Skills Funding
Agency

Review of publicly funded digital skills qualifications

Annex A
Data tables and analysis

February 2016

Of interest to employers, colleges, training organisations and awarding organisations.

Contents

Introduction

The tables in this Annex draw together the key analytical findings of this review of publicly funded digital skills qualifications. They include the statistical data and a range of qualitative sources.

The analysis is based on data derived from the individualised learner record (ILR) and a range of qualitative sources. The analysis looks at the overall digital skills qualifications offer and then each of the qualification types in turn.

- **Basic digital skills**.
  These give learners basic, fundamental skills for digital literacy.
- **General digital skills**.
  These are part of a continuum of skills for adult learners to go beyond basic digital literacy and gain skills needed in the workforce.
- **Advanced and specialist digital skills**.
  These are advanced and specialist technical skills needed for digital job roles.

For each of the three types of digital skills qualification the analysis looked at:

- The course content
- The type of learners
- The length of the courses
- Who delivers the qualifications
- Which awarding organisations offer them
- Perceptions of the qualifications

For basic and general digital skills qualifications the analysis also looked at why learners enrol on these qualifications.

Notes for the quantitative data in this document

1. The data is produced from official sources for specific analysis in the context of the Digital Skills Review. Therefore, this data is not official statistics.

2. All enrolments are rounded to nearest 10. Percentages are calculated on pre-rounded data.

3. '~' indicates a value of less than 10.

4. The data source for all tables is the ILR, except where stated.

5. Unless otherwise stated, all data in this report shows counts or percentages of enrolments on qualifications by learners who:

   a. are in England,

   b. are aged 19 or older

   c. undertook their learning outside of an apprenticeship

   d. were funded through the Adult Skills Budget (ASB) or with an Advanced Learner Loan (Loan)

6. Unless otherwise stated, the tables refer to the funding year period 1 August 2013 to 31 July 2014.

7. The data for 2012 to 2013 and 2013 to 2014 is Full Year.

8. The data for 2014 to 2015 is provisional and covers activity reported between August 2014 and May 2015.

9. The tables report the number of qualifications. This means that learners undertaking/achieving more than one qualification will appear more than once in the 'total learners' category.

10. The age of a learner is their age as at 31 August of the academic year in which they start their qualification.

Notes for the qualitative data in this review

The analysis is based on the following sources of information and feedback:

1. An online survey of further education (FE) colleges and other training organisations. Respondents 'self-selected'; 70 responses passed the screening questions.

2. An online survey of employers. Respondents 'self-selected'. 36 responses passed the screening questions.

3. Seven focus groups, comprising awarding organisations, training organisations and employers.

4. Visits to, and telephone interviews with, FE colleges and other training organisations; the visits included time with learners.

5. Conversations held with sector bodies.

All digital skills qualifications

Table A-1: Changes in the mix of digital skills qualification over time
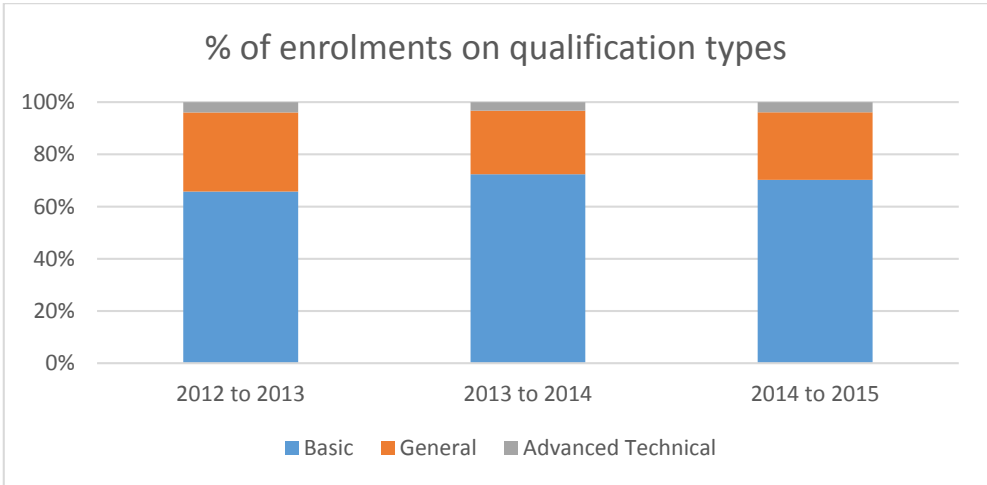
Table A-2: Count of enrolments on digital skills qualification over time

Digital skills qualification type	2012 to 2013	2013 to 2014	2014 to 2015
Basic	151,550	143,820	84,080
General	69,820	48,260	30,980
Advanced and Specialist	9,010	6,510	4,612
Total	**230,380**	**198,590**	**119,672**

Table A-3: Count and percentage of enrolments on digital skills qualifications by level
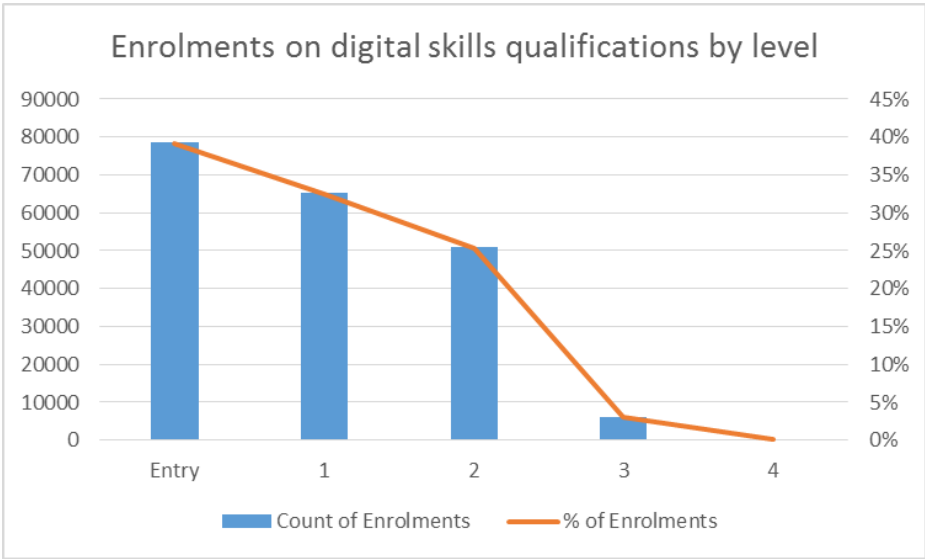
Table A-5: Comparing level and planned length of study to all qualifications

Characteristic:	ASB and Loans funded qualifications			
	Digital Skills		**All subjects**	
Level of qualification	Entry Level:	39%	Entry Level:	24%
	Level 1:	32%	Level 1:	30%
	Level 2:	25%	Level 2:	38%
	Level 3 or above:	4%	Level 3 or above:	8%
Planned length of study	0 to 10 hours:	6%	0 to 10 hours:	8%
	11 to 30 hours:	14%	11 to 30 hours:	10%
	31 to 60 hours:	20%	31 to 60 hours:	14%
	61 to 100 hours:	22%	61 to 100 hours:	16%
	101 to 300 hours:	27%	101 to 300 hours:	29%
	301 to 500 hours:	7%	301 to 500 hours:	11%
	501 to 1,000 hours:	4%	501 to 1,000 hours:	7%
	1000+ hours:	<1%	1000+ hours:	<1%
			Not stated:	3%

Table A-6: 'Brand' of Digital Skills Qualification
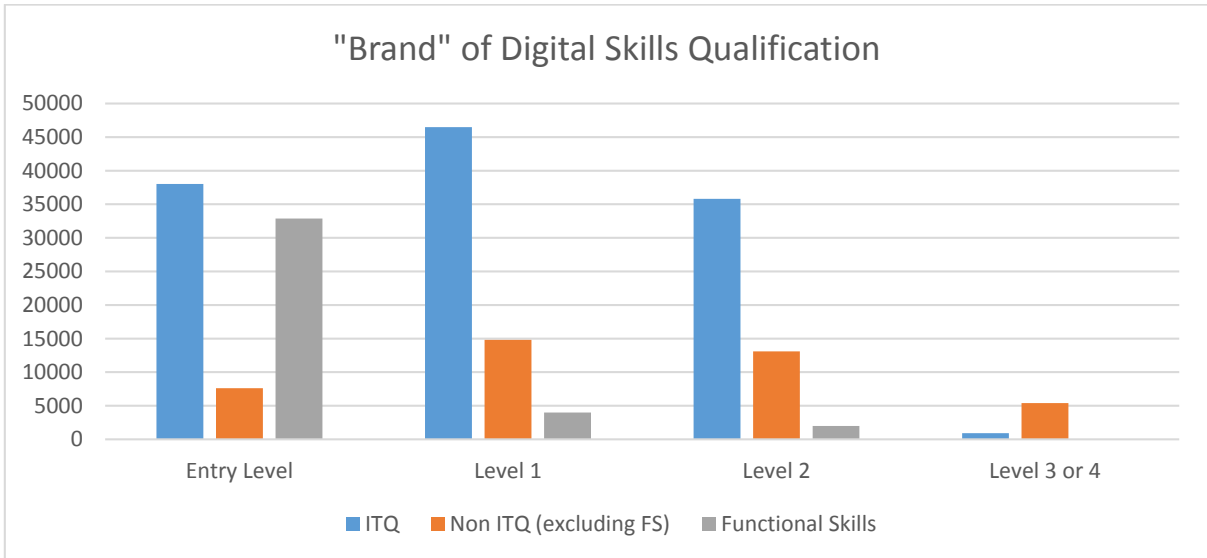
Table A-7: Delivery of advanced and specialist digital skills qualifications in apprenticeships, Loans, Offender Learning and Support Service (OLASS) and other ASB
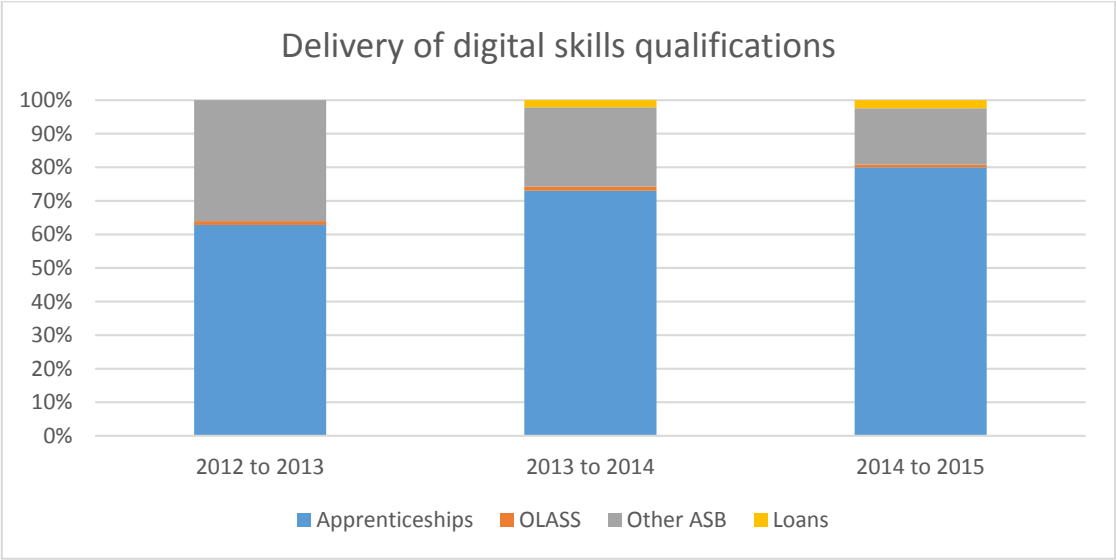
Table A-8: Awarding organisation market share
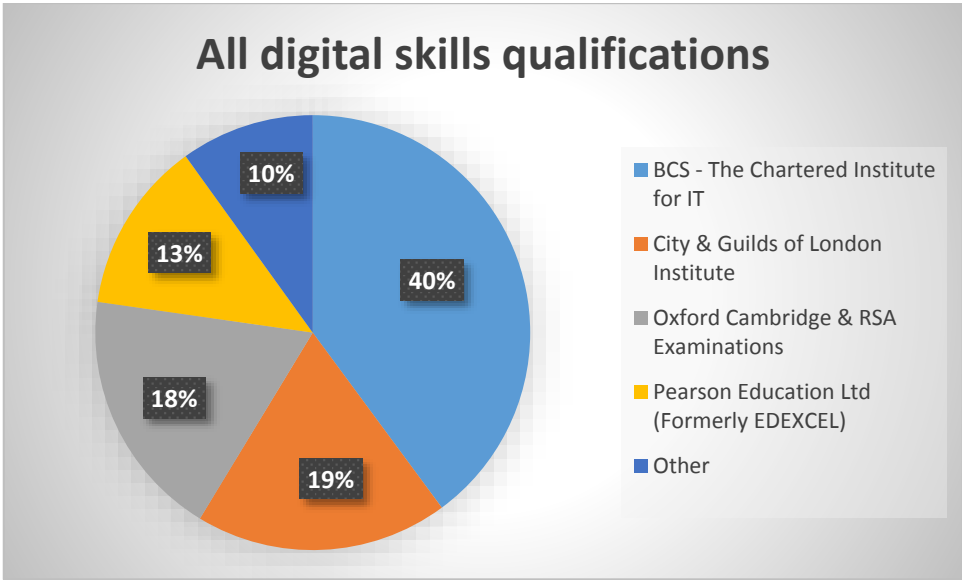
Table A-9: College and training organisation delivery of digital skills qualifications

Delivery of digital skills qualifications by organisation type
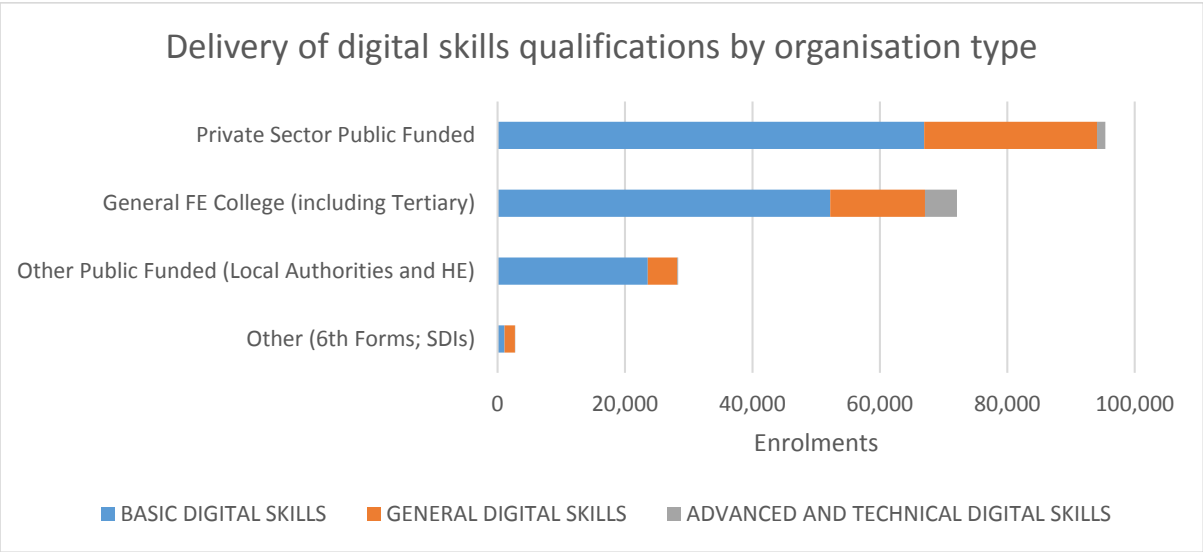
These four pie charts use the same legend as the bar chart above.
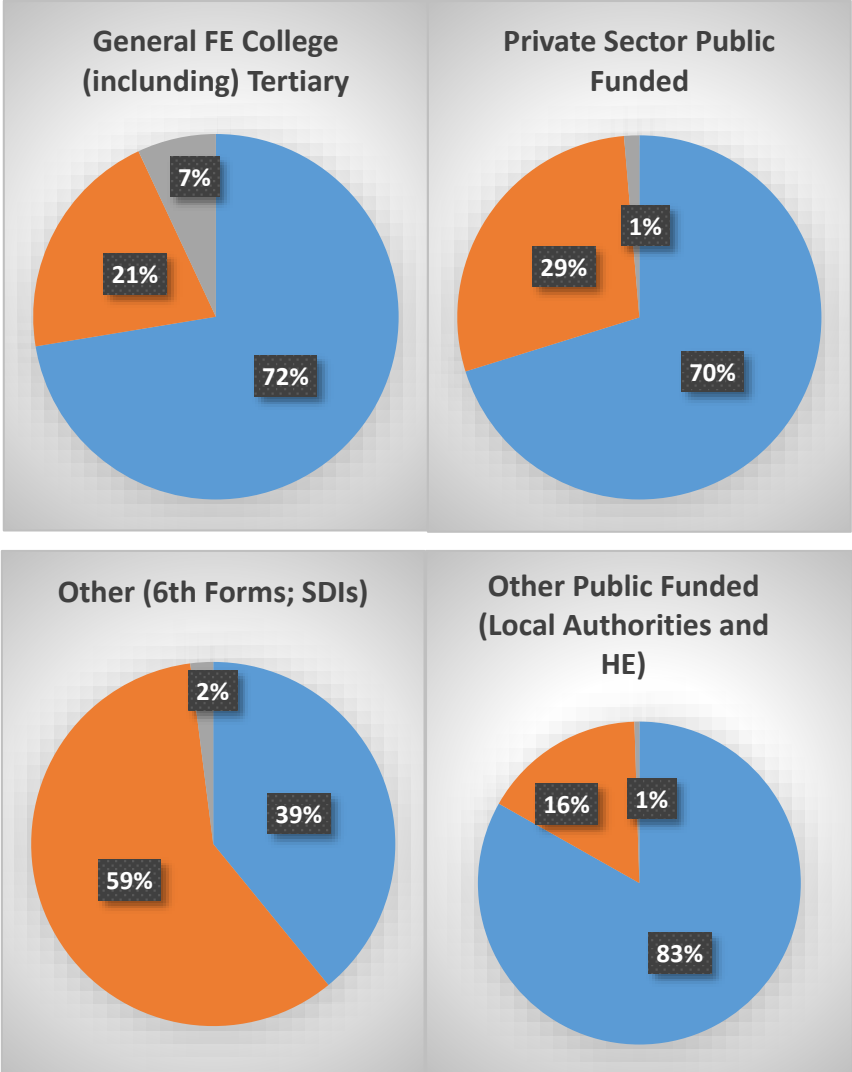
Table A-10: Comparing proportions of learners from different age bands

This graphic shows the percentage of 19+ enrolments on digital skills qualifications as a proportion of all enrolments in each age bracket. These are enrolments funded by the ASB (outside of apprenticeships) or Advanced Learner Loans during the funding year 2013 to 2014.
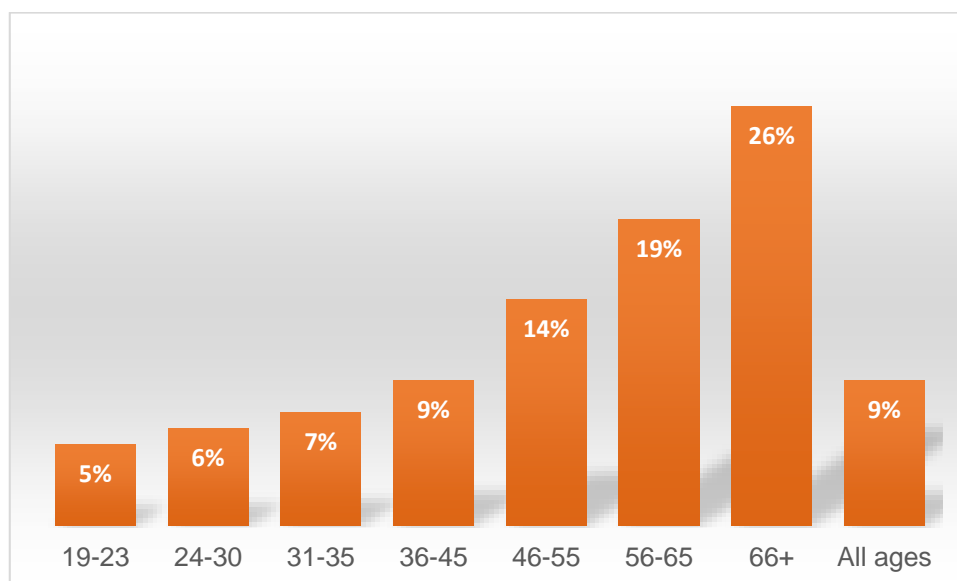
Table A-11: Distribution of female and male learners

This graph shows the distribution of all female and male learners on digital skills qualifications across the three types of digital skills qualification.
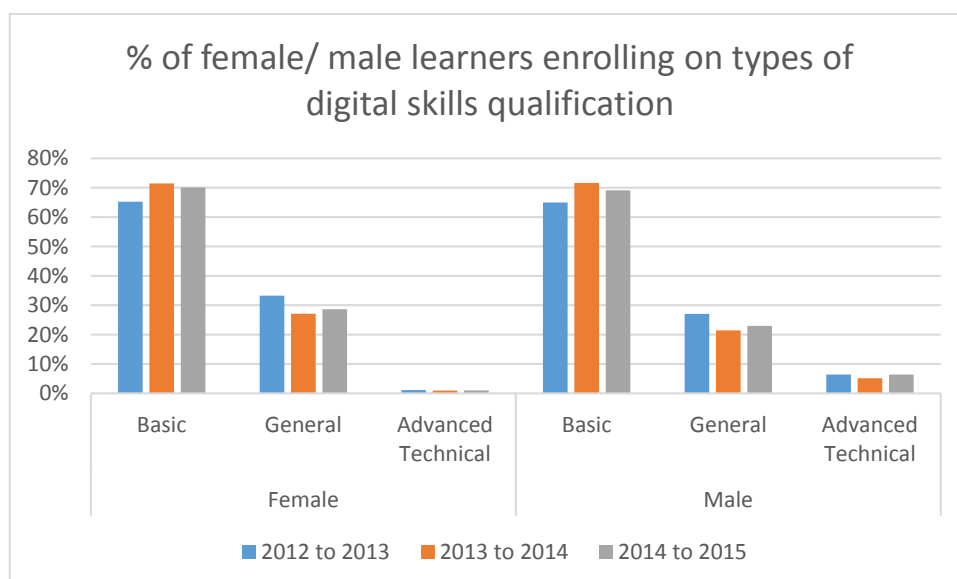
Table A-12: Gender mix of learners on different types of digital skills qualification

This graph shows the gender profile of learners on each of the three types of digital skills qualification.

Gender profile of learners enrolling on different types of digital skills qualifications
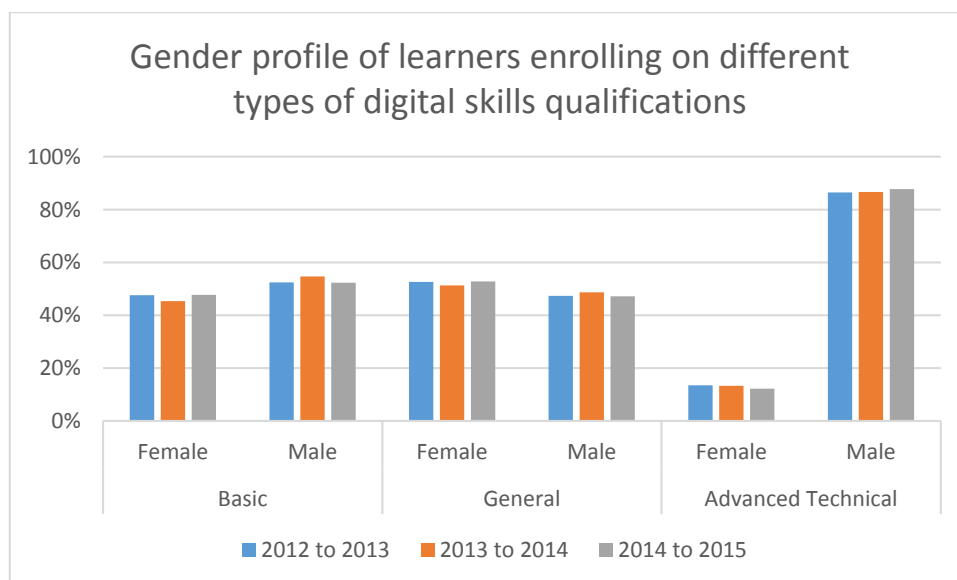
Table A-13: Ethnicity of learners on different qualification types

		2012 to 2013	2013 to 2014	2014 to 2015
Basic	Asian/ Asian British	10%	9%	10%
	Black/ African/ Caribbean/ Black British	11%	9%	11%
	Mixed/ Multiple Ethnic Group	3%	2%	3%
	White	73%	75%	71%
	Other Ethnic Group	2%	3%	3%
	Not Known/Not Provided	2%	2%	2%
General	Asian/ Asian British	8%	7%	8%
	Black/ African/ Caribbean/ Black British	8%	8%	8%
	Mixed/ Multiple Ethnic Group	2%	2%	2%
	White	78%	79%	78%
	Other Ethnic Group	2%	2%	2%
	Not Known/Not Provided	2%	2%	2%
Advanced and Specialist	Asian/ Asian British	14%	16%	18%
	Black/ African/ Caribbean/ Black British	16%	17%	16%
	Mixed/ Multiple Ethnic Group	4%	4%	4%
	White	60%	57%	55%
	Other Ethnic Group	4%	4%	5%
	Not Known/Not Provided	2%	2%	3%

Table A-14: Proportion of qualification enrolments for different ethnic groupings

		2012 to 2013	2013 to 2014	2014 to 2015
Asian/ Asian British	Basic	69%	75%	72%
	General	25%	20%	21%
	Advanced and Specialist	6%	6%	7%
Black/ African/ Caribbean/ Black British	Basic	69%	74%	74%
	General	24%	20%	20%
	Advanced and Specialist	6%	6%	6%
Mixed/ Multiple Ethnic Group	Basic	66%	72%	72%
	General	28%	23%	22%
	Advanced and Specialist	6%	5%	6%
White	Basic	65%	72%	69%
	General	32%	26%	28%
	Advanced and Specialist	3%	2%	3%
Other Ethnic Group	Basic	69%	74%	75%
	General	25%	21%	19%
	Advanced and Specialist	6%	5%	6%
Not Known/Not Provided	Basic	65%	71%	69%
	General	31%	25%	26%
	Advanced and Specialist	4%	3%	5%

Table A-15: Comparing success rates across sector subject areas
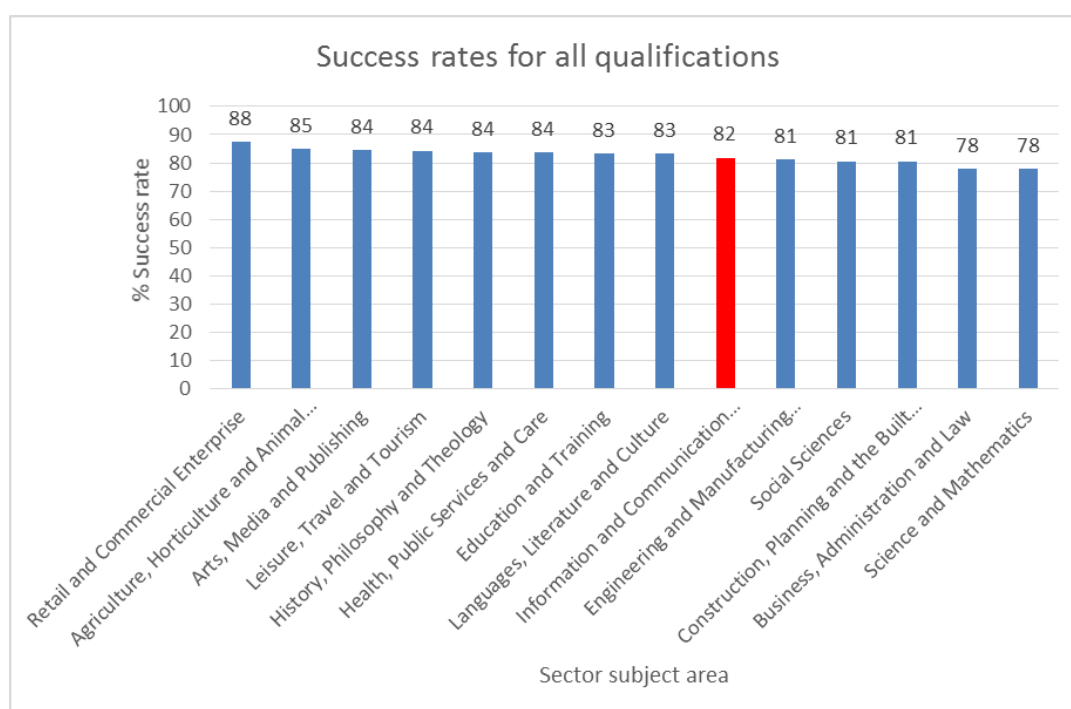
Table A-16: Enrolments on digital skills provision by funding stream and college and training organisation type

	Funding Stream	General FE College (including Tertiary)				Other Public Funded (Local Authorities and HE)				Private Sector Public Funded				Other (6th Forms, SDIs)			
		Functional Skills	Other quals	Units	Non regulated	Functional Skills	Other quals	Units	Non regulated	Functional Skills	Other quals	Units	Non regulated	Functional Skills	Other quals	Units	Non regulated
Basic digital skills	Apprenticeships	22,090	0	0	0	3,400	0	0	0	44,350	0	0	0	430	0	0	0
	Classroom Learning	12,620	35,210	13,940	3,110	3,520	20,040	6,480	2,450	19,520	45,800	11,090	~	440	640	250	9,890
	OLASS	320	3,930	28,380	1,620	0	0	0	0	150	1,240	7,250	0	0	0	0	0
	Workplace Learning	100	20	0	0	20	~	0	0	190	10	0	0	~	0	0	0
General digital skills	Apprenticeships	38,540	1,040	0	0	6,440	500	0	0	66,650	2,790	0	0	690	10	0	0
	Classroom Learning	970	12,310	3,540	550	210	4,360	1,200	220	310	25,800	3,540	0	50	1,570	240	540
	OLASS	~	870	10,430	410	0	0	0	0	10	580	2,150	0	0	0	0	0
	Workplace Learning	140	500	0	0	40	10	0	0	270	150	0	0	0	~	0	0
	Advanced Learner Loans	0	70	0	0	0	20	0	0	0	10	0	0	0	10	0	0
Advanced and Specialist digital skills	Apprenticeships	0	5,000	0	0	0	7,210	0	0	0	5,300	0	0	0	100	0	0
	Classroom Learning	0	4,610	60	220	0	140	0	~	0	580	0	0	0	60	0	20
	OLASS	0	210	440	~	0	0	0	0	0	60	20	0	0	0	0	0
	Workplace Learning	0	10	0	0	0	0	0	0	0	~	0	0	0	0	0	0
	Advanced Learner Loans	0	200	0	0	0	~	0	0	0	320	0	0	0	~	0	0
	Grand Total	74,780	66,450	56,780	5,910	13,620	32,290	7,680	2,670	131,450	82,640	24,050	~	1,610	2,490	490	10,450

Basic Digital Skills

Overview

Technical Definition (for purpose of this report)

- Entry Level or Level 1 only.
- SSA of 6.1 or 6.2 or is an ICT Functional Skill qualification *or* title has a key word.
- Is an Ofqual regulated qualification.

Why are they a distinct group?

These qualifications are aimed at giving learners the basic, fundamental skills needed to interact with digital technologies.

What volumes were there in funding year 2013 to 2014?

Funding stream	Enrolments	Funding
Classroom learning	137,790	£49,811,000
Workplace learning	350	£50,000
Offender Learning and Support Service (OLASS)	5,680	£2,326,000
Loans	0	not available
Total	**143,820**	**£52,187,000**

Top three by enrolments (in the funding year 2013 to 2014)

1. ECDL Essentials (ITQ) at Level 1 – 16,000 enrolments
2. ICT Functional Skills at Entry Level 2 – 12,330 enrolments
3. Certificate in Digital Skills (ITQ) at Entry Level 3 – 12,180 enrolments

Enrolments by Age and Gender
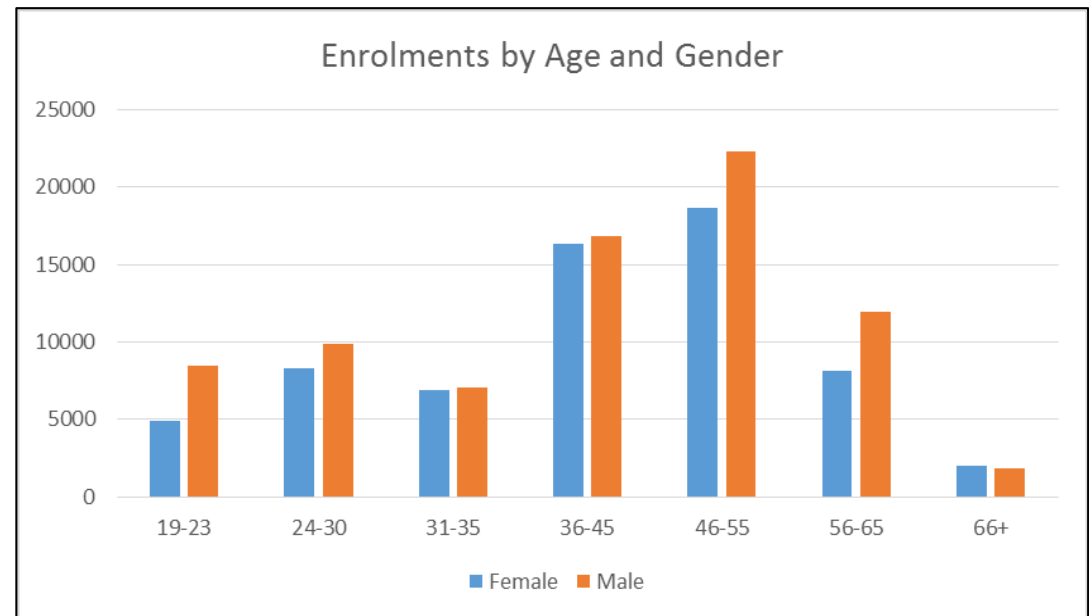
What content has been funded?

In the funding year 2013 to 2014, there were 143,820 enrolments on qualifications covering basic digital skills, representing an investment of around £52 million. These enrolments were across just over 50 different qualifications. Some, such as Functional Skills, were offered across several different awarding organisations.

To understand the specific content of these qualifications, the analysis looked at different qualification titles using Ofqual's **Register of Regulated Qualifications**. It found there were four main types of content covered at Entry Level and Level 1:

- basic use of a computer
- online skills
- use of digital media
- using productivity applications

Table B-1 shows how qualification titles and their enrolments have been cross-referenced to these categories. It is simplistic in its presentation of qualifications, but gives a sense of the types of content that are covered. For ease of reference qualifications have been grouped with a reference from A to F.

In addition to the 142,370 enrolments in Table B-1, a further 1,450 enrolments were on the following qualifications at Level 1 that focused on initial skills for digital roles:

- Award in ICT Systems Support – PC Maintenance
- Award/Certificate/Diploma in Creative iMedia
- Award in Computer Aided Design Parametric Modelling
- Award in Digital Image Manipulation
- Award/Certificate in Interactive Media
- Certificate in ICT Professional Competence
- Certificate/ Diploma in Digital Applications for IT Users
- Certificate in Computer Games Development
- Certificate in IT User Skills (Digital Creator)

Table B-1: What content do basic digital skills qualifications cover?

Ref	Titles at Entry level	Titles at Level 1	Does qualification cover content in this area?				Enrolments: Entry Level	Enrolments: Level 1	**Total Enrolments**
			Use a computer[1]	Online skills[2]	Digital Media[3]	Productivity applications[5]			
A	Award in Computer and Online Basics, Functional Skills (Entry 1, Entry 2), Award in Information Technology	Award in IT User Skills (ECDL Essentials)	√	√			25,640 (33%)	16,000 (25%)	**41,640 (29%)**
B	(BTEC) Award/Certificate for IT Users, Award in IT User Skills, Award in Digital Literacy, Award/Certificate in ICT Open Systems and Enterprise (Entry 3)	Award/ Certificate/ Diploma in IT User Skills, (BTEC) Award/ Certificate/ Extended Certificate/ Diploma for IT Users, Award/Certificate in IT User Skills in Open Systems and Enterprise	√	√	√	√	11,640 (15%)	31,330 (48%)	**42,970 (30%)**
C	Functional Skills (Entry 3), Award in Using ICT	ECDL Award/ Certificate in IT User Skills, Functional Skills	√	√		√	21,030 (27%)	14,470 (22%)	**35,500 (25%)**
D	Certificate in Digital Skills	None	√	√	√		12,180 (16%)	-	**12,180 (9%)**
E	Award in Online Basics, Award in Developing Online Communication Skills	Award in Internet Safety for IT Users, award in e-Responsibility, BTEC Award in Social Media		√			6,190 (8%)	2,050 (3%)	**8,240 (6%)**
F	Award in ICT Open Systems and Enterprise (Entry 2)		√				1,830 (2%)		**1,830 (1%)**
						TOTALS	**78,520 (100%)**	**65,290 (100%)**	**142,370 (100%)**

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It must be noted that table B-1 only shows the available content of qualifications. For most qualifications, in particular group B, colleges and training organisations are able to select from a wide range of units and so can choose to focus on just one or two of the categories shown. Nevertheless, it is possible to note the following:

1. Of 142,370 enrolments, more than half (42,970 + 35,500 = 78,470) are on qualifications that cover productivity applications such as word processing and spreadsheets (groups B and C). However, there is a shift in emphasis between the levels. About 40% of Entry Level enrolments feature content on productivity applications, rising to around 70% of Level 1 enrolments.

2. There are relatively few enrolments on qualifications that focus exclusively on the basics of how to use a computer (group F). But, qualifications that couple 'basic computer use' with online skills (group A) are the most popular group of qualifications at Entry Level. Across both levels they represent 29% of all enrolments.

Table B-2: Examples of content from each category

Use a computer	• use a computer, its operating system, applications
Online skills	• use online applications, including setting and using passwords • open, read and send email • search for information on the internet • internet safety • personal use of social media (found in two qualifications, totalling less than 100 enrolments)
Digital media	• record, edit and play video and audio • take, upload, edit, save and store photos • select and play audio files • store and share digital media files
Productivity applications	• word processing, spreadsheets, databases • desktop publishing • other specific packages, such as computerised accounting

Whilst this review focuses on regulated qualifications, the SFA also funds delivery of units of regulated qualifications as part of the offer for unemployed adults, and OLASS. By looking at enrolments on units at Entry Level and Level 1 that fall within the same footprint as digital skills qualifications, there is a correlation with the emphases shown in tables B-1 and B-2.

Across Entry Level and Level 1, it is office productivity software that is the main focus, followed by online skills and then basic computer use. The latter two are more significant at lower levels. This matches the picture of qualification availability shown in table B-1, with qualifications that include office productivity software being the main focus at Level 1. In contrast at Entry Level there are much higher proportions of enrolments on qualifications that focus on online skills or basic computer use instead. This also correlates with the college and training organisation survey results as set out in table B-13.

What is particularly interesting from the unit offer is the limited uptake of digital media. The unit offer is more likely to focus on content that will lead to jobs, but there is not a high uptake of units in how to use mp3 players.

Table B-3: Classification and enrolments of units that had at least 10 learners enrolled

Units that focus on:	Example titles: Entry Level	Example titles: Level 1	Enrolments: Entry Level	Enrolments: Level 1	Total
Use a computer	Using ICT to find information, IT User fundamentals, Computer basics, Computer security and privacy	Improving productivity using IT, Using a computer keyboard, IT User fundamentals, IT Software fundamentals, Optimise IT System performance, Set up an IT system, Dismantle, assemble, install and maintain a desktop computing system, IT security for users	2,630 (17%)	5,160 (10%)	7,790 (12%)
Online skills	Online basics, Using the internet, Using email, Communicating information using ICT, The internet and world wide web	Using email, Using the internet, Internet safety for IT Users, Website software, IT Communication fundamentals	4,820 (30%)	9,450 (18%)	14,265 (21%)
Digital Media	Introduction to personal digital photograph processing, Design and imaging software	Design software, Audio software, Edit digital audio for radio production, Digital graphics editing, Multimedia software	70 (>1%)	300 (1%)	370 (1%)
Productivity applications	Displaying information using ICT, Producing charts using ICT, Word processing software, Spreadsheet software, Presentation software, Desktop publishing software, Database Software	Word processing software, Spreadsheet software, Presentation software, Database software, Desktop publishing software, Data management software,	8,180 (52%)	33,330 (65%)	41,510 (62%)
Other	Specialist/ bespoke software, Using mobile IT devices, Personal information management software	Using mobile IT devices, Imaging software, Computerised accounting software, Specialist software, Bespoke software, Drawing and planning software, Fundamentals of computing and customer care	150 (1%)	3,250 (6%)	3,400 (5%)
		TOTALS	**15,850 (100%)**	**51,490 (100%)**	**67,340 (100%)**

The following two tables show the full list of qualification and unit titles and their enrolments for ASB funded activity in the funding year 2013 to 2014.

Table B-4: List of all qualification titles and enrolments

Entry Level Qualifications	Enrolments	Level 1 Qualifications	Enrolments
Functional Skills (Entry 3)	14190	Award in IT User Skills (ECDL Essentials) (ITQ) (QCF)	16000
Functional Skills (Entry 2)	12630	Award in IT User Skills (ITQ) (QCF)	10180
Certificate in Digital Skills (ITQ) (Entry 3) (QCF)	12180	ECDL Award in IT User Skills (QCF)	9440
Award in Computer and Online Basics (ITQ) (Entry 3) (QCF)	6900	Certificate in IT User Skills (ITQ) (QCF)	7580
Award in Using ICT (Entry 3) (QCF)	6840	Functional Skills	4000
Functional Skills (Entry 1)	6060	Functional Skills qualification in Information and Communication Technology (ICT)	3980
Award for IT Users (Start IT - iTQ) (Entry 3) (QCF)	5360	Certificate for IT Users (ITQ) (QCF)	3390
Award in Online Basics (ITQ) (Entry 3) (QCF)	3880	Award for IT Users (ITQ) (QCF)	2570
Certificate for IT Users (Start IT - iTQ) (Entry 3) (QCF)	2690	BTEC Certificate for IT Users (ITQ) (QCF)	2440
Award in ICT Open Systems and Enterprise (ITQ) (Entry 2) (QCF)	1830	Award in Internet Safety for IT Users (QCF)	1990
BTEC Award for IT Users (ITQ) (Entry 3) (QCF)	1820	BTEC Award for IT Users (ITQ) (QCF)	1790
Award in Online Basics (Start IT - iTQ) (Entry 3) (QCF)	1660	ECDL Certificate in IT User Skills (QCF)	1040
Award in Developing Online Communication Skills (Entry 3) (QCF)	640	Award in IT User Skills in Open Systems and Enterprise (ITQ) (QCF)	1000
Certificate in ICT Open Systems and Enterprise (ITQ) (Entry 3) (QCF)	630	BTEC Extended Certificate for IT Users (ITQ) (QCF)	900
BTEC Certificate for IT Users (ITQ) (Entry 3) (QCF)	540	Award in ICT Systems Support - PC Maintenance (QCF)	440
Award in ICT Open Systems and Enterprise (ITQ) (Entry 3) (QCF)	500	Award in IT User Skills (QCF)	370
Award in Digital Literacy (Entry 3) (QCF)	60	BTEC Diploma for IT Users (ITQ) (QCF)	340
Award in Information Technology (Entry 3) (QCF)	50	Certificate in IT User Skills (QCF)	340
Award in IT User Skills (ITQ) (Entry 3) (QCF)	50	Award for Creative iMedia (QCF)	290
Award in Online Basics (Entry 3) (QCF)	20	Certificate for Creative iMedia (QCF)	180
Award for IT Users (Entry 1) (QCF)	~	Award in Computer Aided Design Parametric Modelling (QCF)	170
		Certificate in IT User Skills in Open Systems and Enterprise (ITQ) (QCF)	140
		Certificate in IT User Skils (QCF)	130
		Award in Digital Image Manipulation (QCF)	110
		Certificate in Interactive Media (QCF)	90
		Diploma for IT Users (ITQ) (QCF)	80
		Award in Interactive Media (QCF)	60
		Certificate in ICT Professional Competence (QCF)	60
		Award in e-Responsibility (QCF)	50
		Diploma in IT User Skills (ITQ) (QCF)	40
		Certificate for IT Users - ITQ for Life (QCF)	30
		Diploma for Creative iMedia (QCF)	30
		BTEC Award in Social Media (QCF)	20
		Functional Skills qualification in Information and Communication Technology at Level 1	10
		Diploma in Digital Applications for IT Users	~
		Functional Skills qualification in Information Communication Technology (ICT)	~
		Certificate in Computer Games Development Certificate (QCF)	~
		Diploma in IT User Skills (QCF)	~
		Certificate in IT User Skills (Digital Creator) (ITQ) (QCF)	~
		Certificate in Digital Applications for IT Users	~

Table B-5: List of all unit titles and enrolments

Entry Level Units	Enrolments	Level 1 Units	Enrolments
Displaying Information Using ICT	3420	Word processing software	12490
Online basics	2540	Spreadsheet Software	7580
Producing Charts Using ICT	1950	Presentation software	5450
Word processing software	1870	Database Software	4000
Using ICT to Find Information	1470	Desktop Publishing Software	3790
Using the Internet	990	Using email	3150
IT User Fundamentals	890	Using the Internet	2750
Using email	890	Improving Productivity Using IT	2380
Spreadsheet Software	790	Internet Safety for IT users	1520
Communicating Information Using ICT	340	Using mobile IT devices	1500
Computer Basics	210	Website Software	1320
Presentation software	80	Using a computer keyboard	1270
Specialist/Bespoke Software	70	Imaging Software	1260
Computer Security and Privacy	60	IT User Fundamentals	850
The Internet and World Wide Web	50	IT Communication Fundamentals	710
Desktop Publishing Software	50	IT Software Fundamentals	600
Introduction to Personal Digital Photograph Processing	40	Computerised Accounting Software	320
Using mobile IT devices	40	Specialist Software	110
Personal information management software	30	Design Software	110
Design and imaging software	30	Audio Software	70
Database Software	30	Edit digital audio for radio production	60
Audio and video software	~	Digital graphics editing	50
Introduction to Using the Internet	~	Bespoke Software	30
Digital Literacy	~	Data Management Software	20
Introduction to Using Spreadsheet Software	~	Drawing and Planning Software	20
Introduction to Using Word Processing Software	~	Multimedia Software	20
		Optimise IT System Performance	20
		Set Up an IT System	20
		Dismantle, assemble, install and maintain a Desktop computing system	10
		Fundamentals of computing and customer care	10
		IT Security for Users	10
		Computer Aided Design Parametric Modelling	~
		Introduction to web page production	~
		Exploring Digital Photography	~
		Computer Keyboard Skills	~
		Digital Image Manipulation	~

Table B-6: Age and gender of learners enrolling on qualifications

Enrolments by age and gender
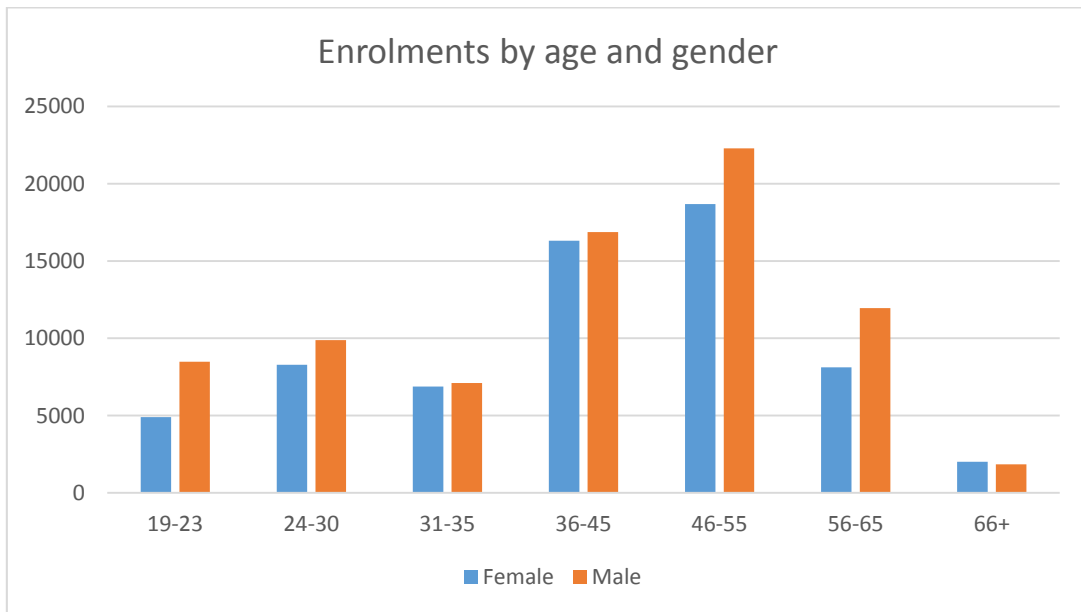
Table B-7: Age profile of learners enrolling on qualifications across funding years

Age profile of learners enrolling on basic qualifications
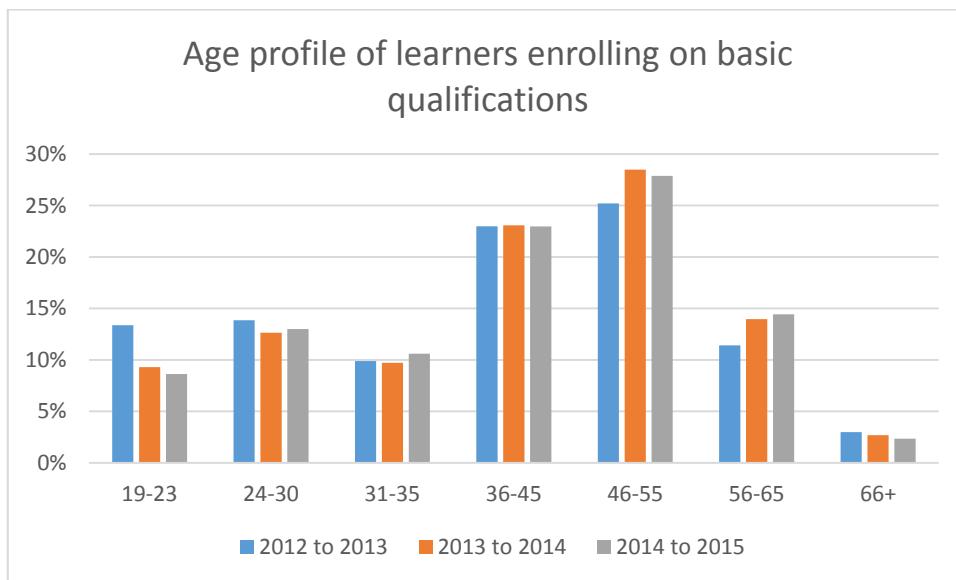
Table B-8: Gender trend of learners enrolling on qualifications across funding years

Basic Skills - gender trends

	2012 to 2013	2013 to 2014	2014 to 2015
Male	52%	55%	52%
Female	48%	45%	48%
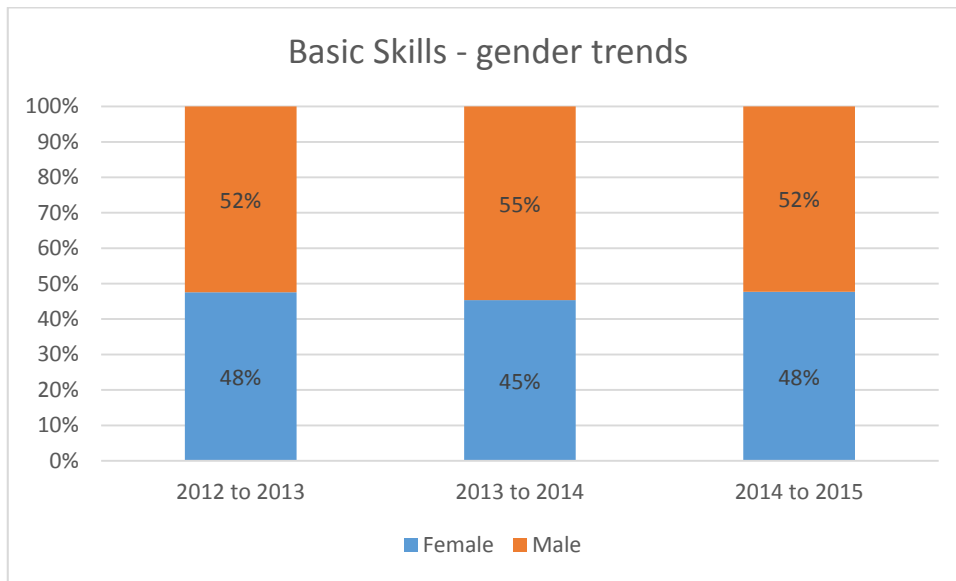
Table B-9: Ethnicity of learners enrolling on qualifications across funding years

Basic digital skills - ethnicity of learner enrolments

Ethnic Group	2012 to 2013	2013 to 2014	2014 to 2015
Asian/ Asian British	10%	9%	10%
Black/ African/ Caribbean/ Black British	11%	9%	11%
Mixed/ Multiple Ethnic Group	2%	2%	3%
White	73%	74%	71%
Other Ethnic Group	2%	2%	3%
Not Known/Not Provided	2%	1%	2%
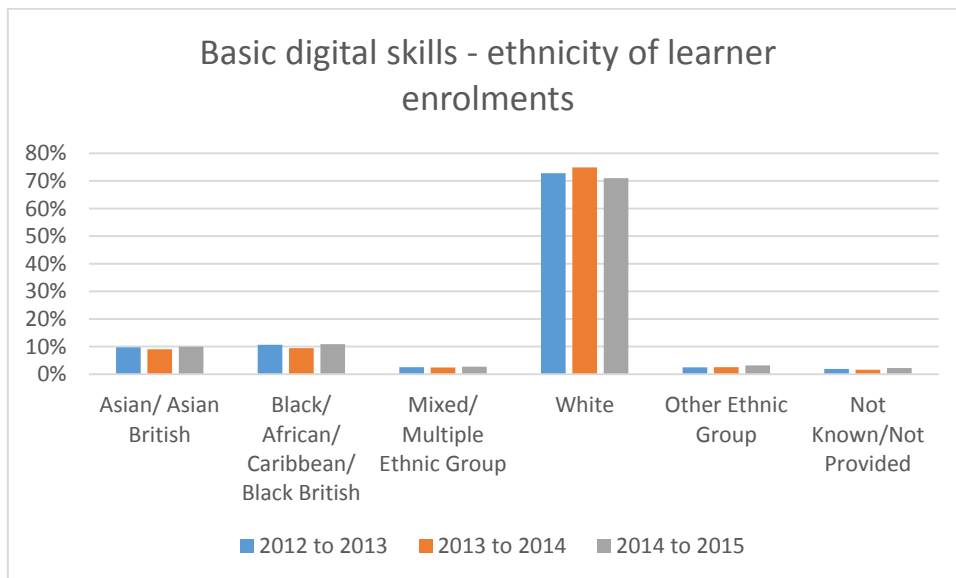
Table B-10: Enrolments by planned length of study for qualifications
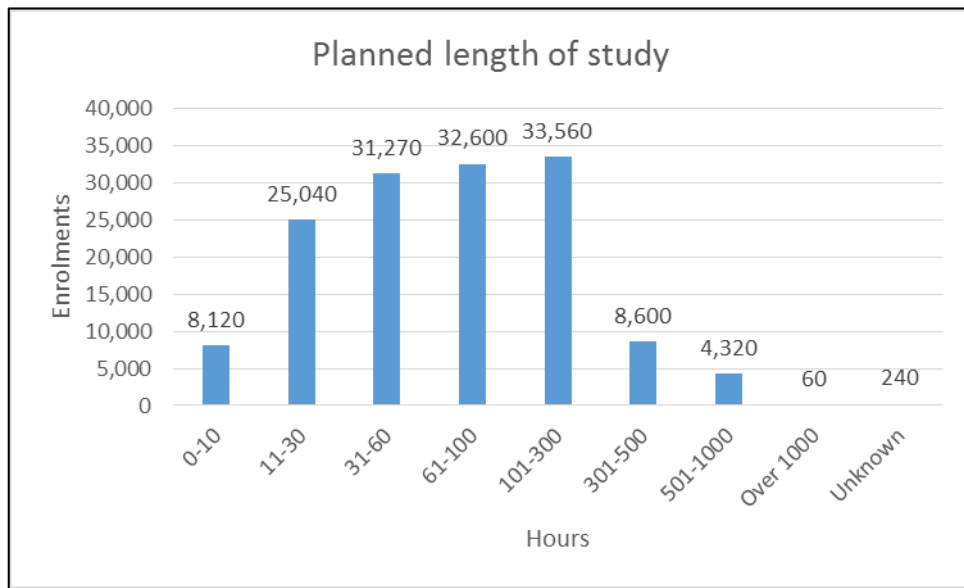
Table B-11: Proportion of qualifications delivered by organisation type
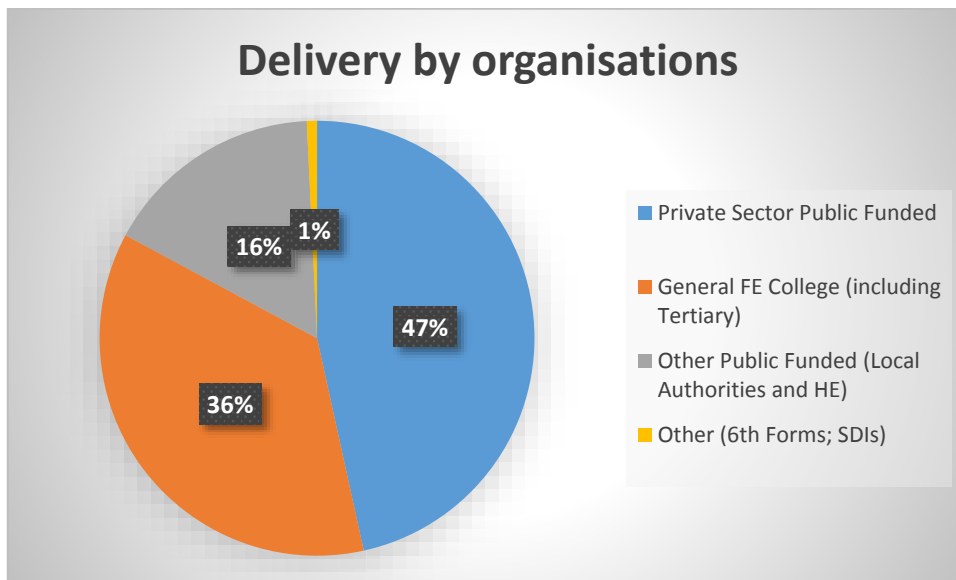
Table B-12: Awarding organisation market share

Awarding organisation share

- BCS - The Chartered Institute for IT — 33%
- Oxford Cambridge & RSA Examinations — 22%
- City & Guilds of London Institute — 21%
- Pearson Education Ltd (Formerly EDEXCEL) — 12%
- Other — 12%
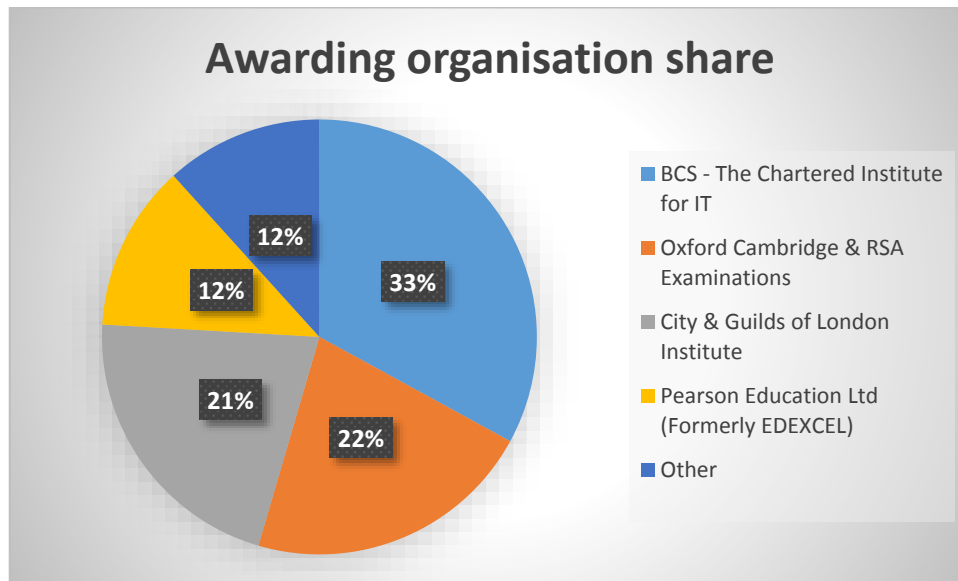
Table B-13: College and training organisation survey results

The survey asked colleges and training organisations what content was covered when offering qualifications to learners. This was a self-selecting sample, and at 64 responses it equates to around 6% of possible respondents. So whilst this gives us an indication of provision, it is not a representative sample.

Thinking about publicly funded qualifications you offer to adults who lack basic digital skills (such as Entry Level or Level 1 Functional Skills, IT User or European Computer Driving Licence), which of the following digital skills do you cover?		
Answer Options	**Response Percent**	**Response Count**
Using email	92.2%	59
Creating documents, spreadsheets, presentations or databases	90.6%	58
Internet safety	89.1%	57
Finding information on the internet	87.5%	56
Using a tablet/ smartphone/ laptop/ computer	73.4%	47
Addressing fears or concerns about using digital technology, such as the internet	70.3%	45
Using social media	64.1%	41
Using online government services	57.8%	37
Buying, selling and/or banking online	48.4%	31
Creating websites	31.3%	20
None - we don't offer publicly funded digital skills qualifications to adults lacking basic digital skills	1.6%	1
Other	1.6%	1
	answered question	**64**
	skipped question	**6**

Table B-14: Motivations for learners enrolling on qualifications

This table shows the results of asking why adults enrol on qualifications.

To what extent are each of the following reasons why adults take qualifications to learn basic digital skills							
Answer Options	**To a large extent**	**To some extent**	**To a lesser extent**	**Not at all**	**Don't know/ not sure**	**Rating Average**	**Response Count**
Job/ work related - to get a job, change career, get a promotion or more job security	50	12	0	0	1	3.81	63
Social - to be able to use online services such as shopping, banking, email or social media	25	27	5	2	4	3.27	63
Educational - to progress to further or higher learning	25	29	7	1	1	3.26	63
Mandation or referral from Jobcentre Plus	24	24	9	2	4	3.19	63
Personal development - to meet new people or build self confidence	21	30	9	2	1	3.13	63
Social - to help their family with their learning	16	30	13	1	3	3.02	63
						answered question	**63**
						skipped question	**7**

The survey results and the comments below would seem to correlate with the data shown in tables B-1 and B-13:

"Jobcentre Plus refer job seekers to learn and develop IT skills so they can conduct online job searches, not to learn about social networking, digital media, digital photography or digital music. All my learners who enrol onto the digital skills entry 3 programme enjoy learning about the computer basics and the online basics but don't understand how the other, optional units are going to help them gain employment and feel that they are just a waste of time."

"To search and apply for jobs online. Learn to use Universal Job Match"

The views of learners undertaking Level 1 and 2 qualifications focused on Microsoft Office packages were also sought. They had a desire to get something onto their CV, and develop skills that current or prospective employers wanted them to have. For one learner it was about becoming the 'go to person' for when colleagues have

an IT question. Others were refreshing skills, and for another there was a promotion tied to gaining greater ability in use of MS Office products.

The college and training organisation focus group noted that to deliver a digital skills course with SFA funding learners need to enrol on a qualification. They identified benefits such as the motivational boost from achievement, particularly for those gaining their first qualification, having a structured curriculum, access to learning materials offered through the awarding organisation, and a level of external verification of quality. Nevertheless, the point remains that enrolment on a qualification is something that they do because this is how they earn their funding.

What are perceptions of these qualifications?

The college and training organisation focus groups had mixed responses to the recognition of branded qualifications such as the ECDL. Some college and training organisation believe that employers recognised this. But others felt that whilst it may once have held value, it was now not widely known or recognised by employers. One responder commented that at one point learners were specifically requesting the ECDL, but that this is no longer the case.

The general view of colleges and training organisations on the National Occupational Standards (NOS), and the ITQ suites derived from them, was that while the standards are generally fit for purpose, they do not reflect current technology trends, for example, mobile devices. The recognition of particular brands and types of qualification by employers is considered further in the 'General Digital Skills' section.

Table B-15: College and training organisation survey results: perceived flexibility of response to needs

To what extent are publicly funded qualifications flexible enough to allow you to respond to adult needs for learning basic digital skills?

To a large extent	To some extent	To a lesser extent	Not at all	Don't know/ not sure	Total	Weighted Average
13.33%	58.33%	23.33%	5.00%	0.00%		
8	35	14	3	0	60	2.80

Table B-16: College and training organisation survey results: perceived flexibility of qualification content

To what extent does the publicly funded qualifications offer allow you to offer relevant content for adults looking to gain basic digital skills?

To a large extent	To some extent	To a lesser extent	Not at all	Don't know/ not sure	Total	Weighted Average
20.00% 12	61.67% 37	15.00% 9	1.67% 1	1.67% 1	60	3.02

Although the sample is only 60, there does not seem to be a strong view regarding the relevance and flexibility of digital skills qualifications that cover basic digital skills – with most responses opting for 'to some extent'.

Colleges and training organisations were asked what they felt the strengths were of the current offer. Across 39 responses to this question:

- 20 commented on the content of the qualifications (generally that the content was relevant for learners – including 'the complete basics of ICT', 'assistance with UJM' (Universal Job Match), and 'all the skills for work')
- 13 referred to their flexibility in terms of how units allow tailoring of courses
- seven highlighted the ability for learners to progress to the next level of learning
- six identified the range of sizes available
- the remaining comments refer to assessment types, the range of levels available, awarding organisation innovations, and the ability of learners to gain a regulated qualification

They were also asked what changes they would make if they could, over the design or content of qualifications focusing on basic digital skills. Across 36 responses to this question:

- 18 identified improvements to the content

- five focused on content or qualifications focused on the digital skills needed by job-seekers
- nine wanted to see smaller qualifications funded
- seven wanted more flexibility (such as reducing the use of mandatory units, or being able to combine with content from other subject areas)
- five had specific suggestions, as follows:
    - make the qualifications focus more on underpinning skills and less on the ability to use certain software applications
    - create a new qualification focused on digital skills needed by Job Seekers – such as how to use Universal Job Match
    - a new qualification on how to use virtual learning environments
    - giving digital equal status to English and maths, particularly in terms of embedding it across all learning
    - taking a similar approach to apprenticeships and introducing a 'Standard' for basic digital skills to assess learners against
- other suggestions on new content included coding, virtual learning environments, and being able to revise content on a more frequent basis to keep it up to date

The responses give a similar mixed view on the basic skills qualifications as the summary questions around their flexibility and relevance. That although there are some improvements that can be made, they are not fundamentally 'broken'.

When discussing the flexibility of these qualifications, a recurring theme was around their size. The colleges and training organisations wanted to be able to deliver smaller packages of learning than the six credit threshold for qualifications allows.

General digital skills

Overview

Technical Definition (for purpose of this report)

1. Level 2 or above only.
2. SSA of 6.2 or is an ICT Functional Skill qualification.
3. Is an Ofqual regulated qualification.

Why are they a distinct group?

These qualifications offer a continuum of skills for adult learners to either learn new digital skills, or to strengthen and develop existing skills.

What volumes were there in the funding year 2013 to 2014?

Funding stream	Enrolments	Funding
Classroom learning	45,570	£25,892,000
Workplace learning	1,110	£282,000
Offender Learning and Support Service (OLASS)	1,460	£904,000
Loans	120	not available
Total	**48,210**	**£27,078,000**

Top three by enrolments (in the funding year 2013 to 2014)

- Certificate in IT User Skills (ECDL Extra) (ITQ) at Level 2 – 20,530 enrolments
- ECDL Certificate in IT User Skills at Level 2 – 9,200 enrolments
- Certificate in IT User Skills (ITQ) at Level 2 – 8,620 enrolments

Enrolments by Age and Gender
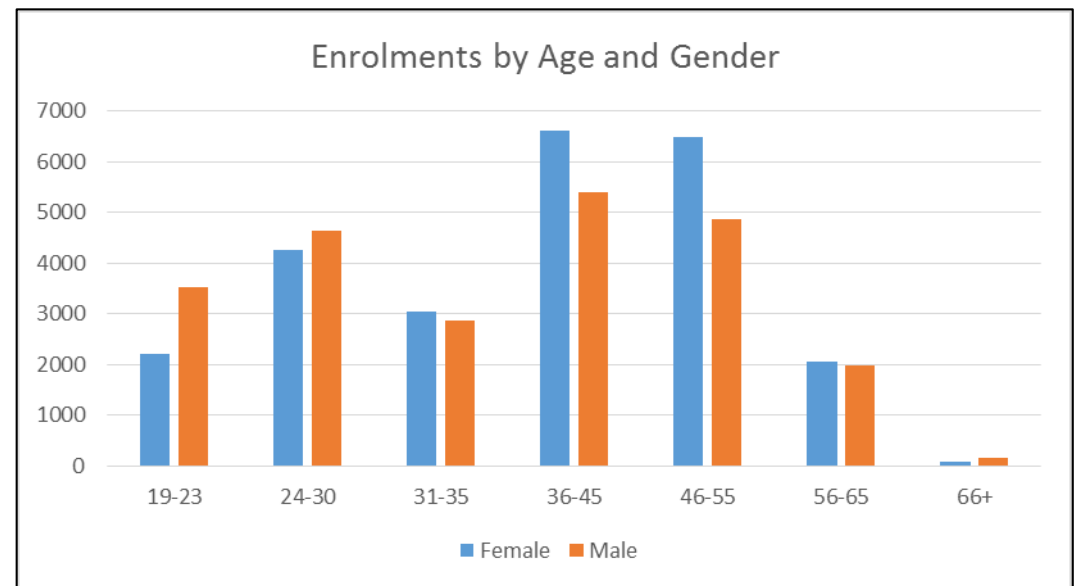
What content has been funded?

At Level 2, the most popular qualification is the 'ECDL Extra' with 20,530 enrolments. This qualification focuses exclusively on productivity applications. The second most popular is the ECDL Certificate in IT User Skills, with 9,200 enrolments. This includes digital skills relating to use of the internet as well as productivity applications. There is also an ECDL Award in IT User Skills, with a similar content footprint to the ECDL Certificate, although with 120 enrolments.

There are 15,500 enrolments across 12 different qualifications at Level 2 that are built on IT for User units. These qualifications allow colleges and training organisations to offer a bespoke programme of general digital skills, that includes all of the categories identified in table B-1 above; that is, how to use a computer, using the internet, digital media, and productivity applications.

There are 1,990 enrolments on Functional Skills qualifications; these cover content around use of a computer, use of the internet, and productivity applications. Finally, in terms of provision at Level 2, there are fewer than 10 enrolments on Cambridge National Certificate/Diplomas in ICT, which cover use of a computer, digital media and productivity applications.

At Level 3 there are 910 enrolments on general digital skills qualifications. Of these, 200 are on ECDL Advanced, which focuses on productivity software. The remaining 710 enrolments are across ITQ qualifications which, as at Level 2, allow colleges and training organisations flexibility to offer content on use of computers, using the internet, digital media, and productivity applications.

As with basic digital skills, by looking at uptake of individual units there is a clearer sense of the demand for content. The following table shows units that had enrolments of at least 10. Most enrolments are on units that cover productivity applications.

Table C-1: Classification and enrolments of units that had at least 10 learners enrolled

Units that focus on:	Titles: Level 2	Titles: Level 3	Enrolments: Entry Level	Enrolments: Level 1	Total
Use a computer	IT Software fundamentals		160 (1%)	0	160 (1%)
Online skills	Website software, Using email, Using the internet	Email, Website software	920 (5%)	90 (15%)	1,010 (5%)
Digital Media	Design software, Multimedia software		90 (>1%)	0	90 (>1%)
Productivity applications	Word processing software, Spreadsheet software, Presentation software, Desktop publishing software, Database software, Improving productivity using IT	Word processing software, Spreadsheet software, Presentation software, Desktop publishing software, Database software, Improving productivity using IT	18,380 (90%)	460 (75%)	18,840 (89%)
Other	Imaging software, Computerised Accounting Software, Website development	Imaging software	920 (5%)	60 (10%)	980 (5%)
		TOTALS	20,470 (100%)	610 (100%)	21,080 (100%)

Tables C-2 and C-3 show the full list of publicly funded qualification and unit titles, and their adult learner enrolments funded through the ASB (outside of apprenticeships). This is therefore the detailed background to the commentary and table C-1. It is worth noting that qualifications marked 'ECDL' are only offered by one awarding organisation (BCS), while most other titles are offered by more than one.
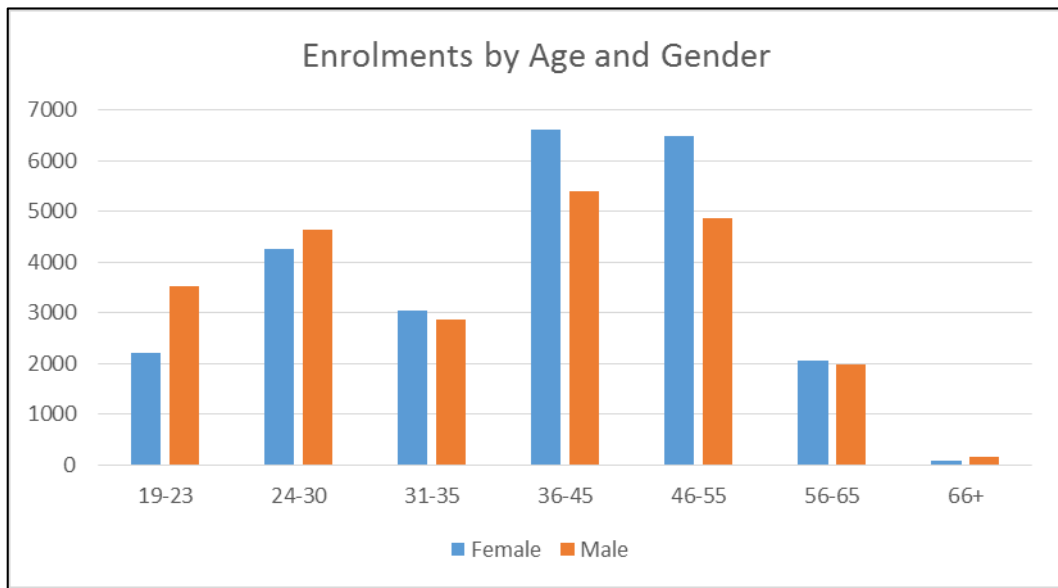
Table C-2: List of all qualification titles and enrolments

Level 2 qualifications	Enrolments	Level 3 qualifications	Enrolments
Certificate in IT User Skills (ECDL Extra) (ITQ) (QCF)	20530	Certificate in IT User Skills (ITQ) (QCF)	240
ECDL Certificate in IT User Skills (QCF)	9200	Certificate in IT User Skills (ECDL Advanced) (ITQ) (QCF)	200
Certificate in IT User Skills (ITQ) (QCF)	8620	Certificate for IT Users - (ITQ) (QCF)	180
Certificate for IT Users (ITQ) (QCF)	3670	Diploma for IT Users (ITQ) (QCF)	170
Functional Skills qualification in Information and Communication Technology (ICT)	1990	Award in IT User Skills (ITQ) (QCF)	50
Extended Certificate in IT User Skills (ITQ) (QCF)	950	Diploma in IT User Skills (ITQ) (QCF)	30
Award in IT User Skills (ITQ) (QCF)	680	Award for IT Users (ITQ) (QCF)	30
Diploma in IT User Skills (ITQ) (QCF)	580	Certificate for IT Users (ITQ) (QCF)	10
BTEC Extended Certificate for IT Users (ITQ) (QCF)	280	Diploma in IT User Skills (QCF)	~
Diploma for IT Users (ITQ) (QCF)	250		
Award for IT Users (ITQ) (QCF)	240		
ECDL Award in IT User Skills (QCF)	120		
Diploma in IT User Skills (QCF)	90		
Certificate in IT User Skills (QCF)	90		
Award in IT User Skills (QCF)	40		
Cambridge National Diploma in ICT	~		
Functional Skills qualification in Information Communication Technology (ICT)	~		
Certificate for IT Users (QCF)	~		
Cambridge National Certificate in ICT	~		
Functional Skills qualification in Information and Communication Technology	~		

Table C-3: List of all unit titles and enrolments

Level 2 units	Enrolments	Level 3 units	Enrolments
Word processing software	5350	Word processing software	130
Spreadsheet Software	3910	Spreadsheet Software	120
Database Software	3260	Presentation software	80
Presentation software	2810	Desktop Publishing Software	60
Desktop Publishing Software	1630	Imaging Software	60
Improving Productivity Using IT	1420	Website Software	40
Imaging Software	690	Database Software	40
Website Software	540	Improving Productivity Using IT	30
Using email	260	Using the Internet	~
Computerised Accounting Software	210	Unit(s) of approved QCF provision - Level 3, Information and Communication Technology (SSA 6), PW C	~
IT Software Fundamentals	160		
Using the Internet	120		
Design Software	50		
Email	40		
Multimedia Software	40		
Website Development	30		
Project Management Software	~		
Using mobile IT devices	~		
Using Collaborative Technologies	~		
Set Up an IT System	~		
Drawing and Planning Software	~		
Unit(s) of approved QCF provision - Level 2, Information and Communication Technology (SSA 6), PW B	~		

Table C-4: Age and gender of learners enrolling on qualifications

Enrolments by Age and Gender

Age	Female	Male
19-23	2200	3500
24-30	4250	4600
31-35	3050	2850
36-45	6600	5400
46-55	6450	4850
56-65	2050	1950
66+	100	150

Table C-5: Age profile of learners enrolling on qualifications across funding years

Age profile of learners enrolling on general digital skills

Age	2012 to 2013	2013 to 2014	2014 to 2015
19-23	12.7%	11.9%	11.1%
24-30	18.5%	18.5%	17.4%
31-35	12.3%	12.2%	12.5%
36-45	25.5%	24.9%	24.0%
46-55	22.5%	23.5%	24.7%
56-65	7.4%	8.4%	9.6%
66+	0.7%	0.4%	0.7%
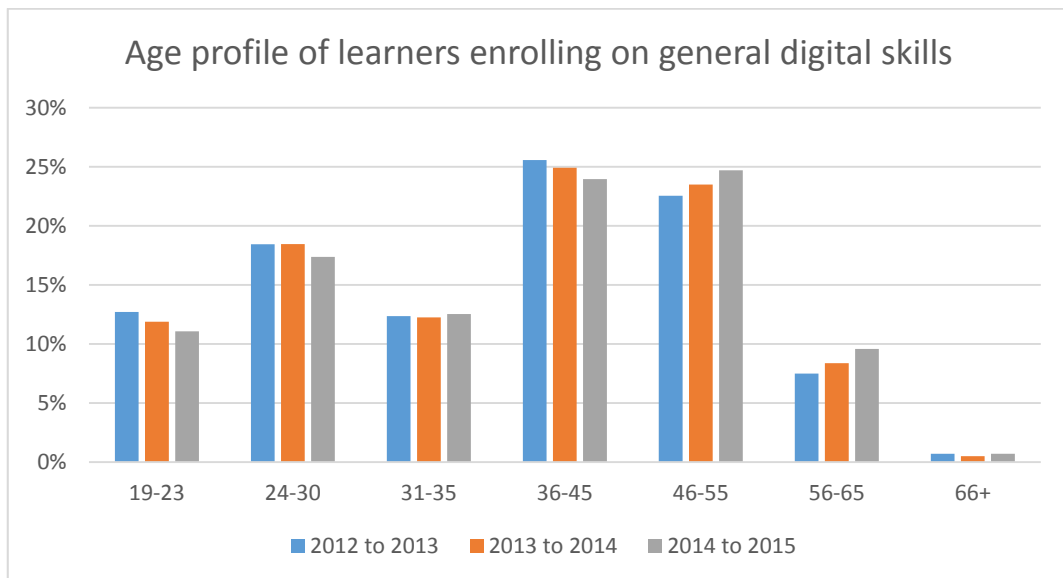
Table C-6: Gender profile of learners enrolling on qualifications across funding years

% of enrolments by gender on general digital qualifications

	2012 to 2013	2013 to 2014	2014 to 2015
Male	47%	49%	47%
Female	53%	51%	53%

Legend: Female, Male
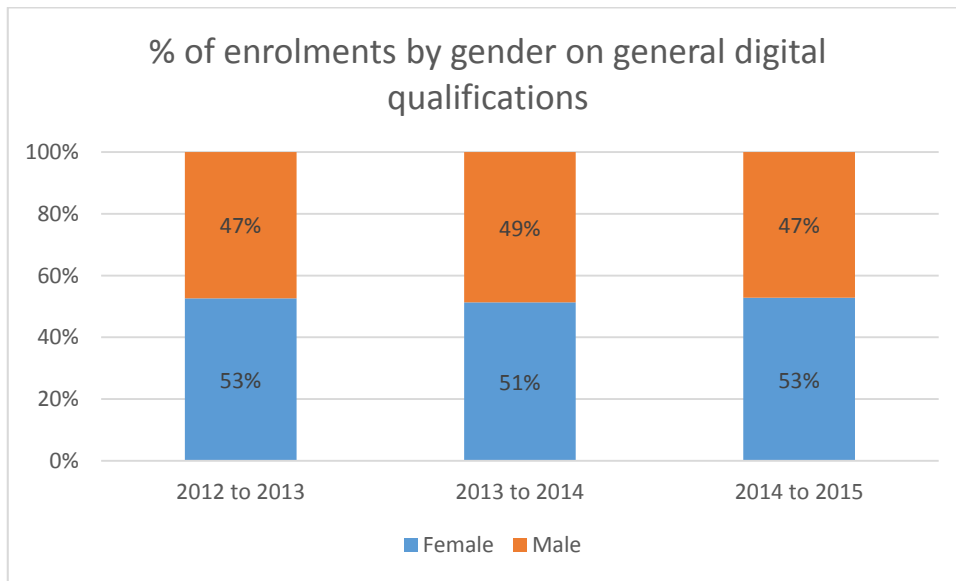
Table C-7: Ethnicity of learners enrolling on qualifications across funding years

General digital skills - ethnicity of learner enrolments

Legend: 2012 to 2013, 2013 to 2014, 2014 to 2015

Categories: Asian/ Asian British, Black/ African/ Caribbean/ Black British, Mixed/ Multiple Ethnic Group, White, Other Ethnic Group, Not Known/Not Provided
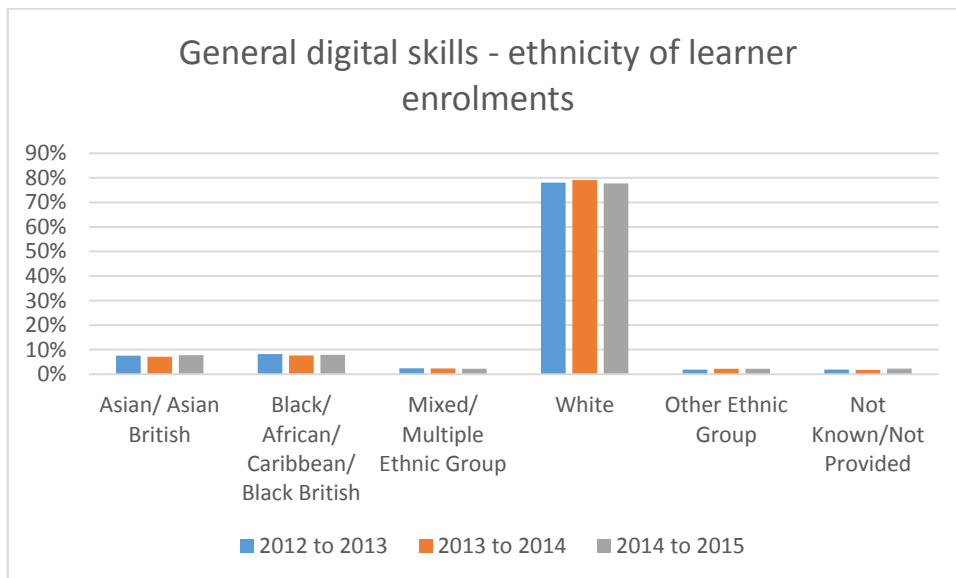
Table C-8: Enrolments by planned length of study for qualifications
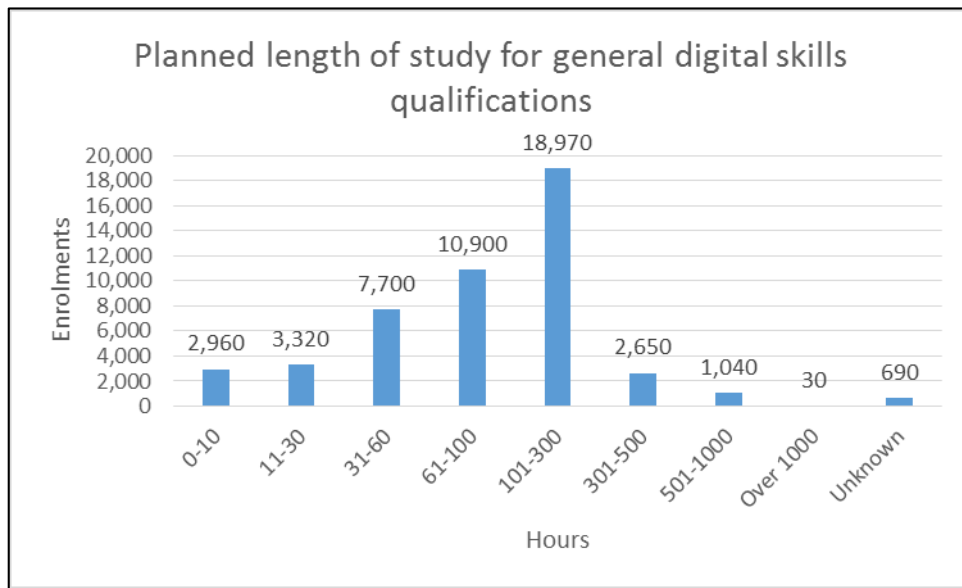
Table C-9: Proportion of qualifications delivered by organisation type
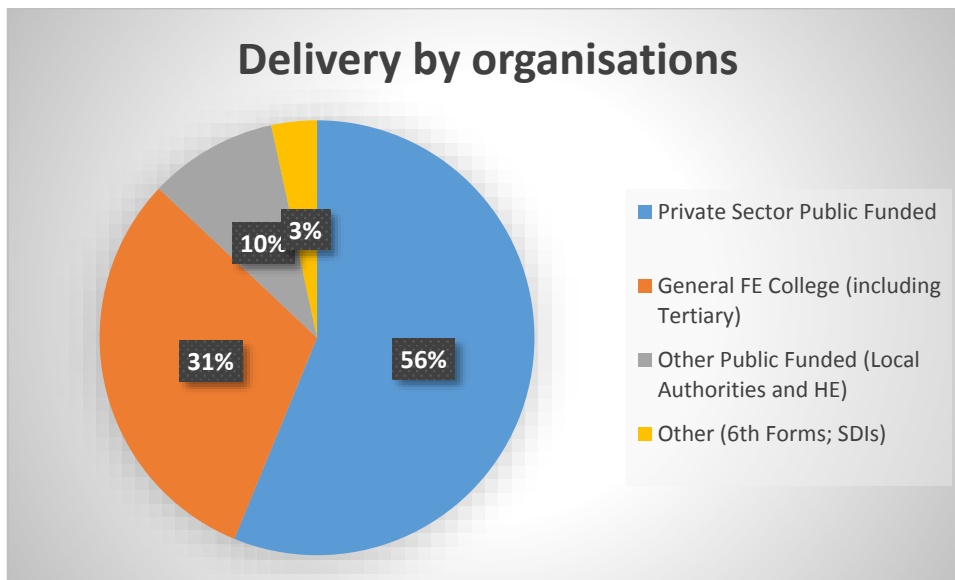
Table C-10: Awarding organisation market share

Table C-11: College and training organisation survey: which groups of adult learners engage

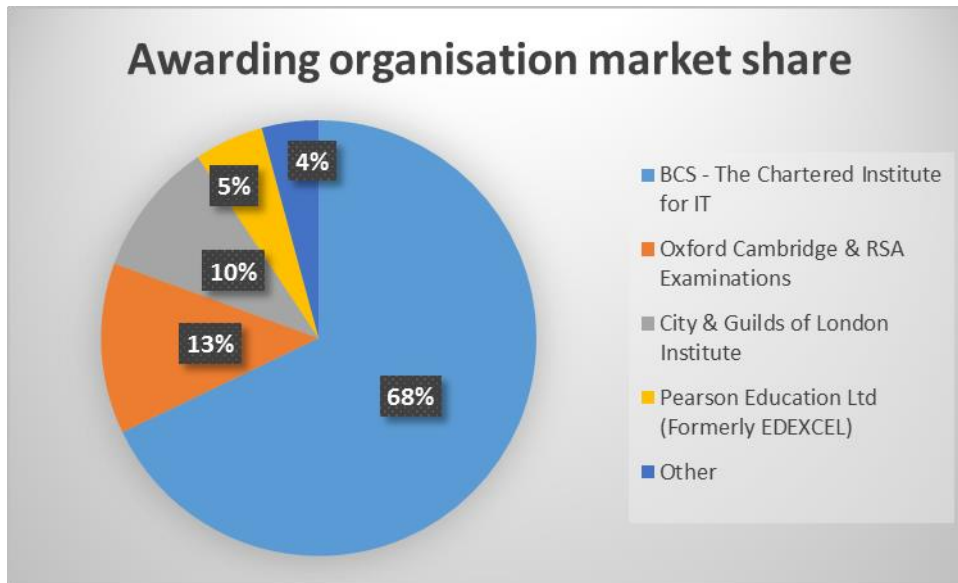| Please indicate which other groups of adult learners you offer publicly funded digital skills qualifications to (please tick all that apply)		
Answer Options	Response Percent	Response Count
Learners who want to strengthen existing digital skills - for example, improving their use of word processing or spreadsheet software	90.0%	36
Learners who already have digital skills in areas such as social media, but who wish to learn how to apply these into a business context	42.5%	17
Learners who want to learn new digital skills, such as coding, website design, or how to create e-learning packages	40.0%	16
Learners who need to use digitised learning resources such as Virtual Learning Environments or e-Learning packages as part of their course	37.5%	15
Other (please specify)	5.0%	2
	answered question	**40**
	skipped question	**30**

This online survey began by looking at basic digital skills, and then moved on to qualifications focused on specific digital job roles. It concluded by asking

respondents if there were other circumstances in which they offer qualifications to adults. This feedback helps identify learner's motivations for taking general digital skills qualifications, as the drivers listed above sit somewhere between basic digital literacy and the advanced and specialist technical skills needed for specific digital job roles.

Although the sample size is low, it is interesting to see that nearly all respondents offer general digital skills qualifications to enhance existing skills. But only 40% focus on offering new skills to learners.

The responses given for the 'Other' category were:

"Learners who want to return to work and update skills from years previous."

"Those who have no digital skills and are affected by welfare reform changes requiring them to complete government applications on line"

Table C-12: College and training organisation survey results: perceived relevance of qualifications

The survey asked colleges and training organisations if the publicly funded qualifications offer allows them to offer content to learners looking to gain work relevant general digital skills, or to support them in their studies.

To what extent does the publicly funded qualifications offer allow you to offer relevant content for the groups of learners you've indicated above?						
Answer Options	To a large extent	To some extent	To a lesser extent	Not at all	Don't know/ not sure	Rating Average	Response Count
	7	23	5	2	3	2.95	40
						answered question	40
						skipped question	30

They were asked what the strengths of the current offer were in this area, and what changes they would make to the design and content of these types of qualifications. There were 17 responses to these questions. For strengths, seven responses referred to the relevance of content, and four to the breadth of content covered. The remaining comments related to brand recognition of ECDL (two responses), ease of

use (two responses), progression opportunities (two responses) and flexibility (one response).

Changes to the qualification offer had similar themes. Five respondents want to be able to offer more tailored programmes of learning, five want changes to the content (such as updating it), and four want more funding in this area. There were also comments about increasing employer input, making assessment more practical, and creating clearer progression routes for learners (one response for each).

The online employer survey focused on awareness and use of qualifications as signals of skills gain. Responses were limited, only 36 from individuals involved in the recruitment of new staff to their organisation. The responses had a good distribution across sectors, size and region, but the low sample size only gives an indication of views rather than full representation of employers.

Table C-13: Employer survey results: familiarity with digital skills qualifications
The survey asked about their familiarity with different qualifications. These qualifications were selected due to their high incidence in the focus groups or in the data. The responses are ordered by their 'average weighting'. If a respondent indicated 'I know what this is' the answer was scored 3; 'I've heard of this, but don't know what it is' was scored 2; and 'I've never heard of this' scored 1.

How familiar are you with the following?					
Answer Options	I know what this is	I've heard of this, but I don't know what it is	I've never heard of this	Rating Average	Response Count
GCSEs in ICT, Computer Science or Computing	31	1	1	2.91	33
A Levels' in ICT, Computer Science or Computing	29	3	1	2.85	33
Certificates endorsed by companies such as Microsoft, CompTIA or CISCO	22	11	0	2.67	33
Functional Skills in ICT	25	4	4	2.64	33
Award/ Certificate/ Diploma in IT User Skills	24	6	3	2.64	33
European Computer Driving Licence (ECDL)	24	5	4	2.61	33
Computer Literacy and Information Technology (CLAiT)	25	2	6	2.58	33
Individual 'units' from a qualification that covers digital skills	20	9	4	2.48	33
Diploma in IT	22	5	6	2.48	33
Certificate in Digital Skills	8	13	12	1.88	33
Digital badges	9	8	16	1.79	33
				answered question	33

As may be expected, GCSEs and A levels have the highest level of familiarity. However, across the responses to the survey, there are high levels of awareness of 'vendor certificates', along with Functional Skills, the ECDL, Computer Literacy and Information Technology (CLAiT), and even unit delivery.

Table C-14: Employer survey results: reliance on digital skills qualifications

The survey asked about the extent to which they rely on particular qualifications as evidence of a job applicant's digital skills. Please note that not all of these are publicly funded.

When recruiting new staff, to what extent would you rely on any of the following as evidence of an applicant's digital skills?							
Answer Options	To a large extent	To some extent	To a lesser extent	Not at all	Don't know/ not sure	Rating Average	Response Count
An apprenticeship in a digital-related job role	10	14	2	2	1	3.10	29
Degree or Foundation Degree in a relevant field	14	7	5	3	0	3.10	29
Higher National Certificate or Diploma (HNC or HND) in a relevant field	13	7	7	2	0	3.07	29
A certificate endorsed by a company such as Microsoft, CompTIA or CISCO	9	13	4	2	1	3.00	29
A certificate from a college or other training organisation confirming completion of a digital skills course	9	8	9	3	0	2.79	29
Functional Skills qualification in ICT	10	7	6	5	1	2.76	29
GCSE or 'A Level' in ICT, Computer Science or Computing	8	9	7	5	0	2.69	29
European Computer Driving Licence (ECDL)	9	6	8	6	0	2.62	29
An individual 'unit' from a qualification which covers digital skills	6	7	9	4	3	2.52	29
CLAiT (Computer Literacy and Information Technology)	6	5	9	7	2	2.34	29
Digital badges'	1	5	5	6	12	2.03	29
					answered question		29
					skipped question		7

It is not possible to compare tables' C-13 and C-14 directly, as the survey did not ask employers for their awareness of apprenticeships, degrees or HNC/HND. However, it is interesting to see that Functional Skills scores slightly higher than GCSEs and A Levels in terms of reliance, despite the latter two having greater awareness than Functional Skills. In line with the views of the college and training organisation focus groups, 'vendor certificates' have relatively high levels of recognition. 'Digital badges' score low on familiarity and worse on reliance as a signal of skills gain. But, encouragingly for the broader skills agenda, apprenticeships score the highest of all types of recognition.

Table C-15: Employer survey results: general digital skills needs

We'd like to know what specific digital skills you require new recruits to have when joining your organisation.					
Answer Options	We require all new recruits to have some ability in this area	We require some new recruits to have some ability in this area	We don't require new recruits to have any ability in this area	Don't know/ not sure	Response Count
Email	27	1	0	0	28
General use of productivity software, such as word processing, spreadsheets or databases	22	6	0	0	28
Using the internet to research information	22	5	1	0	28
Using a computer, for example using input devices, an	21	7	0	0	28
Keeping safe online, including online security	20	6	2	0	28
Using the internet for learning or training	19	9	0	0	28
Using 'smart'/ mobile devices	12	12	4	0	28
Information management and data processing	12	16	0	0	28
Advanced use of productivity software, such as word	10	17	1	0	28
Using the internet to buy or sell products or services	10	12	4	2	28
Social media for marketing, sales or other business activities	8	16	4	0	28
Desktop publishing	4	16	5	3	28
Financial/ order processing	4	20	4	0	28
Designing and/or managing websites	3	16	7	2	28
Coding/ programming	3	13	8	4	28
Content management for online systems	3	20	5	0	28
				answered question	**28**
				skipped question	**8**

These results are a useful reference point for the types of digital skills expected of new recruits. Although few employers expect all new recruits to have skills in content management or coding/programming, most respondents expect at least some new recruits to have these skills.

Respondents had the opportunity to list other digital skills they expect new recruits to have. One respondent noted that:

> "Increasingly healthcare is more reliant on the use of technology and more equipment is digital and staff need to be confident and competent to use it, but these aren't the same as the 'traditional' digital skills. There is an assumption staff are all office based for digital training and qualifications and this simply isn't the."

Finally, the learners believed that the ECDL qualifications they were studying would improve their CVs. For the most part they were doing this to gain and signal the skills that would improve their employability. Interestingly, several of the learners were in employment, and paying to do the ECDL course in the hope that it would improve their chances of promotion or moving into more interesting work.

Advanced and Specialist Digital Skills

Overview

Technical Definition (for purpose of this report)

1. Level 2 or above.
2. SSA of 6.1 or title has a key word *or* identified by DfE as a 'Tech Cert' or 'Tech Level'.
3. Is an Ofqual regulated qualification.

Why are they a distinct group?

These qualifications offer the technical and specialist advanced digital skills that are needed in job roles that are either entirely digital, or that demand a high degree of digital functionality in a specific area.

What volumes were there in the funding year 2013 to 2014?

Funding stream	Enrolments	Funding
Classroom learning	5,670	£15,096,000
Workplace learning	20	£17,000
Offender Learning and Support Service (OLASS)	300	£131,000
Loans	520	not available
Total	**6,510**	**£15,245,000**

Top three by enrolments (in the funding year 2013 to 2014)

- Extended Diploma in IT at Level 3 – 1,700 enrolments
- Diploma in IT at Level 2 – 950 enrolments
- Diploma in IT at Level 3 – 620 enrolments


Enrolments by age and gender
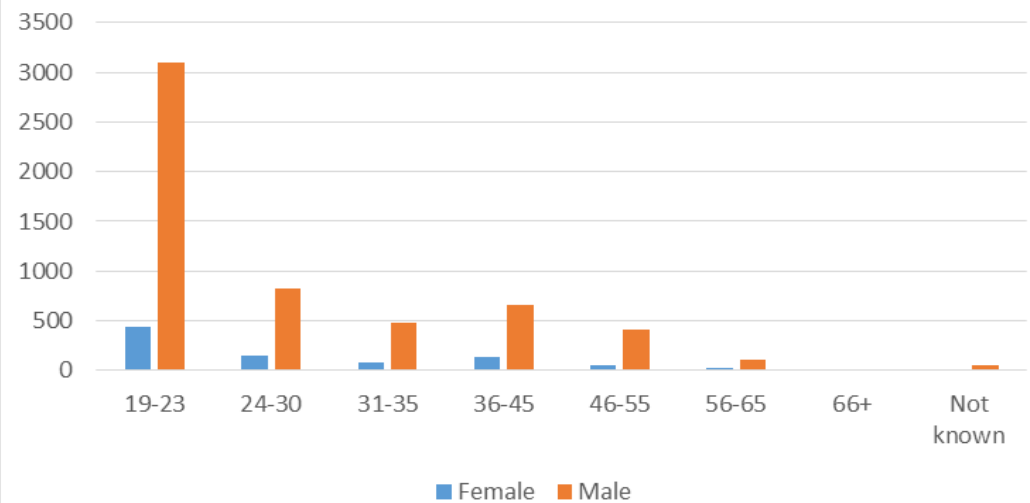
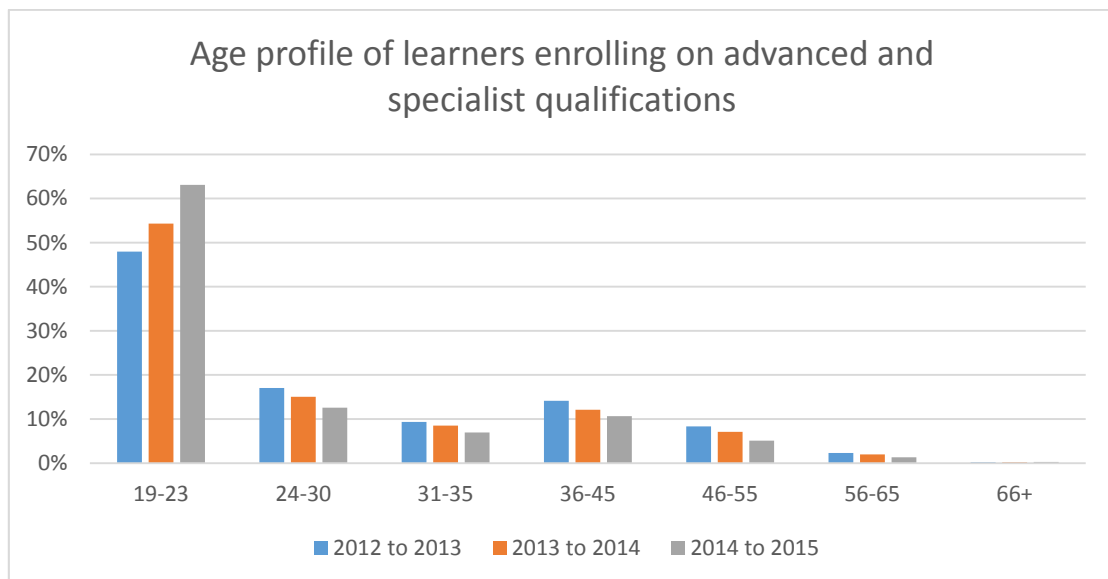**Table D-1:** List of all qualification titles and enrolments

Level 2 Qualifications	Enrolments	Level 3 Qualifications	Enrolments
Diploma in IT (QCF)	950	Extended Diploma in IT (QCF)	1700
Award in Computer Aided Design and Manufacturing (QCF)	520	Diploma in IT (QCF)	620
Diploma in Professional Competence for IT and Telecoms Professionals (QCF)	440	Diploma in ICT Systems and Principles for IT Professionals (QCF)	300
Diploma in ICT Systems Support (QCF)	310	Diploma in ICT Systems Support (QCF)	120
Diploma in ICT Systems and Principles for IT Professionals (QCF)	280	Diploma in ICT Professional Competence (QCF)	100
Diploma in ICT Professional Competence (PROCOM) (QCF)	230	Award in Computer Aided Design and Manufacturing (QCF)	40
Award in ICT Systems and Principles for Apprentices (QCF)	100	Certificate in ICT Systems and Principles (QCF)	30
Certificate in IT (QCF)	80	Diploma in Social Media for Business (QCF)	30
Extended Certificate in IT (QCF)	80	Diploma in Professional Competence for IT and Telecoms Professionals (QCF)	30
BTEC First Extended Certificate in Information and Creative Technology	70	Diploma in ICT Systems and Principles for Professionals (PROCOM) (QCF)	~
Award in the Promotion of Products and Services Through Social Media (QCF)	60	Extended Diploma in ICT Systems and Principles (QCF)	~
Award for Creative iMedia (QCF)	50	Diploma in ICT Systems and Principles (QCF)	~
Certificate in Computer Games Development (QCF)	50	Certificate in the Principles of Social Media for a Business (QCF)	~
BTEC First Award in Information and Creative Technology	50	Diploma in Information Technology (Specialist) (QCF)	~
Certificate in ICT Systems and Principles (QCF)	40	Certificate in Computer Aided Design and Manufacturing (2D) (QCF)	~
Certificate in ICT Systems Support (QCF)	40	NVQ Diploma in Digital Pre Press for Print (QCF)	~
BTEC First Certificate in Information and Creative Technology	30	Diploma in Creative and Digital Media (QCF)	~
Certificate in Interactive Media (QCF)	20	**Level 4 Qualifications**	**Enrolments**
Diploma in Interactive Media (QCF)	10	Diploma for ICT Professionals (Systems and Principles) (QCF)	80
Certificate for Creative iMedia (QCF)	10		
Certificate for Home Technology Integrators (QCF)	10		
Award for Digital Home Technology Integrators (QCF)	~		
Diploma for Creative iMedia (QCF)	~		
BTEC First Certificate in Creative Digital Media Production	~		
Diploma in Information Technology (Specialist) (QCF)	~		
Certificate in Digital Image Manipulation (QCF)	~		
Award in Interactive Media (QCF)	~		
Award in ICT Systems and Principles for IT professionals (PROCOM - Technical) (QCF)	~		
Award in Digital Image Manipulation (QCF)	~		

The 'Diploma in IT' has a broad range of units that colleges and training organisations can choose from. These include security, IT user support, animation, computer games design, networking and programming. These qualifications also allow learners to select a specific 'pathway' of content and gain an 'endorsed' certificate that shows what particular pathway was followed. And they include a range of 'vendor' units that are assessed using the relevant vendor examination.
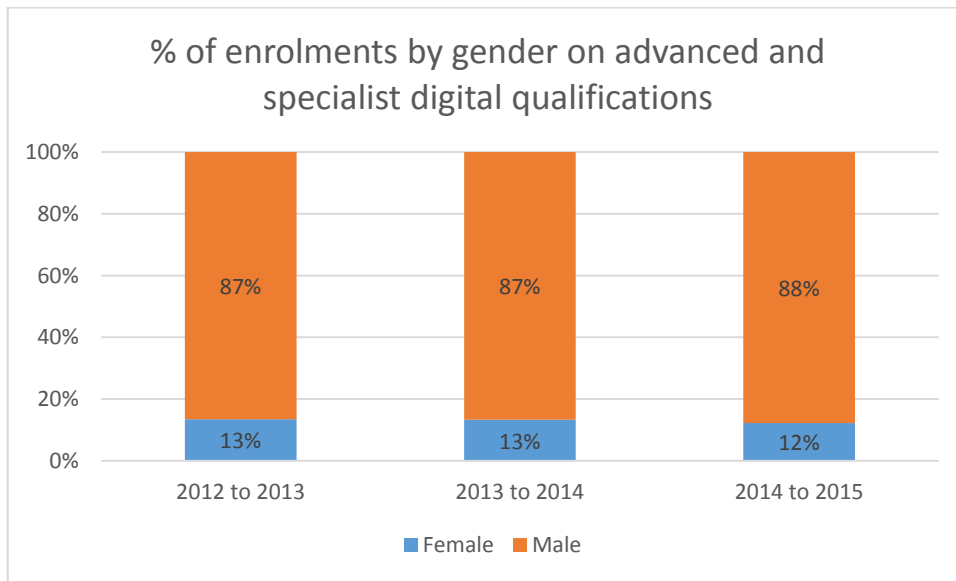
Table D-2: Age and gender of learners enrolling on qualifications
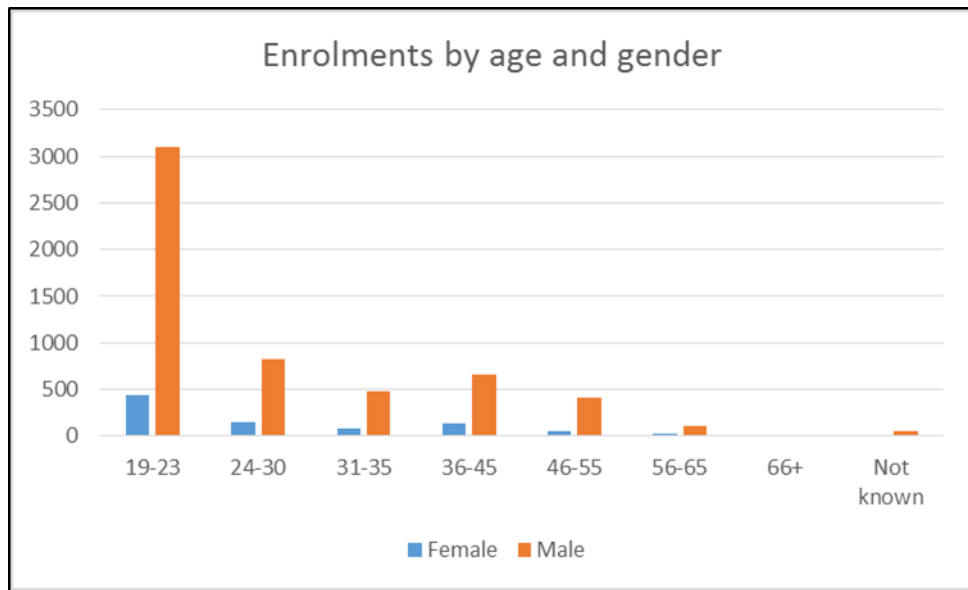
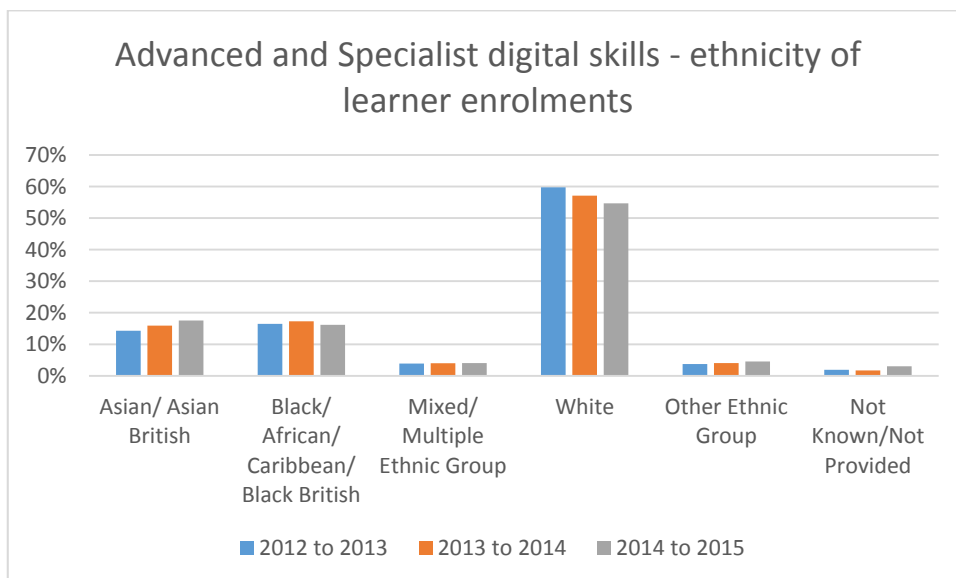**Table D-3:** Age profile of learners enrolling on qualifications across funding years

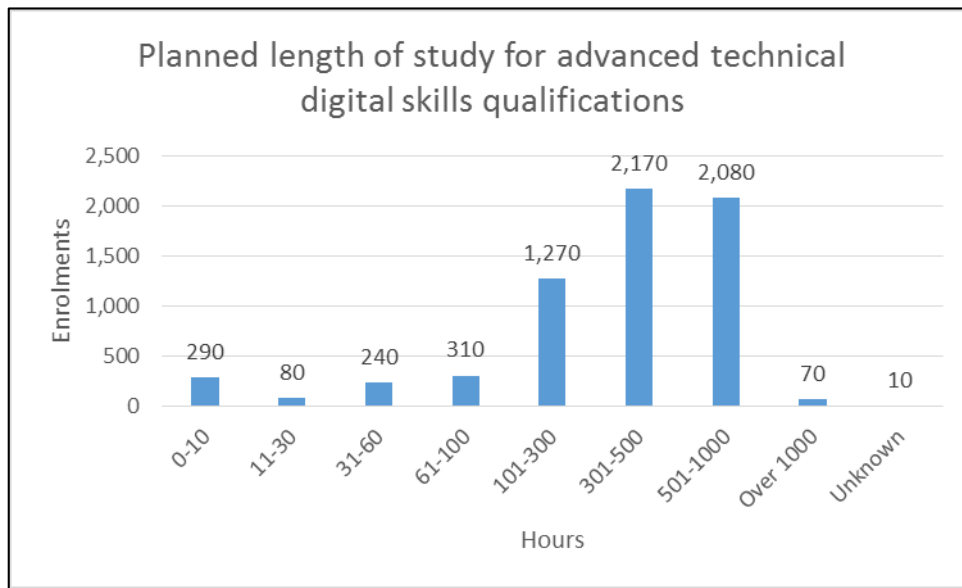**Table D-4:** Gender profile of learners enrolling qualifications across funding years

% of enrolments by gender on advanced and specialist digital qualifications

	2012 to 2013	2013 to 2014	2014 to 2015
Male	87%	87%	88%
Female	13%	13%	12%

■ Female ■ Male

Table D-5: Ethnicity of learners enrolling on qualifications across funding years

This table shows the ethnicity of enrolled learners. It shows that the overall proportion of white learners is falling steadily, while Asian/Asian British learners are increasing steadily as an overall proportion.

Advanced and Specialist digital skills - ethnicity of learner enrolments

■ 2012 to 2013 ■ 2013 to 2014 ■ 2014 to 2015

Table D-6: Enrolments by planned length of study for qualifications

Planned length of study for advanced technical digital skills qualifications

Table D-7: Proportion of qualifications delivered by organisation type

Delivery by organisations
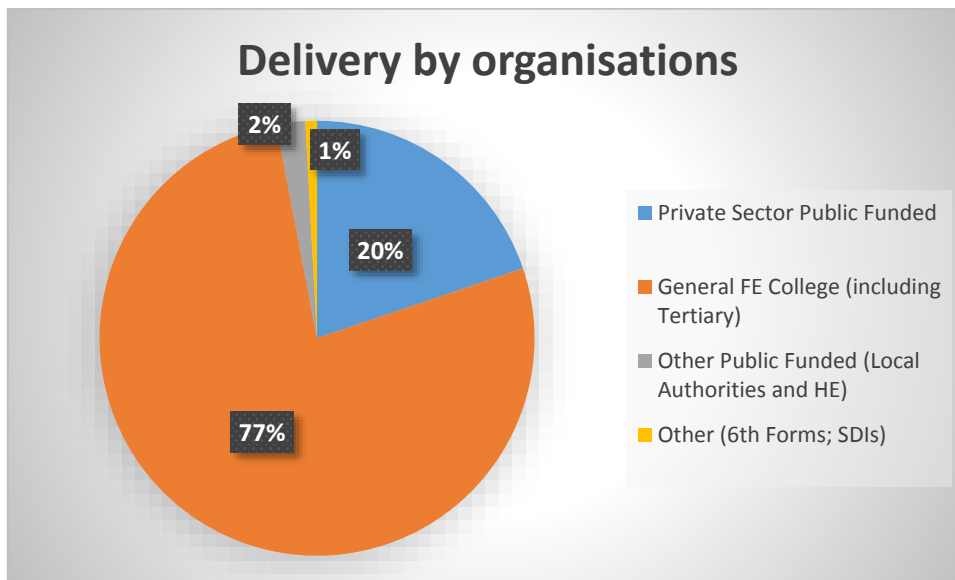
Table D-8: Awarding organisation market share
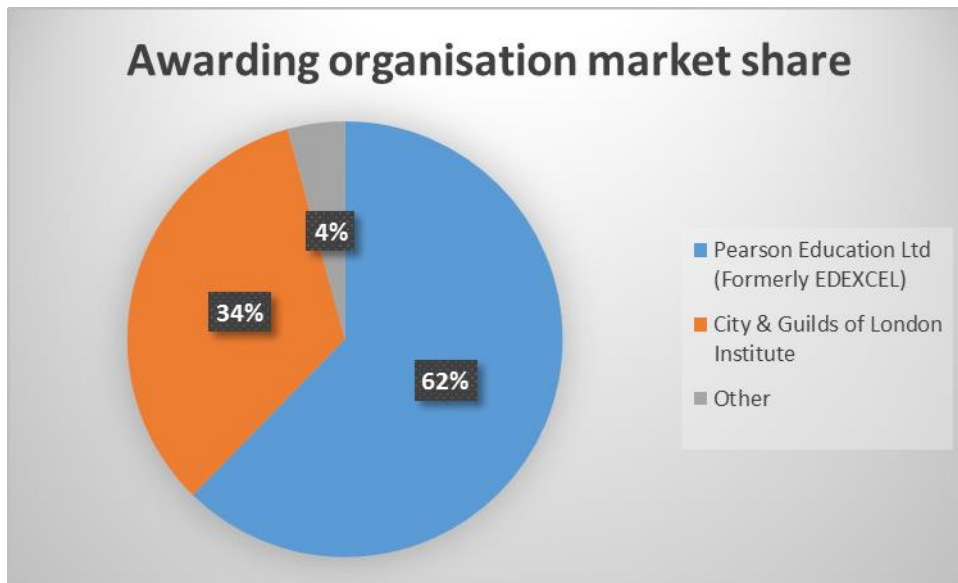
Table D-9: College and training organisation survey – views on the relevance of qualifications

The online survey only had 14 responses that related to qualifications that focus on preparing learners to enter specific job roles. This may be due to the low volumes of delivery in this area. Respondents were asked whether they felt the qualifications they offer match what employers were looking for.

	To a large extent	To some extent	To a lesser extent	Not at all	Don't know/ not sure	Total	Weighted Average
(no label)	14.29% 2	57.14% 8	21.43% 3	0.00% 0	7.14% 1	14	2.92

They were also asked what the strengths were, and what else they would want to see within these qualifications. Strengths focused on the general features of qualifications – of giving a benchmark, of structure, or providing progression routes, and ensuring a broad range of skills were covered.

There were four responses to what else they would like to see. Three referenced being able to offer vendor specific qualifications, or embedding the content within qualifications.

Table D-10: College and training organisation survey results: digital job roles supported through qualifications

Outside of Apprenticeships, do you offer qualifications that relate directly to any of the following job areas? Please select all that apply.		
Answer Options	Yes	Response Count
IT user support roles	10	10
IT technician or engineer roles (e.g. networking, home digital media installation)	10	10
Digital marketing (including social media and web design)	9	9
Application/ software development	8	8
Creative sector digital media roles	8	8
Cyber security	5	5
Business analysts	5	5
"Big data" analytics	3	3
None of the above	2	2
Other		1
	answered question	14
	skipped question	56

They were asked whether they offer qualifications that relate directly to digital job roles. Only 14 respondents said that they offered such provision. Table D-10 shows the types of digital job roles that those 14 colleges and training organisations supported progression into. It is interesting to see the emphasis on more general IT roles, such as user support or technician, with roles relating to cyber security or analytics less frequent. The 'Other' response related to text processing roles.