TRAINING NEEDS IN THE FURTHER EDUCATION SECTOR

An independent and comprehensive report of survey-based research into the training needs of people who work in post-16 education and training organisations in England

BMG RESEARCH

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Introduction

The vocational skills and knowledge generated by the Further Education sector are critical to the competence of much of the national workforce and, hence, to national productivity and competitiveness. In turn, this depends on having a well-managed and highly skilled workforce in the FE sector itself. However, no comprehensive and systematic picture of gaps in the skills of that workforce, and of the training needs that such gaps would imply, has previously been produced.

Thus, sector bodies and the Department for Education (DfE) joined forces under the aegis of the Education and Training Foundation to undertake a major national exercise to find out what teachers, trainers, leaders, and institutions across the Further Education (FE) and Training sector see as their training needs. The Training Need Analysis has been conducted by the ETF, in partnership with the Association of Colleges (AoC), Association of Employer and Learning Providers (AELP) and HOLEX, the lead body for Adult and Community Learning providers.

The independent and comprehensive analysis will provide crucial baseline data to ensure future training for teachers and trainers is aligned with their professional needs and priorities.

The method of study which was used in the research comprised large surveys of education and training providers and of individuals working in the sector. In addition, a number of in-depth interviews with providers added qualitative depth to the data provided by the surveys.

Analysis of the characteristics of the 481 training providers that responded to the survey shows that around half, mainly Independent Training Providers (ITPs), were small with fewer than 50 staff, fewer than 500 learners per year, and operated from a single site. The remaining organisations, including most of the 107 Colleges which responded, frequently had over 200 staff, several thousand learners per year, and operated from several or multiple sites.

Around half of the 2,366 respondents in the survey of individuals were employed by Colleges, the remainder being employed by a range of other types of provider, including ITPs, Local Authorities, and voluntary sector organisations. Most respondents were in full-time teaching or management positions and a majority had substantial service, often of 20 years or more, in the FE sector. Where they had particular subject responsibilities, these were spread across a range of subject areas.

Overall, the two surveys achieved a substantial volume of response and, assisted by appropriate weighting, allow an analysis of sector training needs which is generally representative of the sector as a whole.

Further depth is brought to the study by analysis of an additional 50 in-depth interviews which were undertaken with senior managers in the sector.

Current training in FE institutions

As context for an understanding of skills gaps and training needs, the extent and character of current training of managers and staff of training providers in the FE sector were identified in the research.

Key findings are:

- A high proportion of providers (90%) supply training to their workforces and a high proportion of the workforce (92%) received training and development in the last year. This latter proportion compares well with the 63% of the national, all-sectors, workforce which received training.

- The average amount of training received in the last year was 44 hours (or around five and a half days). This was distributed across an average of 9 training events or episodes of training.

- Virtually all providers report giving high priority to workforce training and development.

- This high level of training is not selective: all occupational groups in the workforce were more-or-less equally likely to receive training.

- However, workers in support functions, such as teaching assistants or other support workers, received, on average, only around half the hours of training reported by other groups of staff.

- A wide variety of training modes were used, with day-long sessions ('inset days' in some cases), attendance at conferences and workshops, short training courses, and on-line training being most frequent.

- Key subjects of training and development, in terms of the numbers of individuals involved, included: teaching and classroom competences (including, particularly, the use of digital and other new technologies in teaching and learning); leadership and management skills; and subject knowledge, particularly in maths and English

- The major sources of workforce training and development are specialist trainers or training units within respondents' organisations, external private training companies, and coaching and mentoring of more junior staff by more senior staff.

- Organisations trained their workforces for a variety of reasons, including, most frequently: improvement in staff performance; maintenance of the organisation's overall performance, competiveness, and reputation; and the need to keep up with public policy change.

- Eight out of ten organisations in the sector have a formal budget for training. Small private sector training businesses of course have smaller average budgets than large FE colleges but the former's expenditures per trainee are considerably higher.

- Where training and development involved payment of fees or other direct costs, employers were the dominant source of those fees – only 15% of individual workers in the sector paid wholly or partly for episodes of training and development.

- However, although employers were the main source of funding for training, individuals were very often wholly or partly involved in the decision to train.

- Alongside budgets for training, most providers have other elements of a training infrastructure in place – nine out of ten have a training and development plan and operate formal methods for identifying training needs. However, rather fewer, around two-thirds, formally assess outcomes of their workforce training.

Overall, research findings indicate the presence of a strong training culture in the sector, of which frequent and varied training activity is a reflection.

The adequacy and sufficiency of current training

The research further examined the extent to which current training, in the opinion of institutions and individuals, supplies the skills and knowledge which the sector needs in order to meet the demands and challenges it faces.

Key findings are:

- A majority of providers regard their budget for training and development as sufficient but around a quarter do not.

- However, nine out of ten providers report that their recent training and development activities met most or all of their training needs.

- Where providers reported any deficiencies or gaps in their training, these most frequently concerned leadership and management skills, skills in the teaching of maths and English, and competence in the use of digital and other new technologies in teaching programmes.

- As with organisations, around a quarter of people working in the sector reported that they did not receive all the training they wanted or needed.

- Substantial minorities, of over a third in each case, of FE sector staff also reported that some training they undertook was of little value to them or was just 'tick box' training to meet organisational or external requirements.

- A smaller minority, however, only 12%, said that their training was of low quality.

- Where members of staff had undertaken more than one episode of training, they most frequently reported that training in teaching or classroom skills, training related to Prevent and safeguarding, training in leadership and management skills, and training related to well-being and mental health were most valuable.

- However, smaller minorities of staff could also identify some of these areas, such as training related to Prevent and safeguarding, as their *least* valuable training.

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- Data from the survey of individuals also suggest that training which is of longer duration, which leads to a qualification, and which is externally provided is somewhat more likely to be seen as valuable.

- Key barriers to training, for both organisations and individuals, are shortfalls in available funding and pressures on staff time which make it difficult to release them for training.

Overall, it is suggested that, whilst the sector has a high level of organisational and individual participation in training and development, this participation does not meet all needs and, if budget and time permitted, there is scope and demand for additional training, with a particular focus on leadership and management, maths and English, and use of digital and other new technologies for teaching and learning.

However, whilst most organisations did not believe that the supplied training was not valuable, a substantial minority of sector staff believed that some of the training they undertook was not particularly productive – seeing it as being of little value to them or as 'tick box' training for their employers. Much of this training may, however, be a statutory requirement.

Future training needs

Against the background of evidence of a high volume and wide spectrum of training undertaken by FE sector staff but also of some gaps in training and in the infrastructure for training, institutions' and individuals' perceptions of the need for future training and development are considered.

Ensuring the effective performance of the organisation will be the most frequent driver of the training supplied in the near future by organisations, but the needs of the workforce (particularly to adapt staff moving into the sector from other sectors and to keep staff up-to-date) and the direction of national policy (particularly in respect of apprenticeships) are other key drivers – the last of these being particularly important for private training businesses.

However, some key priorities for future training were not directly concerned with themes of training but with its delivery methods. Particularly, there is much interest in using technology in training by introducing or extending the use of on-line and other methods of distance learning and virtual learning environments.

In realising their priorities, key challenges for providers remain the ones they face now – restriction on budgets and the difficulty of releasing staff for training. Though not directly a training issue, some providers noted staff recruitment and retention difficulties, often because of wage competition from employment opportunities in teachers' or potential teachers' 'home' industries, as a constraint on skills supply.

Providers most frequently saw their 'core' workforce (in the sense of being most numerous in the sector) – teachers, trainers, and managers – as in need of training in the near future.

And two-thirds (68%) of staff working in the sector report that further training would be of value to them.

There is demand for training in a wide variety of areas but subject knowledge, leadership and management skills, and teaching and classroom competences remain the most frequent areas of demand.

From the individual perspective, there is particular demand for training which leads to higher level qualifications in education and training such as PGCE or the Diplomas in Education and Training (DET).

In respect of their future training needs, six out of ten providers are wholly confident that their future training needs will be met and most of the remainder are reasonably confident of this. In support of this, a majority (59%) of providers expect their training budgets to stay the same next year as they were in the previous year, and the minority (16%) which expect their budget to decline, is balanced by the minority (15%) which expect it to increase (though it may be noted that it is larger providers, often colleges, which on balance, are most pessimistic about their future budgets for training).

Although, as above, organisations are generally confident about their future training, around two-thirds would still welcome support (from ETF, the Department for Education, and membership bodies) with realisation of their training ambitions and objectives.

Individuals working in the sector were also mainly confident that they would undertake new training or development in the near future, with over seven out of ten expecting this.

CHAPTER 1: INTRODUCTION

Summary of chapter

The vocational skills and knowledge generated by the Further Education sector are critical to the competence of much of the national workforce and, hence, to national productivity and competiveness. In turn, this depends on having a well-managed and highly skilled workforce in the FE sector itself. However, no comprehensive and systematic picture of gaps in the skills of that workforce, and of the training needs that such gaps would imply, has previously been produced.

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The analysis will provide crucial baseline data to ensure future training for teachers and trainers is aligned with their professional needs and priorities.

The method of study which was used in the research comprised large surveys of education and training providers and of individuals working in the sector. In addition, a number of in-depth interviews with providers added qualitative depth to the data provided by the surveys.

Analysis of the characteristics of 481 training providers which responded to the survey shows that around half, mainly Independent Training Providers (ITPs), were small with fewer than 50 staff, fewer than 500 learners per year, and operated from a single site. The remaining organisations, including most of the 107 Colleges which responded, frequently had over 200 staff, several thousand learners per year, and operated from several or multiple sites.

Around half of the 2,366 respondents in the survey of individuals were employed by Colleges, the remainder being employed by a range of other types of provider, including ITPs, Local Authorities, and voluntary sector organisations. Most respondents were in full-time teaching or management positions and a majority had substantial service, often of 20 years or more, in the FE sector. Where they had particular subject responsibilities, these were spread across a range of subject areas.

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Overall, the two surveys achieved a substantial volume of response and, assisted by appropriate weighting, allow an analysis of sector training needs which is generally representative of the sector as a whole.

Further depth is brought to the study by analysis of an additional 50 in-depth interviews which were undertaken with senior managers in the sector.

Purposes of the study

The scale, nature, and quality of vocational education and training of people aged 16 and over but outside of universities and other institutions of higher education is recognised as an important factor in national competitiveness and productivity.

The organisations which provide this education and training – school sixth forms to some extent, but mainly Further Education colleges, privately-owned training companies, Local Authority training organisations, and a range of organisations in the voluntary sector – and the systems by which they are funded and governed have, in recent years, come under consistent pressure to increase their contribution to national efficiency.

Most recently, on-going public policies to reform the FE system and the national apprenticeship programme were extended, particularly by the *Post-16 Skills Plan* (CM9280, HM Government, July 2016), which, amongst other things, seeks the development of much stronger technical education and of clearer vocational 'routes' from school education into employment, seeks simplification of the array of vocational qualifications, and emphasizes the need for the FE sector to respond to employer needs.

The Skills Plan correspondingly recognises that progress towards achievement of its various ambitions will be dependent on the existence and operations of 'strong and dynamic colleges and other training providers' and, in turn, on the governance, management, and teaching skills of those organisations.

Essentially, a skilled national workforce cannot be generated by inadequately managed or under-skilled teachers and tutors.

Particularly, therefore, the Skills Plan proposed that substantial annual grants should be awarded to ETF[1] to extend their training programmes which help FE sector staff to enhance their knowledge and skills. The efficient design, allocation, and development of these programmes essentially depends on knowledge of need – how prevalent is under-skilling in the sector? Who needs more training and what in? What are the barriers to workers in the sector accessing the training they need? And how can those barriers be overcome?

However, while small-scale research studies in the sector and anecdotal contact with people working in it have revealed some skills gaps and training needs, there has been no previous systematic attempt to gain a reliable picture of training needs across the sector as a whole as a basis for future planning and development. This research provides that picture.

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[1] The Education and Training Foundation (ETF) is a government-backed national support body for the Further Education sector. At the time of the research, ETF was supported by the Association of Colleges (AoC), the Association of Education and Learning Providers (AELP), and Holex, the lead body for Adult and Community Learning providers.

Method

The study sought to get two perspectives on training needs in the sector – that of learning providers as organisations and that of individuals working in the sector. Thus, the method comprised:

- ***A telephone survey of 481 learning providers***. This survey included 107 Further Education and Sixth Form Colleges, 43 Local Authority training organisations, 210 Independent Training Providers (essentially private training companies), and 62 charitable or voluntary organisations which provide training to varying groups of people. The 210 Independent Training Providers (ITPs) included 121 which were primary contractors to the Education and Skills Funding Agency[2] (ESFA) and 89 which had sub-contract relationships with primary ESFA contractors. Telephone interviews, typically lasting between 20 and 30 minutes, were conducted with senior managers able to describe and discuss the training activities and needs of their organisations.

    In addition to these groups of training providers, a number of providers which are not funded, either directly or indirectly, by the ESFA were surveyed. This latter group of providers (called Learning and Development Providers or LDPs on the advice of the project steering group) were found to be quite distinctive in their approach to staff training and development and therefore will be the subject of a separate report and are not addressed in this document.

- ***An on-line survey of 2,366 governors, senior managers, teaching, and teaching-related staff in the FE sector***. Support staff (such as administrative and secretarial, maintenance, catering, or cleaning staff) were not a primary target of the survey but a small number were included. The basic method of this survey was to set up an on-line questionnaire to which respondents could connect via a 'click-on' link in an e-mail which described the survey's purposes and encouraged their co-operation. The e-mail was distributed to potential respondents by social media and via employing organisations which had agreed to help the survey by distributing the e-mail to qualifying staff. Participation in the survey was encouraged by a variety of marketing activity undertaken by ETF and its founder members, the Association of Colleges (AoC), the Association of Employment and Learning Providers (AELP), and Holex, the lead body for Adult and Community Learning providers.

- ***A programme of 50 in-depth telephone discussions with senior representatives of FE sector organisations***, including public, private, and voluntary sector organisations. The purpose of this programme was to add the kind of depth of understanding and insights which would not be gained from the mainly structured interviews used in the first survey described above.

In all three cases, the interviews and discussions, either from an institutional or individual perspective, focussed on recent training activity, adequacy of that activity in relation to skill development needs, barriers to staff participation in training, foreseeable future training needs, and needs for support to improve the likelihood of training taking place.

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[2] The Education and Skills Funding Agency is the agency of the government which is accountable for funding education and skills development for children, young people, and adults

In the case of the two main surveys, survey data has been weighted to reflect the relative sizes, in terms of employee numbers in the FE sector's sub-sectors (Colleges, Local Authority training organisations, private sector Independent Training Providers, and charitable and voluntary organisations). This weighting ensures that the positions and views of organisations and of staff are represented, in statistics which describe the sector as a whole, in their due proportions.

A more detailed statement of the research method is set out in Appendix 1 of this report.

Response: participants in the surveys

Whilst, as noted above the main survey analyses are based on weighted data, the actual samples which were achieved in the survey are described in this initial set of data without weighting. The aim is to show the main characteristics of the institutions and individuals on which subsequent analysis is based.

Please note that, to aid clarity, in the rest of this report, 'colour coding' is used in tables and charts to distinguish findings from the institutions survey, in blue, from those from the individuals survey, in magenta.

The sample of institutions

Starting with responses to the institutional survey, Figure 1 (following), shows that colleges and ITPs were major contributors to the survey of institutions, but that Local Authority and charitable or voluntary organisations were also substantially represented.

Figure 1: Number of FE providers contributing to the Training Needs Analysis

Total	481
Colleges	107
Local Authorities	43
ITPs Prime contractors	121
ITPs Sub-contractors	89
Charitable/Voluntary	62
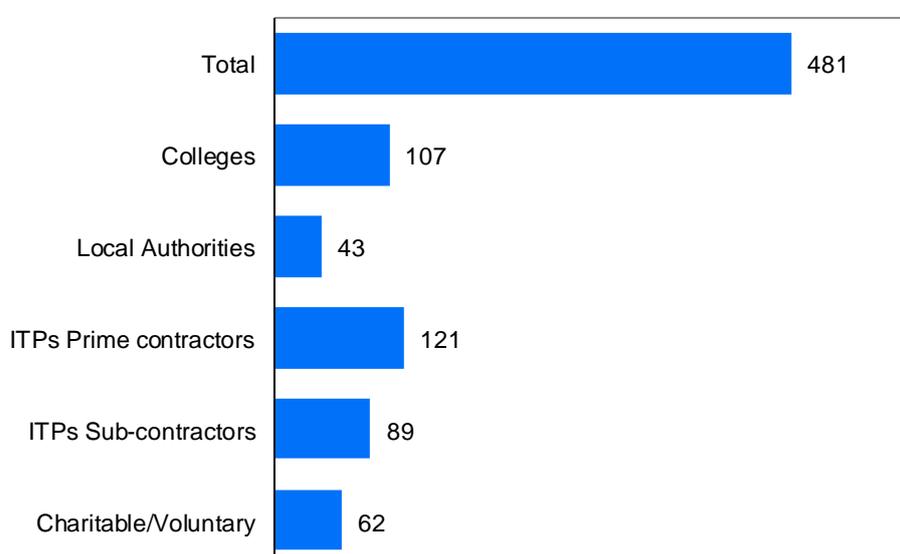
In terms of the size of responding institutions, Colleges, as would be expected, are generally likely to be much larger than other types of provider. At the other end of the size scale, ITPs and charitable/voluntary training organisations are most likely to be small, generally having fewer than 50 staff and often no more than 10 (see Table 1).

Table 1: Number of staff of all types and at all levels employed by providers

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
1 to 10 employees	**24%**	0%	7%	17%	47%	50%
11 to 49 employees	**31%**	1%	19%	52%	45%	31%
50 to 199 employees	**13%**	9%	26%	22%	4%	8%
200 or more employees	**20%**	70%	23%	2%	0%	2%
Don't know	**12%**	20%	26%	6%	3%	10%
Sample base	**481**	**107**	**43**	**121**	**89**	**62**

Q6. In total, how many staff of all types and at all levels, does your organisation employ across all its sites, including yourself?

A small majority of providers, typically smaller ITPs, operate from only one site, whilst the remainder, typically Further Education and Sixth Form Colleges, operate from several or multiple sites (see Figure 2).

Figure 2: Number of permanent sites from which providers operate

- One site only: 51%
- 2 to 5 sites: 37%
- 6 to 10 sites: 6%
- More than 10 sites: 5%
- Don't know: 1%
- Refused: *%
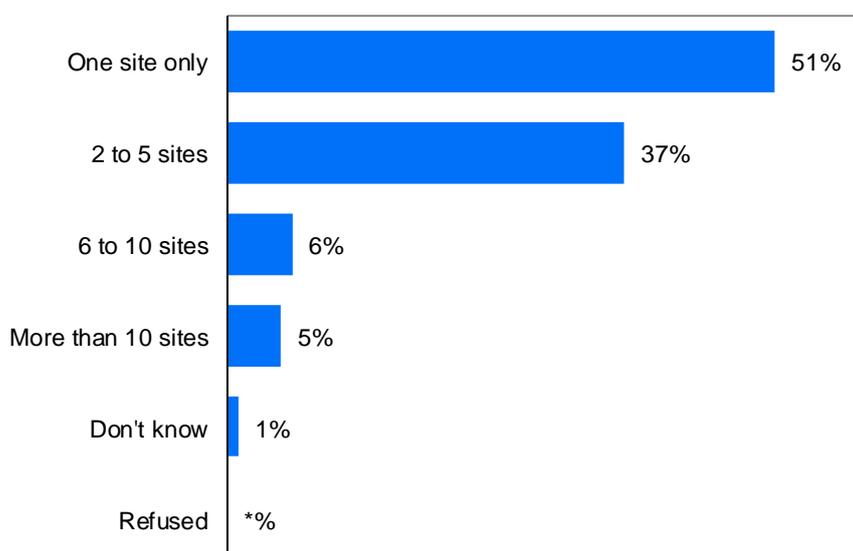
Sample base: 481

Q2. How many permanent sites does your organisation operate from? Please exclude any sites which you use occasionally or those where you are not the primary user.

* denotes a figure greater than zero, but less than 0.5%

The number of learners taught or trained by providers in the year prior to the survey varied substantially, from fewer than 50 to more than 5,000 (see Figure 3 following), with the larger institutions, of course, being more likely to have greater numbers of learners.

Figure 3: Number of FE learners for which providers were responsible in the last academic year
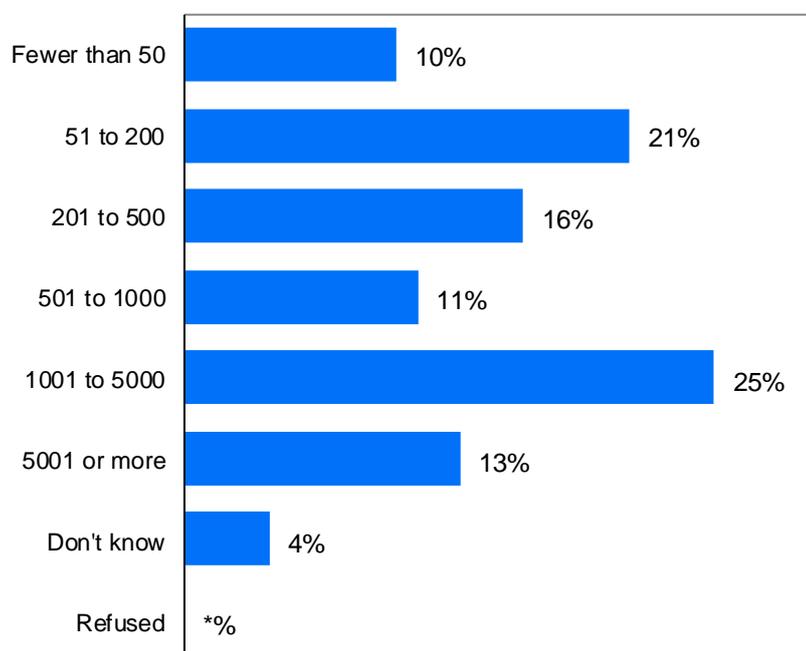
Sample base: 481

Q4b. For how many FE learners or students was your organisation across all its sites responsible in the last academic year?

* denotes a figure greater than zero, but less than 0.5%

However, while Colleges tend to be substantially larger than other types of provider, they are also more locally focussed than many of the private training companies which make up the bulk of the ITP group. Table 2 (following) shows that, while around a third of colleges have multi-regional or national operations, this is true of two-thirds of those ITPs which are prime contractors to the ESFA.

Table 2: Number of regions in which providers operate

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
One region only	**51%**	66%	98%	31%	45%	56%
More than one region	**23%**	14%	2%	36%	28%	19%
Nationally	**26%**	19%	0%	33%	27%	24%
Don't know	***%**	1%	0%	0%	0%	0%
Sample base	**481**	**107**	**43**	**121**	**89**	**62**

Q3. Does your organisation operate in one region only, in more than one region, or nationally?

* denotes a figure greater than zero, but less than 0.5%

The sample of individuals

Turning to the parallel survey of individuals who work in the FE sector in some capacity or other, a further table (Table 3) shows the location of main employment of the 2,366 respondents in this survey. Corresponding with the large size of the colleges sub-sector, around half of respondents were employed in FE or Sixth Form Colleges with smaller numbers employed across the range of other sub-sectors. It can also be seen that, in the survey of individuals, 131 respondents are classified as employees within an 'others' category. In this case, these respondents worked for organisations such as awarding bodies, were individuals delivering ETF training and development, or in a small number of cases, were FE staff who were currently between jobs.

Table 3: Number of FE individuals contributing to the Training Needs Analysis

	Sample size
Total	2,366
Colleges	1,125
Local Authorities	498
ITPs Prime contractors	204
ITPs Sub-contractors	70
Learning and Development Providers *No ESFA funding*	46
Learning and Development Providers *(unsure of funding)*	60
Charitable/Voluntary	114
Training division or unit of an employer	62
Education service within a prison or offender institution	25
Others	131
Prefer not to say	31

Q13. Have you received any of the following types of training or development activity in the last academic year?

The next figure, Figure 4, shows the roles played by respondents in their respective organisations. The larger proportions of respondents were in management or teaching roles. Data (not shown in the figure) also shows that, while the combined proportions are similar, respondents from Colleges and other public and voluntary sub-sectors more often classified themselves as 'lecturer, teacher or trainer' than as 'specialist assessor or verifier, trainer or instructor' whereas the reverse was the case for respondents from ITPs.

Another study sponsored by ETF is an analysis of workforce data reported annually by around 200 organisations in the FE sector, recorded as the Staff Individualised Record or SIR, and published in annual reports titled *'Further Education Workforce Data for England'.* Data allows only a limited comparison of occupational structures between the two studies because the categorisations of job roles used in the two studies are dissimilar. However, this study suggests that the sector has more managers and fewer support staff than does the SIR data.

Figure 4: Job roles of individuals

Job role	Percentage
Lecturer, teacher or tutor	32%
Middle and junior manager	20%
Senior Management Team	13%
Specialist assessor or verifier, trainer or instructor	9%
Support worker in an administrative or clerical role	8%
Teaching, learning, or classroom assistant	5%
Advanced practitioner	3%
Specialist coach, mentor, or staff trainer	2%
Support worker in areas such as maintenance, security, catering, or cleaning	2%
Governors or Equivalent	1%
Careers guidance specialist	1%
Other role	4%
Prefer not to say	1%

Sample base: Total: 2366
Q2. Which of the following best describes your role at your main employer?

Those respondents who had a role related to one or more subject areas – around 7 out of 10 of all respondents – were spread across a wide variety of these areas (see Figure 5 following).

More detailed analysis (not shown in Figure 5) of respondents' subject areas again distinguishes colleges from other provider groups, particularly from ITPs.

The difference is that College staff were less likely to report that they had roles across several subject areas. The larger size of Colleges may allow greater specialisation whereas other types of provider more often require people able to work across varied subject areas. It is also evident that providers other than Colleges, particularly ITPs, are heavily engaged in a mix of fields which are preparing people for work rather than giving them skills and knowledge in particular areas relevant to particular employment sectors – these 'essential' areas include 'Education and Training', English, ICT, Maths, and 'Preparation for life and work'.

Data from the Staff Individualised Record (SIR)[3] offers a quite different picture of individuals' subject specialisms, with the TNA recording a higher proportion of teaching staff working in the areas of Education and Training, English, and maths. However, the SIR only allows for one subject area per contract to be recorded, while the TNA individual questionnaire allowed for respondents to select as many subjects as they felt applied to their work.

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[3] Include link to SIR when published

Figure 5: Subject or curriculum areas in which individuals work

Subject or curriculum area	Percentage
Education and training	22%
English	19%
Maths	16%
Preparation for life and work	13%
Health, public services, and care	11%
ICT	11%
Business administration and law	10%
Engineering and manufacturing	6%
Arts, media, and publishing	5%
Community development	5%
Family learning	5%
Construction planning and the built environment	4%
Leisure, travel, hospitality, and tourism	4%
Retail and commercial enterprise	4%
Languages, literature and culture	3%
Science	3%
Agriculture, horticulture, and animal care	2%
Humanities subjects	2%
Social science	2%
Is there any other subject area not mentioned?	*%
Just subject knowledge generally/across all areas	5%
Position not specific to subject(s)	28%
Not specified	1%

Sample base: Total: 2366

Q9. If you work in a particular subject or curriculum area or areas please select these below.

* denotes a figure greater than zero, but less than 0.5%

Respondents from all of the FE sub-sectors had most frequently worked in the FE sector for substantial periods of time, most frequently between 10 and 20 years, but often for more than 20 years (see Figure 6 following).

Figure 6: Time individuals have worked in the further education and training sector

Category	Percentage
Less than 1 year	3%
1 year but less than 3 years	7%
3 years but less than 10 years	24%
10 years and up to 20 years	43%
More than 20 years	22%
Prefer not to say	1%
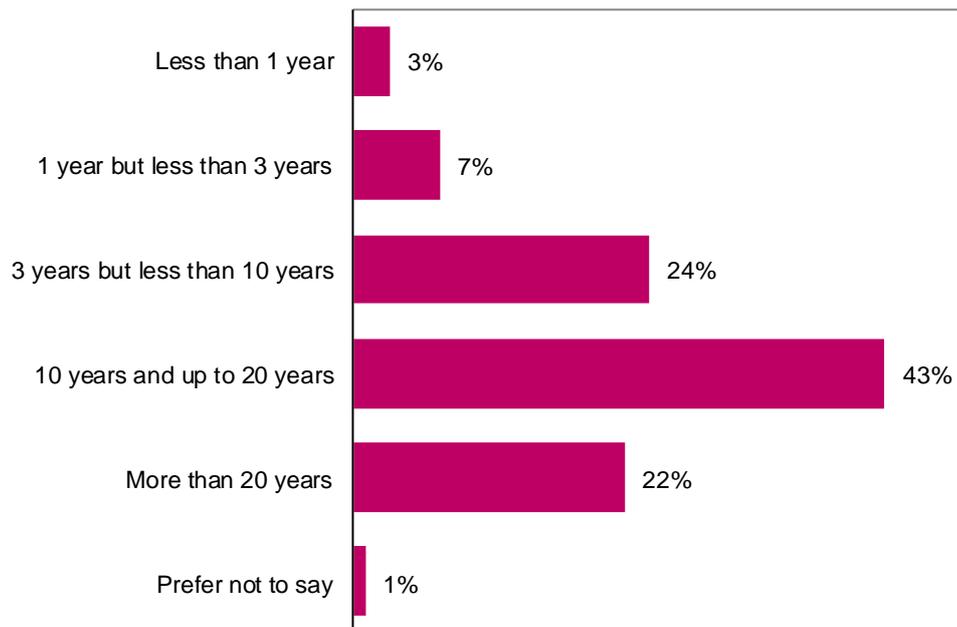
Sample base: Total: 2366
Q8. For how many years in total have you worked in the further education and training sector?

Two-thirds of respondents (four-fifths in ITPs) were full-time employees with most of the remainder working part-time (see Figure 7). Data from the Staff Individualised Record (SIR), however, suggests that a much higher proportion of staff than work part-time than is recorded here.

Figure 7: Current working status of individuals

Category	Percentage
Full time, working 35 or more hours per week	64%
Part time, working less than 35 hours per week	26%
Sessional	8%
None of these, working on a voluntary basis	1%
Prefer not to say	1%
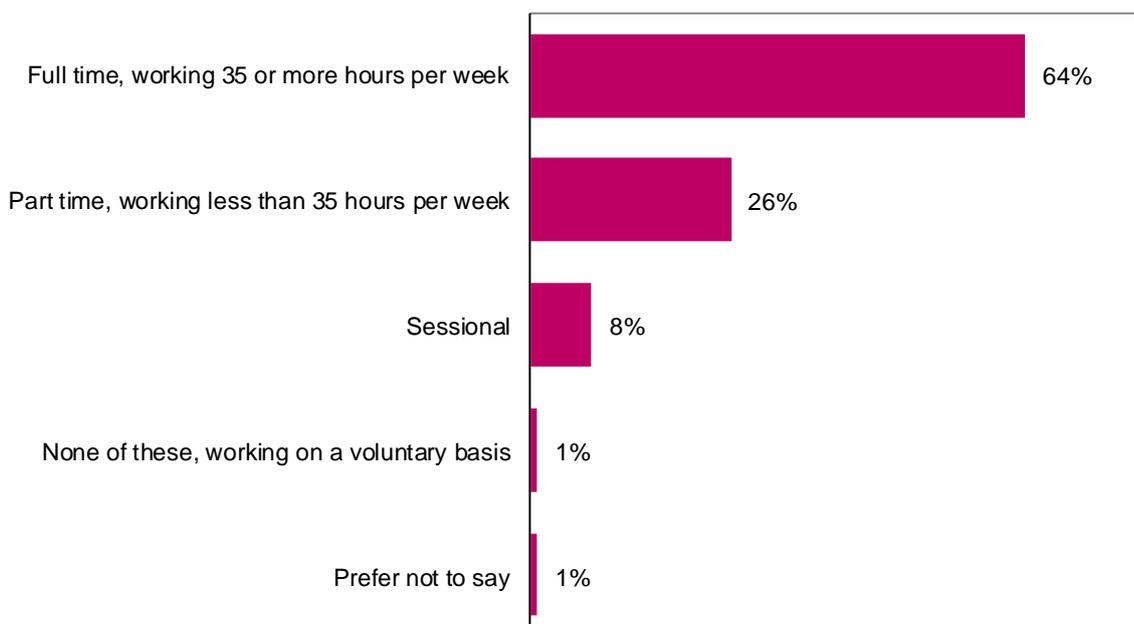
Sample base: Total: 2366

Q12. Which of the following best describes your current working status within your institution?

In demographic terms, two-thirds of respondents were female (see Figure 8). By comparison, the Staff Individualised Record (SIR) estimates a slightly lower percentage (62%) of female staff.

Figure 8: Gender of individuals
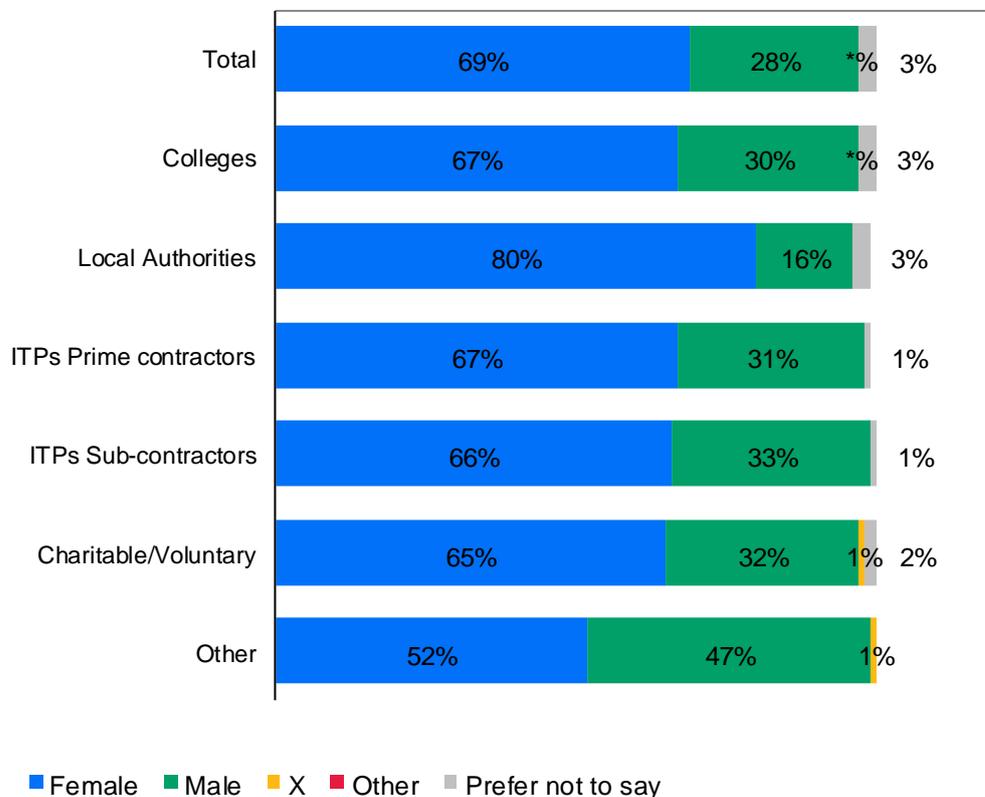
Sample base: Total (2366), Colleges (1125), Local authority (498), ITPs Prime contractors (204), ITPs Sub-contractors (70), Charitable (114), Other (133)
Q39. Please describe your gender identity.
* denotes a figure greater than zero, but less than 0.5%

As in Staff Individualised Record data, the great majority of respondents have a 'white' ethnicity (see Figure 9 following).

Figure 9: Ethnicity of individuals
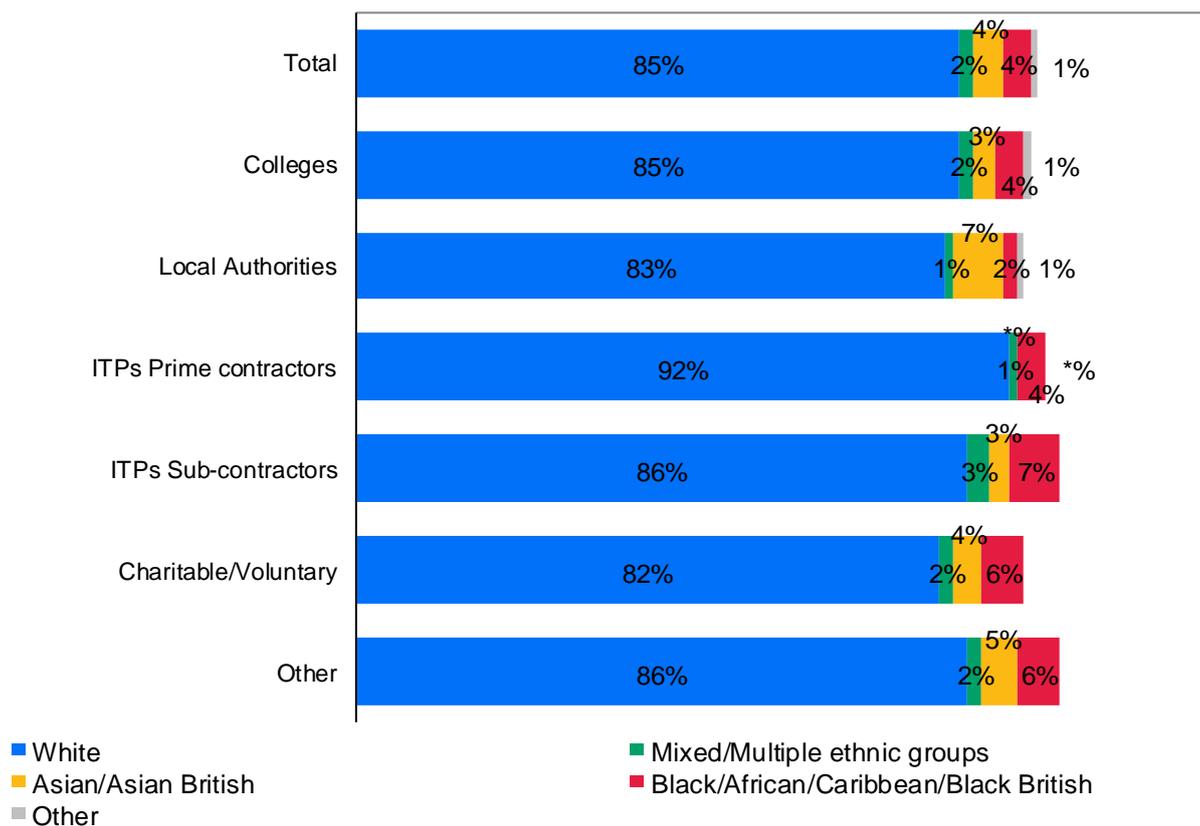
	White	Mixed/Multiple ethnic groups	Asian/Asian British	Black/African/Caribbean/Black British	Other
Total	85%	2%	4%	4%	1%
Colleges	85%	2%	3%	4%	1%
Local Authorities	83%	1%	7%	2%	1%
ITPs Prime contractors	92%	1%	*%	4%	*%
ITPs Sub-contractors	86%	3%	3%	7%	
Charitable/Voluntary	82%	2%	4%	6%	
Other	86%	2%	5%	6%	

- ■ White
- ■ Mixed/Multiple ethnic groups
- ■ Asian/Asian British
- ■ Black/African/Caribbean/Black British
- ■ Other

Sample base: Total (2366), Colleges (1125), Local authority (498), ITPs Prime contractors (204), ITPs Sub-contractors (70), Charitable (114), Other (133)

Q40. What is your ethnicity?

* denotes a figure greater than zero, but less than 0.5%

And, consistent with frequent substantial length of service in the sector (as above) and with findings from the Staff Individualised Record, the great majority of respondents were in middle and later years of working life (see Figure 10 following).

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Figure 10: Age of individuals
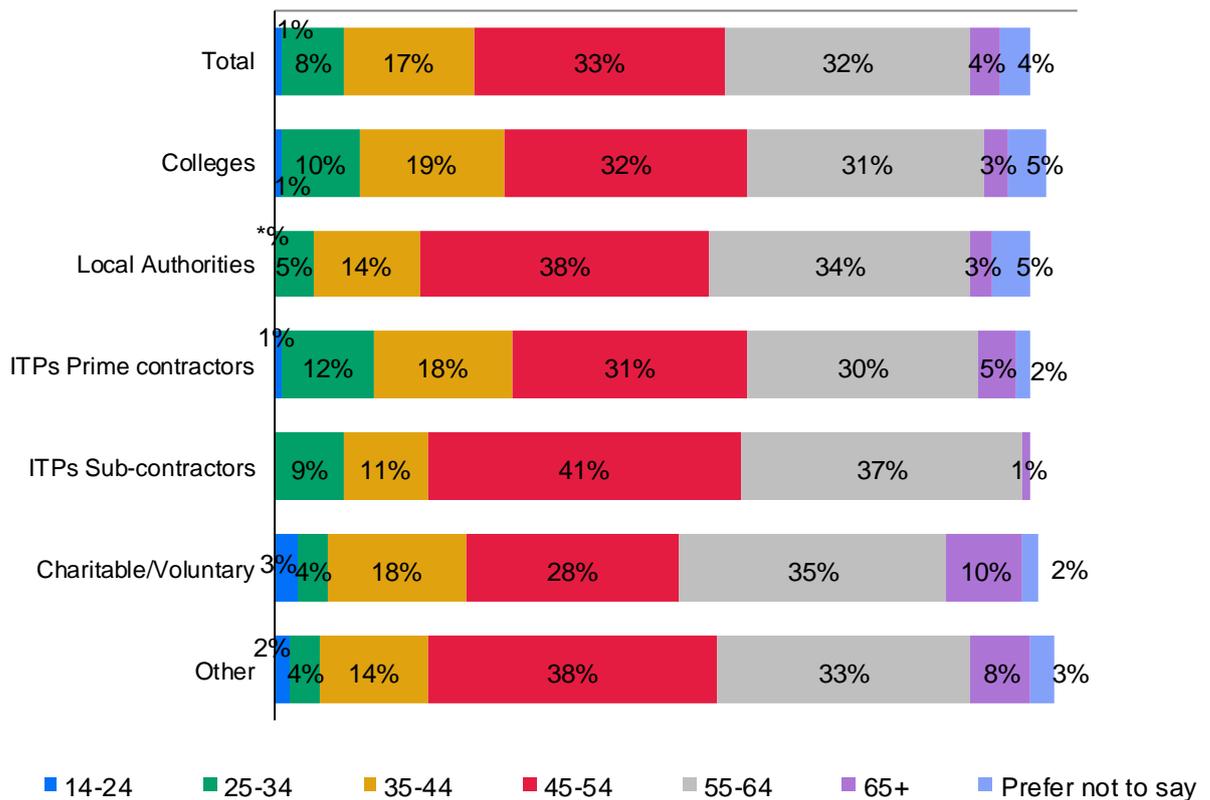
	14-24	25-34	35-44	45-54	55-64	65+	Prefer not to say
Total	1%	8%	17%	33%	32%	4%	4%
Colleges	1%	10%	19%	32%	31%	3%	5%
Local Authorities	*%	5%	14%	38%	34%	3%	5%
ITPs Prime contractors	1%	12%	18%	31%	30%	5%	2%
ITPs Sub-contractors		9%	11%	41%	37%	1%	
Charitable/Voluntary	3%	4%	18%	28%	35%	10%	2%
Other	2%	4%	14%	38%	33%	8%	3%

Sample base: Total (2366), Colleges (1125), Local Authority (498), ITPs Prime contractors (204), ITPs Sub-contractors (70), Charitable (114), Other (133)

Q42. What is your age?

* denotes a figure greater than zero, but less than 0.5%

The qualitative sample

The qualitative research element of the study comprised 50 in-depth interviews undertaken on the telephone, each interview lasting around 30-45 minutes.

The organisations which contributed to this element included:

- 10 Further Education or Sixth Form Colleges

- 7 charitable or voluntary organisations

- 11 Independent Training Providers *Primary Contractors*

- 13 Independent Training Providers *Sub-contractors*

- 9 Adult Community Learning colleges or Local Authority Adult Education providers

Respondents from these organisations were all senior managers. Their roles were varied and included Managing or other Directors of private training companies, Assistant Principals of FE or Sixth Form Colleges, HR managers, and Heads of other departments and functions (such as workforce development, operations, quality, and adult skills).

The organisations that took part in the qualitative stage varied in terms of the number of staff that they employ and the number of learners for whom they are typically responsible over the course of an academic year:

	Sample size
Total	**50**
10 or less employees	11
11 – 20 employees	10
21 – 50 employees	5
51 – 200 employees	12
201 – 500 employees	5
More than 500 employees	7

	Sample size
Total	**50**
Up to 100 learners	8
101 – 200 learners	3
201 – 500 learners	10
501 – 1,000 learners	4
1,001 – 2,000 learners	8
2,001 – 5,000 learners	8
More than 5,000 learners	8
Don't know	1

CHAPTER 2: CURRENT TRAINING IN FE INSTITUTIONS

Summary of chapter

As context for an understanding of skills gaps and training needs, the extent and character of current training of managers and staff of training providers in the FE sector is identified and described.

Key findings are:

- A high proportion of providers (90%) supply training to their workforces and a high proportion of the workforce (92%) received training and development in the last year. This latter proportion compares well with the 63% of the national, all-sectors, workforce which received training.

- The average amount of training received in the last year was 44 hours (or around five and a half days). This was distributed across an average of 9 training events or episodes of training.

- Virtually all providers report giving high priority to workforce training and development.

- This high level of training is not selective: all occupational groups in the workforce were more-or-less equally likely to receive training.

- However, workers in support functions, including learning support staff, received, on average, only around half the hours of training reported by other groups of staff.

- A wide variety of training modes were used, with day-long sessions ('inset days' in some cases), attendance at conferences and workshops, short training courses, and on-line training being most frequent.

- Key subjects of training and development, in terms of the numbers of individuals involved, included: teaching and classroom competences (including, particularly, the use of digital and other new technologies in teaching and learning); leadership and management skills; and subject knowledge, particularly in maths and English.

- The major sources of workforce training and development are specialist trainers or training units within respondents' organisations, external private training companies, and coaching and mentoring of more junior staff by more senior staff.

- Organisations trained their workforces for a variety of reasons, including, most frequently: improvement in staff performance; maintenance of the organisation's overall performance, competiveness, and reputation; and the need to keep up with public policy change.

- Eight out of ten organisations in the sector have a formal budget for training. Small private sector training businesses of course have smaller average budgets than large FE colleges but the former's expenditures per trainee are considerably higher.

- Where training and development involved payment of fees or other direct costs, employers were the dominant source of those fees – 15% of individual workers in the sector paid wholly or partly for episodes of training and development.

- However, although employers were the main source of funding for training, individuals were very likely to be wholly or partly involved in the decision to train.

- Alongside budgets for training, most providers have other elements of a training infrastructure in place – nine out of ten have a training and development plan and operate formal methods for identifying training needs. However, rather fewer, around two-thirds, formally assess outcomes of their workforce training.

Overall, research findings in this chapter indicate the presence of a strong training culture in the sector of which frequent and varied training activity is a reflection.

Incidence and volume of training

A first analysis looks at the proportion of staff who received training in the academic year prior to survey (2016-2017).

Responses from institutions show that participation in some form of training is very frequent. The institutions survey suggests that 9 out of 10 staff received some training with higher proportions in 'public' institutions (Colleges and Local Authority training organisations) than in institutions in the private and voluntary sectors (ITPs and charitable and voluntary training organisations).

'Triangulation' of this picture using responses from the individuals' survey, confirms this positive picture. Responses from this survey suggest that 92% of respondents, a marginally higher figure than the 90% estimate from the institutions survey, reported that they received some training in the last year.

In this second case, there was a high level of training reported across *all* the sub-sectors including ITPs and charitable and voluntary training organisations. The variation between the two surveys is explained by the fact that the figure for institutions was calculated from a question which simply asked them how many staff received 'formal training and development' whereas the question for individuals prompted for their participation in training with a substantial list of possible forms of training and development which included some less formal forms of training such as coaching and mentoring, and work shadowing.

The two sets of estimates, from the institutions and individuals surveys, are compared in Figure 11 (following).

Figure 11: Proportion of staff and individuals who received formal training and development in the past year – institutional and individual perspectives
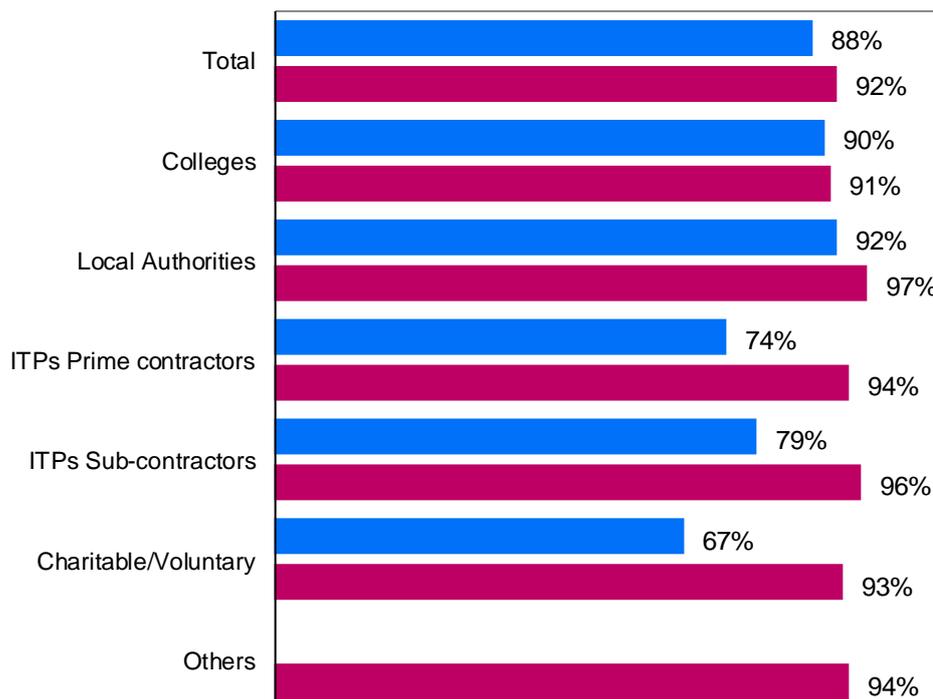
- ■ Proportion of staff who received formal training and development in the past year
- ■ Proportion of individuals who received training and development in the past year

Sample base: Staff - Total (49,782), Colleges (31,855), Local Authorities (6203), ITPs Prime contractors (5019), ITPs Sub-contractors (1254), Charitable (1149)
Q20. How many staff have received formal training and development over the past year?
Individuals Total (2366), Colleges (1125), Local Authorities (498), ITPs Prime contractors (204), ITPs Sub-contractors (70), Charitable (114), Other (133)
Q13. Have you received any of the following types of training or development activity in the last academic year?

This positive picture – of widespread participation in training – is reinforced by the fact that training was, on average, of significant length (an average of 44 hours per individual trained) and that individuals who were trained had fairly substantial numbers of episodes of training – an average of 9 per individual (see Table 4 following).

Table 4: Mean hours of training and number of episodes of training received in the past year – individuals' perspective

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Others
Mean hours of training in the last year	44	38	37	53	70	41	61
Sample base	**2366**	**1125**	**498**	**204**	**70**	**114**	**133**
Mean number of separate episodes of training or development you undertook in the last year	9	8	9	11	8	8	9
Sample base	**2184**	**1022**	**479**	**193**	**67**	**106**	**126**

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?
Q25. Could you say how many separate episodes of training or development you undertook in the last year?

Overall, thus the two surveys do not deliver any *prima facie* evidence of major deficiencies in FE sector training just from their account of training participation. An overall figure of around 90% for participation in training and development compares well with 63% participation for the all-sector UK workforce and with 75% for the whole education sector workforce (including schools and higher education institutions as well as the FE sector).[4]

Additionally, the above-average level of participation in training does not appear to be at the expense of below-average training duration. Thus, the average duration of training shown in Table 4 (above) of 44 hours is comparable with the average of 5.5 days' training for workers in the whole UK education sector. While the average duration of training across *all* UK sectors is somewhat higher, at 6.8 days per trainee, that average is inflated by higher training durations in the retail and hospitality sectors which tend to have high labour turnover and, in the latter case, a relatively frequent requirement for environmental health and food safety training.[5]

This picture, of very substantial training activity in the sector, is reinforced by the views of senior managers expressed in the **in-depth interviews** undertaken as part of this research. The great majority of these managers identified staff training and development as a high priority for their organisations. Various reasons for giving a high priority to training were given, including…

Investors in People status....

> *"It's very important to us. We've just set up a senior leadership team and have got Investors in People status and so are focussing on training and development." (Charity)*

Rising demands on staff…

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[4] Figures from the latest national Employer Skills Survey (UKCES/DFE) 2015

[5] Figures from the latest national Employer Skills Survey (UKCES/DFE) 2015

"It's crucial. It is what I'm responsible for. There's an increasing expectation on lecturers and so they need training and development to allow them to do everything that they need to do. They have to be more productive. It means that we are moving away from full day training or CPD courses to a little and often approach with a tight cycle. We're doing more learning walks, peer observations and one-to-one mentoring and coaching." (FE College)

Apprenticeship reform……

"It's very important. There have been a lot of changes. Apprenticeship reforms have meant that we have had to upskill in terms of teaching and learning training." (ITP primary contractor)

Technological and legislative change…..

"It's really important. We have to make sure that they are up-to-date on technical knowledge. We also have to make sure they are up-to-date on regulations, such as the new electrical regulations. We are driven by industry. When legislation changes we have to focus more on training and development to make sure that they are up-to-date." (ITP sub-contractor)

Staff retention…..

"Staff training is prioritised in order to minimise turnover: if you can up-skill the workforce that you've got, you're going to then be more able to promote them in your organisation, keep them in your organisation. We place emphasis on funding and supporting qualifications for teaching and learning staff. Lesson observation data is regularly collected, and our strategy is reviewed annually. Decisions are made at senior leadership level then signed off by the governing body." (FE College)

"It's very important for us to train our staff as further education is a moving picture. It is important to develop our staff so that they continue to move up and progress within the college. We develop our staff so we aren't constantly having to go into the market for new staff. It's important to us because the learner's experience is only as good as the staff." (FE College)

HR procedures…..

"The Staff Development Plan is almost a golden thread running through all of our other documentation. Staff are set tailored plans (usually by line managers) in a yearly development meeting, the progress of which is monitored in one-on-one sessions every 4-6 weeks. The broader plan is closely aligned to the service improvement plan which addresses the staff body as a whole, and is reviewed quarterly by senior management team." (Local Authority)

Regulation…..

"It's a high priority as energy and utilities is a heavily regulated sector. We have recently set up an internal teaching programme and we are waiting for Pearson to approve it. We also do a lot of training on safeguarding, health and safety, and data protection." (ITP primary contractor)

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However, in a small number of cases, respondents recognised limitations on what the organisation delivered. In two examples, this was because of reluctance to train staff to the benefit of competitors or because of more pressing business issues:

> *"Meeting the requirements that are needed for staff to do their job is important, but there is not much focus on training over and above what is expected. This is because a lot of our assessors are part time and work for other people. We don't want to pay for training that they're going to go away and use with other providers. Every member of staff gets the training they require to do the job but there is very little on top of that. The icing on the cake stuff isn't, at the moment, being taken care of."* (ITP sub-contractor)

> *"If I had full time assessors then I'd invest a lot more in them but I use assessors that only teach 5 learners for me, and that's the problem with the current market."* (ITP sub-contractor)

> *"It's imperative to our organisation, but it doesn't get enough attention. It tends to get lost on a day-to-day basis. Training and development gets pushed aside as business needs take over."* (ITP sub-contractor)

Who gets trained?

Two further analyses (see Table 5 and Figure 12 following), from the surveys of institutions and of individuals respectively, coincide in suggesting that not only is participation widespread in general terms but that the overall statistics do not conceal any group within the workforce which is substantially neglected in terms of its training and development. There is, however, one possible minor issue (see Table 5), concerning the somewhat lower level of frequency of training of those involved at governance level in providers other than Colleges.

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Table 5: Groups of staff for which organisations provided training and development in the past year

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Members of the governance body of the organisation/ Non-employed governors or trustees/ Non-executive owners or board directors	**86%**	90%	65%	75%	70%	68%
Senior Management Team	**91%**	92%	88%	90%	85%	83%
Middle and junior managers	**94%**	94%	92%	96%	89%	82%
Advanced practitioners	**93%**	95%	93%	91%	90%	63%
Lecturers, teachers or tutors	**94%**	94%	95%	97%	96%	83%
Specialist assessors, verifiers, trainers or instructors	**94%**	95%	94%	98%	96%	84%
Careers guidance specialists	**91%**	93%	93%	91%	83%	61%
Specialist coaches, mentors and staff trainers	**93%**	94%	96%	96%	90%	76%
Teaching, learning, and classroom assistants	**92%**	92%	92%	98%	93%	88%

Sample base varies

Q18. Does your organisation have people who fit into each of the following categories? / Q19. And which of these groups have your organisation supported or provided training and development to in the past academic year?

Figure 12: Individuals who received training and development in the past year
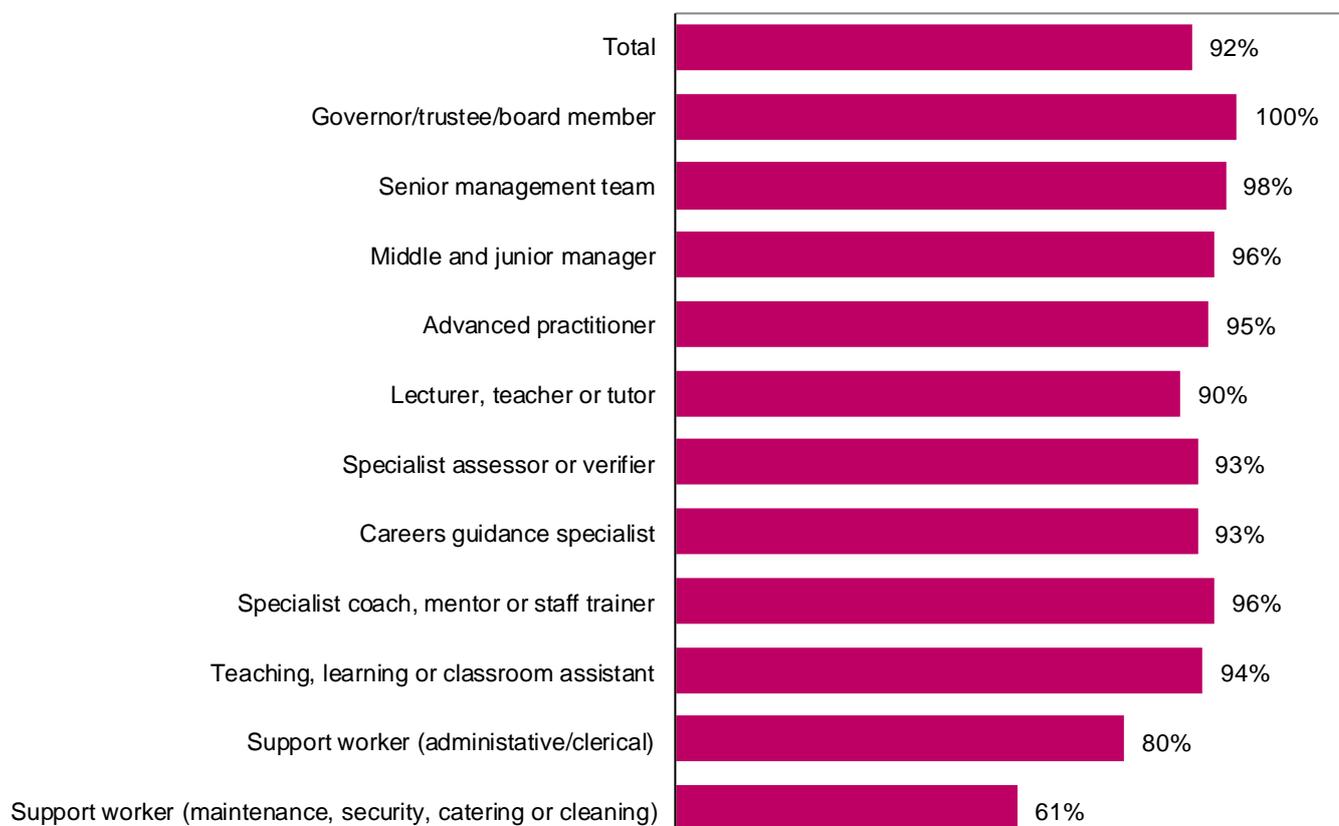
Role	Percentage
Total	92%
Governor/trustee/board member	100%
Senior management team	98%
Middle and junior manager	96%
Advanced practitioner	95%
Lecturer, teacher or tutor	90%
Specialist assessor or verifier	93%
Careers guidance specialist	93%
Specialist coach, mentor or staff trainer	96%
Teaching, learning or classroom assistant	94%
Support worker (administative/clerical)	80%
Support worker (maintenance, security, catering or cleaning)	61%

Sample base: Total (2366), Governor/trustee/board member (34), Senior management team (305), Middle and junior manager (472), Advanced practitioner (70), Lecturer, teacher or tutor (748), Specialist assessor or verifier (203), Careers guidance specialist (23), Specialist coach, mentor or staff trainer (56), Teaching, learning or classroom assistant (128), Support worker (administrative/clerical) (183), Support worker (maintenance, security, catering or cleaning) (37)
Q13. Have you received any of the following types of training or development activity in the last academic year?

A further analysis observes, however, that when people in governance roles do take part in training and development, that training and development is more substantial, in terms of its length (mean training hours) and of numbers of training episodes, than is average for other groups of workers in the sector. Apart from this variation, the main other variation is that workers in support functions, such as teaching assistants or other support workers, received, on average, only around half the hours of training reported by other groups of staff (see Table 6 following) .

Although CPD hours are recorded a little differently in the Staff Individualised Record (SIR), and are only recorded for teaching staff, it is interesting to compare to those reported in this survey. The mean number of CPD hours for teaching staff in the SIR is 46, which compares to 41 hours in this survey for lecturers, teachers and tutors. However it is worth noting that any entries of 0 hours have been discounted in the SIR, but have not been in the TNA and so SIR results will be inflated.

Table 6: Mean hours of training and number of episodes of training received in the past year – individual perspective

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Mean hours of training in the last year	44	73	46	51	43	41	52	27	62	22	25	16
Sample base	**2366**	**34**	**305**	**472**	**70**	**748**	**203**	**23**	**56**	**128**	**183**	**37**
Mean number of separate episodes of training or development you undertook in the last year	9	12	9	9	13	8	9	6	8	6	8	6
Sample base	**2184**	**34**	**297**	**455**	**66**	**685**	**188**	**22**	**54**	**120**	**150**	**23**

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?
Q25. Could you say how many separate episodes of training or development you undertook in the last year?

Two further tables (Tables 7 and 8) show, respectively, that middle and junior managers, particularly in ITPs, receive a particularly large average amount of training but that the average number of training episodes per individual trained does not vary greatly by job role or type of organisation.

Table 7: Mean hours of training received in the past year – individual perspective

	Total	Colleges	Local Authorities	ITP
All roles	44	38	37	57
Senior management team	46	44	45	47
Middle and junior manager	51	49	39	70
Lecturer, teacher or tutor	41	40	32	47
Teaching support staff[6]	43	26	27	61
Sample base	**1780**	**823**	**393**	**292**

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?

Table 8: Mean number of episodes of training received in the past year – individual perspective

	Total	Colleges	Local Authorities	ITP
All roles	9	8	9	9
Senior management team	9	10	8	9
Middle and junior manager	9	10	9	10
Lecturer, teacher or tutor	8	7	8	7
Teaching support staff[6]	8	6	9	10
Sample base	**1651**	**760**	**372**	**262**

Q25. Could you say how many separate episodes of training or development you undertook in the last year?

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[6] Teaching support staff includes Teaching, Learning or Classroom Assistants and Specialist Assessors or Verifiers.

As might be expected, full-time workers participated in more training episodes and undertook more hours of training than part-time, sessional, or voluntary workers but, still, training of these latter groups was not negligible. Part-time workers, particularly, whilst often working substantially fewer hours than full-time workers, still received almost as many training sessions and over 60% of full-time workers' training hours (see Table 9).

Table 9: Mean hours of training and number of episodes of training received in the past year – individual perspective

	Total	Full time	Part time	Sessional	Voluntary
Mean hours of training in the last year	44	50	32	36	30
Sample base	**2366**	**1517**	**621**	**186**	**21**
Mean number of separate episodes of training or development you undertook in the last year	9	9	7	6	5
Sample base	**2184**	**1417**	**568**	**168**	**20**

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?
Q25. Could you say how many separate episodes of training or development you undertook in the last year?

Types of training supplied

As Figure 13 (following) shows, a variety of types of training were each a frequent part of institutions' training repertoires. For example, nearly all providers offered training seminars, short courses, and induction training or encouraged staff to attend conferences, meetings, and so on which were aimed at increasing knowledge and competence; and many other forms of training were offered with great frequency. Only two particular forms of training – that directed at licence to practice and paid study leave – were somewhat less frequently offered.

However, data from the individuals' survey provides a better numerical account of what training actually takes place. Thus, Figure 4 also shows that the forms of training which FE sector workers must frequently experience are: (1) Daylong training sessions for all or many staff in an institution; (2) attendance at conferences and similar but smaller events; (3) training seminars or short courses; and (4) on-line or other distance learning.

Other forms of training – including, for example, 'substantial' courses leading to higher level qualifications or work experience in industry were accessed by much smaller proportions of the workforce. It should be emphasized, however, that the survey inquired about training which had taken place *in the last year*. It would not be expected that substantial courses, perhaps leading to a higher degree or professional qualification, which might well only occur on one or two occasions in a lifetime would be identified in the survey as frequently as more routine or shorter forms of training.

Colleges were more likely to have provided training for each of the types explored. However, this provision was not reflected in the responses of individuals from Colleges, where only day long training sessions were more common than in other provider types.

Figure 13: Types of training provided by institutions and the proportions of individuals who took part in each type

Type of training	Institutions	Individuals
Training seminars or short courses	95%	50%
Induction programmes specific to your organisation	95%	15%
Conferences, workshops, seminars, meetings or webinars	94%	53%
Coaching and mentoring	89%	15%
Day-long training sessions for the entire staff or a large proportion of the staff	88%	54%
Formal on-line training and development programmes or other forms of distance learning	88%	45%
Initial teacher training for individuals who are new to the profession	85%	3%
On-the-job training	83%	21%
Suppliers of equipment and materials training your staff in their use/ Training in the use of new equipment or materials by the supplier of the equipment or materials	81%	15%
Substantial formal courses that lead to a degree, higher degree, trade or professional accreditation	75%	12%
Work experience or shadowing in industry or business	70%	7%
Licence to practice training	42%	1%
Paid study leave	41%	2%

■ Institutions   ■ Individuals

Sample base: Institutions (481), Individuals (2366)
Q9. Can you say which of these were used by your organisation in the past academic year?
Q13. Have you received any of the following types of training or development activity in the last academic year?

The areas of competence or knowledge which training sought to improve are shown in Figure 14 (following), again in terms of the proportions of institutions which supplied training in each of the four areas and of proportions of individuals who actually received training in each area. The analysis shows that more than 8 out of 10 institutions offered training directed at each area but, in terms of the numbers of individuals benefiting, training directed at improvement in teaching competences was most frequent, with between 20% and 30% of the workforce receiving training in maths and/or English, other subject or sector knowledge, and governance, leadership or management skills.

Again, Colleges were more likely to seek to enhance competence in all of the areas, except subject/sector knowledge, than ITPs or Charitable providers. Local Authorities were also more likely than ITPs and Charitable providers to deliver training in maths and English, and governance, leadership and management. However, individuals were more likely to have received training in ITPs in maths and English and governance, leadership and management skills than those in other provider types.

Figure 14: Types of improved competence or areas of knowledge that training and development has sought to enhance
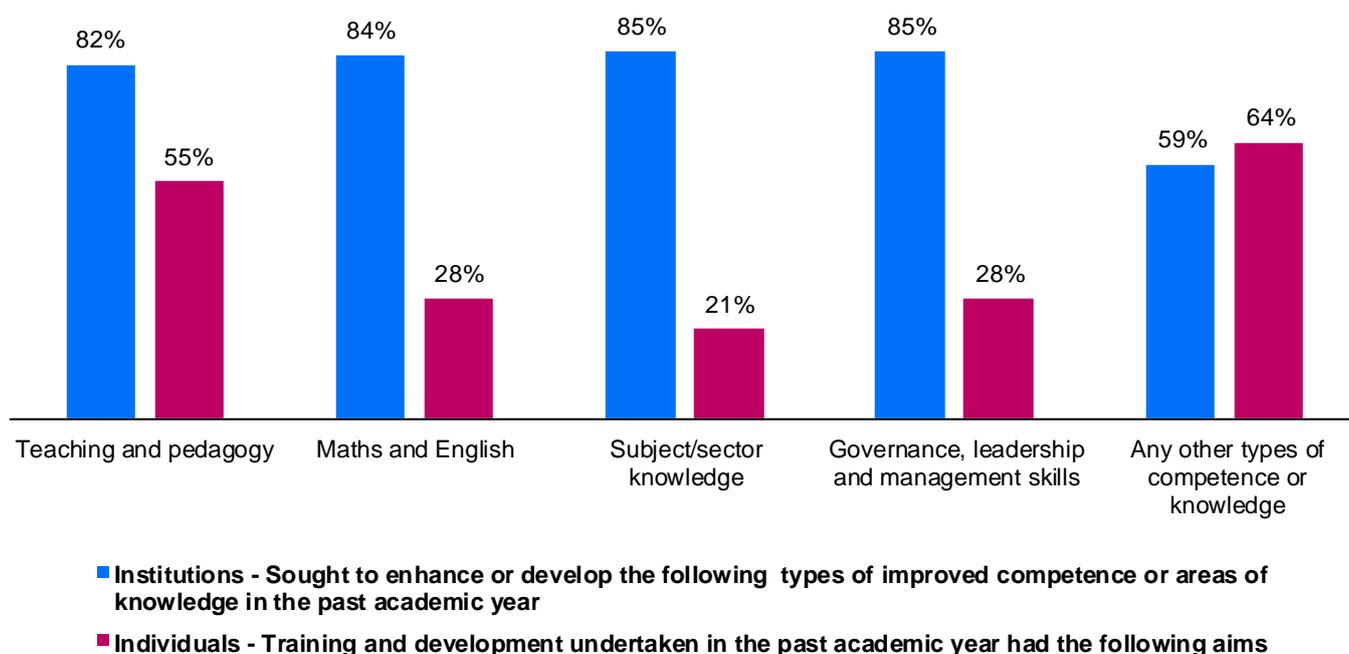
Sample base: Institutions (473), Individuals (2184)
Q11. Which of the following types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year?
Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

Answers to further supplementary questions on the types of training supplied by institutions or received by individuals offer more nuance to the 'overview' analysis in Figure 14 (above).

Thus, Figure 15 (following) shows a more substantial variety of training than Figure 14 implies. The Figure shows that large proportions of institutions offered training in digital technologies, special educational needs, assessment skills, soft skills, well-being and mental health, and so on. And substantial proportions of the workforce participated in many of these – for example, a quarter or more of staff had training related to public policy changes affecting their institution or job role, to administrative procedures, to digital and other new technologies, and to soft skills.

Again, Colleges and Local Authorities are more likely to have provided training in most areas of competence or knowledge when compared to ITPs and Charitable providers. As seen with the broader areas of competence shown in Figure 14, individuals in ITPs are more likely to report receiving training in most areas of competence or knowledge than individuals in other provider types.

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Figure 15: Types of improved competence or areas of knowledge that training and development has sought to enhance – more detail

Category	Institutions	Individuals
Subject/sector knowledge	85%	21%
Governance, leadership and management skills	85%	25%
Teaching of Maths and English	74%	20%
Other teaching or classroom competencies	69%	29%
Use of digital and other new technologies in teaching programmes	68%	27%
Specialist skills for working with learners with SEND	66%	12%
Individuals' own knowledge in Maths and English	62%	16%
Expertise to act as assessors for apprenticeship or other education or training programmes	57%	16%
Soft skills	50%	26%
Skills in the area of well-being or mental health	49%	16%
Knowledge of admin procedures	46%	30%
Knowledge of changes in public policy, procedures and funding	45%	25%
QTLS	41%	4%
Expertise to offer careers advice and guidance to learners	39%	10%
Research skills	20%	10%
Business or commercial skills*		8%
Administrative or clerical or information technology skills*		11%
Technical or manual skills*		8%
Awareness of SEND Code of Practice*		8%
Knowledge of Prevent duty*		1%
Knowledge of safeguarding (child protection)*		1%

■ Institutions   ■ Individuals

Sample base: Institutions (473), Individuals (2184)
* Areas marked with * were not asked in the institutions survey
Q11. Which of the following types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year?
Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

More particularly still, where staff had received training related to a particular subject or sector area, this was again varied but was most frequent, in terms both of the number of institutional offers and of the number of individual participants, in respect of training in education and training, Maths, English, health and care, business administration, and ICT (see Figure 16).

Figure 16: Subject/sector areas in which training and development has taken place

Subject/sector area	Institutions	Individuals
Health, public services, and care	32%	21%
English	28%	18%
Business administration and law	27%	14%
Maths	27%	18%
Education and training	25%	49%
ICT	24%	16%
Construction planning and the built environment	23%	4%
Engineering and manufacturing	21%	7%
Leisure, travel, hospitality, and tourism	20%	5%
Arts, media, and publishing	17%	4%
Retail and commercial enterprise	15%	5%
Science	15%	2%
Preparation for life and work	14%	10%
Social science	12%	2%
Languages, literature and culture	11%	3%
Agriculture, horticulture, and animal care	9%	2%
Humanities subjects	9%	3%
Family learning	5%	2%
Community development	4%	3%

■ Institutions ■ Individuals

Sample base: Institutions (407), Individuals (420)
Q21. You said that your institution has facilitated training and development to improve **subject/sector knowledge** within your workforce. In what subject areas has that been?
Q15. In which of the following subject area(s) or curriculum areas did you undertake training and development?

Where staff had received training in governance, leadership, and management training, this was most frequently in general management, team leadership, change management and business improvement, strategic management and corporate planning, and senior leadership development (see Figure17).

Figure 17: Governance, leadership and management skills where training and development has taken place

Skill	Institutions	Individuals
General organisational management	79%	40%
Team leadership and supervisory skills	75%	35%
Senior leadership development	70%	27%
Change management and business improvement	56%	32%
Financial planning and management	56%	12%
Human resources planning and management	52%	14%
Strategic management and corporate planning	51%	30%
Management of commercial operations, business development, marketing, or employer engagement	48%	12%
Facilities management	32%	3%
Any other form of governance, leadership, and management (specify)	11%	6%

■ Institutions   ■ Individuals

Sample base: Institutions (354), Individuals (543)
Q13. You said that your institution has facilitated training and development in governance, leadership and management skills. Could you say whether that was in any of the following areas?
Q16. In which areas of governance, leadership, and management did you undertake training and development?

And several forms of 'mandatory' training (that required by statute or regulation) had been widely offered by institutions, with 8 out of 10 staff receiving safeguarding and Prevent training in the year prior to survey, two-thirds receiving equality and diversity training, and nearly half receiving general health and safety training (see Figure 18 following).

Figure 18: Mandatory training that been provided over the past year

Chart data:

Category	Institutions	Individuals
Safeguarding for young and vulnerable people	95%	80%
The Prevent duty	94%	80%
Equality and diversity	92%	66%
General health and safety	90%	47%
First aid and resuscitation	90%	17%
Health and safety related to specific sectors such as gas and electricity or food hygiene regulations	74%	8%
Environmental protection (waste minimisation and disposal, energy efficiency, etc.)	39%	8%
None	1%	1%
Information governance/information protection		2%
Any other mandatory training		5%

■ Institutions   ■ Individuals

Sample base: Institutions (473), Individuals (2184)
Q14. In the last year has your organisation provided training and development in relation to any of the following?
Q17. Could you also indicate which, if any, forms of mandatory training you undertook in the last academic year?

Suppliers of training

The surveys of institutions and individuals revealed the major suppliers of training in the academic year leading up to the surveys. A range of internal and external sources of training were widely used by institutions to supply training to their staff but, in terms of the numbers of staff trained by each type of supplier, specialist training units or staff within the organisation, external private training companies, senior/junior staff training relationships, professional institutions, and the Education and Training Foundation (ETF) were most significant (see Figure

40/127

19 following). It may also be noted that, in respect of this analysis, some respondents may not have been wholly accurate in their responses in so far as some organisations, such as ETF, the Association of Colleges and the Association of Employment and Learning Providers which sponsor training, use other providers to deliver that training. In some of these cases, respondents may have recognised the immediate rather than the actual provider.

Figure 19: Suppliers of training and development over the past academic year

Supplier	Institutions	Individuals
Senior individuals in the organisation who trained or developed your skills and knowledge	83%	28%
Specialist trainers, or coaches, or members from within your organisation	82%	57%
An external private training company or consultancy	80%	44%
A professional institution	57%	16%
A university	48%	10%
Suppliers of equipment or materials to your organisation	41%	6%
An external further education college	38%	5%
ETF	30%	16%
AoC,	30%	6%
Trade Union	26%	2%
The National College for Teaching and Leadership	13%	*%
AELP	12%	5%
Any other supplier	9%	3%
E-learning/online training	0%	2%

■ Institutions ■ Individuals

Sample base: Institutions (473), Individuals (2184)
Q21. Have any of the following supplied training and development to your organisation in the last academic year?
Q22. Who supplied the training and development you undertook?

* denotes a figure greater than zero, but less than 0.5%

Functions of training

The surveys also examined the motivations for training from institutional and individual perspectives.

An institutional analysis shows that improved staff performance, maintenance of the organisation's competitive position, and keeping up with changes in the policy environment are the most frequent drivers of training but staff retention and morale, staff demand for training, and concern about staff career progression are also very significant factors (see Figure 20 following).

Figure 20: Importance of organisational motivations towards staff training and development
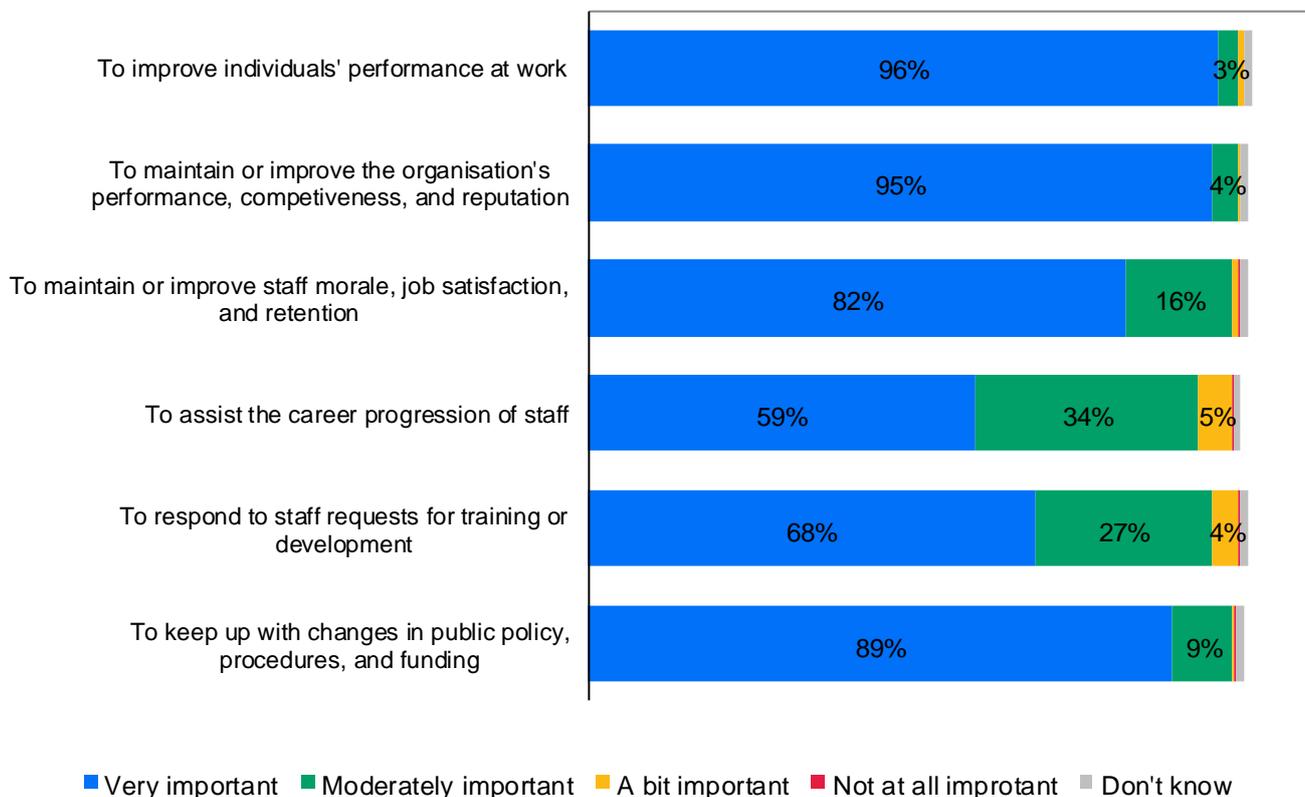
Sample base: 473
Q22. If I read out a list of possible motivations, could you classify each one on a scale as very important, moderately important, a bit important, or not at all important. I'm excluding here any training or development which you have to do because it's mandatory
Figures below 3% are not shown

From the individual perspective, it is evident that much training is employer-driven and, thereafter, as with institutions, improved performance at work and the 'regulatory' driver were very frequent motivations. Training's contribution to progression was important to only a fifth or so of individual staff and very few individuals trained in expectation of direct promotion or a pay

increase (see Figure 21 following).

Figure 21: Individuals' reasons for undertaking training and development in the past year

Reason	%
Your organisation required you to do it	68%
You wanted to improve your performance at work	60%
It was required by regulation or legislation	51%
You were interested in the subject of training and development for its own sake	35%
It was an opportunity to train at no or subsidised cost	26%
It helped to overcome a limitation in your skills and knowledge of which you were aware	26%
It improved your professional status	25%
It was important or useful in building your CV or for future career progression	22%
It was a change or break from your regular work routine	8%
It would increase your chances of promotion from your present employer	8%
It would increase your chances of a pay increase from your present employer	5%
Was there any other reason for any of the training and development you did?	3%
Prefer not to say	1%

Sample base: 2184

Q23. Were any of the following reasons for undertaking training and development in the last academic year?

Paying for training

Analysis of funding for training shows, first, that the presence of a budget for staff training is much more likely in public sector bodies than in private organisations (ITPs or charities) (see Figure 22).

Figure 22: Proportion of institutions that have a formal budget for training and development
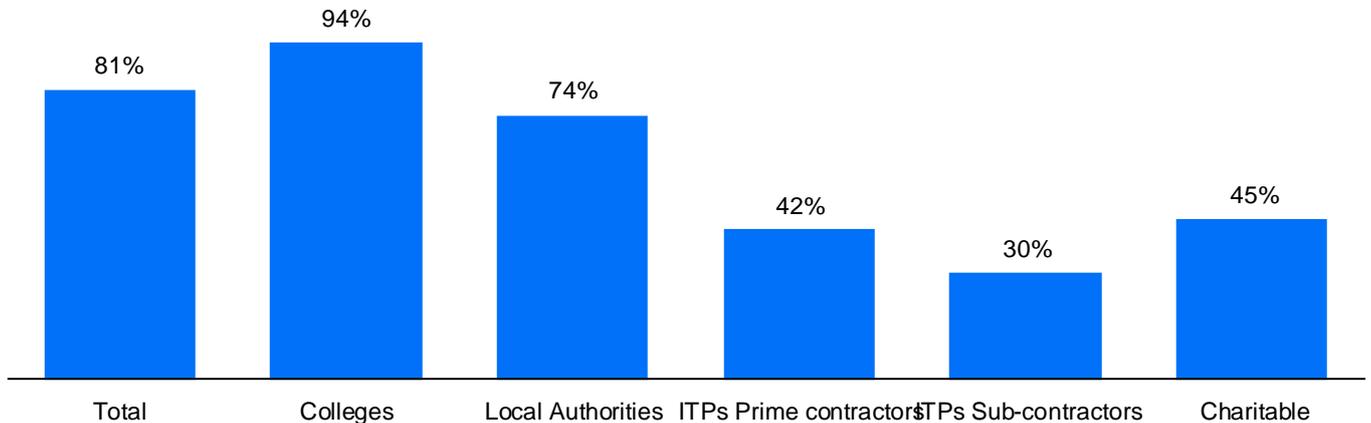
Sample base: Total (473), Colleges (107), Local authority (43), ITPs Prime contractors (119), ITPs Sub-contractors (89), Charitable (62)
Q24. Does your organisation have a formal budget for training and development?

Organisations with training budgets were asked in the institutions survey to reveal the size of that budget. Table 10 (following) allows the broad point to be made that, because ITPs are often quite small, their training budgets are on average much smaller than those at much larger organisations such as Colleges.

Table 10: Approximate size of institutions' training and development budgets

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Less than £2,000	1%	1%	0%	0%	4%	14%
£2,000 - £4,999	3%	2%	6%	12%	19%	4%
£5,000 - £9,999	2%	0%	9%	6%	15%	11%
£10,000 to £19,999	4%	3%	6%	14%	11%	14%
£20,000 to £49,999	13%	14%	16%	8%	11%	4%
£50,000 to £99,999	12%	13%	19%	2%	0%	4%
£100,000 to £499,999	9%	10%	9%	4%	0%	4%
Mean	£64,256	£70,977	£60,047	£22,087	£9,737	£18,554
Sample base	**276**	**101**	**32**	**50**	**27**	**28**

Q25. What was the approximate size of this budget for the last academic year?

However, while total budgets for ITPs may be smaller on average, the average amount spent

per member of staff is actually quite large[7] compared, particularly, with Colleges. While Colleges are spending much more in absolute terms, they may spread that budget across many more staff and additionally, because of their internal training resources (of which the cost may not be included in the formal budget for training) may not need to spend as much per trainee on the external training supply which does appear in budgets (see Table 11).

Table 11: Approximate training and development budget per member of staff

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Less than £200	61%	67%	59%	27%	25%	40%
£200 - £499	30%	31%	29%	36%	13%	33%
£500 - £999	4%	3%	12%	5%	19%	13%
£1,000 to £1,999	3%	0%	0%	23%	38%	7%
£2,000 +	1%	0%	0%	9%	6%	7%
Mean	£310	£172	£214	£761	£889	£883
Sample base	117	39	17	22	16	15

Q25. What was the approximate size of this budget for the last academic year? /
Q6. In total, how many staff of all types and at all levels does your organisation employ, including yourself?

Individual respondents revealed that much the greater part of their training was either funded by their employer or did not involve a cost. Payment by the individual was relatively infrequent (see Figure 23).

Figure 23: Who paid fees for training and development – individual perspective

My employer paid all	48%
No fees involved	30%
I paid all	8%
The cost was shared	7%
Not sure who paid	4%
Paid by somebody else	1%
Prefer not to say	2%
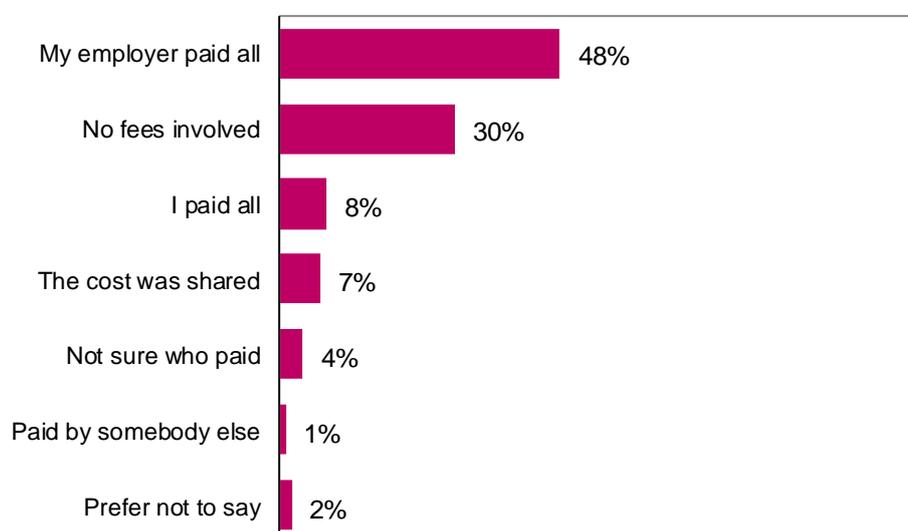
Sample base: 2184
Q19. If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

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[7] It is possible that this is due to some ITPs including the cost of staff time in their figures, but this could also be due to the relatively smaller size of ITPs causing more training to be done externally, and therefore at a greater cost to the organisation.

This distribution of payment was fairly consistent across all types of provider (see Table 12).

Table 12: Who paid fees for training and development – by sub-sector

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Others
I paid all	8%	6%	4%	8%	11%	7%	16%
My employer paid all	48%	47%	54%	52%	49%	54%	43%
The cost was shared	7%	8%	5%	5%	15%	5%	9%
Paid by somebody else	1%	1%	1%	1%	2%	2%	3%
Not sure who paid	4%	4%	6%	1%	2%	3%	2%
No fees involved	30%	32%	27%	32%	18%	27%	25%
Prefer not to say	2%	2%	3%	1%	5%	3%	3%
Sample base	**2184**	**1022**	**479**	**193**	**67**	**106**	**126**

Q19. If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

There was some variation, however, in the payment for training between occupations in the sector. Particularly, training for managers, though more likely than for other groups to involve payment of a fee, was particularly likely to be employer-funded and particularly unlikely to be self-funded (see Table 13 following).

In more detail (see Table 14 following), staff at several levels in ITPs were somewhat more likely to report that they paid for their own training than were staff in other providers.

Table 13: Who paid fees for training and development – individual perspective

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
I paid all	8%	13%	4%	4%	13%	12%	11%	14%	5%	9%	2%	5%
My employer paid all	48%	31%	70%	60%	44%	39%	40%	40%	50%	36%	38%	57%
The cost was shared	7%	12%	8%	8%	5%	8%	6%	0%	12%	2%	4%	0%
Paid by somebody else	1%	3%	1%	1%	0%	1%	1%	0%	4%	2%	2%	5%
Not sure who paid	4%	7%	1%	1%	0%	5%	5%	1%	0%	11%	4%	6%
No fees involved	30%	23%	15%	24%	37%	32%	34%	45%	29%	39%	49%	23%
Prefer not to say	2%	10%	*%	1%	2%	3%	3%	0%	0%	2%	1%	5%
Sample base	**2184**	**34**	**297**	**455**	**66**	**685**	**188**	**22**	**54**	**120**	**150**	**23**

Q19. If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

* denotes a figure greater than zero, but less than 0.5%

Table 14: Who paid fees for training and development – individual perspective

	Senior management team			Middle and junior manager			Lecturer, teacher or tutor			Teaching support staff		
	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers
I paid all	0%	1%	6%	3%	4%	5%	10%	6%	24%	5%	5%	11%
My employer paid all	73%	76%	68%	59%	66%	62%	39%	42%	35%	41%	46%	39%
The cost was shared	11%	4%	6%	10%	4%	7%	8%	6%	8%	5%	5%	4%
Paid by somebody else	1%	1%	2%	1%	3%	0%	1%	0%	0%	1%	0%	1%
Not sure who paid	1%	1%	1%	2%	2%	0%	4%	10%	6%	8%	11%	3%
No fees involved	13%	16%	16%	25%	18%	25%	35%	31%	27%	38%	32%	39%
Sample base	**85**	**79**	**82**	**199**	**136**	**55**	**379**	**144**	**63**	**131**	**37**	**93**

Q19. If any of your training and development involved payment of fees to training and development supplier(s) outside your organisation, who paid these fees?

The survey of individuals reveals that around a third of training they undertook was mandated by statute or regulation but, apart from that element, employers played a major role in the initiation of training, either in collaboration with the individual or as the sole instigator. Individuals themselves were the sole instigators of their training in around a fifth of cases (see Figure 24).

Figure 24: How training and development was initiated – individual perspective
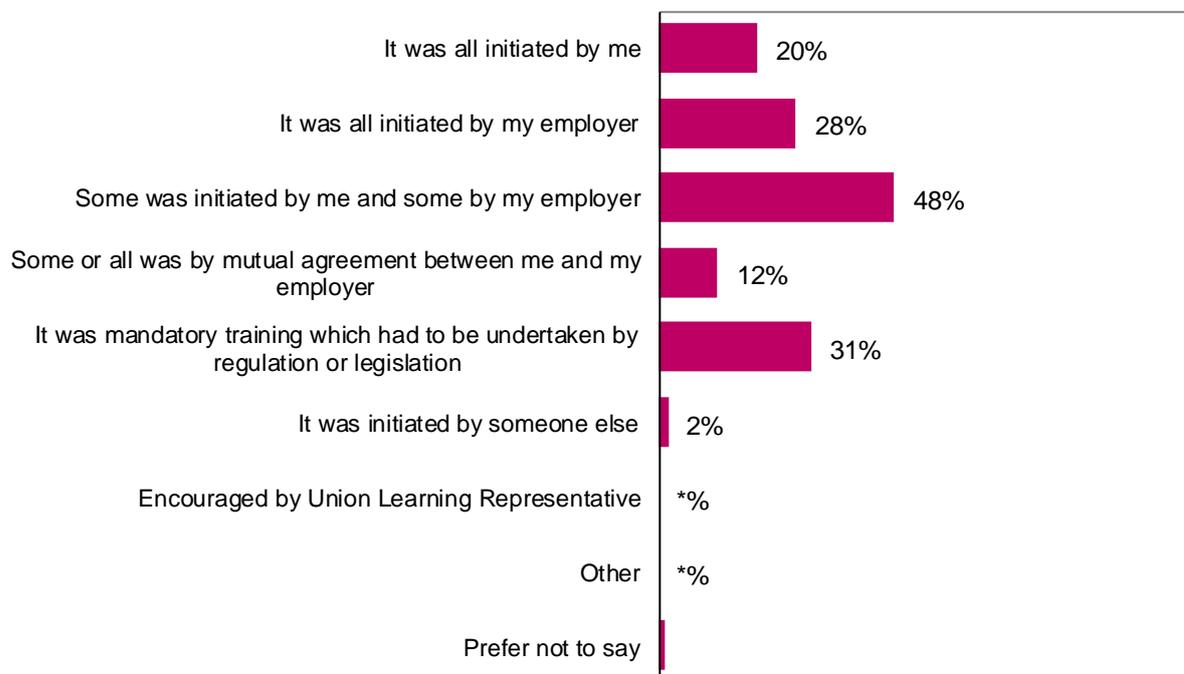
Table 15 (following) shows more detail of this pattern. The table shows that colleges and local authorities were more likely to initiate training whereas individuals working in other sub-sectors were more likely to initiate training themselves. Workers in Colleges and local authorities were also more likely to report being subject to mandatory training.

Table 15: How training and development was initiated – individual perspective

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Others
It was all initiated by me	20%	15%	15%	20%	34%	24%	37%
It was all initiated by my employer	28%	35%	27%	12%	18%	24%	21%
Some was initiated by me and some by my employer	48%	48%	52%	61%	49%	44%	37%
Some or all was by mutual agreement between me and my employer	12%	11%	16%	12%	16%	16%	12%
It was mandatory training which had to be undertaken by regulation or legislation	31%	34%	31%	26%	21%	24%	29%
It was initiated by someone else	2%	2%	2%	2%	3%	3%	2%
Encouraged by Union Learning Representative	*%	*%	1%	0%	0%	1%	1%
Other	*%	*%	*%	1%	0%	2%	0%
Prefer not to say	1%	1%	0%	1%	2%	0%	1%
Sample base	**2184**	**1022**	**479**	**193**	**67**	**106**	**126**

Q21. Considering all the training and development you undertook, could you indicate who initiated it?

* denotes a figure greater than zero, but less than 0.5%

Table 16 (following) shows additionally that governors (or equivalent) and senior managers were particularly likely to initiate their own training and that staff in various support functions were particularly likely to report that their training was instigated by their employer and less likely to say that they initiated it themselves.

As with paying for training (see earlier), staff at all levels in ITPs were more likely than staff of other organisations to say they initiated their own training (see Table 17 following).

Table 16: How training and development was initiated – individual perspective

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
It was all initiated by me	20%	47%	33%	19%	20%	17%	21%	13%	26%	11%	9%	9%
It was all initiated by my employer	28%	18%	12%	18%	21%	37%	27%	36%	24%	46%	37%	47%
Some was initiated by me and some by my employer	48%	26%	52%	60%	54%	45%	52%	33%	48%	32%	39%	38%
Some or all was by mutual agreement between me and my employer	12%	8%	15%	17%	6%	8%	15%	7%	10%	6%	17%	9%
It was mandatory training which had to be undertaken by regulation or legislation	31%	20%	30%	32%	33%	30%	33%	20%	31%	43%	30%	29%
It was initiated by someone else	2%	11%	2%	2%	0%	2%	1%	0%	6%	3%	1%	0%
Encouraged by Union Learning Representative	*%	0%	*%	*%	0%	*%	0%	0%	0%	0%	3%	0%
Other	*%	0%	1%	*%	0%	0%	1%	0%	0%	1%	1%	0%
Prefer not to say	1%	0%	*%	*%	0%	1%	1%	0%	0%	2%	1%	0%
Sample base	**2184**	**34**	**297**	**455**	**66**	**685**	**188**	**22**	**54**	**120**	**150**	**23**

Q21. Considering all the training and development you undertook, could you indicate who initiated it?

* denotes a figure greater than zero, but less than 0.5%

Table 17: How training and development was initiated – individual perspective

	Senior management team			Middle and junior manager			Lecturer, teacher or tutor			Teaching support staff		
	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers	Colleges	Local Authorities	Independent Training Providers
It was all initiated by me	24%	28%	37%	15%	15%	24%	15%	10%	30%	11%	11%	19%
It was all initiated by my employer	15%	13%	12%	20%	13%	11%	42%	40%	21%	44%	38%	24%
Some was initiated by me and some by my employer	64%	53%	49%	64%	64%	62%	44%	46%	48%	36%	46%	55%
Some or all was by mutual agreement between me and my employer	18%	23%	10%	16%	20%	15%	8%	13%	8%	11%	5%	12%
It was mandatory training which had to be undertaken by regulation or legislation	44%	37%	23%	35%	32%	24%	31%	33%	32%	44%	19%	30%
It was initiated by someone else	0%	0%	4%	2%	3%	0%	2%	2%	3%	3%	3%	1%
Encouraged by Union Learning Representative	0%	1%	0%	0%	1%	0%	*%	1%	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%
Sample base	**85**	**79**	**82**	**199**	**136**	**55**	**379**	**144**	**63**	**131**	**37**	**93**

Q21. Considering all the training and development you undertook, could you indicate who initiated it?

* denotes a figure greater than zero, but less than 0.5%

Training infrastructure

The survey of institutions shows that most organisations, though less frequently in the charity and voluntary sector, have a training and development plan in place (see Figure 25).

Figure 25: Proportion of providers who have a training and development plan in place
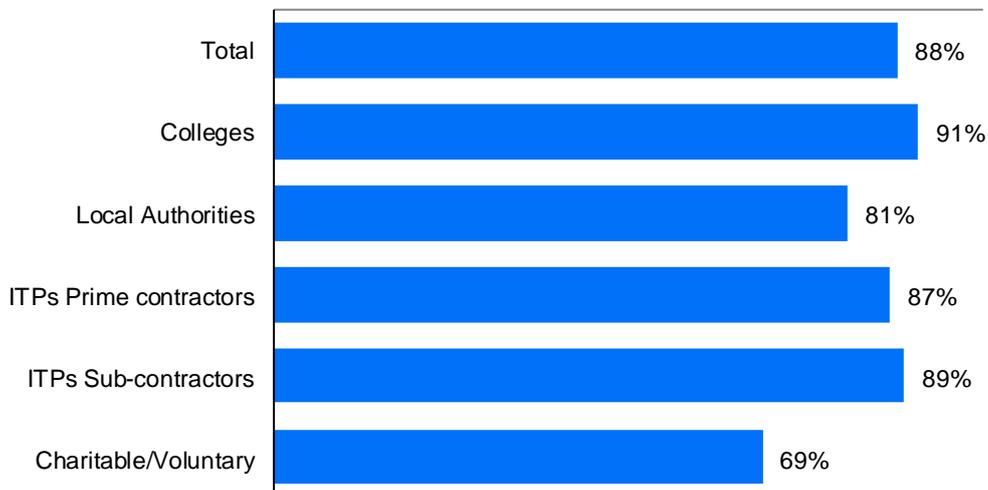
Sample base: Total (473), Colleges (107), Local authority (43), ITPs Prime contractors (119), ITPs Sub-contractors (89), Charitable (62)
Q23. Does your organisation have a training and development plan which sets out the training and development needs within the organisation which are to be addressed over a future period?

Varied methods of identifying training and development needs are widely used across the sector, with the use of staff appraisals and performance reviews being virtually universal (see Figure 26).

Figure 26: How training and development needs are identified within organisations
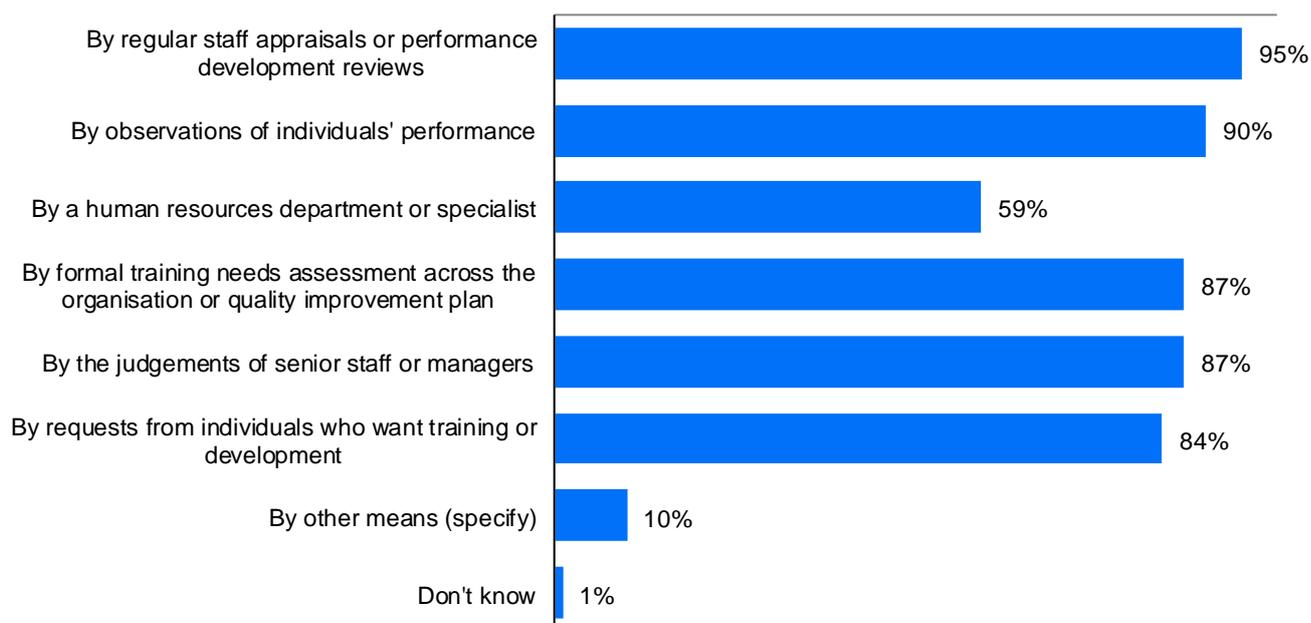
Sample base: 473
Q26. How are training and development needs identified in your organisation?

However, rather fewer organisations, generally around two-thirds or a little more in each of the sector's sub-sectors, have a formal system for identifying the outcomes and benefits of training (see Figure 27).

Figure 27: Proportion of providers which have a formal system in place for identifying training outcomes and benefits
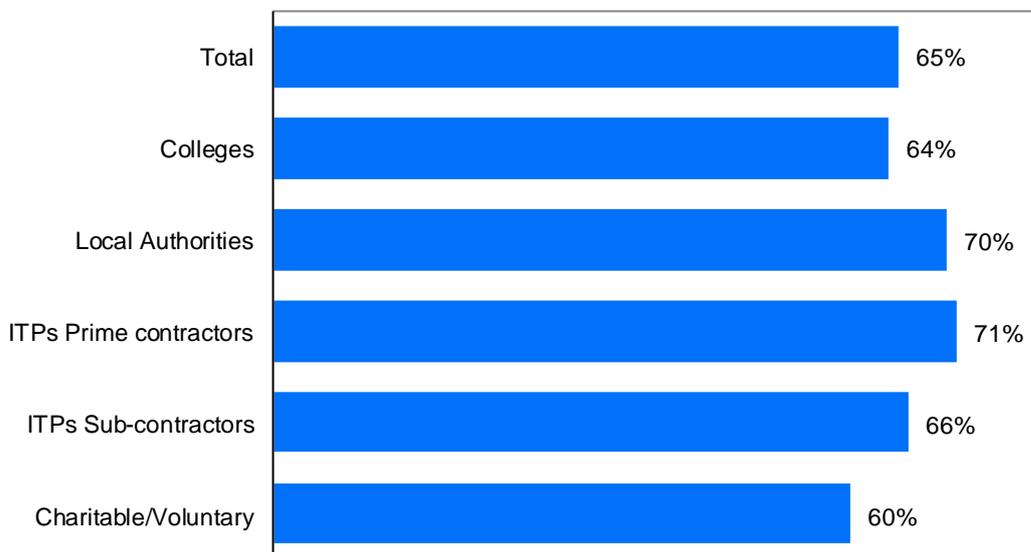
Category	Percentage
Total	65%
Colleges	64%
Local Authorities	70%
ITPs Prime contractors	71%
ITPs Sub-contractors	66%
Charitable/Voluntary	60%

Sample base: Total (473), Colleges (107), Local authority (43), ITPs Prime contractors (119), ITPs Sub-contractors (89), Charitable (62)
Q29. Does your organisation have a formal system for identifying training outcomes and benefits?

CHAPTER 3: THE ADEQUACY AND SUFFICIENCY OF CURRENT TRAINING

Summary of chapter

The previous chapter was descriptive of current training in the FE sector based on institutions' and individuals' reports of various characteristics of that training. This chapter moves on to look, in various ways, at the extent to which current training, in the opinion of institutions and individuals, supplies the skills and knowledge which the sector needs in order to meet the demands and challenges it faces.

Findings reported in this chapter show:

- A majority of providers regard their budget for training and development as sufficient but around a quarter do not.

- However, nine out of ten providers report that their recent training and development activities met most or all of their training needs

- Where providers reported any deficiencies or gaps in their training, these most frequently concerned leadership and management skills, skills in the teaching of maths and English, and competence in the use of digital and other new technologies in teaching programmes

- As with organisations, around a quarter of people working in the sector reported that they did not receive all the training they wanted or needed

- Substantial minorities, of over a third in each case, of FE sector staff also reported that some training they undertook was of little value to them or was just 'tick box' training to meet organisational or external requirements

- A smaller minority, however, only 12%, said that their training was of low quality

- Where members of staff had undertaken more than one episode of training, they most frequently reported that training in teaching or classroom skills, training related to Prevent and safeguarding, training in leadership and management skills, and training related to well-being and mental health were most valuable

- However, smaller minorities of staff could also identify some of these areas, such as training related to Prevent and safeguarding, as their *least* valuable training

- Data from the survey of individuals also suggest that training which is of longer duration, which leads to a qualification, and which is externally provided is somewhat more likely to be seen as valuable

- Key barriers to training, for both organisations and individuals, are shortfalls in available funding and pressures on staff time which make it difficult to release them for training

Overall, this chapter suggests that, whilst chapter 2 showed a high level of organisational and individual participation in training and development, this participation does not meet all needs and, if budget and time permitted, there is scope and demand for additional training, with a particular focus on leadership and management, maths and English, and use of digital and other new technologies for teaching and learning.

However, whilst most organisations did not believe that they supplied training that was not valuable, a substantial minority of sector staff believed that some of the training they undertook was not particularly productive – seeing it as being of little value to them or as 'tick box' training for their employers. Much of this training may, however, be a statutory requirement.

Adequacy of budget

A first analysis shows that, while the majority of organisations consider their staff training budgets to be sufficient to meet their needs, overall, a quarter of organisations do not consider this to be the case (see Figure 28).

Figure 28: Sufficiency of training and development budget to meet the training and development needs of providers last year

In-depth interviews: access to training and adequacy of budget

FE managers interviewed in in-depth interviews gave more general perspectives on their organisations' access to training and, in some cases on the adequacy of their training budgets. On the first issue, the availability of training, respondents were positive in around 2 out of 3 cases, generally noting that they had good internal or external access to the training they needed. On the budget issue, respondents were evenly split between those who said that they had the budget they needed and those who recognised limitations.

Examples of generally positive responses were:

> *"We're able to source everything that they want. There is good access, helped along by the fact that we offer a lot of courses ourselves that staff can go on. A lot of our training is done in house... We allow our staff to attend any of the courses that we run free of charge. The split internal/external is about 50/50. We encourage staff to go to events outside of the college to provide fresh perspectives. It improves our staff both personally and their skill sets to go externally as well. Our budget is sufficient. Funding cuts have meant that the budget has reduced but there is a quiet understanding that if the budget is used up but there is some important training that needs doing, then the funds will be made available." (FE College)*

> *"Good access - we have a lot of contacts and work closely with others such as the local authority, local providers etc. We have a £54,000 budget. It's very rare that we spend right up to that amount. External training tends to happen on their all-staff CPD days - normally things to do with business support or curriculum. Other than that, the rest is internal." (Adult Community College)*

> *"We've got a lot of skills internally. Being an FE college we can tap into a lot of what you've got. Occasionally we outsource to give us a fresh perspective. We provide negotiable work placements to send staff back into industry, as well as one day courses." (FE College)*

However, other providers identified 'smallness' as a constraint on both access and budget, for example:

> *"Due to our small size it is difficult for us to do external training. We tend to do the mandatory training with external providers - through online - and everything else is provided internally. So the issue is having enough knowledge and experience internally. Training is limited to the skills that members of staff have and their perspectives. Expense is the main issue in accessing external training, not that it doesn't exist. However, it all tends to be London-centric and we would like more regionally - London is too far to go. We don't have the budget to do lots of external training, but would be more inclined to do it if it was more local. Face to face is better than online, but we have to do online to fit in with budgets." (ITP sub-contractor)*

Another provider identified apprenticeship's demands as a source of pressure, for example:

"There are some significant gaps in terms of resources and information about end-point assessment and about level 6 higher apprenticeships. This is a big struggle for us at the moment. We are at the forefront of it and have apprentices going through end point assessment before most others. We are having to put a lot of work and research to figure out what we should be doing and how we should be doing it. We have to find the budget for training and development as it's so important - but this is in terms of what is needed to know how to successfully administer apprenticeships rather than anything else." (ITP sub-contractor)

One provider noted limitations in on-line training:

"Generally, legislative training is carried out online. It's cheaper, very easy to monitor, but it's very linear in terms of you learn what you learn. More creative work is outsourced to private companies, sourced through HOLEX to identify the best provider. As shifting priorities privilege legislative and economic training, it is becoming increasingly difficult to source specialized creative training." (Local Authority)

Another observed that rapid policy change made it difficult to identify what training they should actually do:

"It's not adequate at the moment as there is no real guidance on what needs doing in terms of standards and what is a requirement. Therefore we can't provide the right training as no-one knows what it is. We do our own internal sessions but we are having to develop them from scratch without any help." (ITP Prime contractor)

Accessibility of training and availability of budget were sometimes linked by the issue of affordability:

"Sometimes we can struggle to find affordable training. We mostly do low-end training. We don't have much budget. High-end training is out of reach. We do things like NVQs and make the most of the apprenticeship levy. Our LA also allow us to have some mandatory training such as health and safety and food hygiene for free." (Charity)

However, other providers observed limitations in the nature of training available even if budget was available:

"There's quite a lot out there although it's not always at the right level for us. We are looking for a lot of training at level 1 or 2 and don't need to go any higher." (ITP Prime contractor)

Gaps in training

More generally, however, the great majority of organisations were positive that their recent training and development activity met at least most of their organisations' needs (see Figure 29).

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Figure 29: Adequacy of training and development activities in the past year

Met all the significant needs of the organisation — 22%

Met most of the significant needs of the organisation — 69%

Met only a low proportion of the significant needs of the organisation — 3%

Didn't meet any of the significant needs of the organisation — 1%

Don't know — 5%
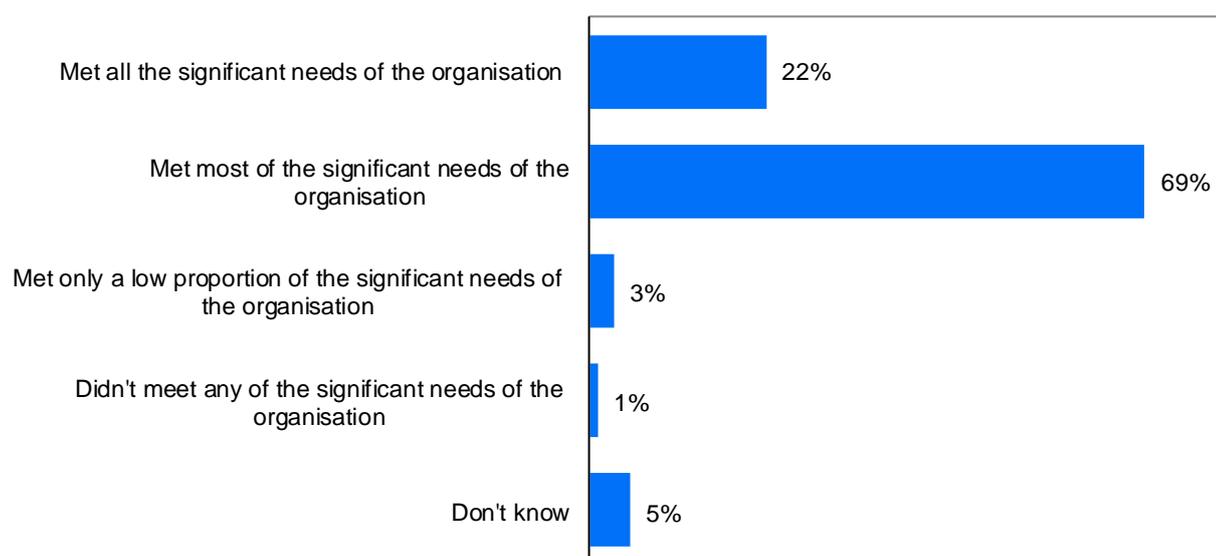
Sample base: 473
Q33. Overall, do you think that the training and development of the organisation's leaders and staff over the last year …

A more detailed analysis shows that this picture was generally true across FE sub-sectors though Local Authority training organisations, ITP sub-contractors, and charitable and voluntary training organisations were somewhat less positive, with around 1 in 10 of these organisations reporting that low proportions of training needs were met (see Table 18 following).

Table 18: Adequacy of training and development activities in the past year by sub-sector

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Met all the significant needs of the organisation	22%	21%	14%	26%	30%	21%
Met most of the significant needs of the organisation	69%	69%	74%	71%	60%	69%
Met only a low proportion of the significant needs of the organisation	3%	2%	9%	3%	9%	8%
Didn't meet any of the significant needs of the organisation	1%	1%	0%	0%	0%	2%
Don't know	5%	7%	2%	0%	1%	0%
Sample base	**473**	**107**	**43**	**119**	**89**	**62**

Q33. Overall, do you think that the training and development of the organisation's leaders and staff over the last year …

Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were more-or-less equally related to the development of teaching skills, of the teaching of maths and English, and of leadership and management (see Figure 30).

Figure 30: Forms of training and development institutions would like to have seen more of
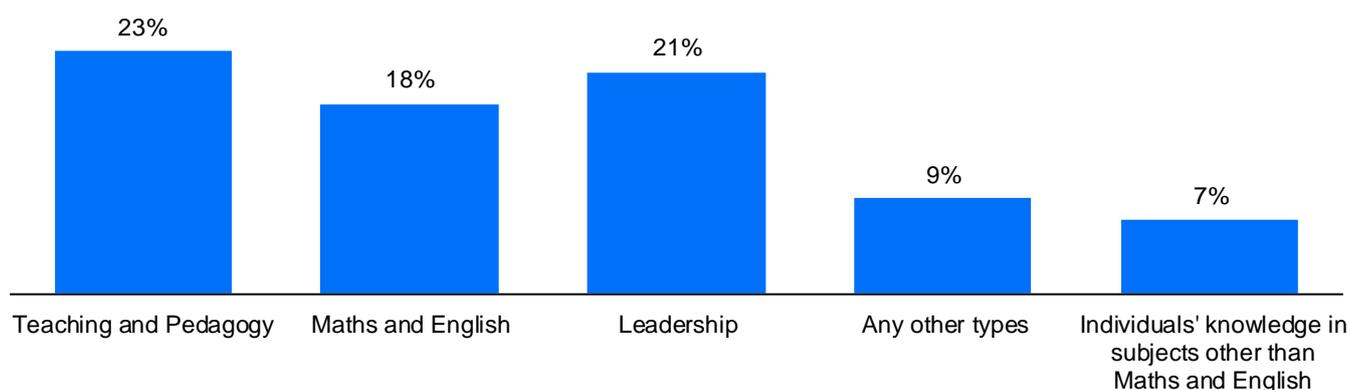
Bar chart:
- Teaching and Pedagogy: 23%
- Maths and English: 18%
- Leadership: 21%
- Any other types: 9%
- Individuals' knowledge in subjects other than Maths and English: 7%

Sample base: 347
Q34. Which forms of training and development would you liked to have seen more of?

In more detail, Figure 31 (following) shows that the most frequently reported deficiencies concerned: governance, management and leadership skills; the teaching of maths and English; and the application of digital and other technologies to teaching and learning. A wide range of other perceived deficiencies in the training supplied by institutions were reported with lesser frequency.

Figure 31: Forms of training and development institutions would like to have seen more of (in more detail)

Form of training	%
Governance, leadership, and management skills	18%
Teaching of Maths and English	16%
Use of digital and other new technologies in teaching programmes	14%
Other teaching or classroom competences	9%
Individuals' knowledge in subjects other than Maths and English	7%
Individuals' own knowledge and competence in Maths and English	6%
Business or commercial skills	6%
Specialist skills for working with learners with people with Special Educational Needs (SEND)	6%
Soft skills, including things such as team working, communication skills, time management, and…	5%
Skills in the area of well-being or mental health	5%
Knowledge of administrative procedures within your organisation or those required by external bodies	4%
Research skills	4%
QTLS	3%
Expertise to act as assessors for apprenticeship or other education or training programmes	3%
Knowledge of changes in public policy, procedures, and funding which affect the organisation	3%
Expertise to offer careers advice and guidance to learners	2%

Sample base: 347

Q34. Which forms of training and development would you liked to have seen more of?

The picture presented by the survey of institutions in Figure 29 earlier – that most training is adequate to meet needs – was broadly confirmed by FE managers who were interviewed **in depth**. Around a third or more of these managers reported that there were no gaps in the training they were able to supply to staff.

The remaining managers identified one or more areas of training which they would like to start or to extend. These areas included training related to leadership and management of different types, to IT skills, to teaching skills, to new development areas in apprenticeship (including training related to registration on the Register of Apprenticeship Training Providers), to management of challenging behaviour and conflict resolution, and to team-building and communications.

However, overall, there was no theme of 'missing' training which was consistent across many providers – the areas above were identified only by a handful or fewer 'in-depth' respondents – and there was no sense in their replies that respondents believed the absence of particular forms of training was having a critical or important impact on their operations as a whole.

Some minority concern from institutions about gaps in the training which they supplied to staff was reflected in *individuals'* reports of the sufficiency of their own training. Overall, 6 out of 10 individuals believed that they got all the training and development they wanted and needed but almost a quarter (23%) said they did not, this negative proportion being particularly high in FE and Sixth Form Colleges (see Figure 32).

Figure 32: Proportions of individuals who did or did not undertake all the training and development they wanted and needed
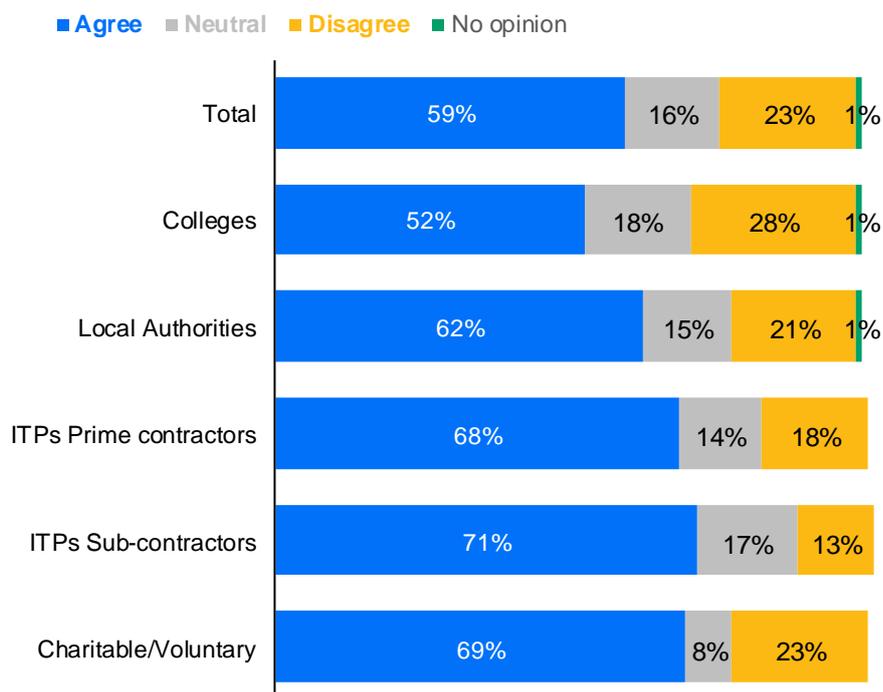
Sample base: Total (276), Colleges (101), Local authority (32), ITPs Prime contractors (50), ITPs Sub-contractors (27), Charitable (28)
Q24_1. How much do you agree or disagree with the statement: I undertook all the training and development I wanted and needed

The proportion of individuals who were satisfied with their training and development declined according to their length of service (see Figure 33 following) up to a '20 years' service point but then rose somewhat thereafter.

Figure 33: Individuals who did or did not undertake all the training and development they wanted and needed by length of service

Legend: ■ Agree ■ Neutral ■ Disagree ■ No opinion

Category	Agree	Neutral	Disagree	No opinion
Total	59%	16%	23%	1%
Less than 1 year	71%	7%	22%	
1 year but less than 3 years	60%	16%	23%	1%
3 years but less than 10 years	60%	13%	27%	1%
10 years and up to 20 years	56%	19%	24%	1%
More than 20 years	64%	16%	19%	1%
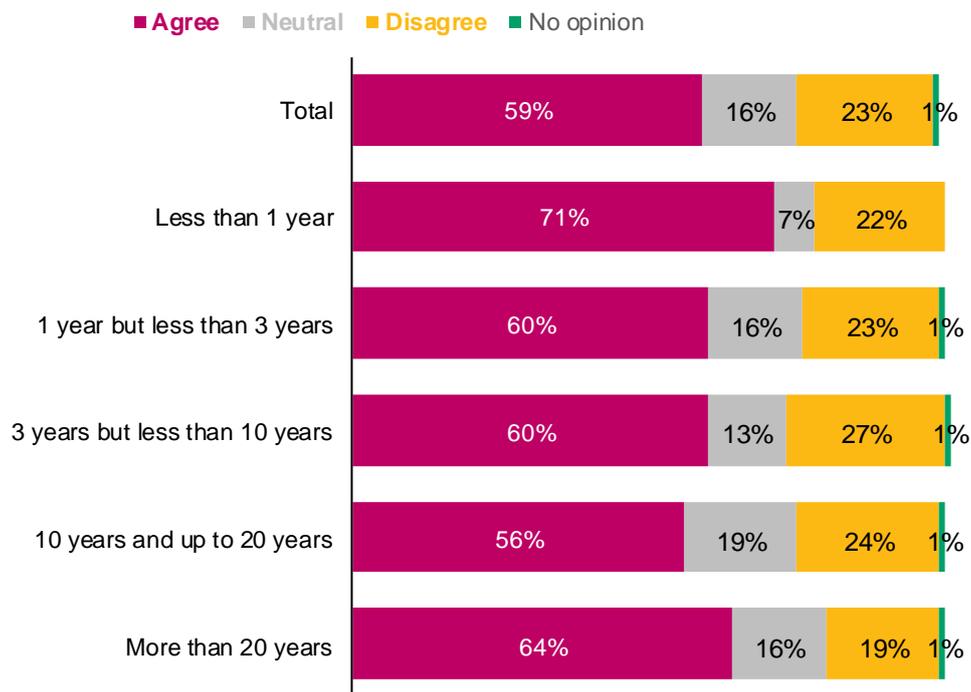
Sample base: Total (2184), Less than 1 year (60), 1 year but less than 3 years (151), 3 years but less than 10 years (527), 10 years and up to 20 years (957), More than 20 years (480)

Q24_1. How much do you agree or disagree with the statement: I undertook all the training and development I wanted and needed

Effective and ineffective training: the individual's perspective

Individual's views on the adequacy and sufficiency of their training were elaborated by requesting their agreement or disagreement with a number of statements concerning that training. Figure 34 (following) suggests that, in the opinion of some individuals, there was some lack of quality in the training undertook or it was perceived to be of little value – 32% said some of their training had no value to them, 12% said some of their training was not of high quality, and 38% said that some of their training was 'tick box' training to allow their organisation to meet a particular requirement.

Figure 34: Individuals' perspectives on training and development over the past year

Legend: ■ **Agree** ■ Neutral ■ **Disagree** ■ No opinion

Statement	Agree	Neutral	Disagree	No opinion
I was required to undertake some training and development which had little value to me	32%	19%	47%	2%
Most or all of the training and development I undertook was of high quality (even if some of it was not of particular value to you)	65%	21%	12%	1%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	38%	17%	44%	2%

Sample base: 2184

Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements

A more detailed analysis suggests that staff in Colleges more frequently held a negative view on these statements than did staff in other FE sub-sectors (see Table 19 following).

Table 19: Individuals' perspectives on training and development over the past year – proportions agreeing with each of a set of statements by sub-sector

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Other
I was required to undertake some training and development which had little value to me	32%	39%	26%	22%	30%	22%	27%
Most or all of the training and development I undertook was of high quality (even if some of it was not of particular value to you)	65%	62%	67%	73%	75%	65%	65%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	38%	46%	33%	28%	27%	23%	31%
Sample base	**2184**	**1022**	**479**	**193**	**67**	**106**	**126**

Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements

A further analysis (see Table 20 following) shows that training was generally seen more positively by staff who had been employed in FE for less than a year. It might perhaps be expected that staff who were new to the sector might give particularly high value to training which assists them to adjust to a new occupation and environment.

Table 20: Individuals' perspectives on training and development over the past year - proportions agreeing with each of a set of statements by length of service

	Total	Less than 1 year	1 year but less than 3 years	3 years but less than 10 years	10 years and up to 20 years	More than 20 years
I was required to undertake some training and development which had little value to me	32%	21%	32%	33%	33%	30%
Most or all of the training and development I undertook was of high quality (even if some of it was not of particular value to you)	65%	72%	63%	68%	63%	67%
Some or all of the training and development I undertook was just a 'tick box' exercise for my organisation	38%	28%	36%	38%	40%	33%
Sample base	**2184**	**60**	**151**	**527**	**957**	**480**

Q24. Thinking about all the training and development you have undertaken in the last academic year, please indicate how much you agree or disagree with the statements

The quality of training: an institutional perspective

Data on the quality of training obtained from **in-depth interviews with providers** closely reflected that from individuals (see second row of Table 26 above) in that around two-thirds of providers saw the training they offered as generally good. This was exemplified by comments:

> "We ask for feedback from all of our sessions and it's generally good. We use recognised bodies and that helps to ensure good standards." (Sixth Form College)

> "It's generally good, we've had a couple of lapses in quality but it doesn't happen very often, and there's always a different provider/course that we can just use next time. We're quite selective in terms of conferences and seminars and they're well known ones, so these are always good." (FE College)

For the third of respondents who had reservations about the training they supply, these concern variations in quality between suppliers and perceived limitations in some forms of training rather than any general view that poor quality is widespread:

> "It varies depending on who we get to deliver it. If the feedback is quite negative, we would look at why and maybe not ask those people to run it again. Hopefully in the future it will be assessed by impact assessments." (FE College)

> "External training meets a requirement. All of the external training we do is online and so tends to be very dry but it ticks the right boxes in terms of content. For internal training, we are not particularly good at it but we do try. We involve all members of staff in

deciding what needs to be covered and they draw on their own experiences. We try and make sure that everything that needs to be covered is covered." (ITP sub-contractor)

"Online optional packages are less useful because staff are unable to check that they have understood it as one might with face-to-face instruction. Although it's not adding a huge value, it's not having a big strain on resources either. You can still count it, you can still put it in a report and say we're doing X,Y, and Z." (FE College).

"Most of ours is internal and the quality is fairly good. If we could use external more we would but budget doesn't allow that. External quality differs. Sometimes free training is better than training that we pay for but we use it so infrequently that it's hard to recall examples. On balance the good outweighs the poor." (ITP sub-contractor)

Most and least valuable forms of training: the individual's perspective

Respondents in the survey of individuals who had undertaken more than one episode of training were asked to describe, in various ways, the episodes which were most and least valuable to them.

In respect of their **most valuable** episodes, the most frequently reported subject matter of that training concerned teaching competences, Prevent, safeguarding, leadership and management, and well-being and mental health (see Figure 35 following).

Figure 35: Episodes of training that were of most use to individuals – subject matter

Category	%
Enhancing other teaching or classroom competences	12%
Enhancing the knowledge of Prevent duty	10%
Enhancing the knowledge of safeguarding (child protection)	8%
Enhancing your governance, leadership, or management skills	7%
Developing or enhancing specialist skills in the area of well-being or mental health	7%
Enhancing your expertise to carry out assessments for apprenticeship or other education or training programmes	5%
Enhancing your knowledge of changes in public policy, procedures, and funding which affect your organisation…	5%
Enhancing your technical or manual skills	5%
Enhancing your ability to use digital and other new technologies in a teaching or classroom setting	4%
Enhancing your own knowledge and competence in English and Maths	4%
Enhancing your soft skills, including things such as team-working, communication skills, time management, and…	4%
Developing or enhancing specialist skills for working with learners with Special Educational Needs (SEND)	4%
Enhancing your subject/sector knowledge in academic/vocational subjects other than English and…	3%
Developing or enhancing Health and Safety skills	3%
Awareness of equality and diversity	3%
Enhancing your competence and knowledge of administrative procedures within your organisation or…	2%
Enhancing your business or commercial skills	2%
Awareness of SEND Code of Practice	2%
Any other type	13%
None	2%

Sample base: 2166
Q26. What was the theme of subject of the training or development?

In two-thirds of cases, no qualification or accreditation was achieved from these 'most valuable' episodes (see Figure 36).

Figure 36: Episodes of training that were of most use to individuals – qualifications

Legend:
- Yes, a qualification
- Yes, an accreditation
- No
- Don't know
- Prefer not to say

Pie chart values: 22%, 11%, 63%, 4%, 1%
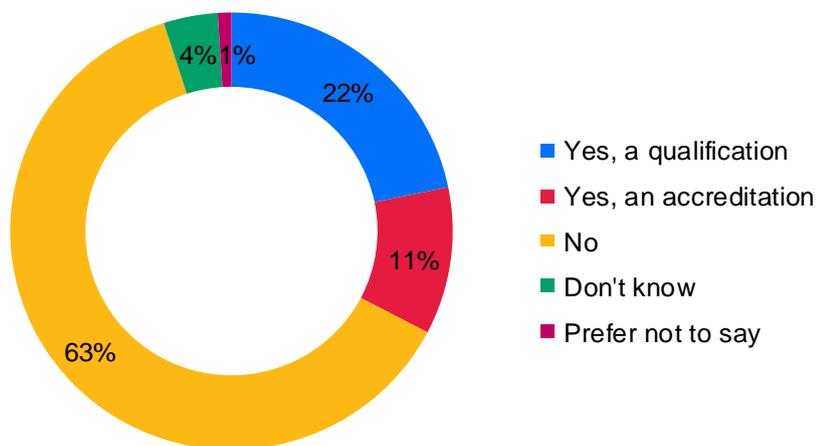
Sample base: 2167
Q26B. Was the training or development directed at a qualification or accreditation of some kind?

A wide range of external and internal sources of provision were involved in supplying these highly rated training episodes (see Figure 37 following).

Figure 37: Episodes of training that were of most value to individuals – training provider

Provider	%
Specialist trainers, or coaches, or members from within your organisation	24%
An external private training company or consultancy	24%
Senior individuals in the organisation who trained or developed your skills and knowledge	12%
A professional institution	8%
A university	6%
ETF	5%
An external further education college	3%
AoC	2%
AELP	2%
Suppliers of equipment or materials to your organisation	2%
E-learning/online training	2%
Prefer not to say	2%
Trade Union	1%
The National College for Teaching and Leadership	*%
Other	4%
Don't know	4%

Sample base: 2167

Q26D. Who delivered the training or development?

* denotes a figure greater than zero, but less than 0.5%

When asked to identify their **least valuable** training episodes, a substantial proportion of respondents were not able or willing to put any of their training into this category. Those who did so, however, mentioned a variety of subject matter, including Prevent and safeguarding training, which often, though in smaller proportions, overlapped with subject matter identified, as above, as being of highest value to other respondents (see Figure 38 following).

Figure 38: Episodes of training that were of least value to individuals – subject matter

Category	Percentage
Developing or enhancing Health and Safety skills	8%
Enhancing the knowledge of Prevent duty	7%
Enhancing your administrative or clerical or information technology skills	6%
Enhancing other teaching or classroom competences	5%
Enhancing the knowledge of safeguarding (child protection)	5%
Awareness of equality and diversity	5%
Enhancing your soft skills, including things such as team-working, communication skills, time management, and…	4%
Enhancing your expertise to carry out assessments for apprenticeship or other education or training programmes	3%
Enhancing your governance, leadership, or management skills	2%
Enhancing your technical or manual skills	2%
Developing or enhancing specialist skills in the area of well-being or mental health	2%
Not applicable	9%
Any other type	11%
None	20%
Dont know/Not sure/Cant remember	3%

Sample base: 1550
Q27A. What was the theme or subject of the training or development?

Three-quarters of these 'least valuable' training episodes were ones which did not lead to a qualification, a higher proportion of non-qualification courses than in respect of 'most valuable' courses (see Figure 39 following).

Figure 39: Episodes of training that were of least use to individuals – qualifications

Legend:
- Yes, a qualification
- Yes, an accreditation
- No
- Don't know
- Prefer not to say

Chart values: 7%, 6%, 76%, 7%, 4%
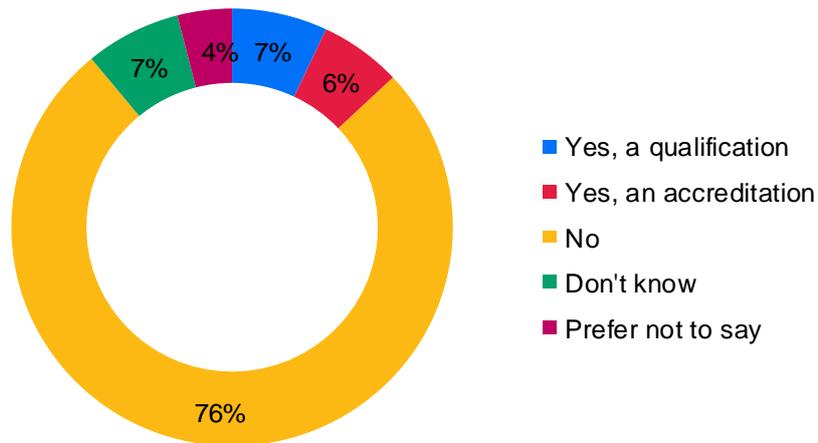
Sample base: 1550
Q27B. Was the training or development directed at a qualification or accreditation of some kind?

And they were somewhat more likely than the 'most valuable' episodes to be delivered internally to the organisation (see Figure 40 following).

Figure 40: Episodes of training that were of least use to individuals – training provider

Provider	Percentage
Specialist trainers, or coaches, or members from within your organisation	26%
An external private training company or consultancy	19%
Senior individuals in the organisation who trained or developed your skills and knowledge	12%
A professional institution	4%
An external further education college	2%
ETF	2%
Suppliers of equipment or materials to your organisation	2%
A university	1%
AoC	1%
AELP	1%
The National College for Teaching and Leadership	*%
Trade Union	*%
Other	12%
Don't know	12%
Prefer not to say	8%

Sample base: 1550
Q27D. Who delivered the training or development?
* denotes a figure greater than zero, but less than 0.5%

There is, thus, an inference that training episodes are somewhat more likely to be seen as valuable if they lead to a qualification and/or involve an external provider. Possibly related to these factors, Table 21 (following) shows that 'most valuable' training episodes were, on average, more than twice as long in terms of hours spent within the episode.

Table 21: Episodes of training that were of most and least value – average hours spent

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Other
Most value - Hours spent on this training or development in the past year	20	17	16	25	25	19	29
Sample base	**2167**	**1012**	**476**	**191**	**67**	**105**	**126**
Least value - Hours spent on this training or development in the past year	8	6	7	11	10	10	16
Sample base	**1550**	**705**	**350**	**143**	**51**	**79**	**91**

Q26C/Q27C. How many hours did you spend on this training or development in the past year?

Figures 41 and 42 (following) show a direct comparison between most and least valuable training episodes in terms of their subject matter and providers of the training.

It can be seen from Figure 41 that while a majority of individuals have undertaken training on the subjects of Prevent duty, safeguarding, equality and diversity and health and safety skills only a minority single these out as the most, or least, valuable episodes of training that they undertook in the previous academic year. However, the area most frequently mentioned as the most valuable, other teaching or classroom competences, was only undertaken by 29% of the workforce and so represents a greater proportion of those who undertook such training.

From Figure 42 it can be seen that external private training companies, professional institutions, Universities, and ETF get more 'most valuable' than 'least valuable' ratings.

Figure 41: Comparison of training undertaken in the past academic year, most valuable episode and least valuable episode – subject matter

Subject matter	Training undertaken	Most valuable	Least valuable
Knowledge of Prevent duty*	80%	10%	7%
Knowledge of safeguarding*	80%	8%	5%
Equality and diversity*	66%	3%	5%
Health and Safety skills*	47%	3%	8%
Knowledge of admin procedures	30%	2%	0%
Other teaching or classroom competences	29%	12%	5%
Use of digital and other new technologies in teaching…	27%	4%	1%
Soft skills	26%	4%	4%
Governance, leadership, or management skills	25%	7%	2%
Knowledge of changes in public policy, procedures, and…	25%	5%	1%
Subject/sector knowledge	21%	3%	1%
Teaching of English and Maths	20%	1%	1%
Individuals' own knowledge of English and Maths	16%	4%	1%
Expertise to act as assessors for apprenticeship or other…	16%	5%	3%
Skills in the area of well-being or mental health	16%	7%	2%
Specialist skills for working with learners with (SEND)	12%	4%	1%
Administrative or clerical or information technology skills	11%	1%	6%
Expertise to offer careers advice and guidance to learners	10%	1%	1%
Research skills	10%	1%	*%
Business or commercial skills	8%	2%	1%
Technical or manual skills	8%	5%	2%
Awareness of SEND Code of Practice	8%	2%	*%
QTLS	4%	1%	*%

Legend: ■ Training undertaken ■ Most valuable ■ Least valuable

Sample base: Individuals who have undertaken training (2,184), individuals who identified a most valuable training episode (2166), individuals who identified a least valuable training episode (1,550)

* denotes a figure greater than zero, but less than 0.5%

Figure 42: Comparison of training undertaken in the past academic year, most valuable episode and least valuable episode – training provider

Specialist trainers, or coaches, or members from within your organisation: 57%, 24%, 26%

An external private training company or consultancy: 44%, 24%, 19%

Senior individuals in the organisation who trained or developed your skills and knowledge: 28%, 12%, 12%

A professional institution: 16%, 8%, 4%

ETF: 16%, 5%, 2%

A university: 10%, 6%, 1%

AoC: 6%, 2%, 1%

Suppliers of equipment or materials to your organisation: 6%, 2%, 2%

An external further education college: 5%, 3%, 2%

AELP: 5%, 2%, 1%

Any other supplier: 3%, 4%, 12%

Prefer not to say: 3%, 2%, 8%

Trade Union: 2%, 1%, *%

E-learning/online training: 2%, 2%, 0%

The National College for Teaching and Leadership: *%, *%, *%

- ■ Training undertaken
- ■ Most valuable
- ■ Least valuable

Sample base: Individuals who have undertaken training (2,184), individuals who identified a most valuable training episode (2166), individuals who identified a least valuable training episode (1,550)

* denotes a figure greater than zero, but less than 0.5%

Most and least valuable forms of training: the institution's perspective

In the surveys, only individual respondents were asked to identify the training which they regarded as most and least valuable. However, a comparison with these individual perceptions with those of institutions can be made in that, in **in-depth interviews**, training providers were also asked for their views as to which training they delivered was of most and least value.

In small numbers of cases, managers reported their **most valuable training** as that which was related to apprenticeship changes, training in teaching skills, and training related to regulatory requirements such as Prevent.

There were rather more frequent references to the value of training to develop, specifically, English and maths teaching skills. For example:

> *"Training in functional skills, English and Maths." (ITP Prime contractor)*

> *"Monthly CPD through the 'little and often' approach. Teacher meetings, particularly with English and Maths staff. We are part of the East Mids regional FE consortium of colleges and meet once a term - these are really useful and give CPD that can be cascaded." (FE College)*

> *"Efforts to improve maths and English are successful. The main things we are doing is embedding maths and English into the curriculum" (Local Authority)*

> *"Continued effort to ensure that all staff reach level 2 qualifications in maths and English due to external pressures to embed such learning in the curriculum." (General FE college)*

However, the training which was most frequently identified as successful or valuable was not described in terms of its themes but in terms of its method – that is, as small group meetings or workshops, sometimes involving an external input. For example:

> *"Monthly staff development days - we do these internally and staff talk about anything that is topical, what they have learnt, and share best practice. It's about experiences and focusses on teaching and assessment skills as well as sector learning." (ITP sub-contractor)*

> *"Anything workshop-based where staff can take the knowledge but also have time to apply it. This is because sometimes you can deliver something which they think is a good idea but then they go away and don't have time to implement it." (FE College)*

> *"We have a team meeting every month, and group training every 3 months - this sort of sharing best practice is probably the most effective." (ITP Prime contractor)*

> *"It's good when an external trainer comes in and offers a new perspective. It's normally to do with people skills, and takes the form of a small workshop. It shakes them up a bit and makes them think about something new. Things that force people to interact are always beneficial." (ITP sub-contractor)*

"Classroom-based, 12 or so people. Group learning. This is because there's more scope to share ideas and learn from each other." (ITP sub-contractor)

The majority of organisations took the view that all the training they did was of value. The summary viewpoints were essentially 'we wouldn't do it if we didn't think it was valuable' or 'all training is valuable since it increases skills and knowledge'.

A small number of organisations did, however, identify some **training which they thought had limited value**:

- Most frequently, though in only a handful of cases, Prevent, safeguarding or Health and Safety training was seen as 'repetitive', 'laborious', 'not taken seriously enough by our staff', or 'not applicable because of the type of learners we have' (though it can also be noted that, other providers, whilst recognising similar characteristics, also believed that this type of training was essential)

- In two or three cases, Investors in People or Matrix training was regarded as being of limited value

- And some respondents noted that some training methods, rather than themes, were not effective, commenting that e-learning had a constrained or 'linear' nature which restricts broader learning or that 'training where people talk at you' or 'talk and chalk methods' are not well received.

Barriers to training

Organisations which reported that there was some shortfall in the training they would like to have supplied to their staff also identified the barriers which accounted for that shortfall. The main ones were pressure on staff time making it difficult to release them for training and shortfall in funding for training (see Figure 43 following).

Figure 43: Barriers to providing all of the training and development which was needed

Barrier	%
It is difficult to allow staff to have time off-the-job for training	46%
Insufficient funding or income to the organisation	32%
The organisation can't find or source the training and development needed	4%
External training and development fees are too expensive or over-priced	3%
The organisation hasn't identified training and development needs accurately and/or hasn't planned efficiently to meet them	1%
Individuals are reluctant to train and/or are not responsive to training and development opportunities	1%

Sample base: 347
Q36. What was the main barrier to providing all the training and development which was needed?

In depth interviews with provider respondents broadly concurred with the analysis above. Shortfalls in training budgets or the costs of external training and difficulties in finding time for staff to train away from their teaching duties were much the most frequently mentioned barriers. Some examples are:

"Staff time. We are deliberately trying to keep assessors' case loads high and so it is difficult to find time. There's also the cost of getting everybody together as our organisation is spread out." (ITP prime contractor)

"The organisation adapts training to comply with budget. We'll just kind of minimise it to what it is we can do at the moment. Most training is therefore provided internally, as external providers are too expensive." (Local Authority)

"The time factor. We have a limited number of staff and so if one is out training it puts a lot of pressure on the others. We can only let one person do training at a time. We try to get people to come to us but it doesn't always work. Staff willingness is not a problem." (Charity)

"It's a funding issue. At the minute we try to offer the Business Administration Level 2 Framework apprenticeship to all our staff, but the current funding for that doesn't cover the costs, so it's becoming financially unviable." (ITP Prime contractor)

"The only barrier really is that it's very difficult to find a time that is suitable for everybody... you're never going to get 100% attendance at any one event." (Adult Community College)

Whilst many respondents said that staff were keen to train, a minority noted some staff reluctance:

"Staff enthusiasm is a big barrier. We offer to pay half of the course fees and expenses for substantial external courses, including university and formal qualifications but staff don't jump at the chance to take them up. We have to convince them by talking about the benefits to them as an individual. We also sometimes have to take them away from their scheduled work to ensure they have completed their course materials." (Charity)

"There is some staff reluctance, particularly since we brought in return of service - staff have to pay back for any accredited training if they leave within a certain time period." (ITP prime contractor)

A minority also noted reluctance to teach maths and English and to undertake the training necessary to do this:

"Dwindling resources - CPD now needs to be more bottom up. We have a lot of staff who come from industry and so don't have the necessary teaching and pedagogy skills. We need to be able to quickly get them up to speed, but don't have the bank of resources. Materials need to be quick and easy for people to understand. There's also a barrier in terms of individuals' perceptions of things like English and maths. They struggle to see why their teaching needs to incorporate it." (FE College)

"As a niche provider all our staff are specialists, so they know their industry very well. So when they're forced to provide English and maths it's a big problem because they're not set up to be able to do that and it puts a lot of pressure on the business. We don't want to put the staff through English and maths training because they're not English and maths teachers, and they wouldn't want to do the training anyway. It makes it difficult for employers too, because they want the English and maths but the centre can't provide it. We have to find some way around it, normally by bringing someone external to deliver it." (ITP sub-contractor)

Two respondents also noted the new demands of apprenticeship as a barrier:

"We see the impending transition of apprenticeships frameworks to standards as the biggest challenge. The actual training itself isn't an issue it's the admin and planning that goes along with it." (ITP Prime contractor)

"Our only difficulty is around updating apprenticeships and the funding around it. This is down to nothing being confirmed - it brings uncertainty. Even with the Trailblazers it was 'this is how we envisage this happening' but it's never actually confirmed. Generally keeping up with ever-changing government initiatives and programmes". (ITP sub-contractor)

Shortfalls in supply or availability of training were not frequently mentioned by respondents but one example was:

"The only thing is training from scratch. Looking after young apprentices. The mentoring and the pastoral side. I don't think there is any of that anymore. There is no structured training for anyone new like there was 30 years ago. I wouldn't know where to look for this type of training." (ITP sub-contractor)

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CHAPTER 4: FUTURE TRAINING NEEDS

Summary of chapter

Against a background which includes evidence of a high volume and wide spectrum of training undertaken by FE sector staff but also of some gaps in training and in the infrastructure for training, this chapter considers institutions' and individuals' perceptions of the need for future training and development

Ensuring the effective performance of the organisation will be the most frequent driver of the training supplied in the near future by organisations, but the needs of the workforce (particularly to adapt staff moving into the sector from other sectors and to keep staff up-to-date) and the direction of national policy (particularly in respect of apprenticeships) are other key drivers – the last of these being particularly important for private training businesses.

However, some key priorities for future training were not directly concerned with themes of training but with its delivery methods. Particularly, there is much interest in using technology in training by introducing or extending the use of on-line and other methods of distance learning and virtual learning environments.

In realising their priorities, key challenges for providers remain the ones they face now – restriction on budgets and the difficulty of releasing staff for training. Though not directly a training issue, some providers noted staff recruitment and retention difficulties, often because of wage competition from employment opportunities in teachers' or potential teachers' 'home' industries, as a constraint on skills supply.

Providers most frequently saw their 'core' workforce (in the sense of their being most numerous in the sector) – teachers and trainers and managers – as in need of training in the near future.

And two-thirds (68%) of staff working in the sector report that further training would be of value to them.

There is demand for training in a wide variety of areas but subject knowledge, leadership and management skills, and teaching and classroom competences remain the most frequent areas of demand.

From the individual perspective, there is particular demand for training which leads to higher level qualifications in education and training such as PGCE or the Diploma in Education and

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Training (DET).

In respect of their future training needs, six out of ten providers are wholly confident that their future training needs will be met and most of the remainder are reasonably confident of this. In support of this, a majority (59%) of providers expect their training budgets to stay the same next year as they were in the previous year. The minority (16%) which expect their budget to decline, is balanced by the minority (15%) which expect it to increase (though it may be noted that it is larger providers, often colleges, which on balance, are most pessimistic about their future budgets for training).

Although, as above, organisations are generally confident about their future training, around two-thirds would still welcome support (from ETF, the Department for Education, and membership bodies) with realisation of their training ambitions and objectives.

Individuals working in the sector were also mainly confident that they would undertake new training or development in the near future, with over seven out of ten expecting this.

Drivers of training: an institutional perspective

A first analysis shows that the requirement for organisations to maintain and improve performance is the most frequent driver of training needs in the immediate future. Beyond that, the needs of the workforce and of local economies are often the main driver of training but, for ITP prime contractors, the nature of public policy is the single largest driver of staff training and development (see Figure 44).

Figure 44: Biggest drivers of training and development needs in the next year or so – institutions perspective
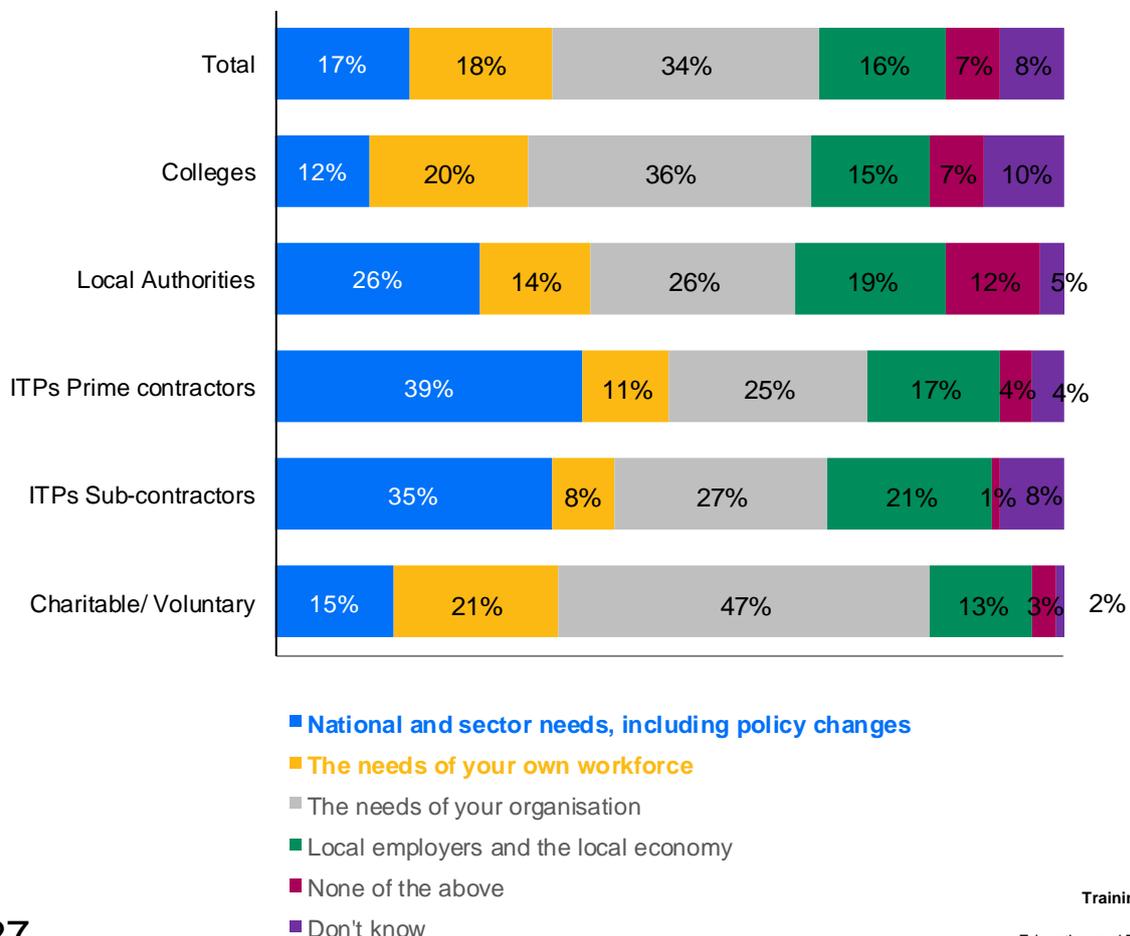
Legend:
- National and sector needs, including policy changes
- The needs of your own workforce
- The needs of your organisation
- Local employers and the local economy
- None of the above
- Don't know

Where **public policy** is seen as the most powerful driver, apprenticeship reform, the drive to improve technical education, and efforts to professionalise the FE sector workforce are seen as important specific elements of that pressure (see Figure 45).

Figure 45: Biggest drivers of training and development needs in the next year or so – national and sector needs

Sample bases are small, but the data suggests that Colleges are particularly likely to see reforms to technical education as a driver whilst ITPs see responsiveness to apprenticeship reform as a very frequent driver (see Table 22 following).

Table 22: Drivers of training and development in the next year or so – national and sector needs

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors
The reforms of technical education (including the introduction of T-Levels)	24%	38%	18%	7%	10%
The reforms of apprenticeships including the levy and standards	42%	31%	9%	78%	68%
Other changes in public policy at national level	7%	0%	27%	9%	10%
National and sector concern to further professionalise the sector workforce	22%	23%	36%	7%	13%
Other	5%	8%	9%	0%	0%
Sample base	**121**	**13**	**11**	**46**	**31**

Q37A. And more specifically, what national and sector needs do you see as being the biggest driver ?

Where workforce needs are seen as the strongest driver, development of staff brought into the sector from other sectors, up-dating of existing staff, and staff demand for training are key forces (see Figure 46).

Figure 46: Biggest drivers of training and development needs in the next year or so – own workforce needs
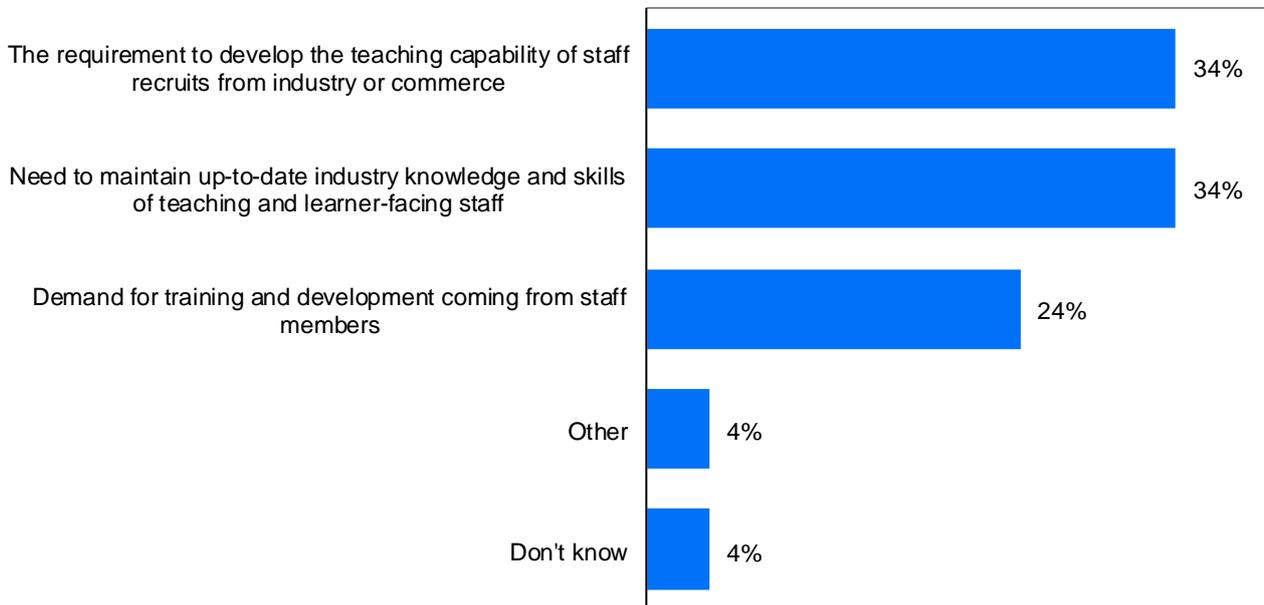
Sample base: 71
Q37B. And more specifically, what needs of your own workforce do you see as being the biggest driver?

Again sample bases are small, but Colleges appear more likely to see training as being driven by the need to induct teaching recruits from industry whist ITPs are particularly concerned to update the skills of their existing teachers (see Table 23 following).

Table 23: Drivers of training and development in the next year or so – own workforce needs

	Total	Colleges	ITPs Prime contractors	Charitable/ voluntary
The requirement to develop the teaching capability of staff recruits from industry or commerce	34%	38%	23%	23%
Need to maintain up-to-date industry knowledge and skills of teaching and learner-facing staff	34%	33%	62%	15%
Demand for training and development coming from staff members	24%	19%	15%	54%
Other	4%	5%	0%	0%
Don't know	4%	5%	0%	8%
Sample base	**71**	**21**	**13**	**13**

Q37B. And more specifically, what needs of your own workforce do you see as being the biggest driver?

In respect of the **needs of organisations**, the key factor is simply the need to maximise organisational performance (see Figure 47).

Figure 47: Biggest drivers of training and development needs in the next year or so – organisational needs
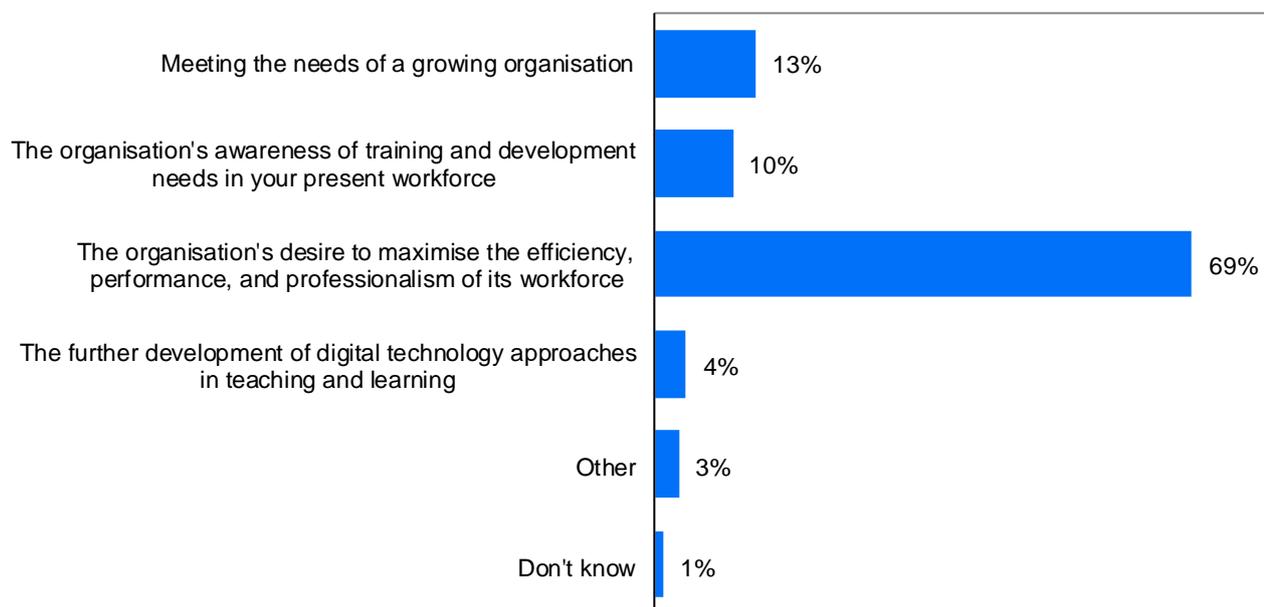
Sample base: 151
Q37C. And more specifically, what needs of your organisation do you see as being the biggest driver?

In this case, public sector providers were somewhat more likely to say that efficiency and organisational performance would drive training than were private sector organisations (see Table 24 following)

Table 24: Drivers of training and development in the next year or so – organisational needs

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ voluntary
Meeting the needs of a growing organisation	13%	13%	0%	13%	17%	17%
The organisation's awareness of training and development needs in your present workforce	10%	11%	9%	17%	13%	3%
The organisation's desire to maximise the efficiency, performance, and professionalism of its workforce	69%	71%	82%	63%	58%	59%
The further development of digital technology approaches in teaching and learning	4%	3%	0%	3%	4%	17%
Other	3%	3%	0%	3%	4%	3%
Don't know	1%	0%	9%	0%	0%	0%
Sample base	**151**	**38**	**11**	**30**	**24**	**29**

Q37C. And more specifically, what needs of your organisation do you see as being the biggest driver?

And in respect of **local needs**, there is recognition of the pressure to meet the skills needs of employers in the local economy (see Figure 48).

Figure 48: Biggest drivers of training and development needs in the next year or so – local needs
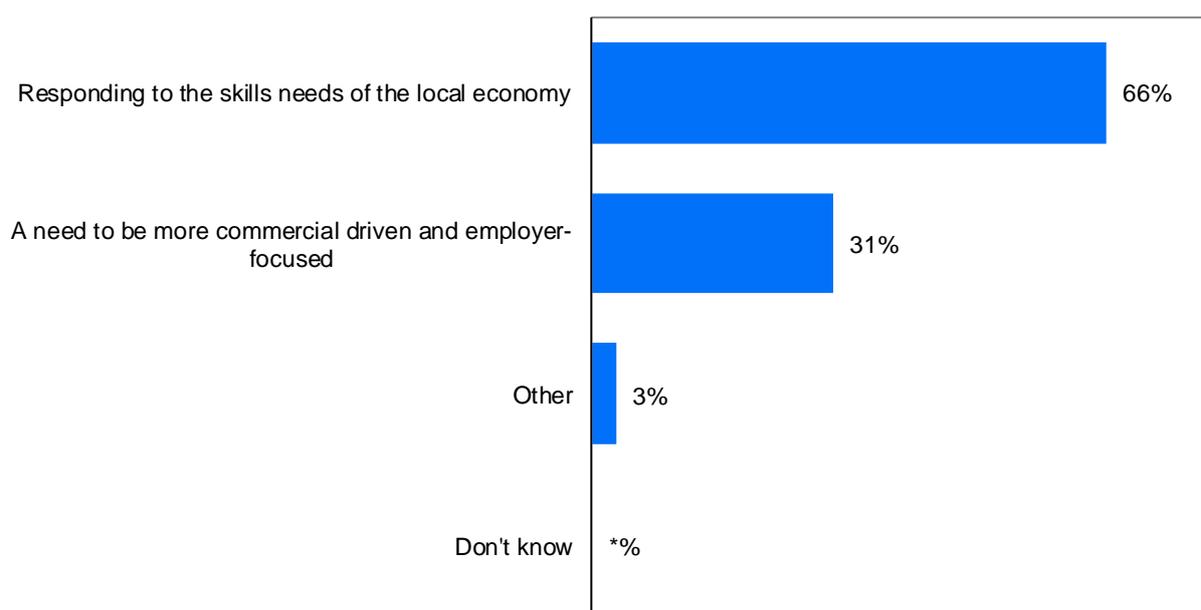
Sample base: 81
Q37D. And more specifically, what local needs do you see as being the biggest driver?
* denotes a figure greater than zero, but less than 0.5%

In respect of local needs, Colleges and ITP prime contractors were particularly likely to see the skills needs of local economies as a key driver of training whereas ITP sub-contractors were more likely to see direct responsiveness to particular employers and to commercial pressures on their organisation as drivers (see Table 25).

Table 25: Drivers of training and development in the next year or so – local needs

	Total	Colleges	ITPs Prime contractors	ITPs Sub-contractors
Responding to the skills needs of the local economy	66%	69%	65%	42%
A need to be more commercial driven and employer-focused	31%	31%	25%	53%
Other	3%	0%	5%	5%
Sample base	**81**	**16**	**20**	**19**

Q37D. And more specifically, what local needs do you see as being the biggest driver?

In depth interviews with senior managers in the sector provide more detail of the factors which will drive their future training.

Some managers did not identify any major new drivers and reported that they would continue to respond to existing pressures such as tight budgets, Ofsted requirements or, in Local Authority cases, local political direction. However, other managers identified a wide range of other drivers. Those mentioned with some frequency included:

- Apprenticeship reform with particular reference to new standards, the apprenticeship levy, and new assessment requirements.

- Changes to the curriculum and qualifications with some references to T-levels.

- A variety of pressures from public policy change and from legislative and compliance demands, with some particular reference to data protection and new GDPR regulations.

- The requirement to become more market oriented and responsive to employers' needs and to exploit new business opportunities.

- Circumstances affecting particular organisations, including mergers and adaptation to new premises.

- Technological factors including the use of digital technologies and social media in marketing and responding to technological change in industry such as robotics and artificial intelligence.

Illustrative quotes from these interviews, sequenced in relation to the types of driver which are itemised above, are:

Apprenticeship reform:

"With the arrival of the apprenticeship standards it's a different skill set the assessors need now, they're more like a coach or a mentor." (ITP sub-contractor)

"All our courses are mapped to the relevant standards, and so our training is based around these. As such the new standards coming in are going to impact the training that is offered to our staff." (ITP sub-contractor)

"New standards. Changes to the role of the assessor - how we coach and mentor learners so that the learner is prepared for endpoint assessment." (ITP prime contractor)

Curriculum and qualifications:

"Curriculum change - the pace of it and lack of information about what is happening will mean that we'll have to be keeping track." (FE College)

"At the moment we are changing into real added value courses and we have expanded our course network to include some new qualifications. Teachers for the new subject areas will receive training and also, as we go into more added value courses which are more training rather than assessment orientated, people's knowledge refreshers will be a priority." (ITP sub-contractor)

"T-levels. We are applying to deliver pilot T-levels in Childcare and Development." (ITP Prime contractor)

"The drivers are the changes to qualifications and standards based on the recommendations of employers and funding agencies. And transferring over to teach GCSE level is also going to be a massive driver - we really need to gear up to make sure that we're ready for it." (ITP Prime contractor)

Responsiveness to policy change:

"The landscape is changing quite significantly, and has done in the last 12 months with multiple strategies coming out. It's far too much for many staff in the sector and that is why we are losing a lot of strong professionals. They've gone from changing GCSEs to changing the standards. There isn't enough guidance and support out there. It's having the capacity and support to allow your team to up-skill." (ITP sub-contractor)

"We're preparing for an Ofsted assessment so we're focusing more and will focus more on the governmental/compliancy side of the organisation." (ITP sub-contractor)

"The drivers will continue to be ensuring that we're keeping up with whatever the government throws at us - GDPR will be one of them." (ITP sub-contractor)

Mergers:

"There is the merger which means we need to standardise practices across the board and share best practice. Our college is high performing compared to the other colleges so we want to take some of the practices and ethos to the other colleges." (FE College)

"We're going to be merging with another College this year, so there's going to be a lot of new processes, systems etc. So there's going to be a lot of internal training. The adult college in its current form is kind of winding down in preparation for the merger." (Local Authority)

Technology:

> *"Only around the digital technologies area - it's our biggest growth area with lots of changes afoot, but I don't think that there's enough people coming in to the industry with enough knowledge in this area." (ITP prime contractor)*

Priorities for, and changes in, training: insights from depth interviews

FE sector managers interviewed **in depth** were also asked whether their priorities for training would change in the near future. A minority of these managers picked out particular aspects of training which might be given a new or higher priority – such as QTLS training, preparing for GDPR, adjusting to new apprenticeship standards, and so on – but there was no consistent pattern in the priorities identified nor any sense that major shifts in the sector's priorities overall was underway.

Rather, the bulk of providers said that their current priorities would continue or that they were uncertain, as yet, about the impact of various external or internal changes which would or could occur and their aim was therefore, simply to respond to particular challenges as they arose.

Consequently, a frequent response to a question about future change in the delivery pattern of their current training was that this would not change substantially or would only change when and if circumstances changed, for example:

> *"We will probably be carrying on exactly as we are. Rather than respond to external drivers, it's going to be built upon what we've already got due to budget constraints." (Local Authority)*

> *"It's uncertain ahead of annual review but my gut feeling is that it won't change that much: everything is in there that needs to be in there." (Local Authority)*

> *"The balance will probably stay the same... We might well have a slight increase in bespoke training once we're clear about standards. Once we're clear about what the standards are actually going to involve for our sector, then I think we can unpick the situation." (ITP sub-contractor)*

> *"We've worked quite hard on it over the last couple of years... We're at a position of where we're happy with it and we'd like to think we can run with that the way it is." (Local Authority)*

In around half of cases, however, these managers did foresee changes. Some of these changes concerned particular themes of training, such as apprenticeship standards or levy, pedagogical skills, leadership and management skills, and so on. However, the more frequent responses concerned change in training methods with two types of change – one, towards on-line, distance, and blended learning and towards virtual learning and, second, towards the greater use of external sources of training. These latter responses are exemplified below.

"We are going more e-portfolio based and more kind of blended learning approach or that's what we are trying to get into at the moment. The main provider that we work with to deliver things like safeguarding training is unfortunately going in the other direction and requiring everyone to be kind of there in person which means a lot of travelling. So we are trying to make better use of technology." (ITP sub-contractor)

"We're looking at bringing in Virtual Learning Environments and doing some more blended learning - staff doing some training from home etc." (ITP prime contractor)

"We've bought licences to use a commercial supplier's training which is an online/distance learning centre, so we're pushing that sort of online training a bit more." (ITP Prime contractor)

"There is the hope that we'll be able to improve our virtual learning environment (VLE) and in that case we would provide more blended type training which would be really helpful." (Local Authority)

"We'll be trying to get more external trainers to come into us and deliver training to avoid having to send so many staff out. This may mean that only a small number get trained initially but then they cascade the training to the rest of staff." (ITP prime contractor)

The challenges ahead: insights from depth interviews

Asked to identify key challenges to the future delivery of their staff training ambitions, providers essentially focussed on three main issues:

- Availability of budget for training from a variety of perspectives

- Time for staff to train

- Recruitment challenges

These issues are exemplified in the following quotations.

Budget issues:

"We're anticipating a shift towards e-learning and distance learning, because 'it's something that's relatively budget effective but we are unable to implement immediately because we've not got the resources to do that…we'd have to bring in an external company." (Local Authority)

"Levels of income being reduced due to approaching endpoint assessments. Risk of apprentices failing endpoint assessment and the costs associated with this. The new funding structure generally." (ITP sub-contractor)

"Funding access. You can't be funded twice for the same thing – you can't do training again at the same level." (Charity)

"Maintaining the budget within a tight financial environment." (Sixth Form College)

"The biggest challenge will be the devolved budget. It'll change how our organisation is funded, and at the minute we don't know what that'll mean for us." (Local Authority)

Time-to-train issues:

"Finding time for training and getting people together. Another challenge is that people come into FE thinking it will be easier than the job they have been doing in industry but there are lots of things to balance." (ITP prime contractor)

"Just the time - it's balancing taking a member of staff away from a fee earning day... But that's always going to be a challenge for us because we're a commercial company." (ITP sub-contractor)

"Finding the time for training and changes in standards and the focus of staff." (ITP prime contractor)

"The only thing I think that is always an issue is when you work for a small organisation it's just trying to weigh up time to actually do the job and time to invest in skills, knowledge and behaviours to make sure you can do that job well." (ITP sub-contractor)

Recruitment issues:

"Some recruitment challenges in that we can't offer the same salaries as a general FE institution because we're [a] charity." (Charity)

"It's difficult to get the right staff, particularly in maths and English. So the main challenge is getting the staff in the first place, rather than providing the training." (Local Authority)

"Massive challenges. For health and social care there is such a shortage of funds to retain the quality of staff. The biggest issue is retaining the right personalities within health and social care. It should be a vocation and it's not. It's about meeting a need, but even on that the priority is making sure that that person is equipped with the right skills set to be able to deliver a quality service." (ITP sub-contractor)

Respondents in these in-depth interviews also identified their **priorities for future training**, many respondents identifying several of these. There were a wide variety of priorities but the ones which were most frequently mentioned were:

- Delivery of mandatory training, including Prevent, safeguarding, and health and safety training, to ensure regulatory compliance and Ofsted standards.

- Teaching skills and professional standards.

- Training related to apprenticeship reform and, particularly, to apprenticeship standards.

- Assessor skills (particularly those required by apprenticeship end-point assessments).

- Leadership and management skills.

A range of other priorities were mentioned in smaller numbers, in some cases just in one or two instances. These priorities included information, advice, and guidance skills, conversion of staff from industry into teaching occupations, digital literacy, English and maths, dealing with

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challenging behaviours and conflict management, and keeping up with public policy changes.

Example quotes in these areas are set out below.

Mandatory training:

"All staff have had the mandatory training that they need - Prevent, Health and Safety etc. We refresh them every year as they need updating. We need to make sure that we are complying. As we have a limited budget we do the ones that we have to." (ITP sub-contractor)

Teaching skills:

"The teaching and learning aspect is our main priority - putting the learners first and making sure that we're doing right by them. To ensure that our learners are getting the best deal, to make sure that we're fulfilling every aspect. That our tutors are performing well and our learners are learning in terms of subject matter. We've been prioritising embedding English and maths, British values." (Local Authority)

"Teaching and pedagogy skills. More thorough induction for those coming from industry." (FE College)

Apprenticeship-related skills:

"Apprenticeships and the standards that go with them, including end-point assessment. We will have learners at that stage soon. Standards training has been taking priority over teaching and pedagogy skills recently due to all of the recent changes. Finance teams have been prioritised due to the levy and levy contributions. We've also prioritised training for our business development team." (ITP private contractor)

Assessment skills:

"Assessment skills - both formative and quality of assessment." (FE College)

Management skills:

"Management is a big one. Going forward we've got management and succession planning. We have an ageing workforce which we are currently looking at putting in steps to deal with. Most notably, a lot of our knowledge base is in our older delivery chaps. So it's a case of doing a lot of coaching and shadowing to pull their knowledge out and give it to younger members of the team." (ITP sub-contractor)

Information, advice, and guidance:

"IAG training - we want all of our staff to have it - some at level 2 and some at level 4. All of our staff are customer facing and so need it." (Charity)

Digital systems:

"System capability and digital literacy. We're transitioning to new work and learning spaces. These are quite linked. We're moving into a more digitally aligned building and making the organisation paperless. The detail is still being worked out." (Local Authority)

Keeping up to date:

> *"Our priority is to keep the staff up to date. Keeping them up to date in their own subject knowledge is important, but the biggest priority is keeping them up to date with legislation because that's always changing." (Charity)*

In terms of the **main drivers of these priorities**, managers interviewed in depth, clustered them into four or five main areas.

The first of these is a blend of simple commercial necessity, operational needs, organisational culture, and maintenance of reputation. The basic characteristics of this message were summed up as 'if our staff aren't good enough, we won't have a job' or 'this is what we are, we need to be the best for our learners'.

The second, very frequent, set of drivers was simply the range of regulations and legislation which affects the sector, these particularly driving the near-universal training related to Prevent, safeguarding, and health and safety.

As sub-areas of this, the particular demands placed on performance by Ofsted inspection and compliance requirements and by apprenticeship reform were also frequently identified.

Beyond these organisational and external pressures to keep staff skill levels at a high level, several respondents also noted that staff demand for training was significant and that they responded to this for staff morale and retention reasons.

Who will need training?

The core workforce of the sector – lecturers, teachers, or tutors – is most frequently identified by FE institutions as the group of people who will need training in the near future, with management staff being the next most frequently identified group (see Figure 49 following). However, it needs to be recognised that the fact that fewer providers identified training needs for some other groups (such as careers guidance specialists, advanced practitioners, and so on) is likely to reflect the circumstance that these roles are less frequent in the sector than, say, teachers and tutors. The lower figures may reflect this lower incidence of some roles rather than a belief that people in those roles have a lesser need for training.

Figure 49: Staff groups that will need training and development in the next year or so

Staff group	Percentage
Lecturers, teachers or tutors	85%
Senior Management Team	79%
Middle and junior managers	78%
Specialist assessors, verifiers, trainers or instructors	74%
Careers guidance specialists	64%
Specialist coaches, mentors and staff trainers	64%
Teaching, learning, and classroom assistants	63%
Members of the governance body of the organisation/ Non-employed governors or trustees/ Non-executive owners or board directors	61%
Advanced practitioners	56%
Don't know	4%
None of the above	4%

Sample base: 473
Q39. Which of the following people do you anticipate will need training and development in the next year or so?

Generally, Colleges, possibly because of their larger and more varied workforces, reported the need for training of *all* occupational groups (see Table 26).

Table 26: Staff groups that will need training and development in the next year or so

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Governors or equivalent	61%	74%	28%	43%	30%	39%
Senior Management Team	79%	81%	79%	77%	72%	53%
Middle and junior managers	78%	87%	79%	67%	40%	37%
Advanced practitioners	56%	64%	56%	41%	33%	23%
Lecturers, teachers or tutors	85%	89%	79%	84%	72%	63%
Specialist assessors, verifiers, trainers or instructors	74%	77%	63%	80%	76%	50%
Careers guidance specialists	64%	76%	53%	44%	29%	32%
Specialist coaches, mentors and staff trainers	64%	71%	51%	53%	43%	40%
Teaching, learning, and classroom assistants	63%	77%	56%	34%	24%	16%
Don't know	4%	6%	0%	2%	2%	5%
None of the above	4%	3%	9%	3%	6%	10%
Sample base	**473**	**107**	**43**	**119**	**89**	**62**

Q39. Which of the following people do you anticipate will need training and development in the next year or so?

From an *individual* perspective, 7 out of 10 workers in the industry believe further training and development would be valuable to themselves and/or their organisation, this proportion being a little higher in ITPs (see Figure 50 following).

Figure 50: Individuals who think further training and development would be of value
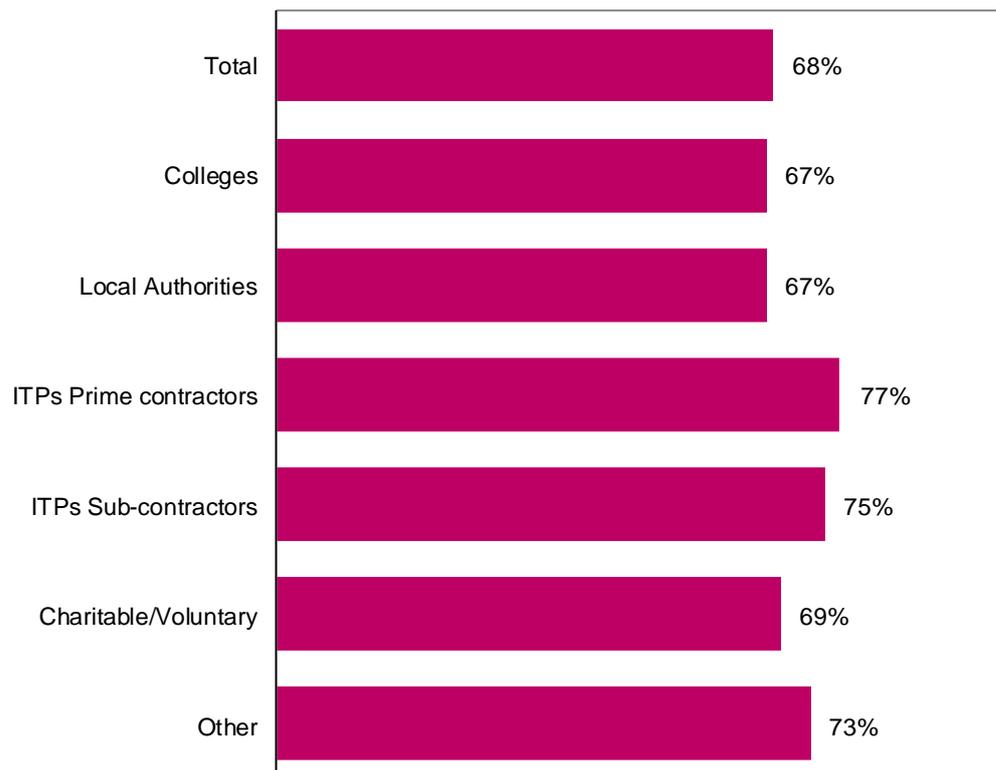
Category	Percentage
Total	68%
Colleges	67%
Local Authorities	67%
ITPs Prime contractors	77%
ITPs Sub-contractors	75%
Charitable/Voluntary	69%
Other	73%

Sample base: Total (2366), Colleges (1125), Local Authorities (498), ITPs Prime contractors (204), ITPs Sub-contractors (70), Charitable (114), Other (133)

Q28. Thinking about the year ahead, is there any new training or development (*excluding* any that you are already doing) which you think it would be of value to you and/or to your organisation for **you** to undertake? This is regardless of whether or not you are likely to do it and whether or not you particularly want to do it.

More than half of all individuals in virtually all particular job roles thought that further training would be of value, with particularly high proportions of advanced practitioners, middle and junior managers, and specialist coaches, mentors, and staff trainers believing this (see Figure 51 following).

Figure 51: Individuals who think further training and development would be of value
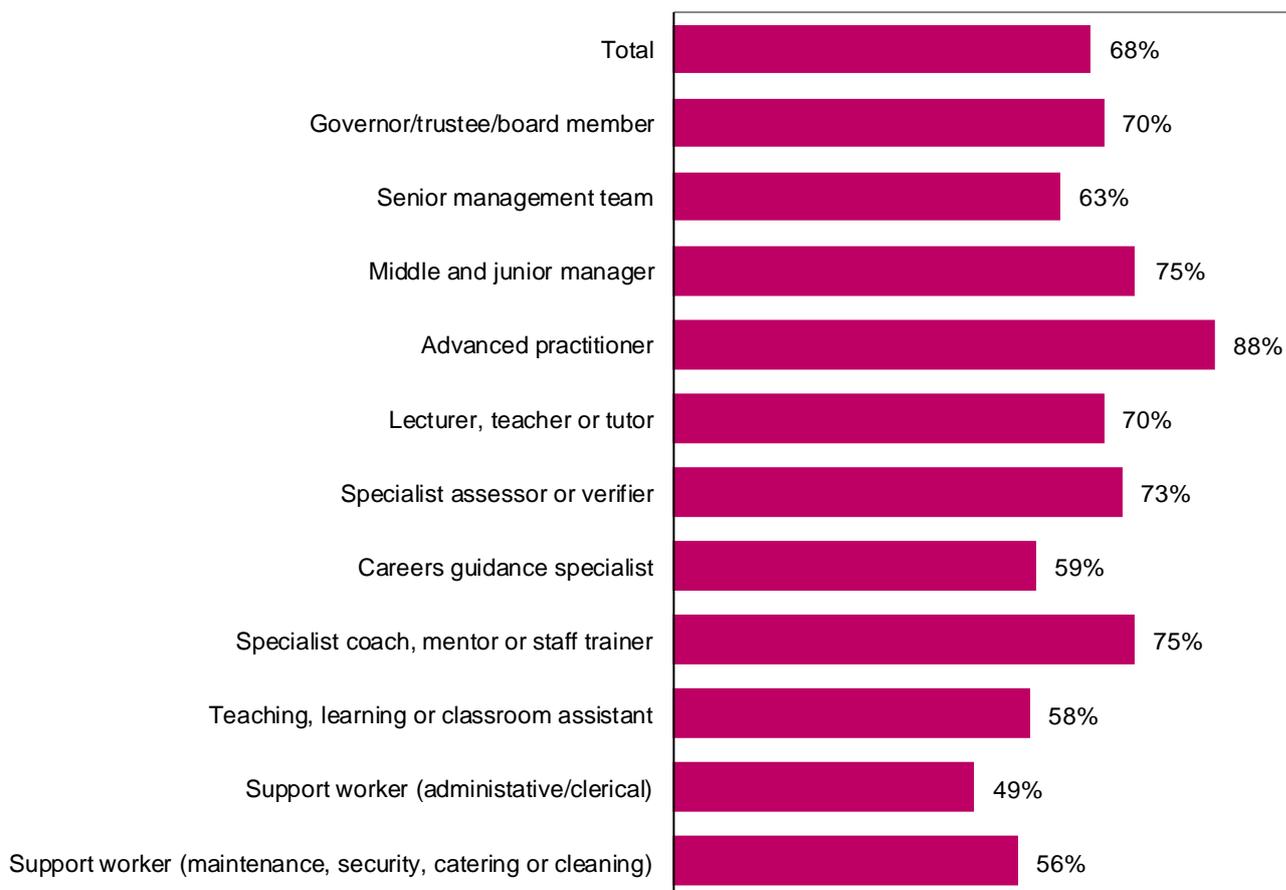
Category	Percentage
Total	68%
Governor/trustee/board member	70%
Senior management team	63%
Middle and junior manager	75%
Advanced practitioner	88%
Lecturer, teacher or tutor	70%
Specialist assessor or verifier	73%
Careers guidance specialist	59%
Specialist coach, mentor or staff trainer	75%
Teaching, learning or classroom assistant	58%
Support worker (administative/clerical)	49%
Support worker (maintenance, security, catering or cleaning)	56%

Sample base: Total (2366), Governor/trustee/board member (34), Senior management team (305), Middle and junior manager (472), Advanced practitioner (70), Lecturer, teacher or tutor (748), Specialist assessor or verifier (203), Careers guidance specialist (23), Specialist coach, mentor or staff trainer (56), Teaching, learning or classroom assistant (128), Support worker (administrative/clerical) (183), Support worker (maintenance, security, catering or cleaning) (37)

Q28. Thinking about the year ahead, is there any new training or development (*excluding* any that you are already doing) which you think it would be of value to you and/or to your organisation for **you** to undertake? This is regardless of whether or not you are likely to do it and whether or not you particularly want to do it.

What training will be required: the institutional perspective

Institutions believe that a wide variety of future training will be required – most frequently, development of subject or sector knowledge, of governance, leadership, and management skills, and of teaching competences (see Figure 52).

Figure 52: Types of training and development that will be required

Type	Percentage
Subject/sector knowledge	78%
Governance, leadership and management skills	75%
Other teaching or classroom competences	64%
Teaching of maths and English	62%
Specialist skills for working with learners with SEND	60%
Use of digital and other new technologies in teaching programmes	59%
Individuals' own knowledge in maths and English	49%
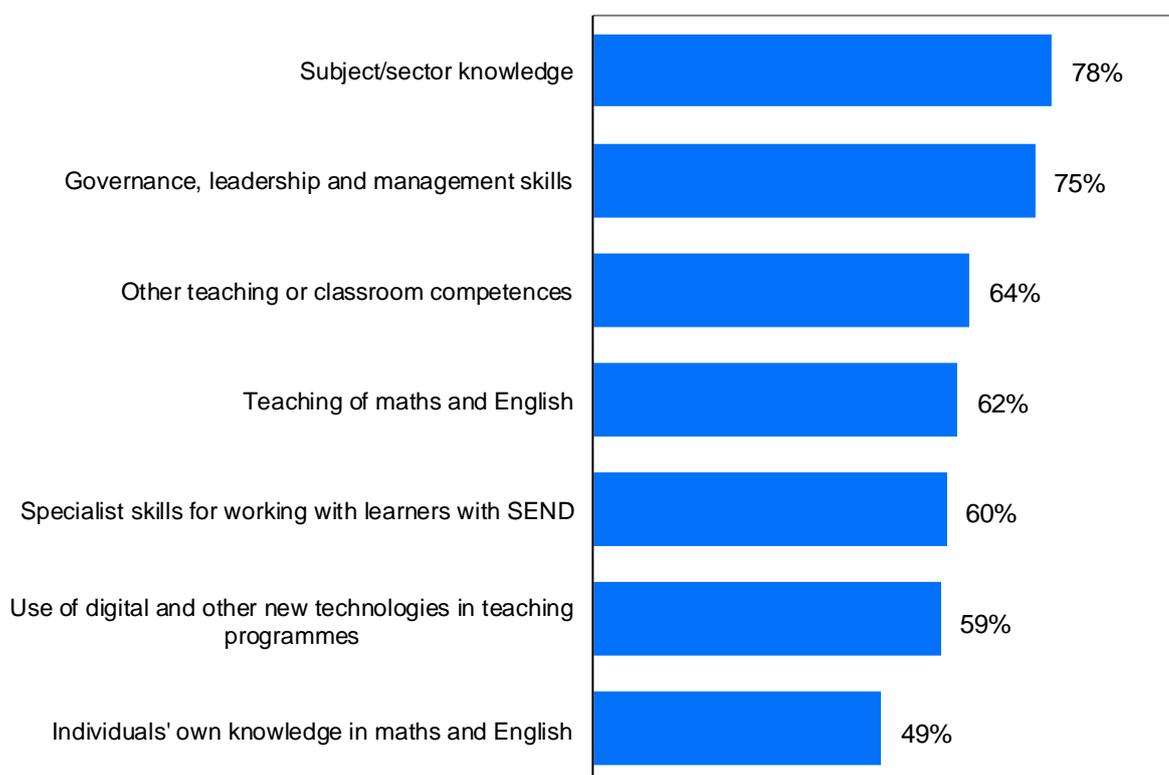
Sample base: 473
Q40B. You said that you will need to improve teaching and pedagogy. Is this in any of the following areas?
Q40C. You said that you will need to improve maths and English skills is this...?
Q40. Which of the following types of training and development will be required?

In more detail, where it was believed that **subject or sector knowledge** needed to be developed, providers identified a wide variety of subject/sector areas but health and care, engineering and manufacturing, English, business administration, education and training, and maths headed the list in terms of their frequency (see Figure 53 following).

Figure 53: Subject areas where training and development is needed in the next year or so

Subject area	%
Just subject knowledge generally/across all areas	38%
Health, public services, and care	27%
Engineering and manufacturing	22%
English	22%
Business administration and law	21%
Education and training	21%
Maths	21%
Construction planning and the built environment	19%
ICT	19%
Leisure, travel, hospitality, and tourism	17%
Arts, media, and publishing	15%
Science	13%
Preparation for life and work	12%
Humanities subjects	10%
Agriculture, horticulture, and animal care	9%
Retail and commercial enterprise	9%
Languages, literature and culture	8%
Social science	8%
Family learning	7%
Community development	5%
Is there any other subject area not mentioned?	3%
Don't know	3%

Sample base: 355
Q42. You said that you will need to improve subject/sector knowledge within your workforce. Which subject areas are they?

The particular areas in which it is believed that **leadership and management training** and development will be required are shown in Figure 54 (following). The development of general organisational management skills heads the list but there is substantial demand for training across a range of leadership and management areas.

Figure 54: Leadership areas where training and development is needed in the next year or so

Leadership area	Percentage
General organisational management	76%
Team leadership and supervisory skills	70%
Senior leadership development	65%
Change management and business improvement	63%
Management of commercial operations, business development, marketing, or employer engagement	61%
Financial planning and management	61%
Strategic management and corporate planning	60%
Human resources planning and management	56%
Facilities management	43%
Any other form of governance leadership, and management? (specify)	6%
Don't know	6%

Sample base: 302
Q43. You said you will need to improve the organisation's governance, leadership, and management skills. Are these skills in any of the following areas?

There was substantial demand for most types of leadership training from most types of organisations but demand was particularly high for training in general organisational management, team leadership, and supervisory skills in Colleges and for senior leadership skills in Local Authority training organisations (see Table 27 following).

Table 27: Leadership areas where training and development is needed in the next year or so

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Senior leadership development	65%	63%	80%	69%	73%	46%
Strategic management and corporate planning	60%	62%	63%	57%	56%	54%
General organisational management	76%	82%	73%	58%	56%	42%
Change management and business improvement	63%	64%	57%	65%	62%	46%
Management of commercial operations, business development, marketing, or employer engagement	61%	62%	57%	64%	54%	54%
Financial planning and management	61%	68%	43%	39%	40%	42%
Human resources planning and management	56%	62%	37%	45%	35%	42%
Facilities management	43%	49%	37%	31%	13%	19%
Team leadership and supervisory skills	70%	74%	50%	65%	52%	58%
Any other form of governance leadership, and management	6%	6%	3%	4%	8%	15%
None	0%	0%	0%	0%	0%	0%
Don't know	6%	6%	7%	3%	10%	8%
Sample base	302	87	30	74	52	26

Sample base: 302
Q43. You said you will need to improve the organisation's governance, leadership, and management skills. Are these skills in any of the following areas?

What training will be required: the individual perspective

As above, institutions more frequently identified training in subject or sector knowledge as being required than other prospective areas of training. However, the individual survey suggests that, in terms of the actual number of people requiring training, training in teaching competences and in leadership and management may have greater prominence (see Figure 55 following).

Figure 55: Individuals' perceptions of training and development that will be required

Bar chart data:

Category	Training or development that will add value to organisation	Top priority Training and development
Teaching and Pedagogy	59%	44%
Maths and English	24%	13%
Leadership	38%	24%
Any other	56%	34%
Enhancing your subject knowledge in academic subjects other than English and Maths	16%	7%

■ Training or development that will add value to organisation   ■ Top priority Training and development
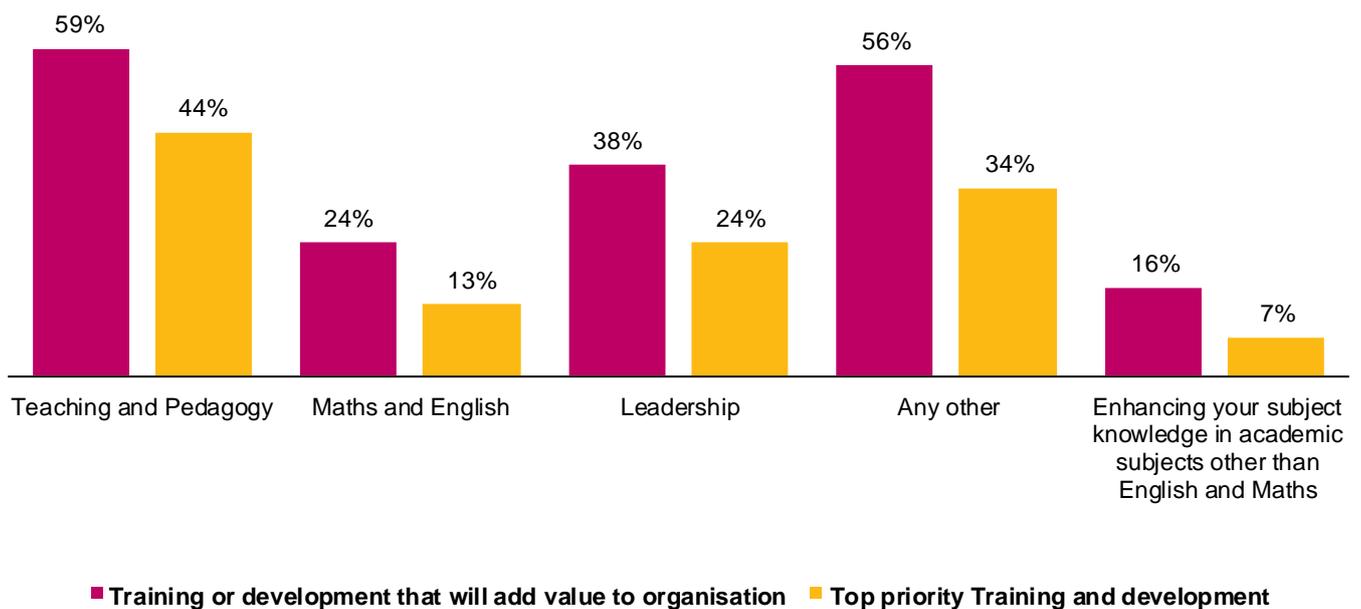
Sample base: 1594
Q29. What forms of training or development would that be?
Q30. And which of these are your top priorities?

When these perceptions of training need are analysed by individual respondents' job roles (see Tables 28 and 29 following), there is a natural association whereby people want types of training which are significant to their roles. Thus, for example, managers more frequently want leadership and management training whereas teachers more often want training in teaching and pedagogical skills.

Table 28: Individuals' perceptions of training and development that will be required

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Teaching and pedagogy	59%	46%	35%	51%	72%	74%	72%	30%	67%	74%	20%	35%
Maths and English	24%	9%	9%	21%	24%	31%	37%	0%	33%	37%	4%	15%
Leadership	38%	70%	71%	57%	28%	22%	30%	39%	35%	14%	37%	10%
Any other	56%	62%	65%	63%	55%	49%	54%	79%	50%	49%	65%	45%
Subject/sector knowledge	16%	24%	5%	14%	32%	20%	18%	12%	20%	16%	13%	15%
Sample base	**1594**	**24**	**194**	**346**	**61**	**525**	**142**	**14**	**43**	**75**	**86**	**20**

Q29. What forms of training or development would that be?

Table 29: Individuals' perceptions of training and development that will be required – top priorities

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Teaching and pedagogy	44%	24%	23%	34%	60%	57%	57%	10%	58%	56%	14%	25%
Maths and English	13%	0%	2%	7%	17%	18%	24%	0%	12%	26%	1%	0%
Leadership	24%	46%	55%	44%	14%	10%	10%	28%	17%	4%	20%	5%
Any other	34%	44%	42%	39%	37%	27%	22%	68%	32%	12%	53%	30%
Subject/sector knowledge	7%	9%	2%	6%	9%	10%	9%	0%	11%	4%	7%	5%
Sample base	**1594**	**24**	**194**	**346**	**61**	**525**	**142**	**14**	**43**	**75**	**86**	**20**

Q30. And which of these are your top priorities?

The broad categories of training needs set out in Figure 55 (above) can be broken down into more detailed areas of demand. At this level of disaggregation, the development of leadership and management skills heads a long list of varied priorities with use of digital and new technologies in teaching situations and other teaching competences following closely behind (see Figure 56 following).

Figure 56: Forms of training and development that will be required

Form	Forms that will add value	Top priorities
Governance, leadership, or management skills	33%	20%
Other teaching or classroom competences	27%	12%
Use of digital and other new technologies in teaching programmes	26%	12%
Changes in public policy, procedures, and funding	22%	10%
Specialist skills in the area of well-being or mental health	21%	9%
Soft skills	20%	5%
Specialist skills for working with learners with Special Educational Needs (SEND)	20%	10%
Teaching of English and Maths	18%	9%
Administrative procedures within your organisation or those required by external bodies	18%	6%
Subject knowledge in subjects other than English and Maths	16%	7%
Assessments for apprenticeship or other education or training programmes	15%	7%
Own knowledge and competence in English and Maths	14%	4%
QTLS status	13%	9%
Business or commercial skills	13%	5%
Research skills	13%	4%
Expertise to offer careers advice and guidance to learners	12%	3%
Administrative, clerical or IT skills	11%	3%
Technical or manual skills	11%	4%
Awareness of SEND Code of Practice	11%	3%
Other	3%	2%
Prefer not to say	2%	2%

When these more detailed training requirements are again broken down by job role (see Tables 30 and 31 following), the same sorts of association are seen such that, for example, managers and leaders more frequently want training in management and leadership and in public policy change, teachers want training in teaching skills, careers guidance specialists in careers guidance skills, and so on. There are, however, demands for some types of training which is quite evenly spread across all or a variety of occupations, such as that related to use of digital technologies, soft skills, and administrative procedures.

Table 30: Forms of training and development that will be required

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Teaching of English and Maths	18%	0%	4%	13%	21%	26%	33%	0%	24%	20%	0%	5%
Use of digital and other new technologies in teaching programmes	26%	19%	8%	25%	40%	38%	27%	8%	28%	23%	4%	5%
Other teaching or classroom competences	27%	19%	8%	19%	37%	41%	34%	16%	27%	28%	4%	10%
QTLS status	13%	5%	4%	6%	11%	21%	21%	8%	9%	18%	0%	5%
Own knowledge and competence in English and Maths	14%	9%	6%	13%	14%	15%	23%	0%	23%	26%	4%	15%
Subject knowledge in subjects other than English and Maths	16%	24%	5%	14%	32%	20%	18%	12%	20%	16%	13%	15%
Soft skills	20%	17%	20%	21%	25%	17%	23%	14%	20%	24%	23%	20%
Governance, leadership, or management skills	33%	64%	62%	51%	26%	19%	24%	12%	35%	14%	27%	10%
Administrative procedures within your organisation or those required by external bodies	18%	27%	17%	20%	11%	16%	19%	23%	14%	21%	34%	20%

Assessments for apprenticeship or other education or training programmes	15%	17%	12%	15%	14%	13%	39%	12%	16%	8%	4%	5%
Expertise to offer careers advice and guidance to learners	12%	19%	12%	9%	11%	11%	14%	52%	12%	15%	10%	5%
Changes in public policy, procedures, and funding	22%	26%	39%	28%	15%	13%	20%	48%	13%	16%	32%	15%
Business or commercial skills	13%	28%	28%	20%	13%	7%	10%	28%	5%	4%	11%	0%
Administrative, clerical or IT skills	11%	19%	8%	7%	8%	8%	10%	16%	8%	10%	42%	20%
Technical or manual skills	11%	14%	6%	8%	7%	12%	19%	20%	6%	8%	7%	45%
Specialist skills for working with learners with Special Educational Needs (SEND)	20%	9%	15%	16%	21%	23%	16%	18%	33%	50%	14%	25%
Specialist skills in the area of well-being or mental health	21%	19%	20%	20%	27%	23%	11%	18%	23%	32%	22%	25%
Research skills	13%	24%	10%	11%	18%	14%	14%	19%	19%	5%	13%	10%
Awareness of SEND Code of Practice	11%	0%	9%	11%	14%	13%	5%	10%	17%	25%	5%	10%
Sample base	**1594**	**24**	**194**	**346**	**61**	**525**	**142**	**14**	**43**	**75**	**86**	**20**

Q29. What forms of training or development would that be?

Table 31: Forms of training and development that are top priorities

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Teaching of English and Maths	9%	0%	1%	5%	13%	15%	20%	0%	5%	15%	0%	0%
Use of digital and other new technologies in teaching programmes	12%	0%	2%	11%	22%	20%	8%	8%	8%	7%	0%	5%
Other teaching or classroom competences	12%	5%	3%	8%	20%	22%	12%	0%	13%	6%	2%	5%
QTLS status	9%	5%	4%	3%	9%	13%	16%	0%	2%	13%	0%	5%
Own knowledge and competence in English and Maths	4%	0%	1%	3%	6%	5%	5%	0%	9%	13%	1%	0%
Subject knowledge in subjects other than English and Maths	7%	9%	2%	6%	9%	10%	9%	0%	11%	4%	7%	5%
Soft skills	5%	5%	6%	4%	11%	5%	4%	12%	3%	5%	9%	10%
Governance, leadership, or management skills	20%	42%	45%	37%	14%	9%	8%	12%	17%	4%	18%	5%
Administrative procedures within your organisation or those required by external bodies	6%	9%	3%	8%	4%	4%	5%	2%	3%	5%	16%	5%

Assessments for apprenticeship or other education or training programmes	7%	14%	8%	6%	4%	4%	23%	0%	11%	2%	4%	0%
Expertise to offer careers advice and guidance to learners	3%	5%	4%	3%	2%	3%	1%	39%	12%	*%	3%	0%
Changes in public policy, procedures, and funding	10%	21%	25%	15%	7%	2%	6%	17%	0%	1%	19%	10%
Business or commercial skills	5%	14%	17%	10%	2%	1%	3%	16%	0%	0%	2%	0%
Administrative, clerical or IT skills	3%	0%	3%	2%	0%	1%	2%	2%	3%	1%	21%	10%
Technical or manual skills	4%	0%	3%	4%	*%	5%	8%	0%	3%	6%	1%	30%
Specialist skills for working with learners with Special Educational Needs (SEND)	10%	0%	7%	8%	14%	10%	9%	10%	28%	32%	7%	10%
Specialist skills in the area of well-being or mental health	9%	5%	7%	9%	9%	10%	4%	10%	10%	12%	16%	10%
Research skills	4%	0%	3%	3%	8%	4%	2%	8%	8%	0%	5%	0%
Awareness of SEND Code of Practice	3%	0%	2%	4%	2%	2%	0%	0%	6%	2%	2%	0%
Sample base	**1594**	**24**	**194**	**346**	**61**	**525**	**142**	**14**	**43**	**75**	**86**	**20**

Q30. And which of these are your top priorities?

There was also substantial demand for future training which leads to a qualification. Six out of ten individuals who would like to train in the near future would also like to gain a qualification from that training (see Figure 57).

Figure 57: Individuals that would like to gain qualifications from future training and development
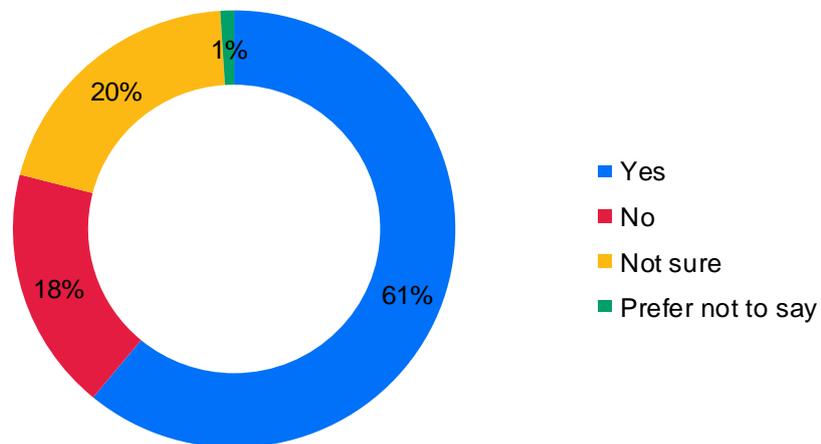
Sample base: Total (1550)
Q31. Would you like to gain a qualification from that training and development?

Demand for particular levels and types of qualification varied but most demand was at level 4 and above and particularly at post-graduate level 7 (see Figure 58).

Figure 58: Level of qualification individuals would like to gain

Category	Percentage
Academic qualifications	
Level 8 (e.g. Doctorate)	10%
Level 7 (e.g. Masters degree, PG Dip, PG Certificate)	26%
Level 6 (e.g. Bachelors degree)	10%
Level 5 (e.g. HND, Foundation Degree)	17%
Level 4 (e.g. HNC, Certificate of Higher Education)	14%
Level 3 (e.g. A Levels and equivalent)	10%
Level 2 (e.g. GCSEs grade A*-C and equivalent)	5%
Teaching qualifications	
Level 7 (e.g. Postgraduate Certificate in Education)	8%
Level 6 (e.g. BEd/BA/BSc with qualified teacher..	8%
Level 5 (e.g. Diploma in Education and Training)	10%
Level 4 (e.g. Certificate in Education and Training)	7%
Level 3 (Award in Education and Training)	6%
Or any other academic, or professional, or..	7%
Prefer not to say	12%

Sample base: 938
Q32. Would that qualification be any of the following….

In terms of subject areas, there is particular demand for training in knowledge and skills related to education and training, followed by training in essential or basic skills – ICT, English, and maths (see Figure 59).

Figure 59: Subject areas where individuals would value training and development

| Subject area	%
Education and training	43%
ICT	19%
English	15%
Maths	15%
Health, public services, and care	14%
Business administration and law	13%
Preparation for life and work	13%
Arts, media, and publishing	9%
Social science	8%
Engineering and manufacturing	7%
Science	7%
Community development	5%
Family learning	5%
Languages, literature and culture	5%
Humanities subjects	4%
Agriculture, horticulture, and animal care	3%
Construction planning and the built environment	3%
Leisure, travel, hospitality, and tourism	3%
Retail and commercial enterprise	3%
Just subject knowledge generally/across all or many areas	5%
Is there any other subject area not mentioned?	*%
Prefer not to say	12%

Sample base: 260
Q33. In which of the following subject area(s) would you value training and development?
* denotes a figure greater than zero, but less than 0.5%

Disaggregation of the statistics in Figure 59 for different occupations is mainly unreliable because of small sub-sample bases. However, Table 32 (following) shows that lecturers, teachers, and tutors (for whom there is a reasonable sub-sample) would most frequently value training in education, ICT, English, and maths.

Table 32: Subject areas where individuals would value training and development

	Total	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Teaching, learning or classroom assistant	Support worker (admin)
Agriculture, horticulture, and animal care	3%	0%	7%	0%	3%	0%	9%	0%
Arts, media, and publishing	9%	34%	5%	10%	10%	0%	27%	23%
Business administration and law	13%	0%	14%	10%	12%	14%	0%	22%
Community development	5%	20%	5%	12%	4%	3%	0%	0%
Construction planning and the built environment	3%	0%	0%	0%	1%	4%	9%	0%
Education and training	43%	34%	30%	76%	38%	63%	29%	31%
Engineering and manufacturing	7%	20%	10%	0%	5%	13%	0%	13%
English	15%	17%	9%	19%	20%	13%	18%	0%
Family learning	5%	17%	3%	19%	3%	4%	9%	0%
Health, public services, and care	14%	0%	9%	18%	8%	36%	9%	23%
Humanities subjects	4%	0%	3%	0%	6%	4%	0%	0%
ICT	19%	6%	10%	24%	23%	17%	30%	47%
Languages, literature and culture	5%	0%	2%	0%	9%	4%	0%	10%
Leisure, travel, hospitality, and tourism	3%	0%	2%	0%	0%	9%	9%	0%
Maths	15%	0%	6%	1%	22%	18%	52%	0%
Preparation for life and work	13%	17%	6%	13%	15%	13%	9%	2%
Retail and commercial enterprise	3%	0%	0%	5%	1%	12%	9%	0%
Science	7%	0%	7%	0%	9%	4%	9%	22%
Social science	8%	17%	10%	12%	7%	9%	0%	13%
Other subjects?	*%	0%	0%	0%	*%	0%	0%	0%
Just subject knowledge generally/ across all or many areas	5%	20%	3%	0%	6%	0%	9%	10%
Prefer not to say	12%	9%	21%	6%	10%	5%	9%	21%
Sample base	**252**	**12**	**48**	**19**	**103**	**26**	**11**	**11**

Q33. In which of the following subject area(s) would you value training and development?

* denotes a figure greater than zero, but less than 0.5%

Where individuals wanted leadership or management training, the most frequent demand was for team leadership and supervisory skills training followed closely by demand for training in a range of more senior management skills (see Figure 60).

Figure 60: Areas of leadership where individuals would value more training and development

Sample base: 518
Q34. In which areas of governance, leadership, and management would you value training and development?

As would be anticipated, demand for senior and strategic leadership and management training was more frequent amongst those holding more senior positions while demand for lower level management and team leadership skills was more widely distributed across the occupational spectrum (see Table 33 following).

Table 33: Areas of leadership where individuals would value more training and development

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Specialist coach, mentor or staff trainer	Support worker (admin)
Senior leadership development	36%	40%	58%	38%	13%	29%	19%	7%	7%
Strategic management and corporate planning	39%	82%	63%	41%	12%	24%	26%	23%	21%
General organisational management	34%	20%	15%	42%	72%	37%	42%	43%	41%
Change management and business improvement	35%	29%	43%	42%	28%	26%	29%	46%	21%
Management of commercial operations, business development, marketing, or employer engagement	20%	48%	22%	21%	13%	15%	23%	20%	10%
Financial planning and management	20%	38%	29%	20%	6%	9%	19%	23%	16%
Human resources planning and management	20%	38%	16%	18%	25%	24%	17%	16%	22%
Facilities management	5%	12%	2%	7%	6%	4%	3%	0%	6%
Team leadership and supervisory skills	40%	42%	12%	37%	64%	58%	56%	52%	32%
Any other form of governance leadership, and management	4%	20%	1%	3%	0%	2%	7%	0%	28%
Prefer not to say	2%	0%	3%	1%	0%	3%	0%	2%	9%
Sample base	**518**	**15**	**119**	**184**	**14**	**97**	**31**	**15**	**21**

Q34. In which areas of governance, leadership, and management would you value training and development?

The likelihood of future training

In respect of future training, a majority of institutions were confident, wholly or reasonably so, that their future training and development needs will be met (see Figure 61 following).

**Figure 61: Institutions' confidence that training and development needs will be met**
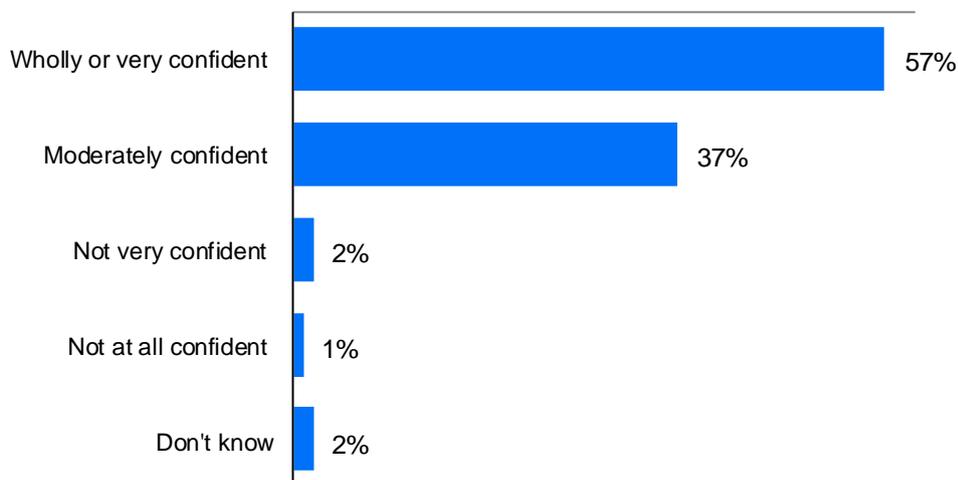
Sample base: 473
Q44. Generally, how confident are you that the training and development needs of your organisations leadership and staff over the next year will be substantially met?

The majority of institutions expected that their next year's budget for staff training and development would stay at the same level as this year, whilst, amongst the remaining minority, there were equally frequent expectations of budget growth and decline (see Figure 62).

Figure 62: Expectations for training and development budget
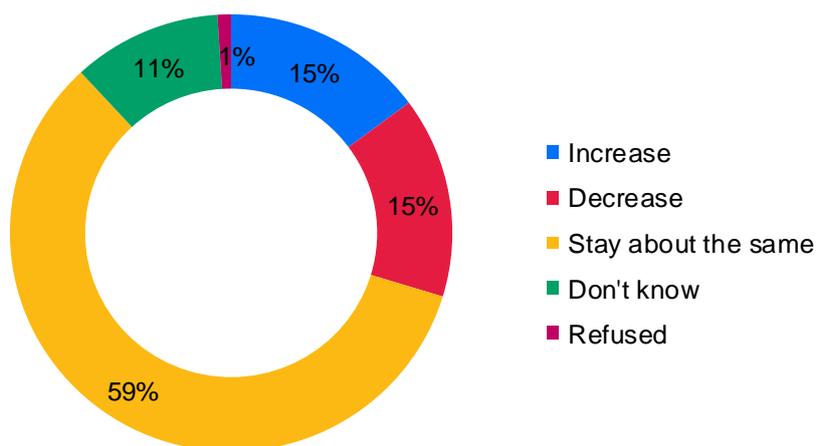
Sample base: 473
Q45. Do you expect your budget for training and development to increase, decrease, or stay about the same next year?

However, in institutions employing higher numbers of staff – Colleges in many cases – the picture was somewhat more negative, with expectations of budget decline substantially out-weighing expectations of increase (see Tables 34 and 35 following).

Table 34: Expectations for training and development budget

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
Increase	15%	10%	12%	31%	31%	24%
Stay about the same	59%	60%	63%	51%	55%	55%
Decrease	15%	19%	12%	8%	7%	10%
Don't know	11%	11%	12%	8%	6%	8%
Refused	1%	0%	2%	2%	1%	3%
Sample base	**473**	**107**	**43**	**119**	**89**	**62**

Q45. Do you expect your budget for training and development to increase, decrease, or stay about the same next year?

Table 35: Expectations for training and development budget

	Total	10 or less	11 to 49	50-199	200+
Increase	15%	31%	31%	14%	7%
Stay about the same	59%	52%	51%	58%	63%
Decrease	15%	7%	8%	24%	18%
Don't know	11%	8%	7%	3%	12%
Refused	1%	2%	3%	0%	0%
Sample base	**473**	**109**	**147**	**62**	**96**

Q45. Do you expect your budget for training and development to increase, decrease, or stay about the same next year?

Despite general confidence that most training needs will be met, a majority of organisations would welcome **external support** in developing their staff training and development activity. There was a substantial positive response on this issue with clear demand for support from ETF, its founder members, and from the Department for Education, and sector membership bodies (see Figure 63 following). There was particularly strong demand for support from most sources from ITPs (see Table 36 following).

Figure 63: Organisations from which institutions would welcome support

Organisation	Percentage
The Education and Training Foundation	66%
The Department for Education	65%
The Association of Education and Learning Providers	61%
The Association of Colleges	57%
HOLEX	37%
Is there any other source of support which you would welcome? (specify)	10%
No support required/wanted	22%
Don't know	4%
Refused	1%
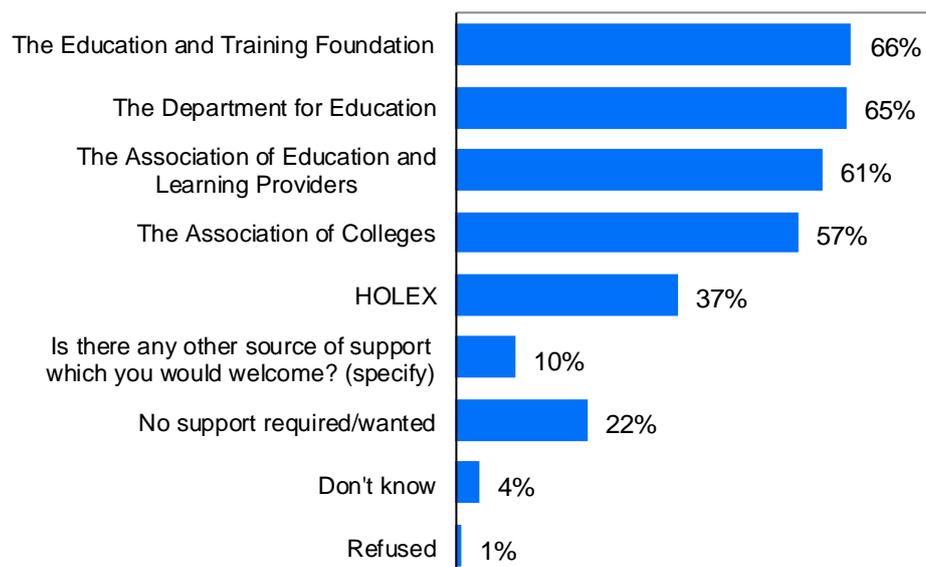
Sample base: 473
Q46. Would you welcome support in the form of information, guidance, or the provision of training or development from any of the following organisations?

Table 36: Organisations from which institutions would welcome support

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary
The Department for Education	65%	64%	63%	75%	76%	55%
The Education and Training Foundation	66%	65%	58%	80%	71%	58%
The Association of Colleges	57%	64%	47%	42%	37%	26%
The Association of Education and Learning Providers	61%	61%	53%	74%	69%	53%
HOLEX	37%	38%	44%	37%	30%	32%
Is there any other source of support which you would welcome? (specify)	10%	7%	16%	16%	10%	23%
No support required/wanted	22%	24%	28%	11%	12%	23%
Don't know	4%	5%	2%	2%	0%	3%
Refused	1%	1%	2%	0%	0%	2%
Sample base	**473**	**107**	**43**	**119**	**89**	**62**

Q46. Would you welcome support in the form of information, guidance, or the provision of training or development from any of the following organisations?

Individuals, where they could predict, were reasonably confident that they would undertake training and development over the next year (see Figure 64 following).

Figure 64: Individuals likelihood to undertake new training and development in the next year?
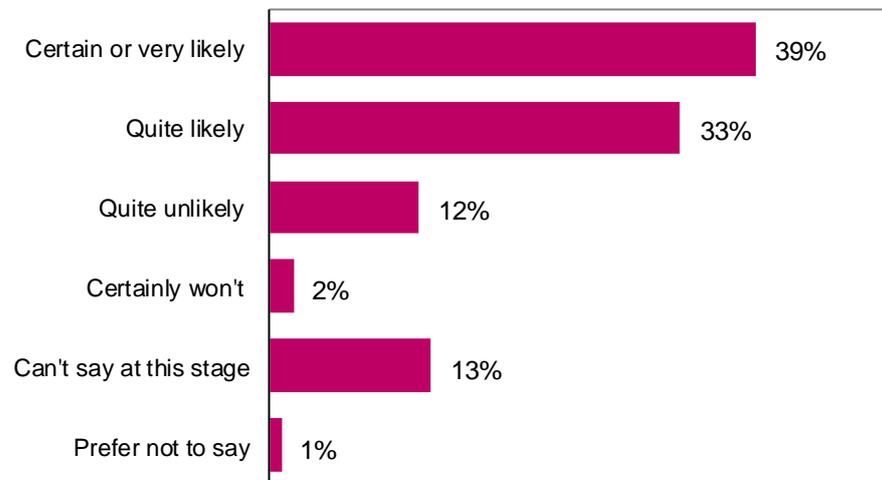

Sample base: 2366
Q36. How likely is it that you will undertake new training or development in the next year?

However, despite this confidence, around 8 out of 10 individuals could see barriers in the way of their undertaking training and development – most frequently, those of employer and/or personal unwillingness or inability to pay for it and difficulty in finding time 'off-the-job' to undertake it (see Figure 65 following).

Figure 65: Barriers to individuals undertaking training and development in the next year

Your employer is unlikely to supply or fund it — 33%
You would be reluctant to fund it yourself or can't afford it — 31%
You are too busy at work — 38%
Domestic or personal circumstances would limit your ability to take part — 14%
Staying away or travel distance or time would be a barrier — 13%
It's difficult to find the right training or development — 16%
Is there any other barrier? — 2%
No barriers apply — 20%
Prefer not to say — 3%
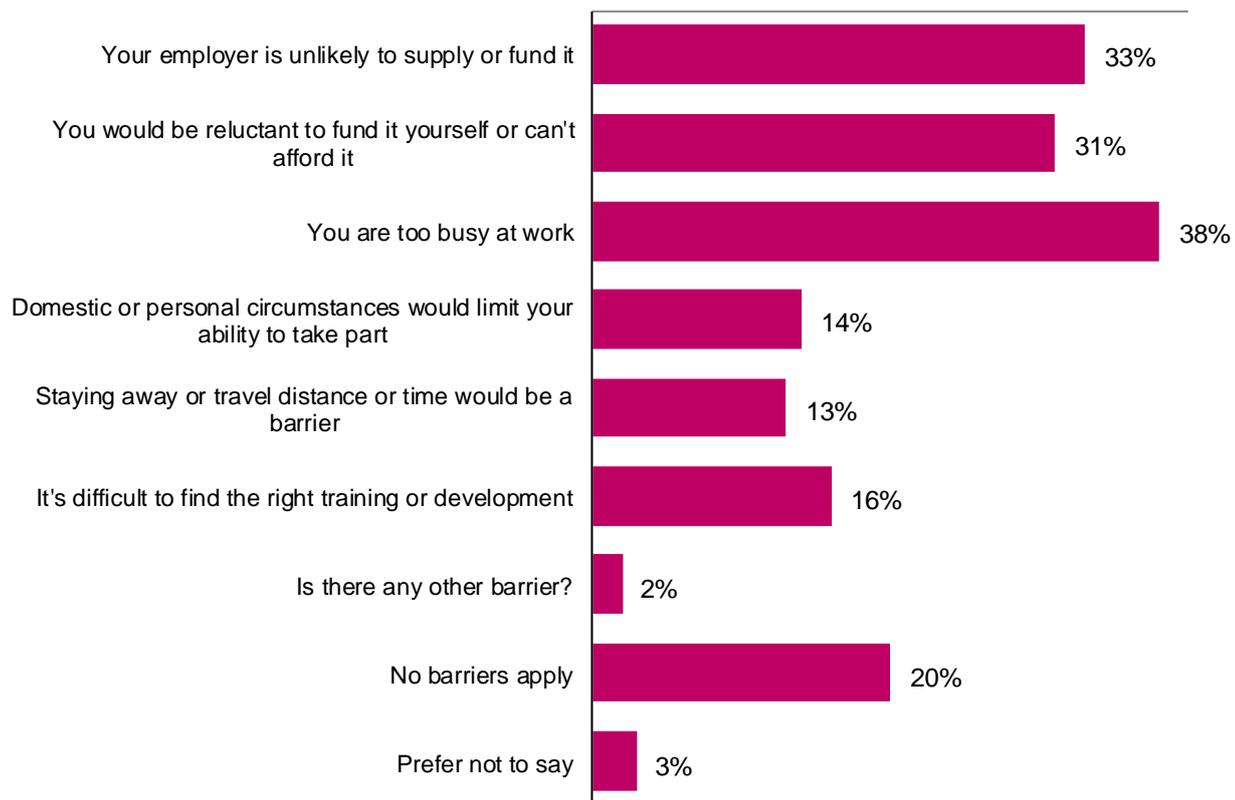
Sample base: 2366
Q37. Do any of the following present barriers to your training or development at present or in the next year?

Respondents working in Colleges were somewhat more likely to see funding and time barriers to their undertaking training (see Table 37 following)

Table 37: Barriers to individuals undertaking training and development in the next year

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Other
Your employer is unlikely to supply or fund it	33%	39%	30%	22%	26%	27%	34%
You would be reluctant to fund it yourself or can't afford it	31%	34%	31%	21%	27%	29%	35%
You are too busy at work	38%	42%	40%	38%	35%	36%	32%
Domestic or personal circumstances would limit your ability to take part	14%	13%	14%	12%	16%	11%	18%
Staying away or travel distance or time would be a barrier	13%	12%	15%	16%	9%	17%	12%
It's difficult to find the right training or development	16%	17%	16%	18%	18%	13%	15%
Is there any other barrier?	2%	2%	3%	1%	6%	2%	2%
No barriers apply	20%	16%	19%	27%	27%	27%	21%
Prefer not to say	3%	4%	2%	1%	1%	1%	1%
Sample base	**2366**	**1125**	**498**	**204**	**70**	**114**	**133**

Q37. Do any of the following present barriers to your training or development at present or in the next year?

Generally, respondents working in more senior positions in management were less likely than other staff to see funding as a barrier to training but more likely to see lack of time as a barrier (see Table 38 following).

Table 38: Barriers to individuals undertaking training and development in the next year

	Total	Governor/ trustee/ board member	Senior management team	Middle and junior manager	Advanced practitioner	Lecturer, teacher or tutor	Specialist assessor or verifier	Careers guidance specialist	Specialist coach, mentor or staff trainer	Teaching, learning or classroom assistant	Support worker (admin)	Support worker (maintenance, security, catering or cleaning)
Your employer is unlikely to supply or fund it	33%	12%	14%	41%	48%	39%	26%	38%	40%	36%	29%	48%
You would be reluctant to fund it yourself or can't afford it	31%	31%	17%	29%	37%	39%	31%	19%	36%	32%	25%	23%
You are too busy at work	38%	39%	50%	47%	39%	39%	33%	34%	28%	17%	26%	40%
Domestic or personal circumstances would limit your ability to take part	14%	19%	13%	11%	16%	16%	13%	15%	8%	15%	12%	3%
Staying away or travel distance or time would be a barrier	13%	16%	12%	14%	14%	13%	15%	0%	4%	17%	11%	11%
It's difficult to find the right training or development	16%	20%	14%	21%	9%	16%	15%	0%	16%	17%	12%	26%
Is there any other barrier?	2%	2%	3%	1%	0%	2%	3%	0%	4%	6%	1%	3%
No barriers apply	20%	18%	26%	15%	15%	16%	24%	33%	13%	20%	28%	15%
Prefer not to say	3%	0%	1%	1%	5%	3%	2%	1%	4%	9%	8%	14%
Sample base	**2366**	**34**	**305**	**472**	**70**	**748**	**203**	**23**	**56**	**128**	**183**	**37**

Q37. Do any of the following present barriers to your training or development at present or in the next year?

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As a final and general indicator of the supportiveness of the environment for training and development in the FE sector, respondents in the individuals' survey expressed their agreement or disagreement with a number of statements about that environment. Views on these statements are positive but only moderately so. For example, while over 6 out of 10 workers in FE said their organisation has a positive and supportive attitude to training and developing its staff, over a third (35%) could not agree that this was the case, and 1 in 6 (16%) actively disagreed with the proposition (see Figure 66).

Figure 66: Individuals' agreement with statements about their employer organisation
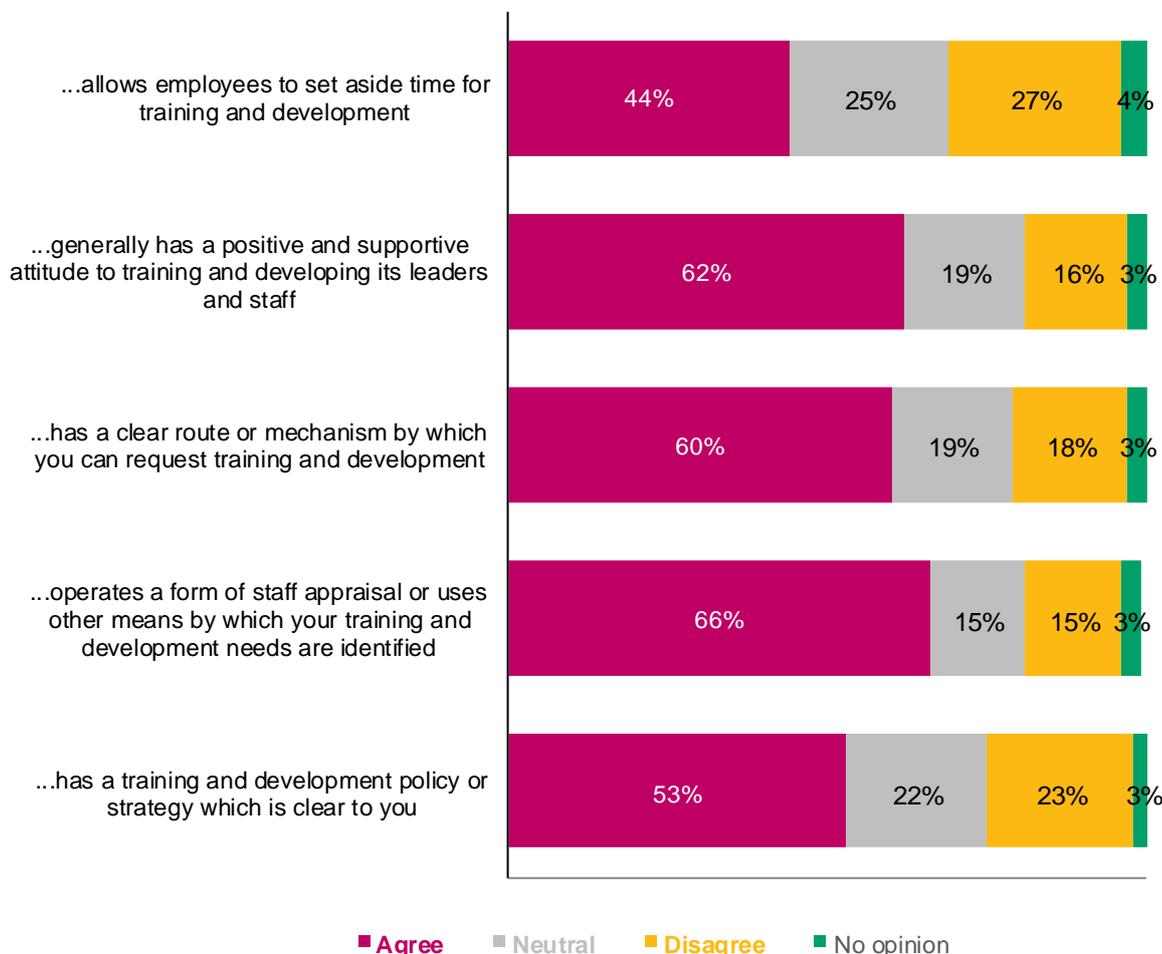
Sample base: 2366
Q38. Thinking about your employer or organisation, how strongly would you agree or disagree with the following statements. Please use a scale as: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, and 6 = you don't have an opinion.

Overall, respondents working in Colleges were less positive in their views on these matters than were respondents working in other types of training organisations (see Table 39 following).

Table 39: Individuals' agreement with statements about their employer organisation– proportion who agree

	Total	Colleges	Local Authorities	ITPs Prime contractors	ITPs Sub-contractors	Charitable/ Voluntary	Other
...has a training and development policy or strategy which is clear to you	53%	48%	54%	62%	81%	62%	57%
...operates a form of staff appraisal or uses other means by which your training and development needs are identified	67%	65%	78%	72%	79%	67%	67%
...has a clear route or mechanism by which you can request training and development	60%	57%	69%	69%	70%	68%	60%
...generally has a positive and supportive attitude to training and developing its leaders and staff	62%	55%	70%	72%	86%	68%	62%
...allows employees to set aside time for training and development	44%	34%	50%	59%	63%	61%	48%
Sample base	**2366**	**1125**	**498**	**204**	**70**	**114**	**133**

Q38. Thinking about your employer or organisation, how strongly would you agree or disagree with the following statements. Please use a scale as: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, and 6 = you don't have an opinion.

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