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# Attitudes to part-time study

The perspective of London employers

Prepared for London Higher  
*February 2006*

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# 1 EXECUTIVE SUMMARY

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## 1.1 Summary Findings

- Employers have a positive attitude towards employees who had gained their qualifications by part-time study.
- Firms accept that both they and the individual stand to gain from employees undertaking part-time study but they do not yet fully appreciate the benefits that encouraging part-time study among their employees can deliver for their firm.
- There is a severe lack of information reaching employers from London's academic institutions and employers themselves are reluctant to seek out this information.
- Employers' policies towards part-time study are informal and often formulated on an *ad hoc* basis, if indeed they exist at all. It is less common for smaller firms to have a formal policy and often the responsibility for undertaking part-time study is placed on the individual employee.
- The majority of firms do provide, often generous, funding for employees wishing to undertake part-time study. Large firms are more likely to provide this funding than small firms.
- The majority of firms allow employees time off to help them in their part-time study. Again, large firms are more likely to provide this time off than small firms.
- Employers are largely unaware of the subsidies currently made available by the government for part-time training and increasing employers' awareness of these subsidies is likely to lead to an increase in the take up of part-time training among employees.
- Employers are poorly informed about the availability of part-time study courses available on the market.
- The greatest opportunities for London's academic institutions lie in providing job-specific courses and management courses. Opportunities also exist in providing health and safety courses and Information Technology (IT) courses and new technology courses. Induction courses, language courses and well-being courses offer only limited opportunities to London's academic institutions.
- Few employers report skill shortages but there is general agreement that part-time study can help alleviate those skill shortages where they exist.
- Employers do not tend to use intermediaries to match employees with part-time training courses.
- Employers overwhelmingly look to the private sector to provide training and courses for their employees, particularly in the areas of health and safety and IT. However, employers are unsure of where they expect employees to study non-job-related courses, foreign language courses and induction courses and employers do look to the public sector, namely universities, other higher education institutions and further education colleges to provide job-specific courses and non-job-specific courses.
- There is little regional difference in employers' attitudes and policies towards part-time study among their employees.

## 1.2 Summary Recommendations

### **Employers:**

- Engage with HEIs regarding part-time courses to meet their business needs; in particular management, health and safety and IT course types.
- Explore the potential for HEIs to provide certificates/credits to degree qualifications for employees who undertake part-time study.

### **Higher Education Institutions (HEIs):**

- Raise the awareness amongst employers of the various part-time study provision available in HEIs (eg. by direct marketing, promotional activities etc.).
- Inform employers (and employees) of the various government subsidies and funding opportunities available for those partaking in part-time study.

### **London Agencies:**

- Assist employers in finding appropriate part-time courses available.
- Provide advice and support to employers on best practice in policies towards part-time study.

### **Employees:**

- Prove the business benefit of part-time study to their employer in order to attain employer support.

## 2 INTRODUCTION

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### 2.1 Background

This research project was commissioned by London Higher and jointly funded by London Higher and the London Development Agency. The project arose from discussions with members of London Higher with interests in part-time provision.

### 2.2 Research Aims

The aim of this research is to explore the experiences, perceptions and attitudes of London employers to part-time study (see Questionnaire in Section 10 for a definition of part-time study).

In particular, the research has been designed to provide further information about employers' attitudes towards, and policies regarding, part-time study, including what employers see as the purpose and benefits of part-time study, the support that they offer to employees who wish to undertake part-time study and the awareness and satisfaction of employers with the part-time study courses currently available.

### 2.3 Research Context

According to the Higher Education Statistics Agency (HESA) there are currently 125,000 part-time students in higher education (HE) in London. This figure represents 36% of the capital's total student body and 53% of its total postgraduate student body<sup>1</sup>.

In addition to the high number of part-time students based in London, the capital is also home to a number of HEIs that are almost exclusively populated by part-time students including Birkbeck (University of London), Royal College of Nursing Institute and Institute of Education.

However, it is suggested that there may exist among employers a negative perception of part-time study that limits the number of employees undertaking part-time study and makes firms reluctant to provide funding and support for those employees who wish to undertake part-time study. This, when combined with the existing difficulties involved in funding further training and balancing study and work, acts to restrict the uptake of part-time higher education courses in London.

### 2.4 Approach and Methodology

The study is based on a telephone survey of a representative sample of 385 employers in Greater London. Government employers were excluded from the survey so as not to skew the responses with their specialised and often highly developed attitude to part-time study.

The survey size allows for a degree of statistical reliability of +/- 5% at the 95% confidence interval – this means that if 50% of employers in the survey give a particular response, then between 45% and 55% of all employers across London would respond likewise. The sample was controlled to ensure that the sector, size and sub-region of respondent employers reflected those across Greater London.

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<sup>1</sup> 2003/04 release from the Higher Education Statistics Agency (most recent data available at the time of writing).

## 2.5 Structure of Report

Section 3 analyses the existing attitudes towards part-time study among employers whilst section 4 focuses on employers' awareness of part-time study opportunities and government subsidies, and on employers' individual policies towards part-time study. Section 5 considers the part-time training course market from a demand perspective and identifies the course types where the greatest opportunities exist for London's academic institutions. Section 6 considers the part-time training course market from a supply perspective focusing specifically on employers' expectations about which institutions employees would attend to undertake their study and training. Section 7 explores the regional difference in employers' attitudes towards part-time study across London.

Section 8 concludes, consolidating the analysis of the previous sections, and section 9 offers recommendations. The section 10 Annex contains the original Questionnaire in full.

### 3 BACKGROUND

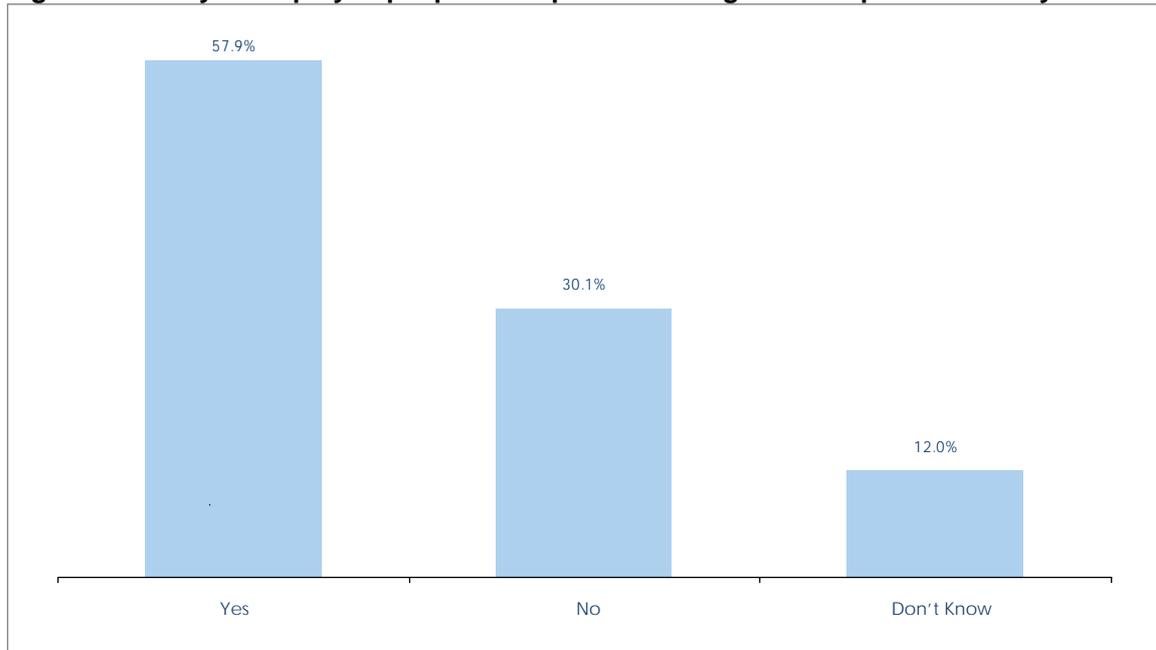
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#### 3.1 The Current Situation and Prevalent Attitudes

##### 3.1.1 Employment of part-time students

Respondents were asked whether their firm employed people who had previously obtained qualifications by part-time study. 58% of respondents had employed individuals who had achieved their qualifications through part-time study whilst 30% had not and 12% did not know.

**Figure 1: Have you employed people with qualifications gained via part-time study?**

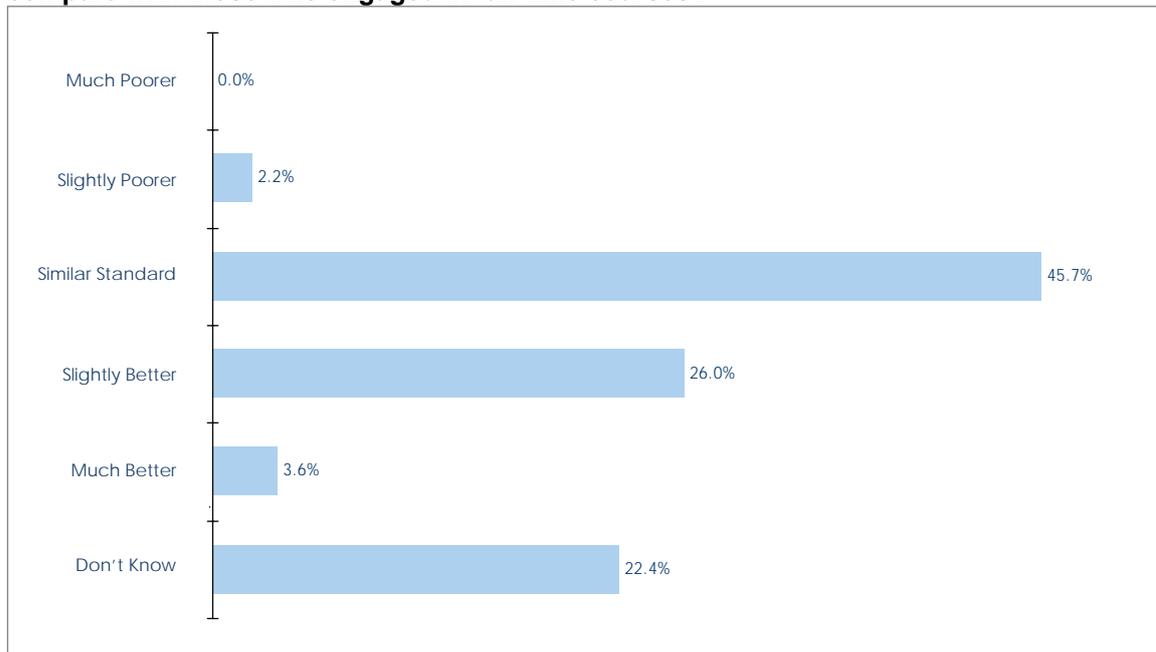


Source: FreshMinds; Base 385

### 3.1.2 Quality of part-time students

Respondents were asked to consider, in their experience, how candidates who gained qualifications through part-time study compared to those who had gained qualifications through full-time study. 30% of respondents who employ people with qualifications gained via part-time study believe that part-time students are of a slightly better or much better standard than their full-time counterparts. Only 2% of respondents believe that full-time students are of a better standard than part-time students.

**Figure 2: How do candidates who gained qualifications through part-time study compare with those who engaged in full-time courses?**

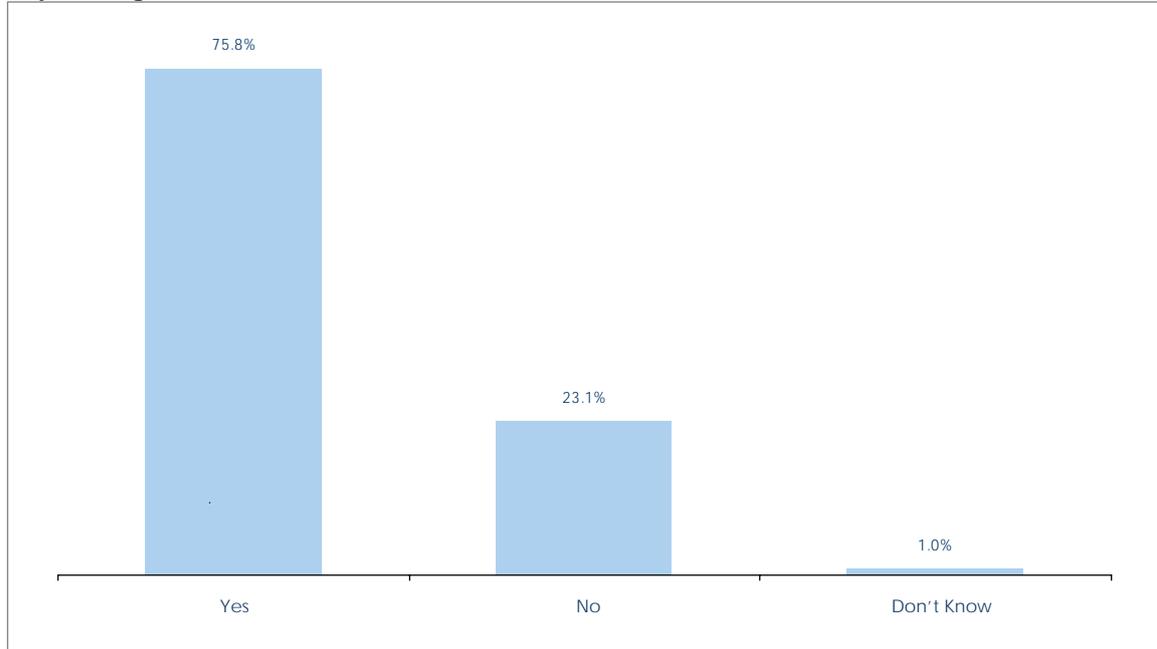


Source: FreshMinds; Base 223

### 3.1.3 Incidence of part-time study

In 76% of the firms surveyed, employees had undertaken part-time study while being employed.

**Figure 3: Have you or any of your employees undertaken part-time study while working at your organisation?**

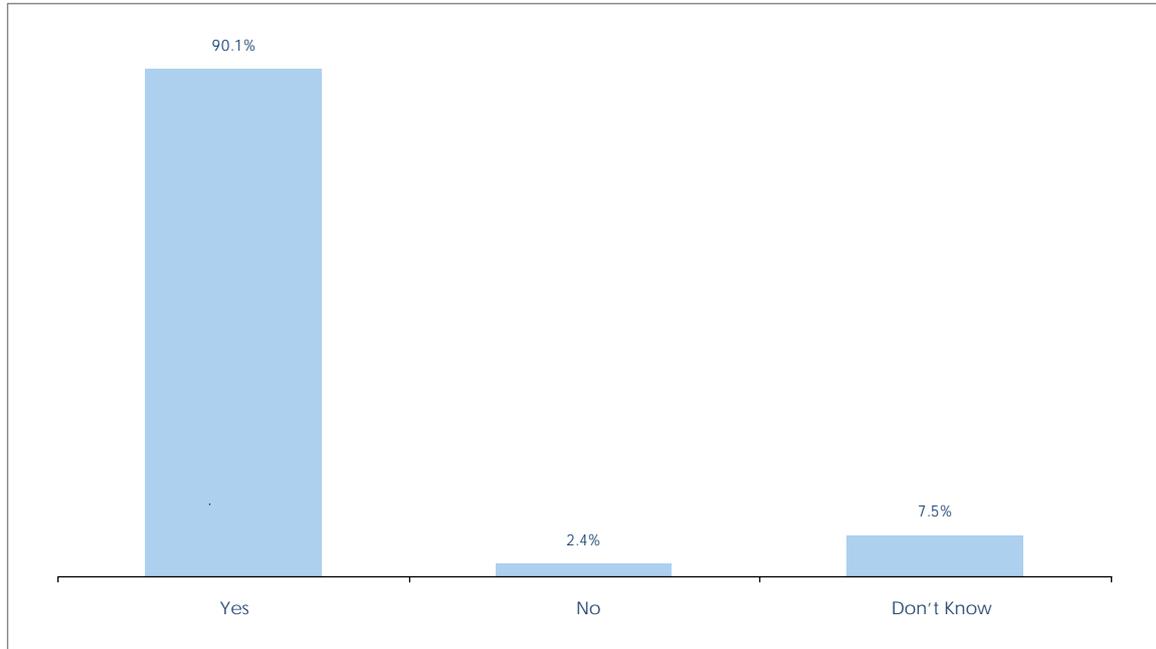


Source: FreshMinds; Base 385

### 3.1.4 Completion of part-time study

Firms were overwhelmingly of the opinion that employees who undertake part-time studies complete their courses; respondents report that 90% of staff members who undertake part-time study complete their courses.

**Figure 4: If a member of staff works on a part-time course do they generally complete it?**

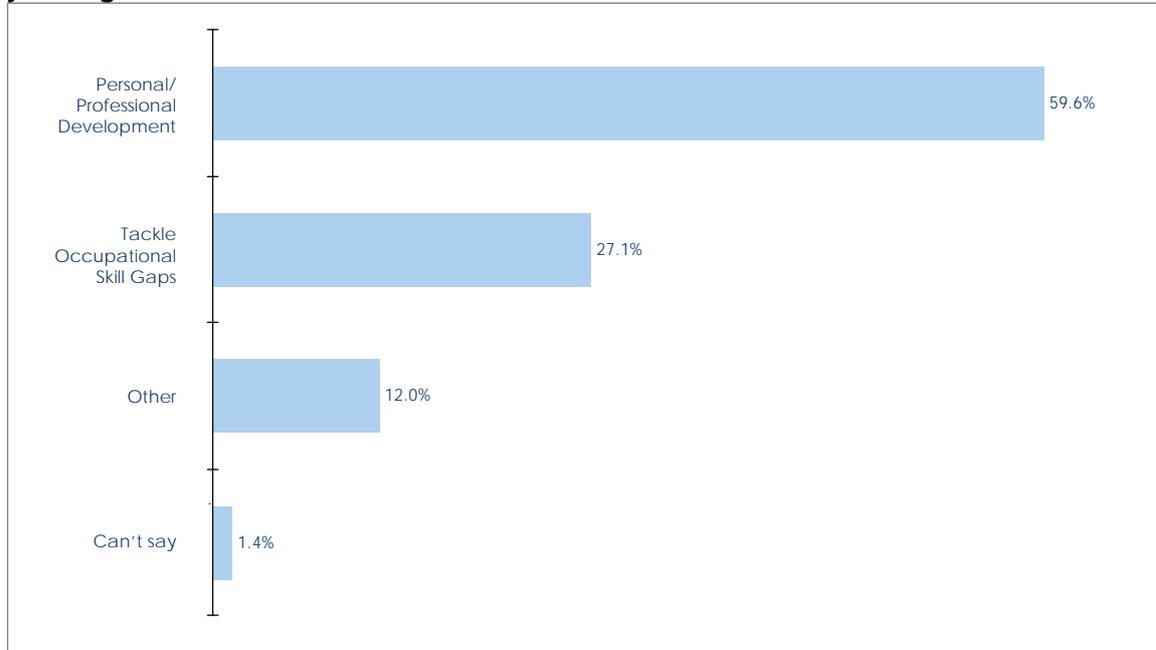


Source: FreshMinds; Base 292

### 3.1.5 Perceived purpose of part-time study

60% of respondent firms whose employees have undertaken part-time study believe that the main purpose of part-time study is the personal and professional development of the employee undertaking the course. Only 27% of respondents believe the main purpose of part-time study is to tackle the firm's occupational skill gaps.

**Figure 5: What would you say is the main purpose of part-time study for employees in your organisation?**



Source: FreshMinds; Base 292

## 4 EMPLOYER FOCUS

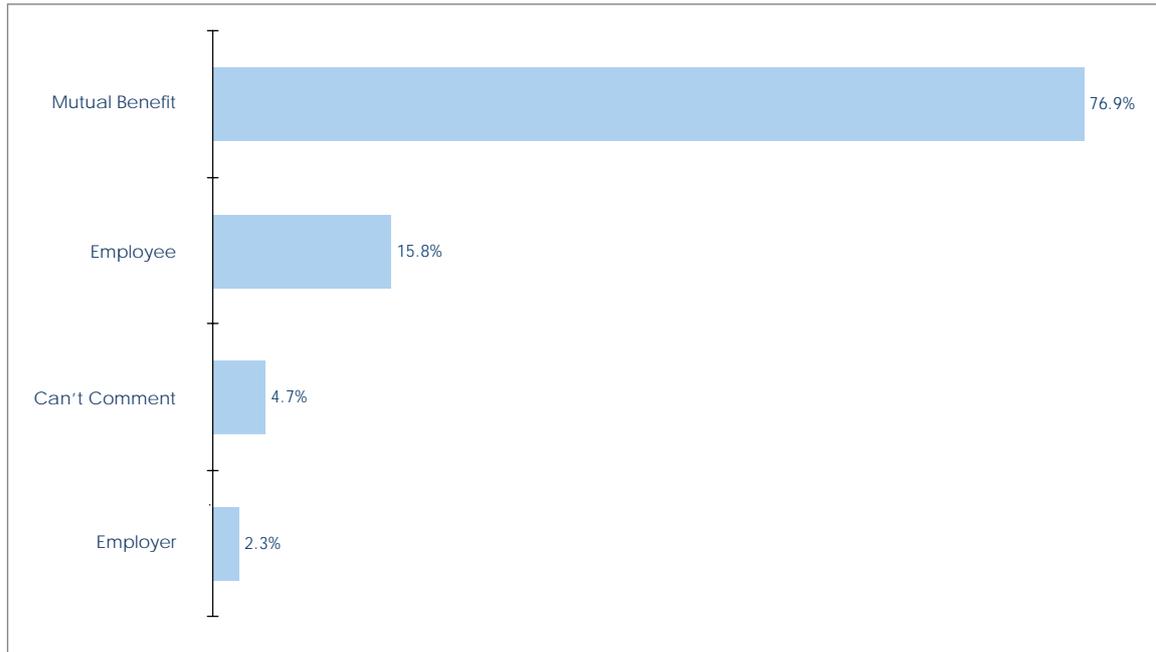
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### 4.1 Employer Attitudes to Part-time Study

#### 4.1.1 Beneficiaries of part-time study

77% of respondents believe that employers and employees are both beneficiaries of an employee undertaking part-time study whilst 16% believe that the employees themselves are the main beneficiary.

**Figure 6: After an employee has finished a part-time course, who would you say benefits the most?**

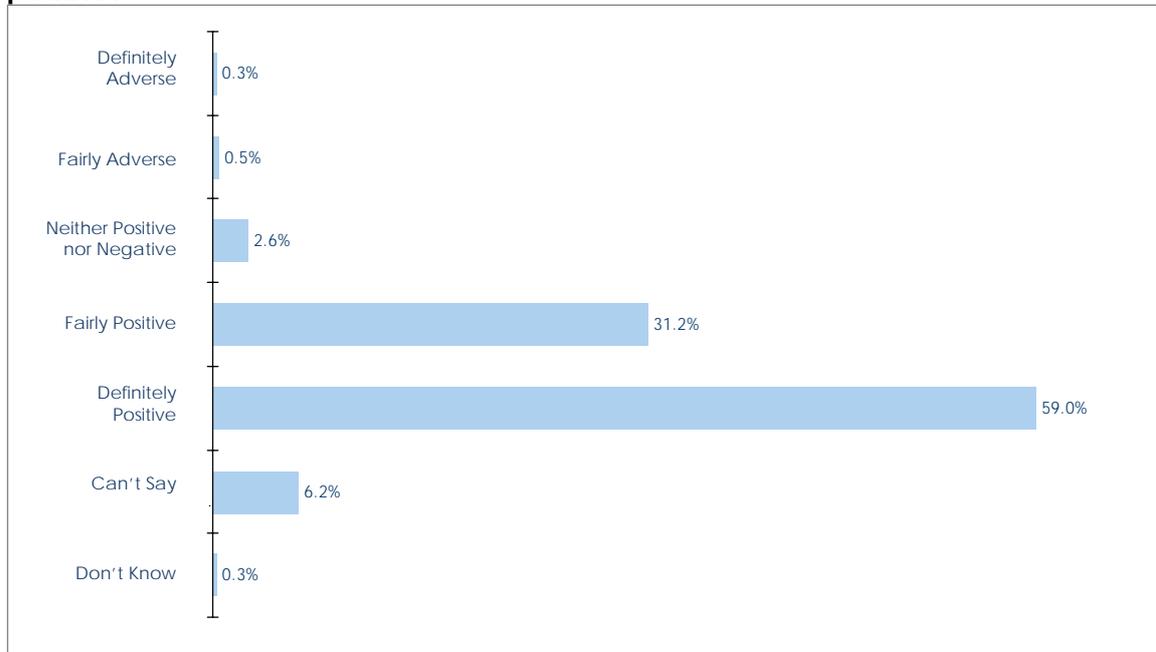


Source: FreshMinds; Base 385

#### 4.1.2 Effects of part-time study

90% of respondents believe that undertaking a course of part-time study has a positive effect on employees with 59% believing the effect to be definitely positive. Only 1% of those interviewed believe that undertaking a course of part-time study has an adverse effect on employees.

**Figure 7: In your view are the effects of part-time study on employees generally positive?**

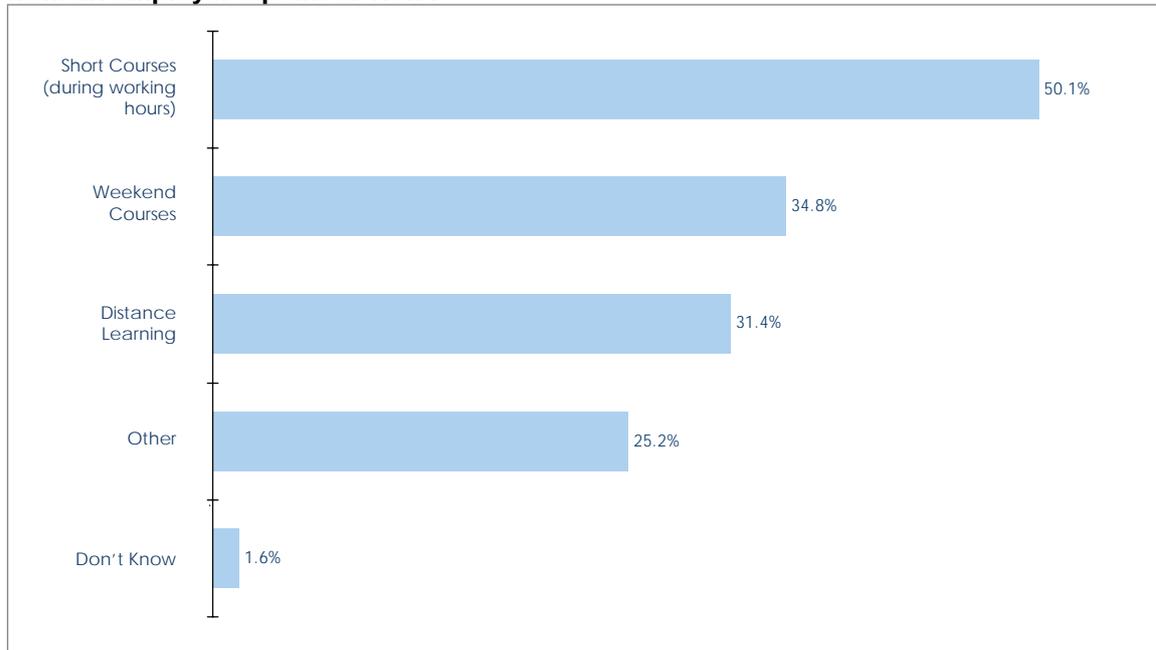


Source: FreshMinds; Base 385

### 4.1.3 Alternative methods of training

Employers were asked to specify alternatives to part-time study that they believe would be preferable methods of training employees. 50% of respondents suggest that having employees undertake short courses during working hours is a preferable method of training employees. The next most popular alternative method is weekend courses which 35% of respondents suggest.

**Figure 8: What alternative methods of training would you suggest are more preferable from an employer's point of view?**

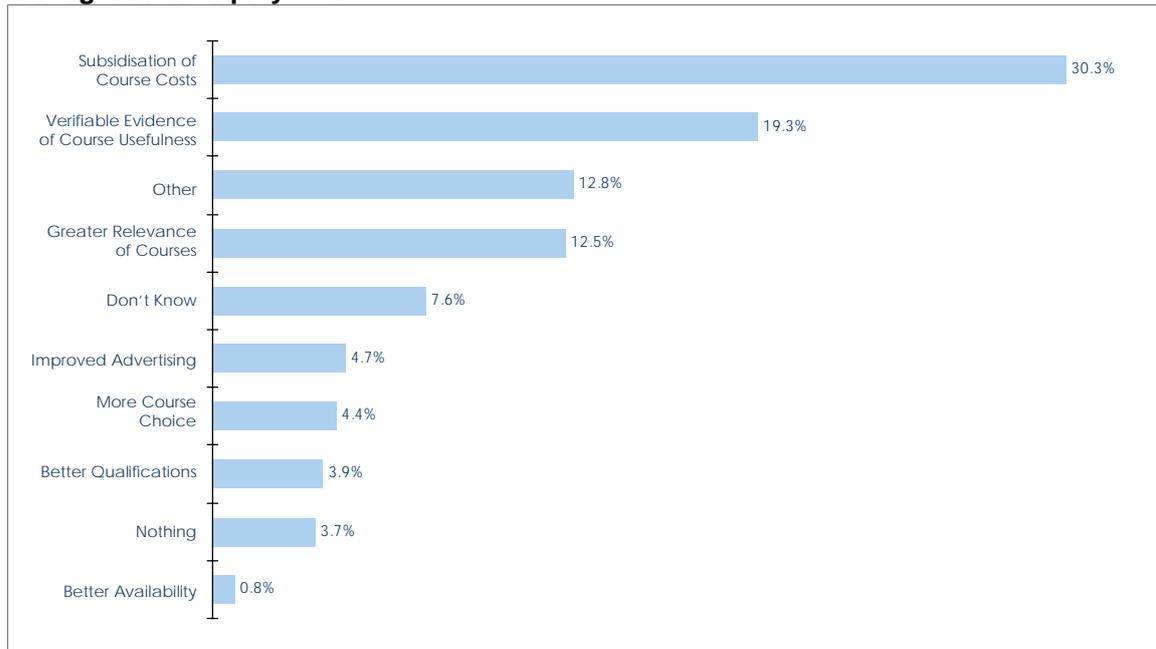


Source: FreshMinds; Base 385; multiple responses were allowed for this question

#### 4.1.4 Encouraging part-time study

30% of respondent employers suggest that the subsidising of part-time training courses by the government would make them more willing to encourage part-time study amongst employees. 19% suggest that being able to reliably verify the benefits that the employer will receive as a result of the employee's additional training would make them more likely to encourage part-time study. Other respondents draw attention to supply factors with 13% stating that improving the relevance of courses and 5% stating that improved advertising of courses would make them more likely to encourage part-time study among employees.

**Figure 9: What factors would make employers more likely to encourage part-time study amongst their employees?**

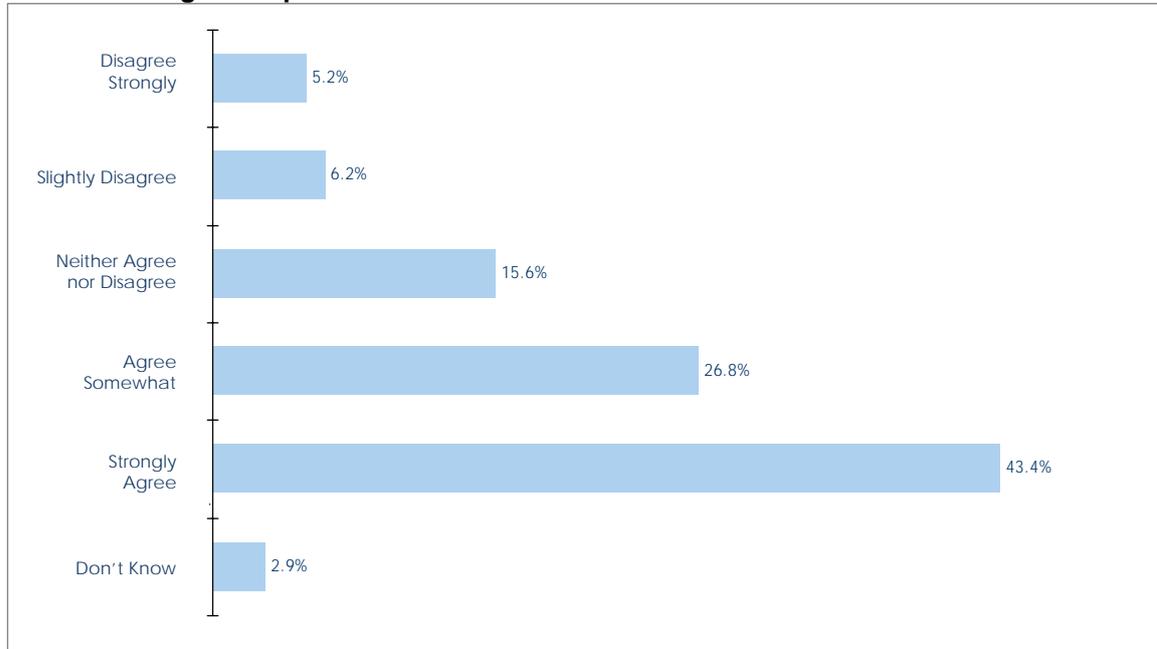


Source: FreshMinds; Base 385

#### 4.1.5 Importance of qualification

Employers seem to agree that part-time study should lead to a recognised qualification; 70% of respondents agree to some extent with this proposition, whilst only 11% believe that part-time study should not necessarily have to lead to a recognised qualification.

**Figure 10: How strongly do you agree with the statement that part-time study should lead to a recognised qualification?**



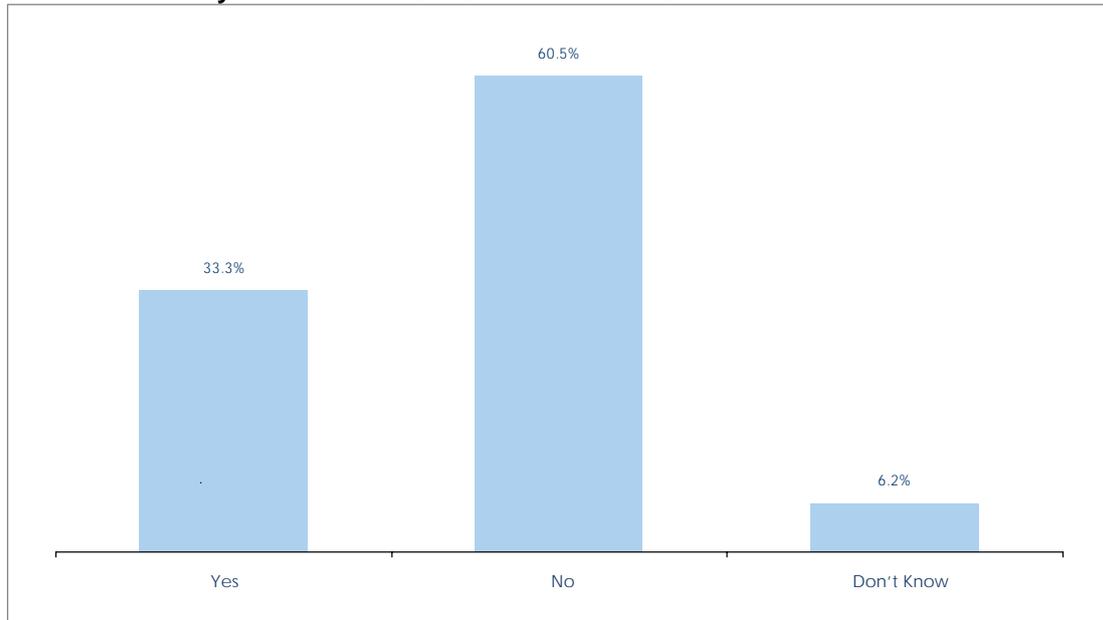
Source: FreshMinds; Base 385

## 4.2 Employer Awareness

### 4.2.1 Advice provision

Only 33% of employers feel adequately informed about part-time study opportunities at London's academic institutions to offer advice to employees seeking to undertake such study.

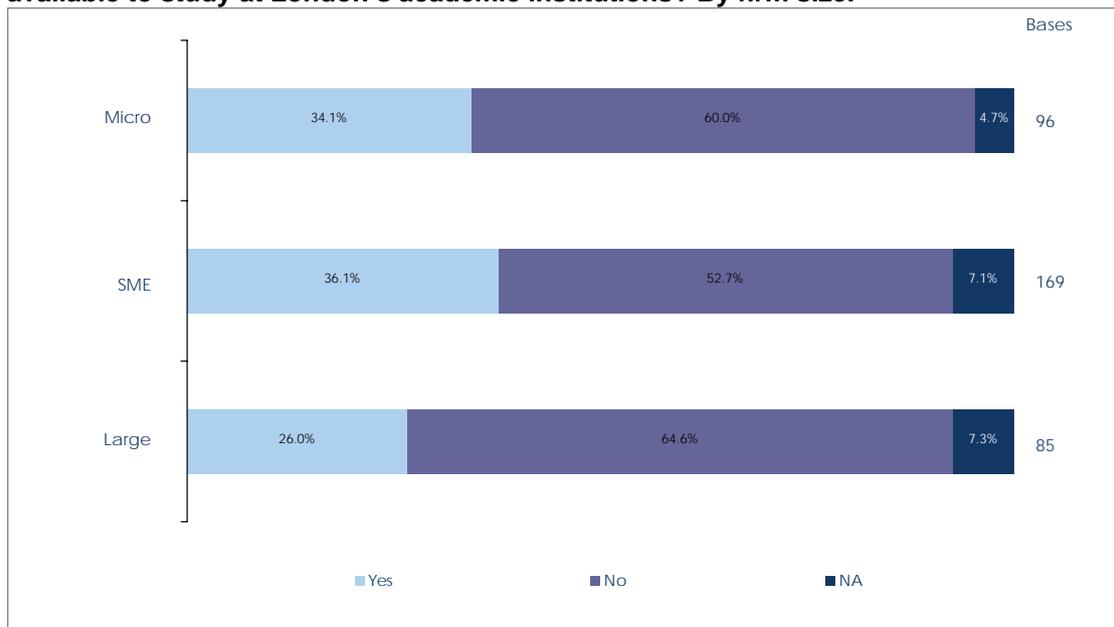
**Figure 11: Do you feel adequately informed to offer an employee advice about courses available to study at London's academic institutions?**



Source: FreshMinds; Base 385

Firms with greater numbers of employees are less likely to feel adequately informed about courses available at London's academic institutions than small and medium sized enterprises (SMEs).

**Figure 12: Do you feel adequately informed to offer an employee advice about courses available to study at London's academic institutions? By firm size.**

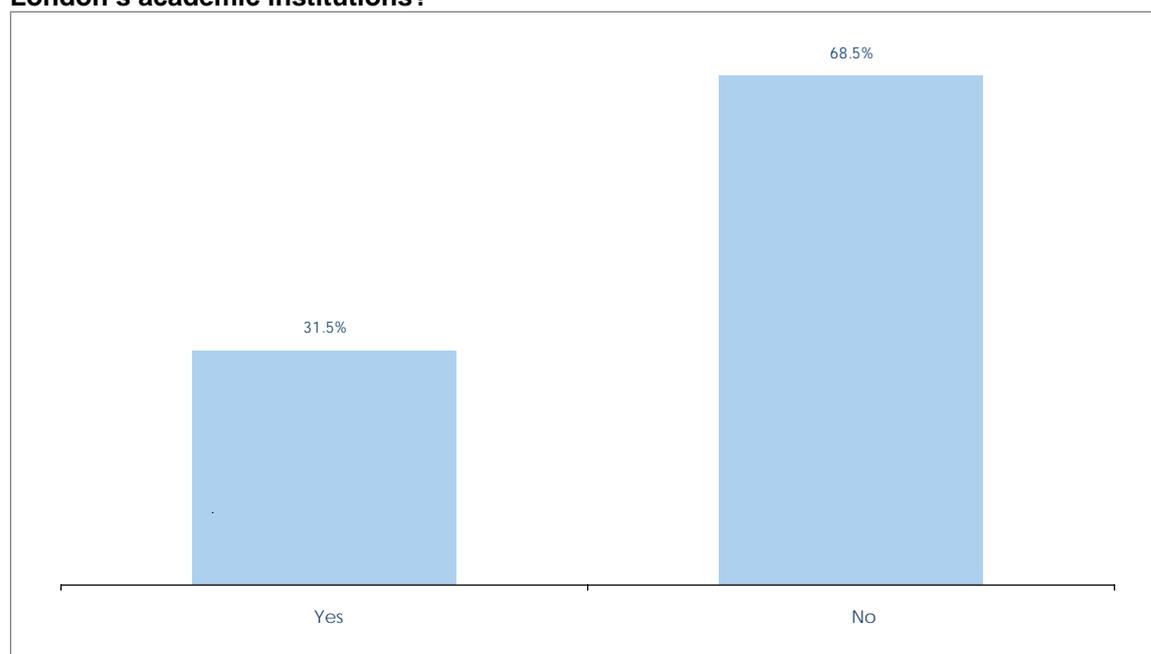


Source: FreshMinds; Bases as shown

#### 4.2.2 Part-time course awareness

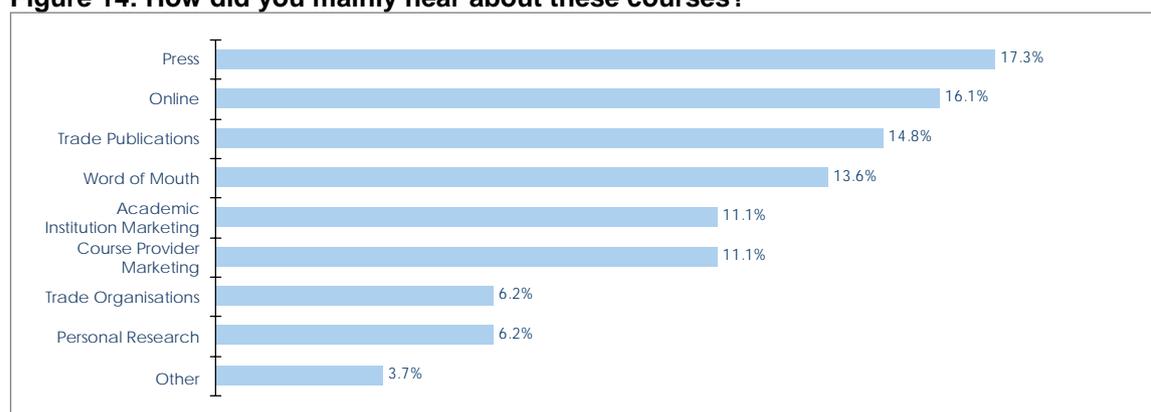
69% of those respondent employers who do not feel adequately informed about the courses available to study at London's academic institutions have not heard or read any information about the courses available at London's academic institutions. Of those who do feel adequately informed about the courses available to offer advice to employees, 17% found out about the courses through the Press and 16% found out about them online. Only 11% of adequately informed respondents heard about the courses available through the marketing efforts of academic institutions.

**Figure 13: Have you heard or read any information about the courses available at London's academic institutions?**



Source: FreshMinds; Base 257

**Figure 14: How did you mainly hear about these courses?**

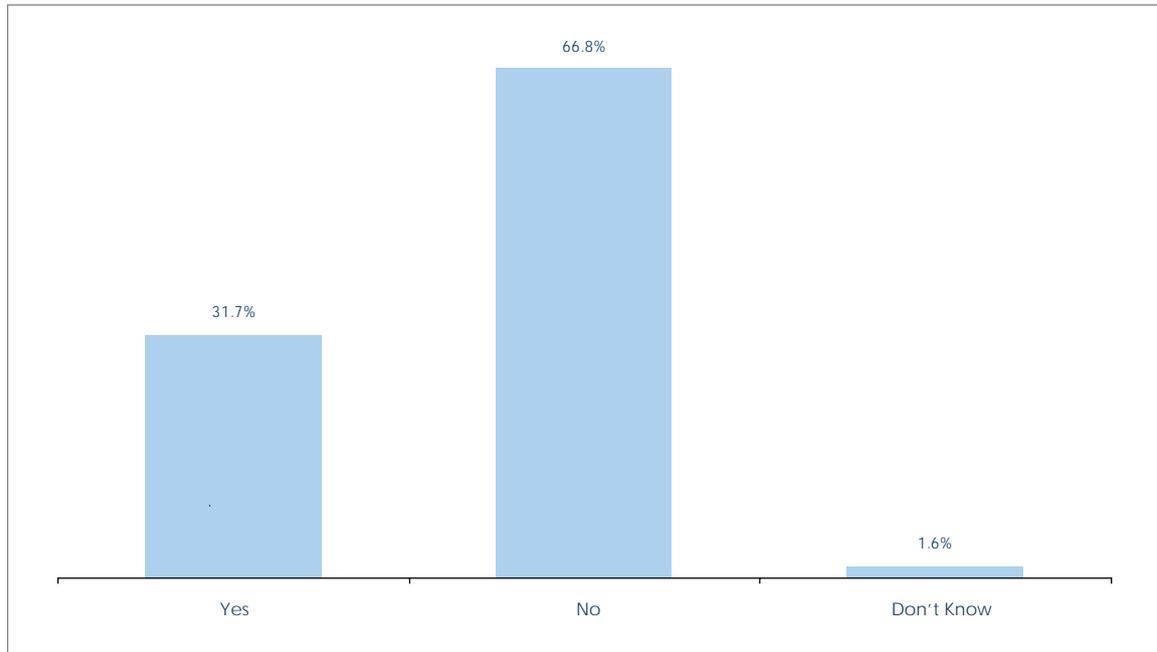


Source: FreshMinds; Base 81

### 4.2.3 Information seeking

Only 32% of respondent employers have approached any academic institutions for information regarding the courses they offer.

**Figure 15: Have you approached any academic institutions regarding the courses they offer?**

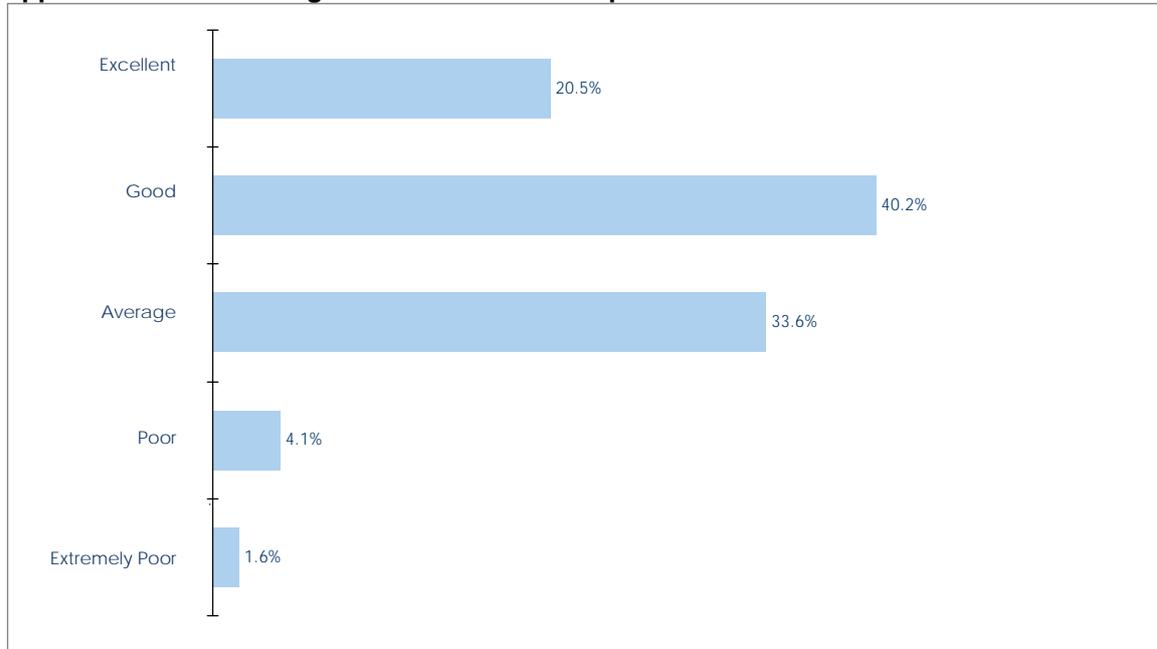


Source: FreshMinds; Base 385

#### 4.2.4 Responsiveness of academic institutions

Of those respondents who have approached academic institutions regarding the courses they offer, 60% consider the helpfulness of those institutions to be good or excellent. Only 6% found the institutions' response to be poor.

**Figure 16: How would you rate the helpfulness of academic institutions when you have approached them asking for information about part-time courses?**

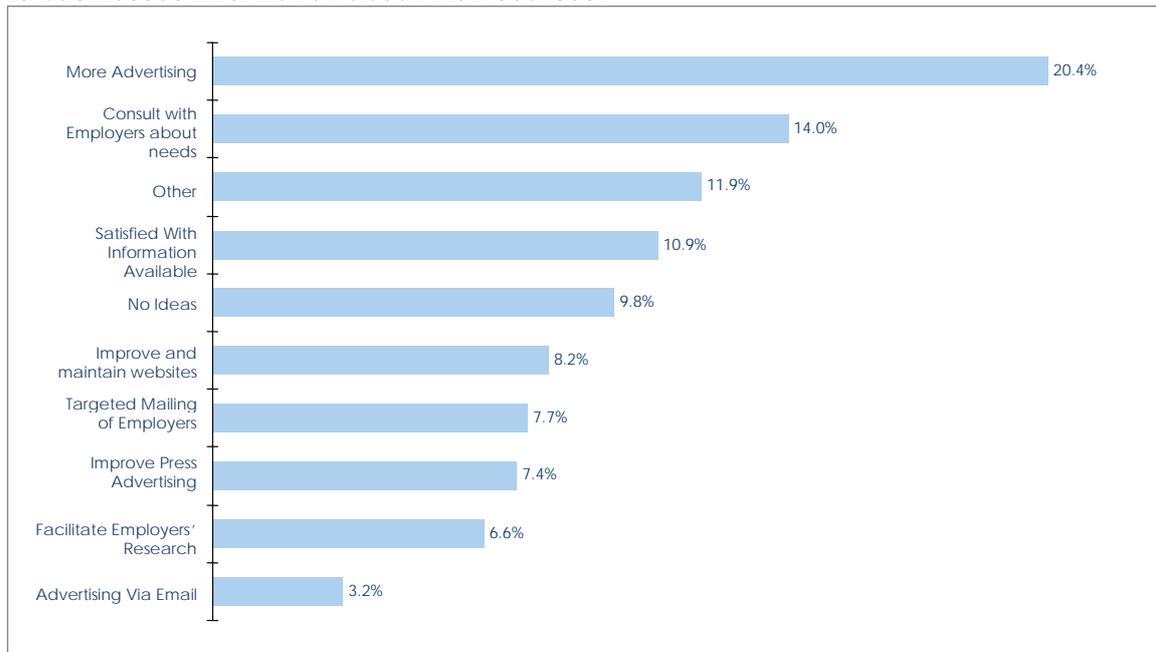


Source: FreshMinds; Base 122

#### 4.2.5 Improving business awareness

20% of respondent employers believe that academic institutions need to extend their advertising coverage in order to improve business awareness about their courses. Suggestions to improve business awareness of available courses also include improving academic institution's websites and executing targeted mailing campaigns. 14% of respondents suggest increased consultation with employers about their needs will better convey information about institutions' courses to business.

**Figure 17: What do you think academic institutions need to do in order to better convey to businesses information about their courses?**

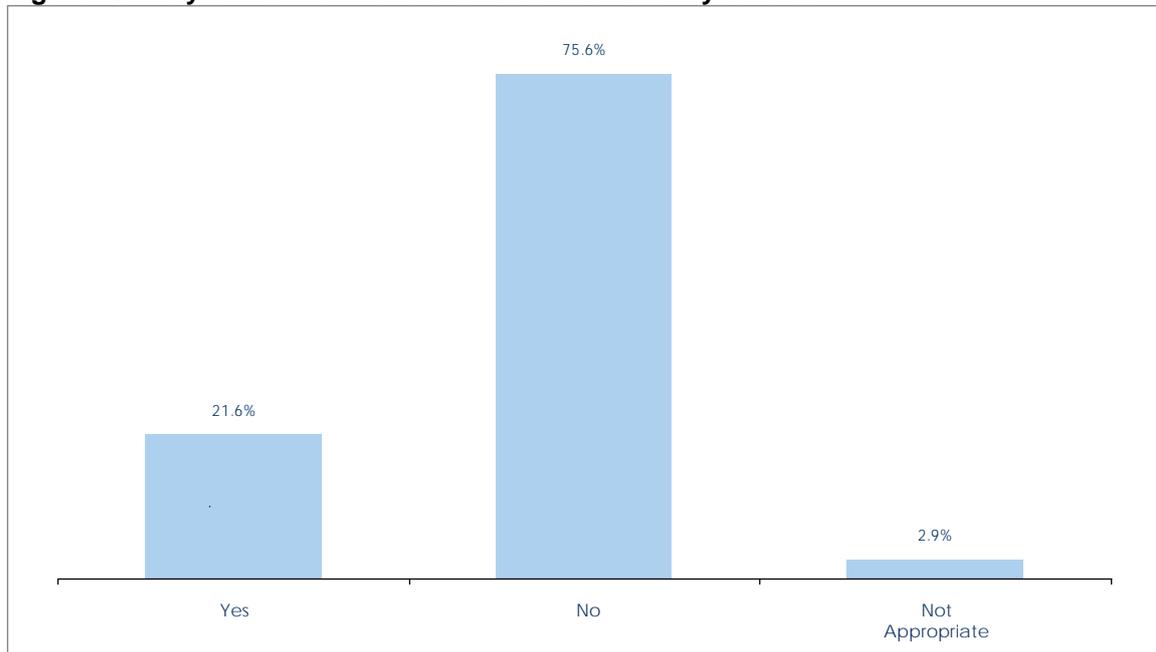


Source: FreshMinds; Base 378; multiple responses were allowed for this question

#### 4.2.6 Relevance monitoring

Only 22% of respondents monitor the relevance of available courses in their locality.

**Figure 18: Do you monitor the relevance of courses in your area?**

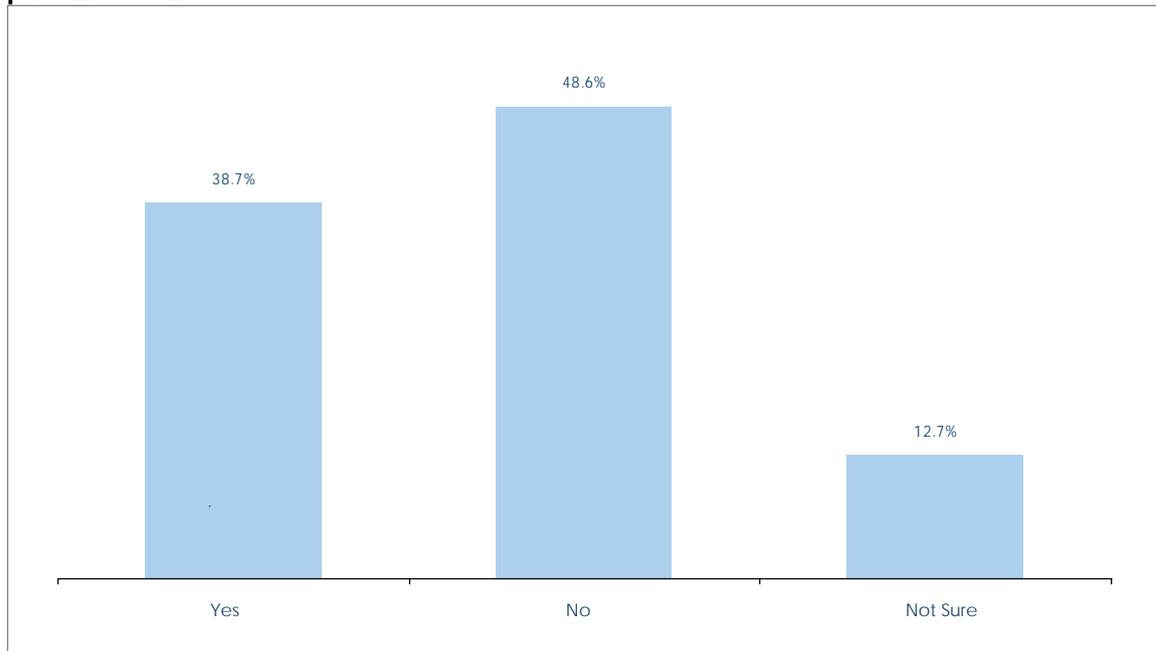


Source: FreshMinds; Base 385

#### 4.2.7 Awareness of course costs

Only 39% of respondent employers believe that they are made adequately aware of the costs of part-time courses; a greater proportion (49%) state that they are not made adequately aware of these costs.

**Figure 19: Do you believe that employers are made adequately aware of the costs of part-time courses?**



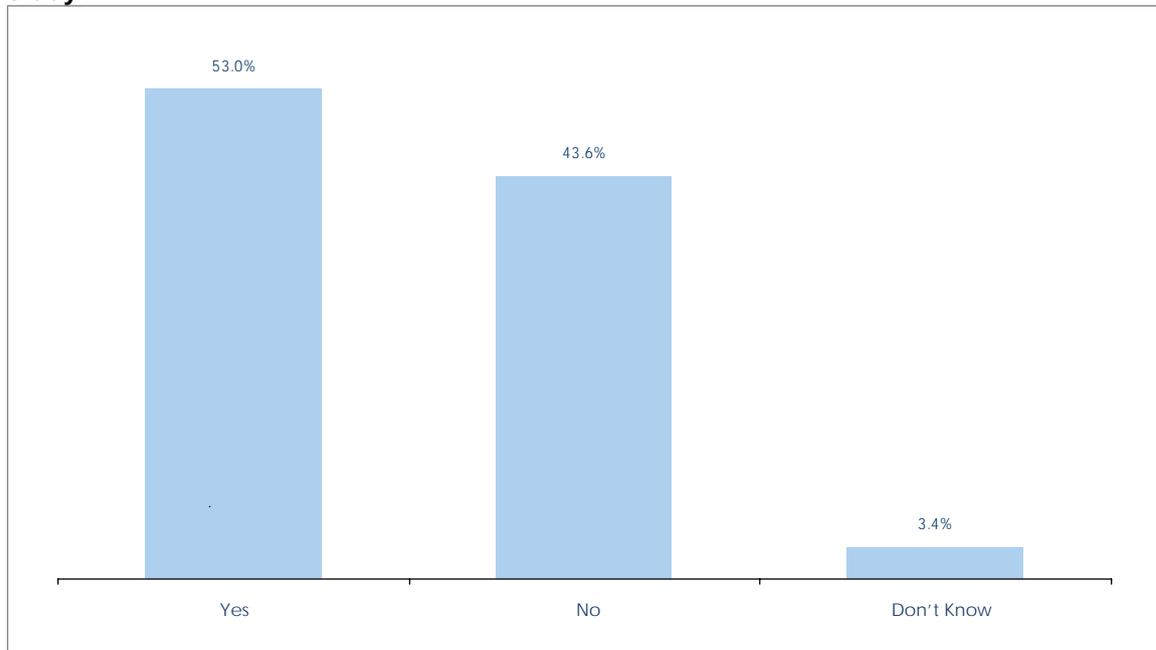
Source: FreshMinds; Base 385

## 4.3 Employer Policies

### 4.3.1 Existence of a firm policy to support part-time study

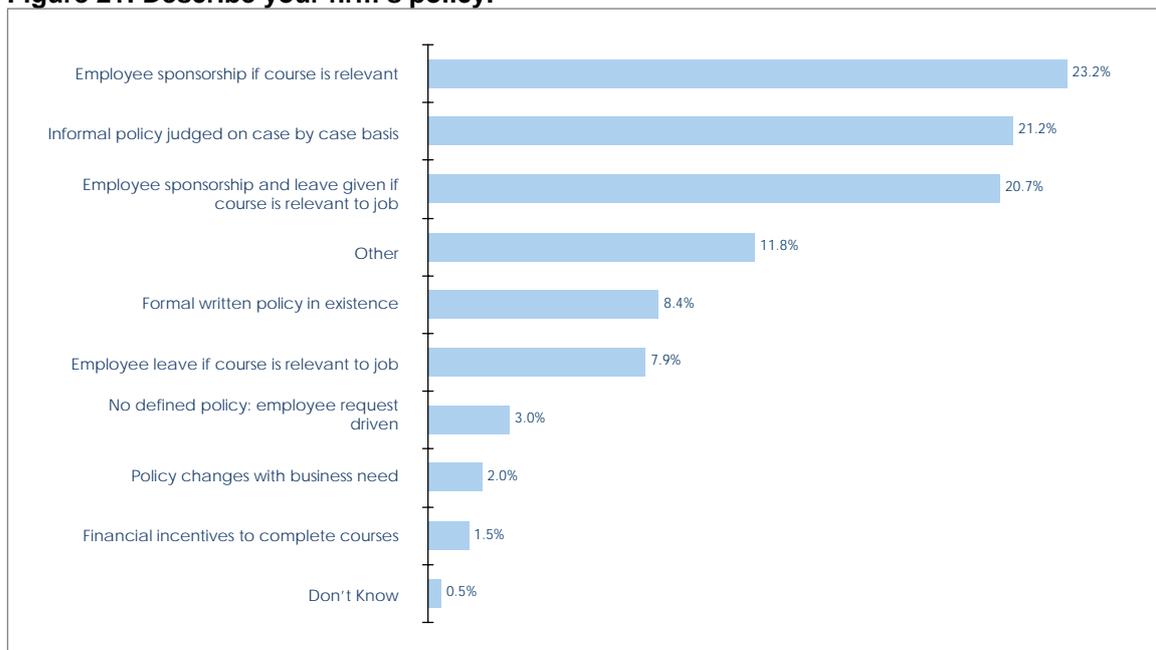
Only 53% of respondent employers have a policy for supporting those who undertake part-time study. Of those firms with a policy, 21% report that the policy was informal and support was judged on a case by case basis; 3% report that there is no defined policy but that the process is request-driven; 2% report that the policy changes with business need.

**Figure 20: Does your firm have a policy for supporting those undertaking part-time study?**



Source: FreshMinds; Base 385

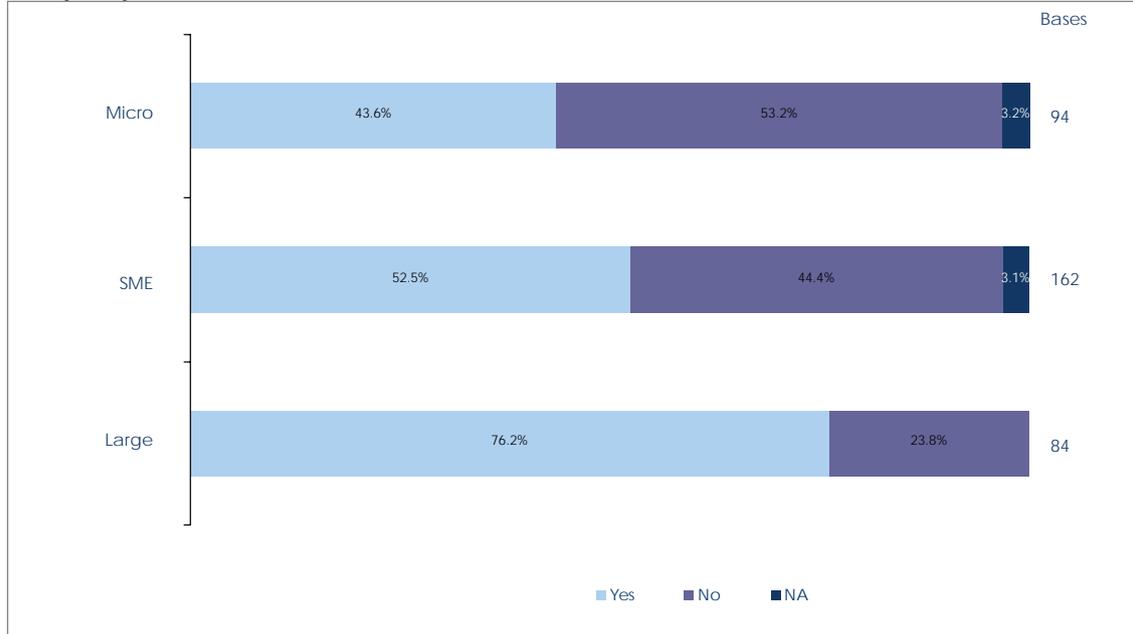
**Figure 21: Describe your firm's policy.**



Source: FreshMinds; Base 203

How likely a firm is to have a part-time study policy seems to vary according to the size of the firm; 76% of large firms have a policy regarding part-time study, but only 44% of micro firms have similar policies. 3% of both micro firms and small firms felt that a part-time policy was not applicable to them.

**Figure 22: Does your firm have a policy for supporting those undertaking part-time study? By firm size.**

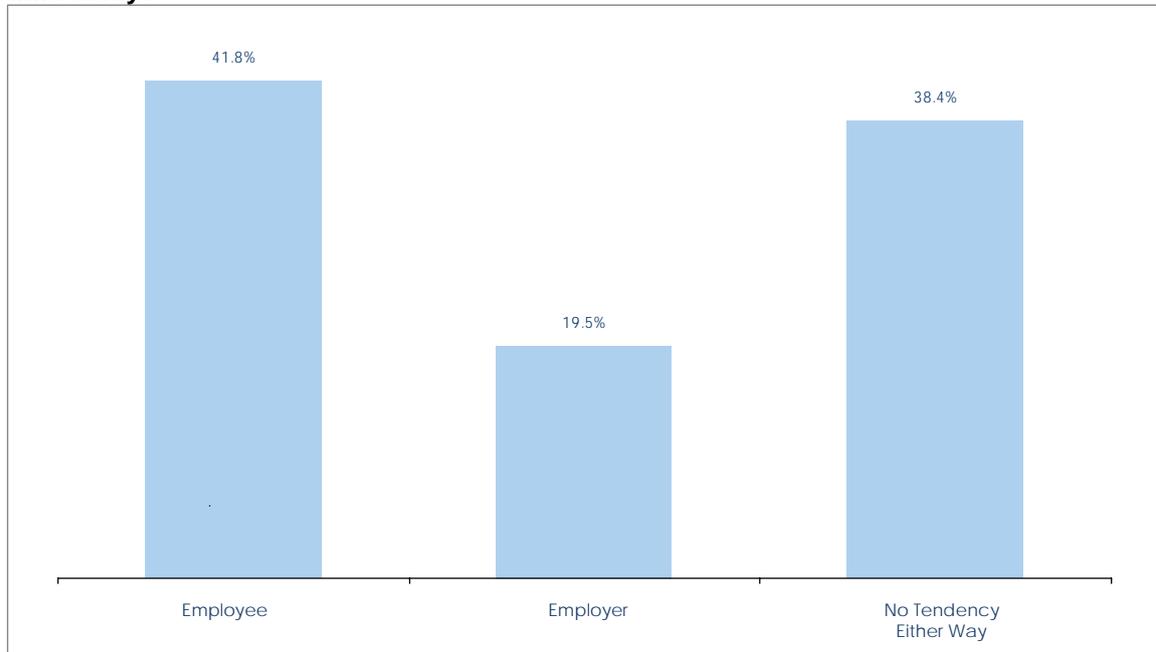


Source: FreshMinds; Bases as shown

### 4.3.2 Initiating employee training

Responsibility for requesting that an employee undertake part-time study is not clearly assigned in 38% of respondent firms. In 42% of respondent firms whose employees had undertaken part-time study the responsibility lies with the employee whilst in 20% of those same firms the responsibility lies with the employer.

**Figure 23: In your firm who generally requests that an employee should undertake part-time study?**

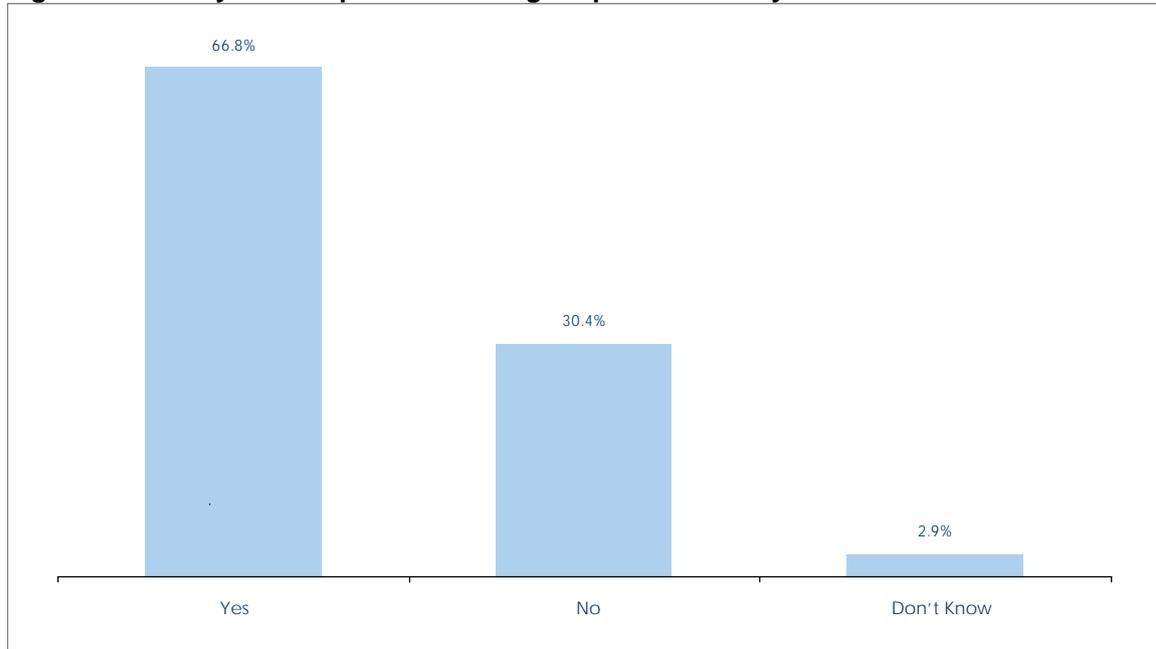


Source: FreshMinds; Base 292

### 4.3.3 Provision of funding

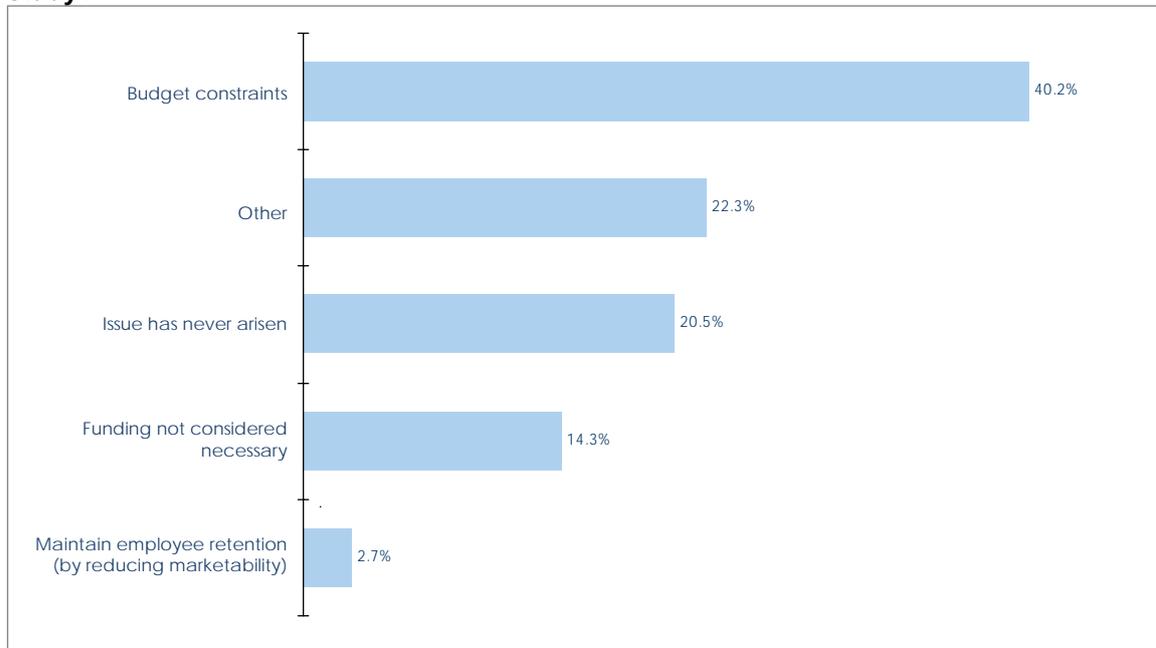
67% of respondent employers provide funding for employees undertaking part-time study. Of those respondent firms that do not provide funding 40% cite budget constraints as their reason for not providing funding whilst 21% claim the issue of funding for part-time study has never arisen.

**Figure 24: Does your firm provide funding for part-time study?**



Source: FreshMinds; Base 385

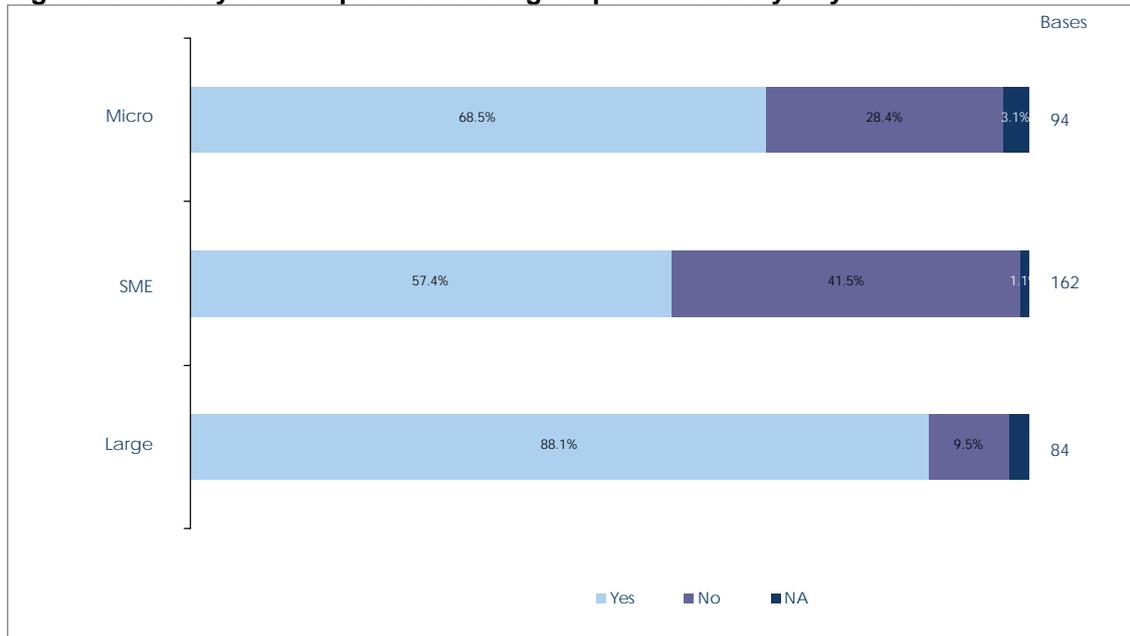
**Figure 25: What are you reasons for not providing funding for employees' part-time study?**



Source: FreshMinds; Base 112

Funding is more likely to be provided by large firms than SMEs or micro businesses. In 88% of large firms, there is a policy of providing funding to those wishing to follow part-time study programmes, compared with 57% of SMEs.

**Figure 26: Does your firm provide funding for part-time study? By firm size.**

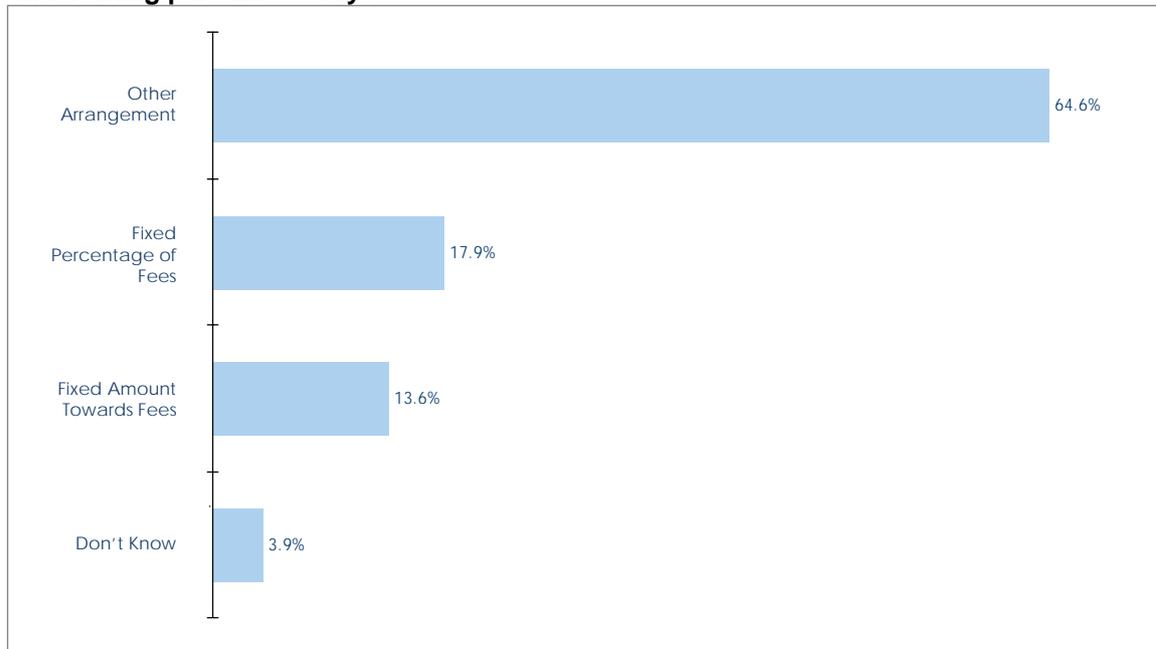


Source: FreshMinds; Bases as shown

#### 4.3.4 Funding arrangements

18% of respondent employers that do provide funding for part-time study provide a fixed percentage of the fees for employees undertaking part-time study whilst 14% of firms provide funding for part-time courses in the form of a fixed amount towards course fees.

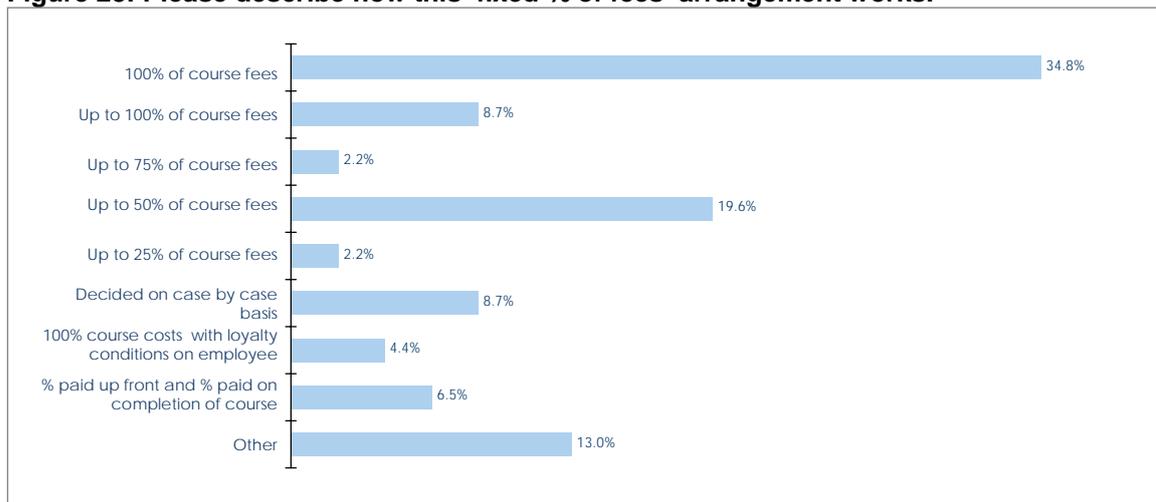
**Figure 27: Through what arrangement do you provide funding to employees undertaking part-time study?**



Source: FreshMinds; Base 257

Of the 18% of respondent employers that provide a fixed percentage of fees, 35% provide 100% of the course fees for employees undertaking part-time study and a further 9% provide up to 100% of the course fees.

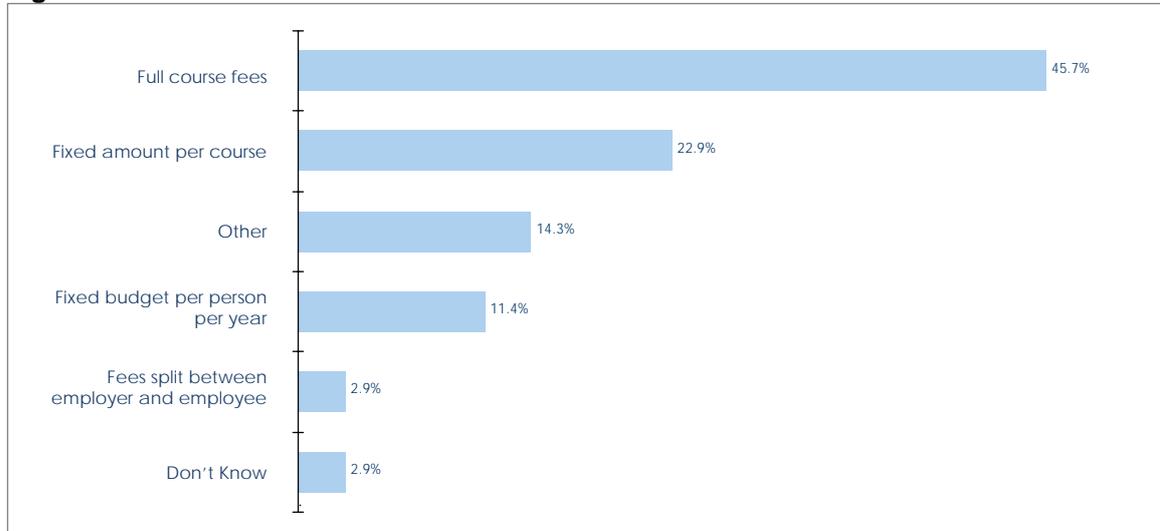
**Figure 28: Please describe how this 'fixed % of fees' arrangement works.**



Source: FreshMinds; Base 46

Of the 14% of respondent employers who provide a fixed amount of fees for employees undertaking part-time study 46% provide the full course fees.

**Figure 29: How much is this fixed amount?**

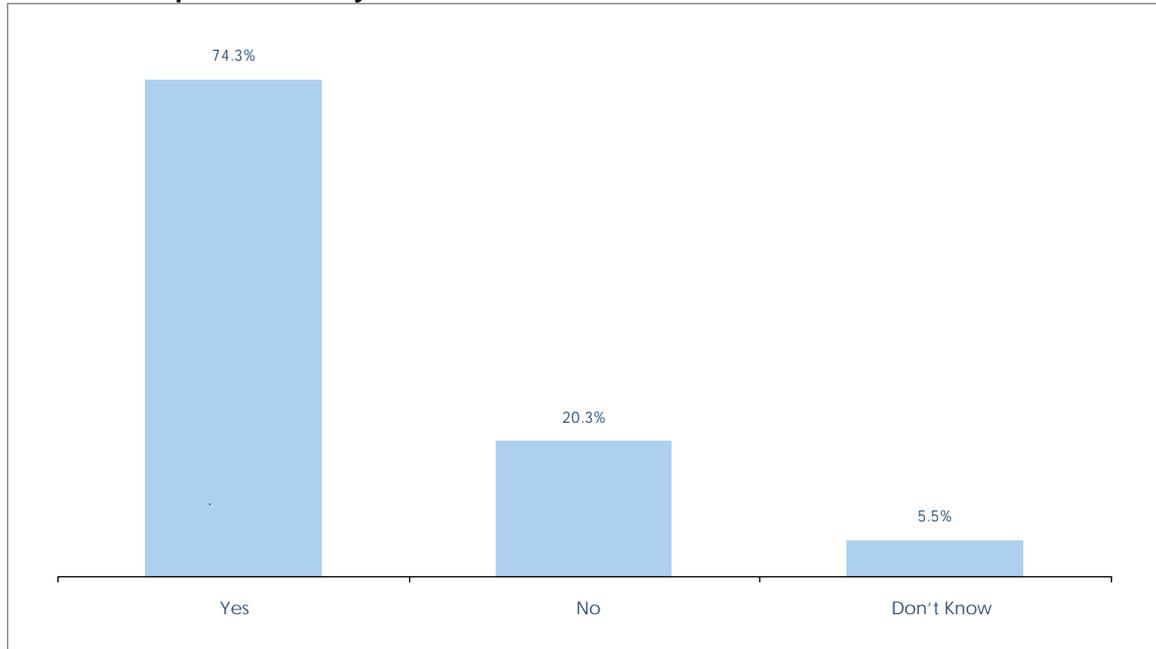


Source: FreshMinds; Base 35

#### 4.3.5 Provision of time off

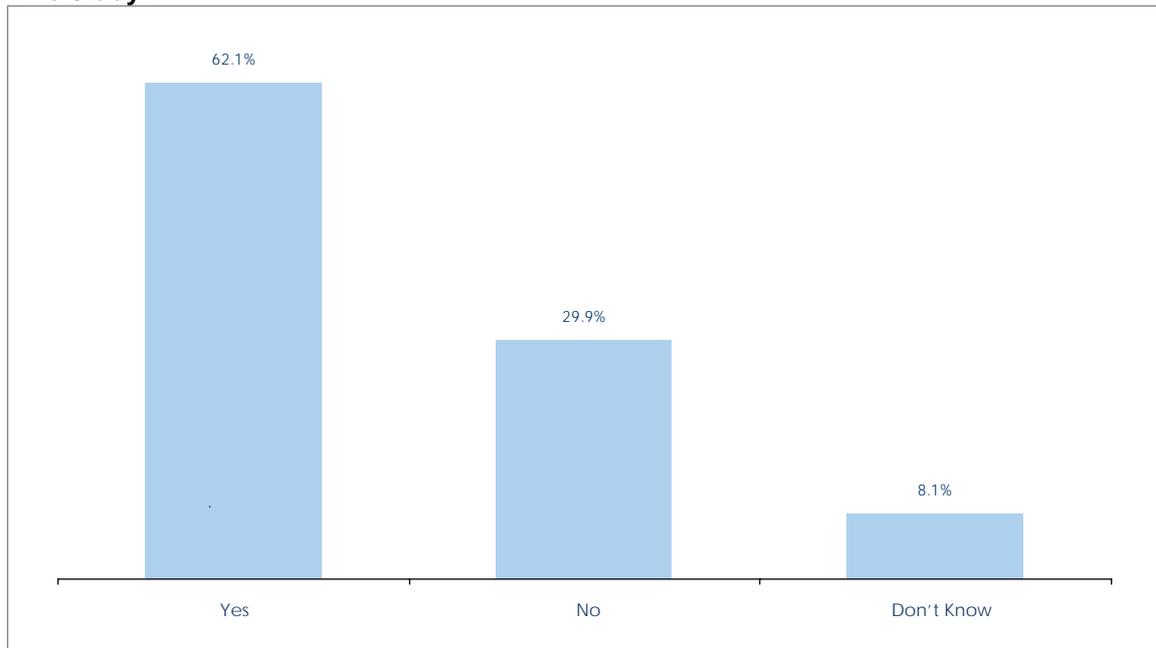
74% of respondent employers allow employees to take time off for revision or to attend classes in order to assist them in their part-time study; 62% of respondent employers allow employees time off to travel to their part-time study institution.

**Figure 30: Do you allow employees time off for revision or classes in order to assist them in their part-time study?**



Source: FreshMinds; Base 385

**Figure 31: Do you allow your employees time off to travel to their institutions of part-time study?**

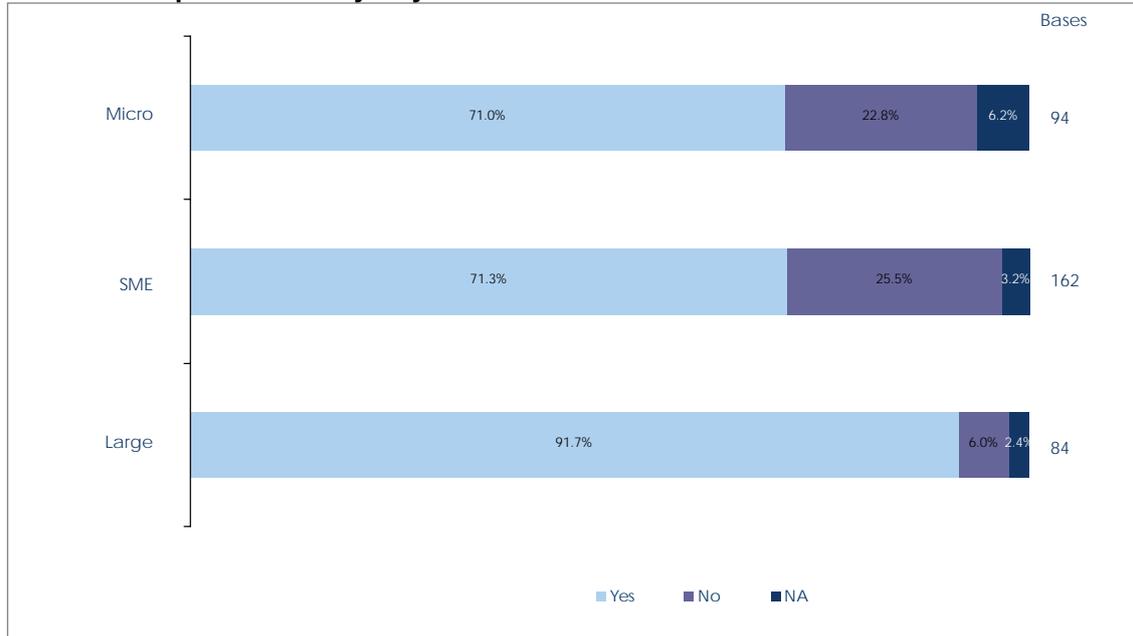


Source: FreshMinds; Base 385

Allowing time off for study purposes is most commonplace in large firms, where almost 92% of firms have formalised allowances for employees to take time off for part-time study. The

proportion of micro firms and SMEs allowing time off is lower; 71% of both micro businesses and SMEs allow employees time off for part-time study.

**Figure 32: Do you allow employees time off for revision or classes in order to assist them in their part-time study? By firm size.**

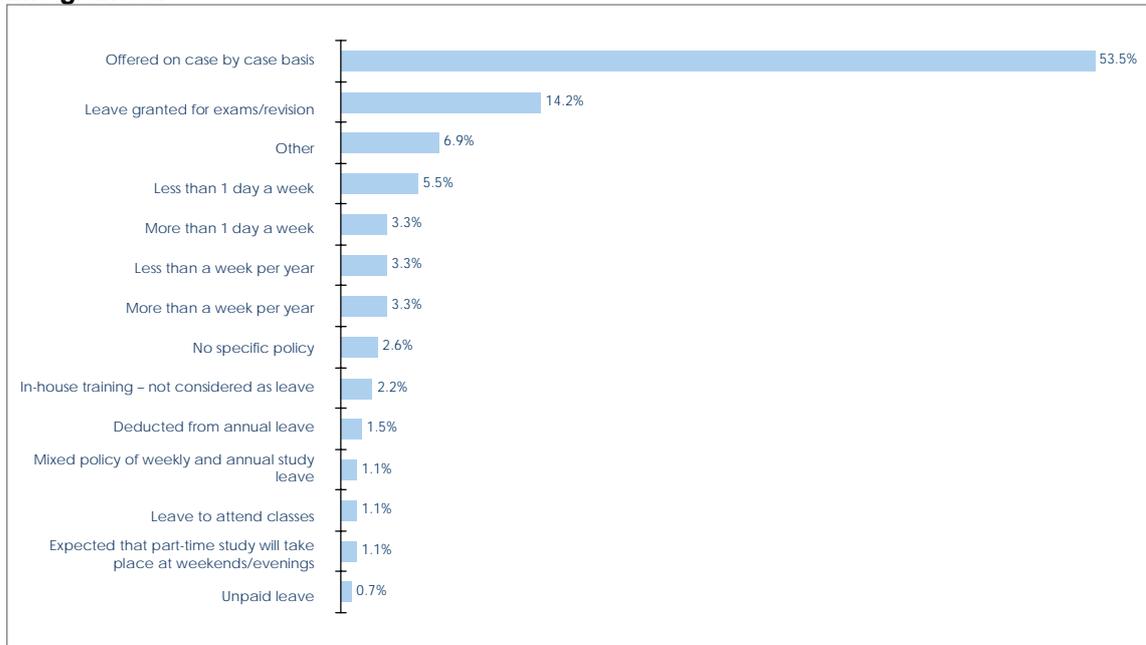


Source: FreshMinds; Bases as shown

### 4.3.6 Time off arrangements

The most common time off arrangement provided by respondent employers is to offer time off to their employees for part-time study on a case-by-case basis; 54% of respondent employers report this as the arrangement they have in place for allowing time off. This makes it difficult to estimate the mean amount of time off that employers offer to their employees undertaking part-time study.

**Figure 33: Describe how the time off arrangements work, specifically the amount of time granted.**

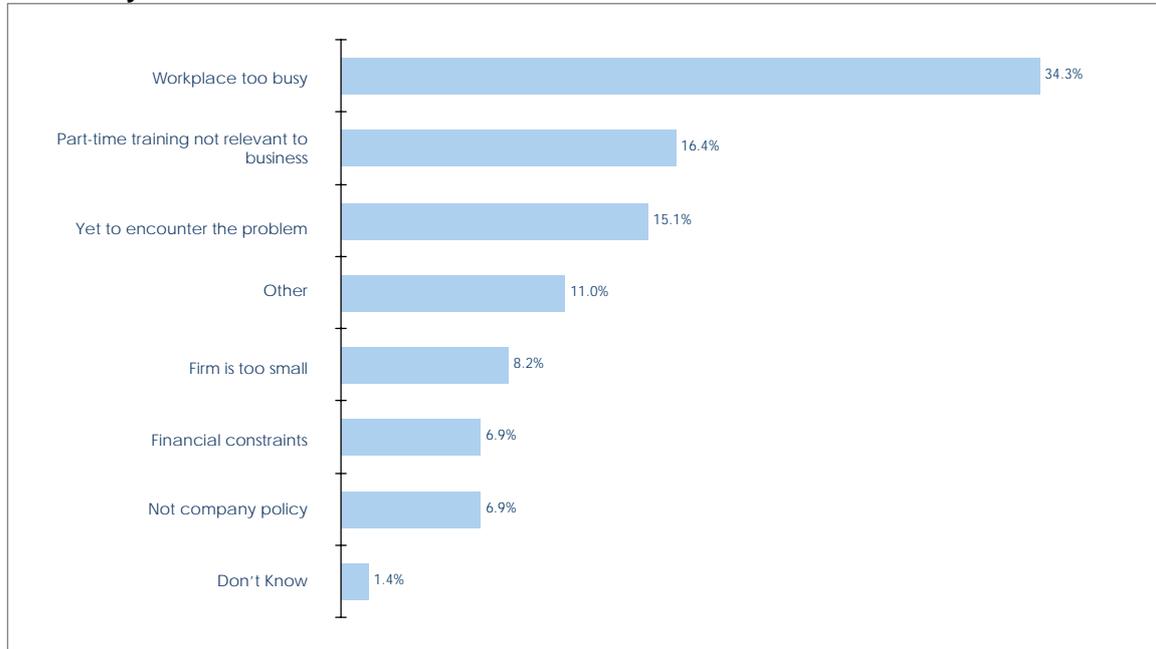


Source: FreshMinds; Base 385

### 4.3.7 Refusing time off

Of the 20% of firms that refuse to give employees time off to undertake part-time study, 34% cited the pressure of workplace activity as the reason why employees could not be given time off to pursue their studies.

**Figure 34: What are your reasons for not providing time off to your employees for part-time study?**

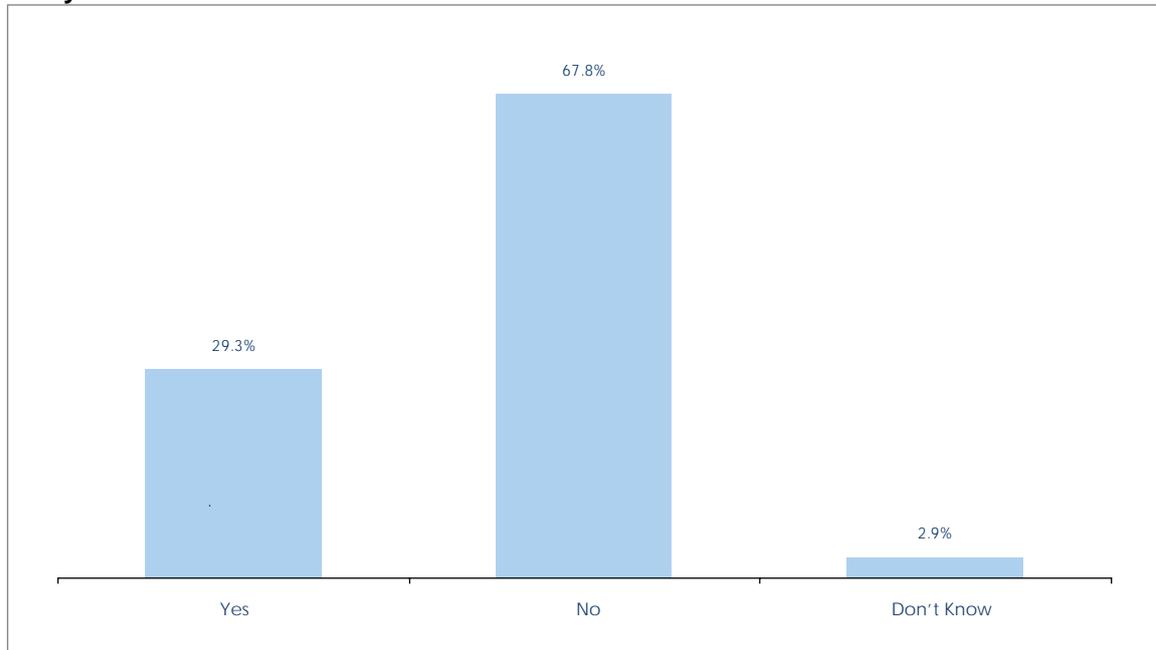


Source: FreshMinds; Base 73

### 4.3.8 Provision of private study area

29% of respondent employers provide areas within their office for employees to conduct quiet, private study.

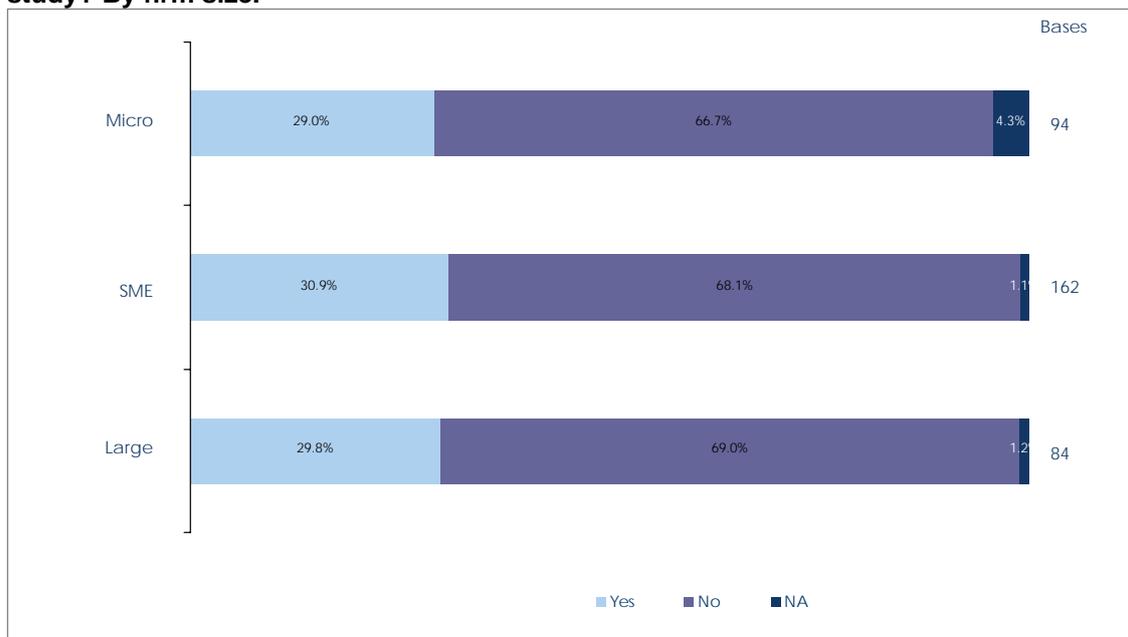
**Figure 35: Do you provide areas in your office for employees to conduct quiet private study?**



Source: FreshMinds; Base 385

The size of firm has no impact on the propensity to provide a private study area for employees.

**Figure 36: Do you provide areas in your office for employees to conduct quiet private study? By firm size.**



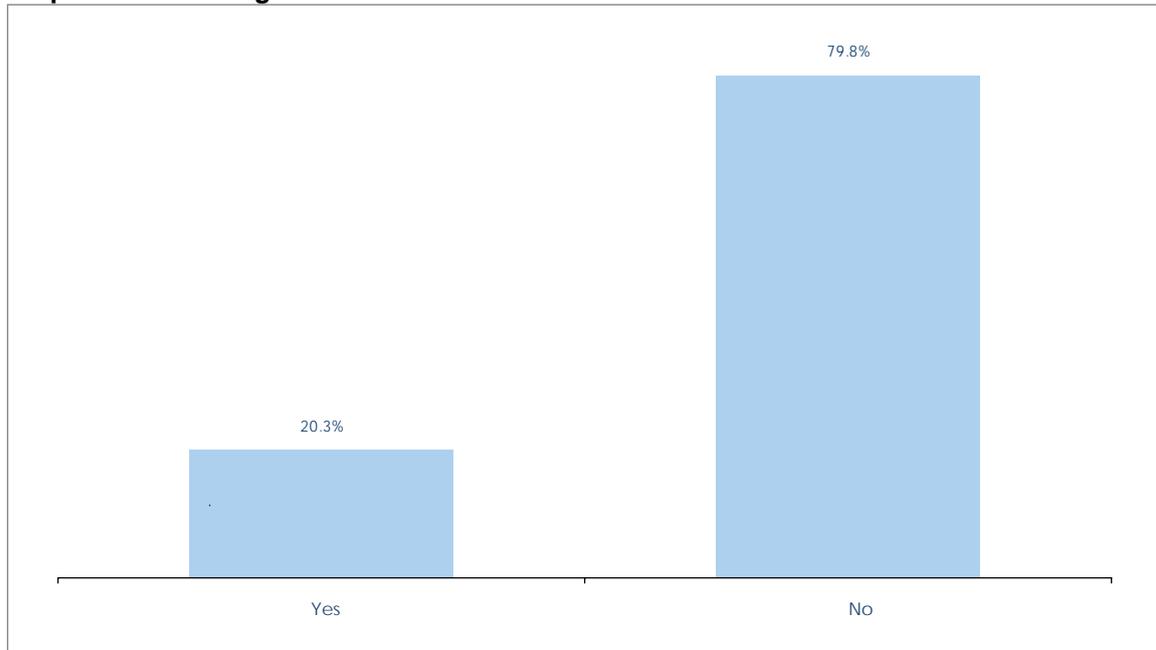
Source: FreshMinds; Bases as shown

## 4.4 Employers and Subsidies

### 4.4.1 Subsidy awareness

Only 20% of the respondents are aware of the subsidies currently made available by the government for part-time training.

**Figure 37: Are you aware of the subsidies currently made available by the government for part-time training?**

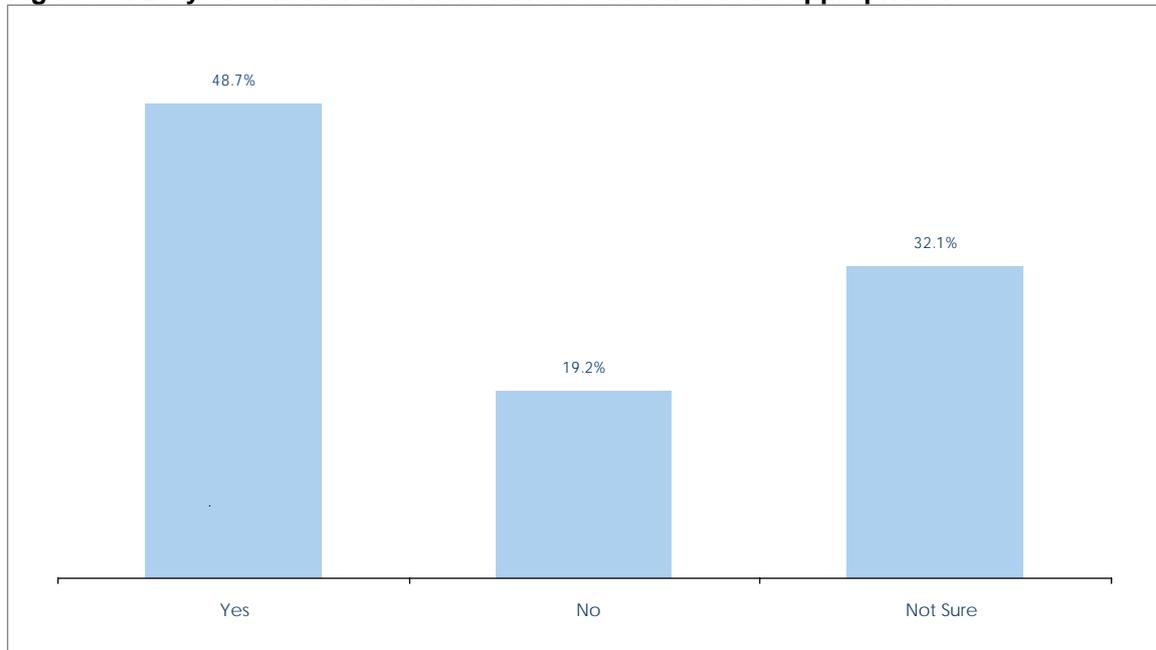


Source: FreshMinds; Base 385

#### 4.4.2 Subsidy levels

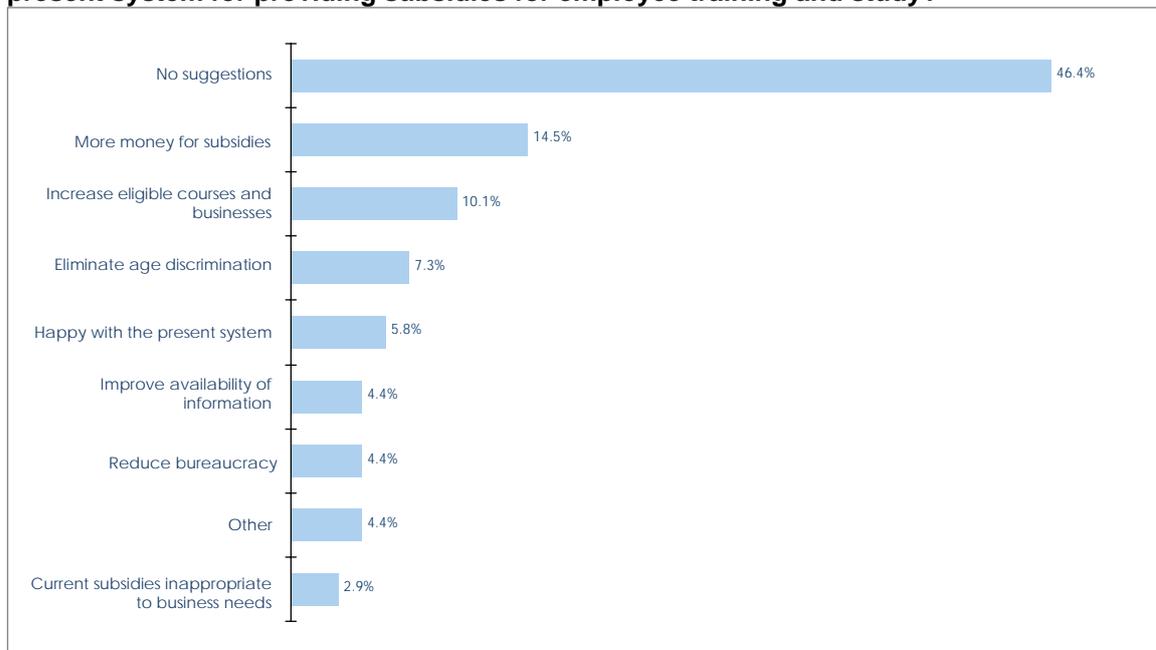
Of those respondent employers that are aware of the subsidies available, 49% consider the levels of subsidies to be appropriate. Still, 15% of respondents call for an increase in the level of subsidies awarded and 10% call for increased access to the subsidies by loosening the eligibility criteria for courses and firms. Only 6% of respondents are happy with the present system.

**Figure 38: Do you consider the level of those subsidies to be appropriate?**



Source: FreshMinds; Base 78

**Figure 39: Can you suggest any changes that you would like to see made to the present system for providing subsidies for employee training and study?**



Source: FreshMinds; Base 69

## 5 PART-TIME TRAINING COURSE MARKET: DEMAND

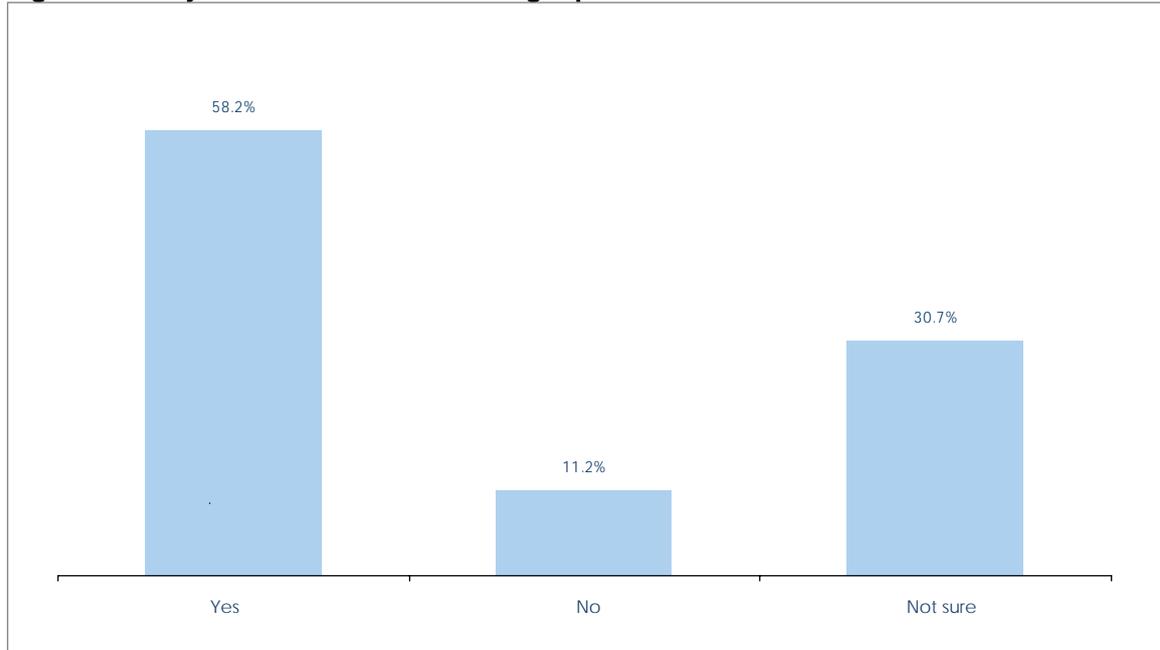
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### 5.1 Overview of Demand

#### 5.1.1 Satisfying demand

58% of respondent employers believe that the right part-time courses are available on the market, but 31% of respondents are not sure and 11% of respondents believe the market is not satisfying existing demand.

**Figure 40: Do you believe there are the right part-time courses available on the market?**

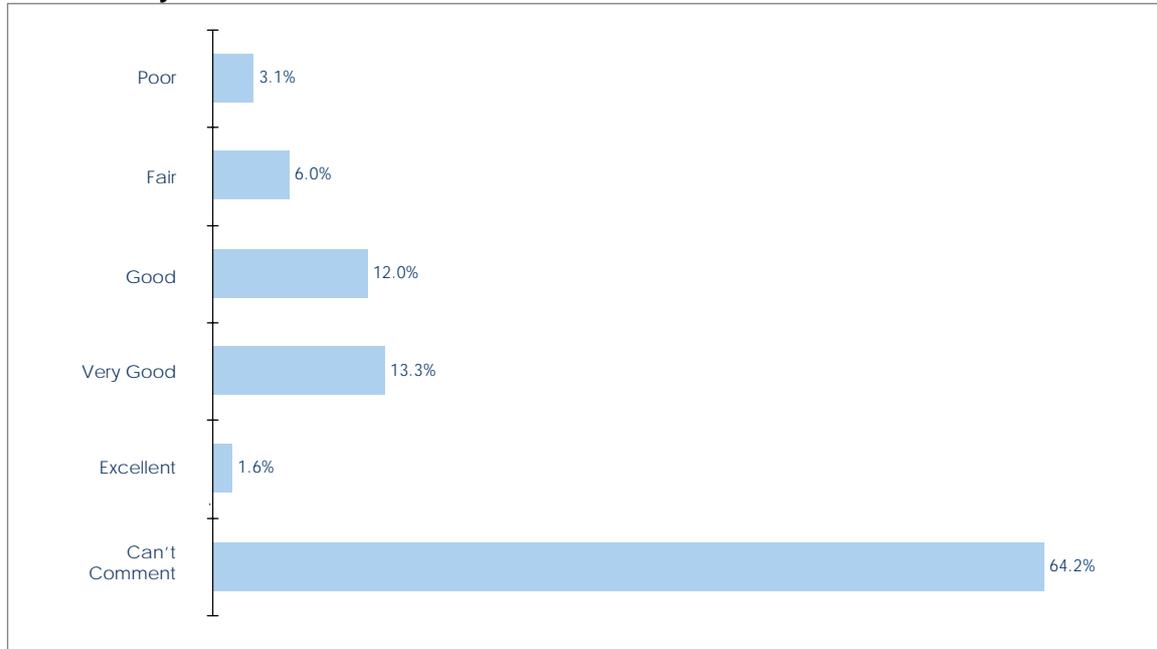


Source: FreshMinds; Base 385

### 5.1.2 Overall relevance of courses available

Again, a large proportion of respondent employers feel unable to comment regarding the relevance of courses available in their locality. However, 25% of respondents rate the relevance of courses in their locality as good or very good.

**Figure 41: From an employer's point of view, how do you rank the relevance of courses available in your area?**



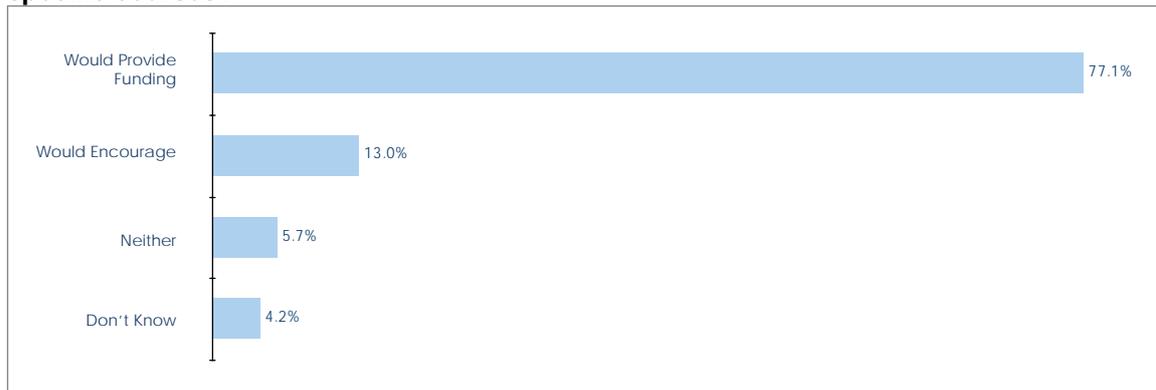
Source: FreshMinds; Base 385

## 5.2 Course Categories: Opportunities

### 5.2.1 Job-specific courses

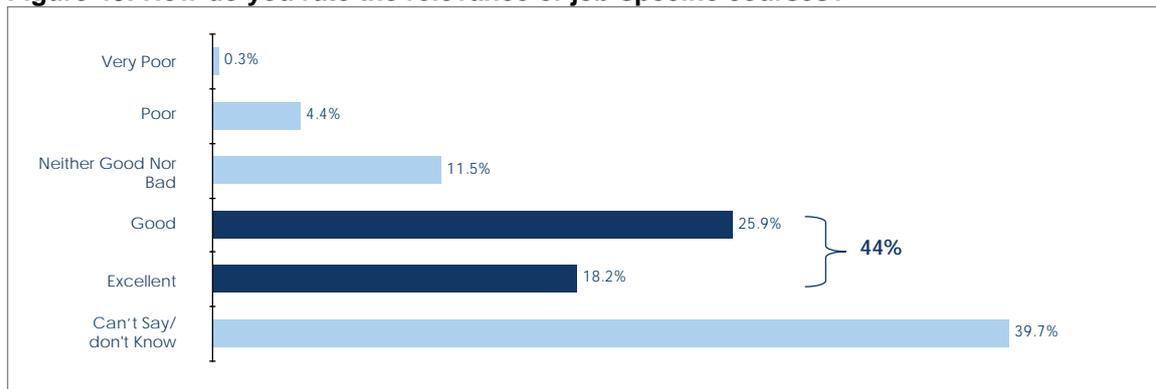
77% of all respondent employers would be willing to fund employees to undertake job-specific training courses but only 44% of those willing employers rate the relevance of job-specific courses in their locality as good or excellent. Only 6% of all respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 42: Would you be willing to fund, or simply encourage without funding, job-specific courses?**



Source: FreshMinds; Base 385

**Figure 43: How do you rate the relevance of job-specific courses?**

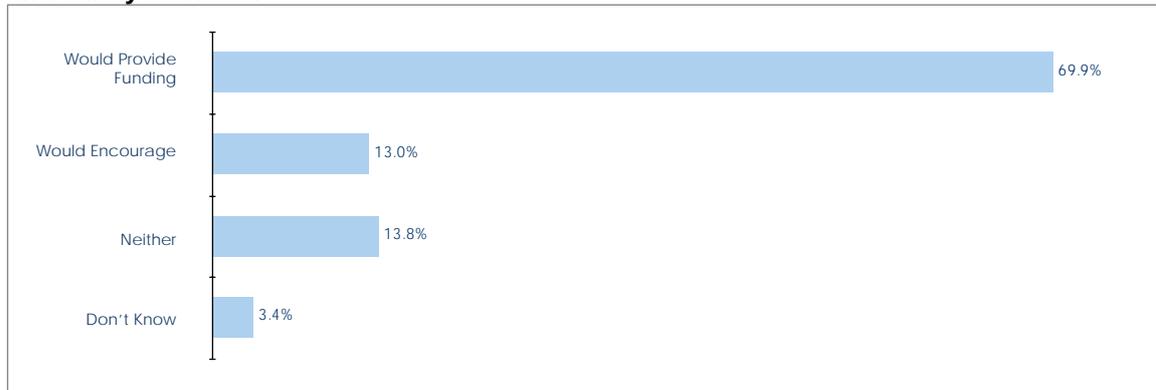


Source: FreshMinds; Base 297

## 5.2.2 Health and safety courses

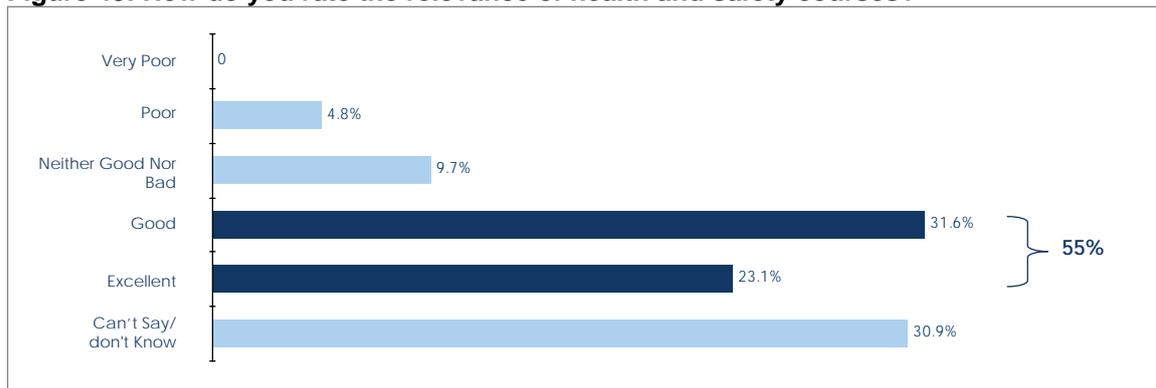
70% of all respondent employers would be willing to fund employees to undertake health and safety training courses but only 55% of those willing employers rate the relevance of health and safety training courses in their locality as good or excellent. Only 14% of all respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 44: Would you be willing to fund, or simply encourage without funding, health and safety courses?**



Source: FreshMinds; Base 385

**Figure 45: How do you rate the relevance of health and safety courses?**

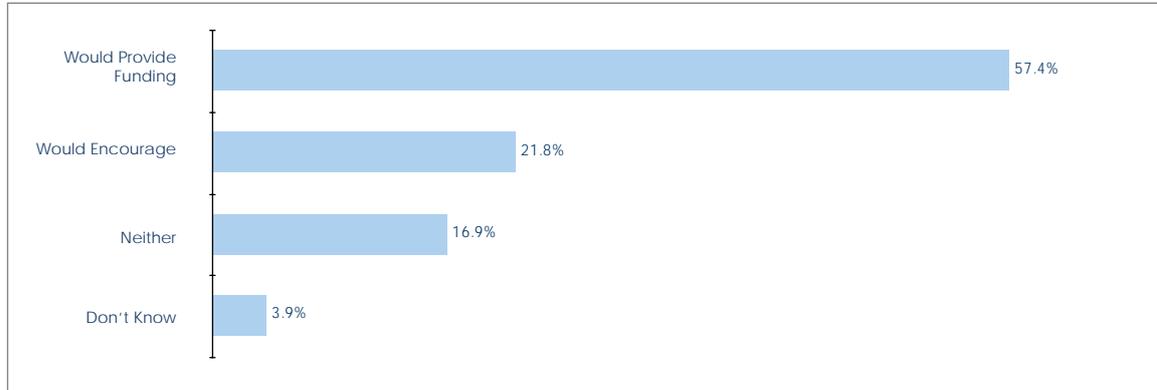


Source: FreshMinds; Base 269

### 5.2.3 IT courses

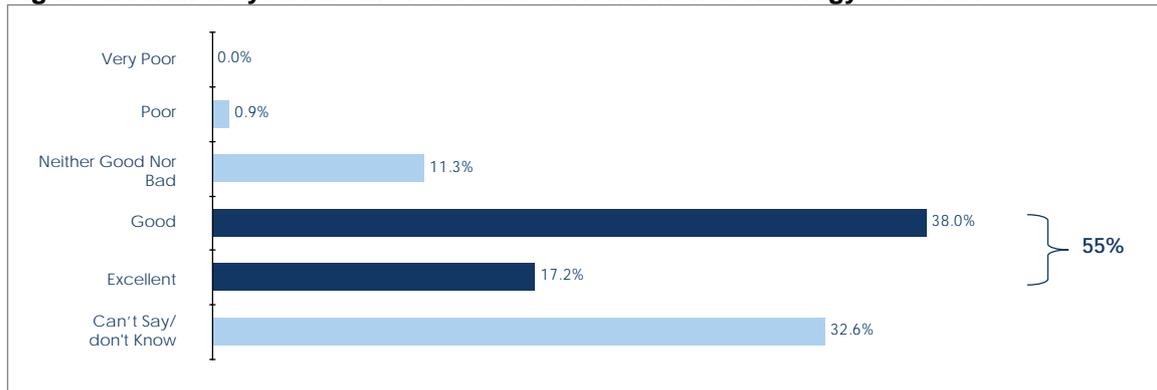
57% of all respondent employers would be willing to fund employees to undertake IT training courses but only 55% of those willing employers rate the relevance of IT training courses in their locality as good or excellent. Only 17% of respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 46: Would you be willing to fund, or simply encourage without funding, IT courses?**



Source: FreshMinds; Base 385

**Figure 47: How do you rate the relevance of IT and new technology courses?**

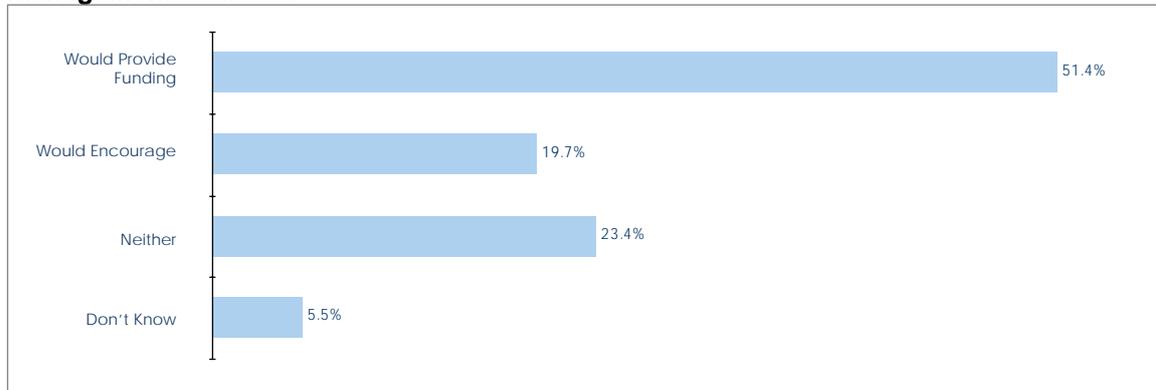


Source: FreshMinds; Base 221

### 5.2.4 Management courses

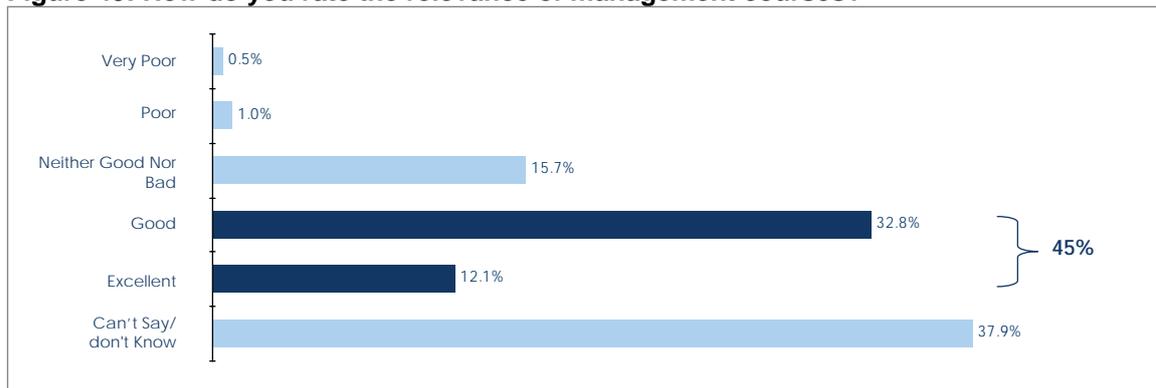
51% of all respondent employers would be willing to fund employees to undertake management training courses but only 45% of those willing employers rate the relevance of management training courses in their locality as good or excellent. 23% of respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 48: Would you be willing to fund, or simply encourage without funding, management courses?**



Source: FreshMinds; Base 385

**Figure 49: How do you rate the relevance of management courses?**

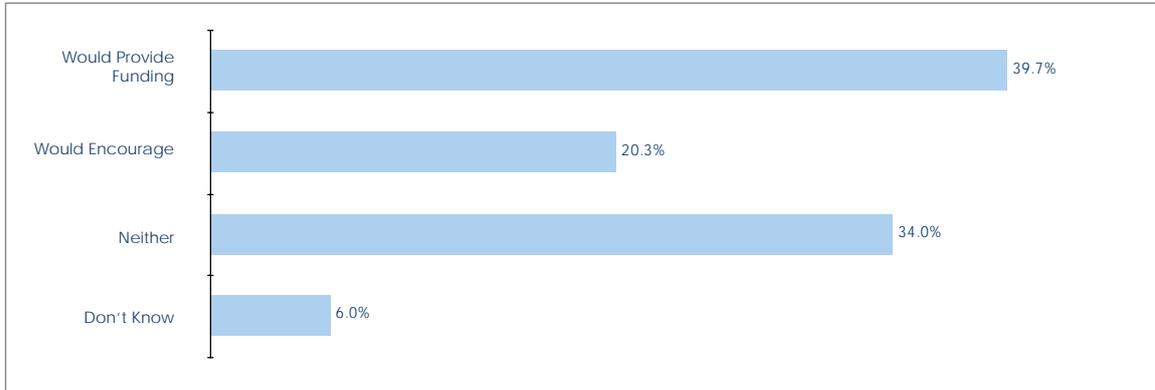


Source: FreshMinds; Base 198

### 5.2.5 Induction courses

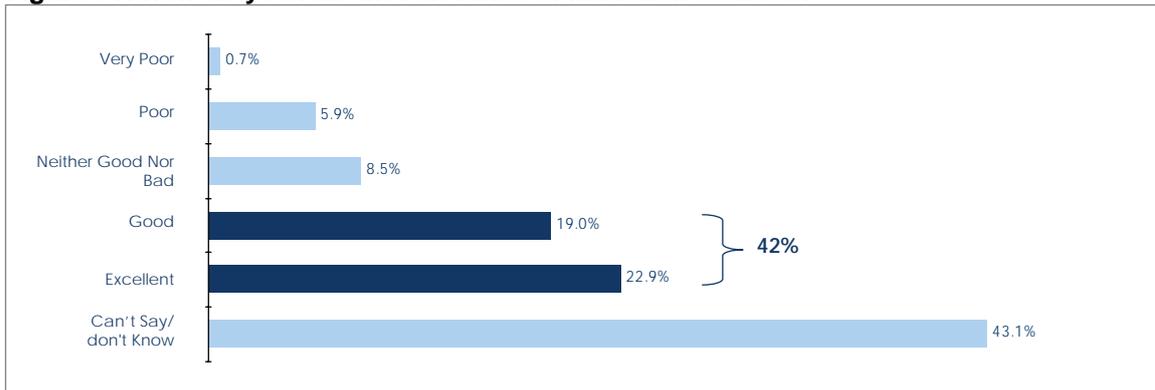
40% of all respondent employers would be willing to fund employees to undertake induction training courses and 42% of those willing employers rate the relevance of induction training courses in their locality as good or excellent. 34% of respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 50: Would you be willing to fund, or simply encourage without funding, induction courses?**



Source: FreshMinds; Base 385

**Figure 51: How do you rate the relevance of induction courses?**

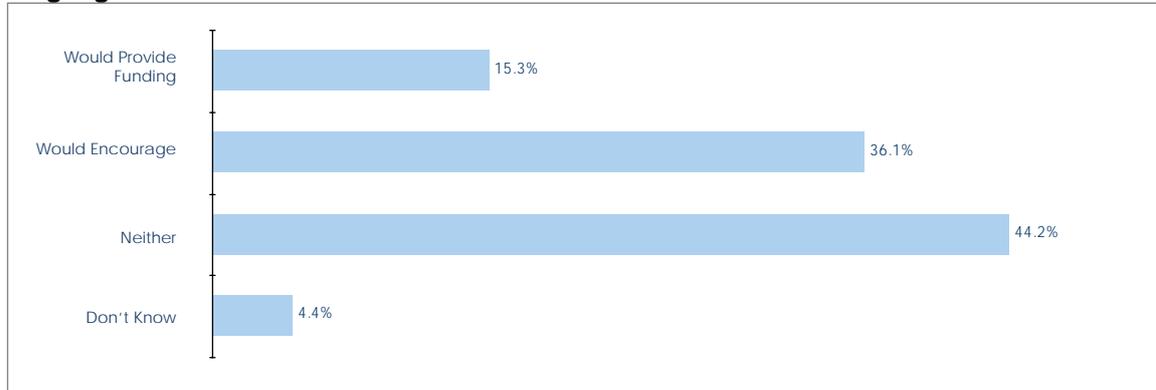


Source: FreshMinds; Base 153

### 5.2.6 Language courses

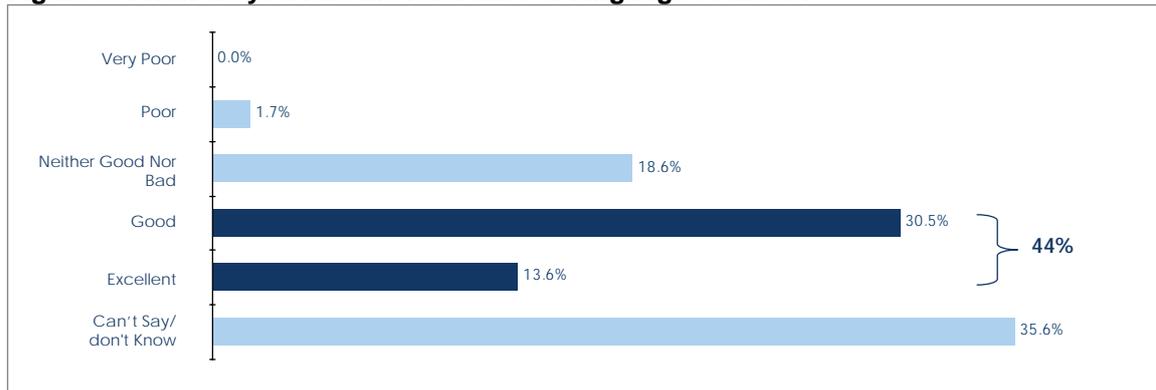
15% of all respondent employers would be willing to fund employees to undertake language training courses and 44% of those willing employers rate the relevance of language training courses in their locality as good or excellent. 44% of respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 52: Would you be willing to fund, or simply encourage without funding, language courses?**



Source: FreshMinds; Base 385

**Figure 53: How do you rate the relevance of language courses?**

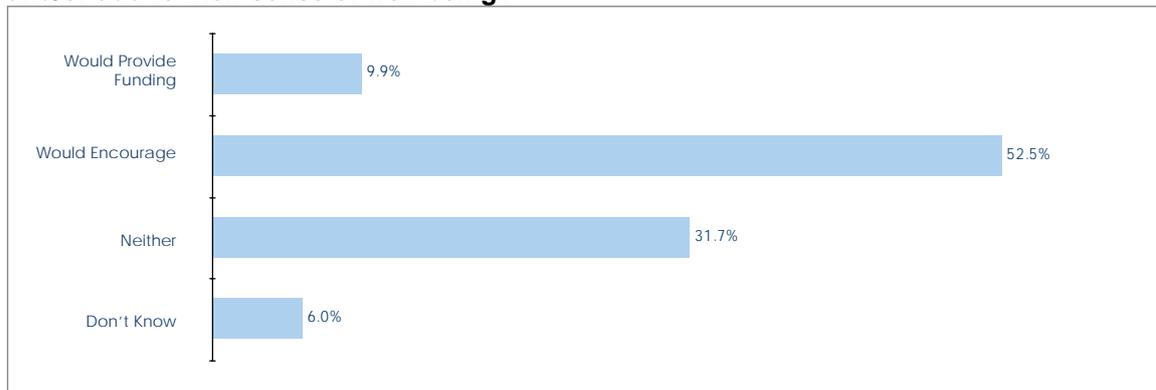


Source: FreshMinds; Base 59

### 5.2.7 Well-being courses

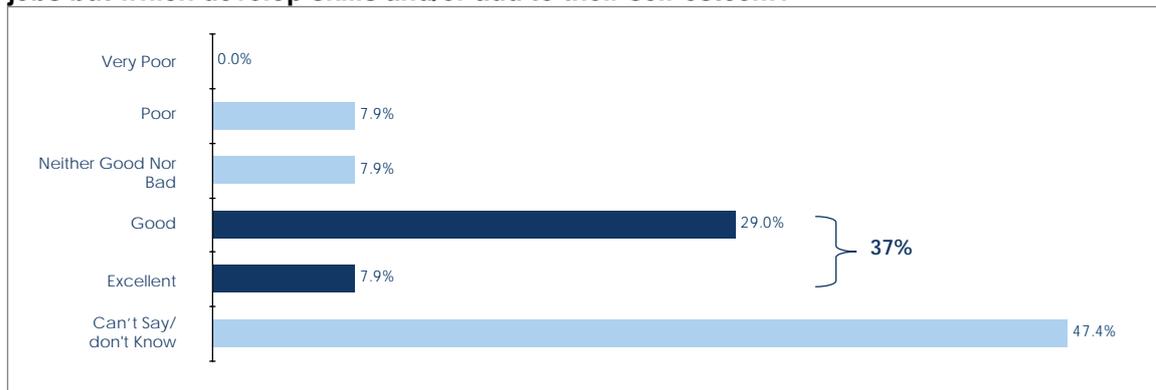
10% of all respondent employers would be willing to fund employees to undertake courses not directly relevant to their jobs but which develop useful skills or improve their sense of well-being whilst 37% of those willing employers rate the relevance of well-being courses in their locality as good or excellent. 32% of respondents would neither provide funding for these courses, nor encourage employees to undertake these courses.

**Figure 54: Would you be willing to fund, or simply encourage without funding, part-time courses not directly related to the employee's job but which develop useful skills and/or add to their sense of well-being?**



Source: FreshMinds; Base 385

**Figure 55: How do you rate the relevance of courses not directly related to employees' jobs but which develop skills and/or add to their self-esteem?**



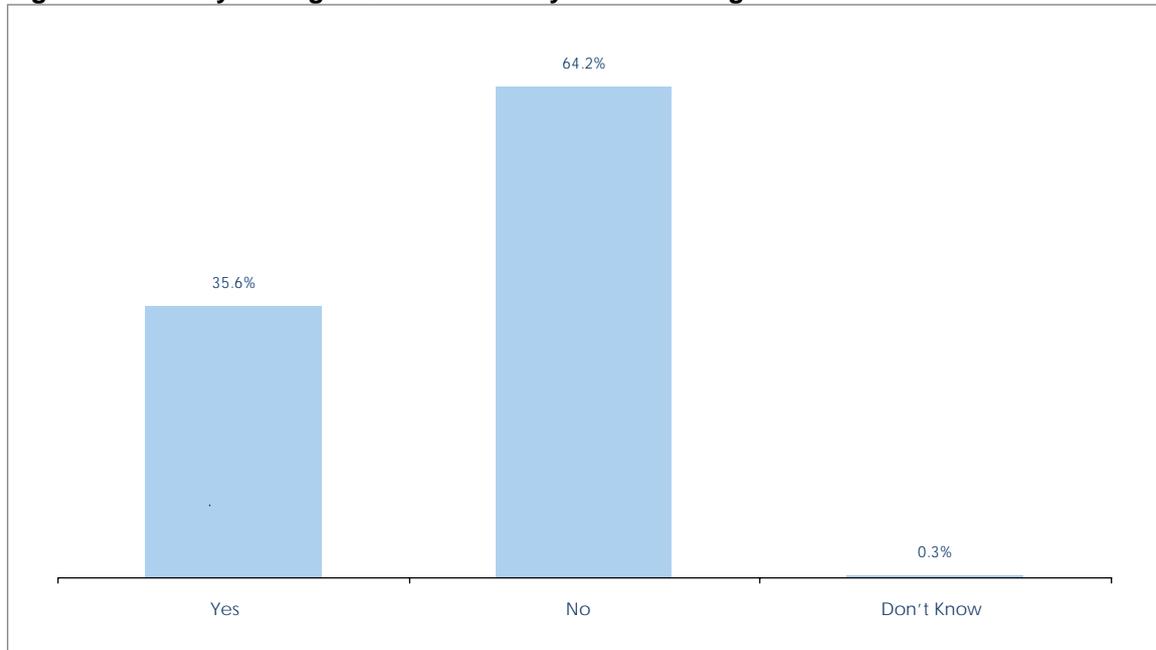
Source: FreshMinds; Base 38

## 5.3 Skills Shortages

### 5.3.1 Existence of skill shortages

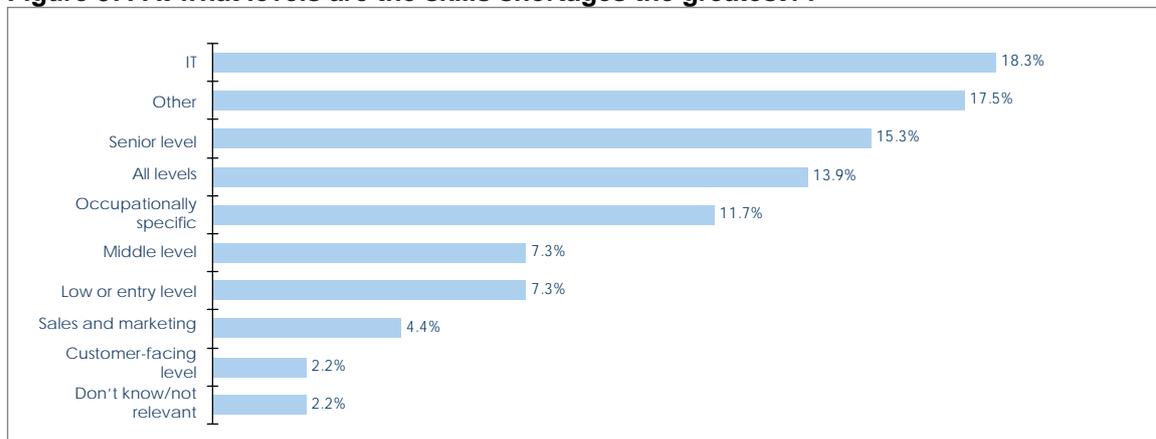
Only 36% of respondent employers report skills shortages within their firms, but of those who do report skills shortages, 18% believe their skills shortages lie in IT and 15% believe their skills shortages lie at the senior level.

**Figure 56: Does your organisation have any skills shortages?**



Source: FreshMinds; Base 385

**Figure 57: At what levels are the skills shortages the greatest??**

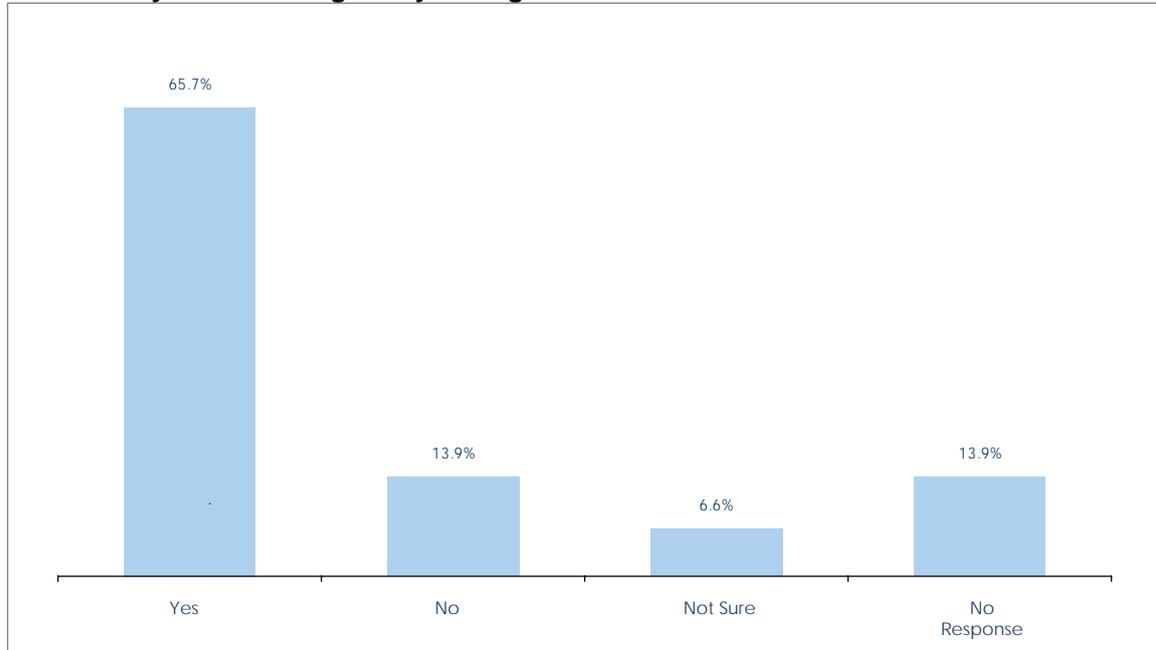


Source: FreshMinds; Base 137

### 5.3.2 Skills shortages and part-time study

66% of employers suffering from skills shortages believe that allowing employees to undertake part-time study helps to alleviate those skill shortages. Only 14% of employers suffering from skills shortages believe that allowing employees to undertake part-time study does not contribute towards narrowing the skills gaps in their firm.

**Figure 58: Does allowing your employees to become involved in part-time study help to alleviate any skills shortages in your organisation?**



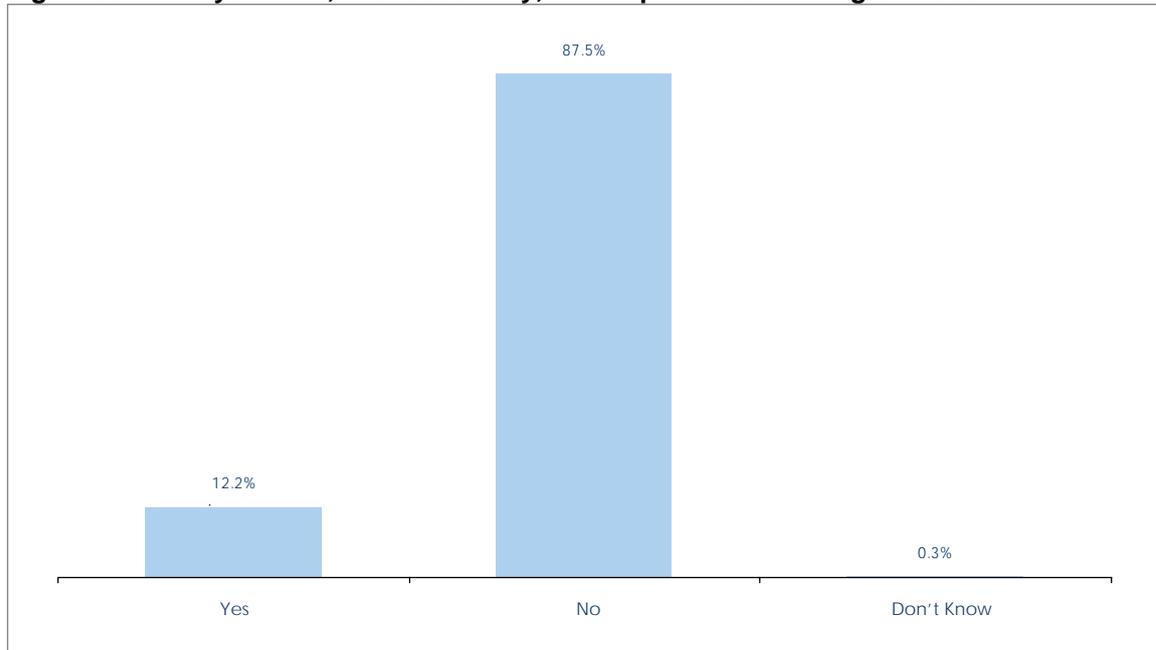
Source: FreshMinds; Base 137

## 5.4 Matching Demand and Supply

### 5.4.1 Finding part-time courses

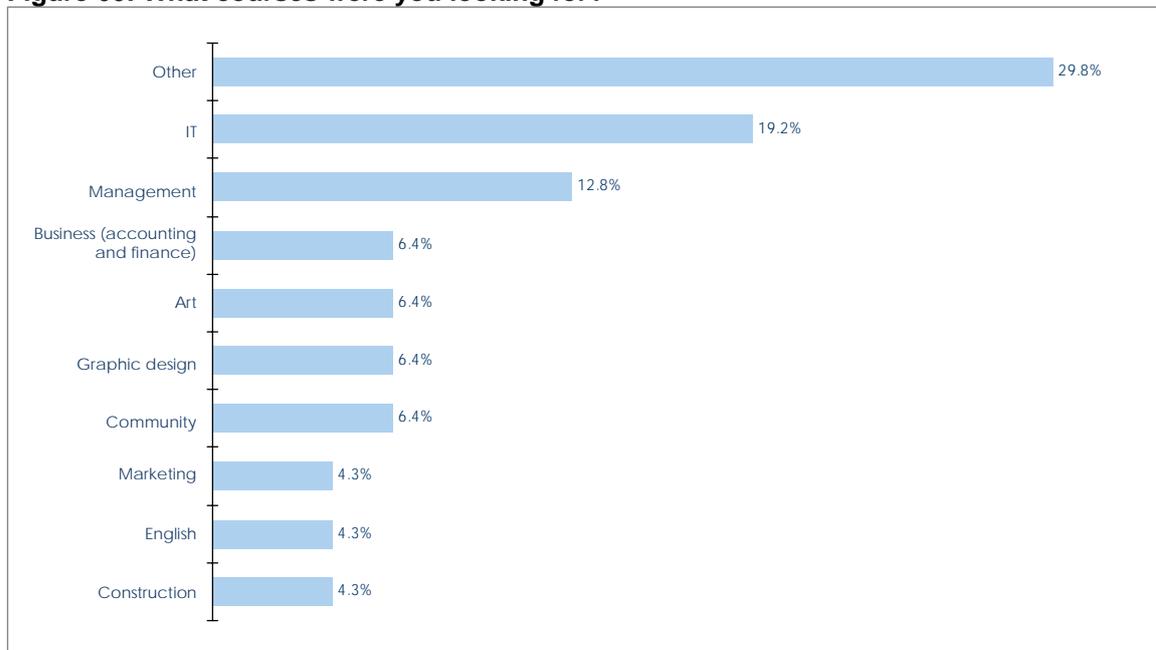
Only 12% of respondent employers have tried unsuccessfully to find a part-time learning course for their employees. Of those who have unsuccessfully tried to find a part-time course, 19% were looking for an IT and new technology course and 13% were looking for a management course.

**Figure 59: Have you tried, unsuccessfully, to find part-time learning courses?**



Source: FreshMinds; Base 385

**Figure 60: What courses were you looking for?**

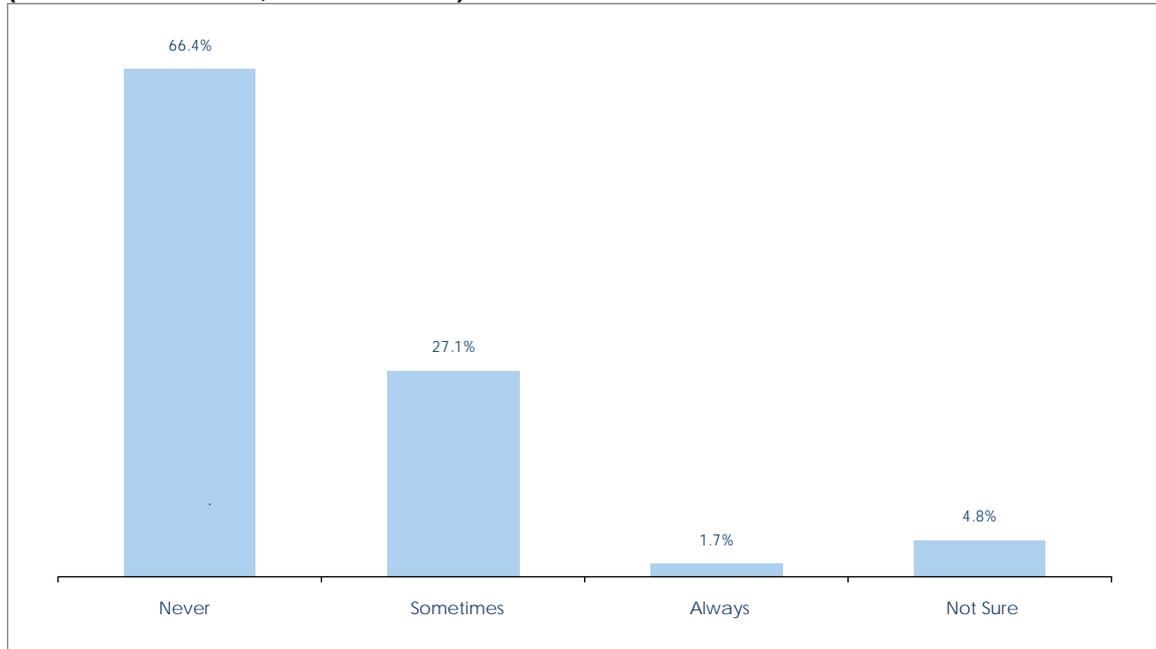


Source: FreshMinds; Base 47

#### 5.4.2 Use of intermediaries

Only 29% of respondent firms use, or have used, intermediaries to find part-time courses for their employees. 66% of firms that employ such individuals never use intermediaries to find part-time training courses.

**Figure 61: Do you use intermediaries to find part-time courses for your employees (such as learndirect, Business Link)?**



Source: FreshMinds; Base 292

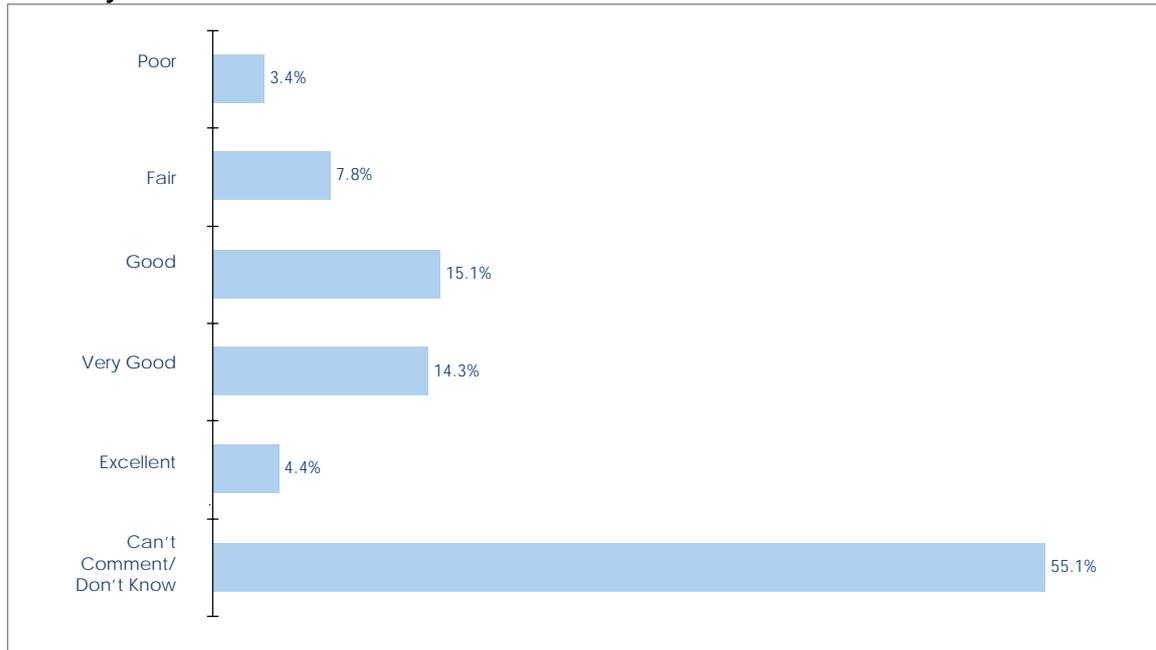
## 6 PART-TIME TRAINING COURSE MARKET: SUPPLY

### 6.1 Overview of Supply

#### 6.1.1 Availability of courses

Only 34% of respondent employers rate the availability of training and study courses in their locality as good, very good or excellent. 3% of respondents rate the availability of courses as poor and 55% do not feel in a position to comment.

**Figure 62: How would you rate the availability of the training and study courses on offer in your area?**



Source: FreshMinds; Base 385

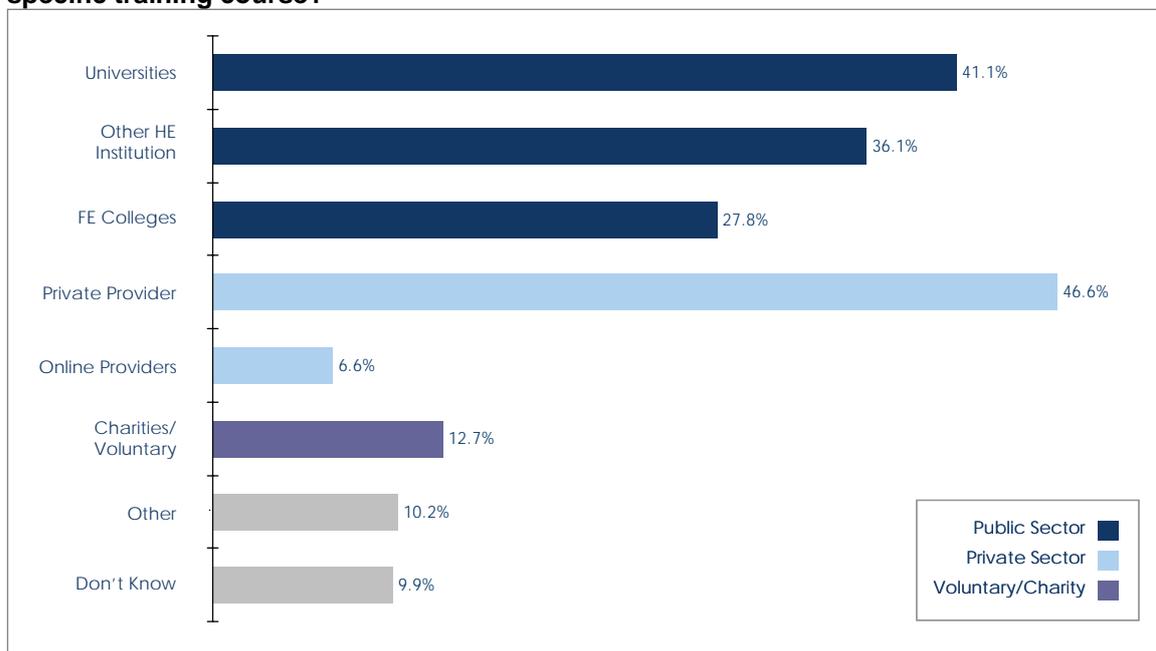
## 6.2 Expectations about Course Providers

As well as identifying the providers which employers expect their employees to have attended when undertaking additional study, the providers have also been grouped to provide insight as to whether employers look more to the private, public or voluntary sector to provide the training and courses.

### 6.2.1 Job-specific courses

Employers seem to look more to the private sector to provide job-specific training; 47% of respondent employers would expect employees to attend private institutions to undertake job-specific training courses. However, 41% would expect employees to attend universities, 36% would expect employees to attend other higher education institutions and 28% would expect employees to attend further education colleges.

**Figure 63: What institutions would you expect employees to attend to undertake a job-specific training course?**

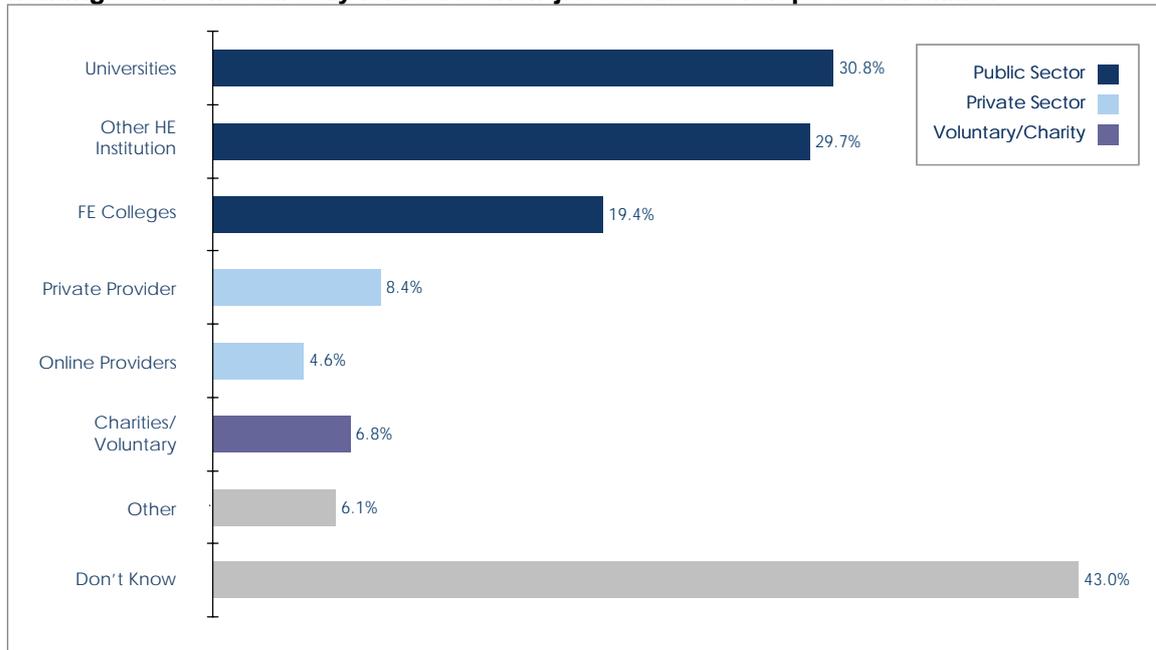


Source: FreshMinds; Base 363; multiple responses were allowed for this question

### 6.2.2 Non-job-related courses

Employers seem to look to the public sector to provide non-job-related courses; 31% of respondent employers expect employees to attend universities and 30% expect employees to attend other higher education institutions to undertake non-job-related courses. 43% of respondents do not know which institutions they would expect employees to attend when undertaking this type of course.

**Figure 64: What institutions would you expect employees to attend to undertake a training course not directly related to their job but that develops useful skills?**

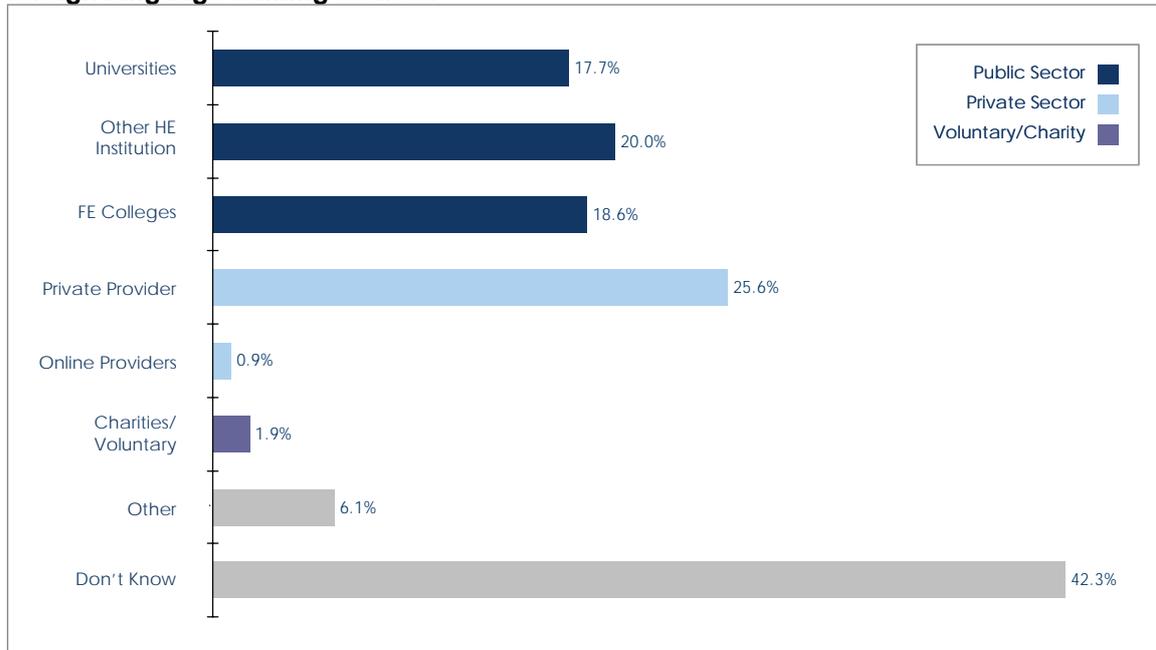


Source: FreshMinds; Base 263; multiple responses were allowed for this question

### 6.2.3 Foreign language courses

Employers seem to look to the private sector to provide foreign language courses with 26% of respondent employers expecting employees to attend private institutions to undertake language training courses. 18% expect employees to attend universities and 20% expect them to attend other higher education institutions. 42% of respondents do not know which institutions they would expect employees to attend.

**Figure 65: What institutions would you expect employees to attend to undertake a foreign language training course?**

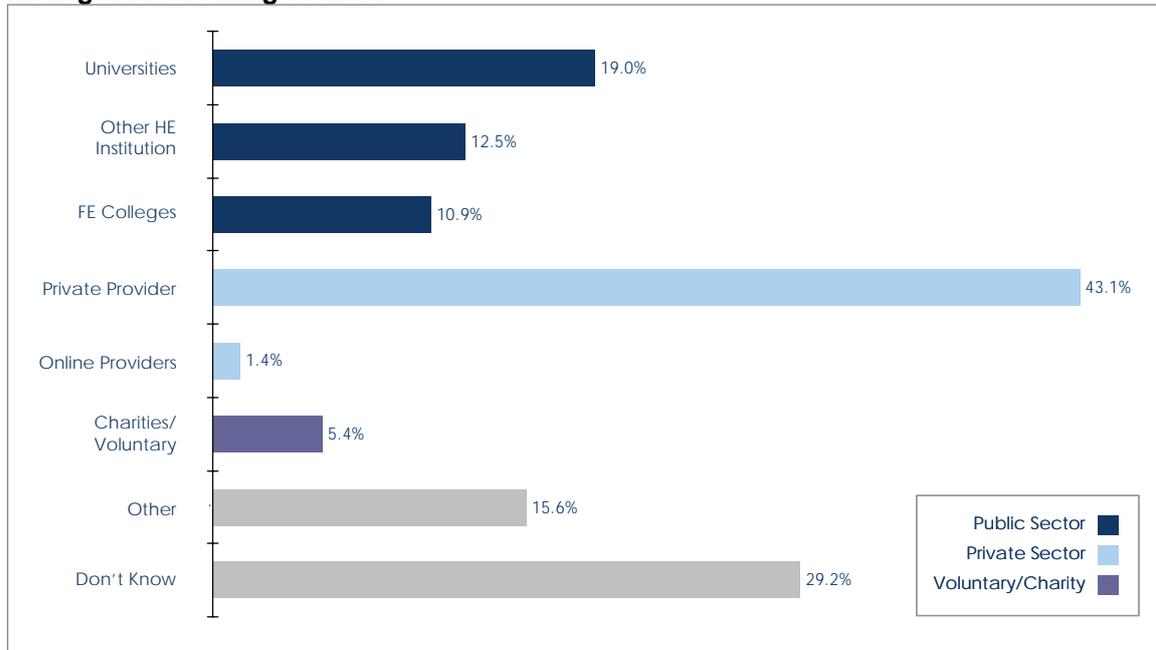


Source: FreshMinds; Base 215; multiple responses were allowed for this question

### 6.2.4 Management courses

Employers overwhelmingly look to the private sector to provide management courses; 43% of respondent employers expect employees to attend private providers to undertake management training courses. 19% of respondent employers expect employees to attend universities and 13% expect employees to attend other higher education institutions. 29% of respondents do not know which institutions they would expect employees to attend.

**Figure 66: What institutions would you expect employees to attend to undertake a management training course?**

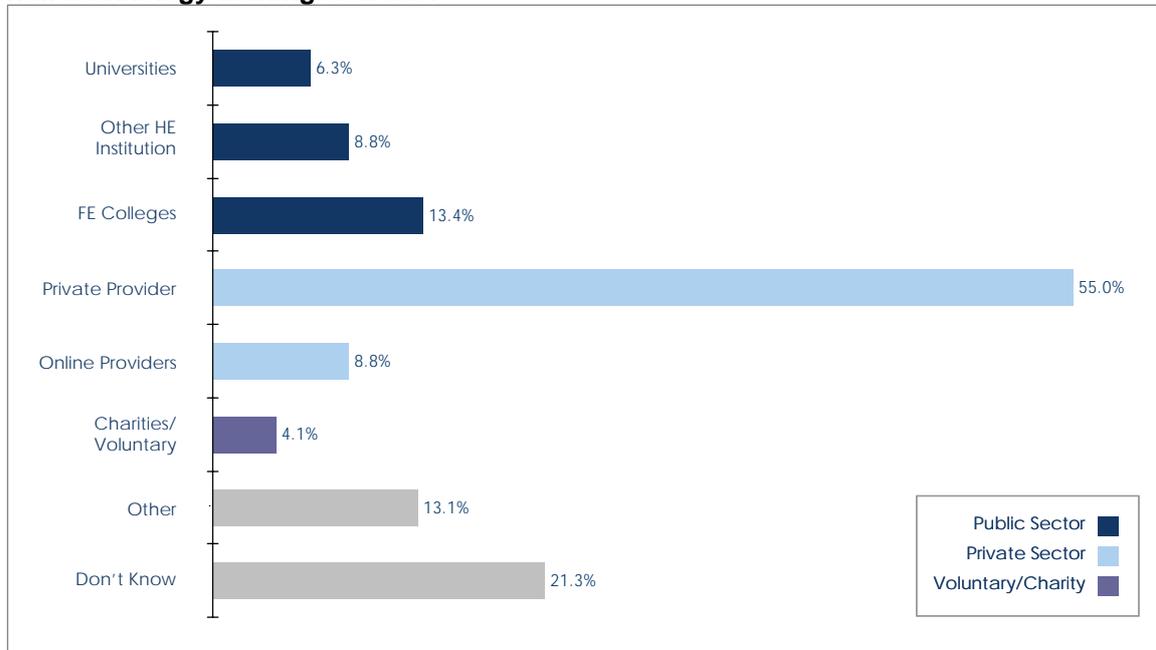


Source: FreshMinds; Base 295; multiple responses were allowed for this question

### 6.2.5 IT courses

Employers overwhelmingly look to the private sector to provide IT courses; 55% of respondent employers would expect employees to attend private institutions to undertake IT and new technology training courses. Only 6% would expect employees to attend universities for such training and only 9% expect employees to attend other higher education institutions.

**Figure 67: What institutions would you expect employees to attend to undertake IT and new technology training courses?**

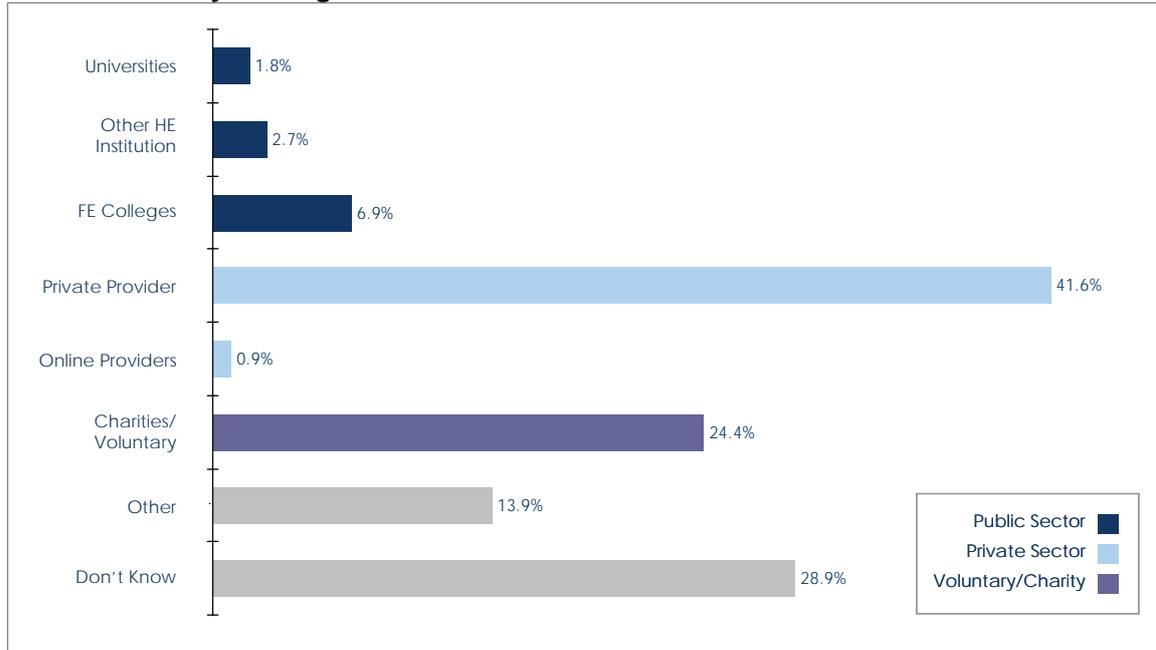


Source: FreshMinds; Base 320; multiple responses were allowed for this question

### 6.2.6 Health and safety courses

Employers overwhelmingly look to the private sector to provide health and safety courses; 42% of respondent employers would expect employees to attend private institutions to undertake health and safety training courses. 24% of respondent employers would expect employees to attend charities or voluntary associations in order to undertake such courses. Only 1.8% of employers surveyed expect employees to attend universities and only 3% would expect employees to attend other higher education institutions. 29% of respondents do not know which institutions they would expect employees to attend.

**Figure 68: What institutions would you expect employees to attend to undertake a health and safety training course?**

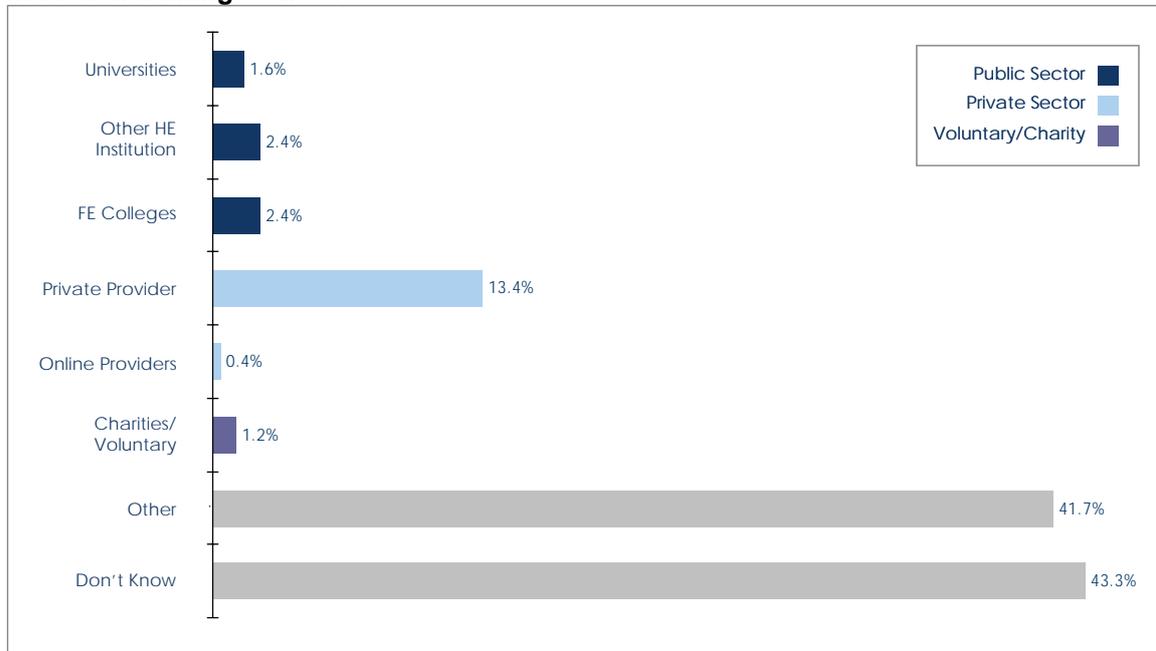


Source: FreshMinds; Base 332; multiple responses were allowed for this question

### 6.2.7 Induction courses

Respondent employers do not expect employees to attend any of the major market players to undertake induction training and 43% do not know where they would expect employees to undertake such training.

**Figure 69: What institutions would you expect employees to attend to undertake an induction training course?**



Source: FreshMinds; Base 254; multiple responses were allowed for this question

## 7 REGIONAL PERCEPTIONS

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### 7.1 Overview

The following analysis explores the regional difference in employers' attitudes towards part-time study across London.

#### 7.1.1 North London

Employers in North London are marginally more likely to encourage part-time study amongst their employees and 73% of respondents have employees who are studying or had studied on part-time courses during the course of their employment. Similarly to other London employers, the respondents from this region are very unlikely to directly approach an academic institution; 69% said they had not. The respondents from North London were notably positive about employees who had undertaken part-time study; only 7% perceive a poorer quality of output from those employees, while 77% think they are as good as or better than other employees. Respondents also perceive the academic institutions in the region favourably; 18% believe that the institutions' responses to information requests are 'excellent' and 41% that they are 'good'. However, the majority, 64%, believed they could be better informed of the services of institutions in the area.

#### 7.1.2 East London

Employers in East London are the only employers less likely to have a policy for encouraging part-time study amongst their staff; 52% of respondents replied that they do not encourage it. However, interestingly, they are also the regional employers most likely to have approached an academic institution; 44% had done so, as opposed to approximately 30% in other regions. Their slightly lower tendency to have a part-time study policy is not reflected in the practice of the firms as 85% responded that they have or have had employees studying part-time whilst working and 39% of respondents think that these employees worked better than those not studying. East London employers are amongst the regions most likely to label the help available from academic institutions as 'poor' (8% of respondents); however, 58% thought they were 'good' and another 8% 'excellent'.

#### 7.1.3 South London

Following the trend, a slight majority of South London employers (55%) actively encourage part-time study amongst employees, and the vast majority (78%) employ people who studied part-time during work. However, South London was one of the two regions where the perception of the quality of part-time students' work compared with others' was lower, with only 16% of respondents believing that they are better quality employees; 58% found them the same, while the proportion of those unsure was higher than for any other group (at 26%).

#### 7.1.4 West London

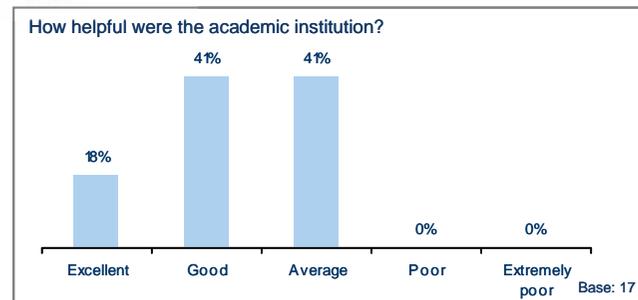
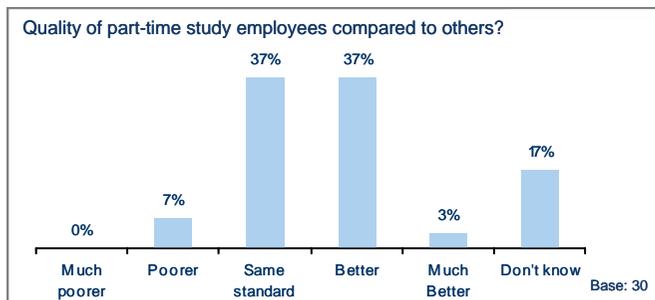
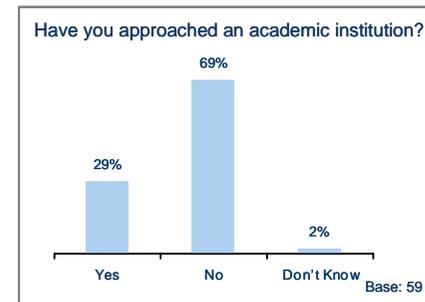
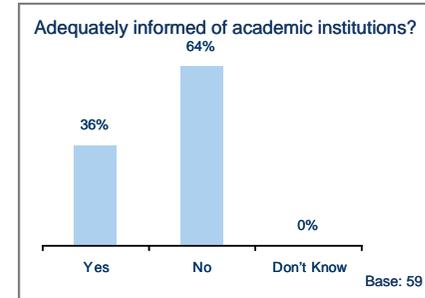
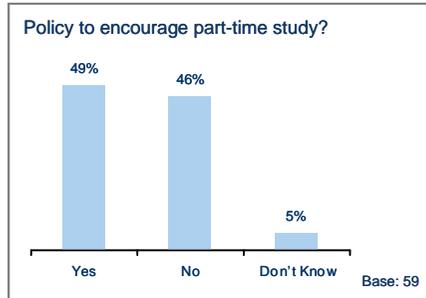
West London has the highest proportion of respondents replying that their employees are involved in part-time study courses; 92% replied affirmatively. When considering academic institutions, the norm was to reply that they are not properly informed (64%) and 60% have not approached institutions themselves. However, there are no extreme views towards the institutions; no respondents think they were 'excellent', yet neither do any believe they are below average.

### 7.1.5 Central London

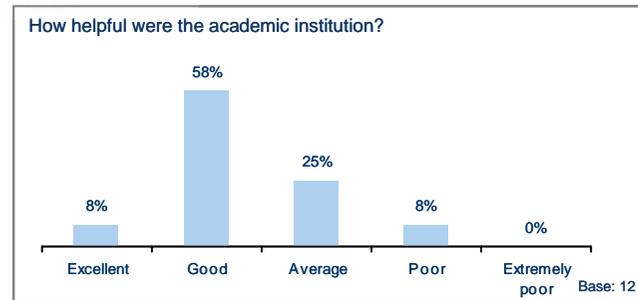
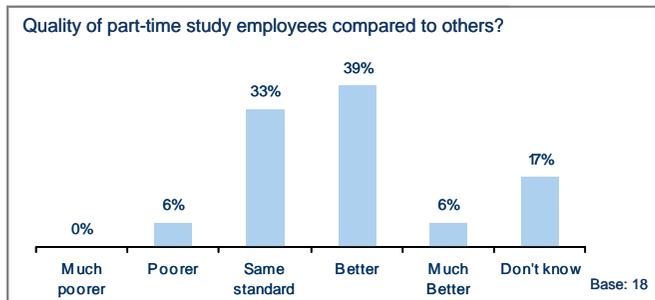
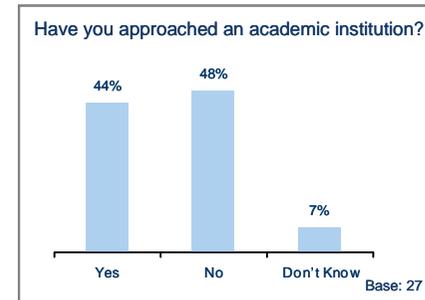
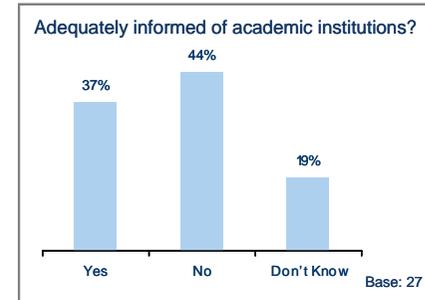
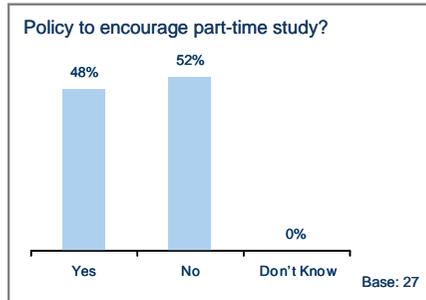
Central London employers followed trends by employing people who had studied part-time and by having a policy to encourage part-time study amongst workers; 73% have workers who are studying or had studied part-time during work. Central London employers exhibited a slightly more ambivalent attitude to the quality of those emerging from part-time study than their North and East London counterparts; 46% were deemed of a similar quality with 28% better or much better. By comparison, they are very satisfied by the helpfulness of the academic institutions in the area; 26% think they are 'excellent' and a further 35% think they are 'good'. Interestingly, this area was the only one in which any employers consider that the academic institutions were 'extremely poor'; this accounted, however, for only 3% of results in the area.

## 7.2 Regional Summaries

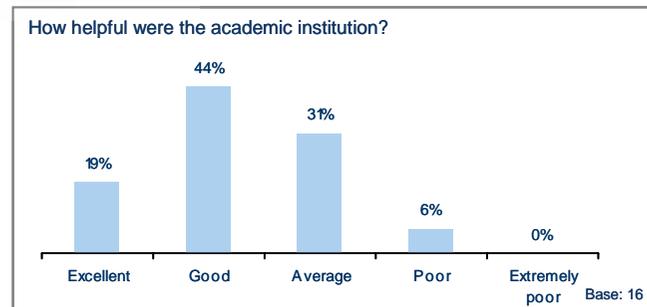
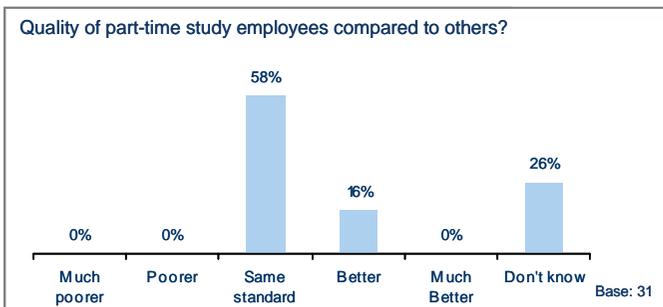
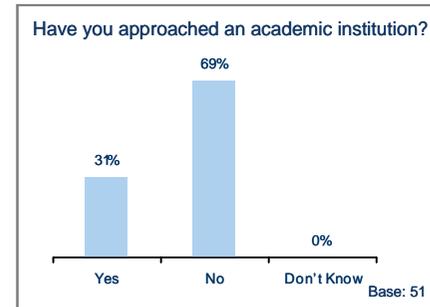
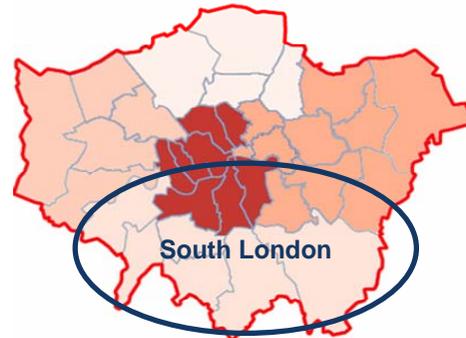
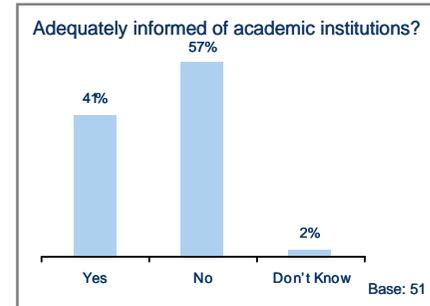
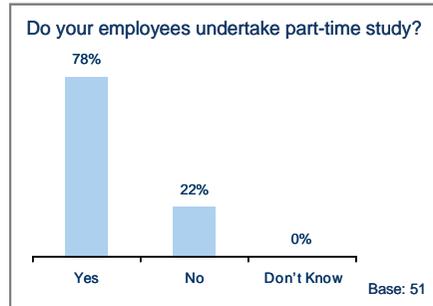
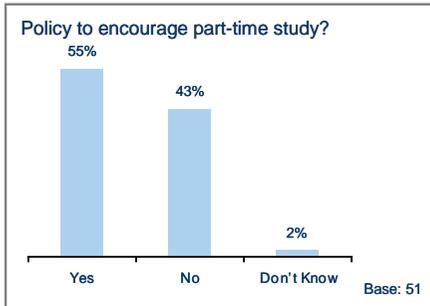
### 7.2.1 North London



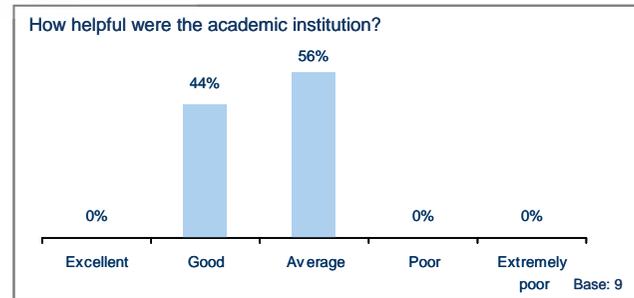
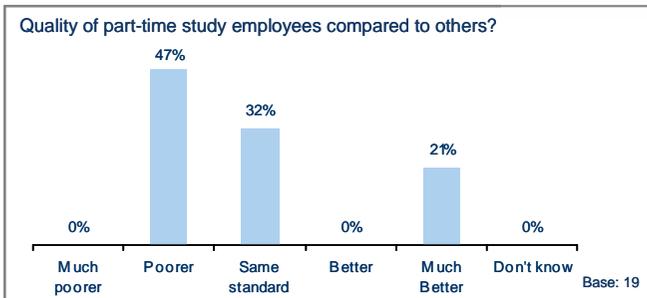
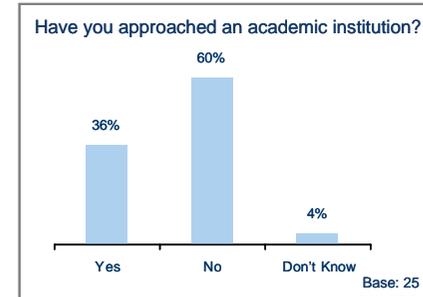
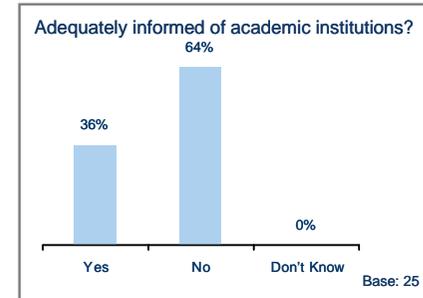
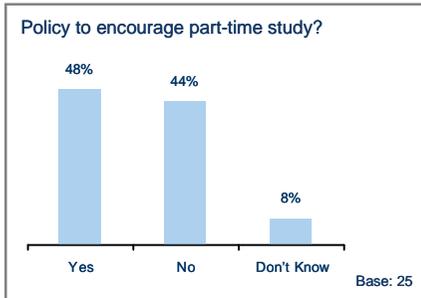
## 7.2.2 East London



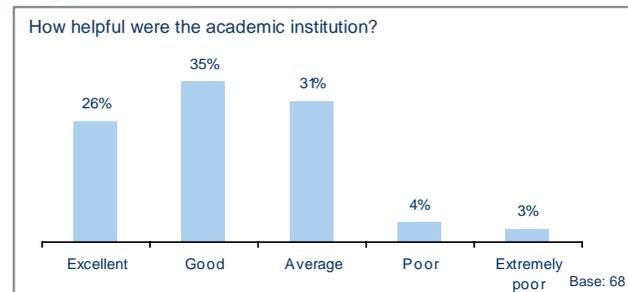
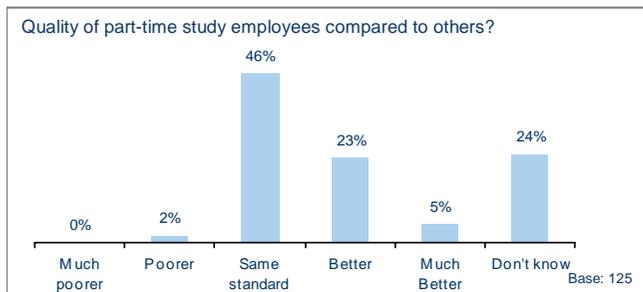
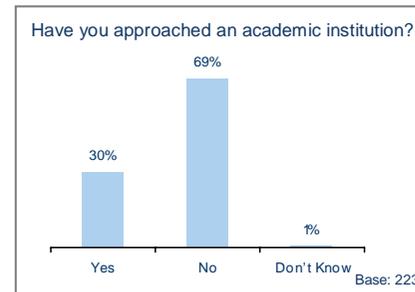
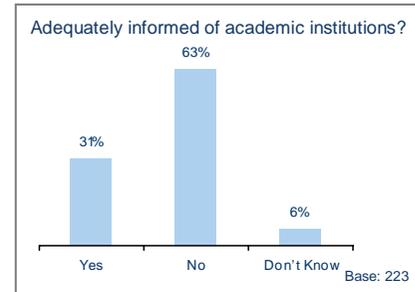
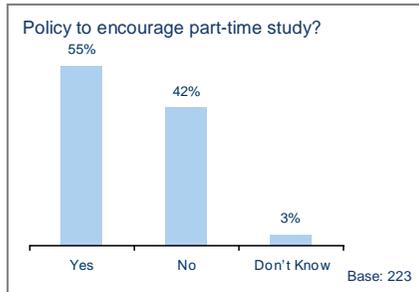
### 7.2.3 South London



## 7.2.4 West London



## 7.2.5 Central London



## 8 CONCLUSIONS

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### 8.1 Background

Employers' current attitudes towards employees who have undertaken part-time study are very positive; most employers (58%) have employed individuals who have obtained their qualifications through part-time study and three quarters (75%) of those employers rate their employees with part-time qualifications as of a similar standard or better than their full-time counterparts. A high completion rate of part-time courses by employees (90%) contributes to the positive view employers have of employees undertaking part-time study.

The pursuit of part-time study by employees seems widespread with over three quarters of firms reporting that employees had undertaken part-time study whilst working at their organisation. However, nearly two thirds of employers surveyed (60%) believe the main purpose of part-time study for their employees was for their personal or professional development as opposed to being for the purpose of tackling existing skills gaps in the firm. So, whilst accepting the general benefits that part-time study can bring to the individual, employers do not seem to fully recognise the benefits that can be realised by their organisation from having employees undertake part-time study to address specific requirements of the business, such as skills gaps.

### 8.2 Employer Focus

#### 8.2.1 Attitudes to part-time study

Focusing on employer attitudes towards part-time study reveals further evidence of a positive attitude towards part-time study and a similar acceptance of the benefit to the individual of employees undertaking part-time study. The vast majority (90%) of firms view the effects of part-time study on employees as positive or fairly positive; this is consistent with the report's findings that the main purpose of undertaking part-time study is the personal and professional development of the employee. However, firms appear to accept that both the employer and the individual stand to gain from an employee undertaking part-time study, as over three quarters of employers (77%) state that there is mutual firm / employee benefit from an employee completing a course of part-time study.

However, this should not be taken as a total endorsement of part-time study by employers; 16% of employers see the employee as the main beneficiary of part-time study and nearly 20% of employers suggest that they would be more likely to encourage employees to undertake part-time study if they could see reliable evidence of the benefit that undertaking a course would have for their employees. When combined with the modest number of firms who see part-time courses as a way to directly address skills shortages, it appears that some employers still need convincing of the benefits to their firm of their employees undertaking part-time study.

In addition to existing reservations about the benefit to employers of having employees undertake part-time study, the financial cost of part-time study to the organisation seems to be an important factor in containing employers' enthusiasm for part-time study; nearly a third of employers (30%) suggest that increased government subsidies for part-time study would make them more likely to encourage part-time study amongst their employees.

There is agreement among firms (70%) that part-time study should lead to a recognised qualification and it is likely that increased certification of part-time courses would increase employer-wide endorsement of part-time study.

### 8.2.2 Employer awareness

There is a severe lack of information reaching employers from London's academic institutions and employers themselves seem reluctant to seek out this information. Nearly two thirds of employers (61%) do not feel sufficiently informed about the market for part-time training courses to offer advice to employees seeking to undertake part-time study. This is likely to be because they have not heard or read any information about the courses available at London academic institutions; over two thirds (69%) of these uninformed employers have not heard or read any information about the courses available and this is unsurprising when only 32% of all employers, informed or uninformed, have approached an academic institution regarding the courses they have to offer. A smaller figure, only 22% of respondents, monitors the relevance of courses in their locality.

However, there may also be an issue with the quality as well as the quantity of information available; nearly one third of the employers who do not feel sufficiently informed to offer advice to employees seeking to undertake part-time study claim to have heard or read information about the courses available and still do not feel they are in a position to offer advice to those employees; therefore the quality of information produced and made available may be a point of concern for London's academic institutions.

### 8.2.3 Employer policies

A key finding of this report is the *ad hoc* and informal nature of employers' policies towards part-time study. In 38% of employers, the responsibility for requesting that an employee undertake part-time study is not clearly assigned between the employee and the employer. In those firms where responsibility is assigned it usually rests with the employee, so imposing a significant burden on the employee; it is the employee who must consider his/her own personal and professional development as well as the skills shortages of the firm before finding out about available courses and trying to persuade his/her employer of the merits of allowing him/her to undertake the necessary course. This is may to lead to fewer numbers of employees pursuing those part-time study opportunities that do exist.

The *ad hoc* nature of employers' policies towards part-time study also exists regarding the support offered to employees who intend to pursue part-time study courses; only half of employers (53%) have a policy for supporting those who undertake part-time study and 21% of those that do, describe it as an informal policy where requests to undertake part-time study are assessed on a case by case basis. Unsurprisingly, the smaller the firm, the less likely it is to have a policy for supporting those employees who intend to undertake part-time study.

Two thirds of respondent employers provide funding for employees undertaking part-time study. Unsurprisingly, large firms are more likely to provide funding support than small firms or micro businesses and this is likely to be due to the greater concern smaller firms have with narrow profit margins, and their general reluctance to invest in products or projects that do not offer a short-term, quantifiable return. Indeed, the main reason put forward by firms for not providing funding for employees undertaking part-time employment is budget constraints.

The *ad hoc*, informal nature of employers' policies towards part-time study again becomes important regarding funding arrangements; over two thirds of respondents that fund employees do so through an arrangement other than providing a fixed percentage of fees or a fixed amount towards fees. Of those employers who do have one of these more conventional arrangements in place there appears to be a general willingness to provide the full amount of fees an employee will incur when undertaking part-time study.

Almost three quarters of firms (74%) allow employees time off for revision or classes to assist them in their part-time study and, again, large firms are more likely to offer this support. This is likely to be because small firms have fewer resources available to cover the responsibilities of an employee taking time off and, indeed, 34% of those firms who do not allow time off for revision or classes believe they are unable to do so because the workplace is too busy.

However, firms overwhelmingly report that their arrangements for granting time off are informal and that they made decisions on a case by case basis.

### 8.2.4 Employers and subsidies

Over three quarters of employers (80%) are unaware of the subsidies currently made available by the government for part-time training and with budgetary constraints being such an important reason for employers not funding part-time study, and nearly a third of employers (30%) suggesting that increases in subsidies would make them more likely to encourage part-time study among employees, it seems clear that increasing employers' awareness of available subsidies may do much to increase the take up levels of part-time study among employees.

## 8.3 Part-time Training Course Market: Demand

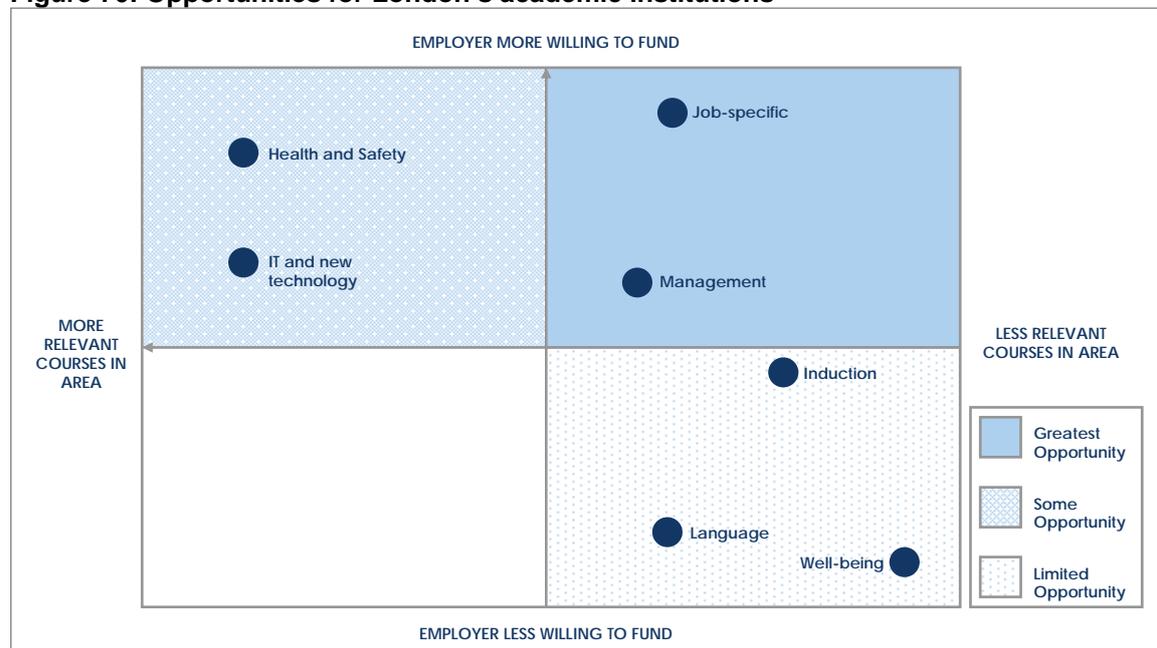
### 8.3.1 Overview of demand

Whilst there is generally a high level of awareness of part-time study opportunities in London, this does not in every case translate into a detailed understanding of what is available. Around two thirds of firms (64%) felt unable to comment upon the relevance of courses that were available in their locality.

### 8.3.2 Opportunities

Figure 70 shows the areas of part-time study that offer the greatest opportunity for London's academic institutions. By considering the willingness of employers to fund a particular type of course and the employers' impressions of the relevance of courses currently available in their locality, it is possible to establish where the greatest opportunities exist to provide part-time courses which will capture existing demand.

**Figure 70: Opportunities for London's academic institutions**



Source: FreshMinds; this figure shows relative values and has been derived by FreshMinds from responses from employers based on questions concerning the perceived relevance of, and willingness to, fund specific course areas

Job-specific courses and management courses offer the greatest opportunity for London's academic institutions because employers express a willingness to fund employees to

undertake these courses and have high levels of dissatisfaction with the relevance of courses currently available on the market in their locality.

Health and safety and IT and new technology courses offer some opportunity for London's academic institutions as employers express a willingness to fund employees to undertake these courses. However, employers are more content with the relevance of existing health and safety and IT courses available in their locality; this makes it likely that competition from existing providers will be greater and opportunities will therefore be more limited. However, it is important to note that employers' general levels of satisfaction with the relevance of all varieties of part-time courses in their locality was low with 37% and 55% of employers rating the relevance of specific courses in their locality as good or excellent; there is undoubtedly some opportunity in these areas.

Induction courses, language courses and well-being courses offer only limited opportunities for London's academic institutions because, despite there being general employer dissatisfaction with the relevance of these courses in their locality, there is also a reluctance among all employers to fund employees to undertake these courses. However, if employers can be persuaded of the benefits of having employees undertake these courses, or if subsidy arrangements are reformed and information is made more available, employers may be more willing to fund employees to undertake these courses and they will, in turn, become an important area of opportunity for London's academic institutions.

### 8.3.3 Skills shortages

Only 36% of employers report skill shortages in their organisations but there is agreement amongst two thirds of these employers (66%) that part-time study helps to alleviate those skills shortages. Those employers that report skills shortages indicate the need to narrow the skills gap in IT (18%) and in job-specific areas (12%) as well as at the senior employee level. This is consistent with the findings above where job-specific and management courses were identified as the areas of greatest opportunity and IT was identified as an area of some opportunity.

### 8.3.4 Matching demand and supply

Comparatively few employers have actively initiated discussions on part-time training for their employees. Amongst those employers that have sought to find part-time learning courses for their employees 88% have been successful. What is of more interest here is the low level of employer involvement in procuring part-time study. This is consistent with the above findings that responsibility to locate and research available courses for part-time study often lies with the employee rather than the employer. It is also consistent with findings that employers do not rely on intermediaries to match employees with training courses: under a third of firms (29%) with employees who have undertaken part-time study while at the firm use, or have used, intermediaries to find part-time courses for their employees.

## 8.4 Part-time Training Course Market: Supply

### 8.4.1 Overview of supply

The lack of market awareness on the part of employers is again evident from a consideration of the supply side of the part-time training course market; 55% of employers do not feel in a position to comment on the availability of training and study courses on offer in their area.

### 8.4.2 Expectations about course providers

It is overwhelmingly the case that employers look to the private sector to provide training courses and further study; for the majority of course types considered in this survey employers expected employees to undertake the courses at a private provider. However, this

is not entirely unexpected and offers London's academic institutions the opportunity to increase awareness of their offerings in the market and compete with private providers.

Employers look predominately to the private sector to provide their employees with management courses, health and safety courses and IT courses. These particular course types have been identified as areas of opportunity for London's academic institutions in this report though the increased competition London's academic institutions will face in these areas has already been noted and discussed. Still, it is likely that academic institutions will have existing expertise in the areas of management and IT training that could be leveraged in the marketplace.

Encouragingly, employers do look to the public sector, and specifically universities, other higher education institutions and further education colleges to provide their employees with job-specific courses. According to the findings in this report these types of courses would present an area of opportunity. However, the only other courses for which employers look to the public sector in any significant number are non-job-related courses and language courses; these are areas that employers are less willing to fund and encourage and that have been identified in this report as areas of only limited opportunity.

Employers showed a general lack of awareness about where they expected employees to undertake non-job-related courses, foreign language courses and induction courses, though this closely corresponds to the course types that employers are less willing to fund and encourage, and these areas have been identified in this report as being of only limited opportunity.

## 8.5 Regional Perceptions

The views of employers based in different parts of London generally converged as they considered the effects of part-time study on their businesses and employees. In each region, the majority of employers report that they have, or have had, employees studying part-time whilst working with the firm, and there was a slight bias towards employers having a policy to encourage part-time study in all areas except East London where 52% of employers did not have a part-time study policy. In all regions, the majority of employers had hired staff who had gained qualifications through part-time study, this varied from 51% in North London, to 67%, in East London. There seems to be little relationship therefore between the existence of an employer policy towards part-time study and the practice of an employer when selecting job candidates.

The question that most divided respondents was their opinion of the quality of part-time study employees compared to others; East and North London employers were the most enthusiastic overall (45% and 40% respectively citing them as of a higher quality) while West London firms showed the widest spread of opinions (with both very positive and very negative feedback on part-time study's impact on quality). This may well be a reflection on the quality of the courses available in the respective areas.

With the exception of Central London, none of the respondents thought that the helpfulness of London's academic institutions was 'extremely poor', and even in Central London only 3% of respondents held this view, whilst 61% believed that they were either good or excellent. Most regions' firms were satisfied with the helpfulness of the institutions; only firms from East, South and Central London viewed the helpfulness of institutions negatively and none of these negative responses exceeded 8% of the total responses in the region.

## 9 RECOMMENDATIONS

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### 9.1 Headline Recommendations

The increased profile of HEIs amongst employers and their increased penetration of the part-time study market can be achieved. The need is one of raising awareness amongst employers of the broad and diverse study opportunities available in London's HEIs and competing with private training providers to become the premium destination for employers seeking part-time study.

HEIs across London need to engage employers on a professional basis to compete against the best of private training provision.

### 9.2 Key Messages

#### Messages for Employers

Employers look to HEIs for job-specific courses and a closer engagement with HEIs regarding business needs, would place HEIs in a better position to provide courses to meet these needs, in particular in the areas of management, health and safety and IT. Employers are seeking qualified employees who can prove the benefit that their part-time study has realised by certificates or by providing credits to qualifications such as undergraduate or postgraduate degrees; employers engaging with HEIs to address these requirements should prove to be of value.

#### Messages for HEIs

Employers feel they are not adequately informed of part-time courses in their locality; indeed few have approached HEIs. Hence there is a need for promotional activities and more direct marketing to be targeted at employers in order to raise their awareness of the various part-time study provision HEIs are able to offer.

The area of greatest opportunity for course provision for HEIs lies in job-specific and management training. These are also areas for which employers can see the most direct beneficial impact on their firm and so are most likely to provide funding and support. This is a significant and important market, and HEIs could become the market leaders in these course types. Some opportunity lies in the health and safety and IT course types. These are areas where HEIs will experience greater competition from private and voluntary groups, however demand is high and HEIs could play a role in satisfying this demand.

Government subsidies for part-time courses would make employers more willing to encourage part-time study amongst employees; however few employers are aware of subsidies made available by the government. HEIs should publicise these subsidies and raise the awareness amongst employers (and employees) of the funding opportunities available to them. Promoting subsidies should also have the altruistic benefit of increasing the uptake of education across London and thus increasing the skills of those employed in this region.

#### Messages for London Agencies

Employers have not tended to use the services of intermediaries extensively. However, they show a need for advice and support in finding part-time courses and developing and implementing successful policies of support for such study. London Agencies can assist employers find appropriate part-time study courses and also provide advice and support on best practice in policies towards part-time study.

## **Messages for Employees**

A feature of part-time study valued highly by employers is the ability to prove the business benefit of courses. Employees seeking the support of their employers for part-time study should verify to their employer the benefits that the firm will receive as a result of their additional training.

*These messages are not mutually exclusive and we would encourage the various parties mentioned above to seek to work together wherever possible.*

## **9.3 Possible Next Steps**

- Create a web-based directory of part-time courses available at London HEIs targeted at employers.
- Provide advice to employers on best practice policies towards part-time study (eg. a web-based service offering templates, toolkits, case studies, funding/subsidies available etc.).

## 10 ANNEX: QUESTIONNAIRE

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### Question 0.1 (Intro)

Good day. My name is # calling from the independent research company FreshMinds. We're working on behalf of London Higher and the LDA (London Development Agency) who have commissioned a report on employers' attitudes towards part-time study in the London area. The questionnaire should take no longer than 10 to 15 minutes. Would you have time now to answer some questions?

Unless you say otherwise, please be assured that anything you say will remain confidential and will be fed back to London Higher on an aggregated basis. FreshMinds operates under MRS codes of conduct and you can be assured that we take confidentiality seriously. Should you have any queries please feel free to phone #.

1	Yes
2	No (TERMINATE)

Answer : .

---

### Question 0.2 (Definition)

This survey is about part-time study; I'd like to start by asking how you would define part-time study.

Answer : (Open question) ...

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### Question 151 (Our Definition)

For the purposes of this survey we have defined part-time study as:

A situation in which an individual partakes in a course of study (be it industry related training or academic) and either combines this study with paid employment or spreads out the time taken to complete the course.

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### Question 1 (Employ)

Have you employed people with qualifications gained via part-time study?

1	Yes
2	No
3	Don't know

Answer : .

---

### Question 2 (Compare)

In your experience how do candidates who gained qualifications through part-time study compare with those who are engaged in full-time courses?

ENQ.: If appropriate, please ask respondent to establish if much/slightly better or much/slightly worse.

1	They are a much poorer standard of candidate
2	They are a slightly poorer standard of candidate
3	They are a similar standard of candidate
4	They are a slightly better standard of candidate
5	They are a much better standard of candidate
6	Don't Know

Answer : .

---

**Question 3 (Why?)**

Why do you say that?

Answer : (Open question) ...

---

**Question 4 (Done: PTS)**

Do you or have any of your employees undertake(n) part-time study while working at your organisation?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 153 (Complete)**

If a member of staff works on a part-time course do they generally complete it?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 154 (Not complete)**

Why do employees not complete their part-time study courses?

Answer : (Open question) ...

---

**Question 5 (Main)**

What would you say is the main purpose of part-time study for employees in your organisation?

1	To tackle occupational skills gaps
2	For personal / professional development
3	Other (specify)
4	Can't say

Answer : .

---

**Question 5.1 (What?)**

What is this other purpose of part-time study?

Answer : (Open question) ...

---

**Question 6 (Policy)**

Does your company have a policy for supporting those partaking in part-time study?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 7 (Describe)**

Could you briefly describe the policy?

Answer : (Open question) ...

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**Question 8.1 (Funding)**

Do you or does your organisation do any of the following things?

Does your organisation provide funding for part-time study?

1	Yes
2	No
3	Don't Know

Answer : .

---

**Question 8.2 (Time-off)**

Do you allow employees time-off for revision/ classes to assist them in their part-time study?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 8.3 (Private)**

Do you provide areas in your office for employees to conduct quiet private study?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 9 (Funding2)**

You say you provide funding. Is this a fixed sum, a percentage contribution, or some other arrangement?

1	A fixed amount towards courses
2	A percentage of the fees
3	Some other arrangement
4	Don't know

Answer : .

---

**Question 9.1 (How much?)**

How much is this fixed amount?

<ENQ.: Please record to the nearest 100 GBP. Please probe respondents as to the extra details and the extenuating circumstances involved in how funding is allocated. >

Answer : (Open question) ...

---

**Question 9.2 (Percent)**

Please describe how this % of the fees works.

<ENQ.: Please record to the nearest 5% >

Answer : (Open question) ...

---

**Question 9.3 (How1)**

Please describe how this other arrangement works.

Answer : (Open question) ...

---

**Question 9.4 (No Funds)**

There may be a number of reasons why you decided not to provide funding for part-time study. What were your reasons for this decision?

Answer : (Open question) ...

---

**Question 10 (Time-Off)**

Please describe how the time-off arrangements work, specifically the amount of time granted.

Answer : (Open question) ...

---

**Question 10.2 (No Time)**

There may be a number of reasons why you decided not provide time off to your employees for part-time study. What were your reasons for this decision?

Answer : (Open question) ...

---

**Question 11 (Aware)**

Are you aware of the subsidies currently made available by government for part-time training?

1	Yes
2	No

Answer : .

---

**Question 11.1 (Subsidise)**

Do you consider the level of these subsidies to be appropriate?

1	Yes
2	No
3	Not sure

Answer : .

---

**Question 11.2 (Changes)**

Can you suggest any changes which you would like to see made to the present system for subsidies?  
<ENQ.: Please probe respondent about why changes should be made. >

Answer : (Open question) ...

---

**Question 12 (Informed)**

If an employee approaches you asking for advice on part-time study courses do you feel that you are adequately informed about the courses available to study at London academic institutions?

1	Yes
2	No
3	Not appropriate

Answer : .

---

**Question 12.1 (Screen)**

Have you heard or read any information about the courses available at London academic institutions?

1	Yes
2	No- have not heard/seen anything

Answer : .

---

**Question 13 (Hear)**

How do you mainly hear about these courses?

Answer : (Open question) ...

---

**Question 156 (Screen3)**

Have you approached any academic institutions regarding the courses they offer?

1	Yes
2	No
3	Don't know

Answer : .

---

**Question 155 (Helpful)**

On a scale of 1-5 (5 being excellent and 1 being extremely poor) how would you rate the helpfulness of academic institutions when you have approached them asking for information on part-time courses?

1	Excellent
2	Good
3	Average
4	Poor
5	Extremely poor

Answer : .

---

**Question 14.1 (Convey)**

What do you think academic institutions need to do in order to better convey to business information about their courses?

Answer : (Open question) ...

---

**Question 15 (Monitor)**

Do you monitor the relevance of courses in your area?

1	Yes
2	No
3	Not appropriate

Answer : .

---

**Question 15.1 (Relevance)**

Overall, from an employer's point of view, how would you rank the relevance of the courses available in your area?

1	Poor
2	Fair
3	Good
4	Very good
5	Excellent
6	Can't comment

Answer : .

---

**Question 16 (Availability)**

How would you rank the availability of the courses for study on offer in your area?

1	Poor
2	Fair
3	Good
4	Very good
5	Excellent.
6	Can't comment

Answer : .

---

**Question 17.1 (JobSpec)**

I am going to read out some specific course types. For each please state whether you would be willing to fund them or whether you would not fund but would encourage employees to take part?

Would you fund or would you not fund but encourage job-specific training?

<ENQ.: Single code >

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.2 (Health and Safety)**

Would you fund or would you not fund but encourage Health and Safety training?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.3 (IT)**

Would you fund or would you not fund but encourage IT and new technologies training?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.4 (Induction)**

Would you fund or would you not fund but encourage induction training?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.5 (Manage)**

Would you fund or would you not fund but encourage management training?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.7 (Language)**

Would you fund or would you not fund but encourage training in foreign languages?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 17.8 (Feel-Good)**

Would you fund or would you not fund but encourage part-time courses not directly related to the employee's job but which develop useful skills/ add to their sense of well-being?

1	Would provide funding
2	Would encourage (no funding)
3	Neither
4	Don't know

Answer : .

---

**Question 18.1 (Job Qual)**

I would like to run back over the types of training available and ask, on a scale of 1-5 (1 = poor, 5 = excellent), how you would rate the relevance courses available in your area.

Firstly, how would you rate the relevance of job-specific courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.2 (HS Qual)**

And how would you rate the relevance of Health and Safety courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.3 (ITQual)**

And how would you rate the relevance of IT and new technologies courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.4 (Induction Qua)**

And how would you rate the relevance of induction courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.5 (Management Qual)**

And how would you rate the relevance of management courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.7 (Language Qual)**

And how would you rate the relevance of foreign languages courses?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 18.8 (Well Qual)**

Finally, how would you rate the relevance of courses not directly related to employees' jobs but which develop useful skills/ add to their sense of well-being?

1	Very poor
2	Poor
3	Neither good nor bad
4	Good
5	Excellent
6	Can't say

Answer : .

---

**Question 19.1.1 (Job Expectations)**

Now I would like to ask a few questions about the training providers you would expect employees to attend and if there are providers you would recommend for each of the training areas mentioned.

Firstly, for job-specific courses what types of institutions would you expect an employee to attend?

<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.1.2 (Job Recommendations)**

For job-specific courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.2.1 (HS Expect)**

For Health and Safety courses what types of institutions would you expect an employee to attend?

<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.2.2 (HS Recommendations)**

For Health and Safety courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.3.1 (IT Expect)**

For IT and new technologies courses what types of institutions would you expect an employee to attend?  
<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.3.2 (IT Recommendations)**

For IT and new technologies courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.4.1 (Induction Exp)**

For induction courses what types of institutions would you expect an employee to attend?  
<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.4.2 (Induction Recommendations)**

For induction courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.5.1 (Management Expt)**

For management courses what types of institutions would you expect an employee to attend?

<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.5.2 (Management Recommendations)**

For management courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.7.1 (Language Expt)**

For foreign languages courses what types of institutions would you expect an employee to attend?

<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.7.2 (Language Recommendations)**

For foreign language courses is there any particular institution that you would recommend?

Answer : (Open question) ...

---

**Question 19.8.1 (Well Exp)**

What types of institutions would you expect an employee to attend for courses not directly related to their job but which develop useful skills?

<ENQ.: Select all that apply >

1	Universities
2	Other HE Institutions
3	Online providers
4	Charities / Voluntary
5	Private Provider
6	FE Colleges
7	Other
8	Don't know

Answer (max.7) : .

---

**Question 19.8.2 (Well Recommendation)**

What type of institution would you recommend to an employee for courses not directly related to their job but which develop useful skills/ add to their sense of well-being?

Answer : (Open question) ...

---

**Question 20 (Aware PT)**

Do you believe that employers are made adequately aware of the costs of part-time courses?

1	Yes
2	No
3	Not sure

Answer : .

---

**Question 21 (Source)**

Have you tried to source some part-time learning and not been successful?

1	Yes
2	No

Answer : .

---

**Question 22 (Looking)**

What courses were you looking for?

Answer : (Open question) ...

---

**Question 23 (Find PT)**

Do you use intermediaries in finding part-time courses for your employees (such as Learn Direct, Business Link)?

1	Never
2	Sometimes
3	Always
4	Not sure

Answer : .

---

**Question 24 (First Move)**

In your organisation who generally initiates the first move in deciding that an employee will undertake part-time study?

1	The employee
2	The employer
3	No general tendency either way

Answer : .

---

**Question 25 (Most Benefits)**

After an employee has finished a part-time study course, who would you say benefits the most (read out)?

1	Employee
2	Employer
3	There is a mutual benefit
4	Can't comment

Answer : .

---

**Question 26 (Effects)**

In your view, are the effects of part-time study on employees generally positive?

<ENQ.: (read out options) >

1	Definitely adverse
2	Fairly adverse
3	Neither positive nor negative
4	Fairly positive
5	Definitely positive
6	Can't say

Answer : .

---

**Question 27 (Positive Characteristics)**

Can you give a specific example of some of the positive characteristics exhibited in an employee who has undertaken part-time study?

Answer : (Open question) ...

---

**Question 28 (Negative Characteristics)**

Can you give a specific example of some of the drawbacks associated with those who take part in part-time study?

Answer : (Open question) ...

---

**Question 29 (Key Skills)**

What are the key skills you believe will be important for the prosperity of your organisation in the future?

Answer : (Open question) ...

---

**Question 150 (Screen2)**

Does your organisation have any skills shortages?

1	Yes
2	No

Answer : .

---

**Question 30 (Skill Shortage)**

At what levels are the skills shortages the greatest?

Answer : (Open question) ...

---

**Question 31 (Alleviate Shortage)**

Does allowing your employees to be involved in part-time study help to alleviate any skills shortages in your organisation?

1	Yes
2	No
3	Not sure

Answer : .

---

**Question 32 (Ops)**

Do you believe there are the right part-time courses available in the current market?

1	Yes
2	No
3	Not sure

Answer : .

---

**Question 33 (Alt. Methods)**

What other alternative methods of training would you suggest are more preferable from an employer's point of view? Remember that P/T study is defined as a situation in which an individual partakes in a course of study (be it industry related training or academic) and either combines this study with paid employment or spreads out the time taken to complete the course.

<ENQ.: (do not read out, but multicode) >

1	Short courses (during working hours)
2	Weekend courses
3	Distance learning
4	Any other (please detail.)

Answer : .

---

**Question 34 (Statement)**

On a scale of 1 to 5 (1 being unimportant, 5 being very important) how strongly do you agree with the statement - Part-time study should lead to a recognised qualification (like an NVQ)?

1	Disagree Strongly
2	Slightly disagree
3	Neither agree nor disagree
4	Agree somewhat
5	Strongly agree
6	Don't know
7	Won't say

Answer : .

---

**Question 35 (Other Factors)**

What factors would make employers more likely to encourage part-time study amongst their employees?

Answer : (Open question) ...

---

**Question 36 (Re: Contact)**

Thank you for taking the time to answer our questions. We are interested in conducting some in-depth interviews with respondents in the near future. Would you be willing to take part, in principle?

1	Yes
2	No

Answer : .

---

**Question 37 (Name)**

For tracking purposes only, could I just confirm your name. We will not pass this information on to any third parties.

1	Yes
2	No

Answer : ...

---

**Question 38.1 (Open Name)**

May I ask your.....?

Name:

Organisation:

Phone number:

Answer : (Open question) ...

---

**Question 38.55 (Borough1)**

Which Borough are you located in?

<ENQ.: Boroughs shown in alphabetical order (don't read out) >

1	Barking & Dagenham
2	Barnet
3	Bexley
4	Brent
5	Bromley
6	Camden
7	City
8	Croydon
9	Ealing
10	Enfield
11	Greenwich
12	Hackney
13	Hammersmith
14	Haringey
15	Harrow
16	Havering
17	Hillingdon
18	Hounslow
19	Islington
20	Kensington & Chelsea
21	Kingston
22	Lambeth
23	Lewisham
24	Merton
25	Newham
26	Redbridge
27	Richmond
28	Southwark
29	Sutton
30	Tower Hamlets
31	Waltham Forest
32	Wandsworth
33	Westminster

Answer : ...

**Question 50 (Industry)**

And could you state your industry?

1	Agriculture, hunting and forestry
2	Fishing
3	Mining and quarrying
4	Manufacturing
5	Electricity, gas and water supply
6	Construction
7	Wholesale and retail trade, repair of motor vehicles
8	Hotels and restaurants
9	Transport, storage and communication
10	Financial intermediation
11	Real estate, renting and business activities
12	Public administration and defence; compulsory social security
13	Education
14	Health and social work
15	Other community, social and personal service activities
16	Private households with employed persons
17	Extra-territorial organisations and bodies
18	Other

Answer : ..

---

**Question 38.4 (Other5)**

What other industry is this?

<ENQ.: Please type in the other industry >

Answer : (Open question) ...