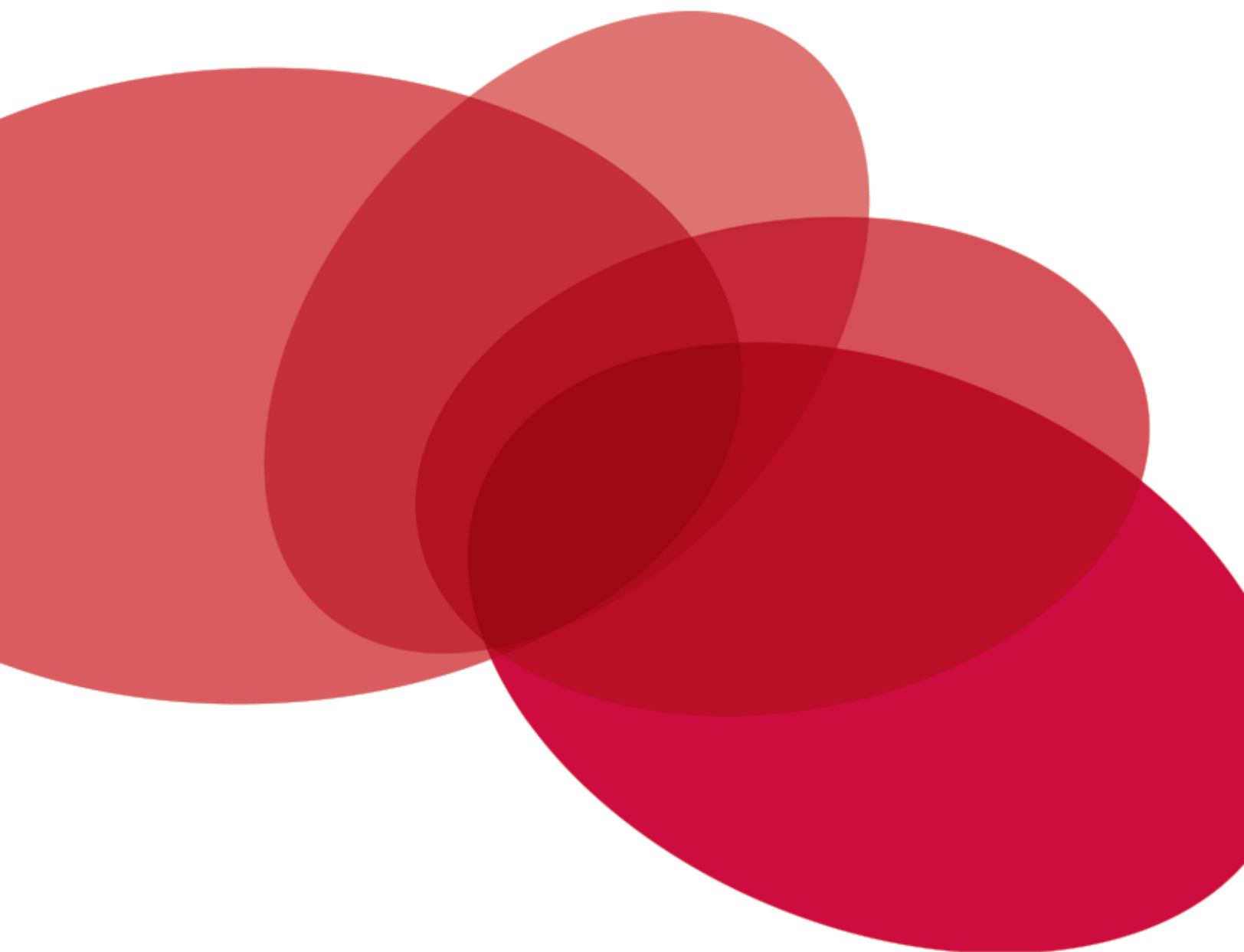




Skills for Learning Professionals

# **FURTHER EDUCATION WORKFORCE DATA FOR ENGLAND**

## **AN ANALYSIS OF THE STAFF INDIVIDUALISED RECORD (SIR) FOR 2003/2004**



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## Introduction

This report provides workforce data for the Further Education (FE) sector in England, and is based on the analysis of the 2003/2004 Staff Individualised Record (SIR) dataset. The SIR is an annual collection of data, undertaken by the Learning and Skills Council (LSC) about staff currently working in FE institutions in England.

## 2003/2004 SIR Dataset

The LSC collects SIR data from FE institutions and compiles it on an annual basis. For the purpose of this report, we have conducted our analysis using the SIR data collection for the years 2003-2004.

## Coverage

The LSC collects SIR data from 5 types of FE institution:

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

The 2003/2004 SIR data have been gathered from a minimum number of 360 FE institutions<sup>1</sup>. 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, can be seen below.

FE college type	Number	SIR (number)	SIR (%)
General FE colleges (incl Tertiary)	267	243	91%
Sixth Form colleges	104	90	87%
Special college - Agriculture and Horticulture	19	17	89%
Special college - Art, Design and Performance	5	5	100%
Specialist Designated college	14	5	36%
<b>Total</b>	<b>409</b>	<b>360</b>	<b>88%</b>

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 2003/2004 dataset comprises 233,343 records, each relating to an individual person/contract (see Data Issues below). FE colleges are required to return data about all staff including details about staff qualifications - including highest qualification, highest teaching qualification on which enrolled and 1<sup>st</sup> 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.

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<sup>1</sup> The dataset contains information on 519 staff members for which no institution name or LLSC name has been returned. The mean number of staff members per FE institution is 655, which could suggest that one FE College returned SIR information without completing the relevant name fields

## Data Issues

Whilst the data contain information on an individual level, the separate records actually represent contracts rather than individual people. The data contain a numeric 'Contract number' which exists to denote individual staff members that have two separate contracts and therefore effectively appear twice in the SIR. In the 2003/2004 SIR data, 5% of the total cases show a contract number that is greater than 1. This means that when 'numbers of staff' are referred to throughout this report, a 5% 'margin of error' should be taken into consideration due to possible double-counting of staff.

An additional data issue to be taken into consideration is the number of blank or 'unknown' type returns in the data. Whilst most fields contain reliable information for all 233,343 cases, there are some fields that have blank entries. For example, the 'Region' field only contains 232,824 valid (i.e. not blank) entries so that there are 519 cases in the dataset that have no information on regions, and have been excluded from any regional analysis. For this reason, all the statistical tables in the report contain a 'total' value detailing exactly how many cases were included in each particular analysis. These total figures, in the case of all the analyses, are the figures on which any percentage calculations are based. Percentage figures included in this report are always a percentage of the total figure in the accompanying statistical table and not of the 233,343 figure pertaining to all cases in the dataset.

In general, the data quality needs to be placed within the context of the data collection method. The data comes from disparate and multiple sources (i.e. individual FE institutions) and moreover, there is no 'standard' method of collection/delivery of the data from the individual institutions. For these reasons, there will be variations in the quality of the data. It is likely that many FE colleges will have gone to lengths to ensure the accuracy of their record of current staff; other institutions may not have had the resources to be so thorough.

In many cases, this inconsistency in data quality has led to self-contradictory findings. The whole area of teaching qualifications has been very difficult to analyse with a high level of confidence in the accuracy of the data and large numbers of null returns and 'not known' type responses. However, where it is felt that the data quality has impacted on the reliability of an individual analysis, this is always referred to specifically in the text accompanying the report.

## How to use this report

This report presents the findings from a statistical analysis of the SIR dataset. The analysis conducted by Lifelong Learning UK (LLUK) provides an overall picture of the workforce in the FE sector with regard to qualifications held by staff, work categories and general staff details such as Gender, Full-time/part-time contractual status and geographical Region. The results of the analysis are presented in tabular format with accompanying charts and histograms.

The report is divided into seven sections. The first is a general overview of the qualifications among teaching staff in the FE sector. The following 6 sections are analyses of various data from the SIR 2003/2004 broken down by the following:

- Gender
- Ethnicity
- Category of work
- Age
- UK Region
- Length of service

Each section contains statistical tables and charts, mainly of cross-tabulations of the subject of the section against other relevant information. Examples include analysis of part-time/full-time work by gender and highest qualification by age-group. The statistical information is accompanied

by a narrative drawing attention to any figures and findings considered to be of interest. At the end of each section is a summary which draws out the main points and findings from the detailed analyses.

# Section 1. General Overview of Qualifications – FE Teaching Staff

## 1.1 Highest Qualification of FE Teaching Staff

The LSC guidance on the SIR data lists 9 valid entries for the highest qualifications data. These are as follows.

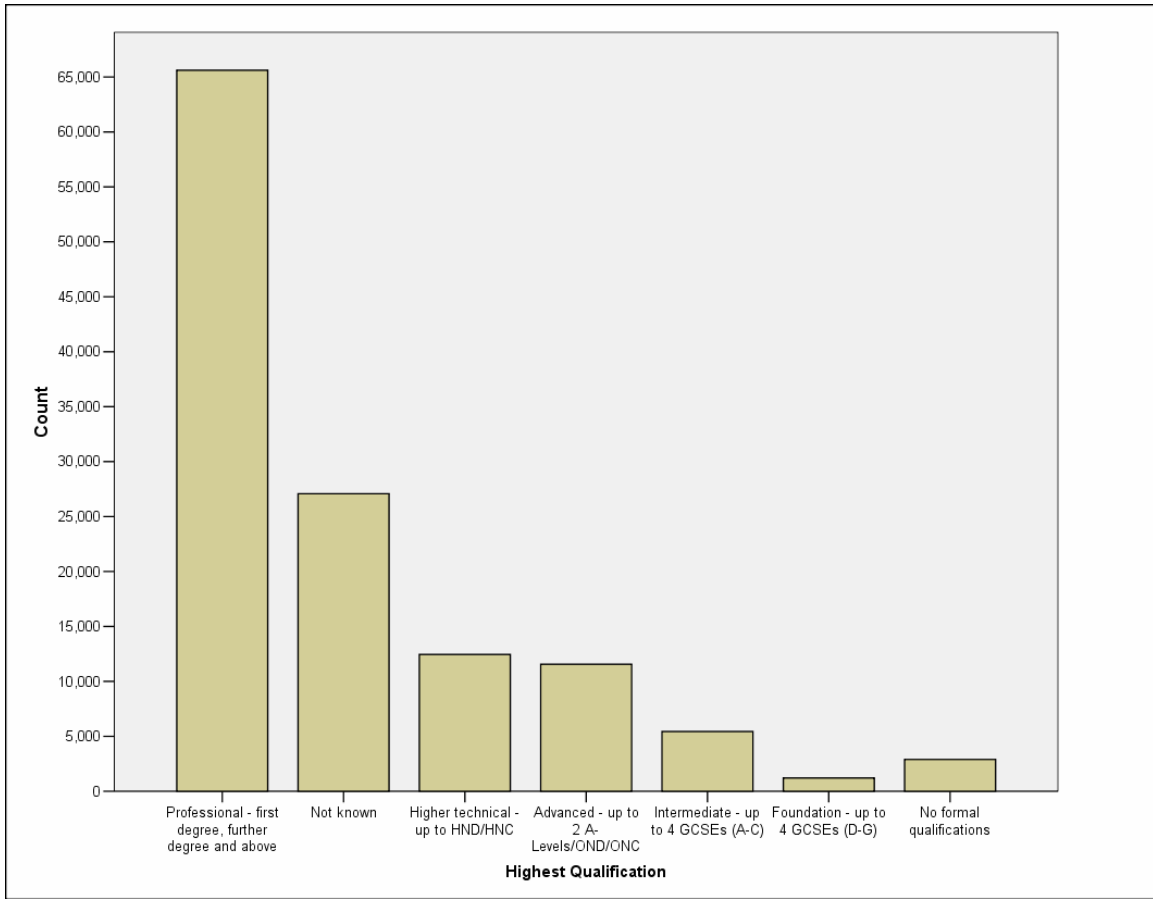
1. Foundation – up to 4 GCSEs (D-G)
2. Intermediate – up to 4 GCSEs (A-C)
3. Advanced – up to 2 A-Levels/OND/ONC
4. Higher technical – up to HND/HNC
5. Professional – first degree, further degree and above
6. No formal qualifications
7. Not known
8. Field not required

This analysis applies to the 126,240 staff that are classified in the dataset as ‘Teaching Staff’ (see section 6 for a detailed breakdown of work categories) and where a value other than ‘Field not required – reduced record’ occurs.

**Table 1.1: Highest Qualification of FE Teaching Staff**

	Frequency	Percent
Professional - first degree, further degree and above	65616	52
Not known	27077	21.4
Higher technical - up to HND/HNC	12449	9.9
Advanced - up to 2 A-Levels/OND/ONC	11559	9.2
Intermediate - up to 4 GCSEs (A-C)	5434	4.3
Foundation - up to 4 GCSEs (D-G)	1211	1
No formal qualifications	2894	2.3
Total	126,240	100

**Figure 1.1: Highest Qualification of FE Teaching Staff**





## **1<sup>st</sup> Teaching Qualification of FE Teaching Staff**

The LSC Guidance lists the following valid entries for the teaching and FE qualifications held:

1. Bed/BA/BSc with concurrent qualified teacher status
2. Certification of Education - CertEd
3. Level 3 teaching qualification (including C&G 730)
4. Post Graduate Certificate in Education - PGCE
5. Learning and Development Awards (incl. predecessor TDLB awards)
6. Level 4 FE teaching qualification – stage 1
7. Level 4 FE teaching qualification – stage 2
8. Level 4 teaching qualification – stage 3

Qualifications requested for staff supporting teaching and other support staff who work 25% or more of full-time:

9. Qualification at NVQ level 3 related to the main role of staff supporting teaching and other support staff
10. Professional qualification at NVQ level 4 or above related to the main role of staff supporting teaching and other support staff

Other codes for all staff:

11. No further qualification on the above list
12. Other teaching qualification not included on the above list
13. Not known
14. Null value

This analysis applies to the 121,455 teaching staff that were not entered as 'Null value' or 'no further qualification on the above list'. Also, for the purpose of this analysis, the numbers for 'Bed/BA/BSc with concurrent qualified teacher status', 'PGCE', 'CertEd' and 'Level 4 FE teaching qualification - stage 3' have been aggregated under the heading 'Fully qualified'. This is because these three qualifications can be counted towards the Success for All<sup>2</sup> targets of having 90% of full-time and 60% of part-time college teaching staff fully qualified by 2006.

The figures for 'Level 3 teaching qualification (including C&G 730)' are provided with the caveat that they may count towards the S4A targets if the 7307 qualification has been achieved. It is important to note that the 730 series of awards contains a number of sets e.g. 7302, 7303 etc. However, only the full 7307 award can be counted as contributing towards the S4A targets. This is only in cases where the award was attained before September 2001 and the holder has been regularly and continuously employed. The SIR does not separate the precise C&G 7307 award from others in the 730 suite. Also, there is no indication of when the award was achieved. It is therefore not possible to determine which of those holding this award can be considered fully qualified.

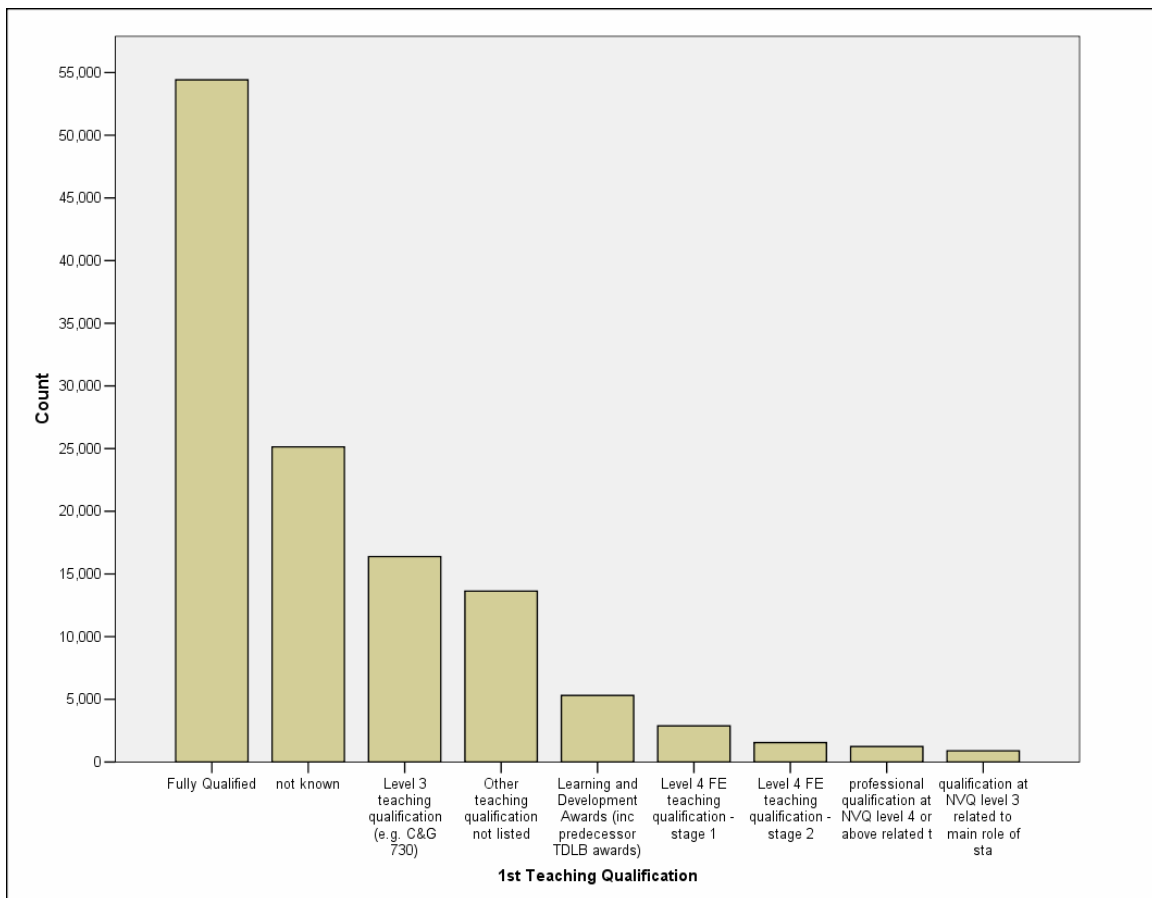
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<sup>2</sup> Success for All – Reforming Further Education and Training, November 2002  
<http://www.successforall.gov.uk/downloads/ourvisionforthefuture-76-109.pdf>

**Table 1.2: 1<sup>st</sup> Teaching Qualification of FE Teaching Staff**

	Frequency	Percent
Fully Qualified	54421	44.8
not known	25138	20.7
Level 3 teaching qualification (e.g. C&G 730)	16388	13.5
Other teaching qualification not listed	13634	11.2
Learning and Development Awards (inc predecessor TDLB awards)	5313	4.4
Level 4 FE teaching qualification - stage 1	2883	2.4
Level 4 FE teaching qualification - stage 2	1550	1.3
professional qualification at NVQ level 4 or above related to the main role of staff supporting teaching and other support staff	1235	1
qualification at NVQ level 3 related to main role of staff supporting teaching and other support staff	893	0.7
Total	121455	100

**Figure 1.2: 1<sup>st</sup> Teaching Qualification of FE Teaching Staff**



Table/Figure 1.2 show:

- The large numbers of 'not known' values suggest a data entry problem. It would be reasonable to assume that the human resources departments that hold data about the teaching qualifications of staff, enter the data on their behalf and therefore may not always possess complete information.

## 1.2 Highest Teaching Qualification on which FE staff enrolled

The LSC Guidance on highest enrolled teaching qualification lists the following valid entries.

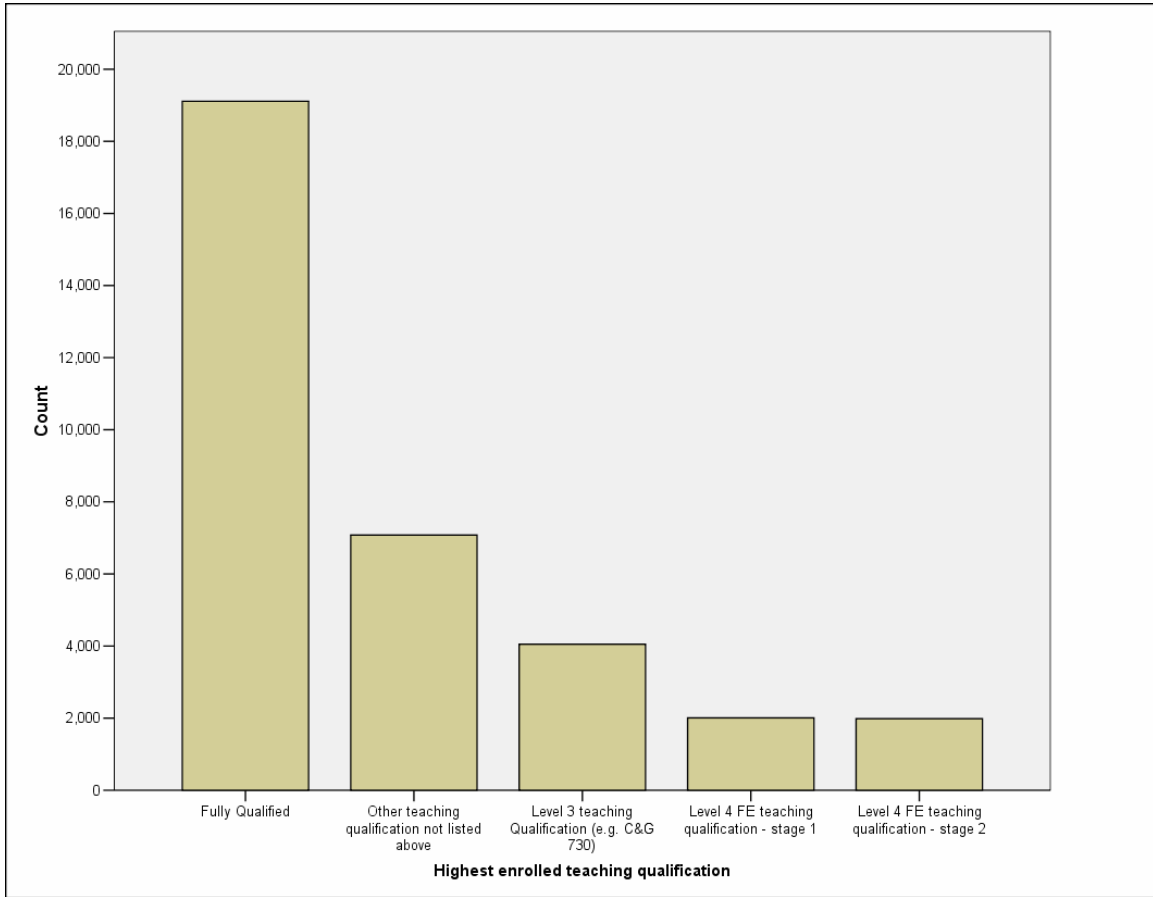
1. Bed/BA/BSc with concurrent qualified teacher status
2. CertEd
3. Level 3 teaching qualification (e.g. C&G 730)
4. PGCE 05 Learning and Development Awards (inc predecessor TDLB awards)
5. Level 4 FE teaching qualification – stage 1
6. Level 4 FE teaching qualification – stage 2
7. Level 4 FE teaching qualification – stage 3
8. Member of teaching staff not enrolled on any qualification in above list
9. Other teaching qualification not listed above
10. Null value

This analysis applies to the 34,237 staff that were not entered as being 'Null value' and 'Member of teaching staff not enrolled on any qualification in above list', and where the field was not left blank. As with the 1<sup>st</sup> Teaching Qualification information, the numbers for 'Bed/BA/BSc with concurrent qualified teacher status', 'CertEd', 'Level 4 FE teaching qualification - stage 3' and 'PGCE 05 Learning and Development Awards (inc predecessor TDLB awards)' have been aggregated under the heading 'Full Qualification'.

**Table 1.3: Highest Teaching Qualification on which FE staff are enrolled**

	Frequency	Percent
Full Qualification	19111	55.8
Other teaching qualification not listed above	7079	20.7
Level 3 teaching qualification (e.g. C&G 730)	4052	11.8
Level 4 FE teaching qualification - stage 1	2009	5.9
Level 4 FE teaching qualification - stage 2	1986	5.8
Total	34237	100

**Figure 1.3: Highest Teaching Qualification on which FE staff are enrolled**

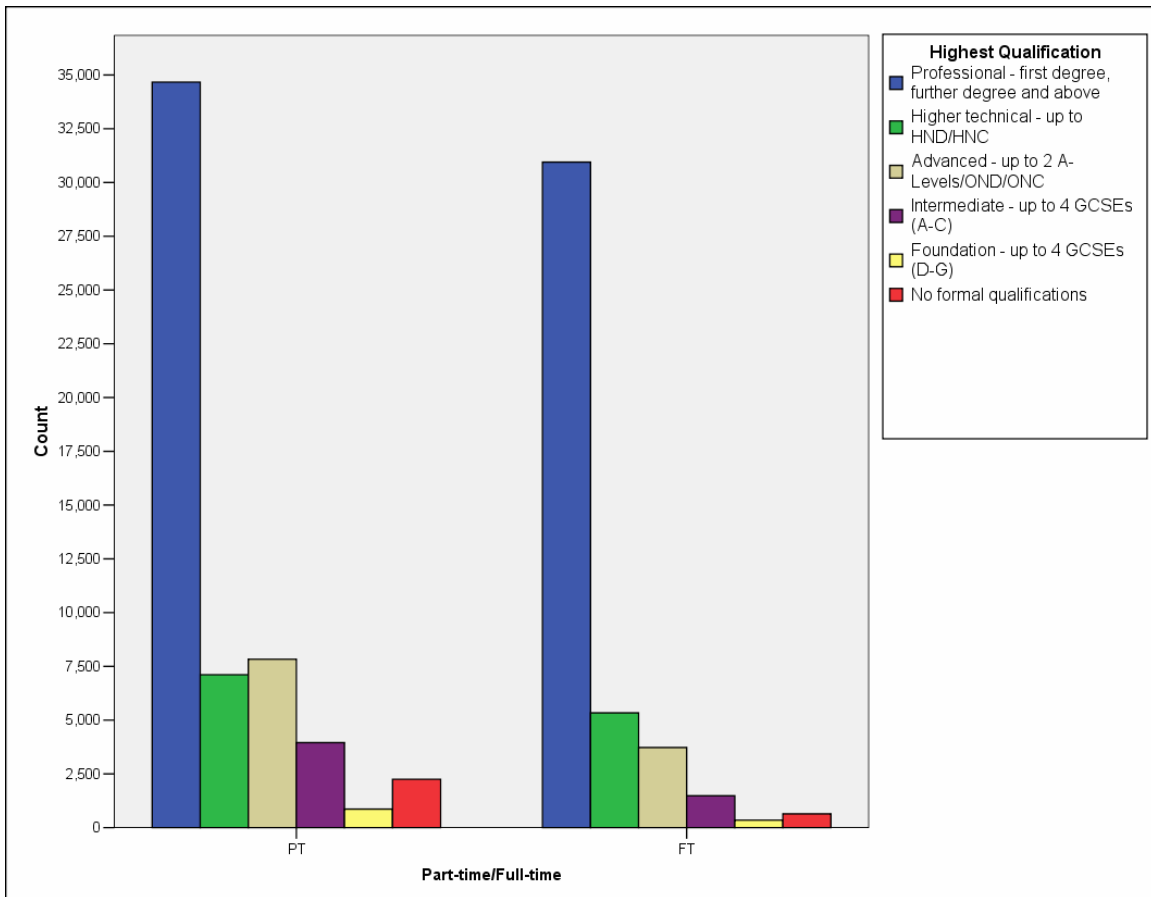


### 1.3 Qualifications of FE Teaching Staff – By Full/part-time status

**Table 1.4: Highest Qualification of FE Teaching Staff by Full/part-time Status**

Highest Qualification		PT_FT		Total
		FT	PT	
Professional - first degree, further degree and above	Count	30949	34667	65616
	% within Highest qualification	47.2%	52.8%	100.0%
Higher technical - up to HND/HNC	Count	5339	7110	12449
	% within Highest qualification	42.9%	57.1%	100.0%
Advanced - up to 2 A-Levels/OND/ONC	Count	3728	7831	11559
	% within Highest qualification	32.3%	67.7%	100.0%
Intermediate - up to 4 GCSEs (A-C)	Count	1482	3952	5434
	% within Highest qualification	27.3%	72.7%	100.0%
Foundation - up to 4 GCSEs (D-G)	Count	347	864	1211
	% within Highest qualification	28.7%	71.3%	100.0%
No formal qualifications	Count	643	2251	2894
	% within Highest qualification	22.2%	77.8%	100.0%
Total	Count	42488	56675	99163
	% within Highest qualification	42.8%	57.2%	100.0%

**Figure 1.4: Highest Qualification of FE Teaching Staff by Full/part-time Status**



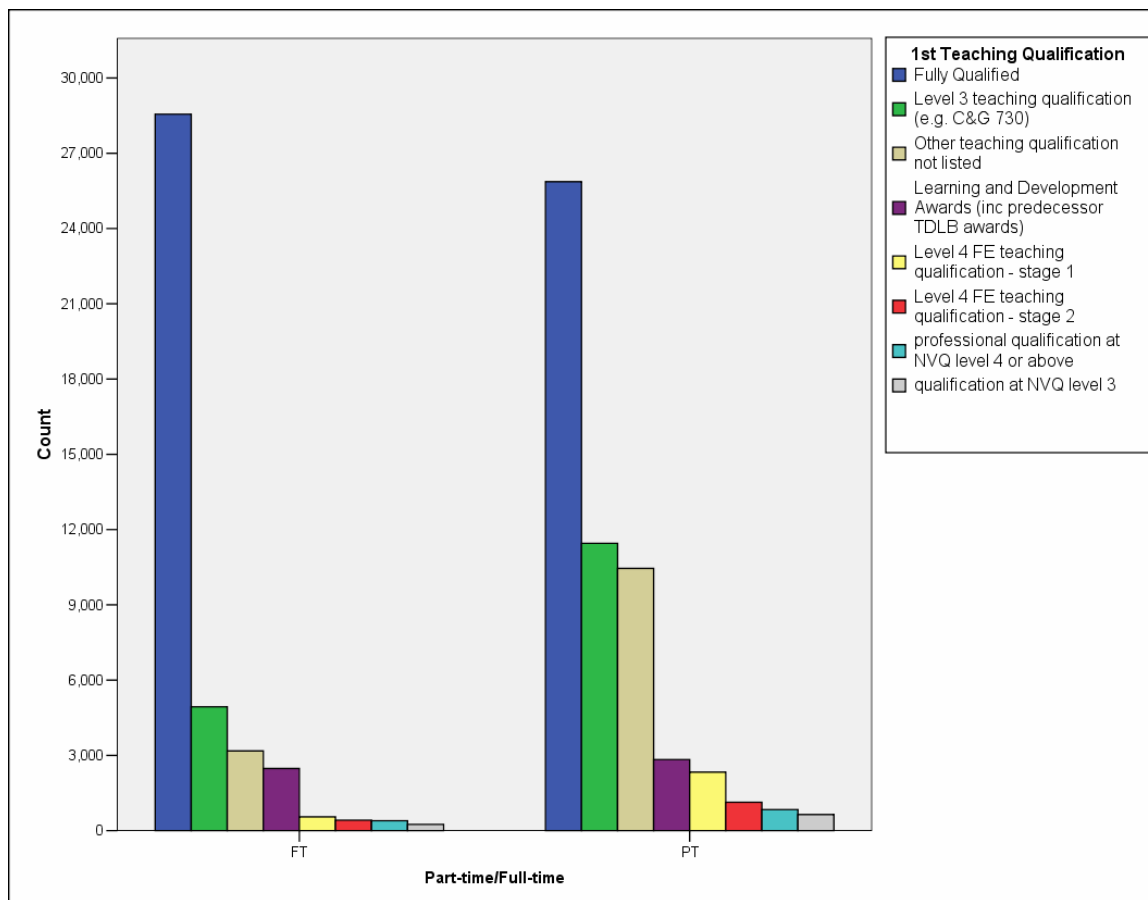
Table/Figure 1.4 show that;

- Part-time FE teaching staff outnumber full-time staff at all levels of the 'Highest Qualification' indicator. However, the percentage of full-time teaching staff reporting their highest qualification as foundation level (0.8%) is just over half that of part-time teaching staff (1.5%)
- There are more than 3 times the number of part-time teaching staff with no formal qualifications as there are full-time staff.
- 73% of all full-time teaching staff are qualified to professional level. For part-time teaching staff this figure is 61%.

**Table 1.5: 1<sup>st</sup> Teaching Qualification of FE Staff by Part-time/Full-time status**

		PT_FT		Total
		FT	PT	
Fully Qualified	Count	28556	25865	54421
	% within 1st TQ	52.5%	47.5%	100.0%
Learning and Development Awards (inc predecessor TDLB awards)	Count	2479	2834	5313
	% within 1st TQ	46.7%	53.3%	100.0%
Level 3 teaching qualification (e.g. C&G 730)	Count	4936	11452	16388
	% within 1st TQ	30.1%	69.9%	100.0%
Other teaching qualification not listed	Count	3179	10455	13634
	% within 1st TQ	23.3%	76.7%	100.0%
Level 4 FE teaching qualification - stage 1	Count	550	2333	2883
	% within 1st TQ	19.1%	80.9%	100.0%
Level 4 FE teaching qualification - stage 2	Count	418	1132	1550
	% within 1st TQ	27.0%	73.0%	100.0%
professional qualification at NVQ level 4 or above related to the main role of staff supporting teaching and other support staff	Count	395	840	1235
	% within 1st TQ	32.0%	68.0%	100.0%
qualification at NVQ level 3 related to main role of staff supporting teaching and other support staff	Count	249	644	893
	% within 1st TQ	27.9%	72.1%	100.0%
Total	Count	40762	55555	96317
	% within 1st TQ	42.3%	57.7%	100.0%

**Figure 1.5: 1<sup>st</sup> Teaching Qualification of FE Staff by Part-time/Full-time status**



Table/Figure 1.5 show that despite there being almost 15,000 more part-time teaching staff holding a teaching qualification than full-time staff, fully-qualified full-time teaching staff still outnumber fully qualified part-time staff by nearly 2700. Based on the aggregated 'Full Qualification' 70% of full-time teaching staff are fully-qualified as opposed to 47% of all part-time teaching staff. Please note that there will be a margin of error here, as there are large numbers of cases where institutions did not provide complete datasets with regard to the teachers' qualification status. 20% of staff classed as 'Teaching Staff' in the SIR data had 'not known' as the value entered for '1<sup>st</sup> (i.e. 'highest') Teaching Qualification' (4% had 'no further qualification' entered for this field).

These figures also show that the numbers of full and part-time staff holding Learning and Development Awards are broadly similar (2479 part-time, 2834 full-time). There are more than twice the number of part-time teaching staff with Level 3, and 'other' teaching qualifications as there are full-time. This is also true of part-time staff with the NVQ level 3 & 4 qualifications.

There is a field in the SIR dataset called 'Qualified Teacher Status' which according to the LSC guidance is included "to monitor the number of staff in the sector who have qualified teacher status". When the SIR dataset is filtered to only include those staff classed as 'Teaching Staff' and the 'Qualified teacher status' is filtered to only include those staff recorded as 'qualified' or 'non-qualified' (as opposed to 'N/A' or 'not known'), the figure for fully-qualified, full-time teaching



staff is 49% and for fully-qualified, part-time teaching staff is 51%. The results of this cross-tabulation are shown in Table 1.6 below.

**Table 1.6: Qualified Teacher Status (QTS) against Full-time/Part-time – Teaching Staff**

		Full-time/Part-time		Total
		FT	PT	
Qualified	Count	26557	27512	54069
	% within Qualified Status	49.1%	50.9%	100.0%
	% within PT_FT	65.4%	47.5%	54.9%
Non-Qualified	Count	14060	30416	44476
	% within Qualified Status	31.6%	68.4%	100.0%
	% within PT_FT	34.6%	52.5%	45.1%
Total	Count	40617	57928	98545
	% within Qualified Status	41.2%	58.8%	100.0%

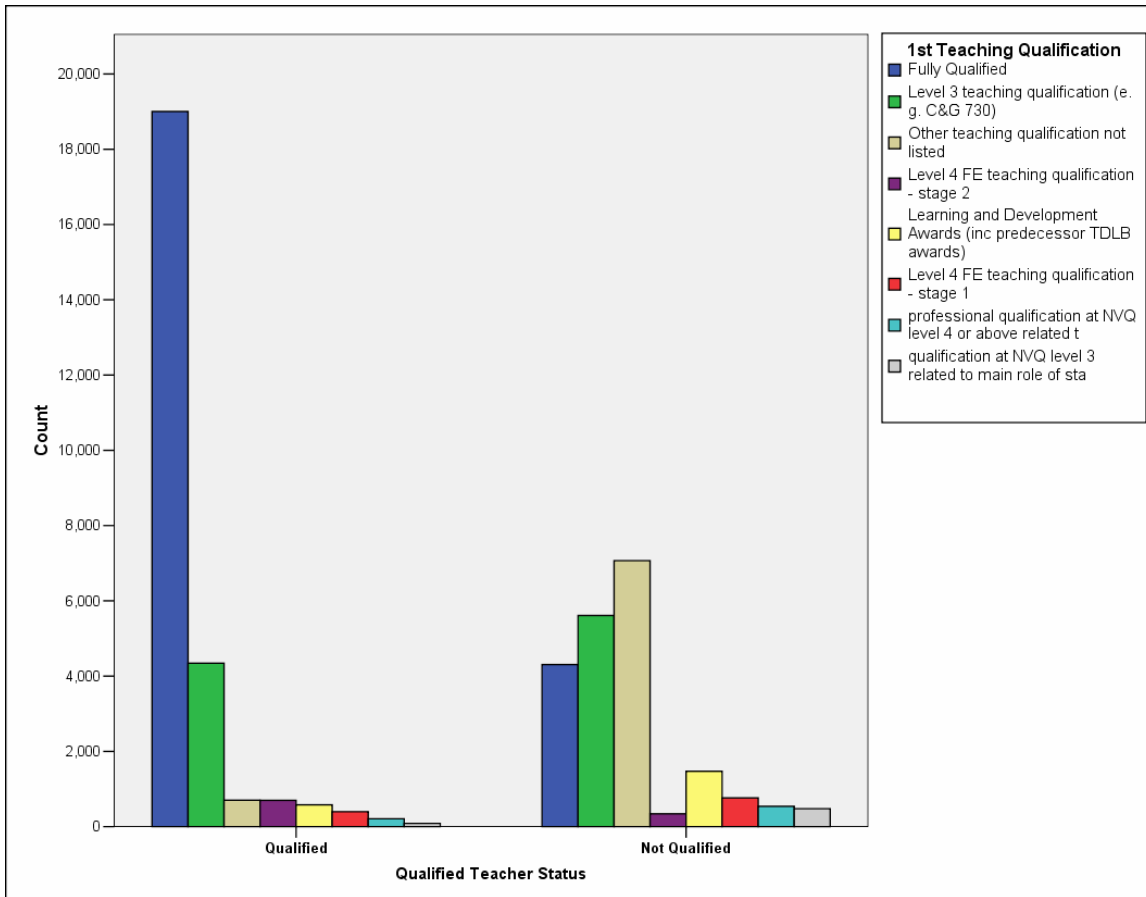
Cross-tabulating the data by the two different definitions of ‘fully-qualified’ that exist in the data (one as determined by the 1<sup>st</sup> teaching qualification and the other by the ‘qualified teacher status’ value) provides different results again. When the data are filtered to include only ‘Teaching staff’, the 1<sup>st</sup> teaching qualification is not ‘not known’ or ‘no qualification’, and the qualified teaching status is recorded as either ‘qualified’ or ‘non-qualified’ then the figures show a different picture. This analysis for both part and full-time teaching staff can be seen in tables 1.7 and 1.8 and in figures 1.6 and 1.7.

The following analyses show that there are data issues with the QTS data that are revealed when they are cross-tabulated against the highest teaching qualification data. Specifically, there are a number of cases where the QTS field indicates that the member of staff is qualified but the corresponding teaching qualification is not at the appropriate level. Similarly, there are a number of cases in which the highest teaching qualification is at the ‘fully qualified’ level but the QTS indicator states ‘non-qualified’. A more detailed description of these issues follows Figure 1.7.

**Table 1.7: 1<sup>st</sup> Teaching Qualification by Qualified Teacher Status – part-time Teaching Staff**

		Fully Qualified	Learning and Development Awards (inc predecessor TDLB awards)	Level 3 teaching qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Other teaching qualification not listed	professional qualification at NVQ level 4 or above related t	qualification at NVQ level 3 related to main role of sta	Total
Qualified	Count	19002	581	4344	398	698	703	210	87	26023
	% within Qualified Status	73.0%	2.2%	16.7%	1.5%	2.7%	2.7%	0.8%	0.3%	100.0%
	% within 1st Teaching Qualification	81.5%	28.3%	43.6%	34.3%	67.2%	9.0%	28.0%	15.4%	55.8%
Non-Qualified	Count	4308	1472	5611	764	341	7068	540	477	20581
	% within Qualified Status	20.9%	7.2%	27.3%	3.7%	1.7%	34.3%	2.6%	2.3%	100.0%
	% within 1st Teaching Qualification	18.5%	71.7%	56.4%	65.7%	32.8%	91.0%	72.0%	84.6%	44.2%
Total	Count	23310	2053	9955	1162	1039	7771	750	564	46604
	% within Qualified Status	50.0%	4.4%	21.4%	2.5%	2.2%	16.7%	1.6%	1.2%	100.0%

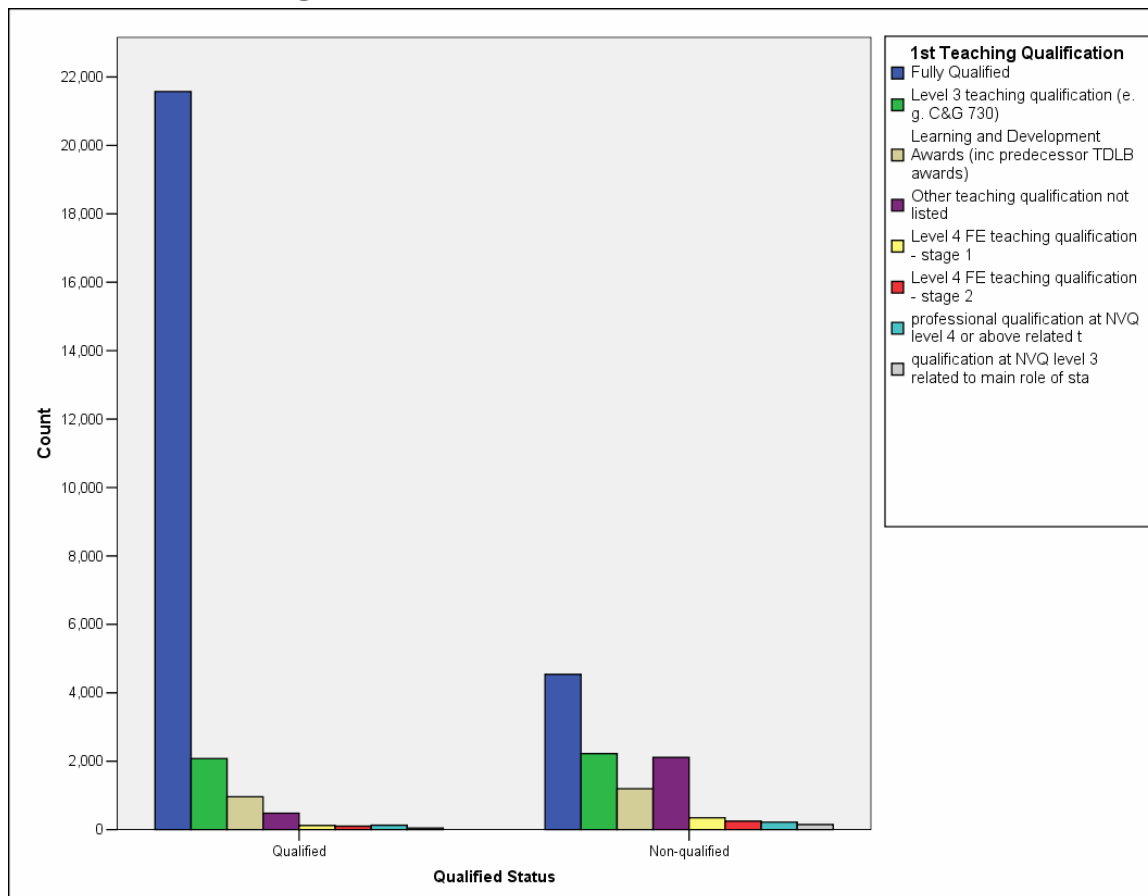
**Figure 1.6: 1<sup>st</sup> Teaching Qualification by Qualified Teacher Status – part-time Teaching Staff**



**Table 1.8: 1<sup>st</sup> Teaching Qualification by Qualified Teacher Status – full-time Teaching Staff**

		Fully Qualified	Learning and Development Awards (inc predecessor or TDLB awards)	Level 3 teaching qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Other teaching qualification not listed	professional qualification at NVQ level 4 or above related to	qualification at NVQ level 3 related to main role of staff	Total
Qualified	Count	21573	962	2078	122	101	481	130	45	25492
	% within Qualified Status	84.6%	3.8%	8.2%	0.5%	0.4%	1.9%	0.5%	0.2%	100.0%
	% within 1st Teaching Qualification	82.6%	44.6%	48.3%	26.1%	28.9%	18.5%	37.2%	23.3%	69.8%
Non-qualified	Count	4539	1196	2224	346	248	2112	219	148	11032
	% within Qualified Status	41.1%	10.8%	20.2%	3.1%	2.2%	19.1%	2.0%	1.3%	100.0%
	% within 1st Teaching Qualification	17.4%	55.4%	51.7%	73.9%	71.1%	81.5%	62.8%	76.7%	30.2%
Total	Count	26112	2158	4302	468	349	2593	349	193	36524
	% within Qualified Status	71.5%	5.9%	11.8%	1.3%	1.0%	7.1%	1.0%	0.5%	100.0%

**Figure 1.7: 1<sup>st</sup> Teaching Qualification by Qualified Teacher Status – Full-time Teaching Staff**



Tables 1.7/1.8 and Figures 1.6/1.7 reveal that; when the aggregated 1<sup>st</sup> teaching qualification field is cross-tabulated with the qualified teaching status field, and then filtered by part/full time status more anomalies within the SIR data are revealed.

- Table 1.7 shows that 73% of part-time teaching staff that have been classified as 'qualified' in the QTS field have one of the 1<sup>st</sup> teaching qualifications necessary to be considered 'fully qualified'. This means that 27% of part-time teaching staff that have been entered as 'fully-qualified' in the QTS field have not achieved a 1<sup>st</sup> teaching qualification at a level sufficient to be classified as 'fully qualified'. Similarly, there are 4308 part-time teaching staff holding 1<sup>st</sup> teaching qualifications that would place them in the 'fully-qualified' category that have been assigned a QTS value of 'not qualified'.
- With full-time teaching staff (Table 1.8 and Fig 1.7) this effect is even more pronounced in that there are more staff (4539) that are classified as 'not qualified' in the QTS field that have achieved a 1<sup>st</sup> teaching qualification sufficient to be considered 'fully-qualified'.
- Table 1.7 shows that the total number of teaching staff having achieved a 1<sup>st</sup> teaching qualification at a level sufficient to be considered 'fully-qualified' in both the QTS categories is 23310, or 50% of all part-time teachers included in the analysis. Table 1.8 shows that this figure is 71.5% for full-time teaching staff. These figures (50% part-time, 72% full-time) are actually very similar to those revealed when the QTS field is not factored into the analysis (47% part-time and 70% full-time).

## A Note on the Success for All 2006 Targets

### *Staff already qualified*

The SIR data show that at the time of data collection (2003/2004) there were 28,556 full-time (70%) and 25,865 part-time (47%) teaching staff in FE colleges who were *already at* the level desired by 2006.

### *Staff working towards becoming fully qualified*

Moreover, during 2003/2004, there were 10,196 full-time and 8,915 part-time FE staff enrolled on a teaching qualification that would enable them to attain fully-qualified status.

Table 1.9 combines the above-mentioned figures for staff already qualified and those working towards a full qualification to provide an estimate of the level of qualified staff in 2006. This shows that 95.1% of full-time and 62.2% of part-time teaching staff will be fully qualified by 2006.

**Table 1.9: Estimated Percentage of Fully-Qualified Full/part-time Teaching Staff – 2006**

	<b>Full-time</b>	<b>Part-time</b>
<b>All teaching staff currently classed as fully qualified</b>	28,556	25,865
<b>All staff currently working towards full qualification</b>	10,196	8,915
<b>All staff currently classed as teaching staff</b>	40,762	55,555
<b>Estimate of % of teaching staff fully qualified by 2006</b>	<b>95.1%</b>	<b>62.6%</b>

This shows that, based on the current figures, the interim S4A targets for 2006 (60% part-time and 90% full-time teaching staff fully qualified) will be met and exceeded.

This is based on the following assumptions:

1. The number and annual growth of teaching staff remains constant in line with previous years.
2. Those enrolled achieve the full qualifications by 2006.

**Table 1.10: Highest Teaching Qualification on which FE staff are enrolled – by Full/part-time Status**

Highest TQ on which enrolled		FT_PT		Total
		FT	PT	
Fully Qualified	Count	10196	8915	19111
	% within Highest enrolled TQ	53.4%	46.6%	100.0%
Other teaching qualification not listed above	Count	2271	4808	7079
	% within Highest enrolled TQ	32.1%	67.9%	100.0%
Level 3 teaching Qualification (e.g. C&G 730)	Count	1345	2707	4052
	% within Highest enrolled TQ	33.2%	66.8%	100.0%
Level 4 FE teaching qualification - stage 1	Count	525	1484	2009
	% within Highest enrolled TQ	26.1%	73.9%	100.0%
Level 4 FE teaching qualification - stage 2	Count	608	1378	1986
	% within Highest enrolled TQ	30.6%	69.4%	100.0%
Total	Count	14945	19292	34237
	% within Highest enrolled TQ	43.7%	56.3%	100.0%

**Figure 1.8: Highest Teaching Qualification on Which FE staff are Enrolled – by Full/part-time Status**

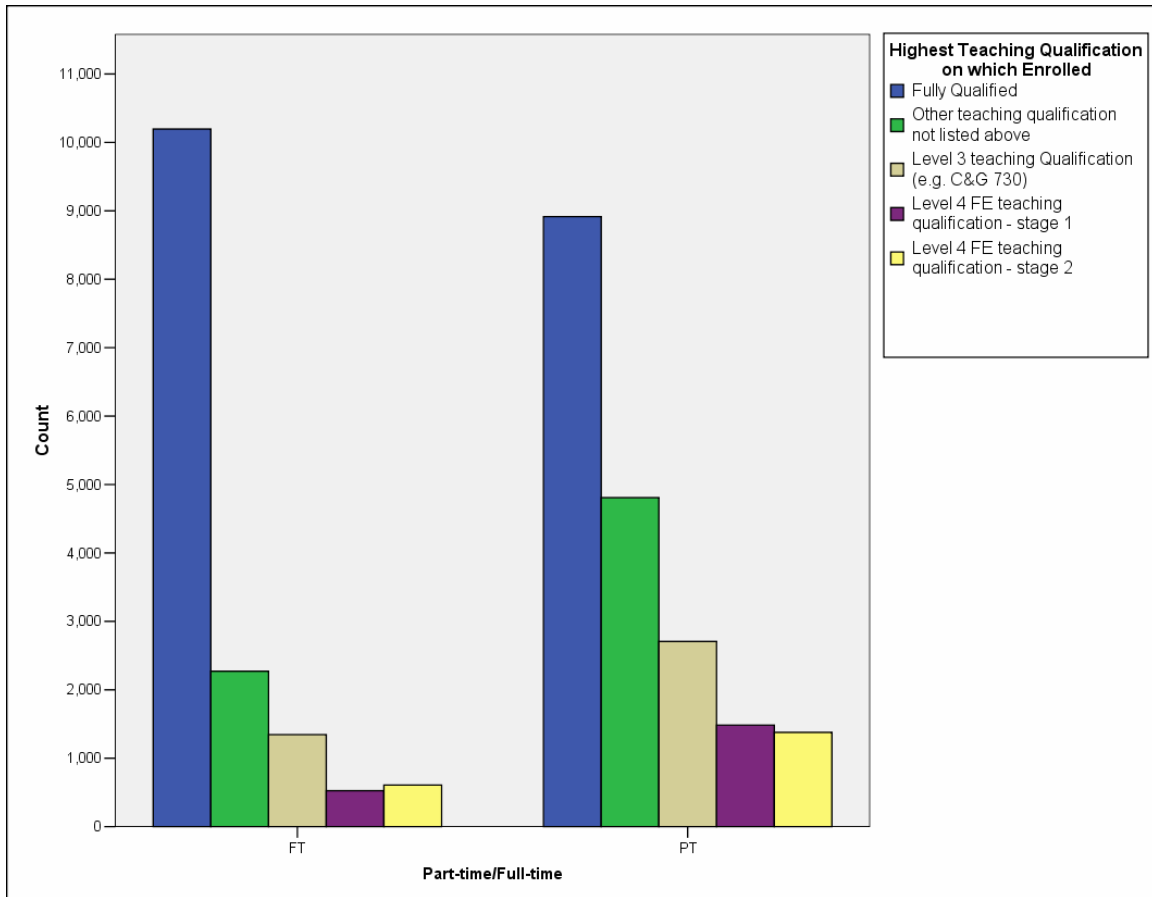


Table 1.10 and Figure 1.8 show that:

- The majority (68%) of full-time FE staff that were enrolled on a teaching qualification at the time of the SIR data collection were working towards a full teaching qualification (for a full description of the awards included in this description, see section 1.2). For part-time staff this figure is 46%.



## Summary of Findings and Main Points - Section 1

- The large numbers of 'not known' responses for the highest teaching qualification held by FE teaching staff make it very difficult to analyse this indicator with a high degree of confidence. There are also some issues with data consistency that we have identified due to self-contradictory findings.<sup>3</sup>
- 73% of all full-time teaching staff hold professional level qualifications such as a first degree. For part-time teaching staff this figure is 61%.
- With regard to highest teaching qualification, the following qualifications have been aggregated under the heading 'Fully Qualified'.
  - Bed/BA/BSc with concurrent qualified teacher status;
  - CertEd;
  - Level 4 FE teaching qualification - stage 3; and
  - PGCE 05 Learning and Development Awards (inc predecessor TDLB awards).

We have aggregated all the teaching staff that have returned one of these qualifications as their first/highest teaching qualification. This aggregated analysis reveals that 70% of full-time and 47% of part-time teaching staff are currently fully qualified.

- During 2003/2004, there were 10,196 full-time and 8,915 part-time FE staff enrolled on a teaching qualification that would enable them to attain fully-qualified status. When these numbers are combined with staff already fully qualified, it provides an estimate of the level of qualified staff in 2006. This shows that, by 2006, 95.1% of full-time and 62.2% of part-time teaching staff will be fully qualified. This means that the interim S4A targets for 2006 (60% part-time and 90% full-time teaching staff fully qualified) will be met and exceeded. *(Please note, that our assumptions include that the annual growth of teachers will remain constant in line with previous years and that those enrolled will achieve the qualifications by 2006).*

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<sup>3</sup> For example, cross-tabulation of the qualified teacher status data and the highest teaching qualification data, reveals contradictory findings. There are a number of cases where the QTS field indicates that the member of staff is qualified, but the corresponding teaching qualification is not at the appropriate level

## Section 2. Analysis of FE staff 2003/2004 – Gender Issues

**Table 2.1: Gender of FE Staff 2003/04**

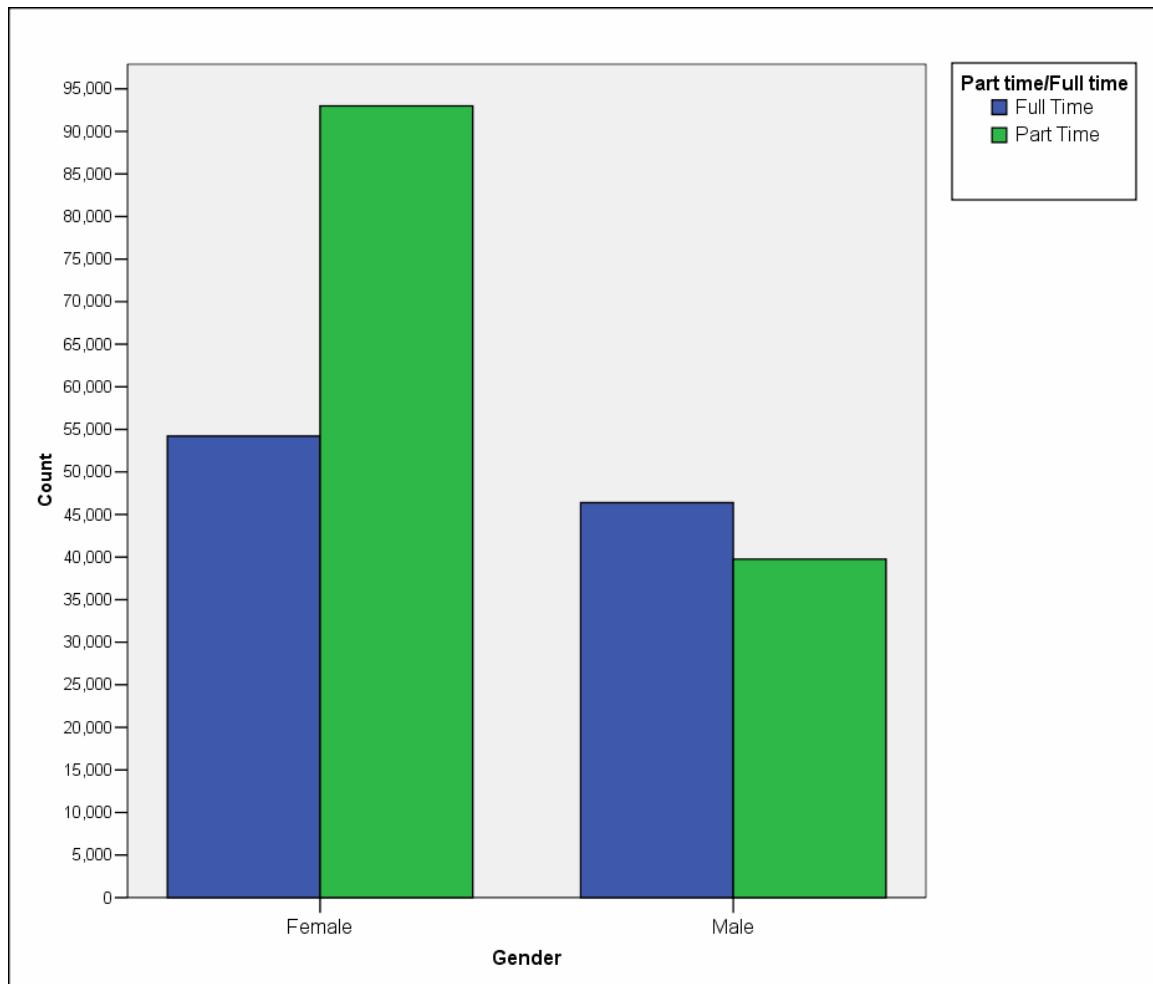
	<i>N</i>	<i>Percent</i>
<b>F</b>	147201	63.1
<b>M</b>	86142	36.9
<b>Total</b>	233343	100.0

### **2.1 Full/part-time Staff by Gender**

**Table 2.2: Number of full/part-time FE Staff by Gender**

		Full or part-time?		Total
		FT	PT	
<b>F</b>	Count	54206	92995	147201
	% within Gender	36.8%	63.2%	100.0%
	% within PT/FT	53.9%	70.1%	63.1%
<b>M</b>	Count	46391	39751	86142
	% within Gender	53.9%	46.1%	100.0%
	% within PT/FT	46.1%	29.9%	36.9%
<b>Total</b>	Count	100597	132746	233343
	% within Gender	43.1%	56.9%	100.0%
	% within PT/FT	100.0%	100.0%	100.0%

**Figure 2.1: Full/part-time Status of FE Staff by Gender**



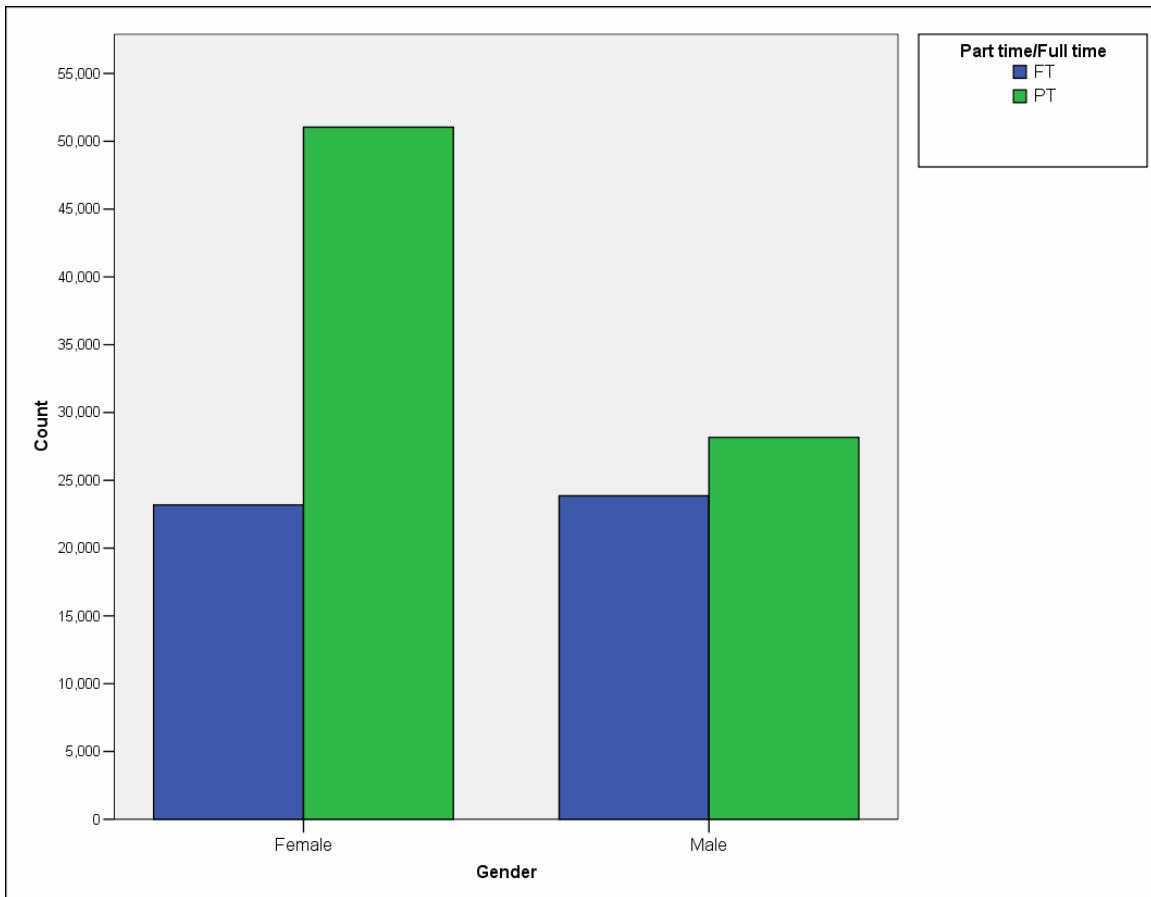
Tables 2.1 and 2.2 and Figure 2.1 show that:

- Although female staff outnumber male staff by nearly 2:1, the majority of male staff (54%) are full-time whilst the large majority of female staff (63%) are part-time.
- The analysis of full/part-time employment in teaching staff can be seen in Table 2.3 and Figure 2.2. This analysis reveals that the number of part-time male teaching staff is higher than full-time. The figures for female teaching staff are broadly in line with that of all staff.

**Table 2.3: Number of Full/part-time FE Staff by Gender – Teaching Staff**

Gender		FT	PT	Total
F	Count	23181	51042	74223
	% within Gender	31.2%	68.8%	100.0%
M	Count	23859	28163	52022
	% within Gender	45.9%	54.1%	100.0%
Total	Count	47040	79205	126245
	% within Gender	37.3%	62.7%	100.0%

**Figure 2.2: Number of Full/part-time FE Staff by Gender – Teaching Staff**



## 2.2 Gender of FE staff by UK Region

Figure 2.3: Gender of FE Staff by Region

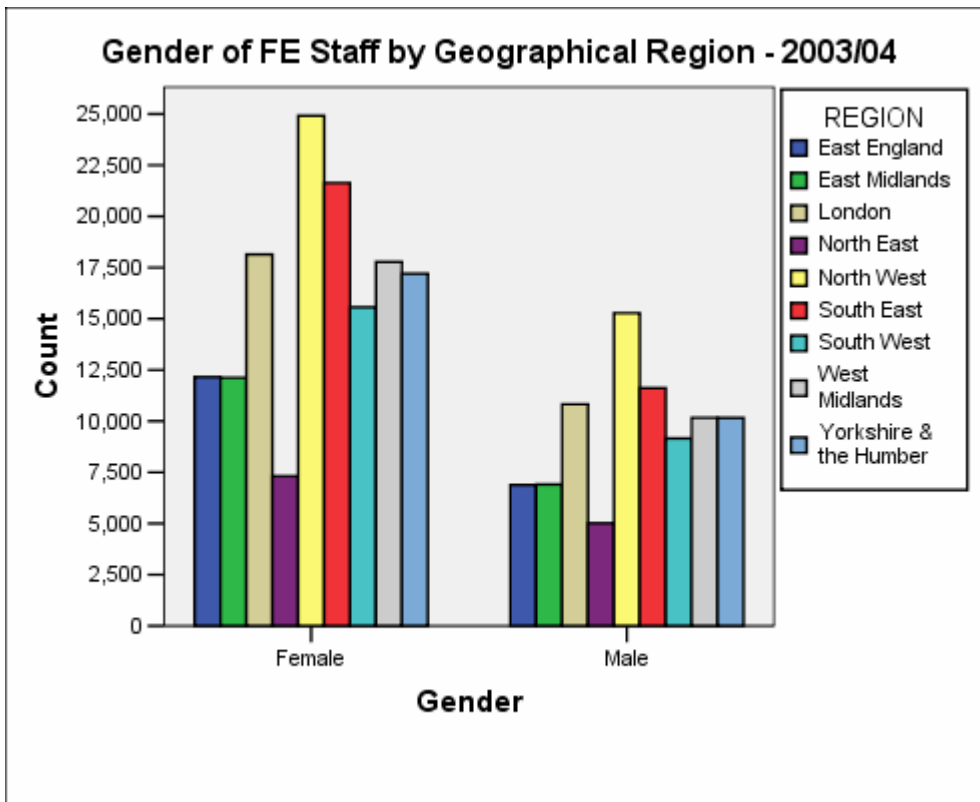


Figure 2.3 shows that;

- Across the regions, the proportion of female to male staff is broadly similar.
- The North East is the region with the least FE staff and also the smallest difference between the number of female and male staff.

**Table 2.4: Gender of FE Staff by Region**

			REGION								Total	
			East England	East Midlands	London	North East	North West	South East	South West	West Midlands	Yorkshire & the Humber	
Gender	F	Count	12151	12121	18142	7319	24915	21634	15563	17779	17200	146824
		% within Gender	8.3%	8.3%	12.4%	5.0%	17.0%	14.7%	10.6%	12.1%	11.7%	100.0%
		% of Total	5.2%	5.2%	7.8%	3.1%	10.7%	9.3%	6.7%	7.6%	7.4%	63.1%
	M	Count	6883	6904	10824	5016	15274	11615	9159	10165	10160	86000
		% within Gender	8.0%	8.0%	12.6%	5.8%	17.8%	13.5%	10.7%	11.8%	11.8%	100.0%
		% of Total	3.0%	3.0%	4.6%	2.2%	6.6%	5.0%	3.9%	4.4%	4.4%	36.9%
Total		Count	19034	19025	28966	12335	40189	33249	24722	27944	27360	232824
		% of Total	8.2%	8.2%	12.4%	5.3%	17.3%	14.3%	10.6%	12.0%	11.8%	100.0%

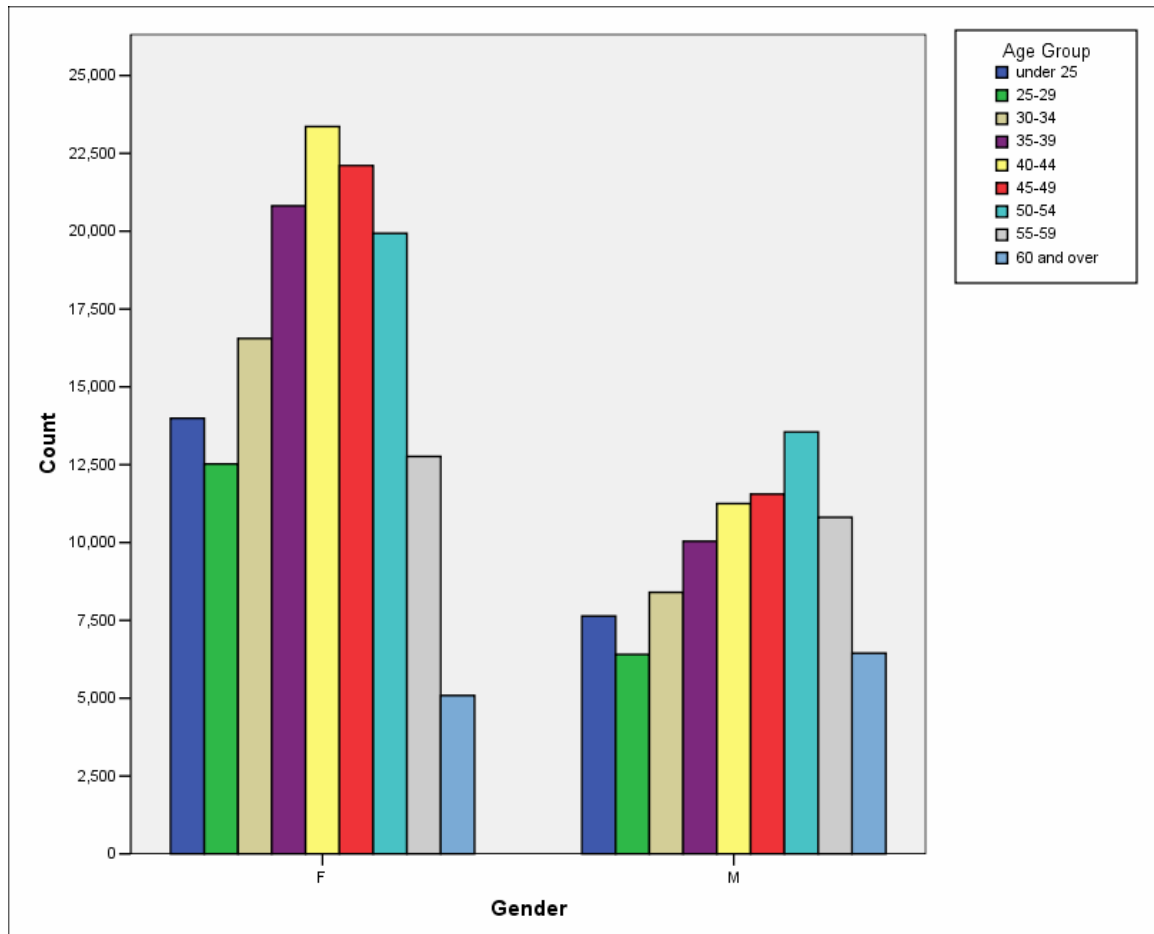
**NOTE:** 519 cases where region data blank removed from analysis

## 2.3 Age of FE Staff by Gender

**Table 2.5: Gender of FE Staff by Age**

		Age										
			25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 and over	under 25	<b>Total</b>
<b>Gender</b>	F	Count	12524	16553	20813	23359	22107	19932	12763	5086	13990	147127
		% within Gender	8.50%	11.30%	14.10%	15.90%	15.00%	13.50%	8.70%	3.50%	9.50%	100.00%
		% of Total	5.40%	7.10%	8.90%	10.00%	9.50%	8.50%	5.50%	2.20%	6.00%	63.10%
	M	Count	6407	8401	10041	11250	11556	13553	10811	6445	7638	86102
		% within Gender	7.40%	9.80%	11.70%	13.10%	13.40%	15.70%	12.60%	7.50%	8.90%	100.00%
		% of Total	2.70%	3.60%	4.30%	4.80%	5.00%	5.80%	4.60%	2.80%	3.30%	36.90%
<b>Total</b>	Count		18931	24954	30854	34609	33663	33485	23574	11531	21628	233229
	% of Total		8.10%	10.70%	13.20%	14.80%	14.40%	14.40%	10.10%	4.90%	9.30%	100.00%

**Figure 2.4: Gender of FE Staff by Age**



Unlike the regional profiles (Fig. 2.3), Figure 2.4 shows that the age profile for male and female FE staff is quite different. We see a rise in the number of male teachers at each age group up until the '50-54' age group at which the number in each age-group diminishes. The profile of staff between '40-54' is reversed in male and female staff with more than 22,500 female staff aged '40-44' reducing to less than 20,000 aged '50-54'. On the other side of the scale the number of male staff rises from less than 12,500 aged '40-44' to more than 13,500 aged '50-54'. There are similar numbers of male staff aged '25-29' (6407) as there are aged '60 and over' (6,445). The difference between the youngest and eldest staff is much more pronounced among female staff with there being nearly 2.5 times as many female staff aged under 25 as there are staff aged over 60.

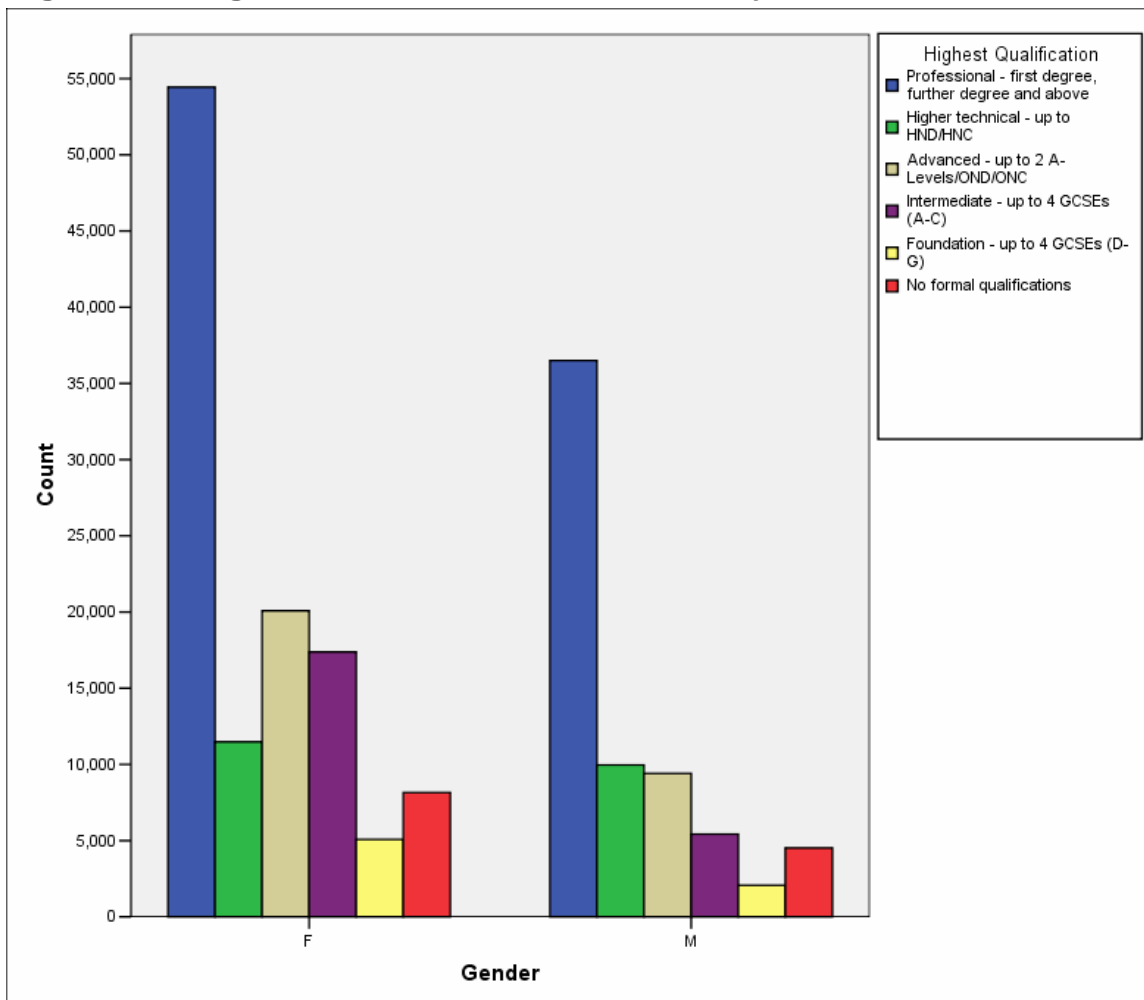


## 2.4 Qualifications of FE staff by Gender

**Table 2.6: Highest Qualification of FE Staff by Gender**

		Highest Qualification							Total
			Advanced - up to 2 A-Levels/OND/ONC	Foundation - up to 4 GCSEs (D-G)	Higher technical - up to HND/HNC	Intermediate - up to 4 GCSEs (A-C)	No formal qualifications	Professional - first degree, further degree and above	
<b>Gender</b>	F	Count	20084	5078	11483	17379	8154	54434	116612
		% within Gender	17.20%	4.40%	9.80%	14.90%	7.00%	46.70%	100.00%
		% of Total	10.90%	2.80%	6.20%	9.40%	4.40%	29.50%	63.20%
	M	Count	9408	2071	9963	5428	4517	36498	67885
		% within Gender	13.90%	3.10%	14.70%	8.00%	6.70%	53.80%	100.00%
		% of Total	5.10%	1.10%	5.40%	2.90%	2.40%	19.80%	36.80%
<b>Total</b>		Count	29492	7149	21446	22807	12671	90932	184497
		% of Total	16.00%	3.90%	11.60%	12.40%	6.90%	49.30%	100.00%

**Figure 2.5: Highest Qualification of FE Staff by Gender**

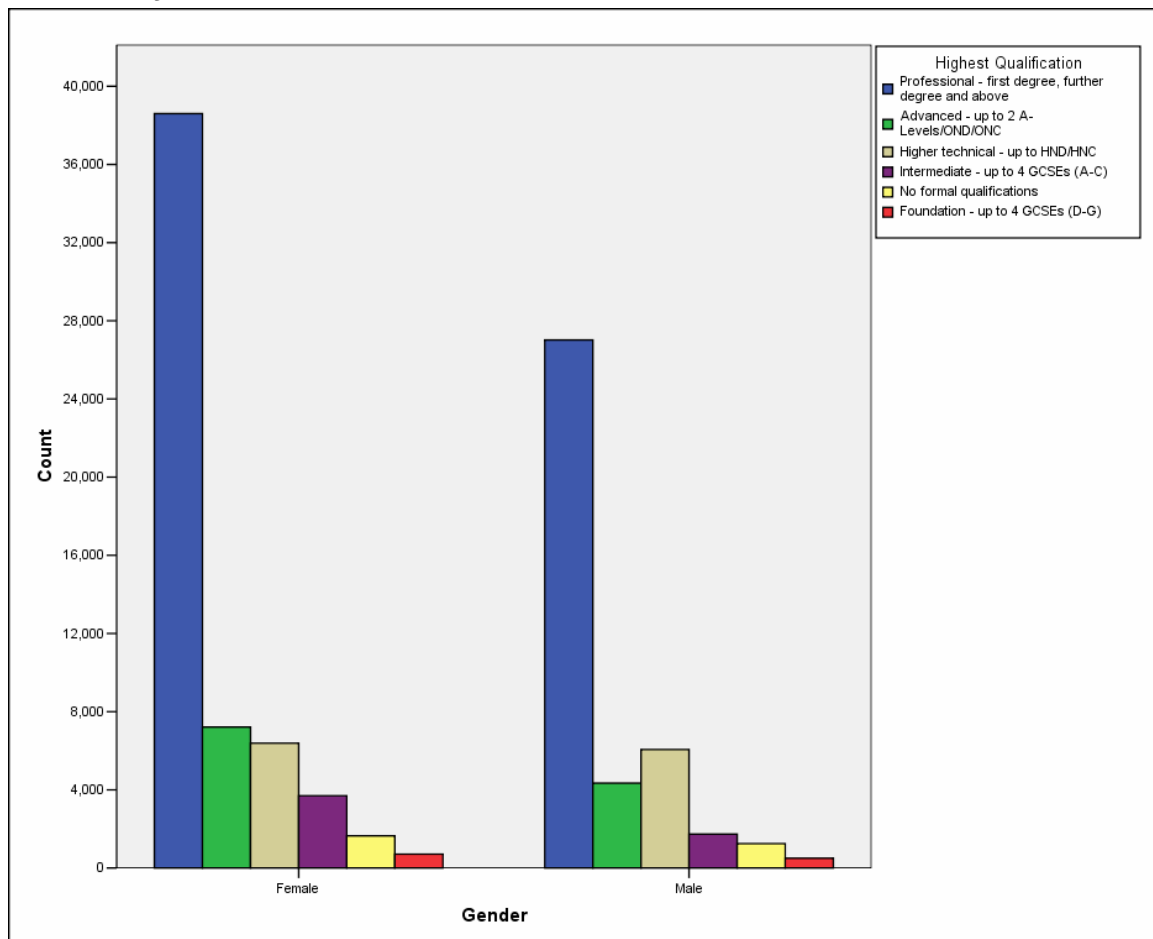


The only pronounced difference here between male and female staff is the number of staff with 'Higher technical – up to HND/HNC' level qualifications against 'Advanced – up to 2 A-Levels'. For female staff, the number with the former is much less (8,601) than those with the latter.

Figure 2.5 applies to *all* staff in the SIR dataset. When the same analysis is performed on teaching staff *only*, the pattern is similar – as can be seen in Figure 2.6.

Within FE 'specialist subject knowledge' is seldom taught at degree level. An analysis of 'highest qualification gained' against 'main subject taught' can be seen in Section 2.7.

**Figure 2.6: Highest Qualification of FE Staff by Gender – Teaching Staff Only**



Again, amongst teaching staff only, the pattern is for more male staff to have 'Higher technical – up to HND/HNC' qualifications than 'Advanced – up to 2 A-Levels/OND/ONC'. For female staff, the reverse is true, with more female teaching staff having 'Advanced – up to 2 A-Levels/OND/ONC' than 'Higher technical – up to HND/HNC' as their highest qualification. There may be a general issue here around more male than female staff being qualified in technical/engineering disciplines.

## 2.5 Area of Learning of Main Subject Taught by Gender

**Table 2.7: Area of Learning of Main Subject Taught by Gender – Teaching Staff**

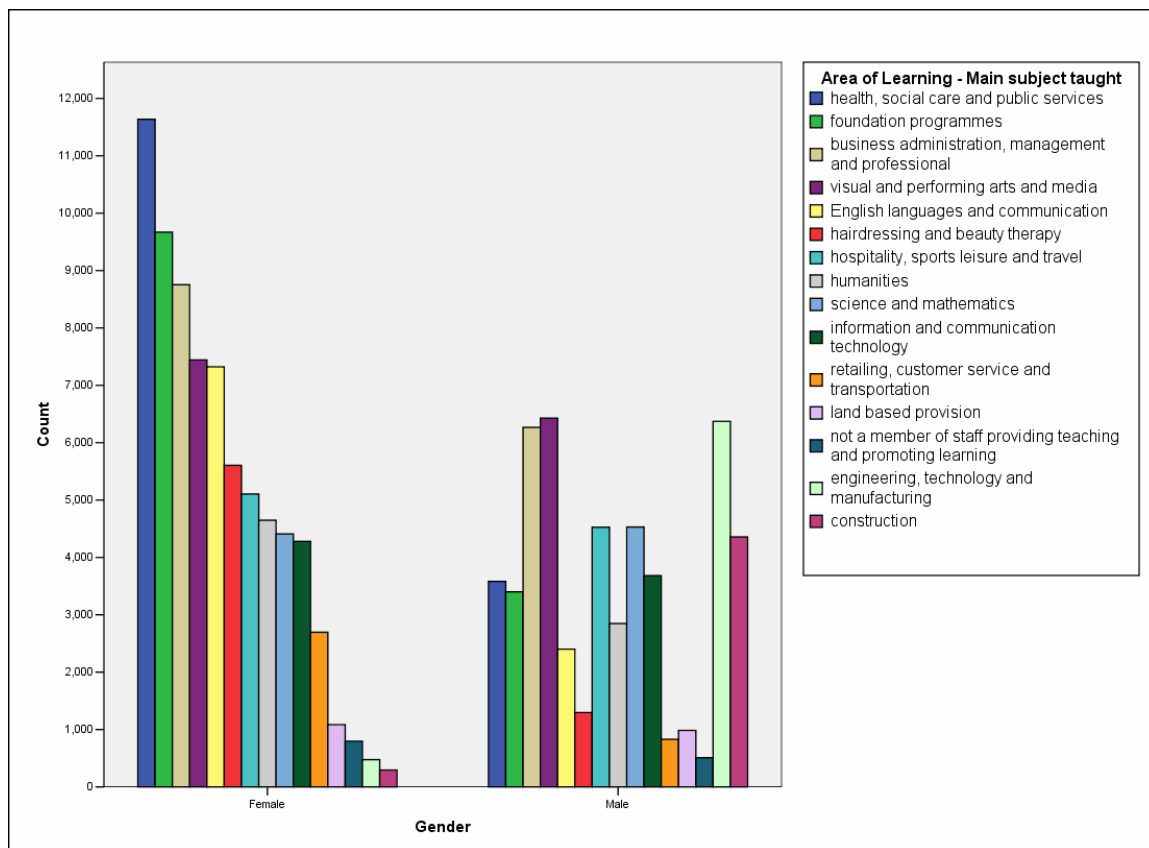
		business administration, management and professional	construction	engineering, technology and manufacturing	English languages and communication	foundation programmes	hairdressing and beauty therapy	health, social care and public services	hospitality, sports leisure and travel	humanities	information and communication technology	land based provision	not a member of staff providing teaching and promoting learning	retailing, customer service and transportation	science and mathematics	visual and performing arts and media	Total
<b>F</b>	<b>Count</b>	8753	295	476	7322	9669	5606	11637	5105	4648	4280	1086	797	2696	4410	7443	74223
	<b>% within M/F</b>	11.8%	0.4%	0.6%	9.9%	13.0%	7.6%	15.7%	6.9%	6.3%	5.8%	1.5%	1.1%	3.6%	5.9%	10.0%	100.0%
<b>M</b>	<b>Count</b>	6267	4358	6372	2402	3401	1297	3583	4526	2848	3683	986	510	830	4531	6428	52022
	<b>% within M/F</b>	12.0%	8.4%	12.2%	4.6%	6.5%	2.5%	6.9%	8.7%	5.5%	7.1%	1.9%	1.0%	1.6%	8.7%	12.4%	100.0%
<b>Total</b>	<b>Count</b>	15020	4653	6848	9724	13070	6903	15220	9631	7496	7963	2072	1307	3526	8941	13871	126245
	<b>% within M/F</b>	11.9%	3.7%	5.4%	7.7%	10.4%	5.5%	12.1%	7.6%	5.9%	6.3%	1.6%	1.0%	2.8%	7.1%	11.0%	100.0%

The field 'Area of learning of main subject taught' is described as 'Details of the area of learning of the main subject taught by the member of staff. The main subject taught is the one which a member of staff spends most time teaching. Where the main subject taught is wider than one programme area, colleges are asked to use their judgement in assigning a programme area to it'.

Table 2.7 and Figure 2.7 show that:

- The numbers/percentages for male staff whose area of learning for main subject taught is 'construction' or 'engineering, technology and manufacturing' are much higher than for female teaching staff. It is possible that this reflects the point made in the previous section regarding male members of staff having worked in these industries before embarking on a career in FE teaching.
- The profile for area of learning of main subject taught varies greatly between genders. The most popular area of learning of main subject taught for male teachers is 'Visual and performing arts and media'. Amongst female teaching staff, the most popular area of learning of main subject taught is 'health, social care and public services'
- Again, the gender differences between male and female staff in the areas of learning of main subject taught, 'Construction' and 'engineering, technology and manufacturing' are very pronounced.

**Figure 2.7: Area of Learning of Main Subject Taught by Gender – Teaching Staff**



The category 'not a member of staff providing teaching and promoting learning' is included as a 'default' value. The LSC includes this, but the data displayed in Table/Fig. 2.7 is filtered on the 'Category of work field' to include only 'Teaching Staff'.

There are data issues in this category. The SIR data contains information on 1,307 staff classified as 'Teaching staff' however, according to this particular field, the same are 'not a member of staff providing teaching and promoting learning'.

## 2.6 Area of Learning of Main Subject Taught by Highest Qualification

Table 2.8: Area of Learning of Main Subject Taught by Highest Qualification – Teaching Staff

		Business Administration, Management And Professional	Construction	Engineering, Technology And Manufacturing	English Languages And Communication	Foundation Programmes	Hairdressing And Beauty Therapy	Health, Social Care And Public Services	Hospitality, Sports Leisure And Travel	Humanities	Information And Communication Technology	Land Based Provision	Not A Member Of Staff Providing Teaching And Promoting Learning	Retailing, Customer Service And Transportation	Science And Mathematics	Visual And Performing Arts And Media	Total
Advanced - up to 2 A-Levels/OND/ONC	Count	1153	809	915	555	1007	976	1690	1110	283	888	280	110	510	332	941	11559
	% within Highest_Qual	10.0%	7.0%	7.9%	4.8%	8.7%	8.4%	14.6%	9.6%	2.4%	7.7%	2.4%	1.0%	4.4%	2.9%	8.1%	100.0%
Foundation - up to 4 GCSEs (D-G)	Count	116	99	84	61	119	96	170	113	24	92	27	23	54	56	77	1211
	% within Highest_Qual	9.6%	8.2%	6.9%	5.0%	9.8%	7.9%	14.0%	9.3%	2.0%	7.6%	2.2%	1.9%	4.5%	4.6%	6.4%	100.0%
Higher technical - up to HND/HNC	Count	1362	991	1710	416	941	666	1494	1138	222	1110	319	40	490	466	1084	12449
	% within Highest_Qual	10.9%	8.0%	13.7%	3.3%	7.6%	5.3%	12.0%	9.1%	1.8%	8.9%	2.6%	0.3%	3.9%	3.7%	8.7%	100.0%
Intermediate - up to 4 GCSEs (A-C)	Count	616	353	266	216	546	477	854	549	170	441	94	63	296	158	335	5434
	% within Highest_Qual	11.3%	6.5%	4.9%	4.0%	10.0%	8.8%	15.7%	10.1%	3.1%	8.1%	1.7%	1.2%	5.4%	2.9%	6.2%	100.0%
No formal qualifications	Count	272	191	195	122	393	171	480	293	65	137	26	22	159	89	279	2894
	% within Highest_Qual	9.4%	6.6%	6.7%	4.2%	13.6%	5.9%	16.6%	10.1%	2.2%	4.7%	0.9%	0.8%	5.5%	3.1%	9.6%	100.0%
Professional - first degree, further degree and above	Count	8446	1170	2562	6340	6088	3058	7089	4401	5883	3314	871	134	1402	6979	7879	65616
	% within Highest_Qual	12.9%	1.8%	3.9%	9.7%	9.3%	4.7%	10.8%	6.7%	9.0%	5.1%	1.3%	0.2%	2.1%	10.6%	12.0%	100.0%
Total	Count	11965	3613	5732	7710	9094	5444	11777	7604	6647	5982	1617	392	2911	8080	10595	99163
	% within Highest_Qual	12.1%	3.6%	5.8%	7.8%	9.2%	5.5%	11.9%	7.7%	6.7%	6.0%	1.6%	0.4%	2.9%	8.1%	10.7%	100.0%

**Figure 2.8: Area of Learning of Main Subject Taught by Highest Qualification – Teaching Staff**

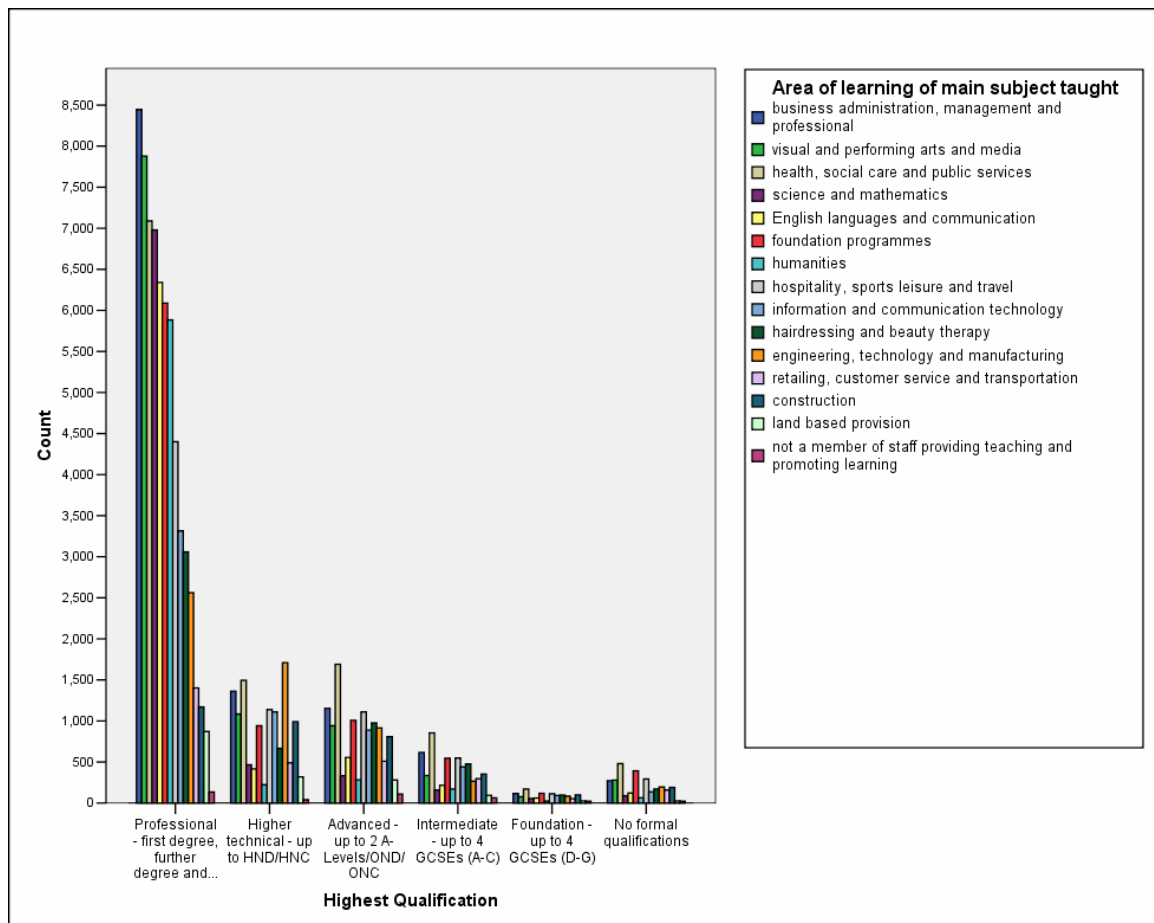


Table 2.8 and Fig. 2.8 show that;

- Among those FE teaching staff that hold a ‘Professional – first degree’ as their highest qualification, the most popular area of learning of main subject taught is ‘business administration, management and professional’.
- ‘Engineering, technology and manufacturing’ is the most popular choice for area of learning of main subject taught among those FE teaching staff whose highest qualification is ‘Higher technical up to HND/HNC’.
- For the four remaining categories of highest qualification, the most popular area of learning of main subject taught is ‘health, social care and public services’. This includes staff listing ‘no formal qualifications’ as their highest qualification. When the figures displayed in Table/Fig. 2.8 are broken down by Gender the picture changes somewhat, as can be seen in tables/figure 2.9 and 2.10.



**Table 2.9: Area of Learning of Main Subject Taught by Highest Qualification – Male Teaching Staff**

		Business Administration, Management And Professional	Construction	Engineering, Technology And Manufacturing	English Languages And Communication	Foundation Programmes	Hairdressing And Beauty Therapy	Health, Social Care And Public Services	Hospitality, Sports Leisure And Travel	Humanities	Information And Communication Technology	Land Based Provision	Not A Member Of Staff Providing Teaching And Promoting Learning	Retailing, Customer Service And Transportation	Science And Mathematics	Visual And Performing Arts And Media	Total
Advanced - up to 2 A-Levels/OND/ONC	Count	328	769	867	114	202	69	329	447	88	316	145	58	93	124	396	4345
	% within Highest_Qual	7.5%	17.7%	20.0%	2.6%	4.6%	1.6%	7.6%	10.3%	2.0%	7.3%	3.3%	1.3%	2.1%	2.9%	9.1%	100.0%
Foundation - up to 4 GCSEs (D-G)	Count	38	95	73	11	34	3	45	57	10	32	15	9	18	25	37	502
	% within Highest_Qual	7.6%	18.9%	14.5%	2.2%	6.8%	0.6%	9.0%	11.4%	2.0%	6.4%	3.0%	1.8%	3.6%	5.0%	7.4%	100.0%
Higher technical - up to HND/HNC	Count	535	947	1637	104	274	58	345	529	73	511	170	21	101	223	535	6063
	% within Highest_Qual	8.8%	15.6%	27.0%	1.7%	4.5%	1.0%	5.7%	8.7%	1.2%	8.4%	2.8%	0.3%	1.7%	3.7%	8.8%	100.0%
Intermediate - up to 4 GCSEs (A-C)	Count	136	330	246	41	104	38	178	203	53	131	44	17	38	39	137	1735
	% within Highest_Qual	7.8%	19.0%	14.2%	2.4%	6.0%	2.2%	10.3%	11.7%	3.1%	7.6%	2.5%	1.0%	2.2%	2.2%	7.9%	100.0%
No formal qualifications	Count	103	180	187	36	127	20	143	134	18	57	12	7	43	36	144	1247
	% within Highest_Qual	8.3%	14.4%	15.0%	2.9%	10.2%	1.6%	11.5%	10.7%	1.4%	4.6%	1.0%	0.6%	3.4%	2.9%	11.5%	100.0%
Professional - first degree, further degree and above	Count	3924	1071	2314	1584	1489	908	1563	2139	2268	1694	402	54	348	3627	3632	27017
	% within Highest_Qual	14.5%	4.0%	8.6%	5.9%	5.5%	3.4%	5.8%	7.9%	8.4%	6.3%	1.5%	0.2%	1.3%	13.4%	13.4%	100.0%
Total	Count	5064	3392	5324	1890	2230	1096	2603	3509	2510	2741	788	166	641	4074	4881	40909
	% within Highest_Qual	12.4%	8.3%	13.0%	4.6%	5.5%	2.7%	6.4%	8.6%	6.1%	6.7%	1.9%	0.4%	1.6%	10.0%	11.9%	100.0%

**Table 2.10: Area of Learning of Main Subject Taught by Highest Qualification – Female Teaching Staff**

		Business Administration, Management And Professional	Construction	Engineering, Technology And Manufacturing	English Languages And Communication	Foundation Programmes	Hairdressing And Beauty Therapy	Health, Social Care And Public Services	Hospitality, Sports Leisure And Travel	Humanities	Information And Communication Technology	Land Based Provision	Not A Member Of Staff Providing Teaching And Promoting Learning	Retailing, Customer Service And Transportation	Science And Mathematics	Visual And Performing Arts And Media	Total
Advanced - up to 2 A-Levels/OND/ONC	Count	825	40	48	441	805	907	1361	663	195	572	135	52	417	208	545	7214
	% within HQ	11.4%	0.6%	0.7%	6.1%	11.2%	12.6%	18.9%	9.2%	2.7%	7.9%	1.9%	0.7%	5.8%	2.9%	7.6%	100.0%
Foundation - up to 4 GCSEs (D-G)	Count	78	4	11	50	85	93	125	56	14	60	12	14	36	31	40	709
	% within HQ	11.0%	0.6%	1.6%	7.1%	12.0%	13.1%	17.6%	7.9%	2.0%	8.5%	1.7%	2.0%	5.1%	4.4%	5.6%	100.0%
Higher technical - up to HND/HNC	Count	827	44	73	312	667	608	1149	609	149	599	149	19	389	243	549	6386
	% within HQ	13.0%	0.7%	1.1%	4.9%	10.4%	9.5%	18.0%	9.5%	2.3%	9.4%	2.3%	0.3%	6.1%	3.8%	8.6%	100.0%
Intermediate - up to 4 GCSEs (A-C)	Count	480	23	20	175	442	439	676	346	117	310	50	46	258	119	198	3699
	% within HQ	13.0%	0.6%	0.5%	4.7%	11.9%	11.9%	18.3%	9.4%	3.2%	8.4%	1.4%	1.2%	7.0%	3.2%	5.4%	100.0%
No formal qualifications	Count	169	11	8	86	266	151	337	159	47	80	14	15	116	53	135	1647
	% within HQ	10.3%	0.7%	0.5%	5.2%	16.2%	9.2%	20.5%	9.7%	2.9%	4.9%	0.9%	0.9%	7.0%	3.2%	8.2%	100.0%
Professional - first degree, further degree and above	Count	4522	99	248	4756	4599	2150	5526	2262	3615	1620	469	80	1054	3352	4247	38599
	% within HQ	11.7%	0.3%	0.6%	12.3%	11.9%	5.6%	14.3%	5.9%	9.4%	4.2%	1.2%	0.2%	2.7%	8.7%	11.0%	100.0%
Total	Count	6901	221	408	5820	6864	4348	9174	4095	4137	3241	829	226	2270	4006	5714	58254
	% within HQ	11.8%	0.4%	0.7%	10.0%	11.8%	7.5%	15.7%	7.0%	7.1%	5.6%	1.4%	0.4%	3.9%	6.9%	9.8%	100.0%

**Figure 2.9: Area of Learning of Main Subject Taught by Highest Qualification – Male Teaching Staff**

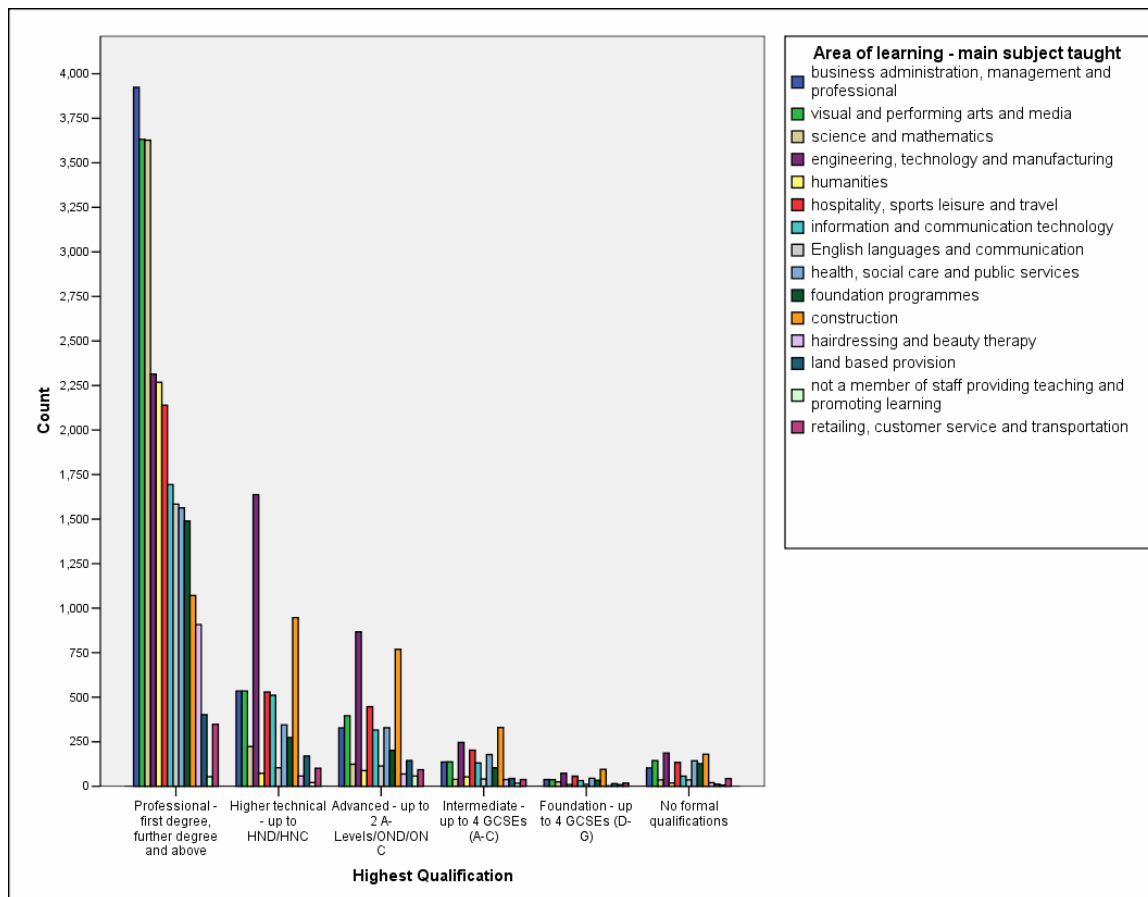


Table 2.9 and Fig. 2.9 show that;

- Among male teaching staff with a 'professional – degree or higher' as their highest qualification, the most popular area of learning of main subject taught is 'business administration, management and professional'. This is followed by 'visual and performing arts and media' then 'science and mathematics'. For female teaching staff qualified at this level the 3 most popular areas of learning of main subject taught are 'health, social care and public services', 'English languages and communication' and 'foundation programmes'. (see Fig. 2.10)
- The most popular choice of area of learning of main subject taught among male teaching staff with a 'Higher technical' qualification is 'engineering, technology and manufacturing' followed by 'construction'. This is also true of male teaching staff whose highest qualification is 'Advanced – up to 2 A-Levels/OND/ONC'.

**Figure 2.10: Area of Learning of Main Subject Taught by Highest Qualification – Female Teaching Staff**

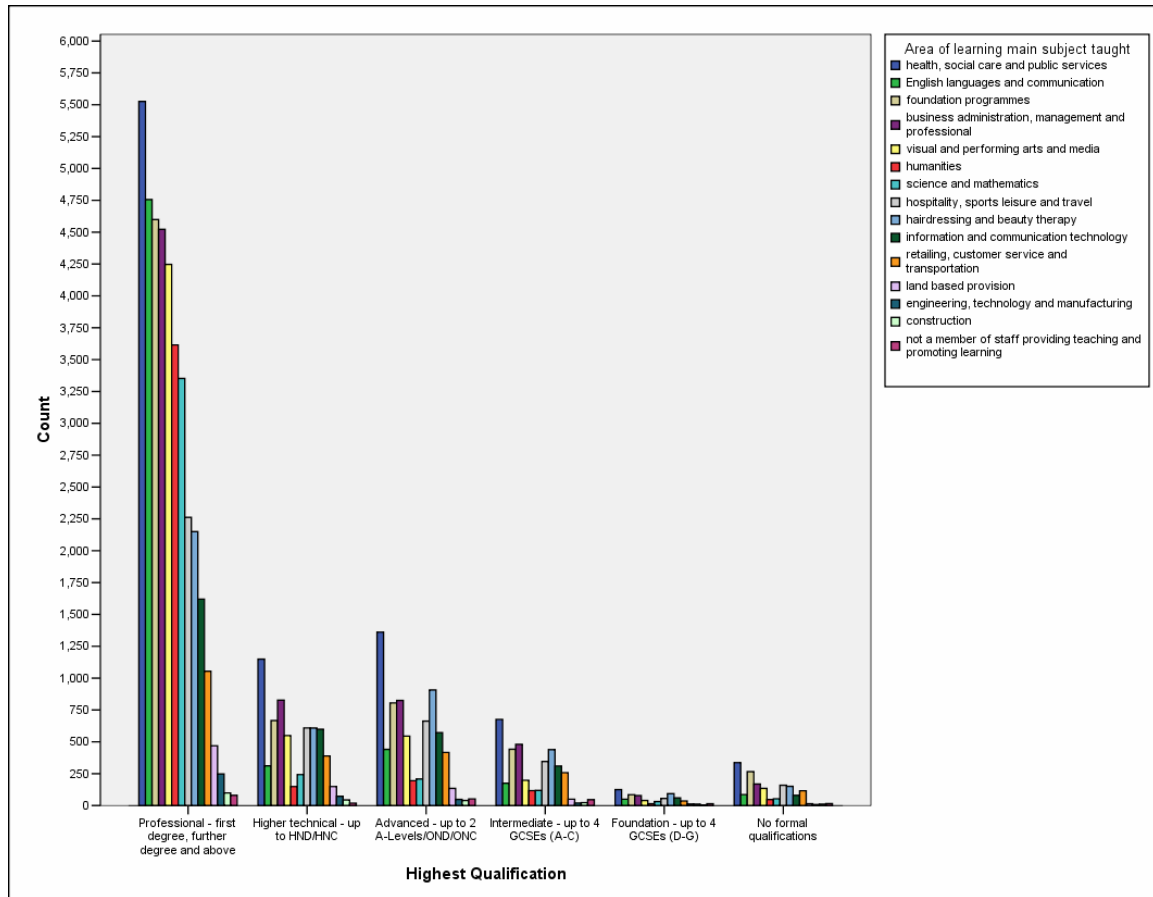


Table 2.10 and Figure 2.10 show that;

- The most popular area of learning of main subject taught among female teaching staff is 'health, social care and public services' *regardless* of the highest level of qualification. This is also true in female teaching staff who report having 'No formal qualifications'. This is different to male teaching staff where there is no clear pattern or more popular choice of teaching subject area across all levels of qualification.
- For female staff whose highest qualification is 'Higher technical – up to HND/HNC', the most popular area of learning of main subject taught is 'health, social care and public services'; the second most popular is 'business administration, management and professional'. Again, this can be contrasted with male teaching staff at this level of qualification who are more likely to be teaching engineering or construction.

## 2.7 Terms of Employment by Gender

**Table 2.11: Terms of Employment for FE Staff 2003/2004 by Gender**

			Terms - nominal					
			casual staff	fixed term staff	permanent staff	self-employed teaching staff	teaching staff employed through an agency	Total
Gender	F	Count	10293	36541	93282	37	7048	147201
		% within Gender	7.00%	24.80%	63.40%	0.00%	4.80%	100.00%
		% of Total	4.40%	15.70%	40.00%	0.00%	3.00%	63.10%
	M	Count	6093	19732	55992	32	4293	86142
		% within Gender	7.10%	22.90%	65.00%	0.00%	5.00%	100.00%
		% of Total	2.60%	8.50%	24.00%	0.00%	1.80%	36.90%
Total		Count	16386	56273	149274	69	11341	233343
		% of Total	7.00%	24.10%	64.00%	0.00%	4.90%	100.00%

**Figure 2.11: Terms of employment by Gender – FE Staff 2003/2004**

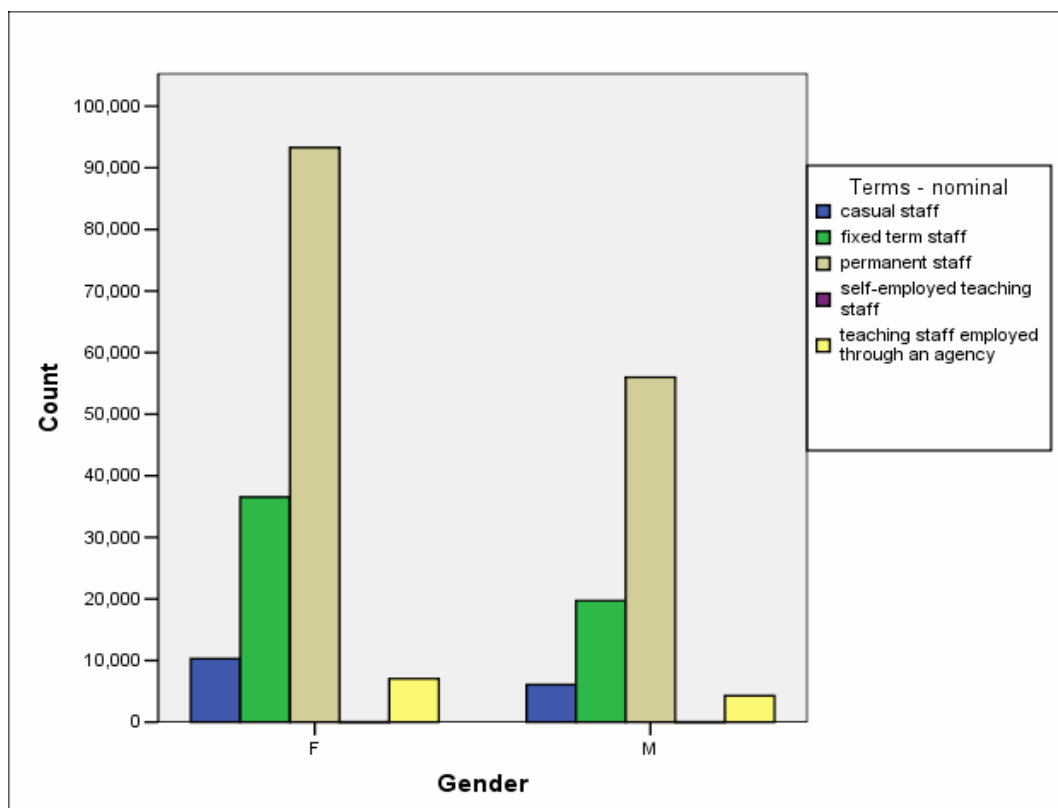


Table 2.11 and Fig. 2.11 show that;

- Proportionally speaking there is very little difference between male and female staff in the number of staff in each category of employment.
- The numbers of self-employed teaching staff are negligible (37 female and 32 male). This is possibly due to the semantic definition of 'self-employed'. Many colleges do not employ hourly-paid staff so where there is a requirement for this type of teacher, they *have* to be employed via an agency. Also, according to the LSC definition of the SIR terms of employment data, 'Teaching staff supplied through third parties such as Protocol Professional should be coded as 4 (Teaching staff employed through an agency), even if an individual's personal employment status is self-employed'
- The term 'Casual staff' may mean slightly different things across different colleges. The LSC guidance on this data point states that 'Supply teachers should be classified as casual staff, unless they are employed via an agency or self-employed', but it is possible that this term could also refer to consultants etc. Also, recent EU directives mean that there shouldn't be *any* 'Casual staff'.

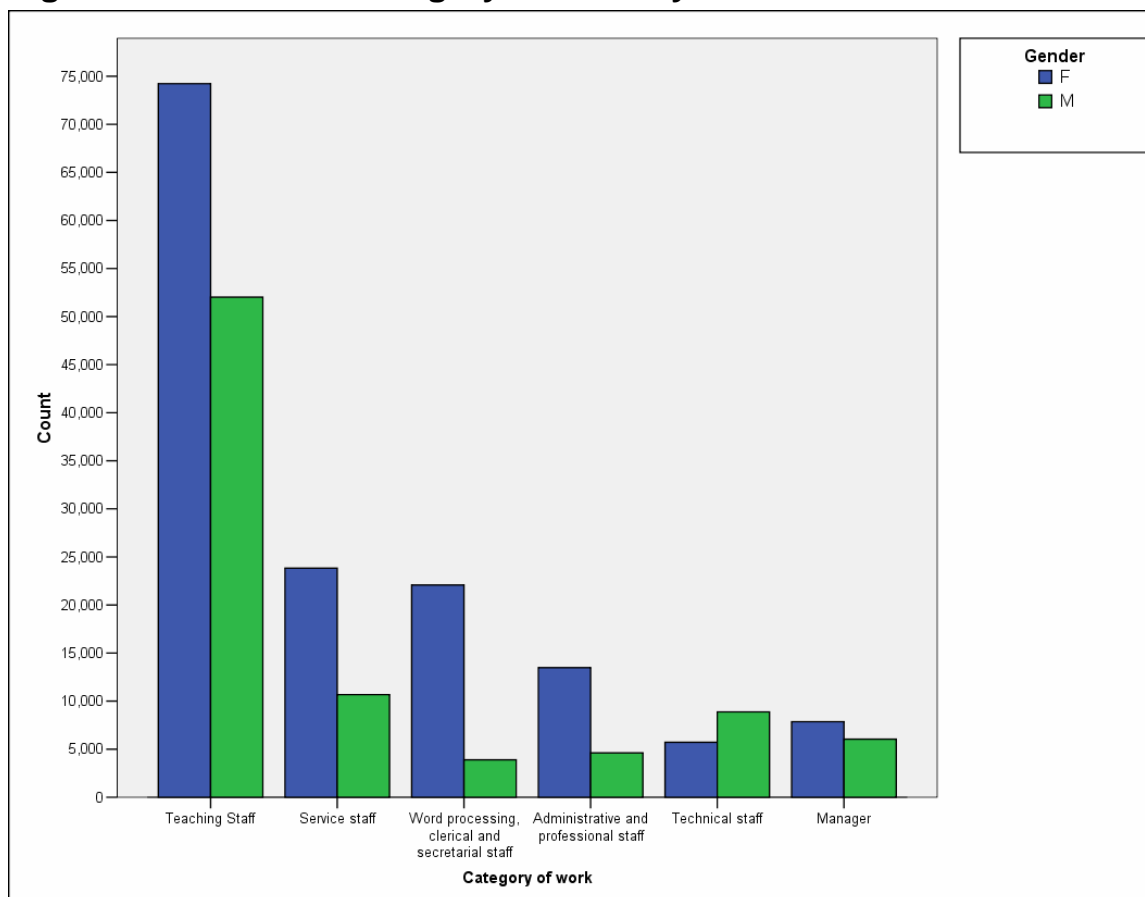
## 2.8 Category of Work of FE Staff by Gender

Section 5 contains a detailed breakdown of the various categories of work used in the SIR which are ascribed to FE staff. However, the breakdown of the general work categories by gender is included here.

**Table 2.12: General Category of Work by Gender**

			F	M	Total
Category of work	Administrative and professional staff	Count	13485	4619	18104
		% within Category of work	74.5%	25.5%	100.0%
		% within Gender	9.2%	5.4%	7.8%
	Manager	Count	7862	6042	13904
		% within Category of work	56.5%	43.5%	100.0%
		% within Gender	5.3%	7.0%	6.0%
	Service staff	Count	23829	10677	34506
		% within Category of work	69.1%	30.9%	100.0%
		% within Gender	16.2%	12.4%	14.8%
	Teaching Staff	Count	74223	52022	126245
		% within Category of work	58.8%	41.2%	100.0%
		% within Gender	50.4%	60.4%	54.1%
	Technical staff	Count	5720	8883	14603
		% within Category of work	39.2%	60.8%	100.0%
		% within Gender	3.9%	10.3%	6.3%
	Word processing, clerical and secretarial staff	Count	22082	3899	25981
		% within Category of work	85.0%	15.0%	100.0%
		% within Gender	15.0%	4.5%	11.1%
	Total	Count	147201	86142	233343
		% within Category of work	63.1%	36.9%	100.0%
		% within Gender	100.0%	100.0%	100.0%

**Figure 2.12: General Category of Work by Gender**



Table/Figure 2.12 show that;

- Of the 6 general work categories (see section 5 for a detailed list of the job titles that make up each general category) only 'Technical staff' contains more male than female staff.
- While there are more female staff in management positions, as would be expected given the 63:37 ratio shown in Table 2.1, the percentage *within gender* of male managers is higher than that of female managers. 7% of male staff are in management positions as opposed to 5.3% of female staff. This is also true of teaching positions (60.4% of male staff are teachers as opposed to 50.4% of female staff) and service staff. These differences between the sexes in terms of the percentage of managers and teachers may be explained by the much higher numbers of female staff that are part-time (see Figure 2.1)

## ***Summary of Findings and Main Points - Section 2***

- According to the 2003/2004 SIR data, just under two-thirds of the FE workforce is female and 37% male.
- Female FE staff are more likely to be part-time than full-time (63% to 37% respectively) This situation is reversed for male FE staff with 54% being full-time. When applied to teaching staff the difference between full-time and part-time staff increases in female staff with 69% being part-time. The proportion of part-time to full-time staff is the same for male teaching staff as for all staff (54% full-time).
- There are more male FE staff in the '50-54' age group than in any other age group. For female staff, the age group containing the highest number of staff is ten years younger, between '40 and 44' years of age.
- The most widely-held highest qualification amongst both male and female FE staff is of the 'Professional – 1<sup>st</sup> degree, further degree or higher' type. More female staff hold 'Advanced' (up to 2 A-Levels/OND/ONC) type qualifications than 'Higher technical' type qualifications. Whereas, amongst male FE staff, this is reversed with slightly more staff holding 'Higher technical' than 'advanced' highest qualifications.
- The most popular area of learning of main subject taught for male teachers is 'Visual and performing arts and media'. Amongst female teaching staff, the most popular area of learning of main subject taught is 'health, social care and public services'.
- FE teachers that teach mainly in the areas of learning 'Construction' and 'engineering, technology and manufacturing' are more than 10 times more likely to be male than female. According to the data, less than 1000 female staff teach these subjects nationally.
- Female staff outnumber male staff in all general FE work categories with the exception of technical staff. However, 7% of male staff are in management roles as opposed to 5.3% of female staff.

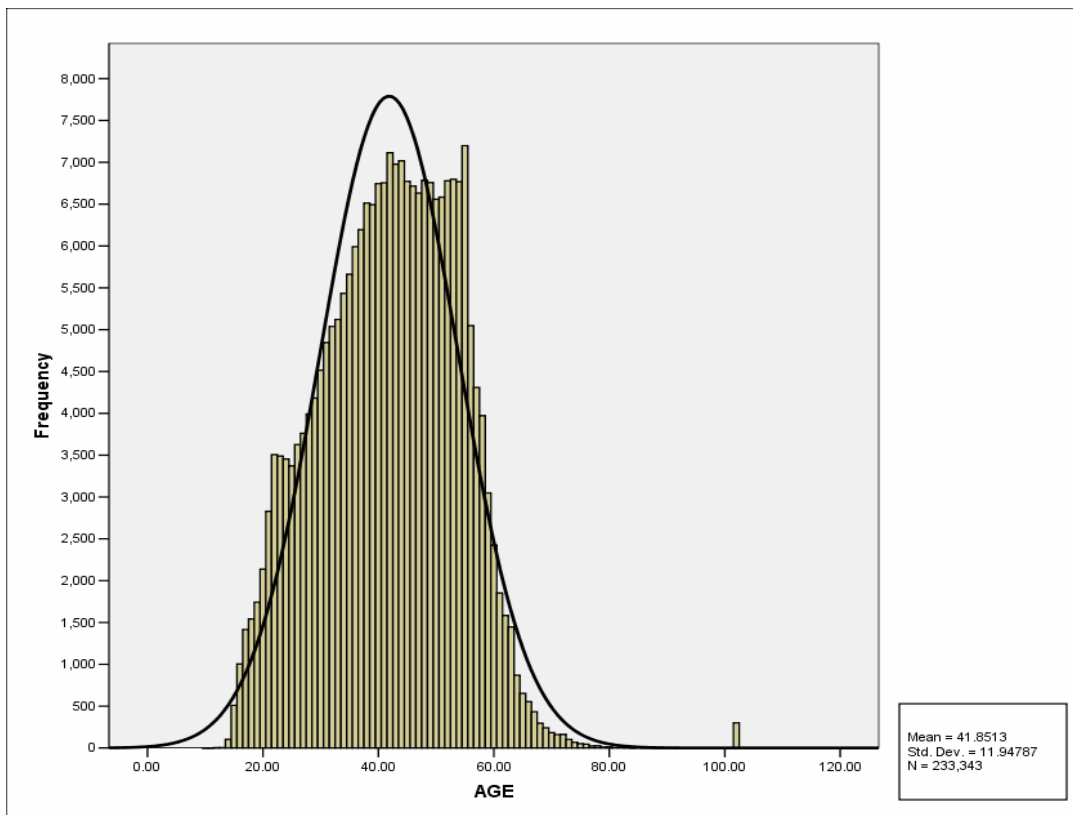


### Section 3. Analysis of FE Staff 2003/2004 by Age

The 2003/2004 SIR dataset contains a date of birth field, from which the age of each individual respondent has been calculated. This section is focused on the age of FE staff with staff being banded into different age groups. There does seem to be some erroneous data here and the date of birth value in some cases puts the staff outside the normal working age range. These staff have been excluded from the majority of the analysis here by virtue of the fact that they will fall outside of the proscribed age groups. Details on the number of staff affected by this can be seen in Appendix 3, which records the numerous FE staff recorded as being aged younger than 18 and older than 65, and around 300 as 102-year olds (clearly visible on the histogram). The colleges where this has happened more than 5 times are listed alongside their local LSC in Appendix 4.

Otherwise, the age data appears to be relatively normally distributed, with most FE staff being aged between 40 and 60.

**Figure 3.1: Histogram of All FE staff ages**



### 3.1 Highest Qualification by Age Group

Table 3.2: Highest Qualification (SIR06) by Age Group

Age Group		Advanced - up to 2 A-Levels/OND/ONC	Foundation - up to 4 GCSEs (D-G)	Higher technical - up to HND/HNC	Intermediate - up to 4 GCSEs (A-C)	No formal qualifications	Professional - first degree, further degree and above	Total
25-29	Count	2562	457	1597	1543	457	8239	14855
	% within Age Group	17.20%	3.10%	10.80%	10.40%	3.10%	55.50%	100.00%
	% of Total	1.40%	0.20%	0.90%	0.80%	0.20%	4.50%	8.10%
30-34	Count	3201	760	2394	2666	829	9841	19691
	% within Age Group	16.30%	3.90%	12.20%	13.50%	4.20%	50.00%	100.00%
	% of Total	1.70%	0.40%	1.30%	1.40%	0.40%	5.30%	10.70%
35-39	Count	3965	1015	3095	3414	1223	11592	24304
	% within Age Group	16.30%	4.20%	12.70%	14.00%	5.00%	47.70%	100.00%
	% of Total	2.10%	0.60%	1.70%	1.90%	0.70%	6.30%	13.20%
40-44	Count	4415	1169	3454	3644	1528	13703	27913
	% within Age Group	15.80%	4.20%	12.40%	13.10%	5.50%	49.10%	100.00%
	% of Total	2.40%	0.60%	1.90%	2.00%	0.80%	7.40%	15.10%
45-49	Count	3991	915	3177	3065	1836	14552	27536
	% within Age Group	14.50%	3.30%	11.50%	11.10%	6.70%	52.80%	100.00%
	% of Total	2.20%	0.50%	1.70%	1.70%	1.00%	7.90%	14.90%
50-54	Count	3751	893	3147	2675	2189	15022	27677
	% within Age Group	13.60%	3.20%	11.40%	9.70%	7.90%	54.30%	100.00%
	% of Total	2.00%	0.50%	1.70%	1.50%	1.20%	8.10%	15.00%
55-59	Count	2519	652	2291	1923	2175	9226	18786
	% within Age Group	13.40%	3.50%	12.20%	10.20%	11.60%	49.10%	100.00%
	% of Total	1.40%	0.40%	1.20%	1.00%	1.20%	5.00%	10.20%
60 and over	Count	1018	308	1009	727	1620	3338	8020
	% within Age Group	12.70%	3.80%	12.60%	9.10%	20.20%	41.60%	100.00%
	% of Total	0.60%	0.20%	0.50%	0.40%	0.90%	1.80%	4.30%
under 25	Count	4064	973	1280	3139	788	5418	15662
	% within Age Group	25.90%	6.20%	8.20%	20.00%	5.00%	34.60%	100.00%
	% of Total	2.20%	0.50%	0.70%	1.70%	0.40%	2.90%	8.50%
Total	Count	29486	7142	21444	22796	12645	90931	184444
	% of Total	16.00%	3.90%	11.60%	12.40%	6.90%	49.30%	100.00%

**Figure 3.2: Highest Qualification (SIR06) by Age Group**

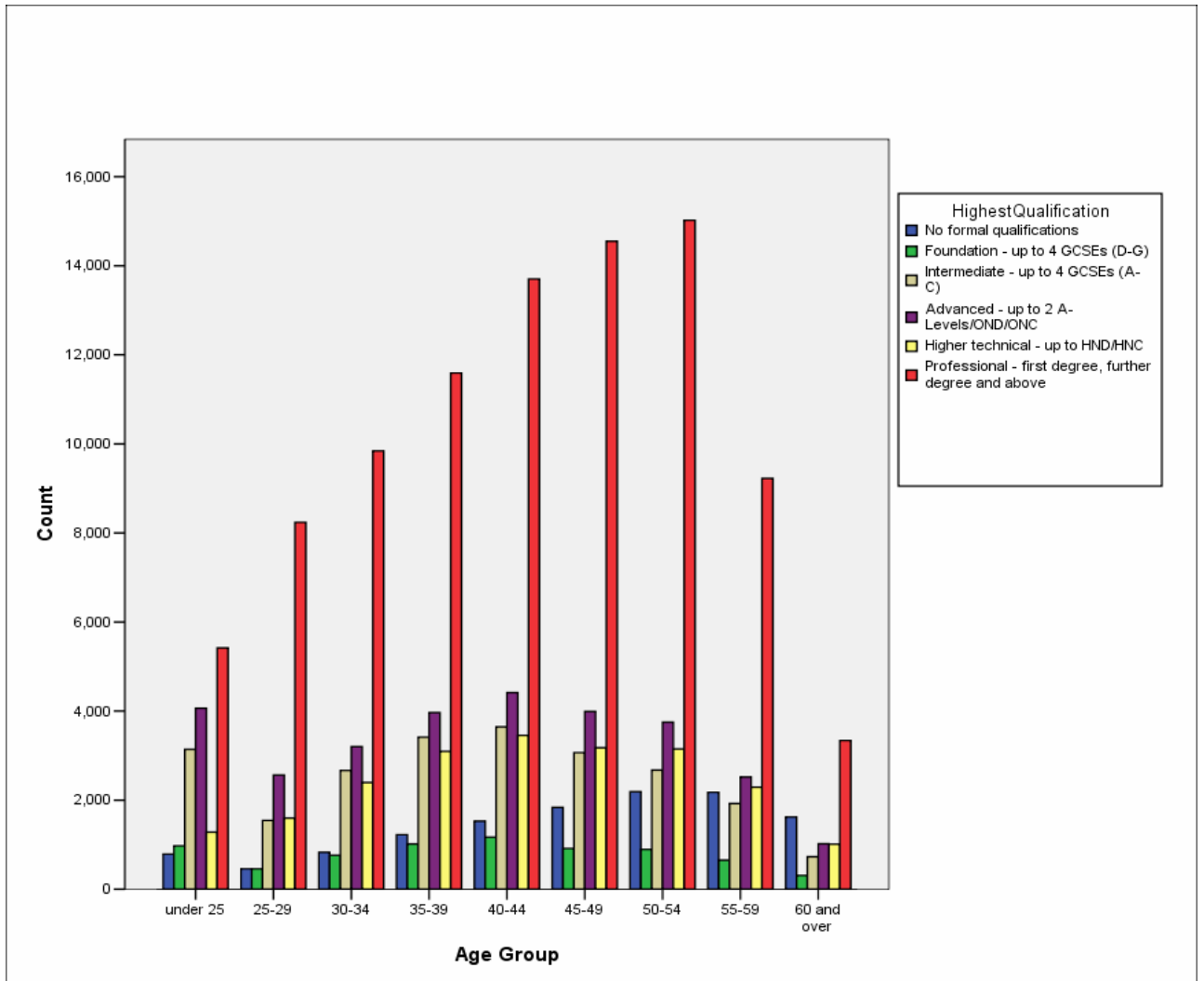


Table 3.2 and Figure 3.2 show that;

- Across all age groups, 'Professional – first degree, further degree and above' is the most attained qualification. Highest and lowest age groups apart, around 50% (mean = 51.1%) of all respondents between 25 and 29 have this qualification.
- The number of staff whose highest qualification is 'Foundation – up to 4 GCSEs (D-G)' make up the lowest proportion of respondents in each age group except for those under 25 – 29 in which the number is either higher or the same as those respondents with no formal qualifications.
- In all age groups except '60 and over' the highest level of qualification *after* 'Professional' is 'Advanced – up to 2 A-Levels/OND/ONC. Amongst staff over 60, the most common response after Professional/Degree is 'no formal qualifications'. This could possibly be due to a large number of semi-retired non-managerial/teaching staff.
- 'No formal qualifications' could be describing people working in teaching support, or in some type of caring support role. Also, these figures are based on *all* staff, not just teaching staff, and will therefore include a lot of admin staff who may not necessarily be highly qualified. This analysis for teaching staff only can be seen in Table 3.3 and Fig 3.3.

**Table 3.3: Highest Qualification (SIR06) by Age Group – Teaching Staff Only**

		Professional - first degree, further degree and above	Higher technical - up to HND/HNC	Advanced - up to 2 A-Levels/OND/ONC	Intermediate - up to 4 GCSEs (A-C)	Foundation - up to 4 GCSEs (D-G)	No formal qualifications	Total
under 25	Count	2275	346	482	208	56	105	3472
	% within Age Group	66%	10%	14%	6%	2%	3%	100%
25-29	Count	5108	633	737	340	64	127	7009
	% within Age Group	73%	9%	11%	5%	1%	2%	100%
30-34	Count	7041	1282	1285	658	160	260	10686
	% within Age Group	66%	12%	12%	6%	2%	2%	100%
35-39	Count	8637	1832	1693	904	194	351	13611
	% within Age Group	64%	14%	12%	7%	1%	3%	100%
40-44	Count	10249	2128	2004	975	208	395	15959
	% within Age Group	64%	13%	13%	6%	1%	3%	100%
45-49	Count	11014	1992	1792	817	176	429	16220
	% within Age Group	68%	12%	11%	5%	1%	3%	100%
50-54	Count	11477	2042	1774	739	169	471	16672
	% within Age Group	69%	12%	11%	4%	1%	3%	100%
55-59	Count	7101	1492	1204	536	103	408	10844
	% within Age Group	66%	14%	11%	5%	1%	4%	100%
60 and over	Count	2714	700	587	257	81	345	4684
	% within Age Group	58%	15%	13%	6%	2%	7%	100%
Total	Count	65616	12447	11558	5434	1211	2891	99157
	% within Age Group	66%	13%	12%	6%	1%	3%	100%

**Figure 3.3: Highest Qualification (SIR06) by Age Group – Teaching Staff Only**

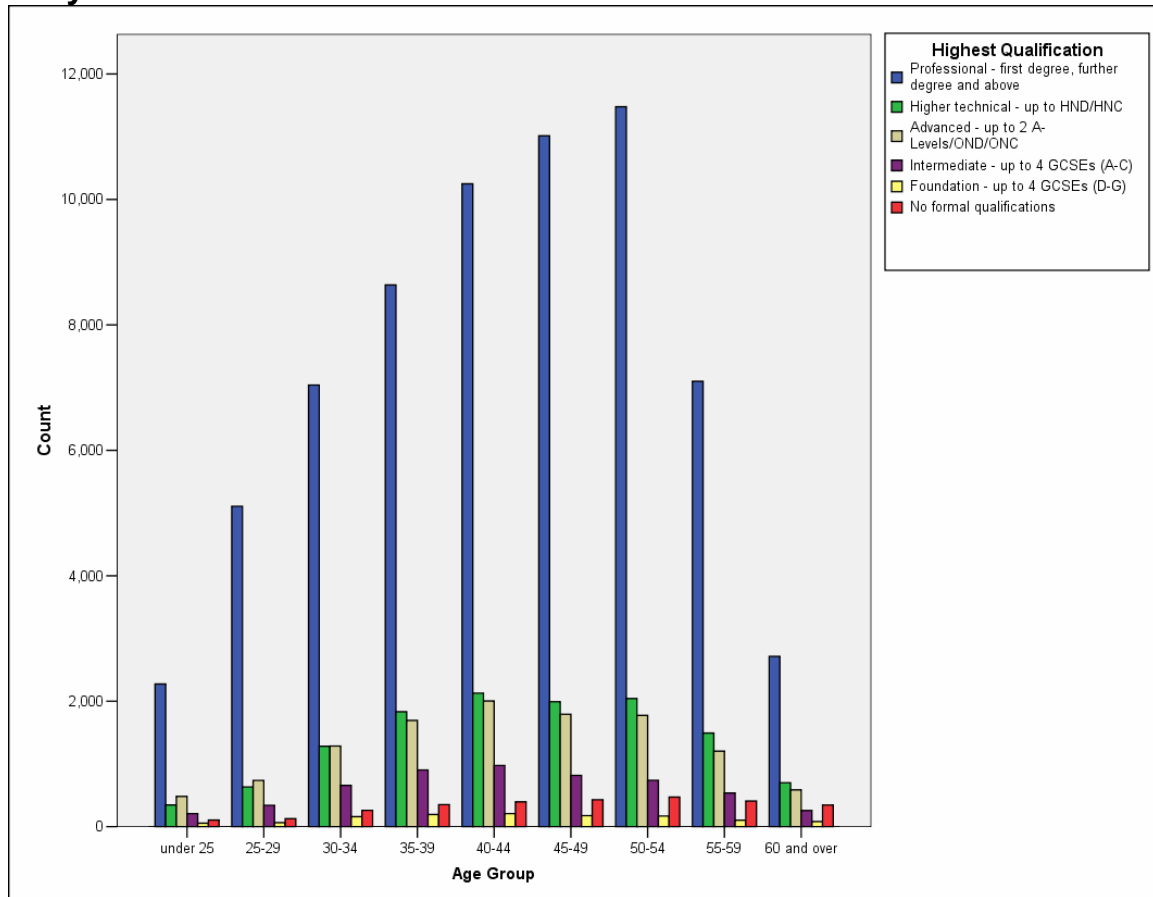


Table 3.3 and Fig 3.3 show that;

- Where only Teaching staff are included in the analysis, the average percentage (across all age groups) of those staff recording 'No formal qualifications' drops to 3.33% from 7.77%. However, it is also interesting that there are teaching staff recording that they have 'No formal qualifications' (3% in total). This may be a data entry issue but bears further scrutiny.
- Amongst all staff (table/figure 3.2), the percentage of staff under 25 holding a 'Professional – 1<sup>st</sup> degree' qualification is 34.6%. The figure for the percentage of teaching staff under 25 with this level of qualification is 66% (table/figure 3.3).
- A detailed breakdown of highest qualification by general job category can be seen in Table 6.5 and Figure 6.4

### 3.2 Category of Work by Age Group

**Table 3.4: Category of Work by Age Group**

		Teaching Staff	Service staff	Word processing, clerical and sectorial staff	Administrative and professional staff	Technical staff	Manager	Total
under 25	Count	5214	5979	5313	1971	2387	764	21628
	% within Age Group	24%	28%	25%	9%	11%	4%	100%
25-29	Count	9317	2636	2453	1957	1672	896	18931
	% within Age Group	49%	14%	13%	10%	9%	5%	100%
30-34	Count	13943	3176	2617	2180	1659	1379	24954
	% within Age Group	56%	13%	11%	9%	7%	6%	100%
35-39	Count	17619	4274	2982	2446	1804	1729	30854
	% within Age Group	57%	14%	10%	8%	6%	6%	100%
40-44	Count	20025	4687	3263	2621	1908	2105	34609
	% within Age Group	58%	14%	9%	8%	6%	6%	100%
45-49	Count	19892	4132	2940	2477	1673	2549	33663
	% within Age Group	59%	12%	9%	7%	5%	8%	100%
50-54	Count	20091	3930	2832	2311	1625	2696	33485
	% within Age Group	60%	12%	9%	7%	5%	8%	100%
55-59	Count	13536	3435	2236	1568	1286	1513	23574
	% within Age Group	57%	15%	10%	7%	6%	6%	100%
60 and over	Count	6598	2192	1313	570	588	270	11531
	% within Age Group	57%	19%	11%	5%	5%	2%	100%
Total	Count	126235	34441	25949	18101	14602	13901	233229
	% within Age Group	54%	15%	11%	8%	6%	6%	100%

**Figure 3.4: Category of Work by Age Group**

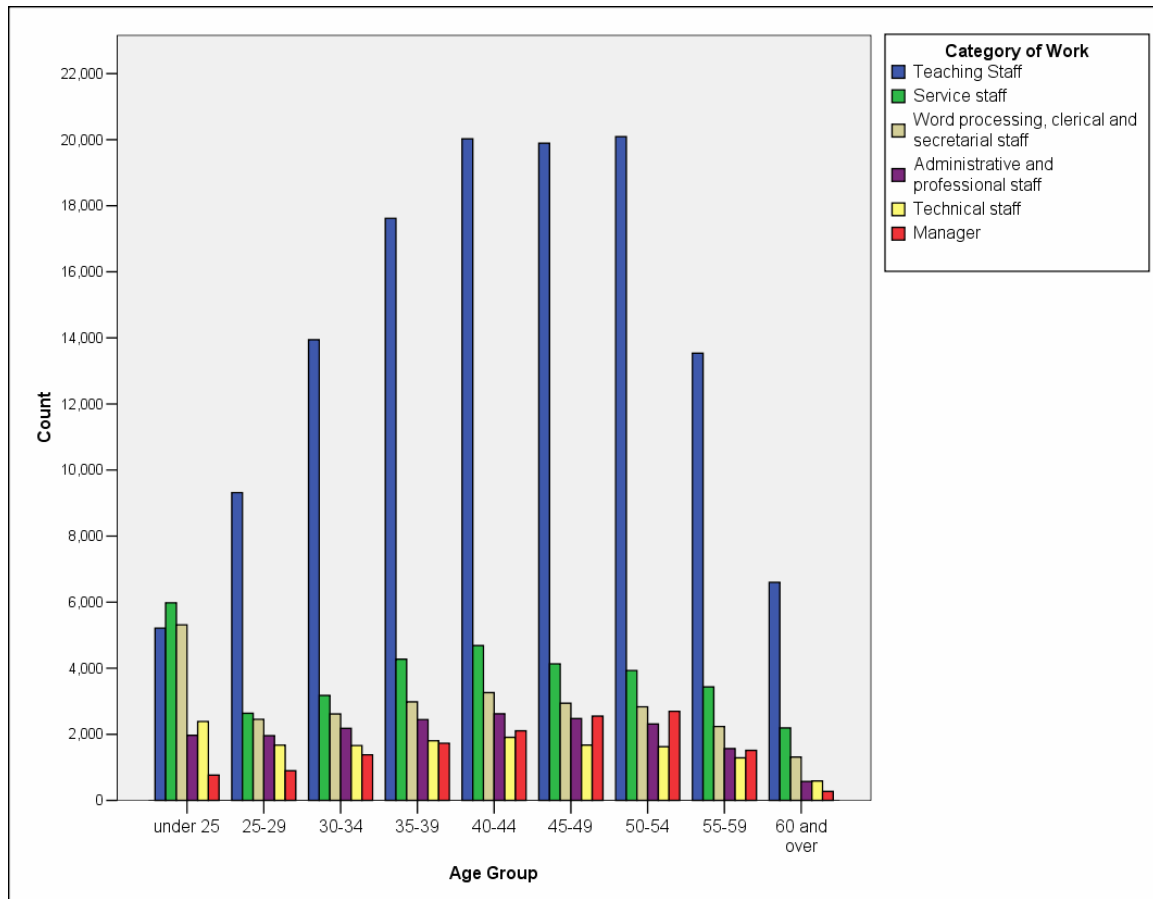


Table 3.4 and figure 3.4 show that;

- Teachers make up the majority of staff in all age groups except the under-25s. The vast majority of teachers (>95%) in FE colleges are over 25. FE staff under 25 are more likely to be service staff or word processing, clerical and secretarial staff than teachers.
- The percentage of management staff increases against other job categories with age group, up until '55-59', then drops considerably at '60 and over'. There are more managers in the '50-54' age group than in any of the other groups.

### 3.3 FT/PT by Age Group

**Table 3.5: part-time/Full-Time Status by Age Group – Teaching Staff**

Age Band		FT	PT	Total
under 25	Count	1437	3777	5214
	% within Age Band	27.6%	72.4%	100.0%
25-29	Count	3423	5894	9317
	% within Age Band	36.7%	63.3%	100.0%
30-34	Count	4997	8946	13943
	% within Age Band	35.8%	64.2%	100.0%
35-39	Count	6252	11367	17619
	% within Age Band	35.5%	64.5%	100.0%
40-44	Count	7704	12321	20025
	% within Age Band	38.5%	61.5%	100.0%
45-49	Count	8434	11458	19892
	% within Age Band	42.4%	57.6%	100.0%
50-54	Count	8998	11093	20091
	% within Age Band	44.8%	55.2%	100.0%
55-59	Count	4784	8752	13536
	% within Age Band	35.3%	64.7%	100.0%
60 and over	Count	1010	5588	6598
	% within Age Band	15.3%	84.7%	100.0%
Total	Count	47039	79196	126235
	% within Age Band	37.3%	62.7%	100.0%



**Figure 3.5: part-time/Full-Time Status by Age Group – Teaching Staff**

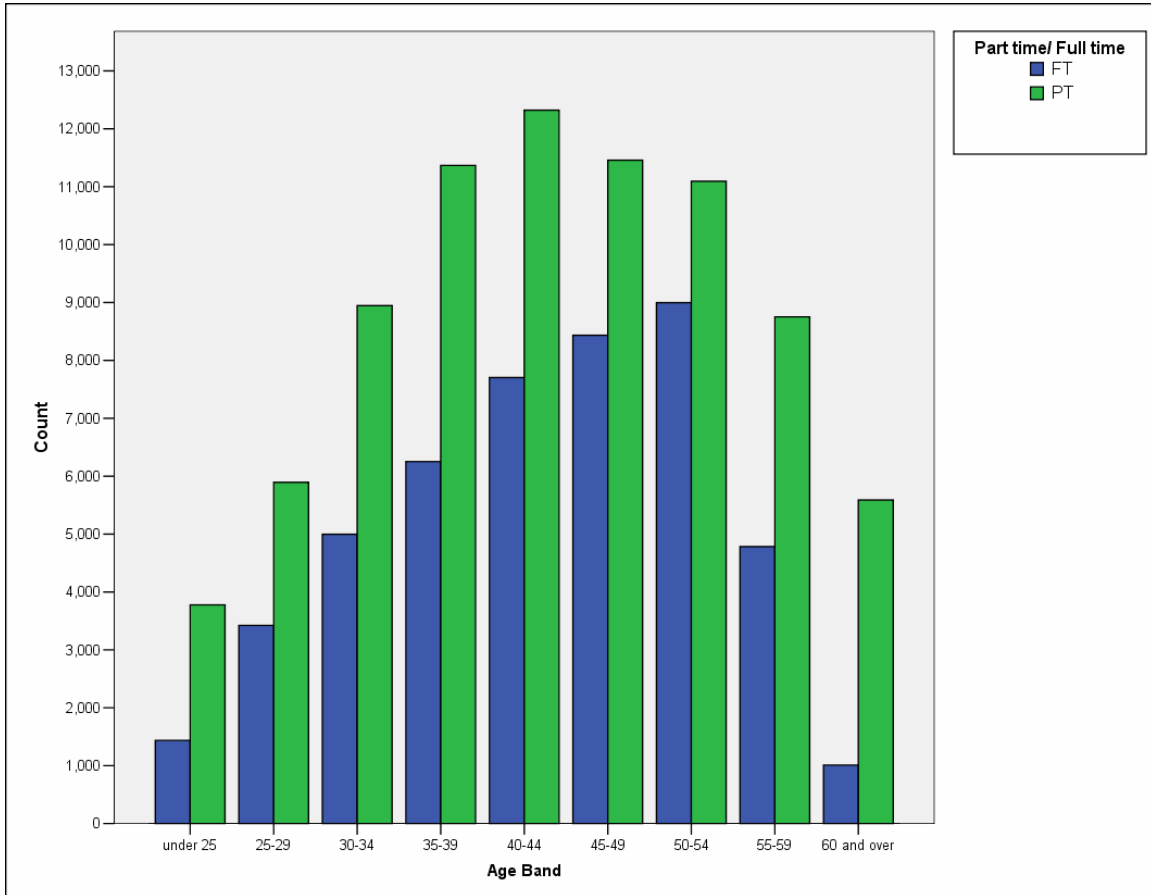


Table 3.5 and Figure 3.5 show that;

- The largest number of part-time staff fall within the '40-44' age group. For full-time staff the largest number of staff fall within the '50-54' age group.
- The largest difference between full and part-time staff is in the '60 and over' age group. This may reflect the 'semi-retired' status of many staff over 60.

### 3.4 QTS by Age Group

**Table 3.6: Qualified Teacher Status by Age Group**

		Qualified status labels			
		Non-Qualified	Qualified	Status not established*	Total
AgeBand	under 25	3743	1145	2385	7273
	25-29	4760	3394	2680	10834
	30-34	6525	5532	3838	15895
	35-39	8362	7315	4483	20160
	40-44	8870	9418	4667	22955
	45-49	7805	10840	4293	22938
	50-54	7162	12082	3932	23176
	55-59	5000	7600	2930	15530
	60 and over	2680	2843	1871	7394
Total		54907	60169	31079	146155

\*Teaching staff only

**Figure 3.6: Qualified Teacher Status by Age Group**

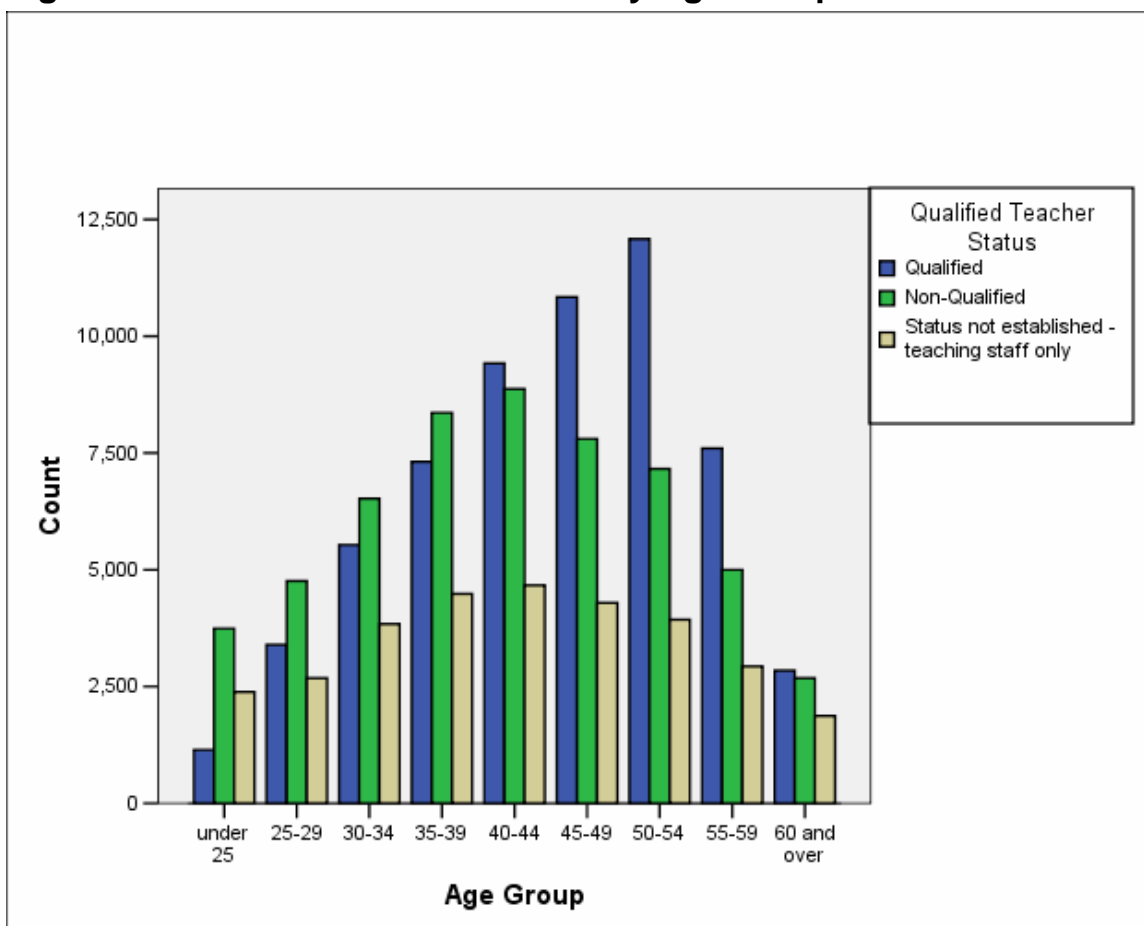


Table 3.6 and Figure 3.6 show;

- The data on 'Non-Qualified' and 'Status not established' staff are normally distributed – as reflects the overall age distribution of FE staff (see Figure 3.1)
- The distribution of qualified teaching staff is slightly skewed around the 45-54 age group. This is also reflected in Fig. 3.1.
- Non-qualified teaching staff outnumber their qualified colleagues in the age groups under 25 to 35-39. At age group 40-44, qualified teachers become the highest proportion of staff by a mere 2.4%. However, this figure increases to 13.23% (vs. non-qualified teaching staff) at age group 45-49. This rises again at age group 50-54 to 21.2% before dropping back again to 16.7% at age 55-59. The levels of qualified and non-qualified teaching staff at age 60 and over are similar.
- Since 2002/2003, full-time teaching staff are required to have a CertEd or a PGCE.
- There are issues surrounding the qualified teacher status (QTS) in FE institutions in that this status is not as 'formalised' as it is in the school sector.

### 3.5 Highest Teaching Qualification on which Enrolled by Age Group

**Table 3.7: Highest Teaching Qualification on Which FE Staff are Enrolled – by Age Group**

AgeBand	Bed/BA/BSc with concurrent qualified teacher status	CertEd	Level 3 teaching Qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed above	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Total
under 25	84	287	196	180	163	60	593	329	1892
25-29	174	600	305	269	230	95	613	671	2957
30-34	287	975	510	297	270	123	812	865	4139
35-39	307	1334	668	360	362	165	949	1006	5151
40-44	444	1548	719	336	342	174	1063	1069	5695
45-49	465	1619	598	247	275	131	1001	980	5316
50-54	489	1606	533	179	192	104	987	865	4955
55-59	336	912	355	103	121	63	686	414	2990
60 and over	127	279	168	38	31	21	374	102	1140
<b>Total</b>	<b>2713</b>	<b>9160</b>	<b>4052</b>	<b>2009</b>	<b>1986</b>	<b>936</b>	<b>7078</b>	<b>6301</b>	<b>34235</b>

**Figure 3.7: Highest Teaching Qualification on Which FE Staff are Enrolled – by Age Group**

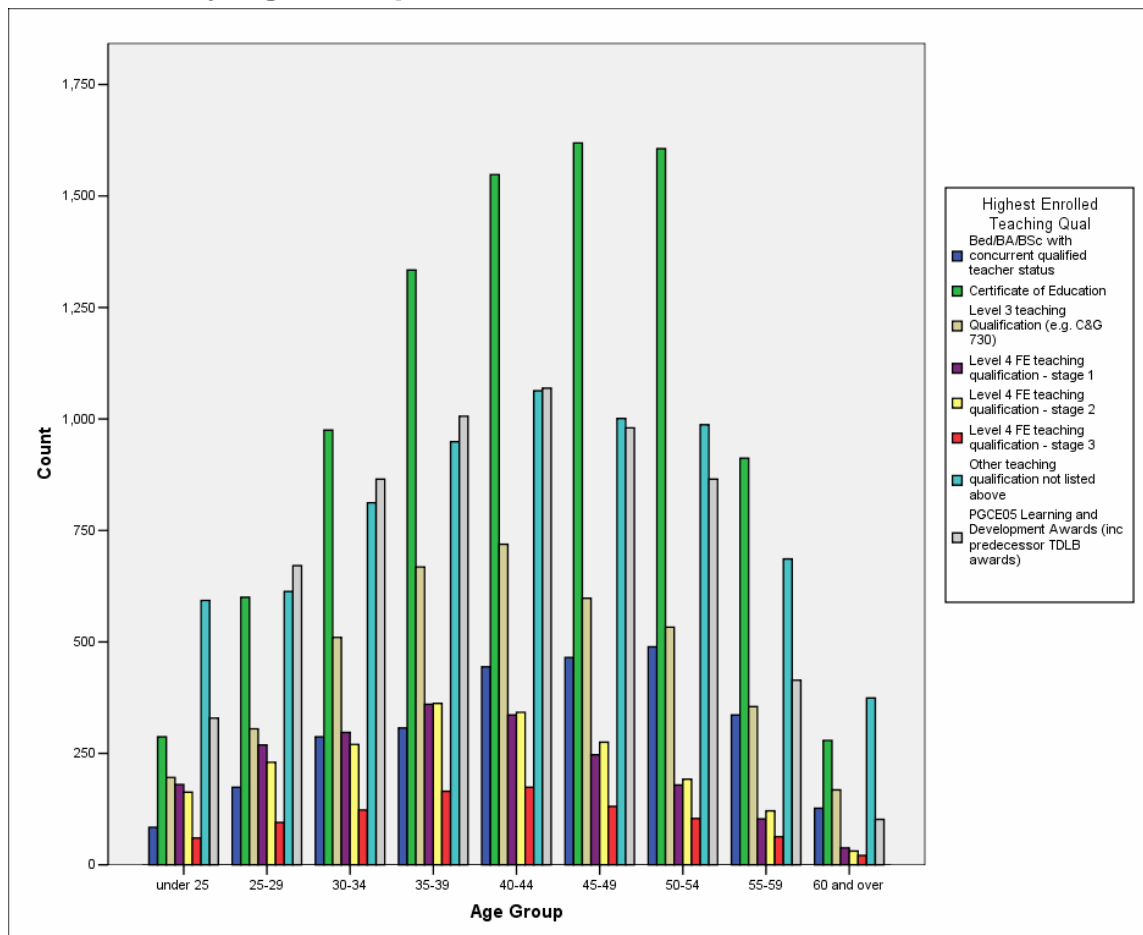


Table 3.7 and Figure 3.7 show that:

- Between the ages of 30 and 59, most FE staff enrolled on a Teaching qualification are working towards gaining a CertEd. Across these age groups, the average percentage of all staff working towards a teaching qualification is 14%.
- At each age group, the least popular teaching qualification is the Level 4 FE teaching qualification – stage 3.
- ‘Other teaching qualification not listed above’ is a popular choice across all age ranges and it would most likely be useful to investigate this category further.
- The PGCE05 – Learning and Development awards are largely based around work-based learning.
- The large numbers of staff enrolled on the CertEd is probably due to the fact that full-time teaching staff are required to have this qualification. Part-time teachers need no higher qualification than the Level 4. Therefore, the difference between the numbers of staff enrolled on CertEd and the Level 4 teaching qualifications may be down to full/part-time issues.
- The PGCE05 – Learning and Development Awards qualifications may be more prevalent in organizations providing work-based learning than in teaching staff in FE colleges. Also the take up of L&D awards may largely be amongst staff who are only enrolled on the assessment and verification units of the award.

### 3.6 First Teaching Qualification by Age Group

**Table 3.8: 1<sup>st</sup> Teaching and FE Qualification by Age Group**

		Bed/BA/BSc with concurrent qualified teacher status	CertEd	Learning and Development Awards (inc predecessor TDLB awards)	Level 3 teaching qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed	PGCE	professional qualification at NVQ level 4 or above related	qualification at NVQ level 3 related to main role of sta
Age Group	Count	807	761	415	1314	330	158	68	3904	1890	547	622
25-29	%	8%	7%	4%	12%	3%	2%	1%	36%	18%	5%	6%
30-34	Count	1065	1629	777	2294	461	224	98	4815	2728	640	663
	%	7%	11%	5%	15%	3%	2%	1%	31%	18%	4%	4%
35-39	Count	1325	2687	1142	3288	634	293	97	5814	3178	679	667
	%	7%	14%	6%	17%	3%	2%	1%	29%	16%	3%	3%
40-44	Count	1948	3961	1324	3717	591	312	114	6136	3813	702	801
	%	8%	17%	6%	16%	3%	1%	1%	26%	16%	3%	3%
45-49	Count	2414	5176	1370	3359	467	264	83	5389	3968	649	694
	%	10%	22%	6%	14%	2%	1%	0%	23%	17%	3%	3%
50-54	Count	2792	6179	1336	3105	348	232	76	5168	3987	643	596
	%	11%	25%	6%	13%	1%	1%	0%	21%	16%	3%	2%
55-59	Count	1846	4086	1061	2197	221	122	50	4135	1942	396	394
	%	11%	25%	6%	13%	1%	1%	0%	25%	12%	2%	2%
60 and over	Count	667	1499	451	882	85	63	18	2467	541	148	107
	%	10%	22%	7%	13%	1%	1%	0%	36%	8%	2%	2%
under 25	Count	340	252	133	562	217	99	41	5540	636	502	838
	%	4%	3%	2%	6%	2%	1%	0%	61%	7%	6%	9%
Total	Count	13204	26230	8009	20718	3354	1767	645	43368	22683	4906	5382
	%	9%	18%	5%	14%	2%	1%	0%	29%	15%	3%	4%

**Figure 3.8: 1<sup>st</sup> Teaching and FE Qualification by Age Group**

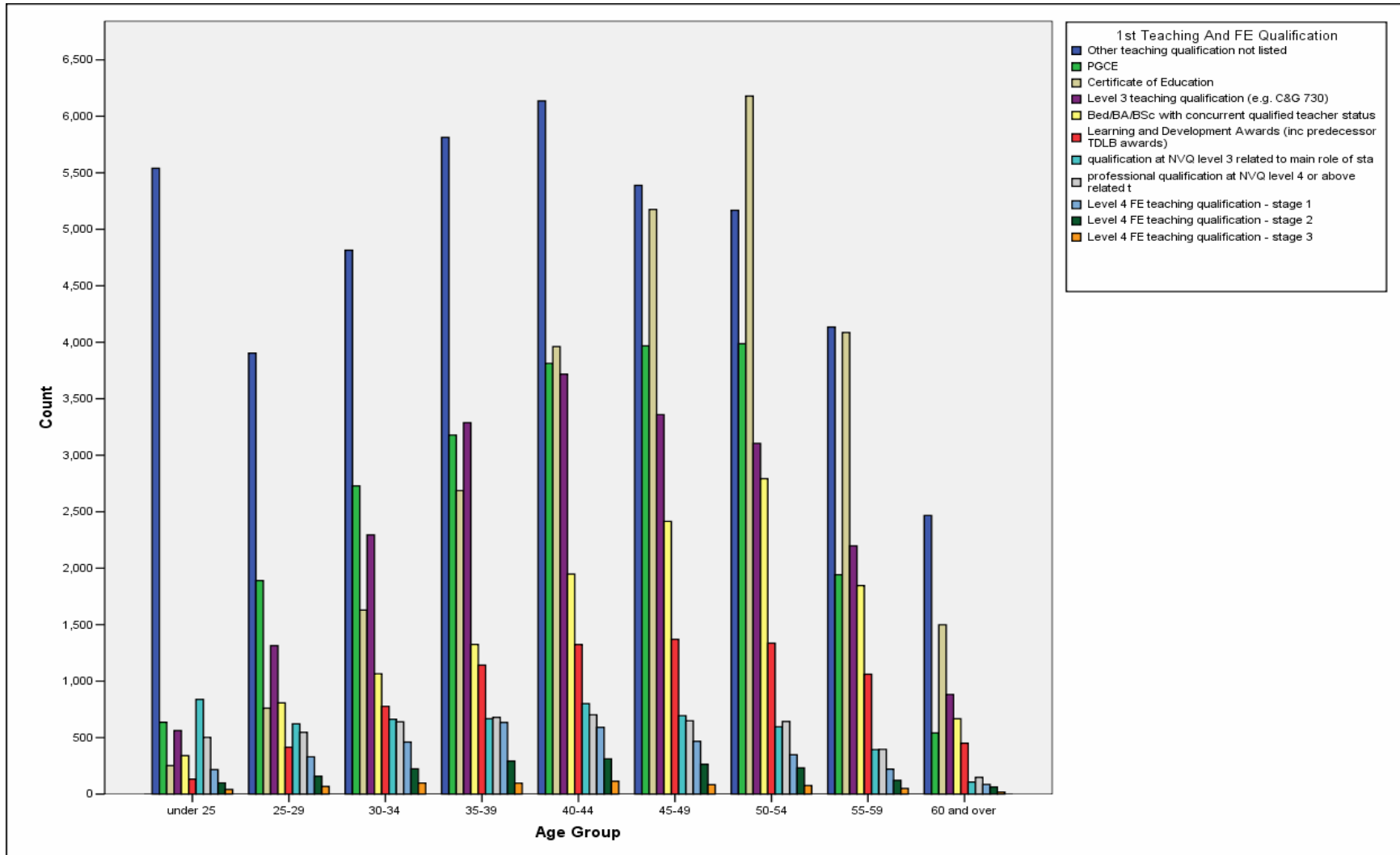


Table 3.8 and Figure 3.8 show that;

- Between the ages 25 – 54, the numbers of staff holding teaching qualifications 'qualification at NVQ level 3...', 'NVQ level 4' and the level 4 FE teaching qualification stages 1-3', are broadly similar, with the Level 4 FE qualification being least 'popular' in the under 25s and the over 60s.
- The numbers of staff holding PGCE, Cert of ED, Level 3 teaching qualifications, Degrees and Learning and Development Awards varies across the different age groups. It would probably be useful, in further analysis to split these qualifications from the NVQs and the Level 4 Teaching Qualifications.
- The difference between the number of staff under 25 and staff aged 50-54 holding a Cert Ed is dramatic (252 and 6179 respectively) Similarly, up to the age of 55, the older the member of staff, the more likely they are to hold a PGCE. However, as the CertEd has only been available since 2001, teachers qualified before this may hold the 'DELTA' and/or 'CELTA' qualifications. This may also go some way to explaining the relatively large numbers of staff in older age groups, i.e. qualified prior to 2001, reporting 'Other teaching qualification not listed'.
- The number of staff under 25 holding an 'Other teaching qualification – not listed' (61% of all respondents under 25) suggests that this also requires some more in-depth analysis.
- The numbers of staff across all age groups doing the PGCE compared with CertEd may be due to the fact that one has to have a degree to do a PGCE, but not CertEd. If a teachers 'vocational' qualification is not at degree level, then this would necessitate them getting their CertEd in order to enter teaching.
- The numbers with the Level 4 – stage 3 may be low due to the fact that it requires the same sort of time-commitment as the CertEd – in which case, many staff may have seen achieving the CertEd as the preferable option.



### **Summary of Findings and Main Points - Section 3**

- The SIR 2003/2004 data show that the majority of FE staff are aged between 40 and 60. However, the date of birth field from which the respondents age is calculated is slightly unreliable with several data issues affecting the overall analysis.
- The number of FE staff with both 'professional' level qualifications and with no formal qualifications (staff over 25) rises with age-group, up until a 'peak at 50-54 years old before falling back over 55-59 and 60 and over.
- The 50-54 age group contains a higher percentage of management staff than any of the other age-groups.
- 85% of FE staff aged 60 or over work part-time.
- There are more unqualified than qualified teaching staff under the age of 40. After the age of 40, the reverse is true with qualified teachers outnumbering non-qualified.
- FE staff under the age of 26, and over the age of 60 are more likely to be enrolled on a teaching qualification classified as 'other' than any other type of teaching qualification. Between the ages of 30 and 59, most FE staff enrolled on a Teaching qualification are working towards gaining a CertEd.
- The most widely held first teaching qualification in the 50-54 age group is the CertEd. Among all other age-groups, the most widely-held 1<sup>st</sup> teaching qualification falls into the 'other' category (see table 3.9 and Figure 3.8 for a detailed breakdown of the teaching qualifications)

## Section 4. Analysis of FE staff 2003/2004 by Ethnicity

### 4.1 Ethnicity of FE Staff

The original LSC list of valid entries for the 'Ethnicity' field is as follows.

- Asian or Asian British – Bangladeshi
- Asian or Asian British – Indian
- Asian or Asian British – Pakistani
- Asian or Asian British – any other Asian background
- Black or Black British – African
- Black or Black British – Caribbean
- Black or Black British – any other Black background
- Chinese
- Mixed – White and Asian
- Mixed – White and Black African
- Mixed – White and Black Caribbean
- Mixed – any other Mixed background
- White – British
- White – Irish
- White – any other White background
- Any other
- Not known/not provided

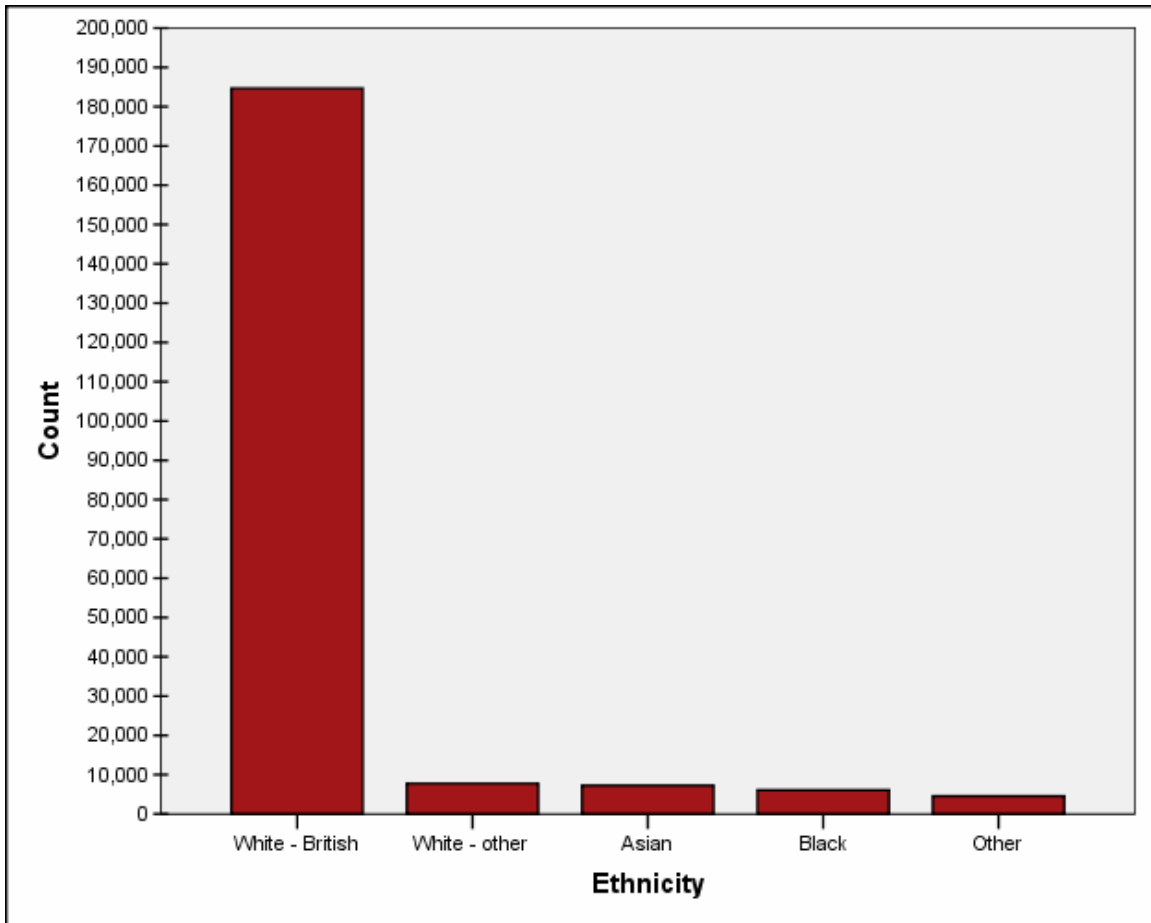
Analysis of the data shows that vast majority of FE staff (88%) are 'White – British'. Given that the actual numbers in some of the above categories are marginal when compared with the number of White British FE staff, all other categories have been grouped into four more simple groupings for the purpose of this analysis:

- White Other
- Asian
- Black
- Other (includes all of the 'Mixed' categories above)

**Table 4.1: Ethnicity of FE Staff 2003/2004**

	Frequency	Percent	Cumulative Percent
Asian	7235	3.4	3.4
Black	6084	2.9	6.3
Other	4553	2.2	8.5
White - British	184670	87.8	96.3
White - other	7737	3.7	100.0
Total	210279	100.0	

**Figure 4.1: Ethnicity of FE Staff 2003/2004**



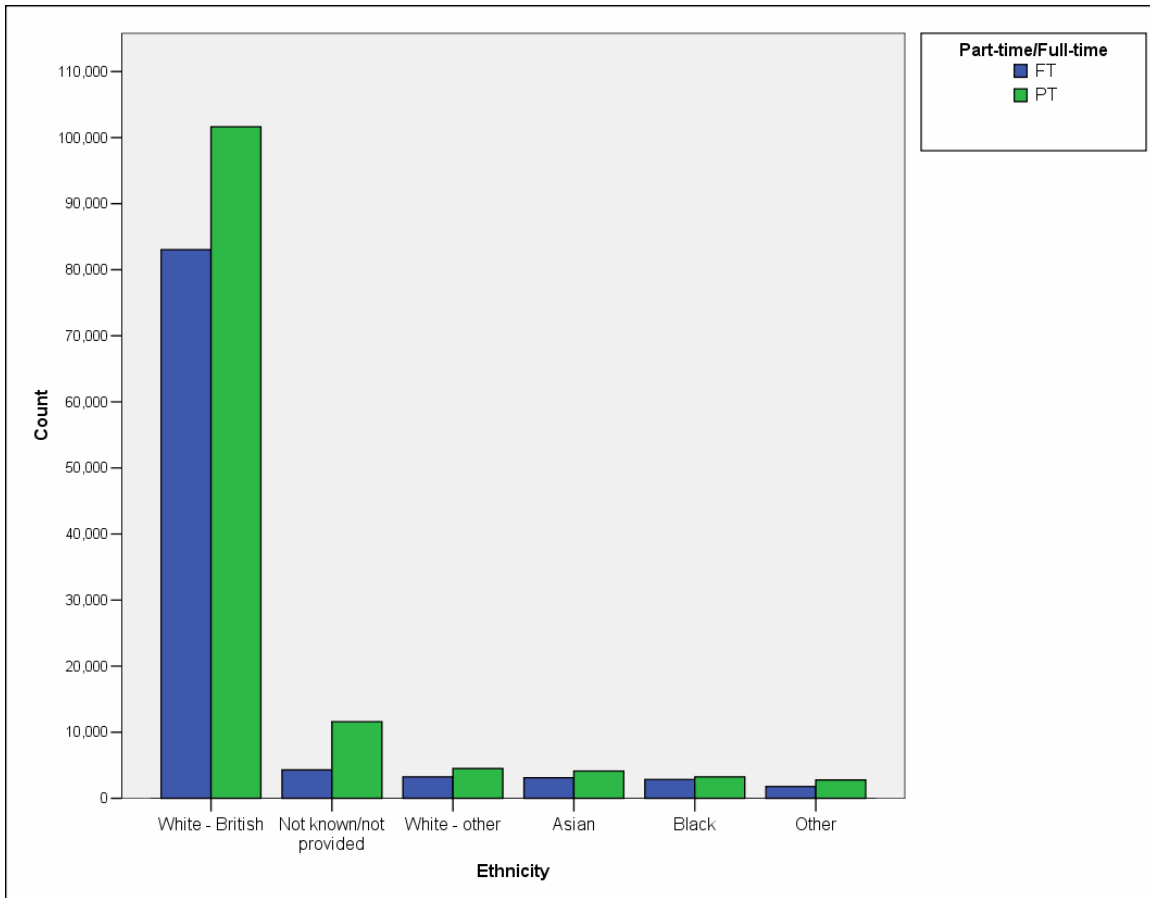
The large majority of FE staff (88%) are 'White – British'. Of the remaining 12% of staff, 3% are from an Asian background, 3% are black, 4% are categorised as 'White – other' and 2% are from an 'other' ethnic background.

## 4.2 PT/FT by Ethnicity

**Table 4.2: Full/part-time by Ethnicity**

		FT	PT	Total
Asian	Count	3112	4123	7235
	% within PT_FT	3.2%	3.2%	3.2%
Black	Count	2846	3238	6084
	% within PT_FT	2.9%	2.5%	2.7%
Not known/not provided	Count	4296	11590	15886
	% within PT_FT	4.4%	9.1%	7.0%
Other	Count	1779	2774	4553
	% within PT_FT	1.8%	2.2%	2.0%
White - British	Count	83038	101632	184670
	% within PT_FT	84.5%	79.5%	81.7%
White - other	Count	3236	4501	7737
	% within PT_FT	3.3%	3.5%	3.4%
Total	Count	98307	127858	226165
	% within PT_FT	100.0%	100.0%	100.0%

**Figure 4.2: Full/part-time by Ethnicity**



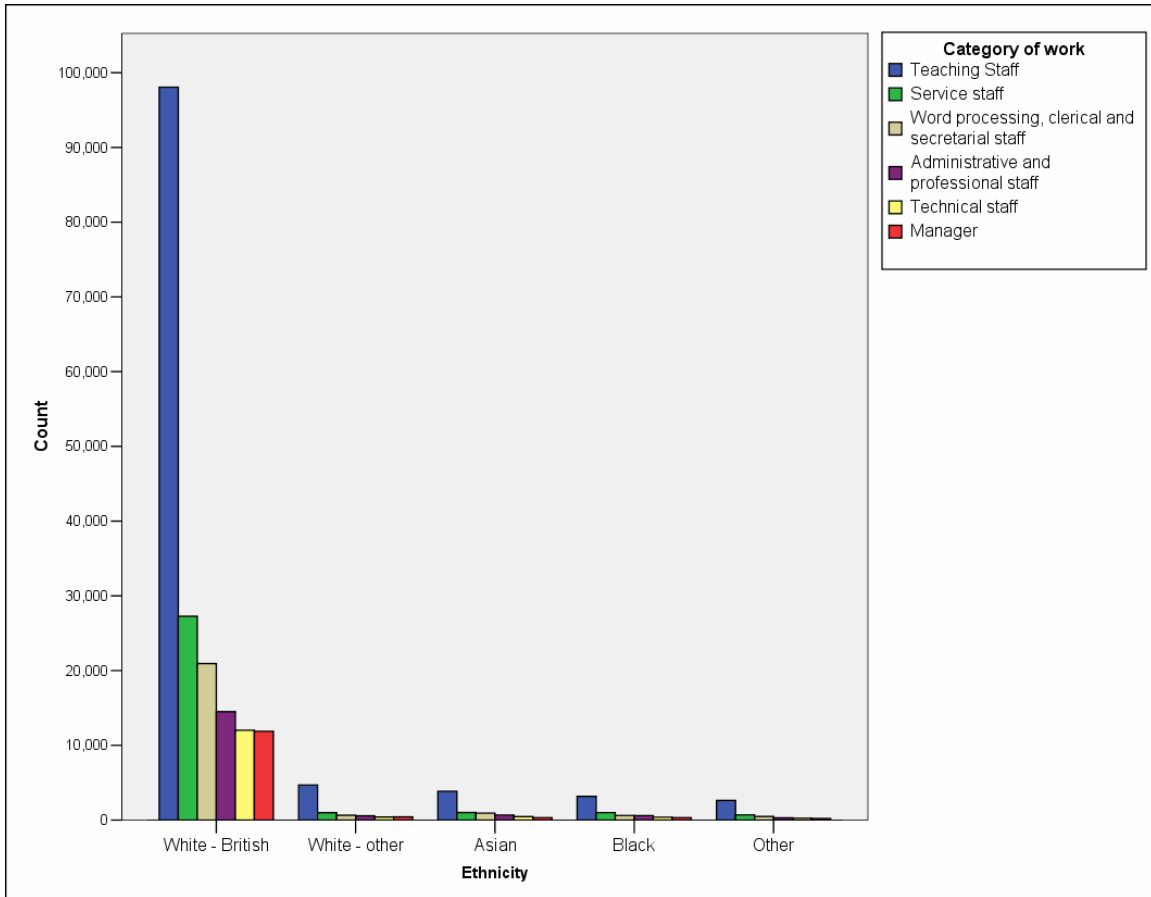
Apart from the large number of 'not known/not provided' responses in the dataset, these figures show that the difference between part and full-time staff is most pronounced in the 'White – British' group. The percentage difference between full and part-time staff is least amongst black FE staff (47%).

### 4.3 Category of Work by Ethnicity

**Table 4.3: Category of Work by Ethnicity**

		Teaching Staff	Service staff	Word processing, clerical and secretarial staff	Administrative and professional staff	Technical staff	Manager	Total
White - British	Count	98063	27274	20943	14496	12018	11876	184670
	% within Ethnicity	53.1%	14.8%	11.3%	7.8%	6.5%	6.4%	100.0%
White - other	Count	4692	992	640	574	410	429	7737
	% within Ethnicity	60.6%	12.8%	8.3%	7.4%	5.3%	5.5%	100.0%
Asian	Count	3839	1007	924	673	465	327	7235
	% within Ethnicity	53.1%	13.9%	12.8%	9.3%	6.4%	4.5%	100.0%
Black	Count	3170	999	619	597	377	322	6084
	% within Ethnicity	52.1%	16.4%	10.2%	9.8%	6.2%	5.3%	100.0%
Other	Count	2631	691	474	299	252	206	4553
	% within Ethnicity	57.8%	15.2%	10.4%	6.6%	5.5%	4.5%	100.0%
Total	Count	112395	30963	23600	16639	13522	13160	210279
	% within Ethnicity	53.5%	14.7%	11.2%	7.9%	6.4%	6.3%	100.0%

**Figure 4.3: Category of Work by Ethnicity**



The pattern across all ethnic groups is the same with teachers making up the majority of staff. The percentage of managers is highest within the 'White – British' ethnic group (6.4%). The lowest (4.5%) is amongst the 'Asian' and 'Other' ethnic groups.

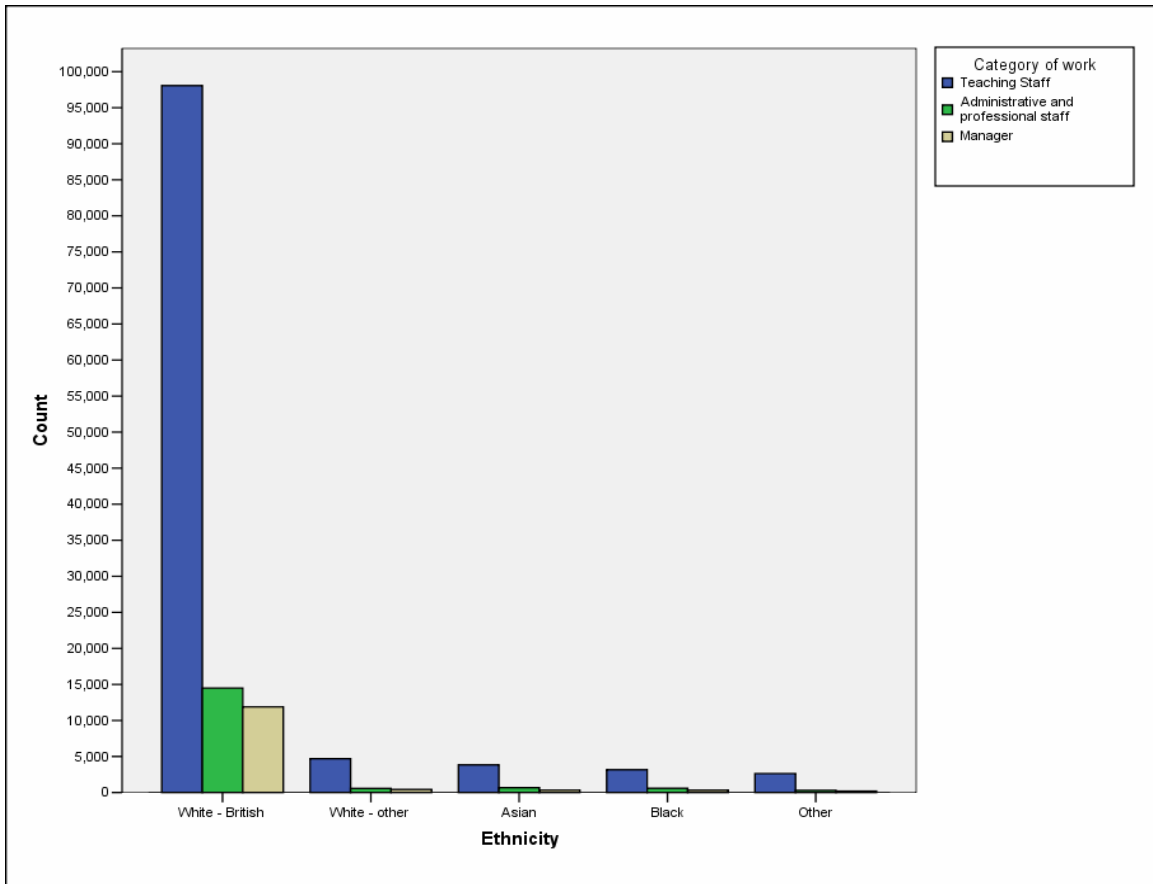
This analysis excludes the 'non-professional' work categories 'Service staff', 'Word processing, clerical and secretarial staff' and 'Technical staff'. This allows for a focus on the staff that could be considered as working in providing learning or supporting the provision of learning in a professional capacity.

**Table 4.4: Category of Work by Ethnicity – Staff in the LLUK Footprint**

		Administrative and professional staff	Manager	Teaching Staff	Total
Asian	Count	673	327	3839	4839
	% within Ethnicity	13.9%	6.8%	79.3%	100.0%
Black	Count	597	322	3170	4089
	% within Ethnicity	14.6%	7.9%	77.5%	100.0%
Other	Count	299	206	2631	3136
	% within Ethnicity	9.5%	6.6%	83.9%	100.0%
White - British	Count	14496	11876	98063	124435
	% within Ethnicity	11.6%	9.5%	78.8%	100.0%
White - other	Count	574	429	4692	5695
	% within Ethnicity	10.1%	7.5%	82.4%	100.0%
Total	Count	16639	13160	112395	142194
	% within Ethnicity	11.7%	9.3%	79.0%	100.0%

**Figure 4.4: Category of Work by Ethnicity – Staff in the LLUK Footprint**





Across these three work categories, the highest percentage of management staff are again found in the 'White – British' ethnic group (9.5%) and the lowest in staff whose ethnicity is categorised as 'Other' (6.6%).

## 4.4 Ethnicity by Region

**Table 4.5: Ethnicity of FE Staff by Region**

		EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
Asian	Count	459	601	2361	183	1044	434	141	1255	757	7235
	% within Ethnicity	6.3%	8.3%	32.6%	2.5%	14.4%	6.0%	1.9%	17.3%	10.5%	100.0%
Black	Count	251	269	3599	34	345	315	128	794	345	6080
	% within Ethnicity	4.1%	4.4%	59.2%	0.6%	5.7%	5.2%	2.1%	13.1%	5.7%	100.0%
Other	Count	260	309	1690	95	474	788	227	389	319	4551
	% within Ethnicity	5.7%	6.8%	37.1%	2.1%	10.4%	17.3%	5.0%	8.5%	7.0%	100.0%
White - British	Count	15169	15690	16922	10405	34462	25153	18626	23761	23994	184182
	% within Ethnicity	8.2%	8.5%	9.2%	5.6%	18.7%	13.7%	10.1%	12.9%	13.0%	100.0%
White - other	Count	953	644	2109	121	765	1058	785	417	883	7735
	% within Ethnicity	12.3%	8.3%	27.3%	1.6%	9.9%	13.7%	10.1%	5.4%	11.4%	100.0%
Total	Count	17092	17513	26681	10838	37090	27748	19907	26616	26298	209783
	% within Ethnicity	8.1%	8.3%	12.7%	5.2%	17.7%	13.2%	9.5%	12.7%	12.5%	100.0%

**Figure 4.5: Ethnicity of FE Staff by Region**

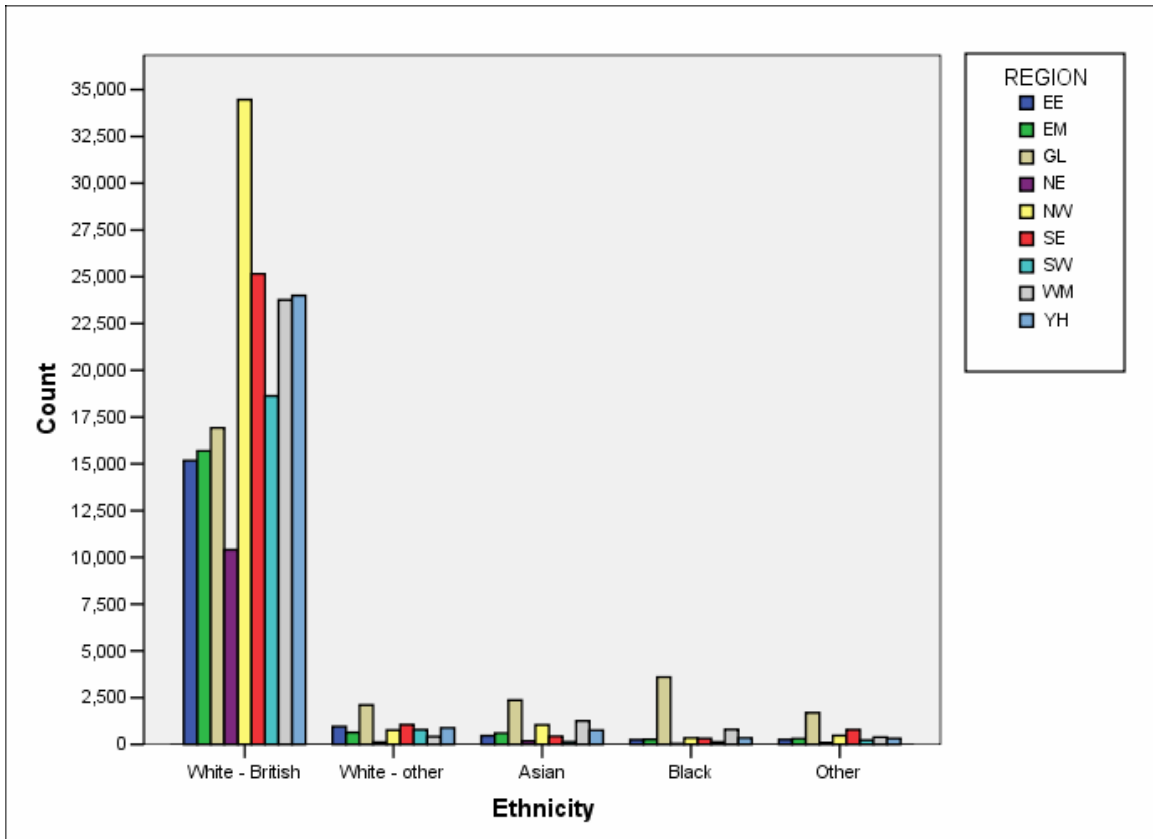


Table 4.5 and Figure 4.5 serve to highlight the large number of 'White British' staff compared to those from other ethnic backgrounds. However, Figure 4.5 does highlight the larger number of staff from backgrounds *other than* 'White British' in the Greater London region.

## 4.5 Highest Qualification by Ethnicity

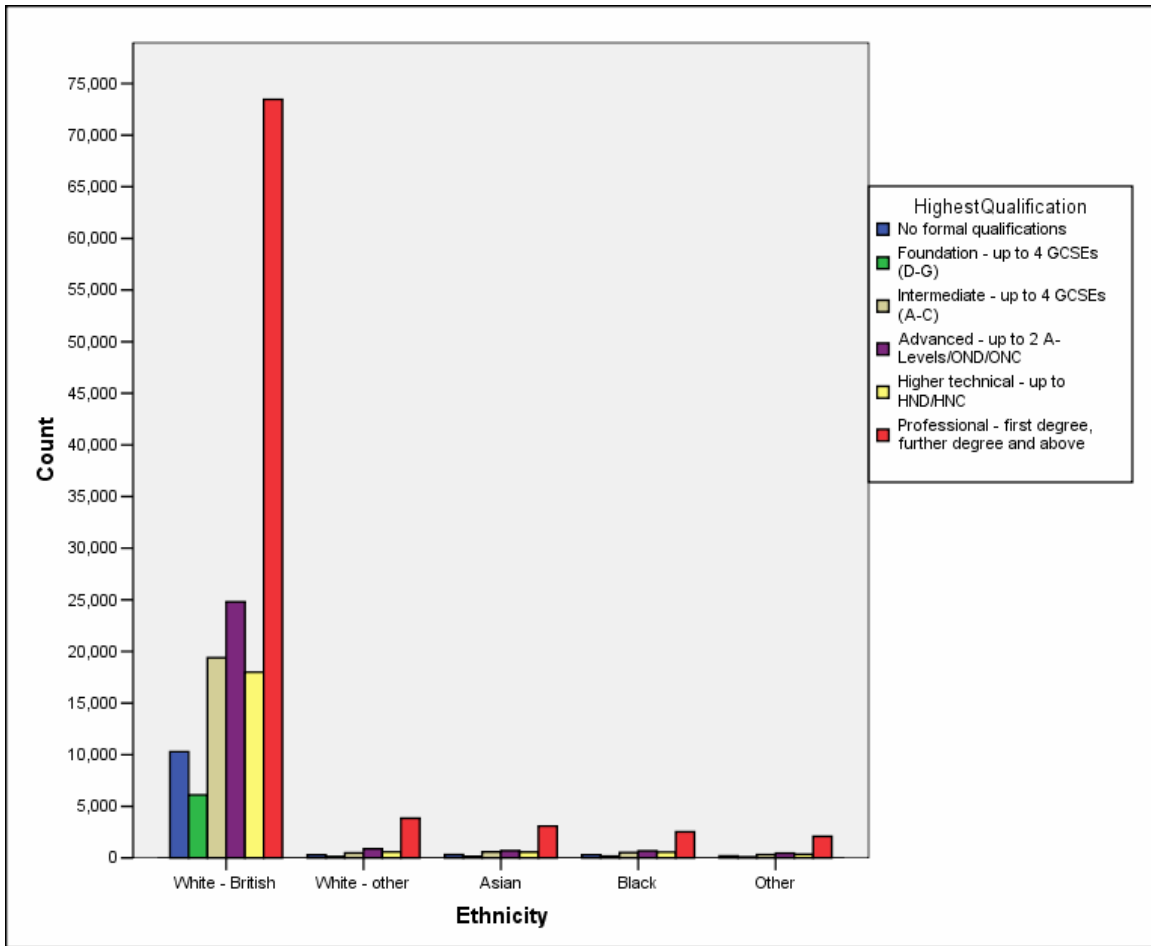
**Table 4.6: Highest Qualification (SIR06) by Ethnicity**

		Advanced - up to 2 A-Levels/OND/ONC	Foundation - up to 4 GCSEs (D-G)	Higher technical - up to HND/HNC	Intermediate - up to 4 GCSEs (A-C)	No formal qualifications	Professional - first degree, further degree and above	Total
Asian	Count	705	147	573	591	314	3084	5470
	% within Ethnicity	13.0	2.7	10.6	10.9	5.8	57.0	100.0
Black	Count	680	178	560	519	309	2528	4774
	% within Ethnicity	14.2	3.7	11.7	10.9	6.5	53.0	100.0
Other	Count	465	109	349	323	189	2092	3527
	% within Ethnicity	13.2	3.1	9.9	9.2	5.4	59.3	100.0
White - British	Count	24804	6103	17990	19392	10287	73463	152039
	% within Ethnicity	16.3	4.0	11.8	12.8	6.8	48.3	100.0
White - other	Count	888	141	579	475	298	3849	6210
	% within Ethnicity	14.3	2.3	9.3	7.6	4.8	61.8	100.0
Total	Count	27542	6678	20051	21300	11397	85016	171994
	% within Ethnicity	16.0	3.9	11.7	12.4	6.6	49.4	100.0

Table 4.6 and Fig.4.6 show that

- Across all the ethnic categories, the most widely held qualifications held by FE staff are 'Professional – 1<sup>st</sup> Degree, further degree or other' followed by 'Advanced – up to 2 A-Levels/OND/ONC'.
- Across all ethnic categories, the 'no formal qualifications' category accounted for the least number of respondents.
- The percentage of staff in the 'White British' ethnic category holding 'Professional – first degree, further degree and above' qualification is the lowest among all ethnic groups (48.3%).
- The highest percentage within ethnic group of staff holding 'no formal qualifications' is in 'White British' staff (6.8%).

**Figure 4.6: Highest Qualification by Ethnicity**



## 4.6 Qualified Teacher Status by Ethnicity

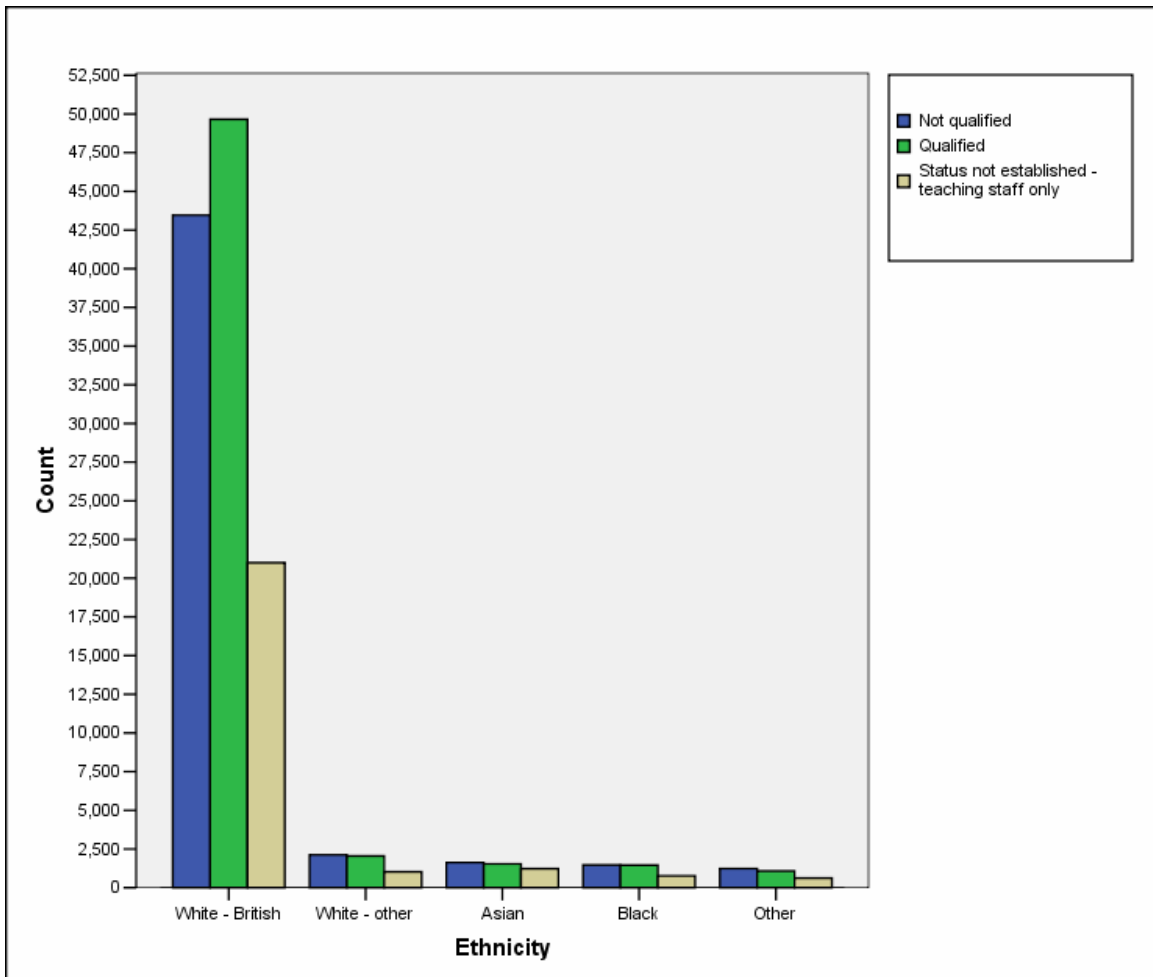
**Table 4.7: Qualified Teacher Status by Ethnicity**

		Qualified	Not qualified	Status not established (Teaching staff only)	Total
Asian	Count	1538	1627	1229	4394
	% within Ethnicity	35.0%	37.0%	28.0%	100.0%
Black	Count	1455	1468	767	3690
	% within Ethnicity	39.4%	39.8%	20.8%	100.0%
Other	Count	1074	1236	624	2934
	% within Ethnicity	36.6%	42.1%	21.3%	100.0%
White - British	Count	49654	43459	21003	114116
	% within Ethnicity	43.5%	38.1%	18.4%	100.0%
White - other	Count	2053	2120	1025	5198
	% within Ethnicity	39.5%	40.8%	19.7%	100.0%
Total	Count	55774	49910	24648	130332
	% within Ethnicity	42.8%	38.3%	18.9%	100.0%

Table/Figure 4.7 show that;

- 'White British' is the only ethnic category in which the qualified teachers outnumber the unqualified teachers, although the difference between the number of 'Black' qualified and unqualified is negligible (13).
- The number of qualified 'White British' teachers means that the overall number of qualified teachers is still greater than non-qualified by 5864. This despite non-qualified teachers outnumbering qualified teachers in each of the other categories.
- Only in Asian teaching staff are the numbers in all three teaching status categories similar (i.e. > 1000). In each of the other ethnic categories, the number of 'Status not established' teaching staff amounts to approximately half the number of qualified teachers.

**Figure 4.7: Qualified Teacher Status by Ethnicity**



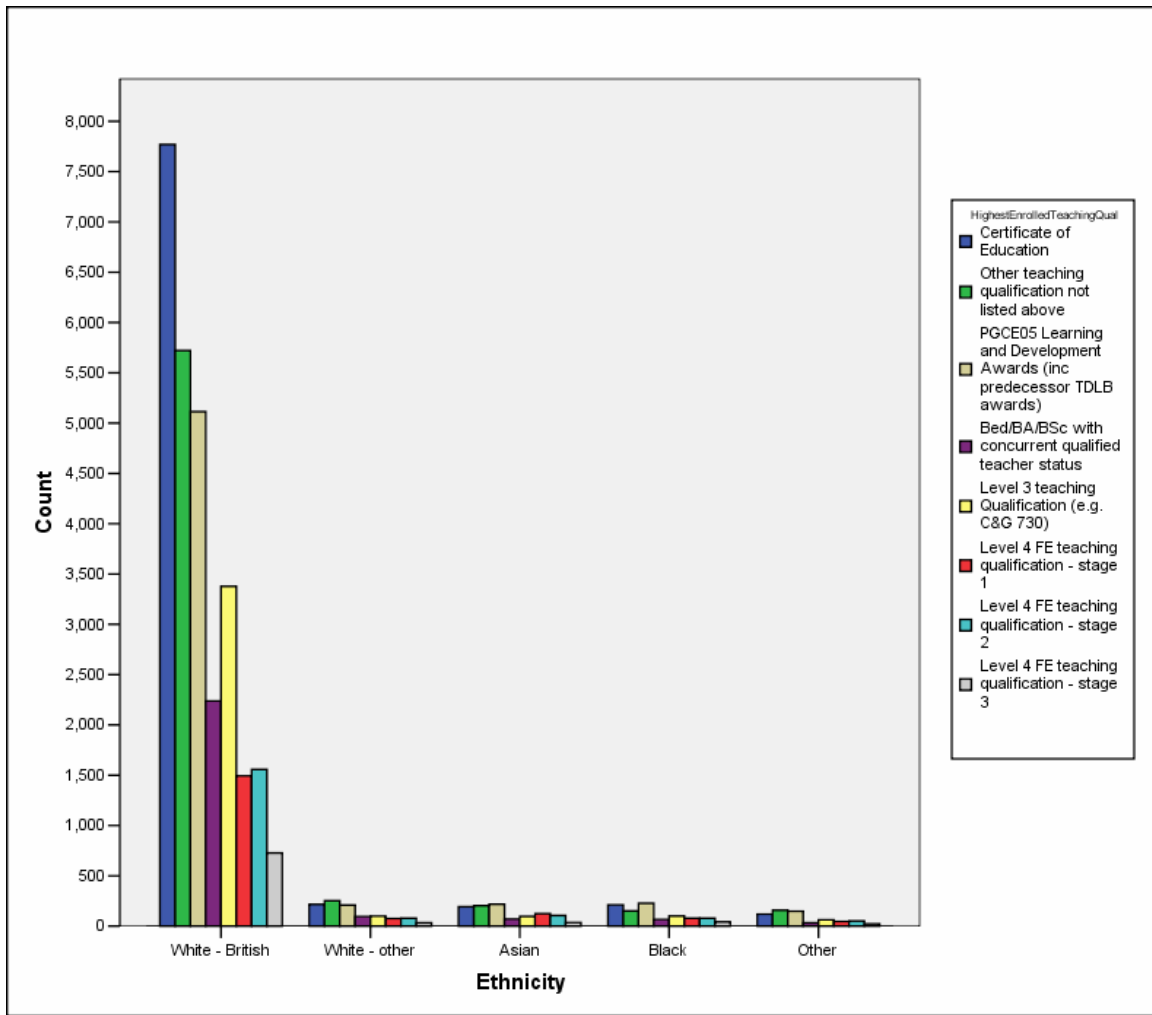
## 4.7 Highest Teaching Qualification on which Enrolled by Ethnicity

**Table 4.8: Highest Teaching Qualification on Which FE Staff are Enrolled – by Ethnicity**

		CertEd	Other teaching qualification not listed above	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Level 3 teaching Qualification (e.g. C&G 730)	Bed/BA/BSc with concurrent qualified teacher status	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 3	Total
Asian	Count	193	203	218	97	70	106	124	36	1047
	% within Ethnicity	18.4	19.4	20.8	9.3	6.7	10.1	11.8	3.4	100
Black	Count	212	151	227	100	67	79	79	42	957
	% within Ethnicity	22.2	15.8	23.7	10.4	7.0	8.3	8.3	4.4	100
Other	Count	119	158	148	63	33	51	47	22	641
	% within Ethnicity	18.6	24.6	23.1	9.8	5.1	8.0	7.3	3.4	100
White - British	Count	7769	5721	5114	3377	2238	1558	1493	727	27997
	% within Ethnicity	27.7	20.4	18.3	12.1	8.0	5.6	5.3	2.6	100
White - other	Count	216	252	209	99	96	78	76	33	1059
	% within Ethnicity	20.4	23.8	19.7	9.3	9.1	7.4	7.2	3.1	100
Total	Count	8509	6485	5916	3736	2504	1872	1819	860	31701
	% within Ethnicity	26.8	20.5	18.7	11.8	7.9	5.9	5.7	2.7	100



**Figure 4.8: Highest Teaching Qualification on which FE Staff are Enrolled – by Ethnicity**



Table/Figure 4.8 show that;

- CertEd is the most popular choice of teaching qualification among 'White British' FE staff, but there is no real pattern among the other ethnic categories.
- Level 4 FE teaching qualification – stage 3 is the least popular choice of teaching qualification across all ethnic categories.
- All three of the Level 4 qualifications are a sub-set of the CertEd award.
- Level 3 (C&G 730) is proportionally higher among Black and Asian staff.

## 4.8 First Teaching Qualification by Ethnicity

**Table 4.9: 1<sup>st</sup> Teaching and FE Qualification by Ethnicity**

		Other teaching qualification not listed	CertEd	PGCE	Level 3 teaching qualification (e.g. C&G 730)	Bed/BA/BSc with concurrent qualified teacher status	Learning and Development Awards (inc predecessor TDLB awards)	qualification at NVQ level 3 related to main role of staff supporting teaching	professional qualification at NVQ level 4 or above related to the main role of staff supporting teaching	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3
<b>Asian</b>	Count	1416	510	655	579	364	118	141	166	178	67	0
	% within Ethnicity	33.3%	12.0%	15.4%	13.6%	8.6%	2.8%	3.3%	3.9%	4.2%	1.6%	1.4%
<b>Black</b>	Count	1246	552	601	467	286	147	116	133	136	48	2
	% within Ethnicity	33.1%	14.7%	16.0%	12.4%	7.6%	3.9%	3.1%	3.5%	3.6%	1.3%	0.8%
<b>Other</b>	Count	864	398	420	334	279	151	82	103	94	41	2
	% within Ethnicity	31.0%	14.3%	15.1%	12.0%	10.0%	5.4%	2.9%	3.7%	3.4%	1.5%	0.8%
<b>White - British</b>	Count	35705	22190	18950	17006	10475	6930	4615	4087	2633	1387	4
	% within Ethnicity	28.7%	17.8%	15.2%	13.7%	8.4%	5.6%	3.7%	3.3%	2.1%	1.1%	0.4%
<b>White - other</b>	Count	1230	688	759	707	550	131	158	188	105	57	1
	% within Ethnicity	26.8%	15.0%	16.5%	15.4%	12.0%	2.9%	3.4%	4.1%	2.3%	1.2%	0.4%
<b>Total</b>	Count	40461	24338	21385	19093	11954	7477	5112	4677	3146	1600	5
	% within Ethnicity	28.9%	17.4%	15.3%	13.7%	8.5%	5.3%	3.7%	3.3%	2.3%	1.1%	0.4%

**Figure 4.9: 1<sup>st</sup> Teaching and FE Qualification by Ethnicity**

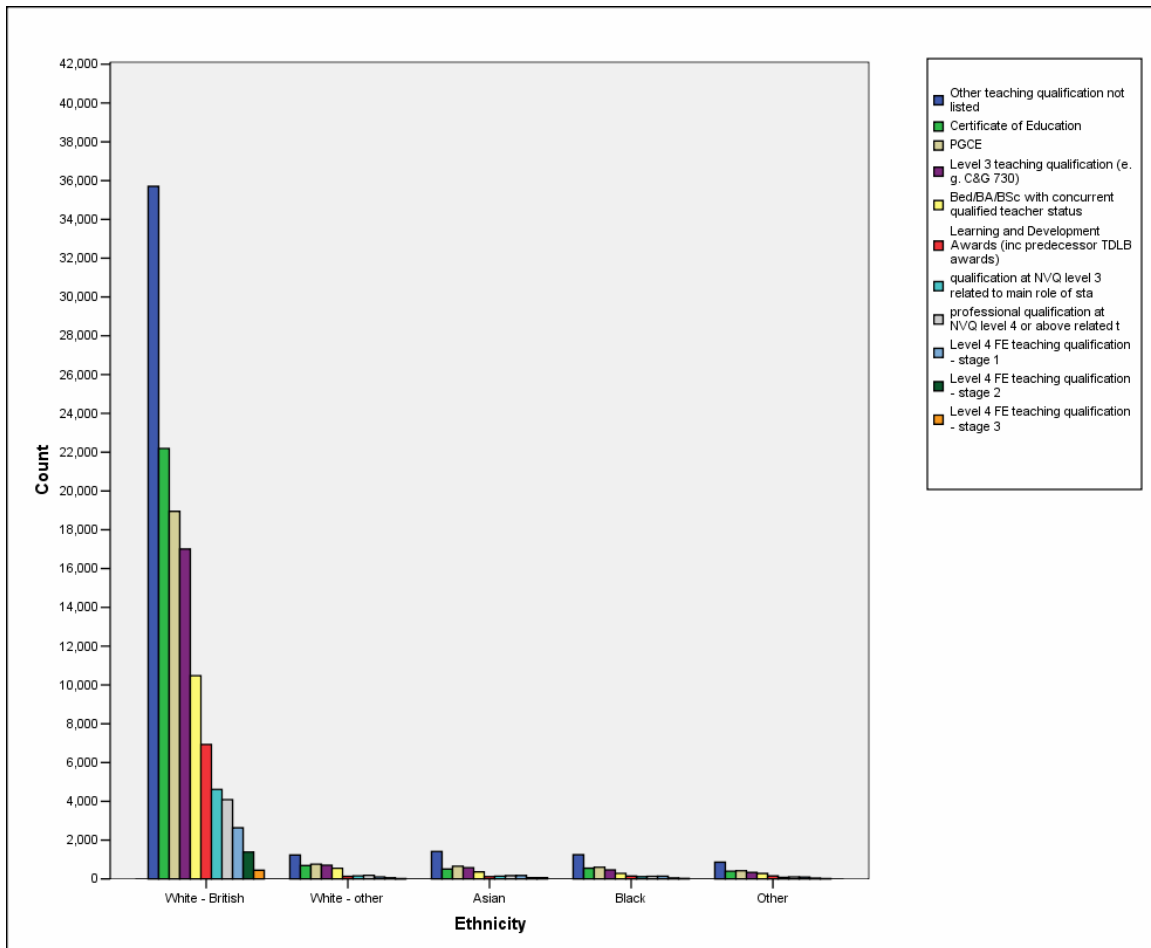


Table 4.9 and Figure 4.9 show that;

- As with the Age-Group analysis, the most popular choice of teaching/FE qualification for FE staff is 'Other teaching qualification not listed'. This requires further investigation, beyond the scope of this report, into which 'other' teaching qualifications comprise this category.
- The 'level 4 – stage 3' is the least popular choice of qualification among FE staff from all ethnic backgrounds, accounting for just 0.4% of all FE staff enrolled on FE qualifications.

## ***Summary of Findings and Main Points - Section 4***

- The vast majority of FE staff (88%) fall into the 'White British' ethnic group. However, Greater London has a greater diversity with regard to staff from different ethnic backgrounds.
- The 'White British' ethnic category is the only group in which the percentage of staff holding a 'professional' type qualification is below 50%'
- In all ethnic categories other than 'White British', unqualified teachers outnumber qualified teachers. Although in the case of 'Black' staff, the actual difference is small enough (13) to be considered insignificant.
- The largest number of FE staff in the 'White British' ethnic group that are enrolled on a teaching qualification are working towards a CertEd. This only applies to this ethnic group, with different qualifications being preferred among the 'Asian', 'Black', 'White – other' and 'Other' ethnic categories.

## Section 5. Analysis of FE staff 2003/2004 by Region

### 5.1 FE Staff by English Region

Table 5.1: FE Staff 2003/2004 by Region

	Frequency	Percent	Cumulative Percent
EE	19034	8.2	8.2
EM	19025	8.2	16.3
GL	28966	12.4	28.8
NE	12335	5.3	34.1
NW	40189	17.3	51.3
SE	33249	14.3	65.6
SW	24722	10.6	76.2
WM	27944	12	88.2
YH	27360	11.8	100
Total	232824	100	

Figure 5.1: FE Staff 2003/2004 by Region

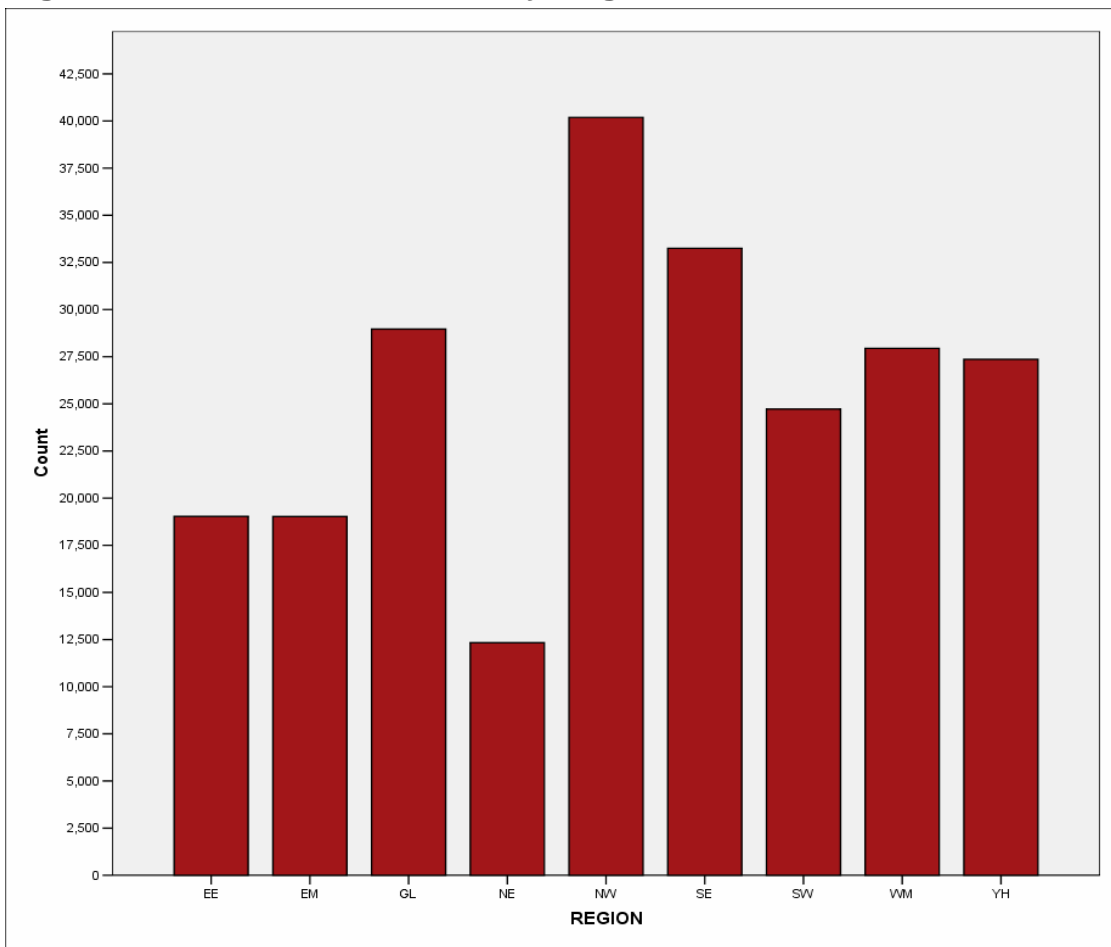


Table 5.1 and Figure 5.1 show that:

- The highest percentage (17.3%) of FE staff are based in the North West, followed by the South East (14.3%) and Greater London (12.4%).
- The North East region has the least number of staff (5.3%) and has a staff equivalent of less than a third of the North West. It is possible<sup>iv</sup> that there are nearly three times as many responding institutions from the NW as there are from the NE (62 in the NW, 21 in the NE).

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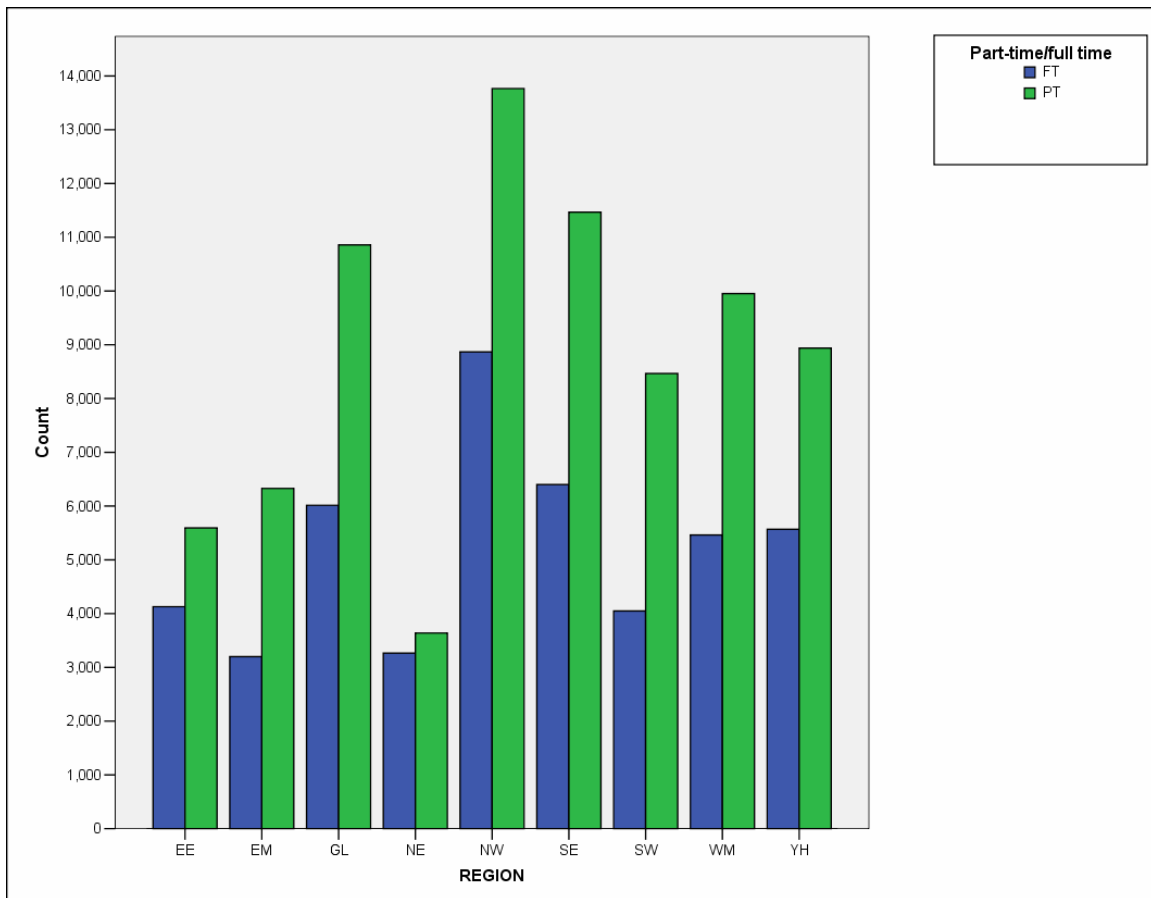
<sup>iv</sup> Not all FE colleges responded to the 2003/2004 SIR data collection

## 5.2 PT/FT by Region

**Table 5.2: Full/part-time Status by Region – Teaching Staff**

Region		FT	PT	Total
EE	Count	4129	5594	9723
	% within Region	42.5%	57.5%	100.0%
EM	Count	3199	6328	9527
	% within Region	33.6%	66.4%	100.0%
GL	Count	6015	10858	16873
	% within Region	35.6%	64.4%	100.0%
NE	Count	3266	3638	6904
	% within Region	47.3%	52.7%	100.0%
NW	Count	8868	13766	22634
	% within Region	39.2%	60.8%	100.0%
SE	Count	6401	11466	17867
	% within Region	35.8%	64.2%	100.0%
SW	Count	4049	8466	12515
	% within Region	32.4%	67.6%	100.0%
WM	Count	5462	9952	15414
	% within Region	35.4%	64.6%	100.0%
YH	Count	5568	8938	14506
	% within Region	38.4%	61.6%	100.0%
Total	Count	46957	79006	125963
	% within Region	37.3%	62.7%	100.0%

**Figure 5.2: Full/part-time Status by Region – Teaching Staff**



Table/Figure 5.2 show that;

- As with the overall national picture, the number of part-time staff is greater than the number of full-time staff across each of the English regions.
- The lowest percentage of full-time staff overall is found in the South West (32%).
- The smallest *difference* between the percentage of full and part-time staff is in the North East (6%).
- The average percentage of full-time staff across all the regions is 38%.



### 5.3 Highest Qualification by Region

**Table 5.3: Highest Qualification of FE Staff by Region**

		Advanced - up to 2 A- Levels/OND/ONC	Foundation - up to 4 GCSEs (D-G)	Higher technical - up to HND/HNC	Intermediate - up to 4 GCSEs (A-C)	No formal qualifications	Professional - first degree, further degree and above	Total
EE	Count	2748	681	1528	1999	977	7517	15450
	% within REGION	17.8%	4.4%	9.9%	12.9%	6.3%	48.7%	100.0%
EM	Count	2954	793	1663	2149	867	7102	15528
	% within REGION	19.0%	5.1%	10.7%	13.8%	5.6%	45.7%	100.0%
GL	Count	2529	769	1987	2242	1135	13470	22132
	% within REGION	11.4%	3.5%	9.0%	10.1%	5.1%	60.9%	100.0%
NE	Count	1579	458	1424	1286	486	4254	9487
	% within REGION	16.6%	4.8%	15.0%	13.6%	5.1%	44.8%	100.0%
NW	Count	4746	1067	4291	3938	2309	15512	31863
	% within REGION	14.9%	3.3%	13.5%	12.4%	7.2%	48.7%	100.0%
SE	Count	3915	947	2514	3066	2141	14262	26845
	% within REGION	14.6%	3.5%	9.4%	11.4%	8.0%	53.1%	100.0%
SW	Count	3766	1047	2630	2713	1281	8951	20388
	% within REGION	18.5%	5.1%	12.9%	13.3%	6.3%	43.9%	100.0%
WM	Count	3813	774	3032	2662	1936	10533	22750
	% within REGION	16.8%	3.4%	13.3%	11.7%	8.5%	46.3%	100.0%
YH	Count	3417	602	2359	2729	1511	9012	19630
	% within REGION	17.4%	3.1%	12.0%	13.9%	7.7%	45.9%	100.0%
Total	Count	29467	7138	21428	22784	12643	90613	184073
	% within REGION	16.0%	3.9%	11.6%	12.4%	6.9%	49.2%	100.0%

**Figure 5.3: Highest Qualification of FE Staff by Region**

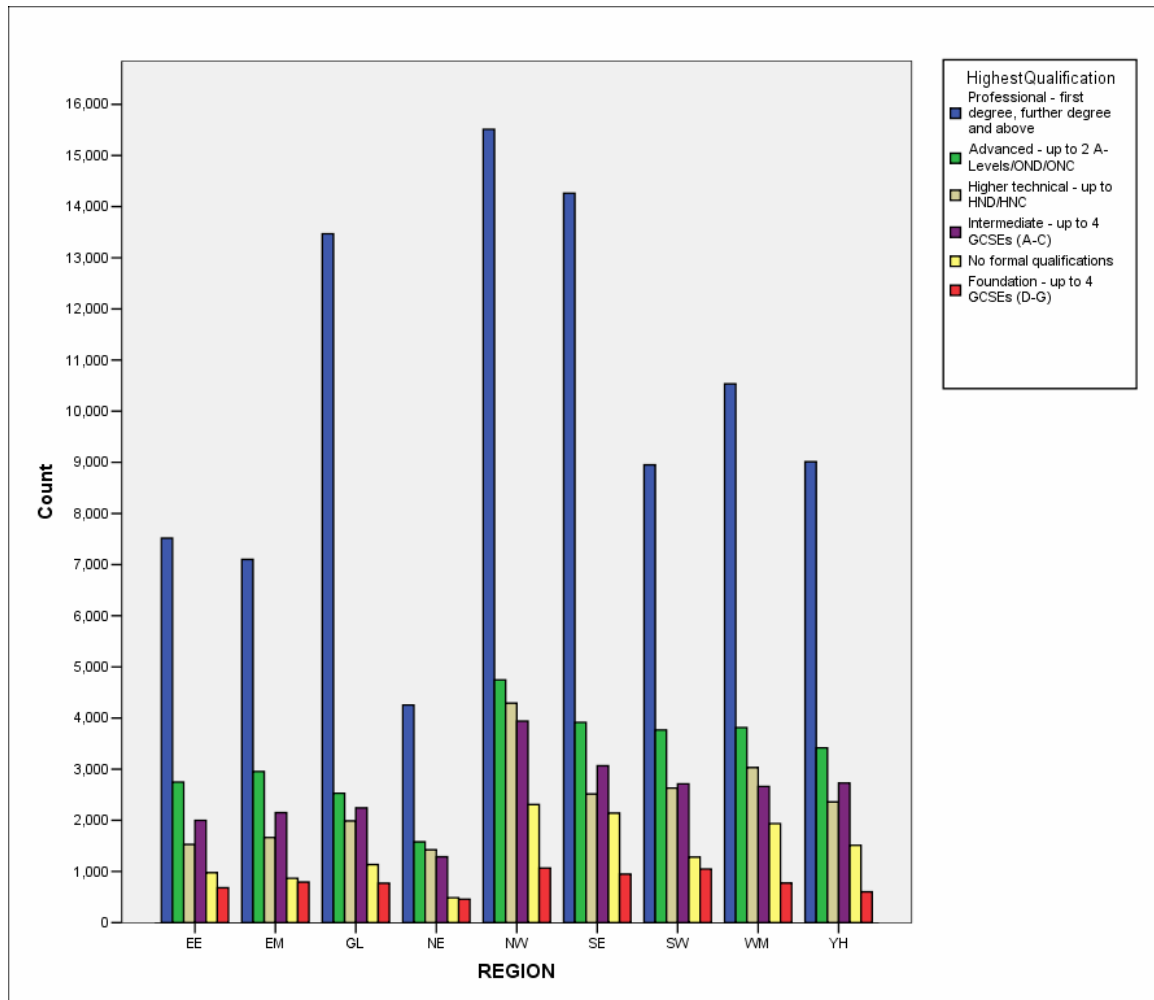


Table 5.3 and Fig.5.3 show that;

- The profile across all the regions is similar enough with ‘professional – first degree or above’ being held by more staff than any other qualification, followed by ‘Advanced – up to 2 A-levels’..
- Two regions (NW and WM) have more staff with ‘Higher technical’ qualifications than with ‘Intermediate – 4 GCSEs’ while for the other seven regions the reverse is true.
- Across all regions, more staff reported having ‘no formal qualifications’ than reported having ‘foundation – up to 4 GCSEs (D-G)’.

## 5.4 Highest Teaching Qualification on which Enrolled by Region

Table 5.4: Highest Teaching Qualification on which FE Staff are Enrolled – by Region

		Bed/BA/BSc with concurrent qualified teacher status	CertEd	Level 3 teaching Qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed above	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Total
EE	Count	211	657	243	184	194	145	808	486	2928
	% within REGION	7.2%	22.4%	8.3%	6.3%	6.6%	5.0%	27.6%	16.6%	100.0%
EM	Count	205	897	774	211	226	66	256	473	3108
	% within REGION	6.6%	28.9%	24.9%	6.8%	7.3%	2.1%	8.2%	15.2%	100.0%
GL	Count	533	1092	326	352	290	138	1085	1027	4843
	% within REGION	11.0%	22.5%	6.7%	7.3%	6.0%	2.8%	22.4%	21.2%	100.0%
NE	Count	243	624	238	159	86	26	72	326	1774
	% within REGION	13.7%	35.2%	13.4%	9.0%	4.8%	1.5%	4.1%	18.4%	100.0%
NW	Count	303	1629	493	237	181	31	514	1241	4629
	% within REGION	6.5%	35.2%	10.7%	5.1%	3.9%	0.7%	11.1%	26.8%	100.0%
SE	Count	548	1557	720	152	241	84	399	1201	4902
	% within REGION	11.2%	31.8%	14.7%	3.1%	4.9%	1.7%	8.1%	24.5%	100.0%
SW	Count	309	993	604	265	243	104	2379	712	5609
	% within REGION	5.5%	17.7%	10.8%	4.7%	4.3%	1.9%	42.4%	12.7%	100.0%
WM	Count	131	754	309	296	368	146	150	312	2466
	% within REGION	5.3%	30.6%	12.5%	12.0%	14.9%	5.9%	6.1%	12.7%	100.0%
YH	Count	224	954	322	153	157	191	1414	506	3921
	% within REGION	5.7%	24.3%	8.2%	3.9%	4.0%	4.9%	36.1%	12.9%	100.0%
Total	Count	2707	9157	4029	2009	1986	931	7077	6284	34180
	% within REGION	7.9%	26.8%	11.8%	5.9%	5.8%	2.7%	20.7%	18.4%	100.0%

**Figure 5.4: Highest Teaching Qualification on which FE Staff are Enrolled – by Region**

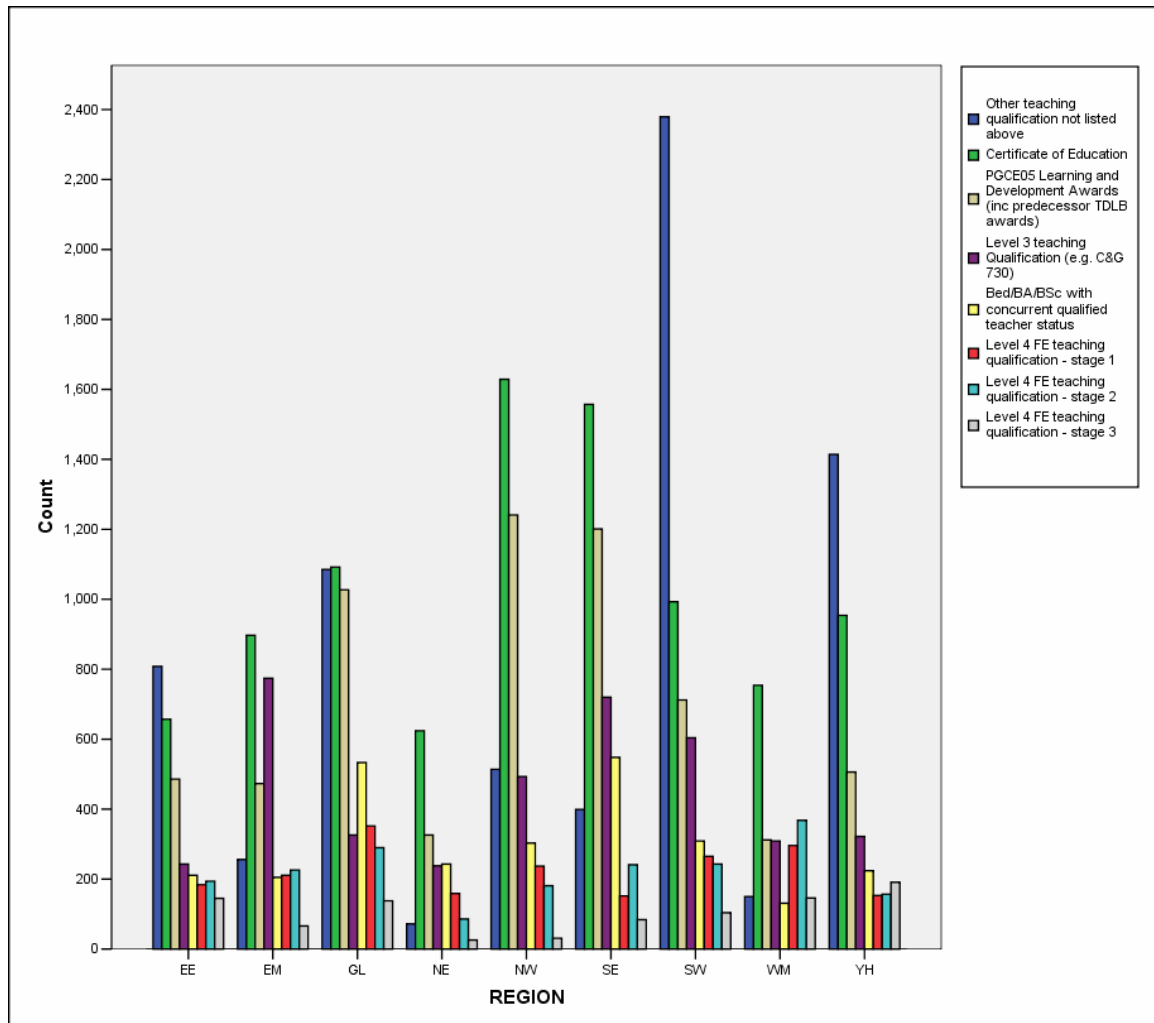


Table 5.4 and Fig. 5.4 show that:

- Across all regions, the most popular choice among FE staff of teaching qualification on which to enroll is either ‘Other teaching qualification not listed’ or a CertEd.
- The relatively high number of staff enrolled on ‘Other – not listed’ qualifications in the SW region probably warrants further investigation as to what the locally available ‘other’ teaching qualifications are. Especially when compared with the SE region where more than three times the number of staff are enrolled on CertEd than on an ‘Other’ type qualification.
- Apart from the WM and YM regions – the level 4 teaching qualification – stage 3 is the least popular choice for staff to be enrolled on.
- A point to note is the relatively low number of respondents at this indicator (34,180 out of 233,343)

**Table 5.5: Highest Teaching Qualification on which FE Teaching Staff are Enrolled – by Region**

		CertEd	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Bed/BA/BSc with concurrent qualified teacher status	Level 3 teaching Qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed above	Total
EE	Count	583	443	195	208	153	174	139	391	2286
	% within REGION	25.5%	19.4%	8.5%	9.1%	6.7%	7.6%	6.1%	17.1%	100.0%
EM	Count	797	429	178	632	172	201	48	220	2677
	% within REGION	29.8%	16.0%	6.6%	23.6%	6.4%	7.5%	1.8%	8.2%	100.0%
GL	Count	998	962	488	268	319	265	122	763	4185
	% within REGION	23.8%	23.0%	11.7%	6.4%	7.6%	6.3%	2.9%	18.2%	100.0%
NE	Count	553	298	201	208	141	61	24	61	1547
	% within REGION	35.7%	19.3%	13.0%	13.4%	9.1%	3.9%	1.6%	3.9%	100.0%
NW	Count	1461	1176	249	402	220	174	31	252	3965
	% within REGION	36.8%	29.7%	6.3%	10.1%	5.5%	4.4%	0.8%	6.4%	100.0%
SE	Count	1420	1113	491	622	132	207	75	329	4389
	% within REGION	32.4%	25.4%	11.2%	14.2%	3.0%	4.7%	1.7%	7.5%	100.0%
SW	Count	851	628	263	494	196	206	96	1294	4028
	% within REGION	21.1%	15.6%	6.5%	12.3%	4.9%	5.1%	2.4%	32.1%	100.0%
WM	Count	652	275	105	248	250	331	134	108	2103
	% within REGION	31.0%	13.1%	5.0%	11.8%	11.9%	15.7%	6.4%	5.1%	100.0%
YH	Count	856	474	202	281	144	151	72	833	3013
	% within REGION	28.4%	15.7%	6.7%	9.3%	4.8%	5.0%	2.4%	27.6%	100.0%
Total	Count	8171	5798	2372	3363	1727	1770	741	4251	28193
	% within REGION	29.0%	20.6%	8.4%	11.9%	6.1%	6.3%	2.6%	15.1%	100.0%

**Figure 5.5: Highest Teaching Qualification on which FE Teaching Staff are Enrolled – by Region**

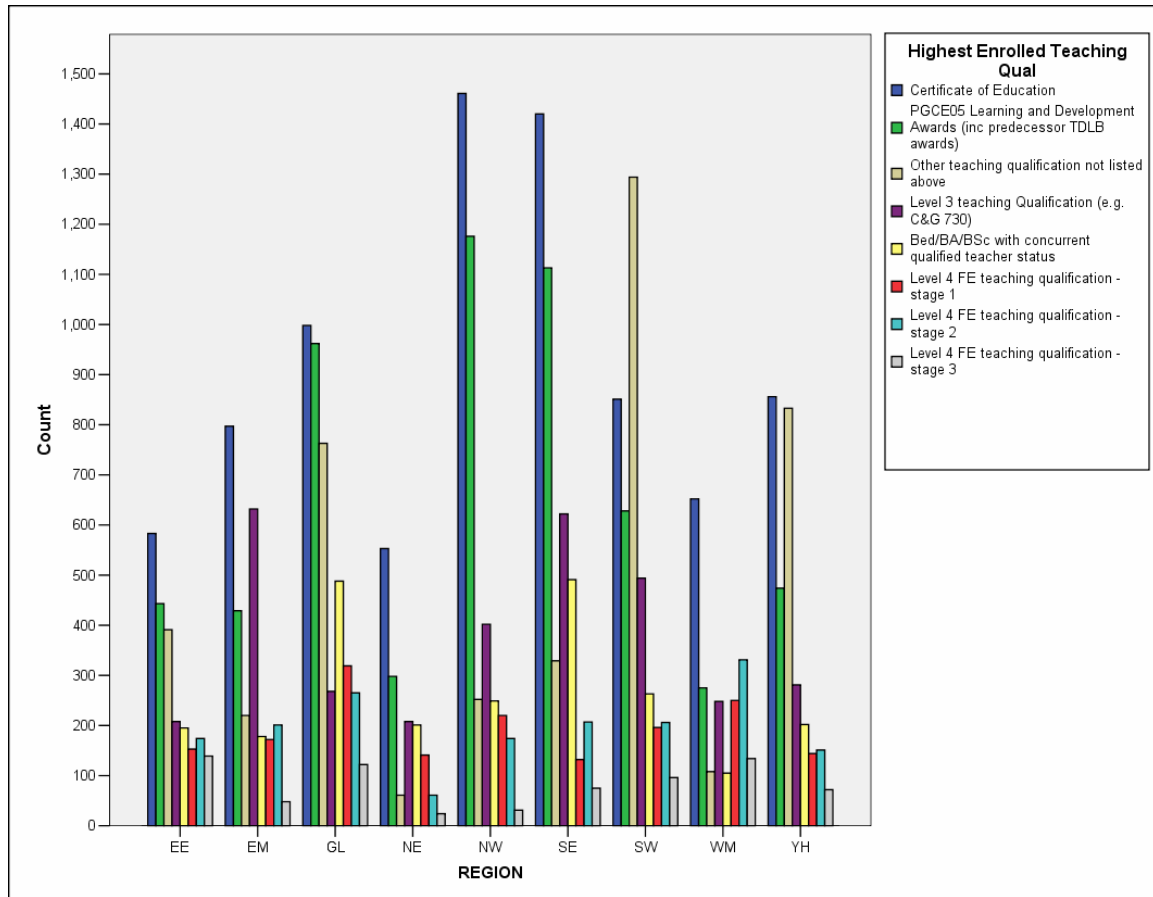


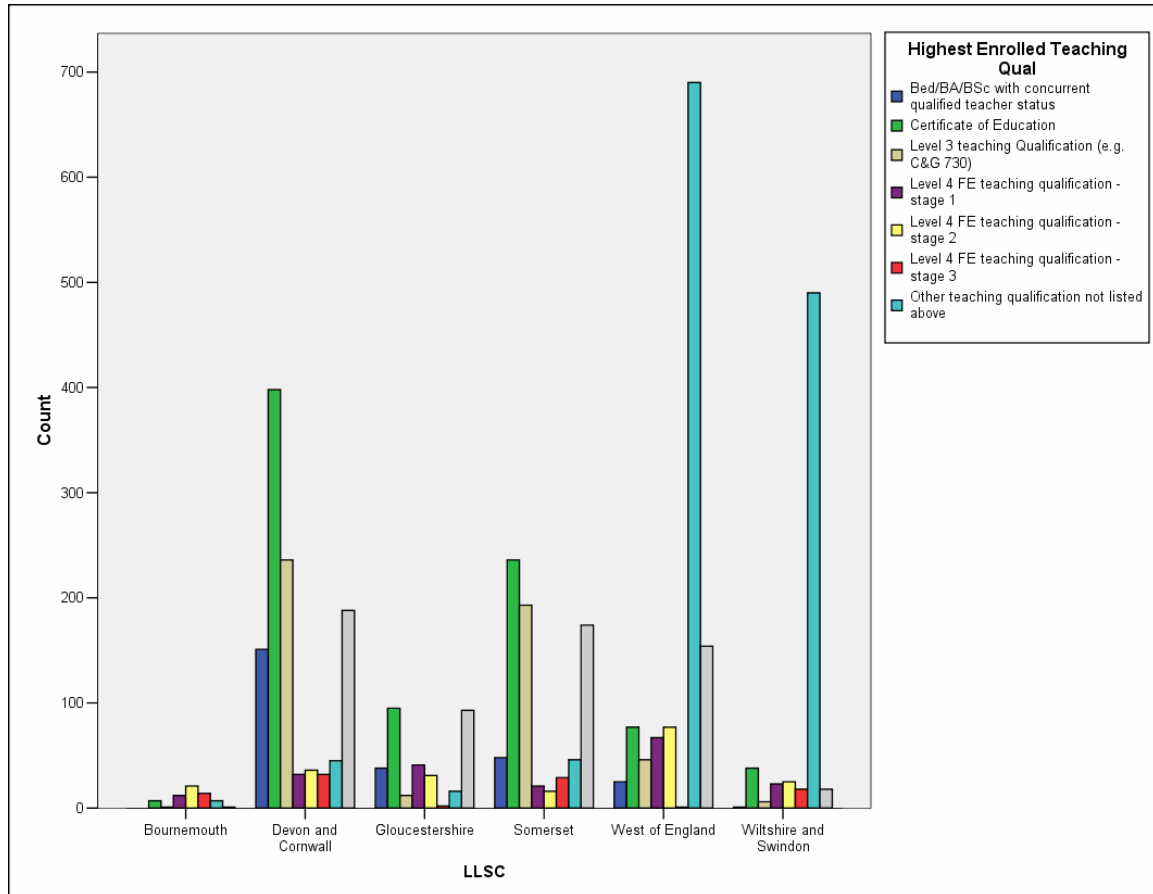
Table 5.5 and Figure 5.5 show that:

- When the same analysis detailed in Table/Figure 5.5 is conducted on teaching staff only, the SW region has a higher number of staff enrolled on 'Other teaching qualification not listed above' type qualifications than those enrolled on a CertEd. Table/Figure 4.5 depicts an analysis of the highest teaching qualification on which teaching staff are enrolled in the SW region. This more detailed analysis shows that the vast majority of these cases can be isolated to two of the six local LSCs in the SW region. The two particular LLSCs are West of England and Wiltshire and Swindon. Percentages of teaching staff enrolled on teaching qualifications in these LLSCs are 60.7 and 79.2 respectively (see Table/Figure 5.6)
- In all other regions, the teaching qualification on which the most staff are enrolled is the CertEd followed by either the PGCE05 L&D Awards or the Level 3 Teaching Qualification.

**Table 5.6: Highest Teaching Qualification on which FE Teaching Staff are Enrolled by LLSC - SW Region**

		Bed/BA/BS c with concurrent qualified teacher status	CertEd	Level 3 teaching Qualificatio n (e.g. C&G 730)	Level 4 FE teaching qualificatio n - stage 1	Level 4 FE teaching qualificatio n - stage 2	Level 4 FE teaching qualificatio n - stage 3	Other teaching qualificatio n not listed above	PGCE05 Learning and Developme nt Awards (inc predecesso r TDLB awards)	Total
Bournemouth	Count	0	7	1	12	21	14	7	1	63
	% within LLSC	0.0%	11.1%	1.6%	19.0%	33.3%	22.2%	11.1%	1.6%	100.0%
Devon and Cornwall	Count	151	398	236	32	36	32	45	188	1118
	% within LLSC	13.5%	35.6%	21.1%	2.9%	3.2%	2.9%	4.0%	16.8%	100.0%
Gloucestershire	Count	38	95	12	41	31	2	16	93	328
	% within LLSC	11.6%	29.0%	3.7%	12.5%	9.5%	0.6%	4.9%	28.4%	100.0%
Somerset	Count	48	236	193	21	16	29	46	174	763
	% within LLSC	6.3%	30.9%	25.3%	2.8%	2.1%	3.8%	6.0%	22.8%	100.0%
West of England	Count	25	77	46	67	77	1	690	154	1137
	% within LLSC	2.2%	6.8%	4.0%	5.9%	6.8%	0.1%	60.7%	13.5%	100.0%
Wiltshire and Swindon	Count	1	38	6	23	25	18	490	18	619
	% within LLSC	0.2%	6.1%	1.0%	3.7%	4.0%	2.9%	79.2%	2.9%	100.0%
Total	Count	263	851	494	196	206	96	1294	628	4028
	% within LLSC	6.5%	21.1%	12.3%	4.9%	5.1%	2.4%	32.1%	15.6%	100.0%

**Figure 5.6: Highest Teaching Qualification on which FE Teaching Staff are Enrolled by LLSC - SW Region**



Table/Figure 5.6 show that;

- The high percentages for the numbers of staff currently enrolled on a teaching qualification classified as 'Other' in the South West region can be isolated to two LLSCs that report unusually high numbers of staff enrolled on this type of qualification(s). Data collection techniques in these two LLSCs need to be compared with those in other LLSCs in an attempt to ascertain the reason for this.

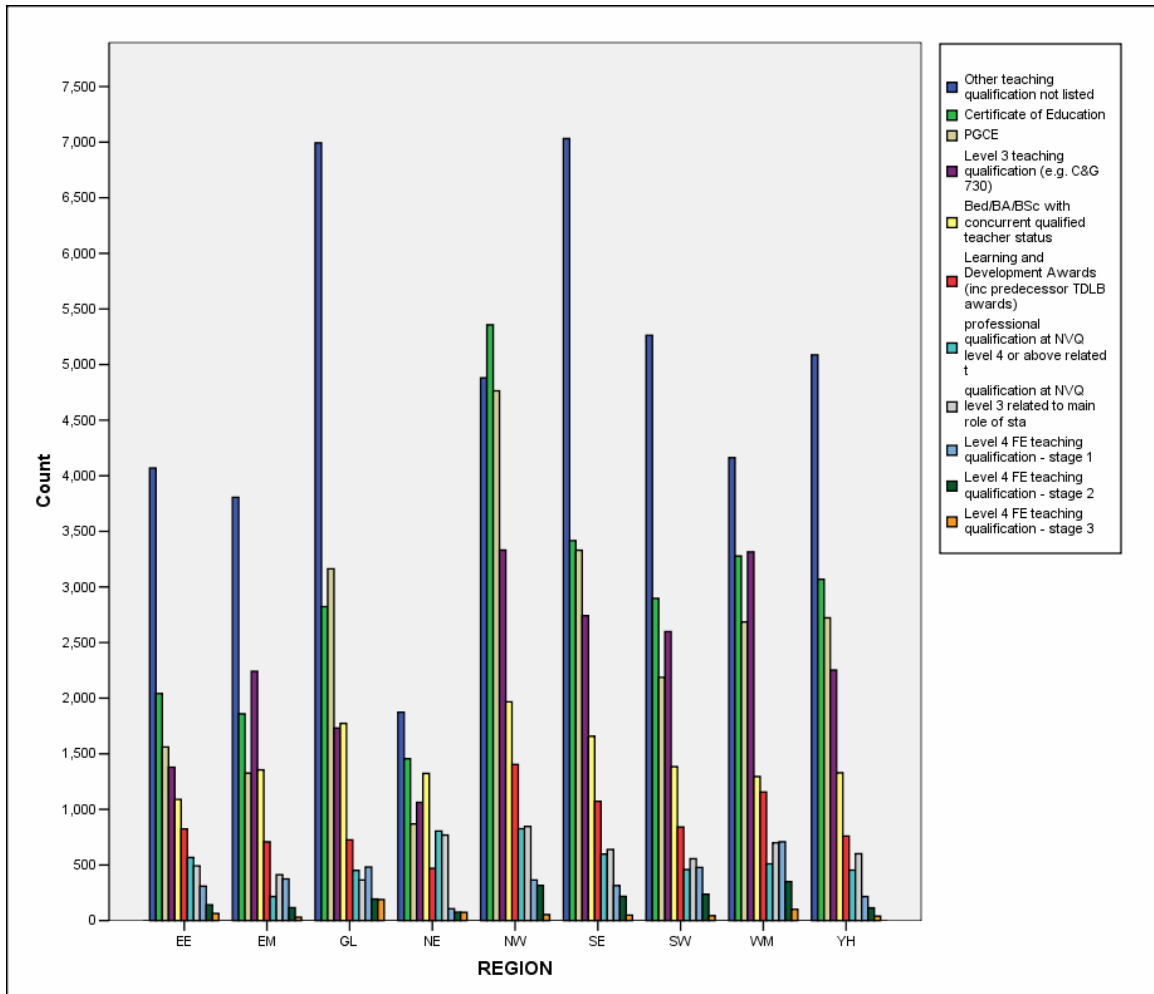


## 5.5 1<sup>st</sup> Teaching and FE Qualification by Region

Table 5.7: 1<sup>st</sup> Teaching and FE Qualification by Region

		Bed/BA/B Sc with concurrent qualified teacher status	CertEd	Learning and Developmen t Awards (inc predecessor TDLB awards)	Level 3 teaching qualifica tion (e.g. C&G 730)	Level 4 FE teaching qualifica tion - stage 1	Level 4 FE teaching qualifica tion - stage 2	Level 4 FE teaching qualifica tion - stage 3	Other teaching qualifica tion not listed	PGCE	professional qualification at NVQ level 4 or above related to the main role of staff supporting teaching	qualification at NVQ level 3 related to main role of staff supporting teaching	Total
<b>EE</b>	Count	1090	2042	825	1379	309	142	64	4069	1561	567	492	12540
	% within REGION	8.7%	16.3%	6.6%	11.0%	2.5%	1.1%	0.5%	32.4%	12.4%	4.5%	3.9%	100.0%
<b>EM</b>	Count	1356	1859	708	2241	375	117	30	3806	1326	216	412	12446
	% within REGION	10.9%	14.9%	5.7%	18.0%	3.0%	0.9%	0.2%	30.6%	10.7%	1.7%	3.3%	100.0%
<b>GL</b>	Count	1773	2823	726	1731	481	194	189	6993	3163	452	365	18890
	% within REGION	9.4%	14.9%	3.8%	9.2%	2.5%	1.0%	1.0%	37.0%	16.7%	2.4%	1.9%	100.0%
<b>NE</b>	Count	1323	1456	470	1063	107	76	74	1874	869	805	769	8886
	% within REGION	14.9%	16.4%	5.3%	12.0%	1.2%	0.9%	0.8%	21.1%	9.8%	9.1%	8.7%	100.0%
<b>NW</b>	Count	1967	5357	1404	3332	365	317	54	4880	4764	826	847	24113
	% within REGION	8.2%	22.2%	5.8%	13.8%	1.5%	1.3%	0.2%	20.2%	19.8%	3.4%	3.5%	100.0%
<b>SE</b>	Count	1658	3417	1073	2742	315	218	49	7032	3330	598	639	21071
	% within REGION	7.9%	16.2%	5.1%	13.0%	1.5%	1.0%	0.2%	33.4%	15.8%	2.8%	3.0%	100.0%
<b>SW</b>	Count	1384	2897	841	2599	478	237	44	5263	2187	459	556	16945
	% within REGION	8.2%	17.1%	5.0%	15.3%	2.8%	1.4%	0.3%	31.1%	12.9%	2.7%	3.3%	100.0%
<b>WM</b>	Count	1295	3278	1156	3315	708	351	101	4162	2686	510	699	18261
	% within REGION	7.1%	18.0%	6.3%	18.2%	3.9%	1.9%	0.6%	22.8%	14.7%	2.8%	3.8%	100.0%
<b>YH</b>	Count	1329	3069	760	2253	216	115	40	5087	2722	454	601	16646
	% within REGION	8.0%	18.4%	4.6%	13.5%	1.3%	0.7%	0.2%	30.6%	16.4%	2.7%	3.6%	100.0%
<b>Total</b>	Count	13175	26198	7963	20655	3354	1767	645	43166	22608	4887	5380	149798
	% within REGION	8.8%	17.5%	5.3%	13.8%	2.2%	1.2%	0.4%	28.8%	15.1%	3.3%	3.6%	100.0%

**Figure 5.7 – 1<sup>st</sup> Teaching Qualification by Region**



Table/Fig. 5.7 show that:

- In all regions with the exception of NW, more staff attained an 'Other teaching...' type qualification than a 'Certificate of Education' qualification. In certain regions (EE, EM, GL and SE) around 50% more staff gained an 'other' type qualification than gained a CertEd.
- Numbers of staff gaining a Level 4 teaching qualification – stage 3, as a first<sup>1</sup> teaching qualification are relatively small across all regions (min 0.2%, max 1%).

## ***Summary of Findings and Main Points - Section 5***

- The English region containing the highest number of FE staff is the NW. The NE region shows the lowest number of staff.
- The percentages of part-time to full-time staff varies very little across the regions, but the NE region has the highest percentage of full-time to part-time staff (47% to 53%).
- The profile across all the regions is similar with 'professional – first degree or above' being held by more staff in each region than any other qualification.
- The data on highest teaching qualification on which staff are enrolled seems disproportionate in the SW region with regard to staff enrolled on a 'Other' type teaching qualification. The anomaly can be traced to two local Learning and Skills Councils in this region.
- The NW is the only English region in which more staff have a CertEd than any other type of first teaching qualification.

## Section 6. Analysis of FE Staff 2003/2004 by Category of Work

### 6.1 Work Categories – Detailed and General

**Table 6.1: Number of FE staff in each category of work**

The LSC guidance details 52 different job types to cover staff in FE colleges, with each job category falling under one of the following six general work categories:

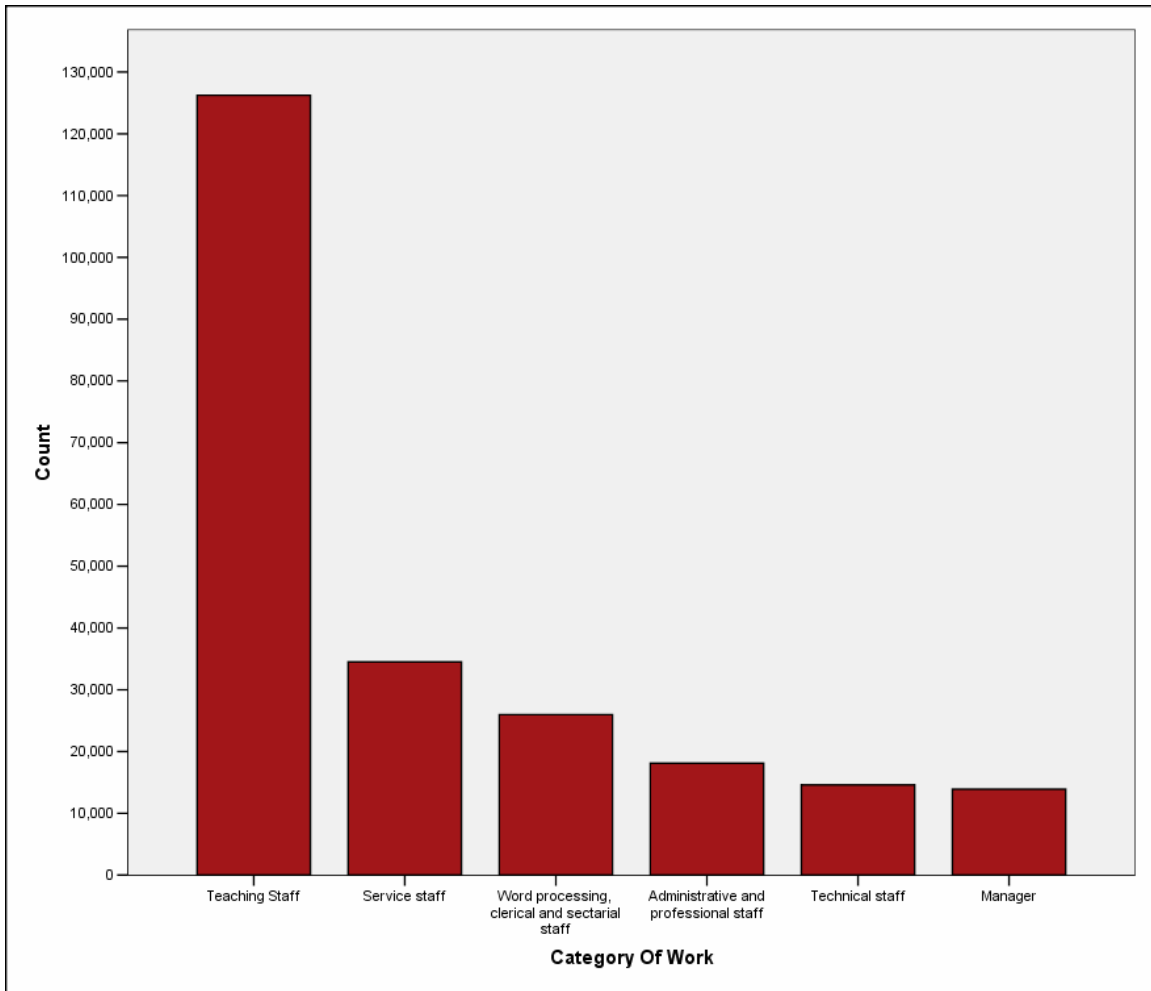
- Teaching staff
- Manager
- Administrative and professional staff
- Service staff
- Technical staff
- Word processing clerical and secretarial staff.

The number of staff in each detailed job category, and the general job category into which they fall, can be found in Appendix 5.

**Table 6.2: Number of FE staff in each category of work – general**

	Frequency	Percent	Cumulative Percent
Administrative and professional staff	18104	7.8	7.8
Manager	13904	6	13.7
Service staff	34506	14.8	28.5
Teaching staff	126245	54.1	82.6
Technical staff	14603	6.3	88.9
Word processing, clerical and secretarial staff	25981	11.1	100
Total	233343	100	

**Figure 6.1: Number of FE staff in each category of work – general breakdown**



The majority (54%) of staff in the FE sector are employed as teachers. The next highest percentage of staff is 'Service staff' followed by 'Word processing/clerical/secretarial staff', 'Administrative and professional staff', 'Technical staff' and finally staff in the 'Manager' category.

There are approximately 9 teachers, 2.5 members of service staff, 2 word processing/clerical staff, 1 admin/professional staff and 1 technical staff per every manager in the sector.

## 6.2 PT/FT By Category of Work

**Table 6.3: Full/part-time Staff by Category of Work**

Category of work		FT	PT	Total
Teaching staff	Count	47040	79205	126245
	% within Category of work	37.3%	62.7%	100.0%
Word processing, clerical and secretarial staff	Count	11670	14311	25981
	% within Category of work	44.9%	55.1%	100.0%
Manager	Count	11179	2725	13904
	% within Category of work	80.4%	19.6%	100.0%
Service staff	Count	11050	23456	34506
	% within Category of work	32.0%	68.0%	100.0%
Administrative and professional staff	Count	10865	7239	18104
	% within Category of work	60.0%	40.0%	100.0%
Technical staff	Count	8793	5810	14603
	% within Category of work	60.2%	39.8%	100.0%
Total	Count	100597	132746	233343
	% within Category of work	43.1%	56.9%	100.0%

**Figure 6.2: Full/part-time Staff by Category of Work**

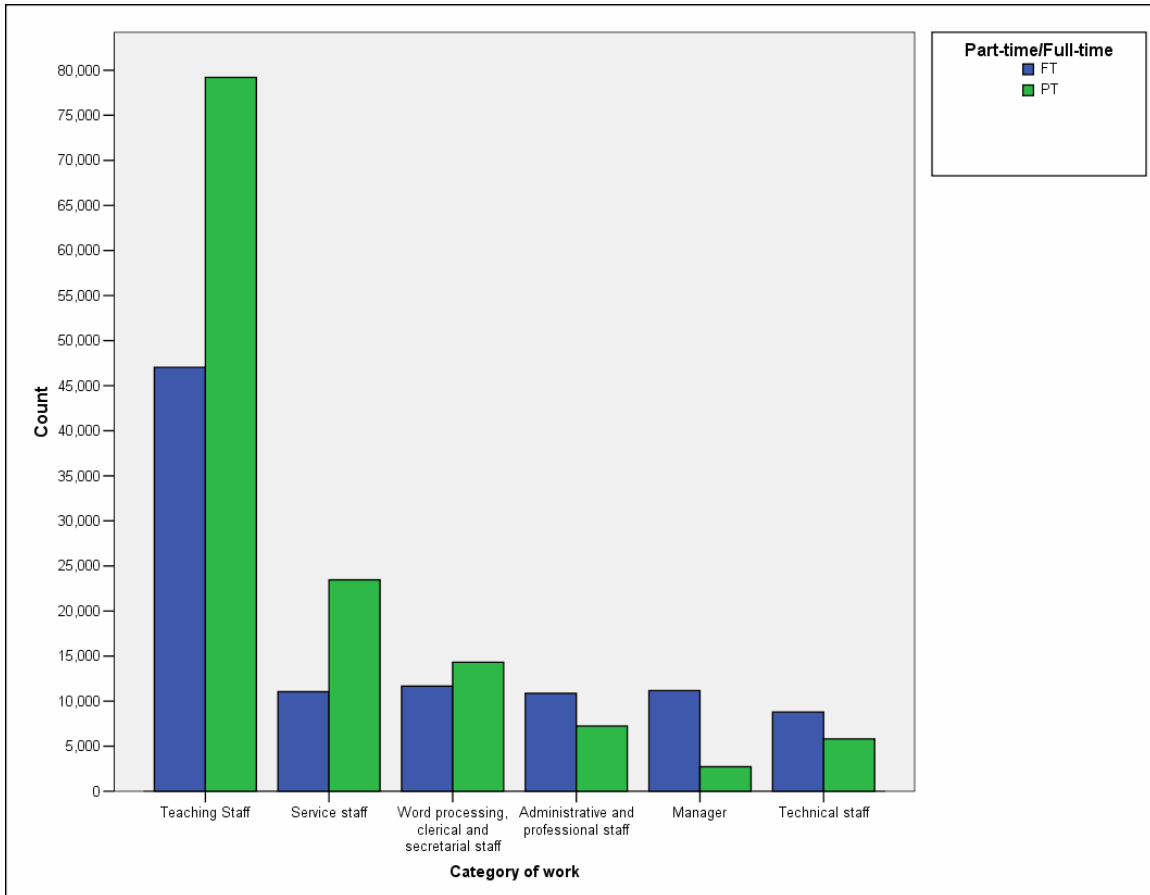


Table 6.3/Figure 6.2 show that;

- There are more part-time than full-time staff amongst teaching, service and word processing/clerical/secretarial staff.
- There are more full-time than part-time staff among the administrative/professional, technical and management staff.
- Part-time managers account for the lowest number of FE staff with just over 1% of the total number of staff falling within this category.
- Part-time teaching staff account for approximately 34% of the entire dataset.

### 6.3 Category of Work by Region

**Table 6.4: General Category of Work by Region**

		Administrative and professional staff	Manager	Service staff	Teaching staff	Technical staff	Word processing, clerical and secretarial staff	Total
EE	Count	1515	1165	3057	9723	1286	2288	19034
	% within REGION	8.0%	6.1%	16.1%	51.1%	6.8%	12.0%	100.0%
EM	Count	1182	1113	3524	9527	1150	2529	19025
	% within REGION	6.2%	5.9%	18.5%	50.1%	6.0%	13.3%	100.0%
GL	Count	2376	2134	2989	16873	1586	3008	28966
	% within REGION	8.2%	7.4%	10.3%	58.3%	5.5%	10.4%	100.0%
NE	Count	791	650	1985	6904	869	1136	12335
	% within REGION	6.4%	5.3%	16.1%	56.0%	7.0%	9.2%	100.0%
NW	Count	3338	2233	5326	22634	2647	4011	40189
	% within REGION	8.3%	5.6%	13.3%	56.3%	6.6%	10.0%	100.0%
SE	Count	2451	2191	4852	17867	2209	3679	33249
	% within REGION	7.4%	6.6%	14.6%	53.7%	6.6%	11.1%	100.0%
SW	Count	1972	1498	4264	12515	1647	2826	24722
	% within REGION	8.0%	6.1%	17.2%	50.6%	6.7%	11.4%	100.0%
WM	Count	2475	1547	3761	15414	1587	3160	27944
	% within REGION	8.9%	5.5%	13.5%	55.2%	5.7%	11.3%	100.0%
YH	Count	1988	1309	4656	14506	1591	3310	27360
	% within REGION	7.3%	4.8%	17.0%	53.0%	5.8%	12.1%	100.0%
Total	Count	18088	13840	34414	125963	14572	25947	232824
	% within REGION	7.8%	5.9%	14.8%	54.1%	6.3%	11.1%	100.0%



**Figure 6.3: General Category of Work by Region**

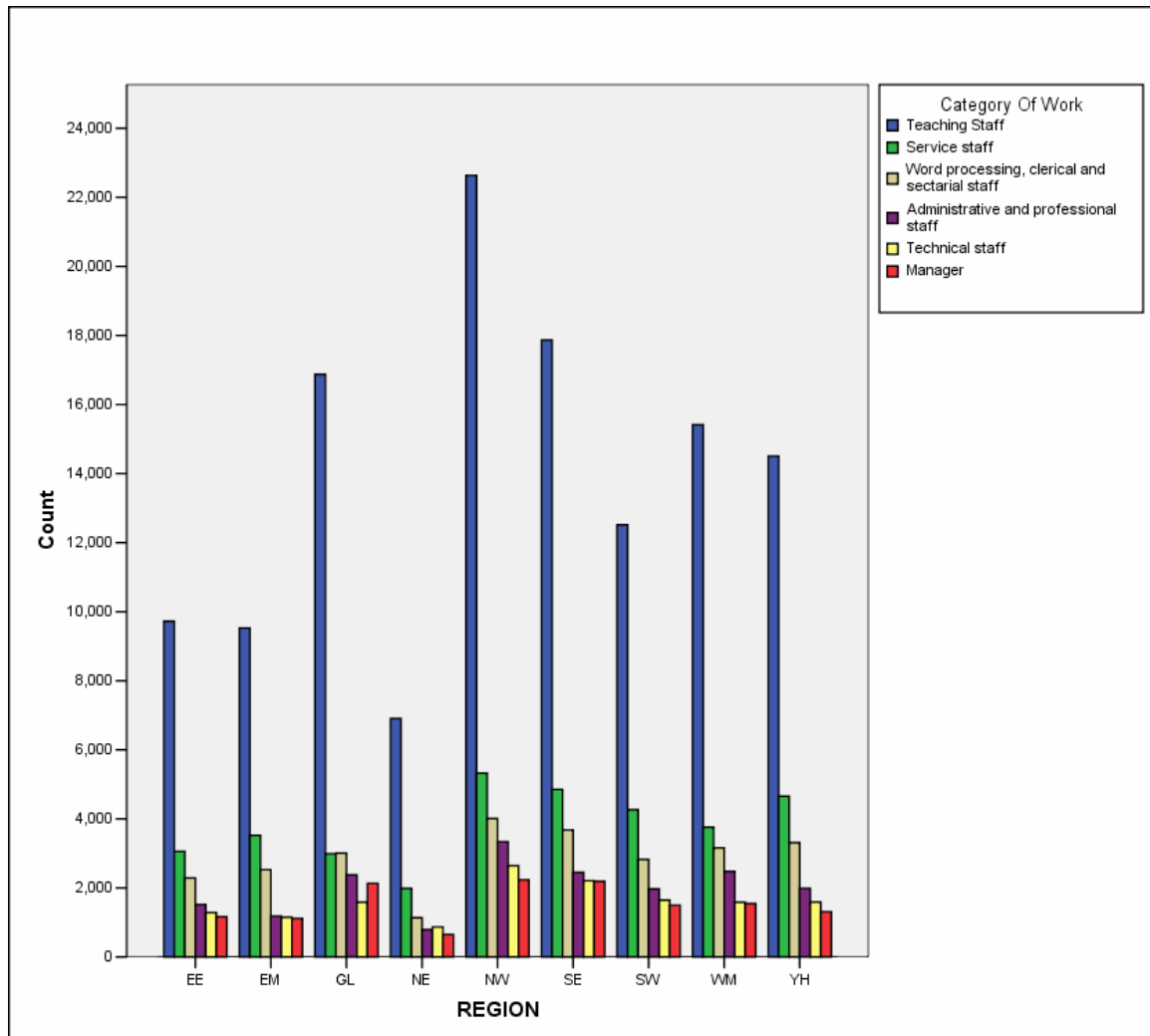


Table 6.4/Figure 6.3 show that;

- The percentages of staff in each general work category are very similar across all of the English regions with teaching staff accounting for between 50% and 58% of the workforce, depending on region, with a total of 54% across all regions.
- The lowest percentage of managers is found in the Yorkshire and Humberside region (4.8%) and the highest in Greater London (7.4%) with the total percentage of managers at 5.9%.
- Greater London is the only region that has more managers than technical staff.
- The North East is the only region that has more technical staff than Administrative/Professional staff.

## 6.4 Highest Qualification by General Category of Work

**Table 6.5: Highest Qualification by General Category of Work**

		Advanced - up to 2 A-Levels/OND/ONC	Foundation - up to 4 GCSEs (D-G)	Higher technical - up to HND/HNC	Intermediate - up to 4 GCSEs (A-C)	No formal qualifications	Professional - first degree, further degree and above	Total
Administrative and professional staff	Count	3261	627	1956	2489	607	5831	14771
	% within Category Of Work	22.1%	4.2%	13.2%	16.9%	4.1%	39.5%	100.0%
Manager	Count	1431	228	1437	907	290	8079	12372
	% within Category Of Work	11.6%	1.8%	11.6%	7.3%	2.3%	65.3%	100.0%
Service staff	Count	5095	2700	1735	5418	6220	4254	25422
	% within Category Of Work	20.0%	10.6%	6.8%	21.3%	24.5%	16.7%	100.0%
Teaching staff	Count	11559	1211	12449	5434	2894	65616	99163
	% within Category Of Work	11.7%	1.2%	12.6%	5.5%	2.9%	66.2%	100.0%
Technical staff	Count	3001	636	2233	2104	922	3333	12229
	% within Category Of Work	24.5%	5.2%	18.3%	17.2%	7.5%	27.3%	100.0%
Word processing, clerical and secretarial staff	Count	5145	1747	1636	6455	1738	3819	20540
	% within Category Of Work	25.0%	8.5%	8.0%	31.4%	8.5%	18.6%	100.0%
Total	Count	29492	7149	21446	22807	12671	90932	184497
	% within Category Of Work	16.0%	3.9%	11.6%	12.4%	6.9%	49.3%	100.0%

**Figure 6.4: Highest Qualification by General Category of Work**

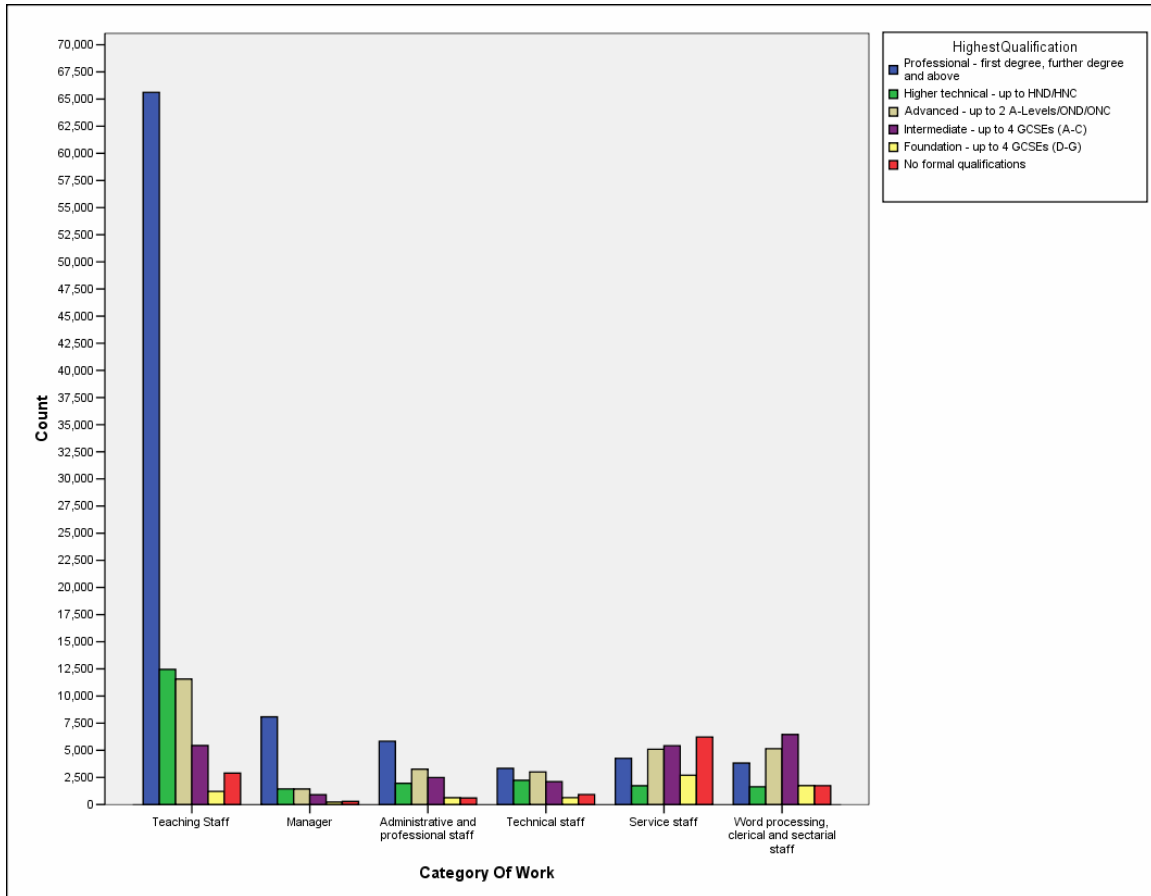


Table 6.5/Figure 6.4 show that;

- Approximately two thirds of teachers and managers hold a professional – first degree, further degree or higher qualification (66% and 65% respectively).
- Amongst administrative/professional staff the ‘professional – 1st degree, further degree or higher’ qualification is still the most widely held highest qualification but the percentage drops to 40%.
- The work category with the highest number of staff with no formal qualifications is service staff.

## 6.5 Analysis of Highest Enrolled Teaching Qualification for non-teaching staff

This section examines the 5990 staff that are currently in a category other than teaching staff that are enrolled on a teaching qualification.

**Table 6.6: Highest Enrolled Teaching Qualification by Category of Work – Non-Teaching Staff**

Category of work		CertEd	Bed/BA/BSc with concurrent qualified teacher status	Level 3 teaching Qualification (e.g. C&G 730)	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed above	Total
Administrative and professional staff	Count	205	60	168	92	51	34	19	395	1024
	%	20.0%	5.9%	16.4%	9.0%	5.0%	3.3%	1.9%	38.6%	100.0%
Manager	Count	305	137	79	192	20	25	33	328	1119
	%	27.3%	12.2%	7.1%	17.2%	1.8%	2.2%	2.9%	29.3%	100.0%
Service staff	Count	248	85	220	121	99	60	64	1109	2006
	%	12.4%	4.2%	11.0%	6.0%	4.9%	3.0%	3.2%	55.3%	100.0%
Technical staff	Count	161	33	146	54	76	85	23	356	934
	%	17.2%	3.5%	15.6%	5.8%	8.1%	9.1%	2.5%	38.1%	100.0%
Word processing, clerical and secretarial staff	Count	67	20	55	28	36	12	51	638	907
	%	7.4%	2.2%	6.1%	3.1%	4.0%	1.3%	5.6%	70.3%	100.0%
Total	Count	986	335	668	487	282	216	190	2826	5990
	%	16.5%	5.6%	11.2%	8.1%	4.7%	3.6%	3.2%	47.2%	100.0%

**Figure 6.5: Highest Enrolled Teaching Qualification by Category of Work – Non-Teaching Staff**

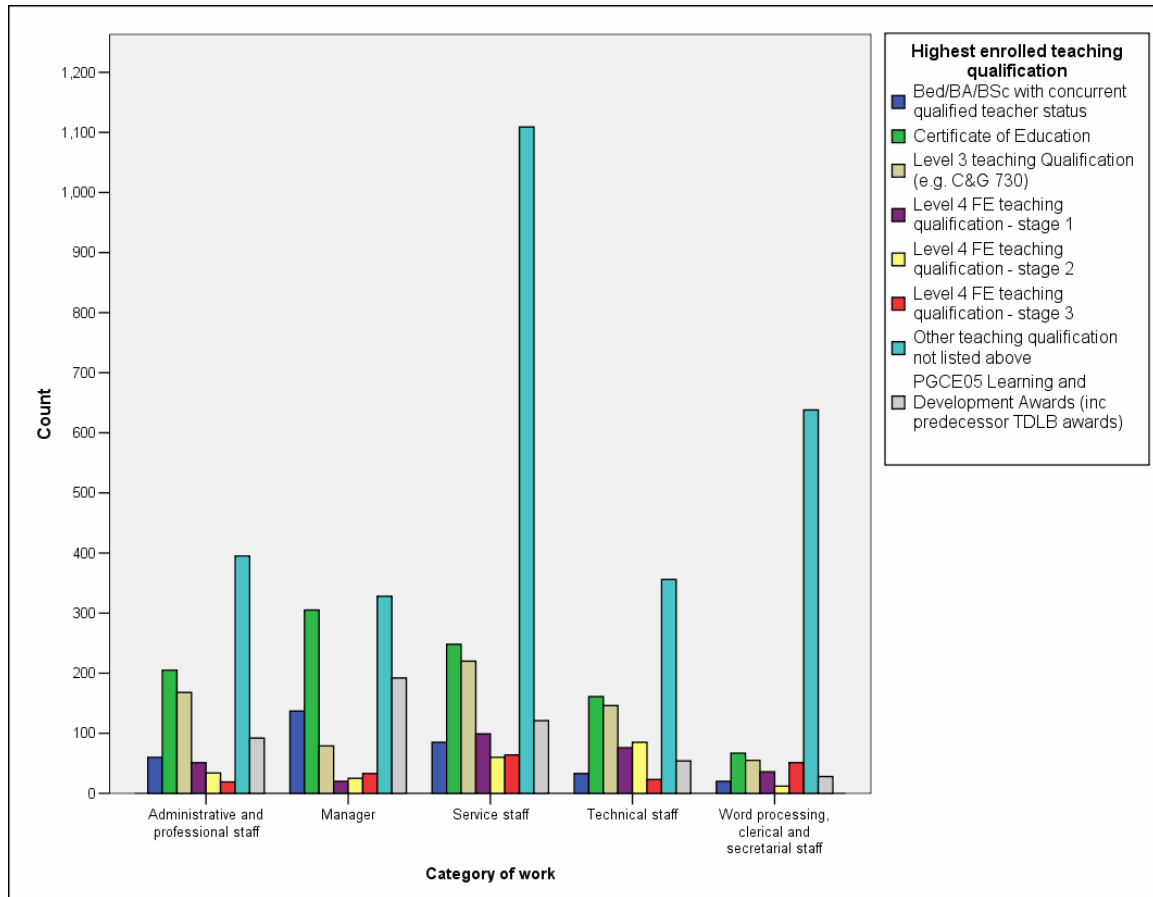


Table 6.6/Figure 6.5 show that:

- The most popular type of teaching qualification on which staff not currently classified as teaching staff are enrolled is 'Other teaching qualification'. A particularly large number of service staff (1109 or 19% of the total) are enrolled on a qualification of this type.
- Across all work categories, the second most popular teaching qualification is the CertEd.
- The numbers of staff in each job category enrolled on a Level 4 FE teaching qualification are low at each stage, with the lowest total number of staff (12) being 'word processing/clerical/secretarial staff' at stage 2.

## ***Summary of Findings and Main Points - Section 6***

- According to the 2003/2004 SIR data, 54% of the FE workforce is made up of teachers.
- The general work categories 'Teaching Staff', 'Service Staff' and 'Word processing/clerical/secretarial staff' all have more part-time than full-time staff.
- The lowest percentage of management staff can be found in the Yorkshire and Humberside region (4.8%) and the highest in Greater London (7.4%).
- Approximately two thirds of teachers and managers hold a 'professional – first degree, further degree or higher' qualification (66% and 65% respectively).

## Section 7. Analysis of FE Staff 2003/2004 by Length of Service

The SIR 2003/2004 dataset contains fields on 'date of appointment' and 'date of leaving' of FE staff. The length of service indicator has been calculated from these fields and this section contains information derived from the analysis of Length of Service against other variables.

When reporting on the length of service data, it is obviously important to note that the length of service data does not equate with years experience. For example teachers that have worked in five different colleges for two years at a time would be listed here as having two years service whilst having 10 years teaching experience.

### 7.1 Length of Service of FE Staff

**Table 7.1: Length of Service of FE staff – Descriptive Statistics**

<b>N</b>		<b>232817</b>
Mean		5.41
Median		2.92
Std. Deviation		6.48
Range		64.67
Minimum		0.08
Maximum		64.75
Percentiles	25	1
	50	2.92
	75	7.08

**Figure 7.1: Histogram - Length of Service of FE Staff**

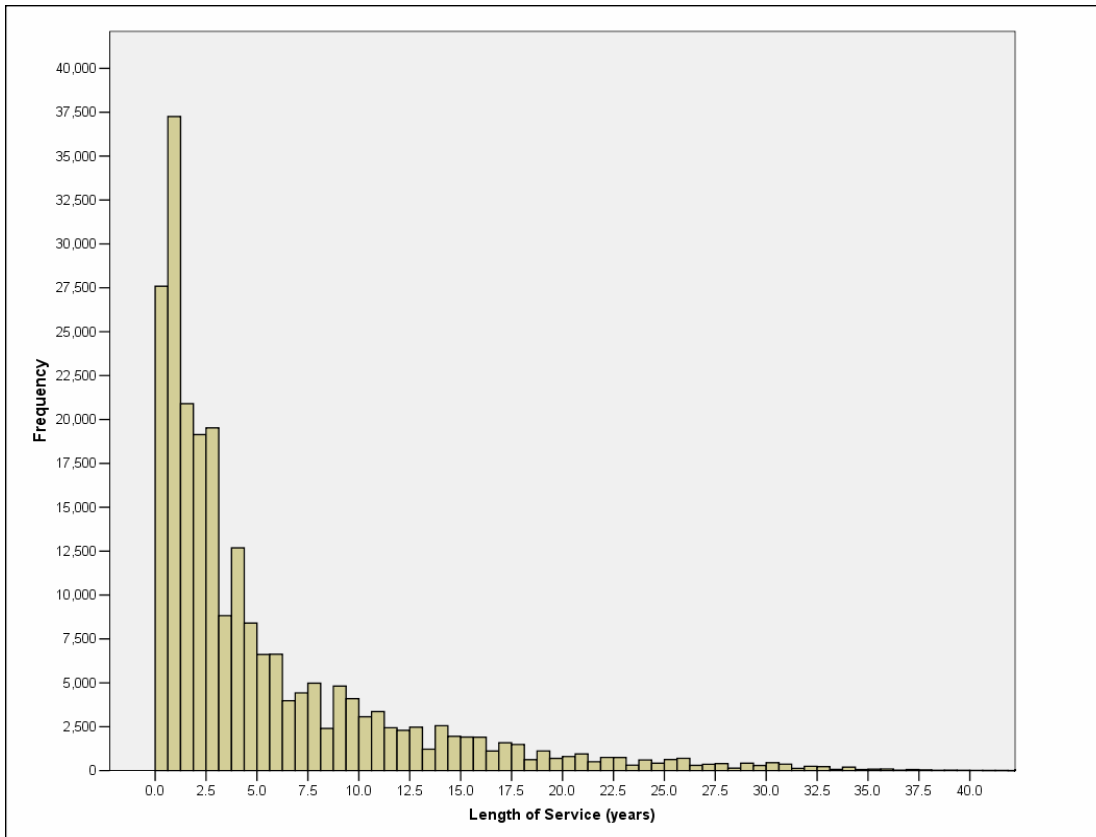


Table 7.1 and Figure 7.1 show that;

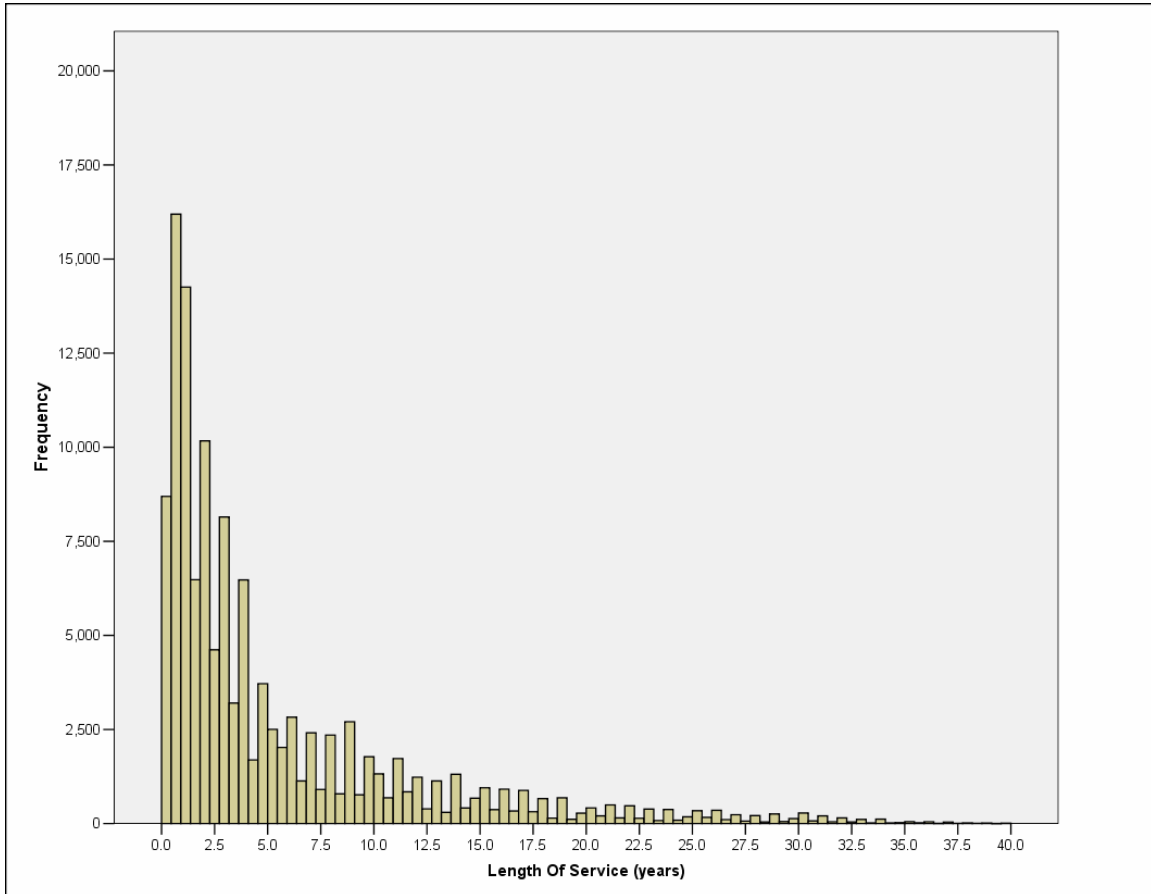
- The data on length of service of staff (of all types) in the FE sector is heavily skewed towards shorter length of service with most staff having either joined colleges in the last five years or having left before completing a five year period (where a leaving date is given in the data). It is possible that this demonstrates high turnover with staff moving between colleges.
- These figures are for *all* staff, however when the analysis is performed on teaching staff only, the statistics and distribution are very similar (see Table/Figure 7.2).



**Table 7.2: Length of Service of FE Teaching staff – Descriptive Statistics**

<b>N</b>		<b>125876</b>
Mean		5.4584
Median		2.9167
Std. Deviation		6.63746
Range		64.67
Minimum		0.08
Maximum		64.75
Percentiles	25	1
	50	2.9167
	75	7.1667

**Figure 7.2: Histogram - Length of Service of FE Teaching Staff**



Due to the skewed distribution of the length of service data it has been banded into five percentile bands, each containing 20% of the 232,817 valid observed cases. This is as opposed to bands with cut-off points at a set number of years/months. The cut-off points for each of the five bands are as follows:

1. Less than or equal to 0.92 years
2. 0.93-2 years
3. 2.01-3.92 years
4. 3.93-9 years
5. 9.01-64.75 years

## 7.2 Category of Work by Length of Service

**Table 7.3: Category of Work by Length of Service**

Length Of Service - years (Banded)		Administrative and professional staff	Manager	Service staff	Teaching staff	Technical staff	Word processing, clerical and secretarial staff	Total
<= .92	Count	3514	1804	8596	31188	2693	5721	53516
	% within LOS	6.6%	3.4%	16.1%	58.3%	5.0%	10.7%	100.0%
.93 - 2.00	Count	3401	2031	7136	22697	2477	5093	42835
	% within LOS	7.9%	4.7%	16.7%	53.0%	5.8%	11.9%	100.0%
2.01 - 3.92	Count	3638	2350	7059	22029	2978	5486	43540
	% within LOS	8.4%	5.4%	16.2%	50.6%	6.8%	12.6%	100.0%
3.93 - 9.00	Count	3901	2896	6694	25231	3190	5294	47206
	% within LOS	8.3%	6.1%	14.2%	53.4%	6.8%	11.2%	100.0%
9.01+	Count	3609	4802	4974	24731	3247	4357	45720
	% within LOS	7.9%	10.5%	10.9%	54.1%	7.1%	9.5%	100.0%
Total	Count	18063	13883	34459	125876	14585	25951	232817
	%	7.8%	6.0%	14.8%	54.1%	6.3%	11.1%	100.0%

**Figure 7.3: Category of Work by Length of Service**

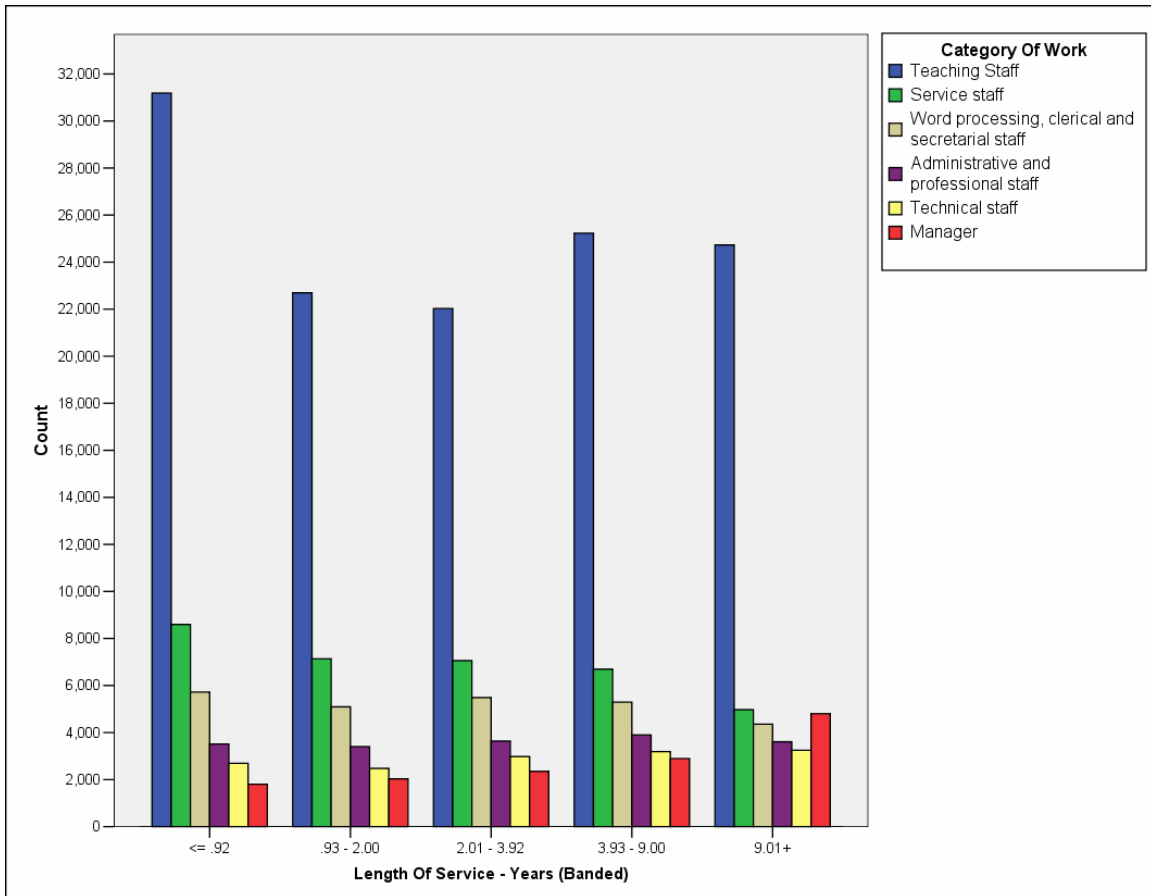


Table 7.3 and Figure 7.3 show that;

- The numbers of service staff, word processing/clerical staff, admin/professional staff and technical staff are broadly similar across all the length of service bands.
- The number of teaching staff in each band varies, with the highest number of teachers in the group of staff with the shortest period of service and the number of managers rising with the length of service.

### 7.3 Length of Service by Gender

**Table 7.3: Length of Service by Gender**

			F	M	Total
Length Of Service -years (Banded)	<= .92	Count	34174	19342	53516
		% within LOS	63.9%	36.1%	100.0%
	.93 - 2.00	Count	27519	15316	42835
		% within LOS	64.2%	35.8%	100.0%
	2.01 - 3.92	Count	28195	15345	43540
		% within LOS	64.8%	35.2%	100.0%
	3.93 - 9.00	Count	30294	16912	47206
		% within LOS	64.2%	35.8%	100.0%
	9.01+	Count	26689	19031	45720
		% within LOS	58.4%	41.6%	100.0%
Total		Count	146871	85946	232817
		% within LOS	63.1%	36.9%	100.0%

**Figure 7.3: Length of Service by Gender**

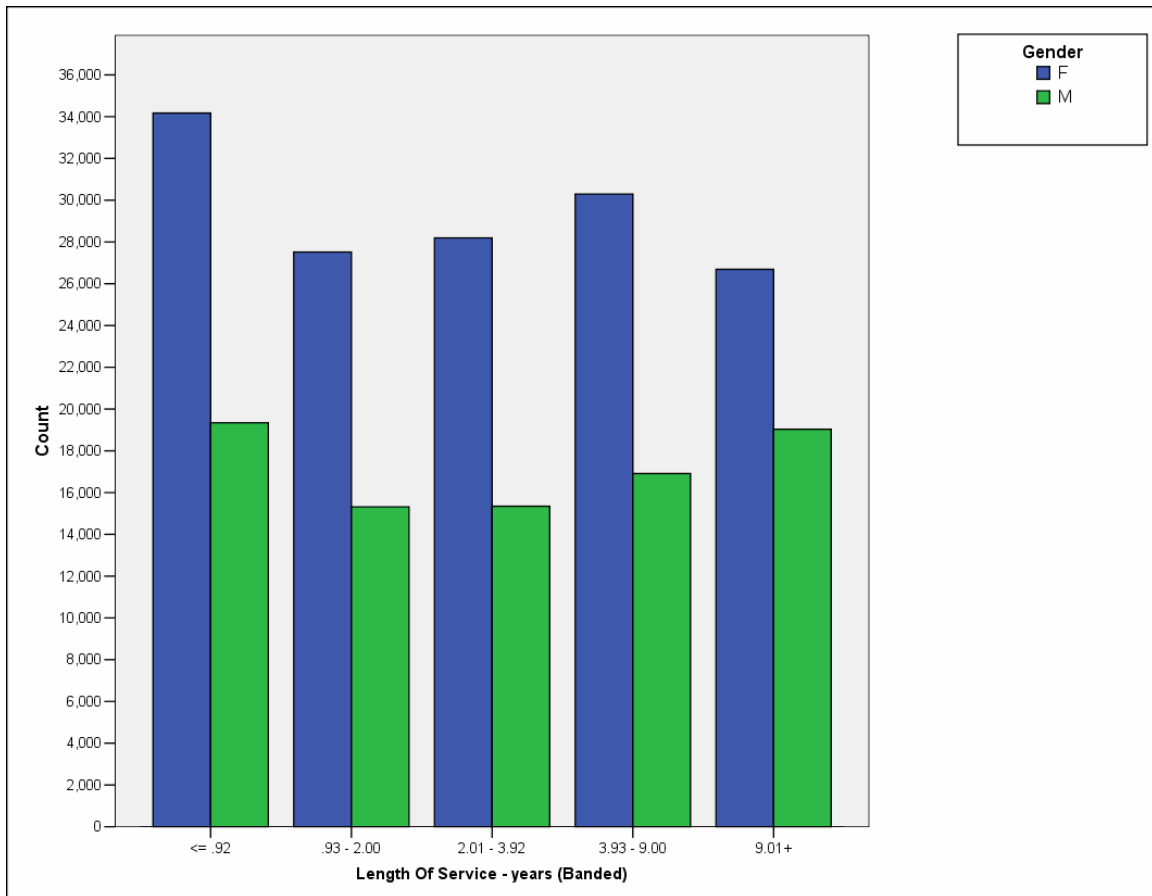


Table 7.3 and Figure 7.3 show that;

- The percentage of female to male staff is broadly similar across all the length of service bandings (approx. 65% female to 35% male) with the exception of the 9.01 years+ band where the percentage of male staff rises slightly to 42%. It is possible that this figure reflects the higher proportion of male management staff detailed in section 1.11 (Category of work by gender) insofar as management staff may, in many cases, have been promoted internally after working in different positions (i.e. teaching) for some time.

## 7.4 Length of Service by Ethnicity

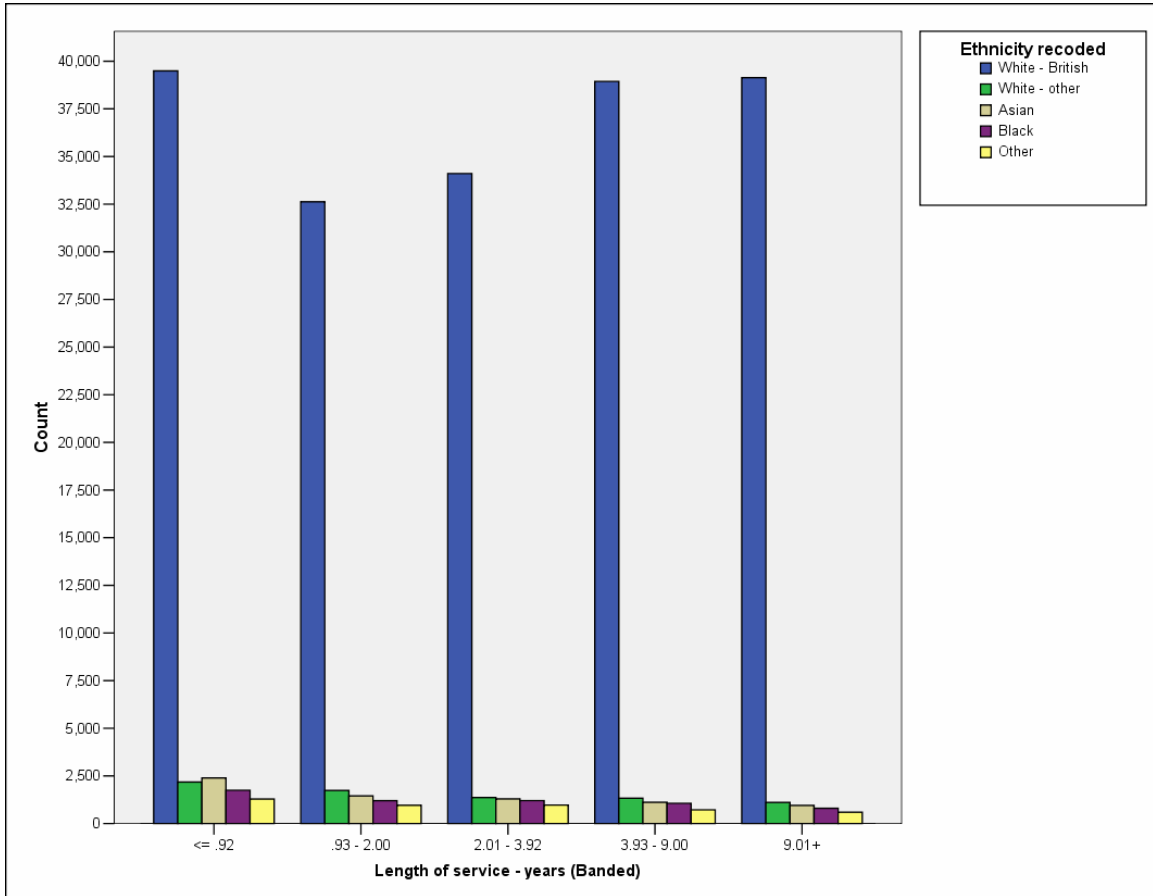
**Table 7.4: Length of Service by Ethnicity**

Length Of Service - Years (Banded)		White - British	Asian	White - other	Black	Other	Total
<= .92	Count	39492	2395	2181	1748	1286	47102
	% within LOS	83.8%	5.1%	4.6%	3.7%	2.7%	100.0%
.93 - 2.00	Count	32624	1450	1738	1204	961	37977
	% within LOS	85.9%	3.8%	4.6%	3.2%	2.5%	100.0%
2.01 - 3.92	Count	34104	1295	1366	1206	971	38942
	% within LOS	87.6%	3.3%	3.5%	3.1%	2.5%	100.0%
3.93 - 9.00	Count	38938	1118	1329	1063	720	43168
	% within LOS	90.2%	2.6%	3.1%	2.5%	1.7%	100.0%
9.01+	Count	39135	951	1111	803	595	42595
	% within LOS	91.9%	2.2%	2.6%	1.9%	1.4%	100.0%
Total	Count	184293	7209	7725	6024	4533	209784
	% within LOS	87.8%	3.4%	3.7%	2.9%	2.2%	100.0%

These figures show that;

- As the length of service increases, so does the percentage of 'White British' staff in relation to the other ethnic categories. This possibly reflects the rise in numbers of staff from ethnic groups other than 'White British' in recent years. This also means that the percentage of staff from ethnic backgrounds other than 'White British' decreases as length of service increases, with the exception of 'White – other' - which remains at 4.6% in both the two shortest length of service bandings - and 'Other' which remains at 2.5% between the 0.93-2 years and 2.01-3.92 year bandings.

**Figure 7.4: Length of Service by Ethnicity**



## 7.5 Length of Service by Age Group

**Table 7.5: Length of Service by Age Group – All FE Staff**

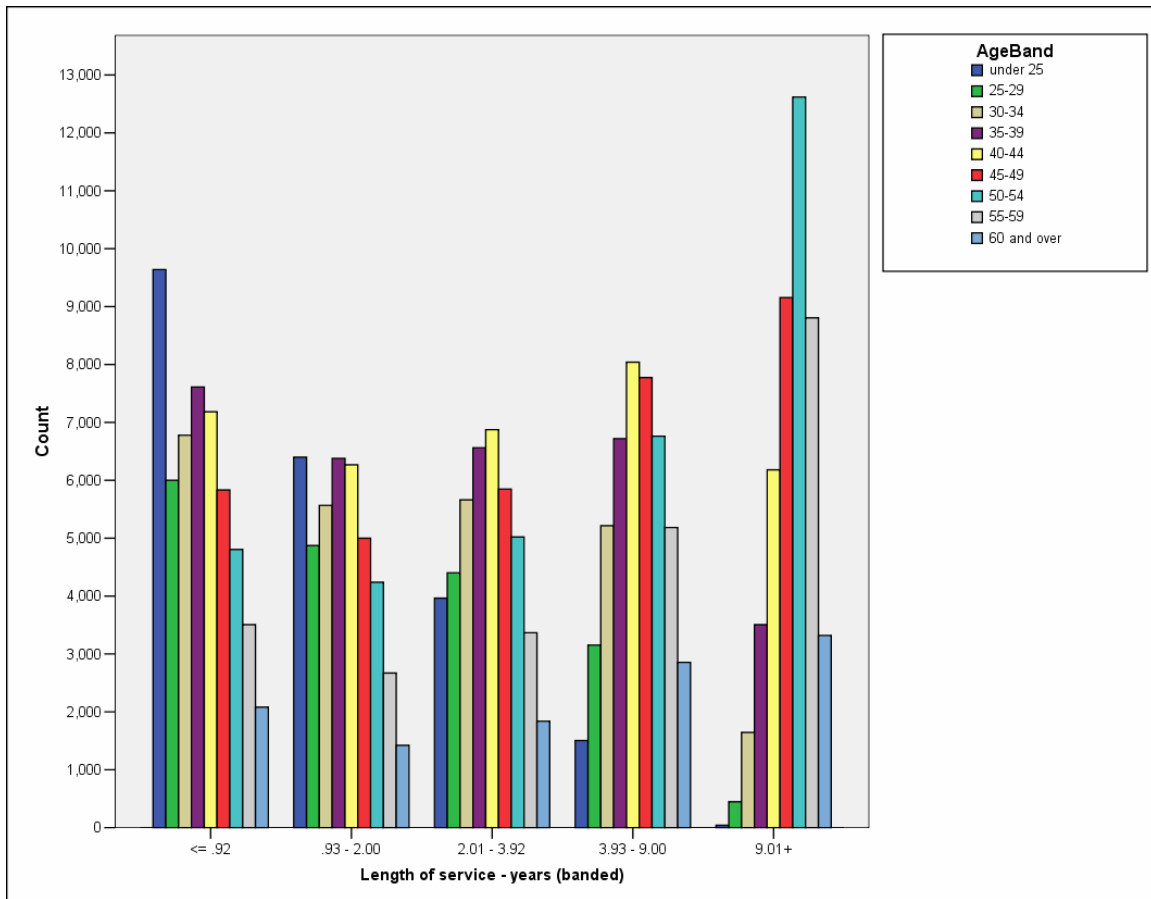
Length of service - years (banded)		under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 and over	Total
<= .92	Count	9639	5999	6778	7611	7183	5833	4805	3507	2081	53436
	% within LOS	18.0%	11.2%	12.7%	14.2%	13.4%	10.9%	9.0%	6.6%	3.9%	100.0%
.93 - 2.00	Count	6398	4872	5566	6377	6267	4999	4238	2670	1422	42809
	% within LOS	14.9%	11.4%	13.0%	14.9%	14.6%	11.7%	9.9%	6.2%	3.3%	100.0%
2.01 - 3.92	Count	3964	4402	5661	6562	6874	5848	5021	3367	1838	43537
	% within LOS	9.1%	10.1%	13.0%	15.1%	15.8%	13.4%	11.5%	7.7%	4.2%	100.0%
3.93 - 9.00	Count	1505	3153	5215	6719	8039	7774	6761	5184	2855	47205
	% within LOS	3.2%	6.7%	11.0%	14.2%	17.0%	16.5%	14.3%	11.0%	6.0%	100.0%
9.01+	Count	41	448	1644	3506	6180	9155	12618	8805	3320	45717
	% within LOS	0.1%	1.0%	3.6%	7.7%	13.5%	20.0%	27.6%	19.3%	7.3%	100.0%
Total	Count	21547	18874	24864	30775	34543	33609	33443	23533	11516	232704
	% within LOS	9.3%	8.1%	10.7%	13.2%	14.8%	14.4%	14.4%	10.1%	4.9%	100.0%



**Table 7.6: Length of Service by Age Group – Teaching Staff**

		under 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 and over	Total
<= .92	Count	2674	3403	4270	4852	4697	3957	3374	2458	1497	31182
	% within LOS	8.6%	10.9%	13.7%	15.6%	15.1%	12.7%	10.8%	7.9%	4.8%	100.0%
.93 - 2.00	Count	1591	2599	3221	3711	3709	2953	2536	1578	797	22695
	% within LOS	7.0%	11.5%	14.2%	16.4%	16.3%	13.0%	11.2%	7.0%	3.5%	100.0%
2.01 - 3.92	Count	753	1987	3061	3565	3705	3246	2827	1875	1010	22029
	% within LOS	3.4%	9.0%	13.9%	16.2%	16.8%	14.7%	12.8%	8.5%	4.6%	100.0%
3.93 - 9.00	Count	149	1235	2759	3750	4511	4391	3886	2926	1623	25230
	% within LOS	0.6%	4.9%	10.9%	14.9%	17.9%	17.4%	15.4%	11.6%	6.4%	100.0%
9.01+	Count	17	49	562	1678	3351	5306	7439	4667	1661	24730
	% within LOS	0.1%	0.2%	2.3%	6.8%	13.6%	21.5%	30.1%	18.9%	6.7%	100.0%
Total	Count	5184	9273	13873	17556	19973	19853	20062	13504	6588	125866
	% within LOS	4.1%	7.4%	11.0%	13.9%	15.9%	15.8%	15.9%	10.7%	5.2%	100.0%

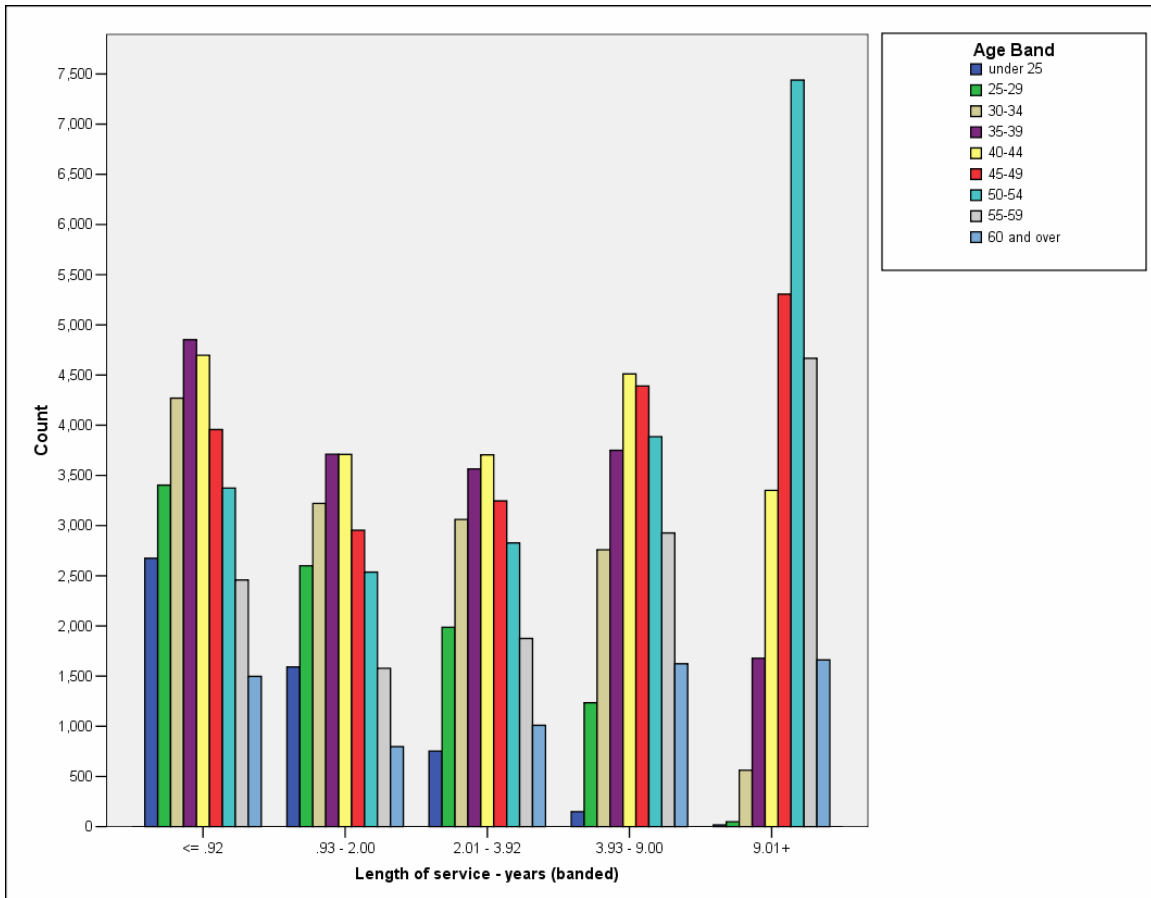
**Figure 7.5: Length of Service by Age Band – All FE Staff**



the data demonstrates that there are 41 staff, 17 of whom are teachers, in the 9.01 years length of service band aged under 25. This figure seems likely to be a data entry error. This aside, both sets of analysis on the length of service, all staff and teaching staff, show some predictable findings, specifically the low number of younger staff with long length of service.

Both analyses show that the largest staff grouping here is in the 50-54 age range with 9.01 years or more of service. The percentage trends in the four age bands representing staff between 45 and 60+ are interesting in that the figures drop between the 'under-25' and '25-29' age ranges, then rise across the remaining age ranges. This trend is more pronounced in the 60+ age group when all staff are included in the analysis.

**Figure 7.6: Length of Service by Age Band – Teaching Staff**



## 7.7 Length of Service by Region

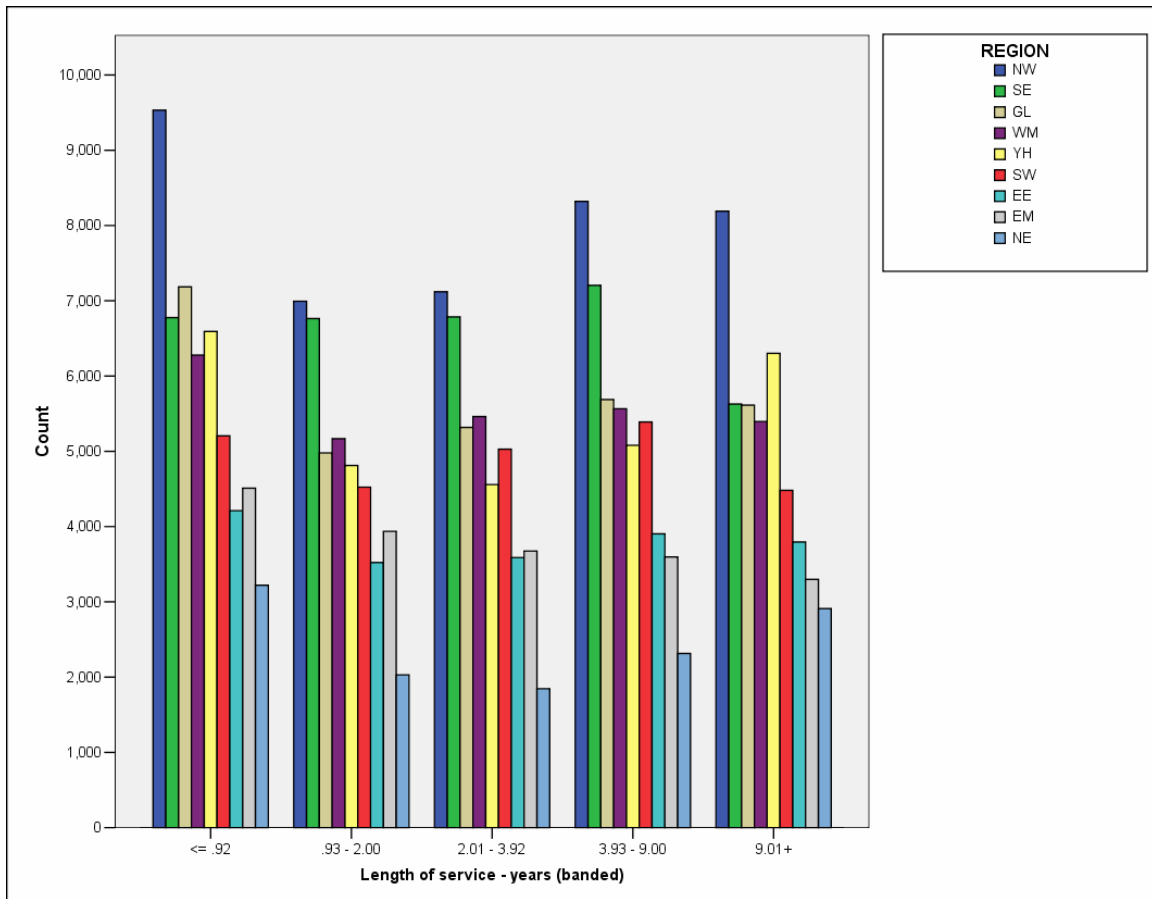
**Table 7.7: Length of Service by Region – All Staff**

Length of service - years (banded)		EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
<= .92	Count	4211	4510	7185	3221	9532	6776	5205	6278	6592	53510
	% within LOS	7.9%	8.4%	13.4%	6.0%	17.8%	12.7%	9.7%	11.7%	12.3%	100.0%
.93 - 2.00	Count	3522	3937	4979	2030	6994	6764	4524	5168	4812	42730
	% within LOS	8.2%	9.2%	11.7%	4.8%	16.4%	15.8%	10.6%	12.1%	11.3%	100.0%
2.01 - 3.92	Count	3588	3675	5317	1846	7120	6786	5029	5462	4558	43381
	% within LOS	8.3%	8.5%	12.3%	4.3%	16.4%	15.6%	11.6%	12.6%	10.5%	100.0%
3.93 - 9.00	Count	3904	3597	5688	2314	8320	7205	5390	5566	5080	47064
	% within LOS	8.3%	7.6%	12.1%	4.9%	17.7%	15.3%	11.5%	11.8%	10.8%	100.0%
9.01+	Count	3795	3298	5614	2910	8191	5628	4481	5396	6302	45615
	% within LOS	8.3%	7.2%	12.3%	6.4%	18.0%	12.3%	9.8%	11.8%	13.8%	100.0%
Total	Count	19020	19017	28783	12321	40157	33159	24629	27870	27344	232300
	% within LOS	8.2%	8.2%	12.4%	5.3%	17.3%	14.3%	10.6%	12.0%	11.8%	100.0%

**Table 7.8: Length of Service by Region – Teaching Staff**

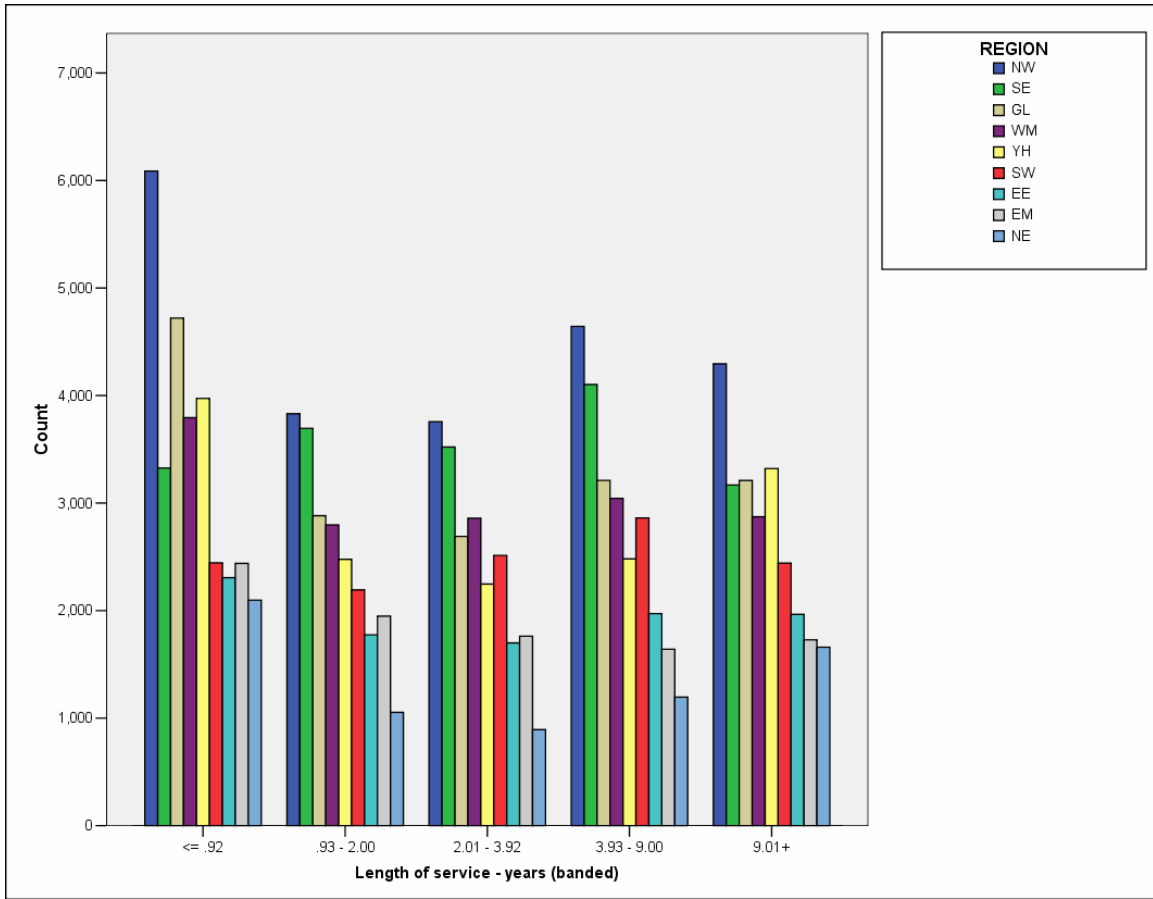
Length of service - years (banded)		EE	EM	GL	NE	NW	SE	SW	WM	YH	Total
<= .92	Count	2306	2439	4720	2097	6088	3326	2444	3794	3973	31187
	% within LOS	7.40%	7.80%	15.10%	6.70%	19.50%	10.70%	7.80%	12.20%	12.70%	100.00%
.93 - 2.00	Count	1775	1949	2883	1054	3831	3695	2193	2797	2477	22654
	% within LOS	7.80%	8.60%	12.70%	4.70%	16.90%	16.30%	9.70%	12.30%	10.90%	100.00%
2.01 - 3.92	Count	1700	1762	2690	893	3756	3521	2513	2859	2247	21941
	% within LOS	7.70%	8.00%	12.30%	4.10%	17.10%	16.00%	11.50%	13.00%	10.20%	100.00%
3.93 - 9.00	Count	1972	1641	3211	1195	4643	4103	2862	3044	2481	25152
	% within LOS	7.80%	6.50%	12.80%	4.80%	18.50%	16.30%	11.40%	12.10%	9.90%	100.00%
9.01+	Count	1965	1728	3210	1660	4295	3168	2442	2873	3321	24662
	% within LOS	8.00%	7.00%	13.00%	6.70%	17.40%	12.80%	9.90%	11.60%	13.50%	100.00%
Total	Count	9718	9519	16714	6899	22613	17813	12454	15367	14499	125596
	% within LOS	7.70%	7.60%	13.30%	5.50%	18.00%	14.20%	9.90%	12.20%	11.50%	100.00%

**Figure 7.7: Length of Service by Region – All Staff**



The South West and South East regions are unusual in having fewer staff with less than 0.93 of a years' service than with 3.93 to 9 years service. All other regions have more staff with less than 0.93 years service than in any other length of service band. This pattern is repeated when the analysis is applied to teaching staff only, as can be seen in Figure 7.8 below.

**Table 7.8: Length of Service by Region – Teaching Staff**



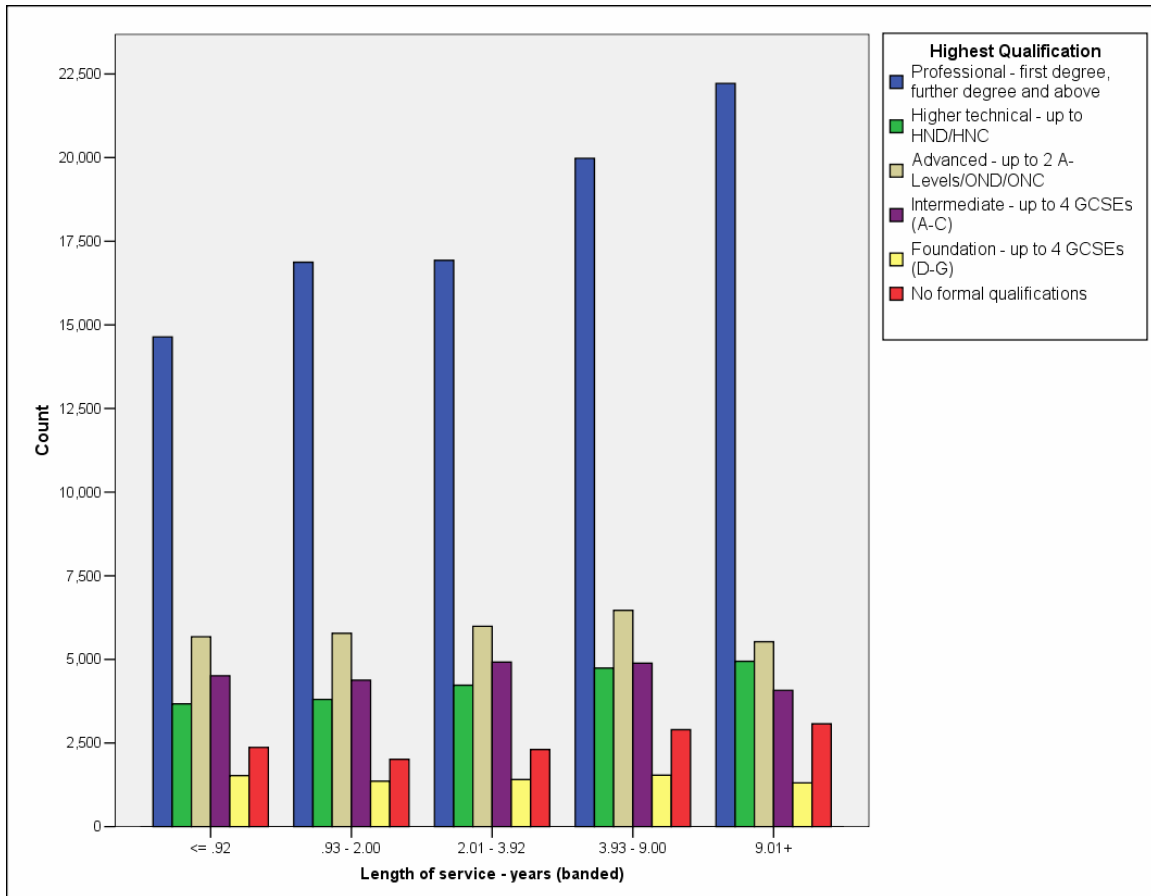
## 7.8 Highest Qualification by Length of Service

**Table 7.9: Highest Qualification by Length of Service – All Staff**

Length of service - years (banded)		Professional - first degree, further degree and above	Higher technical - up to HND/HNC	Advanced - up to 2 A-Levels/OND/ONC	Intermediate - up to 4 GCSEs (A-C)	Foundation - up to 4 GCSEs (D-G)	No formal qualifications	Total
<= .92	Count	14639	3671	5677	4510	1525	2369	32391
	% within LOS	45.2%	11.3%	17.5%	13.9%	4.7%	7.3%	100.0%
.93 - 2.00	Count	16873	3804	5781	4377	1359	2013	34207
	% within LOS	49.3%	11.1%	16.9%	12.8%	4.0%	5.9%	100.0%
2.01 - 3.92	Count	16929	4227	5989	4918	1409	2306	35778
	% within LOS	47.3%	11.8%	16.7%	13.7%	3.9%	6.4%	100.0%
3.93 - 9.00	Count	19979	4741	6467	4885	1537	2900	40509
	% within LOS	49.3%	11.7%	16.0%	12.1%	3.8%	7.2%	100.0%
9.01+	Count	22218	4942	5528	4075	1309	3073	41145
	% within LOS	54.0%	12.0%	13.4%	9.9%	3.2%	7.5%	100.0%
Total	Count	90638	21385	29442	22765	7139	12661	184030
	% within LOS	49.3%	11.6%	16.0%	12.4%	3.9%	6.9%	100.0%



**Figure 7.9: Highest Qualification by Length of Service – All Staff**

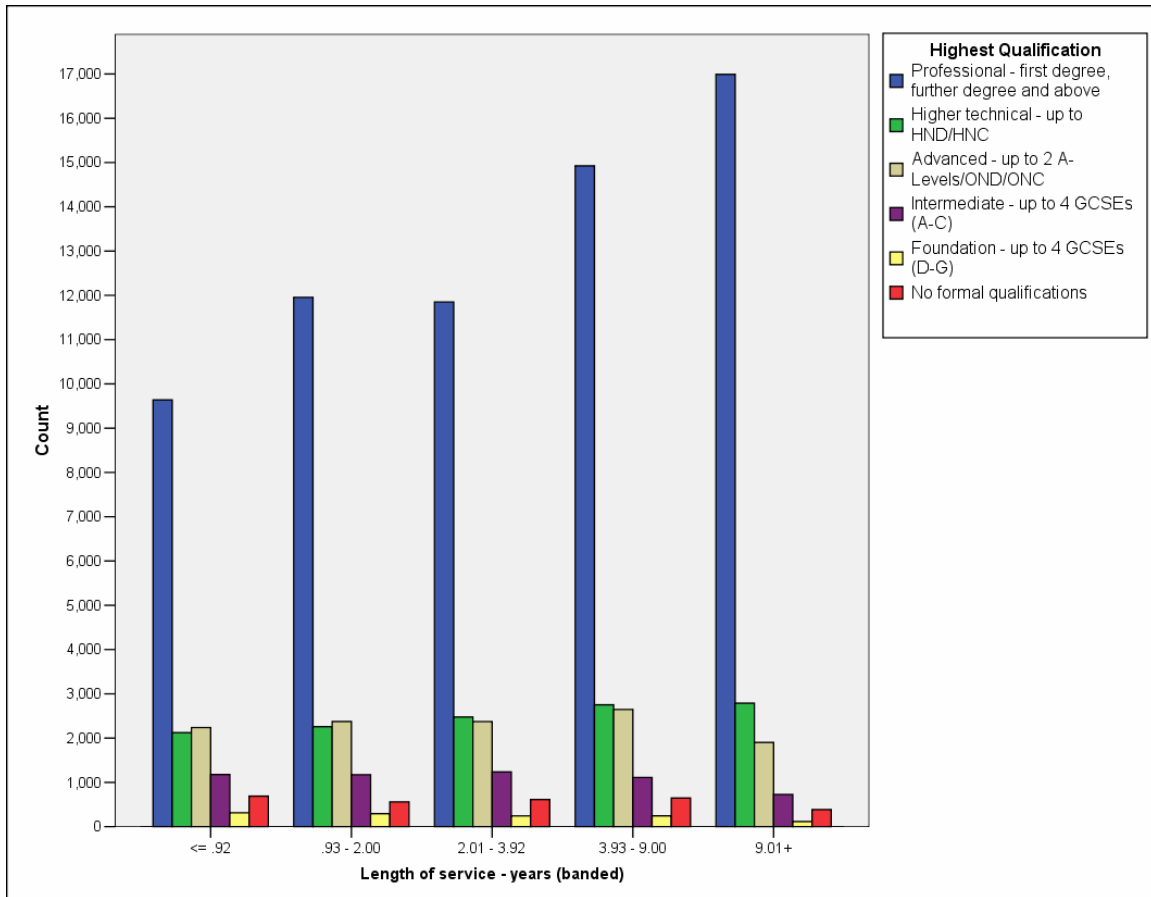


A large majority of staff in each of the length of service bandings hold qualifications classed as Professional – 1<sup>st</sup> degree, further degree and above. The next most widely held qualification is at Advanced level (2 A-levels/OND/ONC). This is followed by Intermediate level qualifications and Higher technical qualifications (up to HND/HNC). These are then followed by the numbers of staff with 'No formal qualifications' and finally 'Foundation level' qualifications. This pattern shows no variation across the differing length of service categories.

**Table 7:10: Highest Qualification by Length of Service – Teaching Staff**

Length of service - years (banded)		Professional - first degree, further degree and above	Higher technical - up to HND/HNC	Advanced - up to 2 A-Levels/OND/ONC	Intermediate - up to 4 GCSEs (A-C)	Foundation - up to 4 GCSEs (D-G)	No formal qualifications	Total
<= .92	Count	9639	2124	2238	1177	313	690	16181
	% within LOS	59.6%	13.1%	13.8%	7.3%	1.9%	4.3%	100.0%
.93 - 2.00	Count	11955	2259	2374	1173	293	559	18613
	% within LOS	64.2%	12.1%	12.8%	6.3%	1.6%	3.0%	100.0%
2.01 - 3.92	Count	11850	2476	2373	1236	243	613	18791
	% within LOS	63.1%	13.2%	12.6%	6.6%	1.3%	3.3%	100.0%
3.93 - 9.00	Count	14925	2752	2646	1111	244	646	22324
	% within LOS	66.9%	12.3%	11.9%	5.0%	1.1%	2.9%	100.0%
9.01+	Count	16991	2790	1902	727	116	385	22911
	% within LOS	74.2%	12.2%	8.3%	3.2%	0.5%	1.7%	100.0%
Total	Count	65360	12401	11533	5424	1209	2893	98820
	% within LOS	66.1%	12.5%	11.7%	5.5%	1.2%	2.9%	100.0%

**Figure 7:10: Highest Qualification by Length of Service – Teaching Staff**



The pattern here is slightly different from that which emerges when all staff are included in the analysis. The most widely held qualifications are still those classified as being at 'professional' level, but at the higher end of the length of service indicator, numbers of staff holding a 'higher technical' type qualification become higher than those holding 'advanced' level qualifications. The pattern of more staff with intermediate level qualifications than no formal qualification, and more staff holding no formal qualifications than with foundation level qualifications remains unchanged from the analysis of all staff. This does not appear to be impacted by length of service.

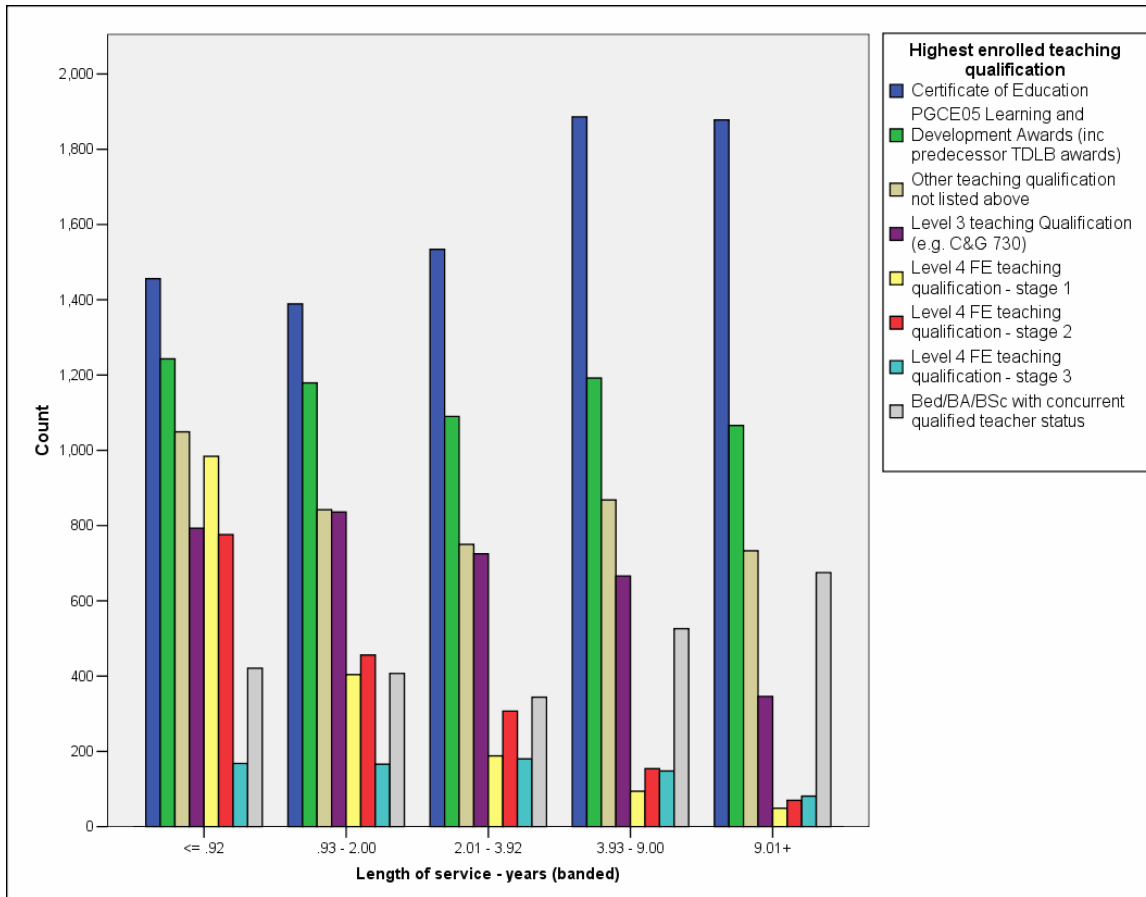
## 7.9 Highest Teaching Qualification on which Enrolled by Length of Service

**Table 7:11: Highest Teaching Qualification on which Staff are enrolled by Length of Service – Teaching Staff**

The figures on non-teaching staff that are enrolled on teaching qualifications are provided in section 6, Table 6.6 and Figure 6.5

Length of service - years (banded)		CertEd	Bed/BA/BSc with concurrent qualified teacher status	Level 3 teaching Qualification (e.g. C&G 730)	Level 4 FE teaching qualification - stage 1	Level 4 FE teaching qualification - stage 2	Level 4 FE teaching qualification - stage 3	Other teaching qualification not listed above	PGCE05 Learning and Development Awards (inc predecessor TDLB awards)	Total
<= .92	Count	1456	421	793	984	776	168	1049	1243	6890
	% within LOS	21.1%	6.1%	11.5%	14.3%	11.3%	2.4%	15.2%	18.0%	100.0%
.93 - 2.00	Count	1389	407	836	404	456	166	842	1179	5679
	% within LOS	24.5%	7.2%	14.7%	7.1%	8.0%	2.9%	14.8%	20.8%	100.0%
2.01 - 3.92	Count	1534	344	725	188	307	180	750	1090	5118
	% within LOS	30.0%	6.7%	14.2%	3.7%	6.0%	3.5%	14.7%	21.3%	100.0%
3.93 - 9.00	Count	1886	526	666	94	154	148	868	1192	5534
	% within LOS	34.1%	9.5%	12.0%	1.7%	2.8%	2.7%	15.7%	21.5%	100.0%
9.01+	Count	1878	675	346	49	70	81	733	1066	4898
	% within LOS	38.3%	13.8%	7.1%	1.0%	1.4%	1.7%	15.0%	21.8%	100.0%
Total	Count	8143	2373	3366	1719	1763	743	4242	5770	28119
	% within LOS	29.0%	8.4%	12.0%	6.1%	6.3%	2.6%	15.1%	20.5%	100.0%

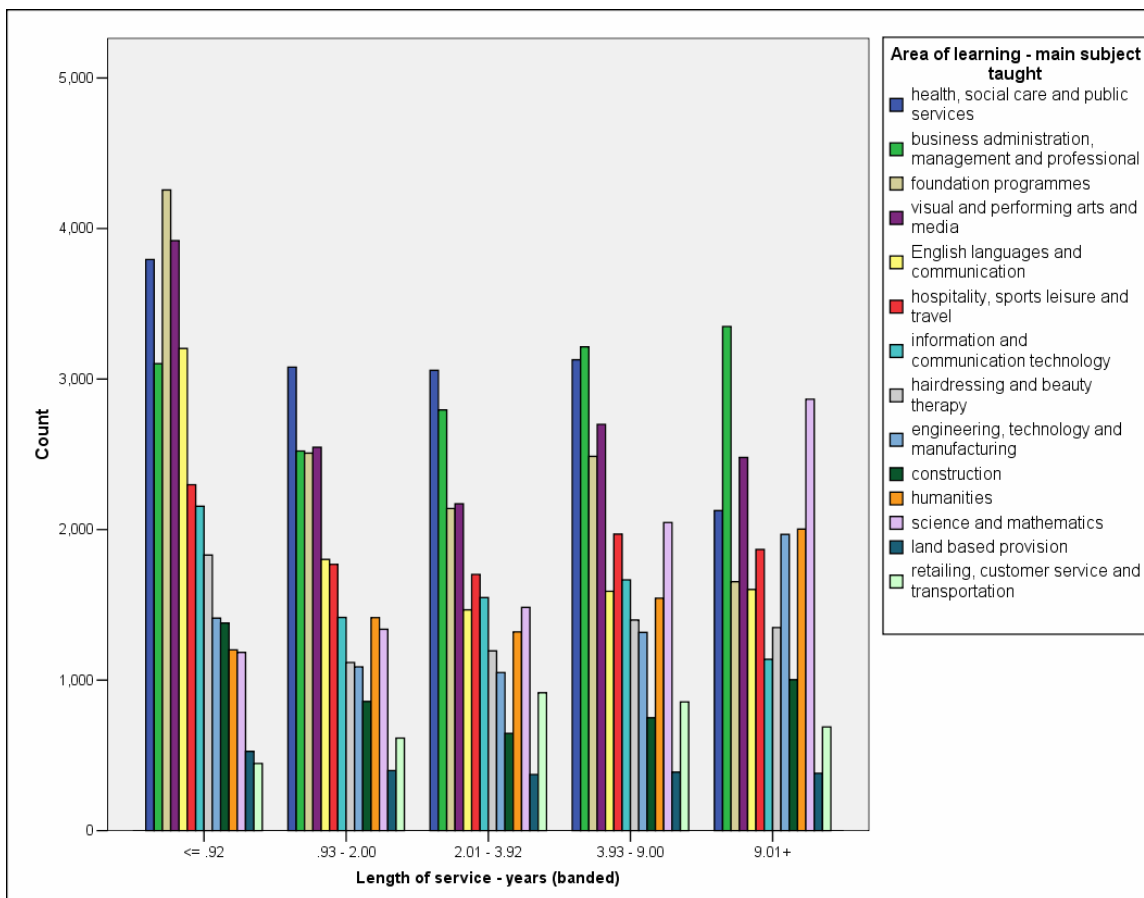
**Figure 7.11: Highest Teaching Qualification on which Staff are Enrolled by Length of Service – Teaching Staff**



Across all length of service groups, the two most popular teaching qualifications on which to enroll among teaching staff are the CertEd and the PGCE05 L&D awards. There is variation across the length of service bands in terms of enrollment on other types of teaching qualifications but this does not necessarily suggest correlation between length of service and preferred qualification. The number of staff with less than 0.93 years service that are enrolled on the Level 4 teaching qualification – stage 1 appear large when compared with the other length of service groupings. It seems likely that this is due to the fact that staff that have been in teaching for an extended period would not be likely to enroll on this qualification.

## 7.10 Area of Learning of Main Subject Taught by Length of Service

Figure 7.12: Area of Learning of Main Subject Taught by Length of Service



The information on area of learning contains too many separate descriptions to be usefully presented in tabular format. However, despite this level of detail the chart reveals some interesting patterns. While the proportion of teachers with between 0.93-2 and 9 years of service teaching each subject area is similar, the pattern for staff with less than 0.93 years service is markedly different. It is worth noting that the number of staff teaching science and mathematics increases with length of service.

## ***Summary of Findings and Main Points - Section 7***

- Most FE staff have joined the college with which they were employed at the time of the SIR data collection in the last 5 years.
- FE staff in management roles have longer lengths of service than other general job categories.
- The South East and South West are the only two English regions that do not fit the trend of having more staff with less than 0.93 years service than in any other length of service banding.
- The length of service indicator has little-to-no impact on staff qualifications. This is because whilst length of service might be an informative indicator on staff turnover in FE colleges, it does not equate to experience.

## Appendix 1 - FE Institutions returning SIR Data 2003/2004

#	College Name	Staff	Percent
		519	0.2
1	Broxtowe College	2762	1.2
2	NEW College	122	0.1
3	People's College	1599	0.7
4	Abingdon and Witney College	663	0.3
5	Accrington and Rossendale College	717	0.3
6	Alton College	324	0.1
7	Amersham and Wycombe College	772	0.3
8	Aquinas College	196	0.1
9	Ashton-under-Lyne Sixth Form College	124	0.1
10	Askham Bryan College	388	0.2
11	Aylesbury College	479	0.2
12	Barking College	699	0.3
13	Barnet College	1522	0.7
14	Barnfield College	1000	0.4
15	Barnsley College	1023	0.4
16	Barrow-in-Furness Sixth Form College	108	0
17	Barton Peveril College	266	0.1
18	Bede College	82	0
19	Bedford College	530	0.2
20	Berkshire College of Agriculture	294	0.1
21	Bexhill College	167	0.1
22	Bexley College	647	0.3
23	Bicton College	262	0.1
24	Bilborough College	211	0.1
25	Birkenhead Sixth Form College	155	0.1
26	Bishop Auckland College	539	0.2
27	Bishop Burton College	430	0.2
28	Blackburn College	1479	0.6
29	Blackpool and The Fylde College	1540	0.7
30	Blackpool Sixth Form College	190	0.1
31	Bolton Community College	1093	0.5
32	Bolton Sixth Form College	129	0.1
33	Boston College	675	0.3
34	Bournemouth & Poole College	1213	0.5
35	Bournville College of Further Education	633	0.3
36	Bracknell and Wokingham College	674	0.3
37	Bradford College	2363	1
38	Braintree College	356	0.2
39	Bridgwater College	793	0.3
40	Brockenhurst College	956	0.4
41	Brooklands College	896	0.4



#	College Name	Staff	Percent
42	Brooksby Melton College	704	0.3
43	Burnley College	652	0.3
44	Burton College	708	0.3
45	Bury College	719	0.3
46	Cadbury Sixth Form College	167	0.1
47	Calderdale College	775	0.3
48	Cambridge Regional College	975	0.4
49	Cannington College	294	0.1
50	Cannock Chase Technical College	446	0.2
51	Canterbury College	802	0.3
52	Capel Manor College	259	0.1
53	Cardinal Newman College	210	0.1
54	Carlisle College	417	0.2
55	Carmel College	169	0.1
56	Carshalton College	435	0.2
57	Cheadle and Marple Sixth Form College	505	0.2
58	Chelmsford College	395	0.2
59	Chesterfield College	935	0.4
60	Christ the King Sixth Form College	132	0.1
61	Cirencester College	482	0.2
62	City and Islington College	1255	0.5
63	City College	4057	1.7
64	City College Brighton and Hove	1060	0.5
65	City College Coventry	1267	0.5
66	City Literary Institute (The)	278	0.1
67	City of Bath College	624	0.3
68	City of Bristol College	1911	0.8
69	City of Sunderland College	1309	0.6
70	City of Westminster College	719	0.3
71	City of Wolverhampton College	1227	0.5
72	Cleveland College of Art and Design	266	0.1
73	Colchester Institute	960	0.4
74	College of North West London	915	0.4
75	College of Richard Collyer in Horsham	278	0.1
76	College of West Anglia	644	0.3
77	Cornwall College	2403	1
78	Coulsdon College	131	0.1
79	Craven College	684	0.3
80	Crawley College	827	0.4
81	Cricklade College	472	0.2
82	Croydon College	1448	0.6
83	Darlington College of Technology	720	0.3
84	Daventry Tertiary College	261	0.1
85	Dearne Valley College	455	0.2
86	Derby College	1389	0.6
87	Derwentside College	379	0.2
88	Dewsbury College	808	0.3

#	College Name	Staff	Percent
89	Doncaster College	1775	0.8
90	Dunstable College	455	0.2
91	East Berkshire College	699	0.3
92	East Devon College	392	0.2
93	East Durham & Houghall Community College	867	0.4
94	East Norfolk Sixth Form College	141	0.1
95	East Riding College	673	0.3
96	East Surrey College	832	0.4
97	Easton College	190	0.1
98	Eccles College	205	0.1
99	Enfield College	527	0.2
100	Epping Forest College	514	0.2
101	Esher College	155	0.1
102	Evesham and Malvern Hills College	611	0.3
103	Exeter College	828	0.4
104	Fareham College	301	0.1
105	Farnborough College of Technology	1279	0.5
106	Farnham College	128	0.1
107	Filton College	818	0.4
108	Franklin College	202	0.1
109	Furness College	427	0.2
110	Gateshead College	1012	0.4
111	Gloucestershire College of Arts and Technology	1477	0.6
112	Godalming College	226	0.1
113	Grantham College	658	0.3
114	Great Yarmouth College of Further Education	539	0.2
115	Greenhead College	197	0.1
116	Greenwich Community College	861	0.4
117	Grimsby Institute of Further & Higher Education	1324	0.6
118	Guildford College of Further and Higher Education	909	0.4
119	Hackney Community College	549	0.2
120	Hadlow College	147	0.1
121	Halesowen College	538	0.2
122	Halton College	452	0.2
123	Hammersmith and West London College	1479	0.6
124	Harlow College	619	0.3
125	Harrow College	884	0.4
126	Hartlepool College of Further Education	480	0.2
127	Hartlepool Sixth Form College	104	0
128	Hartpury College	603	0.3
129	Hastings College of Arts and Technology	1005	0.4
130	Havant College	261	0.1
131	Havering College of Further and Higher Education	894	0.4
132	Havering Sixth Form College	234	0.1
133	Hereford Sixth Form College	146	0.1
134	Herefordshire College of Art and Design	149	0.1
135	Herefordshire College of Technology	623	0.3

#	College Name	Staff	Percent
136	Hereward College of Further Education	346	0.1
137	Hertford Regional College	112	0
138	Highbury College	1004	0.4
139	Hills Road Sixth Form College	375	0.2
140	Holy Cross College	187	0.1
141	Hopwood Hall College	877	0.4
142	Huddersfield New College	175	0.1
143	Huddersfield Technical College	1332	0.6
144	Hugh Baird College	784	0.3
145	Hull College	1567	0.7
146	Huntingdonshire Regional College	545	0.2
147	Isle College FE Corporation	323	0.1
148	Itchen College	277	0.1
149	John Leggott Sixth Form College	299	0.1
150	Joseph Chamberlain Sixth Form College	188	0.1
151	Joseph Priestley College	473	0.2
152	Josiah Mason Sixth Form College	239	0.1
153	Kendal College	384	0.2
154	Kensington and Chelsea College	564	0.2
155	Kidderminster College	420	0.2
156	King Edward VI College	310	0.1
157	King George V College	201	0.1
158	Kingston College	706	0.3
159	Kingston Maurward College	268	0.1
160	Knowsley Community College	776	0.3
161	Lakes College	312	0.1
162	Lambeth College	983	0.4
163	Lancaster and Morecambe College	1110	0.5
164	Leeds College of Art and Design	355	0.2
165	Leeds College of Building	326	0.1
166	Leeds College of Music	293	0.1
167	Leeds College of Technology	413	0.2
168	Leek College of Further Education and School of Art	324	0.1
169	Leicester College	1882	0.8
170	Lewisham College	1064	0.5
171	Leyton Sixth Form College	258	0.1
172	Lincoln College	912	0.4
173	Liverpool Community College	1362	0.6
174	Long Road Sixth Form College	322	0.1
175	Loreto College	187	0.1
176	Loughborough College	817	0.4
177	Lowestoft College	543	0.2
178	Ludlow College	77	0
179	Luton Sixth Form College	394	0.2
180	Macclesfield College	366	0.2
181	Manchester College of Arts and Technology	1921	0.8
182	Mary Ward Centre	201	0.1

#	College Name	Staff	Percent
183	Matthew Boulton College of Further and Higher Education	278	0.1
184	Merton College	401	0.2
185	Mid-Cheshire College of Further Education	618	0.3
186	Mid-Kent College	1000	0.4
187	Middlesbrough College	1020	0.4
188	Milton Keynes College	879	0.4
189	Morley College	563	0.2
190	Myerscough College	758	0.3
191	Nelson and Colne College	657	0.3
192	New College	1083	0.5
193	Newark and Sherwood College	368	0.2
194	Newbury College	549	0.2
195	Newcastle-under-Lyme College	859	0.4
196	Newcastle College	1387	0.6
197	Newham College of Further Education	899	0.4
198	Newham Sixth Form College	354	0.2
199	North Area College	185	0.1
200	North Devon College	1174	0.5
201	North East Surrey College of Technology	821	0.4
202	North East Worcestershire College	858	0.4
203	North Hertfordshire College	967	0.4
204	North Lindsey College	656	0.3
205	North Nottinghamshire College	651	0.3
206	North Trafford College of Further Education	612	0.3
207	North Tyneside College	698	0.3
208	North West Kent College of Technology	804	0.3
209	Northampton College	809	0.3
210	Northern College for Residential Adult Education	196	0.1
211	Norton Radstock College	196	0.1
212	Norwich City College of Further and Higher Education	1266	0.5
213	Notre Dame Sixth Form College	149	0.1
214	Oaklands College	823	0.4
215	Oldham Sixth Form College	216	0.1
216	Orpington College	518	0.2
217	Otley College of Agriculture and Horticulture	420	0.2
218	Oxford and Cherwell College	964	0.4
219	Park Lane College	1573	0.7
220	Paston College	190	0.1
221	Pendleton College	437	0.2
222	Penwith College	287	0.1
223	Pershore Group of Colleges	395	0.2
224	Peter Symonds' College	680	0.3
225	Peterborough Regional College	890	0.4
226	Plater College	49	0
227	Plumpton College	235	0.1
228	Plymouth College of Art and Design	244	0.1
229	Plymouth College of Further Education	1089	0.5

#	College Name	Staff	Percent
230	Portsmouth College	270	0.1
231	Preston College	1763	0.8
232	Priestley College	261	0.1
233	Prior Pursglove College	186	0.1
234	Queen Elizabeth Sixth Form College	225	0.1
235	Queen Mary's College	420	0.2
236	Reaseheath College	416	0.2
237	Redbridge College	387	0.2
238	Redcar and Cleveland College	398	0.2
239	Regent College	155	0.1
240	Reigate College	169	0.1
241	Richard Huish College	202	0.1
242	Richmond upon Thames College	567	0.2
243	Rother Valley College	464	0.2
244	Rotherham College of Arts and Technology	589	0.3
245	Royal Forest of Dean College	318	0.1
246	Runshaw College	1062	0.5
247	Ruskin College	128	0.1
248	Salford College	532	0.2
249	Salisbury College	601	0.3
250	Sandwell College	809	0.3
251	Scarborough Sixth Form College	148	0.1
252	Seevic College	314	0.1
253	Selby College	489	0.2
254	Sheffield College	2357	1
255	Shrewsbury College of Arts and Technology	636	0.3
256	Shrewsbury Sixth Form College	167	0.1
257	Sir John Deane's College	306	0.1
258	Sixth Form College	424	0.2
259	Skelmersdale College	537	0.2
260	Solihull College	1676	0.7
261	Somerset College of Arts and Technology	1210	0.5
262	South Birmingham College	837	0.4
263	South Cheshire College	625	0.3
264	South Devon College	436	0.2
265	South Downs College	1259	0.5
266	South East Derbyshire College	790	0.3
267	South East Essex College of Arts and Technology	965	0.4
268	South Kent College	1017	0.4
269	South Nottingham College	738	0.3
270	South Thames College	1001	0.4
271	South Trafford College	676	0.3
272	South Tyneside College	945	0.4
273	Southampton City College	679	0.3
274	Southgate College	661	0.3
275	Southport College	666	0.3
276	Southwark College	508	0.2

#	College Name	Staff	Percent
277	Sparsholt College	380	0.2
278	Spelthorne College	184	0.1
279	St Brendan's Sixth Form College	169	0.1
280	St Charles Catholic Sixth Form College	102	0
281	St Dominic's Sixth Form College	100	0
282	St Francis Xavier Sixth Form College	165	0.1
283	St Helens College	1052	0.5
284	St John Rigby College	114	0
285	St Mary's College	336	0.1
286	St Vincent College	282	0.1
287	Stafford College	1029	0.4
288	Stamford College	435	0.2
289	Stanmore College	473	0.2
290	Stockport College of Further and Higher Education	987	0.4
291	Stockton Riverside College	454	0.2
292	Stockton Sixth Form College	87	0
293	Stoke-on-Trent College	1608	0.7
294	Stourbridge College	793	0.3
295	Stratford upon Avon College	546	0.2
296	Strode's College	132	0.1
297	Strode College	749	0.3
298	Stroud College of Further Education	600	0.3
299	Suffolk College	1141	0.5
300	Sussex Downs College	2202	0.9
301	Sutton Coldfield College	745	0.3
302	Swindon College	926	0.4
303	Tameside College	901	0.4
304	Tamworth and Lichfield College	996	0.4
305	Tauntons College	234	0.1
306	Telford College of Arts and Technology	802	0.3
307	Thames Valley University	962	0.4
308	Thanet College	137	0.1
309	The Henley College	380	0.2
310	The Oldham College	823	0.4
311	The Sixth Form College	646	0.3
312	The Sixth Form College Brooke House	143	0.1
313	Thomas Danby College	1094	0.5
314	Thomas Rotherham College	230	0.1
315	Totton College	486	0.2
316	Tower Hamlets College	868	0.4
317	Tresham Institute	1057	0.5
318	Truro College	991	0.4
319	Uxbridge College	921	0.4
320	Varndean College	206	0.1
321	Wakefield College	849	0.4
322	Walford and North Shropshire College	679	0.3
323	Walsall College of Arts and Technology	1081	0.5

#	College Name	Staff	Percent
324	Waltham Forest College	664	0.3
325	Warrington Collegiate	892	0.4
326	West Cheshire College	918	0.4
327	West Herts College	800	0.3
328	West Kent College	753	0.3
329	West Nottinghamshire College	1373	0.6
330	West Suffolk College	902	0.4
331	West Thames College	622	0.3
332	Westminster Kingsway College	1157	0.5
333	Weston College	798	0.3
334	Weymouth College	395	0.2
335	Widnes and Runcorn Sixth Form College	174	0.1
336	Wigan and Leigh College	1608	0.7
337	Wilberforce College	227	0.1
338	Wiltshire College	1008	0.4
339	Winstanley College	233	0.1
340	Wirral Metropolitan College	1129	0.5
341	Woking College	99	0
342	Woodhouse College	95	0
343	Worcester College of Technology	939	0.4
344	Worcester Sixth Form College	291	0.1
345	Working Men's College Corporation	153	0.1
346	Worthing College	249	0.1
347	Wyggeston and Queen Elizabeth I College	236	0.1
348	Wyke Sixth Form College	188	0.1
349	Xaverian College	169	0.1
350	Yeovil College	618	0.3
351	York College	1267	0.5
352	Yorkshire Coast College of Further and Higher Education	360	0.2
353	Total	233343	100

## Appendix 2 - Local Learning and Skills Councils involved in the 2003/2004 SIR Data Collection

#	LLSC	Number of Responses	Percentage of total
1		519	0.2
2	Bedfordshire and Luton	2379	1
3	Berkshire	3178	1.4
4	Birmingham and Solihull	6435	2.7
5	Black Country	4647	2
6	Bournemouth, Dorset & Poole	1876	0.8
7	Cambridgeshire	3430	1.5
8	Cheshire and Warrington	4402	1.9
9	County Durham	2868	1.3
10	Coventry and Warwickshire	3869	1.7
11	Cumbria	1648	0.7
12	Derbyshire	3114	1.3
13	Devon and Cornwall	8106	3.5
14	Essex	4547	2
15	Gloucestershire	3480	1.5
16	Greater Manchester	16302	6.9
17	Greater Merseyside	6920	3
18	Hampshire and Isle of Wight	10195	4.4
19	Herefordshire and Worcestershire	4432	1.9
20	Hertfordshire	2702	1.2
21	Humberside	5566	2.4
22	Kent and Medway	4660	2
23	Lancashire	10917	4.7
24	Leicestershire	3794	1.6
25	Lincolnshire and Rutland	2680	1.1
26	London Central	7649	3.3
27	London East	7731	3.3
28	London North	3986	1.7
29	London South	4206	1.8
30	London West	5394	2.3
31	Milton Keynes, Oxfordshire and Buckinghamshire	4314	1.8
32	Norfolk	2970	1.3
33	North Yorkshire	3530	1.5
34	Northamptonshire	2127	0.9
35	Nottinghamshire	7310	3.1
36	Shropshire	2361	1
37	Somerset	3866	1.7



#	LLSC	Number of Responses	Percentage of total
38	South Yorkshire	7089	3
39	Staffordshire	6200	2.7
40	Suffolk	3006	1.3
41	Surrey	4551	2
42	Sussex	6351	2.8
43	Tees Valley	4116	1.8
44	Tyne and Wear	5351	2.3
45	West of England	4516	1.9
46	West Yorkshire	11175	4.8
47	Wiltshire and Swindon	2878	1.2

### Appendix 3 - Frequency Table of Staff Ages that are outside work age

Age	Frequency	Percent	Cumulative Percent
10	1	0	0
11	1	0	0
12	4	0	0
13	5	0	0
14	103	0	0
15	510	0.2	0.3
16	1004	0.4	0.7
17	1416	0.6	1.3
66	554	0.2	99.1
67	433	0.2	99.3
68	296	0.1	99.4
69	241	0.1	99.5
70	183	0.1	99.6
71	160	0.1	99.6
72	163	0.1	99.7
73	102	0	99.8
74	68	0	99.8
75	52	0	99.8
76	46	0	99.8
77	24	0	99.8
78	26	0	99.8
79	11	0	99.9
80	13	0	99.9
81	5	0	99.9
82	7	0	99.9
83	4	0	99.9
84	1	0	99.9
85	3	0	99.9
86	2	0	99.9
87	3	0	99.9
88	1	0	99.9
89	1	0	99.9
92	1	0	99.9
102	300	0.1	100

## Appendix 4 - Colleges listing more than five 102-year old staff members

The following is list of colleges (listed alongside their local LSC) where staff members aged 102 have been listed. This has happened more than five times but is most likely due to a data-entry error on the 'Date-Of-Birth' item as the DOB's in these cases are all 01/01/1900 – the system default date value in some spreadsheet files.

NAME	LLSC	# 102 year olds
Peterborough Regional College	Cambridgeshire	45
"New College	Telford	31
City College	Manchester	29
Craven College	North Yorkshire	23
Spelthorne College	Surrey	13
South East Derbyshire College	Derbyshire	13
Stockport College of Further and Higher Education	Greater Manchester	12
Worcester College of Technology	Herefordshire and Worcestershire	11
Sussex Downs College	Sussex	10
Manchester College of Arts and Technology	Greater Manchester	10
City College Brighton and Hove	Sussex	8
East Surrey College	Surrey	7
Darlington College of Technology	Tees Valley	7
Winstanley College	Greater Manchester	6
Halesowen College	Black Country	6

## Appendix 5 - Detailed Job Categories in the SIR Dataset.

<i>Category of Work - General</i>	<i>Category of Work – Detailed</i>	<i>Number of staff</i>	<i>Percent</i>	
Teaching Staff	member of teaching staff (no categorisation)	126245	54.1	
Manager	college administrator/manager	4542	1.9	
	centre (sub college) administrator	841	0.4	
	computer/database manager	779	0.3	
	finance administration/manager (bursar)	751	0.3	
	marketing administration/manager	742	0.3	
	librarian	694	0.3	
	estate/site manager	638	0.3	
	Administrative and professional staff	other administrative/professional staff	10770	4.6
other administrator/manager		4917	2.1	
student coordinator		1792	0.8	
finance officer		842	0.4	
careers officer		641	0.3	
examinations coordinator		634	0.3	
personnel officer		621	0.3	
assistant librarian		589	0.3	
principals secretary/personnel assistant		558	0.2	
office manager		520	0.2	
adult education administrator		514	0.2	
admissions coordinator		479	0.2	
sports centre manager		144	0.1	
Service Staff		other service staff	8077	3.5
		cleaner	4862	2.1
	catering assistant	3380	1.4	
	nursery/crèche assistant	2942	1.3	
	caretaker	1489	0.6	
	nurse (including nursery nurse)	1252	0.5	
	site assistant	907	0.4	
	maintenance staff e.g. electrician, plumber	872	0.4	
	security officer	718	0.3	
	gardener/ground person	323	0.1	
	catering manager	295	0.1	
	Technical Staff	other technical staff	3596	1.5
		learning support technician	12215	5.2
laboratory/workshop technician		2484	1.1	
computer technician		2354	1	
computer/database officer		1101	0.5	
arts technician		945	0.4	
senior laboratory/workshop technician		637	0.3	
audio/video technician		497	0.2	
reprographics manager		163	0.1	
Word Processing, clerical and administrative staff		administrative assistant	9420	4
		other clerical/secretarial staff	3621	1.6
	exams assistant	2264	1	
	receptionist/telephonist	2002	0.9	
	library assistant	1982	0.8	

<i>Category of Work - General</i>	<i>Category of Work – Detailed</i>	<i>Number of staff</i>	<i>Percent</i>
	finance assistant	1608	0.7
	word processor operator/clerical assistant	1418	0.6
	admissions assistant	1377	0.6
	secretary	1112	0.5
	personnel assistant	634	0.3
	reprographics assistant	543	0.2
	Total	233343	100