 of TTF

Teacher D said he was looking to stay in their current position to help establish and build the Carpentry Department at the college. They said they would also be looking to stay in education beyond that.

Teacher recruited via Round 1 of TTF

Teacher E

Teacher E had over 10 years' experience working in construction prior to taking their position as a trainee teacher. They went to an open evening at a college and initially got a position as a technician. They were subsequently given a teaching timetable. Teacher E was not told about TTF until a few months after starting their role.

“The college had an open evening, and I went along. I thought all I could do really was to get a job as a technician and try and work my way up the ranks. Eight days before the students started, they put me on the timetable, and they decided that I was good enough to deliver learning and that I should start my path of teaching qualifications.”

Teacher recruited via Round 1 of TTF

Overall, Teacher E was very positive about their experience as a trainee. They felt well-supported from the college and their mentor. They noted that balancing their workload was challenging at some points but that they were able to adapt and overcome this. Teacher E said that they felt very fortunate to be supported by the college and that they had helped to establish and grow the Construction Department at the college. They anticipated that they would remain in teaching in FE for their rest of their career.

“Sometimes you feel like you’re drowning but then again what you need to do is ask you’re surrounded by a lot of support you need to find it. I wouldn’t say anything is a problem, the end of the day we we’ve got to do is adapt, sometimes it can be overwhelming I just feel blessed, and I feel very fortunate that I found a salary paid position but sometimes I think “wow this isn’t a job!”. I have to say I have loved it. I’ve been able to help build this department up from what feels like day one, so there’s a sense of pride there too.”

Teacher recruited via Round 1 of TTF

Teacher E said that having industry experience is crucial for teachers that want to deliver a high-quality experience for learners. They felt they had been able to pass on knowledge they had gained from their time in industry to their learners.

“Industry experience makes a massive difference. If you can’t relate to the real world, or if you’ve been removed from it for some time, then how can you deliver quality learning? In the engineering and construction realm you need to be able to relate what we’re doing in the lesson to the wider world. I’m not the education secretary, but if you’ve maybe been a teacher for between 5 and 10 years it’s almost

as if you should have an industry placement to get back into the workplace and see what it's really like!"

Teacher recruited via Round 1 of TTF

Overall, Teacher E was very positive about their experience as a trainee teacher, and about TTF as a concept. They felt that more industry professionals would be interested in TTF if more people were aware of it.

"At the end of the day it is a fantastic idea to have people from the industry coming back to educate people that want to go into the same industry. I feel TTF probably needs a better nationwide marketing campaign to let more people know about it. I don't believe that the right people know it exists, and I'm sure if we made a better job of marketing it there would be people contacting colleges saying they would love to try it."

Teacher recruited via Round 1 of TTF

Teacher F

Teacher F had around 40 years of project management experience in the construction sector prior to taking a part-time teaching position funded via TTF. They took their current post as a trainee teacher because they had retired a few years' earlier and were looking to get back into the workplace. In addition, they had a desire to pass the knowledge and skills they had gained throughout their career onto the younger generation.

"It's the 'What am I going to do with all this knowledge?' question. I had retired and was bored, so that was a motivating factor as to why I took up the role. I have got all this knowledge, what am I going to do with it? There were two actual aspects: first, leave a legacy; pass on this knowledge if I can, because it has been years in the making. And the second one was to keep myself active and keep my brain going in my retirement."

Teacher recruited via Round 2 of TTF

Teacher F reported that they only became aware that their role had been funded via TTF at the start of the second year of their ITE course. In addition, their responses suggested they had very little knowledge or awareness of the TTF initiative even by the time they did the interview.

"No, I can't remember being told much about it when I applied for the role. I heard about it this year when I started the second year of my teacher training course. I don't know much about it. One of the guys here did a presentation about it I think and trying to get people involved in it. I mean I didn't really want to be involved in it."

Teacher recruited via Round 2 of TTF

Despite not having much knowledge of TTF itself, Teacher F said they felt they had received enough support from their college, and they felt they had adequate time to plan lessons and study for their ITE qualification. However, they felt that COVID-19 had a negative impact on their experience because it had resulted in them being isolated from the college (they have been unable to attend the site of the college since the start of COVID-19 because they are at-risk due to their age and have needed to self-isolate due to this). Teacher F also noted that they found teaching remotely to be quite challenging, especially in terms of ensuring learners remained engaged through lessons.

"I think that has been very difficult because of the lockdown, the isolation, the remote teaching. The strain of doing that and the ITE course has been worse than it otherwise would have been. The group work and project work has been difficult because you've got to

coordinate that online. Learners are sitting in a room talking together about it, you are online you are trying to catch up with conversations. Some of the conversations are so far away from the mic you can't hear it. So, you know, your contribution is different. But there it is. We'll get through it. It has been difficult."

Teacher recruited via Round 2 of TTF

Teacher F was very passionate about individuals with relevant industry experience teaching in FE. They said their industry experience had been very useful whilst teaching and it had helped to develop learners' technical knowledge and soft skills.

"My industry experience is so important when teaching. Absolutely! I think teachers are protected. They're in cotton wool. Those of us who have been in industry several years, and certainly in key roles, have a different perspective. You have a completely different behaviour and a completely different attitude towards things. You must teach it differently. You must get the students engaged. You know, they've got to have that 'industry behaviour', if you like. Now, a lot of students come out still with a 'school behaviour', still with a 'learning behaviour'. Not with a 'ready for industry behaviour'. Industry experience will help change that mindset. You can give the stories. You can give the tales. You can give the examples. You know, which creates a sense of reality."

Teacher recruited via Round 2 of TTF

They said they would recommend teaching in FE to others based on their experience so far. Teacher F felt it is important to encourage others to make the move from industry into teaching to help ensure learners are better prepared for industry when they leave education.

"Yes, I would! I certainly would recommend it to others! See, if they are relatively fit and healthy and want to keep their mind going—absolutely! Just come back and plough the knowledge back in. I mean you spend years and years and years gaining all this knowledge: for crying out loud, put it back in."

Teacher recruited via Round 2 of TTF

Teacher F said they are likely to stay in their role for the next 2-3 years if their health allows them to continue to work.

“You know, I mean, in two or three years, I am going to be seventy-five. If I am still fit and healthy, I’ll go on, but I won’t if I’m not. The college are clearly very understanding that I am not a long-term prospect.”

Teacher recruited via Round 2 of TTF

Teacher G

Teacher G saw a job advertisement for a trainee teacher post in the Digital Media department and applied for it. During the interview process Teacher G explained that his industry expertise was in Digital Journalism. He was offered the job based on this, but then was subsequently told that the position would involve him teaching several subjects.

Teacher G could not recall TTF being mentioned during the application process. They said that they became aware that their position had been funded via TTF a few months after they had started teaching.

“I wasn’t aware until about two or three months after joining, when they said that that was the package. I was told that during the application, that the deal was that they would take me on and then that they would put me through the PGCE. They didn’t indicate that it was part of a scheme or anything like that. It was only once I had joined, about two months later that they indicated that it was through Taking Teaching Further.”

Teacher recruited via Round 2 of TTF

Teacher G reported that they had a poor experience as a trainee teacher overall. They felt that they did not receive much support from the college, and they said they did not have the opportunity to observe other teachers either.

“I got zero help. I have had one observation. And that’s including an observation with the PGCE tutor. And I have not observed another teacher or anyone doing their job, so I am winging it, a hundred percent, the entire time. And then when they said that they were increasing my hours. That was not great.”

Teacher recruited via Round 2 of TTF

Teacher G reported that the 2020 / 2021 academic year had been particularly challenging. They said that the college combined learners doing different courses at different levels in the same class. Teacher G said teaching these different groups of learners in the same session was a challenge – especially given that they are still a trainee. Teacher G felt that the college had not really provided much guidance or support to help.

“This year there weren’t enough students for a course, so they decided to merge courses together in the same class. I have been told that would be OK if it was the different levels of the same course, but what they have done is put different levels and different courses all together, and on different awarding bodies as well. So, I must now figure out

how to teach two completely different courses in the same class. Every time I have mentioned it, and said, "This isn't right, I can't teach this." They just reply with, "Well, it's all computers." So, yeah, it's going swimmingly!"

Teacher recruited via Round 2 of TTF

"The first year was a lot easier because they had me down for sixteen hours of face-to-face teaching and then the remainder was meant to be to deal with PGCE and be able to observe other lecturers. Unfortunately, I didn't do any observations because I was frantically trying to teach myself how to do Games Design and then March hit and we obviously went into lockdown. And since then, they have increased my face-to-face teaching. So, now I do twenty-four hours face-to-face teaching, and then the remainder is still trying to teach myself the job role. So, currently, I teach five different courses. I am all over the place with it. I have asked for time to be able to do my PGCE and to do observations, and they are only just now realising that with my threat of going to the union, they're going to have to let me do that."

Teacher recruited via Round 2 of TTF

Teacher G said that some learners have reported having a poor experience due to their lack of experience teaching and their lack of experience of the subject. Teacher G felt this feedback was fair given.

"Well, yeah, quite a few learners have said, "Why are we getting taught by someone that does not have that background or that knowledge?" And I agree with them. I am not going to try and blag them and say that I know what I am talking about. It would become obvious very quickly that I don't, and I don't think it is fair on them to put them in the dark. I've voiced it quite a few times to my bosses, and I am just waiting for them to sort it."

Teacher recruited via Round 2 of TTF

Teacher G reported that they would have left their post already, but that the college had made them sign an agreement that meant they would be liable for the cost of their ITE course should they drop out early and that they needed to stay in post for an additional 12 months once they had completed the course. They suggested they would be looking to leave the college after that period.

“The thing that has kept me in post is the fact that if I leave and I don’t complete my PGCE, I’ll be left with a bill. I do want to continue teaching and continue doing my PGCE. I do feel like I will be looking for an alternative site. Because I definitely do not feel like I have been looked after at all.”

Teacher recruited via Round 2 of TTF

Despite their experience, Teacher G said it was likely that they would be looking to continue to be a teacher in FE in the long term, albeit at a different provider.

Teacher H

Prior to starting their role, Teacher H had worked for 14 years as a self-employed electrician in industry. Teacher H said they had always considered teaching as a long-term career option. They said it appealed because they were concerned about the long-term physical impacts of working on-site. Teacher H said they were not aware of TTF during the role and were not given much information about it during the application process.

“I certainly wasn’t aware of TTF when I took the job. I basically got walked round the department once he’d seen my CV and asked if I wanted to work there. That was the extent of my interview. Later, I was told, “you’re on this scheme. You need to do either your Diploma in Education and Training or your PGCE. So, that’s kind of your two options to become a trainee teacher—you’ve got to do one of them otherwise we can’t get funding.” That was all I got talked about TTF really. My personal feeling is that they took me on and then found the funding.”

Teacher recruited via Round 2 of TTF

Teacher H reported that it has been difficult to balance teaching and studying. They reported this has been particularly difficult in the 2020/2021 academic year as their teaching hours have increased since then.

“Well, this is my slight bugbear. I think I am only supposed to do something like fifteen to eighteen hours on a full-time contract teaching. I am currently on between twenty-two and twenty-eight depending on which week we are on. Plus, my ITE course on top of that. So, I could have said no, but then, who would teach the students if I would’ve said I wouldn’t teach the extra lessons? Honestly, it’s a pain balancing everything.”

Teacher recruited via Round 2 of TTF

Teacher H felt that they have been supported by other teachers in their department, but they don’t feel that they have received much in the way of mentoring.

“I could speak to anyone in my department for help or advice. So, as far as support goes, I’ve got eight people that will help, will give me the support I need, will listen to me moan, suggest stuff—it’s brilliant. As far as a mentor for my teaching goes, no, I haven’t had a meeting with the person that’s supposed to be mentoring me since the end of February last year. So, while I have got the support at the subject-matter level.”

Teacher recruited via Round 2 of TTF

COVID-19 has been a challenge for Teacher H because lockdown meant they were unable to teach the practical elements of apprenticeships (which Teacher H felt were very important aspects of the qualification).

“So, for last year we had to bin half of all lessons because they’re practical. We just did the theory, but we just can’t make that time up. There is no physical way of us doing that and giving them the practical experience, they need.”

Teacher recruited via Round 2 of TTF

Teacher H said that teachers having relevant industry experience is ‘invaluable’. They felt their experience allowed them to teach learners about what industry wants; and in a way that helps learners to be engaged with the subject.

“Honestly, it’s invaluable. I remember being an apprentice. I remember what worked for me. I understand the industry. That’s key for these kinds of qualifications and it’s not one of those things that you can just pick up and teach. I can teach the syllabus, but for the full-time students, they’re not going to learn anything. If I can’t explain how we use the wiring systems, why we install the wiring systems, and show them how it’s just words.”

Teacher recruited via Round 2 of TTF

Despite this, Teacher H felt their industry experience was being under-utilised by the college. They reported trying to take an active part in helping to plan the syllabus and gearing it towards what employers in industry want from apprentices, but that they don’t feel listened to by senior management at the college.

“Honestly, I’d like management to acknowledge and respect the fact that we’ve been in industry, so we know what industry wants. I spend a lot of time fighting with management when they say, “This is what industry wants,” and I say, “They don’t.” And they say, “Well, we’d like to engage this type of employer.” And I say, “Well, that was me nine months ago, and you’re now telling me I know nothing.” So, I think the scheme is ideal. I don’t think—certainly, from my experience—college have monopolised my knowledge and my experience. Yeah, so I think for me, it’s if you’re going to have an initiative like Taking Teaching Further, and it’s about bringing people in from industry, it would be nice if the college had to listen to us, rather than just using us as another teacher.”

Teacher recruited via Round 2 of TTF

Teacher H is looking to stay teaching in FE in the long term and they said they would recommend teaching in FE to other industry professionals that might be looking to change career or move off-site. However, they mentioned that the starting salary for teachers in FE would be prohibitive for many of those who might be interested in taking this path.

“I’d recommend it, but to be honest, the salary is massively prohibitive. If my wife wasn’t a highflyer in London, I couldn’t afford to take a pay cut. So, I’ve taken a £15,000 pay cut. The only advantage is that my holiday pay, I now have a pension and I can guarantee the money is going to be there. But the reality is, I’ve taken a pay cut. It just happened that, with COVID, I’m better off being a teacher, but they need to sort out funding for us experts because one of the conditions of my role is that I maintain my industry CPD. So, I am dual professional, but I am getting paid £30,000 a year, when I could easily walk into a job in industry, with my experience and my knowledge, and earn between £60,000 and £100,000 a year.”

Teacher recruited via Round 2 of TTF

Teacher I

Teacher I saw the advert for their position online. At the time they were working as an area designer designing outdoor fitness areas and other outdoor recreational areas. Prior to that they had experience in several creative roles in the digital / IT sector. They also had experience as a visiting lecturer at a university. Teacher I was attracted to their current role because they would gain a teaching qualification at the end of it. They said it was unlikely that they would have applied for the role if they did not get this qualification funded as part of the offer. Teacher I said they were told about TTF during the application. They recalled it being part of the actual job advert too. They said that made the position more appealing.

“I wouldn’t have applied for it if it didn’t have the qualification at the end of it. Also, the fact that you needed 3-5 years’ industry experience was one of the big elements that appealed to me.”

Teacher recruited via Round 2 of TTF

Teacher I reported they had received less support than they were expecting. They said they had not received any mentoring outside of that provided as part of their PGCE.

“The only shadowing and support that way is just what’s required for the PGCE so I would say I’ve not had a lot of shadowing, not enough anyway.”

Teacher recruited via Round 2 of TTF

In addition, they said they had not been doing reduced teaching hours. Teacher I said that balancing their work with studying had been difficult due to this. They reported that they needed to take three weeks of annual leave to finish their PGCE qualification and that they had not had a break from working and / or studying as a result.

“My impression is I don’t think that everybody understood the TTF contract in that you’re supposed to have reduced hours. I’m teaching 24 hours face to face teaching now still on my PGCE and it’s like a 50/50 balance of planning and teaching so I’m currently working a 46-hour week if you were to put the study on top of it. It was hard trying to balance it all.”

Teacher recruited via Round 2 of TTF

They felt that COVID-19 had exacerbated some of the issues they had faced as a trainee because it had resulted in an increased workload. In addition, they reported that it had been difficult to teach their course remotely as they (and their learners) did not have access

to specialist software needed. Teacher I reported that they would be looking to take up a teaching / lecturing position in HE once they had finished their PGCE.

“I know there were issues beforehand, but I think COVID-19 has definitely been affecting the way we work. It has made staff turnover worse and there has been a lot of staff absence because of sickness. So, we’ve had to pick up bits where people have left, which has been hard. As well as that, the courses I teach require very specialist software. It has been hard to teach the course remotely because of this because I don’t have access to it at home and learners don’t either.”

Teacher recruited via Round 2 of TTF

Teacher J

Teacher J said they had not really considered going into teaching prior to seeing an online job advert for their current post. Prior to applying for the position, they had been working as an electrician.

“There was a bit of a slump with work, so I was looking to work for a company. So, I was applying for jobs in the electrical industry I saw this job advertised and I thought it seemed quite interesting, something I’d maybe like to get into so I applied for it, just on a whim not really expecting to get it, wouldn’t have been too disappointed if I didn’t. It wasn’t something that I was thinking of getting in to. Just sort of happened by chance really.”

Teacher recruited via Round 2 of TTF

The job advert referred to TTF and stated that funding for an ITE course would be included in the job offer. Teacher J said that this aspect of the TTF offer was crucial in persuading them to apply for the position.

“The thing that appealed was that it would train you to be a teacher as well as obviously you know you’d be getting trained on the job that’s what attracted me to it. So, if I had to self-fund to be able to do the training, I wouldn’t have taken the role.”

Teacher recruited via Round 2 of TTF

Teacher J felt they would probably not have applied for the position had the job advert not mentioned TTF and the additional support that would be given to the successful candidate.

“Without the TTF offer I don’t think I would have even thought about it. If there was just a job on there just asking for an electrical lecturer at the college I wouldn’t have applied because I don’t have any teaching qualifications. To be able to get that as part of the job was key. That’s what lead me to apply.”

Teacher recruited via Round 2 of TTF

Teacher J took up their position midway through the 2019 / 2020 academic year. They initially had no issues with their workload. In the 2020 / 2021 academic year they were given a full teaching timetable. They said it had become increasingly difficult to manage this increased workload, whilst also studying the second year of their ITE course. Teacher J felt this was especially challenging as they were delivering a new course in 2020 / 2021. Despite their role becoming more challenging, Teacher J said they were still enjoying teaching.

“It’s been specifically difficult since September when my first year of training was finished. I wasn’t just shadowing and teaching and class here and there anymore. I was given a tutor group and now I’m essentially on my second year of university with the responsibility of a lecturer and with full teaching hours.”

Teacher recruited via Round 2 of TTF

Teacher J felt they could have received more support from the college when they were new to the role in terms of mentoring and observation opportunities. However, they felt that the college had started to provide more of this type of support in the 2020 / 2021 academic year.

“It might have been better to start at the beginning of the year rather than in the middle of it. I feel like they have stepped up support recently, but support was severely lacking in the first six months or so. There were no weekly meetings or anything with a mentor and there were no observations. It was just sort of like you’re here now just do this job. Just get on with it.”

Teacher recruited via Round 2 of TTF

Teacher J said they had a very stressful experience during COVID-19. They found it difficult to teach the practical elements of their course online. Due to sickness of other staff, Teacher J was also asked to help teach additional subjects, which also added to their existing workload.

“It was awful. I had a lot of pressure from the college to deliver online and I was teaching a different trade as well. They wanted me to teach joinery online, which I do have qualifications in, but it’s not the role I wanted to be teaching. That happens a lot in education as well apparently, if somebody is off you cover and you just sort of must hope that you can basically blag your way through a lesson. So, when COVID-19 hit and I had to do that, I found there was a lot of pressure from the college to keep normal operations going but online. Then there was the pressure having to do that at home with my two kids and with my wife who works full time and wasn’t furloughed. It was almost impossible, so I nearly had a nervous breakdown over it.”

Teacher recruited via Round 2 of TTF

Teacher J said they were hoping to continue teaching in FE until they retire. Despite the challenges they faced, they were positive about their experience as trainee and about TTF as an initiative.

“I’m thinking about sticking it out till I retire now. I mean I found what I was looking for in terms of I secure a job full time that’s got pension, good holidays and I enjoy it as well which is really important because if I didn’t enjoy it, I wouldn’t still be here to be fair.”

Teacher recruited via Round 2 of TTF

Provider case studies (Strand 2)

Provider F

Provider F is a small independent training provider. They applied for an innovation grant from TTF to deliver a project aimed at building engagement between post-16 education and training and the childcare and construction sectors, to improve links, allow education providers to update their information from industry and enable industry to develop closer relationships with education settings. The aim was also to upskill existing tutors by providing them with up-to-date work experience and encourage more people from those sectors to train as tutors.

The project ran networking events and produced lots of marketing material such as flyers in order to build publicity and engagement. They also partnered with a college. Recruitment onto the project was hampered by concerns about COVID-19, which meant that various events they had planned for the first quarter of 2020 were curtailed or cancelled. While they still hit their targets through other publicity and wider networking, they had been hoping to achieve more. COVID-19 also meant that they were unable to offer the in-person industry work placements they had planned, and these had to move to online delivery.

“We still did things with them online, but they didn’t get the full experience as if we’d been able to fulfil that face-to-face contact. At the time, businesses were just reluctant to take placements in or go on placements, when they did re-open their main objective was how to do social distancing and stay Covid-secure, they didn’t need extra people coming in.”

FE college participating in Strand 2 of Round 2

Provider F reflected that what worked particularly well about their project was the level of engagement, understanding and knowledge exchange they had been able to build among small and medium enterprises (SMEs) and small training providers.

“We had a really engaged consortium, it was a bit like a “mini” Chamber of Commerce and worked really well. Networks already had it on their agenda as an issue, that they weren’t getting that quality of training as people delivering it were out of date with methods or technologies, so it’s built lots of ongoing leads between employers and providers going forward.”

FE college participating in Strand 2 of Round 2

Overall, Provider F regarded the project as a success despite the challenges encountered due to COVID-19. It enabled them to broaden their networks and laid the foundations for

ongoing work to support more small employers to upskill their staff, as well as growing the links between industry (in particular SMEs) and education providers.

“As a small independent training provider, we were able to engage with a lot of businesses and other providers who we wouldn’t normally have been able to, opening up future opportunities to expand this type of work in other sectors and to more employers. It helped us to think about how we can approach things a bit differently when it comes to engaging employers with education and training.”

FE college participating in Strand 2 of Round 2

Overall, Provider F said they would recommend TTF to other providers. They felt the programme was very clear in its objectives while offering them the freedom to develop their ideas and explore how they could meet those objectives in a different way. The grant funding was also straightforward, and payments came through quickly, which was important to them as a small business.

“It allowed us scope to develop our ideas and was not as prescriptive as other projects can be. It was also not over-complicated, being grant-funded instead of outcomes-based meant we weren’t as constrained. The payments also came through very quickly, usually paid two weeks after our monthly claim, whereas for other projects you can be waiting two months. That’s helpful to us as a small business.”

FE college participating in Strand 2 of Round 2

Provider F were really pleased that the TTF is aiming to address issues around the supply and upskilling of tutors by introducing ways to build up more industry experience/ links but thought that there should be more publicity for the programme as it would benefit from a higher profile, in terms of attracting more employer and provider interest. They thought that more engagement with and endorsement from regulatory bodies in relevant sectors such as construction and childcare could be useful in building profile and raising interest among employers. They also reflected that it would be useful if the programme could be opened up to more employers to apply for grants and receive funding directly alongside training providers, as in their view, time and cost are the biggest obstacles to building employer engagement.

“The most common thing that comes back from employers is that they just don’t have the time. There’s no slack to pick up this type of activity and engage more with providers, especially in SMEs where the MD is doing everything and just concentrating on keeping their business going. More funding might help encourage them to release their staff to take part in this type of programme, time is money.”

FE college participating in Strand 2 of Round 2

Provider G

Provider G is a large group of colleges. They applied for funding to improve the quality of their provision in digital subjects. As part of their innovation project, they planned numerous activities to allow their teachers to improve their knowledge in digital subjects by allowing them to go to work with industry professionals and by having industry professionals come to the college to deliver seminars using the most up-to-date industry knowledge.

“We got involved with Strand 2 of Round 2 of TTF as a way of modernising and upskilling our provision in digital. We think that all vocational provision needs constantly updating to ensure that it is industry-relevant – none more so than digital subjects because the industry is just so fast moving. We saw our innovation project as a means of improving our teachers’ skillsets in order to spread that learning among our learners.”

FE college participating in Strand 2 of Round 2

Provider G said they conducted various employer-engagement type activities prior to receiving funding via TTF, but that these were often far smaller in scale. In addition, they reported that these were also more localised in the sense that they were often restricted to a single college / campus in their group. However, they said that an advantage of the TTF initiative is that it has helped their various campuses to share knowledge and experience with each other, under the banner of the scheme.

“We did do employer engagement activities before TTF, but it was trickier to do so. We had lots of little projects going on with no real co-ordination across the group. However, these have all been brought under one banner and formalised due to TTF. That has been one of the real advantages of the initiative. TTF has focused efforts and brought the group together. It’s difficult to find funding and a framework to create this sort of collective mission, but it really has done that.”

FE college participating in Strand 2 of Round 2

Provider G felt they had made great progress with their Round 2 innovation project prior to COVID-19. They felt they would not have been provided the same types of activities without the TTF funding.

“We had made fantastic progress with our innovation project. I think we made very good progress and that was reflected in us getting very positive feedback from our learners. It helped us have regular, frequent contact with industry professionals in a good and practical way. The funding was crucial because it helped us to buy-in this type of resource

in a meaningful way. The industry professionals we were targeting are usually very time-poor and they can earn a lot in industry, so the funding was definitely needed to entice them into the college to provide training. Most of your budget is for teaching, not the upskilling of teachers. This scheme helped with that because it directly benefitted them by helping our teachers to improve their technical expertise and skills.”

FE college participating in Strand 2 of Round 2

Provider G spontaneously mentioned that they had learned from their experience of trying to deliver their innovation project as part of Round 1 of TTF. In light of their experience of this, they made their Round 2 innovation project much more focused and targeted, which they believed help improve the quality of the activities they were able to provide using TTF funding.

“We also delivered a Strand 2 project through Round 1 of TTF. We definitely learned some lessons from our experience of that. Our Round 2 innovation project was much smaller and far more focused. We concentrated on quality over quantity in Round 2, because it felt like we were chasing KPIs a bit in Round 1. That was a giant project. We felt it should be and we wanted to be ambitious in what we set out to achieve in Round 1, but we made sure it was more manageable in Round 2.”

FE college participating in Strand 2 of Round 2

Provider G said they were frustrated that their Round 2 innovation project was not completed due to COVID-19. However, they reported they were able to use what they had learned via the innovation project to help the group better respond to some of the challenges created by COVID-19 (i.e., those associated with distance learning).

“TTF has enabled us to do a lot of knowledge sharing via the Round 2 innovation project. We have definitely kept that up throughout. COVID-19 created some difficulties, but we were able to navigate that better following what we learned via our innovation project. It definitely helped us to help other departments in the college in terms of helping them to continue to deliver online learning.”

FE college participating in Strand 2 of Round 2

Provider G struggled to give a response when asked how they thought TTF might be improved going forward. The only thing they could think of would be to have slightly more

autonomy in terms of when they would be able to draw down on some of the funding provided via the initiative.

“Overall, I am struggling to think how TTF could be improved. The only thing I could think of is potentially having more autonomy over the funding. Instead of having to spend it at certain timeframes, it might be better to allow colleges to dip in and out of it more frequently throughout the period – though I do understand the need to be accountable for what has been spent and when and on what.”

FE college participating in Strand 2 of Round 2

“It is a very strict application process. Various opportunities came up throughout the project that it might have been good to divert some of the funding to. It would be good if we could be flexible, and we could definitely justify the money being spent in different areas. That would be the only improvement – as the whole COVID-19 experience showed, things can be quite unpredictable and more flexibility to allow us to deal with that would have been the only way to improve really.”

FE college participating in Strand 2 of Round 2

Provider G were very positive about TTF overall and said they would ‘enthusiastically’ apply for future rounds of the initiative due to their experience. In all, they felt the funding made available via the initiative was crucial in terms of helping them build quality links with industry and improve the quality of their provision.

“We really hope that there will be a Round 4. We will be enthusiastically applying if there is. We would still strive to run innovation projects without TTF, but it wouldn’t be the same in terms of quality or scope. Also, having the TTF funding means that I have been able to justify the time I have put into the scheme in terms of managing it, whereas it would be difficult to do that without the funding.”

FE college participating in Strand 2 of Round 2

In addition, they felt this type of initiative would be of vital importance for the sector going forward as it tries to come to terms with some of the longer-term impacts of COVID-19.

“I think funding for these types of schemes is going to be of vital importance once things return to normal after COVID-19. A major barrier to these types of innovations projects going forward is going to be that colleges are going to be focusing on playing catch-up and making up for the time lost. The loss of learning and interaction is an

issue and means that colleges might not have the luxury to do these types of projects going forward – funding will be crucial to us continuing to do that sort of thing.”

FE college participating in Strand 2 of Round 2

An interview was also conducted with an employer that participated in a Round 2 innovation project as part of Wave 3. This employer is referred to as 'Employer A' for the purposes of this report and they were involved in the innovation project delivered by Provider G. Their feedback on their experience of being involved in this innovation project is summarised below.

Employer A

Employer A felt that funding was key to allowing colleges to be able to buy-in the most up-to-date knowledge from industry.

"The money is crucial because it just makes it easier to get people on board. The funding means more money to deliver sessions, to partner with other employers and to ensure that certain topics that are more specialised (and therefore more expensive) are covered."

Participating employer

"Getting people to teach in colleges is very difficult, so the money was needed to entice them to go onto campus. Also, it is worth it from the learners' point of view because it is so motivational for them to see what they can go on to do. The best software packages are very expensive and exposure to those are key. That up-to-date knowledge is invaluable, because what learners are taught doesn't relate to the real world without it."

Participating employer

Employer A said they were making good progress prior to COVID-19 hitting and stopping them from being able to deliver all the events they had planned as part of their innovation project.

"We made very good progress before COVID-19 hit. We came into deliver some sessions and the teachers and students were very engaged."

Participating employer

Employer A felt that industry experience / knowledge was absolutely crucial to ensuring high quality teaching. They felt that learners are less prepared for industry and of less use to employers in industry without it.

"Industry knowledge is crucial. Once you start teaching you get further and further away from industry. I would say the scheme has helped

build industry links and we are hoping we will be able to continue with what we were hoping to do.”

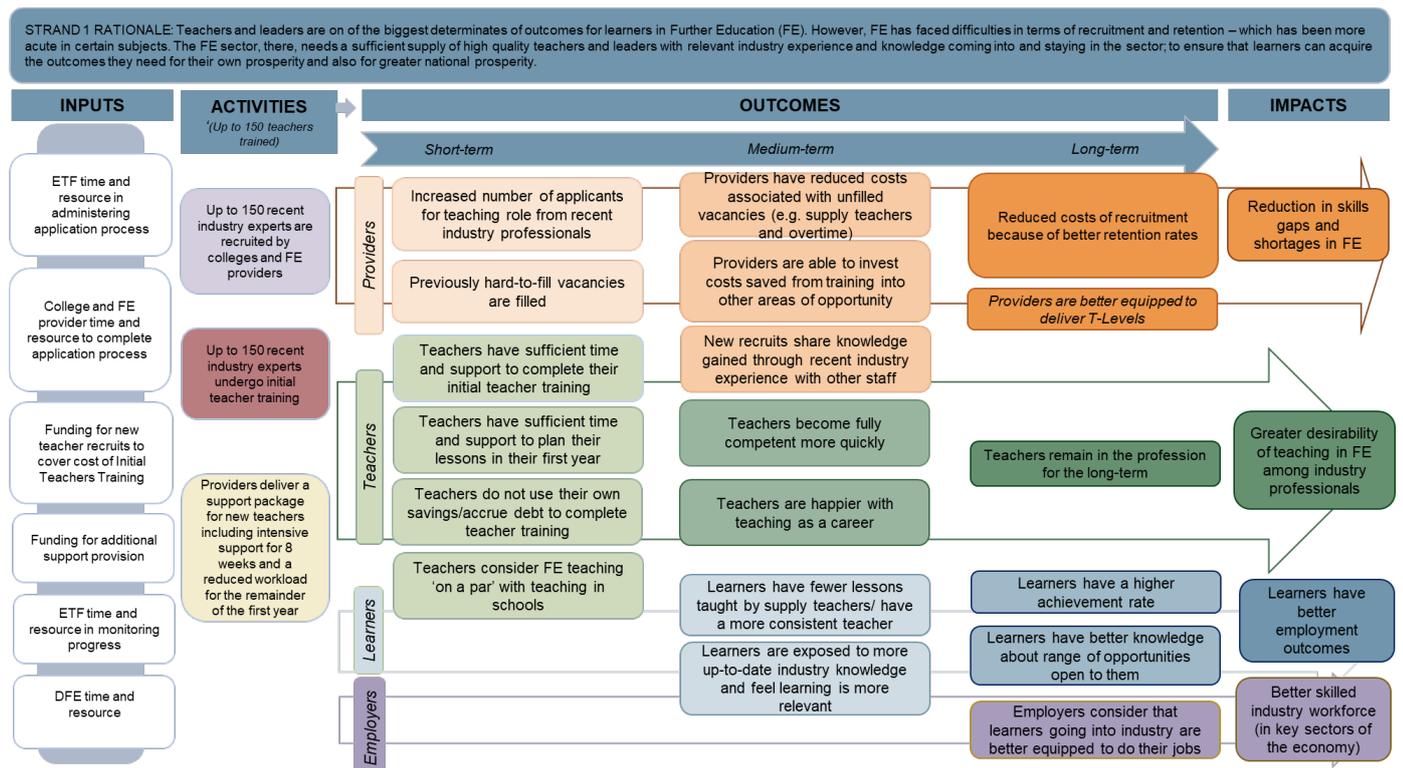
Participating employer

Appendix B: Detailed methodology and challenges

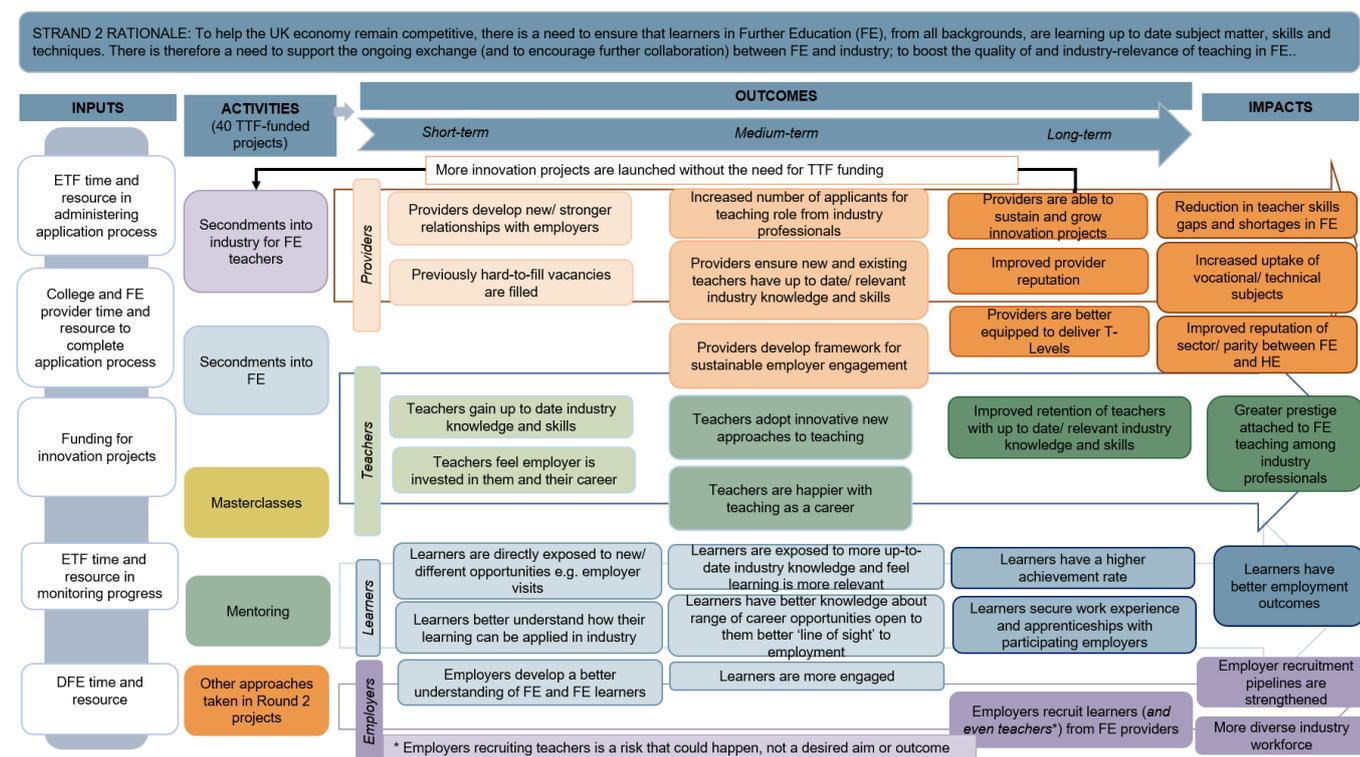
Establishing a logic model and theory of change for TTF

At the outset of the evaluation IFF and DfE agreed an overarching local model and theory of change for the programme. This helped establish a causal roadmap of cause and effect of TTF; and, in doing so, helped inform the design of the feasibility study and the logic to explore within the process evaluation.

Logic model for Strand 1



Logic model for Strand 2



Feasibility study

The feasibility study report (which accompanies this report) was authored by Professor Stephen Morris of the Policy Evaluation & Research Unit (PERU) at Manchester Metropolitan University.

The feasibility study report used the theory of change model to understand key outcomes for each of the different audiences of TTF and establish a counterfactual for them. It also explores the feasibility of conducting a rigorous and credible impact evaluation of future rounds of Strand 1 TTF.

Process evaluation

This section provides further detail on the methodology adopted to meet the objectives of the process evaluation and challenges faced.

Providers

There were two components of review conducted with providers as part of this process evaluation – a quantitative survey and follow-up qualitative interviews.

Quantitative surveys

At the outset of the project, ETF provided IFF with a list of providers that were participating in Round 1 and Round 2 of the TTF initiative. This formed the basis of the sample for the project.

Round 1 providers

A total of 33 providers participated in Round 1 of TTF.¹⁶⁸ Of these, 19 secured funding for Strand 1 and 18 secured funding for Strand 2 (including the four providers that secured funding for both Strands of Round 1).

All of these providers were invited to take part in the quantitative surveys administered as part of the process evaluation. The below table presents a summary of the number of providers that participated and the response rate for each wave.

Sample and Interviews	Wave 1	Wave 2	Wave 3	Wave 4
Starting sample	33	32	32	32
Completed interviews	32	28	25	21
Response rate	97%	88%	78%	66%

Round 2 providers

A total of 56 providers originally secured funding through Round 2 of TTF. Of these, 45 secured funding for Strand 1 and 22 secured funding for Strand 2 (this includes 11 providers that secured funding for both Strands of Round 2).

Round 2 of TTF had only recently started when the first wave of fieldwork for the process evaluation was launched, so no feedback about Round 2 was collected at that point. (A total of 47 providers were still participating in Round 2 of TTF (37 in Strand 1 and 22 in Strand 2) at the time of the second wave of fieldwork conducted as part of the process evaluation and all were invited to participate in the research at that point). All of these providers were participated to take part in the quantitative surveys administered as part of the process evaluation. The below table presents a summary of the number of providers that participated in and the response rate for each wave.

Sample and Interviews	Wave 2	Wave 3	Wave 4
Starting sample	47	47	47
Completed interviews	40	45	38
Response rate	85%	96%	81%

Qualitative interviews

¹⁶⁸ 35 providers initially secured funding as part of Round 1 of TTF. However, two of these dropped out in the early stages of the programme prior to the start of the process evaluation. These providers were excluded from the process evaluation as a result.

Providers that participated in the quantitative surveys were subsequently asked if they would be willing to be recontacted to participate in a follow-up qualitative discussion to discuss their survey responses and gather more in-depth feedback on their experiences of the TTF initiative.

A total of 23 follow-up qualitative discussions were conducted with providers as part of the process evaluation. Six were completed in Wave 1, five were completed in Wave 2, and 12 were completed in Wave 4.

Teachers

Quantitative surveys

IFF's initial proposal assumed that the ETF would provide them with an exhaustive list of all the teachers that were recruited using TTF funding. However, at the outset of the process evaluation it emerged that the ETF did not collect this data.

As a result, the only way to obtain teacher sample was to ask participating providers to share the contact details of the teachers recruited using TTF funding with IFF.

This was built into the provider surveys which asked providers who completed the survey to provide IFF with the contact details of their TTF funded teachers. Across both rounds, providers shared the contact details of a total of 80 teachers. Whilst most were willing to share contact details, they were only able to share teachers' work email addresses (and not their personal emails) due to concerns around GDPR legislation. Some were unwilling to share any contact details.

As part of the initial design of the process evaluation, IFF Research had hoped to interview those teachers who had left their post early to explore their experiences in particular. However, the fact that the teacher sample only contained work emails meant that IFF had no way of contacting early leavers. IFF Research asked providers to assist with this, but they were unable due to concerns around GDPR legislation.

The initial target number of interviews that were to be conducted with teachers was based on the understanding that TTF would be a much larger intervention than it ended up being. The original plan was that up to 150 teachers would be funded via each round of TTF, but take-up ended up being much lower than this, which reduced the number of interviews that it was possible to achieve with teachers during the process evaluation.

A total of 53 TTF-funded teachers took part in any of the quantitative surveys that were conducted as part of the process evaluation (22 of these were recruited via Round 1 and 28 were recruited via Round 2 of TTF).¹⁶⁹

The below table presents a summary of the number of teachers that participated and the response rate for each wave.

¹⁶⁹ Just two teachers took part in all four of the surveys that were administered, eight took part in three surveys, 21 took part in two surveys, and 22 took part in only one of the surveys.

Sample and Interviews	Wave 1 Round 1	Wave 1 Round 2	Wave 2 Round 1	Wave 2 Round 2	Wave 3 Round 1	Wave 3 Round 2	Wave 4 Round 1	Wave 4 Round 2
Starting sample	38	N/A	38	42	38	42	38	42
Completed interviews	10	N/A	14	11	15	13	13	20
Response rate*	26%	N/A	37%	26%	39%	31%	34%	48%

This is indicative because IFF had no way of knowing whether the teachers they received contact details for were still in post when they were trying to establish contact to invite them to participate in the evaluation. As such, response rates could be higher than indicated in this table.

Qualitative interviews

Qualitative follow-up interviews were conducted with 12 TTF-funded teachers in total across three waves of fieldwork. One teacher took part in two interviews, each at different stages of the process evaluation, meaning 13 qualitative interviews were conducted in total as part of the process evaluation.

Non-participating providers

Nine qualitative interviews were completed with non-participating providers between 15th and 31st July 2019, to gain some insight into why TTF did not have broader appeal amongst providers.

Interviews were conducted with a range of learning providers in terms of type and location in order to achieve a broad range of perspectives – see below for a breakdown of interviews achieved.

Provider type	No. of interviews
Independent training provider	5
General FE College	4

Region	No. of interviews
North West	2
West Midlands	1
East of England	1
London	1
South East	3
South West	1

Industry professionals

IFF conducted a focus group discussion with industry professionals on 12th September. The purpose of the focus group was to examine potential future FE teachers' views of TTF, to explore how future waves of TTF (or other initiatives) might encourage higher volumes of participants.

Interviews were conducted with a range of individuals to achieve a broad range of perspectives – see below for a breakdown of interviews achieved.

Gender	No. of individuals
Male	4
Female	4

Age band	No. of individuals
20-29	1
30-39	3
40-49	3
50-59	1
60+	1

Industry employed in	No. of individuals
Construction	2
Childcare and Education	1
Digital / IT	1
Engineering and Manufacturing	4

Employers and learners

IFF Research had initially hoped to conduct a series of case studies as part of the process evaluation that would have involved them going to the sites of participating providers and conducting a series of qualitative discussions with those who had participated in, and delivered, the innovation projects via Strand 2 of TTF. However, COVID-19 meant that IFF were unable to conduct these case studies. Pressures created by COVID-19 (e.g., resourcing issues, staff being furloughed, remote working) meant that employers and learners were either unwilling or unable to participate in the evaluation. Again, IFF Research asked providers to pass on details of employers and learners who had participated in their innovation projects, with the view to IFF contacting them to invite them to participate in the process evaluation, but the details of only one employer were provided, hence only one interview was conducted with an employer as part of this process evaluation.



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