



Department  
for Education

# **FE workforce programme evaluation**

**Research report**

**December 2018**

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Consulting**



This work was commissioned under the 2010 to 2015 Conservative and Liberal Democrat coalition government, by the then Department for Business, Innovation and Skills (BIS) in 2014. BIS was dissolved by the Machinery of Government changes of 2016, at which point the Department for Education (DfE) assumed full responsibility for Further Education policy. The policy programme described in this report may not reflect current DfE policies.

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## Glossary

ACETT	Association of Centre's for Excellence in Teacher Training
ACL	Adult Community Learning
AELP	Association of Employment and Learning Providers
AoC	Association of Colleges
BIS	Department of Business Innovation and Skills
CATI	Computer Aided Telephone Interview
CETT	Centres for Excellence in Teach Training
CPD	Continued Professional Development
DfE	Department for Education
EEP	English Enhancement Programme
EHC	Education, Health and Care plan
ETF	Education Training Foundation
FE	Further Education
FTE	Full Time Equivalent
GCSE	General Certificate of Secondary Education
ITE	Initial Teacher Education
ITP	Independent Training Provider
MEP	Maths Enhancement Programme
MI	Management Information
NCETM	National College for Excellence in Teaching Maths
NCTL	National College for Teaching and Leadership
OECD	Organisation for Economic Co-operation and Development
PIAAC	Programme of International Assessment of Adult Competence
SEND	Special Education Needs and Disabilities
SKE	Subject Knowledge Enhancement

## Executive summary

**NOTE: This work was commissioned by the then Department for Business, Innovation and Skills (BIS) in 2014. BIS was dissolved by the Machinery of Government changes of 2016, at which point the Department for Education (DfE) assumed full responsibility for Further Education policy. The report is an accurate reflection of policy at the time, however the policy programme described in this report may not reflect current DfE policies.**

### Introduction

ICF Consulting, in partnership with Qa Research, was commissioned by the Department for Business, Innovation and Skills (BIS) in 2014 to conduct an evaluation of the Further Education (FE) Workforce Programme. The evaluation assessed specific aspects of the programmes – the operational effectiveness and impact of the programmes in increasing the capacity and capability of teachers delivering maths and English, or supporting learners with Special Education Needs and Disabilities (SEND).

The joint BIS and Department for Education (DfE) FE Workforce Programme was established in April 2013 to address FE workforce challenges arising from policy changes including those relating to maths, English, and supporting learners with SEND. In terms of the maths and English workforce, it aimed to create an additional 2,500 maths teachers and 2,600 English teachers with the skills to deliver GCSEs by the end of the 2015/16 academic year. The following activities were delivered through the programme:

#### For maths and English

- FE Initial Teacher Education (ITE) bursaries, which are a financial incentive to attract high-quality graduates to teach in FE;
- The Maths Enhancement Programme (MEP) and English Enhancement programmes (EEP) to up-skill existing teachers to deliver GCSEs;
- SEND training grants available for FE staff to study approved SEND professional development qualifications;
- A Subject Knowledge Enhancement (SKE) scheme that funds ITE providers to deliver maths subject knowledge training in preparation for or alongside an ITE course;
- A Golden Hello scheme for new maths teachers who have worked in the sector for two years and spend over half their time teaching GCSEs;
- Recruitment incentive grants for FE providers to support the recruitment of new maths teachers and share good practice;

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- A pilot Premium Graduate scheme, which provided a two-year enhanced ITE scheme for high-calibre new entrants to the FE sector.

### **To support learners with additional needs**

- FE ITE bursaries, which are a financial incentive to attract high-quality graduates to teach in FE;
- Send training grants available for FE staff to study approved SEND professional development qualifications;

The bursary scheme was announced in August 2013 and was open to students undertaking ITE programmes during the academic years 2013/14 and 2014/15. For maths and English the Golden Hello programme, Premium Graduate scheme pilot and SKE programme were launched in the summer of 2014. The Continued Professional Development (CPD) programme for maths (MEP) started in the autumn of 2013, with the English CPD programme (EEP) commencing nearly a year later in September 2014. For SEND, the SEND grant programme was started in the autumn of 2013.

The evaluation has focused on examining the impact of the bursary scheme and professional development training programmes (MEP, EEP and SEND Grant). These were the largest FE Workforce Programme activities and therefore expected to have the most impact on programme targets.

The evaluation was undertaken in four stages:

1. An initial scoping stage in March and April 2014 identified the metrics for assessing programme performance and developed a sampling approach for primary research and research tools.
2. A formative evaluation stage, from May to August 2014, examined the early implementation of the programme and assessed progress towards long-term outcomes and impacts.
3. An impact assessment stage, from October 2014 to June 2015, assessed the extent to which the programme achieved its objectives to raise the quality of maths, English, and SEND provision.
4. A follow-up assessment, from September to December 2015, examined the progression of teachers who received the bursary and the long-term impact of the FE Workforce programme on teaching quality and provider performance.

This final evaluation report presents the findings from all four stages of the research. It builds on the findings from a formative evaluation report produced in the autumn of 2014 and an impact evaluation report produced in the autumn of 2015.

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## FE workforce needs

- The new condition of funding policy for 16-18 learners has had a considerable impact on FE colleges' provision, with providers reporting that GCSE maths and English enrolments have typically increased by 400 to 600 enrolments per year. Although some colleges had a few existing GCSE teachers, nearly all had to considerably scale up their GCSE offer, with most typically employing an additional 8 to 12 FTE maths and English GCSE teachers.
- The reforms have had a more modest impact among Independent Training Providers (ITPs) and Adult and Community Learning (ACL) providers. These providers primarily offer apprenticeships or adult learning, which do not require learners to undertake GCSEs in maths and English. However, a few providers have decided to increase their GCSE offer to support Government ambitions to increase standards in maths and English, and some Early Years training providers have to deliver GCSEs in maths and English to meet new DfE requirements. These providers typically had to employ one or two additional specialist GCSE teachers.
- In order to respond to the new condition of funding policy, providers have generally aimed to fill new GCSE teaching roles through a mix of external recruitment and up-skilling the existing workforce. However, providers reported they traditionally experience difficulties in recruiting maths and English teachers, largely due to competition from schools and other FE providers. This, taken alongside the clear evidence of the recruitment activity which has taken place, suggests value in FE Workforce Programme activities that have aimed to attract new entrants to the sector (such as the bursary scheme).
- Providers are increasingly aiming to employ teachers experienced in working with hard-to-reach groups to deliver GCSEs. This is partly because the students newly required to take GCSEs are expected to be less motivated to study these courses, which can create behavioural and attendance problems. Overall, though, FE workforce needs are such that there remains demand for both new GCSE teachers and functional skills teachers who can backfill staff promoted to teach GCSEs (and who may also be capable of progressing to teach GCSEs in a few years' time).
- Providers have delivered some in-house CPD training to support staff to progress to teach GCSEs. However, this has largely focused on staff who did not require considerable support to take this step. Providers generally had little capacity to up-skill teachers who required more in-depth support, and have historically struggled to find high-quality, affordable CPD training in their local area. This suggests that the CPD activities within the FE Workforce Programme were meeting a crucial need.

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- There is evidence that the requirements of the Children and Families Act are gaining traction in the sector. FE colleges, in particular, recognise their duty of care to SEND learners, and most also understand the need to provide more holistic support. Perhaps more importantly, since April 2014 there is evidence that this has filtered down to curriculum leads and teachers, rather than just sitting within specialist SEND teams.
- Much of the focus of providers' early response to the reforms has been in building partnerships with other service providers and enhancing the pastoral and on-course support provided to learners with SEND. To implement these changes, most providers have delivered in-house training to their teachers. However, roll-out has been slow due to limited internal capacity and challenges in timetabling the courses. This suggests a need for short SEND courses for teachers and curriculum leads.

## **Delivery of maths, English, and SEND staff development training**

- A broad range of participants accessed staff development provision through the FE Workforce Programme (the MEP, the EEP and the SEND CPD grant). The programmes attracted a good mix of vocational and subject specialists, experienced and recently-qualified teachers, as well as teachers at a mix of educational levels.
- The courses were generally perceived to be well-delivered, with 80-90% of participants reporting that the teaching and content of all three programmes were of a high standard.
- All three CPD programmes exceeded their targets for learners. In total:
  - 2,194 participants attended MEP training (against a target of 2,000);
  - 1,616 attended EEP training (against a target of 1,410);
  - 422 individuals received a SEND Grant (against a target of 400).
- This demonstrated considerable sector demand for the training and acknowledged that the provision addressed a clear sector need. It highlights how a substantial subsidy can attract both providers and individual teachers to carve out the space for CPD. In relation to the MEP, in particular, there was a relatively short lead time for signing up teachers. This suggests that those involved in organising and delivering the programme moved quickly and effectively to fill the available places.
- Some participants found the programmes, and particularly the MEP, to be very challenging. This is likely to have resulted from some participants not having the necessary subject knowledge to obtain maximum benefit from the programme.

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Around a third of participants for the EEP and MEP held only a Level 2 qualification in maths or English, whereas the courses were primarily targeted at individuals trained to Level 3.

- The EEP and MEP appear to have had a considerable impact on participants' capability to teach at GCSE level or higher. Around half of participants stated that the programme had made 'quite a lot' or 'a lot' of difference to their ability to teach at GCSE level and around two-thirds of MEP participants believe that, subsequent to participation, they are 'mostly' or 'very' capable of teaching GCSEs.

## Delivery of the bursary scheme and other incentives

- In total, 1,132 trainee teachers were awarded bursaries by the end of March 2016 and £10 million had been spent on bursaries. The number of trainee teachers receiving bursaries nearly doubled in the second year of the programme, rising from 231 in 2013/2014 to 463 in 2014/2015. In 2015/16, 438 bursaries were awarded, but the number of awards was capped due to high demand.
- There has been relatively little demand for the Golden Hello programme. As of March 2015, only eight<sup>1</sup> learners had applied for a Golden Hello. This may be partly due to ITE and FE providers having low awareness of the scheme.
- In the first year of roll out (2013/14), the bursary had a limited impact on increasing ITE enrolments, largely because by the time the funding was committed, ITE providers had little opportunity to promote it. However, since then, the number of bursary awards has doubled, suggesting the programme is having an effect on increasing enrolments on post-graduate ITE courses.
- In 2014/15 and 2015/16, ITE providers were generally far more proactive in promoting the bursary, advertising in local newspapers and targeting promotion to new graduates or final-year maths and English degree students. However, a few continued to promote the bursary primarily through their website and prospectus. The limitation of this approach is that it mainly attracts trainees who already had an interest in undertaking ITE for FE.
- In the second and third years of the scheme, there was a considerable increase in maths and SEND bursary recipients, compared to the first year. ITE providers believe that this was primarily due to the bursary encouraging graduates to enrol on ITE schemes. It is also likely that the increased marketing of ITE courses undertaken by providers (which was often stimulated by the availability of the

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<sup>1</sup> Thirteen by the end of the Golden Hello's first year

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bursary) will have raised graduate awareness of FE teaching routes, which in turn will have increased enrolments.

- The bursary scheme has been relatively successful in incentivising graduates to train to teach in FE. Over half (53%) of all bursary survey respondents, and 66% of maths trainee teachers, stated they would not have undertaken their ITE course without the bursary. Most bursary schemes generally have a high level of deadweight, as it is difficult only to target trainees who would not otherwise have accessed a programme. Therefore, the proportion of trainees reporting that they enrolled on an ITE course because of the bursary is higher than might be expected.
- Over three-quarters (76%) of survey respondents who reported that they had enrolled on their ITE course because of the bursary stated they would not have done so had the bursary been halved. This was consistent across maths, English and SEND teachers and trainee teachers of different degree classifications.

## Outcomes and impact of the FE Workforce Programme

- The FE Workforce Programme appears to have had a positive impact on teachers' perceptions of the quality of their maths and English teaching. The MEP and EEP have engaged a considerable proportion of the teaching workforce and 86% of participants reported the training has improved the quality of their teaching, with a third (32%) stating it had a large or reasonable impact. The bursary scheme and Premium Graduate Scheme have also increased the number of graduates entering the sector with First or 2:1 degrees.
- The bursary scheme has also been reasonably successful in increasing the volume of new entrants to the FE sector. The number of bursary recipients has increased by over 200 in its second and third year of implementation, and around two-thirds of EEP and MEP participants have started to deliver GCSEs or plan to do so in 2016/17.
- The Maths Recruitment Incentive and Premium Graduate Scheme have also generally complemented the bursary scheme. The Recruitment Incentive was generally well-received by providers as it has helped fund some of the recruitment activities that providers have had to undertake to recruit new teachers. The Premium Graduate Scheme was largely felt to help promote the sector to high-calibre graduates and has allowed providers to 'fast track' talented new teachers to management roles.
- The bursary scheme has helped providers recruit new graduate teachers, but most providers have continued to experience recruitment difficulties over the last two years. This is perhaps unsurprising given the scale of the reforms affecting the provider base, which has resulted in most of the near 400 FE colleges in England

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wanting to recruit around 4-6 new teachers. It would have been unrealistic to expect the bursary scheme to have met this demand in full. However, it has attracted new entrants who would not otherwise have considered teaching in FE and has therefore played a part in alleviating sector skills shortages.

- Providers unable to meet their recruitment needs have, by and large, been able to address the shortfall by up-skilling existing vocational and subject specialist teachers to deliver GCSEs. The MEP and EEP have played an important role in supporting providers to up-skill their staff, often as part of a wider package of support providers have offered to teachers.
- The FE Workforce Programme was largely aligned to provider plans to respond to recent maths and English policy changes. The MEP and bursary programme (rolled out in 2013/14) took place when providers were beginning to develop a response to the policy changes. The continuation of the bursary scheme and MEP (through the maths Pipeline) and roll out of the EEP in 2014/15 were delivered as providers were taking action to address workforce capacity issues. Without the FE Workforce Programme, providers would have likely have taken some steps to up-skill their existing teachers, but most reported they would have had difficulty in sourcing appropriate high-quality training.
- There is also evidence that the FE Workforce Programme has acted as a 'spur' for providers to respond earlier to the GCSE policy changes. Most providers that sent staff on the MEP have started developing plans to further support teachers who are new to teaching GCSEs. This is counter-intuitive. In most cases, organisations firstly develop capacity building plans and then source training that meets their workforce needs. However, there is a sense that providers have pragmatically built their organisational response around the availability of subsidised CPD training through the FE Workforce programme.
- Although participants report that the training has improved the quality of their teaching, providers are experiencing challenges in motivating and supporting learners who have little interest in maths and English. It is likely to take time for teachers to develop learning and support packages that effectively engage these learners and enable them to achieve higher-level skills.
- It is similarly too early to expect the programme to have resulted in an increase in maths and English standards. This will largely depend on teachers' being able to effectively deliver the new GCSEs in maths and English, as well as the proposed revised functional skills qualifications.

## Conclusions

In relation to these specific aspects the FE Workforce Programme has been reasonably successful in achieving widespread engagement and take-up in the sector. All of the

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CPD programmes were well-attended and providers and stakeholders generally believed it met a clear sector need. Participants on the maths and English enhancement programmes also generally represented the diversity of teachers delivering maths and English.

Although engagement and promotion of the bursary scheme by ITE providers has been mixed, it has clearly gained greater traction over time. The considerable increase in the number of bursaries awarded in the second and third years of the scheme shows that, given time to incorporate the bursary in the marketing of ITE places, there has been reasonable sector engagement.

The MEP and EEP, in particular, have made a major contribution to increasing the number of maths and English teachers available in the sector. In addition, both programmes have also had a considerable impact in improving the quality of teaching, according to participants. This is likely to help teachers provide inclusive training to learners.

Providers are, however, likely to continue to face challenges in delivering GCSEs. The increased demand for maths and English teachers is increasing competition for staff among FE providers, which is reportedly affecting staff turnover. Moreover, providers will also need to develop teacher capacity as they begin to deliver the new GCSEs in maths and English and prepare to deliver potentially more stretching functional skills qualifications in 2018/19.

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## 1. Introduction

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ICF Consulting, in partnership with Qa Research, was commissioned by the Department for Business, Innovation and Skills (BIS) to conduct an evaluation of the CPD, education, bursaries and grants offered by the FE Workforce Programme. The evaluation assessed the operational effectiveness and outcomes of these schemes in supporting FE providers to address workforce challenges arising from recent policy changes in maths, English, and supporting learners with Special Education Needs and Disabilities (SEND).

### 1.1 Background

There is a compelling need to improve standards of maths and English in England. The 2013 Programme of International Assessment of Adult Competence (PIAAC) survey found that England is below the OECD<sup>2</sup> average for literacy and numeracy. It ranks 13th out of 24 countries in adult literacy levels and 17th out of 24 countries in terms of numeracy. Proficiency in numeracy and literacy is particularly low among 16-24 year olds, where England is ranked in the bottom four of all OECD countries.

England is the only OECD country where proficiency in numeracy and literacy among 16-24 year olds is not higher than the 55-65 year old age group<sup>3</sup>. This is partly the result of the relatively high proportion of young people who leave compulsory education without achieving a good pass in maths and English. In the 2012/13 academic year, nearly a third of learners (29% for maths and 27% for English) did not achieve GCSE grades A\*-C by age 16. Less than 10% of these learners then went on to achieve A\*-C grades by age 18<sup>4</sup>.

There are concerns that the teaching of maths and English in the Further Education (FE) sector does not sufficiently challenge students or enable them to achieve their potential.

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<sup>2</sup> Organisation for Economic Cooperation and Development.

<sup>3</sup> OECD Skills Outlook, OECD, 2013. Available at: <http://skills.oecd.org/skillsoutlook.html>

<sup>4</sup> 16-19 study programmes: Revised English and maths condition of funding Equality Analysis, BIS, June 2014

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An Ofsted report in 2014 on the early implementation of 16-19 study programmes found *'too much teaching in English and maths is not good enough'*<sup>5</sup>. It also found that too many teachers do not have the level of professional skills or subject knowledge needed in maths and English.

The Government introduced a range of policies to improve standards in maths and English, including:

- Reforming maths and English GCSEs to make them more stretching and more relevant to employer needs. These new GCSEs were rolled out from September 2015.
- A requirement, introduced in August 2014, for FE providers to ensure that all learners who have not achieved grades A\* to C English and maths continue to work towards these qualifications or approved interim 'stepping stone' qualifications up to age 18.
- The introduction of a condition of funding policy in 2015/16 requiring all students studying a full-time course<sup>6</sup> at an FE college who achieved a GCSE grade D or below in maths or English to study these subjects at age 17 and/or 18.
- The development of a Core Maths programme for 16-19 year olds who have achieved at least a grade C in GCSE maths, but who do not wish to study maths at AS/A level. Core Maths is a two-year programme that learners are expected to undertake alongside their AS/A level programme. It became available at the start of the 2015/16 academic year.
- An expectation that students on apprenticeship programmes work towards achieving Level 2 qualifications in maths and English during their apprenticeship if they have not already done so. Students with prior qualifications below Level 1 will be required to achieve Level 1 maths and English qualifications to complete an apprenticeship. Students with Level 1 qualifications are expected to undertake Level 2 maths and English qualifications as part of their apprenticeship.

These policies are expected to increase the number of young people studying GCSEs at FE institutions, which in turn will increase provider demand for high-quality maths and English teachers.

In parallel, there have also been changes to the statutory responsibilities of learning providers for supporting learners with SEND. The Children and Families Act 2014 ('the

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<sup>5</sup> Transforming 16-19 education and training: the early implementation of 16-19 study programmes, Ofsted, September 2014. Available at: <https://www.gov.uk/government/publications/transforming-16-to-19-education-and-training-the-early-implementation-of-16-to-19-study-programmes>

<sup>6</sup> Full-time refers to learners on a study programme of at least 540 planned hours per year if aged 16-17 or at least 450 hours if aged 18

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Act') states that FE providers now have a duty to admit students if the institution is named in their Education, Health and Care (EHC) plan. In addition, the Act requires that FE providers use their 'best endeavours' to meet the needs of all students with SEND, which implies that providers should have in place a more holistic offer to learners with SEND to help ensure they achieve their potential.

## 1.2 FE Workforce Programme

The joint BIS and DfE FE Workforce Programme was established in April 2013 to improve the capacity and capability of FE teachers. It was designed specifically to support the FE sector to respond to the policy developments in maths, English, supporting learners with SEND. The programme formed a key strand of the implementation of the *FE Workforce Strategy*<sup>7</sup>, which aimed to support the sector to address its staffing needs, in order to ensure all FE learners receive a consistently high standard of teaching and learning.

The programme aimed to achieve the following:

- A target of 2,000 maths teachers undertaking CPD;
- 1,410 English teachers undertaking CPD;
- 80 experienced maths teachers and a similar number of English teachers undertaking train the trainer courses;
- 400 professionals undertaking SEND CPD training; and
- 640 new English teachers and 520 new maths teachers recruited through graduate entry to initial teacher education.

The overall aim of the programme was to develop 2,500 new maths teachers and 2,000 new English teachers with the skills to deliver GCSEs by the end of the 2015/16 academic year.

Key activities in scope of the programme have included:

### For maths and English

- **FE Initial Teacher Education (ITE) bursaries**, a financial incentive to attract high-quality graduates to teach in FE. Bursary awards range from £4,000 to £25,000, depending on trainees' degree grade.

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<sup>7</sup> Further Education Workforce Strategy, BIS, July 2014

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- The **Maths Enhancement Programme (MEP) and English Enhancement Programme (EEP)**, which aim to up-skill existing literacy and numeracy teachers to deliver GCSEs. These are short courses (ranging from two to six days) that cover both the subject knowledge and pedagogical skills needed to teach GCSEs. The FE Workforce Programme funded the development and delivery of these programmes.
- A **Subject Knowledge Enhancement (SKE) scheme** that funds ITE providers to deliver maths subject knowledge training in preparation for or alongside an ITE course. Grants range from around £2,000 to £5,000 per learner, depending on the length of the course. Funding for SKE was first made available in April 2014.
- A **Golden Hello scheme** for new maths teachers. The Golden Hello provides a grant of £7,500 to new maths teachers who work in the sector for two years and spend over half their time teaching GCSEs. The grant could rise to £10,000 if the recipient undertakes specialist SEND CPD. Payments are made in the 24th month of the teacher's employment.
- **Recruitment incentive grants** of £20,000 or £30,000 to support FE providers to facilitate and incentivise the recruitment of new maths teachers and share good practice. In order to bid for a grant, FE providers must submit an application describing the actions they would undertake using the funding and the anticipated impacts. The maths recruitment incentive grants were first tendered in April 2013. A further bidding round took place in 2015.
- A pilot **Premium Graduate ITE scheme**, which provides enhanced training and work placements for high-calibre maths graduates who wish to teach in FE. Three consortia were commissioned in 2013/14 to deliver the two-year programmes.

#### **To support learners with additional needs**

- **FE Initial Teacher Education (ITE) bursaries**, a financial incentive to attract high-quality graduates to teach in FE. Bursary awards range from £4,000 to £20,000, depending on trainees' degree grade. Over £5 million of funding was ring-fenced for the bursaries over two years.
- **Special Education Needs and Disabilities (SEND) training grants** available to FE staff to study approved SEND professional development qualifications. The grant was available between December 2013 and March 2014. In total, £1 million of grants were awarded.

The bursary scheme was announced in August 2013 and was open to students undertaking ITE programmes during 2013/14. In January 2014, it was announced that bursary funding would be available for 2014/15. The Golden Hello programme and SKE programme were launched in 2014, around the same time that a programme of support for in-service maths teacher training was introduced.

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The Maths Enhancement programme (MEP) began in October 2013 and ran for a year. The grant programme for teachers to undertake SEND training also started in late 2013. The English Enhancement programme (EEP) was piloted from April-July 2014, with the programme running from September 2014 to August 2015.

Since the MEP and EEP programmes finished, the Education and Training Foundation (ETF) has continued to deliver CPD programmes for maths and English teachers through the Maths and English Pipeline programme, which is grant funded by Government. The Pipeline programme aims to support teachers with various levels of experience in delivering maths and English through a suite of training programmes and tools.

The FE Workforce Programme Board is jointly led by BIS and DfE. DfE is responsible for education policy up to age 19 (age 25 for young people with education, health and care plans), while BIS is responsible for the FE sector. A cross-departmental Board was established to manage the programme led by DfE's Head of Vocational Education Division and the BIS Deputy Director for Vocational Education.

The ETF is responsible for the delivery of most aspects of the programme. The SEND and disabilities CPD grant is managed directly by the DfE SEND and Disabilities team.

### 1.3 Aim of the study

The aims of the FE Workforce Programme evaluation were twofold:

- **To examine the implementation of the FE Workforce Programme.** The evaluation included a formative element to support the continuing development of the programme by identifying recommendations to improve delivery and maximise overall impact.
- **To assess overall programme outcomes** in terms of increasing the quality and quantity of maths, English, and SEND teaching.

The evaluation has focused on examining the bursary schemes and professional development training programmes (MEP, EEP and SEND grant). These were the largest activities within the FE Workforce Programme and therefore expected to have the most impact on programme targets.

The evaluation was undertaken in four stages:

5. An initial scoping stage, from March to April 2014, identified the metrics for assessing programme performance, and developed a sampling approach for primary research and research tools.

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6. A formative evaluation stage, from May to August 2014, examined the early implementation of the programme and assessed progress towards long-term outcomes and impacts.

7. An impact assessment stage, from October 2014 to June 2015, assessed the extent to which the programme had achieved its objectives to raise the quality of maths, English, and SEND provision.

8. A follow-up assessment stage took place between January and March 2016. The focus of this stage was to examine the progression and retention of teachers who received the bursary and the long-term impact of the CPD programme on teacher performance.

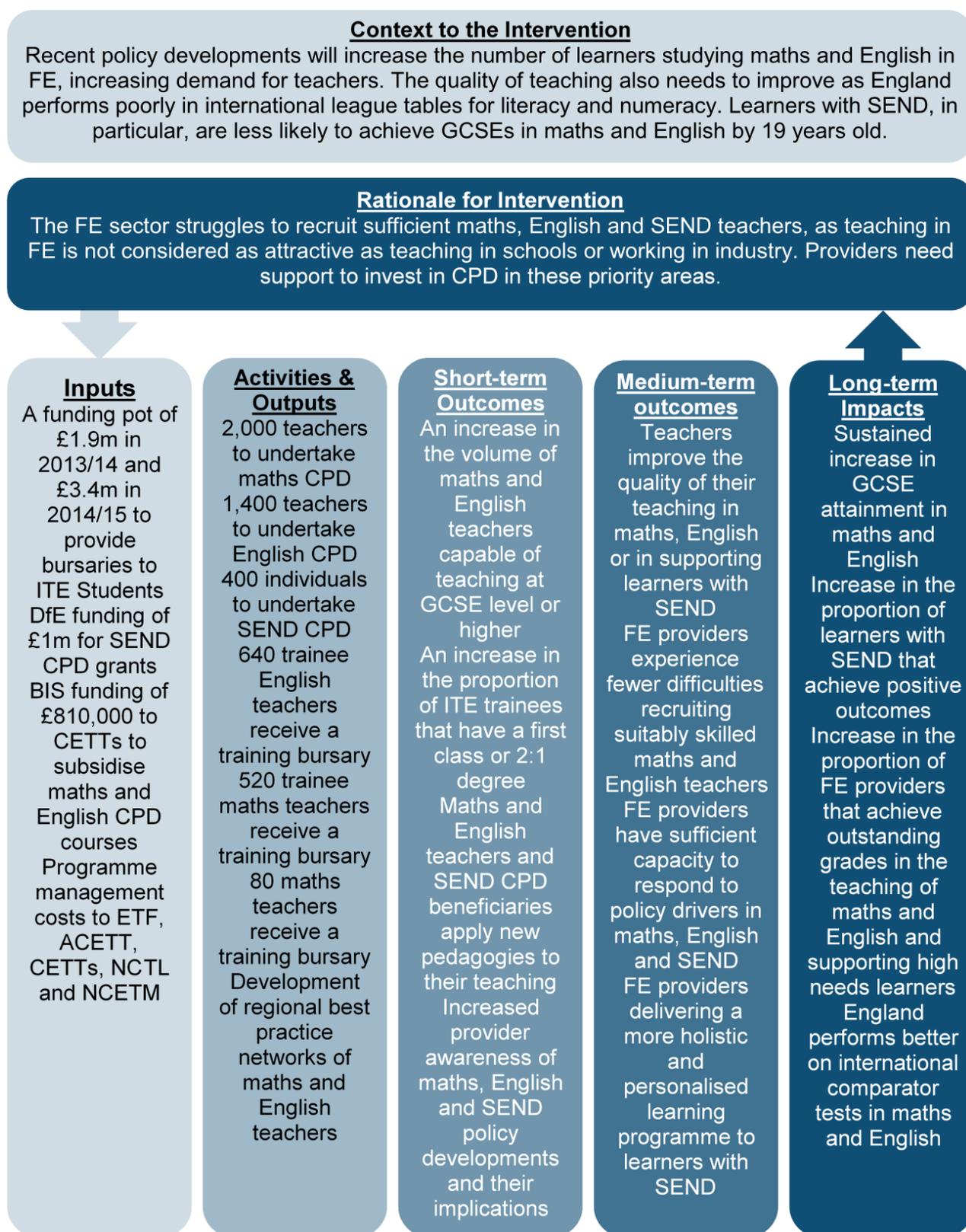
This is the final report of the programme. It incorporates findings from all of the research stages.

## **1.4 Study methodology**

The programme logic model (Figure 1) describes how project inputs and activities were expected to lead to short, medium and long term outcomes and impacts. The logic model formed the conceptual basis for the project evaluation framework. The evaluation framework presents the metrics and sources of evidence used to assess whether the programme outputs, outcomes and impacts had been achieved.

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**Figure 1: FE Workforce Programme evaluation logic model**



A mixed-methods approach was adopted for the research. Large-scale surveys of bursary recipients and CPD programme participants were conducted, alongside analysis

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of programme data and qualitative interviews both with FE providers that benefited from FE Workforce Programme activities and those that did not.

The research undertaken in each stage of the research is described below.

## **Stage 1: Scoping**

During the scoping stage, 11 interviews were conducted with key sector stakeholders and individuals responsible for the delivery of the programme. This included: The project team in BIS; Education Training Foundation (ETF); Department for Education (DfE); Association of Centre's for Excellence in Teacher Training (ACETT); National College for Excellence in Teaching Maths (NCETM); and the National College for Teaching and Leadership (NCTL).

The purpose of the interviews was to understand how the programme was managed, to discuss delivery to date (including what worked well and what worked less well) and to identify stakeholder expectations for the programme. Alongside these interviews, we also examined programme literature, including progress reports and delivery plans, and management information (MI) on programme performance.

## **Stage 2: Formative evaluation**

The formative evaluation stage comprised the main primary research activity in the first year of the evaluation. This research included:

- 10 Initial Teacher Education (ITE) provider case studies, to examine how the bursaries were promoted and administered to students. The selection of case studies included a mix of HE and FE providers, Centres for Excellence in Teacher Training (CETT), and providers that had given a high- and low-volume of bursary awards. In each case study, we spoke to students that accessed the bursary and staff responsible for admissions and delivering the ITE programme.
- 24 telephone interviews with participants on the CPD programmes to qualitatively assess the extent to which the programme met teacher needs and supported those that would benefit most. The selection of interviewees included a mix of participants from FE colleges, private training providers and community learning providers.
- 20 telephone interviews with FE providers that benefited from the CPD programme to examine the implications of recent policy changes on FE organisations, as well as building an evidence base to understand how the FE programme has supported providers to address their workforce needs.
- 19 telephone interviews with FE providers that did not benefit from the programme. The selection of these counterfactual providers aimed to mirror the

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selection of beneficiary providers, in terms of type, size and Ofsted inspection grades. In the interviews, we examined why organisations chose not to send teachers on the MEP and what other activities they were undertaking to prepare for the policy changes in maths, English, and SEND.

- 7 telephone interview with providers that expressed an interest in the English CPD programme.
- 15 telephone interviews with sector stakeholders.

The primary research was supplemented with a review of data. We examined:

- Data on the size of bursaries received by trainee teachers and the number awarded by each ITE provider;
- Information on the teachers that undertook the MEP and summary data on take-up by ethnicity, gender, region and provider type;
- Data on the institutions that accessed the MEP and the number of learners they sent to the training;
- Information on the characteristics of participants that undertook the MEP 'train the trainer' course;
- Participant data on the take-up of the SEND CPD grant; and
- Data on the providers that expressed an interest in the EEP programme.

Programme literature was also examined as part of the research. This included various iterations of the bursary guidance issued by BIS, the FE Workforce Strategy, monthly progress reports submitted by ACETT, and papers and minutes from the programme management committee.

### Stage 3: Impact evaluation

During the impact assessment stage the following primary research was conducted:

- **10 qualitative case study interviews with ITE providers** offering FE bursaries to their students. The interviews examined the approach institutions took to promote the bursary to new students, the level of interest in the bursary, and the extent to which the bursary impacted on the number of students applying for ITE courses. The selection of ITE providers included a mix of FE and HE institutions and providers with a high and low number of bursary recipients. The case studies took place between February and April 2015.
- **Computer Aided Telephone Interviews (CATI) with 253 MEP participants and 231 EEP participants.** The interviews examined participants' motivation for attending the programme and explored whether, as a consequence of the training, they have increased the number of hours spent teaching at GCSE level or higher.

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The MEP interviews took place around six months after learners had completed their course. The EEP interviews took place when students had completed the programme or in their last month of study. The MEP respondents comprised 12% of the overall volume of MEP participants and the EEP respondents covered 14% of EEP participants. The interviews took place in March and April 2015.

- **An online survey of bursary recipients, which received 101 responses.** The online survey examined the extent to which the bursary influenced individuals' decision to enrol on ITE courses and whether they are currently teaching maths, English or supporting learners with SEND in an FE institution. The 101 responses covered around 14% of bursary recipients. The survey was distributed to all ITE providers who then sent the survey to bursary recipients. Although open to students that enrolled in 2014 and 2015, the vast majority (93%) of responses were from learners who enrolled in 2015. Maths bursary recipients were slightly overrepresented in the survey, accounting for 48% of responses but only 28% of bursary recipients. English and SEND bursary recipients comprised 31% and 21% of respondents respectively. The online survey ran from April to May 2015.
- **Secondary analysis of an online survey of SEND CPD Grant beneficiaries.** The survey was administered by the ACETT to evaluate the SEND element of the programme for the Department for Education. The survey was an attempted census of all individuals that participated in the grant application process. A link to the survey was sent by email to all individuals that applied for the SEND CPD Grant. ICF analysed the data collected from the survey to assess the effectiveness and impact of the grant scheme. The online survey ran from April to May 2015 and 131 responses were received.
- **Qualitative telephone interviews with 20 FE providers that sent teachers to staff development training supported by the FE Workforce Programme.** The interviews examined the workforce challenges experienced by providers in relation to recent policy changes, and the extent to which the FE Workforce Programme enabled them to overcome these challenges. The selection of providers included a mix of colleges, independent training providers and ACL providers. Interviews were primarily conducted with curriculum managers and vice-principals with responsibility for maths, English, and/or SEND. The qualitative interviews took place between March and May 2015.
- **Qualitative telephone interviews with 20 FE providers that did not access at least one of the staff development programmes.** The purpose of the interviews was to examine why these providers chose not to access the programme and whether there were any characteristics of non-participants, such as Ofsted inspection grade, size, level of readiness for the reforms, which may make providers less likely to access the MEP or EEP programme. The qualitative interviews took place between March and May 2015.

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- **Qualitative interviews with six stakeholders.** Interviews were conducted with the three delivery partners providing EEP courses and staff in the Education and Training Foundation (ETF) who were responsible for managing programme activities or complementary programmes. The purpose of the interviews was to assess project management and examine how the programme was aligned and added value to other sector workforce initiatives.
- **Analysis of FE Workforce Programme performance data and literature.** This included analysing the programme take-up and examining the funding guidance, marketing materials and other documents which provided information on the programme.

A summary of the sampling approach for the quantitative research and response rate is included in Table 1 below.

**Table 1: Evaluation framework**

Research task	Population of learners with valid contact details	Sampling approach	Follow ups with the sample	Responses (response rate)
<b>Bursary online survey</b>	695 (although contact made by ITE providers)	Census	Three email reminders sent over the six week survey period	101 (15%)
<b>EEP participant CATI survey</b>	756	Census	Unlimited call backs	231 (31%)
<b>MEP participant CATI survey</b>	436	Census	Unlimited call backs	253 (58%)
<b>SEND Grant recipient online survey</b>	721	Census	Survey management conducted by ACETT	131 (18%)

## Stage 4 research

During the final evaluation stage, the following tasks were undertaken:

- **CATI interviews with 159 EEP participants.** The interviews explored how the programme influenced participants' teaching and their capacity to teach English at GCSE level or higher. The EEP respondents comprised 11% of all EEP participants. The interviews took place in February and March 2016.
- **An online survey of bursary recipients, which received 73 responses.** The survey examined the destination of bursary recipients once they had completed their ITE course. Consequently it was only open to learners that had completed their studies. The survey was distributed to all ITE providers. The online survey ran from February to March 2016.

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- **Qualitative interviews with staff in 20 providers.** The purpose of the qualitative interviews was to explore sector perceptions of the FE Workforce Programme and to measure the extent to which it improved the quality and quantity of maths and English teachers in FE. Interviews were conducted with curriculum leads and vice Principal's responsible for maths and/or English. The interviews took place between February and April 2016.
- **Case studies with 8 FE providers.** The case studies explored in-depth the impact of the FE Workforce Programme on improving the quality on maths and English teaching in FE. In each case study 4-6 interviews were conducted with curriculum leads, teachers and senior leaders responsible for maths and English. The interviewed explored the extent to which the programme supported new teachers to deliver GCSEs and helped improve the quantity and quality of new teachers entering the sector. The case studies took place alongside the qualitative interviews.

## Recording and analysis of qualitative data

- Notes from all the qualitative interviews were written up into a template based on the interview topic guide. These notes were analysed to identify the findings presented in the report.
- Interviews were informed that views and quotes would be anonymised in the report. Interviews were not recorded.

## 1.5 Structure of this report

This report is structured as follows:

- Chapter 2 examines providers' response to recent policy changes and assesses the extent to which the programme was aligned to sector workforce needs;
- Chapter 3 assesses the delivery of initiatives aiming to up-skill the existing workforce;
- Chapter 4 examines the implementation of incentives encouraging new teachers to enter the sector;
- Chapter 5 assesses the impact of the FE Workforce Programme on increasing the quality and quantity of maths, English, and SEND teaching;

Chapter 6 sets out the conclusions and recommendations from the study.

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## 2. FE workforce needs

This chapter assesses the extent to which FE Workforce Programme was aligned to FE provider workforce needs and priorities (i.e. whether the rationale for the programme intervention was sound). Specifically, it examines:

- providers' awareness of and response to the introduction of the new condition of funding policy for maths and English, and the Children and Families Act 2014;
- whether the programme reflected the recruitment and CPD needs of providers; and
- whether the programme's targets were in line with provider workforce needs.

### 2.1 Provider awareness of policy changes in maths, English, and SEND

#### Maths and English

Over the last three years, maths and English policy changes have been a key driver influencing provider plans. In 2014 (at the formative evaluation stage), nearly all providers stated that they were aware of the policy changes and most regarded them as the most important policy lever influencing their short-term strategy. This view was consistent both across organisations that subsequently accessed FE Workforce Programme activities and those that did not. It was also consistent among heads of departments and individual tutors, indicating that information on the policy changes had generally filtered down within colleges.

“GCSEs seems to be what everyone is talking about at the moment. It is not going to go away. We know that this will become more and more important so we need to make sure we are ready to deliver them” - *Medium sized FE provider*

In 2014, there were some areas where providers had different interpretations of the policy, and, particularly, the condition of funding policy. Most notably, some providers stated that if a student had a grade D in both maths and English, then they would study one subject at 17 and the other subject at 18. However, in 2015, providers had a clearer understanding of the policy and its implications for their organisation.

By 2015, most providers had plans in place to respond to the policy changes in maths and English. These were largely based on projections for the number of students they expected to study GCSEs in 2015/16, which enabled providers to map the number of

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teachers they needed to deliver GCSEs to all eligible learners. These projections were largely developed using enrolment data from 2014/15.

This was in marked contrast to the situation in 2014, when few had clear projections on the expected number of additional learners and, consequently, the number of new courses they would have to run. Many colleges stated that this was because the number of learners who enrol with a GCSE grade D in maths and English changes substantially each year, and, as a result, they had to wait for the GCSE results to be published before knowing the number of new courses required. Although this variation still exists, providers have now seen fit to use historical data to provide estimates for workforce planning.

## **Learners with Special Educational Needs and Disabilities**

By 2015, most providers generally had a good awareness of the implications of the Children and Families Act; their level of understanding having increased substantially between 2014 and 2015. Much of this was reported to be due to the work undertaken by partner organisations such as the Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP) in clarifying the implications of the Act for providers.

In 2014, few of the providers interviewed understood the specific changes that were being made through the Act and its impact on their offer. Where providers were aware of the Act, most did not believe that the changes would have a major impact on their offer in any event. A common view was that *“it is largely recording what we did anyway”*. Consequently, most providers were initially slow to respond to the requirements of the Act.

By 2015, most providers had a clearer understanding of their duty of care to support learners referred from the local authority, which they believed could increase the number of ‘hardest to help’ learners they would be required to support. Most providers were also aware of the implicit requirement for a more holistic and integrated service offer for learners with SEND. This information had also cascaded to curriculum leads and teachers, whereas in 2014 knowledge of SEND policy was found to be primarily concentrated in specialist SEND teams in providers.

## **2.2 The impact of maths, English, and SEND policy changes on providers**

### **Maths and English**

In GFE colleges, the policy changes in maths and English led to a considerable increase in the number of learners studying GCSEs. Most colleges reported that maths and

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English enrolments had increased by 400-600 learners per year since they began implementing the requirements of the condition of funding policy. A few providers reported an even greater increase. Although functional skills enrolments had slightly decreased, the increased teaching time required to deliver GCSEs meant that most providers had to substantially increase the number of maths and English teachers in their organisation.

Most colleges reported having a small GCSE offer prior to the announcement of the new condition of funding policy in 2013/14, typically around 30-50 learners per year. Provision was largely in place for learners who wished to progress to higher education and therefore needed to achieve a grade C or above in both subjects. This meant that although most providers had some experience in delivering GCSEs, few had the capacity to scale up their existing offer to support the additional learners who would study GCSEs in maths and English.

To meet the requirements of the new condition of funding policy, most colleges had to employ an additional 8-12 full-time teachers to deliver GCSE maths and English. In 2014, providers generally stated that they planned to fill these additional teaching roles through a mix of external recruitment and from up-skilling their existing workforce.

In Independent Training Providers (ITPs) and Adult Community Learning (ACL) providers, the maths and English policy changes have had a far more modest effect on the curriculum offer, and on teacher recruitment needs. Most of the ITPs interviewed for the evaluation reported that they have continued to deliver functional skills as part of an apprenticeship framework, rather than deliver GCSEs. A few providers reported giving learners a choice between functional skills and GCSEs in maths and English, but they generally reported there was little learner demand for GCSE courses. Consequently, only a few ITPs recruited additional GCSE teachers since 2014.

Most ACL providers also reported the policy changes in maths and English had relatively little impact on their offer. ACL providers primarily support learners over age 19 and, consequently, did not have to respond to the new condition of funding policy. However, a few ACL providers stated that they had increased their GCSE offer to support the Government objective of increasing maths and English attainment.

ITP and ACL providers that deliver Early Years training have, however, had to considerably increase their GCSE offer as a result of recent DfE policy changes. *More Great Childcare* (DfE, 2013) stated that, by August 2014, all new childcare staff should have a grade C or above in GCSE maths and English. Consequently, all learners undertaking an Early Years apprenticeship need to have achieved a good GCSE in maths and English to complete their framework. Learners on standalone Early Years Education courses who do not currently have a good GCSE in maths and English also need to study GCSEs as part of their study programme in order to access funding or

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loans. Most ITPs reported that only a few of their learners had good GCSEs in maths and English, meaning that most of these providers had to deliver GCSEs alongside vocational training. Most providers that delivered these courses had to employ one or two GCSE teachers.

## SEND

Most FE colleges have made substantial changes to their SEND offer as a consequence of the Children and Families Act 2014. In 2015, most colleges reported that they had:

- strengthened referral protocols and developed new relationships with SEND specialist agencies, charities and local authorities;
- enhanced the pastoral support they provide to the hardest to help learners. This included increasing the availability of one-to-one tutorials and enrichment activities, such as supported work placements;
- supported vocational tutors to deliver a more inclusive learning offer for SEND learners studying on mainstream pathways; and
- increased the maths and English content in SEND study programmes.

In addition, some FE colleges also reported a general organisational priority to provide more stretching learning for learners with SEND to enable them to reach their potential.

“We will provide a programme for SEND learners that we feel is beneficial to them and can fulfil their requirements. In the past this has been a bit blurred because people have been involved in college programmes for years and years on a revolving door process. They have been repeating and duplicating learning outcomes. I said that that cannot happen; there can be no sideways progression. We go upwards, we stretch, we challenge”. - *Medium-sized FE college*

Some colleges had delivered in-house training to FE teachers to ensure they could better support learners with SEND. Training was provided on a range of topics, including supporting learners with dyslexia and developing inclusive learning materials. These courses were primarily being delivered by SEND experts within the organisation.

ITPs and ACL providers have generally made fewer changes as a result of the policies outlined in the Act. Providers reported that this was because their organisation recruited relatively few full-time SEND learners. However, some providers stated that they had reviewed their approach to supporting SEND learners and a few had recruited additional learner support staff.

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## 2.3 How providers responded to recent policy changes

Since 2014, most providers, and particularly colleges, had taken steps to respond to the policy changes outlined in Chapter 1. Nearly all colleges recruited additional maths and English teachers in 2014 and 2015 to prepare to deliver GCSEs from 2015/16, reflecting that the anticipated recruitment need underpinning the FE Workforce Programme is rooted in provider reality. Some providers had also run in-house training, including awarding organisation training, to help teachers new to delivering GCSEs to understand the curriculum and assessment requirements.

ITPs and ACL providers generally responded to the reforms at a slower pace. This reflects that many have a further distance to travel to develop a GCSE offer. Providers that decided to deliver GCSEs as a result of policy changes mostly felt they did not have staff capable of teaching at GCSE level and, consequently, have to recruit a new team of teachers. Some have also had to employ senior managers with experience of delivering GCSEs to lead their work in this area.

Some providers enrolled students with D grades onto GCSE courses in 2014/15, a year before the condition of funding policy was introduced. In the qualitative interviews, around a half of colleges and a few ITPs stated that they decided to do this. This was due to a range of factors, most notably:

- **Early preparedness.** Some providers believed it necessary to begin recruitment and preparation for GCSEs in early 2014 to ensure they had ample time to implement the changes. These institutions typically had three to four new GCSE teachers in place by the 2014/15 academic year and were therefore in a position to deliver GCSEs to a larger cohort of learners;
- **Trialling provision.** Some providers believed it would take time to ensure staff were confident in delivering GCSEs and, consequently, wanted to give new teachers an opportunity to shadow experienced GCSE teachers and have their own provision appraised. The need to trial maths and English provision was largely driven by providers wanting to ensure they maintain their inspection grades following planned 2015/16 changes to the way that Ofsted inspects maths and English provision<sup>8</sup>; and

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<sup>8</sup> From 2015/16, Ofsted inspectors will inspect maths and English provision separately as part of all inspections. To achieve a good or outstanding grade, FE providers must ensure that learners are making sufficient progress to achieving maths English GCSE. Further information is available in the Ofsted Further education and skills inspection handbook from September 2015, available at: <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-from-september-2015>

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- **Helping distinguish themselves from competitors.** A few providers believed that the policy focus on maths and English would only increase in future and therefore they wanted to increase performance to create future growth opportunities. These providers were proactively aiming to be local 'centres of excellence' for maths and English.

Providers that already had a substantive GCSE offer were most likely to implement the funding condition early. These institutions already had considerable resources in place to deliver GCSEs and therefore could begin delivery relatively quickly. In contrast, organisations that had not previously delivered GCSEs or had a very small offer were found to require considerably more time to put the necessary processes in place (in terms of staffing and also developing curricula) to deliver GCSEs.

Regardless of the progress made in implementing the condition of funding policy, nearly all providers still planned to undertake further preparation to improve the way they teach GCSEs. Most providers stated that they would continue to recruit new maths and English teachers in the summer of 2016 and in 2017, and some also planned to continue to develop existing staff to deliver GCSEs. This suggests that there will also be a need for a continuation of FE Workforce CPD activities and incentives in 2016/17 as providers continue to increase GCSE teaching capacity in their organisations.

## 2.4 How providers plan to implement the GCSE policy changes

### Initial assessment

FE colleges generally employ a systematic approach to assessing whether learners are suitable for a GCSE programme; most were already using diagnostic assessment tools. This was a result of many providers being concerned that some learners with a low D grade may not have a good understanding of some key maths or English concepts and therefore may struggle on the course.

In 2014, around half of the colleges surveyed believed that learners with low D grades may not have the required ability to progress straight to a GCSE course. It was feared that some of these students would subsequently fail to pass the subject and then drop out of their study programmes. However, after implementing the condition of funding policy most providers found that, following the initial assessment, nearly all learners with a D grade at 16 were capable of progressing to a GCSE course. This highlights how expectations of providers evolved by trialling new approaches.

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## Delivery of GCSEs

Most providers reported that they delivered GCSE provision in a largely classroom-based environment alongside a learner's vocational learning programme. Most students typically undertook around two to three hours of GCSE lessons per week, which was roughly double the amount of time learners previously spent undertaking functional skills courses. This approach was largely consistent for both colleges and ITPs.

The greatest delivery challenge experienced by providers was maintaining a high attendance for GCSE programmes. Colleges, in particular, reported that some learners undertaking vocational programmes had previous negative experience of GCSEs and had little interest in gaining GCSE qualifications in maths and English. To address this issue, a few providers offered additional pastoral support to students and were proactive in contacting parents or carers when a student missed one or two lessons. As a consequence of these actions, most providers stated they had maintained attendance rates of 70-85% for their GCSE programmes, which was only slightly below their attendance for other vocational programmes.

Timetabling GCSE courses had also been a challenge for some providers. GCSEs needed to be delivered across a range of departments to make the group sizes viable. Most providers had experienced difficulties in identifying free periods, as most vocational departments develop their timetables independently of each other. A few providers reported introducing a more centralised approach to timetabling in order to accommodate the delivery of GCSEs. Set periods were assigned to GCSE courses with other courses timetabled around these fixed periods.

## The delivery of stepping stone qualifications

Providers adopted different approaches to delivering stepping stone qualifications for learners who need additional support before they can undertake a GCSE programmes.

For some, there was a sense of *'business as usual'*, with students being enrolled on functional skills programmes from Entry Level through to Level 1. Other providers felt that, in order to provide effective progression, they needed to develop new programmes. A few stated that, to do this, they modified existing functional skills programmes to ensure that they encompass a broader curriculum, including some of the more theoretical concepts within GCSEs. A few providers also planned to introduce completely new qualifications. In 2016, these new programmes were generally at an early stage of development, with most stating that they planned to introduce or trial new stepping stone courses in the next one or two years.

Supporting the delivery of stepping stone qualifications has not been an explicit focus of the FE Workforce Programme. However, there may be a need for CPD training for existing functional skills teachers to enable them to deliver a functional skills offer that

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provides stretch and challenge, as well as supporting progression to GCSEs. The Ofsted report on the early implementation of the 16 to 19 study programmes also recognised that functional skills provision was an area of weakness, with many providers enrolling students on courses at the same level as their prior achievement.

## **2.5 Impact of recent policy changes on the FE workforce**

### **Structure of the maths and English workforce prior to the policy changes – baseline position**

Prior to the start of the FE Workforce Programme, FE colleges organised their maths and English workforce in different ways. Some providers had a central functional skills team, which incorporated maths and English learning from foundation to GCSEs. In other providers, maths and English functional skills were organised in vocational teams. In many cases, vocational specialists delivered functional skills alongside their vocational courses.

In 2014, the research found considerable variation in the number of maths and English teachers employed by FE providers, partly because of the different ways in which maths and English was organised. Providers that had discrete functional skills departments were likely to have a higher volume of subject specialists (five to 20 staff), most of whom were functional skills teachers. In contrast, providers that delivered maths and English functional skills through their vocational teams generally had fewer functional skills ‘specialists’, but had a larger pool of staff capable of teaching functional skills (20 to 40 staff).

In 2014, we found that most providers had few staff already delivering GCSEs. Most colleges employed one to three maths teachers and one to three English GCSE teachers. A few larger providers had up to 10 GCSE/A Level teachers, but this was largely the result of these providers having a more academic curriculum offer.

The ITPs we interviewed employed between three and 10 specialist maths and English functional skills teachers. The number of teachers varied not only by provider size (in terms of the overall number of learners), but also as a function of the range of apprenticeships they delivered. For example, some providers solely delivered higher-level apprenticeships, where learners were required to have a GCSE grade C in maths and English for entry.

It also depended on how each ITP delivered functional skills. For example, some providers asked assessors to deliver functional skills during their visits to learners’ places of work. In practice, this meant that they had smaller specialist teams. Very few ITP employed maths and English GCSE teachers, and those that did only had one or two specialists.

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This shows that all types of providers might have been expected to need to increase the volume of teachers in their organisation capable of delivering GCSEs as a consequence of the policy changes. However, there was clearly scope to up-skill the existing workforce. By extrapolating the data collected during the research by organisation size, we estimate that the baseline headcount of teachers delivering maths and English in FE prior to the policy changes was around 7,000 to 9,000, of which the vast majority (6,000 to 7,000) were based in FE colleges.

The diversity of the FE workforce, with teachers having differing levels of maths and English knowledge, suggested an *a priori* need for CPD programmes to up-skill workers to deliver GCSEs. The approach adopted by the EEP and maths and English Pipeline programmes, incorporating different courses for teachers with different levels of knowledge of maths or English, seems to reflect the nature of sector demand. Providers reported that a vocational teacher may require a programme focused more on subject knowledge, as opposed to a specialist functional skills teacher who may require more support on pedagogy.

## **The baseline SEND workforce**

In most of the colleges we interviewed in 2014, support for learners with SEND was generally provided by specialist teams. Each team was responsible for providing both one-to-one support for learners in mainstream classes and offering life/basic skills courses for those with more severe disabilities. These teams generally consisted of a few (two to four) specialist SEND teachers and a larger number (eight to 10) of teaching assistants.

We found that the size of the workforce depended on providers' Adult Learner Support Fund and high needs funding allocation. Most providers stated that they used this resource specifically to part-fund staff costs for supporting learners with SEND.

## **Impact of the policy changes on provider demand for maths and English teachers**

Many FE providers had to employ additional GCSE teachers to meet the requirements of the new condition of funding policy. In 2016, nearly all colleges reported they had allocated additional staff (typically 8 to 12 full-time equivalent (FTE) teachers) to teach GCSEs. A few ITPs and ACL providers also said they had recruited or up-skilled one or two staff to deliver GCSEs.

Most providers reported that they had up-skilled some existing teachers to deliver GCSEs. A few of these teachers had previously delivered GCSEs or A Levels, either in sixth form colleges of schools, and therefore often required only a short refresher to help them understand the requirements of the curriculum. However, providers also trained a

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mix of functional skills specialists and vocational teachers (often targeting teachers who may not have substantial subject knowledge, but who were experienced in working with learners who *'are less academically-minded'*). Providers believed the latter were crucial, as many of the learners undertaking GCSEs had little motivation to complete the programme and were more focused on completing their vocational programme of study.

To up-skill teachers, providers mostly stated they offered teachers mentoring and coaching support and remission from lessons to allow self-study. In-house training was relatively uncommon, as most providers had few experienced GCSE teachers who could deliver CPD training. External training was not generally provided to teachers, reportedly because providers had difficulty sourcing high-quality, affordable training. This suggests a need for subsidised CPD training which would build on the existing support providers have offered to teachers by bringing in external expertise.

As well as up-skilling existing teachers, most providers also recruited new maths and English teachers. This was often a necessity, as providers reported that a considerable proportion of their existing maths and English teachers were either unwilling to teach GCSEs or did not have sufficient maths and English skills. However, some FE providers also believed it was important because they felt it would bring *'new blood into the organisation, which brings different perspectives'*. Providers commonly reported that these teachers were often required to teach a mix of GCSEs and functional skills programmes.

Nearly all FE colleges reported that they have historically experienced difficulties in recruiting maths teachers, and some reported difficulties in recruiting English teachers. This was mostly attributed to:

- public perceptions that there are lower salaries and fewer advancement opportunities for FE teachers, compared to schools teachers;
- better marketing of schools' ITE opportunities, such as Teach First, and greater incentives through the schools ITE bursary scheme<sup>9</sup>, which was felt to attract teachers who may otherwise wish to teach in FE; and
- a general perception among trainee teachers that, in FE, there are few opportunities to teach academic subjects, such as maths and English, to a high level.

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<sup>9</sup> Bursaries from £6,000 to £25,000 are available to school ITE students training to teach maths, physics, computing, chemistry, modern foreign languages, English, history, biology, music or design technology. Further details are available at: <http://www.education.gov.uk/get-into-teaching/funding/postgraduate-funding>

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To maximise the number of teachers they were able to recruit, most colleges ran multiple recruitment waves during 2014 and 2015. When recruiting, providers were increasingly looking for teachers with experience of working with challenging groups of learners. Most providers believed that the cohort likely to be undertaking GCSEs alongside their vocational programme may be less motivated to study the subject, which could lead to classroom behaviour and attendance problems. To mitigate these issues, providers generally wanted GCSE teachers who could demonstrate an ability to deliver engaging and varied lessons to learners. Subject knowledge was considered an important, but secondary consideration:

“We really want people that are tried and tested in delivering maths to this target group. Our ideal candidate is someone with a good degree, but most importantly impresses us with the way they interact with learners and keep their interest in the subject”. – *Small FE college*

The growing sector demand for new entrants, and the historic difficulties experienced by providers when recruiting maths and English teachers, suggests that there was a compelling rationale for the FE Workforce Programme to provide recruitment incentives. This was necessary to increase the number of teachers capable of teaching GCSEs and also to backfill functional skills teachers who are now spending their substantive time teaching GCSEs.

## **Demand for SEND skills to meet the requirements of the Children and Families Act**

The provider interviews conducted in 2015 identified that relatively few providers had taken on additional SEND specialists as a consequence of the policy changes. This was largely due to a lack of additional funding accompanying the policy changes, which meant that many providers were trying to generate efficiencies rather than take on new staff:

“We want to do more, but the college has had to make a lot of staffing cuts, so it is hard to go to the senior manager team and ask for new people. We just have to do what we can with the same team”. - *Large FE college*

Some providers had, however, been proactive in providing training to staff on effective practice in supporting learners with SEND. A few providers interviewed had delivered, or planned to deliver, in-house training to teachers on supporting learners with visual impairments, dyslexia and other specific learning difficulties or disabilities. This training was often rolled out to teaching assistants as well as teachers.

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The training has, however, been delivered at a slow pace due to limited capacity and difficulties in timetabling courses. Some providers reported difficulties in identifying suitable training times as they were training teachers across a range of departments. As a consequence, these programmes were due to continue running over the next few years.

Most providers did not plan to send staff on the specialist SEND provision. This was partly because of the high cost of the training (£2,500 per learner). However, most providers also believed that they needed to develop a programme suitable for non-specialists; and which could be delivered over a short period (one or two day sessions) to be accessible for teachers working on a range of subject areas.

## 2.6 Key findings

- The new condition of funding policy for 16-18 learners has had a considerable impact on FE colleges' provision, with providers reporting that GCSE maths and English enrolments have increased by 400 to 600 per year per provider. Although some colleges had a small existing GCSE teaching capacity, nearly all colleges have had to substantially scale up their GCSE offer, with most typically employing an additional 8 to 12 FTE maths and English GCSE teachers.
- In ITPs and ACL providers, the reforms have had a more modest impact. These providers primarily offer apprenticeships or adult learning. They are not required to deliver GCSEs in maths and English as part of these programmes. However, a few providers have decided to increase their GCSE offer to support Government ambitions to increase standards in maths and English, and some Early Years training providers have had to deliver GCSEs to meet new DfE requirements. These providers have typically had to employ one or two additional specialist GCSE teachers.
- In order to respond to the new condition of funding policy, providers have generally aimed to fill new GCSE teaching roles through a mix of external recruitment and up-skilling of the existing workforce. However, providers reported that they have traditionally experienced difficulties in recruiting maths, and sometimes English, teachers, largely due to competition from schools and other FE providers. This, taken alongside the clear evidence of the recruitment activity which has taken place, suggests value in FE Workforce Programme activities that have aimed to attract new entrants to the sector (such as the bursary scheme).
- Providers are increasingly aiming to recruit teachers experienced in working with hard-to-reach groups. This is partly because the students newly-required to take GCSEs are expected to be less motivated to study these courses, which can create behavioural and attendance problems. Overall, though, FE workforce needs are such that there remains demand for both new GCSE teachers and

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functional skills teachers who can backfill staff promoted to teach GCSEs; but who are also capable of progressing to teach GCSEs in a few years (especially given the overall scale of anticipated need).

- Providers have delivered some in-house CPD training to support staff to progress to teaching GCSEs. However, this has largely been focused on staff who were not expected to require considerable support to take this step. Providers generally had little capacity to up-skill teachers who required more in-depth support, and have historically struggled to find high-quality, affordable CPD training available in their local area. This suggests that the CPD activities within the FE Workforce Programme were meeting a real need.
- There is evidence that the requirements of the Children and Families Act are gaining traction in the sector. FE colleges, in particular, recognise their duty of care to SEND learners; and most colleges also understand the need to provide more holistic support. Perhaps more importantly, this understanding has also filtered through to curriculum leads and teachers, rather than just sitting within specialist SEND teams.
- Much of the focus of providers' early response to the Act has been in building partnerships with other service providers and enhancing the pastoral and on-course support provided to learners with SEND. To implement these changes, most providers have delivered in-house training to their teachers; but roll-out has been slow due to limited internal capacity and challenges in timetabling the courses. This suggests there is a need for short SEND courses that can be delivered to teachers and curriculum leads.

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### **3. Delivery of maths, English, and SEND staff development training**

This chapter assesses the effectiveness of the staff development training delivered through the FE Workforce Programme. It specifically examines:

- the quality and relevance of the programme;
- the effectiveness of programme delivery;
- performance against targets;
- the extent to which the programme supported a broad cross-section of providers and teachers, effectively reflecting FE workforce needs; and
- the effectiveness of the training in improving participants' capacity to teach GCSEs.

The research draws on provider interviews and telephone surveys of beneficiaries. MEP participants were surveyed in 2015, around 9 to 12 months after they had completed their course. EEP participants were surveyed in both 2015 and 2016. The survey in 2015 took place shortly after they completed their programme of study and the 2016 survey took place 9 to 12 months after course completion.

#### **3.1 Overview of staff development schemes**

##### **The Maths Enhancement Programme**

The MEP ran from September 2013 to July 2014. The programme aimed to support maths teachers to develop the skills they need to deliver GCSE maths. The course was developed by the National Centre for Excellence in Teaching Maths (NCETM). It was aimed at teachers with a Level 3 qualification in maths or with substantial industry experience. The programme primarily targeted teachers who deliver numeracy at Entry to Level 1, but was also open to existing maths GCSE teachers to improve their skills and take on additional responsibilities.

MEP courses were subsidised by the ETF. Participants, or their employers, contributed £100 and the ETF provided the remaining £600 towards the cost of the programme. The programme was delivered by the Association of Centres for Excellence in Teacher Training (ACETT) through the national network of CETTs. A 'train the trainer' programme ran in September 2013 to create a cohort of teachers capable of delivering MEP courses.

Regional Specialist Leads (RSLs) were employed in each region to coordinate the delivery of the programme. The RSLs were also responsible for facilitating further staff development training in the local area. The ETF continued to fund RSLs in the 2014/15

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academic year in order to help establish a 'maths pipeline' of training to support maths teacher development at all stages of progression to delivering GCSEs.

Most MEP provision was delivered in 'host' providers. In a few cases, the training was delivered to a cohort solely comprising teachers from one provider. This brought efficiencies in the programme delivery, which allowed more learners to be supported than was originally planned for the same budget.

## English Enhancement Programme

The EEP ran from September 2014 to July 2015. Similar to the MEP, it aimed to up-skill functional skills teachers to teach GCSE English. There were four different EEP delivery models:

- The Hugh Baird College Model aimed at teachers who already delivered GCSE English, but wished to improve their skills.
- The Creative Education Model for English teachers who had not recently taught GCSE English, but had reasonable subject knowledge.
- The Institute of Education Model, which aimed to support teachers who did not teach English, but aspired to do so.
- A 'train the trainer' programme, which aimed to train experienced teachers to deliver EEP programmes internally to their staff.

Each of these models contained a different mix of subject knowledge and pedagogy training. The courses included from two and six days of face-to-face teaching and usually some distance or online learning. All of the courses were subsidised by the ETF, with learners or employers again expected to contribute £100 to the cost of the programme.

To apply for an EEP course, prospective participants had to apply via an online portal, which was maintained by Creative Education. Applications were assessed and applicants were then directed to an appropriate course.

## SEND CPD Grant

DfE committed funding of £1 million of grants for teachers to undertake a Level 5 Diploma or equivalent in Teaching Disabled Learners in 2013/14. The purpose of the grant was to support FE professionals to improve the way they support learners with SEND. The grants were paid to providers in stages following the completion of course modules. DfE and ACETT jointly promoted the grant. ACETT was responsible for assessing grant applications and inviting providers to register to be eligible for the grant.

The qualification contains 45 units and is taught through 120 guided learning hours (GLH). There are three main subjects covered in the training:

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- action learning for teaching in a specialist area of disability;
- inclusive teaching and learning for disabled learners; and
- understanding theories and frameworks for teaching disabled learners.

DfE grants were available to support around 400 learners to undertake the course, with up to £2,500 available for each participant. The grant was publicised in mid-December 2013 and available to teachers who enrolled on the course by the end of March 2014.

## 3.2 Perceptions of the schemes

FE providers generally believed there was a major need for training to support functional skills teachers to teach GCSEs. Most providers that wanted to employ experienced functional skills teachers to deliver GCSEs believed they required support in:

- understanding the subject area and, in particular, the more theoretical components of the GCSE curriculum;
- developing pedagogical understanding of how to teach some of these more complex concepts to learners; and
- having strategies in place to engage the hardest to help learners that have low motivation in studying GCSEs.

The MEP and EEP were largely felt to address these skills needs. The programmes were mostly considered to contain a good blend of theoretical concepts and practical considerations regarding teaching these topics in the classroom.

In 2014, some participants who had just completed the MEP course believed that the main area for improvement would be to have additional time to cover some of the more complex subject areas, particularly those that would be taught on the higher tier paper. The majority of participants believed that the pace of the course could have been slower to allow these subjects to be covered in more depth.

Participants' concerns about the pace of the course most likely stemmed from them having different levels of prior maths knowledge. The course trainers stated that they found it difficult to cover all the topics in the given time, because some learners needed more time than expected to cover some mathematical concepts. This meant that other topics could not be covered in the anticipated depth and that there was less time to cover the pedagogy of teaching the subject.

Providers generally felt that there were few alternative CPD programmes available to up-skill their teachers. Most providers stated that, had the EEP and MEP not been available, they would have delivered their own in-house training, but that this would not have

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provided the same depth of learning or provided their staff with opportunities to share best practice with teachers from outside their organisation.

The SEND CPD grant was seen as a positive initiative to help up-skill teachers and support staff who were already working with learners with SEND. Some providers did, however, report that the course may be too long to attract vocational FE teachers who would also benefit from training on good practice in supporting learners with SEND. Therefore, it was suggested that the SEND CPD grant should be supplemented with train the trainer programmes and short courses to engage with a wider range of FE teachers.

### **3.3 Characteristics of participants**

#### **Experience in teaching maths or English**

Both the MEP and EEP were attended by a mix of subject specialists and vocational teachers who taught maths or English. Just over half (56%) of survey respondents were specialist maths and English teachers, and around a third (31%) were vocational teachers. As shown in Figure 2 below, this breakdown was fairly consistent for both the EEP and MEP.

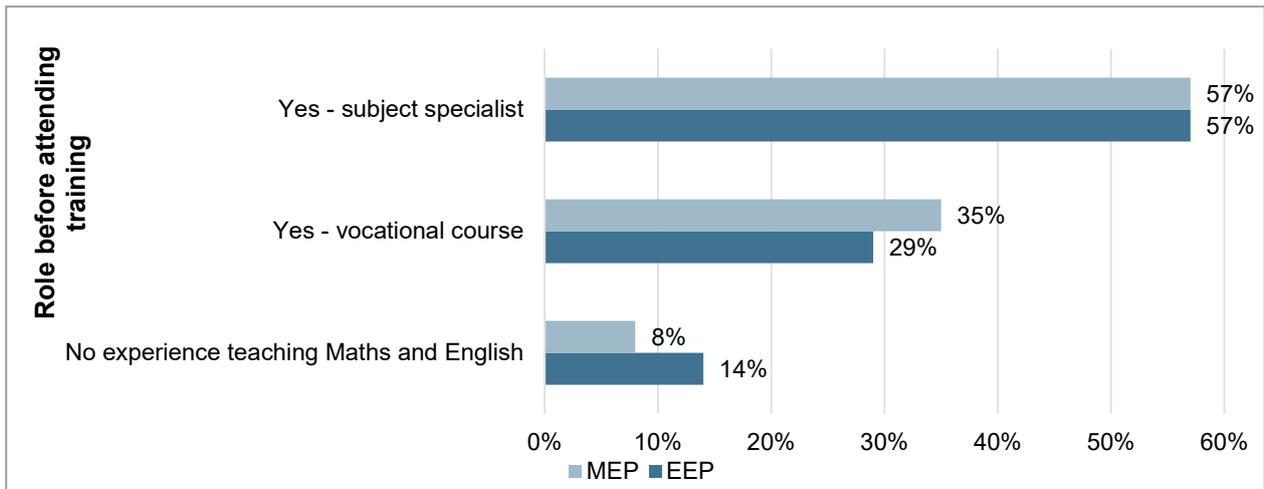
The composition of the participant cohort broadly reflects how functional skills provision is delivered by FE providers. Some providers have specialist functional skills teams, but, in many organisations, tutors also embed functional skills in their vocational programmes.

In total, 12% of participants did not teach maths and English before enrolling on the EEP or MEP. The qualitative interviews with FE providers found that some organisations sent staff to the training who may not have specifically been teaching maths or English, but were teaching a related subject. A few providers also reported sending maths and English curriculum heads to the training. This was because the courses were felt to help curriculum heads understand the type of training they had to provide to the team.

Overall, the research shows that the training was mostly attended by teachers with the capability to apply what they learnt from the course to support the teaching of maths and English. In addition, the programme appears to have been accessible to both vocational teachers and subject specialists.

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**Figure 2: Type of teachers attending EEP and MEP training**



Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 253 MEP; 390 EEP)

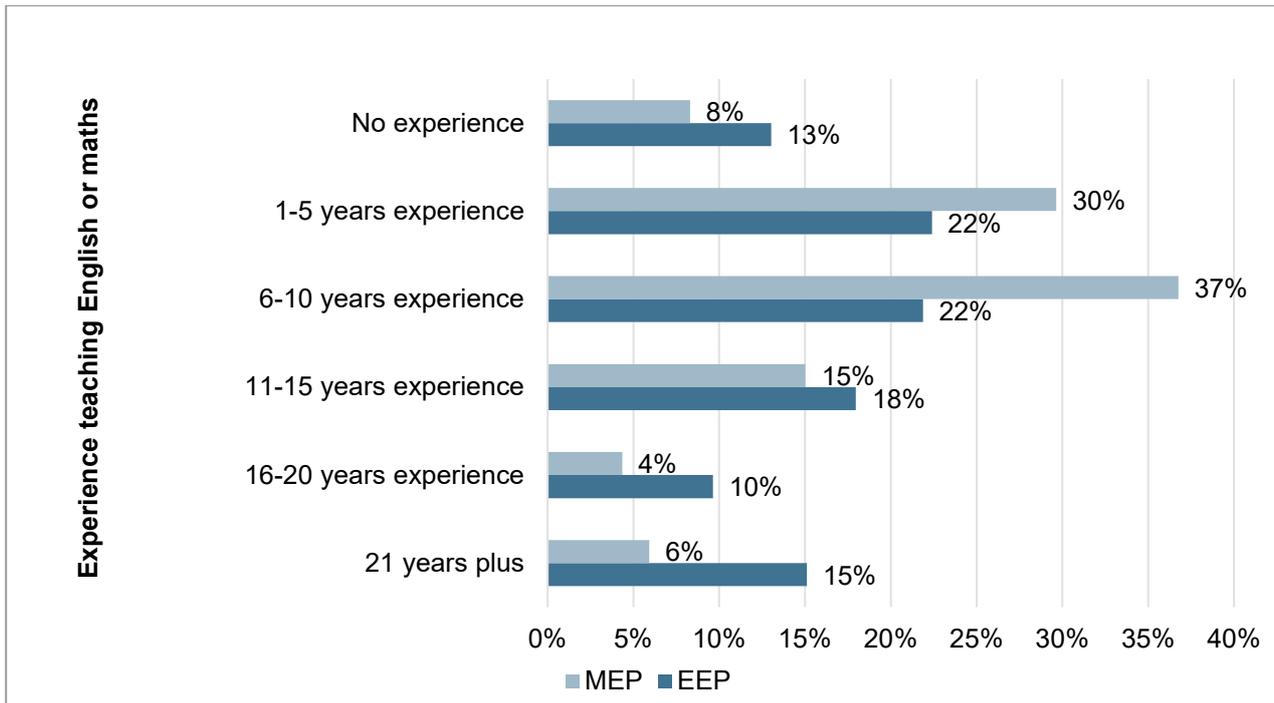
## Participants' previous skills and experience in teaching maths and English

As shown in Figure 3, EEP and MEP participants had a broad mix of experience in delivering maths and English. Around a third (30%) of EEP participants and 43% of MEP participants had less than five years' experience of teaching maths or English in FE. This indicates that the training was considered by FE providers to be relevant to both new and experienced staff.

The EEP contained some pathways specifically for more experienced English teachers and, consequently, it is unsurprising that 25% had over 16 years' experience. In contrast, only 10% of MEP participants had taught maths for over 16 years.

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**Figure 3: Participants' level of experience teaching maths or English**

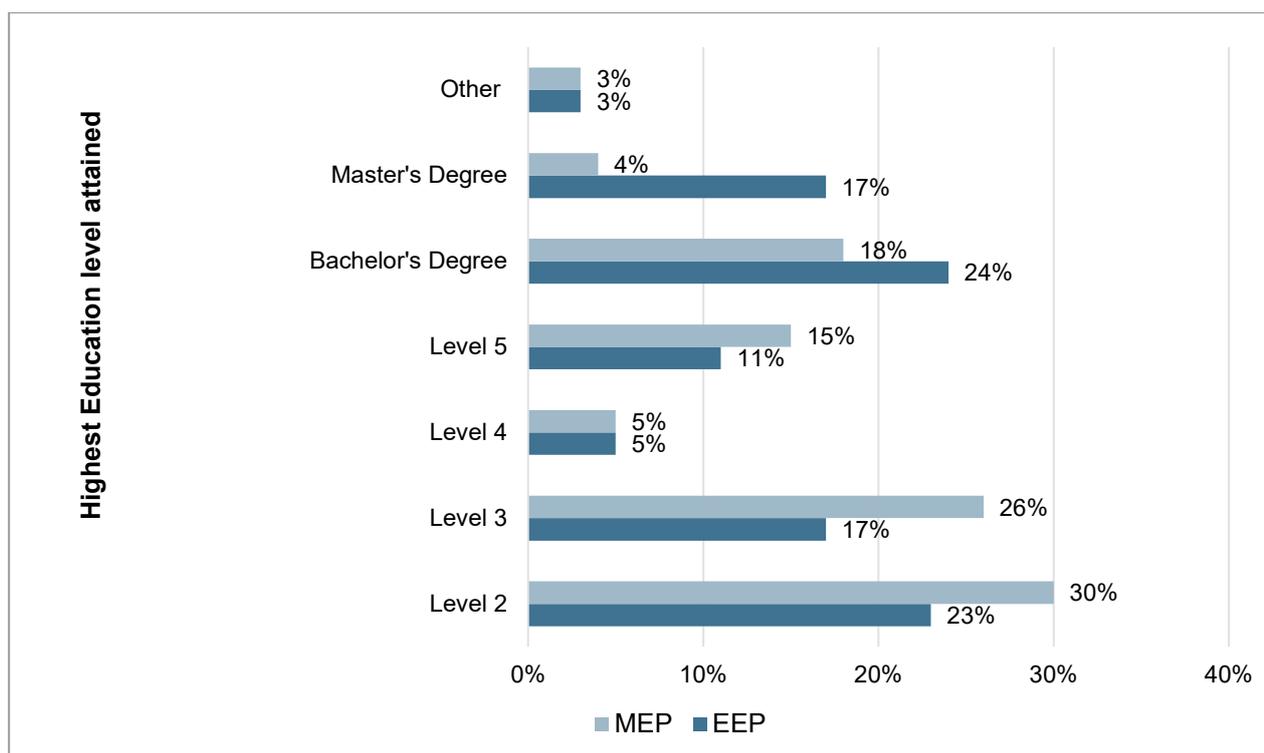


Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 253 MEP; 384 EEP)

As shown in Figure 4, a relatively high proportion of participants on both programmes had a highest attainment of Level 2 in maths and English (30% and 23% respectively). Some of these participants may have substantial industry experience in these subjects. However, it remains likely that a proportion of participants would have lacked sufficient subject knowledge to gain maximum benefit from the programme and may require some further subject knowledge enhancement to teach GCSEs, particularly at the higher tier.

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**Figure 4: Highest education level of EEP and MEP participants**



Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 253 MEP; 367 EEP)

A larger share of EEP participants reported a highest attainment of Level 3 or above. However, this may reflect that the EEP included a pathway specifically for experienced English teachers wishing to update their skills.

## Participants' previous experience of teaching GCSEs

The MEP and EEP were not only supporting learners training to begin teaching GCSEs; they also supported a considerable number of existing GCSE teachers. In 2015, prior to the funding condition being introduced, around a third of EEP (32%) and MEP (36%) participants were already teaching GCSEs. Around 20% of participants taught GCSEs for five hours or more during a typical week.

Most FE providers interviewed in the qualitative research believed the MEP and EEP were valuable for existing GCSE teachers, as well as those new to teaching GCSEs. Existing teachers were felt to need to refresh their pedagogical skills; particularly as, following the policy changes, most of this group could find themselves teaching a more challenging cohort of learners. In addition, a few providers stated that some GCSE teachers could currently only teach the lower tier paper and needed further training to teach the higher tier.

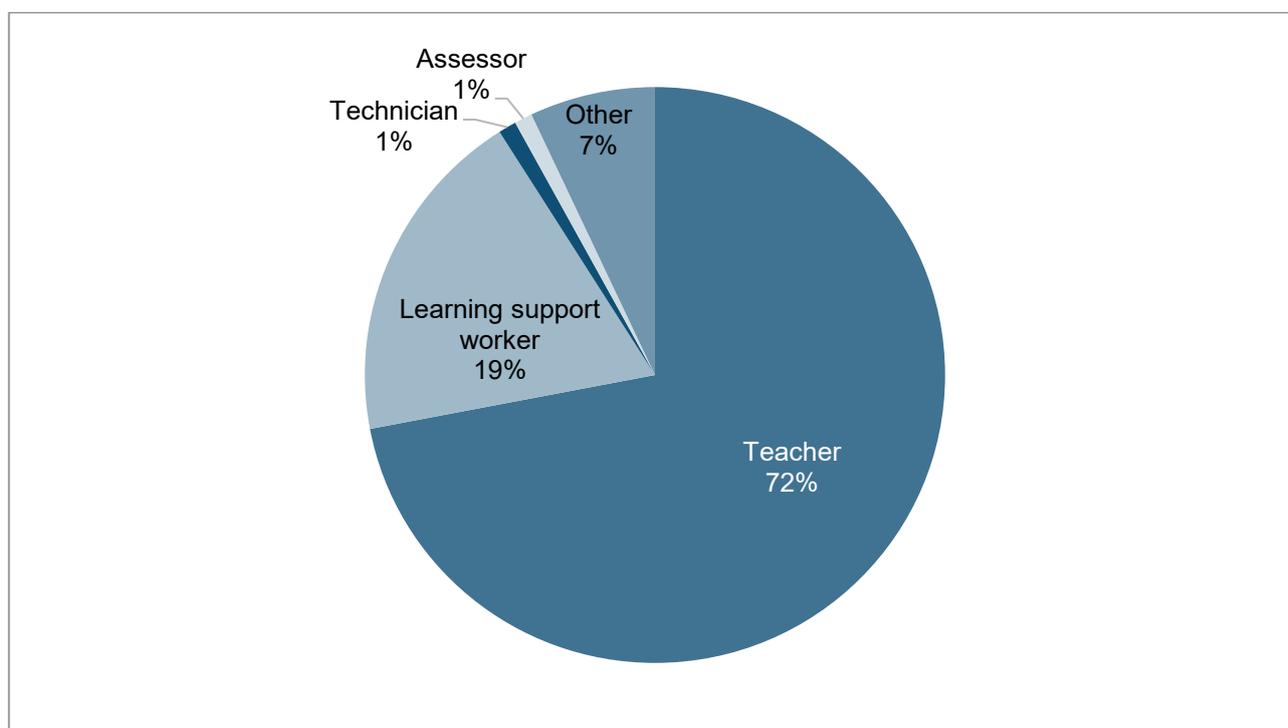
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## Characteristics of individuals receiving the SEND CPD grant

As shown in Figure 5, most (72%) individuals receiving the SEND CPD grant were teachers. However, a sizeable proportion (19%) of recipients were learning support workers. From the FE provider interviews, we found that some of these grant recipients undertook the grant-funded training specifically to progress to a teaching position in supporting learners with SEND.

Grants were also given to curriculum heads, careers staff and programme managers. We understand from the qualitative interviews with SEND participants conducted in 2014 that some beneficiaries accessed the SEND CPD grant in order to change careers.

**Figure 5: Job role of SEND CPD grant recipients**



Source: ACETT SEND grant MI data, August 2014 (n=422)

The survey found that the vast majority (83%) of participants undertook the training for general professional development. Only 7% undertook the course as preparation for new programmes that focus on supporting learners with SEND.

The SEND CPD grant was offered before the Children and Families Act came into force. It is therefore unsurprising that the majority of participants already had some role supporting learners with SEND and wanted to update their skills.

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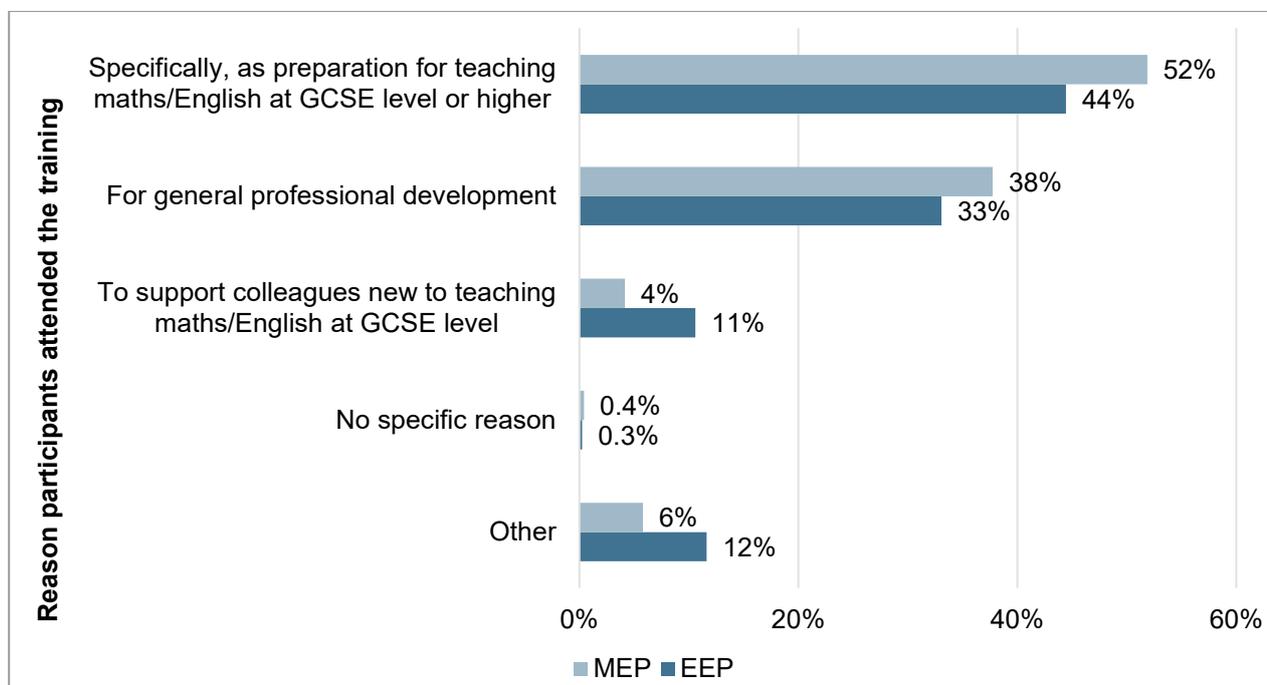
### 3.4 Learner motivations for attending the training

For both the MEP and EEP, around half of participants (52% of MEP participants and 44% of EEP participants) attended the programme primarily to train to teach at GCSE level or higher (see Figure 6). A further 15% of EEP participants and 20% of MEP participants were already delivering GCSE provision and undertook the training as general professional development.

There is some potential leakage, with a small proportion of participants on both programmes (16% of MEP participants and 20% of EEP participants) being functional skills teachers attending for general professional development. However, it should be noted that the FE provider interviews saw some organisations state that they sent staff on the training to help train them to deliver more effective ‘stepping stone’ qualifications to GCSEs, in support of the implementation of the new maths and English policy.

A few curriculum leads (8% of respondents) also stated that they undertook the training to better support their staff deliver the new GCSEs. In the qualitative interviews, curriculum leads stated that this was so they could identify the areas where their staff would benefit from further training, as well as enabling them to identify any potential challenges in delivering GCSEs.

**Figure 6: Reason participants attended the training**



Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 241 MEP; 387 EEP)

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### 3.5 Effectiveness of the delivery of EEP and MEP programmes

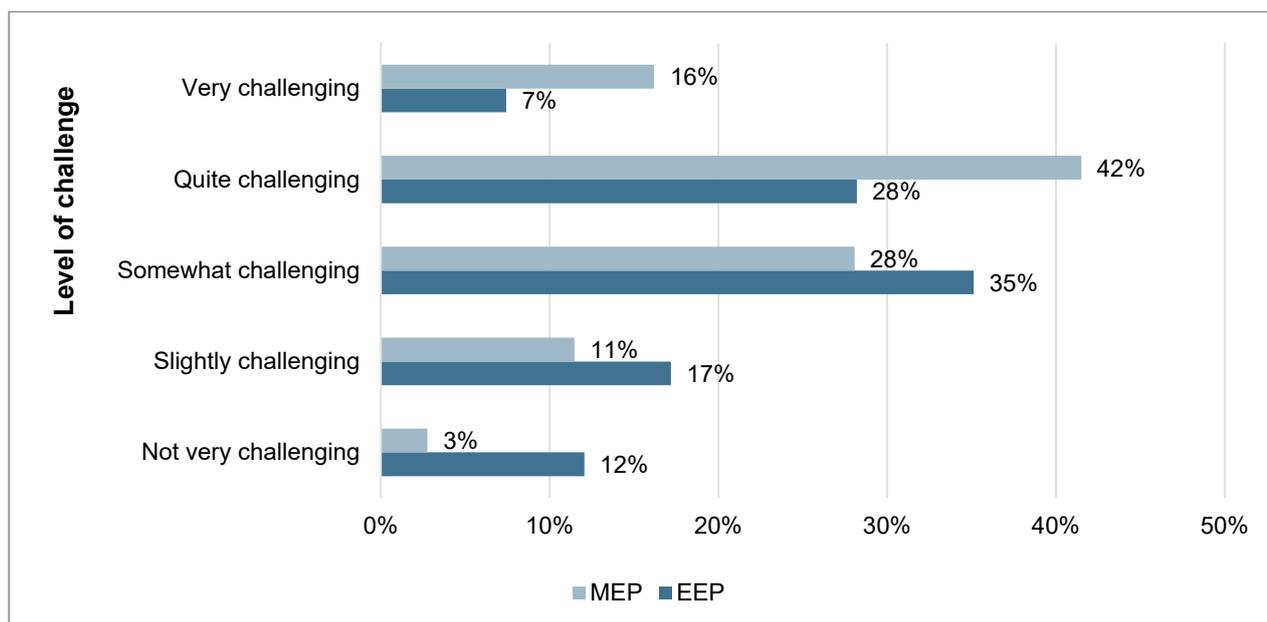
#### The level of stretch and challenge

The content of both the EEP and MEP was quite well matched to participants' skills. For each programme, over four-fifths of participants felt the training was reasonably challenging (reported in Figure 7 as being either 'slightly', 'somewhat' or 'quite' challenging).

The MEP was, however, generally considered to be more difficult. Over half of respondents felt that the course was 'quite challenging' or 'very challenging' (rated 4 or 5 on a 5-point scale). This suggests that a considerable proportion of MEP participants may not have had the appropriate skills to undertake the course and, consequently, may not have made the expected level of progress.

The EEP had a far more even distribution of participant views on the level of challenge of the course. This suggests that the centralised admission process and greater variety of options were effective in ensuring that most learners were enrolled on an appropriate course.

**Figure 7: Level of challenge of the MEP and EEP courses**



Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 253 MEP; 390 EEP)

#### Relevance of the course

Overall, 83% of EEP/MEP participants believed that the staff development training was relevant to their day-to-day role. This view was broadly consistent for both courses and also for both vocational and subject specialist teachers.

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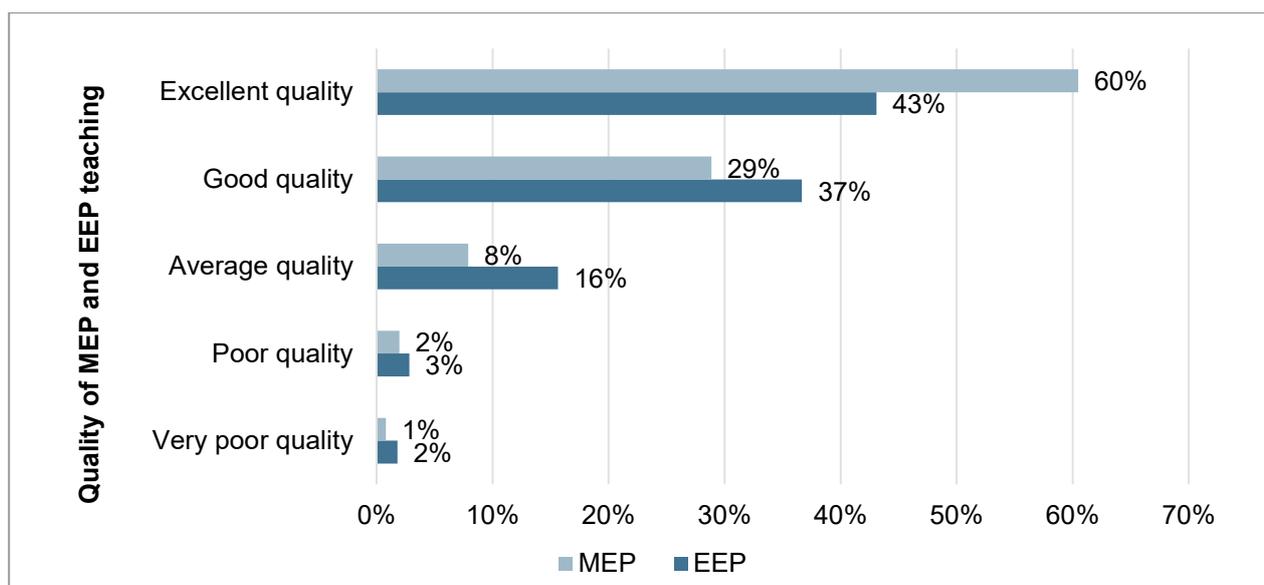
Similarly, most FE providers that sent staff to the training believed that the training largely reflected the needs of their organisation. The only exceptions were a few providers who reported that the MEP programme was too focused on the lower tier paper and did not sufficiently cover the content in the higher tier paper.

Counterfactual interviews with providers that did not send staff on the programme found that few providers believed the course was *not* relevant to their needs. In most cases, non-attendance was largely based on more practical issues such as difficulty in arranging cover to send staff on training and a lack of awareness of the programme.

## The quality of teaching

The course teaching was generally perceived to be of good quality. In total, 89% of MEP survey respondents and 80% of EEP survey respondents believed the course teaching was either good or excellent (See Figure 8). Six out of ten MEP participants surveyed thought that the quality of teaching was excellent.

**Figure 8: The quality of MEP and EEP teaching**



Source: ICF CPD participant telephone surveys, April 2015 and March 2016 (n = 253 MEP; 390 EEP)

## 3.6 Delivery of SEND grant-funded training

### Administration of the grant

The grant was largely perceived to be well-managed. In total, 95% of respondents believed the application process worked well or very well. The same proportion felt that the enrolment process worked well or very well.

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FE providers generally reported few issues in terms of staff accessing the grant. The application process was largely considered to be transparent and the guidance provided, either formally on the website or informally through telephone contact, was generally perceived to be clear. The administration of the grant, where funding was transferred directly to the training provider, was reported to be seamless.

## Quality of the training

The course was generally reported to have been delivered effectively:

- 84% of survey respondents believed the course was taught well, of which 44% felt it was taught very well;
- 85% of respondents indicated that they were well supported when undertaking the course;
- 88% of respondents believed they received useful feedback from the training; and
- 83% of respondents believed the resources used to deliver the course were appropriate.

This is broadly in line with what one would expect from a short staff development programme.

Relatively few grant recipients were dissatisfied with the training. Only 13% of respondents believed the course was not well delivered (reporting 1 or 2 on a 5-point scale) and only 11% believed that they could have been better supported on the course.

## 3.7 Outputs

### Maths Enhancement Programme

The MEP was successful in achieving its targets. In total:

- 2,194 participants attended the programme (against a target of 2,000), of which 1,863 completed the programme, giving a completion rate of 85%; and
- 87 participants attended the 'train the trainer' programme (target: 80).

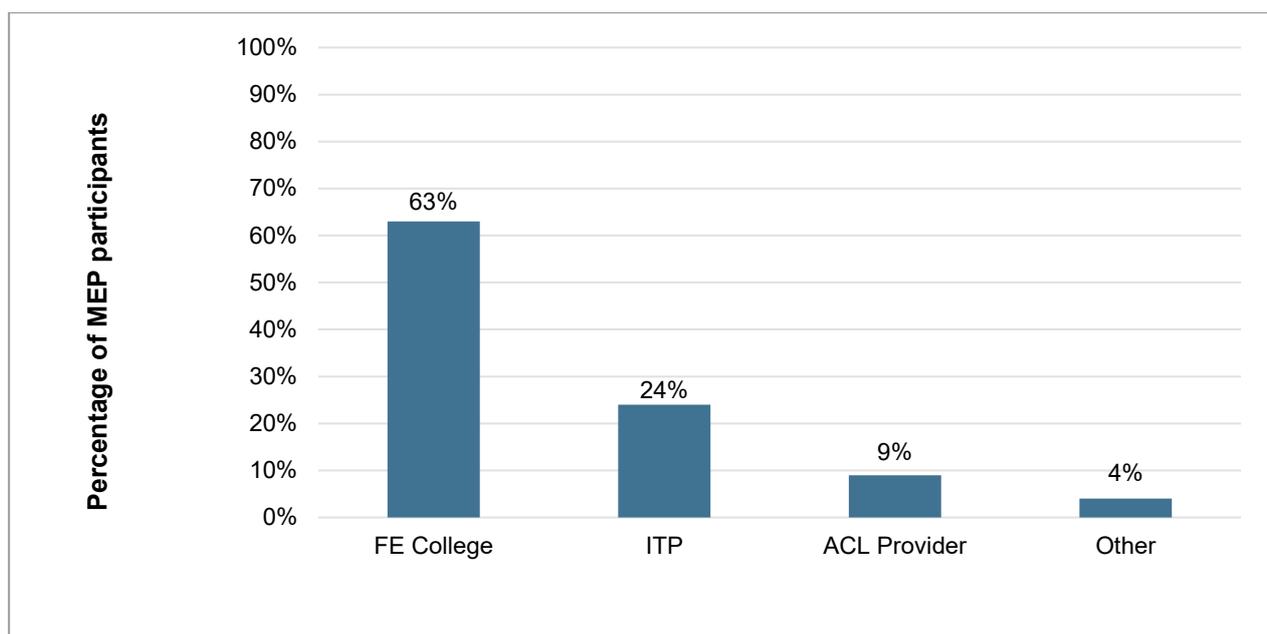
The targets were achieved despite a relatively short delivery period. Most learners were recruited onto the programme over a short period between January and March 2014.

The programme engaged a good mix of providers. As shown in Figure 9, around two-thirds (63%) of participants were from colleges, which is unsurprising given that most teachers work in these settings and based on the assumption that colleges were more likely to be affected by the policy changes. The proportion of participants from ITPs and ACL providers was also reasonable given the respective sizes of their maths workforce.

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**Figure 9: MEP participants by provider type**



Source: Final MEP programme MI, ACETT, Sept 2014 (n= 2,194)

The 2,194 participants came from 549 providers, of which 41% were FE colleges and 40% were ITPs (see Table 1). In participating FE colleges, six teachers participated on average, twice as many as other provider types. Some colleges sent as many as 35 staff to the training. It is important to note that no provider stated that they needed this many new maths teachers. We found in our provider interviews that some providers sent nearly all their maths functional skills staff for the training, particularly when the training was delivered at their own premises, as there was no additional cost in doing this.

**Table 2: Types of provider participating in the MEP**

Type of provider	Number of providers	Average number of enrolments per provider	Highest number of participants sent
Further education college	227 (41%)	6	35
Adult and community learning providers	75 (14%)	3	10
Independent training providers	218 (40%)	3	21
Other	29 (5%)	2	19

Source: Final MEP programme MI, ACETT, Sept 2014

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## English Enhancement Programme

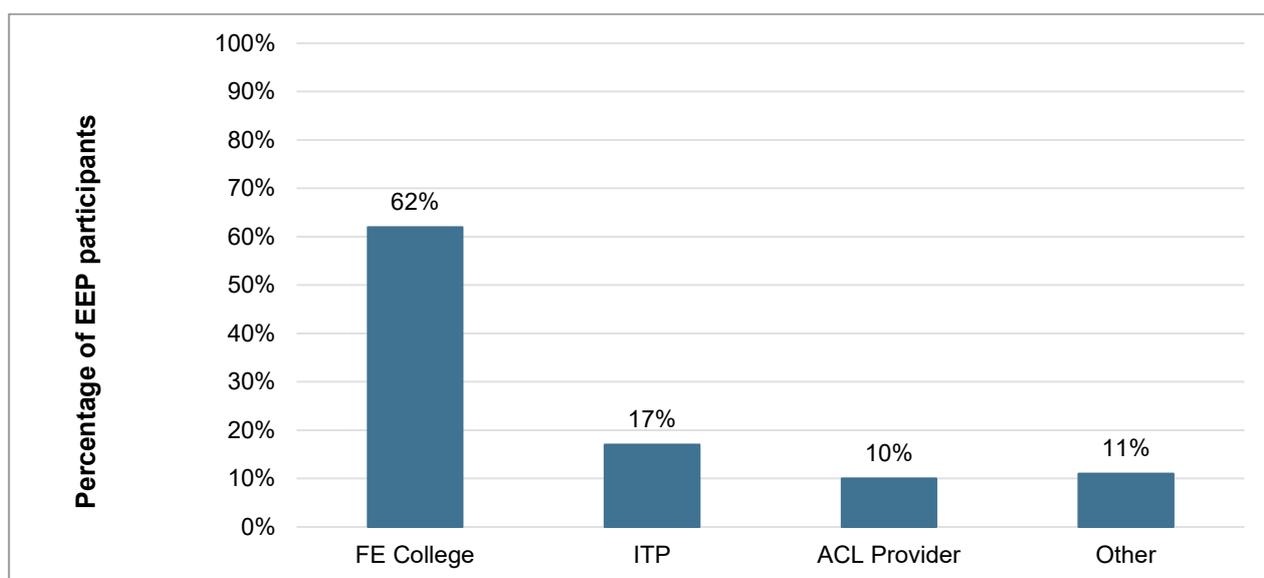
The EEP also overachieved on its targets. In total, 1,616 participants attended the programmes, against an original target of 1,410. EEP delivery partners stated that achieving the targets was relatively straightforward. There was considerable demand for the training, and the marketing of activities through CETTs and sector stakeholders was generally found to be effective.

One EEP provider did experience a slow start to recruiting participants. This was attributed to one of the CETTs being unable to promote the course in its local area. There was a subsequent delay in another CETT beginning to coordinate training in the area. This delayed recruitment, but the EEP provider still managed to achieve its targets by the end of the contracted period.

There was, however, lower demand than expected for the train the trainer courses. Delivery providers were unclear on the reasons for this. One interviewee suggested it may be because providers have limited capacity to deliver the training in-house and, therefore, would rather the training be delivered externally. It may also have been a consequence of providers having difficulty in identifying staff suitable for the training.

The EEP engaged a reasonable mix of providers. Figure 10 shows that around two-thirds (62%) of participants were from FE colleges, with the remainder roughly evenly distributed between ITPs, ACL providers and other types of provider (including third sector and offender learning providers). The high proportion of FE college staff attending EEP training reflects that colleges represent a high proportion of the English workforce.

**Figure 10: EEP participants by provider type**



Source: EEP project MI data, Creative Education, April 2015 (n=1,616)

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In total, 417 providers sent staff on the EEP, of which under half (43%) were FE colleges (see Table 3). FE colleges, on average, sent nearly twice as many teachers onto EEP courses as other types of providers, although, as with the MEP, the number of attendees per provider varied considerably.

**Table 3: Types of provider participating in the EEP programme**

Type of provider	Number of providers	Average number of enrolments per provider	Highest number of participants sent
<b>Further education college</b>	178 (43%)	5.6	40
<b>Adult and community learning providers</b>	67 (16%)	2.5	21
<b>Independent training providers</b>	113 (27%)	2.4	17
<b>Other</b>	59 (14%)	3	47

Source: Creative Education project MI data, April 2015

## SEND CPD Grant

The SEND CPD grant exceeded its targets for recruitment. In total, 422 individuals received a grant, against a target of 400. There was considerable interest in the programme, with 721 grant applications being received.

Around half of the survey respondents (52%) worked in an FE college, with a further third (33%) working in an independent training provider. The remainder came from a mix of ACL providers (2%), offender learning providers (9%) and schools (3%). The proportion of FE colleges and ITPs accessing the training broadly reflects the composition of the sector. The data does, however, suggest that ACL providers were underrepresented.

A relatively high proportion of grant recipients dropped out of their SEND training course. Only 311 out of the 422 grant recipients (74%) completed the course, which is considerably lower than the completion rates on the EEP and MEP. The reason for the high drop-out rate is unclear, as only a small number of non-completers responded to the survey.

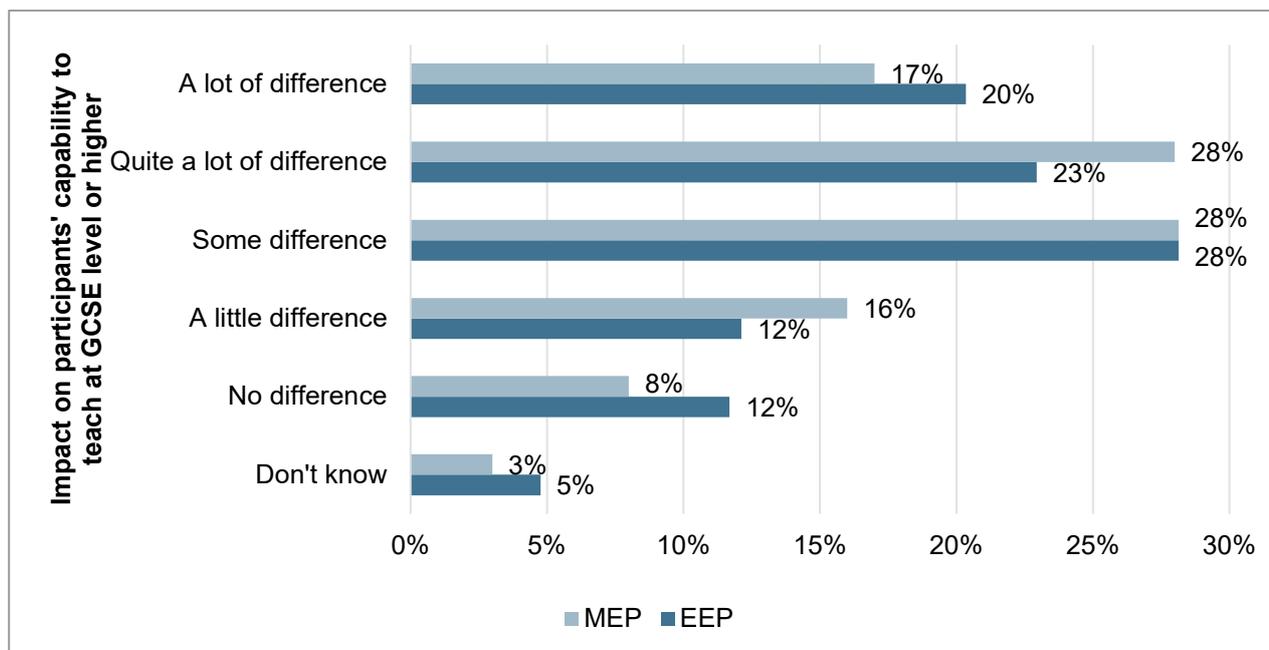
## Influence of the training in supporting teachers to develop their capacity to teach at GCSE level or higher

Figure 11 shows that the EEP and MEP have impacted on participants' capability to teach at GCSE level or higher. Around half of participants (43% of EEP and MEP participants) stated that the programme had made quite a lot of difference or a lot of difference. Only around a quarter of participants (24%) believed it had little or no impact.

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The impact for both the EEP and MEP is high in the context of what was a relatively short course. This indicates that the course content was of a high quality and relevant to teachers' needs.

**Figure 11: Impact on participants' capability to teach at GCSE level or higher**



Source: ICF CPD participant telephone survey, April 2015 (n = maths 253; English 231)

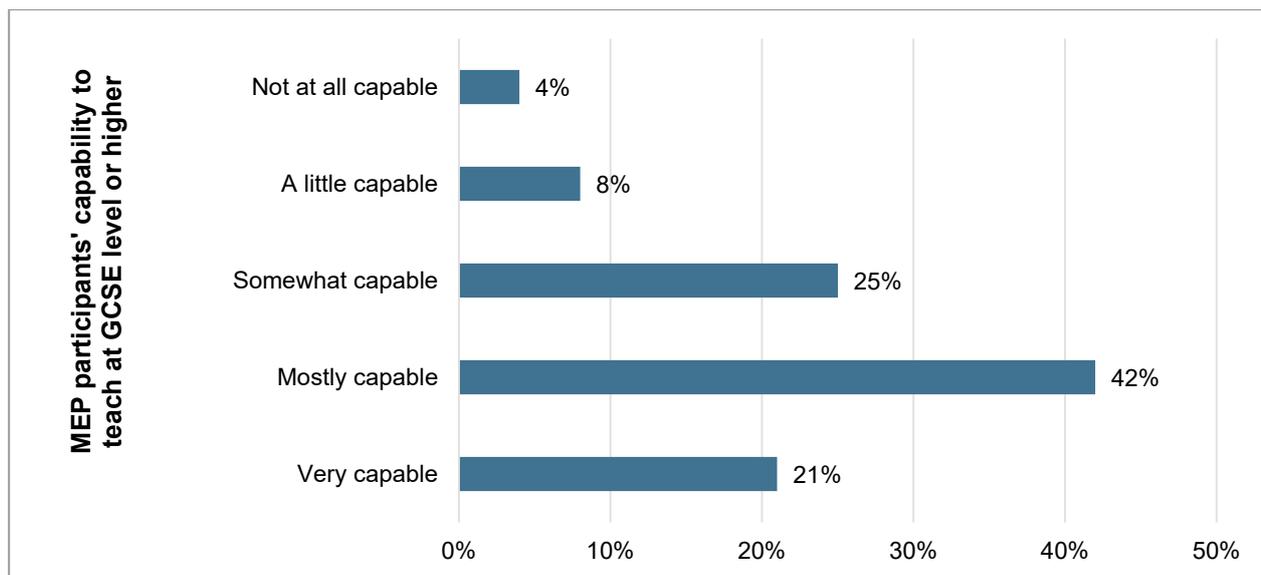
## Maths enhancement programme

The MEP has been relatively successful in supporting teachers to develop the skills to teach GCSEs. In the 2015 survey, nearly two-thirds (63%) of MEP participants believe they are now 'mostly' or 'very' capable of teaching GCSEs (see Figure 12).

It must be noted, however, that prior to enrolling on the course, 20% of participants were already teaching GCSEs for five hours or longer per week. If we assume that these participants felt capable of delivering GCSEs irrespective of the programme, we can estimate that 43% of participants that felt mostly capable of teaching GCSEs and had not taught GCSEs before.

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**Figure 12: MEP participants' capability to teach at GCSE level or higher**



Source: ICF CPD participant telephone survey, April 2015 (n = 253)

## English enhancement programme

In the 2015 survey, nearly half (48%) of EEP participants that completed their course stated that they felt fully prepared to teach English at GCSE level or higher. The remaining 52% believed they needed to undertake further professional development to be able to deliver English at GCSE level or higher. Of these participants:

- 70% believed they needed further training;
- 67% believed they needed opportunities to shadow existing GCSE teachers;
- 62% believed they require some mentoring support; and
- 51% believed they required other support. A few respondents indicated a need to undertake more subject-specific learning. Others stated that they needed further learning on the content of the GCSE curriculum.

This reflects that, in many cases, the EEP courses were reported by FE providers as being *'the start of the journey'*. Some FE providers stated that they already had plans to provide supplementary training to staff who completed the EEP course.

## 3.8 Key findings

- A broad range of participants accessed staff development provision through the FE Workforce Programme (the MEP, the EEP and the SEND CPD grant). The programmes attracted a good mix of vocational and subject specialists, experienced and recently qualified teachers, and teachers at a mix of educational levels.

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- The courses were generally perceived to be well-delivered, with 80-90% of participants reporting that the teaching and content of all three programmes were of a high standard.
- All three programmes exceeded their targets for learners. This demonstrated considerable sector demand for the training and indicated that the provision addressed a clear sector need. It highlights how a substantial subsidy can attract both providers and individual teachers to carve out the space for CPD. In relation to the MEP, in particular, there was a relatively short lead time within which to sign up teachers. This suggests that the organisations involved in organising and delivering the programme moved quickly and effectively to fill the available places.
- Some participants found the programmes, and particularly the MEP, to be very challenging. This is likely to be because some participants did not have the necessary subject knowledge to obtain maximum benefit from the programme. Around a third of participants for EEP and MEP held only a Level 2 qualification in maths or English, whereas the courses were primarily targeted at individuals trained to Level 3.
- The EEP and MEP appear to have had a considerable impact on participants' perceived capability to teach at GCSE level or higher. Around half of respondents stated that the programme had made 'quite a lot' or 'a lot' of difference to their ability to teach at GCSE level and around two-thirds of MEP respondents believe they are 'mostly' or 'very' capable of teaching GCSEs.

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## **4. Delivery of the bursary scheme and other incentives**

This chapter assesses the effectiveness of the bursary scheme and other recruitment incentives in encouraging new entrants to the sector. Specifically, it examines:

- the effectiveness of bursary scheme delivery;
- the distribution of trainee teachers receiving the bursary and other incentives (i.e. the types of recruits attracted through these schemes); and
- the impact of incentives on encouraging individuals to train to teach in FE.

The chapter draws on case studies with ITE providers and two online surveys of bursary recipients. The first survey took place from February to March 2015 and mainly covered trainee teachers that were currently studying an ITE course. The second survey took place from February to March 2016 and examined the destinations of bursary recipients who completed an ITE course.

### **4.1 Overview of BIS funded pre-employment schemes**

#### **The FE bursary scheme for maths, English, and SEND trainee teachers**

BIS ring-fenced funding of £15 million in 2013/14, 2014/15 and 2015/16 for the FE Workforce programme to deliver several programmes, including offering bursaries to graduates undertaking specialist ITE courses in maths, English or teaching learners with SEND. The bursaries aimed to increase the number of trainee teachers undertaking the specialist ITE courses and who then progress to teach maths, English or SEND in FE.

The size of the bursaries varied depending on the class of degree achieved by the graduate and the ITE subject studied (see Table 3). The highest bursaries were available for maths, which has the severest shortages of teachers. In 2013/14, the bursaries ranged from: £20,000 for a graduate with a first class honours degree wishing to teach maths; to £4,000 for graduates with a 2:1 degree wishing to teach English or learners with SEND.

In 2014/15, the bursaries for trainees wishing to teach maths who achieved a 2:1 or 2:2 increased to £20,000 and £15,000 respectively. In addition, from 2014 bursaries were also awarded to students with third class degrees in maths, provided the trainee achieved at least a B at A level maths. In 2015/16, the bursary for a maths trainee who achieved a first class honours degree increased from £20,000 to £25,000.

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**Table 4: Bursaries available to ITE trainees in 2013/14, 2014/15 and 2015/16**

Subject	First class degree or PhD			2:1 or master's degree			2:2 degree			Third class degree		
	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16	13/14	14/15	15/16
Maths	£20,000	£20,000	£25,000	£15,000	£20,000	£20,000	£12,000	£15,000	£15,000	N/A	£9,000	£9,000
English	£9,000	£9,000	£9,000	£4,000	£4,000	£4,000	N/A	N/A	N/A	N/A	N/A	N/A
SEND	£9,000	£9,000	£9,000	£4,000	£4,000	£4,000	N/A	N/A	N/A	N/A	N/A	N/A

Source: FE Bursary guidance note, BIS, August 2015

In order to be eligible for a bursary, trainee teachers had to:

- be a home or European Union (EU) status trainee;
- not be undertaking paid teaching during the duration of their ITE programme (i.e. they are 'pre-service' trainees);
- hold a UK degree or equivalent. Overseas degrees were eligible, but it was advised that ITE providers use the BIS guidance document 'Grade comparison of overseas qualifications' to assess equivalence;
- hold a degree in a related maths, English or SEND subject<sup>10</sup>; and
- be undertaking recognised ITE which equips trainees to teach maths or English from basic to GCSE and A level, or to teach learners with SEND. It was expected that this would predominantly be trainee teachers undertaking the specialist diplomas in literacy/ESOL, numeracy and SEND.

ITE providers assessed whether students met the criteria described and were therefore eligible for a bursary. Bursaries were awarded on a 'first come, first served' basis. The bursary was administered by the National College for Teaching and Leadership (NCTL) to ITE providers, who were then responsible for administering the bursary to learners.

## Mathematics Subject Knowledge Enhancement programme

The Mathematics SKE programme was introduced in April 2014 to support trainees with the potential to be outstanding teachers, but who did not have sufficient subject knowledge to undertake a maths subject specialist ITE course. ITE providers could access funding from BIS to deliver maths subject knowledge training to trainees enrolled on ITE programmes in 2014/15 and 2015/16.

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<sup>10</sup> Maths bursary recipients were ideally expected to hold a maths degree, a joint honours degree with a mathematics component, or a degree with a high maths content, such as physics or engineering. English bursary recipients were expected to hold an English language degree, or a humanities degree with a substantial English language or linguistics component. SEND bursary recipients were expected to be able to demonstrate they have the capacity to support learners with SEND.

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SKE training can vary in length and be delivered before or during an ITE programme. The maximum funding rate per trainee for SKE courses is shown in Table 5 below.

**Table 5: Maximum SKE funding rates**

<b>SKE funding rates</b>	<b>Maximum rate</b>
Up to 8 weeks	£1,910
9 to 12 weeks	£2,810
13 to 16 weeks	£3,705
17 to 20 weeks	£4,605

Source: SKE funding guidance 2014/15, BIS, 2014

## **Maths teacher Golden Hello programme**

The Golden Hello programme was introduced in March 2014 to support FE providers to attract and retain maths teachers. The BIS-funded scheme provided a payment of £7,500 to maths teachers working in an FE provider, which rose to £10,000 if the teacher undertook professional development in teaching learners with SEND. The amount was to be paid to teachers, via their provider, in the 24th month of their employment.

To be eligible for the Golden Hello scheme, teachers must:

- have taken up employment between April 2014 and September 2015;
- be commencing their first qualified teaching post;
- stay in continuous employment with their employer for two years;
- have completed a relevant maths ITE course at Level 5 or higher after April 2012; and
- spend half their contact time teaching maths at GCSE level or above.

The scheme was administered by the ETF. To access the scheme, trainee teachers had to apply to the ETF in the first year of their employment and provide evidence to demonstrate they met the eligibility criteria. This information was then verified with the teacher's employer, and confirmed again before the payment is made at the end of the second year of employment. The final date for registering for the scheme was September 2015.

## **Maths teacher recruitment incentive**

The maths teacher recruitment incentive provided a grant of £20,000 to FE providers (£30,000 if providers were working in partnership) to enable them to implement innovative methods to recruit and retain specialist maths teachers. The grant was administered by the ETF and funded by BIS.

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Providers were required to submit bids to the ETF outlining the activities they planned to undertake using the grant. Bids were submitted in April 2014 and successful bidders were notified in June 2014. Scheme activities ran until March 2015.

The maths teacher recruitment incentive is not covered in depth in this report as it has been evaluated separately by the ETF<sup>11</sup>. However, this evaluation does examine the complementarity of the scheme with other FE Workforce Programme activities.

## Premium graduate scheme

The premium graduate scheme was introduced in early 2014 and ran for two years (2014/15 and 2015/16). The aim of the programme was to provide an enhanced ITE pre-service training route for high-performing graduates in science, technology, engineering and maths (STEM) subjects and English. The enhanced ITE course was expected to last for two years and contain work experience, enrichment activities and other components to produce high-quality graduate teachers. The programme was designed to be similar to the Teach First programme.

The ETF commissioned three consortia of providers to deliver the premium maths graduate scheme. Each consortium had a funding allocation to train 15 learners. It was expected that, once the graduates completed the training, they would be taken on by providers in the consortia. Successful consortia were awarded contracts in April 2014. Recruitment activities took place in May 2014, and most trainee teachers began their study programme in September 2014. These programmes were due to complete in June 2016.

## 4.2 Perceptions of the schemes

### The bursary scheme

Nearly all ITE providers and FE providers interviewed for the evaluation believed that there was a need for a bursary scheme to encourage new maths and English teachers to enter the sector. However, some perceived the target group of ITE students who may benefit from the scheme to be relatively small. The general consensus was that the bursary scheme was unlikely to attract individuals that who would prefer to teach at schools, as these candidates could attract similar bursary for schools ITE schemes. Hence, there is no added incentive for enrolling on an FE ITE programme. In addition, ITE and FE providers generally believed that it was unlikely to have a major effect on

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<sup>11</sup> A copy of the final evaluation report is available at: <http://www.et-foundation.co.uk/wp-content/uploads/2014/03/ETF-Maths-Graduate-Recruitment-Incentive-Award-Final-Report.pdf>

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attracting high-performing recent graduates, who have opportunities to apply for jobs in areas such as finance and accountancy, which command a far higher starting salary than FE.

Where the bursary was perceived to have the greatest impact was for individuals who had always had a desire to teach in FE, but who were put off undertaking ITE due to the high cost of the training and living expenses during their period of study. In addition, the bursary was also potentially perceived to have the greatest impact on individuals with a 2:2 degree, who may have had difficulty in immediately finding work in other sectors and could therefore be persuaded to consider a career in teaching.

## **Maths Subject Knowledge Enhancement scheme**

Nearly all ITE providers believed that there were some trainee teachers who apply for ITE programmes and would benefit from a SKE course. However, some ITE providers reported practical challenges that made it difficult to run SKE courses, most notably:

- Some ITE providers believed that they would be unlikely to recruit sufficient trainees to make the course viable. These providers would require around 10 to 15 trainees in a SKE class; yet most ITE providers were only able to identify, at most, four trainees who would benefit from such a course;
- Timetabling was a major issue. Most ITE providers continued to recruit learners to ITE courses up to two weeks before the course started. This meant there was little time for individuals to pursue an SKE course before the programme commenced. Some providers also reported it was difficult to run the SKE course concurrently with the ITE programme as it was felt to create too heavy a workload for trainees; and
- Delivery of maths SKE requires the cooperation of the maths department within ITE providers. A few providers stated that their maths departments were stretched and therefore not in a position to deliver SKE provision.

Providers that were able to deliver SKE courses generally did so in partnership with their school's ITE department, which often have well-established SKE programmes. FE trainees enrolled on these courses, which were typically delivered in September before the start of the ITE course.

## **Golden Hello scheme**

Among both FE providers and ITE providers there was mixed awareness of the Golden Hello programme. Some providers had relatively little knowledge of the scheme and were unaware of the level of funding and eligibility criteria.

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The FE providers that had a good understanding of the scheme generally believed it provided some benefits in encouraging trainee teachers to apply to teach GCSEs. However, relatively few of these providers had taken on new teachers who would be spending most of their time teaching GCSEs, as they tended to ask new recruits to teach a mix of GCSEs and functional skills. Consequently, they did not provide Golden Hellos to their staff.

Most ITE providers believed that it was unlikely that the Golden Hello scheme would benefit many of their recent graduates. They understood that new teachers, even those with a strong interest in teaching GCSEs, generally started their careers in FE predominantly delivering functional skills. This, in part, reflects that there are more functional skills teaching posts available in the sector (up until now, certainly). However, it was also reported to result from FE providers being unwilling to take on recent graduates to teach GCSEs, as GCSEs are being monitored closely in Ofsted inspections and by sector stakeholders. As one ITE provider stated: *“I think many providers think that GCSEs are too important to take a risk on a new graduate”*.

## **Maths recruitment incentive**

Nearly all FE providers believed there was a strong need for the recruitment grants. The grants were felt to support activities such as marketing new vacancies, supporting recruitment incentives and also funding teaching remission to allow teachers to undertake self-study. These costs were incurred by providers due to the requirements of the new funding condition, but providers argued that they did not have the resources to cover these costs from their existing budgets.

Providers generally believed the main benefit of the recruitment incentive was its flexibility. The scheme allowed providers to propose activities that met their needs. Consequently, it could be used to complement the other recruitment activities that providers were undertaking to build organisational capacity to respond to the maths and English policy changes.

There was, however, a reported risk that using the grants to increase salaries or provide incentives to new teachers could increase teacher turnover in the sector. Teachers could leave one provider for another in order to increase their salaries. This could lead to ‘wage inflation’, which could have a negative financial impact on the sector as a whole.

## **Premium graduate scheme**

Relatively few providers were aware of the premium graduate scheme, but, when it was explained, they largely supported the objective of the programme. Most providers believed that the scheme improved the attractiveness of the sector by showing the sector

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is committed to recruiting high quality graduates. As one provider stated: *“It will help stop FE from being considered second-best to schools”*.

Providers did, however, acknowledge that the scheme was only likely attract a small number of appropriate applicants. Consequently, it would be unlikely run to the same scale as Teach First, which has recruited 7,000 teachers since 2003. Some providers also believed the organisations delivering the scheme would need to be geographically dispersed to attract prospective teachers from across England.

## 4.3 Delivery of the bursary scheme

### Promotion

ITE providers had relatively little opportunity to promote the bursary for the 2013/14 academic year. Funding for the bursary scheme was only confirmed in July 2013, which was after ITE providers had recruited most of their trainees onto teacher training programmes for that year.

In addition, most ITE providers were initially cautious in promoting the bursary because, at the time, they were unclear about the exact eligibility requirements of the bursary and concerned about the financial and reputational risk of promising the bursary to students who were not eligible. Consequently, most providers informed applicants with maths and English degrees that they “may be eligible for a bursary”, but stated that their eligibility would be assessed after enrolment. Most of the trainee teachers interviewed in 2014 were only informed they would receive a bursary after they enrolled on the programme. It therefore could not act as a tool for attracting people to undertake ITE in the first place.

For the 2014/15 recruitment (the second year of the bursary), some of the ITE providers interviewed as part of the case studies stated that they had been more proactive in promoting the bursary. A few reported advertising the bursary alongside their ITE courses in local newspapers and on public transport. Some ITE providers also promoted the bursary to final year maths and English students in local universities.

These providers believed that the bursary provided an opportunity to grow their ITE offer. In some cases, it had led to increased ITE provider spending on marketing.

“This year we have spent a lot of marketing. The bursary was a big part of our campaign and also the main reason we got extra funding for marketing. We were able to go to our senior management team and say: look, this bursary is out there, it will help attract new learners to our courses, so we want some money to promote it”. –  
*Large ITE provider*

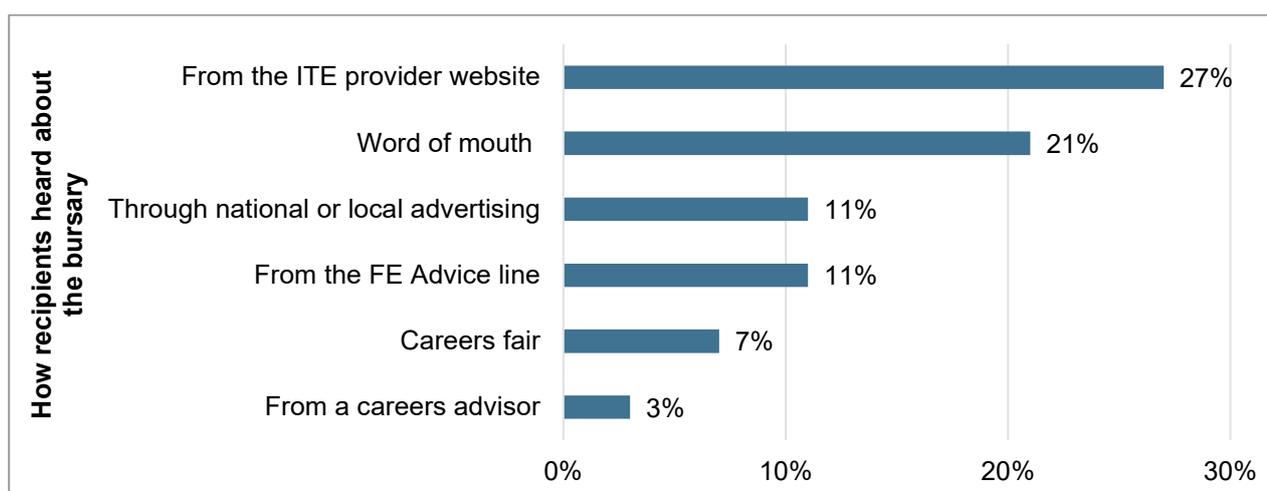
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There were, however, some ITE providers that did not change their marketing approach in 2014/15 and still primarily promoted the bursary through prospectuses and on their websites. The limitation with this approach is that it primarily targets prospective learners who already had an interest in FE teaching. It was therefore less effective in recruiting new learners who may not have otherwise considered a teaching career in FE.

The bursary survey highlighted that ITE providers adopted a range of approaches to market the bursary to their 2014/15 intake. The most common method by which recipients heard about the scheme was via the ITE provider website (see Figure 13), although this only accounted for just over a quarter of participants. The FE advice line and national and local advertising were also effective marketing pathways, each informing 11% of bursary recipients about the bursary.

It is interesting to note that a large proportion of learners found out about the survey through word of mouth. This indicates an increasing general public awareness of the bursary scheme.

**Figure 13: How recipients heard about the bursary**



Source: ICF bursary recipient survey, April/May 2015 (n = 101)

In 2014/15, the research found that few of the ITE providers interviewed were actively promoting the Golden Hello programme to prospective ITE trainees, even though it could provide an added incentive to recruit trainee teachers. This was mainly due to a lack of awareness of the Golden Hello programme. However, most providers reported that they did promote the scheme to trainees who had completed their ITE course.

## Assessing eligibility

In 2014, the formative evaluation research found that there was some ambiguity in the bursary guidance, which meant that providers adopted different interpretations of which learners would be eligible for the bursary. In particular, there were differences over whether:

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- previous degree courses enabled trainees to access the bursary;
- the bursary was only available to trainees undertaking specialist pathways, or could it be accessed by trainees on the generic route who planned to teach maths, English, or learners with SEND; and
- Master's or PhD graduates were eligible for a bursary.

The follow-up interviews in 2015 found that most providers had developed a clearer understanding of the eligibility criteria for the programme. The ambiguity was largely resolved through revisions of the guidance and through contact with BIS and NCTL.

ITE providers, however, remained cautious in promoting the bursary to new entrants. Although the guidance stated that providers were free to use their own judgement to determine eligibility, in practice, ITE providers adopted a 'safety first' rule to avoid appeals or a financial clawback following an external audit. One ITE provider had already had a legal challenge when it decided not offer a bursary to a learner because it believed the learner had insufficient maths knowledge to be eligible for a bursary.

## **Management and administration**

In the first two years of the programme, ITE providers generally reported that the bursary scheme was well-managed by NCTL and BIS. Nearly all ITE providers stated that accessing the funding was straightforward. In addition, most ITE providers also stated that both NCTL and BIS responded quickly when they had queries.

Performance data was provided by NCTL to BIS, and BIS shared data with ETF at regular intervals, which allowed these organisations to monitor progress and take action where necessary. Informal feedback was also collected from ITE providers, which led to revisions to the bursary guidance.

The only issue experienced by ITE providers was that a few reported receiving the first bursary payment a month late. ITE providers experienced this problem in both 2013/14 and 2014/15. One provider reported that this led to a trainee in 2014/15 dropping out of the ITE course because the bursary was late and they could not afford to do the course without the bursary.

In the 2015 round of interviews for the impact stage of the evaluation, most ITE providers believed that the guidance criteria and advice provided by NCTL and BIS were sufficient to enable them to administer the bursaries. The guidance was perceived to be far clearer than in 2014. Perhaps the only issue emerging from the 2015 interviews was that some institutions were still unaware of the opportunity to query their interpretation of the guidance with NCTL or BIS.

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## 4.4 Outputs achieved

### Total volume of bursaries awarded

In total, 1,132 trainee teachers were awarded bursaries by the end of March 2016. The number of trainee teachers receiving bursaries nearly doubled in the second year of the programme, rising from 231 in 2013/2014 to 463 in 2014/2015. In 2015/16, 438 bursaries were awarded, but the number of awards was capped due to high demand.

In the first year of the scheme, there was considerable variation in the number of bursaries awarded by ITE providers. Only four ITE providers awarded more than 10 bursaries, and most awarded one bursary. In some cases, this was due to ITE providers having a strict interpretation of the eligibility criteria and only awarding bursaries to learners that they believed would not otherwise have enrolled on the ITE programme and were committed to teach maths and English. As noted above, there was also a sense that the flexible eligibility criteria discouraged providers from offering the bursary. They were concerned that auditors may find that they interpreted the guidance incorrectly and ask them to return the funding. ITE providers that recruited a high number of bursaries in 2013/2014 generally offered the bursary not only to maths and English graduates, but also to students who had studied in subjects that had substantial maths or English content.

In the second and third years of the scheme, there was less variation in the number of bursaries awarded by ITE provider. The number of ITE providers giving 10 or more bursaries rose from 4 to 12 in 2014/2015 and to 13 in 2015/16. However, bursary awards in both years were dominated by a few ITE providers. In 2013/2014, three providers awarded 61% of bursaries. In 2014/2015, four providers accounted for 46% of bursaries; and in 2015/16, four providers accounted for 45% of bursaries. This suggests that some providers remain cautious in offering bursaries.

The increase in enrolments in 2014/15 appears to demonstrate that, given a full year of marketing, ITE providers have been able to attract new learners to study ITE. Indeed, the ITE providers delivering the bursary in 2013/2014 recruited on average 20% more learners in 2014/2015.

However, those increases are also likely to be partly attributable to changes in the eligibility criteria for maths (offering bursaries to maths graduates with third class honours degrees in the second year of the scheme). Over twice as many ITE providers awarded bursaries in 2015, compared to 2014 (57 compared to 25).

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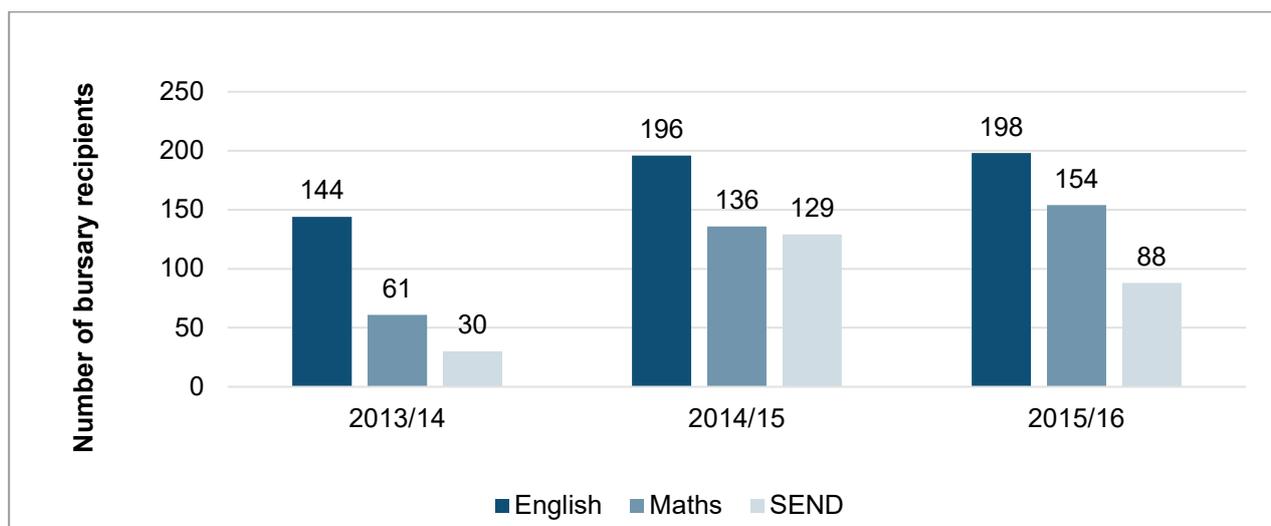
## Breakdown of bursaries by subject

Just under half (47%) of the bursaries were awarded to trainee English teachers. In total, 538 trainee teachers received an English bursary, compared to 351 maths trainees and 247 SEND trainees<sup>12</sup>.

Figure 14 shows that the number of students receiving maths and SEND bursaries increased considerably in the second year of the programme. There were 61 maths bursaries awarded in the first year of the scheme, compared to 136 bursaries in the second year of the scheme. Similarly, the number of SEND bursaries rose from 30 to 129. This suggests that the opportunity to more widely promote the bursary in its second year appears to have had a greater impact on maths and SEND enrolments.

The number of maths bursaries awarded increased by a further 13% in 2015/16. The number of SEND bursary recipients decreased from 2014/15 to 2015/16. However, this was likely to be due to NCTL restricting the number of SEND bursaries in 2015/16 as the programme was oversubscribed.

**Figure 14: Breakdown of bursary awards by subject and year**



Source: Bursary MI data, BIS

In the ITE case studies, most interviewees also noted an increase in maths and SEND applications in 2014/15, whereas English applicants remained fairly static. ITE providers generally attributed the increase in maths applicants to the bursary scheme, reporting that far more ITE applicants were aware of the bursary in 2014/15 compared to 2013/14.

The high value of maths bursaries was also perceived to be far more of an incentive for maths students, and particularly students with 2:2 who would receive a bursary of

<sup>12</sup> Figures correct at the time but have since been revised

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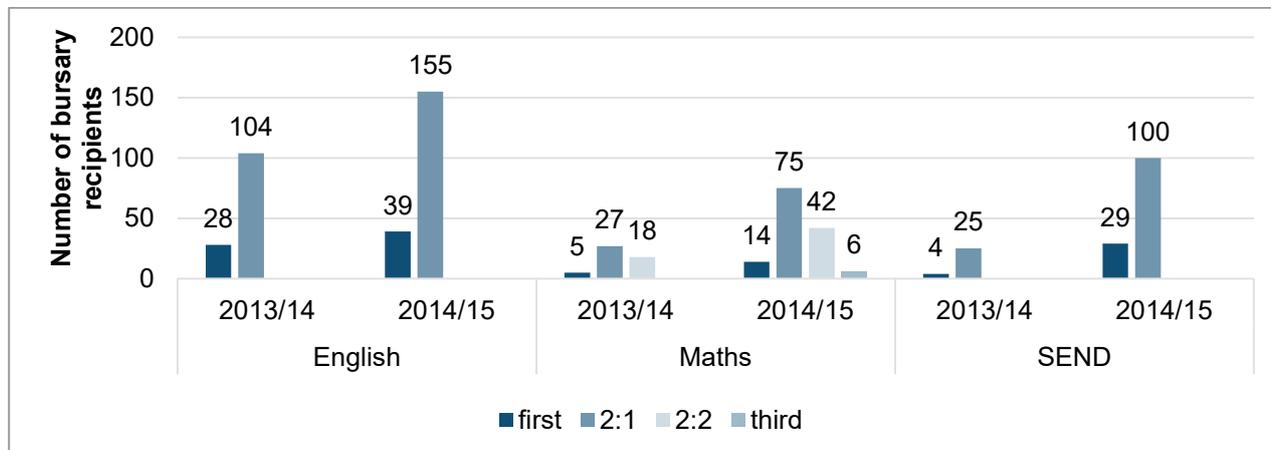
£15,000. ITE providers believed that the bursary of £4,000 for English trainee teachers was unlikely to have the same impact as the maths bursaries, as it would not cover the course fees or trainee living expenses for the time they studied the course.

ITE providers believed that the increase in SEND bursaries since 2013/14 was partly due to the bursary and partly due to a growing number of providers offering the SEND subject specialism. The bursaries for SEND were found to be particularly effective because there are no comparable bursaries available for SEND specialists in schools. In addition, there were no specific prior SEND qualifications that trainees were required to have completed to be eligible for the bursaries. This meant that there was a far wider pool of graduates who could benefit from the grant.

### Breakdown of the bursary by degree classification

Figure 15 shows that, for all three of the subject specialisms, bursaries were most commonly awarded for trainee teachers with a 2:1 in their previous degree. The proportion of bursary recipients with a first did not change in 2014/15, despite the bursary being far more widely marketed in its second year. This suggests the bursary has not had a meaningful impact on attracting the highest-achieving graduates to teach in FE.

**Figure 15: Bursaries awarded by degree classification in 2013/14 and 2014/15**



Source: ICF bursary recipient survey, April/May 2015

It is interesting to note that in maths, where bursaries are available for learners with a 2:2 or third, more than twice as many trainees enrolled with a 2:2 degree than a first class degree. ITE providers reported that this is because students with a 2:1 or first were perceived to be more likely to gain employment in other sectors shortly after completing their degree. In contrast, students with a 2:2 degree were expected to face far more competition in the labour market, and were therefore perceived to be more likely to consider a wider range of career opportunities, including teaching in FE.

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Relatively few trainees with a third class degree received a bursary. This is most likely to be because only a few ITE providers enrol learners with a third class degree, and those that do generally require the trainee to have substantial industry experience.

## **Number of individuals receiving a Golden Hello**

There has been relatively little demand for the Golden Hello programme. As of March 2015, only eight learners had applied for a Golden Hello<sup>13</sup>. This may partly be due to ITE and FE providers having low awareness of the scheme. As stated earlier in this chapter, quite a few providers were unclear about the scope of the scheme and its eligibility criteria.

In addition, ITE providers reported that trainee teachers had relatively little awareness of the Golden Hello scheme while they studied their ITE course. As few ITE providers promoted the Golden Hello scheme to ITE trainees that graduated in 2014/15, it is likely that some recent teachers were unaware of the opportunity for a Golden Hello.

However, perhaps the most important factor influencing the take-up of the Golden Hello is provider recruitment practice. As stated in Chapter 2, the majority of providers appear to be recruiting more senior teachers to deliver GCSEs. Relatively few of these new teachers would be eligible for a Golden Hello programme. ITE providers also stated that, in the last two years, few of their recent graduates have progressed to teach predominantly GCSEs, as most spent all or a substantive part of their time teaching functional skills.

## **Number of individuals benefiting from the Premium Graduate recruitment scheme**

The Premium Graduate Recruitment scheme was initially promoted through national newspapers and sector publications. In addition, most consortia also conducted some local recruitment through graduate fairs and in local newspapers.

Lead providers in the consortia generally reported good demand for programme places. The local recruitment was generally felt to be more effective than national recruitment, as most providers believed that relatively few individuals would be willing to relocate to participate in the scheme and, consequently, they were more likely to recruit local learners. Most providers stated that their programmes were oversubscribed.

The candidates were generally felt to be of good quality. However, lead providers did report that the late promotion of the programme (consortia were only able to begin

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<sup>13</sup> This figure was accurate at the time the report was written – by the end of the first year the Golden Hello had 13 recipients

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marketing the programme in May 2014) meant that many prospective candidates had already enrolled on ITE courses. To ensure a good range of candidates applied for the programme, some of the providers that delivered ITE courses decided to promote to programme to applicants on their mainstream PGCE programmes.

## **Take-up of the SKE programme**

The survey found that around half of maths bursary recipients received the SKE training. The SKE training had a considerable impact on trainees' confidence in teaching GCSEs. Two-thirds of respondents that undertook the SKE course believed that it had a substantial impact on their capability to teach at GCSE level or higher (reporting as 4 or 5 on a 5-point scale of impact).

The survey indicated that some trainees enrolled on SKE programmes already had considerable knowledge of maths and therefore did not find the course challenging. Around a third of survey respondents stated that the course was 'only a little' or 'not at all' challenging. These respondents almost exclusively stated that the scheme did not have a major impact on their capability to teach at GCSE level or higher.

## **4.5 Effectiveness of the bursary scheme on stimulating demand for further education ITE programmes**

### **Why bursary recipients chose to undertake ITE in FE**

As shown in Figure 16, the most common reasons for bursary recipients enrolling on ITE courses in 2014/15 was to share their subject knowledge and to support disadvantaged learners. However, motivations for enrolling on ITE programmes varied depending on recipients' subject specialisms. Maths bursary recipients were far more likely to study ITE in order to share their subject knowledge. In contrast, the main driver for SEND and English bursary recipients to undertake the ITE course was to support disadvantaged learners.

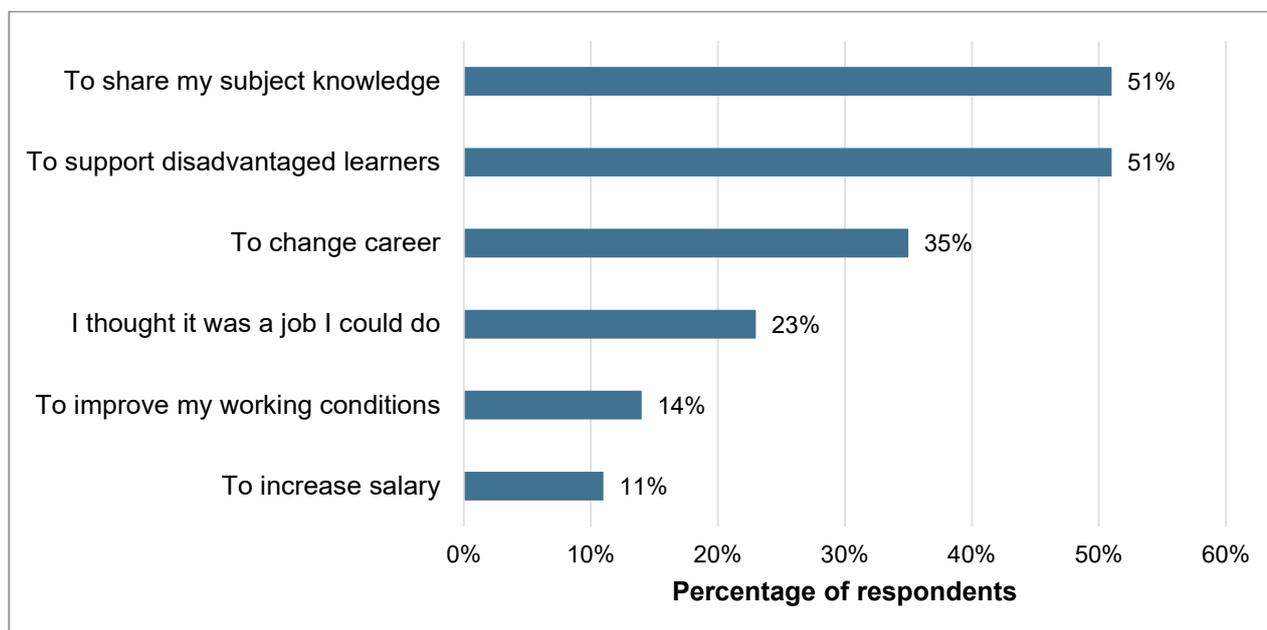
Most of the 2013/14 bursary recipients interviewed as part of the ITE case studies at the formative evaluation stage reported that they undertook the subject specialist ITE course to support disadvantaged learners. These trainee teachers primarily wanted to teach functional skills and first steps learning in FE. In comparison, more survey respondents that received a bursary in 2014/15 chose to enrol on an ITE course to share their subject knowledge, which is likely to result in a higher volume of trainees wanting to teach at GCSE level or higher.

Around a third of participants (35%) enrolled on ITE courses to change careers. Few appeared to do so in order to improve working conditions or to increase salaries. The qualitative interviews with ITE trainees in 2014 also found that many took pay cuts to

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work teach in FE. These trainees chose to enrol on the ITE course because they felt that teaching would be a more rewarding profession.

**Figure 16: Bursary participants' motivation for undertaking the subject specialism**



Source: ICF Bursary recipient survey, April/May 2015 (n=101)

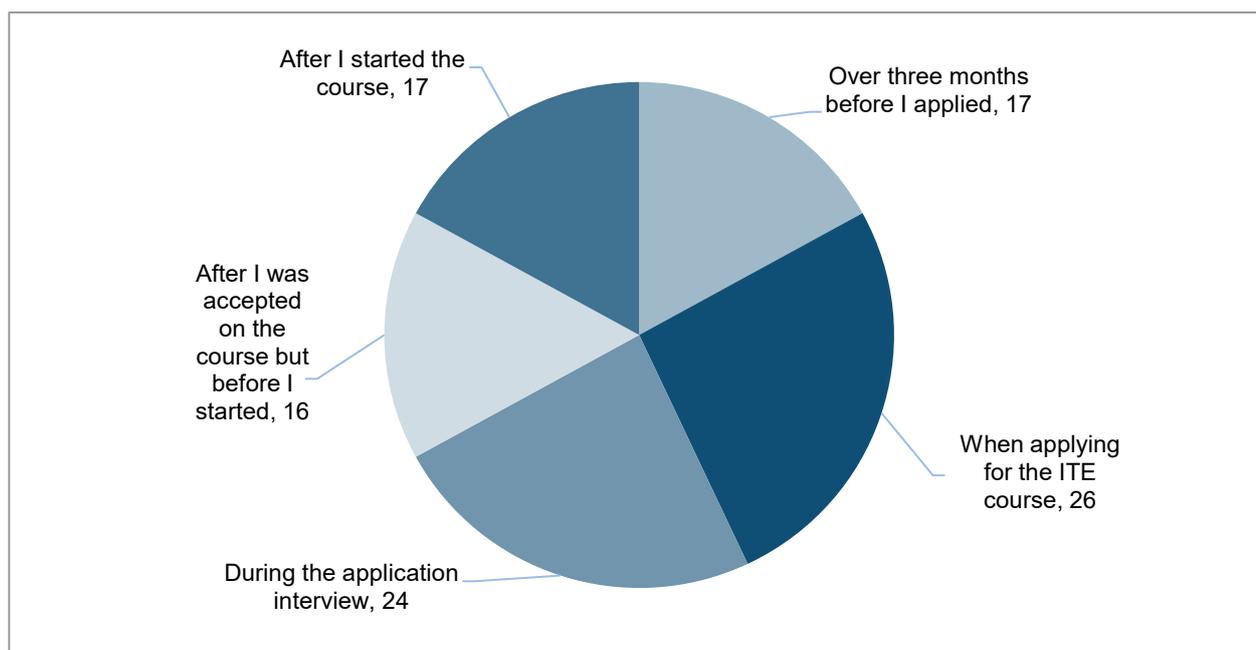
## When providers first heard about the bursary scheme

Most trainees heard about the bursary when they were applying for their ITE course or after they started (see Figure 17). Less than a fifth of trainees (17%) heard about the scheme more than three months before they applied for the ITE course, when it would have potentially had the greatest influence on their decision to train to teach in FE. This is largely consistent across all providers, despite some ITE providers being more proactive in promoting the bursary.

English trainees were more likely to hear about the bursary three months before they enrolled. Around a third (34%) of English trainees had heard about the training at least three months in advance, compared to only 14% of maths students. The reason for this variation is unclear. It may be that English students were proactive in considering their future career options, or that the bursaries are being promoted by specific third party career services that specialise in supporting English students.

**Figure 17: When trainees first heard about the bursary**

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Source: ICF Bursary recipient survey, April/May 2015 (n=101)

## The extent to which the bursary influenced trainees' decisions to teach maths, English, or learners with SEND in FE

As shown in Figure 18, 43% of the bursary recipient respondents to the 2015 survey believed the bursary had a substantial influence on their decision to teach in FE, and 36% believed it had a similar level of influence on their decision to undertake the subject specialist course rather than the generic ITE qualification.

In the 2016 survey, 53% of respondents stated they would not have undertaken their ITE course had the bursary not been available. Maths teachers were more likely to be influenced by the bursary, with 66% of respondents reporting that they would not have undertaken their ITE course had the bursary not been available. Most bursary schemes generally have a high level of deadweight, as it is difficult to only target trainees that would not otherwise have accessed a programme, so this proportion of participants enrolling on the ITE course because of the bursary is higher than might be expected.

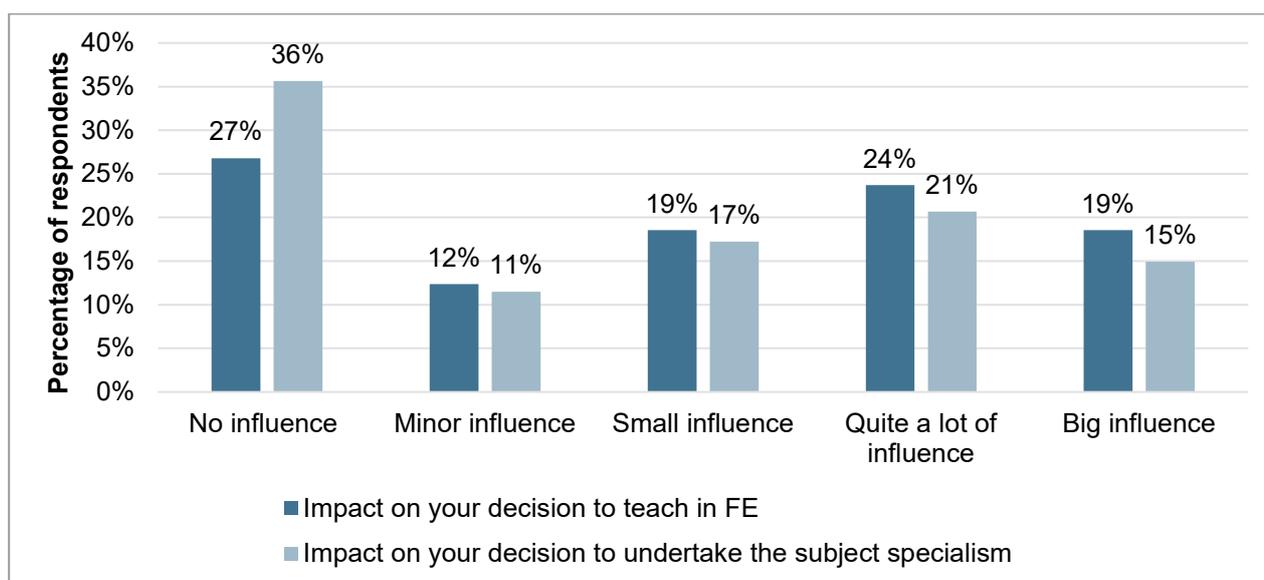
The division of bursary awards by degree classification and subject also appear to be broadly appropriate. Of the 53% of survey respondents reporting that they only enrolled on their ITE course because of the bursary, over three-quarters (76%) stated they would not have undertaken their course had the bursary award been halved. This view was largely consistent irrespective of the size of the bursary award or the degree classification obtained by the bursary recipient.

The bursary is likely to have had far less of an impact in the context of the 2013/2014 cohort. Although there are few survey responses for bursary recipients that started their ITE course in the first year of the scheme, the ITE provider case studies conducted in

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2014 as part of the formative evaluation suggest that nearly all learners from this year would have enrolled on the ITE course anyway, as the bursary funding was confirmed after most trainees had accepted their place on their ITE programme. Nevertheless, many of these recipients argued that the bursary played an important role in either: increasing the likelihood of them completing the course (by reducing the financial risk); or allowing them to concentrate on the course rather than having to work at the same time.

**Figure 18: The influence of the bursary on trainees' decisions to teach maths, English, or learners with SEND**



Source: ICF Bursary recipient survey, April/May 2015 (n=88)

## The influence of the Golden Hello scheme on trainees' decisions to undertake the ITE course

The Golden Hello scheme appears to have had very little impact on trainee teachers' decisions to enrol on an ITE course. In the bursary recipient survey only 6% of survey respondents stated they were aware of the Golden Hello scheme before they enrolled on their ITE course. None of these learners stated that the Golden Hello scheme had a notable influence on their decision to enrol on their ITE course.

This indicates that there is relatively little awareness of the Golden Hello scheme among prospective ITE trainees. This lack of awareness limits the impact of the Golden Hello scheme in encouraging new teachers to enter the sector.

## 4.6 Key findings

- In the first year of roll out (2013/14), the bursary had a limited impact on increasing ITE enrolments, largely because the funding was committed late, so ITE providers had little opportunity to promote it. However, since then, the number of bursary

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awards has doubled, suggesting the programme is increasing enrolments on ITE courses.

- In 2014/15 and 2015/16, ITE providers were generally far more proactive in promoting the bursary, advertising in local newspapers and targeting promotion to new or final year maths and English degree students. However, a few providers continued to primarily promote the bursary primarily through their website and prospectus. The limitation of this approach is that it primarily attracts trainees who already had an interest in undertaking ITE for FE.
- In the second and third year of the scheme, there was a substantial increase in maths and SEND bursary recipients, compared to the first year. ITE providers report that this was primarily due to an increase in applications for ITE programmes, which they mainly attributed to the bursary. It is also likely that the increased marketing of ITE courses undertaken by providers (which was often stimulated by the availability of the bursary) will have raised graduate awareness of FE teaching routes, which in turn will have increased enrolments.
- The bursary scheme has been relatively successful in incentivising individuals to train to teach in FE. Over half of all bursary survey respondents, and particularly maths trainee teachers, stated they would not have undertaken their ITE course without the bursary. Most bursary schemes generally have a high level of deadweight, as it is difficult to only target trainees that would not otherwise have accessed a programme, so the proportion who enrolled on the ITE course because of the bursary is higher than might be expected.
- The size of the bursaries also appears to be broadly appropriate. Over three-quarters (76%) of survey respondents who enrolled on their ITE course because of the bursary stated they would not have done so had the bursary been halved. This was consistent across maths, English and SEND teachers and trainee teachers of different degree classifications.

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## **5. Outcomes and impact of the FE Workforce Programme**

This chapter assesses the outcomes and impact of the FE Workforce programme on improving the quality of maths, English, and SEND teaching and supporting the FE sector to respond to recent policy changes. Specifically, it examines:

- The impact of the programme on improving the quality and quantity of maths and English teachers;
- The extent to which the programme has improved the quality of support provided to learners with SEND;
- The extent to which the programme has helped FE providers alleviate workforce needs that have arisen as a consequence of recent maths, English and SEND policy changes; and
- The impact of the programme in raising standards in maths and English.

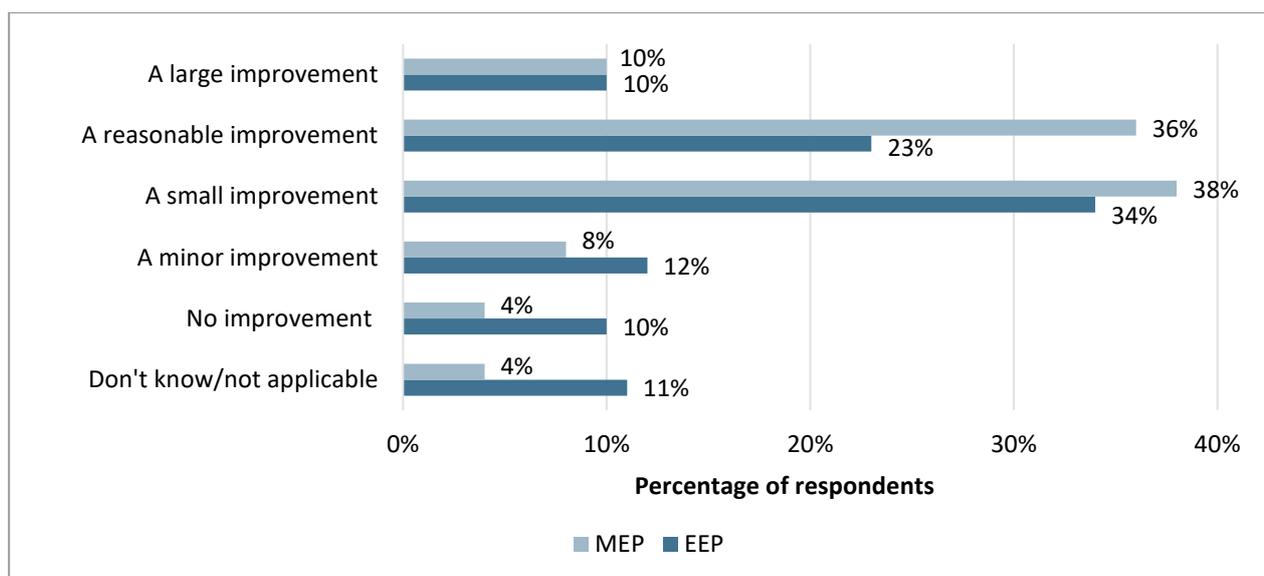
### **5.1 Improving the quality of maths and English teaching**

#### **The EEP and MEP programmes**

The CPD programmes appear to have had a positive impact on most participants' teaching. In surveys that took place 9-12 months after participants had completed their course, 86% of respondents stated that the programme had influenced their teaching, and nearly half (46%) of MEP participants and a third (33%) of EEP participants believed that it had led to a large or reasonable improvement (reporting 4 or 5 on a 5 point scale). The scale of impact was consistent among all teachers, irrespective of their prior subject knowledge.

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**Figure 19: Influence of the training on participants' teaching**



Source: ICF CPD participant surveys, April 2015 and March 2016 (n = 253 MEP; 159 EEP)

The programme improved both functional skills and GCSEs teachers' teaching. In the survey, there was no discernible difference between the benefits felt by teachers who predominantly taught functional skills and those who predominantly taught GCSEs. This was corroborated by the qualitative interviews with providers and participants, where most reported that the CPD training appeared to have considerably improved the quality of functional skills teaching, as well as GCSE teaching.

Although a smaller proportion of EEP participants reported a considerable impact, this may be because some of the EEP participants undertook a 'train the trainer' course or attended 'refresher' courses for experienced GCSE teachers. These participants already had some experience in delivering GCSEs and, consequently, would be less likely to have changed their approach substantially as a result of the training.

The qualitative interviews with CPD participants and providers in 2014 and 2015 identified some tangible improvements that participants had made to their teaching as a result of the course. The most commonly-cited improvements were:

- Using more varied teaching methods (such as group work and assignments) during lessons;
- Being able to teach students about 'shortcuts' for conducting more complex tasks such as algebra; and
- An increased use of online teaching tools to support teaching.

Many participants stated that these techniques were often learnt by observing the way that the CPD tutors taught the class. Many of these tutors were experienced teachers who used a range of methods for course delivery. Most providers stated they had learnt

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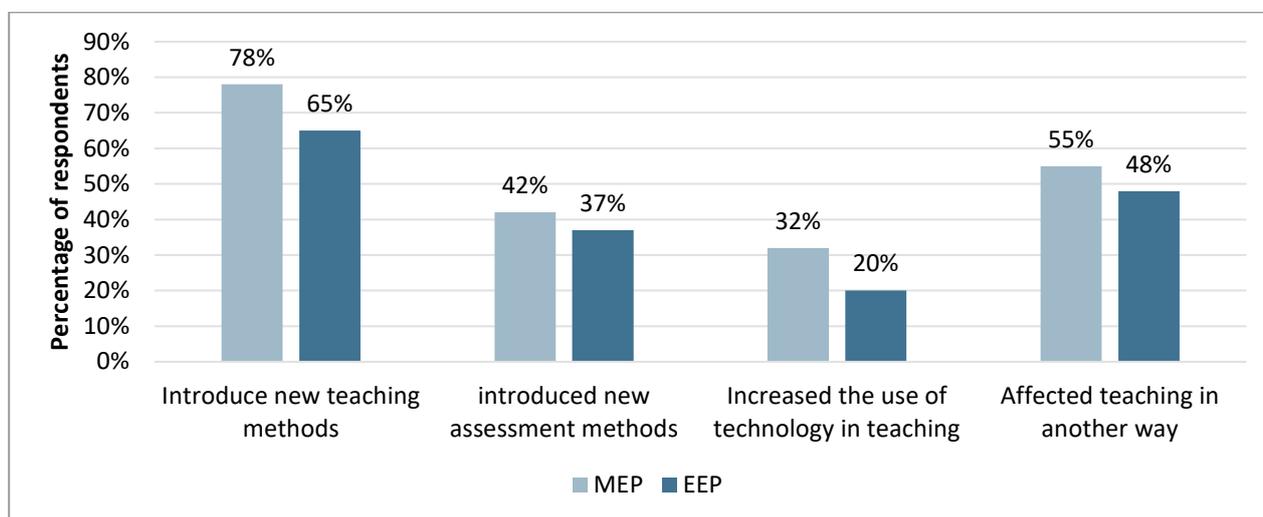
from tutors' good or effective practice in teaching some topics, which they have subsequently applied to their own teaching.

Some providers also reported that the programmes had motivated teachers to be more open about discussing their knowledge gaps and to actively seek out feedback from colleagues on how they could improve their teaching. This was particularly common when a provider had sent a high number of participants (more than 10) to the training. These teachers often continued to collaboratively discuss which area of their teaching worked well and what could be improved.

The main impact of the CPD has been on influencing teaching methods. In total, 78% of MEP and 65% of EEP survey respondents reported that they had introduced new teaching methods as a result of the training (see Figure 20). A third of MEP participants and a fifth of EEP participants also reported that, as a consequence of the training, they were making greater use of technology in their teaching.

The EEP programme has had a slightly lower impact on teaching practice. As stated earlier, this may be because a higher proportion of EEP participants were experienced English teachers and, consequently, may have had less scope to improve their teaching. It may also be because fewer EEP participants (44%) reported the quality of teaching to be excellent compared to MEP learners (60%).

**Figure 20: How the training affected participants' teaching**



Source: ICF CPD participant telephone survey, April 2015 (n = 253 maths; English 231)

Over half of EEP and MEP participants also reported that the training affected their teaching in other ways. These included:

- *'[it led me to give] emphasis on certain ideas, e.g. persuasive techniques in functional skills'*;
- *'I learnt different ways of teaching'*;

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- *'[it gave me] more ideas on how to get lessons across to the learners to make it more interesting for them';*
- *'[it] made me challenge students more'; and*
- *'[it gave me] more confidence in what I'm doing'.*

## Recruitment incentives

Some ITE providers reported that, since the bursary was introduced, they have seen an increase in the number of applicants with a first or 2:1 degree. A few providers attributed this to the bursaries, both because it influenced prospective teachers' decisions to apply and also because it was used by some providers as part of a wider marketing campaign to attract new learners.

The bursary was most likely to have an effect on English and SEND trainee teachers, as the bursaries for these subjects are only awarded for learners that have a first class or 2:1 degree. However, increased marketing of ITE courses is also likely to attract maths graduates who may not otherwise have considered studying ITE for FE.

Some providers that delivered the Premium Graduate Scheme reported that it had helped them attract and train highly-skilled graduates who may not otherwise have entered the FE sector. These providers found that the scheme was particularly helpful in marketing the sector at recruitment fairs, where recent graduates were attracted to the opportunity to work and train at the same time. Most consortia had recruited their allocation of 15 participants and expected that the majority would continue to work in FE once they completed their course.

A few providers also believed the scheme helped them to 'fast track' talented trainee teachers to senior roles. The supplementary leadership and management provision was felt to support trainees to develop the planning and management skills they needed to progress to curriculum head roles. As such, some of the providers offering the premium graduate scheme had plans to continue to offer a higher level ITE route as an alternative pathway to ITE students on a cost-recovery basis.

The case studies showed that the subject knowledge of maths and English teachers varied considerably. A reasonable proportion of teachers was qualified at degree level in maths and English or had similar qualifications, but there were also some teachers who only held Level 2 or Level 3 qualifications in their subject area. However, given the increase in graduate uptake experienced by some providers, attributed to the incentives, the recruitment incentives are likely to increase the proportion of degree-level teachers delivering maths and English. Although ITE providers were keen to stress that good subject knowledge of maths, English, and SEND did not necessarily mean that the trainee teachers had good pedagogical skills, it would be reasonable to assume that

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many trainee teachers will acquire these skills as part of their ITE programme and further develop them when working in the sector.

## 5.2 Impact of the programme on increasing the stock of maths and English teachers

### Bursary scheme and Golden Hellos

The bursary has had a considerable impact on increasing the number of individuals training to enter the FE sector. In 2014/15 and 2015/16, an extra 200 trainee teachers have received a bursary per year, compared to the baseline year in 2013/14 when the bursary was released too late in the year to affect recruitment. Moreover, the bursary has also provided a rationale for some providers to increase the promotion of their ITE programmes, which is also likely to have led to an increased number of trainee teachers studying to enter the FE sector.

In the bursary recipient survey in 2016, over three-quarters (76%) of respondents who completed their ITE course stated they had gained employment in the FE sector. This is a higher proportion than for ITE provision in general, where 59% of trainees subsequently enter employment in the FE sector<sup>14</sup>. The results from the bursary recipient survey should, however, be viewed with caution as it represents only a small proportion of all bursary recipients. Moreover, bursary recipients working in the sector are potentially more likely to respond to the survey in order to support FE policy developments.

Over half (58%) of trainee teachers who progressed to employment in an FE provider worked in a GFE college. Relatively few (17%) gained employment in ITP or ACL providers. This is, perhaps, unsurprising given that these providers have not been substantially affected by recent maths and English policy changes. Some bursary recipients (13%) also gained employment at sixth form colleges, which were not the explicit focus of the programme.

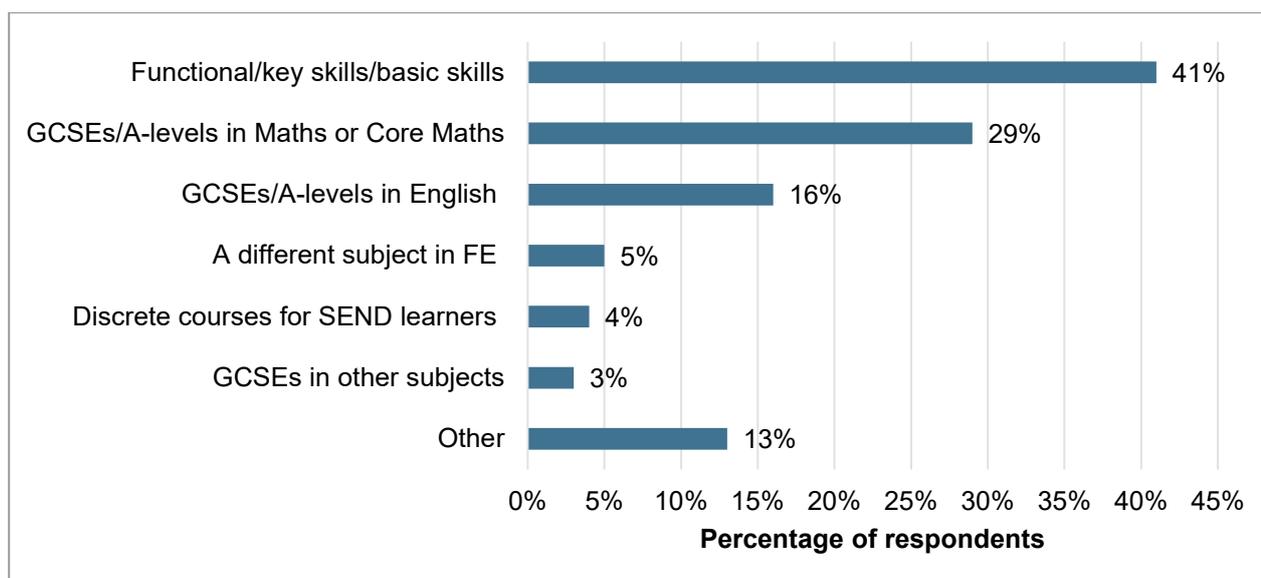
As shown in Figure 21, 45% bursary recipients reported teaching GCSEs in maths or English and 41% stated they taught functional skills. This reflects the findings from the qualitative interviews, which found that most providers were both recruiting new GCSE teachers and also backfilling functional skills roles vacated by existing teachers who have been up-skilled to teach GCSEs.

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<sup>14</sup> Collection and Analysis of ITE for FE, ETF, 2015

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**Figure 21: Subjects taught by bursary recipients**



Source: ICF Bursary recipient survey, February/March 2016 (n=76)

The Golden Hello has had a more limited impact on recruiting new entrants to the sector. In the ITE provider interviews in 2015, the research found that relatively few providers were promoting the Golden Hello as an incentive to new entrants. There was also relatively low awareness of the scheme by providers, which suggested that providers were unlikely to use the Golden Hello scheme to promote the FE sector to new entrants.

## CPD programmes

In the 2015 and 2016 survey, a relatively high proportion of trainees expected to progress to teaching GCSEs following the EEP and MEP training. In total, 65% of MEP participants and 67% of EEP participants stated that since completing their CPD they are teaching GCSEs/Core Maths or plan to do so in 2016/17. Ten per cent of participants did not plan to deliver GCSEs and the remainder were already delivering GCSEs.

Extrapolating the survey data to the entire cohort of MEP and EEP learners gives an estimate of 1,400 maths teachers and 945 English teachers that will be delivering GCSEs for the first time after completing their CPD programme. This is a sizeable contribution to the maths and English teacher workforce. It equates to around 20% of maths and science teachers and 8% of English and communication teachers working in FE providers at the start of the programme in 2013/14<sup>15</sup>.

<sup>15</sup> FE Workforce data reports 2013/14 compiled by the ETF (available at: <http://www.etf-foundation.co.uk/research/fe-workforce-data-reports-2013-14/>).

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In the qualitative interviews, most providers said that they would have been likely to ask a few of these teachers to deliver GCSEs had they not accessed the programme, in order to meet the requirements of the new funding condition. However, nearly all providers acknowledged that the MEP and EEP programmes enabled teachers to be better prepared for delivering GCSE training to a higher quality; and a few providers reported they were able to promote staff to GCSE teaching roles sooner as a result of the programme.

Among participants who already delivered GCSEs, the survey found that most had increased the time they spent teaching GCSEs. On average, EEP and MEP participants spent on average 4.7 hours per week teaching at GCSE level or higher. Since completing the programme, participants that continued to teach GCSEs spent an average of 5.9 hours per week teaching GCSEs. In the qualitative interviews, some providers reported sending staff that already delivered GCSEs but were not confident in doing so, in order to build their confidence in the subject area.

This suggests that as well as developing new maths and English teachers, the programme has also developed the capability of teachers already delivering GCSEs, which is likely to have helped them spend more time teaching this provision.

### **5.3 Impact on improving support for learners with SEND**

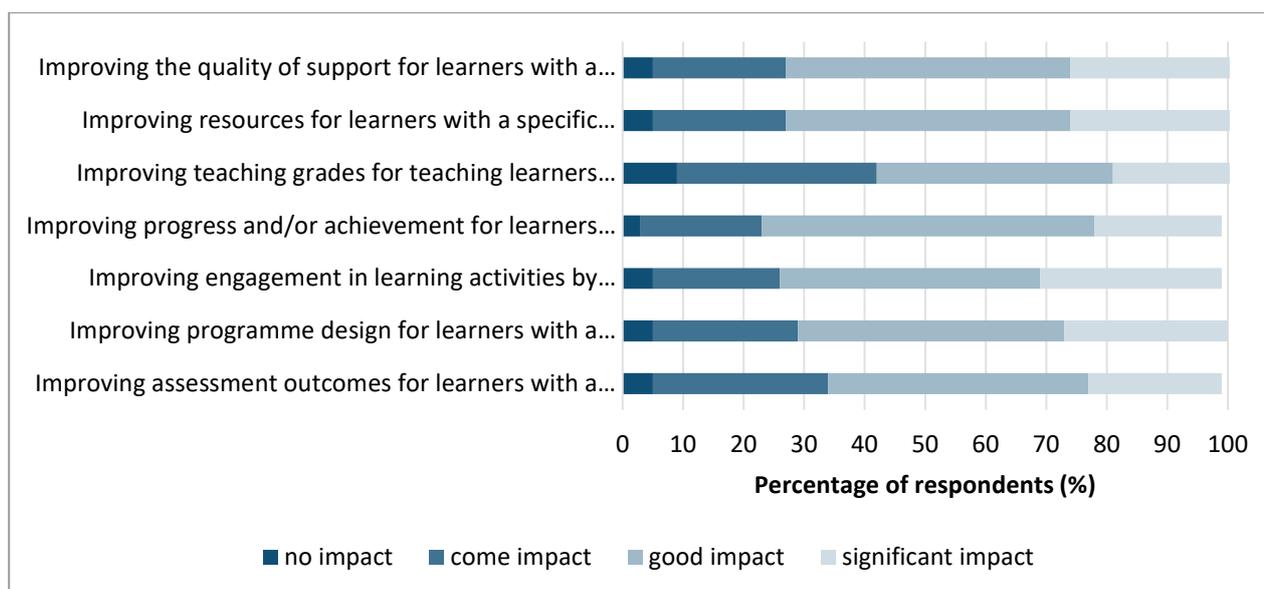
The SEND participant survey found that the training had a substantial impact on SEND teaching practice. Across nearly all of the criteria described in Figure 22, more than 60% of respondents stated the programme had a 'significant' or 'good' impact on their teaching. The greatest impact has been in relation to:

- Improving engagement in learning activities by learners with a specific impairment (reported 'good' or 'significant' impact by 73% of respondents);
- Improving programme design for learners with a specific impairment (71% of respondents); and
- Improving teaching grades for teaching learners with a specific impairment (69% of respondents).

This is a high level of impact for a short course, suggesting that the provision met the needs of applicants and was well-delivered.

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**Figure 22: Impact of the training on SEND participants**



Source: SEND Participant online survey, ACETT, April/May 2015 (n= 134)

Most FE providers reported that the training led to an improvement in participants' teaching, particularly in the way they monitored learners' performance and developed schemes of work. A few providers also reported that participants had disseminated good practice from the training to colleagues and were *'more confident in challenging poor practice'*.

Most providers also reported taking positive steps to deliver more holistic support to learners with SEND. However, providers are still at a relatively early stage of making changes in this regard. Limited provider capacity to deliver in-house training means it is likely to be two to three years before some of the changes providers are developing to respond to the Children and Families Act come to fruition. The impact of the SEND CPD grant in supporting these changes are therefore likely to be felt in the long term.

## 5.4 Supporting providers to respond to maths and English policy changes

### Alleviating provider recruitment challenges

The bursary scheme has increased the flow of new maths and English teachers entering the sector, but high demand has meant that providers have continued to experience difficulties in attracting new teachers. Most providers stated that they are still aiming to recruit new teachers in the summer of 2016.

This is, perhaps, unsurprising, given that most of the near 400 FE colleges in England are aiming to recruit between 8 and 12 new maths and English teachers each, and given

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that the sector has historically experienced difficulties in recruiting maths and English teachers in competition with schools. The bursary was always likely contribute to alleviating, rather than fully alleviate, recruitment challenges faced by the sector.

There is evidence that the maths recruitment incentive has complemented the bursary scheme and encouraged more new maths and English teachers to come into the sector. In the case studies, most providers that received funding from the recruitment incentive had used it to deliver activities that were felt to be effective in recruiting new maths and English teachers. These activities included:

- Targeted marketing campaigns in local and regional publications, including activities focused on recent maths and English graduates;
- Financial incentives, such as funding an initial payment for new teachers and funding a higher starting salary; and
- The provision of in-house training, to develop the subject knowledge of existing teachers and new recruits who need to develop their understanding of some maths and English concepts

These activities have generally attracted teachers who were unlikely to be eligible for a bursary, such as individuals that previously taught in schools or returners to the sector, or individuals that lack higher level qualifications in maths and English but have the aptitude and interest to develop their subject knowledge.

These two schemes enabled providers to attract a relatively high calibre of new entrants. Most providers stated that they expected new teachers to hold at least a degree in maths and English, and most had managed to recruit new teachers that met this standard.

## **Building the capacity of existing teachers to deliver GCSEs**

The case studies and qualitative interviews found that providers unable to meet their recruitment targets were generally able to address any shortfall by up-skilling existing vocational and subject specialist teachers to deliver GCSEs. A few providers stated that they had to *'think outside the box'* and up-skill teachers who have not delivered literacy and numeracy, such as engineering or drama teachers, but who have been shown to have good maths or English skills.

FE colleges generally believed that the MEP and EEP programmes played an important role in supporting their organisation to up-skill existing staff to deliver GCSEs. Providers felt that the programme provided a good grounding in the GCSE syllabus, and it was considered to be particularly useful because it was regarded as applicable to individuals with different levels of experience of maths and English.

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Relatively few ITP and ACL providers deliver GCSEs and, consequently, few promoted MEP and EEP participants to GCSE teaching roles. The increased teaching time required to teach GCSEs in a workplace environment, rather than functional skills, has meant that few providers have plans to deliver GCSEs in the near future. However, most ITP and ACL providers reported having a broader range of staff capable of delivering higher level maths and English as a consequence of the programme. This gives them the option to deliver GCSEs should learners request it.

Providers believed that an added benefit of the MEP and EEP programmes was that it also provided staff with the opportunity to share experiences with other teachers and learn effective methods for supporting learners to develop their maths and English skills from the tutor. This meant that programme provided general CPD, as well as supporting teachers to deliver GCSEs. In the 2016 research, the latter was seen as an important benefit given the planned reforms of functional skills, which may increase the stretch and challenge of these qualifications.

Providers also reported that the MEP and EEP training helped teachers understand the skills and knowledge required to deliver GCSEs. This was corroborated by the qualitative interviews with participants. As one participant stated: *'The training helped me understand what I didn't know'*. In a few cases, teachers decided after attending the training that they did not have the skills or desire to teach GCSEs. However, in most cases it enabled providers to plan future learning to meet their development needs.

Providers were keen to stress that, for most teachers, the MEP and EEP training needed to be supplemented with further professional development to ensure that staff were prepared to deliver GCSEs. In some cases, this took the form of self-development activities, such as teachers researching particular maths/English topics that they feel less comfortable teaching. In other cases, it took the form of structured support, such as mentoring and shadowing opportunities. In a few cases, teachers were also required to reflect on how they could deliver GCSEs effectively for their own cohorts of learners. For example, some had to make adjustments for learners in the workplace or prisons, where there are fewer teaching facilities available.

The need for supplementary training and support is unsurprising, given that the MEP and EEP programmes were used to support teachers with different levels of experience in teaching maths and English. What is important is that, in most cases, providers believed the formal training was a crucial part of their overall strategy for up-skilling the existing workforce. Without the training, providers reported that they would have most likely run the training in-house; but, in doing so, providers felt that their teachers would not have benefited from the opportunity to share effective practice with other teachers. Moreover, given the limited internal capacity of FE providers to deliver the GCSEs before the reforms were introduced, there is a risk that this internal training would be of variable quality and taken place over a much more extended period.

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## **Supporting provider plans to meet the funding condition**

The FE Workforce Programme was largely aligned to provider plans to respond to recent maths and English policy changes. The MEP programme rolled out in 2013/14 generally took place when providers were beginning to develop a response to the policy changes. It was reasonable to initially focus on developing maths teachers. This was generally reported to be the area where providers have experienced the most considerable skills shortages. The roll out of the Maths Pipeline and EEP programme in 2014/15 took place when providers were taking action to address workforce capacity issues and, in some cases, beginning to increase their GCSE offer in order to pre-empt the new funding condition.

The bursary scheme has also been rolled out over a timetable which largely reflected provider recruitment plans. Most providers began some recruitment in 2013/14 (the first year of the bursary scheme) and have continued to recruit new staff over the next two years as they sought to continually identify new talent.

There is also evidence that the FE Workforce Programme has encouraged providers to respond earlier to the GCSE policy changes. Most providers that sent staff on the MEP have subsequently developed plans to further support teachers new to teaching GCSEs. In addition, as a consequence of the MEP training, most providers had a clearer understanding of the number of new maths teachers they needed to recruit in 2014/15. Although one would generally expect providers to map their workforce needs before deciding what training to send staff to, there is a sense that providers have pragmatically built their organisational response around the availability of subsidised CPD training through the FE Workforce Programme.

## **5.5 Raising standards in maths and English**

### **Increasing maths and English attainment**

Although the new funding condition is increasing the number of learners undertaking maths and English at Level 2, providers are experiencing considerable challenges in motivating learners who may be more focused on vocational learning and have had previous negative experiences of undertaking GCSEs. It is likely to take time for providers to develop learning and support packages that effectively engage these learners and enable them to achieve higher level maths and English skills.

In the provider interviews and case studies, there were examples of emerging good practice that providers felt have raised attendance and achievement of GCSE learners. These include:

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- Ensuring that all vocational departments 'buy-in' to the importance of maths and English training for learners on vocational programmes. Providers have found that having vocational teachers promote to learners the importance of developing their maths and English skills has increased attendance and learner motivation. Previously, a few providers reported that vocational teachers have considered maths and English to be of secondary importance to learners' vocational programme, an attitude which has filtered down to learners.
- Embedding maths and English teachers in vocational departments. A few providers reported doing this and found that it has helped maths and English teachers to contextualise teaching for particular sectors. Previously, maths and English had been delivered by a standalone team, which meant that some teachers had to deliver the subject to learners undertaking different vocational programmes, limiting the extent to which they could contextualise the training.
- Ensuring learners understand early the expectations on them to develop their maths and English skills. Some providers have improved their initial induction programme to ensure that learners clearly understand they are undertaking a study programme in which they are expected to improve their maths and English skills. Previously, providers had reported that they mainly focused on learners' vocational programme, which has resulted in learners not valuing maths and English.

This demonstrates some of the activities that providers will need to undertake in order to maintain or increase the success rates of learners undertaking maths and English.

## **Improving standards in maths and English**

It is too early to expect the programme to have resulted in an increase in maths and English standards. There is evidence that the quality of teaching has improved, but it is unlikely to be of sufficient scale to result in a substantial increase in the maths and English skills of learners as yet.

Other policy developments are likely to make a greater contribution to improving maths and English standards. The new GCSEs in maths and English, which were rolled out in September 2015, are more stretching and challenging, which in turn should improve England's performance in international benchmark surveys such as PISA and PIAAC<sup>16</sup>. Moreover, the reform of functional skills may also increase the stretch and challenge of qualifications, which in turn will increase standards.

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<sup>16</sup> The Programme for International Student Assessment (PISA) and the OECD Survey of Adult Skills (PIAAC)

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The FE Workforce Programme has helped teachers to develop some of the subject knowledge and pedagogical skills they need to deliver these new qualifications. However, it is likely that providers will have to undertake further capacity building. Most providers stated that their teachers have undertaken self-development activities to become familiar with the new GCSE syllabus. The focus on synoptic assessment is also likely to require teachers to adopt new teaching methods. Ensuring providers are capable of delivering these qualifications to a good standard will ultimately determine whether Government objectives to increase maths and English standards are realised.

## 5.6 Key findings

- The MEP and EEP programmes have engaged a substantial proportion of the teaching workforce and most participants reported that the training has improved the quality of their teaching, with a third stating it had a large or reasonable impact. The bursary scheme and Premium Graduate Scheme have also increased the number of graduates entering the sector with First of 2:1 degrees, which will also increase the quality of the workforce.
- The bursary scheme and CPD programmes have also been relatively successful in increasing the volume of new entrants to the FE sector. The number of bursary recipients has increased by over 200 in its second and third year of implementation, and around two-thirds of EEP and MEP participants have started to deliver GCSEs or plan to do so in 2016/17.
- The Maths Recruitment Incentive and Premium Graduate Scheme have also generally complemented the bursary scheme. The Recruitment Incentive was generally well-received by providers as it has helped fund some of the recruitment activities that providers have had to undertake to recruit new teachers. The Premium Graduate Scheme was largely felt to help promote the sector to high-calibre graduates and has allowed providers to 'fast track' talented new teachers to management roles.
- The bursary scheme has helped providers to recruit new teachers, although most providers have continued to experience recruitment difficulties over the last two years. This is perhaps unsurprising given the scale of the reforms across the provider base, which have resulted in most of the near 400 GFE colleges in England wanting to recruit around 4-6 new teachers. It would have been unrealistic to expect the bursary scheme to have met this demand. However, it has attracted new entrants who would not otherwise have considered teaching in FE and therefore alleviated sector skills shortages.
- Providers unable to meet their recruitment targets have, by and large, been able to address the shortfall by up-skilling existing vocational and subject specialist teachers to deliver GCSEs. The MEP and EEP programmes have played an

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important role in supported providers to up-skill their staff, often as part of a wider package of support that providers have offered to teachers.

- The FE Workforce Programme was largely aligned to provider plans to respond to recent maths and English policy changes. The MEP programme and bursary programme (rolled out in 2013/14) took place when providers were beginning to develop a response to the policy changes. The continuation of the bursary scheme and MEP programme (through the maths Pipeline) and roll out of the EEP programme in 2014/15 were delivered as providers were taking action to address workforce capacity issues.
- The impact of the programme on improving maths and English success rates are likely to be felt in the next three to five years. Although the training has improved the quality of teaching, providers are experiencing challenges in motivating and supporting learners that have little interest in learning maths and English. It is likely to take time for teachers to develop learning and support packages that effectively engage these disenfranchised learners and enable them to achieve higher level maths and English skills.
- It is similarly too early to expect the programme to have resulted in an increase in maths and English standards. This will largely depend on teachers' being able to effectively deliver the new GCSEs in maths and English and the proposed revised functional skills qualifications.

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## **6. Conclusions**

### **6.1 Conclusions**

#### **Has the programme achieved engagement and take-up by the sector?**

Providers have generally supported the objectives of the FE Workforce Programme and believed the programme of activities reflected their organisational needs. Most providers had to substantially increase the number of GCSE teachers in their organisation to meet the requirements for the new funding condition, which they have done through a mix of external recruitment and up-skilling of existing staff.

The staff development training programmes for maths, English and learners with SEND have had high take-up by the sector. All three programmes overachieved on the programme targets and engaged a good mix of providers. Participants of the maths and English enhancement programmes also generally reflected the diversity of teachers delivering maths and English – they included a broadly representative selection of new and more experienced teachers, and vocational teachers as well as subject specialists.

Nearly all FE providers, whether they sent staff to the training or not, believed that the courses were relevant to their needs and delivered in a way that was broadly accessible to their staff. Most MEP and EEP providers also believed that the teaching was of good or excellent quality and nearly all of SEND grant participants believed the course they studied was taught well or very well. This indicates that course content was broadly in line with participants' expectations. When providers did not access the programmes, it was largely because they were not aware of the programme, rather than because they did not feel it would be appropriate for their needs.

Engagement with the bursary scheme by ITE providers has been mixed, although it has clearly gained greater traction over time. The extent to which individual ITE providers actively promoted the scheme in the first year was largely determined by their interpretation of the eligibility criteria. The timing of the bursary launch meant that there was a limited window for individual ITE providers to form a view about how to offer the bursaries, and many providers took a cautious approach as a result. The number of bursaries nearly doubled in the second year of the scheme and a similar number were provided in the third year. This shows that, given time to incorporate the bursary in the marketing of ITE places, there has been reasonable engagement by the sector.

#### **Is the programme targeting the quality of teaching and subject skills?**

The staff development programmes primarily supported teachers with a good knowledge and experience in teaching maths and English. Most MEP and EEP participants had some experience in teaching maths and English, either as a standalone subject or as

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part of a vocational programme, and around half of participants had at least a Level 4 qualification in maths and English.

However, around a quarter of participants only held a Level 2 qualification in maths and English. Although some of these participants may have substantial industry experience, this suggests that some participants may have lacked sufficient academic grounding to gain maximum benefit from the programmes.

Some ITE providers believed that the number of ITE applicants with a first class or 2:1 degree had increased in the last few years. These providers largely credited the increase to the bursary scheme, which has provided an incentive to trainee teachers to study in FE and has also provided a stimulus for ITE providers to more widely promote their ITE programmes. The increase in maths and English graduates is likely to change the composition of the teaching workforce, as previously, a relatively high proportion of the workforce only held Level 2 or Level 3 qualifications in maths and English.

ITE providers generally believed that the trainees receiving the bursary were highly motivated and that most had a good knowledge of their subject area. Nearly all of the trainees that accessed the bursary completed their programme, and the survey found that over three-quarters of bursary recipients had progressed to employment in an FE provider.

## **Has the programme had a positive impact on participants?**

The staff development programmes have had a substantial influence on teachers' training practice. Most MEP and EEP participants stated they had introduced new teaching methods as a result of the training. Nearly half of MEP participants and a third of EEP participants believed the programme had led to a considerable improvement in their teaching, which is a major impact for a relatively short course.

Most individuals who received the SEND Grant also reported that the training had a considerable impact on their teaching. The training had the greatest impact on improving SEND learners' engagement in learning activities and on improving the design of programmes for learners with a specific impairment.

The training also helped FE teachers develop skills to teach GCSEs. Nearly half of EEP and MEP participants stated that the training had made a considerable difference to their ability to teach maths or English at GCSE level or higher. Two-thirds of MEP participants stated that, since attending the training, they now feel confident in teaching GCSEs.

It is important to note that around half of MEP and EEP participants undertook further self-development to prepare to teach GCSEs in the eight months following completion of the MEP course. This is not due to a weakness with the programme, but, rather, acknowledges that any formal training programme can only ever be a starting point to

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deliver GCSEs, and participants themselves need to be proactive in undertaking self-directed learning or arranging shadowing or mentoring opportunities to ensure they are capable of teaching GCSEs to a high standard.

### **Is the programme increasing the supply of high quality specialist maths, English and SEND teachers?**

The MEP and EEP appear to have had a considerable impact in increasing the number of teachers capable of teaching maths and English at GCSE or higher. The telephone survey of participants found that most of the 2,194 MEP participants and 1,410 EEP participants had plans to teach GCSEs in the next three years. A few had started delivering GCSEs in 2015/16 and some will start in 2016/17.

The bursary scheme has had a more modest impact on attracting new teachers. This is partly because, as with all bursary schemes, it is difficult to target the bursaries only at trainees who would not otherwise have enrolled on an ITE programme and, consequently, there is a high proportion of deadweight. The late confirmation of bursaries in 2013 also meant that, in the 2013/14 academic year, the bursary is likely to have had very little impact in attracting new teachers to the sector.

It is important to note, however, that the bursary is attracting new teachers to enter the sector, which is an important part of developing the talent pipeline for maths and English teachers. It is also still a relatively new scheme. In order to substantially influence the talent pipeline, there is a need for the scheme to be widely-known and to be able to influence the medium-term career planning of possible new sector entrants – both of which arguably require a longer lead time. Alternative schemes, such as the Golden Hello programme, have had a limited impact on the sector and are unlikely to attract the same volume of new entrants to the sector. The increased number of bursary participants in 2015/16, after ITE providers had a year to promote the scheme, suggests that the bursary is having an effect. Were the bursary scheme to be promoted more broadly by ITE providers, then the impact and value for money provided by the scheme would likely improve.

Individuals primarily applied for the SEND CPD grant to improve the quality of their teaching. Overall, 17% of recipients took on additional responsibilities as a result of the training. The bursary scheme has had a reasonable impact in encouraging new ITE teachers to develop their skills in supporting learners with SEND. It has attracted nearly 250 trainees to the subject specialist qualification in supporting learners with SEND, of which most plan to teach in FE, and half plan to teach functional skills.

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## **Does the programme look likely to meet its success criteria of raising attainment and improving teaching confidence and capability in FE?**

As well as preparing individuals to teach GCSEs, MEP and EEP survey respondents also reported a perceived improvement to the quality of their teaching. This is likely to help teachers provide inclusive training to learners studying GCSEs.

Providers are, however, likely to continue to face challenges in delivering GCSEs. The increased demand for maths and English teachers is intensifying competition for staff among FE providers, which is reportedly affecting staff turnover. Moreover, providers will also need to develop teacher capacity as they begin to deliver the new GCSEs in maths and English and prepare to deliver potentially more stretching functional skills qualifications in 2018/19.

Some providers are being proactive in up-skilling their workforce to deliver GCSEs and then investing in further professional development to improve the quality of GCSE teaching. However, there remain a few providers that are not yet delivering in-house training or support to new GCSE teachers. This suggests that, while progress has been made in developing the skills of the GCSE teaching workforce, there is likely to remain a need to provide support to FE providers to prepare to deliver GCSEs, which were only introduced in 2015/16.

# ANNEXES

## Annex 1: Evaluation framework

In Table 6 we present our evaluation framework for the study. The evaluation framework was based on a logic model and presents metrics to measure the performance of the programme and the sources of evidence used to measure success against these metrics.

**Table 6: Evaluation framework**

Performance indicator	Metrics	Sources
Process assessment		
The programme had been effectively marketed and promoted to FE providers	<p>Programme has been marketed by sector stakeholders representing the diversity of the FE sector</p> <p>Providers of different types were aware of the programme</p> <p>Providers had sufficient time to arrange cover so they could send staff to CPD training</p> <p>Bursary marketing took place when graduates were making career decisions</p> <p>Marketing of bursaries is 'joined up' with other incentives to teach in FE</p> <p>Graduates that express an interest in teaching and have sufficient experience in maths, English, and working with learners with SEND are made aware of the bursaries</p>	<p>FE provider/counterfactual group interviews</p> <p>Stakeholder interviews</p> <p>Bursary recipient interviews</p> <p>CPD participant interviews</p>
The application process ensures that training places and bursaries are allocated to those that will provide the most benefit to the sector	<p>Application form collects necessary information to make informed selection decisions</p> <p>Trainee teachers that receive the bursary plan to teach maths, English, and SEND students at the end of the programme</p> <p>Professional Development trainees have sufficient knowledge and skills to teach MEP courses</p> <p>CPD participants have the necessary knowledge and experience to benefit from the programme</p> <p>CPD participants have plans to disseminate their learning in their organisation</p>	<p>ITT provider case studies</p> <p>Literature review</p> <p>Bursary learner interviews</p> <p>ITT provider case studies</p> <p>Qualitative interviews with participants</p> <p>Surveys (Y2 and Y3)</p>
The programme and projects are effectively managed	<p>Sufficient resources allocated by delivery partners (ACETT, NCETM, NCTL and ETF) to manage the project</p> <p>Progress reporting and communication was effective</p>	<p>Stakeholder interviews</p>
Bursaries are accessible by all trainees that have a good degree and	<p>A spread of providers across the country are offering the specialist ITT programmes</p>	<p>Stakeholder interviews</p>

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Performance indicator	Metrics	Sources
wish to teach maths, English, or SEN.	All eligible trainee teachers are able to access the grant	ITT provider case studies
The CPD training is accessible to providers and teachers	A spread of providers across the country are offering the CPD courses  The length and delivery of the programme is suitable for different types of FE providers  The content provides the necessary detail to meet practitioner needs	Programme MI  Stakeholder interviews  FE provider/counterfactual group interviews
The CPD courses have been effectively delivered	Participants are satisfied with the knowledge of the trainers, the quality of content and the delivery style  Courses make effective use of technology	Participant interviews  Surveys (Y2 and Y3)
<b>Outputs</b>		
2,000 teachers undertake the maths Enhancement course	Target number of beneficiaries complete the course  Beneficiaries meet the course eligibility criteria	Programme MI  Qualitative interviews with participants  Survey (Y2 and 3)
80 teachers undertake PD training	Target number of beneficiaries complete the course  Beneficiaries meet the course eligibility criteria	Programme MI  Qualitative interviews with participants  Survey (Y2 and 3)
400 teachers receive SENDCPD grant	Target number of beneficiaries gain the qualification  Beneficiaries meet the course eligibility criteria	Programme MI  Qualitative interviews with participants  Survey (Y2 and 3)
Around 1,300 trainee teachers receive bursaries to study maths, English and SEN	Target number of beneficiaries recruited onto a specialist ITT programme  Beneficiaries meet the bursary eligibility criteria	Programme MI  Qualitative interviews with participants  Survey (Y2 and 3)
<b>Outcomes</b>		
Teachers improve their skills and knowledge on teaching maths, English, and learners with SEN	Beneficiaries believe the CPD course meets their needs  Beneficiaries have a better understanding of the needs of learners with SEND and approaches to enable training to be better tailored to their needs  Beneficiaries are able to reflect on their teaching and identify improvements  Training participants have disseminated information from the training	Qualitative interviews with participants  Survey (Y2 and 3)  Provider survey  FE provider interviews

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Performance indicator	Metrics	Sources
Teachers utilise new pedagogical approaches and technology to enhance their teaching	Beneficiaries have increased their use of technology to deliver maths, English, and SEND learning  Teachers employ new teaching methods as a result of the training  Teachers employ a greater mix of teaching styles	Qualitative interviews with participants  Survey (Y2 and Y3)  Provider interviews  FE provider interviews
Teachers are more confident in their ability to teach maths, English, and learners with SEN	Teachers believe they have the necessary skills to deliver maths and English training  Teachers want to increase the number of hours they spend teaching maths, English, and SEN	Qualitative interviews with participants  Survey (Y2 and Y3)  FE provider interviews  Provider interviews
Teachers are able to take on additional responsibilities, which bring a wage premium	CPD and PD participants take on additional responsibilities in management, staff development and/or quality assurance as a result of the programme  Teachers are able to teach maths and English at Level 2 and 3	Qualitative interviews with participants Survey (Y2 and Y3)
FE providers are better able to recruit specialist maths, English and SEND teachers	FE report less hard to fill vacancies in maths, English and SEND learners  Bursary recipients progress to sustained employment as maths, English or SEND teachers	Y2 FE provider/counterfactual group interviews (baseline in Y1)  Survey (Y2 and Y3)
A higher volume of good quality teachers deliver maths, English, and SEND training	A higher proportion of teachers with first class degrees enrol on the specialist ITT courses  Bursary recipients teach maths, English, and SEND learners in FE  Retention and success rates are higher than those of non-bursary recipients  Existing teachers are up-skilled to deliver maths and English at Level 2 and 3  Teachers undertake CPD training increase the number of hours they spend teaching GCSE maths and English and supporting learners with SEN	ITT provider case studies  Survey (Y2 and Y3)
Teachers share knowledge through peer-learning networks	PD leads attend networking events to share good practice  PD leads provide support and resources to share good practice	Qualitative interviews with participants  Survey (Y2 and Y3)
<b>Impact</b>		
FE providers have the capacity to expand their maths and English offer to meet learner demand	FE providers have sufficient staff to deliver maths, English, and support learners with SEN.	FE provider/counterfactual group interviews

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Performance indicator	Metrics	Sources
	Providers are able to offer some new maths and English programmes by using their existing staff	
Sector skills shortages and gaps in maths, English and supporting learners with SEND are reduced	FE providers report that they are better able to fill vacancies for maths, English, and SEND teachers  Bursary recipients are suitably equipped to teach in the sector	Y2 FE provider/counterfactual group interviews (Y1 baseline)
Increase in the quality of maths and English teaching	FE providers that sent trainees to CPD courses/recruit bursaries report that the quality of training has increased  FE providers achieve higher quality grades from Ofsted inspections	FE provider/counterfactual group interviews  Inspection grades data
Increase in attainment rates for maths, English and SEND learners	Teachers report apply what they learnt from the programme and apply it to their work  Teachers/providers report an increase in attainment rates as a consequence of the programme	Survey (Y2 and Y3)  FE provider/counterfactual group interviews

## Annex 2: Research tools

### ITE provider interviews

#### Background

Confirm the type of courses that the ITE provider delivers and how many learners they have enrolled on ITE courses in 2014/15.

#### Promoting and administering the bursary

1. How have you promoted the bursary to prospective learners in 2014/15? How, if at all, did this approach vary from last year? What promotion methods did you find worked particularly well?
2. To what extent were potential new trainees aware of the bursary before they applied for the ITE course? Did you receive many enquiries about the bursary from prospective students and, if so, what were the main ways in which prospective students heard about the bursary?
3. What criteria do you use to determine whether a learner is eligible for a bursary? Have you changed this criteria during the last two years? If so, how? Discuss and explore any issues raised regarding the eligibility criteria.
4. Did you experience any difficulties in administering the bursary to students? If so what were these problems? How were they resolved?

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## **Demand for the bursary**

5. To what extent do you believe the bursary has affected the number of ITE applicants that wish to teach English or maths or learners with SEN? Probe for any variation by subject area. Ask if they have any data to that demonstrates a change in the number of applicants. Is the level of bursary sufficient? Do they feel it is a useful incentive to recruit the training of new English and maths teachers in FE?
6. For the current academic year, have you introduced new subject specialist courses because of the bursary and have you seen an increase in demand? If so, please describe what changes have taken place.
7. Do you believe the bursary is leading to a change in the characteristics of trainee teachers applying to teach English/maths or support learners with SEN in FE? If so, please describe how the characteristics of learners are changing [probe for changes in age, prior experience/education attainment] and the impact of this?
8. Has the increased demand for maths and English GCSE teachers in FE led to any changes in the way you work with local providers? Probe for any changes in the number of providers offering teaching placement in these subjects, and the way that providers work with the organisation to recruit new teachers.

## **Other incentives**

### Golden Hellos

9. From your experience, how aware were prospective ITE learners of the Golden Hello scheme prior to starting the course? Have you received many enquiries about the scheme from prospective maths (only) trainee teachers?
10. Are you aware of any barriers/specific conditions of the Golden Hello programme which may make it difficult for newly trained teachers to access? If so, please describe.

### Subject Knowledge Enhancement (SKE) scheme (maths only)

11. Have you applied for funding to deliver SKE? If so, what SKE provision do you deliver?
12. Has demand for the SKE training been in line with expectations? How many learners have undertaken SKE training in the last year?
13. [If they do not deliver SKE courses] Why did you choose not to access funding to deliver SKE programmes?

## **Impact of the bursary**

14. How effective do you believe the bursary has been in encouraging new trainee teachers to teach in FE? To what extent has it helped individuals overcome

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financial barriers which would otherwise have prevented them from undertaking teacher training?

15. Are trainee teachers that receive the bursary any more motivated to complete the course than non-bursary recipients? If so, why? Explore any evidence underpinning ITE provider views on this question.

16. To what extent do you believe that bursary recipients would have enrolled on the ITT without the bursary (and/or if the bursary was set at a different level)? How many of these would have gone on to teach other subjects or in schools, or not entered teaching?

17. Are there any ways that you believe the bursary programme could be improved?

## FE provider topic guides

### Introduction

Describe the aim of the evaluation and the purpose of the interview.

Give a brief overview of the FE Workforce programme.

Confirm with the interviewee the teachers from their organisation that attended CPD training.

### Background information

#### English and Maths

18. How has your English/maths offer changed in the last year as a consequence of recent policy changes? Probe for:

- Awareness of the change in funding conditions for English and maths GCSEs
- How many GCSE classes they are running in the current academic year
- What, if any, changes they have made to the English/maths courses they run below level 2
- Changes to the number of students studying GCSEs this year, compared to last year
- Changes that have been made as a consequence of the CAVTL recommendations
- Whether the organisation delivered GCSEs for the first time this year
- 

19. How is English and maths provision organised in your organisation? Prompt for:

- Whether it is delivered by a standalone team

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- Whether it is the responsibility of curriculum departments to embed English and maths in their offer
  - Whether it is embedded in in different curriculum areas
  - How, if at all, it has changed in the last year
  -
20. Have you recruited any new English/maths teachers in the last two years to deliver programmes at GCSE or above? If, so, how many new teachers have you recruited. Have these teachers applied for the Golden Hello Scheme? If no, why not?
21. What, if any, difficulties have you experienced in the last five years in recruiting and retaining English/maths/SEND teachers?
22. Have you made any changes the way you work with local employers or initial teacher training providers to help you recruit new maths/English/SEND teachers?
23. Excluding new recruits, how many, if any, of your teachers are delivering maths/English courses at GCSE or higher that had not delivered the course before? Probe for how many are:
- Vocational training specialists
  - Primarily teach functional skills
  - Deliver other related subjects to maths and English

## SEND

24. How is SEND provision managed by your organisation? Probe for whether they have a central team responsible for SEND, and if so what responsibilities lie with the central team and what responsibilities lies with the individual curriculum departments
25. How, if at all, has the way you support learners with SEND changed in the new academic year as a consequence of the new Children and Families Act? Please describe what changes have taken place.
26. Have you recruited any new staff in the last two years to specifically support learners with SEND? If, so, please describe

## **Preparation for the English/maths/SEND policy changes**

27. What work did your organisation do to map the potential implications of recent policy changes in English/maths and SEND on your workforce needs? What data or literature did you use? Is there any other data that BIS could provide that would be useful?
28. What plans did you have in place to address your workforce needs in response to changes in English/maths/SEND policy? Prompt for:

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- Proposed changes to their curriculum offer, including changes to pre-level 2 qualifications
  - Recruitment plans (including any actions taken to respond to perceived difficulties in recruiting high-calibre English and maths graduates)
  - Plans to up-skill their existing workforce
  - Organisational restructuring/reorganisation
  - How Government initiatives contributed to these plans
29. Have you taken advantage of the maths teacher recruitment incentive or Premium ITE graduate scheme? If so, how have the initiatives helped you address your workforce needs? Probe what worked well, and what aspects of the initiatives could be improved

### Engagement with the CPD programme

30. Why did you choose to send staff to the CPD programme? Probe for the perceived benefits of the training and how it complemented their workforce development plans.
31. What would your organisation have done had you not accessed the subsidised training? Probe whether they would have still considered sending staff to the training but on a reduced scale or over a longer time period.

### Outcomes and impact

32. To what extent do you believe the CPD course met the needs of your organisation? Explore what went well, and what aspects of the programme could have been improved
33. Have any of your staff that attended the training made any changes to their teaching as a result of the training they received? If so, please provide examples. Probe for any changes in the way they use technology.
34. Have participants take on additional responsibilities and spend more time teaching GCSEs/SEND as a consequence of the training they received? If so, please describe what changes will be made. Probe for increasing contact time with learners, undertaking new courses and take on increased responsibility for quality assurance, curriculum design, and course planning.
35. What, if any, further professional development have you provided to recent CPD participants to support them to deliver GCSEs?
36. How many CPD participants are currently teaching GCSEs, and how many are expected to deliver GCSEs in 2015/16?
37. To what extent have your workforce needs in English and maths reduced as a result of the CPD programme? How much closer are you to ensuring you have sufficient capacity in your organisation to effectively respond to the recent policy changes in English and maths?

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38. To what extent do you believe that other aspects of the FE Workforce programmes, such as the bursary scheme and Golden Hello programme, are helping to alleviate some of the skills shortages in the sector?

## Counterfactual FE provider topic guide

### Introduction

Describe the aim of the evaluation and the purpose of the interview.

Give a brief overview of the FE Workforce programme.

Confirm with the interviewee the teachers from their organisation that attended CPD training.

### Background information

#### English and Maths

39. How has your English/maths offer changed in the last year as a consequence of recent policy changes? Probe for:

- How many GCSE classes they are running in the current academic year
- What, if any, changes they have made to the English/maths courses they run below level 2
- Changes to the number of students studying GCSEs this year, compared to last year
- Changes that have been made as a consequence of the CAVTL recommendations
- Whether the organisation delivered GCSEs for the first time this year

40. How is English and maths provision organised in your organisation? Prompt for:

- Whether it is delivered by a standalone team
- Whether it is the responsibility of curriculum departments to embed English and maths in their offer
- Whether it is embedded in in different curriculum areas
- How, if at all, it has changed in the last year

41. Have you recruited any new English/maths teachers in the last two years to deliver programmes at GCSE or above? If, so, how many new teachers have you recruited. Have these teachers applied for the Golden Hello Scheme? If no, why not?

42. Excluding new recruits, how many, if any, of your teachers are delivering maths/English courses at GCSE or higher that had not delivered the course before? Probe for how many are:

- Vocational training specialists
- Primarily teach functional skills

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- Deliver other related subjects to maths and English

## SEND

43. How is SEND provision managed by your organisation? Probe for whether they have a central team responsible for SEND, and if so what responsibilities lie with the central team and what responsibilities lie with the individual curriculum departments
44. How, if at all, has the way you support learners with SEND changed in the new academic year as a consequence of the new children and families act? Please describe what changes have taken place.
45. Have you recruited any new staff in the last two years to specifically support learners with SEND? If, so, please describe

## **Preparation for the English/maths/SEND policy changes**

46. What work did your organisation do to map the potential implications of recent policy changes in English/maths and SEND on your workforce needs? What data or literature did you use?
47. What plans did you have in place to address your workforce needs in response to changes in English/maths/SEND policy? Prompt for:
  - Proposed changes to their curriculum offer, including changes to pre-level 2 qualifications
  - Recruitment plans (including any actions taken to respond to perceived difficulties in recruiting high-calibre English and maths graduates)
  - Plans to up-skill their existing workforce
  - Organisational restructuring/reorganisation
  - How Government initiatives contributed to these plans
48. Have you taken advantage of the maths teacher recruitment incentive or Premium ITE graduate scheme? If so, how have the initiatives helped you address your workforce needs? Probe what worked well, and what aspects of the initiatives could be improved

## **Recent workforce development activities**

49. Why did you not send staff to the CPD programme? Explore any perceived barriers in terms of accessing the training or perceived lack of relevance
50. Have you sent staff to any other CPD training instead of the MEP/EEP/SEND grant? If so, what training did staff attend? What were the perceived benefits of these programmes, compared to the FE Workforce programme activities?
51. How have you supported staff to take on additional responsibilities in delivering GCSEs? Probe for support such as mentoring, work shadowing, and any activities undertaken in conjunction with other FE providers

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## **Delivery partner topic guide**

### **Introduction**

Describe the aim of the evaluation and the purpose of the interview.

Give a brief overview of the FE Workforce programme

Confirm with the interviewee involvement and awareness of the programme.

### **The need for intervention**

52. How was the need for intervention identified? Probe for any consultation or testing that took place to establish that there was a need for external support

53. How were targets and deliver models set for the initiative?

### **Delivery of the programme**

54. What were your responsibilities in terms of the development and delivery or the programme?

55. How effectively do you believe the initiative has been delivered? Explore interviewee's perceptions of recruitment; marketing and promotion; management; and delivery of the programme.

56. From your experience of the programme, what worked well, and what aspects of the programme could be improved?

57. What were the key challenges in delivering the programme? How were they overcome?

### **Outcomes and impact**

58. Was the demand for the programme in line with expectations? If not, why not?

59. From your experience, what impact has the initiative had on beneficiary organisations? Explore any immediate benefits in terms of increasing the quality of FE teaching, and any expected medium to long-term benefits.

60. How, if at all, has the programme complemented other FE Workforce developments? Probe for examples of joint marketing and aligned deliver, as well as any barriers that may have hampered a coordinated delivery approach

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## **MEP and EEP participant survey**

### **Introduction**

Good morning, my name is.... and I am calling from Qa Research on behalf of the department for Business, Innovation and Skills.

We are conducting a survey of teachers that have participated in the Maths and English Enhancement Programmes. We understand that you participated in the [Insert programme] on the [insert date] and we are interested in finding out about your experience of the programme and how it has influenced your teaching [Maths/English

Your views are important and will help to shape future Government support for FE teaching. We therefore hope you will take part. The survey is expected to take 15-20 minutes to complete. Are you happy to take part and is now a good time to start?

Your responses will be treated in the strictest of confidence and in line with the Data Protection Act. All responses to the survey will be anonymous and calls will be recorded for quality purposes. Is this ok?

### **Background and Context**

Firstly I would like to ask a few questions about your teaching experience and the subjects you teach.

We understand that when you enrolled on the training, you worked for [Insert employer name] as a [Insert job title].

**Q1a. Do you currently teach English and/or maths either as a subject specialist or as part of a vocational course?**

Yes – subject specialist

Yes – vocational course

No go to Q8

**Q1b. Based on your best estimate, for how many years' have you taught English/Maths?**

**CODES OPEN**

**Q1c. Prior to becoming an FE teacher did you do a job that included substantial use of at least level 2 Maths or English?**

Single code

Yes continue

No go to Q2

**Q1h. How many years' of experience do you have in English/maths? And/or?**

**CODES OPEN**

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**Q2. What is your highest qualification level in English/maths?**

***Singlecode***

- A level 2 qualification (e.g. GCSE or equivalent)
- A level 3 qualification (e.g. A-level or equivalent)
- A bachelor degree in maths/English or related subject
- A master's degree
- A doctorate
- Don't know/prefer not to say

**Q3. In the period immediately before you attended the training programme, approximately how many hours per week did you spend in a typical week teaching:**

***Numerical Box- Hours***

- English/Maths at GCSE level or higher
- Functional skills in literacy/numeracy or first steps learning
- Other subjects

**Q4. In your most recent, typical week, how many hours per week did you spend teaching:**

***Numerical Box- Hours***

- English/Maths at GCSE level or higher NUM or NO CHANGE
- Functional skills in literacy/numeracy or first steps learning NUM or NO CHANGE
- Other subjects NUM or NO CHANGE

**Reason for undertaking the training**

I will now ask you a few questions about how you heard about the training programme and why you chose to enrol.

**Q5. How did you first hear about the course? CODE RESPONSE**

***Singlecode***

- Through your curriculum head
- Through your local Centre for Excellence in Teacher Training
- Through a tutor delivering the programme
- Through an employer representative group (such as the Association of Colleges, or the Association of English Learning Providers)
- Through the Education Training Foundation
- Through another local network of teachers that I am part of
- Other (please specify)

**Q6. What was the main reason for choosing to attend the course? READ OUT**

***Singlecode***

- For general professional development
- Specifically, as preparation for teaching English/Maths at GCSE level or higher
- To support colleagues new to teaching English/Maths at GCSE level
- No specific reason
- Other (please specify)

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**Q7. Before enrolling in the course, did you undertake any other CPD training in Maths/English in the previous two years?**

**Singlecode**

Yes

No

## Perceptions of the Programme

The next set of questions will be about your views on the quality and appropriateness of the training.

**Q8. How challenging did you find the course? Please rate using a scale of 1-5, with:**

1 not very challenging

2 slightly challenging

3 somewhat challenging

4 quite challenging

5 very challenging

**Q9. Was the training practically useful for your day to day teaching?**

**Singlecode**

Yes

No

**Q10a. How would you rate the quality of teaching in the course? Please rate using a scale of 1-5, with;**

1 very poor quality

2 poor quality

3 average quality

4 good quality

5 excellent quality

**Q10b. How, if at all, do you believe the training programme could be improved?**

**CODES OPEN**

## Outcomes and Impact

The next set of questions is about how the training has impacted on your teaching

**Q11. How, if at all, has the training influenced the way you teach English/teach Maths?**

**Multicode**

It has increased the way you use technology in your teaching

Led you to introduce new teaching methods

Led to you introduce new assessment methods

No influence

Affected my teaching in another way – please specify

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**Q12. To what extent has the programme improved the quality of your teaching?  
Please rate using a scale of 1-5, with;**

**Singlecode**

- 1 no improvement
- 2 minor improvement
- 3 small improvement
- 4 reasonable improvement
- 5 large improvement

**ASK IF 'MEP participant' Others SKIP TO Q18.**

**Q13a. To what extent has the training improved your capability to teach GCSE or core Maths? Please rate using a scale of 1-5, with:**

**Singlecode**

- 1 being no difference at all
- 2 being a little difference
- 3 being some difference
- 4 being quite a lot of difference
- 5 being a lot of difference

**Q13b. Overall how capable would you say you were in your ability to teach English and maths to GCSE standard? (scale 1-5, with:**

**Singlecode**

- 1 being not at all capable
- 2 being a little capable
- 3 being somewhat capable
- 4 being mostly capable
- 5 being very capable

**Q14. Since completing the course, have you undertaken any further professional development to prepare you to deliver Maths at GCSE level or higher?**

**Singlecode**

- Yes
- No

**ASK Q15 IF 'Yes' at Q14. Others CONTINUE.**

**Q15. What professional development have you undertaken? CODE RESPONSES**

**Multicode**

- Further training
- Shadowing an experienced Maths teacher
- Receiving mentoring support
- Other (please specify)

**Q16. Do you expect to teach Maths at GCSE level or higher..?**

**Singlecode READ OUT**

- In 2015/16
- In 2016/17
- No expectation – likely to be in the longer term

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**Q17. As a consequence of the training have you changed job role or taken on any additional responsibilities in your organisation?**

**Singlecode**

Yes

No

**ASK IF 'EEP participant'. Others SKIP to Q23.**

**Q18. How many sessions of the course have you attended?**

**Numerical Box**

**Q19. To what extent has the training made a difference to your capability to teach GCSEs? Please rate using a scale of 1-5, with:**

**Singlecode**

1 being no difference at all

2 being a little difference

3 being some difference

4 being quite a lot of difference

5 being a lot of difference

**Q20. Do you believe you will need to undertake further professional development before you are able to deliver English at GCSE level or higher?**

**Singlecode**

Yes

No

**ASK Q21 IF 'Yes' at Q20. Others CONTINUE.**

**Q21. What of the following do you believe will be necessary for you to develop the skills you need to teach English at GCSE?**

**Multicode**

Further training

Shadowing an experienced maths teacher

Receiving mentoring support

Other support (please specify)

**Q22. Do you expect to teach English at GCSE level or higher..?**

**Singlecode READ OUT**

In 2015/16

In 2016/17

No expectation – likely to be in the longer term

**Thank you very much for taking part in this survey today.**

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## Bursary recipient survey

### Introductory information

61. Your first name: [OPEN TEXT SINGLE LINE 50 CHARACTERS]

62. Your last name: [OPEN TEXT SINGLE LINE 50 CHARACTERS]

63. The initial teacher training course you studied or are studying (select one):  
[DROP DOWN LIST]

- The **Maths** subject specialist initial teacher training course
- The **English** subject specialist initial teacher training course
- The subject specialist initial teacher training course in supporting learners with **Special Education Needs and Disabilities (SEND)**
- A initial teacher training course with **no subject specialism** but with a focus on teaching **Maths**
- A initial teacher training course with **no subject specialism** but with a focus on teaching **English**
- A initial teacher training course with **no subject specialism** but with a focus on teaching **learners with SEND**
- Other (please specify)
- 

64. The amount of bursary you received (in whole pounds, please provide a rough estimate if exact figures not known):

[SHORT BOX OPEN - LOCKED TO NUMERICAL DATA FIELD WITH £ SIGN DELIMITER]

65. Provider at which you completed the initial teacher training course (select one):

[DROP DOWN LIST - LIST OF PROVIDERS]

66. Please name the highest level of qualification you held before you enrolled on the initial teacher training programme [DROP DOWN]

67. If applicable, please enter the name of the course you studied before you enrolled on your initial teacher training course (select one):

[OPEN TEXT SINGLE LINE 50 CHARACTERS]

68. The grade you received (select one) for the previous university course:

[DROP DOWN LIST – LIST OF GRADES]

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### Reason for undertaking initial teacher training to teach in the Further Education sector

69. Why did you first consider a possible career in teaching in FE? (select all that apply):

[DROP DOWN LIST]

- To support disadvantaged adults
- To increase my salary
- To improve my working conditions and benefits
- Because I wanted to share my subject or professional knowledge with others
- I thought it was a job I might be able to do/ a way to get a job
- To change career
- Other (please specify)

•

70. How did you first hear about the bursary? (select all that apply):

[DROP DOWN LIST]

- From the ITE provider website
- From a careers advisor
- From the FE advice line
- Word of mouth
- Through a careers fair
- Through national or local advertising
- Other (please specify)

71. At what point were you first made aware that you could apply for a bursary? (select the answer that most-closely reflects your situation):

[DROP DOWN LIST]

- Over three months before I applied for my ITE course
- When applying for the ITE course
- During the application interview
- After I was accepted on the course but before I started
- After I started the course

### Impact of the bursary on your course choices

72. To what extent did the availability of the bursary influence your decision...? (select one per row)

	1 (no influence)	2 (very minor influence)	3 (small influence)	4 (quite a big influence)	5 (big influence)
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...to train to teach in the FE sector?					
...to teach English/Math/learners with SEND, rather than another subject in FE?					

73. Had the bursary not been available, would you still have enrolled on the same teacher training course? (select one)

- Yes [CONTINUE TO Q14]
- No [CONTINUE BELOW]

[IF NO – HIDE UNTIL CLICKED] What would you have been most likely to do instead? (select one)

- Done an in-service teacher training course with a local FE provider
- Trained to teach in schools or HE
- Trained to do another non-teaching job
- Carried on in the job I was in before I started the ITE course
- Continued to teach ITE in FE, but train to teach another subject rather than English/maths/SEN
- Not sure
- Other (please specify)
- 

[IF NO – HIDE UNTIL CLICKED] Would you have still enrolled on the course if the size of the bursary had been halved?

- Yes [CONTINUE TO Q14]
- No [CONTINUE TO Q14]

### Your perceptions of the ITE programme

74. How, if at all, has your motivation for teaching Maths/English/supporting learners with SEND in FE changed as you have progressed in your studies? Has it: (select one)

- Decreased a lot
- Decreased a little
- Stayed the same
- Increased a little
- Increased a lot
- 

75. In which year did you / will you complete your studies? (select one):

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- 2013/14 [ROUTE TO 16]
- 2014/15 [ROUTE TO 17]
- 2015/16 [ROUTE TO 17]
- 
- **[For 2013/14 students]**

76. [IF 2013/14] Since completing the course, do you feel you are capable of teaching Maths/English at GCSE level or higher, supporting learners with SEND? (select one)

- Yes [CONTINUE TO Q15b]
- No [CONTINUE TO Q15a]
- Not sure [CONTINUE TO Q15a]

[IF NO / NOT SURE] What additional support would help you feel confident teaching Maths at GCSE level or higher, English at GCSE level or higher, or support learners with SEND: (select all that apply)

- Subject knowledge training
- Additional teaching practice
- On-the-job shadowing/mentoring
- Other (please specify) [OPEN TEXT 3 LINE BOX]

Are you currently teaching or do you have a job offer to teach in FE? (select one)

- Yes [CONTINUE BELOW]
- No [CONTINUE TO Q17]

[IF YES] How did you become aware of the job: (select one)

[MULTIPLE CHOICE - SINGLE RESPONSE]

- I was offered a job at the organisation where I did my teacher practice placement
- I was contacted by the potential employer via our teacher training provider
- I applied for an advertised teaching vacancy
- I contacted my local FE providers to ask them if they had any teaching jobs
- Other (please specify)

Which of the following describes what you teach / or will be teaching? (select all that apply):

- GCSEs/A-levels/Core maths in Maths [ROUTE TO Q15b.ii.z]
- GCSEs/A-levels in English [ROUTE TO Q15b.ii.z]
- Discrete courses for SEND learners [ROUTE TO Q15b.ii.z]
- GCSEs/A-levels in other subjects
- Functional/key skills/basic skills courses
- A different subject in FE (please specify)
- Other (please specify)

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[if teaching ENGLISH or MATHS or SEND] Roughly, how much of your teaching time do you spend / expect to spend teaching [LINK TO RESPONSE]? (enter number of hours per week)

[OPEN TEXT LOCKED TO NUMERICAL ENTRY, TWO DIGITS, TEXT "HOURS PER WEEK" AT END]

What type of learning provider do you / will you work for? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

- Further Education college
- Sixth form
- Independent Training Provider
- Local authorities
- Third sector organisation
- Prison/probation services
- Other (please specify)

[CONTINUE TO Q21 IF NOT MATHS BURSARY RECIPIENTS - SEE Q3]

77. [If NO TO Q16b] Are you still applying for jobs?

- 
- Yes [CONTINUE BELOW]
- No [CONTINUE TO Q21 IF NOT MATHS BURSARY RECIPIENTS - SEE Q3]

Are you... (select all that apply):

[MULTIPLE CHOICE – MULTIPLE ENTRY]

- Applying for teaching positions for GCSE or higher (e.g. Core Maths) in FE
- Applying for FE teaching positions to teach functional/key skills/basic skills courses
- Applying for FE teaching positions in another subject
- Applying for teaching positions in schools/HEIs
- Applying for non-teaching jobs in FE (teaching assistants, etc)
- Applying to work in another occupation other than teaching
- **[For 2014/15 students]**

78. To what extent do you believe the course is providing you with the skills you need to teach Maths/English at GCSE level or higher/supporting learners with SEND? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

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- 1 (not at all)
- 2 (slightly)
- 3 (somewhat)
- 4 (mostly)
- 5 (fully)

## Learner destinations

79. What type of job do you intend to do once you complete your ITE course? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

- Teach GCSEs or higher (e.g. Core Maths) in FE
- Teach functional/key skills/basic skills courses
- Teach another subject
- Teach in schools/HEIs
- Pursue a non-teaching or teaching support job in FE (teaching assistants, etc)
- Work in another occupation other than teaching
- Too early to say
- Other (please specify)

80. [IF Q14 = 2014/15] What organisation would you most like to work in? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

- Further Education College
- Sixth form
- Independent Training Provider
- Local authorities
- Third sector organisation
- Prison/probation services
- Don't mind
- Other (please specify)

[CONTINUE TO Q21 IF NOT MATHS BURSARY RECIPIENTS - SEE Q3]

- ***[For maths bursary recipients – those who responded Maths in Q3]***

81. Have you undertaken Subject Knowledge Enhancement training while undertaking your ITE course?

- Yes [ROUTE TO Q22]
- No [ROUTE TO Q23]

82. [IF YES] Indicate to what extent the Subject Knowledge Enhancement training... (select one per row)

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	1 (not at all)	2 (slightly)	3 (somewhat)	4 (mostly)	5 (very)
...was challenging.					
...improved your confidence in teaching at GCSE level or higher?					

## Awareness and impact of the Golden Hello scheme

### *[Continued only for maths bursary recipients]*

83. Before enrolling on your ITE course, were you aware of the Golden Hello programme?

- Yes [ROUTE TO Q24]
- No [ROUTE TO Q26]

84. [IF YES] What influence did the Golden Hello Scheme have on your decision to enrol on the ITE course? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

- 1 (none)
- 2 (slight)
- 3 (some)
- 4 (a good deal)
- 5 (a great deal)

[CONTINUE TO Q23]

85. [IF Q14 = 2015/16] Are you aware of the Golden Hello programme?

- Yes [ROUTE TO Q26]
- No [ROUTE TO Q27]

86. [IF YES] What influence, if any, did the Golden Hello Scheme have on your decision to apply for jobs to teach Maths in FE? (select one)

[MULTIPLE CHOICE – SINGLE RESPONSE]

- 1 (none)
- 2 (slight)
- 3 (some)
- 4 (a good deal)
- 5 (a great deal)

[CONTINUE TO Q27]

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87. Would you be happy for us to contact you to discuss some of your answers in more depth?

- Yes [ROUTE TO Q28 and Q29]
- No [ROUTE TO END]

88. [IF YES] Could you please provide the best number to call you on?

[TEXT BOX LOCKED TO NUMERIC]

89. [IF YES] Could you please indicate a convenient time / date to call you in the next two weeks?

[TEXT BOX – OPEN TEXT ONE LINE]

[END] Thank you for taking the time to complete the survey. Your response is important and will help to shape future government policy.



Department  
for Education

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**Reference: DFE- RR857**

**ISBN: 978-1-78105-955-5**

This research was commissioned under the 2010 to 2015 Conservative and Liberal Democrat coalition government. As a result the content may not reflect current Government policy. The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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