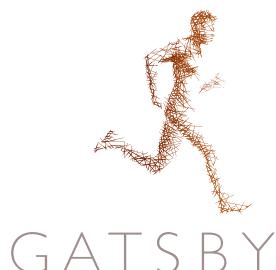


FURTHER EDUCATION'S TEACHER EDUCATORS: WHO ARE THEY, WHAT IS THEIR WORK AND WHAT ARE THEIR PROFESSIONAL DEVELOPMENT PRIORITIES

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TERMINOLOGY

For the purposes of this study, 'teacher educators' means those teaching on initial teacher education (ITE) courses in further education (FE) colleges in England. Ofsted and FE ITE providers use the term 'trainee' to describe anyone enrolled on an ITE course, although we want to point out that 'student teacher' is the term most often used in the international literature on teacher education. 'Mentors' are subject specialists who volunteer to work closely with teacher educators to support the subject-specialist components of the ITE curriculum and work one-to-one with the trainee to support them with their subject-specialist pedagogy, showing them how to act as a teacher and support their becoming as a teacher.

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- the 118 teacher educators who responded to the survey and have helped us better understand their work and what matters to them.

DISCLAIMER

The views and opinions expressed in this report are those of the authors and do not necessarily state or reflect those of the Gatsby Charitable Foundation.

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EXECUTIVE SUMMARY

INTRODUCTION

This report, commissioned by the Gatsby Foundation and conducted by researchers from the University of Huddersfield, investigates the roles, demographics and professional development priorities of teacher educators employed in the further education (FE) sector in England. For the purposes of this study, teacher educators means those who teach on initial teacher education (ITE) courses.

Amid ongoing difficulties in recruiting and retaining FE teachers (Tully, 2024), teacher educators play an important role in supporting the transition of new teachers into the workforce. However, despite their critical role in shaping new teachers, FE teacher educators are not the subject of policy discussions and do not have professional frameworks. So, for example, FE teachers have professional standards, but there is no equivalent for the FE teacher educators who train them. There is also limited research and literature about this area. There is a clear need for deeper understanding of this group, and this study serves as an initial and timely exploration of the work of FE-based teacher educators.

The study aimed to understand who teacher educators are, their career pathways and the support they require in their roles. The methodology included a selected review of related existing literature and an online survey of FE teacher educators, distributed through key sector stakeholders, including awarding bodies, the Department for Education (DfE) and professional associations. A total of 118 FE teacher educators responded to the survey, sharing insights into their backgrounds, roles and professional development priorities.

KEY FINDINGS

Who are FE's teacher educators? The FE teacher educators who responded to our survey were predominately white, middle-aged women with a variety of occupational or subject backgrounds. Based on the DfE's latest Further Education Workforce Data Collection (DfE, 2025), the data suggests that the respondents do not reflect the composition of the FE teacher workforce in terms of gender, ethnicity or some subject specialisms. We found significant underrepresentation of teacher educators with backgrounds in science, technology, engineering and maths (STEM) and technical or vocational subjects, such as construction. Similarly, none of the teacher educators had been special educational needs and disabilities (SEND) teachers. The teacher educators in our sample were mostly highly qualified, with many having a master's degree or doctorate. Most had over 10 years of teaching experience before becoming a teacher educator. Some teacher educators continued to teach their subject specialism alongside the ITE courses.

How and why do they become teacher educators? Recruitment to teacher education roles was often informal, through invitations from colleagues already working on teacher education courses, which may contribute to the underrepresentation of certain subjects.

What is their work and what shapes their practices? Teacher educators operated in two broad capacities – teaching and leadership. Those with teaching roles either taught solely on teacher education courses or combined it with teaching their subject specialism. Those in leadership roles were responsible for leading teacher

education courses, leading professional development provision or they had wider responsibilities in their institutions. These teacher educators' practices were shaped by institutional cultures, past experiences as students or teachers, and by teacher education colleagues. However, the lack of formal professional frameworks and limited research on classroom practices may be hindering teacher educators' professional development.

What matters to FE's teacher educators? Most respondents expressed satisfaction with their roles, but they had concerns that fell into two themes: issues affecting FE in general and issues specific to ITE. The former includes policy changes, funding constraints and work-life balance. The latter includes the impact that new curriculum requirements have on teacher training and the challenges of articulating the purpose of theory in informing practice. The main professional development needs that respondents identified were curriculum support, research-informed teaching and learning strategies, and networking opportunities to mitigate professional isolation.

CONCLUSION AND POSSIBLE NEXT STEPS

This research highlights the need for a greater understanding of the role of FE-based teacher educators, including the variety of ways they contribute to the development of individual teachers and to the FE workforce more broadly. The research also shows the need for greater understanding of how FE-based teacher educators can be supported in this unique role through professional development activities. Recommended next steps are:

- to research teacher educators who are based in higher education institutions (HEIs) but are involved in FE ITE, because this research has been limited to date. Their role and how it compares with FE-based teacher educators needs to be better understood, including how they work with the teacher educators in their partnership colleges, and how they support the development of subject-specialist pedagogy in their partnership. These findings would fit with the data from this study to provide a fuller picture of who is involved in delivering FE ITE and how it works.
- to resurrect the collation of trainee teacher numbers for all FE ITE courses, including their subject specialisms, so we know the scale of this provision. This could be achieved through all FE ITE providers registering with DfE and providing student teacher numbers for the courses they operate. This could provide valuable information about trainees' subject specialisms, helping inform FE workforce planning for FE ITE and the sector more generally.

Once more is known about those involved in FE ITE – teacher educators and trainees – and the scale of FE ITE provision, further support can be provided. This might include working with and building on the existing networks to strengthen the support for teacher educators, undertaking research on teacher educators' classroom-based practice, which has been under-researched, and creating an online learning resource for teacher educators involved in FE ITE.

INTRODUCTION

Four themes have dominated the FE ITE policy landscape for the last 25 years:

1. concerns about the content of the curriculum
2. regulation and deregulation
3. teachers' standards
4. change, which is evident in changes to the curriculum, the requirement to be teacher trained and three revisions to the professional standards first introduced in 1996.

These four themes mainly stem from successive governments' efforts to professionalise the FE sector, which is perceived to be "pivotal to the economic and social prosperity" of the country (Machin, 2016, p.32). However, the Education and Training Foundation's (2022) professional standards for teachers and trainers make no mention of teacher education, teacher educators or teacher training. Instead the focus has been on the apparatus of teacher education (its curriculum, regulation and teachers' standards). Consequently, there seems to be limited awareness of who the FE teacher educators that are shaping the development of its new teachers are, how they became teacher educators, their work and their professional development priorities. This study aims to address this gap in our knowledge.

This study focused on teacher educators who teach on one or more FE ITE course¹ in an academic year at a general FE college, a specialist FE college, such as a land-based college, or a sixth form college. Its aims were to:

- learn about FE's teacher educators, including, how they became teacher educators, their characteristics (age, gender, ethnicity, their subject specialism), the courses they teach and their work
- identify the types of support FE's teacher educators need for their role, and to suggest how this might be provided.

The study had four main research questions, three of which had sub-questions:

1. Who are FE's teacher educators?
 - Sub-question 1: Approximately how many FE-based teacher educators are there?
 - Sub-question 2: What are the characteristics of FE's teacher educators and to what extent do they represent the wider FE workforce?
2. How and why do they become FE-based teacher educators?
3. What is their work and what shapes their practices?
 - Sub-question 1: How do FE's teacher educators spend their time?
 - Sub-question 2: What influences how FE's teacher educators teach?
 - Sub-question 3: How satisfied are FE's teacher educators with their job?

¹ FE ITE courses that qualified for this study were the Level 3 Award in Education and Training, the Level 4 Certificate in Education and Training, the Level 5 Diploma in Education and Training, the Level 5 Diploma in Teaching, or a Level 5, 6 or 7 qualification awarded by a higher education institution.

4. What matters to FE's teacher educators?

- Sub-question 1: What are the most important current issues or concerns for FE teacher educators?
- Sub-question 2: What types of continuing professional development (CPD) do FE-based teacher educators undertake related to their role?
- Sub-question 3: What types of support do FE-based teacher educators want related to their role?

LITERATURE REVIEW

A selected review of the literature was carried out to identify the most significant published research about FE teacher educators. Our initial search was limited to texts published in the last five years (from 2019 onwards), but we expanded this to the last 19 years (from 2006 onwards) because of the lack of recently published research in this area. The review was framed by our research questions, using the terms “teacher educator”/“teacher education”, in conjunction with “further education”/“FE-based” and was conducted using the University of Huddersfield library database, supplemented by Google Scholar.

This initial review of the literature identified only six texts that met our search criteria (See [Table 1](#)), and they varied in the extent to which they addressed our research questions. Powell’s opening and concluding chapters (2023a and 2023b) in Fisher and Powell’s collective biography of 12 FE-based teacher educators gave the most recent overview of research into the lives and work of these professionals. However, it was a small-scale study, limited to analysis of the personal trajectories of teacher educators working as part of one HEI-led consortium.

The focus of Hanley and Thompson (2021) and Powell (2020) is not explicitly on teacher educators, but rather on aspects of the work they do, addressing subject-specialist pedagogy and the role of modelling respectively. The content of Loo’s book (2020) relates closely to our research questions in its consideration of the “journeys or pathways” followed by teachers in becoming teacher educators, their “knowledge, attributes, experiences, and skill sets”, “their professional identities” and professional development needs (Loo, 2020, p.1). Though a more substantial text, it is still only informed by data drawn from 33 teacher educators, 12 of whom were working in HE.

Finally, Perry and Boodt (2019) provided an evaluation of a professional development programme for ‘hybrid’ teacher educators, that is, those working as teachers in FE while also teaching or supporting trainee teachers. Survey and interview data from 34 participants highlighted the value of being part of a community of teacher educators, to build a more secure professional identity and to counter the isolation experienced by many teacher educators in the sector.

Table 1: Relevant literature from the last five years

Source	Type of publication	Scope
Powell (2023a and 2023b)	Chapters in edited book	Review of literature/policy context. Summary of findings from collective biography of FE-based teacher educators.
Hanley and Thompson (2021)	Research paper	Reports Gatsby-funded study of teacher educators for FE and subject-specific pedagogy.
Powell (2020)	Research paper	Reports findings from action research study exploring role of teacher educators in learning of in-service trainee FE teachers.
Loo (2020)	Book	Exploration of professional development of teacher educators for FE, drawing on study of 33 teacher educators (12 based in HE).
Perry and Boodt (2019)	Research paper	Evaluation of professional development programme for hybrid teachers/teacher educators in FE.

Given the limited scope of these recent studies, we expanded our search to examine what the broader literature could tell us about FE-based teacher educators. Noel (2006) was selected as our starting point because this was the first piece of research to focus explicitly on FE-based teacher educators. Noel's use of a survey methodology also provided a historical counterpoint for our own survey-based study.

Findings from key studies were synthesized into four central themes: demographic influences, professional identities, political context and the 'invisibility' of teacher educators in FE. Research into teacher educators' classroom practices was notable for its absence. The four themes are considered in turn here.

DEMOGRAPHIC INFLUENCES: GENDER, AGE AND INFORMAL RECRUITMENT

The demographic profile of FE teacher educators was predominantly older, white women (Noel, 2006; Crawley, 2013; Springbett, 2018). Crawley (2013) found that 77% of teacher educators in FE were women, and most were aged 45-65. Simmons and Thompson (2007) argued that the feminisation of the FE workforce was due to both economic factors (deterioration in pay and working conditions making the role less attractive to men) and cultural identity factors (the perception of teaching as a caring profession). Informal recruitment processes further reinforced this demographic pattern, as new teacher educators were often selected based on existing networks rather than through transparent hiring practices (Eliaho, 2017). Loo (2020) also discussed how these informal pathways contributed to the non-linear trajectories of many FE teacher educators, highlighting the role of vocational backgrounds and prior industry experience in shaping recruitment trends. More recent studies, such as Powell (2023a), indicated that while these trends persist, there has been a slight shift towards a more diverse workforce due to policy efforts promoting inclusivity, though progress remains slow.

PROFESSIONAL IDENTITIES: TENSIONS AND THE GENDERED NATURE OF CARE

The identities of FE teacher educators are shaped by competing professional and institutional discourses. Crawley (2016) described FE teacher educators as the “invisible educators”, highlighting that they often struggled with a lack of professional identity and that, at that time, they were not actively engaged in research – either carrying out research themselves or using research carried out by others. The perception of teaching as a caring and nurturing profession reinforced gendered expectations, often placing additional emotional labour on female teacher educators (Simmons and Thompson, 2007). Kadi-Hanifi and Keenan (2015) identified the significance that the teacher educators in their study gave to their working-class backgrounds, which informed their understanding of their roles in an HE-influenced teacher education framework. Springbett (2018) highlighted how these tensions manifest in the competing demands of FE and HE cultures, often leading to role ambiguity and professional marginalisation. Loo (2020) further explored the construction of professional identities among FE teacher educators, noting that their self-perceptions were influenced by both their subject backgrounds and the evolving demands of the sector. In comparison to Noel (2006), who first documented these struggles, more recent literature (e.g. Powell, 2023b) suggests a growing emphasis on professional development and mentorship networks to support the formation of an identity as teacher educators.

THE POLITICAL CONTEXT OF FE-BASED TEACHER EDUCATION

FE teacher educators operate within a rapidly changing political landscape. Powell (2023a) emphasises how this shifting policy context, with ongoing uncertainty surrounding the future of FE ITE, significantly impacts their work. The economic viability of subject-specific training in FE is often questioned, as seen in Hanley and Thompson's (2021) discussion of the lack of established pedagogical knowledge for FE ITE. Furthermore, Springbett (2018) noted that the tensions between FE and HE governance structures contribute to an unstable professional environment, where teacher educators must navigate competing institutional priorities and policy directives. Loo (2020) provides a broader analysis of how policy shifts impact professional development pathways, arguing that ongoing reforms create both challenges and opportunities for teacher educators in FE, particularly in relation to vocationalism and subject-specific training. Compared to Crawley's (2013) analysis, which highlighted a lack of formal policy focus on FE teacher educators, more recent discussions (e.g. Powell, 2023a) suggest that while policy engagement with FE ITE has increased, systematic support for FE teacher educators remains inconsistent.

THE ‘INVISIBILITY’ OF AND ‘SCHOLARLY SILENCE’ AROUND FE TEACHER EDUCATORS

A recurring theme in the literature is the relative invisibility of FE teacher educators. Crawley (2016) described them as “invisible educators”, highlighting their marginalisation within the broader landscape of teacher education. Similarly, Powell (2023a) referred to a “scholarly silence” around their work, reinforcing the lack of formal recognition and systematic research into their roles. Noel (2006) described their experiences as a “secret life”, emphasising how the lack of visibility affects professional development and career progression opportunities. Loo (2020) also examined the “hidden” nature of FE teacher educators, suggesting that their work was often overshadowed by the broader FE sector, which contributed to a

lack of clear career trajectories and professional identity. While these findings echo earlier research by Noel (2006) and Crawley (2013), newer studies, such as Powell (2023b), indicate a slow but growing recognition of FE teacher educators in both policy and academic circles, although significant gaps remain.

Crawley (2018) suggested that FE teacher educators could become more visible by undertaking research on how to effectively prepare teachers for working in FE. He pointed out this could be achieved by connecting and mobilising existing associations and research networks that support FE's teacher educators' research, such as the Teacher Education in Lifelong Learning network. Crawley asserted that doing so could potentially enable FE's teacher educators to influence policymakers and shape FE ITE "policy and practice" (2018, p.31).

SUMMARY OF REVIEW

The literature highlighted the complex and under-researched nature of the role and work of FE teacher educators, including their classroom practice. Their pathways, roles and professional development needs are shaped, at least in part, by their position within FE, necessitating tailored policy interventions and support structures. Compared to earlier studies by Noel (2006) and Crawley (2013), more recent research has identified incremental changes, such as greater policy engagement and professional development initiatives. However, many long-standing issues, including invisibility, identity struggles and policy uncertainty, continue to shape the profession. Addressing the gaps in national data and research could provide a more nuanced understanding of their experiences and contributions to the FE sector, enabling FE teacher educators to be better supported.

METHODOLOGY

To answer the research questions, once we had ethical approval for the study, we designed and piloted an online survey using Microsoft Forms, which included 36 open and closed questions. We also invited respondents to the survey to provide their email addresses so they could be sent information about any initiatives that came from the study. A copy of the survey can be found in [Appendix I](#).

There is no database of FE teacher educators, so the survey was circulated to key stakeholders in the sector to distribute through their networks. These stakeholders were: three awarding bodies (Pearson, City & Guilds and Ascentis); the DfE; the Education and Training Foundation; Landex, which represents land-based colleges; the Sixth Form Colleges Association; the Association of Colleges; the Learning and Skills Research Network; the Teacher Education in Lifelong Learning network; and the Universities Council for the Education of Teachers (whose Post-16 Forum includes HEIs working with partner colleges).

An email with a link to the survey was sent out to these networks three times and potential respondents were given a window of four weeks to complete the survey. A total of 118 responses were received and downloaded into an Excel spreadsheet for statistical and thematic analysis. Individual teacher educators were the unit of analysis for this study, although some of the survey questions related to their setting. Headlines from the data gathered about the setting include:

- Eighty-nine respondents (75%) came from general FE colleges, which are the main providers of FE ITE. Work email addresses provided by some of the respondents suggested that we reached at least 40 (or 25%) of the 157 FE colleges.
- The survey was also completed by 11 teacher educators from independent training providers, seven from sixth form colleges, five from adult and community learning, three from land-based colleges, two from specialist colleges and one from the voluntary sector.

To validate the study's claims, we invited a teacher educator knowledgeable about FE ITE to review and comment on them.

FINDINGS AND DISCUSSION

This section is presented under headings based on the study's four research questions:

1. Who are FE's teacher educators?
2. How and why do they become FE-based teacher educators?
3. What is their work and what shapes their practices?
4. What matters to FE's teacher educators?

It concludes with the validating statement by the knowledgeable teacher educator with considerable experience of FE-based teacher education.

WHO ARE FE'S TEACHER EDUCATORS?

The mean number of 3.11 teacher educators per FE college reported by teacher educators in our survey and the current number of 157 general FE colleges, according to the Association of Colleges (2025), suggests there are approximately 488 FE college-based teacher educators in England.

Almost 90% (106) of respondents described themselves as white, just over 81% (96 respondents) described themselves as women and just over 80% (95 respondents) were aged 40 or over. This means the demographics of these teacher educators are similar to the teacher educators who participated in research done almost 20 years ago.

The teacher educators who responded had diverse careers before becoming teachers, although very few had STEM backgrounds. Noticeably, not one of them had a background working in construction or in SEND. [Table 2](#) in Appendix 2 gives a detailed breakdown of the responses.

For those that had always been teachers, the range of subject specialisms and numbers involved were very similar to those reported in studies from almost 20 years ago. For example, the highest number of them (11 respondents) were former teachers of English, including English for speakers of other languages (ESOL). It is also noticeable that five were primary teachers, four had sport and public services backgrounds and four had STEM backgrounds, but not one had a background teaching SEND. [Table 3](#) in Appendix 2 presents a detailed breakdown of the responses.

Sixteen respondents (13.6%) completed ITE qualifications for schools before working in FE. Only one of the teacher educators in the survey, who worked for a private training organisation, had a Level 3 as their highest ITE qualification. Seven (5.6%) of the respondents listed an MA or MEd as their only ITE qualification. [Table 4](#) in Appendix 2 provides a breakdown of this data.

Respondents in the sample were also well qualified in their subject specialism. Fourteen already had doctorates (PhD or EdD) and a further five were completing doctorates (this constitutes 16% of respondents). Forty respondents (33.9%) had master's level qualifications in their subject. These findings suggest a considerable research capability among teacher educators that could be harnessed. See [Table 5](#) in Appendix 2.

Thirty-three percent of the respondents had been in the role for 10 or more years. Almost 29% of the teacher educators had been in the role for less than four years. The latter may be significant because, according to Boyd, Murray and White (2021), there is an initial phase of “becoming” as a new teacher educator, in which they are learning how to act as and be a teacher educator. This phase usually last three years and starts when they are appointed. [Table 6](#) in Appendix 2 presents this data.

HOW AND WHY DO THEY BECOME TEACHER EDUCATORS?

The findings presented in [Table 6](#) in Appendix 2 suggest that the sector and its recruitment practices have not changed significantly for at least two decades. It is interesting to note that while a handful of the participants who have been teacher educators for more than 10 years may have also participated in previous studies, it would likely be very few because the research was published so long ago, for instance, in the case of Noel’s research it was almost 20 years ago.

Regarding the process of being appointed a teacher educator, 56% of respondents applied for the role of teacher educator as either an internal or external applicant. The gatekeeping practice of an existing teacher educator inviting someone to become a teacher educator remains strong, even for those recruited more recently. Of all respondents, 42% said this had been their route into becoming a teacher educator. This may be leading to an unintentional replication of the teacher educator workforce, reinforcing the lack of diversity. Certainly, the profile of those who responded does not reflect the FE teaching workforce in terms of gender, ethnicity or some subject specialisms, based on the DfE’s latest statistics from the Further Education Workforce Data Collection (DfE, 2025). [Table 6](#) in Appendix 2 presents the data on how they were recruited.

However, when sharing what motivated them to apply to become teacher educators, only 13% reported that it was colleagues who had persuaded them to become teacher educators. Loo (2020, p.46) called this “an unintended” route because it was a result of “an external intervention”, i.e. a colleague invited them to undertake the role. But just over 83% of respondents said that an interest in pedagogy and an enthusiasm for teaching was their motivator for applying for the job. This “conscious choice” to apply for the role is called an “intended” route into being a teacher educator (Loo, 2020, p.47).

The length of time a teacher spends ‘learning to teach’ before becoming a teacher educator matters. Drawing on Day and Gu’s research, Hargreaves and Fullan (2012, p.59) asserted that teachers are at their most effective “around 8-23 years in the job”. This would suggest that anyone becoming a teacher educator having taught for less than eight years is unlikely to have reached their potential as a teacher. This has implications for how well they can support new teachers in their teaching practice. Almost 62% of the teacher educators who responded to our survey had taught for 10 or more years before becoming a teacher educator. [Table 7](#) in Appendix 2 presents this data.

WHAT IS THEIR WORK AND WHAT SHAPES THEIR PRACTICES?

THEIR WORK

The data suggests the respondents had two broad roles: teacher educators as teachers and teacher educators as leaders. These roles can be subdivided into six categories.

Teacher educators as teachers

These teacher educators might be subdivided as follows:

- Solely a teacher educator. Almost 18% (21) of respondents only taught on teacher education courses. They indicated that they had no leadership responsibilities associated with their post.
- A hybrid teacher educator, who spends some time teaching on ITE courses and the remainder of their time teaching their specialist subject. Some of this teaching was on courses that had an occupational focus. Almost 19% (22) of respondents fell into this category. These teacher educators also indicated that they had no leadership responsibilities.

Teacher educators as leaders

Almost 64% (75) of respondents said they had leadership responsibilities alongside their teaching. These responsibilities varied widely but can be grouped into four categories.

- Leaders of an individual teacher education course. For example, the Diploma in Teaching or leading the Maths and Numeracy PGCE. Just 2.5% (3) of all respondents were in this category.
- Leaders of several teacher education courses. These might be only university accredited courses, or it might be all ITE courses. Almost 23% (27) of all the respondents were in this category.
- Leaders of teacher education courses alongside wider responsibilities. These additional responsibilities might be leading quality assurance and/or professional development in their organisation. Almost 35% (41) of all respondents were in this category. Where they were involved in quality assurance, Lunenberg, Dengerink and Korthagen (2014, p.7) suggested that “tensions and conflict” may occur because their teacher educator role and other role may be “hard to combine”. Having said that, those with wider responsibilities have an influence beyond ITE.
- Leaders of professional development in their organisation alongside their ITE teaching. Just 3.3% (4) of all respondents were in this category.

Table 8 in Appendix 2 summarises the different types of leadership role the teacher educators were doing.

WHAT SHAPES THEIR PRACTICES?

Support from other teacher educators

There was an even split between those that were attached to a university partnership and those that were not. Thirty-eight respondents (32%) were in a team of four or more and 34 respondents (29%) had two people in their team. However, 14 respondents (12%) were the sole teacher educator at their institution, and only three of these respondents were part of a university partnership. This suggests a need for teacher educator networks to enable professional conversations among those teacher educators who may be isolated. The early success of the Teacher Education in Lifelong Learning network may have fulfilled that need, perhaps.

Teaching hours

Contracted teaching hours on teacher education courses ranged from less than five hours per week to more than 22 hours per week. While there was an even distribution, it is striking how many (22% or 26 respondents) were on very low hours. There seemed to be two reasons why the teaching load was lower for these 26 respondents:

1. Some of the respondents identified themselves as part-time.
2. Some have leadership responsibilities that would explain their reduced teaching load.

There seemed to be no relationship between type of organisation and number of contracted hours.

How they spent their time

The importance of the classroom to teacher educators is clear and shapes how their time is spent. Teaching on ITE courses was how most teacher educators reported spending most of their time (58% ranked this first or second on the survey). Preparing for teaching on ITE courses was also high (40% ranked this as their first or second choice) as were observations (13% ranked it first but 44% ranked it second or third). Leading staff development was first for 17% of respondents. The amount of time spent on any kind of professional development was ranked low, as might be expected.

What influenced their work?

Respondents were invited to rank what influenced their practice. Teacher educator colleagues or how they had been taught on their teacher education courses were the top two main influences on their practice. Professional development and awarding body documentation were the other two main influences. Other influences varied, but the largest single theme that emerged was learning from their own experience, which could be considered self-limiting. But several found reading or engaging with research in other ways, such as through seminars, influential. Several respondents also identified mentors as being influential. One response intriguingly noted "bad teachers at school" as an influence on their teaching.

Satisfaction with the job of being a teacher educator

The respondents were broadly happy with their role. Mean satisfaction on a five-point scale, with five as the highest level of satisfaction, was 3.97, with 76% at four or five. Only eight respondents (7%) said they were likely to leave their job in the next 12 months and a further 20 (17%) said they may leave. For those who were likely to or may leave their job, six said that retirement was the reason and one said ill health, but many more mentioned concerns about workload or the culture of the organisation.

WHAT MATTERS TO FE'S TEACHER EDUCATORS?

When asking this question, the study sought to establish the most important current issues or concerns for FE teacher educators, the types of CPD related to their role that FE-based teacher educators undertook, and the types of role-related support that FE-based teacher educators want.

Regarding what participants considered to be their most important current issue or concern as a teacher educator, their responses can be categorised under two themes.

THEME ONE: ISSUES AFFECTING ALL OF FE

The first theme includes broad structural issues affecting FE and not just ITE, such as the lack of funding, changes in policy, problems with the recruitment and retention of teachers and work-life balance. Below are examples from the responses that reflect the variety of wider concerns about the sector:

- “Motivating learners and staff retention concerns”.
- “Lack of investment in FE and time allocated to training of vocational specialists”.
- “Lack of respect for teachers in the sector”.
- “Lack of recognition of FE teachers as professionals”.
- “Helping teachers understand and embed [education for sustainable development] ESD, Prevent. Getting managers to not increase teacher workloads doing things that will not lead to improved outcomes for learners”.
- “Increase in learners with additional needs, both in terms of SEND and mental health, and the challenges faced by teachers because of a lack of resources and a lack of meaningful training”.
- “Ofsted”.
- “Workload and pay”.

THEME TWO: ISSUES SPECIFIC TO ITE

The second theme includes issues and concerns that specifically affect ITE, such as changes in the ITE curriculum, mentoring and how theory can inform practice. As with theme one, the breadth of responses was noteworthy:

- “College's ability to support the requirements of the [Level 5 Diploma in Teaching] L5 DiT for in-service trainees, including mentoring, remission for study, the requirement for two teaching placements, the requirement for 20 hours of live online teaching. For in-service trainees (employed

to fill a college vacancy), the likelihood of being able to support the 2nd placement is low, and for some subject areas, the requirement to complete 20 hours live online teaching is disruptive for FE learners (e.g. asking a construction lecturer to stand-down [face-to-face] f2f classes and swap to online may be inappropriate, and many students may not have access to the relevant IT to participate). The L5 DiT works well for pre-service trainees but does not meet the needs of in-service trainees; and the apprenticeship is not necessarily a suitable alternative – many FE staff work part-time, which could extend the duration of the apprenticeship programme for too long”.

“Getting mentors to do their job effectively. My students who are currently teaching are under a great deal of pressure from their managers to work a heavy timetable plus study. This is not sustainable and ends up being a serious problem for me too”.

“Everyone has to start somewhere. A lot of teachers in FE have come from vocational backgrounds and are not academic. The DiT is a backwards step for these people. The [Diploma in Education and Training] DET was much more user-friendly”.

Two points of note from these responses. First, securing good mentors and ensuring good mentoring remains a challenge. Second, for some teacher educators delivering the new diploma has been a challenge, which perhaps suggests a need for support.

CPD COMPLETED IN THE LAST THREE YEARS

In the previous three years, the respondents had earned 46 qualifications, including 14 PhD/EdDs, one MPhil and one MA in Teacher Education. The majority of the CPD reported was not explicitly linked to teacher education, although it may have been teaching related. Relatively few – 16 of the 118 – had undertaken CPD related to the use of technology.

Twenty-six percent (31 respondents) identified being part of a network, including university partnerships, as one of their CPD activities, which highlights the importance of these networks.

Table 9 in Appendix 2 provides a summary of the CPD the respondents had completed in the last three years.

None of the respondents mentioned an induction process. While we did not explicitly ask about it, we would have expected some of the 34 teacher educators who had been in the role no more than four years to have mentioned their induction. However, it is possible the more recently appointed teacher educators did not see their induction as CPD.

CPD PRIORITIES

The respondents' top three priorities for CPD were:

- support with the curriculum (31 out of 146 requests), which can and probably should be provided by awarding bodies and institutions
- CPD related to research-informed teaching, learning and assessment in ITE (28 requests), which may require the support and involvement of HEIs or researchers
- networking (24 requests), which could be facilitated by stakeholders.

Taken together, these priorities represented almost 57% of all the requests.

One respondent suggested “it would be great to see a nationally recognised additional course/qualification [for teacher educators]”.

Table 10 in Appendix 2 provides a summary of their CPD priorities.

A blended learning approach offering face-to-face sessions during the week is the model for CPD preferred by most respondents.

VALIDATION OF THE FINDINGS

To maximise confidence and validate the findings, we invited Dr Nena Skrbic, the University of Huddersfield’s Strategic Lead for the Education and Training Consortium, the largest FE ITE partnership in England, to review them. She made the following comments:

“The findings are comprehensive and detailed … For the most part, the findings accord with my experience of the composition and character of the [further education and skills] FES (ITE) workforce, particularly the findings that relate to professional development. The fact that the majority of CPD is ‘not explicitly linked to teacher education’ indicates that there has been little movement in this regard … The findings highlight the ‘gatekeeping practice’ that appears to characterise the way in which teacher educators are recruited in FES (ITE) and the impact that this might have on the diversity of the workforce. This resonates with my understanding of the demographic characteristics of the FE (ITE) workforce … little appears to have changed in the recruitment, composition and professional development of the FES (ITE) workforce. This point is particularly well-made … I was surprised by the fact that only 16 out of 118 respondents had undertaken CPD related to the use of technology. The fact that 6 respondents indicated ‘none’ or ‘N/A’ for their ITE CPD priorities was concerning”.

CONCLUSIONS AND POSSIBLE NEXT STEPS

CONCLUSIONS

We drew 11 conclusions from the research. They are presented under headings based on the four research questions.

WHO ARE FE'S TEACHER EDUCATORS?

- The demographic of FE-based teacher educators appears not to have changed much in the last 20 years. They are mostly white, middle-aged women.
- Based on the DfE's latest Further Education Workforce Data Collection (DfE, 2025), the data suggests that the respondents do not reflect the composition of the FE teacher workforce in terms of gender, ethnicity or some subject specialisms.
- These teacher educators had diverse careers before becoming teachers, although very few had STEM backgrounds. Disciplinary areas such as construction and SEND were particularly underrepresented.
- The respondents are well qualified, including to doctoral level. Over a third of the respondents have a master's level qualification in addition to their ITE qualification. This suggests a considerable and growing research capability that could be harnessed.

HOW AND WHY DO THEY BECOME TEACHER EDUCATORS?

- The majority intentionally applied for the role, though the gatekeeping practice of inviting someone to become a teacher educator remains strong. While the recruitment of FE teacher educators is something of a closed loop, the system is functioning.

WHAT IS THEIR WORK AND WHAT SHAPES THEIR PRACTICES?

- The data suggests two broad roles: teacher educators as teachers and teacher educators as leaders.
- The importance of the classroom to teacher educators is clear and most of their time is spent teaching or preparing to teach.
- The main influences on their practice were teacher educator colleagues and how they were taught on their teacher education courses. Here, the tenet of teacher educator as role model is evident, although this may be a concern because teacher educators are not representative of the wider workforce or the breadth of the FE curriculum.

WHAT MATTERS TO FE'S TEACHER EDUCATORS?

- Key concerns of the participants can be divided into two themes. The first theme includes broader structural issues affecting FE in general, such as lack of funding, changes in policy, problems with the recruitment and retention of teachers, and work-life balance. The second theme includes issues specific to ITE, such as changes in the ITE curriculum, mentoring and how theory can inform practice.
- The majority of CPD undertaken by the teacher educators was not explicitly linked to teacher education, though any CPD that was teaching related would support their role as a teacher educator.

- Over a quarter of respondents identified being part of a network, including university partnerships, as one of their CPD activities. Networking opportunities reduced the potential for professional isolation, particularly for the 11 teacher educators who were not in a team or a member of a university partnership.
- The top three priorities for CPD identified by participants were: 1) support with the ITE curriculum; 2) current insights into research-informed teaching, learning and assessment in ITE; and 3) networking. Of these, the first is best provided by awarding bodies and HE institutions, while the second will require the support and involvement of HEIs. Networking could be established in various ways, although this work must be in partnership with existing networks, such as the Learning and Skills Research Network and the Teacher Education in Lifelong Learning network.

CONCLUDING REMARKS

This study suggests more could be done to recognise and support the pivotal work of teacher educators. By doing so, policymakers and stakeholders would not only support teacher educators in their work but enable the potential of the FE ITE curriculum to be realised.

POSSIBLE NEXT STEPS

As the first next step, we recommend that research is also undertaken with teacher educators based in HEIs who are involved in FE ITE. There is a need to better understand their role and how it compares with FE-based teacher educators, including how they work with the teacher educators in their partnership colleges and how they support the development of subject-specialist pedagogy within their partnership. The findings would fit together with the data from this study to provide a fuller picture of who is involved in delivering FE ITE and how it works.

A second next step would be to resurrect the collation of trainee teacher numbers for all FE ITE courses, including their subject specialisms, so we know the scale of the provision. One way this might happen is if all FE ITE providers became registered with DfE and gave student teacher numbers for the courses they operated. This could provide valuable information about trainees' subject specialisms, helping inform FE workforce planning for FE ITE and the sector more generally.

Once more is known about those involved in FE ITE – teacher educators and trainees – and the scale of FE ITE provision, further support can be provided. For example, this might include working with and building on the existing networks to strengthen the support for teacher educators, undertaking research on teacher educators' classroom-based practice, which is under-researched, and creating an online learning resource for teacher educators involved in FE ITE.

APPENDIX I: DATA COLLECTION ONLINE SURVEY

Finding out more about teacher educators in the English further education sector.

Information about this survey

We are interested in learning more about teacher educators working in the English further education (FE) sector, their work and the types of support they need for their role. This survey forms part of a research project that is being managed through the University of Huddersfield and which has been commissioned by the Gatsby Charitable Foundation ('Gatsby'). With information we gather through this research we aim to inform policy and practice related to teacher education in FE.

Who should complete this survey?

If you are a teacher educator/trainer delivering teacher education curriculum either from an awarding body or a university, not solely as a mentor, we would be very grateful if you completed this questionnaire, which should take no more than 20 minutes. You are under no obligation to complete this questionnaire. You can be assured, however, that the study has been granted ethical approval by the University of Huddersfield's School of Business, Education and Law Research Ethics and Integrity Committee. If you have any questions or want any further information, please contact Dr David Powell at d.powell@hud.ac.uk.

What will happen with the data?

If you decide to complete this questionnaire, your answers will be anonymised and any data gathered will be securely stored electronically. Analysis from the data along with anonymised extracts from the data will be used in a report for Gatsby and in subsequent publications aimed at researchers, policymakers and practitioners. If you would like to be kept informed about this research or take part in subsequent events, we request your email at the end of the questionnaire. If you decide to give us your email, we will keep it separate from the responses you have given. We will securely share your email with Gatsby and you may be contacted in the future with information about events related to this research. We will ask for this consent at the point we ask for your email address at the end of the questionnaire.

Can I withdraw having completed the survey?

You maintain the right to withdraw from the study at any point. To do so, please email d.powell@hud.ac.uk as soon as possible and preferably no later than 9am on Monday 11 November. We will make every effort to remove your data from the study as soon as possible after we receive your request to withdraw.

By continuing with this survey you are confirming that:

- You have read and understood the information about the study;
- You are willing to voluntarily participate in this study;
- You understand your right to withdraw at any time;
- You are giving your consent for the researchers to use your anonymised responses when they are writing about this research.

1. Are you happy to give consent and take part in this survey? Required to answer. Single choice.

Select your answer

Yes

No (Please exit the survey)

2. Are you currently employed to teach on a teacher education course for post-16 education? Required to answer. Single choice.

Yes

No (Please exit the survey)

3. What teacher education courses do you currently teach on? Required to answer. Multiple choice.

Please select all that are relevant and add others that are not listed.

Certificate in Education (Cert. Ed.)

PGCE

AET

CET

Diploma in Education and Training (DET)

Level 5 Learning and Skills Teacher Apprenticeship

4. How did you first become a teacher educator? Required to answer. Single choice.

Select the one that is most relevant or specify a different one in the other option.

I applied for the role internally

I applied for the role externally

I was invited by a colleague to contribute to teacher education courses

Other [please specify]

5. What type of organisation do you currently work in as a teacher educator?

Required to answer. Single choice.

Please select the one where you spend most time or specify in the other option.

Further education college

Private training organisation

Sixth form college

Land-based college

Other [please specify]

6. How many academic years have you been a teacher educator? Required to answer. Single choice.

- Less than one year
- Between one and three years, inclusive
- Between four and six years, inclusive
- Between seven and nine years, inclusive
- Ten or more years

7. Why did you become a teacher educator? Required to answer. Single choice. Please select the most important reason or specify in the other option.

- I was interested in the role
- I'm interested in pedagogy
- I needed to fill hours on my timetable
- I was persuaded by colleagues
- Other [please specify]

8. How long were you a teacher before you became a teacher educator? Required to answer. Single choice.

- Between one and three years, inclusive
- Between four and six years, inclusive
- Between seven and nine years, inclusive
- Ten or more years

9. What teaching qualifications do you have, if any? Required to answer. Multiple choice. Please select all that are relevant or specify in the other option.

- None
- Certificate in Education (Cert. Ed.)
- Level 5 Learning and Skills Teacher Apprenticeship
- Diploma in Education and Training (DET)
- PGCE
- MA or MEd
- BA (Hons) with QTS
- Other [please specify]

10.What was your previous occupation prior to teaching? Required to answer. Single choice.

Please select the one that is closest to your previous occupation or specify in the other option.

- I have always been a teacher
- Construction related
- Engineering related
- Science related
- Other technical related
- Health related
- Childcare related
- Private business or related
- Performing arts or related
- Visual arts or related
- Sports or leisure related
- Other [please specify]

11. If you have always been a teacher; please describe your subject area. Required to answer. Single line text.

Enter your answer

12. How many years did you work in your previous occupation prior to becoming a teacher? Required to answer. Single choice.

- Less than one year
- Between one and three years, inclusive
- Between four and six years, inclusive
- Between seven and nine years, inclusive
- More than ten years

13.What qualifications do you have related to your own subject area or occupation? Required to answer. Multiple choice.

Please select all that are relevant or specify additional ones in the other option.

- BTEC Level 3
- BA or BSc
- MA or MSc
- Apprenticeship
- HNC or HND
- Foundation degree
- Other [please specify]

14.Whether you are part-time or full-time, in total and for all courses including teacher education, how many hours are you normally contracted to teach each week? Required to answer. Single choice.

Do not include teaching observations in your total.

- Less than five hours
- Between six and nine hours, inclusive
- Between ten and fifteen hours, inclusive
- Between sixteen and eighteen hours, inclusive
- Between nineteen and twenty-one hours, inclusive
- Between twenty-two and twenty-five hours
- Twenty-six hours or more

15.What proportion of your teaching is on teacher education courses? Required to answer. Single choice.

- 100%
- 75-99%
- 50-74%
- 25-49%
- Less than 25%

16.What other courses do you teach on apart from teacher education? Required to answer. Multiple choice.

Please tick all that apply and add any additional ones in the other option.

- T Levels
- BTECs
- Apprenticeships
- A Levels
- GCSEs
- HNC/HND
- Degree
- Foundation degree
- Other [please specify]

17.How many individual teacher educators are in your team, regardless of whether they are full-time or part-time? Required to answer. Single choice.

- I am the only one
- Two
- Three
- Four
- Five or more

18. Are any of the teacher education courses you teach on connected to a university partnership? Required to answer. Single choice.

Yes

No

19. Apart from direct contribution to teacher education courses, have you other responsibilities associated with developing practice or quality assurance in your organisation? Required to answer. Multiple choice.

Please select all that apply and specify additional responsibilities in the other option.

Mentoring colleagues

Observation of teaching or learning walks

Membership of central development team

Delivering or organising staff or professional development in your organisation

Other [please specify]

20. Which of these activities do you spend most time on during the academic year? Required to answer. Ranking.

Please use the arrows or grab the items to select and place the five activities you spend most time on at the top of the list. If you spend most time on "Observing trainee teachers' teaching, including travel" then place that at number 1 on top.

Teaching on teacher education courses

Preparing for teacher education classes

Observing trainee teachers' teaching, including travel time

Teacher education tutorials

Attending meetings associated with teacher education

Marking of teacher education course work

Teaching on courses apart from teacher education courses

Undertaking professional development associated with teacher education

Undertaking professional development associated with courses other than teacher education

Leading staff or professional development for colleagues

21. Do you have leadership responsibilities for teacher education? Required to answer. Single choice.

Yes

No

22.What level or kind of leadership responsibilities do you have? Multiple choice.
Please select all that apply and any that are not mentioned.

- I lead all the teacher education courses
- I have responsibility for professional development in my organisation
- I have wider management responsibilities in my organisation, including teacher education
- Other [please specify]

23.What is your employment contract for your role? Required to answer. Single choice.

- Full-time
- Part-time

24. How satisfied are you with your teacher education role? Required to answer. Rating.
On a scale from 1-5 where one is least satisfied and five is most satisfied.

- 1
- 2
- 3
- 4
- 5

25. Are you likely to leave your teacher education role in the next twelve months?
Required to answer. Single choice.

- Yes
- No
- Maybe

26.What are your reasons for leaving teacher education in the next twelve months? Required to answer. Single line text.

Please explain in your own words.

Enter your answer

27.What professional development, education or training related to your subject or to teacher education have you carried out in the past three years? This might include short courses online or in person; long qualifications; attendance at webinars or discussion groups. Please include anything you think might be relevant in the text box below. Required to answer. Multi line text.

Please include anything you think might be relevant in the text box below.

Enter your answer

28.What professional development activities related to teacher education would you appreciate in the future? Required to answer. Multi line text.

Please describe any activities that you would find helpful whether individually or collectively organised.

Enter your answer

29. How would you mainly like this professional development to be delivered? Required to answer. Single choice.

Face-to-face

Online

Blended

No preference

30. When would you like this professional development to be available? Required to answer. Multiple choice.

Please select all that apply.

Weekdays

Weekends

Evenings

No preference

31. How would you rank the greatest influences on your practice as a teacher educator? Place these influences in order. Required to answer. Ranking.

Please place these influences in order. Please note, your response is only recorded if you make some adjustment to the list, even if you eventually end up with the same order as below.

How I was taught on my teacher education course

Awarding organisation documentation

Teacher education colleagues

Professional development course

32.What else has influenced your practice as a teacher educator? Multi line text.

Please add anything else you think is relevant in the box below.

Enter your answer

33.What is the most important current issue or concern for you as a teacher educator? Multi line text.

Enter your answer

34. We are collecting some other biographical data so we can evaluate how teacher educators resemble or differ from the wider FE workforce. Single choice.
What is your gender?

- Female
- Male
- Prefer not to say

35. How would you categorise your ethnicity? Single choice.

- Asian or Asian British
- Black, Black British, Caribbean or African
- Mixed or multiple ethnic groups
- White
- Other ethnic group
- Prefer not to say

36. What age are you? Single choice.

- 20-29
- 30-39
- 40-49
- 50-59
- 60 or older
- Prefer not to say

37. Is there anything else you would like to tell us about your role or about teacher education? Single line text.

Please include anything you consider relevant in the text box below.
Enter your answer

38. If you would like to be kept informed about this research or take part in associated events or activities organised by the researchers or by Gatsby, please provide your email address. By providing your email address you are agreeing for the researcher team to share it with Gatsby, who will use it to provide you with information about activities related to this research. Single line text.

Please write your email in the box below if you would like to be kept informed about this research and subsequent publications and events.
Enter your answer

APPENDIX 2: DATA TABLES

Table 2: Previous occupations before becoming a teacher educator

Occupation	Responses
Always been a teacher	35
Business or related	18
Sports or leisure related	10
Childcare related	8
Health related	6
Hospitality, catering and customer service	4
Trainers	4
Administrators	3
Education related, including student support and teaching and learning coach	3
HM forces	3
Other technical related	3
Social work/social care	3
Engineering related	2
Hair and beauty	2
Land-based industries, including zoology, conservation, horticulture	2
Performing arts or related	2
Science related	2
Visual arts or related	2
Civil servant	1
Clothing and textiles	1
Computer scientist	1
Parent	1
Retailer	1
Youth worker	1
Construction related	0
Total	118

Table 3: Subject specialisms of the former teachers

Subject	Responses
English and ESOL	11
Primary teacher	5
Social sciences	4
Sport and public services	4
STEM	4
Land-based	2
Alternative education	1
Creative arts	1
Education and personal development	1
Hospitality and tourism	1
Media	1
Total	35

Table 4: Highest level teaching qualifications the teacher educators possess

Qualifications	Responses
PGCE	64
Level 5 awards including Certificate in Education (Cert. Ed.), Diploma in Education and Training (DET) and 7407 Stages 1-3	31
BA (Hons) with Qualified Teacher Status (QTS)	9
MA or MEd	7
Various BEd (Hons)	4
Others including QTS via Graduate Training Programme and Qualified Teacher Learning and Skills	2
Preparing to Teach in the Lifelong Learning Sector (PTLLS)	1
None	0
Total	118

Table 5: The qualifications the teacher educators have in their own subject area or occupation

Qualification	Responses
BA or BSc	62
MA or MSc	40
Other (including doctorates)	35
BTEC Level 3	19
HNC or HND	7
Foundation degree	5
Apprenticeship	3
Total	171

Note: Many respondents listed more than one qualification in their specialist area, making the total higher than the number of respondents.

Table 6: Route to becoming a teacher educator and how long they have been in the role

Length of service	Route to becoming a teacher educator				
	Applied for role internally	Applied for role externally	Invited to apply by a colleague	Other	Total
Less than a year	4	2	3	1	10
1-3 years, inclusive	7	7	9	1	24
4-6 years, inclusive	7	7	14	0	28
7-9 years, inclusive	5	4	8	0	17
10+ years	15	8	15	1	39
Total	38	28	49	3	118

Table 7: How long were they teachers before becoming a teacher educator?

Length of time as a teacher	Responses	Percentage
Between 1 and 3 years, inclusive	9	8%
Between 4 and 6 years, inclusive	18	15%
Between 7 and 9 years, inclusive	18	15%
10 or more years	73	62%
Total	118	100%

Table 8: Leadership responsibilities teacher educators undertake

Leadership responsibility	Respondents
Single course, e.g. Diploma in Teaching or Maths and Numeracy PGCE	3
University accredited ITE courses, e.g. Cert. Ed. and PGCE	2
All ITE courses	25
Wider management responsibilities, including all ITE	25
Wider management responsibilities, including all ITE and the organisation's professional development activities	12
Professional development in the organisation and all ITE courses	4
Professional development in the organisation	4
Total	75

Table 9: Summary of professional development, whether related to their subject or to their teacher educator role, completed over the last three years

Category	Total		
CPD/training	206	Breakdown of 206 CPD/training	Subtotal
		Teaching related	50
		Unspecified training	50
		Technology related	16
		Mandated training for compliance	15
		Curriculum related	13
		Leading and managing related	11
		Quality assurance related	10
		Awarding body-led CPD	8
		Ofsted related	8
		Teacher education related	8
		Related to supporting students	7
		Learning by doing	6
		Observation-related	4
Qualifications	46		
Conferences	33		
Networks, including teacher university partnerships	31		
Individual-led CPD	14	Breakdown of 14 individual-led CPD	Subtotal
		Reading/listening to podcasts	8
		Writing	5
		Leisure interest CPD	1
Membership of professional bodies related activities	14		
Meetings	11		
No CPD listed by respondent	1		
Total	356		

Notes: Of the 46 qualifications achieved, there were 14 PhD/EdD completions, one MPhil and one MA in Teacher Education. There were 13 CPD sessions related to teacher education, four of which were related to observations.

Table 10: Teacher educators' ITE CPD priorities

Suggested CPD	Total
Support with the curriculum, for example, new Diploma in Teaching, mentoring, teacher well-being, writing schemes of work for ITE programmes, supporting subject-specialist pedagogy, observations	31
CPD related to teaching, learning and assessment in ITE, for example, sessions on latest research in the field	28
Networking	24
Use of technology	7
Conferences	6
CPD related to trends in FE	6
N/A or none	6
Not sure	6
Support with quality assurance	6
Unspecified seminars	6
Research projects and skills	5
Applying for professional membership	4
Undertaking a PhD or EdD	3
University partner-led CPD	3
International networking	2
Union-led CPD	1
Credit-bearing nationally recognised award	1
Writing	1
Total	146

Note: The top three priorities are support with the curriculum (31 of 146 requests), CPD related to teaching, learning and assessment in ITE (28 requests) and networking (24 requests). Together they represent almost 57% of all requests.

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