National Research and Development Centre
for adult literacy and numeracy

Research Review

Skills for Life core curriculum training programmes 2001/03: characteristics of teacher participants

Norman Lucas, Helen Casey, and Marina Giannakaki
February 2004

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This study reports on the characteristics of the population of teachers who attended the core curriculum training programmes offered to practising teachers and trainers as part of the **Skills for Life** strategy.

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1. Summary of findings

The findings in this report give a picture of the teachers who took part in the **Skills for Life** training programmes for literacy, numeracy and ESOL teachers from 2001 to 2003.

The data is not based on representative samples of the whole population of teachers, but on the substantial numbers of teachers who participated in the training. These numbers are sufficiently large to make the findings interesting. The data will be useful to those responsible for planning professional development programmes for staff.

Key findings:

- More than 80 per cent of literacy, numeracy and ESOL teachers are female.
- More than half of literacy and numeracy teachers are aged over 46.
- 75 per cent of ESOL teachers, and over 90 per cent of literacy and numeracy teachers are white.
- 79 per cent of teachers have a qualification at level 4 or above, 90 per cent at level three and above.
- 56 per cent have recognised teaching qualifications, such as Cert Ed/PGCE but many have other specialist professional teaching qualifications.
- 7 per cent have only an introductory teaching certificate in the form of the C&G 9281, and no other teaching qualifications.
- 5 per cent have no teaching qualifications at all.

2. Introduction

The aim of the research is to provide some information on the backgrounds of adult literacy, numeracy and ESOL teachers, in terms of both experience and qualifications. The **Skills for Life** strategy for improving adult literacy and numeracy skills included the introduction of new standards and curricula. During the period 2001-2003, existing teachers of adult literacy, numeracy and ESOL were encouraged to participate in two- and three-day professional development programmes aimed at facilitating the introduction of the new curricula into practice.

In addition to the programmes for the adult literacy, numeracy and ESOL curricula, two further programmes were offered: one provided training in the use of the new Pre-Entry Curriculum Framework (PECF) for those working with learners below level 1 in the national standards; the other introduced the *Access for All* document – which underpins the curricula for learners with learning difficulties and disabilities.

The programmes of training were delivered separately – literacy and numeracy by the Basic Skills Agency (BSA), and ESOL by a consortium led by the LLU+, London South Bank University and the Basic Skills for Inclusive Learning Programmes (BASIL) by NIACE.

The analysis included in this report draws on all five programmes:

■ Literacy core curriculum training
■ Numeracy core curriculum training
■ ESOL core curriculum training
■ Pre-Entry Curriculum Framework (PECF) training – BASIL Strand A
■ Access for All training – BASIL Strand B

The training programmes on PECF and Access for All were both delivered as part of the Basic Skills for Inclusive Learning programme (BASIL), with the Pre-Entry Curriculum framework known as 'BASIL Strand A', and Access for All as 'BASIL Strand B'.

3. Sources of data

The data upon which this report is based comes from application forms and questionnaires completed by teachers and trainers who attended the core curriculum training courses provided as part of the *Skills for Life* strategy. This document uses the term 'teachers' as inclusive of all participants in the core curriculum training programmes, though they may describe themselves as either teachers or trainers. It includes data from all five programmes: literacy, numeracy and ESOL core curriculum training, and both strands of the BASIL programme, PECF (strand A) and Access for All (strand B).

The data was provided by the organisations which delivered the training. The literacy and numeracy data was provided by BSA. The ESOL and BASIL data was provided by NIACE and the National Association of Teaching English and Community Languages to Adults (NATECLA). The ESOL core curriculum training was delivered by a consortium led by LLLU, including BSA, NIACE and NATECLA. The ESOL phase 1 data was provided by NATECLA, the phase 2 data by NIACE.

The delivery of the first adult literacy and numeracy core curriculum training programmes commenced in March 2001. The data from the literacy and numeracy training was collected by questionnaires usually at the time of the training, but in some early programmes they were sent by mail post-course. Although literacy and numeracy were delivered as separate programmes, the data was collected without differentiating between the two. Thus this report is unable to differentiate between the characteristics of literacy and numeracy teachers – they are included here as a single group. Entry to both the ESOL and BASIL programmes was administered by NIACE. In these programmes the data was given by participants through the programme entry application forms. Copies of the ESOL and BASIL application forms and the questionnaire used for literacy and numeracy participants can be found in Appendix 1

Literacy and numeracy were separate core curriculum programmes, but the BSA 'participant questionnaire' (see Appendix 1) did not differentiate between the two. A random sample of 1,004 was analysed from a total of approximately 15,000 questionnaires. Due to the varying methods of data collection, the 15,000 from which the sample was taken would include most but not all participants.

For the ESOL core curriculum training, it has been possible to include the application forms for all participants in phases 1 and 2. This is a total of 5,073 ESOL teachers: 2,552 in phase 1 and a further 2,521 in phase 2. It has been necessary to draw separate conclusions for the two phases because the two application forms differ. Fuller comparisons have been possible from the ESOL phase 2 data.

For the BASIL A, PECF the application forms for all 1,417 participants of programmes were analysed. These were all existing teachers working with adults with learning difficulties at levels below entry level on the QCA National Standards for adult literacy and numeracy. Among these teachers, 45 per cent had also attended one or other of the three main curriculum training programmes in literacy, numeracy or ESOL. This was mostly literacy or numeracy, with only 3.4 per cent reporting participants in ESOL core curriculum training.

The analysis of the BASIL B 'Access for All' training participants is drawn from the full set of 1,268 application forms. However, this group differs, as completion of one or other of the

literacy, numeracy and ESOL core curriculum training programmes was a prerequisite to entry for this programme. The data confirms that 96 per cent of the participants had participated in at least one other core curriculum training programme. The BASIL B data gives a picture only of those who attended the training. These same individuals are likely also to be represented through their participation in the other programmes. Organisations selected a representative to attend the *Access for All* training on their behalf, creating a tendency for more experienced participants. Where this document makes tentative conclusions about all teachers, the BASIL B data has been excluded to avoid double counting.

1 Regional distribution of participation in the training programmes

Region	Literacy and numeracy		ESOL 2		BASIL A		BASIL B	
East Midlands	11.8%	116	5.6%	135	10.5%	149	8.1%	102
East of England	12.3%	120	5.7%	138	8.3%	118	7.7%	97
London	12.9%	126	36.8%	886	11.0%	155	12.5%	158
North East	4.6%	45	5.1%	122	10.5%	149	8.7%	109
North West	8.8%	86	9.2%	222	11.2%	159	13.9%	175
South East	9.1%	89	13.0%	312	11.7%	165	11.3%	142
South West	8.7%	85	5.0%	120	11.5%	163	12.6%	159
West Midlands	19.4%	190	11.7%	281	14.7%	208	15.2%	192
Yorkshire and Humberside	12.2%	119	8.0%	192	10.5%	148	10.0%	126
Total	**99.8%**	**975**	**100.1%**	**2,408**	**99.9%**	**1,414**	**100%**	**1,268**

Notes: The data here for distribution of literacy and numeracy has limited reliability as it is based only on the sample. ESOL phase 2 and BASIL are based on all participants. The percentages may not be exact due to rounding.

4. Limitations of the study

This study describes the features of the population of teachers who attended the training programmes. It is therefore limited in terms of providing information about the whole population of teachers of literacy, numeracy and ESOL for several reasons:

■ The participants in each of the core curriculum training programmes cannot be assumed to be a representative sample of the whole teaching body. The training was originally not available to people teaching less than six hours a week and different training programmes do not appear to have operated this exclusion principle with the same level of rigour. There are questions about the equal accessibility and availability of the programmes in different regions of the country and the marketing of the programmes may have had different levels of effectiveness with staff working in different contexts, for example, in the community and voluntary sectors.

Nonetheless, the overall size of the sample means that the data gathered, while it is not based on a random sample of teachers, is sufficiently large for the analysis to be valuable. A total of 8,762 application forms and questionnaires were analysed for this report, comprising:

- Literacy and numeracy: 1,004 (random sample from total of 15,000)
- ESOL: 5,073 (all participants phase 1: 2,552; phase 2: 2,521)
- BASIL A (PECF): all participants 1,417
- BASIL B (*Access for All*): all participants 1,268

■ The questionnaires given to the participants, though similar in content terms, are not identical. This creates limitations on the extent to which the findings for different groups can be compared. For example, the enrolment forms for the ESOL and BASIL programmes, which did not require participants to record their age, the differing categories were used to indicate ethnicity.

■ The manner in which the data was collected varied. Some programmes collected the data from an enrolment form completed by all participants before the course. Others collected it by questionnaire completed at the training event, or in some cases sent by post. These differences make comparing the data across the programmes more difficult.

5. Teachers of literacy, numeracy and ESOL: ethnicity, gender and age

5.1 Ethnicity of teachers

Teachers of ESOL, literacy and numeracy are predominantly white and female. In ESOL phase 2, 31.4 per cent of ESOL participants described themselves as 'White British' and 44.7 per cent described themselves as 'Other White'.

2 Ethnicity: ESOL Phase 2

■ **White British** 31.4% (756)
□ **Other White** 44.7% (1077)
■ **Asian** 11.9% (301)
■ **Black** 4.7% (118)
■ **All others** 6.2% (156)
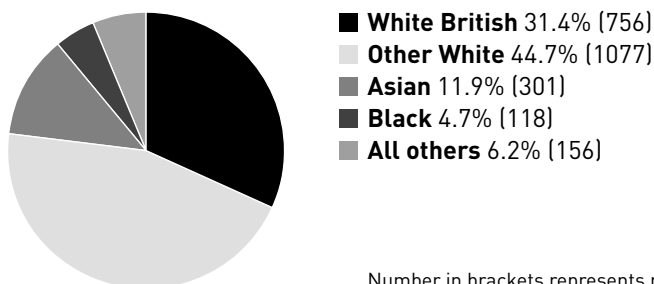
Number in brackets represents number of respondents

Of literacy and numeracy teachers attending the training, 86.8 per cent described themselves as 'White British' and 5.7 per cent as 'Other White'.

3 Ethnicity: Literacy and Numeracy

■ **White British** 86.8% (864)
□ **Other White** 5.7% (57)
■ **All others** 7.5% (74)
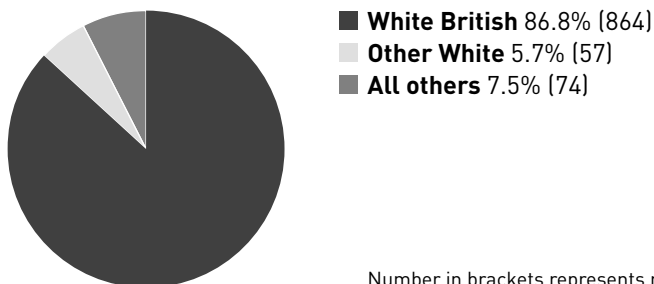
Number in brackets represents number of respondents

In BASIL A, 43.1 per cent of the participants described themselves as 'White British' with a further 50.5 per cent describing themselves as 'Other White'. The differential pattern here of the balance of 'White British' to 'Other White' may well be due to the layout of the questionnaires - in all cases the predominant group is the first available tick box on the form for 'White'.

4 Ethnicity: BASIL 'A'

■ **White British** 43.1% (600)
□ **Other White** 50.5% (704)
■ **All others** 6.4% (89)
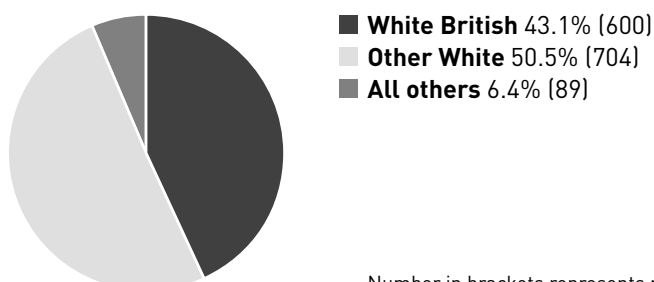
Number in brackets represents number of respondents

In BASIL B, the figures were 42.3 per cent and 49.9 per cent respectively.

5 Ethnicity: BASIL 'B'
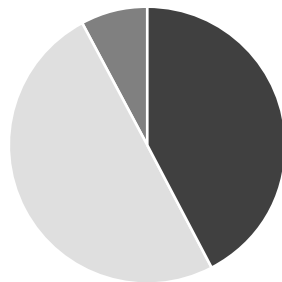
■ **White British** 42.3% (522)
■ **Other White** 49.9% (615)
■ **All others** 7.8% (96)

Number in brackets represents number of respondents

The regional distribution of ethnicity shows lower numbers of white teachers in London and West Midlands, with correspondingly higher numbers of teachers from other ethnic groups.

5.2 Distribution of white ESOL teachers by region

6 Distribution of White teachers by region – ESOL 2
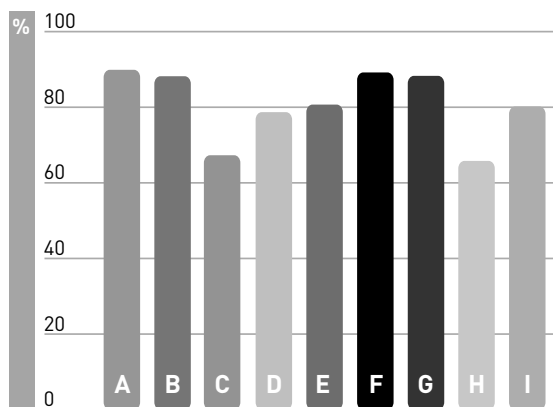
■ **A - East of England** 89.9% (120)
■ **B - East Midlands** 88.2% (119)
■ **C - London** 67.3% (596)
■ **D - North East** 78.7% (96)
■ **E - North West** 80.7% (179)
■ **F - South East** 89.2% (278)
■ **G - South West** 88.3% (106)
■ **H - West Midlands** 65.8% (185)
■ **I - Yorkshire & Humberside**
   80.2% (144)

Number in brackets represents number of respondents

7 Distribution of White teachers by region – Literacy and numeracy
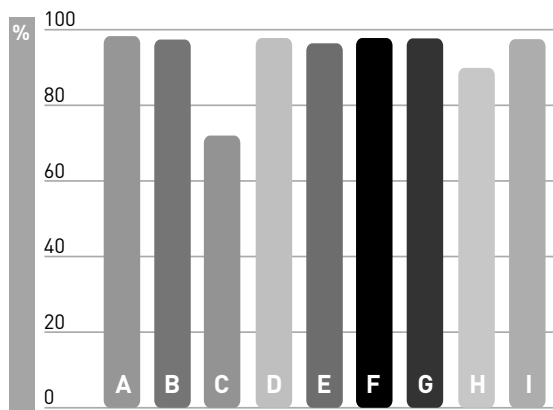
■ **A - East of England** 98.3% (118)
■ **B - East Midlands** 97.4% (113)
■ **C - London** 72% (90)
■ **D - North East** 97.8% (44)
■ **E - North West** 96.4% (80)
■ **F - South East** 97.8% (86)
■ **G - South West** 97.7% (82)
■ **H - West Midlands** 89.9% (169)
■ **I - Yorkshire & Humberside**
   97.5% (116)

Number in brackets represents number of respondents

8 Distribution of White teachers by region - BASIL A (PECF)

- **A - East of England** 96.6% (112)
- **B - East Midlands** 93.2% (138)
- **C - London** 75.3% (116)
- **D - North East** 98.7% (144)
- **E - North West** 96.2% (150)
- **F - South East** 98.8% (162)
- **G - South West** 97.5% (157)
- **H - West Midlands** 92.1% (186)
- **I - Yorkshire & Humberside** 95.2% (139)

Number in brackets represents number of respondents
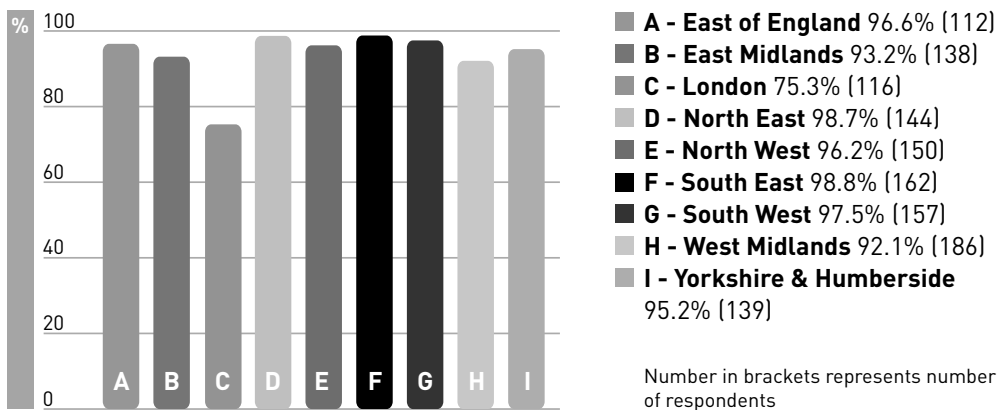
Overall, 75 per cent of ESOL teachers are white and over 90 per cent of teachers of literacy, numeracy and LLDD are white. The largest group to describe itself as 'White British' is the group of literacy and numeracy teachers, while less than half of the white teachers in ESOL and in each of the BASIL strands describe themselves as such.

5.3 Gender of teachers

Teachers of language, literacy and numeracy are predominantly female. In ESOL phase 1, 84 per cent of participants were female; and in phase 2, 80.3 per cent . For literacy and numeracy the figure was 74.2 per cent and for BASIL the figures were 81.6 per cent and 85.5 per cent for strands A and B respectively.

9 Percentage of women participants

- **ESOL 1** 84%
- **ESOL 2** 80.3%
- **Literacy & Numeracy** 74.2%
- **BASIL 'A'** 81.6%
- **BASIL 'B'** 85.5%
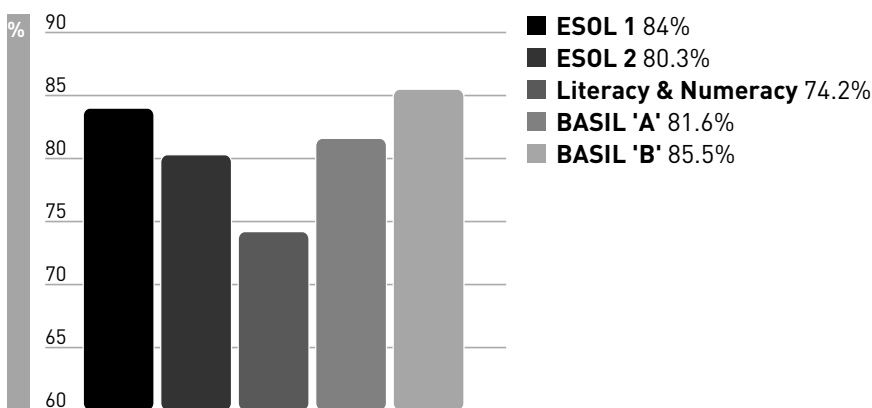
5.4 Age ranges of teachers

A high number of literacy and numeracy teachers are over the age of 40. Data on age is not available for the ESOL and BASIL training programme, but some inferences can very tentatively be drawn from the literacy and numeracy data. In the literacy and numeracy training, 51.4 per cent respondents were over the age of 46. A further 31.3 per cent were in the 36–45 age range, while 15.8 per cent of participants were aged between 25 and 35, with a very small number (1.5 per cent) in the 18–24 age range.

10 Literacy and Numeracy Age Range

■ **Over 46** 51.4%
■ **36-45** 31.3%
■ **25-35** 15.8%
■ **18-24** 1.5%
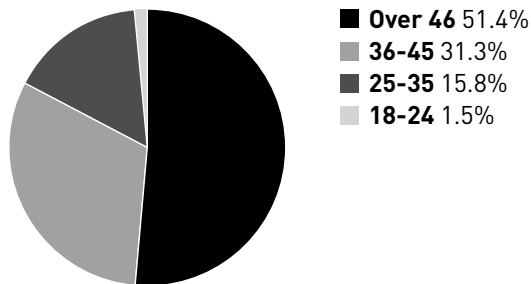
6. Teachers of literacy, numeracy and ESOL: workplaces and experience

All programmes involved in this study collected information on the workplaces of participants. This data shows clearly how many teachers from different organisations and sectors have participated but cannot be taken to reflect the distribution of teachers in the wider workplace. A number of factors would have influenced the representation of different sectors in the training. As mentioned before (see the earlier section entitled 'Limitations of study'), marketing factors alone would ensure a greater representation of teachers working in colleges than in smaller organisations, for example. Voluntary and small private training organisations would have been less able to release teachers for the training, and may also be employing a number of staff each working too few hours to qualify.

There are also questions regarding how well informed managers were about the relevance and value of the training, and how much importance would have been given to it by some teachers working in relatively isolated environments. Many sessional tutors working in prisons and hospitals, for example, would also either not have been informed or not have been given the support of their workplaces to attend due to the peripatetic nature of their work.

6.1 Organisation and sector

In ESOL phase 1, about two-thirds (66.4 per cent) of the attendees came from colleges as opposed to 1.3 per cent from voluntary organisations. Refugee organisations were similarly under-represented, with only 0.5 per cent of attendees in phase 1 coming from this sector. Phase 2, however, shows an increase in attendance from smaller organisations, following more focused marketing by the National ESOL Project in response to the analysis of phase 1 participants, and more consistent dissemination of information regarding the training and/or discussion among colleagues. Phase 2 had a 44.7 per cent attendance from teachers working in colleges, an increased attendance from the LEA/ACL sector (42.8 as opposed to 22.9 in phase 1), an increased representation from prisons (4.6 per cent as opposed to 2 per cent in phase 1), and 4.2 per cent from voluntary organisations. There was also a marked increase in attendance from refugee organisations to 8.2 per cent .

A similarly high proportion of attendees from colleges characterised the literacy and numeracy training (56.8 per cent), BASIL A (52.4 per cent) and BASIL B (51.3 per cent). The highest proportion of attendees from prisons was recorded at the literacy and numeracy training (8.6 per cent), and private organisations were also most highly represented at this training (14.2 per cent).

11 Distribution of participation by sector

Type of organisation	ESOL Phase 1	ESOL Phase 2	Literacy and Numeracy	Pre-Entry Curriculum (BASIL Strand A)	Access for All (BASIL Strand B)
LEA/ACL	22.9%	42.8%	14.5%	36.3%	34.7%
College	66.4%	44.7%	56.8%	52.4%	51.3%
Prison	2.0%	4.6%	8.6%	4.0%	5.1%
Voluntary organisation	1.3%	4.2%	6.5%	4.4%	2.8%
Private training	2.2%	8.5%	14.2%	7.4%	8.1%
Workplace		1.6%		1.8%	2.8%
Refugee organisation	0.5%	8.2%		0.6%	0.8%
Agency		7.1%	1.7%		
Other	4.7%	9.1%	6.9%	3.2%	2.9%
Total %	**100%**	**130.8%**	**109.2%**	**110.1%**	**108.5%**
No. of cases (or observations)	2,552	2,521	989	1,416	1,191

Notes: The percentages may not be exact due to rounding

6.2 Teachers working in more than one sector

The majority of teachers attending the training worked in only one sector: 77.9 per cent on the ESOL training, 91.7 per cent on the literacy and numeracy, 88.6 per cent on BASIL strand A, and 88 per cent on BASIL strand B. A significant number worked in more than one sector: 22.1 per cent on the ESOL training, 8.3 per cent on the literacy and numeracy, and 11.4 per cent and 12.0 per cent in BASIL strands A and B. A few, particularly in ESOL, reported being employed in three or more sectors.

6.3 Employment status

A significant number of teachers attending the training were in hourly paid employment. For the ESOL training, the figure was just over half (50.3 per cent), for the literacy and numeracy training it was 42.5 per cent, for BASIL A it was 26.9 per cent, and for BASIL B it was 22.5 per cent. ESOL staff (and to a lesser extent literacy and numeracy staff) are more likely to be hourly paid, against the average basic skills staff of 36.6 per cent. The remainder of the sample included teachers in full-time employment (30.9 per cent ESOL, 46.5 per cent literacy and numeracy, 39 per cent and 42.1 per cent BASIL A and B respectively), and those salaried staff on fractional contracts (18.8 per cent ESOL, 11 per cent literacy and numeracy, 15.3 per cent and 20.2 per cent BASIL A and B respectively). Many of the organisations in which teachers of ESOL, literacy and numeracy are employed have a high number of staff on fractional contracts or agency contracts, and this is reflected somewhat in the data.

# 7. Teachers of literacy, numeracy and ESOL: qualifications

Teachers of ESOL, literacy and numeracy hold a range of qualifications and combinations of qualifications at different levels which reflect what has, until recently, been a hybrid area. Teachers have entered the profession through a variety of routes with little or no clear progression and CPD activity.

The data offers a picture of a number of aspects of the teachers' qualifications:

■ highest level of general qualifications
■ range of professional teaching qualifications
■ highest levels of qualifications in English and maths (literacy and numeracy sample only)

7.1 Highest qualification levels

More than three-quarters (79 per cent) of literacy, numeracy and ESOL teachers hold a level 4 qualification or above – that is a degree or equivalent or a postgraduate qualification – with the figure rising to around 90 per cent when all those with qualifications at level 3 or above are included. Within this, ESOL teachers have slightly higher levels of qualifications, with more at levels 3 and 4, and fewer at level 2 or below, than the cohort of literacy and numeracy teachers. The teachers on the PECF training had slightly lower levels than the other groups.

12 Practicing teachers with qualifications at level 4 or above

■ **Literacy and Numeracy** 79% (724)
■ **ESOL 2** 79.3% (1884)
■ **BASIL 'A'** 66.2% (686)
■ **BASIL 'B'** 74.1% (840)

Number in brackets represents number of respondents

13 Practicing teachers with qualifications at level 3 or above

■ **Literacy and Numeracy** 91.2% (836)
■ **ESOL 2** 95.1% (2260)
■ **BASIL 'A'** 89.1% (958)
■ **BASIL 'B'** 92.6% (1050)

Number in brackets represents number of respondents
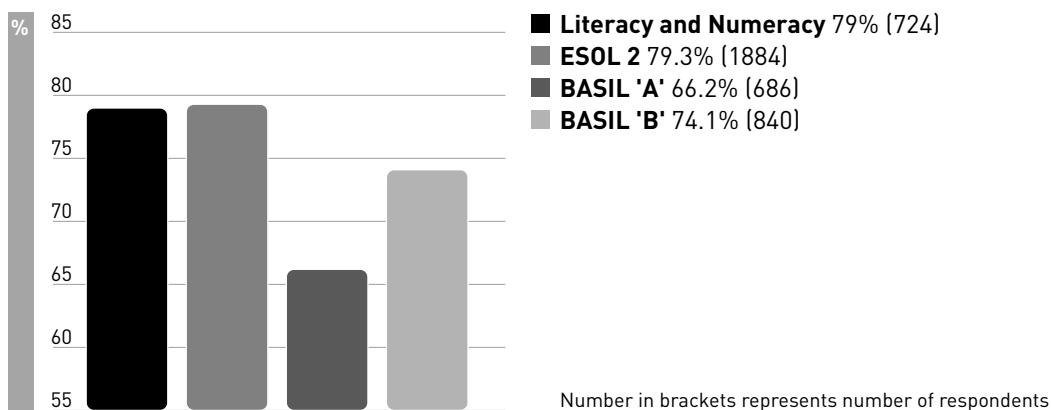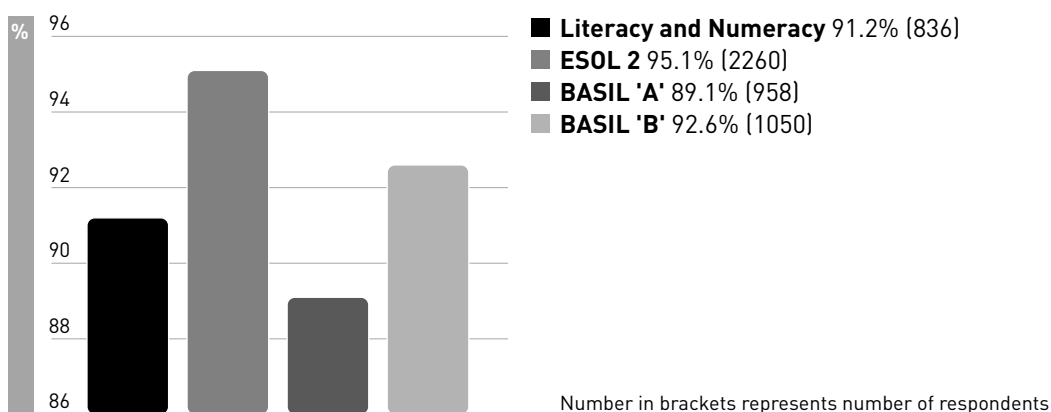
The remaining numbers of participating teachers hold qualifications at NQF level 2 or below.

14 Practicing teachers with qualifications at level 2 or above

■ **Literacy and Numeracy** 8.7% (80)
■ **ESOL 2** 4.8% (113)
■ **BASIL 'A'** 10.9% (129)
■ **BASIL 'B'** 7.4% (84)

Number in brackets represents number of respondents
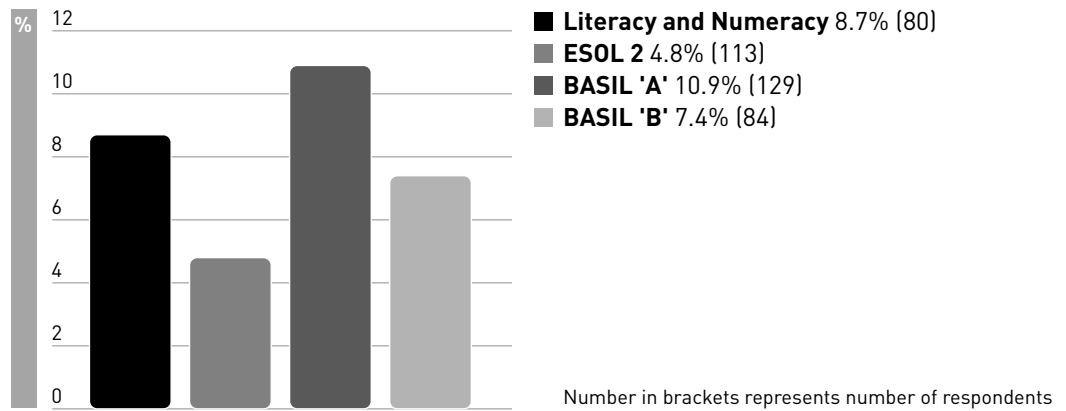
7.2 Professional teaching qualifications

The range of professional teaching qualifications varies from those with fully qualified, recognised teaching status, to those with only an introductory teaching qualification such as the City and Guilds Initial Certificate in Teaching Basic Skills (C&G 9281).

The relatively low number of ESOL teachers holding a PGCE or equivalent is further explored in the section on generic and specialist teaching qualifications below.

Most teachers hold a teaching qualification of some kind (see the figures below), although a minority of teachers have no professional teaching qualifications at all. A further group of teachers have only the Initial Certificate in Teaching Basic Skills (City & Guilds 9281); this qualification was designed only to accredit volunteers.

15 Teachers with a PGCE, Cert Ed or BEd

■ ***Literacy and Numeracy** 82.2% (778)
■ **ESOL 2** 36.1% (911)
■ **BASIL 'A'** 49.3% (699)
■ **BASIL 'B'** 55.7% (706)

Number in brackets represents number of respondents
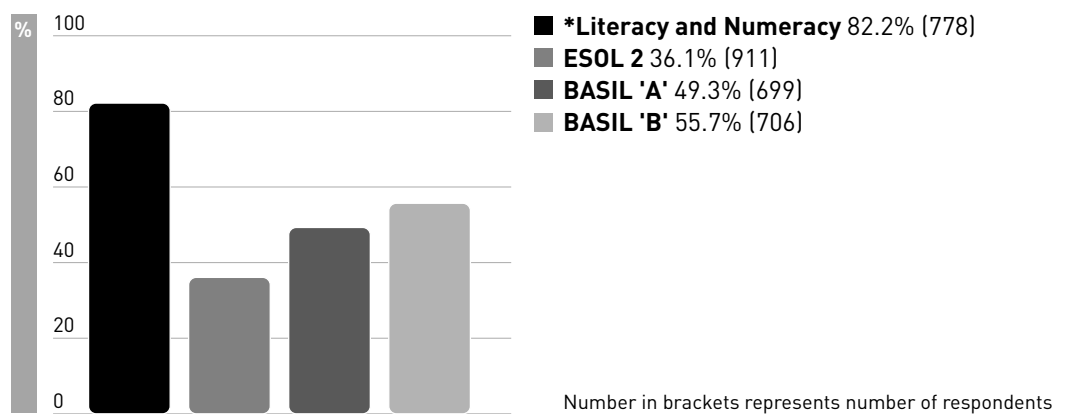
*This figure may include some with teaching certificates that are not DfES-recognised as the questionnaire asked only for confirmation of whether a teaching certificate was held – so this may have been interpreted in different ways by participants.

16 Teachers holding at least one professional teaching qualification

%

■ **Literacy and Numeracy** 94.8% (898)
■ **ESOL 2** 94.5% (2377)
■ **BASIL 'A'** 93.9% (1331)
■ **BASIL 'B'** 96.8% (1227)

Number in brackets represents number of respondents
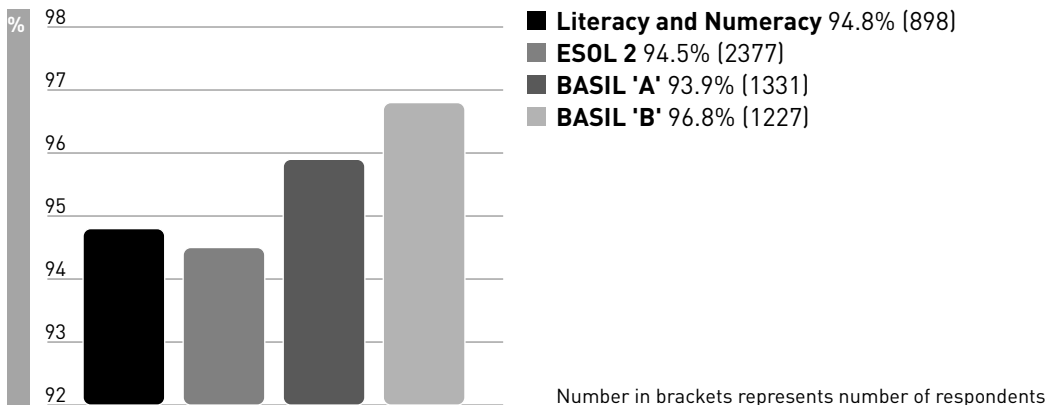
17 Literacy and Numeracy teachers – teaching qualifications

■ **Initial Certificate in Teaching Basic Skills (C&G 9281) only** 13.1%
■ **No teaching qualifications at all** 5.2%
■ **One or more professional teaching qualifications beyond C&G 9281** 81.7%

18 ESOL teachers – teaching qualifications

■ **Initial Certificate in Teaching Basic Skills (C&G 9281) only** 4.7%
■ **No teaching qualifications at all** 5.5%
■ **One or more professional teaching qualifications beyond C&G 9281** 89.8%
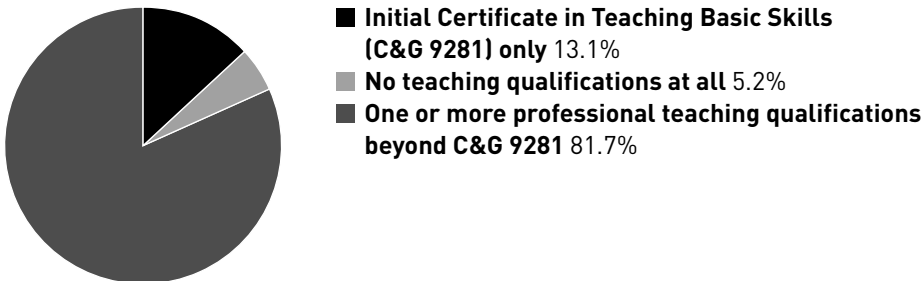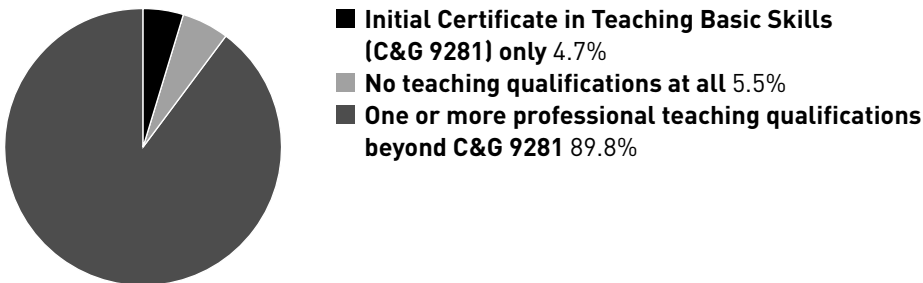
19 BASIL 'A' (Pre-entry) teachers – teaching qualifications

■ **Initial Certificate in Teaching Basic Skills (C&G 9281) only** 4.7%
■ **No teaching qualifications at all** 6.1%
■ **One or more professional teaching qualifications beyond C&G 9281** 92.1%
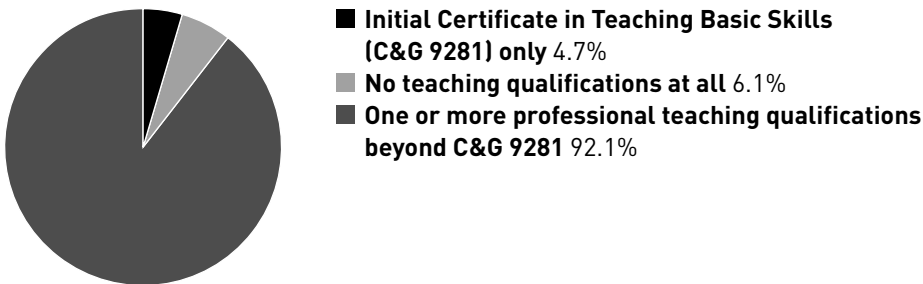
20 BASIL 'B' (Access for All) teachers – teaching qualifications

■ **Initial Certificate in Teaching Basic Skills (C&G 9281) only** 5%
■ **No teaching qualifications at all** 3.2%
■ **One or more professional teaching qualifications beyond C&G 9281** 92%
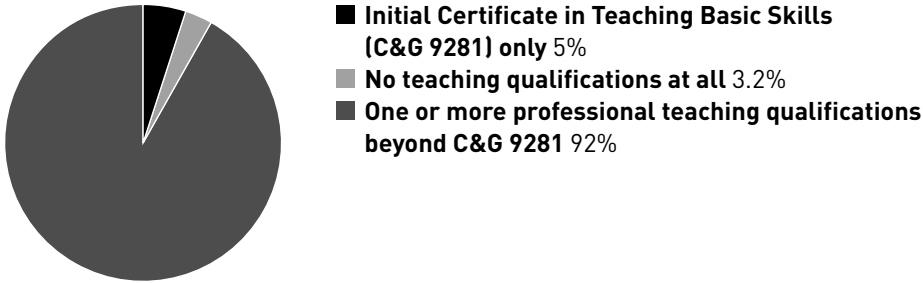
7.3 ESOL teachers – generic and specialist qualifications

Many teachers of ESOL have trained through the medium of subject specialist professional teaching qualifications. These qualifications were developed specifically for training English language teachers, and have been focused on the international language teacher market and have not been linked to PGCE or Cert Ed status. Consequently among ESOL teachers there are fewer individuals with a PGCE or Cert Ed, although many have qualifications in teaching ESOL at NQF levels 4 and 5.

7.4 Highest levels of qualifications in English and maths

The participant questionnaire for literacy and numeracy asked respondents to state their highest level of qualifications in both English and maths. This question was not asked by the ESOL and BASIL programmes.

More than half (55 per cent) of literacy and numeracy teachers have a qualification in English language at level 3 (A-level equivalent) or above. For mathematics, the figure is 21 per cent at level 3 or above. The majority (91 per cent) of the literacy and numeracy teachers have a qualification in English at level 2 (GCSE equivalent) or above, while 73 per cent are at level 2 or above in maths. Only 6 per cent of teachers have qualifications in English below level 2, and 19 per cent in maths at this level.

21 Literacy and numeracy teachers only– highest qualifications in English and maths							
Highest Qualification	**None**	**Entry level**	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**No response**
in English language	1%	1%	4%	36%	22%	33%	3%
in mathematics	5%	1%	13%	52%	12%	9%	8%
Total	**1,004**						

7.5 Teaching qualifications by sector

The patterns of highest general qualifications and of teachers with at least one professional teaching qualification are shown in the following tables.

22 Teachers with a highest qualification at level 4 (degree level) or above by sector								
Region	**Literacy and numeracy**		**BASIL A**		**BASIL B**		**ESOL 2**	
LEA	77.4%	103	66.4%	295	70.5%	266	76.5%	792
College	84.3%	440	70.8%	434	79.5%	44.3	83.9%	917
Prison	87.0%	67	70.2%	29	79.5%	443	83.9%	917
Voluntary sector	72.9%	43	67.9%	36	92.6%	25	80.6%	82
Private training organisation/WBL	57.5%	73	52.8%	47	54.2%	45	67.4%	136
Teaching agency	82.4%	14						
Other	80.7%	46	60.6%	23	68.9%	20	79.7%	180
Workplace learning			66.6%	16	55.1%	16	67.5%	25
Refugee organisation			100%	7	88.9%	8	83.8%	170

23 Teachers with at least one teaching qualification by sector								
Region	Literacy and numeracy		BASIL A		BASIL B		ESOL 2	
East Midlands	11.8%	116	5.6%	135	10.5%	149	8.1%	102
LEA	99.3%	138	95.9%	493	99.0%	409	96.7%	1,040
College	95.7%	518	95.6%	709	98.2%	600	98.1%	1,104
Prison	93.8%	76	94.6%	53	93.4%	57	98.3%	113
Voluntary sector	90.3%	56	87.3%	55	97.0%	32	92.0%	98
Private training organisation/WBL	88.7%	110	87.6%	92	89.7%	87	88.8%	190
Teaching agency	94.1%	16						
Other	94.9%	56	89.1%	41	97.1%	33	97.8%	222
Workplace learning			92.3%	24	100.0%	33	92.5%	37
Refugee organisation			75.0%	6	90.0%	9	94.6%	194

7.6 Teaching qualifications by region

For the purposes of planning regional capacity building, the following tables showing the proportions of un or under-qualified teachers may be useful.

24 Significantly under-qualified literacy and numeracy teachers			
Region	No teaching qualifications	C&G 9281 teaching qualification only	Total
East Midlands	4.6% (5)	4.6% (5)	9.2% (10)
East of England	2.7% (3)	9.7% (11)	12.4% (14)
London	11.9% (14)	7.6% (9)	19.5% (23)
North East	4.9% (2)	9.8% (4)	14.7% (6)
North West	6.2% (5)	8.6% (7)	14.8% (12)
South East	6.0% (5)	13.3% (11)	19.3% (16)
South West	2.4% (2)	7.1% (6)	9.5% (8)
West Midlands	4.4% (8)	12.2% (22)	16.6% (30)
Yorkshire and Humberside	3.5% (4)	7.9% (9)	11.4% (13)
Total	**5.2% (48)**	**9.2% (85)**	**14.4% (133)**

25 Significantly under-qualified ESOL teachers					
Region	No teaching qualifications		C&G 9281 teaching qualification only		Total
East Midlands	4.6%	(5)	4.6%	(5)	9.2% (10)
East Midlands	2.9%	(54)	0.7%	(1)	3.6% (5)
East of England	6.7%	(10)	11.3%	(17)	18.0% (27)
London	6.6%	(62)	4.3%	(40)	10.9 % (102)
North East	7.3%	(9)	4.8%	(6)	12.1% (15)
North West	5.1%	(12)	3.0%	(7)	8.1% (19)
South East	3.4%	(11)	3.4%	(11)	6.8% (22)
South West	4.8%	(6)	2.4%	(3)	7.2% (9)
West Midlands	3.4%	(10)	8.5%	(25)	11.9% (35)
Yorkshire and Humberside	5.1%	(10)	4.5%	(9)	9.6% (19)
Total	**53%**	**(134)**	**47%**	**(119)**	**100% (253)**

8. Further work planned

The NRDC has a major longitudinal study of *Skills for Life* teachers underway. The data emerging from this study will give a far more detailed picture of the characteristics of the teachers, and how the cohort changes over time.

For emerging details from the NRDC study of teachers, see www.nrdc.org.uk for initial findings in 2004.

Appendices

BSA participant questionnaire

Application form for ESOL phase 1

Application form for ESOL phase 2

Application form for BASIL A, PECF

Application form for BASIL B, Access for All

Appendix 1
**The Basic Skills Agency: an introduction to the Adult Literacy and Numeracy
Core Curriculum. Participant Questionnaire**

23

The Basic Skills Agency

**An Introduction to the Adult Literacy and Numeracy Core Curriculum
Participant Questionnaire**

Please try and complete all parts of this questionnaire. **All information will be treated confidentially
and will be used to inform the planning of future training.**

Personal details

1. Gender

Female	Male

2. Age

18-24	25-35	36-45	46-55	55=

3. Ethnic Group

a. **White**
- ☐ British
- ☐ Irish

Any other White background (please indicate)

b. **Mixed**
- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian

Any other Mixed background (please indicate)

c. **Asian or Asian British**
- ☐ Indian
- ☐ Bangladeshi
- ☐ Pakistani

Any other Asian background (please indicate)

d. **Black or Black British**
- ☐ Caribbean
- ☐ African

Any other Black background (please indicate)

e. **Chinese or other ethnic group**
- ☐ Chinese

Any other (please indicate)

Work details

4. Please indicate the LSC area(s) in which you work

LSC AREA			Leicestershire	
Bedfordshire			Lincolnshire & Rutland	
Berkshire			London Central	
Birmingham & Solihull			London East	
Black Country			London North	
Cambridgeshire			London South	
Cheshire & Warrington			London West	
County Durham			Merseyside/Halton	
Coventry & Warwickshire			Norfolk	
Cumbria			North Yorkshire	
Derbyshire			Northamptonshire	
Devon & Cornwall			Northumberland	
Dorset			Nottinghamshire	
Essex			Oxford/Bucks/Milton Keynes	
Former Avon			Shropshire	
Gloucestershire			Somerset	
Greater Manchester			South Yorkshire	
Hampshire/Isle of Wight			Staffordshire	
Herefordshire & Worcestershire			Suffolk	
Hertfordshire			Surrey	
Humberside			Sussex	
Kent/Medway			Tees Valley	
Lancashire			West Yorkshire	
			Wiltshire & Swindon	

5. Average working week in relation to basic skills work

Part-time 6-14 hours	Part-time 15-21 hours	Part-time 22-28 hours	Part-time 29-34 hours	Full-time 35+ hours

6. Type of organisation

LEA provision	Colleges	Prisons	Voluntary sector	Private training provider	Teaching agency	Other (please specify)

7. Type of contract

Permanent		Short-term contract	
Full-time		Full-time	
Part-time		Part-time	
Fractional		Fractional	

Fixed-term contract		Other (e.g. agency); please specify	
Full-time			
Part-time			
Fractional			

8. Type of programme(s)

Family literacy/numeracy	
Literacy/numeracy support	
Primary literacy/numeracy	
Work-based learning	
Work-based training	
16-19 years	
New Deal	
Other	

9. Length of time working in basic skills

Less than 1 year	1 year – 2 years	2 years – 5 years	5 years+

10.   Qualifications
10 a. Highest English Language qualification

None	Entry level	Level 1 GSSE D-G CSE 2 or under GNVQ Found. BTEC First	Level 2 GSCE A-C GCE O-level GNVQ Int. BTEC Dif.	Level 3 A-level GNVQ Adv. BTEC National	Level 4 Higher education

10b. Highest Maths qualification

Name	Entry level	Level 1 GCSE D-G CSE 2 or under GNVQ Found. BTEC First	Level 2 GCSE A-C GCE O-level GNVQ Int. BTEC Int.	Level 3 A-level GNVQ Adv. BTEC National	Level 4 Higher education

10 c. Highest qualification awarded

Name	Entry level	Level 1 GCSE D-G CSE 2 or under GNVQ Found. BTEC First	Level 2 GCSE A-C GCE O-level GNVQ Int. BTEC Int.	Level 3 A-level GNVQ Adv. BTEC National	Level 4 Higher education

10 d. Qualifications relevant to teaching

Master's degree or doctorate	
Bachelor's degree	
Bachelor's degree which includes education	
PGCE	
Teacher's certificate	
City and Guilds Initial Certificate Literacy (9281-02)	
City and Guilds Initial Certificate Numeracy (9281-03)	
City and Guilds Initial Certificate ESOL (9281-04)	
City and Guilds Certificate 9285	
A post-experience diploma in adult basic skills	
A post-experience diploma in any other subject	

Thank you for taking the time to complete this questionnaire

The National ESOL Training and Development Project

Booking Form

Application Ref No.
For Office Use Only   (PDF)

Free for ESOL tutors teaching six hours or more per week

Please look up the course dates listed in the invitation letter attached and indicate your choices below. Where there is more than one course in your region please rank your choices from 1 - 3 in order of preference. If your first choice is full, you will be allocated your second or third choice. If your organisation is hosting a training event, the selection of participants rests with the ESOL Manager/Co-ordinator.

Each participant should complete and return pages 2, 3 and 4 to NIACE at least 8 weeks before Day 1 of the first choice of your course dates. Places are limited to 45 people per training course and will be allocated on a first-come first-served basis. Attendance on both days of the course is compulsory.

	Course Reference	Course Dates Day 1	Day 2
First Choice			
Second Choice			
Third Choice			

Title
(Mr, Mrs, Miss, Dr, etc.)

First name

Family name

Job title

Organisation

Organisation Address

House name

No. & Street

Town

County

Postcode

Requirements — Please notify NIACE of your requirements at least 8 weeks before your course date

Equal Opportunities Monitoring — Ethnic Group........... Gender:...........

Address for PRE-COURSE PAPERS
Is this your Work Address? · Home Address? · (please tick)

House name

No. & Street

Town

County

Postcode

Daytime Tel

Fax

E-mail

Qualifications

1. What ESOL qualifications do you have?

2. What other teaching qualifications do you have?

2

The National ESOL Training and Development Project

Please complete and return pages 2, 3 and 4 to NIACE

(1)   Please describe briefly your ESOL experience (number of years teaching, hours per week, types of classes, organisational experience) etc.

(2)   Have you attended any training on the draft ESOL National Curriculum? If yes, how long was the training and what did it cover?

The National ESOL Training and Development Project

Please complete and return pages 2, 3 and 4 to NIACE

(3) Please briefly describe any in-service training you have attended in the last 12 months (e.g. half a day on preparing learners for Pitmans exam)

Data Protection Act
Please note that the information supplied on your booking form may be stored on NIACE's computer records for data processing purposes. NIACE is registered under the Data Protection Act (1984).

Booking Information
- Please make sure you have completed pages 2, 3 and 4 and signed the booking form as this confirms your commitment to undertake Day 1 and Day 2 of the training course
- A completed and signed booking form must be posted to NIACE at least 8 weeks before Day 1 of the first choice of your course dates to secure a place at the training course
- Please retain a copy of your completed application and pages 5 and 6 for your reference
- Places will be allocated in order of receipt of booking forms.
- Reservations cannot be accepted by telephone.
- Booking Forms are not individually acknowledged; you will, however, be notified in writing if your booking has to go on a waiting list.
- Confirmation of a place will be sent to successful applicants, along with pre-course papers, map and directions to the venue, a week before the event.

Please return this form to ESOL Project, NIACE, 21 De Montfort Street, Leicester LE1 7GE to arrive 8 weeks before Day 1 of the first choice of your course dates. Any queries to:
Stephen Walker, Tel: 0116 204 4265; Fax 0116 254 8368; e-mail: stephen.walker@niace.org.uk
Omar Bham, Tel: 0116 204 4274; Fax: 0116 254 8368; e-mail: omar.bham@niace.org.uk

Tutor's Signature		Date	
Tutor's Name			
Manager's Signature		Date	
Manager's Name		Manager's Tel. No.	

4

Booking Form 1 of 3

Please look up the course dates in your area listed in the attached schedule and indicate your choice below.

Places are limited to 45 participants per training course and will be allocated on a first-come first-served basis.

Completed and signed booking forms should be returned to NIACE as soon as possible but not later than Friday 12 April 2002.

Course reference _____

Course date - Day One _____

Course date - Day Two _____

About you

Title   Mr ☐   Mrs ☐   Miss ☐   Ms ☐   Dr ☐

Other _____

First name _____

Family name _____

Job title _____

Organisation _____

Daytime tel _____

Fax _____

E-mail _____

Organisation address

_____
_____
_____
_____

Postcode _____

Requirements

I will be using a wheelchair ☐   I will require a hearing loop ☐

I have the following dietary requirements:

_____

Any additional requirements (please specify).

_____

Address for pre-course papers

_____
_____
_____
_____
_____

Postcode _____

This address is   Home ☐   Work ☐

How many hours per week do you teach ESOL?

☐ Fewer than six hours per week

☐ More than six hours per week

☐ Over twelve hours per week

What is your employment status?

☐ Full time   ☐ Fractional   ☐ Hourly paid

Please indicate which sector you work in:

☐ Further Education   ☐ Adult and Community Education

☐ Voluntary Sector   ☐ Training Provider: work-based learning

☐ Prisons   ☐ Workplace Learning

☐ Refugee Organisation

Other (please specify)

_____

Your experience

How many years ESOL teaching experience do you have?

☐ Less than one   ☐ One to four years

☐ Five to ten years   ☐ More than ten years

Please describe briefly your ESOL teaching experience, e.g. types of classes, age groups, contexts, any management responsibilities etc.

_____
_____
_____

Booking Form 2 of 3

Have you or your organisation begun to use the ESOL National Curriculum? If yes, in what ways is it being used?

Please briefly describe any ESOL related in-service training you have attended in the last 12 months e.g. half a day on preparing learners for Pitmans exam.

Your qualifications

What ESOL teaching qualifications do you have?

☐ RSA Diploma TESL FACE

☐ RSA Diploma TEFL

☐ Trinity TESOL/TEFL Diploma

☐ DELTA

☐ RSA Cert TESLA

☐ RSA CTEFLA

☐ Trinity TESOL Cert

☐ CELTA

☐ City & Guilds 9281 or 9284 (Initial Certificate in Teaching Basic Skills – ESOL)

☐ City & Guilds 9285 with ESOL specialism

☐ Specialist PGCE or Cert Ed in ESOL (or EFL) teaching

Please specify

☐ Any other ESOL or EFL teaching qualifications

Please specify

What other general teaching qualifications do you have?

☐ PGCE or Cert Ed

☐ City & Guilds 7307 Stage Two

☐ City & Guilds 7307 Stage One

☐ City & Guilds 7306

☐ Any other qualifications

Please specify

What is your highest level of general qualifications?

☐ Post-graduate

☐ Degree

☐ A levels or equivalent

☐ GCSE or equivalent

Ethnic monitoring

Please tick the appropriate box below

White

☐ White   ☐ British   ☐ Irish

☐ Any other white background

Please specify

Mixed

☐ White and Black Caribbean

☐ White and Black African

☐ White and Asian

☐ Any other mixed background

Please specify

Asian or Asian British

☐ Indian   ☐ Pakistani   ☐ Bangladeshi

☐ Any other Asian background

Please specify

Black or Black British

☐ Caribbean   ☐ African

☐ Any other Black background

Please specify

Any other ethnic group

☐ Chinese   ☐ Any other ethnic group

Please specify

Booking Form 3 of 3

Confirmation

I confirm that I am currently teaching ESOL for six or more hours per week. My application is for a place on a two day training event, with expenses paid only on completion of both days.

Tutor's signature _____

Tutor's name _____

Date _____

I support this tutor's application and confirm that appropriate cover and release arrangements will be in place to allow this applicant to attend both days of the training.

Manager's signature _____

Manager's name _____

Date _____

Manager's telephone _____

Booking Information

Please make sure you have completed and signed the full three page booking form. Please retain a copy of your completed application form for reference.

Please return this form to:

ESOL Project.
NIACE,
21 De Montfort Street,
Leicester LE1 7GE

to arrive as soon as possible but not later than Friday 12 April 2002. Places will be allocated in order of receipt of booking forms. Reservations cannot be accepted by telephone.

Confirmation of a place will be sent to successful applicants. Booking Forms are not individually acknowledged; you will, however, be notified in writing if your booking has to go on a waiting list.

Pre-course papers, a map and directions to the venue will be posted a week before the course.

Any queries to:

Carl Liquorish Tel: 01 16 204 4274 Fax: 01 16 254 8368
E-mail: carl.liquorish@niace.org.uk

Rebecca Wigley Tel: 0116 204 2820 Fax: 01 16 254 8368
E mail: rebecca.wigley@niace.org.uk

Claiming Cover

Claim Forms will be provided to participants on the first day of the training course and will need to be submitted to NIACE by the participant's employer.

Claims will need to be sent to NIACE after completion of the second day of the training together with the Certificate of Attendance countersigned by the trainer.

Data Protection Act

NIACE is registered under The Data Protection Act 1998. The information supplied on this form will be retained by NIACE on a database and will be shared with project consortium partners, Learning and Skills Councils and DfES for the purposes of establishing current and future training needs for the ESOL teaching sector. For planning purposes, all information will be treated confidentially.

NIACE will compile a paper delegate list of names and organisations to be distributed at the training events. Participants may be contacted by letter or e-mail with details of future events and publications organised or promoted by project partners which may be of interest to them.

Database mailing update forms are sent out periodically. These provide participants with the opportunity to have their details amended or deleted from the database.

If you do not wish to receive such further information please tick this box ☐.

Appendix 4

**Strand A Training Courses to support Literacy,Numeracy and
ESOL teachers and trainers using the Adult Pre-Entry
Curriculum Framework for Literacy and Numeracy**

33

Strand A Booking Form 1 of 2

Please look up the course dates in your area, which are listed in the attached schedule and indicate your choice of date below. Places are limited to 30 participants per training course and will be allocated on a first-come first-served basis. Completed and signed booking forms should be returned to NIACE as soon as possible but not later than...

Course reference	Course date – Day 1
Course date – Day 2	Course date – Day 3

About You

Title Mr/Mrs/Miss/Ms/Dr Other	First Name
Family Name	Job Title
Organisation	Daytime Tel
Fax	Email
Organisation Address	

Postcode	LSC Region(s) currently working in (codes):
Address for pre-course papers	

Postcode	This is my address at: Home/Work (delete as appropiate)

Requirements

I will be using a wheelchair ☐   I will require a hearing loop ☐   I will require large print materials ☐

I will require an interpreter ☐ (please specify) _____   I will require Braille materials ☐

Dietary requirements (please specify)_____

Any additional requirements

How many hours per week do you deliver Literacy and Numeracy/ESOL/teach learners with learning difficulties at Pre-entry level?

Six hours per week	☐	Fewer than six hours per week	☐
More than six hours per week	☐	Over twelve hours per week	☐

What is your employment status?   Full time ☐   Fractional ☐   Hourly paid ☐

Please indicate which sector you work in:

Further Education ☐	Adult & Community Education ☐	Voluntary Sector ☐
Training Provider: work based learning ☐	Prisons ☐	Workplace Learning ☐

Refugee Organisation ☐ Other (please specify)_____

Your Experience

How many years of Literacy/Numeracy/ESOL teaching experience do you have?

Less than one ☐   One to four years ☐   Five to ten years ☐   More than ten years ☐

Please describe briefly your Literacy and Numeracy/ESOL/teaching learners with learning difficulties at pre-entry level experience, e.g. types of classes, age groups , contexts, any management responsibilities etc.

Have you or your organisation begun to use the draft Adult Pre-Entry Curriculum Framework for Literacy and Numeracy? If yes, in what way is it being used?

Have you completed any of the core curricula training? Please specify: Literacy ☐   Numeracy ☐   ESOL ☐

When and where did you do the training?

Strand A Booking Form 2 of 2

Please describe briefly any related in-service training you have attended in the last 12 months

_____

_____

_____

Your qualifications

What teaching qualifications do you have?

B.Ed. ☐   PGCE ☐   Cert.Ed. ☐   City & Guilds 7307 Stage 2 ☐   City & Guilds 7307 Stage 1 ☐

City & Guilds 7306 ☐   City & Guilds 9281/2 Initial Certificate in Literacy ☐

City & Guilds 9281/3 Initial Certificate in Numeracy ☐   City & Guilds 9281/4 Initial Certificate in ESOL ☐

City & Guilds 9285 ☐   Specialist PGCE Cert.Ed. in ESOL (or EFL) teaching ☐

RSA ☐   Please specify _____

Any other teaching qualifications (Please specify) _____

What is your highest level of general qualifications?   Post-graduate ☐   Degree ☐

A-levels or equivalent ☐   GCSE or equivalent ☐

Ethnic Monitoring

Please tick the following box below

White

White ☐   British ☐   Irish ☐

Any other white background (please specify) _____

Mixed

White & Black Caribbean ☐   White & Black African ☐   White & Asian ☐

Any other mixed background (please specify) _____

Asian or Asian British

Indian ☐   Pakistani ☐   Bangladeshi ☐

Any other Asian background (please specify) _____

Black or Black British

Caribbean ☐   African ☐

Any other Black Background (please specify) _____

Any other ethnic group

Chinese ☐   Any other ethnic group (please specify) _____

Confirmation

I confirm that I am currently teaching Literacy and Numeracy/ESOL/learers with learning difficulties at pre-entry level, for **six or more hours per week**. My application is for a place on a three day training event, with expenses paid only on completion of all three days.

Teacher's/Trainer's signature

Teacher's/Trainer's	Date

I support this teacher's/trainer's application and confirm that appropriate cover and release arrangements will be in place to allow this applicant to attend all three days of the training.

Manager's signature

Manager's name	Date
	Manager's telephone

Strand B Booking Form 1 of 2

Please look up the course dates in your area, which are listed in the attached schedule and indicate your choice of date below. Places are limited to 30 participants per training course and will be allocated on a first-come first-served basis. Completed and signed booking forms should be returned to NIACE as soon as possible but not later than...

Course reference	Course date – Day 1
Course date – Day 2	Course date – Day 3

About You

Title Mr/Mrs/Miss/Ms/Dr Other	First Name
Family Name	Job Title
Organisation	Daytime Tel
Fax	Email
Organisation Address	

Postcode	LSC Region(s) currently working in (codes):
Address for pre-course papers	

Postcode	This is my address at: Home/Work (delete as appropiate)

Requirements

I will be using a wheelchair ☐   I will require a hearing loop ☐   I will require large print materials ☐

I will require an interpreter ☐ (please specify)_____   I will require Braille materials ☐

Dietary requirements (please specify) _____

Any additional requirements _____

How many hours per week do you teach Literacy/Numeracy/ESOL?

Six hours per week ☐   Fewer than six hours per week ☐

More than six hours per week ☐   Over twelve hours per week ☐

What is your employment status?   Full time ☐   Fractional ☐   Hourly paid ☐

Please indicate which sector you work in:

Further Education ☐   Adult & Community Education ☐   Voluntary Sector ☐

Training Provider: work based learning ☐   Prisons ☐   Workplace Learning ☐

Refugee Organisation ☐ Other (please specify) _____

Your Experience

How many years of Literacy/Numeracy/ESOL teaching experience do you have?

Less than one ☐   One to four years ☐   Five to ten years ☐   More than ten years ☐

Please describe briefly your Literacy/Numeracy/ESOL teaching experience, e.g. types of classes, age groups , contexts, any management responsibilities etc.

Have you or your organisation begun to use the ESOL/Literacy/Numeracy Core Curricula If yes, in what way is it being used?

Have you completed any of the core curricula training? Please specify: Literacy ☐   Numeracy ☐   ESOL ☐

When and where did you do the training?

Strand B Booking Form 2 of 2

Please describe briefly any related in-service training you have attended in the last 12 months

_____

_____

_____

Your qualifications

What teaching qualifications do you have?

B.Ed. ☐   PGCE ☐   Cert.Ed. ☐   City & Guilds 7307 Stage 2 ☐   City & Guilds 7307 Stage 1 ☐

City & Guilds 7306 ☐   City & Guilds 9281/2 Initial Certificate in Literacy. ☐

City & Guilds 9281/3 Initial Certificate in Numeracy ☐   City & Guilds 9281/4 Initial Certificate in ESOL ☐

City & Guilds 9285 ☐   Specialist PGCE Cert.Ed. in ESOL (or EFL) teaching ☐

RSA ☐   Please specify _____

Any other teaching qualifications (Please specify) _____

What is your highest level of general qualifications?   Post-graduate ☐   Degree ☐

A-levels or equivalent ☐   GCSE or equivalent ☐

Ethnic Monitoring

Please tick the following box below

White

White ☐   British ☐   Irish ☐

Any other white background (please specify) _____

Mixed

White & Black Carribbean ☐   White & Black African ☐   White & Asian ☐

Any other mixed background (please specify) _____

Asian or Asian British

Indian ☐   Pakistani ☐   Bangladeshi ☐

Any other Asian background (please specify) _____

Black or Black British

Caribbean ☐   African ☐

Any other Black Background (please specify) _____

Any other ethnic group

Chinese ☐   Any other ethnic group (please specify) _____

Confirmation

I confirm that I am currently teaching Literacy/Numeracy/ESOL for **six or more hours per week** and have completed core curricula training (as specified). My application is for a place on a three day training event, with expenses paid only on completion of all three days.

Teacher's/Trainer's signature _____

Teacher's/Trainer's name _____   Date _____

I support this teachers/trainer's application and confirm that appropriate cover and release arrangements will be in place to allow this applicant to attend all three days of the training.

Manager's signature _____   Date _____

Manager's name _____   Manager's telephone _____

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