

June 2010 Statistical First Release Definitions

- 1 This document contains definitions and supporting information used in the June 2010 Statistical First Release (SFR) DS/SFR7 “Post 16 Education & Skills: Learner participation, outcomes and Level of Highest Qualifications Held”. The release is available at <http://www.thedataservice.org.uk/statistics/sfrjun10/>
- 2 The Statistical First Release contains information on Metrics and Definitions used in the publication. This document provides this information in greater technical detail for each table in the SFR.
- 3 The data source for the majority of the tables in the publication is the Individualised Learner Record (ILR). Information on the collection of the ILR can be found on the Information Authority website <http://www.theia.org.uk/>. Information on the specific data sources can be found in the SFR and within Annex A of this document.
- 4 The Data Service has produced a Data Dictionary which is a central repository of information on ILR data. It is organised in a hierarchical manner allowing users to ‘drill down’ from high level business definitions to more technical sample code. The Data Dictionary is referenced throughout this document and is available at <http://www.thedataservice.org.uk/datadictionary/>
- 5 Additional information is provided for Tables 8, 9 & 10 about the definitions used by the Labour Force Survey and Annual Population Survey.
- 6 For further information or feedback on this document, please contact the Data Service Desk using servicedesk@thedataservice.org.uk or telephone 08702 670001

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Metrics

The 'metrics' or 'measurements' used in this SFR are outlined below

Metric	Definition
Starts	<p>The number of courses or programmes that have begun in a given time period, usually quarterly or annually.</p> <p>A start is assigned to the quarter/year that it begun and is only counted once. However, a learner undertaking more than one qualification will be counted for each qualification/programme. For example, a learner starting a level 2 Apprenticeship and then starting or transferring to a level 3 Apprenticeship will be counted as two starts.</p> <p>Starts are a measurement that is used in Apprenticeships and Train to Gain. It is not a metric used for Learner Responsive programmes.</p> <p>This measure is helpful in determining the take-up of programmes, and is a key performance measure for Apprenticeships and Train to Gain.</p>
Learner Numbers	<p>The number of people who are undertaking learning in a given time period, usually annually, or on a fixed date. Individual learners are defined by learner reference numbers within each provider. A learner in multiple providers may be counted as multiple learners.</p> <p>This measure is helpful for quantifying the number of people that have participated in a given time period, and where a fixed date is used, can give an estimate of the percentage of people engaged in learning. Learner numbers in an academic year are historically a key performance indicator for FE colleges.</p>
Achievements	<p>Achievements refer to learning activities that have been successfully achieved and, where appropriate, the certification obtained.</p> <p>For Apprenticeship achievements 'framework achievement' requires all elements of the framework to be completed.</p> <p>This measure is useful as it shows the number of courses achieved in the sector. It is therefore a good indicator of progress against key Government targets aimed at improving the skills levels of the nation. This measure is also a key performance measure for Apprenticeships and Train to Gain.</p>
FE Success Rates	<p>The cohort used to calculate FE success rates is based upon the academic year the learning aims are planned to finish in.</p> <p>The success rate is calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification. Where a learner does transfer to a new qualification they are treated as a start on the new qualification and not the old one. As success rates are calculated at a qualification aim level, learners with more than one qualification aim will be included more than once. Learners who leave their programmes within six weeks of starting are excluded from the calculation.</p> <p>This measure is a key performance indicator and used as part of the OFSTED inspection framework and the Framework for Excellence. It is also used by the Skills Funding Agency in monitoring the performance of providers.</p> <p>Technical information on the 2007/08 FE Success Rates methodology can be found at the following web page: http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0708/summary.htm</p>

	<p>Technical information on the 2008/09 FE (Learner Responsive) Success Rates methodology can be found at the following web page: http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/summary.htm</p>
FE Retention Rates	<p>The Retention Rate is a measure of the ability to complete the course of study for a qualification aim in the FE sector. There are two measures of retention rate, one for completers and a superseded measure including continuing aims, which is not reported in this SFR.</p> <p>The retention rate is calculated as the number of aims that have been completed divided by the total number of aims, excluding those that were transferred out from the aim.</p> <p>The retention rate including continuers is the number of aims that have been completed or are still being continued divided by the total number of aims, excluding those that were transferred out from the aim.</p>
FE Achievement Rates	<p>The Achievement Rate is a measure of the ability to pass a FE qualification having already completed the study for it. There are two measures of achievement rate, one for all completers and a superseded measure including all aims that have been completed and have a known outcome.</p> <p>The achievement rate for all completers is calculated as the number of aims that have been fully achieved divided by the number of aims that have been completed.</p> <p>The achievement rates for known outcomes is calculated as the number of aims that have been fully achieved divided by the number of aims that have been completed and have a known outcome.</p>
Apprenticeship Success Rates	<p>The cohort used to calculate apprenticeship framework success rates is marginally different from that used for FE.</p> <p>For a given year, the cohort includes all frameworks (i.e. the combined grouping of qualifications and not each individual qualification aim), whose planned end date is during the reporting year, which were achieved on or before that planned end date, plus any programmes that went beyond the planned end date and were either achieved or withdrawn from (i.e. are not still in progress) in the reporting year.</p> <p>Where a learner transfers to another framework, they are treated as a start on the new qualification and not the old one. Learners who leave their programmes within six weeks of starting are excluded from the calculations. Learners who leave programmes to take up alternative employment are classified as not having achieved.</p> <p>This measure is a key performance indicator and used as part of the OFSTED inspection framework and the Framework for Excellence. It is also used by the Skills Funding Agency in monitoring underperformance of providers.</p> <p>Further information on Apprenticeship Success Rates can be found at the following web page: http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvari</p>

	ables/0809/summary.htm
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Table Definitions

Table 1.1, 2.1, 3.1
FE and Skills Participation by Level and Age (2005/06 to 2008/09)

Published: June 2010

Data Source:

ILR data for:

- FE/LR (2007/08 and earlier years – F05 – final, 2008/09 – L05 – final)
- WBL/ER & TTG (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final)
- ACL/ASL (2006/07 and earlier years – C03 – final, 2007/08 – C03 – final, C02 – final, 2008/09 – ILR C05 – final, C04 – final)
- Ufl (2006/07 and earlier years – U03 – final, 2007/08 – U05 – final, 2008/09 – U05 – final)

And Employer Training Pilot data.

Further information on data sources is available in [Annex A](#)

Definitions Used:

Government Funded learners. Only learners that were funded by the Skills Funding Agency or the Young People's Learning Agency (previously the Learning and Skills Council) are included in this table. Learners are defined as funded based upon information recorded by providers in the funding stream field in the ILR. A learner will only be counted once in total learners for each funding stream they have learning aims in. Learners in with aims in multiple funding streams will be counted more once for each funding stream.

For learners prior to 2008/09, technical information on government funded learners can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_FU_ND.htm

A new funding variable L_FUNDINGSOURCE has been introduced in the 2009/10 ILR collections to distinguish the sources of funding for learners. This variable has been retrospectively derived for most 2008/09 learners included in this table.

Technical information on this field can be found in the 2009/10 Derived Variables Specification at

<http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/Index+of+Derived+Variables+0910.htm>

Learners with any combination of Demand led funding (DLF), Non Formula funding and ESF (European Social Fund) co-financing are included, except for those with just ESF co-financing only. DLF learners without funding are not included.

The exception to these funding rules for 2007/08 and 2008/09 is University for Industry (Ufl) provision, which is block funded and not subject to normal learner funding rules. All active Ufl learners are included, identified by the field L_ACTIVE. Technical information on this field can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_ACTIVE+P_ACTIVE+A_ACTIVE.htm. This data was not originally calculated for 2007/08 provision but has been derived for the SFR according to the rules as published for 2008/09.

Age. Age is 'Academic Age' which means the learner's age calculated as at 31 August of the specified academic year. For example 31 August 2007 for the 2007/08 academic year.

Where the learner has not provided a date of birth they are recorded as 'missing age'. No academic age information is available for National Employer Service (NES) learners for the years prior to 2007/08. All NES learners are considered adults. In some supplementary tables age at start of programme is used as a proxy for academic age for NES learners.

In these tables there are two categories of age, 'young people' which includes learners aged up to 19 years exclusive (i.e. age bands 'under 16' and '16-18') and 'adults' which means learners aged 19 and over including those learners with missing age.

For the supplementary tables, age is disaggregated as follows; under 16, 16, 17, 18, 19-24, 25-34, 35-44, 45-59, 60+ and unknown/missing age. All Train to Gain learners with age recorded as under-19 are assumed to be adult and included in the 19-24 category.

Technical information on how age is calculated and banded can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/AGE_DEFS.htm

Below Level 2 (excluding Skills for Life). This includes learners who are funded by the Skills Funding Agency or Young People's Learning Agency and are on a qualification that is below level 2, i.e. is Entry level or level 1. This category excludes all Skills for Life qualifications, which are shown separately in the Skills for Life section.

Learners who are doing more than one 'below level 2 qualification' are counted once in this category, unless each qualification is in a different funding stream. Learners doing more than one qualification in different areas within the same funding stream would be counted once for each category. For example, a learner doing a 'below level 2 qualification' and a 'level 2 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

Skills for Life. This includes learners who are funded by the Skills Funding Agency or Young People's Learning Agency and are on Skills for Life provision. Learners are included if they are studying one or more aims that count towards the Skills for Life 2010 target (see below) or are eligible for Skills for Life funding. Learners studying approved and non-approved (internally certificated and externally accredited 'other provision') Skills for Life aims are included in the SFR.

Learners who are doing more than one 'Skills for life' qualification are counted once in this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a 'Skills for Life qualification' and a 'level 2 qualification' will be counted twice, once in each category.

Technical information on Skills for Life categories can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0708/Skills+for+Life+Participation+%28A_SFLP%29Data+Definition.htm

Skills for Life volumes for 2005/06 to 2007/08 in tables 1,2,3 & 5 of the December 2009 SFR were extensively revised from those published in previous SFRs. The definitions of Skills for Life participating and achieving learners in WBL were tightened and the definitions of Level 1 and Level 2 literacy and numeracy achievements were clarified to correctly classify GCSEs in Mathematics and English Language. More information on these changes is available at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology/>

Full Level 2. This includes Skills Funding Agency or Young People's Learning Agency funded learners who are on a Full Level 2 programme. The widths of all of a learner's aims are summed to establish whether a learner is taking a Full Level 2 programme. This would include aims such as those shown in the table below. Learners only count as 'Full Level 2' if they meet the criterion of all their aims summing to or greater than 100% of a Full Level 2 – part-level 2 learners are not included, for example those learners studying just 4 GCSE qualifications.

Aim type	Percentage of a full level 2
NVQ level 2	100%
GNVQ Intermediate (part GNVQs constitute 40%)	80%
GCSE double awards (including vocational GCSEs)	40%
GCSE (including vocational GCSEs)	20%
GCSE short courses	10%
Other Vocationally Related Qualifications which are 80% or more of a full level 2 – 325 guided learning hours or more	100%
Apprenticeship (at level 2)	100%

The proportion of Full Level 2s that are First Full Level 2s is known as the 'Firstness Rate'. Further information on the Firstness Rate is available in a separate paper at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology/>

Technical information on the calculation of Full Level 2 and 3 can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_FU LLLEVEL2_3.htm

Full Level 3. This includes Skills Funding Agency or Young People's Learning Agency funded learners who are on a Full Level 3 programme. The widths of all of a learner's aims are summed to establish whether a learner is taking a Full Level 3 programme. This would include aims such as those shown in the table below. Learners only count as 'Full Level 3' if they meet the criterion of all their aims summing to or greater than 100% of a Full Level 3 – part-level 3 learners are not included, for example learners studying just 2 AS level qualifications.

Aim type	Percentage of a full level 3
AS Levels (including VCEs)	25%
A/ A2 levels (including VCEs)	50%
Advanced GNVQ	100%
Advanced pilot 6 unit GNVQ	100%
NVQ Level 3 or above	100%
International Baccalaureate	100%
Other Vocationally Related qualifications which are 80% or more of a full level 3 – 595 guided learning hours or more	100%

Advanced Apprenticeship (at level 3)	100%
Higher Apprenticeship	100%

The proportion of Full Level 3s that are First Full Level 3s is known as the 'Firstness Rate'. Further information on the Firstness Rate is available in a separate paper at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology/>

Technical information on the calculation of Full Level 2 and 3 can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_FU_LLEVEL2_3.htm

Level 2. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded level 2 qualifications. This would include all learners that are doing full level 2 programmes, as well as those that are doing part level 2 qualifications, for example one GCSE.

For 2008/09, Level 2 also includes Train to Gain qualifications that are not full Level 2. Prior to this year all Train to Gain Level 2 learners were full Level 2.

Learners who are doing more than one level 2 qualification are just counted once in this category, unless each qualification is in a different funding stream. Learners doing more than one qualification at different levels would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 3 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

Level 3. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded level 3 qualifications. This would include all learners that are doing full level 3 programmes, as well as those that are doing part level 3 qualifications, for example one AS level.

For 2008/09, Level 3 also includes Train to Gain qualifications that are not full Level 3. Prior to this year all Train to Gain Level 3 learners were full Level 3.

A small number of Higher Level Apprenticeships at level 4 are included in level 3.

Learners who are doing more than one level 3 qualification are just counted once in this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 3 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

Level 4+. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded level 4 and above qualifications (excluding Higher Level Apprenticeships).

Learners who are doing more than one level 4 and above qualification are just counted once in

this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 4 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

No Level Assigned. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded qualification that does not have a level assigned to it.

These qualifications have a level of X (not known or not applicable) or U (Unclassified) or M (Mixed levels). The majority of these learners are studying qualifications of level X, not known or not applicable.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

Supplementary Tables. There are several supplementary tables for tables 1.1, 2.1, and 3.1 (participation tables). These supplementary tables breakdown the overall figures by:

Funding Stream – the funding stream of the ILR. More details on these can be found in [Annex A](#).

In 2008/09 Demand Led Funding (DLF) was introduced and changed the way data is collected and how learners are funded. This had a significant impact on how funded learners are defined from 2008/09 onwards, and therefore figures from 2008/09 are not directly comparable to earlier years. An overview of the main changes can be found [below](#) and further information on the effects of DLF on the count of learner numbers in the SFR can be found in a separate paper at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology/> Further information on demand led funding can be found at <http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/dlf/>

Firstness – alongside the funding stream split, adult figures will be published showing First Full Level 2 and First Full Level 3 participation volumes in each provision type. More information on firstness is [above](#).

Geography – learners by Government Office Region and either Local Authority (former Local Education Authority) or parliamentary constituency. These are based upon a learner's home postcode, field L17 in the ILR, matched to a postcode file to identify the region, parliamentary constituency or LA they live in. This could differ to where the learner receives their training. Technical information on calculation of the learners' geographies can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_LL_A+LSC+WA+REG.htm

The postcode file used for academic years 2005/06 to 2009/10 is the May 2010 Office of National Statistics (ONS) postcode file. This postcode file uses the revised parliamentary constituencies, more details on this change can be found http://www.statistics.gov.uk/geography/electoral_geog.asp.

Age – These tables show broad ages of young people and adult. The additional information breaks this down further into Under 16, 16, 17, 18, 19-24, 25-34, 35-44, 45-59, 60+ & unknown age. Further information on the age calculation can be found [above](#).

Ethnicity – This is the ethnic origin of the learner as declared by the learner. It is field L12 of the ILR and the categories are based on the 2001 census.

Gender – This is the gender of the learner as declared by the learner. It is field L13 in the ILR.

Learners with Learning Difficulties and/or Disabilities and/or Health Problems – This is a self declared field in the ILR which flags if the learner considers him/herself to have a learning difficulty and/or disability and/or health problem. The categories are Yes, No and No information provided. This is field L14 in the ILR.

Sector Subject Area – this is the sector subject of the learner aims as coded in the Learning Aims Database (LAD). More information on LAD is at

<http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>

<p>Table 1.2, 2.2, 3.2 FE and Skills Achievement by Level and Age (2005/06 to 2008/09)</p>
<p>Published: June 2010</p>
<p>Data Source: ILR data for:</p> <ul style="list-style-type: none"> • FE/LR (2007/08 and earlier years – F05 – final, 2008/09 – L05 – final) • WBL/ER & TTG (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final) • ACL/ASL (2006/07 and earlier years – C03 – final, 2007/08 – C03 – final, C02 – final, 2008/09 – ILR C05 – final, C04 – final) • Ufl (2006/07 and earlier years – U03 – final, 2007/08 – U05 – final, 2008/09 – U05 – final) <p>And Employer Training Pilot data. Further information on data sources is available in Annex A</p>
<p>Definitions Used</p> <p>All definitions are the same as table 1.1, 2.1 and 3.1 but showing achievements rather than learner numbers.</p>
<p>Supplementary Tables. There are several supplementary tables for tables 1.2, 2.2, and 3.2 (achievement tables). The splits will be the same as for tables 1.1, 2.1 and 3.1.</p>

Table 1.3, 2.3 and 3.3**FE Success Rates and Apprenticeship Success Rates by Level and Age (2005/06 to 2008/09)****Published:** June 2010**Data Source:**

ILR data for:

- FE/LR (2007/08 and earlier years – F05 – final, 2008/09 – L05 – final)
- WBL/ER & TTG (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final)

Further information on data sources is available in [Annex A](#)**Definitions Used:**

FE Success Rates – A summary of the definition and a link to the web page containing the detailed definition is available in the metrics section [above](#).

Apprenticeship Success Rates – A summary of the definition and a link to the web page containing the detailed definition is available in the metrics section [above](#).

Government funded - FE success rates are based on cohorts of learning aims and the cohort is included where at least one learning aim is Skills Funding Agency or Young People's Learning Agency funded. The cohort used to calculate FE success rates is based upon the academic year the qualification aim is planned to finish in.

Age - For FE success rates, age is calculated as at 31 August on the year the qualification started. This is the same definition used for table 1.1, 2.1 and 3.1, where further information on [age](#) calculation is available.

For Apprenticeships age is calculated as at the start of the programme.

Technical information on how age is calculated and banded can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/AGE_DEFS.htm

Skills for Life – The definition for Skills for Life is set out [above](#), although in success rates only those that are coded as Skills for Life in the Learning Aims Database (LAD) are counted in the calculation. Further information on the LAD can be found at

<http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>

Full Level 2 - For FE success rates, as the rate is measured at learning aim level rather than learner level; only those learning aims that are full level 2 within their own right are included in the success rate. See the types of aim that are flagged as 100% of a full level 2 in the definition [above](#).

For Apprenticeships, all apprenticeships at level 2 are 100% of a full level 2 and are therefore all included in the success rate calculation.

Full Level 3 - For FE success rates, as the rate is measured at learning aim level rather than learner level; only those learning aims that are full level 3 within their own right are included in the success rate. See the types of aim that are flagged as 100% of a full level 3 in the definition [above](#)

For Apprenticeships, all advanced apprenticeships at level 3 and higher level apprenticeships are 100% of a full level 3, therefore all are included in the success rate.

Supplementary Tables. The breakdowns used in the supplementary tables are the same as used in tables 1.1, 1.2 and 1.3. Information on the definitions of these breakdowns are available above.

Table 4
FE and Skills – Participation and Achievement by Level and Provision Type 2008/09 to 2009/10 early estimates (2007/08 supplementary table only) – Learner Volumes

Published: June 2010

Data Source:

ILR data for:

- FE/LR (2008/09 – L05 – final, 2009/10 – ILR L01 – final)
- WBL/ER & TTG (2008/09 – E13 – final, 2009/10 – E07 – 05/03/10)
- ASL (2008/09 – C05 – 22/02/10, C04 – final, 2009/10 – C01 – final)
- Ufl (2008/09 – U05 – final, 2009/10 – U01 – final)

Further information on data sources is available in [Annex A](#).

Definitions Used:

This table shows information that has been produced in response to the Skills Funding Agency Priorities for Success 4 document.

Government funded learners Only learners considered as Skills Funding Agency or Young People's Learning Agency funded after the introduction of demand led funding are included in this table.

A new funding variable L_FUNDINGSOURCE has been introduced in the 2009/10 ILR collections to distinguish the sources of funding for learners. This variable has been retrospectively derived for most learners in 2008/09 for this table.

Technical information on this field can be found in the 2009/10 Derived Variables Specification at <http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/Index+of+Derived+Variables+0910.htm>.

Learners with any combination of DLF funding, Non Formula funding and ESF co-financing are included, except for those with just ESF co-financing only. DLF learners without funding are not included.

The exception to this funding rule for 2008/09 is Ufl provision, which is block funded and not subject to normal learner funding rules. All active Ufl learners are included, identified by the field L_ACTIVE. Technical information on this field can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_ACTIVE+P_ACTIVE+A_ACTIVE.htm

Age. This is academic age, the same definition used in previous tables, for more information see [above](#). 'Youth' is learners aged under 19, and 'adults' are aged 19 and over. As this table reports learners according to how they are funded, only Learner Responsive provision and apprenticeships are reported by age. All other provision is reported in Youth or Adult according to the definitions given below.

Level. Participation is categorised into level, using the same definitions described [above](#). Full Level 2 and Full Level 3 are re-derived for learners based only on their aims in each of the programmes reported in the table e.g. Under 19 FE does not count any Entry to Employment or First Steps aims taken by the same learners that may contribute towards Full Level 2.

Provision Type. Provision type is determined at aim level within ILR collections. Learners may be counted for multiple provision types within each collection e.g. a Learner Responsive learner may be counted as Under 19 FE Provision and as Entry to Employment provision if they have aims in both programmes.

Train to Gain No Level Assigned. Includes SME flexibilities, which are thin level 2 and level 3 qualifications and level 2 and 3 units.

Foundation Learning Tier. Foundation Learning Tier (FLT) is a new programme at entry level and level 1 which is designed to enable people to progress to level 2 qualifications. FLT started in the 2008/09 academic year but a working definition of FLT has been in use since 2007/08, showing learners who are on an approved qualification at below level 2. Approved Provision is those courses that are approved for funding under section 96 or section 97 of the Learning and Skills Act 2000.

Technical information on FLT can be found at:

<http://www.thedataservice.org.uk/datadictionary/businessdefinitions/Foundation+Learning+Tier.htm>

Demand Led Funding. In 2008/09 the LSC (since replaced by the Skills Funding Agency and Young People's Learning Agency) implemented a new funding methodology resulting in extensive changes for the data collection and funding arrangement for the ILR. A summary of the key changes is set out below;

- Funding streams changed to **Learner Responsive (LR) and Employer Responsive (ER)**. With the Learner Responsive collection broadly replacing the FE collection and the Employer Responsive collection broadly replacing the WBL collection including Train to Gain.
- FE NVQs delivered in the workplace moved from the FE collection to the employer responsive collection.
- E2E data are no longer returned in the WBL collection but in the Learner Responsive collection.
- Learners who complete at least one episode of learning should be returned on the ILR. The rule which excluded some learners who withdrew prior to 1 October no longer applies under demand led funding.
- A learner is funded for a learning aim once they have remained on that learning aim within the current funding year for:
 - * 6 weeks where the course lasts 24 weeks or more
 - * 2 weeks where the course lasts between 2 and 24 weeks
 - * 1 learning engagement where the course lasts less than 2 weeks.

More information on the effects of demand led funding on the count of learner numbers in the SFR is available at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology/>

Learner Responsive includes Further Education for learners that are primarily taught in Further Education organisations and Entry to Employment. For the purposes of this SFR it includes a small element of FE provision delivered in HE organisations where HE organisations have submitted ILR data.

Employer Responsive includes Further Education for learners that are primarily taught in the workplace. It includes Apprenticeships and Train to Gain, as well as Programmes for the Unemployed.

Under 19 Further Education Provision. Learners returned in the Learner Responsive ILR age under 19 on learning aims that are not on Entry to Employment or First Steps programmes. If these learners also have E2E or First Steps aims they will be counted again in those programmes.

Entry to Employment. All learners returned in the ILR on Entry to Employment (E2E) programmes.

Adult Learner Responsive. Learners returned in the Learner Responsive ILR aged 19+, all learners returned in the University for Industry ILR and all learners on First Steps programmes.

Other Employer Responsive Programmes. Learners returned in the Employer Responsive ILR that are not Apprenticeships or Train to Gain, for example learners on Programmes for the Unemployed. Full Level 2 and Full Level 3 participation and achievement figures are for these learners only and do not use the derived variables for identifying Full Level 2/3 as these are derived for all Employer Responsive aims, not just those that are 'Other Employer Responsive'. Full Level 2 and Full Level 3 are re-derived from 'Other Employer Responsive' aims only using the rules published at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_FU_LLLEVEL2_3.htm

Adult Safeguarded Learning. All learners returned in the Adult Safeguarded Learning ILR that are on ASL programmes i.e. Personal and Community Development Learning (PCDL), Neighbourhood Learning in Deprived Communities (NLDC), Family Literacy, Language and Numeracy (FLLN) and Wider Family Learning (WFL). If these learners also have First Steps aims they will be counted again in Adult Learner Responsive. From 2008/09 onwards the ASL data are returned in the Adult Safeguarded Learning ILR collection. In 2007/08 and before, the data was returned in the Adult and Community Learning (ACL) ILR.

Supplementary Tables. This table has one supplementary table, in which 2007/08 data is modelled to reflect the categories shown in table 4 for 2008/09.

This data is not directly comparable to 2008/09 as it reflects how data was collected prior to the introduction of demand led funding, however it has been modelled to give the best approximation of how the statistics may have looked if it was collected as in 2008/09. Different provision types are counted from some of the ILR collections in 2007/08 compared to 2008/09.

In 2007/08, Adult Safeguard Learning, NVQs in the workplace and FE provision are counted from the FE collection. Adult Safeguarded Learning is added to the Safeguarded Adult Learning figures. NVQs in the workplace are included in the Train to Gain figures. FE provision is included as Under 19 Further Education Provision and Adult Learner Responsive according to the academic age of learners.

In 2007/08, Entry to Employment provision is counted from the WBL collection as this is where it was collected. Additional stand-alone NVQs are also counted from the WBL collection and included in the Train to Gain figures. In 2007/08 there is no provision analogous to 'Other Employer Responsive' as all non-apprenticeship NVQs are modelled as Train to Gain.

The 2009/10 funding source field L_FUNDINGSOURCE has been retrospectively derived for 2007/08 using lookups that provide Standard Learner Number (SLN) payment data for 2007/08 aims. As in tables 1-3, the standard funding rule is not used for 2007/08 Ufl and all active learners are included, based on a retrospectively derived L_ACTIVE.

**Table 5.1, 5.2 and 5.3
 FE and Skills for Life Participation and Achievement by Level (2005/06 to 2009/10 early estimates) – Learner Volumes
 FE and Skills – Learners (age 16+) Skills for Life Achievement (2000/01 to 2008/09) – Accumulated 2010 Target-bearing Learner Volumes
 FE and Skills – Learners (age 16+) Skills for Life Achievement (2008/09) – Accumulated 2011 Target-bearing Learner Volumes**

Published: June 2010

Data Source:

ILR data for:

- FE/LR (2007/08 and earlier years – F05 – final, 2008/09 – L05 – final, 2009/10 – L01 – final)
- WBL/ER & TTG (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final, 2009/10 – E07 – 05/03/10)
- ACL/ASL (2006/07 and earlier years – C03 – final, 2007/08 – C03 – final, C02 – final, 2008/09 – ILR C05 – final, C04 – final, 2009/10 – C01 – final)
- Ufl (2006/07 and earlier years – U03 – final, 2007/08 – U05 – final, 2008/09 – U05 – final, 2009/10 – U01 – final)

And Employer Training Pilot data.

Further information on data sources is available in [Annex A](#).

Definitions Used:

Government funded learners. See definition [above](#)

Skills for Life - The definition in table 5.1 is the same as previous tables, see definition [above](#) (note – the SfL volumes for 2005/06 to 2007/08 were extensively revised in the December 2009 release).

Learners who are doing more than one Skills for Life qualification are counted once in the total but can be counted more than once if they are doing Skills for Life qualifications in more than one category. For example, a learner doing a 'level 1 numeracy qualification' and an 'entry level literacy qualification' will be counted twice, once in each category. Additionally, a learner participating on a 'level 1 literacy qualification' and a 'level 2 literacy qualification' would be counted in each of those categories but only once in the overall literacy category.

Learners may also be counted multiple times if they are doing qualifications in different funding streams.

Further technical information on Skills for Life can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_SFL+L_SFL.htm

Further information on Skills for Life can be found at: <http://rwp.excellencegateway.org.uk/readwriteplus/>

Skills for Life Types (Literacy, Numeracy and ESOL). The number of learners participating

and that have achieved is broken down into Skills for Life type. Skills for Life aims can be split into three types – Literacy, Numeracy or English for Speakers of Other Languages (ESOL). An aim is considered to be the Skills for Life type if the Learning Aims Database (LAD) indicates that it is within that category.

Technical information can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_SFLTY.htm

Level: Entry, 1 and 2. The number of learners participating and that have achieved is broken down into level within each Skills for Life type. This is Entry level, level 1 and level 2. There are no Skills for Life aims at levels higher than level 2.

Technical information on analysing the level of the qualification can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/A_NVQLEV+L_NVQLEV.htm

Age. Age is the learner's academic age for all funding streams. More information on age is described in table 1 [above](#).

Table 5.1 shows learners aged under 16 separately as they do not count towards the target - learners aged under 16 are not included in the main totals or breakdowns for participation and achievement.

Supplementary Tables. Several supplementary tables breakdown the participation and achievement numbers in table 5.1 by:

Geography – learners by Government Office Region and either Local Authority (former Local Education Authority) or parliamentary constituency. These are based upon a learner's home postcode, field L17 in the ILR, matched to a postcode file to identify the region, parliamentary constituency or the LA they live in. This could differ to where the learner receives their training.

Technical information on calculation of the learners' geographies can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_LL A+LSC+WA+REG.htm

Each geographic supplementary table is available for all ages, 16-18 and 19+ separately.

Age – This table shows broad ages of young people and adults. The additional information breaks this down further into Under 16, 16, 17, 18, 19-24, 25-34, 35-44, 45-59, 60+ and 'missing age'. Further information on the age calculation can be found [above](#).

Ethnicity – This is the ethnic origin of the learner as declared by the learner. It is field L12 of the ILR and the categories are based on the 2001 census.

Gender – This is the gender of the learner as declared by the learner. It is field L13 in the ILR.

Learners with Learning Difficulties and/or Disabilities and/or Health Problems – This is a self-declared field in the ILR which flags if the learner considers him/herself to have a learning difficulty and/or disability and/or health problem. The categories are Yes, No and No information provided. This is field L14 in the ILR.

Table 6.1 and 6.2

Apprenticeship Programme Starts by Level and Age (2005/06 to 2008/09)

Apprenticeship Framework Achievements by Level and Age (2005/06 to 2008/09)

(Additional information on the first two quarters of 2009/10 is available in supplementary tables)

Published: June 2010

Data Source:

ILR data for:

- WBL (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final)

Further information on data sources is available in [Annex A](#).

Definitions Used:

Government funded: Providers are only requested to return information on funded frameworks.

Starts. The definition is available in the metrics section [above](#).

Age. Age is calculated as at the start of the programme. This differs to tables 1 to 5 (except those showing success rates) where academic age is used for consistency with other funding streams, except those showing success rates.

Age is broken down into learners aged Under 16, 16-18, 19-24 and those aged 25 and over.

Framework Achievements. Achievement of the full apprenticeship framework is counted, which is consistent with the Apprenticeship success rate. An apprenticeship framework consists of an NVQ, one or more Key Skills qualifications and a Technical Certificate.

Supplementary Tables. These tables have several sets of supplementary tables which break the information in the main tables into further detail. These supplementary tables are an extension to the main table and cover the years 2003/04 to 2008/09 and the first two quarters of 2009/10. [Table 11](#) has more information about 2009/10 data.

These tables detail the information by:

Quarter – Totals for the quarters of the academic year. Starts are identified by the period the learner started the programme. Achievements are identified by the period the learner finished the Framework. Academic quarters are:

- Quarter 1 - 1 August to 31 October
- Quarter 2 - 1 November to 31 January
- Quarter 3 - 1 February to 30 April
- Quarter 4 - 1 May to 31 July

Geography – learners by Government Office Region and either Local Authority (former Local Education Authority) or parliamentary constituency. These are based upon a learner's home postcode, field L17 in the ILR, matched to a postcode file to identify the region, parliamentary constituency or the LA they live in. This could differ to where the learner receives their training. Technical information on calculation of the learners' geographies can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_LL_A+LSC+WA+REG.htm

Age – These tables show broad ages of young people and adult. The additional information breaks this down further into Under 16, 16, 17, 18, 19-24, 25-34, 35-44, 45-59, 60+, 'missing age'. Further information on the age calculation can be found [above](#).

Ethnicity – This is the ethnic origin of the learner as declared by the learner. It is field L12 of the ILR and the categories are based on the 2001 census.

Gender – This is the gender of the learner as declared by the learner. It is field L13 in the ILR.

Learners with Learning Difficulties and/or Disabilities and/or Health Problems – This is a self declared field in the ILR which flags if the learner considers him/herself to have a learning difficulty and/or disability and/or health problem. The categories are Yes, No and No information provided. This is field L14 in the ILR.

Sector Framework Code – this is the sector framework code of the programme aim of the apprenticeship. This is field A26 in the ILR.

Subject Sector Area - this is the sector subject of the learner aims as coded in the Learning Aims Database (LAD). More information on the LAD is at: <http://www.thedataservice.org.uk/Services/DataCollection/software/lad/>

For 2008/09 onwards the sector subject area of an apprenticeship framework is determined by its sector framework code's value in an index of frameworks to areas. For previous years the sector subject area was coded on the ILR return for the programme aim.

Additional apprenticeship supplementary tables with combinations of the categories detailed above will be published after the initial release of the June 2010 SFR.

Table 7.1 and 7.2**Train to Gain Starts by Level (2005/06 to 2008/09)****Train to Gain Achievements by Level (2005/06 to 2008/09)**

(Additional information on the first two quarters of 2009/10 is available in supplementary tables)

Published: June 2010

Data Source:

ILR data for:

- WBL (TTG) (2007/08 and earlier years – W13 – final, 2008/09 – E13 – final)

And Employer Training Pilot data for 2005/06 and 2006/07.

Further information on data sources is available in [Annex A](#).

Definitions Used:

Government funded. All Train to Gain learners are funded.

Starts. The definition is available in the metrics section [above](#).

Age. Age is calculated as at the start of the programme. This differs to tables 1 to 5 (except those showing success rates), where academic age is used for consistency with other funding streams.

Level. Starts and Achievements are broken down into level. Information on the definition of each level is set out [above](#). Information on Skills for Life is also described in previous tables and can be found using [this link](#). Starts and Achievements classified as 'other' are qualifications that either have no level assigned or are level 2 or 3 but not full qualifications. Future SFRs may split this category as the volume of learners taking non-full qualifications increases.

ETP. Employer Training Pilot (ETP) was a programme that engaged learners within their employment and was a predecessor to the Train to Gain programme. ETP started in the 2003/04 academic year when it was a pilot programme (Employer Training Pilot) and ended in April 2006.

Supplementary Tables. These tables have several supplementary tables which break the information in the main tables into further detail. These supplementary tables also include provisional Train to Gain data for the first 6 months of 2009/10 (see [table 12](#) for more information about this data).

These tables detail the information by Quarter, Geography, Age, Ethnicity, Gender, Learners with Learning Difficulties and/or Disabilities and Sector Subject Area. These breakdowns use the same definitions the supplementary tables for Apprenticeship starts and achievements in tables 6.1 and 6.2 [above](#).

Tables 8 and 9**Labour Force Survey Supplementary Tables****Labour Force Survey and Annual Population Survey Supplementary Tables by Local Level**

Published: June 2010

Data Source: Quarter 4 2008 Labour Force Survey for national figures and 2008 Annual Population Survey for local area figures. More information on the data used is available at: http://www.thedataservice.org.uk/NR/rdonlyres/1AACBFA4-F05A-478E-B15B-B0237ABD4F7E/0/summary_of_lfs_methodology_for_sfr.pdf

Definitions Used:

A separate document summarising the methodology used to calculate estimates of adult educational attainment using the Labour Force Survey is available at the following web page:

<http://www.thedataservice.org.uk/statistics/lfsmethodology/>

The document also provides a comparison with latest available estimates using the old methodology.

Age. Age is the age of the respondent as at the end of the week in which they were interviewed in.

Labour Force Survey Supplementary Tables These tables provide information on highest qualification levels held by people in England. These tables breakdown this information by:

Geography – Government Office Region of respondents' main address. This is the variable GOVTOR on the LFS.

Ethnicity – This is the ethnic origin of the respondent. It is the variable ETH01 on the LFS.

Gender – This is the gender of the respondent. It is the variable SEX on the LFS.

Disability Status – This is the DISCURR variable in the LFS which shows their disability status under the Disability Discrimination Act (DDA), based on any health problems they have reported.

Annual Population Survey Supplementary Tables These tables provide information on highest qualification level of people held in England, broken down by Local Area District,/Unitary Authority, Local Education Authority and Government Office Region.

Geography – respondents' Government Office Region, Local Education Authority and Unitary Authority / Local Area District. These are the variables GOVTOR, LEA and UALAD on the AFS.

<p>Table 10 Vocational Qualifications Data Awards of NVQs/SVQs and VRQs by Academic Year</p>
<p>Published: June 2010</p>
<p>Data Source: Vocational Qualifications Database</p>
<p>Definitions Used:</p>
<p>Age. Age is 'Academic Age' which means the learner's age calculated as at 31 August of the specified academic year.</p>
<p>Awards of NVQs. Only certifications of NVQs are included in Ofqual and Vocational Qualifications Database information, information on certifications of NVQ units is currently incomplete.</p>
<p>NVQ Level. Each competence-based full qualification is assigned to one of five levels:</p> <ul style="list-style-type: none"> a. NVQ Level 1: competence, which involves the application of knowledge and skills in the performance of a range of varied work activities most of which may be routine and predictable. b. NVQ Level 2: competence, which involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement. c. NVQ Level 3: competence, which involves the application of knowledge and skills in a broad range of varied work activities performed in a wide variety of contexts and most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required. d. NVQ Level 4: competence, which involves the application of knowledge and skills in a broad range of complex, technical, or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present. e. NVQ Level 5: competence, which involves the application of skills and a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often a significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

SVQ: Scottish Vocational Qualification. The Scottish equivalent of an NVQ, accredited by the Scottish Qualifications Authority.
Vocationally Related Qualifications (VRQs). Vocational qualifications which have been accredited by the Regulatory Authorities for inclusion in the National Qualifications Framework and which therefore meet the relevant criteria for approved qualifications. Accreditation of VRQs commenced in April 2000.
Unit. An NVQ/SVQ is constructed of units with content expressed as assessable outcomes of learning. A unit is the smallest part of a qualification that can be separately certified.
Vocational Qualification. A qualification designed to fit a person for employment.
More information on the award of NVQs/SVQs and VRQs is available at: http://www.thedataservice.org.uk/NR/rdonlyres/716237F5-8FE1-43E6-9B2B-AF3A3D9714EF/0/Mar10SFR_VQ200809Commentary.pdf

Table 11.1, 12.1, 13.1
FE and Skills Participation by Level and Age (2009/10 mid-year data)

Published: June 2010

Data Source:

ILR data for:

- FE/LR (2009/10 – L02 – final)
- WBL/ER & TTG (2009/10 – ILR E10 – 04/06/10)
- ACL/ASL (2009/10 – ILR C02 – final)
- Ufl (2009/10 – U02 – final)

And Employer Training Pilot data.

Further information on data sources is available in [Annex A](#)

Definitions Used:

Funded learners. Only learners that were funded by the Skills Funding Agency or Young People's Learning Agency are included in this table. Learners are defined as funded based upon information recorded by providers in the Skills Funding Agency / Young People's Learning Agency funding stream field in the ILR. A learner will only be counted once in total learners for each funding stream they have learning aims in. Learners in with aims in multiple funding streams will be counted more once for each funding stream.

A new funding variable L_FUNDINGSOURCE has been introduced in the 2009/10 ILR collections to distinguish the sources of funding for learners.

Technical information on this field can be found in the 2009/10 Derived Variables Specification at

<http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/Index+of+Derived+Variables+0910.htm>

Learners with any combination of Demand led funding (DLF), Non Formula funding and ESF (European Social Fund) co-financing are included, except for those with just ESF co-financing only. DLF learners without funding are not included.

Age. Age is 'Academic Age' which means the learner's age calculated as at 31 August of the specified academic year. For example 31 August 2007 for the 2007/08 academic year.

Where the learner has not provided a date of birth they are recorded as 'missing age'. All NES learners are considered adults. In some supplementary tables age at start of programme is used as a proxy for academic age for NES learners.

In these tables there are two categories of age, 'young people' which includes learners aged up to 19 years exclusive (i.e. age bands 'under 16' and '16-18') and 'adults' which means learners aged 19 and over including those learners with missing age.

For the supplementary tables, age is disaggregated as follows; under 16, 16, 17, 18, 19-24, 25-34, 35-44, 45-59, 60+ and unknown/missing age. All Train to Gain learners with age recorded as under-19 are assumed to be adult and included in the 19-24 category.

Technical information on how age is calculated and banded can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/AGE_DEFS.htm

Below Level 2 (excluding Skills for Life). This includes learners who are funded by the Skills Funding Agency or Young People’s Learning Agency and are on a qualification that is below level 2, i.e. is Entry level or level 1. This category excludes all Skills for Life qualifications, which are shown separately in the Skills for Life section.

Learners who are doing more than one ‘below level 2 qualification’ are counted once in this category, unless each qualification is in a different funding stream. Learners doing more than one qualification in different areas within the same funding stream would be counted once for each category. For example, a learner doing a ‘below level 2 qualification’ and a ‘level 2 qualification’ will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

Skills for Life. This includes learners who are funded by the Skills Funding Agency or Young People’s Learning Agency and are on Skills for Life provision. Learners are included if they are studying one or more aims that count towards the Skills for Life 2010 target (see below) or are eligible for Skills for Life funding by the Skills Funding Agency or Young People’s Learning Agency. Learners studying approved and non-approved (internally certificated and externally accredited ‘other provision’) Skills for Life aims are included in the SFR.

Learners who are doing more than one ‘Skills for life’ qualification are counted once in this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a ‘Skills for Life qualification’ and a ‘level 2 qualification’ will be counted twice, once in each category.

Technical information on Skills for Life categories can be found at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodology>

Full Level 2. This includes Skills Funding Agency or Young People’s Learning Agency funded learners who are on a Full Level 2 programme. The widths of all of a learner’s aims are summed to establish whether a learner is taking a Full Level 2 programme. This would include aims such as those shown in the table below. Learners only count as ‘Full Level 2’ if they meet the criterion of all their aims summing to or greater than 100% of a Full Level 2 – part-level 2 learners are not included, for example those learners studying just 4 GCSE qualifications.

Aim type	Percentage of a full level 2
NVQ level 2	100%
GNVQ Intermediate (part GNVQs constitute 40%)	80%
GCSE double awards (including vocational GCSEs)	40%
GCSE (including vocational GCSEs)	20%
GCSE short courses	10%
Other Vocationally Related Qualifications which are 80% or more of a full level 2 – 325 guided learning hours or more	100%

Apprenticeship (at level 2)	100%
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The proportion of Full Level 2s that are First Full Level 2s is known as the 'Firstness Rate'. Further information on the Firstness Rate is available in a separate paper at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodogy/>

Technical information on the calculation of Full Level 2 and 3 can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/L_FU_LLLEVEL2_3.htm

Full Level 3. This includes funded learners who are on a Full Level 3 programme. The widths of all of a learner's aims are summed to establish whether a learner is taking a Full Level 3 programme. This would include aims such as those shown in the table below. Learners only count as 'Full Level 3' if they meet the criterion of all their aims summing to or greater than 100% of a Full Level 3 – part-level 3 learners are not included, for example learners studying just 2 AS level qualifications.

Aim type	Percentage of a full level 3
AS Levels (including VCEs)	25%
A/ A2 levels (including VCEs)	50%
Advanced GNVQ	100%
Advanced pilot 6 unit GNVQ	100%
NVQ Level 3 or above	100%
International Baccalaureate	100%
Other Vocationally Related qualifications which are 80% or more of a full level 3 – 595 guided learning hours or more	100%
Advanced Apprenticeship (at level 3)	100%
Higher Apprenticeship	100%

The proportion of Full Level 3s that are First Full Level 3s is known as the 'Firstness Rate'. Further information on the Firstness Rate is available in a separate paper at <http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/methodogy/>

Technical information on the calculation of Full Level 2 and 3 can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/L_FU_LLLEVEL2_3.htm

Level 2. The number of learners undertaking funded level 2 qualifications. This would include all learners that are doing full level 2 programmes, as well as those that are doing part level 2 qualifications, for example one GCSE.

Learners who are doing more than one level 2 qualification are just counted once in this

category, unless each qualification is in a different funding stream. Learners doing more than one qualification at different levels would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 3 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

Level 3. The number of learners undertaking funded level 3 qualifications. This would include all learners that are doing full level 3 programmes, as well as those that are doing part level 3 qualifications, for example one AS level.

A small number of Higher Level Apprenticeships at level 4 are included in level 3.

Learners who are doing more than one level 3 qualification are just counted once in this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 3 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

Level 4+. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded level 4 and above qualifications (excluding Higher Level Apprenticeships).

Learners who are doing more than one level 4 and above qualification are just counted once in this category, unless each qualification is in a different funding stream. Whereas learners doing more than one qualification in different areas would be counted once for each category. For example, a learner doing a 'level 2 qualification' and a 'level 4 qualification' will be counted twice, once in each category.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

No Level Assigned. The number of learners undertaking Skills Funding Agency or Young People's Learning Agency funded qualification that does not have a level assigned to it.

These qualifications have a level of X (not known or not applicable) or U (Unclassified) or M (Mixed levels). The majority of these learners are studying qualifications of level X, not known or not applicable.

Technical information on analysing the level of the qualification can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

Supplementary Tables. Provisional data for 2009/10 is included in the [table](#) 1 supplementary tables. Further information can be found [above](#).

<p>Table 14 FE and Skills – Participation by Level and Provision Type 2009/10 mid-year data – Learner Volumes</p>
<p>Published: June 2010</p>
<p>Data Source: ILR data for:</p> <ul style="list-style-type: none"> • FE/LR (2009/10 – ILR L02 – final) • WBL/ER & TTG (2009/10 – ILR E10 – 04/06/10) • ASL (2009/10 – C02 – final) • Ufl (2009/10 – U02 – final) <p>Further information on data sources is available in Annex A.</p>
<p>Definitions Used: <i>This table shows information that has been produced in response to the LSC (since replaced by the Skills Funding Agency or Young People’s Learning Agency) Priorities for Success 4 document.</i></p> <p>Funded learners. Only learners that were funded by the Skills Funding Agency or Young People’s Learning Agency are included in this table. Learners are defined as funded based upon information recorded by providers in the Skills Funding Agency / Young People’s Learning Agency funding stream field in the ILR. A learner will only be counted once in total learners for each funding stream they have learning aims in. Learners in with aims in multiple funding streams will be counted more once for each funding stream.</p> <p>A new funding variable L_FUNDINGSOURCE has been introduced in the 2009/10 ILR collections to distinguish the sources of funding for learners.</p> <p>Technical information on this field can be found in the 2009/10 Derived Variables Specification at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/Index+of+Derived+Variables+0910.htm.</p> <p>Learners with any combination of Demand Led Funding (DLF), Non Formula funding and European Social Fund (ESF) co-financing are included, except for those with just ESF co-financing only. DLF learners without funding are not included.</p>
<p>Age. This is academic age, the same definition used in previous tables, for more information see above. ‘Youth’ is learners aged under 19, and ‘adults’ are aged 19 and over. As this table reports learners according to how they are funded, only Learner Responsive provision and apprenticeships are reported by age. All other provision is reported in Youth or Adult according to the definitions given below.</p>
<p>Level. Participation is categorised into level, using the same definitions described above. Full Level 2 and Full Level 3 are re-derived for learners based only on their aims in each of the programmes reported in the table e.g. Under 19 FE does not count any Entry to Employment or First Steps aims taken by the same learners that may contribute towards Full Level 2.</p>
<p>Provision Type. Provision type is determined at aim level within ILR collections. Learners may be counted for multiple provision types within each collection e.g. a Learner Responsive learner may be counted as Under 19 FE Provision and as Entry to Employment provision if they have aims in both programmes.</p>

Train to Gain No Level Assigned. Includes SME flexibilities, which are thin level 2 and level 3 qualifications and level 2 and 3 units.

Foundation Learning Tier. Foundation Learning Tier (FLT) is a new programme at entry level and level 1 which is designed to enable people to progress to level 2 qualifications. FLT started in the 2008/09 academic year but a working definition of FLT has been in use since 2007/08, showing learners who are on an approved qualification at below level 2. Approved Provision is those courses that are approved for funding under section 96 or section 97 of the Learning and Skills Act 2000.

Technical information on FLT can be found at:

<http://www.thedataservice.org.uk/datadictionary/businessdefinitions/Foundation+Learning+Tier.htm>

Demand Led Funding. In 2008/09 the LSC (since replaced by the Skills Funding Agency or Young People's Learning Agency) implemented a new funding methodology resulting in extensive changes for the data collection and funding arrangement for the ILR. A summary of the key changes can be found [above](#).

Learner Responsive includes Further Education for learners that are primarily taught in Further Education organisations and Entry to Employment. For the purposes of this SFR it includes a small element of FE provision delivered in HE organisations where HE organisations have submitted ILR data.

Employer Responsive includes Further Education for learners that are primarily taught in the workplace. It includes Apprenticeships and Train to Gain, as well as Programmes for the Unemployed.

Under 19 Further Education Provision. Learners returned in the Learner Responsive ILR age under 19 on learning aims that are not on Entry to Employment or First Steps programmes. If these learners also have E2E or First Steps aims they will be counted again in those programmes.

Entry to Employment. All learners returned in the ILR on Entry to Employment programmes.

Adult Learner Responsive. Learners returned in the Learner Responsive ILR aged 19+, all learners returned in the University for Industry ILR and all learners on First Steps programmes.

Other Employer Responsive Programmes. Learners returned in the Employer Responsive ILR that are not Apprenticeships or Train to Gain, for example learners on Programmes for the Unemployed. Full Level 2 and Full Level 3 participation and achievement figures are for these learners only and do not use the derived variables for identifying Full Level 2/3 as these are derived for all Employer Responsive aims, not just those that are 'Other Employer Responsive'. Full Level 2 and Full Level 3 are re-derived from 'Other Employer Responsive' aims only using the rules published at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0809/L_FULLLEVEL2_3.htm

Safeguarded Adult Learning. All learners returned in the Adult Safeguarded Learning ILR that are on ASL programmes i.e. Personal and Community Development Learning (PCDL), Neighbourhood Learning in Deprived Communities (NLDC), Family Literacy, Language and Numeracy (FLLN) and Wider Family Learning (WFL). If these learners also have First Steps aims they will be counted again in Adult Learner Responsive. From 2008/09 onwards the ASL data are returned in the Adult Safeguarded Learning ILR collection.

Supplementary Tables. For further information on supplementary tables please see the information for table 4 which can be found [above](#).

**Table 15.1, 15.2 and 15.3
FE and Skills for Life Participation by Level (2009/10 mid-year estimates) – Learner
Volumes**

Published: June 2010

Data Source:

ILR data for:

- FE/LR (2009/10 – L01 – final)
- WBL/ER & TTG (2009/10 – ILR E10 – 04/06/10)
- ACL/ASL (2009/10 – C02 – final)
- Ufl (2009/10 – U02 – final)

And Employer Training Pilot data.

Further information on data sources is available in [Annex A](#).

Definitions Used:

Funded learners. Only learners that were funded by the Skills Funding Agency or Young People’s Learning Agency are included in this table. Learners are defined as funded based upon information recorded by providers in the Skills Funding Agency / Young People’s Learning Agency funding stream field in the ILR. A learner will only be counted once in total learners for each funding stream they have learning aims in. Learners in with aims in multiple funding streams will be counted more once for each funding stream.

A new funding variable L_FUNDINGSOURCE has been introduced in the 2009/10 ILR collections to distinguish the sources of funding for learners.

Skills for Life - The definition in table 15.1 is the same as previous tables, see definition [above](#).

Learners who are doing more than one Skills for Life qualification are counted once in the total but can be counted more than once if they are doing Skills for Life qualifications in more than one category. For example, a learner doing a ‘level 1 numeracy qualification’ and an ‘entry level literacy qualification’ will be counted twice, once in each category. Additionally, a learner participating on a ‘level 1 literacy qualification’ and a ‘level 2 literacy qualification’ would be counted in each of those categories but only once in the overall literacy category.

Learners may also be counted multiple times if they are doing qualifications in different funding streams.

Further technical information on Skills for Life can be found at http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_SFL+L_SFL.htm

Further information on Skills for Life can be found at: <http://rwp.excellencegateway.org.uk/readwriteplus/>

Skills for Life Types (Literacy, Numeracy and ESOL). The number of learners participating

and that have achieved is broken down into Skills for Life type. Skills for Life aims can be split into three types – Literacy, Numeracy or English for Speakers of Other Languages (ESOL). An aim is considered to be the Skills for Life type if the Learning Aims Database (LAD) indicates that it is within that category.

Technical information can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_SFLTY.htm

Level: Entry, 1 and 2. The number of learners participating and that have achieved is broken down into level within each Skills for Life type. This is Entry level, level 1 and level 2. There are no Skills for Life aims at levels higher than level 2.

Technical information on analysing the level of the qualification can be found at

http://www.thedataservice.org.uk/datadictionary/technicaldefinitions/derivedvariables/0910/A_NVQLEV+L_NVQLEV.htm

Age. Age is the learner's academic age for all funding streams. More information on age is described in table 1 [above](#).

Table 5.1 shows learners aged under 16 separately as they do not count towards the target - learners aged under 16 are not included in the main totals or breakdowns for participation and achievement.

Supplementary Tables. Provisional SFL data for the first 6 months of 2009/10 is included in [table 5](#) supplementary tables.

<p>Table 16.1 and 16.2 Apprenticeship Programme Starts by Level and Age (2009/10 in-year estimates) Apprenticeship Framework Achievements by Level and Age (2009/10 in-year estimates)</p>
<p>Published: June 2010</p>
<p>Data Source: ILR data for:</p> <ul style="list-style-type: none"> ER (2009/10 – ILR E10 – 04/06/10) <p>Further information on data sources is available in Annex A.</p>
<p>Definitions Used:</p>
<p>Skills Funding Agency/YPLA funded. Providers are only requested to return information on funded frameworks.</p>
<p>Starts. The definition is available in the metrics section above.</p>
<p>Age. Age is calculated as at the start of the programme. Age is broken down into learners aged Under 16, 16-18, 19-24 and those aged 25 and over.</p>
<p>Framework Achievements. Achievement of the full apprenticeship framework is counted, which is consistent with the Apprenticeship success rate. An apprenticeship framework consists of an NVQ, one or more Key Skills qualifications and a Technical Certificate.</p>
<p>Supplementary Tables. Provisional Apprenticeship data for the first 9 months of 2009/10 is included in the table 6 supplementary tables.</p>
<p>Provisional Lag. Provisional Apprenticeship numbers for 2009/10 are not comparable with previous years final data reported in table 6. There can be significant variation between provisional and final estimates and typically these numbers can be expected to be revised upwards. While subsequent revisions to 2009/10 data may be different from previous years, in 2008/09 the final number of starts was up to approximately 5% higher and the final number of achievements was up to approximately 12% higher than the provisional numbers at a similar point.</p>

<p>Table 17.1 and 17.2 Train to Gain Starts by Level (2009/10 in-year estimates) Train to Gain Achievements by Level (2009/10 in-year estimates)</p>
<p>Published: June 2010</p>
<p>Data Source: ILR data for:</p> <ul style="list-style-type: none"> ER (2009/10 – ILR E10 – 04/06/10) <p>Further information on data sources is available in Annex A.</p>
<p>Definitions Used:</p>
<p>Skills Funding Agency/YPLA funded. All Train to Gain learners are funded.</p>
<p>Starts. The definition is available in the metrics section above.</p>
<p>Age. Age is calculated as at the start of the programme.</p>
<p>Level. Starts and Achievements are broken down into level. Information on the definition of each level is set out above. Information on Skills for Life is also described in previous tables and can be found using this link. Starts and Achievements classified as ‘other’ are qualifications that either have no level assigned or are level 2 or 3 but not full qualifications. Future SFRs may split this category as the volume of learners taking non-full qualifications increases.</p>
<p>ETP. Employer Training Pilot (ETP) was a programme that engaged learners within their employment and was a predecessor to the Train to Gain programme. ETP started in 2003/04 academic year when it was a pilot programme (Employer Training Pilot) and ended in April 2006.</p>
<p>Supplementary Tables. Provisional Train to Gain data for the first 9 months of 2009/10 is included in the table 7 supplementary tables.</p>
<p>Provisional Lag. Provisional Train to Gain numbers for 2009/10 are not comparable with previous years final data reported in table 7. There can be significant variation between provisional and final estimates and typically these numbers can be expected to be revised upwards. While subsequent revisions to 2009/10 data may be different from previous years, in 2008/09 the final number of starts was up to approximately 8% higher and the final number of achievements was up to approximately 27% higher than the provisional numbers at a similar point.</p>

Data Sources

Individualised Learner Record (ILR)

Data at an individual qualification aim and learner level are returned to the Data Service by FE sector partners in the form of the Individualised Learner Record (ILR). These data are then used to inform the public about performance in the sector. The following ILR data sources have been used for this publication.

Funding Stream	Data Source
FE Providers (FE)	2007/08 and earlier years – ILR F05 – final
Learner Responsive (LR)	2008/09 – ILR L05 – final 2009/10 – ILR L02 – final
Work-based learning (WBL) - including data on Apprenticeships and Train to Gain	2007/08 and earlier years – ILR W13 – final
Employer Responsive (ER) – includes data on Apprenticeships and Train to Gain	2008/09 – ILR E13 – final 2009/10 – ILR E10 – 04/06/10
Employer Training Pilot (ETP)	2006/07 and earlier years – ETP database
Ufl / Learndirect (Ufl)	2006/07 and earlier years – ILR U03 – final 2007/08 – ILR U05 – final 2008/09 – ILR U05 – final 2009/10 – ILR U02 – final
Adult Community Learning (ACL)	2006/07 and earlier years – ILR C03 – final 2007/08 – ILR C03 – final, C02 – final
Safeguarded Adult Learning (ASL)	2008/09 – ILR C05 – final, C04 – final 2009/10 – ILR C02 – final

The Level of Highest Qualification Held By Adults

The statistics provided are taken from the Quarter 4 2008 Labour Force Survey (LFS) carried out by the Office for National Statistics from October to December 2008, using the information collected about the highest qualification held by individuals.

From 2004 onwards statistics relating to changes in attainment of 19 year olds at Level 2 and monitoring progress towards young people's attainment targets are based on a new administrative data source published by the Department for Education.