THE UNIVERSITY OF WARWICK

FEASIBILITY STUDY ON MEASURING THE LOCAL DISTRIBUTION OF POOR SKILLS

Phase 1 Report

Prepared for the Department for Education and Employment

by

Anne E. Green
with Terence Hogarth

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Institute for Employment Research
University of Warwick, Coventry CV4 7AL.

Tel: 024 76524113 Fax: 024 76524241 Email: A.E.Green@warwick.ac.uk

INSTITUTE FOR
EMPLOYMENT
RESEARCH **IER**

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FOREWORD – SCOPE OF PHASE 1 REPORT

This Interim Report outlines the findings from the first phase of a 'Feasibility Study on Measuring the Local Distribution of Poor Skills'. Specifically, it is concerned with a *Review and Assessment of Existing Data Sources*.

The report has four main sections:

1) The *first section* sets out the context for the Feasibility Study by outlining the information needs of the Skills Policy Action Team.

2) In the *second section* the literature on skills definition is reviewed in order to establish whether an unambiguous working definition of 'poor/low skills' can be easily identified.

3) In the *third section* information sources providing information on 'poor/low skills' are identified, reviewed and assessed.

4) The *fourth section* synthesises the key messages from the first phase of the project and outlines possible directions for the second phase of the project.

Supporting information is provided in Appendices, with Appendix 1 providing a list of 'experts' consulted during the preparation of this Phase 1 report.

EXECUTIVE SUMMARY

- There is widespread recognition of the importance of skills to the competitiveness of local, regional and national economies. Moreover, the pace of change in skills requirements means there is a need for continual upgrading of skills throughout individuals' working lives. An increasing 'gap' is evident between 'haves' and 'have nots' in the labour market, with those with no qualifications 'losing out'. This 'gap' also has a geographical dimension, culminating in spatial concentrations of disadvantage in particular neighbourhoods.

- Tackling social exclusion is a high priority. The Social Exclusion Unit, established to tackle problems of concentrated disadvantage/exclusion, has set up cross-cutting Policy Action Teams (PAT) to focus on specific issues. The Skills PAT has a remit to:

  a) report on the key skills gaps that need to be addressed in poor neighbourhoods to help those who are unemployed, in intermittent or unskilled employment, or lack basic skills and self confidence; and

  b) assess the number of adults in poor neighbourhoods who do not have essential employment-related and other life skills.

- The focus of interest of the Skills PAT extends beyond narrowly defined 'basic skills' or 'job specific skills' to encompass broader skills associated with 'employability'. In terms of geographical focus the policy emphasis on 'poor neighbourhoods' calls for information at the micro area (i.e. ward) level.

- A number of measures exist that seek to meet the capabilities of individuals, but defining 'poor/low' skills with respect to educational progress and/or qualification levels represents only a partial view.

- There are several different classifications of skills. To some extent these classifications overlap, but there is no easy way to match one classification system into another.

- There is no clear definition of 'poor/low skills'. It would be possible to identify a long list of specific skills and competencies that individuals are likely to require for sustained employment. However, measurement of the acquisition of skills, especially 'softer' ones associated with personal attributes has not been resolved, and in many instances measurement has been ignored.

- 'Employability' is about more than work-related skills. It encompasses aspects of the broader context (household, geographical, economic, etc) within which an individual is located.

- There are a number of further issues regarding measurement questions such as: 'Who should measure skills?' (i.e. is self-assessment appropriate?), and 'Should skill levels be measured in absolute or relative terms?' (i.e. are we interested in those individuals lacking certain qualifications/skills, or those who have least skills?).

- Information on aspects of skills is available from a range of sources. It is possible to make a distinction between:
  - ◊ surveys with a specific focus on learning/skills (e.g. Adult Literacy in Britain Survey, National Adult Learning Survey, Adults' Basic Skills Surveys)
  - ◊ larger surveys with a more general focus but including information on learning and/or skills (e.g. Labour Force Survey)
  - ◊ indicators/indices of deprivation at local/micro area levels (e.g. Census of Population, Index of Local Deprivation)
  - ◊ local skills surveys
  - ◊ administrative sources (e.g. the Employment Service's Client Progress Kit).

- Sample size constraints limit the extent of geographical disaggregation possible with most of these sources. The Census of Population is the main source of information at the micro area level.

- In general, there is a trade-off between the amount of skills information available and the geographical disaggregation possible.

- Individually, none of these information sources provides a comprehensive picture of 'poor/low skills' at the micro area level. Each of the information sources has its advantages and disadvantages, but none provides the Skills PAT with an 'off the shelf' means of assessing the number of adults in poor neighbourhoods who do not have essential employment-related and other life skills.

- While there are plans to undertake further surveys with a specific focus on learning/skills, there is increasing emphasis on improving national information sources, such as the Labour Force Survey.

- There is also increasing interest in deriving local/micro area estimates using survey data at a higher level of spatial resolution in tandem with micro area data.

- In the absence of a new bespoke survey, it is likely that data from a range of sources will have to be used together to generate estimates of 'poor/low' skills at the local/micro area level. Some attempts at deriving such estimates have already been made / are underway.

1. THE SKILLS POLICY ACTION TEAM : INFORMATION NEEDS

1.1 Context - Why Focus on Poor Skills?

1.1.1 There is widespread recognition of the importance of skills to the competitiveness of local, regional and national economies. Moreover, in the face of globalisation and technological change skill needs are changing rapidly. In order to compete in the labour market, individuals require not only a solid base of basic skills (i.e. literacy and numeracy), but also generic, technical and 'employability' skills (for further details see Section 2). Given the dynamic nature of skill requirements, the ability to adapt to and cope with change is paramount.

1.1.2 The pace of change in skills requirements underlines the need for continual upgrading of skills throughout working lives. Hence, the increasing policy emphasis on lifelong learning. However, as outlined in more detail in Section 3, the incidence of learning is not evenly spread across individuals:
- younger people,
- those in paid work,
- those in managerial and professional occupations, and
- those with further and higher education qualifications,

are more likely to engage in learning than:
- ◊ those aged over 50 years,
- ◊ the inactive,
- ◊ those leaving compulsory full-time education at the minimum school leaving age, and
- ◊ those without formal qualifications.

Since those who already have qualifications are more likely to engage in learning than those without qualifications are, there is a danger that the 'gap' between the 'haves' and 'have nots' in the labour market will widen.

1.1.3 This 'gap' also has a geographical dimension. At the regional and local area level, problems of low levels of basic skills levels are most acute in inner city areas and the traditional industrial regions. At the micro area level the inter-relationships between the operation of labour markets and housing markets, along with other economic and social changes, have culminated in spatial concentrations of disadvantage in particular neighbourhoods.

1.2 The Social Exclusion Unit and Policy Action Teams

1.2.1 *Social exclusion* is a shorthand label for what can happen when individuals or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. Tackling social exclusion is one of the Government's highest priorities.

1.2.2 The *Social Exclusion Unit* was set up to focus on some of the most difficult problems, where several Government Departments need to work together and where solutions have been hard to find. Its aim is to:
- improve understanding of these problems;
- promote co-operation between departments; and
- make recommendations on how to tackle social exclusion more effectively, in particular to shift the focus of policies towards preventing social exclusion rather than merely dealing with its consequences.

1.2.3 The Social Exclusion Unit (1998) report *Bringing Britain Together: A National Strategy for Neighbourhood Renewal* rehearsed some of the problems of poor neighbourhoods, and set out some of the lessons from the failures of previous regeneration initiatives. The Report also outlined a three-strand approach to tackling the problems of the poorest neighbourhoods, combining:
1) *national policies* to deal with the underlying causes of social exclusion;
2) area programmes aimed at some of the most deprived neighbourhoods; and
3) a fast-track policy-making process involving 18 cross-cutting *Policy Action Teams (PATs)* to fill in some of the missing bits of the jigsaw and build up a comprehensive national strategy by December 1999.

1.2.4 Of the 18 PATs three are concerned with 'Getting the People to Work': the Jobs PAT, the Skills PAT and the Business PAT. From the perspective of this project, the agenda of the *Skills PAT* is of key importance.

1.3 The Remit and Information Needs of the Skills PAT

1.3.1 The remit of the Skills PAT set out by the Social Exclusion Unit is to report on:
- the key skills gaps that need to be addressed in poor neighbourhoods to help those who are unemployed, in intermittent or unskilled employment, or lack basic skills and self confidence,
- how well institutions such as TECs, Further Education Colleges, adult education services, schools and libraries meet these needs and whether there are any changes that would be cost-effective, and
- how well alternative methods (e.g. informal learning, outreach units, IT and distance learning) work to motivate adults to re-engage in education and training, and how good practice could be spread better;

1.3.2 With the *goal* of:
- assessing the number of adults in poor neighbourhoods who do not have essential employment-related and other life skills, and
- drawing up an action plan with targets to help them acquire these skills.

1.4   Implications

1.4.1   For the purposes of this project it is salient to note that in terms of *defining skills* the focus of interest extends beyond narrowly defined 'basic skills' or 'job specific skills' to encompass *broader skills* associated with 'employability' (see Section 2 for further details).

1.4.2   In terms of *geographical focus* the policy emphasis on 'poor neighbourhoods' calls for information at the *micro area* (i.e. ward) level.

2.   WHAT ARE 'POOR/LOW' SKILLS?

2.1   Measures of Individual Capability

2.1.1   A number of measures exist that seek to measure the capability of individuals - for example:

- basic tests of reading, writing, numeracy, etc, typically used to measure educational progress,
- possession of formal qualifications[1] - by level (e.g. GCSEs, A levels, etc),
- an assessment of the skills or competencies (e.g. NVQs).

2.1.2   Clearly, there is scope for defining 'poor/low skills' with respect to educational progress and/or qualification levels, but this provides only a *partial view*.

2.2   Classifications of Skills

2.2.1   There are several different terminologies in use for classifying skills. These include:

- *basic skills* - literacy, numeracy and communication skills;
- *key skills* - a set of six skills (see Box 2.1) which have been identified as underlying good performance in the labour market, now and in the future (Dench *et al.*, 1998; Kodz *et al.*, 1998);

Box 2.1: The six Key Skills

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1) communication
2) application of number
3) IT
4) working with others
5) improving own learning and performance
6) problem solving
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Both *basic skills* and *key skills* may be thought of as 'general' skills, required in almost any job. These contrast with:

- *vocational skills* - needed to undertake specific occupations.

2.2.2   The National Skills Task Force (1998) favours grouping skills under three headings:

1. *generic skills* – transferable skills which can be used across occupational groups; encompassing the six key skills identified in Box 2.1, plus:
   ◊ *reasoning skills* – scheduling work and diagnosing work problems,
   ◊ *work process management skills* – visualising output, working backwards for planning purposes,

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[1]   This is perhaps the most widely used measure of skills.

◊ *personal values and attitudes* – such as motivation, discipline, judgement, leadership and initiative;

2. *vocational skills* – specific 'technical' skills needed to work within an occupation or occupational group;[2]

3. *job specific skills* – including:

◊ *functional skills* – such as operating specific pieces of equipment, and

◊ *employer wide skills* – such as in company-specific quality standards or specific working methodologies.

2.2.3   Other studies have developed alternative classifications of skills, which often share similarities with, but are not identical to, those taxonomies outlined above.   For example:

- In a study of employers' training of young people, Hillage *et al.* (1998) identify three categories of skills developed by young people in their first working years:

◊ *generally transferable skills*: centred on understanding workplace procedures and learning appropriate behaviour,

◊ *occupationally or sectorally transferable skills*: which can have a wide applicability (e.g. customer care, answering the phone, computer skills, etc),

◊ *organisation or job specific skills*: understanding of an employer's particular systems or products, which may have limited transferability.

- Anderson and Marshall (1996) distinguish three different stages:

◊ *underpinning basics (stage 1)*: 'as much social as employability basics',

◊ *skills, knowledge and attitudes (stage 2)*: encompassing vocational skills, generic (essentially process) skills and personal competence characteristics (e.g. commitment, assertiveness),

◊ *organisational capabilities (stage 3)*: these are a further development of stage 2 capabilities that relate to organisational effectiveness.

2.2.4   The term *'soft skills'* is used increasingly in the literature on skills (see also 2.3.3 and 3.5.3).   'Soft skills' transcend sectoral and occupational boundaries to include (in descending order of importance from an employer perspective): oral communications, team working, written communications, problem solving, relationship development, adapting communications styles, time management, sharing knowledge, influencing others, team leadership, networking, negotiation, facilitation and coaching (Department for Education and Employment, 1998).

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[2]   Vocational skills will often be those capabilities described within Occupational Standards (where they exist) developed and published by National Training Organisations.

2.2.5   What is evident in many of the classifications outlined for illustrative purposes above, is that there is a recognition of the importance of notions of *transferability* of skills in different contexts, and also of *personal attributes* over and above possession of specific skills.

2.3   Towards 'Employability'

2.3.1   Given the current strategic direction of policy, which emphasises skills-based solutions to economic competition and participation in work as a key route to social inclusion, it is perhaps appropriate to define 'poor/low skills' in relation to 'employability'. While there is no single definition of 'employability', in essence it is about the capability to gain initial employment, to maintain employment and to obtain new employment if required (i.e. it is about sustained employment). Hence, for the purposes of the National Skills Task Force an individual's 'employability' relates to the breadth and depth of their generic and vocational skills, but not their job specific skills (see 2.2.2).

2.3.2   In their study *Employability: Developing a Framework for Policy Analysis*, Hillage and Pollard (1998) identify four components of employability for an individual (see Box 2.2).

Box 2.2: Components of an Individual's Employability

> 1) *assets* - their assets in terms of the knowledge (i.e. what they know), skills (i.e. what they do with what they know) and attitudes they possess – with a distinction between:
> ◊ *baseline assets* (basic skills and essential personal attributes - such as reliability and integrity)
> ◊ *intermediate assets* (occupational-specific assets, key skills and key personal attributes - such as motivation and initiative) and
> ◊ *high level assets* (skills which can contribute to organisational performance - such as team working, management, etc)
> 2) *deployment* - the way in which they deploy those assets (i.e. job search skills, career management skills, etc)
> 3) *presentation* - the ability to demonstrate 'employability' assets and present them to the market in an accessible way
> 4) *context* - the circumstances within which they seek work (i.e. personal circumstances and the labour market environment).

Source: Hillage and Pollard (1998).

It is salient to note that the balance between (and within) each of these four components is likely to vary between individuals, depending on their relationship to the labour market and their location.

2.3.3 Although the main emphasis of current policy is:

- more on development and accreditation of knowledge and vocational skills than on 'softer' skills and attitudes; and

- more on individuals and the supply side, than on employers and the demand side;

the definition of 'employability' outlined in 2.3.2 does acknowledge that sustained employment is about much more than individual 'assets' (including skills). Defining 'employability' in terms that simply concentrate on the skills and attributes of the individual fails to recognise the full extent and nature of skills gaps in poor neighbourhoods.

2.3.4 Adopting the broader perspective forwarded in 2.3.3, Evans *et al.* (1999) propose a *new model of employability* with nine key elements (as shown in Box 2.3):

Box 2.3: Elements in a New Model of Employability

Components
1) Extent of transferable skills
2) Motivation to seek work and training
3) Mobility in seeking work and training
4) Access to information and networks

External Factors
5) Personal barriers to work and training[3]
6) The attitude of employers to unemployed people and those disadvantaged in the labour market
7) The supply of education, training and work experience
8) The supply of appropriate jobs in the local economy
9) The benefits system where it does not make work pay

Source: Evans *et al.* (1999).

It is contended that a coherent strategy to increase employability has to tackle <u>all</u> of these elements if it is to be successful.

2.4 Issues in Measuring Skills

2.4.1 In terms of measuring skills, a key question is:
- *Who* should measure skills? (and how?)[4]

In the basic examinations/assessments of individual capabilities of the type outlined in 1.1.1, the aim is to measure 'skills' in an *objective* fashion against a pre-specified standard (but see also the issue of absolute and relative measurement outlined in 2.4.3). Yet there exist a range of different conceptual frameworks and varying

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[3] See 3.5 for further details.
[4] This issue is addressed again in Section 3.

thresholds for defining competency (Pearson, 1998). For example, adults categorised in a literacy test as having 'poor basic skills' can differ widely in their current levels of skills.[5] From the perspective of the Skills PAT it is crucial to know *what different skills levels mean in practice*. It is possible to gain different interpretations of the levels/sufficiency of skills according to whether:

◊ a *subjective* or an *objective* view, or

◊ an *individual* (supply-side) or an *employer* (demand-side) perspective

is adopted. In terms of basic skills, Pearson (1998) concludes that subjective assessments tend to under-report the overall level of need. However, it is also salient to note that the 'definition of skill' is often ethnocentric; it may be determined for groups marginal to the labour market by groups well positioned in the labour market (West Midlands TECs/CCTEs, 1999). As indicated in Section 3, *who* measures skills differs between information sources.

2.4.2   Measurement issues are complicated by the fact that *skills are dynamic*, not static. Conventionally, definitions of skill were linked to the notion of a craft, i.e. a bundle of competencies required for a particular job or vocation. In skills strategies being developed currently, it is recognised that skills need to be defined much more in terms of the deployment of technologies and techniques. From the perspective of the Skills PAT the key point of relevance is that (at least in detail), the 'skills gaps' and 'essential employment–related and other life skills' referred to in 1.3.1 and 1.3.2 do not remain fixed for all time, but evolve as skill needs change.

2.4.3   A further key measurement issue is:

●   Should measurement be *absolute* or *relative*?

The goal of 'assessing the number of adults in poor neighbourhoods who do not have essential employment-related and other life skills' (see 1.3.2) perhaps implies that an absolute measure is desirable. Yet if we consider that those with the relatively poorest skills are likely to be furthest back in the queue for employment, perhaps a relative measure is more appropriate. This would suggest that *both* absolute and relative measures of poor skills should be of interest to the Skills PAT.

2.5   Key Messages and Implications

2.5.1   There are several *different classifications of skills*. To some extent these classifications overlap, but there is no easy way to match one classification system into another.

2.5.2   There is *no clear definition of 'poor/low skills'*. It would be possible to identify a long list of specific skills and competencies that individuals are likely to require for sustained employment. However, measurement of the acquisition of skills, especially

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[5]   This highlights the issue of the degree of specificity required in measuring 'poor skills', and the distinctions *within* and *between* skills categories.

'softer' ones associated with personal attributes has not been resolved, and in many instances measurement has been ignored.

2.5.3   *'Employability'* is about *more than work-related skills*. It encompasses aspects of the broader *context* (household, geographical, economic, etc) within which an individual is located.

2.5.3   There are a number of further issues regarding questions such as: '*Who* should measure skills?' (i.e. is self-assessment appropriate?), and 'Should skill levels be measured in *absolute* or *relative* terms?' (i.e. are we interested in those individuals lacking certain qualifications/skills, or those who have least skills?).

3. IDENTIFICATION, REVIEW AND ASSESSMENT OF INFORMATION SOURCES PROVIDING INFORMATION ON 'POOR/LOW' SKILLS

3.1 Introduction

3.1.1 Information on aspects of skills is available from a range of sources. Here a distinction is made between:

- surveys with a specific focus on learning and/or skills (section 3.2)
- larger surveys with a more general focus but including information on learning and/or skills (section 3.3)
- indicators/indices of deprivation at local/micro area scale (section 3.4)
- local skills surveys (section 3.5)
- administrative sources (section 3.6)

3.1.2 A summary and an initial assessment of the strengths and weaknesses of key information sources are provided under each of these headings.

3.2 Surveys with a Specific Focus on Learning and/or Skills

3.2.1 Three surveys are outlined in this section:

1) *Adult Literacy in Britain* (part of the International Adult Learning Survey),
2) the *National Adult Learning Survey*, and
3) the *Adults' Basic Skills Survey*.

3.2.2 The ***Adult Literacy in Britain Survey*** profiles the literacy skills of the population of working age. It forms part of an international programme of surveys known as the *International Adult Learning Survey (IALS)*, (Carey *et al.*, 1997).

3.2.3 *Methodology*: The Survey was conducted by personal interview in respondents' homes with 3,811 individuals aged between 16 and 65 years drawn from a national random probability sample. The interview consisted of two main elements:

1. a *background questionnaire* - collecting information on socio-demographic characteristics, as well as asking about literacy activities, self-assessment of their literacy skills, and participation in training and adult education, and
2. a *literacy assessment*.

The definition of literacy used in IALS relates to "using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential." Hence, literacy is not treated as a dichotomous condition,

but rather is defined as a broad range of skills required in a varied range of contexts. The survey measured *3 dimensions of literacy*:

1. *prose literacy* - the knowledge and skills required to understand and use information from texts such as newspaper articles and passages of fiction,

2. *document literacy* - the knowledge and skills required to locate and use information contained in various formats such as timetables, graphs, charts and forms, and

3. *quantitative literacy* - the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as calculating savings from a sale advertisement or working out the interest required to achieve a desired return on an investment.

Performance on each of these dimensions was grouped into *5 literacy levels* - Level 1 representing the lowest ability range and Level 5 the highest.

3.2.4 *Results*: The Survey revealed that those individuals at Level 1 (who may be considered as having 'low literacy skills') were predominantly:

- *older people* (47 per cent were aged over 45 compared with 22 per cent of those at Levels 4/5 [i.e. classified as having the highest literacy skills) with *low levels of education* (70 per cent had completed their education at lower secondary level, compared with only 29 per cent of those at Levels 4/5);

and were more likely than people at other Levels to

- be *unemployed* or *economically inactive*, (although half were employed);

- belong to *manual* rather than non-manual *social classes* (46 per cent belonged to social classes IV and V, compared with 10 per cent at Levels 4/5);

- be *on a low income*; and

- not have spoken English as a first language as a child, have been born outside the UK and be from a non-white ethnic group.

Those with literacy skills at Level 1 emerged as a distinctive group. Logistic regression[6] shows that the *level of education* was the most important factor in predicting whether or not a person would be at Level 1. Holding all other factors constant the odds of a person with the lowest level of education being at Level 1 were at least four times that of a person with the highest level of education being at this level. Age, social class and income also emerged as important factors in the logistic regression (Carey *et al.,* 1997).

3.2.5 *Assessment*: The IALS is a valuable source of information on the characteristics of individuals with low literacy skills. The literacy assessment represents an objective measure of low skills, but a subjective assessment is included also. From the

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[6] A technique that can be used to show how various factors inter-relate with each other.

perspective of the Skills PAT, however, the relatively small sample size limits the extent to which estimates for sub-populations and for sub-national areas can be made.

3.2.6   The ***National Adult Learning Survey*** was undertaken in 1997 and provides information on adults' involvement in taught learning and self-directed learning (Beinart and Smith, 1998). Planning is underway for a repeat survey of National Adult Learning.

3.2.7   *Methodology*: The Survey was conducted by using face-to-face computer-assisted interviews in respondents' homes with 5,653 individuals aged between 16 and 69 years drawn from a representative sample of adults in England and Wales. Respondents were asked if they had undertaken each type of learning (i.e. taught and self-directed) in the past three years, or since leaving full-time education, whichever was the most recent. The Survey provides information on:

- profiles of learners and non learners,
- type of learning - connection with work (*vocational* learning is distinguished from *non-vocational* leaning),
- number and length of learning episodes,
- tuition time and place of taught learning,
- subjects studied,
- qualifications obtained,
- cost of learning,
- reasons for starting taught learning,
- perceived benefits of learning,
- attitudes of learners and non-learners - attitudes to learning, and
- plans for future learning.

3.2.8   *Results*: Groups particularly unlikely to have undertaken learning in the last three years included:

- those aged 50 or over,
- those looking after home or family, the retired and those unable to work because of long-term sickness,
- those leaving school aged 16 or younger and those leaving school without qualifications.

Logistic regression revealed that the most significant predictors of a person's *vocational learning* status were:

1. socio-economic group
2. whether or not a qualification had been obtained on leaving continuous full-time education
3. whether or not the respondent had started a new job recently
4. current activity status.

The estimated probability of being a vocational learner for a retired person who last worked in a manual occupation, who had not started a recent job and who left full-time education without formal qualifications was 0.10. This compares with 0.96 for a professional full-time employee who had obtained formal qualifications on leaving full-

time education and who had started a new job recently. The most significant predictors of a person's *vocational learning* status were similar:

1. socio-economic group
2. whether or not a qualification had been obtained on leaving continuous full-time education
3. whether or not the respondent had started a new job recently
4. current activity status.

3.2.9 *Assessment*: The NALS provides a rich source of information on learning activities and attitudes to learning. From the perspective of the current project the main value of the National Adult Learning Survey lies in its use in identifying individual characteristics which may be used to identify participation in learning. The sample size is sufficient to enable estimates to be made of the proportions of learners by region, but *not* at the sub-regional level.

3.2.10 The ***Adults' Basic Skills Survey***, conducted on behalf of the Basic Skills Agency in 1996 and 1997, was designed to estimate the level of basic literacy and numeracy skills in selected local authority areas in England (Basic Skills Agency, 1998).

3.2.11 *Methodology*: Basic literacy and numeracy skills of 8,804 adults aged 16-60 years were assessed using a structured questionnaire which incorporated a series of literacy and numeracy tasks, most of which were originally designed by NFER. The tests were designed to assess everyday reading, writing and numeracy skills, and would be expected to highlight the ability of respondents to cope with the literacy and numeracy requirements of everyday life. The overall performance of respondents was classified into three broad categories:

1) very low
2) low
3) average and above.

The survey results were analysed to show the percentage of respondents classified as having 'low/very low' scores on literacy and numeracy according to 17 broad categories in the *geodemographic*[7] *classification system* ACORN (see Table 3.1). Using the ACORN profiles of local authority areas and wards and the numbers of residents aged 16-60 by ACORN group, predictions were made of the proportion of residents with 'very low/low' skills, thus providing information on the distribution of poor basic skills at local and micro area levels.

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[7] Geodemographic classifications are designed using micro area level data (at ward or enumeration district level), mainly (but not necessarily exclusively) from the decennial Census of Population. The aim is to identify 'clusters' of neighbourhoods displaying similar socio-economic characteristics. Geodemographic classifications are used widely for purposes of targeting.

Table 3.1: Basic Skills Profile by ACORN Group

ACORN Group		Literacy	Numeracy	Sample size (before weighting)
A1	Wealthy Achievers, Suburban Areas	8	22	(842)
A2	Affluent Greys Rural Communities,	15	30	(1)*
A3	Prosperous Pensioners, Retirement Areas	15	30	(20)*
B4	Affluent Executives, Family Areas	8	24	(338)
B5	Well-Off Workers, Family Areas	11	26	(723)
C6	Affluent Urbanities, Town and City Areas	9	26	(205)
C7	Prosperous Professionals, Metropolitan Areas	11	16	(249)
C8	Better-Off Executives, Inner City Areas	12	28	(517)
D9	Comfortable Middle-Agers, Mature Home Owning Areas	12	29	(795)
D10	Skilled Workers, Home Owning Areas	17	39	(1594)
E11	New Home Owners, Mature Communities	18	42	(791
E12	White Collar Workers Better-Off Multi-Ethnic Areas	12	27	(439)
F13	Older people, Less Prosperous Areas	21	37	(220)
F14	Council Estate Residents Better-Off Homes	26	54	(1318)
F15	Council Estate Residents, High Unemployment	24	42	(280)
F16	Council Estate Residents, Greatest Hardship	33	69	(234)
F17	People in Multi-Ethnic, Low Income Areas	31	51	(236)
Not Stated /Unclassified		-	-	(2)

Source: Basic Skills Agency (1998).

Table 3.2 provides estimates of the incidence of low/very low basic skills at the ward level in Liverpool. From a methodological perspective it is important to note that:

- for some ACORN categories the sample size on which the calculations are based is very small, (this is partly because the incidence of these ACORN categories across England as a whole is low);[8]

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[8] Hence, there is a trade-off between the specificity of the 'category'/'cluster' identified, and sample size.

- the methodology for predicting numbers/proportions with low/very low basic skills rests on the *assumption* that if residents in a given ACORN neighbourhood had undertaken the tests, their performance would have been the same as the ACORN group average obtained in the survey (i.e. it is assumed that there are no variations across the country within ACORN groups). In reality, it is possible that the performance in individual areas could differ from the ACORN group average, (although, in general, it is likely that the predictions obtained should approximate to the likely level of basic skills difficulties amongst the population).

Table 3.2: Estimates of Basic Skills Difficulties in Liverpool

Ward Name	Ward Pop 16-60 (1995)	Pop 16-60 with V Low/ Low Literacy	% Pop 16-60 with V Low/ Low Literacy	Pop 16-60 with Low Numeracy	% Pop 16-60 with Low Numeracy
ABERCROMBY	6889	1166	16.9	1440	20.91
AIGBURTH	10391	1231	11.9	1873	18.03
ALLERTON	8459	1179	13.9	1765	20.87
ANFIELD	9300	2033	21.9	2497	26.85
ARUNDEL	9583	1418	14.8	1839	19.19
BRECKFIELD	7953	2147	27.0	2417	30.39
BROADGREEN	9107	1940	21.3	2372	26.05
CHILDWALL	9966	1182	11.9	1893	18.99
CHURCH	11191	1246	11.1	1986	17.75
CLUBMOOR	8733	2340	26.8	2702	30.94
COUNTY	8925	2206	24.7	2595	29.07
CROXTETH	10184	1486	14.6	2215	21.75
DINGLE	8429	1852	22.0	2228	26.43
DOVECOT	7723	2049	26.5	2380	30.81
EVERTON	3429	921	26.9	971	28.3
FAZAKERLEY	7792	1770	22.7	2122	27.23
GILLMOSS	8857	1956	22.1	2447	27.63
GRANBY	7659	1898	24.8	2068	27.00
GRASSENDALE	8890	858	9.7	1480	16.64
KENSINGTON	9777	2267	23.2	2596	26.55
MELROSE	9014	2257	25.0	2535	28.13
NETHERLEY	5308	1465	27.6	1681	31.67
OLD SWAN	8761	1842	21.0	2300	26.25
PICTON	9452	2102	22.2	2527	26.74
PIRRIE	8002	2124	26.5	2466	30.81
ST. MARY'S	7679	1881	24.5	2222	28.94
SMITHDOWN	7363	1964	26.7	2177	29.57
SPEKE	6049	1660	27.4	1906	31.50
TUEBROOK	10012	1978	19.8	2518	25.15
VALLEY	6382	1456	22.8	1744	27.32
VAUXHALL	4393	1147	26.1	1258	28.63
WARBRECK	11778	2400	20.4	3059	25.97
WOOLTON	8723	985	11.3	1562	17.91
LIVERPOOL	**274565**	**56136**	**20.5**	**69485**	**25.31**

Source: Basic Skills Agency (1998).

3.2.12 *Results*: As indicated in Table 3.1, there are variations in basic skills profiles by ACORN group, with the greatest incidence of basic skills difficulties apparent in the following neighbourhood types:

- council estate residents, greatest hardship
- people in multi-ethnic, low income areas
- council estate residents, better-off homes.

In general, basic skills difficulties are greatest in large urban areas, and in northern parts of England.

3.2.13 *Assessment*: The Adults' Basic Skills Survey provides *estimates* of basic skills difficulties (albeit relatively broadly defined) at the micro area level. It is possible that in some micro areas the estimated incidence of basic skills difficulties could differ from the actual level of difficulties, since no account is taken of local specificities, (rather it is assumed that all areas conform to the ACORN category average). From the perspective of the remit of this project it is salient to note that the methodology of using geodemographic classifications in generating estimates of 'very low/low skills' at the micro area level could be replicated with other survey data (assuming a representative sample).

3.3 Larger Surveys with a More General Focus but including Information on Learning and/or Skills

3.3.1 The main information source in this category is the ***Labour Force Survey (LFS)***. The LFS is the largest regular household survey in the UK, and is seen as a key source of labour market information (see 3.3.4).

3.3.2 *Methodology*: In any three-month period, a nationally representative sample of approximately 120 thousand people aged over 16 years in around 61 thousand households is interviewed. Each household is interviewed five times - the first time on a face-to-face basis, and subsequently by telephone. Information from the LFS is available on a quarterly basis. A wide range of socio-economic data is collected in the LFS. Of particular relevance from the perspective of the remit for the Skills PAT are variables relating to:

- key demographic characteristics,
- economic activity,
- characteristics of main job (and any second job) - including occupation, industry, etc,
- unemployment (using the ILO definition) - including duration,
- characteristics of last job - when left, occupation, industry, etc,
- job seeking activity - including main methods of looking for work and how long seeking work,
- qualifications from school/college - including whether any qualifications, type of qualification, highest qualification,
- age completed full-time education,

- on and off the job training,
- income - gross and net,
- social class,
- socio-economic group.

Hence, the LFS can be used to explore variations in the *qualifications* and *occupational* profiles of different population sub-groups. (Appendix 2 outlines an exercise it is planned to undertake as part of this project using LFS data.) Currently, the LFS is seen as having several *weaknesses in terms of the information provided on skills*:

◊ a lack of data on the subject or occupational field of qualifications below HE level

◊ limited information on past training

◊ the sample size is not sufficiently large to provide reliable data down to regional level, except for broad groupings of occupations.

The National Skills Task Force (1999) has recommended that questions should be added to the LFS to provide information on the qualification and training histories of individuals.

3.3.3 *Geographical disaggregation*: In the quarterly LFS residential details are available at the *regional* and *county* levels. However, the *constraints of sample size* and *sampling variability* mean that estimates may not be robust at the regional and sub-regional levels. An Annual Local Authority District Database has also been developed from the LFS, providing a subset of variables at the local authority district[9] level; (see section 3.5 for further discussion, in respect of the exercise concerned with the Revision of the Index of Local Deprivation). As indicated in 3.3.2, the variables of most interest for this project are those relating to occupation (the nine Standard Occupational Classification Major Groups – see Appendix 3) and *qualifications* (a three-fold classification is available: [1] no qualifications,[10] [2] less than NVQ level 4, and [3] NVQ level 4 and above).

3.3.4 *Boosting LFS sample size*: The Office for National Statistics and the DfEE view the Labour Force Survey as a key national information source. Indeed, the National Skills Task Force (1999) places particular emphasis on improving national information sources, such as the LFS, seeing them as the core of a new labour market and skills information system. One of the recommendations of the National Skills Task Force is that: "The sample size of the LFS should be increased to improve the reliability and availability of skills related data down to both regional and sub-regional levels." (From the perspective of the remit of this project it is salient to note that it is suggested that an improved/expanded LFS would be accompanied by a rationalisation of survey work undertaken at regional and local level.) At the time of preparing this Interim Report, the *Labour Market Information Liaison Group* (chaired by DfEE, but also including

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[9] The Local Authority Districts are defined using a 1981 'frozen' ward base; (i.e. the local authority districts in question do not conform to 'current' geographies in some areas?

[10] See also 3.4.6 for use of this variable and data source.

other suppliers and users of labour market information) has asked the Office for National Statistics (ONS) to produce a *study of the costs and benefits of boosting LFS sample size* in order to provide an achieved sample size of 1,200 individuals in each:

- TEC area,
- Lifelong Learning Partnership area, and
- Local Education Authority area.

Of these three 'geographies' the finest level of spatial disaggregation is provided by Lifelong Learning Partnership areas, of which there are 103 in England. (It is salient to note that the Group did *not* request that local authority districts (or smaller areas) be considered in the 'costs and benefits study', since some rural districts are fairly small.[11] This compares with approximately 8,500 wards in England. The ONS team is scheduled to present its report to the Labour Market Information Liaison Group at a meeting on 22 July 1999.[12] The Labour Market Information Liaison Group has *not* asked the ONS to provide an estimate of the costs and benefits of boosting the sample size for *selected questions only*, but this is understood to be a possibility following the 22 July meeting. (The latter option would be of interest from the perspective of the Skills PAT and the Jobs PAT.)

3.3.5   *Deriving small area estimates from social surveys*: There is a growing demand for small area estimates, driven by two main developments:

1) the heightened awareness of the need to allocate scarce resources efficiently, and to target them on the basis of need; and

2) developments in statistical methods of small area estimation - particularly those using hierarchical models.

This demand has stimulated development work at the ONS on deriving small area estimates from social surveys using *synthetic estimation* techniques (Heady *et al.*, 1998). Core data for the project are:

- individual and household-level data from *continuous surveys* (e.g. the LFS) and *ad hoc* surveys (the National Adult Learning Survey would fit into this category); and

- data from *area-level co-variates* (e.g. the Census of Population [see section 3.5]).

To date, development work has included an investigation of the possibility of updating small area Census of Population statistics using data from ONS continuous surveys, and deriving small area estimates of incomes based on LFS data and data from the 1991 Census of Population. The results of these exercise are described as "broadly encouraging", but a number of 'specific problems' have been identified that need to be resolved before ONS can produce small area estimates on a regular basis. (One such 'specific problem' is accounting for survey non-response, and from the perspective of

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[11]   However, an achieved sample size of 1,200 would not be problematic in some of the larger local authority districts.

[12]   A copy of the report has been requested for the purposes of this project. An *initial (unofficial) estimate* suggests that the cost of a simple boost to the entire LFS questionnaire to reach an achieved sample size of 1,200 individuals in all TEC areas may be approximately £4 million.

this project it is salient to bear in mind that this is likely to be a particular problem for those with 'poor/low skills'.) ONS has embarked on a two-year research programme designed to resolve these problems, and/or make an estimate of the likely impact of remaining difficulties on the quality of the estimates produced.

3.3.6   *Assessment*: Large scale surveys (such as the LFS) with a fairly general focus, but providing information on skills and qualifications, are becoming increasingly prominent in discussions on sources of labour market information. Although the LFS has some shortcomings, and does not provide such detailed information on skills as some of the sources outlined in Section 3.2. it is a valuable source. As reported in 3.3.4, a study of the costs and benefits of increasing the LFS sample size to provide more robust information at the *local* (but *not* at the *micro area*) scale is currently underway. It is hoped that the report to the Labour Market Information Liaison Group due in July 1999 can feed into Phase 2 of this project. Development work is also underway on using LFS (and other survey data) along with micro area data from the Census of Population to derive small area estimates for areas such as wards. Potentially, the 'synthetic estimation' approach to deriving small area estimates may be one way forward for generating estimates of 'poor/low skills' at micro area level, but, as yet, the exact methodology is not in place. (Such an approach my also be relatively cheap [compared with large scale local surveys using face-to-face interviews) methodology for deriving estimates of the local distribution of poor skills.) However, such techniques do not provide such a broad range of *local* contextual information of the type that could be derived from local surveys (see section 3.5).

3.4   Indicators/Indices of Deprivation at the Local/Micro Area Scale

3.4.1   The ***Census of Population*** is the primary source of information about the socio-economic characteristics of the population. It is the most comprehensive information source at local and micro area levels. As such, it is an important source of labour market information about sub-groups of the population for which sample sizes at the local area level in the LFS are too small to provide reliable estimates.

3.4.2   *Methodology*: The decennial Census of Population is intended to provide a 'snapshot' of everyone resident in the country once every ten years. It is administered by means of a self-completion questionnaire delivered to every household. This means that in order to maximise the quantity and quality of response, the information collected has to be *relatively limited* and *relatively simple*. The information is published at the *micro area* level (i.e. wards and enumeration districts in 1991). For the purposes of this project it is salient to note that the Census of Population provides information on:
- the demographic structure of the population,
- economic activity in the week before the Census,
- the occupation and industry of employment,
- social class and socio-economic group.

In the 1991 Census of Population information on *qualifications* was restricted to higher level qualifications only.

3.4.3 *Assessment*: The key *advantage* of the Census of Population is that:

- it provides robust information at the *micro area* level.

However, this has to be traded off against the *disadvantages* of:

- limited information on qualifications and occupations at the micro area level (although this is set to improve in 2001 [see 3.4.4], and the fact that
- it provides only a decennial snapshot, (and so may become dated with elapse time from the Census date).[13]

3.4.4 *Proposed revised questions on qualifications for the 2001 Census of Population*: In the 2001 Census it is proposed to revise and extend the questions on qualifications: "Information will be sought on the level of educational and vocational qualifications achieved with the primary intention of deriving the highest qualification" (White Paper on the 2001 Census of Population, Cm 4253, 1999). In the 1991 Census each respondent aged 18 years or over was asked to write in the name of any degrees or professional or vocational qualifications attained, as well as the subject, date obtained and name of the awarding institution. School level qualifications were excluded. For 2001 the provisional *proposed question*[14] consists of simple tick-box response categories covering broad groupings of school level, degree and vocational qualifications (and specific professional qualifications in England and Wales):

Respondents aged between 16 and 74 years are asked to tick all boxes that apply. In terms of *output* categories for the *highest level of qualification* question, the proposal is for six categories to be identified:

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[13] There are two issues of relevance here: (1) that the skills profile of the residents may change over time, and (2) that the population of a micro area may change substantially over a 10-year period – as a result of births, deaths and migration flows.

[14] This was used in the Census Test; Parliamentary approval has not yet been received.

1. No qualifications
2. Level 1
3. Level 2
4. Level 3
5. Level 4
6. Not applicable

If the proposed question is adopted, the 2001 Census of Population will provide information on the distribution of individuals aged 16-74 years with poor skills – as measured by 'no qualifications'. There is also a proposal to include a new question on time since last paid employment in the 2001 Census of Population.

3.4.5   Due to data availability at the micro area level, historically the Census of Population has been a key source for deriving indicators and indices of deprivation at the small area level. The ***Index of Local Deprivation (ILD)*** is the foremost of several systems of indicators and indices that have been derived to provide information on deprivation/disadvantage at the local and micro area scales. Some of these indicators and indices have focused on particular aspects of deprivation - e.g. labour market deprivation, housing deprivation, health deprivation, etc. The ILD is a national index of multiple deprivation.

3.4.6   *Index of Deprivation 1999 Review*: A review of the ILD is currently in progress. The review has been commissioned by the DETR, and is being undertaken by a research team at the University of Oxford. The revised ILD is predicated on the idea of different dimensions or 'domains' of deprivation. One of the domains is '*education, training and skills deprivation*'. The purpose for the set of indicators in this domain is to measure in as consistent a way as possible the key educational, training and skills characteristics of the local area that may be held to form part of the overall deprivation and disadvantage experienced. Initial work on this domain has indicated that much of the information is schools-based, and several of the proposed indicators relate to young people. Current proposals (Noble *et al.*, 1999) are to use the indicators outlined in Box 3.1:

Box 3.1: Deprivation and Education, Skills and Training – Accepted Indicators

- *working age adults with no or low qualifications (2-3 years aggregated district level data 'modelled down' to ward level)*
- children aged 16 and over in full-time education (Child Benefit data, DSS)
- proportions of population aged 17 years and over applying successfully for HE (UCAS data)
- percentage of 15 year olds with no/low GCSEs (DfEE/NCER results for 1998, converted to ward level)
- percentage of 15 year olds with high GCSE qualifications (5+ A*-C) (DfEE/NCER results for 1998, converted to ward level)
- Special Educational Needs at primary level (DfEE)
- absenteeism at primary level

Source: Noble *et al.*, (1999)

The most relevant indicator from the perspective of the remit of the Skills PAT is the first one: *working age adults with no or low qualifications*. The proposed methodology for generating local authority district level, and subsequently at ward level, is outlined in Box 3.2:

Box 3.2: Methodology for Generating Local and Micro Area Estimates
of Working Age Adults with No Qualifications

1. Abstract data from the LFS Local Authority District database on the number of adults aged 25-59 years[15] with *no qualifications* for 1995/6, 1996/7 and 1997/8[16]
2. Construction of parsimonious models of the correlates of no qualifications, using variables in the LFS that have their analogues in the 1991 Census of Population,[17] to produce the best estimates possible of the percentage of working age adults with no qualifications
3. Construction of estimates for 1991 Census wards using the Census data analogues of the LFS[18]
4. Constrain ward estimates to district totals

Source: George Smith, University of Oxford, (personal communication)

The approach outlined above is of particular relevance for the current project. In due course, one of the outputs of the 1999 Index of Deprivation Review will be ward-level estimates of the working age population with no qualifications. It is significant to note that the methodology outlined in Box 3.2 overcomes a methodological problem evident in the Basic Skills Agency's estimates of low/very low literacy levels at the ward scale (outlined in 3.2.10), that stems from the assumption that all wards in a particular ACORN category conform to the ACORN category average.

3.5   Local Skills Surveys

3.5.1   *Introduction*: In recent years a range of local and regional skills surveys have been undertaken on behalf of TECs and local authorities. The need to measure progress towards National Training and Education Targets and to provide information to support funding applications has typically provided a key stimulus for such surveys. In some instances, household/individual skills surveys have been supplemented by surveys of employers' skills requirements (West Midlands TECs/CCTEs, 1999; MORI and Business Strategies Limited, 1999).

3.5.2   *Methodology*: Typically, skills surveys would be carried out using face-to-face interviews, and, as highlighted above, information is collected on the respondents'

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[15]   This age group was selected so as to omit most young people still studying for formal qualifications, and those retiring at the age of 60 onwards.

[16]   The three years combined give reasonable sample numbers for most local authority districts except the very small ones, and there appears to be reasonable stability in rank positions across the three years.

[17]   For example, social class, age, sex, ethnic group, economic position, etc.

[18]   Since the 1999 Revised Index of Deprivation is to be based on 1998 wards, the 1991 ward estimates were then restructured to 1998 wards using a 1991:1998 ward look-up table.

subjective assessment of their situation and circumstances. Sometimes interviews have been undertaken using professional interviewers, and in other instances local people have been trained (as part of local capacity-building initiatives) to carry out surveys in their local area. In terms of completed interviews, such local surveys may well rival in size national surveys with a specific focus on training/skills. For example, local skills and labour force surveys undertaken by the IER in selected London boroughs have involved 2,000-5,000 respondents. At the regional level, the 1998 West Midlands Households Survey had 21,000 respondents. Usually, such local surveys are designed to generate estimates of skills at local authority district or TEC area level, but sometimes within such surveys 'booster' samples are used for smaller areas of specific policy interest (e.g. SRB areas, selected wards, etc). Typically such surveys have included information on:

- demographic structure
- economic position
- work experience
- qualifications
- skills
- training activity
- perceived training needs
- job search activity
- barriers to employment and labour market participation.

3.5.3 *Selected results*: Local skills surveys have been used in similar ways to those surveys with a specific focus on learning and/or skills (outlined in section 3.2) to:

◊   profile individuals with no/few formal qualifications,

◊   to highlight barriers to obtaining employment, and

◊   to model attitudes to education and training activity, so providing information on 'training motivations and resistances'

For example, a household survey undertaken in the West Midlands (West Midlands TECs/CCTEs, 1999) revealed that the *most important factors* (in descending order of importance) *preventing the unemployed from finding work* were:

- insufficient jobs available,
- poor rates of pay,
- lack of qualifications,
- lack of work experience,
- lack of childcare provision for school age children,
- lack of appropriate training,
- lack of pre-school childcare provision,
- discrimination,
- transport difficulties,
- distance to work to potential employer, and
- carrying responsibilities of other family members.

From the same 1998 West Midlands Household Survey, an analysis of attitudes to training, continuing development and education revealed four main *reasons why individuals do not undertake training*:

1) family commitments,
2) lack of time,
3) lack of financial resources, and
4) caring for children/dependants.

The survey showed that respondents' *attitudes to training* was strongly determined by their existing level of education and skill: 29 per cent of individuals without NVQs had negative attitudes to training, compared with 7 per cent of those at NVQ Level 5. Multivariate analysis revealed that motivation to training increased most strongly as a person's NVQ Level moved from 0 to 1: highlighting the fact that recruiting individuals to the bottom of the 'training ladder' is crucial. The *household* and *local contexts* of individuals also emerged as an important factor when considering education, training, skills and training motivation and prospects of obtaining employment:

◊ those with low NVQs (Levels 0 and 1) are concentrated in households where there are no workers (i.e. households totally excluded from employment) - while 55 per cent of respondents in households without workers were at NVQ Level 0, this declined to 31 per cent for households containing two workers;

◊ those at low NVQ levels have much shorter journey-to-work trips than those at NVQ Levels 4 and 5 – while around 60 per cent of those at NVQ Level 0 work within five miles of where they live, this declines to around 36 per cent for those with NVQ Levels 4-5.

In a skill needs survey of residents in Wales (MORI and Business Strategies Limited, 1999), once again family/childcare commitments and lack of time emerged as the foremost *barriers to training/learning*. In the same survey, *a lack of jobs*, rather than a lack of skills, was the main reason given by the unemployed for their not being in employment. The main reasons cited for not working were:

• lack of suitable (or any) jobs locally,
• health and disability problems,
• the need to care for children or others, and
• the cost of alternative childcare arrangements.

The most *innovative elements* of the residents' and employers' skills needs surveys in Wales were:

1) a comparison of residents' and employers' perspectives on skill needs, and

2) the use of information from employers about the current importance of each skill set by occupation, combined with information on occupational employment projections, to provide an indicator of the future importance of each skill.

The main findings emerging from calculations of what occupational change (over the next ten years) means for skill needs are:

- *communication skills* (currently ranked first in importance), will be replaced in first position by *understanding customer needs*,
- *ability to learn* and *team working skills* rise in importance, whilst the *ability to follow instructions* declines in relative importance, and
- *basic IT skills* are of greatest increasing importance.

If the focus shifts to job opportunities likely to become available for those not currently in work (i.e. less skilled jobs):

◊ *ability to follow instructions* is currently ranked first in importance (reflecting the bias towards low skill jobs), but the *ability to learn* is forecast to become the most important skill for this group, followed by *understanding customer needs* and *communication skills*;

◊ *formal qualifications* (currently ranked relatively low) slips down the list, indicating the relatively low value employers seem to attach to them for those occupations in which people not currently in employment are most likely to get employment in the future.

Given the remit of this feasibility study, it is salient to note that although *formal qualifications* are often seen as a *proxy for skills*, in both the employers' and residents' surveys undertaken in Wales they are ranked lower than 'soft skills' (see 2.3.3). Nevertheless, formal qualifications may be a good indicator of employability – indeed, they may be an entry requirement to employment in the first instance. However, they may assume less importance once a person is in employment. It is hard for individuals not in work to prove they have the skills employers want. This was probably less true when people thought of 'skills' in terms of paper qualifications. But now that employers and individuals recognise the importance of softer skills – such as the ability to communicate, to learn, to work in a team, to show initiative, etc, it may be more difficult for employers to identify such skills for people who are not in work (MORI and Business Strategies Limited, 1999).

3.5.4 *Assessment*: While local skills (and employer) surveys can provide rich information at the local/micro area scales, there are concerns that much local level information is *not collected on a reliable or consistent basis*. This means that it is difficult to aggregate, pool or compare such local information. (However, the West Midlands and Wales studies referred to in 3.5.3 do represent attempts to gather and analyse information on a consistent basis at the 'regional' scale.) While local surveys can, and often do, provide valuable information on, and insights into, particular local circumstances, generally it is not feasible to use such surveys to provide comprehensive and consistent information on 'poor/low skills' at the local/micro area level across England as a whole.

3.6   Administrative Sources

3.6.1   In addition to surveys and the Census of Population, *administrative sources* can provide valuable information on aspects of 'low/poor skills'. The key *disadvantage* of administrative sources is that coverage is restricted to particular sub-groups who are the focus of particular programmes, etc. However, the main *advantage* of such sources is that, for the group in question, the information provided is usually 'rich and deep' and is often particularly tailored for use in policy formulation/delivery, and coverage is generally complete, comprehensive and consistent.

3.6.2   Under the heading of 'administrative sources' it is pertinent to consider **_The Client Progress Kit_** (Employment Service, 1999). The Kit developed out of work on factors associated with leaving the unemployment register, and is a set of tools devised by the Employment Service for use by advisers and their managers. The Kit is intended to help advisers manage a client case load, and identify the help and advice that a client may need. It comprises:

1. A *Client Profiling Pack* - made up of a *Client Profile* and a set of *Profiling Standards.* these help summarise the client's position on a number of factors that are important foundations to effective job search.

2. A *Client Guidance Pack* - has 3 parts:
   a) a *Client Progress Grid* to summarise the client's current position on a number of factors important in effective job search
   b) a *Tracking Grid* to help monitor provision and control the interventions and provider referrals agreed for this client
   c) a set of *Detailed Summary Sheets* to help capture and record information about the client and their situation

These instruments are designed to:
- diagnose the needs of clients,
- assess the literacy and numeracy of clients for particular jobs, and
- judge how 'job ready' a client is.

3.6.3   The *Client Profile* is a quick overview showing the client's current state of readiness in terms of their effectiveness in the local job market and their job search. In the *Client Profile* the client is scored (from 1 [poor] to 6 [good]) on each of 9 *attributes* (see Table 3.3). '*Profiling standards*' provide guidance in scoring. Attributes 1-3 are concerned with a client's willingness to participate in the interview. These have to be tackled first, before issues of skills provision and job search. As regards literacy and numeracy, two assessments are made:

1) establishing if the person has achieved nationally recognised skill levels in literacy/numeracy,

2) establishing if the person's literacy/numeracy is adequate for their stated job goals.

Table 3.3: *Client Profile attributes*

Attribute	Score 6	Score 1
client willing to participate in advisory interview process?	client appears willing to participate in interview	client appears unwilling to participate in interview
client attends regularly, contacts PA as necessary?	client attends regularly, contacts PA as necessary	client attendance is erratic, contacts PA reluctantly
client actively perceives their personal situation?	client accurately perceives their personal situation	client wrongly perceives no major problems with their difficult personal situation
client self-motivated/enthusiastic in job search, tries to find their own job leads?	client is self motivated and enthusiastic in job search, tries to find own job leads	unenthusiastic/inactive in job search - relies on PA for motivation and job leads
client has clear and realistic job goals for local labour market?	client has realistic job goals given the local labour market	whilst willing to work, has unrealistic job goals, or no idea of the type of job they want
client has work relevant skills, experience and qualifications?	has work-relevant skills, experience and qualifications	client has few skills, experience or qualifications necessary for getting a job
client's skills, experience and qualifications match job goals?	client's work skills and qualifications match job goals	client's skills and experience is incompatible with job goals
client has literacy/numeracy skills required for chosen job goals	client has literacy/numeracy required for job goals	client has literacy/numeracy required for job goals
client has barriers (social, personal, financial, skill/qualification, etc) to gaining or keeping employment?	no major barriers to gaining and keeping jobs	many barriers to gaining and/or keeping jobs

Source: Employment Service (1999).

Note: It is also recorded whether the client has achieved nationally recognised levels of skill in literacy/numeracy.

3.6.4 There are also more *Detailed Summary Sheets* each of which relates to a particular attribute (4-9) (see Table 3.4). These are intended to help gather more detailed information on each client.

Table 3.4: Guide to *Detailed Summary Sheets*

Assessment Area	Checklist
client self motivated/enthusiastic in job search, tries to find their own job leads	1a: short review of client's enthusiasm and self starting ability in job search 1b: short review of client's job search abilities and skills, and possible constraints to effective job search
clarity and realism of job goals given local labour market	2: short review of the clarity and realism of the client's job goals
work relevant skills, experience and qualifications	3: a detailed review of generic work skills applicable to most jobs and the client's personal attributes relevant to work
match between client's skills and experience, and their job goals	4: a short review of the match between client's work related skills, etc, and their job goals
client's literacy and numeracy skills relevant to chosen job goals	5: a short review of literacy/numeracy skills relevant to work and the current job goals of the client
barriers to gaining and keeping a job	6a: an exploration of the barriers to gaining and keeping work 6b: an exploration of additional barriers to gaining and keeping work

3.6.5 *Assessment*: The *Client Progress Kit* has been piloted in some areas, and interest has been expressed in this general approach by those concerned with New Deal and the One Project, as well as by various TECs. Once the *Kit* has been piloted more fully, there may be scope for taking the information collected and analysing it to find out whether any 'predictive patterns' emerge: for example, attempts could be made to assess the probability of clients with particular characteristics gaining employment. Since postcodes are recorded for all clients, it may also be possible to identify local concentrations of clients characterised by:

- poorest/lowest skills,
- least probability of gaining employment, etc.

Hence, in the medium-term, the *Client Progress Kit* may have the potential to provide detailed information about the local distribution of poor skills. In particular, it has the potential to provide detailed information on the specificities of particular local concentrations, which may prove particularly valuable in guiding the formulation of policy to address skills gaps in poor neighbourhoods.

4.   KEY MESSAGES AND FUTURE DIRECTIONS

4.1   Conclusions: Key Messages

4.1.1   *Information needs of the Skills PAT*: The focus of interest of the Skills PAT extends beyond narrowly defined 'basic skills' or 'job specific skills' to encompass a much broader set of skills associated with 'employability'. However, in geographical terms, the focus is narrower – the 'ideal' being to measure the local distribution of poor skills at the *micro area* level.

4.1.2   *Defining, classifying and measuring skills*: While a number of measures exist for measuring 'poor/low' skills with respect to educational progress and/or qualification levels, such an approach provides only a *partial* view. Moreover, several different terminologies for, and classifications of, skills have been devised, but there is no easy way to match them. Skills are dynamic, and recently increasing emphasis has been placed on 'employability' – which covers much more than work-related skills (including a range of external factors), and on 'soft skills'. Such personal attributes are often difficult to measure, particularly for those outside employment. There are also issues concerning whether the measurement of skills should be objective or subjective, and whether the interest is in absolute and relative measures of skills (or both).

4.1.3   *Assessment of information sources on 'poor/low' skills*: Information on aspects of skills is available from a range of data sources with a national coverage, including those with a specific focus on skills/learning and those with a more general focus but including some information on skills issues. However, sample size constraints limit the extent to which data can be disaggregated geographically. Individually, none of these information sources provides a comprehensive picture of 'poor/low skills' at the micro area level. The decennial Census of Population is the main data source at the micro area level, but the range of data it includes on issues related to skills has (at least to date) been relatively limited compared with surveys such as the National Adult Literacy Survey and the Labour Force Survey. Local skills surveys often provide 'rich and deep' information setting information on skills in a broader household and local context. However, due to incomplete coverage, and use of different methodologies in different areas, it is not feasible to use such surveys to provide comprehensive and consistent information on poor skills at the local or micro area level across England as a whole. The key message is that each of the information sources reviewed has its advantages and disadvantages, and that none provide the Skills PAT with an 'off the shelf' means of assessing the number of adults in poor neighbourhoods who do not have essential employment-related and other life skills. (See Box 4.1 for a compilation of the *assessments* of the strengths and weaknesses of the various information sources reviewed in Section 3.)

Box 4.1: Compilation of Assessments of Key Data Sources Providing Information on Skills

Adult Literacy in Britain Survey (IALS): The IALS is a valuable source of information on the characteristics of individuals with low literacy skills. The literacy assessment represents an objective measure of low skills, but a subjective assessment is included also. However, the relatively small sample size limits the extent to which estimates for sub-populations and for sub-national areas can be made.

National Adult Learning Survey (NALS): The NALS provides a rich source of information on learning activities and attitudes to learning. Its main value lies in its use in identifying individual characteristics that may be used to identify participation in learning. The sample size is sufficient to enable estimates to be made of the proportions of learners by region, but *not* at the sub-regional level.

Adults' Basic Skills Survey: The Adults' Basic Skills Survey provides *estimates* of basic skills difficulties (albeit relatively broadly defined) at the micro area level. It is possible that in some micro areas the estimated incidence of basic skills difficulties could differ from the actual level of difficulties, since no account is taken of local specificities, (rather it is assumed that all areas conform to the ACORN category average). The methodology of using geodemographic classifications in generating estimates of 'very low/low skills' at the micro area level could be replicated with other survey data (assuming a representative sample).

Labour Force Survey: Large scale surveys (such as the LFS) with a fairly general focus, but providing information on skills and qualifications, are becoming increasingly prominent in discussions on sources of labour market information. Although the LFS has some shortcomings, and does not provide such detailed information of skills as some of the sources outlined above, it is a valuable source. A study of the costs and benefits of increasing the LFS sample size to provide more robust information at the *local* (but *not* at the *micro area*) scale is currently underway. Development work is underway on using LFS (and other survey data) along with micro area data from the Census of Population to derive small area estimates for areas such as wards.

Census of Population: The key *advantage* of the Census of Population is that it provides robust information at the *micro area* level. However, this has to be traded off against the *disadvantages* of limited information on qualifications and occupations at the micro area level (although this is set to improve in 2001), and the fact it provides only a decennial snapshot, (and so may become dated with elapse time from the Census date).

Local Skills Surveys: While local skills (and employer) surveys can provide rich information at the local/micro area scales, there are concerns that much local level information is *not collected on a reliable or consistent basis*. This means that it is difficult to aggregate, pool or compare such local information. While local surveys can, and often do, provide valuable information on, and insights into, particular local circumstances, generally it is not feasible to use such surveys to provide comprehensive and consistent information on 'poor/low skills' at the local/micro area level across England as a whole.

4.1.4   *Information source and methodological developments*: While there are plans to undertake further surveys with a specific focus on learning/skills (e.g. the National Adult Learning Survey is to be repeated), there is increasing emphasis on improving national information sources, such as the Labour Force Survey, so that they become the 'core' of a new labour market and skills information system. An initial exercise to assess the costs and benefits of increasing the LFS achieved sample (in order to provide improved data at local [but *not* at micro area] level) is due to report in late July 1999. There is also increasing interest in deriving local/micro area estimates using survey data at a higher level of spatial resolution in tandem with micro area data. For example, as part of the Index of Deprivation 1999 Review, LFS data on the numbers of working age people with no qualifications at the local authority district level is being used in association with correlates of no qualifications from the Census of Population to derive micro area estimates of the population with no qualifications. In a similar vein, the Office for National Statistics is currently engaged in a development programme assessing the use of 'synthetic estimation' techniques to generate micro area estimates from social survey data. Hence, there are a number of strands of ongoing work that are of potential relevance to the Skills PAT objective of providing information on the local distribution of poor skills. Moreover, there are plans to extend the coverage of information collection on qualifications in the 2001 Census, and, if proposals are operationalised, this is likely to be a valuable information source for those concerned with measuring the local distribution of poor skills in the early years of the 21st Century.

4.2   Future Directions: Phase 2

4.2.1   *Scope of Phase 2*: In the Project Specification, the objective of the second phase of the project is set down as:
   * assessing the feasibility of, and making recommendations concerning, the conduct of a new survey.

There is likely to be a trade-off between an 'ideal and expensive' option on the one hand, and a 'sub-optimal and cheaper' option on the other.

4.2.2   *Monitoring of ongoing developments*: Since a certain amount of developmental work relevant to the interests of the Skills PAT is currently underway (as outlined in 4.1.4), it seems appropriate in Phase 2 to monitor these developments.

4.2.3   *Possible directions*:

In Phase 2 there is a commitment to:
   ◊ assessing the feasibility of expanding the coverage of the LFS to provide information on:

      1) ILO unemployment (for the Jobs PAT),

2) selected further information on skills (specific questions for a 'boost' to be decided).[19]

It is also proposed that, on the basis of the review provided in this Phase 1 Report:

◊   there is a discussion with the Project Steering Group with a view to *prioritising 'key data gaps'* with a view to assessing how best they may be filled, either:

1) by deriving estimates using combinations of existing data sources,

2) by adding new questions to existing surveys, or

3) by commissioning a new bespoke survey.

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[19] The current costs and benefits exercise being undertaken on behalf of the Labour Market Information Liaison Group (see 3.3.4) is concerned with a boost of the entire LFS questionnaire. For Phase 2 it is suggested that the possibility of boosting selected questions only is investigated.

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APPENDIX 1: EXPERTS CONSULTED REGARING SKILLS ISSUES / DEVELOPMENTS IN INFORMATION SOURCES

- Paul Bayliss, Government Office for the West Midlands – provided details and contacts on West Midlands Household Survey

- Mike Campbell and Jo Hutchinson, Policy Research Institute – provided details of local area studies

- David Caplan, ONS – research on estimating local unemployment rates and on 'synthetic estimation

- Mark Edgell, DfEE – provided information on a costs and benefits study of enhancing LFS sample size commissioned by the Labour Market Information Liaison Group

- Professor Bob Fryer, University of Southampton

- Patrick Heady, ONS – research and development on 'synthetic estimation'

- Annabel Hempstedt, Basic Skills Agency

- Roger James, ES – provided information on 'Client Progress Kit'

- Bob Little, DfEE

- Pam Meadows, NIESR – provided copies of reviews of key messages from Joseph Rowntree Foundation research of relevance for the Skills PAT and Jobs PAT

- Max Nathan, Michael Ward, CLES – provided advance copy of report on recent research on 'local employability benchmarking'

- Rachel Nicholls, ES (Nottingham) – provided a report of research undertaken with Professor John Morgan at the University of Nottingham on recording characteristics of New Deal clients

- Julie Nugent, Wolverhampton CCTE – provided copy of analysis of skills information from West Midlands Regional Household Survey

- Joan Payne, PSI – provided information on correlates of qualification levels

- Minda Phillips, Census Division, ONS – provided information on the qualifications question in the 2001 Census of Population

- George Smith, University of Oxford – information on Index of Local Deprivation 1999 Review

- Tim Thair, ONS – regarding Labour Force Survey developments

APPENDIX 2: PROPOSED ANALYSES USING OCCUPATIONAL DATA FROM THE LFS

The Development of SOC 2000

A revision of the Standard Occupational Classification is currently underway. A team at the Institute for Employment Research, University of Warwick, in collaboration with the Office for National Statistics (ONS), is devising the proposed framework for the new Standard Occupational Classification (SOC 2000).

In SOC 90 Major Group 8: Plant & machine operatives and Major Group 9: Other Occupations were, in part, 'industry based'. In SOC 2000 the intention is to move away from this 'industry base'.

In SOC 2000 *Major Group 9: Elementary Occupations* is a set of occupations where there are no formal training requirements, over and above those relating to health and safety. Hence, the assumption is that a reasonably qualified school leaver (with 5 grade A-C GCSEs) would be able to start work immediately. From the perspective of this project, SOC Major Group 9: Elementary Occupations may be taken as comprising the types of jobs that those with 'poor/low' skills would be most likely to fill (if, indeed, they are in employment).

Proposed Analysis

It is proposed to undertake the following analyses, drawing on developmental work undertaken for SOC 2000:

1. Use a 'look up' table to define the new SOC 2000 Major Group 9: Elementary Occupations in terms of current occupation codes.
2. Using data from a recent sweep of the LFS, extract data on individuals currently or previously employed[20] in SOC 2000 Major Group 9: Elementary Occupations.
3. Examine the characteristics of incumbents of SOC 2000 Major Group 9: Elementary Occupations (as defined in '2.').

The *purpose* of these proposed analyses would be:
- to assess the extent to which occupation can be used as a proxy for poor skills, and
- to assess what additional information may be required, (and how it may be obtained).

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[20]   Hence, these individuals may be currently in employment, unemployed or economically inactive.

APPENDIX 3: RANKING OF LOCAL AUTHORITY DISTRICTS ON PERCENTAGE OF EMPLOYMENT IN MAIN JOBS IN SOC MAJOR GROUPS 8-9, 1994

Code	Local Authority District Name	1 Managers	2 Prof.	3 Ass. Prof.	4 Clerical	5 Craft	6 Pers Serv.	7 Sales	8 Operative	9 Other	SOC 1-9 Total	Rank on %soc8+9
36NR	Berwick-upon-Tweed	1565	457	228	1628	1086	1309	704	1335	2532	10843	35.7
33MS	Boston	3090	1086	1793	2015	3161	1254	2655	5066	2880	22999	34.5
24HZ	Forest of Dean	3518	1899	4072	4079	5623	2721	1500	6555	5794	35761	34.5
36NW	Wansbeck	1795	714	964	3468	2823	4273	2317	4477	3850	24681	33.7
28KT	Great Grimsby	3616	1488	3097	4105	5528	4063	4092	8368	4362	38719	32.9
33MX	South Holland	5142	1217	3002	3883	4375	1792	1729	6975	3266	31380	32.6
28KX	Scunthorpe	2523	1534	1734	2579	4568	2664	3049	4967	3949	27568	32.3
28KQ	East Yorkshire	4493	2668	2886	2666	5394	3626	3231	5765	5804	36533	31.7
35NH	Corby	1955	2371	1421	4841	4079	982	1523	6799	988	24959	31.2
21GW	Sedgefield	6179	2794	3764	4558	6292	2476	1546	7063	4761	39434	30.0
21GU	Easington	5560	700	1598	4003	3915	5679	1414	6516	3137	32521	29.7
07CS	Sandwell	9816	5483	7229	14206	23009	10255	7298	21349	11093	109738	29.6
43QU	Mid Suffolk	6483	2886	2056	4042	3134	4745	3028	6255	4807	37435	29.5
29KZ	South Wight	1478	2019	1767	2872	2115	1350	682	1313	3793	17388	29.4
31LU	Burnley	4389	2116	2115	4680	7030	3947	3318	7907	3497	39000	29.2
32MP	North West Leicestershire	2882	2602	2863	7997	6418	3582	2258	8552	3064	40219	28.9
07CU	Walsall	13632	8387	6185	17114	17653	9106	8184	20906	10422	111589	28.1
32MR	Rutland	3675	289	289	1995	1226	2659	1100	1834	2530	15596	28.0
16FC	Restormel	7817	811	1110	2373	5883	5726	3579	5105	5491	37895	28.0
33MZ	West Lindsey	6129	3829	1144	4976	5821	3101	1978	4961	5508	37446	28.0
33MT	East Lindsey	9423	3328	3527	7377	5047	6535	2704	5662	9045	52648	27.9
40QA	The Wrekin	9624	5967	3449	10937	10020	5828	5811	12139	7821	71596	27.9
35NJ	Daventry	7895	2396	2577	4087	3812	2357	3024	4423	5332	35902	27.2
26JX	Redditch	4613	4376	2892	4667	4175	1371	2116	6610	2288	33108	26.9
34NA	Breckland	6564	3126	3790	6125	7911	5283	3605	7317	6039	49759	26.8
21GS	Derwentside	4829	3397	1691	4724	4932	4269	3027	6894	2927	36689	26.8
17FE	Allerdale	6523	4022	2585	3688	7723	4346	2956	5495	5991	43329	26.5
37NX	Craven	4299	2180	1908	2509	2706	3041	1877	3706	2908	25134	26.3

34NF	Norwich	4726	3300	3674	4420	5799	2986	3592	4436	5739	38673	26.3
40PZ	South Shropshire	2255	1979	850	1060	2456	1543	1966	1761	2528	16397	26.2
33MW	North Kesteven	7083	2159	2819	5430	5309	4319	3127	4545	6150	40940	26.1
17FG	Carlisle	7333	3619	4476	6950	4740	4672	3987	7778	4860	48415	26.1
08DB	Wakefield	15473	7427	8400	19952	19779	15852	12435	21396	13632	134347	26.1
28KP	Cleethorpes	3738	1688	2806	3003	4792	3566	1605	3970	3488	28655	26.0
18FN	Chesterfield	4651	1767	3782	5158	7030	3878	3331	6506	3873	39976	26.0
05CC	Barnsley	7780	6954	5808	8747	12179	11201	8318	12063	9275	82324	25.9
07CW	Wolverhampton	13765	7743	6353	14804	17439	7139	9149	14433	12182	103004	25.8
42QH	East Staffordshire	7586	2370	3395	5605	7755	3429	3214	6361	4954	44671	25.3
19GE	Torridge	4735	1530	637	1771	4736	2317	654	2313	3204	21896	25.2
20GK	North Dorset	3382	3119	2182	3021	4209	3386	2782	3527	3894	29503	25.2
13EE	Fenland	6229	2066	1735	6247	5212	2858	2673	5821	3245	36087	25.1
28KW	Kingston Upon Hull	8524	6517	6432	14979	20056	14594	10950	14105	13396	109552	25.1
42QP	Stoke-on-Trent	11180	5340	4976	12944	26121	11389	7558	15826	10791	106127	25.1
40PX	Oswestry	3590	562	756	1374	2978	2412	1420	1910	2450	17452	25.0
04BX	Knowsley	2250	2517	3047	8395	8155	6852	4778	7581	4282	47856	24.8
02AQ	Barking & Dagenham	6710	2135	3074	13498	8185	7792	2900	6570	7934	58799	24.7
42QG	Cannock Chase	5633	1525	3794	6010	7644	4154	4098	7043	3619	43519	24.5
14EN	Halton	7980	3123	4140	6874	5382	5357	3379	6935	4810	47981	24.5
34NC	Great Yarmouth	4742	1591	2151	5083	6093	5281	4216	4562	4762	38480	24.2
34NG	South Norfolk	7148	3962	5250	5365	6090	6128	5233	6193	6334	51703	24.2
42QK	Newcastle-under-Lyme	6159	4971	4602	7652	10359	3762	5052	6458	7140	56155	24.2
27KJ	Stevenage	6198	1806	5250	8486	3495	2495	920	4701	4401	37752	24.1
18FM	Bolsover	5498	1846	1906	2509	6327	2279	3706	4342	3286	31698	24.1
38PL	Newark & Sherwood	8682	5052	3203	4102	6406	5327	2358	5985	5012	46126	23.8
26KB	Wyre Forest	7980	3458	3080	6428	5187	4256	2901	6401	3977	43669	23.8
36NS	Blyth Valley	3758	2675	1950	4123	5848	2805	2819	6068	1360	31407	23.7
15ET	Langbaurgh-On-Tees	5917	3818	6761	8005	8499	5667	3604	4795	8293	55360	23.6
31MA	Pendle	4159	2236	943	6915	6599	4454	1981	5699	2728	35716	23.6
42QM	Stafford	10360	4170	5756	6831	7647	6843	4406	7799	6353	60165	23.5
19FZ	North Devon	9798	2345	3067	3984	5061	4556	2442	3957	5630	40841	23.5
06CM	Sunderland	13047	8372	8842	17114	17777	12809	11638	15744	11697	117042	23.4
26JT	Hereford	1044	1007	1720	2497	4434	4004	2411	4041	1178	22336	23.4

Code	Name											%
46RU	Crawley	6178	3796	2655	3426	4106	4836	6388	3363	6193	40939	23.3
42QN	Staffordshire Moorlands	5797	4181	3655	5628	4486	7593	6500	7390	4107	49338	23.3
41QB	Mendip	8260	3979	2940	4530	3357	4944	4889	6947	3008	42854	23.2
37PE	York	6051	4796	4307	2570	3936	6466	6833	5964	4575	45498	23.2
21GX	Teesdale	3294	890	672	195	644	2009	1067	1695	940	11406	23.1
26JU	Leominster	3713	1173	0	1029	2190	3561	2318	2386	1798	18167	23.0
23HP	Harlow	2674	2722	3280	3185	4260	4360	6021	3828	4058	34387	22.9
03BW	Wigan	16756	10557	10777	10194	14353	22219	21326	21267	10308	137756	22.9
23HU	Thurrock	3500	2951	3644	6291	5899	7465	10941	6459	5618	52767	22.9
28KU	Holderness	5648	3066	1137	1779	1773	2953	4133	3082	2961	26533	22.8
03BT	Tameside	11563	6413	9242	8250	8611	16673	16954	15309	7579	100595	22.8
13EG	Peterborough	10506	5580	6815	5893	5937	5916	13518	9719	6226	70110	22.7
17FJ	Eden	4511	1289	1504	1880	2812	3515	2839	2841	2535	23724	22.7
07CN	Birmingham	48443	39543	33091	25399	38324	50022	64216	57105	30240	386383	22.6
18FS	High Peak	7733	5048	3812	3711	2919	4468	2125	6047	2661	38524	22.6
05CF	Rotherham	14223	6677	8374	12088	7511	14972	19063	14679	9483	107070	22.6
46RS	Arun	7492	5947	3930	4496	6437	6593	6669	4475	7627	53667	22.6
28KN	Boothferry	5099	1781	2644	1636	2911	4802	2609	4059	2184	27726	22.5
30LF	Dover	5370	5858	3828	3456	5555	3724	5317	4315	5305	42728	22.5
47SC	Thamesdown	14121	6551	9485	5641	7825	11288	16388	11976	8680	91956	22.5
31LY	Hyndburn	4262	3406	3835	3420	2451	5676	5023	4838	3289	36201	22.4
31LT	Blackpool	9728	2042	5147	6754	6147	9838	8808	6815	7212	62492	22.4
18FR	Erewash	8219	4690	2289	1693	2270	4642	1450	2821	4455	32530	22.4
28KS	Glanford	5013	2677	3382	2416	3700	5499	4657	5164	2709	35217	22.4
47SB	Salisbury	10351	5064	5037	4316	7586	5459	5743	4399	8137	56092	22.3
43QY	Waveney	5788	3462	2104	3593	5502	7993	6533	5800	4188	44963	22.2
31LS	Blackburn	6667	3413	4697	3188	5919	10298	7275	8919	2913	53289	22.2
37NY	Hambleton	8970	4074	2313	3098	5170	3608	2716	2541	6003	38492	22.2
43QR	Babergh	7026	4692	3364	1134	3194	4001	4733	4579	3416	36138	22.1
34ND	King's Lynn & West Norfolk	8162	3561	4000	4306	9710	9332	6261	6057	6805	58196	22.1
38PF	Ashfield	7416	1390	2442	3759	3046	9063	6733	5834	3738	43421	22.0
03BQ	Rochdale	14804	6387	6872	8315	9196	14251	16030	12353	8977	97185	21.9
32MM	Leicester	9019	10471	8840	7895	11548	24262	13145	13822	9969	108971	21.8
17FK	South Lakeland	6148	7020	2269	4245	4675	8203	5056	4337	6081	48034	21.7

30LK	Rochester upon Medway	10185	5484	6305	11188	7859	8575	5890	8296	6986	70768	21.6
35NL	Kettering	7245	1864	3605	5743	5542	3691	2522	4863	3426	38501	21.5
08CX	Bradford	31730	16147	14938	30349	28583	23664	15031	31292	12571	204304	21.5
17FH	Copeland	5699	2032	2894	3714	5402	3202	1339	3159	3446	30887	21.4
43QS	Forest Heath	5545	2557	1668	5495	5874	5182	933	3829	3582	34664	21.4
22HB	Hastings	3455	2708	4046	3145	3888	4030	2736	2715	3715	30439	21.1
45RP	Stratford-on-Avon	14457	6150	2742	5311	7617	4263	4803	5379	6745	57468	21.1
03BN	Manchester	11902	15127	13508	16494	12982	16453	8493	13642	11707	120308	21.1
31LW	Chorley	6903	4276	2338	6007	7026	5076	3680	5268	4130	44705	21.0
25JP	Southampton	11652	10900	7246	12463	7651	11676	10510	11466	7708	91272	21.0
37PD	Selby	9773	3178	4503	4076	7651	3630	2584	5190	4207	44791	21.0
05CE	Doncaster	13673	9635	9035	13991	16866	13170	10159	12515	10236	109282	20.8
14EM	Ellesmere Port and Neston	5522	3288	3384	4919	5164	5166	3065	5049	2938	38494	20.7
06CH	Gateshead	9485	6216	5300	16027	11084	10654	10015	9399	8520	86700	20.7
41QD	South Somerset	12755	7804	3330	10954	12836	7184	5269	9456	6170	75759	20.6
43QX	Suffolk Coastal	11002	5412	4485	8373	5726	4048	2902	3845	7044	52836	20.6
32ML	Hinckley & Bosworth	5439	5212	3484	8384	10477	3294	2838	6322	3773	49224	20.5
10DJ	Luton	9573	8187	3492	14746	13893	8828	6760	9689	7176	82344	20.5
47RZ	Kennet	5647	1982	2434	3839	6306	6158	2397	2513	4873	36148	20.4
30LN	Swale	7453	3226	3921	8013	7588	4735	2997	6782	2952	47667	20.4
41QC	Sedgemoor	7718	3220	3422	3502	7079	3920	3385	5748	2492	40485	20.4
31MD	Rossendale	4667	2004	2773	3790	4430	3972	3043	5104	1199	30983	20.3
40PW	North Shropshire	4106	1407	761	3539	2315	4050	3079	3384	1530	24170	20.3
35NM	Northampton	15100	7498	5594	16849	11911	6748	6097	8660	9119	87575	20.3
18FQ	Derbyshire Dales	10979	4277	3257	7156	7980	3698	4717	6862	3847	52773	20.3
24JA	Gloucester	6749	3072	3588	11146	5235	3617	3323	5169	4156	46055	20.2
23HQ	Maldon	4435	1271	1856	3671	2839	1918	1514	2643	1792	21939	20.2
34NE	North Norfolk	7743	2312	2614	6352	9153	7080	5075	4504	5668	50502	20.1
11DR	Slough	6645	2247	2648	6890	6083	3834	4049	5149	2999	40542	20.1
23HG	Basildon	9658	6918	7376	11682	9844	5688	6091	7633	6674	71564	20.0
19GF	West Devon	3466	2464	2068	1940	3169	2494	1516	2279	1989	21386	20.0
03BR	Salford	12371	5629	8194	16591	11748	9785	6800	12644	5002	88764	19.9
18FP	Derby	12746	14148	10717	11259	14340	10826	9326	11286	9383	104031	19.9
19FY	Mid Devon	7583	3144	2299	4312	5239	2120	2351	2838	3867	33754	19.9

16FA	North Cornwall	7404	496	2898	1570	3326	5528	2482	3259	2610	29573	19.8
31ME	South Ribble	8489	4262	3958	8936	5982	4620	4749	6032	4091	51119	19.8
43QW	St.Edmundsbury	7789	2869	2581	7539	7229	6723	4392	6318	3325	48764	19.8
13EF	Huntingdonshire	15063	5625	6798	11620	8715	9071	5733	9800	5616	78040	19.8
15EW	Stockton-on-Tees	9133	5162	8422	9914	9996	9268	6152	8289	5940	72277	19.7
47SD	West Wiltshire	10382	4856	6070	7602	8322	6098	3987	6389	5165	58871	19.6
33MY	South Kesteven	12697	2943	4729	7076	7955	5823	3557	6559	4326	55665	19.6
10DM	South Bedfordshire	11562	4348	5521	9636	7742	3926	3221	8403	2760	57118	19.5
35NN	South Northamptonshire	5813	4021	3485	2632	5287	2717	2128	2680	3641	32404	19.5
14EL	Crewe & Nantwich	8284	4949	4219	7919	5100	5900	4669	5505	4423	50968	19.5
17FF	Barrow-in-Furness	2217	2337	2152	3803	6160	3632	3865	3621	2218	30006	19.5
08CY	Calderdale	18797	8209	7583	14175	13281	7445	4878	12748	5191	92306	19.4
21GQ	Chester-le-Street	2632	2677	1808	4114	2926	1074	3620	2481	2035	23367	19.3
04BZ	St. Helens	7557	6810	5611	12154	12753	8072	6898	9267	5052	74172	19.3
26JY	South Herefordshire	3215	2518	3183	1621	4232	1578	2220	2190	2246	23002	19.3
18FU	South Derbyshire	5027	4867	3576	5115	5794	3966	2226	4349	2940	37858	19.3
14ER	Warrington	14623	9257	8158	15097	6619	9981	8030	8790	8290	88844	19.2
13EC	East Cambridgeshire	6241	2932	2071	3344	4981	4387	3142	3502	2946	33547	19.2
05CG	Sheffield	29014	20106	22983	35373	27724	18603	16631	20413	20043	210891	19.2
32MQ	Oadby & Wigston	5739	1697	1950	3547	4011	2058	1393	2877	1946	25218	19.1
30LQ	Tonbridge & Malling	8957	4154	4434	6681	7813	4164	5217	3522	6239	51183	19.1
23HW	Uttlesford	5943	2613	3110	4714	3960	5065	2603	2786	3807	34602	19.1
42QQ	Tamworth	5919	2820	2983	5500	5874	1968	3735	5417	1357	35574	19.0
13EB	Cambridge	3692	7972	8583	7215	4921	7767	4489	4414	6061	55114	19.0
06CL	South Tyneside	5797	4835	4309	8611	9864	6475	5670	4718	5973	56253	19.0
35NP	Wellingborough	6826	2490	2783	6909	6273	2495	1418	5283	1548	36025	19.0
32MN	Melton	4906	2142	2334	2949	2818	2974	1848	1845	2824	24639	19.0
14EJ	Chester	10548	5727	6789	7519	4191	4458	5354	4376	6010	54971	18.9
01AK	Newham	8684	6328	5602	11226	7727	11480	6503	6394	6997	70941	18.9
38PK	Mansfield	4684	2713	3671	4944	9175	4089	3842	2873	4831	40821	18.9
21GR	Darlington	9239	5212	5318	4555	4623	3444	5069	5492	3206	46159	18.8
12DX	Milton Keynes	14869	8413	7324	17619	8013	6444	7158	10322	5862	86024	18.8
38PM	Nottingham	13050	8871	12144	15492	15601	10659	10145	12184	7665	105810	18.8
06CK	North Tyneside	13046	6312	5800	14079	8282	10467	6691	8191	6743	79611	18.8

16EY	Carrick	3747	2040	4991	7034	4435	6165	2512	2080	5054	38059	18.7
39PQ	Oxford	8048	11755	6159	7760	6269	4797	2109	3100	7694	57691	18.7
26JZ	Worcester	5665	4056	4379	6785	7917	2690	4604	3431	4843	44371	18.6
34NB	Broadland	7759	3132	5711	7728	7562	6253	3895	4432	5185	51657	18.6
29KY	Medina	2871	3590	3618	3409	5777	2223	3320	1953	3720	30481	18.6
04BY	Liverpool	16976	11345	17511	28266	16979	18356	10272	13348	13996	147049	18.6
08CZ	Kirklees	30699	19070	15564	23118	26320	19039	16503	23782	10526	184621	18.6
41QF	West Somerset	2257	846	1086	1050	1457	1314	1371	517	1620	11517	18.6
39PP	Cherwell	10372	7686	6947	12796	10901	4559	4471	7864	5265	70861	18.5
45RM	Nuneaton & Bedworth	10023	4068	2950	7376	12101	4765	2545	7151	2802	53782	18.5
07CR	Dudley	21585	11765	12129	25132	28245	13525	11580	18835	9314	152109	18.5
21GT	Durham	4830	6637	2211	7175	4732	4330	2312	3875	3433	39535	18.5
21GY	Wear Valley	3481	1582	754	3477	5578	1649	1494	2384	1693	22092	18.5
16FB	Penwith	5054	3423	270	2200	3646	2996	1720	267	4102	23679	18.5
20GN	West Dorset	10118	2348	3126	3399	6817	4173	2831	2821	4584	40219	18.4
26JS	Bromsgrove	7907	4971	5232	8087	5971	5274	2745	5583	3485	49255	18.4
36NU	Tynedale	3645	4460	2548	2856	2891	3903	1260	2349	2503	26414	18.4
26KA	Wychavon	11349	3597	4780	5978	7156	4016	2165	4188	4587	47817	18.4
19FW	East Devon	9532	3642	3852	6862	6088	6555	3177	4877	4034	48620	18.3
22HA	Eastbourne	6114	2968	2295	5243	3361	6437	2188	1683	4711	35000	18.3
19GA	Plymouth	8816	11298	10492	19686	12733	15090	8438	9752	9591	105898	18.3
45RN	Rugby	6632	5792	2413	7936	5764	3869	2640	4254	3569	42868	18.2
43QT	Ipswich	7291	4181	7542	8700	6348	5312	4510	5359	4432	53674	18.2
15ES	Hartlepool	3393	2096	1918	3859	4840	3287	3730	2730	2424	28278	18.2
37PB	Ryedale	8252	2409	3889	7378	5967	7054	4502	3494	5299	48243	18.2
07CQ	Coventry	14653	11131	11281	18411	17996	15131	11077	10750	11468	121900	18.2
32MJ	Charnwood	13930	7128	4664	12937	14316	5620	4036	7967	5926	76524	18.2
47SA	North Wiltshire	10330	7726	4092	8120	5857	8289	3625	7210	3430	58679	18.1
02AZ	Greenwich	13555	9328	8348	16316	8449	7644	4699	6422	8707	83468	18.1
25JM	Portsmouth	10526	5911	9966	11662	11081	12301	6022	8234	6694	82397	18.1
06CJ	Newcastle upon Tyne	15676	14864	11477	16163	11140	12279	9071	7354	12706	110731	18.1
14EK	Congleton	7919	3874	3297	7124	6136	4670	3133	4346	3647	44147	18.1
20GP	Weymouth & Portland	3018	1411	2333	4021	2896	5590	623	2075	2318	24287	18.1
45RL	North Warwickshire	5053	2196	2460	5097	5340	4342	1264	3525	2152	31429	18.1

32MK	Harborough	5931	2817	2362	5702	4088	3899	3571	3182	2979	34530	17.8
30LE	Dartford	8049	1670	4363	7561	4094	3111	3902	4850	2230	39829	17.8
12DY	South Buckinghamshire	6116	5086	1858	3155	3703	2592	1322	2361	2783	28976	17.7
20GL	Poole	10856	5616	6360	6913	8207	4663	5902	5103	5347	58966	17.7
25JQ	Test Valley	9829	3792	4969	8167	6613	4953	2593	4497	4307	49719	17.7
23HM	Colchester	9993	7755	5954	8921	8447	6064	4564	5414	5644	62757	17.6
04CB	Wirral	17554	15912	13507	20241	15329	13825	12457	12747	10463	132034	17.6
09DD	Bristol	22613	19380	20610	29120	18535	14178	14272	13263	16283	168253	17.6
42QJ	Lichfield	10526	3987	5098	5467	6769	5158	2587	4870	3559	48021	17.6
42QL	South Staffordshire	10051	5119	3783	8119	7717	4665	4296	5520	3794	53063	17.6
03BP	Oldham	14324	6041	5282	21887	18195	9681	10752	9862	8465	104490	17.5
18FL	Amber Valley	8462	8384	3597	5750	12996	5258	2751	5473	4545	57216	17.5
41QE	Taunton Deane	6606	4293	3982	5193	5745	7218	4141	3917	3944	45040	17.5
18FT	North East Derbyshire	9661	2243	2680	7244	6778	4003	2960	2842	4574	42986	17.3
08DA	Leeds	49478	34318	34912	55375	42388	33613	23557	30435	26176	330253	17.1
16EX	Caradon	5275	1304	3477	3139	3901	4908	3891	552	4782	31229	17.1
10DK	Mid Bedfordshire	11011	7063	4375	9124	6054	6073	4558	5398	4528	58185	17.1
19FX	Exeter	5147	4945	4233	11411	6156	5146	3076	2492	5724	48329	17.0
19GB	South Hams	7487	3499	4653	3818	5036	2889	2040	2428	3565	35415	16.9
33MU	Lincoln	4697	1631	1945	6266	5650	4804	4908	3815	2269	35985	16.9
27KL	Watford	6246	3574	2939	7262	5008	2649	3254	2292	3999	37222	16.9
20GM	Purbeck	1102	1372	1154	3118	4071	2550	2147	565	2589	18668	16.9
37PC	Scarborough	8106	3188	3554	6211	6980	5650	7069	4783	3502	49044	16.9
23HN	Epping Forest	9081	7338	5272	9928	5481	5441	3105	4174	5102	54923	16.9
15EU	Middlesbrough	6358	3351	4732	9460	5398	6352	4579	4061	4090	48380	16.8
24JB	Stroud	6622	6555	4705	5952	7584	5919	3958	4389	3939	49622	16.8
01AF	Islington	13421	11416	12213	9973	5761	4739	4853	3660	8920	74956	16.8
30LM	Shepway	4070	4706	4869	6036	3181	8165	3487	4479	2439	41432	16.7
24HY	Cotswold	6258	2941	3207	5893	7234	3090	2248	1965	4204	37041	16.7
31LZ	Lancaster	9041	6324	3917	6375	7894	7629	4950	4463	4727	55320	16.6
31LX	Fylde	5794	3765	4682	4128	3669	1913	1748	2398	2688	30785	16.5
10DL	North Bedfordshire	13195	6544	7063	10036	6447	7029	4406	5743	5056	65519	16.5
02BD	Hounslow	22074	9167	10209	11736	9493	9882	7026	6271	9435	95293	16.5
38PH	Broxtowe	7644	5921	4761	8986	8587	4345	3599	4786	3861	52489	16.5

Code	Name										
23HT	Tendring	7998	3653	6479	6204	7823	5886	2070	4450	3419	47981	16.4
37PA	Richmondshire	3673	1456	1475	2867	2668	3722	1498	1686	1697	20742	16.3
36NQ	Alnwick	1713	713	719	544	3348	1922	1408	782	1227	12374	16.2
25JH	Gosport	4429	2159	3853	6534	5503	5956	3079	2951	3116	37579	16.1
25JL	New Forest	11901	8466	9220	12020	9237	6877	7573	6992	5576	77862	16.1
03BL	Bolton	14325	12432	7790	15614	21769	10157	12815	12194	6029	113125	16.1
31MC	Ribble Valley	4955	4794	1875	3877	2369	2562	1499	1371	2824	26126	16.1
39PS	Vale of White Horse	12429	7826	5988	7998	7379	5091	5989	4906	5174	62781	16.1
30LG	Gillingham	6341	4192	3723	7991	6273	2817	4746	4486	2352	42920	15.9
26JW	Malvern Hills	9578	5662	5116	4769	6202	5349	1703	2544	4683	45606	15.8
44RB	Guildford	11979	9206	6129	7896	2853	4462	5211	4564	4405	56704	15.8
25JK	Havant	7172	6507	4879	5587	6838	6571	3324	5954	1722	48554	15.8
30LP	Thanet	6464	4632	5832	5168	6139	9096	5301	3877	4117	50625	15.8
30LC	Ashford	7117	5572	3441	6928	8679	4085	2723	3791	3425	45761	15.8
30LH	Gravesham	7378	3443	4849	9667	4287	4854	3028	4792	2188	44486	15.7
03BU	Trafford	16070	12045	10074	17634	8968	9883	7287	6902	8314	97177	15.7
09DF	Northavon	10698	8144	5458	13081	10876	6851	5731	6444	4703	71987	15.5
01AL	Southwark	15929	14230	14671	12727	4795	8549	4986	4826	8972	89684	15.4
02BB	Havering	13717	8570	7571	23001	15627	7524	13094	8773	7409	105286	15.4
27KM	Welwyn Hatfield	7638	7877	4260	10673	3362	3145	3670	2613	4757	47996	15.4
23HH	Braintree	11751	7803	3088	7683	9914	4463	5049	5498	3527	58775	15.4
24IC	Tewkesbury	6856	4534	3616	7882	4440	2090	1862	2613	3055	36948	15.3
38PG	Bassetlaw	8268	4459	3024	8936	8440	5381	2739	4544	2894	48685	15.3
23HS	Southend-on-Sea	13338	4318	6628	12304	6383	7539	6044	3894	6267	66715	15.2
40PU	Bridgnorth	6762	2288	1779	4663	3077	1502	2063	3099	839	26073	15.1
35NK	East Northamptonshire	7459	3820	2623	7410	6437	2423	1444	3669	1931	37215	15.0
24HX	Cheltenham	8630	5495	7183	9975	6709	5753	4755	3463	5125	57088	15.0
32MH	Blaby	4014	4751	4851	7063	8817	5418	4113	4081	2807	45916	15.0
11DQ	Reading	11605	7122	4933	11852	5680	6791	4883	5590	3735	62192	15.0
14EQ	Vale Royal	9406	9249	5836	8500	5963	4709	4784	4877	3535	56860	14.8
01AC	Hackney	10493	11335	8683	6465	6506	7165	3700	4193	5231	63770	14.8
12DZ	Wycombe	13547	9104	7249	13606	12566	4335	8627	6879	5028	80942	14.7
44RK	Woking	6587	5515	5475	9231	4815	2194	3433	3224	3195	43670	14.7
22HF	Wealden	16067	5965	6881	8535	6803	7461	2371	3424	5838	63345	14.6

25JD	Basingstoke & Deane	15766	4995	7973	15675	9896	6814	4462	5952	5273	76807	14.6
01AM	Tower Hamlets	9497	5063	6895	7089	4607	6427	2931	1825	5420	49755	14.6
02AS	Bexley	14208	8815	11225	21294	14319	12021	8944	7936	7496	106257	14.5
20GG	Bournemouth	9787	6500	9164	8934	8632	8681	4147	3897	5585	65327	14.5
02AX	Ealing	23064	19855	15982	19576	8591	12763	6917	8669	9422	124838	14.5
11DP	Newbury	16772	5571	8583	15263	9756	6103	6295	4633	6926	79903	14.5
30LJ	Maidstone	12149	6660	7905	10052	9216	7151	5906	4572	5411	69021	14.5
31MG	Wyre	8510	5352	2762	10334	5171	4028	2952	2838	3713	45660	14.3
02AT	Brent	20945	10415	14391	16813	8569	7754	5741	7836	6318	98782	14.3
04CA	Sefton	13084	12891	11534	22527	13585	14804	11039	8016	8523	116002	14.3
27KG	North Hertfordshire	11026	7113	7530	8013	6126	3868	3994	3702	4211	55582	14.2
31MF	West Lancashire	7612	4776	5210	8836	6669	3515	2582	3840	2654	45694	14.2
03BM	Bury	16915	9728	7941	12069	10724	7050	7583	8331	3587	83926	14.2
25JE	East Hampshire	12808	5905	4644	4991	4384	7536	3394	3325	3889	50876	14.2
23HK	Castle Point	4612	3396	2384	9060	6347	3774	6055	4504	1285	41417	14.0
09DG	Wansdyke	9361	3567	4272	4142	6431	2840	3338	3985	1503	39438	13.9
01AB	Camden	17283	14773	18139	7891	3326	8260	4021	3804	8081	85578	13.9
39PT	West Oxfordshire	7173	5302	3296	6385	7832	7810	2338	2754	3672	46561	13.8
37NZ	Harrogate	14742	8731	5907	8802	7295	10036	7254	4267	5779	72814	13.8
19GC	Teignbridge	8855	4502	3593	8375	7337	6239	2897	3574	3092	48465	13.8
44RF	Spelthorne	9334	3814	4251	11355	3361	4282	2279	3253	2908	44838	13.7
22HD	Lewes	8840	3207	5256	5071	5251	4666	3266	2936	2677	41170	13.6
19GD	Torbay	7472	4114	3722	6711	6832	7029	4058	3253	3048	46238	13.6
30LD	Canterbury	6441	7320	3477	9184	7483	4611	5479	2481	4437	50913	13.6
02BC	Hillingdon	18842	11085	11623	22944	12673	13171	8406	8634	6655	114033	13.4
09DH	Woodspring	13237	9556	6095	12820	11884	8758	9330	5598	5466	82744	13.4
38PN	Rushcliffe	13292	8733	4958	7096	5146	3984	2351	3789	3179	52528	13.3
39PR	South Oxfordshire	10258	9703	6006	7169	7442	3670	3813	3387	3941	55390	13.2
40PY	Shrewsbury & Altcham	7019	5468	4373	5809	3532	4454	5109	1932	3498	41193	13.2
07CT	Solihull	19886	9139	8485	16371	11615	6574	6823	6823	5143	90858	13.2
30LL	Sevenoaks	10893	6465	2927	11294	6040	4098	3332	3956	2873	51878	13.2
44RD	Reigate & Banstead	11889	6008	5344	9960	4430	5641	6220	2727	4758	56977	13.1
45RQ	Warwick	8195	10459	5775	8057	4709	5755	4069	4626	2484	54131	13.1
11DN	Bracknell Forest	10698	7773	6054	9186	5261	7346	5009	2426	5249	59001	13.0

27KD	Dacorum	15296	6595	7995	10007	7921	6431	7512	4610	4615	70982	13.0
27KE	East Hertfordshire	12999	9012	6708	10246	9714	5009	2146	4085	4232	64150	13.0
22HC	Hove	4243	6872	4752	4143	2644	5089	3556	1992	2632	35921	12.9
12DU	Aylesbury Vale	20176	7415	7168	11767	11131	6082	5642	6056	4178	79616	12.9
09DE	Kingswood	5916	5356	3494	9859	11749	3790	4300	3577	2896	50936	12.7
27KK	Three Rivers	11022	3732	5091	5072	5037	2977	3234	2139	3098	41401	12.6
36NT	Castle Morpeth	3926	2827	2276	249	2839	3486	273	1387	879	18142	12.5
46RR	Adur	3595	1826	2685	4836	3026	3688	2683	1138	2039	25515	12.5
44RE	Runnymede	5932	4313	3837	6632	4893	3295	2977	1509	3006	36393	12.4
02AY	Enfield	19253	10921	9664	20857	16616	9756	7940	7376	6059	108443	12.4
02BK	Waltham Forest	16240	10350	9085	16051	14181	7617	7891	6355	5110	92880	12.3
44RC	Mole Valley	7585	5542	4350	4493	2466	5097	2260	1562	2913	36268	12.3
01AE	Haringey	14882	15643	11632	11726	7466	4690	5079	4640	5365	81123	12.3
03BS	Stockport	22825	16920	16006	20215	14041	13068	12417	8798	7396	131687	12.3
13EH	South Cambridgeshire	13046	12904	7063	10542	7485	5903	2057	4370	3899	67269	12.3
44RJ	Waverley	10959	9344	6253	7025	5484	5694	4206	1401	5431	55796	12.2
01AJ	Lewisham	15197	12792	13115	20119	9512	8996	8319	6069	6080	100198	12.1
09DC	Bath	5172	7461	3362	5582	3988	5216	3014	1261	3393	38448	12.1
01AH	Lambeth	27309	14972	18399	14113	10059	14448	6532	4585	9820	120238	12.0
44RH	Tandridge	7429	3196	5834	6388	6039	2991	3120	990	3723	39711	11.9
46RX	Mid Sussex	10028	6618	7115	12700	9156	6027	4220	3206	4217	63288	11.7
25JF	Eastleigh	10025	7212	5389	7063	9487	5024	4096	2779	3624	54699	11.7
16EZ	Kerrier	8184	1697	2824	3429	5562	5799	3544	1047	3048	35134	11.7
31MB	Preston	7846	6051	7119	9548	8599	7108	5265	2989	3809	58334	11.7
02BG	Redbridge	15856	12330	12633	20637	12111	9120	6023	4627	7059	100397	11.6
30LR	Tunbridge Wells	8944	5854	6433	7037	4849	5335	4361	1783	3846	48442	11.6
25J	Hart	9260	5849	4390	7334	5017	4447	3153	1650	3524	44624	11.6
02AW	Croydon	19516	19463	13706	35642	16543	13850	12148	7953	9034	147856	11.5
44RA	Epsom & Ewell	7497	6303	4997	3261	2781	1803	1642	1432	2200	31915	11.4
23HJ	Brentwood	6793	4110	2692	4863	2955	2937	2700	1763	1701	30514	11.4
25JR	Winchester	11271	8485	6374	8239	3772	4978	2331	2896	2918	51263	11.3
46RW	Horsham	10450	5632	6133	8348	8301	5235	5089	2060	4216	55463	11.3
20GJ	East Dorset	7681	2260	3460	6650	5511	2632	3587	1182	2853	35816	11.3
02BJ	Sutton	13329	10004	7407	18443	8034	8311	5179	5188	3772	79667	11.2

12DW	Chiltern	11961	4975	4306	6113	3861	5609	3110	1924	2902	44761	10.8
14EP	Macclesfield	14609	12053	7739	9190	9999	4207	6973	2677	5127	72573	10.8
25JN	Rushmoor	7274	6290	3749	8666	6395	5547	2171	2900	1842	44833	10.6
02BF	Merton	18515	13155	9530	15709	8237	8797	7270	4115	5399	90727	10.5
20GH	Christchurch	3526	2840	2011	1815	2301	2938	398	860	986	17674	10.4
27KC	Broxbourne	7681	3514	3598	10473	6120	3311	2495	2328	2002	41523	10.4
02BE	Kingston upon Thames	17201	13202	7816	11048	5423	5914	5091	3129	4484	73306	10.4
46RY	Worthing	5748	4336	6828	5367	7458	4912	2664	2613	1703	41628	10.4
28KR	East Yorks, Borough of Beverley	10791	5211	6881	9216	7135	3694	3314	1524	3729	51494	10.2
27KF	Hertsmere	7067	5221	5283	10024	4840	2567	4323	2606	1823	43753	10.1
25JG	Fareham	10623	6751	5058	9918	5839	7448	3871	2038	3433	54978	9.9
11DS	Windsor & Maidenhead	14191	8009	7197	9194	8708	5881	4777	2998	3396	64350	9.9
27KH	St.Albans	14431	12400	7809	9339	4820	4533	4639	2531	3862	64363	9.9
22HE	Rother	9553	3896	3003	2921	4529	3199	3476	1660	1654	33891	9.8
01AP	Westminster, City of	17940	16212	13225	9804	2265	9015	2288	1486	6112	78347	9.7
23HL	Chelmsford	15996	9716	9267	15937	10757	6443	7742	3766	4298	83921	9.6
22GZ	Brighton	9252	10231	9377	11600	7392	6603	6593	3815	2662	67524	9.6
46RT	Chichester	8035	6823	3946	6082	7516	4322	5532	679	3734	46670	9.5
44RG	Surrey Heath	11248	7087	3414	6199	4620	3846	3910	1617	2464	44405	9.2
01AG	Kensington & Chelsea	21665	9532	12388	6948	2236	4925	4985	640	5566	68884	9.0
02AR	Barnet	26963	26167	17754	23901	9721	13695	8662	6230	6321	139414	9.0
38PJ	Gedling	9232	6049	3441	10527	8651	6011	4612	3551	1189	53263	8.9
23HR	Rochford	6721	4574	3577	5445	5108	3047	2518	1354	1653	33996	8.8
01AD	Hammersmith & Fulham	19895	12049	11509	11576	2855	2795	2584	2194	3755	69211	8.6
02AU	Bromley	31663	15351	15968	26107	10776	13849	12913	6378	5515	138520	8.6
11DT	Wokingham	21757	11514	7344	12973	3592	6048	7181	2958	3394	76762	8.3
44QZ	Elmbridge	14380	9109	7330	7242	5985	5706	3195	1397	3081	57425	7.8
02BA	Harrow	20629	13567	13610	19420	10191	5561	9419	4270	3061	99729	7.4
01AN	Wandsworth	35847	21165	22498	21206	9932	8176	6373	3298	6553	135049	7.3
02BH	Richmond Upon Thames	26994	15830	13348	11042	3215	5528	2115	2005	2708	82787	5.7
01AA	City of London	1037	404	1183	408	0	0	335	0	0	3368	0.0

Source: LFS Local Authority District Database, 1994