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FURTHER EDUCATION AND WORK BASED LEARNING FOR YOUNG PEOPLE – LEARNER NUMBERS IN ENGLAND ON 1 NOVEMBER 2003

INTRODUCTION

1. This Statistical First Release (SFR) provides early year estimates of learner numbers in post-16 education and training funded by the Learning and Skills Council (LSC) in learning on 1 November 2003.
2. Early year estimates give some measure of participation at a particular point in time, but are not directly comparable with the full year figures published each December.
3. This SFR updates early year figures published on the 31st of March 2003, "Government Supported Further Education and Work Based Learning for Young People on 1 November 2002".
4. The first SFR to combine information on both Further Education (FE) and Work Based Learning (WBL) for young people in one SFR was issued in March 2003.
5. The source data for this SFR is the Individualised Learner Record (ILR) 2003/04.
6. For the first time, the SFR shows provisional figures for the number of learners studying towards full level 2 qualifications in FE.
7. The SFR does not show the number of non-LSC funded learners in incorporated FE colleges. This is consistent with the previous combined FE/WBL SFRs.
8. University for Industry (UFI) provision and Adult Community Learning (ACL) provision are not included in this SFR.
9. An SFR on pupil characteristics and class sizes in maintained schools including school sixth forms is due for publication by DfES in April.

KEY POINTS

Further Education

10. An estimated 2.15 million learners were in learning in LSC funded FE provision on 1 November 2003. This is a small decrease (1.1 %) on the 2002 figure of 2.18 million.
11. The number of 16-18 year olds in LSC funded FE provision has increased by 1.7 % between 1 November 2002 and 1 November 2003 from 585 thousand to 595 thousand. Growth in the number of 16 - 18 year olds in full-time education continues. On 1 November 2003 the number of full-time 16 - 18 year olds rose by 3% against the previous year from 491 to 506 thousand. Year-on-year changes in estimates for the number of 16-18 year olds in FE in full-time study based on early year data returns are indicative of full-year changes.
12. The number of adults (aged 19 and over) in FE on 1 November 2003 was 1.56 million. This marks a decrease of 2.1% against the previous year at snapshot. The number of full-time adults rose by 1.5% against the previous year. Historically, the data returned at this time of year has not been indicative of the actual whole year picture for adults in part-time study and this reflects the flexible demand led nature of the sector.
13. The increase of 10 thousand younger learners is almost exclusively accounted for by an increase in 16 – 18 year olds studying at level 1 and entry levels, up by 16.7%.
14. The number of 16-18 year olds studying at level 2 showed a marginal drop (1.3%) from 151 thousand in 2002 to 149 thousand in 2003. As seen in the table below, the number of 16-18 year olds at level 2 studying towards a full level two qualification has increased between 2002 and 2003 by 1.0%. The number of adults studying at level 2 dropped by 6% to 441 thousand from 469 thousand. The number of adults studying a full level two qualification rose by 2.3%.

Learners (in 000's) studying towards a full level 2* qualification in council-funded FE by age: 1 November 2002 and 2003

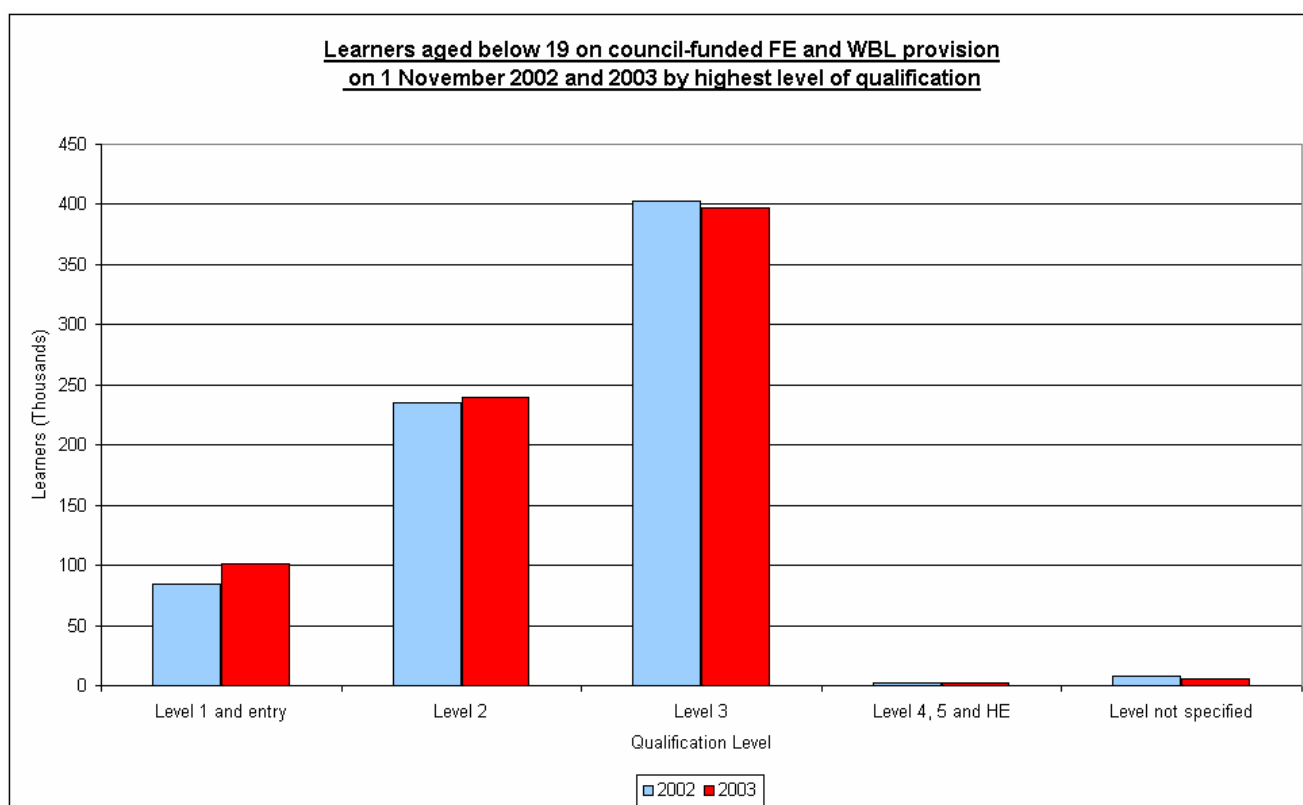
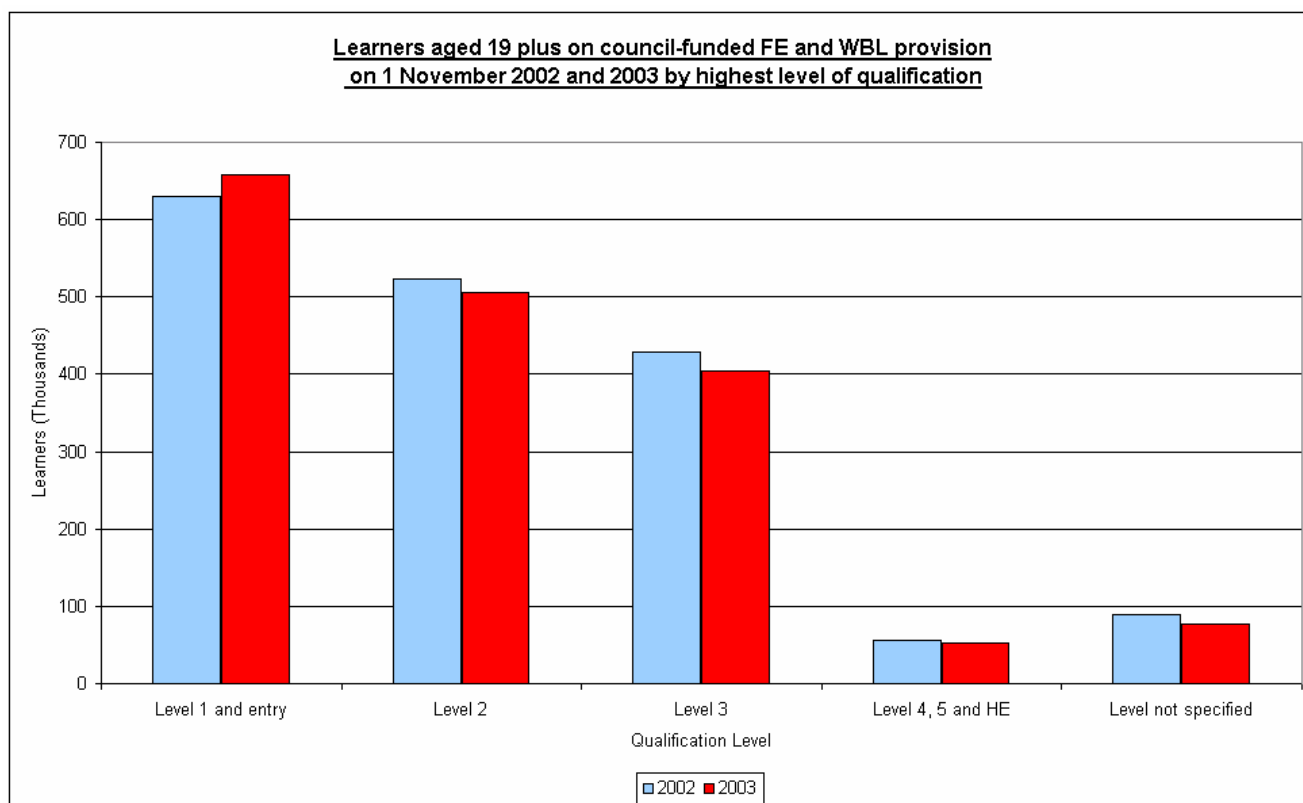
	01-Nov-02		01-Nov-03		
Age	level 2	of which full level 2	level 2	of which full level 2	% change in full level 2 from 2002 to 2003
Below 19	151.3	92.4	149.4	93.3	1.0%
19 plus	469.3	100.9	441.0	103.2	2.3%
All ages	620.6	193.3	590.4	196.5	1.7%

* These figures are provisional: Please refer to paragraph 9 under classification of data for more detail

15. The most popular areas of learning on 1 November 2003 were 'Information and Communications Technology' (15.3%) and 'Foundation Programmes' (10.6%). The highest year-on-year increase was in 'Construction', up by 10% and in 'English Languages and Communications', up by 12%. The biggest year-on-year drops are in 'Information and Communication Technology' (down by 48 thousand, a 13% drop) and 'Business Administration, Management and Professional' (down by 33 thousand, a 13% drop).

Work based Learning

16. The number of people in Work Based Learning on 1 November 2003 was 290 thousand. This is an increase of 3% on the previous year. The number of 16 –18 year olds rose to 150.7 thousand, up by 2.2%.
17. The number in learning on modern apprenticeships (MAs) in 2003 was 238 thousand. This is 3.5% more than in 2002 (230 thousand). The downward trend continues in NVQ Learning, in line with DfES policy, as more people move to frameworks. This was down by one third to 27 thousand. An additional contributing factor to this is the national roll out of Entry to Employment (E2E) that replaces life skills, preparatory learning and NVQ learning below level 2. E2E is a government initiative intended to attract harder to reach young people into learning.
18. The most popular area of learning in WBL was 'Engineering Technology and Manufacturing' (24.3% of learners), with 'Construction' and 'Retail Customer Service & Transportation' being the second most popular areas of learning (11.7% and 11.6% respectively).
19. The figures on WBL starts (table 5) in the SFR are under review and an updated table inclusive of the November 2003 figures will be published as soon as it is made available. The figures shown here at present are the same as those published in the December 2003 SFR (Reference ILR.SFR02).

Figure 1 Data source: Table 1 ILR/SFR03 Below 19 learner numbers**Figure 2 Data source: Table 1 ILR/SFR03 19 plus learner numbers**

TABLES

Further Education and Work Based Learning

The tables are based on ISR and ILR data for 2001/02 2002/03

Table 1. WBL and FE - Learners (in 000's) on council-funded FE Provision and WBL provision on 1 November for 2001, 2002 and 2003 analysed by highest qualification level and by age group

Table 2. WBL and FE – Learners (in 000's) on council-funded FE provision and WBL provision on 1 November for 2002 and 2003 analysed by areas of learning and by gender

Table 3. WBL and FE - Learners (in 000's) on council-funded FE and WBL provision on 1 November for 2002 and 2003 by ethnicity and gender

Table 4. WBL – Learners (in 000's) on WBL provision on 1 November for 1999/00 to 2003/04 by academic period and programme strand

Table 5. WBL – Starts (in 000's) on WBL provision from 1999/00 to 2002/03 by academic period and programme strand

Table 6. FE - Learners (in 000's) on council-funded FE provision on 1 November for each academic year 2001, 2002 and 2003 by institution type, mode of attendance, and age

Table 7. FE – Learners (in 000's) on council-funded FE provision on 1 November for each academic year 2001, 2002 and 2003 by age, highest level of qualification and qualification type

FUTURE STATISTICAL FIRST RELEASES

20. The LSC is planning to publish three Statistical First Releases each year.

- Early information on learner numbers, derived from the ILR return, relating to learners enrolled on 1 November, published in March.
- Whole-year information on learner numbers derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes derived from the ISR/ILR return relating to 31 December following the end of the relevant academic year for FE and most recently available data for WBL, published in July.

Published Statistical First Releases are currently available on the LSC website at:

<http://www.lsc.gov.uk/National/Documents/SubjectListing/SectorData/StatisticalFirstReleases/default.htm>

SUPPORTING DATA

21. Additional tables of data on FE and WBL numbers for 2003/04 will be provided on the LSC website.

A NATIONAL STATISTICS PUBLICATION

22. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.
23. For general enquiries about National Statistics contact: The National Statistics Public Enquiry Service on 020 7533 5888, minicom: 01633 812399, E-mail:info@statistics.gov.uk, Fax: 01633 652747, Letters: room DG/18, 1 Drummond Gate, LONDON SW1V 2QQ. You can also find National Statistics on the internet - go to www.statistics.gov.uk.

NOTES TO EDITORS

1. On 1 April 2001 the LSC inherited responsibility in relation to funding FE provision in colleges and external institutions from the Further Education Funding Council (FEFC). The LSC also took responsibility for post-16 provision in Work Based Learning and statistics in this area are also reported in this SFR.
2. Work Based Learning for young people is a major programme of government-supported training, comprising Advanced Modern Apprenticeships (AMA), Foundation Modern Apprenticeships (FMA), NVQ Learning and Entry to Employment (E2E).

Source of Data

3. The latest data source for this SFR is the Individualised Learner Record (ILR) 2003/04 (Reference W6 for WBL and F01 for FE). The data source for the updated 2002/03 FE data is F04 and for the 2002/03 WBL data W12c.
4. The FE data for 1 November 2003 have been derived from the ILR for 368 colleges and 121 External Institutions where validated and credible data were available. These data have been grossed up by the ratio of students in all institutions to those in the 489 institutions. This ratio has been calculated and applied separately for each college type, for students in each mode of attendance, and on each level of programme. An undercounting factor of 1.05 has been applied to the data and that is based on an analysis of the level of under-recording in 2002/03.

Classification of Data

Further Education

5. Data from Dance and Drama Institutions and Specialist Designated Institutions are excluded from this SFR.
6. The distribution of FE learners by Areas of Learning (table 2) takes into account all the aims followed by the learner population.
7. The level assigned to a learner in tables 1 & 7 corresponds to the highest-level qualification undertaken by that learner. The qualification type assigned to the learner in table 7 is that of the learner's highest qualification aim with the most guided learning hours.
8. FE Students classified for statistical purposes as full-time are defined as those enrolled on programmes of at least 450 guided learning hours per year, or for at least 150 guided learning hours per term or more than 16 guided learning hours per week for shorter courses. Full-time students who enrol on a programme of at least 450 guided learning hours per year are classified as full-time full-year. This includes those students who withdraw from the programme during the year and actually attend for less than 450 guided learning hours. Also counted as full-time full-year are students who enrol on programmes of less than 450 guided learning hours but stay longer than expected and actually attend for more than 450 guided learning hours. Full-time students who are not classified as full-time full-year are classified as other full-time. All other students are classified as part-time.
9. Learners studying towards a full level 2 are defined as those studying an NVQ level 2 or equivalent qualifications or 5 or more GCSEs in one academic year. The list of qualifications equivalent to an NVQ level 2 used here is provisional, hence the figures are also provisional.

Work Based Learning

10. The in-learning volume for WBL (tables 1 to 4 inclusive) is a measure of total learning activity on 1 November 2003. It includes all learners actively engaged in WBL on that date.

General Notes

11. In the tables, numbers may not add up exactly to totals because of differential rounding. Numbers are shown in thousands and the symbol '-' represents fewer than 50 learners.

Table 1. WBL and FE - Learners (in 000's) on council-funded FE Provision and WBL provision on 1 November for 2001, 2002 and 2003 analysed by highest qualification level and by age group

In-learning on 1 November for WBL and FE

Age	Qualification Level	Work Based Learning			Further Education			Total			% change in total from 2002 to 2003
		2001	2002	2003	2001	2002	2003	2001	2002	2003	
Below 19	Level 1 and entry	17.1	17.6	23.6	56.9	66.9	78.0	74.0	84.4	101.6	20.3%
	Level 2	79.7	84.1	89.9	148.7	151.3	149.4	228.4	235.4	239.3	1.6%
	Level 3	51.1	44.9	37.2	354.2	358.0	360.0	405.3	402.9	397.2	-1.4%
	Level 4, 5 and HE	0.1	0.1	0.1	1.8	2.2	2.0	2.0	2.3	2.1	-9.3%
	Level not specified	3.4	0.8	-	10.9	6.7	5.5	14.3	7.5	5.5	-26.3%
	All levels	151.4	147.4	150.7	572.4	585.1	594.9	723.9	732.5	745.7	1.8%
19 plus *	Level 1 and entry	1.0	1.2	1.5	506.0	629.6	656.9	507.0	630.8	658.4	4.4%
	Level 2	43.6	53.4	64.0	480.1	469.3	441.0	523.7	522.7	505.0	-3.4%
	Level 3	74.0	76.7	72.3	367.1	351.5	332.1	441.1	428.2	404.4	-5.6%
	Level 4, 5 and HE	1.4	1.6	1.5	43.3	53.6	50.6	44.7	55.3	52.0	-5.8%
	Level not specified	2.4	1.4	-	183.8	87.2	76.8	186.2	88.6	76.8	-13.3%
	All levels	122.4	134.3	139.3	1,580.3	1,591.2	1,557.3	1,702.7	1,725.5	1,696.7	-1.7%
All Ages		273.8	281.7	290.1	2,152.7	2,176.3	2,152.2	2,426.5	2,458.0	2,442.3	-0.6%

* includes unknown age

Table 2. WBL and FE – Learners (in 000's) on council-funded FE provision and WBL provision on 1 November for 2002 and 2003 analysed by areas of learning and by gender

In-learning on 1 November for WBL and FE

Area Of Learning	Work Based Learning 2002				Work Based Learning 2003			
	Female	Male	All	% of Total	Female	Male	All	% of Total
Business Administration, Management & Professional	25.8	9.1	34.9	12.4%	22.9	8.2	31.2	10.7%
Construction	0.3	32.8	33.1	11.7%	0.3	33.6	33.9	11.7%
Engineering, Technology and Manufacturing	1.6	65.4	67.0	23.8%	1.8	68.6	70.4	24.3%
Hairdressing and Beauty Therapy	19.6	1.1	20.7	7.3%	21.0	1.4	22.4	7.7%
Health, Social Care and Public Services	27.2	2.9	30.1	10.7%	28.8	3.4	32.2	11.1%
Hospitality, Sports, Leisure and Travel	13.2	13.0	26.1	9.3%	12.6	12.4	25.0	8.6%
Humanities	-	-	-	-	-	6.4	6.4	2.2%
Information & Communication Technology	1.5	8.0	9.5	3.4%	1.2	4.1	5.3	2.6%
Land-based provision	2.6	3.5	6.0	2.1%	2.9	14.5	17.4	2.4%
Retailing, Customer Service and Transportation	20.7	15.3	36.1	12.8%	19.1	0.2	19.3	11.6%
Science and Mathematics	0.1	0.2	0.4	0.1%	0.1	0.7	0.8	0.1%
Visual and Performing Arts and Media	0.1	1.0	1.1	0.4%	0.1	16.5	16.6	0.3%
Not known	6.7	10.1	16.8	6.0%	9.2	-	9.3	8.9%
Total	119.4	162.3	281.7	100.0%	120.0	170.1	290.1	100.0%

Area Of Learning	Further Education 2002				Further Education 2003			
	Female	Male	All	% of Total	Female	Male	All	% of Total
Business Administration, Management & Professional	173.4	73.8	247.2	11.4%	152.1	62.6	214.7	10.0%
Construction	4.7	73.3	77.9	3.6%	4.9	80.7	85.6	4.0%
Engineering, Technology and Manufacturing	9.8	76.2	86.0	4.0%	8.1	73.6	81.7	3.8%
English, Languages and Communications	105.5	65.0	170.5	7.8%	118.2	71.8	190.0	8.8%
Foundation programmes	124.9	92.9	217.8	10.0%	130.8	96.9	227.8	10.6%
Hairdressing and Beauty Therapy	81.4	11.8	93.3	4.3%	92.5	9.6	102.1	4.7%
Health, Social Care and Public Services	164.3	36.8	201.1	9.2%	163.6	33.9	197.4	9.2%
Hospitality, Sports, Leisure and Travel	67.0	48.7	115.7	5.3%	67.0	48.3	115.3	5.4%
Humanities	79.3	37.9	117.2	5.4%	78.1	36.4	114.5	5.3%
Information & Communication Technology	219.6	157.5	377.1	17.3%	189.9	138.8	328.7	15.3%
Land-based provision	25.4	14.4	39.9	1.8%	26.1	13.6	39.7	1.8%
Retailing, Customer Service and Transportation	19.7	12.9	32.6	1.5%	16.3	11.5	27.8	1.3%
Science and Mathematics	61.8	45.9	107.8	5.0%	62.1	43.4	105.4	4.9%
Visual and Performing Arts and Media	124.5	41.4	165.9	7.6%	130.5	46.6	177.2	8.2%
Not known	58.3	67.9	126.3	5.8%	70.8	73.5	144.4	6.7%
Total	1,319.7	856.6	2,176.3	100.0%	1,311.2	841.0	2,152.2	100.0%

*Table 3. WBL and FE - Learners (in 000's) on council-funded FE and WBL provision on 1 November for 2002 and 2003 by ethnicity and gender***In-learning on 1 November for WBL and FE**

Ethnicity	Work Based Learning 2002				Work Based Learning 2003			
	Female	Male	All	% of total	Female	Male	All	% of total
Asian or Asian British - Bangladeshi	0.7	0.5	1.2	0.4%	0.7	0.6	1.3	0.5%
Asian or Asian British - Indian	1.1	1.0	2.1	0.7%	1.0	0.9	1.9	0.7%
Asian or Asian British - Pakistani	1.7	1.1	2.8	1.0%	1.6	1.1	2.8	1.0%
Asian or Asian British - any other Asian background	0.3	0.4	0.6	0.2%	0.2	0.4	0.6	0.2%
Black or Black British - African	0.5	0.6	1.1	0.4%	0.5	0.7	1.2	0.4%
Black or Black British - Caribbean	1.1	1.3	2.4	0.8%	1.3	1.6	2.9	1.0%
Black or Black British - any other Black background	0.6	0.7	1.3	0.5%	0.5	0.6	1.1	0.4%
Chinese	0.1	0.1	0.2	0.1%	0.1	0.1	0.2	0.1%
Mixed - White and Asian	0.1	0.1	0.2	0.1%	0.2	0.2	0.4	0.1%
Mixed - White and Black African	0.1	0.1	0.2	0.1%	0.2	0.2	0.4	0.1%
Mixed - White and Black Caribbean	0.2	0.3	0.5	0.2%	0.7	0.7	1.3	0.5%
Mixed - any other Mixed background	0.2	0.2	0.4	0.1%	0.4	0.4	0.8	0.3%
White	110.2	153.2	263.5	93.5%	110.1	158.8	268.9	92.7%
any other	1.2	1.3	2.5	0.9%	0.6	1.0	1.6	0.6%
Not known/not provided	1.3	1.5	2.8	1.0%	1.9	2.8	4.7	1.6%
Total	119.4	162.3	281.7	100.0%	120.0	170.1	290.1	100.0%

Ethnicity	Further Education 2002				Further Education 2003			
	Female	Male	All	% of total	Female	Male	All	% of total
Asian or Asian British - Bangladeshi	8.6	8.1	16.7	0.8%	9.1	8.4	17.6	0.8%
Asian or Asian British - Indian	30.5	20.8	51.4	2.4%	31.2	20.9	52.2	2.4%
Asian or Asian British - Pakistani	30.1	20.5	50.6	2.3%	31.5	21.0	52.6	2.4%
Asian or Asian British - any other Asian background	12.7	12.9	25.6	1.2%	13.3	12.8	26.1	1.2%
Black or Black British - African	27.2	21.0	48.2	2.2%	31.7	23.2	54.9	2.6%
Black or Black British - Caribbean	24.2	15.0	39.2	1.8%	25.0	15.7	40.7	1.9%
Black or Black British - any other Black background	7.1	4.9	12.0	0.6%	7.0	5.0	12.0	0.6%
Chinese	8.1	4.4	12.5	0.6%	8.4	4.5	12.9	0.6%
Mixed - White and Asian	2.9	2.5	5.4	0.3%	3.4	2.9	6.3	0.3%
Mixed - White and Black African	2.7	2.0	4.7	0.2%	3.5	2.6	6.0	0.3%
Mixed - White and Black Caribbean	5.3	3.5	8.8	0.4%	6.9	4.5	11.3	0.5%
Mixed - any other Mixed background	4.2	2.6	6.7	0.3%	4.8	3.0	7.8	0.4%
White	1,032.3	648.2	1,680.5	77.2%	1,015.8	628.7	1,644.5	76.4%
any other	24.4	19.9	44.3	2.0%	25.2	20.3	45.5	2.1%
Not known/not provided	99.4	70.3	169.7	7.8%	94.3	67.6	161.9	7.5%
Total	1,319.7	856.6	2,176.3	100.0%	1,311.2	841.0	2,152.2	100.0%

Table 4. WBL – Learners (in 000's) on WBL provision for 1999/00 to 2003/04 by academic period and programme strand

In-learning at end of academic period

Year		Advanced MA	Foundation MA	NVQ Learning	E2E*	WBL for young people
1999/00	31-Oct-1999	132.2	59.6	85.3	0.7	277.8
	30-Jan-2000	132.4	66.4	76.9	2.6	278.3
	30-Apr-2000	128.8	70.6	64.3	4.0	267.7
	30-Jul-2000	127.3	77.7	59.1	5.9	270.1
	Year average	130.0	65.4	74.3	2.6	272.4
2000/01	29-Oct-2000	133.6	89.4	57.0	6.8	286.7
	28-Jan-2001	131.7	90.7	50.9	7.4	280.6
	29-Apr-2001	118.4	79.6	42.5	6.4	246.9
	29-Jul-2001	115.0	87.0	43.1	8.0	253.1
	Year average	125.7	86.6	49.5	7.0	268.8
2001/02	28-Oct-2001	117.6	101.2	47.2	7.8	273.8
	27-Jan-2002	113.7	102.7	49.1	7.8	273.3
	28-Apr-2002	108.7	103.2	50.8	7.8	270.5
	28-Jul-2002	102.7	106.1	54.7	10.1	273.6
	year average	111.8	101.7	49.3	8.0	270.8
2002/03	27-Oct-2002	114.2	116.0	41.4	10.1	281.7
	26-Jan-2003	111.6	117.6	41.4	10.8	281.4
	27-Apr-2003	106.8	118.9	40.8	11.3	277.9
	27-Jul-2003	98.3	115.8	38.7	13.0	265.7
	Year average	108.3	115.4	40.6	10.9	275.2
2003/04	26-Oct-2003	102.7	135.3	27.4	24.7	290.1

* This column includes Life skills and preparatory training in earlier years

Table 5. WBL – Starts (in 000's) on WBL provision from 1999/00 to 2002/03 by academic period and programme strand**Starts***

Year		Advanced MA	Foundation MA	NVQ Learning	E2E**	WBL for young people
1999/00	2 Aug 1999 - 31 Oct 1999	28.1	29.3	26.9	0.7	85.1
	1 Nov 1999 - 30 Jan 2000	17.3	17.4	14.6	2.8	52.0
	31 Jan 2000 - 30 Apr 2000	15.4	19.0	13.5	3.7	51.6
	1 May 2000 - 30 Jul 2000	16.0	22.6	13.8	5.4	57.9
	Total	76.8	88.3	68.8	12.6	246.6
2000/01	31 Jul 2000 - 29 Oct 2000	28.2	33.5	18.5	6.9	87.2
	30 Oct 2000 - 28 Jan 2001	16.1	20.2	9.6	6.0	51.9
	29 Jan 2001 - 29 Apr 2001	14.2	23.9	10.4	6.4	54.9
	30 May 2001 - 29 Jul 2001	13.8	26.5	11.7	7.1	59.0
	Total	72.4	104.1	50.1	26.3	252.9
2001/02	30 Jul 2001 - 28 Oct 2001	23.7	38.3	14.5	9.0	85.5
	29 Oct 2001 - 27 Jan 2002	11.2	21.6	10.2	6.7	49.7
	28 Jan 2002 - 28 Apr 2002	9.8	22.8	13.1	7.2	52.8
	28 Apr 2002 - 28 Jul 2002	9.4	25.6	16.3	8.3	59.6
	Total	54.0	108.3	54.1	31.1	247.6
2002/03	29 Jul 2002 - 27 Oct 2002	21.7	41.0	12.9	9.2	84.8
	28 Oct 2002 - 26 Jan 2003	9.8	23.5	8.7	7.4	49.3
	27 Jan 2003 - 27 Apr 2003	8.2	24.6	9.1	8.3	50.1
	28 Apr 2002 - 27 Jul 2003	7.6	26.7	10.0	10.8	55.1
	Total	47.3	115.7	40.6	35.7	239.3

* The figures in this table are under review and an updated table inclusive of the November 2003 figures will be published as soon as it is made available

** This column includes Life skills and preparatory training in earlier years

Table 6. FE - Learners (in 000's) on council-funded FE provision on 1 November for each academic year 2001 , 2002 and 2003 by institution type, mode of attendance, and age

	mode of attendance	age	2001	2002	2003	% change
General FE and tertiary colleges	Full-time full-year	below 19	342.1	353.1	362.3	2.6%
		19-24	61.5	67.7	73.5	8.6%
		25-59	80.1	80.5	76.8	-4.7%
		60 and over	2.2	2.2	1.7	-23.8%
		unknown	0.2	0.2	0.3	-
		Total	486.2	503.7	514.6	2.2%
	Other full-time	below 19	5.7	5.2	5.3	1.5%
		19-24	6.8	6.7	7.9	18.1%
		25-59	23.7	21.9	22.6	3.3%
		60 and over	1.3	1.3	0.8	-39.3%
		unknown	0.1	0.1	0.1	25.4%
		Total	37.6	35.2	36.7	4.3%
	Part-time	below 19	84.9	80.7	75.8	-6.0%
		19-24	151.4	153.6	159.9	4.1%
		25-59	844.8	843.1	810.9	-3.8%
		60 and over	104.3	116.3	108.7	-6.5%
		unknown	6.2	4.5	4.8	5.5%
		Total	1,191.5	1,198.3	1,160.2	-3.2%
	Total		1,715.3	1,737.2	1,711.5	-1.5%
Sixth form colleges	Full-time full-year	below 19	115.8	121.8	125.5	3.0%
		19-24	1.9	2.1	2.1	2.0%
		25-59	1.1	1.1	1.1	-6.9%
		60 and over	0.1	0.1	0.0	-
		Total	118.9	125.1	128.7	2.9%
	Other full-time	below 19	0.2	0.1	0.2	-
		19-24	0.1	0.1	0.7	-
		25-59	0.4	0.4	2.0	-
		60 and over	0.0	0.0	0.1	-
		Total	0.7	0.6	3.1	-
	Part-time	below 19	3.7	3.6	4.3	20.5%
		19-24	4.5	4.5	5.3	16.3%
		25-59	31.5	30.7	33.0	7.6%
		60 and over	4.9	5.2	6.2	19.1%
		unknown	0.3	0.2	0.3	-
		Total	45.0	44.2	49.1	11.2%
	Total		164.6	169.9	180.9	6.5%

Table 6 Continued. FE - Learners (in 000's) on council-funded FE provision for each academic year 2001/02 , 2002/03 and 2003/04 by institution type, mode of attendance, and age

	mode of attendance	age	2001	2002	2003	% change
Other Colleges	Full-time full-year	below 19	10.2	10.4	11.6	11.7%
		19-24	1.7	1.8	2.1	12.5%
		25-59	1.5	1.8	1.7	-6.4%
		60 and over	-	-	-	-
		Total	13.4	14.1	15.4	9.5%
	Other full-time	below 19	0.1	0.1	0.0	-
		19-24	0.1	0.1	0.1	-8.8%
		25-59	0.2	0.3	0.5	-
		60 and over	-	-	-	-
		Total	0.3	0.4	0.6	37.9%
	Part-time	below 19	1.6	1.6	1.2	-25.1%
		19-24	2.2	2.3	2.4	3.8%
		25-59	14.8	15.0	17.0	13.0%
		60 and over	1.6	1.9	2.8	47.6%
		unknown	0.2	0.1	0.2	-
		Total	20.5	20.9	23.5	12.5%
	Total		34.2	35.4	39.5	11.6%
External Institutions	Full-time full-year	below 19	0.3	0.6	1.1	-
		19-24	0.6	0.9	1.5	-
		25-59	1.7	2.9	3.1	6.9%
		60 and over	0.1	0.2	0.1	-22.8%
		Total	2.6	4.5	5.8	29.9%
	Other full-time	below 19	0.1	0.1	0.1	-25.3%
		19-24	0.3	0.3	0.2	-16.2%
		25-59	1.5	1.3	1.1	-17.6%
		60 and over	0.2	0.1	0.1	-
		Total	2.0	1.8	1.4	-19.4%
	Part-time	below 19	7.7	7.8	7.3	-5.8%
		19-24	16.9	16.3	15.6	-4.5%
		25-59	167.7	161.4	150.4	-6.9%
		60 and over	35.9	38.5	35.9	-6.9%
		unknown	5.7	3.6	4.0	10.3%
		Total	234.0	227.6	213.1	-6.4%
	Total		238.6	233.9	220.3	-5.8%
All Institutions	Total		2,152.7	2,176.3	2,152.2	-1.1%

Table 7. FE – Learners (in 000's) on council-funded FE provision on 1 November for each academic year 2001, 2002 and 2003 by age, highest level of qualification and qualification type

Age	Level	Qualification type	2001	2002	2003	% change 2002/03 to 2003/04
Below 19	Level 1 and entry	GNVQ	8.7	8.3	9.5	13.9%
		NVQ	8.0	9.2	11.0	19.3%
		Other*	40.2	49.3	57.5	16.6%
		Total	56.9	66.9	78.0	16.6%
	Level 2	GCSE	17.8	18.0	17.4	-3.8%
		GNVQ precursor	12.5	13.9	18.5	32.7%
		GNVQ/AVCE	36.0	31.9	25.9	-19.0%
		NVQ	35.0	33.7	33.9	0.6%
		Other	47.4	53.7	53.8	0.1%
		Total	148.7	151.3	149.4	-1.3%
	Level 3	GCE A/AS level	163.6	168.0	168.5	0.3%
		GNVQ precursor	76.8	70.3	74.2	5.6%
		GNVQ/AVCE	72.0	63.5	53.0	-16.6%
		NVQ	8.4	8.3	7.5	-9.4%
		Access to HE	0.2	0.2	0.3	58.7%
		Other	33.2	47.8	56.5	18.3%
		Total	354.2	358.0	360.0	0.6%
	Level 4, 5 and HE	NVQ	0.2	0.2	0.3	40.0%
		Other	1.7	2.0	1.7	-15.0%
		Total	1.8	2.2	2.0	-9.6%
	Level not specified	Total	10.9	6.7	5.5	-17.4%
	All levels	Total	572.4	585.1	594.9	1.7%
19 plus	Level 1 and entry	GNVQ	0.6	0.7	0.8	18.7%
		NVQ	13.6	14.4	16.6	15.8%
		Other*	491.8	614.6	639.4	4.0%
		Total	506.0	629.6	656.9	4.3%
	Level 2	GCSE	49.0	45.5	45.6	0.2%
		GNVQ precursor	6.5	5.6	5.0	-11.1%
		GNVQ/AVCE	2.5	2.3	2.1	-9.3%
		NVQ	89.7	91.1	92.9	2.0%
		Other	332.5	324.8	295.6	-9.0%
		Total	480.1	469.3	441.0	-6.0%
	Level 3	GCE A/AS level	41.4	41.3	42.2	2.3%
		GNVQ precursor	32.2	25.7	23.2	-9.9%
		GNVQ/AVCE	10.1	9.1	8.2	-9.6%
		NVQ	58.9	63.3	61.3	-3.1%
		Access to HE	31.3	27.4	35.8	30.4%
		Other	193.0	184.7	161.4	-12.6%
		Total	367.1	351.5	332.1	-5.5%
	Level 4, 5 and HE	NVQ	15.6	16.5	16.3	-1.2%
		Other	27.7	37.1	34.3	-7.5%
		Total	43.3	53.6	50.6	-5.7%
	Level not specified	Total	183.8	87.2	76.8	-11.9%
	All levels	Total	1,580.3	1,591.2	1,557.3	-2.1%
All ages	Total	Total	2,152.7	2,176.3	2,152.2	-1.1%

* Includes basic skills provision reclassified in 2002/03