

# Evaluation of Further Education Initial Teacher Training Bursary Initiative

York Consulting Ltd

*Research Report  
No 551*

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Teacher Training Bursary Initiative*

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# 1 EXECUTIVE SUMMARY

- 1.1 Further Educations Initial Teacher Training Bursaries (FE ITT) are one of a number of initiatives that are designed to contribute to the Government's 'Success for All' strategy. They were initially introduced as a one-year pilot in 2000/01 with the aim of ensuring parity with the primary and secondary teacher training bursary. The pilot was initially intended to run for one year because of evidence suggesting that the teacher shortage in the post-16 sector is less acute than that in schools. However, the pilot was extended, and is currently due run until the end of the academic year 2005/06.
- 1.2 The FE ITT bursary specifically aims to encourage high calibre students into teaching in the FE sector by taking away the disparity between the cost of qualifying to teach in FE and the cost of qualifying to teach in schools. Postgraduate students applying for Qualified Teaching Status, in order to take up a teaching post in schools, all receive a £6000 bursary. Additionally, with an increasingly ageing workforce there is a need to attract and recruit new staff. A large number of teaching vacancies in the FE sector remain unfilled.
- 1.3 The purpose of the pilot has been to encourage high calibre students into post-16 teaching in order to raise the number of qualified teachers entering FE. Students who qualify for the bursaries payment are those who are undertaking a full-time, pre-service PGCE or Certificate of Education. Since 2001 the Department for Education and Skills has required that all new FE teachers have to obtain, within set timescales, a PGCE or Certificate of Education, as set against standards acceptable to the Secretary of State. The FE ITT bursaries are therefore an integral part of the Government's policy to raise standards within the sector.
- 1.4 The bursary is paid to students monthly in arrears to a maximum of £6000. It is not an entitlement. It is the responsibility of the initial teacher training institution to determine students who are eligible and would benefit.
- 1.5 The Department for Education and Skills has commissioned an evaluation of the initiative to assess how effectively the FE ITT bursary has met its objectives by measuring the impact on recruitment, retention, attainment and destination of students onto Post-Graduate or non-graduate Certificate of Education Courses.

- 1.6 The research has assessed the impact of the bursary on the participating institutions, on recipients and on the teaching profession more generally. The method included an analysis of quantitative monitoring data from the Higher Education Funding Council (HEFCE), detailed qualitative data generated from case studies and telephone consultations with institutions participating in the initiative and both quantitative and qualitative data from a large scale postal survey distributed to bursary recipients from all years of the pilots.
- 1.7 Case study consultations included heads of departments, tutors, administrative staff, in addition to focus groups and individual interviews with bursary recipients. The postal survey resulted in responses from 800 bursary recipients, which provides a robust sample from which reliable conclusions can be made.

## **Key Findings**

### **Applications and Recruitment**

- 1.8 From 1998 to 2003, the number of applications to Further Education teacher training increased by 124%. Many institutions which had not previously provided a full time teacher training course were able to introduce a full time course as a result of the initiative, although applications remained higher for the more well-established institutions. The number of institutions offering the full time course rose by a total of fourteen since 2000. A key message from the institutions is that they would not be able to run the course without the bursary, as many students could not afford to do the course full time.
- 1.9 70% of bursary recipients responding to the survey said that they would not have applied for teacher training without the financial assistance the bursary provided. Due to increased levels of demand, institutions are increasing the number of available places. The number of students recruited has risen by 76% from 1998 to 2002.

## **High Calibre Recruitment**

- 1.10 There is no evidence to suggest that the bursary is being used as an additional means of identifying high calibre recruits beyond existing recruitment procedures. Institutions have not changed their recruitment practices in an attempt to recruit higher calibre students, and are awarding all recruited students a bursary. However, students who wish to train to teach in FE must now compete with a greater number of people to secure a place on a course. By increasing the pool from which the institutions can select students, the likelihood is that the calibre of recruited students will increase. Recruitment rates vary across institutions with the result that some institutions are able to be more selective than others in their recruitment of students.
- 1.11 It is strongly recommended that institutions actively market the bursary and their courses in order to stimulate demand and increase the number of applications. Results from the survey show that students find out about the bursary from a mix of sources indicating a lack of marketing/promotion strategy across institutions.

## **Widening Participation**

- 1.12 The bursary is enabling many students, especially women in their mid thirties and professionals wanting a career change, to undertake a teacher training course who would otherwise not have been able to because of family commitments and financial pressures. Additionally, the bursary monitoring data shows that the bursary has widened participation among women, and ethnic minorities are well represented within the recruited cohort with percentages ranging from 16% to 22%.

## **Recruiting Against Subject Areas**

- 1.13 Some institutions have reported difficulty with recruitment for shortage subject specialisms and most have said that the bursary has not had an impact on recruiting people for these areas. Additionally, due to a lack of teachers in Further Education colleges in shortage subject areas, courses are kept to a minimum. Some institutions have reported difficulties with securing placements for students with a subject shortage specialism particularly in maths, engineering and science. Therefore, recruitment of students for teacher training does not necessarily reflect local demand but more the ability to find appropriate placements.

1.14 As a result of this, many students on the FE teacher training courses specialise in the social sciences and arts and as a result, there is a glut of students looking for full time teaching posts in similar disciplines. 50% of survey respondents who were not in a teaching post stated that it was because they could not find a suitable post and most of those struggling to find a post were studying in the arts, social science and humanities subjects, and not the shortage subject areas. A local strategy to Further Education teacher training recruitment should be developed in partnership with the Local Learning and Skills Councils and Learning Partnerships. This needs to be supported by additional research where necessary, which indicates the gaps in provision in the Further Education sector. This will enable a more focused recruitment procedure and will result in trainee teachers qualifying in subject specialisms which more closely meet local need.

### **Retention and Achievement of bursary recipients**

1.15 All but two institutions had experienced reduced drop out rates since the introduction of the bursary. Results from the survey showed that 50% of students agreed that the bursary helped their academic performance because it reduced stress and allowed them to focus on the course, not having to combine it with part time work. Qualitative evidence from both institutional staff and students showed that the bursary encouraged people to stay on the course through the early part of the course when demands were high. Retention and achievement rates were high at 94% of survey respondents completing the course.

1.16 It cannot be concluded that the bursary had a direct impact on course completion. However, the themes of recruitment, retention and completion are linked. If the bursary is enabling institutions to be more selective in their recruitment, and are recruiting students with a commitment to teaching; if students are able to train without having to do part-time work or take out loans; this should have an impact on the numbers completing the courses. Students that choose teaching as a profession, do not do it for the financial rewards, they do it because this is the career they want and are highly motivated to do it.

### **Recommendations**

1.17 The bursary is perceived to be raising the status of Further Education teacher training and has demonstrated the commitment on behalf of the Government to the professionalisation of the sector. The effects of the bursary on demand for teacher training and on levels of recruitment in particular are clear. Withdrawal of the bursary at this stage would result in reduced levels of applications, courses being withdrawn and students being unable or discouraged to train as a Further Education teacher.

1.18 Therefore, it is recommended that the Department for Education and Skills maintains the availability of the bursary. However, in order to assist future policy decisions a number of recommendations are proposed:

- monitoring data, submitted by institutions to the Higher Education Funding Council should show subject area recruitment to allow clear monitoring of recruitment and to ensure that teacher training is meeting local need and is addressing gaps in FE provision;
- the bursary, and course, should be marketed to a greater extent by institutions to ensure that there is a large enough pool from which to select potential recruits;
- consideration should be given as to how the bursary initiative is taken forward, i.e. should all students receive a bursary regardless of their subject area?
- in order to address the lack of a common recruitment practice, a high calibre framework should be developed which can act as guide for institutions recruiting students. This should include evidence that candidates have Level 2 literacy and numeracy or via the use of assessments, that the recruiting institution is satisfied that students can perform at that level;
- teacher Training Institutions, Local Learning and Skills Councils and Learning Partnerships should be encouraged to develop a local strategy for the post-16 sector which details local needs in terms of subject shortage areas. Additional local research should be commissioned where necessary;
- for the longer term, consideration of a “fast track” option for new graduates with subject shortage specialisms, with a more substantial salary package and faster career advancement.

## 2 INTRODUCTION

2.1 This report sets out the key findings regarding the impact of the Further Education Initial Teacher Training (FE ITT) bursary. Findings are based on ten case study visits and twenty telephone consultations with institutions participating in the initiative; qualitative and quantitative data from bursary recipients and data from bursary monitoring forms supplied by each institution.

### **Aims of the Further Education Initial Teacher Training Bursary**

2.2 The FE ITT bursary was brought into operation in 2000 in order to increase the numbers of students qualifying to teach and moving into a teaching post in Further Education. The current position in Further Education is one of recruitment difficulties leading to gaps in provision in particular subject areas and poor retention rates.

2.3 The strategy aims to make the choice of training to teach in the Further Education sector equally as attractive as training to teach in schools. Post-graduate students studying for Qualified Teaching Status, in order to take up a teaching post in schools, all receive a £6000 bursary. Prior to this pilot, students who have opted to teach in Further Education have had to fund themselves. The introduction of the FE ITT bursary specifically aims to encourage high calibre students into teaching in the FE sector by taking away the disparity between the cost of qualifying to teach in FE and the cost of qualifying to teach in schools.

2.4 This initiative is part of a wider government agenda to increase standards in teaching and teacher training. Other recent initiatives include Golden Hellos designed to encourage people to stay in teaching by awarding a one off taxable payment of £4,000 in particular subject areas, and the repayment of teacher training loans.

2.5 Collectively these strategies are designed to increase:

- **recruitment of high calibre students onto ITT;**
- **retention and attainment in training;**
- **the number of students moving into and staying in Further Education.**

2.6 The Department for Education and Skills (DfES) is reviewing the strategy and has commissioned an evaluation of the impact of FE ITT Bursaries.

## **Aims of the Evaluation**

2.7 The main aims of the research have been to assess how effectively the FE Initial Teacher Training bursary has met its objectives by:

- **measuring the impact on recruitment of students onto Post-Graduate or non-graduate Certificate of Education courses;**
- **ascertaining the retention and attendance rates of the course;**
- **determining the achievement levels of those students in receipt of a bursary;**
- **determine whether more students are becoming teachers;**
- **examining the views of institutions on the calibre of students coming forward to train since the introduction of the bursary;**
- **reporting on lessons learned and make recommendations.**

## **Methodology**

2.8 In order to assess any outcomes of the bursary fully, the research has considered the impact of the bursary on the institutions, on recipients and on the teaching profession more generally.

2.9 Quantitative data is available from the Higher Education Funding Council (HEFCE) which is used to show any emerging patterns across the number of piloted years. This data is derived from individual institutions which, as part of the pilot, were requested by HEFCE to submit monitoring data showing:

- **number of applications received;**
- **number of students recruited;**
- **number of students who dropped out;**
- **number of students who have completed;**
- **destination data.**

2.10 For the academic years 2002-3, there is also data showing the:

- **numbers of students who successfully qualified;**
- **number of students who have failed.**

2.11 This data can be analysed by gender, age and ethnicity and for 2002-3, by course pathway, i.e. PGCE or Cert Ed.

2.12 Qualitative data has been generated from heads of department, tutors and students to substantiate the research and to add perceptions of the bursary's impact. The information generated is used to draw conclusions regarding calibre of students entering Further Education and the effects of the bursary on recruitment, retention and destination of students. Part of the intention of the bursary is to increase the profile of teaching in the Further Education sector. Consultations with students will determine if this has been the case.

2.13 The method chosen for the research has therefore included:

- **analysis of quantitative monitoring data;**
- **detailed case studies with ten Higher Education Institutions (HEIs);**
- **twenty telephone consultations with HEIs not included in the case studies;**
- **a large scale postal survey to bursary recipients from all years of the pilot.**

2.14 The case studies have included all necessary personnel from the Education Departments of each university. This had included interviews with heads of departments, tutors, administrative staff and bursary recipients. Focus groups and individual interviews have been held with bursary recipients to generate a range of responses and discussions from which themes and conclusions can be developed.

2.15 This report details the findings from a quantitative survey carried out in November. Responses have been secured from 800 bursary recipients which provides a robust sample from which reliable conclusions can be made. It also includes qualitative information from the ten case studies and twenty telephone consultations. The HEIs which have been visited as part of the case studies are:

- **Huddersfield;**
- **Sheffield Hallam;**
- **Nottingham Trent;**
- **Manchester Metropolitan;**
- **Institute of Education (London University);**
- **East London;**
- **Wolverhampton;**
- **Hull College;**
- **University of Central England;**
- **Bolton.**

- 2.16 York Consulting has also carried out telephone consultations with the other institutions currently offering the bursary in order to ensure full representation of the views of the impact of the bursary.
- 2.17 The topic guide used for the case studies and telephone consultations and the questionnaire for the postal survey are included in the appendices. The case study questions centred around the main themes including the impact on recruitment, the impact on retention and attainment and the impact on destination.

## **Report structure**

- 2.18 The report is structured to reflect the outputs of the research and to enable an understanding of the impact of the bursary across institutions, on bursary recipients and on the FE sector in general:
- **Chapter 3 provides background information regarding the policy context;**
  - **Chapter 4 discusses how the bursary has influenced recruitment;**
  - **Chapter 5 discusses how the bursary has influenced retention, attainment and destination of students;**
  - **Chapter 6 draws conclusions and suggests some recommendations for the Department of Education and Skills to consider.**

### 3 BACKGROUND AND CONTEXT

3.1 The Further Education (FE) Initial Teacher Training (ITT) Bursaries were introduced as a pilot in 2000/01 and are currently due to finish at the end of 2005/06. They are part of the Government's overarching strategy to reform Further Education and training in England and are intended to encourage the recruitment of high calibre students into FE teaching. In this section we outline the background and context to the evaluation and the key issues being addressed:

- **Recruitment and Retention in FE;**
- **Recruitment and Retention on Initial Teacher Training Courses;**
- **Impact of Financial Incentives;**
- **Policy Context;**
- **FE ITT Bursaries.**

#### Recruitment and Retention in FE

3.2 Staff recruitment and retention problems in the FE sector are well known and are often related to issues of pay, workload, and a high incidence of use of casual and part-time staff.

3.3 Over the past three years the Association of Colleges (AoC) has highlighted the increasing gap between staff pay in colleges and that in schools and other parts of the private and public sector. It is argued that discrepancies have grown because of the Government's policy of improving the attractiveness of *school* teaching, addressing professional recruitment and retention issues by increasing pay within a buoyant labour market<sup>1</sup>.

3.4 Research commissioned by the lecturers union, NATFHE<sup>2</sup>, found that poor levels of pay and demanding workloads are making it increasingly difficult for colleges to replace an ageing workforce with a significant number of lecturers leaving the system for better pay outside the sector. The starting salary for a school teacher is £17,595 rising to £32,217. For Further Education lecturers doing comparable work, the starting salary is £14,581 rising to £26,423.

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<sup>1</sup> Sources = TES, FE Focus, July 29<sup>th</sup> 2003; Dr Chris Rolph 'Recruitment and Retention in the 21<sup>st</sup> Century', Discussion Paper, Technology Colleges Trust 4<sup>th</sup> June-1<sup>st</sup> July 2001.

<sup>2</sup> NATFHE Press Release, May 2002.

- 3.5 Ministers have acknowledged 'the knock-on effect that its school policy has for teachers and has committed serious money to address it in the Teachers' Pay Initiative (TPI)'<sup>3</sup>.

***"We recognise that high quality and highly motivated teaching and support staff are essential if we are to raise standards and transform Further Education. Colleges have told us they need additional support to ensure that they are able to recruit, reward and retain excellent staff, and we are providing that... Retention and achievement rates are rising and if this improvement is to continue it is vital that staff in colleges are rewarded for their successes."***

***Margaret Hodge, September 2002***

- 3.6 Nevertheless the pay issue is not the only factor. With an increasingly ageing workforce there is a need to attract and recruit new staff. A large number of teaching vacancies in the FE sector remain unfilled. Figures from the AoC 2002 survey<sup>4</sup> show an increase in the number of vacancies in FE colleges with more than 3,000 teaching posts remaining unfilled in September 2003 compared to 2,600 in September 2001. The percentage of vacancies in colleges is double that of schools (2.4% in colleges compared to 1.2% in schools according to DfES statistics<sup>5</sup>).
- 3.7 There were 4,913 management and support vacancies in 2002 compared to 3,400 in 2001, which constitutes a 44% increase. Ninety per cent of colleges have staff vacancies. Generally, posts need to be advertised on more than one occasion and 48% of colleges consider the retention of support staff as a problem. In the average college, support staff turnover is 14%, teaching staff turnover 11% and management turnover 7%. The average turnover as a whole is 10%<sup>6</sup>.
- 3.8 The challenges for recruitment and retention consist of a combination of factors and these are often compounded by the difficulties colleges face in offering a sufficiently attractive remuneration package.

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<sup>3</sup> TES, FE Focus, July 2003.

<sup>4</sup> AoC Survey of Staff Recruitment and Shortages 2002.

<sup>5</sup> DfES 2002, Teachers in Service and Teacher Vacancies; January 2002 (Revised).

<sup>6</sup> Figures taken from AoC Survey of Staff Recruitment and Shortages 2002.

## **Recruitment and Retention on Initial Teacher Training Courses**

3.9 Research evidence concerning recruitment and retention on initial teacher training in relation to school teaching has identified a range of factors that encourage or detract from entry into teaching:

- **teacher trainees choose teaching for essentially intrinsic reasons and are most influenced in their career choice by factors such as intellectual challenge, long-term career prospects and job security;**
- **aspects of teaching that appear to deter people from considering teaching as a career are low pay, paperwork and dealing with disruptive pupils;**
- **male trainees place greater emphasis on extrinsic factors such as salary, holidays and promotion prospects.<sup>7</sup>**

3.10 Several factors have been identified as influencing non-completion of initial teacher training (ITT) such as:

- **a realisation that trainees are not suited to teaching that means trainees are most likely to withdraw from teacher training during teaching practice;**
- **experiencing difficulties such as poor organisation, timekeeping, poor subject knowledge;**
- **gender and age characteristics, for example, males and older students are often more likely to withdraw. Males often cite financial reasons or leave to take up employment;<sup>8</sup>**
- **the amount of preparation, support of tutors/lecturers and support of teaching staff.<sup>9</sup>**

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<sup>7</sup> Recruitment to and retention on Initial Teacher Training: A systematic Review, NFER for the TTA, 2002.

<sup>8</sup> Ibid

<sup>9</sup> Research undertaken on behalf of the Teacher Training Agency (TTA)

## Impact of Financial Incentives

- 3.11 Research evaluating the impact of financial incentives is limited but the available evidence suggests that whilst incentives encourage some people to apply other factors, such as location of the training institution, are more influential<sup>10</sup>.
- 3.12 Work undertaken on behalf of the Teacher Training Agency (TTA) has shown that 26% of students on PGCE courses would not have started the course without a training bursary. Of these, 42% were undertaking a PGCE in DT/IT/ICT, 36% were male, 36% were aged between 40-49 and 34% had made a career switch to go into teaching. This suggests that teacher training bursaries for PGCE are attracting individuals into teaching who would not otherwise have started teacher training and is attracting those from key shortage areas.<sup>11</sup>

## Policy Context

- 3.13 The Government is committed to excellence in education and skills and has developed a range of strategies to achieve this such as the 14-19 strategy, the Higher Education strategy, the Skills for Life strategy and the recently published Skills strategy. Taken together all these strategies form a coherent set of policies that are underpinned by Success for All. It is designed to raise standards of provision, increase participation, and improve outcomes for learners and employers.
- 3.14 Success for All has four main themes:
- **theme one is concerned with meeting needs, improving choice;**
  - **theme two is putting teaching, training and learning at the heart of what is done;**
  - **theme three is developing the leaders, teachers, lecturers, trainers and support staff of the future;**
  - **theme four is developing a framework for quality and success.**

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<sup>10</sup> Ibid.

<sup>11</sup> Research undertaken on behalf of the Teacher Training Agency (TTA)

3.15 The third of these themes acknowledges that staff must be well rewarded, well trained, well supported and expertly led. The Government has recognised that a fundamental priority is to work closely with the sector to address the recognised recruitment and retention difficulties faced. As part of this a variety of initiatives have been introduced in relation to the recruitment, retention and continued professional development of teachers and trainers in the sector, including:

- **Post-16 teachers and trainers qualifications and continuing professional development (addressing quality through CPD);**
- **Framework Qualifications (addressing quality);**
- **Golden Hellos (addressing recruitment and retention);**
- **the repayment of Teachers Loans scheme (addressing recruitment and retention);**
- **the Post-16 Teacher Training bursaries pilot (addressing recruitment and retention).**

## **FE Initial Teacher Training Bursaries**

3.16 FE Initial Teacher Training Bursaries are one of a number of initiatives that are designed to contribute to the Government's 'Success for All' strategy. The initiative was announced by the then Secretary of State for Education and Employment in 2000. FE Initial Teacher Training Bursaries were initially introduced as a one-year pilot in 2000-2001 with the aim of ensuring parity with the primary and secondary teacher training bursary. The pilot was initially intended to run for one year because of evidence suggesting that the teacher shortage in the post-16 sector is less acute than that in schools. However, the pilot was extended and is currently due to run until the end of the academic year 2003-04.

3.17 The purpose of the pilot is to encourage high calibre students into post-16 teaching in order to help raise the number of qualified teachers entering FE. Students who qualify for the bursaries payment are those who are undertaking a full-time, pre-service PGCE or Certificate of Education. Since 2001 the Department for Education and Skills has required that all new FE teachers have or obtain, within set timescales, a PGCE or Certificate of Education, as set against standards acceptable to the Secretary of State. The Initial Teacher Training Bursaries are therefore an integral part of the Government's policy to raise standards within the sector.

3.18 HEFCE has overall responsibility for the administration of the initiative and allocates funds to institutions who then administer the funds to students. The Teacher Training Bursary is paid to the student in monthly arrears to a maximum of £6,000. The bursary is not an entitlement and is being piloted at a number of Initial Teacher Training Institutions. It is the responsibility of the initial teacher training institution to determine students who are eligible and would benefit. Each institution receives £6,000 per student plus £120 per student for administration costs. In 2002-03 around 1700 bursaries were available at 23 institutions.

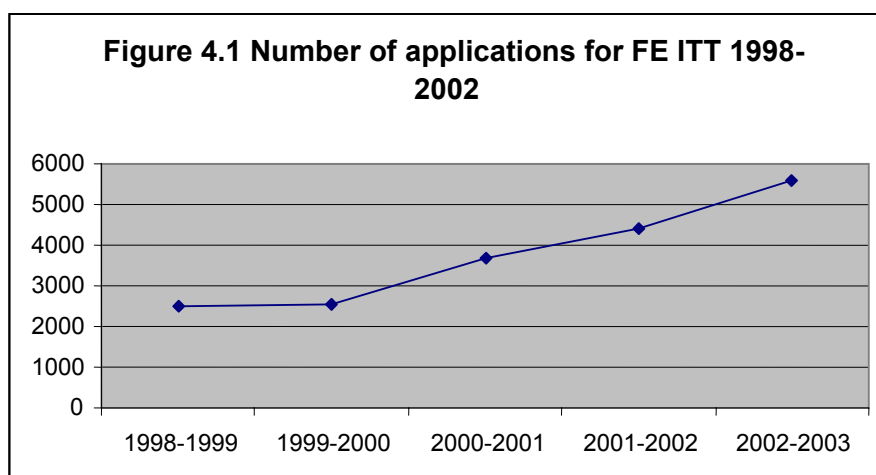
## 4 IMPACT OF THE FE ITT BURSARY ON RECRUITMENT

4.1 This chapter discusses the impact of the bursary on recruitment using information from case studies, York Consulting Survey and bursary monitoring data.

### Applications for teacher training

4.2 The intention of the bursary is to stimulate demand for FE training among high calibre people and to increase the number of high calibre people recruited and moving into teaching.

4.3 Analysis of data monitoring information across all institutions for the years 1998–2002 show a year on year increase in the number of applications. Figure 4.1 shows the rate of increase. This is the total number of applications to the institutions participating in the initiative.



Source: Bursary monitoring data 1998 to 2002

4.4 Between 1998 and 1999, there was an increase of just 39 applications and between 1999 to 2000, the start of the bursary, there was an increase of 1,130. The highest rate of growth came between the years 2001 and 2002 with an increase of 1,208 applications. Table 4.1 shows the actual figures and shows that there has been a 124% increase in total applications since 1998.

Table 4.1 Total number of FE ITT course applications 1998 to 2002					
1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	% increase (from 1998 to 2002)
2,500	2,539	3,669	4,388	5,596	124%

Source: Bursary monitoring return data 1998 – 2002

4.5 Table 4.2 shows how the number of applications has increased over the years.

<b>Table 4.2: Applications for initial teacher training</b>						
<b>Institution</b>	<b>1998-1999<sup>12</sup></b>	<b>1999-2000<sup>13</sup></b>	<b>2000-2001<sup>14</sup></b>	<b>2001-2002<sup>15</sup></b>	<b>2002-2003<sup>16</sup></b>	<b>% Increase<sup>17</sup></b>
Canterbury Christ College	0	67	87	119	143	113
Bolton Institute*	*	*	712	925	1273	79
University of Central Lancashire	0	0	0	115	90	-22
Greenwich University	912	798	876	917	1143	25
University of Huddersfield	701	548	652	652	912	30
Nottingham Trent University	95	126	109	191	218	129
Oxford Brookes	0	21	61	76	94	348
Plymouth	0	*	122	200	152	25
Portsmouth	0	0	0	26	52	100
Sheffield Hallam	0	0	0	31	42	35
West of England	0	0	0	54	80	48
Wolverhampton	354	427	436	469	515	45
Institute of Education	314	403	413	416	459	46
University of Nottingham	0	0	38	55	136	258
Northbrook College	0	22	24	13	15	-32
City College Norwich	38	57	54	54	77	103
Reading College (A&D)	0	0	13	18	22	69
Suffolk College	0	0	6	25	25	317
Wigan & Leigh College*	0	*	*	32	52	63
Manchester Metropolitan	0	0	0	0	38	0
Carlisle	0	0	0	0	15	0
Sunderland	0	0	0	0	23	0
Exeter	0	0	0	0	20	0
Keele	86	70	66	0	0	-23
Surrey	*	*				-
<b>TOTAL</b>	<b>2,500</b>	<b>2,539</b>	<b>3,669</b>	<b>4,388</b>	<b>5,596</b>	<b>124%</b>

Source: Bursary monitoring data 1998-2002

\* Indicates no information on applications although the university recruited for that year.

4.6 The increase in applications over the years are shown across each of the institutions for which data is available, starting from 1998, pre-bursary. Note that some institutions were not able to provide data on the number of applications in the monitoring returns for the corresponding years. Hence, in order to maintain consistency in the data used, the number of applications detailed in the table above does not reflect the final number of applications for each year, as the data was not updated until subsequent years.

<sup>12</sup> Data taken from 00-01 monitoring returns

<sup>13</sup> Data taken from 00-01 monitoring returns

<sup>14</sup> Data taken from 00-01 monitoring returns

<sup>15</sup> Data taken from 01-02 monitoring returns

<sup>16</sup> Data taken from 02-03 monitoring returns

<sup>17</sup> % increase in applications from earliest year data available for each respective institution to 02-03

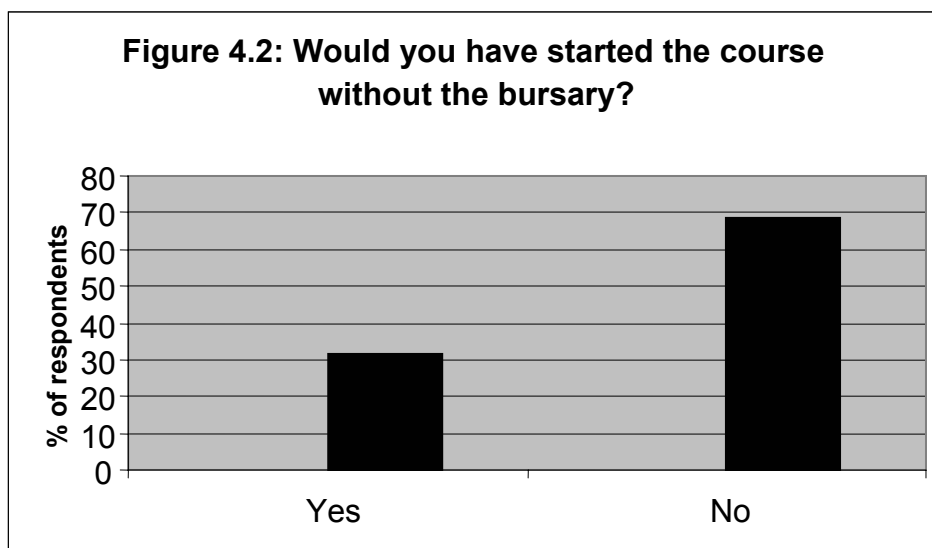
- 4.7 Applications for teacher training courses tend to be higher for the well established institutions. In 2002, Greenwich, Bolton and Huddersfield had by far the largest number of applications from students, followed by Wolverhampton, and the Institute of Education. Institutions with the fewest number of applications were Manchester Metropolitan, Reading, Northbrook, Carlisle, Sunderland and Exeter. However, information from the case study with Manchester Metropolitan showed that the number of applications for FE teacher training had risen to 100 in 2003.
- 4.8 Many of the institutions which had not previously provided teacher training, introduced full time teacher training as a result of the initiative, stating that they would not be able to run the course without the bursaries as students would not apply. Consequently, many have not developed a reputation for teacher training. Therefore, the number of applications and recruitment will be much lower than for the well established institutions.
- 4.9 All but two institutions participating in the bursary initiative in 2002-3 experienced significant increases in the number of applications. As is shown, Oxford Brooks (347%), Suffolk College (317%), Wigan and Leigh (225%), Nottingham Trent (129%) and Canterbury College (113%) have all experienced increases of over 100 percent. It also shows how the numbers of applications changed between 1998 and 1999 (prior to the introduction of the bursary initiative). For some institutions, the number of applications increased, (Nottingham Trent, Wolverhampton, Institute of Education and City College Norwich) and for some institutions, applications decreased (Greenwich, Huddersfield and Keele). Since the introduction of the bursary, trend is very much one of increased applications.
- 4.10 Most institutions generating an increase in the number of applications say that the bursary is having a significant impact.
- “We’re getting floods of applications this year and they are all asking if there is a bursary”***
- “In the second year [of the bursary] we did receive a lot of applications...the numbers went up as the uncertainty of receiving a bursary disappeared”***
- 4.11 Findings from the York Consulting Survey and from consultations with bursary recipients support the views of institutions that applications have increased because of the bursary.
- 4.12 Table 4.3 below gives some of the influences of the bursary on applicant’s decisions to apply for teacher training in FE.

**Table 4.3: How did the possibility of receiving a bursary influence your decision to apply for teacher training in FE?**

	Nos.	%
I wanted to become a teacher but could not have considered applying for teacher training without financial assistance	515	64.4
I would have applied for a place on the course anyway	179	22.4
I was not considering applying for a teacher training course but on hearing about the bursary, it encouraged me to apply	105	13.1
Unknown (missing)	1	0.1
Total	800	100

Source: York Consulting Survey, 2003. Base: all respondents (800).

- 4.13 The majority (64%) of respondents said that they **could not** have applied for teacher training without the financial assistance the bursary provided and just over one tenth (13%) of respondents stated that the bursary encouraged them to apply, when they would not have done otherwise. Taken together, over three quarters of students would not have applied for teacher training as a full time course without the bursary. Of those students who said that they would not have started the course without a bursary, 68% are now a qualified teacher and in a teaching post. When asked directly whether they would have applied for a place on the course, just under 70% of respondents stated that they would not have applied for a place without a bursary.



Source: York Consulting Survey, Base: (800)

- 4.14 Consultations with bursary recipients generated data which very much supports the argument that applications increased because of the availability of the bursary. Many students stated that they could not afford to do a year of further study due to other financial commitments and because of the cost of the training. When asked what impact the bursary had had, the overwhelming responses were connected to financial support and avoiding getting into more debt:

***“The bursary has been a godsend to me as it allows me to go on the PGCE course and remove some of the financial burden.”***

***“Without the bursary I would have to have done secondary PGCE and get into FE that way, which I didn’t want to do.”***

***“I wanted to teach regardless of the bursary, but I would not have been able to attend the course without financial assistance. I would have to have waited until I could have saved up.”***

***“It meant that I could do the most appropriate course from the start, rather than starting in secondary education.”***

- 4.15 One of the aims of the bursary is to offer equal opportunities for students who wish to teach in Further Education rather than secondary education. It is demonstrated by these statements that the bursary is ensuring that those who wish to teach in Further Education, actually train to teach in Further Education and are not being forced to train as a secondary teacher and move into Further Education through that route. This is a very significant issue for the continued professionalisation of the Further Education sector.

### **Widening Participation**

- 4.16 Many women are being drawn back into Further Education teacher training. With over three quarters of the students being female and the dominant age bracket being 25–34 years, many of the female students have family commitments and this is shown by the amount of respondents who claimed that the bursary was crucial if they were to be able to study and support a family at the same time.

***“I would not have done the course without the bursary. I have four children and I need this money and a student loan. I’ve always wanted to teach but money makes it possible.”***

***“After three years of study and a family to support, I could not have considered it without financial assistance”.***

***“I am a widow with two children and needed the money as an income to remain on the course.”***

- 4.17 Some institutions have indicated that a greater number of applications are coming from the black and ethnic minority students. As a result, recruitment from these groups has increased, especially in the institutions in London such as Greenwich and the Institute of Education. Greenwich University recruited 33% from the black and ethnic minorities groups in 2002 and the Institute of Education in London recruited 29%.

4.18 The University of Central Lancashire, which recruits through Burnley College, recruited 27.5% from the ethnic minorities in 2002. Unfortunately data is not yet available for the academic year 2003 to 2004 to see if this trend has persisted. In the Burnley local authority there is an ethnic population of 7,370 which is 8.3% of the local population and regionally in the North West, the ethnic population stands at 8.7%. So Central Lancashire are succeeding in encouraging a good representation of students from the ethnic population.

***“We received more applications from ethnic minority students and this is something we want to promote. The issues of ethnic minority participation in Burnley is very strong. The bursary is therefore helping to tackle a local problem.”***

4.19 It is not possible to show whether there has been an increase since the bursary as data on ethnicity is not available pre bursary. Data from those institutions not participating in the pilot is not robust enough to draw any conclusions regarding the change in ethnic minority participation as the base figure is just 60 and data is only available from four institutions which does not represent a geographical spread of institutions

4.20 Overall, the analysis shows the bursary is increasing the demand for teacher training in FE and this increase is the result of two areas of activity:

- **an increase in number of student applications for places;**
- **an increase in the number of institutions offering the full time course.**

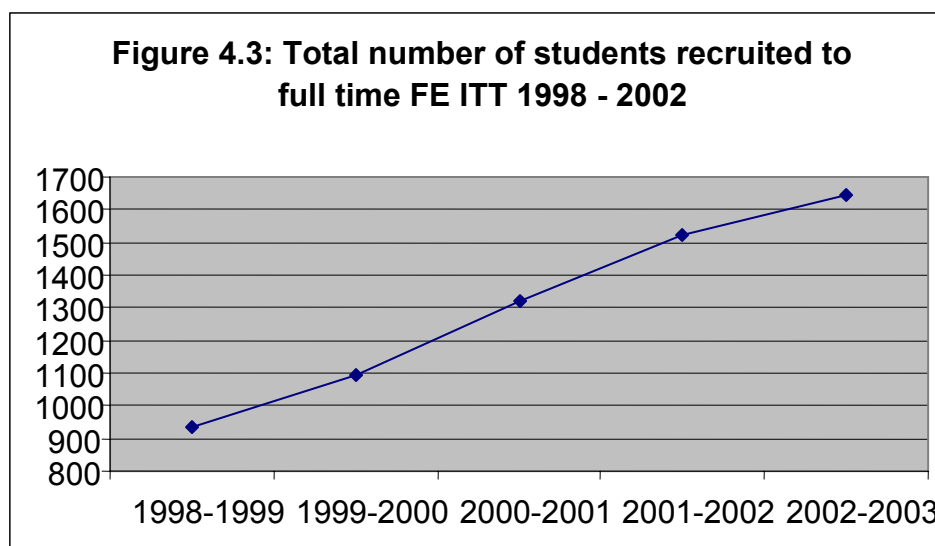
4.21 The number of institutions offering the full time course has risen by a total of fourteen since 2000; at the beginning of 2000, there were sixteen institutions offering the full time course with the bursary initiative and by 2003, there were thirty offering the course with the bursary. The clear message from institutions is that they can now provide this course as a direct result of the bursary initiative. They stated that they would not be able to run the course without the bursary as many students cannot afford to do the course full time.

***“It would spell the end instantly for the majority of full-time course if it (the bursary) was withdrawn”.***

4.22 If this statement is followed through to look at the number of students recruited onto courses which, without the bursary, may not have been there, the net increase stands at approximately 1,111 recruited students by the end of 2003. This is the number of students who were recruited onto new courses in institutions not providing teacher training pre-bursary initiative.

### Recruitment onto initial teacher training

4.23 The number of students recruited into FE training has increased year on year since the introduction of the bursary. Figure 4.3 shows that the number recruited rose from 933 in 1998 to 1,642 in 2002. This is an increase of 76%.



Source: Bursary monitoring data 1998 – 2002

4.24 Due to increased levels of demand, institutions are increasing the number of available places and are confident that they can attract appropriate students. Agreement is reached with HEFCE regarding funding for places which is matched by the number of bursaries provided by the Department. This rate of increase will not persist due to the limitations in available placements.

4.25 Numbers of students recruited onto FE training courses are greater across the more established institutions. Table 4.4 shows the numbers recruited onto FE ITT from 1998 to 2002 across all institutions.

- 4.26 It can be seen that there has been a total recruitment increase of 76% from 1998. Some institutions have increased at a greater rate such as Plymouth (269%), Nottingham Trent (157%), Oxford Brooks (119%). Certain institutions have a greater capacity to increase recruitment than others due to issues such as environment, resources, and the ability to find placements. Interestingly, Plymouth University has increased its recruitment by 269%, yet the number of applications has only increased by 25%. The relationship between the number of applications and the numbers recruited is given as a recruitment rate and can indicate how selective the institutions are able to be when recruiting.
- 4.27 A high recruitment rate shows that most applicants are recruited, thus reducing the likelihood that institutions have been selective when offering places. A low recruitment rate demonstrates that institutions are able to be selective when offering places.
- 4.28 Using information from the bursary monitoring data, Table 4.5 shows an increase in the average recruitment rate from 37% to 43% between the academic years 1998 to 1999 and then a gradual decrease to 29% by 2002.
- 4.29 This increase was due to an increase in the number of students recruited onto FE ITT as a proportion of those that applied. However, over the bursary period, the recruitment rate has dropped across most of the participating institutions. This is due to an increase in the number of applications for available places (because recruitment rates have also risen).

**Table 4.4: Numbers recruited onto FE ITT 1998 – 2002**

<b>Institution</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>% Increase</b>
Bolton Institute	277	314	356	357	378	36
University of Huddersfield	158	187	201	210	238	50
Greenwich University	211	248	201	228	225	6
Plymouth	0	36	112	149	133	269
Wolverhampton	97	86	97	118	118	22
Institute of Education	73	92	110	106	99	36
Canterbury Christ College		28	47	49	54	93
Nottingham Trent University	21	40	45	54	49	133
Oxford Brookes	0	21	61	51	46	119
University of Nottingham		0	30	40	40	33
University of Central Lancashire		-	-	35	35	0
West of England		-	-	21	26	24
Portsmouth		-	-	15	25	67
Wigan & Leigh College		11	10	13	25	78
City College Norwich	20	19	23	22	21	5
Sheffield Hallam		-	-	14	20	43
Exeter					20	-
Sunderland					20	-
Manchester Metropolitan					19	-
Northbrook College		10	14	13	15	50
Reading College (A&D)	0	0	12	15	15	25
Suffolk College	0		4	13	12	200
Carlisle					9	
Keele	31	33	26			
Surrey	45	34				
<b>TOTALS</b>	<b>933</b>	<b>1092</b>	<b>1323</b>	<b>1523</b>	<b>1642</b>	<b>76%</b>

Source: Bursary monitoring data 1998 - 2000

4.30 Students who wish to train to teach must now compete with a greater number of people to secure a place on a course. By increasing the pool from which institutions can select students, the likelihood is that the calibre of recruited students will increase. Institutions with the lowest recruitment rates in 2002 were Greenwich (20%), Nottingham Trent (22%), Institute of Education (22%), Wolverhampton (23%) and Huddersfield (26%). This means that these institutions can select at least one in every three applications.

**Table 4.5: Recruitment rates from 1998 to 2003**

<b>Institution</b>	<b>Recr't Rate 1998-99</b>	<b>Recr't Rate 1999-2000</b>	<b>Recr't Rate 2000-01</b>	<b>Recr't Rate 2001-02</b>	<b>Recr't Rate 2002-03</b>
Greenwich University	23%	31%	23%	25%	20%
Nottingham Trent University	22%	32%	41%	27%	22%
Institute of Education	23%	23%	27%	25%	22%
Wolverhampton	27%	20%	20%	25%	23%
University of Huddersfield	22%	34%	36%	35%	26%
City College Norwich	-	33%	43%	41%	27%
University of Nottingham	-	-	79%	67%	29%
Bolton Institute	*	*	50%	39%	30%
West of England	-	-	-	39%	32%
Canterbury Christ College	-	41%	53%	41%	38%
University of Central Lancashire	-	-	-	30%	39%
Sheffield Hallam	-	-	-	45%	48%
Oxford Brookes	-	100%	100%	100%	49%
Suffolk College	-	-	67%	48%	50%
Wigan & Leigh College	-	-	-	40%	50%
Manchester Metropolitan	-	-	-	-	50%
Portsmouth	-	-	-	58%	52%
Reading College (A&D)	-	-	100%	83%	68%
Plymouth	-	*	92%	74%	87%
Northbrook College	53%	45%	58%	100%	100%
Total average recruitment rate	37%	43%	37%	30%	29%

Source: Bursary monitoring data 1998 - 2002. \* No information available.

4.31 Clearly, those institutions that have a recruitment rate in the higher percentages cannot afford to be so selective. There are three institutions in particular which have not been able to be as selective with their recruitment. These are Northbrook, Reading and Plymouth. Northbrook and Reading have had a low number of applications for places and Plymouth have recruited a high number of students from the number of applicants.

4.32 Oxford Brooks and Northbrook College have recorded a 100% recruitment rate. However, there has been some confusion on behalf of institutions about what they are recording against the number of applications. We are aware that Oxford Brooks submitted the applications data based on the number of students who applied for a bursary and not the number of students who applied for a place on a course, which is why their recruitment rate was 100% up until 2002, after which they changed their system of recording. Northbrook have increased the numbers recruited, but not the numbers applying for a place.

4.33 It is recommended that all institutions are required to achieve at least a 50% recruitment rate, with the longer term aim of a 33% rate in order to ensure that there is an adequate pool of applicants from which higher calibre students are recruited. This has obvious implications for Northbrook College, Plymouth and Reading and these institutions will need support and advice on generating additional demand for places, but increasing applications should be given a priority by the institutions.

### Marketing of the bursary

4.34 It is recommended that universities should be encouraged to market the bursary and market their courses as much as possible in order to stimulate demand. Many universities claim not to have marketed the bursary as they are able to fill the course through word of mouth or because of their reputation as a leading university in teacher training. However, universities such as Plymouth have also stated that they do not need to market the bursary in order to fill the course and the result of this approach is a poor rate of applications.

4.35 Table 4.6 shows that three-quarters of respondents (76.2%) were aware of the availability of Initial Teacher Training Bursaries before making the decision to apply for a place on a teacher training course, with a further 16% finding out during the course of their application.

<b>Table 4.6: When did you become aware of the Initial Teacher Training Bursaries?</b>		
	<b>No.</b>	<b>%</b>
When making general enquiries about teacher training opportunities	319	39.9
Before making a decision to apply for Further Education Teacher Training	290	36.3
During my application for a place on a teacher training course	129	16.1
After I had accepted a place on a course	52	6.5
Unknown/not given	10	1.3
Total	800	100

Base: All respondents (800). Source: York Consulting Survey 2003

4.36 Most universities give details of the bursary in their prospectus and on their web site. Results from the survey show that over three quarters of applicants knew about the bursary before they made a decision to apply. Response from question two which asked how they had heard about the bursary show that friends at college or universities are the most likely way students find out about the bursary.

<b>Table 4.7: How did you hear about the bursaries?</b>	
From friends at college / university	24.0
Course tutors	22.0
Newspaper / magazine articles	20.0
TV / radio / Cinema	16.0
Through friends / acquaintances on ITT courses	14.0
University / college careers service	12.0
Websites	10.5
Through friends / acquaintances who are teachers	10.0
Teacher Training Association material	9.5

Source: York Consulting Survey, 2003

4.37 Table 4.7 shows that there is no single source of information of the bursaries. The most frequently cited sources of awareness are word of mouth from friends and course tutors, along with advertising in various media such as newspapers, magazines, TV, radio.

4.38 The spread across a number of methods indicates that there is no real marketing/promotion strategy of the bursaries and that awareness seems to be a result of dissemination of bursary information through various parties and methods.

4.39 The lack of marketing of the bursary was confirmed in the case studies. Institutions do not perceive it necessary as they are able to fill course places without marketing the bursary specifically. They do, however give out information leaflets when sending out application forms and advertise the bursary through their prospectus.

4.40 Many of the recipients in the focus groups stated that they found out through the university staff when enquiring about applying for a place and many could not remember how they had found out.

### **Identifying and recruiting high calibre students**

4.41 A key aim of the bursary is to encourage high calibre students to apply for teacher training. Although the bursary is stimulating demand and increasing the numbers recruited onto full time training courses, there is no evidence to suggest that the bursary is being used as an additional means of identifying high calibre recruits beyond existing recruitment procedures.

4.42 When asked directly about the calibre of students coming forward for teacher training, responses were mixed: some institutions were very optimistic about the potential of the bursary and were clear that the bursary has made a big difference to the quality of applicants; some were still critical of the calibre of some applicants:

***“There is a lot of interest in the college about recruiting high calibre people and we see the bursary as a way of achieving this”***

***“There was an immediate impact in terms of the number of students who applied and the quality of the students”***

***“I believe we get better calibre students, without the bursary we would not be able to attract them”***

***“I do not believe the calibre of the students are the same as they were ten years ago. Literacy and numeracy in some trainee teachers is not what it should be”***

4.43 Many institutions commented that mature students who had been in industry for many years and who had developed high skills, were applying for FE teacher training as a change of career. This was seen as a definite indication that the bursary was enabling people to move over into FE teaching who, otherwise, would not have considered re-training for a different career.

***“I was an Operations Director having spent all my working life in business/manufacturing. I have always wanted to go into teaching (particularly over the last ten years) but could not afford to consider such a career change because of finances. The bursary has allowed me to pursue my dream and change career at 46 years old”***

***“I had to leave employment to attend university, therefore, the £6,000 was essential. I wouldn’t have been able to do the course without it”***

4.44 The bursary recipient data shows that the majority of people training are over the age of 25 years and so will have past employment experience. Table 4.8 shows the age break down of bursary recipients.

<b>Table 4.8: Age breakdown of bursary recipients</b>			
<b>Year</b>	<b>2000 - 1</b>	<b>2001 - 2</b>	<b>2002 - 3</b>
21 – 24 yrs	14%	10.5%	17%
25 + yrs	86%	89.5%	83%

Source: Bursary monitoring data

4.45 Results from the York Consulting Survey show a greater level of age breakdown.

	<b>18 – 24 yrs</b>	<b>25 – 34 yrs</b>	<b>35 – 44 yrs</b>	<b>45 – 49 yrs</b>	<b>Over 50 yrs</b>
Male	1.7%	9.8%	13.2%	5.9%	3.6%
Female	4.2%	26.6%	20.9%	9.6%	4.6%
Total	5.9%	36.4%	34.1%	15.4%	8.2%

Source: York Consulting Survey, 2003

4.46 Certainly, there is evidence from the case studies that there are many students who have come into teacher training from successful careers because teaching is something they have wanted to do. We asked all the students what they had done previously and the first case study from Huddersfield University shows clear evidence of people giving up careers to move into teaching.

***Training & development consultant for 5 years.***

***Sales/marketing manager, production manager, engineering manager – took voluntary redundancy***

***Gave up training & development officer role to do course***

***Finance director – chose not to return after maternity leave***

***Ran own business in Stress Management & gave it up to join the course***

***Used to work as a promotions manager down south – needed a career change due to relocation for family reasons. Something I wanted to try for years – needed industry experience first***

***Degree; learning support worker. Gave up another career or job option to pursue teaching***

***Manager, Human Resource Consulting, PwC. Resigned from job to join the course***

***“I gave up a good job in retail (jewellery) to attend this course. This was a good job as I had been recommended for a management training course”***

***Regional Manager in Workforce Development and Training***

- 4.47 Past experience from Huddersfield was fairly typical of other students in the other case studies. Some institutions have also reported an increase in graduates coming into FE teacher training and the data confirms there has been a slight increase of 3% since the start of the initiative. It is not possible, however, to state if either of these factors are indicative of higher calibre people coming into teacher training.
- 4.48 It has been clearly stated by the DfES and communicated on the Further Education Training Organisation's (FENTO) website that the bursary is not to be used as an entitlement, but as a means of selecting high calibre students. A definition of high calibre has not been set by the DfES as it is considered to be the responsibility of the institutions to identify high calibre recruits at the application stage and to ensure their commitment to training by awarding them a bursary.
- 4.49 However, results from case studies and consultations with institutions shows that all institutions perceive the bursary to be an entitlement for all students recruited to study on the FE ITT course. In marketing material, many institutions state that all successful applicants will receive a bursary and some market it as a training salary. There is no effort by any to identify higher calibre students from the recruited cohort. All institutions have reported that they could not see the system working where there were some students who had received a bursary and others who had not, being taught in the same class.
- 4.50 Institutions require a letter of confirmation from the Local Education Authority that the student has received the necessary funding to enable them to study, and this acts as a method of validation for the institutions that the student can receive a bursary. Students bring this letter to registration and they then fill out a form for a bursary.
- 4.51 Many institutions distribute the bursary on a first come first served basis. Institutions follow normal recruitment procedures and offer the successful recruits a bursary. When they have offered the number of places equivalent to the number of bursaries they receive from DfES, they effectively close their recruitment procedure, even though there may be higher calibre people applying later. Some institutions have done it differently, offering a place to those suitable and then applying for the appropriate number of bursaries.
- 4.52 Where there is uncertainty over the number of bursaries being awarded to the institution, institutions operate reserve lists. In other words, these are the candidates that would be suitable but cannot be offered a place until the university can guarantee them a bursary.

## Recruitment Procedures

4.53 Due to the fact that institutions are treating the bursary as an entitlement, recruitment procedures have remained largely unchanged since the introduction of the bursary. However, it is in the interest of each university to ensure that those recruited will successfully complete the course, as high drop out rates reflect poorly on institutions. Most institutions state they are confident that they are able to recruit good students onto their courses and that they have rigorous recruitment procedures to ensure this is the case.

***“I think our recruitment procedure is rigorous enough to only recruit good quality people. We still focus on fulfilling the criteria, e.g. are they new to the profession and have good qualifications”***

4.54 Methods of selection and recruitment across institutions vary and it is not the intention of this research to establish how institutions are selecting students for courses. Institutions operate independently and are entrusted with the task of recruiting the most appropriate and suitably qualified people onto courses. Many heads of department use their years of experience when interviewing candidates to assess whether they think they would be suitable to teach adults in a college environment. As a result, there are no hard and fast rules applied when recruiting students. However, institutions have been asked to provide us with an outline of how they select the most appropriate people and the following list is generated from a range of responses and practices:

- **students must have a 2.2 degree or above;**
- **a good academic past record;**
- **Maths and English at level 2;**
- **quality of experience counts over the level of degree;**
- **experience of working with young people;**
- **awareness of social, economic and political issues;**
- **students must be assertive;**
- **students must have the ability to solve problems;**
- **planning and organisational skills;**
- **three phased selection procedure including an interview, a written test and group observations;**

- **students are interviewed by mentors in the college in which they will train to assess their suitability for the training placement.**

4.55 One university recommended that students who have a third class degree are not recruited. They had a particularly poor experience with one pupil who was not able to meet the academic demands that the course places on individuals because the student could not perform at that level. Consequently, the student dropped out.

4.56 The Ofsted report<sup>18</sup> detailed the lack of any common entry level requirement of trainees across institutions and a lack of knowledge regarding trainees academic ability. Therefore, it is recommend that a high calibre 'framework' be established which identifies elements of high calibre and can be used as a guide for institutions when selecting bursary recipients. This would include all elements detailed above and would set as a minimum, evidence of a Level 2 qualification in literacy and numeracy.

4.57 Current educational policy places significant importance on teaching standards for literacy and numeracy and the Further Education sector should support this aim by ensuring that future teachers have the right level and spread of academic ability. If candidates do not hold this level of qualification, there should be clear evidence of a good academic history as well as past employment experience and the recruiting institution should be satisfied that the candidate has the required level of ability in literacy and numeracy though the use of appropriate assessments at the recruitment stage.

### **Recruitment by subject area**

4.58 Institutions are not considering subject area specialisms when recruiting and most institutions are teaching all students together, regardless of subject specialisms. Some institutions have reported difficulty with recruitment for subject shortage areas and most have said that the bursary has not had an impact on recruiting people for these areas. Reasons for this are that people with these skills are better off in industry and the bursary and the potential salary is not enough to encourage them into FE.

***“This has been one of our problems. We’ve got quite large numbers of people applying for what I tend to think are very traditional A-Level subjects – like History, Sociology, Psychology – rather than the vocational areas which is what we actually wanted”***

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<sup>18</sup> Ofsted, The Initial Teacher Training for Further Education Teachers, 2003

***“The bursary has not had a great impact on increasing the number of applications from those with the subject specialisms in the shortage areas”***

4.59 Information from the bursary monitoring data shows the subject areas in which the bursary recipients responding to the survey declared they specialise. This is included in Annex E. This shows, from the total number of people who gave this information (633), that just 4 were construction specialists, 8 were maths specialists, 26 were science specialist, 42 were IT specialists, 56 basic skills specialists and others were in the fields of social sciences, arts, language and sport and leisure.

4.60 Information from the bursary monitoring data shows a low number of recruits from the Certificate of Education route. Some institutions have not recruited from this route such as Sheffield Hallam, Canterbury, Nottingham, Reading Norwich and West of England. Many of the students with skills in construction and engineering choose this route as they have vocational qualifications rather than degrees. Most of these students prefer to do the training part time and work at the same time to supplement income.

4.61 If institutions do receive applicants from students with specialist subject areas, some institutions have experienced problems securing placements in colleges. Due to a lack of teachers in Further Education colleges in subject shortage areas, courses are kept at a minimum. Therefore, the ability to place students for their training period is limited.

***“Paradoxically, there has been an increase in applicants in Maths, science and IT, but because of the shortage of teachers, the colleges have reduced the number of courses they offer in these subject shortage areas and the students are difficult to place”***

4.62 Although institutions are working with colleges to meet local needs for courses and teachers, institutions are very much constrained by the ability to find placements for students. Therefore, recruitment by subject area, does not necessarily reflect local demand but more the ability to find appropriate placements. Colleges are often forced to keep courses such as engineering and science to a minimum as they cannot find appropriate teachers.

4.63 As a result, many newly qualified teachers are coming out with social science specialisms in subjects such as English, History, Psychology and Sociology and are unable to find permanent employment in FE because of the level of competition. Institutions are funded by HEFCE to fill places on FE teacher training courses and, as long as they can secure placements, they take little consideration into the subject area specialisms of the recruited cohort. However, there seems to be a realisation among Heads of Department that a greater level of emphasis has to be given to subject specialisms.

***“We asked for generic subject areas this year and we have been flooded with applications. I think in the future we probably will look more at subject focussed recruitment”***

***“This year we took people on what we perceived was their potential for being good teachers which obviously we’d retain but I think we would also have to be more focused on which subjects we took in future”***

***“In the future we will consider trying to target the more vocational subject areas such as construction and engineering. Currently we have no-one on the course in these subject areas”***

***“I am surprised there has been no national directive on recruitment by subject area, either targets set or some subjects being ring fenced in terms of number recruited”***

4.64 Local teacher training colleges and Further Education providers are supported by their local Learning and Skills Councils (LLSCs) and Learning Partnerships. The Learning and Skills Council has strategic responsibility for post-16 education and a few LLSCs have already undertaken research to establish gaps in local provision. However, there is a lack of consistent research which shows, at a local level, particular subject areas shortages in the Further Education sector.

4.65 Although colleges operate independently, it is recommended that a local strategic focus on Further Education teacher training is developed, and additional research, establishing local subject area shortages in the Further Education sector is commissioned. The results from this should stimulate demand for and recruitment of trainee teachers with particular subject area specialisms to fit local gaps in provision. This research has shown that the majority of FE ITT students prefer to take up full time employment within their local area. An increased understanding of local teacher demands would ensure that teacher’s skills and knowledge developed on the training course could be more closely matched to local need so reducing the numbers of newly qualified teachers unable to find full time employment.

## Concluding remarks

- 4.66 The bursary is enabling many students, especially women in the mid thirties and professionals wanting a career change, to undertake a teacher training course who otherwise would not have been able to because of family commitments and financial pressures. The findings from the York Consulting Survey suggests that 70% of students would not have come onto the course without the bursary and 50% of students replying to the survey said it helped sustain them during the course. 94% of bursary recipients completed the course and 70% are now qualified teachers and in a teaching post.
- 4.67 The bursary has been extremely popular among institutions and has resulted in increased demand for teacher training, increased provision and increased recruitment. However institutions are not using the bursary as a means of identifying high calibre students from the recruited cohort. This is not to say that high calibre students are not being recruited onto teacher training courses. An increase in the pool of applicants will implicitly have an effect on the calibre of recruited students as competition for places increases and institutions are able to be more selective. However, the bursary has not increased applications from those students with subject shortage specialisms and institutions are facing difficulties finding appropriate placements for all students due to the flood of applications for the social science and arts subjects. Partnership working with the LLSCs and Learning Partnerships should enable a greater understanding of local gaps in provision.

## 5 IMPACT OF THE FE ITT BURSARY ON RETENTION AND ATTAINMENT AND DESTINATION

5.1 This chapter covers information regarding the impact of the bursary on retention and attainment, through to destination. It draws together information from the survey, bursary monitoring data and case studies and telephone interviews with institutions offering the bursary.

### Retention

5.2 Although the perception of the effect of the bursary on retention and attainment was mixed, there is evidence from the York Consulting Survey and from consultations with staff and students which shows that the bursary does impact on retention and attainment. Although many institutions said that it was not the impact of receiving the bursary which was influencing the retention on the course, most did agree that students who were recruited seemed more motivated to achieve and more realistic about teaching as a career.

***“The bursary has brought new people into FE who have not been jaded by the weariness in FE. These people are bright, committed and excited”***

5.3 In their experience, most students who leave, do so because of financial burdens. During some case studies, heads of departments have spoken of past students who left, recounting the reasons and have concluded that many could not cope with the stress of financing themselves and supporting their families in particular.

***“Last year we lost three students from May due to financial restraints and, so far no-body has dropped out from the September intake and all have received bursaries”***

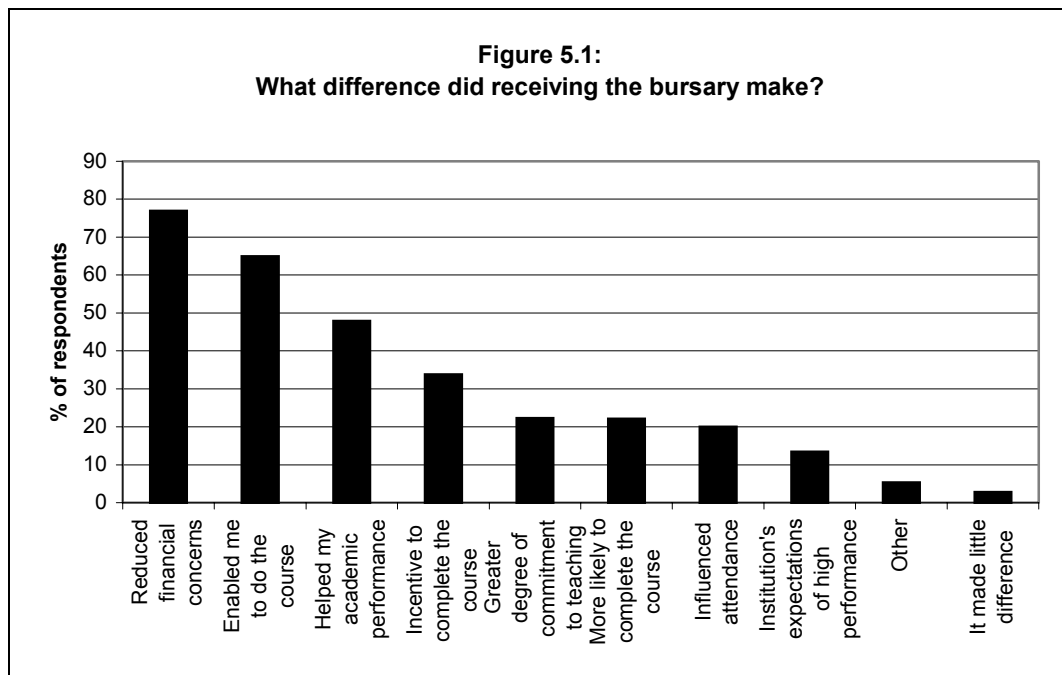
***”Students who were recruited in May and didn’t get a bursary [because we hadn’t applied] are struggling now...we decided in the September intake, not to take anyone on without a bursary as it is too difficult for them”***

5.4 Institutions also perceive that students realise that they are only entitled to one full bursary and that if they drop out after a few months, they will not be entitled to a full bursary next time. It is having the impact of concentrating the students to attain the qualification first time round. Therefore, there is qualitative evidence that it is having an effect on attainment.

5.5 It is thought that the bursary encourages people to stay on the course through the early part of the course when the demands of the course are high. In the past, some students who had been recruited would not turn up at the beginning of the course and this has been reduced since the introduction of the bursary. Paradoxically, one university thought that the bursary was helping retain the weaker students because of this.

5.6 Institutions also perceive that because students are highly motivated to teach in FE the retention rate is not a particular problem. Therefore, many institutions were unlikely to see that the bursary had a direct effect on retention, but that the high rates of retention were a symptom of having highly motivated and highly committed students.

5.7 Results from the York Consulting Survey showed the range of opinions from bursary recipients regarding the impact the bursary had on their performance and motivation.



Base: all respondents (800). Total % greater than 100 due to multiple responses given by respondents.

5.8 Very few respondents cited the bursary as making no difference. Again, the most frequent impact has been on reducing financial concern and actually enabling students to do the course. **Nearly 50% of students stated that that it helped their academic performance** and over 30% said that it gave them an incentive to complete the course. One curriculum manager stated that staff at the college had noticed an improvement in the written performance of students compared to previous years where students on the full time course were compelled to work and study at the same time. The phrase used to describe the impact of the bursary on students was that they were 'freed up' to concentrate on performance and the bursary was like a 'green light' progressing students towards teaching.

5.9 A fifth of the respondents stated that the bursary influenced their attendance and retention and said that they were more likely to complete the course. However, data from the consultations shows that views are mixed. When responding to the question, 'does it influence your attendance', the majority of bursary recipients consulted as part of the focus groups said that they would not have been on the course without the bursary, but now that they are on the course they are committed to completing it and achieving the qualification, despite receiving the bursary.

***"I don't think people are more motivated because you need to be motivated to want to teach but it enables people like me to be able to do it without financial worry"***

***"I have started so I will finish. I wouldn't have started without the bursary"***

***"The bursary hasn't impacted on my approach to the actual course. My regular attendance is due to me wanting to improve my teaching, and not for the money"***

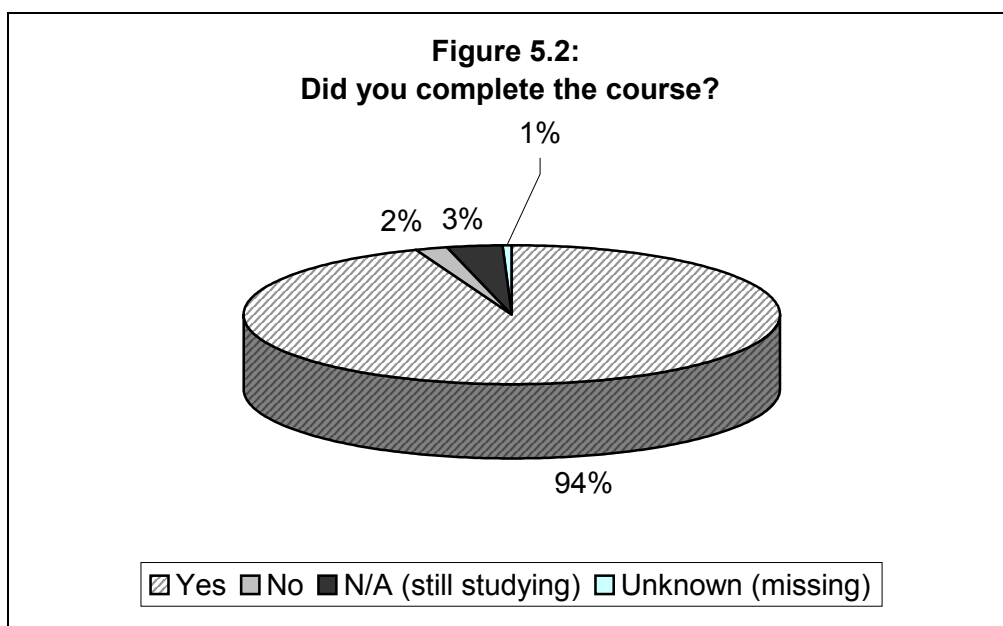
5.10 However, there is also evidence that the regular payments are viewed as a wage and receiving the £600 each month does have an influence on retention:

***"My motivation is not influenced by the bursary, but because there is not as much pressure to spend valuable time in part time employment, I will do better"***

***"I was very passionate about teaching before the course began, although being given the bursary does make me feel valued and like I'm being paid a wage"***

## Attainment

5.11 Figure 5.2 below shows that 94% of survey respondents completed the course, with only 2% having not completed the course and the remainder either did not provide an answer or are still studying. This shows that the majority of bursary recipients are completing the course and therefore, although they have not cited completion of the course as a direct impact of the bursary, the bursary may have had some effect.



5.12 A few bursary recipients did state that the bursary had a direct impact on them completing the course.

***“The bursary is definitely an incentive to keep going on the course even when it gets tough”.***

***“...the bursary helps in keeping me on the course and therefore taking up employment in education.”***

5.13 Some students said that half way through the course, things get very difficult because of the demands of preparing for classes and being assessed at the same time. The bursary gives that added incentive to continue.

5.14 Of the fifteen who did not complete the course, the main reasons given were:

- **lack of support from tutors on the course;**
- **bad experiences with course tutors or on placement;**
- **personal commitments;**
- **deferment.**

5.15 Table 5.1 shows the difference in drop out rates between the years 1998-9 and 2000-2003.

<b>Table 5.1: Drop out rates of institutions from 1998 to 2003</b>			
<b>Institution</b>	<b>Drop out rate 1998 – 1999</b>	<b>Drop out rate 2000 – 2003</b>	<b>Difference in drop out rate</b>
Canterbury Christ Church	14%	16%	+2%
Bolton	16%	8%	-8%
Greenwich	13%	4%	-9%
Huddersfield	12%	6%	-6%
Nottingham Trent	5%	2%	-3%
Oxford Brookes	14%	12%	-2%
Plymouth	17%	5%	-12%
Wolverhampton	5%	9%	+4%
Institute of Education	15%	13%	-2%
University of Surrey	11%	7%	-4%
Northbrook	10%	10%	0
Norwich	15%	15%	0

Source: Bursary monitoring data. Drop out rates are based on number recruited to the course because number of students on the course at the start date was not available for all of the periods above.

5.16 This table shows that the general trend is for reduced numbers of drop outs since the introduction of the bursary. Two institutions have experienced an increase in drop out rates, Canterbury and Wolverhampton.

5.17 Institutions were very accepting of the fact that some people will inevitably drop out of the course because of the demands it places on student's time and academic ability. Those students for whom the course has not been the right decision, will leave, regardless of the bursary. If no students dropped out at all, the bursary would be retaining students who would not be suitable teachers.

5.18 Most bursary recipients consulted as part of the case study visits did not think that the bursary would have an impact on their course completion and attainment. However, some did comment that they can concentrate more on the course without having to worry so much about financial issues.

***“Doesn’t impact on my attainment levels as I want to do well anyway”***

***“Financial reward does not affect my performance; this is not the issue”***

***“I have time to devote to my course work and practice that I would not have if I had to work to get money as well as train to teach”***

***“I feel the Government has invested in me so I am determined to do well”***

5.19 Data from the monitoring 2002–2003 return form shows that at least three quarters of students completed the course and less than 2% of students fail the course. There are many reasons why students do not appear on the successful completion data. Students may defer, may leave the course before completion or may be on leave of absence. However, of those that complete the course, 98% qualify to become teachers. Table 5.2 shows the break down of these figures across the two years for which the data is available.

<b>Table 5.2: Number of students successfully qualifying 2001-2002, 2002-2003</b>		
	<b>2001-2002</b>	<b>2002-2003</b>
Number of students on the course at the start date	1,583	1,721
Number successfully qualifying	1,245	1,282
Percentage successfully qualifying	79%	75%
Number of students dropping out	112	138
Percentage of students dropping out	7.0%	8.0%
Number of students who have failed	30	23
Percentage of students who have failed	1.8%	1.3%

Source: Bursary monitoring data, 2002 – 2003. Percentage of students dropping out is based on the number of students on the course at the start date since consistent data was available for 2001-02 and for 2002-03.

5.20 It cannot be concluded that the bursary has a direct impact on course completion. However, the themes of recruitment, retention and completion are linked. If the bursary is enabling institutions to be more selective in their recruitment, and are recruiting students with a commitment to teaching; if students are able to train without having to do part time work or take out loans; this should have an impact on the numbers completing courses. However, students that choose teaching as a profession, do not do it for the financial rewards, they do it because this is the career they want and are highly motivated to do it.

## Destination of FE ITT students

5.21 Institutions were unsure whether the bursary itself has an impact on students move into Further Education. But as a result of most students completing the course, the number moving into FE should have increased.

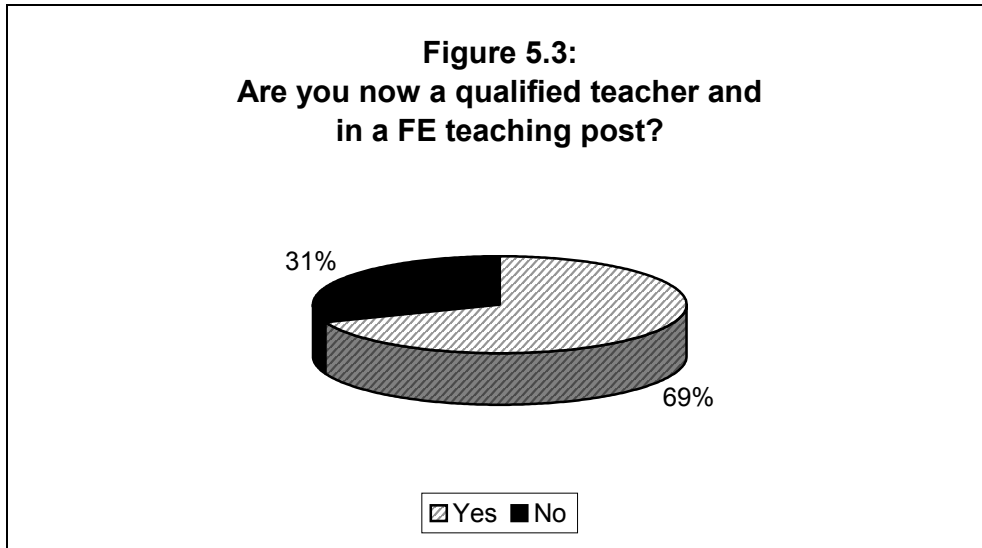
5.22 Looking at the bursary monitoring destination information, it is clear that most students do move into teaching, either on a part time or full time basis. Table 5.3 shows the numbers of students moving into FE teaching posts for each of the bursary years from 2000 to 2003. The percentages given are for those that returned the form, which is less than the actual numbers awarded a bursary.

<b>Table 5.3: Destination of bursary recipients 2000-2003</b>				
	<b>Employed as a teacher</b>	<b>No suitable post</b>	<b>Other employment</b>	<b>Base</b>
2000 – 2001	74%	13%	3.2%	437
2001 – 2002	74%	8.5%	0.5%	1,071
2002 – 2003	66%	25%	1.5%	955

Source: Bursary Monitoring data 2000 – 2003

5.23 From this table it can be seen that three quarters of students left the training in the years 2000 to 2002 to move into teaching. In 2003, the numbers moving into teaching were much lower and the numbers claiming not to be able to find a suitable post rose. These figures should be treated with caution however, as they are based on the number of students who returned their destination forms and this may alter the reliability of the data. However, it could be a warning to the sector in terms of the number of students looking for teaching posts in the same subject areas being unable to find full time work. Table 4.4 and paragraph 4.26 below shows the extent of problem for newly qualified teachers.

5.24 Figure 5.3 shows that, of those survey respondents who had completed the course (94%), 70% are now qualified teachers and have moved into an FE teaching post.



5.25 Of those respondents who were qualified teachers and not in a FE teaching post, the reasons given are shown in Table 5.4 below.

<b>Table 5.4: What are the reasons you are not in a teaching post?</b>		
	<b>No.</b>	<b>%</b>
I cannot find a suitable teaching post	108	47.0
Hours/workload	30	13.0
I started teaching but left and am now doing something different	30	13.0
I have changed my career aspirations	29	12.6
Salary is not high enough	28	12.2
Other	130	56.5

Base: 230 respondents. Total % greater than 100 due to multiple responses selected by respondents.

5.26 Almost one half of all respondents who are not in a teaching post state that it is because they cannot find a suitable post. Most of the respondents who are struggling to find a teaching post are studying in the arts, social science and humanities subjects and not the subject shortage areas. Only 11 students cannot find work in specialist vocational subjects such as Information Technology (6 students) and Business Studies (5 students).

5.27 The 'other' category has been analysed to show any emerging themes and are detailed in Table 5.5.

<b>Table 5.5: Reasons for not being in a teaching post – Category 'Other'</b>	
Now a school teacher instead	20
Difficulty in finding a permanent post	11
Other teaching related paid work (supply work)	10
Family commitments	8
Further training undertaken	6
Now teaching in Higher Education	5
Other work commitments	5
Location	2
Total number of responses	67

Source: York Consulting Survey 2003

5.28 The most frequently cited 'other' reason for not being in an FE teaching post is that the bursary recipient is now teaching in a school. Others are teaching but are either not able to find a permanent post or are teaching in an alternative setting to Further Education.

### **General opinions of the bursary**

5.29 We asked institutions to give us their opinion of the initiative and what the effects would be if the initiative was withdrawn. Here are some of the typical comments we received.

***“The bursary has raised the status of the training”***

***“The fact that the government has put its money where its mouth is has boosted motivation”***

***“FE teaching is now viewed more positively. Government is viewing it as seriously as school training”***

***“FE can sometimes be second choice, schools offer better salaries”***

***“Moving into FE is no longer seen as “promotion.” Bursaries are therefore the “minimum” Government should be doing for the sector”***

***“If the bursary was withdrawn, it would be tragedy for FE. We’re trying to professionalise it...we need new people in FE...the bursary has made a big difference in those terms”***

5.30 In addition to comments by institutions administering the bursary, recipients were asked to give general opinions about the bursary and the more common responses can be categorised under the following headings:

- had a direct impact on my ability to be a teacher;
- parity of esteem with Secondary Education teaching profession;
- sign of increased commitment from the Government;
- increased sense of commitment to FE teaching;
- it is not enough;
- teaching in FE is still at a disadvantage;
- it should be means tested.

***“The bursary has a direct and positive impact. It allows for a greater diversity of applicants”***

***“This is the least the government had to do in order to ensure that some talented people chose FE over schools”***

***“I was very passionate about teaching before the course began, although being given the bursary does make me feel valued”***

***“The bursary made the job seem more important and worthwhile and you were recognised as making a difference”***

***“It helps me to concentrate on work when receiving the bursary, but it is not enough!!”***

***“I still needed to get an additional loan in order to cover the rent and travel”***

***“It’s more important to me that pay and working conditions are maintained to an acceptable standard”***

***“There should be a pool of extra money that students in particular need can apply for”***

### **Concluding remarks**

5.31 Nearly half of the students surveyed said that the bursary helped with their academic performance and institutions feel it is a significant factor that students can concentrate on academic performance instead of work. 94% of students completed the course and drop out rates have reduced over the life of the pilot. Three quarters of students move into teaching posts and the majority reason why some do not, is because there is no suitable post.

## 6 CONCLUSION AND RECOMMENDATIONS

- 6.1 Taking 1998 as a starting point to analyse the impact on demand for Further Education teacher training, the number of applications has increased by 124% by 2003. This increase in demand has been stimulated both by the availability of the bursary and by the increase in the number of institutions offering the one year, full time course. The number of institutions providing the full time course, has risen by fourteen since the start of the pilot in 2000. The message from institutions is that they could not provide this course without the bursaries because they would not have sufficient applicants to justify running the course.
- 6.2 This argument is supported by findings from the York Consulting Survey, confirming that over three quarters of students would not have applied for the course without a bursary. This implies that there is a dead weight of one quarter of students who say they would have done the course without the bursary. Findings from the survey show that these students are highly committed to teaching and would have found other means of doing the course.
- 6.3 Teaching in the Further Education sector requires a different set of skills, training and experience to teaching in schools. The bursary has increased the likelihood that those students who wish to teach in Further Education, develop the necessary skills and experience to teach in the sector through the dedicated Further Education route, rather than through the secondary training route. To ensure the continued professionalisation of Further Education teacher training, it is important that the opportunities and benefits to train in Further Education, match those of Secondary Education.
- 6.4 There is no definition of high calibre and to this end, it is not possible for this research to confirm that a higher calibre of student has been recruited as a result. However, consultations with the institutions offering the bursary shows that there is a recognition that many mature students are coming into teacher training from industry with a great deal of experience. This is seen very positively as these students are committed and are new to teaching and bring with them a range of skills and experience which is required in the Further Education sector. In addition, many female students who have taken time off work for a family are taking the opportunity provided by the bursary to move in to teaching. The key message coming from mature students in particular, is that they would not be able to do this course without the financial assistance.
- 6.5 The bursary monitoring data shows that the bursary has widened participation among women, and ethnic minorities are well represented within the recruited cohort with percentages ranging from 16% to 22%.

- 6.6 Recruitment onto the full time course has increased by 76% since 1998. This is partly due to the increase in provision, but also because of an increase in demand. Institutions are confident that they can increase provision but are somewhat limited by available placements. Therefore, the rate of increase will not continue year on year as institutions reach capacity.
- 6.7 The rate at which recruitment has increased varies across institutions. This is due to a number of factors such as limited capacity, some institutions providing specialist provision and the ability to attract a sufficient number of applications.
- 6.8 From the number of applications and the numbers recruited, a recruitment rate has been established for each institution. This recruitment rate can be used as an indicator of high calibre recruitment. The lower the recruitment rate, the more selective institutions have been able to be during their recruitment process and the greater the likelihood that institutions are recruiting high calibre students. Recruitment rates vary across the institutions and since the start of the pilot, have dropped, which is a good indication that the bursary is having a positive effect on the standard of recruits. Students must compete against a greater number of applicants to secure a place on a training course. Apart from this, recruitment practices have not changed since the introduction of the pilot as institutions believe that they have always operated a robust selection process.
- 6.9 Institutions participating in the pilot award all recruited students (who are eligible) a bursary and to this extent, it is being used as an entitlement. Very little consideration is being given for recruiting against subject area specialisms. There appears to be a lack of strategy in the recruitment process in terms of meeting local need and gaps in provision. However the ability to meet local need is governed by an adequate number of students coming forward with subject shortage specialisms. At present, this does not appear to be happening despite the added incentive of the Golden Hello initiative.
- 6.10 Staff have not recognised an increase in students recruited who specialise in subject shortage areas such as maths, science and construction. As a result, there is a glut of students coming out of teacher training who are specialising in the social sciences, art and English who cannot find permanent employment.

- 6.11 It has been confirmed by the York Consulting Survey and the bursary monitoring data that many students have trouble getting work after training. 14% of those surveyed said they were not in work because they could not find a suitable post and from the 2002-03 bursary monitoring data, 25% of students could not find a suitable post. This is despite the fact that students are very committed to a career in Further Education. Drop out levels in training are low and have fallen across all but two institutions participating in the pilot.
- 6.12 It is difficult to quantify the impact that the bursary had on drops out rates or, indeed on the likelihood that newly trained teachers will move into teaching. However, qualitative evidence from staff across institutions and from bursary recipients shows that students who do this course do not do it for the qualification, but for the opportunity it presents them in teaching. The general response is that, because it has enabled them to train, it has de facto, had an impact on completion and destination.
- 6.13 The bursary initiative has improved the standing of Further Education teacher training and has demonstrated a commitment to the Further Education teaching profession from the government. Most, if not all institutions state that the withdrawal of the bursary would be disastrous.

## Recommendations

- 1) The Department for Education and Skills should maintain the availability of the bursary – the impact of the bursary initiative on demand for teacher training and on recruitment levels is significant. It has increased awareness of the opportunities in the Further Education sector and has improved the status of Further Education teacher training.
- 2) A decision should be made as early as possible and communicated to all institutions. A delay in confirmation of the availability of the bursary will result in confusion and uncertainty among staff and applicants.
- 3) In order to monitor recruitment by subject area, institutions should forward accurate and timely data to the Higher Education Funding Council which shows recruitment by subject specialisms. This will enable an understanding of the patterns of recruitment and how well the training is able to match the gaps in provision in Further Education.
- 4) Consideration should be given as to how the bursary initiative is taken forward, i.e. should all students receive a bursary regardless of their subject area. Currently there are too many students qualifying in social sciences. A greater level of recruitment is required of those with the subject shortage areas.
- 5) Institutions should be marketing the bursary to a greater extent to ensure that they can maintain a recruitment rate of at least less than 50% and in the longer term, 33%.
- 6) A framework defining ‘high calibre’ should be considered which could act as a guide for institutions when recruiting bursary recipients. This should include evidence that candidates have Level 2 literacy and numeracy or that the institution is satisfied that they can perform at that level through the use of assessments.
- 7) Teacher Training Institutions, Local Learning and Skills Councils and Learning Partnerships should be encouraged to develop a local strategy for the post-16 sector which details local needs in terms of subject shortage areas. Additional local research should be commissioned where necessary.
- 8) For the longer term, consider developing a ‘fast track’ to Further Education teaching for new graduates with subject shortage specialism, i.e. a more substantial salary package and faster career advancement.

**APPENDIX A: FE ITT BURSARY  
QUESTIONNAIRE**



No:
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## Survey into the Impact of Further Education Initial Teacher Training Bursaries

### 1. When did you become aware of the Initial Teacher Training Bursaries? (Tick one box only)

When making general inquiries about teacher training opportunities	<input type="text" value="40"/>
Before making a decision to apply for Further Education Teacher Training	<input type="text" value="36"/>
During my application for a place on a teacher training course	<input type="text" value="16"/>
After I had accepted a place on a course	<input type="text" value="7"/>

### 2. How did you hear about the bursaries? (Tick all that apply)

From friends at college/ university	<input type="text" value="24"/>	Course tutors	<input type="text" value="22"/>
TV/Radio/Cinema	<input type="text" value="16"/>	Job fair	<input type="text" value="2"/>
Newspaper/magazine articles	<input type="text" value="20"/>	Student Loan Documentation	<input type="text" value="4"/>
From family/friends NOT at college/university	<input type="text" value="8"/>	TES	<input type="text" value="3"/>
University/college careers service	<input type="text" value="12"/>	TTA (material)	<input type="text" value="9"/>
Through friends/acquaintances on teacher training courses	<input type="text" value="14"/>	Lectures	<input type="text" value="3"/>
Through friends/acquaintances who are teachers	<input type="text" value="10"/>	Other sources of information	<input type="text" value="7"/>
Websites	<input type="text" value="11"/>	Can't remember	<input type="text" value="5"/>

### 3. How did the possibility of receiving a bursary influence your decision to apply for teacher training in Further Education? (Tick one box only)

I was not considering applying for a teacher training course but on hearing about the bursary, it encouraged me to apply	<input type="text" value="13"/>
I wanted to become a teacher but could not have considered applying for teacher training without financial assistance	<input type="text" value="64"/>
I would have applied for a place on the course anyway	<input type="text" value="22"/>

### 4. a) Would you have started the course without the bursary?

Yes  Go to Question 4b

No  Go to Question 4b

b) Please give a reason for your answer

.....  
.....

**5. What difference did receiving the bursary make? (Tick all that apply)**

Enabled me to do the course (without it I could not have started the course)	<input type="checkbox"/> 6 <input type="checkbox"/> 5
Reduced any financial concerns I would have had	<input type="checkbox"/> 7 <input type="checkbox"/> 7
Due to reduced financial concerns it helped/is helping my academic performance on the course	<input type="checkbox"/> 4 <input type="checkbox"/> 8
Receiving a bursary gave/gives me added incentive to complete the course	<input type="checkbox"/> 3 <input type="checkbox"/> 4
My attendance on the course was/is influenced by the fact that I receive a bursary	<input type="checkbox"/> 2 <input type="checkbox"/> 0
The institution which awarded the bursary to me had/has high expectations of my performance	<input type="checkbox"/> 1 <input type="checkbox"/> 3
I was/am more likely to complete the course	<input type="checkbox"/> 2 <input type="checkbox"/> 2
I feel a greater degree of commitment to teaching as a result of the bursary	<input type="checkbox"/> 2 <input type="checkbox"/> 2
It made little difference	<input type="checkbox"/> 3
Other..... .....	<input type="checkbox"/> 5

**6. a) Did you complete the course?**

Yes  94 Go to Question 8

No  2 Go to Question 6b

N/A  3 (Still studying - Go to Question 7)

**b) What were the main reasons you did not complete the course (of those not completed)**

I didn't like the course	<input type="checkbox"/> 27
The university was not suitable for me (i.e. location, teaching style)	<input type="checkbox"/> 13
There was a lack of support from teachers	<input type="checkbox"/> 40
Financial reasons	<input type="checkbox"/> 0
I changed my career choice	<input type="checkbox"/> 33

7. a) Do you intend to go into teaching in the FE sector?

(of those still studying)

Yes  Go to Question 7b

No  Go to Question 10

b) Has this decision been influenced by the fact that you have received a bursary?

(of those who intend to go into FE teaching)

Yes  Go to Question 10

No  Go to Question 10

**Only complete if you are a qualified teacher:**

8. a) Are you now a qualified teacher and in a [Further Education](#) teaching post?

Yes  Go to Question 8b

No  Go to Question 8c

b) Did the receipt of a bursary have an impact on your decision to move into teaching?

(of those now a qualified teacher & in teaching post)

Yes

No

c) What are the reasons you are not in a teaching post (Tick all that apply)

(of those qualified teachers)

I cannot find a suitable teaching post  4  
 7

Salary is not high enough  1  
 2

I have changed my career aspirations  1  
 3

Hours / Workload  1  
 3

I started teaching but left and am now doing something different  1  
 3

Other (please state)  5  
 7

.....  
.....  
.....

(Go to question 10)

9. **Have you received a Golden Hello Payment, or do you plan to apply for a Golden Hello payment in the future?**

Yes  *Go to Question 9b*

No  *Go to Question 10*

b) **Has the bursary and the Golden Hello initiative increased the likelihood that you will stay on in Fu**  
(of those received or plan to receive Golden Hello payment)

Yes

No

10. **Additional Comments**

If you would like to make any further comments about the bursary and the impact it has had, please do so in the space below:

**For our analytical purposes, please provide us with the following information:**

**11. Gender**

Male	33	-	-
Female	65	-	-

**12. Age**

18-24	25-34	35-44	45-49	Over 50
6	36	34	15	8

**13. From which institution did you obtain your bursary from?**

**14. Subject area studied (studying)?**

**15. What highest qualification level did you obtain prior to studying on the teacher training course? (Tick one box only)**

Degree	92
NVQ level 4	1.3
GCE (A – level)	0
NVQ level 3	1.4
PhD /MA	4.2

**16. What is your ethnic group?**

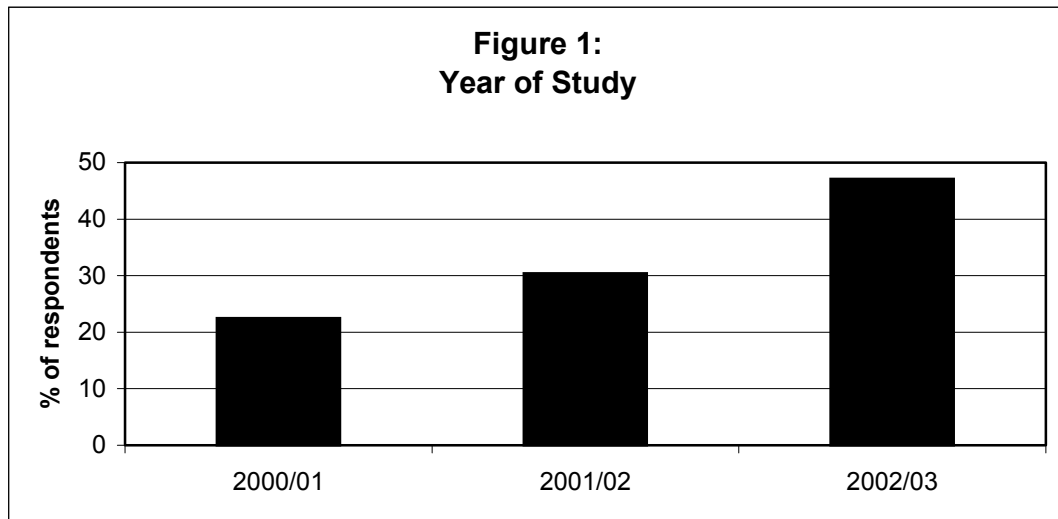
White	Mixed	Asian or Asian British	Black or Black British	Chinese	Other (Please state)
87	1.2	4.4	5.3	0.4	1.4

**APPENDIX B: CHARACTERISTICS OF YCL BURSARY  
RECIPIENTS**

## Characteristics of Bursary Recipients

### Year of Study

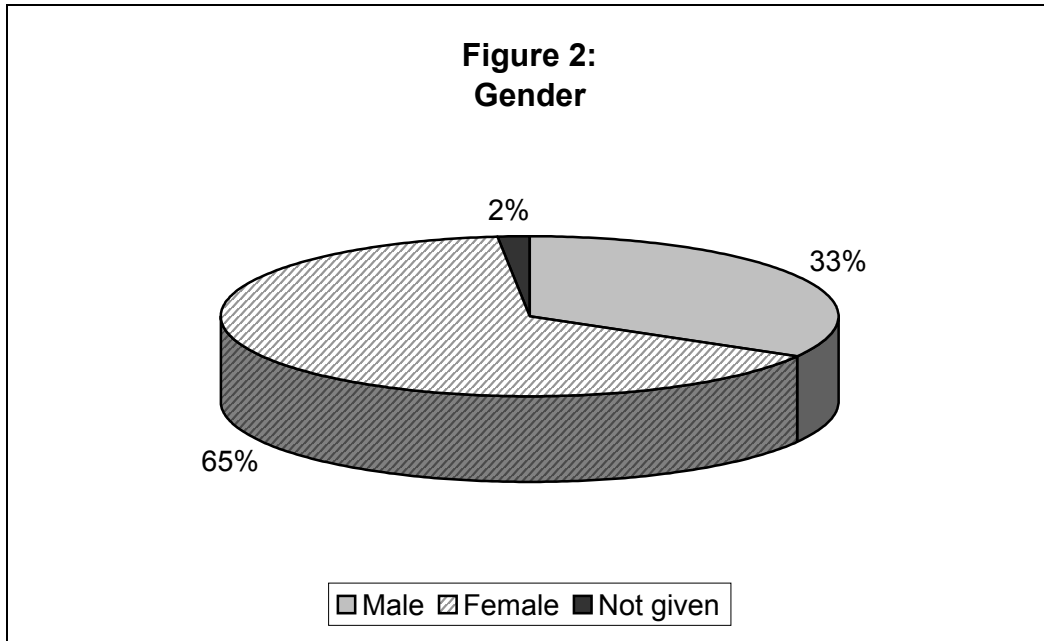
Figure 1 below shows the year of study of the survey respondents. Just under half of the respondents (47%) studied during 2002/03, with the remainder studying in either 2000/01 or 2001/02. The high proportion from 2002/03 may be because their contact details were the most up-to-date and readily available from the institutions.



Base: 654 respondents (no detail of year of study for the remaining 146 respondents).

### Gender

As shown in Figure 2 below nearly two-thirds of survey respondents are female, and a third male. This is consistent with the break down of male and female FE ITT students. Monitoring data shows that approximately 65% are female and 35% are male.



Base: all respondents (800)

### Age

Table 1 shows the split across the genders and age and shows that the largest cohort belongs to females who are between the ages of 25 – 34 years of age. The second largest cohort is females between the ages 35 – 44 years.

Table 1: Age and Gender of bursary recipients					
	18 – 24 yrs	25 – 34 yrs	35 – 44 yrs	45 – 49 yrs	Over 50 yrs
Male	1.7%	9.8%	13.2%	5.9%	3.6%
Female	4.2%	26.6%	20.9%	9.6%	4.6%
Total	5.9%	36.4%	34.1%	15.4%	8.2%

The age breakdowns from the bursary monitoring data shows, that across the years, an average of over 85% of bursary recipients are aged 25 years or older. Of the survey data respondents, 94% are over 25 years so there is a slight over representation of over 25 year old recipients.

### Ethnicity

Table 2 details the percentage splits from both sets of data and shows the national average from the census 2001.

Table 2: Ethnicity of bursary recipients						
	White	Mixed	Asian/ Asian British	Black or Black British	Chinese	Other
National Census data	92.1	1.2	4.0	2.0	0.4	0.4
Bursary monitoring data	81.0	0	5.0	7.0	0	6.0
YCL survey data	87.0	1.2	4.4	5.3	0.4	1.4

Data from the bursary monitoring forms show that respondents who are white are slightly over represented in survey, but there is reasonable correlation between the characteristics of the ethnic minorities.

With a sample of 800 respondents and a good correlation across age, gender and ethnicity it can be concluded that the survey is a fair representation of the characteristics of bursary recipients.

### **Highest qualification of bursary recipients**

By far the largest number of bursary recipients have a degree as the highest qualification. Over 92.3% of those who responded to the survey stated that they had a degree. Just 1.3% had an NVQ level 4 and 1.4% had NVQ level 3. 4.2% had a masters or a PhD and universities said that they were getting increased applications from this cohort and saw this as an indication of high calibre.

**APPENDIX C: QUALITATIVE RESPONSES TO YORK  
CONSULTING SURVEY**

<b>Reason why students would have done the course without the bursary</b>
<b>Commitment to teaching</b>
I had enough finances to support me through the course
I had gained a place at uni via an FE access course. I wanted to work in that environment not schools
I had made my decision to train to become a teacher even though as a single parent I knew it would be difficult
I had made my mind up - and would have been prepared to go without any bursary
I had made the decision to go into teaching and was prepared to go into debt if I really had to - although obviously preferred not
I had obtained a degree & wanted to use it, teaching seemed the best option but I would have had to borrow money to do so
I had wanted to fulfil my ambition of becoming a teacher
I had wanted to train to teach for a very long time without finding the right course for me
I had worked as a Training Engineer and wanted to teach in FE/HE
I have always been interested in teaching and had already accepted my place on the course prior to knowing about the bursary
I intended to teach part time in HE as I had done before and to do the qualification on a part time basis simultaneously
I needed to retrain in a career that I found interesting
I really wanted to teach and would have considered any personal fee an investment for the future but I could afford to do that
I started the course before learning about the bursary
I started the course to enable me to go into teaching in FE living with my parents I have low financial outgoings. The bursary was nonetheless very welcome
I still wanted to become a teacher in the long run with or without a bursary
I wanted to do the course and the money was no incentive
I want a career in HE needed a professional teaching qualification to finish off my education
I wanted a teaching qualification
I wanted to apply for teacher training anyway but in retrospect I doubt whether I would have completed the course due to financial concerns
I wanted to be a lecturer in FE and HE and I knew this course would help me to achieve my aim
I wanted to become a teacher and applied hoping to gain some kind of assistance due to low income
I wanted to become a teacher. I had spent 6 years studying for my degree with the OU & working FT. I thought I would do the PGCE & work PT. The bursary was a very pleasant surprise & immense help
I wanted to consolidate my qualifications (nursing) and Degree to do teaching in my field of expertise
I wanted to do the course & had saved a minimal amount of money to survive with a loan
I wanted to do the course anyway and would have looked to alternative means of finance
I wanted to do the course but PT while working concerned me so the bursary made my mind up to do the course FT and not work
I wanted to do the course so I would have borrowed the money without the bursary
I wanted to do the course, I would have found some way of funding - more debt
I wanted to do the qualification anyway so I would have done it without the bursary
<b>Greater Emphasis on Professional Development</b>
A career change from Hospitality and to be closer to home. The bursary helped finances

After finishing a degree I had decided to take the PGCE however our course tutor came and gave a talk about the course. This furthered my interest at the time without knowledge of the funding
Because I wanted to do the course at that time
Because I wanted to gain a qualification so I could go straight into work
Course was necessary for professional development
I did the PGCE because it offers opportunities - not necessarily in teaching
I felt training was essential at my career stage
I had also applied to do the course part time as I was already lecturing
I needed a job; acquiring a PGCE was one way of getting one
I needed to alter my career because of health reasons
I needed to change direction and teaching seemed to be the only option
I needed to retrain after being made redundant 3 times during the 1990s
I wanted a change in career and the bursary helped me to make that decision
I wanted a teaching qualification
I wanted the qualification that was the priority issue for me
I wanted to become an Educational Psychologist so I guess I would have taken this course without the bursary I have no alternative
I wanted to change my career. The bursary would help but I decided I would go ahead whether or not I was awarded a bursary
I wanted to enhance my job/career prospects and I enjoy teaching
I wanted to feel confident about being a teacher in HE and FE
I wanted to obtain the PGCE to further my career
I was determined to study for a PGCE due to Government decisions to ensure all teachers study for recognised qualifications. I had already been teaching ESOL/TEFL for a few years
It was my choice to make a change of career direction
My decision to take the course was a pragmatic response to "Colleges for Excellence & Innovation"
Natural progression from previous training/experience
The main reason for attending university at degree level was to progress onto a PGCE course
The need for TT in FE & HE was both a priority for myself and of increased importance for employers
Wanted the PGCE
Was a vital part of career development
Wished to change career direction. Would have tried to use existing income to undertake teacher training
<b>Have Sufficient Income</b>
After many years of working finance was not a problem
As a mature married student it would not have been my only source of income but I would have considered taking on part time work for help with finances
As part of a career change I had taken voluntary severance from a social services management post so I could afford the income gap
Because I was in a position that I could manage on my salary
But I would have found it very difficult with working full time
enabled me to relax slightly regarding my finances, enabling me to only have to work parttime on a small basis
Had savings but without bursary I would have left PGCE if I had bot (any) job during course
Had sufficient savings to be able to manage but it would have been difficult
I am financially secure
I could afford to do it

I could just about have managed financially without a bursary and was in a position where I needed to change careers
I had enough finances to support me through the course
I had some funds in order to do a teacher training course but the bursary made it far easier for me to begin the course
I had studied part time for my degree and was saving towards my year at teacher training

<b>Reasons why people did not complete the course</b>
I am yet to complete my course
Frankly the course was rubbish. It taught me nothing I hadn't already learnt during 8 yrs FE teaching. Tutors were the worst I've ever had & were all "refugees" from failed colleges
I discovered teaching wasn't for me & that teaching jobs in HE would be difficult to come by without a higher degree (Msc fore.g.)
I found it difficult to study and look after my family
I had a placement & subsequent supply work in prison teaching which became so busy that I did not complete 1 module therefore achieving only 90 credits instead of 100
My teaching experience was disappointing
Placement in FE was awful. Can't imagine why anyone would want to work in such an under resourced & chaotic environment
Please note that I did not manage to complete the course due to a lack of support from teachers.
Some bullying from 2 course tutors
The institute failed in its duty to find me a place for my WBE in the first year. I was required to restart the WBE in the second year
There were personal circumstances - final coursework PPP2 outstanding due in January 2004 - completed other subjects successfully

<b>Reasons why students are not in a teaching post</b>
<b>School Teaching Instead</b>
After qualifying I worked in a secondary school and am now 4 weeks away from achieving a PGCE in primary education with QTS which is a distance learning course
Am now doing supply work - primary & secondary
Could not find a job in the FE sector. I am currently working in secondary education
Could not find consistent work in FE. I am presently doing secondary teacher training to obtain QTS and hopefully find consistent work at the end of the course
I am a primary school teacher I have a PGCE (FE) and QTS
I am a qualified teacher and working in a secondary school following completion of a Graduate Training Programme
I am currently doing supply teaching in secondary school
I am teaching but in an independent secondary school. There are no jobs teaching modern languages in FE. I had to do the GTP to get QTS
I am teaching in a secondary school
I am teaching in a secondary school instead of FE
I am working in a private grammar school with a 6th form
I am working in a school - working with ages 11-16 yrs and will be gaining a QTS whilst employed here
I am working in a secondary school as an unqualified (yet head of dept) teacher on a ridiculous salary. I hope to complete the Graduate Teacher Programme next year. I would prefer a position in FE but none available in this area
I chose to accept a residency (Art) in a high school to gain further experience and to develop my artistic practice. Alternative posts have been offered in FE after acceptance
I did a year FT PGCE and then moved into secondary and have just about completed QTS after 8 months. I was badly advised by the TTA as to whether my qualifications would enable me to train in secondary
<b>No Suitable Post</b>
All applications have been turned down across England & Wales - There were 100s of them and still applying
At present I am doing supply work & looking for a permanent job
Because of the requirements laid down for receiving jobseekers allowance I am trying to find a post both within and without teaching without success. I cannot be that selective
Could only find part time teaching jobs so took another job which I am enjoying
Currently applying
Despite applying for every Art & Design teaching post I only managed to secure one interview
Due to the fact that contracts are short term - no commitment from employers in FE
Generally speaking the colleges that I apply to show no interest in my application
Have had a part time post in FE. Found that in real terms I was working full time
I am PT teaching at present
I am teaching part time at Grimsby College
I couldn't find a full time post in FE so am working in HE where I can use my teaching experience on occasion

Additional comments
£6000 is not enough for mature students with additional financial commitments
A financial necessity for me. I would not be in teaching now if not for bursary
A good idea to enable candidates to enter and complete the course but without extra funding for the FE sector itself, teaching in FE is an extremely stressful and own time consuming post
A great help to me reduced the burden of F/T education without income. There should be rules re attendance & achievement as some students seemed to abuse the system & were only interested in the monthly payments rather than academic success
Absolutely invaluable to me and my colleagues during our training, could not have afforded fees/fares, living expenses - especially in London - without bursary. It made it possible for me to realise a long held ambition to be an FE lecturer.
After completing my PGCE (FE) I took part in the Graduate Teaching Programme and gained QTS. There were no jobs in FE What is the GH initiative - have I missed out on something I am entitled to? Please inform me!
Allowed me to give up part time work & spend more time studying.
Although bursary and GH are welcome. It's more important to me that pay and working conditions are maintained to an acceptable standard
Although the bursary was helpful I still needed to get a student loan in order to cover rent and travel to and from the placement
An absolute help as a lone parent. It really helped with childcare and getting myself prepared for my future career
An influencing decision could be awarding all newly qualified teachers with a GH
Any financial help from Government certainly helps to reduce the financial worries
As a mature student giving up a job to take PGCE a bursary was essential as I had no parent or partner to rely on. Much more needs to be done of the 100 in my year I was the only science teacher
As a mature student the bursary was a very important factor in my decision to go into teaching
As a mature student with a family the bursary did not go very far in helping with my financial needs - had the opportunity been available to join the Graduate Training Programme so I could train & earn I would have taken that route into teaching
At my age and with my financial commitments the receipt of the bursary was an essential component of my decision to complete my PGCE. I am now in a F/T teaching post in an FE college which has a shortage of well qualified and suitable teachers such as me
Being unable to get a PT job due to placement and work load I was able to pay for utilities, books, travel to placement, rent etc without worrying how I would pay my way
Both the bursary & the GH payment were deciding factors in my decision to do my PCET. Without the bursary I would not have done it and would not at this point in time be in employment as an FE tutor
Bursary - in theory great idea, course however was utter rubbish I wouldn't recommend it to anyone, .e.g. no Accreditation of Prior Experience & Learning. The whole teacher training thing needs a major rethink. Worst HE course I've ever come across
Bursary allowed me to put all time & effort into a FT PGCE with teaching practice. No savings or wish to take on debts on top of existing student loans. The bursary made transition into education far easier
Bursary came at just the right time for me as I was considering a change of direction in my work & had been considering teaching for some time. The bursary enabled me to concentrate on my training without the additional pressure of having to work as well
Bursary did entice me to do a course I enjoyed doing and a possible career move with the experience gained I hope to secure a permanent position in teaching and teach topic I like and enthusiastic about
Bursary did help as so much studying & teaching that I didn't have time to take on a job outside this time. Therefore would have relied on my husbands wages
Bursary enabled me to find space in my life to work towards a career I have never had before
Bursary enabled me to gain PGCE without this it would not have been possible

Bursary encouraged me to enter the profession, however, the institutions themselves should be encouraged to provide a better service
Bursary ends in June but teaching posts do not start until mid September in FE. The months in between were very difficult financially. I recommend that the bursary be extended to September
Bursary extremely useful because I used that to pay for childcare for my 3 children
Bursary gave the extra incentive to complete an arduous course under pressure
Bursary gives an opportunity which has never been achievable before
Bursary had a direct impact on my attending university and helped me change career in mid life. I am now enjoying a job in FE in Skills for Life TESOL. A new career that I thought would take another five years to achieve
Bursary has had a vital positive impact. It allows for potential teachers to assess the job/their own suitability for teaching. It allows for a greater diversity of applicants. It gives an incentive for students to complete their courses and become better
Bursary has helped a number of people like me. It helped me make a decision which I do not regret. Teachers need all the help they can get
Bursary has helped change my life & career, it was needed and is appreciated
Bursary has helped make the year manageable & enabled me to concentrate on teaching rather than worry about financial commitments. I have been able to keep my house which has been brilliant
Bursary is a good incentive towards getting people who would like to train to teach to take the course - but there are few or no teaching posts available in my area where I can teach my subject of fine art
Bursary is a very good thing. I know for a fact that it has helped attract many of my teaching colleagues. I myself try to sell/promote PGCE teaching to others & I find it very easy to use the bursary as an incentive in promoting teacher training
Bursary is an excellent idea & I hope you will continue to offer it in the future
Bursary is an excellent idea, it is just a pity I can not get a job teaching Government & Politics
Bursary is an excellent idea. It made a huge difference to my financial situation while training but given the workload and unremitting stress of FT teaching I'm not convinced that financial incentives alone are sufficient to keep teachers in the profession
Bursary made it possible for me to fulfil an ambition of mine, and as a result of this funding it motivated me to complete the course and to move into teaching
Bursary made the job seem important & worthwhile that you were recognised as making an impact on a profession requiring a person with a qualification
Bursary makes one think there are many teaching positions but there weren't when I completed course & some of my colleagues can't find work. My position is PT HPT in 2 different colleges & mainly because I did WBE there. Very few FE vacancies here
Bursary mentally helps to achieve and succeed my PGCE and also I kept some few change in my pocket. The bursary is a good idea - Bless this Government
Bursary was a beneficial asset of the course. I was liberated from the worries of basic financial demands which enabled me to devote much more time to the course. It is the way forward to fill the vacuum between teacher recruitment & availability
Bursary was a big factor in my being able to complete the course as the travel costs & living costs were a lot to consider the workload on the course would not have allowed me to work & I have a daughter to bring up
Bursary was a great financial help as it enabled me to focus solely on my teaching training as I didn't need to get a job
Bursary was an essential motivator of my taking up & completing PGCE
Bursary was equivalent to a PT wage which for someone in my position who has worked PT for 10 years was ideal. I cannot comment on how sufficient it would be for those who were the sole source of income for a family
Bursary was essential for me to embark on this course. I was barred from continuing PT teaching in adult education - 6 hours pw that I had previously been involved with in the evenings - I feel this was unjustified
Bursary was essential for the course especially for people like me who were unsure about becoming a teacher

Bursary was essential, I could not have considered doing the course without it
Bursary was very helpful as it helped with reducing the financial burden - stationery, books, food & transportation expenses. It was really helpful
But for bursary I would not have gone into teaching
Can you please send me more information about the Golden Hello
Considered doing PGCE 10 years ago but couldn't due to financial restrictions. As soon as I heard about the bursaries I applied for the course. I would otherwise have continued to pursue teaching posts and done the course part time or C & G
Considering the starting salary of a teacher/lecturer is about half that of a bricklayer I think the bursary is vital to give a moral incentive as well as the obvious financial boost. It helps one to think that someone still values academic prowess
Could not have become a teacher without the bursary to help pay for my living costs whilst studying. I am delighted with my career choice opportunity and am now in my 3rd year of FT teaching. However, I feel that is unfair & unreasonable that some get GH
Could not have done the course without the additional income
Course is quite intense & workload is high without the bursary I would have needed to work as well as study which would have made the course more stressful. I think that if you don't enjoy TT you are less likely to continue with teaching as your career.
Course was very intense if I had to work PT my studies would have suffered. The money went towards a car which has had a great effect on freedom/transport I see the GH as an investment in myself as a teacher - it's nice to be valued
Definitely a help and incentive to the majority of student teachers including myself
Did make the difference between teaching & not teaching
Did not receive a bursary as I did not have a degree therefore was told I was not eligible to receive the money
Do not know if I am eligible for a GH
Do not know what the GH is
does encourage applicants but the reliance upon placement training by FE staff places a burden on them which frequently results in unsatisfactory results for the trainee teacher
Doing a PGCE & getting into debt would be ludicrous given the low salaries associated with education in the UK. Bursary must be an absolute pre-requisite, how else will potential teachers be attracted to the sector
Don't know about GHs
Due to the bursary I could provide myself with the books I needed without the worry of paying for them. It also helped me with the childcare I needed
During training I undertook as much teaching practice as possible which relieved the pressure on lecturers. I think it is only fair to receive some reward for this
Enabled me to access the course & continue studying from where I live 45 miles away to the uni (the closest to me that run the course with a bursary
Enabled me to become a qualified FE/Basic Skills tutor. Unfortunately the colleges I have been connected with are unable to follow through with bank hours to suit me. They are also unable to help me gain further experience by volunteering.
Enabled me to become t=fully involved in every aspect of the course without having to engage in PT employment. This effectively increased my study time and the valuable research in which I was engaged increased my performance
Enabled me to complete the PGCE and I was able to get employed immediately. Now in the beginning of my 2nd year I have been promoted to Course Manager all due to the fact that I was able to do the PGCE due to the bursary. Thanks
Enabled me to focus totally on my studies. Vital in the training of teachers & good incentive to prospective students.
Enabled me to purchase a car which I needed to travel 22 miles to get to placement college (and have some time with my own 4 children). It also enabled me to purchase books etc
enabled me to re-enter HE and acted as a platform to progress to higher level studies. The PGCE qualification is not recognised in FE or regarding as not sufficiently practical

Enabled me to study at Bolton due to travel expenses etc, and provided an incentive to complete the course without financial worries
GH - would help with student loans but I don't think I qualify which doesn't reflect "success for all" Government paper
GH is unfair as it should apply to all those that do the one year post grad course
GH is viewed by me to be purely a bonus. The course would not have been an option without the bursary. Having qualified it was always my intention to teach, although having worked in education I am aware that not all students intend to teach
GH should be available to all & previous student loan should be written off due to low salary for teaching staff
GH would have been beneficial to all not just selected subject areas. It would also be helpful for student loans to be paid off whilst teaching. Due to financial commitments teaching has made me reconsider whether this is the career path I want to practice
Given the low salaries in teaching compared to my previous jobs, I would not have envisaged doing the course without considerable financial assistance e.g. bursary, paid off student loans, GH
Good as it creates an advantage, without it I would have needed to work a number of hours PT and my coursework would have suffered therefore it should continue for students in the future
Good idea as it increase no of people who apply giving universities more choice. What is the point of spending that amount on people to get them through college if there is no support after to get a teaching position
Good incentive for F/T students to do course - what happens to students who do not complete, do they still get paid?
Great idea, unfortunately it didn't help me secure any work
Greatly beneficial as far as removing financial pressures
Had the bursary been my only source of income I would have had to think harder before joining the course. As it was the bursary took any worries about financing away
Has improved my career prospects taking me from unqualified to qualified teaching post. It is however restrictive not allowing people to earn in addition
Having the bursary was the only way I could have completed the course without having to worry about money / look for PT work. It enabled me to concentrate fully on my studies and enjoy it too
helped a lot it's like earning whilst working but the disappointment comes afterwards when you don't get or find a suitable job. All of a sudden you find yourself in deep financial problems which are not anticipated at the end of the course
Helped me to achieve my goal
Helped with practical costs during placement
I am a mature student - doing PGCE gave me new goals & incentives & has opened up all sorts of possibilities which I would not have been in a position to consider otherwise
I am a single Mum and it is difficult to manage when studying but its for your future
I am not able to apply for GH. I was so glad to get the bursary as I would have taken a lot longer by doing it part time, now I only have to worry about my student loans
I am not aware of what the GH payment is
I am not staying in FE for the GH I genuinely want to do the job but it is a good incentive
I am now fully qualified and may go into FE in the future whenever I need to work at a PT job. I would have moved out of my temporary contract otherwise
I am now in my 3rd year of teaching I have a permanent position and my results retention and recruitment in the previous 2 years have been excellent. Without the bursary I would not have been able to become a teacher!
I am still in great financial difficulty! I am a separated single Dad, therefore I get no extra benefits or grants & can't afford another loan. I also have high travel expenses to placements & cannot afford to buy key course text books.
I believe the bursary should only be paid to graduate teaching students to improve the level of qualifications in FE
I could not find any openings in FE for my speciality that gave enough ??? - had to find alternative source

I definitely would not have applied to do my teaching qualification if there was to be no bursary
I did not know that you could receive a GH payment or how to get it
I did not want to take out a bank loan, it increased my career opportunities
I didn't know about the bursary but was delighted to receive it as it helped me to support myself with my partners help. For others on my course they absolutely needed it to survive and wouldn't have managed without it. The bursary enabled me to change my
I do feel strongly that if someone wants to be committed enough to become a teacher they will complete the course anyway. However, I do feel though that the bursary was indeed a very pleasant addition to the course and made life a great deal easier as
I do not believe additional subject should receive the GH - It should apply to all teachers or none as this reduced job satisfaction & perceive yourself as "less" valued if you do not receive it
I do not know about GHs
I do not know what GH is or how to apply for it
I do not think I have heard of the GH initiative
I feel it is unfair that I am not allowed a GH for teaching Media. Bursary was brilliant I wouldn't be a teacher without it
I feel receiving a bursary is a high incentive for any teacher regardless of the sector. It is a brilliant way to attract people who are unsure about teaching to enter the profession
I feel that in order to encourage people to (re)train as a teacher the bursary is vital. Due to the rise in student debt a large amount of students like myself could not afford to complete the four year degree and PGCE course. I could not have started ...
I feel that it affected my placement TT college negatively. Students were not committed to teaching, the incentive made student numbers increase which affected standard of teaching & facilities & management of the course
I feel that the bursary was essential to my success in this course due to the financial peace of mind it provides. Without it I would have had to work PT and not been able to give the course my individual attention. I appreciated it very much
I felt that doing the teaching should wipe out the student loan. To increase the payments to people living in London
I firmly believe that the bursary should be repaid if the course of study is not completed, due to the number of utter wasters and hangers-on I met during training
I found out about the bursary late September, helpful to have known back in the summer
I found the PGCE so intense with so much work plus I had a lot of personal problems that year there was no way I could have held down a part time job. Without the bursary I could not have completed the course
I fulfill the criteria for a GH apart from the subject, Health & Social Care (my degree is Health Science) this is not classed as a science and I am not entitled to the GH. Despite bursary I have student loans & feel GH would have reduced my debts
I have completed the course PGCCE for lecturing in the post-16 sector but I have not received the qualification yet
I have encouraged many other to apply based on my own experiences
I have no knowledge about the GH initiative and would like more information so that I may apply
I have not heard about the GH payment
I have not heard of the GH initiative
I have only just started the course so have only received 2 bursary payments
I have received no info concerning GH payment - would this have made a difference ? It sounds encouraging! Could I still apply ? have been teaching for 14 months
I have wanted to move into teaching since gaining my degree but could not contemplate it without the bursary
I think that it is essential to continue the scheme in order that high calibre candidates are attracted into teaching and not put off by the costs associated with taking a year out to do the course
I think that one feels more committed to the course and also obliged to use the qualification - at

least in the short term
I think the bursaries are a very good incentive many of my colleagues on the course said they would have found it difficult to complete their PGCE in the absence of a bursary
I think the bursary and the GH schemes are great. Bursary took away my questions about applying for a PGCE course and I think especially living & working in London, financial incentives for teachers & would be teachers are very inviting
I think the bursary helped me pass the course. I believe that the bursary should be reduced slightly but students should be able to teach PT for a wage
I think the bursary is a very good thing however it has to be followed up by the ability to work in the students area. Throwing money at the problem may work in the short term but training teachers to teach to a high level requires work to follow on to ma
I think the bursary makes FE TT attractive and quite frankly it needs all the unrewarding experience despite the very high standard of teacher training
I was told that GH only applies to teachers qualified for 16 & under and I am qualified for 16+
I was v grateful for the bursary however as my husband is working I was unable to claim childcare assistance and most of the bursary consequently paid for nursery and after-school care for my children
I was very grateful for the bursary and think it gives people more opportunities but this is down to the university - I don't think Huddersfield gave enough advice about careers in FE and how to get them
I was very grateful to have the bursary which meant that our standard of living was maintained during the course. I spent it on child care, books for my PGCE and resources for my TP. Thank you. However now that I am teaching in FE I have no resources
I was very pleased to receive the bursary and it helped significantly
I went into FE college following my PGCE as an hourly paid tutor (Basic Skills) I left after one year to take a permanent job with adult ed and not FE. I cannot understand this as I am teaching basic skills to a wider audience. Inc teaching on family life
I wish to state as strongly as possible that as a mature applicant with 4 dependent children who previously had a job which paid twice as much as my current teaching post the receipt of the bursary was very important in allowing me to make the move
I work FT with learners with learning difficulties/disabilities (moderate/severe) & although all my sessions are underpinned with literacy/numeracy I do not qualify for a GH payment
I work in FE as a manager/tutor at a High Street IT centre. The college that employs me grades this post as business support so I am unsure if I am eligible for GH. Without bursary I would not have achieved my goal of helping others enter education
I would appreciate some info on GHs. Becoming a teacher was the best choice in my life. I LOVE all aspects of my new career and the bursary helped to train for my new career, without a wage I would not have achieved this course
I would have gone in to teaching despite any financial incentive
I would like the GH payment to stretch to other areas of teaching
I would like to point out that I only received help for one year with my teacher training not three years
I would not be teaching if it wasn't for the bursary. When the Government needs new teachers it makes sense to pay trainees. Also students now leave university with significant debts and if there was no bursary for teachers it would be most unlikely that
I would not have been able to carry out my profession with ??
I would not have been able to undertake the qualification FT if not had bursary. Although, in London same as in North - should be higher standards of living is also higher average rent London £400pm North £200pm example
I would not have completed the PGVE without the bursary. I am using the PGCE together with my business background working for Tamar Education Business Partnership. The course taught me so much and has opened up my skill base making me very sought after.
I would not have done the PGCE without the bursary although I have now been employed as a teacher for 15 months I am not sure how long I will remain in teaching. Teaching experience opens doors in other professions which I may well consider.
I would probably have done the course one way or another but the bursary eased financial

worries (I have a family) and I feel I am more committed because I am grateful for the help I received
I would regard it as immoral to remove a bursary that enables this Government to have teachers employed in a sector that is bloody hard work & often detrimental to health
In my case it enabled me to do the course, for some especially those with working partners it was regarded as a generous rate of unemployment benefit
is a good idea, gives the opportunity for people to teach who could not usually afford to train due to family commitments etc. It is a good idea to pay in instalments, I would have felt guilty leaving the course when I discovered teaching wasn't for me
It's the only way to attract quality applicants to teaching. Few people can afford to switch from a well paid job to train for a year without help
It allowed me to complete my course without financial concern and to the best of my ability
It allowed me to do the course - since which I now understand what teaching involves and have been deterred by paperwork and workload
It definitely made all the difference, wouldn't have been able to go into teaching without it
It enabled me to achieve a very worthwhile qualification and opened many doors for me
It enabled me to enter a career & achieve a reasonably paid job at the end of it. Without the certificate this would not have been the case. If the same applied for the degree I would have carried on in full time study
It gave me peace of mind but it could be more
It gave me the financial security essential to have when studying and thus relieved unnecessary stress & worry of trying to pay bills while keeping up with all the assignments & modules. What is GH & how do I apply?
It helped me complete my PGCE but I don't feel there are many full time jobs available in my subject so I'm not sure why the bursary has been agreed
It helped towards buying resources & other things for teaching purposes
It helped with financial concerns while completing the course - but jobs within education and commitment from employers are limited
It is a good thing providing bursary as most students on the TT course are already in debt due to student loans & mortgage payments, children etc. This puts students off & schools & colleges lose potentially excellent teachers
It is a great idea & helps encourage a better calibre of staff GH should be extended to all subjects
It is an excellent initiative for those who can not afford to complete TT otherwise. The bursary I received was during 02/03 only - my course was 1 year in length
It is difficult for young lecturers in their twenties to financially get by when they have mortgages, weddings, etc to pay for
It is helpful for all graduates who want to further their academic careers into teaching. It could be better but it was helpful in meeting living and educational costs. Especially for married persons
It is insufficient simply to encourage people to train as teachers - you want them to actually be teachers ie remain/commit to teaching longer term. You will not achieve that until you improve the conditions in which people teach
It is necessary that students receive these bursaries to enable them to succeed and reduce financial constraints. Materials, travel and subsistence all cost money in teaching not to mention living costs so this bursary really helped me
It made all the difference to whether I did the course or not
It made the course possible and is a great incentive. What is the GH? How can I apply?
It motivates you to do the training as it reduces the financial worries
It opened a door - allowing me to gain an additional qualification - and for me opened my eyes to an amazing and rewarding profession
It opens up opportunities for people like me who wish to retrain and develop. It also provides teachers with a wide variety of backgrounds
It really has been a great help financially and I feel is a brilliant idea
It seems the university is more interested in me as a funding unit than as an individual. Too many students were taken on resulting in poor delivery of the course

It should be emphasized that it is tax free & that council tax will be reduced for FT students. Some (perpetual) students might regard it as paid entertainment rather than employment. Tax free element should be re-claimed by Government if not teaching aft
It was a great help as it enabled me to go to a very good teacher training institution and live away from home
It was a huge assistance to me whilst training
It was a pleasant surprise & initially I was prepared to give full commitment to the PGCE but gravity (?) ambivalence & eroding confidence made an exit (after 6 months) necessary
It was absolutely necessary to me and afforded me the opportunity to embark on a new career. It also made me more determined to pass & complete the course
It was essential - I would never have studied the PGCE without it. All my friends on the course were in the same position
It was extremely useful & helpful especially as I had worked whilst studying my previous courses & I really wanted to focus on just the teaching this time, the bursary allowed me to do this
It would have been exceedingly difficult to complete the course without the bursary
It would have been nice to earn money as well for your teaching whilst training. The bursary is not enough I was near financial ruin until I found a post
Lots of age discrimination out there from employers. Even Government institutions do not consider applications from people aged 50+ no matter what previous teaching experience and/or academic degrees - very sad & frustrating
Made a huge difference to me whilst training. It took away some of my financial problems and it was great to have a regular monthly amount going into my account
Make the GH available to those who study on the Graduate Teaching Programme after completing Post 16 PGCE
Many people who I have talked to feel that they would not be able to do this course if they had not received financial help
Many students taking a PGCE course will have recently graduated from their first degree with considerable student loan debt. The bursary in many cases may be an influencing factor for many to enter the teaching profession
More of the students on my course would not have been able to continue their studies without the bursary. However, although no problems re: the bursary when I commenced the course I found it very unsatisfactory as are prospects upon completion
Most people I know who completed the teacher training course could not have done so without the bursary. It enabled a lot of people to achieve their aim of becoming a teacher
most people on my course had financial problems with the bursary. Many had children to support. I have seen very few full time posts advertised in my subject only part time / temporary contracts
Much as bursary helped it did not go far enough to alleviate the financial problems the course created - having enough money for transport to teaching practice colleges which are in outer zones of London - Allocations for allowances for transport needed
My specialism does not qualify for a GH which is a shame and I would like to know why the arts have been marginalised
My WBE was inadequate in quality/quantity to enable me to get a teaching post. Having difficulty getting a job have become long term unemployed. My efforts were wasted on this course, much to my regret
N/A to my subject to receive a GH. I could never have got as far as I have without the bursary
No bursary - no training. Thanks to whoever implemented the bursary scheme I managed to complete the course with distinction. I am intending to continue teaching at FE college as long as I can
No information on GH. I'm not sure if it is available for ESOL teaching in the voluntary sector
Not all students on my course received a bursary, they all should have
Not aware of GH
Not enough money - £200 deficit each month. Due to the nature of the course, additional work at weekends would be unbeneficial. I achieved 5 A Levels and worked, managed to obtain an MA FT and work, but not the teacher training
Not enough unless living with parents. Was not enough per month to pay rent & bills. Still had to work PT when that was too much time away from study I took out a student loan I didn't want

Not sure if I will apply for Golden Hello due to the fact that it would decrease family credit payments which I rely on as a single mother of 4
Not sure what a Golden Hello is! The bursary helped me a lot, without it I wouldn't have been able to get through a very intense year
Now teaching in a private establishment working with children who are SEN and have been excluded from main stream education
Now that I am teaching I feel that financial worries I did have were reduced due to receiving the bursary and helped me on the course. However, I find it hard to believe that a person would stay in teaching if they were not committed due to the heavy work
Offered a further incentive to change my career and enter teaching which I am enjoying. Certainly helped me and I hope it will be available for other student in years to come
Please tell me how to get GH payment
Positive
Preston College do not offer GHs unless in core subjects. I would have stayed on if I had been eligible for GH
Provided me with vital financial support and helped me to feel valued as a trainee teacher. It would not have been possible to begin the PGCE without it
Re Golden Hello payment I do not know much about it. I am currently a part-timer and I don't know whether it applies to me or not
Receiving a bursary did not alleviate all my financial concerns but it did help to ease the pressure of paying back a huge student loan
Refused GH as I did some paid part time teaching work whilst on teacher training. This was maternity cover for a colleague and I was penalised from applying for the GH. I am very angry about this as it was not a considerable amount anyway
Should have found out about job prospects, after completion I was deeply upset that I could not find permanent day work. Now at secondary I'm doing another course for QTS
Starting teaching FT was a totally awful experience. There were no support systems in place to assist new teachers. The working conditions were appalling. I have never worked in a place that had such little regard for the health & wellbeing of the staff
Taking up a post Jan 2004 for Adult Education
Teacher training courses are extremely demanding in terms of both the coursework required and the hours of teaching practice needed. Students will always benefit when there is less pressure to earn money whilst studying. I hope that the bursary continues
Teaching is a very hard job & is bound to lose many NQTs in the 1st few yrs. Without bursary even fewer will enter the profession in the 1st place.
Teaching in FE is not well paid I am struggling to make ends meet as it is - without a bursary I would have been in a ridiculous financial crisis now. I simply would not have been able to afford to do the course in the first place.
Teaching is a hard frustrating (at times) yet so rewarding job. The bursary will help many trainee teachers along the pathway and the FE sector must have dedicated tutors for the sake of the students & the profession
Teaching Rocks!
Thank you
Thank you so much Bursary people!! Not much else to say except that I really appreciate the opportunities I gained through this bursary allowing me to become an FE lecturer. Now in a temp post until Jan with EAI FHE but have been approached by Belfast Ins
Thanks to bursary I've moved ahead in my teaching career. A door has opened wider to the possibilities & opportunities which were limited before doing ITT
Thanks! As a teacher I feel that the scheme should be extended to allow a qualified and informed teaching culture to evolve in our universities
The 1 yr full time course is quite demanding so by not having to work part time as well it makes it easier for people with other responsibilities to enter the profession. The bursary is a gift for all the hard work you put in
The 2002/03 bursary was set at #6K nationwide this is far too low and realistically should be between #7-10K p a and increased to allow for inflation as it is capped
The benefit of receiving a bursary is incalculable it makes the process so much easier. I also treated the teacher training much more professionally because it felt like a job because of the

payments
The bursaries are vital - please continue with them
The bursary acts as an incentive to attract people into the teaching profession. The GHs are there to entice teachers into staying to put up with student disruption and anti-social / dangerous behaviour. This is not fair on teachers & other students
The bursary allowed me to experience teaching training and realise that it was not for me
The bursary changed the timing - I would have saved without it and started the course a few years later
The bursary considerably eased my financial concerns and as a result helped me to complete the course successfully
The bursary did make a difference financially whilst I was on the course - Even though I was in the fortunate position of being able to have done the course without it
The bursary enabled me to do a PGCE course and it was a very positive experience for me. I now have a job and as a single parent with 2 young children this is great
The bursary enabled me to give up a FT job to return to study along with my student loan. Without this I would have been unable to return to FT study
The bursary enabled me to study and I do plan to return to teaching once my son is at school/nursery
The bursary gave me the confidence and security to succeed on the PGCE
The bursary has indirectly increased the likelihood that I'll stay in FE. It helped to fund a lifetime holiday during the summer and has therefore reduced the stress I feel under on completing the PGCE and the stress I'm now experiencing at work
The bursary helped - GH would have even more!! It is incredibly difficult to live off a teachers starting salary in London
The bursary helped me to become a teacher. The extra financial support was much appreciated
The bursary helped me to concentrate fully on my studies by not having to find a PT job to support my studying away from home
The bursary helped me to do the course - without it I would have probably done the course part-time so working alongside it would have paid for childcare
The bursary helped reduce my debt but the institution at which I studies was a waste of time. I am currently working as a supply teacher in high schools. I am still seeking a FT place
The bursary I received was of great benefit
The bursary is a major incentive especially for older people with an established career considering a career change into teaching
The bursary is vital in attracting and keeping students on the course throughout their placements and university assignments. Although the bursary is set too low
The bursary made it possible to study full time for one academic year without the worry of accumulating debt. The bursary was sufficient to live off for nine months and greatly contributed to the enjoyment of additional studying
The bursary made the PGCE possible but I am still in loads of debt and can't get a job or pay the rent. Perhaps the bursary could be a larger sum of money
The bursary makes things easier
The bursary really reduced the financial burden on me during my studies without it I would have had to undertake p/t work working long unsociable hours which could have impacted on my performance on the course particularly on placement
The bursary should be increased to cover 12 months rather than the initial 9 months as it assured a steady income for this period and reduces worries for those who have left full time employment to join the course
The bursary was a big incentive but the course was too political. Not enough emphasis on teaching
The bursary was a vital factor in applying for my PGCE. I also feel the academic & professional demands of the course are such that they would prohibit part time work as a means of support whilst taking a PGCE
The bursary was definitely an added incentive and therefore motivated me to complete the course

The bursary was enough to pay my bills and kept me going for 12 months
The bursary was excellent it allowed me to still contribute to my family responsibilities
The bursary was most important when applying for employment - I needed the money more at this point than when on the course - the bursary got me my 1st job
The bursary was of great help through the year and assisted financially, however, the majority of the bursary went on my rent and council tax, therefore, I did not really gain much
The bursary was the final "piece in the jigsaw" - it helped me to achieve my ambition of becoming a teacher
The bursary was very welcome although I can't get enough teaching hours yet. I had no problems with the bursary
The bursary was vital in taking up the course
The course attracts people who have no interest or aptitude for teaching, purely for financial incentive
The course was a waste of time, every person should train in secondary PGCE. I am now paid as an unqualified teacher and am doing the GTP programme, wasted Governments money/wasted my time
The course was intense so there was not much time to earn PT money therefore the bursary was invaluable in allowing me to complete the course
The fact that I could receive some financial support while training was the incentive I needed to give teacher training a go. I realised that teaching wasn't for me because I wasn't committed to it enough to put up with heavy workload for a low wage.
The financial independence the bursary gave me was invaluable
The GH payment should be extended to all graduate teachers. Without bursary I would not have done the initial teacher training
The GH should be available all subject teachers
The GH should be widened to include more subjects
The Governments decision to provide a bursary for the PGCE PCET is a constructive one and has helped ease the financial burden for those wanting to teach in FE and who are not working in Education
The only negative thing about the Bursary was that I was paid an extra installment by mistake. I did not notice at first as I was moving house at the time. I am still paying this money off now in monthly installments and it is a drain on my resources
The payment I received was a tremendous help - without it I could not have done the course. But, the salary in FE is too low
The payment is worthwhile it highlights that even teaching can be attractive and a good job. It helps support you through the course and values the work being done
The payment of the bursary came 6 weeks into the term and put me into immediate financial difficulty however it ensured I was able to successfully complete the PGCE
The PGCE is a great asset for me but without the bursary it would have been impossible to complete it full time if at all
The point for me was only this "No bursary - no course"
The training award was a great help to pay rent & bills & gave extra time to devote to the course without worrying about fitting in jobs
There is no comment about age or over qualification on the outcome of training here. I cannot prove it but attitudes impacted on my getting a post. Colleges expect applicants to have instance answers at interview or they don't get the job.
There were no jobs out there. BUT I will possibly return to teaching at some later date
These initiatives help offset the appallingly low starting salaries for teachers. The workload and expected commitment in a teaching post are a real disincentive to staying in the profession
Think GHs should be for all teachers not just English etc
This bursary helped me enormously but I feel it should not be confined to PGCE teaching programmes. The extensive study required to become a teacher, nature of the job and shortages of good staff suggest it be provided for B'ed courses etc
This is an excellent scheme and will certainly encourage people to enter ITT

Unsure of what GH is
Very hard to find post in FE due to wide skill area of subject matter. Would have fared better doing school but qualifications/degree asked for base in subject matter obtained (ie ITC English Maths History etc)
Very repetitive questionnaire!
Very useful and I was most grateful to receive it
Was a former journalist, now senior lecturer in print journalism. Had seriously considered going into teaching and had been accepted on the course but the bursary enabled me to take the plunge. As a result I now have a new life which is very successful
Was insufficient to live off. I therefore had to take another student loan on top of my loans to undertake my degree. I came off housing benefit and I was approximately £100 pm better off because of the bursary. It was an encouragement to me
Was the pivotal part for me to undertake the course. I have a passion for teaching & the certificate has made me very marketable. I have had temporary posts in 3 HE institutions & after completing my PhD I know I will be able to attain a lecturer's post
We were not told about the GH payment. This information should be more accessible to all new teachers
When I was training I was snapped up by the dept where I now work for two hours work a week. When I applied for the GH this 2 hours per week for 10 weeks precluded me from receiving a penny
While the bursary enabled me to undertake training and I intend to seek PT work in FE when my children are older I would not seek a FT post due to pay/conditions in the sector
Who is eligible for GH? Perhaps all newly qualified teachers receive a GH at end of their first year of teaching as an incentive to continue working within this poorly paid area of employment
With the help of the bursary it was achievable to acquire the PGCE qualification and to fulfill my career aspiration. Without this I would not be where I am today and I have other PGCE students who think the same
Without bursary I could not have done PGCE (FAHE). The GH paid off debt I had incurred whilst studying. Bursary can only be a good thing however many students may not be able to use it as they will be put off by intro of tuition fees & abolition of grants

**APPENDIX D: SUBJECT SPECIALISMS OF BURSARY  
RECIPIENTS**

<b>Table 4.0: Subject specialisms of bursary recipients</b>	
art & design	111
business	62
basic skills	56
english	54
psychology	47
IT	42
health & social care	27
social sciences	26
history	25
sciences	26
media studies	24
community education	18
drama	17
law	13
sociology	12
leisure & sport	11
SLDD	10
hospitality & catering	9
ESOL	9
languages	9
humanities	8
politics	8
maths	8
tourism	7
hairdressing & beauty therapy	7
adult basic education	6
engineering	5
childcare	5
sports science	5
construction	4
sports	4
education	3
music	2
adult education	2
prison education	1
public services	1
horticulture	1
social work	1
electronics	1
geography	1
<b>Grand Total</b>	<b>688</b>

Source: York Consulting Survey 2003

## **APPENDIX E: CASE STUDY TOPIC GUIDE**

## Evaluation of the impact of FE ITT Bursaries

### Topic guides

#### Course Administrators – Role and responsibility

##### **Administration**

- 1a. How did the college hear about the initiative?
- 1b. How did you decide how many bursaries to request?
2. Did you get the amount of bursaries you required?
3. Are there any problems with the system – application for bursaries, administrative burdens etc?

##### **Raising Awareness – Marketing**

4. How is the bursary marketed? Part of a wider initiative including Golden Hellos for instance?
- 4b Are colleges flooded with applications for a bursary?
- 4c Do students defer in order to receive a bursary next time around?

##### **Recruitment**

5. Has uptake increased? Is this a priority for the college? \*Can we have data on the number of applicants for a bursary?
6. Increase in the calibre of students applying – in what way do you establish this is the case (qualifications , experience etc)?
7. How do you ascertain who to give out the bursaries to?
8. Has uptake increased in the shortage subject areas? – \* Request MI showing subject area?

##### **Retention**

9. Has attendance on courses improved?
10. Has completion of courses increased? \* Request for data on drop outs and completion comparisons with non recipients

##### **Destination**

11. Are more students moving into teaching \* Can they give us destination data for years other than 2001-2 – age, gender, ethnicity, qualifications.

## Head of Department – Role and Responsibility

### **Recruitment**

12. What impact has receiving the bursary had on the number of students coming forward to train to teach in FE?
13. Has the quality of students increased?

### **Retention and Attainment**

14. Has attendance and completion of courses by bursary recipients improved?
15. Has the teaching standard been improved due to the student receiving bursaries i.e. due to improved attendance, higher motivation to learn etc.?
16. What difference does the bursary initiative make to the department, i.e. are there increased number of students and greater demands on teachers' time?
17. Are there any negative aspects to the bursary or how could it be improved?

## **FE ITT - Focus Group**

### Agenda

**Introduction** -York Consulting and the Evaluation of the FE ITT Bursary and its impact on recruitment, retention and attendance and destination of teachers

- Round table introductions - what did you do before this course?

**Discussion** - How did people hear about the bursary?  
- What is their understanding of the aims of the bursary?

**Our Aims** - To submit a report to DfES on the impact of the bursary. In particular:

*Recruitment*

Have people who would not have been able to study for FE teaching being given the opportunity?

Has it encouraged people to take up a teaching post who would not have considered teaching?

Has it encouraged a higher calibre of teachers – how do institutions define higher calibre?

*Retention*

Are people more motivated to complete courses?

Has attendance increased?

Are less people dropping out of courses as a result of the bursary?

*Attainment*

Are people more motivated to move into teaching as a result of receiving a bursary?

Are recipients better equipped for a teaching post as a result of being high calibre teachers?

Are students responding positively to increased investment by the Government?

*Destination*

Are more people moving into FE teaching as a result of the data?

**'Post it' Exercise and Discussion** - How Has the bursary impacted on YOUR own:

- career choice
- attendance and retention
- attainment
- destination

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