

Paper 6 - Specification for LLUK's SIR for 2010-11

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Audience	<i>The information authority board</i>
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1 What are we asking the Board to do?

- 1.1 This Board paper is for information and outlines the changes to the data specification for the SIR, from SIR17 (collected in 2009), to SIR18 (to be collected in 2010). The Board is asked to comment on these proposals.

2 Introduction or Background

- 2.1 This paper provides details of the process for consulting on changes and presents a summary of decisions of the SIR Change Advisory Board which met on the 15 October 2009. The paper will be presented by Tynan Rodger, Project Manager for Data Collection in Lifelong Learning UK at the March meeting of the information authority.

3 Changes to the Staff Individualised Record (SIR) data Specification

3.1 Identifying Request for Change

- 3.1.2 In February 2009, Lifelong Learning UK launched an online consultation portal for discussing and consulting on all aspects of workforce data collection in the college, work-based learning, and adult and community learning sectors. The portal provides a mechanism whereby interactions between Lifelong Learning UK and its employers can take place for debates, and contributes to the continuous improvement of the SIR collection process and the content of future workforce data collections.
- 3.1.3 The portal hosts a Request for Change (RfC) form, where interested parties can present a business case for changing the SIR Specification. Originators of an RfC are invited to frame their case by describing:

- Why the change is necessary
- How it will benefit the sector/sectors
- What burdens are created/removed
- Associated costs and risks around the change
- How common data standards have been taken into account
- Why SIR is the most appropriate way to collect this data
- Any consultation undertaken around the requested change¹

3.1.4 40 RfCs to the SIR were received for SIR specification for Colleges. No RfCs were received for the collection for WBL and ACL providers.

3.2 The Change Advisory Board

3.2.1 Lifelong Learning UK convened a Change Advisory Board on the 15th of October, it deliberated each RfC and decided to accept, defer or reject them. The Board comprises specialists from areas including;

- College interests (AoC)
- Work Based Learning interests (ALP)
- Adult and Community Learning interests (HOLEX)
- Data standards (The information authority)
- College HR processes (Hopwood Hall & Richmond Upon Thames College)
- College HR systems (Software for People)
- Government policy (BIS)
- Trade Union Issues (UCU)
- Institute for Learning Issues (IfL)
- Standards and qualifications (S&Q Team in LLUK)
- Equality and diversity (The E&D Team in LLUK)

3.3 Summary of Changes

3.3.1 The following changes were **approved** and are contained within the SIR18 specification:

RfC	Title	Decision
12	Removal of Fields 29 and 30: CPD	Approve SIR18
13	Removal of proportion of time spent teaching 14-16 and 16-19 learners (Fields 27 and 28)	Approve SIR18
15	Change to Field 25 – Category of work	Approve SIR18
21	Training for working with learners with learning difficulties and/or disabilities	Approve SIR18
30	Subject specific teaching qualifications - literacy, numeracy and ESOL	Approve SIR18
37	Addition of a Contract type Field	Approve SIR18
38	Adding two NEW Fields 'Number of hours per week' and 'Number of weeks per year' and remove the Definition of full-time form.	Approve SIR18

¹ The areas were taken from the information authority's own change process

3.3.2 More details of the approved changes can be found at **Appendix A**.

4 Contact Details

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Appendix A: Approved Requests for Change

CR Reference	12	SIR17 Field	29 - Hours of CPD per year towards teaching 30 - Hours of CPD per year towards other
Title	Removal of Fields 29 and 30: CPD		
Description	I would like to request the removal of Fields 29 and 30.		
Justification	This Field is difficult to assess at the college HR level. It would be more suitable to collect this via an IfL membership data collection exercise. The quality of data identified here via SIR is likely to be poor and the burden with collecting it (for those who are able to) is high. The CPD Fields were added relatively recently following little external consultation and I believe should be reviewed to re-establish why they belong in SIR.		
Benefits	CPD data once removed from SIR could be collected via the IfL collection. The change will benefit the sector by removing data burden and arguably, duplication.		
Impacts	Removal of data burden and the reallocation of this to IfL. There is a risk that the IfL do not collect these Fields as part of their collection. This is unlikely given IfL's current drive to ensure all members collect CPD evidence. Removal of redundant Fields will have an impact on collection system and HR systems which needs to be co-ordinated to ensure file layout is recognised and this change to help providers does not in fact delay the collection.		
Decision	Approve		
Notes	Removed from the SIR; this information is also received by the Institute for Learning (IfL). These fields should be maintained in the specification so that users returning .dat and .csv format do not have significant changes to make. It should be noted that these fields should be coded as either null in the case of .csv, or ' ' (3 spaces) in the case of .dat.		

CR Reference	13	SIR17 Field	27 - Teach 14-19: Proportion of contract delivered to 14-16 year olds 28 - Teach 14-19: Proportion of contract delivered to 16-19 year olds
Title	Removal of proportion of time spent teaching 14-16 and 16-19 learners (Fields 27 and 28)		
Description	I would like to request the removal of the Fields 27 and 28 from the SIR data collection.		
Justification	These Fields present hurdles to the organisations submitting data in that courses are not timetabled and work is not allocated to staff based on the age demographic of learners. In the absence of this approach to timetabling and the data submitted by providers in response to these Fields is of questionable quality and therefore little use in determining the characteristics of the workforce. It is suggested that if this type of information is required that it is collected through another route, for example a survey.		
Benefits	This change would benefit the sector by removing a bureaucratically challenging task and replacing it with an approach which was more fit for purpose.		
Impacts	This would remove the burden of collectioning data which is of poor quality. The additional burden on the sector would be the to those providers who were asked to participate in a secondary collection via a survey to assess the split between time spent with 14-16 and 16-19 learners. The risk is that we continue to collect data Fields which have a low return rate and this jeopardises the other areas of SIR which enjoy high levels of accuracy. Removal of redundant Fields will have an impact on collection system and HR systems which needs to be co-ordinated to ensure file layout is		

	recognised and this change to help providers does not infact delay the collection.
Decision	Approve
Notes	These fields should be maintained in the specification so that users returning .dat and .csv format do not have significant changes to make. It should be noted that these fields should be coded as either null in the case of .csv, or ' (3 spaces) in the case of .dat.

CR Reference	15	SIR17 Field	25 - Category of work
Title	Change to Field 25 – Category of work		
Description	The addition of the following categories of work to be added to Field 25: <ul style="list-style-type: none"> • Residential care staff • Counselling staff • Medical staff • Professions allied to medicine (e.g. Speech and Language therapist, Physiotherapist) 		
Justification	The SIR specification does not currently reflect many of the key job roles specific to NATSPEC colleges. It is necessary to include these additional categories to allow Lifelong Learning UK and the sector to create a more accurate representation of the NATSPEC workforce.		
Benefits	The ability to better reflect the workforce will allow NATSPEC colleges to benchmark themselves against the sector (both other NATSPEC and general FE). It will highlight the parallels and disparities between NATSPEC and mainstream colleges and provide a sound evidence base to justify funding issues. The additional categories of work may also apply to mainstream colleges who have been unable to clearly demonstrate this through SIR in the past.		
Impacts	It will remove the burden on providers to try to match specialist job roles to generic categories thus creating a clearer picture of the sector Changes to provider HR systems and code mapping		
Source	LLUK Workforce Data team		
Decision	Approve		
Notes	Codes have been mapped to high level categories		

CR Reference	21	SIR17 Field	11 - Training to teach learners with learning difficulties and/or disabilities (LLDD)
Title	Training for working with learners with learning difficulties and/or disabilities		
Description	Add a new Code for "Awareness training received for working with learners with learning difficulties and/or disabilities"; this is in association with a related request for change submitted by NATSPEC - to change the focus from 'teaching' to 'working with' learners with learning difficulties and/or disabilities. This removes the focus from teaching.		
Justification	This change would differentiate the extent and focus of training with those described by other Codes.		
Benefits	Providers will be able to benchmark their staff training in relation to working with learners with learning difficulties and/or disabilities.		
Impacts	Data now needs to be recorded for the whole workforce not only those in a teaching role.		
Decision	Approve		
Notes	None		

CR Reference	30	SIR17 Field	31 - Qualifications for the teaching or delivery of Skills for Life subjects
Title	Subject specific teaching qualifications - literacy, numeracy and ESOL		
Description	A - New Field name - 3 Field numbers 'Subject specific teaching qualifications		

	<p>for literacy, numeracy and ESOL'</p> <p>B – Remove Codes 06, 07, 08, 09, 10 and 11</p> <p>C – Add Codes for the endorsed qualifications introduced in September 2007</p> <p>Add Code - Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector or equivalent</p> <p>Add Code - Level 5 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector or equivalent</p> <p>Add Code - Level 5 Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector or equivalent</p> <p>Add Code - Level 5 Diploma in Teaching in the Lifelong Learning Sector (English Literacy) or equivalent</p> <p>Add Code - Level 5 Diploma in Teaching in the Lifelong Learning Sector (English ESOL) or equivalent</p> <p>Add Code - Level 5 Diploma in Teaching in the Lifelong Learning Sector (Mathematics Numeracy) or equivalent</p> <p>Add Code - Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector or equivalent</p> <p>Add Code - Level 5 Additional Diploma in Teaching English (ESOL) in the Lifelong Learning Sector or equivalent</p> <p>Add Code - Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector or equivalent</p> <p>D – Change Code descriptions for 12, 13 and 14</p> <p>14 – Level 4 Certificate for Adult Literacy subject specialists or equivalent</p> <p>13 – Level 4 Certificate for Adult numeracy subject specialists or equivalent</p> <p>12 – Level 4 Certificate for ESOL subject specialists or equivalent</p> <p>E – Add new Codes for those recognised as having the equivalent of a subject specific qualification through an SVUK process</p> <p>Add new Code - G/PRLS – literacy</p> <p>Add new Code - G/PRLS – numeracy</p> <p>Add new Code - G/PRLS – ESOL</p>
Justification	<p>A - The Field now has a focus only on qualifications appropriate to the teaching of literacy, numeracy, ESOL and key/functional skills. DIUS commissioned LLUK to undertake two snapshot surveys and has always seen the snapshot surveys of the Skills for Life teaching workforce as an interim measure. As much of the data collected in those surveys must be integrated in the SIR</p> <p>B – These qualifications were not designed for those teaching literacy, numeracy, ESOL and key/functional skills. Learning support staff can identify those achieved at level 3 in an additional (recommended) Field to be considered</p> <p>C – These are the subject specific teaching qualifications introduced in 2007. They all meet the requirement of current legislation to have a subject specific teaching qualification. The first six are combined qualifications referred to in Field 07. The term 'or equivalent' reflects the relevant regulations and will include all HEI qualifications endorsed to meet the same requirements</p> <p>D – These are predecessor qualifications. Identifying the qualification titles will support easier identification of these and their equivalents (from higher education institutions)</p> <p>E – G/PRLS recognises an FE teacher's competence and can provide evidence of this for teachers of literacy, numeracy and ESOL. It is important to collect this for each subject as DIUS guidance for the FE teaching regulating states that teachers must hold the subject specific qualification for each of the subjects they teach. This can be used as alternative evidence for a teaching qualification when applying to IfL for conferral of QTLS.</p>
Benefits	Employers have identified shortages in these important subjects and the data will help address these and for LLUK to project future skills needs

	Employers can benchmark their staff in meeting regulatory requirements DIUS and LLUK can monitor progress towards 'Success for All' targets DIUS and LLUK will be able to identify the amount of additional training unqualified teachers will need – thus helping our projections for workforce professional development needs
Impacts	Considerable changes will require all support staff to be re-coded in HR systems No direct mapping to previous Codes mean no ability to compare past present and future collections on the same basis
Decision	Approve
Notes	Guidance notes must be specific in relation to what constitutes Skills for Life subjects. HR staff should be notified that this information should be available from a staff member's CPD record, avoiding the requirement to conduct a staff survey.

CR Reference	37	SIR17 Field	NEW
Title	Addition of a Contract type Field		
Description	Add a 'Contract type' Field to the FE, WBL and ACL specifications to record each contract as belonging to the FE collection, WBL collection or ACL collection. This Field should take the following values: 1 - FE provision 2 - WBL provision 3 - ACL provision 8 - Not applicable (non-teaching staff) 9 – Unknown		
Justification	Currently, to identify staff contracts from each sector, FE, WBL and ACL providers are required to return staff using three different accounts and three different individual data returns. This is the only way to record staff focused on different types of provision at a single institution. This increases the burden on providers to 3 times what is necessary with this new Field. Many FE providers (who are also WBL and ACL) simply return WBL and ACL staff under one FE return, meaning that these staff cannot be identified as WBL and ACL.		
Benefits	This will reduce a great amount of burden for those providers who make multiple submissions, and allow those who don't to improve the accuracy of their data greatly, but with relative ease. It will also provide a much more accurate picture for analysis.		
Impacts	Burden on providers who currently submit multiple submissions will be reduced to one submission. Only cost is in terms of providers having to collect a new Field of information on each staff contract. This may already exist or may be derived from existing data.		
Decision	Approve (with modification)		
Notes	None		

CR Reference	38	SIR17 Field	NEW
Title	Adding two NEW Fields 'Number of hours per week' and 'Number of weeks per year' and remove the Definition of full-time form.		
Description	Add new Field to each record 'Number of hours per week' integer number, maximum 3 digits, valid values between zero and 168 Add new Field to each record 'Number of weeks per year' integer number maximum 2 digits, valid values between zero and 53 Remove Definition of full-time form from the collection. This was something suggested by Hugo Fair of Software for People. He stated that his HR system (assuming other systems also) already record this information		
Justification	Simplifies collection and should improve accuracy of data about working time		
Benefits	Avoid the requirement for each provider to complete the Definition of full-time		

	<p>form</p> <p>It would also provide much more accurate information regarding the number of hours worked by each member of staff (at the moment this can only be estimated using fraction of full-time (Field 15) and other information on the definition of full-time form).</p>
Impacts	<p>Removal of Definition of Full Time form requires changes to the system workflow</p> <p>Adding 2 new Fields will extend the record and validation required</p> <p>Impact on learning providers: likely that the addition of these Fields would not incur much burden for providers as these details are likely to be recorded in the contract record in HR Systems.</p> <p>Removal of Definition of full time form reduces collection burden on providers</p>
Decision	Approve
Notes	Define to 3 decimal places