

Workforce Data Collection

Background:

This is a composite paper for information and provides the board with an update on 3 areas of Lifelong Learning UK's work in relation to workforce data collection in the FE Sector, specifically:

- **Data analysis:** Lifelong Learning UK's Online Analytical Processing (OLAP) tool
- **Data collection:** Specifically from independent and adult and community providers
- **Changing data specifications:** Progress with assessing change requests to SIR and the production of SIR 18

Tynan Rodger will be present at the meeting to respond to any issues the board may have arising from the paper.

1. Data analysis: Lifelong Learning UK's OLAP tool

Introduction:

At the end of March, Lifelong Learning UK completed the analysis of Staff Individualised Record (SIR) 16 data for the academic year 2007-2008 and published findings in the Further Education Workforce Data for England Report¹. Providers and stakeholders have emphasised that an issue for colleges in continuing to participate in workforce data collections was access being made to the populated database in a way that made the burden of collecting the data more worthwhile.

In response to this request, in April, Lifelong Learning UK launched a new data analysis service for use by colleges at the Association of Colleges Personnel Managers meeting. The service gives secure college level access to SIR data via an online analytical processing (OLAP) cube. This self-service portal will allow individual providers to create bespoke analyses of their own SIR data and compare this to sector data at a national, regional and sub-regional level. It will enable providers to benchmark their college against sector standards and develop strategies for improvement.

Description of the Service:

Screenshots from the OLAP tool are included in appendix 1

Implications for the Sector:

Those providers to whom the OLAP service has been shown gave positive feedback and can see immediate benefits in the form of:

¹ http://www.lluk.org/documents/SIR_200708_FINAL.pdf

- Providing evidence to support Ofsted inspections
- Capacity for self regulation with Equality & Diversity legislation
- The collation of evidence for implementing workforce reforms
- Providing evidence towards “Investors in People”
- Supporting better self-regulation
- The provision of an ability to benchmark against sector

Next Steps:

The OLAP Portal is now available to colleges who participated in the collection in 2008.

If work-based learning and adult and community learning providers engage in submitting data during the 2009 collection, the OLAP functions can be rolled out to these parts of the sector immediately. At the moment there are not enough records from these providers to protect the identity of individuals.

As SIR continues under Lifelong Learning UK, future years' data and historic data can be made accessible via OLAP, allowing providers to produce year-on-year trend analyses. This function would allow changes to a provider's workforce to be measured over last 6 years.

Other potential applications could see workforce related datasets being appended in the OLAP reporting tool e.g. external datasets acquired in agreement from LLUK's partners, or acquired from public sources, such as the Office of National Statistics. This capability could allow LLUK to increase the value of the current OLAP reporting tool, for example, to benchmark general population characteristic statistics against regional, sub-regional and provider data.

2. Data collection plans from independent and adult and community providers

Introduction:

The further education sector in England encompasses adult and community learning (ACL) providers, further education colleges and work based learning (WBL) providers. The importance of understanding the workforce in this sector has been emphasised and is one of the priorities in the Workforce Strategy for the Further Education Sector in England 2007- 2012. Although workforce data are collected on the vast majority of the further education college workforce in England through the Staff Individualised Record, a similar collection has not previously exist for adult and community learning and work based learning providers. In order to fill data gaps in parts of the further education sector, Lifelong Learning UK carried out a nation-wide workforce data collection for the first time in the England ACL and WBL sectors between December 2008 and February 2009.

Description of the Service:

ACL and WBL providers were asked to submit information about staff working in their organisations during the 2007-2008 academic year (between 1st of August 2007 and the 31st of July 2008). The collection aimed to supply providers with benchmarking data and to enable them to better understand their workforce in relation to the rest of the sector. It was expected that through time the data collected will enable providers to: inform planning processes; provide information to prompt government action; support recruitment, retention and development of staff; benchmark against the sector; and demonstrate compliance in an environment of self regulation (for example, in areas such as equality and diversity).

In excess of 100 ACL and 200 large WBL providers were invited to participate in the data collection, which involved submitting data in a spreadsheet based data collection tool or directly through a web portal. In total, 29 providers responded to the collection: 21 ACL providers (21% of those contacted) and 10 work based learning providers (5% of those contacted). The total number of records submitted by ACL and WBL providers were 3,790 and 1,412 respectively.

Implications for the Sector:

Lessons learned from last year's collection identify a number of barriers to WBL/ACL participation with the workforce data collection exercise:

- The capacity of the WBL/ACL sector to structure data may be limited due to their local "bureaucracies" and existing reporting requirements e.g. through the Local Authority
- Data is held in numerous silos within WBL/ACL providers who lack the time/ability/incentive to mine this to comply with a published specification
- The "what's in it for me" arguments set out in the workforce strategy are too far off and do not have an immediate benefit to providers.
- The collection is a non-compulsory activity being requested in a funding environment where providers are struggling to survive. The task is perceived by some providers as unnecessary.
- The lead-in time for the collection from WBL and ACL was such that providers did not have a lot of time to prepare their returns.

Next Steps:

The request for change process to update the WBL and ACL specification was open for consultation across the sector between the end of February and mid-May. No requests for change were received. It is proposed that the specification remains static from last year for these providers.

It is Lifelong Learning UK's intention to work closely with HOLEX, LEAFA and ALP to demonstrate the benefits of workforce data collection over an extended collection timeline in 2009 between 1 August and 31 December.

The OLAP reporting tool will be showcased to providers from these parts of the sector in the hope that it will demonstrate the value of submitting workforce data to a central point.

3. Requests for change

Introduction:

Lifelong Learning UK accepted responsibility for conducting the SIR workforce data collection from the LSC in 2007. It undertook its first collection in 2008 where effort was focussed on selling the notion of submitting data in an environment where colleges were questioning the value of participating in this non-mandatory activity.

In 2009 we are investing effort in enabling the SIR specification to be updated to respond to changes to the scope and content of the collection. There are a number of drivers for this:

- an approach from NATSPEC requesting that their members be able to participate in the collection in 2009 (this implies the creation of some new codes to capture the characteristics of their workforce)
- the proposed 2011 Census ethnic categories (new descriptions for ethnicity)
- the forthcoming Equality Act
- the QCF replacing the NQF as the framework for vocational qualifications in England in 2010
- recent consultation undertaken by Lifelong Learning UK on roles in the sector

A consultation portal to receive feedback from the sector on the SIR17 specification was launched in February. It closed in May and received circa 38 requests for change many of which respond to the drivers outlined above.

Next Steps:

Following an initial sift of these change requests Lifelong Learning UK will host a Change Advisory Board where the impact of implementing the changes can be assessed and a draft SIR18 specification circulated to the sector for consideration.

Contact Details

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|-----------------------------|----------------------|
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Appendix 1

Screenshots from the OLAP service:

Accessing OLAP reporting

- Login to SIR data collection site;
- → OLAP reporting

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Guidance & Help

- Help/Instructions sections on all pages
- Guidance documentation to be produced
- Use of tutorial videos on the Data consultation portal

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Reporting capabilities

- Filter your report to investigate specific areas of data;
- Add row items;
- Add column items;
- Choose value (count) or row and column percentage.



Skills for Learning Professionals

Provider region: East England, **East Midlands**, Greater London, Non-regional, North East, North West [Save]

Outer row: Gender: Female, Male, Rather not say, Undefined, Unknown

Column 1: Primary role: 1 - Teaching and Learning, 2 - Supporting teaching and learning, 3 - Other support, Not collected, Undefined

View settings: Value, Row percent, Column percent

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Sample report



Skills for Learning Professionals

Report summary

Report shows: Gender by Primary role
Filtered by: Collection Year (2007/08)
Category of work - summary (Assessor/verifier, Lecturer/Tutor, Trainer)
Displaying Value and Row percent

Group	Gender	Primary role			Total
		1 - Teaching and Learning	2 - Supporting teaching and learning	3 - Other support	
Provider	Female	162 R%:66.18%	10 R%:83.33%	2 R%:100.00%	174 R%:67.13%
	Male	93 R%:33.82%	2 R%:16.67%	95 R%:32.87%	
	Total	275 R%:100.00%	12 R%:100.00%	2 R%:100.00%	289 R%:100.00%
Sector	Female	76854 R%:59.34%	2598 R%:64.85%	1792 R%:67.27%	83244 R%:59.84%
	Male	53999 R%:40.60%	1458 R%:35.95%	1088 R%:37.78%	56445 R%:40.16%
	Total	132768 R%:100.00%	4056 R%:100.00%	2880 R%:100.00%	139704 R%:100.00%

Footnotes & Descriptions:

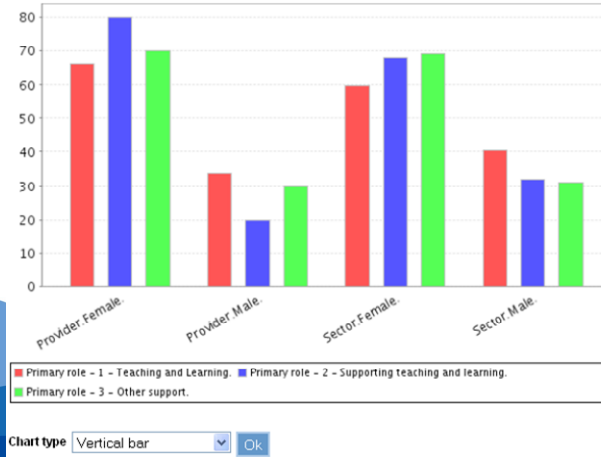
- Collection Year: The academic year in question that the staff data has been submitted for. For example, the collection year 2007/08 relates to members of staff who were employed during the 2007/08 academic year.
- Category of work - summary: Details of the category of work.
- Primary role: Indicates if the staff record's primary role of employment is Teaching and Learning, Supporting teaching and learning or Other support.
- Gender: The gender of the member of staff.

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Other features - charts

- Automatic chart generation from reports;
- Chart type:
 - Vertical bar
 - Horizontal bar
 - Vertical line
 - Horizontal line
 - Pie charts



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Other features – export to spreadsheet

- Export formatted data for presentation and sharing
- Export unformatted data for further manipulation

Skills for Learning Professionals

Group	Gender	1 - Teaching and Learning	2 - Supporting teaching and learning	3 - Other support	Total
Provider	Female	184 R%:66.19%	36 R%:80.00%	35 R%:70.00%	255 R%:68.36%
	Male	94 R%:33.81%	9 R%:20.00%	15 R%:30.00%	118 R%:31.64%
	Total	278 R%:100.00%	45 R%:100.00%	50 R%:100.00%	373 R%:100.00%
Sector	Female	84005 R%:59.62%	26066 R%:67.89%	59093 R%:88.98%	169164 R%:63.85%
	Male	56873 R%:40.37%	12321 R%:32.09%	26567 R%:31.01%	95761 R%:36.14%
	Total	140893 R%:100.00%	38387 R%:100.00%	85660 R%:100.00%	264940 R%:100.00%

Collection Year: The academic year in question that the staff data has been submitted for. For example, the collection year 2007/08 relates to members of staff who were employed during the 2007/08 academic year.
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