

REVIEW OF SCOTLAND'S COLLEGES
Equalities Issues Report

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Introduction

1. The consideration of equalities issues was an integral part of the Review of Scotland's Colleges and was embedded across all the workstreams. That was the right way to proceed because that reflects the delivery practices of colleges. However, we felt it important to bring together in one place the varied work of the Review's four working groups to address equalities issues. We - the 'Core Group' of stakeholders responsible for the Review - endorse all the reports and commend their recommendations to Ministers.


Difference Colleges Make

2. The remit of the Difference Colleges Make workstream included examining "*the difference colleges make (to the learner, the economy and wider society), including the full range of learners benefiting from college opportunities*". In its report *Unlocking Opportunity* the Working Group outlined who goes to college. As well as including relevant statistics, the report also contains a case study on 'IT Skills for the Older Population'. In examining the difference that colleges make to learners, the report included a case study on 'English for Speakers of Other Languages'. The report also had case studies on 'Supporting Learners with Additional Support Needs' and 'Breaking Down Gender Stereotypes'. Relevant extracts from *Unlocking Opportunity* are at **Annex A**¹.
3. The Group's second report *Delivering a Smarter Scotland* presents 12 outcomes toward which Scotland's colleges, working with key partners, can make a decisive contribution. They include "Delivering English Language Training for Scotland's Inward Migrants". Relevant extracts from *Delivering a Smarter Scotland* are at **Annex B**.

Staffing, Learners and Learning Environments

4. The remit of the Staffing, Learners and Learning Environments (SLALE) workstream included examining "*issues relating to the staffing, learners and the learning environments of Scotland's colleges to ensure quality learning experiences... including disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners*".
5. In its report *Inspiring Achievement* the Working Group included sections on:
The Current and Future Profile of Staff in Scotland's Colleges; and
The Current and Future Profile of Learners in Scotland's Colleges.
6. These sections are reproduced in full at **Annex C**.

¹ Figure numbers and footnotes have been changed for this and other Annexes.

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7. The Working Group's specific recommendations on the Current and Future Profile of Staff in Scotland's Colleges are:
- *We recommend that colleges evaluate, in the light of this report, the quality of their strategic human resource management processes and take any necessary action to ensure current and future challenges are known and addressed.*
 - *We recommend that the Scottish Funding Council should consider how its current review of staffing data collection processes can best take full account of equalities issues (we note that there may be a role for Equality Forward in this regard), add value to workforce planning activity and reflect relevant aspects of this report.*
 - *We recommend that college and staff representative bodies work jointly in undertaking regular, preferably annual, surveys on qualitative measures of satisfaction of staff working in colleges.*
8. The Working Group's specific recommendations on the Current and Future Profile of Learners in Scotland's Colleges are:
- *We recommend that the Scottish Funding Council works together with Scotland's colleges, and other relevant stakeholders including Scottish Enterprise and Highlands and Islands Enterprise, to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.*
 - *We recommend that the proposed review of data collection on learners should take full account of equalities issues. We note that there may be a role for Equality Forward in this regard.*
 - *We recommend that colleges, the Scottish Qualifications Authority (SQA) and policy makers should continue to investigate ways in which the gender imbalance within college courses can be resolved. We expect that this will involve the Executive's cross-departmental working group engaging with colleges to review current good practice activity.*
 - *We recommend that colleges and policy makers take note of the information contained in this report on the current, and projected future, profile of college students with a view to ensuring that Scotland's colleges continue to effectively serve the needs of all sections of society.*

Accountability and Governance

9. The remit of the Accountability and Governance workstream included examining “*the composition of the boards, including whether more needs to be done to ensure diversity*”. In its report *Strategic Leadership, Accountable Oversight* the Working Group includes an analysis of a survey conducted by the Association of Scotland's Colleges on behalf of the Group. The analysis of the survey is at **Annex D**.

10. The Working Group's recommendations include:

Recommend Boards, in making appointments, should take account of full range of criteria expected (e.g. skills, experience, equality, diversity).

ACTION: Scottish Executive, SFC, ASC

Colleges' Strategic Future

11. The remit of the Colleges' Strategic Future workstream was to "examine the strategic future of Scotland's colleges in 10-15 years through a scenario analysis, and report on the implications of the range of likely scenarios. In considering these scenarios, examine possible changes in the key national, European and international environmental factors affecting learning and colleges. These might include, for example:

- *demographic change;*
- *economic change;*
- *societal and technological change;*
- *change in our expectations of the role and purpose of colleges;*
- *change in approaches to learning and teaching;*
- *change in the 'learning market'".*

12. In its report *Developing Capability: How Our Colleges Can Respond to Future Challenges* the Working Group included the following recommendations which are particularly relevant to equality issues:

- *Colleges should be aware of and respond to demand for learning from learners and employers and different segments of these markets, consistent with colleges' aims and objectives.*
- *Further work should be undertaken to consider how best to improve the effectiveness and timeliness of market intelligence, including better local interpretation of national and regional data, to ensure more informed decisions by colleges and learners.*
- *Colleges should, within the resources available to them, provide attractive modern learning environments and ensure that the location, timing and method of learning meet the changing needs of future learners and employers.*

Conclusion

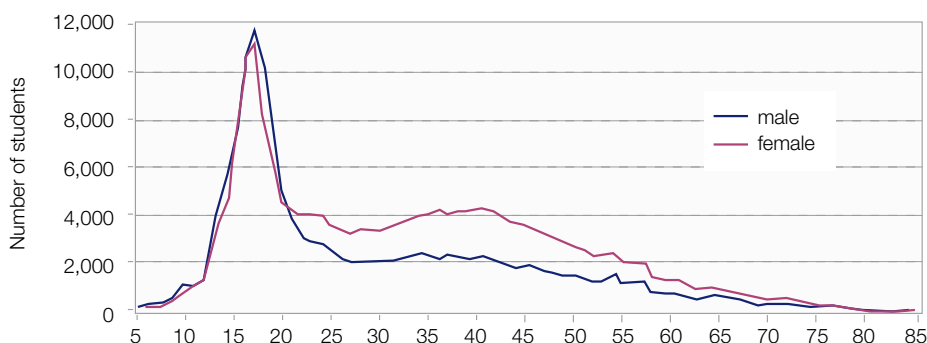
13. All of the Review's working groups were alert to equalities issues. Their recommendations will ensure that colleges and other stakeholder organisations continue to address equalities issues, individually and collectively.

Annex A: Unlocking Opportunity

Who Goes to College?

1. **Figure 1** below shows the age and gender profile of college students in 2004-05. The average age of a student was 32 (29 for male students and 33 for female students).

Figure 1: Number of students (headcount) in colleges by age and gender, 2004-05 (Source: FES)



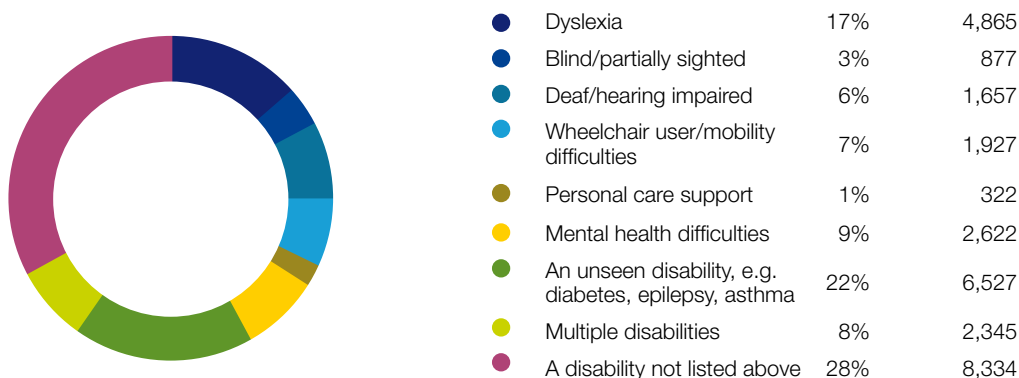
2. More **women** than men enrol in college - over 57% of college students are women. There has been a continual rise in the proportion of women students since 1998. Women tend to enrol on shorter courses than men.
3. Students from **minority ethnic backgrounds** attend college in proportions far above their level in the population as whole - in 2004-05 4.6% of college students were from such a population in the 2001 census.
4. In 2004-05, more than 4,300 students from **116 countries** studied at Scotland's colleges. More than 2,700 of these were from outside the European Union.
5. At least 13% of college students have a disclosed or identified **disability**. This figure includes those with a disclosed disability as well as those on special programmes or requiring extended learning support. This equates to about one fifth of all college activity (which takes into account length and intensity of the learning delivered). This compares with around 19% of the working age population who are estimated as having a disability². Disabled people of working age with no qualifications are twice as likely to be unemployed as non-disabled people with no qualifications³.

² Labour Force Survey, winter 04-05

³ 76.9% of disabled people (of working age) with no qualifications were unemployed in 2005, compared to 38.3% of non-disabled people with no qualifications (Labour Force Survey Spring 1998-2005, not seasonally adjusted)

6. **Figure 2** outlines the nature of the disclosed disabilities in Scotland's colleges in 2004-05.

Figure 2: Learners with disclosed disabilities at colleges, 2004-05 (Source: FES) - legend reads clockwise



7. A significant development in enabling colleges to meet the wide and diverse range of learners has been the capacity building through Beattie⁴ in all but one of Scotland's colleges. As a result of this, the college sector is the only sector in Scotland with the staff, skills and resources, e.g. through assistive technologies to provide initial assessment.

■ Case Study: IT skills for the older population

About 6% of college enrolments are for students who are **pensioners**. This accounted for 1.4% of college activity. Most of these students are enrolled in part-time Information Technology (IT) courses.

Around five years ago **Cumbernauld College** recognised different needs of older adults, including a preference for daytime provision. Courses, such as Beginners IT, which are tailored specifically to the needs of the older participants, were developed for delivery within the college's own centres and in collaboration with the local authorities of North Lanarkshire and East Dunbartonshire in community centres.

Learners on the course felt that it was important for older people to keep up to date with technology, as they felt that otherwise, they would be in many ways disenfranchised within modern living. The use of the Internet as a reference tool and e-mail to keep in touch with friends and families was a major reason for attending the course. Assisting grandchildren with school homework was also cited in several cases.

4 The Beattie Committee was set up in 1998 to take forward the Executive's commitment to promote the participation and attainment of young people in learning post-school and to improve their employability. Its report, *Implementing Inclusiveness, Realising Potential* was published in 1999. A copy of the report can be found on the Scottish Executive's website at <http://www.scotland.gov.uk/library2/doc04/bere00.htm>.

For some learners in the over 50 groups, who wished to get back into employment, it was felt that IT Skills, were necessary, even for part-time jobs.

“**Jack**” stated that “*coming to college on this class contributes to mental health, otherwise there would not be much else to do...this course stimulates the mind and allows people to meet with each other...introduces other people and they find they work as a team with common interest. This is particularly necessary as people are now living longer*”. This statement was met with unanimous approval by all in the class.

What Difference Do Colleges Make to Learners?

■ **Case Study: English for Speakers of Other Languages (ESOL)**

In 2004-05 over 6,100 college students were enrolled in courses for **English for Speakers of Other Languages**. This accounted for 1.9% of college activity.

The Executive is currently developing a strategy for ESOL so that all Scottish residents can acquire the English language skills to enable them to participate in Scottish life⁵. These language skills are central to giving people a democratic voice and supporting them to contribute to the society in which they live.

About 80% of ESOL enrolments were in Scotland’s colleges (this includes outreach provision funded through local authorities or Community Learning and Development partnerships) - *National ‘English for Speakers of Other Languages’ (ESOL) Strategy: Mapping Exercise and Scoping Study*.

Langside College provides ESOL programmes:

- on a short-course, part-time basis in the community, at community campuses throughout the south side of Glasgow and at a wide variety of community-based venues; and
- in college on a full and part-time basis.

In the past four academic years recruitment of the number of ESOL learners has grown by almost 40% to over 1,100. Actual college activity has almost doubled (because of the increased intensity of learner attendance).

Over 80% ‘in-college’ ESOL learners will attend for at least five sessions a week. Many of these learners (mainly asylum seekers) attend on a full-time basis. In 2005-06, for example, the College enrolled 242 full time asylum seeker learners.

The College also recruits 15-30 full time international ESOL students each year.

5 The strategy was subsequently published in March 2007.

Salim came to Scotland from Iraq as an asylum seeker in 2000. Now a refugee he has been studying at Langside College for five years. His learning path is typical of many in his situation:

- Slow ESOL progression due to poor reading and writing skills (relative to traditional European English foreign language students);
- Study on non- ESOL courses has been on courses run in conjunction with ESOL support; and
- No employment success, through lack of experience and qualifications.

With support from an Asylum Seeker Development Officer (a service open to all asylum seekers and refugees at Langside College and which is part funded by the Glasgow Community Learning Strategy Partnership), he is now performing well on his Upper-Intermediate ESOL course and expects to progress in the summer of 2006. He says of his aims: *“I want a job. I must get to Advanced and finish this language problem. I need a First Certificate” [an internationally-known Upper-Intermediate exam]. “I have applied for more than 100 jobs, but no thanks, sorry, no opportunities.”*

What Makes That Difference?

■ **Case Study: Supporting Learners with Additional Support Needs**

About one fifth of college activity is delivered to students with a disability.

Stevenson College Edinburgh has, for many years, approached additional support needs as any support over and above that provided to all of its students. While there is a great deal of specialist provision for students at the College, including courses for people with acquired brain injury, support is typically for students already in mainstream classes or preparing to access mainstream classes.

Increasingly the College has classes where a number or even a majority of the students have support needs. The admission of many students who require additional support means devoting large resources to pre-admissions and involving the coordination of a number of cross college teams and external support agencies. The ‘class of 2004’, which is based on a main stream class which came into the College in the year 2004, provides a fairly representative picture of how the College approaches support for students in mainstream classes.

Class of 2004

Of the 18 students in the ‘class of 2004’ group more than half had additional support needs. Below is how the College responded to some of those needs.

Student 1 had Asperger’s Syndrome. The support for this student, as it does for all Stevenson College students, included personal tutor support. The Student Support Team provided staff development on the syndrome and staff were also able to access information held on the College intranet.

Student 2 was a single parent and was referred to the Student Advice Centre at interview for information on local childminders and advice on childcare and hardship funding.

Student 3 was partially sighted and the Student Support Team liaised with the teaching team, the Royal National Institute of the Blind and social work. Following a risk assessment carried out by the care support worker, the Computer Service Unit installed specialist software and an educational support assistant was provided for classroom work.

Student 4 was from Spain. Support for him involved referral to the English Language Support Team for initial assessment and ongoing support and referral to the Student Advice Centre team for advice on accommodation.

Student 5 was a wheelchair user with cerebral palsy. Support involved an initial assessment by the Student Support Team, provision of a scribe for a communication class and provision of laptop computer. The teaching team also adjusted one unit to suit the needs of this student.

Student 6 was a recovering drug addict on a methadone programme who had low literacy levels. The Student Support Team made the teaching team aware of the issues for a methadone user, i.e. possible daily collection of prescriptions, etc. The student was encouraged to visit the Study Skills Centre for extra help with literacy. This student was also referred to the Student Advice Centre in order to access extra funding through hardship funds.

"I'm Stephen. I'm 19. I have Cerebral Palsy which seems mild as I can speak and be fairly cheeky but I cannot walk and I have limited use in my right side, I'm very left sided. I have a member of the Student Support Team who supports me and someone from the Education Support team who scribes for me. Maureen helps me get things done in English a whole lot quicker and I've passed my Intermediate 1 which hopefully means I can get on to NQ Broadcast Skills because I would like to be a DJ.

My Student Support Team person is a friendly ear who gave me advice and sorted things out and advised me to meet up with someone from the Access Centre who sorted out the type of equipment which would help, like the adapted scissors.

I'm looking forward to my next course and have already contacted a radio station with a tape.

I'm just about to move into my own house so life is looking good."

Stephen

■ Case Study: Breaking Down Gender Stereotypes

As Life Through Learning; Learning Through Life explains, “the Executive is committed to securing equal opportunities for all and eliminating discrimination and prejudice in our society. Uneven access to lifelong learning can entrench inequality”.

There have been difficulties in recruiting men into jobs working with children for a number of years. Some men may have reservations about working with children which may be to do with cultural perceptions, attitudes and the view that it is not ‘manly’ to work with children.

Stevenson College Edinburgh recognised that they were not attracting enough male students into their early years education and childcare courses. The college worked in partnership with the ‘Men in Childcare’ project to attract and support male students and develop a positive view and understanding of working with children. Its long term aim is to recruit more men onto higher level courses leading to a career working with children.

Derek had been employed for a number of years in the bakery industry but realised that he wanted to do something more rewarding professionally and personally with his life. He attended the introductory child development and play course at the College. The course gave him a greater insight into what working with children could be like and what he was required to do in order to achieve the necessary qualifications to pursue a career in the childcare profession.

On completion of the introductory course **Derek** completed the fast track National Certificate course, which involved two evenings of study each week. After successfully achieving this, he gave up his job and enrolled full-time on the Higher National Course in Early Years and Childcare.

“Changing careers was the best decision I could have made and the move into childcare provided me with a real sense of fulfilment.”

Derek

Annex B: Delivering a Smarter Scotland

Delivering English Language Training for Scotland's Inward Migrants

1. Another aspect of Scotland's changing population is the increasing number of incoming migrants being attracted here to live, work and study. These include people from EU accession states in Central and Eastern Europe, people from outside the EU attracted to Scotland through the *Fresh Talent Initiative* and asylum seekers and refugees who have settled in Scotland.
2. Responding successfully to English language training needs will be a significant factor in the success of Scotland's inward migration strategy. The ability of migrant workers and other new arrivals to speak English is a key factor in helping them and their families to settle in Scotland and to help them make the required impact on our labour market.

What difference could colleges make?

3. The Executive published in, March 2007, its Adult English for Speakers of Other Languages (ESOL) Strategy for Scotland, which focuses on publicly funded ESOL provision. Our colleges are well placed to work with partners to meet the needs of the various strands of the ESOL strategy. Colleges already have a presence across communities in Scotland and are widely known for their accessibility to and reputation among learners in those communities.
4. There is already significant ESOL training activity within the college sector with a number of institutions regarded as centres of expertise. Scotland can capitalise on this to ease the transition for newcomers and improve the 'stickability' and effectiveness of migrants coming to work in our key sectors.

What do colleges need to make a difference?

5. Colleges provide a cost effective and responsive option for the delivery of ESOL training around Scotland. As mentioned above, Scotland can draw on significant experience and expertise within our college sector in delivering the ESOL strategy. Ensuring that colleges are sufficiently funded to develop and disseminate expertise as well as making sure they are funded to meet demand will pay dividends for our economy in the short, medium and long term.

Annex C: Inspiring Achievement

The Current and Future Profile of Staff in Scotland's Colleges

Background

1. Part of the remit of SLALE was to “examine issues relating to the staffing, learners and learning environments of Scotland’s colleges to ensure quality learning experiences, including:
 - whether there is evidence of an ageing workforce in colleges;
 - disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners; and
 - the competitiveness of colleges as a place of work (including recruitment and retention issues).”
2. We accordingly looked at trends in relation to the age, gender and ethnicity of staff across the college sector and made comparisons with staff in the schools sector and HEIs. Unfortunately, we could not examine trends in relation to disability, sexual orientation, religion and belief of college staff as we were unable to obtain the necessary information within our allotted timescale.
3. We also looked at issues of human resource management and job satisfaction in Scotland’s colleges.

Evidence

4. The SFEU was commissioned by the ASC and STUC, and funded by the SFC, to undertake a study examining staffing in Scotland’s colleges. It was the first study of its kind. The final report was delivered to the ASC and STUC in October 2006 and presented to SLALE for discussion at its November meeting. It has been widely circulated within the sector, including a presentation to the Principals’ Forum, and shared with members of the Review’s Core Group. We wish to take this opportunity to thank the SFEU, SFC, ASC and STUC for sharing with us the findings from this study.
5. The other evidence described in this section was obtained from the SFC’s Statistics Department and the Scottish Executive’s Analytical Services Division.

Staff Contracts

6. In both colleges and schools, the majority of staff are on permanent full-time contracts. A more in-depth breakdown of college staff contracts shows that the majority of staff who work in colleges are part-time and that they are on temporary contracts.
7. According to headcount figures the majority of staff in colleges are involved in teaching. In HEIs, by comparison, there is an almost even distribution between those staff involved in non-teaching⁶ or teaching⁷.

⁶ Non-teaching staff are staff categorised as research only; not applicable; and not teaching and/or research

⁷ Teaching staff are staff who are categorised as either teaching only or teaching and research

8. The proportion of teaching to non-teaching full-time equivalent (FTE) staff in colleges is 51:49. Meanwhile, there is a substantially larger majority (30%) of FTE staff in HEIs involved in teaching in comparison to non-teaching. This again highlights the large percentage of part-time college staff who are involved in teaching.

Distribution of staff contracts in Colleges & Schools – 2004/05

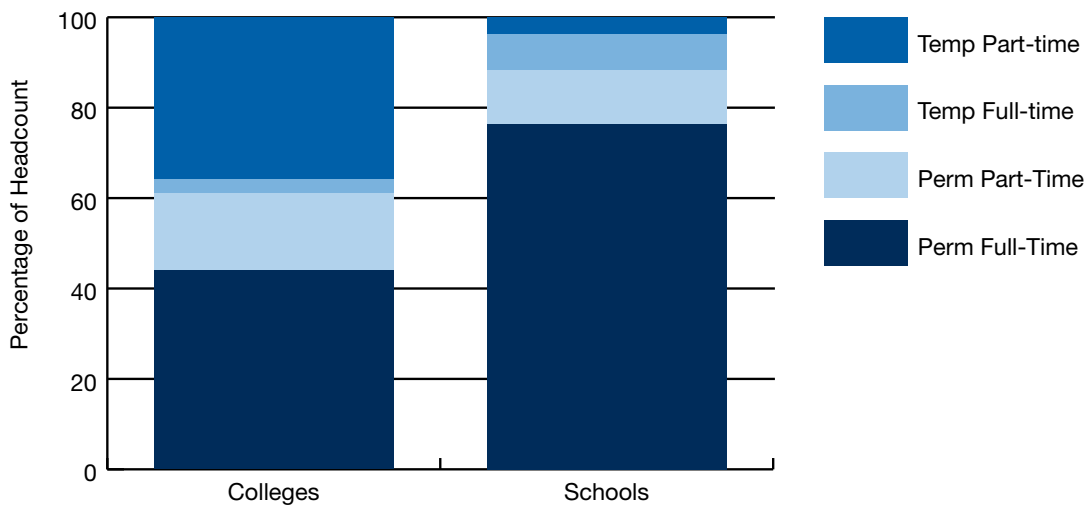


Chart 1

Gender

Staff gender distribution in Colleges – 2004/05
All Staff

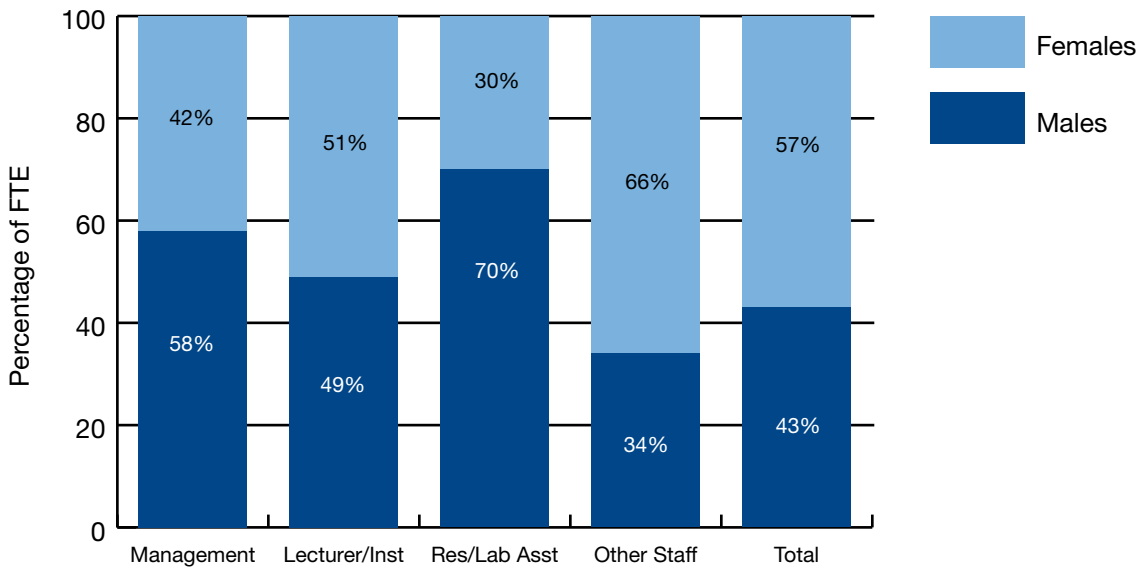


Chart 2

9. The majority of cross-college staff are female. However, while there is an almost even split between the number of male and female lecturers/instructors/senior lecturers, the majority of staff in management positions across the college sector are male. In the HEI sector, the majority of academic staff are male. Similar to the college sector, there is an almost equal split in the number of males and females who are lecturers or researchers in the HEIs.
10. Although there are slightly more female staff who work full-time, there are more full-time males in a management position or working as a lecturer/instructor/senior lecturer. There are significantly more female staff than male staff who work part-time. However, part-time male staff are again more likely than part-time female staff to work in a management position.
11. Schools have a higher percentage of females in senior management positions than colleges.

Age

12. The largest age category across the three sectors is staff aged between 30 and 49. When comparing the sectors, the statistics show that the school sector has the largest percentages of staff aged under 29 and between 50 and 59; that HEIs have the largest percentage of staff aged 30-49; and that colleges have the largest percentage of staff who are aged over 60.

**Distribution of staff ages in Colleges, HIEs & Schools – 2004/05
(does not include info refused/unknown)**

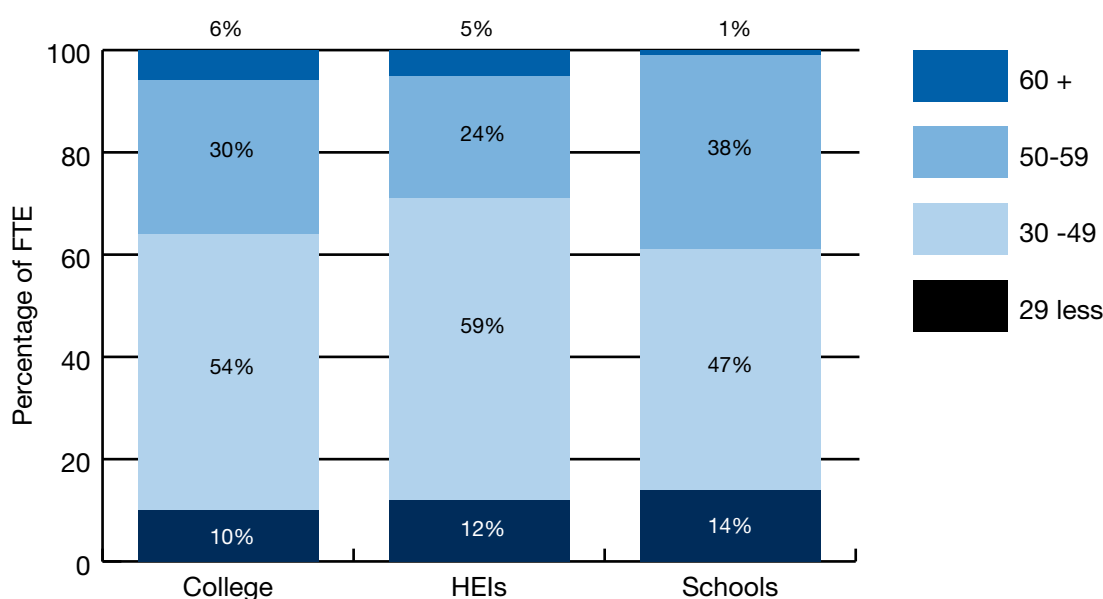


Chart 3

13. When comparing the distribution of staff age by gender in the three sectors, it appears that:
 1. colleges have a higher percentage of males aged over 50 than the other two sectors;
 2. colleges have a higher percentage of females aged over 60 than the other two sectors;
 3. HEIs have a higher percentage of younger males than the other two sectors;

4. in both schools and colleges, there is a higher percentage of female staff than male in the younger categories of staff; and
 5. schools have a higher percentage of younger females than the other two sectors.
14. Looking at all college staff, there are 10 percentage points more females than males in the 30 to 49 age range. The over 60 age range is the only one containing more males than females.
 15. In the youngest age category, there is a significantly higher proportion of non-teaching staff than teaching staff, especially amongst females.
 16. There are more females than males who teach in the youngest two age ranges. The opposite is true for the oldest range. There are also more females than males who are non-teaching in every age range except 60+, which has an equal percentage of males and females.
 17. By far the largest group is females aged 30-49 who are non-teaching. The second largest group is females who teach aged 30-49. The smallest groups are females who teach aged over 60 and non-teaching males aged under 29.

Ethnicity

18. The majority of staff who work in colleges, schools and HEIs are from white ethnic groups. HEIs have the highest percentage of staff from an ethnic minority background, as well as (by some distance) the highest percentage of staff whose ethnicity was recorded as 'unknown/refused'.

| Ethnicity | Colleges | Schools | HEIs |
|-----------------|----------|---------|------|
| | % | % | % |
| White | 97 | 95.8 | 61.0 |
| Mixed | 0.2 | 0.1 | 0.5 |
| Asian | 0.6 | 0.2 | 4.7 |
| Black | 0.2 | 0.0 | 0.7 |
| Other | 0.2 | 0.1 | 1.1 |
| Unknown/refused | 1.8 | 3.8 | 32 |
| Total | 100 | 100 | 100 |

19. In colleges, there is an even balance between the percentage of white staff in teaching and non-teaching posts. This finding is repeated across the other two ethnicity categories. While in HEIs it appears that there are more white staff in teaching posts than non-teaching posts, this percentage may be skewed by the fact that the ethnicity of 37% of non-teaching staff is unknown/refused.

Data Collection on Staffing

20. Having examined the current processes of gathering data on staffing in Scotland's colleges, we believe that it is not always clear why these statistics are gathered and that they do not deliver value to data providers. With the exception of data on teaching qualifications, there is no evidence that outcomes from data collection are used for workforce planning purposes at a national or college level.

Equalities

21. The data gathered through the SFEU study revealed imbalances in the profile of staff in Scotland's colleges with respect to gender and ethnicity and for particular areas of work. Having examined all of the sources of information, we recognised that for some strands of equality, particularly for disability, there are difficulties in data gathering. Colleges indicate they have in place the full range of processes and procedures to prevent discrimination. They also have new duties with respect to gender, race and disability, including a positive duty to promote equality. It will clearly take time for recent changes in respect of the diversity of Scotland's population to be reflected in the college workforce.

Human Resource Management

22. The broad conclusion drawn from the SFEU study is that Scotland's colleges have a strong, committed workforce with sufficient skills to meet the needs of existing and future learners. We recognise that this is a good position in which to be.
23. According to the SFEU Profile Survey, colleges currently have few difficulties when recruiting staff. However, some colleges expressed concerns about whether or not they would have enough staff in ten years time. As the statistics regarding the average age of college staff show, some colleges have high numbers of staff who will be reaching retirement age over the next 5-10 years.
24. The study also showed that there is currently a low turnover rate of teaching staff. Rates quoted range from 2.4% for teaching staff to about 7-10% for permanent staff. While this may indicate that staff are not leaving the sector because they are satisfied with their jobs, two colleges responded that the low turnover rate meant that there was less opportunity to bring in "new blood".
25. 70% of respondents stated that they were satisfied with their present job. As part of this survey, staff members were asked about what attracted them to work in a college. Broadly speaking, their responses indicated that working in a college gives staff the opportunity to use their skills and abilities while committing to education as a means of changing lives. In turn, this presents opportunities for professional and personal development. Respondents also stated that they would remain in the sector because of the factors that attracted them in the first place. The survey concluded that this accounts for the high job satisfaction scores, and consequent low staff turnover levels, within the sector.

What attracted you to work in the public sector?

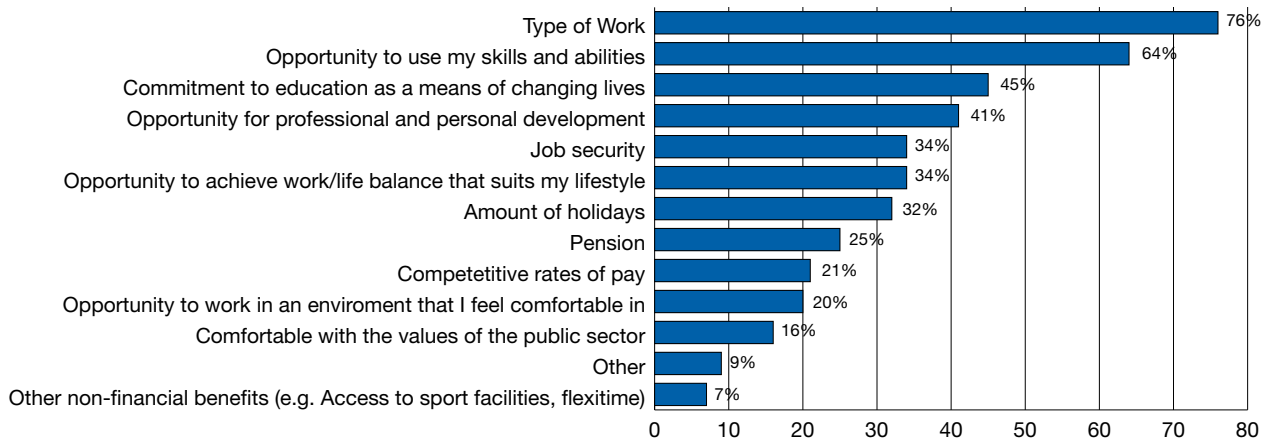


Chart 4

26. When respondents were asked if there was anything the college sector could do to increase staff satisfaction levels, some of the key categories of response were:
- working together (i.e. improved communications, improving college management, and providing more staff involvement in college decisions);
 - working arrangements;
 - providing rewards; and
 - physical environment (further discussion on this issue is contained in Chapter 5 of *Inspiring Achievement*);
27. In moving forward, we believe that colleges, stakeholders and policy makers should work together to:
1. sustain and improve levels of staff satisfaction by taking account of staff views on working together, working arrangements and providing rewards;
 2. build on the significance of line management arrangements identified by staff as a key factor in job satisfaction;
 3. respond to future demands created by a changing learner profile and changing stakeholder expectations; and
 4. ensure the availability of a pool of skills and talent ready to fill the gaps which will arise as existing staff retire.
28. In addition, work has been undertaken as part of the Review which will have human resource implications for Scotland's colleges. For example, there will be a need to take account of the human resource issues arising from the 'Futures' work-stream.

29. We believe that colleges will need good human resource strategies in order to build on their current strengths and to maintain and improve their contribution to Scottish life.

Specific Recommendations on the Current and Future Profile of Staff in Scotland's Colleges

We recommend that colleges evaluate, in the light of this report, the quality of their strategic human resource management processes and take any necessary action to ensure current and future challenges are known and addressed.

We recommend that the Scottish Funding Council should consider how its current review of staffing data collection processes can best take full account of equalities issues (we note that there may be a role for Equality Forward in this regard), add value to workforce planning activity and reflect relevant aspects of this report.

We recommend that college and staff representative bodies work jointly in undertaking regular, preferably annual, surveys on qualitative measures of satisfaction of staff working in colleges.

The Current and Future Profile of Learners in Scotland's Colleges

Background

30. Part of the remit of SLALE was to “*examine issues relating to the staffing, learners and learning environments of Scotland's colleges to ensure quality learning experiences, including:*
- *disability, race, religion and belief, sexual orientation, age and gender equality for staff and learners*”. (emphasis added).
31. We accordingly looked at trends in relation to the disability, race, age and gender of learners across the college sector and made comparisons with learners in HEIs. Unfortunately, we were unable to obtain useful information relating to sexual orientation, religion and belief within our allotted timescale. These areas are therefore not included in our analysis.

Evidence

32. The evidence used in this analysis came principally from the SFC's Statistics Department and the Scottish Executive's Analytical Services Division. Some labour force survey statistics were also employed.

Type of Provision

33. According to the SFC's statistics⁸, the number of enrolments at further education (FE) level in Scotland's colleges has increased dramatically since 1994-95, although there has been a reduction since 2001. As outlined in Chart 6, there are now 398,120 FE enrolments, an increase of 88% since 1994-95. The majority of these enrolments are for vocational courses. In 2004-05 vocational enrolments accounted for 86% of the total. Vocational enrolments have increased by 82% since 1994-95, but have fallen by 12% since 2001-02.

FE Students at Scotland's Colleges 1994-95 to 2004-05

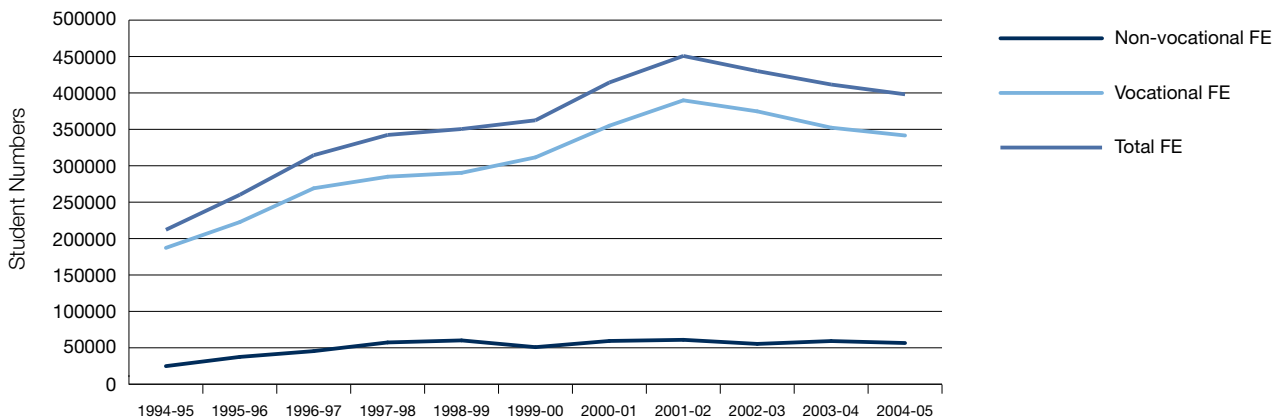


Chart 5⁹

Mode of Provision

34. Part-time study accounts for 84% of enrolments in Scotland's colleges¹⁰. Of course, enrolments do not always equate to the number of students as some students enrol on several programmes in the same academic year.
35. Full-time courses accounted for 65% of all activity in 2004-05, as they did in 2003-04. However, over the same period, there was a reduction of 3% in part-time activity. Analysis by dominant programme group (DPG) in 2004-05 shows that the three groups recording the highest levels of activity were Health (13%), Social Studies (13%) and Computing (11%), which together accounted for over a third (36%) of total activity. Within the overall figures, some DPGs attracted more activity, whilst some attracted less, than in 2003-04. Construction (up 8%) gained the most,

8 Go to: http://www.sfc.ac.uk/statistics/fe_information/facts_figures/0405/students/students_0405.htm

9 Source – Scottish Funding Council

10 Association of Scotland's Colleges – Factsheet 2006

while the biggest reductions were in Science and Maths (each down 14%) and Business and Management (down 13%).

Gender

36. While females accounted for over half of overall SUMs activity in 2004-05, the percentages analysed by DPG highlight traditional gender-related educational choices. For example, males accounted for more than 90% of activity in Construction (92%), Engineering (96%) and Transport (95%), while females accounted for more than 80% of activity in Health (90%), Social Work (88%) and Office and Secretarial (82%). Despite this, there is some evidence of colleges trying to tackle the issue of gender-related course choices. For example, in the ‘Unlocking Opportunity’ report, there is a reference to Stevenson College Edinburgh’s attempt to attract male students into their early years education and child-care courses.

**College Students – Gender Distribution
(as a % of overall headcount)**

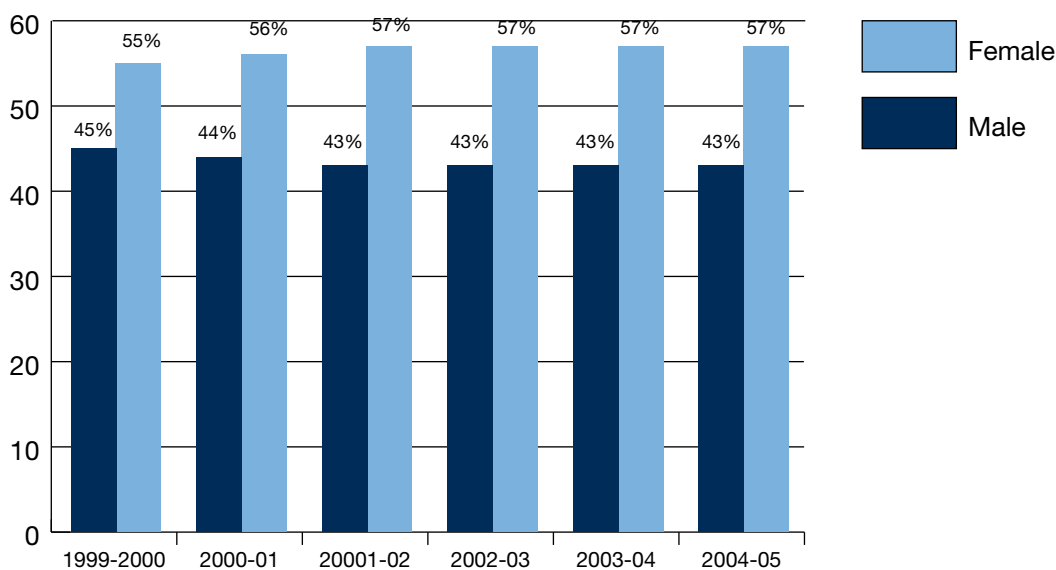


Chart 6

37. Over the past six years, there have consistently been more female students than male attending college. Using headcount figures, the proportion of female to male students has changed from 55:54 to 57:43 in recent years. In terms of SUMs, the difference between the sexes has increased from 2% in 1999-2000 to 6% since 2001. While the proportion of males attending college has decreased over the six-year period by 2%, the proportion of females attending college over the same period has risen by 2%. This is in line with the experience of HEIs. Males, though, are more likely to undertake a course which involves more intensive activity; for example, a full-time course.

Age

38. There has been no real change to the age distribution of college students across the six year period. According to headcount figures, there has been a slight increase in the number of students aged 65 and over since 2001. Meanwhile, according to student SUMs, there has been a slight increase in the number of students aged 16-18 and a slight reduction in those aged 25-59.

College Students – Age (start of academic year)

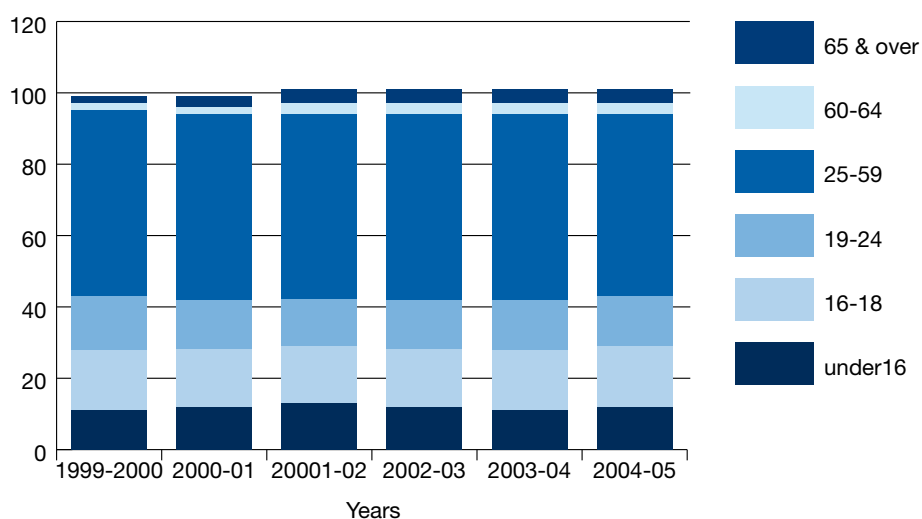


Chart 7

39. As there is a difference in the way in which the statistics regarding age bands are collated, it is quite difficult to compare the age distribution of college students (headcount figures) with that of HEI students. However, the statistics do show that there have been no dramatic changes over the six year period. While the largest age band of students attending college is those aged between 25 and 59, the largest age band for HEI students is those aged under 21.

Age and Gender

40. Using the overall headcount data when comparing the data from 2000-01 and 2004-05, there has been very little change to the overall age of students. In both 2000-01 and 2004-05, female students tended to be older than their male counterparts.

College Students – Distribution by age & gender (2001-05)

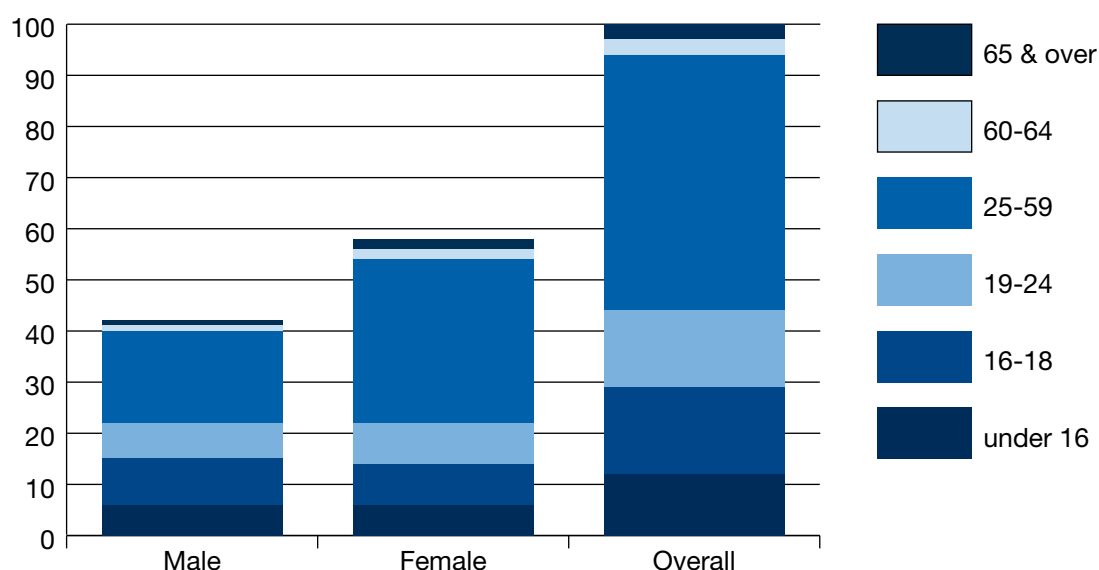


Chart 8

41. Similarly, when using the SUMs data to compare the data from 2000-01 and 2004-05, there has been very little change to the overall age of students. There has only been a slight reduction since 2000-01 in the percentage of students aged 16-18 and 25-59. Again, in both 2000-01 and 2004-05, female students tended to be older than their male counterparts.

Ethnicity

42. Over the six-year period, the majority of students attending college have been from the white ethnic group. However, there has been a steady increase in the number of students who are non-white/other. The statistics also show that there has been a steady reduction since 1999-2000 in the percentage of information which is either unknown or refused.

43. A snapshot comparison between the two sectors shows that, as with college students, the majority of HEI students are ‘white’. However, unlike colleges, there has been a slight decrease since 2003-04 in the number of ‘white’ students attending HEIs.

44. There is also a higher percentage of HEI students than college students who fall under the ‘other’ category. However, the number of ‘other’ students attending HEIs is decreasing while the number of ‘other’ students at colleges is steadily increasing.

College Students – Distribution by Ethnicity

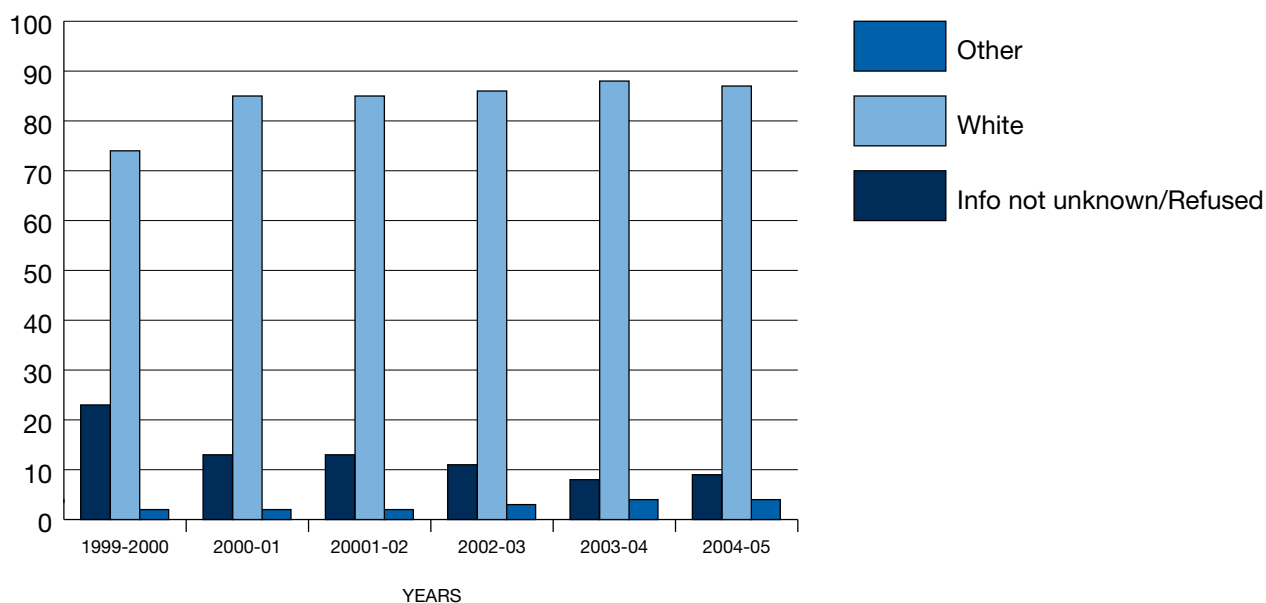


Chart 9

Disability

45. Almost 13% of college students have a disclosed or identified disability. This figure includes those with a disclosed disability as well as those on special programmes or requiring extended learning support. This equates to about one fifth of all college activity (which takes into account length and intensity of the learning delivered). This compares with around 19% of the working age population who are estimated as having a disability¹¹. Disabled people of working age with no qualifications are twice as likely to be unemployed as non-disabled people with no qualifications¹².

11 Labour Force Survey, winter 04-05

12 76.9% of disabled people (of working age) with no qualifications were unemployed in 2005, compared to 38.3% of non-disabled people with no qualifications (Labour Force Survey Spring 1998,2005, not seasonally adjusted)

Learners with disclosed disabilities at colleges, 2004-05 (Source: FES) – legend reads clockwise

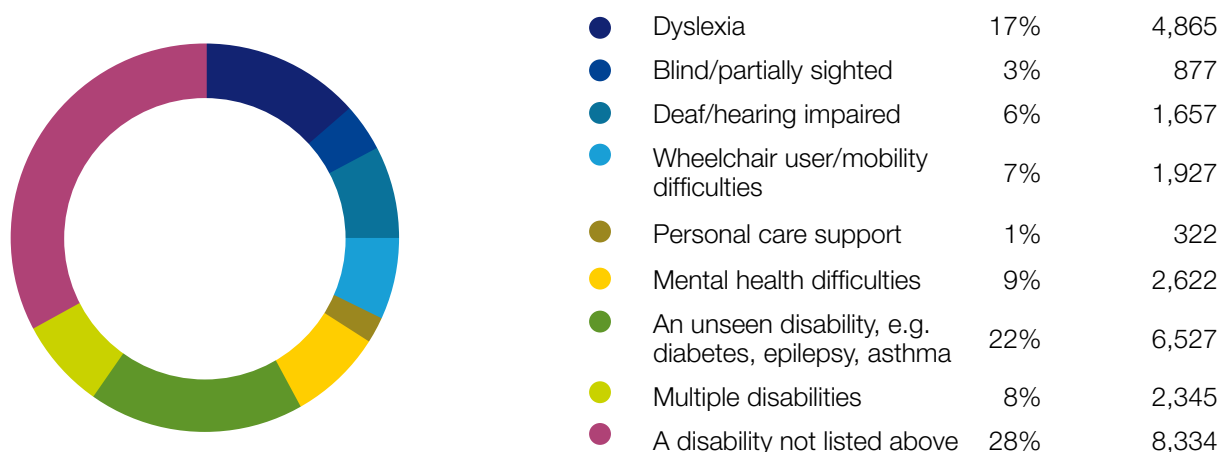


Chart 10

The Future Profile of College Students

46. As part of the Review, a study was conducted into the effects of demography on student participation in FE and HE. This concentrated on mode of study and age. Bearing in mind that a significant proportion (25%) of HE in Scotland is delivered by colleges, the key findings of this study were as follows:

FE Enrolments

- The projected total number of FE enrolments falls from 393,468 in 2005-06 to 369,248 in 2019-20. This represents a fall of 6.2% in the total number of projected FE enrolments in that period.
- The age brackets expected to witness the largest decline in FE enrolments are those between the ages of 41 and 45, with each age bracket expected to show at least a 25% drop in enrolments between 2004-05 and 2019-20.
- The age brackets that were expected to witness the largest rises were those over the age of 60, with 28, 29 and 56 to 58 year olds also witnessing large increases.
- Despite these changes, young people will continue to offer the biggest contribution to FE enrolments. In 2004-05, 35% of all enrolments came from people aged 21 or younger. By 2019-20, this is projected to have dropped to 31%.
- Conversely, the contribution offered by people aged 50 and above is projected to increase from 19% to 24%.

FE Mode of Study

- There were 46,603 full-time FE enrolments in 2004-05 from Scottish students. This is projected to increase to 46,681 in 2005-06 before steadily declining to 40,800 in 2019-20. This means that the reduction in the projected number of full-time Scottish students enrolling in FE courses is 12.6% between 2005-06 and 2019-20.
- There were 345,291 part-time FE enrolments in 2004-05 from Scottish students. This is projected to increase to 346,786 in 2005-06 before falling to 328,228 in 2019-20. This represents a 5.3% decrease in part-time enrolments in FE courses from Scottish students.
- This indicates that full-time enrolments are likely to be more susceptible to change than part-time enrolments.

FE Student Headcounts

- It is common for individual students to enrol on more than one FE course in a given year. This means that the numbers relating to total enrolments in FE for a year will contain an element of double counting. Therefore, the effects of demographic changes on the number of student headcounts is worth considering.
- Unfortunately, the data matching process that is used to establish whether a student has enrolled more than once cannot be used for students who did not receive funding from the SFC, due to insufficient records. In 2004-05, just over 20,000 enrolments came from such students.
- There were an estimated 290,162 different Scottish students who enrolled in FE courses in 2004-05. This is projected to increase to 291,156 in 2005-06 before falling steadily to 272,463 in 2019-20. This represents a 6.4% reduction in the number of different Scottish students who enrol in FE courses between 2005-06 and 2019-20.
- This is largely the same as the projected 6.2% reduction in the total number of FE enrolments in the same time period, indicating that student headcounts are expected to fluctuate in a very similar way to student enrolments.

HE Students

- After increasing slightly each year in 2005-06 and 2006-07, the projected total number of HE students subsequently falls every year to 2019-20. The projected number of Scottish students in HE in Scotland in 2005-06 was 208,059 and this is expected to fall to 186,778 in 2019-20, a decrease of 10.2%.
- Young people will continue to offer the biggest contribution to HE enrolments. In 2004-05, 43% of all HE students were aged 21 or younger. By 2019-20, this is projected to have dropped to 40%.

Students in Higher Education Institutions

- HE students in Scotland comprise students from both higher education institutions (HEIs) and colleges. The effects of demography on HE student numbers should be considered for both of these sectors.
- There were 156,166 Scottish HE students in HEIs in 2004-05. This number is projected to increase to 157,558 in 2005-06 and remain fairly constant until 2010-11 before falling sharply to 141,581 in 2019-20. This represents a 10.1% reduction in projected numbers between 2005-06 and 2019-20.

Students in Colleges

- There were 50,331 Scottish HE students in colleges in 2004-05. This is projected to increase to 50,501 in 2005-06 before eventually falling to 45,197 in 2019-20, a 10.5% reduction in that period.

47. There is not a considerably large difference between the expected reductions in the number of Scottish HE students from HEIs than there is from colleges. This would indicate that the age profile of Scottish HE students is fairly similar between HEIs and colleges.

Data Collection on Learners

48. Having examined the current processes of gathering data on learners in Scotland's colleges, we believe that it is not always clear why these statistics are gathered. We are also unsure about the extent to which this data is being used for strategic planning purposes at a national or individual college level and believe that this should be investigated by the Scottish Funding Council in collaboration with colleges and other stakeholders. These stakeholders should include Scottish Enterprise and Highlands and Islands Enterprise due to their interest in skills, training and careers support.

Equalities

49. Our investigation into the profile of college learners revealed imbalances with respect to gender and ethnicity and identified that, for some strands of equality, particularly for disability, there are difficulties in data gathering. We recognise that some steps are currently being taken to address these issues.
50. Colleges have indicated that they have in place the full range of processes and procedures to prevent discrimination and we acknowledge the work that they are undertaking to comply with the new duties with respect to gender, race and disability, and, in particular, the positive duty to promote equality.
51. We appreciate that the gendered uptake of courses has been a long-running issue. One way to promote greater gender balance within subjects is to work with school pupils via taster courses or Skills for Work courses. In the meantime, it is worth noting that the SQA are currently reviewing

their course arrangements to ensure that they don't contain gender bias and that they are also considering how to promote gender equality more directly; for instance, through the use of publicity material. However, we believe that more needs to be done to resolve the gender imbalance within subjects.

52. The SFC recently published a report¹³ that examines the significant and rapidly growing gap between levels of participation in higher education (HE) among young men and women and investigates more closely gender issues for learners and staff in HE. The report concluded that “*policy-makers and practitioners [needed] to understand the different experiences of men and women in education and beyond and, where unjustifiable barriers [limited] people’s experience, ...find ways to dismantle them.*”
53. Glasgow Caledonian University and the Equal Opportunities Commission published research in 2005 entitled ‘*Jobs for the Girls and the Boys*’¹⁴, which looked into occupational segregation in the workforce. In response to this research, and concerns raised by the Equal Opportunities Commission, the Executive recently set up a cross-departmental working group to identify the key issues which impact on, and contribute towards, gender stereotyping in education, work and training, and to explore appropriate policy interventions. We would urge the Executive’s working group to work closely with colleges, the SFC and other relevant stakeholders as it takes forward this role.

Specific Recommendations on the Current and Future Profile of Learners in Scotland’s Colleges

We recommend that the Scottish Funding Council works together with Scotland’s colleges, and other relevant stakeholders including Scottish Enterprise and Highlands and Islands Enterprise, to consider how learner data can be collected and used more efficiently to help with strategic planning at a national and local level.

We recommend that the proposed review of data collection on learners should take full account of equalities issues. We note that there may be a role for Equality Forward in this regard.

We recommend that colleges, the Scottish Qualifications Authority (SQA) and policy makers should continue to investigate ways in which the gender imbalance within college courses can be resolved. We expect that this will involve the Executive’s cross-departmental working group engaging with colleges to review current good practice activity.

We recommend that colleges and policy makers take note of the information contained in this report on the current, and projected future, profile of college students with a view to ensuring that Scotland’s colleges continue to effectively serve the needs of all sections of society.

13 Gender in Scottish Higher Education – What’s the issue?, July 2006: http://www.sfc.ac.uk/publications/SFC_Gender_Report_July_2006.pdf

14 Go to: http://www.eoc.org.uk/PDF/occ_seg_scotland_final_report_feb_2005.pdf

Annex D: Supporting Successful, Accountable Governance

Results of Survey of Lay Composition of Scotland's Incorporated Colleges, July 2006¹⁵

Return: 39 incorporated colleges (100%)

Age

| Age Range | Colleges | Pre-92 UK HEIs ¹⁶ | Post-92 UK HEIs | All UK HEIs |
|--------------|------------|------------------------------|-----------------|-------------|
| Over 70 | 5 (1%) | 56 (7%) | 8 (2%) | 64 (5%) |
| 60 to 70 | 93 (22%) | 365 (45%) | 154 (31%) | 519 (40%) |
| 50 to 60 | 175 (40%) | 268 (33%) | 201 (41%) | 469 (36%) |
| 40 to 50 | 128 (30%) | 106 (13%) | 103 (21%) | 209 (16%) |
| Under 40 | 29 (7%) | 16 (2%) | 25 (5%) | 41 (3%) |
| Total | 430 | 811 | 491 | 1302 |

According to the Scottish Councillors 2003¹⁷ Report:

- less than 1% were under 30 years old;
- 2% were under 50 years old;
- 50% were aged between 45-59 years;
- 30% were over 60 years old.

Ethnicity

Six colleges each have one member of the board from an ethnic minority.

According to the Scottish Councillors 2003 Report just over 1% of councillors were from ethnic minorities, compared to 2% of the Scottish population in 2003.

Disability

Six colleges each have one member of the board with a disability.

According to the Scottish Councillors 2003 Report almost 9% of councillors had a disability or long-term illness.

¹⁵ The survey did not include college principals, staff members or student members

¹⁶ Scottish Councillors 2003 Report - <http://www.scotland.gov.uk/News/Releases/2003/12/4697>

¹⁷ HEI figures from Committee Of University Chairmen (CUC) Report on Governance Questionnaire issued in January 2006 <http://www.shef.ac.uk/cuc/pubs.html>

Gender

| Gender¹⁸ | Male | Female | Total |
|---|-------------|---------------|--------------|
| Scotland's Colleges | 74% | 26% | 430 |
| Scottish Executive Public Appointments (October 2006)¹⁹ | 64% | 36% | 644 |
| FTSE 100 (November 2004)²⁰ | 91% | 9% | 983 |
| FTSE 250 (November 2004)²¹ | 94% | 6% | 1917 |
| Scottish Councillors (December 2003)²² | 78% | 22% | 1222 |

18 Comparable figures for HEIs are not available. CUC report from January 2006 states "more than 25% of HEIs have a lay membership which is more than 80% male".

19 <http://www.scotland.gov.uk/Topics/Government/public-bodies/public-appointments>

20 DTI Building better boards (<http://www.dti.gov.uk/files/file19615.pdf>)

21 DTI Building better boards (<http://www.dti.gov.uk/files/file19615.pdf>)

22 <http://www.scotland.gov.uk/News/Releases/2003/12/4697>

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