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Evaluation of the EMA National Roll-out

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Evaluation of the EMA National Roll-out – Final Report

Year 1 evaluation and measurement of impact on participation and progress towards LSC targets

RCU ref. 05.341

2007

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Introduction

Responsibility for Education Maintenance Allowance (EMA) transferred from the Department for Education and Skills (DfES) to the Learning and Skills Council (LSC) in 2004. Prior to that the DfES had piloted EMA in a number of areas and conducted extensive research to assess the impact of the allowance. The EMA pilots were introduced to assess whether offering a monetary allowance to young people from low income families would encourage them to remain in learning after the end of compulsory education. The pilots began in September 1999 by introducing four models of the main EMA in 15 LEAs. EMA was extended to a further 41 areas in 2000/01, therefore operating across about a third of England in total. Young people in the pilot areas whose parents' income did not exceed £13,000 per annum were entitled to receive a weekly allowance of £30 to £40 per week during term time. For those with a parental income of between £13,000 and £30,000 (£13,000 and £20,000 for London pilot), EMA was progressively tapered, down to a minimum of £5 per week. In addition, two sets of bonuses were available to EMA recipients: (1) termly bonuses were available to all EMA recipients to encourage them to remain in education, and (2) achievement bonuses for those who met their learning goals.

The evaluation of the EMA pilots was conducted by a consortium led by the Centre for Research into Social Policy (CRSP) and involving the Institute for Fiscal Studies (IFS) and the National Centre for Social Research (NatCen). The main aims of the evaluation were to assess the impact of EMA on participation, retention and achievement in post-16 education. The design of the evaluation was a longitudinal cohort study. This involved large surveys of random samples of young people in ten of the original 15 EMA pilot areas and 11 control areas. The study concluded that the allowance had resulted in an increase in post-16 staying-on rates of approximately 6 percentage points.

The national roll-out took place in 2004/05 as an income-assessed allowance of up to £30 a week (in three bands from £10 a week) which was made payable to successive cohorts of 16 year olds who were continuing into post-16 education and met certain family income criteria. The allowance does not affect other benefits a family might be receiving. Following evidence of the effectiveness of the approach in the pilots, the allowance combines a weekly payment (linked to attendance) and bonuses for continued participation. The pilots tested varying levels of EMA support which meant that the providers were starting from different status quo in those areas.

The LSC commissioned **RCU** to evaluate the national roll-out using a combination of perceptions research with learning providers and EMA recipients and an analysis of existing learning and management information datasets. Please note that this evaluation focuses on EMA national roll-out in 2004/05, prior to the extension of EMA to E2E learners and Programme Led Apprentices.

Methodology

The evaluation of the EMA national roll-out included three main strands of research.

1. Perceptions research with a sample of EMA recipients
2. Perceptions research with a sample of learning providers
3. Data-based desk research on learner datasets into the impact of the roll-out

The perceptions research with EMA recipients was conducted by means of a telephone survey using a questionnaire designed by RCU in consultation with the LSC. A copy of the survey questionnaire can be found in the Appendix. The LSC supplied RCU with contact details of learners who had received an EMA in the national roll-out year 2004/05. From this database, RCU selected a sampling frame of 3500 EMA recipients with a target of completing 2000 interviews. The sample represented a cross-section of EMA recipients and was structured to ensure coverage of the whole country. The interviews with recipients were carried out by PH Research Services, a specialist field research organisation, under RCU supervision. On completion of the survey, the final sample was compared with the full national EMA dataset and, where appropriate, weightings have been applied in the analysis to adjust for any differences.

The perceptions research with learning providers was conducted by means of a postal questionnaire. Again, LSC provided RCU with a database containing contact details of FE colleges (including sixth form colleges), schools with sixth forms and non-standard institutions[1] (NSIs). The initial sample included all FE colleges (385) all NSIs (121) and a sample of 312 schools. The postal questionnaires were sent to the Principal or Head of Organisation in colleges and NSIs and the Head of sixth form in schools. The covering letter, signed by the LSC's Head of EMA Unit, requested that the survey be completed by someone who was closely involved in EMA and had an understanding of the impact of EMA on the institution's learners. A total of 375 completed questionnaires were received giving an overall response rate of 46%. This is a high response rate for a survey of this kind.

The third strand of the project was data-based desk research on learner datasets into the impact of the roll-out. Data sources for this analysis include the FE QSR 2004/05 (matched with EMA flag) and LSC Matched Dataset (Fischer Family Trust) 2004/05.

In the report, text in *blue italics* normally represents a direct quote from the questionnaire prompts and plain blue text represents direct quotes from respondents.

[1] NSIs comprise a diverse range of specialist colleges, schools and training organisations. Examples include Sage Academy of Performing Arts, RNIB Redhill College and the Pitman Training Centre.

Executive Summary

EMA Recipients Survey

2000 recipients of EMA were interviewed by telephone. The sample represented a cross-section of recipients and was structured to ensure coverage of the whole country. (Page 2)

The analysis revealed a correlation between EMA payment band and level of study whereby those receiving the highest payments were more likely to be taking lower level courses. This in turn reflects the known correlation between socio-economic status and school achievement. (Page 13)

Most respondents (95%) thought it had been very easy or quite easy to find out about EMA. The main sources of information were teachers and tutors although parents/guardians had also played a very important role for many recipients. (Pages 15 and 16)

Less than half the parents were thought to have heard of the EMA scheme when it was first mentioned by the learner. However, most respondents thought their parents had a good understanding of EMA by the time they applied for the award. (Page 18)

85% of respondents said their parents had supported their decision to continue in learning. However, more than three-quarters believed parental support had been stronger because of the EMA scheme. (Pages 19 and 20)

Most believed they would have stayed in learning if they had not received an EMA but many said they would have had to earn more money. (Page 21)

6% of respondents said they would not have continued in learning without EMA. Extrapolating this percentage nationally, it would indicate that over 18,500 young people were retained in learning in 2004/05. (Page 22)

Those in the lower EMA payment bands (£10 and £20) were only half as likely as those on the highest payment band (£30) to say they would not have continued. Band 3 awards (£10) appear to have little overall impact on participation rates. (Page 23)

Most respondents felt they had a good understanding of EMA when they first applied although those on lower level courses were more likely to say they knew little or nothing about the system of payments, bonuses and stoppages. (Page 23)

Those learners who felt the most confident about their knowledge of the EMA scheme were also the most likely to believe their parents had a good understanding of EMA. (Page 26)

Those on the lowest payment band (£10) were slightly more likely than other recipients to have finished their course. This may be related to level of study or prior attainment rather than EMA issues. (Page 27)

Overall, 16% of those who completed their course believed they would not have done so without EMA payments although this figure rose to over 20% among those who had taken courses at Level 2 or below. (Page 28)

Among those who had left their course before the end, the most likely reason for leaving was the need to earn more money although many said they would have left sooner without EMA payments. (Page 29)

Around two-thirds of respondents agreed that the EMA bonus system made them work harder and the same proportion said they attended more lessons because of the EMA attendance rule. (Page 30)

Those who felt parental support for continuing in education had been strengthened by the EMA scheme were the most likely to have been motivated by the bonus system and attendance rule. This may reflect socio-economic factors/family income levels. (Page 32)

Over 90% of respondents believed the rules for EMA payment stoppages and bonuses were fair. (Page 33)

Well over half the respondents had part-time jobs as well as receiving an EMA although the majority of these said they would have had to work more hours if they had not received an award. Three-quarters of those who did not have a job said they would have had to find one if they had not got an EMA. (Page 31)

Well over half the respondents said EMA payments were their main source of spending money although this rose to two-thirds among those who had received the £30 award.
(Page 34)

According to the young people surveyed, EMA was mainly used to cover course related costs, such as transport and materials. (Page 35)

A quarter of respondents said that EMA payments helped with family spending although this rose to almost a third among those receiving the £30 award. (Page 36)

Providers Survey

375 respondents from FE colleges, schools with sixth forms and Non-Standard-Institutions responded to a postal questionnaire asking for their views the EMA scheme. (Page 39)

Providers had gathered information on EMA from a range of sources although Local LSCs and the EMA website were the most frequently cited sources. (Page 40)

Approaching 90% of providers felt they had been very well or quite well informed about the arrangements for EMA prior the roll-out of the national scheme. (Page 41)

Most providers agreed that national support/guidance and Local LSC support had been effective during the EMA national roll-out. There was slightly less agreement that the Assessment Payment Body (APB) provided effective guidance and support, although to be fair, this had not been part of the APB's remit. (Page 42)

The support providers had received from Connexions appeared to be patchy with strong support in some areas and very little support in others. (Pages 42 and 43)

Many providers were unhappy with the support they had received from feeder schools in terms of raising awareness of EMA and providing learners with application packs.
(Pages 44 and 45)

Most institutions had provided learners with a range of support, including explaining the rules to recipients and their parents and helping with the completion of application forms. FE colleges were more likely than schools and Non-Standard Intuitions (NSIs) to have provided support for learners. (Page 46)

In general, the volume of support provided by organisations was about the same or had increased in 2005/06 compared to the previous year, mainly due to the additional numbers claiming the award. (Page 48)

Providers were most likely to link their learner agreement to EMA on the issues of attendance, assignment work, achievement of targets and completion of the course. They were less likely to link EMA to behaviour and examination entry. (Page 50)

FE colleges were much more likely than schools and NSIs to have evaluated the effectiveness of their systems for administering EMA using complaints/appeals, staff feedback and surveys of recipients. This reflects evidence from parallel national research on the overall use of formal monitoring of learner views by providers. (Page 52)

Just over a quarter of providers had used EMA as an educational tool as part of the curriculum. Opening a bank account was also said to have been an important learning experience for many learners. (Page 53)

The EMA scheme was thought to have increased applications/participation in the majority of FE colleges although only around 40% of schools and NSIs believed this to be the case. (Page 54)

Most FE colleges have seen improvements in in-year retention since the introduction of EMA. Just under half of schools and NSIs had seen an improvement although it was said that retention was less of an issue for many of these institutions. Retention is not currently part of the funding methodology for schools. (Page 55)

Almost three-quarters of FE colleges reported improved retention of learners into the second year of two-year courses but only just over a quarter of schools and NSIs had noted an improvement. (Page 57)

EMA has had a positive impact on learners' attendance and punctuality according to most providers. However less than half the providers had seen improvements in learner behaviour since the introduction of EMA. (Pages 58 and 59)

Fewer than half the providers thought learner attitudes had improved due to EMA. Just over half thought there had been a positive impact on learners' attainment although FE colleges were much more likely than schools and NSIs to have seen an improvement. This may again reflect greater focus on success rates in colleges. (Pages 60 and 61)

The introduction of EMA has served to help reduce the number of young people not in employment, education or training (NEETs) according to just over half the respondents although little more than a third of schools believed this to be the case. (Page 62)

Almost one in five of the institutions that provided work-based-learning had seen a slight or significant drop in applications for this type of provision since the introduction of EMA. However three-quarters believed there had been no change. (Page 63)

The volume of work administering EMA was a real issue for many organisations although the majority believed it was acceptable considering the benefits to learners and their families. There was, however, a great deal of concern among providers about how they would resource the administration of the scheme with the tapering off of funding to support providers. (Pages 63 to 67)

Data Analysis

The analysis focused on the impact of Educational Maintenance Allowance (EMA) on the retention, achievement and success of 16 year-olds on one-year further education courses in 2004/05. This was the year that EMA was rolled out nationally and as a result there was no option of comparing EMA recipients to a control group of learners with identical characteristics. Therefore, the agreed methodology was to compare statistics for EMA recipients to non-EMA recipients with otherwise similar characteristics (home area, level of study etc). In making this comparison it was acknowledged that learners in receipt of EMA began with a lower likelihood of success than non-EMA recipients. This reflects a substantial body of evidence, used to justify the development of EMA, linking educational achievement to family income. (Page 69)

In-year retention was 2.3 percentage points higher on the learning aims of those learners who were in receipt of EMA compared to those who were not, confirming the views of many providers that the award was having a positive impact on learner retention. (Page 71)

Learning aims taken by EMA learners were slightly less likely to be achieved compared to those taken by non-EMA learners. However, the overall success rate on EMA learners' learning aims was 1.2 percentage points higher than the equivalent rate for non-EMA learners. (Pages 72 and 73)

Success rates were higher among EMA learners of both genders compared to those not in receipt of EMA but the difference was greatest among males. (Page 76)

The retention rate was higher for EMA learners across all ethnic groups compared to those who did not receive an award. EMA learner achievement was also higher for most ethnic groups excluding those with White British backgrounds. Success rates were higher for EMA learners across all ethnic groups compared to those not receiving EMA. (Pages 77 to 79)

Retention was higher among EMA learners compared to non-EMA learners at all qualification levels but the difference was greatest at Level 2, where overall retention was comparatively low. Success rates for EMA learners studying on programmes up to Level 2 were higher than for non-EMA learners but were lower at Level 3 due to a lower achievement rate.
(Pages 80 to 82)

The overall success rate on the learning aims of learners who were studying for a Full Level 2 qualification was 76%. There was very little difference in the success rates of EMA and non-EMA learners taking a Full Level 2. (Page 85)

Retention was higher among EMA learners compared to non-EMA learners for most types of qualification but particularly so for lower level and vocational qualifications. Success rates among EMA learners compared to non-EMA learners also tended to be higher on these types of courses. (Pages 86 to 88)

EMA learners taking GCSEs were more likely to succeed than those who did not receive EMA, no matter how many learning aims they were taking. (Page 91)

For AS Level learning aims, success among EMA learners was higher than for non-EMA learners when up to three subjects were being taken. Success rates were lower among EMA learners where four or more AS Levels were being taken. (Page 94)

In the four regions where overall success rates were lowest, EMA learners had higher success rates than non-EMA learners. In the remaining regions, where overall success rates were higher, then the reverse was true. (Page 97)

Retention achievement and success rates were higher among EMA learners at General FE Colleges and Specialist Colleges compared to non-EMA learners. Achievement and success rates were lower for EMA learners at Sixth Form Colleges. (Pages 98 to 100)

Retention, achievement and success rates were analysed by deprivation using the Indices of Deprivation 2004 linked to the learner's home residence as recorded within the Individual Learner Record. Each learner was assigned one of eight bands according to the deprivation level of the super output area in which their home postcode was located. The eight bands used for the analysis ran from band 1 through to band 8 which is least deprived. (Page 101)

The retention rate among EMA learners compared to non-EMA learners was higher across all deprivation bands. There was a general fall-off in retention with increasing deprivation although the fall-off was much less among EMA learners. (Page 101)

Overall, achievement rates increased with deprivation band so that those living in the least deprived areas had the highest achievement rates. For the lowest three bands, achievement was higher for EMA learners compared to non-EMA learners, with the greatest difference among those living in the most deprived areas. (Page 102)

For deprivation band 1 (the most deprived band), success on learning aims taken by EMA recipients was considerably higher than on aims taken by non-EMA learners. This pattern was repeated for the first five bands although the difference steadily decreased. For deprivation bands 6 to 8, success was higher on the learning aims of non-EMA learners. (Page 103)

The overall success rate rose from 71.4% in 2003/04 to 74.6% in 2004/05, an increase of 3.2 percentage points. The increase tended to be greater on learning aims taken by those learners living in more deprived areas. (Page 104)

Overall, the analysis of learner data seems to provide evidence that EMA has had a positive impact on the retention, achievement and success of certain groups of learners. Those benefiting most appear to be from groups that are traditionally associated with lower levels of achievement such as: male learners; learners from minority ethnic groups; those with backgrounds of high deprivation and learners on lower level and vocational courses.

Survey of EMA Recipients

Characteristics of respondents

Figure 1, below, shows the gender breakdown of the EMA recipients interviewed for the survey compared to the breakdown for all EMA recipients in 2004/05. More females than males were receiving EMA although this imbalance was increased in the sample due to the higher response from females. Where there is a significant gender difference in the response to survey questions, a weighting has been applied so that the sample matches the full dataset. Where appropriate, a separate analysis for the two genders has also been produced.

Figure 1: Gender of respondents and all EMA recipients

Gender	Survey respondents	All EMA recipients
Female	59.1%	53.1%
Male	40.9%	46.9%

Source: EMA database

Figure 2, below, shows the age breakdown of the EMA recipients interviewed compared to the breakdown for all EMA recipients in 2004/05. Again where responses to questions varied with age, sample weightings have been applied and a separate analyses produced.

Figure 2: Age of respondents and all EMA recipients

Age	Survey respondents	All EMA recipients
16	56.1%	67.3%
17	33.2%	24.0%
18	10.4%	7.7%
19	0.3%	0.6%

Source: EMA database

Only a small number of 19 year olds were interviewed for the survey so their responses have been grouped with 18 year olds into an 18/19 category.

It should also be noted that the respondent age was taken from the EMA database and represents the age at the beginning of the academic year 2004/05 and not the age when interviewed.

The table below shows the broad ethnic groups of survey respondents. Ethnicity was an optional field on the EMA application form and was completed by only a small percentage of learners so it has not been possible to compare the ethnic breakdown of the survey sample with the full dataset of EMA recipients.

Figure 3: Ethnic background of respondents

Ethnic group	Survey respondents
Asian or Asian British	16.7%
Black or Black British	5.1%
Chinese	0.7%
White British	72.8%
White - Other	1.8%
Any Other	3.1%

Source: Q18 survey questionnaire

Figure 4, below, shows the breakdown of the EMA Band of the recipients interviewed compared to the breakdown for all EMA recipients.

Figure 4: EMA Band of respondents and all EMA recipients

EMA Band	Survey respondents	All EMA recipients
1 (£30)	72.7%	78.7%
2 (£20)	11.2%	9.9%
3 (£10)	16.1%	11.4%

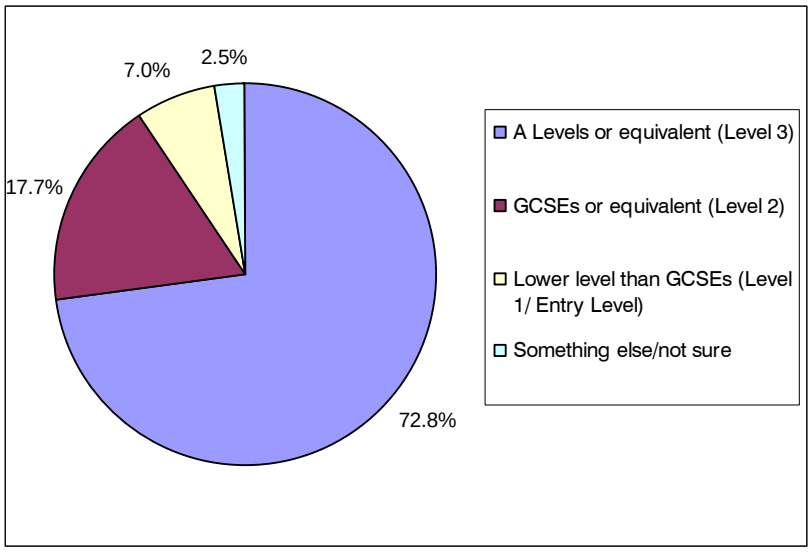
Source: EMA database

Where appropriate, this report includes separate analyses for the respondents in the different EMA award bands.

Nature of EMA award

Respondents were asked to indicate the level of course they were taking when they first received EMA. Figure 5, below, shows the results.

Figure 5: Level of course when first received EMA



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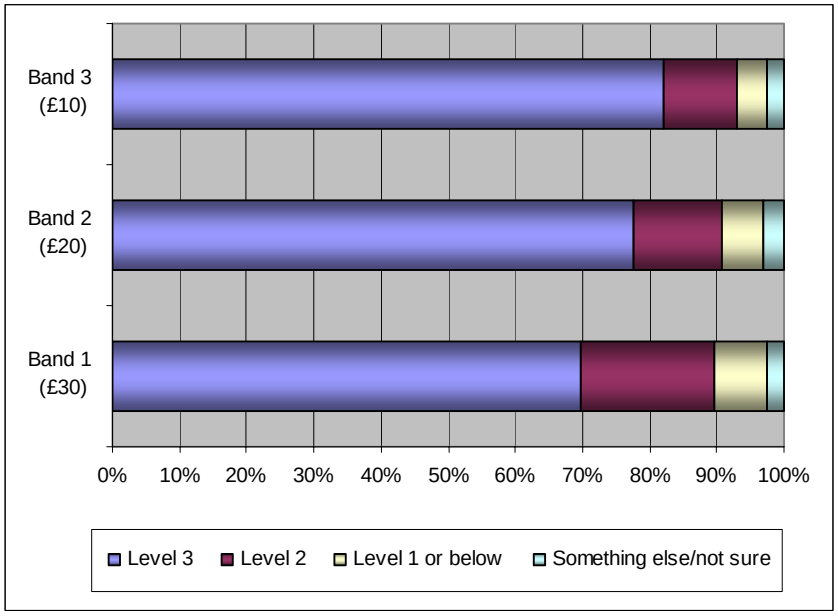
Source: Q2 survey questionnaire

Almost three-quarters of respondents were taking a Level 3 course when they first received EMA although there was some variation with age. 82% of 17 year olds were taking A Level or equivalent courses compared to 70% of 16 year olds.

There was also some variation in recipients' level of course depending on their ethnic background. 76% of learners with Asian or Asian British backgrounds were taking Level 3 courses compared to 73% of White British learners and 65% of those with Black or Black British ethnic backgrounds. These patterns are likely to reflect GCSE attainment levels.

The analysis revealed some correlation between the EMA award band learners received and the level of the course on which they were studying when they first received EMA. This correlation is illustrated in Figure 6.

Figure 6: EMA Band by level of course



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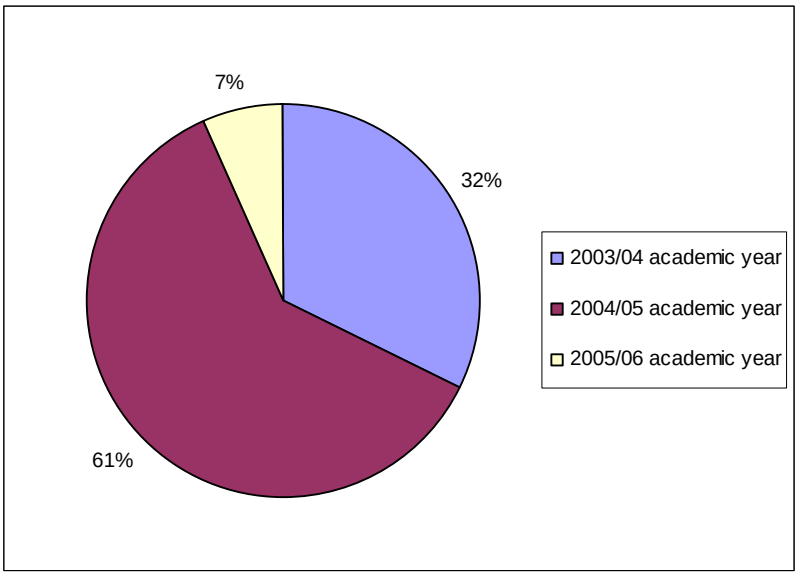
Source: Q2 survey questionnaire and EMA database

The learners who received an EMA in the lowest payment band (£10) were the most likely to be taking a course at A Level or equivalent whereas those on the highest payment band were the most likely to be taking a course at Level 2 or below when they first received an EMA. This correlation is likely to be linked to the socio-economic background of learners since higher socio-economic groups are associated with higher levels of success at GCSEs.

Figure 7, on the following page, shows the academic year in which recipients first received an EMA. The recipients were asked to state the approximate month and year in which they first started getting payments and this was then recoded by researchers into the corresponding academic year.

Figure 7: Academic year when first received EMA



Base = 2001

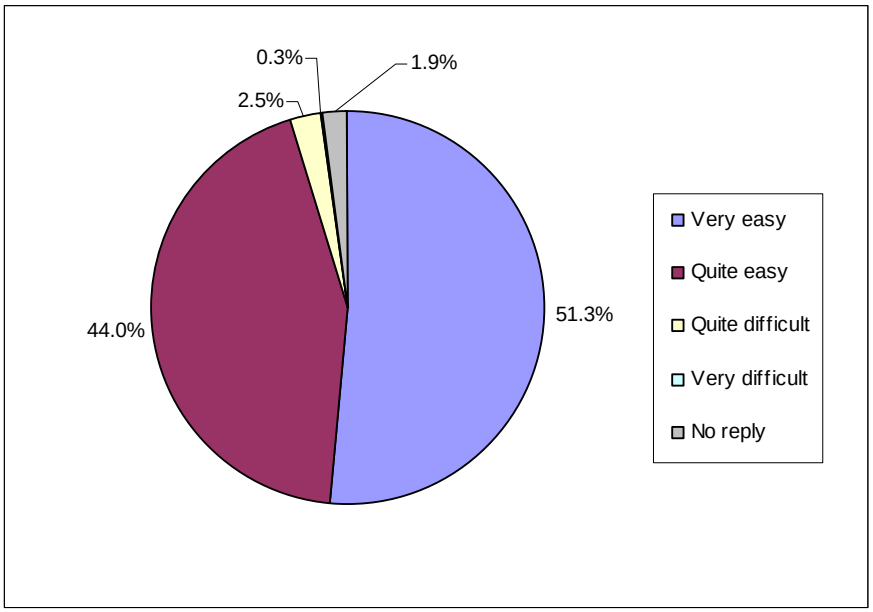
Source: Q3 survey questionnaire and EMA database

The national roll-out of EMA was in the 2004/05 academic year so the respondents who first received an EMA prior to that year can be identified as living in one of the EMA pilot areas. Those who first received an award in 2005/06 were not involved in 2004/05 national roll-out and since this report analyses the impact of the first year of EMA nationally, these learners have, for the most part, been excluded from the analysis.

Help and advice

The respondents were asked to say, from their experience, how easy it was to find out about EMA on a scale ranging from *very easy* through to *very difficult*. Figure 8, below shows the results.

Figure 8: How easy was it to find out about EMA?



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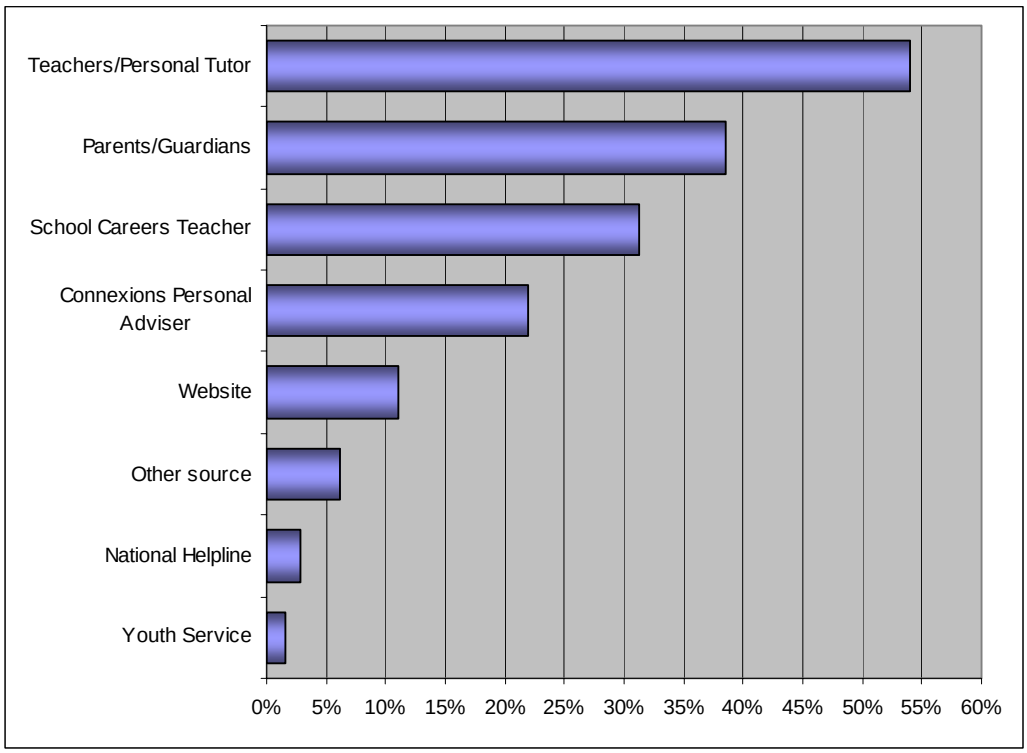
Source: Q4 survey questionnaire

Most respondents (95%) said it had been *very easy* or *quite easy* to find out about EMA. The fact that some respondents lived in EMA pilot areas and had received their award before the national roll out did not appear to make any difference to how easy they believed it was to find out about EMA. There was virtually no difference in the response between those who first received their EMA in 2005/06 and those who received it prior to that academic year.

Figure 9, below, shows the response when recipients were asked to state their sources of help and advice when they first decided to apply for an EMA. 8% of respondents did not identify any source.

Figure 9: Sources of help and advice about applying for EMA



Base = 1864

Source: Q5 survey questionnaire

Teachers and personal tutors were the most frequently cited sources of help and advice. Those respondents who were taking A Levels or equivalent courses when they first received EMA were slightly more likely than those taking other courses to have received advice from teachers/tutors; 56% of the Level 3 learners had done so compared to 50% of those on Level 2 courses and 49% of those taking Level 1 courses or lower. Also those who received a Band 1 EMA (£30) were less likely than learners receiving Band 2 and 3 EMA to identify teachers/tutors as a source of advice.

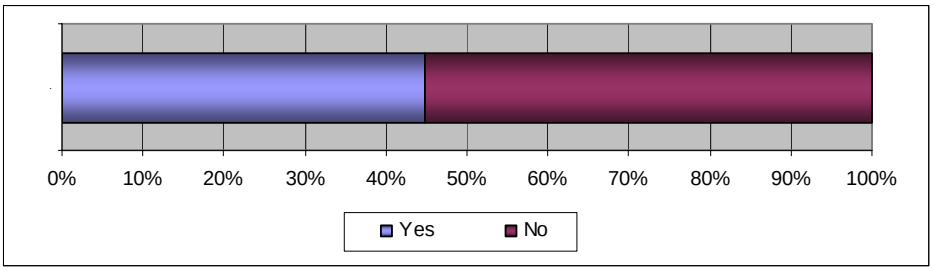
Just under a third of respondents had received help and advice from a school Careers Teacher and just over a fifth from a Connexions Personal Advisor. The EMA website had been a source of information for 11% of respondents but only 3% had used the National Helpline. All of those respondents who had used the EMA website or the National Helpline had used at least one other source. The percentage who had used the National Helpline appears to be very low although it is possible that parents or others could have used the helpline and passed the information on to the recipient. Also, the question put to the young people referred to sources of help and advice while applying for EMA and it may well be that some families turned to the National Helpline for guidance later in the process.

Other sources of information mentioned included friends, neighbours, siblings and other family members. A number also said they had seen a leaflet containing information, watched a television advert or had received something through the post. Others said they had received information from "the college".

Attitude of parents/guardians

The respondents were asked if their parents/guardians had heard of EMA when they (the recipient) had first mentioned them. Figure 10, below shows the results.

Figure 10: Had parents/guardians heard about EMA when you first mentioned them?



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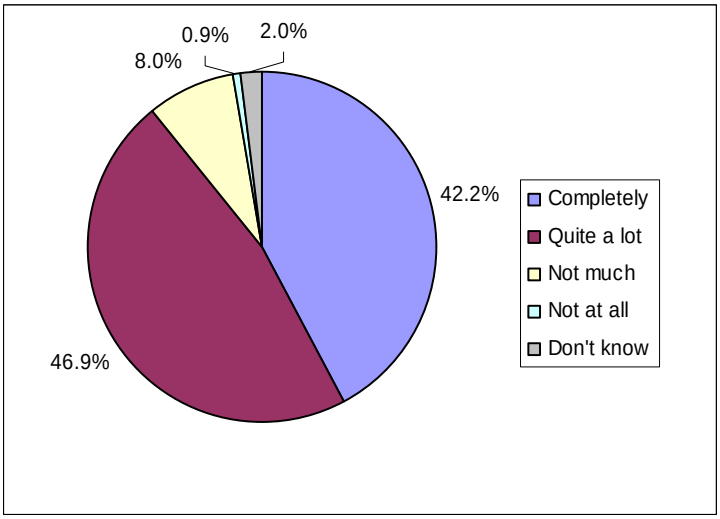
Source: Q6 survey questionnaire

Well over half of recipients' parents/guardians had not previously heard about EMA and, perhaps not unsurprisingly, those who had heard were much more likely to have been a source of help and advice to their children about applying for EMA than those who had not. However, by the time recipients had applied for EMA, most felt their parents to be knowledgeable about them, as the response shown in Figure 11 illustrates.

Figure 11: How well did parents/guardians understand EMA by the time you applied?



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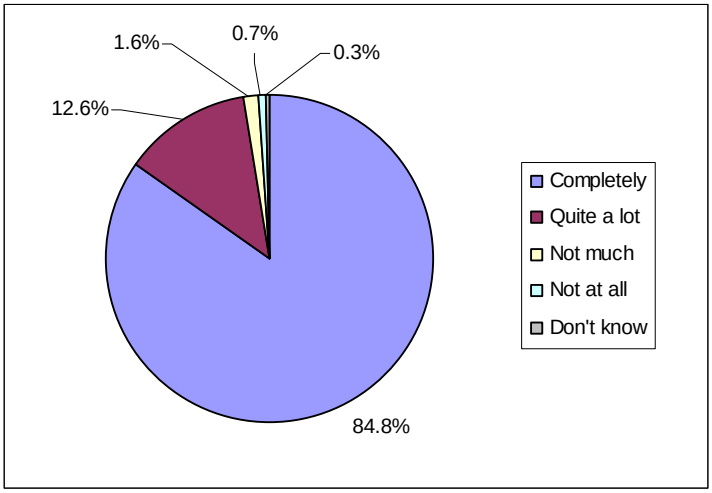
Source: Q7 survey questionnaire

Almost nine out of ten respondents felt that their parents/guardians understood EMA *completely* or knew *quite a lot* about them by the time they applied. However, those respondents who indicated their parents/guardians were previously unaware of EMA were much less likely to believe their parents understood them *completely* by the time they applied. Among this group only a third said their parents understood EMA *completely* compared to half of those who said their parents were previously aware of them.

Those respondents aged 18/19 were the least likely to believe their parents had a good understanding of EMA. 14% of these recipients thought their parents had *not much* understanding of EMA and a further 3% did not know.

The recipients were asked whether or not their parents/guardians supported the idea of them staying on in learning and, as Figure 12 illustrates, most believed that they did.

Figure 12: Did parents/guardians support the idea of you staying on in learning?



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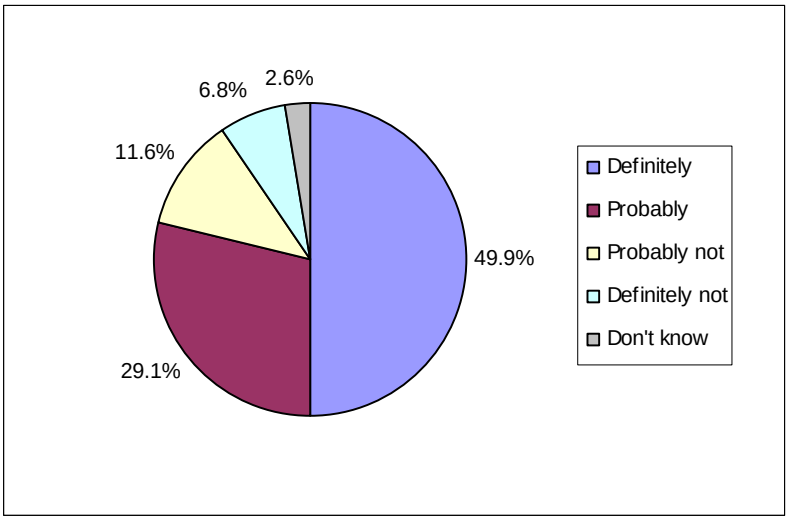
Source: Q8 survey questionnaire

Overall, only 2.6% of respondents said *not much* or *not at all* or didn't know about their parents' level of support in their decision to continue in learning. However this figure was slightly higher for those aged 18/19 at 6.4%.

Figure 13 shows the response when recipients were asked if they believed that EMA had made their parents' support for them staying in learning stronger.

Figure 13: Did EMA make support from parents/guardian stronger?



Base = 1864

Source: Q9 survey questionnaire

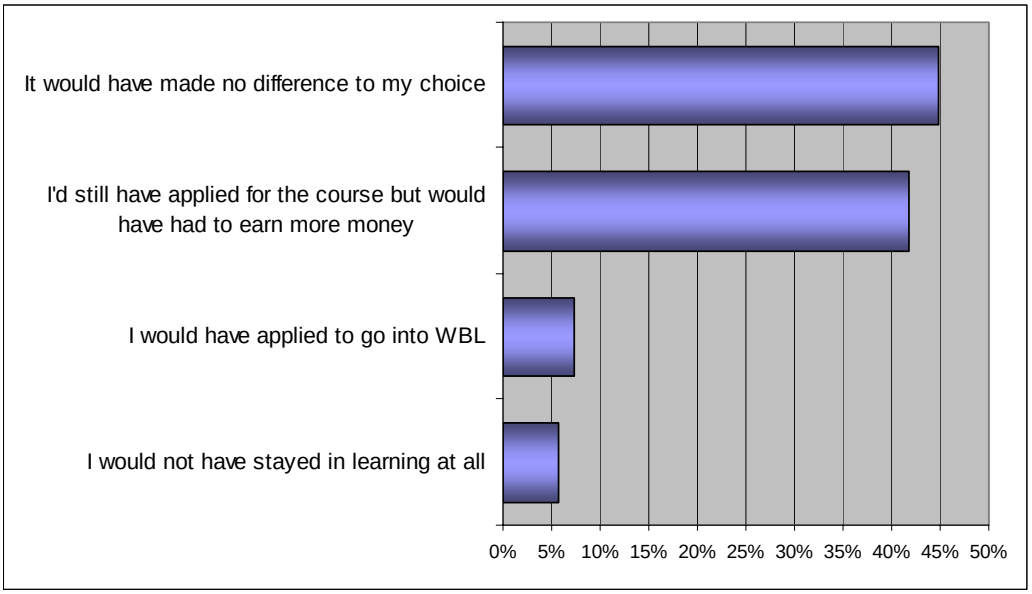
Overall, 79% of respondents said their parents had been more supportive although this figure varied depending on the recipient's EMA payment band. Among those who were receiving Band 3 payments (£10 pw), 69% thought that their parents were *probably* or *definitely* more supportive of them staying on due to the EMA system compared to 77% of those in Band 2 (£20 pw) and 81% of those in Band 1 (£30 pw).

There was also a difference depending on the type of course the learners were taking. Those most likely to believe that the EMA system had strengthened their parents' support were those taking a GCSE / equivalent course or a course at a lower level (85% agreement).

Impact of EMA on recipients

In assessing the impact of EMA on learners it was important to establish what learners might have done had they not received an EMA award. Researchers read out the list of possibilities (as shown in Figure 14 below) and respondents were asked to identify which one they felt was the most likely scenario

Figure 14: If you had not received EMA what would you have done instead?



Base = 1864

Source: Q10 survey questionnaire

Overall, 45% of respondents said it would have made no difference to their study/work plans if they had not received an EMA. However, this percentage varied considerably depending on the type of course learners were taking. 48% of those taking A Level and equivalent courses (Level 3) when they first received an EMA said it would have made no difference compared to 35% of those taking GCSEs or a course at the same level (Level 2). The percentage of those taking a course at a lower level than GSCEs (Level 1 or below) who thought it would have made no difference was just 31%.

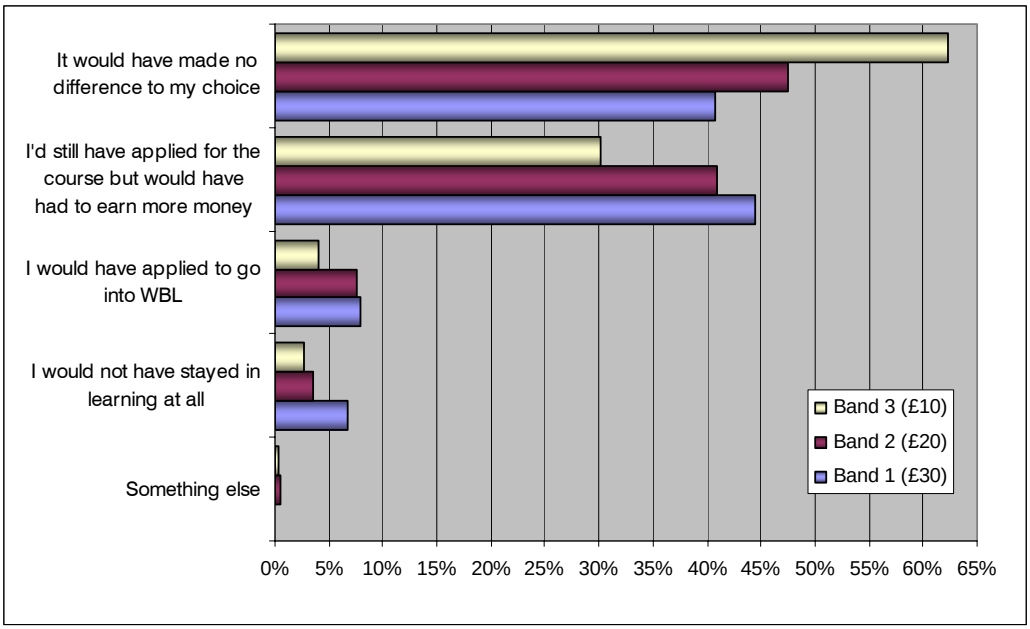
The percentage who said that they would have still applied but would have needed to earn more money was 42% and there was little variation in this figure with the level of course learners were studying.

Overall 7.4% of respondents said they would have applied to go into work-based-learning (WBL) although, as stated earlier, this research was carried out before the extension of EMA to E2E learners and Programme Led Apprentices. 21% for those taking a course at Level 1 or below and 13% of those taking a Level 2 course said they would have applied for WBL. This runs counter to the perceptions of providers (see page 61) that EMA had little impact on WBL demand. Only 4.7% of Level 3 learners would have applied for WBL if they had not received an EMA.

The question as to whether or not the recipients would have stayed in learning if they had not received EMA was a key element of the research. Overall, 6% of respondents said they would have not stayed in learning at all, which closely correlates with the pilot study finding that staying-on-rates rose by 6% among the target group. This equates to 18,500 learners in the target group being retained in learning nationally. However, the 6% figure varied with level of study. The findings showed that those taking lower level courses were the most likely to fall out of education altogether. Just under 5% of those taking a Level 3 course would not have stayed in learning compared to 10% of those on Level 2 courses and 8% of those taking courses at Level 1 or below.

There was also a large variation in response to this question according to the EMA award band of learners as Figure 15, below, illustrates.

Figure 15: Likely choice if not received EMA - by award band of recipients



Base = 1864

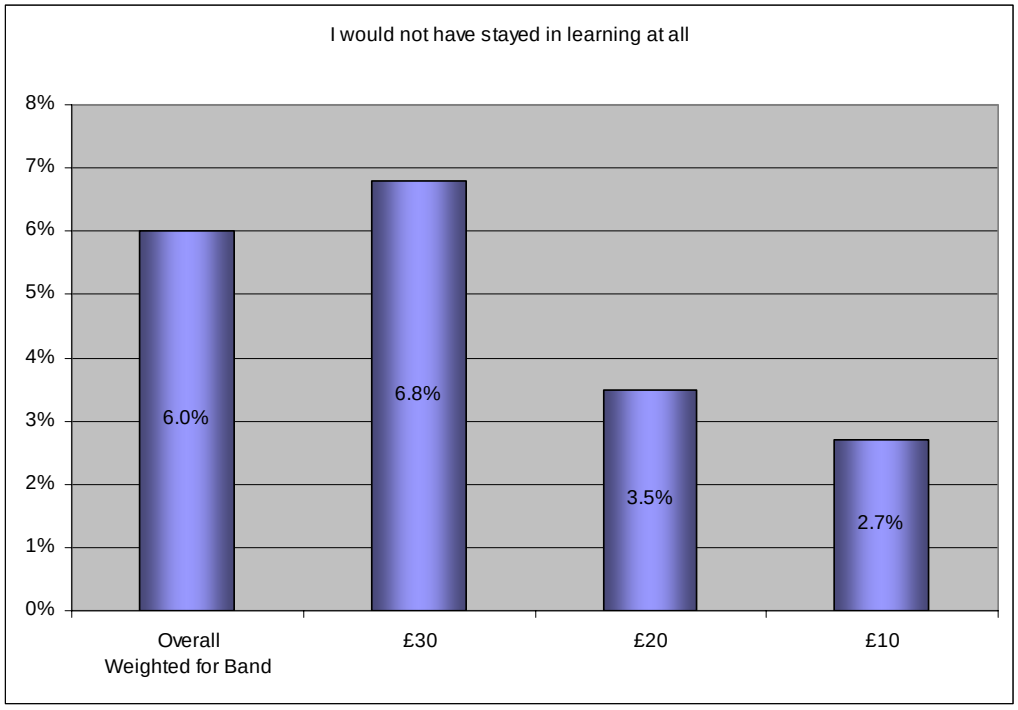
Source: Q10 survey questionnaire and EMA database

Those who received a Band 3 (£10) award were by far the most likely to say it would have made no difference to their choice if they had not received an EMA and the least likely to consider the other options. Conversely, those in the highest payment band were the least likely to say it would have made no difference and the most likely to have chosen one of the other options.

In terms of the numbers who would have applied for WBL, there was very little difference between those in Bands 1 (£30) and 2 (£20) at just under 8%, but both groups were almost twice as likely as those in Band 3 (£10) to choose this option.

Figure 16, below, shows the percentage of recipients who would not have stayed in learning without EMA broken down by EMA band. The "overall" percentage (6%) is weighted to take account of the sample variation from the national dataset in terms of the percentage of recipients within each EMA Band.

Figure 16 Percentage of recipients who would not have stayed in learning by EMA Band

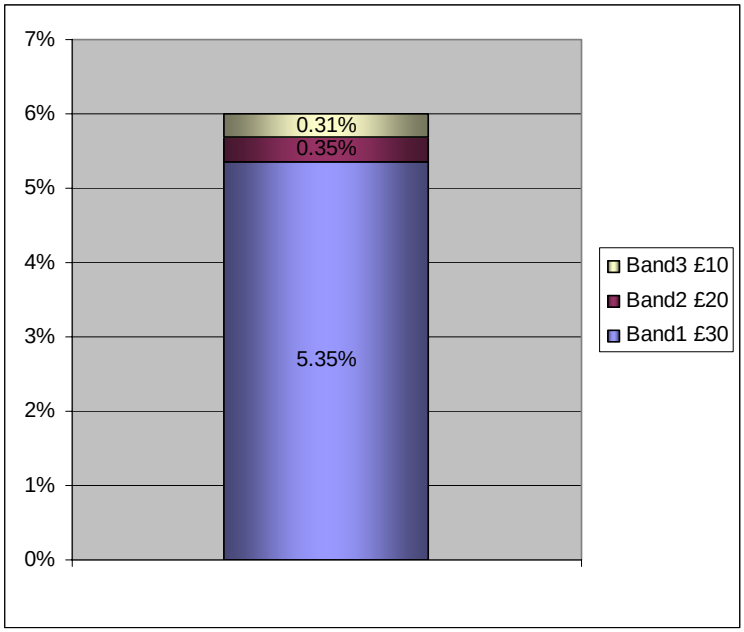


Base = 1864

Source: Q10 survey questionnaire and EMA database

Figure 16 shows that 2.7% of Band 3 (£10) recipients said they would not have stayed in learning. However, Band 3 recipients made up only 11.4% of all recipients in the national database. Therefore the percentage of all recipients who received £10 EMA and would have not stayed in learning was just 0.31% of the total as illustrated in Figure 17 below. This implies that the Band 3 award is having little overall impact on participation rates.

Figure 17 Percentage of all recipients who would not have stayed in learning by EMA Band



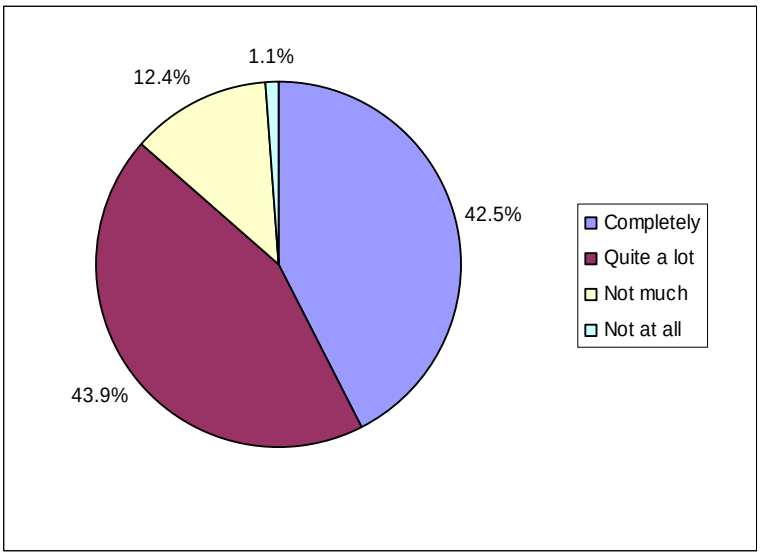
Source: Q10 survey questionnaire and EMA database

Among those young people who were receiving the highest payments (£30 pw) 6.8% said they would not have stayed in learning which was almost double the percentage of those in the other two payment bands who would not have stayed on.

Parental support also appeared to be a factor in determining whether or not respondents would have stayed in learning. Just 5% of those who believed their parents supported them *completely* in their decision to stay in education said they would not have continued in learning if they had not received an EMA. This rose to 9% among those whose parents gave them *quite a lot* of support in their decision and 18% of those whose parents gave them little or no support.

Figure 18, below, shows recipients' views on how well they understood the system for payments, bonuses and stoppages when they first received an EMA.

Figure 18: When you first got EMA how fully did you understand the system of payments, bonuses and stoppages?



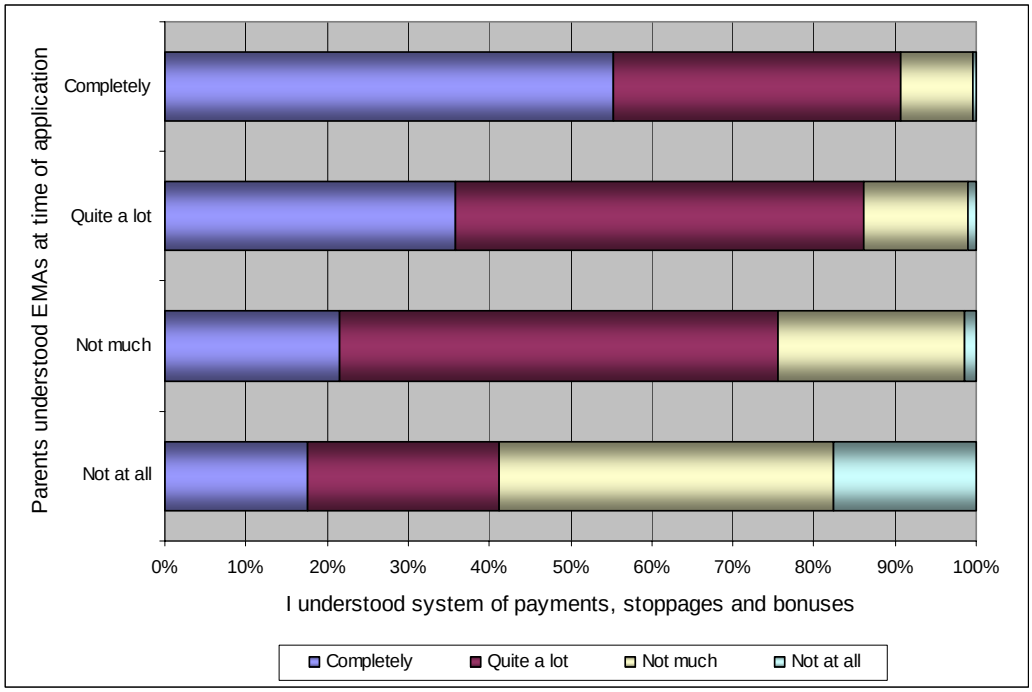
Base = 1864

Source: Q11 survey questionnaire

There was some variation in the response to this question depending on the level of course on which recipients were studying. Those taking Level 3 courses were the most likely to say they understood the system with 44% saying they understood it *completely*. 41% of those taking courses at Level 2 also said they had a complete understanding of the system but only 34% of learners at Level 1 or below felt they did so. Those on lower level courses were also the most likely to say they understood little or nothing of the system with 20% answering *not much* or *not at all*. This figure compares with 18% for those taking Level 2 courses and 12% for those taking Level 3 courses.

There was also a strong correlation between how much respondents felt they knew about the EMA systems for payments etc and how they rated their parents' level of understanding of EMA at the time of application. This pattern is illustrated in Figure 19 on the following page.

Figure 19: Own understanding of EMA system - by parents' understanding



Base = 1827 (Don't knows to Q7 removed)

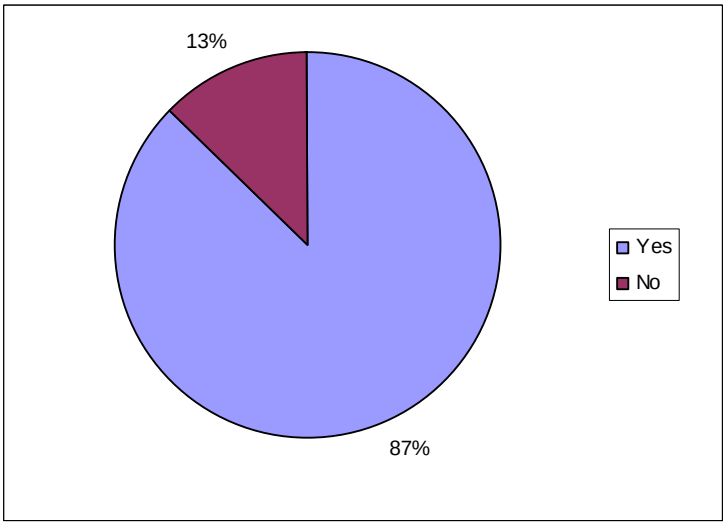
Source: Q11 and Q7 survey questionnaire

The chart shows that the more likely recipients were to believe that that their parents had a good understanding of EMA at the time of application, the more confident they were in their own understanding of EMA payment systems.

The recipients who indicated that they had little or no understanding of the system for payments, stoppages and bonuses were asked to say what they did not understand. The least understood part of EMA was the bonus system, cited by over half of these respondents. The system for payments was cited by 16% and the system for stoppages by just 6%. A further 18% of respondents said they did not understand any part of the system. However, there appeared to be no correlation between the level of understanding recipients felt they had about EMA and their likelihood of not staying in education if they had not received an award.

The recipients were asked if, when they first received EMA, they continued to the end of their course. Figure 20, below, shows the results

Figure 20: When you first got EMA did you get to the end of your course?



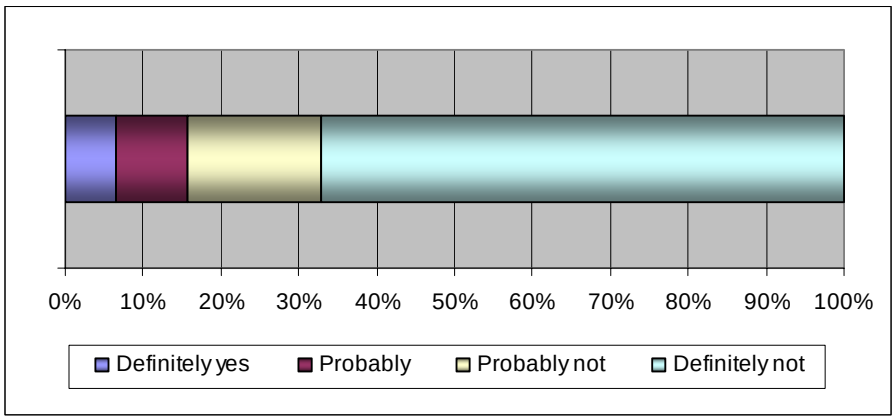
Base = 1864

Source: Q12 survey questionnaire

Analysis by EMA Band revealed a slight difference in response. 87% of those in the £10 band said they reached the end of their course compared to 84% of those in the £20 band and 90% of those in the £10 band. This may be related to prior attainment levels rather than the level of EMA payment per se (see Figure 6)

Those respondents who had completed their courses were asked if they might have left if they had not received EMA payments.

Figure 21: If you did not leave the course might you have done so if you had not been getting EMA payments?

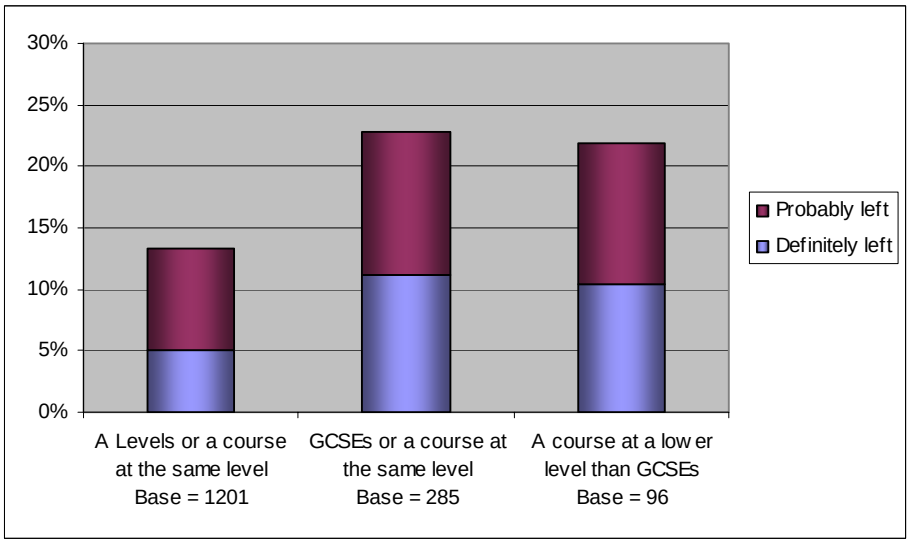


Base = 1628

Source: Q13 survey questionnaire

7% of respondents said they would *definitely* have left the course and a further 9% said they *probably* would have done so. However, this figure varied depending on the level of course being studied as Figure 22, below, illustrates.

Figure 22: Might have left if not received EMA payments – by level of course

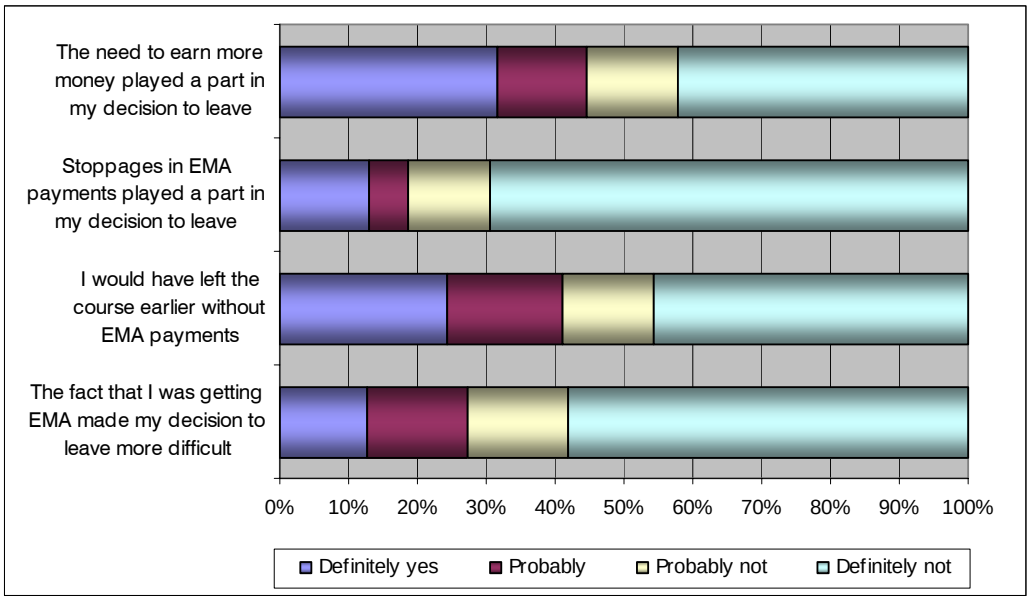


Source: Q2 and Q13 survey questionnaire

Figure 22 shows that those respondents who took A Level courses or equivalent were much less likely than learners on lower level courses to say they would have left if they had not received an EMA.

The respondents who had left their course before the end were read a series of statements by the interviewer and asked to what extent they agreed with them. The response categories were *definitely yes, probably*, *probably not* and *definitely not*. Figure 23, below, shows the results. Due to the low numbers in this category the margin for error is larger than in other charts in this report.

Figure 23: Response to statements about the decision to leave
(Course leavers only)



Base = 236

Source: Q14 survey questionnaire

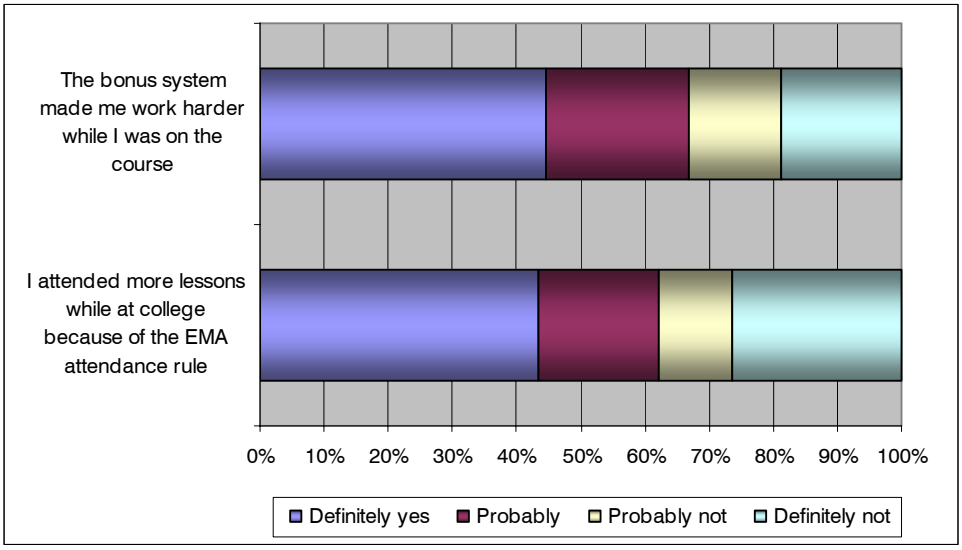
Since the overall base for question 14 was just 236 respondents, there were insufficient numbers to provide reliable evidence on variations by level of course and EMA award band. However, for the first statement in Figure 23, there did appear to be a pattern in the response in relation to gender. Overall, 44% of the respondents said it was *probably* or *definitely* true to say that *the need to earn more money played a part in their decision to leave*. Females (35%) were more likely than males (27%) to say *definitely yes* although the percentage who said *probably yes* was about the same for the two genders.

There was also a possible correlation in the response to the first two statements in Figure 23. Just under a fifth of non-completer recipients said that stoppages in EMA *definitely* or *probably* influenced their decision to leave their course before the end and three quarters of these also said that the need to earn more money had also played a part in their decision.

42% of respondents thought that they would *definitely* or *probably* have left the course earlier without EMA payments and 27% agreed that the receipt of EMA made their decision to leave more difficult. Again there was a possible correlation in the response to the two statements with many of those who had found the decision to leave difficult saying that they would have left sooner without EMA.

Figure 24 shows the response when recipients were asked for their views on EMA bonus and attendance rule. All recipients answered this question.

Figure 24: Response to statements on bonuses and attendance rule



Base = 1864

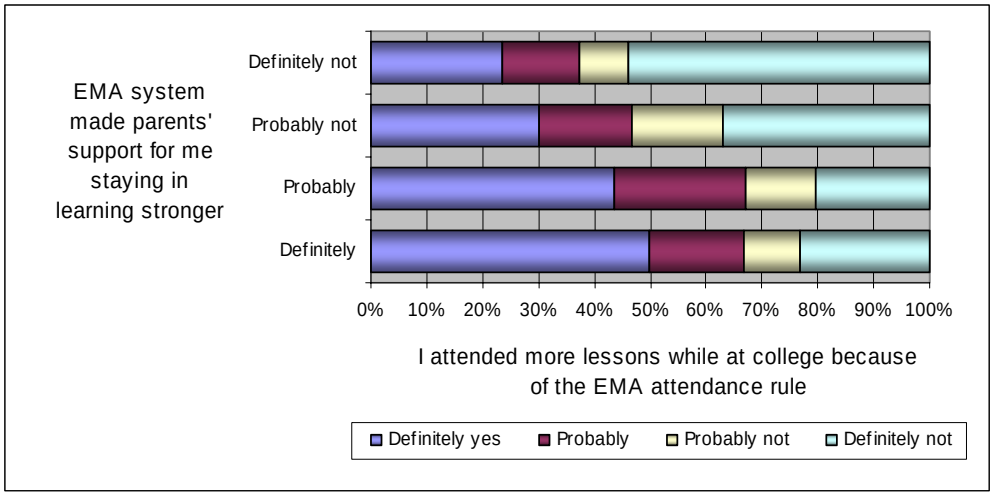
Source: Q15 survey questionnaire

Overall 62% of recipients said they *definitely* or *probably* attended more lessons because of the EMA attendance rule although there was some variation with EMA band. 65% of those in the £30 band said they *definitely* or *probably* attended more lessons compared to 59% and 55% respectively of those in the £20 and £10 bands. Among those who had left their course before completion, only half said the attendance rule encouraged them to attend more lessons whereas among those who had not left their course this rose to almost two-thirds.

Two-thirds of respondents agreed that the bonus system made them work harder while they were on their course. Again, those who were in the higher EMA payment bands were more likely to give a positive response.

Figures 25 and 26, below, show how the strength of parental support influences the learner's response to EMA attendance rules and bonuses.

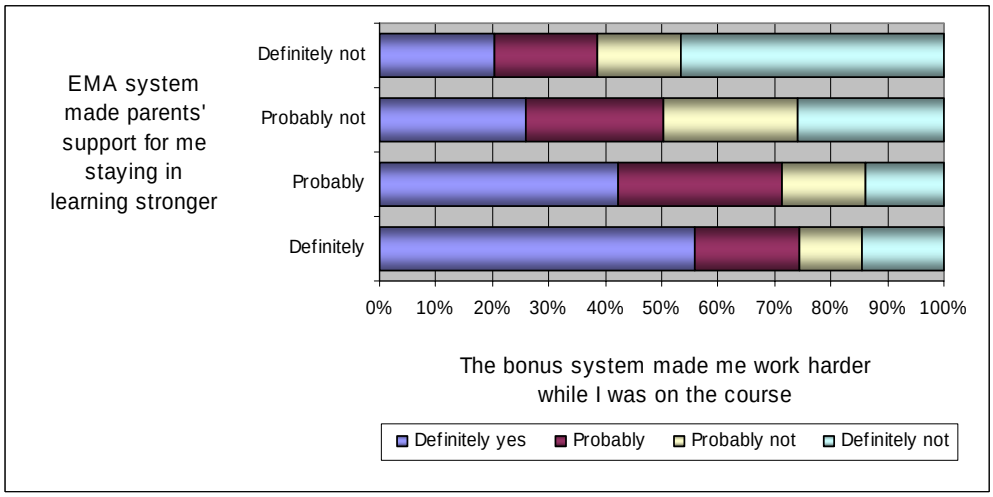
Figure 25: Parental support by learner response to attendance rule



Base = 1864

Source: Q15 survey questionnaire

Figure 26: Parental support by learner response to bonus system



Base = 1864

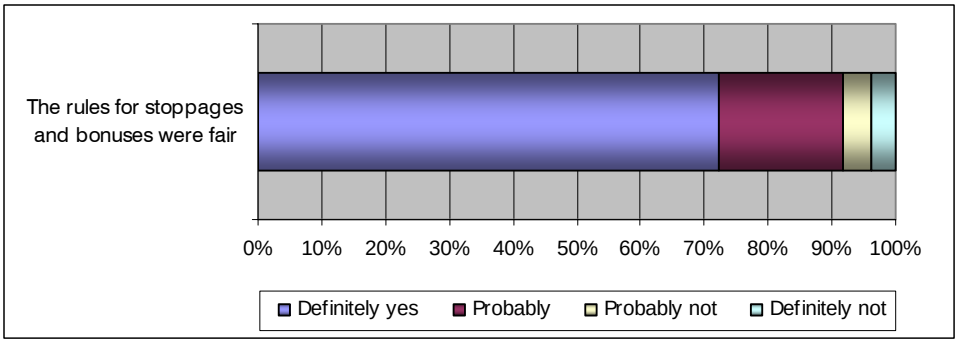
Source: Q15 survey questionnaire

Figures 25 and 26 show that the more strongly learners felt that parental support was strengthened by the EMA system then the more positive their response to EMA attendance rules and bonus systems. In both Figures the difference is quite striking. On average, 67% of those who thought (*definitely* or *probably*) that EMA had made their parents' support stronger also thought (*definitely* or *probably*) that they had attended more lessons because of the EMA attendance rule. This compares with just 44% of those who did not feel EMA had increased parental support.

Similarly, on average, 73% of those who thought (*definitely* or *probably*) that EMA had made their parents' support stronger also thought (*definitely* or *probably*) that the EMA bonus system had made them work harder. Again this compares with just 46% of those who did not feel EMA had increased parental support. One possible explanation is that EMA payments gave some parents extra incentive to monitor and encourage attendance and achievement by the learners.

Despite the variation in the way learners had responded to the EMA attendance rules and bonus systems, most believed the rules and systems were fair as Figure 27, below, illustrates.

Figure 27: Views on rules for stoppages and bonuses



Base = 1864

Source: Q15 survey questionnaire

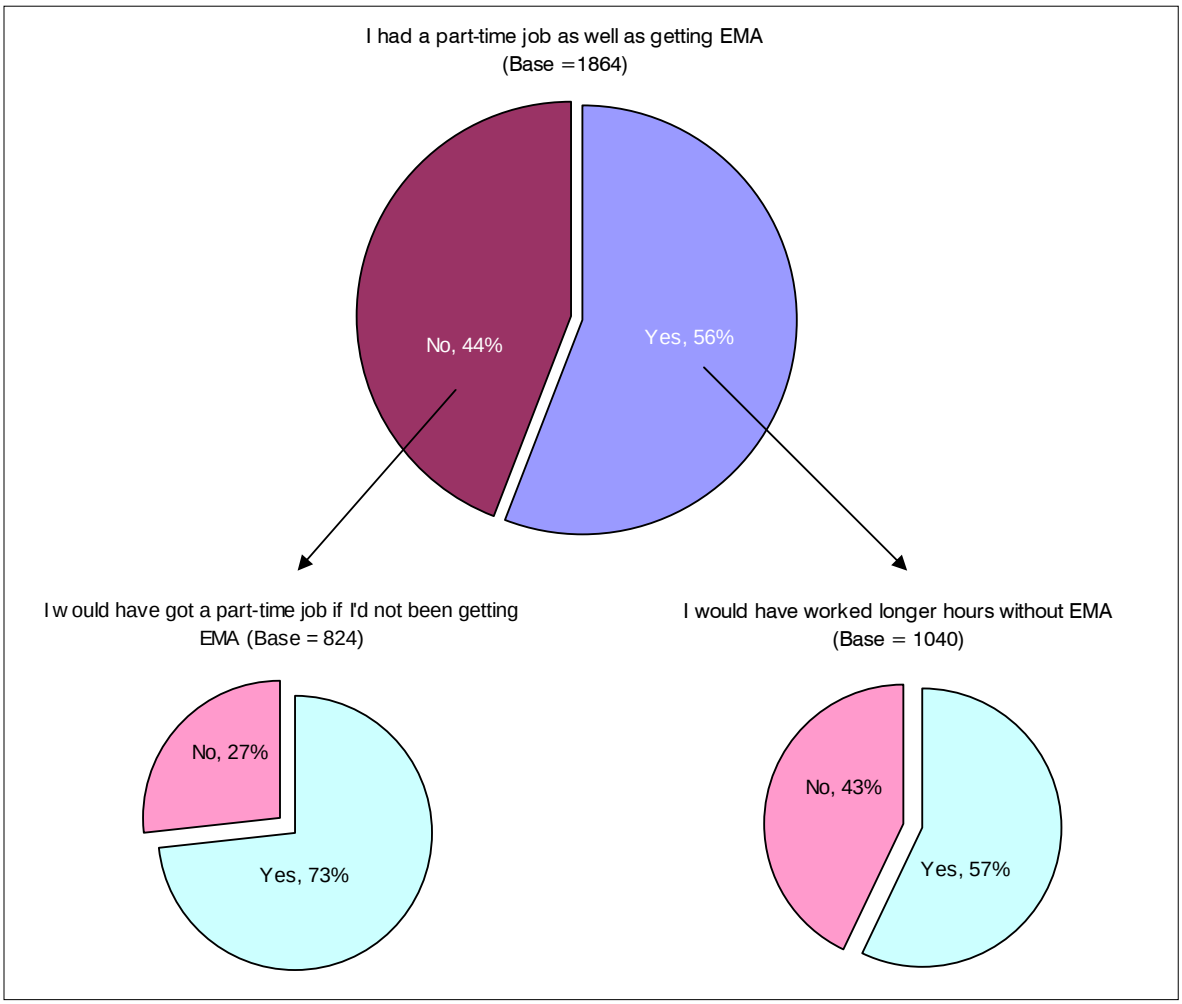
There was a very high level of agreement (well over 90%) that that the rules for stoppages and bonuses were fair. The proportion answering *definitely yes* was particularly high. A few learners thought the system for stoppages was unfair as highlighted in the following comments:

> You should not stop EMA payments for one late essay.
>
> When off sick and hand in a sick note you should be excused.
>
> Certain allowances should be made under certain circumstances.

Employment, income and spending

The recipients were asked about whether they had been doing a part-time job in 2004/05 as well as receiving an EMA. Figure 28, below shows the results.

Figure 28: Work and EMA during academic year 2004/05



Source: Q16 survey questionnaire

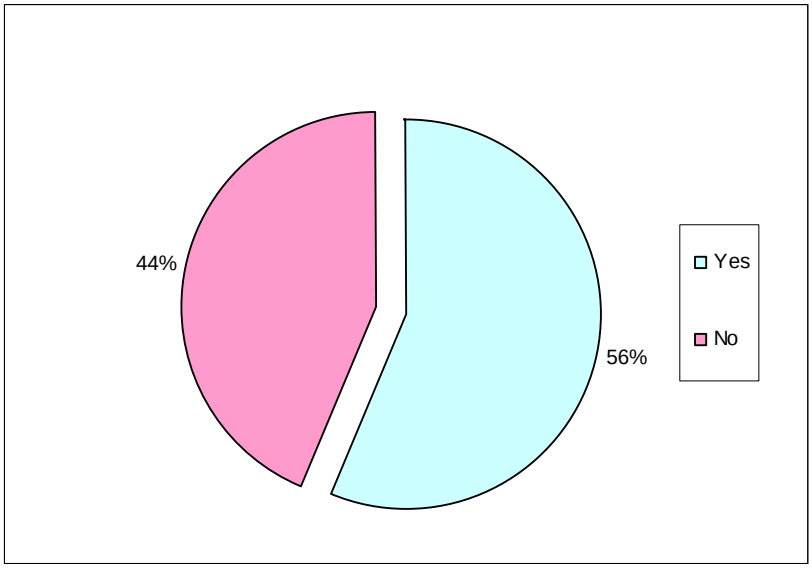
Overall, 56% of respondents had a part-time job although this varied depending on EMA payment band. 49% of those who had received the £30 award had a part-time job compared 64% of those who received £20 and 69% of those who had received £10. Females were also more likely than males to have had a part-time job.

Among those who had a job, 57% said they would have worked longer hours if they had not received an EMA. However, it is generally recognised that part-time employment, whether course related or not, can have other benefits for learners including broadening life experience and learning essential employability skills. Even so, research by RCU[2] has shown that 15 hours or more per week doing a part-time job can have a significant negative impact on learners' ability to meet the demands of taking a full-time course and almost a quarter of learners were working such hours. Therefore, it is likely that many learners have benefited from the reduced working hours that EMA has made possible.

Just over 60% of those who received a Band 1 (£30) or Band 2 (£20) EMA said they would have had to work longer hours if they had not received the payment compared to 46% of those who received a Band 3 (£10) EMA. Almost three-quarters of those recipients who did not have a part-time job said they would have looked for one if they had not received an EMA. Again there was some variation depending on the level of EMA received. 75% of Band 1 recipients said they would have got a part-time job compared to 70% of Band 2 recipients and 66% of those who received a Band 3 EMA.

Figures 29 to 31 show how EMA income was used by recipients in the 2004/05 academic year, the first year of the national roll-out.

Figure 29: EMA was main source of spending money



Base = 1864

Source: Q16 survey questionnaire

[2] National Survey of the Impact of Part-time Work on Full-time Study (RCU 2001).

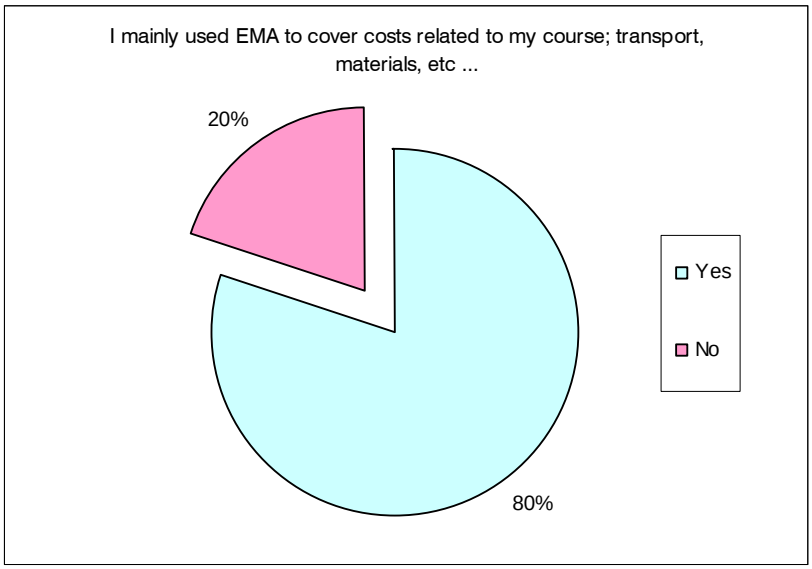
Overall, 56% of respondents said that EMA was their main source of spending money. However, among those who did not have a part-time job this figure rose to 80%. This compares with just 37% of those who had a part-time job as well as receiving an EMA.

EMA also appeared to be very much the main source of disposable income for those who said they would have gone into work-based learning or left learning altogether if they had not received EMA payments. Around three-quarters of both these groups said EMA was their main source of spending money.

The response also varied according to EMA payment band. 63% of those in the highest payment band (£30) said that EMA was their main source of spending money compared to 46% of those in £20 band and just 34% of those in the £10 band.

Figure 30, below, shows the response when recipients were asked if their EMA payments were mainly used to cover costs related to their course such as transport, daytime food, equipment and materials.

Figure 30: EMA and course related costs



Base = 1864

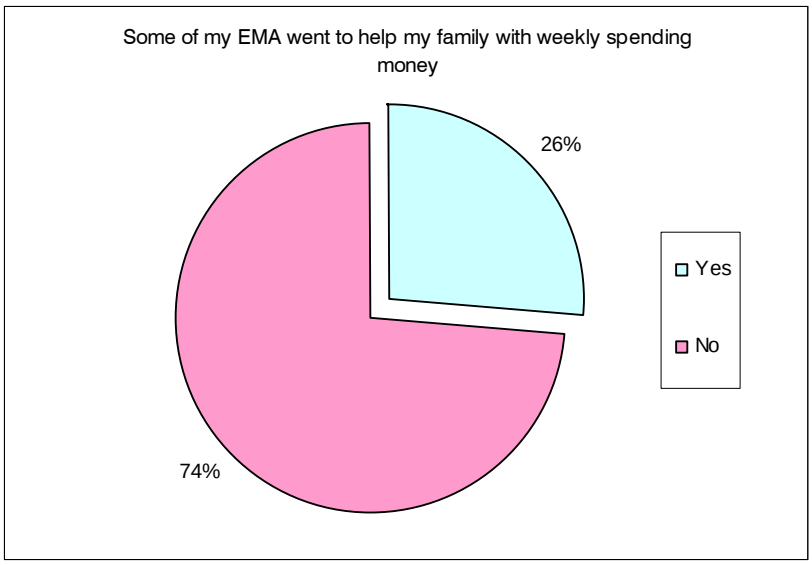
Source: Q16 survey questionnaire

Overall four out of five respondents said that their EMA was used to cover the costs of their course although females (84%) were more likely than males (75%) to say so.

There was also some variation depending on which EMA Band learners were in, with those who received higher payments being more likely to use the money to meet the costs of taking their course. 82% of EMA payment Band 1 (£30) recipients and 80% of Band 2 (£20) recipients used EMA for course related costs compared to 72% of EMA payment Band 3 (£10) recipients. This again points to the limited impact of Band 3 payments compared to higher awards.

Just over a quarter of all recipients said that part of their income from EMA payments went to help their family with weekly spending money, as Figure 31, below, illustrates.

Figure 31: EMA helped with family spending



Base = 1864

Source: Q16 survey questionnaire

Again there was some variation in the response depending on recipients' EMA payment Band. 31% of those who received £30 per week said that some of the income helped with the family's weekly spending money compared to 20% of those who received £20 per week and just 12% of those who received £10.

There was also a strong correlation between contribution towards family spending and recipients' perceived level of support from parents to staying on in education. Those who agreed that EMA had made parental support stronger were almost twice as likely to say EMA went to help family spending compared to those who disagreed that EMA had increased parental support.

Additional comments by EMA recipients

On completing the telephone interview schedule, researchers invited respondents to give any suggestions for improving the way EMA operate. Only a few respondents offered any additional comments and these are reproduced below. It must be noted that these are the views of respondents as given to researchers and as such may, in some instances, be based on misconceptions or misunderstanding of the system. The most frequently mentioned topic was that of linking EMA to parental income.

> EMA payment should not depend on family earnings. Not all parents support their child financially when they are studying.
>
> People whose parents earn over £30,000 should not be penalised by getting less money.
>
> If learners' parents are self-employed it is unfair if their accounts are delayed. The delayed time makes EMA delayed so they miss payments so the learner doesn't receive the EMA.
>
> More comprehensive testing for self-employed learners' parents.
>
> I think it can be unfair to some learners who get less money because their parents have more money coming in.
>
> Those whose parents earn quite a lot of money are refused EMA. This system is not always fair because some parents do not support their child whilst on courses.

It is inevitable that some young people will be disappointed that they are not eligible to receive EMA. However, the purpose of EMA is to encourage young people from lower income families to stay in learning. EMA addresses the issue that in recent years, participation rates for children from families with professional/managerial occupations have exceeded 80%, while for children from families with unskilled/manual occupations the participation rate post-16 has been less than 60%. The EMA pilots evaluated the implications of using different income thresholds and the evidence was used to set thresholds for the national scheme at a level where EMA would have the highest impact.

There were also several comments from respondents regarding problems caused when recipients were unsure if and when they would be receiving payments.

> Should be given warnings if you will not be receiving EMA during half-term.
>
> Payments sometimes were erratic.
>
> It would be better paid monthly instead of weekly.
>
> Get payments more quickly. Do not delay payments and do not mess anyone about.

Other comments were:

> I think the teachers need to be fully trained regarding EMA.
>
> Maybe if the system of getting Tutors to sign forms could have been electronic it would have been better.
>
> Increase payments and bonuses.
>
> Forms are too long and require too much information.
>
> Make EMA amount fair to all learners.

This last comment was from a learner whose provider did not have an electronic attendance system. It should be noted that some schools and colleges do have attendance systems that are electronic but others do not.

Several respondents also took the opportunity to praise the EMA scheme saying that they felt it had worked really well for them and that it was a fair system.

> I thought EMA was a really good thing.
>
> I think it is a fair system.
>
> It worked fine for me.
>
> I think it works really well.
>
> I am quite happy with the way it was.

Survey of Providers

Response to the survey

A total of 375 respondents replied to the survey representing 217 colleges, 121 schools with sixth forms and 37 non-standard institutions. Figure 32, below shows the number of questionnaires sent out to each type of institution, the number returned, the response rate and the percentage of the overall sample each institution type represented.

Figure 32: Details of response to survey

	Questionnaires sent out	Questionnaires returned	Response rate	% of sample
FE Colleges	385	217	56%	58%
Schools with Sixth Forms	312	121	39%	32%
Non-Standard Institutions	121	37	31%	10%
Overall	818	375	46%	

Source: Questionnaire returns

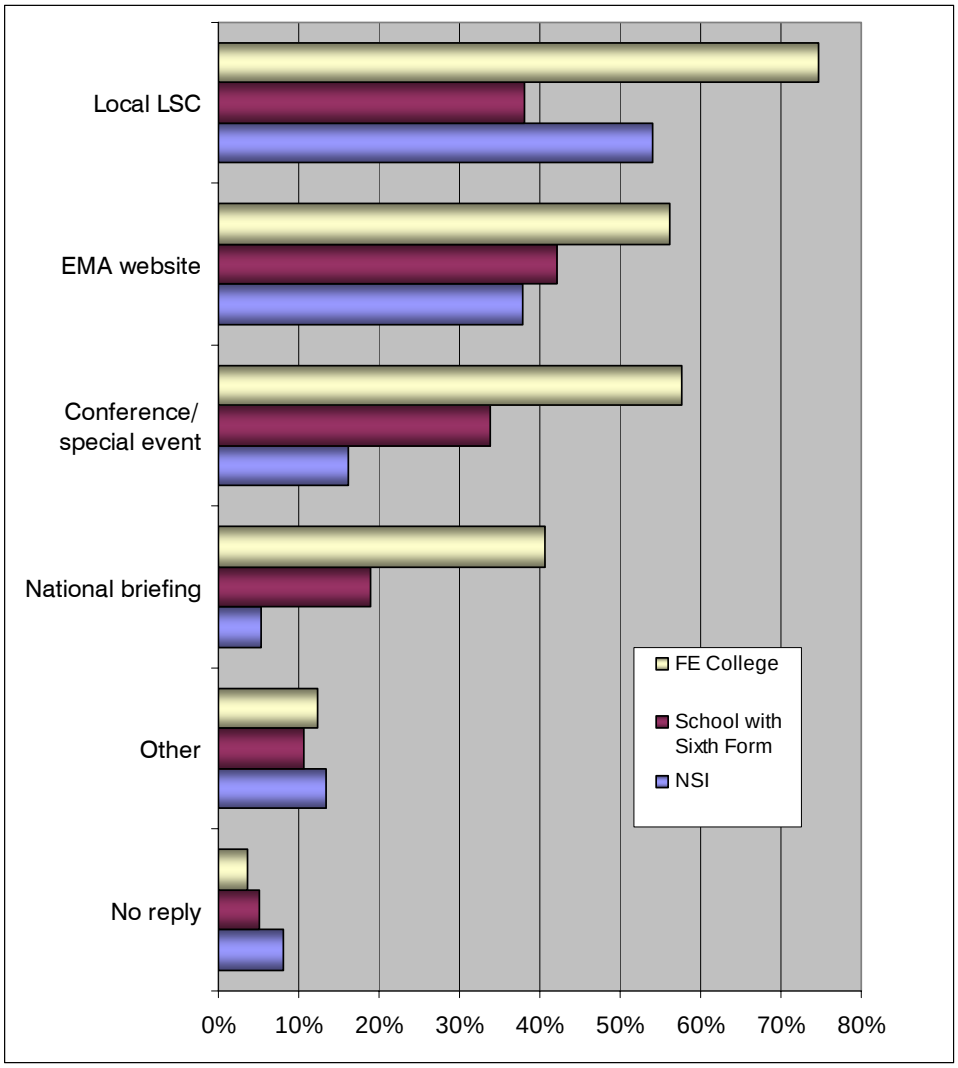
The Figure shows that representatives from FE colleges were much more likely to respond to the survey than those from schools with sixth forms and Non-Standard Intuitions. However, the response from all three types of institution was excellent for this kind of survey and the 375 total completed questionnaires provided a robust sample on which to conduct the analysis.

Many of the respondents agreed to be contacted for the follow-up telephone survey and a sample of 30 respondents, representing a range of institution types, size and geographical areas, were interviewed. The issues raised by respondents are included in this analysis.

Preparation to deliver EMA

The respondents were asked to indicate their sources of information about EMA and Figure 33, below, shows the results. Respondents were able to select more than one option.

Figure 33: Sources of information about EMA



Base = 375

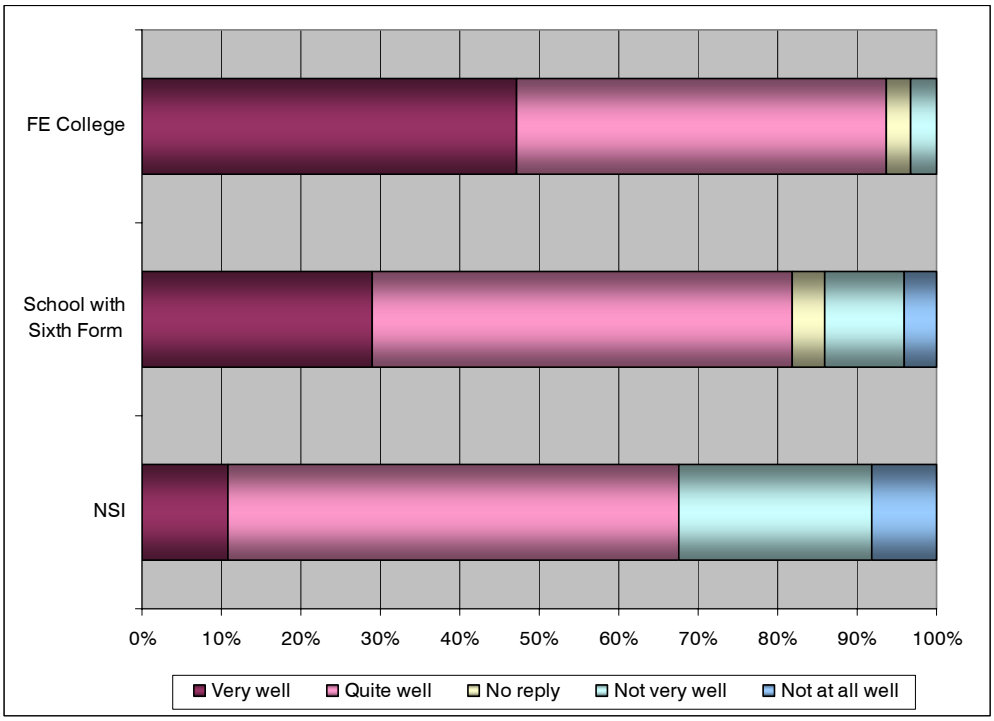
Source: Question 1

FE colleges were the most likely users of each of these sources of information with three-quarters citing *Local LSC* and well over half citing *conference or special events* and the *EMA website*. Local LSCs were also the main source of information for NSIs although schools were more likely to have used the EMA website.

The majority of respondents who indicated *other* source in Figure 33 had been part of a pilot scheme. Other sources included the Local Education Authority (LEA), local networks (supported by LSC/LEA) and the National Association of Managers of Student Services (NAMSS).

Figure 34, below, shows how well informed respondents felt about the arrangements for EMA prior to the roll-out of the national scheme.

Figure 34: How well informed about arrangements for EMA



Base = 375

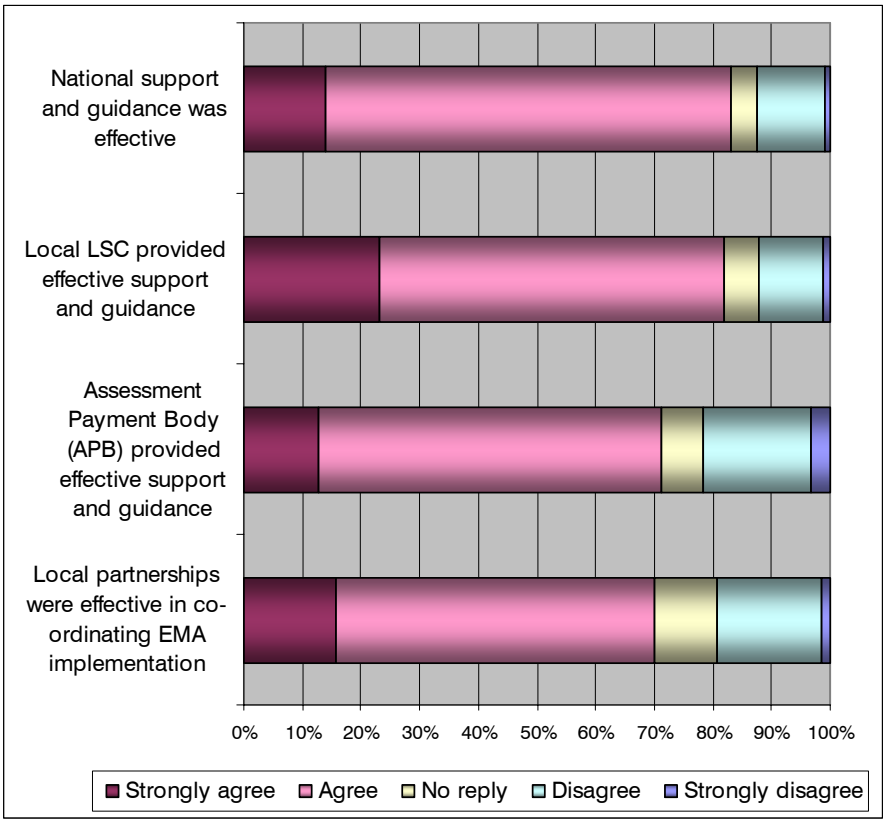
Source: Question 2

Most respondents felt they were *very well* or *quite well* informed although there was considerable variation depending on type of institution. Only 3% of college respondents said they felt *not very well* or *not at all well* informed compared to 14% of respondents from schools and almost a third of those from NSIs.

Overall 4 out of 5 respondents said they were better prepared this year (2005/06) for delivering EMA. Among the 28 respondents who indicated they were *not very well* informed about EMA arrangement last year only one said they were not better prepared this year, although a further 6 were unsure. However, among the small number of respondents (8) who felt they were *not at all well* informed last year, only 2 said they were better prepared this year.

Figure 35, below, shows the level of agreement with statements about the support and guidance provided during the EMA national roll-out and the effectiveness local partnerships in coordinating EMA implementation.

Figure 35: Views on support provided during EMA national roll-out



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Source: Questions 4a - 4d

Overall, 83% of respondents *agreed* or *strongly agreed* that *national support and guidance was effective*. There was also a high level of agreement with the statement *Local LSC provided effective support and guidance* although there was some variation with type of institution. 10% of FE colleges *disagreed* or *strongly disagreed* as did 14% of schools and 19% of NSIs.

Just over 70% of respondents *agreed* or *strongly agreed* that the Assessment Payment Body (APB) provided effective support and guidance although just over a quarter of FE college respondents *disagreed* or *strongly disagreed*. However it must be noted that at this stage most of the queries to the APB would have been policy and guidance related since the APB was not asked (or equipped with the materials) to provide further support to providers, which may have affected the results.

The final statement, *local partnerships were effective in co-ordinating EMA implementation* received a 70% agreement overall, but almost one-in-five respondents *disagreed* or *strongly disagreed*.

The follow-up telephone interviews with respondents revealed a few areas where providers would have liked more support during the national roll-out of EMA. Some said they would have appreciated more assistance with the interpretation of national guidelines, for example on authorised absence where it was said that the current guidance was not exhaustive. It was also felt to be unclear from the guidelines whether attendance information from voluntary enrichment activities should be included. One school highlighted a problem they had experienced with eligibility checks.

> We need more guidelines on eligibility checks – our learners have been with us since age 11 but auditors insisted we still had evidence of entitlement for example a copy of passport. We need clearer guidance on requirements. (School)

One provider suggested it would have been helpful if they had been given the support of another provider that had been involved in the pilot.

> Yes – more support was needed – we would have liked to be "buddied up" with a college that had been involved in the pilot. I'm sure we just repeated some of the mistakes that others had already made. (FE college)

There were mixed views on the effectiveness of the National Helpline. Some felt it was very useful while others thought the advice given was confusing or inconsistent. The EMA website however received generally positive comments from providers.

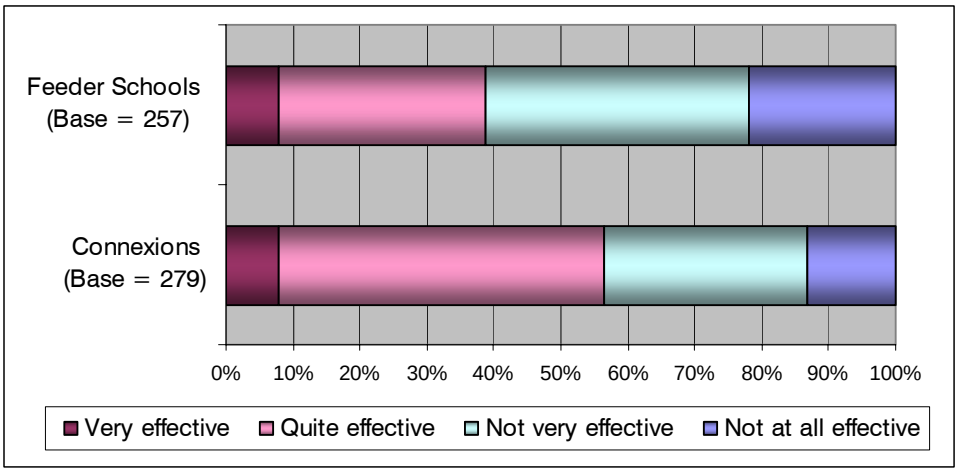
Several respondents mentioned problems they had experienced with EMASYS, especially timeouts on the website, although these difficulties now seemed to be diminishing.

The respondents were asked to say what approach their organisation found most successful in raising learners' awareness of EMA. Many school respondents said they had used assemblies effectively in raising awareness and many colleges had taken the opportunity at open evening/days to discuss EMA with potential learners.

One school respondent said the attendance of the LSC at a school assembly has been very helpful in raising awareness. Internal advertising, including posters, leaflets, information packs, guide and emails, were also said to have proved successful. Some organisations said they had targeted parents directly and TV advertising and word of mouth had helped raise general awareness. There was however a view that national TV advertising had been too schools-orientated and had not made totally clear that you could go to college and still get an EMA.

Figure 36 shows how respondents rated the effectiveness of other organisations in helping raise awareness of EMA. The "base" figures in the chart show the number of respondents who gave a rating to each type of organisation - the rest were "no replies".

Figure 36: Effectiveness of other organisations in raising awareness



Separate bases, see chart

Source: Questions 8

The main role of *feeder schools* was seen as informing learners about EMA and distributing application packs. However, over 60% of respondents rated *feeder schools* as *not very effective* or *not at all effective* in raising awareness of EMA. There was a feeling among many post-16 organisations that 11-16 schools were not really interested in EMA and there was no "buy in" on their part. In exploring the issue with respondents in the follow-up telephone interviews, it appeared that many 11-16 schools had failed to successfully distribute the EMA application packs and a large number of young people were leaving without forms.

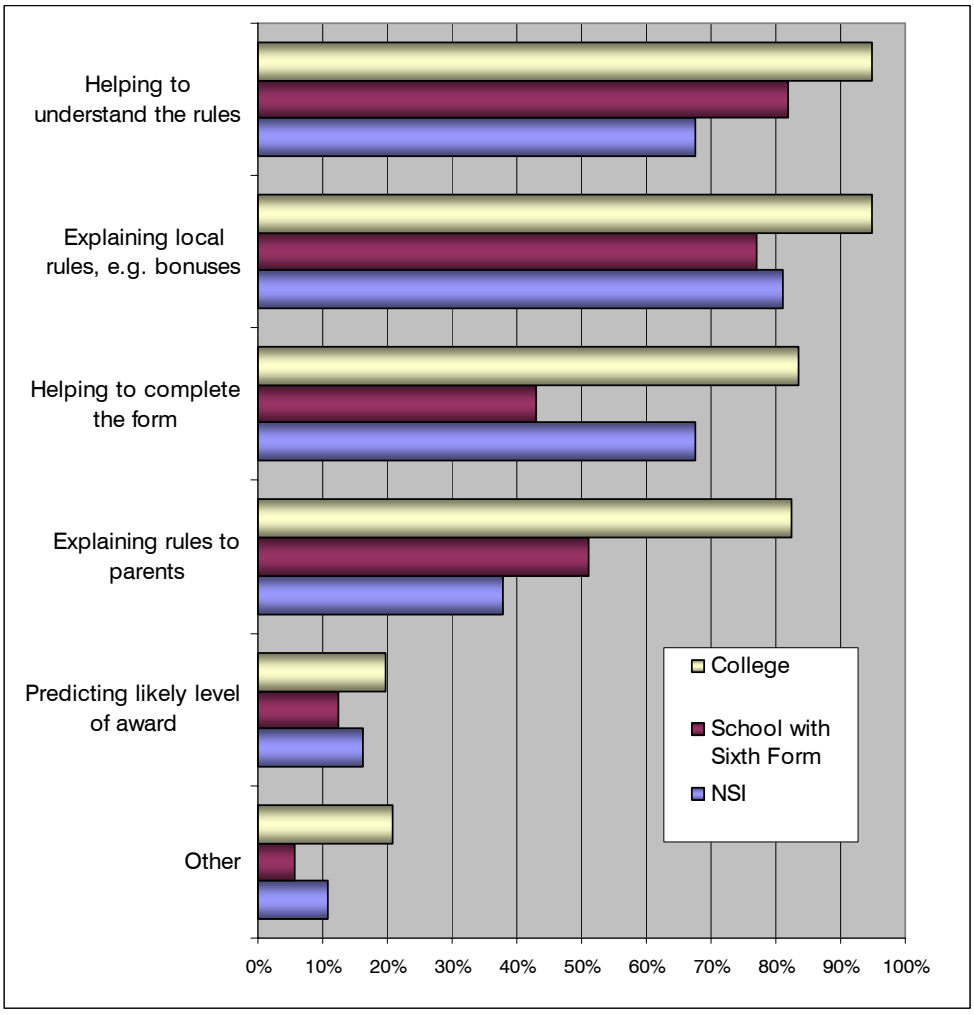
It was also thought by some college respondents, that 11-18 schools were only distributing forms to those learners who were staying on to sixth form, which in competitive areas was a source of tension between institutions. However this could also have been an issue of timing rather than a deliberate policy by schools since in 2004/05 schools only received the application forms in May, at which point most Year 11s would have left and would only return to take examinations. For 2005/06, the application forms were sent to schools in April and there was said to be a reduction in the number of young people leaving school without forms although the improvement was patchy. This year schools had to apply for their own application packs due to a DfES ruling that no materials of this nature can be sent directly into schools. The LSC devoted a lot of resource to raising awareness amongst schools of the requirement to order their own stocks but there is a fear among some providers that the improvements seen last year might be reversed.

Among those respondents who gave a rating for the effectiveness of *Connexions* in raising awareness, those who believed the organisation had been *very effective* or *quite effective* were in the slight majority. Less than half the school respondents thought this to be the case. The follow-up telephone survey of respondents revealed that *Connexions* appeared to be active in raising awareness and helping support the national roll-out in some areas but not in others. One college said had relied totally on *Connexions* to get the message out directly to schools and this had worked reasonably well whereas another provider had found that *Connexions* had not been very active in their area with regard to EMA. One respondent said that *Connexions* had been involved in 2004/05 but not in the current year.

Almost a quarter of respondents said that Aimhigher had been very effective or quite effective in raising awareness although the LSC had not worked with Aimhigher in the marketing of EMA.

The respondents were asked to say what support their organisation had offered to learners during the EMA application process. Figure 37, below, illustrates the results. Respondents could tick any that applied and/or identify any other support which had been offered. As the Figure shows, FE colleges were the most likely to have provided all forms of help to learners.

Figure 37: Support given to learners by providers during EMA application process



Base = 375

Source: Question 9

Most respondents said their organisation had offered support to learners in *helping to understand the rules* for EMA, although there was some variation depending on type of institutions. FE colleges (95%) were more likely than schools (82%) and NSIs (68%) to have given such help.

There was a similar pattern to the provision of *help explaining local rules* with colleges more likely to have given such help.

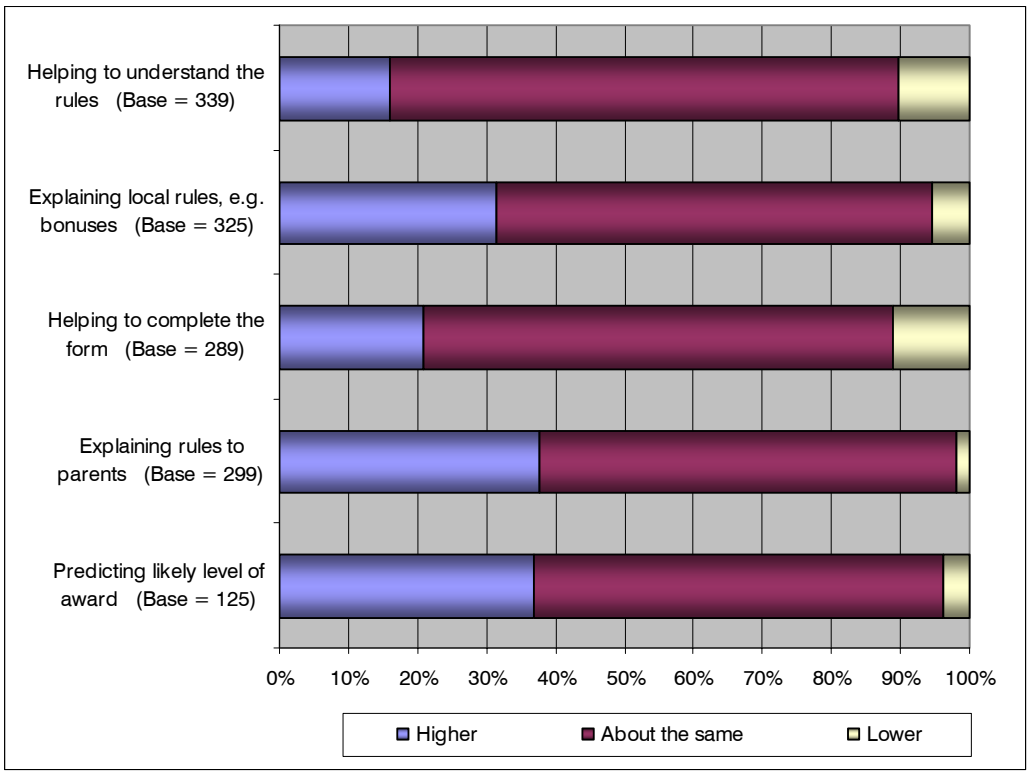
Only just over 40% of schools had provided help to learners in *completing the form* which was well below the percentage of FE colleges (83%) and NSIs (68%). FE colleges were by far the most likely to have *explained the rules to parents*. A number of schools said that Connexions had supported their EMA learners and the Citizens Advice Bureau had dealt with parents' queries. Others said they had referred learners and parents to the National Helpline.

Other forms of support provided included; help/advice with opening bank accounts; contacting EMA helpline and coordination appeals; encouraging vulnerable learners to be confident about applying; provision of application packs to prospective learners and helping with application forms returned by APB.

An issue about common policy in local areas was raised during the provider/stakeholder telephone interviews. Instances had arisen of inconsistency between providers in the same locality in the way different providers had interpreted EMA rules (for example how different providers dealt with dental appointments). The system appeared to work best where providers had been most proactive in forming local partnerships with good steering groups. The steering groups would then produce a local interpretation of policy and give consistent guidance to providers.

Those respondents who said their organisation provided each type of support listed in Figure 37 were asked if the volume of support provided had changed in the last academic year (2005/06) compared to 2004/05. Figure 38, below, shows the results.

Figure 38: Change in volume of support provided between 2004/05 and 2005/06



Source: Question 10

In general, the volume of support provided by organisations was about the same or had increased in 2005/06 compared to the previous year. The most likely increases in the volume of support were in *explaining rules to parents* and *predicting the likely level of award*. In all areas, FE colleges were more likely than other institutions to report higher volumes of support being provided.

The follow-up telephone survey of providers confirmed that the majority of institutions thought there had been little change in the type of support needed by learners although the volume of EMA recipients had doubled with the new cohort. Several commented that it had been easier this year because providers were better informed and better organised.

Learners and parents were also said to be more aware of EMA this year. It was said that being in a pilot area had helped with the preparation and readiness for the national roll-out.

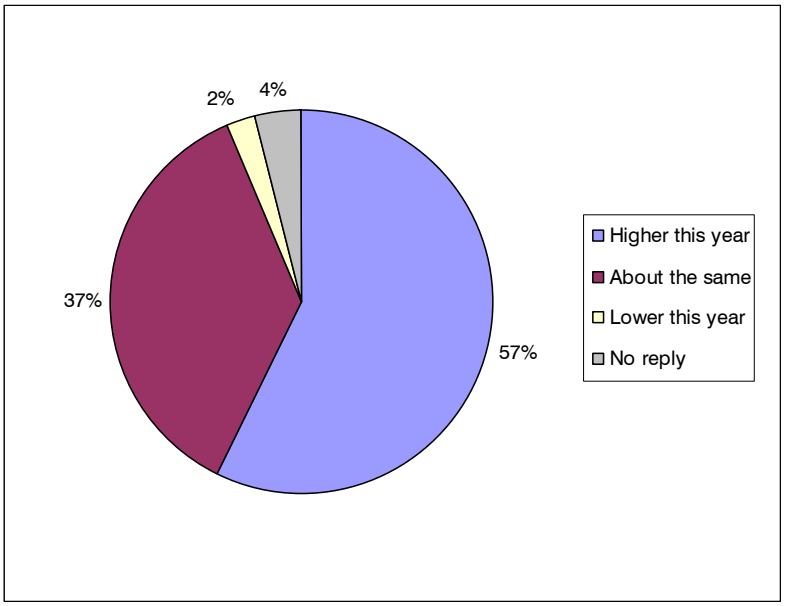
> As we had been involved in the pilot we required only to fine tune existing processes. EMA is now firmly embedded in the enrolment process. *(FE college)*

One provider described how their college had been more proactive this year in informing and supporting parents and potential learners.

> We gave more support to parents this year – they were supplied with guidelines on applications and information about the scheme. Learner support did not change but we made more use of school liaison to emphasise EMA and also featured it more at our Open Evenings. *(FE college)*

Figure 39, below, shows respondents' perceptions of the initial level of awareness of new learners regarding EMA in the 2005/06 academic year compared to 2004/06.

Figure 39: Awareness of new learners regarding EMA in 2005/06 compared to 2004/05



Base = 375

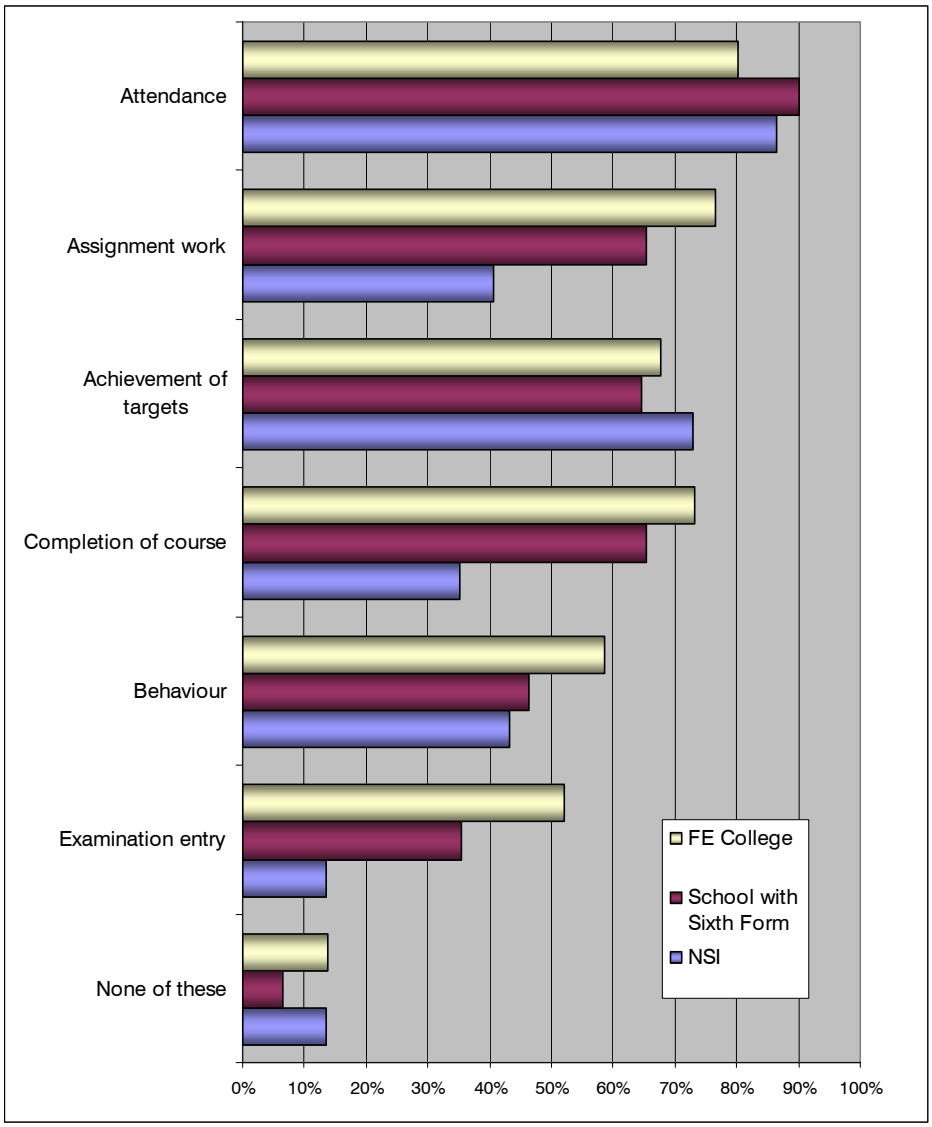
Source: Question 11

The majority of respondents believed that awareness among learners was higher this year and this was also the majority view among all types of provider.

Administering the EMA scheme

The rules governing EMA bonuses and entitlements are built into learner agreements by some providers. The overall extent to which providers linked their learner agreement to EMA on issues such as attendance and behaviour is shown in Figure 40, below. 14% of FE colleges and NSIs did not link any of the aspects listed in Figure 40 to EMA whereas only 7% of schools did not do so.

Figure 40: Is your organisation's learner agreement linked to EMA on the following?



Base = 375

Source: Question 13

90% of schools, 87% of NSIs and 80% of colleges link EMA rules on attendance to their learner agreement (on *attendance*). For all types of institution, *attendance* was the most frequently cited as being linked to EMA.

The majority of respondents said that their learner agreement on *assignment work* was linked to EMA although there were considerable differences between different types of institution. 77% FE college respondents said their organisation linked *assignment work* compared to 65% of schools and 41% of NSIs.

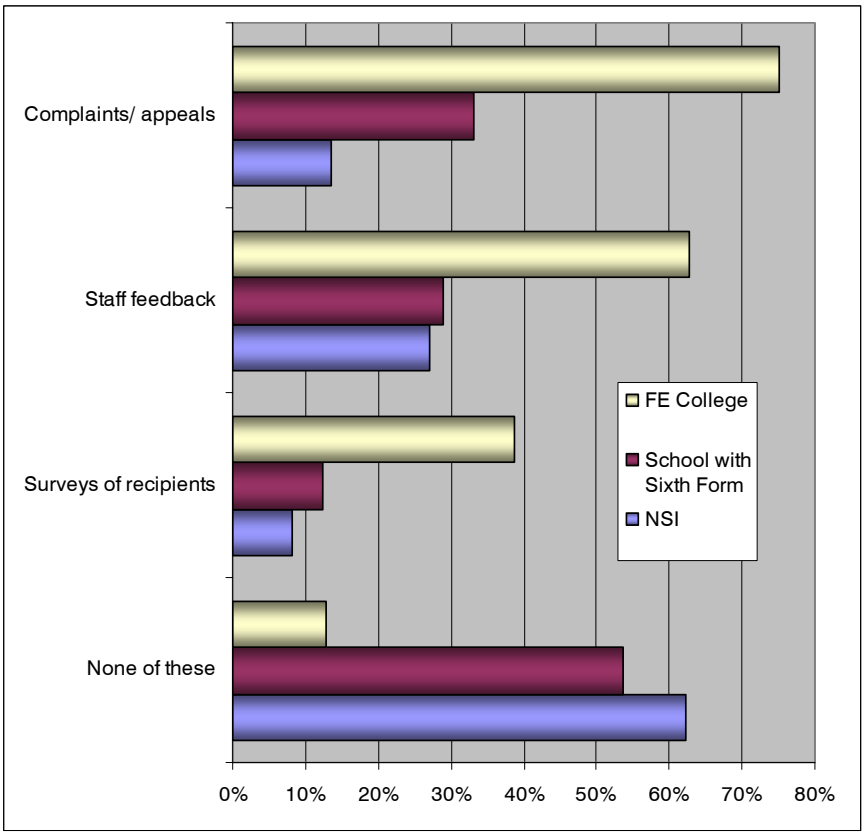
NSIs were more likely to link EMA with *achievement of target*s than FE colleges and schools but less likely to link EMA with *completion of course*. Just under 60% of colleges linked EMA to learner *behaviour* whereas only 46% of schools and 43% of NSIs did so. Just over half of FE colleges link learner agreements on *examination entry* to EMA compared to just over a third of schools and only 14% of NSIs.

In addition to the aspects listed in the above Figure, respondents were asked to identify any other areas where their organisation's learner agreement was linked to EMA. The most frequently cited area was "punctuality" although a number also mentioned "attendance at exams". Other areas identified were: attendance at all relevant key skills lessons; attendance at work placement; learning progress assessment/achievement of targets; learner behaviour and tutor recommendation.

The most frequently mentioned *other* schemes and strategies linked to EMA were learner charter, learner contract and learner handbook. Learner support fund was also identified by a number of college respondents. Other schemes/strategies mentioned included attendance policy, individual learning plans, tutorial system/tutor mentoring scheme and travel schemes. A few respondents said they did not link other schemes to EMA because it would be impractical or discriminatory to target only EMA learners.

The respondents were asked to say if their institution used *complaints and/or appeals*, *staff feedback* and *surveys of recipients* to evaluate the effectiveness of their systems for administering EMA. Figure 41, below, shows the results.

Figure 41: Methods used to evaluate effectiveness of systems for administering EMA



Base = 375

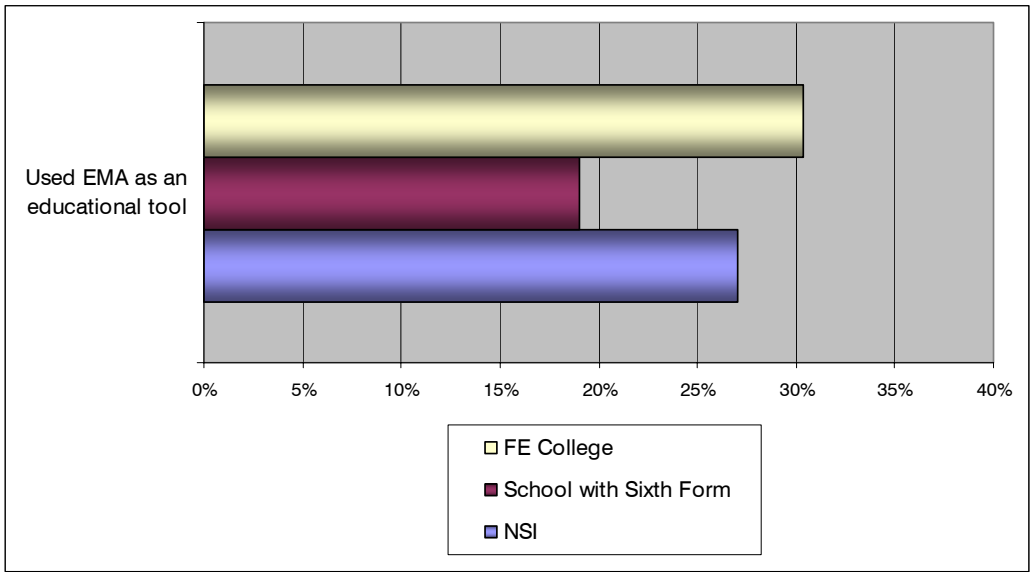
Source: Question 15

FE colleges were much more likely than the other institutions to have carried out any of the methods of evaluating systems for the administration of EMA listed in Figure 41. Well over half the schools surveyed and approaching two-thirds of NSIs had not used any of the methods[3].

[3] This result is in line with a national survey of providers recently undertaken by RCU for the LSC on the gathering of learner views. Colleges (and work-based-learning providers) are more likely to have formal systems for monitoring and acting on learner views than school sixth forms.

The respondents were asked if their organisation had used EMA as an educational tool as part of the curriculum for example, tutorial work on budgeting and setting personal goals. Figure 42, below shows the results broken down by type of provider.

Figure 42: Used EMA as an educational tool



Base = 375

Source: Question 12

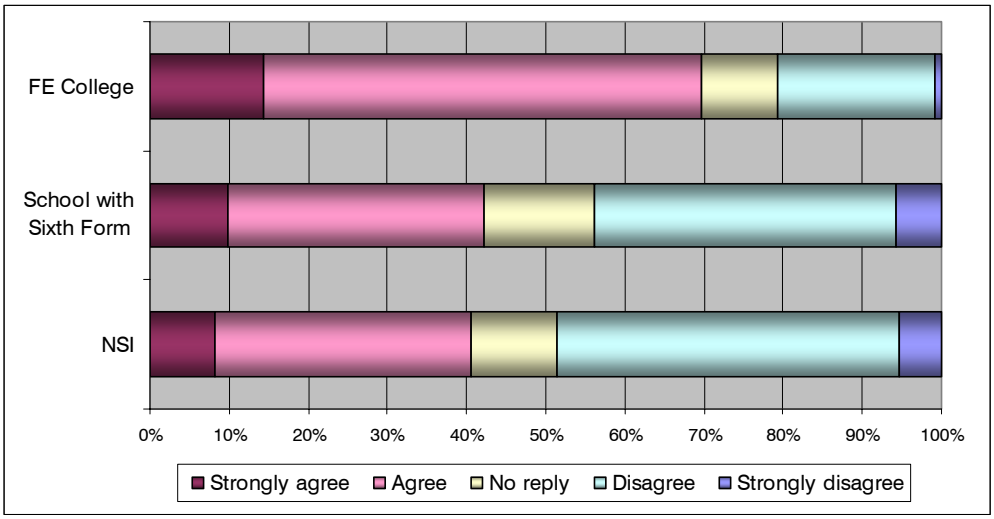
Overall, just over a quarter of organisations have used EMA as an educational tool although FE colleges and NSIs were more likely than schools to have done so. One particular learning activity associated EMA mentioned by a number of respondents was setting up bank accounts as the following comment illustrates.

> Setting up bank accounts was an issue at our college. For SLDD learners (there were 120 altogether) the college made this part of their course and took them to the bank to open accounts. *(FE college)*

Strategic impact of EMA scheme

In order to assess the strategic impact of the introduction of EMA on providers, the respondents were asked to indicate their strength of agreement with series of statements. The first addressed the impact of EMA on applications/participation and the results, broken down by provider type are shown in Figure 43 below.

Figure 43: Agreement with the statement - *EMA has increased applications/participation*



Base = 375

Source: Question 16

FE colleges were more likely than schools and NSIs to have seen increases in learner numbers due to EMA. This was supported by comments from the follow-up telephone interviews where many of the FE college respondents reported a positive effect on learner numbers due to the introduction of EMA. Most of the increases tended to be moderate or small although one college did report a doubling in recruitment for relevant groups. Several respondents commented that it was difficult to say to what extent EMA had been a positive influence on learner recruitment as illustrated by the following comments:

> Recruitment has increased by 10% - 15% but it is difficult to attribute this solely to EMA. (FE college)

> EMA appears to have improved recruitment and this is a big issue in this area. However it's too early to say whether or not this is a trend. (FE college)

Interviewees from schools and NSIs were less likely to have observed increased numbers since the introduction of EMA although recruitment tended not to be an issue for such organisations in any case.

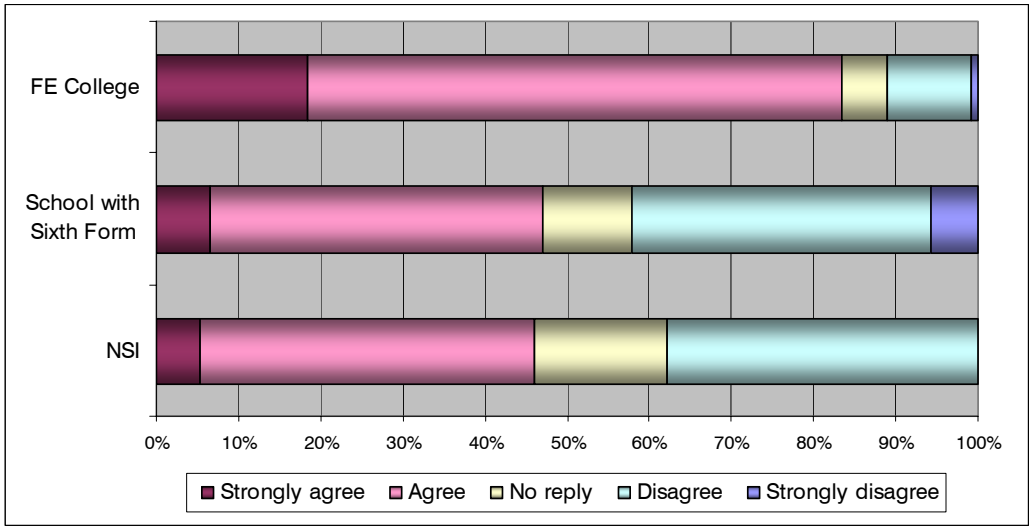
However, some schools reported increased staying on rates between Years 11 and 12. One school said they had been able to offer a broader vocational curriculum for additional learners recruited from Year 11. Other comments included:

> There has been some impact on recruitment as awareness of EMA has spread particularly by word of mouth within the school from Years 12 and 13 to earlier years. (School)

> The Year 11 to Year 12 saying on rate was already very high but it has definitely helped where families are on income support. (School)

Figure 44 shows respondents' strength of agreement with the statement, *EMA has improved learners' in-year retention*, broken down by type of provider.

Figure 44: Agreement with the statement - *EMA has improved learners' in-year retention*



Base = 375

Source: Question 16

Again FE colleges were much more likely than schools and NSIs to believe EMA has improved learners' in-year retention. Most college respondents taking part in the follow-up telephone survey confirmed that EMA had improved in-year retention. Retention is an important element in college funding and performance indicators but is less significant for schools.

Comments on the learner retention issue included the following:

> It is often the most vulnerable learners who are getting EMA but now we are achieving better in-year retention and progression to the second year. (FE college)

> EMA has been 100% effective as regards retention – it has been especially relevant to inner city learners. (NSI)

> EMA has been a great help. We are a very specialised provider and some of our learners travel a long way to study with us. EMA has helped some learners stay on the course by reducing financial pressure re: travel costs. It has also possibly been a factor for some individuals in progressing to a further year's study. (NSI)

Several interviewees also commented on the influence of the EMA bonus system on retention as the following quote illustrates.

> Bonuses have worked well and we had better return rates after Christmas this year with the shift to January bonus. We would like some adjustment in timing of bonuses and for them to represent a bigger proportion of payout. (FE college)

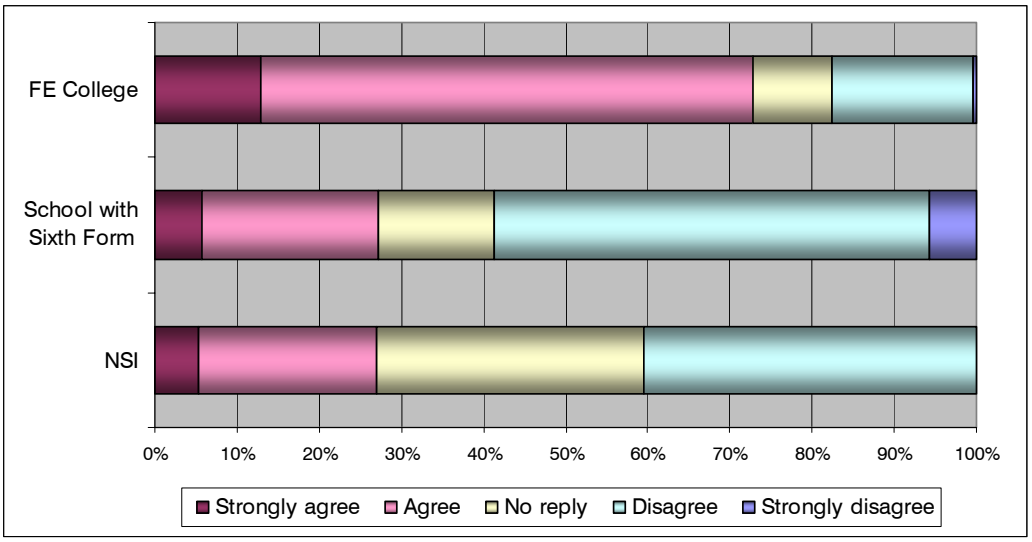
There was, however, concern expressed that some learners were starting programmes because of EMA but were not fully committed to their course, as the following comment highlights.

> EMA has had an impact on recruitment and retention but some learners are staying on for the wrong reason now. A number of learners have stayed on but have had their summer bonuses withheld because of poor attendance and assignment completion. We did have some appeals but these were rejected. (FE college)

It was also said that there was evidence that the £10 per week award was not sufficient to prevent learners dropping part of their course, for example General Studies on A Level programmes. It was thought that these learners were making a conscious decision to forego the receipt of EMA in exchange for the time gained by dropping a subject.

Figure 45, below, shows respondents' views on year to year retention of learners on two year programmes. The Figure shows the results broken down by type of provider.

Figure 45: Agreement with the statement - *EMA has improved retention to the second year of two-year programmes*



Base = 375

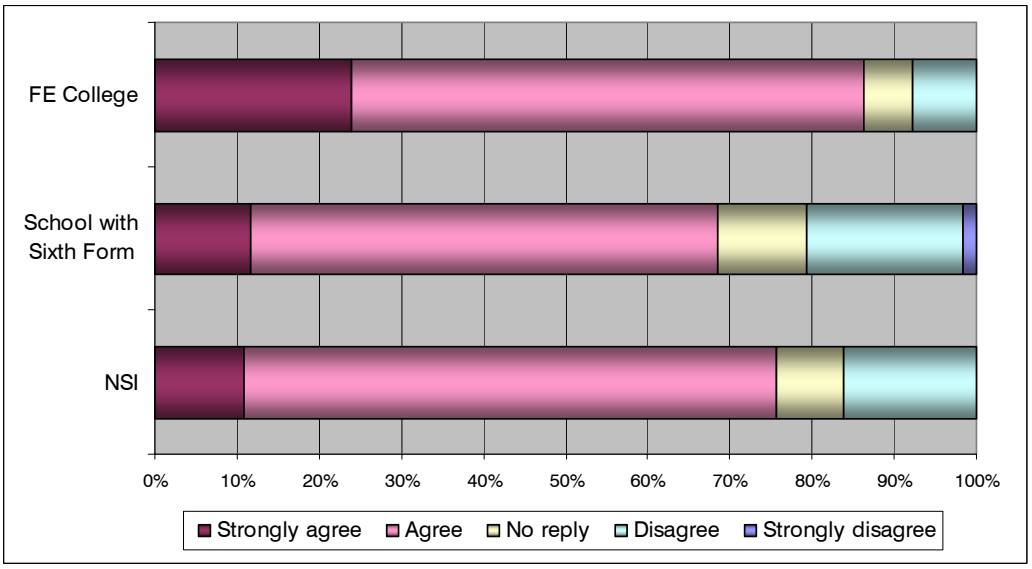
Source: Question 16

Almost three-quarters of respondents from FE colleges believed that EMA had had a positive impact on the year to year retention of learners but less than 30% of school and NSI respondents agreed that this was the case.

Several of those interviewed from schools thought that there was no real evidence as yet that EMA had improved Year 12 to Year 13 retention although it was perhaps too early to say. A number also commented that their school traditionally achieved a high level of year to year retention so the impact of EMA might not that great. Even those respondents who were positive about the impact of EMA on in-year retention tended to be a little more tentative about the impact on year to year retention.

Figure 46 shows the response to a statement addressing the issue of learners' attendance and punctuality and the impact of EMA. Again the results are broken down by provider type.

Figure 46: Agreement with the statement – *EMA has had a positive impact on learners' attendance and punctuality*



Base = 375

Source: Question 16

There was broad agreement across all types of provider that EMA has had a positive impact on learners' attendance and punctuality although agreement was particularly strong among respondents from FE colleges. Several respondents also said there that their attendance tracking was now much better since the introduction of EMA.

> EMA has had positive impact on attendance – it is well understood that absence will result in non-payment. (School)

It was mentioned that the linking of bonuses to attendance had worked really well and this had improved attendance for EMA learners. One college said they had also tightened up their policy on sickness as the following quote explains

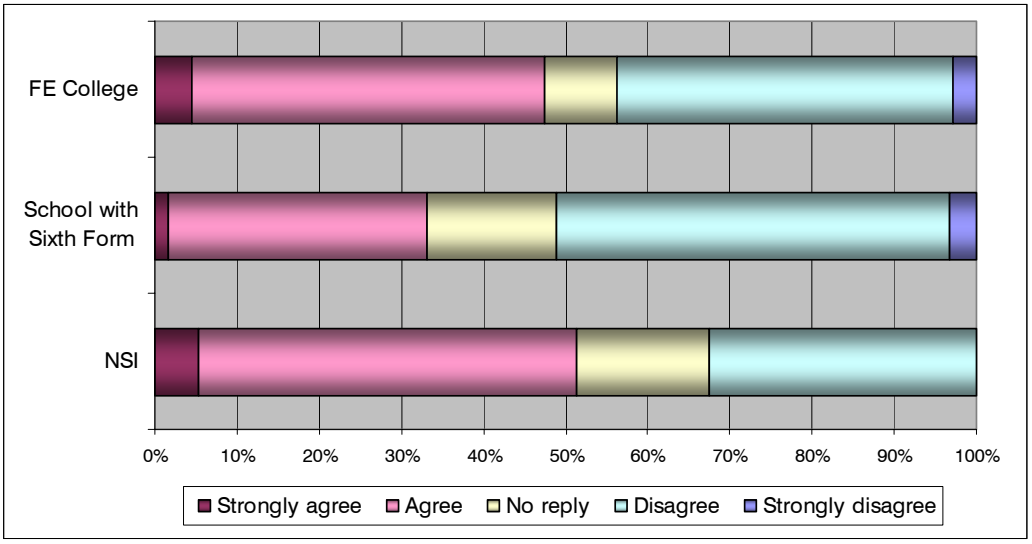
> Attendance is better and this year we have established zero tolerance on sickness. Learners have got the message that it is an allowance and not a benefit. Paying bonus in January was an improvement. (FE college)

However, another respondent commented that although the post-Christmas bonus had been useful, Spring Term attendance was still an issue so the college would prefer a March bonus. The following comment from an FE college respondent refers to the impact EMA has had on "low expectation" learners.

> Attendance for all learners is up but EMA has certainly had an impact. "Low expectation" learners seemed to have improved most, possibly because of improved value felt as a result of EMA. (FE college)

Respondents were asked if EMA has had a positive impact on learners' behaviour. Figure 47, below, shows the results broken down by type of provider.

Figure 47: Agreement with the statement – *EMA has had a positive impact on learners' behaviour*



Base = 375

Source: Question 16

Overall, well under half the respondents thought that EMA has improved learners' behaviour. In schools, over half thought EMA had not had any impact in this area although around a third believed that it had. However, it was again mentioned by those interviewed by telephone that the bonus system, when linked appropriately, could have an all-round positive impact on learners and behaviour was one aspect of this.

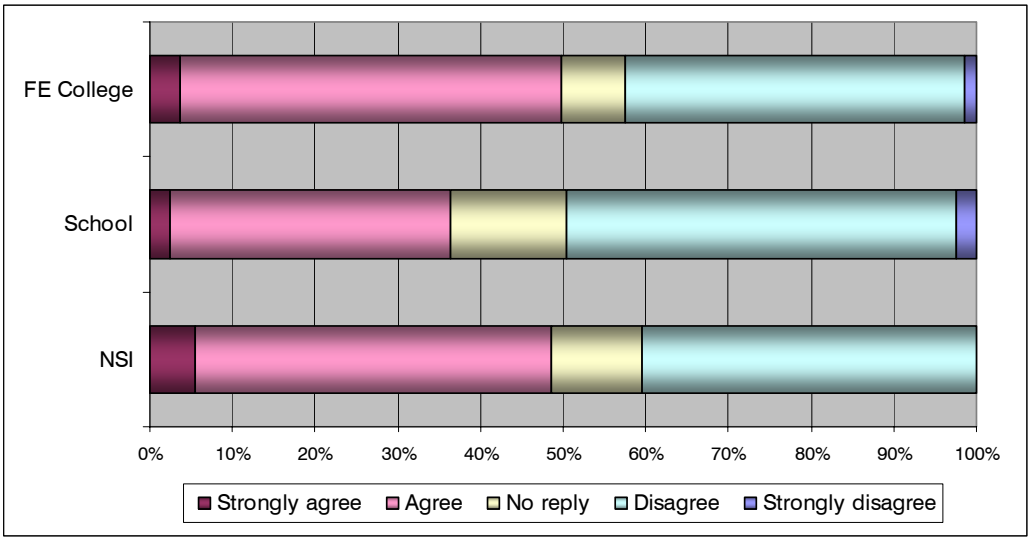
> Bonuses have been linked to attendance, behaviour and work completion and this has made an impact. All issues related to non-payment of bonuses are dealt with via college's disciplinary procedure. (FE college)

One telephone interviewee felt that EMA payments had particularly improved the attitude to school work of those learners who had part-time jobs, as the following quote illustrates.

> Attitude has been helped considerably where pupils have been able to reduce the amount of part-time work carried out outside school. (School)

The response to the statement, *EMA has had a positive impact on learners' attitude to learning* is shown in Figure 48 below, broken down by type of provider.

Figure 48: Agreement with the statement - *EMA has had a positive impact on learners' attitude to learning*



Base = 375

Source: Question 16

The response to the statement on the impact of EMA on learners' attitude was similar to that on learners' behaviour, with FE colleges and NSIs more likely than schools to identify a link. A number of those interviewed in the follow-up telephone survey said there was no real evidence to suggest there had been a positive impact.

> Attitude improvement is not apparent and we are still working on it! (FE college)

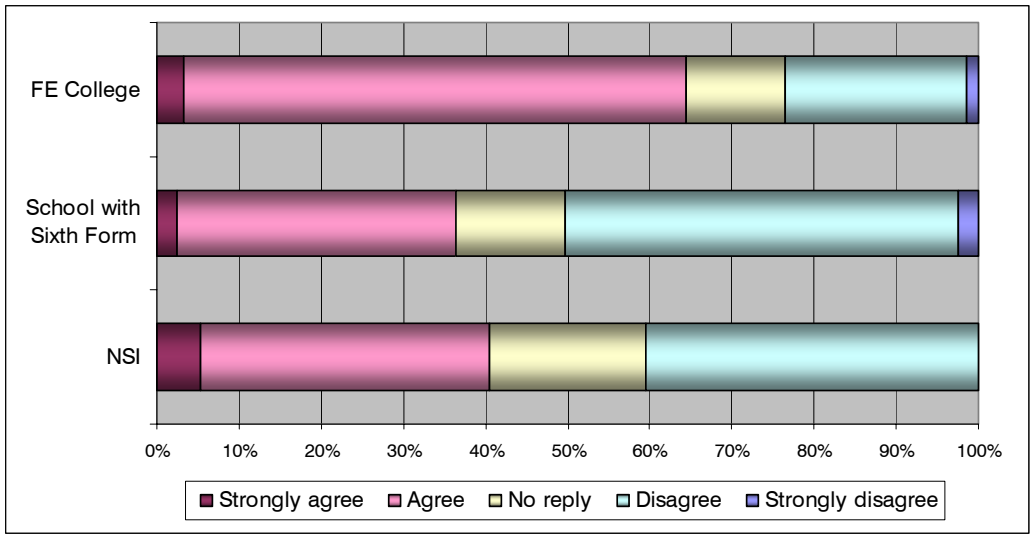
However, the bonus system was mentioned by one FE college as being an excellent motivator.

> Bonuses have proved excellent motivators and are tied to learner agreements. Three progress reviews per year are the trigger for payment – this has worked well.
> (FE college)

There was also an alternative view expressed that EMA could act as a demotivator in some cases. For example, where a learner failed to attend for say half a day early in the week, they might well take the view that there was no point attending for the rest of the week as they would not be getting EMA in any case.

Figure 49, below, shows respondents' views on whether EMA has had a positive impact on learners' attainment. The results are broken down by type of provider.

Figure 49: Agreement with the statement - *EMA has had a positive impact on learners' attainment*



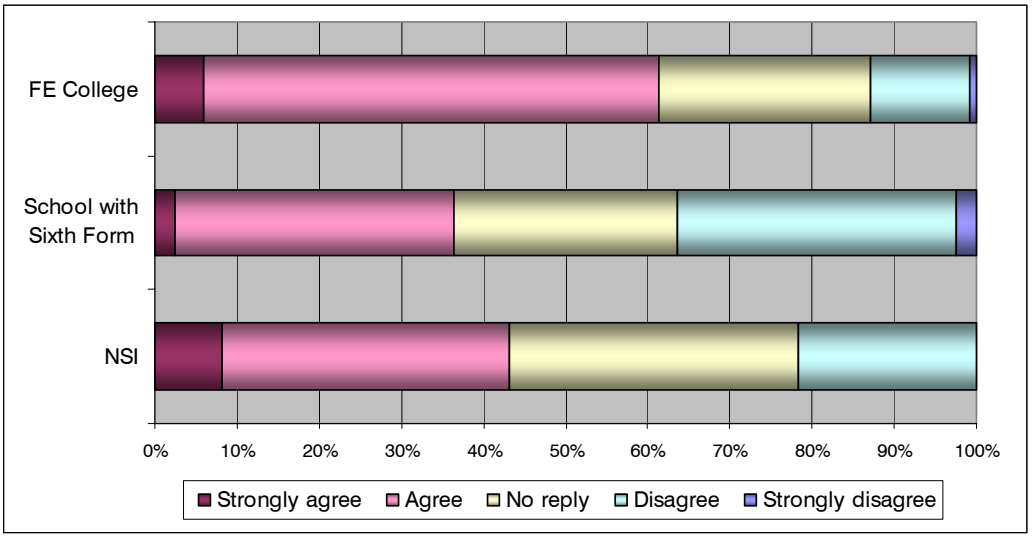
Base = 375

Source: Question 16

Just over half the respondents believed that EMA has had a positive impact on learners' attainment although this appeared to be much more apparent in FE colleges than in schools and NSIs. However, the follow-up telephone interviews revealed that many thought it was too soon to say. A few respondents from schools colleges and NSIs said they believed that that EMA had had a positive impact on course work and assignment/exam completion.

Figure 50 shows the response to a statement addressing the issue of the number of young people not in employment, education or training (NEETs) and the impact of EMA. Again the results are broken down by provider type.

Figure 50: Agreement with the statement – *EMA has had a positive impact on the number of young people not in employment, education or training*



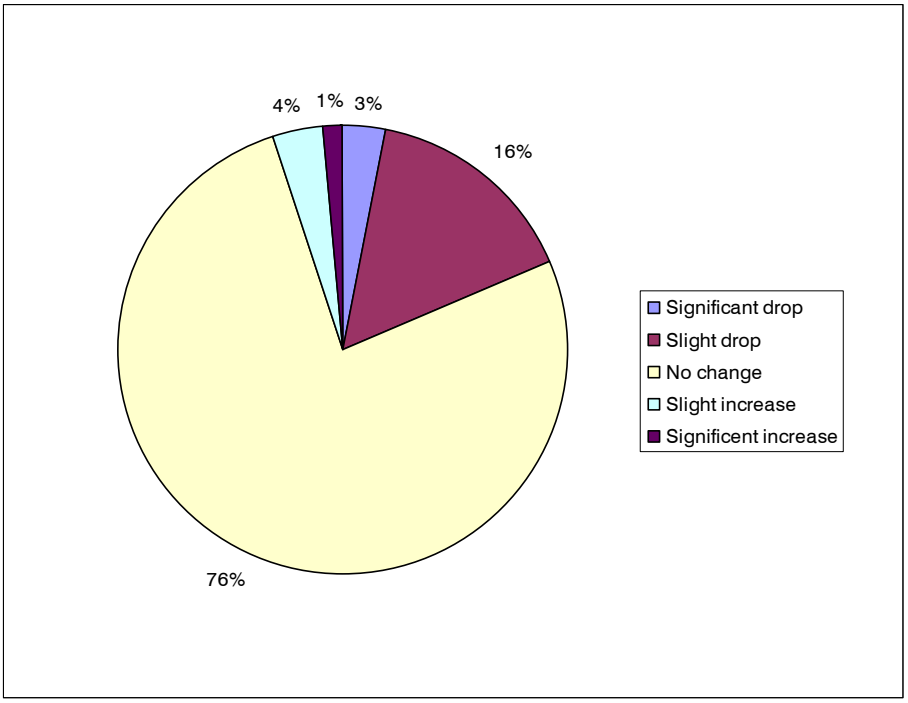
Base = 375

Source: Question 16

Just over half the respondents believed that EMA was encouraging more young people to continue in, or return to, post-16 education. Again it was the respondents from colleges who were the most likely to believe this was the case. However, there were mixed views expressed in the follow-up interviews on whether the young people, who would not otherwise have come into education, were fully committed to their courses, although this also raises the issue of whether the existing provision was suitable for these learners in the first place.

Those institutions that offered work-based-learning were asked if the national roll-out of EMA had coincided with a reduction in applications for work-based-learning provision. Figure 51, below, shows the results. Please note these results reflect the impact of EMA on work-based learning in 2004/05, prior to the extension of EMA to E2E learners and Programme Led Apprentices.

Figure 51: Impact of EMA on Work-Based-Learning Provision



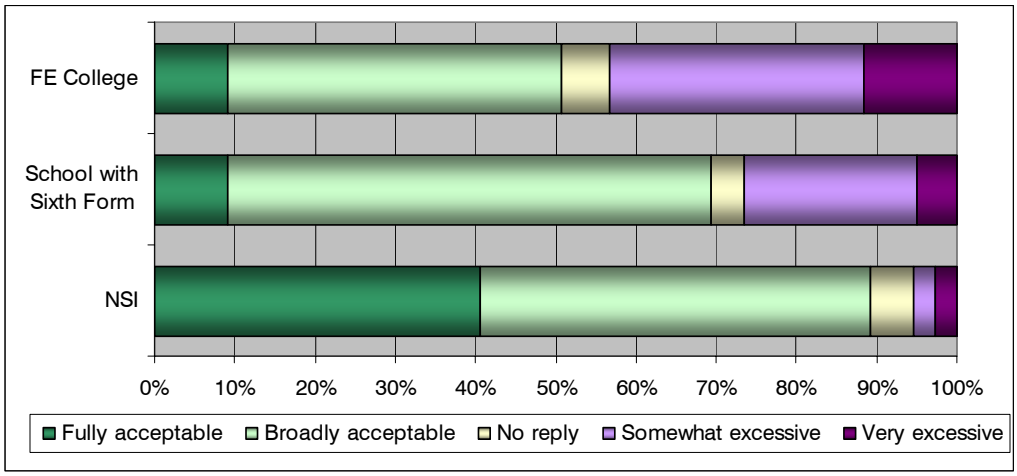
Base = 160

Source: Question 17

A total of 160 providers offered work-based learning. Just under a fifth of these noted a drop in applications although most thought the drop had been slight. A small number of providers (5%) thought there had been a slight or significant increase in work-based-learning applications but just over three-quarters said there had been no change. This contrasts to some extent with parts of the recipient survey (see Figure 14 for example).

Figure 52 examines respondents' views on the work involved in the administration of EMA. Respondents were asked, in the light of the impact of EMA, to what extent they regarded the volume of work in administering EMA as acceptable.

Figure 52: Volume of work administering EMA

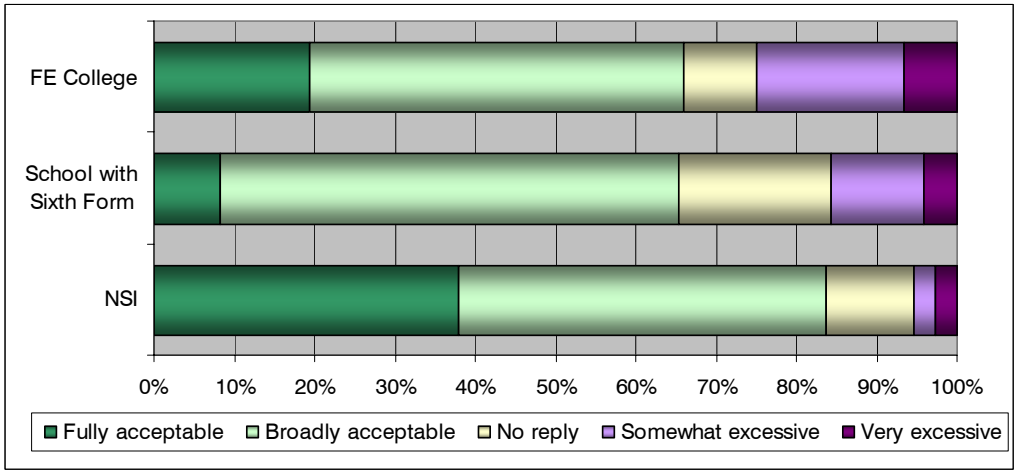


Base = 375

Source: Question 18

Respondents also rated the volume of work in administering EMASYS. Figure 53, below, shows the results. Neither Figure indicates strong concerns with the administrative burden.

Figure 53: Volume of work administering EMASYS

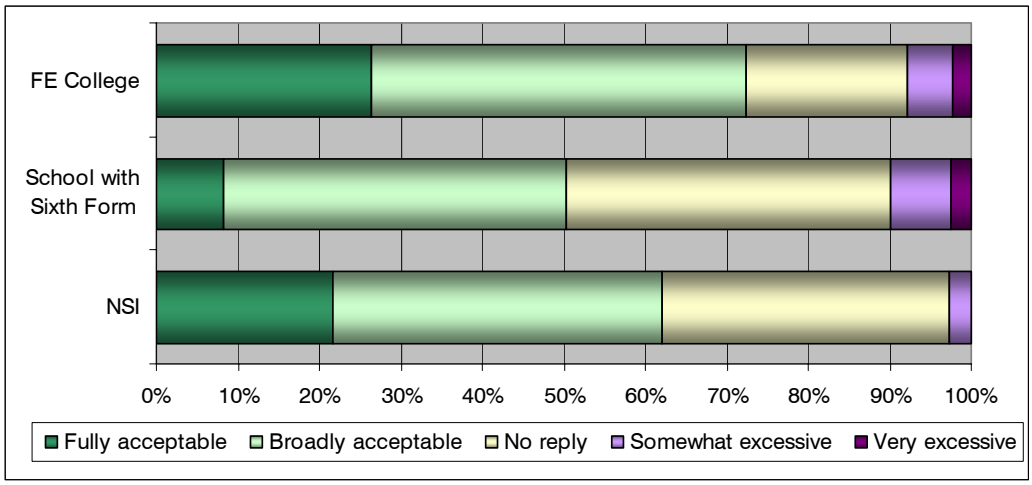


Base = 375

Source: Question 18

Finally, respondents were asked to rate the volume of work administering additional requests from LSC. Figure 54, below, shows the results.

Figure 54: Volume of work in administering additional requests from LSC



Base = 375

Source: Question 18

The majority respondents who were interviewed in the follow-up telephone survey confirmed that the volume of work required for administering EMA was acceptable considering the benefits for learners and their families, although there were very real concerns about the cost to the providers of conducting the administration. The following comment was from a college serving an area of higher than average levels of deprivation.

> It's really worth it for this area with its levels of deprivation and poverty. EMA really helps our learners. This is a significant amount of money for learners and their families.
> (FE college)

In contrast, the following view on the value of EMA was given by a respondent from a provider in a relatively wealthy area.

> Too much work – I do have reservations about paying learners to come to college.
> (FE college)

There was considerable concern from some providers about the administrative burden of EMA, particularly as the funding to cover these activities will not be continuing. There were also many written comments on this issue (see following section on respondents' additional comments).

One particular issue, which many providers found very time consuming, was with learner attendance tracking. Tracking systems currently used by providers ranged from good electronic systems, which were the most efficient; to wholly paper-based systems which were very slow and time consuming, not only to the providers themselves but also the learners since they had to complete the timesheets. It was said that some systems had been open to fraudulent behaviour. Therefore, for a number of providers, the introduction of EMA had led to reviews of current attendance and monitoring policies and precipitated the decision to introduce much better electronic systems, benefiting the whole organisation as a result.

It was also said that there were also huge administrative implications for errors made by teaching staff in recording attendance. This appeared to be a particular problem among part-time/short term staff in schools and colleges whose main focus would tend to be on teaching rather than the mastery of unfamiliar administrative systems. Errors in recording attendance were causing inevitable problems further down the line and it was administrative staff who were having to pick up the task of sorting out problems and also taking flack from irate learners and parents.

Additional comments by respondents

The final question on the questionnaire invited respondents to submit any additional comments on the administration and impact of the EMA scheme. By far the most frequently mentioned issue, particularly by colleges, was that of resourcing the administration of the allowance. The following are typical of the many comments received on this topic.

> 290 of our learners are in receipt of EMA and it takes approximately 24 hours a week of staffing to administer. It is inconceivable that there will be no financial support to do this. (FE college)

> It will be very difficult to run it without finance provided for administration. (School)

> EMA are quite demanding on time - particularly on a weekly basis where absenteeism needs to be checked with learners and personal tutors. (School)

> The cost of administering this scheme is already excessive and will only get worse in the future - this needs to be addressed. (FE college)

> Funding should be made available to private schools and colleges to cover the cost of implementation and administration of EMA. (NSI)

A small number of respondents raised issues about the National Helpline which is available to EMA applicants and their parents as well as providers. In some instances it was said to be inconsistent or the information given was incorrect.

> False information being given out by the EMA National Helpline has confused learners. (FE college)

> The EMA National Helpline is inconsistent and gives out different information all the time. (FE college)

However, to put this into context, over three quarters of a million calls were made to the helpline by young people and parents in 2004/05 and almost 70,000 calls were taken on the helpline for providers and stakeholders. Most providers expressed no dissatisfaction with the service they had received.

Some providers were experiencing continuing problems with EMASYS, particularly the speed of the system, although this was said to be improving.

> EMASYS is very slow to work or just crashes. (FE college)
>
> EMASYS was very slow initially and slowed everything down. (FE college)
>
> EMASYS is much better this year. (FE college)

However, most comments about training on EMASYS and the support providers received from CAPITA were very positive.

In response to initial difficulties highlighted, the LSC has commissioned investigations with those providers that have experienced frequent problems with EMASYS and worked with them to find the right solution – ranging from tweaks to EMASYS to identifying local IT set up issues that are causing problems

Several respondents called for EMA to be given to all learners because, in their view, good learners could be discouraged if they did not get it. It was also suggested that truly committed learners would stay in learning with or without EMA. Some of the learners receiving EMA were said to be less well motivated and only taking the course to receive the allowance. The two following comments illustrate the point.

> I strongly feel that smaller bonuses should be awarded to all post 16 learners. They are a positive incentive. *(School)*
>
> The system is unfair - all learners should qualify or not at all. The money is not used to support study; I suspect many use it to fund social like activities. *(School)*

In general, responses to this type of open question mainly attract comments from those who have particular issues and therefore tend to be complaining or critical in nature. There were, however, some positive comments including the following two examples.

> I would like to emphasise the positive effect of raising participation, attendance and retention. *(FE college)*
>
> In general (EMA has been) very positive, particularly in an area where there are a lot of low paid, seasonal jobs available. *(School)*

Data Analysis

The tables and charts in this section of the report were based on an analysis of a number of data sources, the main one being the 2004/05 FE QSR (matched with EMA flag) supplied by the LSC. The use of this dataset ensured that the analysis was consistent with the LSC's methodology of calculating learner retention, achievement and success rates.

The second main dataset supplied by the LSC was the Fischer Family Trust "matched dataset" 2004/05. This matches ILR and schools Pupil Level Annual School Census (PLASC) data with achievement data from various awarding bodies. However, the PLASC dataset did not include information on completion status in 2004/05 which would be required to calculate retention and success rates. Therefore the first part of the analysis that follows on retention, achievement and success rates was conducted through the interrogation of the 2004/05 FE QSR dataset and refers only to those learners in further education (ie excluding those at School Sixth Forms).

The full list of data sources used for the analysis was as follows:

- 2004/05 FE QSR (matched with EMA flag)
- 2003/04 FE QSR (unmatched)
- 2004/05 ILR F05
- 2004/05 ILRW
- PLASC 05
- LSC Matched Dataset (FFT)

The analysis focused on the impact of Educational Maintenance Allowance (EMA) on the retention, achievement and success of 16 year-olds on one-year further education courses in 2004/05. This was the year that EMA was rolled out nationally and as a result there was no option of comparing EMA recipients to a control group of learners with identical characteristics. Therefore, the agreed methodology was to compare statistics for EMA recipients to non-EMA recipients with otherwise similar characteristics (home area, level of study etc).

In making this comparison it was acknowledged that learners in receipt of EMA began with a lower likelihood of success than non-EMA recipients. This reflects a substantial body of evidence, used to justify the development of EMA, linking educational achievement to family income.

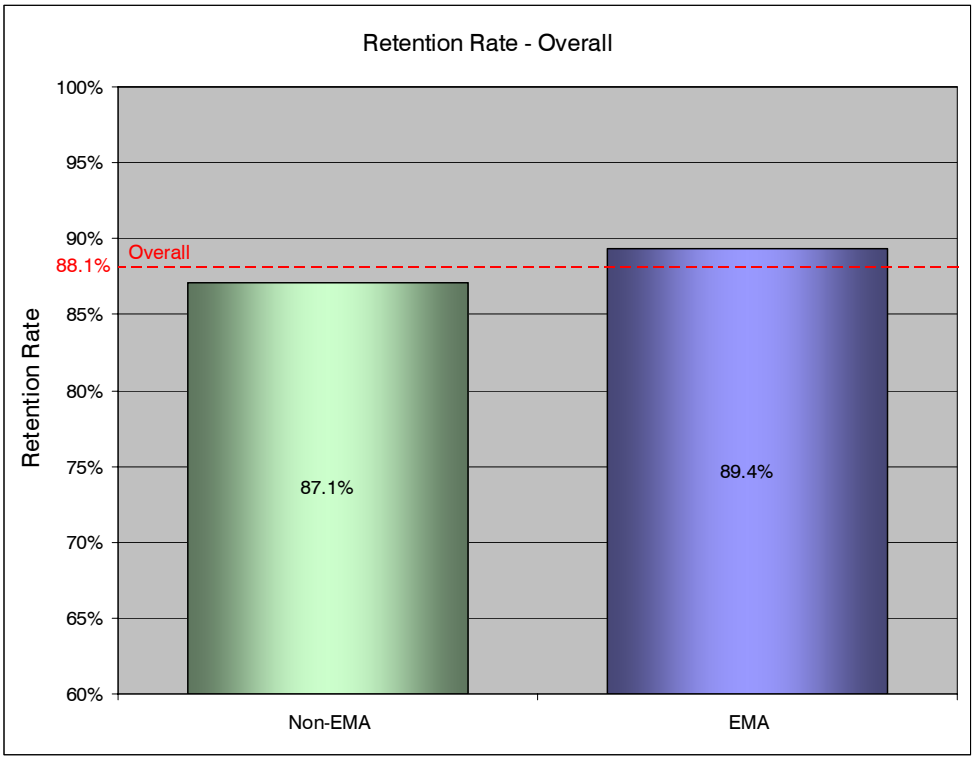
Most of the analysis that follows is based on enrolments on learning aims rather than learners. This means that, for example, a learner taking four AS Level qualifications would be represented four times within the figures (once for each of the four learning aims they were taking). A learner taking just one learning aim, for example GNVQ Intermediate would be represented only once. This method for calculating retention, achievement and success rates is the same as that used by the LSC.

A full set of data analysis tables upon which the Figures and charts in this section are based can be found in Appendix 3.

Retention, achievement and success rates

The figure below shows the in-year retention rates on learning aims taken by 16 year old learners in further education and compares EMA and non-EMA learners. The red dotted line represents the overall retention rate on one year learning aims in 2004/05 and this is shown on all subsequent retention rate charts. The overall figure for 2004/05 (88.1%) was 1.7 percentage points higher than the equivalent figure for 2003/04 (86.4%).

Figure 55: Retention on learning aims of 16 year old learners in FE (2004/05)



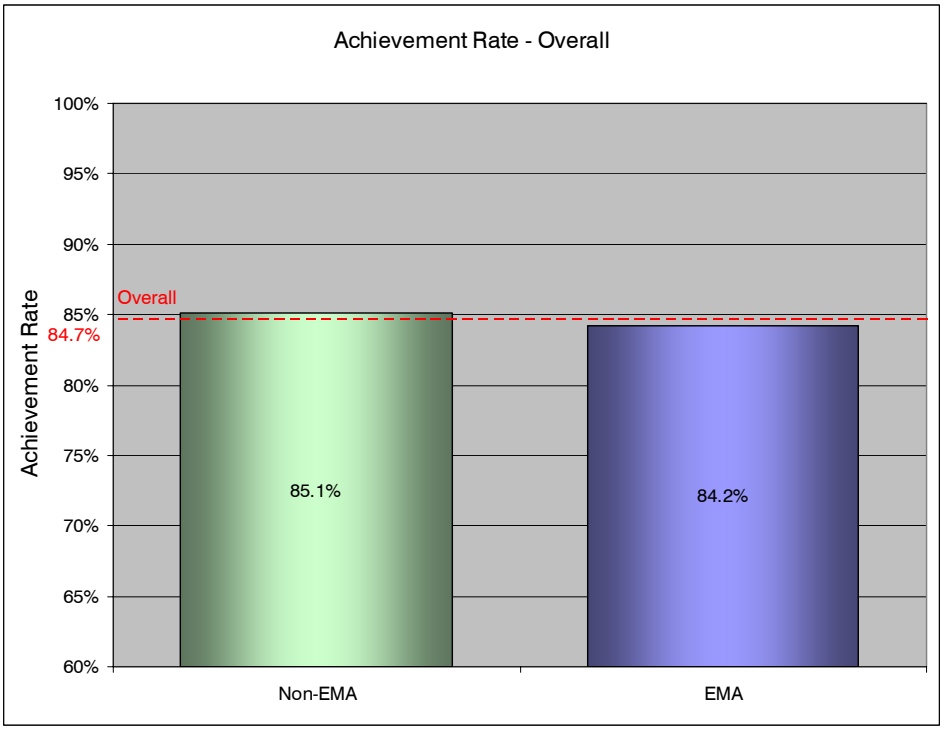
EMA	Non-Completers	Completed	Starters	Retention Rate
Non-EMA	51,945	350,230	402,175	87.1%
EMA	35,474	298,269	333,743	89.4%
All	87,419	648,499	735,918	88.1%

Source: 2004/05 FE QSR (matched with EMA)

In year retention was 2.3 percentage points higher on the learning aims of those learners who were in receipt of EMA, confirming the views of many providers that the award was having an impact on the likelihood of course completion of those receiving it.

The figure below shows overall achievement rates among 16 year olds in further education and again compares EMA and non-EMA learners.

Figure 56: Achievement on learning aims of 16-18 learners in FE (2004/05)



EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Non-EMA	52,176	298,054	350,230	85.1%
EMA	47,024	251,245	298,269	84.2%
All	99,200	549,299	648,499	84.7%

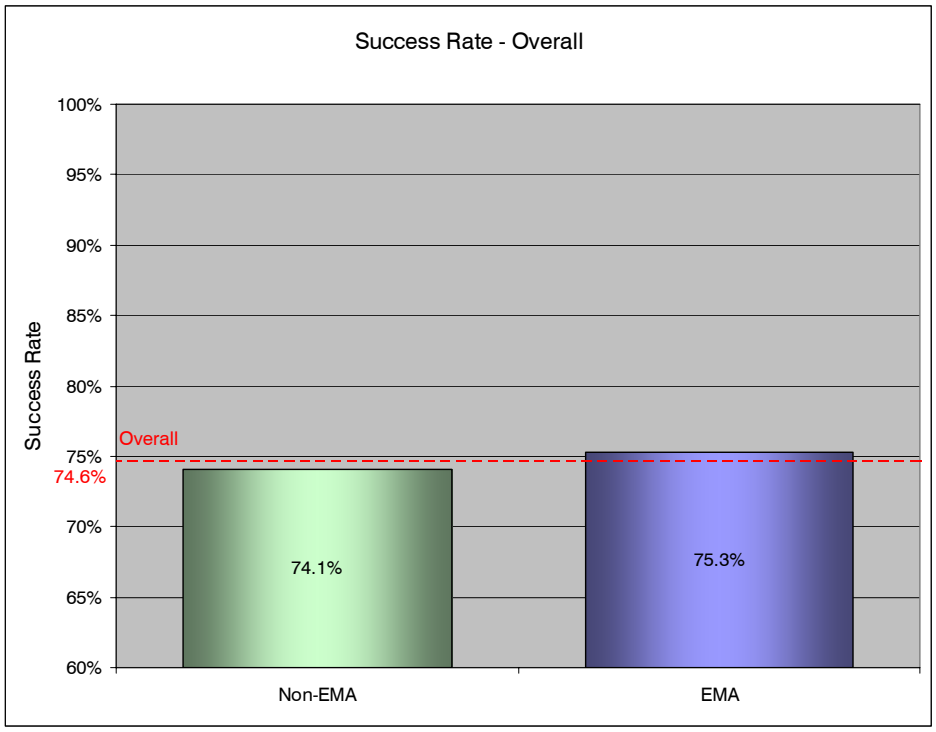
Source: 2004/05 FE QSR (matched with EMA)

The red dotted line represents the overall achievement rate (84.7%) on one year learning aims in 2004/05 and this is shown on all subsequent achievement rate charts. This figure represents an increase of 2 percentage points on the equivalent achievement rate for the academic year 2003/04 (82.7%).

Learning aims taken by EMA learners were slightly less likely to be achieved compared to non-EMA learners.

Success rates take into account both the retention and achievement rates of enrolments and the figure below compares success on learning aims taken by EMA learners with those taken by learners not in receipt of an award. The red dotted line again represents the overall success rate and this is shown on all subsequent success rate charts.

Figure 57: Success on learning aims of 16 year old learners in FE (2004/05)



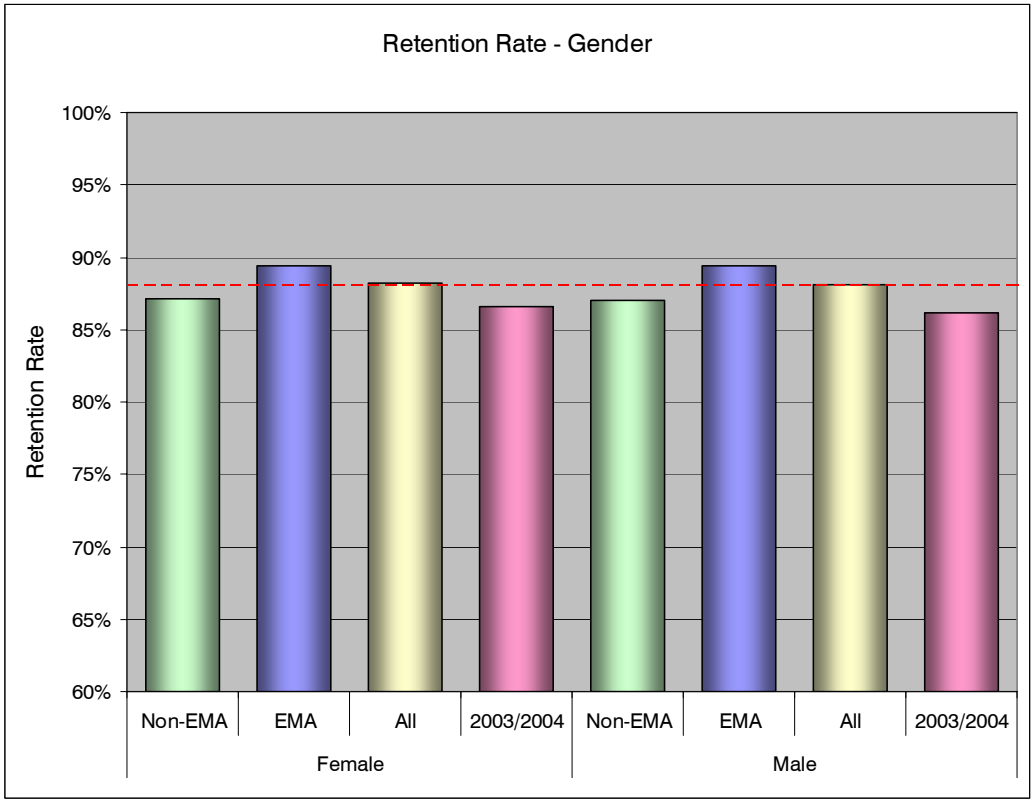
EMA	Unsuccessful	Successful	Starters	Success Rate
Non-EMA	104,121	298,054	402,175	74.1%
EMA	82,498	251,245	333,743	75.3%
All	186,619	549,299	735,918	74.6%

Source: 2004/05 FE QSR (matched with EMA)

The success rate on qualification aims taken by EMA learners was 1.2 percentage points higher than the success rate on learning aims taken by non-EMA learners. Since achievement among EMA learners was slightly lower than non-EMA learners, the higher success rate for EMA learners is a result of the higher retention rate among this group.

The Figure below shows the retention rate broken down by gender. The figures for the 2003/04 academic year are included for comparison.

Figure 58: Retention on learning aims of 16 year old learners in FE by Gender (2004/05)



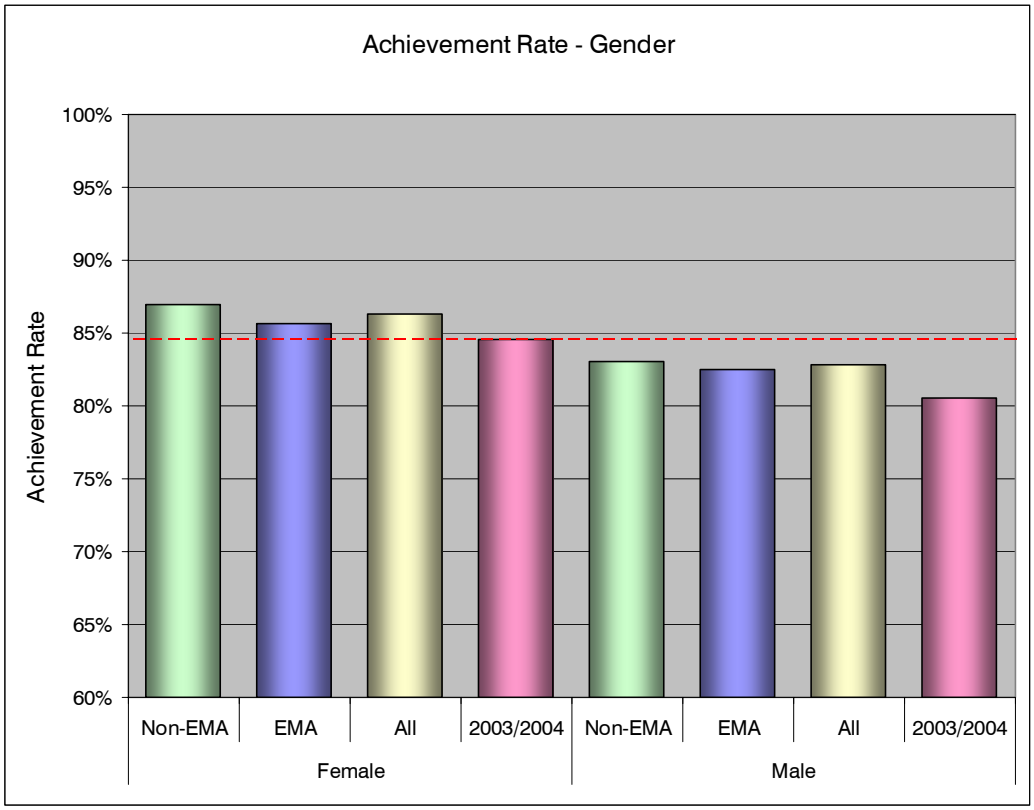
Source: 2004/05 FE QSR (matched with EMA) and 2003/04 FE QSR

There is very little difference between the retention rates on learning aims of male and female learners and the difference between EMA and non-EMA learners of both genders is very similar.

In comparison with the 2003/04 figures, the increase in retention is slightly higher among male learners.

The achievement rates on learning aims for EMA and non-EMA learners broken down by the two genders are shown in the Figure below.

Figure 59: Achievement on learning aims of 16 year old learners in FE by Gender (2004/05)



Source: 2004/05 FE QSR (matched with EMA) and 2003/04 FE QSR

Achievement rates were up for both genders in 2004/05 compared to 2003/04. Females were more likely to achieve than males but the increase in achievement between the two years was higher among males.

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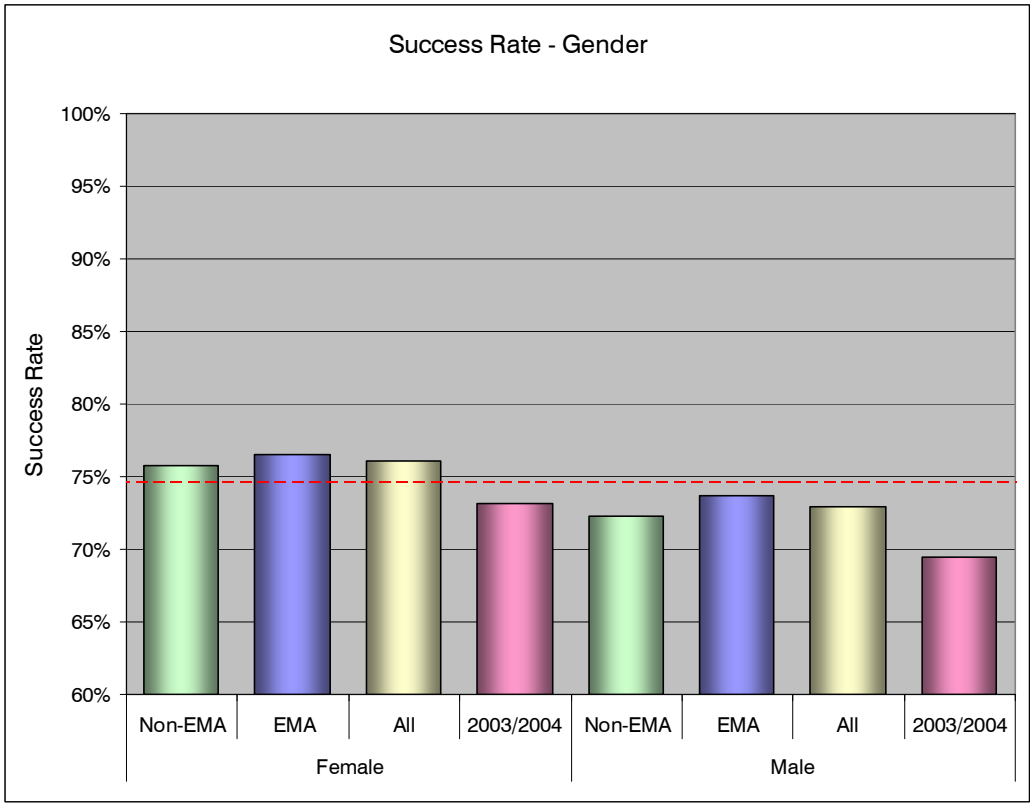
The figure below shows success rates on learning aims for the two genders. Overall success was up 3 percentage points for females and 3.5 percentage points for males in 2004/05 compared to the previous year.

Figure 60: Success on learning aims of 16 year old learners in FE by Gender (2004/05)



Source: 2004/05 FE QSR (matched with EMA) and 2003/04 FE QSR

Success rates were higher among EMA learners of both genders but the difference between EMA and non-EMA learners was greatest among males.

Overall success rates for females rose from 73.1% in 2003/04 to 76.1% in 2004/05, an increase of 3 percentage points. There was an even greater increase in success rates among males with an overall rise of 3.5 percentage points, from 69.4% in 2003/04 to 72.9% in 2004/05.

The Figure below shows retention rate figures broken down by broad ethnic group.

Figure 61: Retention on learning aims of 16 year old learners in FE by Ethnicity (2004/05)

Ethnicity	EMA	Ret'n Rate
Asian or Asian British - Bangladeshi	Non-EMA	82.0%
	EMA	90.5%
	All	88.2%
Asian or Asian British - Indian	Non-EMA	91.2%
	EMA	93.9%
	All	92.6%
Asian or Asian British - Pakistani	Non-EMA	84.0%
	EMA	91.5%
	All	89.0%
Asian or Asian British - Any other Asian background	Non-EMA	89.1%
	EMA	92.0%
	All	90.3%
Black or Black British - African	Non-EMA	90.5%
	EMA	93.1%
	All	91.7%
Black or Black British - Caribbean	Non-EMA	82.5%
	EMA	89.8%
	All	86.4%
Black or Black British - Any other black background	Non-EMA	83.8%
	EMA	88.4%
	All	86.2%
Chinese	Non-EMA	93.7%
	EMA	95.5%
	All	94.4%
Mixed - White and Asian	Non-EMA	86.3%
	EMA	92.5%
	All	88.9%
Mixed - White and Black African	Non-EMA	84.9%
	EMA	88.3%
	All	86.4%
Mixed - White and Black Caribbean	Non-EMA	78.8%
	EMA	85.7%
	All	82.9%
Mixed - Any other mixed background	Non-EMA	84.1%
	EMA	88.7%
	All	86.2%
White - British	Non-EMA	87.1%
	EMA	88.9%
	All	87.9%
White - Irish	Non-EMA	82.7%
	EMA	86.7%
	All	84.0%
White - Any other white background	Non-EMA	88.5%
	EMA	90.5%
	All	89.2%
Other	Non-EMA	87.5%
	EMA	91.1%
	All	89.0%

Source: 2004/05 FE QSR (matched with EMA)

For all ethnic groups, retention was higher among EMA learners compared to those who did not receive an award.

The positive difference between EMA and non-EMA learner retention was smallest among White learners at 1.8 percentage points.

The greatest difference between EMA and non-EMA learner retention was among those groups where overall retention was lowest, namely Bangladeshi, Black Caribbean and Mixed White & Black Caribbean.

Overall retention among learners with Chinese, Indian or Black African backgrounds was particularly high compared to other groups.

The Figure below shows achievement rate figures broken down by broad ethnic group.

Figure 62: Achievement on learning aims of 16 year old learners in FE by Ethnicity (2004/05)

Ethnicity	EMA	Achievement Rate
Asian or Asian British - Bangladeshi	Non-EMA	80.2%
	EMA	80.9%
	All	80.7%
Asian or Asian British - Indian	Non-EMA	81.9%
	EMA	84.1%
	All	83.0%
Asian or Asian British - Pakistani	Non-EMA	79.0%
	EMA	80.9%
	All	80.3%
Asian or Asian British - Any other Asian background	Non-EMA	83.1%
	EMA	84.0%
	All	83.5%
Black or Black British - African	Non-EMA	82.9%
	EMA	83.2%
	All	83.1%
Black or Black British - Caribbean	Non-EMA	78.5%
	EMA	79.8%
	All	79.2%
Black or Black British - Any other black background	Non-EMA	76.6%
	EMA	83.3%
	All	80.1%
Chinese	Non-EMA	84.9%
	EMA	89.1%
	All	86.5%
Mixed - White and Asian	Non-EMA	86.9%
	EMA	86.1%
	All	86.5%
Mixed - White and Black African	Non-EMA	83.6%
	EMA	80.5%
	All	82.2%
Mixed - White and Black Caribbean	Non-EMA	79.5%
	EMA	80.8%
	All	80.3%
Mixed - Any other mixed background	Non-EMA	81.6%
	EMA	83.7%
	All	82.6%
White - British	Non-EMA	85.8%
	EMA	84.8%
	All	85.3%
White - Irish	Non-EMA	84.3%
	EMA	84.7%
	All	84.5%
White - Any other white background	Non-EMA	84.7%
	EMA	84.9%
	All	84.8%
Other	Non-EMA	82.3%
	EMA	81.7%
	All	82.0%

Source: 2004/05 FE QSR (matched with EMA)

Achievement rates were higher among EMA learners compared to those not in receipt of an award for most ethnic groups. However this was not true for EMA learners with White British backgrounds and two of the mixed-ethnicity groups.

The highest achievement rates overall were on the learning aims of Chinese EMA learners at just over 89%. Among non-EMA learners, White British were had the highest achievement rate at just under 86%.

The Figure below shows the overall success rates for 16 year old learners broken down by ethnic group.

Figure 63: Success on learning aims of 16 year old learners in FE by Ethnicity (2004/05)

Ethnicity	EMA	Success Rate
Asian or Asian British - Bangladeshi	Non-EMA	65.8%
	EMA	73.2%
	All	71.2%
Asian or Asian British - Indian	Non-EMA	74.7%
	EMA	78.9%
	All	76.9%
Asian or Asian British - Pakistani	Non-EMA	66.3%
	EMA	74.0%
	All	71.4%
Asian or Asian British - Any other Asian background	Non-EMA	74.1%
	EMA	77.3%
	All	75.4%
Black or Black British - African	Non-EMA	75.1%
	EMA	77.5%
	All	76.2%
Black or Black British - Caribbean	Non-EMA	64.8%
	EMA	71.6%
	All	68.5%
Black or Black British - Any other black background	Non-EMA	64.2%
	EMA	73.7%
	All	69.1%
Chinese	Non-EMA	79.5%
	EMA	85.1%
	All	81.6%
Mixed - White and Asian	Non-EMA	74.9%
	EMA	79.6%
	All	77.0%
Mixed - White and Black African	Non-EMA	71.0%
	EMA	71.1%
	All	71.1%
Mixed - White and Black Caribbean	Non-EMA	62.6%
	EMA	69.2%
	All	66.5%
Mixed - Any other mixed background	Non-EMA	68.6%
	EMA	74.3%
	All	71.2%
White - British	Non-EMA	74.7%
	EMA	75.4%
	All	75.0%
White - Irish	Non-EMA	69.7%
	EMA	73.5%
	All	71.0%
White - Any other white background	Non-EMA	75.0%
	EMA	76.8%
	All	75.6%
Other	Non-EMA	72.0%
	EMA	74.4%
	All	73.0%

Source: 2004/05 FE QSR (matched with EMA)

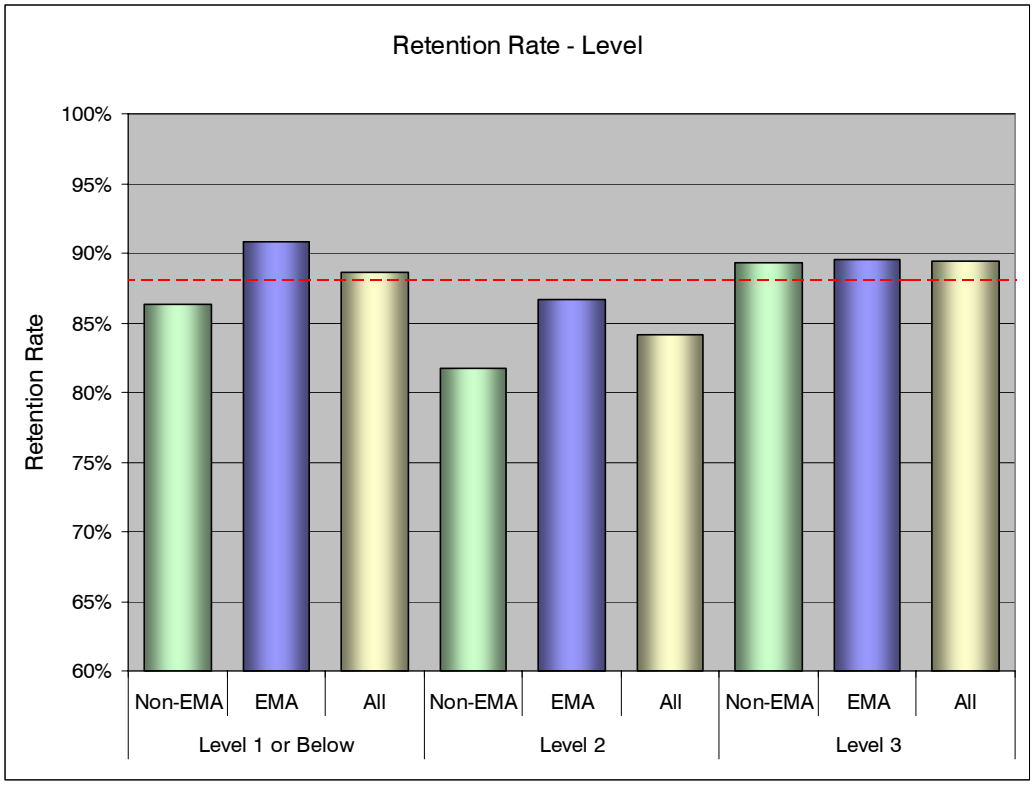
Since retention and achievement rates were higher among EMA learners for most ethnic groups, it follows that the success rates were considerably higher.

The difference between EMA and non-EMA learners tended to be greatest among those groups with the lowest overall success rates including those with Bangladeshi, Pakistani and Black Caribbean backgrounds. However, this pattern did not hold true for the highest achieving group, i.e. learners with Chinese backgrounds, where the success rate for EMA learners was 5.6 percentage points higher than the rate non-EMA learners.

The two previous Figures showed that White British EMA learners had a higher retention rate compared to White British non-EMA learners but the achievement rate was lower. However the strength of the retention figure meant that success rates were higher among EMA learners.

The Figure below shows the retention rate on learning aims broken down by level (NVQ equivalent). The chart includes all individual learning aims at each of these levels and therefore does not represent full Level 2 and Level 3 programmes.

Figure 64: Retention on learning aims of 16 year old learners in FE by Level (2004/05)



Source: 2004/05 FE QSR (matched with EMA)

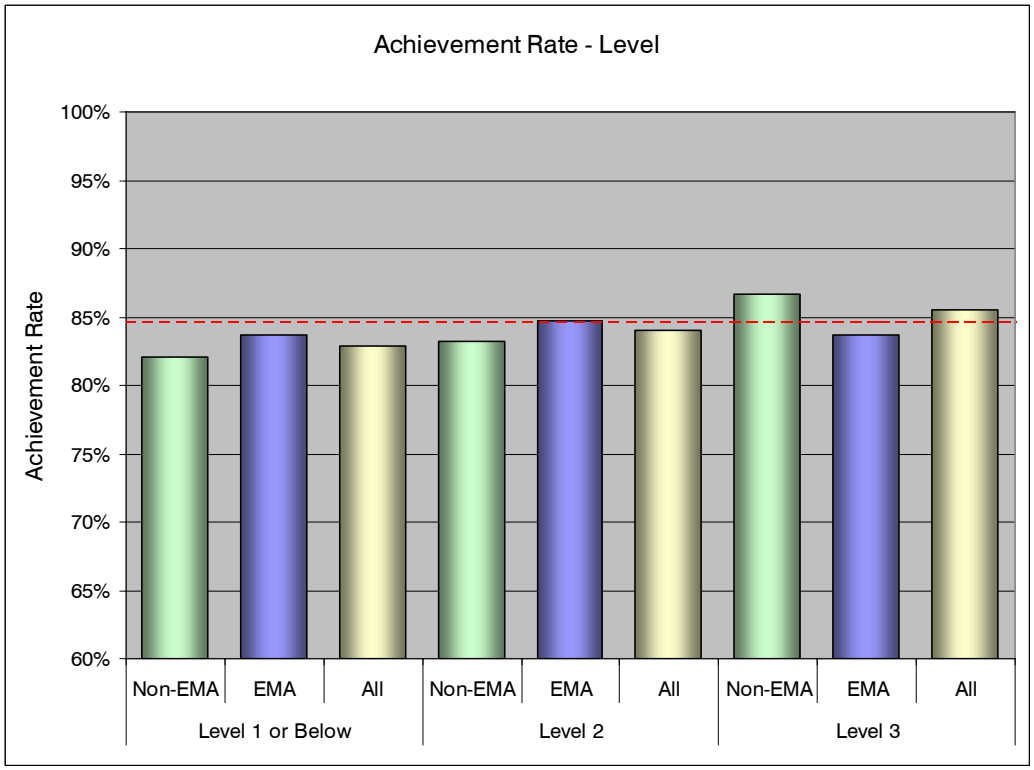
Retention was higher among EMA than non-EMA learners at all levels but the difference was greatest at Level 2 where overall retention was lowest. At Level 2, retention among EMA learners was 5 percentage points higher than retention among non-EMA learners. The difference at Level 1 and below was 4.4%.

Overall retention was highest at Level 3 and the difference in the retention rate between EMA and non-EMA learners at this level was only very slight.

Overall retention rates were higher at all levels in 2004/05 compared to 2003/04 with the greatest difference at Level 2 (2.6%).

Achievement rates for EMA and non-EMA learners broken down by individual learning aims are shown in the Figure below.

Figure 65: Achievement on learning aims of 16 year old learners in FE by Level (2004/05)



Source: 2004/05 FE QSR (matched with EMA)

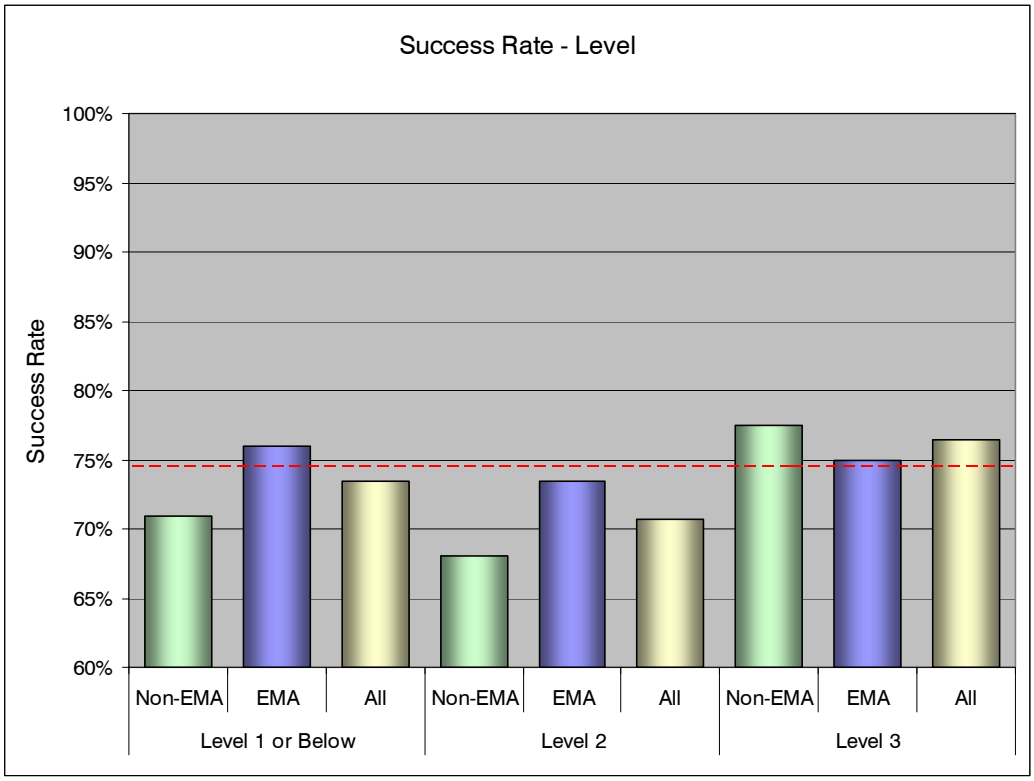
Achievement rates were higher among EMA learners than non-EMA learners at Level 1 or below (by 1.5 percentage points) and at Level 2 (by 1.4 percentage points).

Achievement among EMA learners at Level 3 was 4 percentage points lower than those receiving EMA in 2004/05.

2004/05 saw an increase in achievement rates across all levels of study compared to 2003/04 and the greatest rise was associated with lower level individual learning aims.

The Figure below shows the success rate on learning aims broken down by level (NVQ equivalent).

Figure 66: Success on learning aims of 16 year old learners in FE by Level (2004/05)



Source: 2004/05 FE QSR (matched with EMA)

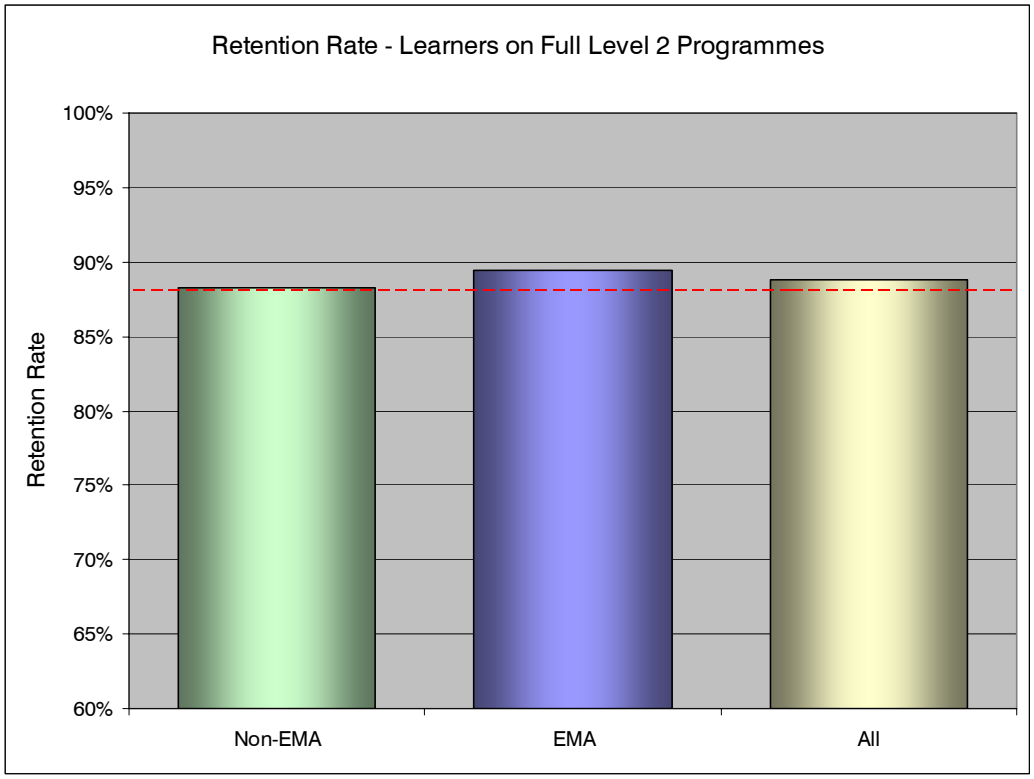
Success rates were higher among EMA learners at Level 1 or below and also at Level 2, but lower at Level 3. The positive difference for EMA learners was greatest at Level 1 and below (5.1%).

Overall success rates for all learners were highest at Level 3 and EMA learners had a success rate that was 2.5 percentage points below that of non-EMA learners.

Despite having the lowest overall success rate in 2004/05, learners at Level 2 had the highest success rate increase (3.8 percentage points) when compared to 2003/04.

The Figure below shows the retention rate on Full Level 2 programmes (e.g. 5 GCSE's grade A-C, GNVQ Intermediate, BTEC First Diploma).

Figure 67: Retention on learning aims of 16 year old learners in FE by Full Level 2 (2004/05)

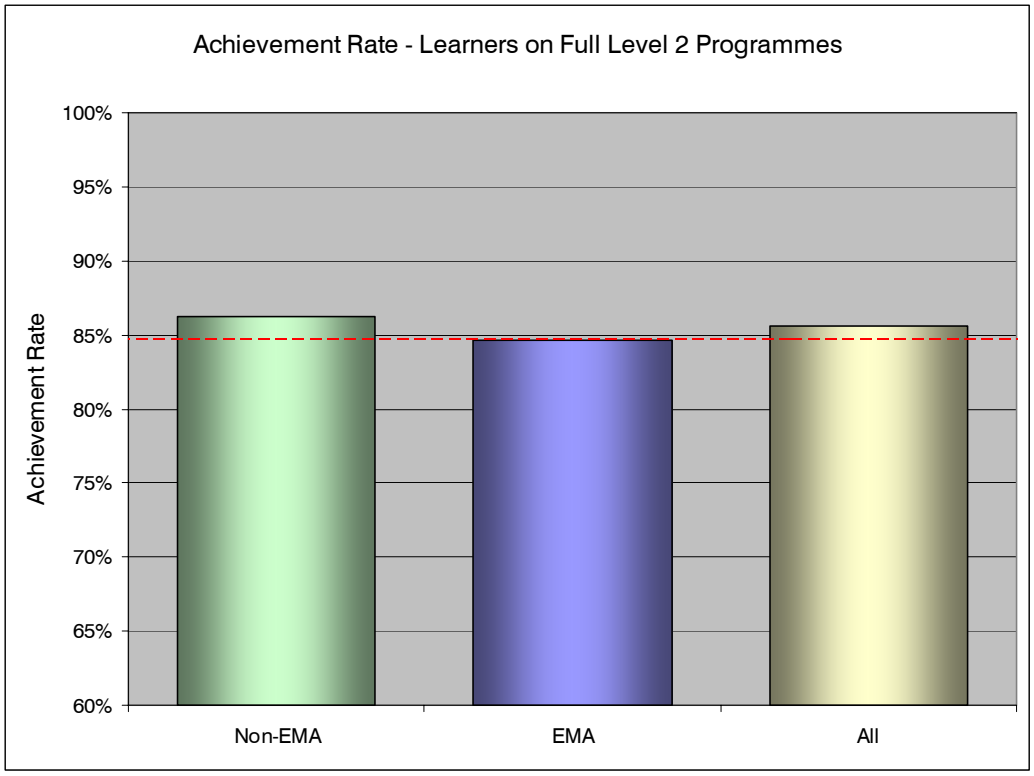


Source: 2004/05 FE QSR (matched with EMA)

Retention rates on learning aims that were part of a Full Level 2 qualification were higher than the average for all Level 2 aims (88.8% compared to 84.2%). Retention among EMA learners was particularly high 89.5% which compares with 88.2% for non-EMA learners.

Achievement rates for EMA and non-EMA learners are shown for learning aims that are part of a Full Level 2 in the Figure below.

Figure 68: Achievement on learning aims of 16 year old learners in FE by Full Level 2 (2004/05)

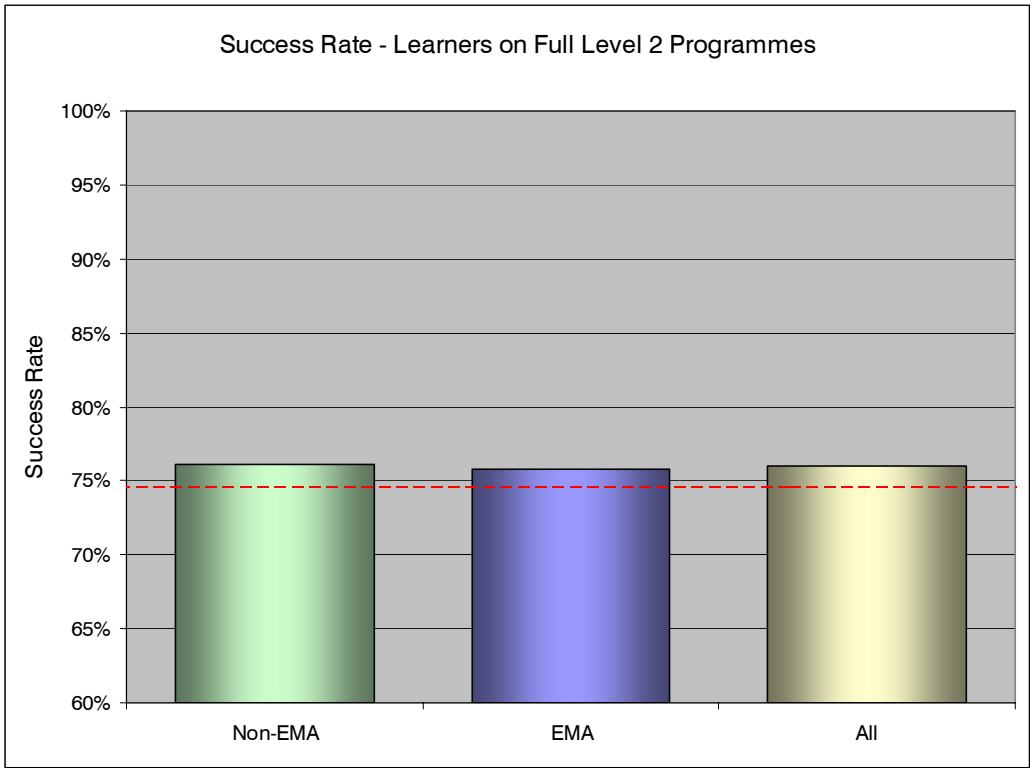


Source: 2004/05 FE QSR (matched with EMA)

As with retention rates, achievement rates at Level 2 were higher on learning aims leading to a Full Level 2 compared to those that did not. The achievement rate among non-EMA learners (86.3%) was 1.6 percentage points higher than the rate for EMA learners (84.7%).

The Figure below shows the success rate on learning aims leading to Full Level 2 programmes.

Figure 69: Success on learning aims of 16 year old enrolments in FE by Full Level 2 (2004/05)



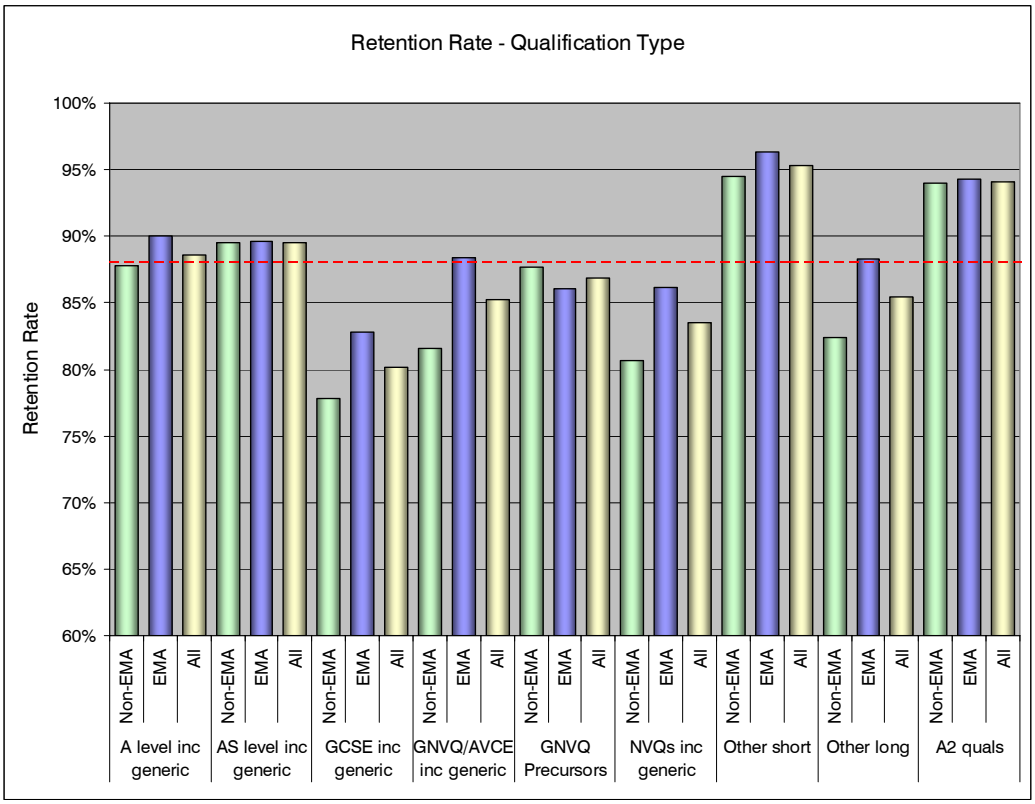
Source: 2004/05 FE QSR (matched with EMA)

The overall success rate on the learning aims of learners who were studying for a Full Level 2 qualification was 76%. Such learning aims were more likely to result in success than Level 2 aims that did not lead to a Full Level 2 qualification.

There was very little difference in the success rates of EMA and non-EMA learners taking a full Level 2. This is because EMA learners had a higher retention rate but non-EMA learners were more likely to achieve.

The Figure below shows the success rate on one-year learning aims broken down by type of qualification. The analysis is for one-year courses only, so the learning aims of vocational courses will be mainly at Level 2 (GNVQ Intermediate or equivalent).

Figure 70: Retention on learning aims of 16 year old enrolments in FE by Qualification Type (2004/05)



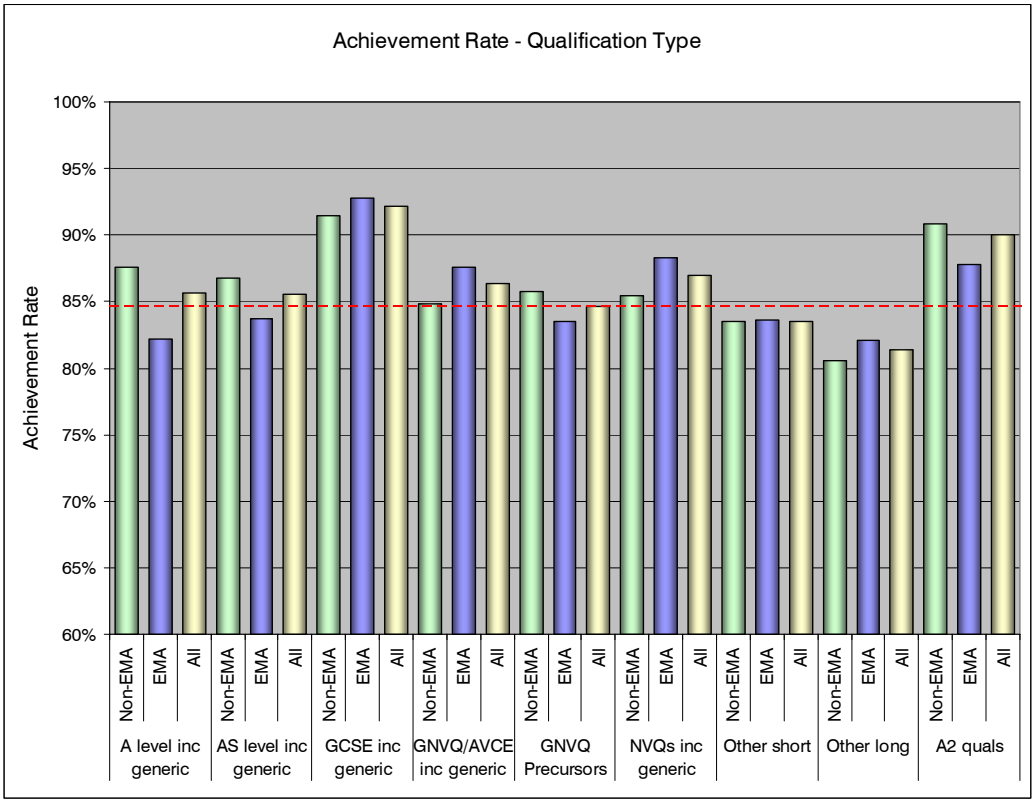
Source: 2004/05 FE QSR (matched with EMA)

Retention was higher among EMA learners compared to non-EMA learners for most types of qualification but particularly for lower level and vocational qualifications. The exception was GNVQ Precursors where learner numbers were relatively low.

Since the analysis was for one-year courses only, the numbers of A Level and A2 learning aims were also low. As would be expected, the retention rate for other short courses (eg First Aid, Hygiene and ESOL) was particularly high.

The achievement rate for one-year learning aims is shown in the Figure below.

Figure 71: Achievement on learning aims of 16 year old enrolments in FE by Qualification Type (2004/05)



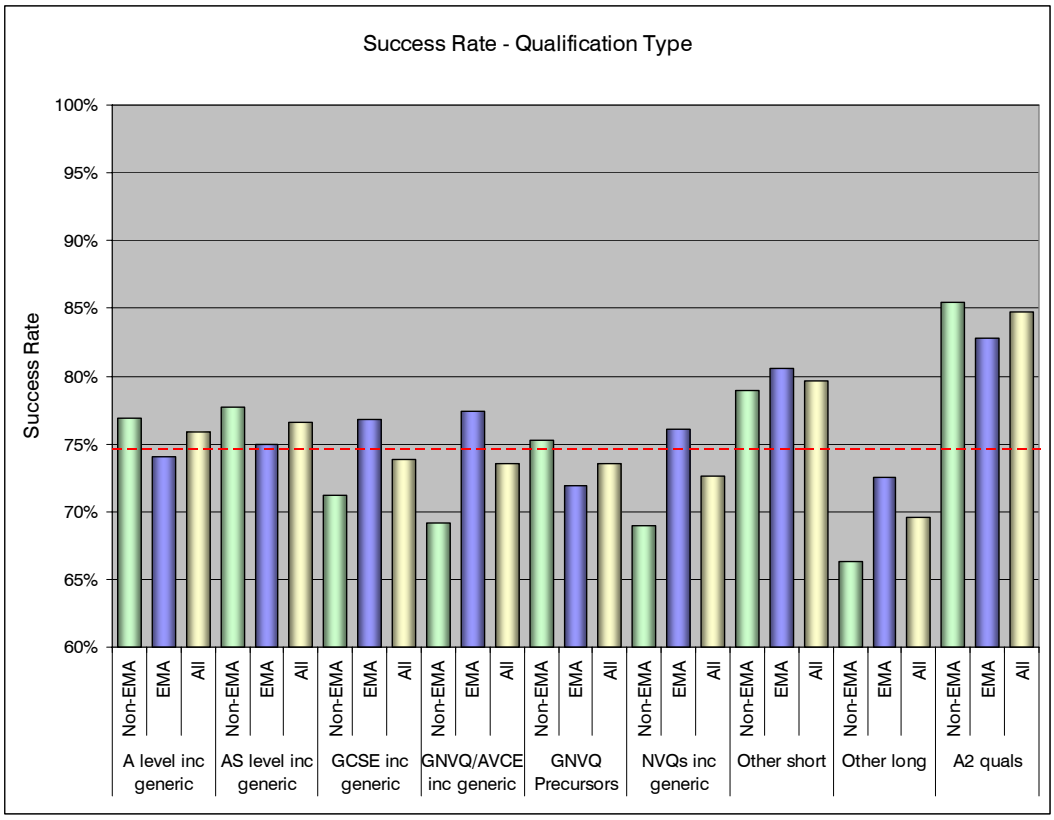
Source: 2004/05 FE QSR (matched with EMA)

Achievement rates for those learners taking GCSE qualifications were very high, particularly for those receiving EMA. However, it must be remembered that at 16 years old, many of these learners would only be taking a few GCSE qualifications rather than Full Level 2 GCSE programmes.

An analysis by the number of subjects per learner for those taking GCSE and AS qualifications has been included later in this report (shown as a separate analysis for each qualification type).

The Figure below shows the success rate on learning aims broken down by type of qualification.

Figure 72: Success on learning aims of 16 year old enrolments in FE by Qualification Type (2004/05)

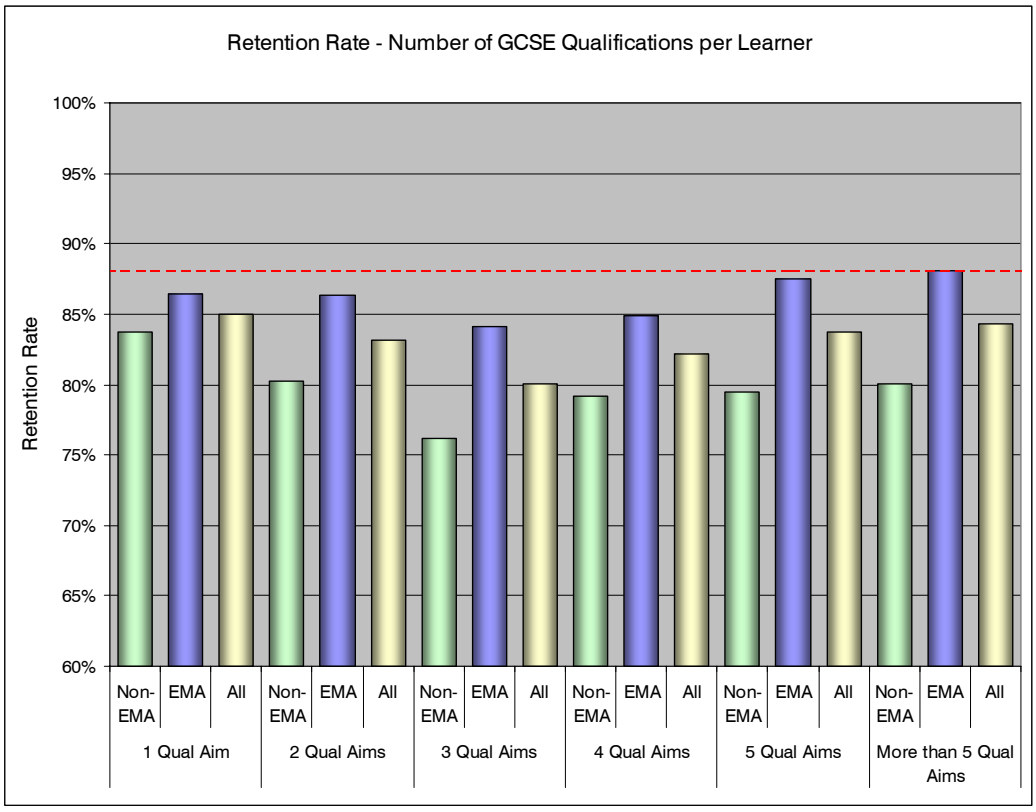


Source: 2004/05 FE QSR (matched with EMA)

In comparison with non-EMA learners, success rates among EMA learners tended to be higher on vocational courses (again excluding GNVQ Precursors). These higher success rates were driven by both higher retention and higher achievement rates among those learners in receipt of EMA.

The Figure below shows the retention rate on GCSE learning aims broken down by the number of qualifications per learner.

Figure 73: Retention on learning aims of 16 year old enrolments in FE by Number of GCSE Learning Aims per Learner (2004/05)



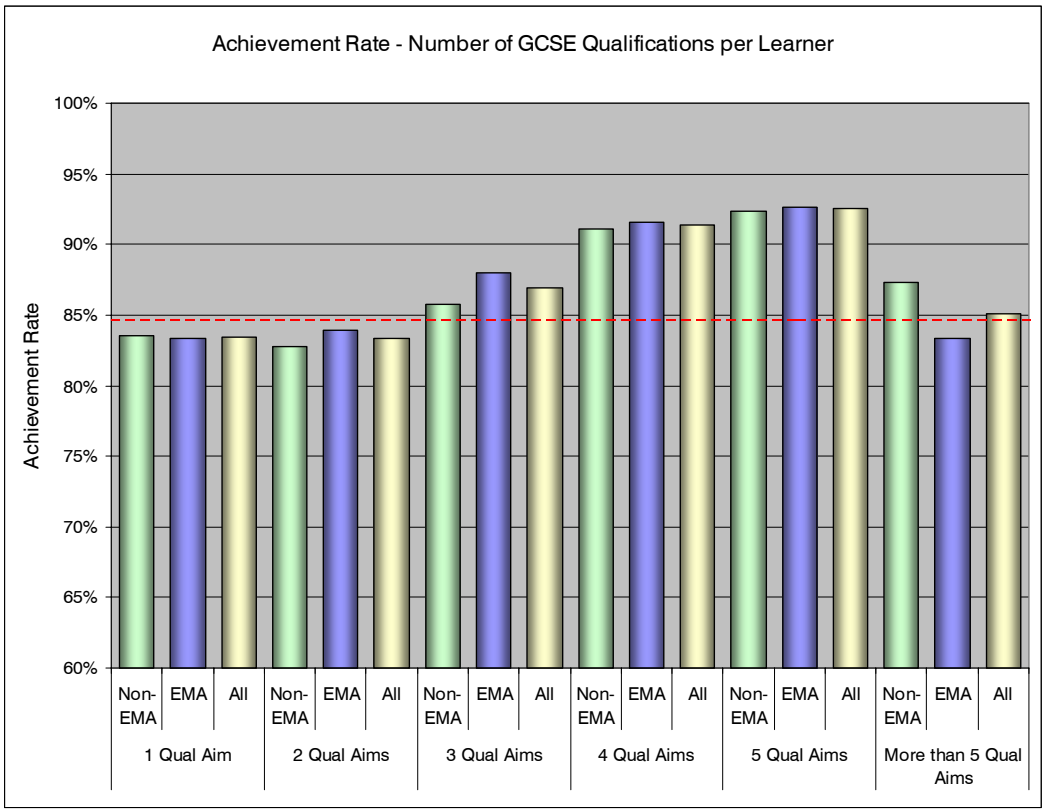
Source: 2004/05 FE QSR (matched with EMA)

The chart illustrates a clear pattern of higher retention rates among those learners who were in receipt of EMA in 2004/05 compared to non-EMA learners. This was true no matter what the number of GCSE qualifications being taken by learners.

Retention rates on GCSE learning aims taken by non-EMA learners were well below the overall average for all learners across all learning aims.

The Figure below shows the achievement rate on GCSE learning aims broken by the number of GCSE qualifications per learner.

Figure 74: Achievement on learning aims of 16 year old enrolments in FE by Number of GCSE Level Learning Aims per Learner (2004/05)

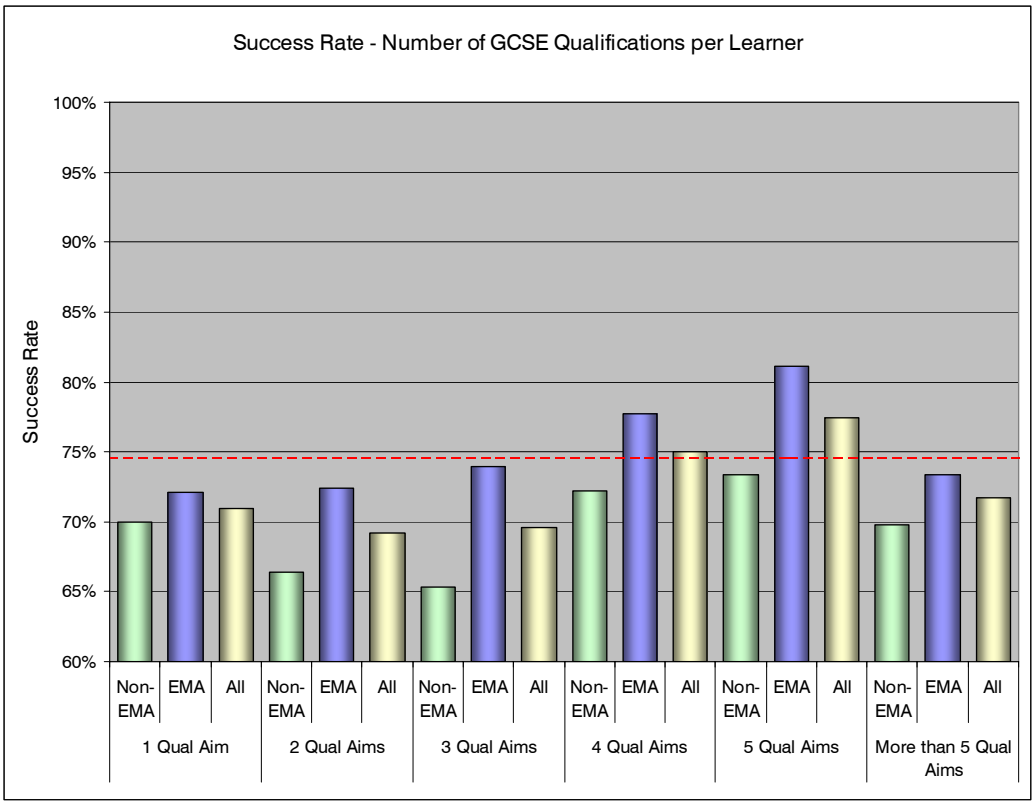


Source: 2004/05 FE QSR (matched with EMA)

The achievement rate on learning aims of EMA learners was higher than that for non-EMA learners for two to five GCSEs. Achievement rates for learners taking four or five GCSE learning aims were well above the overall average for all learners.

The success rates on learning aims for those learners taking GCSEs is shown in the Figure below broken down by the number of learning aims taken.

Figure 75: Success on learning aims of 16 year old enrolments in FE by Number of GCSE Learning Aims per Learner (2004/05)



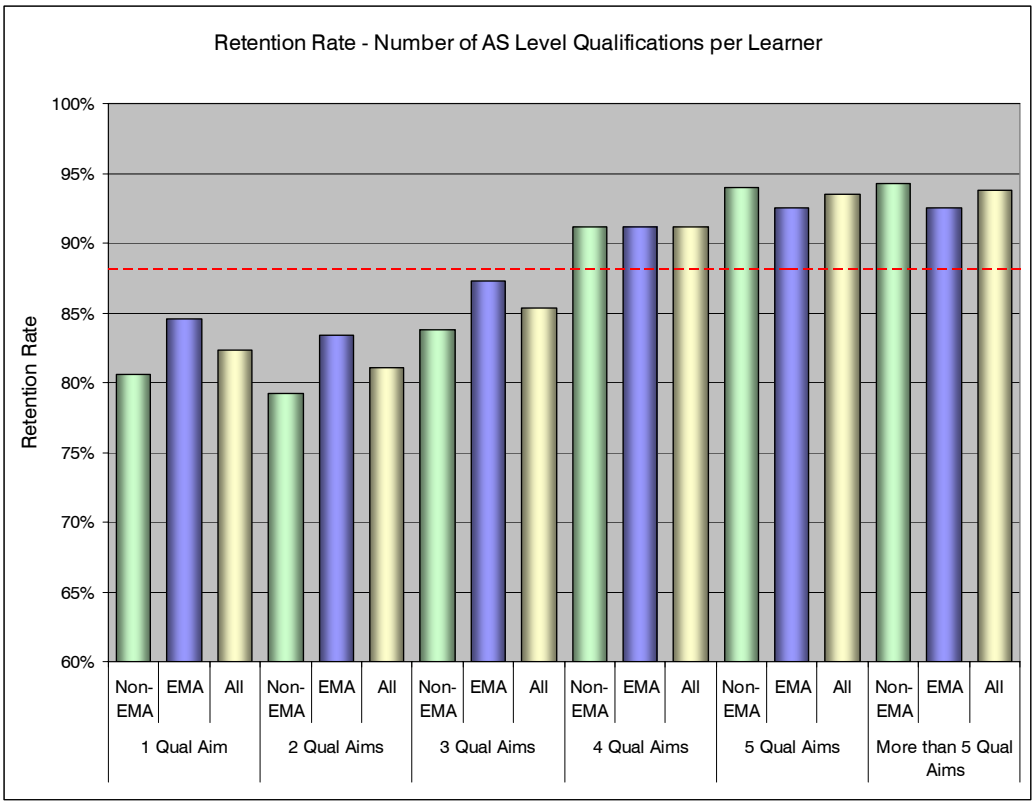
Source: 2004/05 FE QSR (matched with EMA)

Those learners who were taking GSCEs and also in receipt of EMA were more likely to succeed than those who did not receive EMA no matter how many learning aims were being taken.

The size of the difference in success rates between the two groups was mainly due to retention rates which were much higher for learning aims taken by EMA learners.

The Figure below shows the retention rate on learning aims broken by the number of AS Level qualifications per learner.

Figure 76: Retention on learning aims of 16 year old enrolments in FE by Number of AS Level Learning Aims per Learner (2004/05)



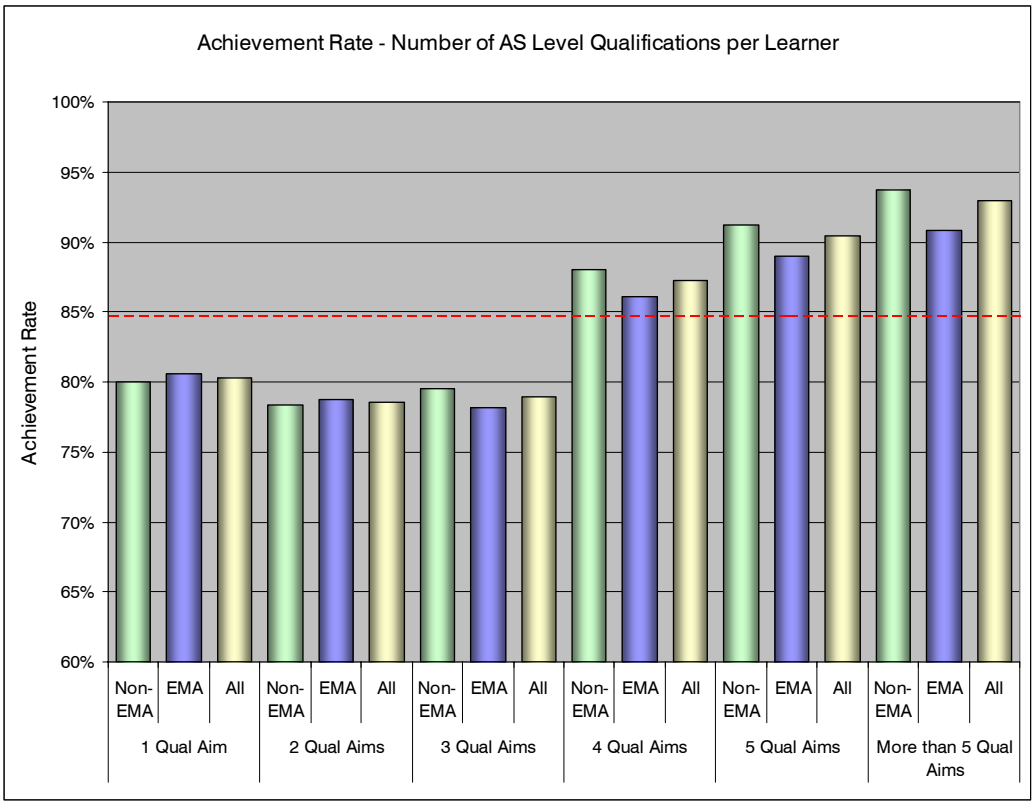
Source: 2004/05 FE QSR (matched with EMA)

Two interesting patterns emerge from the analysis illustrated in this Figure. Firstly, in general, there is a direct relationship between the number of learning aims taken by learners and the likelihood of course completion. This excludes those with just one qualification aim.

Secondly, where overall retention was lowest (ie three or less learning aims per learner) EMA recipients were more likely to complete the course than non-EMA learners. Therefore, in terms of the number of learning aims taken at AS Level, EMA appears to be increasing the retention rate among those learners who were the least likely to be retained.

The Figure below shows the achievement rate on learning aims broken by the number of AS qualifications per learner.

Figure 77: Achievement on learning aims of 16 year old enrolments in FE by Number of AS Level Learning Aims per Learner (2004/05)



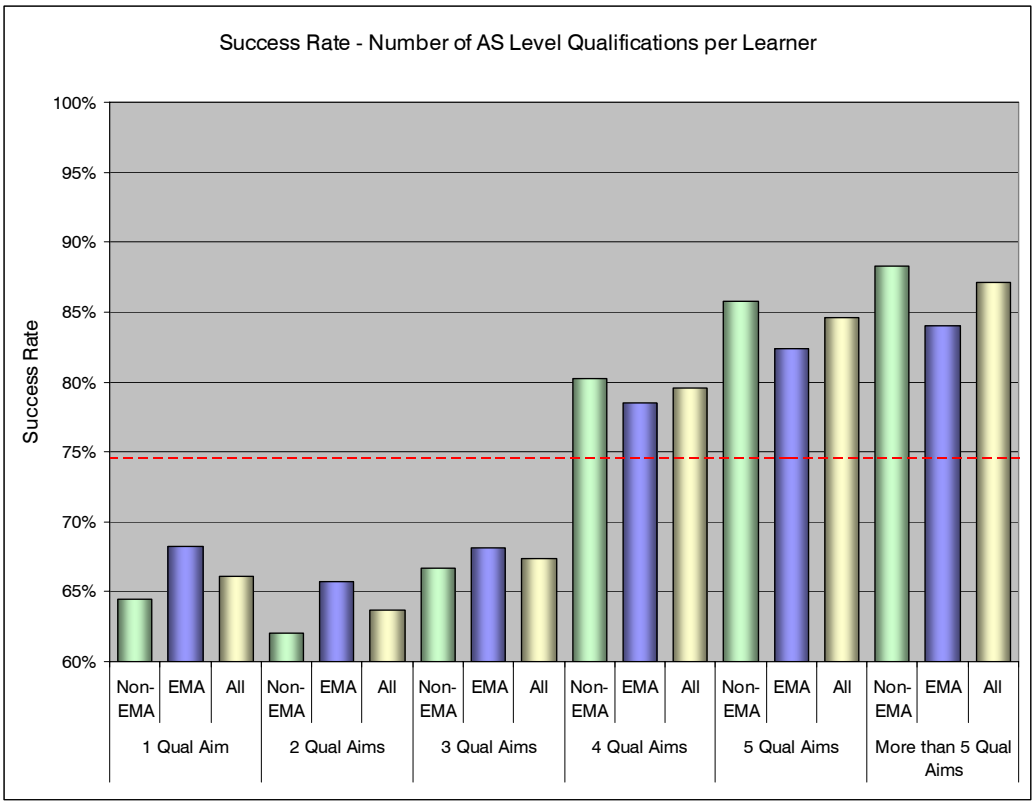
Source: 2004/05 FE QSR (matched with EMA)

In terms of achievement rates, there was a very marked difference between those learners taking four or more learning aims and those taking three or less. One explanation for this difference may be that those taking fewer learning aims were combining AS Levels with other courses of study or other activities whereas those aiming for four or more AS Level qualifications could be regarded as taking a *full* AS Level programme.

In general, the greater the number of learning aims learners were taking, then the more likely non-EMA learners were to achieve compared to those who were receiving EMA.

The success rates on learning aims for those learners taking AS Levels is shown in the Figure below broken down by the number of learning aims taken.

Figure 78: Success on learning aims of 16 year old enrolments in FE by Number of AS Level Learning Aims per Learner (2004/05)



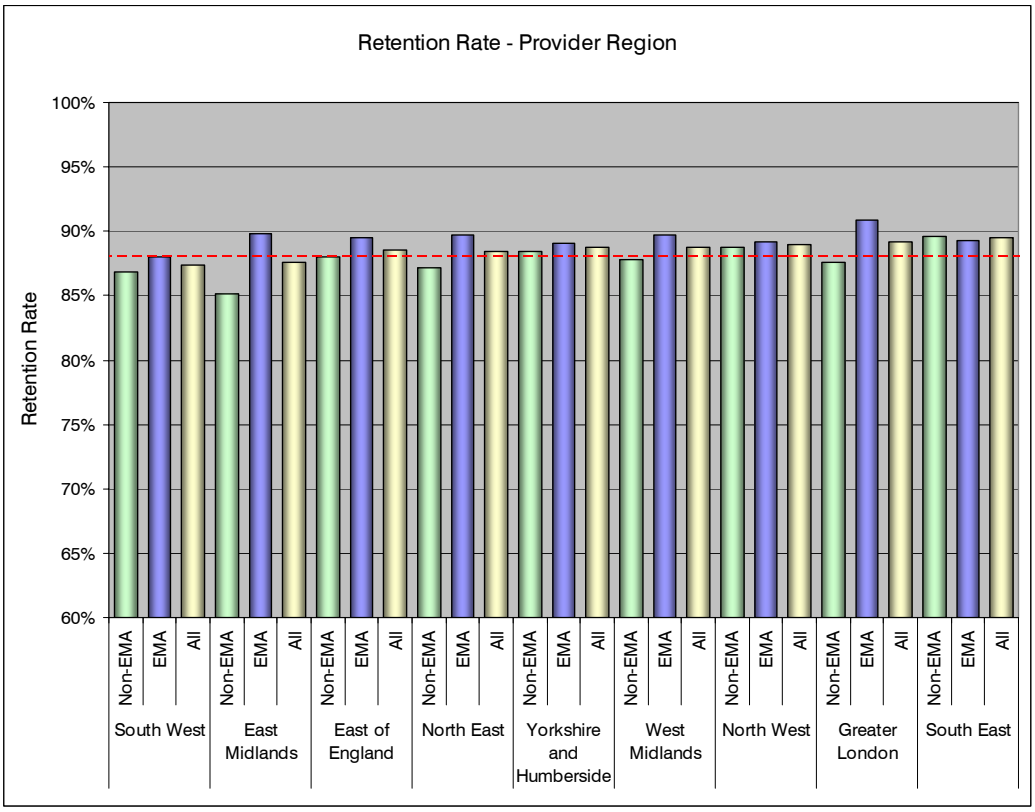
Source: 2004/05 FE QSR (matched with EMA)

Success rates showed a marked difference between those learners taking four or more learning aims and those taking three or less.

EMA learners were more likely to be successful than non-EMA learners where overall success rates were lowest.

Retention rates on learning aims by region are shown in the Figure below. The regions are ordered from left to right in terms of retention rates, with the lowest overall retention rates on the left.

Figure 79: Retention on learning aims of 16 year old enrolments in FE by Provider Region (2004/05)



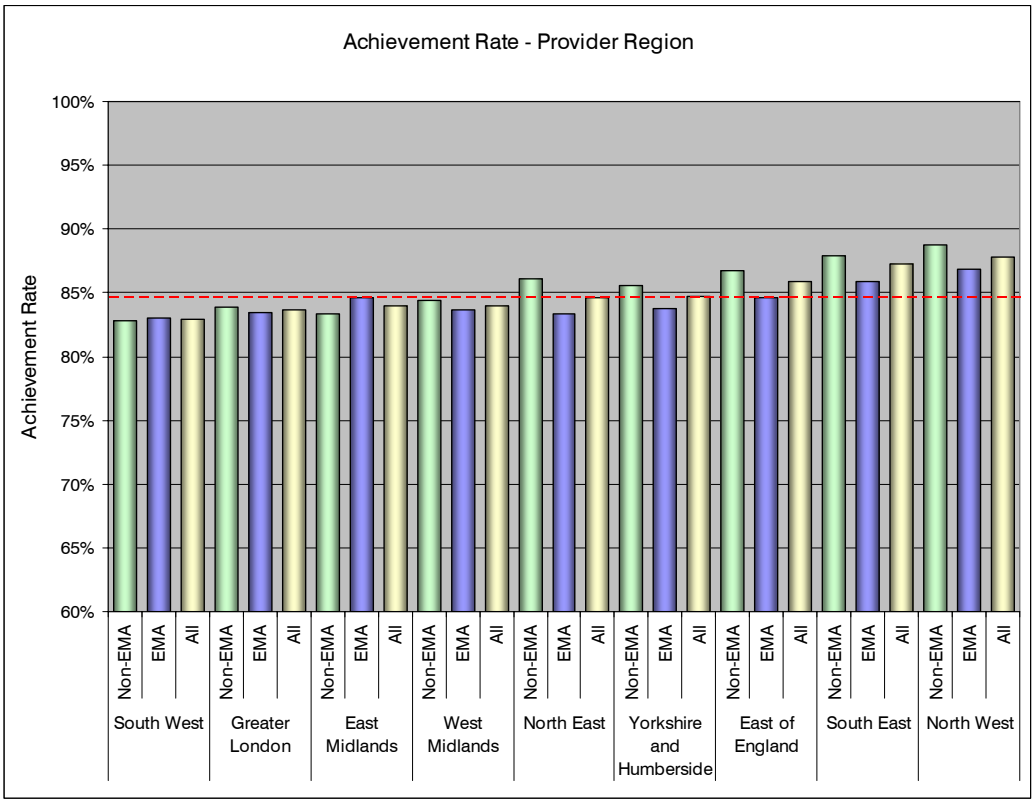
Source: 2004/05 FE QSR (matched with EMA)

Retention rates were higher on learning aims taken by EMA learners in all regions apart from the South East, which also had the highest retention rates overall.

EMA appears to have had the greatest impact in the East Midlands and Greater London where retention rates among EMA learners were 4.7 and 3.3 percentage points above the retention rates for non-EMA learners.

Achievement rates on learning aims by provider region are shown in the Figure below. The regions are ordered from left to right in terms of achievement rates, with the lowest overall achievement rates on the left.

Figure 80: Achievement on learning aims of 16 year old enrolments in FE by Provider Region (2004/05)



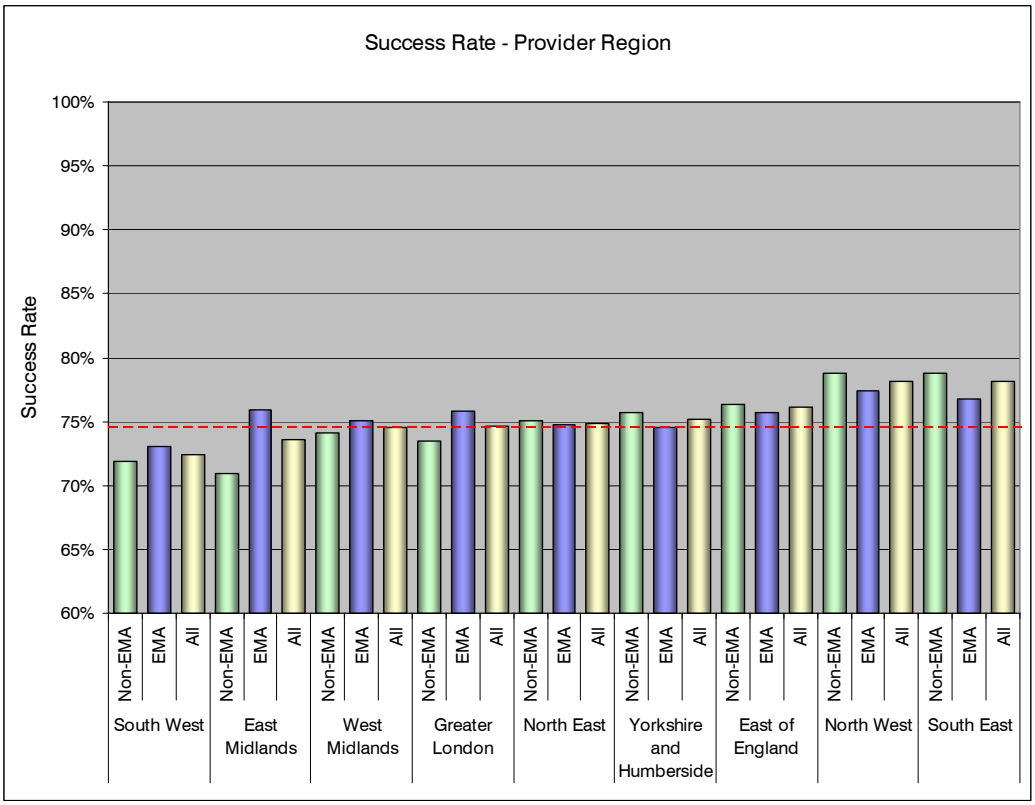
Source: 2004/05 FE QSR (matched with EMA)

Achievement rates were higher on learning aims taken by non-EMA learners in all regions apart from the South West and East Midlands, which also had the lowest and third lowest achievement rates overall.

The largest gap between EMA learners and non-EMA learners in terms of achievement was in the North East region where learners not in receipt of EMA had an achievement rate of 2.5 percentage points above that of those who had received an award.

The Figure below shows the success rate on learning aims broken down by provider region. The regions are ordered from left to right in terms of success rates, with the lowest overall success rates on the left.

Figure 81: Success on learning aims of 16 year old enrolments in FE by Provider Region (2004/05)



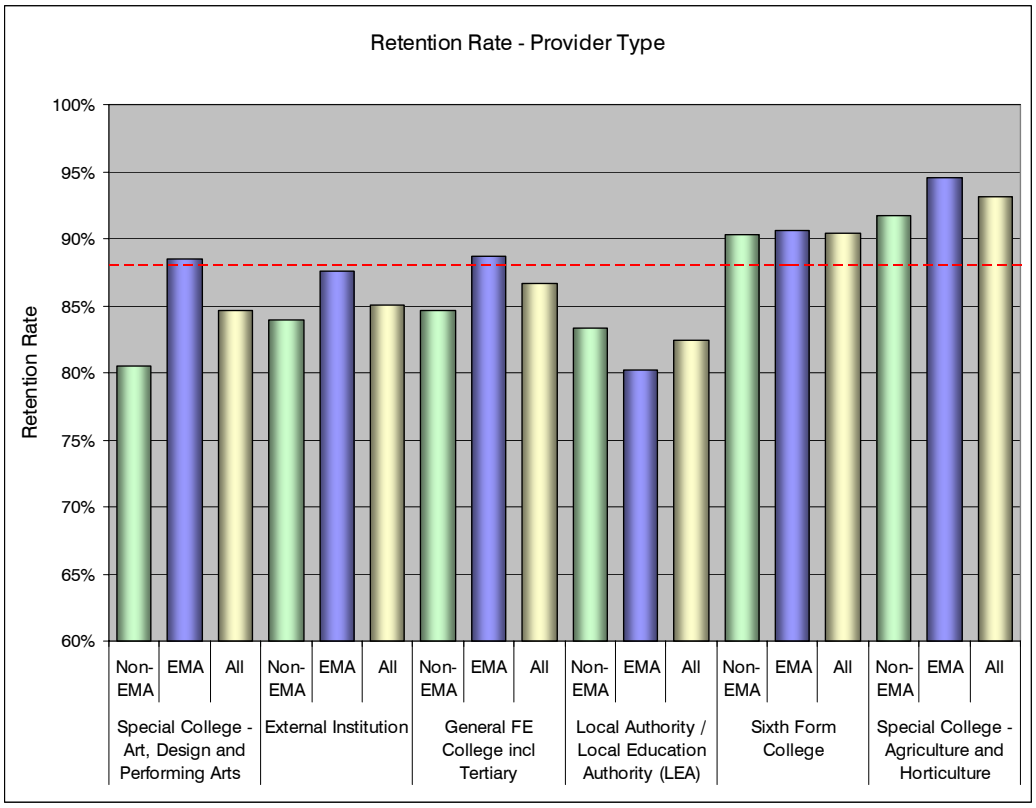
Source: 2004/05 FE QSR (matched with EMA)

In the four regions where overall success rates were lowest, EMA learners had higher success rates than non-EMA learners. In the remaining regions, where overall success was higher, then the reverse was true.

The largest gap between EMA learners and non-EMA learners in terms of success was in East Midlands where learners in receipt of EMA had a success rate 5.1 percentage points above that of non-EMA learners.

The following three charts show the retention, achievement and success rate figures broken down by the main types of provider. The Figure below shows the retention rate on learning aims by provider type.

Figure 82: Retention on learning aims of 16 year old enrolments in FE by Provider type (2004/05)



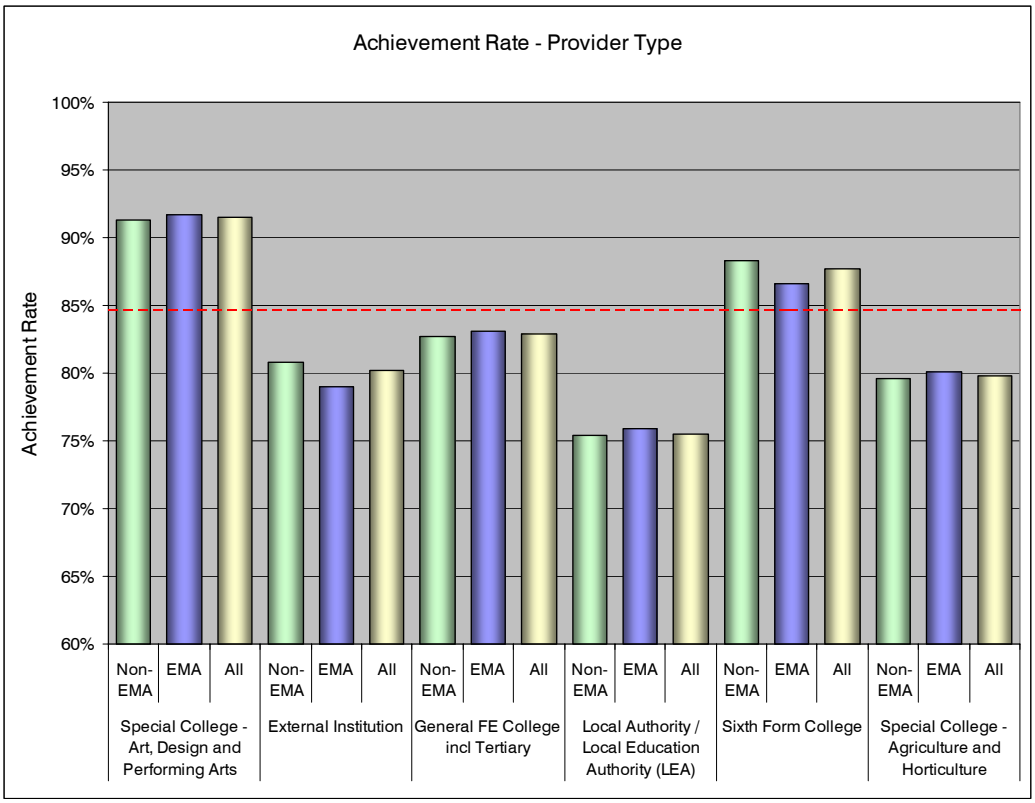
Source: 2004/05 FE QSR (matched with EMA)

The greatest impact of EMA on retention was at Art, Design and Performing Arts Colleges. At these institutions, retention on the learning aims of EMA learners was 88.5% compared to 80% for non-EMA learners. Retention in General FE and Agriculture & Horticulture Colleges was also higher among EMA learners.

It is interesting to note that in all these institutions at least half the learning aims were being taken by learners in receipt of EMA. In institutions where the large majority of learning aims were taken by non-EMA learners (ie LEA provision and Sixth Form Colleges) then retention among EMA learners was roughly equal to or below that of non-EMA learners.

The Figure below shows the achievement rate on learning aims broken down by the main provider types.

Figure 83: Achievement on learning aims of 16 year old enrolments in FE by Provider Type (2004/05)

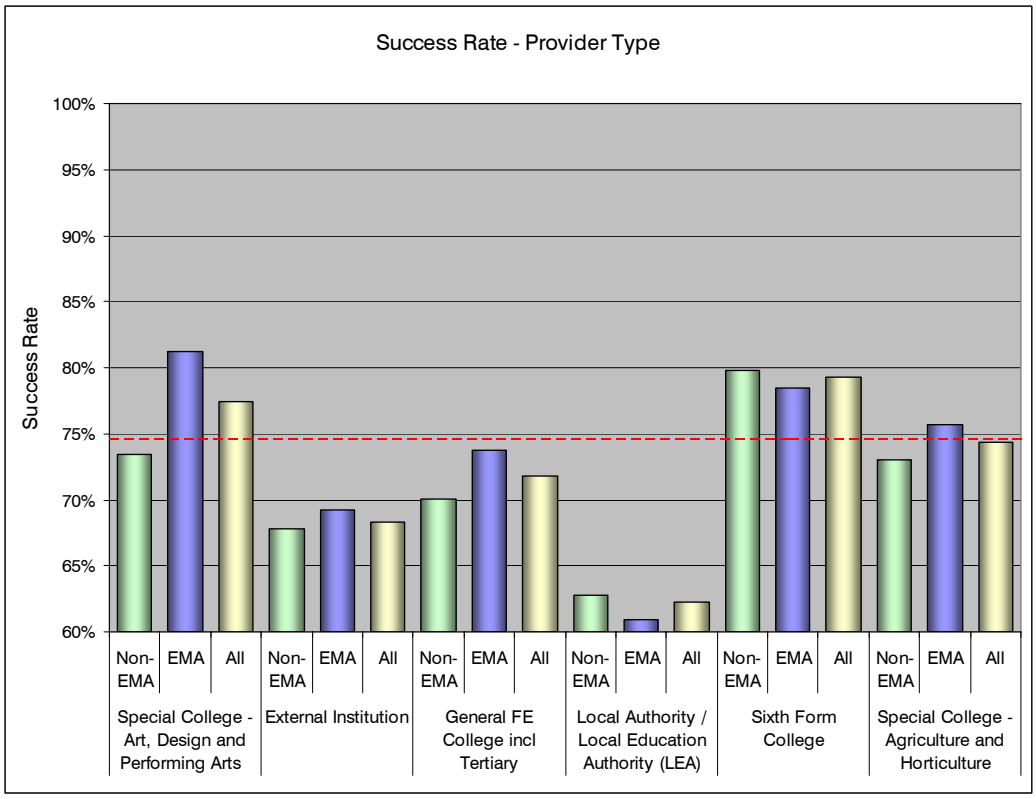


Source: 2004/05 FE QSR (matched with EMA)

The chart illustrates the fact that achievement rates vary widely with type of institution. In General FE Colleges, Specialist Colleges and LEA provision, achievement rates were higher among EMA learners. In Sixth Form Colleges achievement was higher among non-EMA learners, which is likely to result from the type offer at these institutions (ie at Level 3 and full AS programmes).

The Figure below shows the achievement rate on learning aims broken down by provider type.

Figure 84: Success on learning aims of 16 year old enrolments in FE by Provider Type (2004/05)



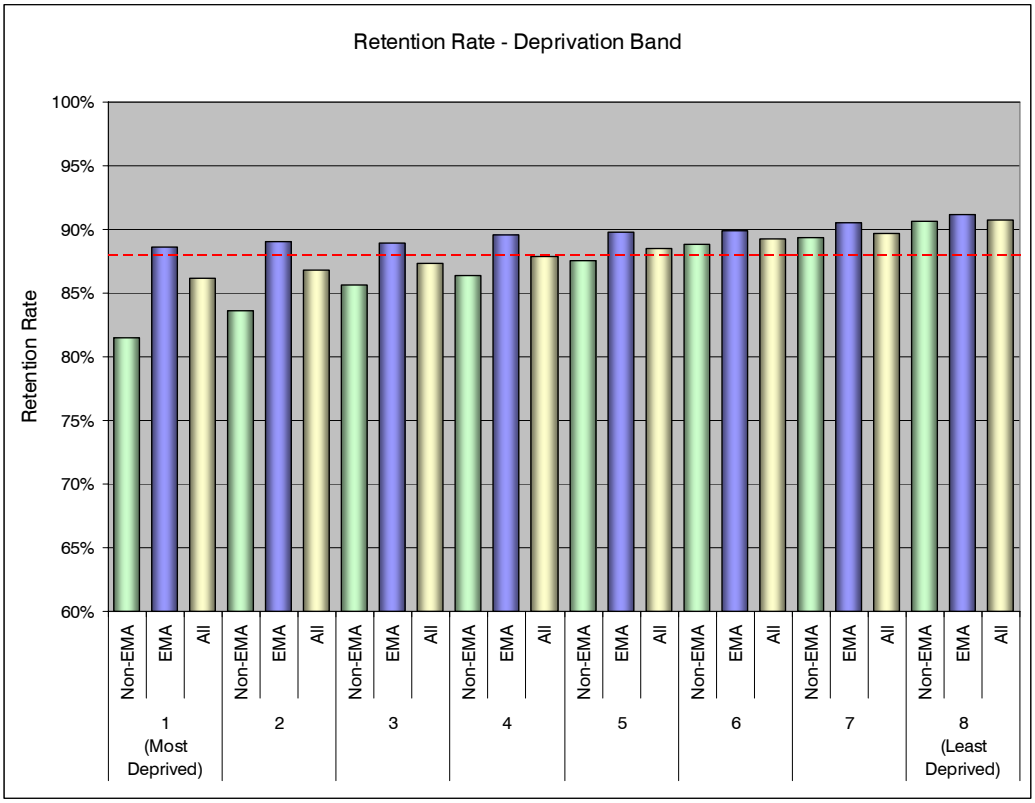
Source: 2004/05 FE QSR (matched with EMA)

Success on learning aims taken by EMA learners in General FE Colleges was 3.7 percentage points higher than on those qualifications being taken by non-EMA learners. In Agricultural & Horticultural Colleges the figure was 2.7% and in Art, Design & Performing Arts Colleges 7.7%. The higher success rates among EMA learners in these types of institution were mainly driven by high retention rates.

At Sixth Form Colleges (which are generally associated with higher achievers) overall success rates were only 1.3 percentage points lower for EMA learners .

The figures in the following section are based on data from the Indices of Deprivation 2004 linked to the learner's home residence as recorded within the Individual Learner Record. Each learner was assigned one of eight different bands according to the Multiple Index of Deprivation level of the super output area in which the home postcode is located. The eight bands run from band 1 through to band 8 which is least deprived. The Figure below shows the retention rate on learning aims broken down by deprivation band.

Figure 85: Retention on learning aims of 16 year old enrolments in FE by Deprivation Band (2004/05)

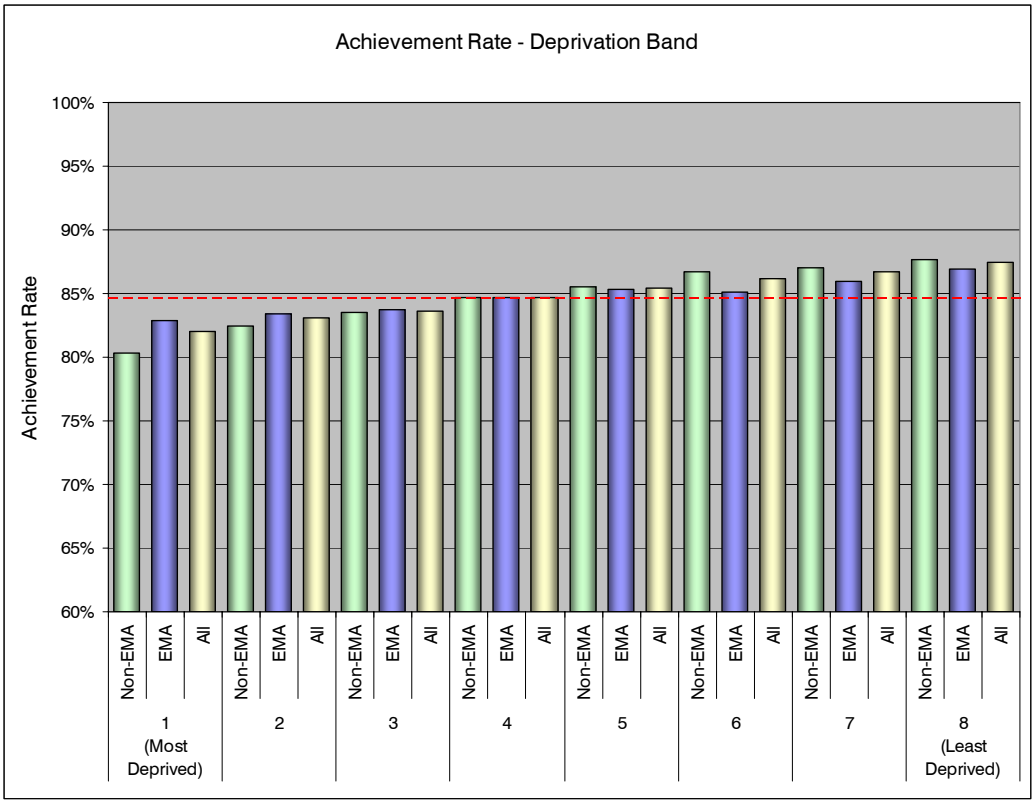


Source: 2004/05 FE QSR (matched with EMA)

The chart illustrates a trend of increasing overall retention rate, from learners living in the most deprived areas through to those living in the least deprived areas. Within this trend there is a marked difference in the pattern of retention rates for EMA learners and non-EMA learners. Firstly, the retention rate for EMA learners is higher than that for non-EMA learners across all deprivation bands. Secondly, the retention rate among non-EMA learners falls off sharply with increasing deprivation from 90.6% for those in the least deprived areas down to 81.5% for those in the most deprived area. This fall off in retention with increased deprivation is much less marked for learners in receipt of EMA.

Even among those learners living in the most deprived areas, retention holds up above the overall average, falling from 91.1% for the least deprived band to 88.6% for the most deprived band. This would appear to confirm that, in general, EMA had the greatest impact on the retention of those learners from the most deprived backgrounds. The Figure below shows the achievement rate on learning aims broken down by deprivation band.

Figure 86: Achievement on learning aims of 16 year old enrolments in FE by Deprivation Band (2004/05)



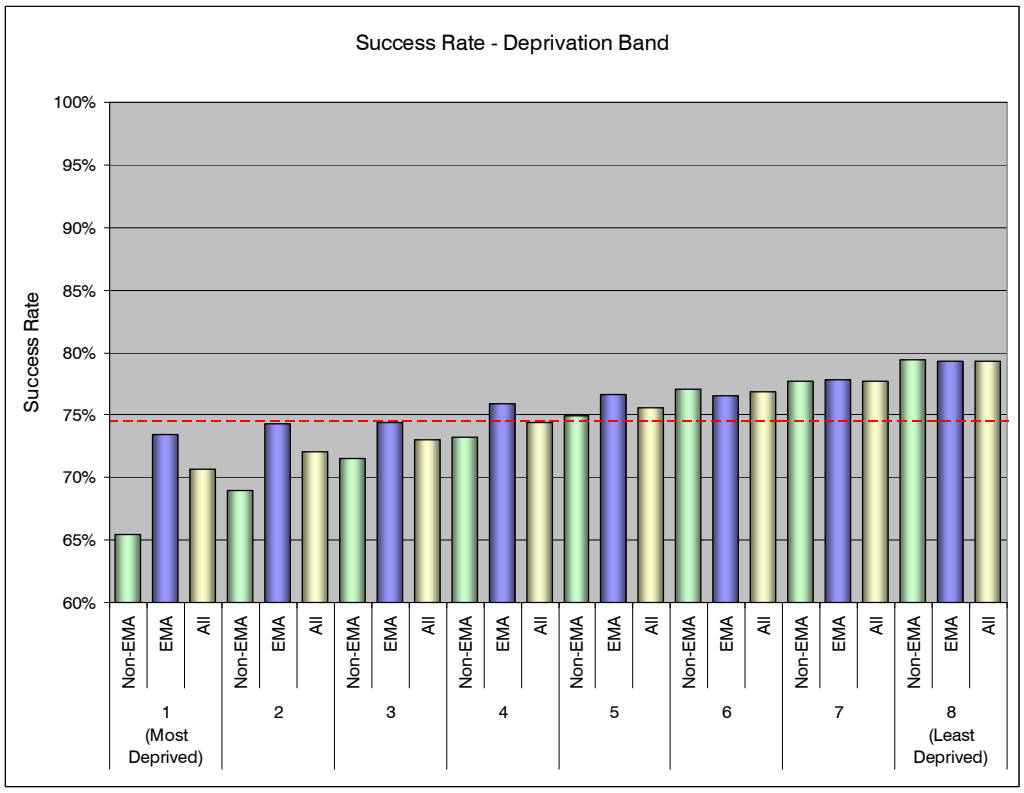
Source: 2004/05 FE QSR (matched with EMA)

As with retention, overall achievement increased with deprivation band so that those living in the least deprived areas had the highest achievement rates. For the lowest three bands, achievement was higher for EMA learners compared to non-EMA learners with the greatest difference among those living in the most deprived areas

In the fourth deprivation band, achievement rates for EMA learners and non-EMA learners were exactly the same at 84.7%, but for bands five to eight, achievement was higher among those learners who did not receive EMA. Again, as with retention, EMA appears to have had the greatest impact on the achievement rates of those learners living in the most deprived areas.

The Figure below shows the success rate on learning aims broken down by deprivation band.

Figure 87: Success on learning aims of 16 year old enrolments in FE by Deprivation Band (2004/05)



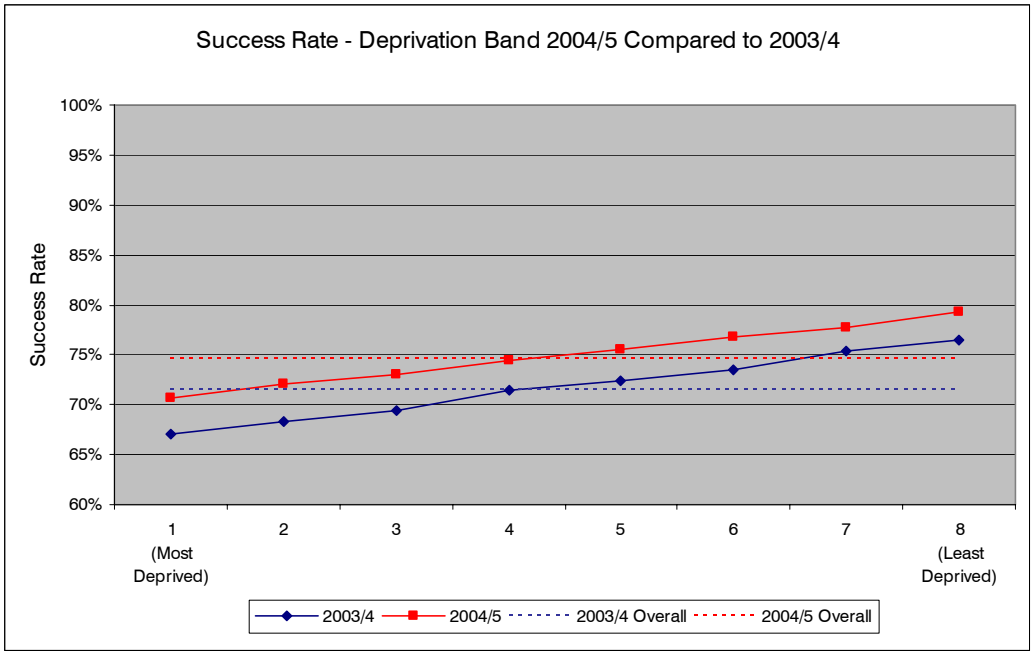
Source: 2004/05 FE QSR (matched with EMA)

Again, two clear patterns emerge from this analysis. Firstly, there is a direct relationship between success rates and deprivation band, with the learners living in the least deprived areas having the highest success rates. Secondly, there is a difference in the patterns of success rates by deprivation band depending on whether learners were in receipt of EMA. Among those learners living in the most deprived areas (ie band 1), success on learning aims taken by EMA recipients was 8 percentage points higher than on aims taken by non-EMA learners. This trend held true for the first five bands with the percentage point difference steadily decreasing to 1.7% at band 5. For deprivation bands 6 to 8, success was higher on the learning aims of non-EMA learners.

Since it would appear that EMA has had the greatest positive impact on the retention and achievement rates of learners living in the more deprived areas, it then follows that EMA also has had the greatest impact on the success rates of these learners compared to those living in less deprived areas.

The Figure below shows the success rate on learning aims broken down by deprivation band and compares 2004/05 and 2003/04.

Figure 88: Success on learning aims of 16 year old enrolments in FE by Deprivation Band (2004/05 and 2003/04)



	1 (Most Deprived)	2	3	4	5	6	7	8 (Least Deprived)	Overall
2004/5	70.6%	72.1%	73.0%	74.4%	75.6%	76.8%	77.8%	79.3%	74.6%
2003/4	67.0%	68.3%	69.4%	71.5%	72.4%	73.5%	75.3%	76.5%	71.4%

Source: 2004/05 FE QSR (matched with EMA) and 2003/04 FE QSR

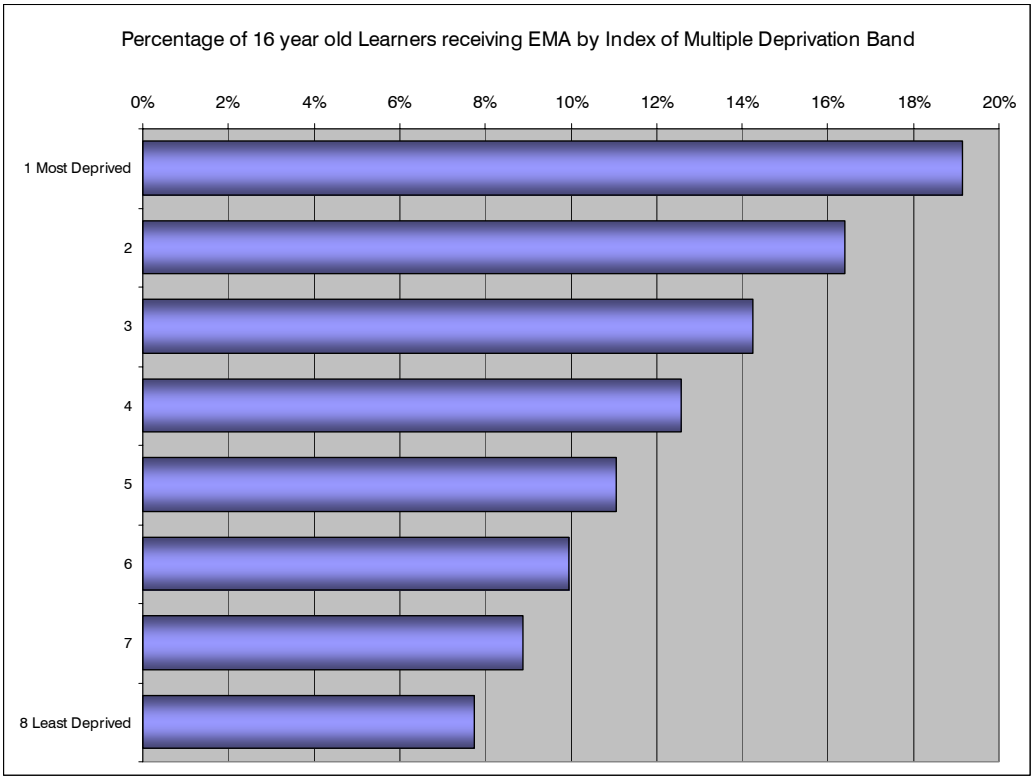
The overall success rate rose from 71.4% in 2003/04 to 74.6% in 2004/05, an increase of 3.2 percentage points. The increase tended to be greater on the learning aims taken by those learners living in more deprived areas.

Clearly there are a number of factors that could potentially contribute to the overall increase in success rates between the two years, but evidence provided by the analysis presented in this report indicates there is a strong correlation between increased success among learners from more deprived areas and the introduction of EMA.

EMA Learners by Deprivation Band

The following charts and tables are derived from the LSC Matched Dataset (Fischer Family Trust). The Figure below shows 16 year old learners in receipt of EMA during 2004/05 broken down according to the eight deprivation bands (as defined on page 101).

Figure 89: Percentage of 16 year old learners receiving EMA by Deprivation Band (2004/05)



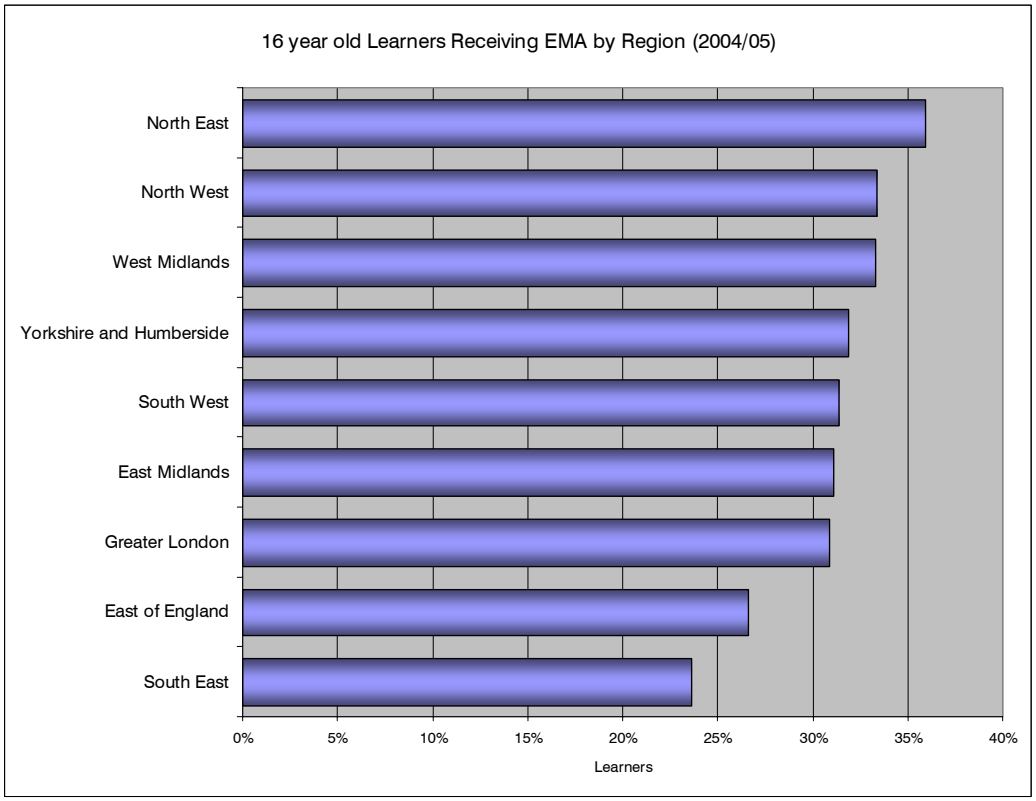
Source: LSC EMA Matched Dataset (FFT) 2004/05

The chart illustrates the relationship between the percentage of learners receiving EMA and the level of deprivation associated with the area in which they live, with the highest proportion of learners coming from the most deprived areas. Even within those areas falling into the "least deprived" category there will be learners that are eligible for EMA due to family income/circumstances.

EMA Learners by Region

The Figure below shows the number of 16 year old learners in receipt of EMA during 2004/05 within each region.

Figure 90: Percentage of 16 year old learners receiving EMA by Region (2004/05)



Source: LSC EMA Matched Dataset (FFT) 2004/05

The North West had the highest number of 16 year old learners receiving EMA. The North East had the least but is also the smallest region in terms of population.

Leading learning and skills

Appendix 1

Interview Schedule for EMA Recipients

Leading learning and skills

Appendix 2

Survey Questionnaire for Providers

Appendix 3

Data Analysis Tables

Overall – Retention, Achievement and Success (Figures 55-57)

EMA	Non-Completers	Completed	Starters	Retention Rate
Non-EMA	51,945	350,230	402,175	87.1%
EMA	35,474	298,269	333,743	89.4%
All	87,419	648,499	735,918	88.1%

EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Non-EMA	52,176	298,054	350,230	85.1%
EMA	47,024	251,245	298,269	84.2%
All	99,200	549,299	648,499	84.7%

EMA	Unsuccessful	Successful	Starters	Success Rate
Non-EMA	104,121	298,054	402,175	74.1%
EMA	82,498	251,245	333,743	75.3%
All	186,619	549,299	735,918	74.6%

Gender – Retention, Achievement and Success (Figures 58-60)

Gender	EMA	Non-Completers	Completed	Starters	Retention Rate
Female	Non-EMA	27,096	183,479	210,575	87.1%
	EMA	19,669	165,047	184,716	89.4%
	All	46,765	348,526	395,291	88.2%
	2003/2004	52,744	339,250	391,994	86.5%
Male	Non-EMA	24,849	166,751	191,600	87.0%
	EMA	15,805	133,222	149,027	89.4%
	All	40,654	299,973	340,627	88.1%
	2003/2004	46,739	292,067	338,806	86.2%

Gender	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Female	Non-EMA	23,941	159,538	183,479	87.0%
	EMA	23,676	141,371	165,047	85.7%
	All	47,617	300,909	348,526	86.3%
	2003/2004	52,535	286,715	339,250	84.5%
Male	Non-EMA	28,235	138,516	166,751	83.1%
	EMA	23,348	109,874	133,222	82.5%
	All	51,583	248,390	299,973	82.8%
	2003/2004	56,838	235,229	292,067	80.5%

Gender	EMA	Unsuccessful	Successful	Starters	Success Rate
Female	Non-EMA	51,037	159,538	210,575	75.8%
	EMA	43,345	141,371	184,716	76.5%
	All	94,382	300,909	395,291	76.1%
	2003/2004	105,279	286,715	391,994	73.1%
Male	Non-EMA	53,084	138,516	191,600	72.3%
	EMA	39,153	109,874	149,027	73.7%
	All	92,237	248,390	340,627	72.9%
	2003/2004	103,577	235,229	338,806	69.4%

Ethnic group – Retention and Achievement (Figures 61 & 62)

Ethnicity	EMA	Non-Completers	Completed	Starters	Retention Rate
Asian or Asian British	Non-EMA	2,970	20,766	23,736	87.5%
	EMA	2,817	32,556	35,373	92.0%
	All	5,787	53,322	59,109	90.2%
	2003/2004	6,487	53,915	60,402	89.3%
Black or Black British	Non-EMA	2,346	15,855	18,201	87.1%
	EMA	1,536	15,911	17,447	91.2%
	All	3,882	31,766	35,648	89.1%
	2003/2004	4,671	31,658	36,329	87.1%
Chinese	Non-EMA	154	2,272	2,426	93.7%
	EMA	67	1,438	1,505	95.5%
	All	221	3,710	3,931	94.4%
	2003/2004	354	3,865	4,219	91.6%
Mixed	Non-EMA	1,616	7,850	9,466	82.9%
	EMA	1,181	8,579	9,760	87.9%
	All	2,797	16,429	19,226	85.5%
	2003/2004	3,046	14,297	17,343	82.4%
Other	Non-EMA	657	4,620	5,277	87.5%
	EMA	326	3,347	3,673	91.1%
	All	983	7,967	8,950	89.0%
	2003/2004	1,316	8,357	9,673	86.4%
White	Non-EMA	42,792	289,944	332,736	87.1%
	EMA	28,754	230,616	259,370	88.9%
	All	71,546	520,560	592,106	87.9%
	2003/2004	80,753	505,023	585,776	86.2%
Not Known	Non-EMA	1,410	8,923	10,333	86.4%
	EMA	793	5,822	6,615	88.0%
	All	2,203	14,745	16,948	87.0%
	2003/2004	2,856	14,202	17,058	83.3%

Ethnicity	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Asian or Asian British	Non-EMA	3,947	16,819	20,766	81.0%
	EMA	5,832	26,724	32,556	82.1%
	All	9,779	43,543	53,322	81.7%
	2003/2004	10,850	43,065	53,915	79.9%
Black or Black British	Non-EMA	3,028	12,827	15,855	80.9%
	EMA	2,900	13,011	15,911	81.8%
	All	5,928	25,838	31,766	81.3%
	2003/2004	6,582	25,076	31,658	79.2%
Chinese	Non-EMA	344	1,928	2,272	84.9%
	EMA	157	1,281	1,438	89.1%
	All	501	3,209	3,710	86.5%
	2003/2004	655	3,210	3,865	83.1%
Mixed	Non-EMA	1,369	6,481	7,850	82.6%
	EMA	1,506	7,073	8,579	82.4%
	All	2,875	13,554	16,429	82.5%
	2003/2004	2,712	11,585	14,297	81.0%
Other	Non-EMA	819	3,801	4,620	82.3%
	EMA	613	2,734	3,347	81.7%
	All	1,432	6,535	7,967	82.0%
	2003/2004	1,663	6,694	8,357	80.1%
White	Non-EMA	41,388	248,556	289,944	85.7%
	EMA	35,089	195,527	230,616	84.8%
	All	76,477	444,083	520,560	85.3%
	2003/2004	84,149	420,874	505,023	83.3%
Not Known	Non-EMA	1,281	7,642	8,923	85.6%
	EMA	927	4,895	5,822	84.1%
	All	2,208	12,537	14,745	85.0%
	2003/2004	2,762	11,440	14,202	80.6%

Ethnic group - Success (Figure 63)

Ethnicity	EMA	Unsuccessful	Successful	Starters	Success Rate
Asian or Asian British	Non-EMA	6,917	16,819	23,736	70.9%
	EMA	8,649	26,724	35,373	75.5%
	All	15,566	43,543	59,109	73.7%
	2003/2004	17,337	43,065	60,402	71.3%
Black or Black British	Non-EMA	5,374	12,827	18,201	70.5%
	EMA	4,436	13,011	17,447	74.6%
	All	9,810	25,838	35,648	72.5%
	2003/2004	11,253	25,076	36,329	69.0%
Chinese	Non-EMA	498	1,928	2,426	79.5%
	EMA	224	1,281	1,505	85.1%
	All	722	3,209	3,931	81.6%
	2003/2004	1,009	3,210	4,219	76.1%
Mixed	Non-EMA	2,985	6,481	9,466	68.5%
	EMA	2,687	7,073	9,760	72.5%
	All	5,672	13,554	19,226	70.5%
	2003/2004	5,758	11,585	17,343	66.8%
Other	Non-EMA	1,476	3,801	5,277	72.0%
	EMA	939	2,734	3,673	74.4%
	All	2,415	6,535	8,950	73.0%
	2003/2004	2,979	6,694	9,673	69.2%
White	Non-EMA	84,180	248,556	332,736	74.7%
	EMA	63,843	195,527	259,370	75.4%
	All	148,023	444,083	592,106	75.0%
	2003/2004	164,902	420,874	585,776	71.8%
Not Known	Non-EMA	2,691	7,642	10,333	74.0%
	EMA	1,720	4,895	6,615	74.0%
	All	4,411	12,537	16,948	74.0%
	2003/2004	5,618	11,440	17,058	67.1%

Level - Retention, Achievement and Success (Figures 64-66)

Level	EMA	Non-Completers	Completed	Starters	Retention Rate
Level 1 or Below	Non-EMA	13,918	88,192	102,110	86.4%
	EMA	9,754	96,443	106,197	90.8%
	All	23,672	184,635	208,307	88.6%
	2003/2004	25,328	173,561	198,889	87.3%
Level 2	Non-EMA	15,940	71,305	87,245	81.7%
	EMA	11,447	74,436	85,883	86.7%
	All	27,387	145,741	173,128	84.2%
	2003/2004	32,544	144,331	176,875	81.6%
Level 3	Non-EMA	21,328	178,609	199,937	89.3%
	EMA	13,774	118,141	131,915	89.6%
	All	35,102	296,750	331,852	89.4%
	2003/2004	39,501	288,604	328,105	88.0%
No Level/ Level Not Assigned	Non-EMA	758	12,118	12,876	94.1%
	EMA	499	9,239	9,738	94.9%
	All	1,257	21,357	22,614	94.4%
	2003/2004	2,085	24,685	26,770	92.2%

Level	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Level 1 or Below	Non-EMA	15,769	72,423	88,192	82.1%
	EMA	15,772	80,671	96,443	83.6%
	All	31,541	153,094	184,635	82.9%
	2003/2004	15,772	139,240	173,561	80.2%
Level 2	Non-EMA	11,927	59,378	71,305	83.3%
	EMA	11,377	63,059	74,436	84.7%
	All	23,304	122,437	145,741	84.0%
	2003/2004	15,772	118,262	144,331	81.9%
Level 3	Non-EMA	23,823	154,786	178,609	86.7%
	EMA	19,306	98,835	118,141	83.7%
	All	43,129	253,621	296,750	85.5%
	2003/2004	15,772	242,582	288,604	84.1%
No Level/ Level Not Assigned	Non-EMA	656	11,462	12,118	94.6%
	EMA	568	8,671	9,239	93.9%
	All	1,224	20,133	21,357	94.3%
	2003/2004	15,772	21,742	24,685	88.1%

Level	EMA	Unsuccessful	Successful	Starters	Success Rate
Level 1 or Below	Non-EMA	29,687	72,423	102,110	70.9%
	EMA	25,526	80,671	106,197	76.0%
	All	55,213	153,094	208,307	73.5%
	2003/2004	59,649	139,240	198,889	70.0%
Level 2	Non-EMA	27,867	59,378	87,245	68.1%
	EMA	22,824	63,059	85,883	73.4%
	All	50,691	122,437	173,128	70.7%
	2003/2004	58,613	118,262	176,875	66.9%
Level 3	Non-EMA	45,151	154,786	199,937	77.4%
	EMA	33,080	98,835	131,915	74.9%
	All	78,231	253,621	331,852	76.4%
	2003/2004	85,523	242,582	328,105	73.9%
No Level/ Level Not Assigned	Non-EMA	1,414	11,462	12,876	89.0%
	EMA	1,067	8,671	9,738	89.0%
	All	2,481	20,133	22,614	89.0%
	2003/2004	5,028	21,742	26,770	81.2%

Full Level 2 - Retention, Achievement and Success (Figures 67-69)

EMA	Non-Completers	Completed	Starters	Retention Rate
Non-EMA	31,714	237,932	269,646	88.2%
EMA	21,943	186,115	208,058	89.5%
All	53,657	424,047	477,704	88.8%

EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Non-EMA	32,651	205,281	237,932	86.3%
EMA	28,542	157,573	186,115	84.7%
All	61,193	362,854	424,047	85.6%

EMA	Unsuccessful	Successful	Starters	Success Rate
Non-EMA	64,365	205,281	269,646	76.1%
EMA	50,485	157,573	208,058	75.7%
All	114,850	362,854	477,704	76.0%

Qualification type - Retention (Figure 70)

Qualification Type	EMA	Non-Completers	Completed	Starters	Retention Rate
A level inc generic	Non-EMA	44	315	359	87.7%
	EMA	20	180	200	90.0%
	All	64	495	559	88.6%
	2003/2004	141	725	866	83.7%
AS level inc generic	Non-EMA	19,651	167,484	187,135	89.5%
	EMA	12,674	109,328	122,002	89.6%
	All	32,325	276,812	309,137	89.5%
	2003/2004	35,090	266,456	301,546	88.4%
GCSE inc generic	Non-EMA	6,882	24,129	31,011	77.8%
	EMA	4,891	23,553	28,444	82.8%
	All	11,773	47,682	59,455	80.2%
	2003/2004	13,749	48,250	61,999	77.8%
GNVQ/AVCE inc generic	Non-EMA	2,232	9,875	12,107	81.6%
	EMA	1,611	12,266	13,877	88.4%
	All	3,843	22,141	25,984	85.2%
	2003/2004	6,116	28,109	34,225	82.1%
GNVQ Precursors	Non-EMA	79	563	642	87.7%
	EMA	96	594	690	86.1%
	All	175	1,157	1,332	86.9%
	2003/2004	317	1,472	1,789	82.3%
NVQs inc generic	Non-EMA	2,611	10,924	13,535	80.7%
	EMA	1,966	12,254	14,220	86.2%
	All	4,577	23,178	27,755	83.5%
	2003/2004	4,743	19,794	24,537	80.7%
Other short	Non-EMA	3,263	55,718	58,981	94.5%
	EMA	1,734	45,654	47,388	96.3%
	All	4,997	101,372	106,369	95.3%
	2003/2004	6,766	110,607	117,373	94.2%
Other long	Non-EMA	17,089	79,740	96,829	82.4%
	EMA	12,450	93,904	106,354	88.3%
	All	29,539	173,644	203,183	85.5%
	2003/2004	32,360	153,960	186,320	82.6%
A2 quals	Non-EMA	94	1,479	1,573	94.0%
	EMA	32	532	564	94.3%
	All	126	2,011	2,137	94.1%
	2003/2004	201	1,939	2,140	90.6%

Qualification type - Achievement (Figure 71)

Qualification Type	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
A level inc generic	Non-EMA	39	276	315	87.6%
	EMA	32	148	180	82.2%
	All	71	424	495	85.7%
	2003/2004	143	582	725	80.3%
AS level inc generic	Non-EMA	22,093	145,391	167,484	86.8%
	EMA	17,848	91,480	109,328	83.7%
	All	39,941	236,871	276,812	85.6%
	2003/2004	41,549	224,907	266,456	84.4%
GCSE inc generic	Non-EMA	2,060	22,069	24,129	91.5%
	EMA	1,697	21,856	23,553	92.8%
	All	3,757	43,925	47,682	92.1%
	2003/2004	4,186	44,064	48,250	91.3%
GNVQ/AVCE inc generic	Non-EMA	1,499	8,376	9,875	84.8%
	EMA	1,529	10,737	12,266	87.5%
	All	3,028	19,113	22,141	86.3%
	2003/2004	4,686	23,423	28,109	83.3%
GNVQ Precursors	Non-EMA	80	483	563	85.8%
	EMA	98	496	594	83.5%
	All	178	979	1,157	84.6%
	2003/2004	216	1,256	1,472	85.3%
NVQs inc generic	Non-EMA	1,585	9,339	10,924	85.5%
	EMA	1,435	10,819	12,254	88.3%
	All	3,020	20,158	23,178	87.0%
	2003/2004	3,521	16,273	19,794	82.2%
Other short	Non-EMA	9,182	46,536	55,718	83.5%
	EMA	7,488	38,166	45,654	83.6%
	All	16,670	84,702	101,372	83.6%
	2003/2004	20,286	90,321	110,607	81.7%
Other long	Non-EMA	15,503	64,237	79,740	80.6%
	EMA	16,830	77,074	93,904	82.1%
	All	32,333	141,311	173,644	81.4%
	2003/2004	34,593	119,367	153,960	77.5%
A2 quals	Non-EMA	135	1,344	1,479	90.9%
	EMA	65	467	532	87.8%
	All	200	1,811	2,011	90.1%
	2003/2004	190	1,749	1,939	90.2%

Qualification type - Success (Figure 72)

Qualification Type	EMA	Unsuccessful	Successful	Starters	Success Rate
A level inc generic	Non-EMA	83	276	359	76.9%
	EMA	52	148	200	74.0%
	All	135	424	559	75.8%
	2003/2004	284	582	866	67.2%
AS level inc generic	Non-EMA	41,744	145,391	187,135	77.7%
	EMA	30,522	91,480	122,002	75.0%
	All	72,266	236,871	309,137	76.6%
	2003/2004	76,639	224,907	301,546	74.6%
GCSE inc generic	Non-EMA	8,942	22,069	31,011	71.2%
	EMA	6,588	21,856	28,444	76.8%
	All	15,530	43,925	59,455	73.9%
	2003/2004	17,935	44,064	61,999	71.1%
GNVQ/AVCE inc generic	Non-EMA	3,731	8,376	12,107	69.2%
	EMA	3,140	10,737	13,877	77.4%
	All	6,871	19,113	25,984	73.6%
	2003/2004	10,802	23,423	34,225	68.4%
GNVQ Precursors	Non-EMA	159	483	642	75.2%
	EMA	194	496	690	71.9%
	All	353	979	1,332	73.5%
	2003/2004	533	1,256	1,789	70.2%
NVQs inc generic	Non-EMA	4,196	9,339	13,535	69.0%
	EMA	3,401	10,819	14,220	76.1%
	All	7,597	20,158	27,755	72.6%
	2003/2004	8,264	16,273	24,537	66.3%
Other short	Non-EMA	12,445	46,536	58,981	78.9%
	EMA	9,222	38,166	47,388	80.5%
	All	21,667	84,702	106,369	79.6%
	2003/2004	27,052	90,321	117,373	77.0%
Other long	Non-EMA	32,592	64,237	96,829	66.3%
	EMA	29,280	77,074	106,354	72.5%
	All	61,872	141,311	203,183	69.5%
	2003/2004	66,953	119,367	186,320	64.1%
A2 quals	Non-EMA	229	1,344	1,573	85.4%
	EMA	97	467	564	82.8%
	All	326	1,811	2,137	84.7%
	2003/2004	391	1,749	2,140	81.7%

Number of GCSE Learning aims per learner – Retention and Achievement (Figures 73 & 74)

Number of Qual Aims	EMA	Non-Completers	Completed	Starters	Retention Rate
1 Qual Aim	Non-EMA	8,579	44,199	52,778	83.7%
	EMA	6,270	40,058	46,328	86.5%
	All	14,849	84,257	99,106	85.0%
2 Qual Aims	Non-EMA	2,307	9,357	11,664	80.2%
	EMA	1,450	9,149	10,599	86.3%
	All	3,757	18,506	22,263	83.1%
3 Qual Aims	Non-EMA	999	3,193	4,192	76.2%
	EMA	629	3,335	3,964	84.1%
	All	1,628	6,528	8,156	80.0%
4 Qual Aims	Non-EMA	863	3,289	4,152	79.2%
	EMA	668	3,755	4,423	84.9%
	All	1,531	7,044	8,575	82.1%
5 Qual Aims	Non-EMA	469	1,820	2,289	79.5%
	EMA	316	2,209	2,525	87.5%
	All	785	4,029	4,814	83.7%
More than 5 Qual Aims	Non-EMA	57	228	285	80.0%
	EMA	39	288	327	88.1%
	All	96	516	612	84.3%

Number of Qual Aims	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
1 Qual Aim	Non-EMA	7,276	36,923	44,199	83.5%
	EMA	6,658	33,400	40,058	83.4%
	All	13,934	70,323	84,257	83.5%
2 Qual Aims	Non-EMA	1,615	7,742	9,357	82.7%
	EMA	1,475	7,674	9,149	83.9%
	All	3,090	15,416	18,506	83.3%
3 Qual Aims	Non-EMA	454	2,739	3,193	85.8%
	EMA	402	2,933	3,335	87.9%
	All	856	5,672	6,528	86.9%
4 Qual Aims	Non-EMA	292	2,997	3,289	91.1%
	EMA	317	3,438	3,755	91.6%
	All	609	6,435	7,044	91.4%
5 Qual Aims	Non-EMA	140	1,680	1,820	92.3%
	EMA	162	2,047	2,209	92.7%
	All	302	3,727	4,029	92.5%
More than 5 Qual Aims	Non-EMA	29	199	228	87.3%
	EMA	48	240	288	83.3%
	All	77	439	516	85.1%

Number of GCSE Learning aims per learner – Success (Figure 75)

Number of Qual Aims	EMA	Unsuccessful	Successful	Starters	Success Rate
1 Qual Aim	Non-EMA	15,855	36,923	52,778	70.0%
	EMA	12,928	33,400	46,328	72.1%
	All	28,783	70,323	99,106	71.0%
2 Qual Aims	Non-EMA	3,922	7,742	11,664	66.4%
	EMA	2,925	7,674	10,599	72.4%
	All	6,847	15,416	22,263	69.2%
3 Qual Aims	Non-EMA	1,453	2,739	4,192	65.3%
	EMA	1,031	2,933	3,964	74.0%
	All	2,484	5,672	8,156	69.5%
4 Qual Aims	Non-EMA	1,155	2,997	4,152	72.2%
	EMA	985	3,438	4,423	77.7%
	All	2,140	6,435	8,575	75.0%
5 Qual Aims	Non-EMA	609	1,680	2,289	73.4%
	EMA	478	2,047	2,525	81.1%
	All	1,087	3,727	4,814	77.4%
More than 5 Qual Aims	Non-EMA	86	199	285	69.8%
	EMA	87	240	327	73.4%
	All	173	439	612	71.7%

Number of AS Learning aims per learner – retention and achievement (Figures 76 & 77)

Number of Qual Aims	EMA	Non-Completers	Completed	Starters	Retention Rate
1 Qual Aim	Non-EMA	2,448	10,166	12,614	80.6%
	EMA	1,517	8,337	9,854	84.6%
	All	3,965	18,503	22,468	82.4%
2 Qual Aims	Non-EMA	2,334	8,880	11,214	79.2%
	EMA	1,459	7,350	8,809	83.4%
	All	3,793	16,230	20,023	81.1%
3 Qual Aims	Non-EMA	6,016	31,126	37,142	83.8%
	EMA	3,857	26,361	30,218	87.2%
	All	9,873	57,487	67,360	85.3%
4 Qual Aims	Non-EMA	9,398	97,439	106,837	91.2%
	EMA	6,082	62,904	68,986	91.2%
	All	15,480	160,343	175,823	91.2%
5 Qual Aims	Non-EMA	2,902	45,607	48,509	94.0%
	EMA	2,001	24,771	26,772	92.5%
	All	4,903	70,378	75,281	93.5%
More than 5 Qual Aims	Non-EMA	192	3,135	3,327	94.2%
	EMA	96	1,196	1,292	92.6%
	All	288	4,331	4,619	93.8%

Number of Qual Aims	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
1 Qual Aim	Non-EMA	2,036	8,130	10,166	80.0%
	EMA	1,618	6,719	8,337	80.6%
	All	3,654	14,849	18,503	80.3%
2 Qual Aims	Non-EMA	1,920	6,960	8,880	78.4%
	EMA	1,560	5,790	7,350	78.8%
	All	3,480	12,750	16,230	78.6%
3 Qual Aims	Non-EMA	6,364	24,762	31,126	79.6%
	EMA	5,762	20,599	26,361	78.1%
	All	12,126	45,361	57,487	78.9%
4 Qual Aims	Non-EMA	11,697	85,742	97,439	88.0%
	EMA	8,743	54,161	62,904	86.1%
	All	20,440	139,903	160,343	87.3%
5 Qual Aims	Non-EMA	4,001	41,606	45,607	91.2%
	EMA	2,725	22,046	24,771	89.0%
	All	6,726	63,652	70,378	90.4%
More than 5 Qual Aims	Non-EMA	197	2,938	3,135	93.7%
	EMA	110	1,086	1,196	90.8%
	All	307	4,024	4,331	92.9%

Number of AS Learning aims per learner – Success (Figure 78)

Number of Qual Aims	EMA	Unsuccessful	Successful	Starters	Success Rate
1 Qual Aim	Non-EMA	4,484	8,130	12,614	64.5%
	EMA	3,135	6,719	9,854	68.2%
	All	7,619	14,849	22,468	66.1%
2 Qual Aims	Non-EMA	4,254	6,960	11,214	62.1%
	EMA	3,019	5,790	8,809	65.7%
	All	7,273	12,750	20,023	63.7%
3 Qual Aims	Non-EMA	12,380	24,762	37,142	66.7%
	EMA	9,619	20,599	30,218	68.2%
	All	21,999	45,361	67,360	67.3%
4 Qual Aims	Non-EMA	21,095	85,742	106,837	80.3%
	EMA	14,825	54,161	68,986	78.5%
	All	35,920	139,903	175,823	79.6%
5 Qual Aims	Non-EMA	6,903	41,606	48,509	85.8%
	EMA	4,726	22,046	26,772	82.3%
	All	11,629	63,652	75,281	84.6%
More than 5 Qual Aims	Non-EMA	389	2,938	3,327	88.3%
	EMA	206	1,086	1,292	84.1%
	All	595	4,024	4,619	87.1%

Provider Region – Retention (Figure 79)

Region	EMA	Non-Completers	Completed	Starters	Retention Rate
No region stated	Non-EMA	18	46	64	71.9%
	EMA	4	41	45	91.1%
	All	22	87	109	79.8%
South West	Non-EMA	3,109	20,527	23,636	86.8%
	EMA	2,247	16,555	18,802	88.0%
	All	5,356	37,082	42,438	87.4%
East Midlands	Non-EMA	1,708	9,760	11,468	85.1%
	EMA	1,296	11,415	12,711	89.8%
	All	3,004	21,175	24,179	87.6%
East of England	Non-EMA	3,111	22,817	25,928	88.0%
	EMA	1,747	14,861	16,608	89.5%
	All	4,858	37,678	42,536	88.6%
North East	Non-EMA	1,758	11,957	13,715	87.2%
	EMA	1,461	12,719	14,180	89.7%
	All	3,219	24,676	27,895	88.5%
Yorkshire and Humberside	Non-EMA	3,021	23,019	26,040	88.4%
	EMA	2,603	21,153	23,756	89.0%
	All	5,624	44,172	49,796	88.7%
West Midlands	Non-EMA	3,380	24,414	27,794	87.8%
	EMA	2,622	22,959	25,581	89.8%
	All	6,002	47,373	53,375	88.8%
North West	Non-EMA	5,825	45,962	51,787	88.8%
	EMA	4,773	39,446	44,219	89.2%
	All	10,598	85,408	96,006	89.0%
Greater London	Non-EMA	3,107	21,961	25,068	87.6%
	EMA	2,198	21,918	24,116	90.9%
	All	5,305	43,879	49,184	89.2%
South East	Non-EMA	6,677	57,469	64,146	89.6%
	EMA	2,992	25,048	28,040	89.3%
	All	9,669	82,517	92,186	89.5%

Provider Region – Achievement (Figure 80)

Region	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
No region stated	Non-EMA	3	43	46	93.5%
	EMA	3	38	41	92.7%
	All	6	81	87	93.1%
South West	Non-EMA	3,536	16,991	20,527	82.8%
	EMA	2,812	13,743	16,555	83.0%
	All	6,348	30,734	37,082	82.9%
Greater London	Non-EMA	3,534	18,427	21,961	83.9%
	EMA	3,627	18,291	21,918	83.5%
	All	7,161	36,718	43,879	83.7%
East Midlands	Non-EMA	1,629	8,131	9,760	83.3%
	EMA	1,759	9,656	11,415	84.6%
	All	3,388	17,787	21,175	84.0%
West Midlands	Non-EMA	3,810	20,604	24,414	84.4%
	EMA	3,761	19,198	22,959	83.6%
	All	7,571	39,802	47,373	84.0%
North East	Non-EMA	1,668	10,289	11,957	86.1%
	EMA	2,120	10,599	12,719	83.3%
	All	3,788	20,888	24,676	84.6%
Yorkshire and Humberside	Non-EMA	3,318	19,701	23,019	85.6%
	EMA	3,435	17,718	21,153	83.8%
	All	6,753	37,419	44,172	84.7%
East of England	Non-EMA	3,015	19,802	22,817	86.8%
	EMA	2,287	12,574	14,861	84.6%
	All	5,302	32,376	37,678	85.9%
South East	Non-EMA	6,957	50,512	57,469	87.9%
	EMA	3,538	21,510	25,048	85.9%
	All	10,495	72,022	82,517	87.3%
North West	Non-EMA	5,181	40,781	45,962	88.7%
	EMA	5,200	34,246	39,446	86.8%
	All	10,381	75,027	85,408	87.8%

Provider Region – Success (Figure 81)

Region	EMA	Unsuccessful	Successful	Starters	Success Rate
No region stated	Non-EMA	21	43	64	67.2%
	EMA	7	38	45	84.4%
	All	28	81	109	74.3%
South West	Non-EMA	6,645	16,991	23,636	71.9%
	EMA	5,059	13,743	18,802	73.1%
	All	11,704	30,734	42,438	72.4%
East Midlands	Non-EMA	3,337	8,131	11,468	70.9%
	EMA	3,055	9,656	12,711	76.0%
	All	6,392	17,787	24,179	73.6%
West Midlands	Non-EMA	7,190	20,604	27,794	74.1%
	EMA	6,383	19,198	25,581	75.0%
	All	13,573	39,802	53,375	74.6%
Greater London	Non-EMA	6,641	18,427	25,068	73.5%
	EMA	5,825	18,291	24,116	75.8%
	All	12,466	36,718	49,184	74.7%
North East	Non-EMA	3,426	10,289	13,715	75.0%
	EMA	3,581	10,599	14,180	74.7%
	All	7,007	20,888	27,895	74.9%
Yorkshire and Humberside	Non-EMA	6,339	19,701	26,040	75.7%
	EMA	6,038	17,718	23,756	74.6%
	All	12,377	37,419	49,796	75.1%
East of England	Non-EMA	6,126	19,802	25,928	76.4%
	EMA	4,034	12,574	16,608	75.7%
	All	10,160	32,376	42,536	76.1%
North West	Non-EMA	11,006	40,781	51,787	78.7%
	EMA	9,973	34,246	44,219	77.4%
	All	20,979	75,027	96,006	78.1%
South East	Non-EMA	13,634	50,512	64,146	78.7%
	EMA	6,530	21,510	28,040	76.7%
	All	20,164	72,022	92,186	78.1%

Provider Type – Retention and Achievement (Figures 82 & 83)

Provider Type	EMA	Non-Completers	Completed	Starters	Retention Rate
Special College - Art, Design and Performing Arts	Non-EMA	103	425	528	80.5%
	EMA	64	494	558	88.5%
	All	167	919	1,086	84.6%
External Institution	Non-EMA	150	786	936	84.0%
	EMA	52	367	419	87.6%
	All	202	1,153	1,355	85.1%
General FE College incl Tertiary	Non-EMA	34,066	187,367	221,433	84.6%
	EMA	24,350	191,291	215,641	88.7%
	All	58,416	378,658	437,074	86.6%
Local Authority / Local Education Authority (LEA)	Non-EMA	587	2,926	3,513	83.3%
	EMA	261	1,059	1,320	80.2%
	All	848	3,985	4,833	82.5%
Sixth Form College	Non-EMA	16,575	153,821	170,396	90.3%
	EMA	10,466	100,606	111,072	90.6%
	All	27,041	254,427	281,468	90.4%
Special College - Agriculture and Horticulture	Non-EMA	386	4,294	4,680	91.8%
	EMA	245	4,262	4,507	94.6%
	All	631	8,556	9,187	93.1%
Specialist Designated College	Non-EMA	34	338	372	90.9%
	EMA	17	86	103	83.5%
	All	51	424	475	89.3%

Provider Type	EMA	Non-Achieved	Achieved	Completers	Achievement Rate
Special College - Art, Design and Performing Arts	Non-EMA	37	388	425	91.3%
	EMA	41	453	494	91.7%
	All	78	841	919	91.5%
External Institution	Non-EMA	151	635	786	80.8%
	EMA	77	290	367	79.0%
	All	228	925	1,153	80.2%
General FE College incl Tertiary	Non-EMA	32,344	155,023	187,367	82.7%
	EMA	32,310	158,981	191,291	83.1%
	All	64,654	314,004	378,658	82.9%
Local Authority / Local Education Authority (LEA)	Non-EMA	721	2,205	2,926	75.4%
	EMA	255	804	1,059	75.9%
	All	976	3,009	3,985	75.5%
Sixth Form College	Non-EMA	17,921	135,900	153,821	88.3%
	EMA	13,444	87,162	100,606	86.6%
	All	31,365	223,062	254,427	87.7%
Special College - Agriculture and Horticulture	Non-EMA	876	3,418	4,294	79.6%
	EMA	850	3,412	4,262	80.1%
	All	1,726	6,830	8,556	79.8%
Specialist Designated College	Non-EMA	82	256	338	75.7%
	EMA	25	61	86	70.9%
	All	107	317	424	74.8%

Provider Type – Success (Figure 84)

Provider Type	EMA	Unsuccessful	Successful	Starters	Success Rate
Special College - Art, Design and Performing Arts	Non-EMA	140	388	528	73.5%
	EMA	105	453	558	81.2%
	All	245	841	1,086	77.4%
External Institution	Non-EMA	301	635	936	67.8%
	EMA	129	290	419	69.2%
	All	430	925	1,355	68.3%
General FE College incl Tertiary	Non-EMA	66,410	155,023	221,433	70.0%
	EMA	56,660	158,981	215,641	73.7%
	All	123,070	314,004	437,074	71.8%
Local Authority / Local Education Authority (LEA)	Non-EMA	1,308	2,205	3,513	62.8%
	EMA	516	804	1,320	60.9%
	All	1,824	3,009	4,833	62.3%
Sixth Form College	Non-EMA	34,496	135,900	170,396	79.8%
	EMA	23,910	87,162	111,072	78.5%
	All	58,406	223,062	281,468	79.2%
Special College - Agriculture and Horticulture	Non-EMA	1,262	3,418	4,680	73.0%
	EMA	1,095	3,412	4,507	75.7%
	All	2,357	6,830	9,187	74.3%
Specialist Designated College	Non-EMA	116	256	372	68.8%
	EMA	42	61	103	59.2%
	All	158	317	475	66.7%

Deprivation Band – Retention and Achievement (Figures 85 & 86)

Deprivation Band	EMA	Retention Rate
1 (Most Deprived)	Non-EMA	81.5%
	EMA	88.6%
	All	86.1%
2	Non-EMA	83.6%
	EMA	89.0%
	All	86.8%
3	Non-EMA	85.6%
	EMA	88.9%
	All	87.3%
4	Non-EMA	86.4%
	EMA	89.6%
	All	87.9%
5	Non-EMA	87.6%
	EMA	89.8%
	All	88.5%
6	Non-EMA	88.8%
	EMA	89.9%
	All	89.2%
7	Non-EMA	89.3%
	EMA	90.5%
	All	89.7%
8 (Least Deprived)	Non-EMA	90.6%
	EMA	91.1%
	All	90.7%

Deprivation Band	EMA	Achievement Rate
1 (Most Deprived)	Non-EMA	80.3%
	EMA	82.8%
	All	82.0%
2	Non-EMA	82.5%
	EMA	83.4%
	All	83.0%
3	Non-EMA	83.5%
	EMA	83.7%
	All	83.6%
4	Non-EMA	84.7%
	EMA	84.7%
	All	84.7%
5	Non-EMA	85.5%
	EMA	85.3%
	All	85.4%
6	Non-EMA	86.7%
	EMA	85.1%
	All	86.1%
7	Non-EMA	87.0%
	EMA	86.0%
	All	86.7%
8 (Least Deprived)	Non-EMA	87.6%
	EMA	87.0%
	All	87.5%

Deprivation Band – Success (Figure 87)

Deprivation Band	EMA	Success Rate
1 (Most Deprived)	Non-EMA	65.4%
	EMA	73.4%
	All	70.6%
2	Non-EMA	68.9%
	EMA	74.3%
	All	72.1%
3	Non-EMA	71.5%
	EMA	74.4%
	All	73.0%
4	Non-EMA	73.2%
	EMA	75.9%
	All	74.4%
5	Non-EMA	74.9%
	EMA	76.6%
	All	75.6%
6	Non-EMA	77.0%
	EMA	76.5%
	All	76.8%
7	Non-EMA	77.7%
	EMA	77.8%
	All	77.8%
8 (Least Deprived)	Non-EMA	79.4%
	EMA	79.3%
	All	79.3%