



Department
for Work &
Pensions



Department
for Business
Innovation & Skills

Further Education for Benefit Claimants

England

2013/14 final statistics

Official Statistics Series

21st July 2015

Summary

The publication

This publication presents information on Further Education activity¹ funded by the Skills Funding Agency for adult² benefit claimants³ in England. It contains final data for the 2009/10 – 2013/14 academic years. The publication provides statistics on benefit spells with training, learners who were on benefits at the start of training, level of qualification studied (all and highest) and type of learning provision.

The statistics in the publication are produced using a matched dataset of the Individualised Learner Record (ILR) and the Work and Pensions Longitudinal Study (WPLS). The ILR contains information on government-funded Further Education provision. The WPLS contains benefit data held by the Department for Work and Pensions (DWP) and earnings and employment data from Her Majesty's Revenue and Customs (HMRC).

The publication provides final full year data for the 2013/14 academic year alongside figures presented in the previous release of this publication⁴.

This publication is the fourth release in this series which will be published once a year. Work will continue to improve the statistics further as knowledge about the underlying data source develops.

Headline final figures for 2013/14

These statistics will reflect the policy and economic context during this period. In recent years, BIS and DWP have worked together closely to refine and target the type of training support provided to benefit claimants. In addition, the volume of training starts will reflect demand for training (i.e. the number of benefit claimants either self-referring or referred to training by Jobcentre Plus).

¹ Further Education includes provision delivered in Further Education organisations, sixth form colleges, independent training organisations, local authorities and other providers. This includes programmes such as Apprenticeships but excludes Adult Community Learning.

² Those aged 19 to 64 years old.

³ Benefit claimants are defined as claimants on Jobseeker's Allowance (JSA) (including Training Allowance (TA)), Employment and Support Allowance (ESA), Income Support (IS), Incapacity Benefit (IB), Passported Incapacity Benefit (PIB), Severe Disablement Allowance (SDA), and Pension Credit (PC). This publication does not include training started by Universal Credit (UC) claimants.

⁴ www.gov.uk/government/collections/further-education-for-benefit-claimants

Benefit Claimants starting Further Education Training

666,700 The number of **benefit claimants aged 19-64 starting Further Education training in 2013/14**, which **increased by 3.2 per cent** from 645,800 in 2012/13 (Table 1).

168,900 The number of **benefit claimants aged 19-24 starting Further Education training in 2013/14**, which **decreased by 1.3 per cent** from 171,100 in 2012/13 (Table 9).

Matched Learners on Benefit

37 per cent The percentage of the total 1,802,600 **matched Education & Training learners that were on benefit at the start of their learning** in 2013/14 (Table 3).

11 per cent The percentage of the total 308,300 **matched Apprenticeship framework starts by learners on benefit during the 3 months prior to start of learning** in 2013/14 (Tables 20 and 21).

Learning aims

1,680,800 The number of **learning aims started by benefit claimants** in 2013/14, which **increased by 8.8 per cent** from 1,544,200 in 2012/13 (Table 1).

2.5 The **average number of aims** started per claimant in 2013/14, up from 2.4 in 2012/13, compared to 1.9 in 2009/10 (Table 1).

6.5 per cent The number of **Level 2 and below aims** increased by 89,400 from 1,371,800 in 2012/13 to 1,461,200 in 2013/14 (Table 4).

34.2 per cent The number of **English and Maths aims** increased by 61,200 from 179,000 in 2012/13 to 240,200 in 2013/14 (Table 4).

-8.1 per cent The number of **Full Level 2 aims** decreased by 15,800 from 194,700 in 2012/13 to 178,900 in 2013/14 (Table 4).

14.1 per cent The number of **Level 2 – Other aims** increased by 19,900 from 140,800 in 2012/13 to 160,700 in 2013/14 (Table 4).

Benefit Spells with Training

690,800 The number of **benefit spells which involved training for claimants aged 19-64 in 2013/14**, which **increased by 3.3 per cent** from 668,700 in 2012/13 (Table 1).

175,600 The number of **benefit spells which involved training for claimants aged 19-24 in 2013/14**, which **decreased by 1.0 per cent** from 177,400 in 2012/13 (Table 9).

494,000 The number of **Jobseeker's Allowance (JSA) benefit spells which involved training** in 2013/14, which was **16.3 per cent** of all JSA benefit spells, an increase from 13.1 per cent in 2012/13 (Table 2).

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Glossary

Measurement Units

Claimants: A claimant is defined as an individual who claims a DWP benefit. When counting claimants, there is a single record per claimant in any one academic year, regardless of whether they had more than one benefit spell, or undertook multiple training spells.

Benefit Spell: A benefit spell is defined as a continuous period of time receiving the same benefit type. There can be multiple benefit spells per claimant, either of the same benefit type or different ones.

Learners: When an individual starts a programme of learning with a Further Education (FE) provider, they are allocated a learner record. A learner is counted as being 'on benefit at the start of learning' where they have a benefit claim which overlaps the learning start date. A learner will be counted in each year they started a learning aim.

Learning Aims: An aim is the term used for a course a learner is studying and is counted in the year the learning started. Examples of aims include BTECs, NVQs and individual GCSEs and A levels. Many learners will be studying for several aims at once or in sequence, as part of a programme of study.

Further Education Learning

Academic Year: Runs from 1st August to 31st July. The learning period covered in the publication runs from 1st August 2009 to 31st July 2014.

Apprenticeships: Paid jobs that incorporate on and off the job training leading to nationally recognised qualifications. As an employee, Apprentices earn as they learn and gain practical skills in the workplace. For further information, please see: <http://www.apprenticeships.org.uk/>

Education and Training: (previously Learner Responsive and University for Industry) covers Further Education learning delivered mainly in the classroom, workshop, or through distance or e-learning. For further information, please see: <http://webarchive.nationalarchives.gov.uk/20140107201041/http://www.thedataservice.org.uk/datadictionary/businessdefinitions/Learner+Responsive.htm>

Full Level 2: Equivalent to a NVQ at Level 2 or 5 GCSEs. The widths of all of a learner's Level 2 aims are summed to establish whether a learner is taking a full level 2 programme.

Full Level 3: Equivalent to a NVQ at Level 3 or 2 A-Levels. The widths of all of a learner's Level 3 aims are summed to establish whether a learner is taking a full level 3 programme.

English and Maths: Qualifications designed to give people the reading, writing, maths, and communication skills they need in everyday life, to operate effectively in work, and to help them succeed on other training courses.

Workplace Learning: This training is mainly delivered through the workplace, and includes Apprenticeships in this publication. Between 2008/09 and 2010/11, this included the Train to Gain programme, Employability Skills Pilot and other programmes such as Programmes for the Unemployed. From 2011/12, this includes all training mainly delivered through the workplace (including Apprenticeships).

Traineeship: Traineeships were introduced in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an apprenticeship or other work.

Benefits

The benefits included in this publication are:

- Jobseeker's Allowance including Training Allowance
- Employment and Support Allowance
- Income Support
- Incapacity Benefit
- Passported Incapacity Benefit
- Severe Disablement Allowance
- Pension Credit

Further information on benefit types can be found at www.gov.uk/dwp.

This publication does not include training started by Universal Credit (UC) claimants (see '**Universal Credit claimants**' on page 25 for further detail).

Referral route

Signposted: Claimants who have no skills need in relation to their job goals but wish to enhance their skills are signposted to the National Careers Service or local training providers. Attendance and participation is not mandatory for signposted claimants.

Abbreviations

BIS	Department for Business, Innovation and Skills
DWP	Department for Work and Pensions
ESA	Employment and Support Allowance
ESA (WRAG)	Employment and Support Allowance (Work-Related Activity Group)
ESOL	English for Speakers of Other Languages
FE	Further Education
HMRC	Her Majesty's Revenue and Customs
IB	Incapacity Benefit
ILR	Individualised Learner Record
IS	Income Support
JCP	Jobcentre Plus
JSA	Jobseeker's Allowance
PC	Pension Credit
PIB	Passported Incapacity Benefit
SDA	Severe Disablement Allowance
TA	Training Allowance
WPLS	Work and Pensions Longitudinal Study

Introduction

Background

1. The Education and Skills Act 2008 allowed the sharing of data between the Department for Business, Innovation and Skills (BIS), the Department for Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC) to assess how effective training is in improving the employment and earnings outcomes of learners and helping them off benefits.
2. Subsequently, a joint BIS-DWP analytical project was set up to develop a matched database of the Individualised Learner Record (ILR) and the Work and Pensions Longitudinal Study (WPLS). The ILR contains information on Further Education provision funded by the Skills Funding Agency in England. The WPLS contains information on benefit data held by the Department for Work and Pensions and earnings and employment data from Her Majesty's Revenue and Customs. Data matching began in January 2009 with a proof of concept exercise and is now carried out regularly. Further information on the datasets, matching process, quality assurance and match rates can be found in the Annex at the end of this document.
3. The project has developed to a stage where a regular series of official statistics can be produced. This publication is the fourth release as part of this series. It provides final full year data for the 2013/14 academic year. Work will continue to improve the statistics further as knowledge about the underlying data source develops.

Scope

4. This publication presents information on Further Education activity⁵ funded by the Skills Funding Agency for adult benefit claimants⁶. It covers claimants in England, aged 19 to 64 years old at the start of learning. It contains final data for the 2009/10 – 2013/14 academic years. The academic year runs from 1st August to 31st July. All figures are rounded to the nearest 100. Figures below 50 are suppressed for confidentiality purposes.
5. The publication provides statistics on benefit spells with training, learners who were on benefits at the start of training, level (all and highest) of qualification studied and type of provision. The headline measures reported below represent a summary of a complex set of data.

⁵ Further Education includes provision delivered in Further Education organisations, sixth form colleges, independent training organisations, local authorities and other providers. This includes programmes such as Apprenticeships but excludes Adult Community Learning.

⁶ Benefit claimants are defined as claimants on Jobseeker's Allowance (JSA) (including Training Allowance (TA)), Employment and Support Allowance (ESA), Income Support (IS), Incapacity Benefit (IB), Passported Incapacity Benefit (PIB), Severe Disablement Allowance (SDA), and Pension Credit (PC). Further information on benefit types can be found at www.gov.uk/dwp. Universal Credit (UC) claimants are not included in this publication; see 'Universal Credit claimants' on page 25 for further information.

6. This document presents the main tables, with commentary. Supplementary tables can be found at: www.gov.uk/government/organisations/department-for-business-innovation-skills/series/further-education-for-benefit-claimants. These tables include further detail such as breakdowns of some of the main tables for those aged 19-24 and by JCP District.

Important notes

7. The match rates for ILR-WPLS have been high and consistent over time although will rarely reach 100% for the following reasons:
- Some learners will not have a benefit and/or employment record.
 - Due to data quality issues and data mismatches, not all learners who have a benefit and/or employment record may be picked up by the data matching process.

This means that absolute figures presented in this publication from matched data will undercount total volumes. For the authoritative sources of information on total volumes on benefits and in learning, please refer to the following headline publications:

For statistics on post-16 education and skills:

www.gov.uk/government/publications/learner-participation-outcomes-and-level-of-highest-qualification-held

For statistics on benefit caseloads and flows data:

www.gov.uk/government/collections/dwp-statistics-tabulation-tool

8. Note: It is not possible to directly compare 2013/14 Learner figures with earlier year's information from Provider-recorded Learners due to the changes outlined on page 20. However, figures based on Claimants, Benefit Spells and Learning Aims are not affected by any methodological changes in this Official Statistics first release and so are suitable for comparison.

Contact details

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Or view our websites at:

www.gov.uk/dwp

www.gov.uk/bis

Results

Overview

10. There have been increases in all key measures of Further Education training for benefit claimants between the academic years 2012/13 and 2013/14 (see Table 1).

In terms of benefit claimants:

- The number of benefit claimants starting Further Education training increased by 3.2 per cent from 645,800 in 2012/13 to 666,700 in 2013/14. However, there was a decrease of 1.3 per cent from 171,100 in 2012/13 to 168,900 in 2013/14, for those aged 19-24 years (see Table 9 in supplementary tables).
- The number of benefit spells with training increased by 3.3 per cent from 668,700 in 2012/13 to 690,800 in 2013/14. There was a decrease of 1 per cent from 177,400 in 2012/13 to 175,600 in 2013/14, for those aged 19-24 years.

In terms of learning aims:

- The number of learning aims started by benefit claimants increased by 8.8 per cent from 1,544,200 in 2012/13 to 1,680,800 in 2013/14.

Table 1: Overview of Further Education Training for Benefit Claimants by Academic Year, aged 19-64

Unit	2009/10	2010/11	2011/12	2012/13	2013/14
Claimants Starting FE Training	482,600	379,800	464,400	645,800	666,700
Benefit Spells with Training	500,600	397,700	477,500	668,700	690,800
Learners on Benefits at the Start of Learning ²	-	-	-	-	676,000
Learning Aims	929,000	839,300	1,110,300	1,544,200	1,680,800

Source: ILR-WPLS Matched Data

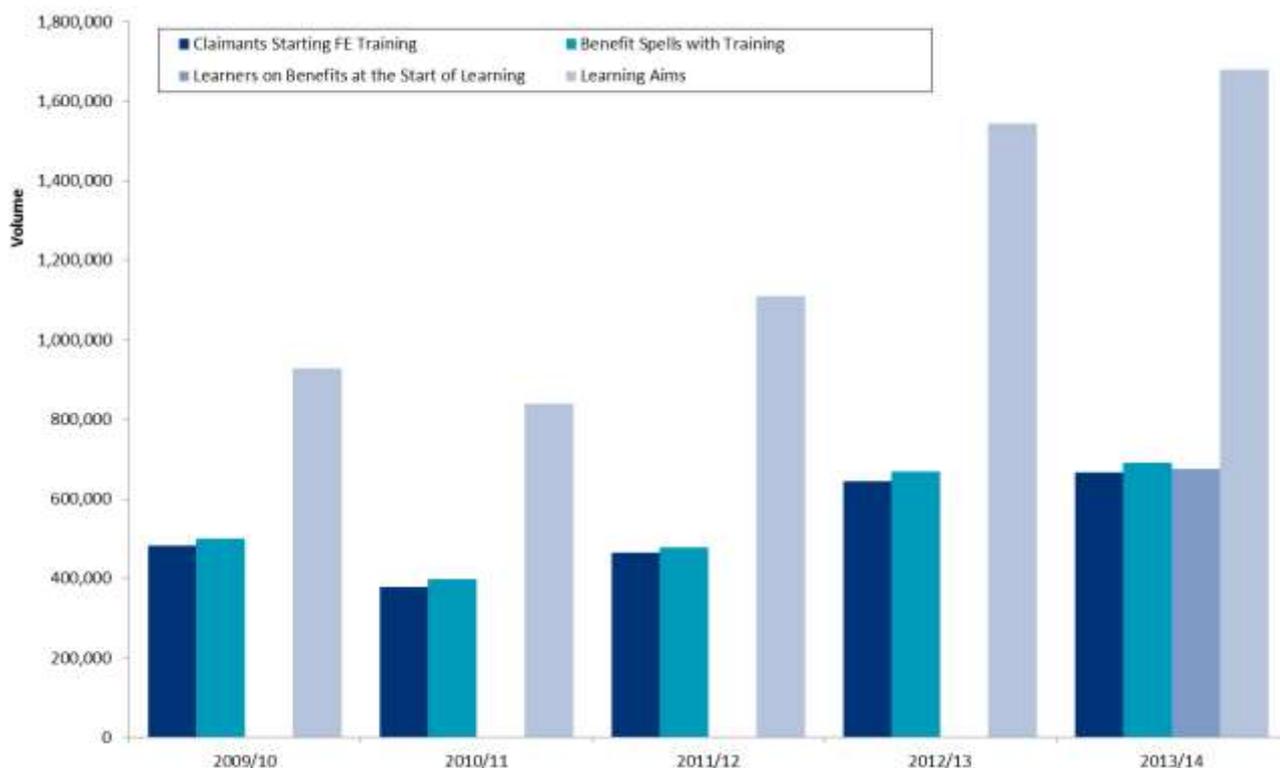
1. See Glossary for definitions of measurement units.

2. See paragraph 8 in the Introduction for more information on this new measure.

11. The figures indicate that very few claimants have more than one benefit spell with training in an academic year. Figures for the 2013/14 academic year show that claimants studied an average of 2.5 aims, up from 2.4 in 2012/13.

12. The trends in the data between 2009/10 and 2013/14 will reflect changes in economic conditions and the changing skills provision in response (see 'Extra Information' on page 20 for further detail). All measures decreased in the academic year 2010/11 compared to the previous year. In 2013/14, however, all key measures increased to their highest level to date, as shown in Graph 1 below.

Graph 1: Overview of Further Education Training for Benefit Claimants by Academic Year



Benefit Spells with Training

13. There were 690,800 benefit spells with training in the 2013/14 academic year, an increase of 3.3 per cent from the previous academic year, the highest level over the period examined.
14. The overall proportion of benefit spells with training for all age groups increased from 8.1 per cent in 2012/13 to 9.7 per cent in 2013/14 (see Graph 2) and from 10.4 to 12.9 per cent for the 19-24 age group. The increase has been driven by a decline in the number of 'All benefit spells' and a much greater proportion of training started during a JSA benefit spell.
15. The proportion of JSA benefit spells with training for all age groups increased from 13.1 per cent to 16.3 per cent (see Table 2). The proportion of JSA benefit spells with training for the 19 to 24 age group increased from 12.4 per cent to 15.5 per cent (see Table 9)

Graph 2: Proportion of Benefit Spells with Training by benefit type

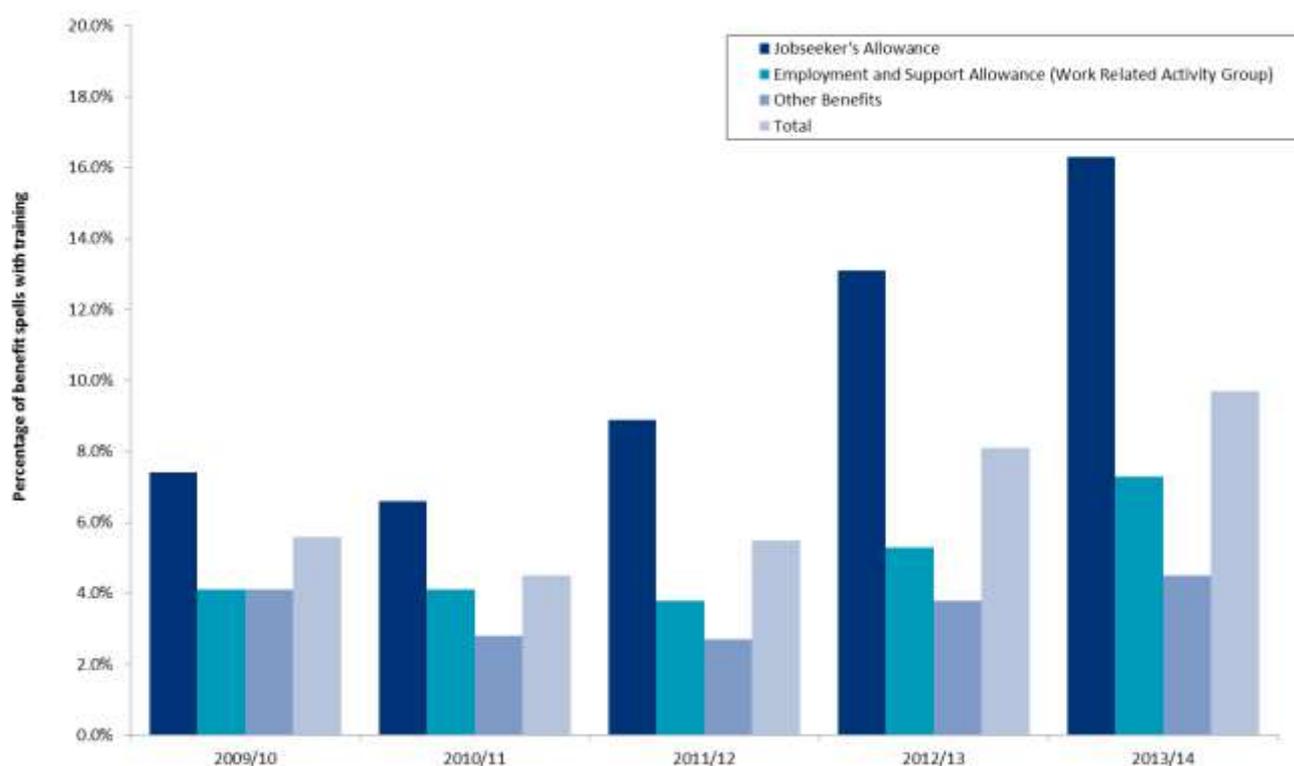


Table 2: Benefit Spells by Benefit Type, Training Status and Academic Year (Benefit Spells with Training)

Benefit Type		2011/12	2012/13	2013/14
Jobseeker's Allowance	Benefit spells with training	342,700	488,400	494,000
	All Benefit Spells	3,842,800	3,717,300	3,025,900
	% with Training	8.9%	13.1%	16.3%
Employment and Support Allowance (Work Related Activity Group)	Benefit spells with training	13,300	25,800	33,800
	All Benefit Spells	351,700	489,900	459,900
	% with Training	3.8%	5.3%	7.3%
Other Benefits	Benefit spells with training	121,500	154,500	162,900
	All Benefit Spells	4,525,700	4,099,300	3,605,200
	% with Training	2.7%	3.8%	4.5%
Total	Benefit spells with training	477,500	668,700	690,800
	All Benefit Spells	8,720,300	8,306,400	7,091,000
	% with Training	5.5%	8.1%	9.7%

1. Benefit spells with training include all training that started in the academic year only. 'All benefit spells' are all spells in the year including those that started in previous years.
2. There may be multiple training spells within each benefit spell.
3. 'All benefit spells' are all spells over the course of the year and are therefore not comparable with the claimant count or other published snapshots of benefit data.
4. Figures may not sum due to rounding.

16. JSA or ESA (WRAG) claims accounted for 76 per cent of benefit spells with training in 2013/14, compared with 77 per cent in 2012/13. This proportion has been broadly increasing over the period examined. This reflects the policy aim for claimants of these two benefit types to attend training and improve their skills.

Matched Learners on Benefit at the Start of Learning

17. Data show that in 2013/14, 28 per cent of learners were on benefit when they started training (see Table 3). This rises to 37 per cent when looking at matched Education and Training Provision learners. [Note: It is not possible to directly compare this figure with earlier year's information due to methodological differences].

Table 3: Matched Learner Starts by Benefit Status and Academic Year (Learners)

		2013/14
Education & Training Provision	All Matched Learners	1,802,600
	of which on Benefit at learning start	667,500
	% on Benefit	37%
Total Provision	All Matched Learners	2,447,000
	of which on Benefit at learning start	676,000
	% on Benefit	28%

Please see the general footnotes page for further information on this table.

1. All matched learners is the number of learners starting at least one aim within the year, regardless of whether the learner was on benefit at the start. See also general footnote 1).

2. The count of Total learners on benefit at learning start will only include apprenticeships where the learner was on benefit at the learning start date.

A measure of the proportion of apprenticeship framework starts by learners on benefit is presented in Tables 20-23, using a more appropriate reference period for this type of learning.

Levels of Learning

18. The majority of learning aims started by benefit claimants were low level. Data for 2013/14 show that most learning started whilst claiming benefit was at Level 1 and Entry level: 64 per cent of all learning aims started whilst claiming benefits were at this level. This increases to 87 per cent for those studied at Level 2 or below.
19. Similarly, of aims started by claimants of JSA or ESA (WRAG), 64 per cent were at Level 1 and Entry level (see Table 4) and also 87 per cent were at Level 2 or below.

Table 4: Level of Learning by Benefit Type 2013/14 (Aims)

Level	All Benefit Types	of which					
				Jobseeker's Allowance and Employment and Support Allowance (WRAG)		Other Benefits	
Entry Level	Entry - Other	259,900	15.5%	196,600	14.8%	63,300	17.7%
	Entry - English	65,600	3.9%	40,600	3.1%	25,000	7.0%
	Entry - Maths	49,000	2.9%	29,200	2.2%	19,900	5.6%
	Entry - ESOL	66,100	3.9%	52,700	4.0%	13,400	3.8%
Total Entry Level		440,500	26.2%	319,000	24.1%	121,500	34.1%
Level 1	Level 1 - Other	548,800	32.7%	480,000	36.3%	68,800	19.3%
	Level 1 - English	34,600	2.1%	20,800	1.6%	13,900	3.9%
	Level 1 - Maths	38,800	2.3%	24,000	1.8%	14,800	4.1%
	Level 1 - ESOL	4,900	0.3%	3,400	0.3%	1,500	0.4%
Total Level 1		627,200	37.3%	528,200	39.9%	99,000	27.8%
Level 2	Level 2 - Other	160,700	9.6%	136,300	10.3%	24,400	6.8%
	Level 2 - English	27,000	1.6%	14,700	1.1%	12,200	3.4%
	Level 2 - Maths	25,200	1.5%	14,200	1.1%	11,000	3.1%
	Level 2 - ESOL	1,700	0.1%	1,100	0.1%	600	0.2%
	Full Level 2	178,900	10.6%	138,300	10.4%	40,700	11.4%
Total Level 2		393,500	23.4%	304,500	23.0%	88,900	24.9%
Level 3	Level 3	12,700	0.8%	7,000	0.5%	5,700	1.6%
	Full Level 3	27,500	1.6%	11,900	0.9%	15,600	4.4%
Total Level 3		40,200	2.4%	18,900	1.4%	21,300	6.0%
	Level 4+	5,600	0.3%	2,900	0.2%	2,700	0.8%
	Unassigned	173,900	10.3%	150,600	11.4%	23,300	6.5%
All Levels		1,680,800	100.0%	1,324,100	100.0%	356,700	100.0%

1. Unassigned courses are largely mandatory aims taken to compliment academic studies, for example tutorial sessions.

2. For further information on different levels of qualifications see www.gov.uk/what-different-qualification-levels-mean

3. 'Other Benefits' includes: Other Employment and Support Allowance, Incapacity Benefit, Income Support, Severe Disablement Allowance, Pension Credit, Passported Incapacity Benefit.

4. 'Other' qualifications cover a wide range of subject areas including, but not limited to, Preparation for Life and Work, Information and Communication Technology, Science and Mathematics, Construction, etc.

5. Figures may not sum due to rounding.

Highest Level of Learning

20. Final full year data for 2013/14 show that 88 per cent of benefit claimants undertaking training studied at Level 2 or below as their highest level. This proportion is slightly higher when just looking at those on just JSA or ESA (WRAG) at 90 per cent.
21. Assessing the highest qualification level studied for by JSA and ESA (WRAG) claimants the data for 2013/14 show that:
- 58 per cent studied at Level 1 and Entry.
 - 32 per cent studied at Level 2.

Of those on other benefit types:

- 49 per cent studied at Level 1 and Entry.
- 32 per cent studied at Level 2.

Table 5: Highest Level of Learning by Benefit Type 2013/14 (Learners)

Level	All Benefit Types		of which			
			Jobseeker's Allowance and Employment and Support Allowance (WRAG)		Other Benefits	
Entry Level	160,300	23.7%	117,700	22.8%	42,600	26.8%
Level 1	217,400	32.2%	181,900	35.2%	35,500	22.4%
Level 2	217,100	32.1%	166,100	32.1%	51,000	32.1%
Level 3	34,700	5.1%	16,000	3.1%	18,700	11.8%
Level 4 +	5,000	0.7%	2,600	0.5%	2,400	1.5%
Other Level	41,500	6.1%	33,000	6.4%	8,500	5.4%
All Levels	676,000	100.0%	517,300	100.0%	158,800	100.0%

Please see the general footnotes page for further information on this table.

2. For further information on different levels of qualifications see www.gov.uk/what-different-qualification-levels-mean

Levels of Learning Aim by Referral Route

22. Final full year data for 2013/14 show that 35 per cent of learning aims started in this period were through Jobcentre Plus referrals to training, an increase from 23 per cent in 2012/13. This has been driven by an increase in referrals to training through Skills Conditionality and sector-based work academies, along with improvements in the quality and timeliness of the recording of JCP referrals.
23. Assessing the qualification level studied, the data for 2013/14 show that for those aims referred through Jobcentre Plus:
- 68 per cent were at Level 1 and Entry level, a decrease from 72 per cent in 2012/13.
 - 19 per cent were at Full Level 2 or Level 2, a decrease from 23 per cent in 2012/13.

Of those aims that were started voluntarily or signposted:

- 61 per cent were at Level 1 and Entry level, a decrease from 67 per cent in 2012/13.

- 25 per cent were at Full Level 2 or Level 2, a slight increase from 24 per cent in 2012/13.

Table 7: Level of Learning for JSA & ESA (WRAG) Claimants by Referral Route 2012/13 and 2013/14 (Aims)

Level	Jobseeker's Allowance and Employment and Support Allowance (WRAG)					
	2012/13			2013/14		
	All	JCP referred	Signposted / self-referred	All	JCP referred	Signposted / self-referred
Entry - Other	150,000	34,200	115,800	181,900	70,500	111,300
Entry - English and Maths	47,700	8,400	39,300	61,000	16,500	44,500
Entry - ESOL	44,300	9,600	34,700	49,500	13,900	35,600
Level 1 - Other	482,800	129,500	353,200	454,900	184,300	270,600
Level 1 - English and Maths	38,200	5,300	32,900	39,900	7,700	32,200
Level 1 - ESOL	4,000	400	3,600	3,200	400	2,700
Level 2 - Other	109,500	32,000	77,500	128,000	44,400	83,600
Level 2 - English and Maths	19,200	2,500	16,700	20,500	3,400	17,000
Level 2 - ESOL	1,200	100	1100	1,000	100	900
Full Level 2	137,500	25,000	112,500	134,900	34,700	100,200
Level 3	11,700	1600	10,100	5,600	600	5,000
Full Level 3	16,200	500	15,700	11,300	600	10,700
Level 4+	2,900	100	2,800	2,600	100	2,400
Unassigned	58,700	9,800	48,900	145,900	52,400	93,500
All Levels	1,123,800	259,000	864,800	1,239,900	429,700	810,300

1. The Individual Learner Record (ILR) does not record the route of referral. Estimates are made by matching aim starts recorded on the ILR with referrals to training provision as recorded by Jobcentre Plus advisors on the Labour Market System (LMS). Where an aim start cannot be matched to a LMS referral, it is classified as self-referred or signposted. For further information please see 'Explanatory notes for Table 7' in the 'Extra Information' section of the publication.

2. 'Other Benefits' includes: Other Employment and Support Allowance, Incapacity Benefit, Income Support, Severe Disablement Allowance, Pension Credit and Passported Incapacity Benefit.

3. Dash represents a value lower than 50.

4. 'Other' qualifications cover a wide range of subject areas including, but not limited to, Preparation for Life and Work, Information and Communication Technology, Science and Mathematics, Construction, etc.

5. Unassigned courses are largely mandatory aims taken to compliment academic studies, for example tutorial sessions.

6. For further information on different levels of qualifications see www.gov.uk/what-different-qualification-levels-mean

7. Figures may not sum due to rounding.

Traineeships

24. In 2013/14 there were 2,900 traineeships started whilst the learner was claiming benefit. Of these, 2,600 were claiming JSA or ESA (WRAG) and 300 were claiming other benefits.

Supplementary Tables

25. The list below shows supplementary tables which are available as part of this publication. These additional tables include further detail such as a breakdown of some of the main tables for those aged 19-24 and by JCP District. Tables are available at www.gov.uk/government/collections/further-education-for-benefit-claimants

- Table 9** Overview of Further Education Training for Benefit Claimants by Academic Year 2013/14 (19-24)
- Table 10** Benefit Spells by Benefit Type, Training Status and Academic Year (19-24 year olds) (Benefit Spells with Training)
- Table 11** Matched Learner Starts by Benefit Status and Academic Year (19-24 year olds) (Learners)
- Table 12** Level of Learning by Benefit Type (19-24 year olds) (Aims) 2013/14
- Table 13** Highest Level of Learning by Benefit Type (19-24 year olds) (Learners) 2013/14
- Table 14** Benefit Spells by Benefit Type, Training Status and JCP District 2013/14 (Benefit Spells with Training)
- Table 15** Level of Learning for JSA & ESA (WRAG) Claimants by Referral Route (19-24 year olds) (Aims) 2013/14
- Table 16** Aims by Monthly Starts 2009/10 - 2013/14 (Aims)
- Table 17** Planned Duration of Aims by Benefit Type 2013/14 (Aims)
- Table 18** Point During Benefit Claim when Training Started (Benefit Spells with Training)
- Table 19** Demographic Summary of Learner Starts by Benefit Type 2013/14 (Learners)
- Table 20** Apprentices aged 19-64 who Claimed Benefits before Training by Benefit Type, Level and Academic Year (Framework starts)
- Table 21** Apprentices aged 19-64 who Claimed Benefits before Training by Benefit Type, Level and Academic Year (% of all Framework starts)
- Table 22** Apprentices aged 19-24 who Claimed Benefits before Training by Benefit Type, Level and Academic Year (Framework starts)
- Table 23** Apprentices aged 19-24 who Claimed Benefits before Training by Benefit Type, Level and Academic Year (% of all Framework starts)

Extra Information

Related Statistics

Statistics on Skills Conditionality and sector-based work academy (pre-employment training) starts can be found at:

www.gov.uk/government/collections/pre-work-programme-and-get-britain-working

Statistics on all Further Education can be found at:

www.gov.uk/government/collections/further-education

Future Publications

The series is intended to be updated once a year. The next publication, looking at data for the 2014/15 academic year, will be published in 2016.

The publication date will be confirmed on the UK Statistics Authority's Publication Hub (www.statistics.gov.uk/hub) prior to the publication.

Context

The data presented covers the period from 2009/10 to 2013/14. Over this time, changes in economic conditions have resulted in a higher volume of benefit claimants and changing skills provision in response. There have also been changes to:

- how claimants are referred from Jobcentre Plus from August 2011 (Skills Conditionality); and
- the structure of the benefits system including the withdrawal of Incapacity Benefit, the introduction of Employment and Support Allowance and the movement of lone parents with older children to Jobseeker's Allowance.

The patterns observed in Further Education training for benefit claimants are therefore greatly affected by the context within which they are set.

Policy changes affecting the 2013/14 figures

In 2013/14, the government maintained a focus on support for people who are unemployed, in order to equip them with the skills to help them enter and progress in sustainable employment. BIS and DWP continued to work to promote improvement in how the skills and employment systems worked together to identify and address the skills barriers faced by unemployed people. This continued emphasis on better local partnership working between Jobcentres, employers and skills providers is likely to have helped sustain a continuation of the rising trend in numbers of recipients of Jobseeker's Allowance and Employment Support Allowance (Work-Related Activity Group) undertaking learning while on benefit.

Specific reforms to the welfare regime in Jobcentres during 2013/14 may also have served to support a continuing increase in unemployed learner numbers, with:

- skills screening and mandatory referral to training increasingly occurring from right at the outset of a benefit claim;

- a new claimant commitment for Jobseeker's Allowance claimants being introduced in Jobcentres from October 2013, which was intended to lead to better clarify conditions of entitlement and capture job search plans from day one of a claim leading to higher levels of compliance with mandatory activity, including training; and:
- mandatory referral to learning from April 2014 of claimants whose level of spoken English is a barrier to work.

2013/14 may also see an upward impact on learner numbers from the full-year implementation of the January 2013 decision that Skills Funding Agency would fund qualifications in food hygiene, health and safety at work, fork-lift truck and first aid at work for individuals in receipt of JSA and ESA (WRAG).

Revision policy

After data has been published for the full academic year, it is not anticipated that it will be revised again unless a decision is made to implement improvements to the definitions or methodology. When this happens previously published full year data will be revised, where possible, to allow comparisons to be made on a consistent time series.

Changes in this release

For the 2013/14 publication of the Further Education for Benefit Claimant Official Statistics, an improvement to the ILR has enabled production of a better count the number of unique learners in Further Education. This contrasts to the previous measure of 'Provider-recorded Learners' used in previous publications, which could only be used to identify unique learners at each provider and therefore would include an individual more than once, if they attended more than one training provider. For this reason, it is not advisable to compare the statistics looking at the numbers of Learners in 2013/14 to the 'Provider-recorded Learners' measure contained within this, and previous publications of the Further Education for Benefit Claimant Official Statistics.

Jobcentre Plus geography

The JCP district structure used in Tables 6 and 14 is the latest structure as of the 1st April 2015. From the 1st April 2015, Thames Valley District has been disbanded and the offices within that District have moved to Surrey and Sussex District, and Gloucestershire and West of England District. Those Districts have been renamed; Berkshire, Surrey and Sussex District and Avon, Severn and Thames District.

Explanatory notes for Table 7 - Measuring learning aims undertaken by benefit claimants following a (mandatory) referral from Jobcentre Plus (JCP)

1. Official statistics on referrals and starts to Skills Conditionality can be found at the following link:

www.gov.uk/government/statistics/pre-work-programme-support-mandatory-programmes-may-2011-to-feb-2015

2. These statistics are based on information recorded by Jobcentre Plus (JCP) advisers on the JCP Labour Market System (LMS). Data on both referrals and starts are recorded.
3. A referral is recorded on the date the claimant is referred to training provision. Similarly, a start is recorded on the date the claimant commenced training provision, based on information reported to JCP by Further Education colleges and training providers⁷. The training provision can be made up of more than one learning aim. The data on Skills Conditionality training starts relates to Great Britain and include all ages (16-64).
4. Table 7 in this release contains statistics on learning aim starts by referral route. The purpose of this table is to present information on the number of learning aim starts within scope of this publication (SFA funded training, excluding Community Learning) that are referred by JCP (specifically referrals to Skills Conditionality, ESOL, basic skills training and Sector Based Work Academies pre-employment training). It also shows the number that are not referred by JCP (self-referred or signposted) for benefit claimants aged 19-64 in England only.
5. The ILR does not record the route of referral for learning aims started by benefit claimants. Estimates are therefore made by matching referrals (of the specific types noted above) to training provision recorded by JCP advisors on the LMS with aim starts recorded on the ILR.
 - Referrals and aim starts are considered to be a match where a referral is recorded up to 13 weeks before or 2 weeks after the aim start date (the 2 weeks after is to take into account of inaccurate recording), and the learner was in receipt of JSA or ESA (WRAG) on the aim start date.
 - It is possible for multiple aim starts to be matched to a single referral, i.e. individuals can start more than one aim following a single referral.
 - Where an aim start cannot be matched to a referral, it is classified as self-referred or signposted.
6. The figures in the two publications are not directly comparable due to the difference in scope (for example – age range and geographic coverage) and because they use different measurement units (aims for which a matched referral was found (in this publication), compared to referrals for which a start was recorded (in the Skills Conditionality statistics)).

⁷ Colleges/providers will notify JCP when a learner attends training by returning a REF2JP form or referral list (depending on locally agreed practices). On this form there is also the option to state that the individual did not attend.

Annex – Matching Process, Data Coverage and Quality

Datasets

1. The statistics in the publication are produced using the ILR-WPLS matched dataset:
 - Individualised Learner Record (ILR) contains information on Skills Funding Agency funded FE provision from 2002/03 to 2012/13.
 - Work and Pensions Longitudinal Study (WPLS) is a long established dataset which comprises DWP benefit data and earnings and employment data from HMRC:
 - P45 employment data collated by HMRC from income tax records from 1998/99.
 - P14 earnings data collated by HMRC from tax processing from 2003/04.
 - National Benefits Database (NBD) covering benefit records from 1999.

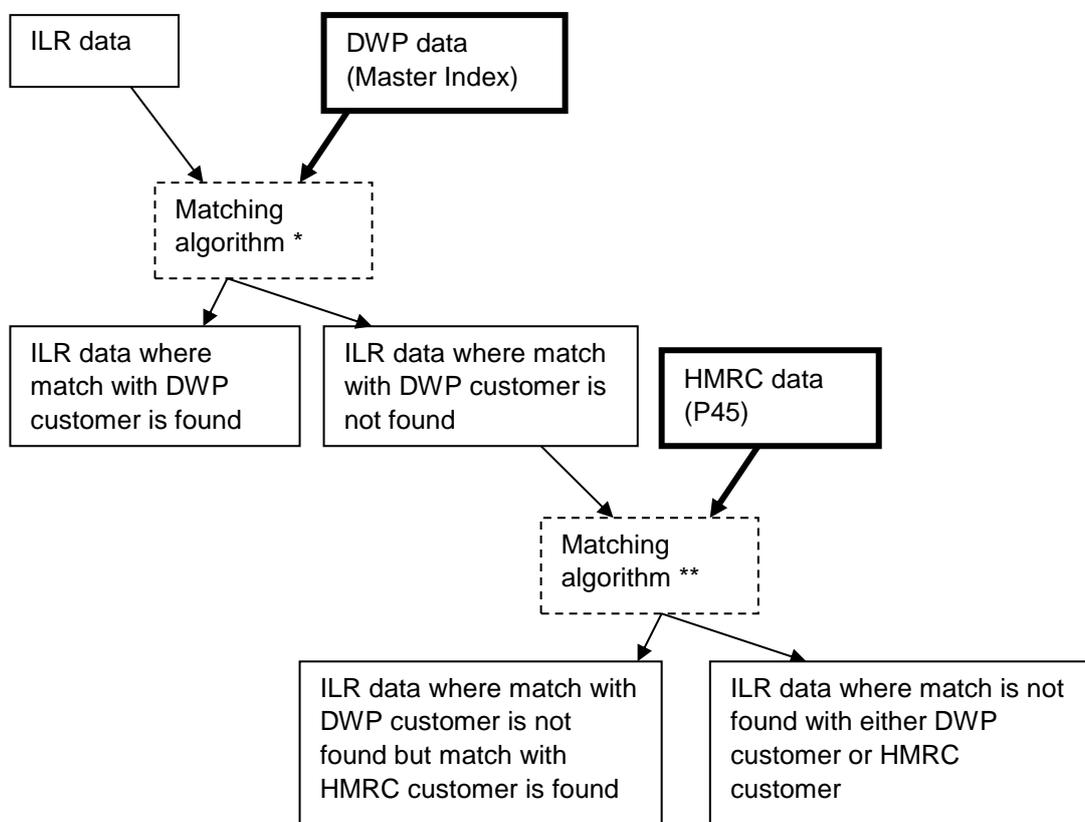
Matching Process

2. The match is carried out by DWP's Information Exploitation and Security Directorate working in partnership with BIS, DWP Partnerships Division and the FE Data Service to ensure data is transferred efficiently and securely, and appropriate quality assurance is carried out prior to the data being used.
3. The match relies on a mixture of National Insurance Number (NINO) and fuzzy matching using personal details as described below.
4. The ILR has been matched to the DWP Master Index⁸ and HMRC P45 data using NINO and five personal details fields: Initial of Forename, Soundex⁹ of Surname, Date of birth, Postcode Sector and Gender.
5. For a match to be counted one of the following criteria must have been met:
 - NINO matches and at least 3 of personal details match; or
 - NINO does not match but FIRST TWO letters of forename, Soundex of surname, date of birth all match, plus one of either gender or postcode; or
 - NINO does not match but date of birth, gender and FULL postcode (i.e. not postcode sector) all match.
6. The records are then coded to indicate the strength of the match using a traffic light system. The strongest match is where there is a direct match on the National Insurance Number and three or more personal detail fields, with the weakest accepted match where date of birth, gender and full postcode match.
7. The matching algorithm, based on established processes, was developed through an iterative process and has been fully tested for accuracy.

⁸ The DWP Master Index and HMRC P45 datasets are subsets of the WPLS dataset.

⁹ SAS function which turns a surname into a code representing what it sounds like, which allows some flexibility for different spellings. For example Wilson=Willson.

8. Currently there is no attempt to rematch learners who have failed to match in the past, although the latest employment and benefit data for those learners who previously matched is transferred each quarter.
9. The flow diagram below illustrates the steps taken in the overall matching process:



10. DWP analysts are given access to DWP customer data, HMRC data for DWP customers, and ILR data for DWP customers for cases where a match is found at *.
11. BIS analysts are given access to DWP customer data for cases where a match is found at * and HMRC data for cases where a match is found at either * or **.
12. All records accessed for analysis are anonymous so that individuals cannot be identified. The personally identifying records used in the actual matching process are accessed under strict security controls.

Match Rates

13. The match rate of individuals on the ILR to DWP and/or HMRC records has consistently been around 90 per cent. For 2013/14, 93 per cent of individuals on the ILR were matched to DWP and/or HMRC records.

Potential issues with the match

14. The match rate is fairly stable across a range of demographics. There are though certain groups for which the rates are marginally poorer than overall.

15. Match rates are poorer for the 'White Other' ethnic group. A large proportion of this category are non-UK nationals and as such less likely to have interacted with the employment and benefits system. There is also a lower match rate for the Chinese ethnic group. We believe this is partly due to the difficulties of matching Chinese names.
16. The youngest learners also have a slightly poorer match rate. It's probable that this is due to them being less likely to have been in employment or on benefit. If they have been in employment they are more likely to be low earners and so less likely to be in the PAYE tax data.
17. Offender learning is recorded in the ILR. Often no personal details are collected or the learner postcode is set to the prison or parole office for offenders learners. This means very few offenders will match and the quality of the match is much lower than average when a match is found.

Data Coverage and Quality

18. Once the match is established, the next step is to merge the different data files (employment, benefits, and learners) on the basis of the person level record linkage defined by the matching. The coverage of the different datasets is set out below.

Benefit Data

19. Benefit data are taken from the underlying payments systems and are supplemented by the information entered by Jobcentre advisers. The data therefore captures basic information accurately, but non-compulsory fields in either the labour market system or the payment system may be incomplete. Due to the size and technical complexity, these systems are not accessed directly, but at regular intervals scans are taken that build up a longitudinal picture from repeated snapshots of the data.
20. Start dates are entered on to the system and are accurate dates of benefit payment, thus provide certain timing and duration of benefit claim. However, while JSA dates have very few discrepancies, due to the way the data is scanned the end dates recorded for other benefits may diverge to some extent from the events they are recording. The potential discrepancy varies from up to two weeks for ESA to up to six weeks for IB.

Universal Credit claimants

21. The National Benefits Database (NBD) does not currently include any information relating to claims to Universal Credit. This means that Universal Credit claimants are not included in the matched ILR-WPLS dataset, and this statistics publication does not include any learning aims started by individuals whilst on Universal Credit.
22. During the 2013/14 academic year which is the scope of this publication, the extent of this under-reporting of training for benefit claimants is expected to be small as Universal Credit was only rolled out in pathfinder areas from April 2013 and the North

West from June 2014. As at July 2014, there were 7,500 Universal Credit claimants with 5,200 recorded as being out of work and in receipt of Universal Credit.

23. Further work is being undertaken to assess whether Universal Credit claims can be brought into the matching dataset to allow future publications to include training undertaken by Universal Credit claimants.
24. For more information on the number of starts to Universal Credit, and the current caseload, please see the latest official statistics publication:
www.gov.uk/government/collections/universal-credit-statistics

Employment Data

25. The employment and earnings administrative data largely covers only those who pay tax through PAYE through employer submission of P45 and P14. The core purpose of this process is to collect tax from those who are eligible to pay it through this mechanism, as such there is not complete coverage due to the taxation system. Individuals who are low earners and fall below the tax threshold may not be included if their records are not included in the data provided to HMRC, although for large employers these are thought to be included due to methods of data transfer.
26. In addition any earnings recorded through Self Assessment (SA) will not be in the data. The lack of SA data means that the self-employed will not be in the data and the earnings of the highest paid are likely to be underestimated as they are most likely to have additional earnings recorded through SA.
27. For the purposes of collecting taxes accurate start dates are not required, just the fiscal year and earnings. Therefore a number of returns are found to be missing start dates due to the employer not forwarding a timely P45. The default dates recorded in the dataset are either 6th of April (the first day of the tax year), or where only an end date is known as the day before that end date. Similarly for records where the employment is known to have come to an end within a tax year but the end date is not known the record is given a default 5th April end date, the last day of the tax year.
28. In addition there are several instances of duplicate start dates where more than one employment spell starts on the same day, or conversely duplicate end dates where more than one employment spell ends on the same day. These may arise from administrative processes occurring within HMRC, e.g. in relation to tax credits.

Learner data

29. The Skills Funding Agency requirements for personal data vary by the type of provision provided. For work based learning National Insurance Number is recorded for more than 90% of learners compared to around 20% for Education and Training.
30. Other personal details fields have high completion rates although there is some use of defaults where information is not known and particular groups such as offender learners have information withheld.

31. The dates of learning can be assumed accurate to within a week. Key data fields are tied to funding therefore there is a strong incentive for providers to ensure the information returned is accurate.
32. As the data sharing only covers Skills Funding Agency funded learning it does not include learning done outside of England and it also excludes learning funded through the Higher Education route.

Time lags

33. All data used in this process is drawn from administrative sources, which take time to process and collate. There are therefore lags between the reference period and availability of the dataset for analysis.

Benefit data taken from the National Benefits Database has lags in completeness. Additional clerical claims, appeals and other complex situations add to the changes in later versions of the database. This retrospection in the data means initial records appear after three months while the timescale for complete data is approximately six months.

Employment data is matched to DWP data on a regular basis. There are cleaning rules applied to this data, which identify old records when updated with new information. As new information can come through about a job after it has ended this is a source of constant change, although the data is considered complete after six months.

Learner data is collated from returns by colleges with the provisional data collected to date generally published on a quarterly basis. Returns are not generally complete until up to six months after the end of the academic year, which runs from 1st August to 31st July.

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This publication available from www.gov.uk/bis

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BIS/15/360