



Education & Skills  
Funding Agency

# **FE Workforce Vacancy & Organisation Data Guidance: 2023 to 2024**

**April 2024**

|                          |  |
|--------------------------|--|
| <b>Title</b>             | <b>FE Workforce Vacancy Data Collection Supporting Document 2023/2024</b>  |
| <b>Purpose</b>           | To provide the online form questions and data definitions for the FE workforce vacancy data collection. To enable providers to understand the scope and requirements of the data return for the 2023/2024 academic year. |
| <b>Intended Audience</b> | This document is aimed at those responsible for:<br><br>Preparing and completing the online form for the FE workforce vacancy data collection.   |

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# 1. Version control table

Table 1: Version Control Table

| Version | Date Issued | Description     |
|---------|-------------|-----------------|
| 1.0     | 03/04/2024  | Initial version |

## 1.1 Change log: Version 1.0

Table 2: Change Log: Version 1.0

| Version | Section | Change Description   |
|---------|---------|--|
| V1.0    | All     | Created from the 2022-2023 specification. Changes for 2023-2024:           |
|         | 5       | Amendments to the scope  |
|         | 6.3     | Changes to the subject options in “Number of teacher vacancies by subject” |

## 2. Introduction

This document provides FE education providers with the data collection requirements for the FE workforce vacancy data collection. It is produced to assist providers in collecting and submitting FE workforce vacancy data collection data via an online form for 2023/2024.

Note: as part of the 2023/2024 FE Workforce Data Collection, providers will also be expected to submit data for individual staff members including personal characteristic data, job roles, qualifications and contract data. This staff data is not included in this specification and will be available to be submitted either via an XML file or an online form via the Submit Learner Data Service. Data definitions for staff data are provided in a separate document.

## 3. Terminology

The terms ‘we’, ‘our’, ‘us’ and ‘ESFA’ all refer to the Education and Skills Funding Agency.

The terms 'you' or 'providers' refer to colleges, training organisations and local authorities who receive funding from the Education and Skills Funding Agency (ESFA) or through a loans facility or contract for apprenticeships, to deliver education and training.

## 4. Use of FE Workforce Data

The FE and skills sector in England will use the FE Workforce Data Collection to collect data about staff and recruitment in the sector. This will bring our knowledge of the workforce in FE on a par with that of schools and higher education. The workforce collection will include demographic and personal characteristics, such as ethnicity and disability data, which will enable us to plan better and understand the impact of our policies on diversity in FE staffing and leadership. It will support the delivery of technical education reforms crucial to individual and national prosperity and be used to plan, implement and evaluate FE workforce policy. In addition, it will provide the ability to assess and analyse the capacity of the FE workforce and generate valuable outputs for providers for planning, analysis, bench marking and skills gaps.

## 5. Scope of the FE Workforce Vacancy Data Collection

Providers should complete a return if they accessed any of the funding streams specified below during the 2023/2024 academic year (1 Aug 2023-31 July 2024) and do not return the Schools Workforce census or the HESA staff record.

- Adult education budget
- Apprenticeships (including carry-in, procured, non-levy and levy funded)
- 16 to 19 study programme
- 16 to 18 traineeships
- Skills bootcamps (including devolved/delegated contracts)
- Devolved/delegated adult education budget

This will include:

- FE Colleges
- Sixth Form Colleges
- Special Post-16 Institutions
- Local Authorities
- Independent Training Providers
- Third Sector and Voluntary organisations.
- 16-19 Academy Convertors
- 16-19 Free Schools

The following providers are not in scope for the collection:

- Employer Provider: an employer that pays the apprenticeship levy and is listed on APAR as either an Employer Provider or Main Provider
- Schools and academies (including multi-academy trusts) who's staff are included in the Schools Workforce Census
- HE institutions who return the HESA staff record

You should complete a staff record for an individual if they had one or more contracts of employment with you, the provider, during the 2023/2024 academic year (1 Aug - 31 July). You do not need complete a staff record for an individual for the following types of staff:

- Agency staff
- Self-employed or freelance staff
- Staff working for a provider through an intermediary, such as a personal service company

You do not need to complete a staff record for an individual in a support role that is not directly supporting learning, e.g., catering, maintenance, or other such service support roles

Vacancy data should only be provided for staff members that would contribute to the delivery of ESFA funded further education or training provision. Include staff members that would spend any of their time working on ESFA funded training regardless of their main job role.

## 6. Data items collected

The following data items will be collected using an online form via the Submit Learner Data Service.

### 6.1. Number of management vacancies

Table 3: Number of management vacancies

| Data Element Details |  |
|----------------------|--|
| Question             | How many senior leader or manager vacancies did you have?  |
| Definition           | The total number of senior leader and manager vacancies the provider had during the academic year. Include vacancies that were both open at the start of the 2023 to 2024 academic year and new vacancies that arose during academic year. |
| Reason Required      | To monitor and report on the number and proportion of FE workforce management vacancies. To inform local and national FE workforce planning.   |

|                         |   |
|-------------------------|---|
| Collection Requirements | Mandatory data item, zero can be entered when applicable.   |
| Notes                   | <p><b>Senior leader</b> is used here as a generic job role term. Providers may use different job titles such as Assistant Head, Assistant Principal, CEO, Director, Executive Head Teacher, Head Teacher, Managing Director, Principal, Senior Manager, Vice Principal etc.</p> <p><b>Manager:</b> is used here as a generic job role term. Providers may use different job titles such as Functional or people manager, Faculty, department, curriculum, or programme lead, Advanced practitioner etc.</p> |

## 6.2. Number of management vacancies filled

Table 4: Number of management vacancies filled

| Data Element Details    |  |
|-------------------------|--|
| Question                | How many of these vacancies were filled?   |
| Definition              | <p>Out of the senior leader and manager vacancies the provider had during the academic year, the number of them that were filled.</p> <p>A vacancy is considered filled when the new employee has either started in their role during the 2023 to 2024 academic year or the new employee has been given a start date that will fall in 2024 to 2025 academic year.</p>   |
| Reason Required         | To monitor and report on the number and proportion of FE workforce management vacancies that are filled. To inform local and national FE workforce planning.   |
| Collection Requirements | Mandatory data item, zero can be entered when applicable.  |
| Notes                   | <p><b>Senior leader</b> is used here as a generic job role term. Providers may use different job titles such as principals/Head Teachers, vice-principals, senior managers, CEOs, directors etc.</p> <p><b>Manager:</b> is used here as a generic job role term. Providers may use different job titles such as Functional or people manager, Faculty, department, curriculum, or programme lead, Advanced practitioner etc.</p> |

## 6.3. Number of teacher vacancies by subject



Table 5: Number of teacher vacancies by subject

| <b>Data Element Details</b>    |  |
|--------------------------------|--|
| Question                       | Vacancy and recruitment for teaching: How many vacancies?  |
| Definition                     | The total number of teacher vacancies for each subject that the provider had during the academic year that the collection is for.<br>Include vacancies that were both open at the start of the 2023 to 2024 academic year and new vacancies that arose during academic year. |
| Reason Required                | To monitor and report on the number and proportion of FE workforce teaching vacancies across subjects and programmes. To inform local and national FE workforce planning.  |
| Collection Requirements        | Only required to be completed for those subjects where vacancies occurred during the academic year that the collection is for.   |
| Notes                          | <b>Teacher</b> is being used as a generic job role term. Providers may use different job titles, such as lecturer, teacher, trainer, instructor or tutor etc.  |
| <b>Academic Subjects</b>       |  |
| Ancient Languages              |  |
| Archaeology                    |  |
| Astronomy                      |  |
| Art and Design, History of Art |  |
| Biology                        |  |
| Chemistry                      |  |
| Citizenship studies            |  |
| Classical studies              |  |
| Computer science               |  |
| Dance, drama and theatre       |  |
| Electronics                    |  |
| English                        |  |
| Environmental science          |  |
| Film and media studies         |  |
| Food preparation and nutrition |  |
| Geography                      |  |
| Geology                        |  |
| History                        |  |
| Mathematics                    |  |
| Modern foreign languages       |  |
| Music                          |  |
| Physical education             |  |
| Philosophy                     |  |
| Physics                        |  |

|  |
|--|
| Politics   |
| Psychology                                       |
| Religious studies                                |
| Sociology  |
| Economics  |
| Design Technology                                |
| Other  |
| <b>Vocational Subjects</b>                       |
| Accounting and Finance                           |
| Agriculture and Horticulture                     |
| Animal Care                                      |
| Business Management and Administration           |
| Catering and Hospitality                         |
| Construction, Planning and the Built Environment |
| Crafts, Creative Arts and Design                 |
| Digital / ICT                                    |
| Environmental Conservation                       |
| Hair, Beauty and Aesthetics                      |
| Law and Legal Services                           |
| Media, Broadcast and Production                  |
| Performing Arts                                  |
| Retail and Commercial Enterprise                 |
| Science  |
| Sport, Leisure and Recreation                    |
| Transport and Logistics                          |
| Travel and Tourism                               |
| Public Services                                  |
| Engineering and Manufacturing                    |
| Education, Training and Childcare                |
| Health and Care Services                         |
| Other  |
| <b>Other learning programmes</b>                 |
| Life Skills (and Independence)                   |
| Preparation for Work (and Work Skills)           |
| ESOL   |
| Family Learning                                  |
| Functional Skills (Maths)                        |
| Functional Skills (IT)                           |
| Functional Skills (English)                      |
| SEND (Sensory)                                   |
| SEND (Communication)                             |
| SEND (Supported Learning)                        |
| Other  |

## 6.5. Difficult to recruit for subjects

Table 6: Difficult to recruit for subjects

| <b>Data Element Details</b> |   |
|-----------------------------|---|
| Question                    | Which teaching vacancies were difficult to recruit for?   |
| Definition                  | Out of the teacher vacancies, which subjects were difficult to recruit for.   |
| Reason Required             | To better understand those subjects and programmes that providers have difficulty recruiting for. To inform local and national FE workforce planning.         |
| Collection Requirements     | Only required to be completed for those subjects where vacancies occurred.  |
| Notes                       | <b>Teacher</b> is being used as a generic job role term. Providers may use different job titles, such as lecturer, teacher, trainer, instructor or tutor etc. |

## 6.6 Difficult to recruit reasons

Table 7: Difficult to recruit reasons

| <b>Data Element Details</b>                     |   |
|---|---|
| Question  | Why was it difficult to recruit for these subjects?   |
| Definition                                      | The selected reasons why as to why the provider found it difficult to recruit for a subject.  |
| Reason Required                                 | To better understand why providers found it difficult to recruit for these subjects and. To inform local and national FE workforce planning.                  |
| Collection Requirements                         | Only required to be completed for those subjects where vacancies occurred, and the provider has indicated that the subject was difficult to recruit for.      |
| Notes   | <b>Teacher</b> is being used as a generic job role term. Providers may use different job titles, such as lecturer, teacher, trainer, instructor or tutor etc. |
| <b>Reason options</b>                           |   |
| <b>No applicants</b>                            |   |
| <b>A lack of teaching experience or skills</b>  |   |
| <b>A lack of relevant industry experience</b>   |   |
| <b>Did not have the right qualifications</b>    |   |
| <b>Looking for more pay than we could offer</b> |   |
| <b>Another reason</b>                           |   |

## 6.7. Number of apprentices employed

Table 8: Number of apprentices employed

| <b>Data Element Details</b> |   |
|-----------------------------|---|
| Question                    | How many apprentices worked for the organisation?   |
| Definition                  | The total number of apprentices that the provider employed during the academic year that the collection is for. |
| Reason Required             | To monitor and report on the number and proportion of FE workforce apprentices employed by providers.           |
| Collection Requirements     | Mandatory data item, zero can be entered when applicable.   |
| Notes                       | To include apprentices that the provider employed who started before or during the year and those who left.     |

## 6.8. Counselling services provided

Table 9: Counselling services provided

| <b>Data Element Details</b> |  |
|-----------------------------|--|
| Question                    | Does the organisation provide staff counselling services?                                    |
| Definition                  | Indicates whether an organisation provides counselling services for its staff.               |
| Reason Required             | To help support the DfE in meeting the commitments of the Education Staff Wellbeing Charter. |
| Collection Requirements     | Mandatory data item.   |
| Notes                       |  |
| <b>Selection options</b>    |  |
| <b>Yes</b>                  |  |
| <b>No</b>                   |  |
| <b>Not Known</b>            |  |

## 6.9. Counselling services availability

Table 10: Counselling services availability

| <b>Data Element Details</b>  |  |
|------------------------------|--|
| Question                     | When is staff counselling available?   |
| Definition                   | Indicates when the counselling services provided by an organisation for its staff are available. |
| Reason Required              | To help support the DfE in meeting the commitments of the Education Staff Wellbeing Charter.     |
| Collection Requirements      | Mandatory data item.   |
| Notes                        |  |
| <b>Selection options</b>     |  |
| <b>During working hours</b>  |  |
| <b>Outside working hours</b> |  |
| <b>Other</b>                 |  |
| <b>Not known</b>             |  |

## 7. Frequency of the collection

The data is collected annually for the academic year specified. There will be a collection window at the end of each academic year allowing reasonable time to return data.

## 8. Completing the Vacancy data collection

The FE Workforce data collection facility is hosted within the Submit Learner Data (SLD) secure platform. Providers must have a Department for Education (DfE) sign-in account and associated profile to access the FE Workforce data collection methods.

Begin the data return process from the SLD start page.

<https://submit-learner-data.service.gov.uk> . Users will then sign into DfE sign-in account (figure 1).

### 8.1. Department for Education (DfE) sign-in

Users will need a DfE sign-in account to access Submit Learner Data.

# Department for Education Sign-in

Sign-in to access DfE online services.

**Email address**

**Password**

[Forgotten your password?](#)

By signing in you accept [DfE Sign-in terms and conditions](#).

▶ [Services accessed using DfE Sign-in](#)

Figure 1: DfE Sign In- Sign In

Organisations with a DfE sign-in account and a user assigned with the 'Submit Learner Data – FE Workforce' role, can access the Vacancy data collection using the SLD sign in process: <https://submit-learner-data.service.gov.uk>.

User can login or self-register for a [DfE sign-in account](#).

Users will need to request the 'Submit Learner Data – FE Workforce' role from their organisation's super user to access the collection.

Users who do not have account, refer to gov.uk for details on [how to create DfE sign-in account](#).

Users who are unable to access their account need to complete the [Contact us Form](#) for assistance from the Service Desk.

## 8.2. FE Workforce Tile

Organisations with user's setup or assigned with the 'Submit Learner Data - FE Workforce role' will see the FE Workforce "tile" (figure 2) after logging into the SLD portal.

The tile has 2 functions.

- to confirm the FE Workforce profile has been assigned to the user
- provides the link to the Collection start page (figure 3)



Figure 2: FE Workforce tile

## 8.3. Collection Start Page

On the Collection start page the user should click continue to proceed to the Select an option page (figure 4)

Academic year: 1 August 2023 to 31 July 2024

### Further education (FE) staff and vacancy data collection

If you receive direct funding from the ESFA you must tell us about the staff you employ.

Use this collection service to record and submit:

- FE staff data
- FE vacancy and recruitment data

#### Recording and submitting data

Data can be submitted using either of the following methods:

- Online form service for staff and vacancy data collection
- XML file upload service for staff data collection only

XML file data can be prepared and generated [using our desktop application](#) or your own system

The time it takes to complete the collection will depend on how many staff are recorded and which recording method is used.

#### Staff roles to record

Record staff data for:

- senior leaders
- managers
- teachers
- teaching support
- administration staff

Do not record data for:

- agency staff
- self-employed or freelance staff
- staff working for a provider through an intermediary, such as a personal service company
- individuals in support roles which do not directly support learning, for example maintenance, cleaning and other ancillary roles

#### How we use data

When you use this service, we will collect personal information such as staff member names. [Read about how we use personal information](#)

Continue

#### Help & Support

[ESFA training provider self-help and communities](#)

[Discussions forums](#)

#### ESFA support desk

Log a query using our [ESFA Service Desk enquiry form](#)

Get help with [Education and Skills Funding Agency Services](#)

Telephone: 0370 267 0001  
Monday to Thursday, 9:00am to 5:00pm  
Friday, 9:00am to 4:00pm

#### Related content

[Further education workforce data collection](#)

#### Tools and services

[FE staff data desktop application](#)

Figure 3: Collection start page



## 8.4. Select an Option Page

On the Select an option page the user should select the Record vacancy and recruitment data option and click continue to proceed to the Vacancy and recruitment collection start page (figure 5).

Academic year: 1 August 2023 to 31 July 2024

### Record further education data

This data collection has 2 parts. You can start with either.

#### Select an option

- Record staff data  
Requires data for job role, qualifications, experience, personal details
- Record vacancy and recruitment data  
Requires data for senior management and teaching vacancies, employed apprentices

Continue

Figure 4: Select an option page

## 8.5. Vacancy and Recruitment Start Page

On the Vacancy and recruitment start page the user should click Start now to proceed to the first question page in the collection: Vacancy and recruitment for senior leader and management page (figure 6)

Academic year: 1 August 2023 to 31 July 2024

# Further education vacancy and recruitment data collection

FE vacancy data collected for:

- senior leaders
- senior managers
- staff that have a teaching responsibility

Further education (FE) Colleges, local councils and independent training providers that receive funding from ESFA must return vacancy and recruitment data from 2023/24 academic year.

[Start now](#)

### Before you start

This service uses an online form.

You will need details about:

- staff vacancy and recruitment numbers for the reporting period
- subjects, vocational programmes or other learning programmes that had vacancies
- number of apprentices employed

Figure 5: Vacancy and Recruitment page

## 8.6. Vacancy and recruitment for senior leader and management roles page

The Vacancy and recruitment for senior leader and management roles page is the first question page of the collection. The user should provide the data for the answers and click on Save and continue to proceed through all the question to complete their return. On completing all the question pages the user will be presented with the Check your answers page (figure 7).

Academic year: 1 August 2023 to 31 July 2024

### Vacancy and recruitment for senior leader and management roles

For example count vacancies for:

- Principals
- Vice-principals
- Senior managers
- CEOs
- Directors
- Functional or people manager.
- Faculty, department manager
- Curriculum, or programme lead
- Advanced practitioner
- Other types of senior leader or manager

Provide answers for both questions. Enter 0 if not applicable.

**How many senior leader or manager vacancies did you have?**

**How many of these vacancies were filled?**

Save and continue

Figure 6: Vacancy and recruitment for senior leader and management roles page

## 8.7. Check your answers page

On answering all the collection questions the user will be presented with the Check your answers page. The user can click on the plus sign next to each page title to expand and see the answers provided. To change an answer the user should click on Edit answers and the user can step through the online form again.

When you are happy that the FE workforce Vacancy and Organisation data collection is finished and correct, you should click on the Complete collection link on Check your answers page to confirm the collection is complete.

A complete confirmation email would be sent to you.

Should you need to update the FE Workforce Vacancy and Organisation data collection, you can do so by entering or editing data, but you will need to re-confirm that the collection is complete.

[Return to dashboard](#)

Academic year: 1 August 2023 to 31 July 2024

**Vacancy and recruitment data completion details**

| Completed by | Time and date | Action                              |
|--------------|---------------|-------------------------------------|
| Not Complete | Not Complete  | <a href="#">Complete collection</a> |

**Check your answers**

Summary of details recorded for vacancy and recruitment data

[Show all sections](#)

**Senior leader and management role vacancies**

[Show](#)

**Were there any teaching vacancies during the academic year?**

[Show](#)

**Teaching vacancy and recruitment details**

[Show](#)

**Did you have difficulty recruiting for any teaching vacancies during the academic year?**

[Show](#)

**How many apprentices worked for the organisation?**

[Show](#)

**Does the organisation provide counselling services?**

[Show](#)

[Edit answers](#)

Figure 7: Check your answers page

## 9. Further assistance

If you have any queries please can you contact us via [the enquiry form](#).



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