



ONS Census Transformation Programme

The 2021 Census

Assessment of initial user
requirements on content for
England and Wales

Education topic report

May 2016

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1. Introduction

In June 2015 the Office for National Statistics (ONS) published the public consultation document ‘[The 2021 Census initial view on content for England and Wales](#)’¹. This discussed the initial views of ONS regarding the potential inclusion of current (2011) and additional topics in the 2021 Census. The public consultation was open from 4 June 2015 to 27 August 2015 and aimed to promote discussion and encourage the development of strong cases for topics users wanted to be included in the 2021 Census. The focus was on information required from the 2021 Census, not the detailed questions that could be asked on the questionnaire.

ONS received 1,095 responses to the consultation; 279 of these were from organisations and 816 were from individuals. Of all consultation respondents, 298 answered at least one question on the ‘Education’ topic.

Qualifications held is the sub-topic addressed within the ‘Education’ topic.

Based on the evidence given by users, sub-topics were evaluated using the criteria detailed in the consultation document using a standardised method. The criteria are listed in table 1 below. The criteria largely reflect those used in the 2011 Census topic consultation and have undergone expert review within ONS and via the Census Advisory Groups for use in the 2021 Census topic consultation. More detail on the scoring methodology is available in section 2 of the document ‘[The 2021 Census - Assessment of initial user requirements on content for England & Wales: Response to consultation](#)’².

Table 1 Evaluation criteria

<p>1. User requirement</p> <ul style="list-style-type: none"> • Purpose • Small geographies or populations • Alternative sources • Multivariate analysis • Comparability beyond England and Wales • Continuity with previous censuses 	<p>2. Other consideration</p> <ul style="list-style-type: none"> • Data quality • Public acceptability • Respondent burden • Financial concerns • Questionnaire mode
	<p>3. Operational requirement</p> <ul style="list-style-type: none"> • Maximising coverage or population bases • Coding of derived variables and adjustment for non-response • Routing and validation

This report provides ONS’s updated view based on our evaluation of user responses against these evaluation criteria.

¹ <https://www.ons.gov.uk/census/censustransformationprogramme/consultations/the2021censusinitialviewoncontentforenglandandwales>

² <https://www.ons.gov.uk/file?uri=/census/censustransformationprogramme/consultations/2021censustopicconsultation/assessmentofinitialuserrequirementscontentforenglandandwalesresponsetoconsultation.pdf>

2. Background

For the 2011 Census the qualifications question was re-developed and improved to cover an updated set of academic and vocational qualifications as well as professional qualifications. The main output from this question was highest level of qualification (which was derived using this question). Responses to the topic consultation indicated that qualifications data is used for:

- government resource allocation and evidence-based policy making in relation to disadvantaged population groups
- helping to target employment and training schemes
- identifying groups that lack the necessary skills to join the workforce
- improving the quality of occupation coding

The qualifications question was poorly answered in 2001. In 2011, despite considerable testing (which contributed to the design of the 2011 qualifications question), research into the quality of responses and the 2011 Census Quality Survey (CQS), showed that respondents had considerable difficulty with this question.

For example, many respondents were unsure how qualifications not listed fitted into the options given, were reluctant to guess the nearest equivalent, and forgot qualifications and grades. This is reflected in high (5.7 per cent) non-response in the census, and low agreement (67.6 per cent) between the 2011 Census and the Census Quality Survey (CQS) for highest level of qualification.

Data quality concerns are not limited to the England and Wales Census. For example, qualifications had one of the lowest agreement rates in the 2011 Census in Northern Ireland³; and the topic consultation for the 2021 Scotland Census noted that, despite improvements in 2011, “the question clearly still causes difficulties for respondents”⁴.

The England and Wales CQS suggested that the most likely reason for differences between the self-reported census responses and the interviewer based CQS responses was because an interviewer was able to explain the question or help respondents remember their qualifications⁵.

There are also data quality concerns about how respondents understand where their qualifications fit into a category, and some respondents echoed these concerns in the consultation. For example, the Association of North East Councils said:

“In general it is noted that people can struggle to articulate what qualification(s) they have and/or what programme(s) of study they have followed – a proposal is suggested to include a separate section to capture apprenticeship information – this will need careful consideration particularly in light of the current Government consultation into protecting the term ‘Apprenticeship’.”

A response from the Department for Business, Innovation and Skills (BIS) expressed an awareness of issues of data quality with the current data collection from the census and expressed a desire to work with ONS to help improve the quality of the responses (to the qualifications question) received.

³ See table 21 of www.nisra.gov.uk/archive/census/2011/census-quality-survey.pdf

⁴ See www.scotlandscensus.gov.uk/documents/census2021/Topic_Consultation.pdf

⁵ <https://www.ons.gov.uk/file?uri=/census/censustransformationprogramme/consultations/the2021censusinitialviewoncontentforenglandandwales/2011censusqualitysurveyreport.pdf>

In the consultation, further information from users of qualifications data was sought on the:

- extent to which the information required corresponds to the requirements for data based on the International Standard Classification of Education (ISCED) levels
- relative importance of collecting accurate data on those with no qualifications versus the highest level of qualification of those with foreign qualifications. Improving the quality of one aspect can have a negative impact on the other
- extent to which there is a user need for data on specific qualifications, for example apprenticeships, that should therefore have their own response categories
- extent to which the list reflects the range of qualifications that is available in England and Wales, including any divergences between the two countries
- level of detail needed in the highest level of qualification classification

Due to the known user requirements, the initial view of ONS was to continue to collect data on academic, vocational and professional qualifications held.

Table 2 Initial view of ONS

Topic detail	Initial view	Collected in 2011?
Qualifications held	Collect	Yes

3. Summary of consultation responses

Table 3 presents the number of responses by type of respondent and organisational sector. The organisations that responded to this topic are listed by sector in Annex A.

Table 3 Education topic - number of responses by type of respondent

Type of respondent	Total responses	
	N	% total responses
Individual	176	59
Organisation (all sectors)	122	41
Sector		% organisation responses
- Government department/public body	12	10
- Local authority	79	65
- Health organisation	2	2
- Housing	1	1
- Academic / research	6	5
- Charity and voluntary	12	10
- Commercial	4	3
- Genealogist/family historian	1	1
- Other	5	4
Total responses	298	100

Note: Percentages might not add to 100% due to rounding.

Note: An organisation may have submitted more than one response.

Respondents to the consultation highlighted the use of qualifications data to strengthen their service delivery, and direct interventions aimed at the improvement of skills in the work force. The following quotations provide an insight into how the data are typically used.

London Borough of Hackney: *“Information is used to help inform the development and funding of our employment programme, Ways into Work, and our training and apprenticeship offer, as well as our adult skills programme. This information also supports our engagement of businesses on the skills required from the local workforce, as well as our understanding of the local labour supply and our relative competitiveness as an area within the local labour market.”*

Oxfordshire County Council: *“The data is used to provide evidence about where parents with low skills - and therefore children with lower life chances - are most likely to live. This is used as evidence in the targeting of Early Intervention services.”*

Higher Education Funding Council for England (HEFCE): *“Our research on the geography of participation into higher education (HE) uses the census education information to assess proportion of the population that hold an HE qualification in local areas. This research is used for policy development, feeding into a wide range of research and outputs, as well as being used to guide funding to widen HE participation (Student Opportunity allocation).”*

Responses to the consultation identified a diversity of needs. Many users require highest levels of qualifications held, others are interested in skills, for which qualifications can only be a proxy. As an example, cross tabulation of census data showing highest level of qualification and occupation is used to consider over-qualification and skills mismatch at a local level.

Greater London Authority: *“This question on qualifications is used as a proxy to measure the skills of London’s workforce. Direct measures of skills would be preferred, though qualifications should be comparable over time.”*

East Riding of Yorkshire Council: *“The East Riding of Yorkshire is one of the largest local authorities in England with a diverse landscape and population; understanding educational attainment is crucial to building a profile of qualifications and the planned labour force. This adds to our intelligence about the labour market, influences our engagement with FE and HE sectors, as well as the work based learning sector. Our skills strategy is influenced by the knowledge of the current profile of qualifications. Education data is an important economic performance measure and allows us to monitor skill levels at lower geographic levels. This can assist our work in identifying potential groups that are on low incomes, under-employed or socially excluded.”*

Other data users like DEFRA mentioned their interest in understanding qualifications held but stressed the priority in knowing more about the wider skills held, as it fits in with their 10 point plan for boosting productivity, to have a highly skilled workforce. Many users are also interested in low levels of qualifications – especially the ‘no qualifications’ category.

4. Evaluation

The following sections show the scores allocated to each sub-topic by individual criterion based on the evidence given by users. The criteria largely reflect those used in 2011, but have undergone expert review within ONS and via the Census Advisory Groups. The document '[The 2021 Census - Assessment of initial user requirements on content for England & Wales: Response to consultation](#)'⁶ gives details on the scoring methodology including:

- 'user requirements criteria', including a description of relative weights, are described in section 2.1 of the document. Note that, in the following tables, the overall score is weighted and is not the sum of the scores for individual criteria
- 'other considerations' are described in section 2.2 of the document. These will predominately be used in conjunction with the user requirement score to steer the development of the census questionnaire and the production of administrative data research outputs
- 'operational requirements' are described in section 2.3, of the document. ONS has operational uses for some of the data collected in the census, of which the most important is maximising coverage of the 2021 Census. Each sub-topic is categorised as being of maximum, moderate or minimum importance in relation to operational requirements.

4.1 User requirements - qualifications held

Table 4 User requirement score by criterion

Criterion	Score	Evidence
Weighted Overall Score	76.5	Medium user need
Purpose	8	<p>Central government and local authorities, particularly where large BME communities reside, use qualifications data to underpin key education planning by understanding the attainment levels of different ethnic groups.</p> <p>Evidence provided by the Department for Communities and Local Government (DCLG):</p> <p><i>"The census is an indispensable source of information on the supply of skills at the national, regional and local level - an important variable in any analysis of the conditions that impact on local economic growth...Information on this topic is particularly important for DCLG which is responsible for implementing the Government's policies on devolution, decentralisation, and localism and for spreading the benefits of greater economic growth and regeneration more widely across the nation, with particular reference to those spatial areas that are delineated by the boundaries for regions, cities, enterprise zones, and local enterprise partnerships."</i></p> <p>Welsh Government use qualifications data in informing policy delivery:</p>

⁶ <https://www.ons.gov.uk/file?uri=/census/censustransformationprogramme/consultations/2021censustopicconsultation/assessmentofinitialuserrequirementscontentforenglandandwalesresponsetoconsultation.pdf>

Criterion	Score	Evidence
		<p><i>“This information is required to provide an indication of skills and qualifications in small geographic areas and for specific populations (such as minority ethnic groups) which are not possible through survey data. Qualification levels are key indicators in various Welsh Government programmes and policies such as Programme for Government, Tackling Poverty Action Plan, Skills Performance measures.”</i></p> <p>Tower Hamlets Council explained how qualifications data informs service delivery:</p> <p><i>“Tower Hamlets is a diverse borough...Qualifications levels vary markedly across different ethnic group populations, and across different migrant populations. Currently, the census is the only data source that can provide firm intelligence on the degree of inequality, in terms of qualifications levels, across these different population groups – both small and large in size. Without information on the characteristics of smaller population groups, the council’s ability to carry out detailed needs assessments, and to target and deliver services effectively in the area of education, would be significantly limited.”</i></p> <p>Walsall Council :</p> <p><i>“Planning provision and delivery of services such as adult education courses, across the borough. Used to inform local needs assessments, such as the Local Economic Assessment, and subsequent economic strategy. This in turn impacts on the activity carried out locally (including as part of the Local Enterprise Partnership) and bids for funding (including Regional Growth Deal and EU funding)”</i></p> <p>Other uses stated by local authorities included the use of the data for research purposes.</p>
Small geographies or populations	8	<p>Qualifications data are used by local authorities to target learning and skills programmes in specific areas and towards specific sub groups of the population. For example, Bristol City Council told us:</p> <p><i>“In addition to adult qualification levels our service has used the LSOA level census data to identify the number of BME residents, the location of faith groups, numbers of disabled people or those with long term limited illness and employment status information. We have used this information to set Community Learning West, Local Authority, Neighbourhood Partnership and local area targets for engaging adults in community learning and encouraging progression to further learning, volunteering and work...”</i></p> <p>Shropshire Council – Intelligence and Research Team told us:</p> <p><i>“In a rural area such as Shropshire, where the overall population is small and dispersed, it is vital to have data for small population groups to be able to pinpoint areas of need, target resources and address service provision issues and access to job opportunities. For example, in Shropshire we have a comparatively small BME population, but it is important that we are able to identify any inequality they may experience in terms of qualification levels.”</i></p>

Criterion	Score	Evidence
Alternative sources	6	<p>Respondents highlighted a range of alternative sources of qualifications information including data from the Department for Education (DfE), Labour Force Survey (LFS) and Annual Population survey (APS). This was highlighted by the London Borough of Hackney:</p> <p><i>“The Annual Population Survey provides a regular annual dataset on qualifications which we use to track the basic direction of travel. However, information on the characteristics of residents by qualifications is not available meaning attributing change and understanding the needs of those with lower qualifications is not possible.”</i></p> <p>Knowsley Metropolitan Borough Council told us:</p> <p><i>“The ONS Annual Population Survey is currently used to monitor qualifications. Whilst important in measuring skill levels across the borough with regional and national benchmark, the lack of small geography data sets makes targeting support to communities with a lower skill profile impossible. The census data, whilst providing an effective and accurate baseline, also allows segmentation of need based on additional categories such as age, ethnicity and gender. This utility would be lost to the authority, and allocation of resources at a sub- authority level no longer effective.”</i></p> <p>The Department for Communities and Local Government (DCLG) continue to use a whole range of surveys and other data sources to supplement the census information on qualifications.</p>
Multivariate analysis	7	<p>Multivariate analysis is carried out with education data and a range of socio-demographic characteristics to help understand educational inequalities within local authorities, to support targeted service delivery. Local authorities such as Walsall Council mentioned they use the data in this way:</p> <p><i>“Education and health information have been used to look at the impact of low educational attainment on health outcomes as part of the Joint Strategic Needs Assessment. An analysis of qualifications and labour market/socio-economic information has formed part of the Local Economic Assessment, to understand how educational attainment is linked to economic activity, occupation and industry of employment.”</i></p> <p>The Royal Borough of Kingston upon Thames also referenced qualifications data with other census variables:</p> <p><i>“Kingston part funds an organisation that targets low English proficiency in the community. Learn English At Home (LEAH) aims to promote migrants’ integration into the local community through language tuition. We provide LEAH with maps on English proficiency and other characteristics including ethnicity, migration, health, and level of education to help them target their resources effectively.”</i></p>

Criterion	Score	Evidence
<p>Comparability beyond England and Wales</p>	<p>8</p>	<p>While education is a devolved policy area, consistent UK data are required by the Department for Business, Innovation and Skills (BIS):</p> <p><i>“We would need to ensure that qualifications are recorded correctly, using consistent definitions across the country to produce robust aggregated UK statistics.”</i></p> <p>The data are also used widely by local authorities. Tees Valley Unlimited said:</p> <p><i>“It is important to understand how well the skills of the population compare to other areas / UK. Skills including educational attainment and qualifications are a key policy area for LEPs. Being able to compare Tees Valley against other LEP areas is an important element in our bids for programme or project funds from central government.”</i></p> <p>Knowsley Metropolitan Borough Council told us:</p> <p><i>“Local, regional and national benchmarking allows the authority to better benchmark the economic opportunities of the local populace, allowing a better understanding of local needs and the level of intervention required to reduce the skills gap in the most deprived areas.”</i></p>
<p>Continuity with previous censuses</p>	<p>9</p>	<p>A question on qualifications has been included in the census since 1961. Local authority users expressed a requirement to monitor changes in qualification levels between censuses. For example, Tower Hamlets Council indicated that:</p> <p><i>“Data on qualifications levels over time, allow us to analyse changes in skill levels, and to assess whether qualifications differentials between different population groups (eg ethnic groups) are narrowing over time. This type of research helps inform how effective past policies have been, and informs future policy development and priorities in the areas of education, equalities and cohesion.”</i></p> <p>Birmingham City Council also stated:</p> <p><i>“We used a comparison with the 2001 census to explore how qualifications levels have improved for different ethnic groups and communities. This gives us a better understanding of how these groups are changing over time, and informs policy priorities, service planning etc.”</i></p>
<p>Weighted Overall Score</p>	<p>76.5</p>	<p>Medium user need</p>

4.2 Other considerations - qualifications held

Table 5 ONS assessment of impact by criterion

Criterion	Operational impact	Justification
Impact on data quality	High	The non- response rate to this question was high at 5.7% which indicates that respondents may have found this question difficult to answer. The agreement rate was low between the 2011 Census and the 2011 Census Quality Survey (CQS) for this question, at 67.6%. The CQS concluded that the difficulties with the question stemmed from the many qualifications available and the respondent being able to readily recognise their qualifications in the lists provided; and the completion of this question by proxy, where one individual completes it for everyone in the household.
Impact on public acceptability	Low	Asking for information on this sub-topic was considered to be publically acceptable.
Impact on respondent burden	High	This question involves several instructions to read and a high number of response options to consider. The 2011 Census Quality Survey (CQS) reported that question testing showed some respondents had difficulty in recalling exactly which qualification they had obtained and at what grade. Many respondents were unsure how qualifications that were not listed fitted into the options given, and some were reluctant to guess the nearest equivalent.
Impact on financial concerns	Low	The response to this qualifications sub-topic did not require manual coding or complex processing.
Impact on questionnaire mode	High	On some electronic devices the question for this topic did not display in full online therefore respondents had to scroll to see all of the options. Scrolling is not a recommended practice when designing questions for online use. Furthermore this question takes up a large amount of space on the paper questionnaire.

4.3 Operational requirements - qualifications held

Minimum operational requirement

There is a minimum operational requirement attached to qualifications. The data collected from responses to this sub-topic are used to improve the quality of occupation coding, which in turn improves the quality of the National Statistics Socio-Economic Classification (NS-SeC). Occupation coding is used to apply the standard occupation classification (SOC) to census outputs bringing together unit groups which are similar in terms of the qualifications, training, skills and experience.

5. Updated view

The following table gives the updated view of ONS at the sub-topic level and the justification for this.

Table 6 Updated view

Sub-topic detail	Initial view	Updated view	Justification
Qualifications held	Collect	Collect	<p>The updated view remains to collect these data. However, work is required to explore options to shorten and simplify this question to reduce respondent burden and improve the quality of responses.</p> <p>The evidence emphasised that census data on qualifications held is used widely across central and local government to inform service delivery and policy development. In particular key uses involved targeting interventions to address areas where low skills levels had been identified.</p> <p>Users require highest levels of qualifications and in particular no qualifications. In order to capture highest level of qualifications, evidence from the Labour Force Survey (LFS) and other sources shows this requires the recording of all academic, vocational, professional, and other qualifications held.</p> <p>There were no public acceptability or financial concerns about including level of qualifications questions on the census questionnaire. The operational requirement level is minimum.</p>

6. Equality implications of ONS's updated view

The Equality Act 2010 and associated public sector equality duty require public bodies to work towards eliminating discrimination and promoting equality of opportunity with regard to nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These requirements are reinforced by secondary legislation in both England and Wales⁷ as well as by the Equality Objectives published recently by the Welsh Government which seek to address the key equality challenges faced in Wales and to support progress towards the well-being goals in the Well-being of Future Generations (Wales) Act 2015.

The proposals made for the 2021 Census content will consider identified 'User requirements' for data alongside other factors such as 'Other considerations' and 'Operational requirements' specified in our evaluation criteria. In addition, it will be important to take account of the impact of any decisions that we may make on equality. Impacts can be:

- positive - actively promote equality of opportunity for one or more groups, or improve equal opportunities/relations between groups
- adverse or negative - cause disadvantage or exclusion (any such impact must be justified, eliminated, minimised or counter balanced by other measures)
- neutral - have no notable consequences for any groups

The Equality Act 2010 does not consider 'qualifications held' as a protected characteristic. However, as 'qualifications held' is a variable with links to other protected characteristics such as age and ethnicity, we consider that information on 'qualifications held' does have equality implications. For example, data about age and qualifications could be used to undertake analysis on qualifications gained by persons aged 50+ or to understand issues around over-qualifications and skills and in particular, understanding the disadvantaged especially older/younger groups, ethnic groups, and those with disabilities.

The 2011 Census question "Which of these qualifications do you have?" collected information on any and all qualifications. The qualifications question is asked to obtain all qualifications and can also be used to derive highest level of qualification. Its inclusion in the census allows organisations to use this information to examine groups of the population with no/low qualifications in order to identify skills gaps within the labour market and effectively target resources. It also allows inclusion of all groups as there is a 'no qualification' tick box option.

In view of issues with the quality of the information collected in the 2011 Census and the importance of providing reliable information for inequalities, ONS wishes to simplify the existing question. Therefore, ONS plans to consider whether the current question allows inequalities in qualifications attained to be measured accurately and to explore the additional options to simplify this question and improve the quality of responses.

We consider that a simpler question would encourage response and help people to complete the question more accurately thereby improving understanding about potentially excluded groups such as older people (who were able to leave school at age 14 until 1972/3 and therefore are

⁷ *The Equality Act 2010 (Specific Duties) Regulations 2011 and The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.*

more likely to have no qualifications). It could also improve details on qualifications attained; and improve comprehensiveness and comparability especially between UK and overseas qualifications attained by migrants or non-UK born residents.

The next steps for this topic, discussed below, take into account the identified equality implications. As research and stakeholder engagement continues, if further equality implications emerge, these will be considered and mitigated where necessary. Further information on the research linked to question development and testing, and stakeholder engagement will be published as required.

7. Next steps

There is a clear user need for qualifications data at central government and local authority level. ONS will explore options to shorten and simplify the question on this topic for the 2021 Census and work with stakeholders to finalise the detailed information requirement. Additionally, in developing the final question ONS will undertake a number of activities to identify how the quality of the information collected about qualifications could be improved drawing on the opportunities of a primarily online census. These activities will seek to address ONS considerations regarding data quality, respondent burden and questionnaire mode which are considered 'high' impact.

ONS intends to undertake a review of the qualifications question, in consultation with the Department for Business, Innovation and Skills (BIS), the Department for Education (DfE) and Welsh Government. The outcomes will inform the decision on what data on this topic will be collected in the 2021 Census.

The aim will be to identify how best to shorten and simplify the question while taking account of user needs and changes in qualifications, consistency with qualifications questions on other ONS and GSS surveys and Eurostat requirements for data.

Following the development and testing stages there will be a period of evaluation and further stakeholder engagement to support the final decision regarding any changes to the question. These activities will be sufficiently progressed to provide a clear proposal for the 2021 Census questionnaire which will be included in the 2021 Census White Paper in 2018 before the questions are submitted to Parliament for approval in 2019.

Annex A: List of organisations that responded, by sector

This list includes organisations that responded to at least one consultation question, or discussed collection of data, on the 'Education' topic. If multiple responses were received from an organisation the name only appears once.

Government department/public body

College of Arms	Equality and Human Rights Commission (EHRC)
Department for Business, Innovation and Skills (BIS)	Health & Social Care Information Centre (HSCIC)
Department for Communities and Local Government (DCLG)	Higher Education Funding Council for England (HEFCE)
Department for Culture, Media and Sport (DCMS)	National Assembly for Wales
Department for Environment, Food and Rural Affairs (DEFRA)	Office for National Statistics (ONS)
	Sport England
	Welsh Government

Local authority

Arun District Council	Cumbria County Council
Association of North East Councils	Cyngor Sir Ceredigion/Ceredigion County Council
Barnsley Metropolitan Borough Council	Derbyshire County Council
Bedford Borough Council	Devon County Council - Public Health
Birmingham City Council	Dudley Metropolitan Borough Council
Blaby District Council	Durham County Council
Blackpool Council	East Northamptonshire Council
Bournemouth Borough Council	East Riding of Yorkshire Council
Bristol City Council	East Sussex County Council
Caerphilly County Borough Council	Essex County Council
Carmarthenshire County Council	Gateshead Council
Chelmsford City Council	Gedling Borough Council
Cheshire East Council	Gloucestershire County Council
Cheshire West and Chester Council	Greater London Authority
Chesterfield Borough Council	Gwynedd Council
City of Bradford Metropolitan District Council	Haringey Council
City of London Corporation	Hertfordshire County Council
City of Wolverhampton Council	Horsham District Council
City of York Council	Kent County Council
Cornwall Council	

Local authority (continued)

Knowsley Metropolitan Borough Council
London Borough of Barking and Dagenham
London Borough of Bexley
London Borough of Camden
London Borough of Hackney
London Borough of Harrow
London Borough of Havering
London Borough of Hounslow
Manchester City Council
Mole Valley District Council
Newcastle City Council
North York Moors National Park Authority
North Yorkshire County Council
Northampton Borough Council
Northumberland County Council
Oldham Council
Oxfordshire County Council
Powys County Council
Reigate & Banstead Borough Council
Royal Borough of Kensington and Chelsea
Royal Borough of Kingston upon Thames

Salford City Council
Sheffield City Council
Shropshire Council – Intelligence and Research Team
Snowdonia National Park
Somerset County Council
South Norfolk District Council
Southend-on-Sea Borough Council
St Helens Council
Surrey County Council
Tameside Council
Tower Hamlets Council
Uttlesford District Council
Walsall Council
Waltham Forest Council
Warwickshire Observatory
Westminster City Council
Wookey Parish Council
Wychavon District Council
Wycombe District Council

Health organisation

Hywel Dda University Health Board

Public Health Wales National Health Service Trust

Housing

Yarlington Housing Group

Academic/research

British Sociological Association
Centre for Longitudinal Study Information and User Support (**CeLSIUS**)
Economic History Society

Imperial College London – Small Area Health Statistics Unit
University of Wolverhampton
University of York - Centre for Housing Policy

Charity and voluntary

Chwarae Teg
Family and Childcare Trust
Friends, Families and Travellers
Irish in Britain
Mental Health Foundation
Muslim Council of Britain

National Association of British Arabs
Older Lesbian, Gay, Bisexual and Trans
Association (**OLGA**)
Shelter
The Salvation Army
The Vegan Society

Commercial

CACI Ltd
First UK Bus

Operational Research in Health Ltd
(**ORH** Ltd)
Sainsbury's

Genealogist/family historian

Tasmanian Family History Society Inc.

Other

Emergency Planning Society -
West Midlands Branch
Health Statistics User Group (**HSUG**)
Market Research Society (**MRS**) and MRS
Census & Geodemographics Group

New Economy
Tees Valley Unlimited

