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## **CHAPTER 2: CURRENT TRAIN**

# KEY FINDINGS

## Introduction

A major survey of training needs in the FE sector (reported elsewhere<sup>1</sup>) allows this subsidiary report on the training needs of FE sector staff from Learning and Development Providers (LDPs), specifically compared to FE sector staff from Independent Training Providers (ITPs).

On conducting the survey, a substantial volume of responses (282 institutions and 45 individuals) were received from LDPs delivering post-16 learning activities that do not receive funding from the ESFA, and their staff. As the experiences of this group were found to be considerably different to ITPs in receipt of ESFA funding and other providers such as Colleges and Local Authorities, the decision was made to exclude LDPs from the main reporting. However, the response levels amongst LDPs and ITPs allow a particular examination and comparison of these organisations and their staff. The results of this examination are set out in this report.

## Characteristics of LDPs and their staff, compared to ITPs

LDPs are generally smaller than ITPs, with LDPs tending to have fewer than 10 staff and operating from only one site

LDPs are more nationally focussed than ITPs, and three-quarters have national operations. This is counterintuitive when we note that LDPs are also smaller in terms of staffing and number of sites; however, this may relate to how they deliver their support e.g. online rather than face-to-face. In comparison, ITPs are more locally focussed than LDPs and two-thirds have multi-regional or single region operations

LDP staff were more likely to report that their role was specific to subjects than ITPs. LDP staff were less likely to have a role that related to English, maths or ICT

Respondents from LDPs were more likely to be employed on a sessional basis than those from ITPs

In terms of demographics, individuals from LDPs were more likely to be from a BAME background and tended to be older than those from ITPs.

## Current training at LDPs, compared to ITPs

Both the institutions and individuals surveys suggest that at least 8 out of 10 staff at LDPs received some training in the past year, in line with ITPs

Individuals from LDPs had a higher number of hours of training in the past year compared to individuals at ITPs

number of episodes of training than in LDPs

LDPs were less likely to engage in a range of types and subjects of training than ITPs. Indicatively, the differing volumes of staff in ITPs and LDPs (with LDPs generally having fewer than 10 staff) account for this

LDPs were also less likely than ITPs to engage with a wide range of training providers

Staff in LDPs were significantly less likely to be taking part in (that required by statute or regulation) than those from ITPs. Again, this can be seen as being due to LDPs typically having fewer staff to develop and therefore needing to engage with fewer provider types, less regulation existing for this group, and also due to the targeted nature of some of the providers such as ETF, AoC, and AELP

Improved staff performance and maintenance of were the main drivers of training for both LDPs and ITPs. LDPs were less likely than ITPs to cite keeping up with changes in the policy environment, to assist in career progression, and staff retention and morale as significant factors

Presence of a budget for staff training is much more likely in ITPs (particularly Prime contractors) than in LDPs. Where available LDPs training budgets were typically smaller

Payment for training by the individual was relatively infrequent, although it was more common amongst individuals from LDPs than ITPs

Most LDPs and ITPs, though less frequently amongst LDPs, have a training and development plan in place and most have an identifiable method by which training and development needs are identified within the organisation. LDPs are also much less likely than ITPs to have a formal system for identifying the outcomes and benefits of training.

## Adequacy and sufficiency of current training

The majority of LDPs and ITPs consider their staff training budgets, where they have them, to be sufficient to meet their needs

LDPs were much more likely than ITPs to believe their training had met all the needs of the organisation

Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were mostly related to the development of teaching skills, of leadership and management, and other types of training. LDPs were less likely than ITPs to see training related to maths and English as a concern, corresponding with the lower proportion of LDPs who offered training and development in this area

Individuals from LDPs were less likely than those from ITPs to perceive the training they had received as also less likely to agree that the training they received was of high quality

The main barriers to training reported by LDPs and ITPs who felt there had been a shortfall in what they would have liked to provide were, pressure on staff time making it difficult to release them for training, and shortfalls in funding for training (although

funding was less of a concern for ITP prime contractors)

## Future training needs

LDPs training needs are more likely to be driven by organisational requirements, whilst ITPs are more likely to be driven by national and sector needs and policy changes

Where public polic



# CHAPTER 1: INTRODUCTION

## Purpose of the report

A substantial survey-

based.

Where types of analysis included in the main report are not available, this is due to low sub-group bases. It should be noted that LDPs were not interviewed in-depth as part of this research and as such qualitative analysis is not available for this report.

**Please note that, to aid clarity, in the rest of this report, 'colour coding' is used in tables and charts to distinguish findings from the institutions survey, in blue, from findings from the individuals survey, in magenta.**

### **The sample of institutions**

A first figure, Figure 1, shows that LDPs were major contributors to the survey of institutions overall.







**Table 2: Number of regions in which LDPs and ITPs operate**

**ITPs Prime**

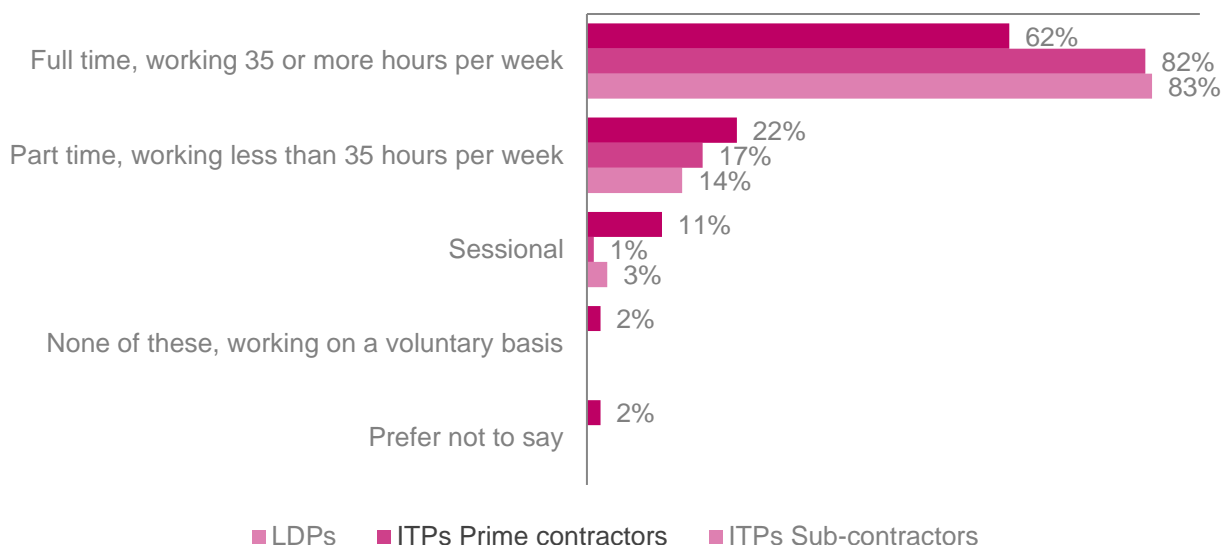
## Figure 4: Job roles of individuals at LDPs and ITPs

## Figure 5: Subject or curriculum areas in which individuals at LDPs and ITPs work

Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
Q9. If you work in a particular subject or curriculum area or areas please select these below.



**Figure 7: Current working status of individuals at LDPs and ITPs**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q12. Which of the following best describes your current working status within your institution?

In demographic terms, respondents from LDPs were less likely to be female (see Figure 8).

**Figure 8: Gender of individuals at LDPs and ITPs**

Sample base: ITPs Prime contractors (184), ITPs Sub-contractor (64), LDPs (45)  
 Q39. Please describe your gender identity.

The majority of respondents have identified as male (71% for ITPs Prime contractors, 70% for ITPs Sub-contractors, and 62% for LDPs). Although this was less likely to be the case in LDPs, where there are more workers of Asian ethnicity.

**Figure 9:**



# CHAPTER 2: CURRENT TRAINING IN FE INSTITUTIONS

## Key chapter findings

Both the institutions and individuals surveys suggest that at least 8 out of 10 staff at LDPs received some training in the past year, in line with ITPs.

Individuals from LDPs had a higher number of hours of training in the past year compared to individuals at ITPs. However, individuals in ITPs had, on average, a greater number of episodes of training than in LDPs.

LDPs were less likely to engage in a range of types and subjects of training than ITPs. Indicatively, the differing volumes of staff in ITPs and LDPs (with LDPs generally having fewer than 10 staff) account for this.

LDPs were also less likely than ITPs to engage with a wide range of training providers.

Training provided by Statute or regulation) was much more likely to be provided by ITPs than LDPs. Again, this can be seen as being due to LDPs typically having fewer staff to develop and therefore needing to engage with fewer provider types, but also due to the targeted nature of some of the providers such as ETF, AoC, and AELP.

ITPs were the main drivers of training for both LDPs and ITPs. LDPs were less likely than ITPs to cite keeping up with changes in the policy environment, to assist in career progression, and staff retention and morale as significant factors.

Presence of a budget for staff training is much more likely in ITPs (particularly Prime contractors) than in LDPs. Where available LDPs training budgets were typically smaller overall than ITPs, but with more spent per member of staff.

Payment for training by the individual was relatively infrequent, although it was more common amongst individuals from LDPs than ITPs.

Most LDPs and ITPs, though less frequently amongst LDPs, have a training and development plan in place and most have an identifiable method by which training and development needs are identified within the organisation. LDPs are also much less likely than ITPs to have a formal system for identifying the outcomes and benefits of training.

## Incidence and volume of training

A first analysis looks at the proportion of staff who received training in the academic year prior to the survey (2016-2017).

Responses from LDPs and ITPs show that participation in some form of training is very frequent. The institutions survey suggests that 8 out of 10 staff received some training with higher proportions in LDPs than in ITPs.

Figure 2.1 shows a pie chart illustrating the proportion of staff who received training in the academic year prior to the survey (2016-2017). Responses from this survey suggest that 93% of individuals in LDPs, a marginally

higher figure than the 89% estimate from the institutions survey, reported that they received some training in the last year. This is equivalent to the proportions of individuals in ITPs who received training and development.

The two sets of estimates, from institutions and individuals surveys, are compared in Figure 11.

**Figure 11: Proportion of staff and individuals who received formal training and development in the past year**

Sample base: Staff - ITPs Prime contractors (5,019), ITPs Sub-contractors (1,254), LDPs (2,683) Q20. How many staff have received formal training and development over the past year?  
Individuals - ITPs Prime contractors (184), ITPs Sub-contractor (64), LD nG 11.5st0.004(64)43(?)JTJETQq0.000008871 0 595

**Table 4: Mean hours of training and number of episodes of training received in the past year – individuals’ perspective**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Mean hours of training in the last year	74	52	72
Mean number of separate episodes of training or development you undertook in the last year	9	11	8

Sample base: ITP Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q18. In total, how many hours of training and development would you estimate you received in the last academic year?

Sample base: ITP Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)

Q25. Could you say how many separate episodes of training or development you undertook in the last year?

## Who gets trained?

Further analysis (see Table 5), from the surveys of institutions suggests that not only is participation widespread in general terms but that the overall statistics do not conceal any group within the workforce at LDPs and ITPs which is substantially neglected in terms of its training and development (although low bases mean this cannot be cross-referenced with the survey of individuals). There is, however, one possible minor issue that exists across all ITPs and LDPs (see Table 5), concerning the somewhat lower level of frequency of training of those at non-executive owner or board director level.

In general, ITPs provided more training and development than LDPs. The difference is even more apparent when comparing ITP Prime contractors and LDPs.

**Table 5: Groups of staff for which LDPs and ITPs provided training and development in the past year**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Non executive owners or board directors	76%	75%	70%
Senior Management Team	76%	90%	85%
Middle and junior managers	80%	96%	89%
Advanced practitioners	87%	91%	90%
Lecturers, teachers or tutors	83%	97%	96%
Specialist assessors, verifiers, trainers or instructors	83%	98%	96%
Careers guidance specialists	90%	91%	83%

**Table 6: Types of training used by LDPs and ITPs in the past academic year**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Training seminars and short courses	72%	92%	94%
Induction programmes specific to your organisation	53%	92%	83%
Conferences, workshops, seminars, meetings or webinars	64%	94%	92%

**Table 7: Types of training received by individuals at LDPs and ITPs in the past academic year**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Training seminars and short courses	60%	64%	64%
Induction programmes specific to your organisation	13%	19%	17%
Conferences, workshops, seminars, meetings or webinars	62%	67%	55%
Coaching and mentoring	16%	21%	14%
Day-long training sessions for the entire staff or a large proportion of the staff	27%	61%	42%
Formal on-line training and development programmes or other forms of distance learning	38%	53%	48%
Initial teacher training for individuals who are new to the profession	2%	2%	0%
On-the-job training	27%	32%	27%
Suppliers of equipment and materials training your staff in their use/Training in the use of new equipment or materials by the supplier of the equipment or materials	20%	20%	14%
Substantial formal courses that lead to a degree, higher degree, trade or professional accreditation	20%	7%	22%
Work experience or shadowing in industry or business	11%	10%	6%
Licence to practice training	11%	1%	3%
Paid study leave	2%	1%	0%
<b>Sample base</b>	<b>45</b>	<b>184</b>	<b>64</b>

Q13. Have you received any of the following types of training or development activity in the last academic year?

The areas of competence or knowledge which training sought to improve are shown in Figures 12 and 13. The analysis shows that LDPs were less likely than ITPs to have offered training and development in all areas, but in particular in maths and English. When this picture is looked at from the individuals perspective a similar, but less pronounced, pattern can be seen for teaching and pedagogy and maths and English. However, training provided to individuals within LDPs on leadership is in line with ITPs and marginally more individuals within LDPs received training or development on subject/sector knowledge and other types of competence or knowledge. Again, the disparity between the institution and individual perspective for LDPs is likely to be due to LDPs typically having fewer members of staff.









Q11. Which of the following types of improved competence or areas of knowledge has your training and development sought to enhance or develop in the past academic year? *Areas marked with · were not asked in the institutions survey*

Q14. Thinking about the training and development you have undertaken in the past academic year, did any of it have the following aims?

**Table 9: Subject/sector areas in which training and development has taken place**

	Organisations			Individuals		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Agriculture, horticulture, and animal care	2%	2%	3%	0%	0%	5%
Arts, media, and publishing	5%	2%	1%	0%	2%	0%
Business administration and law	22%	31%	30%	11%	34%	24%
Community development	1%	1%	1%	6%	2%	5%
Construction planning and the built environment	16%	8%	16%	11%	9%	5%
Education and training	5%	9%	9%	56%	49%	81%
Engineering and manufacturing	10%	10%	9%	6%	9%	5%
English	2%	7%	6%	0%	30%	29%
Family learning	1%	0%	0%	6%	0%	0%
Health, public services, and care	28%	37%	33%	39%	19%	33%
Humanities subjects	1%	0%	0%	0%	0%	5%
ICT, that is Information and Communication Technologies	13%	12%	16%	11%	23%	19%
Languages, literature and culture	0%	0%	0%	6%	0%	5%
Leisure, travel, hospitality, and tourism	4%	7%	6%	11%	4%	14%
Maths	3%	6%	8%	0%	34%	24%
Preparation for life and work	1%	4%	5%	11%	6%	10%
Retail and commercial enterprise	6%	15%	8%	6%	6%	10%
Science	2%	1%	0%	0%	2%	0%
Social science	1%	3%	0%	6%	0%	0%
Is there any other subject area not mentioned?	8%	4%	4%	0%	0%	0%
Just subject knowledge generally/across all or many areas	5%	11%	3%	17%	15%	5%
Don't know/prefer not to say	1%	1%	0%	0%	0%	0%
<b>Sample base</b>	<b>186</b>	<b>110</b>	<b>79</b>	<b>18</b>	<b>53</b>	<b>21</b>

Q15. In which of the following subject area(s) or curriculum areas did

**Table 11: Mandatory training that has been provided over the past year**

Organisations			Individuals		
LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs S contract

**Table 12: Suppliers of training and development over the past academic year**

	Organisations			Institutions		
	LDPs	ITPs Prime contractors	ITPs Sub-contractors	LDPs	ITPs Prime contractors	ITPs S contractors
Specialist trainers, or coaches, or members from within your organisation	51%					



**Figure 14: Individuals' reasons for undertaking training and development in the past year**



Sample base: ITPs Prime contractors (173), ITPs Sub-contractors (61), LDPs (42)  
Q23. Were any of the following reasons for undertaking training and development in the last academic year?

## Paying for training

Analysis of funding for training shows that the presence of a budget for staff training is much less likely in LDPs than in ITPs, particularly Prime contractors (see Figure 15).

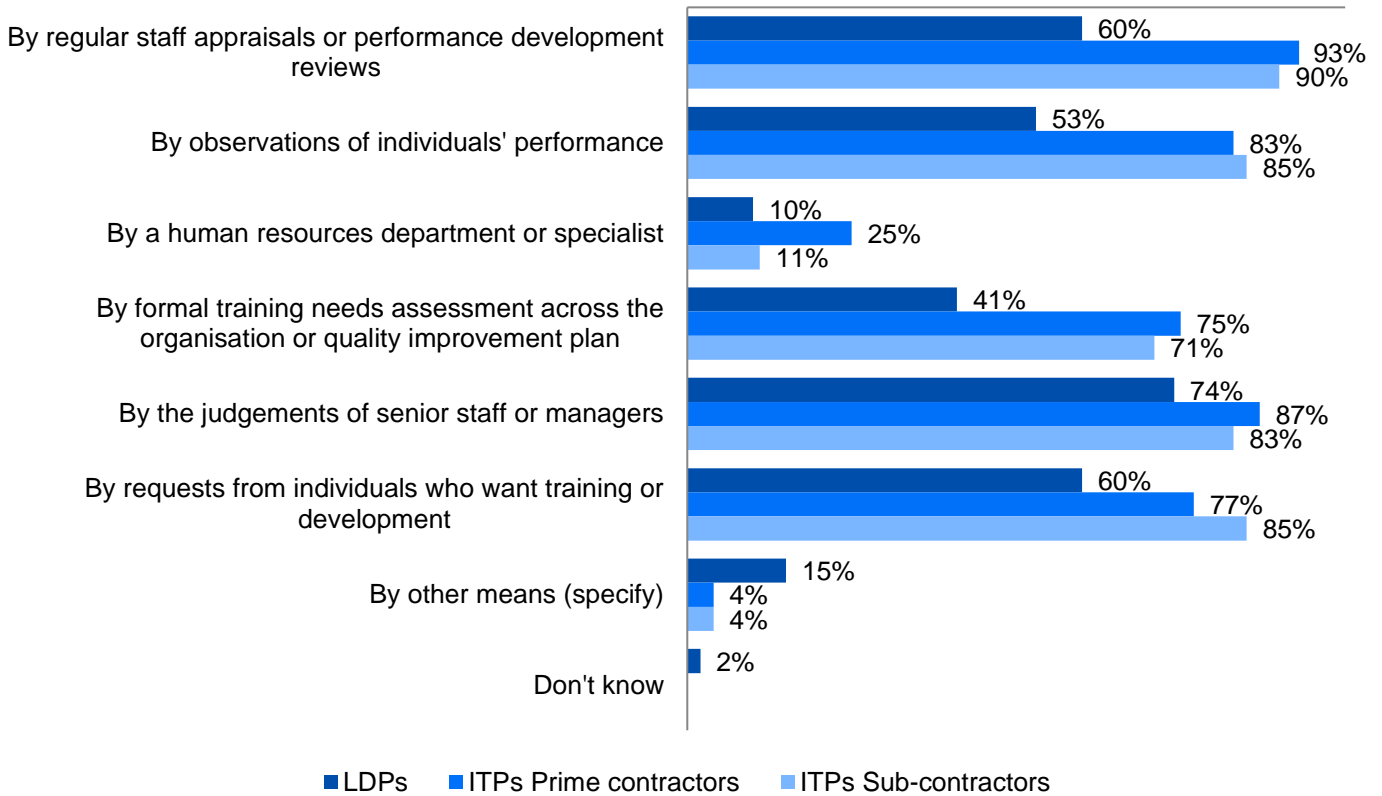








**Figure 19: How training and development needs are identified within organisations**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q26. How are training and development needs identified in your organisation?

Similarly, LDPs are less likely than ITPs to have a formal system for identifying the outcomes and benefits of training (see Figure 20).

**Figure 20: Proportion of providers which have a formal system in place for identifying training outcomes and benefits**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q29. Does your organisation have a formal system for identifying training outcomes and benefits?

# CHAPTER 3: THE ADEQUACY AND SUFFICIENCY OF CURRENT TRAINING

## Key chapter findings

The majority of LDPs and ITPs consider their staff training budgets, where they have them, to be sufficient to meet their needs.

LDPs were much more likely than ITPs to believe their training had met all the needs of the organisation.

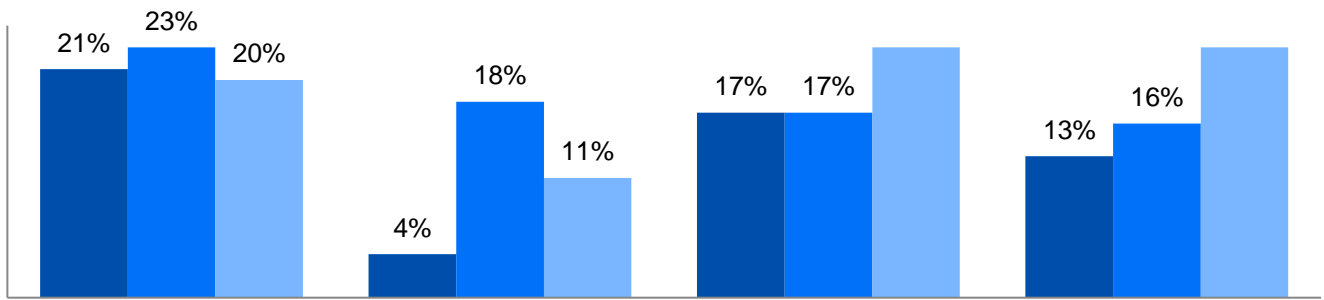
Where respondents saw deficiencies in the training provided by their organisations, these deficiencies were mostly related to the development of teaching skills, of leadership and management, and other types of training. LDPs were less likely than ITPs to see training related to maths and English as a concern, corresponding with the lower proportion of LDPs who offered training and development in this area.

Individuals from LDPs were less likely than those from ITPs to perceive the training they received as of high quality. LDPs were also less likely to agree that the training they received was of high quality.

The main barriers to training reported by LDPs and ITPs who felt there had been a shortfall in what they would like to see were:



**Figure 23: Forms of training and development institutions would like to have seen more of**



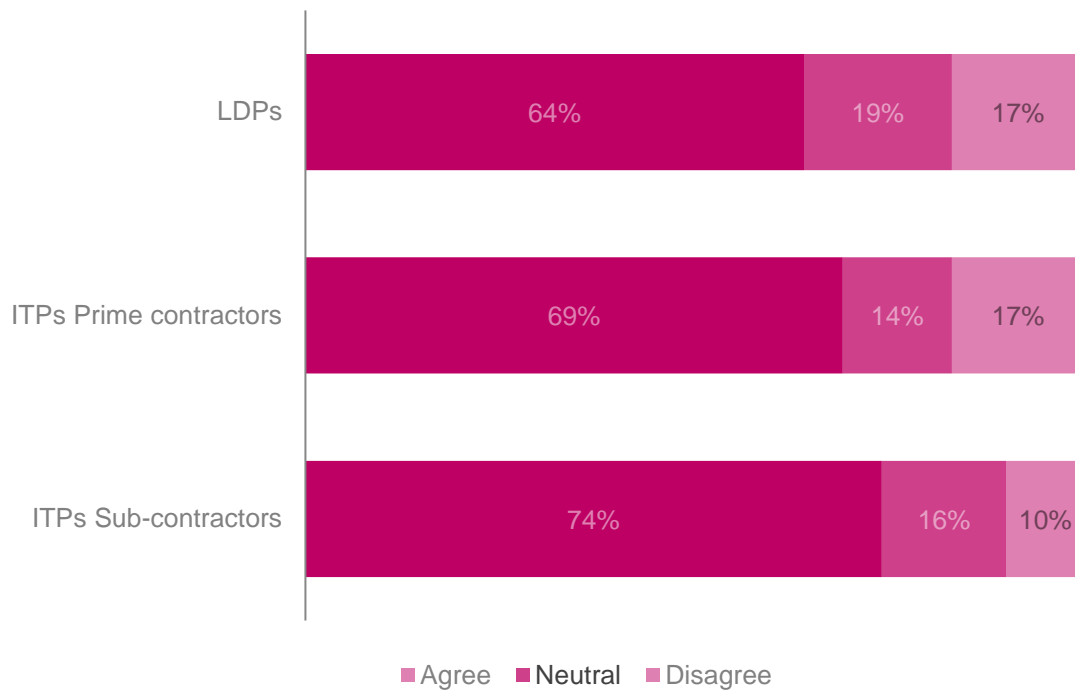
Sample base: ITPs Prime contractors (88), ITPs Sub-contractors (61), LDPs (111)  
 Q34. Which forms of training and development would you liked to have seen more of?

In more detail, Table 16 shows that the most frequently reported deficiencies by LDPs are concerning governance, management and leadership skills, and the application of digital and other technologies to teaching and learning.





**Figure 24: Proportions of individuals who did or did not undertake all the training and development they wanted and needed**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)  
 Q24\_1. How much do you agree or disagree with the statement: I undertook all the training and development I wanted and needed?

### Effective and ineffective training: the individual’s perspective

Individual views at LDPs and ITPs on the adequacy and sufficiency of their training were elaborated by requesting their agreement or disagreement with a number of statements concerning that training. Table 17 suggests that individuals from LDPs were less likely than WKR VH IURP ,73V WR SHUFHLYH WKH WUDLQLQJ WKH\ KDG UHFH WLFNLQJ H[HUFLVH +RZHYHU WKH\ ZHUH DOVR OHDVW OLNHO was of high quality.

## Table 17: Individuals' perspectives

**Table 18: Episodes of training that were of most use to individuals – subject matter**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub- contractors</b>
Teaching English and maths	0%	1%	3%
Use of digital and other new technologies in teaching	0%	3%	3%
Other teaching or classroom competences	10%	9%	7%
QTLS	0%	1%	0%
Knowledge in English and maths	0%	4%	0%
Subject/sector knowledge	5%	4%	5%
Soft skills	0%	3%	2%
Governance, leadership, or management skills	5%	10%	10%
Knowledge of admin procedures	0%	4%	0%
Expertise to act as assessors	7%	5%	3%
Expertise to offer careers advice and guidance	0%	1%	3%
Knowledge of changes in public policy, procedures, and funding	5%	7%	11%
Business or commercial skills	10%	5%	3%
Administrative or clerical or information technology skills	5%	1%	0%
Technical or manual skills	7%	7%	

**Table 19: Episodes of training that were of most use to individuals – qualifications**

	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
Yes, a qualification	33%	21%	31%
Yes, an accreditation	24%	9%	21%
No	40%	66%	48%
Don't know	2%	2%	0%
Prefer not to say	0%	1%	0%
<b>Sample base</b>	<b>42</b>	<b>171</b>	<b>61</b>

Q26B. Was the training or development directed at a qualification or accreditation of some kind?

Training or development was typically delivered by a wide range of providers, both internal and external at LDPs and ITPs. The most common source of training for

**Table 20: Episodes of training that were of most value to individuals – training provider**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Specialist trainers, or coaches, or members from within your organisation	17%	17%	18%
Senior individuals in the organisation who trained or developed your skills and knowledge	10%	13%	11%
An external private training company or consultancy	31%	22%	33%
A university	12%	2%	5%
A professional institution	14%	7%	10%
An external further education college	5%	4%	7%
ETF	0%	12%	8%
AoC,	2%	0%	0%
AELP	0%	9%	3%
The National College for Teaching and Leadership	0%	0%	0%
Suppliers of equipment or materials to your organisation	2%	2%	0%
Trade Union	0%	0%	0%
E-learning/online training	0%	2%	0%
Other	5%	3%	0%
Don't know	0%	5%	0%
Prefer not to say	2%	3%	5%
<b>Sample base</b>	<b>42</b>	<b>171</b>	<b>61</b>

Q26D. Who delivered the training or development?

When asked to identify their **least valuable** training episodes, a substantial proportion of respondents were not able or willing to put any of their training into this category. Those who did so, however, mentioned a variety of subject matter (see Table 21 following). The most commonly mentioned subject matter for LDPs focus on mandatory training, including Prevent (13%) and Safeguarding (9%).

**Table 21: Episodes of training that were of least value to individuals – subject matter**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Teaching of maths and English	0%	2%	0%
Use of digital and other new technologies in teaching	0%	0%	0%
Other teaching or classroom competences	3%	2%	2%
QTLS	0%	0%	0%
Knowledge in maths and English	0%	1%	2%
Subject/sector knowledge	0%	2%	4%
Soft skills	3%	4%	0%
Governance, leadership, or management skills	3%	1%	4%
Knowledge of admin procedures	0%	0%	0%
Expertise to act as assessors	3%	4%	9%
Expertise to offer careers advice and guidance	0%	0%	2%
Knowledge of changes in public policy, procedures, and funding	0%	2%	0%
Business or commercial skills	0%	2%	0%
Administrative, clerical or information technology skills	3%	6%	0%
Technical or manual skills	3%	2%	4%
Specialist skills for working with learners with SEND	0%	2%	0%
Skills in the area of well-being or mental health	0%	0%	2%
Research skills	0%	0%	0%
Awareness of SEND Code of Practice	0%	0%	0%
Health and Safety skills	6%	7%	7%
Knowledge of Prevent duty	13%	5%	20%
Knowledge of safeguarding (child protection)	9%	5%	2%
Equality and diversity	3%	7%	7%
British Values	0%	1%	0%
Functional skills	3%	1%	







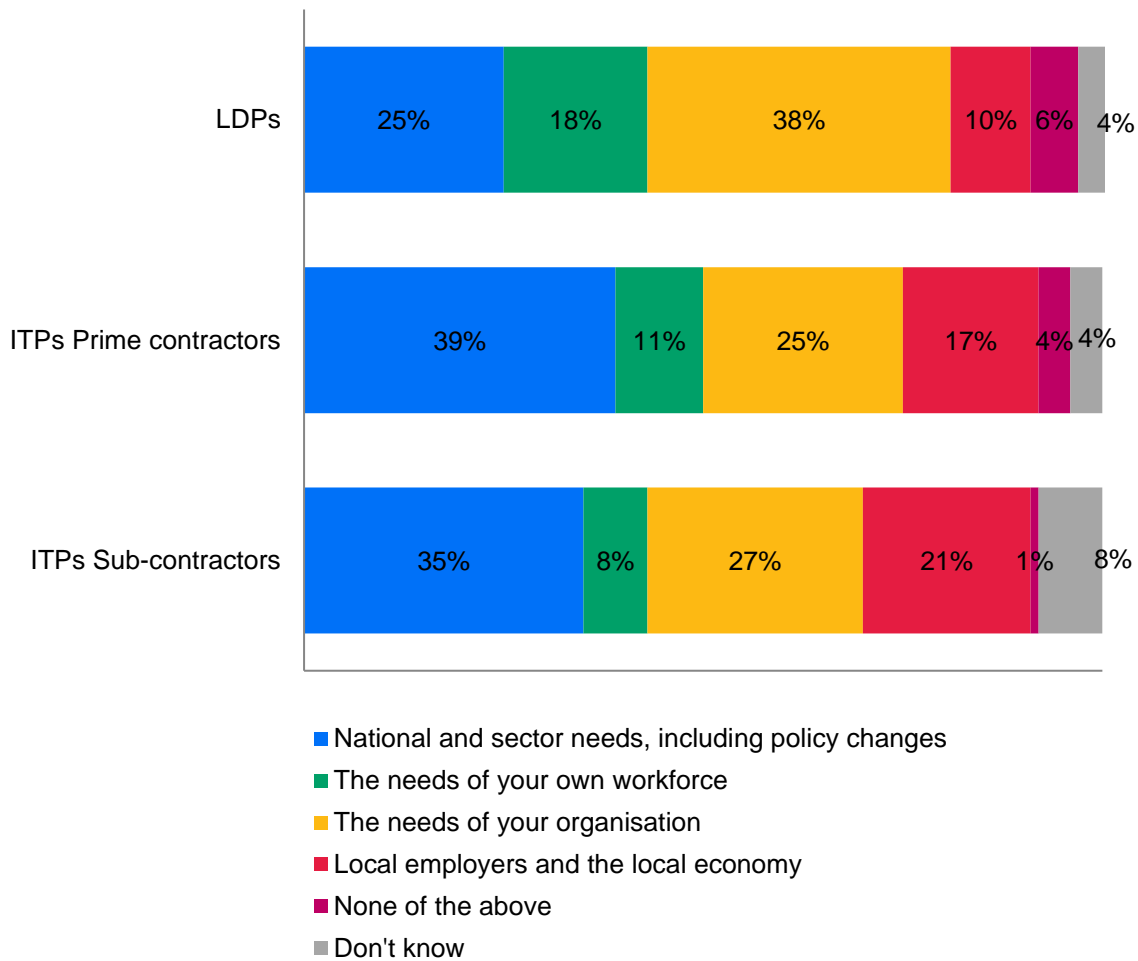
**Table 24:**



## Drivers of training: an institutional perspective

Figure 26 shows that the drivers of training differ for LDPs and ITPs. LDPs are more likely to be driven by organisational requirements, whilst ITPs are more likely to be driven by national and sector needs and policy changes. Smaller proportions are driven by workforce need and the local economy and employers.

**Figure 26: Biggest drivers of training and development needs in the next year or so – institutions perspective**



Sample base: ITPs Prime contractors (119), ITPs Sub-contractors (89), LDPs (251)  
 Q37. Turning to the future now, which of the following do you see as being the biggest driver of training and development needs in your organisation over the next year or so?

Where **public policy** is seen as the most powerful driver, policies around the ongoing professionalisation of the sector workforce is the main driver for LDPs, whilst apprenticeship reform is the main driver for ITPs (see Figure 27). LDPs are also more likely to be driven by other changes in public policy at national level than ITPs.

**Figure 27: Biggest drivers of training and development needs in the next year or so – national and sector needs**

Sample base: ITPs Prime contractors (46), ITPs Sub-contractors (31), LDPs (62)  
Q37A. And more sp

In respect of the **needs of organisations**, the key factor is simply the need to maximise organisational performance (see Figure 29), although LDPs are also likely to cite further development of digital approaches in teaching and learning and meeting the needs of a growing organisation.

**Figure 29: Biggest drivers of training and development needs in the next year or so – organisational needs**

Sample base: ITPs Prime contractors (30), ITPs Sub-contractors (24), LDPs (95)  
Q37C. And more specifically, what needs of your organisation do you see as being the biggest driver?

And in respect of **local needs**, there is recognition of the pressure to meet the skills needs of employers in the local economy



**Table 25: Staff groups that will need training and development in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Lecturers, teachers or tutors	39%	84%	72%
Specialist assessors, verifiers, trainers or instructors	42%	80%	76%
Senior Management Team	48%	77%	72%
Middle and junior managers	25%	67%	40%
Specialist coaches, mentors and staff trainers	29%	53%	43%
Careers guidance specialists	6%	44%	29%
Non-executive owners or board directors	33%	43%	30%
Advanced practitioners	20%	41%	33%
Teaching, learning, and classroom assistants	8%	34%	24%
None of the above	17%	3%	6%
Don't know	2%	2%	2%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>

Q39. Which of the following people do you anticipate will need training and development in the next year or so?

From an *individual* perspective, around 7 out of 10 workers in LDPs and ITPs believe further training and development would be valuable to themselves and/or their organisation, this proportion being a little higher in ITPs, but not significantly so (see Figure 31).

**Figure 31: Individuals who think further training and development would be of value**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q28. Thinking about the year ahead, is there any new training or development (*excluding* any that you are already doing) which you think it would be of value to you and/or to your organisation for **you** to undertake? This is regardless of whether or not you are likely to do it and whether or not you particularly want to do it.

### What training will be required: the institutional perspective

LDPs and ITPs believe that a wide variety of future training will be required – most frequently, development of subject or sector knowledge and of governance, leadership, and management skills (see Table 26). LDPs were, however, less likely across the board to select the different areas for training needed, potentially due to their smaller size and focus when compared with ITPs.



**Table 26: Types of training and development that will be required**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Subject/sector knowledge	65%	76%	78%
Governance, leadership and management skills	30%	62%	58%
Teaching of maths and English	5%	55%	31%
Individuals' own knowledge in maths and English	5%	55%	24%
Expertise to act as assessors for apprenticeship or other education or training programmes	11%	40%	38%
Specialist skills for working with learners with SEND	7%	40%	30%
Use of digital and other new technologies in teaching programmes	14%	39%	40%
Other teaching or classroom competences	13%	38%	35%
QTLS	6%	24%	19%
<b>Sample base</b>	<b>251</b>	<b>119</b>	<b>89</b>

Q40B.

**Table 27: Subject areas where training and development is needed in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Health, public services, and care	29%	31%	32%
Business administration and law	17%	26%	26%
ICT	15%	11%	17%
Retail and commercial enterprise	5%	11%	4%
Engineering and manufacturing	8%	9%	12%
Construction planning and the built environment	15%	8%	14%
Education and training	4%	7%	12%
Preparation for life and work	2%	3%	6%
Agriculture, horticulture, and animal care	1%	2%	3%
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**Table 28: Leadership areas where training and development is needed in the next year or so**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Senior leadership development	64%	69%	73%
Change management and business improvement	54%	65%	62%
Team leadership and supervisory skills	50%	65%	52%
Management of commercial operations, business development, marketing, or employer engagement	61%	64%	54%
General organisational management	59%	58%	56%
Strategic management and corporate planning	53%	57%	56%
Human resources planning and management	32%	45%	35%
Financial planning and management	37%	39%	40%
Facilities management	14%	31%	13%
Any other form of governance leadership, and management?	9%	4%	8%
Don't know	4%	3%	10%
None	0%	0%	0%
<b>Sample base</b>	<b>76</b>	<b>74</b>	<b>52</b>

Q43. Are these skills in any of the following areas?

### What training will be required: the individual perspective

As above, institutions more frequently identified training in subject or sector knowledge as being required than other prospective areas of training. However, the individual survey suggests that teaching and pedagogy is still the most important for those in LDPs, whilst training in teaching competences and in leadership and management may have slightly greater prominence for those in ITPs (see Table 29 following).

Specialist skills in the area of mental health (32% of individuals in LDPs feel this would be of value), research skills (32%), knowledge of changes in public policy, procedures and funding (29%), administrative procedures (23%), careers advice and guidance (23%) and soft skills (21%).



Demand for particular levels and types of qualification varied but most demand was at level 4 and above and particularly at post-graduate level 6 for those from LDPs (see Table 30). It is

**Table 31: Areas of leadership where individuals would value more training and development**

	LDPs	ITPs Prime contractors	ITPs Sub-contractors
Strategic management and corporate planning	67%	43%	47%
Team leadership and supervisory skills	75%	40%	21%
General organisational management	25%	32%	26%
Change management and business improvement	58%	30%	47%
Management of commercial operations, business development, marketing, or employer engagement	33%	29%	16%
Senior leadership development	33%	22%	32%
Human resources planning and management	42%	21%	16%
Financial planning and management	33%	14%	32%
Facilities management	8%	5%	0%
Any other form of governance leadership, and management?	0%	6%	0%
Prefer not to say	0%	2%	5%
<b>Sample base</b>	<b>12</b>	<b>63</b>	<b>19</b>

Q34. In which areas of governance, leadership, and management would you value training and development?



## Figure 34: Expectations for training and development budget

Sample base: ITPs Prime contractors (199), ITPs Sub-contractors (89), LDPs (251)

Q45. Do you expect your budget for training and development to increase, decrease, or stay about the same next year?

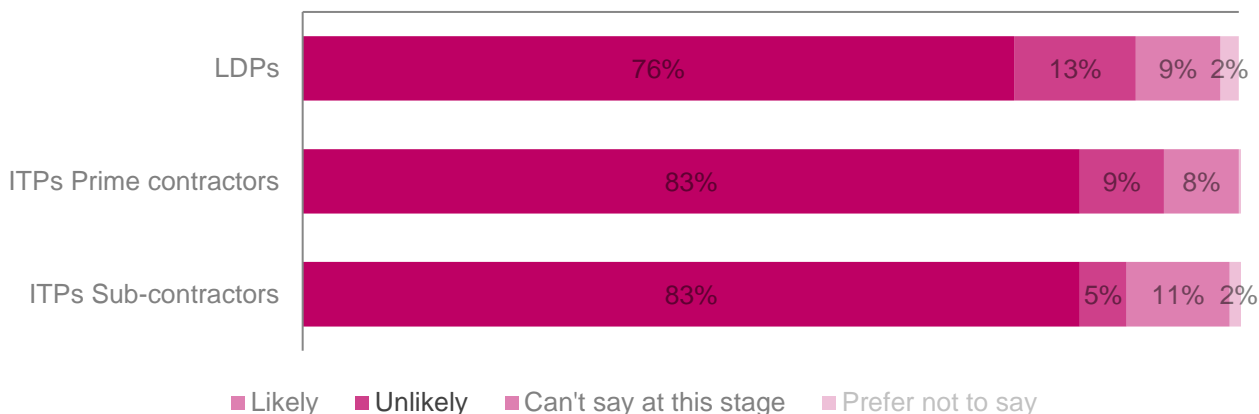
Despite general confidence that most training needs will be met, a majority of LDPs and ITPs would welcome **external support** in developing their staff training and development activity. Although LDPs are more likely to state that they do not require any support there is still substantial demand for support from the Department for Education (37), ETF (35%) and the Association of Education and Learning Providers (35%).

### Table 32



Individuals across LDPs and ITPs, where they could predict, were reasonably confident that they would undertake training and development over the next year (see Figure 35 following).

**Figure 35: Individuals likelihood to undertake new training and development in the next year?**



Sample base: ITPs Prime contractors (184), ITPs Sub-contractors (64), LDPs (45)

Q36. How likely is it that you will undertake new training or development in the next year?

However, despite this confidence, the majority could see barriers in the way of their undertaking training and development – most frequently, those of employer and/or personal unwillingness or

LQDELOLW\ WR SD\ IRU LW DQ-Ge-MLR ELF XCRWX QGFIJLMOJNFRnding L FVHH H R was a particular concern for those from LDPs.

**Table 33: Barriers to individuals undertaking training and development in the next year**

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	<b>LDPs</b>	<b>ITPs Prime contractors</b>	<b>ITPs Sub-contractors</b>
You are too busy at work			