Local Authority Community Learning and Skills Workforce Survey Report, 2012/13

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Contents

Foreword

Workforce data on the Adult and Community Learning (ACL) part of the education and training sector has been collected through a survey for the past three years. This part of the sector has seen many changes since 2010, particularly in regard to the Adult Skills Budget and a focus on localism.

ACL providers tend to be either Adult Education Services (or spin-outs[1]) in Local Authorities, or third sector providers. This survey has achieved a relatively high rate of return from Local Authority providers (around 40% of English providers) but only one response from a third sector provider. The Education and Training Foundation will aim to raise the profile of the survey with third sector providers in future, to increase the response rate. For this year, this report should be considered to provide a picture of Local Authority providers only.

As a leader of Adult Education services in a Local Authority, the degree of professionalism shown by staff is a key area to draw out from this survey, and is something I see in my staff on a daily basis. Almost four out of every five teachers (79%) in our part of the sector already hold or are currently studying for a teaching qualification. In a sector where teaching qualifications are not compulsory, this shows a clear commitment by staff and Local Authorities to gain these important qualifications. Despite budget constraints and fewer staff, this degree of professionalism is still a priority for Local Authorities. I am glad, therefore, that the Education and Training Foundation has published Professional Standards for working in the sector, and believe these are as applicable to our staff in Local Authorities as to staff in colleges or independent training providers.

One of the key challenges for the whole sector, that can be seen in Local Authorities as well, is recruiting staff to teach English and maths. The survey suggests that over two-thirds of providers find it quite or very difficult to recruit numeracy (72%) and maths (67%) teachers, while over six in ten providers find it quite or very difficult to recruit literacy (67%) or English (62%) teachers. This is higher than the figures in work-based learning, where around 40% of providers found it quite or very difficult to recruit English and maths teachers.

Workforce data help us to understand what our part of the sector looks like, what some of our challenges are, and how our own organisations compare to others. The more responses we get, the better the data will be, and the Foundation is aiming to make the data even more useful to providers in future. I hope that you find this report as interesting as I have, and that it inspires you to complete the next return.

Lynsi Hayward-Smith

Education and Training Foundation, Board Member
Cambridgeshire County Council, Head of Adult Learning and Skills
Chair of Local Education Authorities, Forum for the Education of Adults (LEAFEA)

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1 A 'spin-out' is the process by which a Local Authority-delivered service is split off from the Local Authority to become a separate stand-alone company.

Executive Summary

This report analyses data responses from a survey-based workforce enquiry conducted in early 2014 by the HOLEX National Office on behalf of the Education and Training Foundation (the Foundation). It builds on data gathered from two previous annual surveys on the Adult and Community Learning (ACL) workforce commissioned by LSIS.

This study focused on staff directly employed by Local Authorities and by those third sector agencies funded to deliver Community Learning in 2012/13. Of the 56 responses received, only one came from a third sector provider. Consequently, this report almost exclusively relates to Local Authority Community Learning and Skills providers, and the workforce they employ.

The report opens with a discussion on "ACL" and on recent shifts in the number and nature of providers (Section 1), and outlines the volume of survey responses and how they have been analysed (section 2).

Section 3 describes the characteristics of those Local Authority Community Learning and Skills services providing survey returns, which amount to some 40% of such providers in England, across all regions. Of those Local Authorities responding, 18% secure provision primarily via sub-contracting arrangements. In 2012/13, 18% of Local Authorities received funding allocations totalling less than £1m; 66% had allocations of between £1m and £5m; and 16% had allocations of over £5m. All Local Authorities were funded for Community Learning provision and all but 5% received money from the Adult Skills Budget; 50% (but only 10% of sub-contracting Local Authorities) were funded to make provision for those aged 16-18; and 20% drew on European funding to support provision.

Analysis of responses suggests an average 224 staff were employed in 2012/13 by Local Authority Community Learning and Skills providers which directly deliver provision, compared with an average 40 employees in sub-contracting Local Authorities (Section 4). 80% of all staff were employed part-time, compared with 53% of staff in colleges, and just 14% in work-based learning providers. Data show there was a higher incidence of full-time staff in sub-contracting Local Authorities, which also reported a higher incidence of staff in management and support roles.

Specific analysis of those 22 Local Authority Community Learning and Skills providers which have made annual workforce data returns for the past three years shows a 17% drop in overall staff numbers, mainly among part-time employees. Enquiries with these providers suggest a number of reasons for this reduction, primarily resulting from funding pressures. Additional reasons cited by Local Authority service lead managers include Local Authority recruitment freezes; improved efficiencies in the use of teaching staff; the consolidation of part-time posts into full-time or fractional appointments; more rigorous human resource management processes; and/or additional reporting requirements where the use of full-time "core" staff is considered advisable. Enquiries also disclose a growing use of self-employed staff, and wider use of sub-contracted partners to deliver programmes.

Section 5 of the report examines supplied data to describe the demographic characteristics of those working in Local Authority Community Learning and Skills in 2012/13. Analysis is compromised by a high level of non-disclosure, especially but not limited to data in respect of disability and sexual orientation. From available data, the Local Authority Community Learning and Skills workforce appears to be more predominantly female, older, and more ethnically diverse than other parts of the FE sector. 74% of Local Authority provider staff were reported as female in 2012/13, compared with 65% in work-based learning, and 63.5% in colleges. The age profile of Community Learning and Skills staff appears, from responses to the survey over three years, to be relatively static, with a slight increase in those aged 55 and over: 32% of staff on which data have been supplied fall into this age-band, while just 11% are aged 35 or younger. Data on ethnicity suggest 83% of Local Authority Community Learning and Skills staff were white, compared with 86% in the population as a whole. Local Authority returns show 4.2% of Community Learning and Skills staff reported a disability; data on sexual orientation are not sufficiently plentiful to bear analysis.

Survey returns from Local Authorities in respect of 2012/13 suggest some 67% of Community Learning and Skills staff were employed in a teaching role, rising to 70% in larger services; this is a much higher proportion than in other parts of the FE sector, where some 50% of staff are employed as teachers/ trainers (Section 6). Analysis of the returns from those Community Learning and Skills providers which have responded annually to the survey over three years suggest an overall drop of 21% in teacher numbers in this part of the sector. Data indicate that 90% of Community Learning and Skills teaching staff are employed part-time but that there is a small but discernible shift towards establishing full-time posts. Teaching staff are paid on the basis of sessions taught; it would appear some 16% of Local Authority Community Learning and Skills teachers were on zero hours contracts in 2012/13. In line with other parts of the FE sector, four out of five Community Learning and Skills teachers held or were working towards a recognised teaching qualification; and 7% worked in an assessor role, with 75% of those working in direct-delivery services holding a relevant qualification. Local Authority Community Learning and Skills teaching staff would seem to be relatively highly qualified in academic terms: data on 2012/13 show 56% held an academic qualification at Level 6 or above (26% in work-based learning), with just 17% (33% in work-based learning) reported as holding a Level 3 qualification.

Section 7 of this report briefly looks at staff recruitment difficulties, as reported in Spring 2014. Local Authority Community Learning and Skills providers report particular concerns in respect of their recruitment of teachers for numeracy, mathematics, literacy, English and ESOL; there is also some concern about recruitment of staff to deliver Family Learning programmes.

The final section of this report (Section 8) draws out conclusions from the preceding analysis, and advances various recommendations, targeted primarily at the Education and Training Foundation, but also of potential use by Local Authority Community Learning and Skills providers.

1 Introduction

This is a workforce data report on Local Authority Community Learning and Skills providers in England, based on findings from a survey-based study conducted in February and March 2014. Each section contains tables/charts accompanied by a narrative highlighting particular points of interest.

1.1 Background

The survey underpinning this report was commissioned by the Education and Training Foundation and managed by the HOLEX National Office. It was also promoted through the LEAFEA and Third Sector National Learning Alliance (TSNLA) networks, and administered by the Responsive College Unit. It sought to capture information which would maintain a series of annual reports on the "Adult and Community Learning" (ACL) sector workforce. Categorisation of providers is, however, a changing science, with the term "ACL" increasingly anachronistic. Ofsted, for example, now adopt the term "Community Learning and Skills provider" to group inspection reports on:

- Local Authority maintained services;

- some independent training providers with charitable status, many of which focus exclusively on 16-19 provision;

- some voluntary, community and social enterprise providers, including third sector consortia and local agencies which in some cases focus on serving an all-age clientele; and

- Specialist Designated Institutions (SDIs), including four adult residential colleges (Fircroft College, Hillcroft College, Northern College and Ruskin College), four London-based adult learning providers (City Lit, Mary Ward Settlement, Morley College and Working Men's College) and the national Workers' Educational Association (WEA).

It would also appear that "ACL" is not a meaningful descriptor of the programme offered. By 2012/13, of the 318 providers with a Community Learning funding allocation from the Skills Funding Agency (SFA):

- 138 were local authorities

- 14 were third sector providers

- 154 were FE colleges

- six were SDIs.

A further six providers were also funded for Community Learning, including four higher education institutions.

There have been reductions in the overall number of providers focusing on adult provision over the past three years, in part as a result of SFA policy on minimum contract values, but also because of the formation of third sector consortia, moves by some Local Authorities towards becoming commissioning bodies (rather than service providers), and an increasingly tough public sector funding environment which has compromised the financial viability of historic providers, especially in the third sector.

These changes have impacted on survey returns. The first survey, carried out in 2010/11, attracted 83 usable responses and the following 2011/12 survey received 64. The most recent survey – that on which the current report is based – resulted in just 56 returns. Of these, all but one derived from Local Authority maintained providers, the majority of which offer programmes funded by the Skills Funding Agency (SFA), via both Community Learning funding allocations and the Adult Skills Budget. This year's survey report thus has a change of focus from those produced by LSIS on 2010/11 and 2011/12.

The current report gives a national picture of the demographics and characteristics of the Local Authority Community Learning and Skills workforce, which sector stakeholders can use to secure a greater understanding of this constituency. Local Authority providers – and those agencies which support them – can utilise the data to assist with future workforce planning and to focus capacity building. The data can also inform providers' quality improvement and service planning activities, and compliance with statutory equality monitoring. Specifically, the published analysis enables Local Authority providers to set informed benchmarks with which to develop targets for improvement; show how their policies are promoting equality; and highlight if any of their policies are not complying with equality legislation, and so require review.

1.2 Structure of this report

The report is made up of eight sections, and follows the framework of the 2010/11 and 2011/12 reports on the ACL workforce.

Following this introduction, Section 2 of the report reiterates the aims and objectives of the research, outlines the survey response and includes brief guidance on how to interpret the data.

Section 3 looks at the data gathered by the survey on the shape and context of the Local Authority Community Learning and Skills workforce. It also charts and analyses provider demographics such as budget size, funding streams accessed and the region in which they deliver learning.

Section 4 looks at staff roles and employment conditions, such as working hours and numbers of staff, and provides a breakdown of Local Authority Community Learning and Skills work roles. Where possible and relevant, the data are compared with the previous survey results to track trends and changes.

Section 5 examines the staff demographics in the sector, with analysis showing age, gender, sexual orientation, ethnicity and disability. This section also contains a note on the high incidence of "not known/not willing to say" responses.

Section 6 reviews the Local Authority Community Learning and Skills teaching workforce in depth, examining how many teachers are operating in the sector and their contract basis. The section explores the level of teaching qualifications held by those working within the sector, and their highest level of qualification. Where possible and relevant, the data are compared with the previous survey results and with findings on other parts of the FE sector, in order to track trends and changes.

Section 7 provides an assessment of subject areas delivered by Local Authority Community Learning and Skills providers, to highlight where they are experiencing recruitment difficulties.

Section 8 details conclusions and recommendations; this synthesises key points from the data to explain the characteristics of Local Authority Community Learning and Skills providers, and makes suggestions for any future iteration of the current exercise.

The survey instrument can be found in the Appendix for reference.

2 Methodology

2.1 Approach

The 2012/13 survey maintained the approach of recent years whereby aggregate data were collected. The approach is similar to that adopted for recent surveys on work-based learning. Some changes were made to the questionnaire so that the questions were more closely aligned to those in the work-based learning workforce survey questionnaire, thus allowing more direct comparisons to be made across the two surveys. The current report also in cases draws comparisons with other parts of the FE sector workforce[2].

The current report builds on the data from similar studies carried out on the 2010/11 and 2011/12 academic years, and explores demographics and qualifications of the ACL workforce. The survey is similar to the work-based learning (WBL) workforce survey, and there are some similarities with the Staff Individualised Record (SIR) that college complete, to aid comparison across sectors. 22 Local Authority Community Learning and Skills providers also responded to the two previous surveys, and additional year-on-year comparisons have been made for these organisations.

2.2 Survey response

The survey yielded 56 responses from Adult and Community Learning providers, accounting for an aggregate 10,570 members of staff. Of these, all but one response came from Local Authority providers: the 55 responses from this sub-sector mean that, in rounded terms, 40% of Local Authority providers supplied data on 2012/13.

Taking account of Local Authority responses to previous surveys (79 in respect of 2010/11, and 57 in respect of 2011/12), 14 Local Authority providers made responses for the first time in respect of 2012/13. This means that, over the three years that the aggregate workforce survey has taken place, the research has engaged 93 Local Authority providers: recent data are thus available on over two-thirds of this type of provider.

2.3 Analysis and interpretation

All the data have been analysed and interpreted to build on the previous data collection exercises and develop common themes in terms of qualification levels, staff demographics (and the level of information available), funding streams and employment terms.

Aggregated returns were piloted in 2011, and provider feedback confirmed this to be a significantly easier and quicker approach than completing a return based on individualised data. In order to produce comparable data, the aggregated strategy was again used in respect of 2011/12 and 2012/13. This compromises ability to correlate data, but secures robust analysis and a reliable reflection of trends over time.

Unlike the College SIR, "backfilling" of data from previous years has not been undertaken, and the current report focuses on the position as reported on 2012/13.

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2 Comparative WBL data is taken from the 2012/13 survey initial analysis; that on colleges is drawn from published SIR reporting in respect of 2011/12. When more recent SIR data is available, data in this report may need to be updated.

3 Provider demographics

3.1 Provider type

Of the 56 organisations that submitted responses in respect of their 2012/13 workforce, 45 were Local Authority Community Learning and Skills providers with primarily direct delivery of learning programmes; ten were Local Authorities primarily securing provision via sub-contracting/partnership arrangements; and one response was received from an independent (third sector) learning provider.

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

Figure 1: Provider type by year

Local Authority Adult and Community Learning provider with primarily direct delivery of learning programmes (LADIR)

Local Authority Adult and Community Learning provider primarily securing provision via sub contracting/partnership arrangements (LASUB)

Independent Adult and Community Learning provider, including third sector providers (IND)
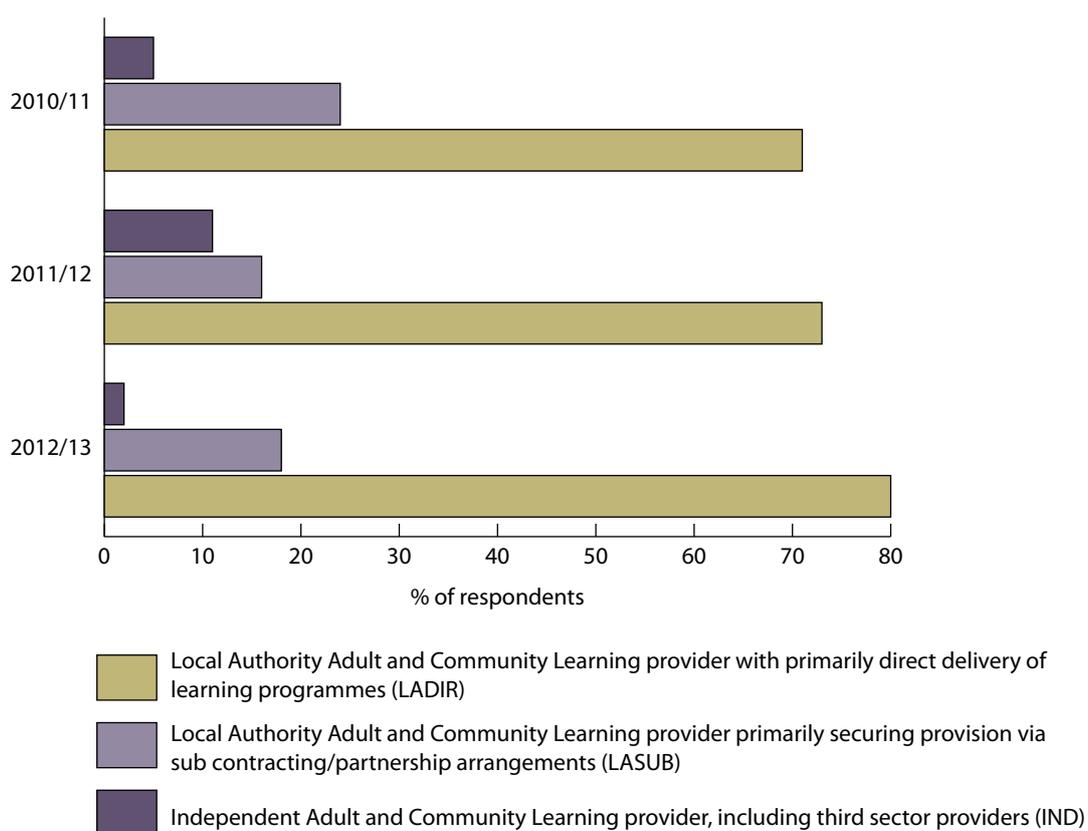
Base: 2010/11 = 83; 2011/12 = 64; 2012/13 = 56

Data from the single non-Local Authority response has been removed from subsequent analysis on 2012/13, to ensure no risk of identification.

The annual workforce survey – as with returns for other parts of the FE sector - is not compulsory and relies on the goodwill of providers to make a return. The current data set, albeit smaller than in previous years, remains sufficiently robust for analysis and is representative of the Local Authority Community Learning and Skills sub-sector in England as a whole.

3.2 Size

In the two previous years of the workforce survey, respondents were asked to identify their organisation as large, medium or small and this was defined by budget size. For this year's survey, these labels were dropped and respondents were simply asked to indicate their overall budget for the 2012/13 year, including all budget streams but excluding fee income.

This year, the upper band starts at £5m, rather than the £4m figure used in previous surveys, to ensure consistency with the work-based learning workforce survey.

Figure 2 shows the breakdown of organisations responding to the survey in terms of budget size:

Figure 2: Size of organisation 2012/13

- Overall budget of under £1m
- Overall budget of £1m - £5m
- Overall budget of £5m +
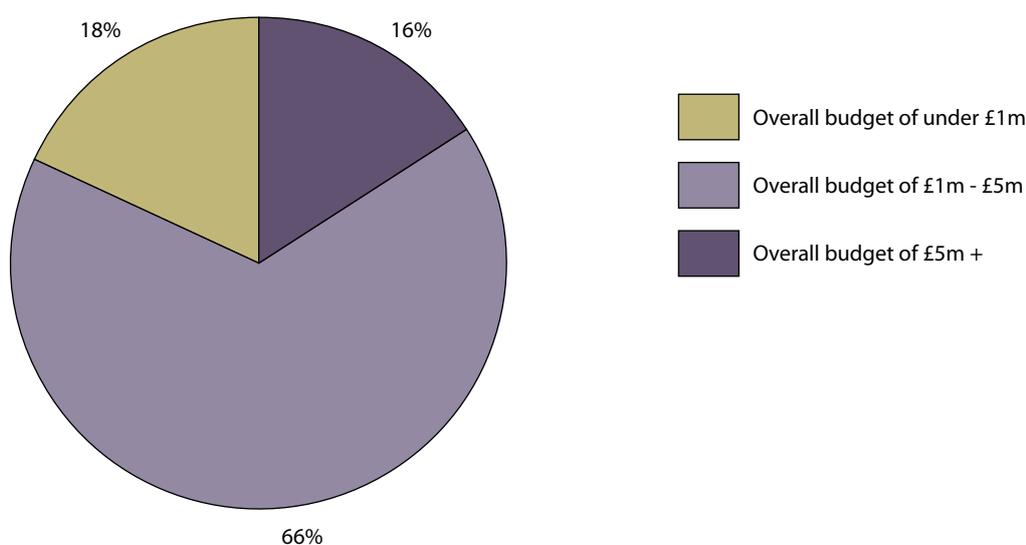
Two-thirds of providers indicated that their overall budget was within the middle band (£1m to £5m budget). This figure, along with the relatively equal proportions of Local Authority providers reporting smaller and larger funding allocations, is roughly consistent with data from previous years, and very closely matches what is known through other sources, including the HOLEX membership database.

Organisations with mainly sub-contracted provision and responding to the survey were more likely to fall into the lower band in terms of budget size, compared to organisations with direct-delivery services, and were thus less likely to have overall budgets exceeding £5m. Some 30% of "contracting out" Local Authorities reported having budgets of less than £1m, compared with 16% of directly-managed Local Authority Community Learning and Skills providers.

3.3 Funding streams

Providers were asked to identify the key funding streams that their organisation secured during the 2012/13 academic year. Figure 3 shows the funding streams identified by the providers responding to this survey:

Figure 3: Type of provision by funding stream in 2012/13

% of respondents (multple answers accepted)
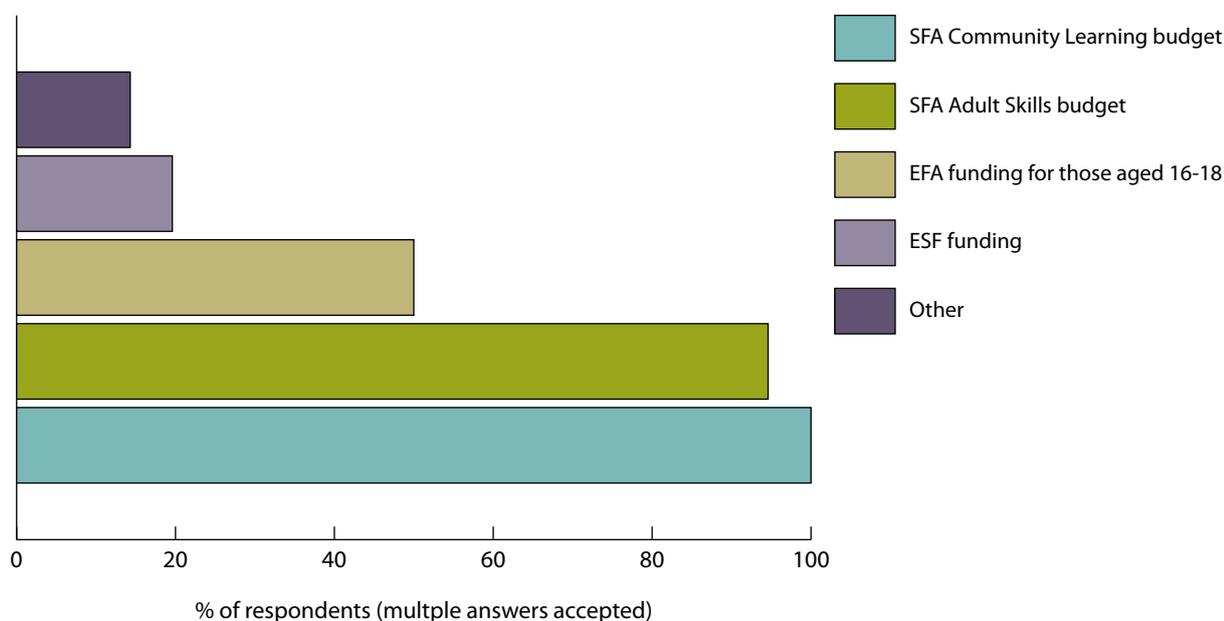
All providers responding to the survey received funding from the SFA Community Learning budget, and most from the SFA Adult Skills Budget.

Half the responding organisations secured Education Funding Agency (EFA) funding in 2012/13 for learners aged 16-18, but there was a marked difference between provider types. Whereas 58% of directly-managed Local Authority Community Learning and Skills providers reported receiving EFA allocations for work with this younger age group, this figure fell to just one in ten in respect of those Local Authorities securing provision mainly via sub-contracting arrangements. This is, however, a shift from previous years, where no sub-contracting Local Authority Community Learning and Skills service was engaged in EFA-funded activity.

Further year-on-year comparison is not considered appropriate since, in 2012/13, SFA funding for "formal first steps" provision was for the first time accounted for under the Adult Skills Budget: this meant that, for a number of providers (especially those primarily securing provision via sub-contracting arrangements, who had historically been focused only on Community Learning), this was the first year in which they received Adult Skills Budget allocations. This change led to a small but discernible increase in the proportion of staff in an administrative role.

A fifth of Local Authority organisations in the 2012/13 sample provided ESF funded programmes, and this proportion was consistent across both provider types.

3.4 Region of operation

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

Figure 4: Provider Sample by Region
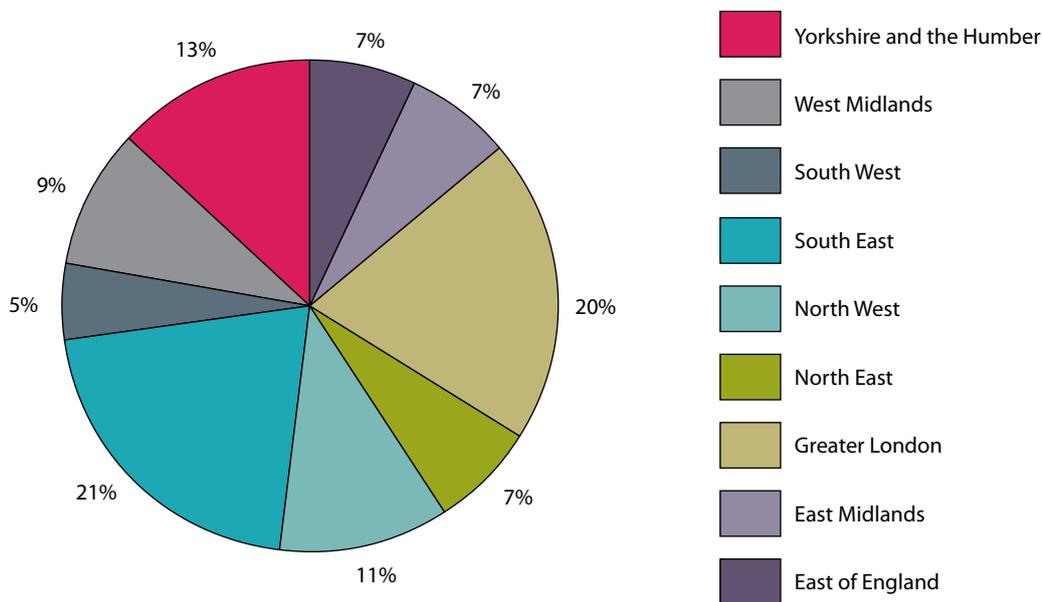
All nine English regions were represented in the sample of direct-delivery Local Authority providers, with the highest percentage being based in Greater London (22%) and the South East (22%). All but two of the regions (the North East and West Midlands) were represented in the sample of organisations that have mainly sub-contracted provision. Three of the ten such providers were based in the North West.

4 Staff roles and employment conditions

In total, 10,570 staff members are accounted for by all providers responding to the survey. The breakdown for each of the main Adult and Community Learning provider types responding to the 2012/13 survey is as follows:

• The 45 Local Authority providers with primarily direct delivery employ just over 10,000 staff – an average of 224 employees.

• The ten Local Authority providers with mainly sub-contracted provision account for a total of 400 staff – an average of 40 employees.

4.1 Employment pattern

As in the two previous years of the survey, the data suggest that the Local Authority Community Learning and Skills sector is predominantly staffed by part-time employees. Of the total Local Authority staff covered by the 2012/13 survey, 80% were employed part-time, compared with 81% in 2011/12 and 82% in 2010/11. Comparative figures for other parts of the sector suggest that just 14% of the work-based learning workforce is employed part-time (RCU data, 2012/13 WBL survey) whereas some 53% of FE college staff were employed on a part-time basis in 2011/12 (SIR, calculated from two separate tables).

Figure 5 shows the breakdown of full and part-time staff as reported by Local Authority providers.

**Figure 5: Full-time or part-time staff, 2012/13**
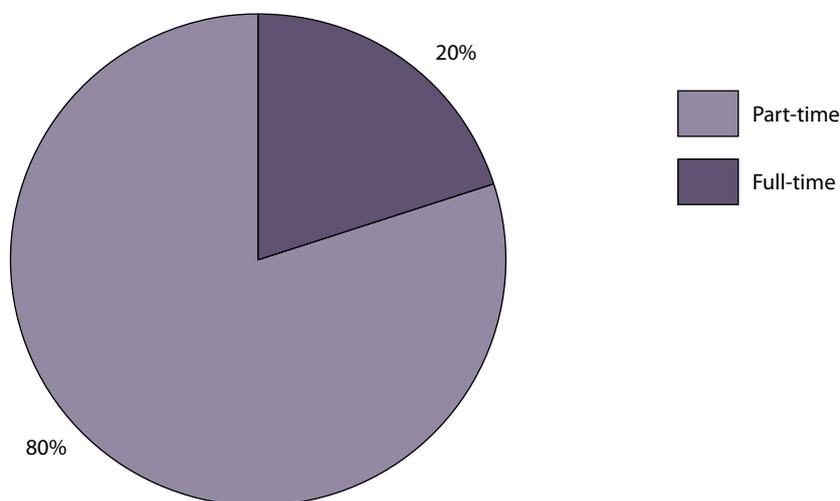
Local Authorities with mainly sub-contracted provision report they employed 33% of their Community Learning and Skills staff full-time in 2012/13 (35% in 2011/12 and 29% in 2010/11). In contrast, just 20% of staff employed in direct-delivery Local Authority services were reported as having full-time posts (18% in 2011/12 and 17% in 2010/11). These data reflect the high incidence of part-time employment patterns amongst those in a teaching role (see below, section 6.2).

4.2   Year-on-year analysis

Over the three years that this workforce survey has taken place, 22 Local Authority Community Learning and Skills providers have submitted data each year. Figure 6, below, shows the year-on-year analysis of total staff numbers at these organisations:

Figure 6: Total staff numbers by year
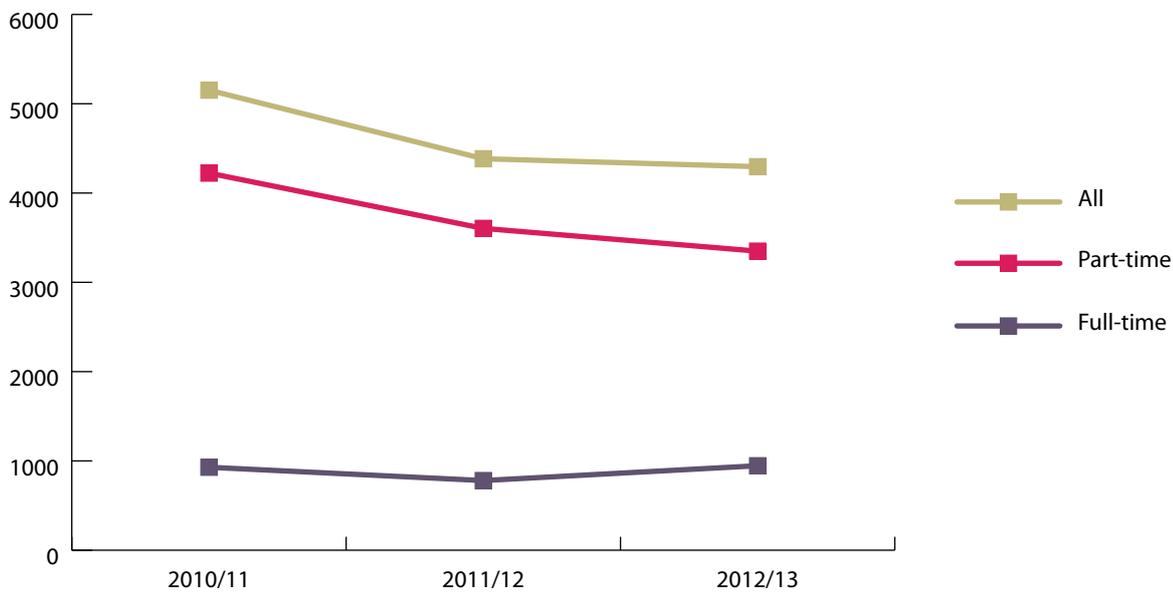
Total staff numbers have fallen by an average of 17% in three years across these 22 organisations. The main reduction has been in part-time staff, with full-time staff numbers holding relatively steady.

Following initial analysis, the HOLEX National Office contacted each of the 22 providers (only two of which primarily secure provision via sub-contracting) to explore reasons for the reduction in staff numbers.

An analysis of responses suggests that the decrease in numbers, particularly of part-time staff, is due to a combination of factors:

• a reduction in funding allocations, particularly in relation to the Adult Skills Budget, resulting in lower numbers of part-time staff being employed;

• the removal of Local Authority subsidies and/or increased central recharges, resulting in smaller budget lines being available to support provision;

• Local Authority "freezes" on recruitment of new or replacement staff;

• improved efficiencies through ensuring that full-time teaching staff are teaching to capacity and/or some shift towards transferring sessionally-paid tutors onto fractional contracts;

• difficulties in recruiting part-time tutors in some areas (notably for English, maths and ESOL);

• a deliberate shift to consolidating previous part-time posts in key areas of provision into full-time or fractional posts;

• more rigorous human resource management processes, to ensure high quality but requiring more substantive posts to oversee part-time employees;

- more stringent or time-consuming requirements to make data returns to funding agencies, and/or a greater focus on preparation for Ofsted inspection: in each case, this is seen as a responsibility of established, full-time or fractional staff rather than personnel employed on a part-time basis, not least since such functions are seen as "business critical";

- some staff members now working on a self-employed basis (and thus falling outside the scope of the survey, which relates to staff on the provider payroll), eg internal verifiers, Community Learning targeted activity;

- a move to wider use of sub-contracted providers, especially in relation to Community Learning provision, where recently revised BIS objectives encourage the building of partnership working and the diversification of organisations involved in programme design and delivery, including community groups.

These observations from Local Authority service managers suggest this is a sector which has worked hard to accommodate a number of pressures, but one which is facing a number of serious challenges. This in turn suggests further annual monitoring is needed on how service reviews are affecting the size and shape of the workforce.

4.3 Structural change

One observable shift in the way Local Authorities are responding to a difficult funding context is a growing tendency to externalise services. Two cases of previously maintained, direct-delivery Community Learning and Skills providers being "spun out" of the Local Authority at the start of 2012/13 are well publicised, and at least a further three services are close to being externalised, with several more Local Authorities undertaking strategic reviews and options appraisals. Interest in structural change is evidenced by a recent workshop where findings were shared on a BIS-commissioned project which aimed to generate advice on undertaking such a move. Changes in the FE college landscape are also widely forecast.

Where such changes take place, there is an inevitable direct impact on the workforce previously employed by a Local Authority. It has, however, not proved possible to generate any analysis on the staffing implications of structural change of this sort, since, in the two externalisations that have taken place to date, the funding contract has remained with the Local Authority, who now sub-contract with their former maintained services. This renders the employment pattern in those new organisations outside the scope of the workforce survey.

In this context, the Foundation may care to review the scope of future surveys so that information can be secured on "spin-outs" and other structural changes in terms of their impact on the workforce.

4.4 Occupational category

Figure 7 shows the percentage of Community Learning and Skills staff in each role type, and compares the results of the 2012/13 survey with the findings from 2011/12 and 2010/11.

Figure 7: Occupational category by year
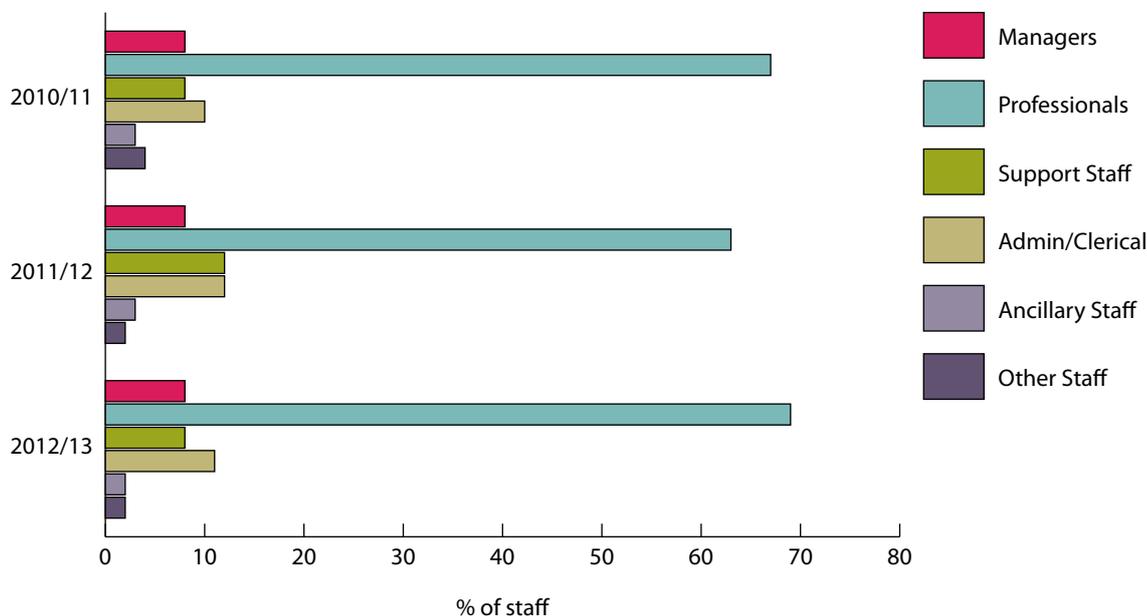
Professionals (which include teaching and training staff such as assessors, trainers, tutors and advisors) make up just over two-thirds of the Community Learning and Skills workforce accounted for in the 2012/13 survey. These results are very close to 2010/11 findings, and do not continue the pattern of a higher percentage of support staff and lower percentage of professionals seen in the 2011/12 survey. The percentage of Community Learning and Skills staff in manager roles (8%) has remained unchanged across all three years of the survey.

Figure 8 (overleaf) shows the occupational category breakdown across Local Authority providers in 2012/13, as reported. Unsurprisingly, and consistent with previous years' findings, data suggest providers have a higher proportion of managers, and fewer tutors, where their primary mode of delivery is via sub-contracting. Providers with primarily direct delivery tend to have a higher proportion of professionals within their workforce compared to providers with mainly sub-contracted provision (70% and 60% respectively). This is countered by a lower reported percentage of support staff (8% and 11%) and around half the proportion of managers (7% and 13%). Providers with mainly sub-contracted provision were also, according to survey responses, more likely to employ staff within the "other" category (6%, compared with 2% in direct-delivery Local Authority services).

Figure 8: Occupational category of Local Authority Community Learning and Skills staff, 2012/13
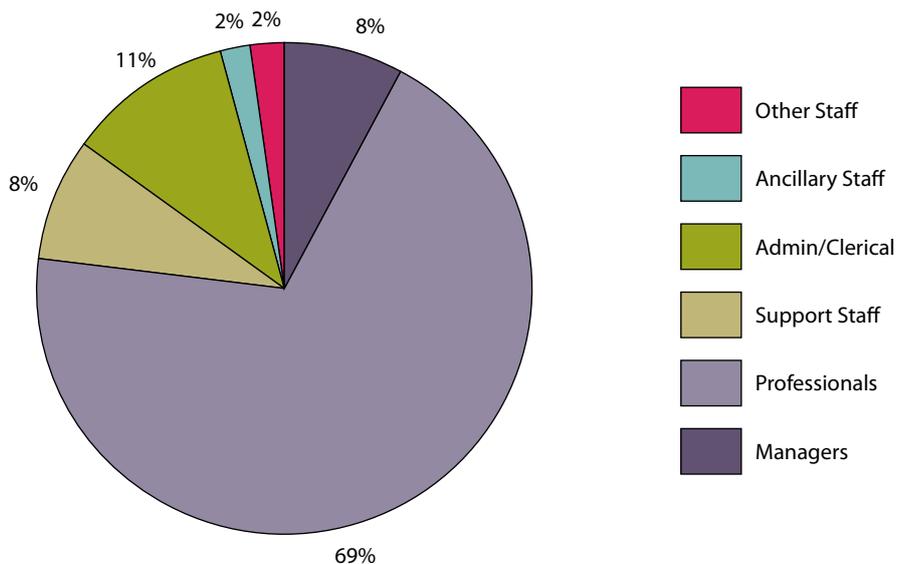
Using comparable data, the proportion of staff employed in a "professional" role was 59% in work-based learning, and and 52% in colleges.

15% of staff in work-based learning were employed as managers; data on colleges suggest 7% were managers, but data fields are not identical.

5   Overall staff demographics

This section reviews what survey responses indicate about the overall demographics of the Local Authority Community Learning and Skills workforce in terms of gender, age, sexual orientation, ethnicity and disability.

A high level of non-disclosure of data on the profile of Local Authority employees, especially (but not limited to) data on disability and sexual orientation, impacts on the level of analysis that can be undertaken on the make-up of the workforce. Since they are required to keep a detailed level of information on staff demographics, in line with the Equality Act 2010, Community Learning and Skills providers will hold this data, but may have some concern in sharing it with external data collectors. Future iterations of this annual workforce survey would do well to highlight the benefits of sharing such data; it would probably also be wise to stress data confidentiality.

5.1 Gender

Among the providers that responded to the 2012/13 survey, almost three-quarters (74%) of the ACL workforce was identified as female and 19% as male. There were no staff identified as transgender.

Figure 9: Gender, 2012/13

	All
Male	19%
Female	74%
Transgender	0%
Prefer not to say/Unknown	7%

Comparable data suggests 65% of all staff in work-based learning were female, and 63.5% in colleges. The reported Community Learning and Skills figure is very much closer to the employment pattern of the workforce in the whole education system, where the Labour Force Survey (2011) showed 72.3% of the workforce as female.

Local authorities with mainly sub-contracted provision had a lower reported percentage of female staff (68%) compared to those with primarily direct delivery (74%), although the missing/not disclosed data rate was much higher (14%, compared with 7% in direct-delivery services).

Gender information for 7.3% of Local Authority Community Learning and Skills staff was not entered, or staff preferred not to disclose the information, in survey returns. This reflects a significant increase in missing/undisclosed data compared to the surveys in 2011/12 (2%) and 2010/11 (negligible). This incidence of non-reporting on gender by Local Authorities is also significantly higher than in work-based learning (0.3%) and in colleges (less than 0.1%), and is a cause for concern.

5.2 Age

The age profile of the Local Authority Community Learning and Skills workforce reported in the 2012/13 survey (shown in Figure 10, below, together with findings from earlier surveys) shows that the personnel employed continued to be largely between 35 and 64 years of age.

Figure 10: Age profile, all years

% of staff
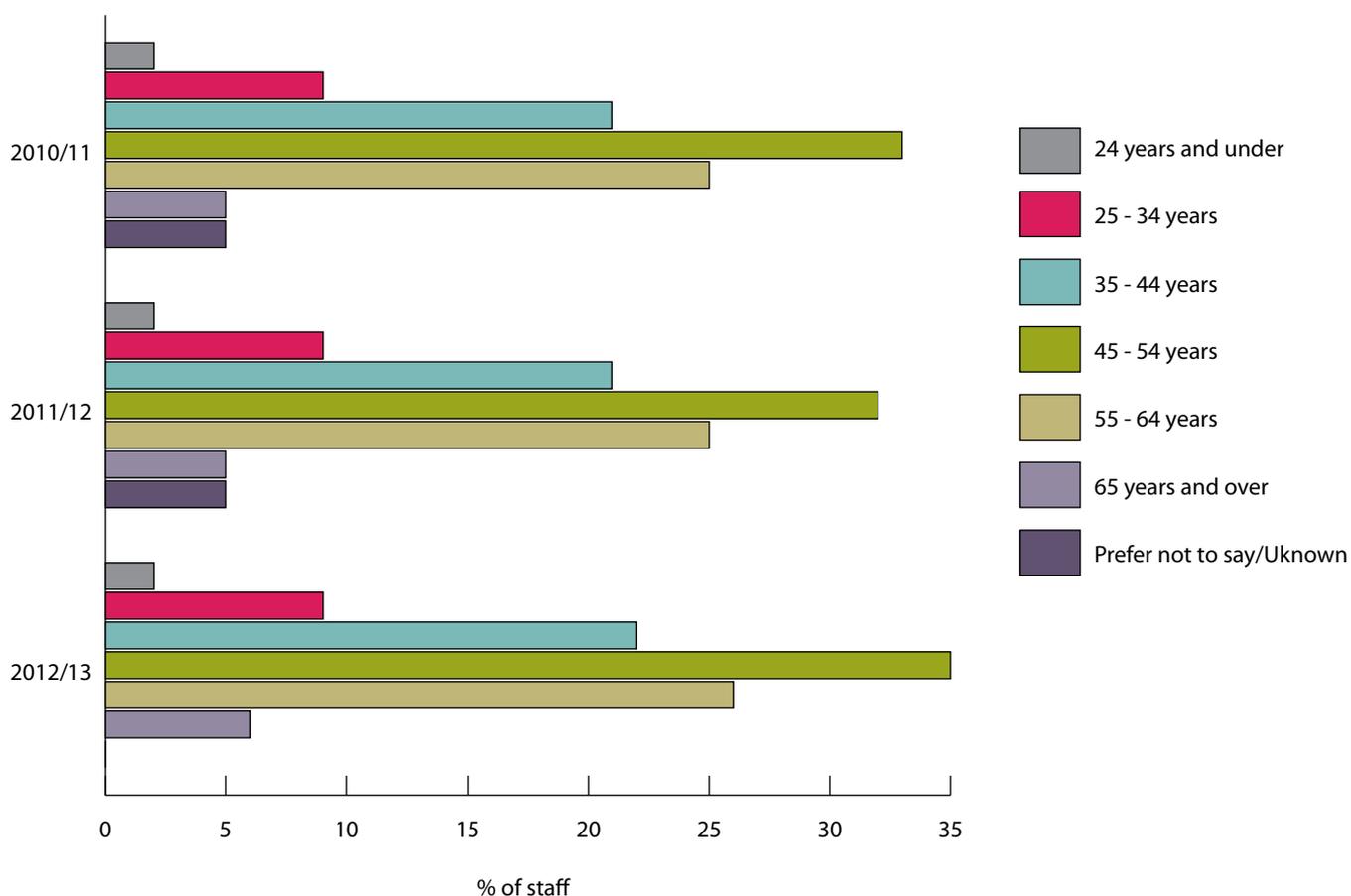
According to survey results, the age profile of Community Learning and Skills staff has changed very little in recent years, other than a slight increase in the proportion aged 55 and over.

Comparative data on the age profile of the work-based learning and college sectors suggest some sub-sectoral differences across the FE and skills system. According to survey responses:

• Just 11% of those working in Local Authority Community Learning and Skills are aged under 35, compared with 38% in work-based learning, and 23% in colleges.

• 32% of those working in Local Authority Community Learning and Skills are aged 55 or over, compared with just 12% in work-based learning and 23% in colleges: this contrasts significantly with 19.6% in the whole education workforce, and 17% of the workforce across all sectors in England, as reported in the Labour Force Survey 2011.

With the current economic climate and abolition of the default retirement age, this high incidence of older workers in Community Learning and Skills may be accounted for by staff joining the sector from other industries as a late-career change (perhaps as a prelude to retirement) and/or by existing employees choosing to work beyond traditional retirement age. The trend suggests that workforce management and succession planning are and will be important issues for Local Authority providers to deal with.

5.3 Sexual orientation

As in the previous two workforce surveys, this data field was largely left as unknown (75%). 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 reveal a very similar picture to the previous year, with less than one per cent combined identified as gay, lesbian or bisexual, and the remaining staff identifying as heterosexuals.

5.4 Ethnicity

Figure 11, below, shows the ethnic breakdown of the workforce covered by the survey.

Figure 11: Ethnicity profile, 2012/13

Broad Ethnic Group	2012/13 Survey
Asian / Asian British	5.9%
Black / African / Caribbean / Black British	3.2%
Mixed / multiple ethnic groups	1.5%
White	63.3%
Any other ethnic group	2.4%
Prefer not to say / Unknown	23.8%

Almost a quarter of staff were recorded as "prefer not say / unknown"; this compares with 12.8% in work-based learning, and 5.6% in FE colleges.

After removing those whose ethnic background could not be established, 83% of the Local Authority Community Learning and Skills workforce was identified as white. This assessment should, however, be viewed with some caution, as it assumes that those who were removed were spread proportionally across the different ethnic groups. However, the 83% figure is broadly in line with the 86% figure in England and Wales whole population data from the 2011 Census.

Figure 12 (below) presents summarised data on the ethnic profile of the Community Learning and Skills workforce in 2012/13. Comparative data suggest some 86% of both the work-based learning workforce and the college workforce is white.

Figure 12: Ethnicity profile (excluding unknowns), Community Learning and Skills, 2012/13
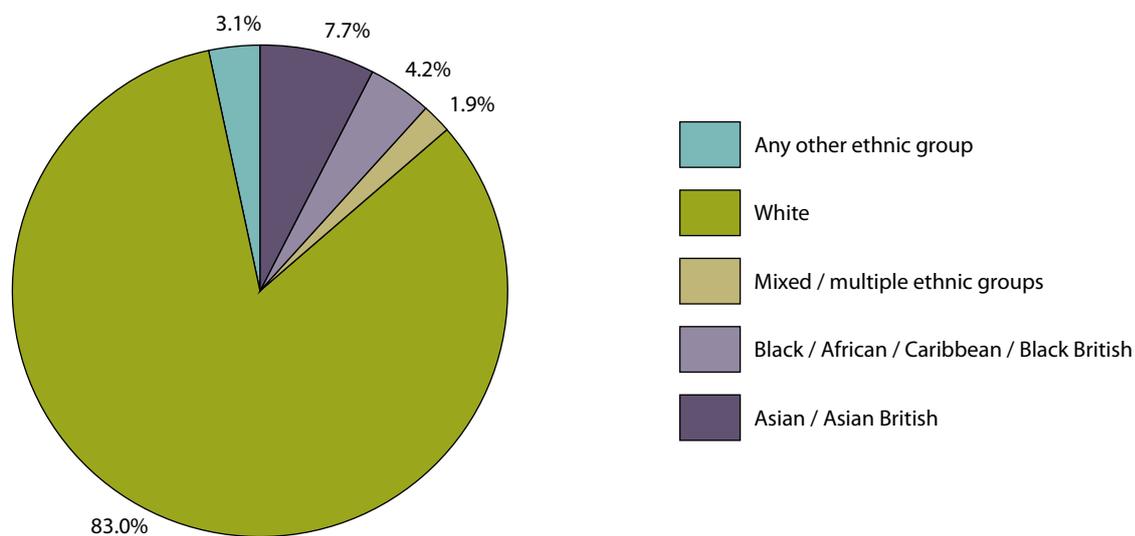
5.5 Disabilities

In respect of the 2012/13 workforce survey, the level of non-response on disabilities was high: there is no information on 32% of the Local Authority workforce, which is a similar percentage to the 2010/11 survey but higher than in 2011/12 where the unknown/non-disclosure rate was 20%.

In total, 4.2% of Community Learning and Skills staff were reported as having a disability. Of this total, 2.0% were identified as having a physical impairment; 0.1% were identified as having a learning difficulty; 0.6% reported mental health issues; and 1.4% were reported as having 'other' disability. 64% reported no disability.

6 The teaching and training workforce

6.1 Percentage of teaching staff

A total of 7,064 teaching staff were employed during the 2012/13 academic year by organisations responding to the survey. This amounts to 67% of all staff employed across these providers.

Underlying survey data suggest a discernible shift away from teaching staff in Local Authorities that primarily sub-contract their Community Learning and Skills provision: this is probably accounted for by greater use of partner providers compared with previous years, a trend suggested by some of the observations and provider quotes in section 4.2 of this report.

Survey returns for 2012/13 also highlight some variation in the percentage of all Community Learning and Skills staff who were in teaching roles, depending on employer size in terms of overall budget. Larger Local Authority providers, with an annual budget of £5 million and over, had an average of 70% of staff working in teaching roles. This compares with 65% teaching staff in medium sized employers (budget of between £1m and £5m) and 59% teaching staff in small providers (budget of less than £1m). This pattern would be consistent with economies of scale, ie a "core" group of non-teaching staff being needed to support and manage the teaching workforce.

Figure 13 shows the percentages of Community Learning and Skills staff in teaching roles for 2012/13 alongside the corresponding figures from the 2011/12 and 2010/11 surveys:

Figure 13: Percentage of teaching/training staff by year of survey
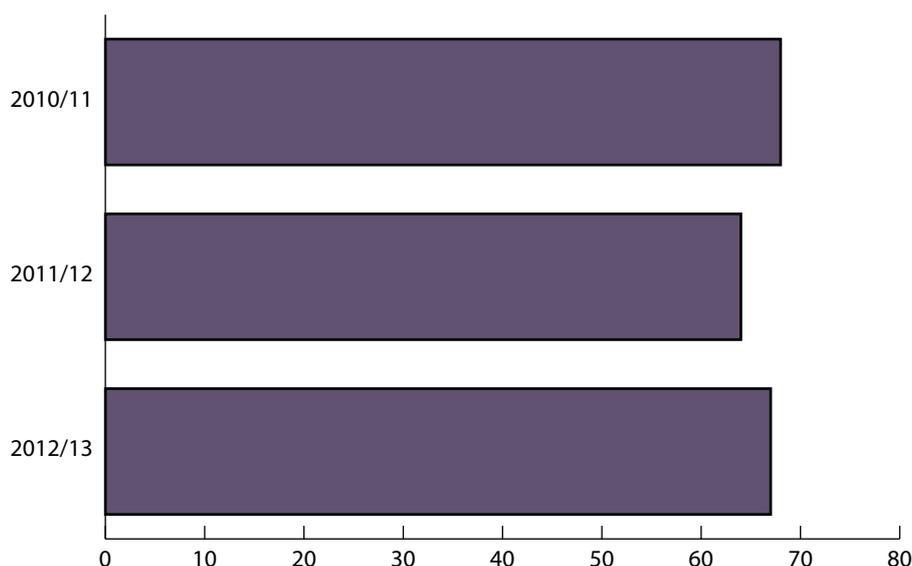
Comparative data on work-based learning suggest 50.7% of staff are employed in a teaching role[3]; in FE colleges, 49.1% of all staff are teachers, and a further 2.5% are employed as assessors/verifiers.

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3   From the data provided on 2012/13, 35.8% of the WBL workforce was employed as teaching staff. However, this figure was heavily skewed by a single very large organisation with a very small number of teaching staff. When this organisation was excluded from the analysis, the percentage of teaching staff rose to 50.7% which was close to the 2011/12 workforce survey figure.

6.2 Year-on-year trends

Earlier analysis in this report (see Section 4) has suggested that the overall number of staff employed in Local Authority Community Learning and Skills providers is reducing. Data from the 22 organisations that submitted data in each of the three years of the survey show that this trend is also evident in respect of the teaching force, suggesting some retrenchment in overall provision.

Figure 14, below, shows the year-on-year change in total teaching staff numbers at these 22 providers:

Figure 14: Total ACL teaching staff numbers by year, in selected Community Learning and Skills providers
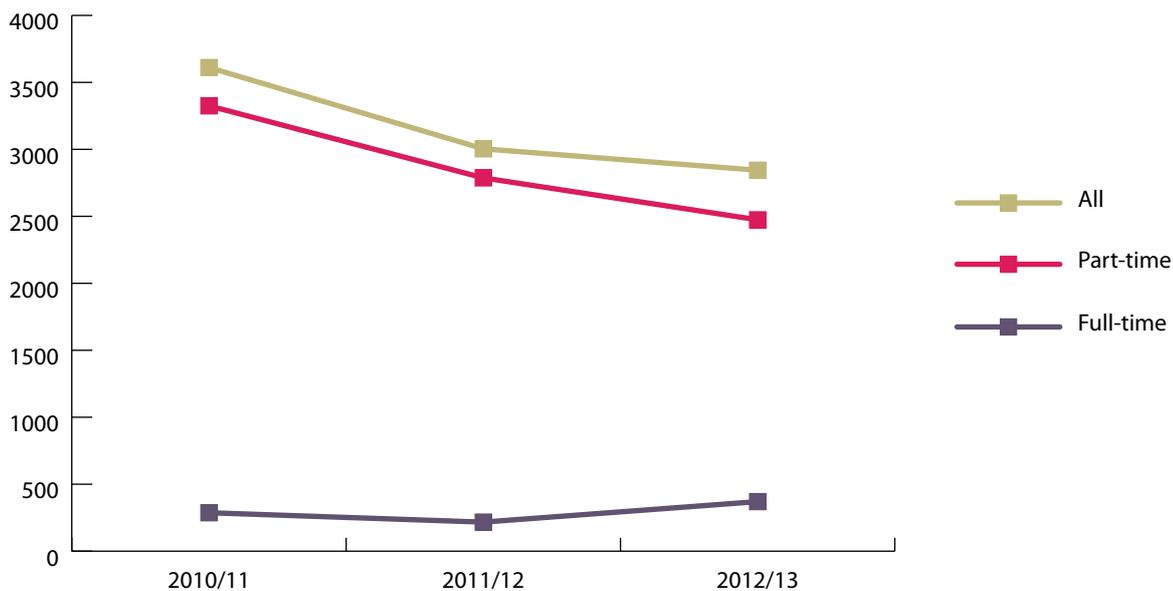

Total teaching staff numbers have fallen by an average of 21% across the 22 organisations. The main reduction has been in part-time staff, with full-time teaching staff numbers showing an increase this year after a slight fall in 2011/12.

6.3 Part-time or full-time

Survey responses indicate that the Local Authority Community Learning and Skills sub-sector employs a high proportion of part-time staff overall, as previously shown in section 4.1 of this report. This picture is replicated across those employed in teaching and training roles, where the percentage of part-time employees is even higher, at 90%:

**Figure 15: Percentage of teaching staff working full- and part-time, 2012/13**
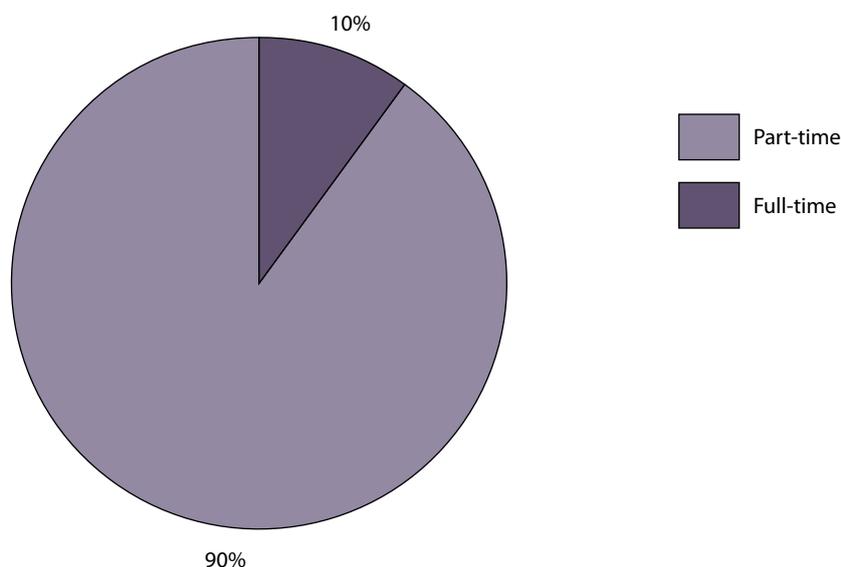
From 2012/13 survey responses, it would appear that medium sized Local Authority providers (as defined by overall budget) were the most likely to have a higher proportion of part-time staff, with an average of 93%, compared to 87% for large organisations and 88% for small organisations.

Year-on-year survey data show a small but steady trend towards greater employment of teaching staff on a full-time (including fractional) basis in Local Authority Community Learning and Skills providers. Figure 16, overleaf, shows the percentage breakdown of teaching staff by employment pattern over three years.

Contact with service providers suggests that this trend towards greater use of full-time teaching staff results, at least in part, from a deliberate strategy:

We are committed to moving to more substantial posts at all levels. Consequently, where we can we are moving to full-time lecturing posts – in ESOL, maths, English, some fashion courses - and looking hard at how we can employ lecturers whose skills are used infrequently. … The ideal would be to have a professional lecturing workforce in full-time or nearly full-time posts and then a cohort of other lecturers on entirely different terms and conditions….
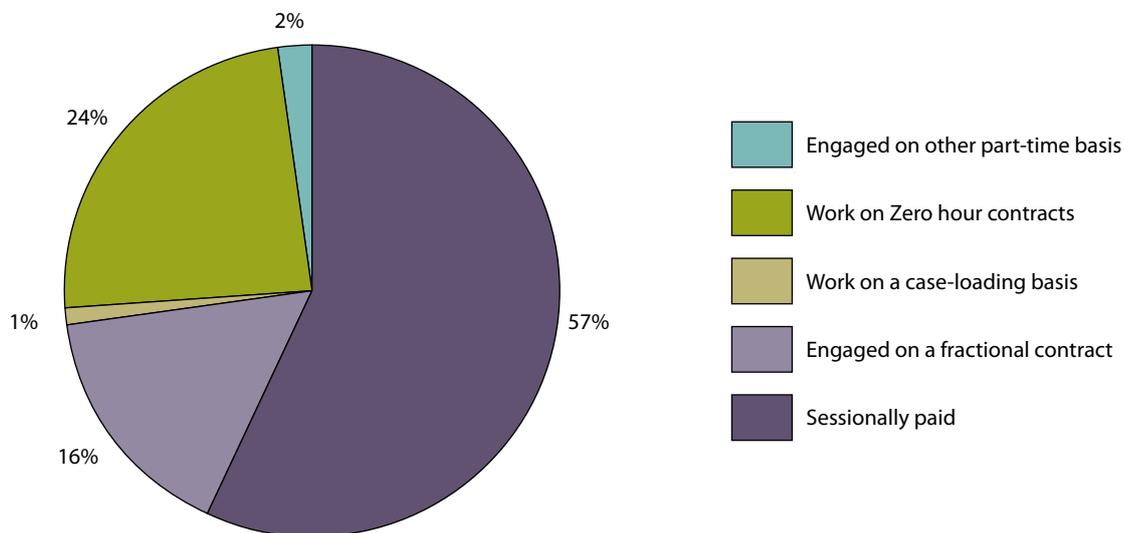
Figure 16: Percentage of Community Learning and Skills teaching staff by employment pattern
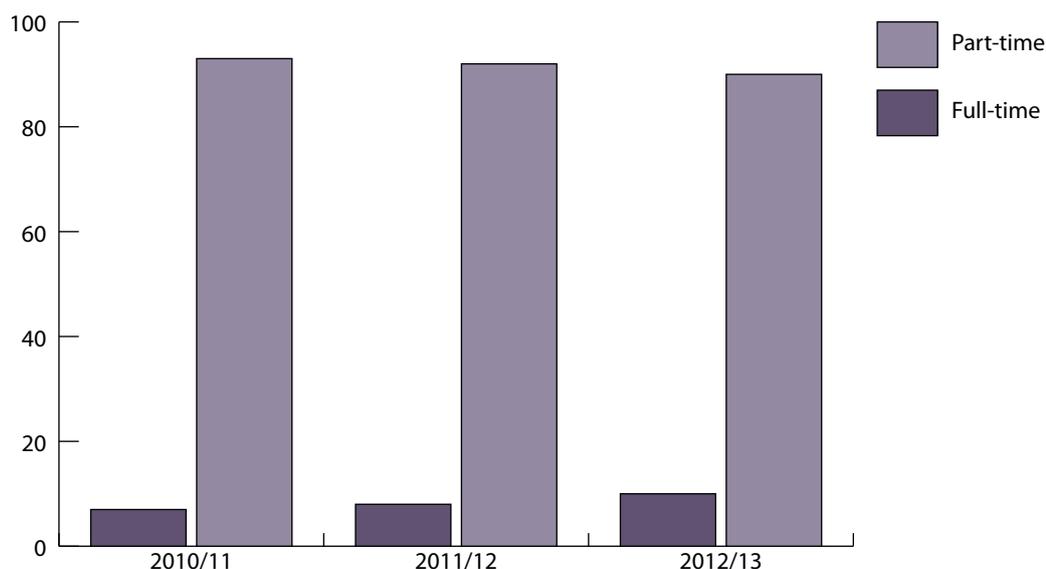
6.4 Contractual basis

Figure 17, below, shows the contractual basis upon which part-time Community Learning and Skills teaching staff covered by survey responses were employed in 2012/13:

Figure 17: Part-time teaching staff by contract type, 2012/13

Previous years' survey responses suggested that three-quarters of part-time Community Learning and Skills teaching staff were sessionally paid, whereas for 2012/13 the reported proportion was significantly lower at just 57%. However, a further 16% were reported as working on "zero hours" contracts in 2012/13, a new category added on account of national political interest in this form of employment basis. It is safe to assume such employees were counted as "sessionally paid" in the previous survey, suggesting little real year-on-year change. Zero hours contracts were mainly offered by providers with direct provision of services.

As indicated in Section 4.2, there is some evidence to suggest the incidence of self-employed teaching is growing in Local Authority Community Learning and Skills. This may well result from implementation of policies encouraged by the BIS Community Learning reform agenda, whereby long-standing classes are shifted into self-directing groups, and where the associated tutors are encouraged to support them on an entrepreneurial basis. Where such provision – and staff – have been externalised, they would not feature in survey returns.

The casualisation of teaching staff – a phenomenon understood to be evident in other parts of the FE sector – suggests that the Foundation might wish to reconsider their exclusion from survey returns in coming years, where it may be sensible to include "self-employed" as a sub-category.
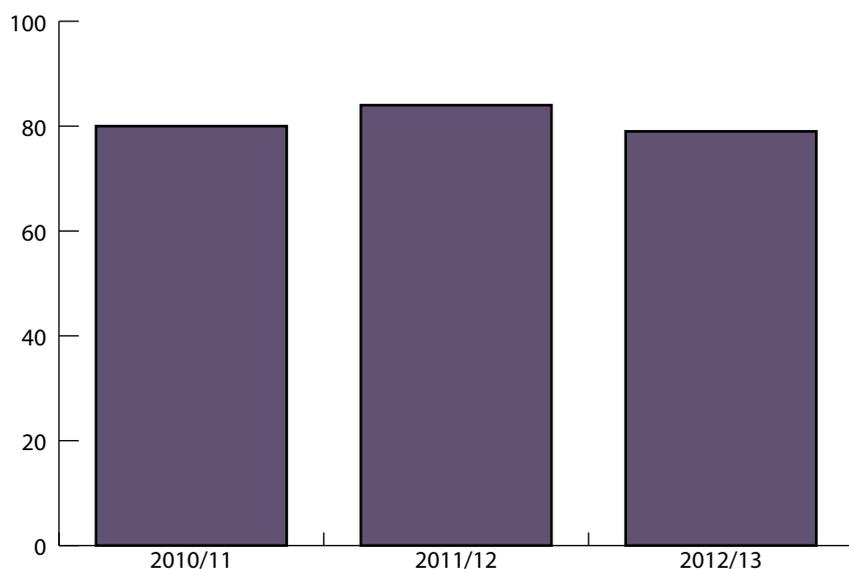
6.5 Teaching qualifications

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

The overall figure for Community Learning and Skills teaching staff holding or working towards a relevant teaching qualification in 2012/13 was 79%. This is very similar to data on work-based learning, where 80% of teaching staff reportedly hold or are enrolled on a relevant teaching qualification. Parallel data on colleges are no longer available, due to changes in SIR reporting: the latest available figure (LSIS unpublished calculations in 2013, based on SIR data for 2010/11) was also 80%.

In previous years, separate data were gathered for teaching staff employed before and after September 2007, when a contractual requirement was introduced for those new to teaching in the sector. This distinction was not made for the 2012/13 survey. The percentages presented in Figure 18 (below), based on survey responses over three years, thus reflect the total number of Community Learning and Skills teachers holding or working towards a relevant teaching qualification, irrespective of when they started their work in the sector.

Figure 18: Percentage of teaching staff in Community Learning and Skills holding, or enrolled on, teaching qualifications

At 79%, the percentage of ACL teaching staff holding or working towards a teaching qualification is slightly lower than the 2011/12 figure but very close to the 2010/11 figure.

Survey responses suggest there is some variation in the percentage of teaching staff holding or working towards a qualification, depending on employer size in terms of overall budget. The 2012/13 figure for small providers was 99%, compared to 79% for medium sized providers and 77% for large providers. Providers with primarily direct delivery were more likely to have teaching staff holding or enrolled on teaching qualifications (80%) than providers with mainly sub-contracted provision (72%); this probably results from directly-employed staff being easier to manage and support.

## 6.6 Assessor role and qualifications

Findings from the 2012/13 survey suggest some 7% of Local Authority Community Learning and Skills teaching staff undertake a formal assessor role. Teaching staff working for Local Authority providers with mainly sub-contracted provision were twice as likely to undertake assessor functions.

Just over three-quarters of assessor staff at Local Authority providers with mainly direct delivery had an assessor qualification, compared to just 50% of assessor staff at providers with mainly sub-contracted provision.

6.7 Highest academic qualification held by teaching staff

The chart and table at Figure 19, below, show the highest qualification level held by teaching staff covered by survey responses in 2012/13, excluding missing and unknown data.

Figure 19: Highest academic qualification of Community Learning and Skills teaching staff, 2012/13
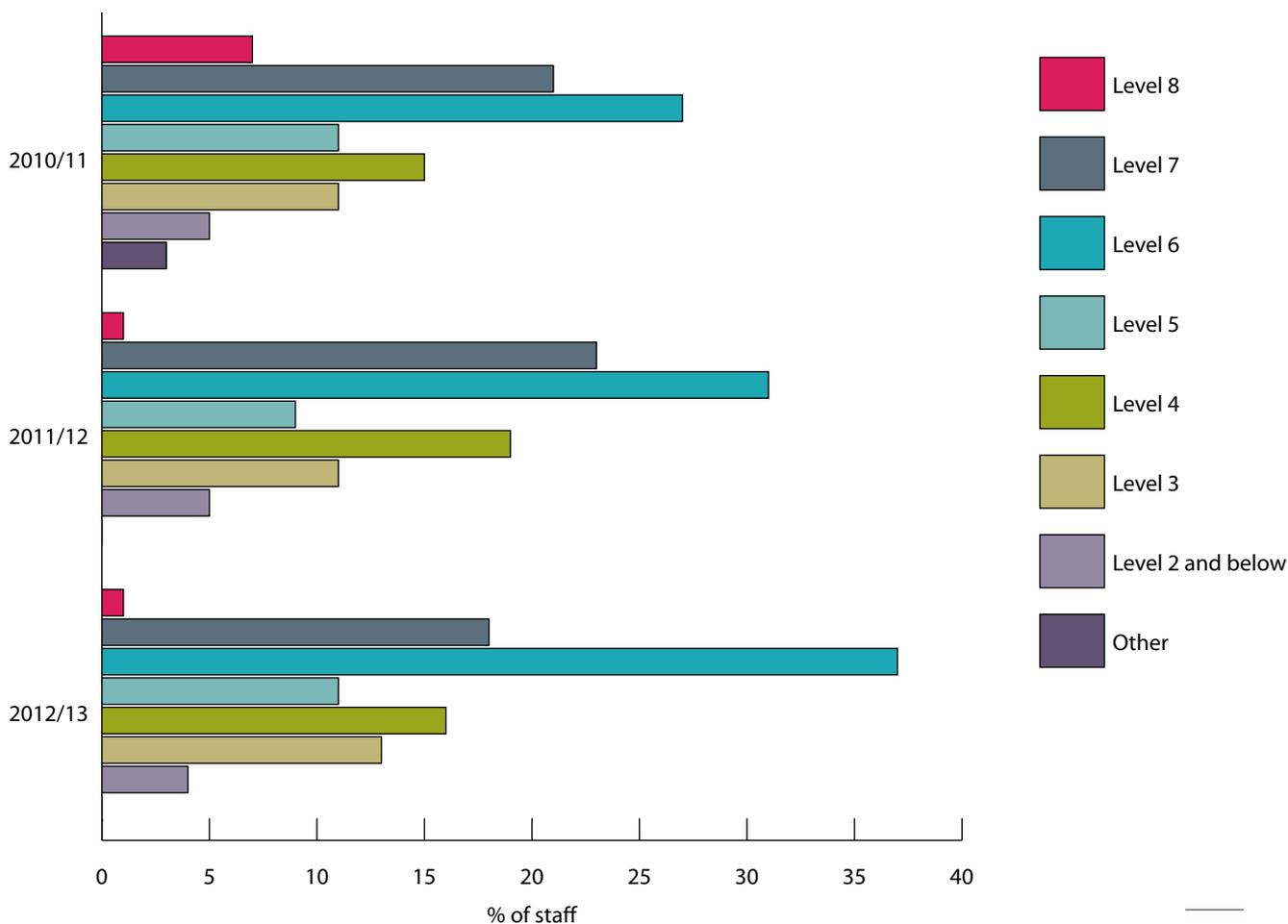
Qualification Level	Examples
Level 8	Doctorate
Level 7	Masters Degree, PG Dip, PG Cert, PGCE
Level 6	Bachelors Degree, Graduate Certificate
Level 5	Foundation Degree, HND, Dip HE, Dip FE
Level 4	Certificate of Higher Education
Level 3	2 A levels, 4 AS levels
Level 2	5+ GCSEs at grades A-C

Comparative data show that, whereas 56% of Local Authority Community Learning and Skills teaching staff held a qualification at Level 6 or higher in 2012/13, the corresponding figure in work-based learning was just 26%. Moreover, whereas 17% of Community Learning and Skills teaching staff held a qualification at Level 3 or lower, the corresponding figure in work-based learning was 33%. Changes to the SIR data collection mean that parallel data on college teaching staff are no longer collected: these fields were removed after 2010/2011 in a bid to streamline the collection of workforce data and make it less burdensome for colleges to complete the SIR.

Compared with survey data from previous years, 2012/13 saw a large increase in the percentage of Community Learning and Skills teaching staff with a Level 6 qualification (Bachelors Degree) as their highest qualification, although the percentage qualified above Level 6 has fallen in the same period. This shift is likely to be due to more refined analysi and/or better understanding of what each level means: this year, for the first time, the survey questionnaire offered illustrative examples for each level.

Two providers responding to the 2012/13 survey indicated that some staff held qualifications from other countries.

7 Teaching Staff Recruitment

7.1 Recruitment difficulties by subject area

The following chart shows a list of subject areas and the number of Local Authority Community Learning and Skills providers responding to the 2012/13 survey who identified each one as an area where, in Spring 2014, recruiting teaching and training staff is "quite difficult" or "very difficult".

Figure 20: Teaching and training staff recruitment difficulties
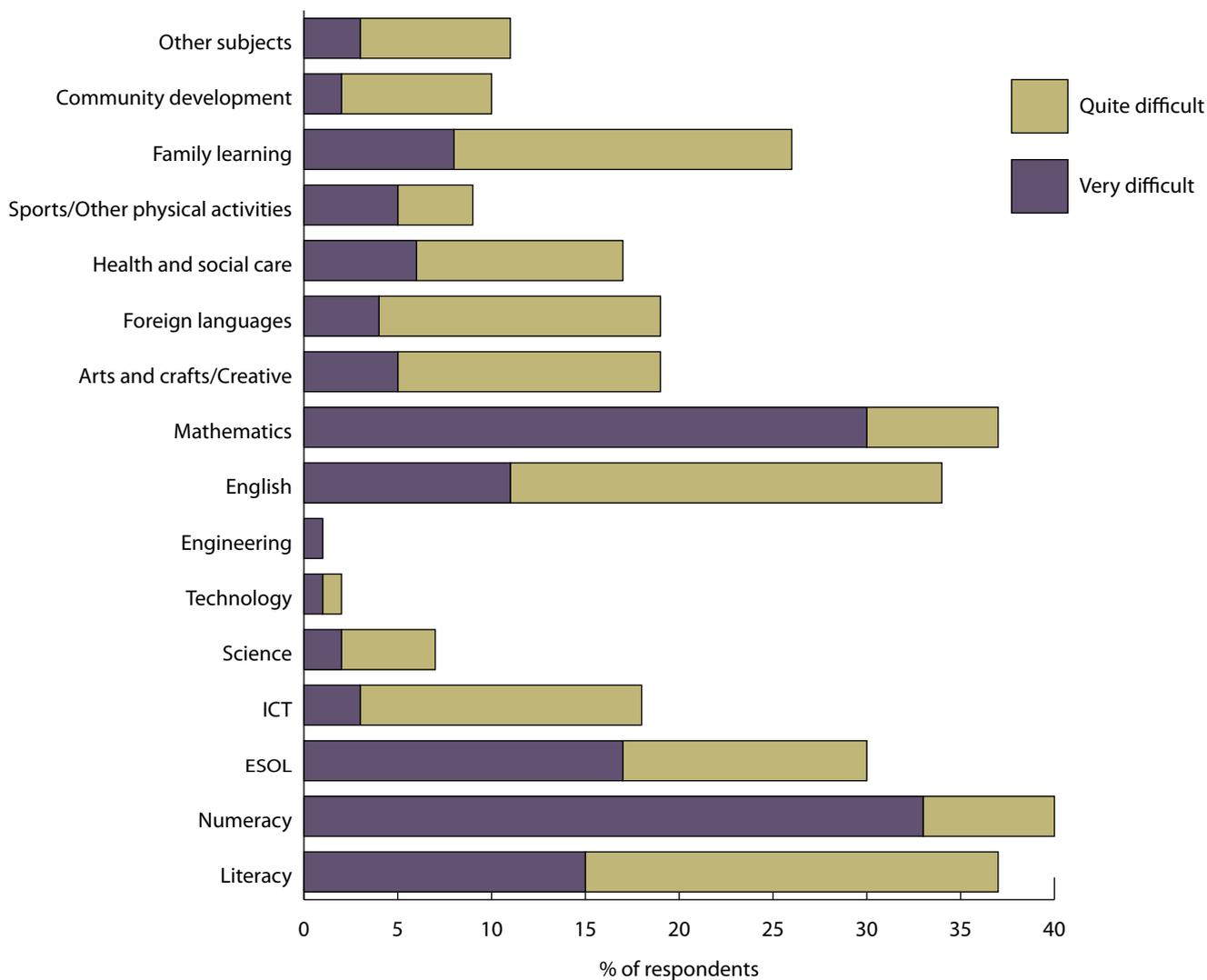
In every subject area at least one provider reported difficulties in recruiting teaching staff.

Numeracy had the highest number of providers indicating problems recruiting teaching staff, with over 70% of providers saying it was "very difficult" or "quite difficult". Numeracy and Mathematics had the highest percentages of providers finding recruitment very difficult (59% and 54% respectively). Recruitment of staff is also reportedly significantly difficult in Literacy, English and ESOL.

Other subject areas in which more than 30% of Community Learning and Skills providers indicated that recruiting teaching staff was difficult were Family Learning, Foreign Languages, Arts and Crafts/Creative, and Information and Communications Technology (ICT).

8 Conclusions and recommendations

The foregoing analysis of data returns from the 2012/13 workforce survey, coupled with trend analysis over three years where data is available, suggest that the Local Authority Community Learning and Skills workforce is under pressure, with a significant reduction in the overall number of staff employed – especially in a teaching role – and with relatively few signs of a strategic approach to the management of human resource changes. Some efforts are being made to consolidate "core" roles but the overall shape of the workforce, and the demographics of those whom it comprises, are relatively static. The data suggest that many providers face difficulties in recruiting to key teaching areas.

Use of comparative data, where available, suggests that the Local Authority Community Learning and Skills workforce is distinctive. Data suggest the workforce is more predominantly female, is more ethnically diverse, and is more highly qualified than other parts of the FE sector; and that teaching staff are deployed across a mix of differently funded learning programmes. There is also extensive use of sub-contracting by Local Authority providers, and the recruitment and management of part-time staff. More detailed evidence on these features might generate useful lessons for application in other parts of the sector, and **the Foundation may wish to consider commissioning some detailed case studies.**

The distinctiveness of the Local Authority Community Learning and Skills workforce also, more negatively, suggests providers in this part of the FE sector may require specific attention and support. Available evidence shows there is an especially high incidence of part-time staff in this part of the FE sector, and a relatively low proportion of staff in a management role, which suggests a need for **enhancement of underpinning human resource management infrastructures**. With the significant majority of teaching staff working on a sessionally paid basis, there are implications for their continuing professional development and support. The suggested age demographics – a workforce which has a high incidence of those aged 55 and over (and a corresponding low proportion of staff under 35 years of age) - implies a **concerted need to plan for succession**, and a greater impetus on **effective recruitment strategies**. The Foundation may care to consider whether it has the capacity – and the remit - to provide support in these areas.

Approach to and nature of workforce surveys

Downward trends in the response rate to successive workforce surveys covering specialist adult learning providers suggest there may be a need to **demonstrate, in more proactive fashion, the benefits of undertaking, analysing and reporting on information** which discloses the use of human resources by FE sector education and training providers. In the prevailing context, **it is not considered advisable to move away from an aggregate return and re-introduce a staff individualised record collection across the sector**, even though the aggregate response approach compromises the sophistication of data analysis.

The high incidence of "data gaps" in response to this year's ACL workforce survey, especially but not exclusively in relation to ethnicity, disability and sexual orientation, suggests that **providers should be given greater encouragement, stronger guidance and maybe best practice examples to stimulate the collection and reporting of demographic information.**

A growing interest in the potential externalisation of Local Authority services, coupled with moves towards a higher incidence of the use of sub-contracting and some casualisation of Community Learning and Skills employees, means that, by seeking data only on directly-employed staff, the Education and Training Foundation is compromised in its assessment of the whole of the workforce engaged in the delivery of publicly-funded FE provision. This suggests **it would be timely to reconsider the scope and remit of any future surveys.**

Appendix:
Adult and Community Learning Workforce
Survey questionnaire, issued February 2014

ACL Workforce Survey

The survey is collecting data about staff employed by your organisation within the service unit responsible for adult and community learning and were on the payroll between 1 August 2012 and 31 July 2013 (the 2012/13 teaching year). It does not include agency staff, self employed staff, visiting lecturers who are paid a one off fee or unpaid volunteer workers. Please note that we are not seeking information from you on the staff engaged by sub-contractors.

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

The survey is being untaken by RCU on behalf of The Education and Training Foundation and is entirely confidential. RCU work within the Market Research Society's code of conduct and any information you provide will be treated in the strictest confidence. All results will be shown in aggregated data and will not be reported in such a way as to identify you or your organisation.

Survey closes: Friday 21st March 2014

Section 1: About your organisation

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

Q1. Which of the following would you categorise your organisation as? (Please select one option).

- ⊙ Local Authority adult and community learning provider with primarily direct delivery of learning programmes
- ⊙ Local Authority adult and community learning provider primarily securing provision via subcontracting/partnership arrangements
- ⊙ Independent adult and community learning provider, including third sector providers

ACL Workforce Survey

Q2. Which of the following funding streams did your organisation secure in 2012/13? (Please select all relevant options)

☐ SFA Community Learning (previously called Adult Safeguarded Learning) budget
☐ SFA Adult Skills budget
☐ EFA funding for those aged 16-18
☐ ESF funded programmes
☐ Other

Q3. What was your overall budget in the 2012/13 year? (Please include all budget streams, excluding fee income, applicable to your organisation. Please select only one option.)

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

Q4. In which region is your organisation based/ headquartered? (Please select only one option)

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

ACL Workforce Survey

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 adult and community learning (for the 2012/13 teaching year).

Q5. How many staff are on your organisation's payroll?

Total number of staff

[ ]

Q6. Of all staff, how many work:

Q6a. Full-time

[ ]

Q6b. Part-time

[ ]

Total

[ ]

Q7. Please tell us the number of staff that are primarily engaged in the following occupational categories.

(Please note that this question categorises staff into recognised occupational categories)

Q7a. Managers - includes senior and other managers

[ ]

Q7b. Professionals - includes teachers, tutors, trainers, assessors and examiners

[ ]

Q7c. 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)

[ ]

Q7d. Administrators / clerical staff

[ ]

Q7e. Ancillary staff (e.g. canteen workers, caretaking staff)

[ ]

Q7f. Other staff

[ ]

Total

[ ]

ACL Workforce Survey

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

Q8a. Male

Q8b. Female

Q8c. Transgender

Q8d. Prefer not to say/Unknown

Total

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

Q9a. 24 years and under

Q9b. 25 - 34 years

Q9c. 35 - 44 years

Q9d. 45 - 54 years

Q9e. 55 - 64 years

Q9f. 65 years and over

Total

ACL Workforce Survey

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

Q10a. Asian / Asian British

[   ]

Q10b. Black / African / Caribbean / Black British

[   ]

Q10c. Mixed / multiple ethnic groups

[   ]

Q10d. White

[   ]

Q10e. Any other ethnic group

[   ]

Q10f. Prefer not to say / Unknown

[   ]

Total

[   ]

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

Q11a. Physical impairment

[   ]

Q11b. Learning difficulty

[   ]

Q11c. Mental health

[   ]

Q11d. Other

[   ]

Q11e. No disability

[   ]

Q11f. Prefer not to say/Unknown

[   ]

Total

[   ]

ACL Workforce Survey

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

Q12a. Heterosexual

[ ]

Q12b. Gay

[ ]

Q12c. Lesbian

[ ]

Q12d. Bisexual

[ ]

Q12e. Prefer not to say / Unknown

[ ]

Total

[ ]

ACL Workforce Survey

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 2012/13 teaching year).

Q13.What is the total number of teaching/training staff employed by your organisation?

Total number of teaching/training staff

[ ]

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

Q14a.Full-time

[ ]

Q14b.Part-time

[ ]

Total

[ ]

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

Q15a.Sessionally paid (i.e. paid on the basis of hours spent teaching)

[ ]

Q15b.Engaged on a fractional contract (i.e. paid as a percentage of a full-time equivalent)

[ ]

Q15c.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)

[ ]

Q15d.Retained on "Zero hour" contracts

[ ]

Q15e.Engaged on other part-time basis

[ ]

Total

[ ]

ACL Workforce Survey

This part relates to the teaching qualifications held by your teaching/training staff (for the 2012/13 teaching year).

Q16 Of your 2012/13 teaching/training staff, how many have or are working towards the teacher/training qualifications in the list below?

Total

Level 4 FE Teaching Qualification - Stage 3 (old NQF)
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 3 or Level 4 in Learning and Development
NVQ Level 3 or Level 4 in 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 2 Awards from English HEIs
Advanced Diploma Teaching in Further Education - 2006
Advanced Diploma Teaching in Further Education - Introduction - 2006
City & Guilds 7306 Further and Adult Education Teachers Certificate - Level 3 or Level 4
City & Guilds 7307 Certificate in Teaching Adult Learners
EDI Level 3 in Driving Instruction 2004 Onwards
EDI Level 3 Certificate in Educational Principles and Practice
1st4Sport Level 3 Certificate in Tutoring in Sport
RSA Teachers' Certificate in Office Studies
UKCC Coaching Certificate Level 3
JEB Teacher Trainer Diploma in IT Skills
OCR Teacher Trainer Certificate Diploma in Administration Skills (1994-2003)
Cambridge ESOL Diploma in Teaching English to Speakers of Other Languages (DELTA) 2001
Trinity College LCTL Diploma TESOL 2001 or TESOL 2005
SVUK endorsed Stage 1 Awards from HEIs in England and Wales
Level 4 FE Teaching Qualification - Stage 1 (old NQF)
Teaching support qualification at NQF level 3
Teaching support with professional qualification at NQF level 4 or above
ABC Level 3 Certificate in Facilitating Learning
British Wheel of Yoga Diploma in Teaching Yoga
City & Guilds 7302 Certificate in Delivering Learning: An Introduction
City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1
EDI Level 3 Certificate in Educational Practice: ICT Skills 2005
City and Guilds 7331 Certificate in Training Techn
Lip-reading Teachers' Training Course taken with C&G 7407
BTEC Professional Award In Instructional Techniques - Level
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
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS
B.Ed / B.A / B.Sc with concurrent qualified teacher status (schools)
Generic Certificates in Education (Cert.Ed.), Post Graduate Certificates in Education (PGCE) or equivalent from HEIs in England, Northern Ireland, Scotland and Wales
SVUK endorsed qualifications integrating generic teacher training with a literacy, numeracy or ESOL subject specialism
Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
Level 3 or Level 4 award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

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

Total

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

Total

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)

ACL Workforce Survey

Highest academic qualifications of your 2012/13 teaching/training staff

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

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

Q19a. Level 8 (e.g. Doctorate)

Q19b. Level 7 (e.g. Masters Degree, PG Dip, PG Cert, PGCE)

Q19c. Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma, Professional Certificate in Education)

Q19d. Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)

Q19e. Level 4 (e.g. Certificate of Higher Education)

Q19f. Level 3 (e.g. 2 A levels, 4 AS levels)

Q19g. Level 2 (e.g. 5+ GCSEs at grades A-C)

Q19h. Level 1 (e.g. GCSEs at grades D-G)

Q19i. Entry level (e.g. Entry level Certificate, Foundation Diploma, BTEC Level 1 Certificate)

Q19j. No formal qualifications

Q19k. Unknown

Q19l. Other

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

Total

ACL Workforce Survey

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

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

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

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

If 'Other' please specify.

11

ACL Workforce Survey

Section 5: Name of organisation and contact details

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

Organisation name:

Your name:

Job role:

Email address:

Telephone number: