



Department  
for Business  
Innovation & Skills

**BIS PERFORMANCE INDICATORS**

Total achievements in full Level  
2 or 3 Further Education of  
people academic age 19 years  
and over

MAY 2013

# Total achievements in full Level 2 or 3 Further Education of people academic age 19 years and over

This indicator provides a direct measurement of the skills improvements that will support social mobility - achievement of full Level 2 or 3 qualifications will be an important enabling factor for individuals' success in the labour market, and second chances for adult learners to obtain these qualifications are provided by the Further Education sector.

## How are we performing?

Chart 1 shows the increase in full Level 2 and full Level 3 achievements from 2002/03 to

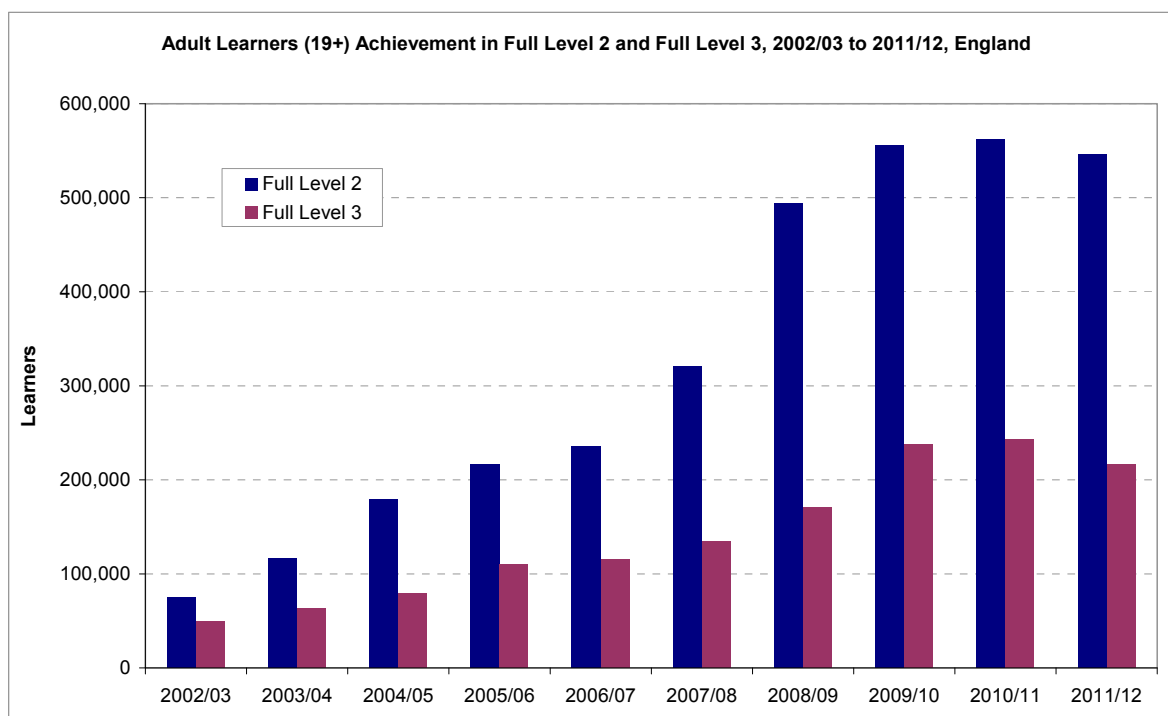
2011/12. This includes all publicly funded achievements through: Education and Training, Workplace Learning, Apprenticeships and Adult Community Learning.

A full Level 2 achievement is equivalent to 5 or more GCSEs at grade A\* to C.

A full Level 3 achievement is equivalent to 2 or more A-levels.

Historically there has been substantial growth in the number of full Level 2 achievements – up from around 74,600 in 2002/03 to 546,600 in 2011/12. There was a slight decrease between 2010/11 and 2011/12.

There has also been a large increase in the number of full Level 3 qualifications since 2002/03 – up from around 49,100 in 2002/03 to around 216,200 in 2011/12. There was a slight decrease between 2010/11 and 2011/12.



This time series is based table 1.2 of the January 2013 Further Education and Skills Statistical First Release (SFR).<sup>1</sup>

## What will influence this indicator?

The move away from Government targets to a demand led system based on local needs is likely to have an impact on progression levels, as is the promotion of the Apprenticeships programme which is less focussed primarily on progression than alternate funding streams where there has been a clear funding incentive. Other changes to entitlements and the introduction of Advanced Loans may also have an impact.

## What is BIS's role?

Individuals and businesses make decisions about whether to invest in qualifications. BIS's role is to ensure that the further and higher education systems operate in a way that is responsive to the needs of individuals and businesses, to increase the incentive to invest in qualifications. The FE and HE reforms are designed to increase this responsiveness, moving away from a system where the numbers and kinds of qualifications were determined by central government.

<sup>1</sup> [http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr\\_current/](http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_current/)

## Indicator definition

The indicator uses [Individualised Learner Record](#)<sup>2</sup> data to report on the number of learners aged 19 and over achieving full Level 2 or full Level 3 qualifications.

## Further Information

Information on firstness is published in the supplementary tables that accompany the

[Further Education & Skills Statistical First Release](#)<sup>3</sup>.

## Related indicators

[Average funding per course in government-funded adult further education](#)<sup>4</sup>

[Number of government-funded learners participating in Further Education](#)<sup>5</sup>

[International comparison of the qualification levels of the working age population in the UK](#)<sup>6</sup>

## Status

Last updated on: May 2013

Due for update on: March 2014

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<sup>2</sup><http://www.theia.org.uk/ilr/>

<sup>3</sup>[http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr\\_current/](http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_current/)

<sup>4</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/82957/Average\\_funding\\_per\\_course\\_in\\_government-adult\\_further\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/82957/Average_funding_per_course_in_government-adult_further_education.pdf)

<sup>5</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/82958/Number\\_of\\_government-funded\\_learners\\_participating\\_in\\_Further\\_Education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/82958/Number_of_government-funded_learners_participating_in_Further_Education.pdf)

<sup>6</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/82959/International\\_comparison\\_of\\_the\\_qualification\\_levels\\_of\\_the\\_working\\_age\\_population.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/82959/International_comparison_of_the_qualification_levels_of_the_working_age_population.pdf)



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