

Recruitment and Retention in the Post-16 Learning and Skills Sector

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York Consulting

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EXECUTIVE SUMMARY

1. This report explores the important issues of recruitment and retention of staff who work with learners across the post-16 learning and skills sector.
2. The assignment, commissioned by the Standards Unit within the Department for Education and Skills, has been undertaken by York Consulting in association with MORI Social Research Institute between September 2004 and September 2005.
3. The study has involved four key elements, comprising of:
 - a large-scale quantitative telephone survey;
 - a large-scale quantitative telephone survey of HR Managers in FE;
 - large-scale qualitative interviews with staff - with an emphasis on those working in maths and science subjects;
 - small-scale qualitative telephone interviews with dissatisfied staff (identified at the initial survey stage).

Summary of Key Findings

Key points arising from the research relating to individuals' **motivation to join the sector** are as follows:

4. The majority of staff (61%) started working in the sector between the ages of 18 and 34.
5. Most entrants did not begin their career with a clear ambition to go into teaching/training in the post-16 sector. The majority of staff entered the sector after working in other industry sectors – smaller numbers entered from teaching in schools or with no previous experience.
6. Entrants from industry were most likely to go into work based learning or adult and community learning provision. Many left industry due to stress or a desire to do something 'more worthwhile'.
7. Only a small number of respondents joined the sector early in their career after qualifying as a teacher via the PGCE route. Few planned to join the sector and most 'discovered' the sector through a variety of means;
8. The common reasons for leaving the school sector to work in the learning and skills sector included better discipline and learner motivation.
9. Nearly half of respondents (46%) indicated some vocational reasons for joining the sector, this was followed by just over a third of respondents (35%) who indicated personal reasons. The biggest single reason for joining the sector was to help people to develop (26%

of respondents), closely followed by those who wanted to change their career path (19%).

10. A specific personal reason relating to women with families is the attraction of the sector's comparative flexibility, particularly, compared with school teaching.
11. For a minority of staff working in the sector a major influencing factor was personal or family links to education or inspiration by a good teacher/trainer.

Key points relating to **entry into the sector** are as follows:

12. The majority of staff working in the sector (51%) believe that there are enough entry routes into the learning and skills profession, although around one third of respondents (31%) do not believe this to be the case. This is supported by the views of HR Managers in FE.
13. Staff in work based learning provision have a more negative view of the adequacy of entry routes compared with those in further education and adult and community learning.
14. The recruitment experience is generally perceived as straightforward with most members of staff undergoing a formal recruitment process involving an application for an advertised post and attending a structured interview.
15. In a minority of cases more informal recruitment processes have been adopted involving networking and personal contacts.
16. A major barrier to entry is awareness of the sector and the opportunities within it.
17. Important concerns which may be limiting entry into the sector include difficulty in finding more permanent and longer term hours and, in some cases, a protracted recruitment period.

Key issues emerging **relating to hard to fill vacancies** are as follows:

18. There was a 10% turnover of teaching staff in FE. This compares favourably with other sectors. Most teachers leaving their post were taking a post in another FE college.
19. The level of vacancies is low in colleges (2%), with only 11% of colleges indicating a rate of more than 5% of teaching/ staff. Although, nearly two fifths of colleges (38%) are experiencing hard to fill vacancies.
20. Two fifths of staff (40%) are aware of recruitment difficulties within their organisation. This was higher amongst managers compared with other members of staff. Staff working in further education colleges were

more likely to be aware of recruitment difficulties (50%) than respondents in all other organisations.

21. Subjects where staff/HR Managers feel recruitment difficulties are most acute include health/social care and public services, engineering, construction, business administration.
22. The most common response to recruitment difficulties was to use staff from within the organisation to cover the job role. In a smaller number of cases, respondents indicated the use of agency cover and different advertising mediums.
23. Just over half of staff respondents (51%) felt that the measures taken by the organisation to cover vacancies when recruitment had not been successful were very or fairly effective. Teachers of science, English and maths were least likely to agree that recruitment measures had been effective.
24. The majority of HR Managers (86%) believe that measures to cover hard to fill vacancies have been effective.
25. A quarter of staff respondents felt that better pay would minimise recruitment difficulties with one in ten suggesting improvements in advertising would be beneficial.
26. Other factors mentioned by staff which might cause recruitment difficulties included job insecurity, difficulties of recruiting young staff, lack of suitable applicants and the negative view of the sector.
27. Specific recruitment problems in relation to maths and science vacancies included low numbers of applicants, a lack of 'quality' candidates, competition from the school sector and difficulties in recruiting part-time staff.

Key points relating to **working in the sector** are as follows:

28. One in ten members of the workforce has multiple jobs. Of these, nearly three quarters (72%) have one additional job.
29. Nearly half of staff (47%) have more than ten years experience in the learning and skills sector. Over a quarter of respondents (28%) have more than ten years experience in their current organisation.
30. Levels of satisfaction with the amount and quality of resources and facilities available to staff is very high (69% and 76% respectively). A minority of staff indicated dissatisfaction with the amount and quality of resources and facilities available (21% and 15% respectively).
31. In terms of subjects, teachers/trainers of science, English and engineering reported lower levels of satisfaction with the amount and quality of resources compared with other subject areas.

32. Key concerns where resources were not satisfactory, related to IT facilities being poor or lacking, poor working conditions and lack of equipment/up to date equipment.
33. Just over two fifths of respondents (42%) reported that they had considered leaving their current employment during the last six months. A greater proportion of those working in further education colleges (48%) had considered leaving their job compared with all other types of organisations. Those undertaking in-house training for an employer were least likely to have considered leaving their job in the last six months (37%).
34. Of those respondents who had considered leaving their present job, one third (33%) said they had applied for other jobs during the previous six months. Overall this represents 14% of the learning and skills workforce.
35. Respondents who had actively applied for other jobs were more likely to be dissatisfied with their current job, to be younger and to be from black and minority ethnic groups.
36. Well over half of respondents (57%) who had applied for other jobs indicated that they were pursuing a job in a related sector within education. Just over a third of respondents (34%) had sought a job in a completely different sector.
37. The majority of respondents (83%) agreed that they intend to be working for their organisation in one year's time.
38. Three fifths of respondents felt they had too much work to do, while over a third (37%) reported that they had the right amount of work to do. Managers were much more likely to indicate that they had too much work to do compared with other types of staff. Similarly, staff working in further education colleges and science subjects were much more likely to feel they had too much work to do.
39. Aspects of this perceived excessive workload indicated by staff included too much paperwork, bureaucracy and lack of administrative support.

Key issues raised in this section relating to **satisfaction, benefits and drawbacks** are as follows:

40. A vast majority of respondents (82%) reported that they were either fairly or very satisfied with their present job. Only 10% indicated explicit dissatisfaction with their job. Learning support workers and assessors indicated the highest level of satisfaction compared with managers and teachers/trainers.

- 41. Staff working in science, engineering and ICT subjects were least likely to be satisfied with their current job.
- 42. 60% of respondents agreed that morale is good within their organisation. Over a quarter of respondents (28%) disagreed that morale was good.
- 43. Those with a less positive view of morale were more likely to be working in further education, working in science or English, dissatisfied with their job and older.
- 44. A quarter of respondents felt that they are not valued and recognised for the work they do, although 66% of respondents disagreed with this statement.
- 45. Those who are less likely to feel valued include teachers/trainers, those working in further education colleges and those working in science subjects.
- 46. The most common reasons given for continuing to work in the post-16 learning and skills sector were helping people to develop (51%), job satisfaction/personal achievement (43%) and working with people/learners (38%).

Key issues in relation to **training and development** across the sector are as follows:

- 47. Four fifths of respondents indicated that they have regular performance reviews, a written development plan, are engaged in a programme of continuous professional development and have participated in peer mentoring.
- 48. Just under half of respondents indicated that they have non-contact time set aside for continuous professional development.
- 49. Three fifths of respondents indicated that they had received subject specific training or general training concerning teaching/learning approaches. Over a third of respondents had received management and leadership training.
- 50. Qualitative findings indicated a strong ethos for training within the sector, although, some key concerns included the lack of a well defined career path, confusion over acceptable (new) teaching qualifications and, for some, there was limited opportunity to apply training in the workplace.
- 51. There appears to be some inequity in terms of training opportunities made available to part-time or sessional staff.

52. The most common qualification held across the sector is D32/33-A1/2. The proportions of qualifications are diverse across the staff working in different provider institutions.

Key issues raised in relation to **government strategy** are as follows:

53. Just under a third of staff (32%) indicated that they knew a great deal or a fair amount about the government's Success for All strategy. A further 31% indicated that they knew a little, however, over a third of staff (37%) indicated that they had either only heard of it but knew nothing or had never heard of it.
54. Among those respondents who indicated that they were aware of Success for All, over half (53%) agreed that the strategy had had a positive effect. Less than one fifth felt they had not seen a positive effect.
55. There was strong agreement among staff (87%) that moves to ensure that minimum qualifications are held by those in the post-16 learning and skills sector (part of the Success for All strategy) are a positive step.

1 INTRODUCTION

- 1.1 This report details the research findings across a range of methodological elements that aim to explore the important issues of recruitment and retention of staff who work with learners across the post-16 learning and skills sector.
- 1.2 The assignment, commissioned by the Standards Unit within the Department for Education and Skills, has been undertaken by York Consulting in association with MORI Social Research Institute between September 2004 and September 2005.
- 1.3 The study has involved four key elements, comprising of:
- **a large-scale quantitative telephone survey** of teaching and learning staff working in further education, work based learning and adult and community learning;
 - **a large-scale quantitative telephone survey of HR Managers** working in further education;
 - **large-scale qualitative face to face interviews** with teaching and learning staff - with an emphasis on those working in maths and science subjects - working in further education, work based learning and adult and community learning;
 - **small-scale qualitative telephone interviews** with dissatisfied teaching and learning staff - focusing on those working in maths, science, engineering and technology subjects - working in further education, work based learning and adult and community learning. These teachers had identified themselves as dissatisfied with their job during the initial survey.
- 1.4 This introduction to the report is covered under the following headings:
- definitions;
 - policy issues;
 - research objectives;
 - research design and delivery;
 - acknowledgements;
 - report structure.

Definitions

- 1.5 A number of terms have been used during this study which benefit from a clear definition to ensure consistent understanding. These are as follows:
- **post-16 learning and skills sector** – this consists of provision contracted by the Learning and Skills Council (LSC) under the headings of further education (FE - including sixth form colleges and specialist colleges but excluding school sixth forms), work based learning (WBL) and adult and community learning (ACL);
 - **teaching workforce** – this covers those staff working for providers (direct employees and agency workers, full-time and part-time staff) *who have a direct impact on learning*, known variously as teachers, lecturers, teaching assistants, trainers, assessors and managers. The definition does not encompass others in the workforce who are not connected to learning such as clerical staff, cleaners and caterers. For expediency throughout this report the term *teachers/trainers* is used to refer to this collective group. Where other labels are used then analysis refers specifically to those groups.

Policy Issues

- 1.6 In November 2002, the DfES published *Success for All – Reforming Further Education and Training*. This strategy includes four headline themes. Theme Three is “developing the leaders, teachers, trainers and support staff of the future”. The work under this theme addresses several areas relating to the learning and skills sector workforce, including the recruitment and retention of teachers.
- 1.7 *Success for All* outlines a vision for the learning and skills sector of:
- incentives and rewards for good performance by individual staff in terms of both pay and prospects for progression;
 - an improved ability to recruit and retain staff.
- 1.8 The primary purpose of this study is to inform policy making in this area by providing greater insight into the most important issues.
- 1.9 The development work to underpin *Success for All* is not taking place in isolation. There are currently several related initiatives and agendas that impact on the workforce in the post-16 learning and skills sector. Relevant areas include:

- **Skills for Life** and basic skills targets;
- **the 14-19 agenda**, which is starting to blur the boundaries between post-16 learning and skills and mainstream schooling;
- **the Skills Strategy**, which embraces the need for employer engagement and a more commercial approach to delivery of post-16 learning and skills provision;
- **new curriculum materials** under development as part of teaching and learning reforms under “*Success for All*”;
- **the ten-year investment framework for science and innovation** pledging “a supply of science, technology, engineering and mathematics skills more responsive to the needs of the economy, and greater flexibility within schools and universities to attract the skills they need”;
- **the Smith Inquiry** focusing on the improvement in post-14 maths provision to address the issues of a shortage of specialist maths teachers, the failure of current curriculum to meet needs and lack of sustained continuing professional development to support teachers of maths;
- in the adult and community learning sector the ‘**First Steps**’ **consultation**¹ has outlined proposals for developing the funding model for non-accredited provision and aligned the policy for this area of learning with wider post-16 skills policy, notably the Skills Strategy;
- **the LSC’s ‘Agenda for Change’** running alongside the Foster Review, is addressing issues under the following themes: skills/employers, quality, funding (including bureaucracy), business excellence, data and reputation.

Research Objectives

1.10 The **main aims** of this study are as follows:

- what motivates those who teach to join the sector;
- the main barriers to entering the sector;
- the main benefits of teaching in the sector and general levels of satisfaction;

¹ Investing in Skills: Taking Forward the Skills Strategy. An LSC Consultation Paper on Reforming the Funding and Planning Arrangements for First Steps and Personal and Community Development Learning for Adults. LSC, 2004.

- at what point in their career teachers join the sector (and their previous occupation) and at what point they leave the sector;
- reasons for leaving the sector and subsequent destinations.

Research Design and Delivery

1.11 There is little known about the learning and skills sector workforce as a whole, thus in order to inform and meet current objectives the DfES commissioned this large-scale study of the teaching workforce.

1.12 There is anecdotal evidence to suggest that there are recruitment and retention difficulties in the post-16 learning and skills sector. These are often cited as being related to a combination of issues such as:

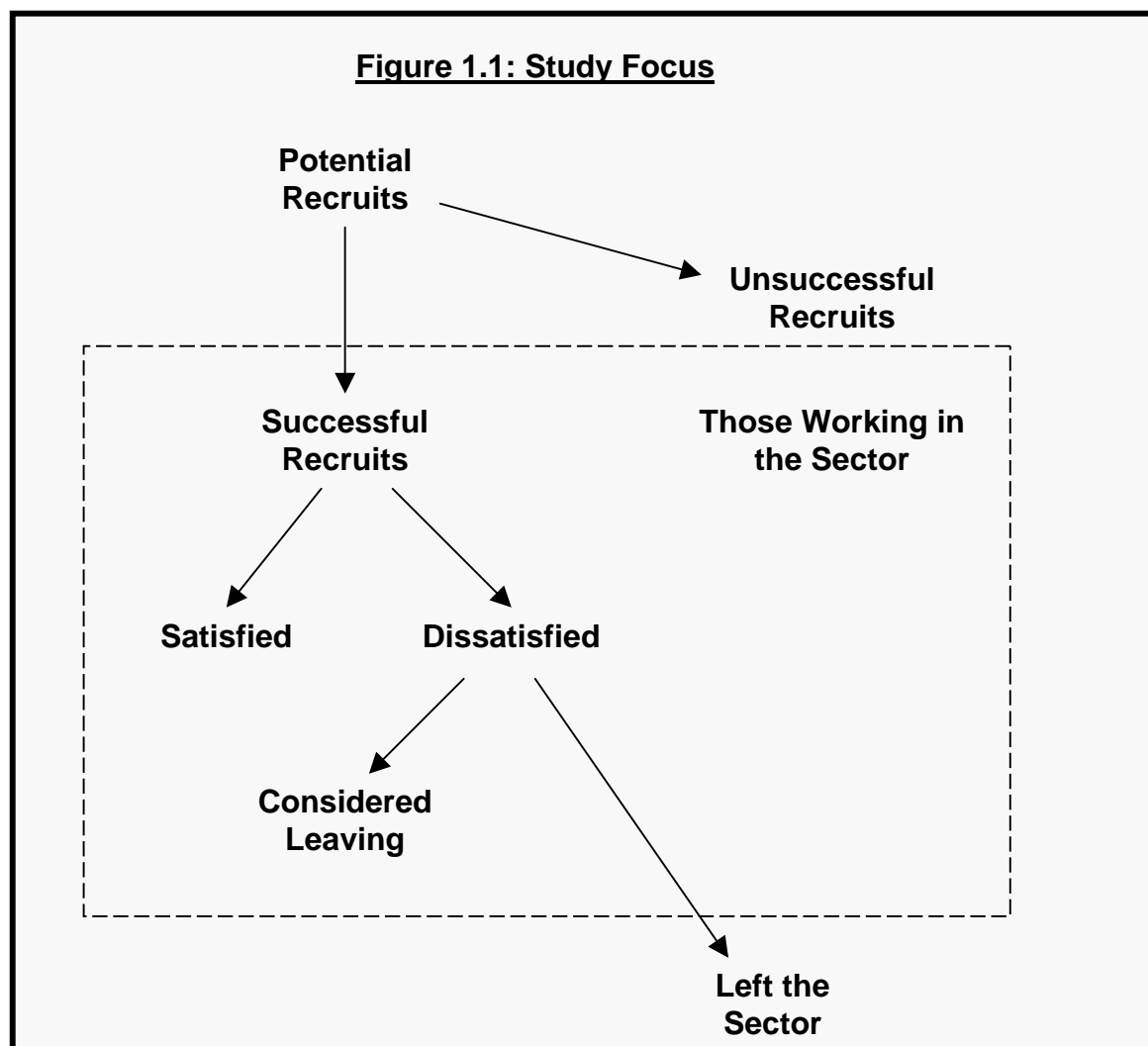
- **pay** – it is purported by some that there is a disparity between staff pay in schools as opposed to the learning and skills sector and industry;
- **ageing workforce** – with a perceived increasingly ageing workforce there is a need to attract and recruit new staff in to the profession;
- **workload** – survey evidence from NATFE suggests that staff working in the Further Education sector were dissatisfied with conditions of service, increased levels of paperwork, working hours and requirements for other duties that are a substantial part of the role such as material preparation and counselling students.

1.13 The Foster Review of Further Education includes as one of its core questions, “What are the most important aspects of college workforce needs that must be attended to?” and also seeks to review issues relating to bureaucracy, sector investment, poor public image and conflicting priorities.

1.14 Desk research indicated recent studies and data in related subject areas:

- *Research into the Qualifications of Staff in LSC-funded Provision*, DfES, 2004 (conducted by HOST Policy Research). This study involved a self completion questionnaire completed by 6,279 respondents;
- Staff Individualised Record (SIR) undertaken by the Learning and Skills Council;
- Association of Colleges (AoC) recruitment and retention survey.

1.15 The focus of this study is indicated by the dotted box in **Figure 1.1**, which depicts a 'flowchart' of staff into and out of the sector. It covers those who have entered and are working in the sector, those who are satisfied and dissatisfied and those who have considered leaving. By definition, therefore, it does not consider potential recruits, those who have failed to get a job or those who have left the sector. The survey of HR Managers does however provide a view on turnover, thus considering the rate at which people are leaving, as well as destinations of those leaving.



1.16 Key question areas relevant to each strand of the study are summarised in **Table 1.1**. Full questionnaires and topic guides can be found in Annex A.

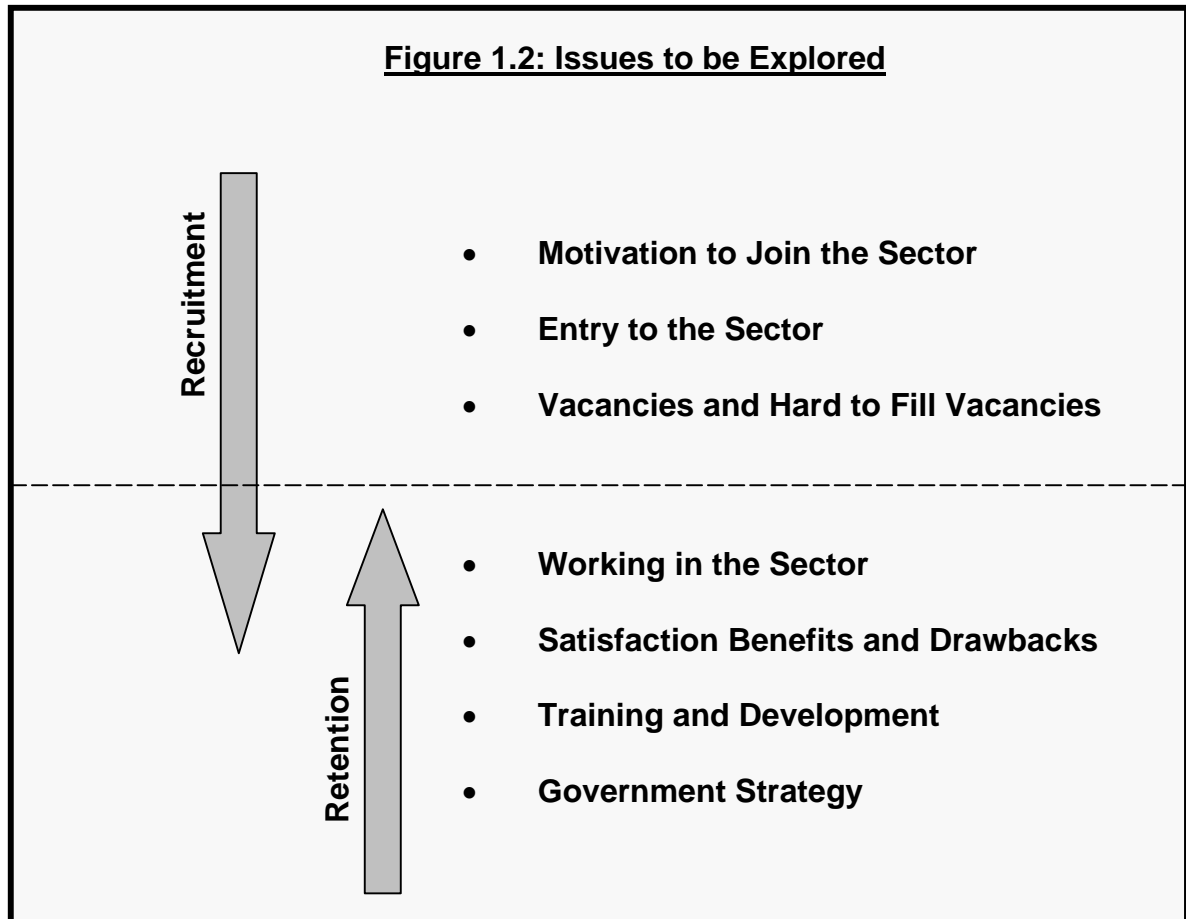
Table 1.1: Key Question Areas
<p>Quantitative Telephone Survey across Learning and Skills Sector</p> <ul style="list-style-type: none"> • motivations to join the sector • satisfaction, benefits and drawbacks associated with job • recruitment issues • intention to stay/leave • training and development • awareness of Success for All <p>Quantitative Telephone Survey of HR Managers in Further Education</p> <ul style="list-style-type: none"> • characteristics of staff employed • recruitment, turnover and hard to fill vacancies • characteristics of those leaving the sector • training and development • perceptions of Government strategy <p>Qualitative Face to Face Interviews with Teaching and Learning Staff</p> <ul style="list-style-type: none"> • emphasis on those working in maths and science subjects • views of motivation to join, barriers to entry, benefits and drawbacks, intention to stay/leave, training and development <p>Qualitative Telephone Interviews with Dissatisfied Teaching and Learning Staff</p> <ul style="list-style-type: none"> • emphasis on those working in maths, science, engineering and technology subjects • views of motivation to join, barriers to entry, benefits and drawbacks, training and development

Acknowledgements

1.17 York Consulting and MORI would like to thank the range of staff across the sector who made themselves available and participated in this large scale research study.

Report Structure

1.18 The balance between aspects of recruitment and retention is indicated in **Figure 1.2**. The diagram illustrates that some issues are focused primarily on one of the two key themes, although others such as working in the sector may influence both aspects.



1.19 The report is set out in the following sections

- **section 2** outlines the methodology and profile of respondents;
- **section 3** focuses on what motivates staff to join the sector;
- **section 4** reports on the experiences of staff on entry to the sector;
- **section 5** covers turnover, vacancies and hard to fill vacancies;
- **section 6** considers issues relating to working in the sector;
- **section 7** reports on levels on satisfaction, benefits and drawbacks;
- **section 8** reports on training and development issues;
- **section 9** covers staff perceptions of government strategy;
- **section 10** draws together conclusions as a result of this research.

2 METHODOLOGY AND PROFILE OF RESPONDENTS

Introduction

- 2.1 In this section we outline the respondent profile across the different elements of this study. In addition we mention key methodological issues relevant to each element, which are important for interpretation of findings. The four aspects of the study are covered, namely:
- (i) quantitative telephone survey across learning and skills sector;
 - (ii) quantitative telephone survey of HR Managers in further education;
 - (iii) qualitative face to face interviews with teaching and learning staff;
 - (iv) qualitative telephone interviews with dissatisfied teaching and learning staff.
- 2.2 Prior to undertaking these research elements a number of early consultations were held with a range of representative organisations including the Association of Colleges (AoC), the Association of Learning Providers (ALP), the National Network of Local Authority Learning (LEAFEA) and the Centre for Excellence in Leadership (CEL).

(i) Quantitative Telephone Survey across Learning and Skills Sector

- 2.3 The key methodological elements relevant to this study are outlined below². The survey comprised three elements; a quantitative pilot phase; recruitment of learning and skills organisations in order to generate individual staff leads, and the staff survey.
- 2.4 Both the recruitment and interview methodologies were piloted with institutions and individual respondents. Forty institutions were sent letters about the research, along with a reply faxback form to indicate whether they were willing to participate. Letters were addressed to the Chief Executive/ Principal of each organisation.
- 2.5 The pilot confirmed that a 'cap' of 30 leads should be applied in the recruitment phase, as beyond this, the process for most organisations became too much of an administrative burden (i.e. providers should be asked for a maximum of 30 leads). Minor amendments to both the recruitment and questionnaire were made as a result of the pilot.

² Further details can be found in the Technical Report

- 2.6 The Department provided a list of institutions involved in further education, work based learning and adult community learning. This list was a census of institutions from the LSC provider database. An additional 107 adult and community learning leads were generated, based on consultation with local authorities who sub-contract their adult and community learning provision.
- 2.7 A total of 914 institutions took part in the recruitment phase from a sample of 1,642 providers, representing an unadjusted response rate of 55%.
- 2.8 Each organisation was asked to provide names and contact details of members of staff with a direct impact on learning at the organisation; such as lecturers, teachers, trainers, managers, teaching assistants and learner support workers. Institutions were asked to include part-time as well as full-time staff, and those working in fractional posts or on temporary contracts (including agency workers): this was highlighted both in the advance letter that was sent to organisations, and in the recruitment script. In addition, we asked institutions to ensure the staff leads they provided us with covered a good range of people with varying lengths of service and across different grades and levels of seniority.
- 2.9 The recruitment script also specified how many staff members were required in each broad subject area. Leads were required in a ratio of 2:1 to allow for non-response.
- 2.10 A total of 6,838 staff leads were collected from the 914 participating organisations, an average of 7 leads per institution. In practice, smaller institutions were only asked to provide 2-4 leads each; larger institutions (namely the large FE colleges) provided up to 30 leads each.

Survey Fieldwork

- 2.11 A total of 5,492 interviews were conducted across the 914 organisations. The adjusted response rate is 89% as shown in the **Table 2.1**.
- 2.12 All 5,492 interviews were conducted by telephone, by MORI Telephone Surveys (MTS), using Computer Assisted Telephone Interviewing (CATI). The interviews took place between 31st January and 27th May 2005, with a temporary suspension between 7 – 12 April due to the calling of a General Election.

- 2.13 Prior to the main survey, a full and detailed briefing was held with MTS interviewers at their Edinburgh offices. A comprehensive briefing pack was supplied to every interviewer involved in the project, including information on background to the study and guidelines on the recruitment and interviewing procedures.
- 2.14 The questionnaire (see **Annex A**) was designed in close consultation between DfES, York Consulting and MORI. As usual with computerised interviewing, several logic and consistency checks were included to minimise keying errors and implausible answers.
- 2.15 The data are presented unweighted. Due to the lack of definitive profile information on staff within the sector, it is not possible to apply weights.
- 2.16 Coding was checked for verbatim answers entered by interviewers at open-ended and 'other-specify' questions. Code frames were prepared for all open-ended questions and where the 'other-specifies' constituted more than 10% of all responses.

Table 2.1: Response Rates – Learning and Skills Staff Survey

Total number of leads generated	6,838
Successful interviews	5,492
Unadjusted response rate %	80%
Invalid sample	
Wrong number	24
Screened out/Ineligible	480
Not available during fieldwork	75
Moved	57
Reached maximum number of calls	1
Total valid sample	6,201
Adjusted response rate %	89%
Refused	451
Not contacted	258

Source: MORI

2.17 Key dimensions of the survey respondents are presented under a range of headings as follows:

- personal characteristics;
- job role and organisation;
- working practices;
- subject.

Personal Characteristics

2.18 The personal characteristics of the respondents are presented below in terms of gender, age, ethnicity, and disability.

Gender, Age and Disability

2.19 Slightly more females (59%) participated in the survey than males (41%) (**Table 2.2**). This reflects the wider teaching population; similar results were identified through the HOST research and SIR reports that 59% of FE teaching staff are female.

Table 2.2: Gender, Age and Disability of Respondents	
Gender	%
Female	59
Male	41
Age	%
18 – 34	21
35 – 44	28
45 – 54	34
55 +	16
Refused	1
Disability	%
Yes	5
No	95
Don't know	*

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

2.20 Approximately one-third of respondents (34%) were aged 45 to 54. 28% of respondents were aged 35 to 44, 21% were aged 18 to 34 and 16% were aged over 55. The HOST research indicated a similar age profile.

2.21 One in 20 respondents (5%) reported they had a long term illness, health problem or disability, which limits their daily activities or the work they can do. This is broadly in line with other surveys of employees.

Ethnic Background

- 2.22 Nine out of ten respondents (90%) reported they belong to the 'white-British' group (**Table 2.3**). 2% of respondents reported they belong to the 'other white background' group and 1% of respondents reported they were 'Asian British-Indian', 'black or black British-Caribbean', and 'black or black British-African', respectively. This is similar to the HOST survey which found 92% of staff identified themselves as 'white' and 7% as specific minority ethnic groups.
- 2.23 Furthermore, this is broadly in line with figures for the national population (7.9%, 2001 census) and the Staff Individualised Record (8.5%, SIR 2003-04).

Table 2.3: Respondents ethnic background		
	%	SIR 2004 %
White – British	90.1	77.7
White – Irish	1.3	0.5
Any Other White Background	2.5	3.1
Mixed – White and Black Caribbean	0.4	0.1
Mixed – White and Black African	0.3	0.1
Mixed – White and Asian	0.3	0.1
Any Other Mixed Background	0.2	0.2
Asian or Asian British – Indian	1.1	1.4
Asian or Asian British – Pakistani	0.3	0.7
Asian or Asian British – Bangladeshi	0.1	0.2
Any Other Asian Background	0.2	0.5
Black or Black British – Caribbean	0.9	1.3
Black or Black British – African	0.7	0.8
Any other black background	0.1	0.4
Chinese or Other Ethnic Group	0.2	0.2
Any other ethnic group	0.6	1.4
Refused	0.7	11.3

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005
SIR 2003/04

Job Role and Organisation

- 2.24 Respondents were asked to describe their principal job activity. Approximately one third of respondents (32%) had a management role, either as a general manager or as a programme/subject manager (**Table 2.4**). Respondents used a variety of terms to describe their principal job activity, including, lecturer (15%), teacher (14%), assessor (10%), trainer (10%), tutor (12%) and learning support worker (2%).

Table 2.4: Which of the following best describes your principal activity in this job?

	College %	ACL %	WBL %	Total %
Programme/Subject Manager	26	23	17	22
Lecturer	29	4	3	15
Teacher	22	15	6	14
Tutor	7	31	11	12
Assessor	2	4	22	10
Trainer	1	7	22	10
General Manager	8	7	12	10
Other	2	4	6	4
Learning Support Worker	2	3	2	2
Total	100	100	100	100

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 2.25 The majority of respondents in the sample work for further education colleges (35%) and private training organisations (25%) (**Table 2.5**). Other organisations include adult and community learning services (14%) and sixth form colleges (12%). Smaller proportions of respondents work for employers providing in-house training (8%) and voluntary sector training organisations (4%).

Table 2.5: Which of the following best describes your organisation?

	%
Sixth Form College	12
Further Education College	35
Adult and Community Learning Services	14
Private Training Organisation	25
Voluntary Sector Training Organisation	4
Employer Providing In-House Training	8
Other	2

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Types of Provision

- 2.26 In addition to the organisation they work for, respondents were also asked what is the main area of LSC provision in which they work. Approximately one half of respondents (48%) work in further education funded provision (**Table 2.6**). A similar proportion (47%) are involved in work based learning provision. Approximately one-fifth (21%) of respondents work in the adult and community learning sector.

Table 2.6: What is the main type of LSC funded provision you are involved with at this organisation?

	%
Further Education	48
Work Based Learning	47
Adult and Community Learning	21
Other	1

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Note: sums to more than 100% because some respondents indicated that they work in more than one type of provision.

- 2.27 The vast majority of respondents (87%) work with 16 to 19 year olds (**Table 2.7**). Approximately two-thirds of respondents (67%) work with 20 to 24 year olds and 64% work with students aged over 25. A small proportion of respondents (15%) work with 14 to 15 year olds.

Table 2.7: Which of these age groups do you work with?

	%
14 – 15 years	15
16 – 19 years	87
20 – 24 years	67
25+ years	64

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Working Practices

- 2.28 The majority of respondents (88%) reported that they were employed on a permanent contract (**Table 2.8**). 7% of respondents have fixed term contracts of greater than six months and 1% have short term fixed contracts of less than six months. A small proportion of respondents are sessionally or hourly paid (3%) or have an agency contract (0.2%).

Table 2.8: What is your current employment status in this job?

	College %	ACL %	WBL %	Total %
Permanent	91	69	91	88
Fixed term contract (6 months or more)	6	15	5	7
Fixed term contract (6 months)	1	4	1	1
Sessional or hourly paid	2	10	1	3
Agency contract	*	*	*	*
Other	*	2	2	1
Total	100	100	100	100

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 2.29 The majority of respondents reported that they were employed full-time (80%). The remaining 20% were employed part-time, working an average of 19 hours per week (**Table 2.9**). This differs from other estimates of the population, including those from the HR managers survey (see Table 2.16). The methodology sought full-time and part-time staff. This low proportion of part-time staff may be related to institutions under representing such staff in the sample provided for the survey.

Table 2.9: Are your standard weekly working hours in this job full-time or part-time?

	%
Full-time	80
Part-time	20

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Subject

- 2.30 The main subjects taught by respondents are presented in **Table 2.10**. The largest proportion of respondents teach business/management related subjects (14%) and basic skills (14%). 13% of respondents teach health, social care and public services subjects and 12% teach information communications technology. A small proportion of respondents are involved in teaching mathematics and science subjects, 4% respectively. These figures are broadly in line with data from the HOST survey.

Table 2.10: What are the main subjects of your teaching, lecturing, training, tutoring or direct learner support activities?

	%
Science	4
Mathematics	4
Agriculture/Horticulture	4
Construction	5
Engineering	8
Technology	2
Manufacturing	1
Business Administration/Management/Professional	14
Information Communications Technology	12
Retailing/Customer Service/Transportation	6
Hospitality/Sports/Leisure And Travel	7
Hairdressing and Beauty Therapy	5
Health/Social Care and Public Services	13
Visual/Performing Arts and Media	5
Humanities	4
English, Languages and Communication	9
Law	1
Basic Skills	14
Education	1
Key skills	1
Other	8
Early years	*

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

2.31 Over a half (57%) of respondents indicated they spend some time per week teaching number based or arithmetic skills (**Table 2.11**).

2.32 Subjects such as mathematics (95%), science (79%) and basic skills (73%) had the highest levels. Subjects such as English (34%) and health and social care (41%) had the lowest.

Table 2.11: On average, how many hours a week do you spend teaching any number based or arithmetic skills?

	%
Less than one hour	12
1-5 hours	25
6-10 hours	8
11-15 hours	4
16-20 hours	3
More than 20 hours a week	5
None	43

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 2.33 Respondents were further asked if any of their main teaching or teaching related activities (regardless of the actual subject they taught) involved the specific programmes of learning presented in **Table 2.12**. Over one third of respondents indicated that they taught literacy (36%), 32% indicated they taught numeracy and 33% indicated they taught learners with learning difficulties and/or disabilities. 22% indicated that they work on the Entry to Employment Programme and 10% taught English as a second language.

Table 2.12: Are your main teaching or teaching-related activities in any of the following areas?

	%
Literacy	36
Numeracy	32
English as a Second Language (ESOL)	10
Entry to Employment (E2E)	22
Learners with Learning Difficulties and/or Disabilities	33
None of these	39

Base: All 5942 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

(ii) Quantitative Telephone Survey of HR Managers in Further Education

- 2.34 The main aims of this survey of HR Managers were as follows:

- the extent of any problems in recruitment and retention of staff in the post 16 college sector and any patterns in the existence of hard to fill vacancies in relation to subjects and occupational areas;

- HR Managers views on the reasons for these;
- the reported impact of difficulties in recruitment and retention of staff.

2.35 Fieldwork was conducted between the 27th July and 16th August 2005. Of the 392 institutions many were unavailable during the fieldwork period. The final achieved sample size was 182 institutions (46% response rate). Key dimensions of the survey respondents are presented under a range of headings as follows:

- total staff employed;
- balance between part-time and full-time;
- use of temporary staff for teaching;
- use of agency staff.

Provider Type and Location

2.36 The sample's characteristics in terms of provider type and location closely matched the proportions represented in the universe data (**Table 2.13**). General FE colleges were the largest sector accounting for almost two thirds of respondents. Sixth form colleges represented just over a quarter of institutions and specialist colleges account for just under a tenth of colleges surveyed.

Table 2.13 Provider Type		
Provider Type	Respondents	Population
General FE colleges	64%	65%
Sixth form colleges	27%	26%
Specialist colleges	9%	8%

Base: all 182 respondent Institutions

Source: YCL/MORI quantitative survey of FE HR managers, 2005

2.37 The sample also closely reflects the geographical spread of institutions present in the sample universe (**Table 2.14**). The South West has the largest proportion of institutions, almost a fifth of all surveyed, and the East Midlands accounts for the fewest, as 5% of institutions sampled.

Table 2.14: Institution by Geographical Location

	Survey sample	Population
East of England	10%	10%
East Midlands	5%	7%
London	10%	10%
North East	7%	5%
North West	16%	17%
South East	19%	19%
South West	8%	9%
West Midlands	11%	13%
Yorkshire and Humberside	14%	11%
Total	100%	100%

Base: all 182 respondent Institutions

Source: YCL/MORI quantitative survey of FE HR managers, 2005

Teaching Staff and Management Staff

- 2.38 When aggregated, the survey represents a total of 97,846 staff, of which 54,229 were involved in teaching (**Table 2.15**). Teachers and managers who teach represent the majority (56%) of staff. A large group of staff (42%) employed in the sector do not fall into occupations categorised within teaching or management staff. This is broadly in line with the proportions for the SIR data for 2003/4 which suggests 55% teaching staff.

Table 2.15: Total Staff			
Status	'Occupation'	Numbers	Percentage
Teaching	Teachers/Lecturers	50,406	52%
	Managers Teaching	3,823	4%
	<i>Total Teaching staff</i>	<i>54,229</i>	<i>56%</i>
Non-teaching	Principals/Deputy Principals	660	1%
	Managers Non-teaching	1,891	2%
	Other's ³	41,066	42%
Total	Total Staff ⁴	97,846	100%

Base 174 Institutions supplying complete staffing numbers

Source: YCL/MORI quantitative survey of FE HR managers, 2005

Note: Percentages do not sum to 100 due to rounding

Balance between part-time and full-time

2.39 HR managers reported that slightly fewer than three quarters of teaching staff are permanent (**Table 2.16**). Of these, the balance between full and part-time is 52% / 48%. This compares with 88% of permanent teaching in the teacher/tutor survey.

2.40 Results of the survey show that a significant proportion of staff in the post-16 college sector are employed on a non-permanent basis, this includes, agency and sessional staff, as well as those on a temporary contract.

³ Calculated by subtracting Principals, Managers and Teachers from total reported staff. Includes all staff on the college payroll, not contract and agency staff.

⁴ Calculated based on total staff employed directly by college

Table 2.16: Working Arrangements of Teaching Staff

Status	Numbers	Percentage
Full-time (permanent)	25,865	38%
Part-time (permanent)	24,215	35%
Temporary (full and part-time)	14,492	21%
Agency Staff (full and part-time)	3,910	6%
Total	68,482	100%

Base: 174 Institutions supplying complete staffing numbers
Source: YCL/MORI quantitative survey of FE HR managers, 2005
Note: the total in table 2.15 does not include agency staff

2.41 Over a quarter of institutions (28%) indicated that they currently use agency staff for teaching. Over three quarters (76%) of those institutions employing agency teaching staff indicated that these posts had been filled for more than six consecutive months (21% of the total sample).

2.42 The most common subject areas where teaching posts have been filled by agency staff for more than six months include:

- english, languages and communication;
- business administration, management and professionals;
- hairdressing and beauty therapy;
- ICT;
- health/social care and public services;
- visual/performing arts.

(iii) Qualitative Face To Face Interviews with Teaching and Learning Staff

2.43 A qualitative approach was selected for this strand of the research in order to explore in depth the motivations of staff entering the sector, their perceptions of working in the sector and any recruitment and retention issues emerging.

- 2.44 A total of 113 in-depth interviews, lasting around one hour, were conducted with teaching staff between March and June 2005. Respondents were recruited from 30 learning and skills sector providers from the national LSC provider database. On average, four members of staff were interviewed in each providing organisation.
- 2.45 Selection of providers was balanced to ensure a spread of cases across the English regions. The 30 provider organisations were drawn from across the sector to reflect the proportionate size of each (in terms of number of providers):
- further education (8 providers);
 - work based learning (14 providers);
 - adult and community learning (8 providers).
- 2.46 Interviews were conducted with teaching staff from a range of subject areas. However, given the current policy emphasis on maths and science, teachers were disproportionately selected from these subject areas. The profile of participants by subject area is set out in **Table 2.17** below.

Table 2.17: Profile of participants by Subject Area	
Subject	Number
Science	28
Maths	25
Other	59

Base: 113 valid respondents

Analysis

- 2.47 The analysis of the qualitative data has been undertaken through using a text tagging and retrieval programme, known as MaxQDA. Analysis of the data has been conducted through looking at all responses under a specific theme (relating to the headings used in the interview discussion guide). Within this, further analysis has looked at responses by those from each of the sub-sectors. Notable differences are reported. Where there is no analysis discussed at a sub-sectoral level, the observations made are generic to the post-16 sector as a whole.

Limitations

- 2.48 This element of the research focussed on teachers/trainers who are **currently** working in the learning and skills sector. As such the research represents recruitment and retention issues from the personal perspectives of those teachers who (presently) remain in the role. The views of those who have left the sector are not represented. This should be borne in mind when interpreting the findings.

(iv) Qualitative Telephone Interviews with Dissatisfied Teaching and Learning Staff

- 2.49 This element of research involved a qualitative follow-up of staff working in the learning and skills sector, undertaken by MORI Social Research Institute. Follow-up interviews were conducted with 28 staff who had taken part in the quantitative phase of the research and reported dissatisfaction with their current post.
- 2.50 The purpose of the research is to explore the reasons behind respondents' dissatisfaction with their jobs and the implications of this on recruitment and retention in the learning and skills sector. Although respondents are drawn from a variety of subject areas, the study concentrates on mathematics, science, engineering and technology staff because of the shortages in these subject areas.
- 2.51 A qualitative approach was selected for this study to explore in depth the reasons why respondents were dissatisfied with their job. This provided the opportunity to discuss issues in greater detail than the quantitative element of the research allowed.
- 2.52 A total of 28 telephone depth interviews - lasting around 30 minutes - were conducted between April and June 2005. During this period, interviews were suspended for a week due to the calling of a General Election. Respondents were selected from a list of teachers and trainers who said they were dissatisfied with their current job (see Q19 on the quantitative questionnaire), as well as having agreed to be re-contacted for further research during the quantitative interview.
- 2.53 Only one respondent was selected per organisation to avoid localised issues having a significant impact on the results of the research. Staff interviewed in this study had varying levels of experience working in the learning and skills sector ranging from 20 months to over 25 years.

3 MOTIVATION TO JOIN THE SECTOR

- 3.1 There are a range of reasons why people choose to join the post-16 learning and skills sector. This section covers issues relating to the background and characteristics of those joining and their specific motivations to join the sector.

Background and Characteristics of Those Joining

- 3.2 There is a wide range of variation across the sector in terms of the point at which teachers/trainers join the post-16 workforce. Key attributes explored below include:
- starting age;
 - prior occupation.

Starting Age

- 3.3 Three-fifths of respondents (61%) started working in the learning and skills sector between the ages of 18 and 34. A further 28% of respondents started between the ages of 35 and 44.
- 3.4 Those working only in further education were more likely to start working in the sector aged 18 to 34 (68%). Those working only in adult and community learning are less likely (51%) , but have a higher propensity to start working aged 35-44 (33%) and 45-54 (12%) compared with further education (24% and 6% respectively). The sector starting ages of those working in work based learning are between these two extremes.

Prior Occupation

- 3.5 The majority of staff (78%) working in post-16 learning and skills occupations gained experience in other industry sectors. Smaller proportions came from different routes as outlined below:
- 12% of respondents had no previous occupational experience and came directly into the sector after full-time education;
 - 9% of respondents worked as a school teacher before joining the sector;
 - 1% of respondents had previously worked as a university lecturer.

3.6 Prior experience covered the whole range of industry sectors, the most common were:

- health and social work;
- other services;
- retail trade;
- education;
- public administration/defence.

3.7 Those in work based learning were more likely to have previously worked in industry, while those in further education and adult and community learning were more likely to have had no experience or to have worked as a teacher.

3.8 Qualitative research confirms that most entrants did not begin their career with a clear ambition to go into teaching/training in the post-16 sector. Thus, routes into the sector do not conform to a 'traditional' pathway direct from university or initial training.

3.9 Qualitative findings explore these routes further:

- entrants from industry;
- entrants from teaching;
- entrants with no previous experience.

Entrants from Industry

3.10 Many entrants from industry had experience of training or assessment – in some cases this informed their decision to go into teaching as they realised that they held an aptitude for, or enjoyed, teaching.

3.11 These entrants had worked in subjects as diverse as lab demonstration, parachute instruction and cookery – often acting as work based assessors. Many left industry due to stress, or a desire to do something 'more worth while'. These kinds of motivations included passing on or advancing their own knowledge, and contributing to the sector and practices within it: *"I saw it as an opportunity to contribute to the way apprentices are treated within the industry"* [Work Based Learning].

3.12 It was also common for entrants from industry to go into teaching in order to return to the subject they loved, with a reasonable proportion indicating that they had always had teaching or training 'at the back of their minds': *"after the children were a bit older I just wanted to return to maths – it was my first love"*.

Entrants from Teaching

- 3.13 Respondents who entered the post-16 sector after working for some time in secondary or primary school teaching had mostly trained in teaching or completed a PGCE directly after university. A small proportion trained in teaching later in their twenties or during their thirties. Most respondents from the schools sector indicated that they had not been aware of the post-16 sector at the beginning of their career.
- 3.14 The most frequently cited rationale for leaving school-teaching centred on discipline and learner motivation, many mentioned this as their primary motivation and most included it as a factor in their decision to move:
- *"I don't get rewarded for getting a student to sit still and behave, what I enjoy doing is delivering my subject"* [Further Education];
 - *"[adults] are only there because they want to learn"* [Adult and Community Learning];
 - *"I was tired of spending my time 'lion taming' [in school]"* [Further Education].
- 3.15 Teachers coming from both primary and secondary school also indicated that a desire to change their relationship with their main subject area had played a role in their move into the post-16 sector. Some primary school teachers expressed a desire to return to their subject, and secondary school teachers tended to want to teach at a higher level or hoped for greater flexibility in what aspects of their subject they would teach.
- 3.16 A proportion of female respondents with prior teaching experience entered the sector after having children because school teaching lacked the flexibility to fit around their family responsibilities.

Entrants with No Previous Experience

- 3.17 Only a small number of respondents join the sector early in their career after qualifying as a teacher via the PGCE route. Of those who do join as 'new entrants', after a teaching degree, very few embarked on teacher training with the expectation of working in the post-16 sector. Rather, this small sub-group tend to 'discover' the post-16 sector, specifically further education, whilst on their post-graduate course. Teaching in the post-16 sector is not a career that undergraduates are particularly aware of or aspire to:
- *"once you have done a PGCE in science, you don't automatically think that is appropriate to go on and do FE or HE"* [Further Education];

- “I didn’t even know there was a PGCE in FE” [Further Education].

Motivation to Join

3.18 Overall, nearly half (46%) of respondents indicated some vocational reasons for joining the sector and just over a third (35%) indicated personal reasons (**Table 3.1**). One in ten (11%) reported background/history reasons and 5% mentioned working conditions.

Table 3.1: Why did you first start working in the learning and skills sector?			
			%
Background/ History	11%	Inspired by good teacher, trainer, tutor	3
		Had previous background in schools or HE	9
Vocational reasons	46%	Working with more diverse people/learners	15
		Helping people to develop	26
		Giving something back to community/society	13
		Always wanted to be a teacher/I enjoy what I do	11
Personal reasons	35%	My personal development/challenging myself	15
		Flexibility/variety of job role	5
		Wanted to change my career path	19
Working conditions	5%	Long holidays	2
		Good job security	2
		Better pay/conditions	2
Other/no reason(s)	12%	Got into it through my job	1
		Was asked/suggested to me	3
		Lack of other options	2
		No particular reason	12
		Other	7

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

3.19 The major specific reasons mentioned by respondents were helping people to develop (26%), 19% reported they wanted a change in career path and 15% wanted to work with more diverse people/learners or for their own personal development.

3.20 There are some differences in motivating factors, between types of provision and types of job role, which are identified below. However, motivating factors did not differ among subject area, age, gender and ethnicity. Each of the following major motivations is explored below:

- vocational reasons;
- personal reasons;
- background/history reasons.

Vocational Reasons

- 3.21 This is the major motivating factor mentioned by all types of staff (except assessors where vocational and personal reasons were at a similar level). Approximately one quarter of respondents reported that they joined the sector to help other people develop (26%). Other major reasons included; working with more diverse people/learners, giving something back to community/society and always wanting to be a teacher/trainer.
- 3.22 Learning support workers were more likely to cite vocational reasons (52%) than any other group.
- 3.23 Staff often describe the sense of achievement they get from conveying information to students and then seeing their students develop:
- *"I enjoy the success we have with people who have not done well at school. I think of FE as a second chance and the number of people I've had who have failed or just scraped through GCSEs who have then come out with good A' levels, that's what gets me out of bed in the morning".* [Further Education];
 - *"I had a lot of pleasure and success from teaching....and I felt that adults would be more motivated"* [Adult and Community Learning].
- 3.24 Those working in adult and community learning were more likely to be motivated by working with challenging learners or those with bad experiences of education.

Personal Reasons

- 3.25 The two major personal reasons mentioned by respondents include; my personal development/challenging myself and wanting to change my career path.
- 3.26 Respondents who work in work based learning were more likely to report personal reasons (38%) for joining the learning and skills sector than those in further education (29%) and adult and community learning (31%).
- 3.27 Qualitative evidence indicates that some enter the sector as a result of chance. They had originally seen it as an opportunity for career progression within industry (to move "off the shopfloor") or as a stepping stone into academic research:

- *“I’d spent about 15 years working on aircraft on the shop floor and I didn’t really know much about teaching at all but I went for the interview and I passed. And really up until then I didn’t have any thoughts about going into teaching at all and now I love it, I’ve been doing it for nearly four years. So if I’m being honest, it was just the chance of promotion, that’s why I went for it but now I’m in it, I’m here to stay”* [Work Based Learning];
- *“to be perfectly honest, originally I did it as a stopgap because I wanted to go back to university and do research and I thought it would be a relevant thing to do for a few years and then I thoroughly enjoyed it and remained a teacher”.* [Further Education]

3.28 Other personal motivations revealed in qualitative research related to women with families who are attracted by the sector’s comparatively flexible hours: *“after my children I didn’t want to return [to banking], so I got into a teaching course”* [Adult and Community Learning]. A number of women in further education who had previously worked as school teachers cited the more mature learner group and flexibility as key motivations.

3.29 This applied to those working in all sub-sectors, although for some it was only this search for flexible work which led them to ‘discover’ further education: *“[I] taught primary, because of my children. I had a break , then came in through sessional teaching in the evenings, working up from 4 hours initially. I hadn’t known about the possibility of FE before that”* [Further Education].

Background/History Reasons

3.30 The major background/history reason related to a personal or family background in schools or higher education with a smaller number mentioning inspiration by a good teacher/trainer. Respondents who work in the further education sector and the adult and community learning sector were significantly more likely to report background/history reasons for joining the sector (16% respectively) than those who work in the work based learning sector (9%).

3.31 Among qualitative respondents there were a number of specific references to family links and inspiration or advocacy by former teachers/trainers:

- *“the tutor said to me – have you ever thought of tutoring?”* [Adult and Community Learning];
- *“the school I worked in closed down and a close friend suggested working at the college”* [Further Education];

- *“I met one of the managers at a toy library, and they encouraged me to apply” [Adult and Community Learning].*

Summary

3.32 Key points arising from the research relating to individuals motivation to join the sector are as follows:

- the majority of staff (61%) started working in the sector between the ages of 18 and 34;
- most entrants did not begin their career with a clear ambition to go into teaching/training in the post-16 sector. The majority of staff entered the sector after working in other industry sectors – smaller numbers entered from teaching or with no previous experience;
- entrants from industry were most likely to go into work based learning or adult and community learning provision. Many left industry due to stress or a desire to do something ‘more worthwhile’;
- only a small number of respondents joined the sector early in their career after qualifying as a teacher via the PGCE route. Few planned to join the sector and most ‘discovered’ the sector through a variety of means;
- the common reasons for leaving the school sector included better discipline and learner motivation;
- nearly half of respondents (46%) indicated some vocational reasons for joining the sector, this was followed by just over a third of respondents (35%) who indicated personal reasons. The biggest single reason for joining the sector was to help people to develop (26% of respondents), closely followed by those who wanted to change their career path (19%);
- a specific personal reason relating to women with families is the attraction of the sector’s comparative flexibility, particularly, compared with school teaching;
- for a minority of staff working in the sector a major influencing factor was personal or family links to education or inspiration by a good teacher/trainer.

4 ENTRY TO THE SECTOR

4.1 This section covers issues relating to entry into the sector. It is structured as follows:

- experiences of entry routes;
- perceptions of entry routes;
- barriers.

Experiences of Entry Routes

4.2 Qualitative findings indicate that the recruitment experience is generally perceived as straightforward. The majority of respondents indicated that they underwent a formal recruitment process involving an application for an advertised post and attending a structured interview. Almost all respondents entering further education were involved in a rigorous and formal recruitment process including, in some cases, the requirement to deliver a presentation or lesson. This approach is adopted in general across the subject range but appears to be used particularly in the recruitment of maths and science teachers.

4.3 In a minority of cases more informal recruitment processes have been adopted. These have sometimes involved adverts and interviews but have often involved an element of networking and personal contact which has led to appointments.

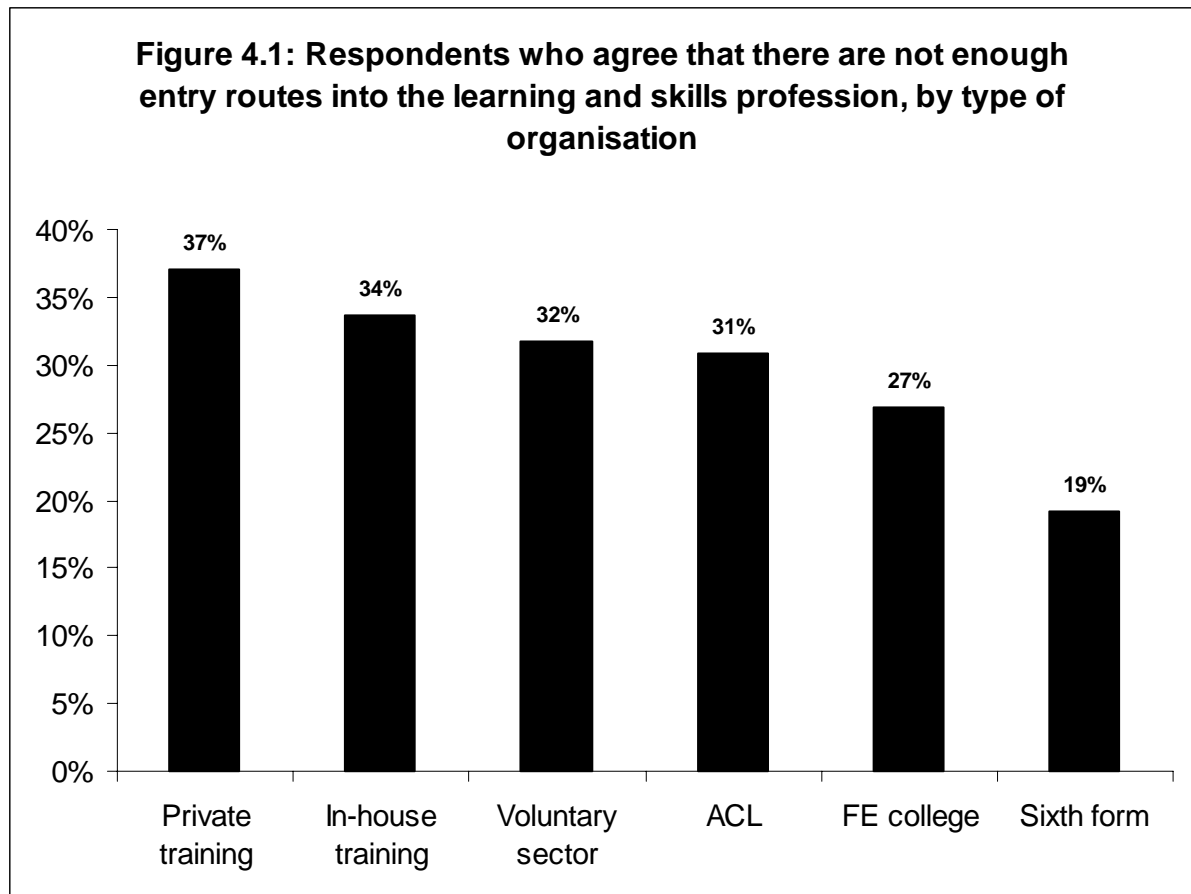
4.4 Some factors cited by respondents which have helped to improve their recruitment, which apply both to the more formal and informal approaches described above, include:

- **personal links** – where former students might be encouraged by a teacher/trainer to consider working in the sector;
- **work tasters** – which provide an opportunity for potential recruits to experience the delivery of a teaching/training session;
- **specific encouragement** by a former teacher/trainer.

4.5 Most strategies adopted by provider organisations, which staff are aware of, aim to overcome the general lack of awareness that those outside of the learning and skills sector have of available opportunities. For example, the use of tasters has a benefit to both employee and employer by minimising the risk of the unknown.

Perceptions of Entry Routes

- 4.6 A majority of respondents (51%) disagreed with the statement that *there are not enough entry routes into the learning and skills profession*. This compares with 31% of respondents who agreed with this statement .
- 4.7 Respondents in work based learning provision were more likely to agree that there are not enough entry routes (36%) than respondents in adult learning and community provision (25%) and further education provision (23%).
- 4.8 **Figure 4.1** presents the findings by type of organisation. Respondents in sixth form colleges (19%), further education colleges (27%) and adult and community learning organisations (31%) were least likely to agree that there are not enough entry routes into the learning and skills profession.

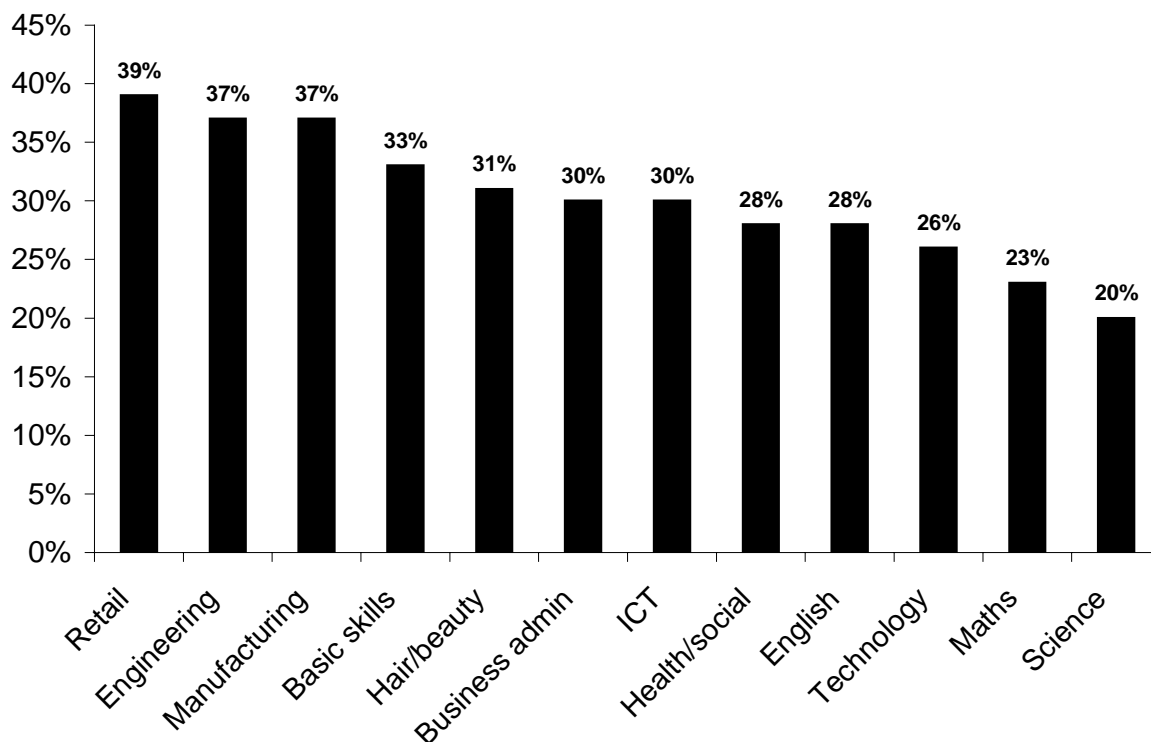


Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 4.9 In terms of subject there are differences by area taught (**Figure 4.2**). Science (20%), maths (23%) and technology (26%) teacher/trainers were least likely to agree that there are not enough entry routes into the learning and skills profession.

Figure 4.2: Respondents who agree that there are not enough entry routes into the learning and skills profession, by subject area taught



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

4.10 Further education HR Managers are generally of the view that there are sufficient entry routes into the Learning and Skills Sector. 54% of HR Managers disagreed that 'there are not enough entry routes into the Learning and Skills Sector'. This compares with only 21% of HR Managers who agreed with this statement.

4.11 Qualitative findings support these results with respondents identifying that a range of routes into the sector exist.

Barriers to Entry

4.12 A major barrier to entry is awareness of the sector and the opportunities within it. From an existing staff perspective, two main issues were highlighted:

- difficulty in finding suitable contracts;
- lengthy recruitment period.

- 4.13 In terms of finding suitable contracts, two differing perspectives emerged. Some were often looking for flexible working hours to suit their lifestyle, for example, older employees who were looking for part-time hours. Conversely, some who had part-time work were often seeking more permanent and longer hours:
- *“I did part-time jobs at two colleges for a while in the hope that one thing or another would come up – the situation of only doing ad hoc hours was very unsatisfactory”* [Further Education].
- 4.14 The issue of lengthy recruitment periods related, in particular, to the adult and community learning sector. Some respondents felt that this may lead to the loss of good candidates who take up other opportunities. Our understanding is that this lengthy process can be related to formalised decision making and the need to follow strict local authority procedures:
- *“one of the downsides of working for the local authority compared to being in further education was the lack of flexibility. We are restricted by local authority protocols which make the recruitment process very long”* [ACL];
 - *“there was a delay from sending in the application to finding out if I had an interview or if the post was actually going to be funded. I think it must have been six weeks before I got a reply”* [ACL].
- 4.15 Some concern was raised that the new teaching qualifications requirement may be acting as a barrier to some potential new recruits. Some specific concerns were raised by those in the adult community learning sub-sector in relation to Skills for Life tutors. They felt that there would be a time lag in getting staff trained up to this level which might exacerbate existing staff shortage problems.
- 4.16 Managers within the sector highlighted low pay as a significant barrier to recruitment. In particular, they mentioned the sector’s inability to compete with industry and school pay which has led to potential recruits in not accepting a position in the sector. This issue is considered as a particular concern for IT tutors who are likely to be better paid in the private sector and maths and science teachers who are likely to be better paid in the school sector.
- 4.17 HR managers also felt that low numbers of applicants with the required skills contributed to hard-to-fill vacancies.

Summary

4.18 Key points relating to entry into the sector are as follows:

- the majority of staff working in the sector (51%) believe that there are enough entry routes into the learning and skills profession. Three out of ten respondents (31%) do not believe that there are enough entry routes;
- this view is supported by HR Managers within the FE sector with over half (54%) believing there are sufficient entry routes into the sector. Compared with 21% who do not;
- staff in work based learning provision have a more negative view of the adequacy of entry routes compared with those in further education and adult and community learning;
- the recruitment experience is generally perceived as straightforward with most members of staff undergoing a formal recruitment process involving an application for an advertised post and attending a structured interview;
- in a minority of cases more informal recruitment processes have been adopted involving networking and personal contacts;
- a major barrier to entry is awareness of the sector and the opportunities within it;
- important concerns which may be limiting entry into the sector include difficulty in finding more permanent and longer term hours and, in some cases, a protracted recruitment period.

5 TURNOVER, VACANCIES AND HARD TO FILL VACANCIES

5.1 In this section, we explore issues relating to vacancies and hard to fill vacancies across the post-16 learning and skills sector. These are covered under the following headings:

- turnover
- vacancies;
- recruitment difficulties;
- response to recruitment difficulties;
- factors causing hard to fill vacancies.

Turnover

5.2 The HR managers survey determined that, over the past year, a total of 5,511 teaching staff have left their jobs within the colleges surveyed. This represents a turnover figure of 10% for the year. This compares well with turnover figures identified for the other parts of the economy, such as the national average across all sectors of 16%, according to the Chartered Institute of Personnel Development⁵.

5.3 Turnover in secondary schools was 12.5% between 1998 and 2001 and 14.7% in primary schools (DfES, RR640, 2005).

Table 5.1: Turnover of Teaching Staff in FE	
Total teaching staff	53,879
Total teaching staff leaving	5,463
Turnover rate	10%

Base 174 Institutions supplying complete staffing numbers
Source: YCL/MORI quantitative survey of FE HR managers, 2005

5.4 Large institutions tend to have a slightly lower rate of turnover (8%) compared with all other groups (small-11%, small/medium-12%, medium/large-10%). Unsurprisingly data showed that permanent teachers, who form the bulk of most institutions staff, accounted for the largest proportion of staff choosing to leave institutions.

5.5 Just under half of colleges (49%) indicated that they regularly collect data on leaver's destinations.

⁵ In 2003, according to the CIPD's annual survey, the overall employee turnover rate for the UK was 16%, <http://www.cipd.co.uk/subjects/hrpract/turnover/empturnretent.htm>

- 5.6 The main destination for teachers leaving their post in a college was to take a post at another FE college. Over half of staff (55%) who are leaving go to work at a different college. 16% of staff leave due to retirement and 10% left for a post in a different industry. Only 6% of leavers joined the schools sector.
- 5.7 The volume of staff leaving to teach in another FE establishment suggests most staff turnover does not result in people leaving the sector.

Vacancies

- 5.8 Among the further education colleges covered by the HR survey 1092 vacancies were identified, an overall vacancy rate of 2% of teacher/trainer staff.
- 5.9 As might be expected, the vacancy rate varied by college and by subject area. Just over a quarter of institutions (26%) had no vacancies at all. 56% of institutions had vacancies which represent up to 4% of their permanent teaching staff. A further 11% of FE institutions have a greater proportion of vacancies representing above 5% of their permanent teaching staff. The majority of vacancies relate to teaching and lecturing staff.

Table 5.2 Vacancies as a proportion of permanent teaching staff

Vacancies as % of teaching staff	Percentage of Sample
0 %	26%
<1 %	3%
1 %	26%
2 %	14%
3 %	13%
4 %	5%
5 %	5%
6 %	2%
7 %	1%
8%	0
>9%	3%

Base: 182 all institutions

Source: YCL/MORI quantitative survey of FE HR managers, 2005

- 5.10 This compares favourably with employees in general. The National Employers Skills Survey undertaken by the LSC (2004) showed that 27% of establishments with more than 5 staff reported vacancies and 18% of all establishments had vacancies.

5.11 The major reason given for vacancies arising by nearly two thirds of institutions (64%) is as a result of staff leaving. Just over a quarter of colleges (26%) cited the expansion of existing courses with 8% of colleges linking vacancies to the establishment of new courses.

5.12 Higher proportions of vacancies were found in construction, health/social care and public services and visual/performing arts and media (Table 5.3).

5.13 There appear to be fewer vacancies in more academic subjects such as, English, science and mathematics.

Table 5.3 Vacancies by Subject Area

<i>Subject Areas</i>	<i>No. Institutions with vacancies</i>	<i>% of HR managers reporting vacancies</i>
None	48	26%
Construction	48	26%
Health/social care and public services	41	23%
Visual/performing arts and media	40	22%
Hospitality/sport/leisure/travel	35	19%
Business admin/management	32	18%
Hairdressing and beauty therapy	28	15%
Key Skills	26	14%
Basic Skills	24	13%
English Languages and communication	23	13%
ICT	23	13%
Other	21	12%
Science	20	11%
Agriculture/horticulture	12	7%
Mathematics	12	7%
Early Years	12	7%
Humanities	9	5%
Technology	9	5%
Retail/customer service/transport	4	2%
Manufacturing	4	2%
Engineering	3	2%
Law	2	1%

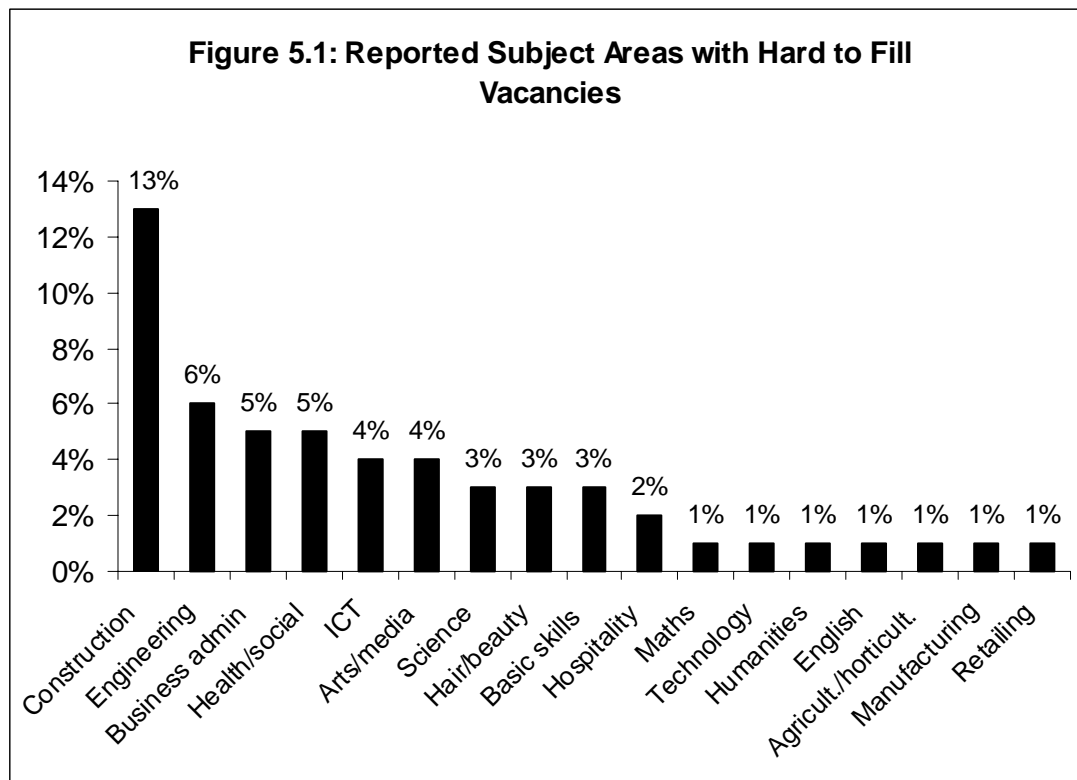
Base: 182 Institutions supplying figures on vacancies

Source: YCL/MORI quantitative survey of FE HR managers, 2005

Recruitment Difficulties

5.14 Among the 135 (74%) colleges, in the HR Manager survey, with vacancies for teaching staff, over half (53%) are finding some hard to fill. This amounts to 310 vacancies in total. A third of these institutions are experiencing problems in the construction sector (13% of the total sample). Smaller proportions of institutions (between 13% and 15%) are experiencing problems in the following sectors:

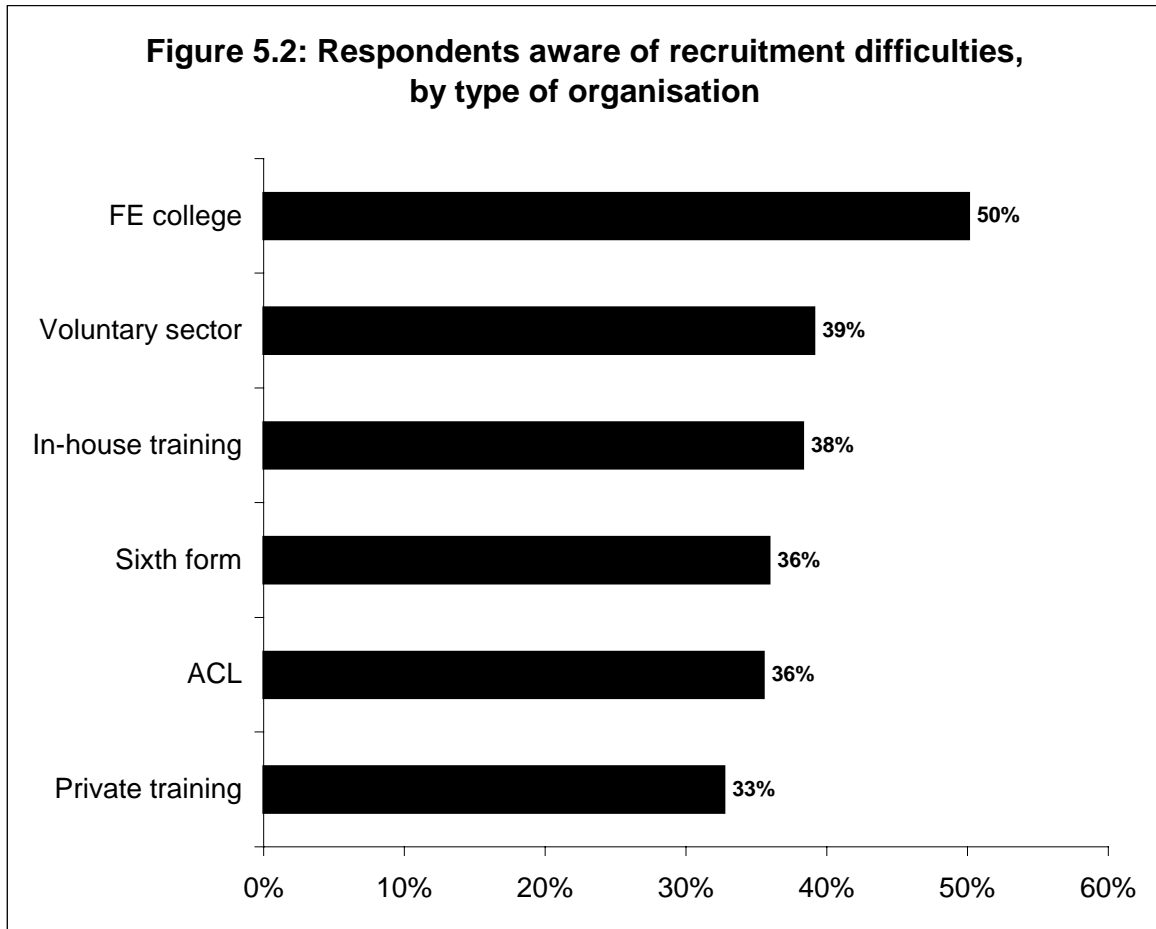
- engineering;
- business administration/management/professional;
- health/social care and public services.



Base: 182 Institutions supplying figures on vacancies
Source: YCL/MORI quantitative survey of FE HR managers, 2005

5.15 The two most important reasons for hard to fill vacancies, according the HR Managers, were poor terms and conditions (reported by 43% of institutions with hard to fill vacancies) and low numbers of applicants with the required skills (42%). Other factors mentioned by less than 20% of respondents included competition from other employers, lack of qualifications the organisation demands and lack of experience the organisation demands.

- 5.16 Generally HR Managers did not feel that hard to fill vacancies for teaching staff were having an adverse impact on their institution's performance over the past year. Over three fifths of respondents (63%) felt that the impact was not very much or not at all. Only 4% indicated 'a great deal' of impact. Among those who indicated 'a great deal' and 'to some extent' by impact, the reasons given for their response included increased pressure experienced by other staff who covered their duties, the effect on students and an effect on teaching consistency.
- 5.17 Teacher/trainer respondents were asked whether they were aware of any recruitment difficulties within their organisation. Two fifths (40%) reported that they were aware of recruitment difficulties. Some of the teachers' considerations were different to those reported by HR managers.
- 5.18 As might be expected, management staff were more aware of recruitment difficulties (54%) than teachers or trainers (35%), assessors (29%) and learning support workers (27%).
- 5.19 Permanent employees were also more likely to be aware of recruitment difficulties (42%) than those on fixed term contracts (32%) and other contracts (29%). Likewise, full-time employees were more aware of recruitment difficulties (43%) than part-time employees (30%). Respondents with longer service within their organisation, and across the sector, were more aware of recruitment difficulties.
- 5.20 **Figure 5.2** presents the proportion of respondents aware of recruitment difficulties, by type of organisation. Respondents in further education colleges were more aware of recruitment difficulties (50%) than respondents in voluntary organisations (39%), in-house training (38%), sixth form colleges (36%), adult and community learning organisations (36%) and private training organisations (33%). This higher awareness among FE colleges may be a reflection of their larger size.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

5.21 There were also slight differences by type of subject taught.

Respondents involved in teaching engineering (48%), science (47%) and maths (47%) were more aware of recruitment difficulties. Those involved in teaching manufacturing (29%) and ICT (31%) were least aware of recruitment difficulties. HR Managers' considered recruitment problems to be less significant in science and maths.

5.22 Of those teachers/tutors who were aware of recruitment difficulties, the majority thought that recruitment difficulties were occurring in basic skills (15%), health/social care and public services (15%), engineering (13%), construction (12%) and information communications technology (11%).

5.23 Qualitative research with teachers indicated recruitment difficulties in some similar areas, such as, basic skills, engineering, IT, maths and science. The following comments illustrate the recruitment difficulties noted:

Maths and Science

- *“there are issues with science teachers in the college. I think there is just a big shortage of physics teachers, and to be honest we ended up with someone who I suspect doesn’t want to go into teaching”. (Further Education)*
- *“we have problems in maths and science recruitment because graduates go into schools, and there are less people qualified in maths and science anyway”. (Further Education)*

Languages

- *“Recruitment in Modern Foreign languages is a problem.... languages such as Spanish and Italian are very popular at the moment. We have to keep on advertising for Spanish and Italian teachers, but we are not getting the ‘school-teacher’ type applying. We tend to get lots of Spanish and Italian foreign nationals applying, but these are the people who haven’t got a teaching qualification” (Adult and Community Learning)*

Skilled Trades

- *“Getting tutors in plumbing/plastering/joinery is really hard. The people you get are great as trades people, but have limited teaching experience. We are therefore trying to develop them as teachers on the job, which is very difficult when you are competing with sector wages and a huge demand for good people in the sector” (Work Based Learning)*

Skills for Life

- *“We have had difficulty in filling ESOL/Basic Skills tutor vacancies in terms of recruiting the right people. But, we are aware that this is a national issue too” (Adult and Community Learning)*

Care Sector

- *“The Early Years course is very difficult to get candidates for. It may be because there is so much of an expansion in this area that there is too much competition for individuals” (Adult and Community Learning)*

IT

- *“IT is always a problem, because people with IT skills can get jobs in industry that pays a lot more than in education” (Further Education)*

Response to Recruitment Difficulties

5.24 **Table 5.4** shows the measures institutions report having taken in order to cover hard to fill vacancies, these have been arranged in descending order of frequency. Over half of the sample report using staff within the organisation to cover, with slightly less (42%) using agency staff to cover. One fifth have employed staff members on fixed term contracts. Responses also show that very few institution have had to drop courses because of hard to fill vacancies, or have raised pay in order to try and fill a vacancy. 37% of institutions reported using a wide variety of advertising mediums to try and fill a vacancy.

Table 5.4 Measures to cover hard to fill vacancies		
Measures to cover hard to fill vacancies	No. Institutions	% of respondents
Use staff from within the organisation to cover	94	52%
Use agency staff to cover	77	42%
Multiple advertising means	67	37%
Employ fixed term contract staff	36	20%
Employ part time staff	33	18%
Increase pay offered for job	15	8%
Dropped courses	7	4%
'Headhunt' from other organisations	6	3%

Source: YCL/MORI quantitative survey of FE HR managers, 2005

5.25 Responses to questions on the impact of hard to fill vacancies suggest that institutions cope relatively well with hard to fill vacancies. 85% of HR managers indicated that the measures they had taken to cover hard to fill vacancies were either very effective or fairly effective. However, it is important to recognise that HR Managers are most likely to be the architects of such strategies.

5.26 Respondents also indicated that whilst hard to fill vacancies do have an impact, this had not been overly negative. Only 4% of HR managers reported that hard to fill vacancies had impacted on the institution a great deal. Slightly less than a third reported that hard to fill vacancies had had an impact to some extent. 63% reported that hard to fill vacancies had had very little or no impact on the institution.

- 5.27 Teacher/trainer respondents were asked to specify what measures, if any, their organisation had taken to cover vacancies when recruitment had not been successful (**Table 5.5**). The most common response cited was to use other staff from within the organisation to cover the job role (24%). 11% of respondents cited agency cover and different advertising mediums.

Table 5.5: What measures has your organisation taken to cover vacancies when recruitment has not been successful?

	%
Use other staff from within the organisation to cover	24
Dropped courses	2
Employ someone on fixed-term contract	6
Use agency cover	11
Use all sorts of different advertising mediums	11
'Headhunt' staff from other organisations	2
Increase pay offered for the job	3
No specific measures taken	8
Not applicable – situation never arisen	21
Other	7
Don't Know	22

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 5.28 Just over one half of respondents (51%) said that the measures taken by their organisation to cover vacancies when recruitment had not been successful were very or fairly effective (**Table 5.6**). Approximately one third of respondents (31%) said the measures were fairly or very ineffective. Qualitative findings support these results with staff regularly mentioning that they have to cover unfilled posts when recruitment is unsuccessful.

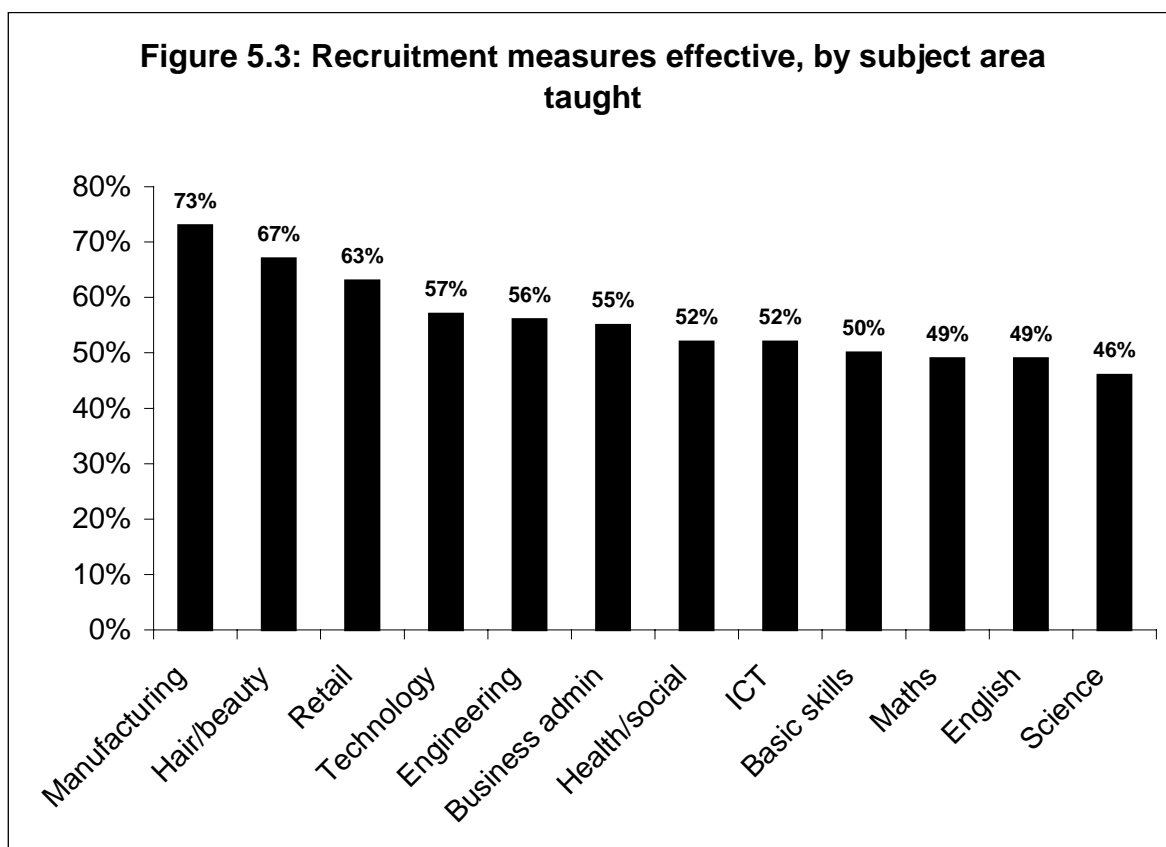
Table 5.6: How effective or ineffective are these measures to cover vacancies when recruitment has not been successful?

	%
Very effective	13
Fairly effective	38
Neither effective nor ineffective	12
Fairly ineffective	21
Very ineffective	10
Don't know	5

Base: 2725 respondents, identifying measures to cover vacancies

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 5.29 Teachers/trainers of science (46%), English (49%) and maths (49%) were least likely to agree that recruitment measures were effective (**Figure 5.3**).



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Factors Causing Hard to Fill Vacancies

5.30 Teacher/trainers were asked what could be done to minimise recruitment difficulties in their organisation (**Table 5.7**). One quarter of respondents (25%) thought better pay/pay increases would minimise recruitment difficulties and 10% of respondents thought that improved advertising would be beneficial.

Table 5.7: What could your organisation do to minimise recruitment difficulties?

	%
Better pay/rises	25
Better/earlier advertisement/search more widely	10
Improve the terms and conditions	4
Better training/offer more training to develop more staff	4
Need to retain staff better	2
Reduce the workload	2
Offer more full-time positions	2
Hire/employ more staff	2
Value staff more/the work they do	2
Better communication/more face to face contact	2
More incentives/rewards	2
Improved funding	1
Should be more support offered	1
Better/reduced working hours/more flexibility with hours	1
Reduce amount of paperwork/bureaucracy	1
Improve working environment	1
Keep staff happy/improve staff morale	1
Better/more forward planning	1
Better promotion opportunities/prospects	1
Lack of qualified staff on the market	1
Improve management	1
Be more pro-active	1
Should have bank/database of people	1
Other	6
Don't know	37
None/nothing/no difficulties in recruiting	6

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

5.31 Qualitative responses from face to face interviews confirmed some clear factors and also highlighted others, including:

- **low pay** – salaries are perceived to be higher in schools with many further education staff feeling underpaid, *“all of us in FE feel that we are certainly undervalued financially, and that comes across when we look at recruitment”* [Further Education];
- **job insecurity** – the issue of job insecurity was particularly evident across the adult and community learning sub-sector. Issues highlighted included: casual hours, lack of permanent contracts and pay dependency on courses having sufficient numbers of learners enrolled in order to start. This is highlighted by the response from one individual, *“the recruitment problems are because we are in community education and individuals only get paid for the hours that they deliver”* [Adult and Community Learning];

- **difficulty recruiting younger staff** – there is a perception by staff that further education colleges are having difficulty recruiting younger teacher/trainers. This is believed to be having the effect of creating a ‘top heavy’ staffing structure in terms of the age profile. Particular concerns among younger staff are that they will not be able to progress as quickly as they desire. This is illustrated by the following comment, *“people are looking at coming into teaching as a recruitment option and something to do in their retirement years. We need younger blood in our department [Further Education]”*;
- **lack of suitable applicants to vacancies** – concern has been expressed across the sector about the lack of applicants to vacancies with both the right personality and level of teaching qualifications and experience. There is a perception that applicants do not have the necessary teaching qualifications or experience to be deemed as suitable candidates for job vacancies, *“we had people who we felt could cope but didn’t have the necessary qualifications” [Further Education]*;
- **status** – the status of the sector, and in particular the (negative) perception of further education compared to schools has been highlighted as an issue that is likely to impact on recruitment - affecting the potential number of applicants to vacancies, *“from an outsider’s point of view they think that staff are maligned, disrespected, underpaid and overworked” [Further Education]*.

5.32 Qualitative work focussing specifically on maths and science teachers found that factors causing recruitment problems in maths and science include; fewer than expected candidates applying for posts, a lack of ‘quality’ candidates applying for vacancies, competition from the school sector and difficulty in recruiting part-time staff.

5.33 Some perspectives from respondents which characterise these views include:

- *“we have difficulty recruiting part-time staff in science” [Further Education]*;
- *“within biology it is hard to get teachers into the sector, with few applications per post and most applicants lacking the drive or teaching ability” [Further Education]*;
- *“we have issues in recruiting maths teachers, with few candidates applying for vacancies. Those that do, tend not to have the right skills” [Further Education]*;
- *“we have problems in maths and science recruitment because graduates go into schools” [Further Education]*;

- *“there is a shortage of maths tutors. Part-time contracts are not that attractive”* [Adult And Community Learning].

Summary

5.34 Key issues relating to vacancies and hard to fill vacancies are as follows:

- there was a 10% turnover of teaching staff in FE. This compares favourably with other sectors. Most teachers leaving their post were taking a post in another FE college.
- the level of vacancies is low in colleges (2%), with only 11% of colleges indicating a rate of more than 5% of teaching/ staff. Although, nearly two fifths of colleges (38%) are experiencing hard to fill vacancies;
- two fifths of staff (40%) are aware of recruitment difficulties within their organisation. This was higher amongst managers compared with other members of staff. Staff working in further education colleges were more likely to be aware of recruitment difficulties (50%) than respondents in all other organisations;
- subjects where staff/HR Managers feel recruitment difficulties are most acute include health/social care and public services, engineering, construction, business administration;
- the most common response to recruitment difficulties was to use staff from within the organisation to cover the job role. In a smaller number of cases, respondents indicated the use of agency cover and different advertising mediums;
- just over half of staff respondents (51%) felt that the measures taken by the organisation to cover vacancies when recruitment had not been successful were very or fairly effective. Teachers of science, English and maths were least likely to agree that recruitment measures had been effective;
- the majority of HR Managers (86%) believe that measures to cover hard to fill vacancies have been effective;
- a quarter of staff respondents felt that better pay would minimise recruitment difficulties with one in ten suggesting improvements in advertising would be beneficial;
- other factors mentioned by staff which might cause recruitment difficulties included job insecurity, difficulties of recruiting young staff, lack of suitable applicants and the negative view of the sector;

- specific recruitment problems in relation to maths and science vacancies included low numbers of applicants, a lack of 'quality' candidates, competition from the school sector and difficulties in recruiting part-time staff.

6 WORKING IN THE SECTOR

6.1 This section looks at characteristics of individuals working in the sector and issues facing them. These issues have an impact both on recruitment in the sense that people choose whether they want to work in such a sector and on retention affecting whether people want to stay in the sector. Issues are organised under the following headings:

- working practices;
- amount of work;
- resources and facilities;
- future plans.

Working Practices

6.2 One in ten members of the workforce (546 respondents) does other regular paid work in addition to their main job. Most of those (72%, or 7% of the main sample) have one additional job.

6.3 Just under a third of respondents with multiple jobs indicated that they work between 35 and 40 hours per week, including additional teaching or teaching related jobs (**Table 6.1**). Over a third of respondents work 34 hours or less per week and a further third (34%) work 41 hours or more a week. Those with management responsibilities were more likely to work longer hours.

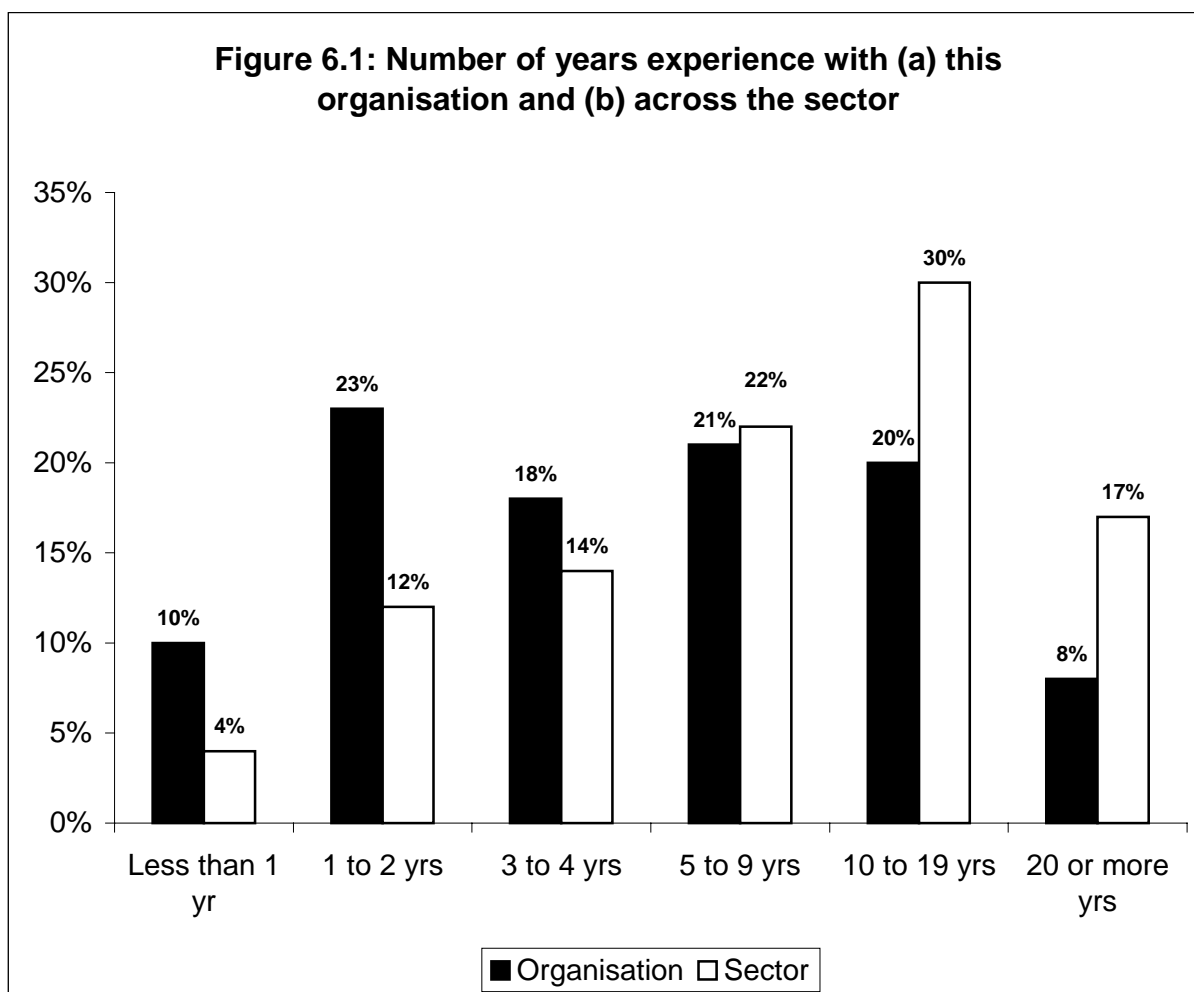
Table 6.1: How many hours in a standard working week do you usually work in total, including other jobs?

	%
15 or less	9
16 – 24	11
25 – 30	11
31 – 34	4
35 – 40	30
41 – 48	18
48 or more	16

Base: 546 respondents, who have multiple jobs

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.4 In general, respondents had a wide range of experience both with their current employer and across the sector more generally (**Figure 6.1**). Around one-half of teachers/trainers (49%) had worked for their current organisation for five or more years and 47% had ten or more year's experience of working in the sector more generally.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Amount of Work

- 6.5 Respondents were asked to indicate whether the amount of work they had was appropriate or not (**Table 6.2**). Three-fifths of respondents (60%) reported they had too much work to do. While over a third (37%) reported they had the right amount of work to do.
- 6.6 A greater proportion of management staff reported they had too much work to do (71%), compared to teachers/trainers (56%), assessors (46%) and learning support workers (38%).

Table 6.2: How do you feel about the amount of work you do?

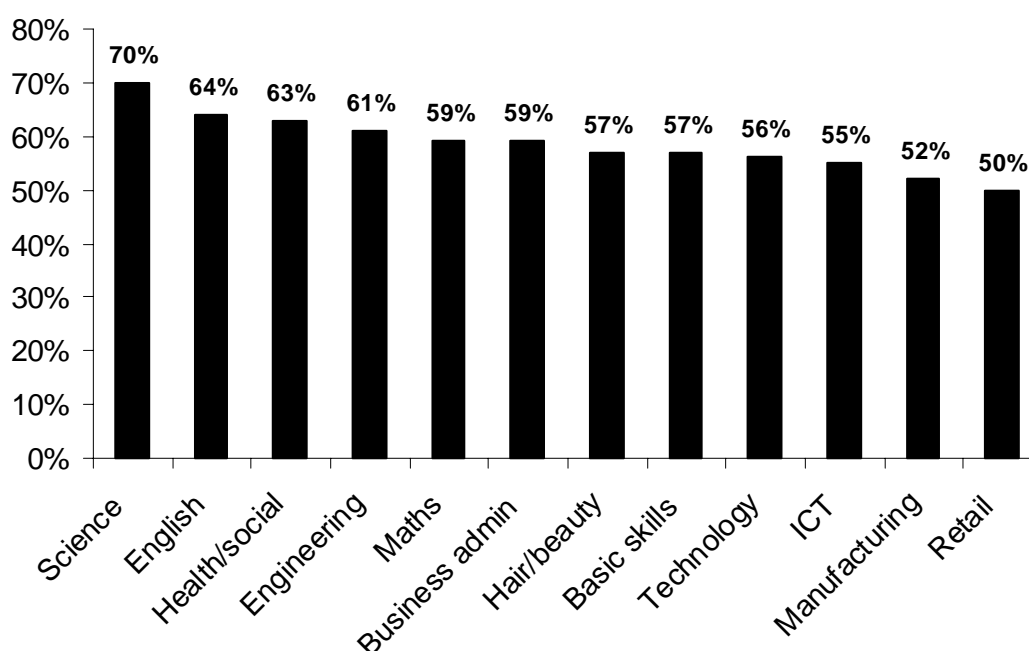
	%
I have the right amount of work to do	37
I have too much work to do	60
I could do more work without too much effort	3
No opinion	*

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 6.7 Over three fifths (62%) of respondents on permanent contracts reported they had too much work to do, compared to those on fixed term contracts (45%) and 'other' contracts (30%). 63% of those who are employed full-time reported they had too much work to do, compared to part-time employees (45%)
- 6.8 A greater proportion of science teachers (70%) reported they had too much work to do compared with other groups (**Figure 6.2**). Teacher/trainers of retail (50%) and manufacturing (52%) were less likely to report they had too much work to do.

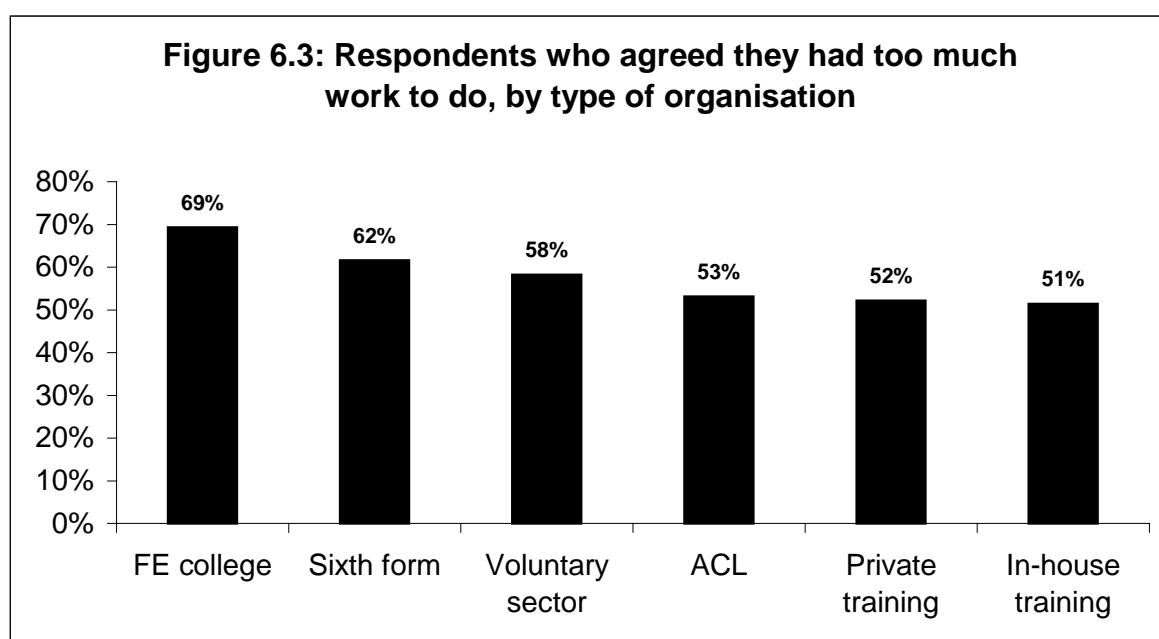
Figure 6.2: Respondents who agreed they had too much work to do, by subject area taught



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 6.9 Respondents working in further education colleges (69%) and sixth form colleges (62%) were more likely to report they had too much work to do than other organisations (**Figure 6.3**).



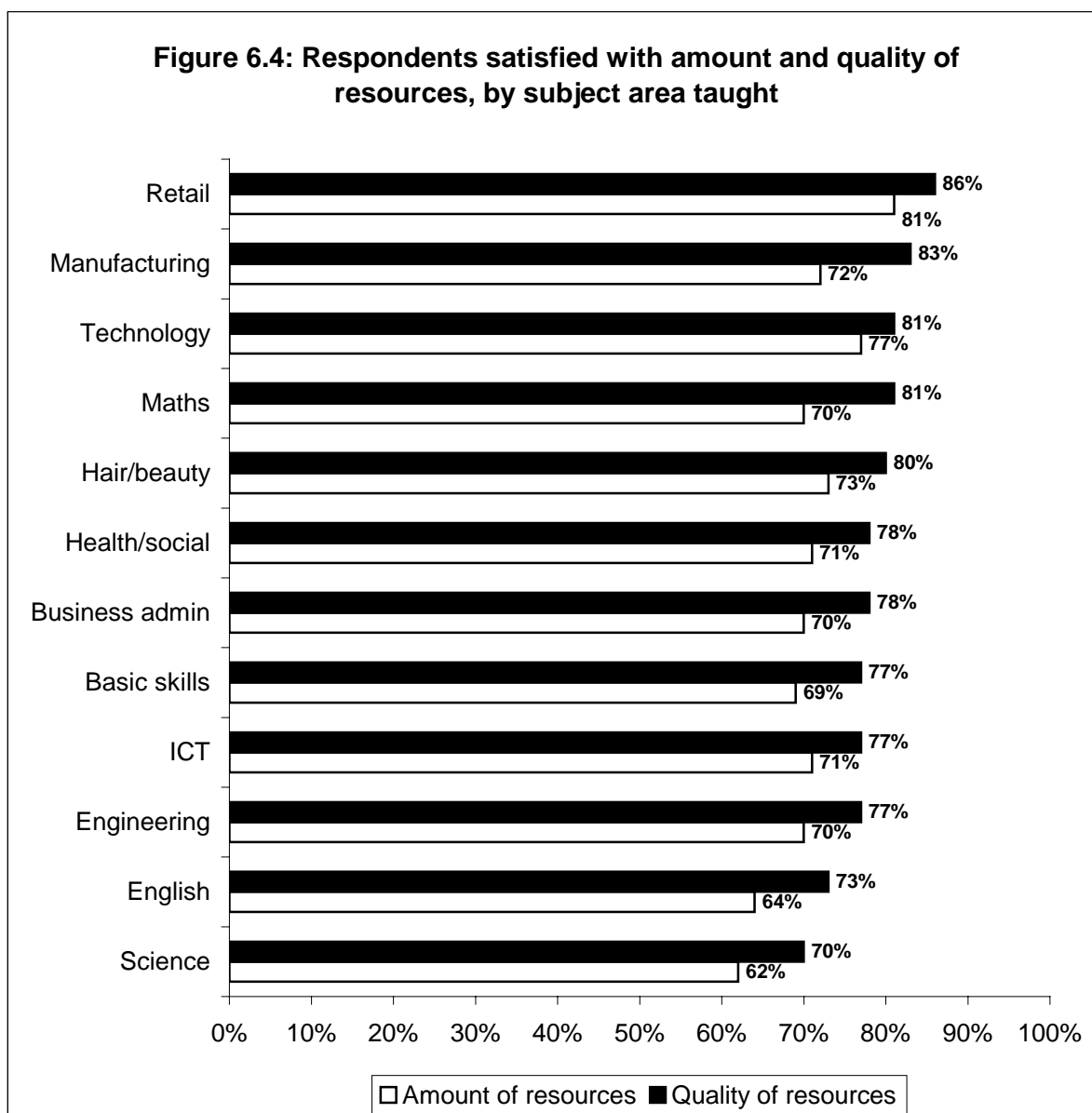
Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 6.10 Respondents with greater experience of the sector were more likely to consider that their workload was too heavy. This is likely to reflect the greater proportion of managers in this group. 70% of those with ten or more year's service *in their organisation* reported they had too much work to do, compared to 60% of those with five to nine years service and 54% of those with less than five years service. Likewise, a greater proportion of those with ten or more years service *in the sector* reported they had too much work to do (66%), compared to those with less than ten years service across the sector (54%).
- 6.11 Respondents who reported they had too much work to do were asked the reasons for their heavy workload. The majority of these respondents reported (29%) too much paperwork, bureaucracy and lack of administration support as the reason for their heavy workload. 19% of respondents reported lack of staff or skilled staff and 14% of respondents reported time constraints and the diversity of their job role.

Resources and Facilities

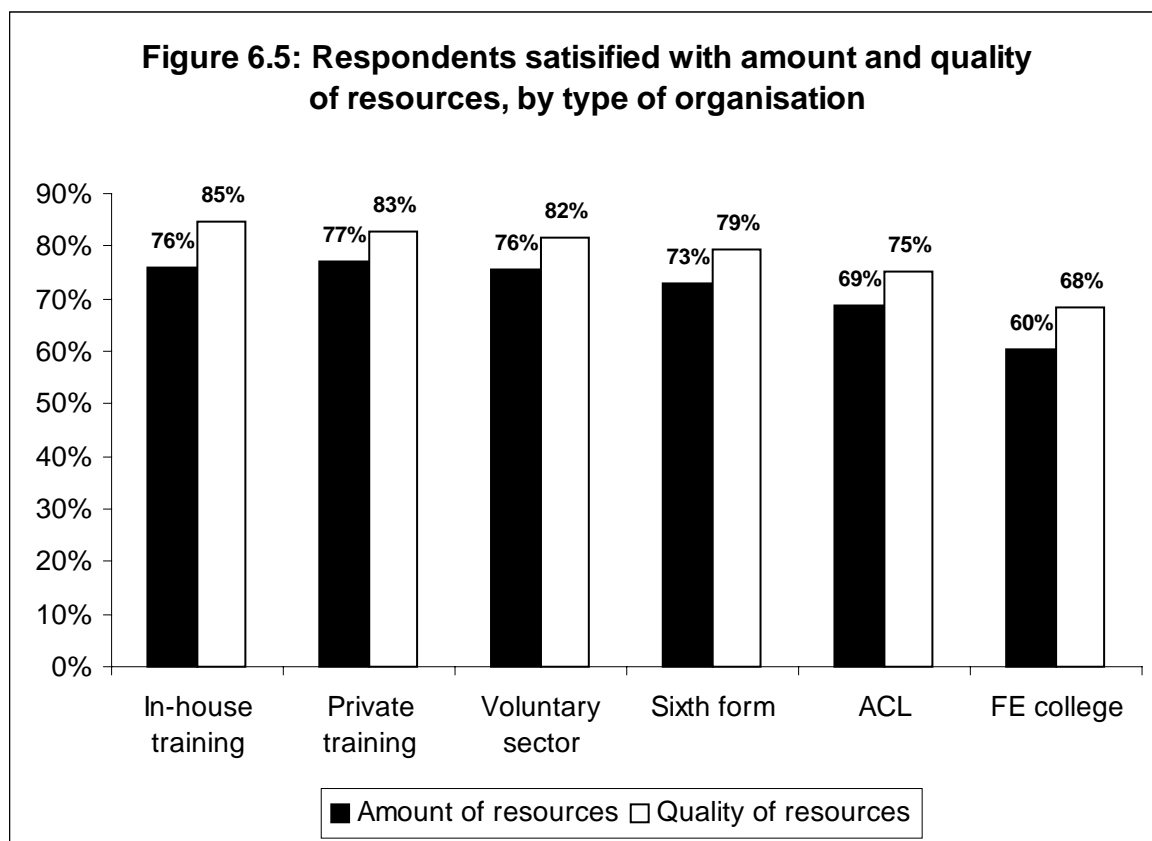
- 6.12 Teachers report high levels of satisfaction with the resources available.
- 6.13 Nearly seven in ten respondents (69%) reported that they were very or fairly satisfied with the amount of resources and facilities available.
- 6.14 Approximately three quarters of respondents (76%) reported that they were very or fairly satisfied with the quality of resources and facilities available. 15% of respondents reported they were fairly or very dissatisfied. In terms of principal job activity, learning support workers and assessors reported greater levels of satisfaction than managers and teacher/trainers.
- 6.15 There are some differences in level of satisfaction with amount and quality of resources by subject area (**Figure 6.4**). Science and English teachers/trainers reported lower levels of satisfaction with the amount and quality of resources, compared to other subject areas.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.16 **Figure 6.5** presents levels of satisfaction with the amount and quality of resources by type of organisation. Further education colleges and adult and community learning organisations reported less satisfaction with both the amount and quality of resources than other organisations.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.17 Respondents who were dissatisfied with the amount of resources and facilities available were asked to specify which resources or facilities were lacking. Over a third of these respondents (37%) reported that IT resources and facilities were poor or lacking. 30% reported poor working conditions and lack of equipment/up to date equipment, respectively.

6.18 In terms of quality of resources and facilities, qualitative respondents mentioned the same key issues that need to be improved, such as, IT facilities/resources, working conditions and equipment.

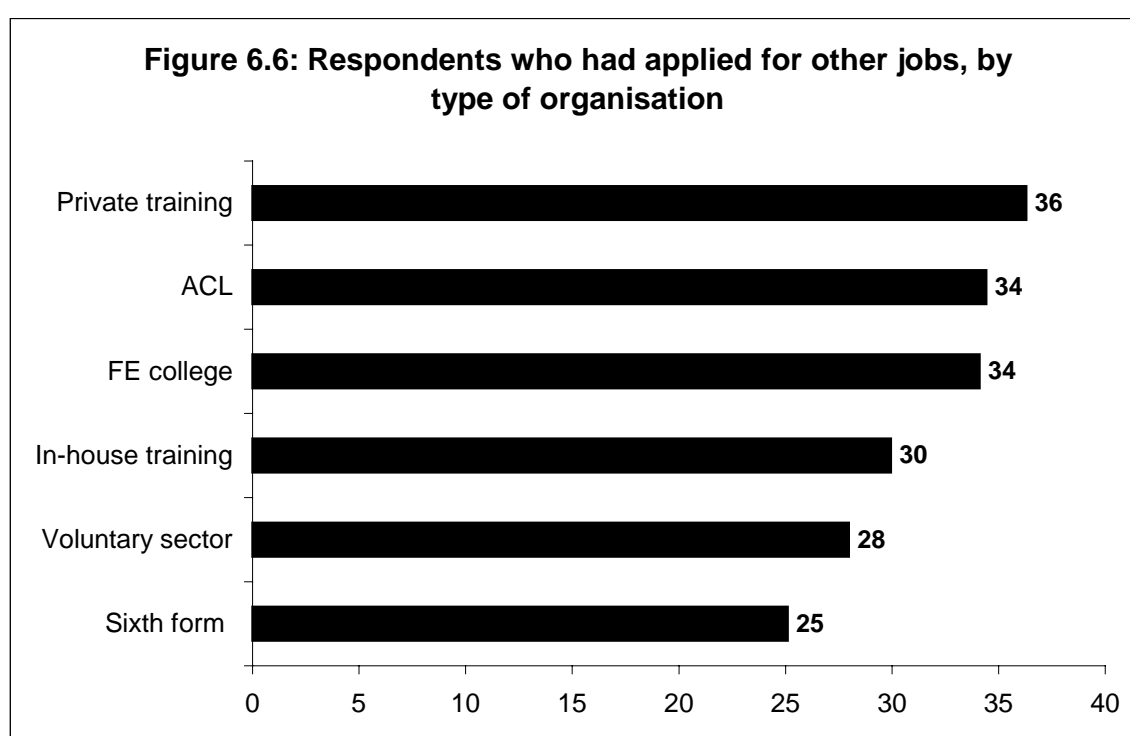
Future Plans

6.19 In terms of future plans we review staff who indicated that they have considered leaving their current job and those who have gone further and actually applied for other jobs.

Staff Who Have Considered Leaving

6.20 Approximately two-fifths of respondents (42%) reported that they had considered leaving their current employment during the last six months. However, only one-third of these had actually applied for other jobs during the previous six months. This represents 14% of the total sample.

6.21 **Figure 6.6** presents the percentage of respondents who have applied for other jobs, by type of organisation. Staff working in further education colleges, adult and community learning services and private organisations are more likely to have applied for other jobs than those working in other organisations.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.22 Staff who were dissatisfied with their job were more likely to have applied for other jobs (47% of respondents who had considered leaving their job) than those who were satisfied (29%).

6.23 Responses by age are similar except for the older age group. 15% of the total sample aged 18 to 44 had applied for other jobs and 16% of those aged 45 to 54. Although, only 7% of those over 55 had done so. Respondents from black and minority ethnic groups were also more likely to have applied for other jobs (17% of the total sample) than white persons (14%).

6.24 Respondents were asked the broad reasons for considering leaving their current employment (**Table 6.3**). Over half of those considering a change of job (57%) indicated that this was to pursue a job in a related sector within education. 34% had considered a job in a completely different sector and 9% had considered early retirement.

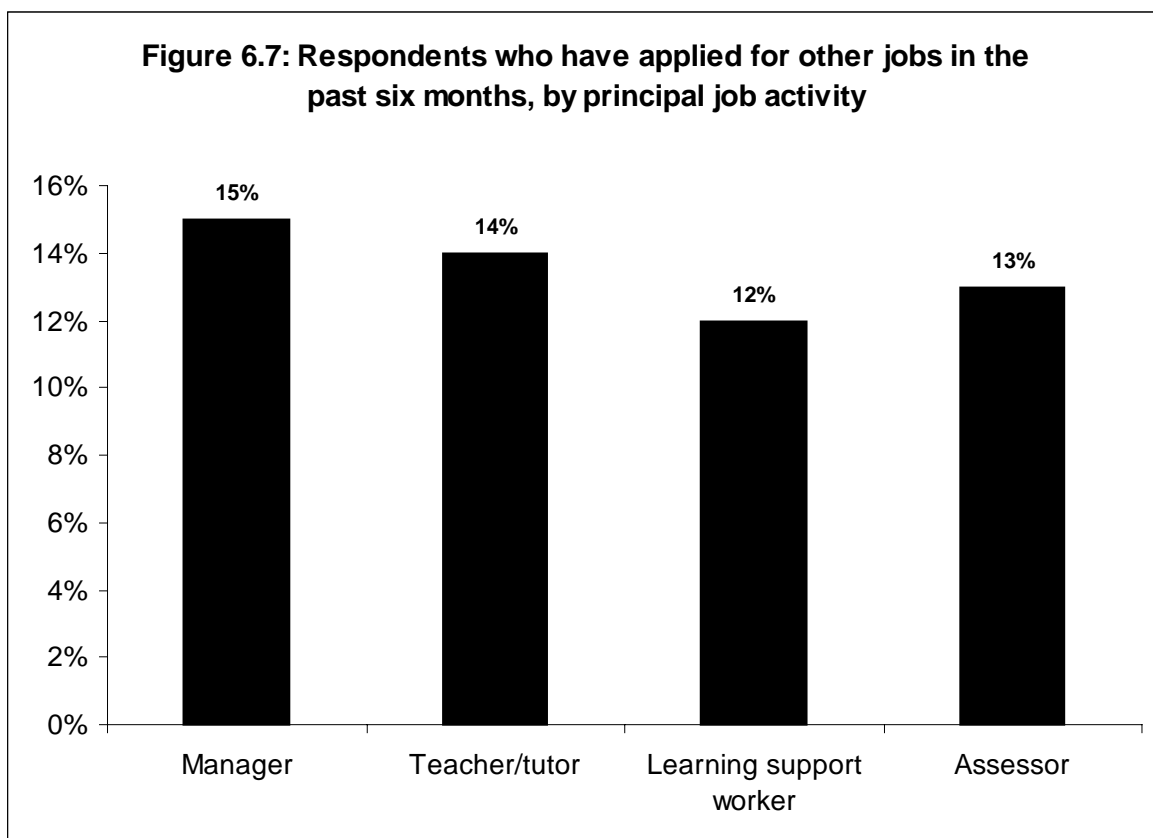
Table 6.3: Reason for considering leaving current job.	
	% of those who considered leaving
A different job in the same organisation	7
A job in a related sector (within education)	57
A job in a completely different sector	34
Early retirement	9
Other	5
Don't know	1

Base: 2330 respondents, who have considered leaving their job
Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.25 Qualitative evidence from face to face interviews with staff provide further detail and support many of the findings from the quantitative study:

- a small number intend to leave post-16 teaching/training in the near future;
- older staff aged over 50 hope to see out the remaining years of their working life in their present jobs, *"I will stay at the college until I retire at age 60 in three years time"* [Further Education];
- some staff indicated they may move between the sub-sectors but generally expected to stay within the post-16 learning and skills sector.

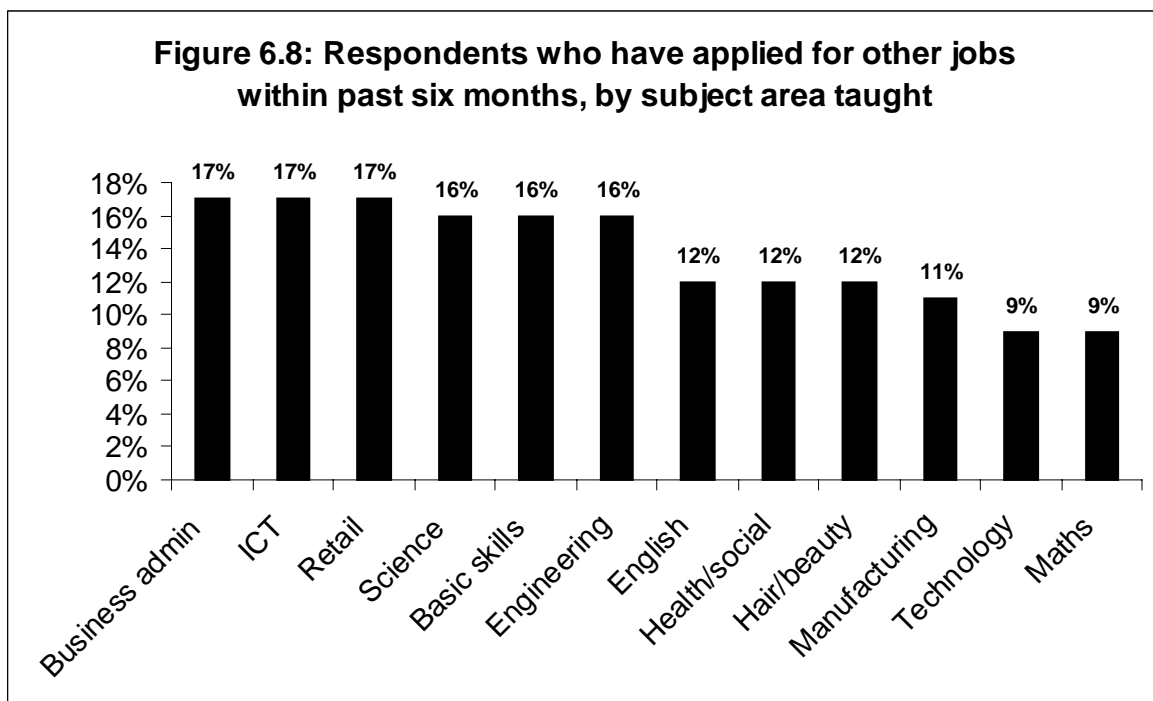
6.26 The chart below presents the findings by principal job activity (**Figure 6.7**). A greater proportion of managers (15%) and teachers/trainers (14%) had applied for other jobs within the last six months than learning support workers (12%) and assessors (13%).



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

6.27 The proportion of those indicating they had applied for other jobs within the last six months varies by type of subject taught (**Figure 6.8**).

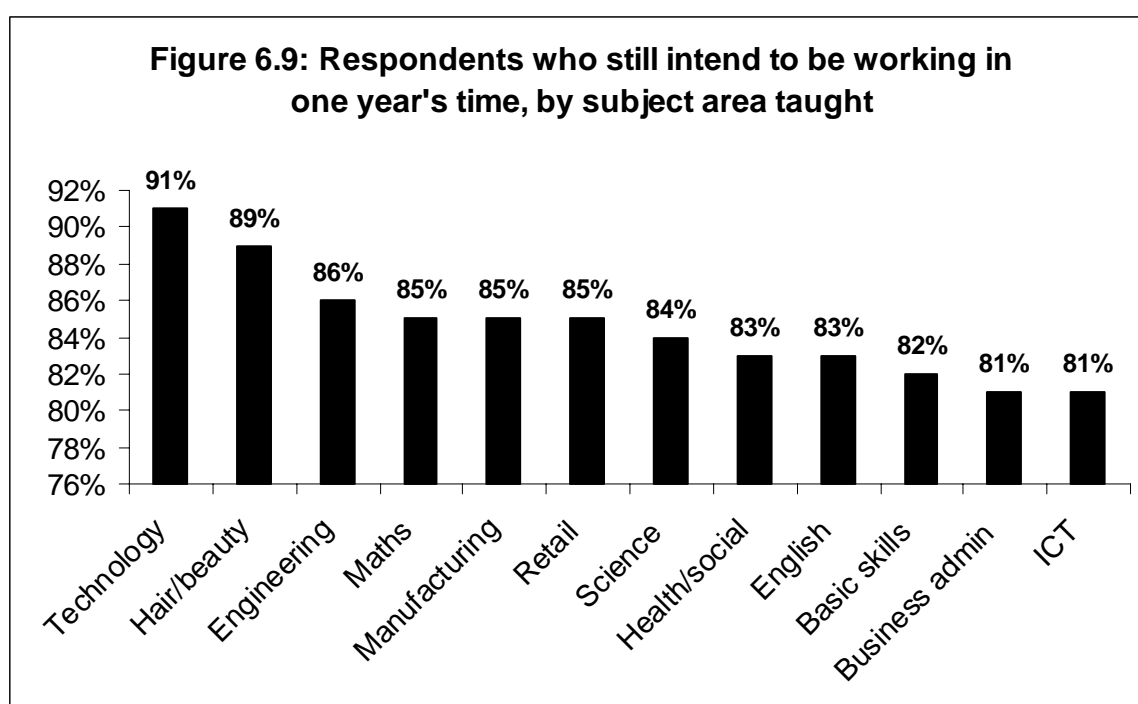


Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Intention to be Working Here in One Year's Time

- 6.28 The majority of respondents (83%) agreed that they intend to be working for their organisation in one year's time. 10% felt they would not, and 5% were unsure.
- 6.29 Teachers and trainers were slightly less likely to agree that they still intend to be working for their organisation in one year's time (81%), than learning support workers (84%), managers (85%) and assessors (86%).
- 6.30 There is some slight difference between different subject areas (**Figure 6.9**). ICT (81%), business administration (82%) and basic skills teacher/trainers (82%) were less likely to agree they would still be working for their current employer in one year's time. Technology teacher/trainers (91%) were most likely to agree with this statement.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

Summary

- 6.31 Key points relating to working in the sector are as follows:
- one in ten members of the workforce has multiple jobs. Of these, nearly three quarters (72%) have one additional job;
 - nearly half of staff (47%) have more than ten years experience in the learning and skills sector. Over a quarter of respondents (28%) have more than ten years experience in their current organisation;

- levels of satisfaction with the amount and quality of resources and facilities available to staff is very high (69% and 76% respectively). A minority of staff indicated dissatisfaction with the amount and quality of resources and facilities available (21% and 15% respectively);
- in terms of subjects, science, English and engineering, teachers/trainers reported lower levels of satisfaction with the amount and quality of resources compared with other subject areas;
- key concerns where resources were not satisfactory, related to IT facilities being poor or lacking, poor working conditions and lack of equipment/up to date equipment;
- just over two fifths of respondents (42%) reported that they had considered leaving their current employment during the last six months.
- of those respondents who had considered leaving their present job, one third (33%) said they had applied for other jobs during the previous six months. Overall this represents 14% of the learning and skills workforce;
- respondents who had actively applied for other jobs were more likely to be dissatisfied with their current job, to be younger and to be from black and minority ethnic groups;
- well over half of respondents (57%) who had applied for other jobs indicated that they were pursuing a job in a related sector within education. Just over a third (34%) had sought a job in a completely different sector;
- the vast majority of respondents (83%) felt that they would still be working for the same organisation in 12 months time;
- three fifths of respondents felt they had too much work to do, while over a third (37%) reported that they had the right amount of work to do. Managers were much more likely to indicate that they had too much work to do compared with other types of staff. Similarly, staff working in further education colleges, science subjects were much more likely to feel they had too much work to do;
- aspects of this perceived excessive workload indicated by staff included too much paperwork, bureaucracy and lack of administrative support.

7 SATISFACTION, BENEFITS AND DRAWBACKS

7.1 In this section we cover a range of aspects of satisfaction or dissatisfaction of those working in the learning and skills sector. These are covered under the following headings:

- general satisfaction;
- staff attitudes;
- personal motivation;
- problems faced.

General Satisfaction

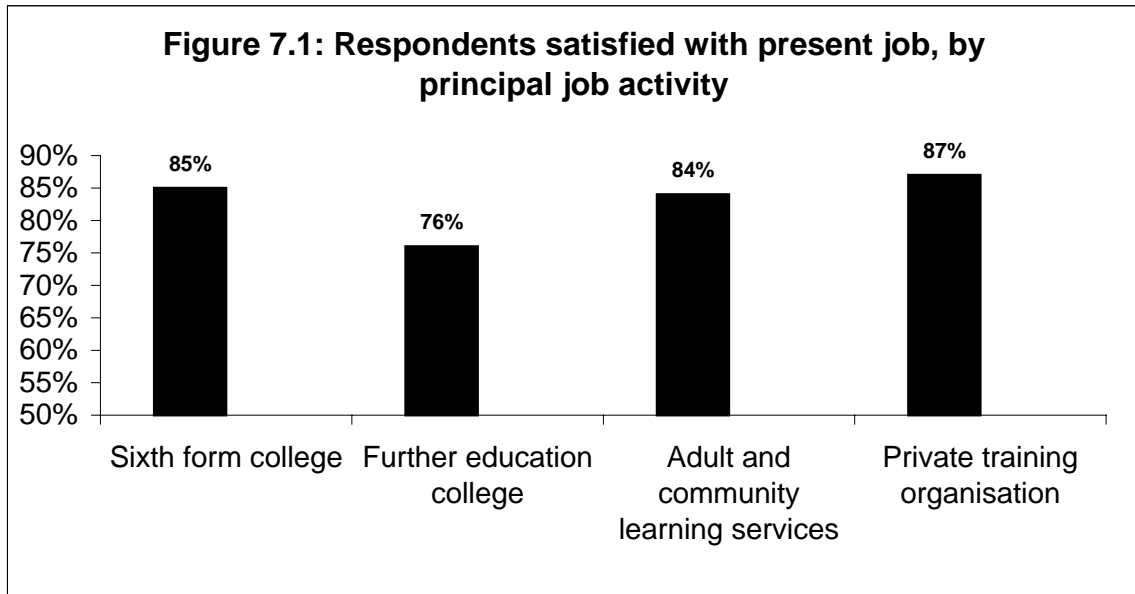
7.2 When asked to make an assessment of job satisfaction, the vast majority of respondents (82%) reported they were either fairly or very satisfied with their present job (**Table 7.1**).

Table 7.1: On the whole, how satisfied/dissatisfied are you with your present job?	
	%
Very satisfied	40
Fairly satisfied	42
Neither satisfied nor dissatisfied	8
Fairly dissatisfied	7
Very dissatisfied	3
No opinion	*

Base: All 5492 respondents Note: * = less than 1%

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

7.3 Learning support workers and assessors reported greater satisfaction (89% respectively) than managers (84%) and teachers/trainers (79%).

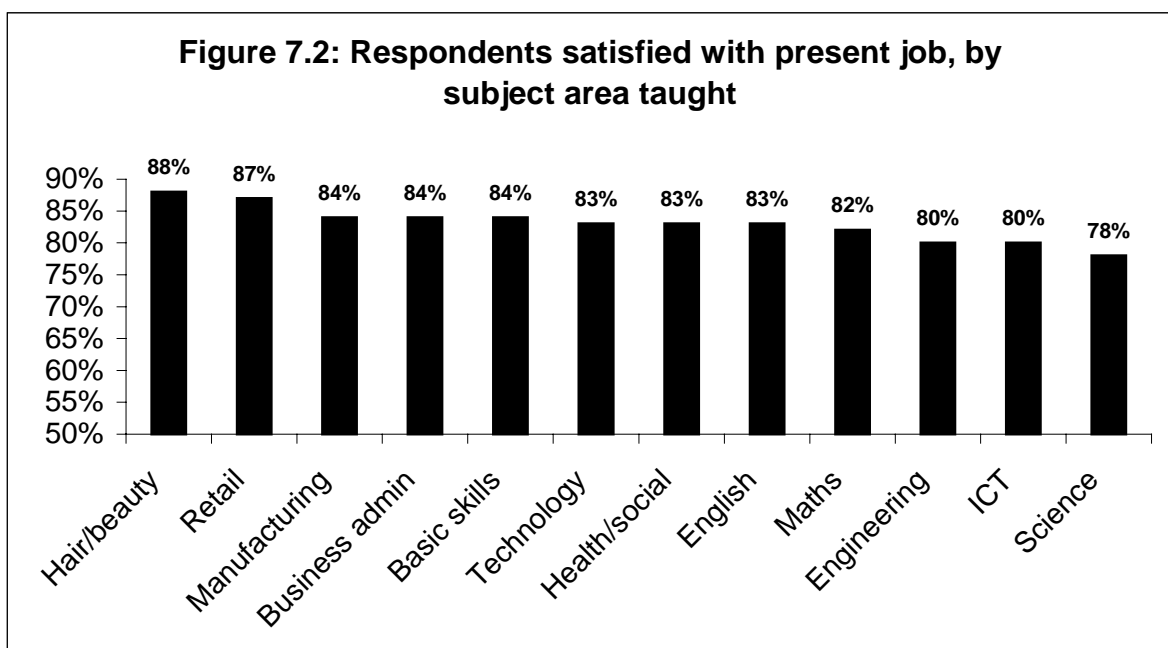


Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

7.4 Satisfaction levels were lower in further education colleges (76%) than other organisations, such as sixth form colleges (85%), adult and community learning (84%) and private training providers (87%).

7.5 There were some slight differences by type of subject taught. Science (78%), engineering (80%) and ICT (80%) teacher/trainers were least satisfied with their current job than other subject teacher/trainers.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 7.6 Respondents with fixed term contracts reported slightly higher levels of satisfaction (86%) than permanent employees (82%) and 'other' groups (85%).
- 7.7 Key benefits identified which contribute to this high level of satisfaction are as follows:
- **learning environment.** Many staff enjoy working with adult learners and helping people to progress on their own learning journey: *"it is the teaching, the contact with the learners, the success of getting them through a course, the interaction with them and seeing them change as they progress throughout the year"*. [Further Education];
 - **community/value.** A number of respondents cited good peer support between them and their colleagues and the overall creation of a positive learning environment: *"we are good at supporting each other in the maths department which is very good"*. [Further Education];
 - **flexibility and autonomy.** Many staff, especially in adult and community learning, feel that there is a high level of autonomy and flexibility relating to their jobs: *"the fact that you are your own manager is a major source of satisfaction. The flexibility is a positive"* [Adult and Community Learning];
 - **personal factors.** A number of specific comments were made citing the personal benefits of working in the sector including pay levels, holidays and other aspects of terms and conditions: *"the holidays [are a clear benefit], not just the summer one, but the whole 13 weeks a year to me is equivalent to £15-20,000 a year, easily. You'd have to pay me a stupid amount each year to compensate, and even then I'm not sure I would do it"*. [Further Education];
 - **motivated learners.** The general view is that adult learners are motivated and keen to progress. Respondents cited the enjoyment they get from the teaching of willing learners and not needing to use discipline in classroom management: *"I enjoy teaching motivated learners, and not having to be a disciplinarian as in the school"*. [Further Education];
 - **variety.** A small number of respondents identified the fact that each day, week and year can be different and that this is a motivating factor: *"I like moving around, being in different venues with different groups of people and the sort of people you are making contact with is a much larger group"*. [Adult and Community Learning].

Staff Attitudes

- 7.8 Respondents were asked a range of more detailed attitude questions, relating to morale and whether they feel valued and recognised.

Morale

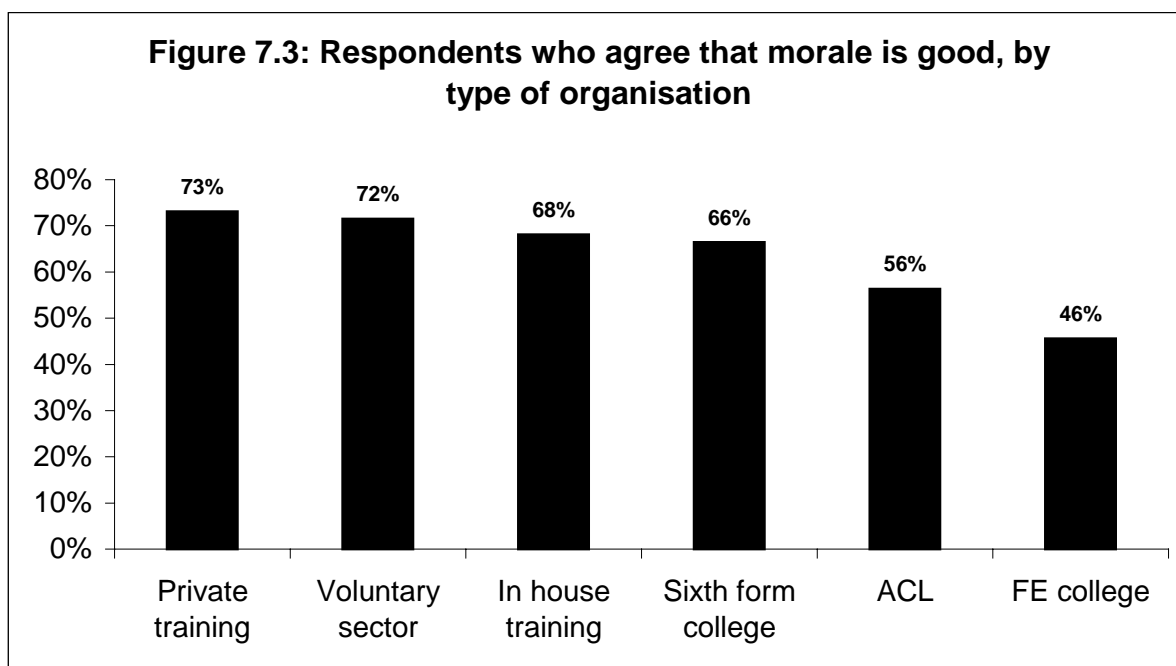
- 7.9 The first question concerned morale within the organisation (**Table 7.2**). 60% of respondents agreed that there was good morale within their organisation.

Table 7.2: To what extent to you agree/disagree that morale is good in this organisation?	
	%
Strongly agree	27
Tend to agree	33
Neither agree nor disagree	12
Tend to disagree	16
Strongly disagree	12
Don't know	1

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

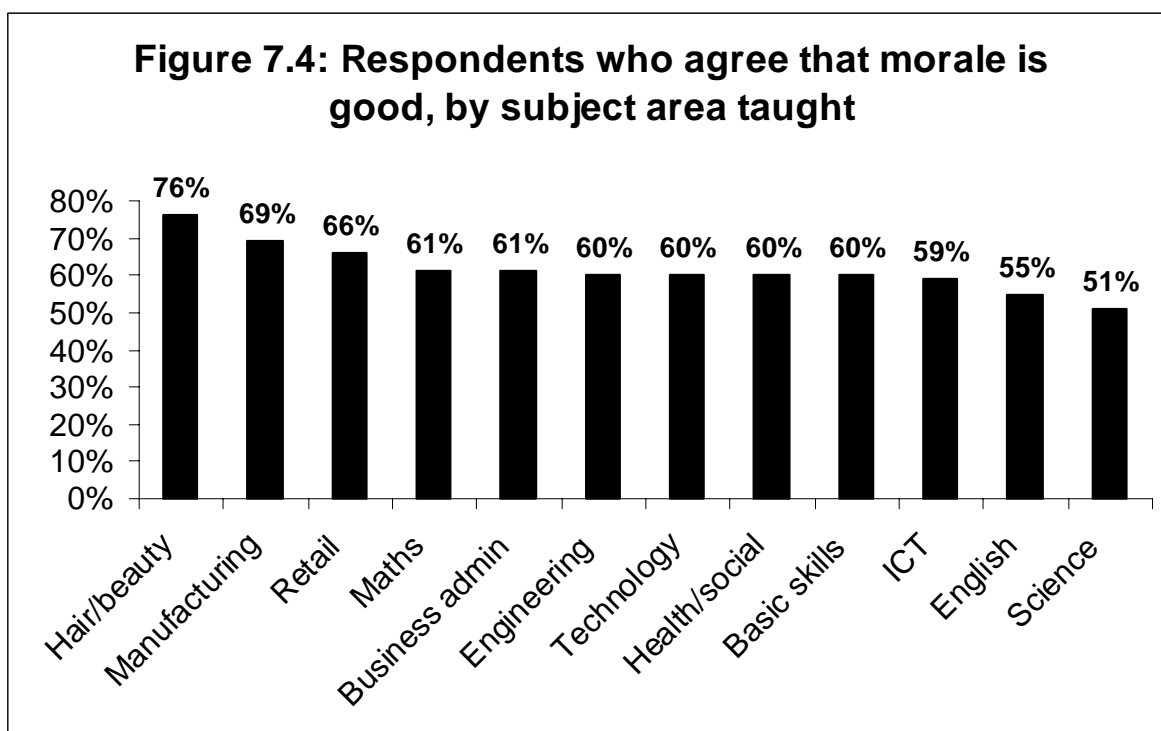
- 7.10 Respondents who indicated they were generally satisfied with their present job were more likely to report that morale was good (68%) compared to those who were dissatisfied with their job (14%).
- 7.11 Assessors were more likely to believe morale is good (71%), than learning support workers (64%) and managers (61%). Teachers/trainers were least likely to report that morale was good (55%). This reflects the high levels of individual job satisfaction among assessors and support workers.
- 7.12 There were also differences between respondents from different organisations (**Figure 7.3**). Respondents from further education colleges (46%), adult and community learning organisations (56%) and sixth form colleges (66%) were least likely to agree that morale is good within their organisation.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

7.13 The subject balance reflects this picture with academic subjects having a less positive view of morale compared with more vocational subjects. Science (51%) and English (55%) teachers were least likely to say that morale is good (**Figure 7.4**). Teacher/trainers of hair/beauty (76%) and manufacturing (69%) were most likely to say that morale is good.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 7.14 Younger employees aged 18 to 34 were more likely to agree that morale is good (71%) than older employees (59% of those aged 35 to 44, 54% of those aged 45 to 54 and 55% of those aged over 55).

Feeling Valued and Recognised

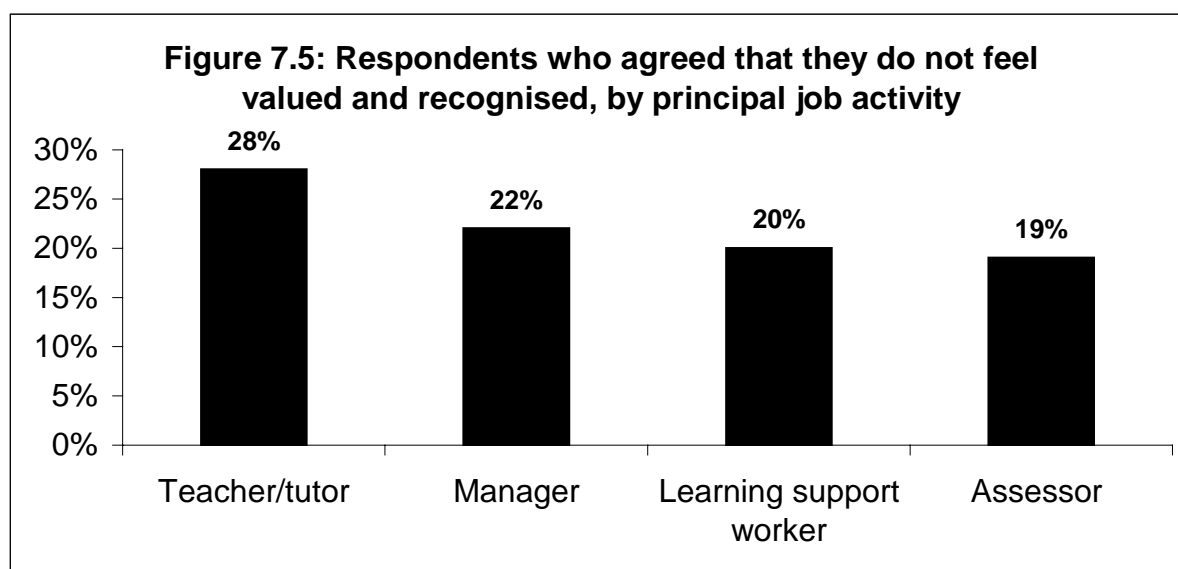
- 7.15 One quarter of respondents agreed that they do not feel valued and recognised for the work they do (**Table 7.3**), while two thirds (66%) disagreed with this statement.

Table 7.3: To what extent to you agree/disagree that you do not feel valued and recognised for the work you do?	
	%
Strongly agree	10
Tend to agree	15
Neither agree nor disagree	8
Tend to disagree	22
Strongly disagree	44
Don't know	1

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 7.16 Teachers/trainers were more likely to agree that they do not feel valued or recognised for the work they do (28%), compared to managers (22%) learning support workers (20%) and assessors (19%) (**Figure 7.5**).



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 7.17 Respondents in further education colleges were more likely to agree that they do not feel valued or recognised for the work they do (32%), than those in voluntary sector organisations (23%), adult and community learning organisations (22%), sixth form colleges (22%), in-house training and private training organisations (20%). Teachers/trainers in science (35%), engineering (28%), technology (28%), maths (27%) and ICT (27%) were less likely to feel valued than those in other subjects.

Personal Motivation

- 7.18 Respondents were asked what motivates them to continue working in the learning and skills sector (**Table 7.4**). The most common response cited was helping people develop (51%), job satisfaction/personal achievement (43%) and working with people/learners (38%).

Table 7.4: What motivates you personally to continue working in this sector?	
	%
Being part of a learning community	3
Collegiality/teamwork	6
Sense of vocation	7
Working with people/learners	38
Helping people to develop	51
Giving something back to community/society	7
My personal development/challenging myself	10
Flexibility/variety of job role	4
Job satisfaction/personal achievement	43
Love of my subject	7
Opportunities for promotion	1
Opportunities for professional development	2
Well paid	7
Long holidays	2
Good job security	2
Hours fit with family/other commitments	2
Lack of other options	1
Nothing – I want to leave the sector	2
Other	2
Don't know	*

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 7.19 Qualitative evidence, relating to satisfaction supports these findings, indicating that the key benefits of working in the post-16 learning and skills sector are:

- personal rewards gained from teaching;
- rewards from working with adult learners;
- the sense of positively contributing to the local community;
- flexibility and autonomy;
- supportive working environment.

Personal Problems

7.20 Respondents were further asked what are the main problems they face working in the learning and skills sector (**Table 7.5**). Overall, the most common reasons were organisational (57%), followed by pay and conditions (17%), morale (14%), personal reasons (7%), and career development (4%). Too much bureaucracy (21%) and heavy workload (18%) were the most common specific responses given.

Table 7.5: What are the main problems you personally face in the learning and skills sector?

		%
Personal reasons	Stress generated by workload	4
	Stress generated by initiative overload	1
	Other stress	2
Career development	Limited scope for progress to work	2
	Inadequate professional training	2
Organisational reasons	Initiative overload/too many changes made to the system	9
	Too many inspections	2
	Lack of professional autonomy	2
	Target-driven culture	6
	Workload too heavy	18
	Too much bureaucracy	21
	Poor management	7
Pay and conditions	Low pay	8
	Poor facilities/resources	10
Morale	Learner behavioural/discipline	13
Other Reasons	Time management issues	9
	Funding issues	9
	Lack of motivated students/learners	2
	Lack of communication/information	2
	Lack of staff – recruitment issues	2
	Calibre of students is low/low basic skills	2
	Lack of support isolation	2
Other		9
No problems		9

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

7.21 Managers were more likely to cite organisational reasons (63%), than teachers and trainers (53%), assessors (54%) and learning support workers (39%).

7.22 The main drawbacks of working in the post-16 learning and skills sector identified through the qualitative research are as follows:

- **organisational issues** – linked to a perceived general lack of funding in the sector overall: *“its really the lack of money in further education which doesn’t allow the college to support the staff. It’s very hard to do your job properly or to the standard that you’d like to do it because you have not got the time. So I think lack of money is the basic underlying problem”*. [Further Education];
- **low pay and insecure terms and conditions**, in particular, in relation to the school sector. Other related issues include local implementation of nationally agreed pay scales and differences in paying conditions between departments in the same institution;
- **poor infrastructure/equipment** – this especially relates to subjects with high equipment costs, such as, manufacturing and engineering: *“my main problem is not being able to buy new teaching aids and new resources ... you keep getting told to put a business case forward for it, you do that and nothing ever gets done – we haven’t got enough money”*. [Work Based Learning];
- **changes in the sector** – and the consequent change in client groups, in particular the increase in younger students involved in further education colleges and work based learning providers linked to 14-16 developments;
- **limited or unclear career pathways** – there is concern that the career path for teachers/trainers is limited because the choice is either to remain in teaching or to become part of the management team. With the latter option, teaching hours are reduced, which some respondents view as a drawback because of their enjoyment of the teaching aspects of their job: *“I don’t think there is much, in terms of, career development for a lecturer. If you’re a lecturer you are a lecturer, otherwise you become a manager. There is no structure for career development. If you’re a dedicated lecturer, I think that the choice between being the lecturer and management is a large step that not many of us wish to take because you lose touch with what you were originally signed up to do”*. [Work Based Learning];
- **excessive paperwork and bureaucracy**. Many respondents mentioned high levels of bureaucracy, in particular, staff dissatisfied with their job all mention this issue. Requests for information and paperwork are perceived to exist both externally (such as, the LSC, examination boards and OfSTED) and internally (in terms of, student progress and other management information). This leads to a perception that professionals in the sector are distrusted by government and funding organisations: *“we are employed as professionals, with all of us who work in our department having been through higher education training and have degrees ... but we are not trusted to be doing a professional job, otherwise why would people come in and want to inspect us all the time”*. [Work Based Learning];

- **lack of administrative support.** Many respondents feel that they have less time to concentrate on their primary teaching role. One factor identified as not helping in this situation is a lack of administrative support with teachers/trainers having to bear this burden: *“our admin support is down to nothing because, of course, the assumption is nowadays that as soon as you're given a computer is that you're an expert typist, isn't it? So once you've given everybody a computer you can get rid of the secretarial and admin support”*. [Work Based Learning];
- **emphasis on targets.** Some concerns were raised regarding the target driven nature of education which can contribute to increased bureaucracy: *“our funding is based on the number of students and its all to do with retaining students ... my personal opinion is that, if they are not prepared to work then they shouldn't be here. But if we get rid of them ... we lose funding”*. [Further Education];
- **management issues.** There are some concerns that management roles are becoming too far removed from teaching, with education just seen as a business: *“I appreciate the necessity for information management systems for various forms of analysis but sometimes there's clearly now an echelon in education that of building careers on bureaucracy and really that's not what education's about, its about helping people”*. [Further Education];
- **perception of falling educational standards.** There is a perception that an increasing number of enrolled students lack the key skills that teachers/trainers feel should have been taught in schools. Furthermore, the academic requirements for courses are perceived to be falling. These two factors mean that some teachers/trainers in the post-16 sector are spending more lesson time teaching key skills rather than concentrating on their particular subject area: *“I do less engineering work and in depth engineering work now, I spend more time doing things like key skills and developing education as opposed to actually dealing with the nitty gritty of what I was really employed for in the first place”*. [Work Based Learning].

7.23 Interestingly, pay was not identified as the main drawback both in the quantitative and qualitative research. Instead major issues are related to excessive workload and bureaucracy.

7.24 Qualitative findings identified a difference in the experiences of those working full-time and those working part-time or on a sessional basis. Those working part-time perceive that they have less support from their employer, less access to training and development and have concerns regarding their tenure of position.

Summary

7.25 Key issues raised in this section relating to satisfaction, benefits and drawbacks are as follows:

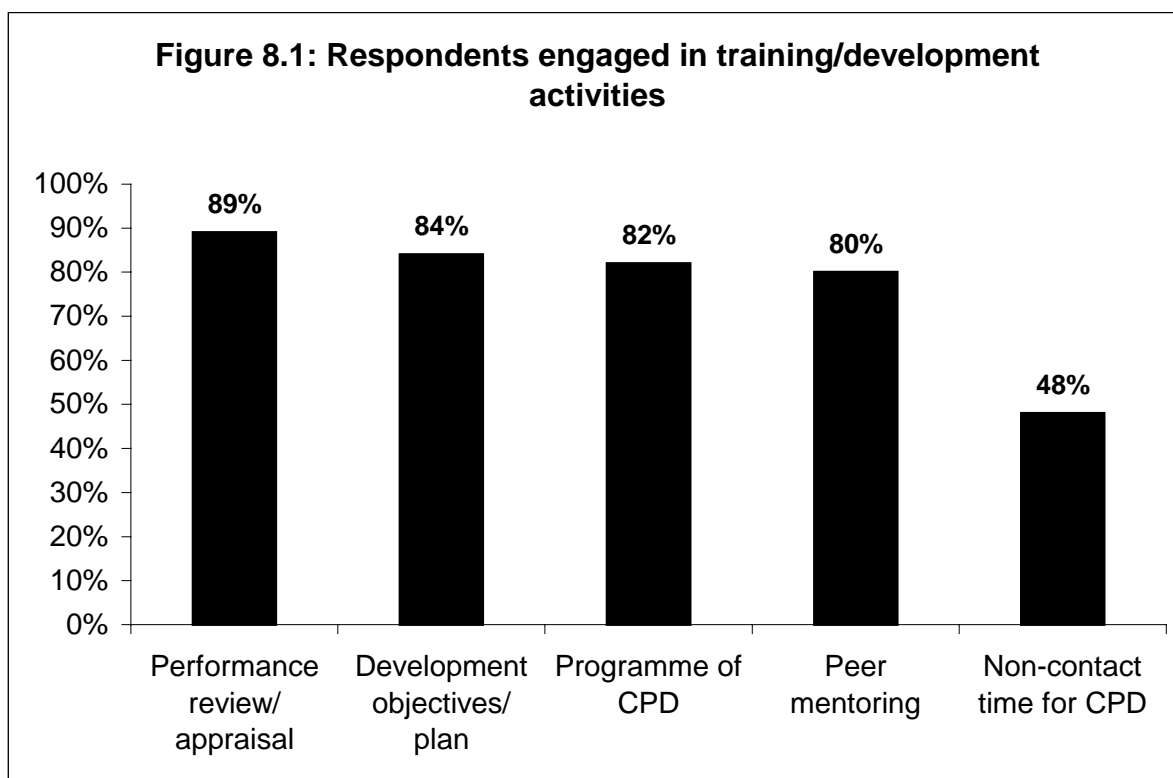
- a vast majority of respondents (82%) reported that they were either fairly or very satisfied with their present job. Only 10% indicated explicit dissatisfaction with their job. Learning support workers and assessors indicated the highest level of satisfaction compared with managers and teachers/trainers;
- staff working in science, engineering and ICT subjects were least likely to be satisfied with their current job, compared with those working in hair and beauty and retail;
- two thirds of respondents (60%) agreed that morale is good within their organisation. Over a quarter of respondents (28%) disagreed that morale was good;
- those with a less positive view of morale were more likely to be working in further education, working in science or English, dissatisfied with their job and older;
- a quarter of respondents agreed that they do not feel valued and recognised for the work they do, although 66% of respondents disagreed with this statement;
- those who are less likely to feel valued include teachers/trainers, those working in further education colleges and those working in science subjects;
- the most common reasons given for continuing to work in the post-16 learning and skills sector were helping people to develop (51%), job satisfaction/personal achievement (43%) and working with people/learners (38%);
- the key problems that staff face within the sector include too much bureaucracy and a heavy workload.

8 TRAINING AND DEVELOPMENT

- 8.1 *Success for All* policy states that learners must be taught by those competent to teach. Subject knowledge should be demonstrated by a Level 4 qualification or by substantial sector or occupational experience alongside other related qualifications.
- 8.2 The research highlights a generally strong culture of training and development in the post-16 sector. This section covers issues relating to:
- general involvement in training and professional development;
 - subject specific training;
 - qualifications.

General Involvement in Training and Professional Development

- 8.3 Respondents were asked a range of questions relating to training and development within their job role (**Figure 8.1**):
- the vast majority of respondents reported that they have a regular performance review or appraisal (89%);
 - 84% of respondents reported that they have a written set of development objectives or a written development plan;
 - 82% of respondents reported they are engaged in a programme of continuous professional development (CPD);
 - 80% of respondents reported that they have participated in peer mentoring during the last year, such as lesson observations or discussions of teaching practices with peers;
 - 48% of respondents reported that they have non-contact time set aside for continuous professional development.



Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 8.4 Respondents with non-contact time were asked to specify the number of non-contact hours set aside per month. The majority of respondents reported they have nine hours or less non-contact time per month (45%). Approximately three quarters of respondents (77%) indicated that the non-contact time is individually planned rather than dictated by employer or professional association.
- 8.5 HR Managers indicated in almost all cases (99%) that a training budget exists and that the institution has a business plan (98%). Slightly fewer HR Managers (90%) indicated that a clear training plan exists for their organisation.
- 8.6 The proportion of staff receiving an annual performance review is in line with that suggested by staff above. 84% of HR Managers reported that between 90% and 100% of their staff received an annual performance review.
- 8.7 Many of the qualitative comments in relation to training and development were made in the context of the changing requirements expected of teaching staff in relation to minimum levels of teaching qualifications. In many cases the respondent was not clear on exactly what these requirements are, how they are being implemented and the implications for them.

- 8.8 Issues relating to involvement in training and professional development raised during qualitative interviews included:
- **the balance between skills, confidence and competence.** It is felt that teaching skills can be acquired via working towards a recognised qualification but that confidence and competence is largely developed through experience: *“training and development is important but it does not mean that you are a good teacher”* [Further Education];
 - **the ‘quality agenda’ acts as a driving force** providing the impetus for teachers/trainers to acquire qualifications. However, this is perceived by some in the adult and community learning sector as a largely further education policy driver which fails to take into account some of the unique and distinctive elements of adult community learning;
 - in some cases, **poor inspection results** had been the impetus to focus on training.
- 8.9 Qualitative findings confirm that many members of staff identify training needs through appraisals and personal development plans. However, in some cases, hourly paid staff do not have access to the full range of this support and sometimes do not get paid fully for their time if they participate in training: *“we don’t get paid to attend staff development, maybe you’ll get half pay. Sessional staff don’t get appraisals”*.
- 8.10 The issue of having non-contact time set aside for CPD was raised in qualitative interviews, however, a bigger issue appeared to be having enough time to implement new ideas and ways of doing things following training.

Subject Specific Training

- 8.11 Respondents were further asked whether they had any training during the past year (**Table 8.1**). 64% of respondents reported they had subject specific training during the past year. 73% reported they had general training concerning teaching and learning approaches, 59% had training relating to subject specific teaching and learning approaches and 35% had management and leadership training. 5% of respondents reported they received no training during the past year.

Table 8.1: During the past year, have you had any of the following?	
	%
Subject specific training	64
General training concerning teaching/ learning approaches	73
Training related to subject specific teaching/ learning approaches	59
Management and leadership training	35
Other	7
No training	5

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

8.12 The strong training culture within the sector is illustrated by the above evidence; many have gained teaching qualifications whilst in service.

8.13 Qualitative research indicated that most staff felt the training had been useful and that they had been able to apply some of what they had learnt in the classroom as well as it being valuable for their career development:

- *"I have been able to use the training in classes. The training has given me understanding of different ages and how they respond to training. I teach a wide age range – teenagers to 64 year olds. The training has helped me to know how to keep the students interested"* [Further Education];
- *"I would agree that training has been useful for career development. I think with the qualifications I've got, especially if I wanted to stay in the education sector, I could basically walk out of the college and go into any other college"* [Further Education].

8.14 However, there are some key concerns and some issues among sub-groups raised by qualitative interviewees:

- **a lack of career paths/options for progression** – making CPD decisions difficult;
- **a lack of clarity or understanding on which (new) teaching qualifications are relevant** or will be acceptable to employers (notably in Skills for Life teaching);
- for some, a **limited opportunity to apply training** in the workplace;
- **training pathways.** While training focused on organisational needs, such as, health and safety is evident, there is a less clear framework for training pathways on subject specialisms and the development of teaching skills;

- **quality.** A minority of respondents indicated some discontent around training, with a feeling that the quality can be variable: *“I am mostly satisfied [with training], I mean obviously, it is variable. Some of it’s good, some of it’s bad and some of it’s atrocious”* [Further Education];
- **lack of time to attend training** is a constraint for some staff which can often mean juggling timetables and arranging cover staff. In some cases, staff are discouraged from attending training because they return to increased workloads as a result: *“whenever I go on external training sessions, no cover is arranged for my classes. So I come back with extra work to do. It puts you off training”.* [Further Education].

8.15 There is not perceived to be equity of access to training opportunities, particularly among part-time/sessional staff and less funding is felt to be available for staff training in the adult and community learning and work based learning sub-sectors.

Qualifications

8.16 Respondents were asked about the teaching and training qualifications they currently hold (**Table 8.2**). Many teachers hold more than one qualification. The main qualification held is D32/33 and A1/2 qualifications (41%). 25% hold a Certificate/Diploma in Education or Teaching and Learning, 24% hold a PGCE/PGET qualification and 23% hold a D34/V1 qualification. 9% of respondents had no formal teaching qualifications.

8.17 These largely reflect the findings of the HOST survey which reported that 28% of teachers hold a PCGE, 24% a Certificate in Education or Teaching and Learning and 25% hold a Certificate in FE Teaching and Learning.

8.18 In terms of different organisations that staff work for the following characteristics emerge:

- those working in sixth form colleges hold PGCE/PGETs;
- those working in further education are most likely to hold a D32/33-A1/2, a certificate/diploma in education/teaching/learning or a PGCE/PGET;
- those working in adult and community learning are most likely to hold a D32/33-A1/2, a certificate/diploma in education/teaching/learning or a PGCE/PGET plus a range of other qualifications;

- those working in work based learning are most likely to hold a D32/33-A1/2 or a D34/V1 plus a range of other qualifications.

Table 8.2: Which Teaching Qualifications Do You Currently Hold?								
	SFC	FEC	ACL	WBL	Vol. sector	Employer	Other	Total
Certificate/Diploma in Education or Teaching and Learning	19%	34%	28%	17%	21%	15%	21%	25%
PGCE/PGET	67%	29%	24%	6%	10%	7%	19%	24%
Certificate/Diploma in FE Teaching and Learning	8%	22%	13%	12%	12%	10%	9%	15%
Bachelor in Education (B.Ed)	14%	9%	8%	4%	4%	5%	8%	8%
City and Guilds 7407 and Related	2%	7%	9%	7%	10%	5%	3%	7%
City and Guilds 7307 Stages 1 and 2	6%	17%	20%	15%	16%	12%	7%	15%
D32/33, A1/2	17%	37%	26%	62%	42%	53%	48%	41%
D34/V1	10%	21%	13%	35%	19%	26%	29%	23%
TDLB Level 3	2%	6%	7%	15%	12%	12%	13%	9%
Other QTS and Related Award	6%	4%	5%	5%	6%	5%	8%	5%
City and Guilds 7305, 7302, 7323, 7401	1%	4%	4%	5%	7%	4%	3%	4%
Masters degree	2%	3%	1%	1%	1%	2%	3%	2%
City and Guilds level unspecified	0%	2%	1%	2%	2%	2%	4%	2%
NVQ levels 1, 2, 3 & 4	0%	0%	2%	3%	4%	5%	0%	2%
City and Guilds 7306	0%	1%	2%	2%	3%	2%	1%	1%
TEFL/TESOL	0%	1%	4%	1%	2%	0%	0%	1%
D36	0%	1%	1%	2%	1%	2%	2%	1%
City and Guilds 9281, 9282, 9283	0%	1%	4%	1%	2%	0%	1%	1%
City and Guilds 7281	0%	1%	1%	1%	0%	1%	0%	1%
City and Guilds 9285	0%	0%	2%	0%	0%	0%	0%	0%
Honours degree	2%	0%	0%	0%	0%	0%	0%	0%
Health and safety certificate	0%	0%	0%	1%	1%	1%	1%	0%
Other	8%	10%	12%	14%	11%	17%	18%	12%
No teaching qualifications	4%	6%	9%	12%	13%	18%	13%	9%

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

8.19 Qualitative findings indicated three distinct groups of teachers/trainers in relation to teaching qualifications held upon entry into the sector:

- those who already had a training qualification when they came into the sector, typically, a PGCE or Certificate of Education;
- those who are either acquiring additional teaching qualifications because of new organisation or policy requirements or those who are 'topping up' their qualification to a higher level;
- those who entered the sector with no specific teaching qualifications and have either achieved them whilst working or are currently working towards a recognised teaching qualification.

Summary

8.20 Issues regarding training and development across the sector are as follows:

- at least four fifths of respondents indicated that they have regular performance reviews, a written development plan, are engaged in a programme of continuous professional development and have participated in peer mentoring;
- HR Managers in colleges indicate high levels of business planning and planning for training;
- just under half of respondents indicated that they have non-contact time set aside for continuous professional development;
- three fifths or more of respondents indicated that they had received subject specific training or general training concerning teaching/learning approaches. Over a third of respondents had received management and leadership training;
- qualitative findings indicated a strong ethos for training within the sector, although, some key concerns included the lack of a well defined career path, confusion over acceptable (new) teaching qualifications and, for some, there was limited opportunity to apply training in the workplace;
- there appears to be some inequity in terms of training opportunities made available to part-time or sessional staff;
- the most common qualification held across the sector is D32/33-A1/2. The proportions of qualifications are quite diverse across the staff working in different institutions.

9 GOVERNMENT STRATEGY

- 9.1 Research topics also covered staff views and awareness of government strategy in the form of *Success for All*. Results relate to general awareness of the policy and more specific strands, such as, introducing minimum qualifications.

Awareness of *Success for All*

- 9.2 When asked how much they knew about *Success for All*, over two thirds of teachers/trainers (63%) indicated that they knew a little or more (**Table 9.1**). Just under a third (32%) said they knew a 'great deal' or a 'fair amount'.
- 9.3 Just under a fifth of staff (19%) said they had heard of the strategy but knew nothing about it and 18% of respondents said they had not heard of the strategy.

Table 9.1: How much do you know about the Government's strategy 'Success for All'?

	%
A great deal	8
A fair amount	24
A little	31
Heard of but know nothing about	19
Never heard of it	18
Don't know	*

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 9.4 Managers were much more likely to know a great deal (14%) or a fair amount (35%) than all other staff. Those who had worked for their organisation longer were also more likely to have higher awareness – this is probably linked to seniority with those having served longer who are more likely to be managers and senior lecturers who are involved in planning and strategy. In terms of subject, those working in basic skills were most likely to be aware of *Success for All*.

Impact of *Success for All*

- 9.5 Respondents who had some awareness of the *Success for All* strategy were asked to indicate whether they agreed it had a positive effect on the learning and skills sector (**Table 9.2**). 53% of respondents agreed that the strategy has had a positive effect, 18% disagreed and 20% neither agreed nor disagreed.

Table 9.2: To what extent do you agree/disagree that the government's strategy 'Success for All' has had a positive effect on the learning and skills sector?

	%
Strongly agree	12
Tend to agree	41
Neither agree nor disagree	20
Tend to disagree	13
Strongly disagree	5
Don't know	8

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

- 9.6 Those who work only in work based learning (59%) and adult and community learning (58%) are more likely to agree that *Success for All* has had a positive effect than those working only in further education (44%).
- 9.7 Staff working in maths, retailing and basic skills were more likely to feel the strategy has had a positive effect; as are those who are younger, have less experience in the sector or in their organisation.
- 9.8 HR Manager's views of the impact of *Success for All* are slightly more negative but broadly in line with the views of teaching staff. Nearly two fifths (39%) agreed that *Success for All* has had a positive effect on the Learning and Skills sector. Just over a quarter of HR Managers (26%) disagreed with this statement.

Attitudes to Minimum Qualifications

- 9.9 The majority of teacher/trainer respondents (87%) agreed that the moves to ensure that minimum qualifications are held by those in the post-16 learning sector (a key element of *Success for All*) are a positive step (**Table 9.3**).

Table 9.3: To what extent do you agree/disagree that the moves to ensure minimum qualifications are held by those in the post-16 learning sector are a positive step?

	%
Strongly agree	59
Tend to agree	28
Neither agree nor disagree	4
Tend to disagree	5
Strongly disagree	3
Don't know	2

Base: All 5492 respondents

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

9.10 Those working in basic skills and who identify themselves as members of black and minority ethnic groups are slightly less likely to agree and more likely to disagree.

9.11 Over two fifths of HR Managers believe that moves to ensure minimum qualifications are held by those working in the post 16 sector have had a positive impact on recruitment, compared with 17% who believe the effect to be negative. Just under a third (32%) believes minimum qualifications have had no impact on recruitment.

9.12 Although there is general agreement that minimum qualifications are a positive step, qualitative evidence indicates some disgruntlement among those who are having to undertake further training:

- *"I wouldn't say that I'm looking forward to [further training] ... [but] it brings me to the standards that they need me to be working at"* [Further Education];
- *"some [tutors] are being asked to go for qualifications for something they are already doing"* [Adult and Community Learning];
- *"I don't see why you have to sit through a long course to prove that you can already do it"* [Further Education].

Summary

9.13 Key issues raised in relation to government strategy are as follows:

- just under a third of staff (32%) indicated that they knew a great deal or a fair amount about the government's *Success for All* strategy. A further 31% indicated that they knew a little, however, over a third of staff (37%) indicated that they had either only heard of it but knew nothing or had never heard of it;

- among those respondents who indicated that they were aware of *Success for All*, over half (53%) agreed that the strategy had had a positive effect. Just under a fifth of respondents disagreed that it had had a positive effect;
- HR Managers in colleges broadly echo this, albeit with slightly less agreement;
- there was strong agreement among staff (87%) that moves to ensure that minimum qualifications are held by those in the post-16 learning and skills sector are a positive step. Although there is qualitative evidence of some disgruntlement among those who are having to undertake further training.

10 CONCLUSIONS

- 10.1 Recruitment and retention within the post-16 learning and skills sector has many complex dimensions. Not least of these are the subtle and historic differences between the three main forms of provision which constitute this sector. Each has its own tradition and distinctive characteristics in terms of recruitment and retention of staff. Important influencing factors include; job role, subject specialism and length of service in the sector. In addition, there are many personal characteristics, such as age, ethnicity and gender combined with a myriad of individual circumstances such as those with children and those nearing retirement.
- 10.2 Having noted this range of complexity it is remarkable how consistent some of the main findings are as a result of this research. The most significant being the high level of satisfaction, indicated through both quantitative and qualitative research, felt by many members of staff. This is balanced by a clear critique of working in the sector relating to workload, paperwork, resources and pay. For most the negatives do not outweigh the positives although there are specific instances where problems may be occurring as a result of some of these negatives. In particular, this may be affecting morale in the further education sector and recruitment in specific subject areas such as construction.
- 10.3 The structure of this concluding section is based around the key research questions driving the study. Under each heading we draw together the key findings and provide analysis and recommendations where appropriate.

What Motivates those who Teach or Train to Join the Sector?

- 10.4 The two overriding motivations for joining the sector are wanting to help people develop and wanting a change in career path. For most respondents there is a strong desire to work in the sector through a sense of vocation; involving a desire to give something back to society, work with more diverse people or learners or simply wanting to be a teacher/trainer.
- 10.5 A wide range of personal circumstances also influence the motivation to join the sector. This can be about family circumstances, personal development and in some cases a chance opportunity.

- 10.6 Another motivation, for fewer staff, relates to their own background or history. This is particularly the case where family members or close friends work within the sector and encourage or recommend an individual to join.
- 10.7 The positive side to this range of motivations is that people 'join for the right reasons'. However, this may not always include a realistic understanding or assessment of the wider range of responsibilities relating to teaching and training in the present day. Thus, creating a divide between individual expectations and the reality of teaching/training.

At What Point in their Career do People Join the Sector?

- 10.8 It is clear that most people who have joined the sector did not set out at a very early stage to specifically work in the post 16 Learning and Skills arena. Most staff had previously worked in other industry sectors with smaller numbers coming from working as a school teacher or after full-time education.
- 10.9 Many entrants from other sectors had experience of training or assessment. For this group reasons for not pursuing teaching provide an interesting insight. School teaching was discounted for three reasons. Firstly qualifications; they were not suitably qualified and did not want to study full-time for a PGCE. Secondly, the post-16 sector has a lower qualification requirement and provides training and support towards teaching qualifications on the job. Thirdly, they had less desire to teach young people and felt more drawn to those aged over 16.
- 10.10 Factors influencing school teachers to join the post 16 sector include; a desire for a more flexible and autonomous working environment, a different client group (including more motivated learners) and a desire to be challenged for greater personal rewards.

Main Barriers to Entering the Sector

- 10.11 The major barrier to entry is simply awareness of the sector and the opportunities that exist within it. Other problems identified as barriers by existing staff include the difficulty of finding suitable contracts (for those seeking full-time permanent opportunities), lengthy recruitment periods, the requirement for minimum teaching qualification and perceived low pay within the sector.

Main Benefits and Drawbacks of Working in the Sector

- 10.12 The key benefits identified by staff working in the post-16 sector are; personal rewards gained from teaching, professional rewards from working with the client group, a sense of contributing to the community, the supportive working environment (less so for part-time and sessional workers), flexibility and autonomy.
- 10.13 The main drawbacks of working in the sector relate to organisational issues (and a lack of funding), low pay, insecure terms and conditions, paperwork and bureaucracy, constant change and unclear career pathways.
- 10.14 Pay is not the most important drawback as perceived by staff although it is raised regularly by those who are considering leaving the sector. Those working on a part-time or sessional basis perceive some specific drawbacks including less support from their employer, less access to training and development, and concerns about tenure of position.

Reasons for Leaving the Sector and Subsequent Destinations

- 10.15 Most respondents interviewed as part of this research expect to stay working in the post 16 sector and are committed to doing so. Evidence indicates that many 'leavers' stay within the sector.
- 10.16 Key reasons for considering leaving held by potential leavers include those recent entrants whose expectations have not been met, those who never saw teaching/training as a long term career and those for whom the drawbacks have started to outweigh the benefits.

Areas for Further Consideration

- 10.17 The issue of pay remains important across the sector, particularly in further education. It is not the most important drawback perceived by staff however, there is a sense of imbalance particularly compared with other education sectors such as schools. Some HR managers feel that lower pay may be limiting the quality of applicants, particularly in certain subjects. However, many individuals continue to enter the sector from working in schools and cite specific benefits which clearly override any perception of low pay.

- 10.18 Development and progression opportunities could be more clearly structured across the sector. Availability of training is generally regarded as good however, constraints on time mean that attendance can cause negative 'knock on effects' and implementing new learning can be compromised. There is a desire among some to progress in responsibility but to remain as practising teachers/trainers. However, elements of management responsibility may be inevitable as levels of experience and wider responsibilities grow.
- 10.19 Promoting the sector and its benefits in order to give it clearer definition and to encourage potential recruits is an important requirement. This may be challenging, even just across the range of further education provision. Consideration must be given to whether it can be effectively achieved across the whole post-16 learning and skills sector.
- 10.20 The issue of paper work and bureaucracy was raised regularly by staff. This is not a new issue within the sector and has been the subject of drives to reduce its impact. There may be little that can be done to change this significantly; although staff feel increased administrative support may help.
- 10.21 One element of the study focused specifically on maths and science teacher. There is limited evidence of systematic problems in maths and science areas, although there are a number of less positive attitudes among science staff. A summary of issues across the two sectors is as follows:
- there does not appear to be excessive vacancies compared with other subject areas;
 - there is some evidence of hard to fill vacancies but they do not appear extreme;
 - there are some concerns regarding the effectiveness of measures to address hard to fill vacancies;
 - science staff indicate major concerns regarding workload, this is moderate for maths staff;
 - science staff are least satisfied among subject staff with the quality and quantity of resources available;
 - science staff indicate relatively low satisfaction with their job, for maths this is moderate;
 - science staff indicate relatively low levels of perceived morale in their organisation, for maths staff this is moderate.

ANNEX A QUESTIONNAIRES

**HR Survey Questionnaire (MAINSTAGE)
FINAL VERSION**

ASK TELEPHONIST/ RECEPTIONIST

SQ1. Can I just check, is this (INSERT INSTITUTION NAME)?

- Yes
- No – type in correct institution name– need to check it is provider of FE otherwise CLOSE

SQ2. Can I speak to your personnel director/manager or senior manager who is responsible for recruitment at this institution?

- Put through - GO TO INTRODUCTION
- Person based elsewhere - GET CONTACT DETAILS & CLOSE
- Call back later – MAKE APPOINTMENT
- Refused to put through – STORE AS SOFT REFUSAL

Introduction

Good morning/ afternoon. I'm calling from MORI, an independent research organisation. We recently wrote to you about research we are conducting for the Department for Education and Skills (DfES), about staff recruitment and retention issues within the Further Education sector.

The interview should take no more than 20 minutes of your time. Would it be convenient to conduct the interview now?

Just to let you know, in the survey I will be asking you to provide me with information on current staff numbers, any vacancies you may have and about the numbers of staff who may recently have left the organisation.

Reassure if necessary:

- All information collected will be used only for statistical purposes. The results will be based on an amalgamation of individual responses and we will not pass on individual results of the survey.
- The results will be published in the Autumn of 2005. If you would like to be notified when the results are public, we can send you an e-mail. I'll ask you at the end of the interview for your email address.

Section A: Background information

ASK ALL

Firstly, I would like to ask you some information about the make-up of the staff at this institution.

1) How many part-time and full-time employees do you have on the payroll at *this institution* - we are interested in all staff on the payroll but not outside contractors/agency staff nor the self-employed?

NB: PLEASE RECORD ALL STAFF ON PAYROLL, REGARDLESS OF WHETHER THEY ARE INVOLVED IN TEACHING OR NOT. TYPE IN EXACT NUMBER AND CATI WILL AUTOMATICALLY CODE – **KEEP RAW DATA HERE.**

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE. IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- Up to 249
- 250- 299
- 300-399
- 400-499
- 500-599
- 600-699
- 700-799
- 800-899
- 900-999
- 1000 or more
- Don't know

2) And approximately how many of these staff are . . READ OUT a) to d). Again please only include staff on the institution's payroll only, that is do not include agency staff and those who are self-employed. IF

UNSURE, ASK FOR BEST ESTIMATES

ENTER EXACT NUMBERS FOR EACH CATEGORY. CATI CHECK: SUM FOR A-D MUST BE LESS OR EQUAL TO RESPONSE AT Q2. IF ZERO, CODE "NONE" IN RELEVANT CATEGORY.

INCLUDE "DON'T KNOW" CODE

- a) Principals/Assistant or Deputy Principals
- b) Managers, e.g. Curriculum managers/Programme Managers who personally **do not** teach
- c) Managers, e.g. Curriculum managers/Programme Managers who are also personally **involved in some teaching**
- d) Teachers/lecturers; by this I mean staff with a direct impact on learning at your organisation – these include lecturers, teachers, trainers, managers, teaching assistants and assessors.
- e) Staff working with offender learners, either in prisons or from probation services (CATI NOTE: DO NOT INCLUDE IN LOGIC CHECKS)

- 3) Thinking only of staff involved in teaching, that is {CATI INSERT NUMBER OF STAFF FROM Q2 c+d} people at this institution, approximately how many of these teaching staff are . . . READ OUT a) to c). . Please include staff on the institution's payroll only, that is do not include agency staff and those who are self-employed. IF UNSURE, ASK FOR BEST ESTIMATES
- a) Full-time (More than 30 hours per week)
 - b) Part-time (30 hours or less per week, including sessional and hourly paid staff directly employed by the college)
 - c) On a temporary contract (including sessional and hourly paid staff on a temporary contract)

ENTER EXACT NUMBERS FOR EACH CATEGORY.

CATI CHECK: SUM OF (3A + 3B) SHOULD BE EQUAL TO OR LESS THAN EXACT FIGURE OR UPPER RANGE AT Q2 (C+D) **OR** (IF DK AT Q2 C OR D) THE TOTAL OR UPPER RANGE AT Q1

SUM AT (3C) SHOULD BE EQUAL TO OR LESS THAN EXACT FIGURE OR UPPER RANGE AT Q2 (C+D) **OR** (IF DK AT Q2 C OR D) THE TOTAL OR UPPER RANGE AT Q1

IF ZERO, CODE "NONE" IN RELEVANT CATEGORY. INCLUDE "DON'T KNOW" CODE FOR EACH CATEGORY

4) Does this institution currently use agency staff for teaching?

- Yes
- No
- Don't know

ASK IF "YES" AT Q4, OTHERS GO TO Q8 (SECTION B)

5) Approximately how many agency teaching staff are currently employed by this institution? WRITE IN EXACT FIGURE

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- 5 or less
- 6-10
- 11-15
- 16-20
- 21-25
- More than 25
- Don't know

6) Have any teaching posts been filled by agency staff for more than six consecutive months? INTERVIEWER NOTE: Post does NOT need to have been filled by the same person, i.e. a post could be filled by several different agency staff across a consecutive 6 month period.

- Yes
- No
- Don't know

ASK IF YES AT Q6, OTHERS GO TO Q8 (SECTION B)

7) In which subjects have teaching posts been filled by agency staff for more than six months? CODE AS MANY AS APPLY

- a) 1 Science
- b) 1 Mathematics
- c) 2 Agriculture/horticulture
- d) 3 Construction
- e) 4 Engineering
- f) 4 Technology
- g) 4 Manufacturing
- h) 5 Business administration/ management/professional
- i) 6 Information Communications technology
- j) 7 Retailing/customer service/transportation
- k) 8 Hospitality/sports/leisure and travel
- l) 9 Hairdressing and beauty therapy
- m) 10 Health/social care and public services
- n) 11 Visual/performing arts and media
- o) 12 Humanities
- p) 13 English, languages and communication
- q) 14 Law
- r) 15 Basic skills
- s) Key Skills
- t) Early Years
- u) Other
- v) Don't know

Section B: Staff retention

I would now like to ask you some questions about the destination of teaching staff who have left.

ASK ALL

8) Approximately how many teaching staff have left this institution in the past year? Please include all staff involved in *any* teaching activity. WRITE IN EXACT FIGURE. ALLOW ZERO (NONE).

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- None
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- More than 25
- Don't know

ASK IF MORE THAN ZERO AT Q8. IF ZERO OR DON'T KNOW AT Q8, GO TO Q12

9) How many of the teaching staff who have left in the past year are. .
READ OUT a) to c). RECORD EXACT NUMBER FOR EACH. IF UNSURE, ASK FOR BEST ESTIMATES. ALLOW DON'T KNOW FOR EACH IF STILL UNSURE.

- a) Principals/Assistant or Deputy Principals
- b) Managers, e.g. Curriculum managers/Programme Managers who are also personally **involved in some teaching**
- c) Teachers/lecturers
- d) Staff working with offender learners, either in prisons or from probation services (CATI NOTE: DO NOT INCLUDE IN LOGIC CHECKS)

10) Does this institution collect monitoring information on the destinations of teaching staff who have left, or not? SINGLE CODE ONLY

- a) Yes
- b) No
- c) Don't know

CATI NOTE: routing from Q10 has been removed

11) In the past year, [CATI INSERT IF NO AT Q10: roughly] how many teaching staff have left to pursue... READ OUT a) to i). RECORD EXACT NUMBER FOR EACH. ALLOW ZERO AND DON'T KNOW FOR EACH.

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE. IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- 5 or less
 - 6-10
 - 11-15
 - 16-20
 - 21-25
 - More than 25
 - Don't know
-
- a) Teaching at another FE college or institution
 - b) Teaching in the schools sector
 - c) Teaching in the university sector
 - d) A new career in industry, unrelated to teaching or training
 - e) Raising a family/ caring for dependants
 - f) Studying or re-training
 - g) Travelling
 - h) Voluntary work
 - i) Retirement
-
- j) Any other destination (specify)
 - k) Don't know

ASK ALL

12) To what extent has the retention of teaching staff been a problem for this institution in the past year? REVERSE SCALE

- a) A great deal
- b) To some extent
- c) Not very much
- d) Not at all
- e) Don't know (DO NOT READ OUT)

ASK IF a)-c) AT Q12, OTHERS GO TO Q15 (SECTION C)

13) A. To what extent has the retention of teaching staff had an adverse effect on this institution's performance over the past year? REVERSE SCALE

- a) A great deal
- b) To some extent
- c) Not very much
- d) Not at all
- e) Don't know (DO NOT READ OUT)

ASK IF EITHER CODE A OR B AT Q13a, OTHERS GO TO Q14
13)B. Why do you say that? WRITE IN

OPEN ENDED

Don't know

Refused

14)And to what extent has the retention of teaching staff had an adverse effect on learner experiences over the past year? REVERSE SCALE

- a) A great deal
- b) To some extent
- c) Not very much
- d) Not at all
- e) Don't know (DO NOT READ OUT)

Section C: Recruitment and hard to fill vacancies

Now I'm just going to ask you about staff recruitment.

15)How many vacancies for posts involving an element of teaching do you currently have at this institution?

WRITE IN EXACT FIGURE

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- None GO TO Q27
- 1 - 5
- 6 -10
- 11 -15
- 16 - 20
- 21 - 25
- More than 25
- Don't know

ASK IF ANY VACANCY AT Q15, OTHERS GO TO Q27

16)Have these vacancies arisen as the result of staff leaving, the introduction of new courses, or the expansion of existing courses?
MULTICODE OK

- Staff leaving
- New course(s)
- Expansion of existing courses
- Other (please specify)
- Don't know

Q16a) And what is the main reason, vacancies have arisen? SINGLE CODE ONLY

CATI NOTE: Only show answers given at Q16, if other specified at Q16, show actual answer here.

- Staff leaving
- New course(s)
- Expansion of existing courses
- Other (please specify)

17)How many vacancies do you have in each of these occupational areas? READ OUT. ESTIMATE IS OK. CATI check – total must not exceed Q15 OR IF MORE THAN 25 AT Q15, UPPER LIMIT IS ANSWER AT Q1

ALLOW DK IN EACH CATEGORY

- a) Principals/Assistant or Deputy Principals
- b) Managers, e.g. Curriculum managers/Programme Managers who are also personally **involved in some teaching**
- c) Teachers/lecturers
- d) Staff working with offender learners, either in prisons or from probation services (CATI NOTE: DO NOT INCLUDE IN LOGIC CHECKS)

18)In which subjects do you currently have teaching vacancies? CODE
AS MANY AS APPLY

19)How many teaching vacancies do you have in <READOUT AS
APPROPRIATE FROM Q18>? CATI check – overall total must not exceed
Q15

- a) 1 Science
- b) 1 Mathematics
- c) 2 Agriculture/horticulture
- d) 3 Construction
- e) 4 Engineering
- f) 4 Technology
- g) 4 Manufacturing
- h) 5 Business administration/ management/professional
- i) 6 Information Communications technology
- j) 7 Retailing/customer service/transportation
- k) 8 Hospitality/sports/leisure and travel
- l) 9 Hairdressing and beauty therapy
- m) 10 Health/social care and public services
- n) 11 Visual/performing arts and media
- o) 12 Humanities
- p) 13 English, languages and communication
- q) 14 Law
- r) 15 Basic skills
- s) Key Skills
- t) Early Years
- u) Other (CATI NOTE: Display actual answer at Q19 if specified at Q18)
- v) Don't know

20)Are any of these vacancies proving hard-to-fill? INTERVIEWER
NOTE: A vacancy is hard-to-fill if it is having a negative impact on the
institution.

- Yes
- No
- Don't know

ASK IF YES AT Q20, OTHERS GO TO Q27

21)Of the <Q15> vacancies that you currently have, approximately how
many are proving hard to fill? WRITE IN EXACT FIGURE. CATI check
– total must not exceed total at Q15

22)In which subjects are teaching vacancies proving hard-to-fill? CODE AS MANY AS APPLY

CATI NOTE: ONLY SHOW SUBJECTS MENTIONED AT Q18

- a) 1 Science
- b) 1 Mathematics
- c) 2 Agriculture/horticulture
- d) 3 Construction
- e) 4 Engineering
- f) 4 Technology
- g) 4 Manufacturing
- h) 5 Business administration/ management/professional
- i) 6 Information Communications technology
- j) 7 Retailing/customer service/transportation
- k) 8 Hospitality/sports/leisure and travel
- l) 9 Hairdressing and beauty therapy
- m) 10 Health/social care and public services
- n) 11 Visual/performing arts and media
- o) 12 Humanities
- p) 13 English, languages and communication
- q) 14 Law
- r) 15 Basic skills
- s) Key Skills
- t) Early Years
- u) Other (CATI NOTE: Display actual answer at Q19 if specified at Q18)
- v) Don't know

ASK IF MENTIONED MORE THAN ONE AT Q17. SHOW CODES MENTIONED AT Q17 ONLY

23)In which occupational group or groups are you experiencing hard-to-fill vacancies? CODE AS MANY AS APPLY

- a) Principals/Assistant or Deputy Principals
- b) Managers, e.g. Curriculum managers/Programme Managers who are also personally **involved in some teaching**
- c) Teachers/lecturers
- d) Staff working with offender learners, either in prisons or from probation services (CATI NOTE: DO NOT INCLUDE IN LOGIC CHECKS)

Q23a) How many vacancies for staff working with offender learners, either in prisons or from probation services are proving hard-to-fill?

WRITE IN EXACT FIGURE

CATI CHECK: MUST BE LESS OR EQUAL TO ANSWER AT Q21

IF RESPONDENT IS UNSURE, PROMPT FOR APPROXIMATE NUMBER OR BEST ESTIMATE IF STILL DON'T KNOW, ASK THE FOLLOWING (and code first which applies):

Is it:

- None
- 1 - 5
- 6 -10
- 11 -15
- 16 - 20
- 21 - 25
- More than 25
- Don't know

24)What are the main causes of these hard-to-fill vacancies? CODE AS MANY AS APPLY

- a) Too much competition from other employers
- b) Not enough people interested in doing this type of job
- c) Poor terms and conditions (e.g. pay) offered for post
- d) Low number of applicants with the required skills (*)
- e) Low number of applicants with the required attitude, motivation or personality
- f) Low number of applicants generally
- g) Lack of work experience the organisation demands (*)
- h) Lack of qualifications the organisation demands (*)
- i) Poor career progression / lack of prospects
- j) Job entails shift work/unsociable hours
- k) Seasonal work
- l) Remote location/poor public transport
- m) Other (WRITE IN)
- n) No particular reason
- o) Don't know

ASK IF CODES g-h AT Q24, OTHER GO TO Q27

25)Are you finding these vacancies hard-to-fill because....READOUT

- a) Applicants have not been of sufficient quality
- b) There have been few or no applicants
- c) Or for both of these reasons
- d) DO NOT READ OUT: Neither of these reasons
- e) Don't know

ASK IF YES AT Q25 A) OR C), OTHERS GO TO Q27

26) You said that you have had problems with the quality of some of the candidates. Would you say that they have been lacking...READ OUT

a) TO D)?

a) The skills you look for (*)

b) The qualifications you look for (*)

c) The work experience that you require (*)

d) Or do applicants tend to have poor attitudes, motivation and/or personality

e) DO NOT READ OUT: Don't know

NOTE TO CLIENT: HAVE RETAINED THESE CODES TO ENABLE COMPARISON WITH National Employer Skills Survey (NESS)

ASK ALL

27){CATI NOTE: IF CODE 1 AT Q15 INSERT "Although you have no vacancies at the moment," } What measures, if any, has your institution taken to cover vacancies when recruitment has not been successful { CATI NOTE: IF CODE 1 AT Q15 INSERT: "in the past year"}? CODE AS MANY AS APPLY

INTERVIEWER NOTE: IF SITUATION HAS NOT ARISEN PLEASE USE APPROPRIATE CODE.

a) Use other staff from within the organisation to cover

b) Dropped courses

c) Employ someone on fixed-term contract

d) Use agency cover (e.g. employ temps)

e) "Headhunt" staff from other organisations

f) Increase pay offered for the job

g) Use all sorts of different advertising mediums

h) Employ part-time staff

i) Other

j) No specific measures taken (SINGLE CODE ONLY)

k) Not applicable – situation never arisen (SINGLE CODE ONLY)

l) Don't know

ASK IF ANY CODE A) TO H) AT Q27, OTHERS GO TO Q29

28) In your view, how effective or ineffective have these measures been?

REVERSE SCALE

a) Very effective

b) Fairly effective

c) Neither effective nor ineffective

d) Fairly ineffective

e) Very ineffective

f) Don't know

ASK ALL

29)To what extent have hard-to-fill vacancies had an adverse effect on this institution's performance over the past year? REVERSE SCALE

- a) A great deal
- b) To some extent
- c) Not very much
- d) Not at all
- e) Don't know (DO NOT READ OUT)

ASK IF EITHER CODE A OR B AT Q29, OTHERS GO TO Q30

29B)Why do you say that? WRITE IN

OPEN ENDED

Don't know

Refused

30)And to what extent have hard-to-fill vacancies for teaching staff had an adverse effect on learner experiences over the past year?

REVERSE SCALE

- a) A great deal
- b) To some extent
- c) Not very much
- d) Not at all
- e) Don't know (DO NOT READ OUT)

Section D: Training and development

The following questions are about staff training and development.

31)Which of the following exist at this institution...? READ OUT. Code "yes", "no" or "don't know" for each

- a) A business plan that specifies the objectives for the coming year
- b) A training plan that specifies in advance the level and type of training your employees will need in the coming year
- c) A budget for training expenditure

32)What percentage of your teaching staff have an annual performance review?

WRITE IN PERCENTAGE

All (100%)

None (0%)

Don't know

33) To what extent do you agree or disagree with these statements?

REVERSE SCALE

- **There are not enough entry routes into the learning and skills profession**
- **The government's strategy 'Success for all' has had a positive effect on the learning and skills sector**

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don't know

34) And do you feel that moves to ensure minimum qualifications are held by those working in the post-16 learning sector have had a positive impact, negative impact, or no impact at all on . . . READ OUT

- **Recruitment of teaching staff into the sector?**
- **Retention of teaching staff?**
 - Positive impact
 - Negative impact
 - No impact
 - Don't know

Thanks for taking part in this research. I just want to finish off by checking we have the correct contact details for you.

CHECK DETAILS

35) If the DfES, or a social research organisation acting on behalf of the DfES, wish to collect additional information, would you be willing for us to pass on your details and the answers that you have given? You would only be recontacted in relation to this research.

- Yes
- No

IF YES AT Q35

36) Check contact details from sample (institution name address and telephone number)

ASK ALL

37) And what is your job title? RECORD JOB TITLE

38) Would you like to be notified when the results of the research are published? If so I'll need to take your e-mail address.

Yes

No

IF YES AT Q38

38a) Record email address

DfES Recruitment and Retention Survey Questionnaire FINAL

Good morning/ afternoon/ evening. I'm calling from MORI, an independent research organisation. We're conducting a survey of staff within the learning and skills sector, which covers all post-16 education and training, excluding schools and higher education. The survey has been commissioned by the Department for Education and Skills in order to find out how best to improve recruitment and retention within the sector. We want to find out about your experiences of working in the learning and skills sector, including your views on training and career development.

The survey is completely confidential – no information that can identify you will be passed on to the DfES or anyone else, including anyone in your organisation. The interview will take no more than 15 minutes.

REASSURE IF NECESSARY:

1. All information will be treated in the strictest confidence. Responses will not be attributed to any individual or organisation, and results will be reported in the form of aggregated statistics only.
2. We work strictly within the Market Research Society Code of Conduct.

SECTION 1: EMPLOYMENT DETAILS

1. Can I just check, do you undertake any teaching, lecturing, training, tutoring or other direct learner support at (INSERT NAME OF ORGANISATION FROM SAMPLE)?

- Yes GO TO Q2
- No In that case, I don't need to take up any more of your time. CLOSE WITH THANKS
- Don't know In that case, I don't need to take up any more of your time. CLOSE WITH THANKS

ASK ALL CODE 1 AT Q1, OTHERS CLOSE.

2. Which of the following best describes your principal activity in this job? INTERVIEWER PROBE FOR JOB TITLE IF NECESSARY. READ OUT. SINGLE CODE ONLY

- General manager
- Programme/subject manager
- Teacher
- Tutor
- Lecturer
- Trainer
- Learning support worker
- Assessor
- Other – please specify

3. In your view, which of the following best describes (INSERT ORGANISATION NAME FROM SAMPLE)? READ OUT. SINGLE CODE ONLY

- Sixth form college
- Further education college
- Adult and community learning services
- Private training organisation
- Voluntary sector training organisation
- Employer providing in-house training
- Other – please specify

4. What is the main type of LSC funded provision you are involved with at this organisation? Is it... ? READ OUT. MULTICODE OK

- Further education
- Work-based learning
- Adult and community learning
- Other – please specify

5. Can I just check, do you do any other regular paid work in lecturing, teaching, training, tutoring, or other direct learner support? SINGLE CODE ONLY

- Yes ASK Q6
- No GO To Q7

ASK IF HAVE MORE THAN ONE REGULAR PAID JOB AT Q5, OTHERS GO TO Q7.

6. How many other regular paid teaching or teaching related jobs do you have? SINGLE CODE ONLY

- One
- Two - three
- Four or more
- Difficult to say – work through an agency

(IF YES AT Q5): Now I am going to ask you some questions about your job as a (INSERT JOB FROM Q2) at (INSERT ORGANISATION FROM SAMPLE). Please refer to this job ONLY when you answer, unless we specify otherwise.

ASK ALL

7. What is your current employment status in this job? SINGLE CODE ONLY

- Permanent
- Fixed term contract (6 months or more)
- Fixed term contract (under 6 months)
- Sessional or hourly paid
- Agency contract
- Other – please specify

8. Are your standard weekly working hours in this job full time (that is, 35 hours or more per week) or part time (less than 35 hours)?

INTERVIEWER NOTE: BY STANDARD WEEKLY WORKING HOURS, WE MEAN CONTRACTED HOURS IN THIS JOB ONLY, NOT INCLUDING OVERTIME OR HOURS WORKED IN OTHER JOBS. SINGLE CODE ONLY

- Full-time
- Part-time – please specify number of hours per week_____
- Other – please specify

ASK IF MORE THAN ONE JOB AT Q5, OTHERS GO TO Q10

9. How many hours in a standard working week do you usually work in total, including the other jobs you told me about – but excluding overtime? SINGLE CODE ONLY

- 15 or less
- 16 – 24
- 25 – 30
- 31 – 34
- 35 – 40
- 41 – 48
- More than 48 hours/ week

ASK ALL

10. What are the main subjects of your teaching, lecturing, training, tutoring or direct learner support activities? MULTICODE OK. PROBE TO PRECODE LIST. IF UNSURE OF CODING, ENTER SUBJECT AREA IN OTHER.

- 1 Science
- 1 Mathematics
- 2 Agriculture/horticulture
- 3 Construction
- 4 Engineering
- 4 Technology
- 4 Manufacturing
- 5 Business administration/management/professional
- 6 Information Communications technology
- 7 Retailing/customer service/transportation
- 8 Hospitality/sports/leisure and travel
- 9 Hairdressing and beauty therapy
- 10 Health/social care and public services
- 11 Visual/performing arts and media
- 12 Humanities
- 13 English, languages and communication
- 14 Law
- 15 Basic skills
- Other (specify)

11. On average, how many hours a week do you spend teaching any number based or arithmetic skills? NOTE TO INTERVIEWER: WE ARE INTERESTED IN ANY NUMBER BASED TEACHING, INCLUDING MATHEMATICS, NUMERACY, STATISTICS, ACCOUNTANCY, ETC, WHICH MAY BE PART OF A DIFFERENT COURSE SUCH AS BUSINESS STUDIES OR ENGINEERING.

SINGLE CODE ONLY

- Less than 1 hour
- 1 – 5 hours
- 6 – 10 hours
- 11 – 15 hours
- 16 – 20 hours
- More than 20 hours/ week

12. Are your main teaching or teaching-related activities in any of the following areas? READ OUT, ROTATE START. MULTICODE OK

- Literacy
- Numeracy
- English as a second language (ESOL)
- Entry to Employment (E2E)
- Learners with learning difficulties and/ or disabilities
- None of these (do not read out)

13. Which of these age groups do you work with? READ OUT, MULTICODE OK.

- 14-15 yrs
- 16-19 yrs
- 20-24 yrs
- 25+ yrs

14. How many years experience have you had in teaching, lecturing, training, tutoring or direct learner support with this organisation? SINGLE CODE ONLY

- Less than 1
- less than 3
- less than 5
- 5- less than 10
- 10- less than 20
- 20 or more

15. The 'learning and skills sector' covers further education and sixth form colleges, adult and community learning providers and work based learning providers. It excludes schools and higher education. How many years experience have you had in teaching, lecturing, training, tutoring or direct learner support in the learning and skills sector, in total?

- Less than 1
- less than 3
- less than 5

- 5- less than 10
- 10- less than 20
- 20- less than 30
- 30 or more

16. How old were you when you first worked in the learning and skills sector?

- Enter EXACT AGE
- Don't know/ can't remember
- Refused

17. What was your previous occupation, if any? SINGLE CODE ONLY

- No previous occupation – came into the sector directly
- School teacher
- University lecturer
- Other

ASK ALL OTHERS (CODE 4) AT Q17 . OTHERS GO TO Q19.

18. What type of industry/business did you most recently work in? IF MORE THAN ONE JOB ASK RESPONDENT TO CONSIDER INDUSTRY OF MAIN JOB (I.E. JOB WITH MOST HOURS) SINGLE CODE ONLY

- Agriculture, hunting, forestry and fishing
- Mining and quarrying
- Food, drink and tobacco
- Textiles and clothing
- Manufacture of wood, pulp, paper etc.
- Publishing, printing, repro recorded media
- Manufacture of coke, refined petroleum, chemicals, rubber, plastics
- Metals
- Manufacture of machinery, office equipment electrical and medical goods
- Transport equipment
- Manufacture of furniture and recycling
- Electricity, gas and water supply
- Construction
- Sale, maintenance and/or repair of motor vehicles
- Wholesale trades
- Retail trade
- Hotels and restaurants
- Transport
- Post and telecommunications
- Banking and insurance
- Other financial business
- Computing and other related activities
- Public administration/defence
- Education
- Health and social work

- Other services
- Other (PLEASE SPECIFY)
- Don't know

VIEWS OF WORKING IN THE SECTOR

ASK ALL

19. On the whole, how satisfied or dissatisfied are you with your present job? REVERSE SCALE, READ OUT. SINGLE CODE ONLY.

- Very satisfied
- Fairly satisfied
- Neither satisfied not dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- No opinion

20. To what extent do you agree/disagree with the following statements:

- Morale is good in this organisation
- I still intend to be working here in one years' time
- I do not feel valued and recognised for the work I do

READ OUT STATEMENTS, ROTATE ORDER. REVERSE SCALE FOR EACH. SINGLE CODE EACH ONLY.

- Strongly agree
- Tend to agree
- Neither agree nor disagree
- Tend to disagree
- Strongly disagree
- Don't know/no opinion

21. Do you have a regular performance review or appraisal? SINGLE CODE ONLY

- Yes
- No

22. Do you have a written set of development objectives or a written development plan? SINGLE CODE ONLY

- Yes
- No

23. During the past year, have you had any of the following? READ OUT EACH, ROTATE START. MULTICODE OK

- Subject specific training
- General training concerning teaching/learning approaches
- Training related to subject specific teaching/learning approaches
- Management and leadership training

- Any other training (please specify)
- No training (SINGLE CODE ONLY, DO NOT READ OUT)

24. Are you engaged in a programme of continuous professional development (CDP)? SINGLE CODE ONLY

- Yes
- No
- Don't know

25. During the past year, have you participated in any peer mentoring such as lesson observations or discussion of teaching practices with your peers? SINGLE CODE ONLY

- Yes
- No

26.a. Do you have any non-contact time set aside for continuous professional development?

- Yes
- No
- Don't know

IF YES AT Q26a, OTHERS GO TO Q27

26.b. How much non-contact time do you have per month?

ENTER ANSWER IN HOURS. LOGIC CHECK SHOULD BE MORE THAN ZERO. UPPER RANGE TO BE DETERMINED IN PILOT.

Q26.c. Do you plan this time yourself or is the content dictated by your employer, a professional association, or similar body?

MULTICODE OK

- Individually planned
- Content dictated

ASK ALL

27. Why did you first start working in the learning and skills sector?
MULTICODE OK

BACKGROUND/ HISTORY:

- Inspired by good teacher, trainer, tutor
- Had previous background in schools or HE

VOCATIONAL REASONS:

- Working with more diverse people/learners
- Helping people to develop
- Giving something back to community/society

PERSONAL REASONS:

- My personal development/challenging myself
- Flexibility/variety of job role
- Wanted to change my career path

WORKING CONDITIONS:

- Long holidays
- Good job security
- Lack of other options
- No particular reason
- Other – please specify

28. What motivates you personally to continue working in this sector?
MULTICODE OK

ORGANISATIONAL REASONS:

- Being part of a learning community
- Collegiality/teamwork

VOCATIONAL REASONS:

- Sense of vocation
- Working with people/learners
- Helping people to develop
- Giving something back to community/society

PERSONAL REASONS:

- My personal development/challenging myself
- Flexibility/variety of job role
- Job satisfaction/personal achievement
- Love of my subject

CAREER DEVELOPMENT:

- Opportunities for promotion
- Opportunities for professional development

PAY AND CONDITIONS:

- Well paid
- Long holidays
- Good job security
- Hours fit with family/other commitments

- Lack of other options
- Nothing – I want to leave the sector (SINGLE CODE ONLY)

- Other – please specify

29. What are the main problems you personally face working in the learning and skills sector? MULTICODE OK

PERSONAL:

- Stress generated by workload
- Stress generated by initiative overload
- Other stress

CAREER DEVELOPMENT:

- Inadequate professional training
- Limited scope for progress at work

ORGANISATIONAL:

- Initiative overload/ too many changes made to the system
- Too many inspections
- Lack of professional autonomy
- Target-driven culture
- Workload too heavy
- Too much bureaucracy
- Poor management

PAY AND CONDITIONS:

- Low pay
- Poor facilities/ resources

MORALE:

- Learner behaviour/discipline
- Other – please specify
- No problems (SINGLE CODE ONLY)

30. How satisfied or dissatisfied are you with the amount of resources and facilities available to you to do your job? SINGLE CODE ONLY

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

ASK ALL WHO SAY THEY ARE DISSATISFIED (CODE 4 OR 5) AT Q30

31. What resources or facilities are lacking? RECORD VERBATIM

ASK ALL

32. How satisfied or dissatisfied are you with the quality of resources and facilities available to you to do your job? SINGLE CODE ONLY

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

ASK ALL WHO SAY THEY ARE DISSATISFIED (CODE 4 OR 5) AT Q32
33. What resources or facilities need to improve in quality? RECORD VERBATIM

ASK ALL

34. How do you feel about the amount of work you do? READ OUT a) – c). REVERSE ORDER. SINGLE CODE ONLY

- a) I have the right amount of work to do
 - b) I have too much work to do
 - c) I could do more work without too much effort
- No opinion (DO NOT READ OUT)

ASK ALL WHO SAY b) AT Q34

35. What is the reason for your heavy workload? RECORD VERBATIM

ASK ALL

36. Have you ever considered leaving your current job during the past six months? SINGLE CODE ONLY

- Yes
- No

IF YES AT Q36, OTHERS GO TO Q39

37. Was this to pursue: READ OUT, ROTATE START. MULTICODE OK.

- A different job in the same organisation
- A job in a related sector (within education)
- A job in a completely different sector
- Early retirement
- (DO NOT ROTATE:)
- Something else? (please specify)

38. Did you apply for any other jobs during these past 6 months?

- Yes
- No
- Not sure/ can't remember

RECRUITMENT ISSUES

39. Are you aware of any recruitment difficulties at your organisation or not?

- Yes - aware
- No – not aware

ASK IF YES AT Q39, OTHERS GO TO Q41

40. In which subject area(s) recruitment difficulties are occurring? MULTICODE OK, PROBE TO LIST. IF UNSURE WRITE OUT IN FULL AND CODE AS OTHER SPECIFY

- 1 Science
- 1 Mathematics
- 2 Agriculture/horticulture
- 3 Construction
- 4 Engineering
- 4 Technology
- 4 Manufacturing
- 5 Business administration/management/professional
- 6 Information Communications technology
- 7 Retailing/customer service/transportation
- 8 Hospitality/sports/leisure and travel
- 9 Hairdressing and beauty therapy
- 10 Health/social care and public services
- 11 Visual/performing arts and media
- 12 Humanities
- 13 English, languages and communications
- 14 Law
- 15 Basic skills
- Other (please specify)

ASK ALL

41. To the best of your knowledge, what measures has your organisation taken to cover vacancies when recruitment has not been successful? MULTICODE OK

- Use other staff from within the organisation to cover
- Dropped courses
- Employ someone on fixed-term contract
- Use agency cover
- 'Headhunt' staff from other organisations
- Increase pay offered for the job
- Other (please specify)
- No specific measures taken (SINGLE CODE ONLY)
- Not applicable – situation never arisen (SINGLE CODE ONLY)
- Don't know

ASK ALL CODES 1-7 AT Q41, OTHERS (NO MEASURES/ NOT APPLICABLE/ DON'T KNOW) GO TO Q43

42. In your view, how effective or ineffective have these measures been? READ OUT AND REVERSE SCALE, SINGLE CODE ONLY

- Very effective
- Fairly effective
- Neither effective nor ineffective
- Fairly ineffective
- Very ineffective
- Don't know

ASK ALL

43. In your opinion, what (NOTE TO CATI WRITER: INSERT 'else' – IF CODES 1-7 AT Q41) could your organisation do to minimise recruitment difficulties?

Open ended

Don't know

GENERAL ATTITUDES

44. To what extent do you agree or disagree with the following statements?

- There are not enough entry routes into the learning and skills profession
- Moves to ensure minimum qualifications are held by those working in the post-16 learning sector are a positive step

READ OUT STATEMENTS, ROTATE ORDER. REVERSE SCALE FOR EACH. SINGLE CODE EACH ONLY.

- Strongly agree
- Tend to agree
- Neither agree nor disagree
- Tend to disagree
- Strongly disagree
- Don't know/no opinion

45. How much, if anything, do you know about the government's strategy 'Success for All'? READ OUT AND REVERSE SCALE.

- A great deal
- A fair amount
- A little
- Heard of but know nothing about it
- Never heard of it

ASK IF CODES 1-3 AT Q45, OTHERS GO TO Q47.

46. To what extent do you agree or disagree with the following statement?

The government's strategy 'Success for all' has had a positive effect on the learning and skills sector. Do you... READ OUT

REVERSE SCALE. SINGLE CODE ONLY.

- Strongly agree
- Tend to agree
- Neither agree nor disagree
- Tend to disagree
- Strongly disagree
- Don't know/no opinion

PERSONAL CHARACTERISTICS

Finally, I'd just like to ask a few questions about you.

47. How old are you?

ENTER EXACT AGE

Refused

48. Which of the following teaching qualifications, if any, do you currently hold? READ OUT, MUTLICODE OK

- Certificate/Diploma in Education or Teaching and Learning
 - Certificate/diploma in FE Teaching and Learning
 - Bachelor in Education (B.Ed)
 - PGCE/PGET
 - Other QTS and related award
 - D32/33, A1/2
 - D34, V1
 - TDLB Level 3
- City and Guilds:
- 7305, 7302, 7323, 7401;
 - 7307 Stages 1 and 2;
 - 7407 and related;
 - 7281
-
- Other training/tutor qualifications (specify)
 - No teaching qualifications held (SINGLE CODE ONLY)

49. To which of the following groups do you consider you belong? READ OUT. SINGLE RESPONSE ONLY

White:

- British
- Irish
- Any other white background

Mixed:

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

Asian or Asian British:

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

Black or Black British:

- Caribbean
- African
- Any other Black background

Chinese or any other ethnic group:

- Chinese
- Any other ethnic group

Refused

50. Do you have any long-term illness, health problem or disability which limits your daily activities or the work you can do? SINGLE CODE ONLY

- Yes
- No
- Don't know

51. Finally, the Department for Education and skills may be doing some further work on related issues in the future – would it be OK for them or their appointed contractor to contact you again in connection with further studies?

- Yes – collect home telephone and address details
- No – thank & close

Gender DO NOT ASK, INTERVIEWER TO RECORD. SINGLE CODE ONLY

- Male
- Female

Thank and close

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