



Department
for Business
Innovation & Skills

BIS PERFORMANCE INDICATORS

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

MARCH 2015

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Why is this indicator important?

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

How are we performing?

Chart 1 shows the increase in full Level 2 and full Level 3 achievements from 2003/04 to 2013/14. This includes all publicly funded achievements through: Education and Training, Workplace Learning, Apprenticeships and Adult Community Learning.

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

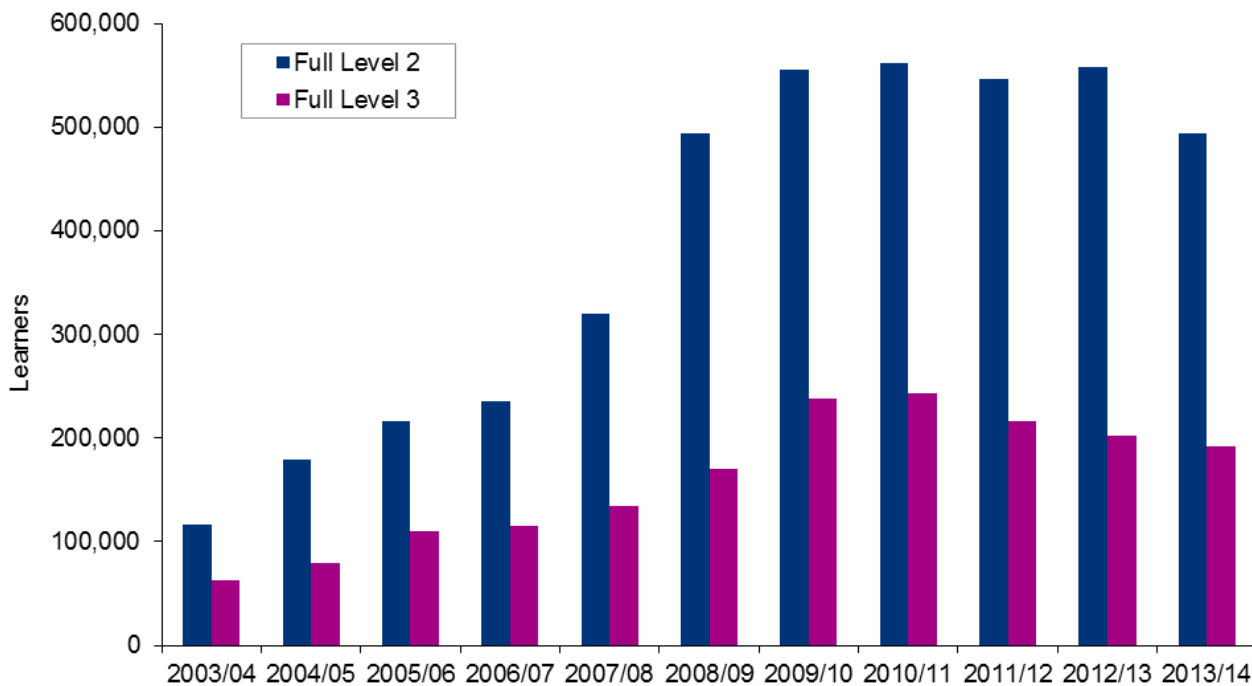
A full Level 3 achievement is equivalent to 2 or more A-levels.

Historically there has been substantial growth in the number of full Level 2 achievements – up from around 116,800 in 2003/04 to 494,100 in 2013/14.

There has also been a large increase in the number of full Level 3 qualifications since 2003/04 – up from around 63,100 in 2003/04 to around 191,500 in 2013/14.

There have however been slight year on year decreases in the number of Full Level 3 qualifications since 2010/11, and more recently a decrease in the number of Full Level 2 qualifications between 2012/13 and 2013/14.

Chart 1: Adult Learners (19+) Achievement in Full Level 2 and Full Level 3, 2003/04 to 2013/14, England



This time series is based on Table 1.2 of the November 2014 Further Education and Skills Statistical First Release (SFR).¹

What will influence this indicator?

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

What is BIS's role?

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

¹<https://www.gov.uk/government/publications/learner-participation-outcomes-and-level-of-highest-qualification-held>

Indicator definition

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

Related indicators

[Average funding per course in government-funded adult further education](#)

[Number of government-funded learners participating in Further Education](#)

[International comparison of the qualification levels of the working age population in the UK](#)

Status

Last updated on: March 2015

² <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2013-to-2014>

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