FURTHER EDUCATION
WORKFORCE DATA FOR ENGLAND

AN ANALYSIS OF STAFF INDIVIDUALISED RECORD (SIR) DATA
2005/2006

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Foreword

This report presents the findings of an analysis of the Staff Individualised Record (SIR) 2005/2006 dataset performed by Lifelong Learning UK (LLUK). It is the third in a series of annual reports based on the SIR dataset and provides an annual 'snapshot' of the Further Education (FE) workforce. The report makes extensive use of the SIR data, collected from English FE colleges by the Learning and Skills Council, to provide a detailed analysis of the characteristics of the staff employed within General Further Education Colleges, Sixth Form Colleges and the Specialist Designated Institutions. Further education is one of the sub-sectors that fall within the LLUK 'footprint' and supplies information on the FE workforce employed during 2005/2006.

The findings of the report focus on aspects of the general FE workforce such as gender, age and diversity and also provide specific information on the level of qualifications held by the teaching workforce; identifying progress towards meeting the Government's 'Success for All' targets for full and part-time FE teachers.

At the request of the Department of Innovation, Universities and Skills (DIUS, previously, DfES) LLUK has now taken over the responsibility for the management of the data collection system in the FE sector from the Learning and Skills Council (LSC). LLUK is currently undertaking the data collection, for 2006/2007 academic year, from FE colleges in England. Plans are already under way for this data collection to be rolled out into the wider FE sector (including work based learning (WBL) and personal and community development learning (PCDL) from 2008.

The process will benefit stakeholders and providers as follows:

- clearly identifying where skills gaps and shortages exist in the sector which will allow for better recruitment planning and make the case to Government for investment in further professionalisation of staff

- provide evidence to support stakeholders in meeting their statutory responsibilities regarding race, equality and diversity

- produce benchmarks for providers, enabling comparisons of individual institutional performance at local, regional and national level.

Lifelong Learning UK is the Sector Skills Council for those working in community, learning and development, further education, higher education, libraries, archives and information services and work based learning. Our mission is to ensure that lifelong learning employers can recruit, retain and develop highly skilled and effective staff so we can access the skills and knowledge needed for a prosperous economy and inclusive society.

David Hunter
Chief Executive, Lifelong Learning UK

1. Introduction

Staff Individualised Record (SIR) is an annual collection of workforce data, undertaken by the Learning and Skills Council (LSC), on staff currently working in Further Education (FE) institutions in England.

Since 2005, LLUK has undertaken analyses of SIR data to produce annual reports on the FE workforce in England with information on workforce characteristics and qualifications. The analyses also provided evidence to measure the Department for Innovation, Universities and Skills' (DIUS) (formerly known as the Department for Education and Skills) Success for All (SfA) targets, which determine the proportion of teaching staff that have qualified or are enrolled to be qualified in appropriate courses during the academic year. According to SfA, the target is for 90% of full-time and 60% of part-time FE college teaching staff to be qualified or enrolled to be qualified on appropriate courses by 2006 (interim target). The target increases to 100% for 2010 (final target).

This report analyses SIR data for 2005/06 academic year and provides an overall picture of the teaching workforce in the FE college sector in the year, as well as providing trend information from previous years where appropriate. It includes information on gender, age, full-time/part-time contractual status, and ethnicity amongst other characteristics. Most importantly this report provides an analysis of teaching qualifications held which contributes to the measurement of DIUS SfA interim target for 2006.

2. How to use this report

The report is divided into four sections. The first draws information from qualifications data and is an analysis of the DIUS' SfA targets. The following three sections are analyses of various data from the SIR 2005/2006 broken down by the following:

● Gender profiles
● Age group
● Diversity

Each section contains statistical information and charts, accompanied by a narrative drawing attention to any figures and findings considered to be of interest. Where appropriate, comparisons have been drawn to the corresponding information from previous years.

3. About SIR data

a. Data coverage

Staff Individualised Record (SIR) data is collected by the Learning and Skills Council (LSC) from five types of FE institution (FEI):

- General FE college
- Sixth Form college
- Special college – agriculture and horticulture
- Special college – art, design and performance
- Specialist designated college

The 2005/2006 SIR data have been gathered from a minimum number of 380 FE institutions. The coverage of FE institutions in the SIR dataset, with a breakdown of the number of these in England and the number making SIR returns in 2005/2006, can be seen below.

Table 1: Coverage of FE Institutions

FE college type	Number of FEIs (Actual)	Number of FEIs (in SIR dataset)	% of FEIs (in SIR dataset)
General FE colleges (including Tertiary)	267	252	94%
Sixth Form colleges	104	99	95%
Special college – Agriculture and Horticulture	19	18	95%
Special college – Art, Design and Performance	5	4	80%
Specialist Designated college	14	7	50%
Total	**409**	**380**	**93%**

The colleges that returned data are based in 47 Local Learning and Skills Councils (LLSCs). A full list of returning colleges can be seen in Appendix 1 and a list of the LLSCs for which data was collected appears in Appendix 2.

The SIR 2005/2006 dataset comprises 238,537 records, each relating to an individual person/contract (see the description of contract numbers in the following section on data issues). FE colleges are required to return data about all staff including details about staff qualifications – including highest qualification and highest teaching qualification obtained. Personal details of each staff member are also collected and include gender, date of birth, category of work and ethnicity. Whilst information such as date of birth and ethnicity are included in the dataset, the data remains anonymous insofar as it contains no personal identification details pertaining to the individual staff member such as name, address or National Insurance number.

b. Data issues – a note on double counting

A note of caution needs to be made at the outset of this report. Due to the nature of the data collection system, there is a risk of double-counting due to the possibility that a person could be working for more than one FEI. The LSC guidance on completing the SIR return instructs colleges that they can define what constitutes full-time hours for a person depending on their category of work. This is the number of weekly hours worked multiplied by the number of weeks per working year. These figures could be very different depending on whether the person employed is a teacher (lecturing for 15 hours a week, 40 weeks a year) or a member of the admin staff (37 hours a week by 52 weeks a year). Both these members of staff could be listed as 'full-time' on one contract, but the teacher would have time to do the same hours at another FEI. This is most unlikely, therefore, for the purpose of this report, when percentages are given (e.g. percentage of fully-qualified, part-time teaching staff) these are of the number of contracts and not actual numbers of people and, whilst it is possible to make the case that they are a broad estimate of the actual workforce (given the 6.1% margin of error described above) this is probably more true in the FEIs that have not returned any multiple contract holders than for those that have.

4. The 'Success for All' Targets

This chapter presents the findings of the analysis in terms of progress relating to the Government's 'Success for All' (SfA) targets over the past four years. The Government's Success for All Delivery Target 9 (Workforce Qualifications) states:

"We intend that 90% of full-time and 60% of part-time Further Education college teaching staff are qualified or enrolled on appropriate courses by 2006. This is a milestone towards the target that all teachers will be qualified or working towards a qualification by 2010."

The percentages of teachers qualified to the SfA standard[1] over the four years leading up to 2006 are shown below in Figure 1.

[1] For full-time teachers, this means currently holding or working towards one of the following: Bed/BA/BSc with concurrent qualified teacher status, Certificate of Education, PGCE, Level 3 Teaching Qualification (e.g. CG 7303) or Level 4 FE teaching qualification – stage 3. For part-time teachers, the Level 4 stages 1 and 2 are also included.

Figure 1: Percentage of FE teaching staff qualified or enrolled, 2003 – 2006
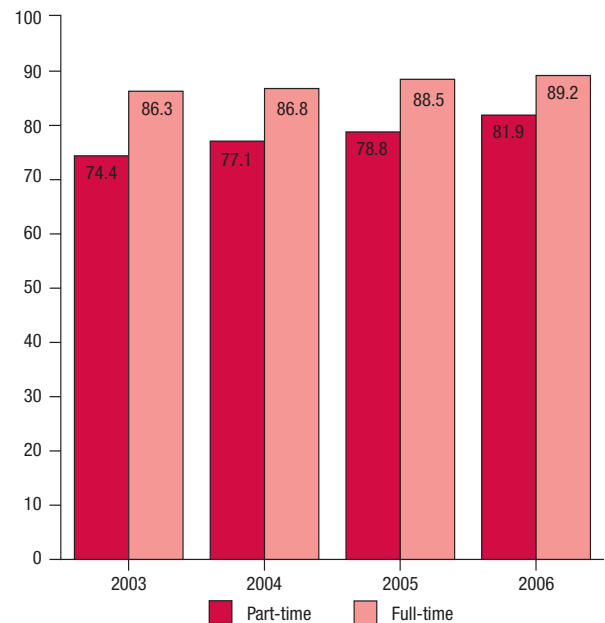
This shows that, while the part-time target of 60% has been consistently exceeded over the four year period, the full-time target of 90% has been marginally missed. This figure has shown a year-on-year increase over the period but at 89.2% in 2005/2006 it is still slightly below the desired level.

In previous years' reports, this figure has been calculated differently, effectively including non-responses as 'not qualified or enrolled to be qualified'. For a detailed description of the changes that have been made to the calculation formulae for the 2005/2006 data, see Appendix 3. Based on this methodology (which had been originally used to set the Success for All target), the 60% interim target for part-time teaching staff was reached, whilst the interim target for full-time teaching staff was missed (80%/90%).

5. Gender Profile of Teaching Staff

This chapter presents the findings of the analysis on gender differences in the FE teaching workforce during 2005/2006. The mode of employment (i.e. part-time/full-time status) is considered along with any variation in the female to male teaching staff ratio across the nine English regions.

The 125,406 teaching contracts listed during the 2005/2006 academic year broke down into 74,160 female and 51,246 male. Expressed as a percentage, the teaching staff was 60% female and 40% male during 2005/2006. The gender split for part-time/full-time teaching staff during the 2005/2006 academic year is shown in figure 2 below.

Figure 2: Part-time and Full-time Teaching Staff by Gender 2005/2006
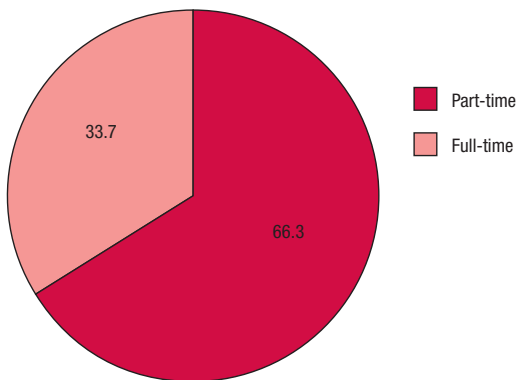
% Female Teaching Staff 2005/2006
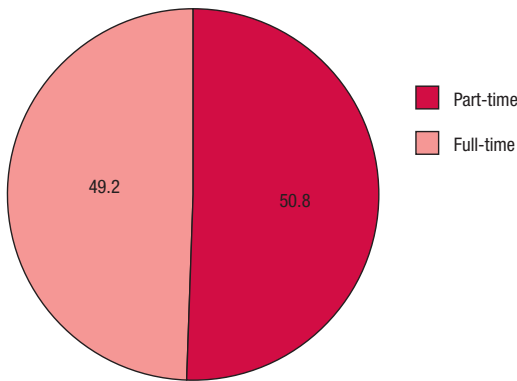
% Male Teaching Staff 2005/2006

The variation in this figure over the period 2002 – 2006 is shown in figure 3.

This shows that the overall pattern has varied little between 2002/2003 and 2005/2006; with male teaching staff being approximately 50:50 and female teaching staff being split approximately 70:30 between part-time/full-time teaching staff.

Figure 3: Male/FemaleTeaching Staff 2002 – 2006
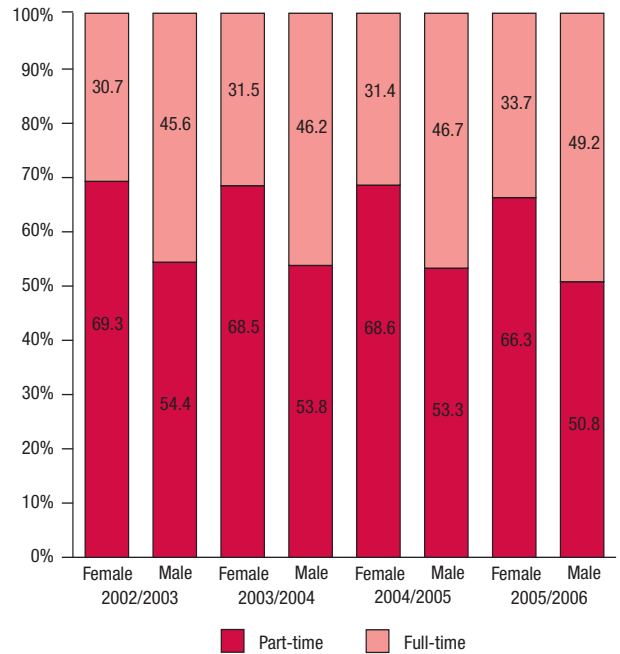
The gender split in the nine English regions for 2005/2006 can be seen below in Figure 4.

Figure 4: Teaching Staff by Gender in the English regions
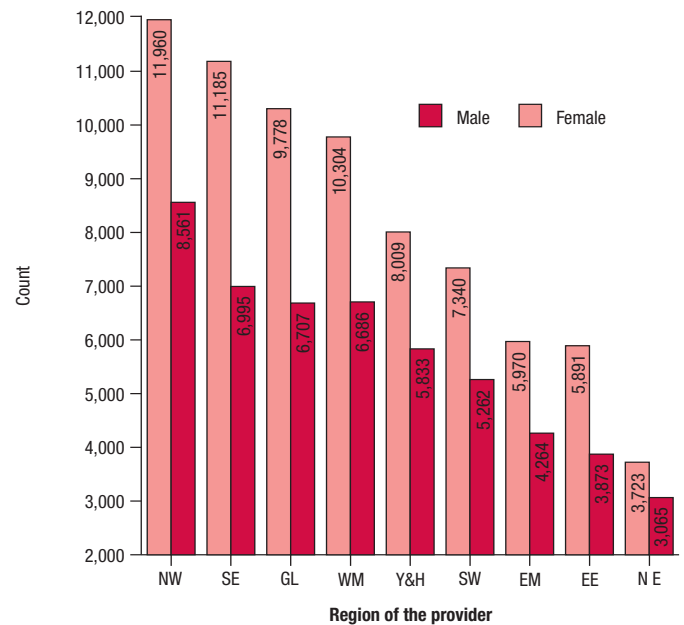
EE=East England   NE=North East   SW=South West
EM=East Midlands   NW=North West   WM=West Midlands
GL=Greater London   SE=South East   YH=Yorkshire and the Humber

The proportions of male to female teaching staff across the regions are approximately similar (60:40 female to male) and this reflects the national picture. The actual proportions of female to male teaching staff vary between 54.8% female to 45.2% male in the North East and 61.5% female to 38.5% male in the South East.

6. Age Profile of Teaching Staff

This chapter presents the findings of the analysis of the age profile of FE teaching staff in England in 2005/2006. Average ages are compared over a four-year period in an examination of the data for any trends and figure 5 below shows the average age in years of FE teaching staff over the period 2002 to 2006.

Figure 5: Age trends 2003-2006

This shows that the average age of teaching staff has varied little over the four years remaining between 44 and 45 years old throughout the period.

Figure 6 shows the percentage of teaching staff in each of the age groups.

Figure 6: Percentage FE Teaching Staff in Each Age Group
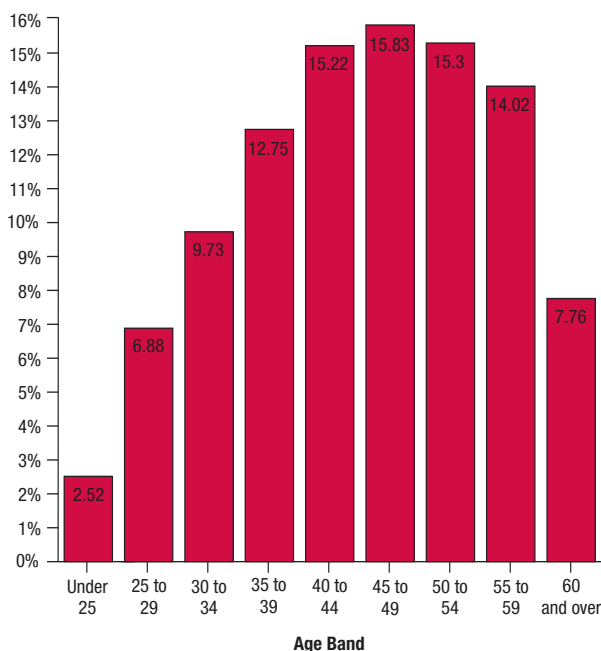
This shows that 46.4% of the teaching staff were over 40 in 2005/2006. Also, there were fewer teaching staff aged 25-29 (6.88%) than there were aged over 60 (7.76%). This breakdown compared with the previous years from 2002 is shown in Figure 7 below.

Figure 7: Percentage Teaching Staff in each Age Group – 2002 to 2006
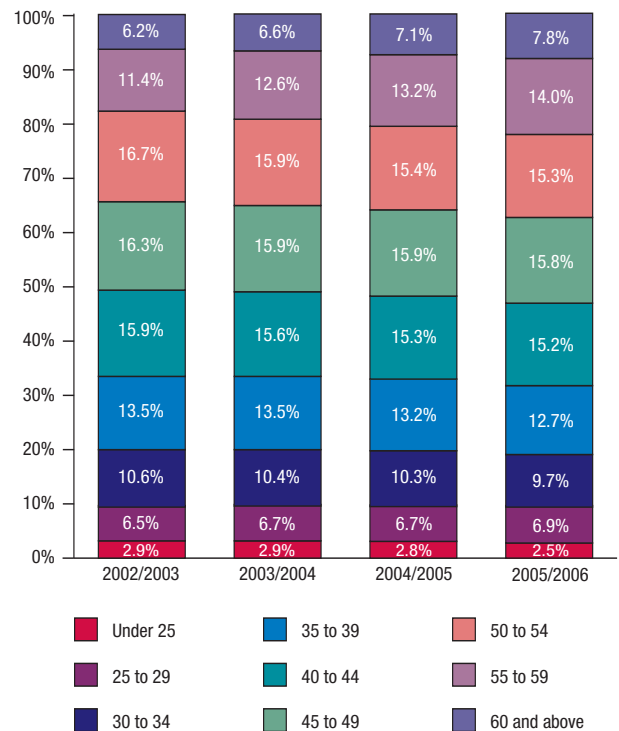
This shows the percentage of teaching staff between 55 to 59 and 60 and over rising year-on-year over the period from 6.2% and 11.4% to 7.8% and 14% respectively.

Conversely, with the exception of those aged 25 to 29, the percentage of staff in the other age groups fell between 2003 and 2006. However, it does seem that there is less year-on-year variation in the age groups below 49. Across the four years the percentages of staff in each of the age groups below 49 could be described as broadly similar, with no dramatic changes over any particular two-year period. The largest percentage change for any of the age-groups over the whole period is the 0.9% drop from 10.6% to 9.7% in teaching staff aged 30 to 34. The three age groups over 49 all record percentage changes of over 1.3%.

7. Diversity Profile of Teaching Staff

This chapter deals with the diversity of FE teaching staff in England during 2005/2006 and split into two sub-chapters on ethnicity and disability.

a. Ethnicity

Originally, data on ethnicity is classified in terms of 17 different ethnic groupings. For the purpose of clarity and to make comparisons more meaningful, this is re-classified into five more general ethnic groups. For a detailed list of the original ethnic categories, and how they map to the re-classified equivalent category, please see Appendix 4.

Table 2 below shows the percentage of teaching staff in each of the various ethnic categories during 2005/2006.

Table 2: Ethnicity of Teaching Staff – 2005/2006

Ethnicity	Frequency	Percent
Asian	3,785	3.3
Black	3,248	2.9
Other	1,041	0.9
White British	98,696	87.1
White other	6,538	5.8
Total	113,308	100.0

This shows that the large majority (>87%) of teaching staff were in the 'White British' category. In order to make meaningful comparisons, teaching staff in this category are excluded from the remaining analyses. The remaining 12.9% of staff falling into the various ethnic categories other than 'White British' (i.e. Asian, Black, Other and White other) are compared here to the percentages in previous years. Also, there were 12,098 'non-responses' among the data on teaching staff, constituting 9.6% of the total teaching workforce. These have been removed from this particular analysis.

Figure 8: Asian, Black, Other and White other Teaching Staff percentages – 2002/2003 to 2005/2006
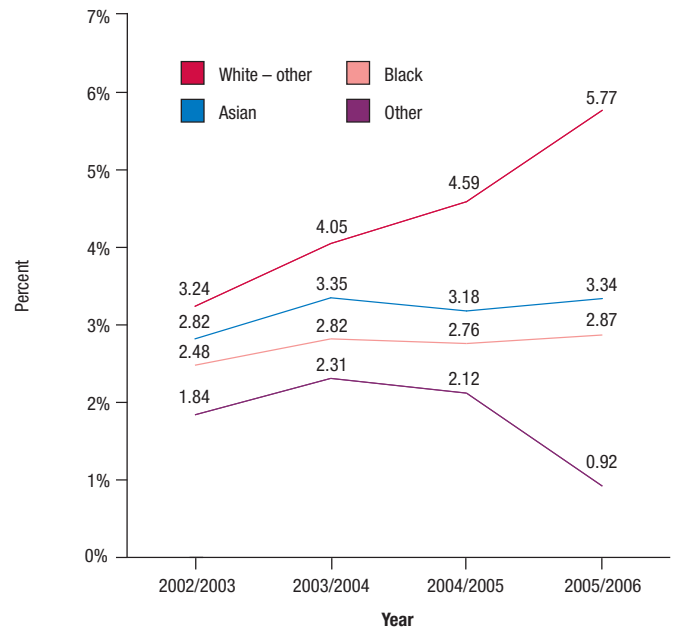
This clearly shows that the 2005/2006 percentages of teaching staff in the aggregated ethnicity groupings have increased from their 2002/2003 levels with the exception of the 'Other' category.

b. Disability

Disability data has traditionally been associated with low responses, hence the large proportion of 'not known'. Figure 9 below shows the percentages of teaching staff responding to the question on disability between 2003 and 2006.

Figure 9: Percentages of Disabled Teaching Staff 2003-2006
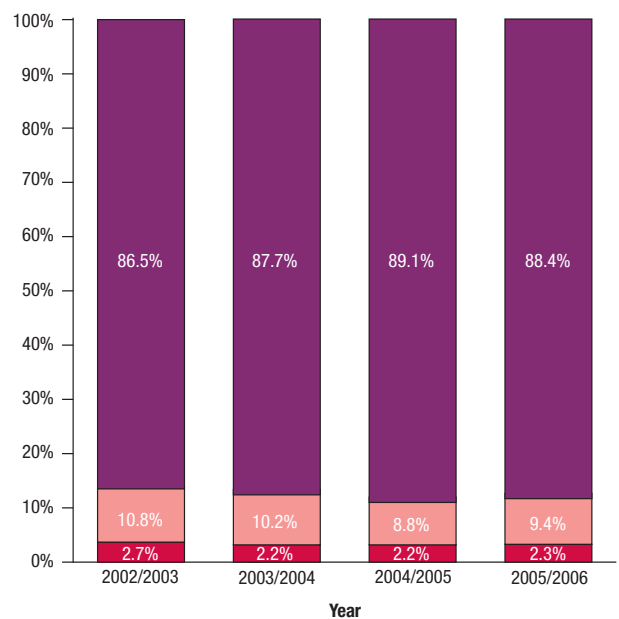
This shows that the number of teaching staff responding that they have a disability has fallen by 0.4% between 2003 and 2006.

8. Key Findings

The main findings from the analysis of SIR 05/06 are as follows:

- The percentage of full-time teaching staff that are fully-qualified or enrolled is 89.2% in 2005/2006. This is fractionally lower than the Success for All (SfA) interim target figure of 90% for 2006. However this figure has been steadily rising year-on-year from 86.3% in 2002/2003. The 2006 SfA interim target for part-time teaching staff of 60% fully-qualified or enrolled has been met and exceeded (>80%).

- Previously qualification rates have been calculated differently, effectively including non-responses as 'not qualified or enrolled to be qualified'. Based on this methodology (which had been originally used to set the Success for All target), the qualification rate for part-time teaching staff was 60%, whilst that for full-time teaching staff 80% in 2006.

- The FE teaching workforce is split approximately 60:40 female to male staff. The part-time/full-time split among male teachers is approximately 50:50 while for female teachers it is closer to 70:30.

- The average age of FE teaching staff during 2005/2006 was 44 years old. This has shown little variation over the four-year period since 2002/2003.

- The percentage of staff in the 'Asian', 'Black' and 'White other' ethnic categories has risen year-on-year between 2002/2003 and 2005/2006. However, there are data issues within the SIR dataset that need to be addressed in order to obtain a more reliable estimate going forward. The data on ethnicity and disability within the SIR is often returned as 'not known/provided', which causes difficulties when attempting to provide reliable estimates based around them.

9. Next Steps

LLUK has now taken over the responsibility for the management of the data collection system in FE colleges from the Learning and Skills Council (LSC). LLUK is currently undertaking the data collection, for 2006/2007 academic year, from FE colleges in England. Plans are already under way for this data collection to be extended into the wider FE sector (which also includes work based learning (WBL) and personal and community development learning (PCDL) from 2008.

For more information on LLUK's FE sector workforce data collection system and the FE sector workforce strategy, please contact LLUK on 0870 757 7890.

Appendix 1
FE Providers included in the SIR data collection 2005/2006

	Provider Name
1	Abingdon and Witney College
2	Accrington and Rossendale College
3	Alton College
4	Amersham and Wycombe College
5	Aquinas College
6	Ashton Sixth Form College
7	Askham Bryan College
8	Aylesbury College
9	Barking College
10	Barnet College
11	Barnfield College
12	Barnsley College
13	Barrow-In-Furness Sixth Form College
14	Barton Peveril College
15	Basingstoke College Of Technology
16	Bede College Limited
17	Bedford College
18	Berkshire College Of Agriculture
19	Bexhill College
20	Bexley College
21	Bicton College
22	Bilborough College
23	Birkenhead Sixth Form College
24	Bishop Auckland College
25	Bishop Burton College
26	Blackburn College
27	Blackpool and The Fylde College
28	Blackpool Sixth Form College
29	Bolton Community College
30	Bolton Sixth Form College
31	Boston College
32	Bournemouth and Poole College, The
33	Bournville College Of Further Education
34	Bracknell and Wokingham College
35	Bradford College
36	Braintree College
37	Bridgwater College, Cannington
38	Brighton Hove and Sussex Sixth Form College
39	Bristol College, City Of
40	Brockenhurst College
41	Bromley College Of Further and Higher Education
42	Brooke House College
43	Brooklands College
44	Brooksby Melton College
45	Burnley College
46	Burton College
47	Bury College
48	Cadbury Sixth Form College
49	Calderdale College
50	Cambridge Regional College

	Provider Name
51	Cannock Chase Technical College
52	Canterbury College
53	Capel Manor College
54	Cardinal Newman College
55	Carlisle College
56	Carmel College
57	Carshalton College
58	Castle College, Nottingham
59	Central Sussex College
60	Cheadle and Marple Sixth Form College
61	Chelmsford College
62	Chesterfield College
63	Chichester College
64	Christ The King Sixth Form College
65	Cirencester College
66	City and Islington College
67	City College Brighton and Hove
68	City College Manchester
69	City College Norwich
70	City College Plymouth
71	City College, Birmingham
72	City College, Coventry
73	City Of Bath College
74	City Of Stoke-On-Trent Sixth Form College
75	Cleveland College Of Art and Design
76	Colchester Institute
77	College Of North West London
78	College Of Richard Collyer, The
79	College Of West Anglia, The
80	Cornwall College
81	Coulsdon College
82	Craven College
83	Cricklade College
84	Croydon College
85	Darlington College
86	Dearne Valley College
87	Derby College
88	Derwentside College
89	Dewsbury College
90	Doncaster College
91	Dudley College
92	Dunstable College
93	Ealing, Hammersmith and West London College
94	East Berkshire College
95	East Devon College
96	East Durham and Houghall Community College
97	East Norfolk Sixth Form College
98	East Riding College
99	East Surrey College
100	Eastleigh College
101	Easton College
102	Eccles College
103	Enfield College
104	Epping Forest College
105	Esher College
106	Evesham and Malvern Hills College
107	Exeter College
108	Fareham College
109	Farnborough College Of Technology

	Provider Name
110	Farnham College
111	Filton College
112	Fircroft College Of Adult Education
113	Franklin College
114	Furness College
115	Gateshead College
116	Gateway Sixth Form College
117	Gloucestershire College Of Arts and Technology
118	Godalming College
119	Grantham College
120	Great Yarmouth College
121	Greenhead College
122	Greenwich Community College
123	Grimsby Institute Of Further and Higher Education,The
124	Guildford College Of Further and Higher Education
125	Hackney Community College
126	Hadlow College
127	Halesowen College
128	Harlow College
129	Harrow College
130	Hartlepool College Of Further Education
131	Hartlepool Sixth Form College
132	Hartpury College
133	Hastings College of Arts and Technology
134	Havant College
135	Havering College Of Further and Higher Education
1336	Havering Sixth Form College
137	Henley College, Coventry
138	Hereford Sixth Form College
139	Herefordshire College Of Art and Design
140	Herefordshire College Of Technology
141	Hereward College Of Further Education
142	Hertford Regional College
143	Highbury College
144	Hills Road Sixth Form College
145	Holy Cross College
146	Hopwood Hall College
147	Huddersfield New College
148	Huddersfield Technical College
149	Hugh Baird College
150	Hull College
151	Huntingdonshire Regional College
152	Isle College
153	Itchen College
154	John Leggott Sixth Form College
155	John Ruskin College
156	Joseph Chamberlain Sixth Form College
157	Joseph Priestley College
158	Josiah Mason Sixth Form College
159	Keighley College
160	Kendal College
161	Kensington and Chelsea College
162	Kidderminster College
163	King Edward Vi College Nuneaton
164	King Edward Vi College Stourbridge
165	King George V College
166	Kingston College
167	Kingston Maurward College
168	Knowsley Community College

	Provider Name
169	Lakes College West Cumbria
170	Lambeth College
171	Lancaster and Morecambe College
172	Leeds College Of Art and Design
173	Leeds College Of Building
174	Leeds College Of Technology
175	Leeds Thomas Danby
176	Leek College Of Further Education and School Of Art
177	Leicester College
178	Lewisham College
179	Leyton Sixth Form College
180	Lincoln College
181	Liverpool Community College
182	Long Road Sixth Form College
183	Loreto College
184	Loughborough College
185	Lowestoft College
186	Ludlow College
187	Luton Sixth Form College
188	Macclesfield College
189	Manchester College Of Arts and Technology
190	Matthew Boulton College Of Further and Higher Education
191	Merton College
192	Mid-Cheshire College Of Further Education
193	Middlesbrough College
194	Mid-Kent College Of Higher and Further Education
195	Milton Keynes College
196	Morley College
197	Moulton College
198	Myerscough College
199	Nelson and Colne College
200	New College Pontefract
201	New College Stamford
202	New College Telford
203	New College, Durham
204	New College, Nottingham
205	New College, Swindon
206	Newark and Sherwood College
207	Newbury College
208	Newcastle College
209	Newcastle-Under-Lyme College
210	Newham College Of Further Education
211	Newham Sixth Form College
212	North Area College
213	North Devon College
214	North East Surrey College Of Technology
215	North East Worcestershire College
216	North Hertfordshire College
217	North Lindsey College
218	North Nottinghamshire College
219	North Trafford College Of Further Education
220	North Tyneside College
221	North Warwickshire and Hinckley College
222	North West Kent College
223	Northampton College
224	Northern College For Residential Adult Education Limited, The
225	Northumberland College
226	Norton Radstock College
227	Notre Dame Catholic Sixth Form College

Appendix 1 *continued*

	Provider Name
228	Oaklands College
229	Oldham College, The
230	Oldham Sixth Form College
231	Orpington College
232	Otley College
233	Oxford and Cherwell Valley College
234	Palmers College
235	Park Lane College
236	Paston College
237	Pendleton College
238	Penwith College
239	Pershore Group Of Colleges
240	Peter Symonds College
241	Peterborough Regional College
242	Plumpton College
243	Plymouth College Of Art and Design
244	Portsmouth College
245	Preston College
246	Priestley College
247	Prior Pursglove College
248	Queen Elizabeth Sixth Form College
249	Queen Mary's College
250	Reaseheath College
251	Redbridge College
252	Redcar and Cleveland College
253	Regent College
254	Reigate College
255	Richard Huish College
256	Richmond Adult Community College
257	Richmond Upon Thames College
258	Riverside College Halton
259	Rodbaston College
260	Rotherham College Of Arts and Technology
261	Royal Forest Of Dean College
262	Runshaw College
263	Ruskin College, Oxford
264	Salford College
265	Salisbury College
266	Sandwell College
267	Scarborough Sixth Form College
268	Seevic College
269	Selby College
270	Sheffield College,The
271	Shipley College
272	Shrewsbury College Of Arts and Technology
273	Shrewsbury Sixth Form College
274	Sir George Monoux College
275	Sir John Deane's College
276	Sixth Form College Colchester
277	Sixth Form College Farnborough

	Provider Name
278	Skelmersdale College
279	Solihull College
280	Somerset College Of Arts and Technology
281	South Birmingham College
282	South Cheshire College
283	South Devon College
284	South Downs College
285	South East Derbyshire College
286	South East Essex College Of Arts and Technology, Southend
287	South Kent College
288	South Leicestershire College
289	South Nottingham College
290	South Thames College
291	South Trafford College
292	South Tyneside College
293	Southampton City College
294	Southgate College
295	Southport College
296	Southwark College
297	Sparsholt College, Hampshire
298	Spelthorne College
299	St Brendan's Sixth Form College
301	St Charles Catholic Sixth Form College
302	St Dominic's Sixth Form College
303	St Francis Xavier Sixth Form College
304	St Helens College
305	St John Rigby College
306	St Mary's College, Blackburn
307	St Mary's College, Middlesbrough
308	St Vincent College
309	Stafford College
310	Stanmore College
311	Stephenson College
312	Stockport College
313	Stockton Riverside College
314	Stockton Sixth Form College
315	Stoke On Trent College
316	Stourbridge College
317	Stratford-Upon-Avon College
318	Strode College
319	Strode's College, Egham
320	Stroud College
321	Suffolk College
322	Sunderland College, City Of
323	Sussex Downs College
324	Sutton Coldfield College
325	Swindon College
326	Tameside College
327	Tamworth and Lichfield College
328	Taunton's College
329	Telford College Of Arts and Technology
330	Thames Valley University
331	Thanet College
332	The City Literary Institute
333	The College Of North East London
334	The Henley College
335	The Isle Of Wight College
336	The Mary Ward Centre (Ae Centre)
337	The People's College, Nottingham

	Provider Name
338	The Working Men's College
339	Thomas Rotherham College
340	Thurrock and Basildon College
341	Totton College
342	Tower Hamlets College
343	Tresham Institute Of Further and Higher Education
344	Truro College
345	Tynemouth College
346	Uxbridge College
347	Varndean College
348	Wakefield College
349	Walford and North Shropshire College
350	Walsall College Of Arts and Technology
351	Waltham Forest College
352	Warrington Collegiate
353	Warwickshire College
354	West Cheshire College
355	West Herts College
356	West Kent College
357	West Nottinghamshire College
358	West Suffolk College
359	West Thames College

	Provider Name
360	Westminster College, City Of
361	Westminster Kingsway College
362	Weston College
3663	Weymouth College
364	Widnes and Runcorn Sixth Form College
365	Wigan and Leigh College
366	Wilberforce College
367	Wiltshire College
368	Winstanley College
369	Wirral Metropolitan College
370	Woking College
371	Wolverhampton College, City Of
372	Woodhouse College
373	Worcester College Of Technology
374	Worcester Sixth Form College
375	Worthing College
376	Wyggeston and Queen Elizabeth I College
377	Wyke Sixth Form College
378	Xaverian College
379	Yeovil College
380	York College
381	Yorkshire Coast College

Appendix 2
Local Learning and Skills Councils

	LLSC Name
1	Bedfordshire and Luton
2	Berkshire
3	Birmingham and Solihull
4	Black Country
5	Bournemouth, Dorset and Poole
6	Cambridgeshire
7	Cheshire and Warrington
8	County Durham
9	Coventry and Warwickshire
10	Cumbria
11	Derbyshire
12	Devon and Cornwall
13	Essex
14	Gloucestershire
15	Greater Manchester
16	Greater Merseyside
17	Hampshire and Isle of Wight
18	Hereford and Worcestershire LSC
19	Hertfordshire
20	Humberside
21	Kent and Medway
22	Lancashire
23	Leicestershire
24	Lincolnshire and Rutland

	LLSC Name
25	London Central
26	London East
27	London North
28	London South
29	London West
30	Milton Keynes, Oxfordshire and Buckinghamshire
31	Norfolk
32	North Yorkshire
33	Northamptonshire
34	Northumberland
35	Nottinghamshire
36	Shropshire
37	Somerset
38	South Yorkshire
39	Staffordshire
40	Suffolk
41	Surrey
42	Sussex
43	Tees Valley
44	Tyne and Wear
45	West of England
46	West Yorkshire
47	Wiltshire and Swindon

Appendix 3
Methodology for calculating SfA figures

Rationale for adjustment:

1. Figures published previously by LLUK were calculated using a methodology which assumed that all teachers who could not be identified as either qualified or enrolled were counted as not qualified or enrolled.

2. This group represented around 10% of full-time teachers and 30% of part-time teachers. Therefore if all teachers were qualified or enrolled, unless the quality of SIR data returns improved, the reported figures would be 90% and 70% respectively. LLUK identified that the continued use of this definition would have had a negative impact on the quality improvement agenda. DFES and LLUK worked together to develop a more robust estimate of the percentage of FE teachers qualified or enrolled.

3. If we had assumed that teachers who could not be identified as qualified or enrolled were qualified or enrolled at the same rate as the rest of the population the reported figure for full-time teachers in 2006 would have been 91%.

4. Comparison of other SIR data revealed that non-response groups differed from the wider population in a number of respects (e.g. age profile) suggesting that the assumption of similar qualification rates may also be wrong.

Method of adjustment

5. Separately for full-time and part-time split teachers into nine response categories:

		Qualification held (B)		
		Yes	No	NULL
Enrolled (A)	Yes	A	B	C
	No	D	E	F
	NULL	G	H	I

6. For each SIR characteristics listed in 10 (e.g. gender) produce a cross-tab of groups (e.g. male and female) against the nine response categories.

Gender	Volumes for nine response categories								
	A	B	C	D	E	F	G	H	I
	YY	YN	Y0	NY	NN	N0	0Y	0N	00
Male									
Female									

7. SIR characteristics of interest are: gender, highest (non-teaching) qualification, ethnicity, terms of employment, time since appointment (<2 years, 2-9 years, 10+), whether main teaching subject is same as highest qualification (NB new derived indicator variable), age band, provider type and region.

8. Calculate the proportion of non-response for each group and response category of interest (F, H and I) using the following formulae:

F: NO / (NN+NO+NY) *i.e. non-response for those saying no to question A*
H: ON / (YN+NN+ON)
I: OO / n *(where n= sum of A to I)*

9. Estimate the percent that are qualified or enrolled for each group and response category of interest using the following formulae:

F: NY / (NY+NN) *i.e. all we know about people in F is that they aren't enrolled*
H: YN / (NN+YN)
I: (A+B+D) / (A+B+D+E)

10. For each non-response category (F, H and I) identify the variables which most affect the propensity to have missing data and the likelihood of being qualified or enrolled. Ignore characteristics where the groups that differ are very small.

11. To calculate the adjustment figure produce a multivariate cross tab of the characteristics identified at 13 against the nine non-response categories.

12. For each group estimate the number of people in each of F, H and I who are qualified or enrolled (say J) using the formulae in 12. The adjustment is then the sum of the J's divided by n.

Characteristics used for adjustment

13. The adjustment for full-time staff took into account years since appointment (<2 years, 2-9 years or >9 years), age (whether over 45 or not) and whether a teacher worked in London or not.

14. The adjustment for part-time staff took into account age (whether over 45 or not), whether a teacher worked in London or not and terms of employment (casual, fixed term, permanent, self employed or agency).

Appendix 4
Detailed Ethnicity/Gender Breakdown – Teaching Staff 2005/2006

Ethnicity			Gender		
			Female	Male	Total
Asian	Asian or Asian British – Bangladeshi	Count	172	137	309
		%	55.7	44.3	100
	Asian or Asian British – Indian	Count	1,167	662	1,829
		%	63.8	36.2	100
	Asian or Asian British – Pakistani	Count	592	340	932
		%	63.5	36.5	100
	Asian or Asian British – any other Asian background	Count	409	306	715
		%	57.2	42.8	100
	Total	Count	2,340	1,445	3,785
		%	61.8	38.2	100
Black	Black or Black British – African	Count	500	630	1,130
		%	44.2	55.8	100
	Black or Black British – Caribbean	Count	1,131	552	1,683
		%	67.2	32.8	100
	Black or Black British – any other Black background	Count	268	167	435
		%	61.6	38.4	100
	Total	Count	1,899	1,349	3,248
		%	58.5	41.5	100
Other	Chinese	Count	193	65	258
		%	74.8	25.2	100
	Mixed – White and Asian	Count	110	64	174
		%	63.2	36.8	100
	Mixed – White and Black African	Count	60	35	95
		%	63.2	36.8	100
	Mixed – White and Black Caribbean	Count	109	58	167
		%	65.3	34.7	100
	Mixed – any other Mixed background	Count	219	128	347
		%	63.1	36.9	100
	Total	Count	691	350	1,041
		%	66.4	33.6	100
White British	White – British	Count	57,898	40,798	98,696
		%	58.7	41.3	100
	Total	Count	57,898	40,798	98,696
		%	58.7	41.3	100
White other	White – Irish	Count	513	359	872
		%	58.8	41.2	100
	White – any other White background	Count	2,922	1,180	4,102
		%	71.2	28.8	100
	Any other	Count	950	614	1,564
		%	60.7	39.3	100
	Total	Count	4,385	2,153	6,538
		%	67.1	32.9	100
Not known/not provided		Count	6.947	5.151	12.098
		%	57.4	42.6	100
	Total	Count	6.947	5.151	12.098
		%	57.4	42.6	100