

Pedagogy, policy and professionalism

Summary of findings from IfL's summer survey of teachers and trainers in further education and skills

October 2014

Introduction

At the beginning of June 2014, the Institute for Learning (IfL) launched an online survey for teachers and trainers in further education and skills. As we approached the end of the academic year for many, this survey was intended to provide members with an opportunity to reflect ahead of the start of the new year.

This was IfL's first omnibus survey, which covers a broad range of topics to stimulate thinking, reflection and creativity. Topics included the impact of government policy, professional development and day-to-day challenges and triumphs in teaching and training in our sector. Teachers and trainers know that their role and their responsibilities to learners do not start and finish in the classroom or workshop, which is why we have used this survey to seek the practitioner view on such a broad range of issues that in some way have had an impact on professional practice and therefore successful achievement and progression of learners.

More than 1,200 teachers and trainers from across the further education and skills system responded. IfL is proud to be able to engage with so many individuals across the spectrum of providers and across the rich diversity of backgrounds and experiences representing the teaching and training profession in further education and skills.

This report provides a summary and overview of the insight provided to us from the summer survey. IfL hopes that these findings will support the development of future research and of national and local policies that provide the conditions teachers and trainers need to thrive and enhance the learning experience in the sector.

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The survey

IfL's summer survey was conducted using the online survey application 'Survey Methods' and included a mix of 20 qualitative and quantitative questions. The survey was launched and promoted via IfL's e-communications and social media channels on 6 June 2014 and remained open until 6 September 2014. The median response time for all survey participants was 16 minutes and 15 seconds. No question, aside from the first requiring an IfL membership number, was compulsory to complete.

The survey was designed primarily for IfL members, mainly teachers and trainers in the further education and skills sector in England. However, a small number of responses received were from non-members. In total, 1,248 individuals participated in the survey of which 1,018 returned active membership numbers. The remaining 230 responses returned either a lapsed membership number or a value provided in the survey for non-members to use. All responses have been considered in analysis and where segment analysis between members and non-members is appropriate, this is made clear.

Table 1: Results table - [Question 2] What is the main context in which you are currently working?

Sector	Proportion of responses received
Adult and community learning (ACL)	19% (n=239)
Armed services (AS)	3% (n=31)
Employer provider (EP)	1% (n=16)
Further education college (FEC)	34% (n=420)
Higher education institution (HEI)	5% (n=57)
Independent training provider (ITP)	13% (n=156)
Offender learning (OL)	2% (n=23)
Primary or secondary school, including independent, state maintained, academy and free school (SCH)	5% (n=65)
Public services (PS)	2% (n=30)
Retired	2% (n=21)
School sixth form (SSF)	1% (n=9)
Sixth form college (SFC)	2% (n=22)

Sector	Proportion of responses received
Other	12% (n=153)

*Note that percentages have been rounded. Six respondents did not provide a response for this question.

Participants choosing 'other' as a response to question 2 were invited to specify the teaching or training context in which they worked. The most common responses were (in no order) unemployed, freelance/consultancy, local authority, private education institution and charity.

Collecting this data allows for segment analysis by sector where appropriate later in the report. As ever, the breadth and reach of IfL's membership is evident. While most responses received were from individuals teaching and training in more well-known parts of the sector, such as FE colleges and training providers, responses were also received from practitioners in the public services, such as the police and NHS, and trainers in companies and charities.

In order to obtain a further opportunity for segment analysis to identify differences and trends between different groups of participants, the beginning of the survey also included a question about the respondent's current role.

Table 2: Results table - [Question 3] Which one of these best describes your current role.

Role	Proportion of responses received.
Assessor	4% (n=48)
Instructor	2% (n=23)
Lecturer	23% (n=289)
Teacher	14% (n=178)
Teacher educator	5% (n=64)
Trainer	8% (n=102)
Tutor	16% (n=195)
Manager	8% (n=94)

Role	Proportion of responses received.
Senior manager	2% (n=26)
Retired	1% (n=17)
Learning support	2% (n=21)
Supervisor	0.3% (n=4)
Trainee teacher	1% (n=9)
Other	14% (n=171)

*Note that percentages have been rounded and seven survey respondents skipped this question.

Participants choosing 'other' once again had the opportunity to state their role if none of the options provided described their current role. The most common responses provided (in no order) were freelance/consultancy, internal and external verifier, and listing a combination of roles.

This data allows us to make comparisons, where appropriate, between different teaching and training roles, and allows us to identify any differences between responses received from participants in teaching positions and those in management positions.

Alongside the online survey, IfL worked with Halls Associates to conduct the survey via telephone, receiving 413 responses.

Executive summary

This report summarises the findings of the Institute for Learning's final members survey, which covers a range of topics relating to issues, activities and policies that impact on their professional practice as teachers and trainers in the further education and skills sector.

- Teachers and trainers use **four key professional identities**; their subject specialism, the institution where they work, attributes of the learners they work with and their role.
- Learner achievement and progression is by far the **most motivating aspect of teaching and training**, as well as working with colleagues, impact on their community and passion for their subject specialism.
- Teachers and trainers want **a sensible and proportionate balance between teaching and administrative responsibilities** as, at the moment, it was widely felt that administration is taking vital time away from teaching.
- Most teachers and trainers strive for **career progression in to advanced and varied teaching** experience rather than management.
- Teachers and trainers maintain **strong opposition to the deregulation of teacher training qualifications**.
- **Sector funding, teacher training and the skills of school leavers** are some issues that teachers and trainers in further education would take on if they were the minister in charge of the sector.
- Teachers and trainers report a number of **uses for the new professional standards**.
- **Updating on policy, research and CPD programmes** are among the top activities teachers and training would seek if they had a week off for their own CPD.
- Teachers and trainers feel that **there is a fairer balance to be struck** in sharing investment in CPD with their employers.

Professional identity

What do you do for a living?

The teaching and training profession in further education and skills is diverse by its nature. One of its key strengths is that learners can benefit from the expertise of highly skilled professionals from industry as well as talented graduates choosing to become dual professionals; experts in their subject or vocation as well as in teaching and training. In order to better understand teachers' and trainers' motivations, we wanted to learn more about how practitioners see themselves and how they articulate what they do as simply as possible. We asked survey participants, "How would you describe what you did for a living to someone you have just met at a social event?" There was no significant consensus, but responses to this question fit generally into one, and sometimes two, of these themes.

Subject:

I'm a paramedic tutor.
I teach electrical safety.
I'm a music teacher and musician.
I'm an English teacher.
I'm a biomedical scientist with a training role.
I'm a chef tutor at a college.
I'm a law lecturer.

Institution:

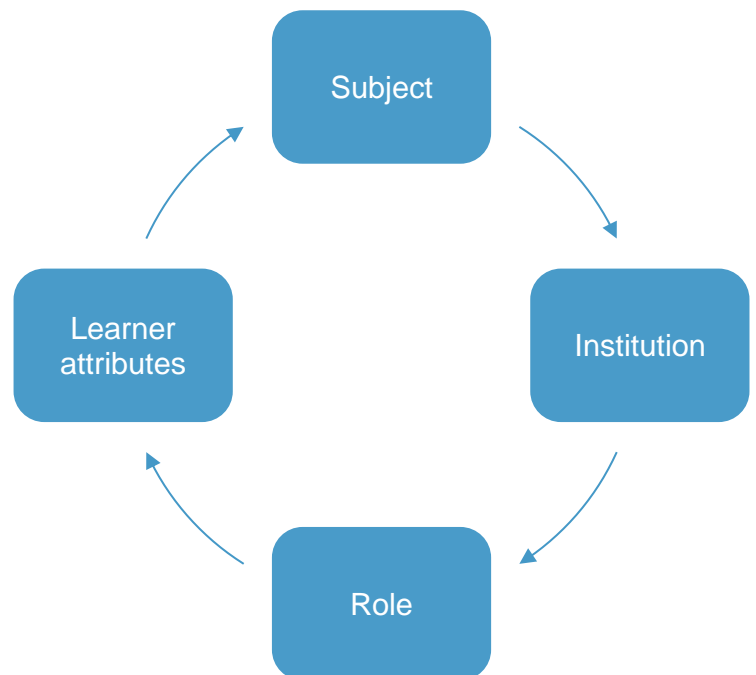
I'm a college lecturer.
I oversee education in a prison.
I teach adults in the community.
I'm a teacher at a sixth-form college.

Learner attributes:

I get people with disabilities to do amazing things with music.
I help adults get over a fear of mathematics, have fun and gain a GCSE in maths.
I teach adults how to use computers.
I teach photography to retired people.
I teach English to women who speak other languages.
I'm an apprentice engineering instructor.
I teach teachers.

Role:

I am a freelance dyslexia specialist.
I train people in administration skills for the workplace.
I am a senior trainer.
I am a head of department for a training company.



What's it like?

Often, IfL has provided teachers and trainers with the opportunity to take part in consultations to inform developing policy in further education and skills. Many organisations do the same: consult with practitioners, or other constituencies, to gain insight into their experience of a particular topic. IfL has found these exercises highly valuable over the years. Rarely though, do we consult and seek views on the job itself.

We asked, “What is it about your role in education and training that: A) gets you out of bed in the morning? B) can be improved easily C) excited you?”

This was an open, qualitative question and we received 3,318 individual responses from participants. Responses to this question highlighted some common motivations and challenges in the teaching and training profession.

Table 3: Examples table - [Question 5] What is it about your role in education and training that gets you out of bed in the morning?

“Seeing people I teach progress and their confidence grow.”	Tutor, adult and community learning.
“Helping students to achieve their goals.”	Teacher, further education college.
“Seeing the lightbulb moments.”	Tutor, adult and community learning.
“The challenge - no two days are the same.”	Teacher educator, higher education institution.
“The knowledge that I will make a difference.”	Manager, independent training provider.
“Pleasure to be able to pass on my enthusiasm for my subjects.”	Teacher, armed services.
“To motivate and inspire my learners.”	Lecturer, further education college.
“The interaction with the students and curriculum staff.”	Assessor, further education college.
“I love it. I love helping others and seeing them develop.”	Trainer, independent training provider.
“Sharing knowledge with others and improving their life chances.”	Lecturer, further education college.
“Enjoy teaching a subject that I love.”	Lecturer, further education college.

The full results show that, more than anything else, practitioners in FE and skills do what they because of ‘lightbulb moments’. When asked what it was about their role that [gets them out of bed in the morning](#), respondents found numerous ways to express this motivation. It was “commitment to learner progress”, “making a difference to the lives of learners” and “helping learners achieve”. In essence it was the reward of seeing learning happen and how those moments when learners “get it” made it all worthwhile. This sentiment was by far the most commonly and powerfully articulated across every teaching context for this part of the question but can be summarised by **impact**. Connected closely, the next highly featured group of responses focused on **working with students and colleagues**. In particular, the variety and challenge of the teaching and training role with the students and the peer-to-peer support relationships came through as strong positive motivations. The final clear and common motivation identified was **passion and dedication to subject**.

It is important to understand teacher motivations in order to inform and improve the development of local and national policies that have a direct or indirect impact on teaching, learning and assessment. These can include national or local recruitment and professional development drives and local employee engagement initiatives.

As part of the same question, we asked participants to provide a short answer to what is was about their role in education and training that [can be improved easily](#). This was to ensure we collected a balance of insights and comments from practitioners to gain a better understanding of what aspects of their role can be improved.

Table 3: Examples table - [Question 5] What is it about your role in education and training that can be improved easily?

“The management of timetables so English and maths can be embedded into vocational programmes properly.”	Lecturer, further education college.
“Much better communication with management.”	Tutor, independent training provider.
“Less paperwork and better support from managers.”	Tutor, adult and community learning.
“Better structure and process to reduce administrative responsibilities of teaching staff.”	Manager, adult and community learning.

“Open and transparent communication with senior managers.”	Lecturer, further education college.
“Balanced and proportionate volume of paperwork.”	Trainer, further education college.
“Access to CPD opportunities.”	Teacher, offender learning.
“Peer-to-peer development”	Tutor, higher education institution.
“Recognising time for preparation, reflection and development as legitimate parts of the working week as well as teaching.”	Lecturer, further education college.
“My own skills.”	Teacher, independent training provider.

There were two clear themes that emerged as the most common areas for improvement from all parts of the teaching and training profession. First, such a high proportion of responses relating to lacking time, an unmanageable workload and an imbalance of responsibilities across all teaching and training contexts of the sector does suggest that there are issues to be investigated. Comparative data does not seem to be available at this time, but one possible reason for an increase in workload on teachers and trainers is the reduction in FE and skills providers’ government funding, leading to provision be rationalised and the need to find efficiencies. Calls for improvement ranged from simply, “a cut in workload” to more pragmatic pleas for a fairer balance between teaching and administrative responsibilities. This is summarised well by one lecturer from a further education college calling for recognition for “time for preparation, reflection and development as legitimate parts of the working week as well as teaching”.

Clearly, one’s perspective influences the extent to which something can be believed to be improved “easily.”

The second theme to have emerged strongly from this part of the question was around communication. Survey participants could not add much detail and so included generic “better communication” responses, while some called more explicitly for better communication in teams, between teams and, more commonly, between senior management and the government. Further inquiry could take place at a local level to examine effectiveness of employee engagement strategies across institutions.

What would you say are your career ambitions?

This question highlights the variety of teachers' and trainers' career aspirations. Respondents had the option of choosing from a list of potential career ambitions that included a mix of teaching, management, academic and professional roles and activities.

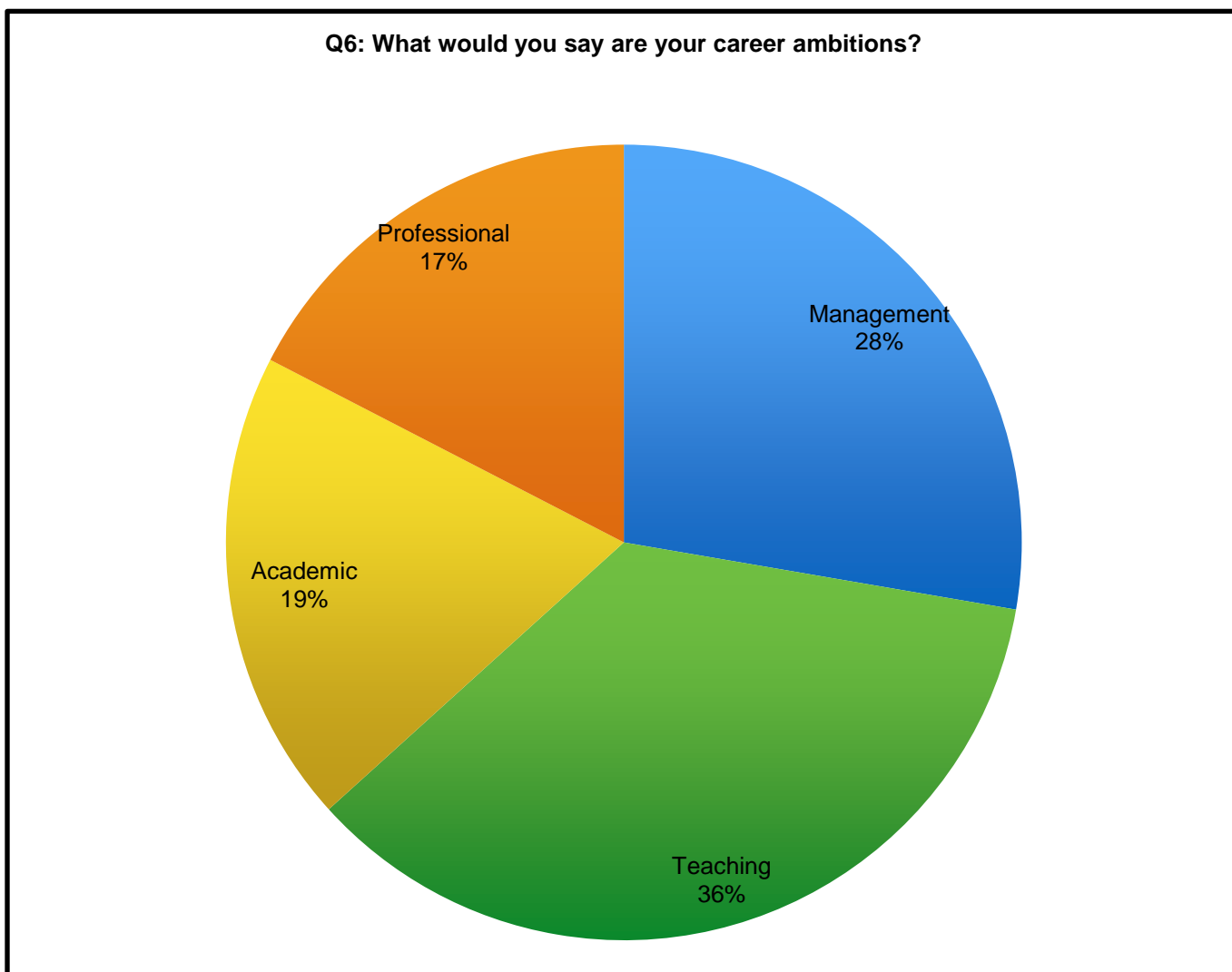
The responses received were as follows:

Become a head of department	14%
Become an advanced practitioner	23%
Become a senior manager in a further education/training institution	13%
Become a principal or chief executive in a further education/training institution	4%
Start your own education/training business	15%
Experience teaching and training in different contexts (community, offender learning, college, school, work-based, higher education, etc)	23%
Train or teach internationally	14%
Publish research	15%
Become a Fellow of the Institute for Learning	11%
Gain Qualified Teacher Learning and Skills (QTLS) status	18%
Write a book relating to education, training or your professional practice	17%
Other	29%

Nearly 30 per cent of respondents included an 'other' option to their response. The most common of these were continuing in current role, retiring or attaining postgraduate qualifications such as education doctorates (EdD) and PhDs.

These options can be organised into four broad categories: teaching, management, academic and professional. As participants were able to choose more than one option, there is a lot of overlap in the

results. For example, a practitioner may have said they wish to become an advanced practitioner, and may also have chosen an academic option, such as to publish research. Further, while the majority of participants in the survey are practising teachers and trainers, some are managers or have some degree of management responsibility already, and so their career aspirations may be different. Nonetheless some interesting trends have emerged, which provide a useful starting point for future research. There is a stronger preference for pursuing teaching-related career progression with options such as advanced practice, experiencing teaching and training in different contexts and teaching or training internationally receiving the same proportion of responses as academic and professional pursuits combined.



Confidence and training needs

Teachers and trainers need to be able to adapt. First and foremost, a good teacher or trainer will adapt their professional practice, strategies and methodologies to meet the learning needs of learners in groups and when supporting learners individually. So too must teachers and trainers adapt a curriculum to meet the needs of learners, employers or awarding bodies. When there is a change of policy, whether at an institutional or a national level, such as a change in the assessment requirements of a regulated qualification or requirements to embed particular skills or learning aims, teachers and trainers must adapt to these too.

Over the last few years there have been many changes to nationally regulated qualifications, a new national curriculum in schools and mandatory English and maths for all learners. Alongside these reforms, the sector has focused strongly on the quality of teaching, learning and assessment, in response to Ofsted's common inspection framework for further education and skills (2012). The next question in the survey provided practitioners with the opportunity to reflect on their practice and their abilities to state, against a list of activities, their confidence, whether they have access to training or would like training in that area.

Table 6: Results table (Confident, not confident, top eight) [Question 7] Reflecting on your professional practice, please indicate the extent to which you are confident in your knowledge of the topics listed and the availability of training. Click all that apply.

Topic/activity	Confident in this topic	Topic/activity	Not confident in this topic
Teacher-centred methods (lecturing, questioning, demonstration)	77%	Delivering GCSE maths	15%
Questioning techniques	75%	Ofsted observations	14%
Student-centred teaching methods (independent learning, visual and kinaesthetic methods, essays, assignments, projects)	71%	Delivering GCSE English	14%
Updating subject knowledge and skills	69%	Experimenting with learning technologies	14%

Peer observation	68%	Understanding performance data	14%
Equality and diversity in the curriculum	68%	Employer engagement in curriculum planning, delivery and/or assessment	13%
Active learning methods (seminars, games, simulations, group work, discussion)	65%	Arranging work experience	13%
Differentiation in teaching and training practice	65%	Working with learner data	12%

These results show the top eight activities in terms of the volume of participants who selected each option. A high proportion of survey respondents reported confidence in equality and diversity in the curriculum, questioning techniques and peer observation. Of the three teaching methodology categories, most respondents expressed confidence in teacher-centred methods such as lecturing, questioning and demonstration, followed by student-centred approaches, such as independent learning, assignments and projects, and then active learning approaches, which include seminars, group work and simulations.

The topics included on the list for which the highest proportion of respondents declared that they were not confident were delivering GCSEs English and maths; experimenting with learning technologies; Ofsted observations; employer engagement; and understanding learner and performance data.

Table 7 shows the full results from this question segmented between respondents from teaching and management backgrounds respectively and includes results to a column on training needs. The top five areas where respondents identified a wish to undertake training were, in descending order, experimenting with learning technologies; stretch and challenge; managing learner behaviour; understanding performance data; and Ofsted observations.

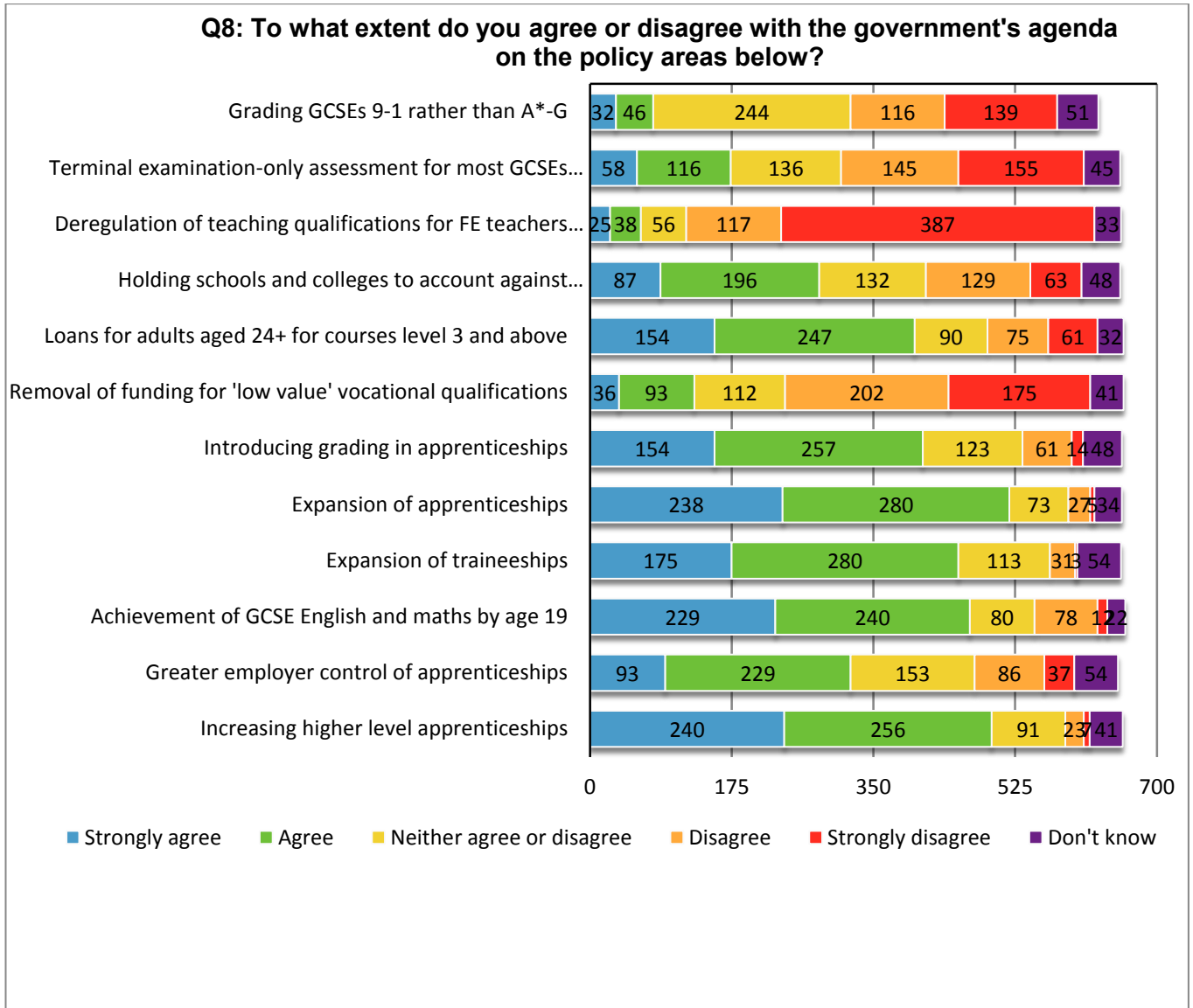
Table 7: Results table (teachers, managers) (confident, not confident, would like training)
[Question 7] Reflecting on your professional practice, please indicate the extent to which you are confident in your knowledge of the topics listed and the availability of training. Click all that apply.

Topic/activity	Confident in this topic	Not confident in this topic	Would like training on this topic
Delivering GCSE English	Teachers: 14% Managers: 11%	14% 20%	16% 11%
Delivering GCSE maths	Teachers: 14% Managers: 9%	14% 24%	12% 8%
Managing learner behavior	Teachers: 57% Managers: 69%	9% 5%	20% 16%
Equality and diversity in the curriculum	Teachers: 68% Managers: 67%	6% 5%	9% 15%
Differentiation in teaching and training practice	Teachers: 64% Managers: 69%	8% 5%	15% 17%
Questioning techniques	Teachers: 74% Managers: 81%	4% 3%	12% 8%
Stretch and challenge	Teachers: 57% Managers: 57%	9% 12%	19% 21%
Experimenting with learning technologies	Teachers: 41% Managers: 49%	14% 14%	27% 19%
Managing your workload	Teachers: 66% Managers: 68%	11% 12%	14% 13%
Research skills	Teachers: 59% Managers: 61%	8% 13%	14% 17%
Managing a team of teachers	Teachers: 28% Managers: 79%	11% 3%	17% 5%
Updating subject skills and knowledge	Teachers: 68% Managers: 83%	3% 1%	17% 8%
Curriculum planning	Teachers: 54% Managers: 75%	10% 4%	16% 9%
Quality improvement	Teachers: 53% Managers: 76%	9% 3%	17% 12%
Coaching or mentoring	Teachers: 59% Managers: 66%	8% 8%	17% 12%
Peer observation	Teachers: 68% Managers: 84%	8% 3%	11% 8%
Ofsted observation	Teachers: 37% Managers: 60%	15% 8%	18% 17%

Learner voice	Teachers: 51% Managers: 64%	11% 10%	16% 14%
Working with learner data	Teachers: 41% Managers: 62%	14% 12%	16% 14%
Student-centred teaching methods	Teachers: 70% Managers: 78%	5% 1%	13% 5%
Active learning methods	Teachers: 65% Managers: 72%	7% 4%	15% 8%
Teacher-centred teaching methods	Teachers: 77% Managers: 83%	3% 1%	11% 7%
Arranging work experience	Teachers: 26% Managers: 36%	12% 17%	11% 15%
Employer engagement in curriculum planning, delivery and/or assessment	Teachers: 39% Managers: 51%	14% 13%	17% 20%
Improving punctuality and attendance	Teachers: 49% Managers: 53%	10% 11%	17% 18%
Understanding performance data	Teachers: 37% Managers: 66%	16% 8%	20% 14%

Government policy

Respondents were provided with a list of key government policies in education and skills and were invited to choose the extent to which they agreed or disagreed on a five-point scale. An option for 'don't know' was also provided.



The government policy that received one of the strongest responses was the deregulation of teaching qualifications for FE teachers and trainers. More than three-quarters of respondents disagreed or strongly disagreed with this policy, reconfirming previous research undertaken by IfL. Of these responses, almost four in five respondents disagreed strongly.

The results show strong support for the expansion of apprenticeships, with 79 per cent of respondents agreeing or strongly agreeing with this policy. Further results from this question include:

- 76 per cent agree and strongly agree with increasing higher-level apprenticeships
- 71 per cent agree and strongly agree with achievement of GCSEs English and maths by age 19
- 58 per cent disagree and strongly disagree with the removal of funding for 'low-level' vocational qualifications
- 46 per cent disagree and strongly disagree with terminal examination-only assessment for most GCSEs and A levels.

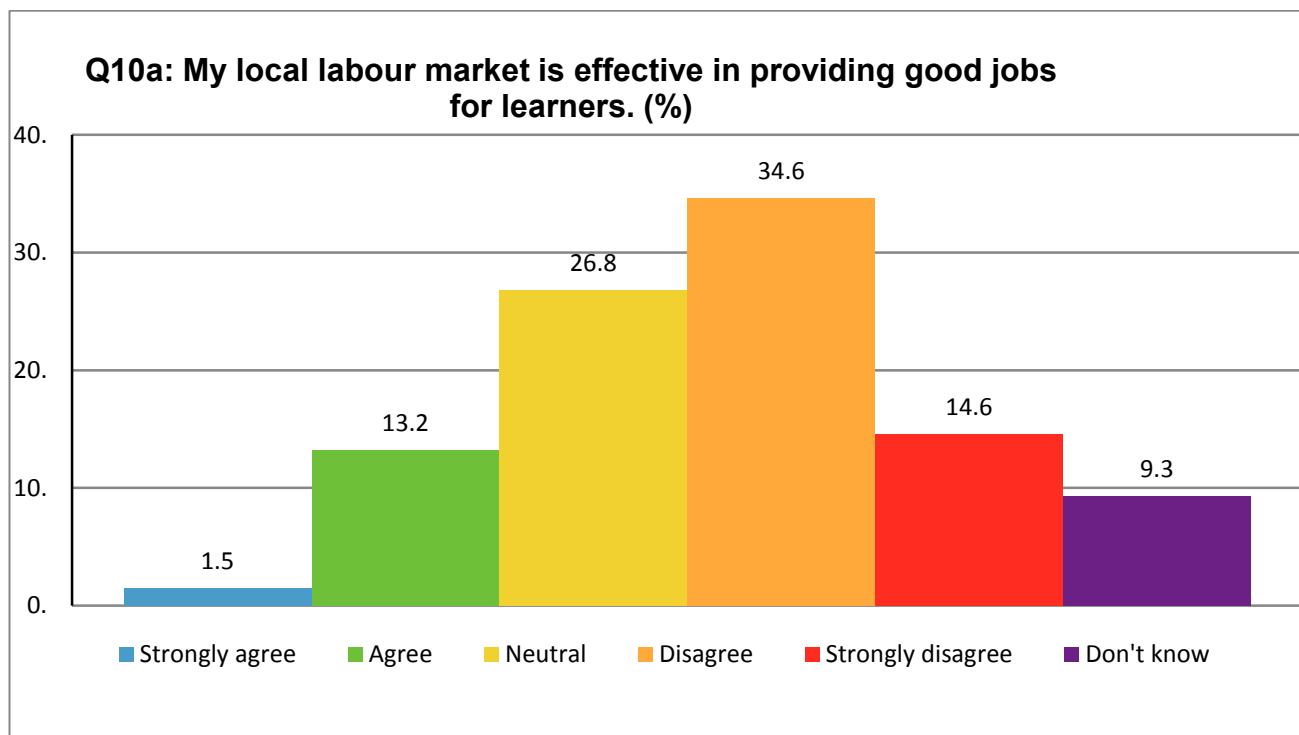
If you were the minister ...

We asked participants what five things they would seek to achieve if they were appointed as the next minister for further education and skills after the general election in May 2015. This was an open, qualitative question whereby respondents could input short statements into five comment boxes. The order in which respondents added their ideas, ie in box 1, box 2 or box 3, has not been interpreted as a measure of priority as this was intentionally not set out in the wording of the question. In total, 3,254 individual suggestions and ideas were submitted for this question. Responses ranged from very broad points around improving the status and standing of the further education system to specific policies such as reintroducing mandatory teacher training for FE teachers or curriculum reform, to more radical policies such as abolishing Ofsted and introducing more grammar schools. With such a wealth of raw data, these responses have been analysed to produce five broad themes encompassing the responses that appeared most frequently, though expressed differently:

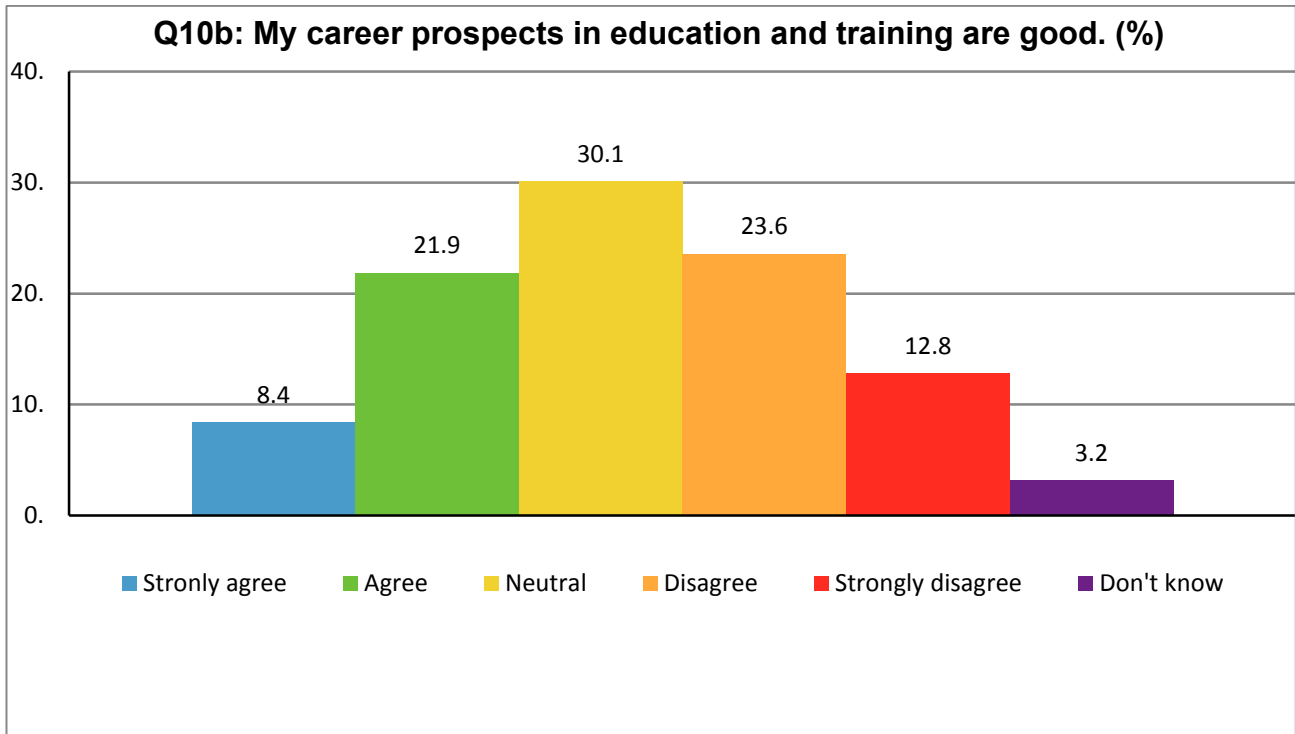
- A. Increasing funding for further education.**
- B. Reinstating requirements for further education teachers and trainers to undertake teacher training.**
- C. Ensure school-leavers have the right skills to progress to further education, particularly English and maths.**
- D. Freedom for teachers and trainers in further education.**

E. Abolish all tuition fees in further and higher education.

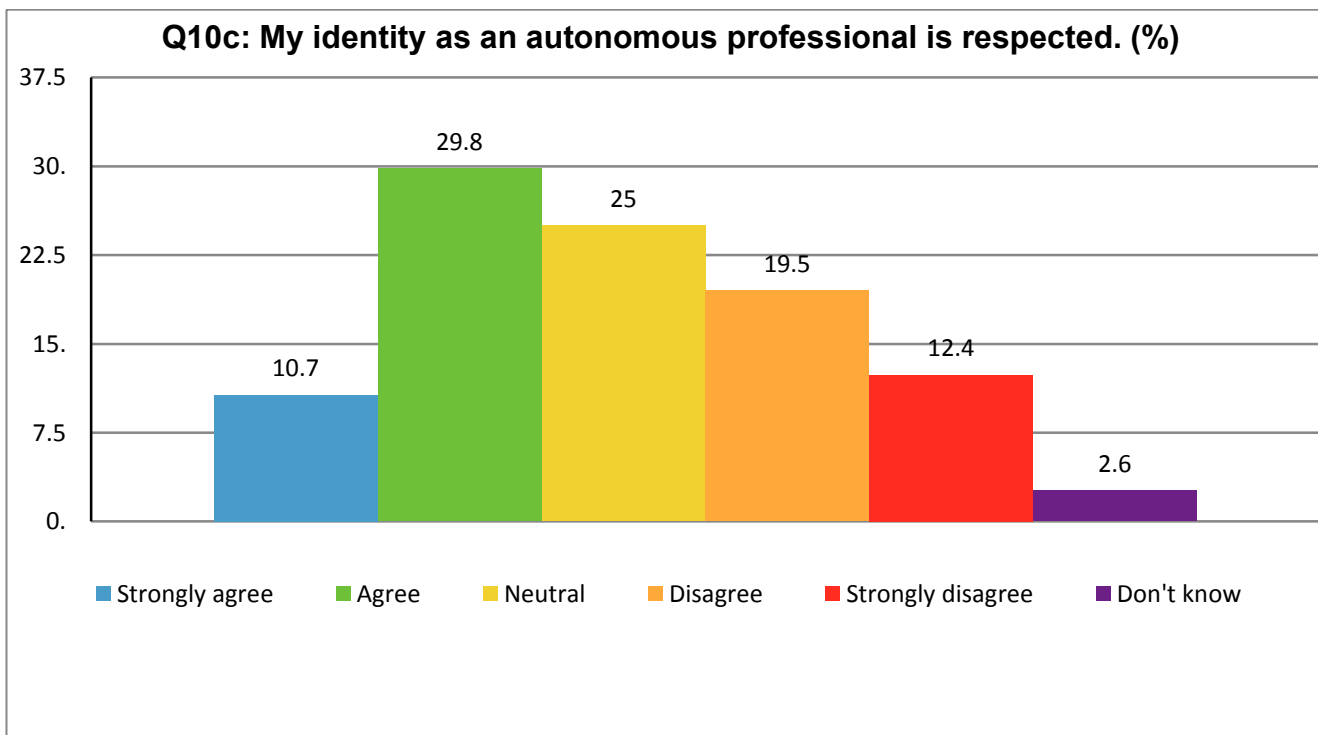
Further education teachers and trainers, being in close contact with learners, also have a view on other issues indirectly impacting on the lives of learners, and their ability to study, to achieve and to succeed in the wider world. To that end, the next question in our survey provided a series of statements that range from the quality of local labour markets, teacher/trainer career progression and work-life balance and allowed survey participants to agree or disagree on a five-point Likert scale, with an additional 'don't know' option.



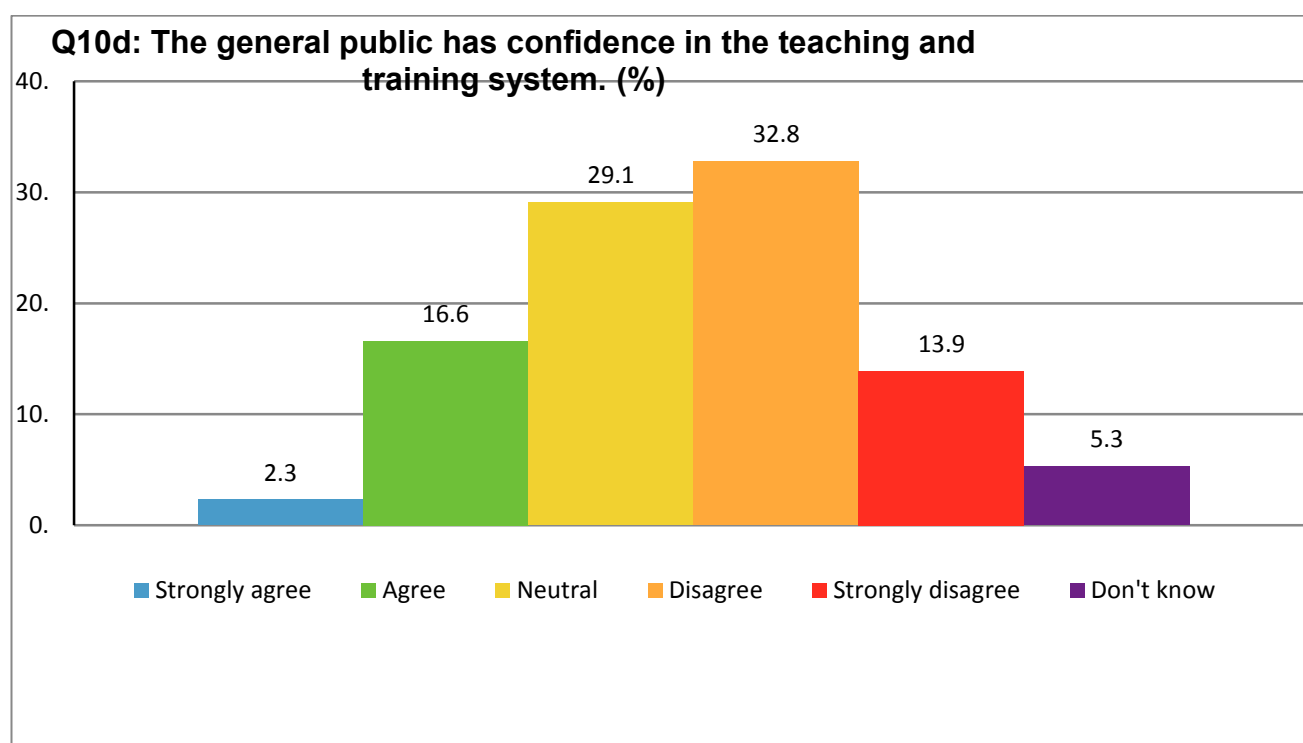
Nearly half of respondents do not believe that their local labour market is effective in providing good jobs for learners, compared to only 14 per cent who agreed or strongly agreed. A quarter of respondents for this question chose 'neutral', which suggests a mixed view in that local labour markets could do serving some learners, in some subject sectors or of some ages perhaps, than others.



Disappointingly, these results show that a slightly higher proportion of respondents do not believe that their career prospects in education and training are good compared with those who agreed or agreed strongly. There was another high response for 'neutral' which is more difficult to explain than the previous part of this question.

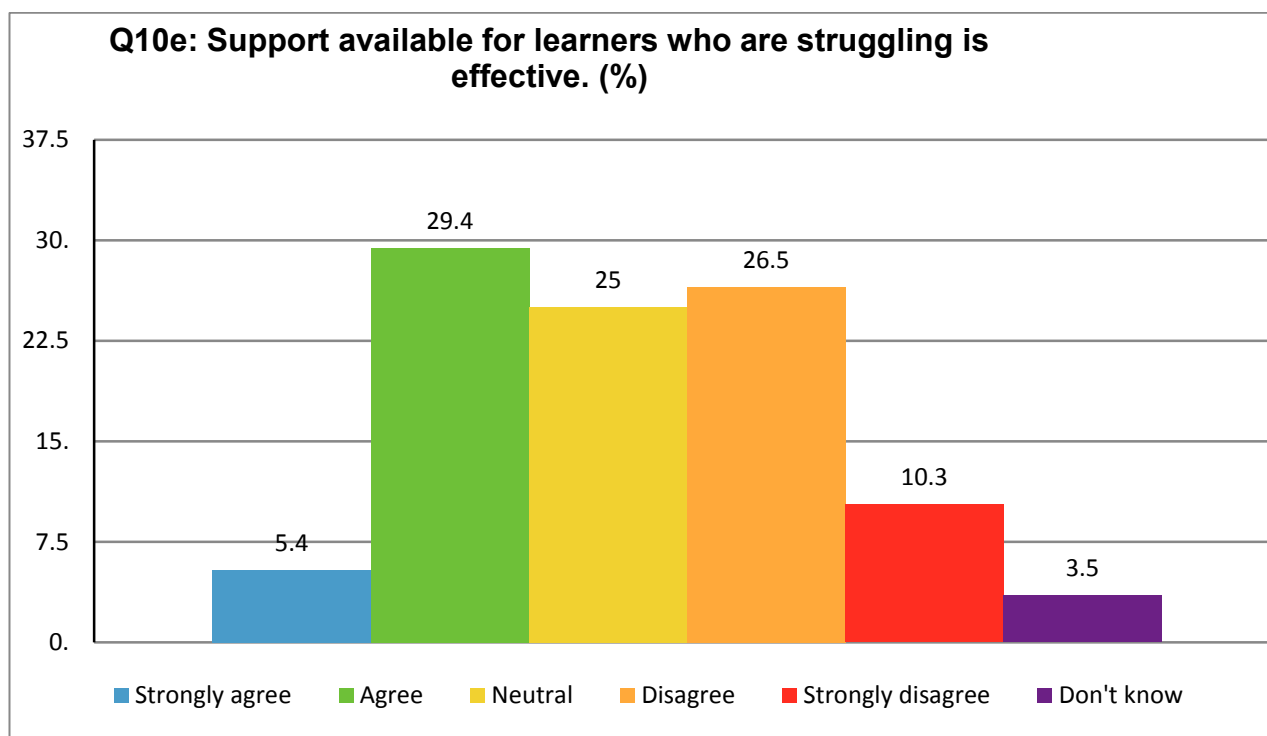


It is pleasing to see that 40.7 per cent of respondents said that they felt their identity as an autonomous professional is respected, though with 31.9 per cent saying that they disagree or strongly disagree, it can be argued that this proportion should be higher. Again, there is a high proportion of respondents choosing neutral. This could be explained by individuals holding mixed views; sometimes they do feel respected as autonomous professionals, whereas they do not at other times. This response provides a stark message: three in five practitioners who responded to the survey did not, to an extent, agree that they are respected as autonomous professionals. More work can be done to investigate whether there a link between this finding, and earlier findings in this report relating to the need for a rebalance of teaching and administrative duties and issues of not having enough time for proper planning, reflection and development.



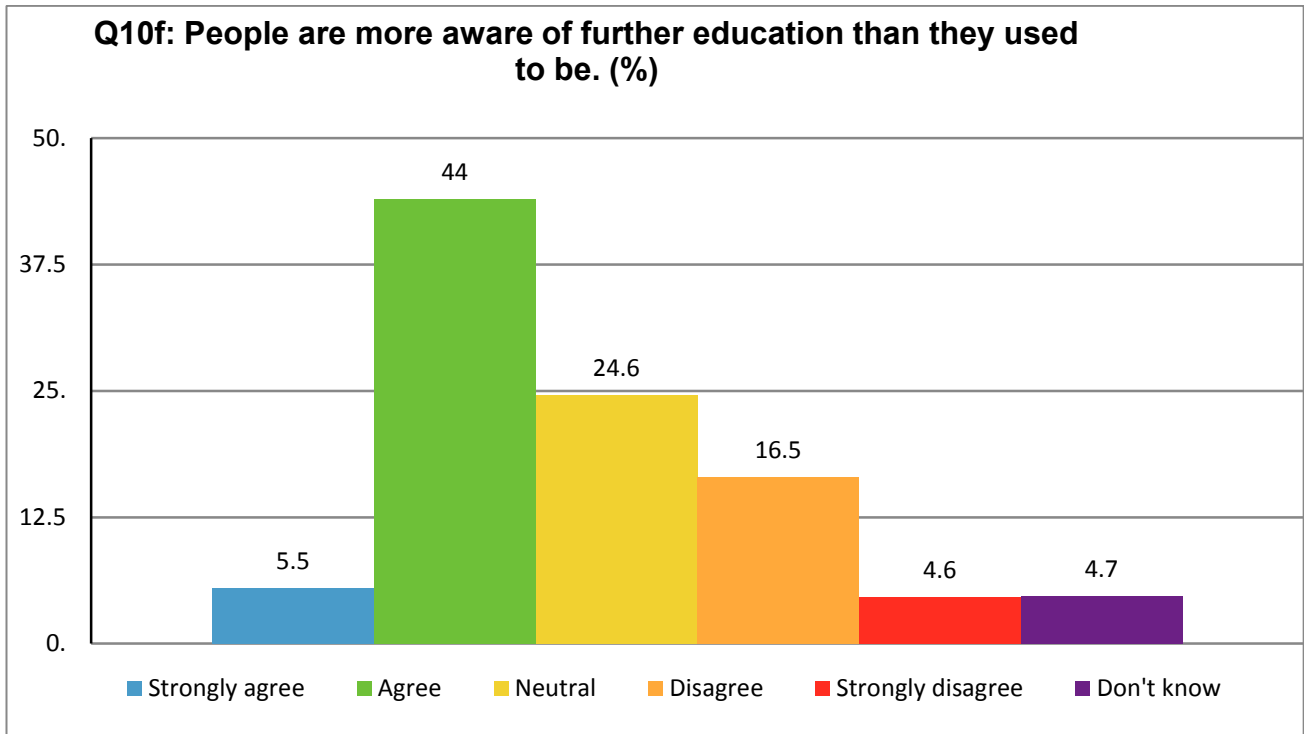
Approximately two-and-a-half times more respondents did not believe that the general public has confidence in the teaching and training system compared to those that did, when adding together responses for disagree and strongly disagree and responses for agree and strongly agree. That respondents, mostly teaching and training practitioners themselves, believe that the public do not have confidence in the teaching and training system does not chime with evidence produced over the years suggesting that teachers are among the highest-regarded professionals. Nonetheless, this could be in

response to recent policies that have been interpreted by many as 'deprofessionalising' teaching by removing from national policy the need for teachers to hold qualifications.

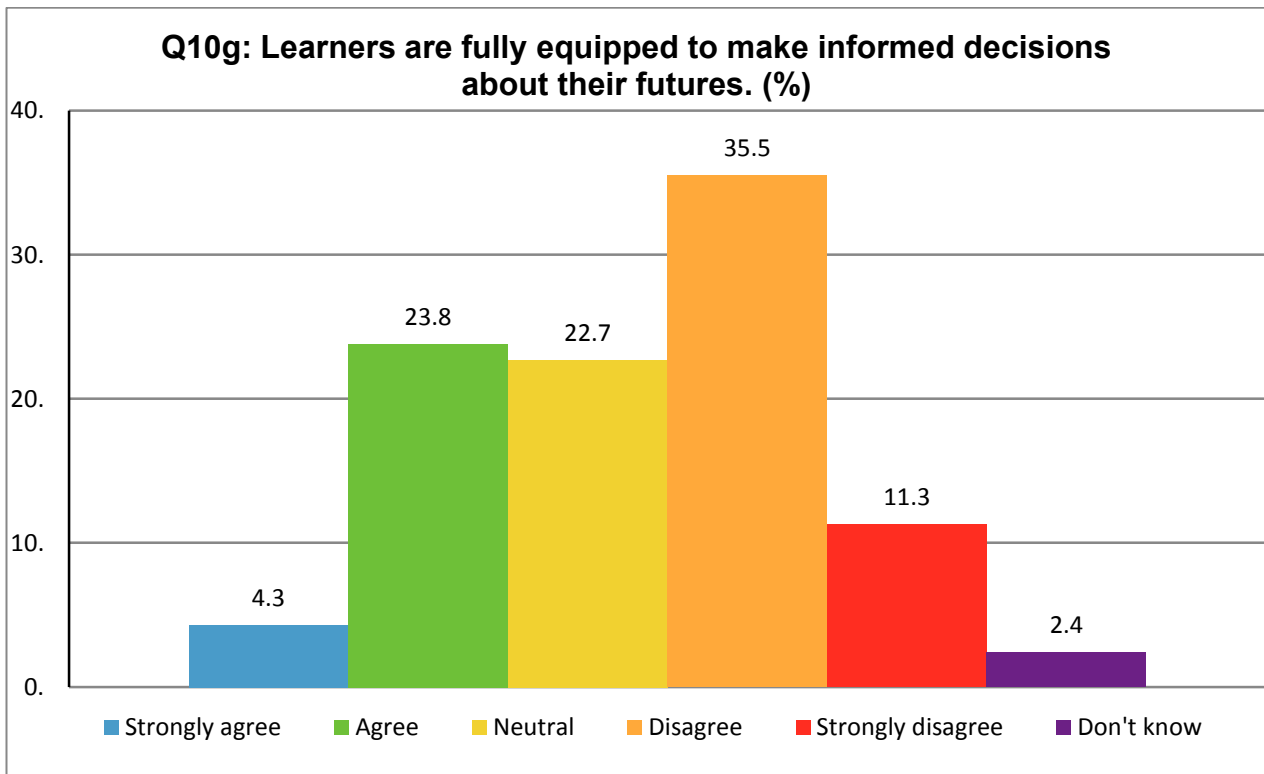


Responses to this part of the question do not provide a conclusive result as there are only two percentage points between those who agree or strongly agree, and those who disagree or strongly agree. Support mechanisms that are available for 16–19 learners and adult learners are different.

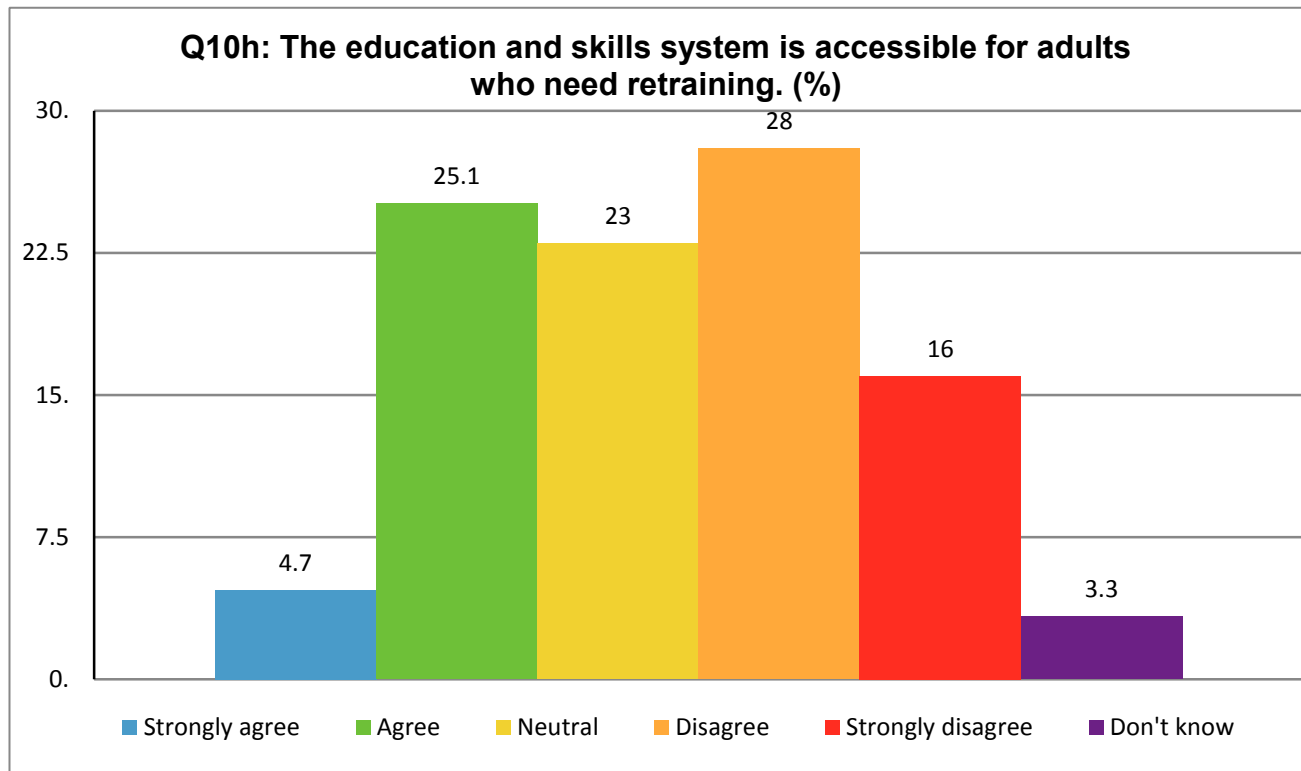
National systems of discretionary support are different and bursary policies vary equally between institutions.



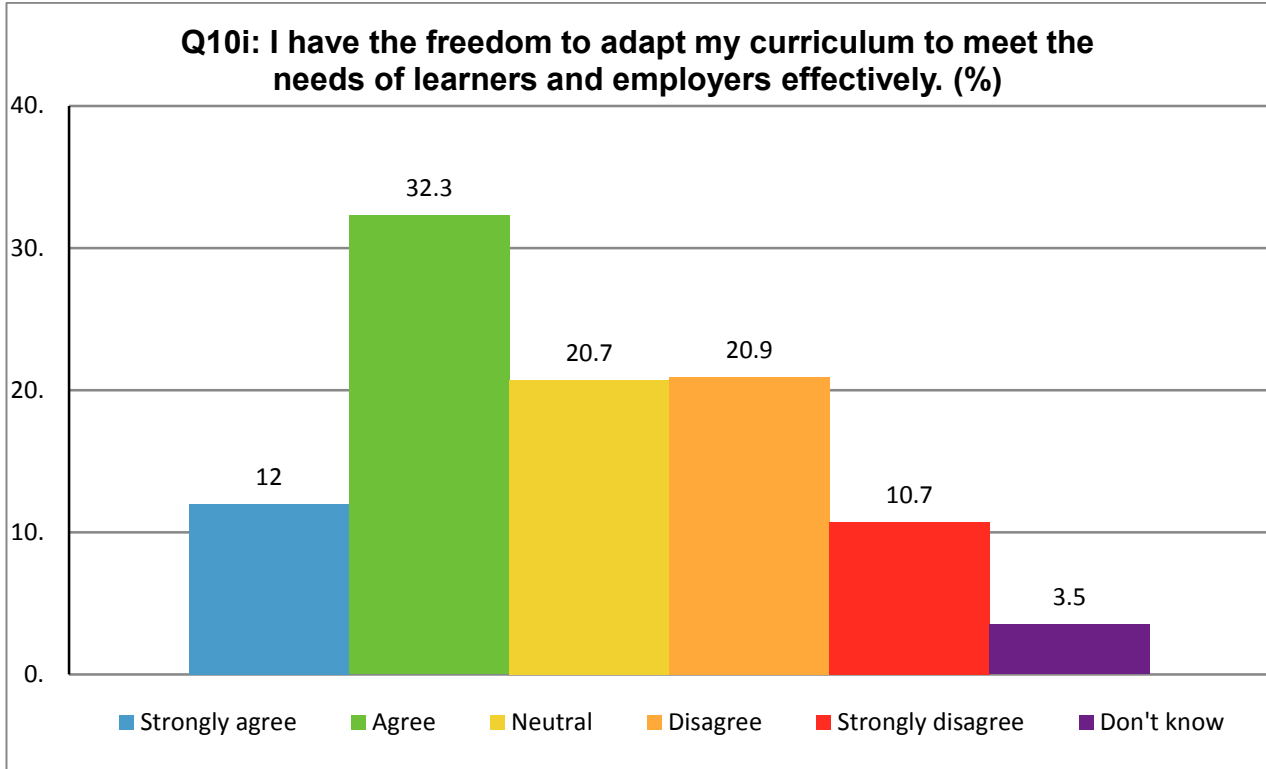
This chart shows very clearly that teachers and trainers believe that people are more aware of further education than they used to be. While this question is subjective and cannot be compared against historic data, it can be argued that the further education system has featured highly in the public narrative due to the expansion and political profile of apprenticeships, vocational education and training.



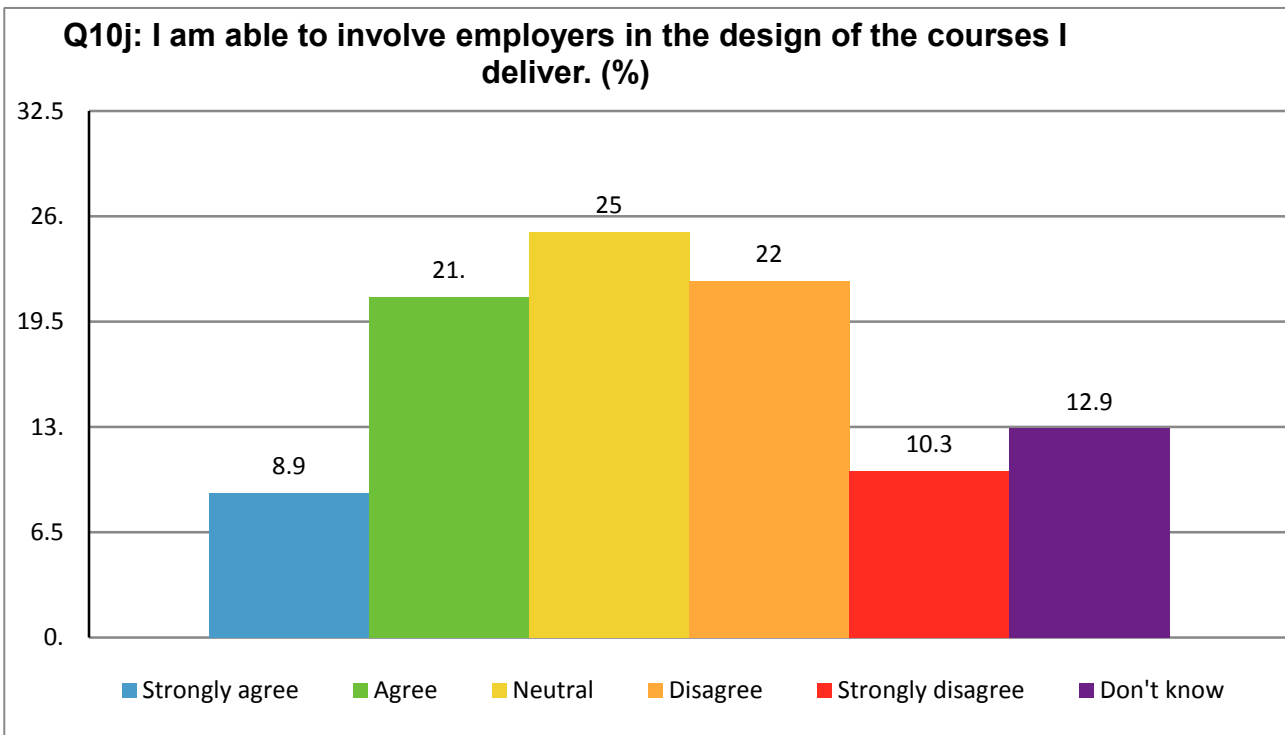
Perhaps unsurprisingly, most respondents disagreed that learners are fully equipped to make informed decisions about their futures. The issue of careers advice and guidance is a hot topic in education policy, with reports from many organisations, including the Association of Colleges and Ofsted, being critical of the quality and independence of information provided to young people in particular.



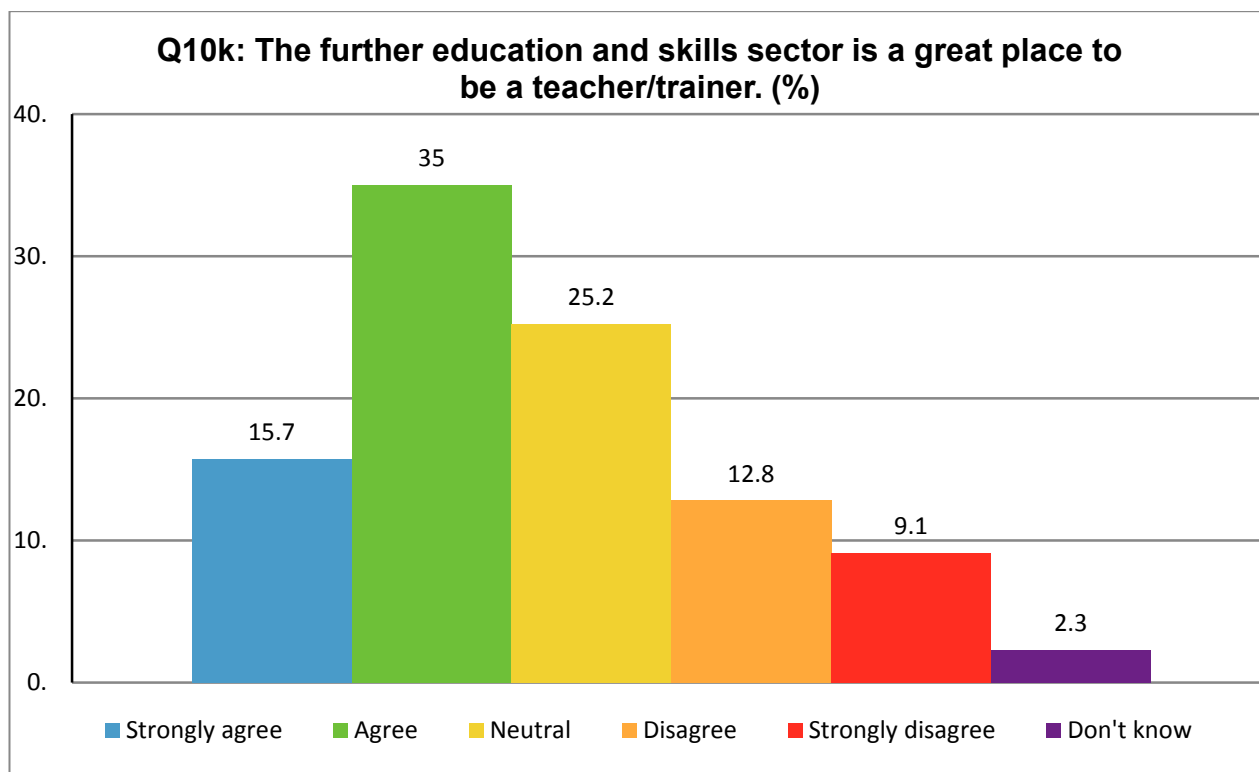
More respondents do not believe than those who do that the education and skills system is accessible for adults who need retraining. In total, 29.8 per cent of respondents agreed or strongly agreed, compared to 44 per cent who disagreed or strongly disagreed. Further research could interrogate this data in more detail. Additional segment analysis on respondents from teaching backgrounds by sector subject area might show a difference in perception between different areas. It could be the case, for example, that practitioners from community learning institutions that teach English for speakers of other languages (Esol) courses would be more inclined to disagree with this statement than practitioners of employer-funded vocational provision.



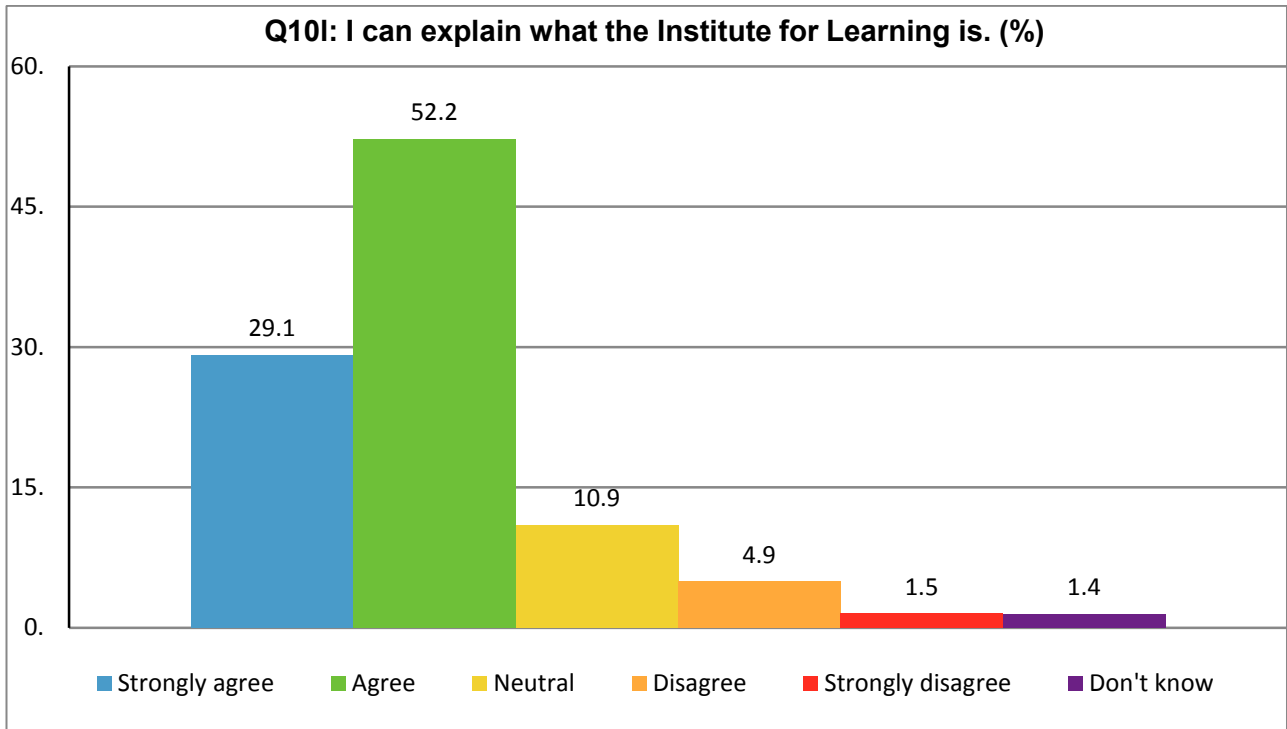
It is pleasing to see that a majority of respondents agreed or strongly agreed with this statement. Freedom and confidence to adapt the curriculum to meet the needs of learners and employers is a vital strength of the further education and skills system. Despite a majority in agreement, however, only 44.3 per cent agreed or strongly agreed and the vision should be for a larger majority. Equally, concern should be raised that 31.6 per cent, almost a third, disagreed or strongly disagreed.



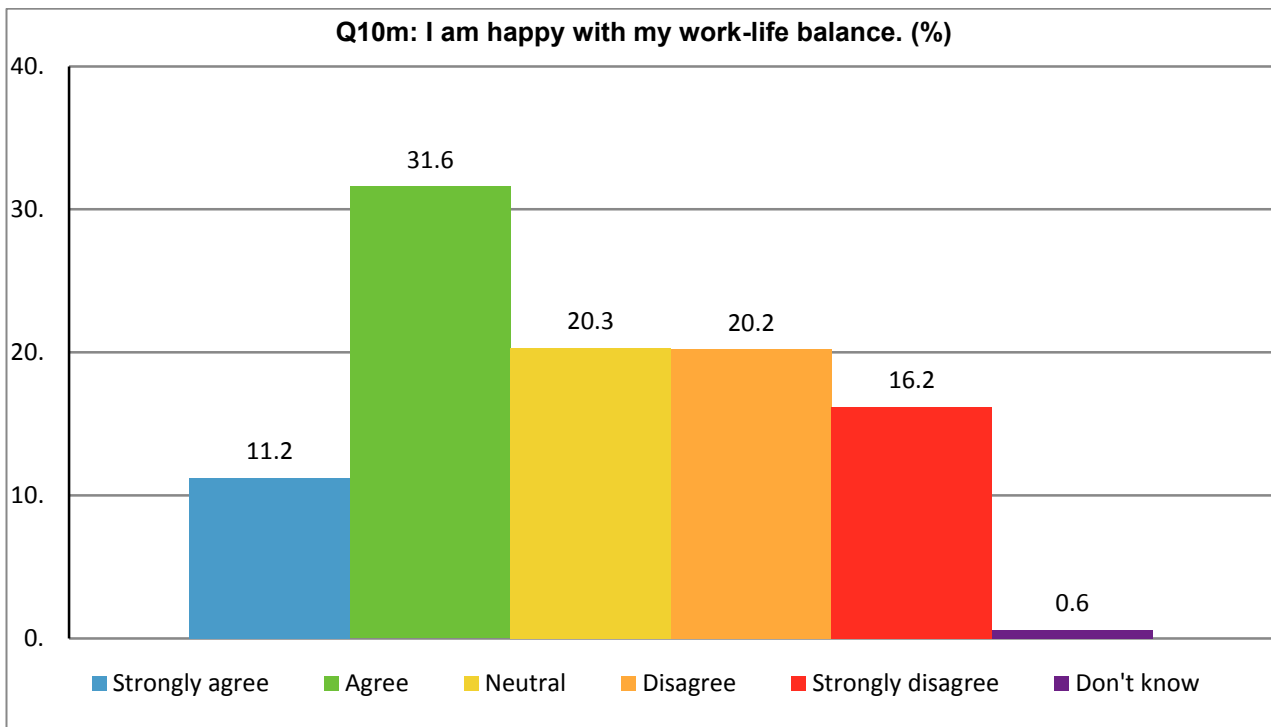
As with the previous question, a stronger majority of responses in agreement with this statement would have been preferable owing to the current imperative for employer engagement in our sector. While this question is about design, there is a need for teachers and trainers to have the tools and freedoms to engage with employers in the design, delivery and assessment of courses where this is appropriate and of value. A quarter responded 'neutral'. This might be because there is a perception that employers are engaged but not with the respondent's individual practice, or that employer engagement is having an impact in ways other than the design of provision.



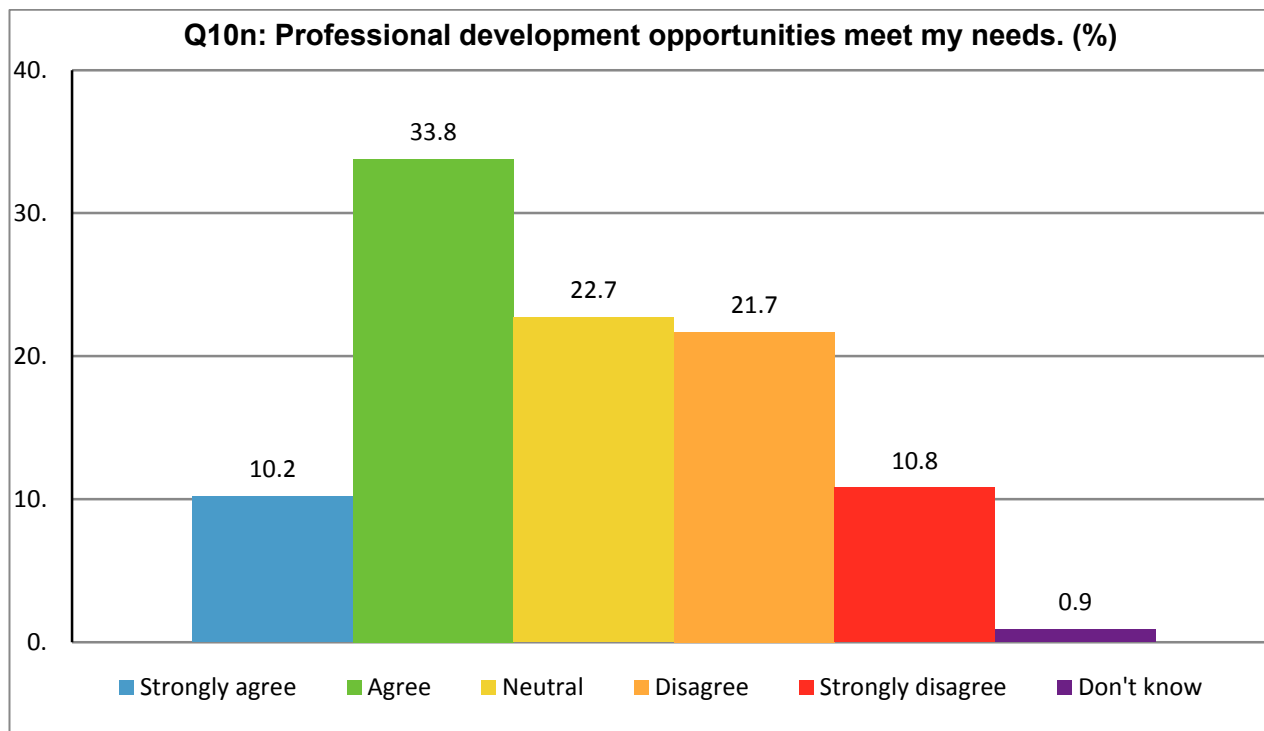
Just over half – 50.7 per cent – agreed or strongly agreed that the further education and skills sector is a great place to be a teacher or trainer. Yet one in five respondents disagreed. The aim of this survey is to provide an overview of the issues expressed by teachers and trainers as to what can be improved to support them in their careers and in their professional practice. So, while 50 per cent might not be a figure that does the sector justice, it is important in providing a benchmark to improve from.



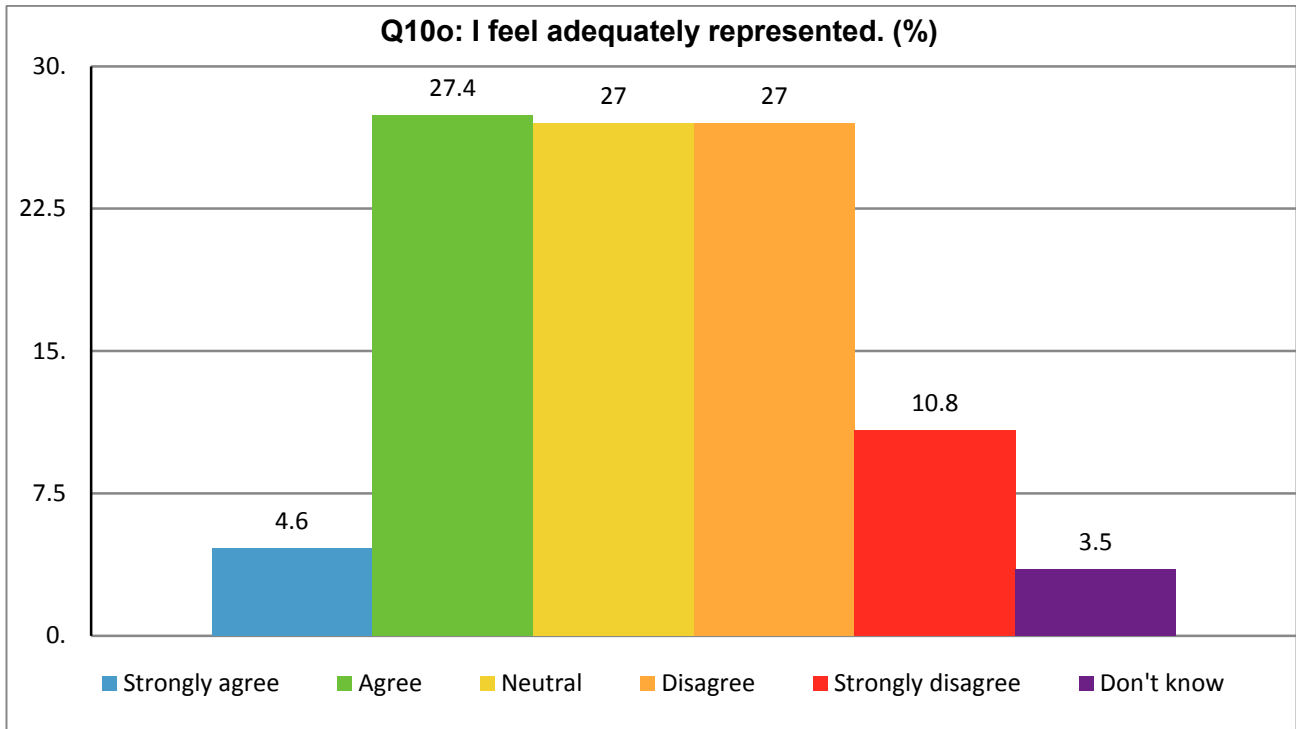
More than 80 per cent of respondents believed they could explain what the Institute for Learning is. The survey informing this report was written and released before IfL announced its intention to close. While it could be expected that an engaged audience would respond in this way, the results highlight that in its 12 years, IfL was able to articulate what the organisation was in a clear way.



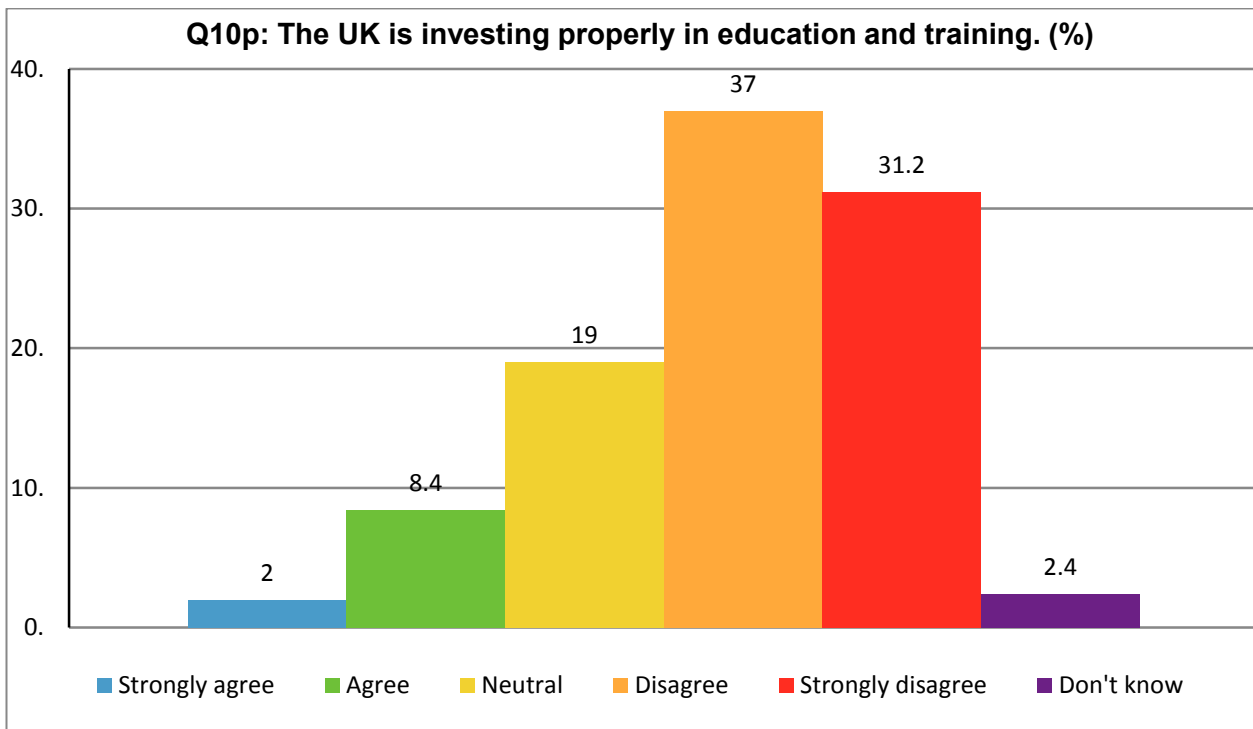
Two in five survey respondents agreed or strongly agreed that they are happy with their work-life balance. Findings from elsewhere in this survey regarding a disproportionate amount of time spent on administrative responsibilities can be taken into account when investigating how to increase this figure as just over one-third said that they were unhappy with their work-life balance.



The greatest proportion of survey respondents believe that the professional development opportunities available to them meet their needs, but this is only 44 per cent. It is vital that a balance is struck between the needs of the sector, such as the need to upskill or reskill teachers and trainers to deliver GCSEs English and maths, and that the professional development needs as recognised by individuals are met by institutions and sector organisations. The sector should strive to increase the proportion of teachers and trainers who have a positive outlook on the professional development to which they have access.



There is very little difference of opinion in the middle of the chart, but the combined results of those who strongly agree or agree, and those who disagree or strongly disagree, provides assurance of an inconclusive result. There are only five percentage points in difference between those who feel adequately represented and those who do not. Taking this into account, and the high proportion of neutral responses, the result is inconclusive.



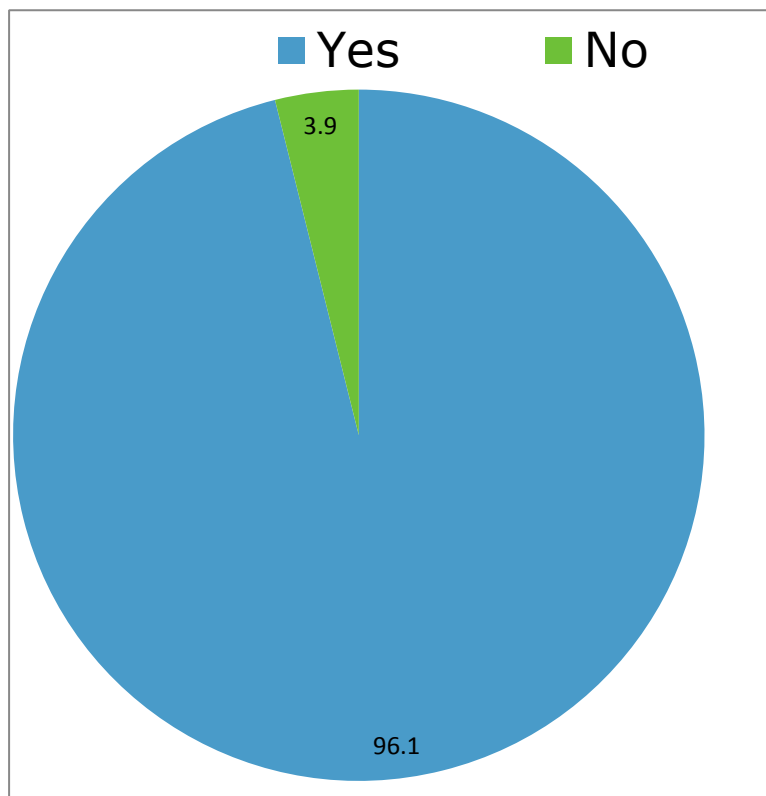
Strong evidence has emerged elsewhere in this report regarding teachers' and trainers' strength of feeling about a significant underinvestment in further education and skills, and this is replicated quantitatively here. While budgets such as those for schools and the NHS are ring-fenced, there is no such protection from cuts for the Department for Education's 1619 budget or the budgets for adult skills, community learning and apprenticeships, which sit with the Department for Business Innovation and Skills. This means that there is a likely prospect of further cuts to come for the sector. This part of the question highlights that teachers and trainers do not believe that the UK is investing properly in education and training, which is crucial for the UK's economy to grow and thrive sustainably.

Assurance of qualified teachers

In a poll of 102 members of parliament carried out for IfL by Dods Monitoring Service in December 2013, 61 per cent agreed or strongly agreed that young and adult learners in further education and skills should be able to know if their teachers are qualified as professionals or not. The sample for this poll was made up of 48 MPs from the Conservative party, 40 from the Labour party, nine from the Liberal Democrats and five from other parties.

Along similar lines, we asked participants of this survey whether or not they believed that learners, future learners, employers and parents should have the right to know that they are being taught by a qualified teacher.

Q11: Do you think that learners, future learners, employers and parents should have the right to know that they are being taught by a qualified teacher? (%)



Clearly, there is a strong consensus, which reinforces previous findings in this and other IfL research about the need for assurances for learners, parents and employers that their teachers and trainers will be properly qualified. Interestingly, the strong proportion of responses to this question do not change dramatically when responses from teachers/trainers and managers are compared. In response to this

question, 96.6 per cent of respondents who are in teaching positions replied 'yes' and 92.6 per cent of respondents from management positions replied 'yes'.

The table below shows responses to this question segmented by area of the further education and skills sector:

Table 8: Results table (sector context) [Question 11] Do you think that learners, future learners, employers and parents should have the right to know that they are being taught by a qualified teacher?

Sector	Yes	No
Adult and community learning	98.4%	1.6%
Armed services	85.7%	14.3%
Employer provider	100%	0%
Further education college	97.5%	2.5%
Higher education institution	93.9%	6.1%
Independent training provider	93.4%	6.6%
Offender learning	83.3%	16.7%
School	93.0%	7.0%
Public services	100%	0%
Retired	100%	0%
School sixth form	80.0%	20.0%
Sixth-form college	100%	0%
Other	95.9%	4.1%

The new professional standards for teachers and trainers in further education and skills

Awareness of the standards

Teachers and trainers completed this survey just months after the publication of the new professional standards for teachers and trainers in further education and skills, which were developed (with input from IfL and its members) and published by the Education and Training Foundation in May 2014. This is an important caveat as awareness since the survey closed has no doubt continued to increase.

Furthermore, as the survey was open for three months, it is very possible that some who took part early will have had some or more exposure to the new professional standards since completing this survey.

It is positive that these results report that half of respondents were already aware of the new standards.

When asked, 49.8 per cent of respondents said that they were aware of the new standards and 50.2 per cent were not aware at that time.

When these results are segmented by those in teaching and management roles, 71.6 per cent of managers were aware of the new standards compared to 46.5 per cent of teachers and trainers.

The general average finding including teachers and managers of around 50/50 remains around the same as the results are segmented by area of the sector.

Use of the standards

The survey provided participants with an opportunity to say how they intended to use the new professional standards. This question attracted 639 responses in total and users were able to choose more than one option and add their own via an 'other' comments box.

Table 9: Results table [Question 13] How do you intend to use the new professional standards for further education teachers and trainers?

As a framework for reflection on your own professional practice	39.6%
Don't know	33.0%
To inform your professional development planning	32.1%
To plan the development of your team	14.9%
Not applicable	12.7%
Other	10.0%

To help recruit new teachers and/or trainers

6.4%

Of the responses that submitted a comment under 'other', the most common responses were around embedding the new professional standards into initial teacher training programmes and included responses from individuals who had not yet read them.

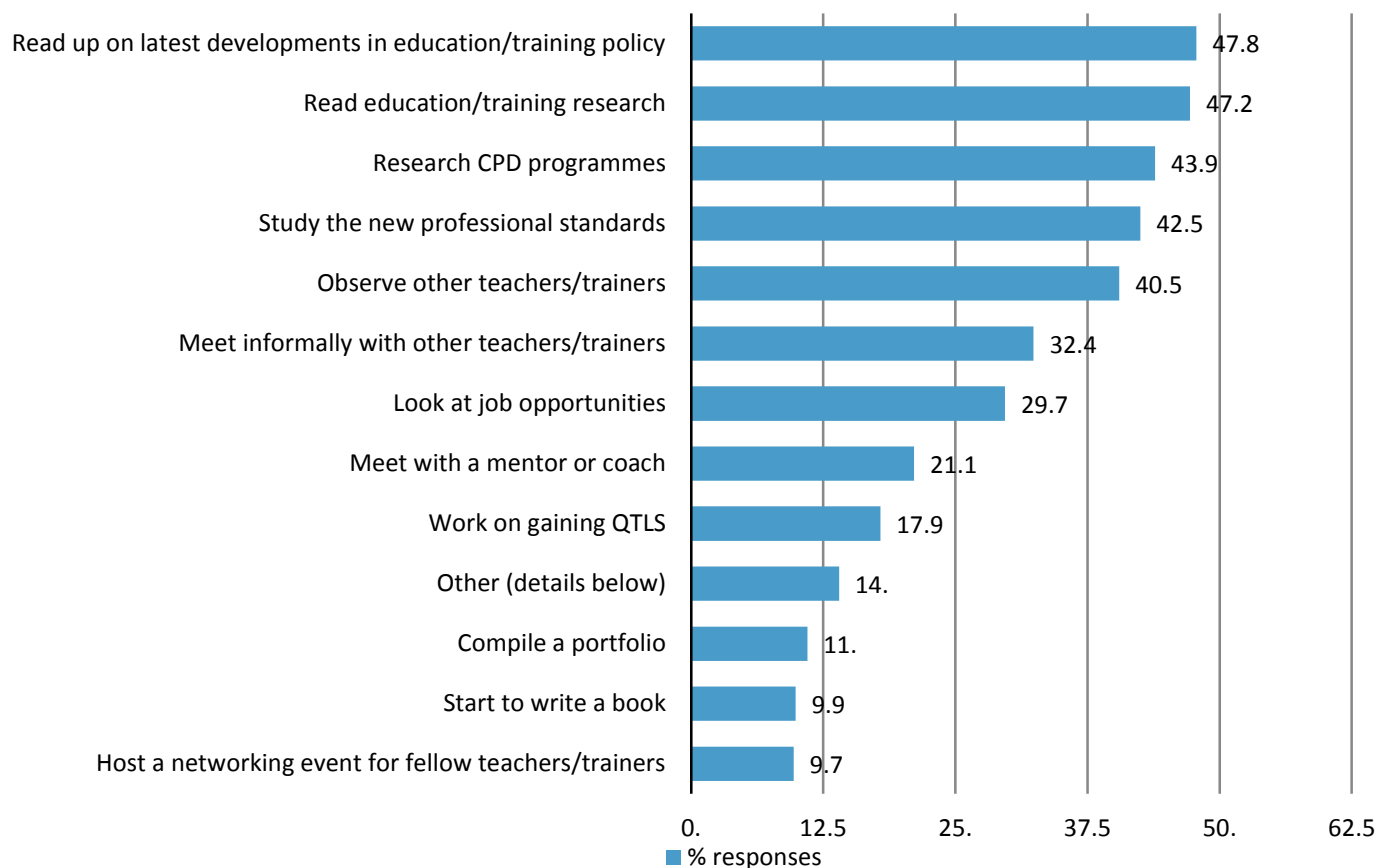
Professional development

If you had a week off to focus on your own professional development, what would you do?

The aim of the final part of the survey was to gain a better understanding of the kinds of broad professional development activities that teachers and trainers in further education and skills would find attractive if time were not a restricting issue in the working week.

In total, 649 individuals responded to this question. The chart below shows the results:

Q14: If you had a week off to focus on your professional development, what would you do? (%)



This question provides a valuable insight into the kinds of professional development opportunities that could be attractive to teachers and trainers. Many responses offered as ‘other’ activities included subject updating and studying towards a qualification in education. Below are some further examples provided as ‘other’ suggestions from the survey:

Table 10: Results table [Question 14] If you had a week off to focus on your professional development, what would you do? (other)

“Research new approaches to my subject and review and evaluate them in practice.”	Tutor, adult and community learning.
“Spend time working in industry to refresh my dual professionalism.”	Lecturer, higher education institution.
“Research my specialist field, visit industry contacts or go to an industry conference.”	Lecturer, further education college.
“Get on with my level 5 leadership and management diploma.”	Trainer, independent training provider.

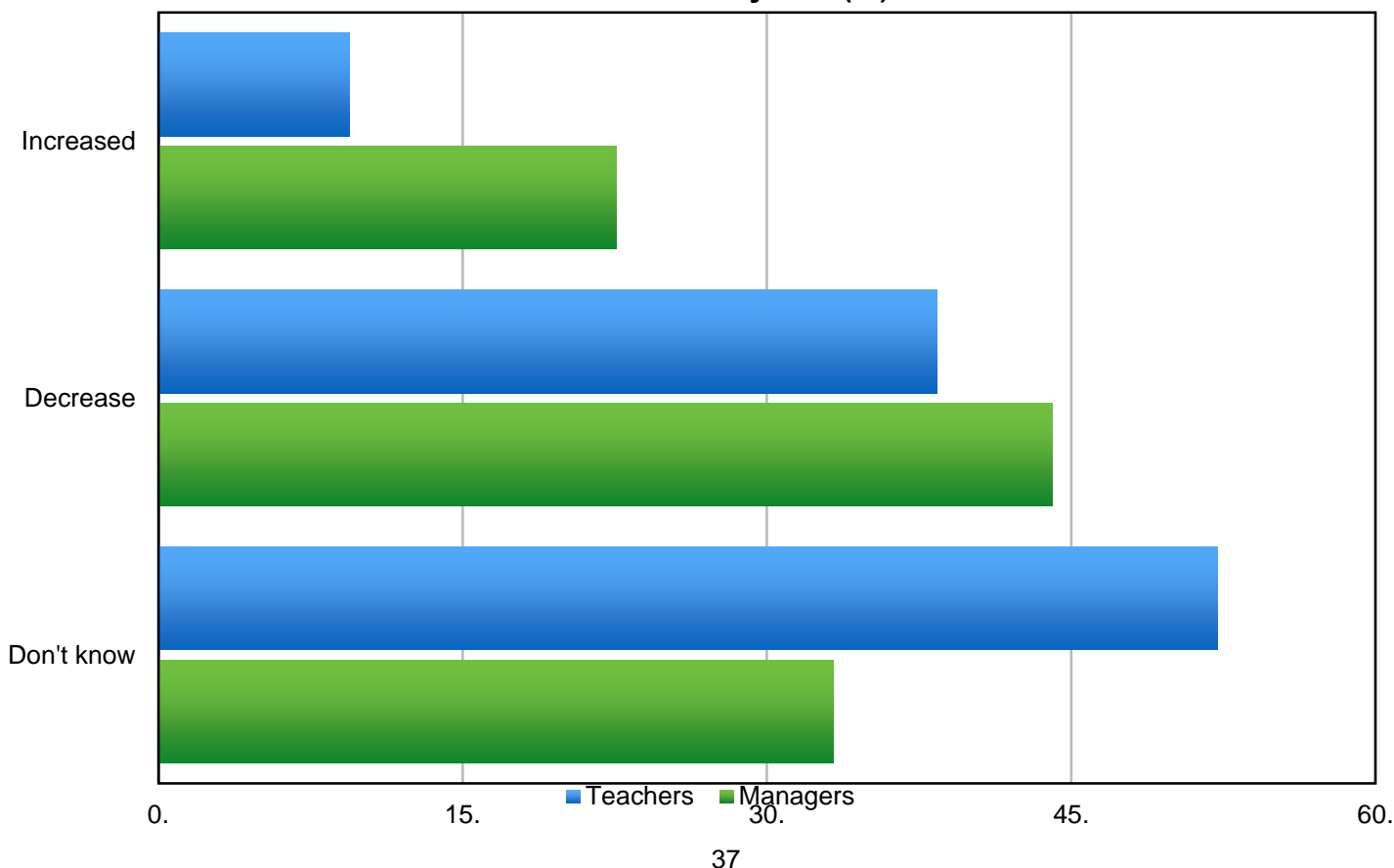
“Study my subject specialism.”	Tutor, adult and community learning.
“Find a suitable mentor.”	Teacher educator, higher education institution.
“Do my own research.”	Manager, adult and community learning.
“Look for higher level development opportunities.”	Tutor, further education college.
“Get familiarised with new weapon system technology.”	Assessor, armed services.

Spending on continuing professional development

Continuing professional development (CPD) is a crucial budget line for every further education and skills institution, but like every other is under increasing pressure as funding is cut.

The first question on CPD spending asked participants if their institution’s professional development budget had increased or decreased this year. The chart below shows responses to this question segmented by respondents in teaching and management roles:

Q16: Had your institution’s professional development budget increased or decreased this year? (%)



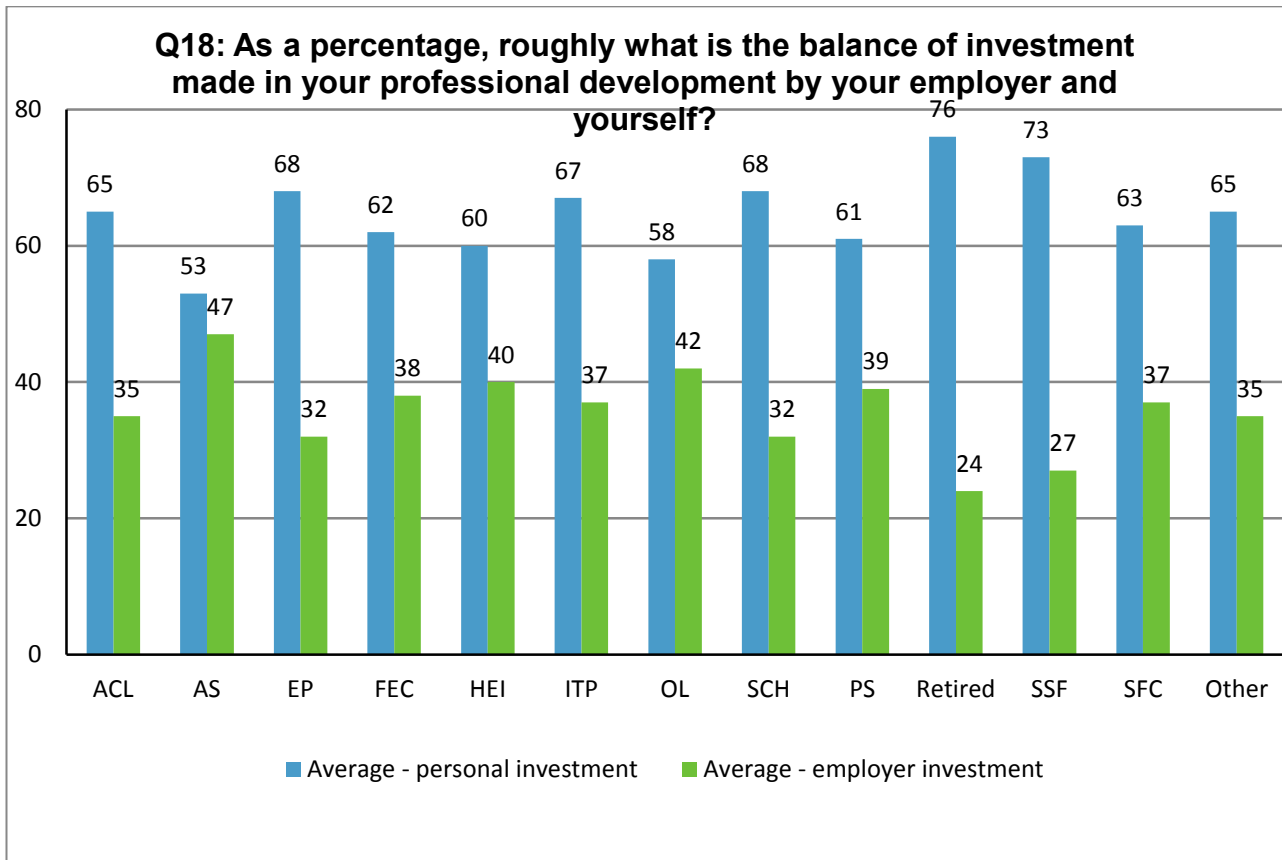
The results show that half of respondents from teaching roles did not know whether their institution's professional development budget had increased or decreased. This could be interpreted positively, as a withdrawal of CPD opportunities or services could have triggered a larger volume of 'decrease' responses. It is not possible, however, to draw this conclusion as there is no control data against which to compare.

How have opportunities changed?

In addition to gaining an insight into how spending on CPD might have changed, we asked participants to comment on how the kinds of CPD opportunities available to them have changed; 1,044 individuals responded to this question.

The results show that most respondents reported less time available for continuing professional development and fewer opportunities but no notable change in the quality of professional development on offer. This was the case across all areas of the sector and the results did not show a significant difference between results from participants in teaching roles and management roles respectively.

Balance of investment



*Key on next page

As this chart shows, perceived average personal investment in CPD is higher than perceived average employer investment in every part of the further education and skills sector. This suggests that respondents from all parts of the sector believe that they are investing more in their professional development than their employer. However, the chart above also shows significant variations across different parts of the further education and skills sector.

The overall average perceived investment between individuals and employers was 64 per cent and 36 per cent respectively.

Difference between perceived personal investment and perceived employer investment (in percentage points)

ACL - Adult and community learning	30
AS - Armed services	6
EP - Employer provider	36
FEC - Further education college	24
HEI - Higher education institution	20
ITP - Independent training provider	40
OL - Offender learning	16
SCH - School (including maintained, independent, academy and free school, primary and secondary schools)	36
PS - Public services	21
<i>Retired</i>	52
SSF - School sixth form	46
SFC - Sixth form college	26
Other	30

Excluding responses from retired members, where one can assume that if there is an employer it is most likely on a part-time, sessional or contractual arrangement and therefore a greater perceived personal investment in CPD is assumed, the area of the sector where there is the greatest difference between perceived personal and employer investment in professional development is school sixth forms, where there was a 46 percentage point difference. The area of the sector with the smallest range between perceived personal and employer investment was the armed services, with only 6 percentage point difference between personal and employer investment. The question did not define 'investment' and so participants could have defined this for themselves in terms of financial investment, investment of time or a combination of the two. But what is a fair balance of investment in CPD? This was the subject of the

next and final quantitative question in the survey. We asked, 'what would you say is a fair balance between investment made by you and your employer with regards to your professional development?'

Taking responses from all participants together, the results produce average percentages between personal, 46 per cent, and employer, 54 per cent investment. This is a much closer balance of investment than the 64 per cent from individuals and 36 per cent from employers that was uncovered as the perceived current balance of investment in CPD from the previous question.

Segment analysis between respondents from teaching and management roles shows that managers are more inclined than teachers are to suggest greater employer investment in their CPD and that the average perceived fair personal investment is slightly greater for teachers than for managers.

Institute for Learning
49-51 East Road
LONDON
N1 6AH