

# TRAINING NEEDS IN THE FURTHER EDUCATION SECTOR: LEARNING AND DEVELOPMENT PROVIDERS

An independent and comprehensive report of survey-based research into the training needs of people who work in Learning and Development Providers (LDPs) in England

BMG RESEARCH



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# KEY FINDINGS

## Introduction

A major survey of training needs in the FE sector (reported elsewhere<sup>1</sup>) allows this subsidiary report on the training needs of FE sector staff from Learning and Development Providers (LDPs), specifically compared to FE sector staff from Independent Training Providers (ITPs).

On conducting the survey, a substantial volume of responses (282 institutions and 45 individuals) were received from LDPs delivering post-16 learning activities that do not receive funding from the ESFA, and their staff. As the experiences of this group were found to be considerably different to ITPs in receipt of ESFA funding and other providers such as Colleges and Local Authorities, the decision was made to exclude LDPs from the main reporting. However, the response levels amongst LDPs and ITPs allow a particular examination and comparison of these organisations and their staff. The results of this examination are set out in this report.

## Characteristics of LDPs and their staff, compared to ITPs

- LDPs are generally smaller than ITPs, with LDPs tending to have fewer than 10 staff and operating from only one site
- LDPs are more nationally focussed than ITPs, and three-quarters have national operations. This is counterintuitive when we note that LDPs are also smaller in terms of staffing and number of sites; however, this may relate to how they deliver their support e.g. online rather than face-to-face. In comparison, ITPs are more locally focussed than LDPs and two-thirds have multi-regional or single region operations
- LDP staff were more likely to report that their role was specific to subjects than ITPs. LDP staff were less likely to have a role that related to English, maths or ICT
- Respondents from LDPs were more likely to be employed on a sessional basis than those from ITPs
- In terms of demographics, individuals from LDPs were more likely to be from a BAME background and tended to be older than those from ITPs.

## Current training at LDPs, compared to ITPs

- Both the institutions' and individuals' surveys suggest that at least 8 out of 10 staff at LDPs received some training in the past year, in line with ITPs
- Individuals from LDPs had a higher number of hours of training in the past year compared to individuals at ITPs. However, individuals in ITPs had, on average, a greater

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<sup>1</sup> Training needs in the Further Education sector, BMG Research for ETF, April 2018

number of episodes of training than in LDPs

- LDPs were less likely to engage in a range of types and subjects of training than ITPs. Indicatively, the differing volumes of staff in ITPs and LDPs (with LDPs generally having fewer than 10 staff) account for this
- LDPs were also less likely than ITPs to engage with a wide range of training providers
- Staff in LDPs were significantly less likely to be taking part in 'Mandatory' training (that required by statute or regulation) than those from ITPs. Again, this can be seen as being due to LDPs typically having fewer staff to develop and therefore needing to engage with fewer provider types, less regulation existing for this group, and also due to the targeted nature of some of the providers such as ETF, AoC, and AELP
- Improved staff performance and maintenance of the organisation's competitive position were the main drivers of training for both LDPs and ITPs. LDPs were less likely than ITPs to cite keeping up with changes in the policy environment, to assist in career progression, and staff retention and morale as significant factors
- Presence of a budget for staff training is much more likely in ITPs (particularly Prime contractors) than in LDPs. Where available LDPs training budgets were typically smaller overall than ITP's, but with more spent per member of staff
- Payment for training by the individual was relatively infrequent, although it was more common amongst individuals from LDPs than ITPs
- Most LDPs and ITPs, though less frequently amongst LDPs, have a training and development plan in place and most have an identifiable method by which training and development needs are identified within the organisation. LDPs are also much less likely than ITPs to have a formal system for identifying the outcomes and benefits of training.

## Adequacy and sufficiency of current training

- The majority of LDPs and ITPs consider their staff training budgets, where they have them, to be sufficient to meet their needs
- LDPs were much more likely than ITPs to believe their training had met all the needs of the organisation
- Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were mostly related to the development of teaching skills, of leadership and management, and other types of training. LDPs were less likely than ITPs to see training related to maths and English as a concern, corresponding with the lower proportion of LDPs who offered training and development in this area
- Individuals from LDPs were less likely than those from ITPs to perceive the training they had received as being of little value, or as a 'box ticking' exercise. However, they were also less likely to agree that the training they received was of high quality
- The main barriers to training reported by LDPs and ITPs who felt there had been a shortfall in what they would have liked to provide were, pressure on staff time making it difficult to release them for training, and shortfalls in funding for training (although

funding was less of a concern for ITP prime contractors)

## Future training needs

- LDPs training needs are more likely to be driven by organisational requirements, whilst ITPs are more likely to be driven by national and sector needs and policy changes
- Where public policy is seen as the most powerful driver, apprenticeship reform is the main driver for ITPs, whilst the ongoing professionalisation of the sector workforce is the main driver for LDPs
- Where workforce needs are seen as the strongest driver amongst LDPs and ITPs, updating of existing staff is the key force
- Where organisational need is a driver, LDPs are the most likely to cite further development of digital approaches in teaching and learning but the key factor for both LDPs and ITPs is the need to maximise organisational performance.
- LDPs most frequently cite the Senior Management Team as the group most likely to need training in the near future. ITPs most frequently mention the core workforce of the sector – lecturers, teachers, or tutors, followed by assessors and trainers,
- 7 out of 10 workers in LDPs and ITPs believe further training and development would be valuable to themselves and/or their organisation, this proportion is slightly higher in ITPs than LDPs.
- LDPs and ITPs believe that a wide variety of future training will be required – most frequently, development of subject or sector knowledge and of governance, leadership, and management skills.
- For individuals in LDPs, training in teaching and pedagogy is of the most importance for the future, whilst leadership and management is also of importance for ITPs.
- The majority of individuals who would like to train in the near future would like to gain a qualification from that training, particularly in LDPs.
- The most frequent demand for leadership and management training was for strategic management and corporate planning for ITPs, and team leadership and supervisory skills for LDPs.
- The majority of institutions were confident, wholly or reasonably so, that their future training and development needs will be met, and their budget for training would remain the same, this was particularly the case amongst LDPs. ITPs were more likely to believe their budget for training would increase than LDPs.
- Both LDPs and ITPs would welcome external support in developing their staff training and development activity, however, demand was lower amongst LDPs, with nearly half (45%) saying that no support is required or wanted.



# CHAPTER 1: INTRODUCTION

## Purpose of the report

A substantial survey-based research study undertaken on behalf of the Education and Training Foundation (ETF) has examined the training needs of managers and staff of the post-16 Further Education (FE) sector in England. This study involved 763 structured telephone interviews and 50 in-depth interviews with training providers, and an on-line survey of 2,366 individuals working in the FE sector. The study has been reported elsewhere.<sup>2</sup>

On conducting the survey a substantial volume of responses (282 institutions and 45 individuals) were received from Learning and Development Providers (LDPs) delivering post-16 learning activities that do not receive funding from the ESFA, and their staff. As the experiences of this group were found to be considerably different to Independent Training Providers (ITPs) in receipt of ESFA funding and other providers such as Colleges and Local Authorities, the decision was made to exclude LDPs from the main reporting. However, the response levels amongst LDPs and ITPs allow a particular examination and comparison of these organisations and their staff. The results of this examination are set out in this report.

## Key chapter findings

- LDPs are generally smaller than ITPs, with LDPs tending to have fewer than 10 staff and operating from only one site.
- LDPs are more nationally focussed than ITPs, and three-quarters have national operations. This is counterintuitive when we note that LDPs are also smaller in terms of staffing and number of sites; however, this may relate to how they deliver their support e.g. online rather than face-to-face. In comparison, ITPs are more locally focussed than LDPs and two-thirds have multi-regional or single region operations.
- LDP staff were more likely to report that their role was specific to subjects than ITPs. LDP staff were less likely to have a role that related to English, maths or ICT.
- Respondents from LDPs were more likely to be employed on a sessional basis than those from ITPs.
- In terms of demographics, individuals from LDPs were more likely to be from a BAME background, and tended to be older than those from ITPs.

## Response: participants in the surveys

Whilst, the main survey analyses are based on weighted data, the actual samples which were achieved in the survey are described in this initial set of data without weighting. The aim is to show the main characteristics of the institutions and individuals on which subsequent analysis is

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<sup>2</sup> Training needs in the Further Education sector, BMG Research for ETF, April 2018

based.

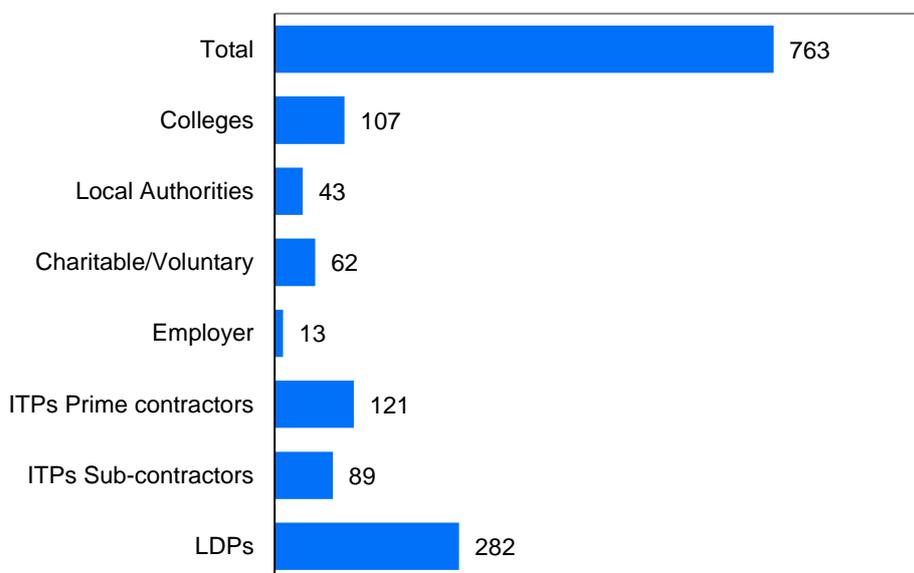
Where types of analysis included in the main report are not available, this is due to low sub-group bases. It should be noted that LDPs were not interviewed in-depth as part of this research and as such qualitative analysis is not available for this report.

**Please note that, to aid clarity, in the rest of this report, ‘colour coding’ is used in tables and charts to distinguish findings from the institutions survey, in blue, from findings from the individuals survey, in magenta.**

### The sample of institutions

A first figure, Figure 1, shows that LDPs were major contributors to the survey of institutions overall. It should be noted that a small number (46) of respondents from private training companies in the institutions survey were not sure of the funding status of their organisation. As such these responses are not included in analysis that compares LDPs to ITPs.

**Figure 1: Number of LDPs and ITPs contributing to the Training Needs Analysis**



A first table shows that LDPs are generally likely to be smaller than ITPs (including both Prime and Sub-contractors), with LDPs generally having fewer than 10 staff (see Table 1).

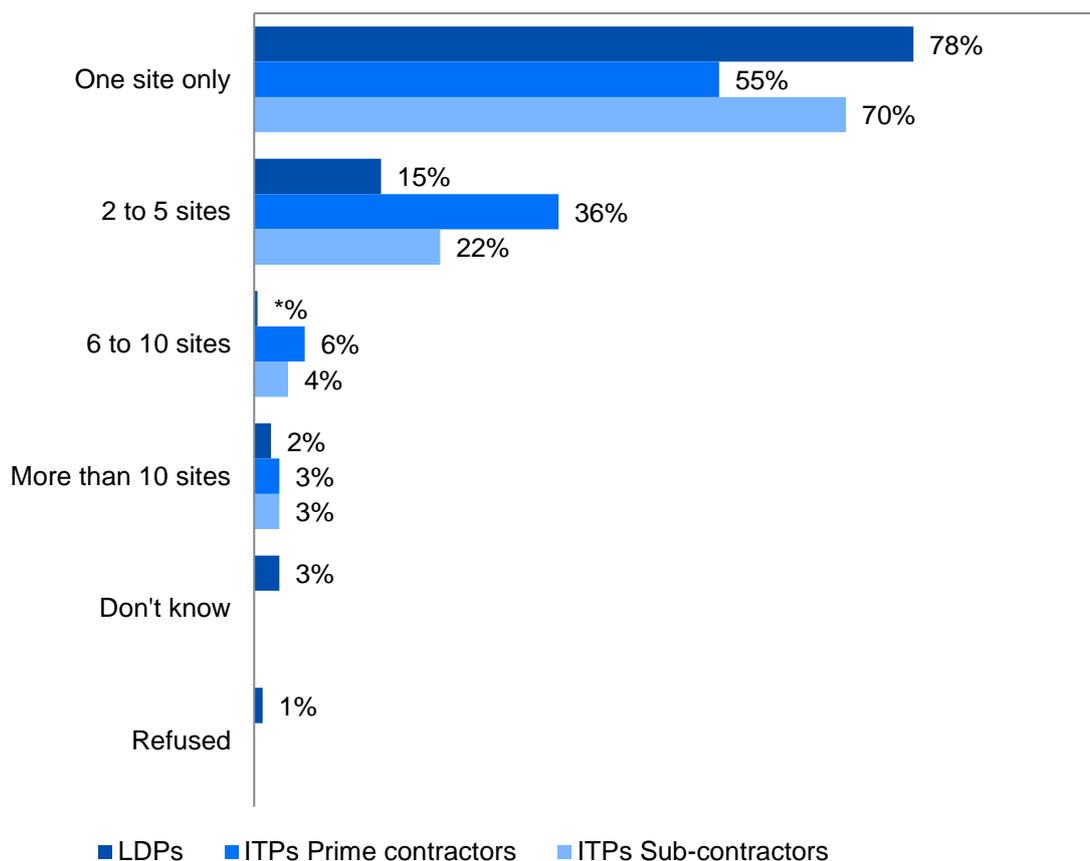
**Table 1: Number of staff of all types and at all levels employed by ITPs and LDPs**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
1 to 10 employees	83%	17%	47%
11 to 49 employees	13%	52%	45%
50 to 199 employees	1%	22%	4%
200 or more employees	*%	2%	0%
Don't know	2%	6%	3%
<b>Sample base</b>	<b>282</b>	<b>121</b>	<b>89</b>

Q6. In total, how many staff of all types and at all levels, does your organisation employ across all its sites, including yourself? \* denotes a figure greater than zero, but less than 0.5%

A majority of LDPs operate from only one site. LDPs are more likely to operate from one site only when compared to ITPs, particularly ITP Prime contractors. However, there are a minority who operate from multiple sites (see Figure 2).

**Figure 2: Number of permanent sites from which LDPs and ITPs operate**



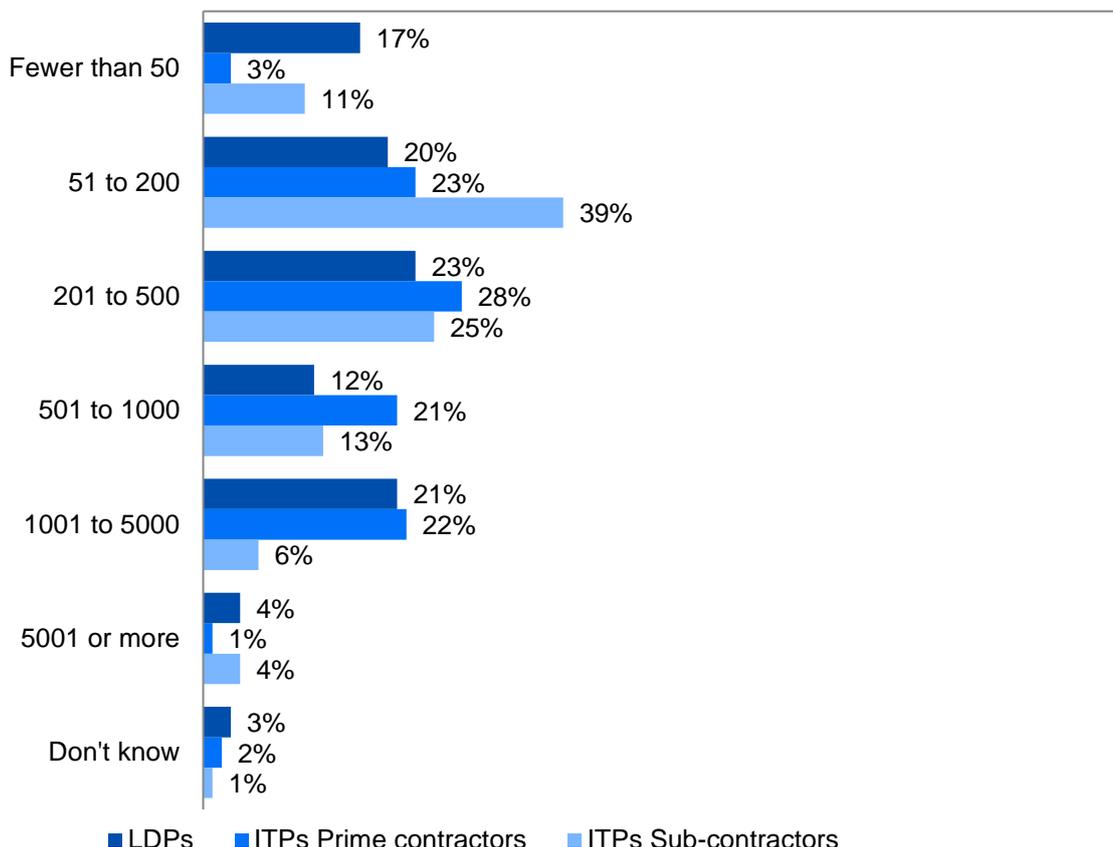
Sample base: ITPs Prime contractors (121), ITPs Sub-contractors (89), LDPs (282)

Q2. How many permanent sites does your organisation operate from? Please exclude any sites which you use occasionally or those where you are not the primary user.

\* denotes a figure greater than zero, but less than 0.5%

LDPs were more likely to be responsible for fewer than 50 learners over the year prior to survey than ITPs, particularly ITP Prime contractors. However, just over a fifth (21%) of LDPs were responsible for between 1001 and 5000 learners, demonstrating the variety in size of LDPs (see Figure 3).

**Figure 3: Number of FE learners for which LDPs and ITPs were responsible in the last academic year**



Sample base: ITPs Prime contractors (121), ITPs Sub-contractors (89), LDPs (282)

Q4b. For how many FE learners or students was your organisation across all its sites responsible in the last academic year?

LDPs are less locally focussed than ITPs. Table 2 shows that, while around two-thirds of ITP prime contractors and sub-contractors have multi-regional or single region operations, only a third are nationally focussed compared with three-quarters of LDPs.

**Table 2: Number of regions in which LDPs and ITPs operate**

	ITPs Prime contractors	ITPs Sub-contractors	LDPs
One region only	31%	45%	20%
More than one region	36%	28%	6%
Nationally	33%	27%	74%
Don't know	0%	0%	0%
Refused	0%	0%	1%
<b>Sample base</b>	<b>121</b>	<b>89</b>	<b>282</b>

Q3. Does your organisation operate in one region only, in more than one region, or nationally?

### The sample of individuals

Turning to the parallel survey of individuals who work in the FE sector in some capacity or other, Table 3 shows the location of main employment of the 380 respondents from LDPs and ITPs in this survey. Only a small number (45) of employees in this sample come from LDPs. It should be noted that a number of individual respondents (87) did not declare the funding status of their employer, either because they did not know it or because they did not wish to disclose it. These respondents therefore could either be from LDPs or ITPs.

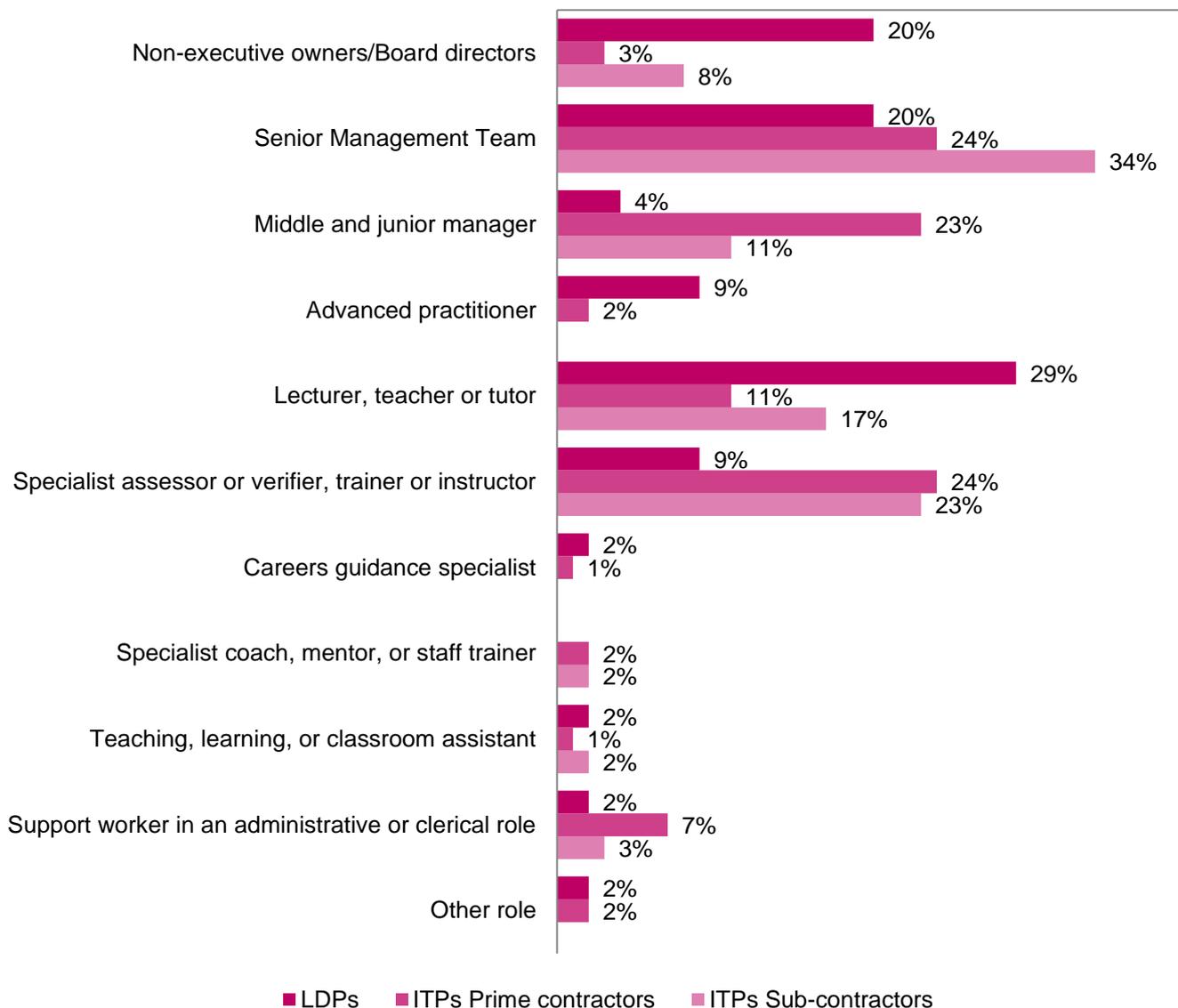
**Table 3: Number of LDP and ITP individuals contributing to the Training Needs Analysis**

	Sample size
ITPs Prime contractors	184
ITPs Sub-contractors	64
Learning and Development Providers <i>No ESFA funding</i>	45
Private training companies – unknown funding status	87
<b>Sample base</b>	<b>380</b>

Q1&Q1a. Firstly, which of the following types of organisations do you lead, manage, or work for? Which of the following best apply to the organisation you work for?

The next figure, Figure 4, shows the roles played by respondents in their respective organisations. The larger proportions of respondents were in management, teaching, or assessor/trainer roles. Differences in individuals' job roles between LDPs and ITPs can be observed in non-executive owners/board directors and teaching roles, which are more prominent among LDP respondents. In contrast, ITP respondents are more likely than their LDP counterparts to do specialist assessor or verifier, trainer or instructor roles. Similarly, the proportion of middle and junior managers is higher among ITPs.

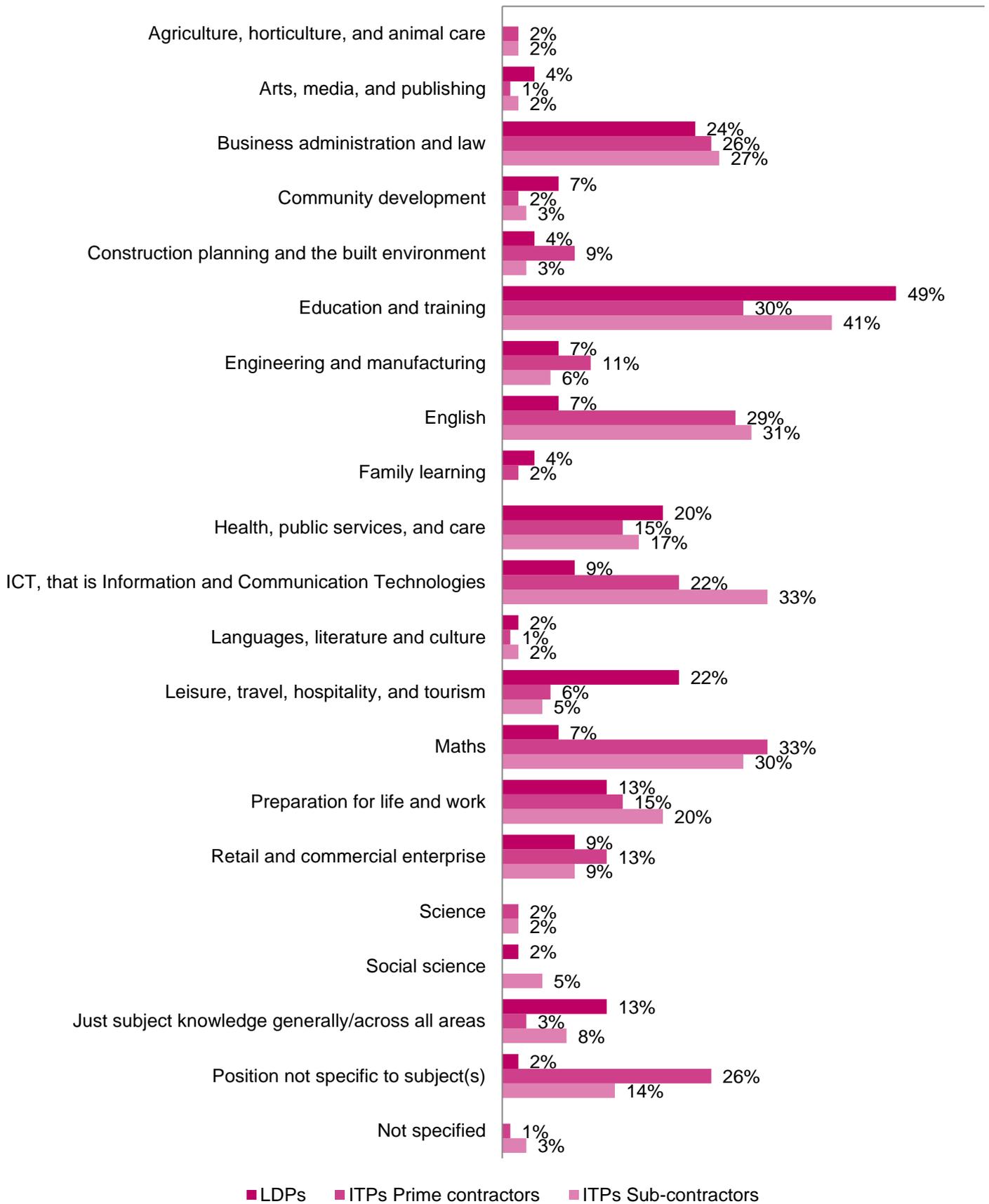
**Figure 4: Job roles of individuals at LDPs and ITPs**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q2. Which of the following best describes your role at your main employer?

Those respondents who had a role related to one or more subject areas were spread across a wide variety of these areas (see Figure 5). More detailed analysis shows that LDP staff were less likely to report that their role was not specific to subjects than ITPs. LDP staff were less likely to report that their role related to English, maths or ICT, but were more likely to report that their role related to education and training and leisure, travel, hospitality and tourism.

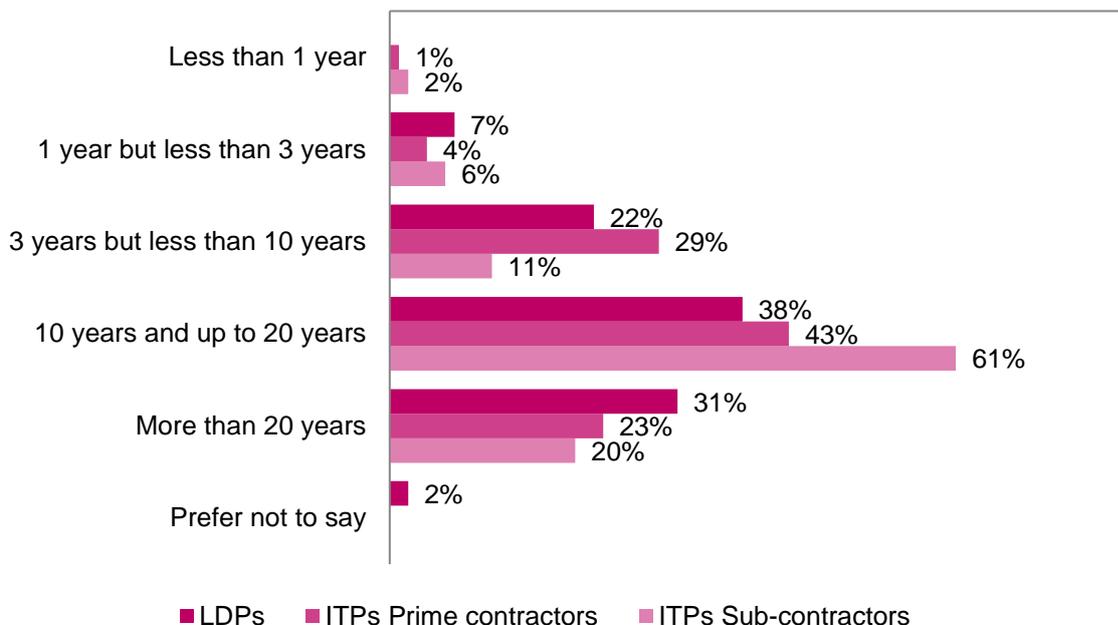
**Figure 5: Subject or curriculum areas in which individuals at LDPs and ITPs work**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q9. If you work in a particular subject or curriculum area or areas please select these below.

As seen in with respondents from other types of FE institutions, respondents in LDPs and ITPs had most frequently worked in the FE sector for substantial periods of time. Although respondents in LDPs were more likely to have been in the sector for more than 20 years when compared to ITPs, they were less likely to report being in the sector for between 10 and 20 years, suggesting that LDPs have more of a mix of established professionals and those with less experience when compared to ITPs (see Figure 6).

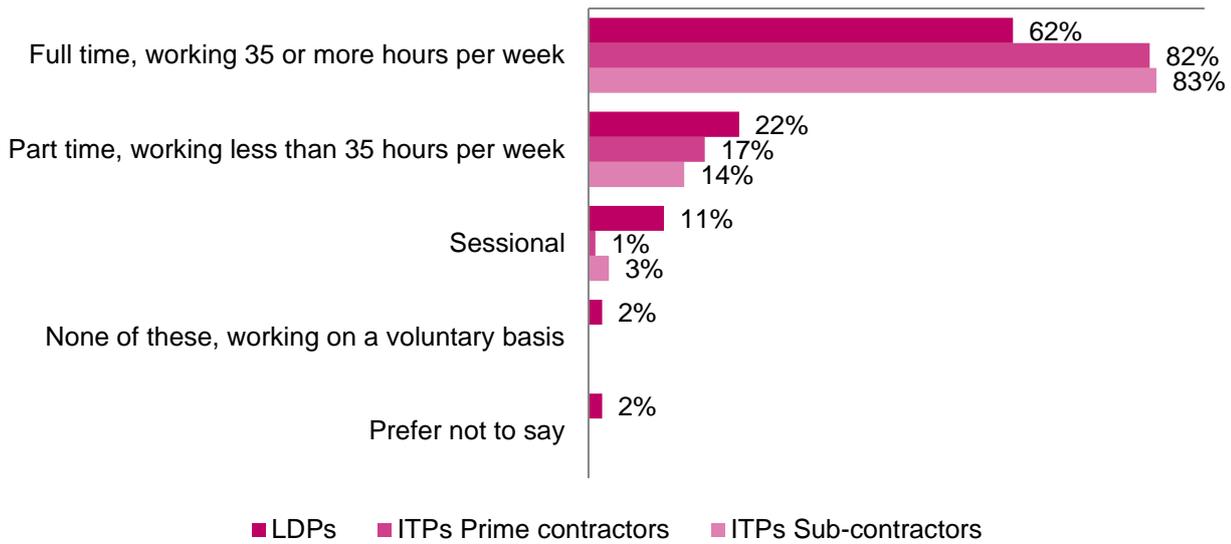
**Figure 6: Time individuals have worked in the further education and training sector**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q8. For how many years in total have you worked in the further education and training sector?

Whilst the majority of respondents were full-time employees, respondents from LDPs were more likely to be employed on a sessional basis (see Figure 7).

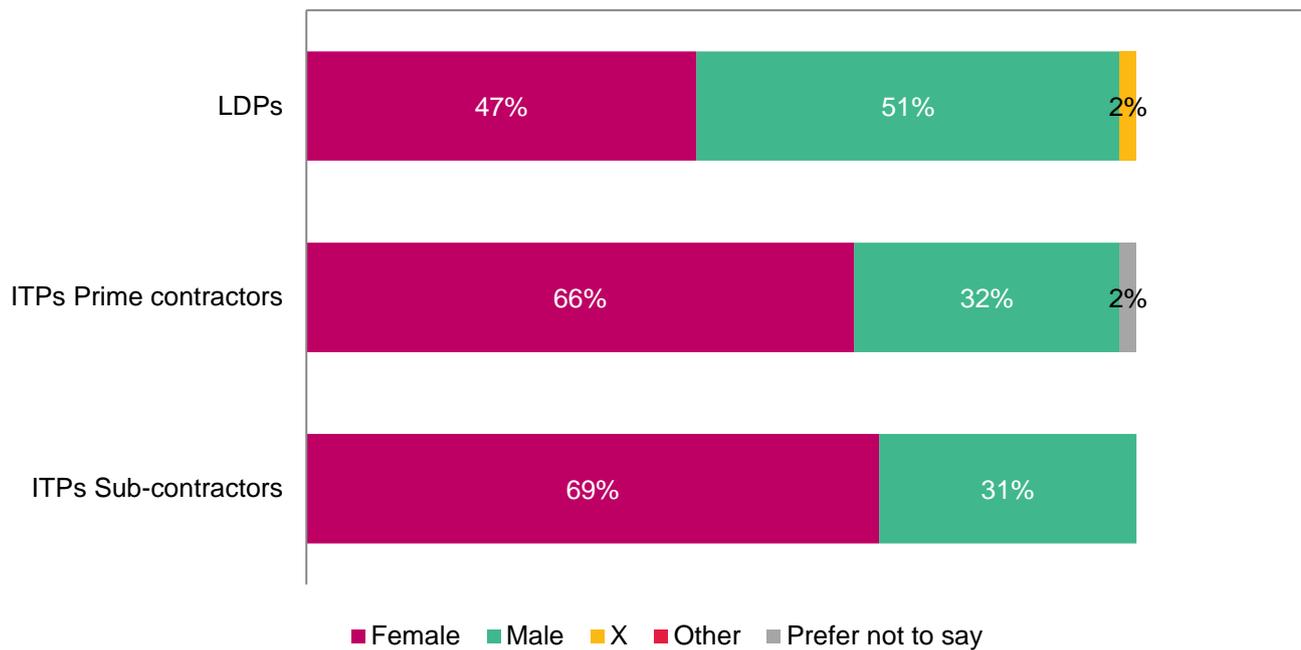
**Figure 7: Current working status of individuals at LDPs and ITPs**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q12. Which of the following best describes your current working status within your institution?

In demographic terms, respondents from LDPs were less likely to be female (see Figure 8).

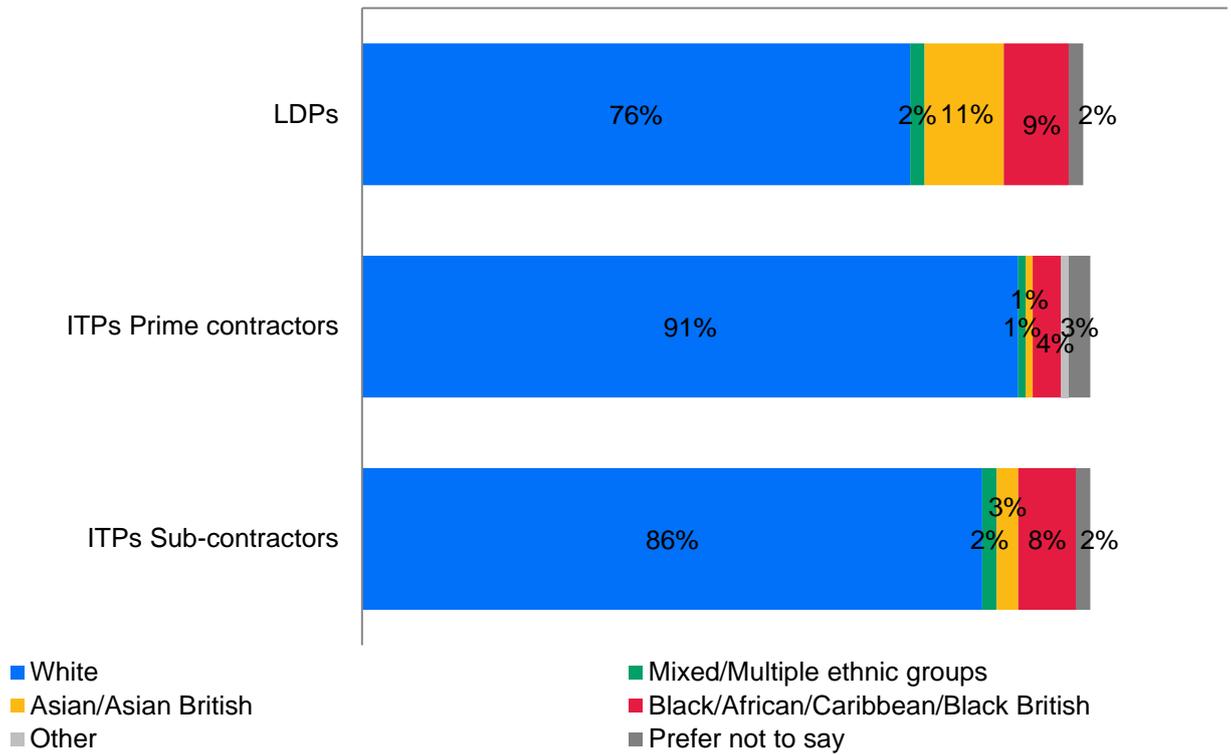
**Figure 8: Gender of individuals at LDPs and ITPs**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractor (64), LDPs (45)  
 Q39. Please describe your gender identity.

The majority of respondents have a 'white' ethnicity (see Figure 9), although this was less likely to be the case in LDPs, where there are more workers of Asian ethnicity.

**Figure 9: Ethnicity of individuals at LDPs and ITPs**

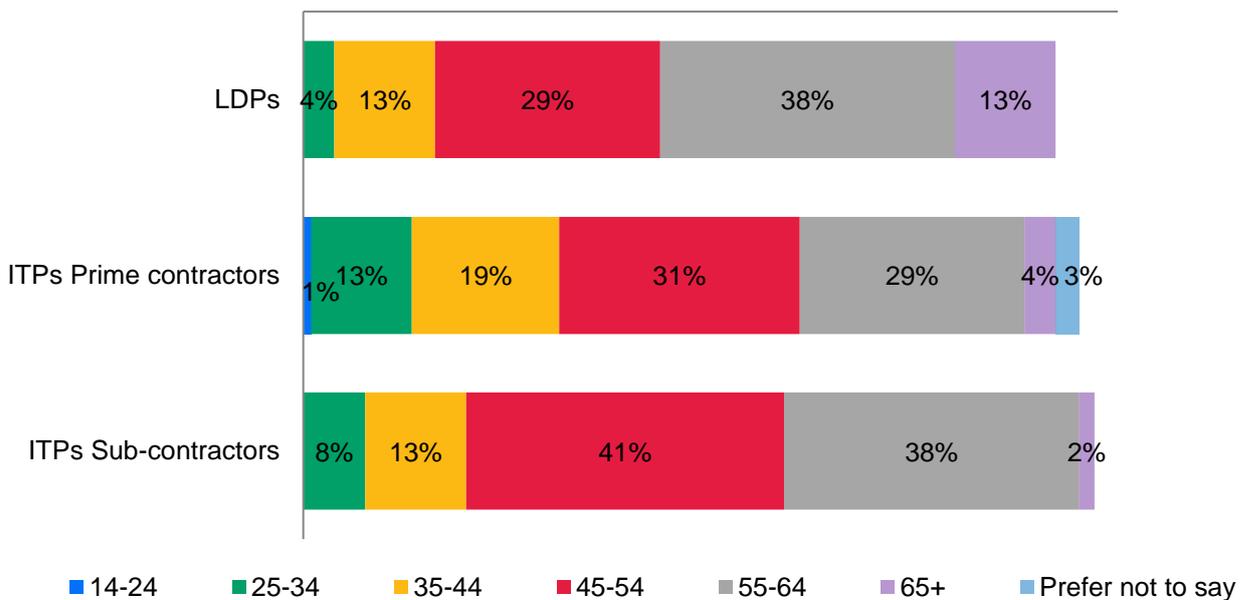


Sample base: ITPs Prime contractors (184), ITPs Sub-contractor (64), LDPs (45)

Q40. What is your ethnicity?

The majority of respondents were in middle and later years of working life, this was particularly the case amongst respondents from LDPs (see Figure 10).

**Figure 10: Age of individuals at LDPs and ITPs**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q42. What is your age?

# CHAPTER 2: CURRENT TRAINING IN FE INSTITUTIONS

## Key chapter findings

- Both the institutions and individuals surveys suggest that at least 8 out of 10 staff at LDPs received some training in the past year, in line with ITPs.
- Individuals from LDPs had a higher number of hours of training in the past year compared to individuals at ITPs. However, individuals in ITPs had, on average, a greater number of episodes of training than in LDPs.
- LDPs were less likely to engage in a range of types and subjects of training than ITPs. Indicatively, the differing volumes of staff in ITPs and LDPs (with LDPs generally having fewer than 10 staff) account for this.
- LDPs were also less likely than ITPs to engage with a wide range of training providers.
- ‘Mandatory’ training (that required by statute or regulation) was much more likely to be provided by ITPs than LDPs. Again, this can be seen as being due to LDPs typically having fewer staff to develop and therefore needing to engage with fewer provider types, but also due to the targeted nature of some of the providers such as ETF, AoC, and AELP.
- Improved staff performance and maintenance of the organisation’s competitive position were the main drivers of training for both LDPs and ITPs. LDPs were less likely than ITPs to cite keeping up with changes in the policy environment, to assist in career progression, and staff retention and morale as significant factors.
- Presence of a budget for staff training is much more likely in ITPs (particularly Prime contractors) than in LDPs. Where available LDPs training budgets were typically smaller overall than ITPs, but with more spent per member of staff.
- Payment for training by the individual was relatively infrequent, although it was more common amongst individuals from LDPs than ITPs.
- Most LDPs and ITPs, though less frequently amongst LDPs, have a training and development plan in place and most have an identifiable method by which training and development needs are identified within the organisation. LDPs are also much less likely than ITPs to have a formal system for identifying the outcomes and benefits of training.

## Incidence and volume of training

A first analysis looks at the proportion of staff who received training in the academic year prior to the survey (2016-2017).

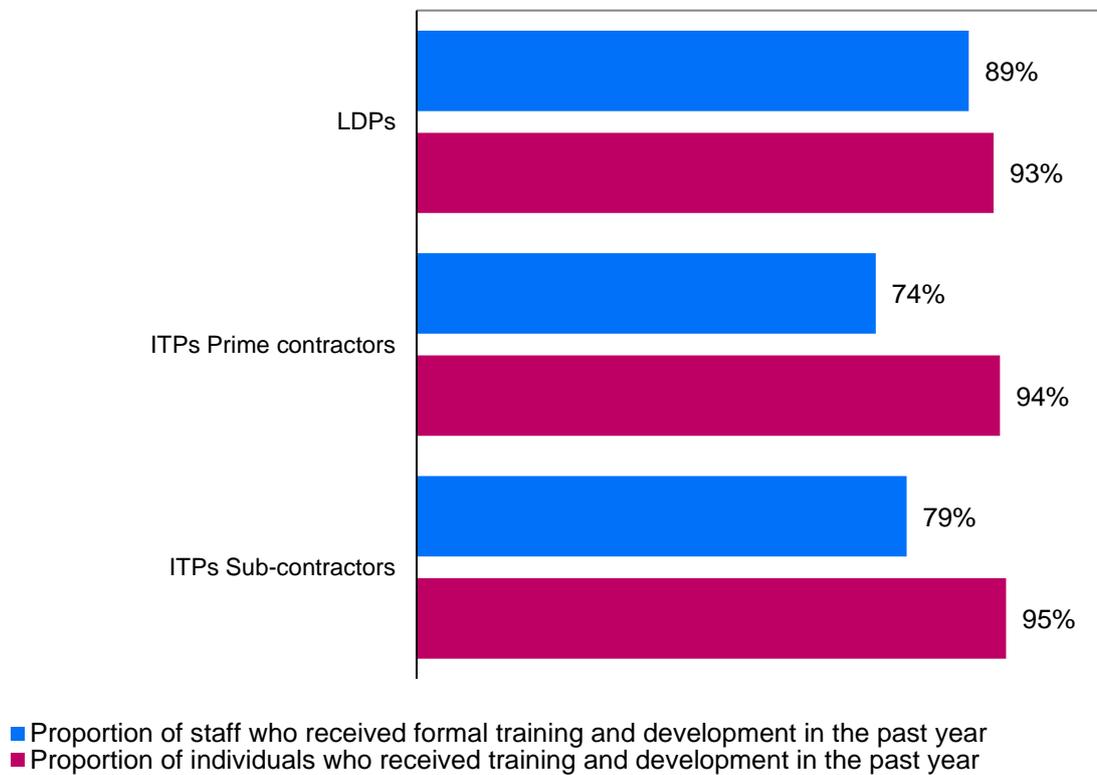
Responses from LDPs and ITPs show that participation in some form of training is very frequent. The institutions survey suggests that 8 out of 10 staff received some training with higher proportions in LDPs than in ITPs.

‘Triangulation’ of this picture using responses from the individuals’ survey, confirms this positive picture. Responses from this survey suggest that 93% of individuals in LDPs, a marginally

higher figure than the 89% estimate from the institutions survey, reported that they received some training in the last year. This is equivalent to the proportions of individuals in ITPs who received training and development.

The two sets of estimates, from institutions and individuals surveys, are compared in Figure 11.

**Figure 11: Proportion of staff and individuals who received formal training and development in the past year – institutional and individual perspectives**



Sample base: Staff - ITPs Prime contractors (5,019), ITPs Sub-contractors (1,254), LDPs (2,683) Q20. How many staff have received formal training and development over the past year?

Individuals - ITPs Prime contractors (184), ITPs Sub-contractor (64), LDPs (45)

Q13. Have you received any of the following types of training or development activity in the last academic year?

This positive picture – of widespread participation in training – is reinforced by the fact that training was, on average, of significant length and that individuals who were trained had fairly substantial numbers of episodes of training (see Table 4). Individuals from LDPs had, on average, 74 hours of training in the past year, compared to 52 hours for individuals in ITPs that are prime contractors. However, individuals in ITPs that are prime contractors had, on average, a greater number of episodes of training (11) than those in ITPs that are sub-contractors (8) and LDPs (9).

**Table 4: Mean hours of training and number of episodes of training received in the past year – individuals' perspective**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Mean hours of training in the last year	74	52	72
Mean number of separate episodes of training or development you undertook in the last year	9	11	8

Sample base: ITP Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?

Sample base: ITP Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)

Q25. Could you say how many separate episodes of training or development you undertook in the last year?

## Who gets trained?

Further analysis (see Table 5), from the surveys of institutions suggests that not only is participation widespread in general terms but that the overall statistics do not conceal any group within the workforce at LDPs and ITPs which is substantially neglected in terms of its training and development (although low bases mean this cannot be cross-referenced with the survey of individuals). There is, however, one possible minor issue that exists across all ITPs and LDPs (see Table 5), concerning the somewhat lower level of frequency of training of those at non-executive owner or board director level.

In general, ITPs provided more training and development than LDPs. The difference is even more apparent when comparing ITP Prime contractors and LDPs.

**Table 5: Groups of staff for which LDPs and ITPs provided training and development in the past year**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Non executive owners or board directors	76%	75%	70%
Senior Management Team	76%	90%	85%
Middle and junior managers	80%	96%	89%
Advanced practitioners	87%	91%	90%
Lecturers, teachers or tutors	83%	97%	96%
Specialist assessors, verifiers, trainers or instructors	83%	98%	96%
Careers guidance specialists	90%	91%	83%
Specialist coaches, mentors and staff trainers	87%	96%	90%
Teaching, learning, and classroom assistants	86%	98%	93%

Sample base varies

Q18. Does your organisation have people who fit into each of the following categories? / Q19. And which of these groups have your organisation supported or provided training and development to in the past academic year?

## Types of training supplied

As Table 6 shows, a variety of types of training were each a frequent part of LDPs and ITPs training repertoires (from short courses and day-long sessions to more substantial formal courses). However, the types of training used between LDPs and ITPs did vary. LDPs were less likely than ITPs to use each type of training, and, on average, engaged with a smaller number of training types than ITPs, particularly Prime contractors. LDPs were also more likely to report they did not use any of these at all. Whilst this pattern is also somewhat apparent within the survey of individuals (see Table 7), this is to a lesser extent. This suggests that the differing volumes of staff in ITPs and LDPs (with LDPs generally having fewer than 10 staff) may account for this.

**Table 6: Types of training used by LDPs and ITPs in the past academic year**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Training seminars and short courses	72%	92%	94%
Induction programmes specific to your organisation	53%	92%	83%
Conferences, workshops, seminars, meetings or webinars	64%	94%	92%
Coaching and mentoring	57%	82%	81%
Day-long training sessions for the entire staff or a large proportion of the staff	58%	88%	78%
Formal on-line training and development programmes or other forms of distance learning	44%	83%	84%
Initial teacher training for individuals who are new to the profession	37%	69%	53%
On-the-job training	64%	89%	83%
Suppliers of equipment and materials training your staff in their use/Training in the use of new equipment or materials by the supplier of the equipment or materials	50%	76%	58%
Substantial formal courses that lead to a degree, higher degree, trade or professional accreditation	34%	58%	49%
Work experience or shadowing in industry or business	33%	60%	53%
Licence to practice training	33%	40%	35%
Paid study leave	17%	37%	29%
<b>Average number of types used</b>	<b>6</b>	<b>11</b>	<b>9</b>
<b>Sample base</b>	<b>282</b>	<b>121</b>	<b>89</b>

Q9. Can you say which of these were used by your organisation in the past academic year?

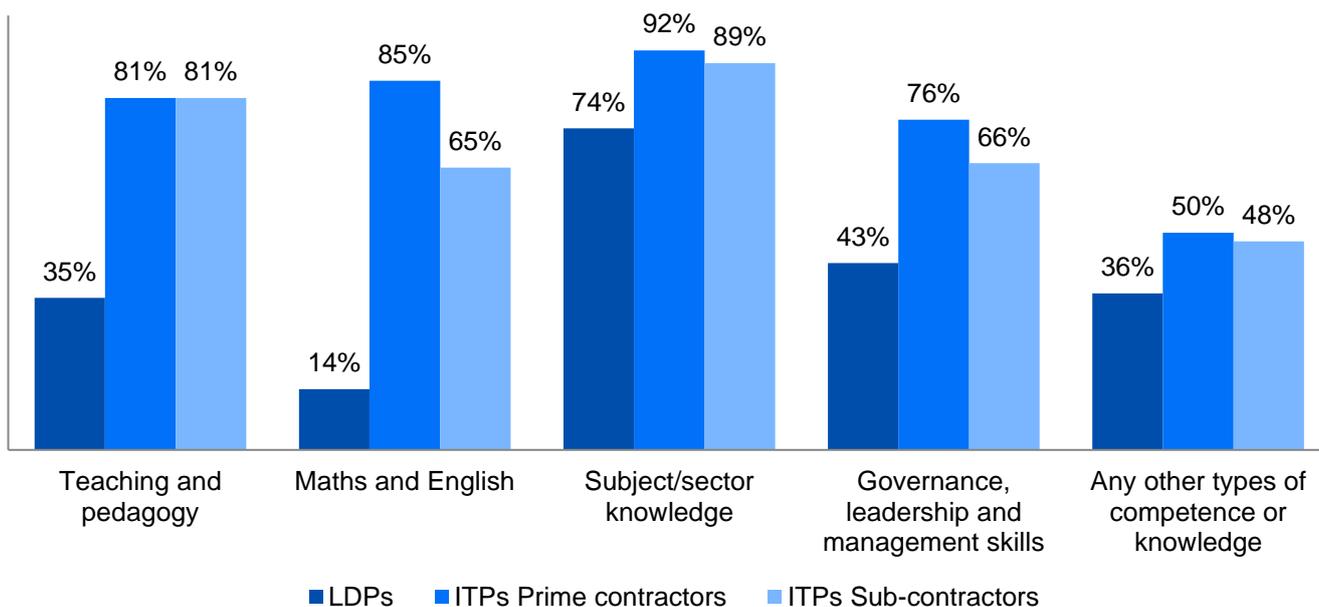
**Table 7: Types of training received by individuals at LDPs and ITPs in the past academic year**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Training seminars and short courses	60%	64%	64%
Induction programmes specific to your organisation	13%	19%	17%
Conferences, workshops, seminars, meetings or webinars	62%	67%	55%
Coaching and mentoring	16%	21%	14%
Day-long training sessions for the entire staff or a large proportion of the staff	27%	61%	42%
Formal on-line training and development programmes or other forms of distance learning	38%	53%	48%
Initial teacher training for individuals who are new to the profession	2%	2%	0%
On-the-job training	27%	32%	27%
Suppliers of equipment and materials training your staff in their use/Training in the use of new equipment or materials by the supplier of the equipment or materials	20%	20%	14%
Substantial formal courses that lead to a degree, higher degree, trade or professional accreditation	20%	7%	22%
Work experience or shadowing in industry or business	11%	10%	6%
Licence to practice training	11%	1%	3%
Paid study leave	2%	1%	0%
<b>Sample base</b>	<b>45</b>	<b>184</b>	<b>64</b>

Q13. Have you received any of the following types of training or development activity in the last academic year?

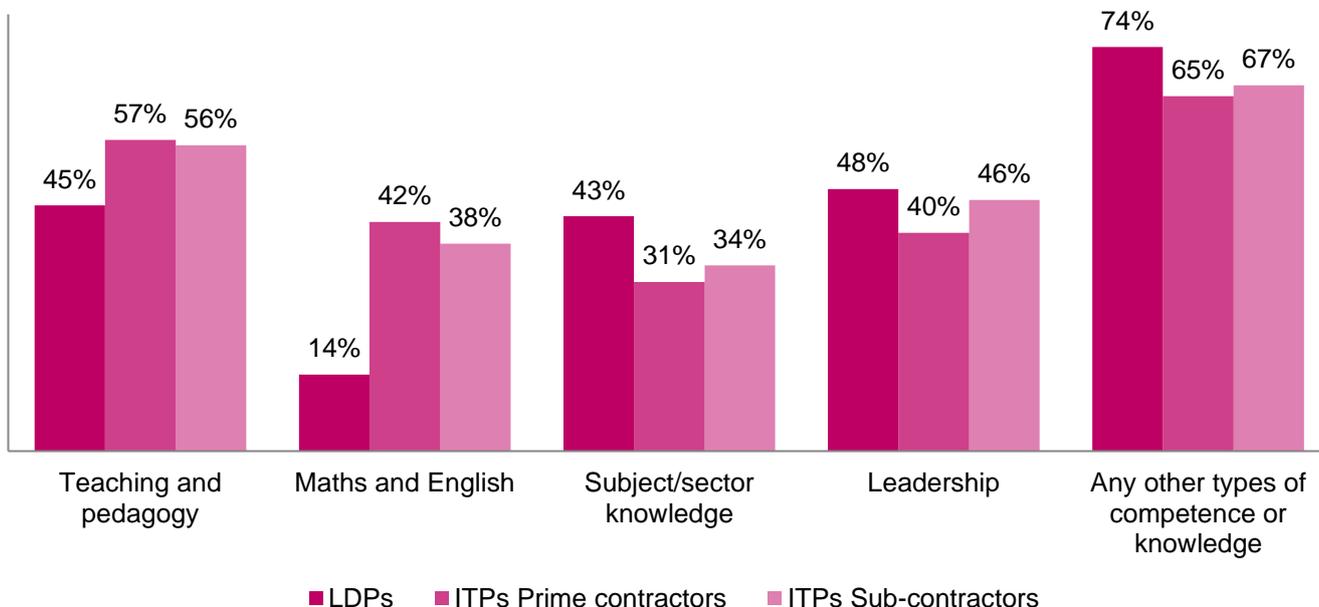
The areas of competence or knowledge which training sought to improve are shown in Figures 12 and 13. The analysis shows that LDPs were less likely than ITPs to have offered training and development in all areas, but in particular in maths and English. When this picture is looked at from the individuals perspective a similar, but less pronounced, pattern can be seen for teaching and pedagogy and maths and English. However, training provided to individuals within LDPs on leadership is in line with ITPs and marginally more individuals within LDPs received training or development on subject/sector knowledge and other types of competence or knowledge. Again, the disparity between the institution and individual perspective for LDPs is likely to be due to LDPs typically having fewer members of staff.

**Figure 12: Types of improved competence or areas of knowledge that training and development has sought to enhance - organisations**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q11. Which of the following types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year?

**Figure 13: Types of improved competence or areas of knowledge that training and development has sought to enhance - individuals**



Sample base: ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)  
 Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

Answers to further supplementary questions on the types of training supplied by institutions or received by individuals offer more nuance to the 'overview' analysis in Figures 12 and 13.

Thus, Tables 8 and 9 show a more substantial variety of training in LDPs and ITPs than the previous Figures imply. However, overall patterns of engagement continue, with LDPs engaging with a smaller range of training types than ITPs, likely due to their lower volumes of staff.

Noticeably fewer LDP institutions provided training in digital and other new technologies than ITP institutions did, but a similar proportion of individuals within LDPs received this type of training to individuals within ITPs. A similar pattern can be seen for training aimed at enhancing expertise to act as an assessor. These differences suggest that larger LDPs are more likely to offer these types of training, and that they are offering them to a number of staff, rather than just select individuals.

Where training and development has taken place that is specific to subject or sector knowledge there are two main areas where LDPs differentiate from ITPs. Individuals in LDPs are more likely to have undertaken training in the subject area of education and training than those in ITPs with primary funding, but less have done so than in ITPs with secondary funding. A similar pattern can be seen for the subject area of health, public services and care. It is however, worth noting that base sizes for individuals are small and so should be treated as indicative only.

**Table 8: Types of improved competence or areas of knowledge that training and development has sought to enhance – more detail**

	Organisations			Individuals		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Teaching of Maths and English	8%	79%	53%	10%	27%	21%
Use of digital and other new technologies in teaching	19%	61%	56%	24%	23%	23%
Other teaching or classroom competences	26%	62%	54%	21%	23%	25%
QTLS	9%	34%	24%	5%	6%	5%
Individuals' own knowledge in Maths and English	12%	66%	52%	10%	32%	28%
Subject/sector knowledge	74%	92%	89%	43%	31%	34%
Soft skills	24%	34%	38%	31%	27%	36%
Governance, leadership and management skills	43%	76%	66%	33%	35%	38%
Knowledge of admin procedures	22%	40%	45%	33%	32%	38%
Expertise to act as assessors	16%	68%	65%	36%	31%	30%
Expertise to offer careers advice and guidance	12%	33%	31%	19%	13%	20%
Knowledge of changes in public policy, procedures and funding	12%	38%	38%	33%	36%	34%
Specialist skills for working with learners with SEND	11%	45%	22%	5%	9%	7%
Skills in the area of well-being or mental health	17%	34%	24%	17%	13%	8%
Research skills	9%	16%	19%	19%	9%	8%
Business or commercial skills <sup>†</sup>	-	-	-	31%	16%	18%
Administrative, clerical, or information technology skills <sup>†</sup>	-	-	-	14%	10%	10%
Technical or manual skills <sup>†</sup>	-	-	-	21%	10%	3%
Awareness of SEND Code of Practice <sup>†</sup>	-	-	-	5%	5%	5%
Knowledge of Prevent duty <sup>†</sup>	-	-	-	0%	2%	0%
Knowledge of safeguarding <sup>†</sup>	-	-	-	0%	1%	0%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>	<b>42</b>	<b>173</b>	<b>61</b>

Q11. Which of the following types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year? †Areas marked with † were not asked in the institutions survey

Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

**Table 9: Subject/sector areas in which training and development has taken place**

	Organisations			Individuals		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Agriculture, horticulture, and animal care	2%	2%	3%	0%	0%	5%
Arts, media, and publishing	5%	2%	1%	0%	2%	0%
Business administration and law	22%	31%	30%	11%	34%	24%
Community development	1%	1%	1%	6%	2%	5%
Construction planning and the built environment	16%	8%	16%	11%	9%	5%
Education and training	5%	9%	9%	56%	49%	81%
Engineering and manufacturing	10%	10%	9%	6%	9%	5%
English	2%	7%	6%	0%	30%	29%
Family learning	1%	0%	0%	6%	0%	0%
Health, public services, and care	28%	37%	33%	39%	19%	33%
Humanities subjects	1%	0%	0%	0%	0%	5%
ICT, that is Information and Communication Technologies	13%	12%	16%	11%	23%	19%
Languages, literature and culture	0%	0%	0%	6%	0%	5%
Leisure, travel, hospitality, and tourism	4%	7%	6%	11%	4%	14%
Maths	3%	6%	8%	0%	34%	24%
Preparation for life and work	1%	4%	5%	11%	6%	10%
Retail and commercial enterprise	6%	15%	8%	6%	6%	10%
Science	2%	1%	0%	0%	2%	0%
Social science	1%	3%	0%	6%	0%	0%
Is there any other subject area not mentioned?	8%	4%	4%	0%	0%	0%
Just subject knowledge generally/across all or many areas	5%	11%	3%	17%	15%	5%
Don't know/prefer not to say	1%	1%	0%	0%	0%	0%
<b>Sample base</b>	<b>186</b>	<b>110</b>	<b>79</b>	<b>18</b>	<b>53</b>	<b>21</b>

Q12. You said that your institution has facilitated training and development to improve **subject/sector knowledge** within your workforce. In what subject areas has that been?

Q15. In which of the following subject area(s) or curriculum areas did you undertake training and development?

Where LDPs and ITPs had supported training in governance, leadership, and management training, this was most frequently in general management, team leadership, senior leadership development, change management, and management of commercial operations (see Table 10). The types of leadership training provided by LDP institutions is broadly in line with ITPs, although more closely aligned with ITPs with secondary funding than those with primary funding.

**Table 10: Governance, leadership and management skills where training and development has taken place**

	Organisations		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Senior leadership development	68%	73%	69%
Strategic management and corporate planning	50%	54%	51%
General organisational management	76%	82%	76%
Change management and business improvement	63%	59%	56%
Management of commercial operations, business development, marketing, or employer engagement	60%	64%	51%
Financial planning and management	34%	46%	29%
Human resources planning and management	37%	47%	29%
Facilities management	26%	32%	14%
Team leadership and supervisory skills	73%	79%	76%
Any other form of governance, leadership, and management	11%	7%	7%
Don't know/prefer not to say	1%	1%	2%
<b>Sample base</b>	<b>107</b>	<b>91</b>	<b>59</b>

Q13. You said that your institution has facilitated training and development in governance, leadership and management skills. Could you say whether that was in any of the following areas?

Several forms of 'mandatory' training (that required by statute or regulation) had been widely offered by institutions, with 8 out of 10 staff receiving safeguarding and Prevent training. However, 'mandatory' training of nearly all types was much more likely to be provided by ITPs than LDPs (see Table 11).

**Table 11: Mandatory training that has been provided over the past year**

	Organisations			Individuals		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs S contractors
The Prevent duty	21%	96%	88%	52%	92%	9
Safeguarding for young and vulnerable people	38%	95%	93%	64%	83%	8
Equality and diversity	50%	92%	91%	50%	72%	6
Environmental protection (waste minimisation and disposal, energy efficiency, etc.)	32%	44%	46%	14%	9%	
General health and safety	62%	89%	81%	38%	43%	4
Health and safety related to specific sectors such as gas and electricity or food hygiene regulations	41%	48%	52%	19%	9%	
First aid and resuscitation	61%	79%	67%	29%	12%	2
None	19%	1%	1%	2%	1%	
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>	<b>42</b>	<b>173</b>	

Q14. In the last year has your organisation provided training and development in relation to any of the following?

Q17. Could you also indicate which, if any, forms of mandatory training you undertook in the last academic year?

## Suppliers of training

The surveys of institutions and individuals revealed the major suppliers of training in the academic year leading up to the surveys. A range of internal and external sources of training were widely used by LDPs and ITPs to supply training to their staff but, again, ITPs were more likely to use each type of training provider than LDPs. This can be seen as being due to LDPs typically having fewer staff to develop and therefore needing to engage with fewer provider types, but also due to the targeted nature of some of the providers such as ETF, AoC, and AELP, which are more focussed on publicly funded institutions. It may also be noted that, in respect of this analysis, some respondents may not have been wholly accurate in their responses in so far as some organisations, such as ETF, who fund training, use other providers to deliver that training. In some of these cases, respondents may have recognised the immediate rather than the actual provider.

**Table 12: Suppliers of training and development over the past academic year**

	Organisations			Institutions		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs S contractors
Specialist trainers, or coaches, or members from within your organisation	51%	77%	66%	38%	50%	4
Senior individuals in the organisation who trained or developed your skills and knowledge	50%	73%	72%	12%	34%	1
An external private training company or consultancy	45%	64%	73%	48%	47%	5
A university	12%	19%	19%	12%	4%	
A professional institution	34%	53%	51%	26%	19%	2
An external further education college	13%	31%	42%	2%	5%	1
ETF	3%	35%	25%	12%	32%	2
AoC	2%	7%	4%	2%	1%	
AELP	4%	39%	22%	0%	25%	
The National College for Teaching and Leadership	*%	6%	3%	0%	0%	
Suppliers of equipment or materials to your organisation	21%	38%	28%	14%	11%	
Trade Union	2%	7%	2%	0%	1%	
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>	<b>42</b>	<b>173</b>	

Q21. Have any of the following supplied training and development to your organisation in the last academic year?

Q22. Who supplied the training and development you undertook?

\* denotes a figure greater than zero, but less than 0.5%

## Functions of training

The surveys also examined the motivations for training from institutional and individual perspectives.

An institutional analysis shows that improved staff performance and maintenance of the organisation's competitive position were the main drivers of training for both LDPs and ITPs. However, LDPs were less likely to cite keeping up with changes in the policy environment, to assist in career progression, and staff retention and morale as significant factors (see Table 13).

**Table 13: Importance of organisational motivations towards staff training and development**

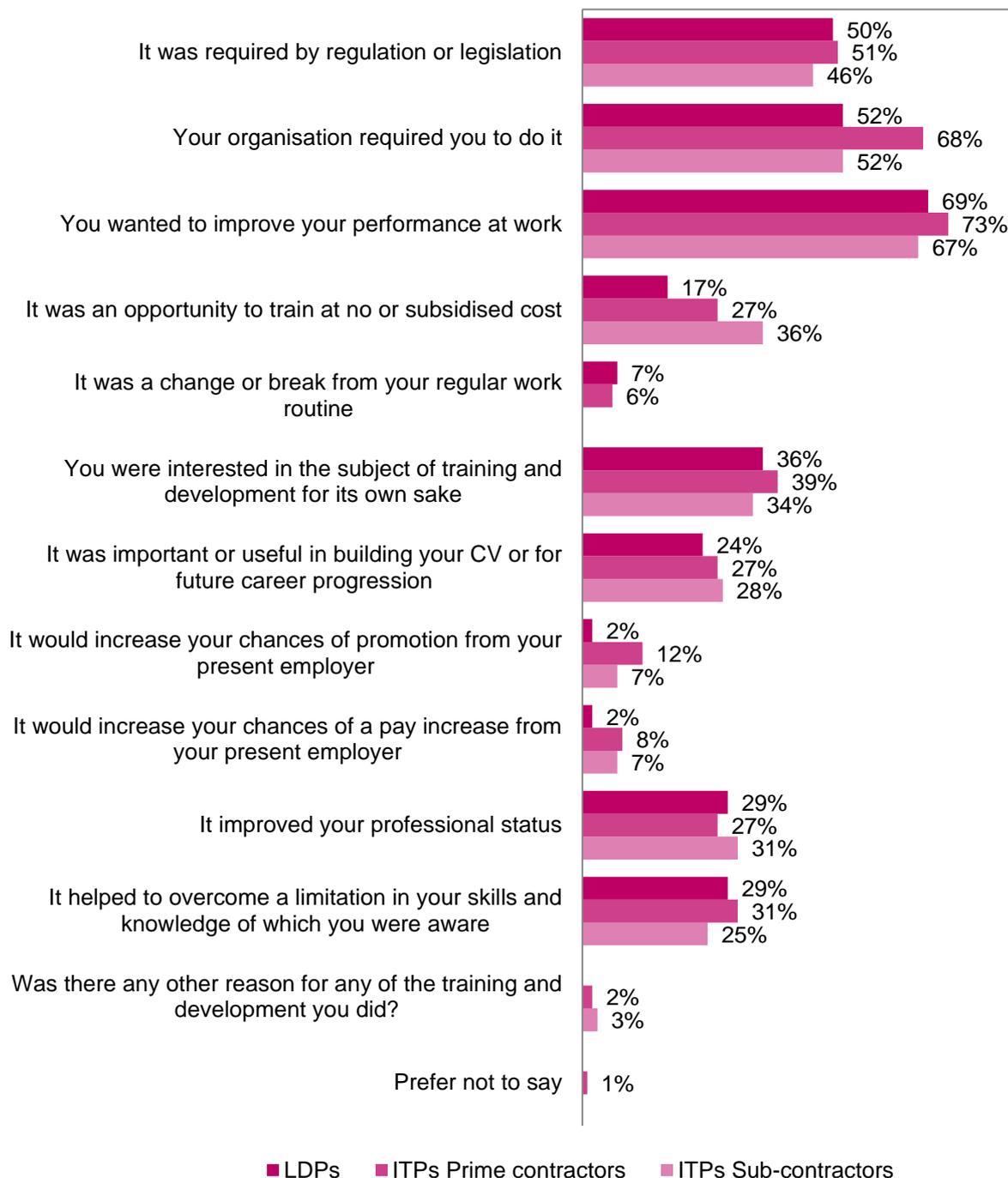
	Important			Not important		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs S contract
To improve individuals' performance at work	95%	100%	98%	4%	0%	
To maintain or improve the organisations' performance, competitiveness, and reputation	96%	99%	99%	2%	1%	
To maintain or improve staff morale, job satisfaction, and retention	89%	99%	97%	10%	1%	
To assist the career progression of staff	80%	95%	89%	18%	5%	1
To respond to staff requests for training or development	90%	99%	96%	9%	1%	
To keep up with changes in public policy, procedures, and funding	79%	100%	98%	20%	0%	

Sample base: All (499), ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)

Q22. If I read out a list of possible motivations, could you classify each one on a scale as very important, moderately important, a bit important, or not at all important. I'm excluding here any training or development which you have to do because it's mandatory

From the individual perspective, it is evident that much training at LDPs and ITPs is driven by a desire to improve performance, thereafter, employer requirement and 'regulatory' drivers were very frequent motivations. Training's contribution to progression was important to only a fifth or so of individual staff and very few individuals trained in expectation of direct promotion or a pay increase (see Figure 14). There is little difference in the motivations of staff in LDPs, compared to those in ITPs.

**Figure 14: Individuals' reasons for undertaking training and development in the past year**

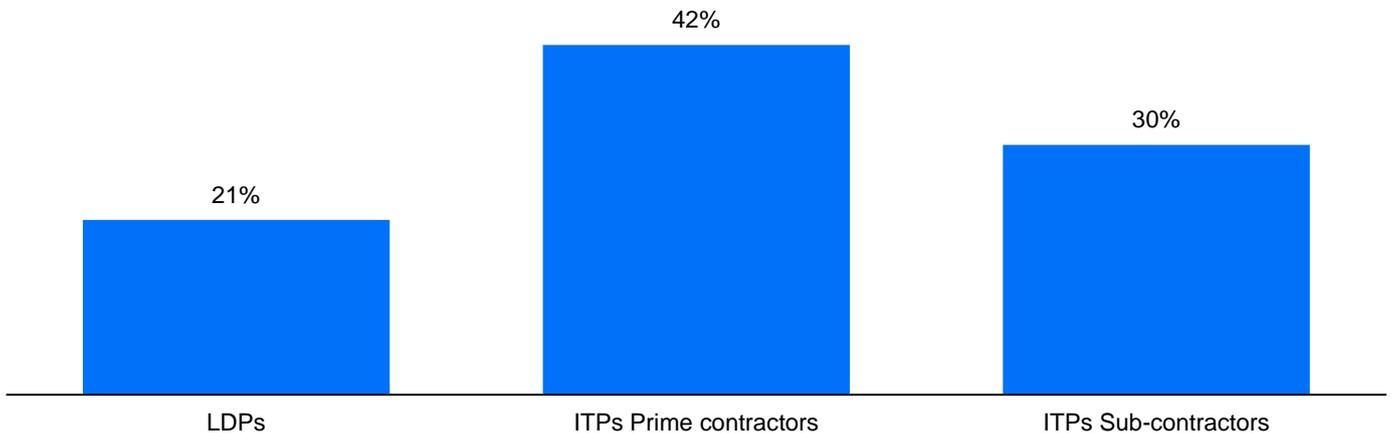


Sample base: ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)  
 Q23. Were any of the following reasons for undertaking training and development in the last academic year?

## Paying for training

Analysis of funding for training shows that the presence of a budget for staff training is much less likely in LDPs than in ITPs, particularly Prime contractors (see Figure 15).

**Figure 15: Proportion of institutions that have a formal budget for training and development**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
Q24. Does your organisation have a formal budget for training and development?

Organisations with training budgets were asked in the institutions survey to reveal the size of that budget. Table 14 allows the broad point to be made that, because LDPs are typically smaller than ITPs (particularly Prime contractors), their training budgets, where they exist, are smaller on average.

**Table 14: Approximate size of institutions' training and development budgets**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Less than £2,000	4%	0%	4%
£2,000 - £4,999	25%	12%	19%
£5,000 - £9,999	6%	6%	15%
£10,000 to £19,999	9%	14%	11%
£20,000 to £49,999	8%	8%	11%
£50,000 to £99,999	2%	2%	0%
£100,000 to £499,999	0%	4%	0%
£500,000 +	0%	0%	0%
Mean	£9,321	£22,087	£9,737
<b>Sample base</b>	<b>53</b>	<b>50</b>	<b>27</b>

Q25. What was the approximate size of this budget for the last academic year?

However, while total budgets for LDPs may be smaller on average, where LDPs do have a training budget the average amount spent per member of staff is actually quite large compared with ITPs. While ITPs are spending more in absolute terms, they may spread that budget across many more staff (see Table 15). It is worth noting, however, that only a small number of institutions divulged their training budgets and so these figures should be treated as indicative only.

**Table 15: Approximate training and development budget per member of staff**

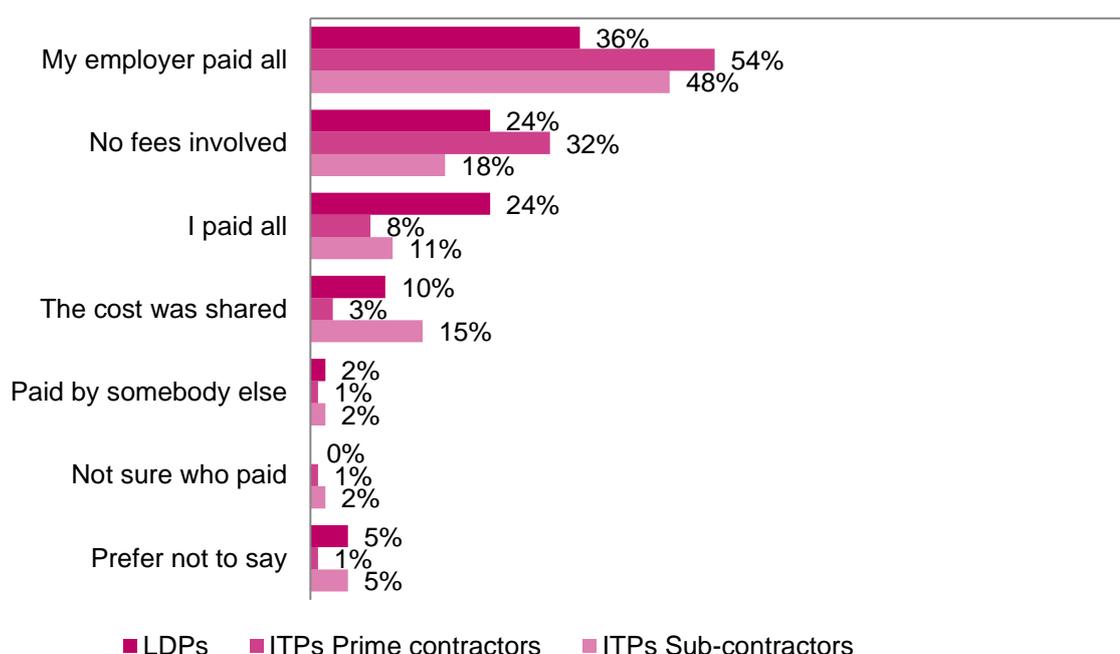
	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Less than £200	7%	27%	25%
£200 - £499	11%	36%	13%
£500 - £999	36%	5%	19%
£1,000 to £1,999	36%	23%	38%
£2,000 +	11%	9%	6%
Mean	£1,060	£761	£889
<b>Sample base</b>	<b>28</b>	<b>22</b>	<b>16</b>

Q25. What was the approximate size of this budget for the last academic year? /

Q6. In total, how many staff of all types and at all levels does your organisation employ, including yourself?

Individual respondents from LDPs and ITPs revealed that the much greater part of their training was either funded by their employer or did not involve a cost. Payment by the individual was relatively infrequent (see Figure 16), although was more common amongst individuals from LDPs.

**Figure 16: Who paid fees for training and development – individual perspective**

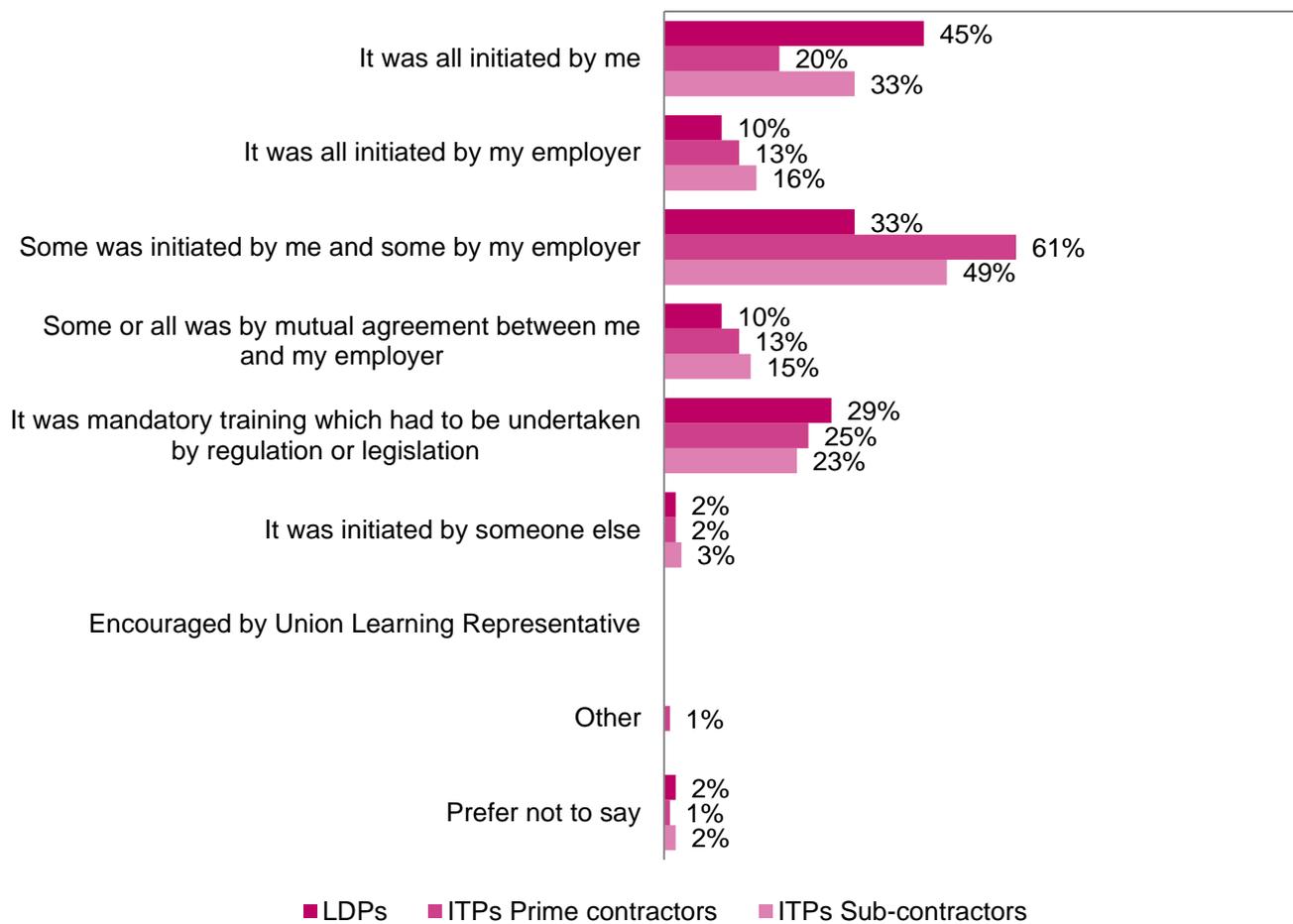


Sample base: ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)

Q19. If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

The survey of individuals reveals that employers at LDPs and ITPs played a major role in the initiation of training, either in collaboration with the individual or as the sole instigator (see Figure 17). Whilst Figure 17 indicates self-initiation amongst staff at LDPs was higher, the difference is not statistically significant due to relatively small base sizes. As such these figures should be treated as indicative only.

**Figure 17: How training and development was initiated – individual perspective**

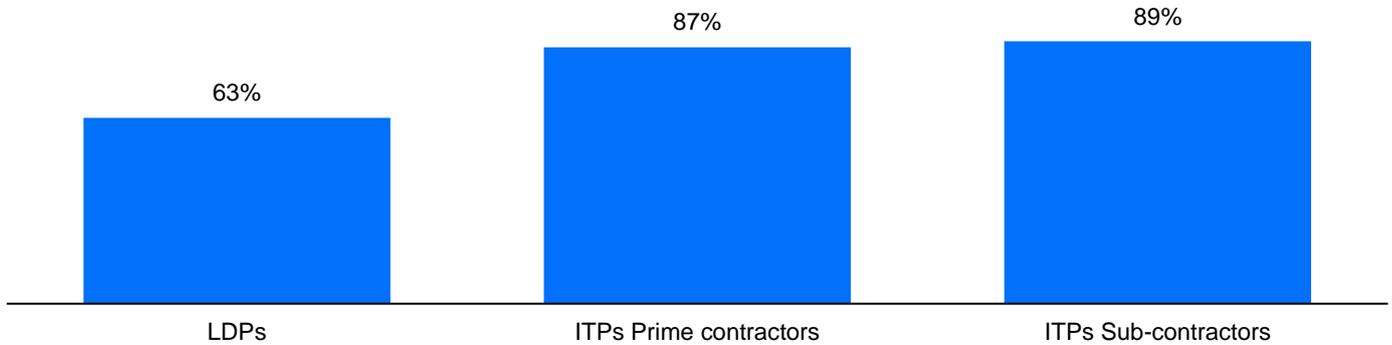


Sample base: ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)  
 Q21. Considering all the training and development you undertook, could you indicate who initiated it?  
 \* denotes a figure greater than zero, but less than 0.5%

## Training infrastructure

The survey of institutions shows that most while LDPs are a little less likely to have a training and development in place than ITPs the majority still do have one (see Figure 18).

**Figure 18: Proportion of providers who have a training and development plan in place**

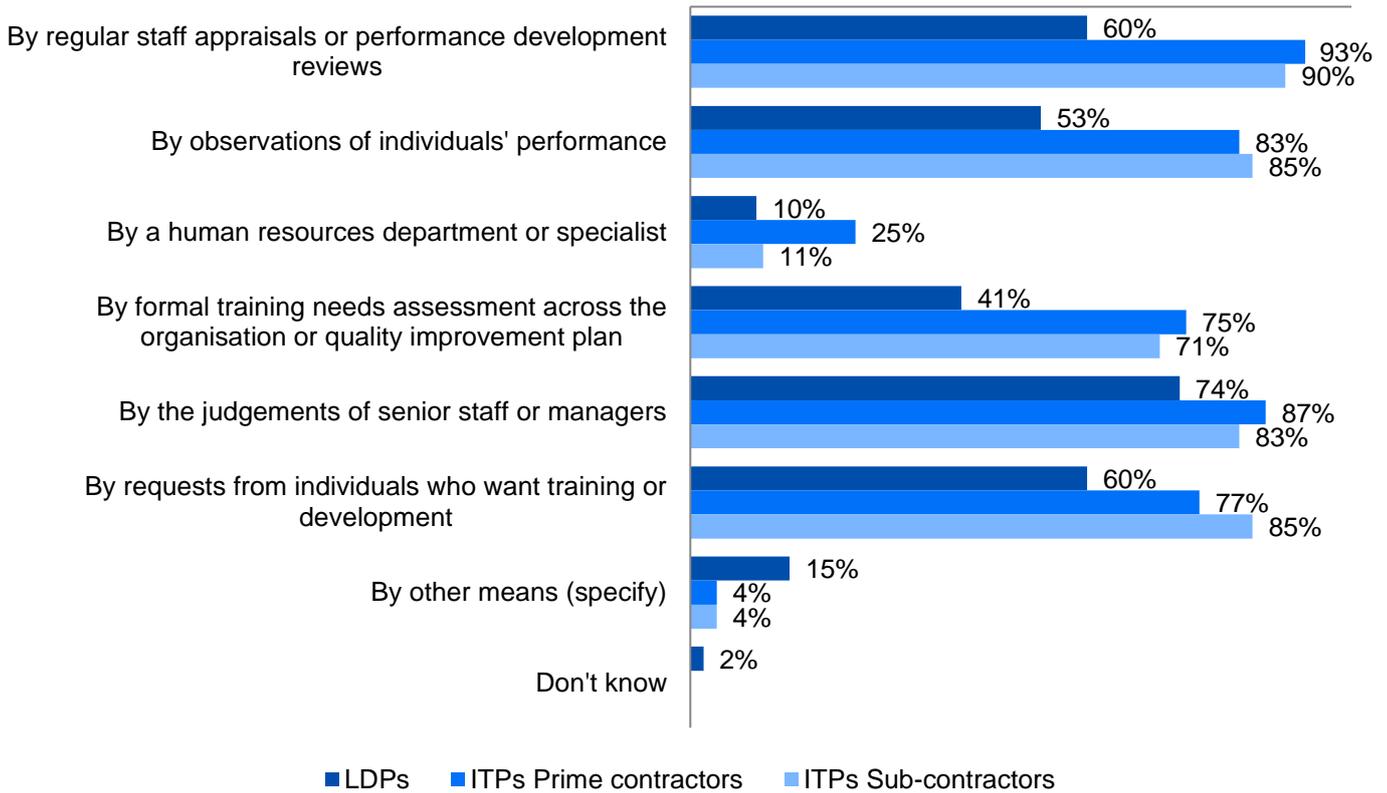


Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)

Q23. Does your organisation have a training and development plan which sets out the training and development needs within the organisation which are to be addressed over a future period?

Varied methods of identifying training and development needs are widely used across LDPs and ITPs. LDPs tend to use a smaller variety of methods to identify needs than ITPs, which can most likely be explained by LDPs typically having fewer members of staff than ITPs. However, the most commonly used method in LDPs is by judgments of senior staff or managers, whereas in ITPs regular staff appraisals or performance development reviews are more commonly used (see Figure 19).

**Figure 19: How training and development needs are identified within organisations**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q26. How are training and development needs identified in your organisation?

Similarly, LDPs are less likely than ITPs to have a formal system for identifying the outcomes and benefits of training (see Figure 20).

**Figure 20: Proportion of providers which have a formal system in place for identifying training outcomes and benefits**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q29. Does your organisation have a formal system for identifying training outcomes and benefits?

# CHAPTER 3: THE ADEQUACY AND SUFFICIENCY OF CURRENT TRAINING

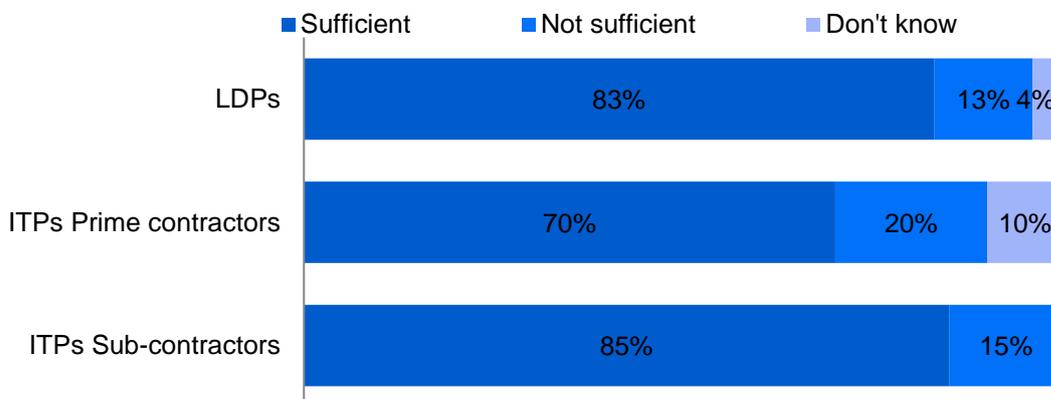
## Key chapter findings

- The majority of LDPs and ITPs consider their staff training budgets, where they have them, to be sufficient to meet their needs.
- LDPs were much more likely than ITPs to believe their training had met all the needs of the organisation.
- Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were mostly related to the development of teaching skills, of leadership and management, and other types of training. LDPs were less likely than ITPs to see training related to maths and English as a concern, corresponding with the lower proportion of LDPs who offered training and development in this area.
- Individuals from LDPs were less likely than those from ITPs to perceive the training they had received as being of little value, or as a 'box ticking' exercise. However, they were also less likely to agree that the training they received was of high quality.
- The main barriers to training reported by LDPs and ITPs who felt there had been a shortfall in what they would have liked to provide were, pressure on staff time making it difficult to release them for training, and shortfalls in funding for training (although funding was less of a concern for ITP prime contractors).

## Adequacy of budget

A first analysis shows that the majority of LDPs and ITPs consider their staff training budgets, where they have them, to be sufficient to meet their needs (see Figure 21).

**Figure 21: Sufficiency of training and development budget to meet the training and development needs of providers last year**

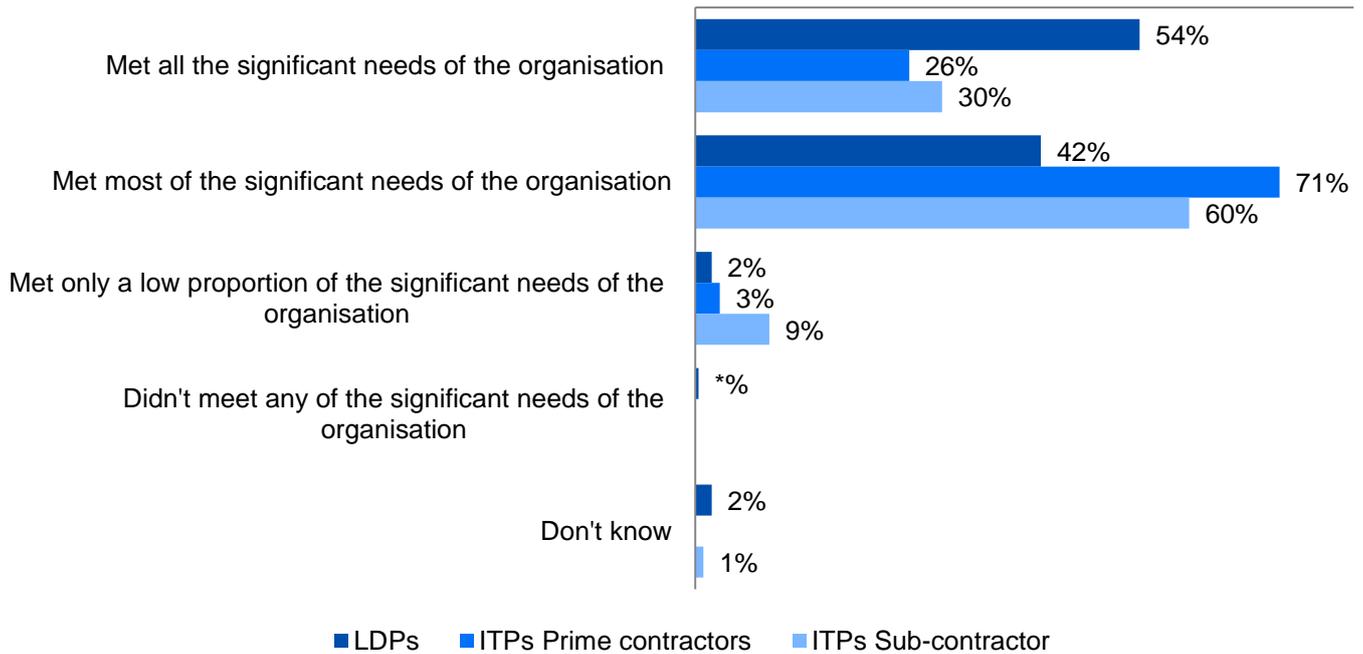


Sample base: ITPs Prime contractors (50), ITPs Sub-contractors (27), LDPs (53)  
Q32. In the last year, was your training and development budget sufficient to meet the training and development needs of the organisation?

## Gaps in training

More generally, however, the great majority of LDPs and ITPs were positive that their recent training and development activity met at least most of their organisations' needs (see Figure 22). LDPs were much more likely than ITPs to believe their training had met all the needs of the organisation.

**Figure 22: Adequacy of training and development activities in the past year**



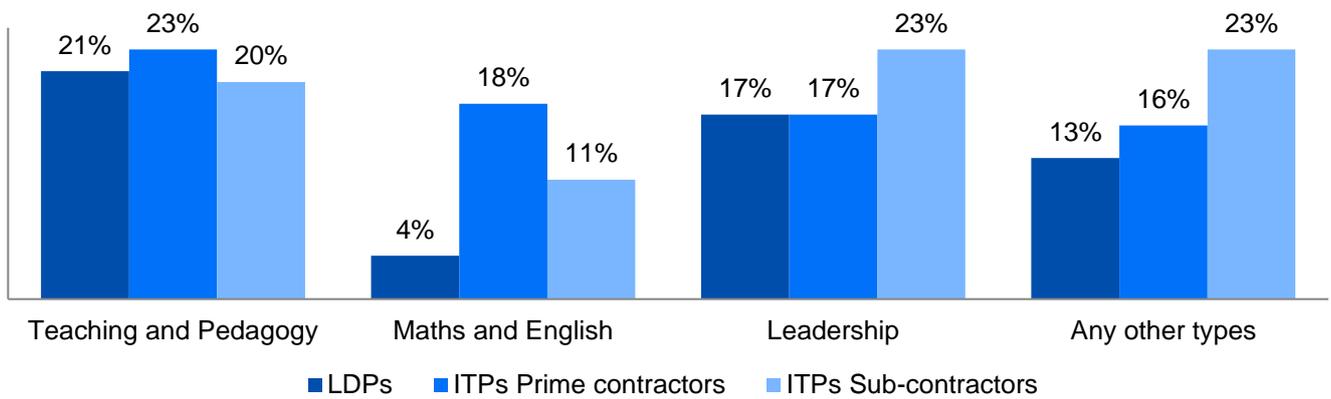
Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)

Q33. Overall, do you think that the training and development of the organisation's leaders and staff over the last year ...

\* denotes a figure greater than zero, but less than 0.5%

Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were more-or-less equally related to the development of teaching skills, of leadership and management, and other types of training (see Figure 23). LDPs were less likely to see training related to maths and English as a concern, corresponding with the lower proportion of LDPs who offered training and development in this area.

**Figure 23: Forms of training and development institutions would like to have seen more of**



Sample base: ITPs Prime contractors (88), ITPs Sub-contractors (61), LDPs (111)  
 Q34. Which forms of training and development would you liked to have seen more of?

In more detail, Table 16 shows that the most frequently reported deficiencies by LDPs are concerning governance, management and leadership skills, and the application of digital and other technologies to teaching and learning.

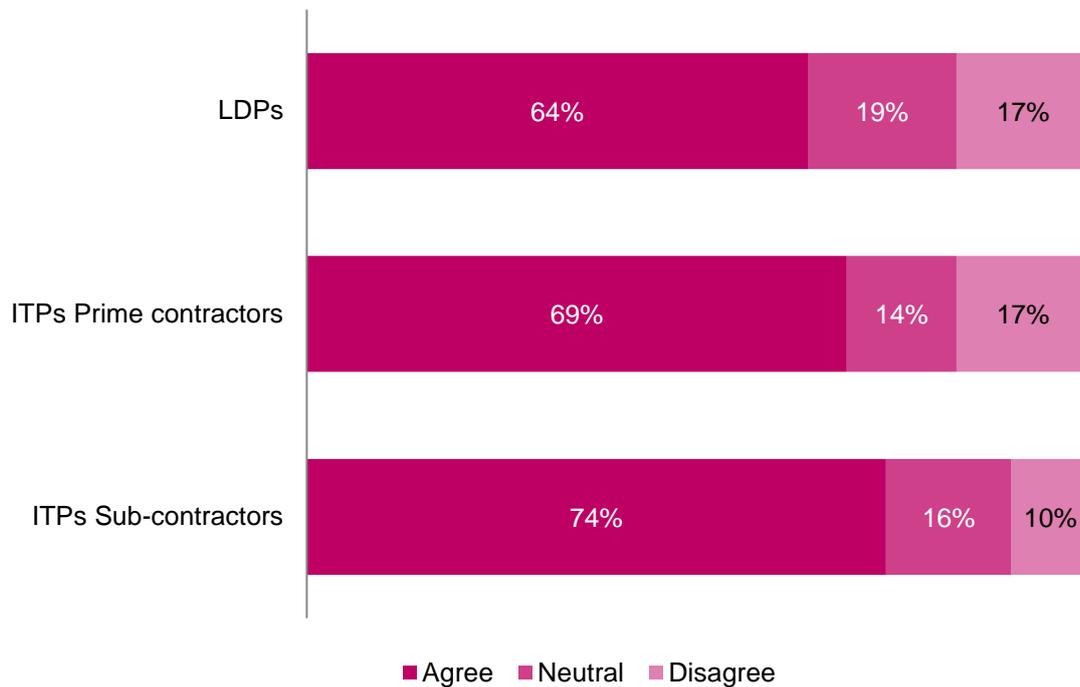
**Table 16: Forms of training and development institutions would like to have seen more of (in more detail)**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Teaching of Maths and English	3%	16%	8%
Use of digital and other new technologies in teaching programmes	13%	11%	10%
Other teaching or classroom competences	5%	5%	10%
QTLS, that is Qualified Teacher Learning and Skills, status	2%	1%	5%
Individuals' own knowledge and competence in Maths and English	1%	5%	7%
Individuals' knowledge in subjects other than Maths and English	4%	7%	5%
Soft skills, including things such as team working, communication skills, time management, and interpersonal skills	4%	6%	13%
Governance, leadership, and management skills	12%	16%	15%
Knowledge of administrative procedures within your organisation or those required by external bodies	3%	3%	7%
Expertise to act as assessors for apprenticeship or other education or training programmes	3%	3%	7%
Expertise to offer careers advice and guidance to learners	3%	1%	5%
Knowledge of changes in public policy, procedures, and funding which affect the organisation	5%	5%	8%
Business or commercial skills	6%	3%	11%
Specialist skills for working with learners with people with Special Educational Needs (SEND)	2%	9%	8%
Skills in the area of well-being or mental health	4%	6%	5%
Research skills	1%	2%	3%
<b>Sample base</b>	<b>111</b>	<b>88</b>	<b>61</b>

Q34. Which forms of training and development would you liked to have seen more of?

In *individuals'* reports of the sufficiency of their own training, there were only a minority who were concerned from LDPs and ITPs. Nearly two-thirds (64%) of individuals within LDPs agreed that they undertook all of the training and development they wanted or needed, while only around one in six disagreed.

**Figure 24: Proportions of individuals who did or did not undertake all the training and development they wanted and needed**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q24\_1. How much do you agree or disagree with the statement: I undertook all the training and development I wanted and needed?

### Effective and ineffective training: the individual’s perspective

Individual views at LDPs and ITPs on the adequacy and sufficiency of their training were elaborated by requesting their agreement or disagreement with a number of statements concerning that training. Table 17 suggests that individuals from LDPs were less likely than those from ITPs to perceive the training they had received as being of little value, or as a ‘box ticking’ exercise. However, they were also least likely to agree that the training they received was of high quality.

**Table 17: Individuals' perspectives on training and development over the past year**

	Agree			Disagree		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs Sub-contractors
I was required to undertake some training and development which had little value to me	19%	21%	31%	62%	58%	51%
Most or all of the training and development I undertook was of high quality	57%	73%	74%	14%	8%	7%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	21%	28%	30%	57%	58%	52%

Sample base: All (352), ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)

Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements

### Most and least valuable forms of training: the individuals' perspective

Respondents in the survey of individuals who had undertaken more than one episode of training were asked to describe, in various ways, the episodes which were most and least valuable to them.

In respect of the **most valuable** episodes of training for staff from LDPs, the most frequently reported subject matter of that training concerned teaching competences, business or commercial skills, skills in the area of well-being or mental health, and safeguarding (see Table 18 following).

**Table 18: Episodes of training that were of most use to individuals – subject matter**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Teaching English and maths	0%	1%	3%
Use of digital and other new technologies in teaching	0%	3%	3%
Other teaching or classroom competences	10%	9%	7%
QTLS	0%	1%	0%
Knowledge in English and maths	0%	4%	0%
Subject/sector knowledge	5%	4%	5%
Soft skills	0%	3%	2%
Governance, leadership, or management skills	5%	10%	10%
Knowledge of admin procedures	0%	4%	0%
Expertise to act as assessors	7%	5%	3%
Expertise to offer careers advice and guidance	0%	1%	3%
Knowledge of changes in public policy, procedures, and funding	5%	7%	11%
Business or commercial skills	10%	5%	3%
Administrative or clerical or information technology skills	5%	1%	0%
Technical or manual skills	7%	7%	3%
Specialist skills for working with learners with SEND	2%	2%	5%
Skills in the area of well-being or mental health	10%	5%	7%
Research skills	0%	0%	0%
Awareness of SEND Code of Practice	0%	2%	2%
Health and Safety skills	5%	1%	3%
Knowledge of Prevent duty	5%	15%	16%
Knowledge of safeguarding (child protection)	12%	9%	10%
Equality and diversity	7%	5%	2%
British Values	0%	2%	0%
Functional skills	2%	1%	2%
Knowledge of standardization	2%	2%	2%
Not applicable	2%	0%	2%
Any other type	10%	12%	16%
None	2%	1%	0%
Don't know/Not sure/Can't remember	2%	1%	0%
<b>Sample base</b>	<b>42</b>	<b>171</b>	<b>61</b>

Q26. What was the theme of subject of the training or development?

Individuals from LDPs were more likely than those from ITP prime contractors to report instances of training that were of most use to have been linked to qualifications or accreditations (see Table 19).

**Table 19: Episodes of training that were of most use to individuals – qualifications**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Yes, a qualification	33%	21%	31%
Yes, an accreditation	24%	9%	21%
No	40%	66%	48%
Don't know	2%	2%	0%
Prefer not to say	0%	1%	0%
<b>Sample base</b>	<b>42</b>	<b>171</b>	<b>61</b>

Q26B. Was the training or development directed at a qualification or accreditation of some kind?

Training or development was typically delivered by a wide range of providers, both internal and external at LDPs and ITPs. The most common source of training for LDPs is external private training companies or consultancies (31%).

**Table 20: Episodes of training that were of most value to individuals – training provider**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Specialist trainers, or coaches, or members from within your organisation	17%	17%	18%
Senior individuals in the organisation who trained or developed your skills and knowledge	10%	13%	11%
An external private training company or consultancy	31%	22%	33%
A university	12%	2%	5%
A professional institution	14%	7%	10%
An external further education college	5%	4%	7%
ETF	0%	12%	8%
AoC,	2%	0%	0%
AELP	0%	9%	3%
The National College for Teaching and Leadership	0%	0%	0%
Suppliers of equipment or materials to your organisation	2%	2%	0%
Trade Union	0%	0%	0%
E-learning/online training	0%	2%	0%
Other	5%	3%	0%
Don't know	0%	5%	0%
Prefer not to say	2%	3%	5%
<b>Sample base</b>	<b>42</b>	<b>171</b>	<b>61</b>

Q26D. Who delivered the training or development?

When asked to identify their **least valuable** training episodes, a substantial proportion of respondents were not able or willing to put any of their training into this category. Those who did so, however, mentioned a variety of subject matter (see Table 21 following). The most commonly mentioned subject matter for LDPs focus on mandatory training, including Prevent (13%) and Safeguarding (9%).

**Table 21: Episodes of training that were of least value to individuals – subject matter**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Teaching of maths and English	0%	2%	0%
Use of digital and other new technologies in teaching	0%	0%	0%
Other teaching or classroom competences	3%	2%	2%
QTLS	0%	0%	0%
Knowledge in maths and English	0%	1%	2%
Subject/sector knowledge	0%	2%	4%
Soft skills	3%	4%	0%
Governance, leadership, or management skills	3%	1%	4%
Knowledge of admin procedures	0%	0%	0%
Expertise to act as assessors	3%	4%	9%
Expertise to offer careers advice and guidance	0%	0%	2%
Knowledge of changes in public policy, procedures, and funding	0%	2%	0%
Business or commercial skills	0%	2%	0%
Administrative, clerical or information technology skills	3%	6%	0%
Technical or manual skills	3%	2%	4%
Specialist skills for working with learners with SEND	0%	2%	0%
Skills in the area of well-being or mental health	0%	0%	2%
Research skills	0%	0%	0%
Awareness of SEND Code of Practice	0%	0%	0%
Health and Safety skills	6%	7%	7%
Knowledge of Prevent duty	13%	5%	20%
Knowledge of safeguarding (child protection)	9%	5%	2%
Equality and diversity	3%	7%	7%
British Values	0%	1%	0%
Functional skills	3%	1%	0%
Not applicable	6%	8%	9%
Any other type	13%	8%	13%
None	28%	26%	11%
Don't know/Not sure/Can't remember	3%	3%	0%
<b>Sample base</b>	<b>32</b>	<b>129</b>	<b>45</b>

Q27A. What was the theme or subject of the training or development?

The majority of these 'least valuable' training episodes did not lead to a qualification or accreditation (see Table 22).

**Table 22: Episodes of training that were of least use to individuals – qualifications**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Yes, a qualification	9%	6%	13%
Yes, an accreditation	9%	5%	18%
No	78%	78%	56%
Don't know	3%	7%	13%
Prefer not to say	0%	4%	0%
<b>Sample base</b>	<b>32</b>	<b>129</b>	<b>45</b>

Q27B. Was the training or development directed at a qualification or accreditation of some kind?

Whilst overall the 'least valuable' episodes of training were more likely to be delivered internally to the organisation, (see Table 23), for LDPs they were also more likely to utilise e-learning.

**Table 23: Episodes of training that were of least use to individuals – training provider**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Specialist trainers, or coaches, or members from within your organisation	28%	24%	9%
Senior individuals in the organisation who trained or developed your skills and knowledge	3%	12%	11%
An external private training company or consultancy	19%	15%	27%
A university	3%	0%	0%
A professional institution	3%	5%	9%
An external further education college	3%	2%	2%
ETF	6%	5%	4%
AoC	0%	0%	0%
AELP	0%	3%	0%
The National College for Teaching and Leadership	0%	0%	0%
Suppliers of equipment or materials to your organisation	0%	3%	0%
Trade Union	0%	0%	0%
E-learning/online training	19%	7%	13%
Other	6%	13%	11%
Don't know	9%	9%	13%
Prefer not to say	28%	24%	9%
<b>Sample base</b>	<b>32</b>	<b>129</b>	<b>45</b>

Q27D. Who delivered the training or development?

Table 24 shows that ‘most valuable’ training episodes for LDPs and ITPs were, on average, more than twice as long in terms of hours spent than the ‘least valuable’ episode.

**Table 24: Episodes of training that were of most and least value – average hours spent**

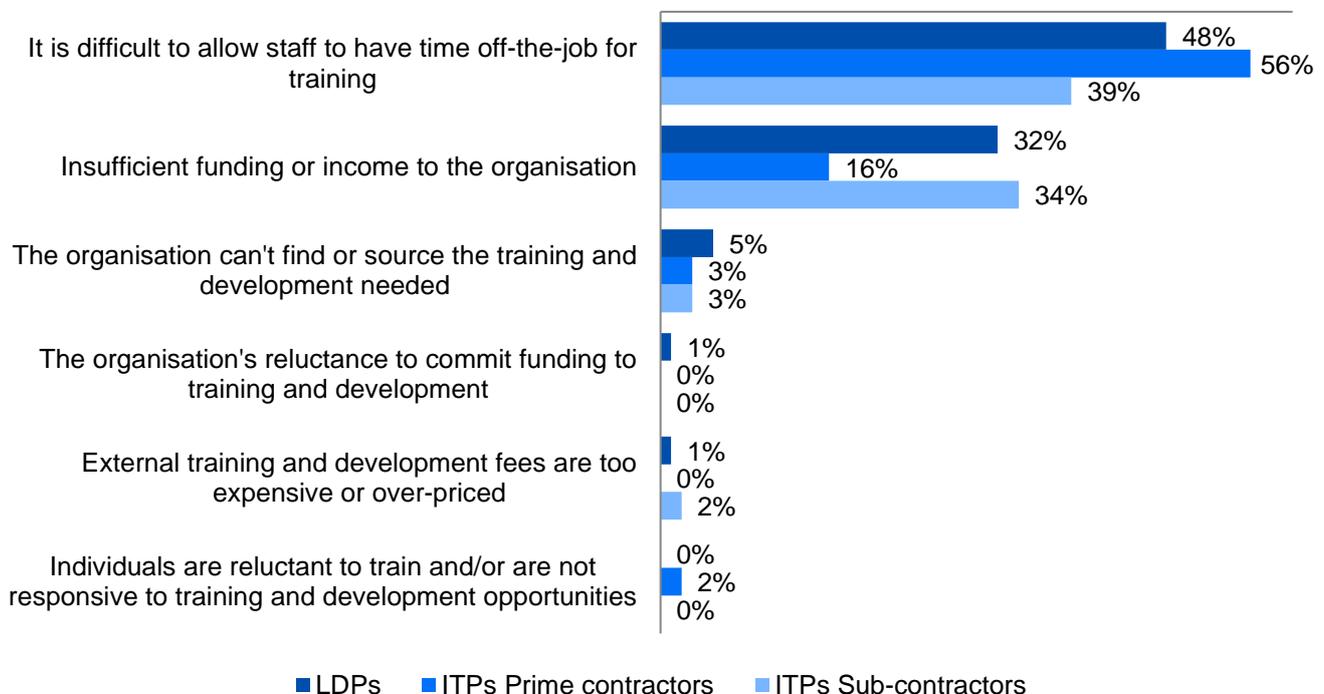
	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Most value - Hours spent on this training or development in the past year (Where had more than one episode of training)	29	24	26
Least value - Hours spent on this training or development in the past year (Where had more than one episode of training)	10	10	10

Q26C/Q27C. How many hours did you spend on this training or development in the past year?  
 Bases: most valuable – ITP Prime contractors (171), ITP Sub-contractors (61), LDPs (42). least valuable – ITP Prime contractors (116), ITP Sub-contractors (35), LDPs (27)

## Barriers to training

LDPs and ITPs which reported that there was some shortfall in the training they would like to have supplied to their staff also identified the barriers which accounted for that shortfall. The main ones were pressure on staff time making it difficult to release them for training and shortfall in funding for training (see Figure 25). A third of LDPs (34%) identified insufficient funding as a barrier.

**Figure 25: Barriers to providing all of the training and development which was needed**



Sample base: ITPs Prime contractors (88), ITPs Sub-contractors (61), LDPs (111)  
 Q36. What was the main barrier to providing all the training and development which was needed?

# CHAPTER 4: FUTURE TRAINING NEEDS

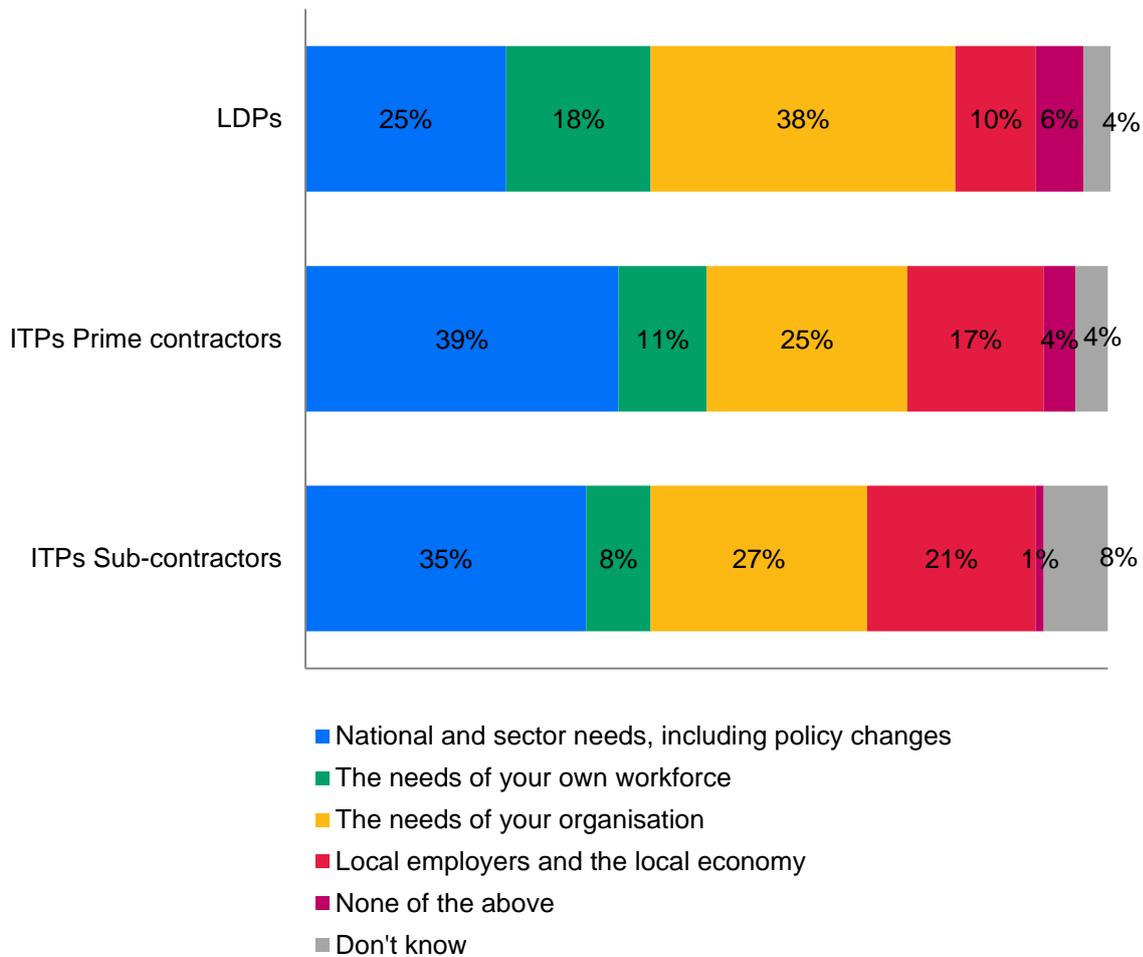
## Key chapter findings

- LDP's training needs are more likely to be driven by organisational requirements, whilst ITPs are more likely to be driven by national and sector needs and policy changes.
- Where public policy is seen as the most powerful driver, ongoing professionalisation of the sector workforce is the main driver for LDPs, whilst apprenticeship reform is the main driver for ITPs.
- Where workforce needs are seen as the strongest driver amongst LDPs and ITPs, updating of existing staff is the key force.
- Where organisational need is a driver, LDPs are the most likely to cite further development of digital approaches in teaching and learning but the key factor for both LDPs and ITPs is the need to maximise organisational performance.
- LDPs most frequently cite the Senior Management Team as the group most likely to need training in the near future. ITPs most frequently mention the core workforce of the sector – lecturers, teachers, or tutors, followed by assessors and trainers.
- 7 out of 10 workers in LDPs and ITPs believe further training and development would be valuable to themselves and/or their organisation, this proportion is slightly lower in LDPs when compared to ITPs.
- LDPs and ITPs believe that a wide variety of future training will be required – most frequently, development of subject or sector knowledge and of governance, leadership, and management skills.
- For individuals in LDPs, training in teaching and pedagogy is of the most importance for the future.
- The majority of individuals who would like to train in the near future would like to gain a qualification from that training, particularly in LDPs.
- The most frequent demand for leadership and management training was for team leadership and supervisory skills for LDPs, and strategic management and corporate planning for ITPs.
- The majority of institutions were confident, wholly or reasonably so, that their future training and development needs will be met, and their budget for training would remain the same, this was particularly the case amongst LDPs. ITPs were more likely to believe their budget for training would increase than LDPs.
- Both LDPs and ITPs would welcome external support in developing their staff training and development activity, however, demand was lower amongst LDPs, with nearly half (45%) saying that no support is required or wanted.

## Drivers of training: an institutional perspective

Figure 26 shows that the drivers of training differ for LDPs and ITPs. LDPs are more likely to be driven by organisational requirements, whilst ITPs are more likely to be driven by national and sector needs and policy changes. Smaller proportions are driven by workforce need and the local economy and employers.

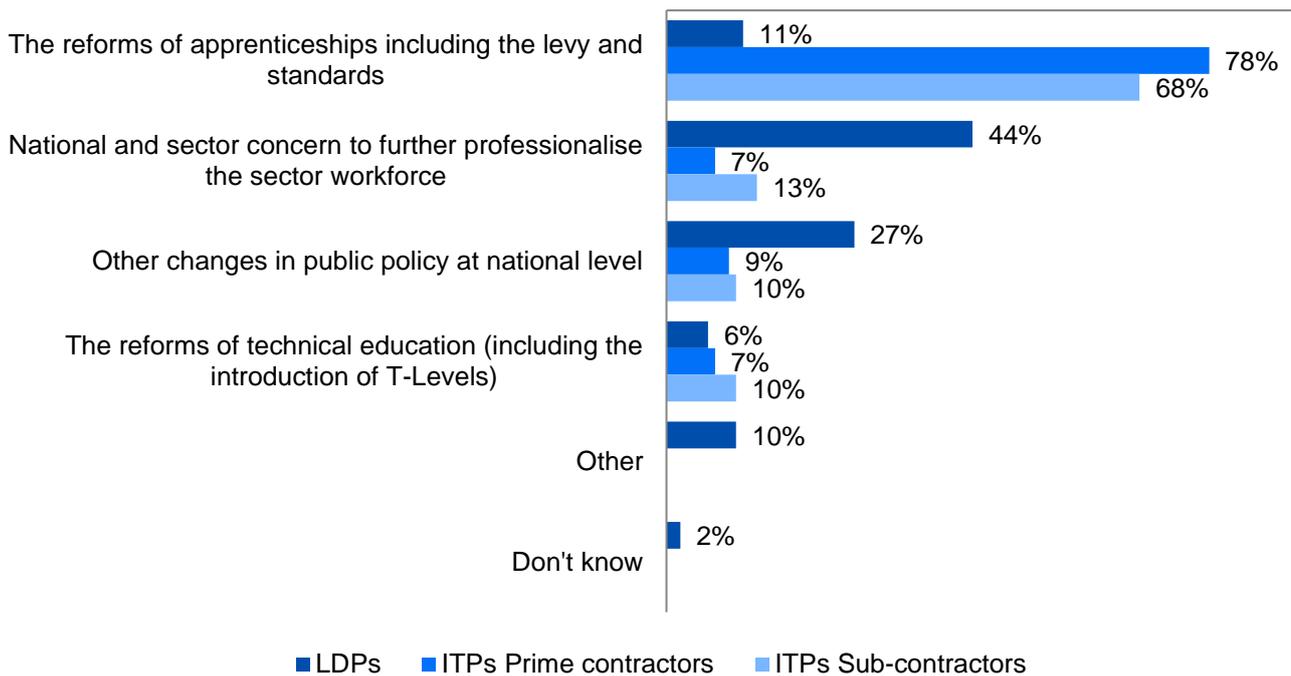
**Figure 26: Biggest drivers of training and development needs in the next year or so – institutions perspective**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q37. Turning to the future now, which of the following do you see as being the biggest driver of training and development needs in your organisation over the next year or so?

Where **public policy** is seen as the most powerful driver, policies around the ongoing professionalisation of the sector workforce is the main driver for LDPs, whilst apprenticeship reform is the main driver for ITPs (see Figure 27). LDPs are also more likely to be driven by other changes in public policy at national level than ITPs.

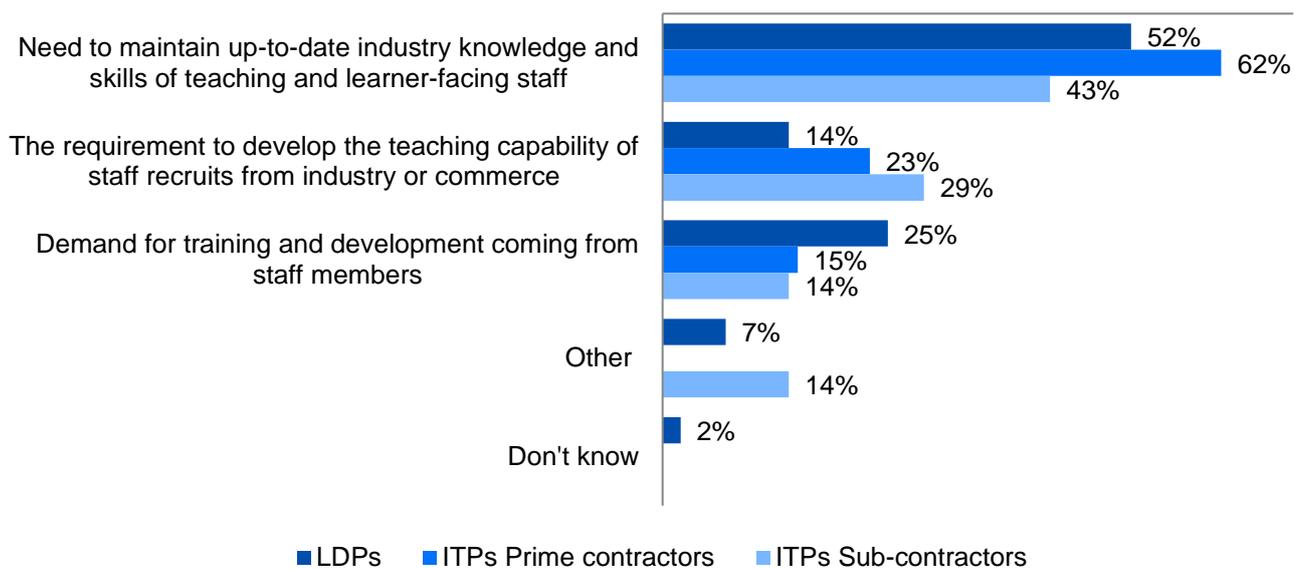
**Figure 27: Biggest drivers of training and development needs in the next year or so – national and sector needs**



Sample base: ITPs Prime contractors (46), ITPs Sub-contractors (31), LDPs (62)  
 Q37A. And more specifically, what national and sector needs do you see as being the biggest driver?

Whilst sample bases are low, where workforce needs are seen as the strongest driver amongst LDPs and ITPs, up-dating of existing staff is the key force (see Figure 28).

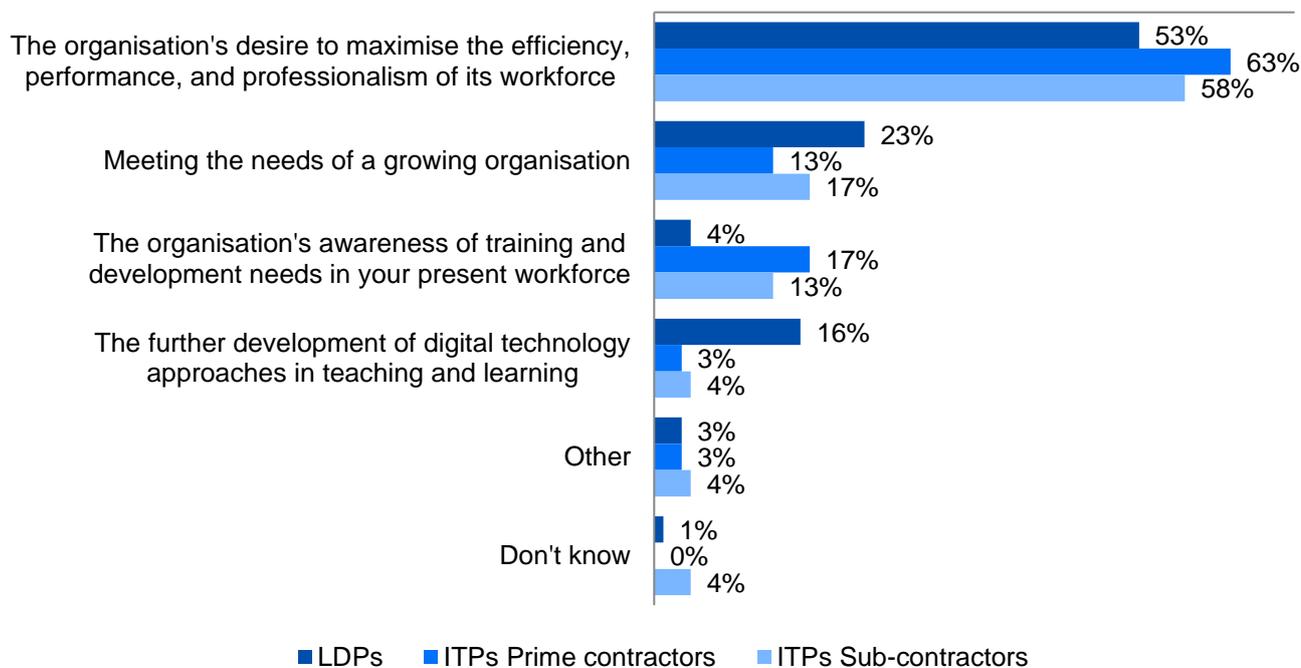
**Figure 28: Biggest drivers of training and development needs in the next year or so – own workforce needs**



Sample base: ITPs Prime contractors (13), ITPs Sub-contractors (7), LDPs (44)  
 Q37B. And more specifically, what needs of your own workforce do you see as being the biggest driver?

In respect of the **needs of organisations**, the key factor is simply the need to maximise organisational performance (see Figure 29), although LDPs are also likely to cite further development of digital approaches in teaching and learning and meeting the needs of a growing organisation.

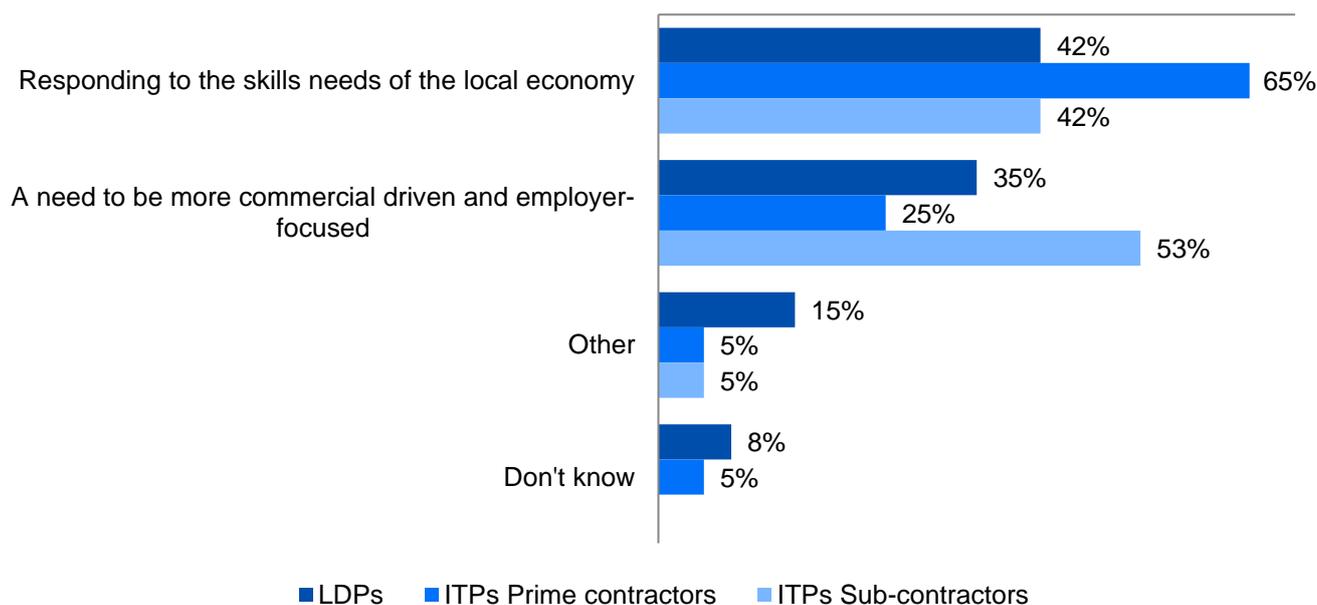
**Figure 29: Biggest drivers of training and development needs in the next year or so – organisational needs**



Sample base: ITPs Prime contractors (30), ITPs Sub-contractors (24), LDPs (95)  
 Q37C. And more specifically, what needs of your organisation do you see as being the biggest driver?

And in respect of **local needs**, there is recognition of the pressure to meet the skills needs of employers in the local economy, although LDPs mention this less frequently than ITP prime contractors (see Figure 30).

**Figure 30: Biggest drivers of training and development needs in the next year or so – local needs**



Sample base: ITPs Prime contractors (20), ITPs Sub-contractors (19), LDPs (26)  
 Q37D. And more specifically, what local needs do you see as being the biggest driver?

### Who will need training?

LDPs and ITPs vary in who they think will need training in the future. LDPs most frequently cite the Senior Management Team as the groups of people who will need training in the near future (see Table 25). The core workforce of the sector – lecturers, teachers, or tutors, followed by assessors and trainers – are most frequently identified by ITPs. However, it needs to be recognised that the fact that fewer providers identified training needs for some other groups (such as careers guidance specialists, advanced practitioners, and so on) is likely to reflect the circumstance that these roles are less frequent in the sector than, say, teachers and tutors. The lower figures may reflect this lower incidence of some roles rather than a belief that people in those roles have a lesser need for training.

**Table 25: Staff groups that will need training and development in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Lecturers, teachers or tutors	39%	84%	72%
Specialist assessors, verifiers, trainers or instructors	42%	80%	76%
Senior Management Team	48%	77%	72%
Middle and junior managers	25%	67%	40%
Specialist coaches, mentors and staff trainers	29%	53%	43%
Careers guidance specialists	6%	44%	29%
Non-executive owners or board directors	33%	43%	30%
Advanced practitioners	20%	41%	33%
Teaching, learning, and classroom assistants	8%	34%	24%
None of the above	17%	3%	6%
Don't know	2%	2%	2%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>

Q39. Which of the following people do you anticipate will need training and development in the next year or so?

From an *individual* perspective, around 7 out of 10 workers in LDPs and ITPs believe further training and development would be valuable to themselves and/or their organisation, this proportion being a little higher in ITPs, but not significantly so (see Figure 31).

**Figure 31: Individuals who think further training and development would be of value**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q28. Thinking about the year ahead, is there any new training or development (*excluding* any that you are already doing) which you think it would be of value to you and/or to your organisation for **you** to undertake? This is regardless of whether or not you are likely to do it and whether or not you particularly want to do it.

### What training will be required: the institutional perspective

LDPs and ITPs believe that a wide variety of future training will be required – most frequently, development of subject or sector knowledge and of governance, leadership, and management skills (see Table 26). LDPs were, however, less likely across the board to select the different areas for training needed, potentially due to their smaller size and focus when compared with ITPs.

**Table 26: Types of training and development that will be required**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Subject/sector knowledge	65%	76%	78%
Governance, leadership and management skills	30%	62%	58%
Teaching of maths and English	5%	55%	31%
Individuals' own knowledge in maths and English	5%	55%	24%
Expertise to act as assessors for apprenticeship or other education or training programmes	11%	40%	38%
Specialist skills for working with learners with SEND	7%	40%	30%
Use of digital and other new technologies in teaching programmes	14%	39%	40%
Other teaching or classroom competences	13%	38%	35%
QTLS	6%	24%	19%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>

Q40B. You said that you will need to improve teaching and pedagogy. Is this in any of the following areas?

Q40C. You said that you will need to improve maths and English skills is this...?

Q40. Which of the following types of training and development will be required?

In more detail, where it was believed that **subject or sector knowledge** needed to be developed, LDPs and ITPs identified a wide variety of subject/sector areas. For LDPs health and care, and business administration, headed the list in terms of their frequency (see Table 27).

**Table 27: Subject areas where training and development is needed in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Health, public services, and care	29%	31%	32%
Business administration and law	17%	26%	26%
ICT	15%	11%	17%
Retail and commercial enterprise	5%	11%	4%
Engineering and manufacturing	8%	9%	12%
Construction planning and the built environment	15%	8%	14%
Education and training	4%	7%	12%
Preparation for life and work	2%	3%	6%
Agriculture, horticulture, and animal care	1%	2%	3%
English	2%	2%	3%
Leisure, travel, hospitality, and tourism	6%	2%	4%
Social science	1%	2%	0%
Maths	2%	1%	3%
Arts, media, and publishing	5%	0%	0%
Community development	1%	0%	1%
Family learning	1%	0%	0%
Humanities subjects	1%	0%	0%
Languages, literature and culture	1%	0%	0%
Science	2%	0%	1%
Just subject knowledge generally/across all areas	7%	20%	3%
Other subject area not mentioned	10%	10%	10%
Don't know	2%	2%	4%
<b>Sample base</b>	<b>163</b>	<b>90</b>	<b>69</b>

Q42. You said that you will need to improve subject/sector knowledge within your workforce. Which subject areas are they?

The particular areas in which it is believed that **leadership and management training** and development will be required are shown in Table 28. Senior leadership development and commercial operations management head the list for LDPs but there is substantial demand for training across a range of leadership and management areas.

**Table 28: Leadership areas where training and development is needed in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Senior leadership development	64%	69%	73%
Change management and business improvement	54%	65%	62%
Team leadership and supervisory skills	50%	65%	52%
Management of commercial operations, business development, marketing, or employer engagement	61%	64%	54%
General organisational management	59%	58%	56%
Strategic management and corporate planning	53%	57%	56%
Human resources planning and management	32%	45%	35%
Financial planning and management	37%	39%	40%
Facilities management	14%	31%	13%
Any other form of governance leadership, and management?	9%	4%	8%
Don't know	4%	3%	10%
None	0%	0%	0%
<b>Sample base</b>	<b>76</b>	<b>74</b>	<b>52</b>

Q43. You said you will need to improve the organisation's governance, leadership, and management skills. Are these skills in any of the following areas?

### What training will be required: the individual perspective

As above, institutions more frequently identified training in subject or sector knowledge as being required than other prospective areas of training. However, the individual survey suggests that teaching and pedagogy is still the most important for those in LDPs, whilst training in teaching competences and in leadership and management may have slightly greater prominence for those in ITPs (see Table 29 following).

'Other types of competences or knowledge' includes specialist skills in the area of well-being or mental health (32% of individuals in LDPs feel this would be of value), research skills (32%), knowledge of changes in public policy, procedures and funding (29%), administrative procedures (23%), careers advice and guidance (23%) and soft skills (21%).

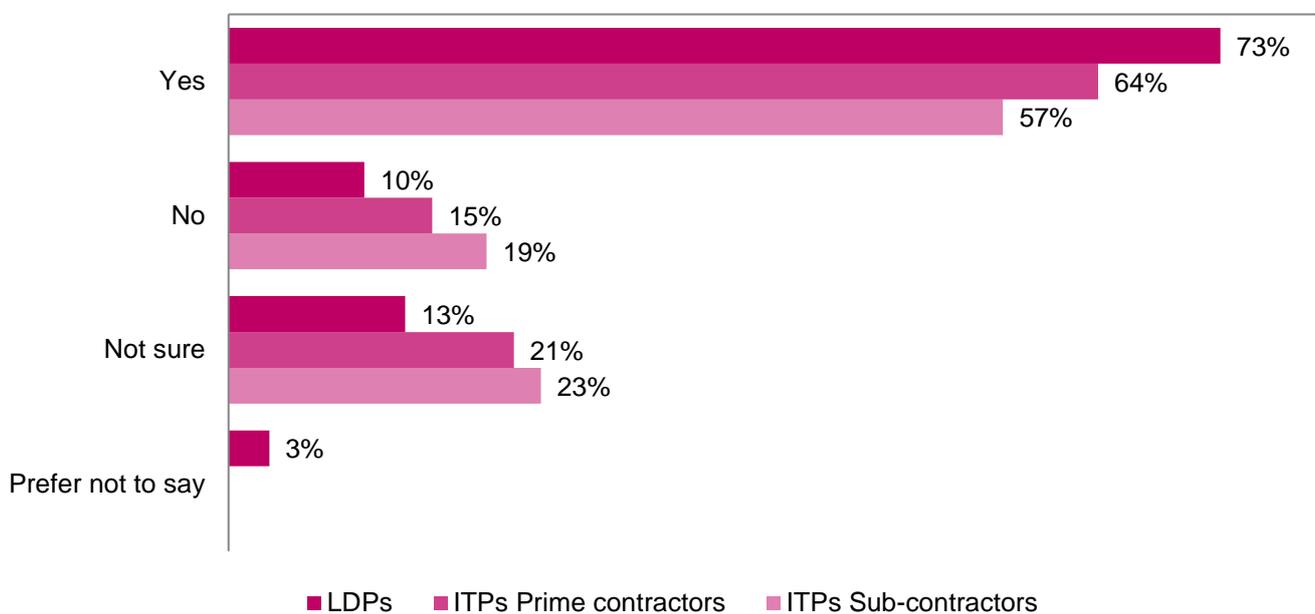
**Table 29: Individuals' perceptions of training and development that will be required**

	New training and development that would be of value			Top priorities for training and development		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Leadership	52%	55%	47%	16%	35%	26%
Teaching and pedagogy	77%	53%	64%	65%	38%	47%
Subject/sector knowledge	19%	12%	15%			
Maths and English	3%	31%	36%	3%	16%	19%
Other types of competence or knowledge	74%	66%	57%	58%	30%	38%

Sample base: ITPs Prime contractors (140), ITPs Sub-contractors (47), LDPs (31)  
 Q29. What forms of training or development would that be?  
 Q30. And which of these are your top priorities?

There was also substantial demand for future training which leads to a qualification. The majority of individuals who would like to train in the near future would also like to gain a qualification from that training, particularly in LDPs (see Figure 32).

**Figure 32: Individuals that would like to gain qualifications from future training and development**



Sample base: ITPs Prime contractors (135), ITPs Sub-contractors (47), LDPs (30)  
 Q31. Would you like to gain a qualification from that training and development?

Demand for particular levels and types of qualification varied but most demand was at level 4 and above and particularly at post-graduate level 6 for those from LDPs (see Table 30). It is worth bearing in mind that base sizes are relatively low, particularly for LDPs and so these figures should be treated as indicative only.

**Table 30: Level of qualification individuals would like to gain**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
<b>Academic qualifications</b>			
Level 8 (e.g. Doctorate)	0%	2%	19%
Level 7 (e.g. Masters degree, PG Dip, PG Certificate)	18%	20%	19%
Level 6 (e.g. Bachelors degree)	0%	10%	11%
Level 5 (e.g. HND, Foundation Degree)	14%	29%	15%
Level 4 (e.g. HNC, Certificate of Higher Education)	14%	15%	11%
Level 3 (e.g. A Levels and equivalent)	18%	5%	4%
Level 2 (e.g. GCSEs grade A*-C and equivalent)	0%	8%	7%
<b>Teaching qualifications</b>			
Level 7 (e.g. Postgraduate Certificate in Education)	9%	5%	4%
Level 6 (e.g. BEd/BA/BSc with qualified teacher status (QTS))	23%	7%	4%
Level 5 (e.g. Diploma in Education and Training)	5%	17%	7%
Level 4 (e.g. Certificate in Education and Training)	14%	8%	11%
Level 3 (Award in Education and Training)	5%	3%	7%
Or any other academic, or professional, or vocational qualification?	5%	6%	0%
Prefer not to say	18%	7%	11%
<b>Sample base</b>	<b>22</b>	<b>86</b>	<b>27</b>

Q32. Would that qualification be any of the following....

Where individuals wanted leadership or management training, the most frequent demand was for team leadership and supervisory skills for LDPs, whilst ITPs were more likely to want to see strategic management and corporate planning (see Table 31). Again, it is worth noting that base sizes are relatively small and these figures should be treated as indicative only.

**Table 31: Areas of leadership where individuals would value more training and development**

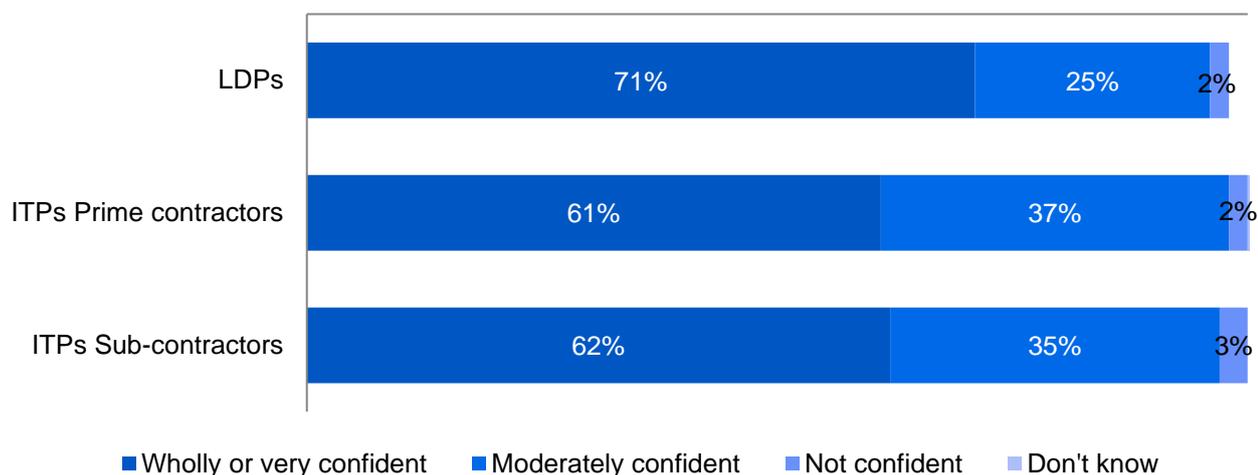
	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Strategic management and corporate planning	67%	43%	47%
Team leadership and supervisory skills	75%	40%	21%
General organisational management	25%	32%	26%
Change management and business improvement	58%	30%	47%
Management of commercial operations, business development, marketing, or employer engagement	33%	29%	16%
Senior leadership development	33%	22%	32%
Human resources planning and management	42%	21%	16%
Financial planning and management	33%	14%	32%
Facilities management	8%	5%	0%
Any other form of governance leadership, and management?	0%	6%	0%
Prefer not to say	0%	2%	5%
<b>Sample base</b>	<b>12</b>	<b>63</b>	<b>19</b>

Q34. In which areas of governance, leadership, and management would you value training and development?

## The likelihood of future training

In respect of future training, a majority of institutions were confident, wholly or reasonably so, that their future training and development needs will be met, this was particularly the case amongst LDPs (see Figure 33).

**Figure 33: Institutions' confidence that training and development needs will be met**

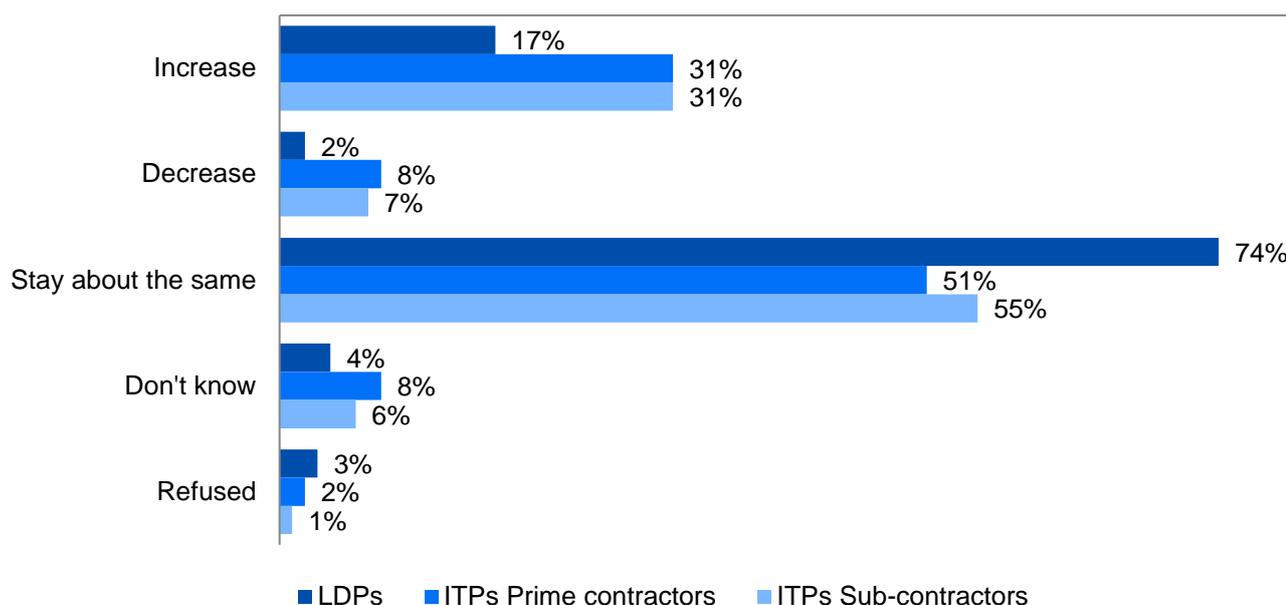


Sample base: ITPs Prime contractors (199), ITPs Sub-contractors (89), LDPs (251)

Q44. Generally, how confident are you that the training and development needs of your organisations leadership and staff over the next year will be substantially met?

The majority of institutions expected that their next year's budget for staff training and development would stay at the same level as this year; this was particularly the case amongst LDPs. Consequently, LDPS were a little less likely than ITP to expect their budget to increase (see Figure 34).

**Figure 34: Expectations for training and development budget**



Sample base: ITPs Prime contractors (199), ITPs Sub-contractors (89), LDPs (251)

Q45. Do you expect your budget for training and development to increase, decrease, or stay about the same next year?

Despite general confidence that most training needs will be met, a majority of LDPs and ITPs would welcome **external support** in developing their staff training and development activity. Although LDPs are more likely to state that they do not require any support there is still substantial demand for support from the Department for Education (37), ETF (35%) and the Association of Education and Learning Providers (35%).

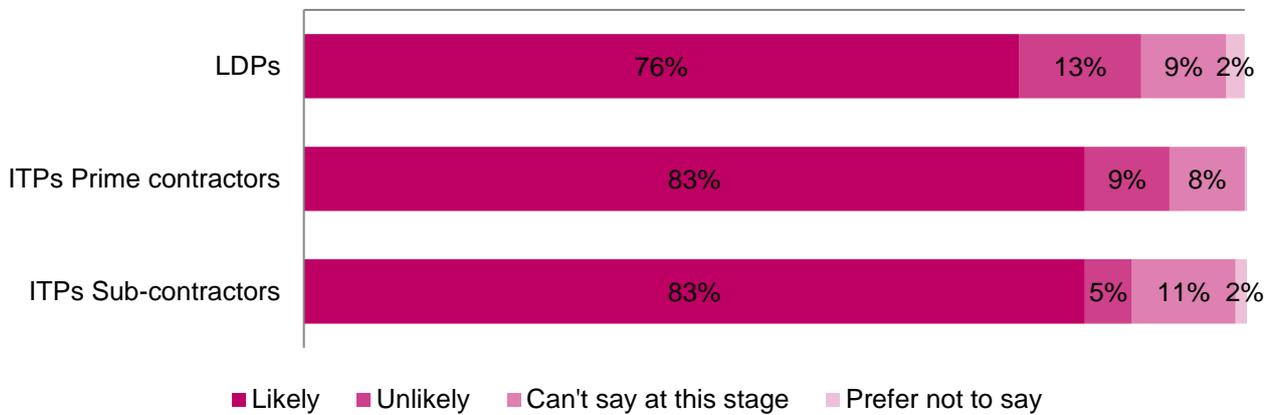
**Table 32: Organisations from which institutions would welcome support**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
The Education and Training Foundation	35%	80%	71%
The Department for Education	37%	75%	76%
The Association of Education and Learning Providers	35%	74%	69%
The Association of Colleges	24%	42%	37%
HOLEX	20%	37%	30%
Is there any other source of support which you would welcome?	12%	16%	10%
No support required/wanted	45%	11%	12%
Don't know	2%	2%	0%
Refused	2%	0%	0%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>

Q46. Would you welcome support in the form of information, guidance, or the provision of training or development from any of the following organisations?

**Individuals** across LDPs and ITPs, where they could predict, were reasonably confident that they would undertake training and development over the next year (see Figure 35 following).

**Figure 35: Individuals likelihood to undertake new training and development in the next year?**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q36. How likely is it that you will undertake new training or development in the next year?

However, despite this confidence, the majority could see barriers in the way of their undertaking training and development – most frequently, those of employer and/or personal unwillingness or inability to pay for it and difficulty in finding time ‘off-the-job’ to undertake it (see Table 33). Funding was a particular concern for those from LDPs.

**Table 33: Barriers to individuals undertaking training and development in the next year**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
You are too busy at work	31%	38%	34%
No barriers apply	18%	26%	27%
Your employer is unlikely to supply or fund it	29%	22%	25%
You would be reluctant to fund it yourself or can't afford it	44%	21%	28%
It's difficult to find the right training or development	16%	19%	17%
Staying away or travel distance or time would be a barrier	9%	16%	6%
Domestic or personal circumstances would limit your ability to take part	20%	12%	16%
Is there any other barrier?	2%	1%	6%
Prefer not to say	0%	1%	2%
<b>Sample base</b>	<b>45</b>	<b>184</b>	<b>64</b>

Q37. Do any of the following present barriers to your training or development at present or in the next year?

As a final and general indicator of the supportiveness of the environment for training and development in the FE sector, respondents in the individuals' survey from LDPs and ITPs expressed their agreement or disagreement with a number of statements about that environment. Views on these statements are positive but only moderately so. Those from LDPs were less likely to give positive responses overall than those from ITPs (see Table 34).

**Table 34: Individuals' agreement with statements about their employer organisation—proportion who agree**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
...has a training and development policy or strategy which is clear to you	56%	61%	81%
...operates a form of staff appraisal or uses other means by which your training and development needs are identified	51%	73%	78%
...has a clear route or mechanism by which you can request training and development	51%	68%	70%
...generally has a positive and supportive attitude to training and developing its leaders and staff	64%	73%	86%
...allows employees to set aside time for training and development	58%	59%	63%
<b>Sample base</b>	<b>45</b>	<b>184</b>	<b>64</b>

Q38. Thinking about your employer or organisation, how strongly would you agree or disagree with the following statements. Please use a scale as: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, and 6 = you don't have an opinion.