Adult and Community Learning Workforce Survey 2013/14

February 2015

Contents

Foreword

Local authority and third sector education providers are a small but key part of the Further Education sector. This report provides a clear picture of our part of the FE sector and our staff in adult and community learning.

While the survey has a regular sample of around 50 responses from Local Authorities, I'm hoping more third sector providers will respond to what will be the final version of the survey next year.

From 2015/16, the Foundation is changing the way workforce data is collected so that it is more inclusive, easy to complete, and more directly useful to providers.

This report shows us that our staff typically work part-time, with almost all (92%) of teachers working part-time. It shows that our staff are predominantly (79%) women and most likely to be between 45 and 64. While the age of our staff is similar to FE colleges, our part of the sector is very different to work-based learning, where only one in five staff work part-time, and the median age band is 35-44.

Our part of the sector has high levels of qualifications. Three out of four of our teaching staff have, or are in the process of completing, a teaching qualification, and more than half (56%) have at least a degree. Two of every three people are teaching staff (including assessors).

While all this is of course interesting, how is it useful to a provider? In my organisation, we want to see whether our staff are older than those in the sector generally, we want to see if they are as diverse, and particularly we want to see if they are as qualified. One of the key issues for us is the difficult to recruit areas, and to see whether this is the same for other providers.

Maths/numeracy teachers are most difficult to find with three in four organisations reporting difficulties, closely followed by English/literacy teachers where over half responding organisations are having problems recruiting. This is why the Foundation's support on English and maths teaching is so valuable. Having data on this means we can highlight difficulties for providers as well as better understand them.

Workforce data is a key way of understanding the staff in each part of the sector, and some of the challenges that may arise in the future. I hope all providers find this report useful, and that we achieve a higher response from third sector providers next year.

Don Hayes MBE
Chief Executive, Enable
Board Member, Education and Training Foundation
Chair, Education and Training Foundation Expert Panel on Professional Standards and Workforce Development

Executive summary

This report provides data on the workforce in the Adult and Community Learning sector in England. It is based on findings from a survey-based workforce data collection conducted in November/December 2014 by the Education and Training Foundation. Where possible, the analysis compares and contrasts the results with similar studies carried out in the 2010/11, 2011/12 and 2012/13 academic years.

The 2013/14 workforce survey gathered data on staff directly employed by Local Authorities and also those working at third sector organisations funded to deliver community learning in 2013/14. Of the 54 responses received, three were submitted by third sector providers and the rest by Local Authorities. A total of 9,206 members of staff were accounted for by the survey.

Among the 51 Local Authorities responding to the survey, 38 (around three-quarters) were Adult and Community Learning providers with mainly direct delivery of programmes. 13 secured provision mainly through subcontracting/partnership arrangements.

Almost two-thirds (65%) of the responding providers were medium sized, with annual budgets between £1m and £5m, and almost a quarter had budgets of less than £1m. None of the organisations with mainly subcontracted provision had budgets exceeding £5m.

All but two providers received funding through the Skills Funding Agency Community Learning budget and over 90% received Skills Funding Agency Adult Skills funding. Just over a quarter (26%) of organisations provided ESF funded programmes, which was higher than the 20% figure from the 2012/13 workforce survey.

Providers from all nine English regions submitted workforce data for the survey although Greater London and the South East regions together accounted for 45% of responses.

Among the 9,206 staff accounted for by the 2013/14 survey, most were employed by Local Authority Adult and Community Learning providers which directly deliver provision, averaging 236 employees per organisation. Local Authority providers with mainly subcontracted provision averaged 14 employees per organisation and three third sector/ independent providers averaged 22 employees per organisation.

The vast majority of Adult and Community Learning staff worked part-time (83%) although this varied based on the type of provision. The Local Authorities with mainly direct-delivery had 84% part-time posts whereas those with mainly sub-contracted provision employed 45% of their Adult and Community Learning staff part-time.

Almost two-thirds (64%) of the workforce were identified as professionals (e.g. teachers, tutors, trainers and assessors). The data suggest providers whose delivery is mainly through subcontracting have a higher proportion of managers and admin/clerical staff than those with primarily direct delivery. The percentage of professional staff was higher in providers with mainly direct delivery as was the percentage of support staff.

The demographics of the surveyed workforce have changed very little in recent years. In 2013/14, almost four-fifths (79%) of the workforce was female and most likely to be aged between 45 and 64 years old.

As in previous years of the survey, the level of non-disclosure of information was high on sexual orientation (76%), ethnicity (23%) and disabilities (38%). There was insufficient data to estimate overall numbers on sexual orientation although disclosed information reveals a very similar picture to the previous year, with less than one per cent combined identified as gay, lesbian or bisexual. Data on ethnicity suggest 85% of Local Authority Adult and Community Learning staff were white although the high level of non-disclosure means this figure may be unreliable. In total, 3.8% of the Adult and Community Learning staff were reported as having a disability.

Around two-thirds (65%) of the total workforce of responding providers were teaching staff; a proportion that has varied only slightly from year to year since the first workforce survey in 2010/11. Most teaching staff were employed part-time (92%).

Almost three-quarters (74%) of the part-time Adult and Community Learning teaching staff were sessionally paid. This result is closely in line with the surveys of 2010/11 and 2011/12 but significantly higher than the proportion of sessionally paid staff reported in 2012/13. The difference is mainly due to the much smaller proportion of staff reported as being employed on zero hours contracts in 2013/14 compared to the previous year; down to just 5% compared to almost a quarter (24%) in 2012/13. Around one in six part-time teachers (17%) were employed on fractional contracts in 2013/14 and this figure has remained fairly static since the first workforce survey in 2010/11.

Among providers responding to the survey, three quarters of teaching staff held or were working towards a relevant teaching qualification in 2013/14. This figure has fallen over recent workforce surveys from a high of 84% in 2011/12. Providers with primarily subcontracted delivery were more likely to have teaching staff holding or enrolled on teaching qualifications (99%) than providers with mainly direct provision (73%).

The percentage of Adult and Community Learning teaching staff qualified to Level 6 (Bachelor Degree) or above was 56% according to the 2013/14 survey. This proportion has remained virtually unchanged since the first workforce survey in 2010/11. There was some variation with employer size with larger providers (annual budgets in excess of £5m) being more likely to have higher qualified staff.

Almost three-quarters (74%) of responding organisations reported difficulties in recruiting mathematics/numeracy teaching staff and 57% of respondents reported difficulties in recruiting English/literacy teaching staff . Other subject areas in which 30% or more of providers confirmed that recruiting teaching staff was problematic were: ESOL, Family Learning, Health and Social Care, and Foreign Languages.

1   Introduction

This is a workforce data report on Local Authority Adult and Community Learning providers in England, based on findings from a survey-based study conducted in November and December 2014. Workforce data allows the benchmarking of practice and sector employment norms and provides Adult and Community Learning providers with a greater understanding of their constituency to present an informed case to policymakers. It also provides a picture for sector bodies and government, both to evaluate and assess the impact of existing strategies, and to inform policy development and workforce planning. The data can help providers respond to the needs of learners through appropriate skills delivery and highlight areas for improvement.

The 2013/14 workforce survey was carried out by the Education and Training Foundation by means of an online data collection instrument. The survey was also promoted through the HOLEX National Office the Third Sector National Learning Alliance (TSNLA) networks.

1.1 Structure of the report

The report is made up of eight sections, and follows the framework of the three previous survey reports (2010/11 to 2012/13) on the Adult and Community Learning workforce.

Section 1 of the report details the survey methodology used and includes the survey response and how the information was analysed.

Section 2 looks at the data gathered by the survey on the shape and context of the Adult and Community Learning workforce. This includes provider characteristics such as budget size, funding streams accessed and the region(s) in which they are based and deliver learning.

Section 3 analyses the data on staff roles and employment conditions, such as working hours, numbers of staff and a breakdown of work roles.

Section 4 examines the staff demographics in the sector to determine age, gender, sexual orientation, ethnicity and disability statistics.

Section 5 reviews the Adult and Community Learning teaching workforce in depth, looking at contract basis of teaching staff and qualifications held.

Section 6 identifies the subject areas in which providers are currently (2014/15 academic year) experiencing difficulties in recruiting teaching staff.

Section 7 presents the conclusions, pulling key points from the data analysis and making suggestions and recommendations for future workforce surveys.

2   Methodology

2.1 Approach

This is a workforce data report of the Adult and Community Learning sector in England, based on findings from a study conducted in November and December 2014. It builds on the data from similar studies carried out in the 2010/11, 2011/12 and 2012/13 academic years exploring demographics and qualifications and noting trends and changes across the workforce.

Following changes made to the questionnaire for the 2012/13 survey, in order to ensure questions were more closely aligned to Work-Based Learning workforce survey, the questionnaire remained, for the most part, unchanged for 2013/14.

2.2 Survey response

A total of 54 Adult and Community Learning providers took part in the 2013/14 survey accounting for an aggregate 9,206 members of staff. Of these, 51 responses were received from Local Authority providers and three from independent/third sector providers. 33 of the providers also responded to the previous workforce survey and 25 have responded to the three most recent surveys (2011/12, 2012/13 and 2013/14). Where possible, this report includes additional year-on-year comparisons for these organisations.

There were 10 providers that had responded to the survey for the first time and consequently, over the four years that the workforce survey has taken place, the research has engaged 130 individual Local Authority and independent/third sector providers.

2.3 Analysis and interpretation

The analysis focuses on the position as reported on 2013/14 and backfilling of data from previous years has not been undertaken. Wherever possible, the analysis compares and contrasts the results with the previous workforce data collections in terms of staff demographics (and the level of information available), qualification levels, funding streams and employment terms.

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

3 Provider demographics

3.1 Provider type

A total of 54 organisations submitted details of their 2013/14 workforce. 38 were Local Authority Adult and Community Learning providers with primarily direct delivery of learning programmes. 13 were Local Authorities primarily securing provision mainly through subcontracting/ partnership arrangements and 3 were independent/third sector learning providers.

A comparison between the provider types responding to the ACL workforce surveys of 2010/11, 2011/12, 2012/13 and 2013/14 is shown in Figure 1.

Figure 1: Provider type by year

■ Local Authority Adult and Community Learning provider with primarily direct delivery of learning programmes

■ Local Authority Adult and Community Learning provider primarily securing provision via subcontracting/partnership arrangements

■ Independent Adult and Community Learning provider, including third sector providers
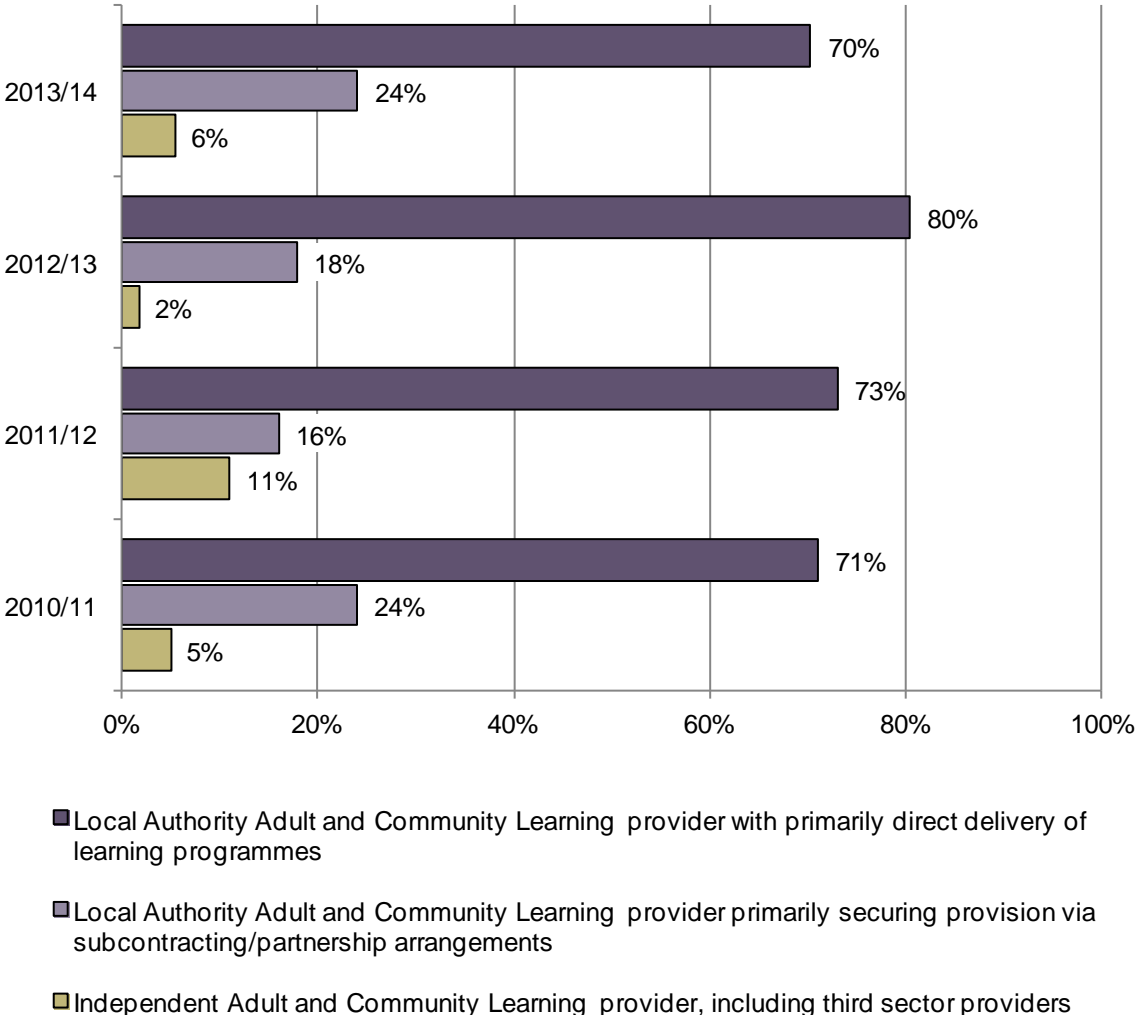
Base number of providers: 2010/11 = 83; 2011/12 = 64; 2012/13 = 56; 2013/14 = 54

The majority (70%) of respondents in 2013/14 represented Local Authorities providing Adult and Community Learning with mainly direct delivery of learning programmes. This was a lower percentage than last year (2012/13) but similar to the two previous years (2011/12 and 2010/11). A quarter of responses were from Local Authorities providing Adult and Community Learning through mainly subcontracting/partnership arrangements and this was the highest proportion of this type of provider since the 2010/11 workforce survey.

3.2 Size

Respondents were asked to define the size of their organisation in terms of the overall annual budget size for 2013/14. All budget streams, excluding fee income, were to be included and respondents indicated their size within the ranges shown in Figure 2 below.

Figure 2: Size of organisation 2013/14
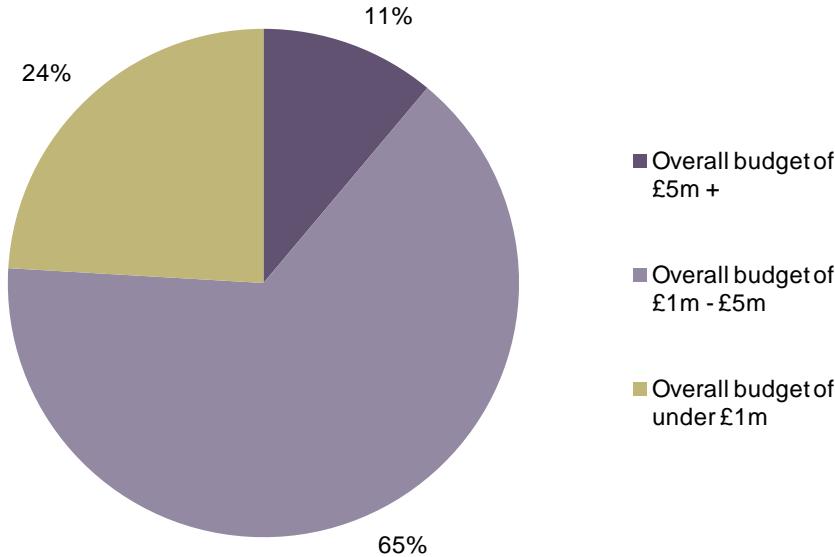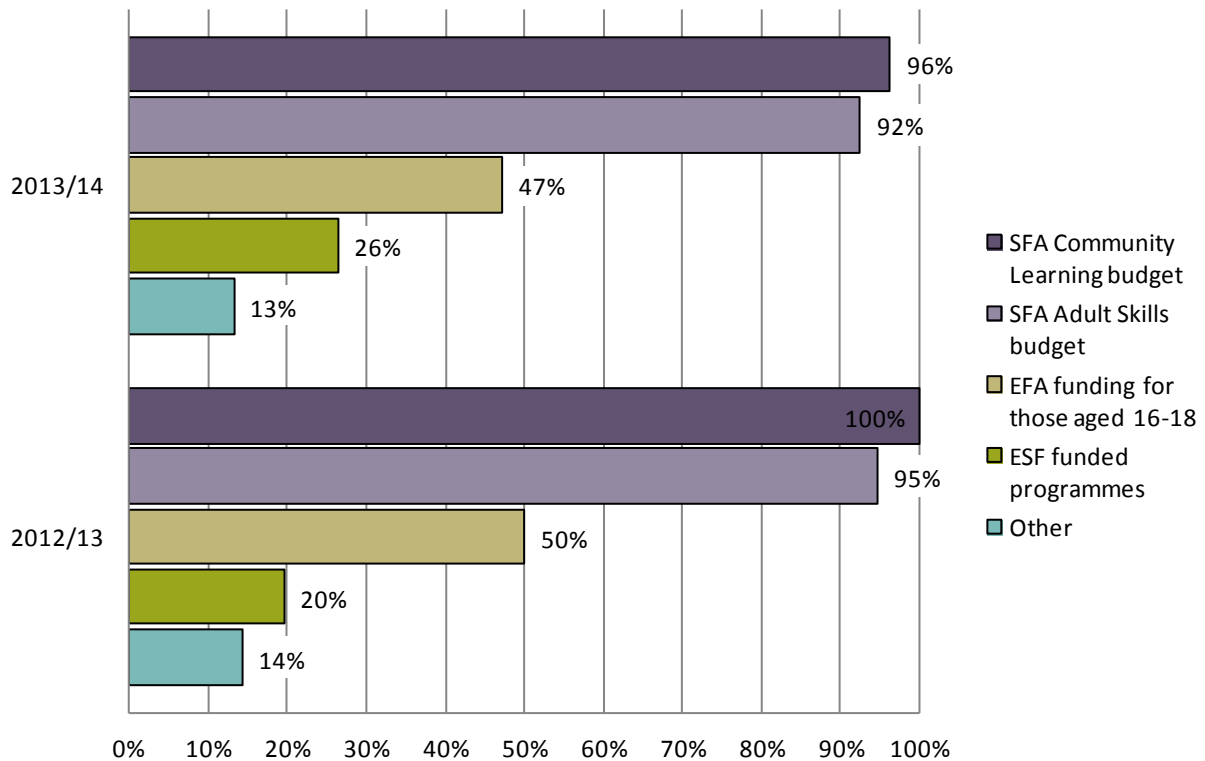

Base number of providers = 54

Almost two thirds of providers indicated that their overall budget was within the middle band (£1m to £5m budget) which was similar to the 2012/13 survey. The 2013/14 survey yielded a higher percentage of larger organisations with budgets exceeding £5m compared to the previous year.

Organisations with mainly subcontracted provision were more likely to fall into the lowest band in terms of budget size, compared to organisations with direct delivery services. None of the organisations with mainly subcontracted provision had budgets exceeding £5m.

3.3 Funding Streams

Providers were asked to identify the key funding streams that their organisation secured during the 2013/14 academic year and Figure 3 shows the percentage of respondents identifying each funding stream. The results from the 2012/13 workforce survey are shown for comparison. Most providers indicated more than one funding stream so the percentages add up to more than 100.

Figure 3: Type of provision by funding stream

Base number of providers: 2012/13 = 56; 2013/14 = 54

The chart shows very little difference in the percentage of providers identifying each funding stream in the 2012/13 and 2013/14 workforce surveys. The main difference between the two surveys was that a slightly higher proportion of providers accessed European Social Fund (ESF) funding in 2013/14 compared to 2012/13. Overall just over a quarter of organisations provided ESF funded programmes. This included all three of the Independent providers that took part in the survey.
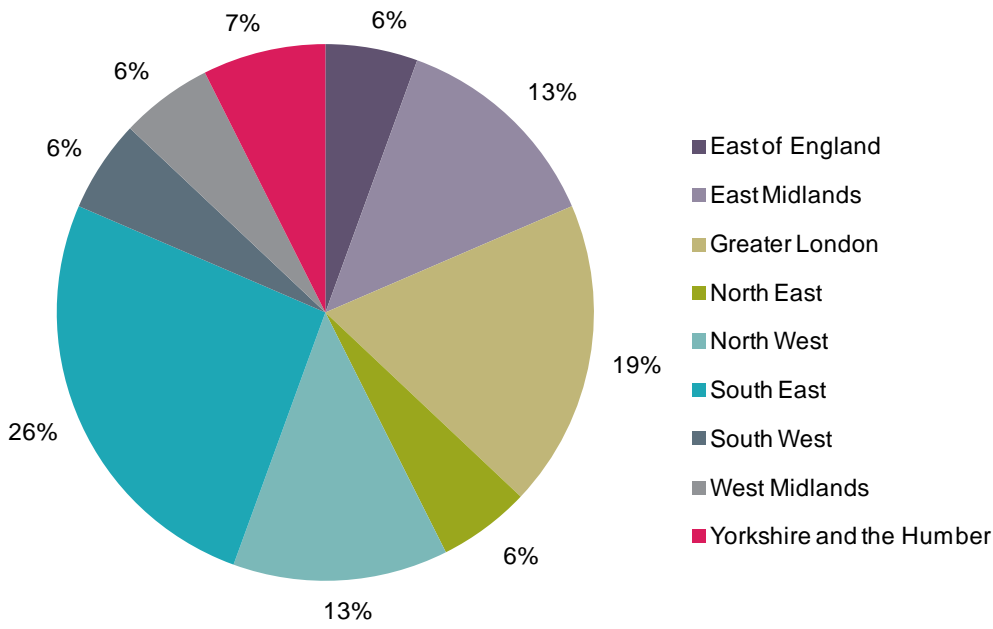
Almost 60% of Local Authority Adult and Community Learning with directly-managed provision reported receiving EFA allocations for 16-18 year olds compared to less than 10% of Local Authorities securing provision mainly via sub-contracting arrangements in 2013/14.

All but two providers received funding from the Skills Funding Agency (SFA) Community Learning budget and most received funding from the SFA Adult Skills Budget in 2013/14.

3.4 Region of operation

Figure 4, below, shows the geographical spread of providers as defined by the region in which they are based (for Local Authority services, all provision can be assumed to be within the same region).

Figure 4: Provider Sample by Region

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

Base number of providers = 54

Survey responses were received from providers across all nine English regions with the highest number of responses from organisations in the South East and Greater London.

All nine English regions were represented in the sample of direct-delivery Local Authority providers but the sample of organisations with mainly subcontracted provision covered only five regions. These were Greater London, East Midlands, North West, South East and South West. Five of the thirteen providers with mainly subcontracted provision were based in the South East.

# 4   Staff roles and employment conditions

In total, 9,206 Adult and Community Learning staff members were accounted for by the providers responding to the survey. The breakdown for each of the main provider types responding to the 2013/14 survey was as follows:

- The 38 Local Authority providers with primarily direct delivery employed 8,964 staff in 2013/14 with an average of 236 employees per organisation.

- The 13 Local Authority providers with mainly subcontracted provision accounted for a total of 177 staff with an average of 14 employees per organisation.

- The three Independent/Third Sector providers employed 65 staff with an average of 22 employees per organisation.

4.1 Employment pattern

The aggregate data shows that among the Adult and Community Learning providers responding to the survey, staff are mainly employed part-time. Figure 5 shows the breakdown of full and part-time staff for all of the 54 providers.

Figure 5: Full-time or part-time staff 2013/14
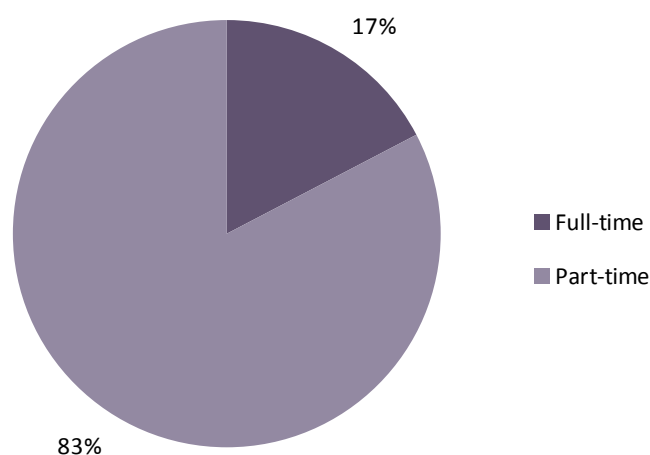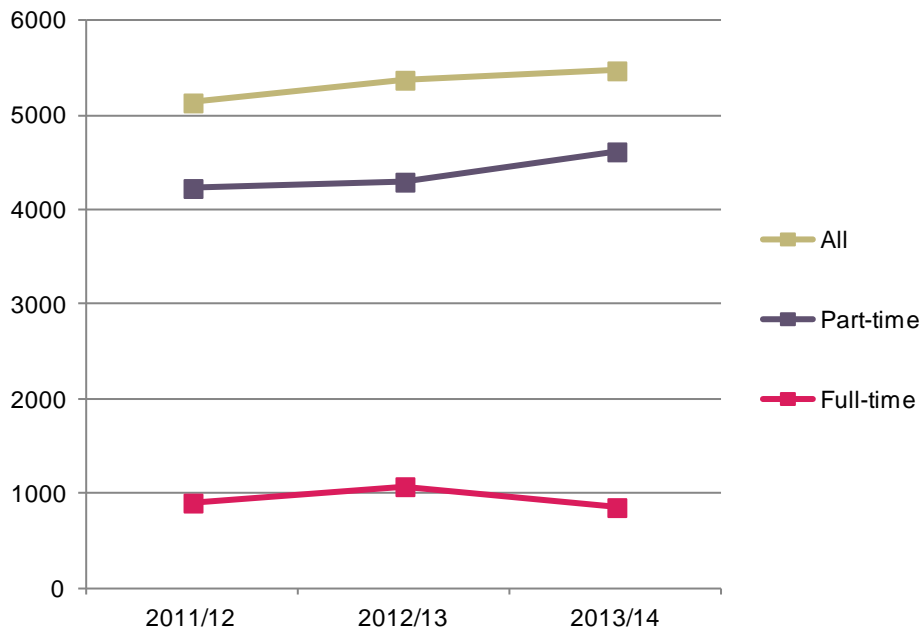

Base number of providers = 54

Responding providers reported that on average, 83% of staff were employed part-time. This percentage is slightly higher than was reported in the previous two years of the survey (80% in 2012/13 and 81% in 2011/12).

The Local Authorities with mainly direct-delivery services that took part in the survey had 16% full-time posts (20% in 2012/13 and 16% in 2011/12). Responding Local Authorities with mainly sub-contracted provision employed 55% of their Adult and Community Learning staff full-time in 2013/14 (33% in 2012/13 and 35% in 2011/12) although most of these providers had less than 25 staff in total.

4.2 Year on year analysis

25 providers submitted data each year for the three most recent years of the workforce survey. Figure 6 below shows the year on year analysis of total staff numbers at these organisations.

Figure 6: Total staff numbers by year

| Survey year	Number of staff		
	All	Part-time	Full-time
2011/12	5132	4228	904
2012/13	5372	4295	1077
2013/14	5471	4615	856

Base number of providers = 25

Across the 25 organisations that were included in the analysis, total staff numbers have risen by an average of 7%. Part-time numbers showed a small increase between 2011/12 and 2012/13 followed by a greater increase between 2012/13 and 2013/14. The overall percentage increase in part-time staff numbers from 2011/12 to 2014 was 9%.

Full-time staff numbers increased between 2011/12 and 2012/13 but then fell back in 2013/14 to below the 2011/12 figure. The overall decrease in full-time staff from 2011/12 to 2014 was -5%.

4.3 Occupational category

Figure 7 shows the occupational category breakdown of Adult and Community Learning staff accounted for by the survey.

Figure 7: Occupational category of Adult and Community Learning staff 2013/14
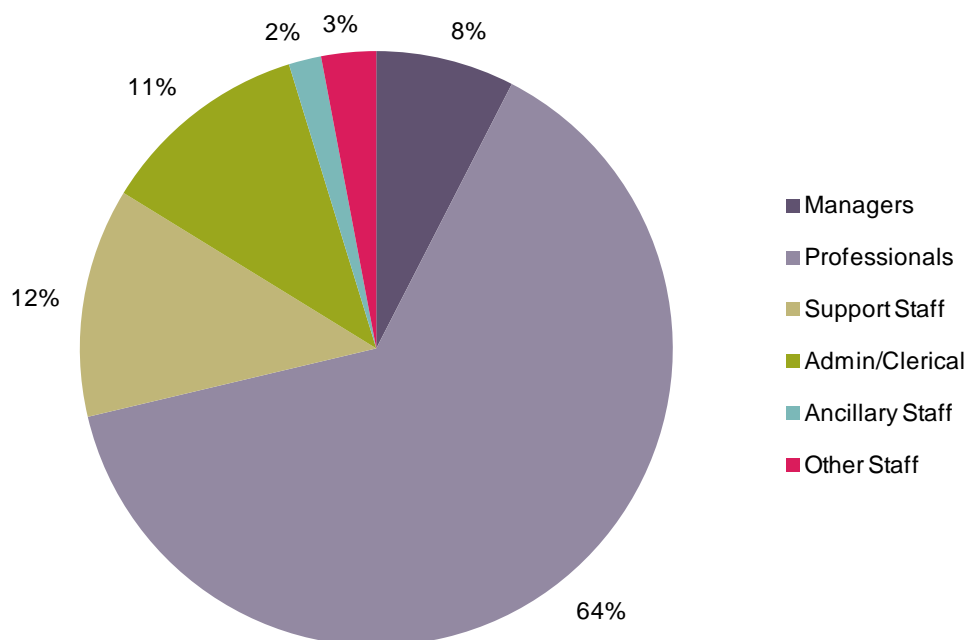
| Job role	Local Authority provision	
	Mainly direct	Mainly subcontracted
Managers	7.2%	24.9%
Professionals	64.3%	41.8%
Support Staff	12.5%	10.2%
Admin/Clerical	11.2%	20.3%
Ancillary Staff	1.8%	-
Other Staff	2.9%	2.8%
Base	8964	177

Base number of providers = 25

Just under two-thirds of staff at the providers responding to the 2013/14 survey were identified as professionals (which include teaching and training staff such as assessors, trainers, tutors and advisors). Support staff and admin/clerical staff together made up almost a quarter of the aggregate workforce. The table contrasts the percentage of staff within each role for Local Authority organisation with mainly direct provision with those whose provision is mainly subcontracted.

As was found in previous years of the survey, the data suggest providers whose delivery is mainly through subcontracting, have a higher proportion of managers and admin/clerical than those with

primarily direct delivery. The percentage of teaching/assessor staff was higher in providers with mainly direct delivery as was the percentage of support staff.

Figure 8 shows the percentage of staff within in each role type and compares the results of the 2013/14 survey with the findings from 2012/13, 2011/12 and 2010/11.

Figure 8: Occupational category by year
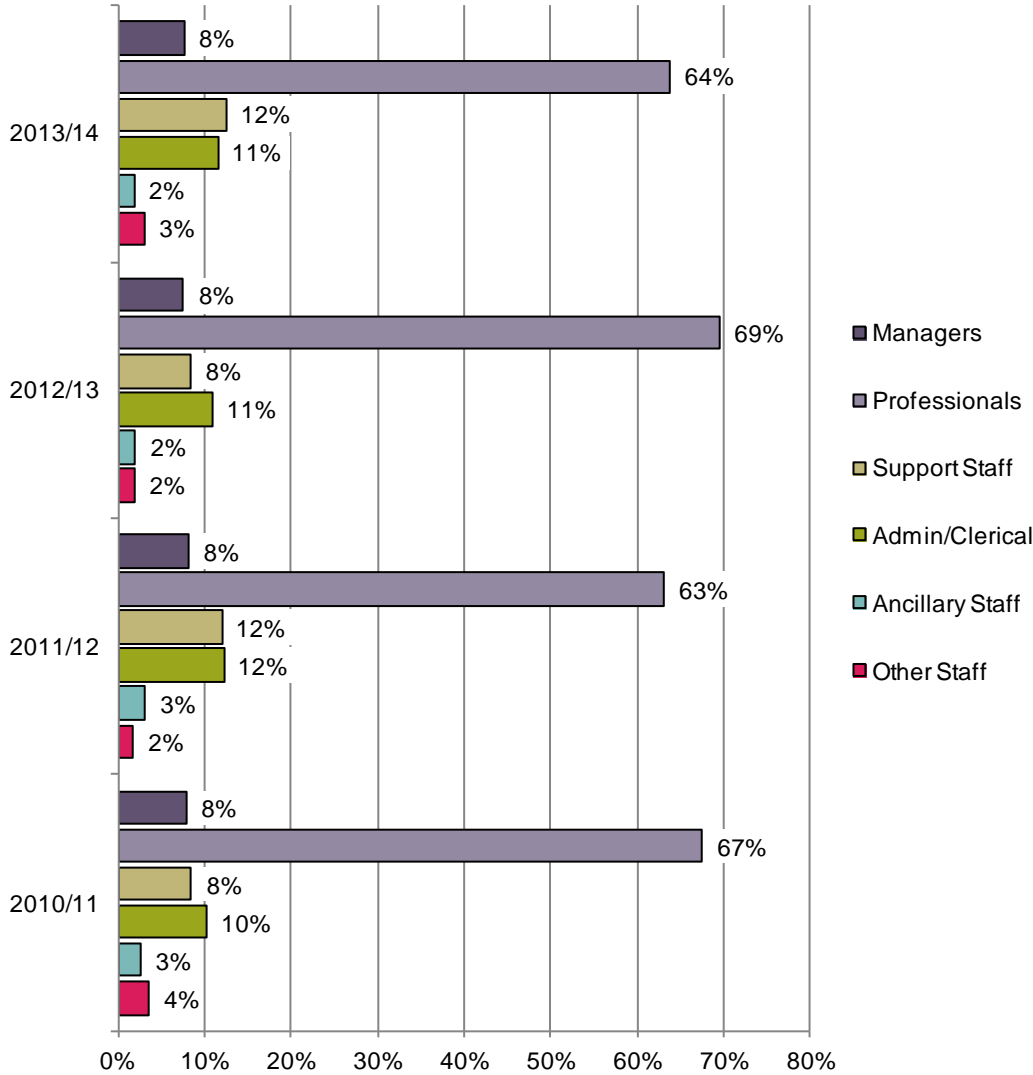
Base number of providers: 2010/11 = 83;   2011/12 = 64;   2012/13 = 56;   2013/14 = 54

The results have been fairly consistent over the four years of the workforce survey with some relatively small fluctuations in the percentages of staff within each job role. The main fluctuations have been in the relative proportions of professional staff and support staff.

5   Overall staff demographics

This section reviews the overall demographics of the Adult and Community Learning workforce within responding organisations in terms of gender, age, ethnicity, disability and sexual orientation based on a total of 9,206 staff.

5.1 Gender

Almost four-fifths of the workforce of the Adult and Community Learning providers that responded to the 2013/14 survey were female. This proportion is higher than the previous workforce survey (2012/2013) where just under three quarters of staff were female. The percentage of males was unchanged from last year at 19% and there were no staff identified as transgender. The higher percentage of females this year is accounted for by an equivalent fall in the percentage of missing/undisclosed data. This fell to 2% this year from 6% last year.

Figure 9: Gender by provider type

	All
Male	19%
Female	79%
Transgender	0%
Prefer not to say/Unknown*	2%*

Base number of providers = 54

* The figure for "prefer not to say/unknown" includes all staff at providers that did not submit any data for this question

Local authorities with mainly sub-contracted provision had a slightly higher recorded percentage of female staff (81%) compared to providers with primarily direct delivery (79%) although there was missing/not disclosed data for these providers.

5.2 Age

The age profile analysis (shown in Figure 10 for three years of the survey) shows that the workforce within the Adult and Community Learning sector continues to be mostly aged between 35 years and 64 years.

Figure 10: Age profile, all years
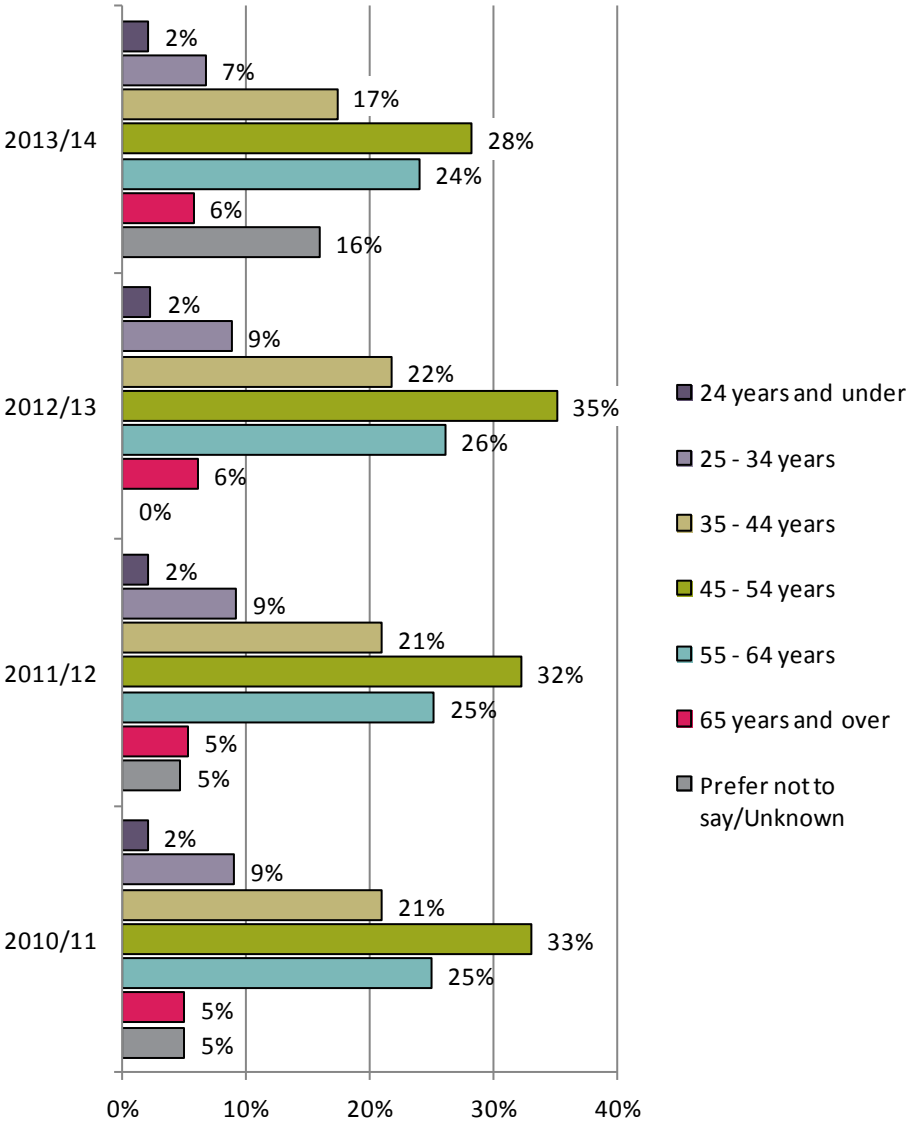
Base number of providers: 2010/11 = 83; 2011/12 = 64; 2012/13 = 56; 2013/14 = 54

The proportion of staff that was reported as unknown/not disclosed age was particularly high this year at 16%. When staff falling into this category are excluded from the analysis, the overall age profile of the workforce of responding providers is very similar to previous years.

5.3 Sexual orientation

As in the previous three workforce surveys, this data field was largely left as unknown (76%). For this reason, any detailed analysis on sexual orientation has not been undertaken, as a true picture cannot be discerned from the data gathered. Disclosed data reveals a very similar picture to the previous year, with less than one per cent combined identified as gay, lesbian or bisexual, and the remaining staff identifying as heterosexuals.

5.4 Ethnicity

Figure 11, below, shows the ethnic breakdown of the workforce reported for the 2013/14 and 2012/13 surveys. This year, the results of the survey were very similar to the 2012/13 findings and again, almost a quarter of staff were recorded as "prefer not to say/ unknown".

Figure 11: Ethnicity profile comparison 2012/13 and 2103/14

Broad ethnic group	2012/13 survey	2013/14 survey
Asian / Asian British	5.9%	5.4%
Black / African / Caribbean / Black British	3.2%	3.3%
Mixed / multiple ethnic groups	1.5%	1.7%
White	63.3%	65.2%
Any other ethnic group	2.4%	0.9%
Prefer not to say / Unknown	23.8%	23.4%

Base number of providers: 2012/13 = 56;   2013/14 = 54

Figure 12, below, shows the ethnic profile of the workforce excluding those whose ethnic background was unknown or not disclosed.

Figure 12: Ethnicity profile (excluding unknowns)
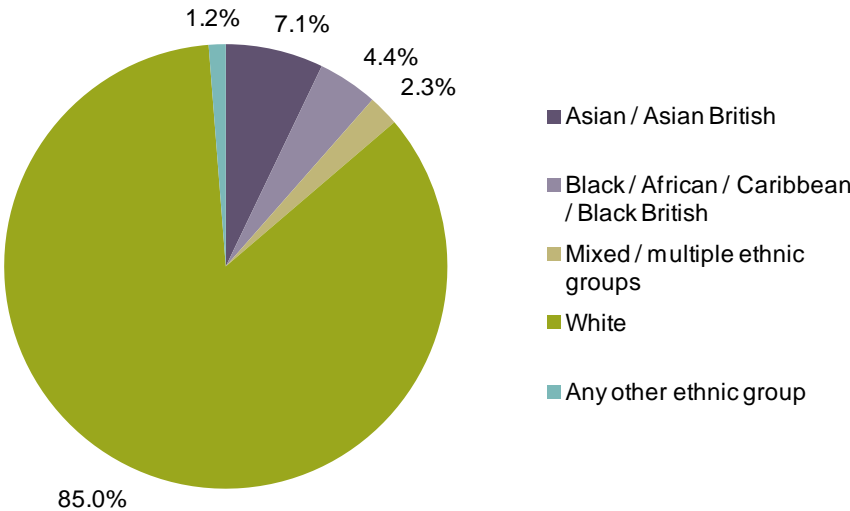
Base number of providers = 50

The Figure shows that, after removing those whose ethnic background could not be established, 85% of the workforce was identified as white. However, this result should be viewed with caution as it assumes that those who were removed were spread proportionally across the different ethnic groups.

5.5 Disabilities

As in previous years of the work force survey, the level of non-response[1] on disabilities was high and there is no information on 38% of the workforce accounted for by the 54 providers taking part in 2013/14. This percentage has risen from the two previous surveys in 2011/12 and 2012/13, where around a third of staff were reported as unknown/not disclosed.

In total, 3.8% of the Adult and Community Learning staff reported as having a disability. Of the total, 2.0% were identified as having a physical impairment; 0.5% were identified as having a learning difficulty; 0.4% reported mental health issues and 0.9% were reported as having 'other' disability. There was no reported disability for 57% of the workforce.

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[1] Non-response numbers are defined as the combined total of staff who were recorded as "prefer not to say/unknown" and staff for whom no category given (ie the question was left blank)

6 The teaching and training workforce

6.1 Percentage of teaching staff

During the 2013/14 academic year, a total of 5,967 teaching staff were employed by organisations responding to the survey, which is just under two-thirds of all staff employed by these providers.

Figure 13 shows the percentages of Adult and Community Learning staff in teaching roles for 2013/14 compared to the results from the 2012/13, 2011/12 and 2010/11 surveys. Overall the percentage of the workforce made up by teaching staff has changed little since 2010/11.

Figure 13: Percentage of teaching/training staff of by year of survey
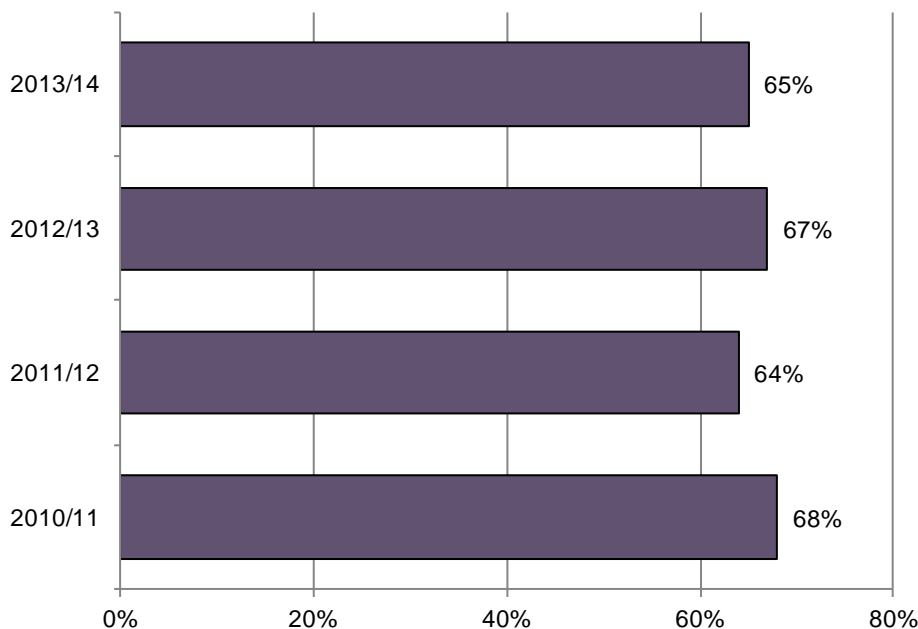

Base number of providers: 2010/11 = 83;   2011/12 = 64;   2012/13 = 56;   2013/14 = 54

The 2013/14 survey showed that there was some variation in the percentage of total staff who were in teaching roles depending on employer size in terms of overall budget. Large providers (annual budget of £5 million and over) and medium sized employers (budget of between £1m and £5m) had an average of 65% and 64% of staff working in teaching roles respectively. By comparison, small providers (budget of between £1m and £5m) had on average a greater proportion of their workforce employed as teaching staff (71%). This runs counter to the 2012/13 survey results where larger employers tended, on average, to have a greater percentage of teaching staff in their workforce.

6.2 Year on year analysis

Figure 14 shows the year on year number of teaching staff employed by the 25 organisations that submitted data in each of the three most recent years of the survey (2011/12 to 2013/14).

Figure 14: Total teaching staff numbers by year
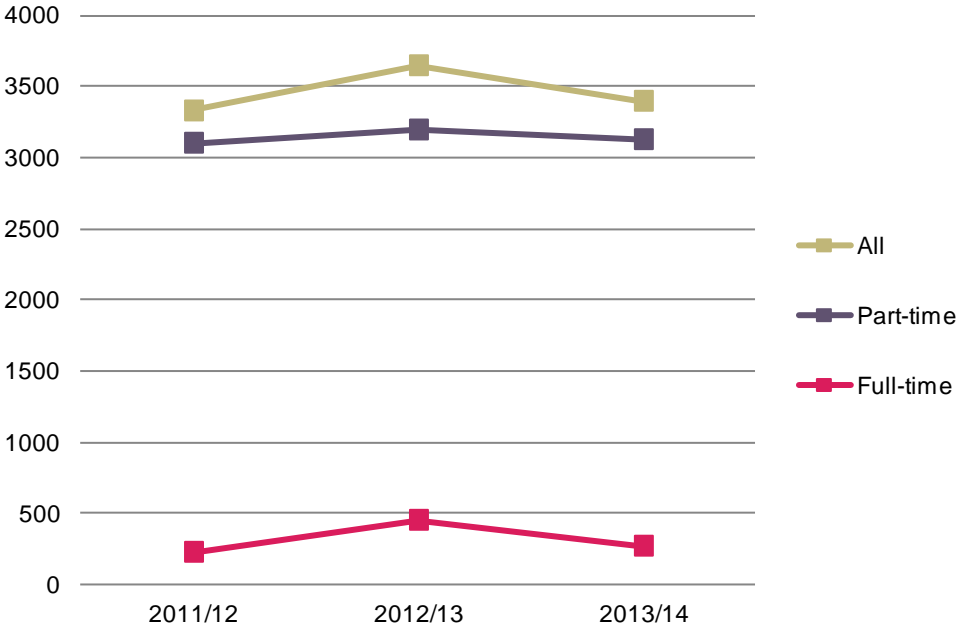
| Survey year	Number of staff		
	All	Part-time	Full-time
2011/12	3331	3104	227
2012/13	3649	3197	452
2013/14	3399	3129	270

Base number of providers = 25

Overall teaching staff numbers across the 25 organisations increased by 10% between 2011/12 and 2012/13 but in 2013/14 fell back to levels close to the 2011/2012 figure.

The main component of the higher staff numbers in 2012/13 was the sharp increase in full-time staff. Over the same period the level of part-time teaching staff employed by the 25 providers remained relatively steady.

6.3 Part-time or full-time

Figure 15, below, show the breakdown of full-time and part-time staff employed in teaching and training roles across the Adult and Community Learning providers that responded to the 2013/14 survey.

Figure 15: Of teaching staff, how many work full time or part-time
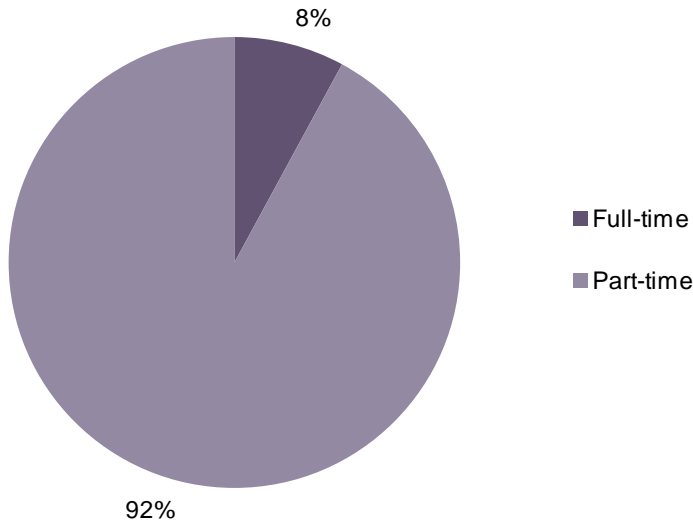
Base number of providers = 54

Overall, just 8% of teaching staff were employed full-time although there was some variation between providers with primarily direct delivery and providers with mainly subcontracted provision. Among providers with mainly direct delivery, 7% of teaching staff were full-time. This compares with an equivalent figure of 33% among providers with mainly subcontracted provision, although the combined total of teaching staff across those organisations was low. It should also be noted that the results from the previous survey (2012/13) show very little difference between the two types of provider.

Figure 16 shows the percentage breakdown of teaching staff in 2013/14 compared to the survey results from 2010/11 and 2011/12 and 2012/13.

Figure 16: Of teaching staff, how many work full time or part-time
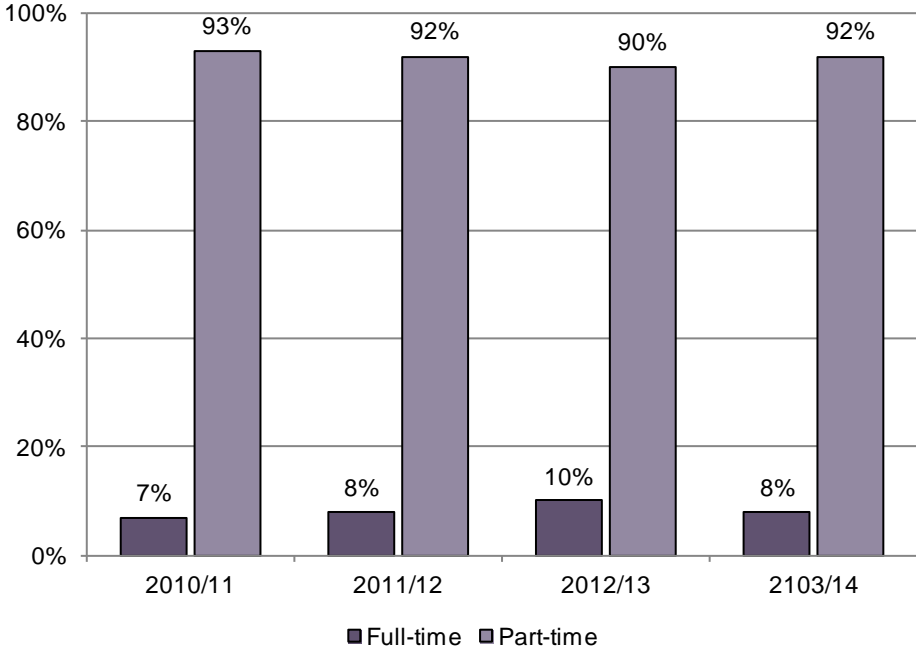
Base number of providers: 2010/11 = 83;   2011/12 = 64;   2012/13 = 56;   2013/14 = 54

Findings from this year's workforce survey appear to reverse the small but steady trend towards greater employment of teaching staff on a full-time (including fractional) contract basis among Adult and Community Learning providers.   This year the percentage of part-time teaching staff was 2% lower than last year's peak of 10% and very similar to the finding from the 2011/12 survey at 8%.

6.4 Contractual basis

Figure 17 shows the contractual basis upon which part-time Adult and Community Learning teaching staff covered by survey responses were employed.

Figure 17: Breakdown of part-time teaching staff by contract type
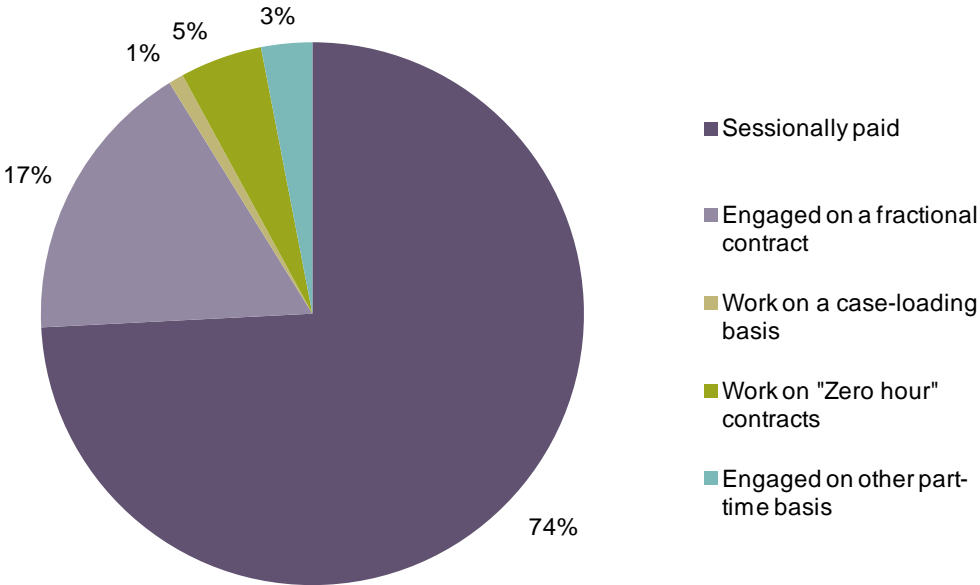
Base number of providers = 50

Among providers responding to the 2013/14 workforce survey, almost three-quarters of the part-time Adult and Community Learning teaching staff were sessionally paid. This result is closely in line with the surveys of 2010/11 and 2011/12 but significantly higher than the proportion of seasonally paid staff reported in 2012/13 which was 57%.

Around one in six part-time teachers were employed on a fractional contract in 2013/14 and this figure has changed little since the first workforce survey in 2010/11.

In 2012/13 almost a quarter of part-time teaching staff were reported as being retained on zero hours contracts which was added as a new category to the survey question for the first time that year. For 2013/14, on aggregate just 5% of these staff were identified as being employed on a zero hours basis.

The providers offering zero hours contracts included those Local Authorities with mainly subcontracted provision as well as those with direct provision of services although none of the Independent providers had staff retained on this type of contract.

6.5 Teaching and qualifications

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

Figure 18: Percentage of teaching staff in Adult and Community Learning holding, or enrolled on, teaching qualifications
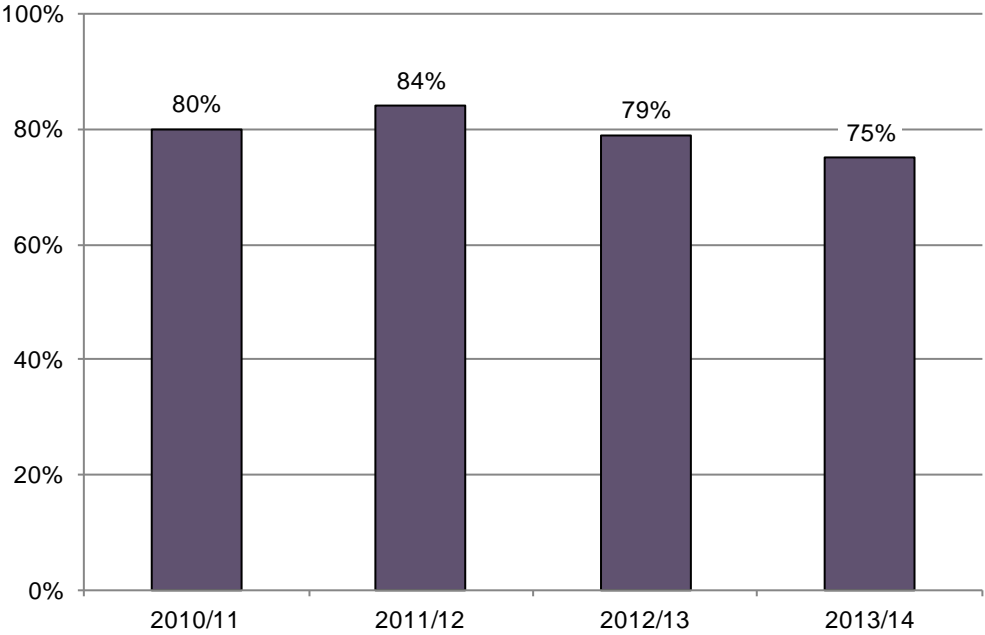
The percentage of staff holding or working towards a teaching qualification has shown a small year on year decrease since 2011/12. Providers responding to the 2013/14 survey reported that, on average, three-quarter of their teaching staff held relevant teaching qualifications. This compares with the peak figure of 84% in 2011/12 and 79% in 2012/13.

There was some variation in the percentage of teaching staff holding or working towards a qualification depending on employer size in terms of overall budget. The figure for small providers was 66% compared to 84% for medium sized providers and 58% for large providers.

Providers with primarily subcontracted delivery were more likely to have teaching staff holding or enrolled teaching qualifications (99%) than providers with mainly direct provision (73%).

6.6 Assessor role and qualifications

Responses to the 2013/14 survey indicate that, on average 11% of Adult and Community Learning teaching staff undertook a formal assessor role which compares with an equivalent figure of just 7% resulting from the 2012/13 survey. Providers with mainly subcontracted provision were more likely to have staff with an assessor role.

Just under three-quarters of assessor staff had a relevant qualification although there was considerable variation with size of organisation. An average of 93% of staff with an assessor role at large providers taking part in the survey (annual budget of £5 million and over) had a relevant qualification. This compares with 65% of assessor staff at medium sized employers (budget of between £1m and £5m) and 54% of assessor staff at small providers (budget of less than £1m).

6.7 Highest academic qualification held by teaching staff

Figure 19 shows the highest qualification level held by teaching staff, excluding the missing and unknown data.

Figure 19: Highest academic qualification of teaching staff
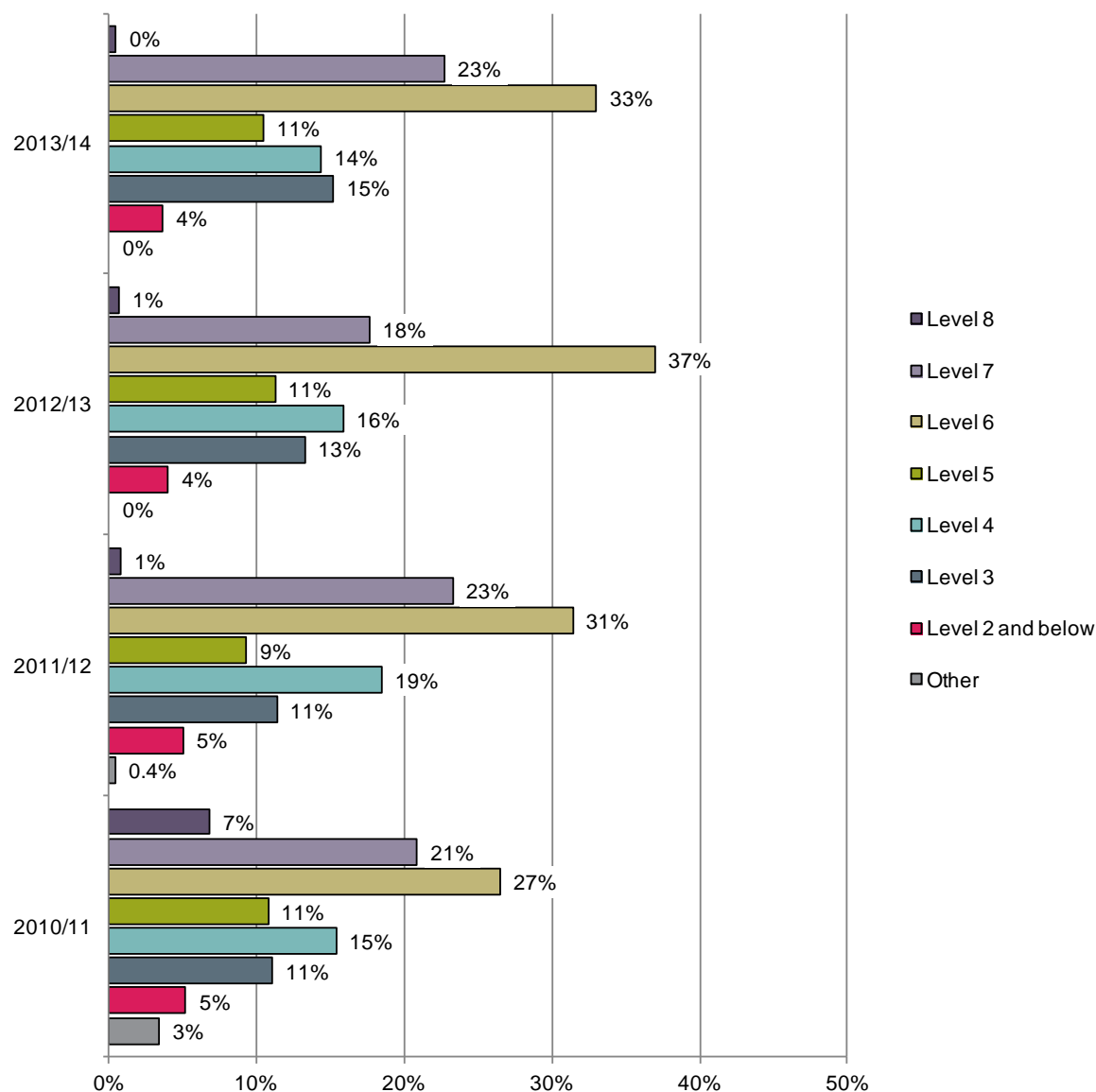
Qualification level	Examples
Level 8	Doctorate
Level 7	Masters Degree, PG Dip, PG Cert, PGCE
Level 6	Bachelors Degree, Graduate Certificate
Level 5	Foundation Degree, HND, Dip HE, Dip FE
Level 4	Certificate of Higher Education
Level 3	2 A levels, 4 AS levels
Level 2	5+ GCSEs at grades A-C

The percentage of Adult and Community Learning teaching staff qualified to Level 6 (Bachelor Degree) and above was 56% according to the 2013/14 workforce survey. This proportion has remained virtually unchanged since the first workforce survey in 2010/11.

There was some variation in the percentage of teaching staff qualified to Level 6 or higher depending on provider size (in terms of overall budget). Two-thirds of teaching staff at large providers were qualified to this level compared to 51% of teaching staff at small providers and 53% of staff employed by small providers.

7   Teaching staff recruitment

7.1 Recruitment difficulties by subject area

Figure 20 shows a list of subject areas and the number of providers identifying each one as an area where currently (2014/15 academic year) recruiting teaching and training staff is "quite difficult" or "very difficult".

Figure 20: Recruitment difficulties by subject area
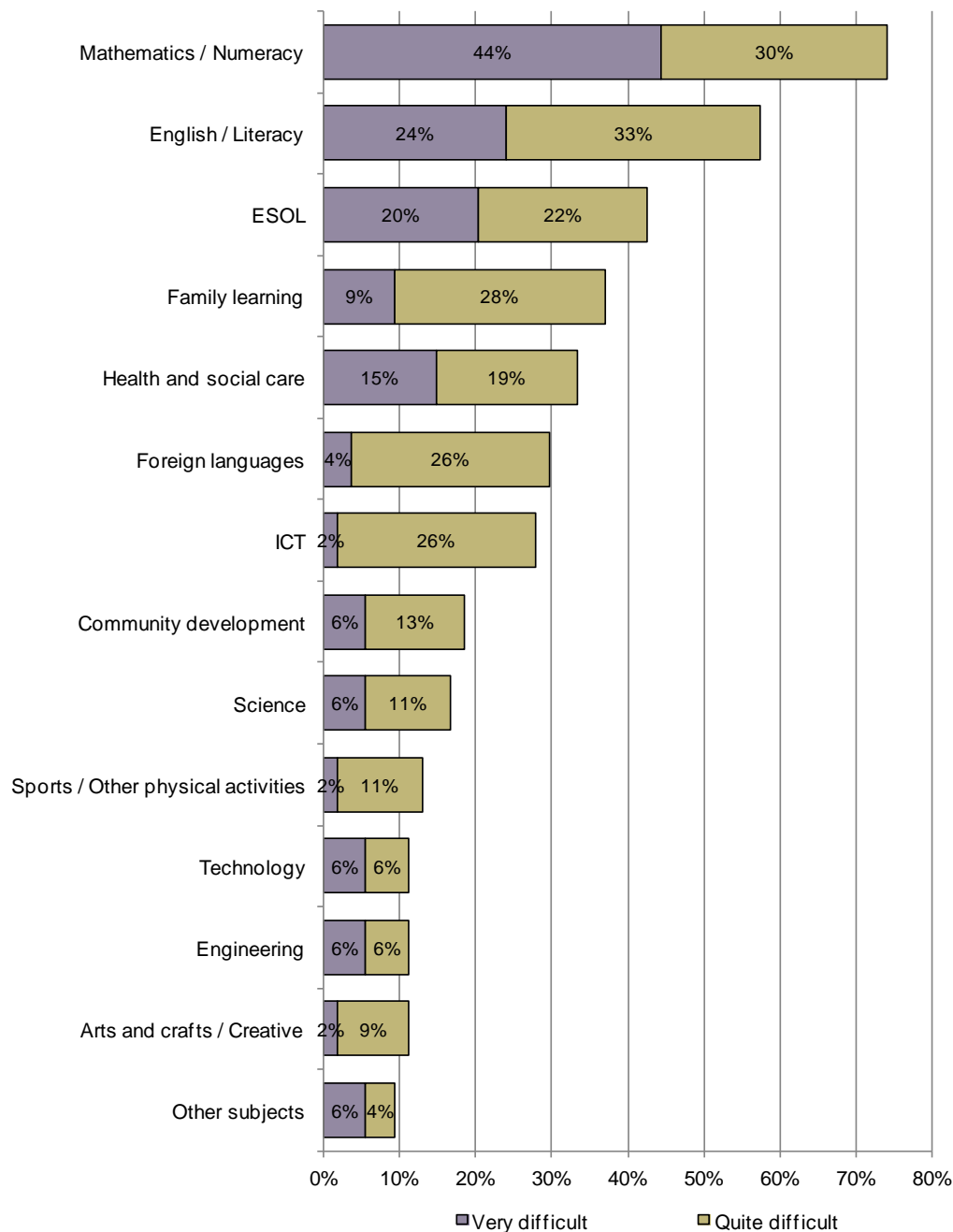
Base number of providers = 54

All of the subjects listed were identified by at least one provider as areas where the recruitment of teaching staff was problematic. By far the most frequently cited subject areas with recruitment difficulties were and mathematics/numeracy and English/literacy. This follows the same pattern as last year's workforce survey (2012/13) and it would appear that providers continue to face the same challenges in recruiting staff to teach mathematics and English.

Almost three-quarters of responding organisations reported difficulties in recruiting mathematics/numeracy teaching staff and approaching half said it was "very difficult". Just under 60% of respondents had difficulty in recruiting English/literacy teaching staff with almost a quarter saying it was "very difficult".

Other subject areas in which 30% or more of providers confirmed that recruiting teaching staff was problematic were: ESOL, Family Learning, Health and Social Care, and Foreign Languages.

8 Conclusions

8.1 Main findings and conclusions

The 2013/14 Adult and Community Learning workforce survey was conducted in November and December 2014 and followed similar surveys carried out in each of the three previous years. A total of 54 providers submitted workforce data this year which is similar to the previous survey (2012/13) when 56 providers responded. The respondents included 10 new providers who had not previously taken part in the workforce survey.

A total of 9,206 Adult and Community Learning staff were accounted for by the survey, providing a relatively robust dataset for analysis. However a couple of factors relating to the sample make-up and provider responses mean that some of the results need to be viewed with a degree of caution. Firstly, it is important to note that the overall findings from the survey tend to be dominated by Local Authority providers with direct delivery of programmes and consequently are not fully representative of the Adult and Community Learning sector as a whole. Therefore, breakdowns by subgroups have been included in the analysis where there are marked differences in the findings. Secondly, as in the three previous workforce surveys, non-response[2] has again been a feature for a number of survey questions on staff demographics. Therefore any analysis depending upon estimation and extrapolation can be unreliable. Non-disclosure of staff details in a number of areas is relatively high but particularly so for ethnic background, sexual orientation and disability. This year the percentage of staff whose age category was "unknown" was also relatively high.

A consistent finding over the four surveys from 2010/11 is that most of the workforce in Adult and Community Learning sector is employed on a part-time basis. Returns from providers who responded to the three most recent surveys (2011/12, 2012/13 and 2013/14) suggest that there has been an increase in the number of staff employed in the Adult and Community Learning sector. However the increase is entirely made up of part-time working at the expense of some full-time posts. The overall increase in staff numbers is much less evident among teaching staff.

Survey evidence suggests that the make-up of the workforce has changed very little over recent years with only relatively small fluctuations in the percentages of staff within each job role.

Overall, professionals (e.g. teachers, tutors, trainers and assessors) made up almost two-thirds of the workforce (64%) in 2013/14, although the percentage in Local Authorities with mainly sub-contracted provision was much lower at just 42%.

The demographics of the Adult and Community Learning workforce, according to providers responding to the survey, have changed very little over the four years that the study has taken place. It would appear the sector is dominated by female employees and older workers, aged 45 and over. According to the 2013/14 survey findings, around a quarter of the workforce is likely to be approaching retirement age (55 years old and over).

Findings from the four workforce surveys from 2010/11 have consistently shown that over 90% of teachers in the Adult and Community Learning sector are part-time. Among providers responding

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[2] Non-response numbers are defined as the combined total of staff who were recorded as "prefer not to say/unknown" and staff for whom no category given (ie the question was left blank).

to this year's survey, three-quarters were sessionally paid in 2013/14 and one in six was engaged on a fractional contract.

The option of reporting staff as engaged on zero hour contracts was included for the first time in the 2012/13 survey and almost a quarter of teaching staff were identified as falling into this category. This pattern does not appear to have continued in 2013/14 with just 5% of teaching staff identified as being retained on this basis. The reasons behind such a difference are not clear although it must be remembered that the make-up of the survey sample changes from year to year. It will therefore be important to closely monitor this question in future workforce surveys to ascertain any emerging trends.

Providers responding to the 2013/14 survey reported that on average, three-quarters of their teaching staff (including those in an assessor role) held, or were working towards, relevant teaching qualifications. This percentage has declined over the last two years from a peak figure of 84% in 2011/12. Even so, on aggregate, teaching staff within the Adult and Community Learning sector tend to be well qualified, and the majority of teachers that were accounted for by the 2013/14 workforce survey held qualifications at Level 6 (Bachelor Degree) or above.

Last year's workforce survey (2012/13) highlighted teaching staff recruitment difficulties in almost all curriculum areas, but particularly in numeracy/maths and literacy/English. This year's workforce survey has provided further evidence that the challenges faced by the Adult and Community Learning sector in recruiting teaching staff are ongoing and the particular problem in the areas of maths and English show no signs of easing. English for speakers of other languages (ESOL) and Family Learning were also highlighted in the 2012/13 workforce survey report as areas where many providers were struggling to appoint teachers and the results of this year's survey confirms the issue remains in these areas.

Over the four annual workforce surveys from 2010/12, the study has engaged with 130 individual local authority and independent/third sector providers, including ten new providers taking part for the first time for the 2013/14 data collection. However, the majority of providers have submitted data only once or twice over the four years and overall response numbers have been declining each year. Therefore, for future surveys, it will be important that providers are encouraged to repeat their survey submissions every year. This will not only boost the annual response rate but also allow more robust year on year analysis which is particularly valuable in monitoring and highlighting movement and changes within the Adult and Community Learning sector. Analysis of the survey responses by region has shown marked differences in levels of participation and therefore it may be possible to utilise regional learning networks and local authorities to promote the survey and increase the response in these areas.

Appendix:

Adult and Community Learning Workforce Survey questionnaire

Adult and Community Learning Workforce Survey

This survey seeks to collect data about staff directly employed by your Local Authority working within the service unit responsible for community learning and skills and who were on the payroll between 1 August 2013 and 31 July 2014 (the 2013/14 teaching year). We are NOT seeking data on agency staff, self-employed staff, visiting lecturers who were paid a one-off fee or those working unpaid in a volunteer capacity. Similarly, we are NOT seeking information from you on the staff engaged by sub-contractors or other partner organisations you work with to secure community learning and skills provision.

The survey should be completed by someone who has information about all staff in the organisation in terms of their demographic characteristics and qualifications (e.g. HR or staff development). The survey may require collecting information from more than one part of your organisation. If you do not have this information, please forward the survey to a more appropriate person in the organisation.

The survey is being undertaken by the Education and Training Foundation and is entirely confidential. All results will be shown in aggregated data and will not be reported in such a way as to identify you, individual members of your workforce or your organisation.

Please make every effort to complete this survey: the larger the response rate, the more reliable will be the reporting of findings, which should in turn be useful to you in acting as a baseline for your own workforce planning and development.

The survey closes on Monday 22nd December 2014.

Section 1: About your organisation

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

Q1   Which of the following would you categorise your organisation as? (Please select only one option)
- ◯ Local Authority adult and community learning provider with primarily direct delivery of learning programmes
- ◯ Local Authority adult and community learning provider primarily securing provision via subcontracting / partnership arrangements
- ◯ Third sector/independent adult and community learning provider with primarily direct delivery of learning programmes
- ◯ Third sector/independent adult and community learning provider primarily securing provision via subcontracting/partnership arrangements

Q2   Which of the following funding streams did your organisation secure in 2013/14? (Please select all relevant options)
- ☐ SFA Community Learning (previously called Adult Safeguarded Learning) budget
- ☐ SFA Adult Skills budget
- ☐ EFA funding for those aged 16-18
- ☐ ESF funded programmes
- ☐ Other

Please specify:

Q3   What was your overall budget in the 2013/14 year? (Please include all budget streams, excluding fee income, applicable to your organisation. Please select only one option)
- ◯ Overall budget of £5m +
- ◯ Overall budget of £1m - £5m
- ◯ Overall budget of under £1m

Q4   In which region is your organisation based / headquartered? (Please select only one option)
- ◯ East of England
- ◯ London
- ◯ East Midlands
- ◯ North East
- ◯ North West
- ◯ South East
- ◯ South West
- ◯ West Midlands
- ◯ Yorkshire and The Humber

Total number of staff

Q5   How many staff are on your organisation's payroll in 2013/14?

Total number of staff   [   ]

Important: Please ensure that the figure above is accurate before proceeding. Subsequent questions will be checked against this total to ensure we collect data on your organisation's full workforce. If you need to change this number later in the questionnaire, please click the Back button to return to this page.

Section 2: About your organisation's workforce

We would like to ask you about your workforce employed by the service unit responsible for delivery of community learning and skills in the 2013/14 teaching year.

Q6   Of all staff, how many work:

Full-time	
Part-time	
Total (should equal Total number of staff)	

Q7   Please tell us the number of staff that are primarily engaged in the following occupational categories. (Please note that this question categorises staff into recognised occupational categories)

Managers - includes senior and other managers	
Professionals - includes teachers, tutors, trainers, assessors and examiners	
Support staff - includes learning support staff (e.g. teaching assistants), learner support staff (e.g. childcare workers) and business development staff (e.g. employer liaison officers)	
Administrators / clerical staff	
Ancillary staff (e.g. canteen workers, caretaking staff)	
Other staff	
Total (should equal Total number of staff)	

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

Male	
Female	
Transgender	
Prefer not to say / Unknown	
Total (should equal Total number of staff)	

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

24 years and under	
25-34 years	
35-44 years	
45-54 years	
55-64 years	
65 years and over	
Prefer not to say / Unknown	
Total (should equal Total number of staff)	

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

Asian / Asian British	
Black / African / Caribbean / Black British	
Mixed / multiple ethnic groups	
White	
Any other ethnic group	
Prefer not to say / Unknown	
Total (should equal Total number of staff)	

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

Physical impairment	
Learning difficulty	
Mental health	
Other	
No disability	
Prefer not to say / Unknown	
Total (should equal Total number of staff)	

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

Heterosexual	
Gay	
Lesbian	
Bisexual	
Prefer not to say / Unknown	
Total (should equal Total number of staff)	

Section 3: About your teaching and training staff

This section has two parts. The first part relates to the make up of your teaching / training staff (for the 2013/14 teaching year).

Total number of teaching / training staff

Q13　What is the total number of <u>teaching / training staff</u> employed by your organisation in 2013/14? (This figure should include assessors.)

Total (should be less than or equal to Total number of staff) [　　　　　]

Important: As before, please ensure that the figure above is accurate before proceeding. Subsequent questions will be checked against this total to ensure we collect data on your organisation's full workforce. If you need to change this number later in the questionnaire, please click the Back button to return to this page.

Q14　Of all your teaching / training staff employed by your organisation, how many work:

Full-time [　　　　　]

Part-time [　　　　　]

Total (should equal Total (should be less than or equal to Total number of staff)) [　　　　　]

Note: Please complete both boxes, even if the number is zero.

Q15　Of those that work part-time, how many are:

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

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

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

Retained on "zero hour" contracts [　　　　　]

Engaged on other part-time basis [　　　　　]

Total (should equal Part-time) [　　　　　]

This part relates to the teaching qualifications held by your teaching / training staff (for the 2013/14 teaching year).

Q16   Of your 2013/14 teaching / training staff, how many have or are working towards the teacher / training qualifications in the list below?

Total (should be less than or equal to Total (should be less than or equal to Total number of staff))

Most common qualifications
Certificates in Education (Cert.Ed.), Post Graduate Certificates in Education (PGCE) or equivalent from HEIs in England, Northern Ireland, Scotland and Wales including the Scottish Teaching Qualification in Further Education (TQFE)
Level 5 (QCF) Diploma in Education and Training (DET) (including Maths, English, ESOL and SEND DETs)/Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or older equivalents (e.g. City & Guilds 7407 – these are old NQF Level 4 teaching qualifications)
Level 4 (QCF) Certificate in Education and Training (CET)/Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or older equivalents
Level 3 (QCF) Award in Education and Training/Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
B.Ed/B.A/B.Sc with concurrent qualified teacher status (schools)

Subject specific qualifications
Lip-reading Teachers' Training Course taken with C&G 7407
British Wheel of Yoga Diploma in Teaching Yoga
Trinity College LCTL Diploma TESOL 2001 or TESOL 2005
Cambridge ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA) 2001
Cambridge ESOL Certificate in Teaching English to Speakers of Other Languages (CELTA) 2004
Trinity Certificate in Teaching English to Speakers of Other Languages (Cert TESOL) 2000 or (Cert TESOL) 2004
OCR Teacher Trainer Certificate Diploma in Administration Skills (1994-2003)
JEB Teacher Trainer Diploma in IT Skills
EDI Level 3 in Driving Instruction 2004 Onwards
EDI Level 3 Certificate in Educational Practice: ICT Skills 2005
1st4Sport Level 3 Certificate in Tutoring in Sport
RSA Teachers' Certificate in Office Studies
UKCC Coaching Certificate Level 3

Others
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 3 or Level 4 in Learning and Development/Training and Development
NVQ Level 3 Direct Training and Support
Certificate in Training and Presenting in the Workplace
BTEC Professional Certificate in Instructional Techniques - Level 4
Level 4 FE Teaching Qualification - Stage 2 (old NQF)
SVUK endorsed Stage 1 Awards from HEIs in England and Wales
SVUK endorsed Stage 2 Awards from English HEIs
Advanced Diploma Teaching in Further Education - 2006
City & Guilds 7302 Certificate in Delivering Learning: An Introduction
City & Guilds 7306 Further and Adult Education Teachers Certificate
City & Guilds 7307 Certificate in Teaching Adult Learners
City & Guilds 7331 Certificate in Training Techniques
EDI Level 3 Certificate in Educational Principles and Practice
Teaching support qualification at NQF level 3, 4 or above
ABC Level 3 Certificate in Facilitating Learning

For any queries about the type of qualification, please contact the FE Advice Line on 0300 303 1877.

Q17   Regardless of those that have been counted above, what was the total number of all your staff in the assessor role?

Total (should be less than or equal to Total (should be less than or equal to Total number of staff))

Q18   Of the staff in an assessor role, how many hold an assessor qualification as listed below?

Total (should be less than or equal to Total (should be less than or equal to Total (should be less than or equal to Total number of staff)))

Level 3 Award in Assessing Candidates' Performance Using a Range of Methods ('A1')
Level 3 Award in Assessing Candidates' Performance through Observation ('A2')
Level 3 Award: Assess candidate performance (D32)
Level 3 Award: Assess the candidate using differing sources of evidence (D33)
Level 3 Award in Understanding the Principles and Practices of Assessment
Level 3 Award in Assessing Competence in the Work Environment
Level 3 Award in Assessing Vocationally Related Achievement
Level 3 Certificate in Assessing Vocational Achievement

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

Highest academic qualifications of your 2013/14 teaching / training staff

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

Q19   How many of your teaching / training staff have the following as their highest academic qualification?

Level 8 (e.g. Doctorate)	
Level 7 (e.g. Masters Degree, PG Dip, PG Cert, PGCE)	
Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma, Professional Certificate in Education)	
Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)	
Level 4 (e.g. Certificate of Higher Education)	
Level 3 (e.g. 2 A levels, 4 AS levels)	
Level 2 (e.g. 5+ GCSEs at grades A-C)	
Level 1 (e.g. GCSEs at grades D-G)	
Entry level (e.g. Entry level Certificate, Foundation Diploma, BTEC Level 1 Certificate)	
No formal qualifications	
Unknown	
Other	

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

Total (should equal Total (should be less than or equal to Total number of staff))

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

Q20   Please tell us if there are any subject areas in which currently (Autumn 2014), you find it difficult to recruit teaching staff.

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

	Quite difficult	Very difficult	No current recruitment difficulties
ESOL	○	○	○
ICT	○	○	○
Science	○	○	○
Technology	○	○	○
Engineering	○	○	○
English / Literacy	○	○	○
Mathematics / Numeracy	○	○	○
Arts and crafts / Creative	○	○	○
Foreign languages	○	○	○
Health and social care	○	○	○
Sports / Other physical activities	○	○	○
Family learning	○	○	○
Community development	○	○	○
Other subjects	○	○	○

If 'Other' please specify

Section 5: Name of organisation and contact details

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

Q21   Organisation name:

Q22   Your name:

Q23   Job role:

Q24   Email address:

Q25   Telephone number:

Please click the Submit button below to complete the survey.