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The Education and Training Professionals Survey

Technical report

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Glossary

Word/acronym	Name in full	Description
Academic learning programme		This refers to academic programmes of study such as GCSEs and A levels.
ACL provider	Adult and Community Learning provider	Education and training provided predominantly through local authorities to adult learners.
AEB	Adult Education Budget	Funds education and training for adults aged 19 and over, includes qualifications in basic English, maths and digital.
AELP	Association of Employment and Learning Providers	National membership organisation whose members focus on the delivery of apprenticeships, trainees and programmes.
CATI	Computer-Assisted Telephone Interviewing	Telephone interviews carried out using screen-based questionnaires.
CSS	College Staff Survey (2018)	A study published by DfE looking at improving workforce data in further education (FE) based on surveys and questionnaires returned by leaders, teachers and college staff in general FE and specialist colleges only.
ESFA	Education and Skills Funding Agency	An executive agency sponsored by the DfE with responsibility for funding education and skills for children, young people and adults.
ETF	The Education and Training Foundation	Workforce development body for the Further Education and Training Sector.
ETP	Education and Training Professionals	The collective of staff in-scope for the Education and Training Professionals Survey, that is teaching and assessment staff and leaders working for ITPs, and teachers/tutors and leaders working for SFCs and ACL providers.
FE	Further Education	Continued learning after GCSEs, vocational courses or the age of 16, excluding post-18 education delivered by higher education institutions such as universities.
HOLEX	HOLEX is a trading name of the Association of Adult Education and Training Organisations (AAETO).	The lead sector professional membership body for adult community education and learning.
HR	Human Resources (manager)	The person or department in an organisation that is tasked with overseeing all aspects relating to staffing including recruitment, contracts, pay and conditions,

		performance review and management.
ITP	Independent Training Provider	Also known as independent learning providers, these are private organisations delivering education and training, in receipt of funding from government bodies to support delivery of that training. Most ITPs are part funded by government bodies.
Leaders		As in the CSS, leaders are defined as 'senior managers', including managing directors and principals, as well as 'middle and junior managers, such as those who have a responsibility for managing a department, division or team.
Non-academic learning programme/ other types of provision		This refers to vocational courses of study such as apprenticeships, traineeships, 16-19 study programme, functional skills, T levels as well as more general courses such as ESOL, preparation for work, life skills and community learning.
QTLS	Qualified Teacher Learning and Skills	Professional certification for post-16 education
QTS	Qualified Teacher Status	Professional certification for teachers
Sessional contracts		A sessional contract is where an employee is taken on to deliver teaching on a term- or semester-only basis. It's a variation on a part-time contract.
SFC	Sixth Form College	Educational institution delivering courses for 16-19 year olds, which may be vocational, academic or a mixture of the two.
SFCA	Sixth Form Colleges Association	Sector body representing Sixth Form Colleges.
SIR	Staff Individualised Record Data Insights	Gathers strategic workforce data across the FE and skills sector.
Staff		This phrase is used in this report to describe the grouping of all teaching staff and leaders.
Teachers/tutors		This phrase is used in this report to refer to teaching staff working in SFCs or ACL providers, based on the most common way they described themselves in the survey.
Teaching staff		This phrase is used in this report to refer to (1) teaching staff working in ITPs staff working for ITPs were more varied in how they described themselves compared with the other provider types and the phrase is used as over-arching description covering teachers/ tutors, trainers/ assessors,

		and (b) all staff involved in teaching of some description across all three provider types.
Vocational programme		This refers to vocational courses of study such as apprenticeships, traineeships, 16-19 study programme, function skills, T levels.

1 Introduction

This technical report accompanies the Education and Training Professionals Survey 2019 research report. IFF Research was commissioned by the Department for Education (DfE) to carry out a survey among Independent Training Providers (ITP), Adult and Community Learning (ACL) providers and Sixth Form Colleges (SFCs) to better understand recruitment and retention, deployment of the teaching workforce, and their qualifications and industry experience. The study collected data on both the breadth and depth of the provision offered within each provider type, as well as the composition of the teaching staff employed, including qualifications, experience of the education sector and demographics. It sought to apply learnings from the College Staff Survey (CSS) 2018, which was focused on general further education (GFE) and specialist colleges, to ITPs, ACL providers and SFCs. The three provider types are structured very differently, catering to different audiences, and this is reflected in the composition of the workforce. There was less robust data available for these three provider types compared with GFE and specialist colleges and it was necessary to carry out a feasibility stage, which included cognitive testing. The cognitive testing was important for ensuring that the questions and language used would be understood across the provider types and to understand any nuances that exist between them in the interpretation and understanding of the terminology used. The research was advised by a working group, comprising representative bodies from each of the provider types (HOLEX, the Association of Employment and Learning Providers (AELP) and the Sixth Form Colleges Association).

Background

Transforming the further education (FE) sector is at the heart of government plans to raise productivity and increase economic growth. The Productivity Plan (2015)¹, the Post-16 Skills Plan² (2016) and the Industrial Strategy³ (2017) all highlight the importance of improving investment in technical skills (traditionally delivered through FE) to strengthen the nation's industrial base and performance. In line with this vision, the FE sector is facing major reforms and challenges, including:

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/443897/Productivity_Plan_print.pdf

² <https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education>

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

- structural and system-level changes following the area review programme, which has included considerable rationalisation through mergers and an overall decrease in full time equivalent (FTE) teaching staff within colleges in particular⁴;
- various initiatives to increase quality, such as the Strategic College Improvement Fund⁵ and the National Leaders of Further Education Project⁶;
- extensive changes to the design and funding of apprenticeships, in particular the introduction of the Apprenticeship Levy in 2017 and the move from apprenticeship frameworks to standards, which will be complete by summer 2020, and preparing for the introduction of T levels from September 2020 onwards. These have attendant impacts on staffing levels and skills needs, including the need for staff with up to date industry knowledge and strong links with employers; and
- responding to the implications of the transition to the UK's new relationship with the European Union for the FE workforce.

All these changes have considerable implications for the FE workforce, which has faced long-standing recruitment and retention difficulties. The CSS published in December 2018, focused solely on teaching staff issues within FE colleges, revealing that some of the most difficult areas for recruitment and retention were construction, engineering and manufacturing, and digital/IT (all areas where the new T-level qualifications are being rolled out).

Similar workforce data as that collected in the CSS was needed for the other parts of the sector to ensure a complete and balanced picture of the workforce. The reforms helped to drive the need for this knowledge so as to help with planning across FE. This applies to FE delivered through SFCs; local authorities (LAs) and ACL providers; and ITPs. Data from the latest Staff Individualised Record (SIR) collated by the Education and Training Foundation (ETF) received returns from only 16% of ACL providers, 11% of SFCs and 10% of ITPs. Responses from that part of the sector to the DfE's Call for Evidence⁷ and to the ETF's Training Needs Analysis⁸ were also relatively low. This evidence gap is critical for the FE sector overall, as these providers comprise a key part of the system, with over 1,000⁹ such providers receiving Education and Skills Funding Agency (ESFA) funding across England and listed on the Individualised Learner Record (ILR). A major challenge

⁴ <https://www.et-foundation.co.uk/wp-content/uploads/2018/03/Staff-Individualised-Records-Data-Report-SIR-25-2016-17.pdf>

⁵ <https://www.gov.uk/guidance/guidance-for-applicants-to-the-strategic-college-improvement-fund>

⁶ <https://www.gov.uk/government/publications/national-leaders-of-further-education-programme-current-national-leaders/national-leaders-of-further-education-programme-current-national-leaders>

⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803446/20190516_DfE_Call_for_Evidence_-_Summary_Report.pdf

⁸ https://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf

⁹ The bulk of these being ITPs; this figure does not include sub-contractors who may not receive funding directly from the ESFA.

for this research was how to encourage sufficient engagement from this part of the sector to provide robust findings.

To address this need over the longer-term, DfE has announced its intention to implement an annual FE workforce data collection that will be delivered by the Education and Skills Funding Agency (ESFA) from the 2020/21 academic year. Data returns will be mandatory for providers within scope from the second year of collection onwards (the 2021/22 academic year). These changes will give FE workforce data the same status as that of schools and higher education, where there is near full coverage across workforce datasets and participation is universal.

Overall approach

The overall survey approach was designed to align with that of the CSS, to ensure findings from the different provider types could be compared as far as possible and reasonable. A census approach was taken to both surveys, with every HR manager/equivalent contacted for each provider in-scope (where possible), and each HR manager/equivalent who was interviewed asked whether they would distribute the online staff survey to all relevant staff (all teaching staff, excluding any support or administrative staff). The ETP Survey 2019 comprised of two component surveys:

- **Human Resource (HR) manager/ equivalent:** a Computer Assisted Telephone Interview (CATI) survey was administered to HR managers or their equivalent to providers in each of the three provider types. The survey covered the numbers of staff employed, numbers by different types of contract, type of provision offered (both vocational and academic), as well as vacancies and perceptions on recruitment.
- **Survey of teachers and leaders:** HR managers/equivalent interviewed by CATI were asked at the end of the interview whether they would be willing to distribute an online survey to teaching staff in their organisation. The survey focused on qualifications, vocational and/or academic subject(s) delivered, experience outside of the education sector and demographics.

Cognitive testing and a pilot were undertaken ahead of launching the main stage surveys.

2 Sample design

HR survey (pilot)

A pilot was conducted ahead of the main stage survey. The aim was to conduct interviews with 30 HR managers/equivalent, such as a general manager, for example, in smaller organisations where there was no dedicated HR function. The sample was drawn from the ESFA database provided by DfE. It was necessary to draw sufficient leads to be able to achieve the target number of interviews within the timeframe, while preserving as much of the sample as possible for the main stage. This was particularly important among SFCs where the population numbers were low. Prior to drawing the pilot sample, any leads with a missing telephone number were excluded as were any providers that had already been approached to take part in a cognitive testing visit. A cross-section of providers had been selected to take part in the cognitive testing, while there were only eight provider visits the aim was to visit providers across a wide geographical area, covering both large and small providers as well as providers from each of the three provider types.

Given the relatively short pilot period (two weeks) and the limited advance notice compared with the communications and publicity that would accompany the main stage, a pilot sample in the ratio of 3:1 was drawn (three leads to one achieved interview). This resulted in a pilot sample of 93 leads; the in-scope sample size and sample distribution for the pilot by provider type is shown in **Error! Reference source not found.** All the pilot sample were emailed an advance invitation letter by DfE, informing them about the research and encouraging them to take part when contacted by an IFF interviewer. The letter included contact names in case of any queries, and was accompanied by an advanced data sheet outlining the types of data that would be covered in the survey. DfE received a small number of bounce backs (n=3), together with a few responses clarifying the most appropriate person to contact.

Table 2.1 Pilot sample by provider type

Provider type	In-scope sample	Pilot sample
ITP	957	45
Local Authority (ACL)	155	30
Sixth Form College	58	18
Total	1,170	93

HR Survey (main stage)

Due to the limited number of providers in-scope and the need to achieve good coverage of SFCs, ITPs, and ACL providers, IFF and DfE agreed to a census approach for the institution-level HR survey. DfE supplied IFF with a sample of ITPs, ACL providers (predominantly local authorities), and SFCs, sourced from the ESFA. The original sample lacked telephone numbers for approximately 700 records, which were populated through a combination of automated telephone tracing and manual internet searches. For SFCs, contact details and phone numbers were matched in using the DfE's Getting Information About Schools (GIAS) database.

During the sample cleaning and through initial contact with providers it became apparent that the original sample contained a number of records for large employers who operate their own training programmes (mainly apprenticeships). In consultation with the DfE it was decided to exclude these businesses from the sample, as their primary sector is not FE. In total, 175 such employers were removed from the sample as being out of scope. This provided an in-scope sample of 1,170 providers in total (Table 2.2 provides the distribution by type).

Table 2.2 Number of providers in-scope

In-scope sample	
ITP	957
ACL	155
SFC	58
Total/overall	1,170

Online staff survey (main stage)

The staff survey was designed to be administered online. As there is no readily available sampling frame at the staff-level, HR managers/equivalents were asked to distribute the survey to all *in-scope* staff (teaching staff plus leaders) working at providers where agreement was given to distribute the survey internally. Survey invitations were sent out to the HR managers/equivalents interviewed for the institutional survey to distribute. The email consisted of a short introductory note to the participant thanking them for taking part in the research so far and asking them to forward a letter issued via email to all in-scope staff, making it clear who this definition did and did not cover. The email asked them to confirm how many staff the survey had been distributed to and when. The letter, headed

by logos for Department for Education and Government Social Research, set out the details of the research, what subjects the survey covered and how long it would take, along with the standard reassurances about confidentiality. Both the letter and introductory note included contact details for the team at IFF Research and the named contact at DfE. Each letter was tailored to each of the three provider types and was co-signed by a named signatory from the representative body for each provider type – CEO of the Association of Employment and Learning Providers (AELP) (ITPs), CEO of the Sixth Form Colleges Association (SFCA) (SFCs) and Director of Policy and External Relations for HOLEX (ACL providers). Also, attached to the email was a poster that providers could forward on to staff or put on noticeboards to publicise the research. The survey invitations, letters and posters were divided up between DfE and IFF Research at random for sending out.

3 Questionnaire design

The questionnaire for the ETP Survey was informed by that developed for the CSS. The ETP survey sought to be consistent in question wording and format where possible to allow for comparison of the findings with the CSS. New questions were developed and established questions revised in line with the brief. The ETP Survey also needed to be adapted to reflect the different characteristics of the provider types being surveyed. Particular attention was given to the terminology used to make sure it was relevant to HR staff, senior leaders and education and training professionals working for ITPs, ACL providers and SFCs. Cognitive testing was conducted to understand how key terminology was understood across the different provider types and identify any areas that might have needed amending.

The questionnaire was designed to cover the following areas of interest:

- Establishing role in provider (all participants);
- Overall staff levels (for staff with HR responsibility – CATI only);
- Recruitment and retention challenges (for staff with HR responsibility – CATI only);
- Qualifications, status and teaching role (for staff with a role in teaching, training or learner assessment – online);
- Tenure and previous experience (for senior leaders and staff with a role in teaching, training or learner assessment - online);
- Other current roles (for staff with a role in teaching, training or learner assessment – online);
- Views on working in FE (for senior leaders and staff with a role in teaching, training or learner assessment - online);
- Demographics (for senior leaders and staff with a role in teaching, training or learner assessment - online); and
- Recontact permissions (all participants – CATI / online).

The full questionnaire can be found in Appendix A.

Cognitive testing and piloting

There were two broad aims for the feasibility stage. First, the survey had to speak to three different audiences (ITPs, SFCs and ACL providers) simultaneously, while maintaining comparability with the CSS as far as possible. While there are similarities between these audiences, there are also key differences in terms of the types and sizes of providers, the range of learning programmes they offer, the terminology they use, and the staffing issues they face.

The cognitive interviews were thus primarily designed to test respondents' understanding of the survey questions and response options, and to explore how relevant these were to staff in each of the three different provider types. They were also a means to check the length of the survey and explore engagement levels more broadly, including to gain feedback on the proposed methodological approach and ways to encourage response.

The second broad objective was to test the overall research design. This included contacting, in advance, a sample of the three groups by letter, explaining the research and encouraging co-operation. This was followed by the piloting of telephone HR interviews and online staff and leader surveys, distributed at institutions who took part in the cognitive testing and agreed to share the online staff and leader survey. Materials from the cognitive and pilot phase can be found in Appendix B. All the materials were tailored by provider type; for brevity, the appendix contains only the ITP template.

Drawing on the design of the previous CSS questionnaire, a survey was developed which included tailored routing based on the following respondent types:

- HR managers/equivalent if there was no dedicated HR function, such as managers with overall responsibility for staffing and recruitment;
- Senior leaders/managers; and
- Teaching staff.

The cognitive testing and pilot stage consisted of three phases:

- Eight case studies in ITPs, SFCs and ACL providers conducted between 1 May and 5 July 2019 to test the survey with HR managers, a senior manager/ leader and up to three teaching staff;
- Piloting the HR interviews, comprising 30 telephone interviews conducted by CATI, between 21 June and 9 July; and
- Piloting the online survey, distributed by those providers who took part in the cognitive testing and agreed to distribute a survey open link to their teaching, training and assessment staff.

Overall, the survey was felt to be relevant and applicable in its content among the intended audiences: staff with HR responsibility, senior leaders, and education and training professionals. The terminology used was generally understood by all audiences and respondents were able to select their role(s) with ease. The questions relating to senior management roles and responsibilities presented a greater degree of difficulty, perhaps due in part to the way that different providers structure their teams. In terms of survey structure, the main issue that arose was the classification of programmes of study into vocational, academic and other programmes of study. There were some differences as to whether courses were considered academic or vocational or 'other', for example ESOL.

Questionnaire changes implemented ahead of the main stage

Some of the list of programmes on offer, e.g. apprenticeships, functional skills programmes, T levels, as well as academic programmes such as GCSEs and A levels, were quite long. Consequently there was an initial question on the HR survey which sought to identify the types of vocational programmes offered with a view to filtering the long list of vocational courses asked at the follow-up question. However, early pilot interviews found differences across and within provider types around how people classified vocational, academic, and other programmes of study. It was, therefore, agreed that HR respondents would be read the full lists with a 'none of the above' option added. There was also text added underneath the vocational programmes question (which came first) stating that 'academic courses will be asked about separately'. This was designed to alleviate any concerns that respondents, in particular those from SFCs, might have that the research was not applicable to them. The same structural changes were applied to the academic lists.

There were some minor adjustments to wording around roles and responsibilities, with 'headteachers' replaced by 'Principals', with the former being more appropriate for SFCs but less so for the other provider types whereas the latter was seen as a compromise across all three provider types. In addition, a question which asked people to confirm their main area of management caused some confusion, this was removed but a question that asked about areas of responsibility was retained.

A new area that DfE were keen to explore in the ETP survey was around types of assessment. Initial drafts explored the idea of asking both what types of assessment staff use, and their confidence in applying different methods of assessment. The question on confidence was not received well in the cognitive interviews. There was a general feeling that teaching staff would be reluctant to say they did not feel confident with a particular assessment method, while some interviewees felt that the question came across as patronising. The final questionnaire therefore did not include the question on confidence.

There was, also, confusion around questions which were designed to understand what staff were doing immediately before working in FE. Some respondents were specifically confused by the word 'industry': while this was appropriate for more vocational sectors, those more likely to be teaching academic subjects were less clear about this line of questioning. Others interpreted education as being 'their industry'. It was also felt that the options did not allow someone to say they were working in education but in a non-teaching role. It was agreed to redesign the question and remove the reference to 'industry'.

4 Fieldwork management

This chapter outlines the processes and procedures employed during the fieldwork period. All fieldwork and communication documents are set out in Appendix C. Communications were tailored to each provider type, but all were based on the same template. The appendix contains the ITP example. The main stage fieldwork ran from 4th August to 31st November for ITPs and 9th September to 31st November for ACL providers and SFCs.

Survey communications and reminder strategy

In advance of the main stage fieldwork beginning all in-scope providers were sent an invitation email from DfE. The email explained the purpose and importance of the research. It also provided contact details for both IFF Research and the project manager at DfE in case HR managers/ equivalents or participating staff wanted to find out any more about the research or had any specific questions. A small number of providers got in touch with updated contact details; these were tracked, the database updated and new invites sent out.

As the HR survey was conducted by CATI, providers received multiple, direct calls encouraging them to participate in the research. With the onus being on providers to distribute the online staff survey internally, this provided an additional challenge to increasing the number of responses to the staff survey and therefore an extensive reminder strategy was employed, including:

- Email reminders:
 - Participants in the HR survey who said they would distribute the online staff survey were followed up by email with a survey invitation and link unique to their provider. A reminder email was sent to each provider approximately two weeks after they first received their link asking them to follow up with their staff and encourage them to participate.
 - In the last two weeks of the campaign, all providers were sent a reminder email highlighting ‘two weeks to go’ and ‘one week to go’ until close of fieldwork with a final request to encourage staff to take part. Where all staff in a provider had participated they were removed from the mailing list.
- Telephone reminders:
 - Two weeks after the first email reminder went out to providers, a telephone strategy was employed initially targeting those providers who said that they would distribute the online staff survey but from whom no completed responses had been received.
 - The telephone campaign also followed up with providers who said that they would need to check with other senior staff on whether it was ok to distribute the online staff.

- The strategy was widened to include providers from whom completed staff surveys had been received, but the response figures as a proportion of total staff numbers reported in the HR survey was low.
- Ministerial letters:
 - From the Minister of State for Children and Families supporting the secretary of his state in his role as skills lead sent to providers encouraging them to circulate their survey link to staff and encourage them to participate.
 - From the Minister of State for Children and Families encouraging HR managers/equivalents who had not yet taken part in the HR survey by late October to contribute to the survey when contacted
- FE Week:
 - As part of the final push to boost the response rates to the staff survey, an email campaign ad was taken out in the FE Week newsletter. It was designed to increase awareness of the survey with a key ask encouraging people to take part; there was a link to the project's web page set up by IFF.

Table 4.1 Summary of survey communications and timings

Communication Type	Date
Advanced letter to ITP sample from DfE, plus HR data sheet	August
Survey invitation and link, plus poster, sent to all providers agreeing to distribute to staff	Every Thursday after launch
A reminder was sent to each provider the second week after receiving the initial request to forward the letter and link to staff	Every Tuesday after launch
Targeted telephone reminders	w/c 16 September
Advanced letter to ACL and SFC sample from DfE, plus HR data sheet	9 September
Ministerial letter to providers encouraging providers to circulate their link and encourage staff to respond	9 October
Ministerial letter encouraging HR managers/equivalents who had not yet taken part in the HR survey to do so	30 October

FE week email campaign banner ad	4 November
Two weeks to go final reminder	15 November
One week to go final reminder	21 November

Communications trial

DfE requested that the communications strategy had a controlled trial built into it where DfE and IFF split sending (a) the online staff survey invitation and link and (b) the reminders. In addition to this DfE took on some of the telephone reminders, speaking to providers who had agreed to distribute the staff survey. The purpose of the trial was to see whether the response rates differed depending on whether invitations, reminders and chasing was conducted by the department, or IFF. The findings were tracked within each sector for the duration of the fieldwork period and, interestingly, the headline findings showed little difference in the response rates. The difference is not statistically significant at the 95% confidence level. It is important to remember that the potential for influence was at provider level only as neither IFF nor DfE could communicate directly with teaching staff.

Wider communications strategy

The reminder strategy was underpinned by wider communications, which involved support from the sector bodies represented on the working group (AELP, HOLEX, SFCA) as well as a project webpage.

- Sector body communications:
 - All sector bodies in the working group of the project raised awareness of the project through various means, including:
 - Crib sheet: provided to AELP, HOLEX and SFCA to help them answer any queries from members
 - Publicising at sector conferences: HOLEX (June), SFCA (June)
 - Newsletters and mailouts to members: AELP (September e-newsletter) (e-shot to mailing list); ESFA paragraphs included in monthly newsletter (August to October); HOLEX (September policy update) (email reminders to e-group/ mailing list); SFCA (September - November)
 - Web page: AELP had a page on their website for the research
 - LinkedIn: promoted in posts by AELP
- Twitter
 - Various organisations including the ESFA and AELP promoted the research on social media, in particular Twitter. There was also a Tweet by an independent training provider encouraging others to ensure their HR departments participated.

- IFF project webpage:
 - IFF set up a web page for the project that could be referenced if people wanted more information, such as background to the study, information on GDPR and how to get in touch should they want to speak to someone about the research.

5 Response rate analysis

The pilot stage

Telephone survey

The telephone survey pilot was conducted by Computer Assisted Telephone Interviewing (CATI) between 21 June and 9 July. The pilot achieved the target of 30 interviews, with the achieved distribution by provider type shown in table 5.1 below. The number of achieved interviews with ITPs was higher than the initial approximate target (of 10-15), while the number of achieved interviews with SFCs was lower than the target (5-10). A number of SFCs declined to take part specifically due to the time of year, as many were busy with exam preparations and did not feel that they could spare the time to take part, although three providers said they could take part in the week commencing 15th July, which was after the end of the pilot. Another SFC declined to take part due to an institutional policy of not taking part in research. Table 5.1 shows the pilot response rate by provider type.

Table 5.1 Pilot response rate by provider type

Provider type	Pilot sample	Number of pilot interviews achieved	Response Rate
ITP	45	18	40%
Local authority (ACL)	30	10	33%
Sixth form college	18	2	11%
Total	93	30	32%

Table 5.2 shows the sample outcomes for the pilot. The unadjusted response rate to the pilot was 32%, while the adjusted response rate (after removing wrong numbers and leads which had no definite outcome) was 70%.

Table 5.2 Sample outcomes – HR survey pilot

	Number of leads	Percentage (%)
Total starting pilot sample	93	
Residential number (removed)	1	
Wrong number/ nobody at that site	11	
Reached maximum number of tries (14)	2	
Remaining active leads (answer machine/ recall/ appointments) at close of fieldwork	36	
<i>Leads with a firm outcome during the pilot period</i>	43	46%
Interview breakdown (started the interview but respondent felt the information could be gathered from the company website)	1	
Not available during fieldwork period	3	
Refusal	9	
Completed interview	30	
<i>Response rate as % of all starting sample</i>		32%
<i>Response rate as % of useable starting sample (minus wrong numbers)</i>		37%
<i>Response rate as a % of definite outcomes (achieved interviews/ sum of interviews achieved + refusals)</i>		70%

Online staff survey

All eight institutions that took part in the initial cognitive visits were asked whether they would be willing to distribute the online staff survey to their teaching staff. Four providers agreed to distribute the link and four did not.

Across the four institutions that agreed to distribute the survey to teaching staff, we estimated that approximately 184 members of staff received the survey. In total 41 members of staff completed the survey within the pilot period; a response rate of 22%, the full figures can be found in Table 5.3.

Table 5.3 Sample outcomes – staff survey pilot

	Total	SFC	ITP	ACL
Completed the survey	41	29	3	9
Screened out as ineligible/ did not criteria	2			
Dropped out of the survey on the landing page (i.e. clicked on the link but did not start the survey)	89			
Dropped out of the survey partway through completing it	0			

There were no significant point(s) where people were dropping out of the online survey, though some respondents chose not to answer questions by selecting ‘prefer not to say’. That said, even the more sensitive demographic questions, such as disability and income, were answered by the vast majority of respondents. The average length to complete the survey at the pilot was 13 minutes; this excluded outliers, for example where people may have stopped the survey and come back to complete it. A range of web browsers were used to access the pilot survey including mobile browsers.

The main stage

In total 1,170 providers were invited to participate in the main stage ETP Survey. The response rate at organisational level (

Table 5.4) with HR managers or their equivalents, exceeded initial expectations – especially among ITPs, with response rates considerably higher than that achieved in the SIR. The response rates for ACL providers and SFCs also exceeded expectations given their involvement to date with SIR, reflecting the extensive engagement and communications programme in what was the first DfE-led workforce data collection amongst these audiences. Across all the provider types, 50% participated in the HR survey, rising to 53% for SFCs. Pilot responses have been included in the final data for both the providers and the staff survey, as there were limited changes between the pilot and the main stage questionnaires.

Table 5.4 Main stage HR response rate

HR survey	TOTAL NUMBERS		
	In-scope sample* (pilot + main stage)	Achieved (pilot + main stage)	RR
ITP	957	473	49%
ACL	155	78	50%
SFC	58	31	53%
Total/ overall RR	1,170	582	50%
*excluding 175 employer-providers (mainly apprenticeship provision provided directly by large employers) for more information on this see p.11			

Table 5.5 overleaf shows the sample outcomes for the main stage. The unadjusted response rate to the main stage survey was 50%, while the adjusted response rate (after removing wrong numbers and leads which had no definite outcome) was 88%.

Table 5.5 Sample outcomes HR main stage

	Number of leads	Percentage (%)
Total starting sample	1,170	
Residential number (removed)	2	
Wrong number/ nobody at that site	72	
Reached maximum number of tries (14)	130	
Remaining active leads (answer machine/ recall/ appointments) at close of fieldwork	302	
<i>Leads with a firm outcome during the main stage period</i>	664	
Interview breakdown (interview terminated)	5	
Refusal	77	
Completed interview	582	
<i>Response rate as % of all starting sample</i>		50%
<i>Response rate as % of useable starting sample (minus wrong numbers)</i>		53%
<i>Response rate as a % of definite outcomes (achieved interviews/ sum of interviews achieved + refusals)</i>		88%

The achieved number of responses from staff was below expectations (see Table 5.6). Due to the lack of any direct contact details for staff, the staff survey was conducted online, with a survey link unique to each provider who had taken part in the organisational-level CATI survey and agreed to disseminate the online link sent to each provider. There were two main issues. Firstly, there was lower than anticipated agreement from providers to distribute the online survey link to their staff – the agreement rate was 71% in the main stage compared with 86% in the pilot. As a proportion of the total population, around one in three ITPs and ACL providers agreed to distribute the link (36% and 34% respectively), and around one in four SFCs (25%). Secondly, there was uncertainty about whether all providers who agreed actually disseminated the link (due to the lack of any recorded activity on the link during the fieldwork period). Providers who had agreed received email reminders about disseminating the link, including a Ministerial letter from DfE emphasising the importance of the research, which was followed up by telephone.

Table 5.6 Main stage staff survey response rate

Staff survey				Providers	Staff	
	Number of providers who agreed to send out staff survey link	Number of providers with recorded activity on the link	Proportion of all providers in the sample with recorded activity on the link (%)	Estimated in-scope staff at those providers*	Achieved	Estimated staff RR (in providers known to have sent out the link)
ITP	347	172	18%	3,107	870	28%
ACL	53	27	17%	1,665	211	13%
SFC	15	8	14%	1,049	222	21%
Overall engagement/ response rate	71%	36%	18%	5,821	1,303	22%
*in those providers where we had recorded activity on the link (i.e. indicating that the provider definitely disseminated it)						

6 Data preparation, weighting and analysis

This section outlines the processes used to produce the final data outputs for both the HR and staff surveys, covering weighting, cleaning the data and the coding of open-ended questions.

Cleaning and editing

Both the HR and staff data were checked for completeness, consistency and accuracy. As the HR survey was being conducted via CATI, interviewers were able to help clarify any queries when answering the questions. There was one particular challenge around ACL providers and trying to ensure that when answering about staffing levels and provision respondents were answering only for services provided internally as opposed to those services that were outsourced. Despite interviewer efforts to explain this during the interview, the decision was taken at data cleaning stage to remove two ACL providers where the values looked exceptionally high.

Coding

Both the HR and staff surveys contained open-ended questions, allowing respondents to offer (or write-in for the staff surveys) any additional relevant codes. These responses were coded by IFF Research's in-house coding team and incorporated into the final SPSS datafiles.

Two types of coding were undertaken:

- Partial open-end questions: these questions offer respondents the opportunity to say 'other' and offer a response that is not covered by the pre-coded list of options that they are presented with
- Full open-ended questions: there were two full open-ended questions in the staff survey, one asked about the best or most rewarding part of working in education and training and the other about the main difficulties. The responses to the questions were reviewed by the coding team and a code frame created for the responses most likely to be given

The research team carried out checks on both the code frame and the coding by the coding team.

Weighting

The data at provider-level is unweighted. The profile of the providers who took part in the survey was compared with the population by region (based on the recorded address for that provider) and size (using the amount of ESFA funding as a proxy measure for this, as there is no comprehensive data on the number of teaching staff in the sector). While there were some minor differences by region, it was agreed that the data would remain unweighted. While the exercise was useful it was agreed that reliable data as to what the population profile looks like and, therefore, constitutes representativeness was missing and that the data would remain unweighted. The new FE data collection being rolled out from the next academic year may help going forward to provide a population profile which can be used for the purpose of weighting data gathered in the future.

The staff data was compared with the known profile of staff, using figures from the provider-level survey. This identified that part-time staff and those on non-permanent contracts had been less likely to participate in the research, and weighting was therefore applied by contract type, within each type of provider, to account for this. The population figures used to calculate the data were derived from the HR-level provider survey. The precision of survey estimates is primarily related to the achieved sample size, but is also impacted by various aspects of the research design, such as weighting.

The weighting applied to the staff survey to compensate for non-response bias will affect the precision of survey estimates. There are two measures that can be used to estimate the loss of precision: the effective sample size and the design effect. The *effective sample size* is the size of a simple random sample that would produce the same level of precision in the survey estimates as achieved with the existing survey design. The design effect is the ratio of the variance in the achieved survey estimates compared with the variance from by a simple random sample of the same size. It is calculated by dividing the achieved sample size by the effective sample size.

Table 6.1 shows the achieved sample size (unweighted), the effective sample size and the design effect for the online staff survey. The design effect resulting from the non-response weighting is 1.75. This was very close to the design effect achieved for teachers in the CSS (1.70).

Table 6.1 Effect of weighting staff survey

	Number
Achieved sample size (unweighted)	1,303
Effective sample size	744
Design effect	1.75

Subgroup analysis and statistical significance

The results for both HR and staff surveys were split out by provider type. Due to small base sizes for SFCs and ACL providers, it was very difficult to look at other sub-groups within these provider types. Differences between sub-groups are reported only when they are both statistically significant and relevant to the research objectives. In addition, the following conventions apply to how the data is reported and should be borne in mind when interpreting the findings:

- Statistical significance has been applied at the 95% confidence interval;
- Some figures are based on very small base sizes and the finding should be viewed as indicative only – these are flagged in the text;
- Percentages for single-response questions may not always add up to exactly 100% due to rounding;
- Where respondents have given multiple responses to a question, the sum of the individual responses may be greater than 100%;
- Asterisks (*) are used in tables and figures where a response was given by more than one respondent, but the proportion is less than 1% of all responses;
- Population estimates have been rounded to the nearest 10; and
- Providers were asked to report headcount rather than Full-Time Equivalents (FTEs).

Approach to statistical modelling

The main report includes Key Driver Analysis to help add insight on factors that may be driving overall satisfaction with working in education and training and likelihood to leave the FE sector in the next twelve months reported by participants. This section provides further details on the approach taken to this analysis.

Key Driver Analysis is one of the most commonly used techniques throughout business and social sciences. It usually involves regression analysis, a family of statistical techniques that provide the opportunity to test the relationship between two or more variables simultaneously. By allowing researchers to specify a dependent variable (something that is being explained) and several independent (explanatory) variables the analysis can go beyond simply describing the relationship between pairs of variables and introduces the idea of causality. That said, it is important to recognise the limitations of the model and remember that the model is just that – a simple representation of the real world. It is only as good as our understanding of the causal relationships at the heart of what is

being observed, together with a data collection process that ensures all the required measures are collected and reliable.

A linear regression model was used to test the relationship between overall satisfaction and likelihood to leave with the explanatory variables. This form of regression assumes that the relationship between the dependent variable and the independent variables is linear, which means that an increase in one variable will lead to an increase in the other variable and, similarly, a decline in one sees a decline in the other. This method was considered to be appropriate for modelling drivers of overall satisfaction and likelihood to leave. Another advantage of a linear approach is that the results are intuitive, and easy to interpret and explain.

In terms of specifying the model, a range of measures that might be used to explain satisfaction/likelihood to leave were explored. The first iteration of the modelling explored a long list of demographics, such as gender, age, income, as well as education related variables, for example teaching status, type of contract, length of time in education; the full list is presented in Table 6.2. The same model was used for both overall satisfaction and likelihood to leave with just one exception. The likelihood to leave model also included overall satisfaction with working in education and training.

Table 6.2 List of explanatory variables explored

Explanatory variables	
Gender	Teaching status (QTS/ QTLS)
Age	Length of time in current provider
Income	Total length of time in education and training
Physical or mental health conditions	Type of contract (FT/ PT)
Overall satisfaction with working in education and training	If currently work for other education and training providers
Satisfaction with opportunities (for inclusion in the overall satisfaction model and likelihood to leave)	If currently work for other organisation not in education
Level of qualifications (Levels up to 7)	

Within the regression family, there are different statistical methods for computing the relationships between variables: ‘Enter’, ‘Backward’ and ‘Forward’. The analysis explored

all the methods. The 'Enter' method includes all the variables in the model at the same time and retains all the variables in the model throughout the calculation process. The 'Forward' method looks at the relationship between each independent variable and the dependent variable and adds significant explanatory variables to the final model, one at a time until there is a single model which contains just the statistically significant variables. The 'Backward' method does the opposite, including all variables to begin with and one by one removing those variables that are not statistically significant. Through the 'Backward' and 'Forward' methods the modelling process is iterative until the computations identify the optimum combination of explanatory variables, that explain the greatest amount of variance in the dependent variable. The decision was taken to use the 'Backward' approach as it provided the optimum performance on these measures.

The output from a regression model includes an R² value, which is usually interpreted as a 'goodness of fit measure'. The statistic measures the proportion of the variance in the dependent variable that is explained by the model being tested and is presented as a percentage. The report presents the 'Adjusted R²', which applies a minor adjustment to the R² to compensate for the number of independent variables that a model includes (the greater the number of independent variables the higher the R² irrespective of their individual effectiveness in explaining the dependent variable). The models presented in the main report have R² values ranging from 27% to 42%, which means that some are stronger than others in explaining satisfaction/likelihood to leave. Nevertheless each model helps to provide insight into what is driving these measures. The unexplained variance will be caused by the omission of variables that might be important for explaining satisfaction levels and likelihood to leave, for example systemic pressures with continual changes to qualifications and curriculums, or local challenges with management or learners themselves.

For each significant variable, an impact score is calculated which shows the relative importance of that variable for satisfaction/likelihood to leave. The absolute numbers have no meaning but they do show how important one variable is versus another and whether one variable is twice, three times or even ten times as important as another variable in the model. If the model was rerun; if new variables were added or some taken away the impact scores would change and would need to be calculated afresh each time.

Appendix A: Questionnaire

Education and Training Professionals (ETP): A Survey of Sixth Form Colleges, Independent Training Providers and Adult and Community Learning Providers in England

ASK IF CATI.

S1 Good morning / afternoon / evening. My name is NAME and I'm calling from IFF Research. working on behalf of the Department for Education (DfE). [IF HASCON = 1: Please can I speak to <CONTACT>?] [IF HASCON = 2: Please can I speak to someone who has responsibility for human resources (HR) in your organisation?] *By HR we mean with responsibility for decisions about staffing levels, recruitment, and policies relating to staff development and retention.*

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Engaged	5	CALL BACK
Refusal	6	CLOSE
Not available in deadline	7	
Fax Line	8	
No reply / Answer phone	9	
Business/Residential Number	10	
Dead line	11	

Request reassurance email		COLLECT EMAIL ADDRESS THEN CONTINUE OR MAKE APPOINTMENT (SEE APPENDIX FOR EMAIL TEXT)
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ASK IF CATI

S2 Good morning / afternoon, my name is NAME, calling from IFF Research, an independent research company. We're conducting research on behalf of the Department for Education about staff deployment, recruitment and retention issues in the [TEXTFILL DEPENDING ON SAMPLE: independent training provision/ 6th form college/ adult and community learning] sector.

Continue		CONTINUE
Referred to someone else NAME_____	1	TRANSFER AND RE-INTRODUCE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Refusal – company policy	5	
Refusal – taken part in recent survey	6	
Not available in deadline	7	
Request reassurance email		COLLECT EMAIL ADDRESS THEN CONTINUE OR MAKE APPOINTMENT (SEE APPENDIX FOR EMAIL TEXT)

ASK IF CATI

S3 Thank you. Before we begin, I just need to tell you under data protection law that you have the right to have a copy of your data, change your data, or withdraw from the research at any point. If you'd like to do this, you can consult our website at iffresearch.com/gdpr.

Everything you say will be treated in the strictest confidence, and while DfE will be aware of the organisations that have taken part, they will not be told which individuals within each organisation have taken part. As part of our quality control procedures, all interviews are recorded automatically.

Is that OK?

DO NOT READ OUT. SINGLE CODE.

Yes	1	CONTINUE
No, refusal	2	THANK AND CLOSE
Show reassurances	3	SHOW REASSURANCES AND RETURN
Email reassurances	4	TAKE EMAIL ADDRESS, SEND REASSURANCE EMAIL, RETURN

IF CATI

This call may be recorded for quality and training purposes only.

REASSURANCES TO USE IF NECESSARY

The interview will take between 10 and 20 minutes to complete depending on your job role and responses.

Please note that all data will be reported in aggregate form and your answers will not be analysed or included in any reporting in any way that would allow you to be identified. IFF Research and DfE comply with the General Data Protection Regulation (GDPR).

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:

MRS: Market Research Society on 0800 9759596

IFF: Joseph Charsley, Malina Cojocaru or Louisa Pakenham Walsh on 0207 250 3035

DfE: Project manager at [email address]

DISPLAY IF ONLINE

Thank you for taking part in the ETP Survey, we very much appreciate your time. The survey takes around 10-15 minutes to complete.

For further information please visit <https://www.iffresearch.com/etp-survey/>. If you have any queries, or need any support completing the survey in an alternative format, please contact Joe Charsley or Malina Cojocaru from IFF on 0207 250 3035, or email ETPSurvey@iffresearch.com, or alternatively project manager from DfE at [\[email address\]](#).

Please only use the 'next' button on the page rather than the 'back' and 'forward' buttons in your browser. This survey is best viewed in Microsoft Internet Explorer.

To begin the survey please click 'Next'.

IF ACCESSING SURVEY VIA OPEN LINK:

Want to take a break or lost connection? Simply provide us with your email address below and we can send you a link to return to the survey at the last question you answered, so you won't have to start again from the beginning.

WRITE IN		
Prefer not to say	1	

IFF abides by the Market Research Society Code of Conduct. Due to the nature of the sector, DfE may be aware of the organisations that have taken part, but they will not know which individuals within each organisation have taken part, and the answers you provide will not be used in the analysis or reporting in such a way that you can be identified.

The work conforms with General Data Protection Regulation (GDPR). For further information on this, please visit IFF's GDPR policy page: <http://www.iffresearch.com/gdpr>. Under GDPR you have the right to have a copy of your personal data. To request this, you can visit: <http://www.iffresearch.com/gdpr-request-form/>.

Establishing role in provider (all respondents)

ASK ALL

A1 Which of the following best describes your role or roles at [INSERT NAME OF PROVIDER]?

MULTICODE.

Senior Management Team – this could include managing, company or working directors and CEOs of organisations and companies, principals of sixth form colleges, Head of Adult and Community Learning at a local authority, and <u>other people who would be considered part of a senior management team</u>	1	
Middle and junior manager – this could include managers of departments, divisions, units, teams or functions but at a level below the senior management team	2	
HR manager	3	
[DELETED]	4	
Teacher or tutor, not including those who have a pastoral only role	5	
Trainer or instructor	6	
Specialist assessor or verifier	7	
Careers guidance specialist	8	
Specialist coach, mentor, or staff trainer	9	
Teaching, learning, classroom assistant, support worker or technician	10	
Support worker in an administrative, clerical or quality assurance role	11	
Support worker in areas such as maintenance, security, catering, or cleaning	12	

Something else (please specify)	13	
Prefer not to say [EXCLUSIVE]	14	

ASK IF MORE THAN ONE RESPONSE SELECTED AT 0

A2 Which of the following best describes your main role at [INSERT NAME OF PROVIDER]?

SINGLE CODE.

PIPE IN ANSWERS SELECTED AT 0		
Prefer not to say		

ASK IF NOT SPECIFICALLY INVOLVED IN TEACHING/ TRAINING/ ASSESSMENT (0 ≠ 5-7)

A3 Does your role regularly involve teaching, delivering training, or conducting assessments with learners?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

ASK IF CATI AND NOT HR MANAGER (0 ≠ 3)

A4 Does your role involve responsibility for human resources (HR)?

By HR we mean with responsibility for decisions about staffing levels, recruitment, and policies relating to staff development and retention.

SINGLE CODE.

Yes	1	
No	2	

ROLE DUMMY VARIABLE, DO NOT ASK			
Teaching role	1	(0 = 4 OR 5 OR 6 OR 7) OR (0=1)	CONTINUE
Leadership / management role	2	(0 = 1 OR 2) OR (0 = 1 OR 2 AND NO OTHER CODES SELECTED)	CONTINUE
HR responsibility	3	CATI AND A1 = 3 OR A4 = 1	CONTINUE TO B1
Not teaching role, leadership/management or HR manager	4	(A1 ≠ 1-8) AND (A3 = 2 OR 3) AND [(A4 = 2) OR ONLINE]	THANK AND CLOSE

IF CATI:

IF DUMROLE 1=1, teacher role selected make zero, so respondents do not see teaching questions

IF DUMROLE 3=0, HR not selected ask follow-up confirmatory question A4a

A4A. This interview is designed to gather information about staffing levels and any challenges around recruitment and retention. You have not selected that you are a HR manager and you have not said that you have any responsibilities for HR.

Can I confirm do you have any responsibility for decisions about staffing levels, recruitment, and policies relating to staff development and retention?

Yes, I do have	1	Proceed to A5 if applicable, otherwise B1
No, I do not	2	Show S2, ask for referral for appropriate contact

ASK IF LEADER (ROLE DUMMY VARIABLE = 2)

A5. QUESTION DELETED

ASK IF LEADER (ROLE DUMMY VARIABLE = 2)

A6. Across all of your leadership or management roles, which of the following areas do you have any direct responsibility for?

MULTICODE

Legal services	1	
HR/personnel	2	
Finance	3	
Oversight of other division, department or function	4	
Line management or budget holding	5	
Oversight of sector/subject or equivalent	6	
Quality assurance	7	
Oversight of curriculum	8	
Operations	9	
Business development	10	
Management information service (MIS)/data management	11	
Other (please specify)	12	

B Overall staff levels (For HR managers – CATI only)

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B1 QUESTION DELETED:

ASK IF HR (ROLE DUMMY VARIABLE=3)

B2 Which, if any, of the following learning programmes does [INSERT NAME OF PROVIDER] offer:

Academic courses will be asked about separately.

Please note where a programme, e.g. 16-19 Study Programme includes a ‘Functional skills’ that is embedded within the programme please select both ‘16-19 Study Programme’ and ‘Functional Skills embedded’,

MULTICODE

Apprenticeships (including Intermediate, Advanced, Higher or Degree apprenticeships)	1	
Adult Education Budget provision (e.g. English and maths, vocational qualifications, digital entitlement, employment)	2	
16-19 Study Programme	3	
Traineeships	4	
Functional Skills (English, Maths and/or IT) as standalone study	5	
Functional Skills (English, Maths and/or IT) embedded within another learning programme, e.g. apprenticeships	6	
Work and Health Programme	7	

Adult Offender Learning	8	
Technical Certificates	9	
T Levels	10	
Applied general qualifications	11	
Preparation for work	12	
Life skills	13	
[DELETED]	14	
Community learning	15	
Family learning	16	
SEN or Supported learning provision	17	
Other vocational, work-based, technical or other non-academic learning programmes (please specify)	18	
None of these	19	

ASK IF HR (ROLE DUMMY VARIABLE=3)

B2B DO YOU OFFER ANY OF THE FOLLOWING?

MULTICODE.

ESOL	1	
Standalone literacy or adult basic English skills	2	
Standalone numeracy or adult basic maths skills	3	
None of these	4	

ASK IF HR (DUMMY=3)

B3 Which of the following academic qualifications, if any, does [INSERT NAME OF PROVIDER] offer:

MULTICODE

GCSEs	1	
AS / A Levels	2	
Foundation degrees	3	
Other accredited academic qualifications (please specify)	4	
Other non-accredited academic provision (please specify)	5	
None of these	6	

ASK ALL

B4 DELETED QUESTION

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B5 How many staff currently work for [INSERT NAME OF PROVIDER] in the following leadership or management roles?

Your best estimate is fine.

Please enter one number per box below, if there are no staff within a particular leadership or management role at present (i.e. if there are vacancies) enter '0.', or if the role is not relevant to [INSERT NAME OF PROVIDER] please select 'Not applicable'

DS: Allow 'NOT APPLICABLE' AND 'Don't know' response for each code

Staff governors (members of staff with governor responsibilities/are members of the governing board)	1	
Heads of Faculty / subject / sector / department	2	
Others in leadership or management roles	3	

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B6 How many teaching, training or assessment staff hold a current contract for [INSERT NAME OF PROVIDER]?

This should include all full and part-time staff as well as supply, agency, 'occasional' or sessional teaching staff. Please exclude any teaching assistants or teaching support staff.

WRITE IN. RANGE 0-2000

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B7 How many supply staff currently teach or deliver training or assessment in [INSERT NAME OF PROVIDER]?

WRITE IN		
Don't know	1	

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B8 How many of these teaching, training or assessment staff are contracted to work:

DS: Allow 'Don't know' response for each code

Full-time hours <i>(By full-time we mean 35 hours or more per week)</i>	1	[WRITE IN]
Part-time hours <i>(By part-time we mean less than 35 hours per week)</i>	2	[WRITE IN]
Sessional or flexible hours <i>(By this we mean staff who have flexible hours contracts which would flex depending on curriculum and student demands)</i>	3	[WRITE IN]

ASK IF HR (ROLE DUMMY VARIABLE = 3)

B9 And how many teaching, training or assessment staff currently...?

DS: Allow 'Don't know' response for each code

Hold a permanent contract	1	[WRITE IN]
Hold a fixed term or temporary contract	2	[WRITE IN]
Hold a zero hours contract	3	[WRITE IN]
Hold a minimal hours contract	4	[WRITE IN]
Hold a flexible hours contract	5	[WRITE IN]
Are employed through an agency	6	[WRITE IN]
Are self-employed / work as freelancers	7	[WRITE IN]

ASK IF OFFER VOCATIONAL SUBJECTS (B2 NOT NONE OF THESE)

B9b In which of the following areas / subjects do you currently offer courses?

Academic courses will be asked about separately.

Arts, Media and Publishing	1	[WRITE IN]
Agriculture, Environmental and Animal Care	2	[WRITE IN]
Business and Administrative	3	[WRITE IN]
Catering and Hospitality	4	[WRITE IN]
Childcare and Education	5	[WRITE IN]
Construction	6	[WRITE IN]
Creative and Design	7	[WRITE IN]
Digital / IT	8	[WRITE IN]
Engineering and Manufacturing	9	[WRITE IN]
Hair and Beauty	10	[WRITE IN]
Health and Science	11	[WRITE IN]
Legal, Finance and Accounting	12	[WRITE IN]
Sport, Leisure, Travel and Tourism	13	[WRITE IN]
Protective Services	14	[WRITE IN]
Retail and Commercial Enterprise	15	[WRITE IN]
Sales, Marketing and Procurement	16	[WRITE IN]
Social Care	17	[WRITE IN]
Transport and Logistics	18	[WRITE IN]
Other technical / vocational subject 1 (please specify)	19	[WRITE IN]
Other technical / vocational subject 2 (please specify)	20	[WRITE IN]

Other technical / vocational subject 3 (please specify)	21	[WRITE IN]
None of these	22	

ASK IF HR (ROLE DUMMY=3), ONLY PULL THROUGH OPTIONS SELECTED AT B9B

B10 How many teaching, training or assessment staff currently work in the following areas / subjects?

DS: ALLOW 'DON'T KNOW' RESPONSE FOR EACH CODE

Arts, Media and Publishing	1	[WRITE IN]
Agriculture, Environmental and Animal Care	2	[WRITE IN]
Business and Administrative	3	[WRITE IN]
Catering and Hospitality	4	[WRITE IN]
Childcare and Education	5	[WRITE IN]
Construction	6	[WRITE IN]
Creative and Design	7	[WRITE IN]
Digital / IT	8	[WRITE IN]
Engineering and Manufacturing	9	[WRITE IN]
Hair and Beauty	10	[WRITE IN]
Health and Science	11	[WRITE IN]
Legal, Finance and Accounting	12	[WRITE IN]
Sport, Leisure, Travel and Tourism	13	[WRITE IN]
Protective Services	14	[WRITE IN]
Retail and Commercial Enterprise	15	[WRITE IN]
Sales, Marketing and Procurement	16	[WRITE IN]

Social Care	17	[WRITE IN]
Transport and Logistics	18	[WRITE IN]
Other technical / vocational subject 1 (please specify)	19	[WRITE IN]
Other technical / vocational subject 2 (please specify)	20	[WRITE IN]
Other technical / vocational subject 3 (please specify)	21	[WRITE IN]
None of these	22	

ASK IF HR (ROLE DUMMY=3), ONLY SHOW CODES SELECTED AT B2B

B11 How many teaching, training or assessment staff currently work in the following learning programmes?

ESOL	1	[WRITE IN]
Standalone literacy or adult basic English skills	2	[WRITE IN]
Standalone numeracy or adult basic maths skills	3	[WRITE IN]
Preparation for work	4	[WRITE IN]
SEN or Supported learning provision	5	[WRITE IN]
Life skills	6	[WRITE IN]

ASK IF B3 NOT EQUAL TO CODE 6 NONE OF THE ABOVE

B11b Which of the following academic subjects do you currently offer?

English	1	[WRITE IN]
Mathematics	2	[WRITE IN]
Art and Design	3	[WRITE IN]
Biology	4	[WRITE IN]

Business Studies	5	[WRITE IN]
Chemistry	6	[WRITE IN]
Design and Technology	7	[WRITE IN]
Drama	8	[WRITE IN]
Economics	9	[WRITE IN]
French	10	[WRITE IN]
Geography	11	[WRITE IN]
German	12	[WRITE IN]
History	13	[WRITE IN]
Law	14	[WRITE IN]
Media / Film / TV Studies	15	[WRITE IN]
Physical Education	16	[WRITE IN]
Physics	17	[WRITE IN]
Politics	18	[WRITE IN]
Psychology	19	[WRITE IN]
Religious Studies	20	[WRITE IN]
Sociology	21	[WRITE IN]
Spanish	22	[WRITE IN]
Other (please specify)	23	[WRITE IN]
None of these	24	[WRITE IN]

ASK IF HR (dummy role =3), ONLY SHOW OPTIONS SELECTED AT B11B

B12 How many teaching, training or assessment staff currently work in the following subjects leading to academic qualifications?

English	1	[WRITE IN]
Mathematics	2	[WRITE IN]
Art and Design	3	[WRITE IN]
Biology	4	[WRITE IN]
Business Studies	5	[WRITE IN]
Chemistry	6	[WRITE IN]
Design and Technology	7	[WRITE IN]
Drama	8	[WRITE IN]
Economics	9	[WRITE IN]
French	10	[WRITE IN]
Geography	11	[WRITE IN]
German	12	[WRITE IN]
History	13	[WRITE IN]
Law	14	[WRITE IN]
Media / Film / TV Studies	15	[WRITE IN]
Physical Education	16	[WRITE IN]
Physics	17	[WRITE IN]
Politics	18	[WRITE IN]
Psychology	19	[WRITE IN]
Religious Studies	20	[WRITE IN]
Sociology	21	[WRITE IN]

Spanish	22	[WRITE IN]
Other (please specify)	23	[WRITE IN]
None of these	24	[WRITE IN]

C Recruitment and retention challenges (For HR managers – CATI only)

The next few questions are about recruiting and retaining teaching, training and assessment staff. By this we mean staff who have direct responsibility for teaching, training and assessing learners in [INSERT NAME OF PROVIDER].

ASK IF HR (dummy role =3), PULL THROUGH OPTIONS SELECTED AT B2

C1 In which of the following learning programmes do you have any vacancies?

MULTICODE.

Apprenticeships (including Intermediate, Advanced, Higher or Degree apprenticeships)	1	
Adult Education Budget provision (e.g. English and maths, vocational qualifications, digital entitlement, employment)	2	
16-19 Study Programme	3	
Traineeships	4	
Functional Skills (English, Maths and/or IT) as standalone study	5	
Functional Skills (English, Maths and/or IT) embedded within another learning programme, e.g. apprenticeships	6	
Work and Health Programme	7	
Adult Offender Learning	8	
Technical Certificates	9	
T Levels	10	
Applied general qualifications	11	
Preparation for work	12	
Life skills	13	
[DELETED]	14	

Community Learning	15	
Family Learning	16	
SEN or Supported learning provision	17	
Other vocational, work-based, technical or other non-academic learning programmes	18	
None of the above	19	

ASK IF HR, ONLY SHOW OPTIONS SELECTED AT B9B

C2 In which of the following areas / subjects do you have any vacancies?

MULTICODE.

Arts, Media and Publishing	1	
Agriculture, Environmental and Animal Care	2	
Business and Administrative	3	
Catering and Hospitality	4	
Childcare and Education	5	
Construction	6	
Creative and Design	7	
Digital / IT	8	
Engineering and Manufacturing	9	
Hair and Beauty	10	
Health and Science	11	
Legal, Finance and Accounting	12	
Sport, Leisure, Travel and Tourism	13	
Protective Services	14	

Retail and Commercial Enterprise	15	
Sales, Marketing and Procurement	16	
Social Care	17	
Transport and Logistics	18	
Other technical / vocational subject 1 (please specify)	19	
Other technical / vocational subject 2 (please specify)	20	
Other technical / vocational subject 3 (please specify)	21	
None of these	22	

ASK ALL HR (DUMMY=3), ONLY SHOW OPTIONS SELECTED AT B2B

C3 In which of the following learning programmes do you have any vacancies?

MULTICODE.

ESOL	1	
Standalone literacy or adult basic English skills	2	
Standalone numeracy or adult basic maths skills	3	
[DELETED]	4	
[DELETED]	5	
[DELETED]	6	
None	7	

ASK ALL HR (DUMMY = 3), ONLY SHOW OPTIONS SELECTED AT B3

C4 In which of the following academic qualifications do you have vacancies?

MULTICODE

GCSEs	1	
AS / A Levels	2	
Foundation degrees	3	
Other accredited academic qualifications (please specify)	4	
Other non-accredited academic provision (please specify)	5	
None of these	6	

ASK ALL HR (dummy =3), ONLY SHOW OPTIONS SELECTED AT B11B

C5 In which of the following academic subject areas do you have vacancies?

MULTICODE

English	1	
Mathematics	2	
Art and Design	3	
Biology	4	
Business Studies	5	
Chemistry	6	
Design and Technology	7	
Drama	8	
Economics	9	
French	10	
Geography	11	
German	12	
History	13	
Law	14	
Media / Film / TV Studies	15	
Physical Education	16	
Physics	17	
Politics	18	
Psychology	19	
Religious Studies	20	
Sociology	21	

Spanish	22	
Other (please specify)	23	
None of these	24	

ASK IF HR (dummy=3) AND USE SUPPLY STAFF >0, ONLY SHOW CODES SELECTED AT B9B

C6 Across the last 12 months, how many vacancies in each of the following areas / subjects have been filled by supply staff whilst you have been recruiting?

Arts, Media and Publishing	1	[WRITE IN]
Agriculture, Environmental and Animal Care	2	[WRITE IN]
Business and Administrative	3	[WRITE IN]
Catering and Hospitality	4	[WRITE IN]
Childcare and Education	5	[WRITE IN]
Construction	6	[WRITE IN]
Creative and Design	7	[WRITE IN]
Digital / IT	8	[WRITE IN]
Engineering and Manufacturing	9	[WRITE IN]
Hair and Beauty	10	[WRITE IN]
Health and Science	11	[WRITE IN]
Legal, Finance and Accounting	12	[WRITE IN]
Sports, Leisure, Travel and Tourism	13	[WRITE IN]
Protective Services	14	[WRITE IN]
Retail and Commercial Enterprise	15	[WRITE IN]
Sales, Marketing and Procurement	16	[WRITE IN]

Social Care	17	[WRITE IN]
Transport and Logistics	18	[WRITE IN]
Other technical / vocational subject 1 (please specify)	19	[WRITE IN]
Other technical / vocational subject 2 (please specify)	20	[WRITE IN]
Other technical / vocational subject 3 (please specify)	21	[WRITE IN]
None of these	22	[SINGLE CODE. EXCLUSIVE]

ASK IF HR (ROLE DUMMY VARIABLE=3), use supply staff >0 and SHOW CODES SELECTED AT B2B

C7 Across the last 12 months, how many vacancies have been filled by supply staff in the following learning programmes whilst you have been recruiting?

ESOL	1	[WRITE IN]
Standalone literacy or adult basic English skills	2	[WRITE IN]
Standalone numeracy or adult basic maths skills	3	[WRITE IN]
Preparation for work	4	[WRITE IN]
SEN or Supported learning provision	5	[WRITE IN]
Life skills	6	[WRITE IN]
None	7	[WRITE IN]

ASK IF HR (ROLE DUMMY VARIABLE = 3)

C8 How easy or difficult have you and your organisation found recruiting staff involved in teaching, training or assessment over the last three years?

SINGLE CODE.

Very easy	1	
Fairly easy	2	
Neither easy nor difficult	3	
Fairly difficult	4	
Very difficult	5	
Varies too much between vacancies/subject areas	6	
Don't know	7	

ASK IF HR (ROLE DUMMY VARIABLE = 3), ONLY SHOW OPTIONS SELECTED AT B9B

C9 In which of the following areas / subjects would you say it is difficult to recruit skilled staff in teaching, training or assessment roles?

MULTICODE.

Arts, Media and Publishing	1	
Agriculture, Environmental and Animal Care	2	
Business and Administrative	3	
Catering and Hospitality	4	
Childcare and Education	5	
Construction	6	
Creative and Design	7	
Digital / IT	8	
Engineering and Manufacturing	9	
Hair and Beauty	10	
Health and Science	11	
Legal, Finance and Accounting	12	
Sports, Leisure, Travel and Tourism	13	
Protective Services	14	
Retail and Commercial Enterprise	15	
Sales, Marketing and Procurement	16	
Social Care	17	
Transport and Logistics	18	
Other technical / vocational subject 1 (please specify)	19	

Other technical / vocational subject 2 (please specify)	20	
Other technical / vocational subject 3 (please specify)	21	
None of these	22	

ASK IF MORE THAN ONE VOCATIONAL AREA SELECTED AT B2

C10 In which of the following areas / subjects would you say it is most difficult to recruit skilled teaching, training or assessment staff?

[IF MORE THAN 3 OPTIONS SELECTED AT B2] Please select up to three responses.

DS: PULL THROUGH RESPONSES SELECTED AT B2.

ASK FOR CODES SELECTED AT B2B

C11 In which of the following learning programmes would you say it is difficult to recruit skilled teaching, training or assessment staff?

MULTICODE. READ OUT

ESOL	1	
Standalone literacy or adult basic English skills	2	
Standalone numeracy or adult basic maths skills	3	
Preparation for work	4	
SEN or Supported learning provision	5	
Life skills	6	
None	7	

ASK IF MORE THAN ONE FUNCTIONAL SKILLS SUBJECT SELECTED AT C11

C12 In which of the following learning programmes would you say it is most difficult to recruit skilled teaching, training or assessment staff?

[IF MORE THAN 3 OPTIONS SELECTED AT C11] *Please select up to three responses.*

DS: PULL THROUGH RESPONSES SELECTED AT C11.

ASK IF HR (dummy=3), ONLY SHOW OPTIONS SELECTED AT B11B

C13 And in which of the following academic areas / subjects, including but not limited to A-levels and GCSEs, would you say it is most difficult to recruit skilled teaching staff?

MULTICODE.

English	1	
Mathematics	2	
Art and Design	3	
Biology	4	
Business Studies	5	
Chemistry	6	
Design and Technology	7	
Drama	8	
Economics	9	
French	10	
Geography	11	
German	12	
History	13	
Law	14	
Media / Film / TV Studies	15	

Physical Education	16	
Physics	17	
Politics	18	
Psychology	19	
Religious Studies	20	
Sociology	21	
Spanish	22	
Other (please specify)	23	
None of these	24	

ASK IF MORE THAN ONE ACADEMIC SUBJECT SELECTED AT C13

C14 In which of the following subjects leading to academic-level qualifications would you say it is most difficult to recruit skilled teaching staff?

[IF MORE THAN 3 OPTIONS SELECTED AT 0] Please select up to three responses.

DS: PULL THROUGH RESPONSES SELECTED AT C13.

ASK IF HR RESPONSIBILITY (ROLE DUMMY VARIABLE = 3)

C15 Thinking about when you have most recently recruited for new staff involved in teaching, training or assessment, how strongly do you agree or disagree with the following?

SINGLE CODE PER ROW. READ OUT.

	Agree strongly	Agree slightly	Neither agree nor disagree	Disagree slightly	Disagree strongly	Don't know
There are MORE applications than we received for similar posts 3 years ago	1	2	3	4	5	6
The quality of the applications is better than it was 3 years ago	1	2	3	4	5	6
We re-advertise on fewer occasions than we did 3 years ago	1	2	3	4	5	6
We are making more satisfactory appointments than we did 3 years ago	1	2	3	4	5	6
We are cutting or reducing courses less than we did 3 years ago	1	2	3	4	5	6

D Qualifications, status and teaching role (teachers, training and assessment staff and leaders – online)

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1)

D1 Do you have any qualifications in teaching, training or learner assessment?

SINGLE CODE

Yes	1	
Yes, and I am currently working towards another qualification as well	2	
No, but I am currently working towards one or more	3	
No, and I am not working towards any	4	
Don't know	5	

ASK IF HAVE TEACHING OR TRAINING QUALIFICATIONS (D1 = 1 or 2)

D2 Which of the following teaching, training or assessment qualifications do you have?

MULTICODE

Level 3 – e.g. Level 3 Award in Education and Training, Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)	1	
Level 4 – e.g. Level 4 Certificate in Education and Training, Level 4 Diploma in Teaching in the Lifelong Learning Sector	2	
Level 5 – e.g. Level 5 Diploma in Education and Training, Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	3	
Level 6 – e.g. Bachelors in Education (BEd or BA Ed)	4	
Level 7 – e.g. Postgraduate Certificate in Education (PGCE), Masters in Education	5	

Another teaching, education or training qualification (please specify)	6	
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ASK IF WORKING TOWARDS TEACHING OR TRAINING QUALIFICATIONS (D1= 2 or 3)

D3 Which of the following qualifications are you currently working towards?

MULTICODE

Level 3 – e.g. Level 3 Award in Education and Training, Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)	1	
Level 4 – e.g. Level 4 Certificate in Education and Training, Level 4 Diploma in Teaching in the Lifelong Learning Sector	2	
Level 5 – e.g. Level 5 Diploma in Education and Training, Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)	3	
Level 6 – e.g. Bachelors in Education (BEd)	4	
Level 7 – e.g. Postgraduate Certificate in Education (PGCE), Masters in Education	5	
Another teaching, education or training qualification (please specify)	6	

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1) AND (D1=1)

D4 Do you have Qualified Teacher Status (QTS), Qualified Teacher Learning and Skills (QTLS), or any other related professional status related to your role at [INSERT NAME OF PROVIDER]?

SINGLE CODE

QTS (Qualified Teacher Status)	1	
QTLS (Qualified Teacher Learning and Skills status)	2	

Some other status (please specify)	3	
Don't know	4	
None of these	5	

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1)

D5 QUESTION DELETED

ASK IF TEACHER (ROLE DUMMY VARIABLE = 1)

D6 Which, if any, of the following learning programmes do you deliver?

We will ask about academic subjects in a following question.

MULTICODE

Apprenticeships (including Intermediate, Advanced, Higher or Degree apprenticeships)	1	
Adult Education Budget provision (e.g. English and maths, vocational qualifications, digital entitlement, employment, ESOL)	2	
16-19 Study Programme	3	
Traineeships	4	
Functional Skills (English, Maths and/or IT) as standalone study	5	
Functional Skills (English, Maths and/or IT) embedded within another learning programme, e.g. apprenticeships	6	
Work and Health Programme	7	
Adult Offender Learning	8	
Technical Certificates	9	

T Levels	10	
Applied general qualifications	11	
Preparation for work	12	
Life skills	13	
[DELETED]	14	
Community learning	15	
Family learning	16	
SEN or supported learning provision	17	
Other vocational, work-based, technical or learning programmes (please specify)	18	
None of these	19	

ASK IF TEACHER (ROLE DUMMY VARIABLE = 1) AND D6 NOT EQUAL TO NONE OF THESE CODE 19

D7 Which of the following subject(s), area(s) or sector(s) do you work in?

We will ask about A-levels, GCSEs and other academic subjects in a following question. We will also ask about any literacy, numeracy and ESOL teaching you may do separately, so please do not include these subject areas here.

Please choose one area for each subject that you teach. If you only teach one subject, please select the area that you feel is most relevant to that subject. If you teach multiple subjects, please select one area for each subject. If you feel more than one of your subjects are most relevant to the same area, please choose that area.

MULTICODE

Arts, Media and Publishing	1	
Agriculture, Environmental and Animal Care	2	
Business and Administrative	3	
Catering and Hospitality	4	

Childcare and Education	5	
Construction	6	
Creative and Design	7	
Digital / IT	8	
Engineering and Manufacturing	9	
Hair and Beauty	10	
Health and Science	11	
Legal, Finance and Accounting	12	
Sports, Leisure, Travel and Tourism	13	
Protective Services	14	
Retail and Commercial Enterprise	15	
Sales, Marketing and Procurement	16	
Social Care	17	
Transport and Logistics	18	
Other technical / vocational subject 1 (please specify)	19	
Other technical / vocational subject 2 (please specify)	20	
Other technical / vocational subject 3 (please specify)	21	
None of these	22	

D8 QUESTION DELETED

ASK ALL WHO TEACH (ROLE DUMMY VARIABLE=1)

D9 Which, if any, of the following academic qualifications do you teach?

MULTICODE.

GCSEs	1	
AS / A Levels	2	
Foundation degrees	3	
Other accredited academic qualifications (please specify)	4	
Other non-accredited academic provision (please specify)	5	
None of these	6	

ASK IF D9 NOT EQUAL TO NONE OF THESE CODE 6

D10 Which of the following academic subject(s) do you teach?

MULTICODE.

English	1	
Mathematics	2	
Art and Design	3	
Biology	4	
Business Studies	5	
Chemistry	6	
Design and Technology	7	
Drama	8	
Economics	9	
French	10	

Geography	11	
German	12	
History	13	
Law	14	
Media / Film / TV Studies	15	
Physical Education	16	
Physics	17	
Politics	18	
Psychology	19	
Religious Studies	20	
Sociology	21	
Spanish	22	
Other (please specify)	23	

D11 QUESTION DELETED

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1)

D12 Which of the following methods of assessment do you currently undertake with learners?

MULTICODE. READ OUT.

Aural examination	1	
Coursework	2	
E-assessment	3	
Multiple choice examination	4	
Oral examination	5	
Portfolio of evidence	6	
Practical demonstration/assignment	7	
Practical examination	8	
Task-based controlled assessment	9	
Written examination	10	
Observation in the workplace	11	
None of these	12	
Not applicable to my role	13	

E Tenure and previous experience (teachers and leaders – online or CATI)

ASK IF HAVE TEACHING ROLE OR LEADER (ROLE DUMMY VARIABLE = 1 OR 2)

E1 How long have you been in your current role at [INSERT NAME OF PROVIDER]?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE

Less than 1 year	1	
1 year or more, but less than 3 years	2	
3 years or more, but less than 10 years	3	
10 years or more, but less than 20 years	4	
More than 20 years	5	

ASK IF LEADER (ROLE DUMMY VARIABLE = 2)

E2 How long have you been working in a management role in the education and training sector including time working at any other providers prior to [INSERT NAME OF PROVIDER]?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE

Less than 1 year	1	
1 year or more, but less than 3 years	2	
3 years or more, but less than 10 years	3	
10 years or more, but less than 20 years	4	
More than 20 years	5	

ASK IF HAVE TEACHING ROLE OR LEADER (ROLE DUMMY VARIABLE = 1 OR 2)

E3 How long have you been working for [INSERT NAME OF PROVIDER] in total?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE

Less than 1 year	1	
1 year or more, but less than 3 years	2	
3 years or more, but less than 10 years	3	
10 years or more, but less than 20 years	4	
More than 20 years	5	

ASK IF LEADER (ROLE DUMMY VARIABLE = 2)

E4 How many hours are you contracted to work at [INSERT NAME OF PROVIDER] per week?

If you don't have a set number of contracted hours, please enter the number of hours you do in a normal week.

If the number of hours varies, please provide an estimate of your average weekly contracted hours. We appreciate that worked hours may vary from this.

WRITE IN. NUMERICAL, RANGE 1-48		
Varies too much to say	1	
Prefer not to say	2	
Don't know	3	

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1)

E5 In a normal week where you are working at for [INSERT NAME OF PROVIDER], how many hours are you contracted to teach? If you have other responsibilities outside of teaching please do not include these in your response.

If you don't have a set number of contracted hours, please enter the number of hours you do in a normal week.

If the number of hours varies, please provide an estimate of your average weekly contracted hours. We are collecting contracted teaching hours to create a standardised measure across the sector. We appreciate that worked hours may vary from this.

WRITE IN. NUMERICAL, RANGE 1-48		
Varies too much to say	1	
Prefer not to say	2	
Don't know	3	

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1) AND SELECTED 3 DON'T KNOW AT E5.

E5A If you are unsure how many hours you are contracted to teach, could you say how many contact hours you have with students in a normal week?

WRITE IN. NUMERICAL, RANGE 1-48		
Varies too much to say	1	
Prefer not to say	2	
Don't know		

ASK IF HAVE TEACHING ROLE OR LEADER (ROLE DUMMY VARIABLE = 1 OR 2)

E6 How are you employed at [INSERT NAME OF PROVIDER]?

MULTICODE

I have a direct contract	1	
I am employed through an agency	2	
Self-employed / work as a freelancer	3	
Some other working arrangement (please specify)	4	

ASK IF HAVE A DIRECT CONTRACT (E6=1)

E7 Do you hold a single contract for all the work you do at [INSERT NAME OF PROVIDER]?

SINGLE CODE

Yes – I have a single contract	1	
No – I have different contracts for different roles	2	
Don't know	3	

ASK IF HAVE MULTIPLE CONTRACTS (E7 = 2)

E8 How many different contracts do you hold at [INSERT NAME OF PROVIDER]?

WRITE IN. NUMERICAL, RANGE 2-20		
Don't know	1	
Prefer not to say	2	

ASK IF HAVE A DIRECT CONTRACT (E6=1)

E9 What type(s) of contract or working arrangement do you have with [INSERT NAME OF PROVIDER]?

SINGLE CODE

Permanent contract – full-time	1	
Permanent contract – part-time	2	
Fixed term or temporary contract	3	
Zero hours contract	4	
Minimal hours contract	5	
Flexible hours contract	6	
Sessional contract	7	
Some other working arrangement (please specify)	8	

ASK IF HAVE TEACHING ROLE OR LEADER (ROLE DUMMY VARIABLE = 1 OR 2)

E10 In total, how long have you been working in the education and training sector?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE

Less than 1 year	1	
1 year or more, but less than 3 years	2	
3 years or more, but less than 10 years	3	
10 years or more, but less than 20 years	4	
More than 20 years	5	

ASK IF LEADER ONLY (ROLE DUMMY VARIABLE = 2 AND NOT 1)

E11 Have you ever worked in teaching, training or assessment before working in a management role?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	

ASK IF WORKED AS A TEACHER BEFORE BEING A LEADER (E11 = 1)

E12 In total, how long did you work in teaching, training or assessment?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE

Less than 1 year	1	
1 year or more, but less than 3 years	2	
3 years or more, but less than 10 years	3	
10 years or more, but less than 20 years	4	
More than 20 years	5	

ASK IF HAVE TEACHING ROLE OR LEADER (ROLE DUMMY VARIABLE = 1 OR 2)

E13new Which of the following best describes your working situation immediately before you started working in further education (i.e. education or training of those aged 16 or older but not including higher education, e.g. universities)?

SINGLE CODE

I was teaching in higher education	1	
I was teaching in a school	2	
I was working in education in a non-teaching, training or assessment role, e.g. learning centre, advice, pastoral support	3	
I was working outside of education	4	
I did not work in any other areas before further education	5	
Other (please specify)		

ASK IF LEADER ONLY AND SELECTED OPTION 1, 2 OR 3 AT E13new

E14A Have you ever worked outside of the education and training sector in an area that is connected to the subject(s) you have leadership responsibility for in the education and training sector?

Yes	1	
No	2	

ASK IF TEACHER AND SELECTED OPTION 1,2 OR 3 AT E13new

E14B Have you ever worked outside of the education and training sector in an area that is connected to the subject you later went on to cover in the education and training sector?

Yes	1	
No	2	

ASK IF ANY INDUTSRY EXPERIENCE (IF E13NEW=4 OR E14A=1 or E14B=1)

E15 In which of the following sectors did you or do you currently work?

MULTICODE. DS: ONLY PULL RESPONSES GIVEN AT D7

Arts, Media and Publishing	1	
Agriculture, Environmental and Animal Care	2	
Business and Administrative	3	
Catering and Hospitality	4	
Childcare and Education	5	
Construction	6	
Creative and Design	7	
Digital / IT	8	
Engineering and Manufacturing	9	
Hair and Beauty	10	
Health and Science	11	
Legal, Finance and Accounting	12	
Sports, Leisure, Travel and Tourism	13	
Protective Services	14	
Retail and Commercial Enterprise	15	
Sales, Marketing and Procurement	16	
Social Care	17	
Transport and Logistics	18	
Something else (please specify)	19	

ASK IF ANY INDUTSRY EXPERIENCE (IF E13NEW=4 OR E14A=1 or E14B=1)

E16 In total, how long did you work in each sector outside of the education and training sector?

Please exclude any career breaks. If you are not sure please choose the option that you think is nearest.

SINGLE CODE PER ROW

	Less than 1 year	1 year or more, but less than 3 years	3 years or more, but less than 10 years	10 years or more, but less than 20 years	More than 20 years
PULL RESPONSES GIVEN AT E15	1	2	3	4	5

ASK IF ANY INDUTSRY EXPERIENCE (IF E13NEW=4 OR E14A=1 or E14B=1)

E17 And how recently did you work in each sector outside of the education and training sector?

SINGLE CODE PER ROW

	Currently work in industry / sector	Less than 1 year ago	1 year or more, but less than 3 years	3 years or more, but less than 10 years	10 years or more, but less than 20 years	More than 20 years
PULL RESPONSES GIVEN AT E15	1	2	3	4	5	5

F Other current roles (teachers only)

ASK IF HAVE TEACHING ROLE (ROLE DUMMY VARIABLE = 1)

F1 Do you currently work for any organisations or are you self-employed outside of your work with [INSERT NAME OF PROVIDER]?

Please include any work you currently do, including any temporary or agency work

MULTICODE.

Yes – for other education and training providers	1	
Yes – outside of education and training	2	
No	3	

ASK IF WORK FOR OTHER PROVIDERS (F1 = 1)

F2 Which of the following types of provider do you currently work for?

Please include any work you currently do, including any temporary or agency work

MULTICODE

A general further education college	1	
A specialist further education college	2	
A Sixth Form college	3	
An independent training provider	4	
The education service within a local authority	5	
A charitable or voluntary training provider	6	
A training division or unit of an employer	7	
Personal tutoring or other private arrangement	8	
Other (please specify)	9	
None of these	10	

ASK IF WORK FOR OTHER PROVIDERS (F1 = 1)

F3 How many other education and training providers are you currently working for excluding [INSERT NAME OF PROVIDER]?

Please include any work you currently do, including any temporary or agency work

WRITE IN. NUMERICAL, RANGE 1-20		
Prefer not to say	1	

ASK IF WORK FOR OTHER PROVIDERS (F1 = 1)

F4 How are you employed by these education and training providers, other than [INSERT NAME OF PROVIDER]?

MULTICODE

I have contracts direct with them	1	
I am employed through an agency	2	
Self-employed / work as freelancer for them	3	
Some other working arrangement (please specify)	4	

ASK IF WORK FOR OTHER PROVIDERS (F1 = 1)

F5 Thinking about all the education and training providers you are currently working for including [INSERT NAME OF PROVIDER]. In a normal week, how many hours are you contracted to work directly on teaching, training or assessment?

Please enter the number of contracted hours below. If this varies, please provide an estimate of your average weekly contracted hours. We are collecting contracted hours to create a standardised measure across the sector. We appreciate that worked hours vary from this.

WRITE IN. NUMERICAL, RANGE 1-48		
Prefer not to say	1	

ASK IF HAVE A ROLE IN INDUSTRY (F1= 2)

You mentioned that you currently work outside of education and training. In which of the following areas do you currently work?

MULTICODE

Arts, Media and Publishing	1	
Agriculture, Environmental and Animal Care	2	
Business and Administrative	3	
Catering and Hospitality	4	
Childcare and Education	5	
Construction	6	
Creative and Design	7	
Digital / IT	8	
Engineering and Manufacturing	9	
Hair and Beauty	10	
Health and Science	11	
Legal, Finance and Accounting	12	
Sports, Leisure, Travel and Tourism	13	
Protective Services	14	
Retail and Commercial Enterprise	15	

Sales, Marketing and Procurement	16	
Social Care	17	
Transport and Logistics	18	
Something else (please specify)	19	

ASK IF HAVE A ROLE IN INDUSTRY (F1 = 2)

F7 In which of the following ways are you employed outside of education and training?

MULTICODE

I have a direct contract with another employer	1	
I am employed through an agency	2	
Self-employed / work as freelancer or consultant	3	
Some other working arrangement (please specify)	4	

ASK IF HAVE A ROLE IN INDUSTRY (F1 = 2)

F8 Which of the following best applies to you?

SINGLE CODE

I consider my role(s) at [INSERT NAME OF PROVIDER] [IF F1=1: or at another education or training provider to be my main job role]	1	
I consider my role(s) outside of education and training to be my main job role	2	
I don't consider myself having a main job role / I consider my roles inside and outside of education and training to be equal	3	
Don't know	4	

ASK IF HAVE A ROLE IN INDUSTRY (F1 = 2)

F9 Why do you have a role outside of education and training, as well as at [INSERT NAME OF PROVIDER]?

MULTICODE

To supplement my salary from education and training	1	
To keep up to date with the latest industry knowledge and practice	2	
It is a more secure job than working in education and training	3	
I could only get part-time work outside of education and training	4	
Other (please specify)	5	

G Views on working in FE (teachers and leaders – online and CATI)

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

G1 How satisfied or dissatisfied are you with the opportunities you have to develop your career within the education and training sector?

SINGLE CODE

Very satisfied	1	
Fairly satisfied	2	
Neither satisfied nor dissatisfied	3	
Fairly dissatisfied	4	
Very dissatisfied	5	

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

G2 How likely are you to leave the Further Education and training sector in the next 12 months?

The Department for Education would like to understand movement in the sector and how attractive staying in the FE sector is to staff.

Your response will be confidential and anonymous. No one at the Department for Education or your employer will have access to your individual response, and responses will be reported at an aggregate level.

SINGLE CODE

I already have a job offer for a role outside FE	1	
I'm very likely to leave	2	
I'm fairly likely to leave	3	
I'm not very likely to leave	4	
I'm not at all likely to leave	5	
Prefer not to say	6	

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

G3 What would you say is the best or most rewarding part of working in education and training?

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

G4 And what are the main difficulties challenges of working in education and training?

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

G5 Overall, how satisfied or dissatisfied are you with working in education and training?

SINGLE CODE

Very satisfied	1	
Fairly satisfied	2	
Neither satisfied nor dissatisfied	3	
Fairly dissatisfied	4	
Very dissatisfied	5	

H Demographics (teachers and leaders – online and CATI)

SHOW IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

We have a few questions about you. This is to help make sure that we are including the views of different types of staff. All of your answers are treated in the strictest of confidence. The information will be used when analysing data at an aggregate level, and not for any other purpose.

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H1 Which of the following describes how you think of yourself?

SINGLE CODE

Male	1	
Female	2	
In another way	3	
Prefer not to say	4	

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H2 How old are you?

SINGLE CODE

24 years or younger	1	
25-29	2	
30-34	3	
35-39	4	
40-44	5	
45-49	6	
50-54	7	

55-59	8	
60-64	9	
65 years and over	10	
Prefer not to say	11	

SHOW IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

The next question is to get a clearer idea about pay/ salary levels within the sector and how these might vary across regions and different types of role, and protected characteristics like gender and ethnicity. Please be reassured that this information will remain confidential and will only be analysed in aggregate form.

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H3 Thinking just about your role at [INSERT NAME OF PROVIDER], what is your annual salary, before tax?

WRITE IN SALARY IN £000s	
1	Don't know
2	Refused

IF DON'T KNOW OR REFUSED AT H3

H4 Thinking just about your role at [INSERT NAME OF PROVIDER], which of the following best describes your income just from this organisation?

SINGLE CODE, SHOW BANDS

Annual	Monthly	Weekly	
Under £2,500	Under £200	Under £50	1
£2,500 – £4,999	£200 – £399	£50 – £99	2
£5,000 – £9,999	£400 – £829	£100 – £199	3
£10,000 – £14,999	£830 – £1,249	£200 – £289	4
£15,000 – £19,999	£1,250 – £1,649	£290 – £389	5
£20,000 – £24,999	£1,650 – £2,099	£390 – £489	6
£25,000 – £29,999	£2,100 – £2,499	£490 – £579	7
£30,000 – £34,999	£2,500 – £2,899	£580 – £679	8
£35,000 – £39,999	£2,900 – £3,349	£680 – £769	9
£40,000 – £44,999	£3,350 – £3,749	£770 – £869	10
£45,000 – £49, 999	£3,750 - £4,149	£870 - £959	11
£50,000 – £54, 999	£4,150 - £4,699	£960 - £1,059	12
£55,000 – £59, 999	£4,500 - £4,999	£1,060 - £1,159	13
£60,000 – £64,999	£5,000 - £5,399	£1,160 - £1,249	14
£65,000 – £69,999	£5,400 - £5,799	£1,250 - £1,349	15
£70,000 – £74,999	£5,800 - £6,249	£1,350 - £1,439	16
£75,000 – £79,999	£6,250 - £6,699	£1,440 - £1,529	17
£80,000 – £84,999	£6,700 - £6,999	£1,530 - £1,639	18
£85,000 - £89,999	£7,000 - £7,499	£1,640 - £1,729	19

£90,000 – £99,999	£7,500 - £8,299	£1,730 - £1,919	20
£100,000 - £119,999	£8,300 - £9,999	£1,920 - £2,229	21
£120,000 or more	£10,000 or more	£2,300 or more	22
Don't know			23
Prefer not to say			24

ASK ALL WHO ANSWERED H4

H4b Please tell us whether your answer reflects your income before or after tax.

Before tax	1	
After tax	2	
Don't know	3	

ASK IF WORK FOR MULTIPLE PROVIDERS (F1 = 1)

H6 And thinking about all of your teaching, training or assessment roles across all education and training providers you work for. Which of the following best describes your total annual income from these sources?

SINGLE CODE

Annual	Monthly	Weekly	
Under £2,500	Under £200	Under £50	1
£2,500 – £4,999	£200 – £399	£50 – £99	2
£5,000 – £9,999	£400 – £829	£100 – £199	3
£10,000 – £14,999	£830 – £1,249	£200 – £289	4
£15,000 – £19,999	£1,250 – £1,649	£290 – £389	5
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£45,000 – £49, 999	£3,750 - £4,149	£870 - £959	11
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£60,000 – £64,999	£5,000 - £5,399	£1,160 - £1,249	14
£65,000 – £69,999	£5,400 - £5,799	£1,250 - £1,349	15
£70,000 – £74,999	£5,800 - £6,249	£1,350 - £1,439	16
£75,000 – £79,999	£6,250 - £6,699	£1,440 - £1,529	17
£80,000 – £84,999	£6,700 - £6,999	£1,530 - £1,639	18
£85,000 - £89,999	£7,000 - £7,499	£1,640 - £1,729	19
£90,000 – £99,999	£7,500 - £8,299	£1,730 - £1,919	20
£100,000 - £119,999	£8,300 - £9,999	£1,920 - £2,229	21
£120,000 or more	£10,000 or more	£2,300 or more	22

Don't know	23
Prefer not to say	24

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H7 How would you best describe your nationality?

Please select one answer only

SINGLE CODE

UK, British	1	
English	2	
Scottish	3	
Welsh	4	
Northern Irish	5	
Irish (Republic)	6	
Another nationality	7	
Prefer not to say	8	

ASK IF ANOTHER NATIONALITY (H6 = 7)

How would you best describe your nationality?

SINGLE CODE

Austrian	1	
Belgian	2	
Bulgarian	3	
Croatian	4	
Czech	5	
Cypriot	6	
Danish	7	
Dutch	8	
Estonian	9	
French	10	
Finnish	11	
German	12	
Greek	13	
Hungarian	14	
Icelandic	15	
Indian	16	
Italian	17	
Latvian	18	
Liechtenstein	19	
Lithuanian	20	
Maltese	21	

Norwegian	22	
Pakistani	23	
Polish	24	
Portuguese	25	
Romanian	26	
Slovak	27	
Slovene or Slovenian	28	
Spanish	29	
Swedish	30	
Swiss	31	
Turkish	32	
Another nationality or dual nationality (please specify)	33	

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H8 How would you describe your ethnic background?

SINGLE CODE

Asian/Asian British	
Bangladeshi	1
Chinese	2
Indian	3
Pakistani	4
Any other Asian background (please specify)	5
Black/black British	
African	6

Caribbean	7
Any other black background (please specify)	8
Mixed/multiple ethnic groups	
White and Asian	9
White and black African	10
White and black Caribbean	11
White and Chinese	12
Any other mixed/multiple background (please specify)	13
White/white British	
English	14
Welsh	15
Scottish	16
Northern Irish	17
Irish	18
Gypsy, Traveller or Irish Traveller	19
Any other white background – please specify	20
Other ethnic group	
Arab	21
Other – please specify	22
Prefer not to say	23

ASK IF LEADER OR TEACHER (ROLE DUMMY VARIABLE = 1 or 2)

H9 Do you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more?

SINGLE CODE

Yes	1	
No	2	
Don't know	3	
Prefer not to say	8	

I Recontact permissions

ASK ALL

I1 Would you be willing to take part in a short follow-up survey (around 5 minutes) in around one year's time? The survey will ask whether your views of working in the sector or your employment situation have changed this year.

Please be reassured that the purpose of this re-contact is for research only and that your answers remain confidential. The research will be carried out by IFF Research on behalf of the Department for Education. Taking part will be voluntary and you can decide not to take part if and when we contact you.

SINGLE CODE

Yes	1
No	2

IF AGREE CODE =1 YES

I2 Please confirm your name

Please provide an email address where you can be contacted in around 12 months' time.

If possible we would like a personal email. This is so we contact staff even if they decide to move in the next 12 months. Any details you provide will be treated as confidential and will only be used to contact you for this specific piece of research.

Please also provide your current work email address

We may use this as an alternative way to get in touch. Any details you provide will be treated as confidential and will only be used to contact you for this specific piece of research.

ASK ALL

I4 Occasionally it is necessary to contact people to clarify information or for quality control purposes; may we please recontact you for this purpose if required? If we needed to contact you for this purpose it would be within the next 3 months.

Your details will only be used by IFF to contact you for quality control or clarifications regarding this particular study.

SINGLE CODE

Yes	1
No	2

READ OUT/DISPLAY TO ALL HR MANAGERS ONLY ROLEDUM 3=1

Thank you very much on behalf of IFF Research and the Department for Education for taking the time to participate in this important research.

I5 As part of this research we are also looking to survey teaching, training and assessment staff. We are asking HR managers who have taken part whether they would be happy to email an online survey to their teaching, training and assessment staff. It would be a confidential online survey that would take between 10 and 15 minutes for staff to fill in. Is this something you would be happy to do?

Yes	1
No	2
Would need to check with someone else	3
Other, please specify	4

OPEN TEXT BOX FOR ANY NOTES	
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Thank you very much on behalf of IFF Research and the Department for Education for taking the time to participate in this important research

Reassurance email

Subject: Education & Training Professionals Survey

Dear [NAME],

You recently received a call from us, regarding an important piece of research we are doing for the Department for Education (DfE). IFF Research is an independent research organisation. The **Education and Training Professionals survey** aims to gather information on staffing levels and provide insights into the qualifications, experiences and expectations of education and training staff. These include HR, senior leaders / management and education and training staff working for independent training providers (ITPs) across England.

The research will have three parts:



HR Survey

A 20–30 minute telephone survey with the head of HR or equivalent.



Education and training staff survey

A 10–15 minute online survey with leaders, teachers, trainers, tutors, assessors and others directly involved in the delivery of learning, training or assessments.



Follow-up staff survey – in 12 months' time

A 5 minute survey with staff who agree to be re-contacted.

This important research will be used by DfE to inform policy and practice around ways in which DfE can support the further education workforce in carrying out their work and ensuring post-16 learners get the most out of their experience. The results will be published.

If you have any questions about the research, or to confirm your participation, please speak to Joseph Charsley or Malina Cojocararu at IFF Research on 020 7250 3035 or email ETSurvey@iffresearch.com. If you wish to confirm the validity of the survey directly with DfE, please contact the DfE project manager, at [email address]

Kind regards,

Claire Johnson

Director, IFF Research



Department
for Education



Government
Social Research

With support from

Mark Dawe, CEO
Association of
Employment and Learning
Providers



Sue Pember, HOLEX Director
of Policy and External
Relations



Bill Watkin, CEO
Sixth Form College Association



Appendix B: Pilot phase correspondence

All providers in the pilot sample received advanced correspondence detailing the research and requesting their participation. Each correspondence pack contained three documents:

- A letter personally addressed to a senior named contact, signed off by DfE and IFF.
- A more detailed information sheet setting out the context for the research and explaining why their participation would be of value.
- A data sheet with a table showing the kinds of information required for the HR/ equivalent interview on staffing and numbers.

Wednesday 24th April 2019

Dear «contact»,

Researching the (name of sector) workforce in England

I am writing to ask for your help with a landmark new research study. The Department for Education (DfE) has commissioned IFF Research, an independent research agency, to conduct important new research exploring the qualifications, experiences, and expectations of education and teaching professionals working for independent training providers (ITPs), sixth form colleges (SFCs) and adult and community learning (ACL) settings. By education and training professionals we mean teachers, trainers, tutors, assessors and others directly involved in the delivery of learning, training or assessments. Previous research conducted in 2018 focused solely on General Further Education colleges and specialist colleges in England. It is critical that equivalent data is collected on the rest of the post-16 sector, to enable DfE to design and implement policy in a way that maximises the benefits for providers and learners, across all parts of the sector.

We are planning to conduct a large-scale survey of relevant staff in ESFA funded ITPs, SFCs and ACL providers in England from Summer 2019. **We are inviting you and your staff to get involved early in this process and contribute to the development of the survey**, by testing the questionnaire and providing feedback on it to an IFF researcher. We would like to interview:

- the person who has lead responsibility for human resources (HR) in your organisation
- a senior leader/manager/ Head of Department, and
- up to three members of education and training professionals (e.g. teachers, tutors, trainers or assessors).

A researcher would conduct these interviews in person as part of a one-day visit during May 2019, and the interviews would take around 45 minutes each. It is an opportunity to ensure the survey is as relevant as possible to ITPs, SFCs and ACLs. **Further information about this part of the research is on the enclosed sheet.**

Please be assured that the research is being conducted in accordance with the Market Research Society Code of Conduct and any information you provide will be handled securely in line with the GDPR. For further information about your legal rights and how to exercise these please see the GDPR policy notice on our website: <http://www.iffresearch.com/iff-research-gdpr-policy/>

Participating in the research is entirely voluntary, but as it will help to ensure the survey is as relevant as possible, and provide DfE with crucial insights into workforce issues within your sector, we do hope that you will be able to contribute.

If you have any questions about the research, please contact Joe Charsley, on 0207 250 3035 or email [email address]. Alternatively, if you have any queries about the bona fide nature of this research and how it will be used, please contact project manager at DfE ([email address]).

Kind regards,

Claire Johnson
Director, IFF Research

Project manager
Research Officer, Department for Education

Information Sheet

Researching the (name of sector) workforce in England – further information

What is the purpose of the research?

The key aim of this research is to provide insights into the qualifications, experiences and expectations of teachers, trainers, tutors, assessors and others directly involved in the delivery of learning, training or assessments working for independent training providers (ITPs), sixth form colleges (SFCs) and adult and community learning (ACL) providers across England.

The mainstage of the research will be a large-scale national survey of relevant staff in ITPs, SFCs and ACL providers in England from Summer 2019. Your input at this early stage is required to help test and fine-tune the questionnaire and approach that will be used across different types of provider organisations.

Why has my organisation been contacted?

Your organisation has been randomly selected from a list of post-16 education providers.

What will it involve?

In order to inform the development of this landmark new survey, IFF will be conducting site visits in eight organisations to test the questionnaire. We aim to conduct these between 1st May and 17th May.

Each case study will involve a researcher visiting your organisation to interview:

- A senior level HR Director/ manager/ general manager with responsibility for staffing levels, recruitment, and policies relating to staff development and retention, *the interview will last around one hour*
- Teachers/ tutors/ trainers/ assessors – ideally around 3 members of staff, *the interviews will last around 45 minutes*
- Senior member of staff, such as Head of Department, at least one depending on the size of the organisation, *the interviews will last around 45 minutes*

All interviews will be confidential and will not be reported in a way that could identify any individual person.

Why should my organisation take part?

- The data that teachers/trainers/assessors and leaders provide will allow DfE to support your sector more effectively
- DfE want to hear from your sector about your experiences and help support you in delivering the best results possible for your learners
- It is an opportunity for teachers/trainers/assessors and leaders working in your sector to share their views with DfE

How will the information be used?

The findings of the main stage study will be used by DfE to inform policy and practice around ways in which DfE can support ITPs, SFCs and ACL providers in carrying out their work and ensuring that post-16 learners get the most out of their experience. The research follows a similar study which took place in 2018, among staff of general further education colleges and specialist colleges.

All personal contact details are stored securely by IFF and destroyed after use in accordance with data protection guidelines.

The information gathered by this research will be reported at an aggregate level. No individuals or organisations will be identified in the report.

What happens next?

One of IFF's researchers will be in touch over the next couple of weeks to find out whether your organisation can take part in a case study, to provide you with more information about the proposed research, and to organise a suitable time and date for a visit.

You don't have to do anything, but it would be helpful if you could get in touch by emailing DFE.Workforce.Study@iffresearch.com to suggest available times/ dates or to nominate an alternative contact within your organisation. The research is voluntary and you can withdraw at any point.

To check the authenticity of this research or for any queries to DfE, please email project manager at [email address]

Thank you in advance for your help with this important study.**Data sheet**

Question topics for HR survey

As part of this we will be interviewing HR managers or equivalent senior managers responsible for staffing issues, to get an overview of workforce composition and deployment as well as other issues such as recruitment difficulties. The interview will take around 20 minutes.

Before this interview, HR staff / senior managers may wish to use this sheet to consider the types of questions we will be asking in case you need to look up any information in advance. **The sheet is for your use – please do not return it to us.**

Thank you in advance for your help with this important research.

	Our question areas:	Space for your notes:
Staff levels and Courses offered	Number of staff currently working in leadership and management roles:	Heads of Faculty/ Department/ Programme: Other members of senior leadership / management team:
	Number of teaching, training or assessment staff working: <ul style="list-style-type: none"> • full-time; • part-time; • sessional or other flexible hours. 	Full-time (35 hours/week or more): Part-time (less than 35 hours/week): Sessional or other flexible hours:
	Number of teaching, training or assessment staff: <i>This should include all full and part-time staff as well as supply, agency, 'occasional' or sessional teaching staff.</i> <i>Please exclude any teaching assistants or teaching support staff.</i>	Permanent contract: Fixed term or temporary contract: Zero/minimal/flexible hours contract: Self-employed/ freelancers: Employed through an agency/ as supply staff:

	Our question areas:	Space for your notes:
	<p>Programme of study offered and number of teaching, training or assessment staff in each, <i>for example A-Level, NVQ, apprenticeships</i></p> <p>Subject areas offered and number of teaching, training or assessment staff in each, <i>for example agriculture, business and administration, catering and hospitality</i></p>	
Recruitment and retention challenges	In which programme/ subject areas do you have vacancies?	
	<p>Across the last 12 months how many vacancies have been filled by supply staff whilst you have been recruiting?</p> <p>Please tell us the subject areas they are or were in</p>	
	Do you have any comments you'd like to add about recent trends in the recruitment and retention of teaching, training or assessment staff in your sector?	

Appendix C: Mainstage correspondence

Advance letter

Dear [contact],

The Department for Education needs your help

We need your help with a new study that will help the Department understand more about the further education (FE) Sector; the **Education and Training Professionals Survey (ETP Survey)**.

Following on from the successful [College Staff Survey](#) last year, we now want to hear from **independent training providers (ITPs)**, **sixth form colleges (SFCs)** and **adult and community learning (ACL)** providers across the sector.

At organisation level, it involves a telephone interview about staff composition, deployment, and recruitment issues, which is **best completed by someone with responsibility for human resources/staffing within your organisation**. There is an individual staff survey component which will take place at a later date, aimed at leaders, managers and teaching staff.

DfE has commissioned IFF Research, an independent and highly regarded research company, to carry out the **Education and Training Professionals Survey**. Working with the Department, IFF Research has developed a 20 minute survey for **HR / general managers with responsibility for staffing and recruitment**. DfE wants to hear from you about the numbers of staff employed, by subject area, type of contract, vacancies and where there might be difficulties in recruitment. DfE will use the results to inform their Further Education policies and **your input will help to shape that support in the future**. We have attached a data sheet to help in preparing for the interview: you do not need to send this back to IFF Research. **Please provide numbers of staff in terms of headcount (the actual number of staff). We do not need the numbers by Full-Time Equivalent (FTE)**. IFF will analyse responses on an aggregated basis. All information provided will only be used for research purposes and all findings will be anonymised.

A member of the IFF Team will contact you in the next few days to arrange a time to complete the HR survey. We would greatly appreciate it if you could forward on details of the head of HR or equivalent at [your provider]. If you have any questions about the research, please contact ETPsurvey@iffresearch.com, and someone from the research team at IFF will be able to help.

We strongly encourage you to take part and contribute to future policy direction in the FE sector.

Your sincerely,

Department for Education

What do we want to know?

We want to hear from ITPs about the numbers of staff employed by subject area and type of contract, your vacancies and recruitment. The attached data sheet is a guide to the information required during the HR interview (you do not need to send this to IFF).

After the HR survey, we will ask you to send an online survey to all staff involved in teaching, training or assessment. They will be asked about their qualifications, previous experience, expectations and future intentions in FE.

All information provided will be used for research purposes only and all individual responses will be anonymised.

Who's invited?

Independent Training Providers (ITPs) in England that receive funding from the ESFA.

In September, the survey will be opened up to include sixth form colleges and adult and community learning providers. ITPs make up a substantial portion of the FE sector, so we are coming to you first.

Why take part?

By taking part you will be helping DfE gather high-quality, up-to-date information to help understand more about ITPs and education and training staff. We will use the survey findings:

- As an opportunity for DfE to hear more about the sector directly from providers and their education and training staff;

- To provide new information and intelligence about ITPs;
- To help develop policy to best support ITPs and the FE workforce.

What happens next?

We have commissioned IFF Research, an independent research company, to carry out this important survey. A member of the IFF team will be in contact over the next few days to arrange a time to complete the HR survey.

If you are not the right person to respond to the HR survey, we would greatly appreciate it if you could forward on contact details for the head of HR or equivalent to IFF Research.

If you have any questions or would like to find out more you can contact the IFF team at ETPSurvey@iffresearch.com

We appreciate your time and hope that you will take part and contribute to the future policy direction of the FE sector.

Thank you,

Department for Education

With backing from

Mark Dawe, CEO

Association of Employment and Learning Providers



Data sheet

The Education and Training Professionals (ETP) survey: question topics for HR

As part of this research we will be **interviewing HR managers or equivalent senior managers responsible for staffing issues**, to get an overview of workforce composition and deployment as well as other issues such as recruitment difficulties. The interview will take around 20 minutes.

Before this interview, HR staff / senior managers may wish to use this sheet to consider the types of questions we will be asking in case you need to look up any of this information in advance. **The sheet is for your own use prior to taking part in the telephone interview – please do not return it to us.**

Thank you in advance for your help with this important research.

	Our question areas:	Space for your notes:
Staff levels and Courses offered	Number of staff currently working in leadership and management roles:	Heads of Faculty/ Department/ Programme: Other members of senior leadership / management team:
	Number of teaching, training or assessment staff working: <ul style="list-style-type: none"> • full-time; • part-time; • sessional or other flexible hours. 	Full-time (35 hours/week or more): Part-time (less than 35 hours/week): Sessional or other flexible hours:
	Number of teaching, training or assessment staff: <i>This should include all full and part-time staff as well as supply, agency, 'occasional' or sessional teaching staff.</i> <i>Please exclude any teaching assistants or teaching support staff.</i>	Permanent contract: Fixed term or temporary contract: Zero/minimal/flexible hours contract: Self-employed/ freelancers: Employed through an agency/ as supply staff:

	Our question areas:	Space for your notes:
	<p>Programme of study offered and number of teaching, training or assessment staff in each, <i>for example A-Level, NVQ, apprenticeships</i></p> <p>Subject areas offered and number of teaching, training or assessment staff in each, <i>for example agriculture, business and administration, catering and hospitality</i></p>	
Recruitment and retention challenges	In which programme/ subject areas do you have vacancies?	
	<p>Across the last 12 months how many vacancies have been filled by supply staff whilst you have been recruiting?</p> <p>Please tell us the subject areas they are or were in</p>	
	Do you have any comments you'd like to add about recent trends in the recruitment and retention of teaching, training or assessment staff in your sector?	

ITP staff survey invitation

Dear {name},

You recently participated in a telephone interview for the HR element of the **Education and Training Professionals Survey and agreed to email a link to a short online survey to your teaching, training and assessment staff**. We really appreciate your help and support with this research, which will help guide future policy development for the sector.

We are asking if you could now circulate this email (you will find the text below) to your staff and encourage them to participate and contribute to the future direction of the sector. We're interested in hearing directly from all education and training professionals – this includes **Directors, other leaders/ senior managers, teachers, trainers, tutors, assessors and others directly involved in the delivery of learning, training or assessments**, but it does not include learning support or teaching assistants at this time. We have attached a poster, which you can use to promote staff engagement with the survey.

If you have any queries, please contact ETPSurvey@iffresearch.com and one of the team will get back to you. Please could you confirm when the email containing the survey link has been sent out, and to how many staff, as this helps us to keep track of the response rate. Ideally the email would be sent out as soon as possible, in the next few days.

Thank you and best regards,

Claire Johnson,

Director,

ETP Survey: IFF Research



Education and Training Professionals: a Survey of Independent Training Providers in England

The Department for Education (DfE) needs your help with a new study that will help them understand more about education and training professionals in independent training providers.

[IFF Research](#), an independent research company, is conducting the **Education and Training Professionals Survey** on behalf of DfE. With support from the Department and [AELP](#), IFF Research have developed a short 10-15 minute survey covering your role, qualifications, experience, demographics and views on working in the sector.

Find out more and take part in the survey by clicking here:
<https://www.iffresearch.com/etp/a10054801yca>

If you would like to complete the survey in more than one sitting please enter your email address when prompted within the survey and an updated link will be sent to you, so that you can pick up where you left off.

DfE wants to hear from **leaders, managers, teachers, trainers, tutors, assessors** and **others directly involved in the delivery of learning, training or assessments**.

This is an opportunity for the Department to hear directly from the sector, about your experience and expectations of working in FE as well as your future intentions. The

results will be used to develop future policies – **your input will help to support the sector.**

All responses will be treated with the utmost confidentiality by IFF Research and DfE, and reported at aggregate level. No one from your employer will see your individual responses. Your employer will not know who has taken part in the survey.

Please click the link above to take part. Further information can be found on [the ETP survey webpage](#). If you have any questions about this research please contact ETPSurvey@iffresearch.com, and someone from the research team at IFF will be able to help. Alternately, if you would like to speak to someone from the DfE, please contact project manager at [email address], the DfE project manager for the study.

Thank you for your help with this important research.

With support from:

Mark Dawe

CEO Association of Employment and Learning Providers



Poster - ITPs



Have your say!

Education and Training Professionals (ETP) Survey

DfE wants to hear from Independent Training Providers

The further education sector is exceptionally important in developing a skilled workforce and ensuring everyone has the opportunity to achieve their potential. The Department for Education (DfE) recognises the vital role the workforce plays and has commissioned the **Education and Training Professionals (ETP) survey** to help build their understanding of the workforce and the issues it faces. The survey has been developed with the help and support of AELP.

The research has three parts:

	HR Survey – your organisation has already completed this part
	Education and training staff survey – your organisation will send round a web link A <u>10-15 minute</u> online survey for senior leaders and staff directly involved in teaching, training and assessment, covering qualifications, experiences and future plans.
	Follow-up staff survey – in 12 months' time A <u>5 minute</u> survey with staff who agree to be re-contacted, to review staff movement across the sector and whether staff experiences/ views have changed.

Who do we want to hear from?

DfE wants to hear from leaders, teachers, trainers, tutors, assessors and others directly involved in the delivery of learning, training or assessments.

What do we want to know?

The survey will ask about your qualifications, previous experience, expectations and future intentions in the further education sector.

Why take part?

This is an opportunity for DfE to hear from you, your experiences and the challenges you face. DfE will publish the findings online, and use the results to develop future policies to support the sector and workforce.

For more information, please visit <https://www.iffresearch.com/etp-survey/>

We hope you will take this opportunity to take part and have your voice heard.

First reminder letter

«GreetingLine»

Thank you for participating in the Education and Training Professionals Survey. To make sure we get as many responses to the staff survey element as possible, please could you circulate the reminder message below to your **teaching, training and assessment staff**.

Please could you confirm when the email containing the survey link has been sent out, and to how many staff, as this helps us to keep track of the response rate.

We really appreciate your help and support with this research. If you have any queries, please contact ETPSurvey@iffresearch.com and one of the team will get back to you.

Many thanks and best regards,



The Department for Education needs you

Thank you to everyone who has completed the Department for Education's (DfE) **Education and Training Professionals Survey** so far. The findings will contribute to the direction of future policy.

«WeThey» need as many responses as possible to accurately represent you and independent training providers (ITPs), to develop policy that effectively supports learners and staff in ITPs, as well as the providers themselves. **If you haven't yet responded, please complete the survey using the link below.**

«Link»

What do «WeDfE» want to know?

The survey asks about your role, qualifications, experience, demographics and views on working in the sector. For more information please visit [ETP survey website](#) or the [AELP website](#).

All responses will be treated in the strictest confidence by IFF Research, and while DfE will be aware of the organisations that have taken part, they will not be told which individuals within an organisation have taken part. No one from your employer will see your individual responses. Your employer will not know who has taken part in the survey. Findings will be reported at aggregate level.

Who do «WeDfE» want to hear from?

We want to hear from **leaders, teachers, trainers, tutors, assessors** and **others directly involved in the delivery of learning, training or assessments**.

How long will the survey take?

Working with DfE and AELP, IFF Research have developed a **10-15 minute** survey. If you would like to complete the survey in more than one sitting please enter your email address when prompted within the survey and an updated link will be sent to you, so that you can pick up where you left off.

Why should you take part?

By taking part you will be helping DfE gather high-quality, up-to-date information to help understand more about ITPs and their education and training staff. This is an opportunity to tell «usDfE» about your experience and expectations of in your role, as well as your future intentions. «WeThey» will use this new information to help develop policy to best support ITPs and the workforce.

If you have not already completed the survey, please click the link above to take part.

If you have any questions about this research please contact ETPsurvey@iffresearch.com, and someone from the research team at IFF will be able to help. Alternatively, please contact the DfE research manager [email address]

Thank you for your help with this important research.

With support from:

Mark Dawe, CEO

Association of
employment and Learning
Providers



Two weeks to go – reminder

Subject line – “DfE’s Education and Training Professionals Survey- only 2 weeks left to take part”

Dear {name}

We would like to thank everyone who has taken the time so far to contribute to DfE’s Education and Training Professionals Survey. **DfE recognises the vital role Independent Training Providers, Adult and Community Learning providers and Sixth Form Colleges (SFCs) play in ensuring learners have the knowledge and skills they need to progress in education or work.** We need as many responses as possible to accurately represent you and your sector, to develop policy that effectively supports learners and staff, as well as the providers themselves.

The online staff survey will be open for two more weeks. **Please take a moment to forward this invitation to to all your teaching, training and assessment staff and encourage them to take part** and have their voice heard.

[INSERT LINK]

If you have any questions or would like to find out more you can visit the survey web page [here](#), contact the IFF team at ETPSurvey@iffresearch.com or project manager from DfE at [email address].

We hope as many members of teaching, training and assessment staff will take part in the survey and look forward to seeing the results from your sector.

Yours sincerely,

One week to go – reminder

Subject line – “FINAL WEEK for DfE’s Education and Training Professionals Survey”

Dear {name}

We’re now into the final week of DfE’s Education and Training Professional (ETP) Survey, with the survey **closing 29 November**. We would like to thank everyone who has taken the time so far to contribute to the Education and Training Professionals Survey.

DfE recognises how important Independent Training Providers, Adult and Community Learning providers and Sixth Form Colleges are in developing a skilled workforce and ensuring everyone has the opportunity to achieve their potential. DfE’s ETP Survey will help build their understanding of the workforce and the issues it faces. DfE needs as many responses as possible to accurately represent you and your sector, to develop policy that effectively supports its learners and staff, and providers.

With just **one** week to go, **please circulate the survey link below to all your teaching, training and assessment staff and encourage those who have not yet had time participate to get involved now before it’s too late** so they can have their voice heard.

[INSERT LINK]

If you have any questions or would like to find out more you can visit the survey web page [here](#), contact the IFF team at ETPSurvey@iffresearch.com or project manager from DfE at [email address].

We hope as many members of teaching, training and assessment staff will take part in the survey and look forward to seeing the results from your sector.

Yours sincerely,

Ministerial letter – staff survey reminder



Rt Hon Michelle Donelan MP

Minister of State for Children and Families

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT tel:
0370 000 2288 www.education.gov.uk/hetp/contactus

Dear colleague,

Thank you for participating in the Education and Training Professionals survey. I am supporting the SoS in his role as skills lead, including on skills reform and FE workforce, and wish to underline the importance of ensuring your organisation's staff respond to the survey.

This Government has made the improvement of technical and further education a priority, as part of a policy programme which is making sure that all people have the opportunities to succeed in the modern economy. Along with you, we want to improve further education and we are aware that more will be asked of the sector as a result of reforms. Therefore, we are keen to consider how best we can support you. To ensure the support and policies we develop are relevant and sensible, they must be based on high-quality, accurate data. To achieve this, we need to make sure that our evidence is current and sourced directly from those individuals and institutions most affected by the changes.

As such, we are undertaking a research programme on the FE workforce; a key element of this is the **Education and Training Professionals (ETP) survey**. The **ETP Survey** is aimed at teaching/training/assessment staff and leaders in Sixth Form Colleges, Independent Training Providers and Adult and Community Learning Providers in England. This follows on from the success of last year's **College Staff Survey**, the findings of which are published here: <https://www.gov.uk/government/publications/college-staff-survey-2018>.

Thank you for completing the HR survey stage of this project. I now need your organisation's staff to take part in the online staff survey. To that end, I am asking you to encourage your education and training staff and leaders to complete it before the deadline of 31st October. This is vital information for DfE to support you in your work.

IFF Research are conducting this survey on behalf of the Department. We have made sure that the survey is kept short to minimise the time it takes to complete.

If you would like to speak to someone about the study, please email the DfE Project Manager Rosie Chalam-Judge at Rosie.Chalam-Judge@education.gov.uk.

I would like to reiterate how important it is that you and your staff input into this survey, and assure you that all survey responses will remain confidential.

I am most grateful for your support and cooperation.

A handwritten signature in black ink that reads 'Michelle Donelan'.

Rt Hon Michelle Donelan MP

Minister of State for Children and Families

Ministerial letter – HR survey reminder

Ministerial letter



Rt Hon Michelle Donelan MP
Minister of State for Children and Families
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT tel:
0370 000 2288 www.education.gov.uk/netp/contactus

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As such, we are undertaking a research programme on the FE workforce; a key element of this is the Education and Training Professionals (ETP) survey. The ETP Survey is aimed at teaching/training/assessment staff and leaders in Sixth Form Colleges, Independent Training Providers and Adult and Community Learning Providers in England.

I am supporting the Secretary of State in his role as skills lead, including on skills reform and FE workforce, and wish to underline the importance of participating in all stages of the ETP survey and ensuring your organisation's staff take part.

I need you and your organisation's staff to take part in the ETP Survey. Please ensure your organisation completes the HR survey and you encourage your education and training staff and leaders to complete it before the deadline of 29th November. This is vital information for DfE to support you in your work.

IFF Research are conducting this survey on behalf of the Department. The survey is short to minimise the time it takes to complete.

If you would like to speak to someone about the study, please email the DfE Project Manager Rosie Chalam-Judge at Rosie.Chalam-Judge@education.gov.uk.

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A handwritten signature in black ink that reads 'Michelle Donelan'.

Rt Hon Michelle Donelan MP
Minister of State for Children and Families

FE Week Newsletter banner

Latest news from FE Week

FE WEEK

Job of the week from [Education Week Jobs](#)

	CLICK CMS IS RECRUITING	COMPETITIVE RATES
	INTERIM MANAGERS AND PERMANENT ROLE CANDIDATES	

Good afternoon,

I hope that you had a lovely weekend.

Please find below links to the latest news stories from FE Week.

ADVERT



Department for Education

Limited time left for DfE's Education and Training Professionals (ETP) survey!

Staff at Independent Training Providers, Adult and Community Learning Providers and Sixth Form Colleges play a vital role in ensuring learners have the skills they need to succeed. Currently education and training staff are not well-represented in available data, so DfE is running the ETP survey to gather high quality, up-to-date information. The findings will be published, and used to develop effective policies and support for the sector, staff and learners - make sure you are represented by taking part in the survey!

For more information, visit <https://www.iffresearch.com/etp-survey>



Department
for Education

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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www.education.gov.uk/contactus

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