



The information authority

Paper 10: FE Sector Workforce Data Collection

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1. What are we asking the board to do?

This paper is being submitted to the *information authority* board to:

- Highlight the strategic importance, value, and practical benefits of the data collection for the sector and the wider work of LLUK
- Explain why it is essential for Lifelong Learning UK (LLUK), as the Sector Skills Council (SSC) responsible for the professional development of all those working in the field of lifelong learning, collects workforce data (in the form of the Staff Individualised Records) from the further education (FE) Sector
- Inform them as to how the Staff Individualised Record (SIR) FE Sector workforce data will be used in future years to support implementation of the Workforce Strategy for the FE Sector, develop and focus national policy for the sector, and develop comparative information and intelligence for use by individual providers to help shape their own workforce strategies
- Note the specification for data collection for the workforce (Staff Individualised Record) for collection year 2007/08 that has been developed by the FE Sector Workforce Data Collection Consultation Forum
- Note the state of progress on the FE college SIR data definition for 2008/09 after consultation with representatives of the providers concerned.
- Note the progress for extending the collection to work based learning and adult and community learning parts of the sector
- Share guidance about any extension to the data set for 2009/10 (December 2008 decision needed).

2. Introduction

The *information authority* board previously requested that Lifelong Learning UK (LLUK) provide further background information on the FE Sector workforce data collection process and more information about the data to be collected.

This paper initially focuses on why LLUK, as the Sector Skills Council for lifelong learning which includes the FE workforce, collects workforce data in the form of the Staff Individualised Return (SIR) from the FE Sector and emphasises the strategic importance and value as the reason for continued collection; as well the practical benefits of the data collection to the *information authority*.

The paper provides an indication of the funding and other initiatives attracted into workforce development in the sector because of the workforce intelligence provided by SIR.

Note: The SIR collection reflects whole year's activity and staffing contracts with each provider rather than a simple survey. The data reference date for

the collection is 31st July. Data is collected by providers during the collection year which runs 1st August to 31st July. This is then submitted to the collection between 1st August and 1st November. The data is then analysed, compared with previous years for trending, interpreted and reported in March of the following year. In previous years, the collection only looked at FE colleges.

There is also a summary of progress on the current work for and consultation about SIR collections in 2007/08, 2008/09, 2009/10.

3. The value of the SIR collection to the FE Sector

The SIR collection is a significant collection of workforce data in the FE college sector, providing a comprehensive overview of the profile of all staff working in FE colleges since 2001/02. It contains individualised data on demographics characteristics, qualifications, location, pay and other factors. It compares favourably with workforce data collected in other sectors. The data has real value for the sector as a whole, which is why an extension into other parts of the sector is being considered.

LLUK has been analysing data previously collected by the LSC since 2005 and has published an annual analysis of the data since that time, starting with data from the 2003/04 academic year data.

LLUK's analysis of SIR results in emerging intelligence about the FE college workforce and highlights key strategic issues at national, regional and sub-regional level, which the sector providers and the wider FE system stakeholders reflect upon and use to inform key strategic and business decisions.

At a national level, the information is used to influence and inform government departments. In 2008, information gained from SIR meant an additional £48m of Department for Innovation Universities and Skills funding (in addition to the normal funding channels of £11.6bn) was put into the sector to be focused on addressing gaps in skills and availability of the workforce.

Most importantly, robust and comprehensive data is used to inform decisions that can lead to individual provider quality and performance improvement, enhance value for money and support evidence on workforce effectiveness and efficiency. The data is used to provide evidence to support stakeholders in meeting their statutory responsibilities regarding race, equality and diversity and can produce benchmarks for individual providers; as well as making the case to Government for investment in the professionalisation of staff (for example, Success for All targets).

The data and information derived from SIR means that there is capacity to make strategic representations and provide local information on behalf of the sector on such things as:

- Provision of critical intelligence to inform the Comprehensive Spending Review planning processes for the sector
- Giving information to prompt government action through in year allocations, such as the recently distributed £30m to support commitments made in 'Equipping Our Teachers for the Future' 2004.

- Presenting evidence derived from consistent data to justify bids for funding and help funding bodies reach appropriate decisions on allocation of key workforce development initiatives, including golden handshakes, teaching bursaries
- Providing evidence to influence and justify the targeting of public expenditure in the sector e.g. support to develop a qualified workforce.

Following development of the first Workforce Strategy for the FE Sector, LLUK expects that analysis of SIR data will also underpin its work as the sector skills council for the sector with:

- Indicators and trends to show where investment in capacity is required
- Identification of trends to inform decisions surrounding productivity, retention and replacement for the workforce
- Indications of the workforce diversity
- Understanding of the sector's ability to respond to the changing nature of the demand for training in other sectors.

All the above are used by providers and employers for benchmarking purposes, enabling comparisons of individual institutional performance at local, regional and national level; it is also used for recruitment planning, by making use of the data on skills gaps and shortages.

At a local and regional level, the data from the SIR reports has been used to

- Identify potential shortages in specific skills and support initiatives for improvement
- Provide information about diversity profiles for the workforce to compare to the community context.

LLUK has also responded to a range of ad hoc queries from individual providers such as:

- The regional distribution of particular skills and qualifications
- Gender or ethnic differences in management roles
- Pay trends for specific job roles or regions
- Workforce profiles for specific subject areas.

Some of these requests involve the analysis of multiple variables at a provider level, and this level of detail would not be possible without the individualised data that SIR provides. For example: cross tabulations of job roles and modes of attendance across disability and age bands.

SIR is a co-ordinated collection carried out once a year, thus reducing the intervention and reporting required by providers to satisfy other bodies need for information.

4. LLUK's responsibility for the SIR data collection

As a SSC, LLUK has a responsibility for collecting and disseminating labour market information and intelligence about the sector(s) employers that it represents. In the FE sector in England, LLUK has been responsible for the

collection of FE college workforce (SIR) data, since the handover from the Learning and Skills Council (LSC) in 2006. LLUK had previously been responsible for the analysis of the data starting with the data from 2003/04.

The first Workforce Strategy for the FE Sector 2007-2012 formally launched in January 2008 has as first priority 'Understanding the nature of the workforce'. It was recognised by both stakeholders and individual providers who were involved in the development of the Workforce Strategy that intelligence about the workforce, based on analysis of workforce data and other research will be a key factor in helping to shape and focus work moving forward.

Workforce Strategy Priority 4 is focused on ensuring that equality and diversity is at the heart of strategy, policy making, planning and training. It is widely considered by the sector that the analysis of data would help to target actions under this priority. SIR collection helps demonstrate progress on this point.

As the Sector Skill Council (SSC) for the lifelong learning sector, LLUK was licensed in 2005 by the Secretary of State for Innovation, Universities and Skills to:

- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector's workforce
- improve learning supply including apprenticeships, higher education and National Occupational Standards (NOS).

LLUK is recognised by the governments in all four home nations and works across the lifelong learning sector.

Accurate and reliable data about the workforce in the sector is intrinsic to achieving the goals of LLUK and UK Governments. This data is analysed to produce authoritative and robust market intelligence that will enable our employers within the lifelong learning sector to understand their workforce and assesses qualifications, skills and training needs. Workforce data is also used to informing our discussions when working with and influencing other SSCs.

Thus, LLUK has obligations to its employers (colleges and learning providers) to:

- provide analysis and intelligence about volumes; year-on-year trends; geographical patterns; shortage areas; and future trends
- identify and target positive actions to address equality and diversity in the sector
- forecast the impact of demands from other sectors on the workforce in the sector and consequently about the ability of the sector to respond to the teaching, tutoring and training needs of other sectors
- Provide information to regional representative groups of providers, funding bodies and other stakeholders about the workforce profile and capacity.

In addition:

- David Hunter outlined the commitment to collect workforce data to the Select Committee on Education and Skills on 9th January 2006
- LLUK has been contracted by the Department for Innovation University and Skills (DIUS) to use this system to monitor the sector's progress towards meeting the qualification requirements

LLUK is aware of statements made by LSC about the value and use of SIR data and welcomes LSCs continued support for this collection. Going forward, LLUK intends that workforce data becomes invaluable intelligence to individual providers and other bodies in the wider sector. The introduction of the new web enabled system will provide initial comparisons between a provider and the national data. In future years, a more meaningful and relevant analysis of the whole sector workforce will be possible and available to individual providers. Such work will help to underpin Priorities 1 and 4 of the Workforce Strategy.

5. Progress on Workforce Data Collection for FE colleges in 2007/08

Arrangements for 2007/08 data collection are being finalised.

To deliver the workforce data collection system for 2007/08 LLUK has:

- contracted a supplier (Texuna Technologies) to develop the new data collection software and a service provider (Dudobi) to host the system on robust IT
- taken on full ownership of the process and the subsequent analysis of data, where previously the LSC collected only the data
- worked in consultation with representatives of and providers in the sector to finalise the SIR data specification for 2007/08 required to produce a suitable analysis report in 2009
- worked with the HR software providers used in the sector to encourage them to provide systems to the providers which will minimise the effort required to submit the data return.
- made available an early version of the collection system and supporting documentation to a sample of volunteer colleges for feedback on the user interface
- through the FE Sector Workforce Data Collection Consultation Forum, chaired by LLUK, continued formal and informal conversation with providers and representative bodies about the collection. Stakeholders such as DIUS, LSC, AOC, ALP, NIACE, CEL among others have been involved in informing this work in the data collection specification

The remaining work is now focused on the final preparations, which involves:

- reviewing the feedback on the user interface from the early use of early version of the collection system from the sample of volunteer providers.
- completing final development tasks for the collection system to reflect feedback and ensure back office function are stable.
- ensuring all appropriate providers have logon capability and access to the collection system
- further work and communication with HR software suppliers to assist their readiness to be completed by June 2008
- communication to ensure users are ready and able for the collection
- setting the collection system for live collection on August 1st 2008.

Note that the major portion of the technology work is now complete and the project's focus is on enabling the sector to gain most benefit from this system.

6. Data collection from work based learning and personal and community development learning providers

Reflection on consultation and considering how to obtain suitable and timely workforces data

Alongside the developments for the FE college SIR data collection, LLUK has also been in discussion with other providers in the FE Sector -about their inclusion in the data collection exercise. Initially, the expansion is focused with work-based learning (WBL), and personal and community development learning (previously known as adult and community learning) (PCDL or ACL) providers -

A major criticism of policy development, planning and funding for the sector is that discussions are often college focused. However there is no reliable information about the wider sector. In order to support trend analysis and forecasting, not least about the size of the sector and the future replacement needs, it was identified and widely agreed that some form of data collection should be sought from other parts of the sector, in order to expand upon the limited workforce information which had been obtained from the Labour Force Survey (2005).

The lack of data, for these groups of providers, was a serious concern when developing the first Workforce Strategy for the FE Sector. The consultation received from all parts of the sector during the development of the first FE Workforce Strategy for the sector, resulted in Priority 1 for the sector – Understanding the nature of the workforce, which has fully in scope the capturing and presenting of intelligence from the wider sector.

In this context, LLUK has been working with representative bodies and individual providers in the WBL/PCDL /ACL sectors to understand their particular data collection systems, needs and constraints. A piece of research was conducted by LLUK in 2007 looking at the data collection requirements and its implications on WBL and ACL/PCDL providers. Based on this research, an initial pilot was designed using a spreadsheet collection tool. This was made available for WBL and PCDL/ACL providers for initial consultation and feedback.

As a result of this initial work and feedback received, LLUK has reflected on data collection with these groups of providers and determined that further reflection and consultation with these parts of the sector are required before a new data collection process is introduced.

However, LLUK continues to recognise the urgent need for some form of workforce data for the wider part of the sector. The case for the strategic benefits for the sector and for individual providers remains. LLUK wishes to explore further the practical issues concerned, including:

- the scope of providers included
- the scope of the workforce included
- the most appropriate mechanism to be used for data collection
- the most appropriate data collection fields

- reviewing the practical implications with software supplies.

This is a matter for discussion at the FE Sector Workforce Data Collection Consultation Forum on 23 May 2008. The conclusions and recommendations from this discussion will be reported available for discussion at the *information authority* at its meeting on 4 June 2008.

7. Progress on Workforce Data Collection for 2008/09 for FE colleges

New data requirements for 2008/09 collection are being finalised.

Feedback from the consultation with the sector on the 2007/08 definition and changes in the sector is being considered to determine if any changes to the data definition are urgently required for 2008/09. The feedback also included requests that changes for next year were reduced to allow the providers time to complete the collection and give robust data in that collection.

LLUK is actively requesting guidance from a number of sources, including the Department for Innovation Universities and Skills, the FE Sector Workforce Data Collection Consultation Forum, Office of National Statistics, and representatives of providers.

The *information authority* secretariat is encouraging LLUK to harmonise standards with those used for schools and Higher Education workforce data. This is particularly important to support 14-19 developments and future sector developments resulting from Machinery of Government changes, which will be introduced in 2011. Changes to strategy and policy will be picked up through this consultation process. For example, it will be particularly important to ensure that data is collected which will enable the sector to demonstrate how it is meeting the legislative requirements of the new teacher, tutor, trainer regulations (2007).

However, LLUK must balance the change requests from different bodies in the sector with the need to provide useful intelligence to employers, including trends across years and ensure the data remains in an appropriate state to enable comparisons with information gathered in other data collections.

LLUK has also heard in informal consultations with providers and HR software providers that there is a preference for very few or no changes for 2008/09 to allow time for the providers ensure their processes are robust in collection and while other changes in the sector are considered.

The FE Sector Workforce Data Collection Consultative Forum meets on 23 May 2008 to consider the change requests received to date. These are summarised in Appendix 3. An update will be available at the *information authority* board meeting on 4 June 2008.

The intention is to minimise changes to those that are justified on the basis of urgency (cannot be held back until 2009/10 collection) and which will underpin intelligence that is of real benefit to the sector.

8. Progress on Workforce Data Collection for 2009/10 for FE colleges

New data requirements for 2009/10 collections are now being gathered.

Change requests for the 2009/10 collection are being requested from the sector (at workforcedata@lluk.org) by 15 November 2008.

LLUK will review these with the FE Sector Workforce Data Collection Consultation Forum and consider the advice given from representatives of the sector and other bodies collecting data in the wider community before any changes to the definition are made.

The change request form being used to record these requests and record the reasoning for decisions is attached in Appendix 2

The key work planned for the 2009/10 year collections:

- March 2008 – discussions started about the data required for the 2009/10 collection and the targets that will be in place when that report is produced (2011)
- December 2008 – the data to be collected is defined, agreed through consultation and supported by the *information authority* board
- January 2009 – HR Software developers start work for 2009/10 SIR collection capability
- June 2009 – FE Colleges (and other providers optionally) start upgrade of HR Systems
- July 2009 – providers start collecting HR data for activity in the collection year 2009/10
- July 2010 – SIR collection software updates completed
- August 2010 – SIR submissions start
- October 2010 – SIR submissions close
- March 2011 – Workforce data analysis completed and report published from 2008/09 data

This cycle acknowledges the reality of collection for the providers and their systems suppliers. It has implications for those determining policy and targets: the data to be used to prove targets are met either needs to be in the collection or notified to LLUK before the December prior to the start of the collection year in which the target applies.

The *information authority* is invited to contribute to the development of the SIR data collection in the following ways:

- Consider the questions that the workforce data will be required to answer with regard to sector policies and targets in the next 5 years to allow planning to start for future collections
- Consider the questions that the lifelong learning sector may be asked about workforce in comparison to HE Sector, Schools workforces, and wider society.

- Identify any particular data fields that should be collected to allow the workforce data to be used in concert with other collections to facilitate the principle of “collect once, use many times”

Comments and guidance should be sent to workforcedata@lluk.org by 15 November (for the 2009/10 collection)

9. Next Steps

At the end of June 2008, LLUK need to fix the specification for data to be collected during the 2008/09 collection year. This will be submitted to LLUK during August - October 2009 and analysed and reported by LLUK before March 2010. This ‘fixing’ of the specification allows the providers to collect data and their HR software suppliers to develop appropriate systems from early in the collection year.

The *information authority* board will be asked to consider future data and reporting suggestions for this collection in future meetings and make any comments to LLUK at workforcedata@lluk.org by 15 November (for 2009/10 collection, 2011 reporting).

By December 2008, LLUK will fix the data specification to be collected by providers during the 2009/10 collection year, submitted to LLUK during August - October 2010, analysed and reported by LLUK before March 2011. This will become the annual cycle which allow the providers good time to commission and implement any changes required to their systems in a controlled manner.

10. Contact Details

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Appendix 1 - The Data to Be Collected in 2007/08

How the dataset was defined

The data definition for the SIR 2007/08 collection was based on the 2006/07 data definition and produced in consultation with representatives from:

- Association of College Management (ACM)
- Association of Colleges (AoC)
- Association of Learning Providers (ALP)
- Institute for Learning (IfL)
- Learning and Skills Council (LSC)
- Network for Black Managers (NBM)
- Ofsted
- UNISON
- and a selection of approximately 50 individual professionals in FE colleges.

These consultations happened in a number of ways: formal meetings, face-to-face conversations with individuals, providing information and asking for detailed written responses.

As part of this consultation forum, a working group looked at a number of options for the data definition. Advice was also taken from a number of external organisations such as the Equality and Human Rights Commission and the Office of National Statistics references to shape the changes in some of the reference data so that the detailed coding in the fields is appropriate to allow comparison with broader collections in England.

All of these sources were considered when technical decisions had to be made about the way the data is presented. Some technical decisions did mean the wording for some of the reference data had to be changed to fit either an accepted standard or the physical space available on screen.

Considerations made to assess changes and extensions to the data

Not all the suggested extensions to the collection were implemented. A number of potential changes were held back for further consideration; rejected because the potential burden on providers of collecting the information; rejected because the information was not appropriate to a workforce collection (e.g. it was detailed information about individual professional development rather than employer focused information); or rejected because there are alternative ways of collecting that data for a small part of the workforce as part of other activity (e.g. placement of expertise into the sector from other sectors as part of the Catalyst programme).

LLUK were also very careful to minimise the changes to the data definition when compared to previous years to ensure that trends can be identified over multiple years and to maintain the internal integrity of the data structures.

LLUK has produced annual reports from this data collection which are available from the Research pages of LLUK's website (<http://www.lluk.org>) for 5 years of collection. There have been special reports on topics like the diversity of the FE workforce and various research questions have been answered using this data. A report for 2006/07 data has recently been published which includes trends over 5 years and looking at regional aspects. Further analysis of this data continues. Maintaining this capability within the collection will be considered when assessing any proposed changes

The data fields and their use

The following pages show the fields in the 2007/08 collection. There is a note about the use to which these fields are put, especially when combined together with others to provide useful intelligence.

It is important to recognise that the fields are designed to provide useful information themselves but also to provide intelligence when used with other fields.

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SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
01	UKPRN	8	Numeric	New Provider numbers, new field length.	To allow the collected data to be associated with the correct provider during the collection and to associate the data with the correct region for analysis
02	Staff reference code	12	Alphanumeric	No change.	To associate data with the correct person during the collection and allow validation of the records for that person as a whole. This reference does not necessarily identify a specific person and providers systems may transfer any value in this field – all that is required is that all records for a person have the same value in this field and that it is unique within the organization
03	Multiple contract number	1	Numeric	No change.	To allow the collection software to identify duplicated records and to allow providers to submit multiple records for the same person to reflect their different roles.
04	Gender	1	Numeric	New reference values.	For workforce profiling and diversity analysis of other aspects of the collection. The new value is specific to allow those who are transgender to specify an alternative either male or female.
05	Date of birth	8	Date	No change.	For workforce profiling and diversity analysis of other aspects of the collection.
06	Highest qualification	2	Numeric	New field length, new reference values. Now aligns with NQF.	For workforce profiling and diversity analysis of other aspects of the collection.

SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
07	Teaching and FE qualification 1	2	Numeric	New reference values. Allows new qualifications to be specifically identified.	Used to show the qualification levels of the staff in the sector and monitor progress against new FE qualification requirements; also to show the broader capabilities in the workforce.
08	Teaching and FE qualification 2	2	Numeric	New reference values. Allows new qualifications to be specifically identified.	Used to show the qualification levels of the staff in the sector and monitor progress against new FE qualification requirements; also to show the broader capabilities in the workforce.
09	Teaching and FE qualification 3	2	Numeric	New reference values. Allows new qualifications to be specifically identified.	Used to show the qualification levels of the staff in the sector and monitor progress against new FE qualification requirements; also to show the broader capabilities in the workforce.
10	Teaching and FE qualification 4	2	Numeric	New reference values. Allows new qualifications to be specifically identified.	Used to show the qualification levels of the staff in the sector and monitor progress against new FE qualification requirements; also to show the broader capabilities in the workforce.
11	Training to teach learners with learning difficulties and/or disabilities (LLDD)	1	Numeric	Reduced record reference value removed.	Used to show the qualification levels of the staff in the sector, especially with respect to workforce capability for student inclusion; also to show the broader capabilities in the workforce.

SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
12	Ethnicity	2	Numeric	New reference values to align with diversity requirements.	For workforce profiling and diversity analysis of other aspects of the collection.
13	Disability	1	Numeric	New reference values to align with diversity requirements.	For workforce profiling and diversity analysis of other aspects of the collection.
14	Terms of employment	1	Numeric	New reference value.	For general analysis of the workforce profile
15	Fraction of full-time	3	Numeric	No change.	For general analysis of the workforce profile
16	Proportion providing teaching and promoting learning	3	Numeric	New name to align with current teaching language.	Used to show the professional activities of the staff in the sector and to monitor progress against the Success for All target; also to show the broader capabilities in the workforce.
17	Proportion supporting teaching and learning	3	Numeric	New name to align with current teaching language.	Used to show the professional activities of the staff in the sector and to monitor progress against the Success for All target; also to show the broader capabilities in the workforce.
18	Proportion providing other support	3	Numeric	New name to align with current teaching language.	Used to show the professional activities of the staff in the sector and to monitor progress against the Success for All target; also to show the broader capabilities in the workforce.

SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
19	Date of appointment	8	Date	No change. (Previously SIR field 22)	Used to show length of service and staff turn over. May also been used for related diversity profiling of the workforce.
20	Date of leaving	8	Date	No change. (Previously SIR field 24)	Used to show length of service and staff turn over. May also been used for related diversity profiling of the workforce.
21	Highest enrolled teaching and/or learning support qualification	2	Numeric	New reference values. (Previously SIR field 25) Allows new qualifications to be specifically identified.	Used to show the qualification levels of the staff in the sector, especially with respect to workforce capability for student inclusion; also to show the broader capabilities in the workforce.
22	Qualified Teacher Status	1	Numeric	New reference values. (Previously SIR field 26) Allows new qualifications to be specifically identified.	Analysis of this field allows LLUK to demonstrate the qualifications and standing of the FE Sector, especially in respect of Success for All requirements.
23	Area of learning of highest qualification	2	Numeric	New reference values. (Previously SIR field 27) Aligns with categories used for student data	Comparing qualifications and area of practice will allow LLUK to demonstrate the diversity and flexibility of the workforce

SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
24	Area of learning of main subject taught	2	Numeric	New reference values. (Previously SIR field 28) Aligns with categories used for student data	Comparing qualifications and area of practice will allow LLUK to demonstrate the diversity and flexibility of the workforce
25	Category of work	2	Numeric	New reference values. (Previously SIR field 29) Revision based on feedback from providers	Used to allow profiling of the workforce in segmented groups by type of work. Also used to monitor progress against the Success for All target.
26	Annual pay	3	Numeric	New reference values. (Previously SIR field 30) Extended range to reflect pay bands of senior staff.	This allows LLUK to provide information on useful aspects such as pay ranges for particular types of work, diversity aspects, and subject areas.
27	Teach 14-19: Proportion of contract delivered to 14-16 year olds	3	Numeric	New.	To allow analysis of the workforce working on programmes for the new 14-19 qualifications, while recognizing the different requirements between compulsory education and post- compulsory provision.

SIR record code	SIR record field	Length	Type	New or updated for 2007/08 record, reason for change	Use for the data
28	Teach 14-19: Proportion of contract delivered to 16-19 year olds	3	Numeric	New.	To allow analysis of the workforce working on programmes for the new 14-19 qualifications, while recognizing the different requirements between compulsory education and post- compulsory provision
29	Hours of CPD per year towards teaching	3	Numeric	New.	To reflect CPD requirement on all, while making a distinction for the requirement on those working towards a teaching qualification
30	Hours of CPD per year towards other	3	Numeric	New.	To reflect CPD requirement on all, while making a distinction for the requirement on those working towards a teaching qualification
31	Skills for life	1	Numeric	New. Indicates the level of qualification to teach or support learning of skills for life. No distinction drawn between language, literacy, or other skills.	LLUK is using this to monitor the take up of these qualifications.

Appendix 2 - Change Request Format for SIR data

This is the change request format being used to record change requests to the data collection. The process is free submission, review within LLUK to ensure that the request is appropriate to the collection followed by a further review with the consultative groups.

Change Request Ref.	DDyyyy/000	Current Status: O = Open, H = Held R = Rejected A = Authorised	
Date Raised		11. Date of this Update	
Raised By / Source		Priority 1 = Critical 2 = Important 3 = Limited Impact 4 = Minor or Cosmetic	
Current Owner			
Type	SIR Data Definition Change Request	12. Category Benefits Design Environmental Personnel Governance Stakeholders	
Target First Collection	SIR yyyy/yy		
Details of Change Requested			
Reason for the Change			
Impact of Change			
Appendices and Other Information	<i>References to common definitions for this type of data must go here, with logic for decision between them.</i>		
Stakeholder Approval	Date	Decision/Advice	
Data Work Group Meeting			
FE Sector WDC Consultation Forum			
IA Board			
Authorisation	Date	Change Authorised	
Project Manager			
Supplier			

Appendix 3 - Change Requests Received for SIR data

This is a summary of the change requests received and being investigated and considered for 2008/09 data collection. LLUK recognises the need for controlled change and will be discussing this with representatives of the sector at the end of May 2008. The intention is to minimise changes to those that are justified on the basis of urgency (cannot be held back until 2009/10 collection) and which will underpin intelligence that is of real benefit to the sector. This approach is based on feed back from the providers. The conclusions and recommendations from this discussion will be reported to the *information authority* at its meeting on 4 June 2008.

CR reference	Target Data Collection	Type	Description
DD0809/001	2008/09	New Data	Date Began Teaching, used for to reflect the exemption by experience of part of the workforce from the qualification regulations
DD0809/002	2008/09	New Data	Framework for Excellence changes to sector to be considered – impact analysis required
DD0809/003	2008/09	Change Codes	Gender descriptions to reflect Transgender advisory requests – wording changes to reflect new legislation
DD0809/004	2008/09	New Data	Nationality or citizenship to show use of migrant workers
DD0809/005	2008/09	New Data	Introduce an apprentice contracts identifier
DD0809/006	2008/09	New Data	Religion – to compare with wider census demographics
DD0809/007	2008/09	New Data	Skills for Life - extended information for subject/topic tracking
DD0809/008	2008/09	Change Codes	Disability descriptions - social descriptions being promoted as best practice
DD0809/009	2008/09	New Data	Sexual Orientation - to compare with wider census demographics
DD0809/010	2008/09	New Data	Clarification of teacher status qualifications
DD0809/011	2008/09	Name Change	Change Qualified Teacher Status field name to better reflect sector
DD0809/012	2008/09	New Data	Trained to support students with disability indicator to show more precision in description
DD0809/013	2008/09	New Data	FE Sector structure changes – impact analysis required
DD0809/014	2008/09	New Data	WBL and ACL workforce data already in FE college part of collection – to reflect flexible provision
DD0809/015	2009/10	New Data	Proportion of time providing HE by FE workforce
DD0809/016	2008/09	Change Codes	Staff Reference - enforce anonymity instead of free format
DD0809/017	2008/09	Change Codes	align ethnicity with CEDD ethnicity definitions
DD0809/018	2008/09	Change Field	align local LSC codes with CEDD Administrative Area
DD0809/019	2008/09	Change Codes	All dates changed to extended ISO 8601 format (as CEDD)
DD0809/020	2008/09	Change Codes	Disability descriptions - align with ILR (note this contradicts request DD0809/008)