

# **Further Education: Raising Skills, Improving Life Chances**

Technical Supplement to the White Paper

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# 1 Introduction and Summary

1.1 The Further Education (FE) system in England is the biggest provider of post-16 education and is complex and diverse. This technical supplement sets out who it caters for and what it delivers, showing recent trends where relevant. It provides a background and context to underpin the proposals contained in the White Paper.

1.2 Some of the key evidence and analysis presented in the following sections is:

- Section 2 – Shows the composition of providers in the FE sector and the type of provision delivered; the challenge of low participation levels in full-time education; the increase in learner volumes and the changing mix of learning opportunities; the contribution of the FE sector to social mobility.
- Section 3 – Information on the quality of provision including success rates and inspection findings.
- Section 4 – Describes the characteristics of the sector's workforce.
- Section 5 – Shows the adult skills shortages and expenditure by employers on training, the engagement of employers with training providers and their level of satisfaction.
- Section 6 – Presents the funding of sector via the Learning and Skills Council, and the redeployment of funds to meet higher priority provision.
- Section 7 – Presents data about diversity within the FE sector, particularly the participation and performance of gender, minority ethnic and socio-economic groups, and learners with disabilities within the FE sector.

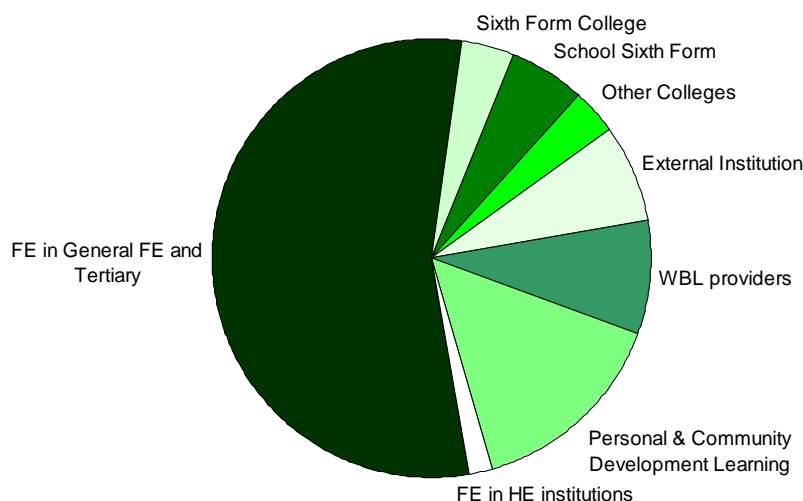
## 2 The Further Education System

2.1 This section describes the wide diversity of provision and learners in the FE sector. It presents the challenges of low participation levels in full-time education and low adult skills, the increase in learner volumes, the changing mix of learning opportunities and the contribution of the sector to social mobility.

### THE FE SECTOR

2.2 The FE sector is large and diverse. It comprises a number of different types of provider serving some 6 million learners in 2004/05. Figure 2.1 shows that the majority of learning took place in General FE and Tertiary Colleges, accounting for just under 3.4 million learners. 226,000 learners attended Sixth Form Colleges, 435,000 attended external institutions<sup>1</sup> and 193,000 studied in other colleges (agriculture and horticulture, art, design and performing arts and specialist designated)<sup>2</sup>. Personal and community development learning<sup>3</sup> accounted for 915,000 learners and 519,000 studied with work-based learning providers. 349,000 learned in school sixth forms. An additional 94,000 studied FE courses in Higher Education (HE) institutions in 2004/05.

**Figure 2.1 – Learner numbers by provider type, 2004/05**



Source: Individualised Learner Record 2004/05, Pupil level Annual School Census 2005 and Higher Education Learner Record 2004/05

### COLLEGES

2.3 There are 390 FE Colleges in England. Over half of these are general FE Colleges (201) and just over a quarter (100) are Sixth Form Colleges. The rest includes 52 Tertiary, 17 Agricultural and Horticultural, 15 Specialist Designated and 5 Art, Design and Performing Arts Colleges.

<sup>1</sup> Local Education Authority maintained and independently funded external institutions that are funded under a specific financial memorandum with the LSC

<sup>2</sup> General FE, Tertiary, Sixth Form and Specialist Colleges together with External institutions are subsequently referred to as FE institutions in this supplement

<sup>3</sup> Formerly known as Adult and Community Learning

2.4 In 2004/05, FE Colleges and external institutions provided learning opportunities for 4.2 million learners (figure 2.2). Just under three-quarters of these were adults studying part-time

**Figure 2.2 - Learners (thousands and percentages) in FE institutions by age and mode of attendance, 2004/05**

Age	Full-time full-			Total
	year	Other full-time	Part-time	
Under 19	551.4	21.1	156.8	729.3
% of total learners	13%	1%	4%	17%
19 and over (inc unknown)	173.8	192.4	3110.7	3476.9
% of total learners	4%	5%	74%	83%
<b>Total</b>	<b>725.2</b>	<b>213.4</b>	<b>3267.6</b>	<b>4206.2</b>
<b>% of total learners</b>	<b>17%</b>	<b>5%</b>	<b>78%</b>	<b>100%</b>

Source: LSC Statistical First Release ILR/SFR08

## WORK-BASED LEARNING

2.5 Work-based learning (WBL) for young people is a major programme of government-supported training comprising Advanced Apprenticeships, Apprenticeships at Level 2, NVQ learning and Entry to Employment (E2E). There were 1,163 institutions delivering work-based learning in England in 2004/05. A significant proportion of work-based learning is undertaken on day release in FE institutions, but the majority is delivered through private training providers.

2.6 A total of 519,000 people participated in work-based learning during 2004/05. The average number in learning at any one time was 300,000, a 2.3% decrease from 2003/04.

2.7 The average number of people in learning on apprenticeships (at Level 2) in 2004/05 was 154,000 – an increase of 7.6% since 2003/04. A further 102,000 were in learning on advanced apprenticeships. There is a trend away from NVQ learning towards apprenticeships.

2.8 The most popular area of learning in work-based learning was Engineering, Technology and Manufacturing (20%) followed by Retailing, Customer Service and Transportation (12%).

## PERSONAL AND COMMUNITY DEVELOPMENT LEARNING

2.9 Personal and community development learning (PCDL) includes a diverse range of community-based and outreach learning opportunities, primarily delivered through Local Education Authorities in England using a diverse range of providers including their own services and contracting out, e.g. to local FE colleges.

2.10 915,000 learners were enrolled on PCDL programmes in 2004/05, a slight decrease (0.8%) from the previous year.

2.11 The most popular areas of learning for PCDL were Visual and Performing Arts and Media (28%) and Hospitality, Sports, Leisure and Travel (22%).

## SCHOOL SIXTH FORMS

2.12 Nearly 1,800 state schools with sixth forms are responsible for delivering FE provision, principally academic courses, to young people. 347,000 students were studying in school sixth forms in England in January 2005 (figure 2.3). 56% of these were in Year 12, 43% were in Year 13 and a very small proportion were in Year 14.

**Figure 2.3 - Learners in school sixth forms by age and year group, 2004/05**

<b>Age</b>	<b>National Curriculum Year Group</b>			<b>Total</b>
	<b>12</b>	<b>13</b>	<b>14</b>	
15 and under	760	20	0	780
16	186,800	840	0	187,640
17	6,830	137,920	40	144,780
18	950	9,240	2,350	12,540
19 and over	180	790	140	1,110
<b>Total</b>	<b>195,520</b>	<b>148,800</b>	<b>2,540</b>	<b>346,860</b>

*Source: Pupil Level Annual School Census, January 2005*

## LOCAL PATTERNS OF PROVISION

2.13 Concentrations of types of provider vary from area to area. Figure 2.20, at the end of this section, shows the mix of provider types in each local LSC area. Certain areas, such as Hampshire and Greater Manchester have relatively large numbers of FE institutions and few school sixth forms. In contrast, areas such as Hertfordshire and Kent and Medway have a great number of school sixth forms and relatively small numbers of FE institutions. Figure 2.19 illustrates how this provider mix translates to learner numbers.

## CHOICE AND PARTICIPATION

2.14 Different patterns of post-16 providers exist in local areas. Areas with low numbers of school sixth forms and more colleges are referred to below as operating a tertiary system. Areas where there are more school sixth forms are classed as non-tertiary.

2.15 Analytical work looking at learner choice (the extent to which students from a local area have a choice of different providers for a given course) in these different systems has led to some high-level conclusions:

- A level students tend to have more choice of provider than those on long vocational courses or in work-based learning;
- there is more likely to be a choice available for learners studying A levels in the non-tertiary system (i.e. where there are school sixth forms);
- there is more likely to be a choice available for learners studying long vocational and work-based learning courses in the tertiary system (i.e. where there are Sixth Form Colleges );
- there is better choice for learners taking courses at Level 2 and below than for Level 3 and above;
- there is more choice for learners in urban areas rather than rural areas; and

- as we look in more detail at subject area of learning (e.g. adult Level 2 in health, social care and public service), there is a significant percentage of learners without a choice of provider.

2.16 Figure 2.4 shows that those who have lower GCSE achievement at age 15 (no GCSEs or less than 5 GCSEs grade D-G) have higher post-16 participation in full-time education and work-based learning if they were taught in schools without sixth forms. Those who achieve at least 5 GCSEs at grades A\* to C have higher post-16 participation if they were taught in schools with sixth forms.

**Figure 2.4 - Participation rates for 16 year olds in full-time education and work-based learning by Year 11 attainment**

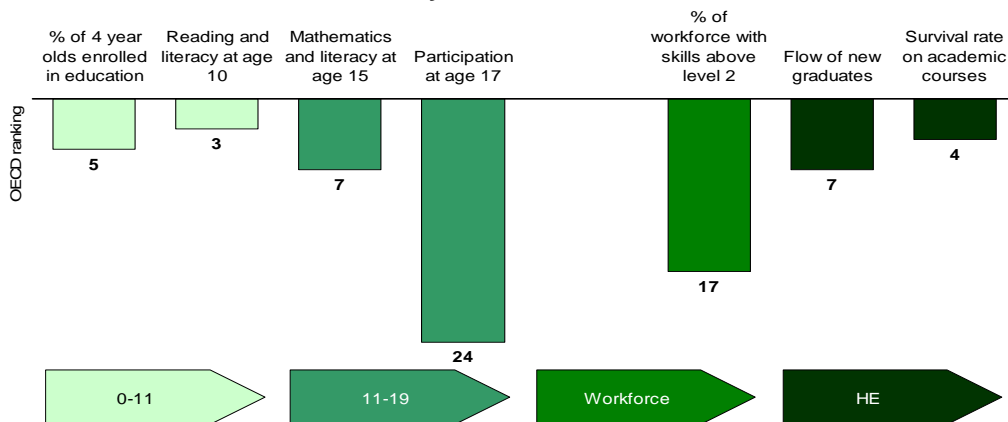
Year 11 achievement	Maintained schools <u>without</u> sixth form			Maintained schools <u>with</u> sixth form		
	Full-time education	WBL	Total	Full-time education	WBL	Total
5+ GCSEs A*-C	85%	5%	90%	89%	3%	93%
1-4 GCSEs A*-C	57%	16%	73%	61%	14%	75%
5+ GCSEs D-G	48%	19%	67%	48%	15%	63%
1-4 GCSEs D-G	34%	25%	59%	30%	15%	45%
None	24%	13%	38%	20%	7%	27%
<b>Total</b>	<b>66%</b>	<b>12%</b>	<b>78%</b>	<b>71%</b>	<b>8%</b>	<b>80%</b>

Source: Youth Cohort Study, cohort 12, 2004

## THE CHALLENGES OF LOW PARTICIPATION POST 16 AND ADULT SKILL LEVELS

2.17 The interim Report of the Leitch Review of Skills<sup>4</sup> and the 14-19 White Paper<sup>5</sup> have highlighted the challenges we face if we are to increase productivity and sustain long term economic competitiveness. Figure 2.5 illustrates how post-16 education is the key to addressing these challenges. This shows a comparison of UK educational performance with Organisation for Economic Co-operation and Development (OECD) countries. About 30 countries collect the statistics described, and we compare favourably on measures for the younger ages and for higher education. However we are relatively weak by comparison for the 17 year old participation rate, and in the intermediate level of skills in the workforce.

**Figure 2.5 – Performance of the education system**



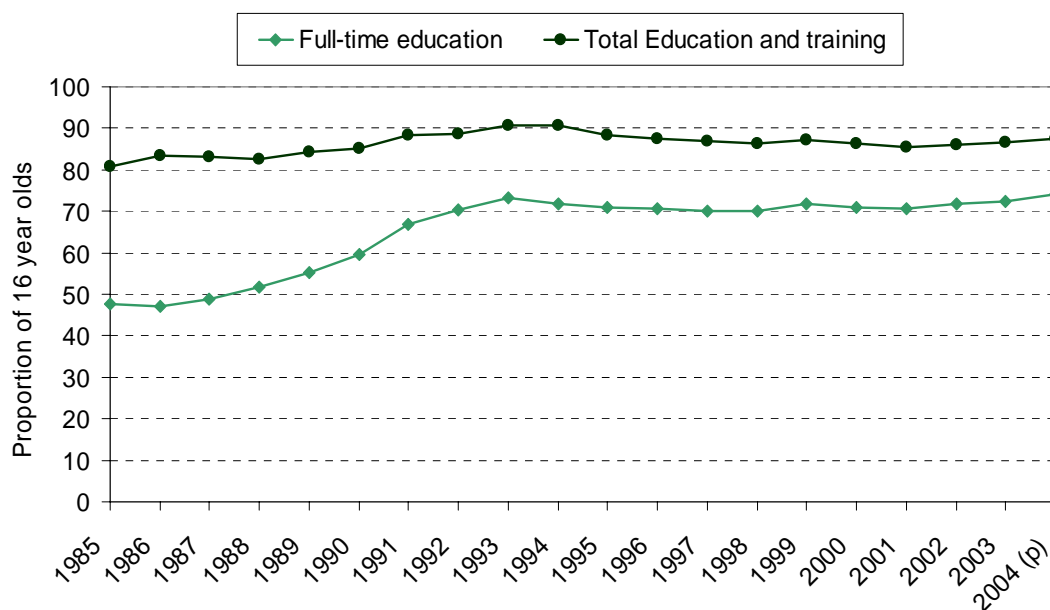
Source: OECD 'Education at a Glance 2005', Programme for International Student Assessment 2000, Progress in International Reading Literacy Study 2001

<sup>4</sup> Leitch Review of Skills – Skills in the UK: The long-term challenge – Interim report, December 2005

<sup>5</sup> DfES, 14-19: Education and Skills, (February 2005) [Cm6476]

2.18 Figure 2.6 illustrates participation rates for the last 20 years for 16 year olds in education and training after leaving compulsory schooling. Participation rates in full-time education were rising until the early 1990s. They then flattened off at about 70% and remained steady for the next ten years. There are signs that the participation rate has started to rise in the last two years, and the provisional figure for 2004 is 74.2%. The equivalent rate for 17 year olds is 60.5%, and for 18 year olds it is 38.0%.

**Figure 2.6 - Participation in education and training of 16 year olds, England, 1985-2004**



Source: DfES Statistical First Release 27/2005

2.19 Participation at age 16 is strongly associated with prior attainment – those with 5 or more GCSEs A\*-C in 2004 are significantly more likely to be in full time education at age 16 than those achieving 1-4 GCSEs grades D-G (89% compared to 32%). In addition, for any number of GCSEs achieved, students from higher socio-economic groups (SEG; note this term is used generally and includes references to social classes and socio-economic classification when these terms were in use) are slightly more likely to remain in education than those from lower SEGs<sup>6</sup>. This lower propensity to stay on compounds the lower prior attainment. As a result there is a significant full time education participation gap between students from different SEGs.<sup>7</sup>

2.20 The FE system is central to raising the participation levels of 16-19 year olds. There are more 16 year olds in the FE system than in schools (see figure 2.7). FE colleges have a disproportionate number of learners from lower SEGs: while 16 year olds from the lowest 3 SEGs account for 45% of all General FE and Sixth Form College learners in 2004, this level rises to 56% in General FE Colleges compared to 41% in state schools.<sup>8</sup> Further data on SEGs in FE is presented in section 7.

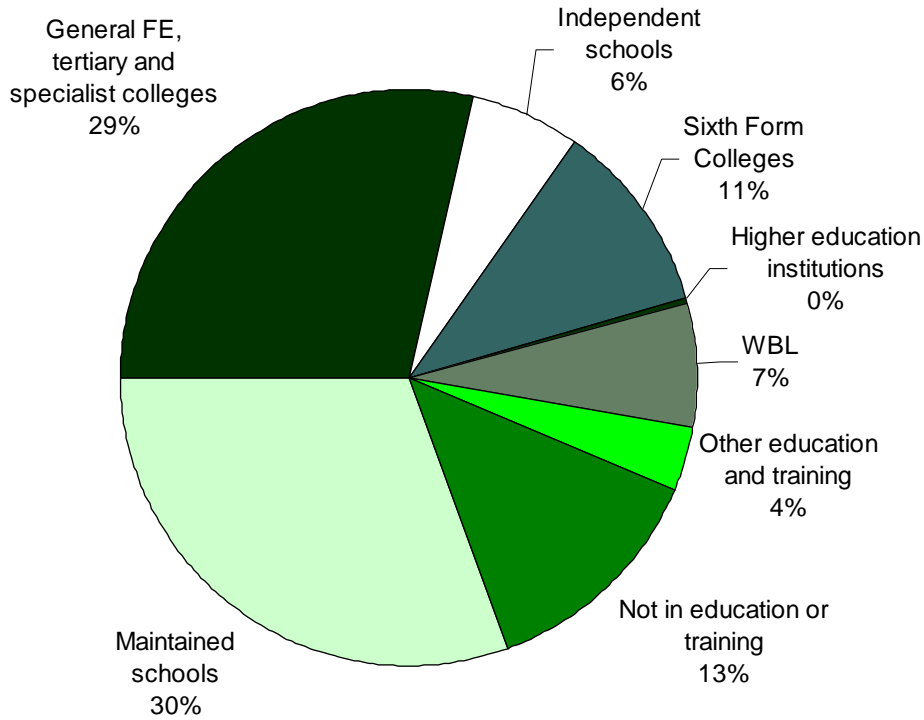
<sup>6</sup> YCS Cohorts 4-12

<sup>7</sup> YCS cohort 12

<sup>8</sup> Internal DfES YCS analysis



**Figure 2.7 – Participation in education and training of 16 year olds by provider type**

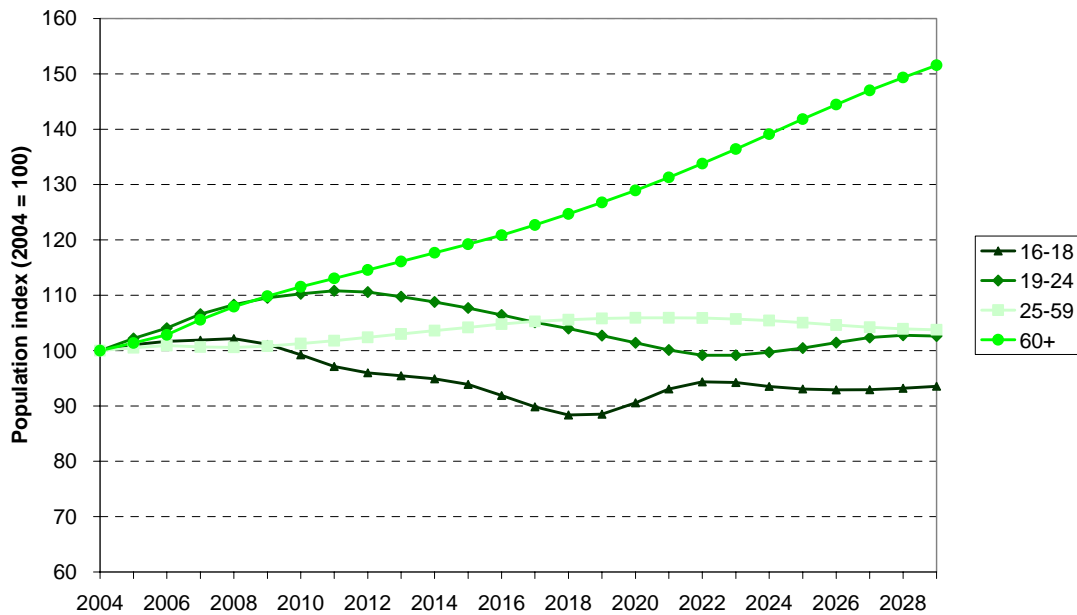


Source: DfES Statistical First Release 27/2005

## THE CHALLENGE OF ADULT SKILL LEVELS

2.21 Demographic trends – an ageing population – mean that the sector needs to enable more adults to keep raising their skills throughout their working lives. The age profile of the population will be much different in 2020, having great implications for the FE sector. It is forecast that the number of 16-18 year olds will rise slowly to a peak in 2008 before declining sharply to 2018 and then beginning to rise to 2022. It is estimated that in 2020, there will be 185,000 (9%) fewer young people than there are now. See figure 2.8.

**Figure 2.8 – Projected change in post-16 population to 2030**



Source: Government Actuary's Department

- 2.22 Millions of adults have poor literacy and numeracy skills. The Skills for Life strategy aims to tackle the basic skills needs of adults across England. Since 2001, 3.7 million adults have taken up 7.9 million Skills for Life courses and this has led to 1.28 million people improving their basic skills and gaining a qualification. And parent and child skills appear to be linked - a preliminary examination of the relationship between parents<sup>9</sup>, literacy and numeracy scores and their children's development<sup>10</sup> showed significant but weak correlations, providing some evidence of an intergenerational relationship between adult and child performance<sup>11</sup>.
- 2.23 The vast majority of Skills for Life provision is delivered through the FE sector. Of the 1.1 million who participated in Skills for Life learning in 2004/05, 72% (793,000) did so through FE institutions (including Ufi), 13% (137,000) through work-based learning providers, 4% (42,000) through Adult Learning providers and 2% (21,000) through European Social Fund and the Employer Training Pilots. The other 9% (103,000) participated through Offender Learning programmes and through Jobcentre Plus.
- 2.24 About 6.3 million adults in the workforce – and around 9 million of working age – do not have a level 2 or equivalent qualification (NVQ Level 2 or 5 GCSEs A\*-C), regarded as a minimum platform for employability and further progression. The Adult Level 2 PSA<sup>12</sup> target aims to reduce by 40% the number of adults in the workforce who lack NVQ 2 or equivalent qualifications, with a milestone of one million adults to achieve level 2 between 2003 and 2006. We are currently on course to achieve the 2006 interim milestone; in autumn 2005, some 841,000 more adults had a level 2 qualification than in 2003. The FE system is a major contributor to the Level 2 target, as a key provider of training through both the Level 2 entitlement and the Employer Training Pilots, and for the full national roll out of Train to Gain and the Level 2 entitlement during 2006.
- 2.25 The UK has higher proportions of 19-21 year olds qualified to Level 2 and above than their counterparts in Germany, but lags 12 percentage points behind France. Comparing 25-28 year olds reveals that the UK falls further behind France (13 percentage points) and shows a similar shortfall against Germany (12 percentage points). See figure 2.9.
- 2.26 At Level 3 and above, the UK compares favourably to France and Germany for those aged 19-21 but falls far behind both countries by age 25-28, indicating significant progression in learning amongst older adults in those countries .

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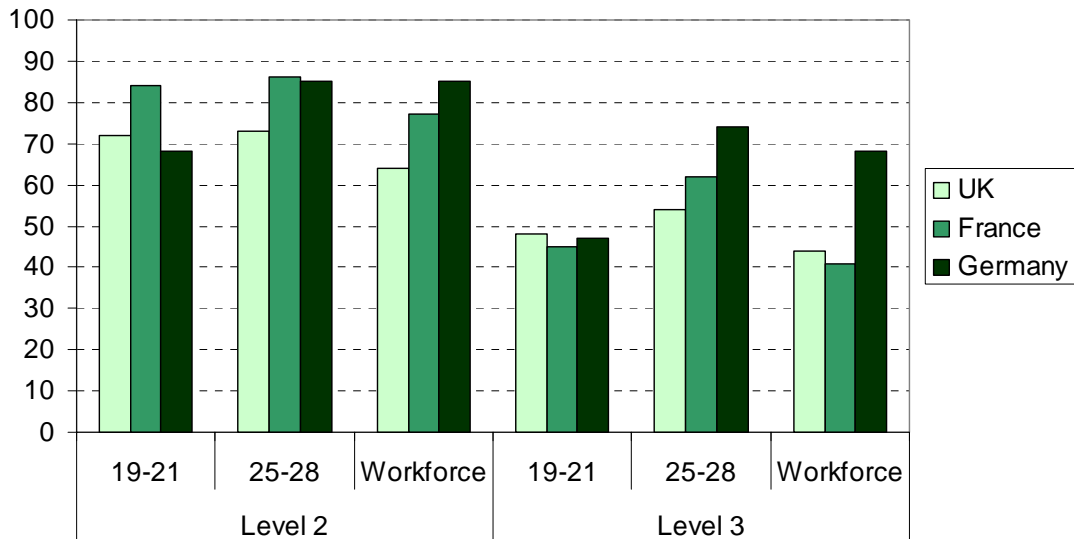
<sup>9</sup> 1970 British Cohort Study

<sup>10</sup> Based on British Ability Scale (Bas II) scores

<sup>11</sup> New Light on Literacy and Numeracy. Bynner et al, 2005

<sup>12</sup> Public Service Agreement

**Figure 2.9 – Qualifications at Level 2/Level 3 and above by age: UK 2003, France and Germany 2002**



Source: *International Comparisons of Qualifications: Skills Audit Update*

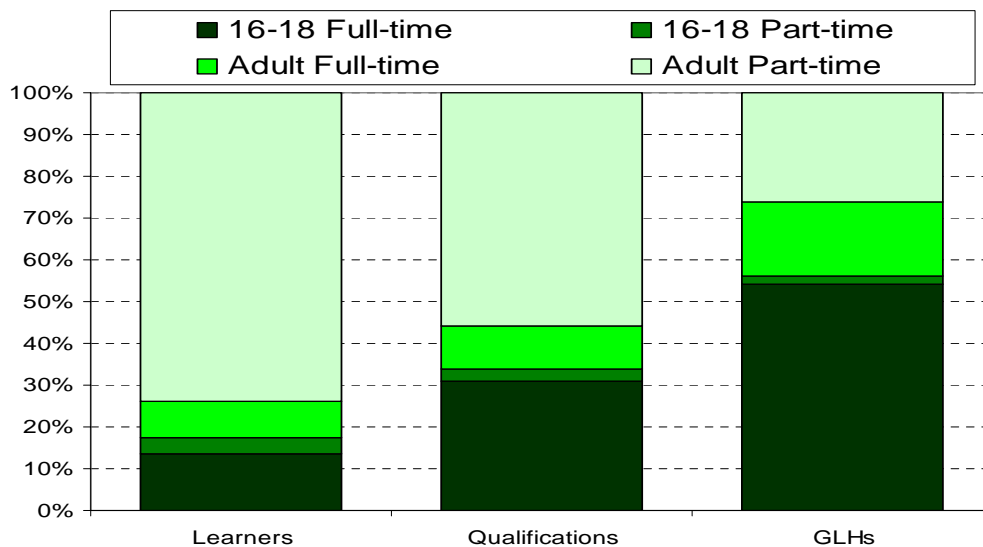
### QUALIFICATIONS, PROVISION MIX AND VOLUME OF LEARNING

2.27 There is considerable variation in the type of provision offered across the sector. Just over 9 million learning opportunities were taken up by 4.2 million learners in FE institutions in 2004/05 – an average of 2.1 aims per learner. On average, learners in Sixth Form Colleges study towards 4.3 aims.

2.28 These differences reflect the type of learner that each type of college attracts and the type of learning undertaken. The majority (three-fifths) of learners in Sixth Form Colleges are 16-18 year olds studying full-time. Most learners in all other FE institutions are adults studying part-time.

2.29 Whilst 74% of all FE learners were adults studying part time, in terms of the teaching actually taking place, the dominant group are 16-18 year olds studying full-time. Over half (55%) of teaching resource was spent on this group in 2004/05 compared to 24% on part-time adults (figure 2.10).

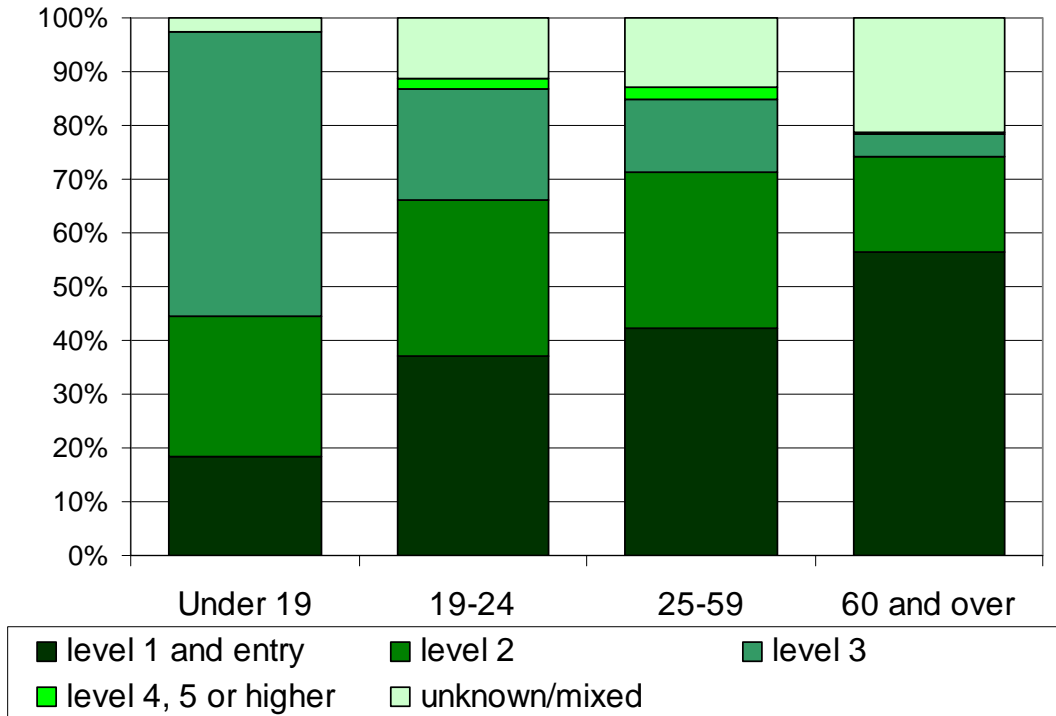
**Figure 2.10 – Share of learners, qualifications and guided learning hours (GLH) by age and attendance, 2004/05**



Source: DfES analysis of Individualised Learner Record F04 2004/05

2.30 The level of qualification studied varies considerably by age (figure 2.11). Young learners were most likely to study for qualifications at Level 3 (A levels or equivalent) while for older learners, the emphasis was on qualifications at Level 2 (GCSE or equivalent) and below.

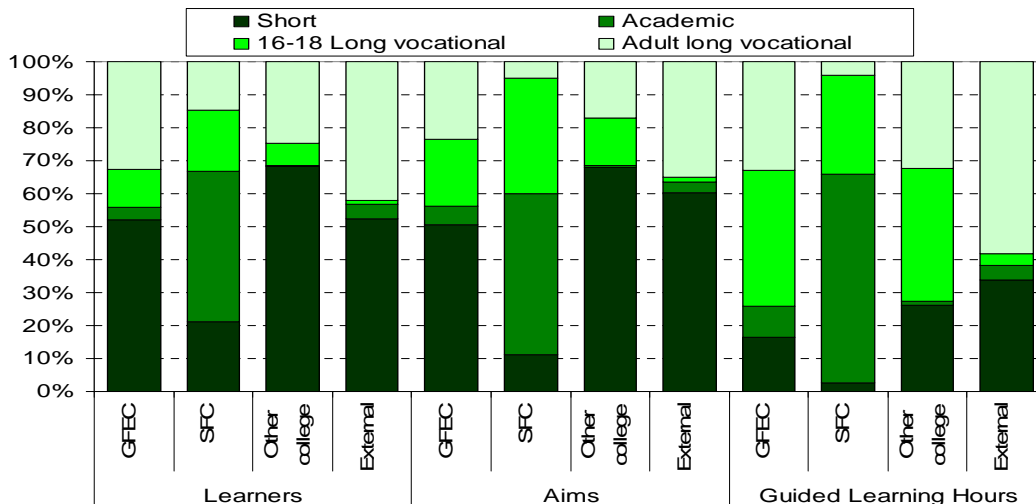
**Figure 2.11 - Level of qualification studied by FE learners by age-group, 2004/05**



Source: Individualised Learner Record F04 2004/05

2.31 The nature of the qualifications delivered varies within institutions. Based on qualification volumes in 2004/05, the provision mix in FE institutions is 48% short courses, 29% 16-18 long courses and 23% adult long courses (figure 2.13). In contrast, 11% of Sixth Form College provision is short courses, 49% long academic courses and 40% long vocational courses (see figure 2.12).

**Figure 2.12 – Provision mix by provider type 04/05**



Source: Individualised Learner Record 2004/05

2.32 The provision mix shows a different profile in terms of hours of learning. 85% of teaching time is taken up on long courses (54% for 16-18 year olds and 31% for adults), the majority being long vocational.

**Figure 2.13 - Learner, qualifications and GLH provision mix in FE institutions by age, 2004/05**

Provision type	Learners		Qualifications		Guided Learning Hours	
	16-18	Adult	16-18	Adult	16-18	Adult
<b>Learners (thousands)</b>						
<b>Short</b>	<b>2%</b>	<b>49%</b>	<b>4%</b>	<b>43%</b>	<b>2%</b>	<b>13%</b>
<b>Long, of which</b>	<b>15%</b>	<b>34%</b>	<b>29%</b>	<b>23%</b>	<b>54%</b>	<b>31%</b>
A/AS/A2 level	4%	1%	7%	1%	14%	1%
GCSE	0%	1%	1%	1%	2%	1%
Long Vocational Level 1 & Entry	2%	13%	5%	9%	8%	10%
Long Vocational Level 2	3%	10%	6%	6%	11%	8%
Long Vocational Level 3	5%	7%	4%	4%	15%	9%
Long Vocational Level 4, 5 and HE	0%	1%	0%	1%	0%	1%
Long Vocational Other	0%	2%	5%	2%	4%	1%
<b>Total</b>	<b>17%</b>	<b>83%</b>	<b>33%</b>	<b>67%</b>	<b>56%</b>	<b>44%</b>

Source: DfES analysis of Individualised Learner Record F04 2004/05

2.33 The proportion of short course provision in FE institutions has been increasing in recent years (figure 2.14). The number of short course enrolments has increased rapidly, while long course volumes have increased more slowly. Expansion in long course volumes is mostly at Levels 1 and 2 with Level 3 qualifications also showing an increase. Long vocational Level 4 and other qualifications have shown a decrease.

**Figure 2.14 - Change in provision mix in FE institutions, 1997/98 to 2004/05**

Provision type	Volume		Change 04/05 from 97/98		% provision	
	1997/98	2004/05	%	volume	1997/98	2004/05
<b>Learners (thousands)</b>						
<b>Short</b>	<b>1365</b>	<b>2150</b>	<b>58%</b>	<b>786</b>	<b>38%</b>	<b>51%</b>
<b>Long, of which</b>	<b>2201</b>	<b>2056</b>	<b>-7%</b>	<b>-145</b>	<b>62%</b>	<b>49%</b>
A/AS/A2 level	230	195	-15%	-35	6%	5%
GCSE	108	55	-49%	-53	3%	1%
Long Vocational Level 1 & Entry	478	621	30%	144	13%	15%
Long Vocational Level 2	442	551	25%	109	12%	13%
Long Vocational Level 3	497	491	-1%	-6	14%	12%
Long Vocational Level 4, 5 and HE	103	56	-46%	-47	3%	1%
Long Vocational Other	343	87	-75%	-256	10%	2%
<b>Total</b>	<b>3565</b>	<b>4206</b>	<b>18%</b>	<b>641</b>	<b>100%</b>	<b>100%</b>
<b>Qualifications (thousands)</b>						
<b>Short</b>	<b>2046</b>	<b>4440</b>	<b>117%</b>	<b>2394</b>	<b>34%</b>	<b>48%</b>
<b>Long, of which</b>	<b>4006</b>	<b>4851</b>	<b>21%</b>	<b>845</b>	<b>66%</b>	<b>52%</b>
A/AS/A2 level	650	738	14%	88	11%	8%
GCSE	298	177	-41%	-122	5%	2%
Long Vocational Level 1 & Entry	827	1332	61%	505	14%	14%
Long Vocational Level 2	680	1163	71%	483	11%	13%
Long Vocational Level 3	606	725	20%	120	10%	8%
Long Vocational Level 4, 5 and HE	117	68	-42%	-49	2%	1%
Long Vocational Other	828	648	-22%	-180	14%	7%
<b>Total</b>	<b>6052</b>	<b>9291</b>	<b>54%</b>	<b>3239</b>	<b>100%</b>	<b>100%</b>
<b>Guided Learning Hours</b>						
<b>Short</b>	<b>75</b>	<b>97</b>	<b>30%</b>	<b>22</b>	<b>11%</b>	<b>15%</b>
<b>Long, of which</b>	<b>592</b>	<b>539</b>	<b>-9%</b>	<b>-53</b>	<b>89%</b>	<b>85%</b>
A/AS/A2 level	98	98	0%	0	15%	15%
GCSE	25	14	-47%	-12	4%	2%
Long Vocational Level 1 & Entry	79	110	39%	31	12%	17%
Long Vocational Level 2	123	120	-3%	-3	18%	19%
Long Vocational Level 3	176	153	-13%	-23	26%	24%
Long Vocational Level 4, 5 and HE	23	9	-61%	-14	3%	1%
Long Vocational Other	68	36	-47%	-32	10%	6%
<b>Total</b>	<b>667</b>	<b>636</b>	<b>-5%</b>	<b>-31</b>	<b>100%</b>	<b>100%</b>

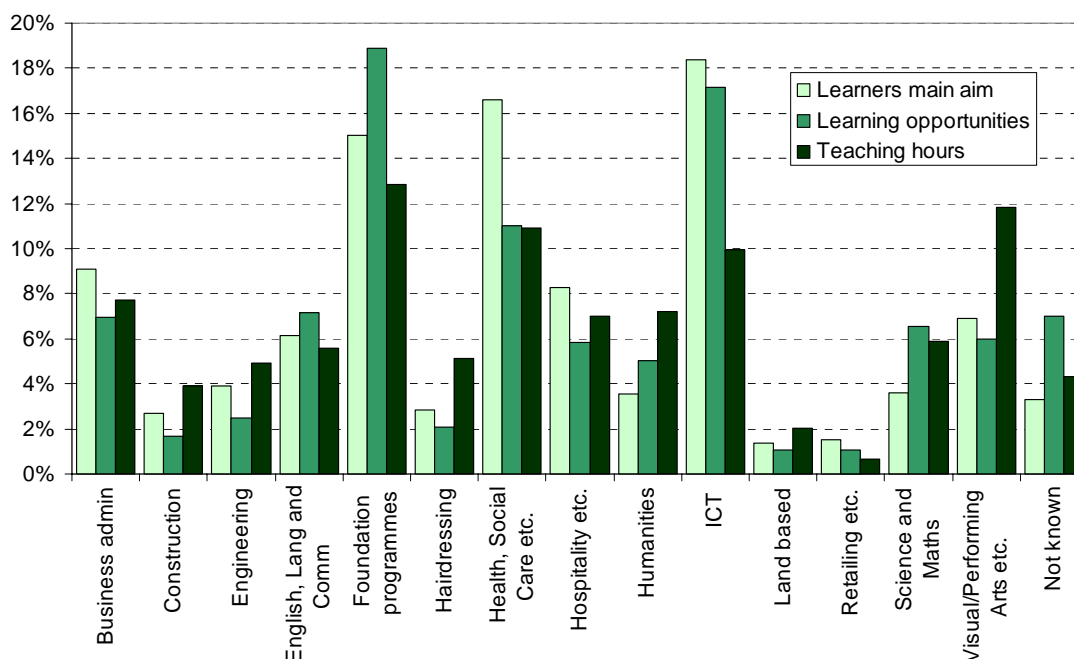
Source: DfES analysis of Individualised Learner Record

2.34 The most popular area of learning in FE institutions, in terms of learners' main study, continues to be Information and Communication Technology (ICT) with 18% of learners studying this subject (figure 2.15). Health, Social Care and Public Services qualifications were next.

2.35 However, this White Paper recognises the importance of those courses that do not lead to qualifications. When looking at all learning opportunities, Foundation Courses<sup>13</sup> are most popular (19%), followed by ICT (17%).

2.36 While ICT courses are particularly popular in terms of numbers of qualifications and learners, the time spent teaching these qualifications is not as great. The greatest proportion of teaching (GLH) was in Foundation Courses (13%) followed by Visual and Performing Arts and Media. Despite having a 19% share of learners and 17% of qualifications, ICT courses only consume 10% of the total teaching time in FE.

**Figure 2.15 – Share of provision in FE institutions by area of learning**



Source: Individualised Learner Record F04 2004/05

## LEARNERS AND TRENDS

2.37 Figure 2.16 shows the volume of LSC funded learners by age, mode of attendance and sex for each academic year from 1996/97. Learner numbers in 2004/05 were 760,000 (22%) greater than in 1996/97, the expansion in numbers driven predominantly by adults and part-time learners in FE institutions.

2.38 This eight year period has seen the number of learners aged 60 and over more than treble and the number of part-time learners increase by nearly a third (31%). At the same time, the increase in female learners (28%) has been greater than in male learners (14%), reducing the male share of the learner population from 43% in 1996/97 to 41% in 2004/05.

<sup>13</sup> Foundation courses cover literacy, numeracy, English for speakers of other languages, independent living/leisure skills, access programmes, citizenship and employability training.

**Figure 2.16 – Learners (thousands) in FE Institutions by age, mode of attendance and sex, 1996/97-2004/05**

	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
<b>By age:</b>									
Under 19	676	672	646	634	625	647	687	699	729
19-59	2,585	2,600	2,501	2,409	2,503	2,873	3,091	3,040	3,094
60 and over	113	122	129	166	234	314	402	393	363
Age unknown	72	52	40	37	40	34	28	24	20
<b>By mode of attendance:</b>									
Full-time full year	717	690	670	667	638	636	691	702	725
Other full-time	233	247	233	205	213	246	237	235	213
Part-time	2,497	2,510	2,413	2,374	2,552	2,986	3,280	3,218	3,268
<b>By sex:</b>									
Female	1,952	1,935	1,899	1,887	2,007	2,288	2,514	2,487	2,496
Male	1,495	1,512	1,416	1,359	1,396	1,580	1,694	1,668	1,710
<b>Total</b>	<b>3,446</b>	<b>3,447</b>	<b>3,315</b>	<b>3,246</b>	<b>3,402</b>	<b>3,868</b>	<b>4,208</b>	<b>4,155</b>	<b>4,206</b>

Source: LSC Statistical First Release ILR/SFR08

Note: There is a discontinuity in this series. Figures from 2002/03 are based on a first census date of 1 October. Figures from 1996/97 to 2001/02 are based on a first census date of 1 November and exclude learners in specialist designated institutions

2.39 16% of learners in FE institutions were from minority ethnic groups in 2004/05 (comprising less than 10% of the national 16+ population). Nearly 80% were white. Information on ethnicity was not available for a small proportion of learners.

2.40 Only 7% of learners in work-based learning are from minority ethnic groups, 92% were white and 1% were unclassified. In contrast to the gender split seen in FE, 57% of people in work-based learning were male, and 43% female.

2.41 10% of learners in PCDL were recorded as being from ethnic minorities and 82% were white. A significant proportion (8%) had no ethnicity information recorded. The vast majority of people in PCDL were female (77%).

2.42 9% of learners in FE institutions identified themselves as having either a disability or a learning difficulty in 2004/05. Males were marginally more likely to report disabilities and learning difficulties than females (11% and 8% respectively). 13% of both males and females did not provide information regarding disability/learning difficulties.

2.43 In work-based learning, 14% of learners reported disability or learning difficulties in 2004/05. Only 2% did not provide information.

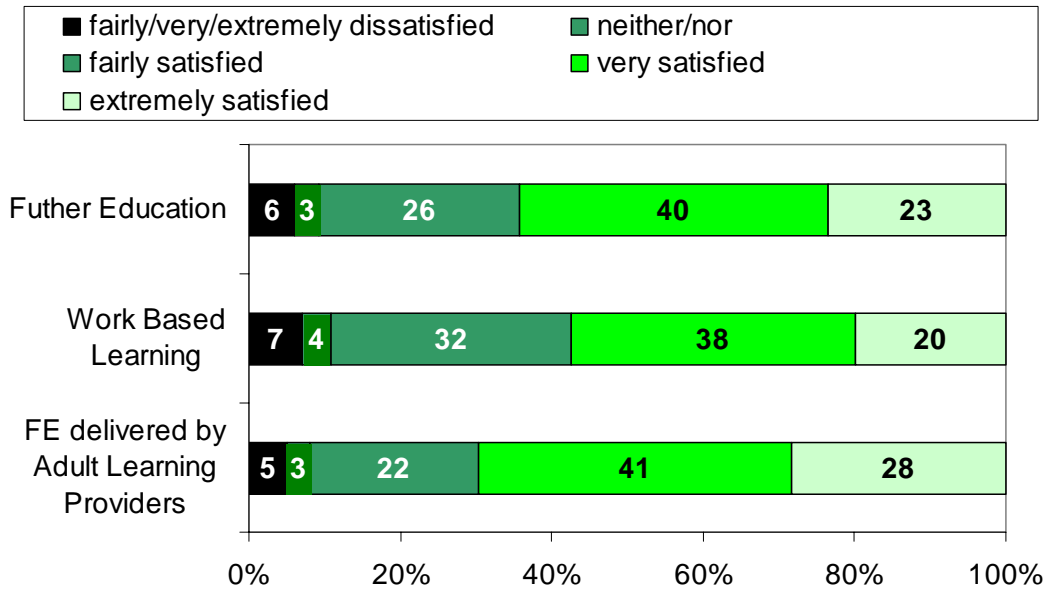
2.44 8% of learners in PCDL were identified as having either a disability or a learning difficulty in 2004/05. However, one-fifth of learners did not provide disability/learning difficulty information.

## LEARNER SATISFACTION

2.45 The learner satisfaction survey 2003/04 reveals that the vast majority of learners are at least satisfied with their learning experience in FE, work-based learning and adult learning. Around 90% of learners in each area of provision say they are 'fairly', 'very'

or 'extremely' satisfied. (see figure 2.17). The percentage of dissatisfied learners remains low for all provision across the three years of the survey.

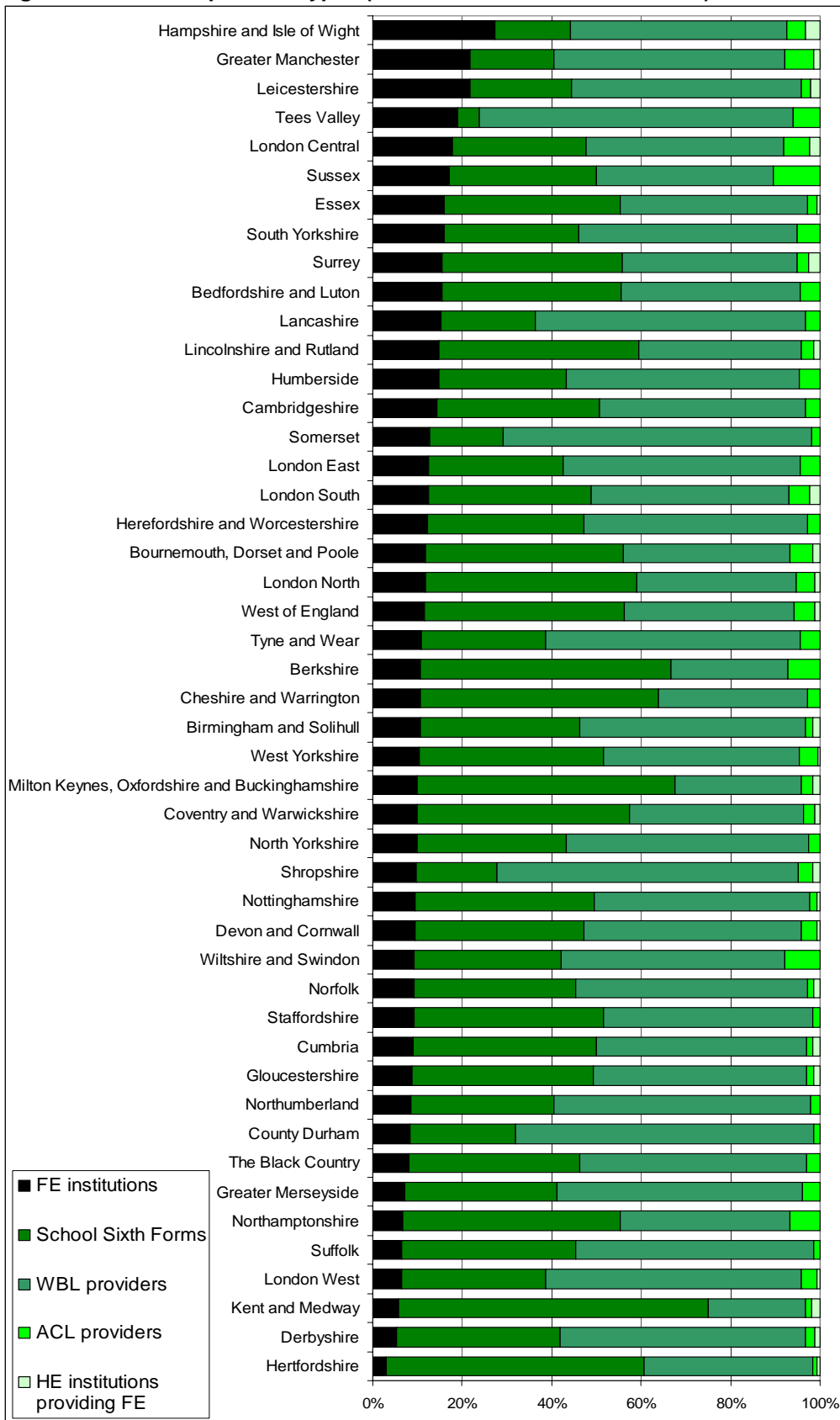
**Figure 2.17 – Satisfaction with learning experience in college, workplace or provider, 2003/04**



Source: Learner Satisfaction Survey, 2003/04

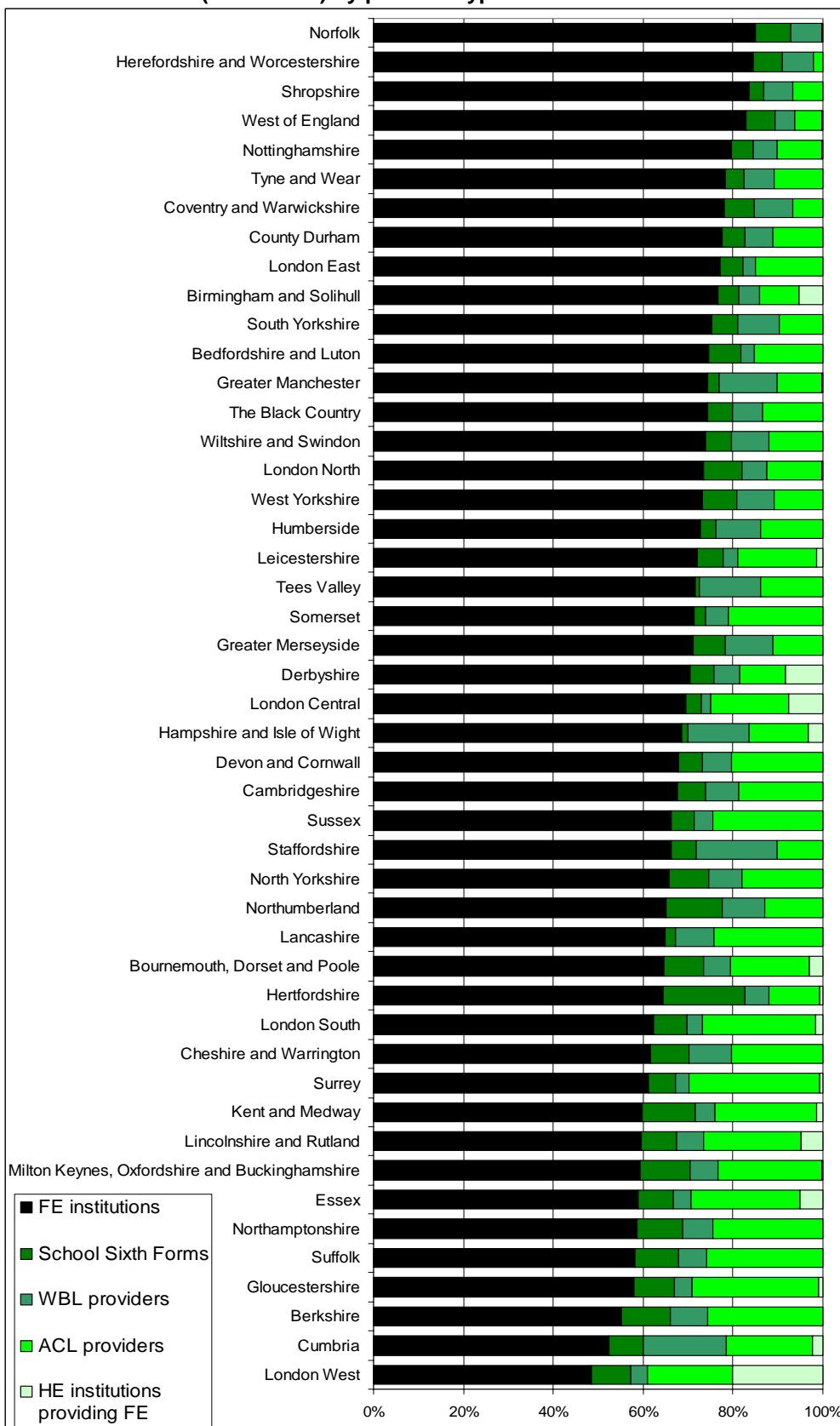


**Figure 2.18 – Mix of provider types (based on number of institutions) in each local LSC area**



Source: Learning and Skills Council and Higher Education Learner Record 2004/05

**Figure 2.19 - Share of learners (headcount) by provider type in each local LSC area**



Source: Learning and Skills Council and Higher Education Learner Record 2004/05

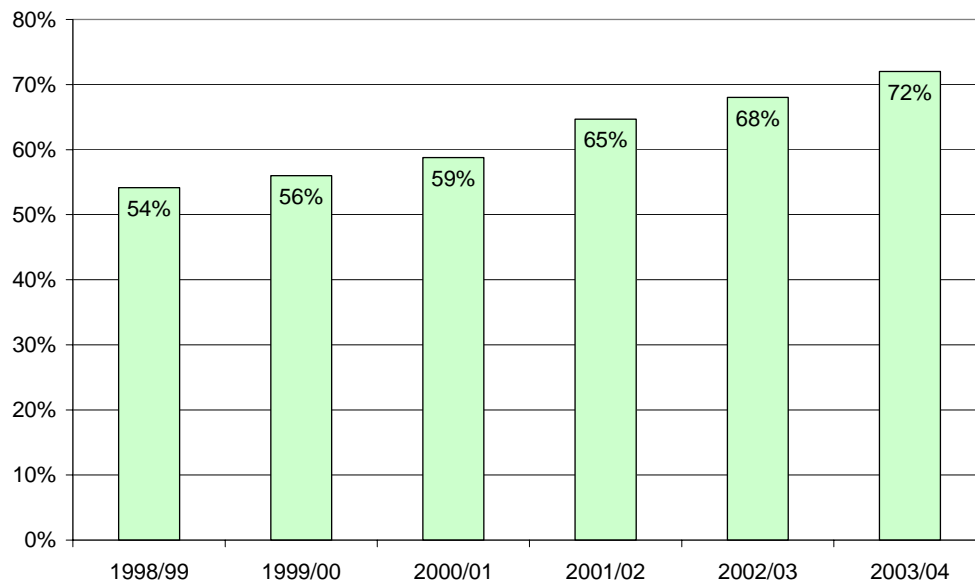
### 3 Quality

3.1 This section sets out recent data on success rates in FE Colleges and work based learning. It also presents the findings of the inspections undertaken by Ofsted and Adult Learning Inspectorate (ALI).

#### SUCCESS RATES

3.2 Success rate is a headline measure of performance in the FE sector and is a key measure for monitoring performance over time. For every one hundred learners who start a qualification, the success rate tells us how many achieve the qualification. Success has two components; retention, which is the number of learners who complete a course for every 100 who enrol, and achievement, the number of learners who achieve a qualification out of those who have completed it. The FE College success rate has increased significantly since 1998/99 as shown in Figure 3.1.

**Figure 3.1 - FE Colleges headline success rates 1998/9 to 2003/4**

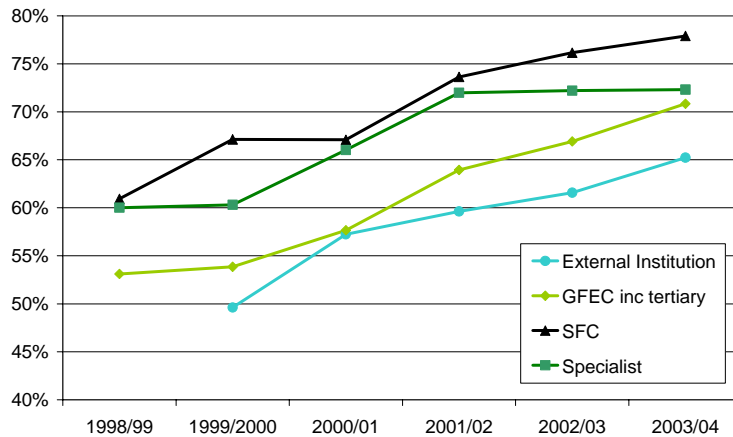


Source: LSC benchmarking data

#### VARIATION IN PERFORMANCE BY VARIOUS FACTORS

3.3 Figure 3.2 below shows the success rates by provider type. Sixth Form Colleges consistently have the highest success rates followed by specialist provision, General FE Colleges and external institutions. Success rate data is not available for School sixth forms. Other comparative information on sixth forms is set out below (see paragraph 3.10).

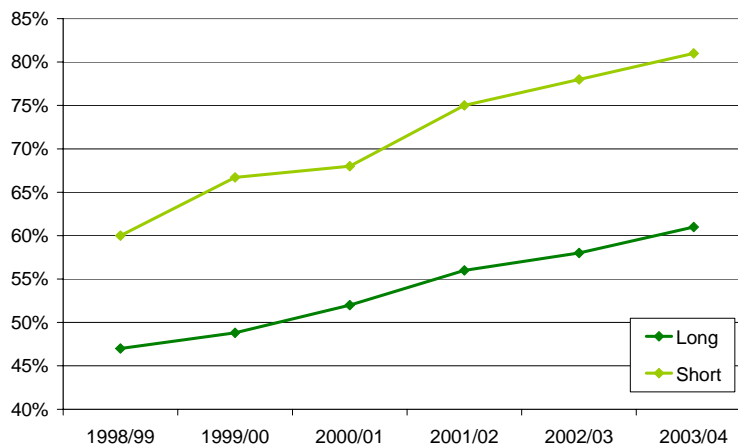
**Figure 3.2 – Success rates by type of provision attended by learner 1998/99 to 2003/04**



Source: LSC benchmarking data

3.4 Course length greatly affects the success rate of learners as shown in figure 3.3 below. In 2003/04, success rates of short courses were 20 percentage points higher than long courses. Success rates in short courses are driven by the higher retention rate, above 90% each year, as demonstrated in figure 3.5. However, it can be seen that although retention has remained constantly above 90% over the past four years, achievement is rising each year.

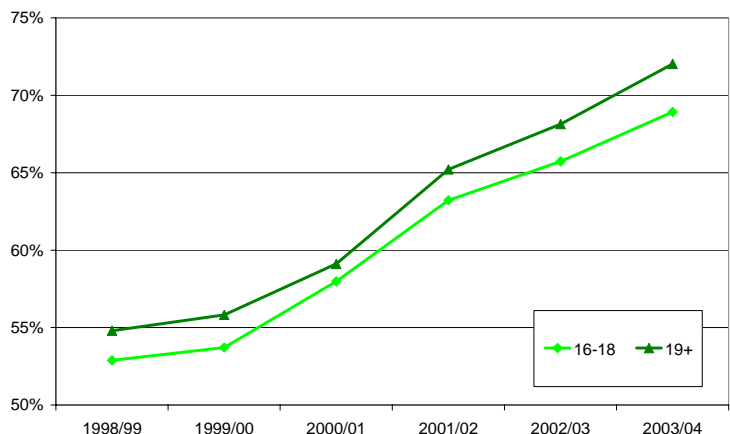
**Figure 3.3 - FE Success Rates of Short (< 1 Year) and Long Courses 1998/99 to 2003/04**



Source: LSC benchmarking data

3.5 The success rates of 16-18 year old learners and learners over 19 are slightly different, with learners over 19 (adult learners) having higher success rates by approximately 2 percentage points each year (see figure 3.4). However the higher success rates found in adult learners are caused by other factors; such as adults taking up a greater proportion of short courses than young learners.

**Figure 3.4 - FE Success Rates by Age of Learner 1998/99 to 2003/04**



Source: LSC benchmarking data

3.6 It is informative to break down success rates by course type into achievement and retention as in figure 3.5 below. Comparing 2003/04 to 2000/01, we find the following:

- The improvement in the short course success rate was driven by higher achievement. The retention rate increased only slightly over the period.
- The improvement in A level success rates for 16-18 year olds occurs mostly in the first year (2000/01 to 2001/02) and is almost entirely driven by an increase in retention rate following the introduction of AS levels in 2000/01.
- Success rates for long vocational courses improve for both 16-18 year olds and adults, driven wholly by a substantial 8-9 point increase in achievement rates, with retention rates unchanging at 70% or just over. The exception to this is the 2003/04 figures which suggest a rising rate of increase in long vocational success rates based on increases in both retention and achievement rates.

**Figure 3.5 - FEC Success, Retention and Achievement rates (by course length & age)**

<b>Success Rate</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>
<b>Short</b>	<b>69</b>	<b>76</b>	<b>79</b>	<b>82</b>
<b>Long 16-18</b>	<b>57</b>	<b>62</b>	<b>64</b>	<b>68</b>
~ A level	63	74	75	77
~ GCSE	58	60	63	67
~ Vocational	50	52	55	59
<b>Long adult</b>	<b>48</b>	<b>51</b>	<b>52</b>	<b>56</b>
~ A level	39	51	54	56
~ GCSE	51	53	55	59
~ Vocational	48	51	52	56
<b>All long courses</b>	<b>52</b>	<b>56</b>	<b>58</b>	<b>62</b>
<b>Retention rate</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>
<b>Short</b>	<b>91</b>	<b>92</b>	<b>92</b>	<b>93</b>
<b>Long 16-18</b>	<b>74</b>	<b>79</b>	<b>80</b>	<b>81</b>
~ A level	77	88	88	89
~ GCSE	72	73	73	75
~ Vocational	72	72	73	76
<b>Long adult</b>	<b>70</b>	<b>71</b>	<b>70</b>	<b>72</b>
~ A level	62	71	72	74
~ GCSE	67	67	67	69
~ Vocational	71	71	70	72
<b>All long courses</b>	<b>72</b>	<b>75</b>	<b>75</b>	<b>77</b>
<b>Achievement rate</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>
<b>Short</b>	<b>76</b>	<b>82</b>	<b>86</b>	<b>88</b>
<b>Long 16-18</b>	<b>76</b>	<b>78</b>	<b>81</b>	<b>83</b>
~ A level	82	84	85	87
~ GCSE	81	82	86	90
~ Vocational	70	73	76	78
<b>Long adult</b>	<b>69</b>	<b>72</b>	<b>75</b>	<b>78</b>
~ A level	63	72	75	77
~ GCSE	75	79	82	86
~ Vocational	69	72	75	78
<b>All long courses</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>81</b>

Source: LSC benchmarking data. Excludes external institutions.

## WORK-BASED LEARNING OUTCOMES

3.7 Figure 3.6 shows the overall success rates for WBL learners who left learning with a full qualification (NVQ and framework) or an NVQ only<sup>14</sup> have increased from 41% to 46% between 2002/03 and 2003/04. NVQ success rates are generally higher the more advanced the qualification is. In 2003/04 73% of leavers were successful in Level 4 NVQ training compared to 50% at Level 1. In 2003/04, the framework completion rate for apprenticeships was 31%, a rise of 4 percentage points from 2002/03.

<sup>14</sup> early apprenticeship leavers who achieved an NVQ but no framework

**Figure 3.6 – Work-based Learning success rates by programme type, 2001/02 to 2003/04**

	2001/02			2002/03			2003/04		
	Framework completion	NVQ only	NVQ Success	Framework completion	NVQ only	NVQ Success	Framework completion	NVQ only	NVQ Success
<b>NVQ Success</b>	~	~	<b>36</b>	~	~	<b>41</b>	~	~	<b>46</b>
~ NVQ Training 1	~	31	31	~	34	34	~	50	50
~ NVQ Training 2	~	43	43	~	49	49	~	57	57
~ NVQ Training 3	~	45	45	~	48	48	~	54	54
~ NVQ Training 4	~	51	51	~	58	58	~	73	73
<b>Apprenticeship Success</b>	<b>24</b>	<b>11</b>	<b>35</b>	<b>27</b>	<b>13</b>	<b>40</b>	<b>31</b>	<b>13</b>	<b>44</b>
~ Level 2 apprenticeships	22	11	34	24	14	38	30	12	43
~ Advanced apprenticeships	26	10	36	32	12	43	32	14	46

Source: ILR/SFR07 'FE and WBL for young people – learner outcomes in England 2003/04' and ILR/SFR04 'FE and WBL for young people – learner outcomes in England 2002/03'

3.8 Work-based learning success rates vary considerably by area of learning (see figure 3.7). In 2003/04, rates of success in advanced apprenticeships varied from 30% in Hospitality, Sports Leisure and Travel to 59% in Construction and Visual & PA & Media. For Level 2 apprenticeships, success rates ranged from 38% in Health, Social Care and Public Services and Construction to 65% in Information and Communication Technology.

**Figure 3.7 – Apprenticeship success rates by area of learning and level, 2003/04**

Area of learning	Apprenticeship success rates	
	Level 2	Advanced
Business Administration, Management and Professional	51	52
Construction	38	59
Engineering, Technology and Manufacturing	42	50
English, Languages and Communications	~	~
Foundation Programmes	~	~
Hairdressing and Beauty Therapy	43	46
Health, Social Care and Public Services	38	46
Hospitality, Sports Leisure and Travel	40	30
Humanities	~	~
Information and Communication Technology	65	56
Land-based provision	50	53
Retailing, Customer Service and Transportation	40	37
Science and Maths	~	58
Visual & Performing Arts & Media	50	59
<b>TOTAL</b>	<b>43</b>	<b>46</b>

Source: ILR/SFR07- 'FE and WBL for young people – learner outcomes in England 2003/04'

## SUCCESS RATE PERFORMANCE GAP

3.9 There is a perception that the headline success rate has increased because of a narrowing of the success rate gap between the 'worst' and 'best' colleges. This does not appear to be the main cause – success rate improvement has been at both the bottom and top end of the distribution. For General FE and Sixth Form Colleges, the success rate gap between the top and bottom performing colleges (defined as the 90<sup>th</sup> percentile and 10<sup>th</sup> percentile respectively) has narrowed only slightly over the period 1998/99-

2003/04<sup>15</sup>. In 2003/04, three quarters of General FE Colleges had success rates greater than 65%, compared to 1999/00 where only the top 10% of colleges had this level of success. The story is similar for Sixth Form Colleges, and shows the significant improvements in success rates at college level in this time period. See Figure 3.8.

**Figure 3.8: Success rate percentiles over time for GFECs and SFCs**

GFEC	Percentile					
	10	25	50	75	90	90th - 10th
1998/9	43%	49%	54%	60%	66%	23%
1999/00	44%	49%	55%	60%	65%	21%
2000/1	48%	53%	59%	64%	70%	22%
2001/2	52%	59%	65%	69%	74%	22%
2002/3	54%	61%	67%	72%	76%	22%
2003/4	61%	65%	71%	75%	79%	18%

SFC	Percentile					
	10	25	50	75	90	90th - 10th
1998/9	49%	53%	61%	68%	74%	25%
1999/00	49%	54%	62%	69%	73%	24%
2000/1	55%	60%	66%	73%	78%	23%
2001/2	61%	68%	74%	80%	83%	22%
2002/3	65%	69%	76%	81%	86%	21%
2003/4	68%	72%	78%	82%	88%	20%

Source: DfES analysis of benchmarking data

## COMPARISONS INCLUDING SCHOOL SIXTH FORMS

3.10 We focus now on performance differences between General FE Colleges, Sixth Form Colleges and school sixth forms. We first compare success rates for General FE and Sixth Form Colleges; we then compare achievement rates between school sixth forms with those for General FE and Sixth Form Colleges; and finally we look at value added across all three institution types (paragraphs 3.13-3.16). The 'New Measures of Success'<sup>16</sup> work will enable success rates to be calculated on a common basis.

3.11 The gap in success rates between General FE and Sixth Form Colleges can largely be explained by provision type and prior qualification of students. Figure 3.9 shows a gap of 7 points in the headline success rates between General FE and Sixth Form Colleges, 71% and 78% respectively. Most of this gap is explained by the large difference of 18 points in 16-18 long courses, 61% and 79% respectively. For adult learners, long course success rates in General FE and Sixth Form Colleges are the same (both 56%). Short course success rates are also similar in the two institution types. The gap of 18 points for long 16-18 courses is narrowed for A levels with a gap of 12 points.

<sup>15</sup> This analysis does not track individual providers – the colleges in the bottom/top 10% in 2003/04, could be completely different from those in 1998/99

<sup>16</sup> Part of 'Success for All', the development of the new measures is being jointly undertaken by the LSC, the Department for Education and Skills (DfES), the Adult Learning Inspectorate (ALI) and the Office for Standards in Education (Ofsted).



**Figure 3.9: Success rates in 2003/4 by course type and age (GFEC and SFC)**

Course Type	Age	Success 0304		% Starts	
		GFEC/TC	SFC	GFEC/TC	SFC
Short	All	82	80	53%	17%
Long	16-18	61	79	19%	77%
Long	19+	56	56	29%	7%
<b>All Courses</b>	<b>All</b>	<b>71</b>	<b>78</b>	<b>100%</b>	<b>100%</b>
A Level	16-18	69	81	5%	59%
Long L1	16-18	60	67	4%	2%
Long L1	19+	59	57	11%	3%
Long L2	16-18	56	74	5%	9%
Long L2	19+	53	55	9%	2%
Long L3	16-18	64	80	8%	63%
Long L3	19+	53	56	6%	2%

Source: LSC Benchmarking data

3.12 Success rates are not currently available for school sixth forms as retention data is not collected for schools. However, we can compare schools, Sixth Form and General FE Colleges by looking at the *schools achievement rate*, defined as the number of exams passed as a proportion of the number of exams sat. Figure 3.10 shows the *schools achievement rate* in 2004/05 for 16-18 year old A2 qualifications compared with the FE definition achievement rate (2003/04).

**Figure 3.10: A2 performance data by institution type (16-18 year olds)**

Institution type	Achievement <sup>1</sup> (schools definition)	Achievement <sup>2</sup> (FE definition)	Success <sup>2</sup> (FE definition)
Maintained schools	97%	~	~
Sixth form colleges	97%	96%	92%
General FE colleges	95%	92%	85%

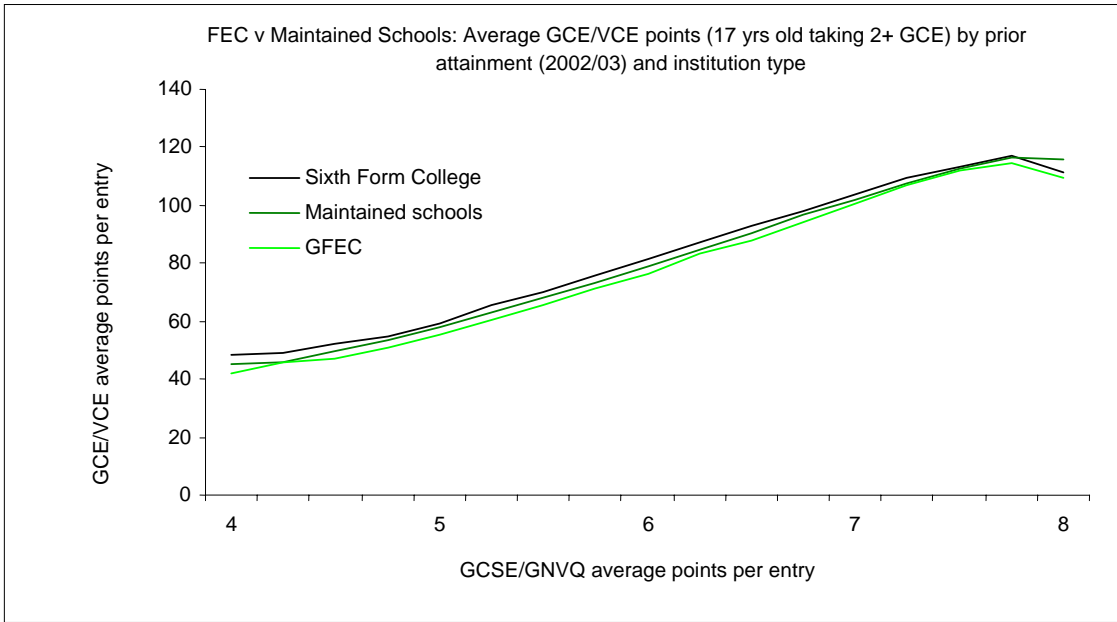
Sources: 1 from qualification awarding body data; 2 from FE benchmarking data derived from the ILR 2003/04

### VALUE ADDED FOR 16-18 YEAR OLDS STUDYING AT LEVEL 3

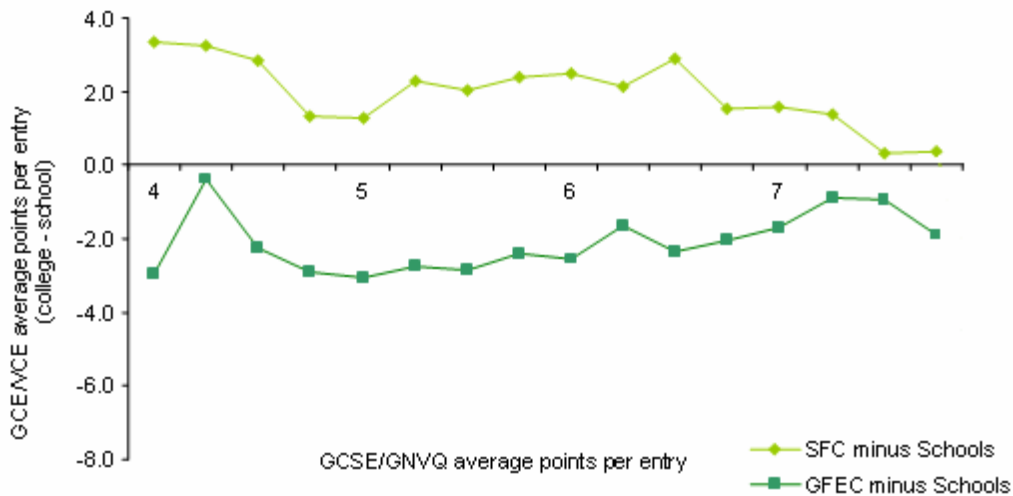
3.13 Value added (VA) is a measure of performance which takes into account the individual student's starting point. It is based on a strong relationship between prior attainment, as measured by average points at GCSE/GNVQ, and outcome, as measured by points at Level 3. It tells us whether performance in terms of grade achieved is better or worse than expected.

3.14 If we group students according to Level 2 prior attainment, the 'average' student outcome at GCE/VCE for each prior attainment band is similar for schools and FE colleges. For most prior attainment bands, Sixth Form Colleges outperform maintained schools, which in turn outperform General FE Colleges. To better see the extent of the differences, in figures 3.11 and 3.12 we show the performance of colleges relative to schools. In figure 3.12, we show two lines: Sixth Form Colleges minus schools and General FE Colleges minus schools, ie the three lines have been standardised by subtracting the schools line, so the horizontal axis now represents the score for schools, and the upper and lower lines represent the difference between Sixth Form Colleges and General FE Colleges respectively from schools.

**Figure 3.11: Level 3 outcome by prior attainment bands (by institution type)**



**Figure 3.12: College performance relative to schools**



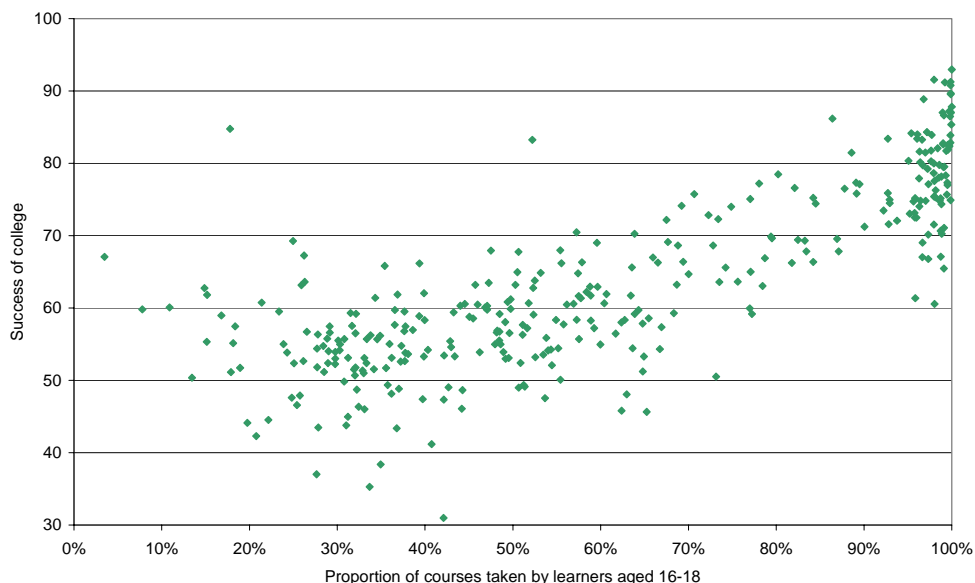
Source (figures 3.11 and 3.12): DfES analysis of 2003 data in the DfES Bulletin on Student Progress between GCSE/GNVQ and GCE/VCE A/AS levels (Issue number 01/04, May 2004)

3.15 What Figure 3.12 shows is that for students with the same prior attainment those attending a sixth form college tend to obtain slightly higher average points per entry at A level than those attending a school or General FE College. It says nothing about the number of exams that students in different institution types achieve. For most levels of prior attainment, an average Sixth Form Colleges student outperforms an average school student by around 2 points per entry and an average General FE College student underperforms an average school student by around 3 points per entry. So for a student with a given level of prior attainment doing a 3 'A' level package, the Sixth Form College student's VA score is about one third of a grade (i.e. 3 x 2 pts = 6 pts) better than a maintained school student, whose VA score is about a half a grade (i.e. 3 x 3 pts = 9pts)

better than a general FE college student<sup>17</sup>.

3.16 The proportion of 16-18 year olds enrolled on Level 3 courses by college affects the overall Level 3 success rate of that college. Figure 3.13 shows that colleges with a higher proportion of 16-18 year olds on their Level 3 courses are more successful at Level 3 than those with a higher proportion of adults.

**Figure 3.13 – Proportion of L3 courses taken by 16-18 year olds in a college, plotted against the overall L3 success rate of the college 2003/04**



Source: LSC Benchmarking data 2003/04

## INSPECTION

3.17 All FE Colleges and specialist colleges have been inspected by Ofsted at least once between April 2001 and June 2005 (inspection cycle 1). Inspection cycle 2 began in September 2005 and runs until 2009. The Adult Learning Inspectorate (ALI) undertakes joint inspections with Ofsted of colleges where there are learners aged 19 and over, or work-based learning is provided for those aged 16 and over.

3.18 In the first cycle of inspections, grades were awarded for each area of learning and leadership and management, on a 5-point scale (1-outstanding; 5-very weak). In the second cycle of inspections, a grade is also awarded for overall assessment, and all judgements are on a 4-point scale (1-outstanding; 4-inadequate). FE college inspection data indicates generally 'solid' performance – 88% of colleges inspected in cycle 1 had satisfactory or better leadership and management. However, following re-inspections in cycle 2 (to March 2006); only 5% of colleges still have unsatisfactory / very weak leadership and management grades. See figures 3.14 and 3.15.

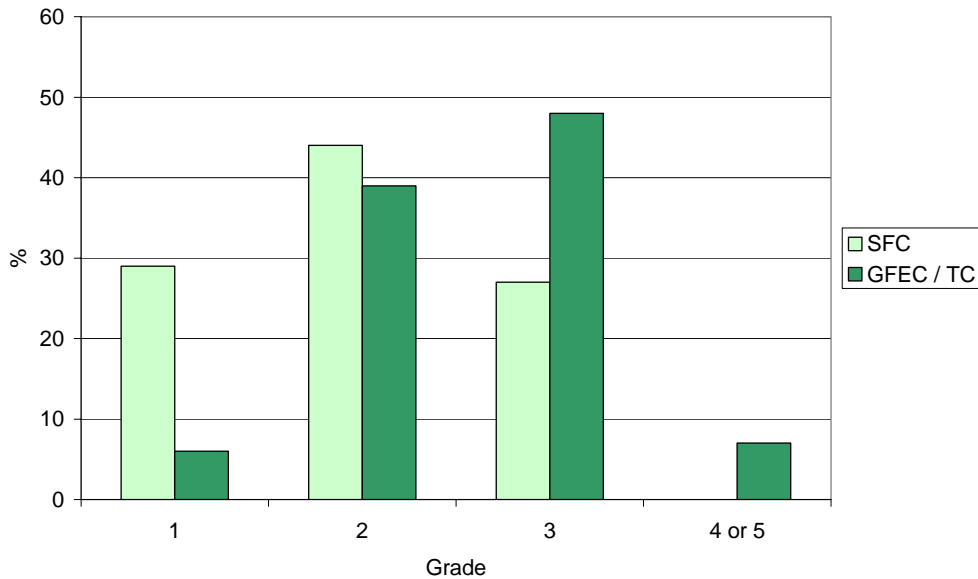
3.19 Leadership and management is currently judged to be unsatisfactory in 7% of general

<sup>17</sup> Note that there is an element of conjecture here – as we are taking the average results per entry and assuming that we can go from this to a total points difference for a 3 'A' level student.

FE/tertiary/specialist agricultural/arts colleges. All leadership and management in sixth form colleges is satisfactory or better. In independent specialist colleges (ISCs), 31% of leadership and management is currently judged to be unsatisfactory.

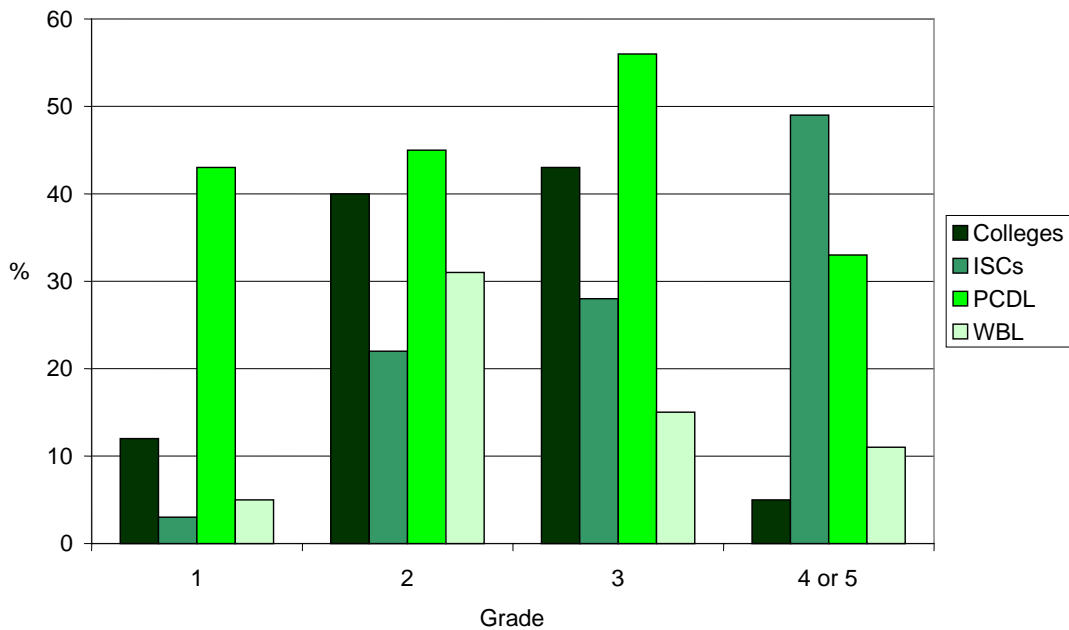
3.20 In PCDL providers, 15% of leadership and management is currently judged to be unsatisfactory. In the second cycle of inspections, 11% of leadership and management in work based learning providers has been judged to be inadequate.

**Figure 3.14 - All current college leadership and management grades**



Source: All colleges inspected April 2001 to date

**Figure 3.15 - Leadership and management grades across the sector**



Source: All colleges, ISCs and PCDL providers, inspected April 2001 to date; all WBL providers inspected April 2005 to March 2006

## UNDERPERFORMANCE

3.21 20% of FE colleges currently require a re-inspection. 2% of colleges are assessed as inadequate. 3% of all areas of provision are rated unsatisfactory, while 52% are rated as good or better (see figures 3.16 and 3.17).

**Figure 3.16 – College inspection ratings**

	Number of colleges	%
Satisfactory or better	295	80%
Partial re-inspection	68	18%
Inadequate	8	2%
<b>Total</b>	<b>371</b>	

*Source: Ofsted / ALI cycle 1 and cycle 2 inspection data, April 2001 to March 2006*

**Figure 3.17 – All provision inspection ratings**

	%
Good or better	52%
Satisfactory	45%
Unsatisfactory	3%

*Source: Ofsted / ALI cycle 1 and cycle 2 inspection data, April 2001 to March 2006*

## TRAINING PROVIDER INSPECTIONS

3.22 Figures 3.18 and 3.19 below show WBL provider level inspection results and provision level inspection results. 84% of WBL providers are assessed to be at least satisfactory, and 12% are assessed as inadequate. At provision level, 13% of WBL provision is assessed as inadequate.

**Figure 3.18 – WBL provider level inspection ratings**

	%
Satisfactory or better	84%
Partial re-inspection	4%
Inadequate	12%

*Source: ALI cycle 2 inspection data April 2005 - March 2006*

**Figure 3.19 – WBL provision level inspection ratings**

	%
Good or better	50%
Satisfactory	37%
Unsatisfactory	13%

*Source: ALI cycle 2 inspection data April 2005 - March 2006*

## PCDL PROVIDER INSPECTIONS

3.23 Figures 3.20 and 3.21 below show PCDL provider level inspection results and provision level inspection results. 87% of PCDL providers are assessed to be at least satisfactory, and 12% are assessed as inadequate. At provision level, 10% of PCDL provision is assessed as inadequate.

**Figure 3.20 –PCDL provider level inspection ratings**

	PCDL
Satisfactory or better	69%
Partial re-inspection	17%
Inadequate	14%

Source:ALI cycle 1 inspection data Oct 2002 - March 2006 including re-inspections

**Figure 3.21 –PCDL provision level inspection ratings**

	PCDL
Good or better	39%
Satisfactory	52%
Unsatisfactory	10%

Source: ALI cycle 1 inspection data Oct 2002 - March 2006 including re-inspections

## AREAS OF LEARNING

3.24 In total 3,762 areas of learning were inspected in colleges in cycle 1 (see figure 3.22). The area of learning with the highest proportion rated good or better were Visual Performing Arts and Media and Retailing, Customer Services and Transportation (both 63%). The area of learning with the lowest proportion rated good or better was Construction (31%); in Construction 20% were rated unsatisfactory or poor. See figure 3.22.

**Figure 3.22 – Areas of learning inspected**

Area of Learning	TOTAL inspections:	% Outstanding	% Good	% Satisfactory	% Unsatisfactory	% Weak
Science and Maths	345	12%	39%	37%	12%	1%
Land Based Provision	124	5%	38%	48%	9%	0%
Construction	165	2%	29%	48%	19%	1%
Engineering, Technology and Manufacturing	198	3%	37%	44%	15%	0%
Business Admin, Management and Professional	362	7%	42%	44%	7%	0%
ICT	323	4%	35%	51%	9%	0%
Retailing, Customer Service and Transportation	8	13%	50%	25%	13%	0%
Hospitality, Sports Leisure and Travel	296	6%	45%	40%	8%	0%
Hairdressing and Beauty Therapy	188	6%	38%	45%	10%	1%
Health, Social Care and Public Services	293	6%	42%	46%	6%	0%
Visual and Performing Arts and Media	411	16%	47%	32%	5%	0%
Humanities	334	17%	44%	33%	6%	0%
English, Languages and Communication	277	15%	47%	34%	4%	0%
Foundation Programmes	438	7%	38%	42%	12%	1%
<b>TOTAL</b>	<b>3,762</b>	<b>9%</b>	<b>41%</b>	<b>41%</b>	<b>9%</b>	<b>0%</b>

Source: Ofsted / ALI cycle 1 inspection data

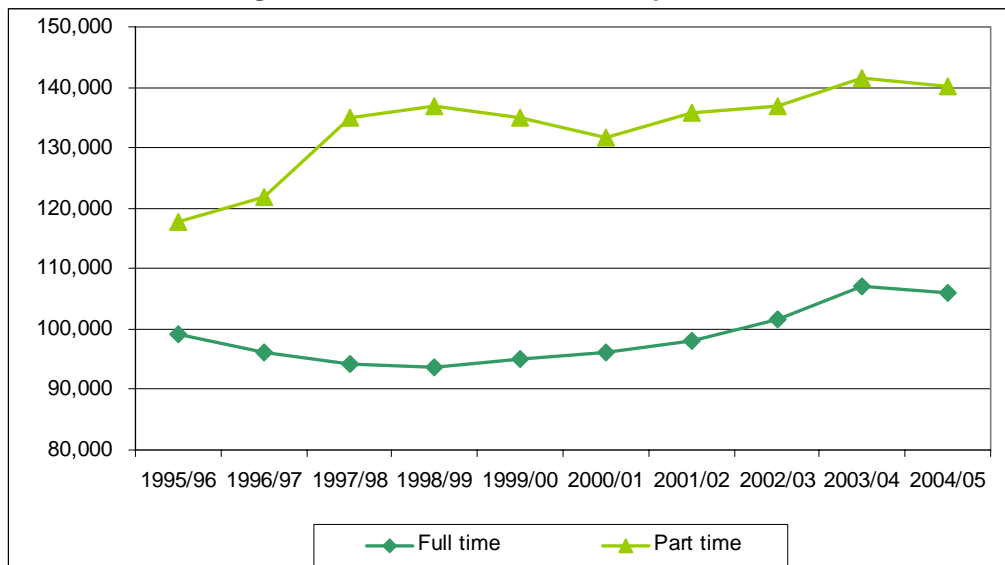
## 4 Further Education Workforce

- 4.1 This section describes the make up of the FE College workforce, what they teach, the qualifications they have, the rate of turnover and results of inspections.
- 4.2 Complexity in the FE sector is reflected in workforce issues. Each of the main forms of provision have their “own tradition and distinctive characteristics in terms of recruitment and retention of staff. Important influencing factors include job role, subject specialism and length of service in the sector.”<sup>18</sup>

### STAFF IN FE COLLEGES<sup>19</sup>

- 4.3 Figure 4.1 shows that there are more part-time staff in FE colleges than full-time staff (by headcount), and although the number of full-time staff has risen over the past ten years, the number of part-time staff has risen more quickly. In 2004/05, there were 106,000 members of full-time staff (including teachers, support staff and other support) and 140,000 part-time staff, making up a total workforce of 246,000 staff in FE colleges in England.

**Figure 4.1 - Time series showing the headcount of full-time and part-time staff within FE colleges**



Source: Staff individualised record

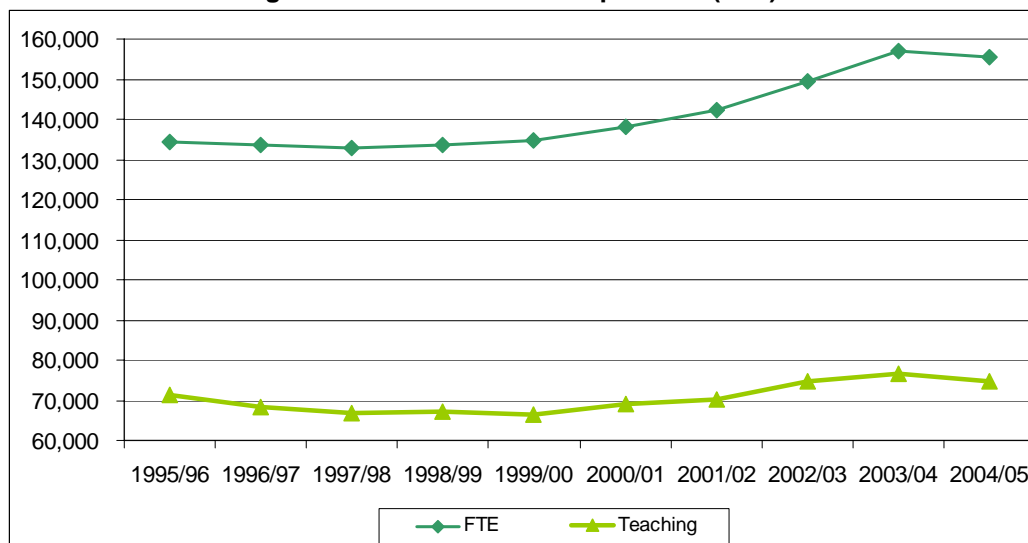
- 4.4 The 'Full-time equivalent' (FTE) is the proportion of hours a member of staff works from the number of hours that constitute full-time for each type of employment as defined annually by colleges. FTEs are a useful way of looking at volumes of staff within FE colleges as they cover both full and part-time workers. The number of FTE teaching staff in FE has increased over time, from 71,000 in 1995/96 to 75,000 in 2004/05 (see figure

<sup>18</sup> Recruitment and retention in the post-16 learning and skills sector' (DfES Report RR697)

<sup>19</sup> Much of the data on the FE workforce is drawn from the Staff Individualised Record, collected only from FE. Where it is possible to supplement this with data from ad hoc surveys, parts of this section also cover work based learning providers and PCDL.

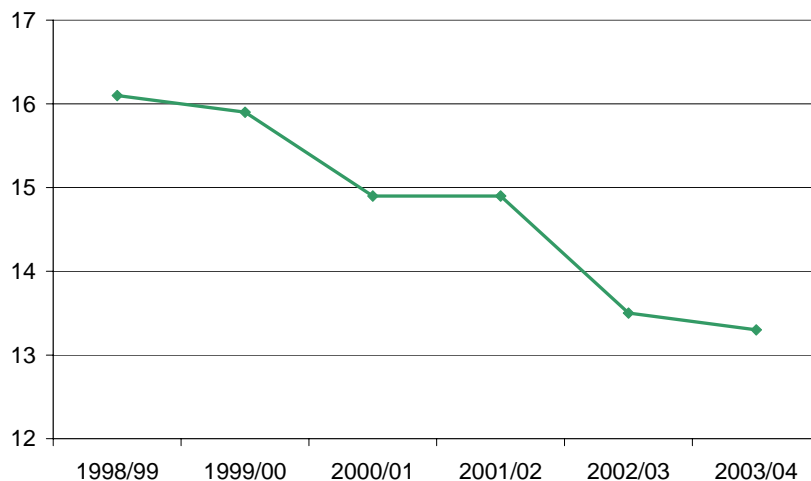
4.2). Figure 4.3 shows the student:staff ratio in FE, which has improved over time; from 16.1 in 1998/99 to 13.3 in 2003/04.

**Figure 4.2 - Time series showing the number of full-time equivalent (FTE) staff within FE colleges**



Source: Staff individualised record

**Figure 4.3 – Student: staff ratio – FE in sector colleges (FTEs)**



Source: Departmental Annual Report 2005 – please note the methodology for calculating FTEs for student is due to change this year, which in turn will affect the student:staff ratios.

4.5 Around one half of FTE staff are teachers (48%); the equivalent of 54% of actual staff (headcount).

***The remainder of the analysis will concentrate on teaching staff only, unless otherwise stated.***

4.6 A significant proportion of FE staff are female compared to the UK labour force: 55% of teaching staff in FE colleges are female, compared with 46% of those in employment in the UK in 2004. Across the whole FE sector (including work-based learning and

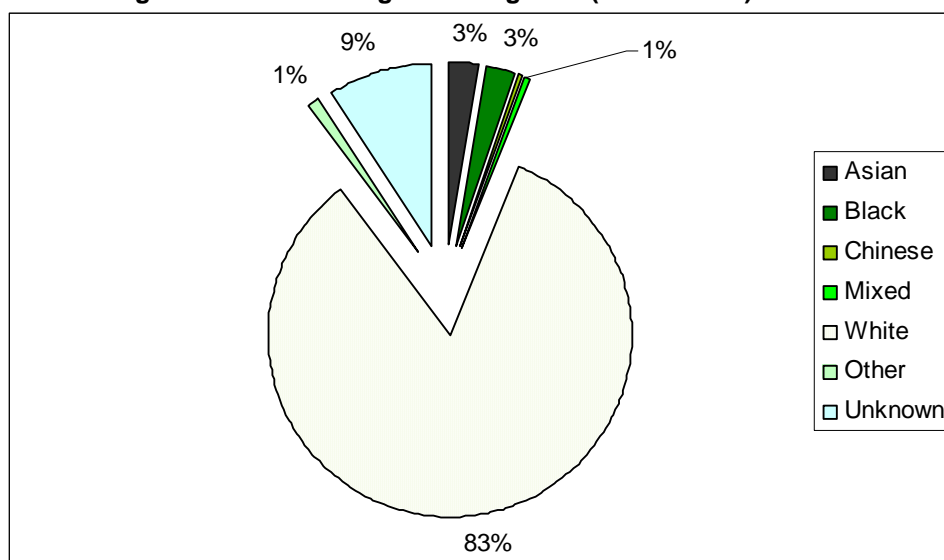


Personal and Community Development Learning (PCDL)), survey results show that 59% of the teaching staff are female.<sup>20</sup>

4.7 Public sector and professional employees tend to be slightly older than the general workforce and this is true of the FE workforce. In 2003/04, the majority of teaching staff (headcount) fell within the age group 40-54 (47%), as did 45% of those in other professional occupations. Teaching staff aged between 20 and 34 account for a lower proportion (20%) than employees in other professional occupations (26%). This reflects the nature of the FE sector, where teachers often have experience in other sectors prior to entering FE teaching. The proportion of teaching staff aged over 60 is similar to other professional occupations. There is a reasonable spread of teaching staff throughout the age groups, so there should not be a serious drop due to retirements at any one point of time in the future.

4.8 Figure 4.4 below shows that in 2004/05 83% of teaching staff within FE colleges were of white background (9% of all teacher ethnicities were not known). The 2001 census showed that 92.1% of people living in the UK were white.

**Figure 4.4 – Ethnic backgrounds of FE college teaching staff (headcounts) 2004/5**

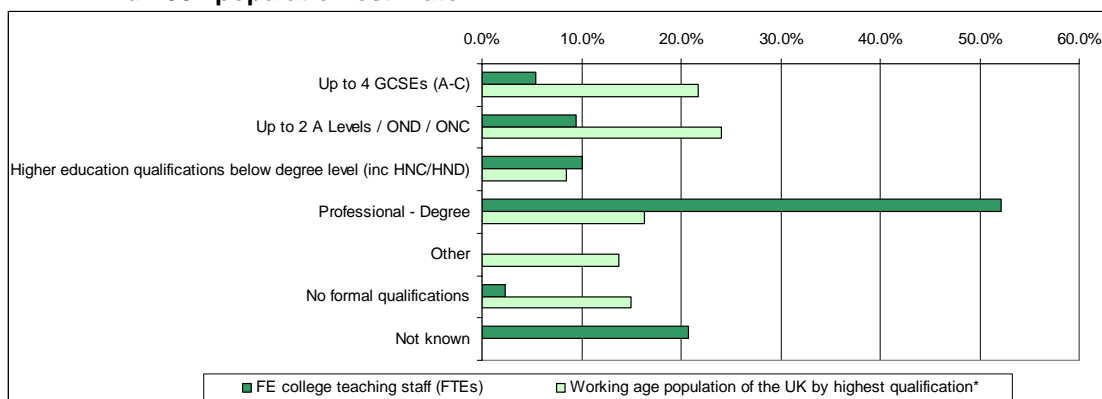


Source: Staff individualised record 2004/05

4.9 There are two types of qualification which are relevant for teaching staff – subject specialism / occupational qualification and teaching qualification. In 2003/04, 52% of teaching staff (headcounts) within FE colleges held a degree or above as their highest occupational qualification (see figure 4.5).

<sup>20</sup> Recruitment and Retention in the learning and skills sector, DfES , RR697, table 2.2

**Figure 4.5 – Highest occupational qualification held - comparison of FE college teaching staff with UK mid-2004 population estimate**



Source: Staff individualised record 2003/4

4.10 The most popular teaching qualification held amongst teaching staff was a Certificate of Education followed by PGCE (see figure 4.6). 35% of teaching staff held either of these qualifications in 2004/05. 3% of teaching staff were reported to have no qualifications.

**Figure 4.6 – Qualifications held by teaching staff, 2004/05**

Qualification	Number	%
Bed \ BSc \ BA	13,146	10%
Certificate of education	25,620	19%
Level 3 Teaching Qualifications (incl. C&G G370)	16,964	12%
PGCE	22,067	16%
Learning and Development Awards (incl. TDLB)	4,027	3%
Level 4 Teaching Qualifications	5,631	4%
NVQ3 related to main role of support staff	958	1%
NVQ4 related to main role of support staff	1,198	1%
Other Teaching Qualification not listed	15,401	11%
No qualification	4,510	3%
Not known	26,701	20%
<b>Total</b>	<b>136,223</b>	<b>100%</b>

Source: Staff individualised record 2004/5

## STAFF BY SUBJECT TEACHING

4.11 The areas of learning taught by most teaching staff in FE colleges are Foundation Programmes<sup>21</sup>, Visual and Performing Arts and Media and Information and Communication Technology, each taught by 11% of staff. Next is Land Based Provision taught by 10% of staff (see figure 4.7 for the full breakdown).

<sup>21</sup> Foundation courses cover literacy, numeracy, English for speakers of other languages, independent living/leisure skills, access programmes, citizenship and employability training.

**Figure 4.7 - Area of learning of main subject taught by teaching staff (FTEs) with FE colleges 2004/5**

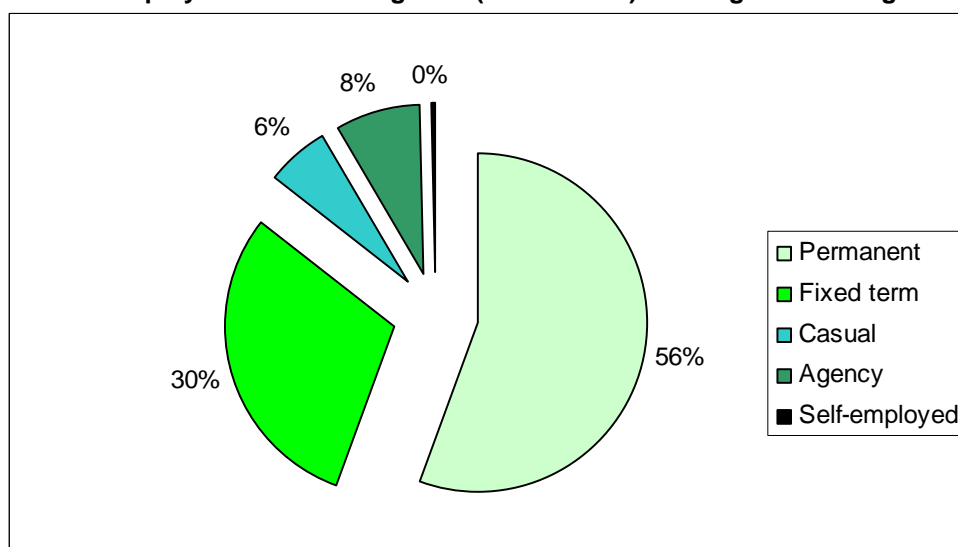
<b>AoL of main subject teaching</b>	<b>Total</b>	<b>%</b>
Business Administration, Management and Professional	6,200	8%
Construction	1,500	2%
Engineering, Technology and Manufacturing	3,700	5%
English, Languages and Communication	5,200	7%
Foundation Programmes	8,500	11%
Hairdressing and Beauty Therapy	4,900	7%
Health, Social Care and Public Services	1,600	2%
Hospitality, Sports, Leisure and Travel	5,400	7%
Humanities	3,800	5%
Information and Communication Technology	8,000	11%
Land Based Provision	7,400	10%
Retailing, Customer Service and Transportation	4,900	7%
Science and Mathematics	5,200	7%
Visual and Performing Arts and Media	8,000	11%
<b>Grand Total</b>	<b>74,300</b>	<b>100%</b>

*Staff individualised record 2004/5*

4.12 Across the whole sector, survey results show the largest proportion of respondents teach Business/ Management related subjects (14%), Basic Skills (14%) and Health, Social Care and Public Services (13%).<sup>22</sup>

4.13 Over half (56%) of teaching staff in FE colleges were on permanent contracts in 2004/05 (see figure 4.8). Teachers in PCDL are less likely to be on permanent contracts. In January 2005, in maintained schools, 9% of all staff were on fixed term contracts with the remaining 91% on permanent contracts<sup>23</sup>.

**Figure 4.8 - Terms of employment of teaching staff (headcounts) working in FE colleges in 2004/05**



*Source: Staff individualised record 2004/5*

## STAFF TURNOVER IN THE FE SECTOR

<sup>22</sup> DfES RR697, para 2.30

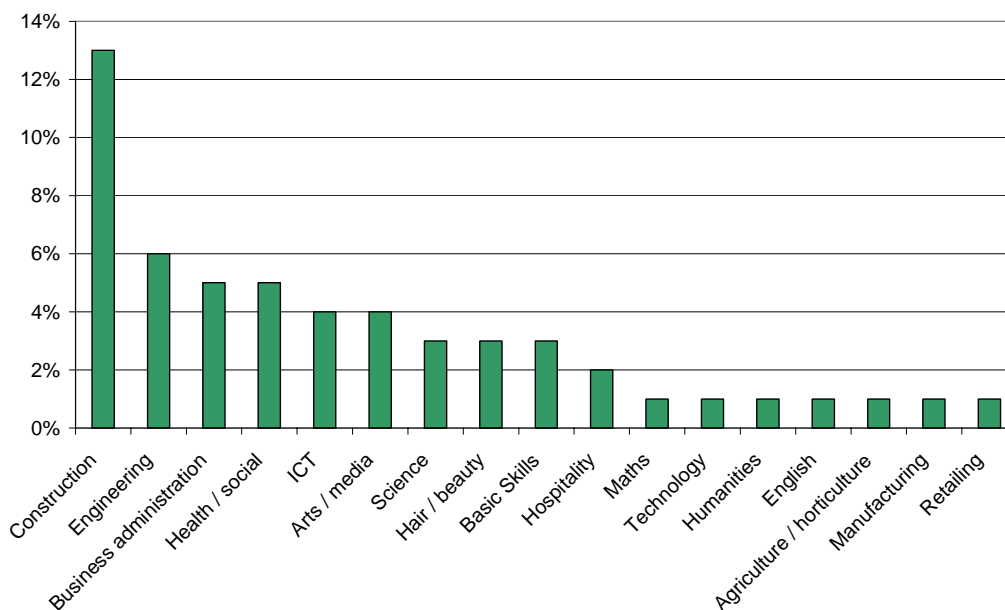
<sup>23</sup> Department for Education and Skills 618G Survey

4.14 A survey of Human Resources managers in FE colleges (DfES RR697, 2005) established a turnover figure for teaching staff of 10% (including retirements). This compares well with the national average of all sectors (16%), according to the Chartered Institute of Personnel Development. The turnover figure for teachers in secondary schools was 12.5% between 1998 and 2001<sup>24</sup>. Of the colleges that regularly collect data on the leaver's destinations (49% of colleges), 55% of leaver's remained within the FE sector, the remainder being 'wastage'. The annual 'wastage' figure in FE colleges is therefore 4.6%.

4.15 Among FE colleges covered by the survey, a 2% overall vacancy rate of teacher/trainer staff was identified. The National Employers Skills Survey undertaken by the LSC in 2004 showed that 27% of establishments with more than 5 staff reported vacancies and 18% of all establishments had vacancies.

4.16 Of the surveyed colleges with vacancies for teaching staff, over half (53%) are finding some difficult to fill. The reported subject areas with hard to fill vacancies were as in figure 4.9.

**Figure 4.9 – Reported subject areas with hard to fill vacancies**



Base: 182 Institutions supplying figures on vacancies  
 Source: YCL/MORI quantitative survey of FE HR managers, 2005

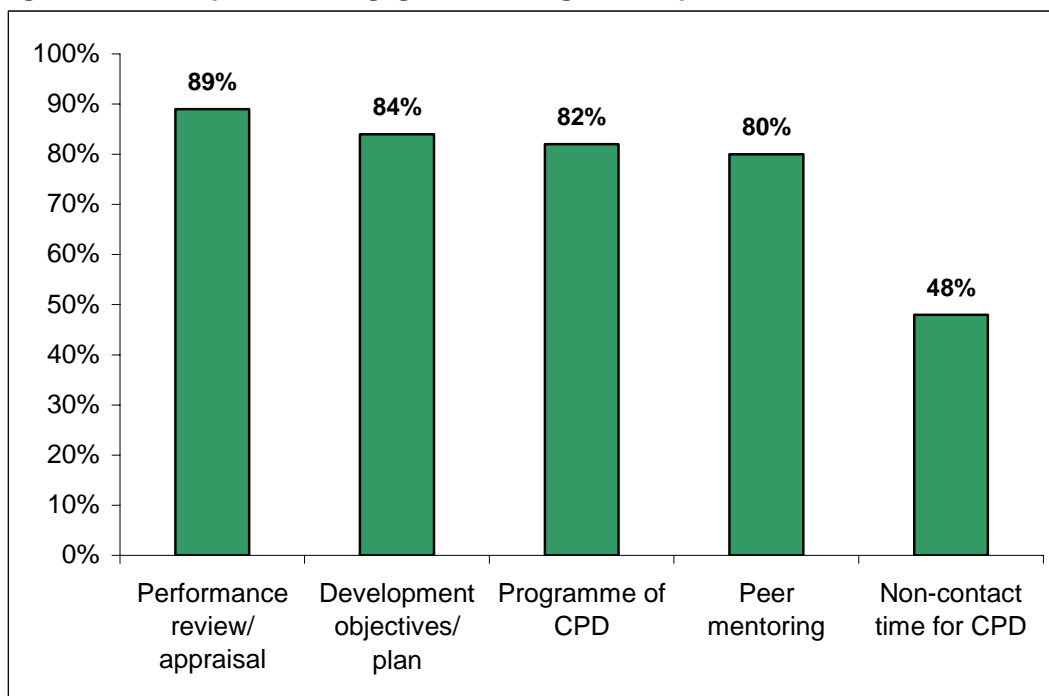
## CONTINUOUS PROFESSIONAL DEVELOPMENT OF THE FE WORKFORCE

4.17 Figure 4.10 demonstrates the proportion of FE sector staff involved in various continuous professional development (CPD) activities. The vast majority of respondents (89%) reported that they have a regular performance review or appraisal, 84% reported that they have a written set of development objectives / plan; 82% reported they are engaged in a programme of CPD; 80% reported that they have

<sup>24</sup> DfES, RR640, 2005

participated in peer mentoring during the last year, and 48% reported that they have non-contact time set aside for CPD.

**Figure 4.10 – Respondents engaged in training / development activities**



Source: YCL/MORI quantitative survey of teaching/training staff, 2005

## FE STAFF SATISFACTION

4.18 When asked to make an assessment of job satisfaction, the vast majority of respondents (82%) reported they were either fairly or very satisfied with their present job (Figure 4.11). Learning support workers and assessors reported greater satisfaction (89% respectively) than managers (84%) and teachers/trainers (79%).

**Figure 4.11 – Staff satisfaction in the FE sector**

**Q. On the whole, how satisfied/dissatisfied are you with your present job?**

	%
Very satisfied	40
Fairly satisfied	42
Neither satisfied nor dissatisfied	8
Fairly dissatisfied	7
Very dissatisfied	3
No opinion	*

Base: All 5492 respondents Note: \* = less than 1%

Source: YCL/MORI quantitative survey of teaching/training staff, 2005

## 5 Employers

- 5.1 This section looks at the relationship between employers and providers. Information is given on the skills shortages employers experience in the labour market when they are trying to fill vacancies, and on the skills gaps they perceive in their existing workforce. It presents data on the take up of training, the expenditure on training, the extent of engagement with local providers and the level of satisfaction with them.
- 5.2 Data in this section come from the National Employers Skills Survey (NESS) 2005 unless stated otherwise. This survey covered nearly 75,000 employers in England with one employee or more. Data on training expenditure are from a sub-sample of 7,000 of these employers.

### SKILLS SHORTAGES

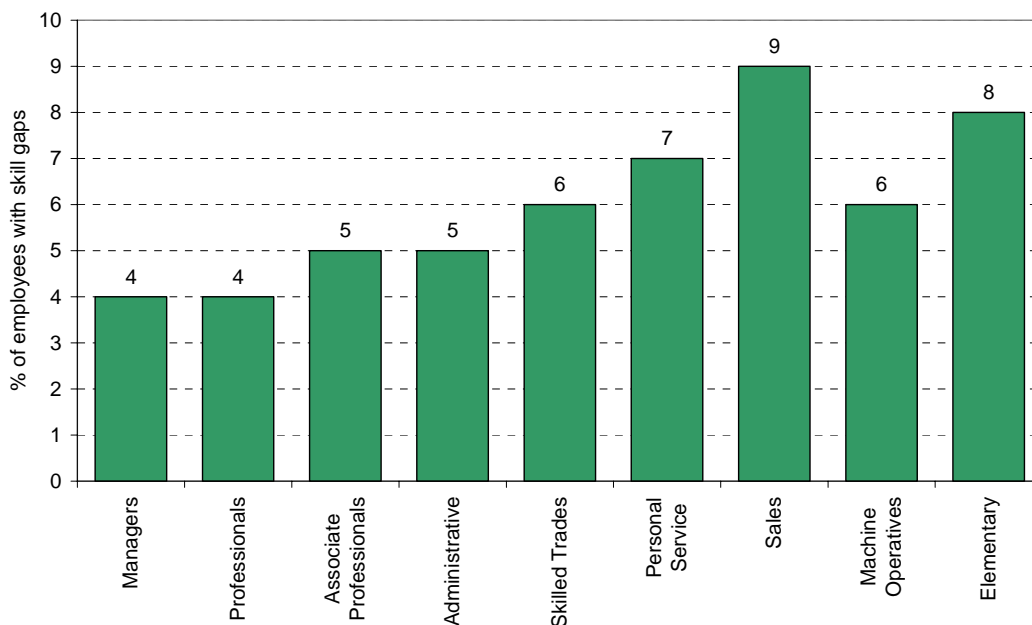
- 5.3 5% of employers reported skill shortage vacancies in 2005. This represents about 143,000 skill shortage vacancies, or 7 per 1,000 employees in the workforce.
- 5.4 Figure 5.1 shows the frequency with which different skills are cited by employers as lacking where they are finding it difficult to fill vacancies. Technical and practical skills are most often cited (in 43% of skill shortage vacancies) but generic skills of communication, customer handling, team working and problem solving are also towards the top of employers' skill needs.

**Figure 5.1 – Skills lacking in skills shortage vacancies**

<b>Skills employers find difficult to obtain when filling vacancies</b>	<b>Frequency Cited (%)</b>
Technical & practical skills	43
Customer handling skills	39
Oral communication skills	36
Problem solving skills	34
Team working skills	33
Written communication skills	31
Literacy skills	28
Office / admin skills	26
Management skills	25
Numeracy skills	24
General IT user skills	16
IT professional skills	14
Foreign language skills	11

5.5 In addition to skills-related difficulties in filling vacancies, employers also identify those existing employees who are not fully proficient, a situation referred to as a “skill gap”. 16% of employers say some of their workforce has skill gaps and in nearly three quarters of skill gaps employers say one of the main causes is that the employee has been recently recruited or lacks experience. When asked about the extent of the skill gaps, employers say they affect 6% of the workforce, representing 1.3 million employees. The level of skill gaps varies among different occupational groups with fewer gaps in higher level occupations, as shown in Figure 5.2.

**Figure 5.2 – Incidence of skills gaps in occupational groups**



5.6 In a pattern similar to the situation with skill shortage vacancies, employers cite generic skills as those most lacking when there are skill gaps in their workforce. Figure 5.3 shows five generic skills in the six most frequently cited as lacking: team working, customer handling, oral communication, problem solving and written communication. As with skill shortage vacancies, however, technical and practical skills feature high in the list.

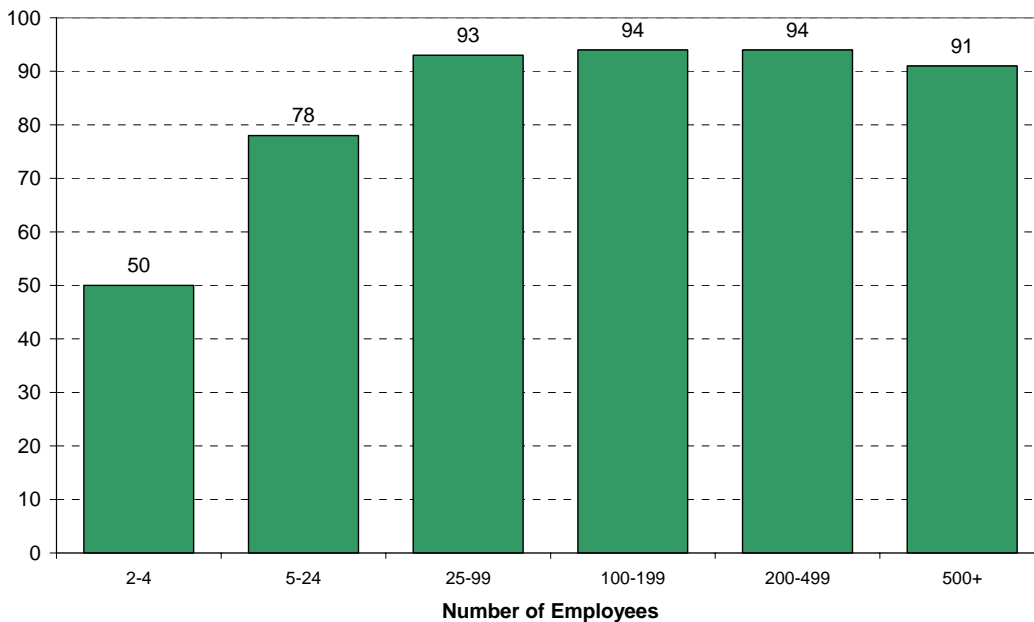
**Figure 5.3 – Skills lacking in skill gaps**

<b>Skills employers say are lacking in their existing workforce</b>	<b>Frequency Cited (%)</b>
Team working	48
Customer handling	45
Technical and practical skills	44
Oral communication	42
Problem solving skills	40
Written communication	29
Management skills	26
General IT user skills	23
Literacy skills	22
Numeracy skills	21
Office admin skills	20
IT professional skills	12
Foreign language skills	9

**TRAINING ACTIVITY**

5.7 Overall, 65% of employers fund training for at least some of their workforce in a year. The incidence of training increases with establishment size. Figure 5.4 shows, for example, that 50% of establishments with 2 to 4 employees train some of their staff while over 90% of establishments with 25 or more staff do so.

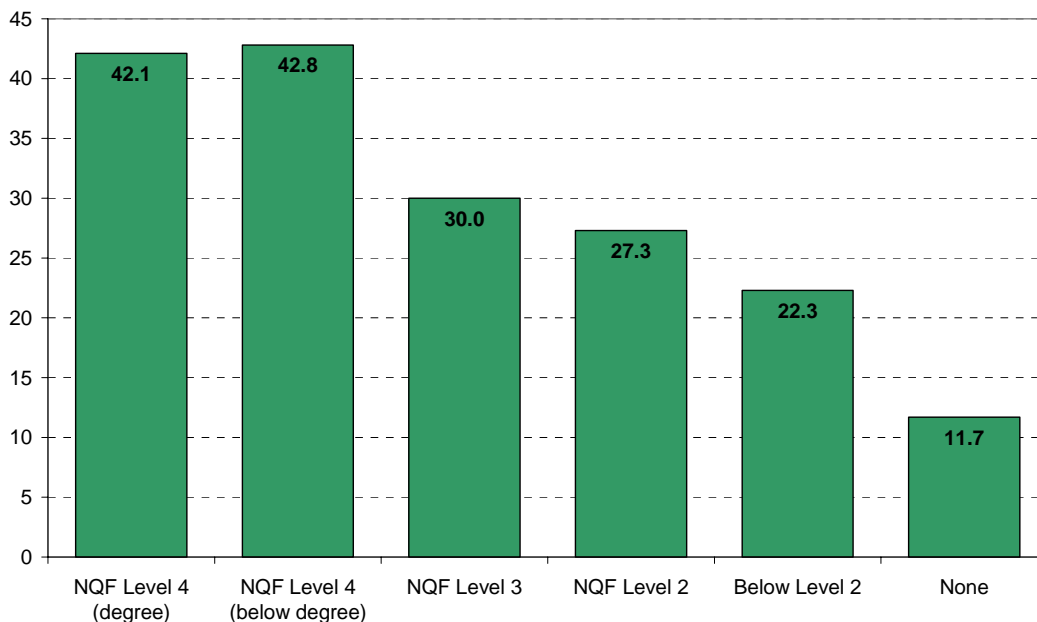
**Figure 5.4 – Proportion of establishments training by size**



5.8 The likelihood of employees being trained also varies by their existing level of qualification. Labour Force Survey data from Spring 2005 show that 42% of employees qualified to degree level received job related training in the 13 weeks prior to the survey compared to under 12% of those without qualifications – see Figure 5.5.



**Figure 5.5 – Rate of participation in job-related training in previous 13 weeks by qualification level**



Source: Labour Force Survey, Spring 2005

## COSTS of TRAINING

5.9 Employers spent £33.3bn on all training-related costs over the previous twelve months. This expenditure includes the £16bn cost of wages for trainees. Excluding the wages of trainees, employers spend £17.3bn on training (trainers, courses, equipment and other costs). The costs were similar for off-the-job and on-the-job training (£16.8m and £16.5m respectively)

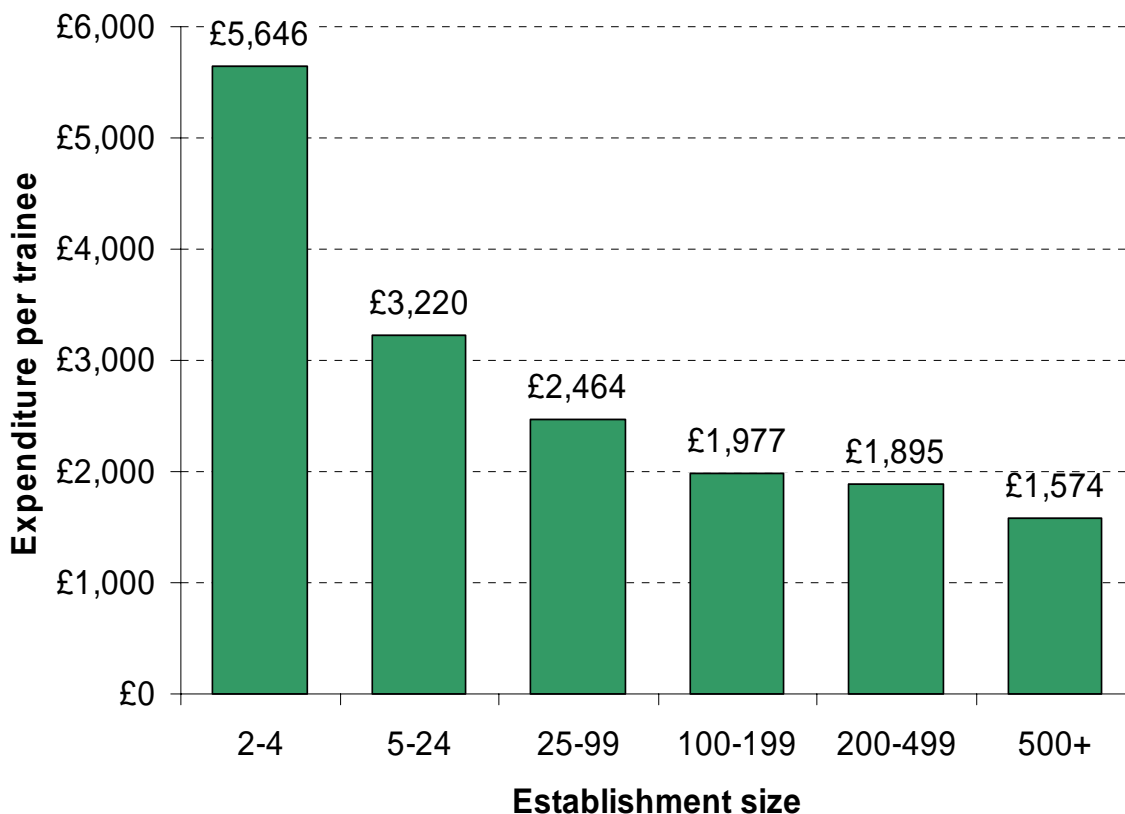
5.10 Figure 5.6 gives a breakdown of the components of training costs and shows that employers spent a total of £2.36bn on fees to external providers.

**Figure 5.6 – Training cost components**

Training cost component	Cost (£m)
<b>Off the job training: course-related (£14,311m)</b>	
Trainees' wages	4,173
Fees to external providers	1,654
On-site training centre	2,287
Off-site training centre (in the same company)	381
Training management	5,100
Non-training centre equipment and materials	446
Travel and subsistence	337
Levies minus grants	-67
<b>Off-the-job training: other (seminars, workshops etc.) (£2,496m)</b>	
Trainee wages	1,788
Fees to external providers	708
<b>On-the-job training (£16,524m)</b>	
Trainees' wages	9,998
Trainers' wages	6,526
<b>Total spend on training</b>	<b>33,331</b>

5.11 Although small establishments are less likely to provide training (see paragraph 5.7, above), they do spend more per employee (see figure 5.7).

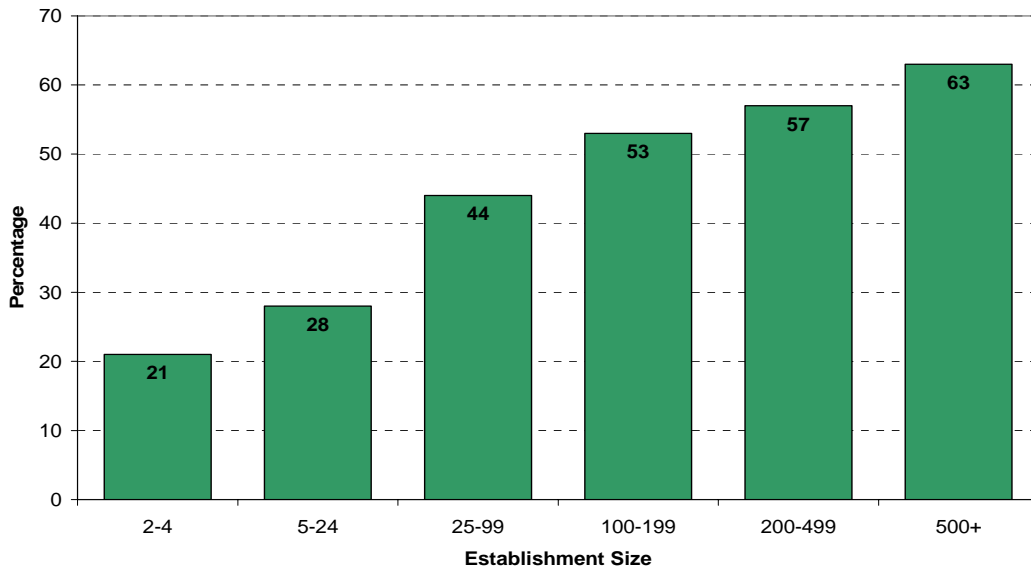
Figure 5.7 – Training expenditure per trainee by establishment size



#### EMPLOYER USE OF FE PROVIDERS

5.12 28% of employers who train their workforce use FE colleges and these represent 18% of all employers. Among those employers that do train their workforce, larger ones are more likely to use FE colleges, as shown in Figure 5.8 and those in the non-profit seeking organisation types are more likely to use FE than those in profit seeking organisations, as shown in Figure 5.9.

**Figure 5.8 – Proportion of establishments that train that use FE colleges by establishment size**

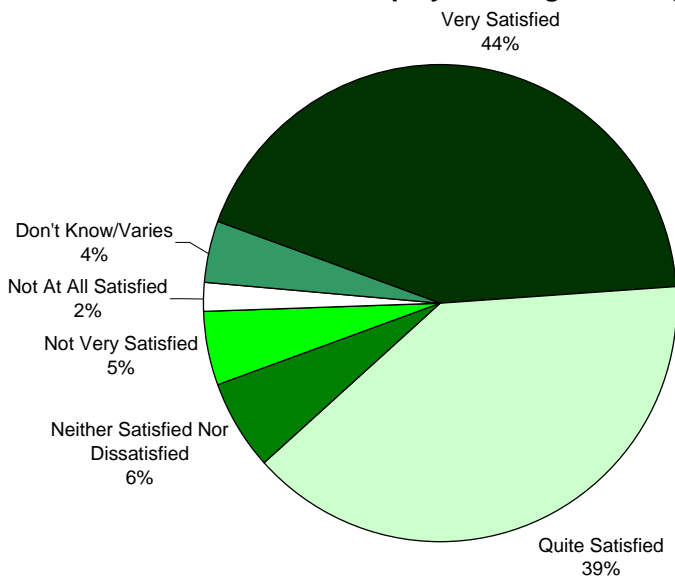


**Figure 5.9 – Use of FE Colleges**

Organisation Type	Proportion that train that use FE Colleges
Profit-Seeking	25%
Charity/Voluntary Sector	43%
Local Government Financed	49%
Central Government Financed	45%

5.13 Of the employers who do use FE, Figure 5.10 shows that 82% of them were satisfied with the quality of training received – 43% were “very satisfied”.

**Figure 5.10 – Satisfaction levels of employers using FE Colleges**



5.14 The main reasons for non-use of FE by employers who train but do not use FE provision were that the courses provided in FE were not relevant (cited by 42% of such employers) and that they prefer to train in-house (32%) - see Figure 5.11. Relatively few non-users cited unsatisfactory quality of provision in FE as a reason for non-use.

**Figure 5.11 – Reasons for employers not using FE colleges to train**

<b>Reason</b>	<b>Percentage</b>
The courses they provide are not relevant	42
Prefer to train in-house	32
Other	8
No need for training	7
The quality or standard of the courses or training provided by FE colleges is not satisfactory	4
It is too expensive	3
Lack of knowledge about the courses that they provide	2
Lack of information on offer about the courses they provide	1
The start dates or times of the courses provided are inconvenient	1
Past use has not delivered the benefits you expected	<

## 6 Finance

### FUNDING IN THE FE SECTOR

6.1 Figure 6.1 below shows the full breakdown of the LSC budget for the financial years 2001-02 to 2007-08, according to the categories used in the 2006 Grant Letter. The Grant Letter is sent from the Secretary of State to the Chairman of the Learning and Skills Council, setting out the financial resources which have been allocated to the Council to enable it to deliver its 'agenda'.

**Figure 6.1** – Direct funding to the learning and skills sector through the Learning and Skills Council, 2001-02 to 2007-08

Budget Line	2001-02 Spend	2002-03 Spend	2003-04 Spend	2004-05 Spend	2005-06 Plans	2006-07 Plans	2007-08 Plans
	£m	£m	£m	£m	£m	£m	£m
School Sixth Forms 16-19 FE	0.0	1,399.1	1,525.5	1,654.8	1,785.8	1,871.1	1,910.4
Workbased Learning 19+ FE	1,764.6	1,854.8	2,210.7	2,296.6	2,666.7	2,863.2	3,026.8
Train 2 gain/ETP	684.6	816.8	984.4	1,104.7	1,094.8	1,080.3	1,108.2
Personal & Community Development Learning (PCDL)	1,692.3	1,694.8	1,882.2	1,902.2	2,009.8	1,928.4	1,893.8
Learners with Learning Disabilities and/or Difficulties	0.0	7.1	32.7	89.0	161.0	298.0	467.0
Ufl	153.5	193.5	227.5	236.8	210.0	214.5	214.5
Learner Support and Development	67.1	78.9	105.1	125.0	138.3	157.7	181.3
Capital Grants	97.0	114.7	194.2	169.4	201.2	176.3	175.3
<b>Total DEL Expenditure</b>	<b>5,118.5</b>	<b>7,222.0</b>	<b>8,322.8</b>	<b>8,702.0</b>	<b>9,478.9</b>	<b>9,743.1</b>	<b>10,289.1</b>
<b>AME Expenditure (Education Maintenance Allowances)</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>20.8</b>	<b>425.0</b>	<b>566.0</b>	<b>597.0</b>
<b>Grand Total</b>	<b>5,118.5</b>	<b>7,222.0</b>	<b>8,322.8</b>	<b>8,722.8</b>	<b>9,903.9</b>	<b>10,309.1</b>	<b>10,886.1</b>

#### Notes

(1) This table does not include indirect funding to the sector, for example the RDA skills fund, or centrally-held budgets such as the QCA and SSDA.

(2) Figures for 2005-06, 2006-07 and 2007-08 reflect latest plans and 2006-07 and 2007-08 include additional funding announced in the 2006 Budget.

(3) The LSC became responsible for 6th Form funding from 2002-03 and for the whole Education Maintenance Allowance budget from 2005-06.

(4) Ufl covers Ufl participation funding and, from 04-05, Ufl administration. The Ufl figure for 01-02 is an estimate only.

(5) Additional funding announced in the 2006 Budget.

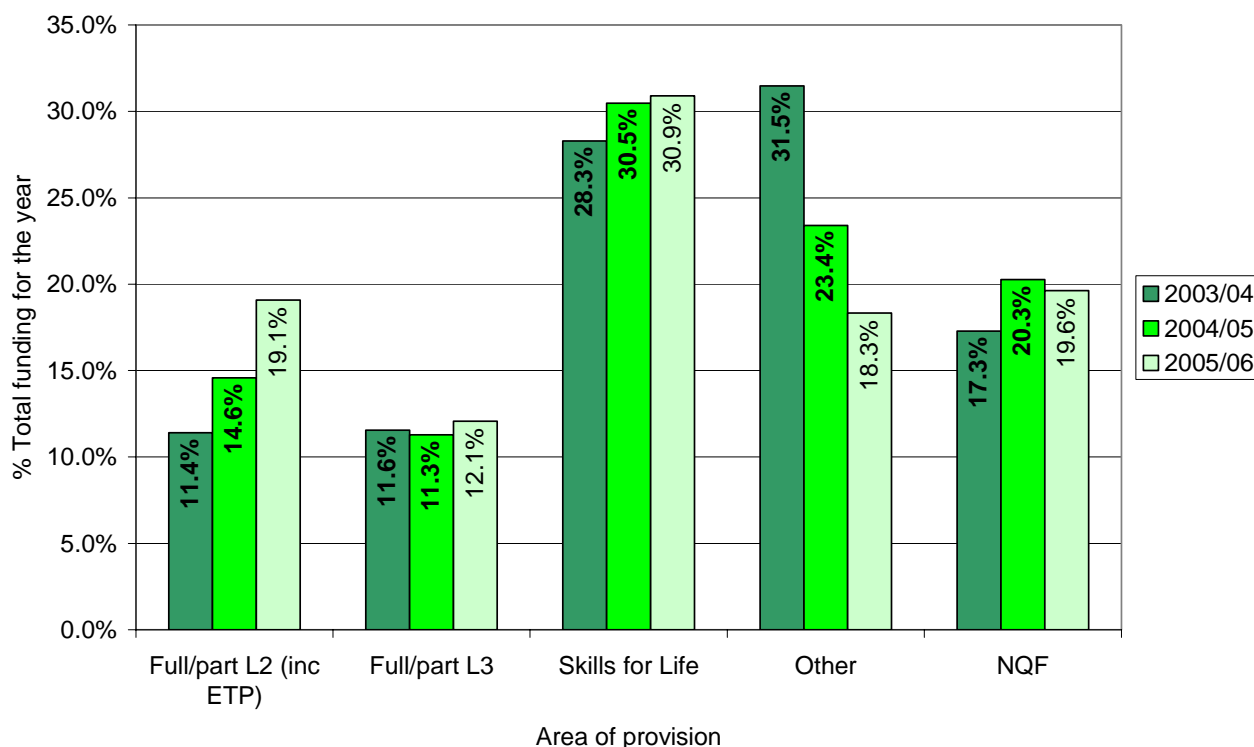
### REDEPLOYMENT OF FE FUNDING TO HIGHER PRIORITY PROVISION

6.2 The chart below (figure 6.2) demonstrates how funding in the adult FE sector has been redeployed between 2003/04 and 2005/06 to cover higher priority provision. The proportion of funding allocated to Level 2 and ETP provision has increased, from 11.4% of the total adult FE spend in 2003/04 to 19.1% of the spend in 2005/06. The proportion allocated to Skills for Life has risen by over 2 percentage points, from 28.3% in 2003/04

to 30.9% in 2005/06. National qualifications framework (NQF) is the other area of provision where the proportion of funding allocated to it has increased; rising from 17.3% in 2003/04 to 19.6% in 2005/06.

6.3 The proportion of total FE spend allocated to Level 3 funding has remained fairly constant at between 11 and 12% for both years. The area where the proportion of funding allocated to it has dropped is 'other' provision; by 13 percentage points, from 31.5% in 2003/04 to 18.3% in 2005/06.

Figure 6.2 – Breakdown of adult FE spend 2003/4 to 2005/6



Source: LSC funding data

## CLOSING THE FUNDING GAP BETWEEN SCHOOLS AND COLLEGES

6.4 The Learning and Skills Development Agency's report into the funding gap between schools and colleges for like-for-like 16-19 provision was commissioned by the Learning and Skills Council as part of agenda for change. The LSDA report was published in July 2005 and estimated that on the basis of 2003/04 figures the funding gap between school sixth forms and colleges for like-for-like 16-19 provision was in the region of 13% (see Figure 6.3 below). This was based not just on the differences between core funding but also other differences in funding including the different treatment of student numbers in year, of retention and achievement and uplifts for disadvantage.

6.5 In 2004/05 and 2005/06 funding rates for FE colleges were increased by 1% more than for school sixth forms. In 2006/07 the matching of the Schools' Minimum Funding Guarantee of 3.4% for 16-19 year-olds in FE as well as addressing the technical anomaly relating to pupil adjustments will see the gap reduce to 8% in that year.

6.6 The Secretary of State announced on 16 November the impact of these changes and our plans to further reduce the funding gap. From 2008 we will look to bring greater consistency to the treatment of student retention and achievement which should narrow the gap by a further 3%. Beyond this we will work to establish a common funding approach across the two sectors through *agenda for change*.

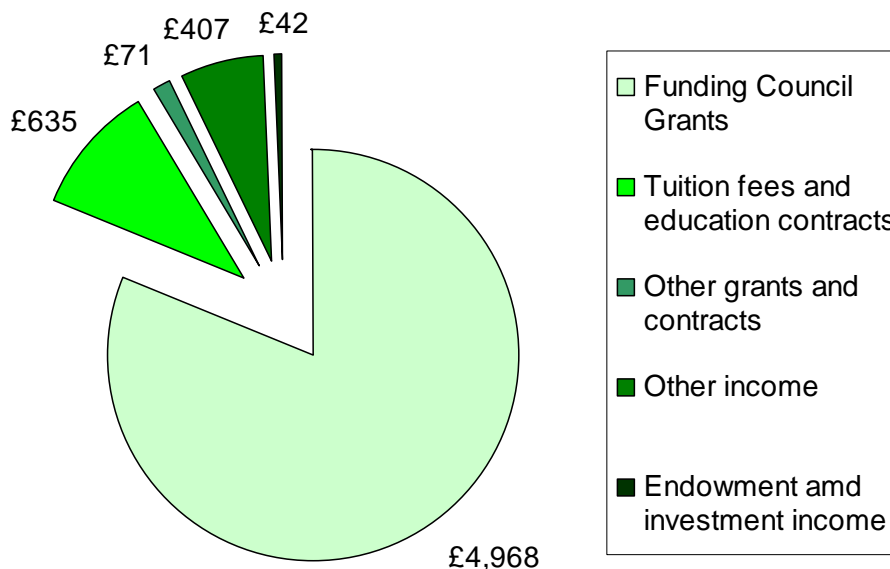
**Figure 6.3 - Elements of funding that LSDA identified as contributing to the funding gap, 2003/04.**

Factor Identified by LSDA	Estimated contribution to the gap	Progress to reduce the funding gap since 2003/04
Funding rates	2.09%	Higher increases of 1% in FE funding rates compared to school sixth forms in 2004/05 and 2005/06 have mostly eliminated this factor. In 2006/07 funding rates for 16-19 FE will be increased in line with Schools' Minimum Funding Guarantee.
Special pensions contributions	2.78%	This difference still remains.
Pupil adjustment	2.98%	The decision to remove the in-year adjustment for school sixth forms from 2006/07 was announced as part of Priorities to Success. The move to lagged pupils will remove this technical anomaly.
Retention	3.60%	Our plans to have a consistent approach for student retention and achievement from 2008 should address this anomaly.
The cap and taper	0.80%	Changes to these arrangements were announced as part of Priorities for Success. While the impacts of these changes are difficult to predict we would expect the changes to result in a narrowing of the funding gap.
Disadvantage	1.07%	Technical anomaly remains.
<b>Total</b>	<b>13.32%</b>	

## SOURCES OF INCOME FOR THE FE SECTOR

6.7 Figure 6.4 below gives a breakdown of the total sources of income for FE colleges in the academic year 2004/05. The majority of income (81%) comes from funding council grants. The remainder is made up of tuition fees and educational contracts (10%), other income (7%), and other grants and contracts and endowment and investment income (both 1%).

**Figure 6.4 A Breakdown of the Sources of Income for FE Colleges 2004/05 (in millions)**



Source – LSC college accounts 2004/05, published 25<sup>th</sup> January 2005

6.8 Figure 6.5 shows the variance between colleges in terms of the percentage of income they receive from funding council grants, tuition fees, other grants, other income and endowment and investment. The majority of FE college income comes from funding council grants. Sixth Form Colleges receive on average 93% of their funding from council grants, varying between three quarters and 99%. General FE Colleges receive on average 82% of their funding from council grants, and an average of 10% from fees and 6% from other income.

**Figure 6.5 – Variation between college incomes – 2004/05**

	Funding Council Grants	Tuition fees and education contracts	Other grants and contracts	Other income	Endowment and investment
<b>G FEC</b>					
min	49%	2%	0%	1%	0%
10th percentile	74%	5%	0%	3%	0%
<b>median</b>	<b>82%</b>	<b>10%</b>	<b>0%</b>	<b>6%</b>	<b>1%</b>
90th percentile	88%	18%	4%	10%	1%
max	94%	43%	8%	22%	6%
<b>S FC</b>					
min	75%	0%	0%	0%	0%
10th percentile	87%	0%	0%	1%	0%
<b>median</b>	<b>93%</b>	<b>1%</b>	<b>0%</b>	<b>4%</b>	<b>1%</b>
90th percentile	97%	5%	1%	9%	1%
max	99%	8%	10%	13%	4%

Source – LSC college accounts 2004/05, published 25<sup>th</sup> January 2005



# 7 Equality and Diversity

## RATIONALE & SCOPE

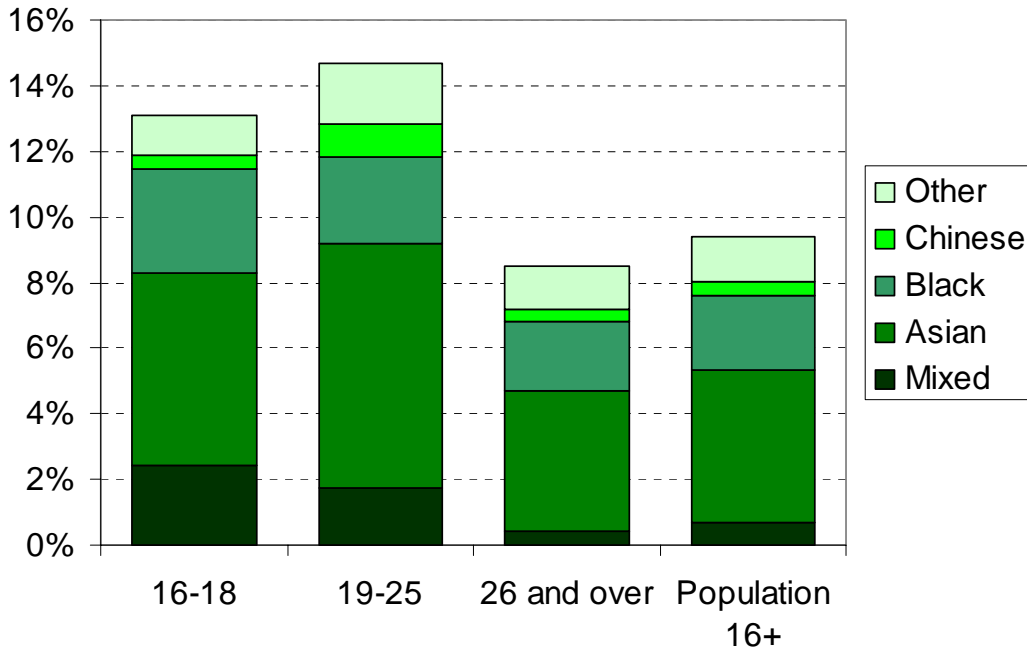
7.1 This section sets out data on diversity in the FE sector, focusing particularly on participation and achievement in FE and training broken down by gender, ethnicity, socio economic group and disability.

## BACKGROUND

7.2 An important context for equality and diversity issues in FE is the composition of the total population, against which participation in FE can be compared to provide broad conclusions about the effectiveness of the sector in reaching various groups of potential learners.

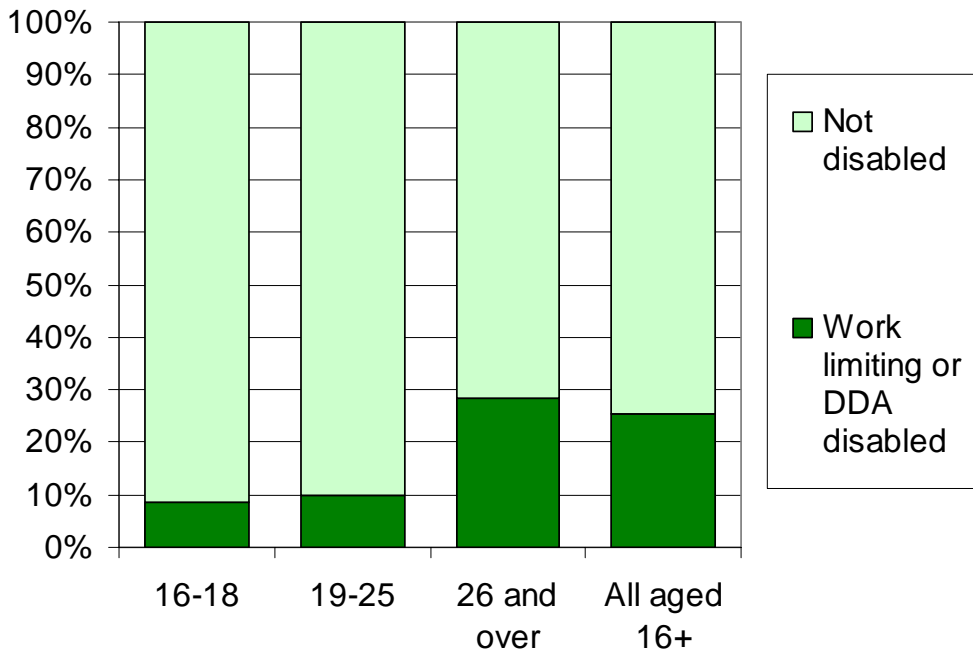
- There are broadly similar numbers of males and females in the population.
- Figure 7.1 shows the breakdown by ethnicity for 16-18 year olds, 19-25 year olds, 26+ and all ages in the population at large. These proportions are changing over time, and at the lower age ranges will increase in the next few years.
- 25% of the whole population, and 9% of 16-18 year olds have a disability (see figure 7.2).
- The breakdown of the population by socio-economic group (SEG) by age range is given in figure 7.3 and tends to be strongly correlated with participation rates and qualification levels.

**Figure 7.1 – Proportion of population from minority ethnic groups by age, England, 2005**



Source: Labour Force Survey, autumn 2005

**Figure 7.2 – Proportion of the population reported as work-limiting or DDA<sup>25</sup> disabled, 2005**



Source: Labour Force Survey, autumn 2005

<sup>25</sup> DDA – Disability Discrimination Act 1995

**Figure 7.3 – Socio-economic classification by age-group, 2005**

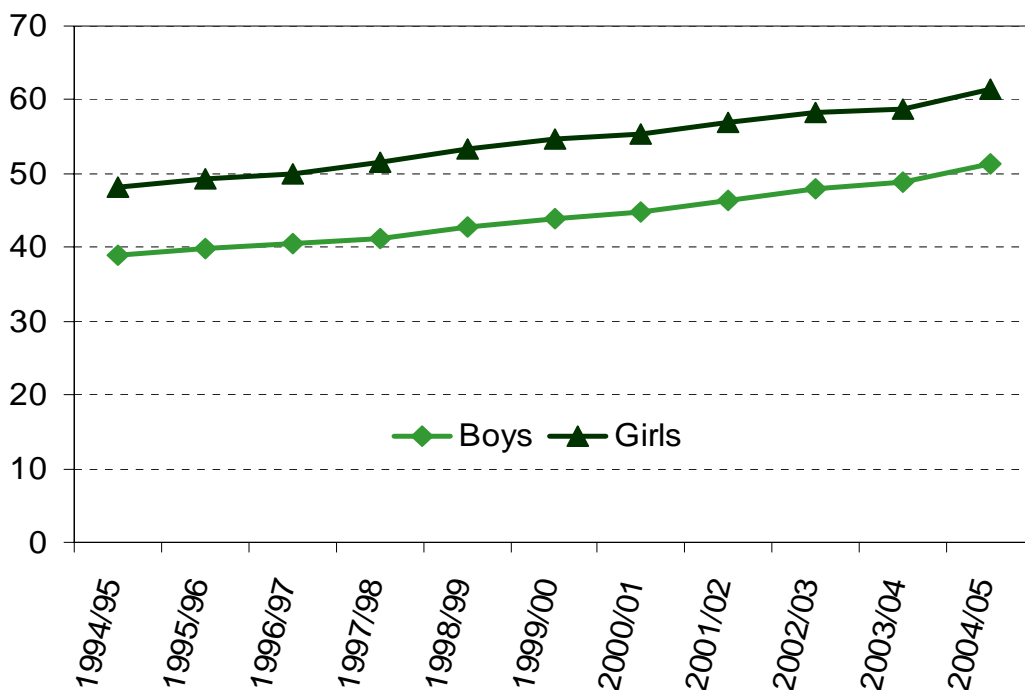
Socio-economic classification	16-18	19-25	26 and over	All aged 16+
Higher managerial and professional	0%	4%	11%	10%
Lower managerial and professional	1%	14%	21%	19%
Intermediate occupations	3%	14%	8%	9%
Small employers and own account workers	1%	3%	8%	7%
Lower supervisory and technical	3%	9%	8%	8%
Semi-routine occupations	9%	17%	11%	11%
Routine occupations	7%	11%	8%	8%
Never worked, unemployed	77%	29%	26%	29%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Labour Force Survey, autumn 2005

### CHALLENGES FOR THE FE SYSTEM

7.3 Gender: Females outperform males at age 15, with 61.4% females obtaining 5+ GCSEs at grades A\*-C in 2004/05, compared with 51.4% for males. This is shown in figure 7.4. Females also have higher participation rates in full time education at age 16 as shown in figure 7.6.

**Figure 7.4 - Proportion of 15 year olds achieving 5 GCSEs at grades A\*-C or equivalent, by sex, 1994/95 to 2004/05**



Source: Key Stage 4 results, 1994/95 to 2004/05

7.4 Ethnicity: Different ethnic groups have a wide range of academic attainment at age 15 as shown in figure 7.5. Learners of Indian origin have the highest attainment rate at 72%.

7.5 People with a disability have significantly lower attainment at 15 with 39% getting 5+ A\*-C compared to 55% for those without. They also have lower participation rates in full time education (68% compared to 72%).

**Figure 7.5 - Year 11 attainment by characteristics, 2004**

	HIGHEST YEAR 11 QUALIFICATION				
	5+ GCSE grades A*-C	1-4 GCSE grades A*-C	5+ GCSE grades D-G	1-4 GCSE grades D-G	None reported
<b>ALL</b>	54	23	16	3	4
<b>SEX</b>					
Male	49	24	19	4	4
Female	59	23	12	3	3
<b>ETHNIC ORIGIN</b>					
White	54	23	16	3	4
Black	35	33	22	5	4
Asian	56	24	15	2	2
- Indian	72	19	8	*	*
- Pakistani	37	29	28	2	3
- Bangladeshi	46	32	16	*	*
- other Asian	66	19	5	*	*
Other ethnic group	59	23	11	4	4
Not stated	48	24	17	6	4
<b>PARENTAL OCCUPATION (NS-SEC)</b>					
Higher professional	76	14	6	1	2
Lower professional	65	21	11	2	2
Intermediate	53	27	14	3	2
Lower supervisory	40	27	25	4	3
Routine	33	30	24	7	7
Other/ not classified	33	25	26	6	9
<b>DISABILITY</b>					
Has a disability or health problem	39	25	17	7	11
Does not have a disability or health problem	55	23	15	3	3

Source: Youth Cohort Study, 2004

7.6 Post-compulsory participation rates are shown in figure 7.6. All minority ethnic groups have higher rates than whites, with Indian and Other Asian origin being the highest at 91%.

**Figure 7.6 - Activity at age 16 by characteristics, 2004**

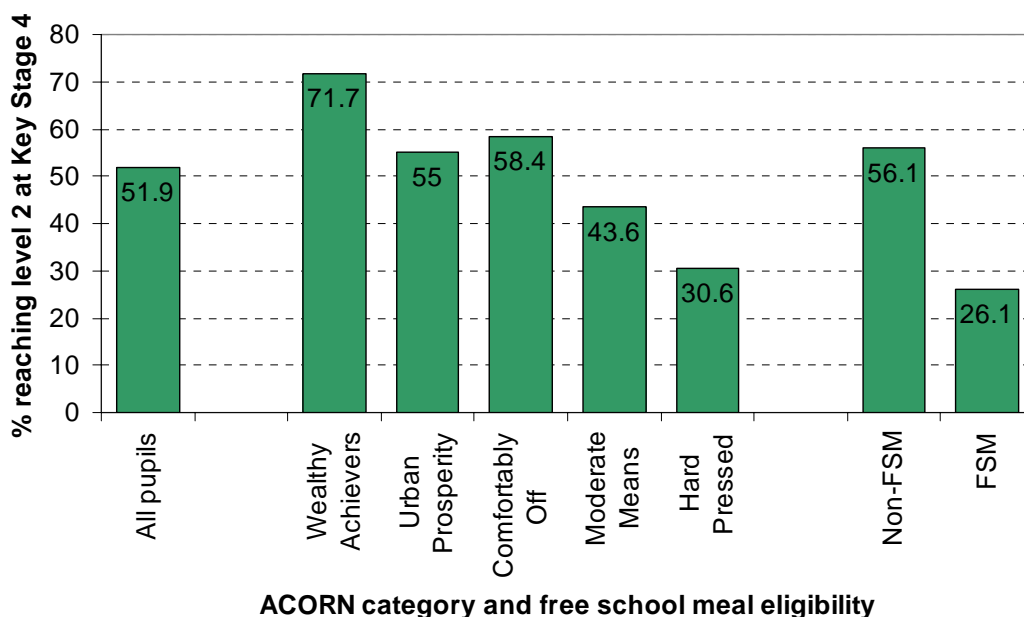
	MAIN ACTIVITY AT 16 (2004)					
	Full time education	Government supported training	Full time job (excl GST)	Part time job	Out of work	Something else/not stated
<b>ALL</b>	72	9	7	4	6	3
<b>SEX</b>						
Male	67	12	9	3	7	2
Female	77	6	5	4	5	3
<b>ETHNIC ORIGIN</b>						
White	70	10	8	4	6	3
Black	83	4	3	2	7	2
Asian	85	3	1	2	5	4
Indian	91	2	*	3	2	1
Pakistani	78	6	1	*	7	7
Bangladeshi	77	*	*	*	9	8
Other Asian	91	*	*	*	*	4
Other ethnic group	81	4	4	2	6	2
Not stated	65	12	8	2	7	6
<b>PARENTAL OCCUPATION (NS-SEC)</b>						
Higher professional	85	5	5	2	2	1
Lower professional	79	7	5	3	4	2
Intermediate	71	10	8	4	5	3
Lower supervisory	61	15	10	5	6	3
Routine	57	12	11	6	11	4
Other/ not classified	63	9	7	4	12	5
<b>DISABILITY</b>						
Has a disability or health problem	68	7	6	3	10	7
Does not have a disability or health problem	72	9	7	4	6	3
<b>YEAR 11 QUALIFICATIONS</b>						
5+ GCSE grades A*-C, of which	89	3	3	2	1	1
8+ GCSE grades A*-C	94	2	2	1	1	1
5-7 GCSE grades A*-C	78	7	6	4	3	2
1-4 GCSE grades A*-C <sup>3</sup>	60	15	11	5	7	3
5+ GCSE grades D-G	48	17	12	7	11	5
1-4 GCSE grades D-G	32	21	17	4	20	6
None reported	26	11	11	9	28	15

Source: Youth Cohort Study, 2004

7.7 Socio-economic group: There is a strong relationship between SEG and both achievement at age 15 and participation at age 16 as shown in figures 7.5 and 7.6. High attainment at GCSE varying from 76% (higher professional) to 33% (routine), and participation in full time education varying from 85% (higher professional) to 57% (routine).

7.8 Figure 7.7 below shows educational attainment at age 16 is closely associated with economic group. While 72% of “wealthy achieving” families reach Level 2 in Year 11, only 31% of those from “hard-pressed” families do so.

**Figure 7.7 – Key Stage 4 performance of pupils by ACORN<sup>26</sup> classification and Free School Meals (FSM) eligibility**



Source: National Pupil Database

7.9 Participation varies with socio-economic group. Figure 7.8 shows that, between 1997 and 2002, around 90% of professionals and managers had done some learning, followed by respondents in other non-manual occupations (around 85%)<sup>27</sup>. This figure drops to around 70% for skilled/ semi-skilled workers, while unskilled workers had the lowest learning participation rate (around 50%). The Skills for Life Survey reports a significant association between literacy skills and social class among those aged 16 and above in England. Less than one in ten (8%) of those from social class I/II had literacy skills at Entry Level 3 or below compared to 32% of those from social classes IV/V.

**Figure 0.8 - Percentage of SEG groups reporting some learning, 1997-2002**

	Professional/ managerial	Other non- manual	Skilled manual	Semi- skilled manual	Unskilled manual
NALS 1997	90	86	70	69	50
NALS 2001	88	85	70	71	53
NALS 2002	88	87	74	71	47

Source: National Adult Learning Survey (NALS)

7.10 In 2004/05, 36% of learners in FE were eligible for widening participation uplifts – typically payable to colleges for homeless, ex-offender, basic skill and learners resident in deprived areas.

<sup>26</sup> A classification of residential neighbourhoods based on demographic and lifestyle variables

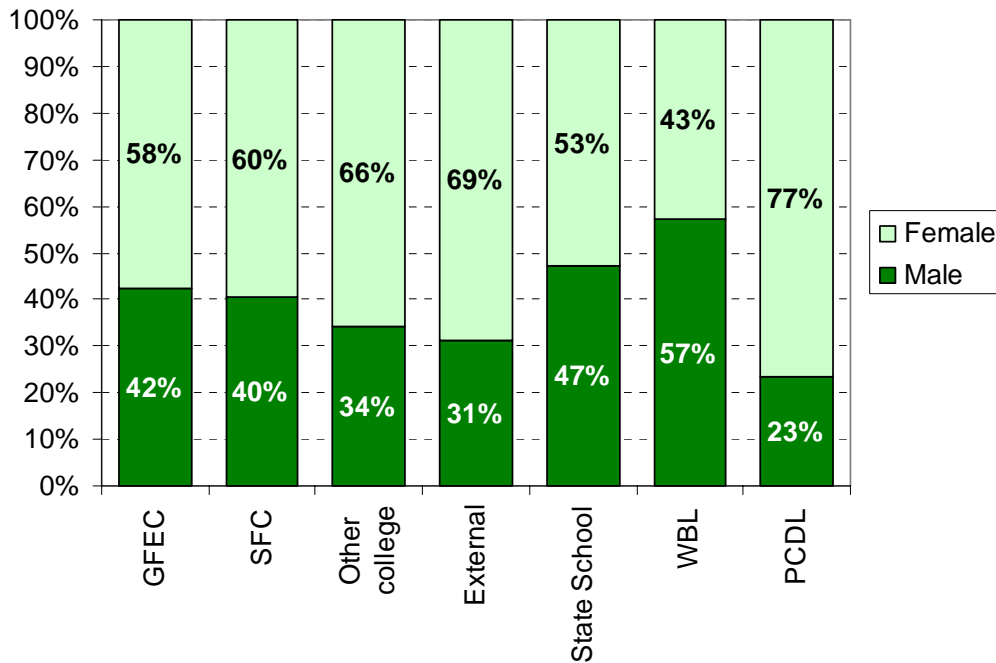
<sup>27</sup> National Adult Learning Survey, DfES, 2003

## HOW THE FE SYSTEM IS PERFORMING

7.11 The percentage of learners (male/female) by different provider types is shown in figure 7.9. The breakdown by ethnic group is shown in figures 7.10 and 7.11. The proportion of learners from different socio-economic groups is shown in figure 7.12. Conclusions are:

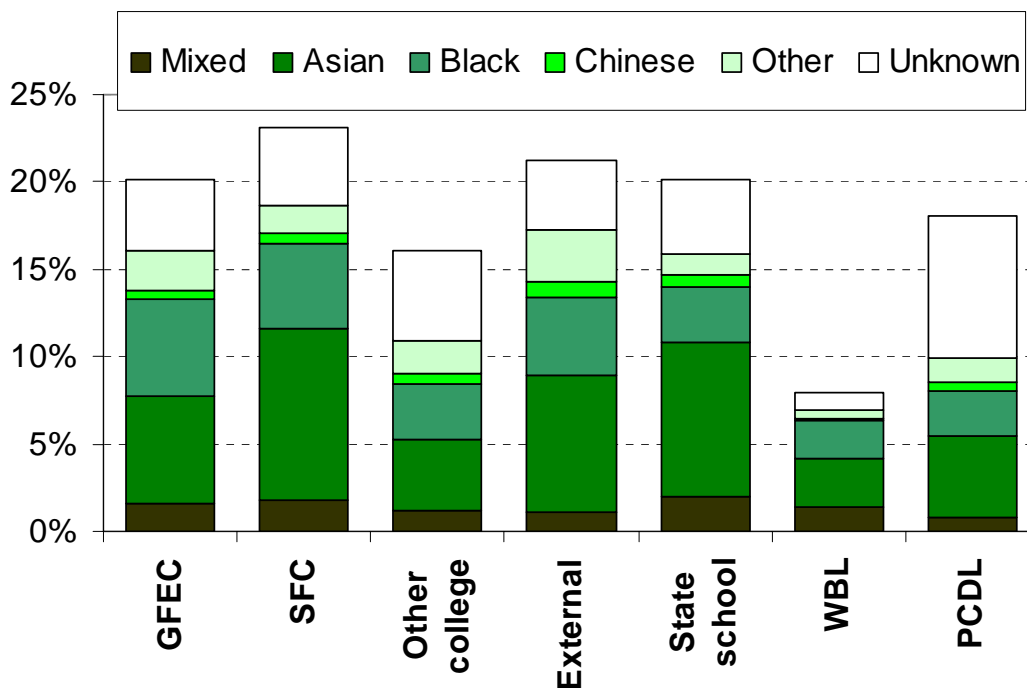
- There are more females than males in all parts of the FE system except work based learning. The FE system is playing a major role in providing learning opportunities for minority ethnic groups, which comprise a higher proportion of learners in FE than in the national population.
- General FE colleges have a much higher proportion of 16 year old learners from the lowest socio-economic groups than sixth form colleges or school sixth forms.

**Figure 7.9 –Gender mix in the FE sector, 2004/05**



Source: Individualised Learner Record, Pupil Level Annual School Census

Figure 7.10 - Ethnic minorities in the FE sector, 2004/05



Source: Individualised Learner Record, Pupil Level Annual School Census

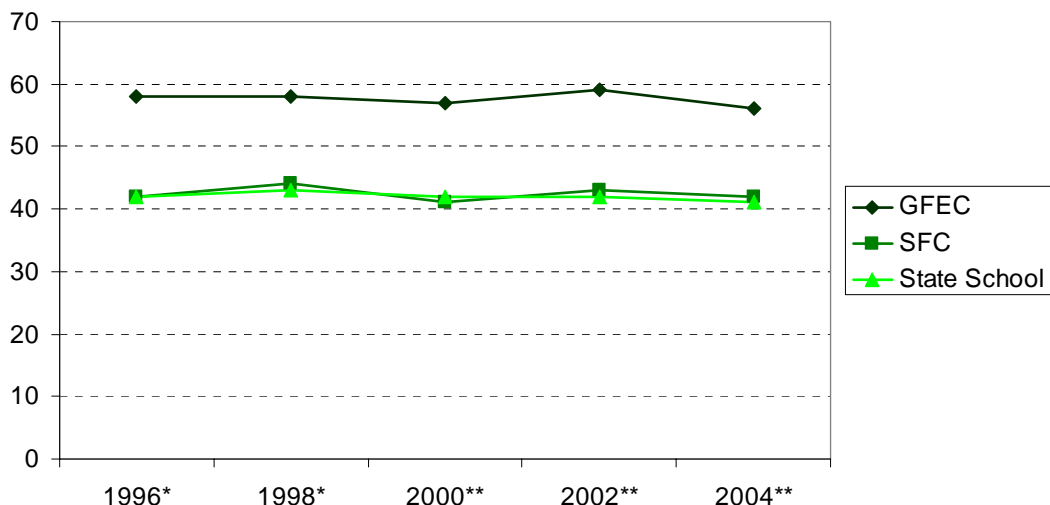
Figure 7.11 - Learners in FE institutions by ethnicity, 2004/05

Ethnicity	FE		WBL		PCDL	
	All	%	All	%	All	%
Asian or Asian British - Bangladeshi	33.4	0.8%	3.4	0.7%	5.2	0.6%
Asian or Asian British - Indian	93.5	2.2%	3.6	0.7%	16.7	1.8%
Asian or Asian British - Pakistani	91.4	2.2%	5.8	1.1%	13.1	1.4%
Asian or Asian British - any other Asian background	51.1	1.2%	1.3	0.3%	7.3	0.8%
Black or Black British - African	123.4	2.9%	3.2	0.6%	10.1	1.1%
Black or Black British - Caribbean	76.5	1.8%	6.1	1.2%	10.2	1.1%
Black or Black British - any other Black background	24.4	0.6%	2.0	0.4%	3.4	0.4%
Chinese	23.3	0.6%	0.4	0.1%	4.4	0.5%
Mixed - White and Asian	12.3	0.3%	0.9	0.2%	1.6	0.2%
Mixed - White and Black African	13.1	0.3%	0.9	0.2%	1.3	0.1%
Mixed - White and Black Caribbean	21.6	0.5%	3.8	0.7%	2.0	0.2%
Mixed - any other Mixed background	17.0	0.4%	1.8	0.3%	2.6	0.3%
White - British	3,126.9	74.3%	471.4	90.9%	713.0	77.9%
White - Irish	31.7	0.8%	1.5	0.3%	7.7	0.8%
White - any other White background	197.2	4.7%	4.3	0.8%	29.5	3.2%
Any other	94.3	2.2%	2.8	0.5%	13.2	1.4%
Not known/not provided	175.2	4.2%	5.3	1.0%	73.8	8.1%
<b>Total</b>	<b>4,206.2</b>	<b>100.0%</b>	<b>518.5</b>	<b>100.0%</b>	<b>914.9</b>	<b>100.0%</b>

Source: LSC Statistical First Release ILR/SFR08



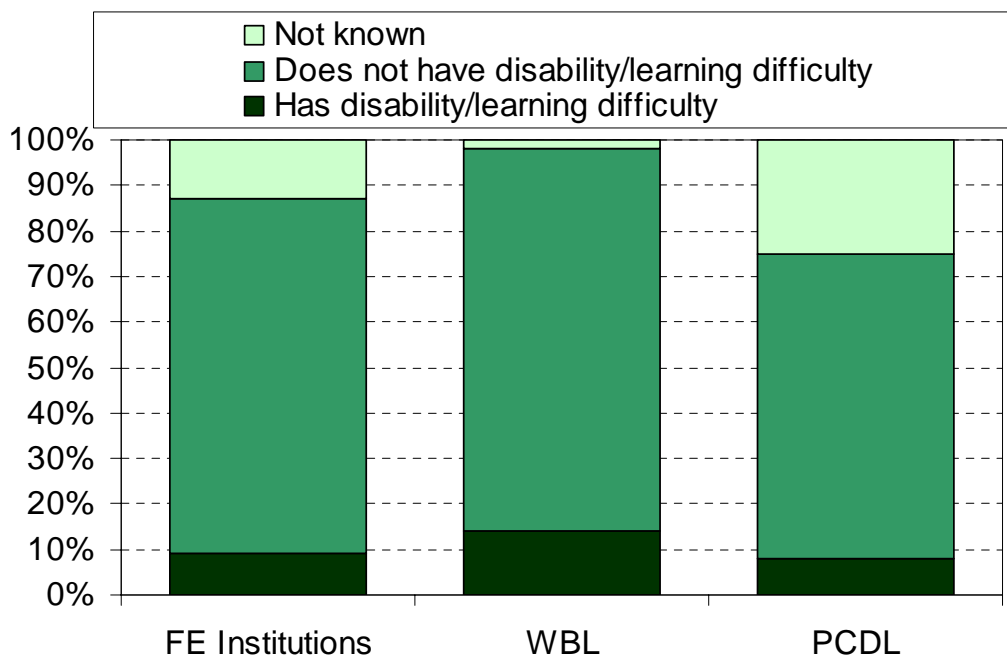
**Figure 7.12 - Proportion of 16 year olds in each institution type who come from lower 3 Socio-economic groups\*/National Statistics - Socio-economic classifications\*\***



Source: DFES analysis of the Youth Cohort Study

7.12 Figure 7.13 shows the proportion of learners in FE institutions, work-based learning (WBL) and personal and community development learning (PCDL) who reported having a disability or learning difficulty. 9% in FE institutions reported having a disability/learning difficulty but a significant proportion (13%) did not provide information about disability. The equivalent figures in WBL and PCDL were 14%, 2% and 8%, 25% respectively.

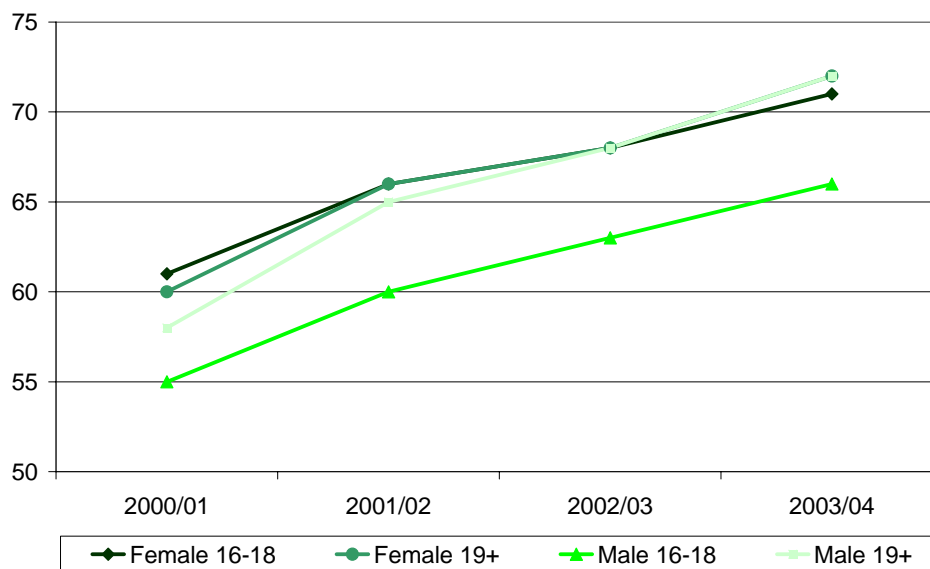
**Figure 7.13 - Proportion of learners with self-reported disability or learning difficulties in colleges, workplace or provider, 2004/05**



Source: Individualised Learner Record, 2004/05

7.13 The FE success rates vary by gender, and are shown for the last 4 years for 16-18 and 19+ in figure 7.14. Females previously had higher success rates than males in both age groups, but the gap closed in 2002/03, and in 2003/04 males aged 19+ outperformed females aged 16-18. Males aged 16-18 consistently have lower success rates than any other cohort, by between 3 and 5 percentage points. However, FE success rates are increasing over time for both males and females in each age group.

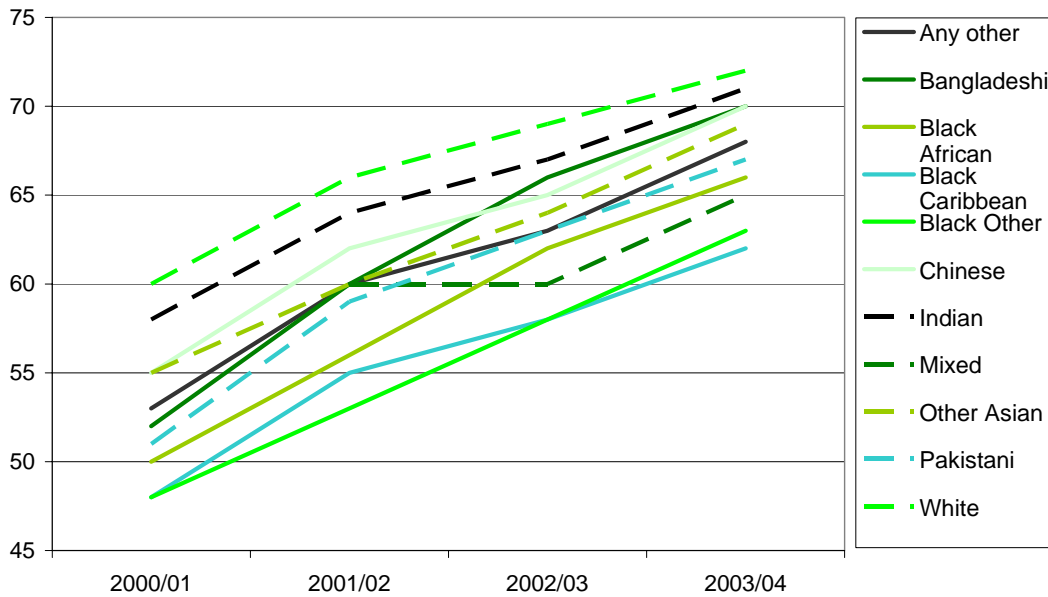
**Figure 7.14 - FE success rates by gender and high level age group**



Source: LSC Benchmarking Data

7.14 Success rates in FE vary by the ethnicity of the learner (see figure 7.15). White learners have the highest success rates over time, rising each year, from 60% in 2000/01 to 72% in 2003/04. Indian origin learners are the next most successful, with success rates of approximately two percentage points less than white learners each year. The next most successful ethnic group are Chinese learners. Bangladeshi learners are next, the most improved ethnic group in FE, with success rising from 52% in 2000/01 to 70% in 2003/04. Pakistani, Other Asian and Other are next most successful with similar success rates, and then mixed. Black Other have the lowest success rates, rising from 48% to 63% 2000/01 – 2003/04, followed by Black Caribbean communities and then Black African.

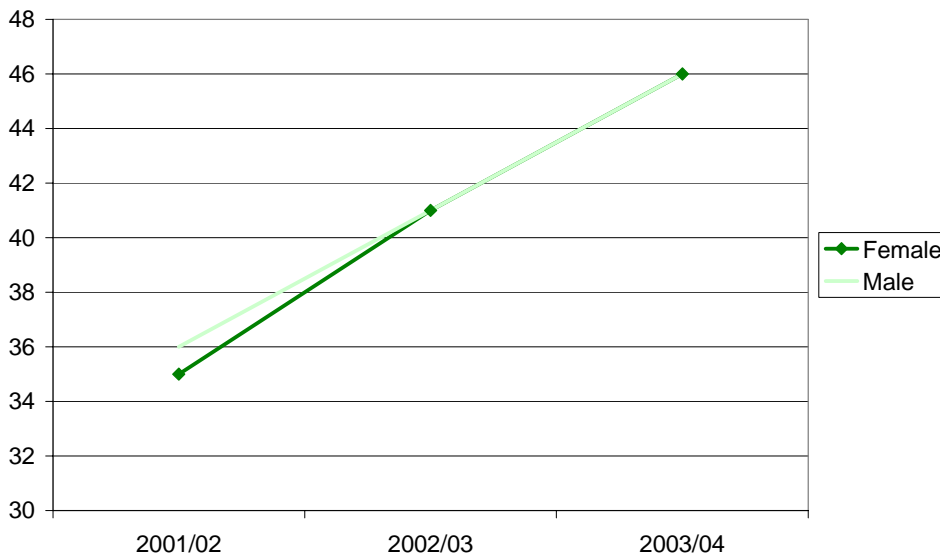
**Figure 7.15 – FE success rates by ethnic group**



Source: LSC Benchmarking Data

7.15 Figure 7.16 demonstrates that success rates in WBL are very similar for males and females. However, WBL success rates vary more so if individual areas of learning are examined; for example in 2003/04 males outperformed females in health social care and public services by 16%, and females outperformed males in hairdressing and beauty therapy by 18%.

**Figure 7.16 - WBL success rates in all frameworks or NVQs by gender**

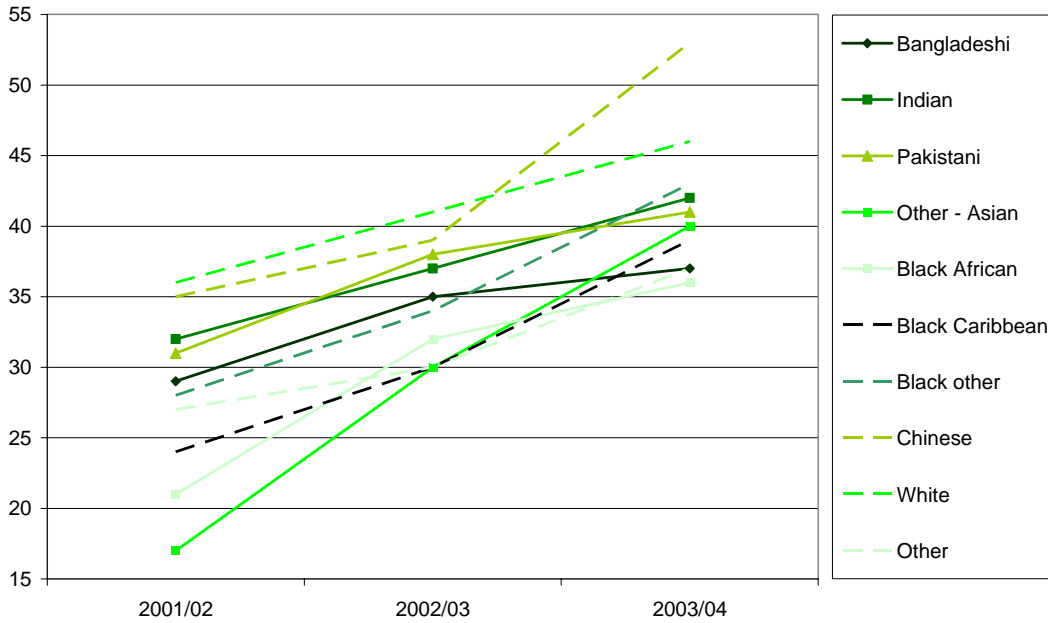


Source: LSC Benchmarking Data

7.16 WBL success rates vary significantly by the ethnicity of the learner. The 2 highest performing ethnic groups are Chinese and White learners, with Chinese learners

overtaking White learners in 2003/04 by 7 percentage points (53% compared to 46%). The lowest performing groups in 2003/04 were Black Africans, Other and Bangladeshi ethnic groups.

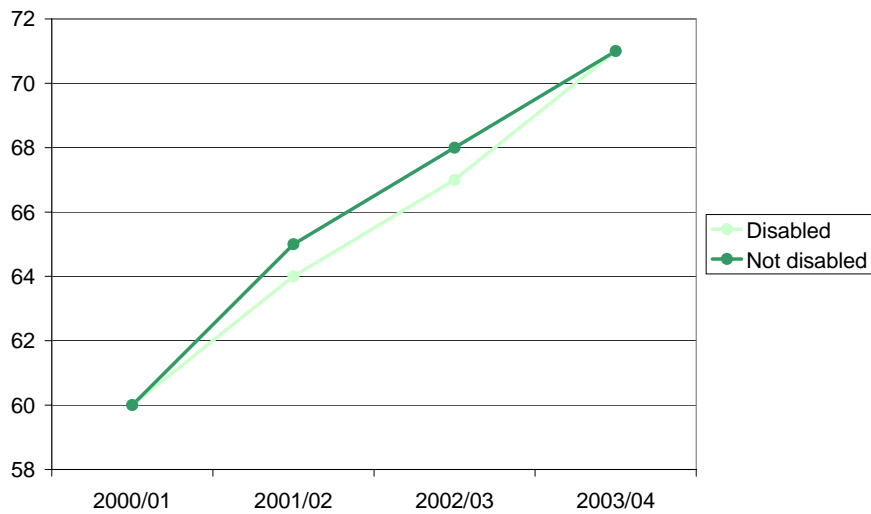
**Figure 7.17 - WBL success rates in all frameworks / NVQs by ethnicity**



Source: LSC Benchmarking Data

7.17 The FE success rates of disabled learners vary very little from those who are not disabled (self-assessment by learner). In 2001/02 and 2002/03, disabled learners had success rates 1 percentage point lower than those who were not disabled, but in 2000/01 and 2003/04 the success rates of the two groups were the same.

**Figure 7.18 – FE success rates by self-assessed disability of learner**



Source: LSC Benchmarking Data

## DIVERSITY OF FE WORKFORCE

7.18 Although the gender breakdown of staff in the FE sector has not changed over the past three years, it varies by staff type. Approx 59% of teaching staff are female, whereas approximately 63% of all staff are female. The proportion of FE staff from white backgrounds has not changed much over time, and also there is little difference in the ethnic distribution of teaching staff and all staff. The proportion of staff from minority ethnic backgrounds lies at around 7% which is similar to the general population aged 26 and over.

**Figure 7.19 – Gender breakdown of FE staff – All staff and teaching staff only**



Source: Staff Individualised Record

**Figure 7.20 – Ethnic breakdown of FE staff – All staff and teaching only**

Ethnic Group	All Staff			Teaching staff only		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
White	81%	82%	84%	79%	82%	84%
Minority ethnic group	7%	8%	7%	6%	8%	7%
Unknown	13%	10%	9%	14%	10%	9%

Source: Staff Individualised Record