College Staffing Data 2018-19

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Summary: This publication provides summary information on staff employed in the college education sector in Scotland.

FAO: Principals of Scotland’s colleges

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Executive Summary

1. This report is an overview of staff employed in the college education sector in Scotland from 2014-15 to 2018-19. It provides sector summary data on headcount and teaching and non-teaching (support) staff data by full-time equivalent (FTE) staff.

2. The publication is split into two sections:
   - Section 1 is based on full-time equivalent staff employed in colleges.
   - Section 2 is based on headcount of staff employed in colleges.

3. The key points from this report are:

   **Full-time equivalent**
   - 10,955 FTE staff employed in colleges in 2018-19.
   - The FTE figure increased by 13 from the previous year (2017-18) and the five year trend from the 2014-15 starting position represents an increase of 1.5 percentage points (PP) (157).
   - 5,520 FTE (50.4%) were teaching staff and 5,435 (49.6%) non-teaching staff.
   - Teaching staff increased by 2.8 PP (148 FTE) between 2014-15 and 2018-19 while non-teaching staff showed only a small increase 0.2 PP (nine FTE).
   - Full-time staff (7,580 teaching and non-teaching) decreased by 1.7 PP since 2014-15.
   - Part-time staff (3,375 teaching and non-teaching) increased by 9.4 PP since 2014-15.

   **Headcount**
   - The staff headcount increased in 2018-19 by 291 from 2017-18 but has actually fallen by 0.2 PP (30) from 2014-15.
   - Females continue to account for 61% of all staff headcount in 2018-19 and females account for 54% of teaching and 69% of non-teaching staff.
   - The 51 and over age group accounted for around 45% of the overall staff in 2018-19.
   - Black and minority ethnic staff made up 2.2% (317) of all headcounts in 2018-19.
   - Those with declared disability made up 6.0% of all headcounts in 2018-19.
   - Full-time permanent college teaching staff with a recognised teaching qualification decreased by 1.2 PP from 87.9% in 2017-18 to 86.7% in 2018-19.
## College Staffing Data 2018–19

### Headcount *

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<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Female teaching staff</td>
<td>4,084</td>
<td>(54%)</td>
</tr>
<tr>
<td>Male teaching staff</td>
<td>3,459</td>
<td>(46%)</td>
</tr>
<tr>
<td>Black and minority ethnic staff</td>
<td>317</td>
<td>(2.2%)</td>
</tr>
<tr>
<td>Full-time staff with a recognised teaching qualification</td>
<td>3,222</td>
<td>(1.2% decrease from 2017-18)</td>
</tr>
</tbody>
</table>

### Full-Time Equivalent *

<table>
<thead>
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<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalent staff</td>
<td>10,955</td>
<td>(1.5% increase from 2014-15)</td>
</tr>
<tr>
<td>Full-time staff (teaching and non-teaching)</td>
<td>7,580</td>
<td>(1.7% decrease from 2014-15)</td>
</tr>
<tr>
<td>Part-time staff (teaching and non-teaching)</td>
<td>3,375</td>
<td>(9.4% increase from 2014-15)</td>
</tr>
<tr>
<td>Teaching and non-teaching</td>
<td>5,520</td>
<td>(50.4%)</td>
</tr>
<tr>
<td>Non-teaching</td>
<td>5,435</td>
<td>(49.6%)</td>
</tr>
</tbody>
</table>

* Definitions available on p22
Introduction

4. This is the fourth annual publication of Staffing for Scotland’s colleges and covers the period 2014-2019.

5. The College Staffing publication provides summary information on staff employed in the College education sector in Scotland, thereby supporting the Scottish Funding Council’s work with colleges on promoting staff equality¹ and outcome-based planning through Outcome Agreements.

6. The college staffing figures presented in this publication are derived differently from both the Public Sector Employment Statistics² for further education colleges that do not include data from UHI Partner Colleges and SRUC, and from the average full-time equivalent (FTE) staffing figures as reported in colleges’ published annual statements³.

7. The college regionalisation programme resulted in many of the merged colleges operating voluntary severance schemes at different times over the reporting period. The voluntary severance schemes together with changes in staffing contracts in and between colleges have influenced many of the changes in the staffing numbers particularly in the period from 2014-15 to 2016-17.

8. SFC continues to work with the sector to change the way we collect the staffing data, to move away from the current summary data to collect individualised data. This move is intended to improve the quality and utility of data that we evaluate.

¹ Specific reference to the external facing Equality Outcome 2 in SFC’s Public Sector Equality Duty Progress Report 2017-19
² Public sector employment in Scotland: third quarter 2019
³ Latest published colleges’ annual financial statements
Purpose

9. The purpose of the staffing data collection is to monitor sector workforce, staffing age profiles, equal opportunities and to provide information for national statistical publications.

10. The data collection is split into two sections, one for full-time equivalent (FTE) and the other for headcount which includes limited equalities data.

11. For further information on the staffing collection please see the College Staffing Return Guidance [PDF].

12. Section 1 is based on full-time equivalent (FTE)\(^4\) (purple charts / tables). Section 2 is based on headcount\(^5\) (blue charts / tables).

13. Figures in all charts have been rounded to the nearest whole number and sub-group numbers and percentages may vary slightly due to rounding.

\(^{4}\) FTE – The number of full-time equivalent staff employed by the college (a standard working year is assumed to comprise 201 working days or about 40 working weeks. Standard contracted hours is assumed to be 35 hours per week).

\(^{5}\) Headcount – The number of staff employed in the college during the academic year (a standard working years is assumed to comprise 230 working days or about 36 working weeks. Standard contracted hours are assumed to be 35 hours per week).
Section 1: Full-time Equivalent Staffing Data

FTE Staff numbers in Scotland’s colleges

14. In 2018-19, there was 10,955 FTE staff compared to 10,942 FTE in 2017-18, an increase of 0.1 PP (13). Over the reported five year period there was an increase in FTE of 1.5 PP (157).

FTE by mode of employment, occupation and contract type

15. Figure 1 below shows that between 2017-18 and 2018-19 the number of full-time staff increased by 0.8 PP (63 FTE). The five year period trend shows a decrease in full-time staff numbers from 7,712 FTE in 2014-15 to 7,580 FTE in 2018-19, a decrease of 1.7 PP (132 FTE).

16. In contrast, the part-time staff numbers between 2017-18 and 2018-19 decreased by 1.5 PP (50 FTE). However, the five year period trend shows an increase in part-time staff number from 3,086 FTE in 2014-15 to 3,375 FTE in 2018-19, an increase of 9.4 PP (289 FTE).
17. Figure 2 below shows that teaching staff FTE numbers have increased by 2.8 PP (148 FTE) over the five year period from 2014-15 to 2018-19. Non-teaching staff FTE numbers, although showing a more changeable pattern across the five years, show only a small increase 0.2 PP (nine FTE) over the reporting period.
Looking specifically at teaching staff FTE by mode of employment over the five year period 2014-15 to 2018-19. Figure 3 below shows that full-time teaching numbers, although variable across years, have only decreased by 0.6 PP (23FTE). While the part-time teaching number is showing an overall increasing trend and with a 10.0 PP increase (170 FTE) over the reporting period.
Figure 3: Teaching Staff FTE by mode of employment 2014-15 to 2018-19

- Teaching Full-time:
  - 2014-15: 3,676
  - 2015-16: 3,660
  - 2016-17: 3,648
  - 2017-18: 3,631
  - 2018-19: 3,653

- Teaching Part-time:
  - 2014-15: 1,697
  - 2015-16: 1,707
  - 2016-17: 1,748
  - 2017-18: 1,881
  - 2018-19: 1,867
Section 2: Headcount Staffing Data

19. While Figure 1 shows a rise in FTE staff over the period 2014-15 to 2018-19, Figure 4 shows a small reduction of 0.2 PP (30) in staff headcount over the same five year period.

20. In 2018-19, the staff headcount was 14,692 compared to 14,401 in 2017-18, an increase of 2.0 PP (291).

Headcount by gender, occupation, contract type, age, ethnicity and disability

21. Figure 4 shows that females accounted for 61% of all the sector staff headcount in each year.

Figure 4: Staff headcount by gender 2014-15 to 2018-19

22. Figure 5 below shows the staff headcount numbers for teaching staff by gender. In 2018-19 females accounted for 54% of all teaching staff and the proportion of females has remained relatively constant across all five years. By comparing Figure 4 and Figure 5, we can also tell that females accounted for 69% of non-teaching staff and again the proportion of females has remained relatively constant across the five year period.

23. Looking specifically at senior management the female to male ratio in the years 2014-15 to 2017-18 had been 55% female to 45% male. In 2018-19 the senior management gender difference has reduced by 6 PP; 52% female to 48% male.
24. Figure 6 below shows the proportion of college staff by age band. Those aged ‘51 and over’ make up the largest proportion in all years. In the last year the number of staff in the ‘51 and over’ age band has increased by 1.7 pp (378) whereas in contrast the number of staff in the ‘up to 35’ age band has decreased by 2.1 PP (266).
25. In order to understand and compare Black and Minority Ethnic (BME) staff employed in Scottish colleges, the proportion of BME population in Scotland (4%)\(^6\) is used as a reference.

26. The reporting on BME staff in colleges is restricted to three years (2016-17 to 2018-19) due to identified data quality issues on staff ethnicity from previous years.

27. Black and Minority Ethnic (BME) total staff employed in the college sector in 2018-19 is 317 and this returns the proportion of BME staff in colleges to the 2.2% reported in 2016-17, an increase of 0.1 PP on the 2017-18 BME proportion (See Appendix 1 for BME ethnicity group classification).

28. Figure 7 provides a breakdown of the proportion of staff from a black and ethnic minority background for male and female, teaching and non-teaching roles. The proportions are below the expected levels for all groups.

29. The proportion of BME female teaching staff has decreased by 0.2 PP in the past year to 1.9% in 2018-19. In contrast the proportion of BME male teaching staff has increased by 0.5 PP in the past year to 3.0% in 2018-19.

30. There is an increase from the previous year in both the male (0.4 PP) and female (0.2 PP) non-teaching BME staff proportions in 2018-19.

\(^6\) Ethnicity, Identity, Language and Religion | Scotland Census 2011
31. Of the 14,692 staff headcount in 2018-19, 880 (6.0%) declared\(^7\) one or more disabilities. The proportion of staff with a disclosed disability in 2018-19 is up 0.1 PP from the previous year and up 0.8 PP from 2016-17.

32. The proportion of the Scottish population with a disability increases with age as shown in Figure 8 below. This suggests that the proportion of college staff declaring a disability (6.0%) is below the levels in the Scottish population.

33. As previously shown at Figure 6 the proportion of college staff in the age category ‘51 and over’, is increasing. As those aged 50 and over in the wider Scottish population are more likely to have a disability then we may expect a greater proportion of college staff to have a disability based on the ageing profile of the sector.

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\(^7\) Clarification: all disability data comes from self-declaration from staff themselves.
34. It is not known how this is impacted by the willingness of staff at our colleges to disclose a disability. However, colleges continue to work with staff to raise awareness and improve disclosure rates across all equality protected characteristics.

Figure 8: Proportion of the Scottish population: disability by age

![Proportion of the Scottish population: disability by age](image)

Headcount by teaching qualification

35. Table A provides the headcount of staff by teaching grade, teaching qualification and mode of employment over the five year period 2014-15 to 2018-19.

36. Of the 1,484 teaching staff in 2018-19 with a formal qualification but not teacher trained, 68.2% (1,012) were employed part-time an increase of 14.1 PP from the 887 in 2017-18.

37. The proportion of full-time permanent college teaching staff (3,718) with a formally recognised teaching qualification (3,222) reduced by 1.2 PP from 2017-18 to 86.7% in 2018-19.

38. Figure 9 below provides a breakdown of the proportions of all teaching staff against each of the four qualification categories over the five year period

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8 Source: NRS, Scotland’s Census 2011 (Table DC3101SC)
9 This figure differs to that reported at Fig.13 of the 2018-19 College Performance Indicators publication (86.0%). This is a result of late adjustments to a few college figures after publication and a correction notice to this effect will be included in next year’s College Performance Indicators publication.
2014-15 to 2018-19. This shows that the proportion of teaching staff with a Teaching Qualification in Further Education (TQFE) or equivalent has, from a high point of 65.2% in 2016-17, reduced in 2018-19 to 62.6% which is closer to the proportion of 62.1% in 2014-15.

39. The proportion of all teaching staff with a recognised teaching qualification was at its highest proportion in 2016-17 at 79.0%. This has reduced to 76.1% in 2018-19 and is a similar proportion to that in 2014-15.

40. The proportion of teaching staff with no formal qualification although showing an increase of 1.1 PP over the five year period and a high of 6.0% in 2016-17, this has reduced by a further 0.7 PP over the last year to 4.3% in 2018-19. Teaching staff with no formal qualification are most likely to be employed part-time and be on a temporary contract. In all likelihood these staff will be delivering specialised subjects or be relatively new to the college teaching profession and will either have a relevant technical qualification and/or industry experience.

Figure 9: Proportion of teaching staff by qualification category 2014-15 to 2018-19
Table A: Headcount of staff by teaching grade, teaching qualification and mode of employment 2014-15 to 2018-19

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<td></td>
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<td>TQFE, TQ Secondary, TQ Primary, PGDE (adult literacies) or equivalent</td>
<td>2,866</td>
<td>1,357</td>
<td>31</td>
<td>395</td>
<td>2,866</td>
<td>1,411</td>
<td>29</td>
<td>379</td>
<td>2,817</td>
<td>1,489</td>
</tr>
<tr>
<td>Other TQ not equivalent to above</td>
<td>411</td>
<td>379</td>
<td>18</td>
<td>240</td>
<td>380</td>
<td>341</td>
<td>12</td>
<td>203</td>
<td>383</td>
<td>331</td>
</tr>
<tr>
<td>Formal qualification but not teacher trained</td>
<td>420</td>
<td>427</td>
<td>31</td>
<td>672</td>
<td>352</td>
<td>406</td>
<td>24</td>
<td>489</td>
<td>321</td>
<td>340</td>
</tr>
<tr>
<td>No formal qualification</td>
<td>35</td>
<td>41</td>
<td>1</td>
<td>165</td>
<td>76</td>
<td>62</td>
<td>5</td>
<td>185</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>3,732</td>
<td>2,204</td>
<td>81</td>
<td>1,472</td>
<td>3,674</td>
<td>2,220</td>
<td>70</td>
<td>1,256</td>
<td>3,601</td>
<td>2,244</td>
</tr>
<tr>
<td>Number with recognised teaching qualification</td>
<td>3,277</td>
<td>1,736</td>
<td>49</td>
<td>635</td>
<td>3,246</td>
<td>1,752</td>
<td>41</td>
<td>582</td>
<td>3,200</td>
<td>1,820</td>
</tr>
<tr>
<td>Proportion with recognised teaching qualification</td>
<td>*87.8%</td>
<td>78.8%</td>
<td>60.5%</td>
<td>43.1%</td>
<td>*88.4%</td>
<td>78.9%</td>
<td>58.6%</td>
<td>46.3%</td>
<td>*88.9%</td>
<td>81.1%</td>
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</table>

*Figures represent the national college performance measure: Proportion of full-time permanent teaching staff with a recognised teaching qualification.
Appendix 1: Ethnicity classification in the Staffing Data Return

The following classifications are from the 2011 Scottish Census.

Black and Minority Ethnic Staff

Included, in this category:

- Mixed or multiple ethnic groups.
- Pakistani, Pakistani Scottish or Pakistani British.
- Indian, Indian Scottish or Indian British.
- Bangladeshi, Bangladeshi Scottish or Bangladeshi British.
- Chinese, Chinese Scottish or Chinese British.
- Caribbean, Caribbean Scottish or Caribbean British.
- Black, Black Scottish or Black British.
- Arab.
- Any other Asian, Asian Scottish or Asian British.
- Any other African, Caribbean or Black.

Other Ethnicity

Included, under this category:

- Not stated.
## Appendix 2: Publication Metadata

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<thead>
<tr>
<th>Metadata Indicator</th>
<th>Description</th>
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<tr>
<td><strong>Publication title</strong></td>
<td>College Staffing Data 2018-19</td>
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<tr>
<td><strong>Description</strong></td>
<td>Includes trends on college staff by headcount and full-time equivalent staff during the academic years 2014-2019</td>
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<tr>
<td><strong>Theme</strong></td>
<td>Education</td>
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<tr>
<td><strong>Topic</strong></td>
<td>College Staff information (excludes self-employed, contract and agency workers not paid directly from the payroll)</td>
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<td><strong>Format</strong></td>
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<td><strong>Data source(s)</strong></td>
<td>Scotland’s colleges staffing return (includes staffing data from SRUC and the UHI partner colleges)</td>
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<tr>
<td><strong>Date that data is acquired</strong></td>
<td>11 October 2019</td>
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<tr>
<td><strong>Release date</strong></td>
<td>31 March 2020</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Annual</td>
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<tr>
<td><strong>Timeframe of data and timeliness</strong></td>
<td>Academic year (1 August 2018 to 31 July 2019), and trend data from academic years 2014-2019</td>
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<tr>
<td><strong>Continuity of data</strong></td>
<td>From 2014 aggregate staffing data has been submitted in Excel tables</td>
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<td><strong>Revisions statement</strong></td>
<td>There are no revisions to this publication</td>
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<td><strong>Revisions relevant to this publication</strong></td>
<td>None</td>
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<tr>
<td><strong>Concepts and definitions</strong></td>
<td>Please see the <a href="#">College Staffing Return Guidance</a>.</td>
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<tr>
<td><strong>Relevance and key uses of the statistics</strong></td>
<td>The results from the college staffing publication are used by the Scottish Funding Council, Scottish Government, Colleges Scotland, General Teaching Council for Scotland, academics and member of the general public to monitor college staff trends to support policy development, including equalities.</td>
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<td><strong>UK Statistics Authority Assessment</strong></td>
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<tr>
<td><strong>Last published</strong></td>
<td>26 March 2019</td>
</tr>
<tr>
<td><strong>Next published</strong></td>
<td>30 March 2021</td>
</tr>
<tr>
<td><strong>Date of first publication</strong></td>
<td>30 March 2017</td>
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Appendix 3: Glossary

**College staffing data:** aggregate data based on the number of employees who are being paid by the college, rather than the number of jobs / posts.

**Number of staff (Headcount):** number of staff employed in the college during the academic year. Each member of staff should be counted once, regardless of the amount of time / contracts for which they are employed.

**Number of staff (FTE):** number of Full-Time Equivalent staff employed by the college. A full-time member of staff employed for the year would normally have an FTE of 1 (but cannot be greater than 1).

**Teaching staff:** staff whose primary contractual responsibility is teaching and/or who spend at least 10% of their time teaching.

**Non-teaching (support) Staff:** staff not defined as ‘teaching staff’ should be included in the ‘non-teaching (support)’ category.

**Full-time:** staff who work standard contracted hours that is the college’s normal weekly hours over the normal contracted working year.

**Part-time:** staff who work less than standard contracted hours, that is less than the college’s normal weekly hours and / or less than the college’s normal contracted working year.

**Permanent staff:** staff employed on permanent contracts (not a fixed term) should be classified as permanent staff.

**Temporary staff:** staff employed on contracts which specify an end date (other than retirement age) or otherwise limits the duration of the contract should be classified as temporary staff.

**Age:** age is at 31 July 2019.

**Ethnic origin:** the ancestral race that an individual belongs to, as opposed to their current nationality.

**Disability:** a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.