

Work Based Learning Workforce Survey 2012/13

September 2014



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Foreword

Workforce data is critical to understanding the changing nature of the workforce in private training providers. This data helps government with workforce planning, but it also helps providers to benchmark their own challenges, for example with recruitment of qualified staff, against those of the sector more broadly. It can confirm their own experience as similar to those of other providers, or show how different they are, for example on age or ethnicity of staff.

At the Education and Training Foundation, we are keen to give the best information possible back to providers. In future, we want to move to the provision of more useful data to aid effective benchmarking. In my business, we want to know what other, similar providers look like in terms of their workforce, and learn from others.

This report gives independent training providers a reflection of the workforce in our part of the education and training sector. One of the key roles in independent training providers, as distinct from other types of learning provider, is the assessor. In my business, we have assessors who are true vocational experts, coming to train new people in their industry. Often, assessors will work for us for a few years, then return to industry. Having gained experience in training new staff, they often return to management roles in industry. This cycle, the 'two way street', as characterised by last year's Commission on Adult Vocational Teaching and Learning, is one of the key strengths of our part of the education and training sector. This report shows that a third (33%) of our workforce are assessors, an increase of 7% on last year.

Demographic changes in the workforce provide a hint to where the future staff are coming from in work-based learning. Already younger than FE College staff, the workforce amongst private training providers is becoming younger and more qualified. The workforce is also much more likely to be working full-time than staff in colleges or adult and community learning providers.

Government priorities around maths and English qualifications for 16-18 year olds are likely to have significant workforce implications. Already, amongst the 2012/13 data expressed in this report, providers find it most difficult to recruit teachers of maths, English and functional skills. This is a concern, and highlights the need for the range of support programmes from the Education and Training Foundation to both upskill staff and expand the recruitment in these subject areas.

We hope this report will be as useful to you as it will be to my business.

John Hyde

Executive Chairman, HIT Training Group

Board Member, Education and Training Foundation

Executive Summary

This report provides data on the workforce in the work based learning sector in England, based on findings from a study conducted in February and March 2014. It builds on the data from similar studies carried out in the 2010/11 and 2011/12 academic years exploring demographics and qualifications and noting year on year trends and changes across the workforce. The findings can be used by work based learning providers and stakeholders to better understand the work based learning workforce, as well as inform policy.

For the 2012/13 survey, changes were made to the questionnaire so that the questions were more closely aligned to those on the adult and community learning workforce survey questionnaire. This allows more direct comparisons to be made between the two surveys.

The survey achieved a 9% response rate from the 525 relevant AELP provider members who were targeted. There were 47 completed responses received from work based learning organisations, accounting for 3,955 members of staff.

Three quarters (75%) of organisations that responded to the survey were independent training providers, which reflects the high proportion of this type of provider within the AELP membership. Just over half of the responding providers were medium sized, with budgets between £1m and £5m, and a third had budgets of less than £1m.

Three quarters (74%) of the providers that responded to this year's survey described themselves as having a direct contract, compared to two thirds (68%) of providers in the 2011/12 survey. Well over a quarter (28%) had a sub-contracting arrangement with a college and this was the second most frequently cited contract type.

Almost all respondents (96%) were providing 19-24 Apprenticeships through SFA funding and most were providing 16-18 Apprenticeships. Two thirds (68%) were drawing funding for 25+ Apprenticeships. The percentage of providers delivering provision of stand-alone qualifications has risen year on year to almost half (49%) in 2012/13.

Just over half of providers (53%) taking part in the survey operated in more than one region and around a fifth (22%) operated nationally. The regions where the greatest number of responding providers delivered provision, irrespective of where they were headquartered, were the West Midlands and the East of England.

Most of the workforce covered by the survey worked full-time (86%) although this varied based on the size of organisation, as defined by overall budget size. Only two thirds (67%) of the workforce in organisations with budgets under £1m worked full-time, compared to 90% of those in organisations with budgets of over £5m.

The largest proportion of the workforce (59%) were professionals (e.g. teachers, tutors, trainers, assessors, examiners, advisors and employment consultants). The percentage of support staff in the workforce was below the levels of previous years but there has been little change in the percentages of managers and admin/clerical staff.

The demographics of the surveyed workforce have changed very little in recent years. In 2012/13, almost two-thirds (65%) of the workforce was female and just over three-quarters (76%) were aged between 25 years and 54 years. There has been a small increase in the percentage of staff aged under 25 since 2010/11.

There has been a marked increase in disclosure of disability information by work based learning providers with 92.4% of staff accounted for in the 2012/13 survey. This compares with figures of 85.2% for the 2011/12 survey and 81.2% for 2010/11. In total, 3.6% of the workforce were reported as having a disability.

Half the workforce (51%) of work based learning providers were teaching staff, most of whom were employed full-time (83%). Large providers had an average of 93% of staff working full-time compared to 79% for medium sized employers and 59% for small providers. Two thirds (66%) of part-time teaching staff were engaged on a fractional contract in 2012/13, an increase from 57% in 2011/12 but very similar to the 2010/11 figure (65%).

The percentage of teaching staff holding or working towards a relevant teaching qualification in 2012/13 was 80%. Two thirds (66%) of teaching staff were qualified to Level 4 (e.g. Certificate of Higher Education) or above. A third (33%) had an assessor role in 2012/13 and of these, 92% held a specific assessor qualification.

Well over half (57%) of the providers identified difficulties in recruiting staff to teach Functional Skills and over 40% found it difficult to recruit teaching staff for maths and English. At least 2 providers reported recruitment difficulties for almost all subject areas.

Introduction

Background

Workforce data allows the benchmarking of practice and sector employment norms and provides work based learning stakeholders with a greater understanding of their constituency to present an informed case to policymakers. It also provides a picture for national agencies and government, both to evaluate and assess the impact of existing strategies, and to inform policy development and workforce planning. The data can help providers respond to the needs of learners through appropriate skills delivery and highlight areas for improvement and prompt data collation for self-assessment purposes.

The Education and Training Foundation, working in partnership with the Association of Employment and Learning Providers (AELP), undertook a data collection exercise on workforce demographics and qualifications from the work based learning sector during the 2012/2013 academic year. Similar workforce surveys were conducted by LSIS in partnership with AELP for the academic years 2010/11 and 2011/12.

For the purposes of this report, staff who deliver teaching, trainers, assessors and/or verifiers, instructors, tutors, and coaches will be referred as teaching staff.

Structure of the report

Section 1 of the report recaps the survey design and amendments, and the aims and objectives of the research. It details the survey methodology used.

Section 2 looks at the data gathered by the survey on the shape and context of the work based learning workforce; including provider characteristics such as budget size, funding streams accessed and the region(s) in which they are based and deliver learning. Part two of the section looks at staff roles and employment conditions, such as working hours, numbers of staff and a breakdown of work roles.

Section 3 examines the staff demographics in the sector to determine age, gender, sexual orientation, ethnicity and disability statistics. Sectoral comparisons are provided.

Section 4 reviews the teaching workforce in depth, looking at contract basis, qualifications held and frequently taught sectors.

Section 5 identifies the subject areas in which providers are currently (2013/14 academic year) experiencing difficulties in recruiting teaching staff.

Section 6 presents the conclusions, pulling key points from the data analysis and recommends ways in which to increase the response rate.

Section 1:

Aims, objectives and survey methodology

1.1 Aims and objectives

Following similar research in 2010/11 and 2011/12, the aim of this study is to continue gathering demographic and qualifications data on the directly employed workforce from a representative sample of the work based learning sector. Where possible, year on year comparisons have been made with the two previous studies. Data from this aggregate-level survey will help to build a progressive picture of workforce trends and makeup of the sector. The data can be used for provider and whole sector benchmarking and informing policy for the future.

The survey covers the academic year from 1 August 2012 to 31 July 2013, and targeted around 525 independent work based learning providers with a direct funding relationship with the Skills Funding Agency (SFA), and several other independent work based learning providers operating solely as subcontractors.

1.2 Methodology

As in the previous two years of the study, an online survey instrument was used to collect the data on demographics of all staff employed and qualifications of teaching staff during the 2012/13 academic year.

The SFA's allocation and subcontracting data was used to develop a sampling frame from the AELP national database of providers, covering the three provider sizes by budget, and provider region.

Five 'provider types' were assigned, listed below:

- Group Training Associations (GTA)
- Independent Training Providers (ITP)
- Third Sector / Charity Training Providers (TCTP)
- Local Authority Training Provider (LATP)
- Other

A further categorisation on sub-contracting and direct contract was also included to clarify provider contract types:

- Training Providers with a direct contract
- Training Providers sub-contracting with college(s)
- Training Providers sub-contracting with another Independent Training Provider
- Training Providers sub-contracting with large employers
- Training Providers sub-contracting with local authorities
- Training Providers sub-contracting with Chamber of Commerce

1.3 Survey Response

The survey yielded 55 responses from work-based learning providers. Once duplicates and part-filled surveys were removed the total sample was 47 providers (accounting for 3,955 members of staff). The overall response rate is 9% although analysis shows that a fairly representative sample has been achieved. There were 29 providers who responded to at least one of the two previous surveys and 7 responded to all three. There were 18 providers who had not responded previously meaning that the research has engaged with 215 individual providers since it was first launched which is over half the AELP member database. Where possible, this report includes comparisons with data from the 2010/11 and 2011/12 work based learning surveys.

Section 2:

The workforce shape and context

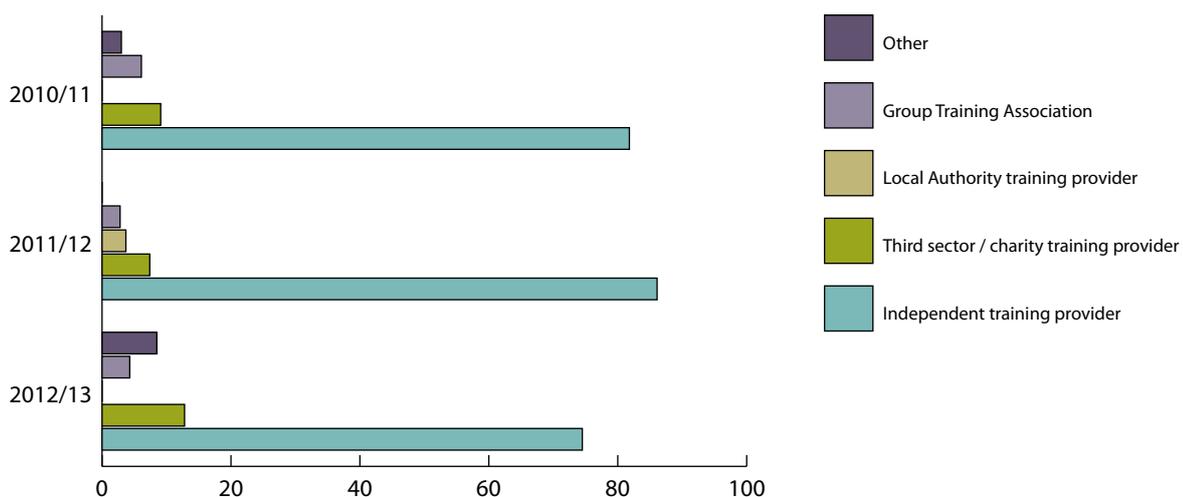
This section reviews provider characteristics, staff roles and employment conditions. Provider characteristics are comprised of provider type, contract type, the size of the provider, the region(s) in which learning is delivered, where the provider is based and the funding streams available to them.

2.1 Provider characteristics

2.1.1 Provider type

The Skills Funding Agency (SFA) allocation data for 2012/2013 shows that independent training providers (ITPs) make up approximately half of SFA direct contract holders. In monetary terms, ITPs receive a third of the total SFA budget and therefore make up a significant proportion of the work based learning sector and as such the survey focus was generally on this group. A comparison of provider types between the surveys of 2010/11, 2011/12 and 2012/13 are shown in Figure 1.

Figure 1: Provider type



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

This year, three quarters of respondents described their organisation as an Independent Training Provider.

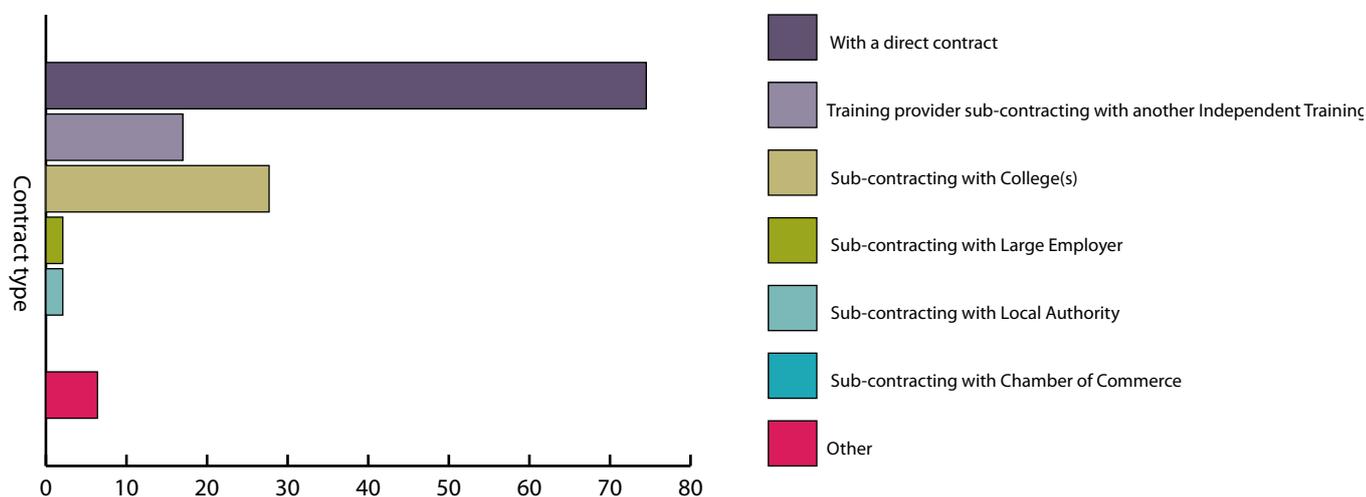
Around one in eight providers were Third Sector / Charity Training Providers which was a higher proportion than in previous years.

The majority of those respondents identifying themselves as “other” were employers providing training.

2.1.2 Contract type

Providers were asked to identify which of the contract types (shown in Figure 2 below) their organisation had secured in 2012/13. The figures add up to more than 100% as some respondents identified more than one funding stream.

Figure 2: Contract type



Base = 47

Three quarters of the providers that responded to this year's survey described themselves as having a direct contract, compared to two-thirds of providers in the 2011/12 survey.

The second most frequently cited contract type was sub-contracting with College(s) which was identified by well over a quarter (28%) of respondents. This percentage has risen slightly from the 25% figure in the 2011/12 survey, which in turn showed a significant increase on the 9% figure in the 2010/11 survey results.

The percentage of surveyed providers subcontracting with another independent training provider in 2012/13 (17%) was lower than in 2011/12 (25%) although no providers reported this type of sub-contracting in 2010/11.

The increase of incidence of sub-contracting, particularly with Colleges, may well be associated with the introduction of the SFA's minimum contract level in 2011.

2.1.3 Type of provision

The respondents were asked to confirm the key programmes (from the list shown below) that their organisation delivered during 2012/13.

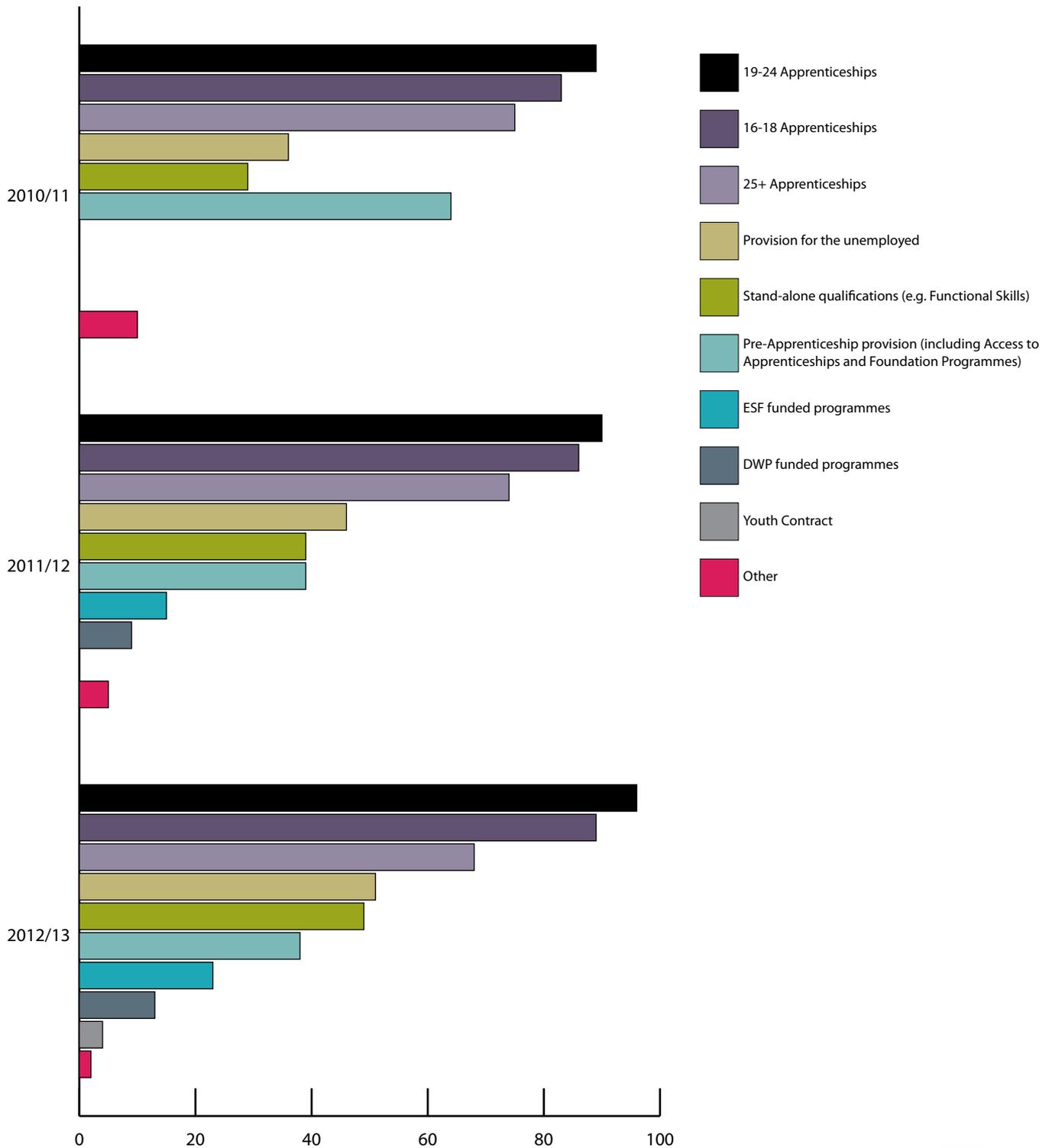
- Pre-Apprenticeship provision (including Access to Apprenticeships and Foundation Programmes)
- 16-18 Apprenticeships
- 19-24 Apprenticeships
- 25+ Apprenticeships
- Provision for the unemployed
- ESF funding
- DWP funded programmes

- OLASS
- Youth Contract
- Stand-alone qualifications (e.g. Functional Skills)
- Other

Figure 3 below shows how providers responded and, where possible, shows comparison with the results of the 2010/11 and 2011/12 workforce surveys.

All the types of provision listed above were identified by at least one provider apart from OLASS.

Figure 3: Type of provision



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

Figure 3 shows the type of provision identified by the providers responding to this survey, along with a comparison with the 2010/11 and 2011/12 data.

Almost all providers (96%) identified 19-24 Apprenticeships among the programmes they delivered which compares with around 90% for the 2010/11 and 2011/12 surveys.

The percentage of providers delivering 16-18 Apprenticeship programmes was slightly higher than previous years and the percentage delivering 25+ Apprenticeships was slightly lower.

Almost a quarter of providers had delivered ESF funded programmes in 2012/13 which was well above the previous year's figure (15%).

The percentage of providers delivering provision of stand-alone qualifications has risen year on year to almost half in 2012/13.

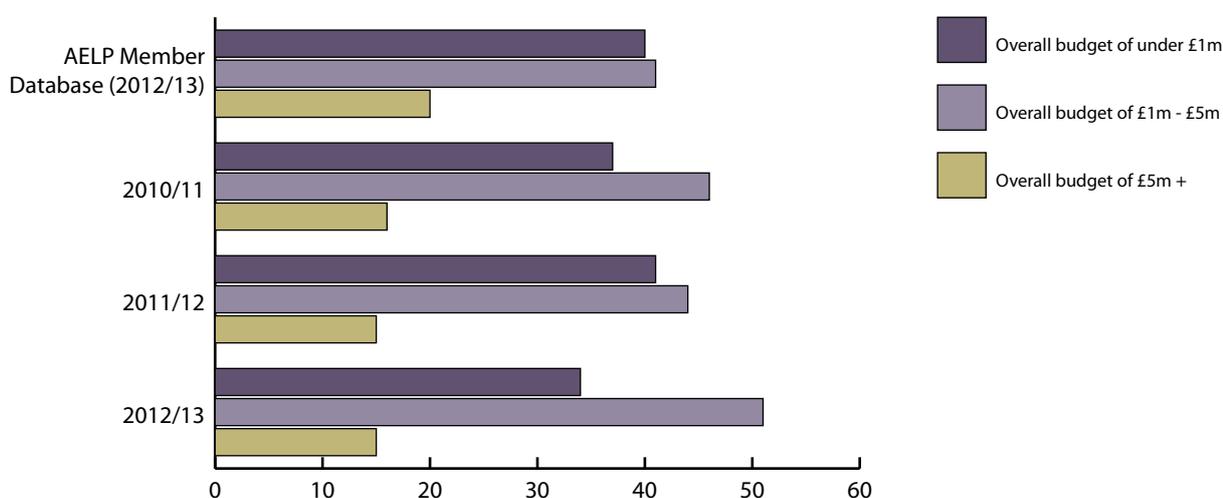
2.2 Size

In the two previous years of the workforce surveys, respondents were asked to identify their organisation as large, medium or small and this was defined by budget size. For this year's survey, these labels were dropped and respondents were simply asked to indicate their overall budget for the 2012/13 year from the ranges below. All budget streams, excluding fee income, were to be included.

- Overall budget of £5m +
- Overall budget of £1m - £5m
- Overall budget of under £1m

Figure 4 shows the breakdown of organisations in terms of budget size and compares the 2011/12 survey findings with those for 2010/11 and 2012/13. Also, as by way of comparison with the base population, an overall breakdown of AELP's WBL provider members (2012/13) in terms of budget size is included in the chart.

Figure 4: Size of organisation



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

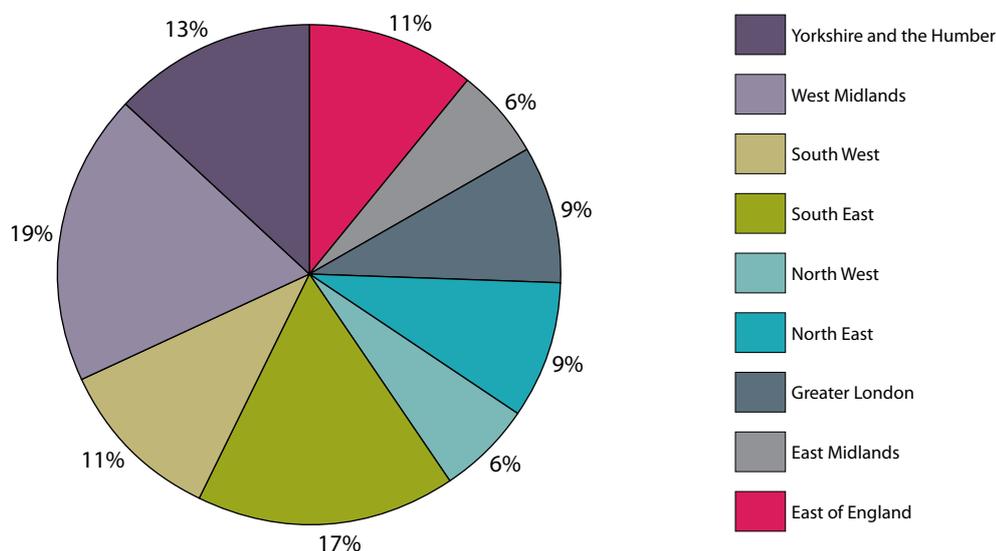
Compared to the overall AELP membership (2012/13), the survey sample was 10% higher in the middle band (£1m to £5m budget) and around 5% lower in both the smaller provider size band (under £1m budget) and larger provider size band (over £5m budget).

The sample is slightly more skewed towards employers in the middle band compared to the two previous years' surveys but still reasonably well balanced since it is likely that some of the middle sized providers are close to the lower boundary of the band (£1m budget) and others are close to the upper boundary (£5m budget).

2.3 Region of operation

Figure 5a, below shows the geographical spread of providers as defined by where their organisation's headquarters is based. Figure 5b compares the findings from the survey sample with the overall AELP membership data.

Figure 5a: Provider headquarters across England



Base = 47

Figure 5b: Provider headquarters - AELP Membership vs Sample

	AELP Membership	2012/13 Sample
Base	525	47
East Midlands	10%	11%
East of England	9%	6%
London	12%	9%
North East	11%	9%
North West	13%	6%
South East	15%	17%
South West	10%	11%
West Midlands	10%	19%
Yorkshire & Humber	10%	13%

Analysing the survey sample providers by geographical location shows that a minimum of 6% of responding organisations were based or headquartered in each region.

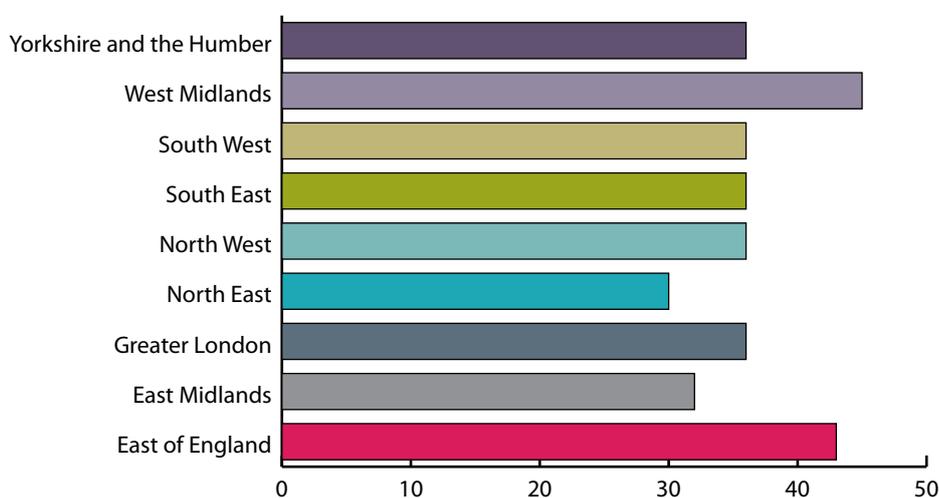
Comparing the geographical spread across the regions of the sample providers with the full AELP member database confirms that most regions are well represented in the sample. The main exception is the North West region which accounts for 6% of the sample but 13% of the full AELP member database.

Figure 6a shows where respondent organisations operate and deliver training. A total of 155 locations were identified by 47 providers which gives an overall average of more than three regions per provider, although 22 providers only identified one region.

Eight of the providers operate in all of the English regions and two providers operate in all but one of the nine areas.

The West Midlands and the East of England had the highest numbers of respondent providers delivering in their region, and the East Midlands and North East had the lowest.

Figure 6a: Provider delivery across England



Base = 47

Figure 6b, below, shows where respondent organisations operate and deliver learning compared to the overall AELP membership data.

Figure 6b: Provider delivery - AELP Membership vs Sample

	AELP Membership	2012/13 Sample
Base	525	47
East Midlands	40%	43%
East of England	32%	32%
London	39%	36%
North East	35%	30%
North West	44%	36%
South East	41%	36%
South West	33%	36%
West Midlands	44%	45%
Yorkshire & Humber	42%	36%

This shows that the profiles of the survey sample and AELP membership database are very similar, with again only the North West being slightly under represented.

2.4 Staff roles and employment conditions

In total, 3,955 staff members are accounted for by all responding providers. With a 9% response rate from the survey, the minimum number of staff employed by responding work based learning providers can be projected to between 40,000 and 50,000 for providers who have membership with AELP.

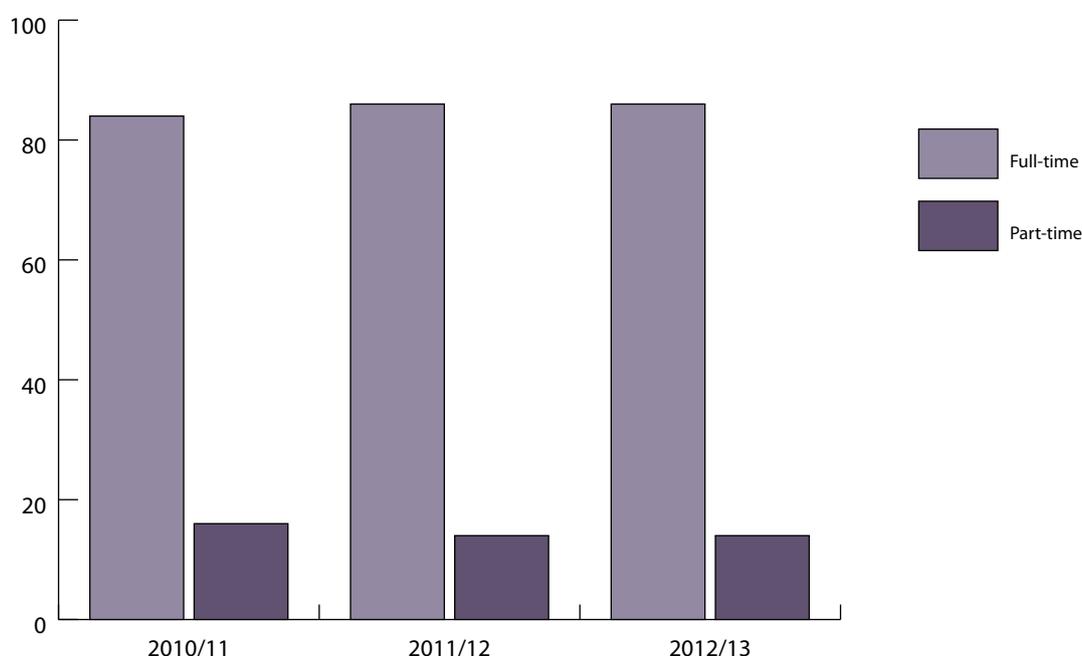
The breakdown for each of the main work based learning provider types in the 2012/13 survey is as follows:

- Independent Training Providers employed a total of 3,315 staff
- Third sector / Charity Training providers employed a total of 220 staff
- Group Training Associations responding to the survey employed a total of 349 staff
- Other providers employed a total of 71 staff

2.4.1 Part time or full time

As in the two previous years of the survey, the data suggests that the sector is predominantly staffed by full-time employees. Of the 3,955 staff covered by the 2012/13 survey, 86% of the workforce were employed full-time. This proportion is unchanged from the 2011/12 work-based learning survey. This compares with 51% of staff working full-time in further education colleges (2011/12)¹ and 20% working full-time in adult and community learning (2012/13)².

Figure 7: Full-time or part-time staff



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

1 Learning and Skills Improvement Service (2013) Staff Individualised Record 2011/12

2 Education and Training Foundation & Hoxley (2014) Adult and Community learning Workforce Survey 2012/13

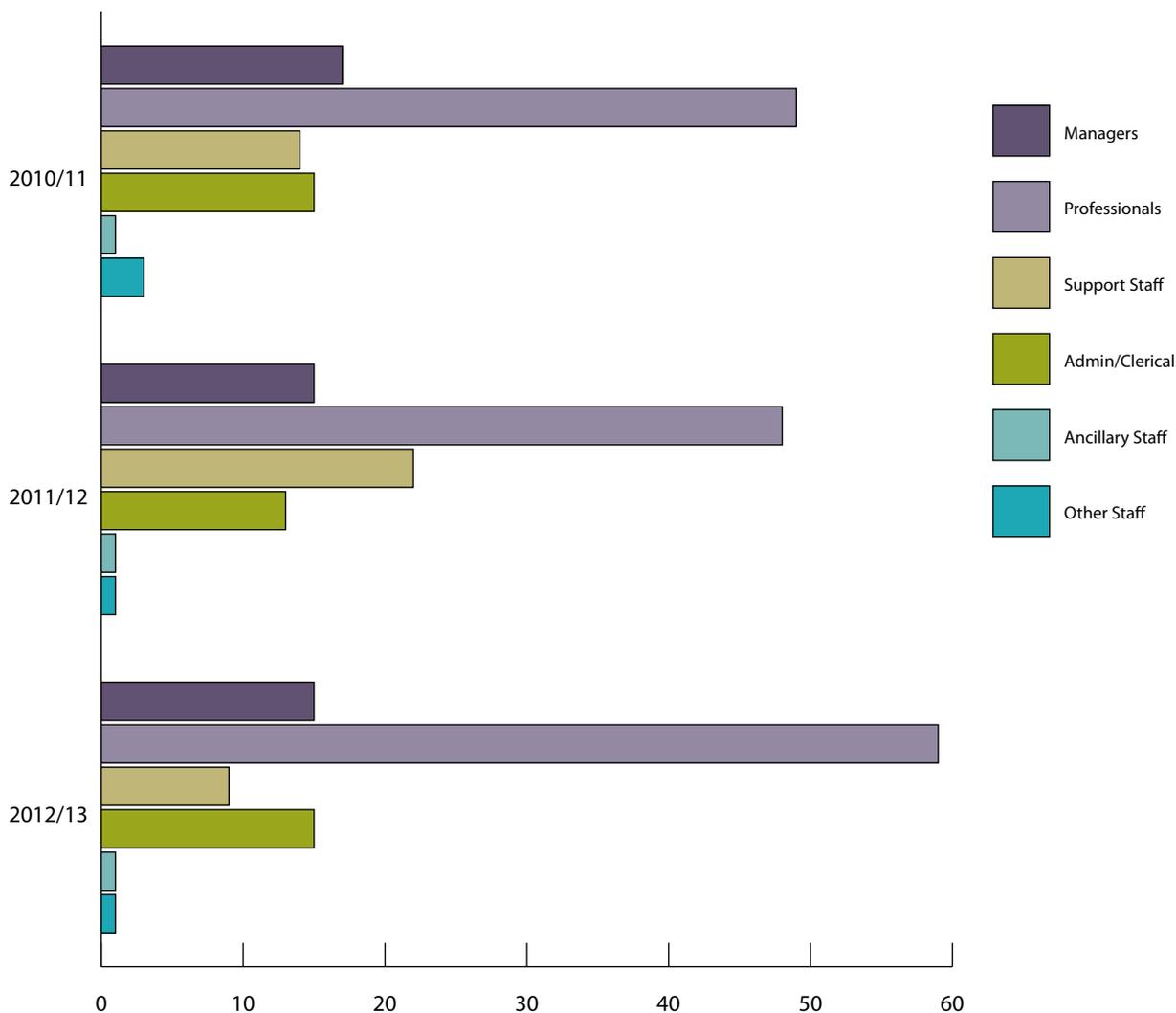
There was variation in the percentage of full-time employees among providers depending on provider size. Large providers, with an annual budget of £5 million and over, had an average of 90% of staff working full-time. This percentage was much lower for medium sized providers (with budgets of between £1 million and £5 million) at just 80% and lower still for small providers (budgets of less than £1 million) at 67%.

Despite 9 of the 15 providers that submitted responses to both the 2011/12 and 2012/13 surveys indicating a reduction on overall staff numbers over this period, there was an average increase of 15% in the workforce across all resubmitting providers. The ratio of full-time to part-time staff was virtually unchanged.

2.4.2 Role type

Professionals (including teaching and training staff such as assessors, trainers, tutors and advisors) make up 59% of the workforce in this survey. This figure is higher in percentage terms compared to previous years.

Figure 8: Role type



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

The percentage of support staff within the workforce was well below the level recorded in the previous year. However in 2011/12, one large provider with a very high proportion of support staff in their organisation accounted for well over half the total support staff recorded in the 2011/12 survey. There was very little change in the percentages of managers and admin/clerical staff in the three years covered by the survey.

Section 3:

Overall staff demographics: gender, age, ethnicity, disability and sexual orientation

This section reviews the overall demographics of the work based learning workforce in terms of gender, age, ethnicity, disability and sexual orientation. It relates to 3,955 staff members that are accounted for by all providers responding to this survey.

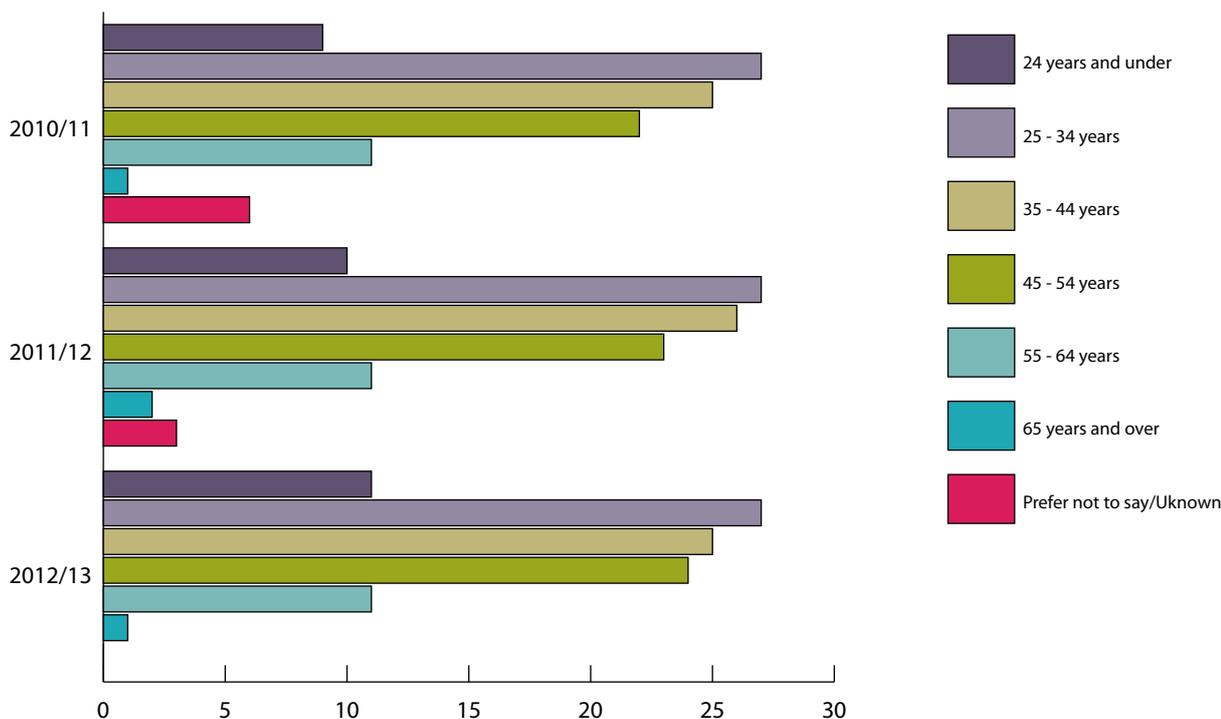
3.1.1 Gender

Among the providers that responded to the 2012/13 survey, 65% of work based learning staff were female and 35% were male. The gender of 12 members of staff was not disclosed (0.3%) in the survey response. Women accounted for 62% of the workforce in the 2011/12 survey and 64% of the workforce in the 2012/13 survey. In comparison, 63.5% of the further education college workforce (2011/12)³ and 74% of the adult and community learning workforce (2012/13)⁴ were female.

3.1.2 Age

The age profile analysis (shown in Figure 9 for three years of the survey) shows that the workforce within work based learning continues to be largely aged between 25 years and 54 years. According to the survey results, the age profile has changed very little in recent years, although there appears to be a small increase in the percentage aged under 25.

Figure 9: Age profile



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

3 Learning and Skills Improvement Service (2013) Staff Individualised Record 2011/12

4 Education and Training Foundation & Hoxley (2014) Adult and Community learning Workforce Survey 2012/13

3.1.3 Sexual Orientation

As in the previous two workforce surveys, this data field was largely left as unknown (71.3 per cent). For this reason, any detailed analysis on sexual orientation has not been undertaken, as a true picture cannot be discerned from the data gathered. Disclosed data reveals a very similar picture to the previous year, with less than one per cent combined identified as gay, lesbian or bisexual, and the remaining staff identifying as heterosexuals.

3.1.4 Ethnicity

Figure 10, below, shows the ethnic breakdown of the workforce covered by the survey.

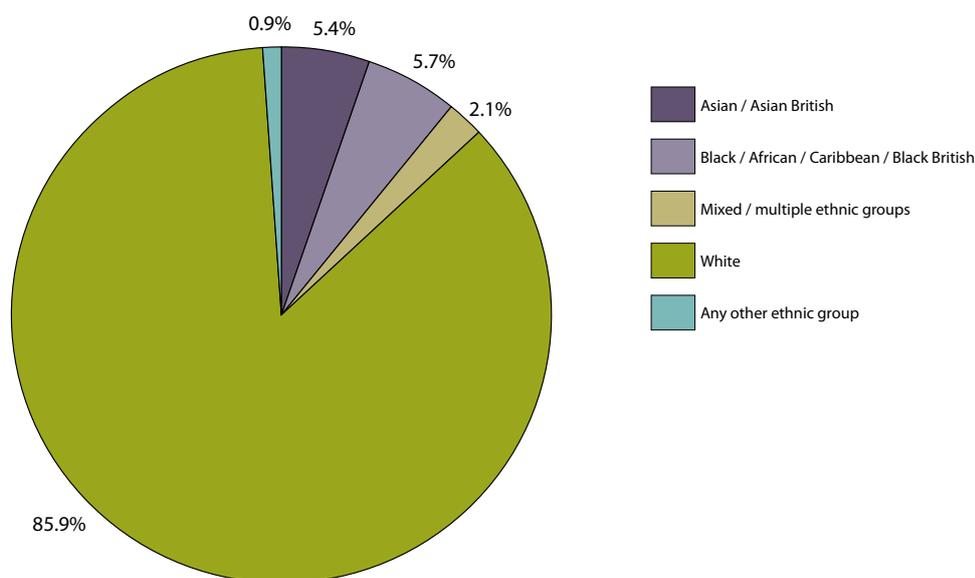
Three quarters of the workforce were identified as white, although almost 13% were recorded as “prefer not say / unknown”.

Figure 10: Ethnicity profile

Broad Ethnic Group	2012/13 Survey
Asian / Asian British	4.7%
Black / African / Caribbean / Black British	5.0%
Mixed / multiple ethnic groups	1.8%
White	74.9%
Any other ethnic group	0.8%
Prefer not to say / Unknown	12.8%

Figure 11, below, shows the ethnic profile of the workforce excluding those whose ethnic background was unknown or not disclosed.

Figure 11: Ethnicity profile (excluding unknowns)



Base = 47

After removing those whose ethnic background could not be established, 86% of the workforce was identified as white, although the Figure should be viewed with caution as it assumes that those who were removed were spread proportionally across the different ethnic groups. However, the 86% figure is exactly in line with the England and Wales whole population data for the 2011 Census⁵.

3.1.5 Disabilities

No disabilities were identified by 89.2% per cent of the sample, and only 7.2% preferred not to say or the information was unknown. This is a substantial increase in disclosure by work based learning providers over the three workforce surveys: 92.4% for 2012/13 compared to 85.2% for the 2111/12 survey and 81.2% for 2010/11.

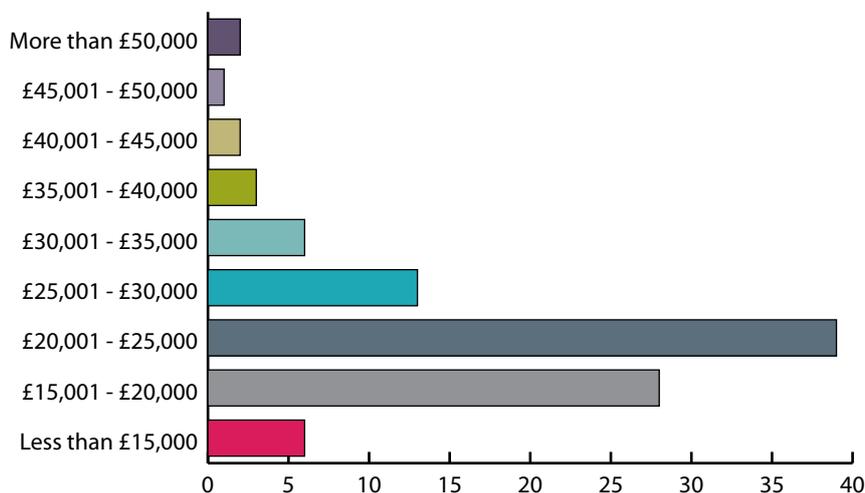
In total, 3.6% of the workforce were reported as having a disability. Of this total, 1.6% were identified as having a physical impairment; 0.8% were identified as having a learning difficulty; 0.8% were reported as having ‘other’ disability, and 0.4% experience mental health issues.

The SIR Further Education College workforce data analysis (2012/13)⁶ reported a very similar level of disability at 4% of all college staff. The level of reported disability within the adult and community learning workforce for 2012/13 was slightly higher at 4.2%⁷.

3.1.6 Annual Salary Brackets

Data for around one in seven staff members (14.4%, 568 staff) was not supplied. The percentages shown in Figure 12 are based on the remaining 3387 staff. All providers taking part in the survey submitted at least some salary data for their workforce.

Figure 12: Salary Bracket



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

The percentages shown in Figure 12 are for providers’ total staff not just teaching staff as was the case in previous years of the survey.

5 Office for National Statistics, 2011 Census: Aggregate data (England and Wales)

6 Education and Training Foundation (2014) Staff Individualised Record 2012/13

7 Education and Training Foundation & Hoxley (2014) Adult and Community learning Workforce Survey 2012/13

In comparison, the annual average pay for full-time staff in the FE college sector in 2012/13⁸ was £26,630 which includes senior managers and all other roles. (Note the work-based learning figures include part-time staff). For full-time teaching staff the average was £29,647, for assessors and verifiers the median pay was within the band £21,000-21,999, for managers (excluding senior managers) within the band £32,000-32,999 and for admin and clerical staff within the band £16,000-16,999.

Nationally, for the tax year ending 5 April 2013, the median gross annual earnings for full-time employees on adult rates who had been in the same job for at least 12 months was £27,000⁹. This was an increase of 2.1% compared with £26,500 in the year ending 5 April 2012.

8 Education and Training Foundation (2014) Staff Individualised Record 2012/13

9 Office of National Statistics Annual Survey of Hours and Earnings, 2013

Section 4: The teaching and training workforce

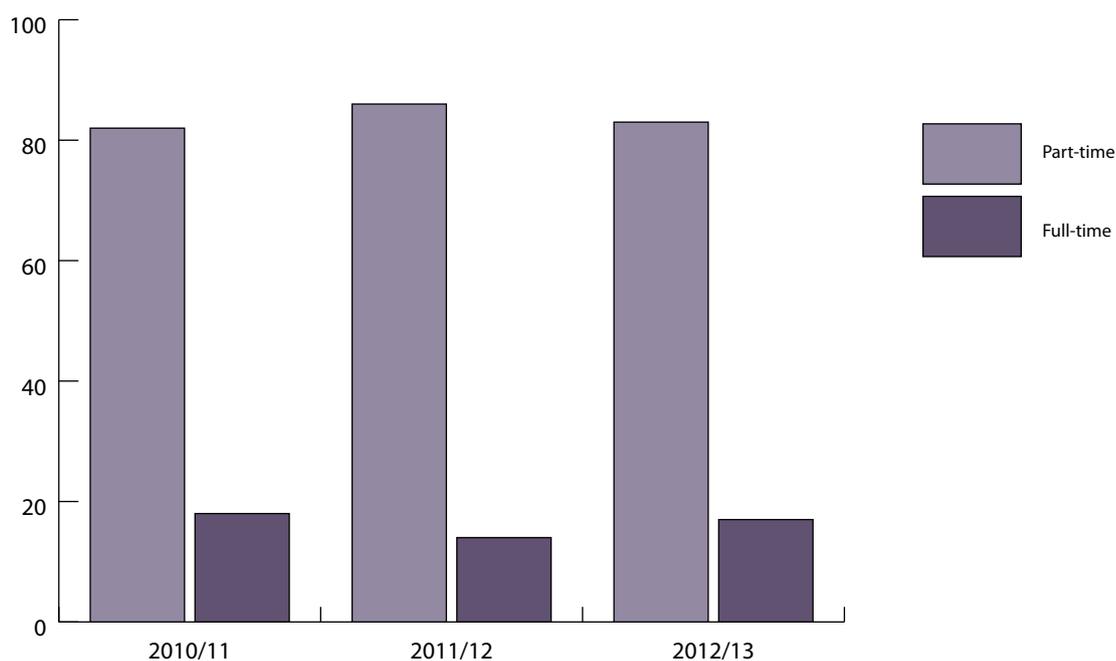
4.1 Numbers and employment conditions

A total of 1,418 teaching staff were employed during the academic year by organisations responding to the survey. This amounts to 35.8% of all staff employed across the 47 providers. However, this figure was heavily skewed by a single large organisation with a very small number of teaching staff. When this organisation is excluded from the analysis, the percentage of teaching staff rises to 50.7% which is very close to the figure from the 2011/12 survey.

4.1.1 Part time or full time

Survey results previously shown in this report confirm that the work based learning sector employs a high proportion of full-time staff overall and the picture is replicated across those employed in teaching and training roles. However there has been a slight fall in the percentage of teaching staff in full-time employment since the 2011/12 survey and a corresponding increase in part-time working.

Figure 13: Of teaching staff, how many work full and part-time



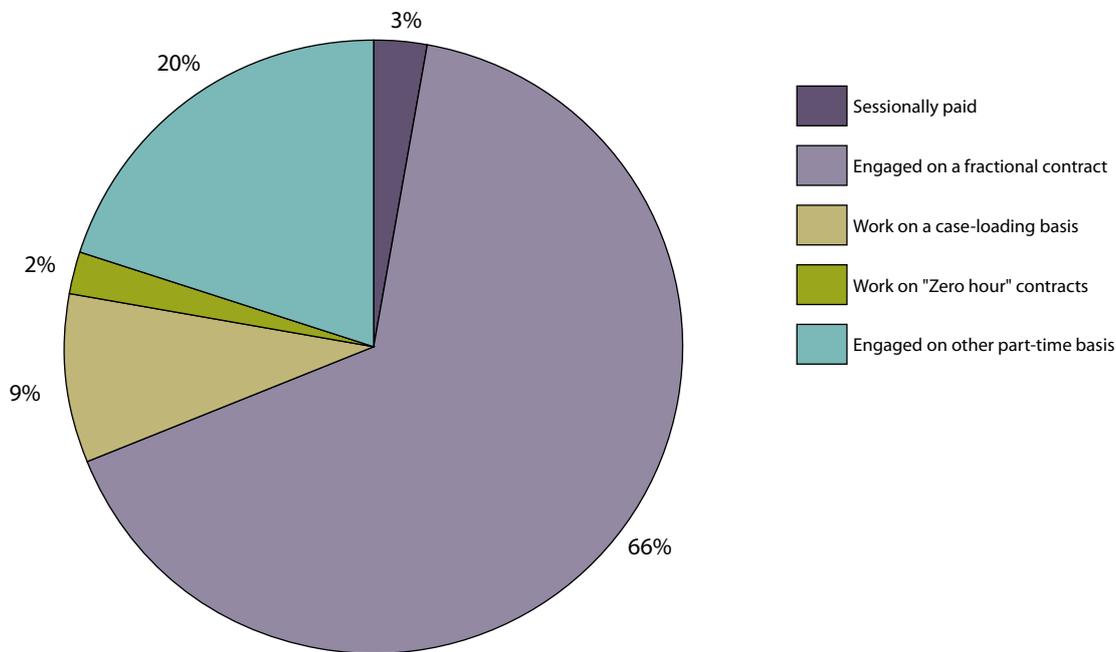
Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

Although the overall average was 83% full-time staff, there was considerable variation depending on employer size in terms of overall budget. Large providers taking part in the survey, with an annual budget of £5 million and over, had an average of 93% of staff working full-time. This compares with 79% full-time staff for medium sized employers (budget of between £1m and £5m) and 59% full-time staff for small providers (budget of less than £1m).

4.1.2 Contractual basis

Figure 14, below, shows the contractual basis upon which the 242 part-time teaching staff covered by the survey were employed.

Figure 14: Breakdown of part-time teaching Staff by contract type



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

Two thirds of part-time teaching staff covered by the survey were engaged on a fractional contract in 2012/13, an increase from 57% in 2011/12 but very similar to the 2010/11 figure (65%).

According to the survey results, the percentage of teaching staff who were sessionally paid in 2012/13, at just 3%, showed a significant decrease from the 2011/12 figure which was 13%. However, the percentage employed on a case-loading basis was up to 9% compared to 6% in 2011/12.

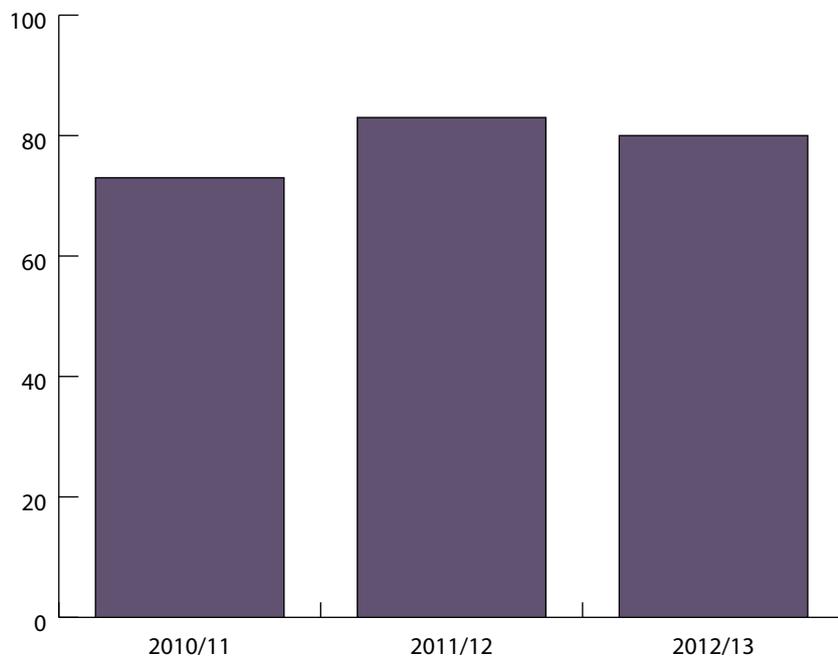
There was also a significant increase in the proportion of teaching staff engaged on “another part-time basis”. One in five fell into this category compared to just 6% in 2011/12.

4.2 Qualifications

4.2.1 Teaching qualifications

This section provides details about teaching staff that hold, or are enrolled on, relevant qualifications (listed in the survey questionnaire which can be found in the Appendix).

Figure 15: Teaching Qualifications held or enrolled on by the teaching and training staff



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

In previous years, separate data was gathered for teaching staff employed before and after the 1st September 2007 when a Skills Funding Agency contractual requirement was introduced for those new to teaching in the work based learning sector. This distinction was not made for the 2012/13 survey. The percentages presented in the chart above are based on the total number of teachers, irrespective of when they were employed.

Survey results over three years have shown the percentage of staff holding or working towards a teaching qualification was slightly lower in 2012/13 compared to 2011/12 but still well above the 2010/11 survey figure.

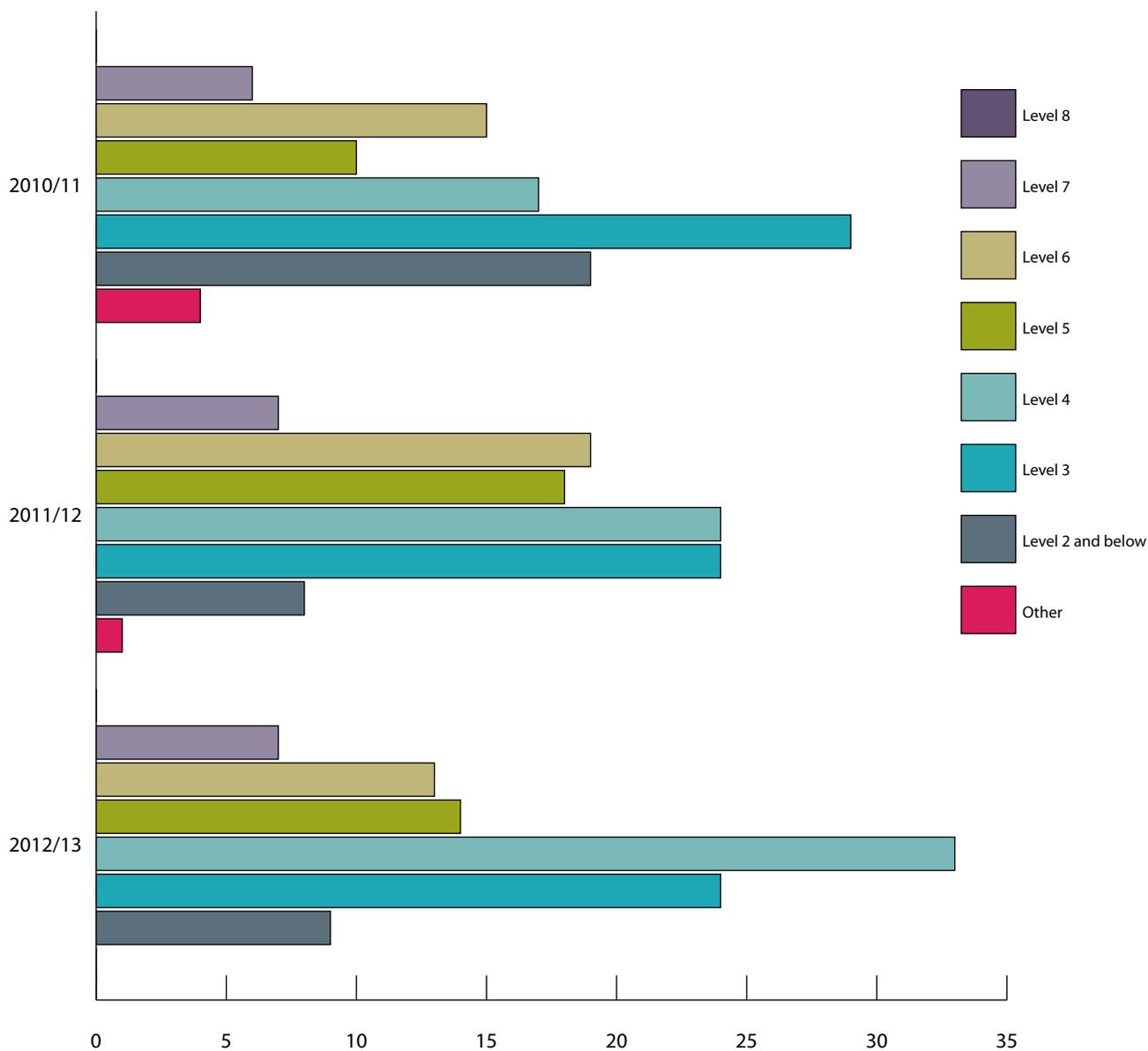
4.2.2 Assessor qualifications

In organisations responding to the survey, 33% of staff held an assessor role in 2012/13 which is an increase on the 26% figure in the 2011/12 survey but exactly the same as the 2010/11 survey. Of those teaching staff who had an assessor role in 2012/13, 92% held a specific assessor qualification.

4.2.3 Highest academic qualification held by teaching and training staff

The following chart shows the highest qualification level held by teaching staff, excluding the missing and unknown data.

Figure 16: Highest academic qualification of teaching staff



Base: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47

Qualification Level	Examples
Level 8	Doctorate
Level 7	Masters Degree, PG Dip, PG Cert, PGCE
Level 6	Bachelors Degree, Graduate Certificate
Level 5	Foundation Degree, HND, Dip HE, Dip FE
Level 4	Certificate of Higher Education
Level 3	2 A levels, 4 AS levels
Level 2	5+ GCSEs at grades A-C

The findings on qualifications for this year's survey differ significantly from the previous year. However, this may be explained in part by the large reduction in missing data for the 2012/13 survey. In 2011/12, 34% of staff were recorded as highest qualification "unknown" whereas for the 2012/3 survey just 17% of teaching staff fell into this category.

Among those organisations responding to the survey, there was a large increase in the percentage of teaching staff with a Level 4 (e.g. Certificate of Higher Education) as their highest qualification. This corresponds with a decrease in those with a qualification of Level 3 or below over the previous two years. The percentage of teaching staff with qualifications at Level 5 (Foundation Degree, HND) or Level 6 (Bachelors Degree) was 10% lower than the figure for the 2011/12 survey but slightly higher than the combined total in 2010/11.

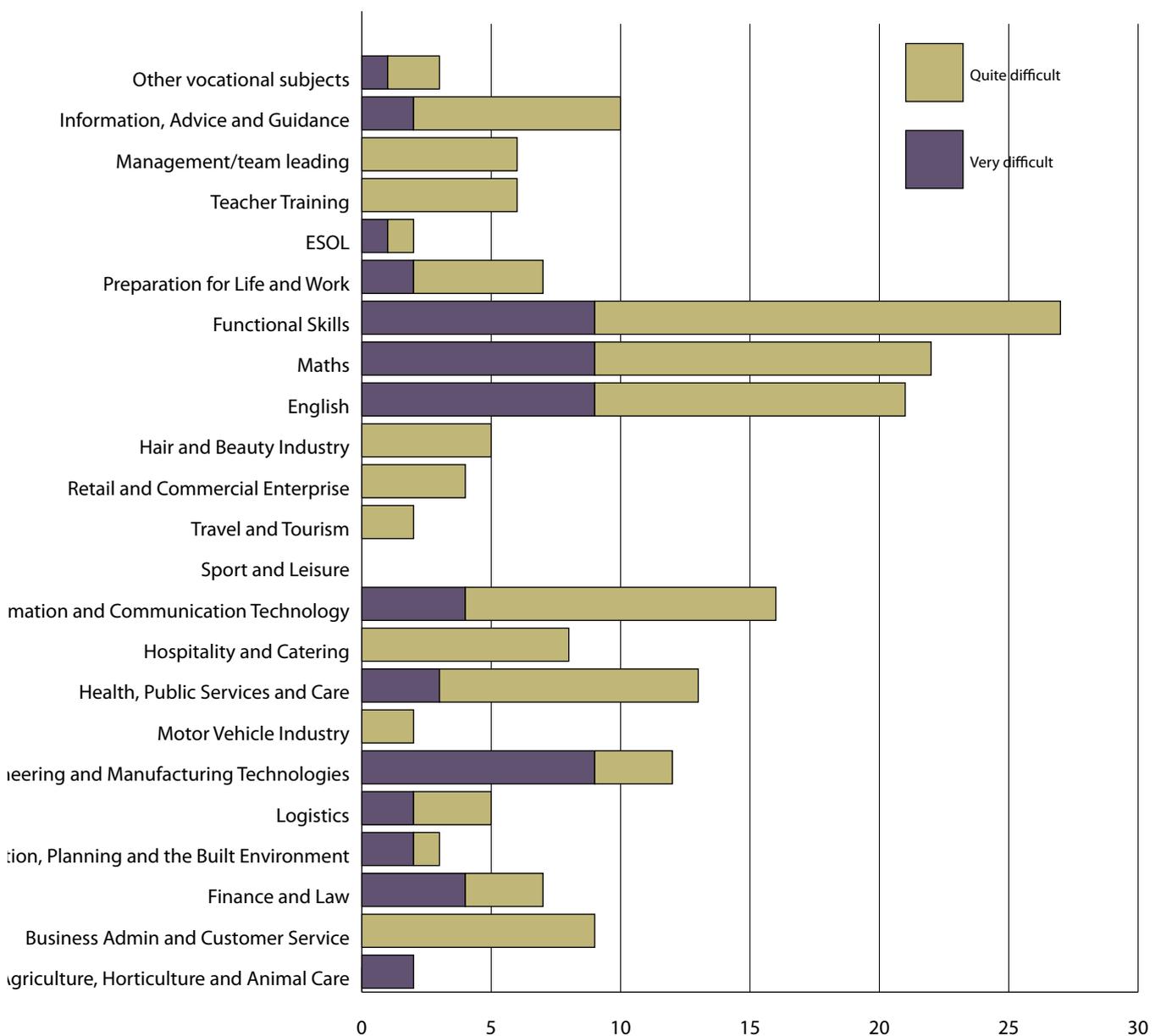
As in previous years, no teachers were recorded as having 'no formal qualification'.

Section 5: Teaching Staff Recruitment

5.1 Recruitment difficulties by subject area

The following chart shows a list of subject areas and the number of providers identifying each one as an area where currently (Spring 2014) recruiting teaching and training staff is “quite difficult” or “very difficult”.

Figure 17: Teaching and training staff recruitment difficulties



Base = 47

The most frequently cited subject area was Functional Skills where 27 (57%) of the providers identified difficulties in recruiting staff. Almost one in five were finding it very difficult to recruit teaching and training staff in this area.

Well over 40% of providers identified Maths and English as subjects in which recruitment was difficult and for each of these subjects, almost a fifth of providers indicated that recruitment was proving very difficult.

Other subject areas in which more than a quarter of providers confirmed that recruiting teaching staff was problematic were: Information & Communications Technology; Health, Public Services & Care and Science, Engineering & Manufacturing Technologies. Nine of the twelve providers that identified recruitment problems in Engineering & Manufacturing Technologies indicated that recruiting teaching staff was very difficult.

Sport and Leisure was the only subject area in which no provider indicated difficulties in recruitment.

Section 6:

Conclusions and Recommendations

6.1 Main findings and conclusions

The 2012/13 work based learning workforce survey was conducted in February and March 2014 and follows similar surveys conducted in each of the two previous years. A total of 47 providers responded to the survey and the sample was broadly representative of the work based learning sector as a whole although the response rate was less than half the rate of the two previous surveys. This year's survey also engaged 18 new providers who had not previously taken part in the workforce survey. Returns from providers who responded to both the 2011/12 and 2012/13 suggest that the work based learning sector continues to expand.

6.1.1 Findings related to survey participants

- The majority of providers responding to the survey were independent training providers with third sector/charity training providers being the second largest group. Three quarters of respondents described their organisation as having a direct contract and well over a quarter had subcontracting arrangements with colleges. As in previous years of the survey, some providers indicated that they had both a direct contract and a sub-contracting arrangement.
- Over the three years of the survey the most common type of funding identified by respondents has been 19-24 Apprenticeships and almost all respondents to the 2012/13 survey accessed this type of funding. Most also delivered 16-18 Apprenticeships and the majority delivered 25+ Apprenticeships.
- Survey results indicate that medium sized organisations with overall budgets of between £1m and £5m continue to make up the largest group of providers in the work based learning sector followed by small organisations with overall budgets of less than £1m.
- A minimum of 6% of surveyed providers were based/headquartered in each region. Providers were more likely to be based in the West Midlands, East of England and Yorkshire and Humber that together account for just under half of all organisations that responded to the survey.
- The majority of surveyed providers operate in more than one region and around a fifth of organisations operate in all regions of England. The average number of regions per provider is over three, although just under half operate in one region only. The regions in which the greatest numbers of providers operate are the East and West Midlands.
- Responding organisations accounted for 3,955 staff employed in the work based learning sector. Based on the AELP database and survey response rate it is estimated that between 40,000 and 50,000 staff are working for AELP members.

6.1.2 Conclusions about the sector

The following conclusions about the sector are drawn from the results of the workforce survey over the last three years. However, it must be remembered that the survey is voluntary and the results are based on relatively small samples of work based learning providers.

- Most of the workforce continues to be employed on a full-time basis although small providers are more likely than large and medium sized organisations to employ part-time staff.

- Over the three years that the survey has taken place the demographics of the workforce has changed very little. In 2012/13, almost two-thirds of the workforce was female and just over three-quarters were aged between 25 years and 54 years. However, there has been a small increase in the percentage of staff aged under 25 since 2010/11.
- Professionals (e.g. teachers, tutors, trainers, assessors, examiners, advisors and employment consultants) make up well over half the workforce. The percentage of support staff within the workforce is below the levels of previous years but there has been little change in the percentages of managers and admin/clerical staff.
- Most teaching staff in the work-based learning sector are employed full-time. Two thirds of those that do work part-time are engaged on fractional contracts.
- Eighty per cent of teaching staff hold or are working towards a relevant teaching qualification in 2012/13, which is close to the average for further education and adult and community learning providers.
- Two thirds of teaching staff are qualified to Level 4 which represents a large increase and this corresponds with a decrease in those with a qualification of Level 3 or below since 2010/11. As in previous years, no teachers were recorded as having 'no formal qualification'.
- Work based learning as a sector has a high proportion of staff in an assessor role and a third of teaching/training staff were identified as having this function. Over ninety percent of assessors were identified as holding or working towards one of the named assessor qualifications.
- Many work-based learning providers are experiencing difficulties in recruiting teaching staff and there are reported recruitment difficult in almost all subject areas.
- Areas with the highest number of providers facing recruitment problems are Functional Skills, Maths and English. However, many providers are struggling to find teaching staff for a number of other areas including Health, Public Services & Care and the vital STEM subject areas of Information & Communications Technology and Science, Engineering & Manufacturing. The Science/Engineering area is of particular concern as a high proportion of the providers reporting recruitment problems are finding it very difficult to find teaching staff

6.2 Recommendations from the survey

- The workforce survey appears to show that there has been very little change in the teaching staff demographics over recent years, other than a small rise in the percentage of staff aged under 25. However, it is recommended that AELP and the Foundation carry out further investigation of staff demographics against the learner population to identify whether staff employed in this sector are representative of the population as a whole, learners engaged in work based learning and individuals currently not in education, employment or training for whom work based learning could be an important option.
- Most staff in the sector hold or are enrolled on a teaching qualification and the proportion has remained consistently high in recent years. Most assessors also hold a relevant qualification. However, it will be important to monitor staff qualification levels in future to check if this pattern continues. In particular, it will be interesting to establish whether the government policy of placing less emphasis on teaching qualifications reduces the number of teaching staff in the work based learning sector holding relevant qualifications.

- Teaching staff shortages have been highlighted in many subject areas but particularly in Functional Skills, English, Maths, Health, IT, Science, and Engineering. Most of these areas reflect skills that are in high demand across the workforce nationally, with the accompanying upward pressure on salary levels. Therefore, there is clearly an urgent need to develop innovative ways of attracting such skills into work based learning.
- The percentage of providers delivering stand-alone qualifications has risen year on year to almost half in 2012/13. This is clearly a rapidly expanding area of provision and therefore it will be important for AELP and the Foundation to monitor this growth and establish what qualifications are being offered.
- There appears to have been a marked increase in subcontracting provision with Colleges and other independent training providers since 2010/11. The increase in incidence of sub-contracting, particularly with Colleges, may well be associated with the introduction of the SFA's minimum contract level in 2011. Again it will be important for AELP and the Foundation to monitor this expansion and investigate potential implications for the workforce.

6.3 Recommendations for future surveys

Increasing engagement with data collections

- This year's response rate of 9% was lower than the two previous years and it will be important in future years to ensure that a greater proportion of work based learning providers take part in the survey. One possible approach would be to have greater engagement with regional networks and their members which would give access to many of the smaller subcontractors delivering government funded training.
- Greater engagement could be encouraged by utilising the workforce survey data more effectively so as to have a greater tangible benefit to providers. For example, the production of a benchmarking tool which would allow providers to compare the structure of their workforce with similar organisations.
- For some organisations, particularly the larger ones, the workforce data collection exercise could be made more manageable if the online data collection tool allowed them to part-save their entries and return to complete their submission as further data was gathered.

6.3.1 Content of survey questionnaire

- It would be useful to gather more information on stand-alone qualifications, the provision of which has increased significantly between 2010/11 and 2012/13. In particular, data could be collected on what stand-alone qualifications are being delivered and the reasons behind the increase.
- Around two-thirds of the workforce is female but currently no information is gathered on staff roles and employment conditions broken down by gender. Therefore it would be useful for future surveys to gather data on, for example, the gender of staff against job role, salary level and full/part time working.
- The 2012/13 survey included a new question highlighting recruitment difficulties by subject area. However, it would be useful to gather more detailed information on under-recruitment, particularly around GCSE English and maths, given the government's increasing emphasis on these subjects.

Appendix:

Work Based Learning survey questionnaire

AELP Workforce Survey

The survey is collecting data about staff employed by your organisation and were on the payroll between 1 August 2012 and 31 July 2013 (the 2012/13 teaching year). It does not include agency staff, self employed staff, visiting lecturers who are paid a one off fee or unpaid volunteer workers. Please note that we are not seeking information from you on the staff engaged by sub-contractors. This survey is set up to collect workforce data for work-based learning providers. If you are an Adult Community Learning provider, you should submit your data through a separate survey [here](#), or if an FE College, through your normal SIR submission.

The survey should be completed by someone who has information about all staff in the organisation in terms of their demographic characteristics and qualifications (e.g. HR or staff development). The survey may require collecting information from more than one individual. If you do not have this information, please forward the survey to a more appropriate person in the organisation. If you would find it useful to have a PDF copy of the survey to collect information before responding, please request this from Tim Chewter tchewter@aelp.org.uk

The survey is being undertaken by RCU on behalf of The Education and Training Foundation and is entirely confidential. RCU work within the Market Research Society's code of conduct and any information you provide will be treated in the strictest confidence. All results will be shown in aggregated data and will not be reported in such a way as to identify you or your organisation.

Survey closes: Friday 21st March 2014

Section 1: About your organisation

This information will provide us with data that we can analyse to offer you more appropriate benchmarking information.

Q1a. Which of the following would you categorise your organisation as? (Please select one option).

- Independent training provider
- Third sector / charity training provider
- Local Authority training provider
- Group Training Association
- Other

AELP Workforce Survey

Q1b. Which of the following funding streams did your organisation secure in 2011/12? (Please select all relevant options)

- Training provider with a direct contract
- Training provider sub-contracting with another Independent Training Provider
- Training provider sub-contracting with College(s)
- Training provider sub-contracting with Large Employer
- Training provider sub-contracting with Local Authority
- Training provider sub-contracting with Chamber of Commerce
- Other

Q2. Please confirm the key programmes that your organisation delivered during 2012/13. (Please select all relevant options)

- Pre-Apprenticeship provision (including Access to Apprenticeships and Foundation Programmes)
- 16-18 Apprenticeships
- 19-24 Apprenticeships
- 25+ Apprenticeships
- Provision for the unemployed
- ESF funded programmes
- DWP funded programmes
- OLASS
- Youth Contract
- Stand-alone qualifications (e.g. Functional Skills)
- Other

If 'Other' please specify.

Q3. What was your overall budget in the 2012/13 year? (Please include all budget streams, excluding fee income, applicable to your organisation. Please select only one option.)

- Overall budget of £5m +
- Overall budget of £1m - £5m
- Overall budget of under £1m

Q4a. In which region is your organisation based/ headquartered? (Please select only one option)

- East of England
- East Midlands
- Greater London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

AELP Workforce Survey

Q4b. In which region(s) does your organisation operate/deliver?

- East of England
- East Midlands
- Greater London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

AELP Workforce Survey

Section 2: About your organisation's workforce

We would like to ask you about your workforce employed by the service unit responsible for delivery of work based learning (for the 2012/13 teaching year).

Q5. How many staff are on your organisation's payroll?

Total number of staff

Q6. Of all staff, how many work:

Q6a. Full-time

Q6b. Part-time

Total

Q7. Please tell us the number of staff that are primarily engaged in the following occupational categories.

(Please note that this question categorises staff into recognised occupational categories)

Q7a. Managers - includes Directors, senior and other managers including Department Heads and Training Managers

Q7b. Professionals - includes all training practitioners and providers tutors, tutor/teachers, trainers, assessors verifiers and examiners

Q7c. Support staff - includes learning support staff (e.g. learning assistants), learner support staff (e.g. childcare workers) and business development staff (e.g. employer liaison officers)

Q7d. Administrators / clerical staff

Q7e. Ancillary staff (e.g. canteen workers, caretaking staff)

Q7f. Other staff

Total

AELP Workforce Survey

Q8. Please tell us about the gender profile of all staff. How many staff are in the following categories?

Q8a. Male

Q8b. Female

Q8c. Transgender

Q8d. Prefer not to say/Unknown

Total

Q9. Please tell us about the age profile of all staff. How many staff are in the following categories?

Q9a. 24 years and under

Q9b. 25 - 34 years

Q9c. 35 - 44 years

Q9d. 45 - 54 years

Q9e. 55 - 64 years

Q9f. 65 years and over

Total

AELP Workforce Survey

Q10. Please tell us about the ethnic profile of all staff. How many staff are in the following categories?

Q10a. Asian / Asian British

Q10b. Black / African / Caribbean / Black British

Q10c. Mixed / multiple ethnic groups

Q10d. White

Q10e. Any other ethnic group

Q10f. Prefer not to say / Unknown

Total

Q11. Please tell us about the disability profile of all staff. How many staff are in the following categories?

Q11a. Physical impairment

Q11b. Learning difficulty

Q11c. Mental health

Q11d. Other

Q11e. No disability

Q11f. Prefer not to say/Unknown

Total

AELP Workforce Survey

Q12. Please tell us about the sexual orientation of all staff. How many staff are in the following categories?

Q12a. Heterosexual

Q12b. Gay

Q12c. Lesbian

Q12d. Bisexual

Q12e. Prefer not to say / Unknown

Total

Q13. Of all full-time staff, how many are in the following annual salary brackets?

Q13a. Less than £15,000

Q13b. £15,001 - £20,000

Q13c. £20,001 - £25,000

Q13d. £25,001 - £30,000

Q13e. £30,001 - £35,000

Q13f. £35,001 - £40,000

Q13g. £40,001 - £45,000

Q13h. £45,001 - £50,000

Q13i. More than £50,000

Total

AELP Workforce Survey

Section 3: About your teaching and training staff

This section has two parts. The first part relates to the make up of your teaching/training staff (for the 2012/13 teaching year).

Q14. What is the total number of teaching/training staff employed by your organisation?

Total number of teaching/training staff

Q15. Of all your teaching/training staff employed by your organisation, how many work:

Q15a. Full-time

Q15b. Part-time

Total

Q16. Of those that work part-time, how many are:

Q16a. Sessionally paid (i.e. paid on the basis of hours spent teaching)

Q16b. Engaged on a fractional contract (i.e. paid as a percentage of a full-time equivalent)

Q16c. Work on a case-loading basis (e.g. allocated a number of learners, mentees etc rather than programmed to teach for a given number of hours)

Q16d. Work on "Zero hour" contracts

Q16e. Engaged on other part-time basis

Total

AELP Workforce Survey

This part relates to the teaching qualifications held by your teaching/training staff.

Q17. Of your 2012/13 teaching/training staff, how many have or are working towards the teacher/training qualifications from the list below?

Total

- Level 4 FE Teaching Qualification - Stage 3 (old NQF)
- NVQ Level 4 Co-ordination of Learning & Development Provision
- NVQ Level 3 or Level 4 in Learning and Development
- NVQ Level 3 or Level 4 in Training and Development
- NVQ Level 3 Direct Training and Support
- Certificate in Training and Presenting in the Workplace
- BTEC Professional Certificate In Instructional Techniques - Level 4
- Certificate of Further Education Teaching Stage 2
- SVUK endorsed Stage 2 Awards from English HEIs
- SVUK endorsed Stage 2 Awards from English HEIs
- Advanced Diploma Teaching in Further Education - 2006
- Advanced Diploma Teaching in Further Education - Introduction - 2006
- City & Guilds 7306 Further and Adult Education Teachers Certificate - Level 3 or Level 4
- City & Guilds 7307 Certificate in Teaching Adult Learners
- EDI Level 3 in Driving Instruction 2004 Onwards
- EDI Level 3 Certificate in Educational Principles and Practice
- 1st4Sport Level 3 Certificate in Tutoring in Sport
- RSA Teachers' Certificate in Office Studies
- UKCC Coaching Certificate Level 3
- JEB Teacher Trainer Diploma in IT Skills
- OCR Teacher Trainer Certificate Diploma in Administration Skills (1994-2003)
- Cambridge ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA) 2001
- Trinity College LCTL Diploma TESOL 2001 or TESOL 2005
- SVUK endorsed Stage 1 Awards from HEIs in England and Wales
- Certificate of Further Education Teaching Stage 3
- Teaching support qualification at NQF level 3
- Teaching support with professional qualification at NQF level 4 or above
- ABC Level 3 Certificate in Facilitating Learning
- British Wheel of Yoga Diploma in Teaching Yoga
- City & Guilds 7302 Certificate in Delivering Learning: An Introduction
- City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1
- EDI Level 3 Certificate in Educational Practice: ICT Skills 2005
- City and Guilds 7331 Certificate in Training Techn
- Lip-reading Teachers' Training Course taken with C&G 7407
- BTEC Professional Award In Instructional Techniques - Level
- Cambridge ESOL Certificate in Teaching English to Speakers of Other Languages (CELTA) 2004
- Trinity Certificate in Teaching English to Speakers of Other Languages (Cert TESOL) 2000 or (Cert TESOL) 2004
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- B.Ed / B.A / B.Sc with concurrent qualified teacher status (schools)
- Generic Certificates in Education (Cert.Ed.), Post Graduate Certificates in Education (PGCE) or equivalent from HEIs in England, Northern Ireland, Scotland and Wales
- SVUK endorsed qualifications integrating generic teacher training with a literacy, numeracy or ESOL subject specialism
- Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 3 or Level 4 award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Level 5 Diplomas in teaching English/Maths/ESOL or disabled learners in the lifelong learning sector
- Level 3 Award in Education and Training (QCF)
- Level 4 Certificate in Education and Training (QCF)
- Level 5 Diploma in Education and Training (QCF)
- Level 5 Diploma in Education and Training including a specialist pathway (QCF)
- Level 5 Integrated Specialist Diploma in Education and Training
- Level 5 Standalone Specialist Diploma in Education and Training

AELP Workforce Survey

Q18. Regardless of those that have been counted above, what was the total number of all your staff in the assessor role?

Total

Q19. Of the staff in an assessor role, how many hold an assessor qualification as listed below?

Total

Level 3 Award in Assessing Candidates' Performance Using a Range of Methods ('A1')

Level 3 Award in Assessing Candidates' Performance through Observation ('A2')

Level 3 Award: Assess candidate performance (D32)

Level 3 Award: Assess the candidate using differing sources of evidence (D33)

AELP Workforce Survey

Section 4: About your teaching and training staff - highest academic qualifications held and subject areas in which currently, you find it difficult to recruit teaching staff.

Highest academic qualifications of your 2012/13 teaching/training staff?

Please do not include agency staff, self employed staff, visiting lecturers who are paid a one off fee or unpaid volunteer workers. Finally, while we are aware that several services sub-contract delivery, we are not seeking information from you on the staff engaged by sub-contractors.

Q20. How many of your teaching/training staff have the following as their highest academic qualification?

Q20a. Level 8 (e.g. Doctorate)

Q20b. Level 7 (e.g. Masters Degree, PG Dip, PG Cert, PGCE)

Q20c. Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma, Professional Certificate in Education)

Q20d. Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)

Q20e. Level 4 (e.g. Certificate of Higher Education)

Q20f. Level 3 (e.g. 2 A levels, 4 AS levels)

Q20g. Level 2 (e.g. 5+ GCSEs at grades A-C)

Q20h. Level 1 (e.g. GCSEs at grades D-G)

Q20i. Entry level (e.g. Entry level Certificate, Foundation Diploma, BTEC Level 1 Certificate)

Q20j. No formal qualifications

Q20k. Unknown

Q20l. Other

(Please specify what non-levelled qualifications these staff hold below)

Total

AELP Workforce Survey

Subject areas in which currently, you find it difficult to recruit teaching staff.

Q21. Please tell us if there are any subject areas in which currently (Spring 2014), you find it difficult to recruit teaching staff.

For each of the subject areas listed below please indicate if it is *quite difficult* or *very difficult* to recruit teaching staff or if you have no current recruitment difficulties in this subject area.

	<i>Quite difficult</i>	<i>Very difficult</i>	<i>No current recruitment difficulties</i>
Agriculture, Horticulture and Animal Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business Admin and Customer Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and Law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction, Planning and the Built Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Engineering and Manufacturing Technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motor Vehicle Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health, Public Services and Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality and Catering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information and Communication Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport and Leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel and Tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AELP Workforce Survey

For each of the subject areas listed below please indicate if it is *quite difficult* or *very difficult* to recruit teaching staff or if you have no current recruitment difficulties in this subject area.

	<i>Quite difficult</i>	<i>Very difficult</i>	<i>No current recruitment difficulties</i>
Retail and Commercial Enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hair and Beauty Industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functional Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for Life and Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management/team leading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information, Advice and Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other vocational subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If 'Other' please specify.

AELP Workforce Survey

Section 5: Name of organisation and contact details

Please enter the name of your organisation and your contact details below.

Organisation name:

Your name:

Job role:

Email address:

Telephone number: