Work-Based Learning Workforce Survey 2013/14

March 2015

association of employment
and learning providers

The Education & Training Foundation

RCU
Research & Consultancy Service

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Foreword

A large increase in the numbers of work-based learning providers responding to the Foundation's latest workforce survey shows just how important workforce data is to our part of the Further Education sector. Our staff drive our organisations. They teach, assess and support our learners. It is clear from this large increase, supported by AELP, that providers want to know more about who our staff are, and how we compare with others.

This report, mostly as a result of the increased response rate, provides a helpful and clear picture of providers and staff in work-based learning. It highlights particularly how important assessors are to private providers. Assessors in this report make up 58% of teaching staff.

Work-based learning is also a younger part of the FE sector. Where the median age of FE college staff is 46, more than half of the work-based learning workforce is younger than 45, with the most common age band being 35-44 years old. We're more likely to work full-time than other parts of the FE sector, and we have very few staff in our providers who don't teach, assess or manage.

I'm glad the Foundation reports on all parts of the FE sector together, showing some of our differences and our similarities. Almost all private training providers deliver apprenticeships, and this means we need a different workforce. Having a clear picture of our staff through this report, as private providers, helps to benchmark and compare our workforce with others and supports future business planning.

As well as better understanding our staff, this report also helps us see what the pinch points are for recruitment. Finding teaching staff in Functional Skills, maths and English is still a key difficulty for private providers, as we know it is for colleges, and adult and community learning providers.

The Foundation's support is key to making sure we can deliver high quality maths and English learning to our learners as is the work to develop the role and standing of the dual professional within the work-based learning sector.

Lee Weatherly
CEO, Midland Group Training Services Ltd

Executive summary

This report provides data on the workforce in the Work-Based Learning sector in England, based on findings from a study conducted in January and February by The Education and Training Foundation. The survey gathered workforce data on the academic year 2013/14 and this report builds on the findings from similar studies based on the 2010/11, 2011/12 and 2012/13 academic years. The analysis explores learning provider and staff demographics and highlights yearly trends and changes across the workforce.

The survey was promoted nationally by the Association of Employment and Learning Providers (AELP) and, for the first time, at regional level through Work-Based Learning regional networks. This has resulted in a much stronger response to the survey this year, particularly from smaller organisations submitting data for the first time.

A total of 186 Work-Based Learning organisations took part in the survey which was higher than any of the previous surveys. The combined data from responding organisations provided information on 12, 428 staff working in the sector.

Most of the organisations that responded to the survey were independent training providers (78%) with third sector/charity training providers making up 12% and Group Training Organisations a further 5%. Other types of organisations, including employers providing training made up the remaining 5%.

Almost half of the responding providers were small in size with annual budgets of less than £1m, which was a greater proportion than any of the three previous workforce surveys. Just under 40% of providers were medium sized (annual budget between £1m and £5m) and 11% were large (annual budget £5m and over).

Well over half of the providers (56%) had a direct contract with the Skills Funding Agency in 2013/14, although this was much lower than the 74% figure reported for the 2012/13 survey. 36% were sub-contracting with another independent training provider and the same percentage were sub-contracting with one or more colleges.

Apprenticeship programmes were a key part of the provision for most providers. 82% offered 16-18 Apprenticeships and the same percentage offered 19-24 Apprenticeships. However fewer organisations (69%) provided Apprenticeships for 25 year olds and over. Well under half of responding providers (44%) offered Pre-Apprenticeship / Pre-employment provision (including Study Programmes and Traineeships) and 38% offered provision for the unemployed.

The larger proportion of small providers responding to this year's survey may account for the lower percentage of responding organisations offering 16-18 and 19-24 Apprenticeships than in previous years.

There has been a marked increase in the percentage of organisations providing European Social Fund (ESF) programmes since the first work force survey in 2011/12. The percentage has risen from 15% in the first year to 27% in 2013/14.

Survey responses were received from providers across all nine English regions with the highest number of responses (15%) from organisations in the North West and the lowest number (5%) from the North East.

Just over half of the providers (51%) taking part in the survey operated in more than one region. The regions where the greatest number of responding providers delivered provision, irrespective of where they were headquartered, were West Midlands and the East of England.

Over three-quarters of the workforce accounted for by providers taking part in the survey worked full-time (77%) which is slightly lower than the previous workforce surveys where the proportion of full-time staff was over 80%.

Half the staff at responding organisations were identified as professionals (e.g. teachers, tutors, trainers, assessors, examiners and advisors). Support staff and admin/clerical staff together made up almost a third of the aggregate workforce and around one in eight staff were managers.

The age and gender profile of Work-Based Learning staff has remained very consistent over the four years the workforce survey has taken place. In 2013/14, almost two-thirds (63%) of the workforce was female and 70% were aged between 25 and 54 years.

As in previous years of the workforce survey, the ethnicity, sexual orientation and disability information for a large proportion of the workforce was recorded as "unknown" or was not supplied by responding providers. Analysis of the data by these staff characteristics is therefore an unreliable guide to the workforce as a whole.

A third of full-time staff received annual salaries within the £20,001 to £25,000 band and a further 29% received less than £15,000. Just under a fifth were on an annual salary of £30,000 or more.

During the 2013/14 academic year, a total of 6,642 teaching staff were employed by organisations responding to the survey, which is 53% of the total workforce at these providers. This percentage has risen slightly over recent years from 51% in 2012/13 and 48% in 2011/12.

Overall, 25% of the teaching staff of responding Work-Based Learning providers were employed part-time which is markedly higher than the findings from previous workforce surveys. Half of the part-time teaching staff were engaged on fractional contracts. This percentage is considerably lower than the 66% figure reported for the 2012/13 workforce survey although the high proportion of new providers taking part in this year's survey may, to some extent, explain the difference in results. The proportion of part-time teaching staff engaged on zero hours contacts at responding providers was much higher this year at well over a quarter.

The percentage of teaching staff at responding organisations that held or were working towards a teaching qualification appeared to be much lower in 2013/14 compared to previous years, although direct comparison is difficult due to the large number of providers taking part in the survey for the first time this year. Findings from the three most recent workforce surveys also appear to show that the proportion of teaching staff undertaking a formal assessor role is also on the rise.

By far the most frequently cited subject areas with teaching staff recruitment difficulties were functional skills, mathematics/numeracy and English/literacy. The results are very similar to last year's workforce survey (2012/13).

1 Introduction

This report analyses workforce data provided by Work-Based Learning organisations in England. Workforce data allows the benchmarking of practice and sector employment norms and provides Work-Based Learning providers with a greater understanding of their sector. It also provides a picture for national agencies and government, both to evaluate and assess the impact of existing strategies, and to inform policy development and workforce planning. The data can help providers respond to the needs of learners through appropriate skills delivery and highlight areas for improvement and prompt data collation for self-assessment purposes.

The 2014/15 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 Association of Employment and Learning Providers (AELP) and Work-Based Learning regional networks. As a result, the survey response has been excellent this year with a total of 186 providers submitting workforce data. This was almost four times as many as responded to the previous workforce survey (2012/13).   The high number of new participants submitting data for the first time has also been a very positive feature of the survey this year.

Structure of the report

Section 2 of the report details the survey methodology used and includes the survey response and how the information was analysed.

Section 3 looks at the data gathered by the survey on the shape and context of the Work Based 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 4 analyses the data on staff roles and employment conditions, such as working hours, numbers of staff and a breakdown of work roles.

Section 5 examines the staff demographics in the sector to determine age, gender, sexual orientation, ethnicity and disability statistics. Where possible, comparisons are made with the Adult, Community and Skills workforce survey results and the outcomes of the analysis of the Staff Individualised Record (SIR) data for further education colleges.

Section 6 reviews the Work-Based Learning teaching workforce in depth, looking at the contract basis of teaching staff and qualifications held.

Section 7 identifies the subject areas in which providers are currently (2014/15 academic year) experiencing difficulties in recruiting teaching staff.

Section 8 presents the conclusions, pulling key points from the data analysis and making suggestions and recommendations for future workforce surveys.

2 Methodology

2.1 Approach

The workforce data collection within Work-Based Learning was first conducted in the 2010/11 academic year and has since taken place on an annual basis. The data collection in January and February 2015 was the fourth in the series and covers the academic year from 1 August 2013 to 31 July 2014. As in previous years, the survey targeted independent Work-Based Learning providers with a direct funding relationship with the Skills Funding Agency (SFA), and also those operating as subcontractors.

The survey was promoted nationally by AELP and at regional level through Work-Based Learning regional networks. This was the first time that the survey had been promoted at regional level in this way.

Following changes made to the questionnaire for the 2012/13 survey which ensured questions were more closely aligned to Adult and Community Learning workforce survey, the questionnaire remained, for the most part, unchanged for 2013/14.

2.2 Survey response

There was an extremely good response to the survey this year with a total of 186 Work-Based Learning providers taking part in the survey and accounting for an aggregate 12,428 members of staff. Of these, 146 responses were received from independent training providers and a further 23 from third sector/charity training providers. Other types of organisations, including Group Training Associations and Employer providers, made up a further 17 responses. The study was carried out using an online survey instrument to collect the data on provider and staff demographics and qualifications of teaching staff during the 2013/14 academic year.

Over 70% of providers that responded to the survey this year had done so for the first time. Consequently, over the four years that the workforce survey has taken place, the research has engaged with 345 individual organisations. This year has seen a significant increase in the proportion of smaller learning providers within the sample. Almost half of the responding organisations had annual budgets of less than £1m. This is in contrast to the three previous workforce surveys where the largest group were medium sized providers with budgets within the £1m to £5m range. The proportion of large providers within the sample was also lower for 2013/14. The analysis of this year's responding organisations includes a comparison with AELP's Work-Based Learning provider membership data. Also, where the difference in the sample make up compared to previous surveys appears to have impacted on this year's results, this has been highlighted in the text.

The higher number of small providers submitting workforce data this year is likely to have resulted from the survey being promoted through Work-Based Learning regional networks. This potentially could have generated a sample of responses that more accurately reflects the profile of Work-Based Learning providers nationally in terms of organisation size.

2.3 Analysis and interpretation

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, instructors, tutors, and coaches are referred as teaching staff.

3 Provider demographics

3.1 Provider type

A total of 186 organisations submitted details of their 2013/14 workforce. Well over three-quarters of responding organisations were independent training providers and a further 12% were third sector/charity training providers. The full breakdown of provider types is shown in Figure 1.

Figure 1: Provider type
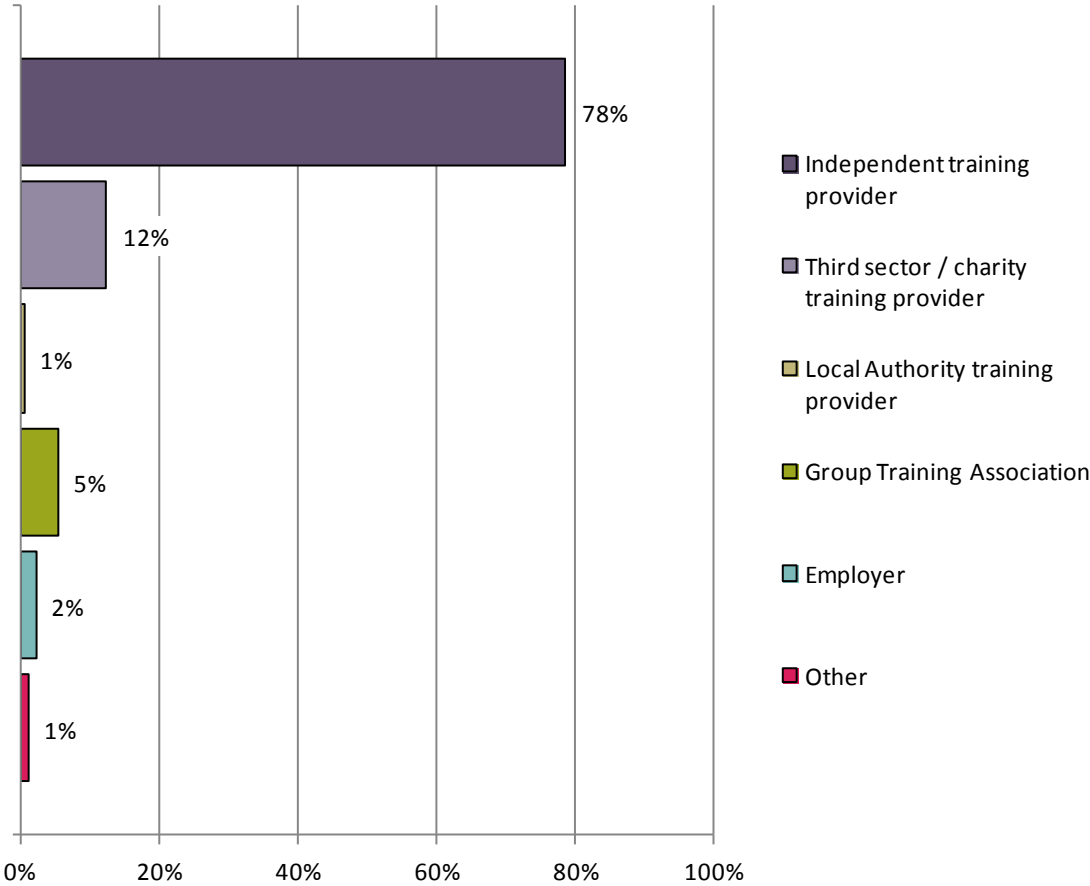
Base number of providers = 186

The third largest provider type within the sample, but making up just 5% of the total number of respondents, were Group Training Associations.

The table below shows the make-up of the sample by provider type over the four years that the survey has taken place.

Figure 2: Provider type by year

	2010/11	2011/12	2012/13	2013/14
Independent training provider	82%	86%	75%	78%
Third sector / charity training provider	9%	7%	13%	12%
Local Authority training provider	-	4%	-	1%
Group Training Association	6%	3%	4%	5%
Employer	-	-	-	2%
Other	3%	-	9%	1%

Base number of providers: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47; 2013/14 = 186

The sample breakdown has been fairly consistent across the four surveys with independent training providers making up the vast majority of responses again this year. The 2013/14 survey has seen a much larger sample size compared to previous years meaning that there were sufficient numbers to allow separate analyses by independent training organisations and third sector/charity training providers for some aspects of the survey.

3.2 Size

Respondents were asked to define the size of their organisation in terms of their overall annual budget size. Figure 3 shows the results and compares the 2013/14 survey findings with those for previous workforce surveys. Also, as by way of comparison, an overall breakdown of AELP's Work-Based Learning provider members (2012/13) in terms of budget size is shown in the chart. All budget streams, excluding full cost commercial income, were to be included and respondents indicated their size within the ranges shown in Figure 3.

Figure 3: Size of organisation by year
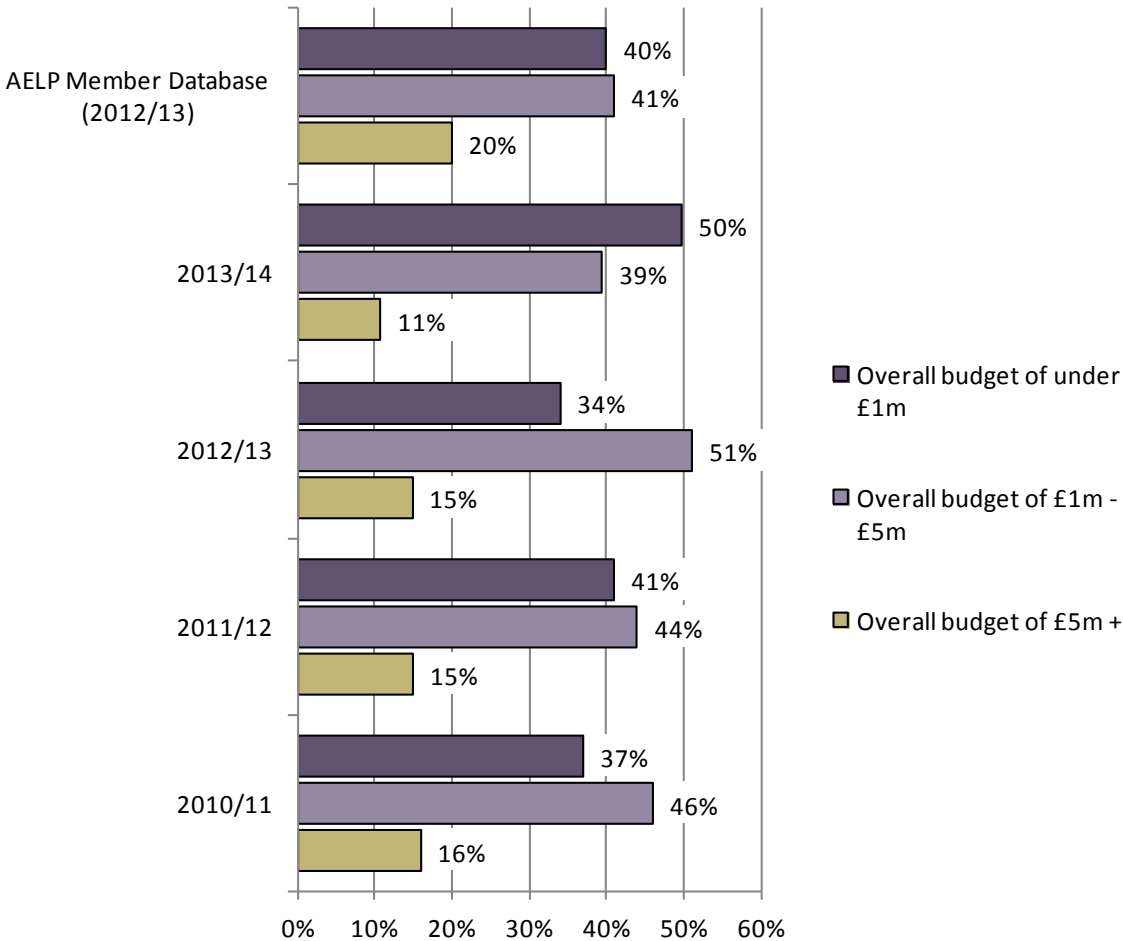
Base number of providers: 2010/11 = 99; 2011/12 = 108; 2012/13 = 47; 2013/14 = 186

The chart shows that small providers with overall budgets of under £1m made up a much larger proportion of the survey sample this year. Almost half of the responding providers were identified as falling into this category for the 2013/14 survey compared to 34% in 2012/13. Comparison with the AELP membership data shows greater representation of smaller providers in the survey sample. The workforce survey was significantly promoted at regional level for the first time, and it is likely therefore that the sample also represents smaller providers who only engage regionally.

Just under 40% of responding providers were medium sized (annual budget between £1m and £5m) and 11% were large (annual budget £5m and over). Almost three-quarters of the third sector/charity training providers that submitted workforce data this year had budgets under £1m per annum.

3.3 Contract type

Providers were asked to identify which of the contract types (shown in Figure 4 below) their organisation had secured in 2013/14. The figures add up to more than 100% as many respondents indicated that they held more than one type of contract.

Figure 4: Contract type
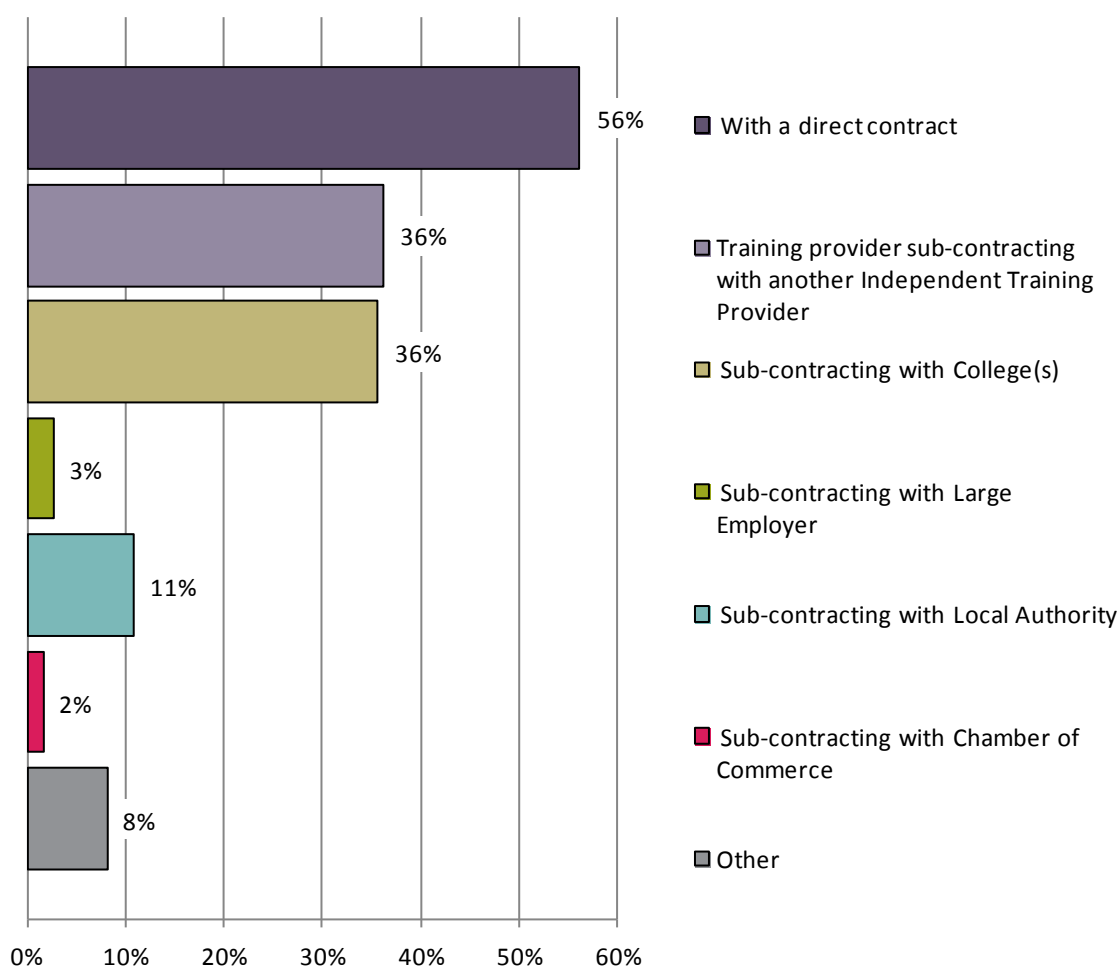
Base number of providers = 186

Well over half (56%) of the providers that responded to this year's survey described themselves as having a direct contract, although this was much lower than the 74% figure reported for the 2012/13 survey.

The next most frequently cited contract types were sub-contracting with another independent training provider (36%) and sub-contracting with one or more colleges, which was identified by the same proportion of respondents (36%). In terms of the survey sample, sub-contracting with colleges

has risen steadily over recent years, although the increase this year could be partly explained by the higher proportion of small providers responding to the survey.

3.4 Type of provision

The respondents were asked to confirm the key programmes (from the list shown in Figure 5 below) that their organisation delivered during 2013/14.

Figure 5: Type of provision
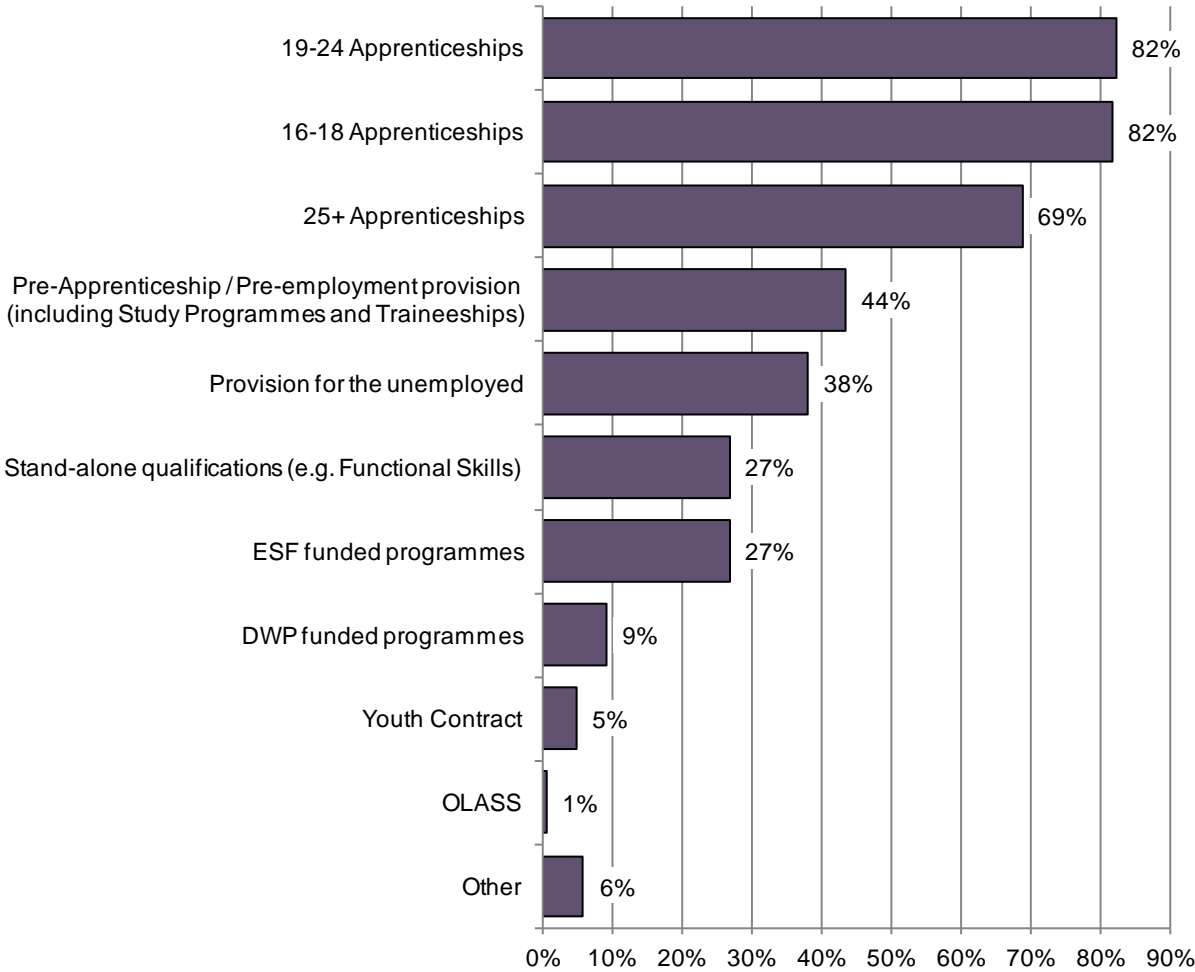
Base number of providers = 186

Over four-fifth of responding providers (82%) indicated that 19-24 Apprenticeships were among the programmes they delivered in 2013/14 and the same percentage of respondents delivered 16-18 Apprenticeship programmes. Fewer organisations offered 25+ Apprenticeships, with just over two-thirds (69%) identifying this type of provision.

Third sector/charity training providers were less likely than independent training providers to offer apprenticeships. 65% provided 16-18 Apprenticeship programmes, 57% provided 19-24 Apprenticeships and 52% offered 25+ Apprenticeships. However, the likelihood of delivering

European Social Fund provision was higher among third sector/charity training organisations (29%) than among independent training providers (25%).

Well under half of responding providers (44%) offered Pre-Apprenticeship / Pre-employment provision (including Study Programmes and Traineeships) and 38% offered provision for the unemployed.

The larger proportion of small providers responding to this year's survey may account for the lower percentage of responding organisations offering 16-18 and 19-24 Apprenticeships than in previous years. Among small providers (budget of less than £1m per annum) just 71% offered 16-18 Apprenticeships compared to 93% of medium sized providers (budget of between £1m and £5m) and 95% of large providers budget of £5m and over. The pattern was also very similar for 19-24 and 25+ Apprenticeships.

Workforce survey findings from 2010/11 to 2012/13 indicated a steady rise in the incidence of stand-alone qualifications being offered by providers although this apparent trend does not appear to be supported by the 2013/14 workforce survey data. Again the results this year may be influenced by the higher proportion of small providers in the sample. 40% of large providers and 33% of medium sized providers offered stand-alone qualifications but only 20% of small providers did so.

The percentage of providers offering ESF funded programmes has risen from 15% in 2011/12 to 27% in 2013/14. This change does not appear to have been driven by the large proportion of small providers in the sample since large providers (45%) were the most likely to offer ESF funded programmes.

3.5 Region of operation

Figure 6, below, shows the geographical spread of providers as defined by the region in which their organisation is headquartered/based. Respondents were asked to select only one region for this question.

Figure 6: Provider sample by region
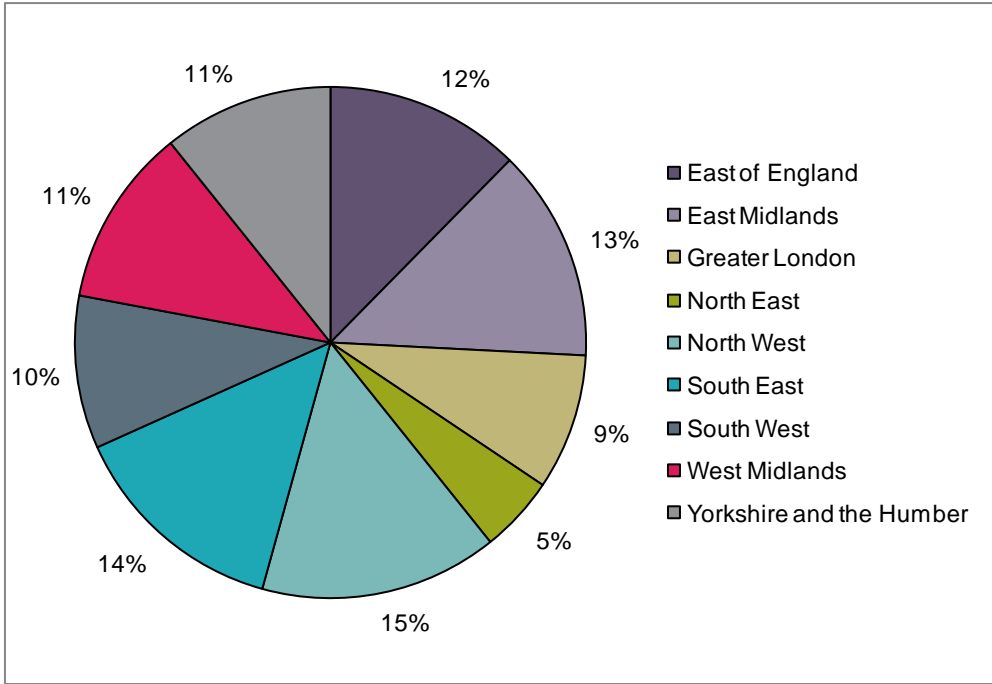
Base number of providers = 186

Survey responses were received from providers across all nine English regions with the highest number of responses (28) from organisations based in the North West and the lowest number (9) from the North East.

All nine English regions were represented in the sample of independent training providers in terms of where they were headquartered/based. The sample of third sector/charity training providers represented all but two regions, the North East and the South West. All but two regions, Greater London and the North East, had at least one of the ten Group Training Association providers in the sample based there.

Figure 7 compares regional headquarters data from the survey sample with the most recent figures on the Work-Based Learning provider membership of AELP. The table should be viewed as a guide only, since the AELP data is for the year 2012/13 whereas the survey data refers to 2013/14. This year (2013/14) the survey also engaged a significant number of smaller training providers, some of whom only engage regionally (rather than with AELP nationally). However, comparing the geographical spread across the regions of the sample of providers within the full AELP member database appears to confirm that most regions were well represented in the sample. The main exception is the apparent underrepresentation of the North East region where 11% of organisations on the national AELP database were headquartered compared to just 5% of organisation that responded to the 2013/14 survey.

Figure 7: Provider sample by region

	AELP membership 2012/13	2013/14 sample
East Midlands	10%	12%
East of England	9%	13%
Greater London	12%	9%
North East	11%	5%
North West	13%	15%
South East	15%	14%
South West	10%	10%
West Midlands	10%	11%
Yorkshire & Humber	10%	11%

Independent training providers were well represented in all regions in terms of where they are based. Third sector/charity training providers were represented in all regions apart from the North East and the South West. None of the ten Group Training Associations that responded to the survey was based in Greater London or the North East.

Small and medium sized providers were well represented across the regions although, of the twenty large respondent organisations, six (30%) were based in the South East. The survey sample did not include any responses from large training organisations based in the West Midlands.

Figure 8 shows where responding organisations operated and delivered training in 2013/14. A total of 584 locations were identified by the 186 providers which gives an overall average of more than three regions per provider, although 91 (49%) of the providers only identified one region.

Figure 8: Provider delivery across England

Base number of providers = 186

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

Of the 146 Independent Training Providers in the sample an average of 53 operated in each of the regions, ranging from 46 in the North East to 64 in the East Midlands. At least five of the sample of third sector/charity training providers operated in each of the regions as did at least two of the ten Group Training Association providers in the sample.

# 4   Staff roles and employment conditions

In total, 12,428 staff members were accounted for by all responding providers. The breakdown for each of the main work based learning provider types in the 2013/14 survey was as follows:

o 146 Independent Training Providers employed a total of 9,711 staff

o 23 Third sector / Charity Training providers employed a total of 826 staff

o 10 Group Training Associations responding to the survey employed a total of 349 staff

o 7 other types of provider employed a total of 71 staff

4.1 Employment pattern

Figure 9 shows the workforce survey breakdown of full and part-time staff. The aggregate data shows that among the providers responding to the survey, staff were mainly employed full-time.

Figure 9: Full-time or part-time staff 2013/14
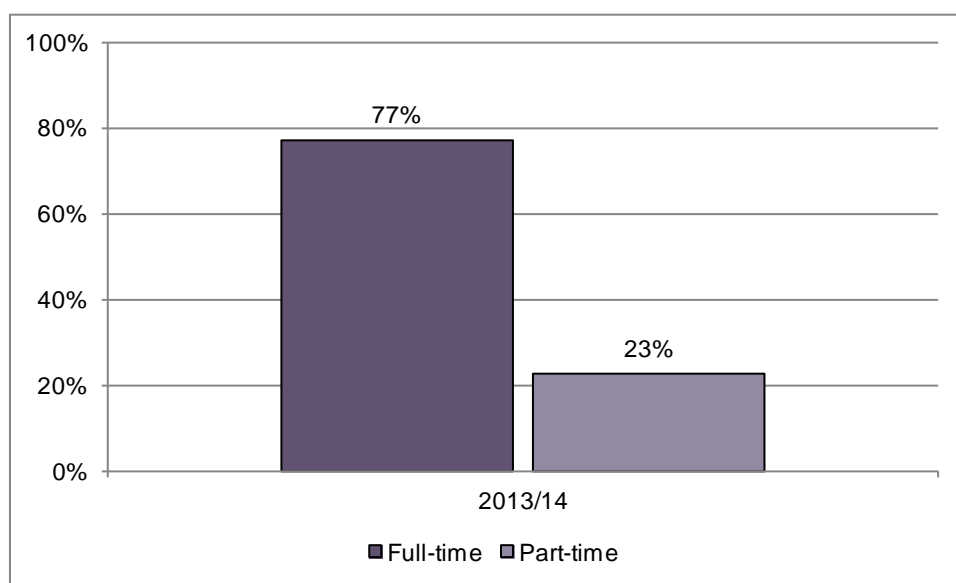
Base number of providers = 186

Of the 12,428 staff covered by the 2013/14 survey, 77% of the workforce were employed full-time, which is slightly lower than previous years. This compares with 42% of staff working full-time in further education colleges (2012/13)[1] and 17% working full-time in Adult and Community Learning (2013/14)[2].

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1   Learning and Skills Improvement Service (2014) Staff Individualised Record 2012/13
2   Education and Training Foundation (2015) Adult and Community learning Workforce Survey 2013/14

4.2 Occupational category

Figure 10 shows the occupational category breakdown of Work-Based Learning staff accounted for by the survey.

Half the staff at responding organisations were identified as professionals (which include teaching and training staff such as assessors, trainers, tutors and advisors). Support staff and administrators/clerical staff together made up almost a third of the aggregate workforce and around one in eight staff were managers.

Figure 10: Occupational category of Work-Based Learning staff 2013/14
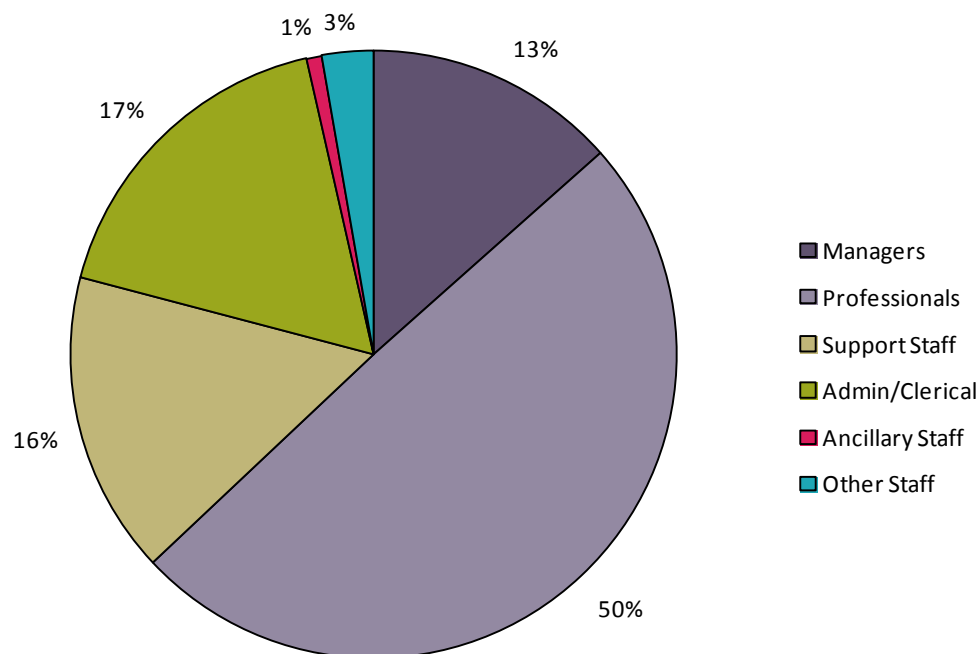
Base number of providers = 186

Professionals made up just over half the workforce in large providers (budgets over £5m) and medium sized providers (budgets between £1 and £5m) but just 38% of the workforce in small providers (budgets less than £1m). The proportion of staff with admin/clerical roles at small organisations (27%) was much higher than in medium sized organisations (15%) and large organisations (17%). The percentage of staff with management roles was also higher in small organisations.

The high proportion of new providers responding to the survey this year means that comparisons with previous surveys should be viewed with caution. However, the percentage of staff identified as professionals across the organisations taking part this year was lower compared to 2012/13 but similar to the levels reported in the 2010/11 and 2011/12 surveys. The overall proportion of staff in management roles in responding organisations has fallen from 17% in 2010/11 to 13% in 2013/14.

5   Overall staff demographics

This section reviews the overall demographics of the Work-Based Learning workforce within responding organisations in terms of gender, age, ethnicity, disability and sexual orientation based on a total of 12,428 staff.

5.1 Gender

Figure 11 shows the gender breakdown of the Work-Based Learning workforce of organisations responding to the 2013/14 survey. Approaching two-thirds (63%) of the workforce survey sample were female. The gender breakdown of staff within the sample has remained very consistent over recent years, with 65% of the workforce recorded as female in 2012/13 and 62% in 2011/12.

Figure 11: Work-Based Learning workforce by gender

|	All
Male	35%
Female	63%
Transgender	0%
Prefer not to say/Unknown*	2%*

Base number of providers = 186

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

There was some variation in the gender balance of the workforce depending on the size of organisations. Within small providers (budgets less than £1m) the male/female breakdown tended to be more even where, on average, 52% of the workforce was reported as female. This compares with 65% among medium sized (budgets between £1 and £5m) providers and 63% among large providers (budgets over £5m).

5.2 Age

The breakdown by age of the Work-Based Learning workforce of responding organisations is shown in Figure 12 below.

Figure 12: Age profile
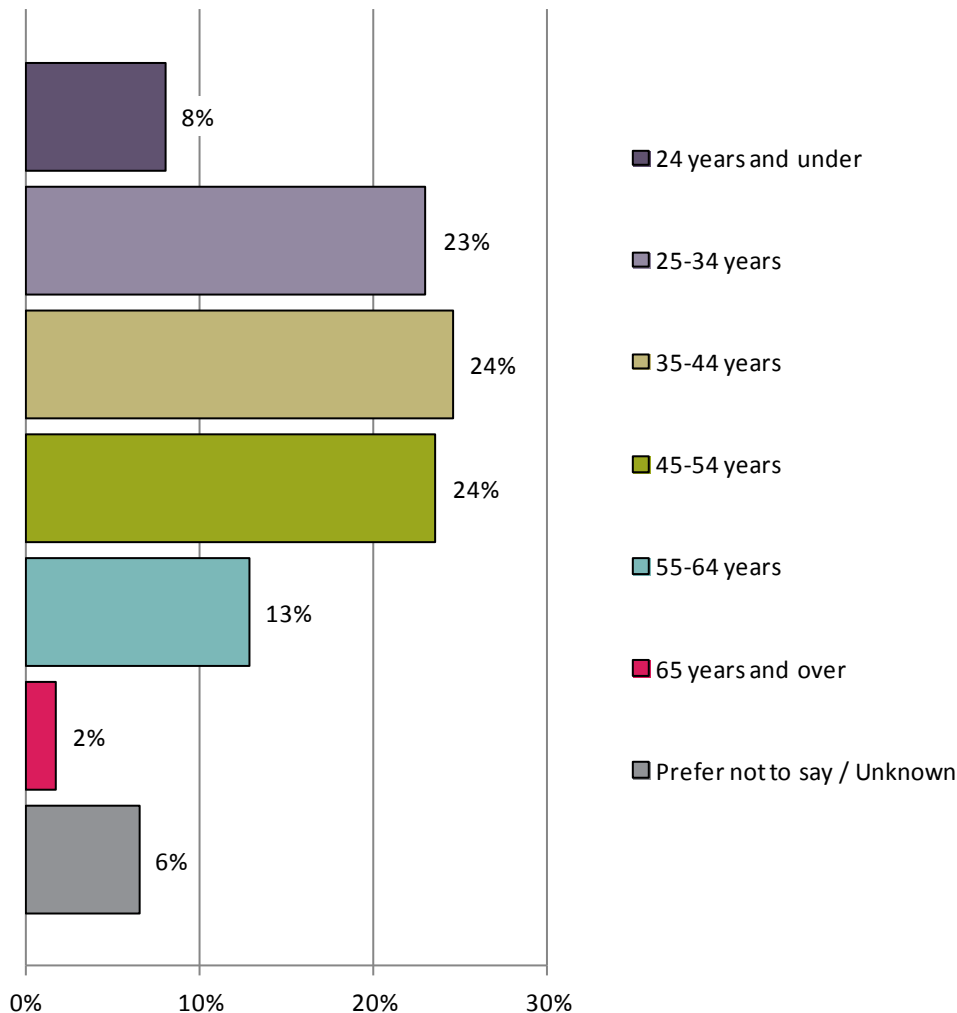
Base number of providers = 186

Analysis of the workforce by age shows that just over 70% of staff within Work-Based Learning were aged between 25 years and 54 years in 2013/14.

The proportion of staff for whom age was reported as "unknown/not disclosed" was particularly high among small organisations. The percentage recorded as unknown among these providers was 20% compared to 6% among medium sized providers and just 4% among large providers.

According to the survey results, the age profile has changed very little in recent years, although there appears to be a small decrease in the percentage aged under 25.

5.3 Sexual Orientation

The majority of the workforce (70%) was recorded as "unknown" sexual orientation. This has been the case in the previous three workforce surveys. 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 identifying as gay, lesbian or bisexual, and the remaining staff identifying as heterosexual.

5.4 Disabilities

The level of non-response[3] on disabilities was higher than previous workforce surveys and there is no information on 35% of the workforce in 2013/14. This percentage has risen from 8% in 2011/12 and just 7% in 2012/13.

In total, 6.9% of the Work-Based Learning staff were recorded as having a disability. Making up this total, 1.7% were identified as having a physical impairment; 0.7% were identified as having a learning difficulty; 0.5% reported mental health issues and 4.0% were reported as having 'other' disabilities. There was no reported disability for 58% of the workforce.

5.5 Ethnicity

Figure 13, below, shows the ethnic breakdown of the workforce reported for the 2013/14 survey. This year, 19% of staff were recorded as "prefer not to say/ unknown" which was significantly higher than the 13% figure recorded in the 2012/13 survey.

Figure 13: Ethnicity profile 2103/14

| Broad ethnic group	2012/13 survey
Asian / Asian British	2%
Black / African / Caribbean / Black British	2%
Mixed / multiple ethnic groups	3%
White	73%
Any other ethnic group	1%
Prefer not to say / Unknown	19%

Base number of providers = 186

Figure 14, illustrates the ethnic profile of the workforce excluding those whose ethnic background was unknown or not disclosed.

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[3]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 (i.e. the question was left blank)

The Figure shows that, after removing those whose ethnic background could not be established 90% of the workforce was identified as white. However, this result should be viewed with caution as it based on a smaller sample size.

Figure 14: Ethnicity profile (excluding unknowns)
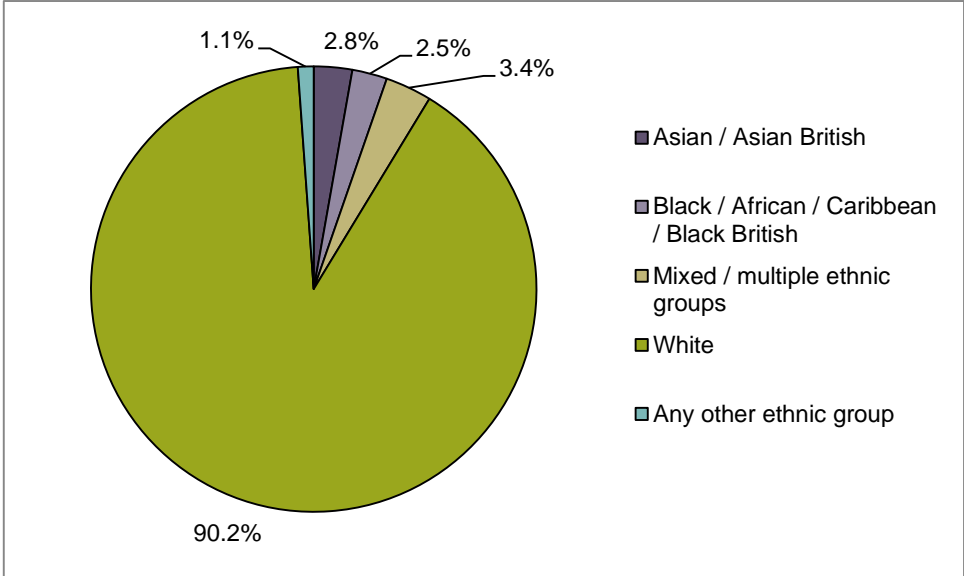
Base number of providers = 171

5.6 Annual Salary Brackets

Salary information was not disclosed for 29% of the workforce so Figure 15 shows the percentages within each salary band after the unknowns have been removed. The results should therefore be viewed with caution as they are based on a smaller sample size. Ten providers supplied no salary data for any of their workforce.

Figure 15: Salary band of full-time staff (excluding unknowns)

Base number of provides = 176

A third of staff received annual salaries within the £20,001 to £25,000 band and a further 29% received less than £15,000. Just under a fifth were on an annual salary of £30,000 or more. In comparison, the median annual pay band for all full-time FE College staff in 2012/13[4] was between £23,000 and £23,999. For full-time teaching staff the median annual pay was between £29,000 and £29,999 and for assessors and verifiers between £23,000 and £23,999. For managers (excluding senior managers) the median was within the £32,000 to 32,999 salary band and for secretarial/clerical staff within the £16,000 – 16,999 band.

Nationally, for the year ending 5 April 2014, median gross annual earnings for all full-time employees in the UK (who had been in the same job for at least 12 months) were £27,200[5]. This was an increase of 0.7% from the previous year (2013/14) when median gross annual earnings were £27,003.

There was evidence of some regional differences in the salaries of Work-Based Learning staff. Organisations based in the West Midlands had the highest percentage of their workforce on annual salaries of less than £20,000 with 38% falling into this bracket. This was closely followed by the

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4 Education and Training Foundation (2014) Staff Individualised Record 2012/13
5 Office of National Statistics Annual Survey of Hours and Earnings, 2014

North West with 35% and the North East, also with 35% of the workforce earning less than £20,000. Greater London, with 22% had the lowest percentage on salaries below £20,000.

Salaries of more than £30,000 per annum were most likely to be found in the East of England (33%) and Greater London (32%). In contrast, only 11% of the Work-Based Learning workforce in the North East were earning more than £30,000, as were 13% in the North West and 14% in the West Midlands.

# 6 The teaching and training workforce

6.1 Percentage of teaching staff

During the 2013/14 academic year, a total of 6,642 teaching staff were employed by organisations responding to the survey, which is 53% of all staff employed by these providers. This percentage has risen slightly over recent years from 51% in 2012/13 and 48% in 2011/12.

6.2 Full-time or part-time

Figure 16, below, shows the breakdown of full-time and part-time staff employed in teaching and training roles across the Work Based Learning providers that responded to the 2013/14 survey.

Figure 16: Of teaching staff, how many work full-time or part-time
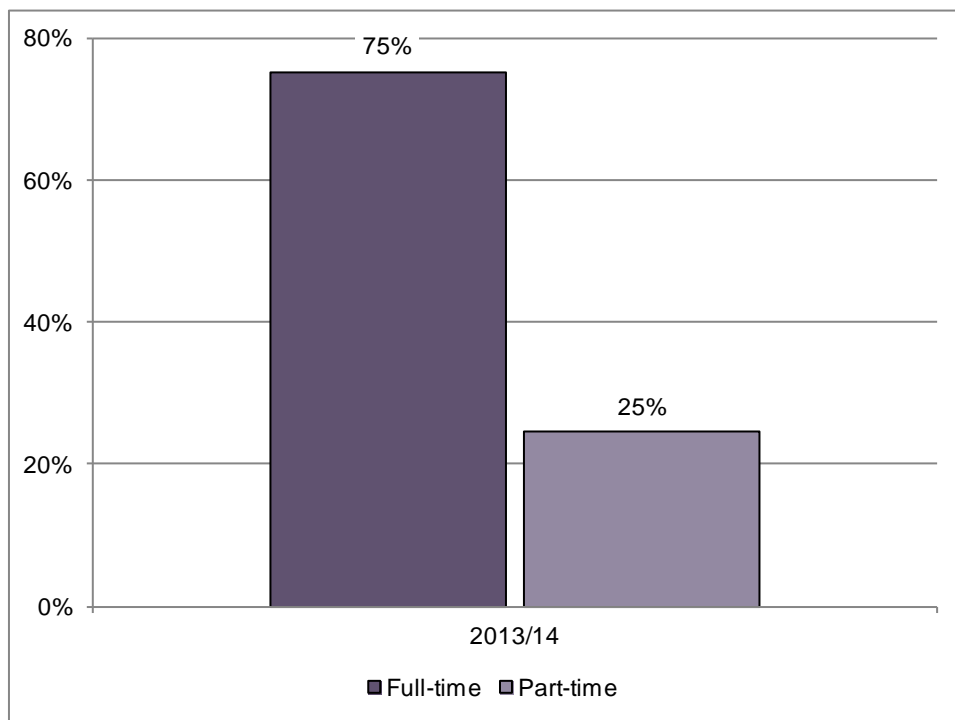
Base number of providers = 186

Overall, 25% of teaching staff of responding Work-Based Learning providers were employed part-time which is markedly higher than the findings from previous workforce surveys. There were some differences according to organisation size, with small providers reporting 28% of the teaching workforce as part-time, compared to 22% for medium sized organisations and 25% for large organisations.

6.3 Contractual basis

Figure 17 shows the contractual basis upon which part-time Work-Based Learning teaching staff within responding organisations were employed. Among providers responding to the 2013/14 workforce survey, half of the part-time Work-Based Learning teaching staff were engaged on fractional contracts.

Figure 17: Breakdown of part-time teaching staff by contract type
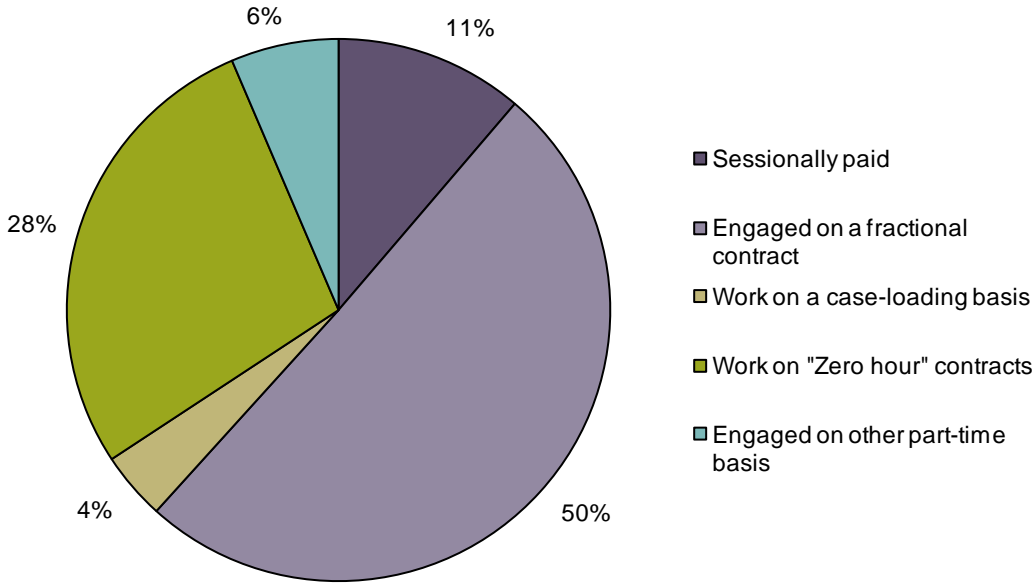
Base number of providers = 186
Base number of staff = 1637

The high proportion of new providers taking part in this year's survey may, to some extent, explain the very different results to the previous year. The percentage engaged on fractional contracts in 2013/14 is considerably lower than the 66% figure reported for the 2012/13 workforce survey. The proportion of staff employed on "other part-time basis" has also fallen compared to 2012/13 where responding providers recorded 20% of the workforce within this category.

In contrast the percentage of part-time teaching staff engaged on zero hours contacts has risen significantly between the two surveys from just 9% in 2012/13 to over a quarter in 2013/14. The higher percentage of zero hours contracts was mainly driven by large organisations. On average, 42% of the part-time teaching workforce within large providers taking part in the survey were engaged on this basis, compared to 2% within medium sized providers and 7% within small providers.

6.4 Teaching and qualifications

This section provides details about teaching staff that hold, or are enrolled on, relevant qualifications (as listed in the survey questionnaire which can be found in the Appendix). Three organisations did not provide any data on staff qualifications.

The percentage of teaching staff at responding organisations that held or were working towards a teaching qualification appeared to be much lower in 2013/14 compared to previous years, although direct comparison is difficult due to the large number of providers taking part in the survey for the first time this year. Providers responding to the 2013/14 survey reported that, on average, 61% of their teaching staff held relevant teaching qualifications. This compares with the peak figure of 83% in 2011/12 and 80% in 2012/13.

There was some variation in the percentage of teaching staff holding or working towards a qualification depending on provider size in terms of overall budget. The figure for small providers was 73% compared to 76% for medium sized providers and 50% for large providers.

6.5 Assessor role and qualifications

Organisations responding to the 2013/14 survey indicated that, on average, 58% of Work-Based Learning teaching staff undertook a formal assessor role. This percentage was considerably higher than the 33% figure reported in the 2012/13 and the 26% figure reported in the 2011/12 survey.

Large providers taking part in the survey (annual budget of £5m and over) tended to have a lower percentage of staff in an assessor role. In these organisations 47% of teaching staff were assessors compared to 76% of staff in medium sized organisations (budget between £1m and £5m) and 79% of staff in small employers (budget of less than £1m).

Overall, 84% of assessor staff had a relevant qualification although again there was considerable variation with size of organisation. An average of 75% of staff with an assessor role within large providers taking part in the survey had a relevant qualification. This compares with 92% of assessor staff at medium sized providers and 94% of assessor staff at small providers.

6.6 Highest academic qualification held by teaching staff

Figure 18 shows the highest qualification level held by teaching staff, excluding the missing and unknown data.

For a third of the teaching staff, the qualification level was reported as "unknown" or there was no information supplied by the respondent for the 2013/14 survey. Therefore the results should be viewed with caution as they are based on a smaller sample size. The percentage of missing data on this question was almost double that of the 2012/13 survey (17%) but similar to the 2011/12 survey (34%).

Figure 18: Highest academic qualification of teaching staff
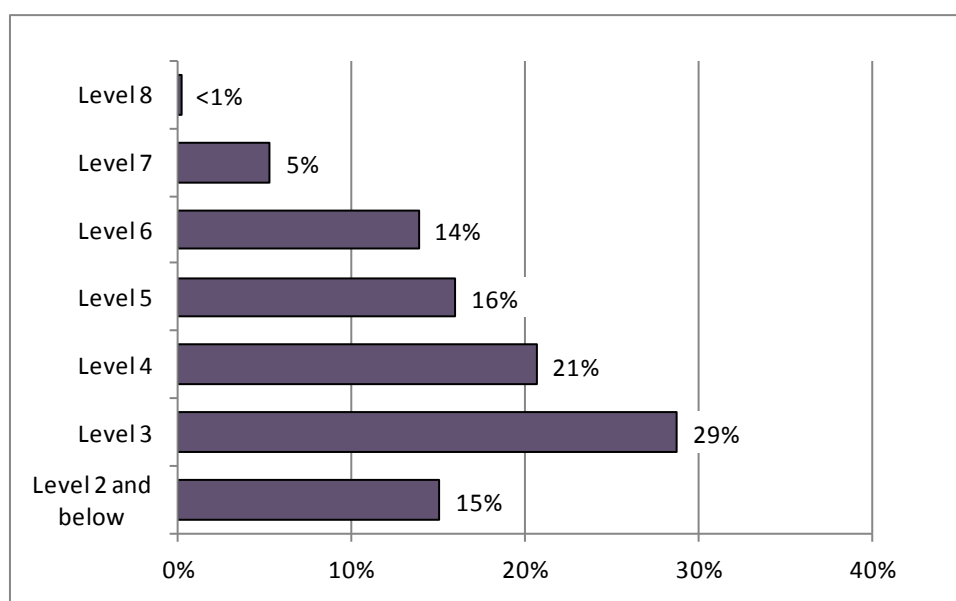
Base number of providers = 169

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 Work-Based Learning teaching staff qualified to Level 5 (Foundation Degree/Higher National Diploma) and above was 35% according to the 2013/14 workforce survey, which is very similar to the previous survey for 2012/13. However, the percentage of the workforce qualified to Level 2 (5+ GCSEs at grades A-C) and below was higher this year.

Small organisations (budgets under £1m) were the most likely to have teaching staff qualified to Level 5 and above. 44% of teachers were qualified to this level in small organisations compared to 33% in medium sized providers (budget between £1m and £5m) and 35% in large providers (budget £25 and over).

7 Teaching staff recruitment

7.1 Recruitment difficulties by subject area

Figure 19 shows a list of subject areas and the number of providers identifying each one as an area where currently (2014/15 academic year) the recruitment of teaching and training staff is "quite difficult" or "very difficult".

Figure 19: Recruitment difficulties by subject area
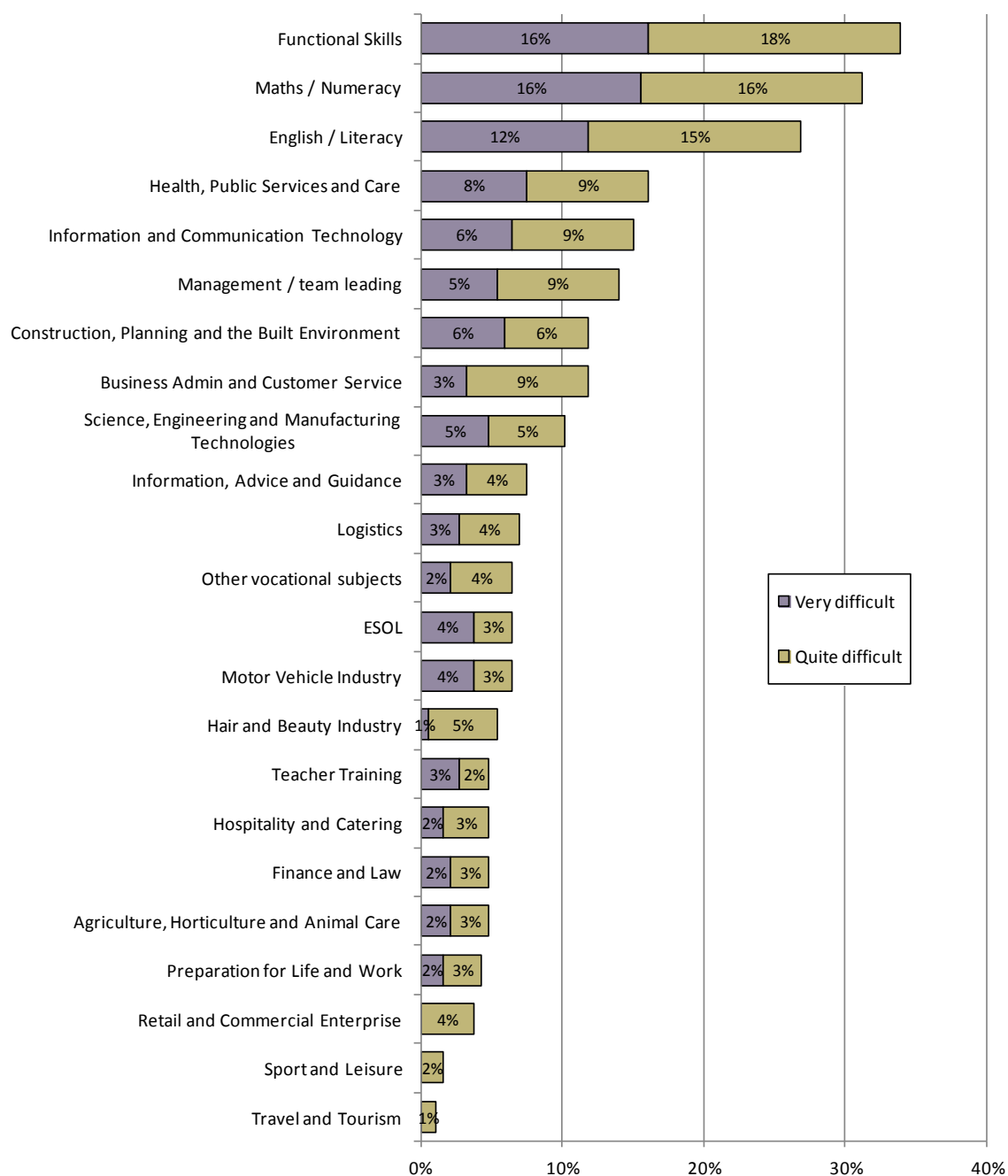
Base number of providers = 186

All of the subjects listed were identified by at least one provider as areas where the recruitment of teaching staff was problematic in 2014/15. By far the most frequently cited subject areas with recruitment difficulties were Functional Skills, Mathematics/Numeracy and English/Literacy. The results are very similar to last year's workforce survey (which referred to 2013/14 recruitment) and it would appear that providers continue to face the same challenges in recruiting staff in these three areas in particular. Around half of the respondents that reported difficulties obtaining teaching staff in these areas said recruitment was "very difficult".

Other subject areas in which 15% or more of providers confirmed that recruiting teaching staff was problematic were Health and Social Care and Information and Communications Technology.

8   Conclusions

8.1 Main findings and conclusions

The 2013/14 workforce survey was conducted in November and December 2014 and followed similar surveys carried out in each of the four previous years. A total of 186 providers submitted workforce data this year which is almost four times as many as the previous survey (2012/13) when 47 providers responded. The study also engaged 131 new providers that had not previously taken part in the workforce survey. The very high proportion of new participants in the sample has been a very positive feature of the survey this year. However, the scope for year-on-year analysis of like-for-like workforce data from returning respondents has been limited. Twenty two of this year's responding organisations submitted data to the previous survey but there were too few organisations responding to all three of the most recent surveys to allow year-on-year analyses for this period.

The proportion of small providers, with annual budgets below £1m, that participated in the survey made up half the responding organisations, a higher percentage than in any of the three previous workforce surveys. The promotion of the survey at regional level by the Work-Based Learning regional networks resulted in many more small providers taking part in the study and the resulting survey sample is likely to better represent smaller providers who only engage regionally.

As was the case for the three previous workforce survey, most responses to the 2013/14 study were from independent training providers (78%) which reflects the high proportion of this type of provider within the Work-Based Learning sector. However, 23 of the responding organisations were third sector/charity training providers which was more than double the response of these providers to the previous year's survey. This has produced sufficient workforce data to allow some limited but relatively robust analysis to be carried out for this group.

The proportion of organisations that receive funding through a direct contract was smaller this year compared to previous surveys although the proportion sub-contracting with other organisations has risen steadily since 2011 when the Skills Funding Agency's minimum contract level was introduced. The percentage of organisations sub-contracting with colleges has seen a particularly large increase over this period, although the increase this year can be partly explained by the higher proportion of small providers responding to the survey.

A total of 12,428 Work-Based Learning staff were accounted for by the survey, providing a very robust dataset for analysis. Even so, as in previous workforce surveys, the relatively high numbers of staff for whom no information was provided for certain categories means that some of the results need to be viewed with caution. This is particularly true for the questions on ethnicity, sexual orientation, disabilities, annual salaries and the level of qualification for teaching staff. It is also important to note that, while the increase in the number of small providers participating in the survey has been a very positive factor this year, it also means than some of the 2013/14 workforce survey results may not be directly comparable with the three previous workforce surveys in which the percentage of small providers within the sample was much lower. However, this year's sample could well be a more accurate reflection of the Work-Based Learning sector as a whole, in which case the results could be regarded as more robust this year compared to previous surveys.

The findings from four workforce surveys since 2010/11 have consistently shown that most of the Work-Based Learning workforce is employed full-time. For the year 2013/14 however, the percentage of full-time staff (77%) fell below 80% for the first time. The resulting increase in part-time working is even more evident among teaching staff compared to the overall workforce. A quarter of the teaching staff of responding organisations were employed on a part-time basis, rising from 17% in 2012/13 and just 14% in 2011/12.

Data provided by responding organisations indicates that the age/gender profile of Work-Based Learning staff has remained very consistent over the last four years. However, as in previous years, this year's response revealed high levels of missing data on staff demographics, particularly in the areas of ethnicity, sexual origination and disability. Last year saw an overall increase in disclosure of this type of data from providers in some categories, although this year the missing/unknown percentages tended to return to previous levels. This may be due in part to the high proportion of providers taking part in the workforce survey for the first time this year.

A quarter of teaching staff were employed on a part-time basis in 2013/14 and there was an increase in the percentage engaged on zero hours contracts. The overall rise in this type of contract was mainly evident among large organisations where, on average, 42% of the part-time teaching staff were employed on this type of contract.

The high proportion of new providers responding to the survey this year makes it difficult to determine the significance of the finding that the percentage of teaching staff holding or working towards a teaching qualification was much lower in comparison to previous years. Providers responding to the 2013/14 survey reported that, on average, 61% of their teaching staff held relevant teaching qualifications. This compares with the peak figure of 83% in 2011/12 and 80% in 2012/13. It will be important to establish whether or not this pattern continues in future years.

There appears to be a trend toward an increasing percentage of teaching staff undertaking an assessor role. Organisations responding to the 2013/14 survey indicated that, on average, 58% of Work-Based Learning teaching staff undertook a formal assessor role. This appears to be part of a continuing pattern as this percentage was considerably higher than the 33% figure reported in the 2012/13 and the 26% figure report in the 2011/12 survey.

Last year's survey established that Work-Based Learning providers faced teaching staff recruitment difficulties in a wide range of subject areas but particularly in Functional Skills, Maths and English. This year's results (based on 2014/15 data) are very similar to last year's workforce survey findings (based on 2013/14 data) and it would appear that providers continue to face the same challenges in recruiting teaching staff generally but above all in these three areas.

Appendix: Work-Based Learning workforce survey questionnaire

Work Based Learning Workforce Survey

This survey seeks to collect data about staff employed by your organisation who were on the payroll between 1 August 2013 and 31 July 2014 (the 2013/14 teaching year). It 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.

If you would like to refer to a PDF copy of the survey, please email SIRenquiries@etfoundation.co.uk.

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.

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. You will be asked to provide the name of your organisation and a contact email address at the end of the survey. This will enable us to contact you with any queries about your response and make anonymised year-on-year comparisons.

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 Friday 13 February 2015.

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)

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

Q2   Which of the following funding streams did your organisation secure in 2013/14? (Please select all relevant options)

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

Q3   Please confirm the key programmes that your organisation delivered during 2013/14. (Please select all relevant options)

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

Other - please specify:

Stand-alone qualifications - please specify:

Q4   What was your overall budget in the academic year 2013/14? Please include all funding streams except full cost commercial income.

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

Q5   In which region is your organisation based / headquartered? (Please select only one option)

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

Q6   In which region(s) does your organisation operate / deliver? (Please choose all applicable options)

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

Total number of staff

Q7   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.

Q8   Of all staff, how many work:

Full-time

Part-time

Total (should equal Total number of staff)

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

Q9   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 Directors, senior and other managers including Department Heads and Training 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)

Q10 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)

Q11 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)

Q12 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)

Q13 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)

Q14 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)

Q15   Of all <u>full-time</u> staff, how many are in the following annual salary brackets?

Less than £15,000

£15,001 - £20,000

£20,001 - £25,000

£25,001 - £30,000

£30,001 - £35,000

£35,001 - £40,000

£40,001 - £45,000

£45,001 - £50,000

More than £50,000

Prefer not to say / unknown

Total (should equal Full-time)

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

Q16   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.

Q17   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.

Q18   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).

Q19 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.

Q20   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))

Note: Please complete this question, even if the number is zero.

Q21   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.

Q22   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.

Q23   Please tell us if there are any subject areas in which currently 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
Agriculture, Horticulture and Animal Care	○	○	○
Business Admin and Customer Service	○	○	○
Finance and Law	○	○	○
Construction, Planning and the Built Environment	○	○	○
Logistics	○	○	○
Science, Engineering and Manufacturing Technologies	○	○	○
Motor Vehicle Industry	○	○	○
Health, Public Services and Care	○	○	○
Hospitality and Catering	○	○	○
Information and Communication Technology	○	○	○
Sport and Leisure	○	○	○
Travel and Tourism	○	○	○
Retail and Commercial Enterprise	○	○	○
Hair and Beauty Industry	○	○	○
English / Literacy	○	○	○
Maths / Numeracy	○	○	○
Functional Skills	○	○	○
Preparation for Life and Work	○	○	○
ESOL	○	○	○
Teacher Training	○	○	○
Management / team leading	○	○	○
Information, Advice and Guidance	○	○	○
Other vocational subjects	○	○	○

If 'Other' please specify

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Section 5: Name of organisation and contact details

Please enter the name of your organisation and your contact details below. We are asking you for this information so that we can contact you with any queries about your response and make anonymised year-on-year comparisons.

Q24   Organisation name:

[   ]

Q25   Your name:

[   ]

Q26   Job role:

[   ]

Q27   Email address:

[   ]

Q28   Telephone number:

[   ]

Please click the Submit button below to complete the survey.