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 split 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 Postgraduate 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 split 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**

<table>
<thead>
<tr>
<th>PER CENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24</td>
<td>1</td>
</tr>
<tr>
<td>25-29</td>
<td>4</td>
</tr>
<tr>
<td>30-34</td>
<td>7</td>
</tr>
<tr>
<td>35-39</td>
<td>8</td>
</tr>
<tr>
<td>40-44</td>
<td>11</td>
</tr>
<tr>
<td>45-49</td>
<td>15</td>
</tr>
<tr>
<td>50-54</td>
<td>24</td>
</tr>
<tr>
<td>55-59</td>
<td>18</td>
</tr>
<tr>
<td>60-64</td>
<td>8</td>
</tr>
<tr>
<td>65+</td>
<td>4</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>2</td>
</tr>
</tbody>
</table>

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.
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)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/tutor/trainer/lecturer in FE/HE/training</td>
<td>50</td>
</tr>
<tr>
<td>Teacher or other role in school</td>
<td>13</td>
</tr>
<tr>
<td>Head of Dept/Faculty/curriculum/subject</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
<tr>
<td>Assessor/Verifier</td>
<td>5</td>
</tr>
<tr>
<td>Course Leader</td>
<td>5</td>
</tr>
<tr>
<td>CEO/Director/Head of Service/Principal/Headteacher or Deputy Role</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Manager</td>
<td>3</td>
</tr>
<tr>
<td>Quality Role</td>
<td>2</td>
</tr>
<tr>
<td>Administrator</td>
<td>1</td>
</tr>
<tr>
<td>Mentor/Coach</td>
<td>1</td>
</tr>
<tr>
<td>Teaching and learning adviser</td>
<td>1</td>
</tr>
<tr>
<td>Support worker/staff</td>
<td>1</td>
</tr>
<tr>
<td>Technician/technical staff</td>
<td>0.5</td>
</tr>
<tr>
<td>Student services</td>
<td>0.5</td>
</tr>
<tr>
<td>Pastoral role</td>
<td>0.5</td>
</tr>
<tr>
<td>External examiner</td>
<td>0.5</td>
</tr>
</tbody>
</table>

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)**

```
<table>
<thead>
<tr>
<th>Sector Specialism</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/literacy</td>
<td>11%</td>
</tr>
<tr>
<td>Health, public services and care</td>
<td>10%</td>
</tr>
<tr>
<td>Education and training</td>
<td>10%</td>
</tr>
<tr>
<td>Special educational needs and disability</td>
<td>8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7%</td>
</tr>
<tr>
<td>Arts, media and publishing</td>
<td>7%</td>
</tr>
<tr>
<td>Business, administration and law</td>
<td>6%</td>
</tr>
<tr>
<td>Science</td>
<td>4%</td>
</tr>
<tr>
<td>ICT</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering and manufacturing technologies</td>
<td>4%</td>
</tr>
<tr>
<td>Preparation for life and work</td>
<td>3%</td>
</tr>
<tr>
<td>Languages, literature and culture</td>
<td>3%</td>
</tr>
<tr>
<td>Not working in a subject area</td>
<td>2%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>2%</td>
</tr>
<tr>
<td>Construction, planning and built environment</td>
<td>2%</td>
</tr>
<tr>
<td>Agriculture, horticulture and animal care</td>
<td>2%</td>
</tr>
<tr>
<td>Retail and commercial enterprise</td>
<td>1%</td>
</tr>
<tr>
<td>Humanities</td>
<td>1%</td>
</tr>
<tr>
<td>Family learning</td>
<td>1%</td>
</tr>
<tr>
<td>Community development</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
```

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)

<table>
<thead>
<tr>
<th>Level</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6</td>
<td>6</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>8</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>4</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>27</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>28</td>
</tr>
<tr>
<td>LEVEL 1 AND ENTRY 3</td>
<td>11</td>
</tr>
<tr>
<td>ENTRY 1 AND 2</td>
<td>3</td>
</tr>
<tr>
<td>FOUNDATION</td>
<td>1</td>
</tr>
<tr>
<td>PRE-ENTRY</td>
<td>2</td>
</tr>
<tr>
<td>I DONT TEACH</td>
<td>5</td>
</tr>
<tr>
<td>OTHER</td>
<td>5</td>
</tr>
</tbody>
</table>

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. 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.

Please see Figure 5 below.

#### Figure 5 Employment type (per cent)

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Full-Time</td>
<td>56</td>
</tr>
<tr>
<td>Permanent Part-Time</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
<tr>
<td>Zero Hours</td>
<td>7</td>
</tr>
<tr>
<td>Casual Pool Staff/Agency</td>
<td>6</td>
</tr>
<tr>
<td>Visiting Lecturer</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
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\(^3\).

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.
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.
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.

<table>
<thead>
<tr>
<th>Motivations for joining FE/training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working with young people and adults</strong></td>
</tr>
<tr>
<td>I take great satisfaction in seeing adults who did not achieve at school gain in confidence and gain recognised qualifications.</td>
</tr>
<tr>
<td>To make a difference to other people’s lives.</td>
</tr>
<tr>
<td>To support individuals gain necessary skills, develop confidence and progress.</td>
</tr>
<tr>
<td>I love to teach adults.</td>
</tr>
<tr>
<td><strong>Enjoyment of teaching</strong></td>
</tr>
<tr>
<td>It’s a very rewarding, fun and interesting job to have.</td>
</tr>
<tr>
<td>I enjoy teaching and passing on my knowledge.</td>
</tr>
<tr>
<td>It is interesting and never remains the same so that I cannot become bored.</td>
</tr>
</tbody>
</table>
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.
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.*

### 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)**


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)**

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload and lack of time preventing CPD and higher-level study</td>
<td>50</td>
</tr>
<tr>
<td>Lack of encouragement and support from the institution’s management</td>
<td>35</td>
</tr>
<tr>
<td>Lack of promotion or development opportunities</td>
<td>33</td>
</tr>
<tr>
<td>Lack of appropriate subject-specialist CPD</td>
<td>25</td>
</tr>
<tr>
<td>Lack of appropriate leadership and management CPD</td>
<td>23</td>
</tr>
<tr>
<td>Lack of encouragement and support from manager</td>
<td>21</td>
</tr>
<tr>
<td>Change in employment situation</td>
<td>17</td>
</tr>
<tr>
<td>Lack of appropriate CPD on teaching or training</td>
<td>17</td>
</tr>
<tr>
<td>I have not experienced any barriers</td>
<td>14</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Career Aspiration</th>
<th>1st Priority</th>
<th>2nd Priority</th>
<th>3rd Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to further develop my expertise in current role</td>
<td>104</td>
<td>58</td>
<td>46</td>
</tr>
<tr>
<td>I would like to take on greater management responsibilities</td>
<td>126</td>
<td>66</td>
<td>46</td>
</tr>
<tr>
<td>I would like to further develop my sector/subject knowledge</td>
<td>139</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td>I would like to remain in my current role</td>
<td>139</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td>I would like to engage (further) with academic research</td>
<td>100</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td>I would like to set up new provision</td>
<td>80</td>
<td>90</td>
<td>66</td>
</tr>
<tr>
<td>I would like to work/continue to work in another part of the education sector</td>
<td>55</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>I would like to remain in my current sector</td>
<td>54</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>I would like to work with specific learners</td>
<td>54</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>I would like to have left the FE/Training sector</td>
<td>54</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>I would like to move to another part of FE/Training</td>
<td>54</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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)

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 those. 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
   ○ No
   ○ No – but I would like to receive more information about SET

Please provide your email address:
Q2  Please can you tell us the type of employer you currently work for? Please choose one of the options below which best describes your organisation:

- General Further Education College
- Sixth Form College
- Sector/Subjct Specialist College (e.g. Specialist Designated College; Agriculture and Horticulture College; Art, Design and Performing Arts College etc.)
- Private training provider
- Third sector/charity training provider
- Group Training Association
- Adult (16+) and community learning provision
- Offender Learning and Skills Service (CLASS) provision
- School (of any type) or University Technical College (UTC)
- NHS
- Higher Education Institution
- National Specialist College or special educational support institution
- Other

If you selected ‘Other’ please state the type of employer:

---

Q3  In what region do you work? Please choose one of the options below:

- London
- South East
- South West
- West Midlands
- East Midlands
- East of England
- Yorkshire and the Humber
- North West
- North East
- Northern Ireland
- Scotland
- Wales
- Other

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

---
Q4  What is your current role? Please choose one of the options that best describes your current role:

- Teacher/Tutor/Trainee/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 one 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:

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

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:

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

If you selected ‘Other’ please provide further details:
Q8 If possible, please can you state the other levels at which you teach. Please choose all relevant options below:

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

Q9 What is your contract type? Please choose one of the options that best describes your current contract:

- Permanent full-time [ ]
- Permanent part-time [ ]
- Visiting lecturer [ ]
- Zero hours [ ]
- Casual pool staff/agency [ ]
- Other [ ]

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 one of the options below:

- Up to 3 years [ ]
- Over 3 and up to 5 years [ ]
- Over 5 and up to 10 years [ ]
- Over 10 years [ ]
- I have never worked in FE/training [ ]
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.

<p>| Gaining a formal teaching or training qualification | 1 | 2 | 3 | 4 | 5 |
| Support of a mentor/coach/line manager | 0 | 0 | 0 | 0 | 0 |
| Gaining on-the-job experience | 0 | 0 | 0 | 0 | 0 |
| Experience in industry/contact with employers | 0 | 0 | 0 | 0 | 0 |
| Taking on additional or managerial responsibilities (paid or unpaid) | 0 | 0 | 0 | 0 | 0 |
| Support from/collaborating with colleagues in practice-based contexts (e.g. through team teaching, Action Learning Sets etc.) | 0 | 0 | 0 | 0 | 0 |
| Undertaking course(s) | 0 | 0 | 0 | 0 | 0 |</p>
<table>
<thead>
<tr>
<th>Gaining a higher-level qualification (e.g. post-graduate level)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring/coaching others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving between institutions</td>
<td></td>
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</tr>
<tr>
<td>Opportunities to engage with research</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieving Qualified Teacher Learning and Skills (QTLS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership of SET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

[Blank space for additional information]
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:

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. Bachelor 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:
Q20 What is the highest level of teaching qualification you hold? Please choose the one that most closely fits:

- 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:

[Box for 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) [ ]
- Male (including female to male trans men) [ ]
- X (see note above) [ ]
- Other, please specify (see note above) [ ]
- Prefer not to say [ ]

If you selected ‘Other’ please provide further details:

Q22 Please indicate your age band:

- Under 20 [ ]
- 20-24 [ ]
- 25-29 [ ]
- 30-34 [ ]
- 35-39 [ ]
- 40-44 [ ]
- 45-49 [ ]
- 50-54 [ ]
- 55-59 [ ]
- 60-64 [ ]
- 65+ [ ]
- Prefer not to say [ ]

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 be interested in contributing further to this research by undertaking a telephone interview with a SET Fellow. Are you willing to be contacted?

- Yes [ ]
- No [ ]

Please provide the following details:

- Name
- Email address
- Mobile number

Thank you very much.
### Table 2 Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>60</td>
</tr>
<tr>
<td>MALE</td>
<td>36</td>
</tr>
<tr>
<td>PREFER NOT TO SAY</td>
<td>3</td>
</tr>
<tr>
<td>OTHER</td>
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</tr>
</tbody>
</table>

N = 792.

### Table 3 Region

<table>
<thead>
<tr>
<th>Region</th>
<th>PER CENT</th>
</tr>
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<tbody>
<tr>
<td>SOUTH EAST</td>
<td>17</td>
</tr>
<tr>
<td>LONDON</td>
<td>15</td>
</tr>
<tr>
<td>YORKSHIRE &amp; HUMBER</td>
<td>10</td>
</tr>
<tr>
<td>WEST MIDLANDS</td>
<td>10</td>
</tr>
<tr>
<td>NORTH WEST</td>
<td>10</td>
</tr>
<tr>
<td>SOUTH WEST</td>
<td>10</td>
</tr>
<tr>
<td>EAST MIDLANDS</td>
<td>8</td>
</tr>
<tr>
<td>EAST OF ENGLAND</td>
<td>7</td>
</tr>
<tr>
<td>NORTH EAST</td>
<td>6</td>
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<tr>
<td>OTHER</td>
<td>5</td>
</tr>
<tr>
<td>WALES</td>
<td>1</td>
</tr>
<tr>
<td>SCOTLAND</td>
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N = 796.  
Due to rounding percentages may not sum to 100.
Table 4 Previous roles held

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

N = 796.
Respondents could choose as many roles as appropriate.

Table 5 Industrial/vocational experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES DIRECTLY RELEVANT</td>
<td>53</td>
</tr>
<tr>
<td>NO EXPERIENCE</td>
<td>21</td>
</tr>
<tr>
<td>YES EXPERIENCE IN ANOTHER AREA</td>
<td>19</td>
</tr>
<tr>
<td>NOT APPLICABLE</td>
<td>7</td>
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</tbody>
</table>

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

Table 6 Other levels taught

<table>
<thead>
<tr>
<th>Level</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6</td>
<td>12</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>19</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>25</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>37</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>47</td>
</tr>
<tr>
<td>LEVEL 1 AND ENTRY 3</td>
<td>44</td>
</tr>
<tr>
<td>ENTRY 1 and 2</td>
<td>25</td>
</tr>
<tr>
<td>FOUNDATION</td>
<td>10</td>
</tr>
<tr>
<td>PRE-ENTRY</td>
<td>13</td>
</tr>
</tbody>
</table>

N = 796.
Respondents could choose as many levels as appropriate.

Table 7 Membership of SET

<table>
<thead>
<tr>
<th></th>
<th>PERCENT</th>
</tr>
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<tbody>
<tr>
<td><strong>YES</strong></td>
<td>99</td>
</tr>
<tr>
<td><strong>NO</strong></td>
<td>&lt; 1</td>
</tr>
</tbody>
</table>


Table 8 Enabling factors for career progression (number)

<table>
<thead>
<tr>
<th>Factor</th>
<th>1ST PRIORITY</th>
<th>2ND PRIORITY</th>
<th>3RD PRIORITY</th>
<th>4TH PRIORITY</th>
<th>5TH PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining a formal teaching/training qualification</td>
<td>276</td>
<td>112</td>
<td>70</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>Gaining on-the-job experience</td>
<td>123</td>
<td>120</td>
<td>72</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>Achieving qualified teacher learning and skills (QTLS)</td>
<td>86</td>
<td>65</td>
<td>44</td>
<td>46</td>
<td>66</td>
</tr>
<tr>
<td>Gaining a higher-level qualification</td>
<td>58</td>
<td>48</td>
<td>39</td>
<td>43</td>
<td>29</td>
</tr>
<tr>
<td>Support of a mentor/coach/line manager</td>
<td>37</td>
<td>71</td>
<td>66</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Membership of SET</td>
<td>36</td>
<td>51</td>
<td>54</td>
<td>53</td>
<td>74</td>
</tr>
<tr>
<td>Experience in industry/contact with employers</td>
<td>33</td>
<td>42</td>
<td>48</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>Opportunities to engage with research</td>
<td>19</td>
<td>18</td>
<td>34</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Support from/collaborating with colleagues</td>
<td>16</td>
<td>35</td>
<td>63</td>
<td>53</td>
<td>35</td>
</tr>
<tr>
<td>Undertaking course(s)</td>
<td>15</td>
<td>37</td>
<td>62</td>
<td>59</td>
<td>48</td>
</tr>
<tr>
<td>Taking on additional or managerial responsibilities</td>
<td>15</td>
<td>30</td>
<td>58</td>
<td>49</td>
<td>47</td>
</tr>
<tr>
<td>Mentoring/coaching others</td>
<td>14</td>
<td>40</td>
<td>35</td>
<td>61</td>
<td>44</td>
</tr>
<tr>
<td>Moving between institutions</td>
<td>8</td>
<td>25</td>
<td>33</td>
<td>37</td>
<td>37</td>
</tr>
</tbody>
</table>