

Initial Teacher Education Provision in Further Education

Third year report

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Key findings

The aim of the project was to collect and analyse data on the availability and take-up of Initial Teacher Education (ITE) provision and on the characteristics of trainee teachers. This report presents learner and achievement data from 2014/15 (the last year when full data is available) and provider course information for 2016/17. It is the third annual report commissioned by the Education and Training Foundation.

The study drew on:

- Data analysis of Higher Education (HE) and Further Education (FE) enrolment data from the Higher Education Statistics Agency (HESA) and the Single Individualised Learner Record (SILR);
- Analysis of Ofsted, Ofqual data on ITE qualifications and provision;
- A review of ITE provider websites to collect information on the range of ITE provision offered and how the courses are delivered.

The study examined career-entry ITE provision. Seven types of provision were identified as in scope:

- Award qualifications, such as the Award in Education and Training;
- Certificates, such as the Certificate in Education and Training;
- Diplomas, such as the Diploma in Education and Training;
- Postgraduate Certificates in Post-16 Education (PGCE) and Certificates in Education (Cert Ed);
- Subject specialist provision for literacy/ESOL;
- Subject specialist provision in numeracy;
- Subject specialist provision in supporting learners with Special Education Needs and Disabilities (SEND).

Characteristics of ITE provision

- In 2014/15, there were at least 25 organisations accrediting awards, certificates, diplomas or PGCE/Cert Eds. The market has declined in size since 2012/13, when at least 37 organisations accredited each type of ITE qualification. There were nine fewer organisations accrediting awards, 15 fewer organisations accrediting certificates and eight fewer organisations accrediting diplomas or PGCE/Cert Eds.
- City & Guilds and Pearson deliver over half of all ITE qualifications accredited by an Awarding Organisation. However, their share of the market has steadily reduced over the last three years, from 77% in 2011/12 to 59% in 2014/15.
- The HE market has not changed significantly over the three years in scope of the study. There were 13 organisations that accredited more than 100 learners in 2014/15, compared to 12 organisations in 2012/13. The ten Higher Education Institutions (HEIs) awarding the highest number of higher education ITE certifications has not changed in the last three years.
- The majority of ITE provision continues to be delivered on a part-time basis. Around three-quarters (74%) of diplomas or PGCE/Cert Eds and nearly all awards (94%) and certificates (89%) are delivered part-time. As in previous years, there were very few examples of ITE delivered through blended or online learning.

- ITE is generally delivered to a good standard. All HEIs delivering ITE and the 13 FE providers that had their provision in teaching and learning inspected were all graded either good (Grade 2) or excellent (Grade 1).

The ITE provider base

- There were 664 providers delivering ITE qualifications in 2016/17, which is a decline from 684 in 2015/16 and 829 in 2014/15. This decline has been consistent for providers of awards, certificates and diplomas.
- Most ITE providers in 2016/17 were FE colleges. FE colleges accounted for 45% of all ITE providers and 76% of providers delivering diplomas or PGCE/Cert Eds. The composition of the ITE market by provider type has remained fairly stable over the last three years.
- In 2016/17, there were a good range of providers (between 17 and 40) delivering awards, certificates or diplomas in each of the England regions. However, most regions have fewer than five providers delivering each of the specialist diplomas in literacy/ESOL, numeracy and SEND.
- Diplomas or PGCE/Cert Eds were generally delivered by larger colleges. The average number of total FE learners studying in an FE college delivering diplomas is 6,210, whereas the average number of learners in an FE college is 4,960 (25% larger).
- HE provision of ITE courses is across a range of levels. In 2014/15, 17 HEIs provided courses at Level 5 (equivalent to the diploma), 20 HEIs provided courses at Level 6 (Bachelor degree level), and 21 HEIs provided courses at Level 7 (equivalent to a Master's degree).
- Around 70% (24) of HEIs franchised their ITE provision, of which over half franchised with 1-2 partners. The number of franchise partners per HEI has not changed significantly over the three years for which HESA data is available (2012/13-2014/15).

Learners on ITE programmes

- There were just over 40,500 learners studying¹ ITE qualifications in 2014/15, which was a decline of 22% compared to 2013/14 and 33% compared to 2011/12. Since 2011/12, the number of learners studying certificates has declined by almost 66%, while the number of learners studying awards fell by 30% and the number studying diplomas, PGCE and Cert Eds declined by 28%.
- There were 29,670 learners who completed an ITE programme in 2014/15, of which 21,200 achieved an award, 1,890 achieved a certificate, and 5,980 achieved a diploma, PGCE or Cert Ed.
- The SILR data shows that 8.6% of ITE learners withdraw early from their programme, which is broadly in line with other programmes, where the withdrawal rates range from 8.5-14.2%.
- An estimated 82% of learners studying diplomas in 2014/15 studied part-time and approximately two-thirds of all PGCE/Cert Ed learners studied part-time. This is similar to previous years.
- The average age of learners that studied ITE qualifications was 37 in 2014/15, the same as in 2013/14. Around two-thirds of learners studying ITE qualifications were women, 17% were from ethnic minority backgrounds and around 11% had learning difficulties or disabilities.

¹ This figure includes all learners participating in an ITE programme in a given year, encompassing learners who started their programme during the year as well as learners on the second or third year of a part-time programme

- The most common subjects studied by diplomas or PGCE/Cert Ed learners, prior to enrolling on their ITE course, were art and design, social sciences and sport. The number of learners studying diplomas or PGCE/Cert Eds with maths degrees increased from 40 in 2012/13 to 90 in 2014/15, but still account for only 2% of all ITE learners.
- Just over 60% (3,600) of learners who completed a diploma or PGCE/Cert Ed in 2014/15 progressed to a teaching position in further education. In total, 76% progressed to employment in an FE college and 21% gained employment in a private provider.
- In 2014/15, learners that completed diplomas or PGCE/Cert Eds and entered a full-time teaching role reported an average starting salary of £24,970, which has remained relatively stable since 2012/13. The reported starting salaries of part-time teachers has however increased from £15,500 in 2012/13 to £17,330 in 2014/15.
- Women entering full-time employment in FE teaching roles in 2014/15 earned £1,750 less than men. The gender pay gap has, however, fluctuated each year. Last year (2013/14) it was £830 and in 2012/13 it was £2,340. This may be due to factors such as differences in the subjects taught by men and women, with some subjects commanding a higher teacher starting salary². It may also be because salary is self-reported, and only 60% of HE leavers provide salary information. This increases the margin of error for the data analysis.

² ETF (2016) Further Education workforce data for England.

1 Introduction

This is the third annual report examining the provision and take-up of Initial Teacher Education (ITE) provision for the Further Education (FE) sector. It presents the volume and characteristics of trainee teachers undertaking ITE qualifications in 2013/14 and analysis of the ITE provision delivered in 2015/16.

The research was commissioned by the Education Training Foundation and conducted by ICF Consulting from September 2016 to January 2017. It builds on a baseline report on ITE provision published in July 2015 and the second annual ITE report published in July 2016³.

1.1 Background and context

The Further Education (FE) sector comprises colleges, independent training providers and adult and community learning (ACL) providers. These providers deliver a wide range of programmes, including academic and vocational qualifications, recreational learning, entry-stage English, literacy and numeracy, and employability programmes. This diverse offer requires providers to have a highly-skilled and adaptable workforce. Teachers working in FE typically require 'dual professionalism': pedagogical skills alongside in-depth vocational subject knowledge.

There is a formal framework for initial teacher training in FE. Following a further revision to the standards in 2013, the current 'core' qualifications are:

- The **Award in Education and Training (AET)**. This course provides a broad introduction to teaching in FE, including lesson planning and micro-teaching practice. Courses can be delivered at Level 3 or Level 4 and typically last for 1-2 weeks.
- The **Certificate in Education and Training (CET)**. This is a longer course, lasting around six months, primarily targeted at people who deliver training but do not design curricula.
- The **Diploma in Education and Training (DET)**. This is the primary career entry route for teachers/tutors in the FE sector. These courses are delivered at Level 5 and typically last for one year, if undertaken on a full-time basis.
- **Diplomas in Education and Training with a subject specialism in Numeracy, Literacy, and/or ESOL**. These qualifications were developed specifically for teachers delivering first steps literacy, numeracy and language courses. The courses cover the same content as the Diploma (DET), but include additional learning on literacy, numeracy or ESOL.

Alongside these qualifications, higher education (HE) institutions also deliver Certificate in Education (**Cert Ed**) and Post-graduate Certificate in Education (**PGCE**) courses for trainee teachers wishing to enter the FE sector. These programmes must meet the standards of the diploma and subject specialist programmes, but are often at a higher level (typically Level 6 or 7). Moreover, de-regulation of the sector has meant that there may be other qualifications that FE providers consider as providing a basis for sector entry. This creates a complex landscape for teacher training.

³ Reports available at: <http://www.et-foundation.co.uk/research/initial-teacher-education-provision-in-fe-and-skills/>

1.2 Project aims and approach

The study examines the volume and characteristics of individuals who are training to teach in the FE sector, and the range of provision currently being delivered. Specifically, the study measures:

- The range and coverage of ITE provision;
- The type of providers that deliver ITE provision;
- The number of trainee teachers undertaking ITE;
- The demographics of trainee teachers and the subjects they teach;
- The proportion of learners who progress to teaching positions in the FE sector.

The aim of the study is to provide intelligence to support policy makers and other sector stakeholders to develop interventions that address gaps in provision and sector skills shortages.

1.3 Data sources used

The review of ITE provision draws on ITE qualification, provision and learner data. The specific data sources used for this report are described below.

ITE qualification data

Data was collected on ITE qualifications in order to understand the different types of ITE courses being offered and their characteristics. Two key sources were used in the study:

- **Register of regulated qualifications**⁴. This provided basic information on the characteristics of all ITE qualifications that are approved for public funding. The register specifically contains information on the qualification start date, its size, assessment methods, unit composition and the awarding body. In the baseline assessment we examined qualifications on the Register in January 2015. In this report we have examined the qualifications on the Register in October 2016.
- **Ofqual data on qualification take up**. The Ofqual website presents data on the number of certifications awarded for approved qualifications, which can be filtered by subject area. All awarding organisations (AOs) are required to submit certification data to Ofqual. Consequently, this data provides comprehensive information on the overall number of enrolments on AO-accredited ITE course. The baseline assessment drew on Ofqual data for 2012/13. In this report we have used Ofqual data for 2014/15.

ITE provision data

Four data sources were used to understand the range and characteristics of providers delivering ITE provision:

- **FE advice line provider list**. The FE Advice line holds a list of providers that deliver the longer ITE programmes (diplomas, PGCEs and Cert Eds). The list is updated by the ETF at regular intervals, with the last update taking place in August 2016. The provider list contains information on the course title, whether the course is full-time or part-time, and whether it is for in-service or pre-service teachers.

⁴ The Register of Regulated Qualifications is available at: <http://register.ofqual.gov.uk>

- **Primary data collected by ICF from ITE provider websites.** The web review covered all FE providers and HE providers in England. It was undertaken in October 2016 after providers had published their full prospectuses for 2016/17. The review populated/updated a database developed by ICF, which contains details on the title of the courses being delivered, the level of the course, whether it was available full-time or part-time, the accrediting body and the study time. As part of the website review, we examined all providers listed on the FE advice line provider list as delivering ITE qualifications and all providers listed on the Higher Education Statistics Agency (HESA) and Single Individual Learner Record (SILR) data sets as delivering ITE qualifications in 2014/15. However, a limitation of the provider database is that it may contain information on courses that ITE providers have decided not to deliver because they have not been able to recruit sufficient trainees to make the course viable.
- **Corroborating the HESA data with ITE providers.** We sent data tables summarising key information from the HESA data to ITE providers, via the Universities Council for the Education of Teachers (UCET). ITE providers were asked to review the data and highlight any inconsistencies with their in-house management systems. Five ITE providers provided corrections to the data.
- **Awarding Organisation (AO) data.** AOs collect information on the providers that deliver their ITE qualifications. Relatively few AOs were willing to provide us with provider data, as they regard it as being commercially sensitive. However, the AOs that were able to provide centre information in January 2016 comprised around 40% of the total number of awarded ITE qualifications. This allows us to generalise from this information with a reasonable degree of confidence.
- **Ofsted inspection data.** Ofsted inspects all ITE provision delivered by Higher Education Institutions (HEIs) over a three-year cycle. Inspection information published on the Ofsted website contains grades on the overall effectiveness of provision, outcomes for trainees, quality of training and the quality of leadership and management. For this report, we examined Ofsted data published up to November 2016. Ofsted also expected all FE providers for each sector subject area, including 'teaching and lecturing'. This includes ITE, but also incorporates other CPD provision. The Ofsted website in November 2016 showed inspection grades in teaching and lecturing for 13 providers. Some providers may not have inspection grades as they deliver too little ITE provision or deliver it too infrequently for it to be inspected.

ITE learner data

To examine ITE learner characteristics, the study drew on HE and FE learner data sets, collected by the Skills Funding Agency and the Higher Education Statistics Agency (HESA). These datasets covered the 2012/13, 2013/14 and 2014/15 academic years. They include information on learner starts, learner completions and the overall number of learners in the process of studying⁵ ITE programmes in a given year

- **The Single Individualised Learner Record (SILR).** The SILR contains data on the characteristics of learners on publicly-funded FE provision and the courses they studied (including start date, end date, achievement status and destination). Although providers are encouraged to include data on learners who are undertaking self-funded programmes, not all providers include this information. Indeed, by cross-referencing the SILR to the Ofqual certification data we found that only 68% of ITE learners studying diplomas or certificates in FE were recorded on the SILR.

⁵ The number of learners studying an ITE programme include learners that started their programme within the year and learners that were on the second or third year of a part-time programme

- **HESA enrolment data.** HESA collects data from HEIs on the characteristics of learners studying in HE and the courses they studied. It provides comprehensive coverage of all HE courses and robust information on learner characteristics. However, the data on courses is difficult to interpret as the course titles entered can be unclear and may not always match the formal name of the course. In addition, not all ITE for FE courses are correctly coded, which means that ITE for FE courses had to be identified from the course title.
- **HESA Destination of Learners in Higher Education (DLHE) Survey.** HESA conducts a survey of learners six months after they completed their HE programme to examine whether they gained employment, the employment sector they worked in and the characteristics of their employment (job role, salary, hours of employment). The DLHE survey contains responses from around 70% of all HE learners, making the data relatively robust.

1.4 ITE qualifications examined in the research

We applied the same approach to selecting ITE qualifications as we have done for previous annual reports: We selected qualifications:

- **Specifically related to teaching roles in the sector.** Consequently, we disregarded training for assessors, teaching assistants or for quality assurance and managerial roles in FE.
- **Specifically targeted at providing career-entry to FE.** We therefore excluded qualifications that support teachers to change role (for example, to become an ESOL or numeracy teacher) and qualifications that provide career entry to other education sectors, such as HE or schools.
- **Supporting individuals to teach common FE subjects.** Our review of qualifications also found courses for teaching subjects such as Yoga and physical fitness, which are rarely taught in FE. These qualifications were excluded from our analysis.
- **Focused on practical rather than theoretical aspects of teaching.** We excluded qualifications such as degrees in Education or L4 qualification on the theory of education, which may not provide individuals with the practical skills they need to teach in FE.

Applying these criteria resulted in a final list of **25 qualifications** that could be considered as ITE for FE provision. These can be classified into seven categories (awards, certificates, diplomas, Cert Eds/PGCEs, literacy/ESOL subject specialisms, numeracy subject specialisms and SEND subject specialisms). A full list is included in Annex 1.

In this report, we distinguish between different types of ITE provision, such as:

- **Pre-service and in-service provision.** In-service describes ITE provision delivered to teachers who are already working in the sector. These courses are delivered part-time. Pre-service ITE provision is for learners not yet in employment and is delivered on either a full-time or part-time basis.
- **HE franchised and HE non-franchised provision.** HEIs can either deliver ITE training directly or through a partnership with another training provider. The nature of this partnership can vary, and responsibilities for recruitment, teaching and accreditation can also differ by partnership model. From the data, we have only been able to distinguish between franchised and non-franchised provision where this is recorded as a field in the HESA data set.

- **AO-accredited and HEI-accredited provision.** ITE qualifications can be developed by AOs or HEIs. Both types of organisation are required to develop qualifications that meet the national framework for teacher training. AO provision is delivered and often assessed by the provider, but the certification is conducted by the AO. HE-accreditation can be undertaken through two processes. The courses can be directly accredited by the HEI (i.e. the HEI conducts the learner assessments and provides the certification), or an ITE provider can have its *programme* accredited by an HEI and undertake its own learner assessments. ITE data does not distinguish between these two accreditation models and, therefore, we have grouped them together for analytical purposes.

1.5 Structure of this report

The remainder of this report is structured as follows:

- **Chapter 2** set outs what the data tells us about ITE qualifications and how they are delivered;
- **Chapter 3** describes the characteristics of providers that deliver ITE provision;
- **Chapter 4** presents the characteristics of learners who have completed ITE courses and examines their destinations.

2 Characteristics of ITE provision

Headline findings

- There continues to be a broad range of AOs and HEIs accrediting ITE qualifications. In 2014/15, there were at least 25 organisations accrediting awards, certificates, diplomas or PGCE/Cert Eds.
This has declined significantly since 2012/2013, when at least 37 organisations accredited each type of ITE qualification. There were nine fewer organisations accrediting awards, 15 fewer organisations accrediting certificates and eight fewer organisations accrediting diplomas than in 2012/13.
- The AO ITE market continues to be dominated by City & Guilds and Pearson, who collectively contributed over half of all accreditations in 2014/15. However, their share of the market has steadily declined over the last three years, from 77% in 2011/12 to 59% in 2014/15.
- The HE market has not changed significantly since the second annual report. There are 13 organisations that e accredited more than 100 learners in 2014/15, compared to 12 in 2012/13⁶.
- The majority of ITE provision is delivered part-time. Around three-quarters (74%) of diplomas or PGCE/Cert Eds and nearly all awards (94%) and certificates (89%) are delivered part-time. As in previous years, there were very few examples of ITE delivered through blended or online learning.
- ITE provision is delivered to a good standard. All HEIs delivering ITE and the 13 FE providers that had their provision in teaching and learning inspected were all graded either good (Grade 2) or excellent (Grade 1).

2.1 Introduction

This chapter describes the characteristics of ITE qualifications and how they are being delivered. In particular, it explores:

- The composition of the qualifications market, including the market share of AOs and HE institutions that develop and accredit ITE qualifications.
- The delivery of ITE qualifications, including the availability of different delivery methods (such as full-time/part-time provision, blended learning).

The report presents information from the qualifications market in the 2014/15 academic year. This draws on data from the Register of Regulated Qualifications, Ofqual and HESA on qualification achievements. The Register of Regulated Qualifications and Ofqual data contains information on all ITE qualifications and, as such, we expect this information to be fairly robust.

Delivery information is presented for the current academic year (2016/17). This draws on information captured from the provider website review. The website review covered all providers that were recorded as delivering ITE courses in previous years, as well as a review of all General Further Education colleges' websites and HEIs' websites.

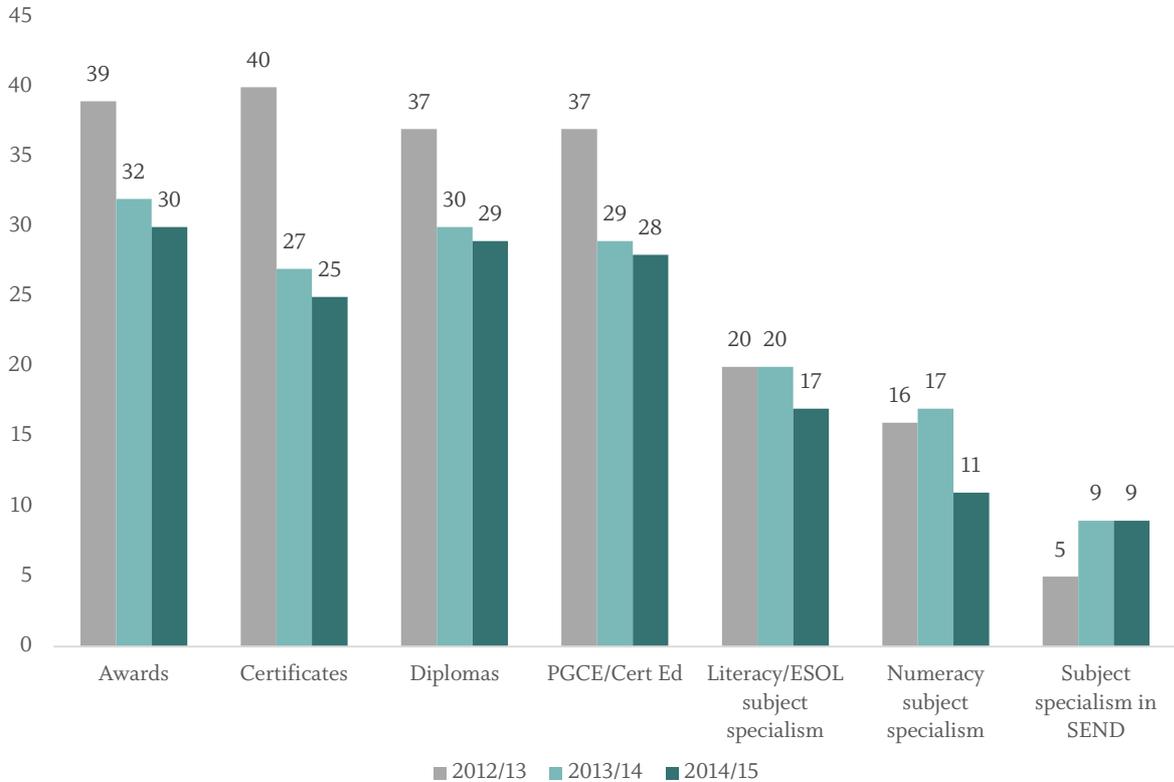
⁶ Note that some figures presented in this section for number of accreditations awarded by HEIs in 2012/2013 have been slightly amended since the baseline report subsequent to verification of the HESA data with ITE providers.

2.2 Understanding the qualification market

2.2.1 Range of organisations accrediting ITE qualifications

Figure 1 shows that there has been a decline in the number of organisations accrediting most types of ITE qualifications during the three years up to 2014/15. This decline is most marked for the generic ITE qualifications (award, certificate, diplomas and PGCE/Cert Ed). In 2014/15, there were nine fewer organisations accrediting awards, 15 fewer organisations accrediting certificates and eight fewer organisations accrediting diplomas than in 2012/13.

Figure 1 Number of AOs accrediting different types of ITE qualifications



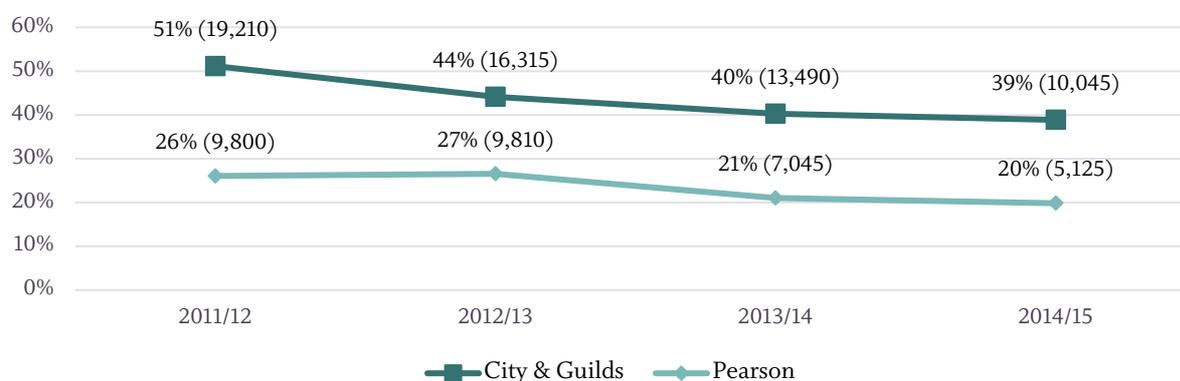
Source: Provider website review and Register of Regulated Qualification data

2.2.2 Market concentration

Distribution of ITE accreditations by AO

The AO market is dominated by City & Guilds and Pearson, who collectively certificated over half of all AO-accredited ITE qualifications in 2014/15. However, over the last four years there has been a gradual decline in City & Guilds' and Pearson's share of the market, which has coincided with a significant drop in their overall number of certifications. In 2011/12, City & Guilds and Pearson accounted for over 77% (29,010) of all ITE certifications. By 2014/15, this had dropped to 59% of all ITE certifications (15,170) (see **Figure 2**).

Figure 2 Proportion of awards issued by City & Guilds and Pearson in all AO awards, by year

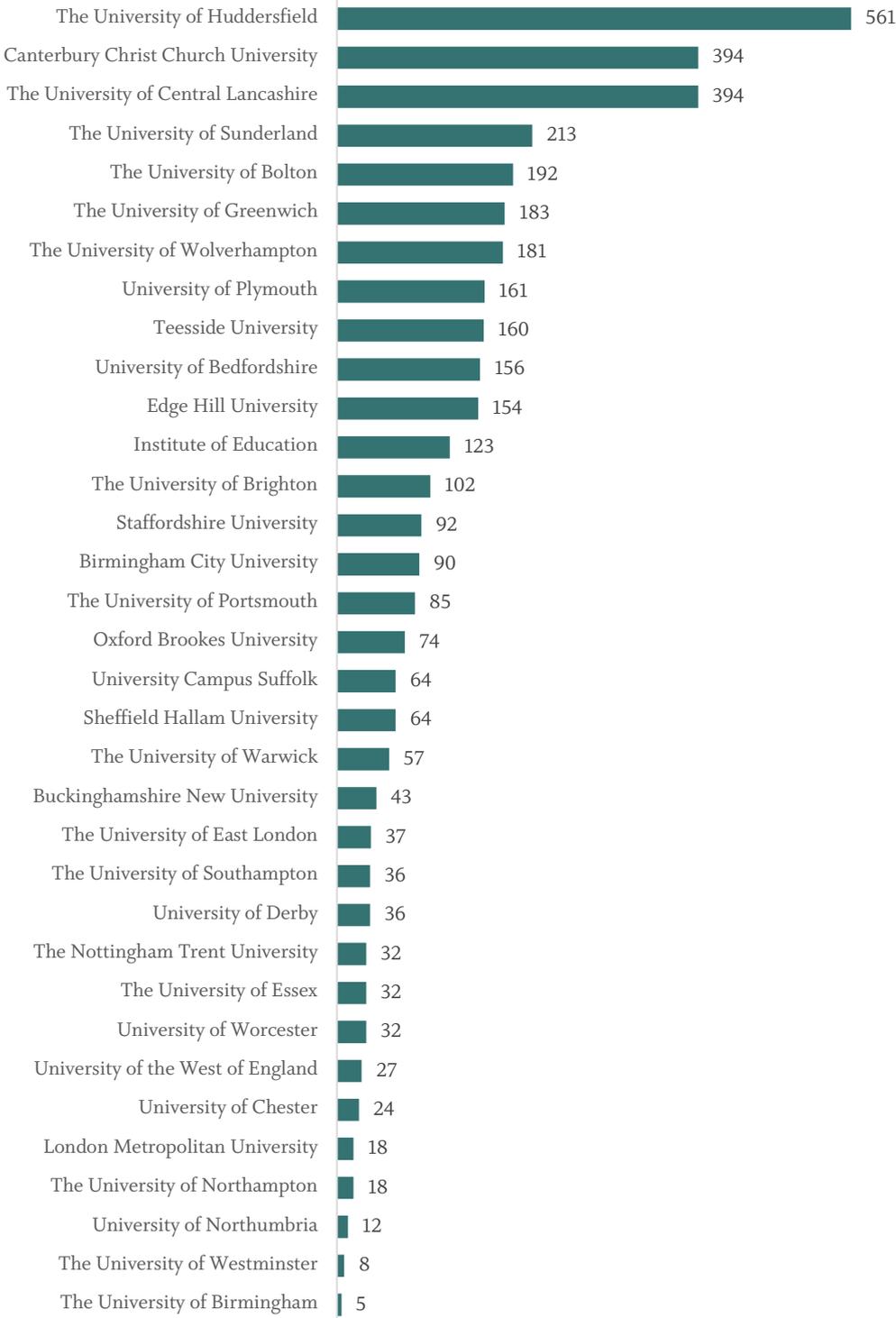


Source: Ofqual data on accreditations for ITE qualifications

HE institutions accrediting ITE qualifications

The distribution of ITE achievements among HEIs has remained relatively consistent over the three years to 2014/15. In each year, there were 12-13 HEIs accrediting more than 100 ITE learners and no HEI accredited more than 15% of the total number of ITE accreditations. The number of accreditations issued by HE institutions in 2014/15 is shown in **Figure 3**.

Figure 3 Number of accreditations issued by HE institutions



Source: HESA data 2014/15

HEIs’ share of the ITE market has remained relatively constant from 2012/13 to 2014/15. The ten HEIs awarding the highest number of ITE accreditations has not changed over the three year period. However, the total number of accreditations declined for all but one of these universities, with four institutions seeing a decline of 40-60%, primarily due to reductions in their franchised offer.

2.3 The delivery of ITE qualifications

This section draws on the website review of ITE provision to set out the way in which ITE provision is delivered in 2016/17. This includes:

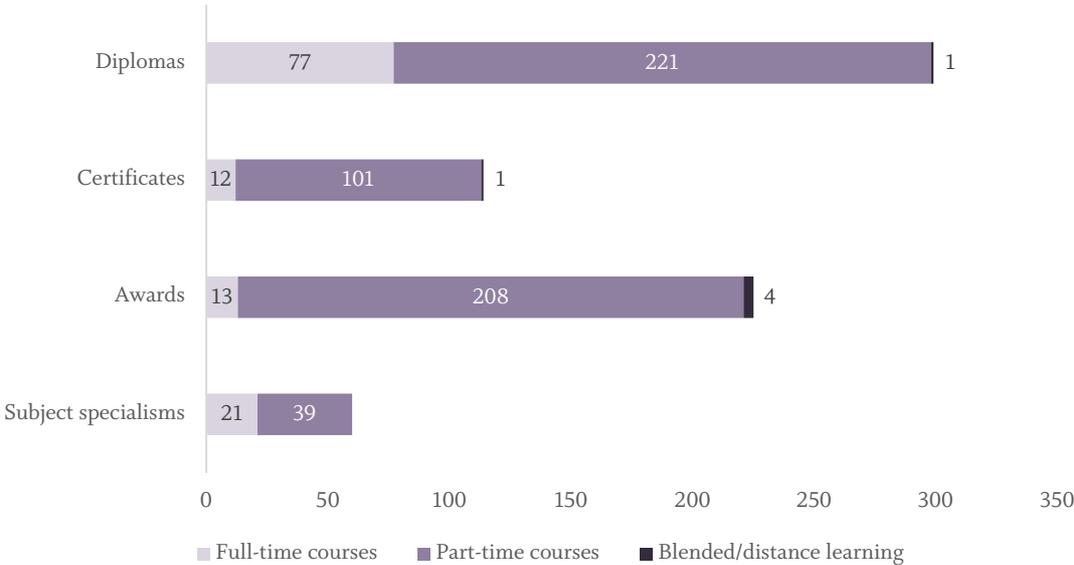
- The availability of different delivery modes (such as part-time, full-time, blended learning);
- Estimates on the volume of in-service and pre-service provision;
- The quality of ITE provision.

2.3.1 Delivery modes

As shown in **Figure 4**, ITE courses were widely available on a part-time basis in 2016/17. Awards and certificates were mostly only available on a part-time basis. FE providers, in particular, predominantly delivered courses part-time, reflecting that most people undertaking ITE in FE providers were likely to be in-service learners.

ITE delivery modes have remained relatively consistent over the three years to 2016/17, regardless of changes to the number of ITE providers. The only notable change was a drop in the share of full-time certificates from 25% in 2014/15 to 11% in 2016/17.

Figure 4 Number of providers by ITE delivery method, 2016/17



Source: ICF provider database

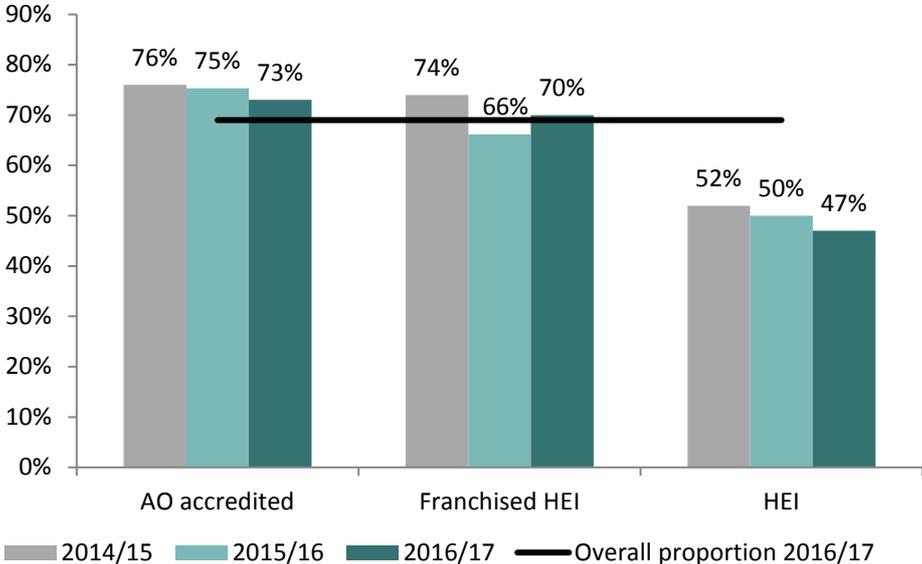
2.3.2 Availability of in-service and pre-service provision

The web search collected information on whether provision was in service or pre-service. When this information was not available on provider websites, we have assumed that full-time courses are for pre-service learners and part-time courses would be accessible to both pre-service and in-service learners.

The proportion of ITE provision delivered in-service has dropped slightly in the last three years, from 72% in 2014/15 to 69% in 2016/17. **Figure 5** shows that this small decline has been

consistent across all types of ITE provision (AO-accredited provision, HE franchised provision and courses delivered directly by HEIs). This may be due to fewer FE providers recruiting new teachers, which could affect demand for in-service courses.

Figure 5 Proportion of ITE courses designed for in-service learners, by provider type



Source: ICF provider database

2.3.3 Quality of ITE provision

There is a good standard of ITE provision delivered by HEIs. As shown in **Table 1**, in November 2016 all HE institutions delivering ITE achieved an Ofsted inspection of Grade 1 (excellent) or 2 (good) in the most recent inspection of their teacher training provision⁷. This is an improvement on 2015 and 2014, where at least two providers were did not achieve a Grade 1 or 2 for the four quality criteria described below.

Table 1 Inspection grades of HE providers delivering ITE

Quality Criteria	Providers with Grade 1 (%) (no/%)	Providers with Grade 2 (no/%)	Providers with Grade 3 (no/%)	Providers with Grade 4 (no/%)	TOTAL
Overall effectiveness	4 (14%)	25 (86%)	0 (0%)	0 (0%)	29 (100%)
Outcomes for trainees	4 (21%)	15 (79%)	0 (0%)	0 (0%)	19 (100%)
Quality of training	4 (21%)	15 (79%)	0 (0%)	0 (0%)	19 (100%)
Quality of leadership/management	9 (47%)	10 (53%)	0 (0%)	0 (0%)	19 (100%)

Source: Ofsted inspection data, accessed November 2016

The inspection grades of FE providers have not changed over the last three years. As shown in

⁷ Note that over the period of the study, the Ofsted grading system has changed, which makes more detailed comparisons across time difficult. Currently, the quality of ITE is evaluated according to four criteria by Ofsted – overall effectiveness, outcomes for trainees, quality of training, and quality of leadership and management. Previously, there were eleven evaluation criteria – with the exception of overall effectiveness, these do not link in a straightforward way to the current evaluation criteria.

Table 2, 13 providers had inspection grades for the teaching and lecturing subject area by November 2016, of which 11 providers achieved a Grade 2 and two providers gained a Grade 1. This suggests that inspected, ITE provision delivered in FE is of a similarly high quality to provision delivered in HE. However, teaching and learning subject Ofsted inspection grades are only available for a very small proportion of the near 650 FE providers that deliver ITE qualifications. In 2014/15, the providers covered by Ofsted inspection together accounted for around 1,000 ITE learners, which is less than 3% of the total number of ITE student enrolments in the FE sector.

Table 2 Teaching and lecturing inspection grade of FE providers delivering ITE

Inspection grade for teaching and lecturing subject area	No of providers (% of total)
Grade 1	2 (16%)
Grade 2	11 (84%)
Grade 3	0 (0%)
Grade 4	0 (0%)
TOTAL	13 (100%)

Source: Ofsted inspection data, accessed December 2016

3 The ITE provider base

Headline findings

- There has been a decline in the number of ITE providers since 2014/15. However, the reduction over the last year has been relatively small compared to the drop-off from 2014/15 to 2015/16. There were 664 ITE providers in 2016/17, compared to 684 in 2015/16 and 829 in 2014/15. This decline has been consistent for providers of awards, certificates and diplomas.
- Most ITE providers in were FE colleges, which in 2016/17 accounted for 45% of all ITE providers and 76% of providers delivering diplomas or PGCE/Cert Eds. This has not changed over the last three years.
- In 2016/17 there were a good range of providers (between 17 and 40) delivering awards, certificates or diplomas in each of the England regions. However, most regions have fewer than five providers delivering each of the specialist diplomas in literacy/ESOL, numeracy and supporting learners with SEND.
- Diplomas or PGCE/Cert Eds were generally delivered by larger colleges. The average number of total FE learners studying in FE colleges delivering diplomas is 6,210, whereas the average number of learners in an FE colleges is 4,960 (25% larger).
- HE providers offered ITE courses at a mix of levels. In 2014/15, 17 HEIs provided courses at Level 5 (equivalent to the diploma), 20 HEIs provided courses at Level 6 (Bachelor degree level), and 21 HEIs provided courses at Level 7 (equivalent to a Master's degree).
- There has been a decline in the number of ITE courses delivered by HEIs between 2012/13 and 2014/15. The most significant drop was among Level 5 courses, which decreased by over a quarter (26%).
- In 2014/15, 24 HE institutions franchised their ITE provision, of which half franchised with 1-2 partners. The number of partners HEIs franchise with to deliver ITE qualifications has not changed significantly over the three years for which HESA data is available (2012/13-2014/15).

3.1 Introduction

This chapter presents information on the organisations delivering ITE provision. It specifically presents:

- The types of providers delivering ITE qualifications and the ITE provision they deliver;
- The number of providers in each region;
- The attributes of providers that are delivering ITE provision, in terms of their size, overall inspection grades and whether they are in receipt of public funding.

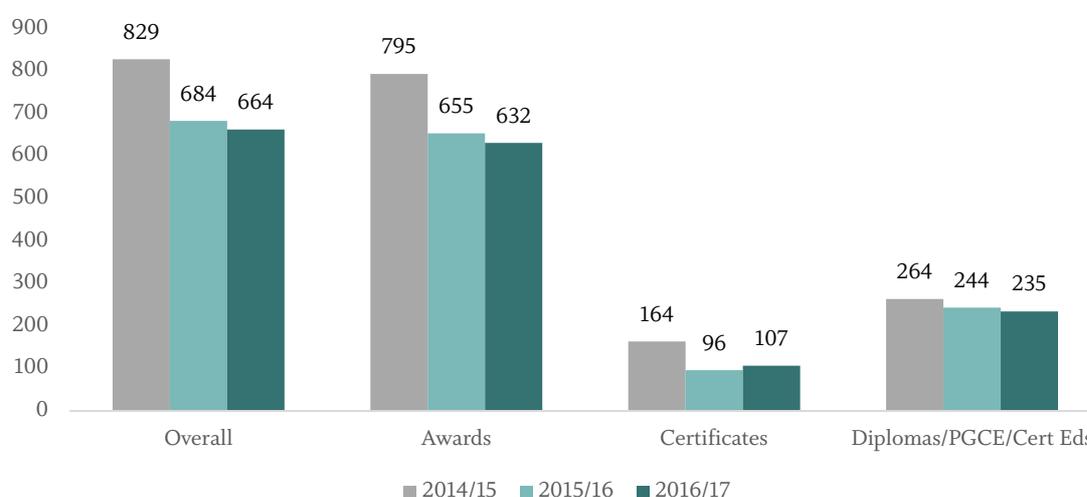
The chapter draws on HESA data, Ofsted data and information from AOs and the ICF provider database. It presents ITE provider and inspection data for 2016/17 and HE enrolment data for 2014/15.

The chapter also includes information on the most recent inspection grades of ITE providers (based on Ofsted data) and Area Review data on the number of enrolments per provider in 2014/15 to indicate overall provider size.

3.2 The ITE provider base

The number of providers delivering ITE provision has gradually been declining from 2014/15 to 2016/17, although in the last year the decrease has been small. There were only 20 fewer ITE providers in 2016/17, compared to 2015/16, a drop of 3% (see **Figure 6**). There was a decrease in the number of award and diploma providers and a small increase in the number of certificate providers.

Figure 6 Number of providers offering ITE provision from 2014/15 to 2016/17



Source: ICF provider database

As shown in **Table 3**, most ITE provision was delivered by FE colleges. In 2016/17, FE colleges accounted for 45% of all ITE providers and 76% of providers delivering diplomas or PGCE/Cert Eds. This distribution has not changed significantly since 2014/15.

The most commonly delivered ITE qualification are awards. These qualifications are estimated to be delivered by nearly all (632) providers. Less than half (235 out of 664) of providers offered diplomas or PGCE/Cert Eds and less than one in six offered certificates.

Table 3 Providers offering ITE provision in 2016/17

Type of provider	Total providers offering ITE courses (% of total)	Providers offering awards (% of total) ⁸	Providers offering certificates (% of total)	Providers offering diplomas/PGCE/Cert Eds (% of total)
HE institutions	34 (5%)	2 (0%)	4 (4%)	34 (14%)
FE colleges	300 (45%)	300 (47%)	77 (72%)	178 (76%)
Private training providers	220 (33%)	220 (35%)	22 (20%)	19 (8%)

⁸ This is based on an extrapolation of AO data.

Type of provider	Total providers offering ITE courses (% of total)	Providers offering awards (% of total) ⁸	Providers offering certificates (% of total)	Providers offering diplomas/PGCE/Cert Eds (% of total)
ACL providers	110 (17%)	110 (17%)	4 (4%)	4 (2%)
TOTAL	664 (100%)	632 (100%)	107 (100%)	235 (100%)

Source: AO data and ICF provider database

3.3 Geographical coverage

Table 4 shows that in 2016/17 there continues to be several providers (ranging from 17 to 40) delivering ITE qualifications in each of the England regions. Diplomas and PGCE/Cert Eds are most widely-available courses. There are at least 17 providers delivering these qualifications in each English region. The highest number of providers offering diplomas or PGCE/Cert Eds were in the North West and South East regions. There is also a good range of certificate providers in most regions, with seven of the nine regions having over 10 organisations offering certificates.

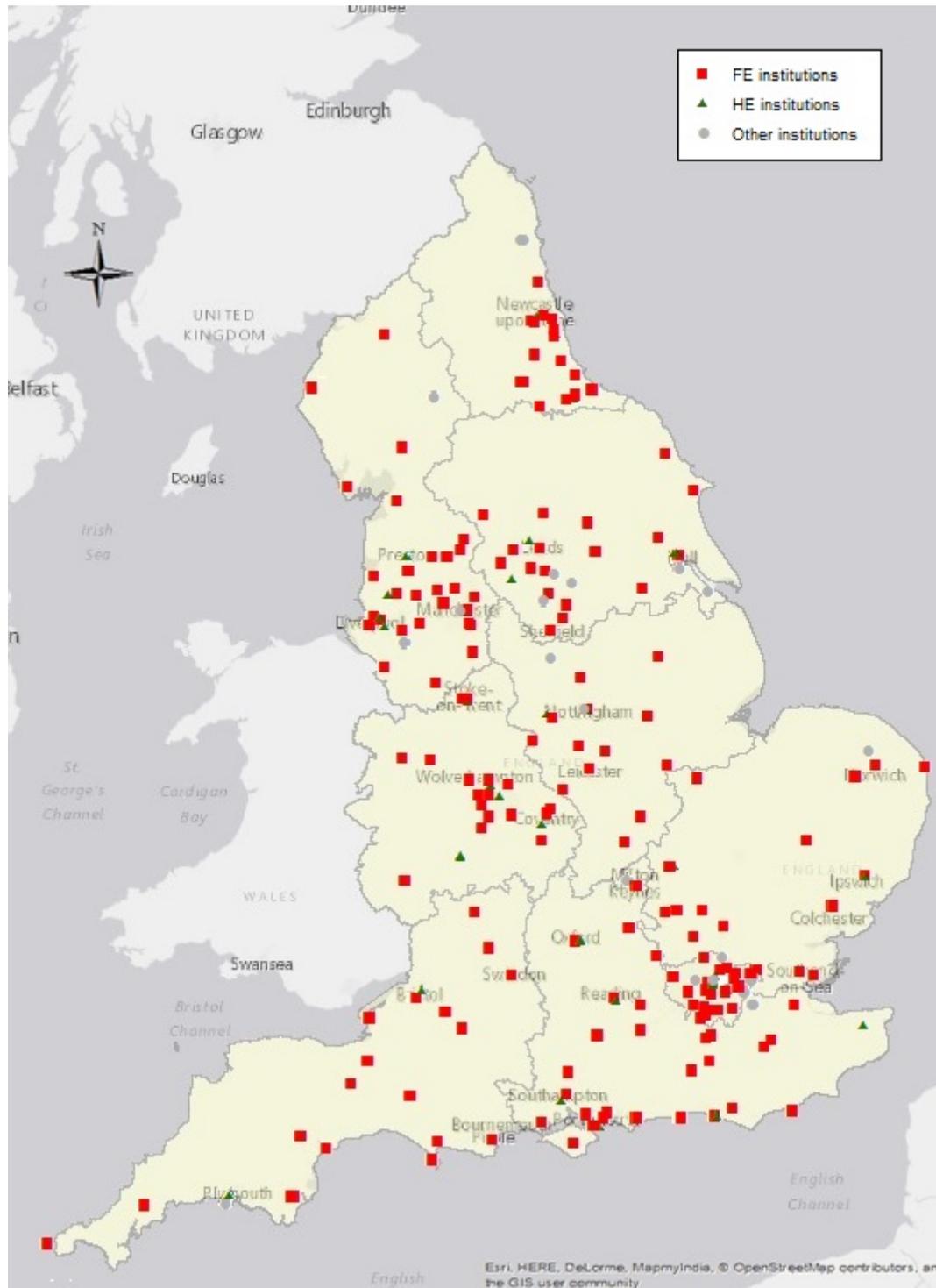
Subject specialist provision is less commonly available, with most regions having fewer than five providers delivering these types of courses. In the South West and Yorkshire and The Humber, in particular, there are only 1-2 providers offering specialist diplomas in literacy/ESOL, numeracy or SEND. However, some ITE providers that do not deliver subject specialist provision may have the capacity to do so if there is sufficient learner demand.

Table 4 Number of providers offering ITE courses by region, 2016/17

Region	Number of providers offering the following courses (2015/16 numbers in brackets)				
	Certificates	Diplomas/ PGCE/Cert Eds	Num Subject specialism	Lit/ESOL Subject specialism	SEND Subject specialism
East Midlands	12 (8)	17 (19)	3 (4)	5 (5)	3 (3)
East of England	6 (4)	20 (18)	3 (2)	2 (2)	2 (2)
London	9 (8)	31 (33)	7 (5)	8 (6)	2 (2)
North East	12 (9)	18 (15)	5 (3)	8 (4)	2 (2)
North West	15 (15)	39 (45)	6 (8)	6 (6)	2 (2)
South East	13 (11)	40 (42)	4 (5)	4 (5)	4 (3)
South West	16 (16)	23 (22)	1 (1)	1 (1)	1 (1)
West Midlands	13 (14)	20 (21)	2 (3)	3 (4)	1 (1)
Yorkshire and Humber	11 (11)	27 (29)	2 (3)	2 (4)	1 (2)
TOTAL	107 (96)	235 (244)	33 (34)	39 (36)	18 (13)

Source: ICF provider database

Figure 7 Map of providers delivering diplomas or PGCE/Cert Eds, 2016/17



Source: ICF provider database. Contains National Statistics data © Crown copyright and database right 2016; Contains Ordnance Survey data © Crown copyright and database right 2016; and Esri, HERE, DeLorme and OpenStreetMap (<http://www.OpenStreetMap.org>) and contributors

3.4 Provider characteristics

3.4.1 FE colleges

The provider website review found that in 2016/17 diplomas or PGCE/Cert Eds were most commonly delivered by larger FE colleges. The average number of total FE learners studying in a college delivering diplomas is 6,210; whereas the average number of learners studying in an FE colleges is 4,977⁹ (25% larger). This is broadly consistent with previous years.

In 2016/17, there was no significant difference between the average overall Ofsted inspection grades of FE providers that deliver diplomas or PGCE/Cert Eds and those that do not (2.13 compared to 2.21). This was similar in 2014/15 and 2015/16.

3.4.2 Higher Education Institutions

Provision by levels

HEIs mainly deliver ITE courses at Levels 5, 6 and 7. The HESA data shows that in 2014/15 there was a significant number of ITE courses at each of these levels. In total:

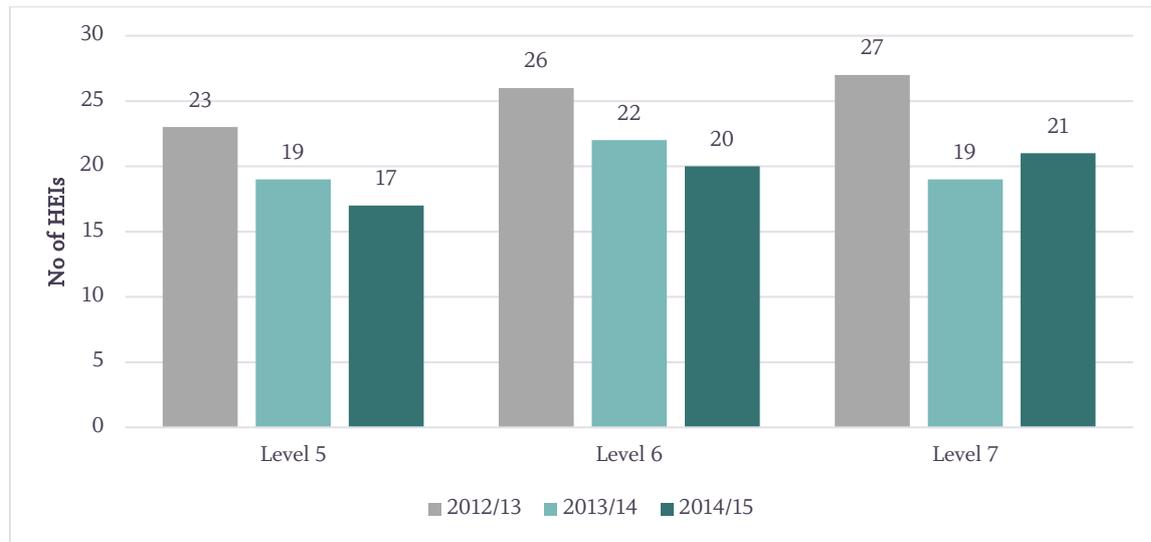
- 17 institutions offered teacher training courses at Level 5;
- 20 institutions offered Bachelor's level courses (Level 6); and
- 21 institutions offered courses at Master's level (Level 7).

There were five institutions that offered ITE courses at all three levels, and 11 institutions offered ITE courses at Levels 6 and 7. Level 6 and 7 courses were mostly PGCE or Cert Ed courses.

As shown in **Figure 8**, from 2012/13 to 2014/15 there was a decline in the number of HEIs offering ITE courses for each qualification level. The most significant drop was among Level 5 courses, which decreased by over a quarter (26%).

⁹ Based on DfE Statistical First Release data on FE and Skills funded learner participation by provider and funding stream

Figure 8 Number of HEIs offering ITE courses by year and level

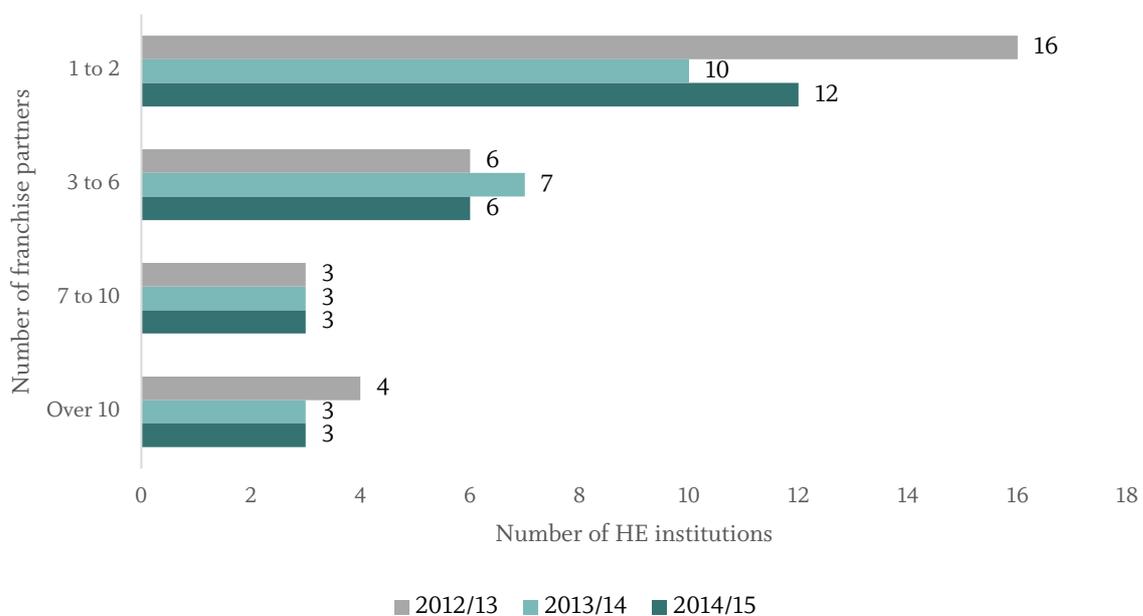


Source: HESA from 2012/13, 2013/14 and 2014/15

Level or franchising

In 2014/15, there were 24 HE institutions that franchised their ITE provision. As shown in **Figure 9**, the number of partners HEIs franchise with to deliver ITE qualifications has not changed significantly over the last three years for which HESA data is available (2012/13-2014/15). There has, however, been a small decrease in the number of providers that use 1-2 franchise partners, from 16 in 2012/13 to 12 in 2014/15.

Figure 9 Number of franchise partners per HE institution



Source: HESA data from 2012/13, 2013/14 and 2014/15 and ICF calculations,

3.4.3 ACL and private providers

All ACL providers that offer ITE qualifications delivered awards, whereas relatively few delivered certificates or diplomas. Only 4 out of the 110 ACL providers offering ITE qualifications delivered certificates, and further 4 delivered diplomas. There was little public information on private providers as very few accessed public funding to deliver training programmes.

4 Learners on ITE programmes

Headline figures

- There were just over 40,500 learners studying ITE courses in 2014/15, which was a decline of 22% compared to 2013/14 and 33% compared to 2011/12. Since 2011/12, the number of learners studying certificate has declined by almost 66% (5,700). The number of learners studying awards has declined by 30% (almost 11,000), and the number of learners studying diplomas, PGCE and Cert Eds declined by 28% (nearly 4,500).
- There were 29,670 learners who completed an ITE programme in 2014/15, of which 21,200 achieved an award (a decline of 25% in the last year), 1,890 achieved a certificate (a decline of 52%), and 5,980 achieved a diploma, PGCE or Cert Ed (an increase of 2%).
- The SILR data shows that 8.6% of ITE learners withdraw early from their programme. This is broadly in line with other programmes, where the withdrawal rates range from 8.5 to 14.2%. Around 8% of HE learners did not complete their qualification within their target date.
- Around two-thirds (67%) of learners who achieved diplomas or PGCE/Cert Ed qualifications in 2014/15 studied with an FE provider. This has not changed significantly from previous years.
- At regional level, the take-up of ITE qualifications was largely consistent with the population of the region. However, a slightly higher proportion of the learners in the North West achieved a diploma or PGCE/Cert Ed, and a smaller proportion of learners in London or the East Midlands achieved the same qualifications, relative to the size of the region.
- An estimated 82% of diploma learners in 2014/15 studied part-time and approximately two-thirds of all PGCE/Cert Ed learners studied part-time. This is similar to previous years.
- The average age of learners studying ITE qualifications was 37 in 2014/15, the same as in 2013/14. Around two-thirds of learners studying ITE qualifications were women, 17% were from ethnic minority backgrounds and around 11% of learners had learning difficulties or disabilities.
- Nearly 83% of learners studying diplomas or PGCE/Cert Ed courses in 2014/15 were previously qualified to Level 4 or above. The most common subjects studied by ITE learners, prior to enrolling on their ITE course, were art and design, social sciences and sport. The number of learners studying ITE qualifications with maths degrees increased from 40 in 2012/13 to 90 in 2014/15, but still account for only 2% of all ITE learners.
- Just over 60% (3,600) of learners who completed a diploma or PGCE/Cert Ed in 2014/15 progressed to a teaching position in further education. In total, 76% progressed to employment in an FE college and 21% gained employment in a private provider.
- The average starting salary reported by diploma or PGCE/Cert Ed learners that entered full-time roles in 2014/15 was £24,970, which has remained relatively stable since 2012/13. The reported starting salaries of part-time teachers increased from £15,500 in 2012/13 to £17,330 in 2014/15.
- The average starting salaries reported by men working full-time in the sector was £26,000, compared to £24,250 for women, a difference of £1,750. The difference in the salaries of men and women starting out in FE teaching has fluctuated in the last three years. There could be a variety of reasons for this fluctuation, including subjects taught and the nature of a relatively small sample of individuals self-reporting their salary.

4.1 Introduction

This chapter presents the volume and characteristics of learners studying ITE courses in HE and FE. It specifically presents:

- Number of learners studying and completing ITE qualifications, drawing on Ofqual and HESA enrolment data. The Ofqual and HESA datasets are comprehensive, although it is not always clear from the HESA dataset whether learners are studying subject specialist qualifications or a generic pathway.
- Learner enrolments by region and by type of provider, drawing on Ofqual and HESA data, as well as information provided by AOs.
- Characteristics of learners studying ITE qualifications, drawing on HESA and SILR data. HESA data provides comprehensive coverage of HE learners. For FE learners, the SILR only contains data for 51% of ITE learners studying AO-accredited courses. Consequently, this data has been extrapolated using the Ofqual data.
- The proportion of ITE learners who entered the FE sector and their starting salaries and type of role. This draws principally from the HESA DLHE survey data, which only covers HE learners. To estimate the destinations of learners studying AO-accredited ITE programmes, we have extrapolated the destination data for HE franchised learners, who share many of the characteristics of FE learners undertaking AO-accredited courses.

Information is presented for four academic years: 2011/12; 2012/13, 2013/14 and 2014/15. In some cases this framework was sufficient to identify potential trends over time. Where developments have been more volatile, the data was used to show year-to-year comparisons.

4.2 Number of ITE learners

4.2.1 Learners studying ITE programmes

There were just over 40,500 learners studying¹⁰ ITE courses in 2014/15, a decline of around 22% since 2013/14 and of 33% since 2011/12. There was a decline in the number of learners studying all types of ITE qualifications, although the size of the drop varied considerably (see **Figure 10**):

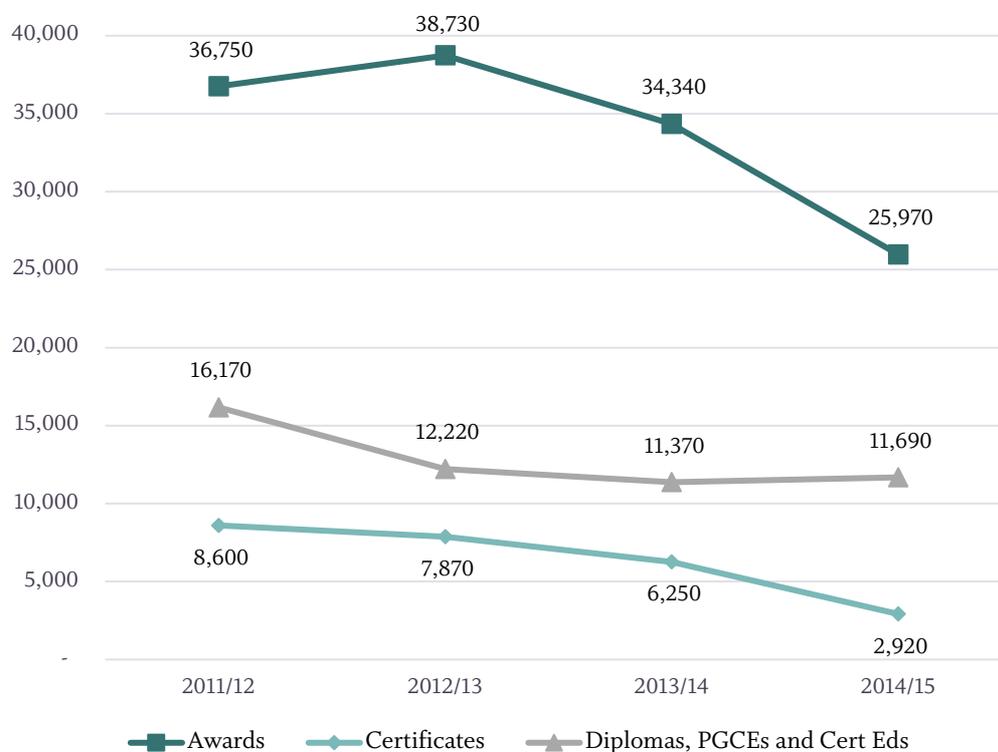
- The number of learners studying certificates declined by almost 66% (5,700) from 2011/12 to 2014/15. There has been a year-on-year decline in the number of learners studying certificates for each of the four years covered in the study. The largest decline was from 2013/14 to 2014/15, when the number of learners more than halved.
- The number of learners studying awards declined by almost 10,000 (29%) over the same four year period. The largest decline was from 2013/14 to 2014/15.
- The number diploma, PGCE and Cert Ed learners declined by nearly 4,500 (28%). However, the largest decrease was from 2011/12 to 2012/13, after which the number of learners has been relatively stable.

Awards were the most commonly taken course, accounting for 64% of learners in 2014/15. This has remained fairly consistent over the last four years. Around a fifth of ITE learners (28%) in

¹⁰ This figure includes all learners participating in an ITE programme in a given year, encompassing learners who started their programme during the year as well as learners on the second or third year of a part-time programme

2014/15 were studying diplomas and higher diplomas.

Figure 10 Number of learners studying ITE qualifications by year and type of qualification



Source: AO, HESA and SILR data for achievement.

4.2.2 Learners completing an ITE qualification

Table 5 shows that from 2011/12 to 2014/15 there has been a similar decline in the number of ITE achievements. In 2014/15, a total of 29,670 learners completed an ITE programme. This represents a 33% decrease from 2011/12, when 44,290 learners completed an ITE programme. This decline is primarily due to a drop in provision delivered in FE, which decreased by a third.

Over the last year (from 2013/14 to 2014/15), there has been a significant decline in award and certificate achievements, which have dropped by 25% and 52% respectively. The number of diploma or PGCE/Cert Ed achievements have, however, increased slightly from 5,850 to 5,980 (2%, see **Figure 11**).

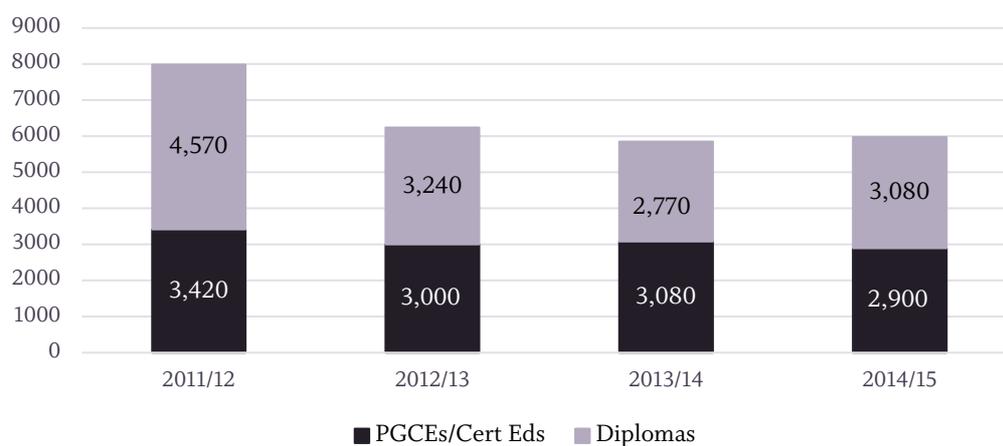
Table 5 Learner achievement, 2011/12 – 2014/15

	Total	Delivered in HE	Delivered in FE
PGCE/Cert Eds			
2011/12	3,420	1,400	2,020
2012/13	3,000	1,230	1,770
2013/14	3,080	1,410	1,670
2014/15	2,900	1,310	1,590
Diplomas			

	Total	Delivered in HE	Delivered in FE
2011/12	4,570	700	3,870
2012/13	3,240	390	2,850
2013/14	2,770	150	2,620
2014/15	3,080	130	2,950
Certificates			
2011/12	6,150	230	5,920
2012/13	5,440	170	5,270
2013/14	3,920	120	3,800
2014/15	1,890	100	1,790
Awards			
2011/12	30,150	260	29,890
2012/13	30,180	20	30,160
2013/14	28,190	50	28,140
2014/15	21,200	10	21,790

Source: HESA and Ofqual data.

Figure 11 Number of diploma/PGCE/Cert Ed achievements by year



Source: HESA and Ofqual data.

4.2.3 Early leavers

There is no consistent measure for early leavers in the HESA and SILR datasets. In the SILR, there is a data field on 'withdrawn learners', which includes learners that have decided to discontinue their studies. In the HESA dataset, there is no measure on whether a learner has dropped out.

However, it is possible to calculate when a learner has not completed a qualification within the intended target date. The data shows that 8.6% of learners studying AO-accredited ITE programmes in 2014/15 withdrew early. This is broadly in line with the other award, certificate and diploma programmes at level 4 or above delivered in FE, where the proportion of

withdrawals ranged from 8.5 to 14.2%¹¹ among learners older than 19 in 2013/14.

In HE, the proportion of learners in 2014/15 that did not complete their programme within the expected timeframe was around 8.4%. Learners on franchised provision were more likely not to complete than learners on programmes delivered in HE (9.1% compared to 7.5%). This is comparable to the proportion of all UK full-time first degree entrants who discontinue their studies, which reached 8.3% in 2013/14.¹²

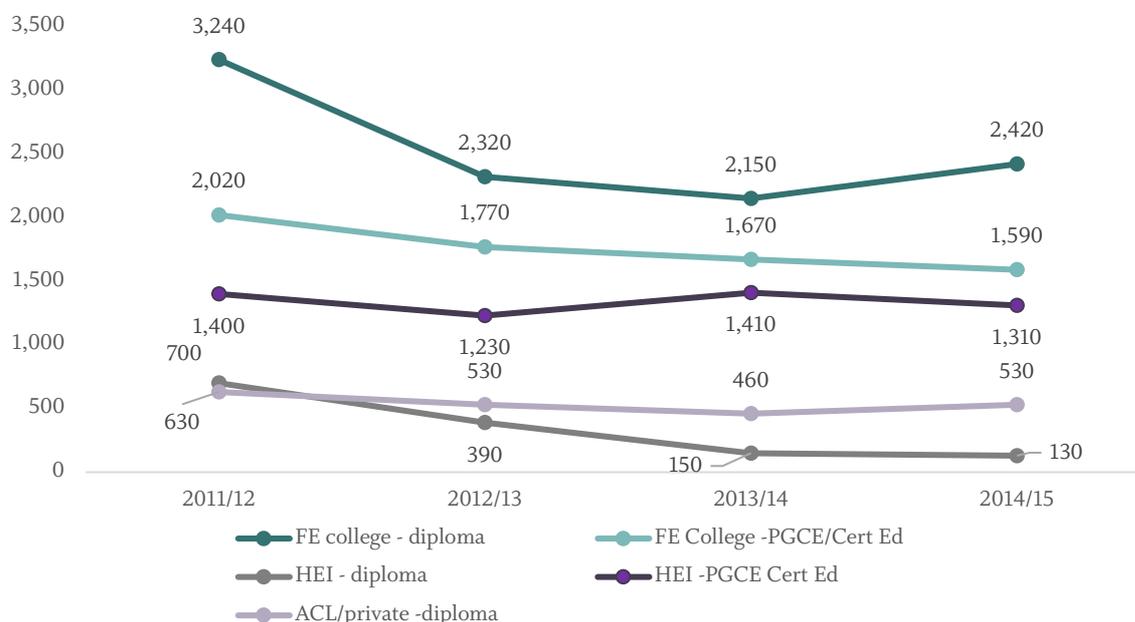
4.3 Segmenting the supply of ITE learners

4.3.1 ITE learners by provision type

Full ITE qualifications (diploma or PGCE/Cert Eds) were most commonly delivered by FE colleges, which trained around two-thirds (67%) of the learners that studied an ITE programme. Over half of this provision was delivered through franchising. This distribution has remained fairly consistent between 2011/12 and 2014/15.

Figure 12 shows that from 2013/14 to 2014/15, the number of learners studying PGCE/Cert Eds in FE colleges and HE institutions has declined by 5% and 7% respectively. However, there has been a 12% increase in the number of learners studying AO-accredited diplomas in FE colleges.

Figure 12 Number of diploma/PGCE/Cert Ed achievements by type of provider by year



Source: SILR and HESA 2011-2015.

¹¹ This is approximated by the retention rate statistics published by the Skills Funding Agency at <https://www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files>.

¹² Approximated by the non-continuation rate statistics published by HESA at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/releases/2014-15-non-continuation>

4.3.2 Region

Table 6 presents the number of awards, certificate and diploma achievements in each region in 2014/15 and their proportion of the total achievements for each type of ITE qualification. For comparison purposes, the table also includes each region's share of the total England workforce for all sectors¹³.

The distribution of learners by region has remained relatively consistent from 2011/12 to 2014/15. It shows a reasonable spread of ITE learners by region. However, there was some variation by type of qualification:

- For diplomas and PGCE/Cert Eds, there was a slightly higher proportion of learners from the North West completing qualifications and a smaller proportion of learners from London and East Midlands, compared to these regions' share of the England workforce;
- For awards, there was a relatively higher proportion of learners in the South West completing qualifications and a smaller proportion of learners from London and the South East;
- For certificates, there were a relatively higher proportion of learners from the North West and North East studying qualifications, and a smaller proportion of learners from the South East and London.

Table 6 Learner achievements by region, 2014/15

Region	Share of the total England workforce (all sectors) ¹⁴	No of diploma or PGCE/Cert Eds achievements (% of total)	No of certificate achievements (% of all ITE certificates)	No of award achievements (% of all ITE awards)
London	17%	640 (11%)	90 (5%)	2450 (11%)
South East	17%	1020 (17%)	220 (12%)	2950 (14%)
North West	13%	1000 (17%)	360 (20%)	2930 (14%)
East of England	11%	600 (10%)	130 (7%)	2600 (12%)
West Midlands	10%	520 (9%)	190 (10%)	1760 (8%)
South West	10%	690 (12%)	210 (12%)	3300 (15%)
Yorkshire and The Humber	10%	670 (11%)	250 (14%)	2470 (11%)
East Midlands	8%	380 (6%)	160 (9%)	1790 (8%)
North East	5%	360 (6%)	210 (12%)	1310 (6%)

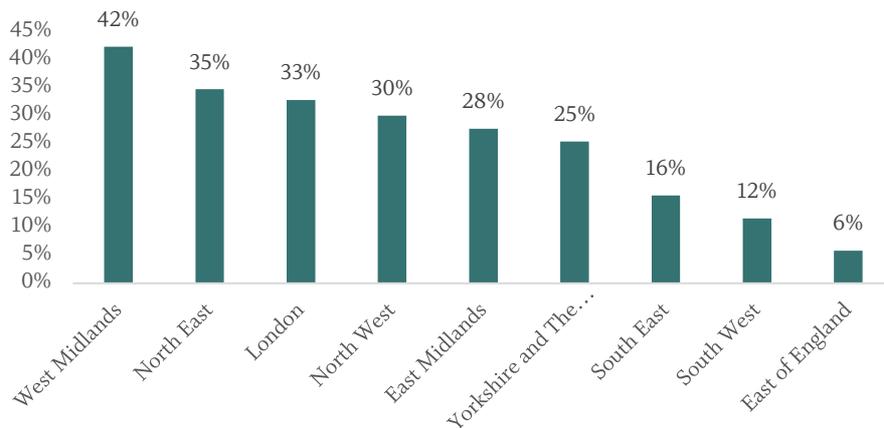
Source: *SILR and HESA 2014/15*.

The proportion of learners achieving diploma/PGCE/Cert Ed qualifications in HE institutions varies considerably by region. In London, North East and West Midlands, HE institutions account for at least a third of all achievements. In East and South England, a larger proportion learners achieve their qualifications in further education settings, with HE institutions accounting for less than a fifth of all achievements.

¹³ The England workforce is defined as the number of people aged 16-64 in employment across the entire economy

¹⁴ This shows the proportion of the overall England workforce (all sectors) that are based in each region. For example, it shows that the London workforce contains 17% of all 16-64 year olds in employment in England.

Figure 13 Proportion of diploma/PGCE/Cert Ed achievements in HEIs by region, 2014/15

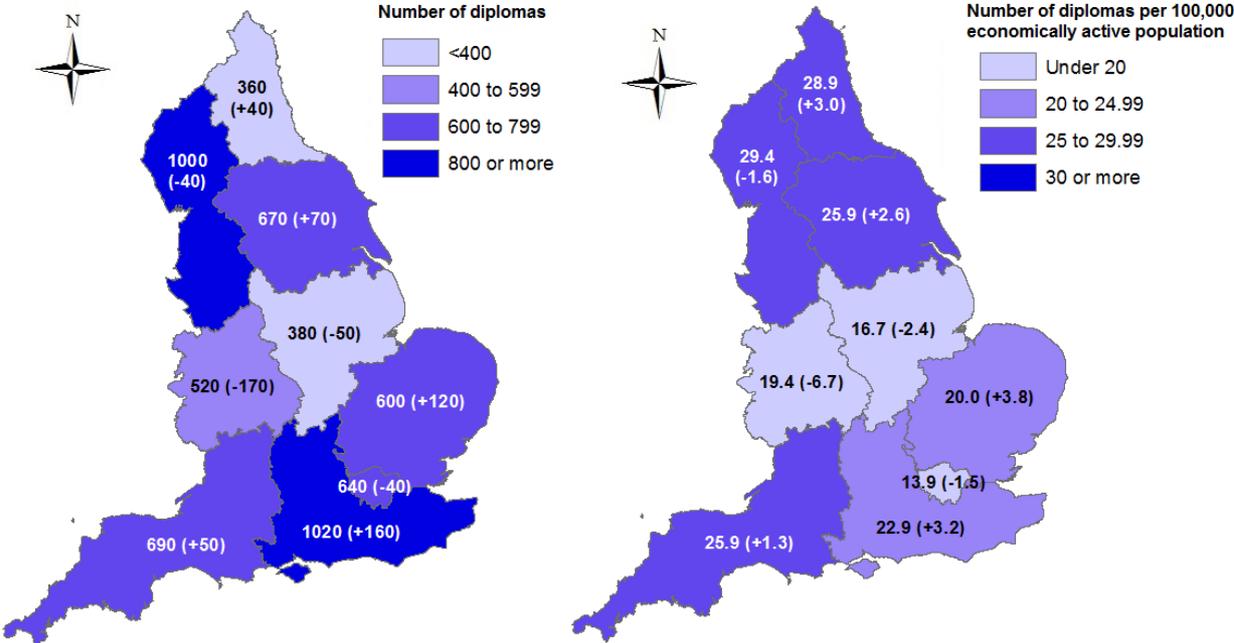


Source: SILR, HESA and Ofqual data for 2014/15.

Figure 14 presents the distribution of ITE learners in 2014/15 by region. The left-hand map shows the total number of learners achieving diplomas, PGCEs and Cert Eds, with the change since 2013/14 shown in brackets. The darker the colour of the region, the more learners have achieved a diploma, PGCE or Cert Ed. The right-hand map shows the number of diplomas, PGCEs and Cert Eds achievements per 100,000 of the economically active population. The darker the colour of the region, the greater the proportion of economically active adults completing diplomas, PGCEs or Cert Eds.

These maps shows that in 2014/15 there was considerable changes in qualification achievements by region. Achievements increasing in five regions and declining in four regions in 2014/15. Achievements increased significantly in the South East (+160 learners) and East of England (+120 learners). In West Midlands the number of achievements sharply declined (-170 learners).

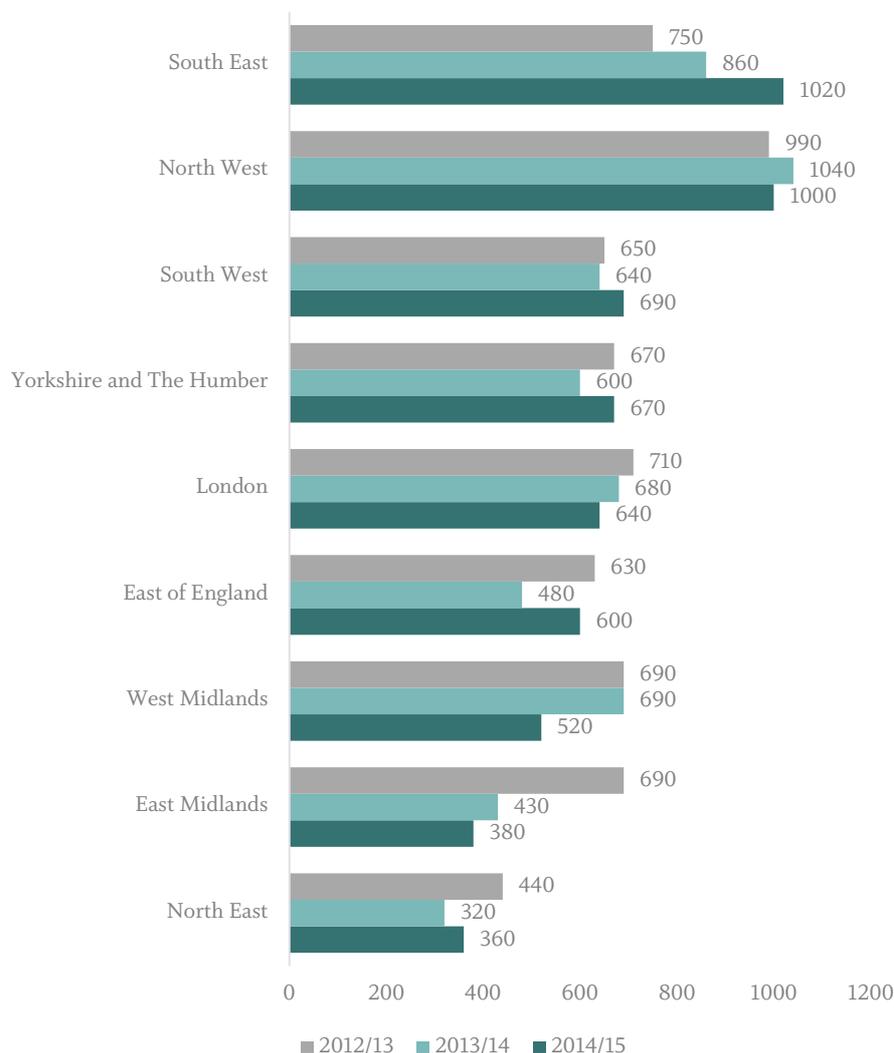
Figure 14 Distribution of learners achieving diplomas and PGCE/Cert Eds by region in 2014/15 - absolute numbers and proportion of the local economically active population trained (change since 2013/14 in brackets)



Source: SILR and HESA 2014/15 and 2013/14. Contains National Statistics data © Crown copyright and database right 2014; Contains Ordnance Survey data © Crown copyright and database right 2016.

Figure 15 summarises the annual number of ITE learner achievements from 2012/13 to 2014/15 by region. It shows that, over this period, there has been a small decline in most regions mirroring the national pattern, with the exception of the South East where achievements increased by 270. The largest decrease in ITE achievements was in the East Midlands, where achievements decreased by 310 (45%) between 2012/13 and 2014/15.

Figure 15 Number of diploma/PGCE /CertEd learner achievements by region and year



Source: HESA and SILR data for relevant years.

4.3.3 Course type (pre/in-service) and learning mode (full/part-time)

The SILR and HESA datasets do not record whether learners are undertaking ITE courses on a pre-service or in-service basis. However, in Chapter 2, we estimated that 72% of ITE learners studied in-service in 2014/15. Extrapolating this information for all ITE learners suggests that there were approximately 4,250 learners who studied on in-service courses in 2014/15. A further 1,730 learners have completed pre-service ITE programmes.

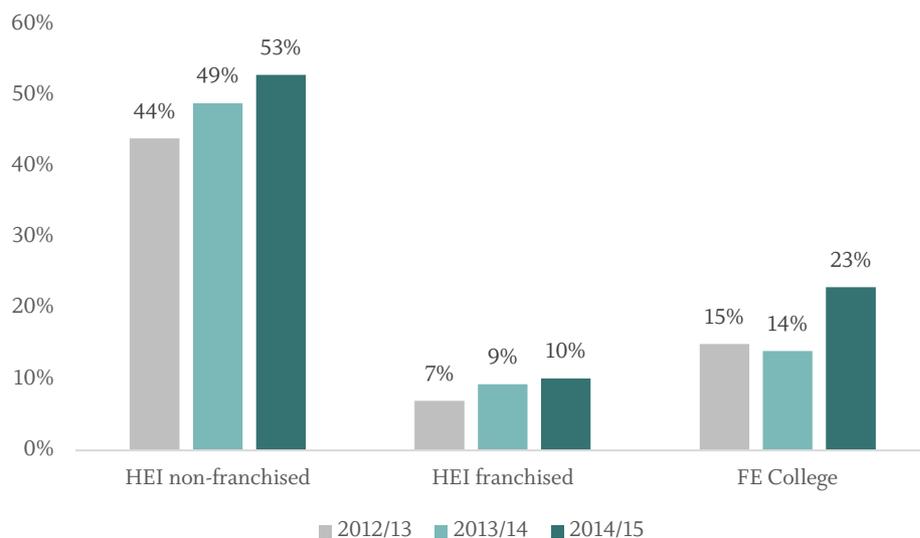
Information on the number of part-time and full-time learners is available from HESA enrolment data. It is not explicitly available from the SILR, but can be identified with reasonable accuracy by examining the start-date and end-date of courses.

The HESA and SILR datasets show that ITE courses are predominantly studied on a part-time

basis. For diplomas, it is estimated¹⁵ that 82% of learners in 2014/15 studied part-time and approximately two-thirds of all PGCE/Cert Ed learners studied part-time.

The proportion of learners studying full-time diplomas or PGCE/Cert Eds has, however, increased by 6 percentage points (from 19 to 25%) since 2012/13. It has increased for franchised and non-franchised HE provision and for AO-accredited courses delivered by FE colleges (See **Figure 16**).

Figure 16 Percentage of PGCE/CertEd/diploma learners on full-time provision by year



Source: HESA and SILR data.

4.3.4 Teaching specialisms

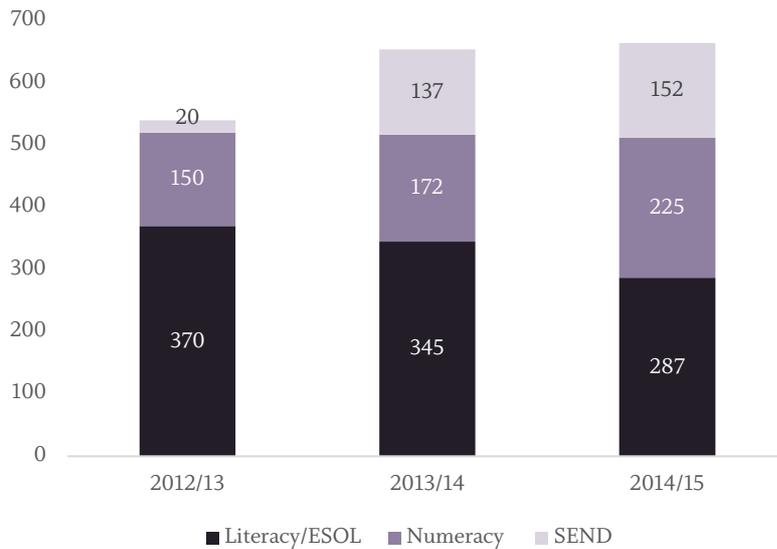
Number of learners achieving specialist diplomas

The data shows that the number of learners achieving specialist diplomas increased from 540 in 2012/13 to around 660 learners in 2014/15. This was mainly due to increases in the number of learners achieving the SEND and numeracy specialist diplomas, which increased by 132 and 75 respectively between 2012/13 and 2014/15. The number of learners enrolled on literacy/ESOL subject specialist diplomas declined from 83 over the same period.

Literacy/ESOL did however remain the most commonly taken subject specialism in 2014/15 (undertaken by 287 learners), followed by numeracy (225) and SEND (172) (see **Figure 17**). Over two-thirds (68%) of subject specialist courses were either directly delivered or franchised by HE institutions.

¹⁵ This assumption is based on extrapolating data for the 68% of ITE learners entered in the SILR to reflect the full cohort of learners on AO-accredited ITE courses.

Figure 17 Take up of subject specialist provision, 2012/13 – 2014/15



Source: HESA and SILR data.

Number of learners in general diploma or PGCE/Cert Ed courses by subject area

In the HESA data, around 80% of HE providers provided information on learners' previous qualifications. This gives an indication of the subject that trainee teachers will teach in FE, although some learners may choose to teach a different subject, either by undertaking a specialist diploma or deciding to teach another subject where they are qualified up to Level 3.

In 2014/15, the most common subjects studied by diploma or PGCE/Cert Ed learners prior to enrolling on their ITE course were art and design, social sciences and sport (**Table 7**). This has remained fairly consistent since 2012/13.

The number of learners studying diplomas or PGCE/Cert Eds with a maths degree increased from 40 in 2012/13 to 90 in 2014/15, which may be a consequence of the FE ITE bursary for maths teachers. However, maths course graduates still account for only 2% of all learners studying diplomas or PGCE/Cert Ed in HE in 2014/15.

Table 7 Degree subjects studied by learners prior to enrolling on their ITE course, 2014/15

Subject area	Proportion of enrolments	Number of enrolments
Creative arts and design	20%	830
Social sciences	12%	500
Sports	9%	380
Business and administrative studies	8%	330
English studies	7%	310
Health & Social Work	7%	290
Psychology	6%	240
Engineering, technology and computer science	5%	220
Science	5%	220
Education	5%	200
Mass communication and documentation	4%	180
Law	4%	170
Mathematics	2%	90
Foreign languages	1%	60
Architecture and building	1%	30
Other	2%	80
TOTAL	100%	4,110

Source: HESA data.

4.4 Characteristics of ITE learners

This section presents analysis of HESA and SILR data on ITE learner age, ethnicity, disability status and prior attainment. HESA data contained this information for all higher education learners. SILR data had only partial coverage and therefore required extrapolation.

4.4.1 Gender

The gender breakdown of learners studying ITE qualifications has remained relatively consistent between 2011/12 and 2014/15. In all years, around 60-70% of ITE learners were women, which is consistent across all types of ITE qualifications. This is broadly in line with the characteristics of the existing FE teaching workforce, where 59% of FE college teaching staff are women¹⁶.

Table 8 indicates that women are more likely to study full-time than part-time (67% compared to

¹⁶ ETF (2016) Further Education workforce data for England, http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

61%), and are therefore more likely to undertake pre-service training.

Table 8 Gender breakdown by part-time, full-time, 2014/15

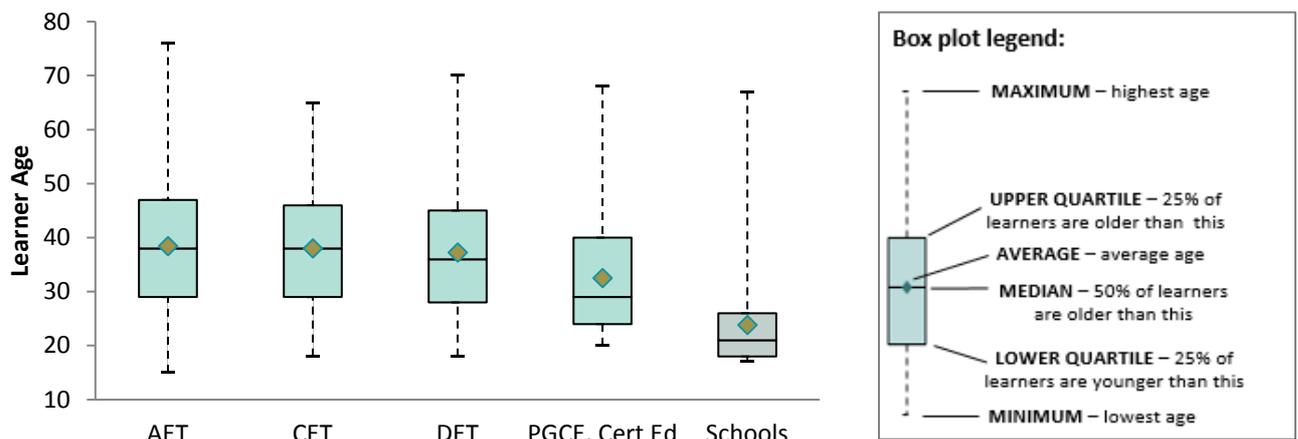
Gender representation	Part-time courses	Full-time courses
% of men	39%	33%
% of women	61%	67%

Source: HESA and SILR data.

4.4.2 Age profile

The average age of learners studying ITE programmes in 2014/15 was 37, which is significantly higher than the average age of school ITE learners (24) (see **Figure 18**). The age of ITE learners has remained relatively consistent between 2011/12 and 2014/15.

Figure 18 Age distribution by qualification, 2014/15



Source: HESA and SILR data.

In 2014/15, learners studying PGCE/Cert Ed programmes were, on average, younger than learners on other ITE programmes for FE. The average age of these learners was 32; whereas on certificates, awards and diplomas, the average age was 38. The median age of PGCE/Cert Ed learners was even lower (29 years old), which is likely to result from HE institutions attracting a high proportion of recent graduates onto pre-service ITE courses.

The age of learners did not differ significantly by region. The highest average age of learners was in London (38 years) and the lowest was in the North East (35 years).

4.4.3 Ethnicity

Approximately 17% of learners studying ITE qualifications in 2014/15 were from ethnic minority backgrounds, which is higher than the share of ethnic minorities in the general labour force (15%)¹⁷ and in the FE college workforce (11%)¹⁸. This was consistent with previous years.

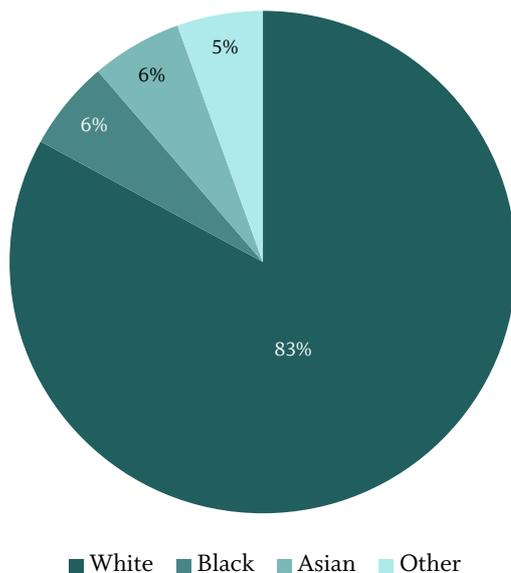
¹⁷ Annual Population Survey (APS) data

¹⁸ ETF (2016) Further Education workforce data for England, http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

Black and Asian learners were the largest ethnic minority groups undertaking ITE, comprising 12% of all learners (as shown in **Figure 19**).

ITE courses delivered by HEIs have the highest proportion of ethnic minority learners. Nearly a quarter of ITE learners studying in HEIs are from ethnic minority backgrounds, in contrast to 16% of learners studying ITE in FE institutions. This too has remained relatively consistent from 2012/13 to 2014/15.

Figure 19 Ethnicity of learners completing an ITE course, 2014/15



Source: HESA and SILR data

In all English regions, the proportion of ethnic minorities studying ITE courses was higher than the proportion of ethnic minorities in the general labour market (see **Table 9**). This is broadly consistent with 2013/14 and 2012/13, when the proportion of ethnicity minority learners studying ITE qualifications was higher in all regions except the North East. In London, the share of minorities exceeded the regional average by 13 percentage points.

Table 9 Ethnicity by region, 2014/15

Region	Proportion of ethnic minorities in the England workforce	Percentage of ethnic minority ITE learners
London	40%	53%
West Midlands	17%	23%
Yorkshire and The Humber	11%	13%
North West	11%	14%
East Midlands	10%	14%
South East	10%	11%
East of England	9%	15%
South West	5%	6%
North East	5%	7%

Source: HESA and SILR and Annual Population Survey (APS) data

4.4.4 Disability

The proportion of learners studying ITE qualifications in 2014/15 who declared they had a disability was almost the same as the national average for level 3 or above FE and HE courses¹⁹, with around 11% of all ITE learners reporting a disability. It was higher than the proportion of FE college workforce reporting a disability (around 5%)²⁰. This has not change significantly from the previous two years.

There was little regional variation in the proportion of learners with a disability studying an ITE course. The highest regional share of disabled learners was 13% in the North East, while the lowest was 9% in Yorkshire and The Humber.

4.4.5 Prior attainment

Nearly 83% of learners studying diplomas or PGCE/Cert Ed courses in 2014/15 were previously qualified to Level 4 or above. Prior attainment was particularly high in ITE programmes delivered by HEIs, where 92% were qualified to level 4 or above. This has increased since 2012/13, where 80% of PGCE/Cert Ed learners and 90% of learners studying at HEIs were qualified to Level 4 or above.

Slightly over a half (53%) of learners studying certificates held qualifications at level 4 or above, with a further 36% of learners qualified at level 3. Almost all learners studying on HE accredited provision were qualified at or above level 3. Around 15% of those studying ITE courses delivered solely by FE colleges were qualified at level 2 or below.

Around half of learners undertaking awards were qualified at level 4 or above. Just over a fifth of learners enrolled on award courses held qualifications at level 2 or below. Only a handful had no formal qualifications.

4.5 Learner destinations

The learner destination data is drawn from the HESA DLHE survey, which received a responses from 74% of ITE learners. The SILR does not hold robust data on learner destinations. Therefore, to estimate the destination of FE learners on AO-accredited programmes, we extrapolated the destination data for learners on HE franchised provision, who share many of the characteristics of FE learners on AO-accredited programmes.

The findings presented in this section therefore need to be interpreted with caution due to the limited coverage of the DLHE survey. This applies particularly to section 4.5.3 on teacher's salaries, where partial coverage of DLHE data is accompanied by a non-response rate of

¹⁹ Based on summary HESA (<https://www.hesa.ac.uk/data-and-analysis/students/overviews?keyword=584&breakdown%5b%5d=581&year=2>) and FE data (<https://www.gov.uk/government/statistics/learner-participation-outcomes-and-level-of-highest-qualification-held>), the proportion of learners with disability enrolled on level 3 or above FE and HE courses is around 11% nationally. The data for FE courses is only for learners above 19 years of age.

²⁰ ETF (2016) Further Education workforce data for England, http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

survey participants of around 40% on salary level.

4.5.1 Progression to teaching

The DLHE shows that just over 60% (3,600) of learners who completed a diploma or PGCE/Cert Ed in 2014/15 progressed to a teaching position in further education. This is a slight increase from 3,150 progressions in 2013/14, although still lower than the 66% who progressed to the sector in 2012/13.

Nearly 18% of learners who achieved a diploma or PGCE/Cert Ed in 2014/15 went on to teach in either FE providers or HEIs. This was similar to 2012/13 and 2013/14, when 16% and 15% progressed into such teaching roles.

The proportion of achievers in 2014/15 progressing into FE teaching was slightly higher for individuals undertaking HE franchised provision. In total, 62% progressed to FE teaching posts, compared to 58% of learners on courses delivered directly by HEIs.

4.5.2 Destination by type of institutions

Most (76%) trainee teachers entering FE in 2014/15 went on to work in a college (see **Table 10**). This was roughly in line with the relative sizes of the workforce for different types of FE provider and was broadly similar to the picture in 2012/13 and 2013/14.

Table 10 Destinations of individuals that completed a diploma or PGCE/Cert Ed and progressed to a FE provider, 2014/15

Type of Institution	Total teaching workforce 2014/15 ²¹	Number of newly-qualified teachers (% of total)	% of workforce
FE colleges	105,000	2,740 (75.5%)	2.6%
Private	24,900	760 (20.9%)	3.1%
ACL	14,900	130 (3.6%)	0.9%

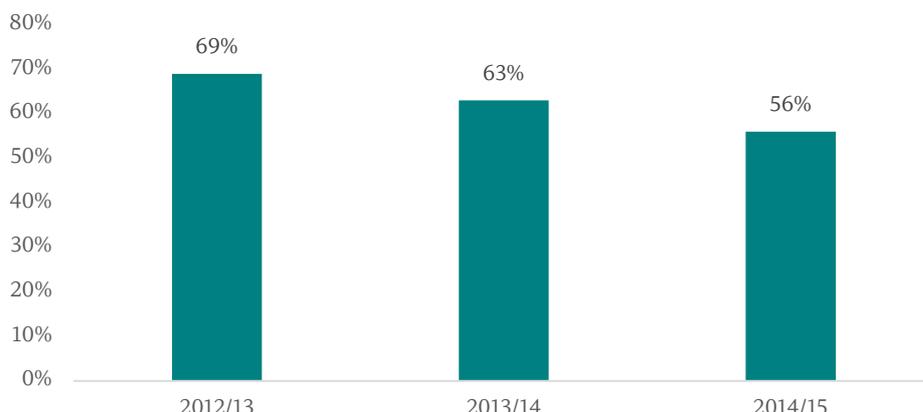
Source: AO and HESA data for achievement, Workforce data across the Further Education sector – 2014-15

4.5.3 New teacher entry to full time roles and starting salaries

The proportion of ITE learners gaining employment has declined from 69% in 2012/13 to 56% in 2014/15 (see **Figure 20**).

²¹ Based on an extrapolation of 2014/15 FE Workforce data, available at: http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

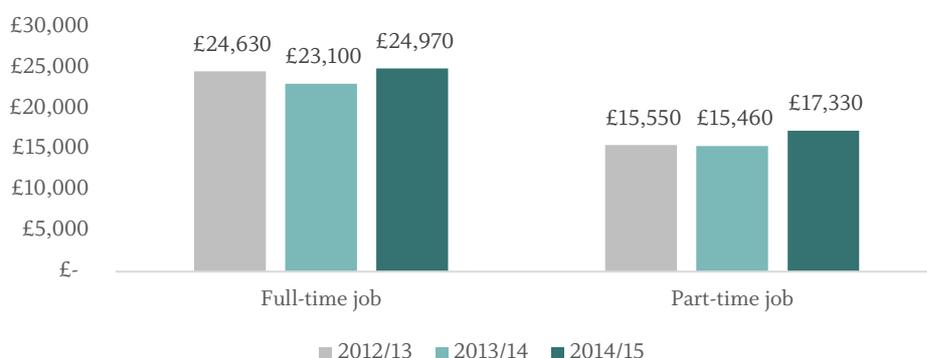
Figure 20 Proportion of new teachers entering full-time employment



Source: HESA and SILR data

The starting salaries reported by learners entering full-time teaching roles has remained relatively stable since 2012/13 (see **Figure 21**). In 2014/15, the average reported starting salary was £24,970, compared with £24,630 in 2012/13. The starting salaries reported by learners entering part-time teaching roles has, however, increased from £15,500 in 2012/13 to £17,330 in 2014/15.

Figure 21 Average starting salary by year



Source: HESA and SILR data.

Learners who undertook their ITE course on a part-time basis were more likely to earn a higher salary when they entered the FE sector. As shown in **Table 11**, just over half (53%) of part-time ITE learners report a salary of over £20,000, when they entered a full-time role, compared to 27% of teachers who had studied their ITE course on a full-time basis. The average salary reported by learners who studied their ITE course part-time is £25,620, whereas for full-time ITE learners the average reported starting salary is £23,920.

Table 11 Average starting salary broken down by gender, 2014/15

Salary band	Part-time teachers		Full-time teachers		Overall	
	Men	Women	Men	Women	Men	Women
% earning less than £20,000	57%	65%	12%	18%	29%	41%
% earning over £20,000	43%	35%	88%	82%	71%	59%
Average salary	£18,150	£16,900	£26,000	£24,260	£23,020	£20,660

Source: HESA and SILR data.

The average salary reported by men working full-time in the sector was £26,000, compared to £24,250 for women, a difference of £1,750 (see **Figure 22**). The difference salaries of men and women has fluctuated over the last three years. In 2013/14, the figure was £830, and in the previous year (2012/13) it was £2,340. This may be due to a range of factors, including:

- Differences in the subjects taught by men and women, which could vary by year. FE Workforce data for 2014/15²² shows that there are significant disparities in teacher pay for different subjects. Science teachers, for example, earn a median salary of £33,000-£33,999, compared to land-based industries, where the average salary is £25,000-£25,999.
- Differences in the proportion of in-service learners that progress to teaching roles. In-service teachers typically earn more than learners studying pre-service programmes, as they often come from industry and therefore have higher salary expectations.
- Changes to FE policy and labour market conditions, which can also result in providers having to offer higher starting salaries to attract teachers to deliver certain subjects.

The variation in the pay of men and women in full-time employment may also result from the self-reporting of salaries, and only 60% of HE leavers providing salary information. This increases the margin of error for the data analysis.

Figure 22 Gender pay gap by year



Source: HESA and SILR data.

²² ETF (2016) Further Education workforce data for England. Available at: http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

ANNEXES

Annex 1 Qualifications examined in the study

Qualification title	Level of learning	Length of programme in guided learning hours (glh)	Teaching practice time
1) Awards			
Award in Education and Training	L3 or L4	48-61 glh	1-2 hours
Preparing to Teach in the Lifelong Learning Sector	L3 or L4	60 glh	1-2 hours
2) Certificates			
Certificate in Education and Training	L4	140-204 glh	30-40 hours
Certificate in Teaching in the Lifelong Learning Sector	L3 or L4	183-204 glh	80 hours
Certificate in FE Teaching Stage 1	L4	40 glh	20 hours
Certificate in FE Teaching Stage 2	L4	120 glh	40 hours
Certificate in FE Teaching Stage 3	L5	120 glh	60 hours
Certificate in Principles of Teaching and Learning	L4	70 glh	30-40 hours
Certificate for Essential Skills Practitioners	L3	90 glh	Not stated
3) Diplomas			
Diploma in Education and Training	L5	360-510 glh	100-140 hrs
Diploma in Teaching in the Lifelong Learning Sector	L5	358-535 glh	100-140 hrs
4) Higher Diplomas			
Postgraduate diploma/certificate in teaching in the post-compulsory learning sector (PGCE)	L6 or L7	1 year f/t	100-140 hrs
Certificate in Education for teaching in the post-compulsory learning sector (Cert Ed)	L6 or L7	1-3 years f/t	100-140 hrs
5) Literacy/ESOL subject specialisms			
PGCE Subject Specialism in Literacy and/or ESOL	L6 or L7	1 year f/t	100-140 hrs
Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector	L5	150 glh	Not stated
Diploma in Education and Training (including Teaching English: Literacy and ESOL)	L5	420 glh	100-140 hrs
Diploma in Education and Training (including Teaching English: Literacy)	L5	360 glh	100-140 hrs
Diploma in Education and Training (including Teaching English: ESOL)	L5	420 glh	100-140 hrs
Certificate for ESOL Subject Specialists	L4	130 glh	Not stated
Certificate for Adult Literacy Subject Specialists	L4	120 glh	Not stated
6) Numeracy subject specialisms			
PGCE Subject Specialism in Numeracy	L6 or L7	1 year f/t	100-140 hrs
Certificate for Adult Numeracy Subject Specialists	L4	120 glh	
Diploma in Education and Training (including Teaching Mathematics: Numeracy)	L5	360 glh	100-140 hrs
7) Subject specialist training in supporting learners with SEND			
PGCE Subject Specialism in Supporting Learners with Special Education Needs and Disabilities	L6 or L7	1 year f/t	100-140 hrs

Qualification title	Level of learning	Length of programme in guided learning hours (glh)	Teaching practice time
Certificate in Teaching Learners with Dyslexia/Specific Learning Difficulties	L5	95 glh	Not stated
Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia)	L5	240 glh	Not stated

Source: Register of Regulated Qualifications and ICF provider database