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

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 tak(m)0.7(e)]TJ 0 Tc1.406 chTod ( ).9(r)0.7(pr)5.9(ogr)0.6(e)5(s)1(s)1(i)4.2(on w)4.3(as)1(‘)-0.9.3(i885)]T

Figure 1 Type of institution (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.

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 po /8 <</MCID(i)[2(on)5(s)1e5.9(egi)4.3( )]TJ55 0 Td l j(t)3( )536 r

Figure 7 Highest subject-specialist qualification (per cent)

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)

Source: SET and ETF Survey of Career Progression in FE/training, March 2017.
N = 795.
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.

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.

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:

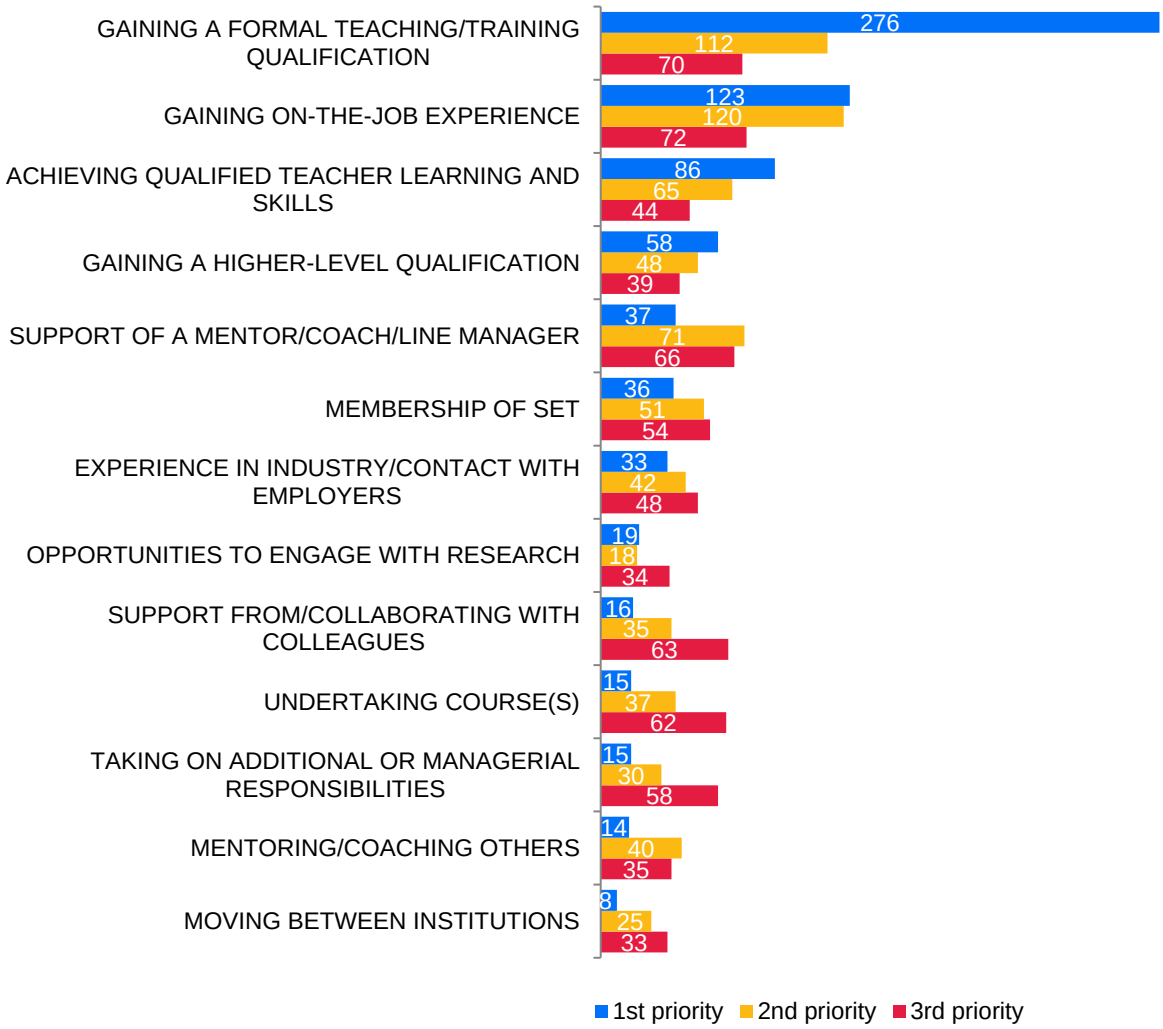
gaining **greater experience/expertise/qualifications/working at higher/lower levels** in teaching their chosen subject (41 respondents)
gaining **more leadership and management responsibility**

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**

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

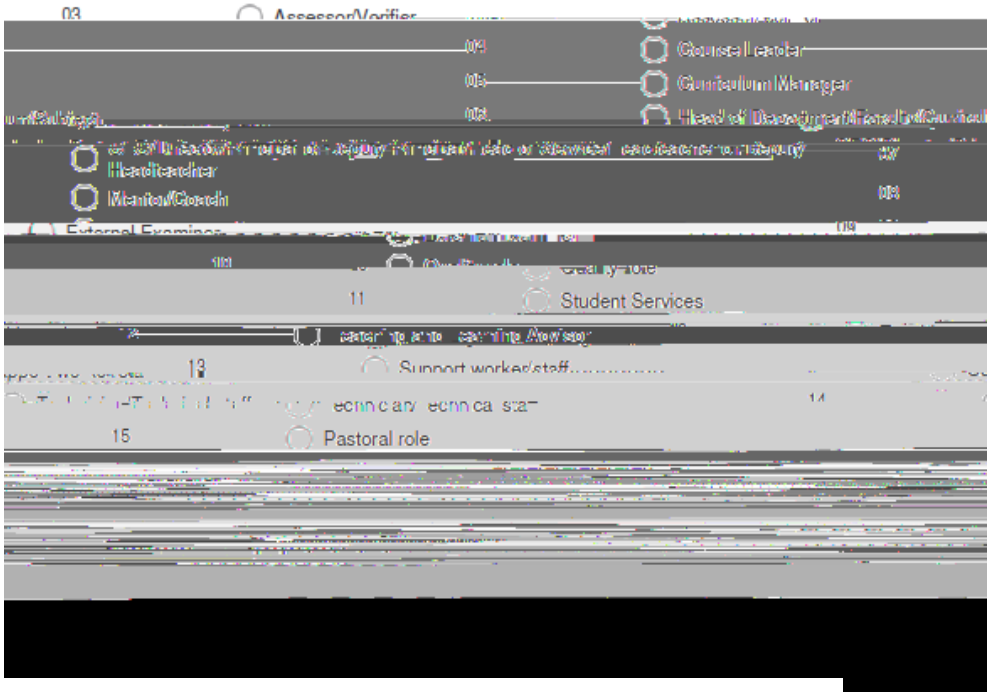
In addition, ten per cent of respondents reported ‘Other’ barriers, with key ones being:

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 progress(r)5.9(ac)1(t)o dc17(es)1 Tc 48

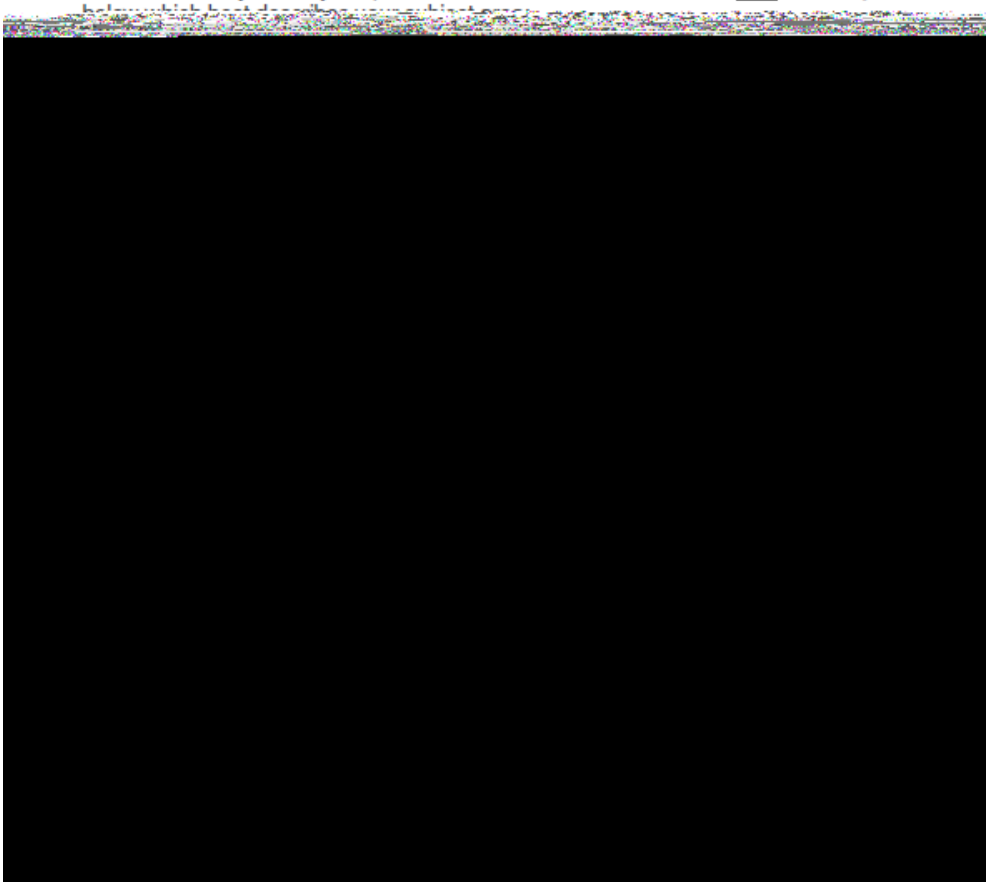
current role:

01 Teacher/Tutor/Trainer/Lecturer/Instructor in FE/HE/training

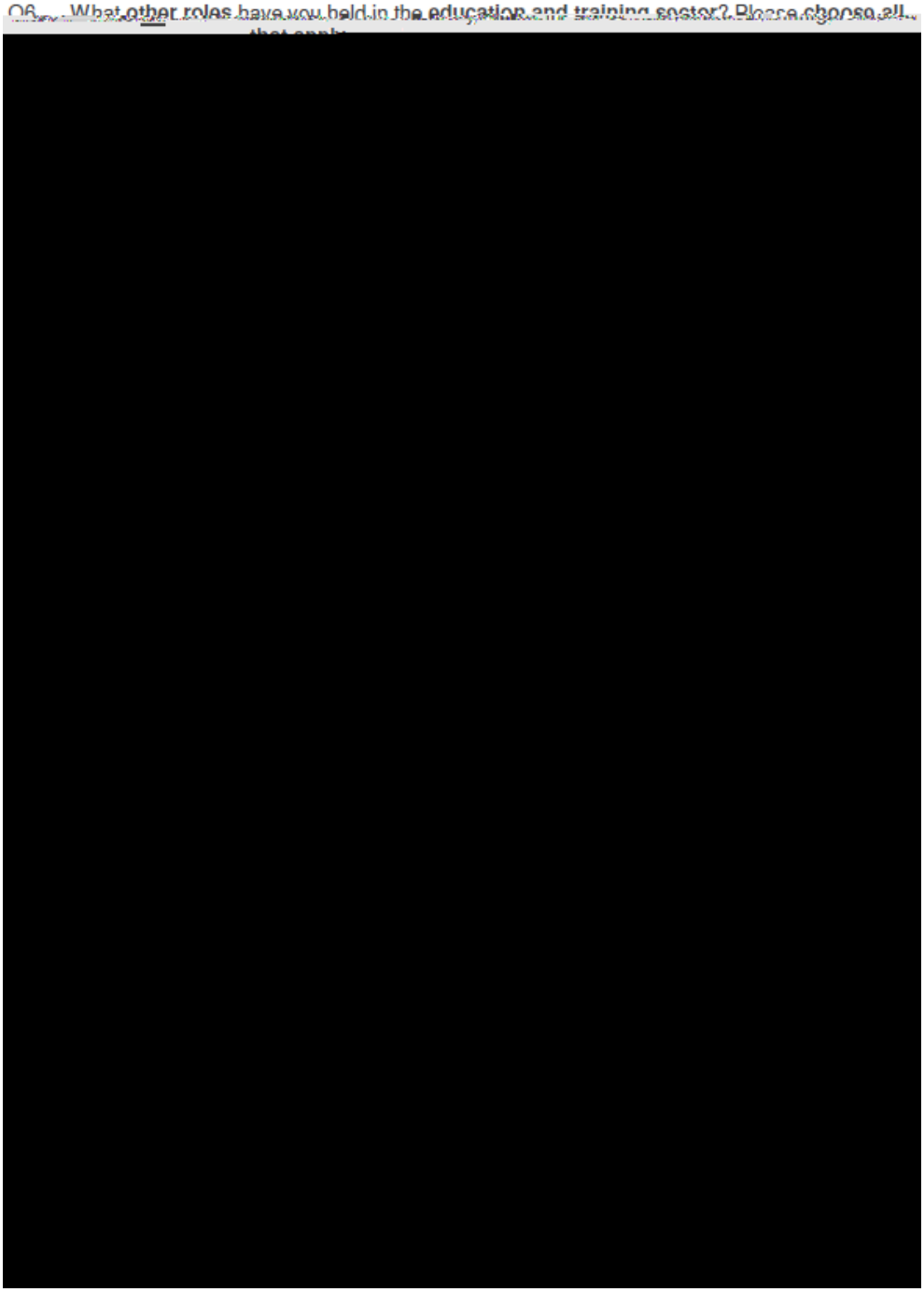
02 Teacher or other role in school

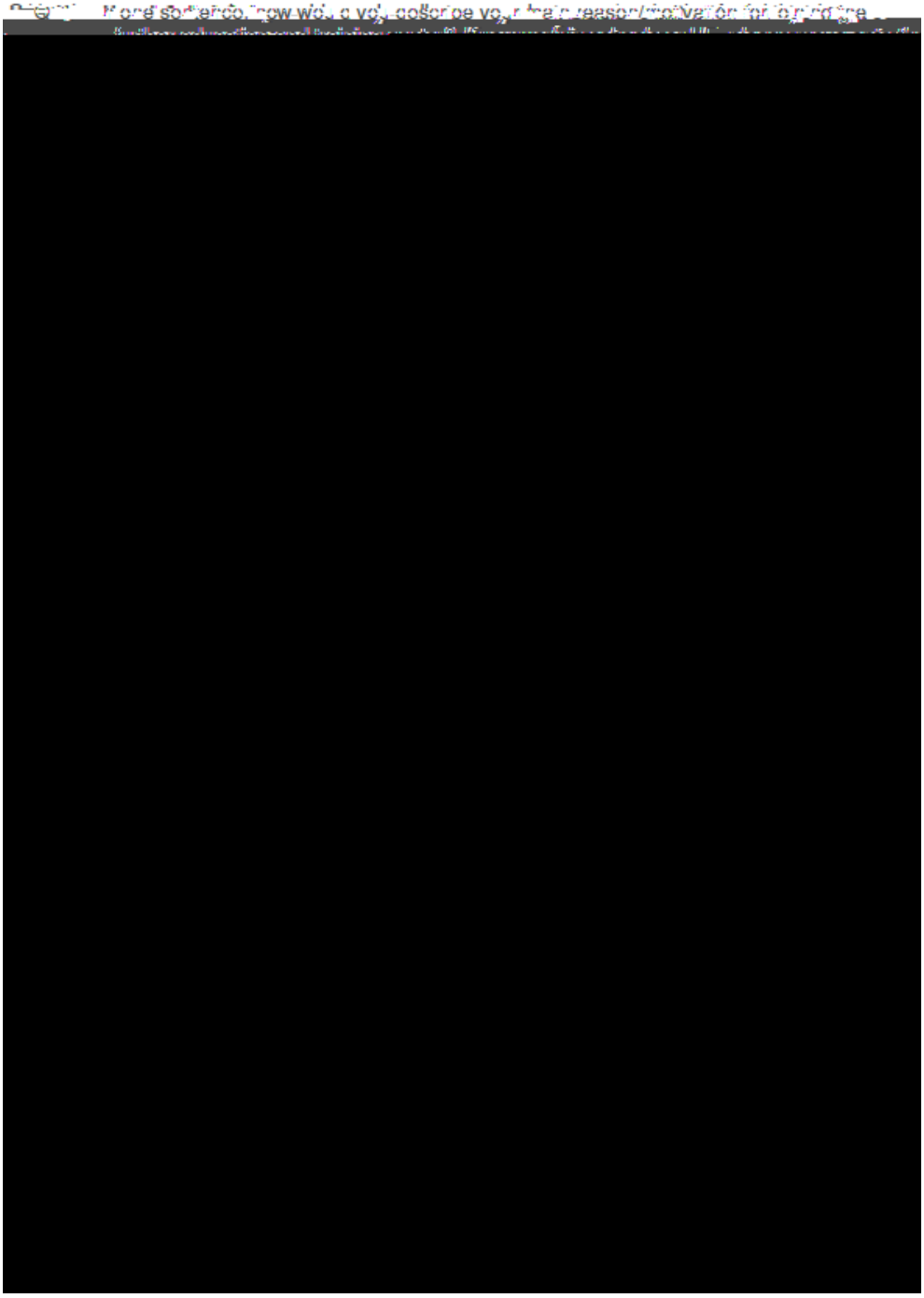


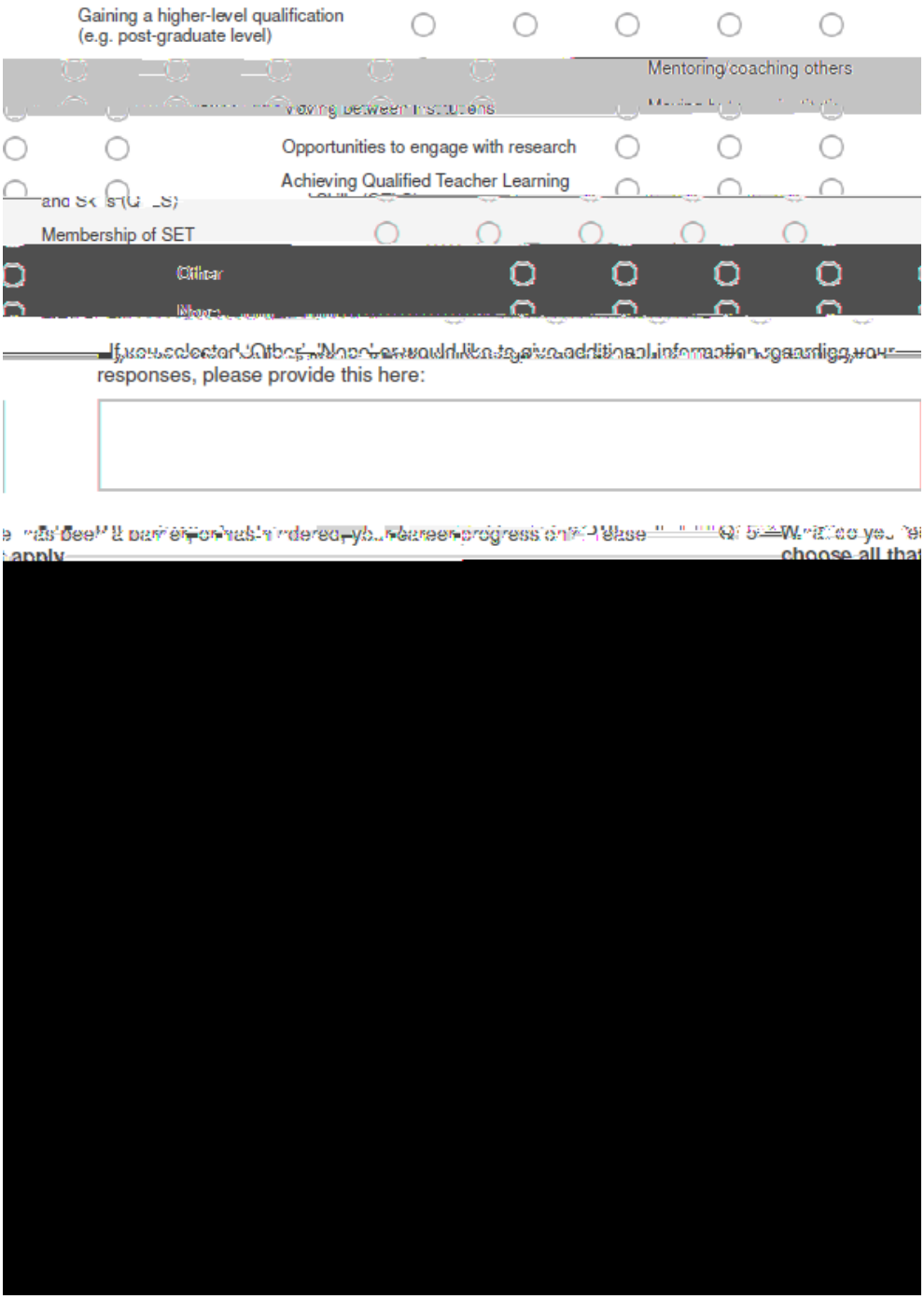
Q5 Please indicate your subject specialist sector area. Please **choose one of the options**



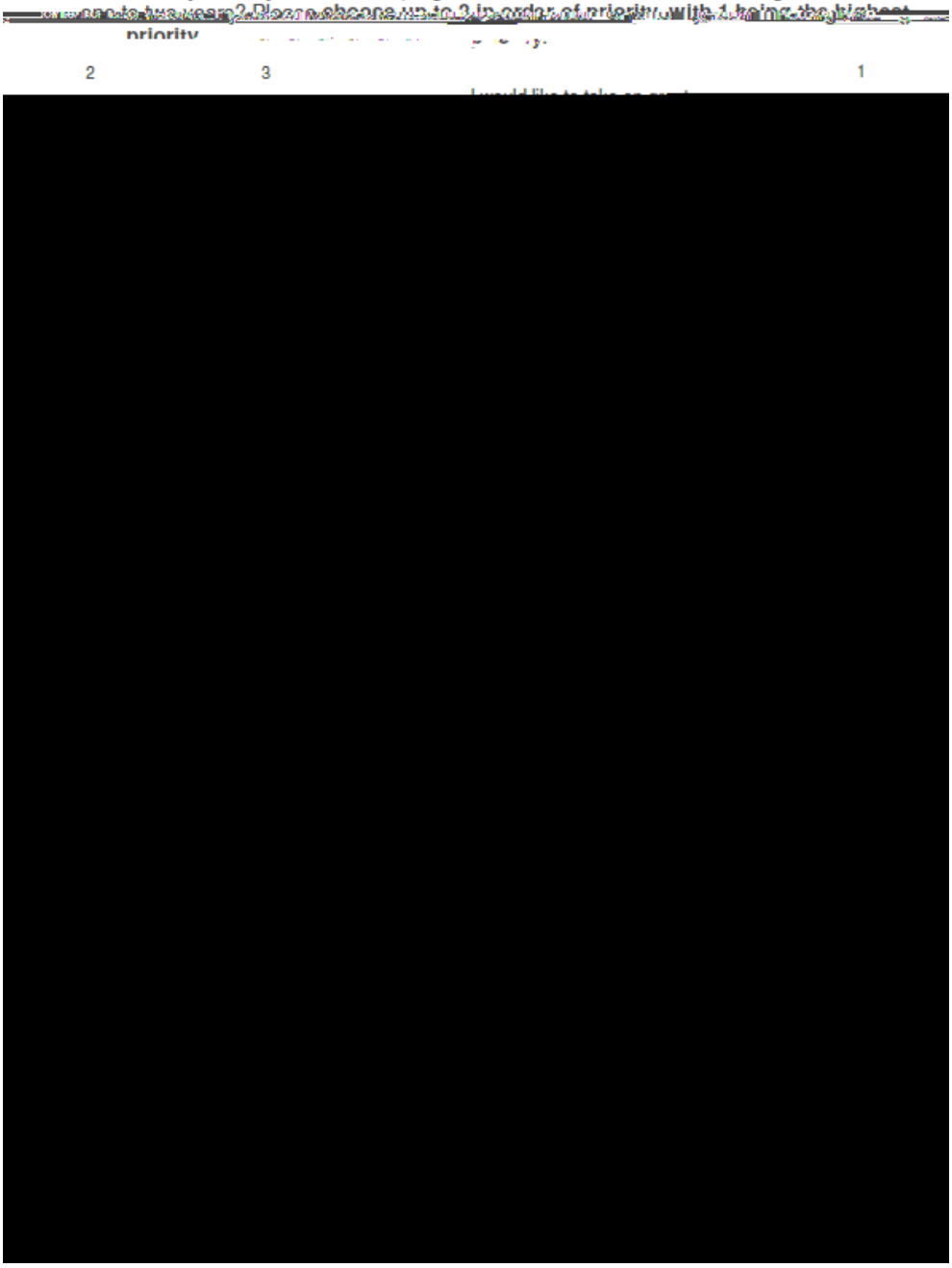
Q6 What other roles have you held in the education and training sector? Please choose all that apply

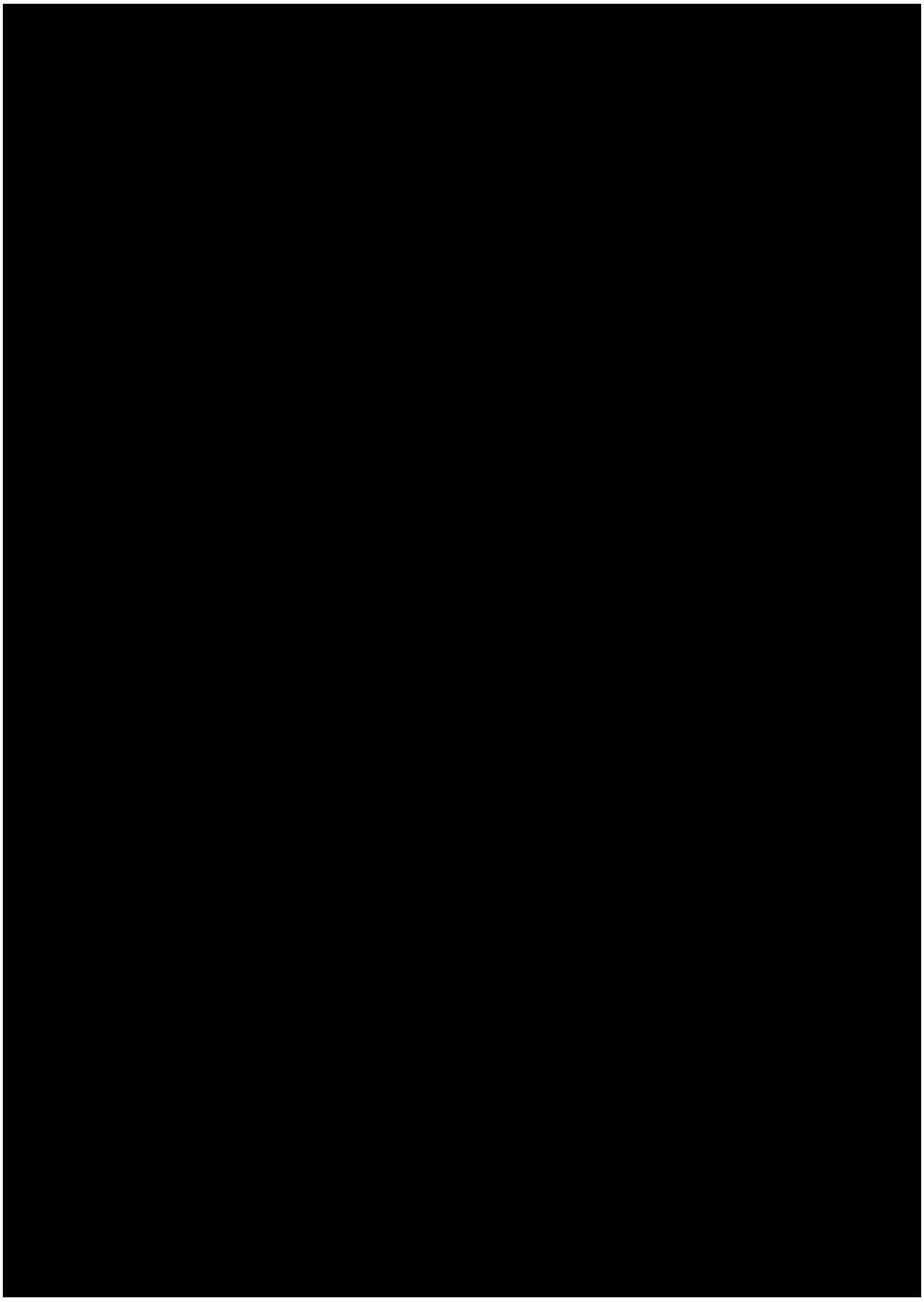





Gaining a higher-level qualification (e.g. post-graduate level)
Mentoring/coaching others
Opportunities to engage with research
Achieving Qualified Teacher Learning
Membership of SET
Other
responses, please provide this here:
apply
choose all that

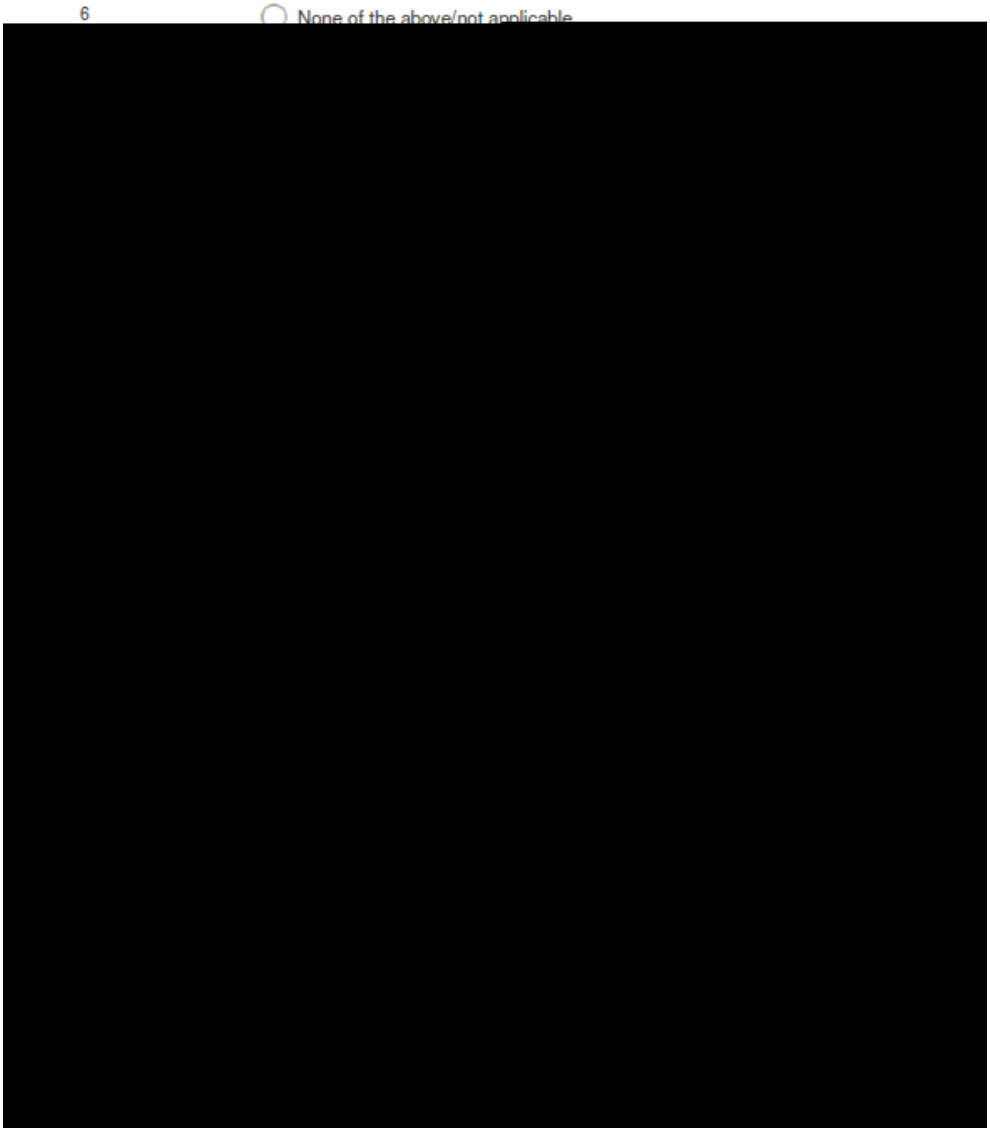
Q17 How would you like your career to progress in further education and training over the next one to two years? Please choose up to 3 in order of priority, with 1 being the highest priority.

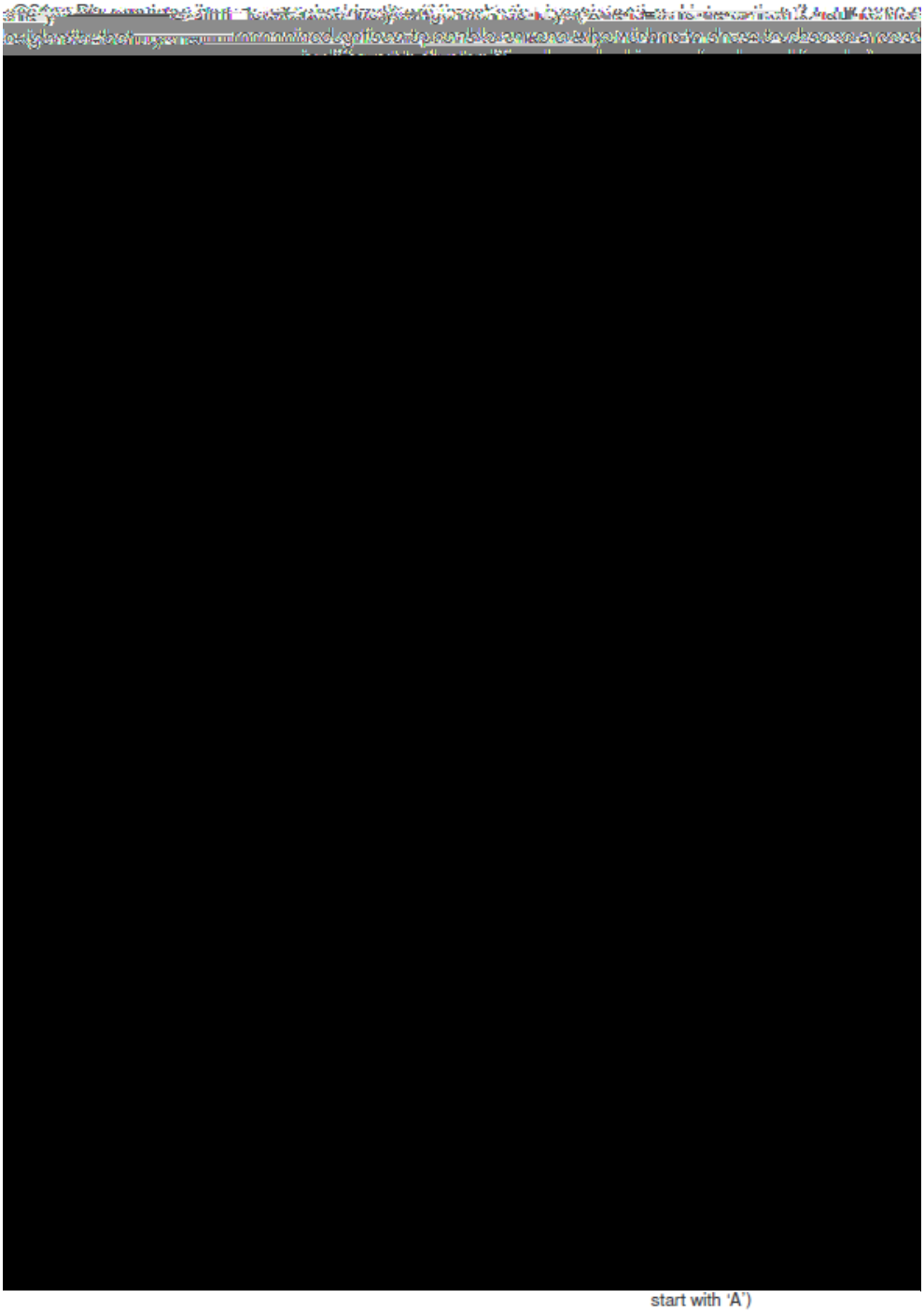




Q20 What is the highest level of teaching qualification you hold? Please choose the one that most closely fits:

4	Level 4 (e.g. Certificate in Education and Training)
5	Level 3 (e.g. Award in Education and Training)
6	None of the above/not applicable





start with 'A')

Thank you very much.

APPENDIX B: TABLES

Table 2 Gender

	PER CENT
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

	PER CENT
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	

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)					