

# INITIAL TEACHER EDUCATION IN FE – 2015/16

A report prepared for the Education and Training Foundation by ICF Consulting Services Ltd

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## KEY FIGURES

### Characteristics of ITE provision

- There were 46 AOs providing ITE qualifications in 2015/16, of which 32 provided awards, 21 provided certificates and 11 provided diplomas. The market was, however, dominated by City and Guilds and Pearson, which collectively provided 57% of all certifications in 2015/16.
- 34 HEIs accredited ITE qualifications in 2015/16, of which 18 HEIs had over 50 learners on their programme. The University of Huddersfield and Canterbury Christchurch University provided the highest number of ITE certifications.
- In-service provision was provided by 75% of FE providers delivering AO-accredited programmes and by 62% of FE providers delivering franchised HEI provision. In contrast, over half (55%) of ITE courses delivered by HEIs are for pre-service learners. Since 2012/13, the proportion of ITE provision delivered in-service has declined.
- The quality of ITE provision is good. All HEIs and FE colleges that had their education and teaching programmes inspected achieved a good (Grade 2) or outstanding (Grade 1) inspection grade.
- The cost of diplomas or PGCE/Cert Eds ranged from £1,000 to £9,250. The median price of a diploma was £3,125, while the median price of PGCE/Cert Eds was £6,000.

### The ITE provider base

- There were an estimated 621 ITE providers in 2017/18, of which 217 provided diplomas or PGCE/Cert Eds.
- FE colleges represent 45% of all ITE providers and 75% of diplomas or PGCE/Cert Ed1 providers. Nearly 200 independent training providers and 110 ACL providers deliver ITE, although most only deliver awards.
- There is a relatively good geographical spread of diploma or PGCE/Cert Ed providers, with each region containing at least 16 providers that deliver these qualifications.
- However, there is mixed availability of specialist diplomas. There is no subject specialist provision available in the South West and no numeracy and literacy/ESOL subject specialist provision in the East

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<sup>1</sup> FE providers deliver PGCE/Cert Eds through franchise arrangements with HEIs

of England. Other regions only have 1-2 providers delivering particular subject specialisms.

- In 2015/16, 21 HEIs franchised their ITE provision, down from 24 in the previous year. This was despite an increase in the number of HEIs offering ITE qualifications.

### **ITE learners**

- There were 38,500 learners studying ITE qualifications in 2015/16, of which 24,170 studied awards, 3,470 studied certificates and 10,760 studied diplomas or PCGE/Cert Eds. This included learners on full-time programmes and part-time programmes that were not due to finish at the end of the year.
- In total, 28,370 learners completed their ITE course in 2015/16, of which 5,240 completed diplomas or PGCEs/Cert Eds. There was a small decline in learners, largely due to a decrease in learners undertaking ITE provision in FE colleges.
- There was a reasonable distribution of diploma/PGCE/Cert Ed completions by region. However, there were fewer completers in London and the South East relative to the size of their workforce.
- Around 60% of ITE learners in 2015/16 are women, which is broadly in line with the FE workforce gender profile. The average age of ITE learners is 37. The number of ITE learners from ethnic minority communities is broadly in line with the UK population.
- Around 60% of ITE learners progressed to a teaching role in FE, of which 73% gained employment in FE colleges. A relatively high proportion gained employment in independent training providers.
- The average salaries of ITE learners entering a full-time teaching role in 2015/16 was £25,220. This has remained relatively static since 2012/13.



## 1. INTRODUCTION

This is the fourth in a series of reports examining the provision and take-up of Initial Teacher Education (ITE) in the Further Education (FE) sector. It presents information on trainee teachers who attended ITE courses in the 2015/16 academic year and their destinations, as well as the provision available in 2017/18.

The study was commissioned by the Education and Training Foundation and undertaken by ICF Consulting Services Ltd. It draws on analysis of HE and FE datasets on ITE qualifications and, for this year, qualitative interviews with a selection of ITE providers.

### 1.1 Background and context

The purpose of the research is to provide intelligence that can support policy makers and the sector make informed decisions to ensure a sufficient supply of high-quality teachers entering FE. This is particularly relevant in the current policy climate. The technical education reform agenda outlined in the post-16 Skills Plan (2016) and subsequent T level action plan and consultation (2017) sets out substantial changes to FE, including:

- The streamlining of vocational FE provision around 15 technical ‘routes’
- The introduction of new technical qualifications (T levels) to replace vocational learning at Level 3
- The requirement for all T level learners to undertake a substantial work placement
- An increase in the length of FE programmes that are T-Levels from 600 to 900 hours per year.

The reforms are likely to have a transformative impact on the sector, changing both the programmes taught in FE and how they are delivered. Implementing them effectively will require a highly-skilled and adaptive FE workforce.

### 1.2 ITE qualifications in scope

The study focuses on qualifications that are within the formal framework

for Initial Teacher Education in FE. These qualifications are based on the Professional Teaching Standards for FE. They are:

- **The Award for Education and Training (AET)**, which is a short introductory course on teaching in FE at Level 3 typically delivered over a two-week period.
- **The Certificate in Education and Training (CET)**, which is an Level 3 or Level 4 course targeted at individuals who deliver FE training but are not involved in curriculum design. The certificate is typically delivered on either a six-month, full-time basis or a one-year, part-time basis.
- **The Diploma in Education and Training (DET)**, which is the primary career entry route for teaching in FE. The DET is a Level 5 course typically undertaken on one-year, full-time basis or a two-year, part-time basis.
- **The diploma with subject specialisms in Numeracy, Literacy/ESOL or in supporting learners with Special Educational Needs and Disabilities (SEND)**. These qualifications are DET courses with additional modules for delivering literacy, numeracy or supporting SEND learners. They are commonly taught over the same period as DET courses.
- **The Certificate in Education (Cert Ed) and Post/Professional Graduate Certificate in Education (PGCE) for the FE sector**. Both of these courses are accredited by Higher Education Institutions (HEIs). The Certificate in Education programme is an undergraduate teacher training degree at Level 5. The PGCE is a Level 6 or 7 qualification.

However, there are other qualifications that FE providers may recognise as providing career entry to the sector. As such, the study includes qualifications that provide practical teacher training for individuals who do not have previous teaching experience.

The study also distinguishes between different types of ITE provision, most notably:

- **Pre- and in-service provision**. Pre-service provision is ITE provision for trainee teachers before they enter employment. In-service provision is training that trainee teachers undertake while working in FE.
- **AO-accredited and HEI-accredited provision**. ITE qualifications can be certified by either independent Awarding Organisations (AOs) or HEIs. AO-accredited qualifications include the AET, CET and DET. HEIs accredited PGCEs and Cert Eds. ITE providers can deliver either AO-accredited or HE-accredited qualifications.



- **Franchised and non-franchised provision.** This relates specifically to HE-accredited ITE provision, which can be delivered either directly by the HEI that accredits the qualification or by an FE provider in partnership with a HEI. Although the study uses the term ‘franchised’ to refer to all HEI-accredited provision not delivered directly by the HEI, we recognise that HEIs employ different models for working with FE providers.

### 1.3 Study methodology

The study is based on an analysis of FE, HE and qualification data on ITE programmes, as well as qualitative interviews with 16 ITE providers. It examines trainee teacher data from 2015/16, which is the last year in which it is possible to examine both the enrolments and HE learner destinations in 2016/17. The study also includes provider and qualification data from 2017/18. It follows the same methodology used in previous annual reports to allow for trend analysis.

The following data sources were examined:

- **The Register of regulated qualifications,** which contains information the start date, size, assessment method and unit composition of all qualifications eligible for public funding.
- **Ofqual data on qualification certifications.** Ofqual collects data from all AOs on the number of certifications made for each qualification in the relevant quarter. Collated information is available on the Ofqual website. The Ofqual data covers all AO ITE qualifications.
- **HESA enrolment data.** This contains information on the characteristics of learners studying in HE and the courses they studied. It provides comprehensive coverage of all ITE courses delivered by HEIs. However, the data is difficult to interpret as the course names are in some cases written as abbreviations or acronyms. Moreover, not all relevant ITE for FE courses were correctly coded.
- **The Individualised Learner Record (ILR).** This contains learner and course information for all public-funded FE provision. The ILR data is submitted by providers and underpins provider claims for public funding. Although providers do not need to enter data for full-cost recovery provision, they are encouraged to do so. By cross-referencing the ILR data with the comprehensive Ofqual data, we found that, in 2015/16, only 49% of diplomas and 20-30% of certificates and awards were recorded on the ILR. This was similar to previous years.
- **HESA destination of Learners in Higher Education (DLHE) survey.** The survey captures information on the employment or further learning undertaken by HE learners six months after they

completed their programme. It includes information on job role, employer and salary, as well as whether the individual is in part-time or full-time employment. It has a high response rate, with 72% of HE students responding to the survey.

- **Ofsted data on inspection grades.** All HE providers that deliver ITE are inspected by Ofsted. Moreover, some FE providers have also had their teaching in the teaching and learning subject area assessed by Ofsted inspectors. The data is available from the Ofsted website

This year we also collected HE programme data directly from the Higher Education Funding Council of England (HEFCE). HEFCE collects learner data directly from HEIs. However, it also collects data from some FE providers that it directly funds (which is not captured in the HESA dataset).

In addition, primary data and interviews were conducted to address gaps in the data available from public sources. This included:

- A **review of provider websites** in order to develop a database of ITE provision. All FE college and HEI websites were reviewed. We also reviewed the websites of all independent training providers (ITPs) and Adult Community Learning (ACL) providers with over 100 adult learners in 2015/16.
- **Collection of ITE data from AOs.** This data was used to understand the number and type of providers that deliver ITE. Importantly, the AO data also captures information on ITE providers that are not in receipt of public funds and, therefore, do not necessarily provide ILR and HESA data returns.
- **Semi-structured telephone interviews** with 16 providers that delivered ITE qualifications. The interviews explored in more detail the characteristics of ITE learners, including their previous industry experience, the subjects they wished to teach and their motivations for undertaking ITE. We interviewed 10 HEIs and 6 FE providers that deliver ITE.

Finally, the HESA data results were sent to ITE providers to check its veracity, to uncover errors where ITE courses had been miscoded and to identify the correct data.

#### **1.4 Content and structure of the report**

The remainder of the report examines the volume and characteristics of trainee teachers undertaking ITE and the coverage and quality of provision. In particular, it presents:

- The characteristics of ITE programmes, including the number and concentration of ITE awarding organisations and the cost, quality and delivery mode of programmes. This is presented in **Chapter 2**.

- The coverage and quality of providers delivering ITE qualifications, including the number and coverage of providers delivering ITE programmes and information on how the courses are delivered. This is presented in **Chapter 3**.
- The volume and characteristics of learners undertaking ITE, including the overall number of starts and completions, the gender, age and ethnicity of participants and their post-study destinations. This is presented in **Chapter 4**.

## 2. CHARACTERISTICS OF ITE PROVISION

### Headline Findings

- There were 46 AOs providing ITE qualifications in 2015/16, of which 32 provided awards, 21 provided certificates and 11 provided diplomas. The market was, however, dominated by City and Guilds and Pearson, which collectively provided 57% of all certifications in 2015/16.
- 34 HEIs accredited ITE qualifications in 2015/16, of which 18 HEIs had over 50 learners on their programme. The University of Huddersfield and Canterbury Christchurch University provided the highest number of ITE certifications.
- In-service provision was provided by 75% of FE providers delivering AO-accredited programmes and by 62% of FE providers delivering franchised HEI provision. In contrast, over half (55%) of ITE courses delivered by HEIs are for pre-service learners. Since 2012/13, the proportion of ITE provision delivered in-service has declined.
- The quality of ITE provision is good. All HEIs and FE colleges that had their education and teaching programmes inspected achieved a good (Grade 2) or outstanding (Grade 1) inspection grade.
- The cost of diplomas or PGCE/Cert Eds ranged from £1,000 to £9,250. The median price of a diploma was £3,125, while the median price of PGCE/Cert Eds was £6,000.

### 2.1 Introduction

This chapter examines the characteristics of ITE provision. It specifically explores:

- The number of AOs and HEIs accrediting ITE qualifications and the market concentration.
- The delivery of ITE qualifications, including the prevalence of full-time and part-time provision and the cost of programmes.

The chapter draws on HESA and Ofqual certification data, as well as information from the Register of Regulated Qualifications and the review of ITE provider websites.

### 2.2 The qualification market

#### 2.2.1 Distribution of AOs providing ITE

Ofqual data shows that there are 46 AOs that currently provide ITE qualifications, of which 38 had learners undertaking their qualifications

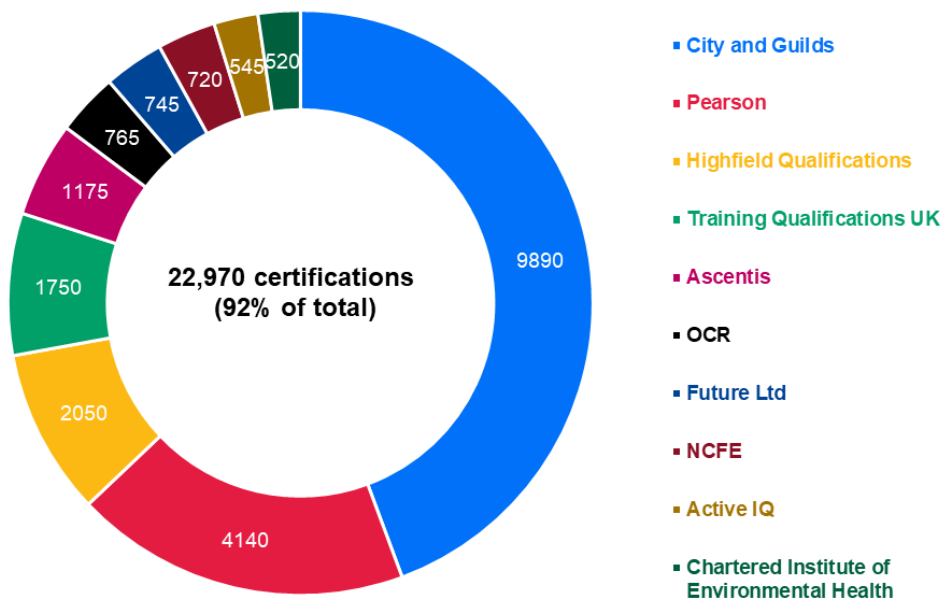
in 2015/16. There were:

- 32 AOs that provided awards.
- 21 AOs that provided certificates.
- 19 AOs that offered diplomas.
- 7 AOs that offered the literacy/ESOL subject specialism.
- 5 AOs that offered the numeracy subject specialism.
- 5 AOs that offered the SEND subject specialism.

The number of AOs accrediting diplomas declined by six from 2014/15 to 2015/16. This decline was partly due to AO mergers. The number of AOs accrediting awards increased by one over the same period and the number of AOs accrediting certificates declined by four.

There were 24,968 ITE qualification certifications in 2015/16, of which 92% were awarded by 10 AOs (see Graph 1). City and Guilds and Pearson collectively accounted for 57% of all ITE certifications by AOs in 2015/16 (City and Guilds providing 40% of certifications and Pearson providing 17%). However, their collective share of the market has gradually declined from a high of 77% in 2011/12.

**Graph 1. The 10 AOs with the most ITE certifications in 2015/16**



Source: Ofqual data on ITE certifications in 2015/16

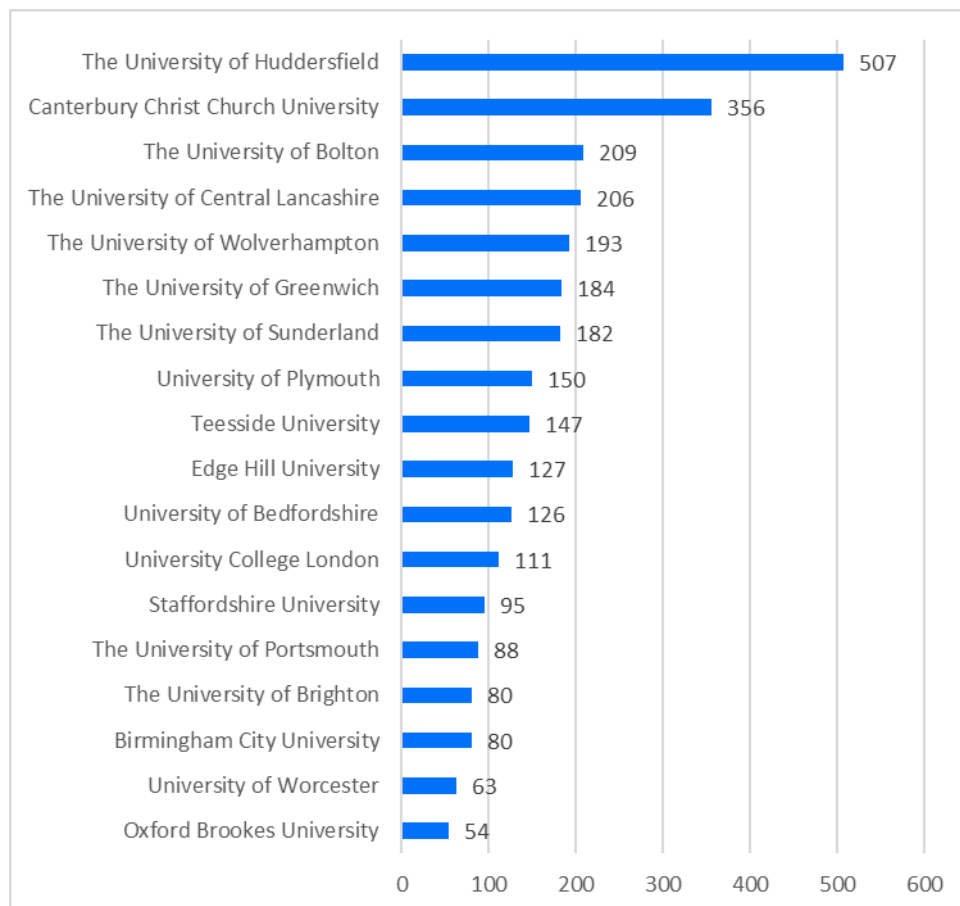
### 2.2.2 Distribution of HEIs providing ITE

In 2015/16, there were 34 HEIs that awarded ITE qualifications, which was an increase from 28 in 2014/15. These institutions supported a total of 3,401 ITE learners during the year, of which 18 HEIs supported over

50 learners.

Two HEIs (the University of Huddersfield and Canterbury Christ Church University) have considerably more learners than any other institution (see Graph 2). However, neither of these HEIs contribute more than 15% of all awards.

**Graph 2. Number of accreditations issued by HEIs (50 minimum)**



Source: HESA enrolment data 2015/16

The number of HEIs accrediting ITE qualifications has remained relatively stable between 2011/12 and 2015/16, despite an overall decline in ITE learners over the same period. In each year, around 33-35 HEIs have provided ITE qualifications and around 18-20 HEIs have supported over 50 learners.

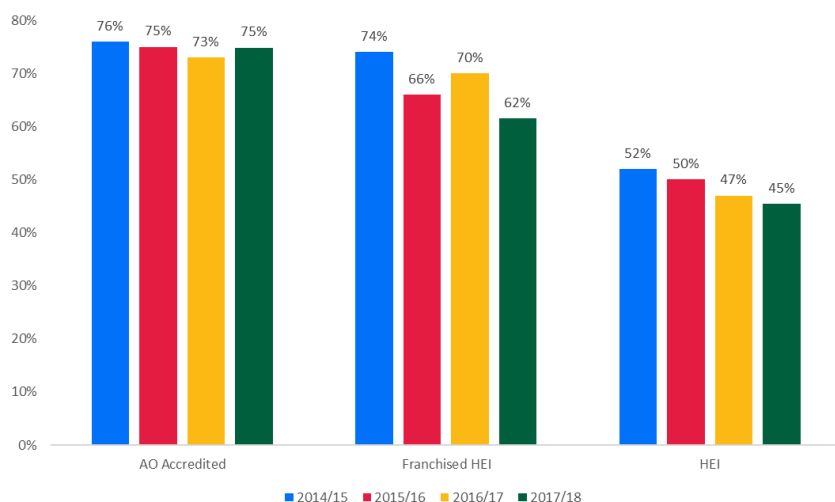
## 2.3 Delivery of ITE qualifications

### 2.3.1 In-service and pre-service provision

Graph 3 shows that most FE providers operating on an AO-accredited or franchised basis deliver in-service provision. In contrast, most HEIs courses are aimed at pre-service learners. There has been some year-to-year fluctuation from 2014/15 to 2017/18, but the over-riding trend appears to be an increase in the proportion of HEI or HEI-franchised courses targeting pre-service learners.

Despite this, a few ITE providers reported a recent increase in trainee teachers that were not employed in the sector undertaking in-service ITE programmes. These learners undertook voluntary teaching placements to ensure they conducted the required number of teaching hours to complete the course. It is unclear whether this was because the learners were unable to source appropriate and cost-efficient pre-service ITE provision, or whether there were other benefits associated with volunteer teaching.

**Graph 3. Proportion of ITE courses for in-service learners, by provider type**



Source: ICF provider database 2017/18

### 2.3.2 Learning level of ITE programmes

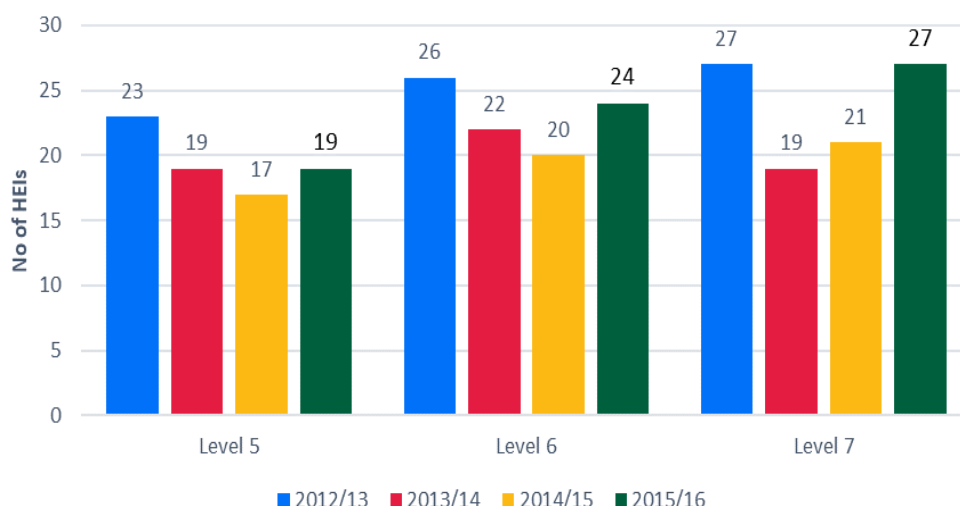
The level of AO ITE courses is prescribed in the course specification. The AET is commonly available at Level 3. The CET is a Level 4 programme and the DET programme is at Level 5. There is, however, more scope for variation in the level of HE programmes, as these can be determined by the HEI.

As shown in Graph 4, the number of HEIs providing Level 5, 6 and 7 programmes increased from 2014/15 to 2015/16, reversing a previous decline. In 2015/16, there were:

- 19 HEIs offering teacher training courses at Level 5 (two more than in the previous year);
- 24 HEIs offering Level 6 (Bachelor degree) courses (three more than in the previous year); and
- 27 HEIs offering Level 7 (Masters degree) courses (six more than in the previous year).

Although the overall number of HEIs offering ITE qualifications has not increased, the data indicates that more providers are offering programmes at a range of levels.

**Graph 4. No of HEIs offering courses at particular levels, by year**



Source: HESA data from 2012/13 to 2015/16

### 2.3.3 Quality of ITE provision

Table 1 shows that ITE provision delivered in HE continues to be of a high standard. All ITE providers have achieved at least a Grade 2 (Good) and over one in ten achieved Grade 1 (Excellent) in their more recent Ofsted inspection. This has remained relatively consistent over the last four years.

**Table 1. Inspection grades of HE providers delivering ITE**

QUALITY CRITERIA	GRADE 1	GRADE 2	GRADE 3	GRADE 4	TOTAL
Overall effectiveness	4 (11%)	31 (89%)	0 (0%)	0 (0%)	35
Outcomes for trainees	4 (14%)	25 (86%)	0 (0%)	0 (0%)	29
Quality of training	4 (14%)	25 (86%)	0 (0%)	0 (0%)	29
Quality of leadership and management	9 (34%)	19 (66%)	0 (0%)	0 (0%)	29

Source: Ofsted inspection data, accessed January 2018

Only a few FE providers (13) had the quality of their teaching and learning programmes assessed in their most recent Ofsted inspection (unchanged from the last annual ITE report). These providers achieved high grades for the quality of the provision, with 11 providers achieving Grade 2 and two achieving Grade 1.

### 2.3.4 Cost of ITE programmes

Only 62% of ITE courses had the cost of the course listed on the provider's website. There was considerable variation in the published costs that ITE providers charged for diplomas or PGCE/ Cert Eds (see Table 2).

The cost of diplomas, PGCEs and Cert Eds ranged from £1,100 to £9,250. Around 8% of providers charged £8,000-£9,000, while 14% charged £1,500-£3,000. Although this indicates considerable variation in



course costs, HEIs generally charged similar amounts for PGCE/Cert Eds (around £8,000-£9,250). FE Colleges charged between £1,665 to £9,000 for PGCE/Cert Eds and £1,100-£7,000 for diplomas.

Most subject specialist programmes were priced similarly to PGCE/Cert Eds. However, a few providers also offered a 'bolt-on' subject specialist module for around £934-£1,000.

**Table 2. Costs of ITE programme, by programme type.**

<b>PROGRAMME TYPE</b>	<b>MINIMUM PRICE</b>	<b>MAXIMUM PRICE</b>	<b>MEDIAN</b>
Diplomas	£1,100	£9,250	£3,125
PGCEs/Cert Eds	£1,665	£9,250	£6,000
Subject specialisms	£934	£9,250	£5,400

Source: ICF provider database

## 3. THE ITE PROVIDER BASE

### Headline findings

- There were an estimated 621 ITE providers in 2017/18, of which 217 provided diplomas or PGCE/Cert Eds.
- FE colleges represent 45% of all ITE providers and 75% of diplomas or PGCE/Cert Ed<sup>2</sup> providers. Nearly 200 independent training providers and 110 ACL providers deliver ITE, although most only deliver awards.
- There is a relatively good geographical spread of diploma or PGCE/Cert Ed providers, with each region containing at least 16 providers that deliver these qualifications.
- However, there is mixed availability of specialist diplomas. There is no subject specialist provision available in the South West and no numeracy and literacy/ESOL subject specialist provision in the East of England. Other regions only have 1-2 providers delivering particular subject specialisms.
- In 2015/16, 21 HEIs franchised their ITE provision, down from 24 in the previous year. This was despite an increase in the number of HEIs offering ITE qualifications.

### 3.1 Introduction

This chapter presents information on the number and characteristics of providers delivering ITE provision. It specifically explores:

- The number of providers delivering each of the common ITE programmes.
- The types of ITE programmes delivered by FE colleges, independent training providers and HE institutions.
- The number of providers by region.
- The number of HEIs that franchise their ITE programmes.

The chapter draws on the ICF provider database, which collates updated information from provider websites to identify those that delivered ITE qualifications. It also includes analysis of HESA data to identify providers that franchise provision and data provided by AOs.

### 3.2 Overall number of ITE providers

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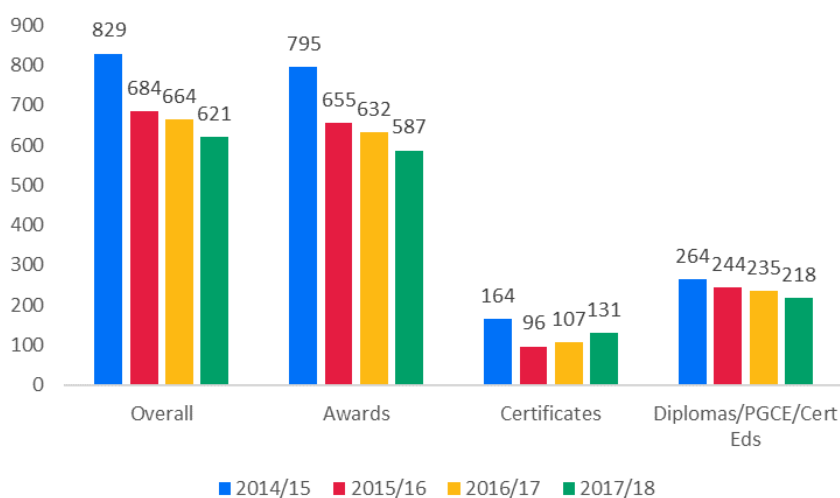
<sup>2</sup> FE providers deliver PGCE/Cert Eds through franchise arrangements with HEIs

Extrapolating AO data gives an estimate of 621 providers delivering ITE programmes in 2017/18 (see Graph 5), of which:

- 587 providers deliver awards.
- 131 providers deliver certificates.
- 217 providers deliver diplomas or PGCE/Cert Eds.

The overall number of ITE providers has declined by 6% over the last year, continuing recent trends. This decline largely corresponds to a similar drop in the number of ITE learners. However, the number of providers delivering certificates has increased in the last three years, suggesting demand for these qualifications may be increasing.

**Graph 5. No of ITE providers by programme, 2014/15 to 2017/18**



Source: ICF provider database; AO data; HESA learner data

FE colleges account for nearly half of all ITE providers and around three-quarters of diploma or PGCE/Cert Ed providers (see Table 3). There are, however, a substantial number of independent training providers that deliver ITE qualifications, including an estimated 20-25 that do not receive public funding. Nearly all ACL providers deliver awards, but relatively few deliver certificates or diplomas.

**Table 3. Providers offering ITE provision in 2016/17 (% of total in brackets)**

<b>TYPE OF PROVIDER</b>	<b>TOTAL PROVIDERS OFFERING ITE COURSES</b>	<b>PROVIDERS OFFERING AWARDS</b>	<b>PROVIDERS OFFERING CERTIFICATES</b>	<b>PROVIDERS OFFERING DIPLOMAS/ PGCE/ CERT EDS</b>
HE institutions	34 (5%)	0 (0%)	4 (0.1%)	34 (15%)
FE colleges	280 (45%)	280 (47%)	63 (50%)	163 (75%)
Independent training providers	197 (32%)	197 (34%)	49 (38%)	13 (6%)
ACL providers	110 (18%)	110 (19%)	15 (12%)	8 (4%)
<b>TOTAL</b>	<b>621 (100%)</b>	<b>587 (100%)</b>	<b>131 (100%)</b>	<b>218 (100%)</b>

Source: AO data ICF provider database

### 3.3 Geographical coverage

The ITE provider website review identified that, in all England regions, there were at least 16 providers that delivered diplomas or PGCE/Cert Eds in 2017/18 (see Table 4). However, some of these providers may only deliver ITE programmes if they recruit sufficient numbers to make the programme viable. The highest number of providers were in the North West, South West, London and the South East. The fewest providers were in the East Midlands and the North East.

In most regions, the total number of diploma and PGCE/Cert Ed providers had changed only slightly in the last year. However, there was a significant decline in the number of providers in the South East (which declined from 40 to 30) and a major increase in the number of providers in the South West (which increased from 23 to 32).

Subject specialist programmes are far less widely delivered. All regions had fewer than ten providers delivering any of the SEND, literacy or numeracy subject specialisms, and no providers delivered the subject specialisms through distance learning. There were also some notable gaps in certain regions. There was:

- No subject specialist provision available in the South West.
- No numeracy and literacy/ESOL subject specialist provision in the East of England.
- Only 1-2 subject specialist providers in Yorkshire and Humber.
- Only one provider of the SEND subject specialism in the North East.

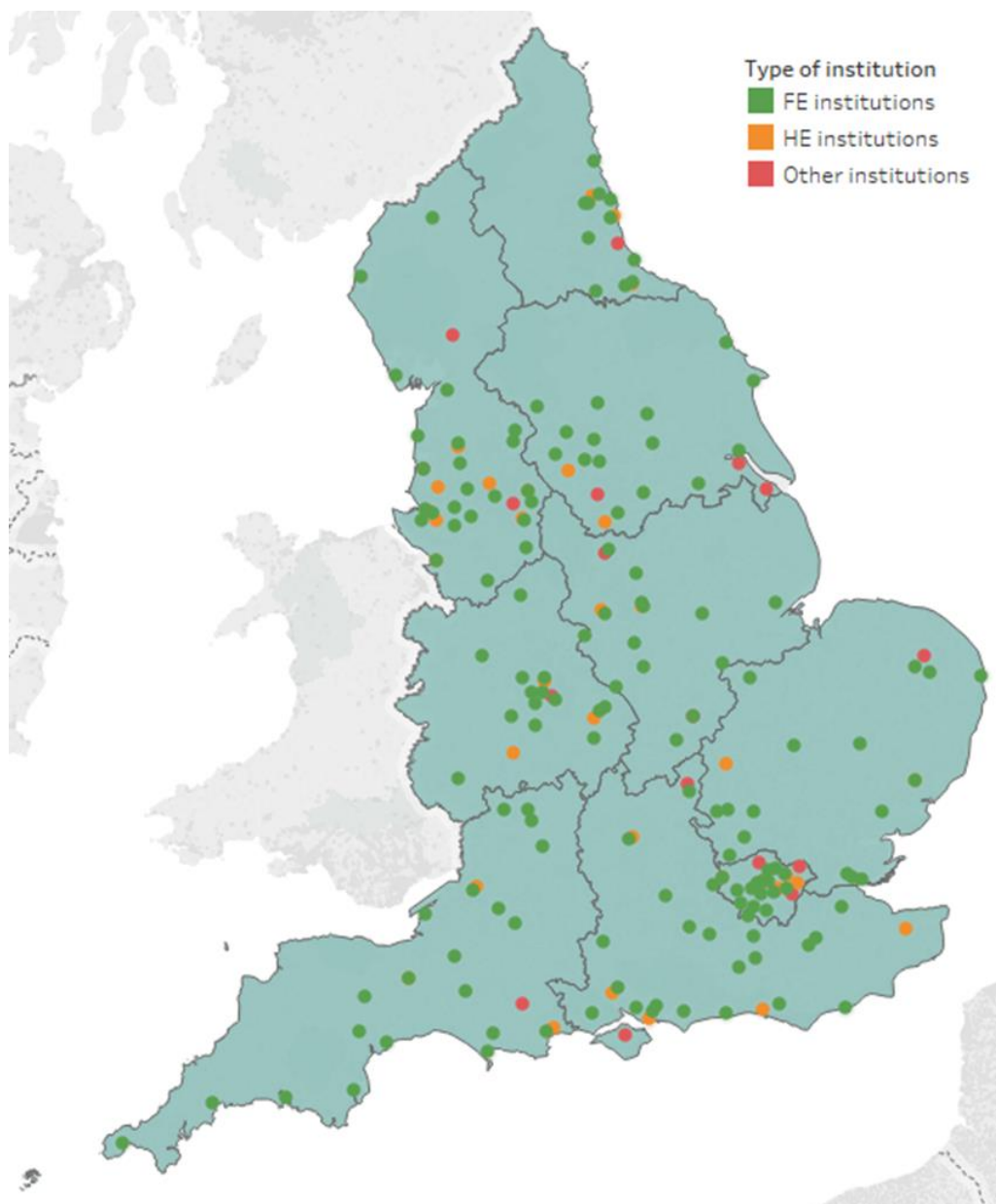
**Table 4. Number of providers offering ITE courses by region, 2017/18 (previous year in brackets)**

<b>REGION</b>	<b>DIPLOMAS/ PGCE/ CERT EDS</b>	<b>NUM SUBJECT SPECIALISM</b>	<b>LIT/ESOL SUBJECT SPECIALISM</b>	<b>SEND SUBJECT SPECIALISM</b>
East Midlands	17 (17)	4 (3)	5 (5)	3 (3)
East of England	22 (20)	0 (3)	0 (2)	1 (2)
London	31 (31)	7 (7)	9 (8)	3 (2)
North East	16 (18)	5 (5)	5 (8)	1 (2)
North West	42 (39)	6 (6)	4 (6)	3 (2)
South East	30 (40)	3 (4)	4 (4)	4 (4)
South West	32 (23)	0 (1)	0 (1)	0 (1)
West Midlands	22 (20)	2 (2)	1 (3)	0 (1)
Yorkshire and Humber	25 (27)	1 (2)	1 (2)	2 (1)
<b>TOTAL</b>	<b>237 (235)</b>	<b>28 (33)</b>	<b>29 (39)</b>	<b>17 (18)</b>

Source: ICF provider database

Graph 6 below presents the location of providers delivering diplomas or PGCE/Cert Eds in 2017/18.

**Graph 6. Map of diploma or PGCE/Cert Ed providers in 2017/18**

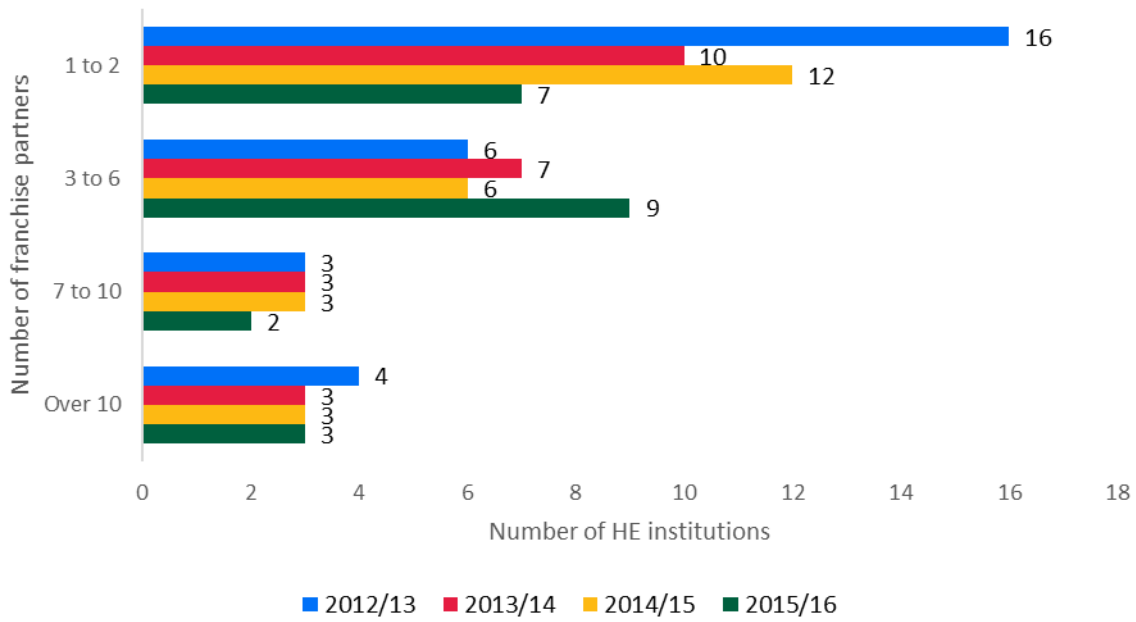


Source: ICF provider database. Contains National Statistics data © Crown copyright and database right 2016; ; and OpenStreetMap © (<http://www.OpenStreetMap.org>) and contributors

### **3.4 Level of franchising**

In 2015/16, there were 21 HEIs that franchised their ITE provision, compared to 24 in 2014/15. This was largely due to four providers that only franchised their qualifications to 1-2 providers leaving the market. The number of providers that have three or more franchise partners increased by two in the last year, and has remained relatively stable between 2012/13 and 2015/16 (see Graph 7 below).

**Graph 7. Number of franchise partners per HE institution**



Source: HESA data from 2012/13 to 2015/16

## 4. ITE LEARNERS

### Headline findings

- There were 38,500 learners studying ITE qualifications in 2015/16, of which 24,170 studied awards, 3,470 studied certificates and 10,760 studied diplomas or PCGE/Cert Eds. This included learners on full-time programmes and part-time programmes that were not due to finish at the end of the year.
- In total, 28,370 learners completed their ITE course in 2015/16, of which 5,240 completed diplomas or PGCEs/Cert Eds. There was a small decline in learners, largely due to a decrease in learners undertaking ITE provision in FE colleges.
- There was a reasonable distribution of diploma/PGCE/Cert Ed completions by region. However, there were fewer completers in London and the South East relative to the size of their workforce.
- Around 60% of ITE learners in 2015/16 are women, which is broadly in line with the FE workforce gender profile. The average age of ITE learners is 37. The number of ITE learners from ethnic minority communities is broadly in line with the UK population.
- Around 60% of ITE learners progressed to a teaching role in FE, of which 73% gained employment in FE colleges. A relatively high proportion gained employment in independent training providers.
- The average salaries of ITE learners entering a full-time teaching role in 2015/16 was £25,220. This has remained relatively static since 2012/13.

### 4.1 Introduction

This chapter presents the volume and characteristics of learners studying ITE courses and their destinations. It specifically explores:

- The number of learners studying ITE courses in the most recent year for which data is available. This comprises the number of learners who started a course, plus those entering the second or third year of a part-time programme.
- The number of learners that completed their ITE course and, as such, are in full-time teaching roles in the sector six months afterwards.
- The number of early leavers on ITE programmes.
- The breakdown of completers by their mode of study (part-time or full-time), region and provider.



- The subjects that ITE completers want to teach.
- The gender, age profile, ethnicity and prior attainment of ITE learners.
- The proportion of ITE learners that entered teaching roles, the institutions they taught in, whether they taught full-time or part-time and their average salaries.

The total number of learners studying and completing ITE qualifications is drawn from Ofqual certification data, HESA learner data and HEFCE data for FE providers that are funded directly by HEFCE. The inclusion of the HEFCE data ensures that this provides comprehensive coverage of all ITE learners.

Data on the characteristics of ITE learners is drawn from HESA and ILR learner data. HESA provides coverage of 94% of learners. The ILR only contains data on 49% of learners studying AO-accredited provision (as stated in Section 1.3). In both cases, we have extrapolated the data to reflect the composition of learners studying ITE.

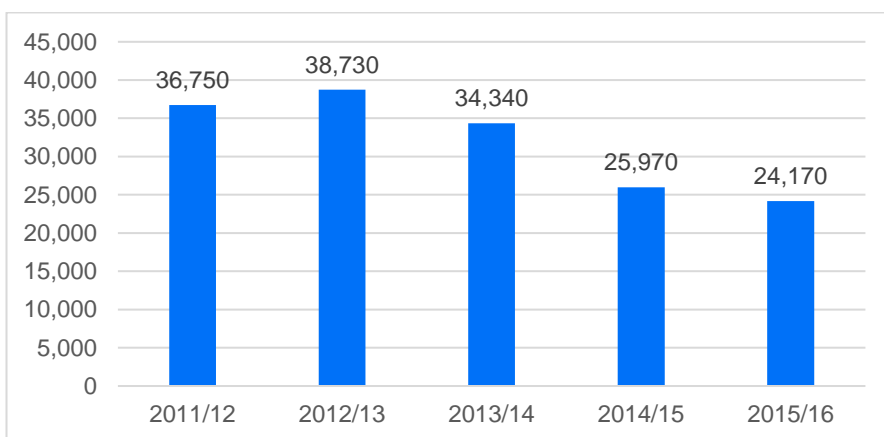
## 4.2 Overall number of ITE learners

### 4.2.1 Awards

There were **24,170** learners that studied awards in 2015/16, which represented a decline of 7% from 2014/15. As shown in Graph 8, the number of learners undertaking awards has declined gradually between 2012/13 and 2015/16, but there was a particularly striking decline from 2013/14 to 2014/15.

The decline in awards could be due to a range of factors, including the reduction in the adult skills budget in 2013/14. It may also be due to a drop in demand from industry for the qualifications, as the award has also been used by employers to train their internal trainers.

**Graph 8. Number of learners studying awards, 2012/13 – 2015/16**

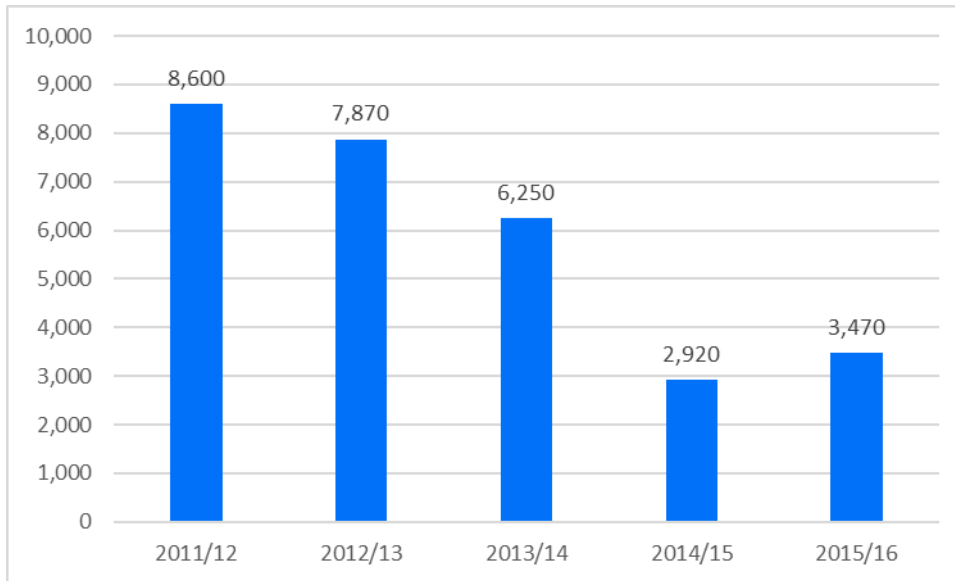


Source: Ofqual and HESA data 2011-2016

### 4.2.2 Certificates

There were **3,470** learners that studied certificates in 2015/16, which was a 19% increase from the previous year. As shown in Graph 9, the increase in the last year was in a sharp contrast to previous years, where it has steadily declined from a high of 7,870 in 2012/13. There was a particularly high drop between 2013/14 and 2014/15, where the number of learners undertaking the qualifications more than halved.

**Graph 9. Number of learners studying certificates, 2012/13 – 2015/16**

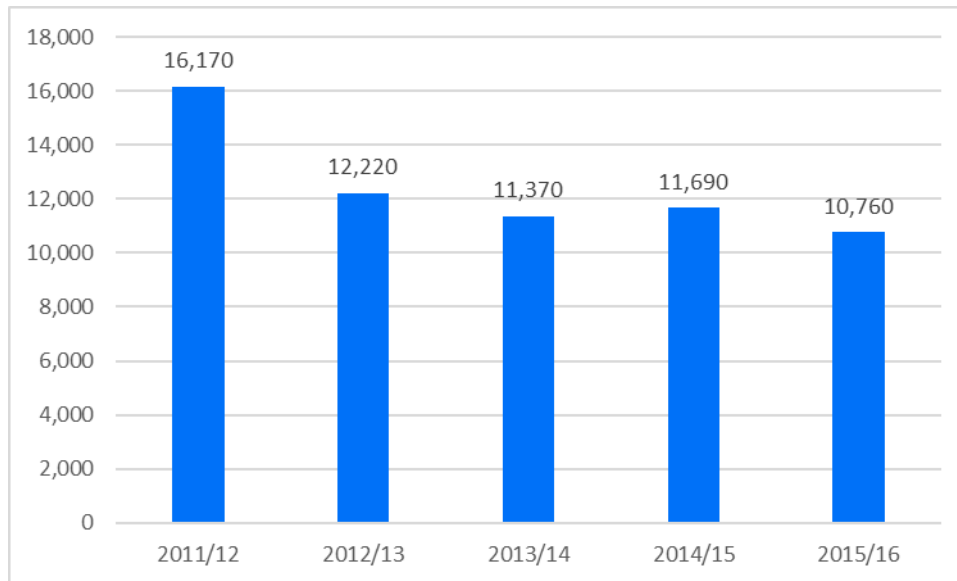


Source: Ofqual and HESA data 2011-2016

### 4.2.3 Diplomas and PGCE/Cert Eds

There were **10,760** learners that studied diplomas or PGCE/Cert Eds in 2015/16, which was 8% lower than the previous year. As shown in Graph 10, the number of learners undertaking diplomas has been relatively stable over the last three years, but there was a significant decline from 2011/12 to 2012/13.

**Graph 10. Number of learners studying diplomas or PGCE/Cert Eds, 2012/13 – 2015/16**



Source: Ofqual and HESA data 2011-2016

The major drop in enrolments in 2012/13 is likely to be related to a couple of external factors. Firstly, it was five years after the introduction of the 2007 FE Teachers' Qualifications (England) Regulations for FE teachers. The regulations required all teachers that did not already hold a Level 5 teaching qualification to acquire them within five years. By 2012, most teachers that were in the workforce by 2007 will have acquired these qualifications and, consequently, demand for teaching qualifications may have dropped (i.e. as a major programme to qualify the existing workforce ran its course).

Secondly, 2012/13 was also the year after the publication of the Lingfield review on Professionalism in Further Education. The report stated that providers should make their own decisions on the entry qualifications recognised for entry to the FE sector. Consequently, some providers may not have put all their new sector entrants on diplomas or PGCE/Cert Ed. They may alternatively have been able to recruit already-qualified teachers, especially where there were relatively low levels of recruitment activity, reflecting the previous expansion in the pool of qualified FE teachers.

### **4.3 Early leavers**

The ILR shows that 7.4% of learners who studied an AO-accredited ITE programme in 2015/16 withdrew early from their programme (compared to 8.6% in 2014/15). This is a relatively low drop-out rate for a Level 4 programme, where the proportion of early leavers ranges from 7.5% to 14.2%.

In HE, the proportion of learners in 2015/16 who did not complete their programme within the expected timeframe was around 8.2%. Learners on franchised provision were more likely not to complete than learners

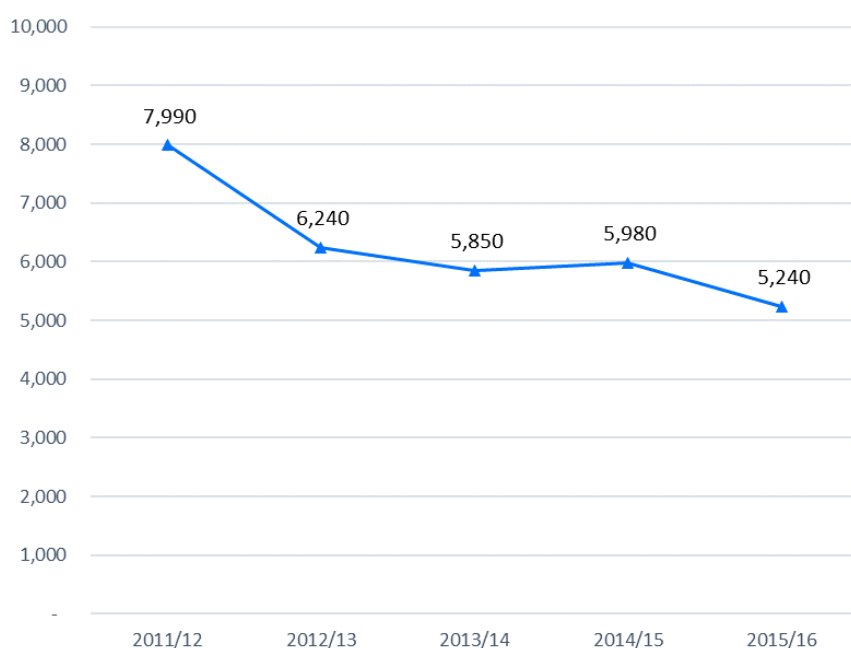
on programmes delivered in HE (9.1% compared to 7.5%). This is comparable to the proportion of all UK full-time first-degree entrants who discontinue their studies, which reached 8.3% in 2014/15.

#### 4.4 Diploma/PGCE/Cert Ed completers

##### 4.4.1 Total number of completers

There were **5,240** learners who completed a diploma or PGCE/Cert Ed in 2015/16, which is a decline of 12% on the previous year (see Graph 11). This was in line with the decrease in the number of learners studying the qualifications.

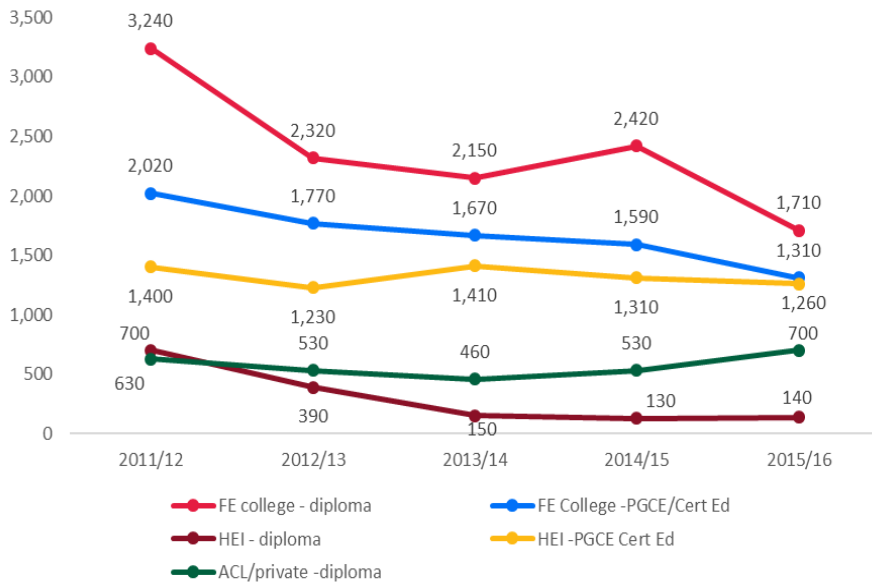
**Graph 11. Number of diploma or PGCE/Cert Ed completers, 2012/13 – 2015/16**



Source: Ofqual and HESA data 2011-2016

The decline in diploma and PGCE completers was largely due to a decrease in learners studying in FE colleges (see Graph 12). There was a 25% decrease in the number of learners completing diplomas and an 18% decrease in learners completing PGCE/Cert Eds in an FE college in 2015/16. In contrast, the number of learners undertaking a PGCE or Cert Ed in a HEI dropped only slightly in 2015/16, and has remained relatively stable since 2011/12.

**Graph 12. Number of achievements by provider and year**



Source: ILR and HESA 2011-2016. AO data (2015/16) was used to calculate estimates for FE Colleges and ACL/private provision.

Similar trends were reported in the qualitative interviews. HEIs reported that demand for their in-house, pre-service provision had remained relatively constant over the last five years, whereas the number of enrolments on franchised provision has declined. FE providers delivering ITE similarly reported that demand for their ITE programmes has declined, which they attributed to a range of factors, including:

- Less need to train the existing workforce, as most providers had already undertaken a programme to qualify their existing workforce in response to the previous 2007 Teaching Regulations.
- A rationalisation of the FE workforce over 2012-2015, which resulted in less demand for new teachers to enter the sector.
- Changes to funding conditions, which meant fewer providers could draw down funding for ITE provision, and particularly for awards, which can provide a stepping stone to the diploma.

#### 4.4.2 Region

Table 5 shows that there was a reasonable distribution of ITE completers across England regions. In every region, there were at least 270 learners who completed a diploma or PGCE/Cert Ed, and at least 140 learners who completed a certificate.

In 2015/16, there was a high proportion of learners completing diplomas or PGCE/Cert Eds in the North West, North East and South West, compared to the relative size of their workforce. There was a smaller relative proportion of ITE completers in London and the South East. This is consistent with previous years.

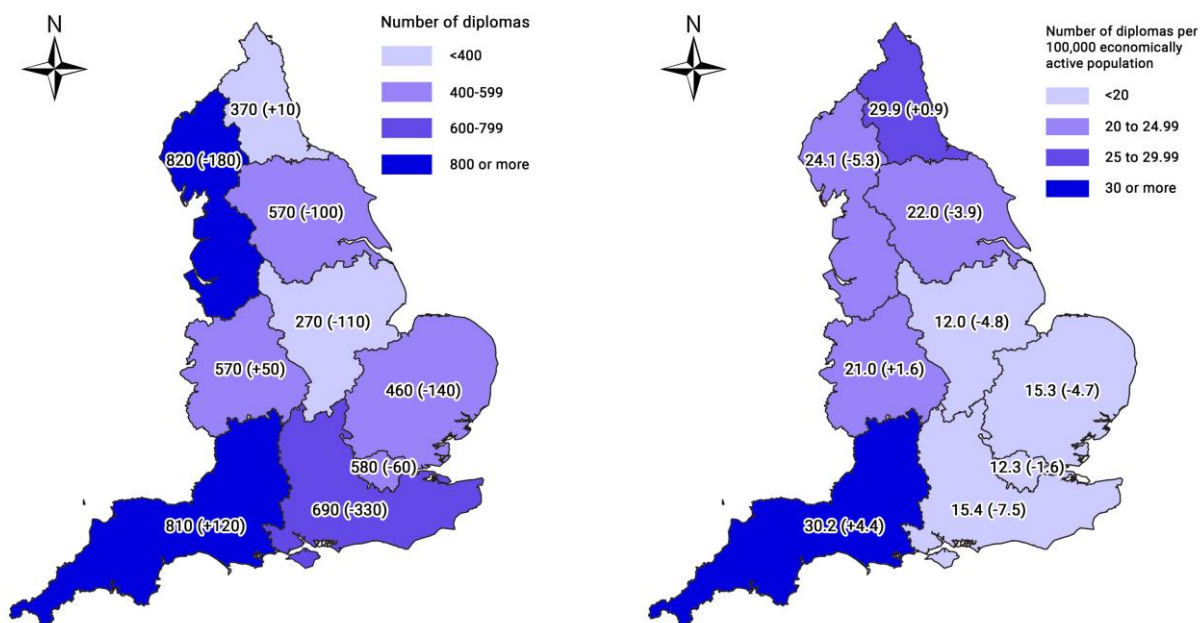
**Table 5. Learner achievements by region, 2015/16**

REGION	SHARE OF THE TOTAL ENGLAND WORKFORCE	DIPLOMA/ PGCE/ CERT ED ACHIEVEMENTS (% OF TOTAL)	CERTIFICATE ACHIEVEMENTS (% OF TOTAL)	AWARD ACHIEVEMENTS (% OF TOTAL)
London	17%	580 (11%)	200 (11%)	2560 (12%)
South East	17%	690 (13%)	210 (11%)	3450 (16%)
North West	13%	820 (16%)	200 (11%)	2190 (10%)
East of England	11%	460 (9%)	140 (7%)	2430 (12%)
West Midlands	10%	570 (11%)	210 (11%)	1820 (9%)
South West	10%	810 (16%)	350 (18%)	2800 (13%)
Yorkshire and The Humber	10%	570 (11%)	200 (11%)	2800 (13%)
East Midlands	8%	270 (5%)	210 (11%)	1710 (8%)
North East	5%	370 (7%)	180 (9%)	1270 (6%)

Source: SILR and HESA and Ofqual data for 2015/16. Workforce data from the ONS Annual Population Survey.

Graph 13 presents the distribution of ITE learners in 2015/16 by region. The left-hand map shows the total number of learners achieving diplomas, PGCEs and Cert Eds, with the change since 2014/15 shown in brackets. The right-hand map sets out the number of learners trained in each region per 1,000 economically active residents.

**Graph 13. Distribution of learners achieving diplomas and PGCE/Cert Eds by region in 2015/16**



Source: SILR and HESA 2015/16 and 2014/15. Contains National Statistics data © Crown copyright and database right 2016; Contains Ordnance Survey data © Crown copyright and database right 2017.

Regional analysis shows that most regions have experienced a decline in the number of ITE completers since 2012/13. The exception is the

South West, where the number of ITE completers increased from 650 in 2012/13 to 730 in 2015/16.

The data on regional achievements is, however, volatile on a year-to-year basis. It can be affected by one or two providers stopping delivering ITE provision in the year, or coding the data differently. For example, there was a significant drop in the South East in 2015/16 because the largest provider of AO-accredited ITE provision in the region stopped delivering ITE.

#### **4.4.3 Course type and learning mode**

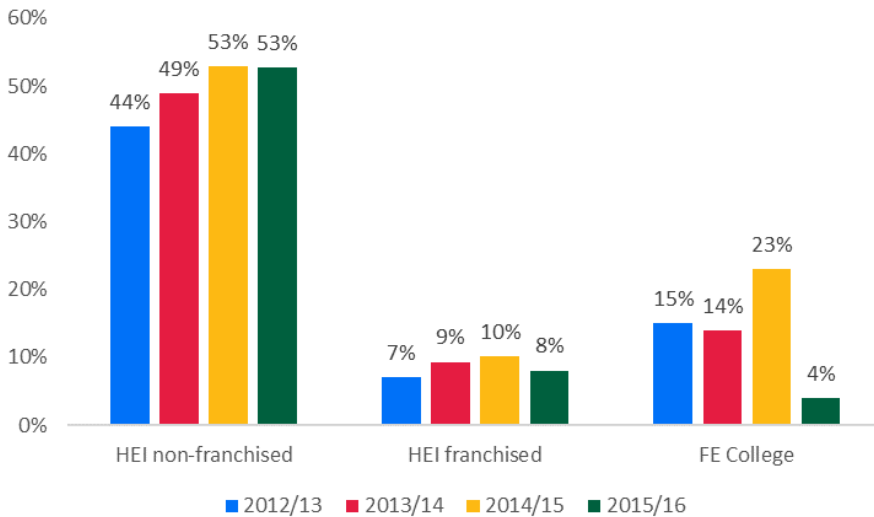
There is no data that explicitly states whether a learner undertook an in-service or pre-service diploma/PGCE/Cert Ed. However, the provider website review found that around 74% of ITE courses were aimed at in-service learners. If this is assumed to apply across all learners, then there would be an estimated 3,900 learners that completed an in-service diploma or PGCE/Cert Ed in 2015/16.

Data on the number of full-time and part-time learners also provides an indication of the number of in-service or pre-service learners. The HESA data contains a flag identifying whether the course is delivered full-time or part-time. There is no equivalent flag in the ILR, so we have assumed that a course which is at least 270 hours long is a full-time course (this equates to around a nine-month academic year).

In 2015/16, over 90% of learners in FE providers studied part-time diplomas or PGCE/Cert Eds (see Graph 14), irrespective of whether the provider delivered HE or AO accredited provision. In contrast, over half of learners on HEI courses studied full-time programmes. It is reasonable to assume that learners on full-time provision will be undertaking pre-service provision. However, learners on part-time provision could be undertaking pre-service or in-service programmes.

The proportion of learners undertaking full-time ITE programmes in an FE college declined considerably in the last year. In 2014/15, 23% of learners studying in an FE college studied their course full-time. However, in 2015/16 this declined to 4%. There is no clear reason for this decline and it is surprising because it follows an increase in 2013/14 and 2014/15. It may be due to volatility in the data as it based on a relatively low number of learners.

**Graph 14. Proportion of learners studying diploma/PGCE/Cert Eds full-time, by type of provider**



Source: HESA and ILR data, 2012/13 – 2015/16

## 4.5 Teaching area

### 4.5.1 Subject specialisms

The overall number of ITE learners undertaking the specialist diplomas in literacy, numeracy and supporting learners with SEND has increased steadily between 2012/13 and 2015/16. This has been in contrast with the overall decline in the number of diploma and PGCE/Cert Ed learners over the same period.

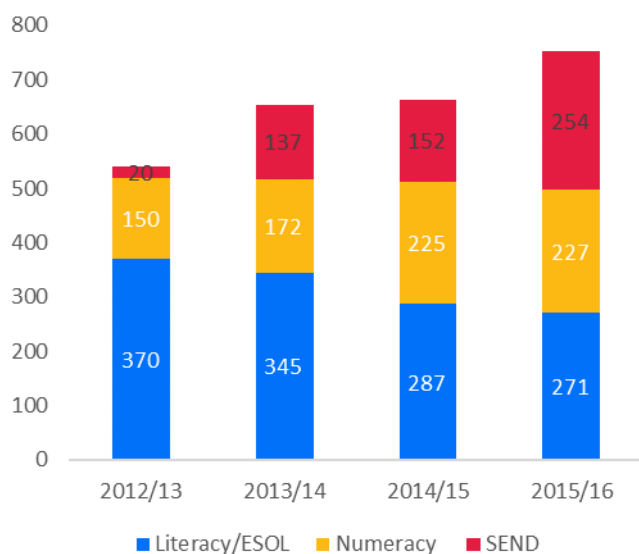
The increase was not, however, uniform across all the subject specialist qualifications. As shown in Graph 15, the number of learners undertaking the SEND subject specialism increased substantially by 67% between 2014/15 and 2015/16, whereas the number of numeracy learners remained relatively static and the number of literacy learners declined by 5%. The literacy subject specialism does, however, remain the most commonly studied subject specialist programme.

In the qualitative interviews, some providers reported that the increase in subject specialist learners was largely due to the FE bursaries scheme, which ran from 2014/15 to 2016/17. The scheme provided grants to individuals with a good degree to study subject specialisms.

However, since the end of the bursary scheme some providers reported that demand for subject specialist provision had declined. Consequently, a few providers stated they had stopped delivering the subject specialist qualifications in 2017/18, which likely contributed to the relatively low number of providers delivering subject specialist provision in the year (see Section 3.3)



**Graph 15. Take-up of subject specialist provision, 2012/13 – 2015/16**



Source: HESA and ILR data, 2012/13 – 2015/16

#### 4.5.2 Teaching subject area

The HESA and ILR datasets do not capture information on the subjects that ITE learners intend to teach in FE. However, the HESA data does include information on the previous subject studied by ITE learners (shown in Table 6). This data was available for 85% of ITE learners in HE. It therefore gives a good indication of the types of subjects that this part of the FE teaching pipeline may gravitate towards or intend to teach in FE.

The data shows that the most common subjects studied by ITE learners are art, sports, English, business administration and social sciences. STEM graduates only account for 7% of all ITE learners in HE that have provided information on their previous degrees. This has been relatively consistent from 2012/13 to 2015/16, although the share of learners who previously studied social sciences and business administration has been gradually declining.

**Table 6. Degree subjects' studies by PGCE/Cert Ed learners prior to enrolling on their ITE course, 2015/16**

REGION	PROPORTION OF ACHIEVEMENTS			
	2015/16	2014/15	2013/14	2012/13
Creative arts and design	20%	20%	21%	22%
Sports	8%	9%	8%	8%
English studies	8%	7%	8%	6%
Business and administrative studies	8%	8%	9%	10%
Social sciences	7%	12%	12%	16%
Health and Social work	7%	7%	7%	8%
Education	6%	5%	5%	4%
Psychology	5%	6%	5%	0%
Engineering, technology and computer science	5%	5%	5%	5%
Historical and philosophical studies	5%	0%	0%	0%
Mass communication and documentation	5%	4%	4%	5%
Law	4%	4%	4%	5%
Biology	2%	0%	0%	0%
Other	2%	2%	2%	4%
Mathematics	2%	2%	1%	1%
Physical sciences	2%	0%	0%	0%
Foreign language and culture studies	2%	1%	0%	1%
Agriculture, food and animal science	1%	0%	0%	0%

Source: HESA learner data, 2012/13 – 2015/16

In the qualitative interviews, HEIs reported similar findings. They typically stated that the most common subjects that trainee teachers wanted to teach were:

- Art;
- Sport; and
- Business.

Some HEIs reported that ITE learners often wanted to teach in FE because they were interested in teaching subjects that were not commonly taught in schools. This, in their view, led to them receiving a high proportion of Law graduates, as well as learners that wanted to teach psychology and sociology.

FE providers however reported a different profile of learners. They reported that most of their ITE learners wanted to teach vocational subjects. Particularly common subjects were:

- Hair and Beauty;
- Childcare;
- Construction; and
- Motor vehicle.

All the ITE providers interviewed reported historically recruiting very few trainees who wished to teach STEM subjects. Most believed that this was because the salaries in FE were less than STEM specialists could earn in industry. However, some reported that there had been an increase in learners wanting to teach maths following the introduction of the bursary scheme for maths, English and SEND trainee teachers.

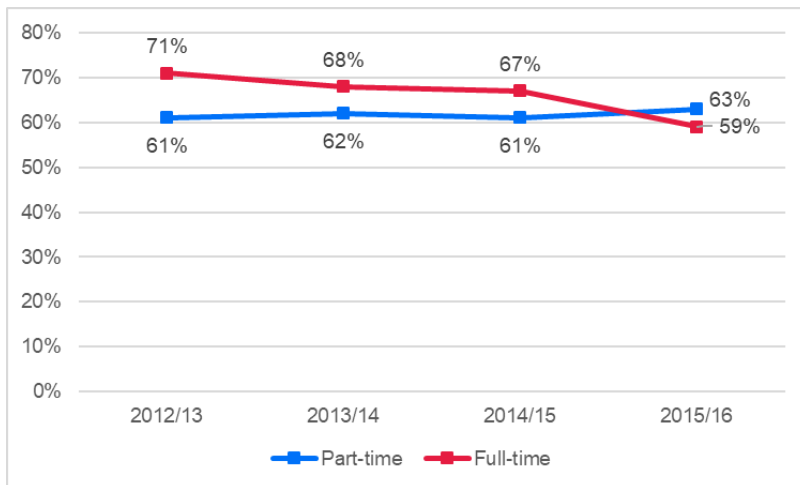
## 4.6 Characteristics of ITE learners

### 4.6.1 Gender

The HESA and ILR data records show that women comprise 63% of part-time ITE learners and 59% of full-time ITE learners. This broadly reflects the composition of the existing FE workforce, where 60% of the FE college workforce are women<sup>3</sup>.

However, Graph 16 shows that the proportion of full-time learners that are women has gradually been decreasing. The shift is small, however, and may be due to general fluctuations in the provision of part-time and full-time courses.

**Graph 16. Proportion of women undertaking ITE, 2012/13 – 2015/16**



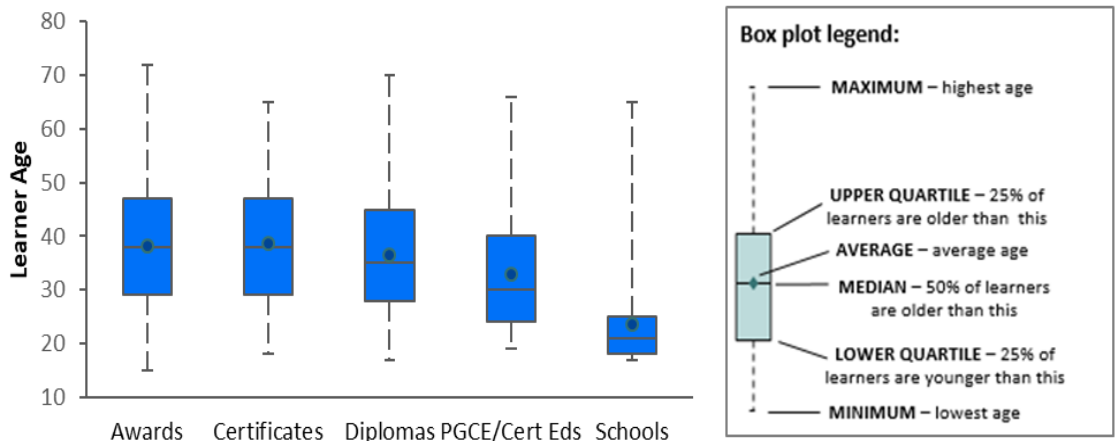
Source: HESA and ILR data, 2012/13 – 2015/16

### 4.6.2 Age profile

In 2015/16, the average age of the ITE learners was 37 years (see Graph 17). This was the same as 2013/14 and 2014/15. It remains higher than the average age of school ITE learners (24 years).

<sup>3</sup> ETF (2017) Further Education workforce data for England,

**Graph 17. Age distribution by qualification, 2015/16**



Source: HESA and ILR data, 2012/13 – 2015/16

**4.6.3 Prior industry experience**

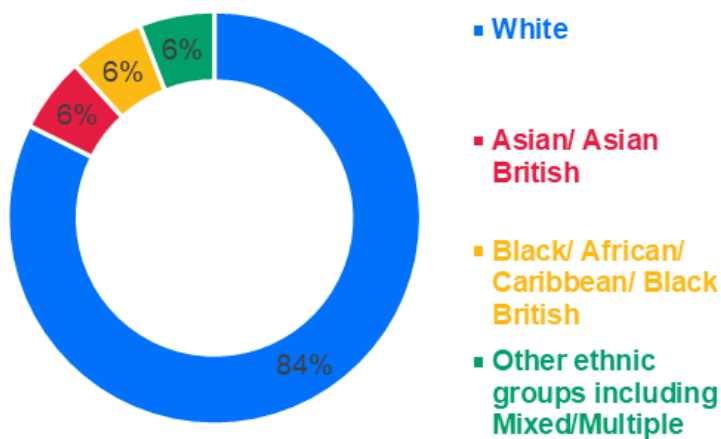
The HESA and ILR data does not contain information on the prior industry experience of ITE learners. However, in the qualitative interviews, ITE providers reported that most learners with industry experience are early career changers, typically between 30 and 35 years old.

ITE providers reported that relatively few ITE learners were over 40 years old. This is reflected in the HESA and ILR data, which shows that 75% of learners are under 46.

**4.6.4 Ethnicity**

As shown in Graph 18, 16% of all ITE learners in 2015/16 were from ethnic minority communities. This is in line with the proportion of ethnic minorities in the England workforce (15%<sup>4</sup>). The ethnicity of ITE learners has remained fairly constant between 2012/13 and 2015/16, fluctuating only by one percentage point.

**Graph 18. Ethnicity of learners undertaking an ITE course, 2015/16**



Source: HESA and ILR data, 2012/13 – 2015/16

<sup>4</sup> Annual Population Survey (APS) data 2015/16

### 4.6.5 Disability

In total, 12% of learners studying ITE qualifications in 2015/16 declared they had a disability, which was one percentage point higher than in 2014/15. This is slightly higher than the average for Level 3 or above FE and HE courses, which is 11%<sup>5</sup>.

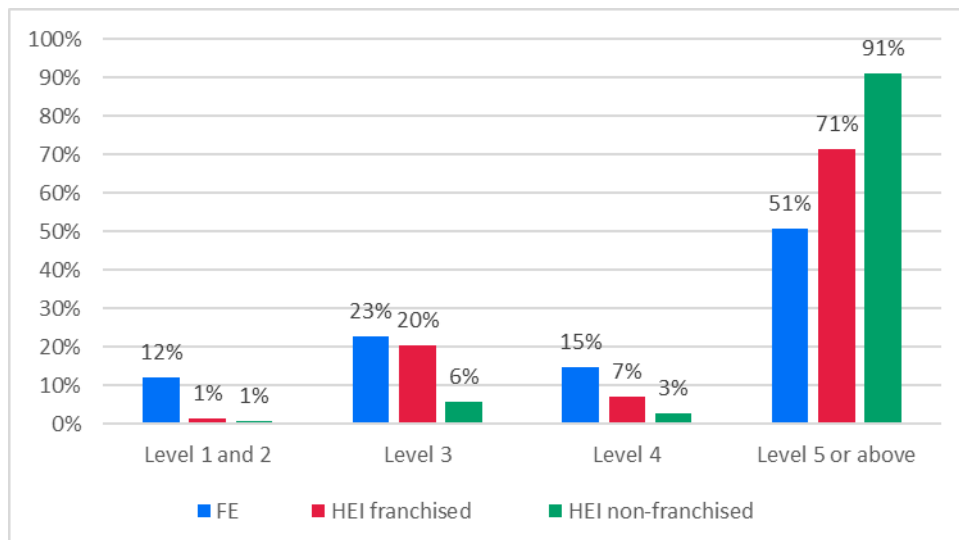
There was little regional variation in the proportion of learners with a disability studying an ITE course. The highest regional share of learners with a learning difficulty or disability was 13% in the East Midlands, while the lowest was 9% in the West Midlands.

### 4.6.6 Prior attainment

As shown in Graph 19, over half (57%) of learners studying diplomas in 2015/16 and nearly all (93%) of PGCE/Cert Ed learners had a previous qualification at Level 4 or higher. This has increased steadily since 2012/13, when 80% of PGCE/Cert Ed learners were previously qualified at Level 4 or higher.

For certificates, just under half (46%) of learners had a qualification at Level 4 or above, a decrease from 53% in 2014/15. The proportion of learners undertaking a Level 3 qualification also decreased from 36% to 30%.

**Graph 19. Prior attainment by ITE provider type, 2011-16**



Source: HESA and ILR data, 2012/13 – 2015/16

## 4.7 Learner destinations

Learner destination data comes from the HESA DLHE survey, which in 2015/16 received a response rate of 72%. The data covers learners who

<sup>5</sup> Based on summary data on the HESA website and FE data Statistical First Release (<https://www.gov.uk/government/statistics/learner-participation-outcomes-and-level-of-highest-qualification-held>). The data for FE courses is only for learners above 19 years of age.

have undertaken HE-accredited ITE programmes. To estimate the destinations of learners that have undertaken AO-accredited programmes, or are directly funded by HEFCE, we have extrapolated the data from HE franchised learners. These learners share many of the same characteristics as learners on AO-accredited programmes and therefore are likely to have similar destinations.

#### 4.7.1 Progression to teaching

The DLHE data shows that 60% of ITE learners on diplomas or PGCE/Cert Eds in 2015/16 progressed to a teaching role in FE within six months of completing their course. This was similar to 2014/15 and 2013/14. We have estimated that this is likely to result in around 3,100 newly qualified teachers entering the sector.

The DLHE data shows that a further 6.4% of ITE learners progressed to either part-time or full-time learning. Only 2.8% were unemployed, with the remainder progressing to jobs in other schools or other sectors.

There was little difference between the progression of learners on ITE programmes delivered by HEIs (61%) and those who attended franchised provision (59%). This is surprising, given that learners on franchised provision are more likely to be in-service and therefore already in employment.

#### 4.7.2 Destination by type of institutions

In 2015/16, nearly three-quarters (73%) of ITE learners that progressed to a teaching role went to work in an FE college, a quarter (24%) progressed to work in an independent training provider and only 2.5% progressed to work in an ACL provider (See Table 7). As shown in Graph 20, this has remained largely unchanged since 2012/13. A relatively high proportion of ITE completers are progressing to independent training providers, equating to 7.1% of the total independent training provider workforce each year.

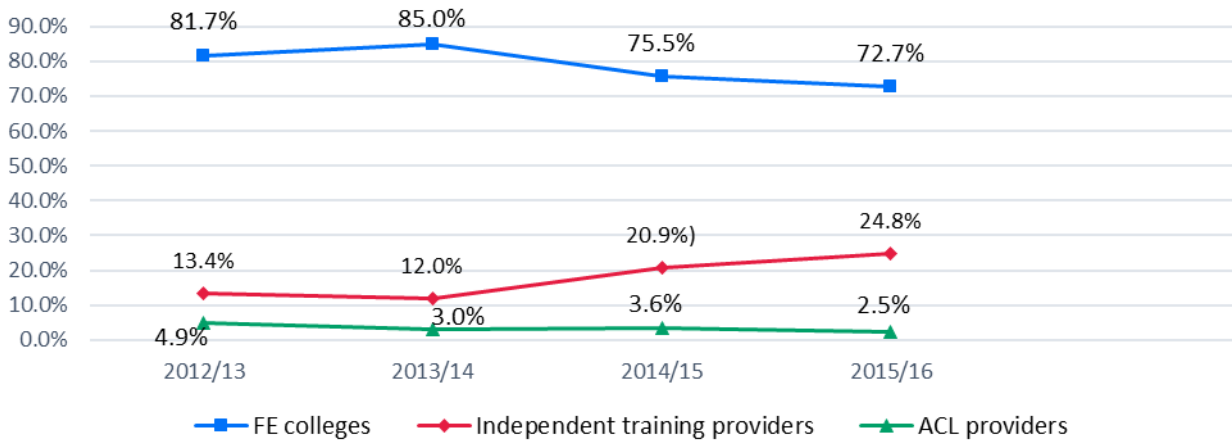
**Table 7. Destinations of individuals that completed a diploma or PGCE/Cert Ed and progressed to a FE provider, 2015/16**

TYPE OF INSTITUTION	TOTAL TEACHING WORKFORCE 2015/16 <sup>6</sup>	NUMBER OF NEWLY QUALIFIED TEACHERS (% TOTAL)	% TOTAL WORKFORCE
FE colleges	96,600	2,290 (72.7%)	2.4%
Independent training providers	11,000	780 (24.8%)	7.1%
ACL providers	19,200	80 (2.5%)	0.4%

Source: ETF (2017) FE Workforce data; DLHE data from 2015/16

<sup>6</sup>Based on an extrapolation of 2015/16 FE Workforce data, available at: [http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges\\_SIR\\_for-publication-PC.pdf](http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf)

**Graph 20. Destinations by type of FE provider and year**

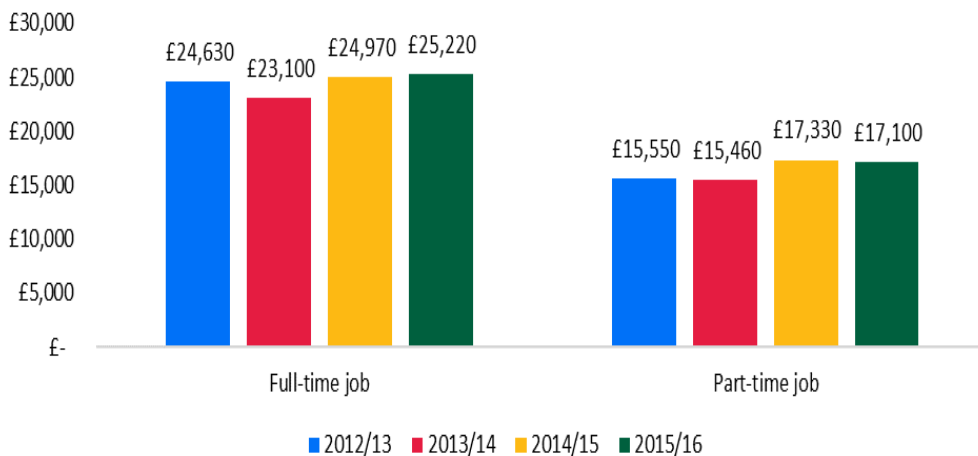


Source: HESA and ILR data, 2012/13 – 2015/16

**4.7.3 Starting salaries**

The starting salaries of new, full-time teachers entering FE in 2015/16 was £25,220, which was only 2% higher than 2012/13. The average starting salaries of part-time teachers has grown by 10% over the same period, from £15,550 in 2012/12 to £17,100 in 2015/16 (see Graph 21).

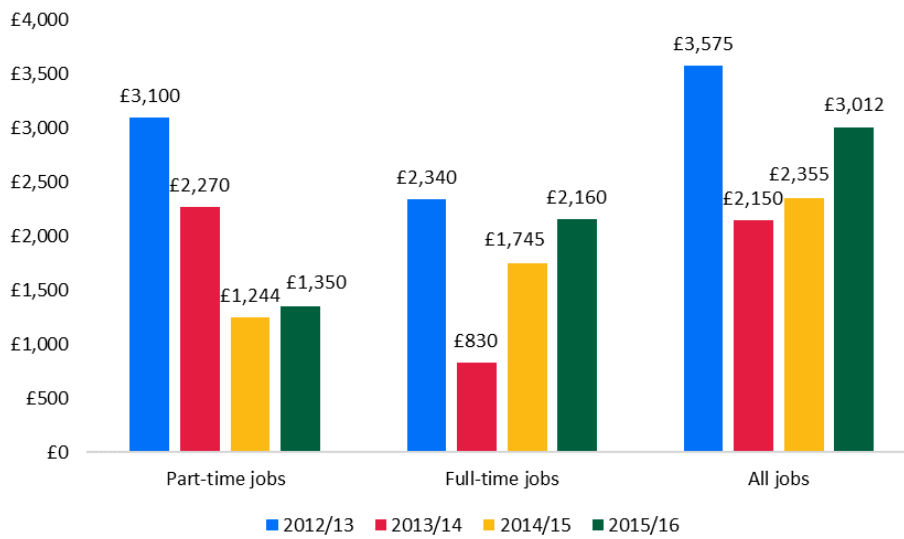
**Graph 21. Average ITE graduate starting salary by year**



Source: DLHE data from 2012/13 to 2015/16

Men entering the FE sector in 2015/16 continued to be on higher salaries than women. The DLHE shows that the salary of men working full-time in the sector was £26,430, compared to £24,270 for women (a difference of £2,160). The pay gap has been apparent in each year between 2012/13 and 2015/16, but the size of the gap has fluctuated (see Graph 22).

**Graph 22. Gender pay gap per year**



Source: DLHE data from 2012/13 to 2015/16

The gender pay gap may be due to differences in the subjects taught by men and women. Science teachers, for example, earn a median salary of £34,000, compared to agriculture, horticulture and animal care, where the median salary is £29,600. It may also be due to variables that the study cannot control for. For example, if a higher proportion of men undertake in-service provision then they will typically earn more than learners studying pre-service programmes, as in-service learners often come from industry and therefore have higher salary expectations.



# ANNEX 1: QUALIFICATIONS IN SCOPE

Qualification title	Level of learning	Length in guided learning hours (glh)	Teaching practice time
<b>1) Awards</b>			
Award in Education and Training	L3	48-61 glh	1-2 hours
Preparing to Teach in the Lifelong Learning Sector	L3 or L4	48 glh	1-2 hours
Award in Delivering Learning	L3	24 glh	
Award in English Literacy and Language Teaching	L3	60 glh	
Award in Mathematics and Numeracy Teaching	L3	60 glh	
<b>2) Certificates</b>			
Certificate in Education and Training	L4	128-204 glh	30-40 hours
Certificate in Teaching in the Lifelong Learning Sector	L3 or L4	110-250 glh	80 hours
Certificate in Principles of Teaching and Learning	L4	70 glh	30-40 hours
Certificate for Essential Skills Practitioners	L3	80-90 glh	Not stated
<b>3) Diplomas</b>			
Diploma in Education and Training	L5	360-510 glh	100-140 hrs
Diploma in Teaching in the Lifelong Learning Sector	L5	360 glh	100-140 hrs
<b>4) Higher Diplomas</b>			
Postgraduate diploma/certificate in teaching in the post-compulsory learning sector (PGCE)	L6 or L7	1 year f/t	100-140 hrs
Certificate in Education for teaching in the post-compulsory learning sector (Cert Ed)	L6 or L7	1-3 years f/t	100-140 hrs
<b>5) Literacy/ESOL subject specialisms</b>			
PGCE Subject Specialism in Literacy and/or ESOL	L6 or L7	1 year f/t	100-140 hrs
Subsidiary Diploma in Teaching English (Literacy) in the Lifelong Learning Sector	L5	150 glh	Not stated
Diploma in Education and Training (including Teaching English: Literacy and ESOL)	L5	420 glh	100-140 hrs
Diploma in Education and Training (including Teaching English: Literacy)	L5	360 glh	100-140 hrs
Certificate for ESOL Subject Specialists	L4	130 glh	Not stated
Certificate for Adult Literacy Subject Specialists	L4	120 glh	Not stated
<b>6) Numeracy subject specialisms</b>			
PGCE Subject Specialism in Numeracy	L6 or L7	1 year f/t	100-140 hrs
Certificate for Adult Numeracy Subject Specialists	L4	120 glh	
Diploma in Education and Training (including Teaching Mathematics: Numeracy)	L5	360 glh	100-140 hrs
<b>7) Subject specialist training in supporting learners with SEND</b>			
PGCE Subject Specialism in Supporting Learners with Special Education Needs and Disabilities	L6 or L7	1 year f/t	100-140 hrs
Certificate in Teaching Learners with Dyslexia/Specific Learning Difficulties	L5	95 glh	Not stated
Diploma in Teaching Learners with Specific Learning Difficulties (Dyslexia)	L5	240 glh	Not stated

Source: Register of Regulated Qualifications and ICF provider database