

An analysis of further education colleges in England

Annual Workforce Diversity Profile 2008/09

February 2011



Skills for Learning Professionals

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Foreword



I am delighted to present the Annual Workforce Diversity Profile 2008/9. It is the most comprehensive analysis of the further education college workforce in England presenting learning providers and sector stakeholders with authoritative detail that will inform workforce planning.

Since our last report, the UK has seen the introduction of the Equality Act 2010, consolidating previous legislative provision and extending the scope of protection to employees and service users. The legislation, together with the inclusion of equality and diversity in the Common Inspection Framework, has focused attention on an area of our business that is integral to everything we do.

A renewed focus on equality and diversity brings an opportunity for further education colleges to develop creative solutions that address workforce diversity, recruitment, retention and succession planning. In support of these changes, the Workforce Strategy for the Further Education Sector in England puts equality and diversity at the heart of strategy, policy-making, planning and training.

This report provides an analysis of trends across age, disability, ethnicity and gender in order to address workforce under-representation, development, progression and succession planning. We are pleased to have expanded the scope of our analysis this year to include annual pay analysis by ethnicity, and the staff profile amongst other senior managers within leadership and managements roles.

The Public Sector Equality Duty will become more comprehensive, making it essential for further education colleges to collect workforce data in other areas, such as religion or belief and sexual orientation. Already further education colleges have demonstrated that capturing and analysing comprehensive data about their workforce creates open and inclusive working and learning environments.

In addition to this report, employers can access their workforce data through the Online Analytical Portal (OLAP). The OLAP portal can be used to compare 'general population' data from the census and labour force statistics data held at a regional and local authority level, which will allow benchmarking of the staff profile against the general population. The addition of the Dashboard reporting feature enables quicker access to information surrounding the Staff Individualised Record data via pre-defined reports.

We hope you enjoy this year's report and warmly encourage you to provide feedback to us at www.lluk.org

Min Rodriguez

Equality & Diversity Manager
Lifelong Learning UK

Executive summary

The overarching **aim** of this report is to provide the further education college sector with a snapshot of the makeup of its workforce by age, disability status, ethnicity and gender. It is designed to offer a benchmark against which colleges can measure and compare themselves to determine where specific groups of people might be under- and/or over-represented in their workforce. The current economic climate presents many challenges to the sector in terms of allocation of resources but working towards workforce equality does not need to have implications for cost. Conclusions and recommendations in this report have been drafted with resource implications in mind to help colleges allocate their resources in the best and most effective areas.

The further education sector should be proud of the progress that has been made so far: this report identifies areas of progress that should be acknowledged and celebrated. There is still a long way to go, but the English further education college workforce is gradually diversifying and is moving in the right direction.

Further education colleges have had legal obligations to eliminate discrimination and promote equality and good relations in employment and service provision on the grounds of race, disability and gender for several years. They also have a legal obligation to eliminate discrimination in employment on the grounds of age. On 1 October 2010, the Equality Act 2010 introduced nine protected characteristics on which it is unlawful to discriminate. These are: age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. The Act also extends the duty to promote equality, through 'public sector equality duties', in age, as well as sexual orientation, religion or belief and gender reassignment¹.

This report has been developed as an important tool to inform the further education college sector in England of the most up-to-date primary workforce trends and characteristics with regards to equality and diversity obligations. The main strands of analysis cover a wide range of employment and contract characteristics, including occupational groups, with a detailed outline of different management categories, qualifications, working patterns and contract types. Two appendices accompany this report: Appendix 1 provides supporting data tables for the main report, and Appendix 2 provides regional profiles of the workforce.

The key statistics and findings gathered through the analysis are reported below.

National overview and overall characteristics of the workforce

- In 2008/09, just over 268,300 staff returns from further education colleges in England were submitted to the Staff Individualised Record database. Between 2007/08 and 2008/09, staff returns increased marginally by 1.9 per cent representing a rise of approximately 5,000 returns.
- In 2008/09, 23.0 per cent of staff returns represented new contracts (i.e. staff recruitment). During the same year, 20.7 per cent of staff returns were registered as terminated contracts and represented 'staff leavers'. Staff recruitment and leaver rates between 2007/08 and 2008/09 remained relatively unchanged.
- More than half of the further education college workforce were teaching staff (representing 53.3 per cent of the workforce in 2008/09 which is equivalent to 138,222 staff returns) and this has increased only slightly since 2006/07.
- The second largest group of staff in the sector were in service roles. In 2008/09, 15.7 per cent of staff (40,791 staff returns) were classified as service staff.

- The proportion of staff in management positions has remained relatively stable across the last three reported years and in 2008/09; managers represented 6.7 per cent of the college workforce. Within the management group, 5.1 per cent were senior managers (e.g. principals, chief executives or directors) and 6.5 per cent were in other senior management positions. The remaining 88.5 per cent of staff were in other management positions across college departments.
- Staff in further education colleges were relatively highly qualified, with 43.7 per cent in 2008/09 holding NQF Level 6/7/8 qualifications (e.g. first degrees or above). Just over 20.0 per cent held an NQF Level 4 or 5 qualification and a further 16.7 per cent indicated they had an NQF Level 3 qualification.
- In 2008/09, 60.0 per cent of staff were employed part-time with the remaining 40.0 per cent working in full-time contracts. There was a general increase in staff working part-time across colleges between 2006/07 and 2008/09 with an equivalent fall in full-time employment positions.
- Across the different occupational groups, there were some clear distinctions in the working patterns of staff. Nearly three-quarters (73.1 per cent) of managers in 2008/09 were employed on a full-time basis, which was significantly higher than the sector average of 40.0 per cent. Service staff, on the other hand, were more likely to be working part-time (72.9 per cent compared to 27.1 per cent who were working full-time).
- Approximately 70.0 per cent of staff in colleges were on permanent contracts, representing the most common contract type across the college workforce.
- The proportion of staff on fixed-term contracts has continued to decline each year and in 2008/09 they represented 14.6 per cent of all staff. Casual contract types instead have been increasing and between 2006/07 and 2008/09, the proportion of college staff on these types of contracts changed from 7.2 per cent to 7.7 per cent.
- Nearly all managers (92.8 per cent) in the college workforce were in permanent positions. There were also a high proportion of staff (approximately 84.0 per cent) in administrative and professional roles as well as in technical roles on permanent contracts. Teaching staff and assessors and verifiers registered the highest levels of staff either on fixed-term contracts (18.0 per cent and 17.6 per cent) or employed through an agency (13.6 per cent and 13.2 per cent).

Age

- Compared with the national workforce in England, the age profile of staff in further education colleges was a little older: 35.4 per cent of staff in further education colleges were aged 50 years and over, compared with the national average of 24.0 per cent (ONS, 2010) for the equivalent age group working across England.
- The largest proportion of college staff was aged 45–49; this represented 14.9 per cent of college staff in England.
- Younger members of staff were in different roles from their older colleagues. Staff aged under 25 in further education colleges were more likely to be employed in word processing, clerical and secretarial roles and staff aged between 50 and 60 were more likely to be employed as managers.
- Given the lower representation of staff aged below 30 in teaching roles (for example, 22.4 per cent of staff aged under 25 were in teaching roles whereas over 50 per cent of staff in age bands 30 years and over were in teaching roles), it appears that young people were opting to start their careers elsewhere before teaching in further education.
- Senior managers and other senior managers were likely to be older than staff in other manager positions. Although about 60.0 per cent of the staff in a senior manager or other senior manager position were aged 45–59, only 46.2 per cent of staff in other manager roles were in that age group.

- Apart from the under-25 age group, between 39.2 and 49.2 per cent of staff from all other age groups were reported as having a qualification at NQF Level 6/7/8. The under-25 age group showed lower levels of qualifications. This suggests that the sector might want to consider more inclusive recruitment strategies in order to attract younger people to the sector with higher qualification levels.
- The vast majority of the workforce across all age groups was employed part-time; particularly staff aged over 60 with 67.9 per cent of staff aged 60–64 and 87.8 per cent of staff aged 65 years and over working part-time.
- The majority of staff across all age groups were employed on a permanent contract but staff aged under 25 and over 60 were more likely to be employed on a fixed-term or casual basis, than staff of other ages.

Disability

- The findings for 2008/09 revealed that 2.9 per cent of staff in further education colleges had a declared disability. While this is an improvement on the figure for 2006/07 (2.5 per cent), it was still significantly lower than the average figure given for the proportion of the general population with a registered disability in England (18.4 per cent) (ONS, 2010). The reality is that disabled staff are not disclosing their disability and are therefore statistically under-represented in the further education college workforce. Under-representation could be due to a number of reasons, including that staff may not identify themselves as disabled, for fear of discrimination or that reasonable adjustments are not being requested by staff who might need them. It is important to determine the reason behind the non-disclosure in order to create inclusive working environments that value all abilities.
- Few differences were noted between the profile of college staff with and without a declared disability across different roles. In keeping with the trend established in previous years, the largest cohort for staff with and without a declared disability were teaching staff (including lecturers, tutors and trainers). For 2008/09 it was found that 50.4 per cent of staff with a declared disability were in teaching roles compared with 53.4 per cent of staff without a declared disability.
- Although the representation of disabled staff was generally very low in occupations at higher grades (e.g. management), when comparing the distribution of the different manager positions (e.g. senior manager, other senior manager and other manager) between the cohorts of staff with and without a declared disability, there were no differences observed.
- There were no significant differences observed in the qualifications held by disabled staff and those who did not have a declared disability.
- Similarly no key differences were noted in the working patterns of staff with and without declared disabilities. The proportion of staff with a declared disability who were working full-time dropped between 2006/07 (47.1 per cent) and 2008/09 (41.4 per cent). The proportion without a declared disability working full-time declined from 46.1 per cent to 40.1 per cent during the same time period.
- Staff with declared disabilities were more likely to be employed as permanent staff within the further education college workforce than staff without a declared disability. Approximately three-quarters of staff with a declared disability were in permanent positions in 2008/09 (75.7 per cent), which was more than the 70.1 per cent of staff without a declared disability working on a permanent basis.

Ethnicity

- In 2008/09, the vast majority of staff within the further education college workforce were from a white background (85.4 per cent), while 8.5 per cent of the workforce identified as being of black and minority ethnic background. References to black and minority ethnic groups represent staff from Asian, black, mixed and Chinese/other ethnic backgrounds. From those that represented black and minority ethnic staff, the largest single minority ethnic group in the further education college workforce were people of Asian origin (3.5 per cent). This was higher than the proportion of staff that identified as coming from a black ethnic background (2.9 per cent), Chinese/other ethnic background (1.2 per cent) and mixed ethnic background (0.9 per cent).
- Across the entire further education college workforce in 2008/09, the majority of staff from all ethnic backgrounds were employed as teaching staff (i.e. lecturers, tutors and trainers) ranging from 59.3 per cent of staff from Chinese/other ethnic groups to 53.0 per cent of white staff. Across other occupational roles, a number of differences were observed as outlined in the next point.
- In 2008/09, 5.3 per cent of white staff in management roles were in senior management positions compared to only 2.6 per cent of black and minority ethnic staff in these roles. White staff were also more highly represented in other senior management positions (6.7 per cent) compared to black and minority ethnic staff (4.5 per cent).
- The general trend since 2006/07 showed that staff from black and minority ethnic groups were more qualified than their white counterparts. In 2008/09, 51.2 per cent of black and minority ethnic college staff held an NQF Level 6/7/8 qualification compared to 43.2 per cent of their white counterparts.

- The ethnic profile of staff in the further education college workforce revealed that the proportion of college staff working part-time across all ethnic groups outnumbered the proportion of staff working full-time. The main point observed in terms of full-time employment was that staff from black ethnic groups tended to be employed more often in full-time positions than other ethnic groups. In 2008/09, 43.8 per cent of staff from black ethnic groups were employed full-time.
- Staff from white ethnic groups registered the highest proportion of staff in permanent contracts. Chinese/ other ethnic staff registered the highest proportion of records on fixed-term contracts, while staff from mixed ethnic backgrounds registered the highest proportion of staff on casual contracts. Staff from Asian backgrounds were relatively more likely to be employed through an agency.
- The pay for full-time college staff from white ethnic backgrounds was slightly higher than the average pay recorded for staff from a black and minority ethnic background (£25,299 and £24,570 respectively in 2008/09).
- Regionally, the largest difference noted between the average annual pay of white and black and minority ethnic full-time staff was registered in Greater London, the South East and the West Midlands.
- The largest differences in annual average pay between white, and black and minority ethnic full-time staff was registered for staff in senior manager roles (a difference of £4,688) and other management roles (a difference of £2,861). The smallest average pay difference was registered for staff in teaching roles.

Gender

- The further education college workforce is predominantly female, and this trend has remained unchanged through the years monitored. In 2008/09, females represented nearly two-thirds of the workforce (63.5 per cent); just over one-third of the workforce was male (36.5 per cent).
- The age range of college staff of different genders was not noticeably different and the only noteworthy points were that proportionately more male staff were aged 60–64 years (10.0 per cent) than female staff of this age (5.8 per cent). This was the same for staff aged 55–59 years: a higher proportion of male staff employed in the further education college sector were in this age band (13.7 per cent) than female staff (11.2 per cent). These changes reflect the current difference in state pension age (60 for women and 65 for men), but it is encouraging to note an increase in older staff that may be as a result of staff requesting to remain in employment beyond retirement age.
- A higher proportion of male staff have continued to work in teaching and lecturing roles (59.9 per cent in 2008/09) compared to female college staff (49.5 per cent). Female staff have tended to be employed proportionately more in word processing and clerical roles (13.5 per cent in 2008/09) and service staff positions (17.1 per cent) than their male counterparts (4.5 per cent and 13.3 per cent, respectively).
- There has continued to be a slightly higher proportion of male college staff employed in management positions than females although the difference has been gradually reducing. In 2008/09, 7.1 per cent of the male further education college workforce were managers compared to 6.5 per cent of the female college workforce. Male managers were more likely to work full-time (83.5 per cent) than female managers (66.6 per cent). Fewer opportunities to work flexibly may contribute to the gap between male and female managers working full-time, with female managers sometimes requiring flexible working arrangements to accommodate family commitments.
- Generally, two-thirds of female staff were working on a part-time basis in the further education college sector in 2008/09, which was noticeably higher than the proportion of male staff working similar patterns (49.1 per cent were working part-time). Further research would be required to explore the basis under which men and women request to work part-time and whether this working option is equally available to men as it is to women.

- A higher proportion of male managers were employed in senior manager positions (7.4 per cent in 2008/09) compared to female managers (3.6 per cent). This is significant because it shows that men are twice as likely to reach senior management positions and highlights the need for more flexibility to ensure that women are not disadvantaged nor discouraged from reaching senior positions.
- Some differences between genders did exist in terms of the qualification levels of staff; a higher proportion of male staff held NQF Level 6/7/8 qualifications (46.5 per cent in 2008/09) than female staff (42.1 per cent) and female staff were more likely to hold qualifications at NQF Level 2 and below than their male counterparts. This profile generally reflected the occupational roles that male and female staff occupied in colleges with female staff more likely to hold positions requiring lower qualification levels (e.g. administrative and secretarial positions) than male staff who tended to be employed in roles requiring higher qualification levels, such as technical positions.
- Approximately 70.0 per cent of both male and female staff were employed on permanent contracts in 2008/09 and this has remained relatively unchanged through the years.
- In 2008/09, the average annual pay for a male full-time staff member in the further education college workforce was £26,260 where as the average annual pay for a female staff member was £24,141. The pay gap has been gradually falling (in 2006/07, the difference in average annual pay between male and female full-time staff was £2,435 compared to £2,119 in 2008/09), however it has been falling at a slow rate and the impact on gender equality in pay has been minimal. In 2008/09, the average annual pay for female full-time staff represented 92.0 per cent of the average annual pay of male full-time staff and this rate has increased one percentage point each year since 2006/07.
- Regionally, the gender pay gap is evident and disparities between male and female average annual pay in some regions are significant. The largest difference noted between the average annual pay of male and female staff was registered in the South East and West Midlands. The smallest difference noted in gender pay was registered in the North East.
- In 2008/09, across all occupational groups, the average annual pay of a male full-time college staff member was more than their female equivalents. Similarly to previous years, the largest difference in annual average pay between male and female full-time staff was registered for staff in 'other manager' roles. Other occupational roles that also registered large variations in the annual pay between male and female staff were service staff (male full-time staff earned £1,489 more than female staff annually) and senior managers (male full-time staff earned £1,480 more than female staff annually).

Conclusions and recommendations

The report suggests that although there are some positive signs that colleges are working to improve the diversity of their workforce, colleges do still need to develop further strategies to improve equality and diversity in the sector. As pointed out in the *2007/08 Annual Workforce Diversity Profile report* 'we need a workforce which embraces the talents of all and one that broadly reflects the increasing diversity of our learners' (LLUK, 2010). In order to achieve this goal, it is important to change the organisational culture of the further education college sector, to adopt an ethos that proactively promotes and values diversity, and creates a workforce that reflects both the learner population and local communities.

The recommendations aim to address key issues highlighted in the main body of the report and assist principal stakeholders within the further education college sector in developing strategies to ensure that equality and diversity are embedded across all areas in the organisation.

The recommendations support the implementation of the equality and diversity strategic themes of the *Workforce Strategy for the Further Education Sector in England, 2007-2012* (themes 2, 3, 5 and 9)(LLUK, 2009). They are designed to build on strategies and activities that colleges need to implement to encourage diversity in the workplace. They also assist colleges to fulfil their new legal responsibilities in meeting equality legislation. The recommendations are targeted at managers, leaders and stakeholders.

Disclosure, data collection and monitoring

- Create a positive workplace environment and organisational culture that takes into account local demographics and the college's learner population.
- Encourage staff to disclose their equality information; create a secure culture for disclosure and provide regular opportunities to do so.
- Put in place appropriate strategies to raise awareness of the importance of disclosure.
- Explain to staff and stakeholders how data is being or will be used to inform policy or strategy.
- Brief human resource teams and line managers about the importance of collecting equality and diversity details from employees and encourage them to arrange time to talk to new staff about the benefits of disclosing equality data, clearly explaining issues such as confidentiality and how the data will be stored.
- Develop appropriate methods to collect and monitor equality data accurately; seeking advice and guidance from other providers, sector organisations and equality organisations to improve data collection and monitoring across all equality strands (data monitoring should include recruitment, promotion, training and staff leaving).
- Embed equality and diversity in all the activities in colleges; using appropriate data when measuring the impact of policies, services and functions will help colleges to identify areas of improvement and development that meet the diverse needs of staff.
- Involve staff and learners from diverse backgrounds when measuring the impact of policies, services and functions to ensure that specific needs and barriers faced by different groups are considered.
- Ensure monitoring around disability is undertaken on a regular basis or that strategies are in place to encourage staff to disclose a new disability.

Recruitment and retention of staff

- Review recruitment policies and marketing materials to explore innovative approaches to attract people who are under-represented.
- Make the 'business case' for diversity: for example, the Employers' Forum on Disability suggests that employers 'assume that accommodating disabled people is a costly exercise'. However this is not the case: 'Anticipating the needs of disabled people by developing a business case for disability confidence will see gains across your organisation. You will also become a better employer or service provider and reduce your organisation's risk of litigation under the Equality Act' (Employers' Forum on Disability. <http://www.efd.org.uk/disability/disability-confidence-business-case>)
- Work closely with local communities, under-represented groups and key organisations to attract staff from diverse backgrounds and with varied abilities.
- Encourage applications from disabled people and guarantee interviews to applicants with a declared disability who meet the job requirements.
- Examine retention rates and progression figures to develop suitable training and professional development activities that will encourage specific groups of staff to continue working in the sector, including confidence-building.
- Consider flexible working arrangements to recruit and retain staff from specific groups (e.g. women, disabled people, staff considering retirement options).
- Develop recruitment strategies to address gender stereotyping in occupational roles.
- Address ineffective appraisal procedures and ineffective equalities practices.
- Develop appropriate methods to collect information from staff leaving the sector to identify trends and reasons for leaving.
- Be transparent about staff profile to encourage under-represented groups to apply for vacancies.

Leadership and management

- Ensure that equality and diversity are embedded across all functions in colleges.
- Promote an organisational culture that encourages staff to value diversity.
- Encourage good relations among staff regardless of their personal characteristics such as race, age, disability, sexual orientation, religion or belief and gender or gender identity.
- Develop leadership and management skills for staff from under-represented groups within the organisation.
- Address the under-representation of particular groups at managerial level (e.g. women and black and minority ethnic staff) by providing a range of professional development opportunities and positive action initiatives including mentoring, coaching, job-shadowing etc.
- Provide flexible working arrangements to attract under-represented groups and enable staff with diverse needs to progress.
- Share good practice with other organisations in supporting specific groups with specific needs.

Introduction

The overarching aim of this report is to provide the further education college sector with a summary of the profile of college staff according to age, disability status, ethnicity and gender. It is designed to offer a benchmark against which colleges can measure and compare themselves to determine where specific groups of people might be under- and/or over-represented in their workforce.

Colleges are key institutions within the communities that they serve and offer a valuable service to people wanting to learn and develop. As such, they have a responsibility to ensure that they reflect the communities and value everyone equally, regardless of their individual characteristics. In order to engage all parts of the local community, college staff should reflect all parts of that community in all roles across the workforce.

The benefits of a diverse workforce are numerous as outlined below.

- Encouraging people of different characteristics and backgrounds to apply for jobs ensures a wider talent pool from which to recruit.
- Ensuring all staff are supported and encouraged to develop promotes employee loyalty and engagement, which may result in lower rates of staff turnover and sickness absence and improve morale, potentially saving on costs.
- A representative workforce and senior management team act as an indicator to the local community that the college understands and values all parts of the community and may help with community engagement and promoting good relations between different groups.
- A diverse workforce may help to encourage a diverse range of learners into a college, increasing the potential talent of the student body.
- A diverse workforce brings with it a diverse range of backgrounds, histories and experiences, which may help inform college practice and policies to benefit everyone working and learning at the college.

The further education college sector should be proud of the progress made so far in addressing equality and diversity issues across the profile of the workforce. This report identifies areas of progress that should be acknowledged and celebrated. There is still a long way to go, but the English further education college workforce is gradually diversifying and is moving in the right direction.

The current economic climate presents many challenges for the sector, particularly in allocation of resources. However, working towards workforce equality does not always need to have cost implications, and the conclusions and recommendations at the back of this report have been drafted with resource implications in mind to assist colleges in allocating their resources effectively.

Legislative update

Last year we saw the enactment of the Equality Act 2010, which aims to consolidate and rationalise existing equality legislation. The Act identifies what it refers to as ‘protected characteristics’, and legislates to ensure that individuals cannot be discriminated against on the basis of those characteristics in employment or service provision (which for colleges means their provision of education). There are nine protected characteristics:

- age
- disability
- gender
- gender reassignment (or gender identity)
- marriage or civil partnership status
- pregnancy and maternity
- race
- religion or belief
- sexual orientation.

The Act also introduces a more comprehensive ‘Public Sector Equality Duty’, which will change the existing obligations on public sector organisations (including colleges) and extend them to include most of the protected characteristics detailed above.

The Act aims to shift the focus of equality and diversity legislation away from the process of compliance, towards tangible, measurable improvements in outcome. For further education colleges to measure their progress in promoting equality and eliminating discrimination they need to gather data to analyse and inform their policies and practices, and to monitor progress made.

How to use this report

Lifelong Learning UK encourages employers and sector agencies to use this report to inform and direct their own efforts in workforce development planning.

For planning and strategic development

It is important to prepare strategically for the challenges ahead. This report can help those with planning responsibilities in the sector to reflect critically on their own organisation’s position. It presents a rich supply of data against which human resource staff and others responsible for planning can measure their own workforce diversity in a range of criteria against national, and, in some cases, regional benchmarks. Having made comparisons, colleges can start to identify why their findings vary from national figures, what is causing these variations and what are the implications for their workforce development strategy.

For benchmarking

The sets of data in this record concern further education colleges and should be used in conjunction with other local datasets that will also be relevant to individual colleges. Colleges may find similar datasets from other sources, such as local authority data, to compare how their staffing reflects their local communities (for example, in terms of race and disability).

To support equality and diversity monitoring activities

Monitoring is not a new concept and is being mainstreamed into common practice. As monitoring has progressed and individuals have become more used to disclosing personal information, the data is becoming more robust. Gender, race, disability and age, in particular, are areas on which employers have been collecting data for some time. Subsequently the diversity data can be analysed by occupational group, management level, contract type, qualification level and geographic location, assisting colleges in reviewing recruitment and retention policies and staff development initiatives.

However staff disclosure is still an issue that needs to be addressed (and this is discussed more specifically in relation to disability in Section 2). The more accurate the information, the better the sector will be in its succession planning, addressing under-representation and meeting the needs of local communities and learners. Any work that can be done to encourage staff disclosure and promote its importance may be beneficial to the whole sector. Staff need to feel confident that any information they disclose will be used appropriately and that when they disclose information, real change will be implemented wherever necessary.

Report structure

The report is structured in five main sections and is supported with two appendices. The first section, **'Findings: national profile of the workforce'**, provides a detailed account of the characteristics of the further education college workforce in England according to employment details including occupational groups (with a further breakdown of management tiers), qualification levels of staff, working patterns and types of contracts. Workforce recruitment and leaver patterns are also presented in this section, and key trends and characteristics according to equality and diversity trends have been highlighted.

The characteristics described above are then observed in more detail according to the four main equality and diversity strands:

Section 1 – Age profile of the workforce

Section 2 – Disability profile of the workforce

Section 3 – Ethnicity profile of the workforce

Section 4 – Gender profile of the workforce

The two appendices are:

Appendix 1 – Main report

This section provides an outline of the data tables supporting the national results presented in this report.

Appendix 2 – Regional profiles

This section provides workforce profiles across the four equality and diversity strands for each of the nine regions across England:

1. East Midlands
2. East of England
3. Greater London
4. North East

5. North West
6. South East
7. South West
8. West Midlands
9. Yorkshire and the Humber

Staff Individualised Record

The Staff Individualised Record is a national database of workforce information that further education colleges submit to Lifelong Learning UK on an annual basis. Lifelong Learning UK has been responsible for collecting the data since 2008: before this, the process was managed by the Learning and Skills Council.²

Across England, further education colleges are required to submit annual returns on their employed workforce, providing a range of details including profile characteristics, qualification levels, employment status and contract type. The 2008/09 database includes responses from the following types of colleges:

- general further education colleges (including tertiary education)
- national specialist colleges³
- sixth form colleges
- special colleges – agriculture and horticulture
- special colleges – art, design and performing arts
- specialist designated colleges.

Almost two-thirds of responding colleges were general further education colleges and about a quarter were sixth form colleges. All specialist colleges together formed almost ten per cent of all colleges included in the dataset. Similar proportions were registered in the staff returns for 2006/07 and 2007/08.

²On 1 April 2010, the Learning and Skills Council was abolished and replaced by the Skills Funding Agency and the Young People's Learning Agency.

³National specialist colleges were invited to participate in the data collection for the first time in 2008/09 to improve sector coverage of the Staff Individualised Record data collection. Six national specialist colleges submitted staff data, totalling 2,830 records. Data from these colleges have been included in figures presented in this report to provide a more comprehensive picture of workforce in colleges than has been possible in the past.

The Staff Individualised Record data for 2008/09 represents data for **365 further education colleges in England**. This is lower than the 369 colleges recorded in 2007/08, possibly because of college mergers. Across regions (see Table 1), the number of providers has remained relatively unchanged between 2006/07 and 2008/09.

Table 1 Total number of further education colleges included in the Staff Individualised Record datasets by region – England, 2006/07 to 2008/09

Region	2006/07	2007/08	2008/09
East Midlands	24	24	25
East of England	33	34	34
Greater London	52	54	54
North East	21	22	21
North West	60	58	57
South East	63	60	59
South West	33	31	31
West Midlands	48	47	49
Yorkshire and the Humber	40	39	35
TOTAL (further education colleges)	374	369	365
Total (staff returns)	228,517	263,257	268,310

Note: The count of colleges' accounts for those included through the backfilling process (see below).

The analysis and findings presented in this report are based on the further education college workforce data collected via the Staff Individualised Record collection across the years 2006/07, 2007/08 and 2008/09.

'Backfilling' process and staff returns

The Staff Individualised Record is based on data returns submitted by further education colleges in England. Where colleges had not submitted data within the specified time limit, data records from a previous year were used instead to fill in the missing details – this process is called 'backfilling'. The percentage of backfilled data was: 23.0 per cent in 2006/07, 9.0 per cent in 2007/08 and 21.0 per cent in 2008/09. All figures, graphs and tables in this report include backfilled data, unless stated otherwise.

The Staff Individualised Record dataset comprises records, each relating to an individual staff contract. It is estimated that approximately 10–15 per cent of further education college staff hold multiple contracts. This means that the actual number of staff is approximately 85.0–90.0 per cent of staff records. We currently do not have any reliable methods of identifying the precise number of staff in further education colleges and use individual contracts as a proxy for individual staff. For this reason, please note that references to staff numbers made throughout the report are actually based on staff contract data.

Reporting categories

In line with previous published *Annual Workforce Diversity Profiles*, this report explores equality and diversity trends for age, disability, ethnicity and gender according to key employment and qualification characteristics:

- occupational groups (including leadership and management)
- qualification levels
- working patterns
- type of contract.

Trends in recruitment and leaver rates across the further education college workforce are summarised in relation to each equality and diversity strand within the relevant sections.

Only minor changes have been made in the reporting of data compared to that presented in the previous report, *Annual Workforce Diversity Profile 2007/08*, therefore these have been specifically highlighted in the Definitions section below.

Definitions

Occupational groups

The main occupational roles analysed in this report across the equality and diversity strands were:

- manager
- administrative and professional staff
- technical staff
- word-processing, clerical and secretarial staff
- service staff
- teaching staff (lecturers, tutors and trainers).

Data for assessor and verifier roles was first collected in the 2007/08. To ensure consistency in time-series reporting, this category has not been included in the percentage calculations although some key findings have been highlighted for this occupational group.

Leadership and management

In the previous report, equality and diversity strands across distinct levels of management were reported for the first time. A preliminary overview was presented for 2007/08 across two management categories:

- senior managers – principal, chief executive and director
- other managers – representing the roles: college administrator/manager, centre (sub-college) administrator, finance administrator/manager (bursar), librarian, marketing administrator/manager, computer/database manager, estate/site manager, 'other senior management' and 'other administrator/manager'.

In this report, these categories have been further split to establish three distinct categories:

- senior managers – representing college principal, chief executive and director
- other senior managers⁴ (new for 2008/09)
- other managers – representing the same role types as listed above except 'other senior management'.

The three separate categories provide a more detailed overview of diversity trends and issues, especially those related to higher and lower grades of management profiles.

Qualifications

As in the 2007/08 report, an outline of the qualification levels of the further education college workforce was included across the four reporting strands. The varying qualification categories used and the equivalent types of courses they represented were:

- NQF Level 6/7/8 (professional qualifications – first degree, further degree and above)
- NQF Level 4/5 (higher technical – up to HND/HNC)
- NQF Level 3 (advanced – up to two A-levels/OND/ONC)
- NQF Level 2 (intermediate – up to four GCSEs A–C)
- NQF Level 1 (foundation – up to four GCSEs D–G)
- no formal qualifications.

For a detailed explanation of how the National Qualifications Framework (NQF) compares to previous levels (for example the National Vocational Qualifications, NVQs) and the Framework for Higher Education Qualifications please refer to the Centre for Real-World Learning (2009) *Practical and vocational education in the UK: a health check*.

Working patterns

The categories used to identify the workforce's working patterns remained unchanged from previous reports. They were:

- full-time
- part-time.

Type of contract

In this report, four key categories were used for presenting contract details:

- permanent staff
- fixed-term staff

- casual staff
- staff employed through an agency.

Data on self-employed teaching staff contracts is also captured in this field but because of the small number of records registered, it has not been included in the analysis. In 2008/09, 0.3 per cent of staff contracts were registered as self-employed teaching staff.

Recruitment and leavers

The characteristics of staff recruited to further education colleges and those who left their post were investigated across the four equality strands. Recruitment and leaver data was based on data records submitted by colleges each year. 'Backfilling' was not applied so figures and trends were based solely on the records provided by colleges. Returns submitted by colleges on recruitment and leavers represent the number of contracts that started or ended in the academic year.

The prior location or destination of staff beginning or leaving a contract was not available in the Staff Individualised Record so it was not possible to determine the exact number of staff that had newly joined the further education college workforce or were leaving the sector. The figures summarised in this report therefore represent the contract activity in the further education college workforce, including the movement of staff within and across colleges. Overall, the data has provided a general overview of recruitment and leaver trends in the further education college workforce.

Annual pay analysis by ethnicity (new for 2008/09) and gender

Two pay analyses have been carried out to investigate differences in pay related to college staff of different ethnic groups and college staff of both genders. The analysis of annual pay by ethnicity (see **Section 3**) is a new feature for this report and presents differences in pay between white and black and minority ethnic staff according to regions and occupational groups. The analysis seeks to explore the extent of inequality and whether this extends to pay within the further education college sector.

The data for both analyses is based on the Staff Individualised Record database, which includes information on the annual pay of the further education college workforce. Colleges were asked to select a pay band, for example '£3,000–£3,999', for each member of staff. By assigning a numeric value to the midpoint of each band (£3,500 for '£3,000–£3,999', etc.), it was possible to roughly calculate average pay for staff, once outlying values (i.e. 'zero') were filtered out. **Average pay** was therefore the key measure used for reporting pay in this instance. In 2007/08, 75 pay bands were used in the collection and the highest pay band was '£75,000 or more'. In 2008/09, 25 additional bands were added, increasing the highest pay band to '£100,000 or more'. Although the new banding allows the analysis to be performed more accurately (as more mid-points can be assigned to the upper end of the scale), it makes it more difficult to compare with previous years. Therefore, where comparisons are made to previous years, all bands greater than £75,000 in 2007/08 and 2008/09 have been assigned a mid-point of £75,500 to make them comparable.

The Staff Individualised Record provides the **annual pay for the tax year**, so for the 2008/09 collection, this covered the period 6 April 2008 to 5 April 2009. Hence this was the actual pay received by an individual contract for that particular tax year, not the annual pay, so for example if a full-time member of staff started part way through the tax year then their actual pay might show as being less than their annual pay.

In addition, where staff received no pay for the 2008/09 tax year, i.e. if they started working for a college after 5 April 2009, an entry of '£0 to £1,999' was recorded in this field. For this reason, '£0 to £1,999' is filtered out of the analysis.

It was also necessary to focus only on **full-time contracts** because the 'fraction of full-time' for part-time contracts varies enormously and with it the rates of pay, to the extent that it becomes difficult to draw a meaningful comparison.

Findings:

National profile and overall characteristics of the workforce

Key findings

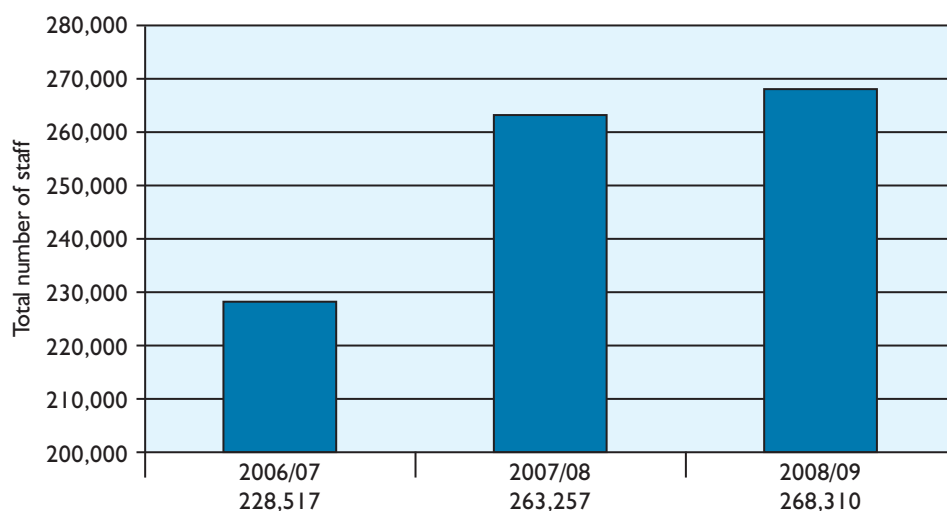
- In 2008/09, just over 268,300 staff returns from further education colleges in England were submitted to the Staff Individualised Record database. Between 2007/08 and 2008/09, staff returns increased marginally by 1.9 per cent representing a rise of approximately 5,000 returns.
- In 2008/09, 23.0 per cent of staff returns represented new contracts (i.e. staff recruitment). During the same year, 20.7 per cent of staff returns were registered as terminated contracts and represented 'staff leavers'. Staff recruitment and leaver rates between 2007/08 and 2008/09 remained relatively unchanged.
- More than half of the further education college workforce were teaching staff (representing 53.3 per cent of the workforce in 2008/09 which is equivalent to 138,222 staff returns) and this has increased only slightly since 2006/07.
- The second largest group of staff in the sector were in service roles. In 2008/09, 15.7 per cent of staff (40,791 staff returns) were classified as service staff.
- The proportion of staff in management positions has remained relatively stable across the last three reported years and in 2008/09, managers represented 6.7 per cent of the college workforce. Within the management group, 5.1 per cent were senior managers (e.g. principals, chief executives or directors) and 6.5 per cent were in other senior management positions. The remaining 88.5 per cent of staff were in other management positions across college departments.
- Staff in further education colleges were relatively highly qualified, with 43.7 per cent in 2008/09 holding NQF Level 6/7/8 qualifications (e.g. first degrees or above). Just over 20.0 per cent held NQF Level 4 or 5 qualifications, and a further 16.7 per cent indicated they had a NQF Level 3 qualification.
- In 2008/09, 60.0 per cent of staff were employed part-time with the remaining 40.0 per cent working full-time. There was a general increase in staff working part-time across colleges between 2006/07 and 2008/09, with an equivalent fall in full-time employment.
- Across the different occupational groups, there were some clear distinctions in the working patterns of staff. Nearly three-quarters (73.1 per cent) of managers in 2008/09 were employed on a full-time basis, which was significantly higher than the sector average of 40.0 per cent. Service staff on the other hand were more likely to be working part-time (72.9 per cent compared to 27.1 per cent who were working full-time).
- Approximately 70.0 per cent of staff in colleges were on permanent contracts, representing the most common contract type across the college workforce.
- The proportion of staff on fixed-term contracts has continued to decline each year and in 2008/09 they represented 14.6 per cent of all staff. Casual contract types instead have been increasing and between 2006/07 and 2008/09, the proportion of college staff on these types of contracts changed from 7.2 per cent to 7.7 per cent.
- Nearly all managers (92.8 per cent) in the college workforce were in permanent positions. There were also a high proportion of staff (approximately 84.0 per cent) in administrative and professional roles as well as technical roles on permanent contracts. Teaching staff and assessors and verifiers instead registered the highest levels of staff either on fixed-term contracts (18.0 per cent and 17.6 per cent, respectively) or were employed through an agency (13.6 per cent and 13.2 per cent, respectively).

In 2008/09, just over 268,300 staff returns from further education colleges in England were submitted to the Staff Individualised Record database. Since 2006/07, the number of staff returns has been increasing steadily, with the largest rise noted between 2006/07 and 2007/08 of 15.2 per cent (which is equivalent to an increase of 34,740 returns). During the last reported year, staff returns increased only marginally by 1.9 per cent representing a rise of approximately 5,000 returns.

These trends appear not to be representative of trends in the workforce across England, where the national numbers suggest that the workforce shrunk by 1.4 per cent between 2006 and 2009. The annual workforce trends for England showed that whilst the number of economically active people in employment (aged 16-64 years) went up by 0.9 per cent from quarter four (October–December) in 2006 to quarter four in 2007, a consistently downward trend was noticed between the same quarters from 2007 to 2008 and from 2008 to 2009 with subsequent decreases of 0.5 per cent and 1.7 per cent respectively (ONS, 2010).

The college workforce has grown slightly more slowly than the further education learner population. Between 2007/08 and 2008/09, the number of further education learners increased by 9.5 per cent (increase from 4,417,000 learners to 4,837,100) (The Data Service, 2010) compared to a 1.9 per cent rise in staff numbers.

Figure 1 Total number of staff returns in further education colleges – England, 2006/07 to 2008/09



Note: Staff numbers represent the total number of individual contracts accounted for by further education colleges. Please refer to the **Introduction: Staff Individualised Record** section of this report for further details on the methodology for accounting the further education workforce.

Both staff recruitment and leaver rates have been gradually increasing through the years and the trends have been generally reflected in the rise in the number of staff returns reported earlier. A more detailed overview of recruitment and leaver activities across the further education college sector is described below.

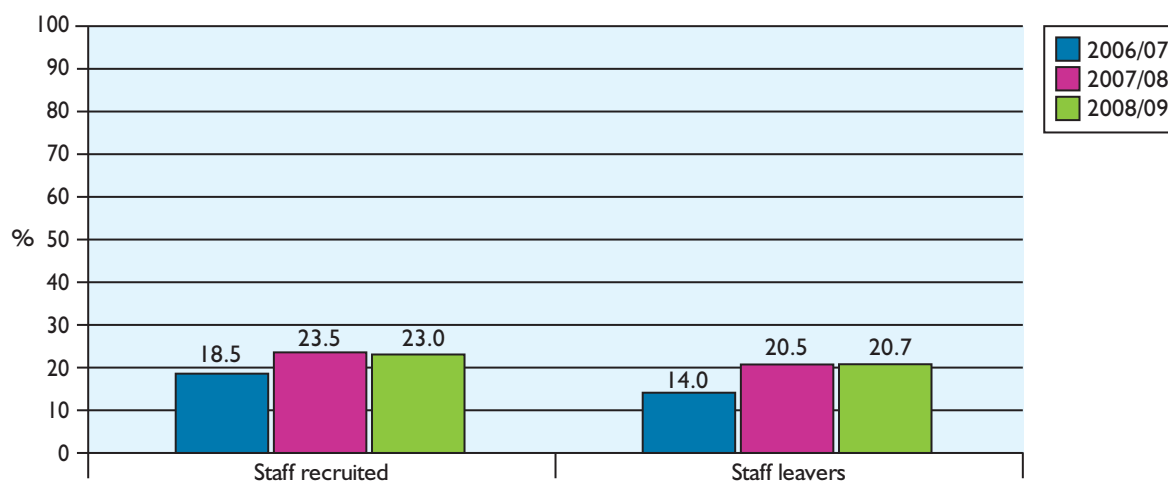
Workforce recruitment and leavers

Analytical note: Returns submitted by colleges on recruitment and leavers represented the number of contracts that started or ended in the academic year. The prior location or destination of staff commencing or leaving a contract is not available in the Staff Individualised Record therefore it is not possible to determine the exact number of staff that are new joiners to the further education college workforce or that are leaving the sector. The figures summarised in this section instead represent the contract activity in the further education college workforce, including the movement of staff within and across colleges.

In 2008/09, 23.0 per cent of staff returns represented new contracts (i.e. staff recruitment). During the same year, 20.7 per cent of staff returns were registered as terminated contracts and in this case are labelled as ‘staff leavers’ (see Figure 2). Between 2006/07 and 2007/08, staff recruitment increased from 18.5 per cent to 23.0 per cent. The largest increase was noted between 2006/07 and 2007/08 while the rise between 2007/08 and 2008/09 was minimal. Leaver rates followed a similar pattern and increased from 14.0 in 2006/07 to 20.7 per cent in 2008/09, with minimal changes observed between 2007/08 and 2008/09.

An overview of the profile of staff recruited and leavers according to age, disability, ethnicity and gender is summarised in the corresponding sections of the report.

Figure 2 Recruitment and leaver rates and staff total of the workforce for the further education college workforce – England, 2006/07 to 2008/09



Note: Recruitment and leaver rates were based on the total number of joiners or leavers in one year, divided by the total number of staff returns (non-backfilled) for the same year so the base differs from that presented in Figure 1. Please see Introduction section for further details about backfilling.

A more detailed overview of the characteristics of the workforce is presented in the following sections of this chapter. The specific features examined were staff trends across occupational groups, including an overview of leadership and management categories, qualification levels, working patterns and contract types. These characteristics were also examined according to the main equality and diversity strands presented in this report of age, disability, ethnicity and gender within Sections 1 to 4.

Recruitment and leaver trends across the further education college workforce are summarised at the end of this chapter. Key developments according to age, disability, ethnicity and gender are highlighted in this summary.

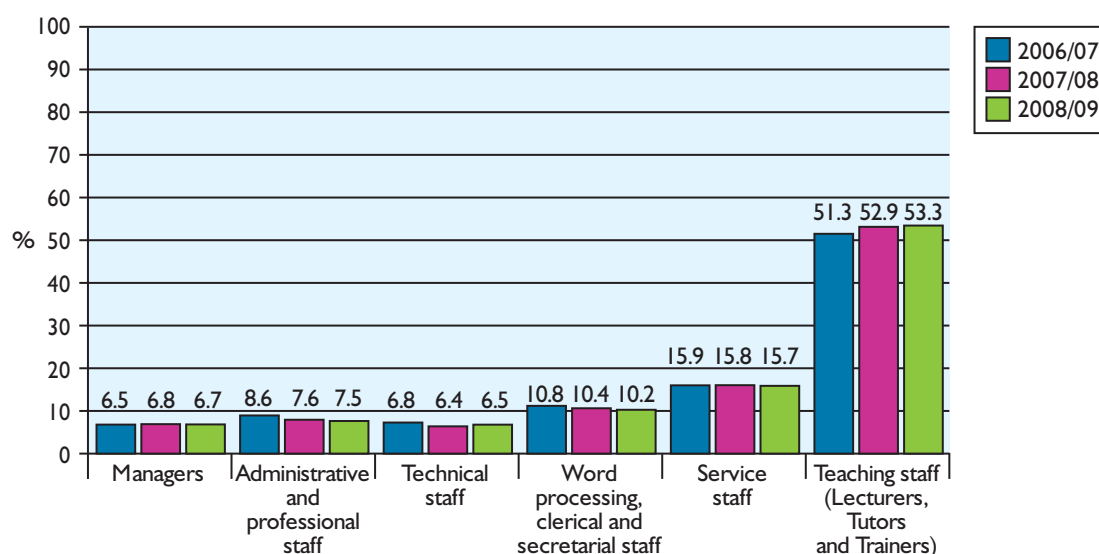
Occupational groups (including leadership and management)

Overall, there was minimal variation in the total proportion of staff across all occupational categories reported between 2006/07 and 2008/09 (see Figure 3). More than half the further education college workforce were teaching staff (representing 53.3 per cent of the workforce in 2008/09, which is equivalent to 138,222 staff returns) and this had increased only slightly since 2006/07. The proportion of teaching staff in colleges was much lower than in other education sectors such as higher education where over seventy per cent (71.1 per cent) of staff in UK higher education institutions were in teaching or teaching and research positions (HESA, 2009). Other key points observed were:

- Following teaching staff, the second largest group of staff in the sector were in service roles. In 2008/09, 15.7 per cent of staff (40,791 staff returns) were classified as service staff and this level had remained similar across the three years.
- Staff in word-processing, clerical and secretarial roles were the third largest staff group and represented 10.2 per cent of the further education college workforce (26,508 staff returns). Since 2006/07, the proportion of staff in these occupations had fallen marginally from 10.8 per cent.
- A further 7.5 per cent (19,531 staff returns) and 6.5 per cent (16,787 staff returns) were registered in administrative and professional staff jobs and technical roles. Since 2006/07, the proportion of staff in these roles had been falling.
- The proportion of staff in management positions had remained relatively stable across the last three reported years and in 2008/09, managers represented 6.7 per cent of the college workforce (17,403 staff returns). A further breakdown of this category and trends across different tiers of management is summarised after Figure 3.

In 2007/08 and 2008/09, staff returns for assessor and verifier roles were collected in the Staff Individualised Record. In 2008/09, 5,563 staff returns were categorised in this role type, representing approximately two per cent of the further education college workforce. This was slightly higher than the 3,456 staff returns (1.3 per cent) registered for this role type in 2007/08. Assessor and verifier roles have not been displayed in Figure 3 as data was only available for the last two reported years.

Figure 3 Total proportion of staff in the further education college workforce by occupational groups – England, 2006/07 to 2008/09



Note: The proportion of staff with unknown occupational group records averaged approximately one per cent each year. The percentage figures presented in the chart are therefore based on known records only.

Leadership and management

The manager cohort covers the roles of senior managers, other senior managers and other managers.

The small number of managers in the college sector compared to other role types (e.g. teaching staff) and the division of this role into three groups has meant that the percentage figures presented are based on relatively small clusters of staff. Senior managers and other senior managers represented less than one per cent of the total further education college workforce in 2008/09 (respectively 0.3 per cent and 0.4 per cent, equivalent to just over 800 and 1,070 staff respectively). A further 5.7 per cent (approximately 15,300 staff) of the college workforce was represented by staff in other management roles. Despite the small number of staff, the distinction of the three management categories highlighted some interesting trends.

In 2008/09, 5.1 per cent of managers were senior managers representing staff in roles such as principals, chief executives or directors. An additional 6.5 per cent were in roles defined as other senior managers. The remaining 88.5 per cent of staff were in other management positions.

Due to the change in categories since 2007/08, figure for previous years cannot be presented for this category.

Qualifications

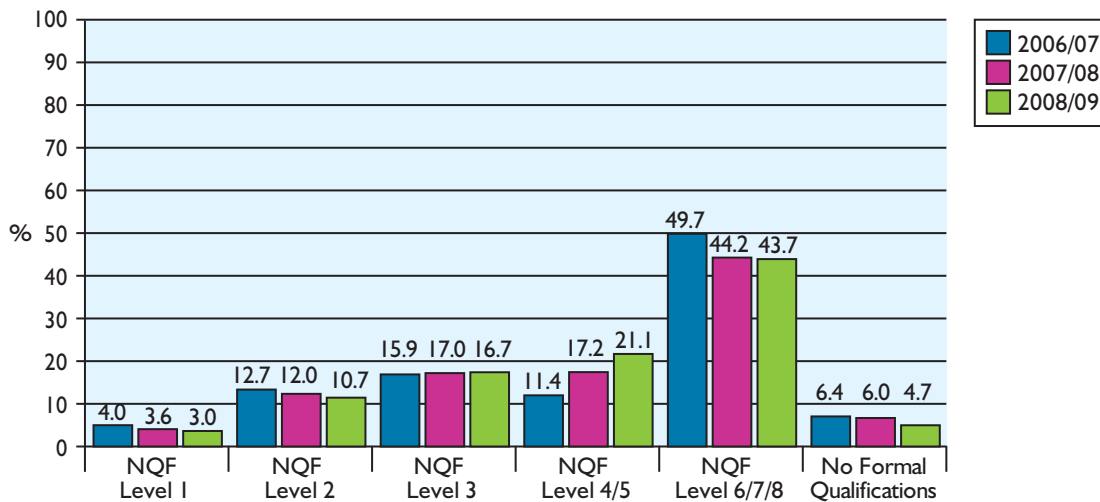
Staff in further education colleges were relatively highly qualified, with 43.7 per cent in 2008/09 holding NQF Level 6/7/8 qualifications (e.g. first degrees or above). Just over 20.0 per cent held an NQF Level 4 or 5 qualification and a further 16.7 per cent indicated they had a NQF Level 3 qualification. In 2008/09, 4.7 per cent of staff working in colleges had no formal qualifications, which is the lowest level registered since 2006/07.

The percentages quoted in this section are based on known records only. That is, only records with registered qualification types were included in the percentage calculations. Unknown records were excluded. In 2008/09, 23.5 per cent of all staff returns did not provide data on qualification levels. This rate is lower than the proportion of unknown records registered in 2007/08 (29.4 per cent) and considerably lower than the 40.7 per cent registered in 2006/07. Nevertheless, the levels of unknown records remain significantly high and greater efforts need to be made across the further education college sector to supply this information. Improvement in data records will enhance the sector's ability to accurately monitor the quality of the workforce in relation to the qualifications held and to measure developments.

Based on records where qualification data was available, some marked changes were observed across the college workforce as displayed in Figure 4. Please note that between 2006/7 and 2007/08, there was a change in the categories used to record qualification levels so inaccuracies in interpreting categories from one year to the next may have contributed to the changes rather than there being an actual change in the workforce's qualification levels. There was also a significant fall in the proportion of returns with an 'unknown' qualification level (40.7 per cent in 2006/07 to 29.4 per cent in 2007/08) which may have also contributed to the trends between the two years. For these reasons, the trends noted below have been concentrated across 2007/08 and 2008/09:

- Overall, there was a significant increase in the proportion of further education college staff with NQF Level 4/5 qualifications (17.2 per cent to 21.1 per cent in 2008/09). This was the only qualification type that registered an increase across the two years. All other types of qualifications noted proportionate falls.
- The largest drop was registered for college staff with NQF Level 2 qualifications. In 2007/08, 12.0 per cent of the college workforce held Level 2 qualifications and by 2008/09, this had dropped to 10.7 per cent.
- To a lesser extent, the further education college sector also registered a slight fall in staff with qualifications at NQF Level 1 (3.6 per cent to 3.1 per cent) and those with no formal qualifications (6.0 per cent to 4.7 per cent). The fall in the proportion of staff with lower level qualifications has been consistent through the years, which indicates that overall the college workforce is becoming more qualified.
- The proportion of staff with an NQF Level 3 qualification has remained relatively unchanged since 2007/08.

Figure 4 Total proportion of staff in the further education college workforce by qualification levels – England, 2006/07 to 2008/09

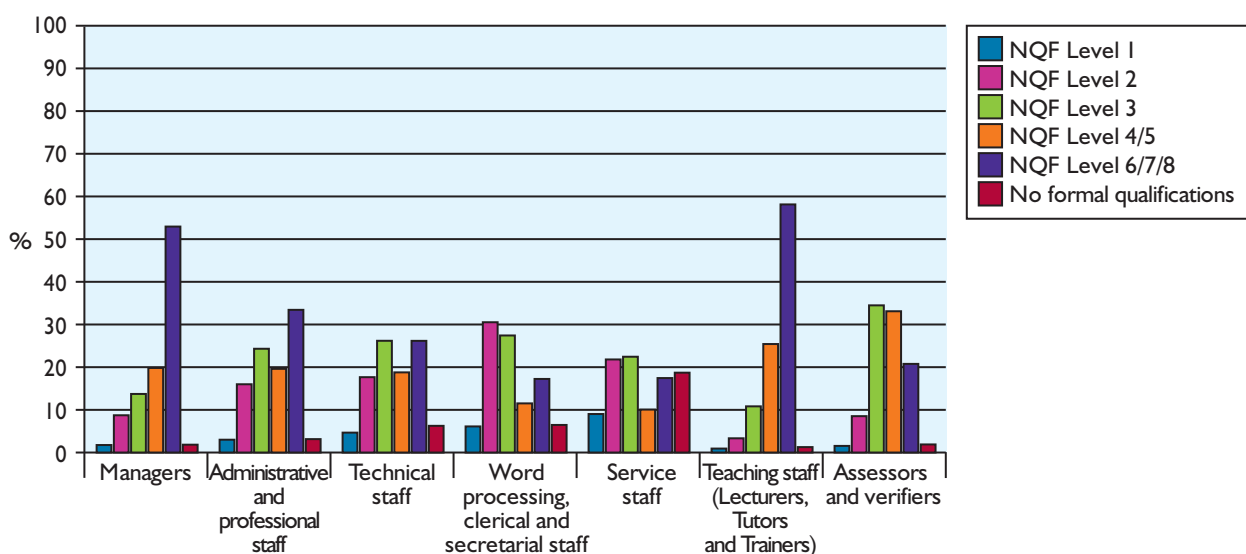


Note: The percentage figures presented in the charts were based on known records only. The total volume of unknown records is presented below.

Across the different occupational groups, the levels of qualifications held differed noticeably (see Figure 5). For example, in 2008/09, more than half of staff in teaching roles (58.0 per cent) and managers (53.0 per cent) held NQF Level 6/7/8 qualifications where as only a third of staff in administrative positions held qualifications at this level. Higher proportions of staff in word processing and clerical and secretarial roles as well as those in service roles had qualifications at NQF Level 2 (30.4 per cent and 21.7 per cent) and Level 3 (27.5 per cent and 22.4 per cent) than qualifications at other levels. Service staff registered the highest proportion of the workforce with no formal qualification (18.7 per cent) which is considerably higher than the proportions registered for word processing, clerical and secretarial staff (6.6 per cent) and technical staff (6.3 per cent).

Most assessors and verifiers held Level 3 or 4/5 qualifications (34.4 per cent and 33.2 per cent).

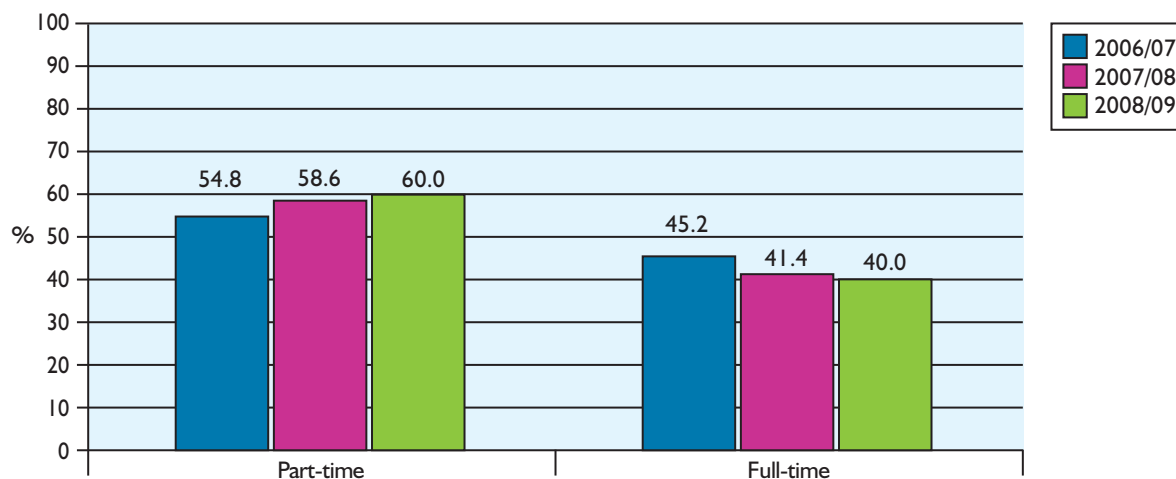
Figure 5 Total proportion of staff in the further education college workforce by occupational groups and qualification levels – England, 2008/09



Working patterns

Overall, there continued to be a higher proportion of staff in further education colleges working in part-time positions than working full-time. In 2008/09, 60.0 per cent of staff were employed part-time with the remaining 40.0 per cent working in full-time contracts. There was a general increase in staff working part-time across colleges between 2006/07 and 2008/09 with an equivalent fall in full-time positions.

Figure 6 Total proportion of staff in the further education college workforce by working patterns – England, 2006/07 to 2008/09



Note: The percentage figures presented in the chart were based on known records only. In 2007/08 and 2008/09, 0.5 per cent and 0.3 per cent of records were unknown. There were no unknown records for working pattern data in 2006/07.

Across the different occupational groups, there were some clear distinctions in the working patterns of staff. Nearly three-quarters (73.1 per cent) of managers in 2008/09 were employed full-time, which was significantly higher than the sector average of 40.0 per cent. Service staff were more likely to be working part-time (72.9 per cent compared to 27.1 per cent who were working full-time). This was also the case for teaching staff of whom nearly two-thirds were employed on a part-time basis in 2008/09 and just over a third (36.0 per cent) were full-time.

Table 2 Total proportion of staff in the further education college workforce by occupational group and working patterns – England, 2008/09

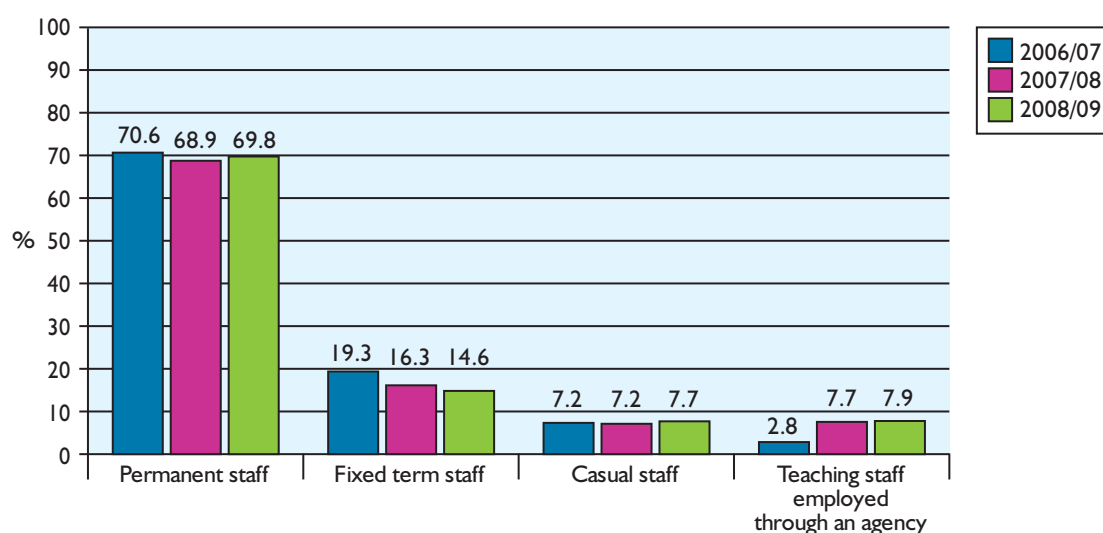
	Part-time	Full-time	Total
Manager	26.9%	73.1%	100%
Administrative and professional staff	43.4%	56.6%	100%
Technical staff	48.5%	51.5%	100%
Word processing, clerical and secretarial staff	57.8%	42.2%	100%
Service staff	72.9%	27.1%	100%
Assessors and verifiers	67.6%	32.4%	100%
Teaching staff (lecturers, tutors and trainers)	64.0%	36.0%	100%

Type of contract

Approximately 70 per cent of staff in colleges were on permanent contracts, representing the most common contract type across the college workforce. Since 2006/07, the proportion of permanent staff in colleges has remained relatively unchanged whereas noticeable fluctuations have occurred in other types of contracts such as fixed-term or those offered through an agency.

The proportion of staff on fixed-term contracts has continued to decline each year and in 2008/09 they represented 14.6 per cent of all staff (see Figure 7). Casual contracts have been increasing and between 2006/07 and 2008/09, the proportion of college staff on these types of contracts changed from 7.2 per cent to 7.7 per cent. Across the last two reported years, the proportion of teaching staff employed through an agency remained relatively constant at 7.7 per cent and 7.9 per cent. Between 2006/07 and 2007/08, there was a large rise in the number of agency staff recorded in the database.⁵ These trends are mainly attributable to changes in how data on agency staff were captured and changes in procedures on recording the information rather than an actual rise in agency staff numbers.

Figure 7 Total proportion of staff in the further education college workforce by types of contract – England, 2006/07 to 2008/09

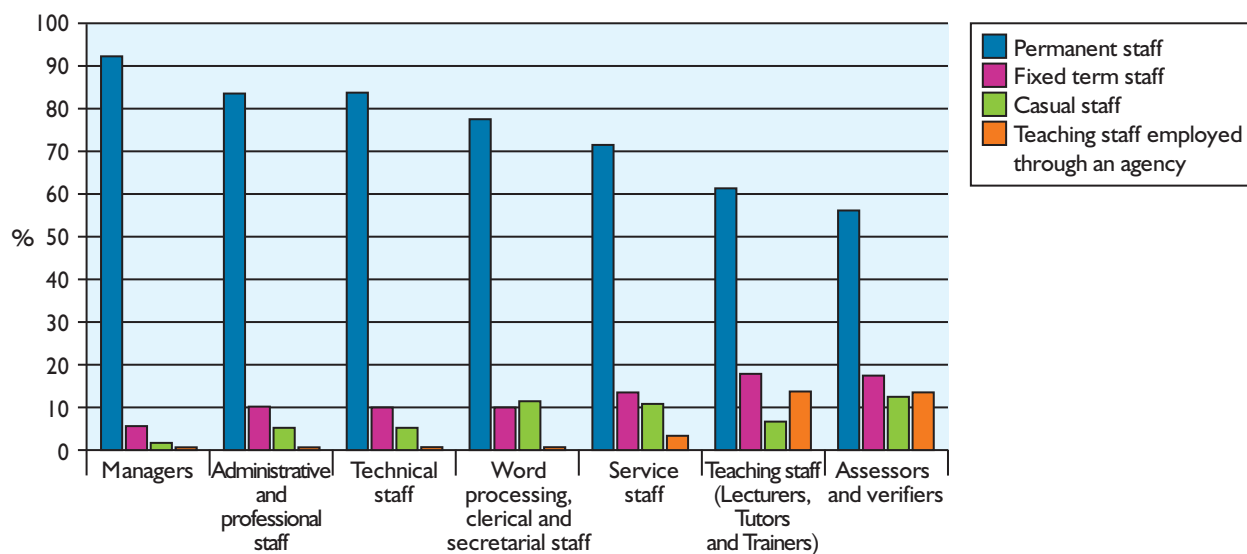


Note: The percentage figures presented in the chart were based on known records only. The proportion of staff with unknown contract types was less than 1.0 per cent for all reported years. Data on self-employed teaching staff contracts was also captured in this field but because of the small number of records registered, not included in the chart above. In 2008/09, 0.3 per cent of staff contracts were registered as self-employed teaching staff.

⁵National Protocol submitted data for staff employed through agencies into the Staff Individualised Record.

It is clear from Figure 8 that in 2008/09 nearly all managers (92.8 per cent) in the college workforce were in permanent positions. Although to a lesser extent, there was also a high proportion of staff (approximately 84.0 per cent) in administrative and professional roles, and technical roles, on permanent contracts. Compared to other occupational groups, teaching staff and assessors and verifiers registered the highest levels of staff either on fixed-term contracts (18.0 per cent and 17.6 per cent) or employed through an agency (13.6 per cent and 13.2 per cent).

Figure 8 Total proportion of staff in the further education college workforce by occupational group and types of contract – England, 2008/09



Section 1:

Age profile of the workforce

Key findings

- Compared with the national workforce in England, the age profile of staff in further education colleges was a little older: 35.4 per cent of staff in further education colleges were aged 50 years and over, compared with the national average of 24.0 per cent (ONS, 2010) for the equivalent age group working across England.
- The largest proportion of college staff was aged 45–49; this represented 14.9 per cent of college staff in England.
- Younger members of staff were in different roles from their older colleagues. Staff aged under 25 in further education colleges were more likely to be employed in word processing, clerical and secretarial roles and staff aged between 50 and 60 were more likely to be employed as managers.
- Given the lower representation of staff aged below 30 in teaching roles (for example, 22.4 per cent of staff aged under 25 were in teaching roles whereas over 50 per cent of staff in age bands 30 years and over were in teaching roles), it appears that young people were opting to start their careers elsewhere before teaching in further education.
- Senior managers and other senior managers were likely to be older than staff in other manager positions. Although about 60.0 per cent of the staff in a senior manager or other senior manager position were aged 45–59, only 46.2 per cent of staff in other manager roles were in that age group.
- Apart from the under-25 age group, between 39.2 and 49.2 per cent of staff from all other age groups were reported as having a qualification at NQF Level 6/7/8. The under-25 age group showed lower levels of qualifications. This suggests that the sector might want to consider more inclusive recruitment strategies in order to attract younger people to the sector with higher qualification levels.
- The vast majority of the workforce across all age groups was employed part-time; particularly staff aged over 60 with 67.9 per cent of staff aged 60–64 and 87.8 per cent of staff aged 65 years and over working part-time.
- The majority of staff across all age groups were employed on a permanent contract but staff aged under 25 and over 60 were more likely to be employed on a fixed-term or casual basis, than staff of other ages.

Age monitoring is particularly significant this year (2011) and will be in years to come. In July 2010, the Coalition Government announced plans for phasing out the Default Retirement Age, and launched a three-month consultation into the plans, which closed on 21 October 2010. On the 13 January the coalition government responded to a consultation on phasing out the default retirement age and confirmed their intention to proceed with the proposed plans. Subject to Parliamentary procedures, from April 2011 employers will no longer be able to issue notifications of retirement using the default retirement age procedure. (BIS, 2011)

Currently, through the Employment Equality (Age) Regulations 2006, employees have had a statutory right 'to request to work beyond retirement age' and employers have had a duty to consider the request. The new plans will enable people to continue working indefinitely without the need to request the right to work beyond the contractual retirement age. The Default Retirement Age will be phased out from 6 April 2011 with a six-month transitional period (BIS, 2010). A joint briefing for MPs from various age equality groups pointed out that such a change would add consistency to policy on age and bring employment law into line with other policies on promoting positive ageing and raising the state pension age (Age Concern, 2009).

Although employers will be legally obliged to comply with the new legislation, it will be important to monitor changes in the workforce and identify any trends that may be linked to discrimination. It will also be important to monitor the age of employees involved in employment tribunals to ensure that the legislation is being embraced, and that employees are not being bullied or harassed into retirement. Additionally, it will be important to investigate anything preventing employees staying past the traditional pension age. For example, changing to part-time working or reducing working hours may have implications for an employee's pension making it unappealing for them to continue working on their existing contract.

Finally, it will be important to monitor the rate of disability disclosure which may increase with the number of older employees (if the rate of older employees increases). Reasonable adjustments should be made for older employees, monitoring the types of adjustments requested and granted may indicate any issues with the implementation of the legislative change. Older employees may be forced to invoke their rights under disability equality provisions to have adjustments made, therefore it may affect the numbers of older, disabled staff registered in the further education sector in future years therefore it will be key to monitor.

The new changes in age-related legislation can provide further education colleges with positive opportunities to retain the skills, expertise and knowledge of highly experienced staff, which will benefit the entire workforce.

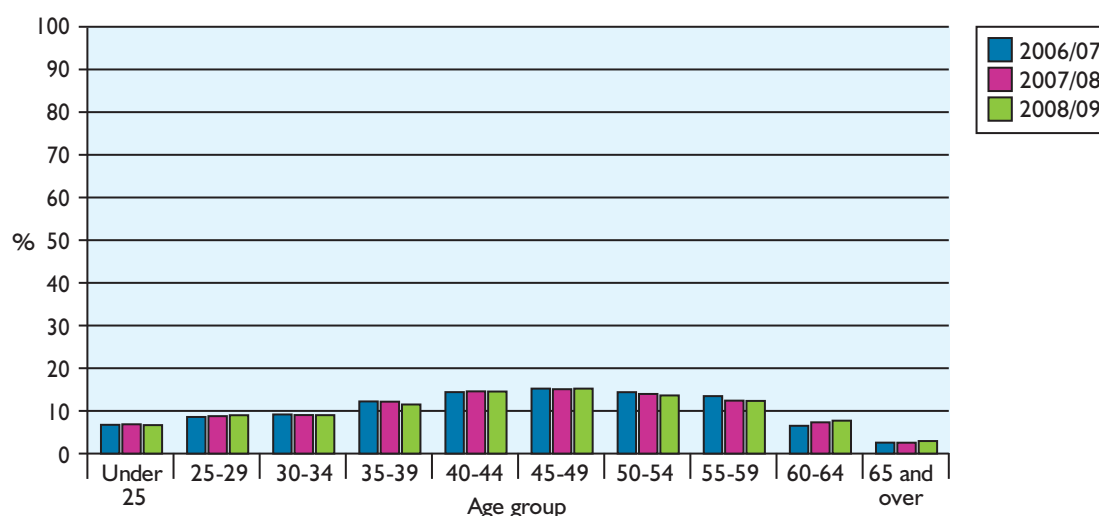
Overall age profile

Compared to the national age profile of the workforce in England, the age profile of staff in further education colleges was a little older: a third (35.4 per cent) of staff in further education colleges were aged 50 years and over, which was higher than the national average of 24.0 per cent (ONS, 2010) for the equivalent age group working across England.⁶ Across the three reported years, the distribution of staff within each age band remained relatively consistent; with a notable rise in the proportion of staff aged 60–64 years (see Figure 1-1).

Overall, in 2008/09, the largest proportion of college staff was aged 45–49, representing 14.9 per cent of college staff in England. The second and third largest cohorts of staff were aged 40–44 (14.2 per cent) and 50–54 (13.5 per cent). To a lesser extent, staff aged 55–59 and 35–39 also represented a high proportion of the further education college workforce with 12.1 per cent and 11.4 per cent respectively.

Staff in the youngest and oldest age bands (e.g. under 25 year olds, 60–64 and 65 and over) represented the smallest staff groups across all three reported years. In 2008/09, 6.5 per cent of staff were aged under 25. This remained reasonably similar across the three years, whereas the oldest staff groups have increased, particularly staff aged 60–64 – in 2008/09, they represented 7.3 per cent of the workforce (up from 6.1 per cent in 2006/07).

Figure I-1 Total proportion of staff in the further education college workforce by age groups – England, 2006/07 to 2008/09



Note: The percentage figures presented in the charts were based on known records only.

Given the smaller representation of younger and older staff in the further education college workforce, it is particularly useful to monitor the recruitment and leavers profile for age discrimination purposes. It was interesting to notice that a quarter of new contracts in 2008/09 were for staff aged under 30 years and 5.4 per cent and 2.5 per cent of new contracts were for staff aged 60–64 and 65 years and over. Moreover, a positive sign is that an increase in the percentage of staff aged 60–64 and 65 and over was observed from 2006/07 to 2008/09. There was an increase from 3.6 per cent to 5.4 per cent for the 60–64 age group and the percentage of staff in the 65 and over age group rose from 1.5 per cent to 2.5 per cent from 2006/07 to 2008/09. During the same period, the percentage of under 25 year olds went down from 17.2 per cent to 14.4 per cent. Nevertheless, the largest proportion of staff recruited to colleges across all three reported years was in the under 25 group. Other large pools of staff recruited to colleges were aged 40–44 (13.9 per cent) and 45–49 years (13.0 per cent).

In terms of leavers, approximately 19.0 per cent of staff leavers were aged under 30. A sizeable proportion of leaver contracts were registered to staff aged 40–49 (26.8 per cent). Nearly nine per cent of leaver contracts were registered for staff aged 60 to 64 years and an additional 3.4 per cent were for those aged 65 years and over. Please refer to **Appendix I** (Table B-3 and Table B-4) for further details.

Occupational groups (including leadership and management)

The data showed that younger members of staff were in different roles from their older colleagues. For example, younger members of the workforce (under 25s) in further education colleges were more likely to be employed in word processing, clerical and secretarial staff roles than their older colleagues. Staff aged 50–60 were more likely to be undertaking managerial roles (see Figure I-2). For example, nearly one-third of the college workforce aged under 25 years (30.7 per cent) were service staff. This was markedly higher than the average rates observed for these roles in the older staff cohorts, where only between 13.2 per cent and 16.4 per cent of staff aged 30 – 64 years old were registered as service staff. In terms of management positions across colleges, a higher proportion of staff aged 50 to 59 were registered as managers than staff of any other age group. In 2008/09, 8.4 per cent of 50–54 year olds and 8.2 per cent of 55–59 year olds were managers.

A little more than half of staff within each age group (other than the under 25 and 25–29 year olds) was undertaking teaching roles. Nevertheless, the lower representation of staff in teaching roles aged below 30 gives the impression that young people are opting to start their careers elsewhere before engaging in teaching within further education.

Figure 1-2 Total proportion of staff in the further education college workforce by occupational groups and age groups – England 2008/09

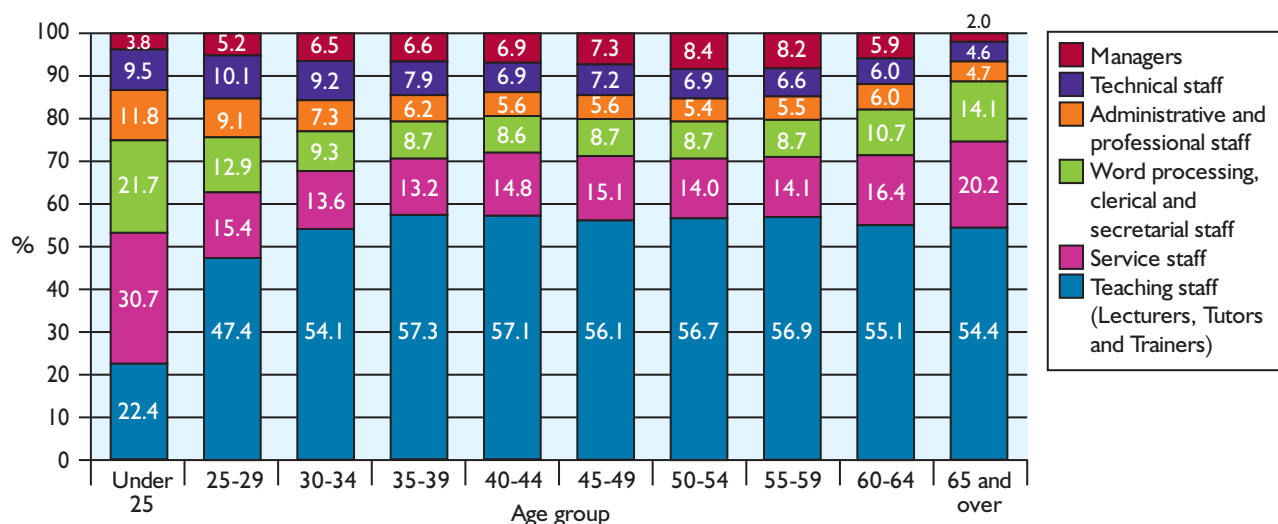


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Leadership and management

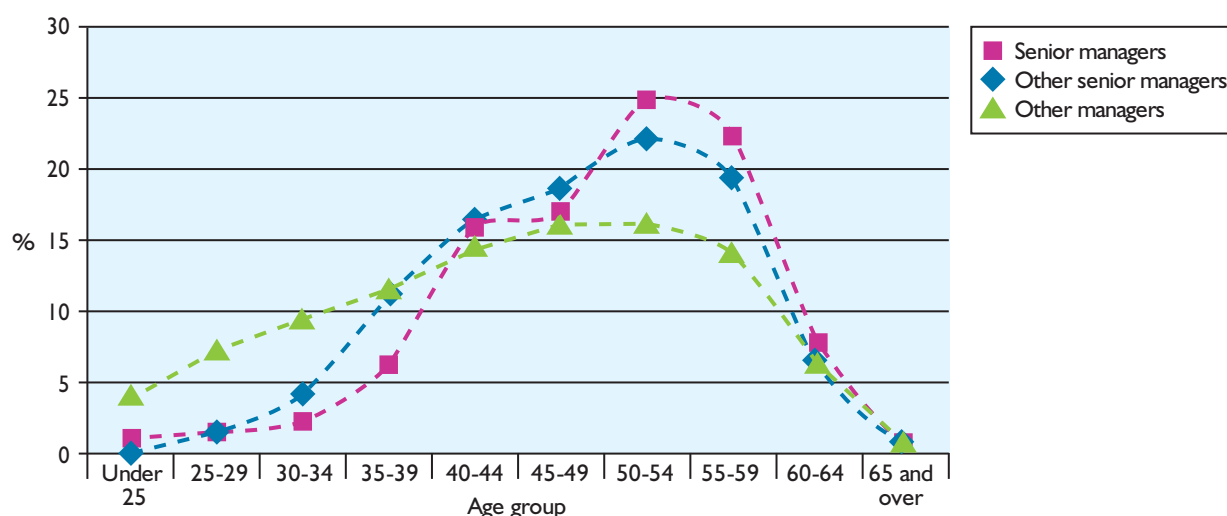
This section focuses in more detail on whether any differences could be observed in the age profile of staff in different leadership and management roles. The manager cohort was therefore subdivided into three main categories:

- senior managers – representing college principal, chief executive and director
- other senior managers⁷
- other managers – representing a range of management roles across college departments such as marketing, library, administration, finance, estate/site and database.⁸

Owing to the relatively small volume of managers in the college sector compared to other role types (e.g. teaching staff), the division of this role into these groups meant that the percentage figures presented were based on small clusters of staff. Senior managers and other senior managers represented less than one per cent of the total further education college workforce in 2008/09 (respectively 0.3 per cent and 0.4 per cent, equivalent to just over 800 and 1,070 staff respectively). A further 5.7 per cent of the college workforce (approximately 15,300 staff) was represented by staff in other management roles.

Despite the small volume of staff, the distinction of the three management categories highlighted some interesting trends. Figure I-3 shows evidence that age within the different managerial roles was fairly skewed, as senior managers and other senior managers were more likely to be older than staff in other manager positions. Although about 60.0 per cent of the staff in a senior manager or other senior manager position were aged 45–59 (respectively 63.9 per cent and 60.3 per cent), only 46.2 per cent of staff in the other manager roles were in the same age group. Interestingly, about one in five (or 20.8 per cent) of the other managers were aged below 35 but only one in twenty (or 5.1 per cent) of the senior managers and a slightly higher percentage of the other senior managers (5.8 per cent) were aged under 35. Overall there have been minimal changes in the age profile of managers across the last two reported years (please see *Annex I Table B7 Proportion of senior managers, other senior managers and other managers in the further education college workforce by age groups – England, 2007/08 to 2008/09*).

Figure I-3 Distribution of the proportion of senior managers, other senior managers and other managers in the further education college workforce across age groups – England

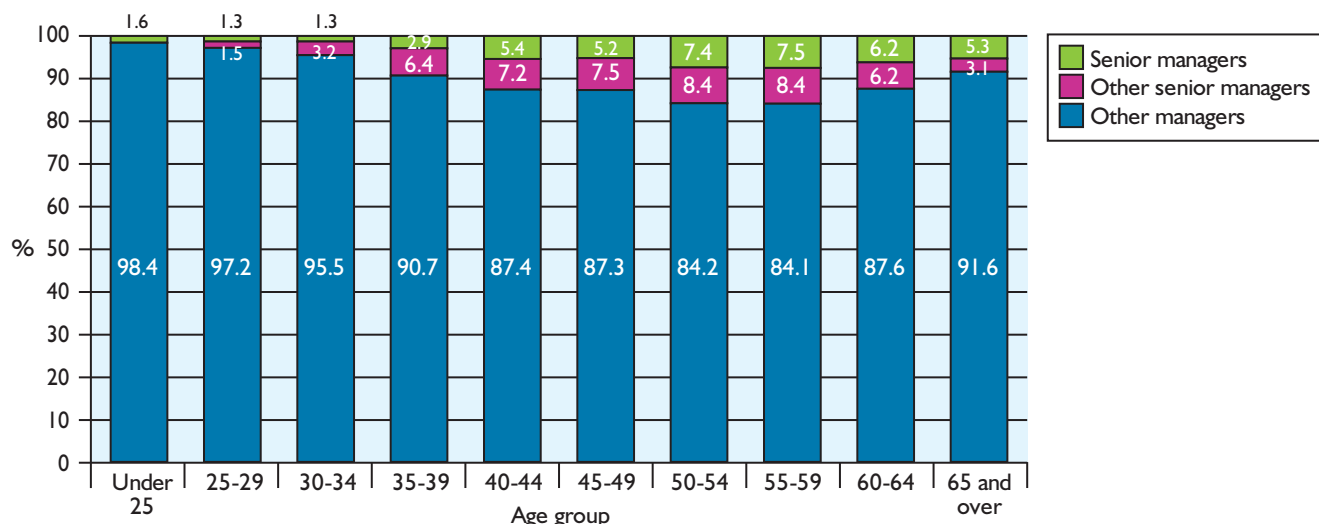


⁷The data available did not provide any further details of the types of roles represented by the category 'other senior management' so this could not be explored further.

⁸Role types included in this category were: college administrator/manager, centre (sub-college) administrator, finance administrator/manager (bursar), librarian, marketing administrator/manager, computer/database manager, estate/site manager, and 'other administrator/manager'.

Additional analysis (see Figure 1-4) showed that managerial staff aged 50–59 were more likely to be in senior management positions than staff of any other age group: 7.4 per cent of managers aged 50–54 and 7.5 per cent of managers aged 55–59 were senior managers. The age profile for this position was lower for the younger age groups (e.g. less than 2.0 per cent of the managerial staff under 35 were in a senior management position).

Figure 1-4 Total proportion of senior managers, other senior managers and other managers in the further education college workforce by age groups – England, 2008/09



Qualifications

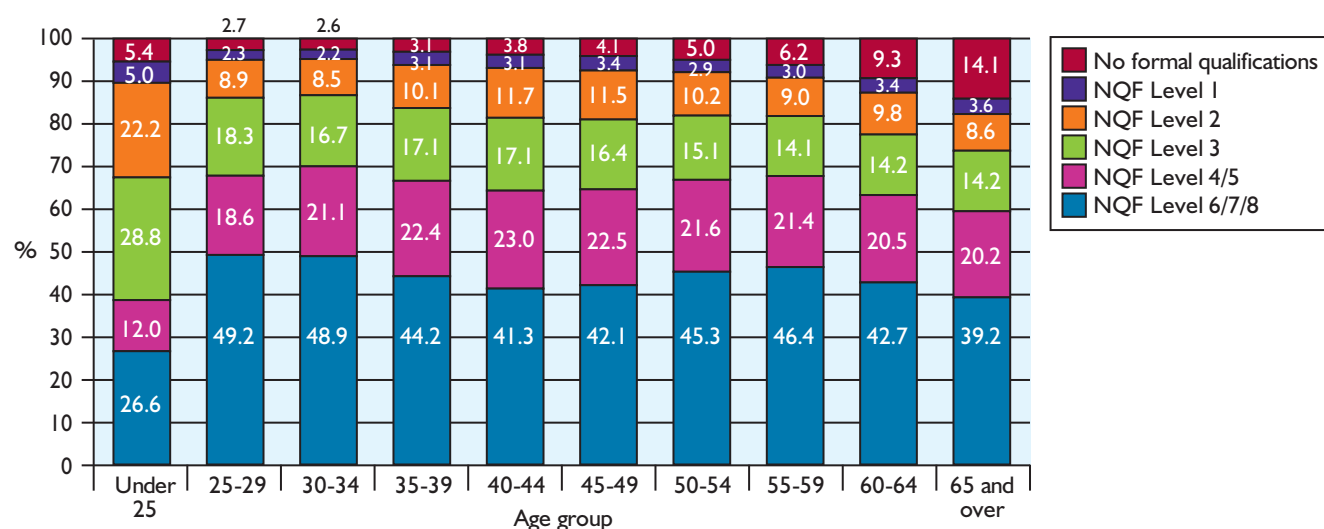
With the exception of the under 25 age group, between 39.2 per cent and 49.2 per cent of staff were reported as having a qualification at NQF Level 6/7/8. An additional 20.0 per cent of staff across each of the age groups above 30 reported holding an NQF Level 4/5. As mentioned before, a different qualification profile was observed for the under 25 age group. A slightly higher proportion of staff under 25 were stated as holding an NQF Level 3 qualification (28.8 per cent) than holding an NQF Level 6/7/8 qualification (26.6 per cent). About one in five of this age group held an NQF Level 2 qualification (22.2 per cent). Staff aged 60 years and over were more likely not to have a formal qualification than any other age group; 9.3 per cent of 60–64 year olds and 14.1 per cent of staff aged 65 years and over had no formal qualifications.

Since 2006/07, a clear rise had been noted in the proportion of staff with NQF Level 4/5 across all age groups. The highest increases were observed in the proportion of staff aged between 30 and 59 years old, where an increase of about 10 percentage points was registered across the represented age groups.

Between 2006/07 and 2008/09, notable falls were observed in the proportion of staff aged between 45 and 59 years qualified to NQF Level 6/7/8. In 2006/07, 49.8 per cent of 45–49 year olds and 53.3 per cent of the 50–54 year olds were registered as having an NQF Level 6/7/8 qualification. These proportions declined to, respectively, 42.1 per cent and 45.3 per cent in 2008/09. Moreover, the proportion of the 55–59 age group at NQF Level 6/7/8 decreased by 7 percentage points during the same period, as the proportions went down from 53.4 per cent to 46.4%.

Another fall in proportions was noted in regards to the 65 and over age group without a formal qualification, where a decrease of 7.3 percentage points was observed over the last three years. Whereas 21.4 per cent of this age group was registered without a formal qualification in 2006/07, the proportion fell to 14.1 per cent in 2008/09. Please refer to **Appendix I** for the supporting data tables for this section including data for all three reported years (Tables B-9 and B-10).

Figure I-5 Total proportion of staff in the further education college workforce by qualification levels and age groups – England, 2008/09



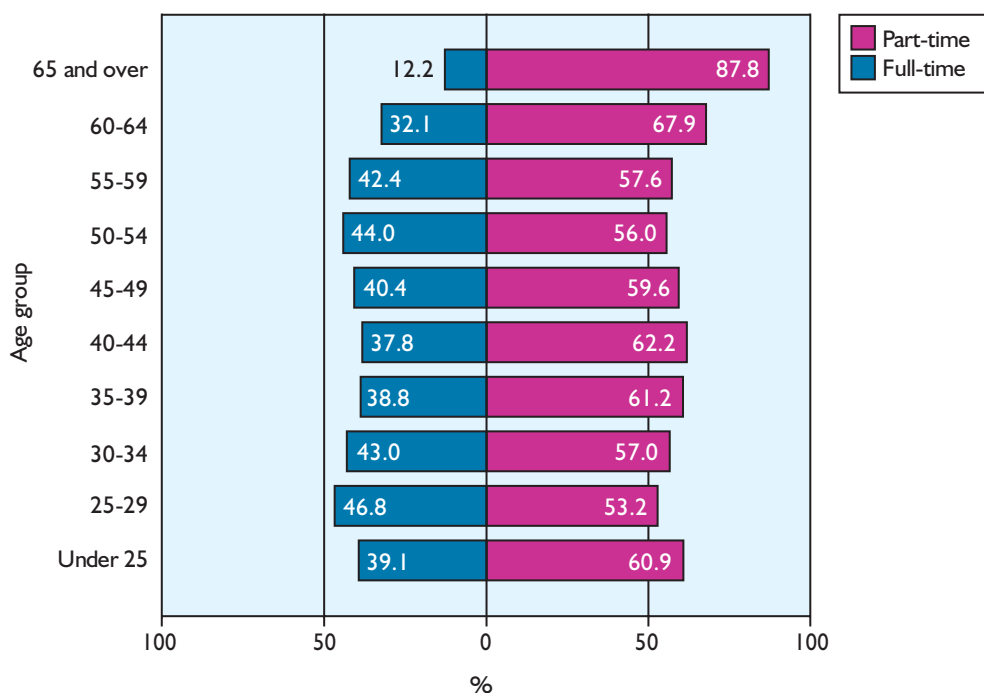
Working patterns

Across all age groups, the largest proportion of staff worked part-time (see Figure I-6), from 53.2 per cent for the 25–29 age group to 87.8 per cent for the 65 and over age group. Further noticeable differences in the occurrence of full-time employment were observed for the 60 years and over age groups. Although one in three staff aged 60–64 was still in full-time employment, only one in eight of the 65 and over age group was registered in a full-time position. Section 4 of this report (*Gender profile of the workforce*), outlines the working patterns of staff by age and gender in more detail. The findings highlighted that there were proportionately more male than female staff working aged 60–64 years, which is to be expected with the different state pension ages (60 for women, 65 for men). Other findings showed that, on average, more male than female staff worked in full-time posts, which may explain the relatively high proportion of staff aged 60–64 who were still in full-time employment in this section.

The instances of part-time employment had increased slightly across the last three years. The most notable increases related to the 50–54 and 45–49 age groups, where respectively 5.7 and 6.8 percentage points more of the staff had started working part-time. Additionally, small increases in the proportion of staff employed part-time were noticed for the 60 years and over age groups: the proportions for the 60–64 and 65 and over age groups had increased respectively 2.9 and 2.3 percentage points over the last three years.

Please refer to **Appendix I** for the supporting data tables for this section including data for all three reported years (*Tables B-11 and B-12*).

Figure I-6 Total proportion of staff in the further education college workforce by working patterns and age groups – England, 2008/09

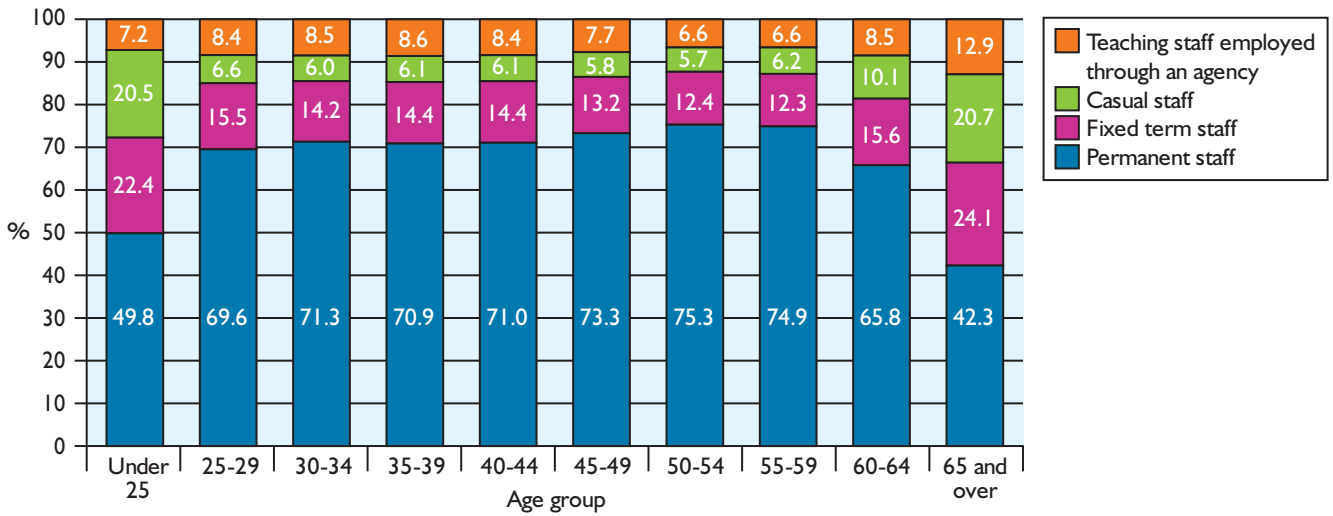


Type of contract

In 2008/09, the vast majority of the staff were contracted on a permanent basis (see Figure I-7). Nevertheless, staff aged under 25 and 60 years and over were more likely to be employed on a fixed-term or casual basis, when compared to staff of other ages.

In 2008/09, 22.4 per cent of under 25 year olds and 24.1 per cent of staff aged 65 and over were on fixed-term or casual contracts. This was definitely a higher proportion than the other age groups, which ranged between 12.3 per cent for the 55–59 age group and 15.6 per cent for the 60–64 age group. Furthermore, 20.5 per cent of the under 25 age group and 20.7 of the 65 and over age group were employed on a casual basis. Those proportions were significantly higher than the other age groups, where only between 5.7 per cent (50–54 age group) and 10.1 per cent (60–64 age group) were on a casual basis.

Figure I-7 Total proportion of staff in the further education college workforce by types of contracts and age groups – England 2008/09



The high instances of employment under fixed-term or casual contracts among staff aged under 25 and staff aged over 65 display needs to be explored further to understand whether the youngest and oldest staff are attracted by these specific types of contracts. Alternatively, the pattern might indicate a means of access to employment within further education colleges that can only be achieved by accepting employment under these terms. This theory might be further supported by the higher incidence of staff aged over 65 employed through an agency.

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Section 2:

Disability profile of the workforce

Key findings

- The findings for 2008/09 revealed that 2.9 per cent of staff in further education colleges had a declared disability. Although this is an improvement on the figure for 2006/07 (2.5 per cent), it was still significantly lower than the average figure given for the proportion of the general population with a registered disability in England (18.4 per cent) (ONS, 2010). The reality is that disabled staff are not disclosing their disabilities, and are therefore statistically under-represented in the further education college workforce. Under-representation could be due to a number of reasons, including that staff may not identify themselves as disabled, for fear of discrimination or that reasonable adjustments are not being requested by staff who might need them. It is important to determine the reason behind the non-disclosure in order to create inclusive working environments that value all abilities.
- Few differences were noted between the profile of college staff with and without a declared disability across different roles. In keeping with the trend established in previous years, the largest cohort of staff with and without a declared disability were teaching staff (including lecturers, tutors and trainers). For 2008/09 it was found that 50.4 per cent of staff with a declared disability were in teaching roles compared with 53.4 per cent of staff without a declared disability.
- Although representation of disabled staff was generally very low in occupations at higher grades (e.g. management), when comparing the distribution of the different manager positions (e.g. senior manager, other senior manager and other manager) between the cohorts of staff with and without a declared disability, there were no differences observed.
- There were no significant differences observed in the qualifications held by disabled staff and those who did not have a declared disability.
- Similarly no key differences were noted in the working patterns of staff with and without declared disabilities. The proportion of staff with a declared disability who were working full-time dropped between 2006/07 (47.1 per cent) and 2008/09 (41.4 per cent). The proportion without a declared disability working full-time declined from 46.1 per cent to 40.1 per cent during the same time period.
- Staff with declared disabilities were more likely to be employed as permanent staff within the further education college workforce than staff without a declared disability. Approximately three-quarters of staff with a declared disability were in permanent positions in 2008/09 (75.7 per cent) compared with 70.1 per cent of staff without a declared disability.

In this chapter, the disability profile of the further education workforce in 2008/09 is presented to monitor the distribution of disability among sector staff and support equal opportunities policy in terms of disability matters. Teaching staff, support staff and non-teaching staff in the sector workforce were required to indicate whether they had a disability, selecting a valid reference code.

Further education colleges were asked to submit information on whether a staff member had a declared disability or not in their Staff Individualised Record returns. The data was captured in the database under the following categories, which have been used since 2007/08:

- Yes – physical impairment: Member of staff has a disability classed as a physical impairment.
- Yes – learning difficulty: Member of staff has a disability classed as a learning difficulty.
- Yes – mental ill health: Member of staff has a disability classed as mental ill health.
- Yes – rather not say: Member of staff has a disability, but has not defined this disability.
- No: Member of staff has no disability.
- Prefer not to say: Member of staff has not disclosed if s/he has a disability or not.
- Unknown: It is unknown to the institution if a member of staff has a disability or not.

The 2008/09 report builds on last year's publication, providing further analysis on trends and key characteristics concerning the proportion of staff with a disclosed disability, and includes data from the past three years (2006/07, 2007/08 and 2008/09) to allow analysis of key trends over time. You will also find sections on the full breakdown of the further education workforce by occupational group, tiers of management, qualifications, work patterns, and type of contract, as well as an in-depth comparative analysis of the status of staff with and without a declared disability.

It should be noted that as in previous reports, a key issue has been the relatively high numbers of unknown records registered for this equality strand during the three reporting years. In 2008/09, 9.4 per cent of the further education college workforce did not disclose their disability status. Disclosure of disability status provides vital information that allows the further education sector to monitor and address issues of concern regarding disability equality and enables disabled staff to receive any support and adjustments that they require.

Low levels of disabled staff and low disclosure rates are not unique to the college sector. It is a well-documented issue nationally across the workforce. The Shaw Trust quotes ONS data for 2009 which shows that nearly one in five people of working age in Great Britain has a disability. Only half of those people are in work, which implies not only an issue surrounding disabled people gaining employment generally, but also that the half who are in employment do not always declare their disability status to their employer. One of the recommendations in the report for the Commission for Disabled Staff in Lifelong Learning is to improve disability disclosure within the sector by setting a target to work towards (NIACE, 2008).

Addressing low disclosure rates remains problematic and reasons for non-disclosure have been well researched in the further and higher education sectors (ECU, 2009; NIACE, 2008). They range from fear of facing negative attitudes, to wanting to be accepted by society. There is also a common concern that disclosure of such information could be used by employers to make unjustified assumptions about disabled employees' ability to perform (Civil Service, 2009).

A study by the Equality Challenge Unit on the situation facing higher education institutions corroborates the main thoughts in last year's report about staff not declaring their disability status due to a fear that their career progression could be affected (ECU, 2009). Staff need to feel comfortable in their workplace and confident that they can trust their employer (both to hold their personal data securely and to act appropriately on the information they have) before they will disclose such information.

Three of the main reasons for the low levels of disclosure in the lifelong learning sector are thought to be the social stigma and potential for discrimination; confusion around the process for disclosure; and negative organisational cultures towards disability (LLUK, 2009: 12).

With regards to less qualified staff, previous research has shown that people with low skills and an impairment, along with those who develop a mental health condition, are most likely to fall out of employment (DWP, 2003). Moreover, a study by Stephen Evans of the Social Market Foundation (2007) on the relationship between skills, disability and work found that having low skills holds a greater labour market penalty for disabled people.

It is encouraging to see that the levels of unknown disability status recorded over the three reporting years has been falling (a decline from 10.2 per cent in 2006/07 to 9.4 per cent in 2008/09). However, the lifelong learning sector needs to continue to challenge perceptions, myths and prejudices surrounding this disability, improve staff disclosure rates and enhance its ability to accurately monitor and support the needs of staff. Some guidance has already been produced for the lifelong learning sector, following the NIACE report, including *Staff disability disclosure in the lifelong learning sector* (LLUK, 2009).

Analytical notes

Please note that in this instalment of the Annual Workforce Diversity Profile report, information on the type of disabilities registered by staff was not reported on for the 2008/09 time period. This was due to a lack of available equality and diversity data for existing staff.

Overall disability profile

The summaries presented in this section outline the results of comparative analyses comparing staff with a declared disability and those without. The aims of the analyses were to observe if there were any significant differences between the occupational and employment profiles of staff within the college workforce with a declared disability and those without. This was to identify any potential areas of discrimination or under-representation and to measure the effectiveness of existing policies and procedures against that data. Key findings are presented below:

- In 2008/09, information from the Staff Individualised Record database showed that the vast majority of staff in further education colleges did not have a disclosed disability (87.6 per cent). This proportion remained relatively unchanged over the three reporting years. Records showed that only 2.9 per cent of the further education college workforce had a declared disability, which was relatively low compared to the proportion of the general population with a registered disability in England (18.4 per cent).¹⁰
- Figures for 2008/09 from the Office for Disability Issues (Office for Disability Issues, Disability Equality Indicators, website <http://www.officefordisability.gov.uk/about-the-odi/odi-news.php#deie>) show that disabled people are significantly less likely to be in employment than non-disabled people. Figures from the Labour Force Survey for 2008/09 showed that 47.4 per cent of economically active individuals with a declared disability were in employment compared to 77.3 per cent of individuals without a declared disability (ONS, 2010).¹¹ Records from the Staff Individualised Record database show that for the three reporting years there has consistently been an employment rate gap. The reality appears to be that college staff with declared disabilities were under-represented in the further education college workforce.
- The employment rates for 2008/09 in the further education sector remained significantly lower than the general national average (18.4 per cent). However, during the three reporting years, the representation of disabled staff in the further education workforce increased. The overall trend was a slow increase from 2.5 per cent in 2006/07 to 2.9 per cent by 2008/09.

¹⁰Percentage aged 16–64 who are disabled, data source: ONS 2010

¹¹Data Source: Labour Force Survey, Q2, published 01 June 2010

- The proportion of unknown disability records has gradually decreased each year; down from 10.2 per cent in 2006/07 to 9.4 per cent in 2008/09.

Staff with declared disabilities were more likely to be employed as permanent staff within the further education college workforce than staff without a declared disability (approximately three-quarters of staff with a declared disability in 2008/09, compared to 70.1 per cent of staff without a declared disability). The data revealed little in the way of differences between the profile of college staff with and without a declared disability across different staff roles and qualification levels. The same was also true of records for the proportion of full-time/part-time working patterns; differences, however, were observed between the working patterns of college staff in the Staff Individualised Record database and the general profile of the labour force in England.

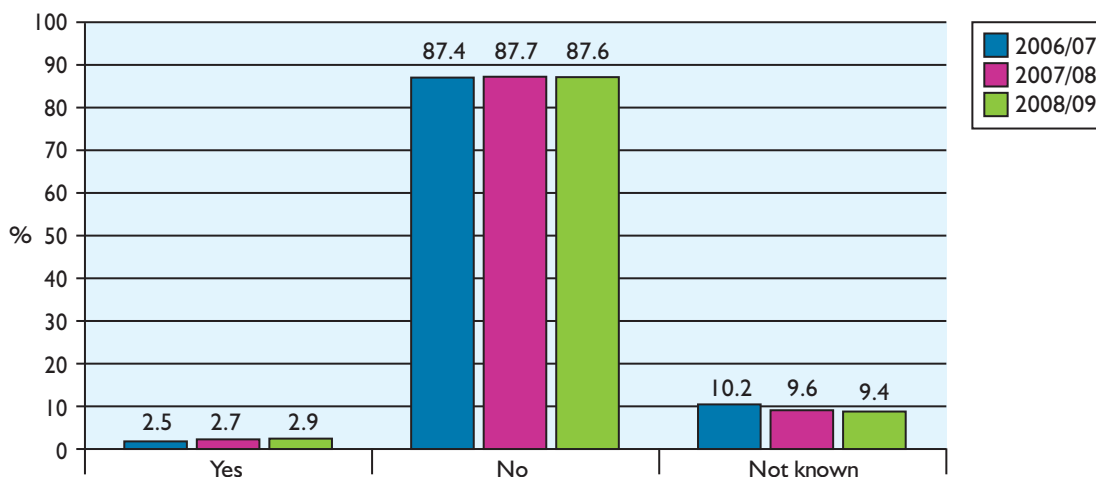
Both full-time and part-time employment rates for college staff with and without a declared disability differed significantly from national baseline figures.

- Regarding the general occupational profile of staff in England, national data from the ONS (2010) for 2009 showed that a significant proportion of full-time workers in England were individuals without a declared disability (58.9 per cent), compared to 32.9 per cent of the working population with a registered disability.¹²
- Moreover the same data for the profile of part-time workers in England also revealed that individuals without a declared disability made up the largest proportion of this cohort (18.3 per cent), compared to 14.4 per cent of individuals with a declared disability.

Nevertheless, it is positive that representation of disabled staff in the workforce has continued to increase at an incremental rate and may indicate that some staff have been encouraged to disclose their disability, particularly as the rate of 'not known' records has fallen slightly. However, even taking levels of non-disclosure and the use of different definitions into account, on the basis of the available data it is clear that disabled employees are significantly under-represented in colleges.

The report by Lifelong Learning UK *Attracting disabled people to employment in the lifelong learning sector* (2009), acknowledges that although clear progress has been made by colleges in recruiting and making adjustments for the benefit of their disabled learners and students, greater focus on the needs of disabled employees is needed if the sector hopes to attract them to the further education workforce. The sector certainly needs to be more proactive in making employment opportunities more attractive and accessible to individuals with a declared disability.

Figure 2-1 Total proportion of staff in the further education college workforce by declared disability status – England, 2006/07 to 2008/09



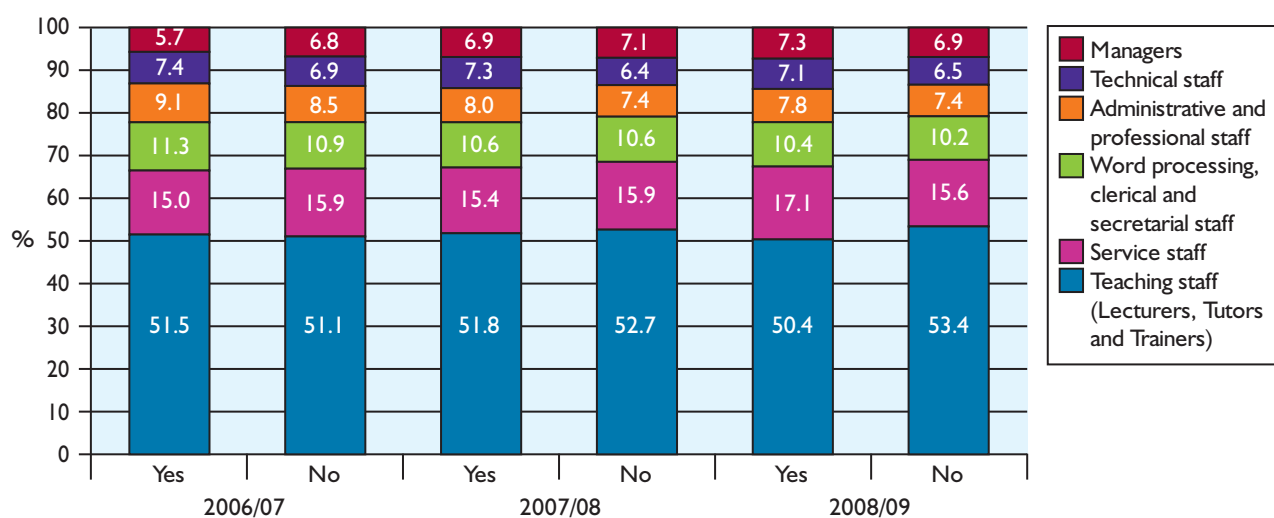
¹²Please note that the remaining full-time workers not accounted for had an unknown disability status and therefore by including them the sum of the percentages will sum to 100 per cent. This is also the case for the bullet-point which discloses information about part-time workers.

Occupational groups (incl. leadership and management)

Figure 2-2 below shows the proportion of staff in the further education college workforce by occupational groups and disclosed disability status between 2006/07 and 2008/09. Overall, the representation across all role types was not dissimilar between staff groups; in particular, the difference noted across management and service staff roles had not altered significantly during the time period in question. The key features of staff occupational data included the following:

- The majority of college staff in both cohorts were in teaching roles. In 2008/09, 50.4 per cent of staff with a declared disability were in teaching roles compared to 53.4 per cent of staff without a disability.
- In 2008/09, 7.3 per cent of staff with a declared disability were in management positions compared to 6.9 per cent of those without a declared disability. This is significant because in 2006/07, 5.7 per cent of staff with a declared disability were in management roles compared to 6.8 per cent of staff without a declared disability.
- In 2006/07, 15.0 per cent of staff with a declared disability occupied service staff roles, compared to 15.9 per cent of staff without a declared disability. By 2008/09, 17.1 per cent of staff with a declared disability occupied such roles as opposed to 15.6 per cent of staff with no known disability.

Figure 2-2 Total proportion of staff in the further education college workforce by occupational groups and disclosed disability status – England, 2006/07 to 2008/09



Leadership and management

For the first time in this series of the *Annual Workforce Diversity Profile* reports, information on the total proportion of senior managers, other senior managers and other managers in the further education workforce can be reported on. The key features of further education management data included the following.

- The overwhelming majority of management roles were occupied by individuals without a declared disability. Also, there was no major difference in the representation of staff with and without a declared disability in the three main management categories. In 2008/09, 3.8 per cent of staff without a declared disability were in senior management roles. The same proportion was measured for those with a declared disability.
- A marginally higher proportion of staff with a declared disability were in other senior management roles (7.7 per cent) compared to the ratio of staff without a declared disability (6.6 per cent). The opposite trend was observed across other management positions; here 89.6 per cent of management staff without a declared disability were employed in these positions compared to 88.5 per cent of management staff with a declared disability.

As it stands, representation of disabled staff in higher grades is surprisingly low considering the age profile of the management tiers, and the likelihood of acquiring a disability increases with age. Evidence of organisations being set up to help disabled people get the management skills they need means that general commitment to supporting the development of disabled staff remains strong (LLUK, 2009). It is hoped that the sector can continue to support and monitor progress in this area for years to come.

Qualifications

In terms of qualifications, the sector is predominantly a graduate or equivalent workforce. Both staff with and without a declared disability had very low numbers of staff with qualifications no higher than a NQF Level 1 – 3.2 per cent and 3.1 per cent respectively. Moreover, the proportion of staff with/without a declared disability that had no formal qualifications in 2008/09 (4.5 per cent and 4.4 per cent, respectively), had fallen consistently throughout the three reporting years (in 2006/07, 6.0 per cent of staff with a declared disability and 6.3 per cent of those without a declared disability held no formal qualification).

In 2008/09, 43.1 per cent of staff with a declared disability were educated to NQF Level 6/7/8, compared to the 44.0 per cent of staff without a declared disability educated to the same level. These findings are significant for two particular reasons. First, they mark a reversal of the trends observed between 2006/07 and 2007/08, where the total proportion of college staff educated to NQF Level 6/7/8, was slightly larger for staff with a declared disability. Second, the total proportion of staff educated to an NQF Level 6/7/8 had been declining during the three years of reporting for both cohorts. This being said, there is also the possibility that these observed changes could have been caused by changes to the Staff Individualised Record categories for highest qualifications in 2007/08, so no concrete conclusions can be drawn in regards to the significance of this particular trend, or whether it signifies a change in the capabilities of the workforce. These trends will therefore continue to be monitored and scrutinised to ensure that any future changes accurately capture the broad capabilities of college staff in the workforce overall.

The Qualifications and Curriculum Development Agency (QCDA) quoted ONS figures to highlight that in 2009 23.0 per cent of disabled people had no qualifications compared with nine per cent of non-disabled people. They went on to look at research by the former Disability Rights Commission which showed that at age 16, young disabled people were twice as likely not to be in any form of education, employment or training as their non-disabled peers (QCDA, 2009). This is significant for further education employers as capable disabled adults are likely to be disadvantaged in recruitment through a relative lack of qualifications, and therefore strategies to address this will be required.

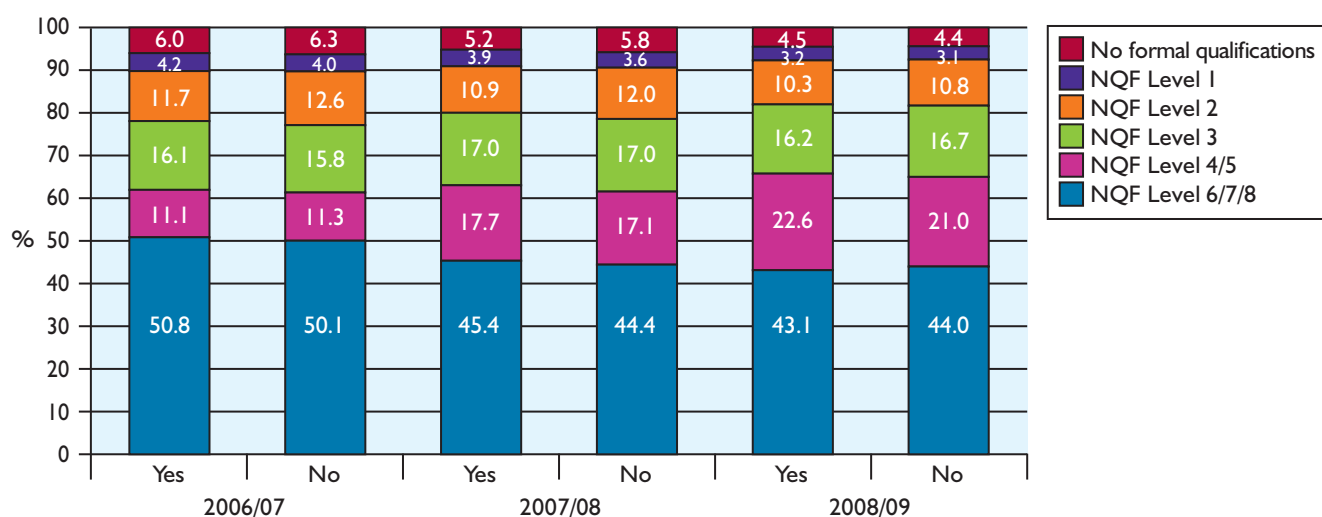
In the college sector it is positive to see that the qualification levels for disabled people are similar overall to those for non-disabled people but it may be more significant to assess the job roles and occupations in which disabled people are employed. It is important that competences and qualifications required for jobs are carefully considered when advertising roles so that there are no unnecessary requirements that might act as a barrier to recruitment. Some disabled staff members may also benefit more from training and development once in post so that they have the opportunity to gain any further qualifications needed to progress in their careers.

Lifelong Learning UK will be publishing guidance on retaining and developing disabled staff in lifelong learning in spring 2011.

An important feature of the distribution of these qualifications was the growth in the proportion of staff with a declared disability that had an NQF Level 4/5 qualification (equivalent to a certificate of higher education and foundation degree). In 2006/07, 11.1 per cent of staff with a declared disability held this qualification level but by 2008/09 this had increased significantly to 22.6 per cent. A similar increase was noted for staff without a declared disability; from 11.3 per cent to 21.0 per cent. It will be interesting to see in subsequent years whether this trend continues, and whether the proportion of college staff educated to NQF Level 4/5 continues to increase, while those educated to NQF Level 6/7/8 continues to decrease. Admittedly these findings appear to highlight major changes in the broad capabilities of college staff between 2006/07 and 2008/09 but caution is again needed when interpreting these findings. Plainly put, the differences observed during the three years of reporting could also be partially explained by the changes made to the highest qualification categories of the Staff Individualised Record during the period in question.

In light of these findings, efforts will be made to monitor these trends and to report on them in subsequent editions of this report. This is important for monitoring the diversity of the workforce in terms of their ability and for ensuring that accurate and complete staff data are central to monitoring and managing improvements in the qualifications level of the post-16 workforce.

Figure 2-3 Total proportion of staff in the further education college workforce by qualification levels and declared disability status – England, 2006/07 to 2008/09



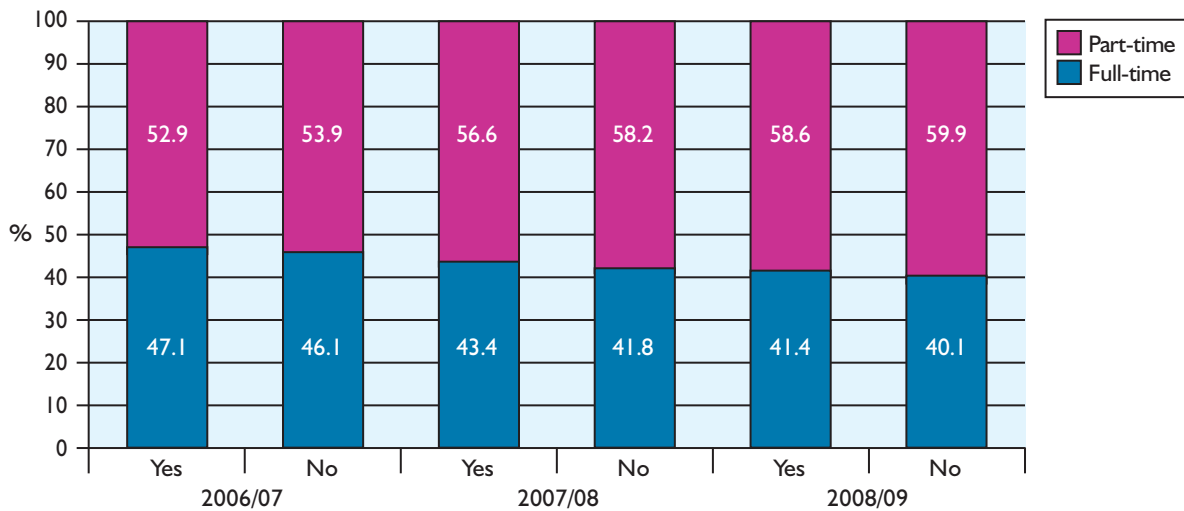
Working patterns

The proportion of part-time workers is increasing throughout the further education college workforce. In 2008/09, the cohort with the greatest proportion of part-timers was those without a declared disability (59.9 per cent), compared with 58.6 per cent of staff with a declared disability. This was similar to the national profile where the largest proportion of this cohort was made up of workers without a declared disability (18.3 per cent), compared to 14.4 per cent of individuals with a declared disability.

Overall, the proportion of staff with a declared disability working full-time has continued to drop since 2006/07 (47.1 per cent to 41.4 per cent in 2008/09). The proportion of staff without a declared disability working full-time also fell, from 46.1 per cent in 2006/07 to 40.1 per cent in 2008/09. This marked a general shift to part-time positions for both cohorts.

Flexible working appears to be common in the further education labour market, where there appear to be many part-time opportunities. This is potentially a very positive culture for increasing the participation of people with impairments that may require flexible working hours as well as other flexible working options.

Figure 2-4 Total proportion of staff in the further education college workforce by working patterns and declared disability status – England, 2006/07 to 2008/09



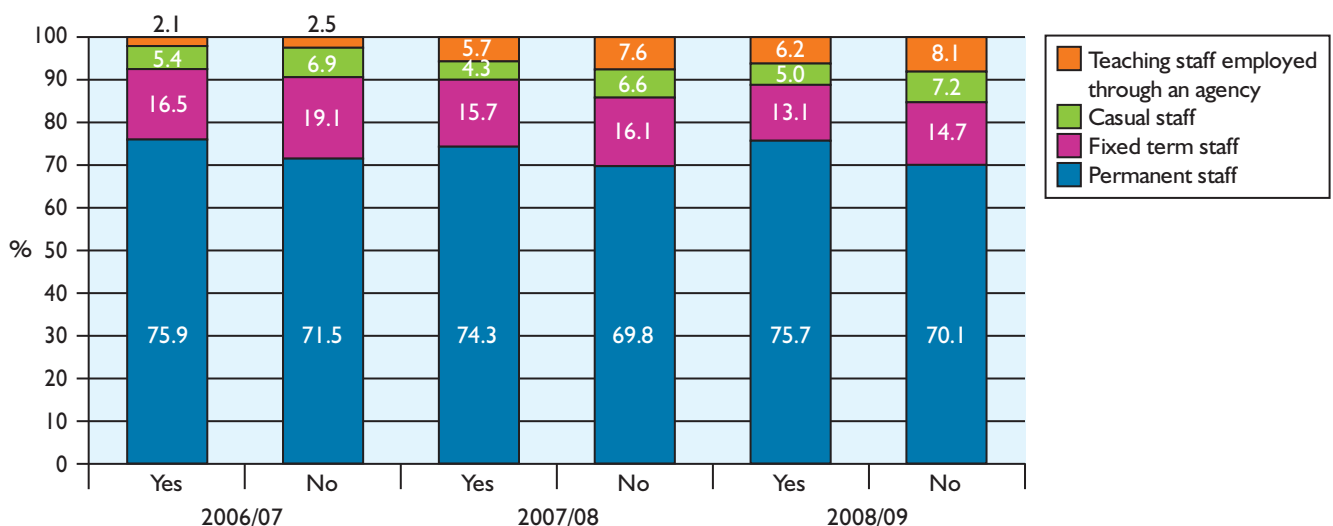
Type of contract

Figure 2-5 shows that a large proportion of college staff in both cohort groups were employed as permanent staff, but that this varied between staff with and without a declared disability. In 2008/09, 75.7 per cent of staff with a declared disability were permanent staff compared with 70.1 per cent of staff without a declared disability.

Moreover, the proportion of staff with a declared disability working on fixed-term contracts (13.1 per cent) has been falling throughout the years in question; in 2006/07, 16.5 per cent of this staff group held a fixed-term contract. Similarly amongst the college workforce without a declared disability, there was a decline in the proportion of fixed-term staff between 2006/07 and 2008/09 (a decline from 19.1 per cent to 14.7 per cent).

Interestingly, the proportion of teaching staff employed through an agency continued to rise in both cohorts. In 2006/07, 2.1 per cent of staff with a declared disability held this contract type; this rose to 6.2 per cent by 2008/09. The proportion of staff without a declared disability employed through an agency also increased, from 2.5 per cent in 2006/07 to 8.1 per cent in 2008/09 and may indicate an entry point to the further education sector for disabled people.

Figure 2-5 Total proportion of staff in the further education college workforce by types of contracts and declared disability status – England, 2006/07 to 2008/09



Section 3:

Ethnicity profile of the workforce

Key findings

- In 2008/09, the vast majority of staff within the further education college workforce were from a white background (85.4 per cent), while 8.5 per cent of the workforce identified as being of black and minority ethnic background. References to black and minority ethnic groups represent staff from Asian, black, mixed, Chinese and other ethnic backgrounds. From those that represented black and minority ethnic staff, the largest single minority ethnic group in the further education college workforce were people of Asian origin (3.5 per cent). This was higher than the proportion of staff that identified themselves as coming from a black ethnic background (2.9 per cent), Chinese/other ethnic background (1.2 per cent) or mixed ethnic background (0.9 per cent).
- Across the entire further education college workforce in 2008/09, the majority of staff from all ethnic backgrounds were employed as teaching staff (i.e. lecturers, tutors and trainers) ranging from 59.3 per cent of staff from Chinese/other ethnic groups to 53.0 per cent of white staff. Across other occupational roles, a number of differences were observed as outlined in the next point.
- In 2008/09, 5.3 per cent of white staff in management roles were in senior management positions compared to only 2.6 per cent of black and minority ethnic staff. White staff were also more highly represented in other senior management positions (6.7 per cent) than black and minority ethnic staff (4.5 per cent).
- The general trend since 2006/07 showed that staff from black and minority ethnic groups were more qualified than their white counterparts. In 2008/09, 51.2 per cent of black and minority ethnic college staff held an NQF Level 6/7/8 qualification compared to 43.2 per cent of their white counterparts.
- The ethnic profile of staff in the further education college workforce revealed that the proportion of college staff working part-time across all ethnic groups outnumbered the proportion of staff working full-time. The main point observed in terms of full-time employment was that staff from black ethnic groups tended to be employed more in full-time positions than all other ethnic groups. In 2008/09, 43.8 per cent of staff from black ethnic groups were employed full-time.
- Staff from white ethnic groups registered the highest proportion of staff on permanent contracts. Chinese/other and mixed staff registered the highest proportion of records on fixed-term contracts, while staff from mixed ethnic backgrounds registered the highest proportion of staff on casual contracts. Staff from Asian backgrounds were relatively more likely to be employed through an agency.
- The pay for full-time college staff from white ethnic backgrounds was slightly higher than the average pay recorded for staff from a black and minority ethnic background (£25,299 and £24,570 respectively in 2008/09).
- Regionally, the largest difference noted between the average annual pay of white and black and minority ethnic full-time staff was registered in Greater London, the South East and the West Midlands.
- The largest differences in annual average pay between white, and black and minority ethnic full-time staff was registered for staff in senior manager roles (a difference of £4,688) and other management roles (a difference of £2,861). The smallest average pay difference was registered for staff in teaching roles.

The data was analysed by five ethnic group categories and then presented in accordance to the following areas: occupational roles, leadership and management, qualification levels, working patterns and type of contract. The categories for the ethnic groups were Asian, black, mixed, Chinese/other and white. The five ethnic groups are defined as:

- Asian: Asian or Asian British – Bangladeshi, Asian or Asian British – Indian, Asian or Asian British – Pakistani, Asian or Asian British – any other Asian or Asian British background
- black: black or black British – African, black or black British – Caribbean, black or black British – any other black or black British background
- mixed: mixed – white and Asian, mixed – white and black African, mixed – white and black Caribbean, mixed – any other mixed background
- Chinese/other: Chinese and any other ethnic background
- white: white – British, white – Irish, white – any other white background.

References to black and minority ethnic groups represent staff from Asian, black, mixed and Chinese/other ethnic backgrounds.

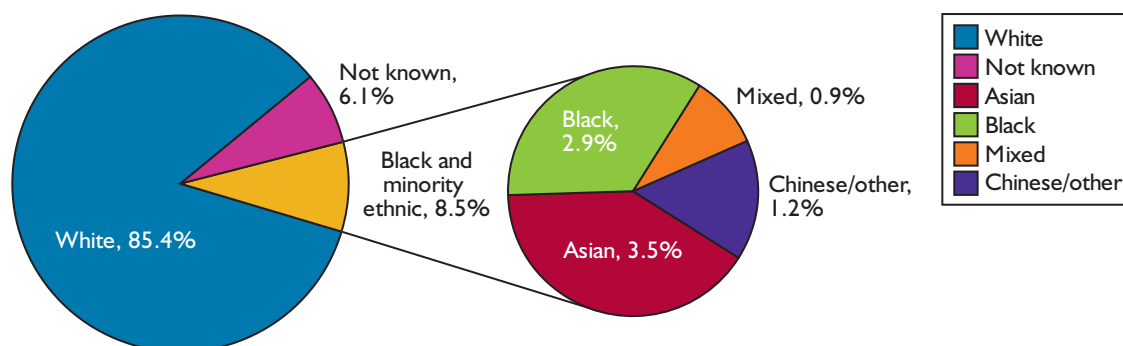
An additional analysis was carried out to explore trends linked to annual pay by ethnicity. This type of analysis is new to this series of the Annual Workforce Diversity Profile reports.

Overall ethnicity profile

In 2008/09, the vast majority of staff within the further education college workforce were from a white ethnic background (85.4 per cent), while 8.5 per cent of the workforce identified as black and minority ethnic: Asian (3.5 per cent), black (2.9 per cent), Chinese/other (1.2 per cent) and mixed (0.9 per cent). The most recent annual population survey statistics (ONS, 2010) showed that 10.5 per cent of 16–64 year olds employed in England were of black and minority ethnic groups, which highlights that minority ethnic representation in the college workforce was slightly lower than in the general employed population. Despite the relatively low representation of minority ethnic staff in further education colleges, it is higher than that represented in the workforce employed in schools where recent figures showed that 94.0 per cent of the school workforce were white and 5.4 per cent were from minority ethnic backgrounds (including 2.7 per cent Asians, 1.8 per cent black and 0.9 per cent mixed heritage) (ONS, 2010).

The ethnic profile of the college workforce did not reflect a similar profile to that of the further education student population. There was a higher representation of black and minority ethnic groups (17.2 per cent) in the further education student population in 2008/09 than the college workforce (The Data Service, 2010). Approximately 6.0 per cent of staff records in 2008/09 continued to not be known in terms of ethnic profile information. This was significantly higher than the levels of unknown records across the further education student population for the same year, which was only 2.7 per cent. The proportion of 'not known' records has been decreasing consistently, year on year, from 9.4 per cent in 2006/07 to 6.1 per cent in 2008/09 (see Figure 3-2) and it is important that this trend continues in upcoming years in order to improve the accuracy of reporting.

Figure 3-1 Total proportion of staff in the further education college workforce by ethnicity – England, 2008/09



Note: The proportion of staff that preferred not to state their ethnicity was approximately 6.0 per cent. For the purposes of the analysis, the 'preferred not to say' category was aggregated with the 'not known' category. Records registered as 'preferred not to say' represented 1.1 per cent of all staff returns.

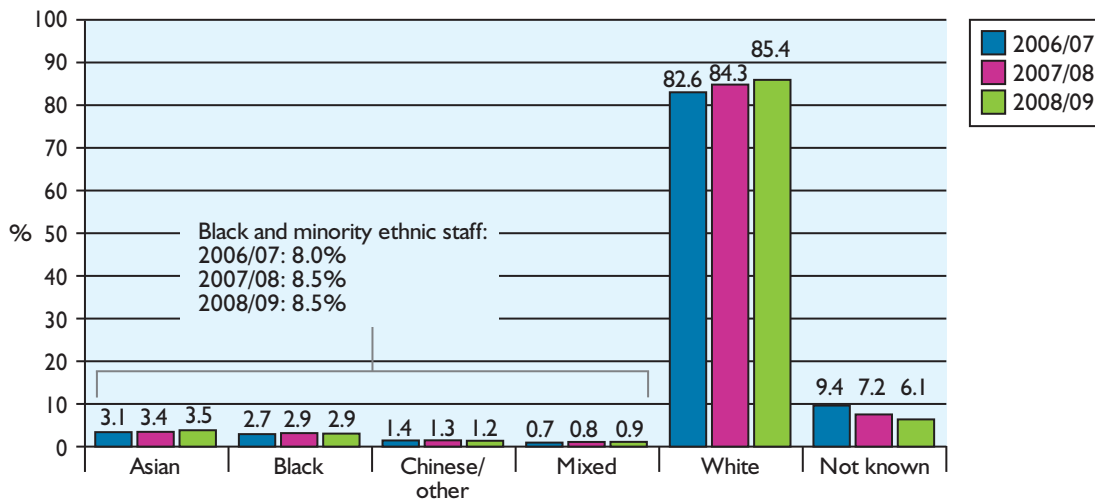
Over the three reporting years, it can be observed that the proportion of white staff in the college workforce continued to increase (a rise from 82.6 per cent in 2006/07 to 85.4 per cent in 2008/09). The proportion of black and minority ethnic staff in the workforce remained relatively stable with the only notable change recorded between the first two years of reporting when their representation increased slightly from 8.0 per cent in 2006/07 to 8.5 per cent in 2007/08. In 2008/09, recruitment figures showed that 11.6 per cent of new staff contracts were for staff of black and minority ethnic groups. This proportion increased marginally from 2006/07 (10.1 per cent) although after reviewing the data more closely, the proportion of 'not known' records was seen to have fallen considerably over the years (13.5 per cent in 2006/07 to 5.2 per cent in 2008/09), which may have had an impact on the change in percentages across both black and minority ethnic and white recruitment rates.

The ethnic profile of staff leavers reflected a similar picture to that described for recruitment, and in 2008/09, 11.6 per cent of leavers were from black and minority ethnic groups. The proportion of unknown records in relation to leaver data also saw a significant fall. Please refer to **Appendix I** (Table D-3 and Table D-4) for further details.

Looking a little more closely at specific ethnic groups, it was observed that the proportion of Asian staff in the further education college workforce increased incrementally during the three years of reporting (from 3.1 per cent in 2006/07 to 3.5 per cent in 2008/09). A similar increase was recorded for the proportion of staff identified as having a mixed ethnic background in the workforce; from 0.7 in 2006/07 0.9 in 2007/09 (see Figure 3-2).

The proportion of black ethnic staff in the workforce remained relatively stable, with the only notable change recorded between the first two years of reporting when their representation increased slightly from 2.7 per cent in 2006/07 to 2.9 per cent in 2007/08. The proportion of staff from Chinese/other ethnic groups has been falling slowly.

Figure 3-2 Total proportion of staff in the further education college workforce by ethnicity – England 2006/07 to 2008/09



Occupational groups (incl. leadership and management)

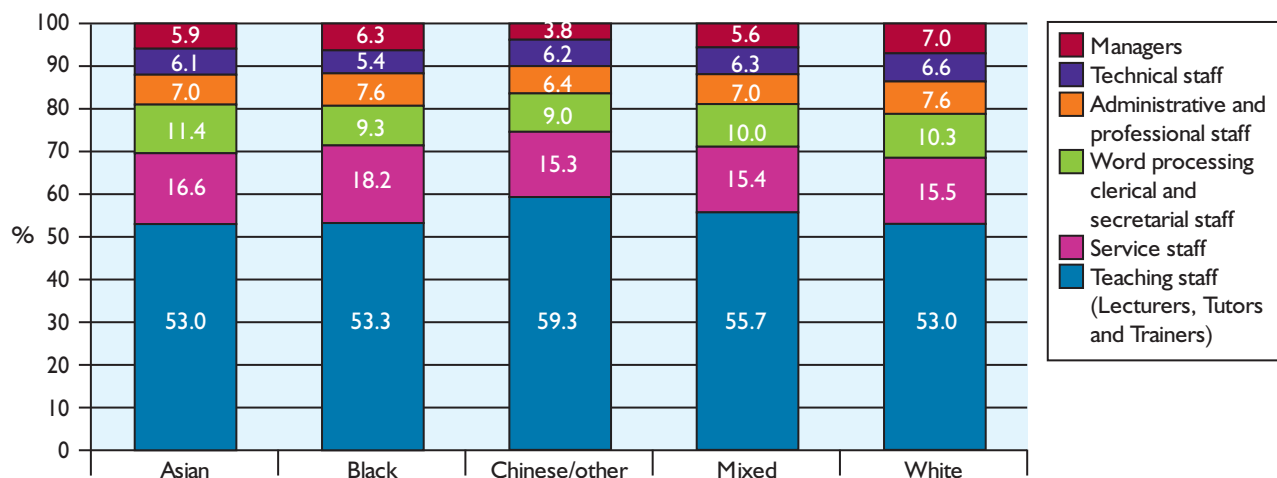
Figure 3-3 summarises key data on the occupational and ethnic profile of the further education college workforce in England. The occupational groups reported on included managers, technical staff, administrative and professional staff, word processing and clerical and secretarial staff, service staff and teaching staff.

In 2008/09, across the entire further education college workforce, over 50 per cent of the staff within each ethnic group were in teaching staff roles (i.e. lecturers, tutors and trainers); this proportion being significantly larger than that recorded for any other occupational role but in line with the sector average of 53.3 per cent in 2008/09. On average, staff from Chinese/other and mixed ethnic backgrounds were more likely to be in teaching roles than staff of any other ethnic group.

Generally, only minor differences in ethnic representation across different types of roles were noted. For example, in regards to service staff roles, a slightly larger proportion of staff from black ethnic groups occupied these particular roles (18.2 per cent) than staff of other ethnic groups, and the proportion was noticeably higher than the national average for the college workforce of 15.7 per cent. For other roles, the proportionate representation of staff from various ethnic groups remained fairly similar, with only minor changes noted (e.g. an increase or decrease of up to +/- 2 percentage points).

In terms of management positions, it can be observed that staff from Chinese/other ethnic groups were noticeably less likely to be in management roles than those from any other ethnic group (3.8 per cent), especially when compared to staff members from white ethnic backgrounds. Staff from white backgrounds were more likely to be in managerial roles (7.0 per cent in 2008/09) than any other group.

Figure 3-3 Total proportion of staff in the further education college workforce by occupational groups and ethnicity – England, 2008/09



Leadership and management

In 2008/09, 5.3 per cent of white managers were in senior management positions compared to only 2.6 per cent of black and minority ethnic management staff. White staff were also more likely to hold other senior management positions (6.7 per cent) compared with only 4.5 per cent of black and minority ethnic management staff. Instead, black and minority ethnic management staff tended to be employed in other manager positions (92.9 per cent), whereas 88.1 per cent of white managers were in these positions. This may suggest that a 'glass ceiling' exists and further education colleges need to consider their recruitment practices to ensure no such barriers exist for black and minority ethnic staff in securing senior management roles.

Although black and minority ethnic staff still represent a very small proportion of the further education college staff population, over the last two reported years there has been a small increase in the number of staff from these ethnic backgrounds (a rise of 1.7 per cent between 2007/08 and 2008/09). Any increase in the number of black and minority ethnic staff in management positions is positive, and is mirrored in case studies such as those by the Network for Black Professionals (NBP), who report success stories from their members (NBP, 2010). Their examples suggest the support of a network, mentoring and other similar initiatives can really help individuals to progress within the further education college workforce.

However, although there is some increase, this has not been significant and the rate of increase was lower than that of their white counterparts (the number of white managers increased between 2007/08 and 2008/09 by 4.0 per cent). It is important to look at initiatives that motivate individuals to fulfil their ambition and provide support for advancing their careers, but it is also important to look at other contributory factors that may be outside the individual's control.

A recent report by the Black Training and Enterprise Group (BTEG, 2010:17) cites research undertaken by the Department for Work and Pensions that investigated staff recruitment. The researchers applied for a variety of jobs using CVs from people with names associated with particular ethnic groups and measured success rates. They found that 10.7 per cent of applications from candidates with typically white names received a positive response, compared to 6.2 per cent from applications with typically black and minority ethnic names.

The reasons behind the low number of black and minority ethnic managers in further education is currently being explored by Lifelong Learning UK through a separate research project, *Barriers to progression: Black and minority ethnic staff in further education*, and will be published in spring 2011. The purpose of the project is to investigate whether there is in fact a glass ceiling, the barriers faced by black and minority ethnic staff in recruitment and personal development and whether these factors have an impact on representation in the sector.

Focusing specifically on the differences between the proportions of staff in the three management categories between 2007/08 and 2008/09,¹³ it was found that across each ethnic group there was little difference between the proportions of staff in each position. If anything, there has been a decrease in the proportion of college staff; irrespective of racial group, who were identified in other management posts and an increase in the proportion of staff occupying posts in either senior or other senior management posts.

Qualifications

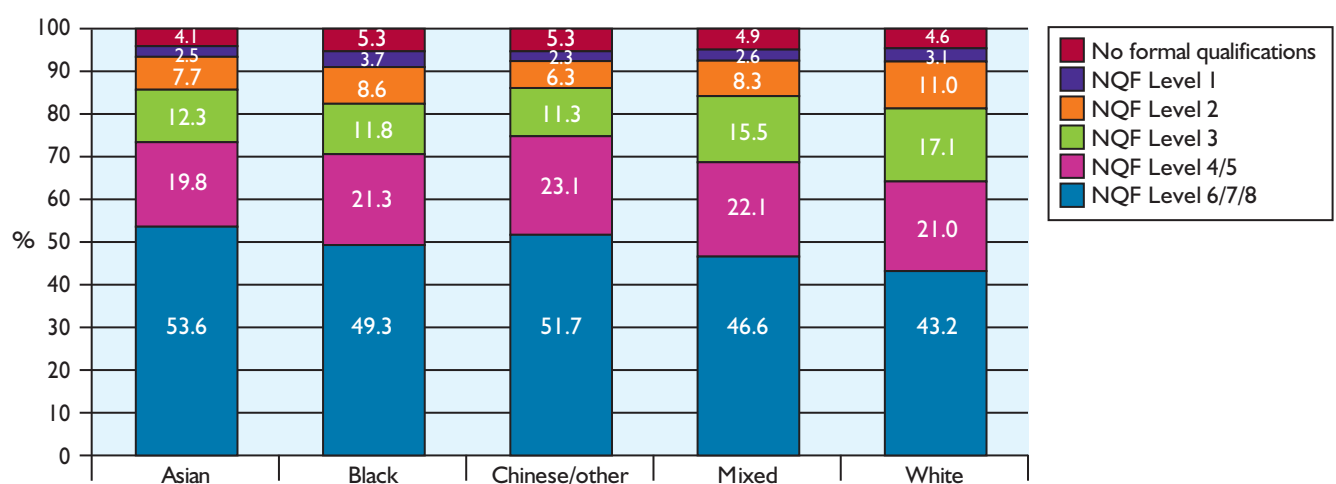
In 2008/09 a large proportion of staff within each ethnic group held an NQF Level 6/7/8 qualification (see Figure 3-4) and on average, higher proportions of staff from black and minority ethnic groups held higher levels of qualifications than their white counterparts. For example, in 2008/09, 53.6 per cent of Asian staff held NQF Level 6/7/8 qualifications compared with only 43.2 per cent of white staff. This feature has been consistently reported on in the previous editions of this report.

Last year's report cited research by Lindley (Lindley, 2009) found that UK immigrants and black and minority ethnic groups tended to be better educated and, in the case of men, 'over-educated' compared with their white British counterparts. This is supported by the Black Training and Enterprise Group report, which found that of all ethnic groups, white people had the lowest attainment qualifications at Level 4 and above. The report also found that white people had the lowest rate of people with no qualifications, compared to other ethnic groups, (BTEG: 2010).

White college staff on the other hand were more likely to hold a qualification at NQF Level 3 (17.1 per cent) or NQF Level 2 (11.0 per cent) than college staff of black and minority ethnic groups. In 2008/09, between 11.3 and 15.5 per cent of staff from the different minority ethnic groups held a qualification at NQF Level 3 and between 6.3 and 8.6 per cent of minority ethnic staff held a NQF Level 2 qualification.

A slightly higher proportion of staff from black ethnic backgrounds held qualifications at NQF Level 1 (3.7 per cent) compared to staff from a white or other minority ethnic group. Black staff and those from Chinese/other ethnic groups also registered a higher proportion of their staff cohorts with no formal qualifications (5.3 per cent each) compared to staff from white, mixed and Asian ethnic groups.

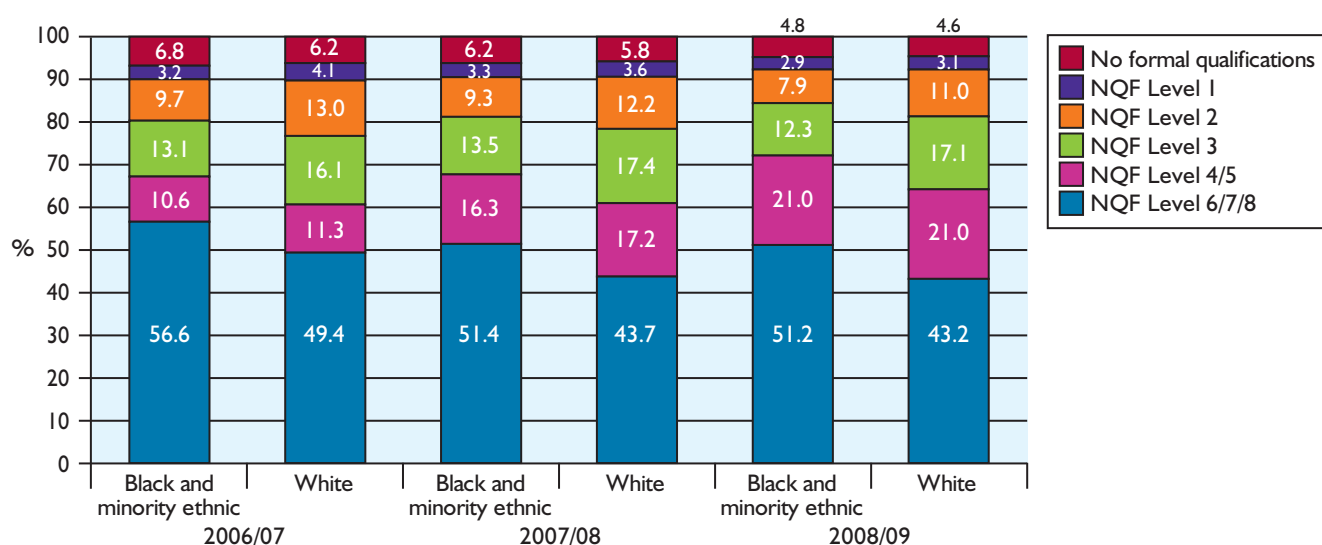
Figure 3-4 Total proportion of staff in the further education college workforce by qualification levels and ethnicity – England, 2008/09



¹³Please note that data records for the three management categories were unavailable for 2006/07.

Figure 3-5 shows how the qualification profile of black and minority ethnic and white staff has changed over time. It highlights the decline in the proportion of staff from all ethnic groups with Level 6/7/8 qualifications between 2006/07 and 2008/09. For example, the percentage of white staff qualified to NQF Level 6/7/8 decreased from 49.4 per cent and 43.7 per cent in 2006/7 and 2007/08 respectively, to 43.2 per cent in 2008/09. Likewise in 2006/07 the proportion of black minority ethnic staff holding the same qualification decreased from 56.6 per cent and 51.4 per cent, to 51.2 per cent in 2008/09. This could be explained by the change in the proportional difference between those that held the highest level of qualification and those that held no formal level of qualification.

Figure 3-5 Total proportion of staff in the further education college workforce by qualification levels and ethnicity – England, 2006/07 to 2008/09

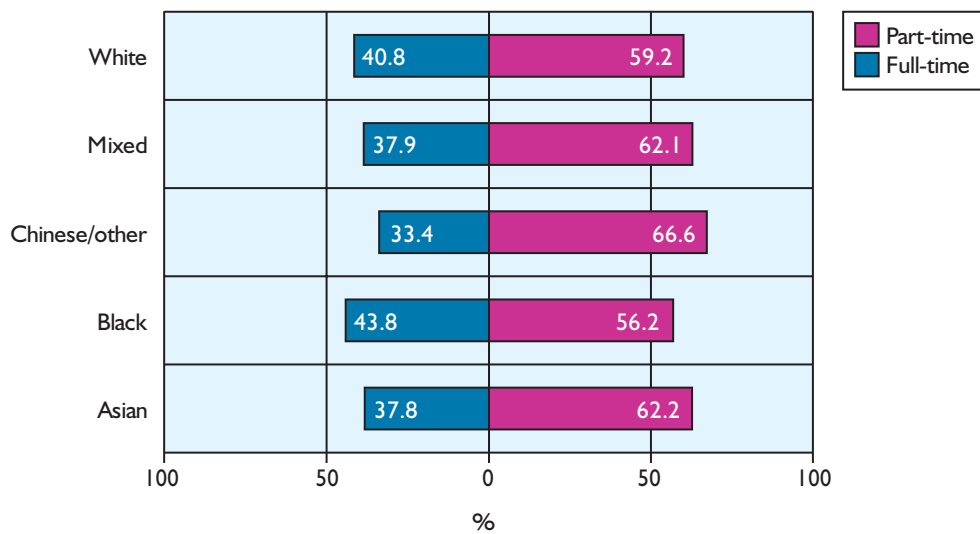


Working patterns

In 2008/09, the ethnic profile of staff in the further education college workforce revealed that the proportion of college staff working part-time across all ethnic groups outnumbered the proportion of staff working full-time. The key findings observed included the following.

- In 2008/09, college staff identified as coming from Chinese/other ethnic groups recorded the highest proportion of staff on part-time contracts (66.6 per cent). Staff from Asian and mixed ethnic groups also registered high proportions of staff in part-time employment positions (62.2 per cent and 62.1 per cent).
- College staff from black ethnic groups tended to be employed more in full-time positions compared to other ethnic groups. In 2008/09, 43.8 per cent of staff from black ethnic groups were employed full-time.

Figure 3-6 Total proportion of staff in the further education college workforce by working patterns and ethnicity – England, 2008/09



Type of contract

The data from 2008/09 revealed that while the majority of staff within each ethnic group was contracted as permanent staff, on average, staff from white ethnic groups registered higher proportions in permanent contracts (71.1 per cent) compared with their black and minority ethnic counterparts. Research undertaken in schools (Cunningham et al, 2007) also suggested that black and minority ethnic staff were less likely to obtain permanent contracts. It suggested that black and minority ethnic teachers trained in England experienced reasonably straightforward entry into teaching, compared to those trained overseas who were more likely to be retained by schools as supply teachers for long periods of time, without securing a permanent contract. Additionally, the research suggested that experienced, well-qualified teachers who were trained overseas were more likely to be placed in junior positions and left feeling undervalued and undermined. It is possible that similar instances may occur in further education.

Staff from Chinese/other and mixed ethnic groups registered higher proportions employed in fixed-term contracts (16.5 per cent and 16.2 per cent) than staff from Asian, black and white ethnic groups. These proportions were also noticeably higher than the national average for the college workforce of 14.6 per cent. Approximately 10 per cent of staff from mixed ethnic groups were employed as casual staff and this was significantly higher than the national average of 7.7 per cent and the rates registered across the other ethnic groups. In general, white staff were less likely to be employed through an agency (7.5 per cent) than staff from black and minority ethnic groups where the proportions ranged from 11.5 per cent to 15.6 per cent.

Figure 3-7 Total proportion of staff in the further education college workforce by types of contracts and ethnicity – England, 2008/09



Annual pay

For the first time in this series of the *Annual Workforce Diversity Reports*, a breakdown on annual pay statistics is presented by ethnicity (see Figure 3-8). The analysis covers the three reporting years (2006/07 to 2008/09), by the ethnic profile of the further education college workforce in England. It focused on the difference in annual pay and ethnicity according to:

- region; and
- occupational group.

The data for this analysis is based on the Staff Individualised Record, which includes information on the annual pay of the further education college workforce. The analysis represents the average annual pay of full-time contract staff only. Please refer to the **Introduction** (section *Reporting categories*) for a detailed outline of how annual pay is defined and collected through the Staff Individualised Record database. The key findings for this analysis are presented below:

- College staff from white ethnic backgrounds earned higher average annual pay than staff from a black and minority ethnic backgrounds (£25,299 compared with £24,570 in 2008/09).
- Throughout the three reported years, college staff from white ethnic backgrounds have continued to earn more than their black and minority ethnic counterparts. In 2008/09, the pay gap was £729, which was slightly less than the pay difference registered in 2006/07 of £886.
- During three years, there has been a gradual increase in the average annual pay for staff in both cohort groups. Since 2006/07, the average annual pay of black and minority ethnic college staff increased by 7.5 per cent whereas the average annual pay of their white counterparts rose by 6.5 per cent.

Figure 3-8 Average annual pay for full-time staff in the further education workforce by ethnicity (old bands) – England, 2006/07 to 2008/09

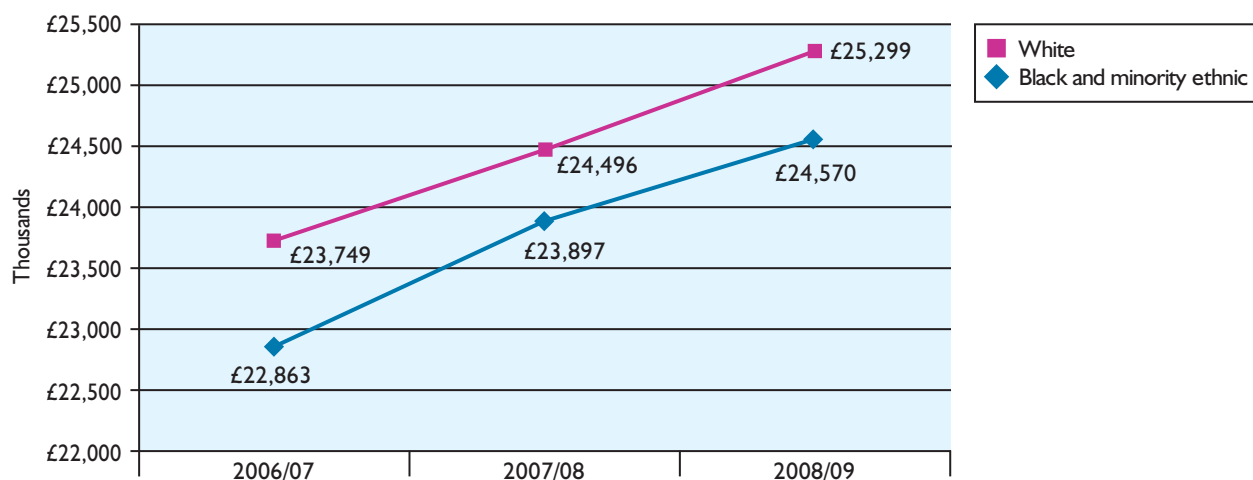
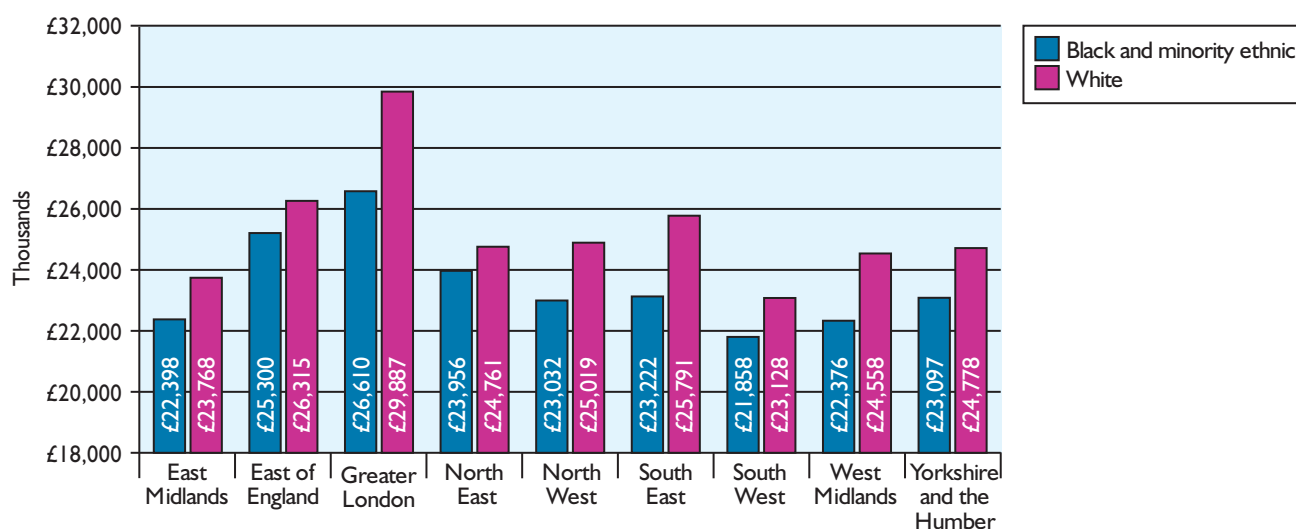


Figure 3-9 illustrates the average annual pay for both ethnic groups, by region. The data for 2008/09 revealed that in some areas there was a clear difference in the average annual pay received by the two groups. The key regional traits observed for 2008/09 were:

- In 2008/09, the largest difference noted between the average annual pay of white, and black and minority ethnic full-time staff was registered in Greater London, the South East and the West Midlands. In each region white full-time staff earned an average of £29,887, £25,791 and £24,558, respectively while their black and minority ethnic counterparts earned £26,610, £23,222 and £22,376 (this is equivalent to a pay difference of £3,277, £2,569 and £2,182).
- Interestingly, between 2006/07 and 2007/08, Greater London and the South East noted a rise in the pay gap between white and black and minority ethnic full-time staff; followed by a small fall in 2008/09. However in the West Midlands, there was a decline in the pay difference between both cohort groups between 2006/07 and 2007/08 (a fall from £1,983 to £1,538). This figure went on to rise between 2007/08 and 2008/09 by 42.0 per cent (an increase from £1,538 in 2007/08 to £2,182 in 2008/09).
- Additionally, in the North West a notable pay difference was registered between the two cohort groups (£1,987 in 2008/09). This marked the peak in a trend where there has been a consistent increase in the pay difference between white and black and minority ethnic full-time staff in the region since 2006/07.
- The smallest difference noted in average pay between the two cohort groups was registered in the North East (£805 in 2008/09). White full-time staff earned an average annual pay of £24,761, while their black and minority ethnic counterparts earned £23,956. The pay gap has been gradually falling in this region (in 2006/07, the difference in average annual pay was £1,208). This has also been the case in the East of England, where the pay gap has fallen from £2,490 in 2006/07 to £1,014 by 2008/09. In this region, white full-time staff earned an average annual pay of £26,315 in 2008/09, while their black and minority ethnic counterparts earned £25,300.

- All other regions (e.g. East Midlands, South West, and Yorkshire and the Humber) registered variable average pay differences of between £978 and £1,681, with all measuring a reduction in the gap since 2006/07.
- White and black and minority ethnic full-time staff in London continued to earn significantly more compared than staff in other regions; in 2008/09, their average annual pay was £29,887 and £26,610. In the past it has been suggested that this trend was the result of salaries in this region being subject to the London Weighting allowance¹⁴. As a result, this trend in the Greater London region is something that is expected in the foreseeable future.

Figure 3-9 Average annual pay for full-time staff in the further education workforce by ethnicity and region (old bands) – England, 2008/09



When the average annual pay of full-time staff by ethnicity was examined in more detail according to role types, the original trends observed above were not supported. That is, in some cases, black and minority ethnic full-time staff were registered as earning a higher average annual pay than their white colleagues. After investigating the data further it was found that regional location and the occupation of white and black and minority ethnic staff in specific roles in colleges may have distorted the results. For example, in 2008/09, 43.0 per cent of black and minority ethnic staff accounted for in the average annual pay data were located in Greater London. This is significantly higher than the 9.1 per cent of white staff counted in the data that were located in Greater London. Salaries in London automatically attract the London Weighting allowance therefore based on this distribution, it is probable that black and minority staff in certain occupational roles will earn a higher average pay than white staff in the same roles as they are more likely to be working in London.

The following trends are therefore presented to indicate movements and pay gaps that have been observed in the data available. As the data collection process on annual pay is refined, more conclusive results will be seen in future reporting.

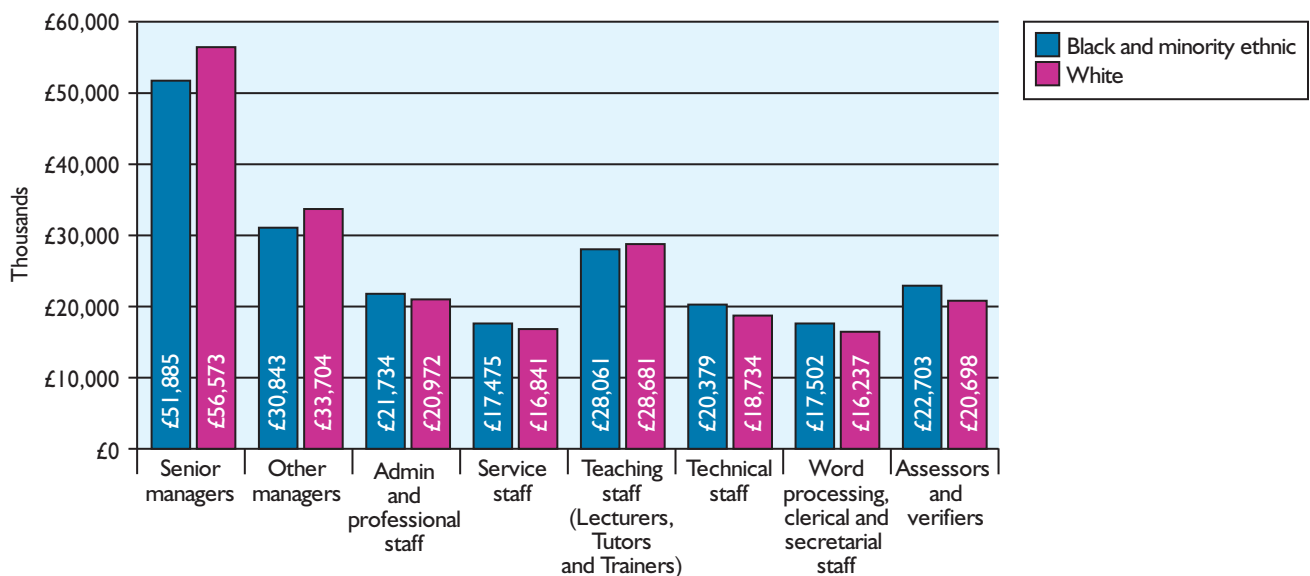
In 2008/09, the data for average annual pay by ethnicity and occupational groups revealed the following trends.

- The largest differences in annual average pay between white and black and minority ethnic full-time staff were registered for staff in senior manager roles (a difference of £4,688) and other management roles (a difference of £2,861). In 2008/09, white full-time staff in senior and other management positions earned an average annual pay of £56,573 and £33,704 respectively, compared to £51,885 and £30,843 for black and minority ethnic staff in equivalent roles. The smallest average pay difference was registered for staff in teaching staff roles (in 2008/09, white ethnic full-time staff earned £620 more than their black and minority ethnic counterparts annually).

¹⁴London Weighting is an allowance paid to those who work in London in the public sector. Traditionally its purpose has been to compensate London workers for the additional costs of working in the capital. In the private sector, London employees are, as a rule, paid more than their counterparts elsewhere in the country but this extra pay may or may not be called London Weighting.' (London Assembly, 2002, p.1)

- Black and minority ethnic full-time staff registered larger annual pay than their white counterparts (see Figure 3-10) in roles including: assessor/verifier (£2,005 more than their white counterparts annually), technical staff (a difference of £1,645), word processing, clerical and secretarial staff (a difference of £1,265), administrative and professional staff (a difference of £762), and service staff (a difference of £634).

Figure 3-10 Average annual pay for full-time staff in the further education workforce by ethnicity and occupational groups (old bands) – England, 2006/07 to 2008/09



Note: Annual average pay data was not available for the three distinct management categories referred to through the report (i.e. senior managers, other senior managers and other managers). For the purposes of this analysis, other senior managers are represented alongside senior managers in one category (e.g. 'senior manager').

Section 4:

Gender profile of the workforce

Key findings

- The further education college workforce is predominantly female, and this trend has remained unchanged through the years monitored. In 2008/09, females represented nearly two-thirds of the workforce (63.5 per cent); just over one-third of the workforce was male (36.5 per cent).
- The age range of college staff of different genders was not noticeably different and the only noteworthy points were that proportionately more male staff were aged 60–64 years (10.0 per cent) than female staff of this age (5.8 per cent). This was the same for staff aged 55–59 years: a higher proportion of male staff employed in the further education college sector were in this age band (13.7 per cent) than female staff (11.2 per cent). These figures reflect the current difference in state pension age (60 for women and 65 for men), but it is encouraging to note an increase in older staff that may be as a result of staff requesting to remain in employment beyond retirement age.
- A higher proportion of male staff have continued to work in teaching and lecturing roles (59.9 per cent in 2008/09) compared to female college staff (49.5 per cent). Female staff have tended to be employed proportionately more in word processing and clerical roles (13.5 per cent in 2008/09) and service staff positions (17.1 per cent) than their male counterparts (4.5 per cent and 13.3 per cent, respectively).
- There has continued to be a slightly higher proportion of male college staff employed in management positions than females although the difference has been gradually reducing. In 2008/09, 7.1 per cent of the male further education college workforce were managers compared to 6.5 per cent of the female college workforce. Male managers were more likely to work full-time (83.5 per cent) than female managers (66.6 per cent). Fewer opportunities to work flexibly may contribute to the gap between male and female managers working full-time, with female managers sometimes requiring flexible working arrangements to accommodate family commitments.
- Generally, two-thirds of female staff were working on a part-time basis in the further education college sector in 2008/09, which was noticeably higher than the proportion of male staff working similar patterns (49.1 per cent were working part-time). Further research would be required to explore the basis under which men and women request to work part-time and whether this working option is equally available to men as it is to women.
- A higher proportion of male managers were employed in senior manager positions (7.4 per cent in 2008/09) compared to female managers (3.6 per cent). This is significant because it shows that men are twice as likely to reach senior management positions and highlights the need for more flexibility to ensure that women are not disadvantaged nor discouraged from reaching senior positions
- Some differences between genders did exist in terms of the qualification levels of staff; a higher proportion of male staff held NQF Level 6/7/8 qualifications (46.5 per cent in 2008/09) than female staff (42.1 per cent) and female staff were more likely to hold qualifications at NQF Level 2 and below than their male counterparts. This profile generally reflected the occupational roles that male and female staff occupied in colleges with female staff more likely to hold positions requiring lower qualification levels (e.g. administrative and secretarial positions) than male staff who tended to be employed in roles requiring higher qualification levels, such as technical positions.

- Approximately 70.0 per cent of both male and female staff were employed on permanent contracts in 2008/09 and this has remained relatively unchanged through the years.
- In 2008/09, the average annual pay for a male full-time staff member in the further education college workforce was £26,260 where as the average annual pay for a female staff member was £24,141. The pay gap has been gradually falling (in 2006/07, the difference in average annual pay between male and female full-time staff was £2,435 compared to £2,119 in 2008/09), however it has been falling at a slow rate and the impact on gender equality in pay has been minimal. In 2008/09, the average annual pay for female full-time staff represented 92.0 per cent of the average annual pay of male full-time staff and this rate has increased one percentage point each year since 2006/07.
- Regionally, the gender pay gap is evident and disparities between male and female average annual pay in some regions are significant. The largest difference noted between the average annual pay of male and female staff was registered in the South East and West Midlands. The smallest difference noted in gender pay was registered in the North East.
- In 2008/09, across all occupational groups, the average annual pay of a male full-time college staff member was more than their female equivalents. Similarly to previous years, the largest difference in annual average pay between male and female full-time staff was registered for staff in 'other manager' roles. Other occupational roles that also registered large variations in the annual pay between male and female staff were service staff (male full-time staff earned £1,489 more than female staff annually) and senior managers (male full-time staff earned £1,480 more than female staff annually).

This section of the report presents a detailed overview of the gender profile of the further education college workforce. As in previous sections, the results of the analyses have been presented across occupational roles and management categories, qualification levels, working patterns and type of contract. In addition to these breakdowns, a separate analysis has been carried out to observe *annual pay* by gender. Annual pay was first introduced into this series of *Annual Workforce Diversity Profile* reports in the previous version using 2007/08 data. The analysis presented in this section updates the trends in the previous report.

In Lifelong Learning UK's *Further Education Workforce Data for England: an analysis of the Staff Individualised Record Data 2008/09*, an analysis of annual pay for college staff is presented across a number of themes so please refer to this report for further information and findings in regards to annual pay trends.

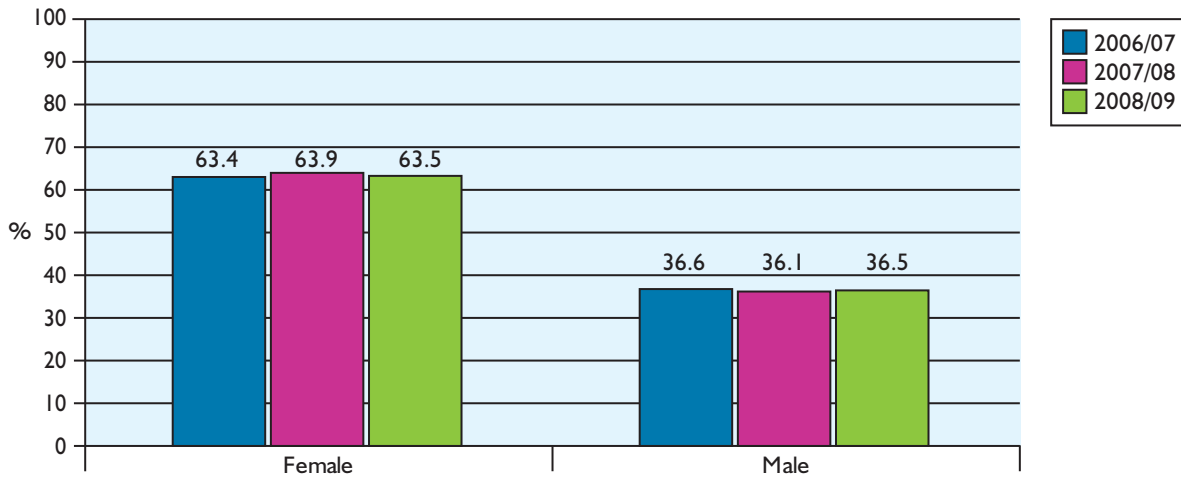
Overall gender profile

The further education college workforce is predominantly female, and this trend remained unchanged through the years (see Figure 4-1). In 2008/09, women represented nearly two-thirds of the workforce (63.5 per cent); just over one-third of the workforce was male (36.5 per cent). Compared to the gender profile of the general workforce across England, the college sector had a significantly higher representation of female staff based on 2010 ONS statistics, approximately half (49.2 per cent) of the national workforce was female (ONS, 2010).

These rates remained the same across the years: the gender ratio (female: male) was steadily almost 2:1; that is, on average, two female staff members for every male staff member.

Recruitment and leaver rates displayed a similar picture. Just over 60.0 per cent of new staff returns and staff leavers were female and nearly 40 per cent were male. This situation has been consistent over the last three reported years and suggests that overall, significant increases in the number of male staff employed in the college sector are not expected. Please refer to **Appendix I** (*Table E-3* and *Table E-4*) for further details.

Figure 4-1 Total proportion of staff in the further education college workforce by gender – England, 2006/07 to 2008/09

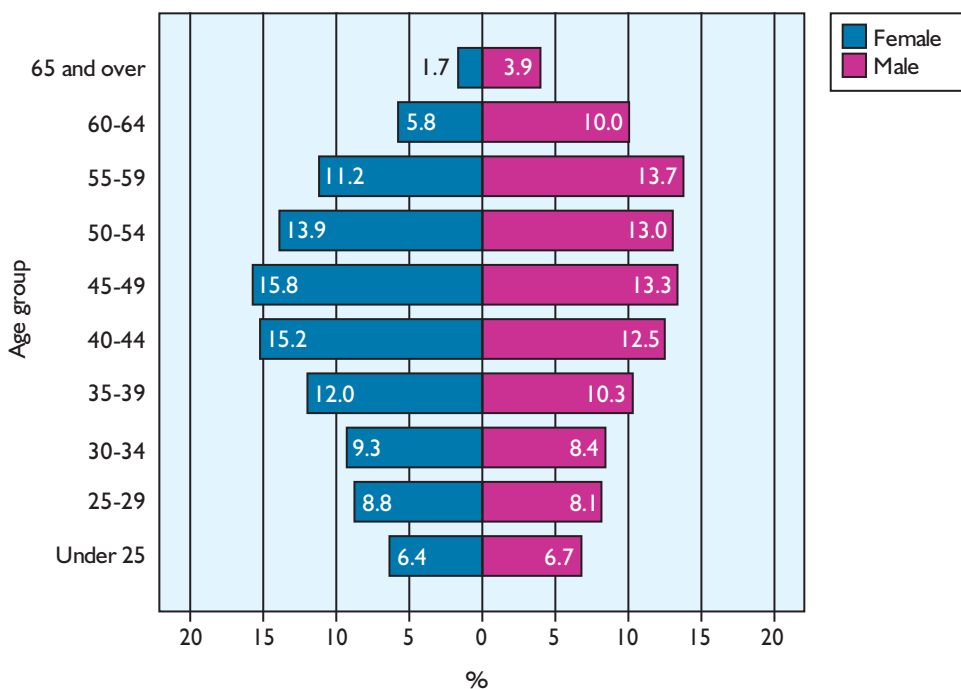


Note: The proportion of staff that preferred not to state their gender was less than 1.0 per cent. The percentage figures presented in the charts were based on known records only.

The age range of college staff of different genders was not noticeably different (see Figure 4-2) and the only noteworthy points identified are outlined below.

- There were proportionately more male staff working aged 60–64 years (10.0 per cent) than female (5.8 per cent). This was the same for staff aged 55–59 years: 13.7 per cent of male staff were in this age band compared to 11.2 per cent female staff.
- Excluding the youngest age band (under 25 years), all the other age bands not already mentioned had more women than men, although the differences were minimal.

Figure 4-2 Total proportion of staff in the further education college workforce by gender and age groups – England 2008/09



Occupational groups (including leadership and management)

The gender profile of the further education workforce across different occupational groups has remained relatively unchanged across the years, and significant differences have continued to be present between the gender profiles of staff in different role types (see Figure 4-3 and Figure 4-4).

- On the whole, a higher proportion of male staff has continued to be employed in teaching and lecturing roles (59.9 per cent in 2008/09) compared to female college staff (49.5 per cent). Interestingly, 70.2 per cent of female teaching staff were employed on a part-time basis compared to 55.1 per cent male teaching staff in 2008/09.
- Female staff tended to be employed proportionately more in word processing and clerical roles (13.5 per cent in 2008/09) and service staff positions (17.1 per cent) than their male counterparts (4.5 per cent and 13.3 per cent respectively). As in the trend observed across teaching roles, female staff members in service staff roles were mainly employed on a part-time basis (81.5 per cent) compared with their male equivalents (53.5 per cent). The difference across word processing and clerical and secretarial roles was minimal in terms of whether male or female staff were likely to work on a part-time or full-time basis.
- Staff employed in administrative and professional roles were more likely to be female (8.9 per cent) than male (5.1 per cent). Approximately two-thirds of male staff employed in administrative positions were employed full-time compared to 53.3 per cent of females in the same job types.
- As well as teaching roles (and management roles as further summarised in the point below), male staff members were more likely to be employed as technical staff (10.2 per cent) than female staff (only 4.3 per cent of females in the college workforce were employed in this role in 2008/09). These trends have stayed the same since 2006/07. Just as in the working patterns of female staff in teaching and service roles, nearly three-quarters of female staff in technical roles were working part-time (70.8 per cent) compared with only 32.0 per cent of male staff in technical roles. Instead, over two thirds of male technical staff were full-time employees.
- A slightly higher proportion of the male college staff population continued to be employed in management positions than female staff although the difference has been gradually reducing. In 2008/09, 7.1 per cent of the male further education college workforce were managers compared to 6.5 per cent of the female college workforce. Male managers were more likely to work full-time (83.5 per cent) than female managers (66.6 per cent).

Figure 4-3 Total proportion of staff in the further education college workforce by occupational groups and gender – England, 2006/07 to 2008/09

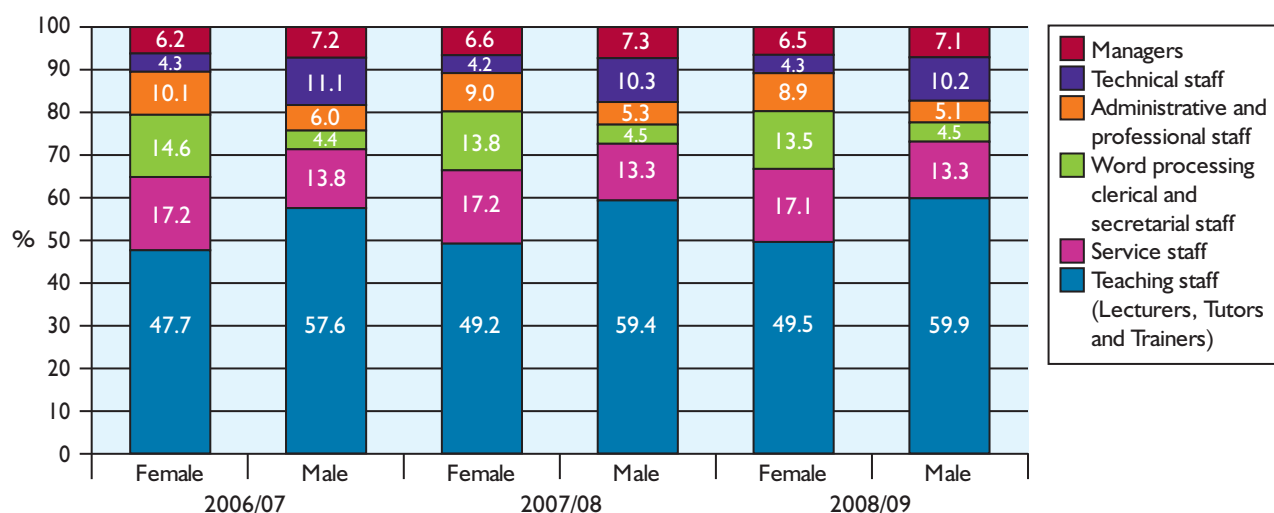
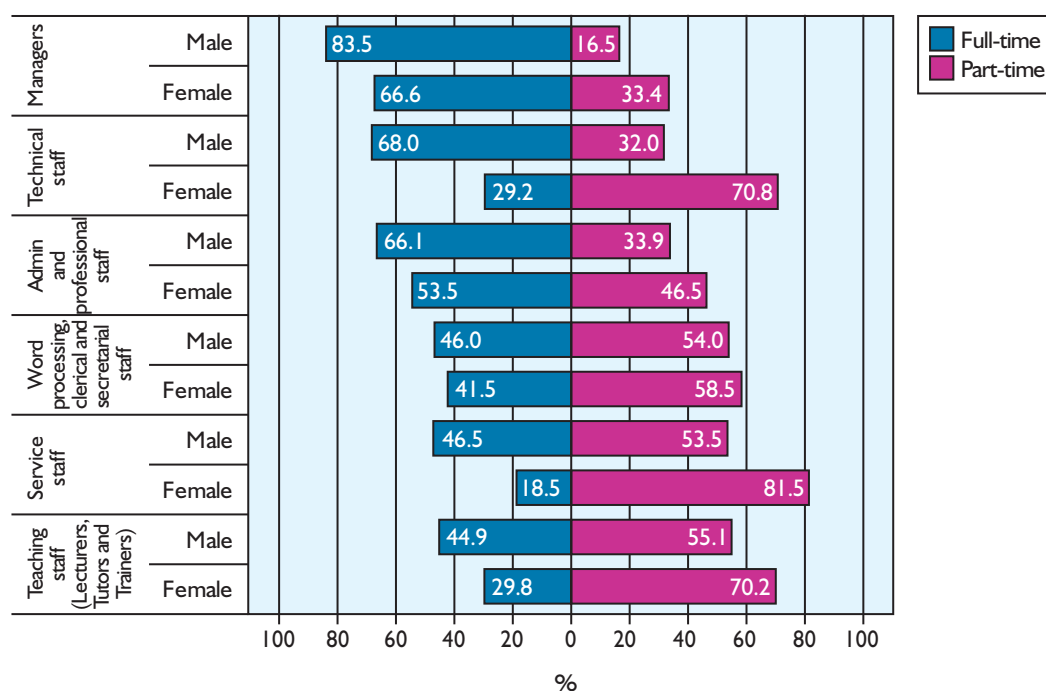


Figure 4-4 Total proportion of staff in the further education college workforce by occupational groups, working patterns and gender, England 2008/09



Leadership and management

Nearly twice as many male managers were employed in senior manager positions (7.4 per cent in 2008/09) as female managers (3.6 per cent). This was also the profile for staff in other senior management positions (8.2 per cent of males and 5.4 per cent of females). Female managers were more likely to be employed in other management positions (91.0 per cent compared to the male percentage of 84.5 per cent). Between 2007/08 and 2008/09, the proportion of senior managers in each gender cohort has been increasing (from 2.8 per cent for female managers to 3.6 per cent and 5.3 per cent to 7.4 per cent for males). However, it has increased more for male staff than females and therefore the gender gap at this level has increased to some extent.

Generally, across the national workforce, it is acknowledged that women do not hold anywhere near the same proportion of management positions as men. The Fawcett Society has found that only 11.0 per cent of directors of FTSE 100 companies are women, and there are no black British female directors at all (Fawcett Society, 2008, p. 2). The same report suggests that if things continue at the current rate of growth, parity in UK boardrooms will not be realised until 2025.

However, the further education workforce is predominantly female, which makes the composition of senior managers even more distorted. The gender division by occupational group and working pattern (as shown in Figures 4-3 and 4-4) perhaps reflect some of the possible contributory factors to the gap. The lack of part-time or flexible working may inhibit women from reaching senior management positions (working patterns are discussed further below), as may the areas in which they work. A 2009 Fawcett Society report looking at gender stereotyping suggests that women's perceived role as carers and the objectification and sexualisation of women influences the roles they are employed in and their access to senior positions (Fawcett Society, 2009b, p. 4).

Recent research undertaken by the Women's Leadership Network (WLN) and LSN across the further education sector identified the main barriers to career progression as 'family commitments, lack of confidence, negative attitudes in some organisations, lack of development opportunities and support for career progression.'

(WLN: 2010, p.2). The situation is further compounded for black and minority ethnic women, who potentially face barriers based on their racial identity as well as their gender, described in *Different women different places* as “a glass ceiling reinforced by concrete” (The Diversity Practice Ltd, 2007, p.3).

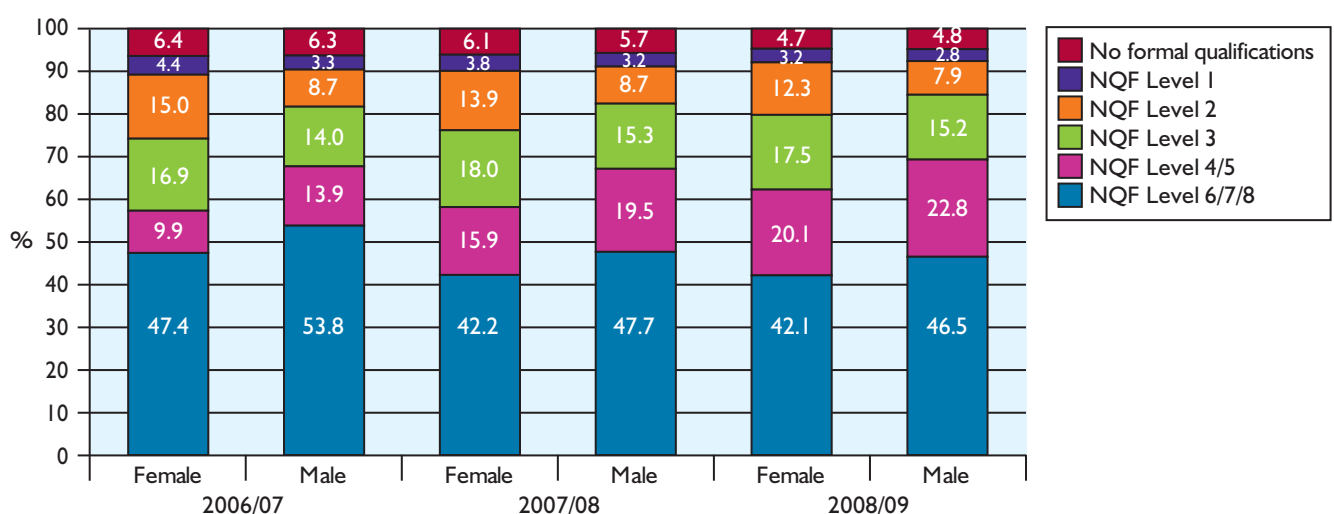
The Women’s Leadership Network research makes several practical recommendations for the further education sector to implement in response to its findings. Creating a family-friendly environment, encouraging women and helping to develop their careers and confidence, and removing organisational barriers for women were all key areas for progress. Additionally, these areas need to be tailored wherever necessary for black and minority ethnic women (WLN, 2010).

Qualifications

As with the national occupational profile outlined previously, both male and female staff members predominantly held NQF Level 6/7/8 qualifications, followed by NQF Level 4/5 and NQF Level 3. There were however, some differences in the extent to which these qualifications were held (see Figure 4-6):

- A higher proportion of male staff held NQF Level 6/7/8 qualifications (46.5 per cent in 2008/09) than female staff (42.1 per cent). Across the years however, the proportion of both male and female staff with higher level qualifications has been steadily decreasing. For example, in 2006/07, 53.8 per cent and 47.4 per cent of male and female staff held NQF Level 6/7/8.
- More male staff were also registered to hold NQF Level 4/5 qualifications (22.8 per cent) compared to female staff (20.1 per cent) in 2008/09.
- Female staff were more likely to hold qualifications at NQF Level 2 and below than their male counterparts. In 2008/09, 17.5 per cent and 12.3 per cent of female staff held NQF Level 3 and 2 qualifications whereas only 15.2 per cent and 7.9 per cent of male staff held qualifications at these levels.
- The proportion of male and female staff with NQF Level 1 qualifications has been decreasing through the years and by 2008/09 they represented 2.8 per cent and 3.2 per cent of the respective cohorts. Likewise, the proportion of male and female staff with no formal qualifications employed in the further education college sector has been decreasing and reached percentages below five per cent in the latest reported year.

Figure 4-5 Total proportion of staff across in the further education college workforce by qualification levels and gender – England, 2006/07 to 2008/09



Working patterns

Two-thirds of female staff were working part-time in the further education college sector in 2008/09; a noticeably higher proportion than male staff working similar patterns (49.1 per cent). For both male and female college staff, the proportion working part-time has slowly been increasing year on year and the number of full-time positions has been decreasing. It is clear that female staff in colleges were more likely to work part-time than their male counterparts and it was a recurring pattern across all the different types of occupational roles as outlined previously in Figure 4-4. A number of projects explored the reasons for this and they are highlighted below.

Women are still the primary carers of children and make up around 90.0 per cent of all lone parents (Government Equalities Office: 2010), which makes working patterns and flexible working particularly important in gender equality. A 2009 report by Ariane Hegewisch looked at the impact of the UK 'Right to Request, and Duty to Consider, Flexible Working'¹⁵ on gender equality and compared it internationally. The report found that:

'Employees in managerial jobs in all countries are less likely to request reduced hours, and when they do, they are less likely to succeed.' (Hegewisch: 2009, p. v)

Such a culture in managerial positions is likely to affect the careers of women disproportionately compared to men, and may be a contributory factor to the differences in male and female managers, and subsequently the gender pay gap (mentioned later in this section), in further education.

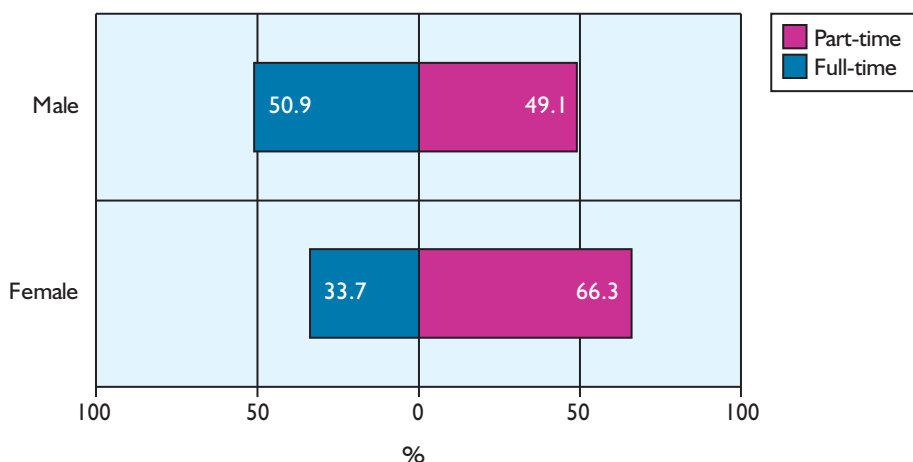
The report comments on the legislatively 'soft' framing of the Right to Request and suggests that in another way it disadvantages male employees, who are unable to claim that a lack of flexibility indirectly discriminates against them as a group (as the majority of primary carers of children are women rather than men). This reduces their opportunity to challenge an employer's refusal to grant them flexible working rights.

Changes to paternity leave rights that were passed last year come into force for parents of children due on or after 3 April 2011. The changes entitle men to take paternity leave instead of the mother during months 6-12 of the leave. This may lead to changes in who the main primary carer is for children and to changes in flexible working requests and men and women's working patterns. However the legislation entitles men to statutory pay during months 6-9 and unpaid leave for months 9-12, so it is unclear how big a difference it will have. Nonetheless, it will be important to consider the impact of this on the further education college workforce.

The report also looks at reasons for flexible working requests (which included all requests for flexible working, not just those covered by the Right to Request). Although the majority were, predictably, for childcare reasons, men were more likely to use the flexibility to return to education. The researchers suggest that this could actually exacerbate gender inequalities as more men enhance and further their career through gaining additional education than women (Hegewisch: 2009, p. 26). However, the research acknowledges that men face a higher rate of refusal for flexible working, which could be in response to the type of request, or the industry in which they work.

¹⁵Since April 2003 parents with young children under 6 and disabled children under 18 have had the right to apply for flexible working from their employer, and their employer has had a duty to seriously consider their request.

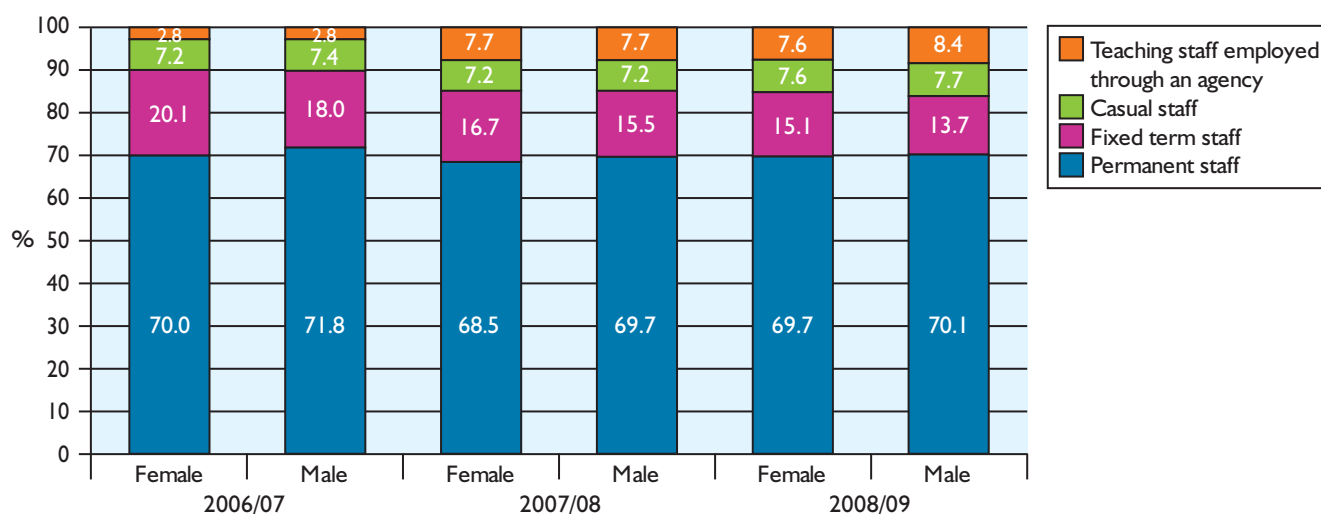
Figure 4-6 Total proportion of staff across in the further education college workforce by working patterns and gender – England, 2006/07 to 2008/09



Type of contract

Approximately 70 per cent of both male and female staff were employed on permanent contracts in 2008/09 and this has remained relatively unchanged through the years. The other types of contracts held by college staff were fixed-term, casual or teaching contracts employed through an agency. A higher proportion of female staff were employed on fixed-term contracts (15.1 per cent) than their male counterparts (13.7 per cent) in 2008/09 but overall the number of these types of contracts for both male and female staff has been falling. There has been a noticeable increase in both male and female staff employed through an agency but this may be as a result of changes in data collection procedures rather than an actual shift in contract types. Please refer to the **Introduction** (section *Reporting categories*) for further details on the data capturing process for this field. Nevertheless, in 2008/09, trends signified that there was a higher proportion of male staff employed through an agency (8.4 per cent) than female staff (7.6 per cent).

Figure 4-7 Total proportion of staff in the further education college workforce by types of contract and gender – England, 2006/07 to 2008/09



Annual pay

A breakdown of annual pay statistics by gender was first presented in the *Annual Workforce Diversity Profile Report, 2007/08*. It showed that there were disparities between the average annual pay of male and female full-time staff in colleges, with male staff on average earning more than females. This section aims to update the original analysis, to review trends between 2006/07 and 2008/09 and report back to the sector the most up-to-date figures. Please note that some of the pay figures quoted in this section will differ to those reported in the previous report. The average annual pay data across regions and occupational groups is based on weighted averages whereas the average annual pay figures quoted in the previous report were based on un-weighted averages.

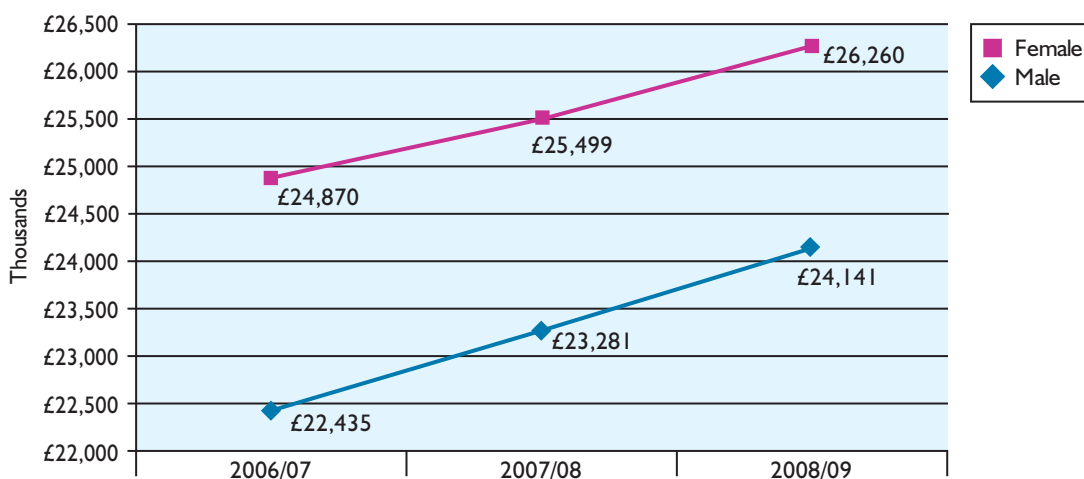
The analysis focused on the difference in annual pay and gender according to:

- region; and
- occupational group.

The data for this analysis was based on the Staff Individualised Record database, which includes information on the annual pay of the further education college workforce. The analysis represents the average annual pay of full-time contract staff only. Please refer to the **Introduction** (section *Reporting categories*) for a detailed outline of how annual pay is defined and collected through the Staff Individualised Record database.

In 2008/09, the average annual pay for a male full-time staff member in the further education college workforce was £26,260 whereas the average annual pay for a female staff member was £24,141. Throughout the three reported years, male full-time staff have continued to earn more than their female counterparts and the difference measured in 2008/09 was £2,199. The pay gap has been gradually falling. In 2006/07, the difference in average annual pay between male and female full-time staff was £2,434. However it has been falling slowly and the impact on gender equality in pay has been minimal.

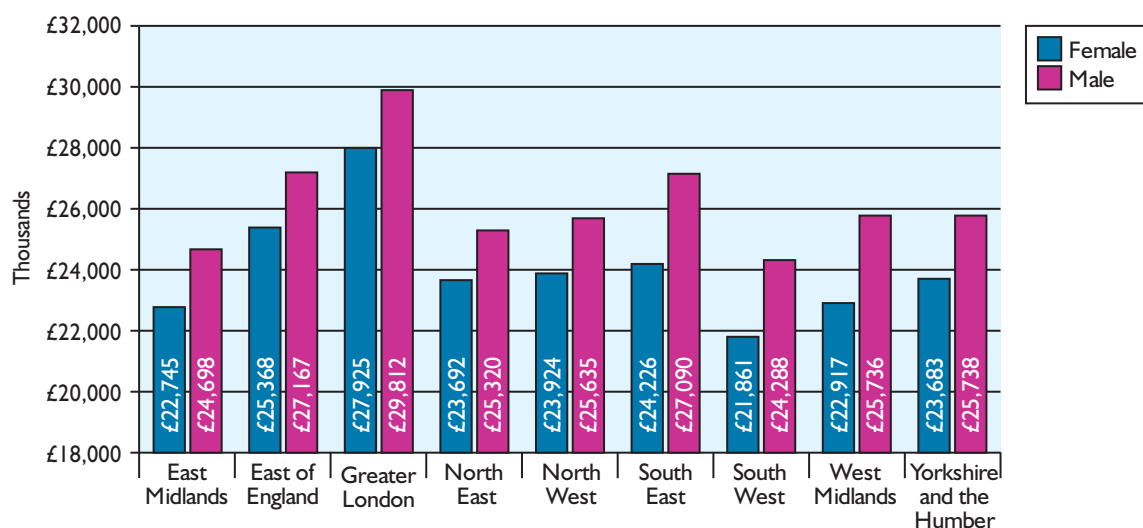
Figure 4-8 Average annual pay for full-time staff in the further education workforce by gender (old bands) – England, 2006/07 to 2008/09



Regionally, the gender pay gap is evident and the disparity between male and female average annual pay in some regions is significant. Based on Figure 4-9, the key regional traits observed for 2008/09 were:

- The largest difference between the average annual pay of male and female staff was registered in the South East and West Midlands. In 2008/09, male full-time staff earned an average of £27,090 and £25,736 in each region respectively where as female full-time staff instead earned £24,226 and £22,917. The average annual pay of full-time female college staff in these regions was approximately 89.0 per cent of their male counterparts. Between 2006/07 and 2007/08, these regions noted a rise in the pay gap difference between male and female full-time staff and then a small fall by 2008/09.
- The South West and Yorkshire and Humber also noted large differences between the average annual pay of male and female full-time staff. The differences equated to £2,427 and £2,055 for each region. In 2008/09, male and female staff in the South West overall registered the lowest average annual pay.
- The smallest difference noted in gender pay was registered in the North East. Male full-time staff earned average annual pay of £25,320 and female full-time staff earned £23,692.
- All other regions (e.g. East Midlands, East of England, Greater London and the North West) registered gender pay differences of between £1,711 and £1,953, with all measuring a reduction in the gap since 2006/07.
- Male and female full-time college staff in London have continued to earn more than staff in other regions and in 2008/09, their average annual pay was £29,812 and £27,925. As stated in previous reports, this trend is expected as the annual pay of staff members in London will include a London Weighting allowance.¹⁶

Figure 4-9 Average annual pay for full-time staff in the further education workforce by gender and region (old bands) – England, 2008/09



In 2008/09, across all occupational groups, the average annual pay of male full-time college staff was more than their female equivalents. Figure 4-10 shows the average annual pay of full-time staff by gender and occupational groups. As in the results presented in the last report, the largest difference in annual average pay between male and female full-time staff was registered for staff in other manager roles. In 2008/09, male full-time staff in other management positions earned an average annual pay of £36,537 compared to £31,096 for female staff in equivalent roles. Other manager roles in this case represent a wide range of management positions across college departments, including finance, college administration, marketing and database/computer management so some of the discrepancies between male and female staff pay may be attributed to the different levels of management captured in this reporting category.

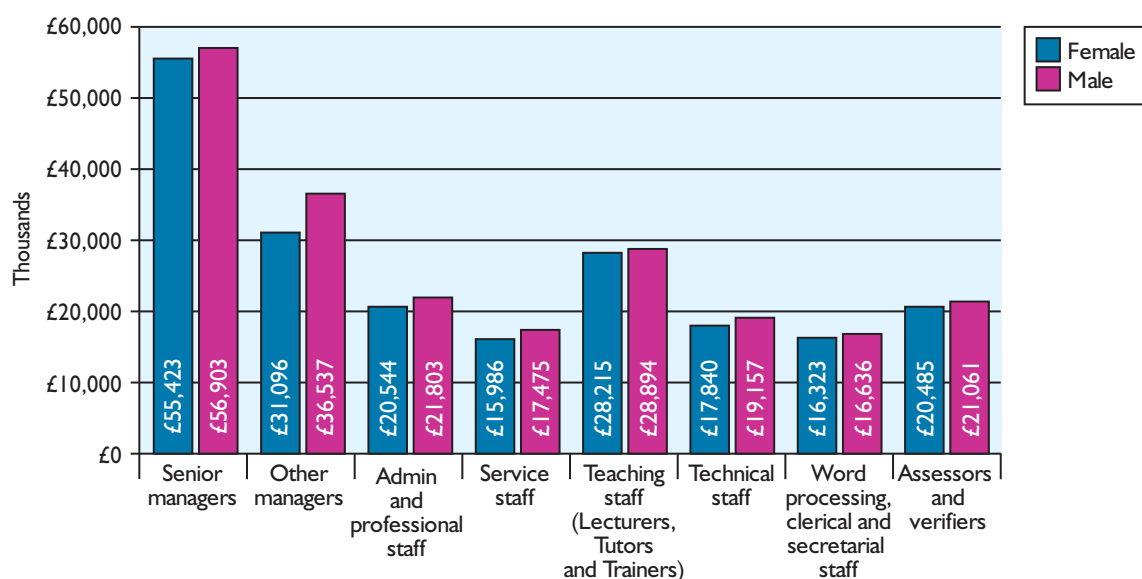
¹⁶London 'Weighting is an allowance paid to those who work in London in the public sector. Traditionally its purpose has been to compensate London workers for the additional costs of working in the capital. In the private sector, London employees are, as a rule, paid more than their counterparts elsewhere in the country but this extra pay may or may not be called London Weighting.' (London Assembly, 2002, p.1)

Occupational roles also registering large variations in the annual pay between male and female staff were service staff (male full-time staff earned £1,490 more than female staff annually) and senior managers (male full-time staff earned £1,480 more than female staff annually).

There were minimal pay differences between genders for staff in word processing, clerical and secretarial roles and teaching roles.

Gender pay gaps are not a new discovery. The original Equal Pay Act was passed in 1970 and forty years on, the gap still exists. Research by the Fawcett Society reports that nationally all minority ethnic women experience pay gaps relative to White British men; women of all religious denominations have pay gaps relative to Christian men, and disabled women have a pay gap of 22.0 per cent relative to non-disabled men (Fawcett Society, 2009a, p. 5). The report suggests that transparency is the key to change. Organisations must be open about their pay rates and pay increases and bonuses so that they are administered fairly and equitably. The average annual pay data shows that overall, the pay gap for staff across most roles has been closing slowly (see Table 4-1) but between 2006/07 and 2008/09, the difference in average pay between male and female full-time staff increased for staff in word processing and clerical roles. However, this reverse trend may be due to the different levels and roles held by males and females within this broad occupational group, so the information is indicative, not conclusive.

Figure 4-10 Average annual pay for full-time staff in the further education workforce by gender and occupational groups (old bands) – England, 2008/09



Note: Annual average pay data was not available for the three distinct management categories referred to through the report (i.e. senior managers, other senior managers and other managers). For the purposes of this analysis, other senior managers are represented alongside senior managers in one category (e.g. 'senior manager').

Table 4-1 Pay gap between full-time staff in the further education workforce by gender and occupational groups – Pay gap England, 2008/09

Category of work	Pay gap	
	2006/07	2008/09
Administrative and professional staff	£1,960	£1,259
Assessor/verifier	£-	£576
Managers	£6,792	£-
Other managers	£-	£5,441
Senior manager	£-	£1,480
Service staff	£1,496	£1,490
Teaching staff	£1,011	£680
Technical staff	£1,487	£1,318
Word processing, clerical and secretarial staff	£40	£313

Note: Empty cells represent occupational categories that were not available in the collection of Staff Individualised Records for the respective years.

Conclusions

This report is based on the Staff Individualised Record database, a powerful tool that helps to collate and store the staff records of further education institutions. The value of the Staff Individualised Record database is determined by the number of further education colleges that submit their returns and this number has increased in recent years.

This report provides significant information about the nature and trends of the further education college workforce. The data will assist colleges to benchmark their progress in relation to equality and diversity, to inform future planning and to set equality targets.

Overall the analysis of workforce data indicates that there have been some changes in the further education college staff profile, including a rise in staff numbers in recent years. Teaching staff continue to represent the highest proportion of the college occupational groups, with service staff the second largest group in the sector. Staff are more likely to be working part-time across colleges, with 60.0 per cent employed on part-time contracts in 2008/09. Staff in the youngest and oldest age bands continue to represent the smallest staff groups across all three reported years. Staff numbers in the youngest age band (under 25 years old) have remained roughly the same, whereas the oldest staff groups have shown an increase possibly indicative of the right to request to continue working beyond retirement age.

These figures indicate that positive changes are taking place. The business case for recruiting older people has been reported elsewhere (Koc-Menard, 2009). A high level of job satisfaction and a strong work ethic are the most prominent attributes that older workers can offer. The further education college sector would benefit from promoting flexible job and training opportunities for these age groups.

Staff with a declared disability are still significantly under-represented in the further education workforce with recruitment figures continuing to be low. Although the figures show a slight increase on 2006/07 figures, the proportion of staff with a declared disability is significantly lower than in the general workforce. The fact that the representation of disabled staff in the workforce has continued to increase at an incremental rate is positive and may indicate that some staff have been encouraged to disclose their disabilities, particularly as the rate of 'not known' records has fallen slightly. Yet even taking levels of non-disclosure and the use of different definitions into account, on the basis of the available data it is clear that disabled employees are significantly under-represented in colleges. It is clear that colleges need to continue to develop more specific recruitment

strategies to attract and recruit disabled people. Further research is required to understand why people do not feel confident to disclose their disabilities. There is an indication that staff do not declare their disabilities because their career progression could be affected (NIACE, 2008).

The report shows that no major differences in relation to managerial roles and qualifications were found when comparing staff with a declared disability with staff without a declared disability, although disabled staff are still under-represented in all levels of management. However, in relation to gender, males were twice as likely to be in senior management roles as females. This trend and the fact that females were more likely to be employed on a part-time basis than their male colleagues might indicate that there are not enough opportunities for female staff to take on managerial roles on a part-time or flexible basis. The report also shows that there were more males currently employed in the further education college sector in the upper age ranges, but as the age profile shows there is a slow but significant rise in the numbers of staff choosing to work beyond the age of 60.

The further education college workforce is predominantly female but women were more likely to be employed in administrative and service staff roles than male colleagues. A higher proportion of male staff than female staff were in teaching roles. Although it was evident that the majority of staff recruited in 2008/09 continued to be female, the focus should be to increase their representation in teaching and managerial roles. The data shows that men were more likely to be working full-time and in managerial positions, particularly senior management positions, with women holding third-tier positions. The findings show that the gender gap at this level was showing a slight increased trend. Flexible working arrangements can facilitate women's participation into senior roles and could potentially be the mechanism to reduce the gender pay gap (Anderson et al cited in Gardiner and Tomlinson 2009).

The representation of black and minority ethnic groups in the further education college sector was slightly lower (8.5 per cent) than in the overall workforce sector in England (10.9 per cent). Again, as with disabled staff, issues of disclosure need to be considered. It is encouraging to observe that there had been a fall in the proportion of staff recruited with unknown ethnicity records (from 13.5 per cent in 2006/07 to 5.2 per cent in 2008/09). To increase the representation of black and minority ethnic groups, colleges would benefit by working more on their strategies to encourage staff disclosure.

Like female staff, the report also shows that staff from black and minority ethnic backgrounds are still less likely to be in senior management than white staff. There is a clear indication that it is not the lack of appropriate qualifications that hinders progression to higher management roles. Black and minority ethnic groups seemed to be better qualified than their white counterparts, and therefore more progression opportunities for these particular groups should be created in the sector. It is a priority of *The Workforce Strategy for the Further Education Sector in England, 2007–2012* (LLUK, 2009) to improve the career development opportunities of black and minority ethnic staff and projects like the Black Leadership Initiative® (led by the Network for Black Professionals) are trying to achieve this objective.

The report suggests that although there are positive signs that colleges are working to improve the diversity of their workforce, they still need to develop further strategies to improve equality and diversity in the sector. As pointed out in the 2007/08 Annual Workforce Diversity Profile report 'we need a workforce which embraces the talents of all and one that broadly reflects the increasing diversity of our learners' (LLUK, 2010). To achieve this goal, it is important to change the organisational culture of the further education college sector to adopt an ethos that proactively promotes and values diversity, and that creates a diverse workforce reflective of both the learner population and local community.

The recommendations outlined in the next section aim to address key issues highlighted in the main body of the report and assist principal stakeholders within the further education college sector in developing strategies to ensure that equality and diversity are embedded across all areas in the organisation.

Recommendations

The recommendations support the implementation of the equality and diversity strategic themes of the *Workforce Strategy for the Further Education Sector in England* (themes 2, 3, 5 and 9).¹⁷ They are designed to build on strategies and activities that colleges need to implement to encourage diversity in the workplace. They also assist colleges to fulfil their new legal responsibilities in meeting equality legislation.

Disclosure, data collection and monitoring

Key messages from the report highlight the characteristics of the groups that are being recruited and are under-represented. It is clear that the representation of staff with a declared disability, and black and minority ethnic groups is lower than the national workforce average. The figures not only suggest that colleges need to improve their recruitment strategies to address under-representation of these groups, but they also suggest that disclosure issues have not yet been sufficiently tackled. Staff need to feel comfortable in their place of work and confident that they can trust their employer (both to hold their personal data securely, and to act appropriately on the information they have) before they disclose such information.

This report provides data that will allow colleges to benchmark and monitor key equality information. This will only be possible if colleges have appropriate data collection methods and systems in place. Lifelong Learning UK has developed an Online Analytical Processing (OLAP) Reporting analysis tool, which is available to employers in the sector to benchmark information about their workforce against sector averages. It provides employers with a range of benefits including better monitoring of equality and diversity data in order to comply with legislation and support self-regulation. Please refer to the following site for further details: www.lluk.org/research/workforce-data-collection/olap-reporting/

Managers, leaders and stakeholders need to:

- Create a positive workplace environment and organisational culture that takes into account local demographics and the college's learner population.
- Encourage staff to disclose their equality information; create a secure culture for disclosure and provide regular opportunities to do so.
- Put in place appropriate strategies to raise awareness of the importance of disclosure.
- Explain to staff and stakeholders how data is being or will be used to inform policy or strategy.
- Brief human resource teams and line managers about the importance of collecting equality and diversity details from employees and encourage them to arrange time to talk to new staff about the benefits of disclosing equality data, clearly explaining issues such as confidentiality and how the data will be stored.
- Develop appropriate methods to collect and monitor equality data accurately; seeking advice and guidance from other providers, sector organisations and equality organisations to improve data collection and monitoring across all equality strands (data monitoring should include recruitment, promotion, training and staff leaving).

¹⁷*Workforce Strategy for the Further Education Sector in England*

Priority 1: Understanding the nature of the workforce:

Theme 2: Using data to understand the workforce and improve future planning.

Theme 3: Using data to understand workforce diversity and target actions.

Theme 5: Increasing the diversity of the workforce at all levels.

Priority 3: Retaining and developing the modern, professionalised workforce:

Theme 9: Ensuring appropriate leadership and management development exists at all levels throughout the organisation.

- Embed equality and diversity in all the activities in colleges; using appropriate data when measuring the impact of policies, services and functions will help colleges to identify areas of improvement and development that meet the diverse needs of staff.
- Involve staff and learners from diverse backgrounds when measuring the impact of policies, services and functions to ensure that specific needs and barriers faced by different groups are considered.
- Ensure monitoring around disability is undertaken on a regular basis or that strategies are in place to encourage staff to disclose a new disability.

Recruitment and retention of staff

Findings from the data indicate that the largest group in the leaver cohort in 2006/07 was aged under 25 years. In 2008/09, staff under 30 constituted the largest proportion of staff recruited in the further education college sector (a quarter of new contracts were for staff aged 30 years and under). Recruitment strategies should also be developed to target staff in the older age bands (e.g. 60 years and over) who together with the youngest band, represented the smallest staff groups in the further education college sector.

Attention should be paid to the recruitment and retention of staff with a declared disability, and staff from black and minority ethnic backgrounds. Recruitment of staff with a declared disability continued to be low over the years. Recruitment of Asian, black, Chinese/others and mixed groups had remained relatively unchanged since 2005/06 suggesting that more could be done to recruit staff from these groups as they continue to be under-represented.

Although female staff constituted the majority of staff recruited to the further education college workforce (in 2008/09 61.2 per cent of all recruited staff) and females represented the majority of the workforce, they were predominantly in low graded specific roles (e.g. administrative) and less likely to be in senior management positions. The data indicated that the challenge is to change gender stereotypes in roles by developing more targeted recruitment strategies and introducing flexible-working policies, good support and professional development to increase female representation in teaching and managerial jobs (WLN, 2010).

A successful recruitment and retention strategy should be linked to appropriate training plans and progression routes that address the needs of staff from particular groups (staff in younger and older age bands, black and minority ethnic groups, women and disabled people).

Managers, leaders and stakeholders need to:

- Review recruitment policies and marketing materials to explore innovative approaches to attract people who are under-represented.
- Make the 'business case' for diversity: for example, the Employers' Forum on Disability suggests that employers 'assume that accommodating disabled people is a costly exercise'. However this is not the case, and: 'Anticipating the needs of disabled people by developing a business case for disability confidence will see gains across your organisation ... You will also become a better employer or service provider and reduce your organisation's risk of litigation under the Equality Act' (Employers' Forum on Disability. www.efd.org.uk/disability/disability-confidence-business-case)
- Work closely with local communities, under-represented groups and key organisations to attract staff from diverse backgrounds and with varied abilities.
- Encourage applications from disabled people and guarantee interviews to applicants with a declared disability who meet the job requirements and commit to schemes such as Positive about disability – Two Ticks and Mindful Employer.

- Examine retention rates and progression figures to develop suitable training and professional development activities that encourage specific groups of staff to continue working in the sector, including confidence-building.
- Consider flexible working arrangements to recruit and retain staff from specific groups (e.g. women, disabled people, staff considering retirement options).
- Develop recruitment strategies to address gender stereotyping in occupational roles.
- Address ineffective appraisals procedures and ineffective equalities practices.
- Develop appropriate methods to collect information from staff leaving the sector to identify trends and reasons for leaving.
- Be transparent about staff profile to encourage under-represented groups to apply for vacancies.

Leadership and management

Data from the report suggested that further education colleges need to implement strategies to increase the diversity of leadership and management at all levels. Findings from the data analysis revealed that staff from black and minority ethnic backgrounds are still less likely to be in senior management roles than their white counterparts. Similarly, the percentage of female staff in senior management positions was lower than their male colleagues even though there are more females in the college sector overall. The percentage of staff with a declared disability in senior management positions was lower than the percentage registered for those without a declared disability. Staff between 50 and 59 years were more likely to be in senior management positions than staff of any other age group.

Managers, leaders and stakeholders need to:

- Ensure that equality and diversity are embedded across all functions in colleges.
- Promote an organisational culture that encourages staff to value diversity.
- Encourage good relations among staff regardless of their personal characteristics such as race, age, disability, sexual orientation, religion or belief and gender or gender identity.
- Develop leadership and management skills for staff from under-represented groups within the organisation.
- Address under-representation of particular groups at managerial level (e.g. women and black and minority ethnic staff) by providing a range of professional development opportunities and positive action initiatives including mentoring, coaching, job-shadowing etc.
- Provide flexible working arrangements to attract under-represented groups and enable staff with diverse needs to progress.
- Share good practice with other organisations in supporting specific groups with specific needs.

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