

Profiling the Workforce in Scotland's Colleges

Final Report



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Overview and Key Messages

This study was commissioned jointly by the Association of Scotland's Colleges and the Scottish Trades union Congress and funded by the Scottish Funding Council for Further and Higher Education. It represents the first comprehensive study examining staffing in Scotland's Colleges. The staffing resource is key to the capacity of Scotland's colleges in continuing to deliver across a range of Scottish Executive priorities. As such, the study is probably overdue and the findings will add much to an understanding of sector staffing and inform actions designed to strengthen this valued public service.

Full reports on the primary and secondary research carried out have been submitted to ASC and STUC. These reports are rich in data, analysis and possible areas of development. Within this final report, the team have attempted to distill these varied and complex findings and present these against the original set of research questions.

In the view of the team undertaking this work, there are a number of key messages that have emerged.

Human Resource Management

The report is positive on many aspects of staffing in Scotland's Colleges. College staff are attracted by the type of work they are to undertake and the match with their own skills. They want to bring about change in others and in themselves through the development opportunities provided in their employment. The majority of staff responding are satisfied, motivated and unlikely to leave the sector. They are strong advocates for their institutions and the work they do. Colleges report that, in the main, college staff had sufficient skills to meet the needs of existing and future learners. The overall conclusion is one of a strong, committed workforce which is a firm foundation for a progressive agenda in workforce development.

The challenges ahead are significant. There will be a need to sustain and improve levels of satisfaction and motivation with an ageing workforce and with low staff turnover. There will be a need to increase the value of entrepreneurial and enterprising approaches required to retain the acknowledged dynamism of the sector. There will be a need to build on the significance of line management arrangements, which has been identified by staff as a key factor in job satisfaction. There is a need to have good processes for succession planning.

Staff views concerning improving their satisfaction as employees clustered around working together, working arrangements and providing rewards. Respondents to the on-line questionnaire indicated a desire for more influence over their own roles and/or the direction of the college. These issues need to be explored more deeply.

In the view of the team, these challenges may be best addressed through secure HR Strategy underpinning modern HR practices. Many development needs identified in the study may be addressed through HR strategy development and implementation. At the moment, this is a progressive agenda and a good opportunity to strengthen HR approaches in colleges in preparation for these future challenges and before deficit activity becomes necessary. Intuitively, it seems better to address now, particularly with an authority which comes from the Scottish Executive review process, rather than repair later.

Continuous Professional Development

There is a strong commitment to staff development in colleges and this is valued highly by staff. This is how it should be. As significant employers in the lifelong learning sector, colleges need to exercise this commitment as part of their own development and their continuing contribution to the learning needs of Scotland. It is seen as key in meeting future demands.

Colleges are responsible for the staff development of their employees. For certain categories of staff and for specific needs, value is added in the form of Scottish Executive sponsorship and a national framework of qualifications. There is continuing and growing significance of continuous professional development as a key requirement in responding to changes in the external environment, new demands of learners, high quality of support and increasing sophistication of the learning process. We would recommend an exploration of how staff in colleges might be better supported in recognising their CPD activity and acknowledging its significance to individual members of staff.

Data Collection on Staffing

The main source of data on staffing is the annual staffing return provided by colleges to the Scottish Funding Council. This was a key data set for this work. However, we did not find evidence within colleges of systematic use of the collated data for workforce planning purposes and were disappointed that some important questions could not be answered with the available data.

There are dangers when data providers acquire no perceived value from subsequent analysis that, in due course, the data can become unreliable, confusion about purpose can impact on the quality of the process and suspicion on motives can emerge. We would recommend a comprehensive review of data collection on staffing in Scotland's Colleges. This review should establish a clear purpose for data gathering. Data collection processes should be determined in order to achieve that purpose and secure value both for the system and for individual colleges.

Equalities

The data reveal imbalances in the profile of staff in Scotland's Colleges with respect to gender and ethnicity at specific levels and for particular areas of work. Comparison with other educational sectors indicate similar complexities.

Colleges indicate they have in place the full range of processes and procedures to prevent discrimination. However, changes in balance will take time and the profile will always reflect particular dispositions of groups in society. Evidence suggests a change in gender balance in senior positions in colleges. For example, upon incorporation in 1993, there were no female principals in the college sector; now there are eleven with the last three appointments at Principal level taken up by females.

Colleges will be taking on new duties related to gender and disability that will require more proactive approaches in equalities matters. The recommended review related to collection of staffing data in Scotland's Colleges should take account of equalities issues in their work.

And finally...

The nature of work in this area is that there are often further questions posed from the original set of questions which the research team set out to answer and that is the case here. There were the normal limitations of the original specifications and funding. While it would be tempting to suggest further work, the team have come to the conclusion that a more strategic approach would be warranted.

As the team were undertaking the research, they became aware of work undertaken in Northern Ireland where staff surveys are conducted annually. We are seeking further information from our colleagues at the Learning and Skills Development Agency. However, our early discussions indicate that it is regarded as important work for Northern Ireland

Colleges in ascertaining trends, exploring specific issues, facilitating college benchmarking activity and placing discussions around staffing within an evidence-based framework.

The experience of the SFEU team in profiling the workforce in Scotland's Colleges, suggests there would be very considerable merit in such surveys being a regular aspect of the evidence base to support sector development.

1. Introduction

Since February 2003 the Association of Scotland's Colleges (ASC) and the Scottish Trades Union Congress (STUC) have been meeting together through the Scottish Executive's Round Table Forum as well as bi-lateral ASC/STUC Liaison meetings. Through these meetings members of the ASC and the STUC have been working together on a range of issues relevant to Scotland's colleges. One of the issues emerging from the sector is the lack of pertinent information on its workforce. Both organisations thought that there was a need to profile the sector's workforce and to benchmark this profile against future sector requirements.

The Scottish Further Education Unit (SFEU) was commissioned by ASC and STUC to undertake secondary and primary research to examine whether Scotland's colleges will have sufficient staff in the future and the necessary staffing profile to enable them to provide a quality service to deliver a 'Smart, Successful Scotland'. The Scottish Funding Council funded the project.

Throughout this document the reader will come across different terms that describe the staff in colleges. Secondary data from the Funding Council categorises staff using the terms teaching and non-teaching, and cross-college payroll staff and college payroll staff in academic departments. These categories have been used where appropriate in relation to the data from the Funding Council or other statutory bodies. At all other times throughout the summary the categories teaching and support staff have been adopted to describe college staff.

2. Research aim and questions

The main aim of the research was to investigate whether Scotland's colleges will have enough staff for future needs and whether these staff will have the 'right' profile to enable them to provide a quality service to help deliver a 'Smart, Successful Scotland'. To enable this research aim to be met the following research questions were addressed:

1. What are the predictions for the demographic profile of Scotland's population, Scotland's student population and the future skill requirements of Scotland for the next 10-20 years?
2. What is the current and past demographic profile of staff in Scotland's colleges? (Measured in terms of age, gender, ethnic origin, qualifications (subject specialist and teaching), length of service and where appropriate, disability and sexual orientation).
3. How many students are undertaking the TQ(FE) (Teaching Qualification (Further Education)) and other 'further education' teaching qualifications that are not employed by a college and how does this data map against the projected student population for Scotland's colleges?
4. What are the current staff recruitment/retention strategies employed by Scotland's colleges and how does this compare with other educational sectors and other industries?
5. How will the skills requirements of Scotland impact upon recruitment/retention of teaching staff in Scotland's colleges?
6. Do colleges currently have posts that are difficult to fill and do they perceive recruitment problems in the future?
7. What attracts staff to work in colleges and what might encourage them to leave/stay?
8. What is the likely impact of recent employment legislation, retirement trends and technological developments on the recruitment/retention of staff?

3. Research method

To address the research aim and questions a combination of secondary and primary data was collected during September 2005 – May 2006. ASC, STUC and SFC indicated that they would like to minimise the burden on colleges and that data was to be collected from existing sources, as far as possible.

SFC provided data on college staff that enabled a profile of the college workforce to be developed. A range of websites was searched and the information collected set the political, economic, social and technological context for the project. Despite extensive searching there was little evidence of work that asked whether the profile of the college workforce in Scotland is appropriate for the future requirements of the sector. To gather this information in-depth interviews were used to capture the views of 18 senior college human resource managers from 15 colleges and 4 trade union representatives. An online questionnaire was distributed to a staff in eleven colleges and 484 responses were received.

4. Key research findings

It was a condition of the secondary research phase that colleges should not be required to complete too much paperwork. It was ascertained that much of the meaningful data relating to the demographic profile of college staff, the current and historic make-up of that demographic, recruitment and retention strategies in colleges against other sectors, the impact of skills requirements on recruitment and retention in colleges and future skills needs could all be determined from existing secondary data, which was available from a number of reliable sources.

The main source of data on staffing is the annual staffing return provided by colleges to the Scottish Funding Council. This was a key data set for this work. However, we did not find evidence within colleges of systematic use of the collated data for workforce planning purposes. Statistics were also collated from the 2001 Scottish Census, Futureskills Scotland and the Scottish Executive's Further and Adult Learning Division in the Enterprise, Transport and Lifelong Learning Department.

The findings are presented below in the order of the research questions agreed in the specification.

4.1. What are the predictions for the demographic profile of Scotland's population, Scotland's student population and the future skill requirements of Scotland for the next 10-20 years?

The main predicted changes to Scotland's population are:

- The population of Scotland is projected to rise, peaking at just over 5.1 million in 2019 and then slowly declining, falling below 5 million in 2036 and reaching 4.86 million by 2044.
- The number of children aged under 16 is projected to decrease by 15 per cent from 0.94 million in 2004 to 0.79 million by 2031.
- The number of people of working age is projected to fall by 7 per cent from 3.18 million in 2004 to 2.96 million in 2031.
- The number of people of pensionable age¹ is projected to rise by 35 per cent from 0.97 million in 2004 to 1.31 million in 2031.
- The number of people aged 75 and over is projected to rise by 75 per cent from 0.37 million in 2004 to 0.65 million by 2031.

(Source: Registrar General for Scotland, 2005, p.1)

There were 450,437 student enrolments² in Scotland's colleges in 2004-05. The number of students enrolled has grown from 421,556 in 1998-99, peaked at 514,801 in 2001-02 and fell to 450,437 in 2004-05. The most recent profile of Scotland's college students available suggests that there were more female (57.5%) than male (42.5%) college students, over half (50.8%) were from the age group 25-59, 31.4% were aged 16 –24 years, the majority were of white ethnic origin (95.4%) and 8.6% were students with a declared disability. Almost all students (98%) in Scottish colleges were Scottish domiciled and just over half of the college students (51.8%) came from the 40% most deprived postcodes areas. College students in Scotland were predominantly studying on part-time courses with only 16.3% of enrolments studying full-time (although over 60% of provision, measured in Student Units of Measurement³, is to full-time students).

A key point is that despite the projected rise in the size of the population over the next 15 years, Scotland's population is still projected to age markedly, and there will be a significant drop in the number of people of working age and people aged 16 and under.

In the short term (five years or less) there are various projections as to the labour requirements for Scotland. Futureskills Scotland in their 'Labour Market Projections 2004' make projections as to the demand for employment amongst industries and occupations for the period 2003 to 2008. They expect that four industries : retail and distribution, banking and insurance, business services, and health and education will dominate employment growth. They also predict a drop in the number of jobs in manufacturing, construction, agriculture and utilities jobs in the near future.

The demand for skilled workers in Scotland is more than providing workers for growth industries. Of the projected 500,000 job openings in Scotland between 2003 and 2008 only 36,000 of the openings are for new jobs. The remainder of the employment opportunities are

¹ Note that between 2010 and 2020 the pensionable age for women rises from 60 to 65 and the figures take account of this.

² Students can be enrolled on more than one college course at a time.

³ One student Unit of Measurement equates to 40 notional hours of learning.

for replacement of workers who leave their jobs and those who retire (464,000 jobs). Thus, many of the job opportunities (and most of the skills and qualifications) are very much in line with existing jobs in Scotland.

Approximately 40% of the job openings in the period 2003-08 in Scotland will be in two industrial sectors – Health and Education (103,000) and Retail and Distribution (91,000). Managerial, Professional and Associate Professional and Technical occupations will together require 270,000 of the 500,000 job openings, more than half of all job openings.

Futureskills Scotland's projections include information on the skills requirements for the 500,000 job openings between 2003-08. About 188,000 of the jobs will require people with qualifications that are equivalent to SVQ level 4 or above – typically Higher National Diploma, degree or higher degree level. At SVQ level three, the demand is for 90,000 people with these qualifications and at SVQ level 2, there will be 97,000 people needed. The anticipated job openings will also require 81,000 at SVQ 1 and 43,000 with no qualifications.

Predicting the exact skills requirements in Scotland 10-20 years in the future is difficult, however, what we can say about future skills requirements in Scotland is that most sectors of the economy will require their staff to be continuously upskilled. Although there will still be a need for tradespeople the skills required will continue to change with the advent and implementation of new ways of working, and in particular technological developments. So while the demand for certain traditional skills will continue into the future, additional training is likely to be required to take advantage of new technologies.

The projected profile of Scotland's student population was not available during the study. However, from demographic changes to the overall population of Scotland, in particular, the decrease in the number of young people, it is reasonable to suggest that there will be fewer potential students, particularly in the younger age groupings (ie, those under 44 years of age). The impact of this on colleges will depend to some extent on Government policy encouraging people to participate in education, the impact of the school/college collaboration, the need of employers for increased skills/qualifications and the need to retrain older workers.

This change to the demographic profile will impact on the nature of demand rather than the amount of service demanded and this in turn is likely to impact on the staff development needs of college staff. A recent report written by DTZ Pineda Consulting (2005) on the Supply and Demand for Further Education in Scotland suggested that the nature of demand is likely to be influenced by the need for more school-college links, new demands from an ageing workforce, employer needs for customer facing skills and the demand for more flexible delivery and part-time programmes.

4.2. What is the current and past demographic profile of staff in Scotland's colleges? (Measured in terms of age, gender, ethnic origin, qualifications (subject specialist and teaching), length of service and where appropriate, disability and sexual orientation).

SFC provided data from 1999-2005 on the college workforce. This is the only data on college staff that is collected on a national basis and is based on the staffing returns that colleges make to the Funding Council. The SFC does not collect complete information for all staff on qualifications, length of service is not collected, and data on disability and sexual orientation is also not collected.

In academic year 2004-05 the profile of the college workforce in Scotland was as follows⁴:

- 21,615 staff were employed, of which 13,157 were teaching staff (60.9%) and 8,458 were non-teaching staff (39.1%).
- There was a total of 12,331 full-time equivalents (FTEs), about half (50.9%) were teaching staff and about half (49.1%) were non-teaching staff.
- Females comprised 56.7% of the FTE staff, with teaching staff at 25.8% and non-teaching staff at 30.9%.
- Males comprised 43.3% of the FTE staff, with teaching staff at 25.1% and non-teaching staff at 18.2%.
- Over half (54.0%) of FE college staff were in the 30-49 age group, with about 10% under 29 years of age.
- Nearly all college staff were of white ethnic origin (98.7%). Ethnic group distribution in the colleges has a smaller percentage of minorities (1.4%) than the overall population of Scotland (2.0%)⁵ and the economically active population (1.7%)⁶.
- Over 60% of college contracts were permanent, mainly full-time. There were a significant number of temporary, part-time contracts for teaching staff (31.0%)
- For cross-college payroll staff nearly all staff (89.6%) are categorised in the 'other staff' category making it difficult to determine what their role is.
- Of the most senior college posts (that is, those appointed as Principal, Depute/Assistant Principal and as other senior management), there were more male staff (60.8%) than female staff (39.3%).
- The bulk (84.0%) of the college payroll staff in academic departments were in the 'lecturer/instructor/senior lecturer' category.
- The percentage of 'lecturer/instructor/senior lecturer' posts filled by staff on part-time contracts is 31.8%. About one-fifth (20.1%) of all 'lecturer/instructor/senior lecturer' posts are filled by female part-time staff.

⁴ Definitions – at end of document

⁵ From 2001 census data.

⁶ From 2001 census data.

- The majority of teaching staff had some form of teaching qualification (64.3%). There were a large number of part-time temporary staff who are 'qualified but not teacher trained' (25.7%).

Over the period 1999-2005, the following trends were detected about college staff in Scotland:

1. The number of female staff has increased (from 6,377 FTEs in 1999-2000 to 6,987 FTEs in 2004-05).
2. The number of non-teaching staff has increased (5,354 in 1999-2000 compared with 6,053 FTEs in 2004-05).
3. The major growth of college staff is in the female non-teaching staff category (3,309 FTEs in 1999-2000 compared with 3,806 FTEs in 2004-05, a growth of 15.0%).
4. College staff are getting older (there were fewer staff in the age category 30-49 years, 7,054 FTEs in 1999-2000 compared with 6,665 FTEs in 2004-05 and more staff in the category 50-59 years, 3,172 FTEs in 1999-2000 compared with 3,685 FTEs in 2004-05).
5. College staff are predominantly of white ethnic origin (98.7%) and this has not changed substantially over the time period (99.3% in 2000-01).
6. There has been an increase in the number of permanent staff in the following categories: part-time teaching staff (+429), part-time (+258) and full-time non-teaching staff (+605).
7. There has been an increase in the number of temporary part-time non-teaching staff (from 655 in 1999-2000 to 1,065 in 2004-05).
8. There has been an increase in the number of cross-college payroll staff (from 4,709 in 1999-2000 to 5,257 in 2004-05).
9. The number of staff in academic departments has fluctuated but in 2004-05 there is about the same number of staff in academic departments (7,074) as in 1999-2000 (7,037).
10. There has been an increase in the number of teaching staff with a teaching qualification (from 8,244 in 2001-2002 to 8,457 in 2004-05).

A comparison of the LLUK data on the further education workforce for England which includes 6th form colleges and the figures on staff in Scotland's colleges reveals both workforces have a predominance of female over male staff, both workforces are aging and about half of both workforces work in non-teaching roles. In Scotland's colleges 98.7% of staff classify themselves as of white ethnic origin compared with 88% of staff employed in further education in England, although this reflects the population mixes of the respective countries. Sixty-four per cent of teaching staff in Scotland's colleges has a teaching qualification compared with 70% of full time teaching staff in England who are fully qualified and 47% of part-time teaching staff who are fully qualified.

All colleges gather information for the staffing return as required by the Funding Council and most colleges collect wider information on their staff than is required for the funding council staffing return. For example, some colleges collect information on salaries, length of service with the college, information on continuing professional development, disclosure checking information and number of children for family domestic leave.

Of the fifteen colleges interviewed, fourteen collected data for teaching staff on age, gender, racial group/ethnicity, occupation/job title, type of contract, salary, qualifications – teaching related, length of service and length of service in further education. Thirteen colleges collected data for teaching staff on qualifications – subject related, grade of staff, and formal staff development. Over half of the colleges collected data for teaching staff on disability (12 colleges), other career history (10 colleges), ex-offenders/convictions (10 colleges) and professional memberships (8 colleges). Less than half of the colleges collected data for teaching staff on informal staff development (6 colleges), skills (4 colleges), religious belief (3 colleges), sexual orientation (1 college) and transsexual (1 college).

For support staff fourteen colleges collected data on the length of service in further education. Thirteen colleges collected data for support staff on age, gender, racial group/ethnicity, occupation/job title, grade of staff and salary. Twelve colleges collected data for support staff on qualifications, type of contract, length of service, formal staff development and disability. Ten colleges collected data for support staff on other career history and half who completed the pro-forma collected data on ex-offenders/convictions and professional memberships (seven colleges). Less than half of those who completed the pro-forma collected data for support staff on informal staff development (six colleges), skills (3 colleges), religious belief (2 colleges), sexual orientation (1 college) and transsexual (1 college).

It is apparent that the staff-related data collected in colleges is not necessarily collected in a way that is suitable for national workforce profiling (for example, the use of full-time equivalents). Nor is it as comprehensive as would be needed for accurate workforce profiling. For example, there is insufficient detail collected on roles in colleges, especially cross-college payroll staff and there is lack of data held on qualifications held other than teaching qualifications. Legislative changes, for example, the DDA 2005 (to be enforced by 4 December 2006) places a new duty on public authorities, including further and higher education providers, to promote disability equality for the public sector. This suggests that all colleges need to be encouraged and supported in the collection of data relating to disability and their staff.

The main concerns about the current national demographic profile that can be detected from the existing data are an ageing workforce, the number of part-time temporary teaching staff, and a growing number of support staff with possible staff development needs. There are also concerns about the diversity of the college workforce and the number of women in senior management positions.

4.3 How many students are undertaking the TQ(FE) (Teaching Qualification (Further Education)) and other 'further education' teaching qualifications that are not employed by a college and how does this data map against the projected student population for Scotland's colleges?

Significant data was collected for this study and exists elsewhere on teaching staff with, or working towards, teaching qualifications. This is summarised below together with data on qualifications held by staff in Scotland's Colleges.

Teaching staff surveyed were asked to state their highest teaching qualification and other qualifications held:

- 63% of teaching staff held a TQ(FE) or equivalent, 14% held another teaching and FE qualification and 3% held a TQ not equivalent to the TQ(FE). There were 56 other responses (19%) that included teaching staff who have a number of miscellaneous qualifications, 3% of teaching staff with no teaching qualifications and 2% of teaching staff who are working towards a TQFE.
- 56% of teaching staff held a degree, 38% held a postgraduate award, 23% held a professional qualification, 17% had a HNC/HND, 5% had SVQs/NVQs and 15% had a range of other qualifications.
- 78% of teaching staff held a qualification in the subject that they teach.

Support staff surveyed were asked to state the qualifications they held:

- 41% of support staff held a postgraduate or undergraduate degree, 10% held a professional qualification, 27% held a HNC/HND, 10% held SVQs/NVQs and 12% held other qualifications.

As reported above, projected profiles of Scotland's student population were not available during the study. Interviews with HR staff explored perspectives on the relationship between the skills of current staff and needs of current and future learners

Do you think that the current staff in the college have sufficient skills to meet the needs of existing learners?

All the colleges interviewed said their staff had sufficient skills to meet the needs of existing learners. However, a number of the colleges then qualified this answer to suggest that, in the main staff have the required skills, but that there are skill gaps. For example, in the use of IT, with the 14-16 age group, working with students at a range of levels and industrial updating.

'I would say in the main, although there are areas where there are certain needs that we have which we will need to address and handling school pupils is one of these. The IT skills of our staff in order to meet the demands of the way teaching and learning is going I think they are not sufficiently developed so we are working on that. I think that is an area where more work is required.'

I would say for the majority of them yes. Where that is becoming challenging for us in a sense is dealing with that group that I talked about their, the schools group, I think that it is recognised that there's a different approach required for that age group and that is where we've been spending quite a bit of time and effort in trying to support staff to deal with that group effectively.

A number of the colleges described how they used staff development to ensure that their staff were able to keep their skills up-to-date to meet the needs of learners.

There are a whole host of things that we're doing so we've got the placement in industry programme running, we're doing much more IP stuff, doing Blackboard Training where we second staff out, we give them class remission to do formal training using IT, we're doing a lot of stuff learning the methodology. There's a lot of activity behind it, its not that we think we've been lucky enough to recruit staff who are fine, there's a whole CPD drive which is things that are changing. As long as we keep the CPD drive going we should be okay.

I think our approach is that people always need to be developing, maintaining and enhancing their skills and that's why we have five days per year in which the college closes to students and all the staff go through a day of staff development and that is dedicated days and then there are additional days throughout the year when they might be involved in staff development activity.

Do you think that the current staff in the college have sufficient skills to meet the needs of future learners?

The colleges interviewed indicated that they believed that their staff would have the skills to meet the needs of future learners and that these would be obtained through staff development (described as skills development, refreshing, renewal and upskilling).

'That's a hard one to answer because if we didn't do as much CPD the answer would be no but as we do CPD I would say yes.'

'Again, I would say for the majority of them, I would say yes – they have the core skills. I think for, in terms of meeting the needs of future learners, there's always going to have to be updating.'

'I suppose really, the answer should be yes, we've got the skills required because the Heads of Departments each do their own Development Plan and they're looking 3 years ahead so they're looking at what the requirements of learners are going to be so they will know the answer to that and they often do learn trips like looking at what's going on abroad, what's coming up in other countries, in other areas of work and I suppose the answer is yes, we should know what's going on and our staff should be trained up for the future.'

Given the significance of staff development activity, the scale and nature of development activity was examined in the online questionnaire.

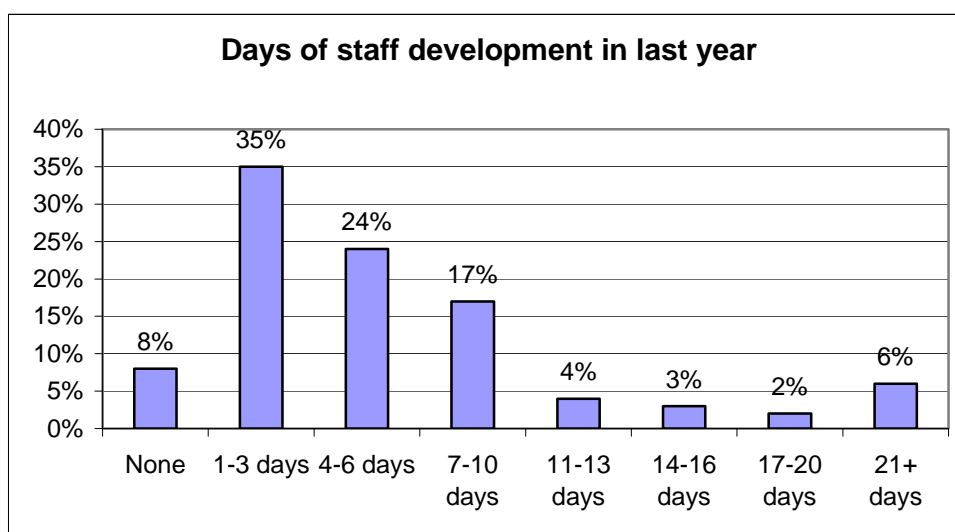


Table 1 – Days of staff development in last year

In the last year, the three main types of staff development that college staff had participated in were 'one-day seminar(s) or workshop(s) in your own organisation' (67% of respondents), 'one-day seminar(s) or workshop(s) away from your own organisation' (54% of respondents) and learning through experience (51% of respondents). About one-fifth of those who responded had participated in 'working with computer-based training materials at your own pace' (21%), 'going on short courses (2-5 days)' (19%) and 'working with paper-based training materials at your own pace (including self-study packs)' (17%'. Less than 10% of those who had responded to the survey had participated in 'TQFE' (8%), 'distance learning over a network' (6%), 'job shadowing' (5%), 'secondments/placements with other organisations' (4%) and 'a sabbatical period of at least three months' (0%) in the last year. (See table 16).

The strong message coming through also reflected in the trade union representative responses is the core importance of CPD in ensuring future challenges are met.

4.4. What are the current staff recruitment/retention strategies employed by Scotland's colleges and how does this compare with other educational sectors and other industries?

Colleges use a range of recruitment methods, generally selecting the most appropriate method for the post being advertised. In the main colleges use the national and local press, job centres, the internet, recruitment agencies and college/SFEU websites to advertise posts.

The colleges interviewed reported not having formal written staff retention strategies but do examine the attractiveness of their terms and conditions, benefits and the development opportunities offered to all staff in colleges as a way of retaining staff. Some colleges said they compared their employment package with the package offered by other colleges and with that offered by other employers in the area.

So if you like, we've got a number of things that we have in place that we think you have in place if you are a good employer, including some staff discounts and benefits for local stores etc, so it isn't actually in place as a retention strategy, it's just part of what a good employer should have in place.

A survey of 715 organisations in the UK was undertaken to explore how UK organisations are attracting, selecting and seeking to retain people (CIPD, 2005). The proportion of organisations reporting recruitment difficulties is high – 85% (same as in 2004). A lack of specialist skills was most frequently reported as the reason for recruitment difficulties (63%), followed by a lack of experience (59%). Local newspapers remain the most frequently used method of attracting candidates, followed by recruitment agencies and placing information about vacancies on the organisation's website. Thus while similar approaches are adopted to attract staff, colleges seem to have fewer difficulties when recruiting. All of the colleges interviewed said they had low rates of staff turnover. Rates quoted varied from 2.4% for teaching staff to about 7-10% of core permanent staff. Turnover rates are higher if temporary staff are included in the calculation. Those interviewed said that once staff are recruited to a post they tended to stay in the college and this brought its own challenges.

But on a whole, I think, once we get staff in we do tend to keep them, which sometimes is a good thing, and sometimes not.

We don't lose people through labour turnover – we've got a 5% labour turnover. So people come in and stay so looking at the skills that individuals have got and ensuring that they are appropriate for now and the future is key.

Several of the colleges mentioned that they had a policy of making temporary staff permanent after a certain period of time if the role became established as required by the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The overall employee turnover rate in 2003 for the UK was 16% (CIPD, 2004). This is lower than in recent years but relatively high compared to years when unemployment was high. However, CIPD suggest that turnover levels vary considerably from industry to industry. The highest levels (in excess of 50%) are often found in retailing, hotels and restaurants, call centres and the lowest levels (below 10%) are often found among civil servants, fire fighters, the police and other public sector staff groups who are relatively well skilled and paid. Turnover also varies from region to region – the highest rates are found where unemployment is lowest and where people can easily secure desirable alternative employment. Contrary to media reports and other political comment there is little evidence of any long-term trend towards higher staff turnover.

4.5. How will the skills requirements of Scotland impact upon recruitment/retention of teaching staff in Scotland's colleges?

Using the Futureskills Scotland's projections, we see a slowing of demand for occupations in the Skilled Trades, Operative and Elementary occupations. As noted earlier the replacement demand (filling existing jobs) is the greatest contributor to job openings during the period. This means that even when there is not growth in some sectors, there is still demand for people having those skills to replace those retiring or accepting other jobs. The table below demonstrates the demand for different occupations in 2008 and the change from employment in these occupations in 2003.

| Occupation | Total Employment | | Change in Employment 2003-08 | |
|--|------------------|------------------|------------------------------|----------------|
| | 2003 | 2008 | Total change | percent change |
| Managerial and senior official occupations | 322,000 | 342,000 | 20,000 | 6% |
| Professional occupations | 293,000 | 320,000 | 27,000 | 9% |
| Associate prof. and technical occupations | 345,000 | 369,000 | 24,000 | 7% |
| Administrative and secretarial occupation | 349,000 | 344,000 | -5,000 | -1% |
| Skilled trades occupations | 286,000 | 264,000 | -21,000 | -7% |
| Personal services occupations | 163,000 | 175,000 | 13,000 | 8% |
| Sales and customer service occupations | 200,000 | 215,000 | 15,000 | 8% |
| Process, plant and machine operatives | 220,000 | 210,000 | -10,000 | -5% |
| Elementary occupations | 341,000 | 315,000 | -26,000 | -8% |
| All Occupations | 2,519,000 | 2,554,000 | 36,000 | 1% |

Table 2 – Actual (2003) and projected (2008) total employment by occupation (Futureskills Scotland 2004(a))

Table 2 shows the projected demand for employees by occupation for both the period 2003-06 and 2003-08. Although Table 1 notes an overall decrease in the employees in a particular occupation, there is still very much a need for people with these skills to fill these occupations. Noticeable is the requirement for people with skills in the skilled trades, process, plant and operative and elementary occupations. There is an expected loss of 57,000 jobs in these occupations, but there is still demand for 77,000 people with these skills in the same five-year period. So in spite of the decline in industries using these skills, there is very much a demand for employees having these skills in the years after 2008.

Reviewing the age profiles of individual occupational groups and industries may lead to further knowledge of potential departures for retirement from these groups. This could necessitate an even higher demand for people with those skills and qualifications in the future. Some preliminary research done for Scottish Enterprise Forth Valley (2005) using the 2001 Census information shows that some industrial groups do not have a balanced workforce, by age. A rather unbalanced age profile is particularly evident in educational workers and manufacturing workers. The median age for workers in Scotland as a whole is 39.4 years, while for manufacturing workers the median age is 40 years of age with over 25% of the workforce aged 50 or over. For education workers the median age is 44 with over 31% of the workforce over 50 years of age.

When looking at the age profile for different occupations, it becomes apparent that some skills, such as Process, plant and machine operatives have few employees under 30 years of age (less than 20%) while they have many over 50 years of age (near 28%). By 2011 (10 years after the census) 28% of this workforce could be retiring, while there is only expected a 5% decrease in the number of workers needed in this occupation. This shows a big gap to be filled by new workers.

| Occupation | 2003-2006 Total | 2003- 2008 Total |
|--|------------------------|-------------------------|
| Managerial and senior official occupations | 48,000 | 78,000 |
| Professional occupations | 54,000 | 88,000 |
| Associate prof. and technical occupations | 65,000 | 104,000 |
| Administrative and secretarial occupations | 40,000 | 64,000 |
| Skilled trades occupations | 7,000 | 11,000 |
| Personal services occupations | 26,000 | 41,000 |
| Sales and customer service occupations | 30,000 | 48,000 |
| Process, plant and machine operatives | 18,000 | 31,000 |
| Elementary occupations | 22,000 | 35,000 |
| All Occupations | 311,000 | 500,000 |

Table 3 – Projected job openings requiring new employees by occupation 2003-06 and 2003-08 (Futureskills Scotland 2004(a))

The changing industrial structure of Scotland also has an affect on the future demand for skills. As some industries are declining, there is less demand for workers, but there is still a requirement for skilled workers in these industries – only fewer. While other industries are expanding quite quickly and require many new skilled entrants into the workforce. These trends will affect both recruitment and retention of college staff in Scotland.

Colleges need to continue providing the skills needed for people filling jobs in the sectors where total numbers are declining. The number of teaching staff needed is difficult to estimate, because although the demand for particular skills have declined over time, there may be a real need for a larger number of people with these skills to replace an older and retiring workforce. The continued need for staff able to teach these skills may directly affect the recruitment aspects, as many of the training staff may be the same age (and planning to retire) as the industrial workforce. Therefore, it may be difficult to obtain teaching staff with these skills because of the competitive demand and salaries offered by industries for the same individuals. Based on the information collected so far it is possible to conclude that in the medium-term, (ie. the next three-five years) colleges will probably have enough staff. However, in the longer-term, (ie. 10 years hence) it is difficult to conclude whether colleges will have enough staff or not. There are some indications that in the longer-term colleges could face recruitment difficulties as the overall labour market becomes tighter but this may be restricted to specific colleges or subject areas.

On the other hand there is growing demand for skilled workers in industries that are expanding. Once again, the potential teaching staff, necessary to expand the number of courses being offered by colleges, may be offered competitive opportunities in the private sector. Again it is competition for skilled individuals for teaching high demand college courses in occupations wanted by businesses that are rapidly expanding and needing workers.

For colleges, they may have two important points to consider (1) what is the expected demand for businesses and (2) whether they have the teaching staff available. If it becomes difficult for colleges to attract new teaching staff to the priority areas, they may need to review opportunities to encourage staff to continue working and fill existing gaps. This might include altering the terms of employment to encourage continued employment beyond the normal retirement age (either full-time or part-time). This is especially true for teaching staff involved with the industries which are declining but still require a large number of skilled individuals to fill job openings left by retirees.

At the other extreme is the demand for teaching staff for the new and expanding industries. The demand for skilled workers (as shown by the increase in employment between 2003 and 2008) in banking and insurance (9%), business services (7%) and retail and distribution (5%) indicates a real need for qualified teaching staff to meet industry demand. These growth sectors may not require colleges to rapidly change the staff composition, but rather make

changes at the margin (this assumes they keep an eye on the industrial shifts so it is not necessary to make wholesale changes because of delays in making minor changes).

4.6. Do colleges currently have posts that are difficult to fill and do they perceive recruitment problems in the future?

In the main colleges reported not having problems recruiting staff but there was evidence that some posts are more difficult to fill than others. The main difficulties faced by colleges are with recruiting teaching staff. Seven colleges cited difficulties in recruiting staff to teach construction, joinery, carpentry, plumbing and electrical installation and two colleges had problems recruiting for English and IT. Other difficult subject areas mentioned by colleges included child care, communications, and IT (mentioned by one college each). Two colleges identified difficulties recruiting support staff, one college had problems recruiting for their finance department and another found it difficult to recruit IT/computing staff. Colleges suggested that difficulties in recruiting staff tended to reflect general labour market conditions.

Generally, colleges are not concerned that they will not have enough staff in the next 3-5 years – only one college expressed concerns about having enough staff in the next 3-5 years. However, colleges did express the following concerns:

- Two colleges thought there might be difficulties filling particular posts.
- Two colleges were concerned about the low turnover rate and were interested in bringing in 'new blood' into the college.
- One college was concerned that they may have too many staff.
- One college suggested that there may be challenges in engaging with our customers – given an aging workforce and the business colleges are in.

Few colleges commented on the longer term, beyond the five-year period. One college was unable to pass a comment as to whether their college would have enough staff in ten years time. Another college was not so concerned about the number of staff but how the college would cope if a number of experienced staff all left at the same time.

4.7. What attracts staff to work in colleges and what might encourage them to leave/stay?

The data in this section was gathered through an online questionnaire, which was developed in consultation with the STUC and ASC. All colleges were invited to participate in this phase of the research and an assurance was given that the data gathered would be fully confidential. The questionnaire asked questions about what had attracted staff to work in the sector, satisfaction and dissatisfaction levels with their job, levels of motivation, views about the amount of work that they have to do, how they talk about their college, how likely they were to stay at their college (and the reasons for staying or leaving) and what could be done to increase their satisfaction as an employee. Demographic information was also captured. Respondents were offered questions where they ranked the options using Likert scale type questions, made multiple selections to answer questions and had the opportunity to give their own opinions.

Although there is little comparable data available from the wider educational sector regarding job attractions and reasons for staying or leaving, there is data from another public service body – the Scottish Executive. The results of this survey were published in 2006 (the survey was conducted in September 2005). Another source of limited data is *Inside the Workplace: First findings from the 2004 Workplace Employment Relations Survey (WERS 2004)*.

What attracted you to work in a college?

Analysis of the replies to this question show that there are close links between the top four choices. The 'type of work' gives staff 'the opportunities to use their skills and abilities' while committing to education as a means of changing lives' which in turn presents 'opportunities for professional and personal development'. This is comparable with Scottish Executive staff⁷ who rated 'opportunities to use skills and experience' (74%) and 'to make a difference to the lives of people in Scotland' (41%) as their job attractions.

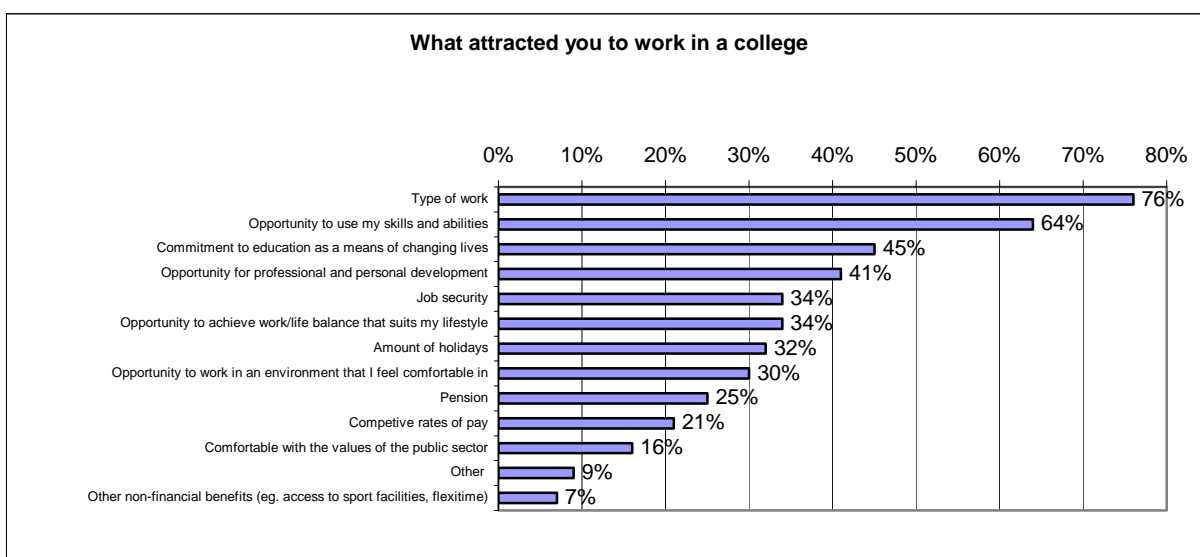


Table 4: What attracted you to work in a college?

On the whole, how satisfied are you with your present job?

That 70% of respondents are satisfied with their present job is of note as 58% of Scottish Executive respondents expressed satisfaction with their present job. This was a significant

⁷ Scottish Executive Employee Survey 2005

decline in their satisfaction levels. Further, 72% of all employees in the WERS 2004 survey (albeit across a number of sectors) expressed satisfaction with 'the work itself'⁸.

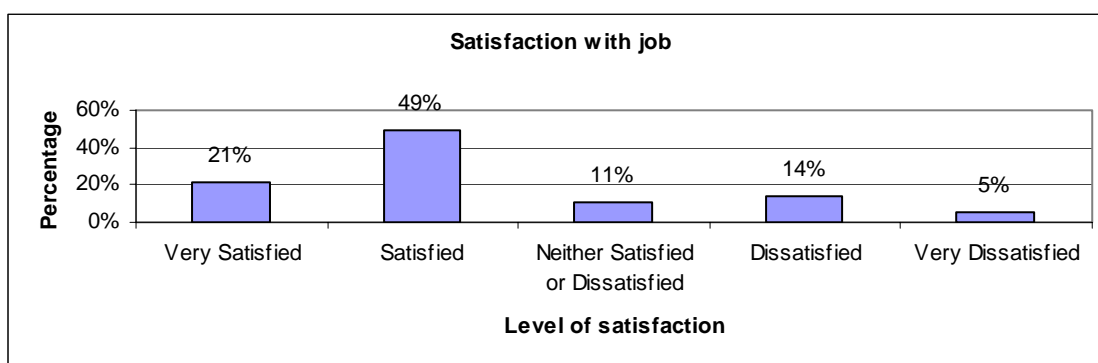


Table 5: Satisfaction with job

How satisfied/dissatisfied are you with the following aspects of your job?

The responses to this question correlate with levels of satisfaction in that overall there are more satisfactory than unsatisfactory aspects in their current job. This mirrored the findings of WERS 2004 as well. Staff who feel that their work offers a 'sense of achievement', which results in 'opportunities for professional and personal development' have good relationships with their colleagues and line managers. This satisfaction is counterbalanced by dissatisfaction over pay and other non-financial benefits and a desire to have more influence over job descriptions and the policies and strategic aims in their colleges.

| Aspect of your job | Mean score |
|---|------------|
| Relationships with colleagues | 1.77 |
| Type of work | 1.92 |
| Amount of holidays | 2.01 |
| Relationship with line manager | 2.19 |
| Job security | 2.35 |
| Sense of achievement | 2.36 |
| Opportunities for professional and personal development | 2.37 |
| Scope for using initiative | 2.40 |
| Pension | 2.41 |
| Work/life balance | 2.53 |
| Opportunities to contribute to decision-making in your core areas of activity | 2.64 |
| Working environment | 2.70 |
| Involvement in decision-making | 2.87 |
| Pay | 2.91 |
| Other non-financial benefits (eg. access to sports facilities, flexitime) | 2.92 |
| Organisational culture of college | 3.00 |
| Influence over job description | 3.01 |
| Opportunity to influence policy/strategic objectives of your organisation | 3.11 |

Key 1= very satisfied, 5= very dissatisfied

Table 6 - Satisfaction with aspects of job

⁸ Job satisfaction is measured across eight elements: sense of achievement, scope for using initiative, influence over job, training, pay, job security, work itself and involvement in decision-making.

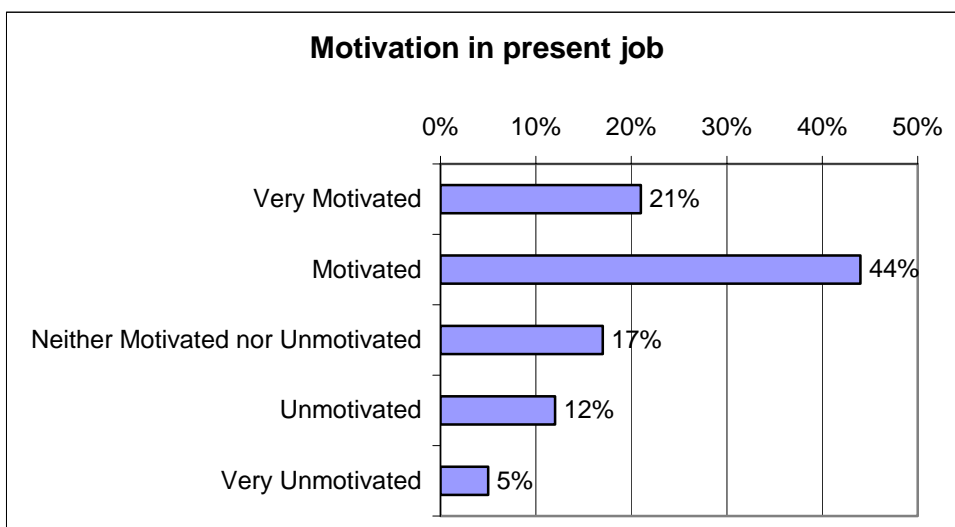


Table 7: Motivation in present job

On the whole, how motivated do you feel in your present job?

As would be expected, motivated staff levels (65%) reflect the high job satisfaction levels that are shown in Table 7.

On the whole, how do you feel about the amount of work you do?

Respondents were almost evenly split over whether the amount of work was about right and those who thought that they had too much. This is significant in that it will be one of the many factors that respondents consider when talking to other people, internally or externally, about their college.

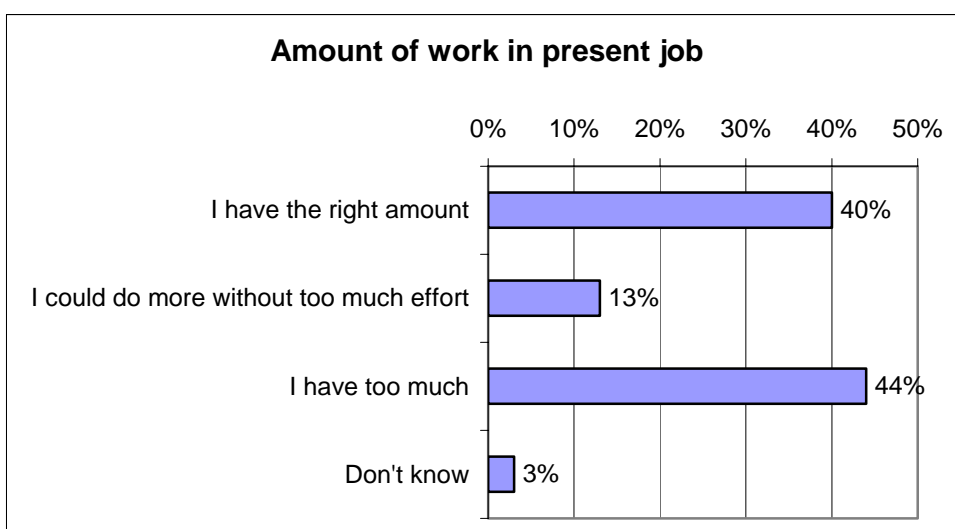


Table 8: Amount of work in present job

How do you speak about your college to other college employees and to people outside the college?

About one-third of respondents spoke highly of the college to other colleagues, about one-third were neutral and just over one-quarter were critical of the college. Overall this demonstrates that a substantial number of college employees are acting as advocates for their college to people outside the college. (Tables 9 and 10).

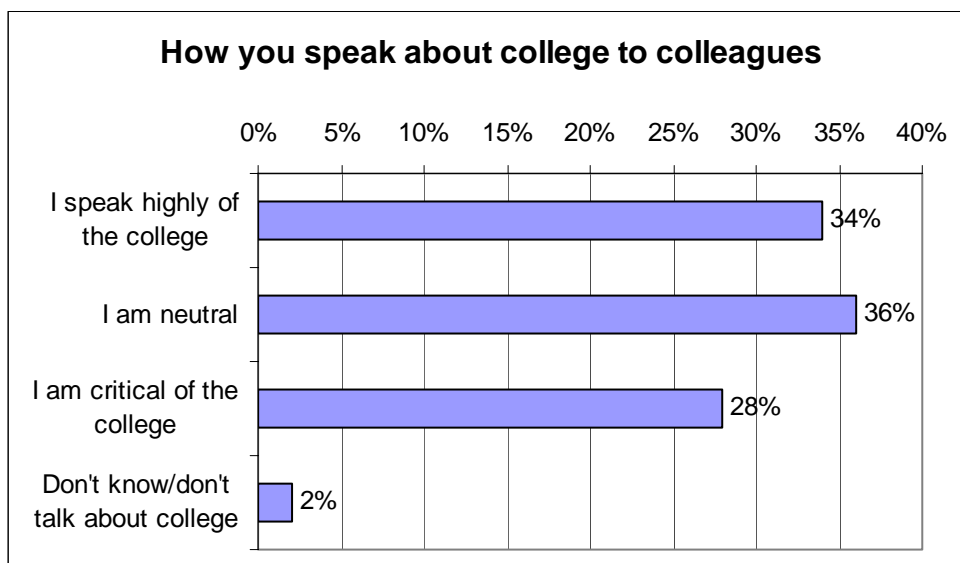


Table 9: How you speak about college to colleagues

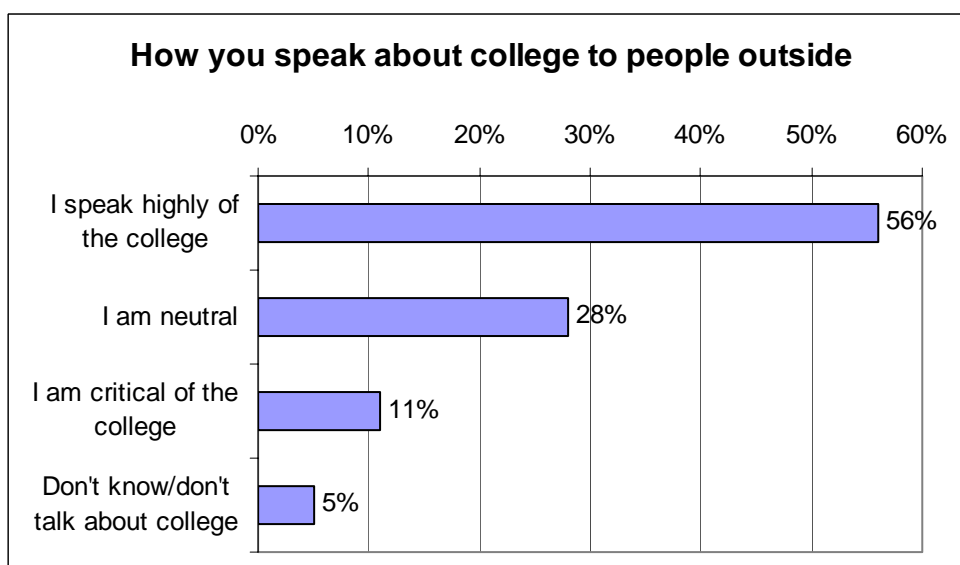


Table 10: How you speak about college to people outside

Over the next 2-3 years which one of the following are you most likely to do?

Twenty-three per cent of respondents stated that they were most likely to leave the college sector. This figure reflects the 19% of dissatisfied and very dissatisfied staff who responded. There were some indications from the data gathering that this figure could include those who were about to retire.

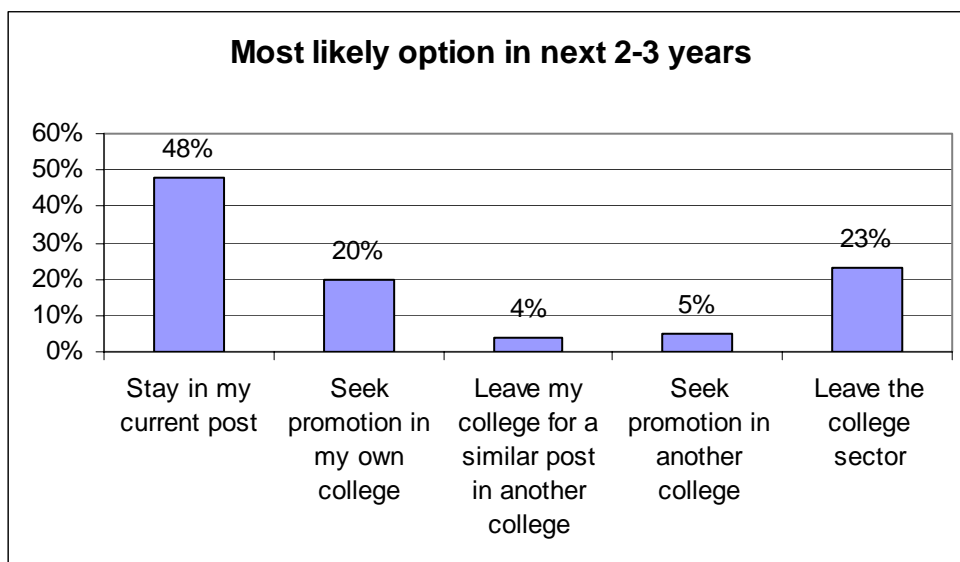


Table 11: Most likely option in next 2-3 years

Over the next 2-3 years why are you likely to stay within the college sector?

Staff report they will stay in the college sector because the factors that attracted them to the job in the first place have matched their expectations. This accounts for the high job satisfaction scores and low staff turnover. Overall, there are more satisfactory elements of their jobs than unsatisfactory ones that allows them to have a good work/life balance and makes use of their skills and potential over a meaningful period of time. This benefits staff and gives students a better learning experience and environment.

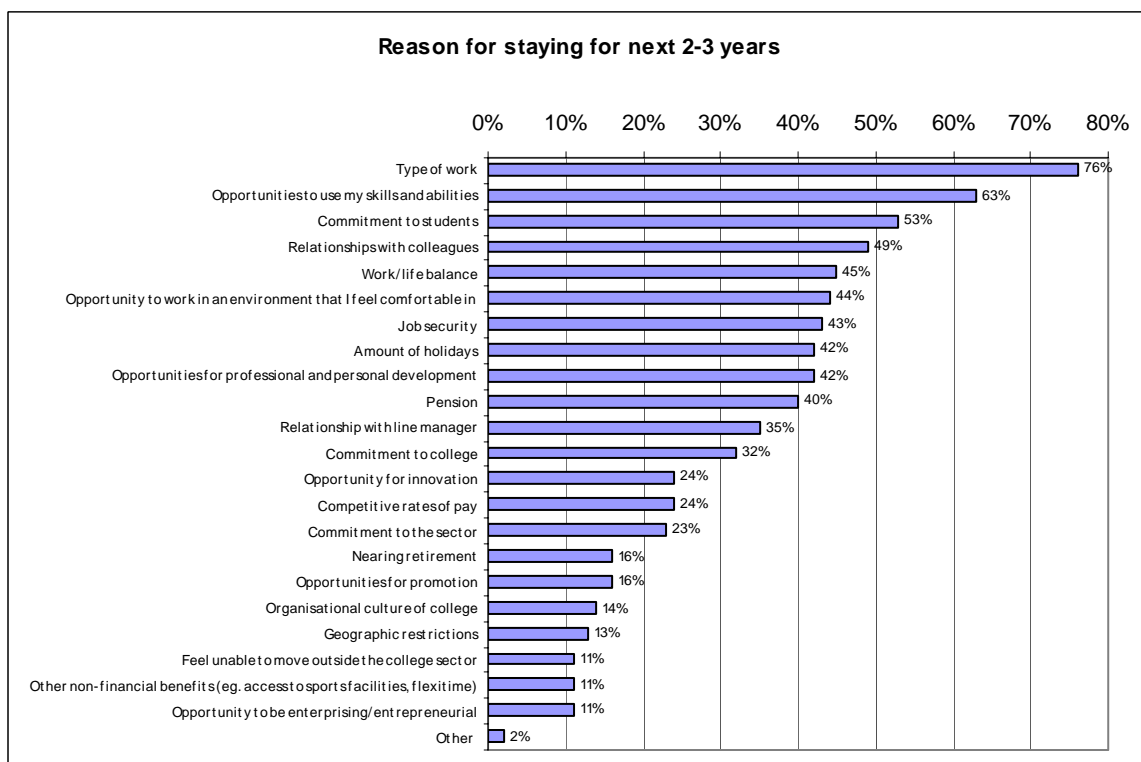


Table 12: Reason for staying for in college sector for next 2-3 years

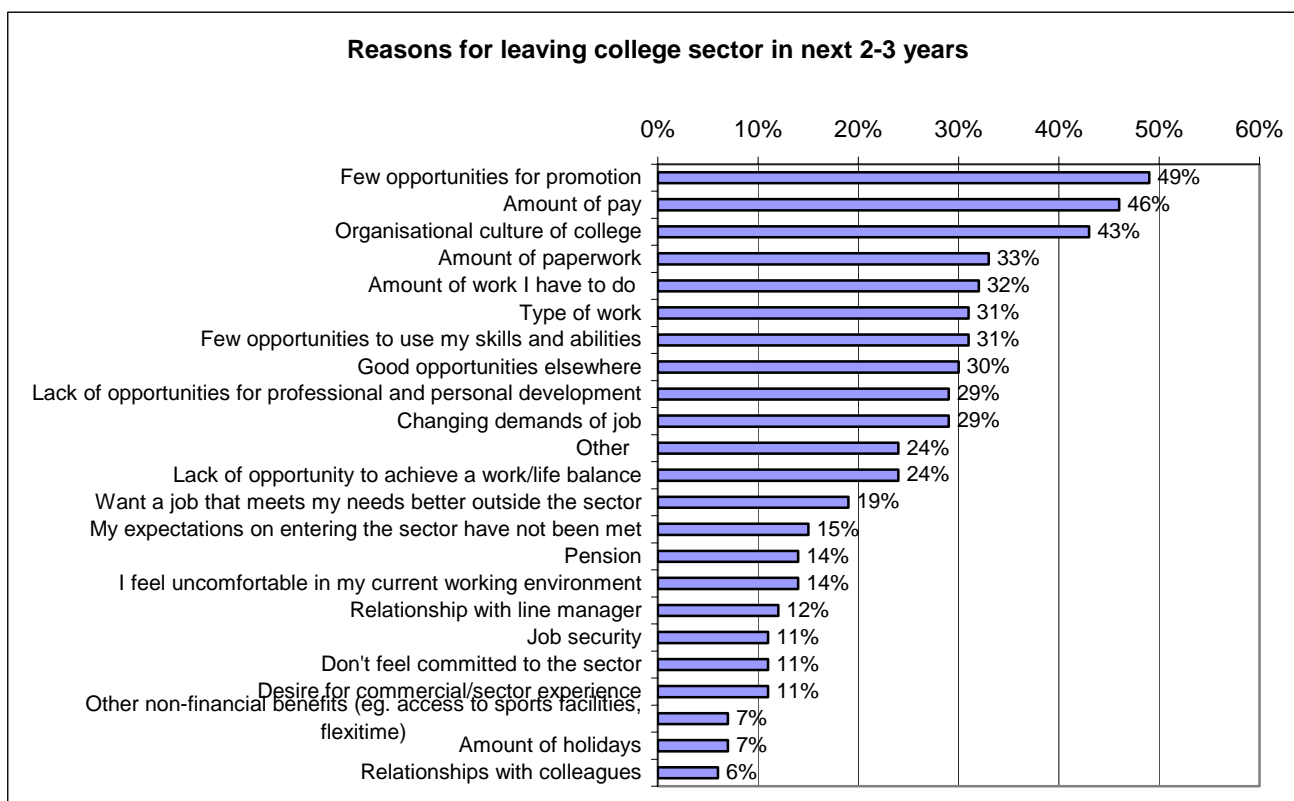


Table 13: Reasons for leaving the college sector in the next 2-3 years

Over the next 2-3 years why would you want to leave the college sector?

Reasons for leaving the sector do reflect closely what is happening in the wider job market. That is, the CIPD report revealed that promotion outside the organisation (53%) and lack of development or career opportunities (42%) were the most likely reasons for staff turnover. Promotion in colleges is more difficult than previously because of flatter organisational structures. Further, as staff are not likely to leave posts the numbers of promotion opportunities may be reduced. The general college profile reveals that the numbers of older college staff (50-59 years) has increased which will impact upon job progression for younger staff.

What could your college do to increase your satisfaction as an employee?

All respondents were asked in an open ended question if there was anything the college could do to increase their satisfaction as an employee. There were a total of 690 responses to this question, respondents often making multiple responses. The answers were analysed to identify patterns in responses. From this seven key categories were identified: working together (36% of responses), working arrangements (23% of responses), providing rewards (21% of responses), physical environment (7% of responses), happy with current situation (3% of responses), no comment (4% of responses) and other comments (6% of responses). Within each of these categories there were a number of sub-categories.

Within the 'working together' category most comments were made relating to improving communications (50 comments), improving college management (43 comments) and providing the opportunity for staff involvement in college decisions (43 comments). Other comments were made about valuing staff as professionals (35 comments), listening to staff (32 comments), improving the internal culture of colleges (30 comments) and recognising the importance of the individual and the job they do to the college (18 comments).

The sub-categories of 'working arrangements' included general working arrangements (93 comments), learning and teaching issues (22 comments), flexible working (16 comments), improving customer focus (15 comments) and reducing paperwork (12 comments):

The 'providing rewards' category included comments about increasing pay (80 comments), providing opportunities for advancement/promotion (21 comments), ensuring job security (20 comments), improving access to training and professional development (18 comments) and improving benefits (7 comments):

Other categories included, the 'physical environment', 'happy with current situation', 'no comment' and 'other' comments:

Is there anything else that you would like to tell us about working in the college sector in Scotland that you feel is not adequately covered by the questions asked?

In another open-ended question, respondents were asked if there was anything else that they would like to tell us about working in the college sector that had not been adequately addressed by the earlier questions. A total of 181 responses were recorded and of these responses, 23 comments were positive and included comments relating to the positive atmosphere and the fact that college work is rewarding. Other comments related to the need for improvements in pay and conditions (20 comments), management (19), sector status (14), workload and working conditions (8), links between academic and support staff (8) and the pressure to pass students and meet targets (8).

4.8 What is the likely impact of recent employment legislation, retirement trends and technological developments on the recruitment/retention of staff?

The in-depth interviews with senior college managers, with responsibility for strategic issues relating to human resources, were carried out with small, medium and large colleges throughout Scotland. The interviews lasted around an hour and were recorded and transcribed. The colleges were also asked to complete and return a pro-forma that collated information about the type of data that was collected on their workforces.

What are the key issues for your college in sustaining a staffing profile to achieve their mission and in making a continued contribution to key Scottish Executive policies?

Colleges recognise that there are a number of external influences that have an impact on their ability to sustain an appropriate staffing profile. For example, general economic and labour market conditions influence colleges; they are strongly influenced by the Scottish Executive and the Funding Council's strategic aims and colleges are influenced by what is happening in the overall educational environment, including developments in schools and universities. Colleges were specifically asked for their response to specific changes in the external environment:

Impact of proposed legislative changes relating to diversity and equality

Equality and diversity legislation has been around for some time and colleges do not see it as having a major impact as they already have policies and procedures in place. They are mindful of their duties in this area, particularly in relation to the recruitment of staff and recognise that they have responsibilities in ensuring they comply with new legislation relating to diversity and equality. They also recognise the ongoing nature of work in this area.

Impact of proposed legislative changes relating to employment and age

Due to imminent timing of legislative changes relating to employment and age colleges were aware of the impact of the new legislation relating to employment and age and identified a number of issues. These issues included the incremental nature of college pay scales and whether this is discriminatory or not, the management of older workers in the workplace and retirement ages and pensions.

'The other aspect of it is in terms of issues like placement on spinal points – historically there's been a practice in this organisation, I'm not sure how widespread it is in the sector, when people reach a certain age they get placed on a certain point on the scale – so that type of track is going to have to be questioned quite robustly as is practice in terms of incremental progression and salary placement for teaching staff.'

'I suppose, the big issue on age is that if people stay and work beyond sixty five, we are going to be much sharper in terms of competencies, so we are doing a bit of work at the moment, you know we have developed a competency framework for senior managers and managing capability and competence for older workers will be an issue.'

Impact of policy initiatives, such as the school-college collaboration

College response to school-college collaboration varied. Some colleges felt this would have a significant impact on the college workforce, others said they were already undertaking a significant amount of work in this area so did not foresee major changes to what they did already. There was recognition of the particular issues in working with under 16s relating to child protection and the need for staff development in this area was highlighted.

Impact of technological developments, work/life balance issues

About one third of colleges identified technological developments as having an impact on the workforce. Generally these comments related to keeping up with the pace of change and that learning and working environments reflected these developments. Colleges mentioned other developments (for example, general economic conditions, migration of populations, partnership working) that might impact on the staffing profile of colleges but there was little consistency among the responses and they tended to reflect the colleges own specific concerns.

4.9. Demographic profile of respondents : Building a picture of college staff in Scotland

This section of the report summarises the data on the demographic profile of the staff responding to the questionnaire through:

- the type of college they work in
- their age, gender and ethnicity
- the length of time that they have worked in the sector
- how much they are paid
- what their role is
- what qualifications they hold and the staff development they receive.

The responses to the demographic questions in the survey largely match the national data collected for the college profile. For example, 98% of respondents were of white ethnic origin and 98.7% of staff in colleges are of white ethnic origin. Nationally, there are more females in the sector than males and this was reflected in the respondents. The fact that there are more older college staff nationally was also reflected in the survey respondents as was the permanent to temporary contract ratio.

College profile

- 69% of the responses were from city-based colleges, 21% of responses were from rural based colleges and 10% were from community-based colleges.
- 22% of responses were from colleges with less than 7,000 enrolments, 22% of responses were from colleges with between 7,000 – 10,000 enrolments and 29% of responses were from colleges with more than 10,000 enrolments. About one-quarter (28%) of respondents did not know the size of their college in terms of enrolments.
- 20% of respondents earned less than £15,000, 18% earned between £15,000 and £19,999, 33% earned between £20,000 and £29,999 and 30% earned over £30,000 per annum (table 13).
- 64% of respondents were a member of a trade union, while about one third (35%) of respondents were not.
- 35% of the college staff surveyed described their current role as lecturer, 31% described themselves as a manager, 19% as an administrator and the remaining 15% had various other roles within the college (table 14).

The main memberships that college staff held are in professional specialist organisations (16%), professional education/training and development organisations (15%), and professional management organisations (5%). However, over half of the college staff surveyed (57%) held no professional memberships. (See figure 1).

References

Chartered Institute of Personnel and Development (2005) Recruitment, Retention and Turnover, Annual Survey Report 2005, London

Chartered Institute of Personnel and Development (2004) Employee Turnover and Retention, Factsheet, London

Department of Trade and Industry et al (2005) Inside the Workplace: First Findings from the 2004 Workplace Employment Relations Survey (WERS 2004), London

General Registers Office for Scotland (GROS) 2003. 2001 Census Key Statistics, Edinburgh

Scottish Executive (2006) Scottish Executive Employee Survey 2005, Edinburgh

Definitions

1. Teaching staff are defined to be all staff who are involved in the direct provision of learning related to a student course/programme for at least 10% of their contracted time. Trainers and workplace assessors are included as teaching staff if they are involved in the direct provision of learning related to a student course/programme for at least 10% of their contracted time.
2. Senior management and support staff (including technicians, research assistants and instructors) if they are NOT directly involved in teaching for at least 10% of their time are defined as non-teaching (support) staff.
3. Full time equivalents is a measure of the number of full-time posts. So if there is a headcount of 1 and an FTE of 0.5, this means the person is employed for half of the time of a full-time post.
4. Permanent staff are staff employed on permanent contracts.
5. Temporary staff are staff employed on temporary (fixed term) contracts.
6. Cross-college payroll staff are defined as all staff that perform a central function and cannot be assigned to a specific academic department/school/faculty for the majority of their time.
7. College payroll staff in academic departments are defined as all those staff assigned to a specific academic department/school/faculty for the majority of their time.
8. Where members of staff have more than one qualification the highest qualification achieved is recorded.
9. A teaching qualification includes TQ(FE) or other equivalent teaching qualification, Certificate: Introduction to Teaching in Further Education, Advanced Certificate: Teaching in Further Education, Diploma: Teaching in Further Education and TQ other.
10. 'Qualified but not teacher trained' staff are defined as all teaching staff that do not hold a TQ or equivalent but hold the minimum entry requirements to train for a TQ.
11. *When looking at trends over time, the following should be borne in mind: a) Bell College became a Higher Education Institution in 2001. Therefore all data after and including 2001-02, does not include Bell College. b) The UHIMI colleges were established in 2001-02 and provide data on all staff, including FE and HE staff.*

Annex 1

Section two: key findings from the PEST analysis

To analyse the secondary data an environmental analysis examining political, economic, social and technological factors (a PEST analysis) was carried out to review the impact of these factors on the supply and demand of labour in further education.

Developments in employment legislation

Over the years there have been a number of legislative developments that impact on employers and employees, including the Equal Pay Act 1970, the Sex Discrimination Acts 1975 and 1986, the Race Relations Act 1976, the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. More recently developments in employment legislation regarding discrimination have been derived from two European directives on equality.

1. The Race Directive (Council Directive 2000/43/EC of 29 June 2000) outlaws discrimination on the grounds of racial or ethnic origin in the areas of employment, vocational training, goods and services, social protection, education and housing. Changes to the Race Relations Act 1976 to implement the Directive came into force in July 2003.
2. The Employment Directive (Council Directive 2000/78/EC of 27 November 2000) outlaws discrimination on the basis of sexual orientation, religion or belief, disability and age in employment and vocational training. In December 2003 new legislation covering sexual orientation and religion or belief (the Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003) came into force. Amendments to the Disability Discrimination Act 1995 came into force in October 2004 and new legislation outlawing discrimination on grounds of age will be in force by the end of 2006.

The Employment Equality (Age) Regulations 2006, which came into effect on 1 October 2006 aim to outlaw age discrimination in employment and vocational training. The regulations:

- Prohibit unjustified age discrimination in employment and vocational training.
- Require employers who set their retirement age below the default age of 65 to justify or change it.
- Introduce a new duty on employees to consider an employee's request to continue working beyond retirement.
- Remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal.
- Include provisions relating to service related benefits and occupational pensions.

The regulations also remove the age limits for Statutory Sick Pay, Statutory Maternity Pay, Statutory Adoption Pay and Statutory Paternity Pay. These new measures are the final stage of implementing the European Employment Directive.

In addition to these regulations, the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 came into place in October 2001. These Regulations transpose the EC Directive on Fixed Term Work into UK legislation. The regulations prevent fixed term employees being treated less favourably than similar permanent employees and limit the use of successive fixed term contracts. The EIS are of the opinion that the impact of the regulations will be to reduce substantially the number of fixed-term contracts in FE colleges (EIS-FELA, 2004) and colleges will therefore need to revise their existing arrangements to meet their legal obligations.

The Employment Relations Act 2004 also achieved Royal Assent on 16 September 2004. This Act is mainly concerned with collective labour law and trade union rights. It implements the findings of the review of the Employment Relations Act, announced by the Secretary of State in July 2002.

The Equality Bill that is currently going through Parliament will establish a new single Commission for Equality and Human Rights that will bring together all six strands of discrimination – race, age, gender, disability, religion and sexual orientation – into one unified organisation. Part of the Equality Bill is the gender equality duty and this will require public authorities to pay due regard to promoting gender equality and eliminating sex discrimination. In the past individuals had to prove that sexual discrimination existed but the gender equality duty now places responsibility for this on public bodies. They will be expected to demonstrate that they treat men and women fairly and are taking steps to promote gender equality. This will mean that public sector employers will need to look at their employment practices and consider the needs of all their staff, including those that identify as transgender or transsexual. Public bodies are required to set their own gender equality goals in consultation with their service users and employers, and to have action plans in place by April 2008, when the Equality Bill becomes law.

The Chartered Institute of Personnel and Development and Lovells specialist employment practice recently carried out a survey of 600 UK employers to discover their views on employment law (2005 (a)). They wanted to investigate whether employment legislation promotes efficient employment practice or whether it creates an unnecessary regulatory burden on UK businesses. The majority of employers surveyed felt that employment law made a positive contribution to employee relationships and increased employee sense of fairness and trust in their employer. However, response varied depending on the type of legislation. Anti-discrimination and family-friendly legislation were perceived to be the most necessary (more than 50% of employees welcoming these regulations). While far fewer employers felt the same way about statutory trade union recognition, freedom of information, dispute resolution or informing and consulting with employees. The survey also found that public services were much more likely to regard most types of employment legislation as supporting the organisation's strategic HR and/or business goals than manufacturing and production, private services and non-profit organisations.

Political factors

The policy context in which Scotland's colleges operate is in a dynamic period. It is still too early to predict the full impact of the Funding Council merger on the post-16 sector or the outcome of the Review of Scotland's Colleges. However, it is reasonable to suggest that colleges and higher education institutions in Scotland will continue to have a key role in the transfer of knowledge and the development of skills in pursuit of economic and social goals. The Funding Council suggested that the demand for further education is likely to continue to outstrip supply but there are significant influencers that will change the nature of that demand. For example, demographic changes in Scotland's population and the increased need by employers for skills and qualifications will change the type of education service that is required and it is important that college staff are able to meet these challenges.

The importance of staff development within the college sector is emphasised by the Scottish Executive, the Scottish Funding Council and HMLe. The last review of the staff development for teaching staff in the college sector presented a robust service. However, gaps in specific areas of staff development for teaching staff were identified. Changes in Government policy and employment legislation are also likely to bring about the need for further staff development. For example, staff development is likely to be required to support school/college collaboration and the widening access/optimum participation agenda. Colleges will also need to assess whether the fixed term working regulations and the proposed age legislation will impact on the number of staff they require. In addition, colleges will need to

examine how these changes will impact on the skills and competencies that college workers will need. As most emphasis to date has been on teaching staff, there is a need to review whether support staff are sufficiently qualified and skilled to meet the needs of today and tomorrow's learners.

Retirement/aging

The advice from those reporting on human resource issues is that organisations, not just in the UK and USA, but also throughout the world are having to take a whole new look at recruiting, training, and retaining staff. A recent Chartered Institute of Personnel and Development report suggested that '*... across Europe, future economic competitiveness will rest to a considerable degree on the employment, performance and productivity of an ageing workforce*', (2003, p.1). This ageing of the population suggests that organisations are likely to go from a position of having a good supply of new talent to replace those who retire to one where there is insufficient supply. This means that when there are fewer younger people and mid-career people coming through the career systems then organisations need to take steps to retain their older and more experienced staff.

A recent Government report 'Opportunity Age, Meeting the challenges of ageing in the 21st century' identified three priority areas, one of which is '*to achieve higher employment rates overall and greater flexibility for over 50s in continuing careers, managing any health conditions and combining work with family (and other) commitments*' (HM Government, 2005, pxii). They argue that reducing levels of inactivity in the economy at all ages is the most effective way to offset the impact of future changes in the age structure of society. To make this more attractive to people the Government have made changes in the pension law to enable people to work longer and to choose when to take their pension with significant enhancement opportunities for those who choose to take their pension later. The Government and the public sector unions have also agreed a set of framework principles that will be applied to the reform of public sector pension schemes in health, education and the civil service. The new deal should provide good quality pensions but like the state pension and private pensions, the normal pension age for new entrants will now be 65. Trade unions still have serious concerns that new legislation should not mean that staff are forced to work to the age of 65, discussions are ongoing with employers and government on this very complex matter. The new age legislation also covers retirement, for example unjustified mandatory retirement ages below 65 will be outlawed. The Government also plan to introduce a Skills White Paper to reinforce the attention employer's pay to re-skilling older workers and improve training support.

To meet the new legal requirements and to make best use of a growing pool of older workers and a proportionately smaller pool of younger people, employers will require an understanding of how to manage, recruit, reward, train and motivate employees across all age ranges and at all stages in their careers. A recent article '*From Baby Boomer to Ticking Bomb*' published in the journal Human Resource Management suggested that planning to take these issues on board would mean that organisations have to focus as much on lifestyles as career development. For example, organisations may want to think about facilitating the work-life balance of older employees through 'phased retirements', more flexible working arrangements and less demanding roles. Retaining older workers also has implications for the younger members of the workforce who may see them as a threat, blocking their opportunities for advancement.

Technological factors

a) Organisation of work

In recent history there has been large-scale change in the nature of workplaces and the type of work that is done. There are now fewer manual and industrial workers and more

knowledge and service workers, to the extent that we now operate a 'knowledge economy'. Young and Guile (1997) recognised the '*... massive changes in the nature of workplaces, the increasing salience of knowledge in more and more types of work, and the growing recognition that all work-places need to become 'environments for learning'*', (p.204) and suggested that these changes, along with other social, economic and technological developments placed demands on VET (vocational and educational training) professionals (VET professionals are defined to include FE college staff). For example, Young and Guile (1997) stated that skill audits undertaken by UK and EU research associates indicate there is a shift away from classifying occupations on the basis of technical specifications or distinct occupational groups and a move towards more generic types of occupations that could be found in a number of sectors or fields. They also suggest that new forms of work are becoming available and that these require people with conceptual skills and knowledge, as well as the ability to apply knowledge in specific situations and the increasing use of information technology.

b) Extent of product and process innovation in the college sector

A recent report details the results of a survey undertaken with FE and HE institutions, predominantly based in the UK, about learning technologies (Ted Smith Consulting Ltd, 2005). Although the sample is relatively small and does not include a large number of FE institutions some useful information can be gleaned. The report suggested that the following technologies are expected to have a high impact on learning and teaching in the next two years:

- VLEs
- Portals
- Broadband to the home
- MLEs
- Wireless on campus
- Broadband to halls of residence
- Content Management Systems
- Simple courseware-authoring tools for teachers
- Student owned laptops
- Courseware developed in-house.

The report also suggested that unless institutional leaders take action to develop a clear strategy for learning technologies and the resources to implement it, there is a danger that existing investments in information and learning technologies will be wasted. As with an earlier JISC survey (Dailly, 2003), Smith recognises that staff training and the allocation of time to allow staff to develop online materials have a key role to play in the effective implementation of any ICT strategy. The JISC survey identified that many colleges have adopted a VLE system but relatively few staff in colleges have knowledge of them and very few are trained in their use

While workplaces and the nature of work have changed significantly and there is a general feeling that employees are contracted in different ways, the evidence would suggest that this is not necessarily the case. In general, employees still commit to staying with an organisation for a significant amount of time and one third of employees have been in their current post for over ten years. Interestingly, turnover is lowest in the public sector, suggesting that once people enter a public service occupation they tend to stay in the sector.

The lifelong learning sector is characterised by a significantly higher than average number of professional staff, a slightly older staff, slightly more female staff and staff who earn higher than average wages. However, not all staff within the sector are paid according to the same scale or on the same basis. Employers in the lifelong learning sector identified 'attracting appropriately skilled staff' as the second main challenge facing them in the next 12 months.

Earlier research undertaken by FENTO (2002) and Caledonia Professional Development (2002) in the college sector had previously identified recruitment of staff as an issue for the college sector. Although it is important to note that this issue may only apply to specific groups of staff and specific colleges.

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Disclaimer

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