CAREER PROGRESSION IN THE FURTHER EDUCATION AND TRAINING SECTOR

Findings from an online survey of members of the Society for Education and Training (SET)

SUZANNE STRAW – 04/04/2017

EXECUTIVE SUMMARY

Introduction and methodology

In March 2017, the Education and Training Foundation (ETF) and the Society for Education and Training (SET) commissioned the National Foundation for Educational Research (NFER) to support them with devising, analysing and reporting an online survey of staff within the education and training sector. The aim of the survey was to explore career progression within the sector, including enabling factors and barriers. It also aimed to explore respondents' future career aspirations and what types of support would help them to achieve their aspirations. The survey was developed by NFER in collaboration with a SET Fellow at the University of Wolverhampton and reviewed by ETF and SET. It was then administered by ETF via Snap Surveys.

A link to the survey was emailed to 14,000 SET members who were invited to complete the survey over a two week period - between 13th and 24th March 2017.

The survey was completed by 796 respondents.

Key findings

Motivation for joining FE and training
In order of popularity, respondents reported that the key reasons for joining FE/training were:

− enjoyment in working with young and adult learners, inspiring the next generation, helping them realise their potential and transforming lives
− enjoyment of teaching/work-based learning
− personal/professional career development
− a passion for their subject and a desire to pass on knowledge and skills
− to make a difference to the sector and the future workforce
− to work with learners who are enthusiastic and self-motivated and in a sector where there are fewer behavioural issues.

Definition of career progression
In order of popularity, respondents defined career progression as:

− gaining greater experience/expertise/qualifications/working at higher/lower levels in teaching their chosen subject
− gaining more leadership and management responsibility e.g. for subject development and planning and managing teams
− developing a broader range of courses, teaching methods and strategies and teaching materials and resources
− increasing one's skill-set in a specialist subject area e.g. in assessment, observation, external verification, coaching and mentoring, training
− engaging in academic and practice-based research
− working with different cohorts of students
− increasing hours teaching/having a permanent or full-time contract
− moving into a new sector.

Enabling factors for career progression

Respondents were provided with a series of enabling factors for career progression and asked to rank them in order of effectiveness from 1 to 5, with 1 being the most effective.

By far the most effective factor was 'gaining a formal teaching or training qualification' which was ranked 1 by over a third of respondents. In addition, it was ranked 1, 2 or 3 by almost three-fifths of respondents. This was followed by 'gaining on-the-job experience' which was ranked 1 by 15 per cent of respondents and 1, 2 or 3 by two-fifths. The third most important factor was 'achieving Qualified Teacher Learning and Skills (QTLS)' which was ranked 1 by 11 per cent of respondents and 1, 2 or 3 by a quarter.

Other factors ranked 1, 2 or 3 by around a fifth of respondents were: 'support of a mentor/coach/line manager', 'gaining a higher-level qualification' and 'membership of SET'.

Barriers to career progression

By far the most significant barrier to career progression was 'workload and lack of time preventing take-up of continuing professional development (CPD) or higher-level study', which was reported by half of the respondents.

Between a quarter and a third of respondents reported the following barriers:

− 'lack of encouragement and support from the institution's management'
− 'lack of promotion or development opportunities'
− 'lack of appropriate subject-specialist CPD'.

Just over one in ten respondents reported that they had not experienced any barriers.

In addition, ten per cent of respondents reported other barriers, with key ones being:

− lack of funding for FE colleges leading to restructuring, demotion, redundancy, instability of work and contracts and zero hours contracts which resulted in a lack of progression opportunities and uncertainty about career direction
− staff in part-time and temporary roles not being eligible for paid training and CPD leading to prohibitive financial and time cost to the individual of attending CPD (including CPD on important areas such as curriculum changes)
− bias/discrimination in the promotion process (e.g. in terms of age and gender, and favouritism rather than promotion on merit).

Overcoming barriers

When asked what had been most helpful in overcoming these barriers, respondents provided a range of actions and support, with the most commonly mentioned ones being:

− undertaking CPD/training/courses/professional development which was inspired, organised and financed by the individual
− exploring ways to improve oneself, self-belief, self-motivation and being determined to succeed
− changing employer/role/department e.g. to gain the required stability and support
− inspiring and supportive practitioners/mentors/peers/colleagues/effective team working
− supportive line manager.

Career aspirations

Respondents were asked how they would like their career to progress over the next one to two years. They were able to rank a number of options in order of priority from 1 to 3, with 1 being the highest priority.

The largest proportion of respondents – around a quarter - ranked 'I would like to further develop my expertise in my current role' as their first priority. One in ten respondents or more reported the following as their first priority: 'I would like to take on greater management responsibilities', I would like to further develop my sector/subject knowledge' and 'I would like to remain in my current role'.

Looking at the proportion of respondents allocating any of the three rankings to an option, 'I would like to further develop my expertise in my current role' remained the key priority for respondents, identified by more than two-fifths. This was closely followed by a similar option: 'I would like to further develop my sector/subject knowledge' also identified by around two-fifths. Other options which around a quarter of respondents allocated one of the three rankings to were: 'I would like to take on greater management responsibilities', 'I would like engage (further) with academic research' and 'I would like to remain in my current role'.

 In terms of the 'Other' priorities, reported by three-fifths of respondents, the two key priorities were:

- (due to being at the end of their career) going part-time/reducing hours, winding down, emigrating
- getting/keeping a permanent contract and having a more certain future.

Support required to achieve career aspirations

The largest proportion - around a third - reported that the following would support their career progression:

− 'gaining (further) on-the-job experience'
− 'undertaking course(s)'
− 'support of a mentor/coach/line manager'.

Around a quarter reported that their career progression would be supported through:

− 'support from/collaborating with colleagues in practice-based contexts'
− 'achieving Qualified Teacher Learning and Skills (QTLS)'
− 'opportunities to (further) engage with research'
− 'taking on additional or managerial responsibilities (paid or unpaid)'
− 'gaining a higher-level qualification'.

Characteristics of the sample

Gender and age

The majority of respondents were female, 60 per cent, with 36 per cent being male and four per cent not identifying their gender. The overall gender split of the sample was generally representative of the gender spilt in the FE/training sector. In relation to age, 69 per cent of respondents were over 45 years of age. The age profile was a little older than that of the FE/training sector overall in which 54 per cent of staff are aged over 45 years.

Workplace and region

Just less than a third of respondents were working in general further education colleges (28 per cent). This was followed by schools of all types and University Technical Colleges (17 per cent) and private training providers (13 per cent). Very small proportions (six per cent or less of each type of

organisation) worked in adult and community learning provision, higher education, sixth form colleges, third sector/charity training providers, sector/subject specialist colleges, colleges specialising in special educational needs and Offender Learning and Skills Service provision.

Respondents were working within all of the English regions. However, just over two-fifths were located in the southern regions. Five per cent of respondents worked in other areas – mostly overseas or they had a role covering several regions of England or the UK.

Job roles
Half of the respondents were working as teachers, tutors, trainers, lecturers or instructors in FE/HE/training. Most respondents had held other roles in education and training previously with the majority (60 per cent) previously having worked as a teacher/tutor/trainer/lecturer/instructor.

Respondents were working in a wide range of sectors, with the largest proportions (around one in ten) focusing on:

− English/literacy
− health, public services and care
− education and training (including initial teacher education)
− special educational needs and disability.

Just over half of the respondents had gained directly relevant industrial or vocational experience prior to joining the sector. A further fifth had gained other industrial or vocational experience.

Over half of the respondents were primarily teaching at Level 2 or 3, with around a quarter teaching each of these levels. Respondents were also asked what other levels they were teaching. Around a half reported that their second highest number of teaching hours was at Level 2.

Just over half of respondents held permanent full-time positions, with just less than a fifth being in permanent part-time positions. This mirrors the proportion of part-time workers in FE/sixth form colleges, the third sector and private training providers. Of those who were part-time, 61 per cent were female.

Qualifications
Sixty-three per cent held a Level 6 qualification or above in their specialist subject, with 64 per cent of those who were a teacher/tutor/trainer/lecturer/instructor qualified at this level. This compares to 58 per cent of teachers in the FE/training sector overall qualified at Level 6 or higher.

Just less than half of the respondents held a Post-graduate Certificate in Education (PGCE), with just less than a quarter holding a Diploma in Education and Training. Smaller proportions held other teaching qualifications.

Membership of SET
The vast majority of respondents were members of SET (99 per cent).

1 INTRODUCTION AND METHODOLOGY

1.1   Introduction

In March 2017, the Education and Training Foundation (ETF) and the Society for Education and Training (SET) commissioned the National Foundation for Educational Research (NFER) to support them with devising, analysing and reporting an online survey of staff within the education and training sector. The aim of the survey was to explore career progression within the sector, including enabling factors and barriers. It also aimed to explore respondents' future career aspirations and what types of support would help them to achieve their aspirations.

1.2   Methodology

The online survey on career progression was developed by NFER in collaboration with a SET Fellow at the University of Wolverhampton and reviewed by ETF and SET. It was then administered by ETF via Snap Surveys. The survey can be found in Appendix A.

A link to the survey was emailed to 14,000 SET members who were invited to complete the survey over a two week period - between 13th and 24th March 2017. Once the survey was closed, the data was passed onto NFER for analysis.

2 FINDINGS

This section presents the findings of the survey. It covers the following areas:

- − characteristics of the sample
- − respondents' motivation for joining FE and training
- − respondents' definition of career progression
- − enabling factors for career progression
- − barriers to career progression
- − career aspirations
- − support required to achieve career aspirations.

Selected tables and figures have been included. The remaining tables can be found in Appendix B.

2.1   Characteristics of the sample

The survey was completed by 796 respondents. Further details on the characteristics of the sample are provided in the sub-sections below.

2.1.1   Gender and age

The majority of respondents were female, 60 per cent, with 36 per cent being male. A small number (four per cent) responded 'Other' or that they preferred not to say. The overall gender split of the sample was generally representative of the gender spilt in the FE/training sector in which 64 per cent of *all* staff are female and 59 per cent of *teaching staff* are female[1,2].

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[1] From data provided by ETF from analysis of 2014/15 Staff Individualised Records (SIR).

[2] Further breakdowns also showed similarities of the FE/sixth form college sub-sample to the overall population: 63 per cent in the sub-sample were female compared to 64 per cent in the overall FE/sixth form college population. The third sector and private training provider sub-samples were a little less representative: in the third sector sub-sample, 75 per cent were female as opposed to 67 per cent in the third sector overall; in the private training provider sub-sample, 49 per cent were female compared to 63 per cent in the private training provider population overall.

In relation to age, 69 per cent of respondents were over 45 years of age. The age profile was a little older than that of the FE/training sector overall in which 54 per cent of staff are aged over 45 years[1].

In the FE/sixth form college sub-sample, 60 per cent of respondents were aged over 45 years compared to 54 per cent overall in the FE/sixth form college population. The private training provider sub-sample was significantly older than the private training provider population: 82 per cent were over 45 years compared to 33 per cent in the overall population. In terms of third sector providers, the sub-sample was a little younger than the overall population for this group: 53 per cent were aged over 45 years compared to 57 per cent in the third sector population.

The largest proportion of respondents was aged 50-54 years (24 per cent) followed by 55-59 years (18 per cent) and 45-49 years (15 per cent). A fifth were 39 years and under.

Please see Table 1 below.

Table 1 Age

	PER CENT
20-24	1
25-29	4
30-34	7
35-39	8
40-44	11
45-49	15
50-54	24
55-59	18
60-64	8
65+	4
Prefer not to say	2

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Due to rounding percentages may not sum to 100.
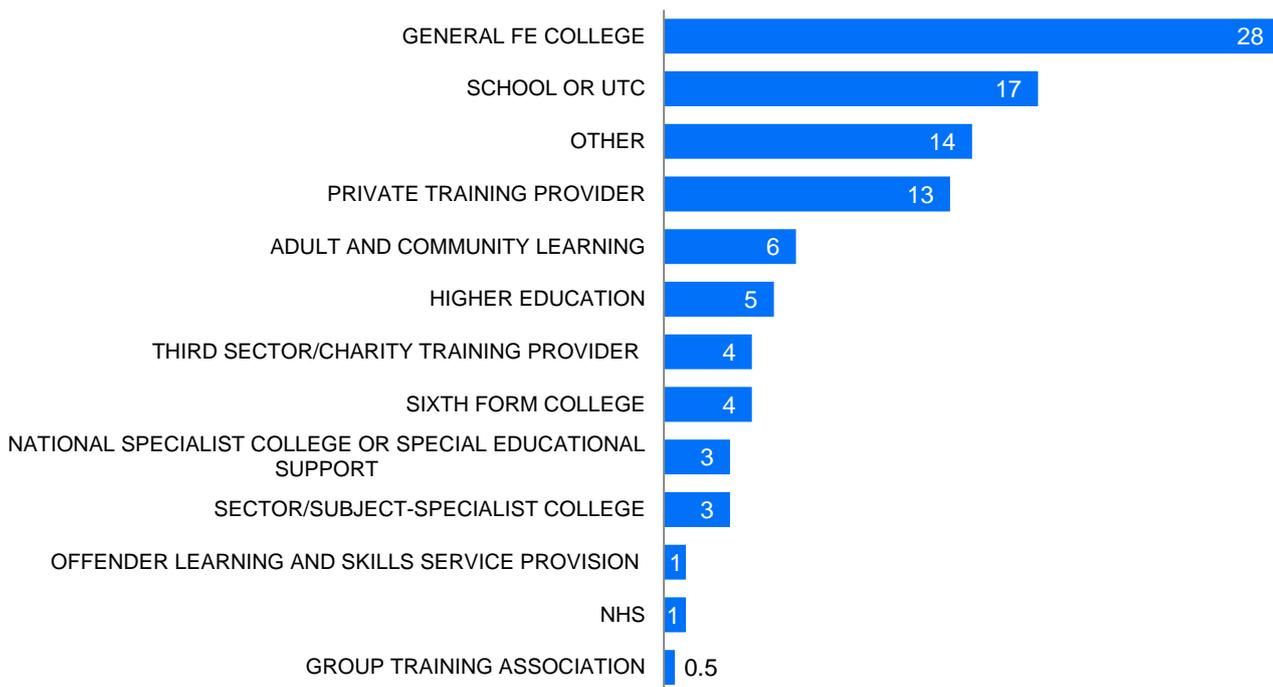
2.1.2 Respondents' workplace

Just less than a third of respondents were working in general further education colleges (28 per cent). This was followed by schools of all types and University Technical Colleges (17 per cent) and private training providers (13 per cent).

Very small proportions (six per cent or less for each group) worked in adult and community learning provision, higher education, sixth form colleges, third sector/charity training providers, sector/subject specialist colleges, colleges specialising in special educational needs and Offender Learning and Skills Service provision.

Fourteen per cent of respondents reported that they were working in a range of other organisations which included: awarding bodies; examination boards; sector bodies; private companies (e.g. delivering work-based training); local authorities and central government; careers; Civil Service (e.g. Ministry of Defence); police; health and social care; army/navy (e.g. military training); supply work with teaching agencies; or were self-employed, freelance or working as a private tutor.

Please see Figure 1 below.

Figure 1 Type of institution (per cent)

Institution	Per cent
GENERAL FE COLLEGE	28
SCHOOL OR UTC	17
OTHER	14
PRIVATE TRAINING PROVIDER	13
ADULT AND COMMUNITY LEARNING	6
HIGHER EDUCATION	5
THIRD SECTOR/CHARITY TRAINING PROVIDER	4
SIXTH FORM COLLEGE	4
NATIONAL SPECIALIST COLLEGE OR SPECIAL EDUCATIONAL SUPPORT	3
SECTOR/SUBJECT-SPECIALIST COLLEGE	3
OFFENDER LEARNING AND SKILLS SERVICE PROVISION	1
NHS	1
GROUP TRAINING ASSOCIATION	0.5

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Due to rounding percentages may not sum to 100.

In terms of region, respondents were working within all of the English regions. However, just over two-fifths (42 per cent) were located in the southern regions. The largest proportion of respondents worked in the South East (17 per cent) followed by London (15 per cent).

Ten per cent of respondents were based in each of the following regions: Yorkshire and the Humber, the West Midlands, the North West and the South West.

Smaller proportions were located in the East Midlands, East of England and North East (eight per cent or less were located in each of these regions). One per cent of respondents were based in Wales, with Scotland having the same proportion.

Five per cent of respondents worked in other areas – mostly overseas or they had a role covering several regions of England or the UK.

2.1.3   Job roles

Half of the respondents were working as teachers, tutors, trainers, lecturers or instructors in FE, HE or training.

The next largest proportions were working as a teacher or another role in schools (13 per cent) or as a head of department/faculty/curriculum/subject (seven per cent).

Between three and five per cent of respondents were working in a range of other roles such as: assessor/verifier, course leader, CEO/director/head of service/principal/headteacher or deputy role, or curriculum manager.

Two per cent of respondents or less were working in a quality role, as an administrator, mentor/coach, teaching and learning adviser, support worker/staff, technician/technical staff, in student services, in a pastoral role, or as an external examiner.

The seven per cent who responded 'Other' were working in roles such as: trainer, educational consultant/adviser, freelance lecturer, learning and development, nurse, employment officer, special educational needs, management/business consultant, work-based learning trainer, cover supervisor and supply teacher.

Please see Figure 2 below.

Figure 2 Current role (per cent)
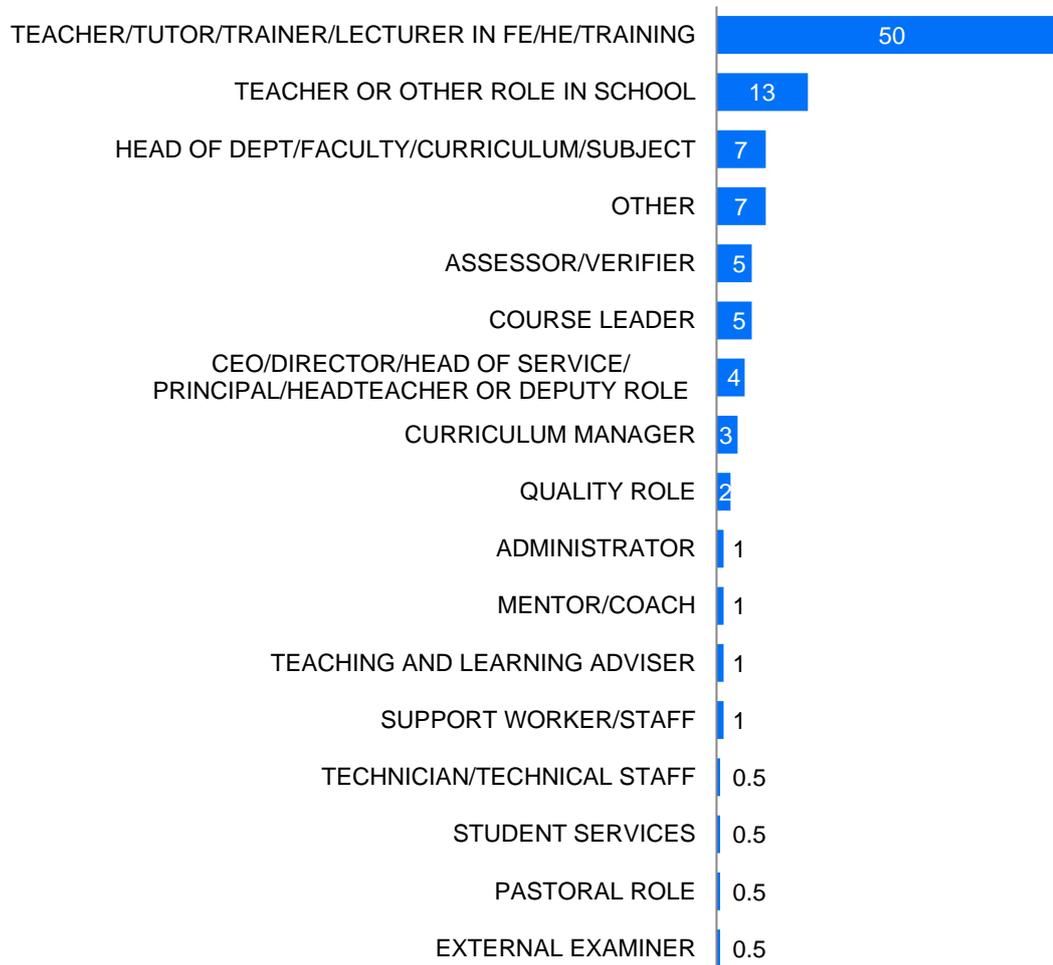
Role	Per cent
TEACHER/TUTOR/TRAINER/LECTURER IN FE/HE/TRAINING	50
TEACHER OR OTHER ROLE IN SCHOOL	13
HEAD OF DEPT/FACULTY/CURRICULUM/SUBJECT	7
OTHER	7
ASSESSOR/VERIFIER	5
COURSE LEADER	5
CEO/DIRECTOR/HEAD OF SERVICE/ PRINCIPAL/HEADTEACHER OR DEPUTY ROLE	4
CURRICULUM MANAGER	3
QUALITY ROLE	2
ADMINISTRATOR	1
MENTOR/COACH	1
TEACHING AND LEARNING ADVISER	1
SUPPORT WORKER/STAFF	1
TECHNICIAN/TECHNICAL STAFF	0.5
STUDENT SERVICES	0.5
PASTORAL ROLE	0.5
EXTERNAL EXAMINER	0.5

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Due to rounding percentages may not sum to 100.

Most respondents had held other roles in education and training previously. Again, the majority (60 per cent) had held role(s) as a teacher/tutor/trainer/lecturer/instructor in FE/HE/training. This was followed by assessor/verifier (42 per cent), course leader (34 per cent), mentor/coach (30 per cent) and teacher or other role in school (21 per cent).

Smaller proportions (between ten and 17 per cent) had held other roles such as: curriculum manager, quality role, pastoral role, head of department/faculty/curriculum/subject, support worker/staff, teaching and learning adviser, external examiner.

Less than ten per cent had worked as an administrator, technician/technical staff, CEO/director/head of service/principal/headteacher or deputy role, or had held a role in student services.

Around ten per cent reported that they had worked in other roles such as examination invigilator, learning support, social care, attendance officer, careers and information role, advanced practitioner, and teacher educator/staff development.

2.1.4 Sector specialisms

Respondents were working in a wide range of sectors, with the largest proportions focusing on:

− English/literacy (11 per cent)
− health, public services and care (10 per cent)
− education and training (including initial teacher education) (10 per cent)
− special educational needs and disability (8 per cent).

Smaller proportions (between seven and less than one per cent) were working in: mathematics; arts, media and publishing; business, administration and law; science; ICT; engineering and manufacturing technologies; preparation for life and work; languages, literature and culture; social sciences; construction, planning and the built environment; agriculture, horticulture and animal care; retail and commercial enterprise; humanities; family learning; and community development. In addition, two per cent of respondents reported that they were not working within a subject area.

Please see Figure 3 below.

Figure 3 Sector specialisms (per cent)

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Due to rounding percentages may not sum to 100.

Other sectors that 14 per cent of respondents reported working in included: travel and tourism, automotive, English as a Second Language/English as a Foreign Language, health and safety, fire safety, transport, military training, security, safeguarding, computer science, catering and hospitality, aircraft/aviation, logistics, first aid, employability and careers and counselling, social care, emergency services, marine studies, art and design, design and technology, food manufacturing and technology, defence, fitness/PE, policing and law, hair and beauty, occupational health, outdoor learning, and early years and childcare.

2.1.5 Previous industrial or vocational experience

More than half of the respondents (53 per cent) had gained directly relevant industrial or vocational experience prior to joining the sector. A further fifth (19 per cent) had gained other industrial or vocational experience. Around a fifth (21 per cent) had not gained prior experience and this question did not apply to seven per cent who were not employed in the FE/training sector.

The types of prior employment areas respondents had worked in included: health and social care, IT, finance, HR, training, early years, primary and secondary education, engineering, automotive engineering, tourism, hospitality, art and design, music, health and safety, construction, science, administration, sports coaching/instructor, retail and warehousing, prison service, beauty, and events management.
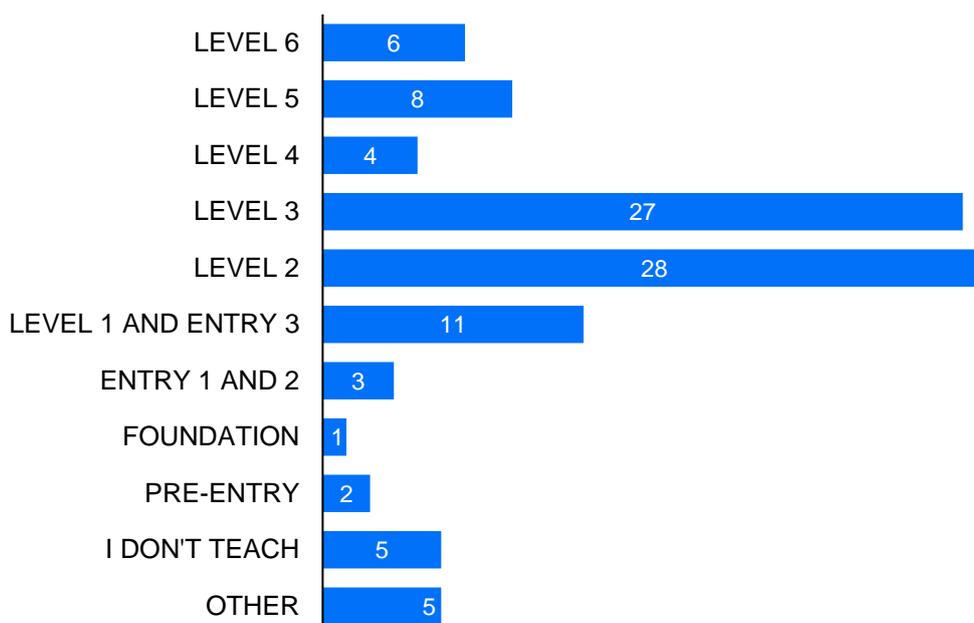
2.1.6 Level of teaching

Over half of the respondents were primarily teaching at Level 2 (28 per cent) or Level 3 (27 per cent). Smaller proportions were teaching at Level 1 (11 per cent), Level 5 (eight per cent) and Level 6 (six per cent). Less than five per cent were teaching at each of the other recognised levels.

In addition, five per cent reported that they were teaching on other types of courses. Most were teaching/training in the workplace or community working on courses which were not accredited or had not been assigned a particular level.

Please see Figure 4 below.

Figure 4 Primary teaching level (per cent)

LEVEL 6 — 6
LEVEL 5 — 8
LEVEL 4 — 4
LEVEL 3 — 27
LEVEL 2 — 28
LEVEL 1 AND ENTRY 3 — 11
ENTRY 1 AND 2 — 3
FOUNDATION — 1
PRE-ENTRY — 2
I DON'T TEACH — 5
OTHER — 5

N = 790.
Due to rounding percentages may not sum to 100.

Respondents were also asked what other levels they were teaching. The largest proportion reported that they were also teaching at Level 2 (47 per cent). This was followed by Level 1 and Entry 3 (44 per cent) and Level 3 (37 per cent). A quarter reported that they were also teaching at Level 4 or at Entry 1 and 2. Smaller proportions reported also teaching at the other levels.

2.1.7 Type and length of employment

The majority of respondents held permanent full-time (56 per cent) or permanent part-time (17 per cent) positions. This mirrors the proportion of part-time workers in FE/sixth form colleges, the third sector and private training providers which is also 56 per cent[1]. This comprises 60 per cent of part-time workers in FE/sixth form colleges, 85 per cent in the third sector and 23 per cent in private training providers.

Of those who were part-time, 61 per cent were female in the sample. This compares to 72 per cent of all part-time posts in the FE/training sector which are taken by females[1].

Please see Figure 5 below.

Figure 5 Employment type (per cent)
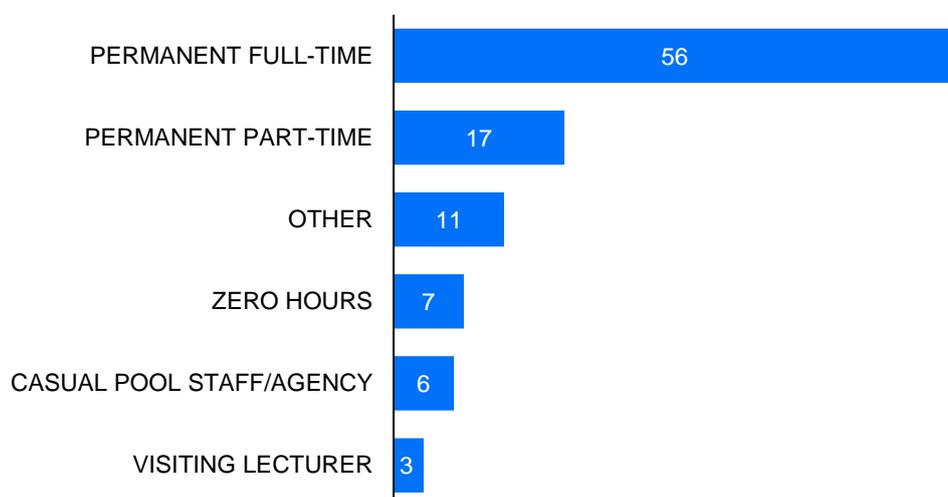
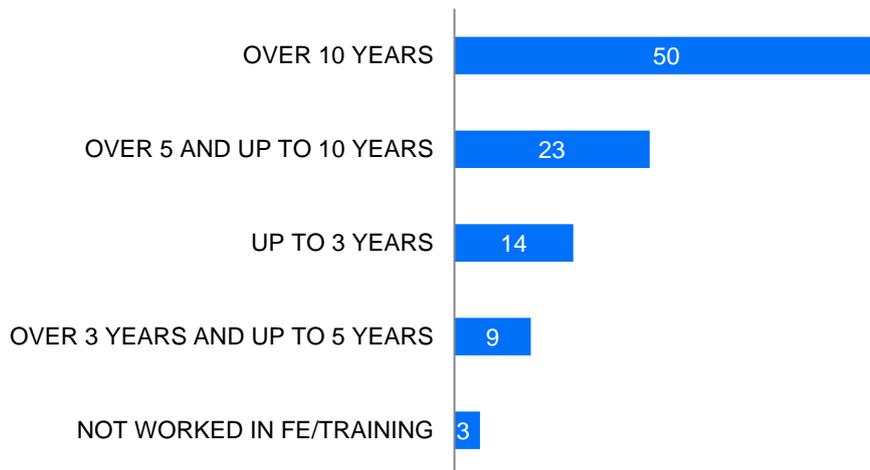Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 793.
Due to rounding percentages may not sum to 100.

The 11 per cent who responded 'Other' were mainly freelance or self-employed, on fixed-term, temporary or maternity contracts, undertaking supply/contract work, unemployed/with no current contract, undertaking sessional lecturing/tutoring or working voluntarily.

Half of the respondents had been in the sector for over ten years and just less than a quarter (23 per cent) for over five years and up to ten years. Less than a fifth were relatively new to the sector: 14 per cent had been in the sector up to three years.

Please see Figure 6 below.

Figure 6 Length of time in sector (per cent)

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 795.
Due to rounding percentages may not sum to 100.
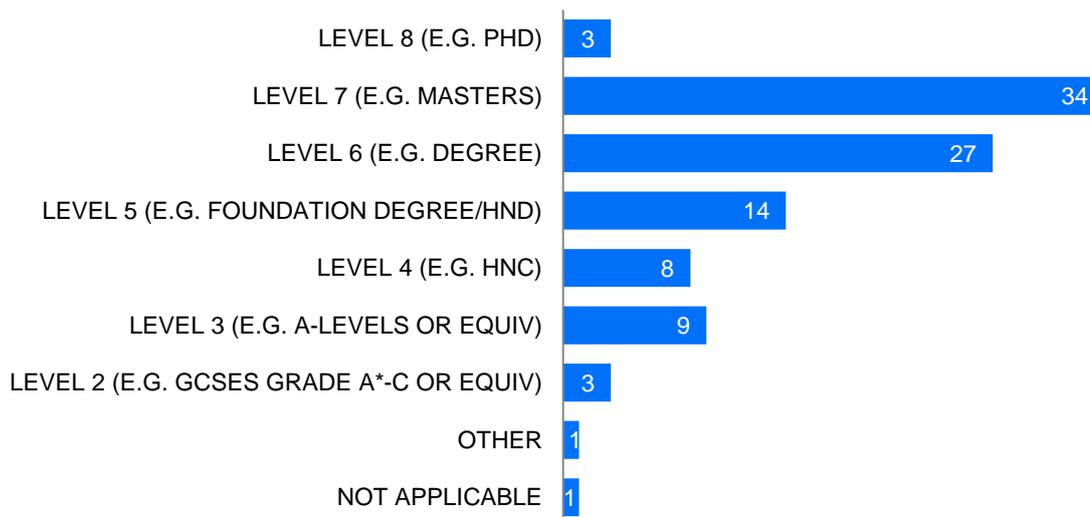
2.1.8 Qualifications held

Respondents were asked about their subject-specialist and teaching qualifications. They were generally highly qualified with around a third reporting that they held a subject-specialist qualification at Level 7 - Masters level (34 per cent). More than a quarter held a degree-level specialist qualification (27 per cent) and a further 14 per cent a Foundation Degree/HND/Diploma in HE/Diploma in FE. Only small proportions held a doctorate in their specialist subject (three per cent) or a qualification at Level 3 (nine per cent), Level 4 (eight per cent) or Level 2 (three per cent).

In terms of those with a Level 6 qualification and above, 63 per cent in the sample were in this category, with 64 per cent of those who were a teacher/tutor/trainer/lecturer/instructor qualified at this level. This compares to 58 per cent of teachers in the FE/training sector overall qualified at Level 6 or higher[13].

Please see Figure 7 below.

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[3] 72 per cent in the FE/sixth form college sub-sample were qualified at Level 6+ compared to 58 per cent in this sector overall. 57 per cent in the third sector sample were qualified at Level 6+ compared to 70 per cent in the third sector overall. 55 per cent of private training provider respondents were qualified at Level 6+ compared to 23 per cent in this population overall.

Figure 7 Highest subject-specialist qualification (per cent)

Qualification	Per cent
LEVEL 8 (E.G. PHD)	3
LEVEL 7 (E.G. MASTERS)	34
LEVEL 6 (E.G. DEGREE)	27
LEVEL 5 (E.G. FOUNDATION DEGREE/HND)	14
LEVEL 4 (E.G. HNC)	8
LEVEL 3 (E.G. A-LEVELS OR EQUIV)	9
LEVEL 2 (E.G. GCSES GRADE A*-C OR EQUIV)	3
OTHER	1
NOT APPLICABLE	1

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
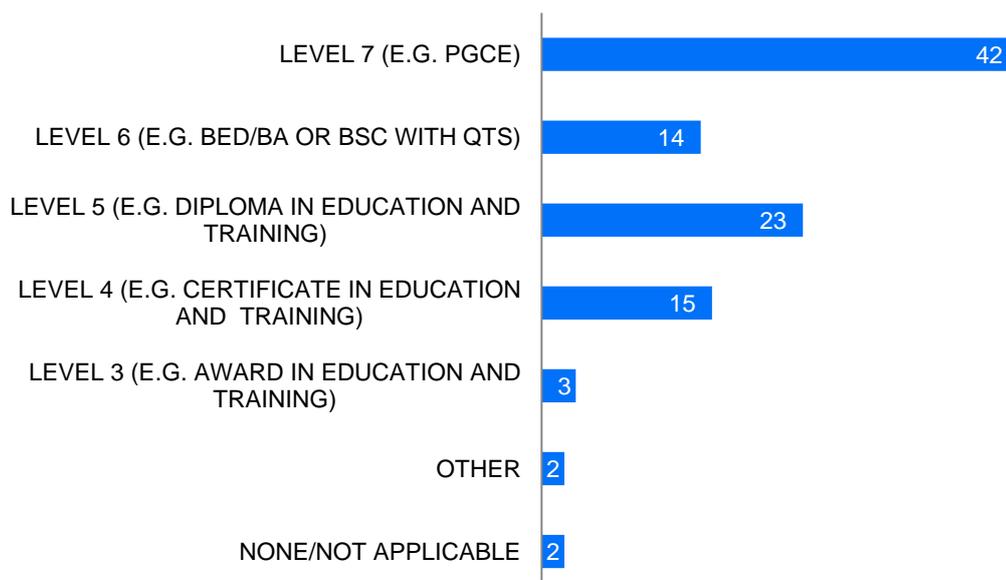N = 794.
Due to rounding percentages may not sum to 100.

Most of those who responded 'Other' had undertaken training without recognised qualifications or levels, such as mindfulness or music grade exams, or were not teaching a specific subject (e.g. they were teaching life skills or Personal Social and Health Education).

In terms of teaching qualifications, just less than half of the respondents held a Post-graduate Certificate in Education (PGCE) (42 per cent), with just less than a quarter holding a Diploma in Education and Training (23 per cent). Smaller proportions held a Certificate in Education and Training (15 per cent), a BEd/BA/BSc with Qualified Teacher Status (QTS) (14 per cent) or an Award in Education and Training (three per cent).

Please see Figure 8 below.

Figure 8 Highest teaching qualification (per cent)

Qualification	Per cent
LEVEL 7 (E.G. PGCE)	42
LEVEL 6 (E.G. BED/BA OR BSC WITH QTS)	14
LEVEL 5 (E.G. DIPLOMA IN EDUCATION AND TRAINING)	23
LEVEL 4 (E.G. CERTIFICATE IN EDUCATION AND TRAINING)	15
LEVEL 3 (E.G. AWARD IN EDUCATION AND TRAINING)	3
OTHER	2
NONE/NOT APPLICABLE	2

N = 793.
Due to rounding percentages may not sum to 100.

Those who responded other had qualifications in areas such as Teaching English as a Second Language, had a Certificate in Education, or held a Masters or MPhil in Education, or had a variety of teaching/education focused qualifications at different levels.

2.1.9　SET membership
The vast majority of respondents were members of SET (99 per cent).

2.2　Motivation for joining FE and training
Respondents were asked an open question regarding what had been their main reason/motivation for joining the further education and training sector. A range of reasons were reported with the most common ones being:

- **enjoyment in working with young and adult learners**, inspiring the next generation, helping them realise their potential and transforming lives, including supporting those who have had negative learning experiences or need a second chance or intensive support (for example disadvantaged young people, young people excluded from mainstream education, and those with special needs) (34 respondents)
- a **passion for/enjoyment of teaching/work-based learning**, which is a rewarding job (16 respondents)
- **personal/professional career development** (e.g. to belong to a professional body (SET), gain Qualified Teacher Learning and Skills (QTLS), undertake continuing professional development (CPD) and update knowledge and skills, and progress in career) (16 respondents)
- a **passion for their subject** and a desire to pass on knowledge and skills (15 respondents)
- to **make a difference to the sector and the future workforce** (six respondents)
- to **work with learners who are enthusiastic and self-motivated** and in a sector where there are fewer behavioural issues (six respondents).

Some selected quotations from the survey are included in the box below.

<div style="border:1px solid blue;">

Motivations for joining FE/training

Working with young people and adults

I take great satisfaction in seeing adults who did not achieve at school gain in confidence and gain recognised qualifications.

To make a difference to other people's lives.

To support individuals gain necessary skills, develop confidence and progress.

I love to teach adults.

Enjoyment of teaching

It's a very rewarding, fun and interesting job to have.

I enjoy teaching and passing on my knowledge.

It is interesting and never remains the same so that I cannot become bored.

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Career development

Belonging to my professional body provides help with training and qualifications, CPD and authenticates my motivation for being a tutor.

It [membership of SET] *has provided a pathway for me to gain recognition for my teaching experience via the recognition route and QTLS.*

Passion for subject

…my academic qualifications combined with my relevant work-experience…equip me to teach outstanding lessons.

To share my specialist knowledge and experience.

I enjoy working in my specialist area…

Building the future workforce

To be part of the education of our future workforce.

Working with motivated learners

You teach students who choose the subject they want to study and you are able to treat them as an adult and teach them how to behave and work effectively at a professional standard.

[I joined the sector] *to work with enthusiastic learners.*

2.3 Respondents' definition of career progression

In a further open question, respondents were asked how they defined career progression. Again, a range of responses were provided with the most common ones in order of popularity being:

− gaining **greater experience/expertise/qualifications/working at higher/lower levels** in teaching their chosen subject (41 respondents)
− gaining **more leadership and management responsibility** e.g. for subject development and planning and managing teams (31 respondents)
− developing **a broader range of courses, teaching methods and strategies** and teaching materials and resources (ten respondents)
− **increasing their skill-set in their specialist subject** e.g. developing skills in assessment, observation, external verification, coaching and mentoring, and training (nine respondents)
− engaging in **academic and practice-based research** (eight respondents)
− working with **different cohorts of students** (four respondents)
− **increasing their hours teaching/securing a permanent or full-time contract** (three respondents)
− **moving into a new sector** (one respondent).

Two respondents reported that they wanted to leave the profession.

Some selected quotations from the survey are included in the box below.

<div style="border: 2px solid blue; padding: 10px;">

Definitions of career progression

Gaining greater experience/expertise

Improving my teaching practice day by day and being able to support my students in the best possible way.

Gaining a greater degree of expertise in my sector.

Developing a greater degree of expertise as a practitioner in my specialist subject.

Gaining leadership and management experience

Taking on greater responsibility for planning and subject development.

Moving into management and curriculum design.

Increased management responsibility and strategic overview of policy implementation.

Developing a broader range of courses, teaching methods and strategies

Development of resources and material suitable for lower achieving pupils.

Setting up new courses and developing teaching and learning methods and strategies.

Engaging in research

Engaging in opportunities for academic research.

I'm interested in research, both academic and practice-based.

Increasing hours and permanent contract

Having regular progressive training paid for by employer and a permanent contract not just term to term.

</div>

2.4   Enabling factors for career progression

Respondents were asked what had been effective in supporting them to develop their career so far. They were provided with a series of options and were able to choose up to five factors and rank them from 1 to 5, with 1 being the most effective. The first three rankings that respondents provided are reported below. The appendix provides a table which shows all of the five rankings.

By far **the most effective factor was 'gaining a formal teaching or training qualification', which was ranked 1 by 276 respondents (35 per cent)**. This was followed by:

- 'gaining on-the-job experience' - ranked 1 by 123 respondents (15 per cent)

- 'achieving Qualified Teacher Learning and Skills (QTLS)' - ranked 1 by 86 respondents (11 per cent).

Looking at the number of respondents allocating any of the three rankings to a factor, the key factors that emerged were the same as those above:

- 'gaining a formal teaching or training qualification' (ranked 1, 2 or 3 by 458 respondents; 58 per cent)

- 'gaining on-the-job experience' (ranked 1, 2 or 3 by 315 respondents; 40 per cent)

- 'achieving Qualified Teacher Learning and Skills (QTLS)' (ranked 1, 2 or 3 by 195 respondents; 24 per cent).

In addition, between 14 and 22 per cent of respondents ranked the following factors as 1, 2 or 3:

- 'support of a mentor/coach/line manager' (174 respondents; 22 per cent)

- 'gaining a higher-level qualification' (145 respondents; 18 per cent)

- 'membership of SET' (141 respondents; 18 per cent)

- 'experience in industry/contact with employers' (123 respondents; 15 per cent)

- 'support from/collaborating with colleagues' (114 respondents; 14 per cent)

- 'undertaking course(s)' (114 respondents; 14 per cent).

 Please see Figure 9 below.

Figure 9 Enabling factors for career progression (number)
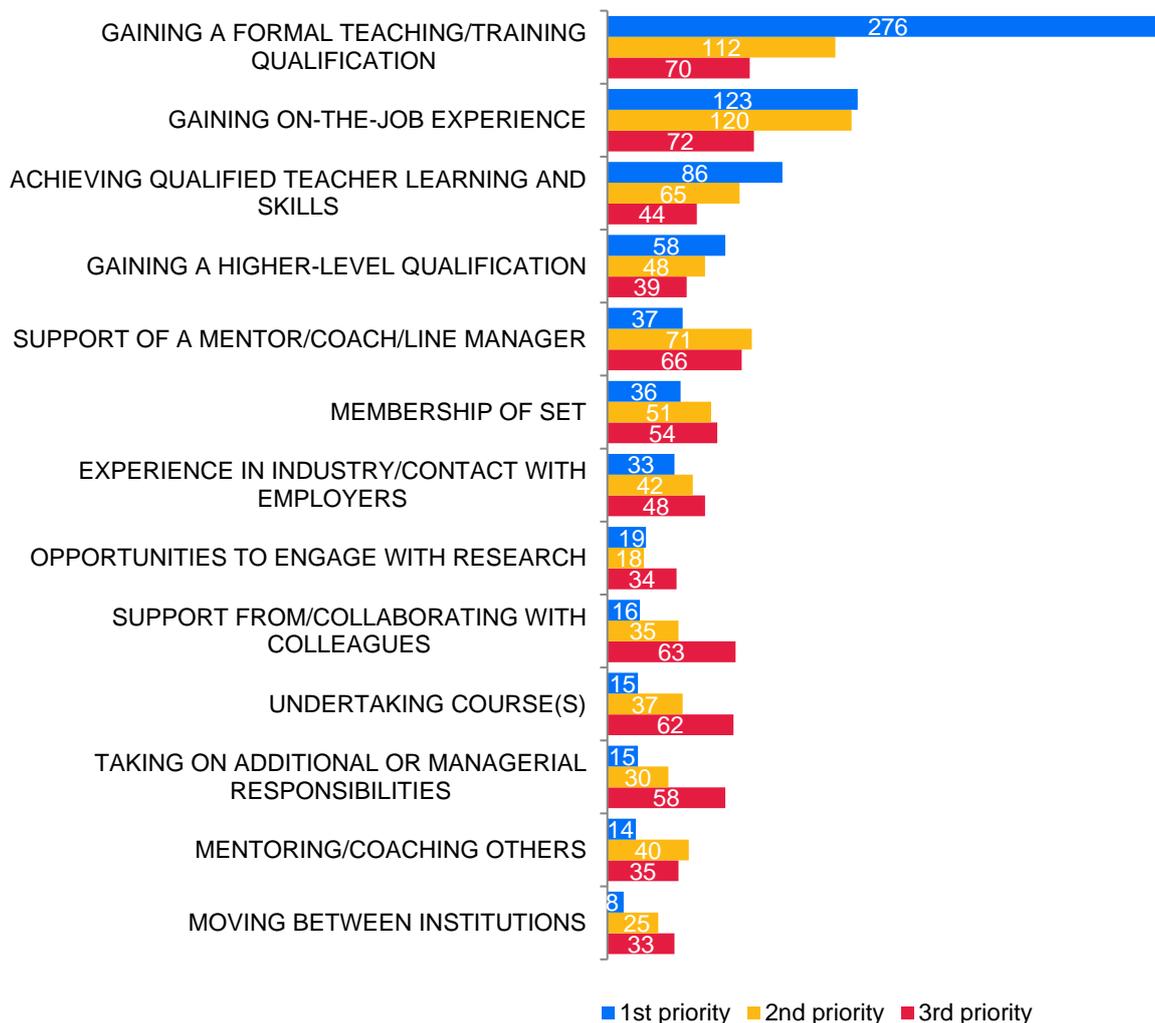
Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Respondents could prioritise up to five factors with the first three priorities identified by respondents shown here.

Other enabling factors mentioned by respondents included: formal observations, including by Ofsted; writing and publishing; membership of national/professional bodies and networking; industry knowledge; gaining professional qualifications; flexible hours; own motivation; learners' motivation and enthusiasm; teams and colleagues; being approached to take on additional responsibilities/

projects; having one's own children which supported relationships with students; life experiences; CPD (e.g. Outstanding Teacher Programme (OTP)); freedom to design and implement courses; professional practice experience and skills; luck; and predicting/tackling barriers before they happen e.g. redundancy.

2.5   Barriers to career progression

Respondents were also asked what had been a barrier to their career progression. **By far the most significant barrier was 'workload and lack of time preventing take-up of CPD or higher-level study', which was reported by half of the respondents.**

Between a quarter and a third of respondents reported the following barriers:

− **'lack of encouragement and support from the institution's management' (reported by 35 per cent)**
− **'lack of promotion or development opportunities' (reported by 33 per cent)**
− **'lack of appropriate subject-specialist CPD' (reported by 25 per cent).**

Other barriers reported by between 17 and 23 per cent of respondents included:

− 'lack of appropriate leadership and management CPD' (23 per cent)
− 'lack of encouragement and support from my immediate manager' (21 per cent)
− 'change in employment situation' (17 per cent)
− 'lack of appropriate CPD on teaching or training approaches' (17 per cent).

Please see Figure 10 below.

Figure 10   Barriers to career progression (per cent)

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Respondents were able to identify as many barriers as appropriate.

Fourteen per cent of respondents reported that they had not experienced any barriers.

In addition, ten per cent of respondents reported 'Other' barriers, with key ones being:

− lack of funding for FE colleges leading to restructuring, demotion, redundancy, instability of work and contracts and zero hours contracts which resulted in a lack of progression opportunities and uncertainty about career direction
− staff in part-time and temporary roles not being eligible for paid training and CPD leading to prohibitive financial and time cost to the individual of attending CPD (including CPD on important areas such as new courses and curriculum changes)
− bias/discrimination in the promotion process (e.g. in terms of age and gender, and favouritism rather than promotion on merit)
− shortage of CPD in local areas and cost and time to travel further afield
− difficulties in achieving Qualified Teacher Learning and Skills (QTLS)/Qualified Teacher Status (QTS) e.g. lack of support from employer, difficulty in organising observations.

2.6 Overcoming barriers

When asked in an open question about what had been most helpful in overcoming these barriers, respondents provided a range of actions and support, with the most commonly mentioned ones being:

- **undertaking CPD/training/courses/development activities, inspired, organised and financed by the individual** (16 respondents)

- **exploring ways to improve oneself, self belief, self-motivation and being determined to succeed** (13 respondents)

- **changing employer/role/department e.g. to gain the required stability and support** (twelve respondents)

- inspiring and supportive practitioners/mentors/peers/colleagues/effective team working (nine respondents)

- supportive line manager (six respondents).

Other approaches mentioned by one or two respondents included: coaching/mentoring; support/time to achieve QTLS or the equivalent or to undertake development activities; patience and timing; membership of SET; support of a recruitment agency; support of classroom assistants; effective communication within the department; and acquiring a SET bursary to undertake a research project.

2.7 Career aspirations

Respondents were asked how they would like their career to progress over the next one to two years. They were able to rank a number of options in order of priority from 1 to 3, with 1 being the highest priority. Please see Figure 11 below.

The largest number of respondents ranked 'I would like to further develop my expertise in my current role' (184 respondents; 23 per cent) as their first priority.

This was followed by:

- 'I would like to take on greater management responsibilities' (126 respondents; 16 per cent)

- 'I would like to further develop my sector/subject knowledge' (100 respondents; 13 per cent)

- 'I would like to remain in my current role' (82 respondents; 10 per cent).

Similar options were identified as second and third priorities. However, 'I would like to engage (further) with academic research' emerged as another common second and third priority; 80 respondents (10 per cent) identified it as a second priority and 74 (nine per cent) as a third priority.

Looking at the number of respondents allocating any of the three rankings to a factor, **'I would like to further develop my expertise in my current role' remained the top factor (identified by 346 respondents; 43 per cent). This was closely followed by a similar factor: 'I would like to further develop my sector/subject knowledge (identified by 329 respondents; 41 per cent).**

Other factors ranked 1, 2 and 3 by a fifth of respondents or more were:

- 'I would like to take on greater management responsibilities' (240 respondents; 30 per cent)

- 'I would like to engage (further) with academic research' (209 respondents; 26 per cent)

- 'I would like to remain in my current role' (182 respondents; 23 per cent).

Figure 11 Career aspirations (number)
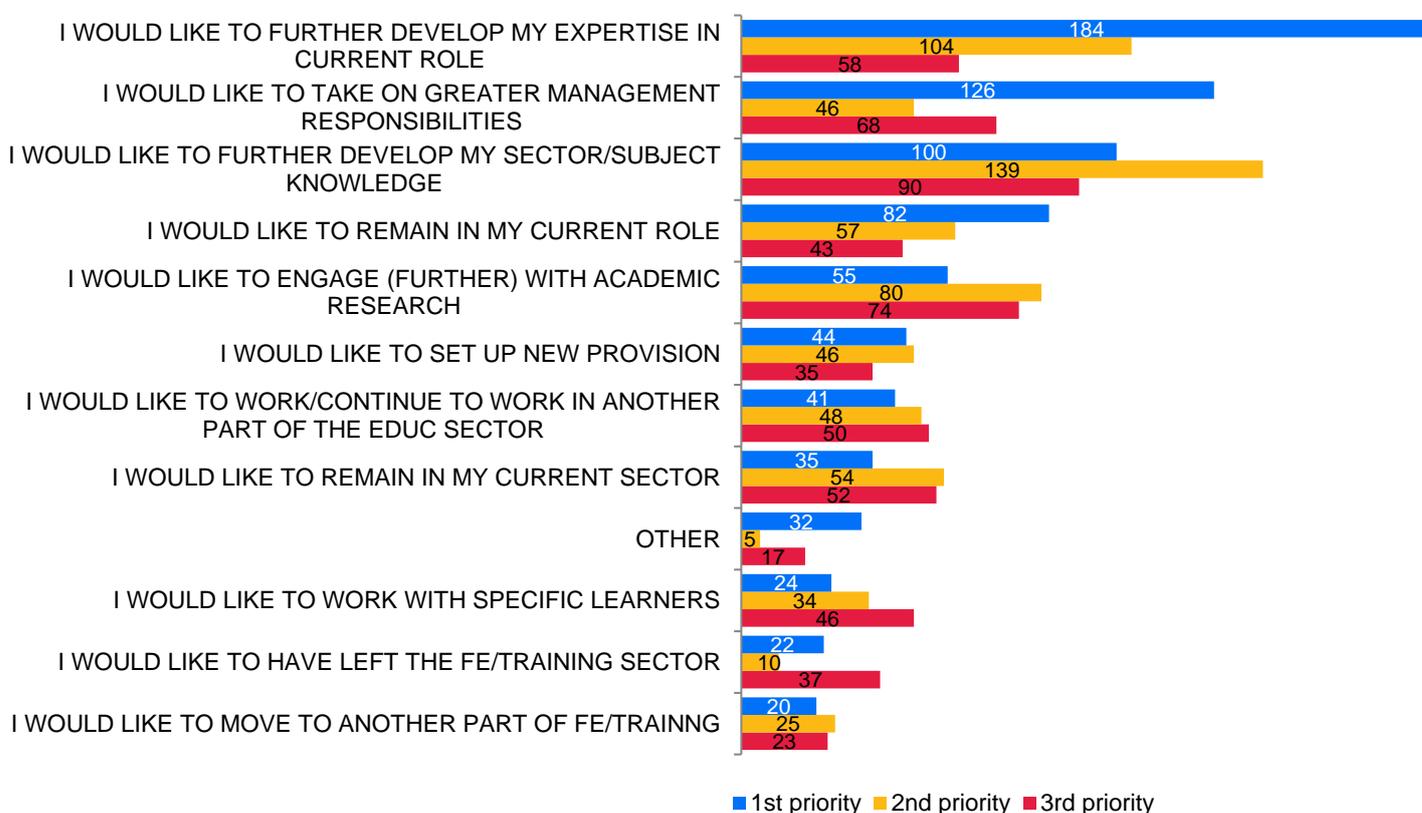
■1st priority ■2nd priority ■3rd priority

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796. Respondents were asked to prioritise up to three career aspirations,

In terms of **the 'Other' priorities reported by 59 per cent of respondents, the two key priorities included:**

− (due to being at the end of their career) **going part-time/reducing hours, winding down, emigrating** (reported by twenty-two respondents)
− **to get/keep a permanent contract and have a more certain future** (eleven respondents).

In addition, six respondents reported each of the following two priorities:

- to leave the sector, move to another role outside the sector (often due to stress and the demands of the job)
- not being interested in career progression/being happy with their job.

'Other' priorities reported by smaller numbers of respondents included: go self-employed, become a teacher again/keep developing as a teacher, move to schools, gain QTLS, work in a quality role, work with pupils with behavioural problems, find end of career work but facing ageism, going on maternity leave shortly, move to one-to-one work, and move to international lecturing.

2.8 Support required to achieve career aspirations

Respondents were asked what would support them in their career progression and they were able to choose from a range of options. Please see Figure 12 below. The largest proportion - **around a third - reported that the following would support their career progression:**

- **'gaining (further) on-the-job experience' (33 per cent)**
- **'undertaking course(s)' (32 per cent)**
- **'support of a mentor/coach/line manager' (30 per cent).**

Around a quarter reported that the following would support their career progression:

- 'support from/collaborating with colleagues in practice-based contexts' (27 per cent)
- 'achieving Qualified Teacher Learning and Skills (QTLS)' (25 per cent)
- 'opportunities to (further) engage with research' (25 per cent)
- 'taking on additional or managerial responsibilities (paid or unpaid)' (25 per cent)
- 'gaining a higher-level qualification' (24 per cent).

Figure 12 Support required to achieve career aspirations (per cent)

	per cent
GAINING (FURTHER) ON-THE-JOB EXPERIENCE	33
UNDERTAKING COURSE(S)	32
SUPPORT OF A MENTOR/COACH/LINE MANAGER	30
SUPPORT FROM/COLLABORATING WITH COLLEAGUES	27
ACHIEVING QUALIFIED TEACHER LEARNING AND SKILLS	25
OPPORTUNITIES TO (FURTHER) ENGAGE WITH RESEARCH	25
TAKING ON ADDITIONAL OR MANAGERIAL RESPONSIBILITIES	25
GAINING A HIGHER-LEVEL QUALIFICATION	24
MENTORING/COACHING OTHERS	21
EXPERIENCE IN INDUSTRY/CONTACT WITH EMPLOYERS	18
GAINING A FORMAL TEACHING/TRAINING QUAL	17
MEMBERSHIP OF SET	17
MOVING BETWEEN INSTITUTIONS	17
ADVICE/INFORMATION ON CAREER PROGRESSION	13
NONE OF OPTIONS	6
NOT APPLICABLE	5
OTHER	3

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Respondents could select as many options as appropriate.

Other support required mentioned by around a fifth of respondents or less included: mentoring/coaching others (21 per cent); experience in industry/contact with employers (18 per cent); gaining a formal teaching or training qualification (17 per cent); membership of SET (17 per cent); and moving between institutions (17 per cent).

In terms of the three per cent of respondents who provided details of 'Other' support this included: support for Level 7 (Masters) and PhD study; more hours/a teaching position/a permanent position of any kind; more government funding for the sector; development time to train/study; support to tackle ageism; better publicity of QTLS across all sectors; a professional wage; and the sector not taking on unqualified teachers when there are many qualified teachers looking for employment. However, a number reported that they were happy as they were and/or had achieved what they wanted in their career.

CONCLUDING COMMENTS

Staff are motivated to join the FE/training sector due to their enjoyment in working with young people and adults, and their passion for teaching and their specialist subject. In terms of their definition of career progression, many view this as either further developing expertise in teaching their specialism, or gaining more leadership and management responsibility, and this is what the majority of those surveyed aspired to. Key enablers of career progression are gaining a teaching/training qualification, on-the-job experience, and achieving QTLS. The key barriers, however, are workload, which prevents take-up of CPD and further study, as well as lack of support and promotion opportunities within institutions. Key strategies for overcoming barriers are individuals taking on and financing CPD and development opportunities themselves, individuals' own self-belief and motivation, and movement into different roles and institutions. In terms of the key support for career progression that staff require, this includes: further on-the-job experience, courses, and a supportive line manager/coach/mentor.

APPENDIX A: CAREER PROGRESSION SURVEY

Survey on Career Progression in Further Education and Training

Dear member,

Welcome to this **Career Progression Survey** which is being administered by the Society for Education and Training (SET) and the Education and Training Foundation (ETF).

As someone who is working within an education and training context, we would very much like you to complete this survey. We are keen to find out about your career progression and what has supported or been a barrier to the opportunities available to you. This data will provide us with an understanding of the different career progression pathways individuals pursue, and what might contribute to these. SET and ETF will use the findings to enhance support to the sector related to initial and ongoing training and development and career progression, as well as recruitment.

The survey should only take 10-15 minutes to complete. All individual responses to the survey will be confidential and anonymous and, if we quote any of your free text responses in any published reports, we will ensure that they do not identify you. The anonymous survey findings will be passed onto the National Foundation for Educational Research which has been contracted to analyse and report on the findings on behalf of ETF.

You may be interested in contributing to this research further, and if so, there will be an opportunity for you to provide your contact details at the end of this survey to be followed up by a SET Fellow.

The survey will close on **Friday 24 March**.

Thank you very much for taking the time to complete this survey.

Q1   Are you a SET member?

- ○ Yes   1
- ○ No   2
- ○ No – but I would like to receive more information about SET   3

Please provide your email address:

Q2   Please can you tell us the type of employer you currently work for? Please **choose** <u>one</u> **of the options** below which best describes your organisation:

- ○ General Further Education College   01
- ○ Sixth Form College   02
- ○ Sector/Subject Specialist College (e.g. Specialist Designated College; Agriculture and Horticulture College; Art, Design and Performing Arts College etc.)   03
- ○ Private training provider   04
- ○ Third sector/charity training provider   05
- ○ Group Training Association   06
- ○ Adult (19+) and community learning provision   07
- ○ Offender Learning and Skills Service (OLASS) provision   08
- ○ School (of any type) or University Technical College (UTC)   09
- ○ NHS   10
- ○ Higher Education Institution   11
- ○ National Specialist College or special educational support institution   12
- ○ Other   13

If you selected 'Other' please state the type of employer:

[   ]

Q3   In what region do you work? Please **choose** <u>one</u> **of the options** below:

- ○ London   01
- ○ South East   02
- ○ South West   03
- ○ West Midlands   04
- ○ East Midlands   05
- ○ East of England   06
- ○ Yorkshire and the Humber   07
- ○ North West   08
- ○ North East   09
- ○ Northern Ireland   10
- ○ Scotland   11
- ○ Wales   12
- ○ Other   13

If you selected 'Other' please indicate region/country of employment:

[   ]

Q4 What is your current role? Please **choose <u>one</u> of the options** that best describes your current role:

- ○ Teacher/Tutor/Trainer/Lecturer/Instructor in FE/HE/training — 01
- ○ Teacher or other role in school — 02
- ○ Assessor/Verifier — 03
- ○ Course Leader — 04
- ○ Curriculum Manager — 05
- ○ Head of Department/Faculty/Curriculum/Subject — 06
- ○ CEO/Director/Principal or Deputy Principal/Head of Service/Headteacher or Deputy Headteacher — 07
- ○ Mentor/Coach — 08
- ○ External Examiner — 09
- ○ Quality role — 10
- ○ Student Services — 11
- ○ Teaching and Learning Advisor — 12
- ○ Support worker/staff — 13
- ○ Technician/Technical staff — 14
- ○ Pastoral role — 15
- ○ Administrator — 16
- ○ Other — 17

If you selected 'Other' please provide further details:

Q5 Please indicate your subject specialist sector area. Please **choose <u>one</u> of the options** below which best describes your subject area:

- ○ Agriculture, horticulture and animal care — 01
- ○ Arts, media and publishing (including music technology, performing arts, dance, and photography) — 02
- ○ Business, administration and law — 03
- ○ Community development — 04
- ○ Construction, planning and the built environment — 05
- ○ Education and training (including initial teacher education) — 06
- ○ Engineering and manufacturing technologies — 07
- ○ English (including literacy) — 08
- ○ Family learning — 09
- ○ Health, public services and care (including early years, nursing, and sport) — 10
- ○ Humanities — 11
- ○ Information and communication technology (ICT, including programming and games production) — 12
- ○ Languages, literature and culture — 13
- ○ Mathematics — 14
- ○ Preparation for life and work — 15
- ○ Retail and commercial enterprise — 16
- ○ Science — 17
- ○ Social sciences — 18
- ○ Special Educational Needs and Disability (SEND) — 19
- ○ Not applicable – I am not working within a subject area — 20
- ○ Other — 21

If you selected 'Other' please provide further details:

Q6 What **other roles** have you held in the **education and training sector**? Please **choose all** that apply:

☐	Teacher/Tutor/Trainer/Lecturer/Instructor in FE/HE/training	01
☐	Teacher or other role in school(s)	02
☐	Assessor/Verifier	03
☐	Course Leader	04
☐	Curriculum Manager	05
☐	Head of Department/Faculty/Curriculum/Subject	06
☐	CEO/Director/Principal or Deputy Principal/Head of Service/Headteacher or Deputy Headteacher	07
☐	Mentor/Coach	08
☐	External Examiner	09
☐	Quality role	10
☐	Student Services	11
☐	Teaching and Learning Advisor	12
☐	Support worker/staff	13
☐	Technician/Technical staff	14
☐	Pastoral role	15
☐	Administrator	16
☐	None	17
☐	Other	18

If you selected 'Other' please provide further details:

[   ]

Q7 If possible, please can you state the level at which you do **the majority** of your teaching. Please **choose one of the options** below:

○	Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma)	01
○	Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)	02
○	Level 4 (e.g. HNC, Certificate of Higher Education)	03
○	Level 3 (e.g. A-levels and equivalent)	04
○	Level 2 (e.g. GCSEs and equivalent)	05
○	Level 1 and Entry 3 (e.g. Key Stage 3)	06
○	Entry 1 and 2 (e.g. Key Stages 1/2)	07
○	Foundation (FE only)	08
○	Pre-entry (FE and specialist educational needs providers)	09
○	I don't teach	10
○	Other	11

If you selected 'Other' please provide further details:

[   ]

Q8   If possible, please can you state the other levels at which you teach. Please **choose <u>all relevant</u>** options below:

- [ ] Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma)   1
- [ ] Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)   2
- [ ] Level 4 (e.g. HNC, Certificate of Higher Education)   3
- [ ] Level 3 (e.g. A-levels and equivalent)   4
- [ ] Level 2 (e.g. GCSEs and equivalent)   5
- [ ] Level 1 and Entry 3 (e.g. Key Stage 3)   6
- [ ] Entry 1 and 2 (e.g. Key Stages 1/2)   7
- [ ] Foundation (FE only)   8
- [ ] Pre-entry (FE and specialist educational needs providers)   9

Q9   What is your contract type? Please **choose <u>one</u> of the options** that best describes your current contract:

- ( ) Permanent full-time   1
- ( ) Permanent part-time   2
- ( ) Visiting lecturer   3
- ( ) Zero hours   4
- ( ) Casual pool staff/agency   5
- ( ) Other   6

If you selected 'Other' please provide further details:

[   ]

Q10   How many years have you been in a **further education and/or training setting over the course of your career**? Please **choose <u>one</u> of the options** below:

- ( ) Up to 3 years   1
- ( ) Over 3 and up to 5 years   2
- ( ) Over 5 and up to 10 years   3
- ( ) Over 10 years   4
- ( ) I have never worked in FE/training   5

Q11 In one sentence, how would you describe your main reason/motivation for joining the further education and training sector? *If you work in schools or HE, please move onto the next question.*

Q12 Did you gain any industrial or vocational experience **prior to** joining the further education and training sector?

○ Yes, directly relevant industrial or vocational experience (e.g. you worked as a hairdresser prior to lecturing in hairdressing)   1

○ Yes, other industrial or vocational experience (e.g. you worked as an engineer and now teach history)   2

○ No   3

○ Not applicable – I don't work in FE/training   4

If yes, in one sentence, please describe your experience below.

Q13 In one sentence, how would you define what career progression means to you? For example, would it be about: having greater management responsibility; developing a greater degree of expertise as a practitioner or subject specialist; working with a particular group of learners; setting up a new course (e.g. Level 4, apprenticeships etc.); engaging in opportunities for academic research etc.?

Q14 Which of the following do you feel have been effective in supporting you to develop your career so far? **Please choose up to 5 and rank them in order of effectiveness, with 1 being the most effective.**

	1	2	3	4	5
Gaining a formal teaching or training qualification	○	○	○	○	○
Support of a mentor/coach/line manager	○	○	○	○	○
Gaining on-the-job experience	○	○	○	○	○
Experience in industry/contact with employers	○	○	○	○	○
Taking on additional or managerial responsibilities (paid or unpaid)	○	○	○	○	○
Support from/collaborating with colleagues in practice-based contexts (e.g. through team teaching, Action Learning Sets etc.)	○	○	○	○	○
Undertaking course(s)	○	○	○	○	○

Gaining a higher-level qualification (e.g. post-graduate level)	○	○	○	○	○
Mentoring/coaching others	○	○	○	○	○
Moving between institutions	○	○	○	○	○
Opportunities to engage with research	○	○	○	○	○
Achieving Qualified Teacher Learning and Skills (QTLS)	○	○	○	○	○
Membership of SET	○	○	○	○	○
Other	○	○	○	○	○
None	○	○	○	○	○

If you selected 'Other', 'None' or would like to give additional information regarding your responses, please provide this here:

[ ]

Q15   What do you feel has been a barrier, or has hindered, your career progression? Please choose <u>all</u> that apply.

- ☐ Lack of appropriate subject-specialist continuing professional development   01
- ☐ Lack of appropriate continuing professional development on teaching or training approaches/pedagogy   02
- ☐ Lack of appropriate leadership and management continuing professional development   03
- ☐ Lack of encouragement and support from the institution's management   04
- ☐ Lack of encouragement and support from my immediate manager   05
- ☐ Workload and lack of time (e.g. due to teaching commitments, staff shortages administrative and quality assurance requirements) preventing take-up of continuing professional development or higher-level study   06
- ☐ Change in employment situation   07
- ☐ Lack of promotion or development opportunities   08
- ☐ I have not experienced any barriers   09
- ☐ Other   10

If you selected 'Other', or would like to give additional information regarding your responses, please provide this here:

[ ]

Q16   Thinking about ways of overcoming these barriers (e.g. actions you have taken and support you have received), what has been the most helpful?

[ ]

Q17 How would you like your career to progress in further education and training over the next one to two years? Please **choose up to 3** in order of priority, with **1 being the highest priority**.

	1	2	3
I would like to take on greater management responsibilities	○	○	○
I would like to further develop my expertise (e.g. as a teacher, lecturer, technician, pastoral or support role etc.)	○	○	○
I would like to further develop my sector/subject knowledge	○	○	○
I would like to set up new provision	○	○	○
I would like to work with specific learners (e.g. those with learning and special needs, NEETs, ex-offenders etc.)	○	○	○
I would like to engage (further) with academic research	○	○	○
I would like to remain in my current role	○	○	○
I would like to remain in my current sector	○	○	○
I would like to move to another part of the FE and training sector	○	○	○
I would like to work / continue to work in another part of the education sector e.g. schools, HE	○	○	○
I would like to have left the FE and training sector	○	○	○
Other	○	○	○

If you selected 'Other', or would like to give additional information regarding your responses, please provide this here:

Q18 Which of the following do you think would support you with your career progression? Please **choose all** that apply:

☐ Gaining a formal teaching or training qualification	01
☐ Support of a mentor/coach/line manager	02
☐ Gaining (further) on-the-job experience	03
☐ Experience in industry/contact with employers	04
☐ Taking on additional or managerial responsibilities (paid or unpaid)	05
☐ Support from/collaborating with colleagues in practice-based contexts (e.g. through team teaching, Action Learning Sets etc.)	06
☐ Undertaking course(s)	07
☐ Gaining a higher-level qualification (e.g. post-graduate level)	08
☐ Mentoring/coaching others	09
☐ Moving between institutions	10
☐ Opportunities to (further) engage with research	11
☐ Achieving Qualified Teacher Learning and Skills (QTLS)	12
☐ Advice/information on career progression	13
☐ Membership of SET	14
☐ None of the above	15
☐ Not applicable	16
☐ Other	17

If you selected 'Other', or would like to give additional information regarding your responses, please provide this here:

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Q19 What is your highest level **subject-specialist** qualification (i.e. the subject you are working within)? Please choose the **one that most closely fits**:

○ Level 8 (e.g. Doctorate)	1
○ Level 7 (e.g. Masters Degree, PG Dip, PG Cert)	2
○ Level 6 (e.g. Bachelors Degree, Graduate Certificate, Graduate Diploma)	3
○ Level 5 (e.g. Foundation Degree, HND, Dip HE, Dip FE)	4
○ Level 4 (e.g. HNC, Certificate of Higher Education)	5
○ Level 3 (e.g. A-levels and equivalent)	6
○ Level 2 (e.g. GCSEs grade A*-C and equivalent)	7
○ Not applicable – my role does not have a subject focus	8
○ Other	9

If you selected 'Other' please provide further details:

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Q20   What is the highest level of **teaching** qualification you hold? Please choose the <u>**one that**</u> <u>**most closely fits**</u>:

○ Level 7 (e.g. Post-graduate Certificate in Education)   1
○ Level 6 (e.g. BEd/BA/BSc with qualified teacher status (QTS)) 2
○ Level 5 (e.g. Diploma in Education and Training)   3
○ Level 4 (e.g. Certificate in Education and Training)   4
○ Level 3 (e.g. Award in Education and Training)   5
○ None of the above/not applicable   6
○ Other   7

If you selected 'Other' please provide further details:

Q21 Please describe your gender identity. ('X' and 'other' are intentional internationally recognised options to enable anyone who wishes to do so to choose a gender identity that is different to the traditional gender binary of male and female.)

- ⚪ Female (including male to female trans women)   1
- ⚪ Male (including female to male trans men)   2
- ⚪ X (see note above)   3
- ⚪ Other, please specify (see note above)   4
- ⚪ Prefer not to say   5

If you selected 'Other' please provide further details:

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Q22 Please indicate your age band:

- ⚪ Under 20   01
- ⚪ 20-24   02
- ⚪ 25-29   03
- ⚪ 30-34   04
- ⚪ 35-39   05
- ⚪ 40-44   06
- ⚪ 45-49   07
- ⚪ 50-54   08
- ⚪ 55-59   09
- ⚪ 60-64   10
- ⚪ 65+   11
- ⚪ Prefer not to say   12

Thank you very much for taking the time to respond to the questions in this survey. Your responses will be valuable in helping SET and ETF to identify the best ways to support staff in the sector with their career progression.

We would also like to know if you would you be interested in contributing further to this research by undertaking a telephone interview with a SET Fellow. Are you willing to be contacted?

- ⚪ Yes   1
- ⚪ No   2

Please provide the following details:

Name	
Email address	
Mobile number	

start with 'A')

Thank you very much.

APPENDIX B: TABLES

Table 2 Gender

<div align="center">PER CENT</div>

FEMALE	60
MALE	36
PREFER NOT TO SAY	3
OTHER	1

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 792.

Table 3 Region

<div align="center">PER CENT</div>

SOUTH EAST	17
LONDON	15
YORKSHIRE & HUMBER	10
WEST MIDLANDS	10
NORTH WEST	10
SOUTH WEST	10
EAST MIDLANDS	8
EAST OF ENGLAND	7
NORTH EAST	6
OTHER	5
WALES	1
SCOTLAND	1

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Due to rounding percentages may not sum to 100.

Table 4 Previous roles held

	PER CENT
TEACHER/TUTOR/TRAINER/LECTURER IN FE/HE/TRAINING	60
ASSESSOR/VERIFIER	42
COURSE LEADER	34
MENTOR/COACH	30
TEACHER OR OTHER ROLE IN SCHOOL	21
CURRICULUM MANAGER	17
QUALITY ROLE	16
PASTORAL ROLE	15
HEAD OF DEPT/FACULTY/CURRICULUM/SUBJECT	14
SUPPORT WORKER/STAFF	14
TEACHING AND LEARNING ADVISER	13
EXTERNAL EXAMINER	10
ADMINISTRATOR	7
OTHER	5
NONE	5
TECHNICIAN/TECHNICAL STAFF	5
CEO/DIRECTOR/HEAD OF SERVICE/PRINCIPAL/HEADTEACHER OR DEPUTY ROLE	4
STUDENT SERVICES	3

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Respondents could choose as many roles as appropriate.

Table 5 Industrial/vocational experience

	PER CENT
YES DIRECTLY RELEVANT	53
NO EXPERIENCE	21
YES EXPERIENCE IN ANOTHER AREA	19
NOT APPLICABLE	7

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 793.
Due to rounding percentages may not sum to 100.

Table 6 Other levels taught

	PER CENT
LEVEL 6	12
LEVEL 5	19
LEVEL 4	25
LEVEL 3	37
LEVEL 2	47
LEVEL 1 AND ENTRY 3	44
ENTRY 1 and 2	25
FOUNDATION	10
PRE-ENTRY	13

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.

Respondents could choose as many levels as appropriate.

Table 7 Membership of SET

	PER CENT
YES	99
NO	< 1

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.

Table 8 Enabling factors for career progression (number)

	1ST PRIORITY	2ND PRIORITY	3RD PRIORITY	4TH PRIORITY	5TH PRIORITY
GAINING A FORMAL TEACHING/TRAINING QUALIFICATION	276	112	70	34	33
GAINING ON-THE-JOB EXPERIENCE	123	120	72	35	41
ACHIEVING QUALIFIED TEACHER LEARNING AND SKILLS (QTLS)	86	65	44	46	66
GAINING A HIGHER-LEVEL QUALIFICATION	58	48	39	43	29
SUPPORT OF A MENTOR/COACH/LINE MANAGER	37	71	66	59	41
MEMBERSHIP OF SET	36	51	54	53	74
EXPERIENCE IN INDUSTRY/CONTACT WITH EMPLOYERS	33	42	48	40	26
OPPORTUNITIES TO ENGAGE WITH RESEARCH	19	18	34	39	38
SUPPORT FROM/COLLABORATING WITH COLLEAGUES	16	35	63	53	35
UNDERTAKING COURSE(S)	15	37	62	59	48
TAKING ON ADDITIONAL OR MANAGERIAL RESPONSIBILITIES	15	30	58	49	47
MENTORING/COACHING OTHERS	14	40	35	61	44
MOVING BETWEEN INSTITUTIONS	8	25	33	37	37

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 796.
Respondents could prioritise *up* to five factors.