



26 March 2020

This release includes summary statistics on further education and skills in England along with detailed statistics on non apprenticeship and traineeship programmes.

This document is a transitional approach while we move all our further education and apprenticeship releases to a new dissemination platform, which we plan to do during 2020. Please see the section on ‘changes in the next release’ on page 7 for more information.

This release contains provisional data for all adult further education and skills learning in England for the first two quarters of the 2019/20 academic year (August 2019 to January 2020).

In year information is subject to ‘data lag’ due to providers submitting information after the period it relates to. This information is subsequently attributed to the correct time period, however in year data are subject to data lag until the final data returns for the academic year are made by providers after the end of the academic year. For example, at this point in 2018/19, data for Education and training participation was around 7 per cent lower than final year figures, and this can vary between years and also for different returns during the year.

Previously published data for the latest full, final year data can be found here:

<https://www.gov.uk/government/statistics/further-education-and-skills-november-2019>.

Latest commentary on apprenticeship and traineeships data can found in the ‘Apprenticeships and Traineeships, England: March 2020’ statistical release here:

<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>.

Please note: all the main data tables for the March 2020 apprenticeships and traineeships release are located on the ‘Further Education and Skills, England: March 2020’ GOV.UK web page.

1. Summary statistics¹

Adult further education (including apprenticeships)

Headline statistics (Tables 4 to 6 ²)	Participation in government-funded FE (including apprenticeships) in the first two quarters of 2019/20 has fallen to 1,373,800 from 1,442,500 in the same period in 2018/19, a decrease of 4.8 per cent. Achievements ³ also fell to 422,600 from 493,300, a decrease of 14.3 per cent. Participation in Adult Education Budget (AEB) ⁴ funded learning fell to 751,000, from 808,000, a decrease of 7.1 per cent; participation in adult
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¹ All percentage calculations in this document are based on unrounded figures.

² See section 2 for a list of tables accompanying this release.

³ We have changed our approach to calculating apprenticeship achievements which has impacted on the overall FE and skills achievements, see the ‘changes in this release’ section for further information.

⁴ See page 7 in the methodology section for information on the Adult Education Budget.

Education and training⁵ fell to 651,500, from 734,900, a decrease of 11.4 per cent, and participation in community learning also fell to 261,700 from 285,100, a decrease of 8.2 per cent.

Learner characteristics summary

(Table 9⁶)

Out of the 1,373,800 adults participating on government funded FE and skills (including apprenticeships) reported so far in 2019/20:

- Females account for 59.7 per cent (820,800 learners).
 - 19-24 year olds account for 28.1 per cent (386,200 learners).
 - Black, Asian and other ethnic minorities (BAME) represent 24.4 per cent (322,500 learners).
- Those declaring a learning difficulty or disability (LLDD) account for 17.3 per cent (230,000 learners).

Subject and level summary

(Tables 4,5,7 and 10)

Of the 1,373,800 adults participating in government-funded FE and skills learning (including apprenticeships) reported so far in 2019/20:

- The number on an English and maths course was 410,700.
- The number on Level 2 and Full Level 2 courses was 422,700 and 162,200 (respectively).
- The number on Level 3 and Full Level 3 courses was 352,600 and 304,100 (respectively).
- The number on a Level 4 and above course was 142,500.

Of the 651,500 adult learners participating in Education and training reported so far in 2019/20:

- The number on an English and maths course was 246,600.
- The number on Level 2 and Full Level 2 courses was 288,700 and 27,900 (respectively).
- The number on Level 3 and Full Level 3 courses was 108,200 and 56,700 (respectively).
- The number on a Level 4 and above course was 12,900.

Participation in adult English and maths⁷ fell to 410,700 from 448,700, a decrease of 8.5 per cent, with achievements falling to 74,100 from 97,800, a decrease of 24.2 per cent.

⁵ Education and Training is mainly classroom-based adult FE that is not an apprenticeship, community learning or workplace learning and can include distance learning or e-learning.

⁶ The percentage calculation for the age, BAME and LDD measures are based on excluding instances of unknown age, ethnicity and unknown learning difficulty/disability respectively.

⁷ This includes learners who are taking English and maths aims as part of an apprenticeship programme.

Devolution of Adult Education Budget

From 2019/20 around half of the AEB has been devolved to six Mayoral Combined Authorities (MCA) and the Greater London Authority (GLA). Delivery to remaining areas remain the responsibility of the ESFA. The seven active areas for 2019/20 are: Cambridgeshire and Peterborough, Greater Manchester, Liverpool City Region, Tees Valley, West Midlands, West of England and Greater London Authority.

A supplementary table published alongside this release provides activity in areas covered by those MCAs/GLA that are active, and covers activity in those areas irrespective of where the funding comes from. The table provides a summary of Education and training activity and Community Learning for the area for the first two quarters of 2019/20, please see 'Adult (19+) Education and Training plus Community Learning by Devolved Area' here: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills>.

MCAs/GLA have their own policies and priorities which, will change the nature of delivery from previous provision and therefore volumes will not be directly comparable with previous years. For more information on the policies of the active MCAs/GLA please use the links provided:

[Cambridgeshire and Peterborough](#)

[Greater Manchester](#)

[Greater London](#)

[Liverpool City Region](#)

[Tees Valley](#)

[West Midlands](#)

[West of England](#)

Overall FE and skills participation by learner characteristics

Compared to provisional data for August to January 2019:

- The proportion of females participating in FE and skills learning in 2019/20 has risen by 1.4 percentage points to 59.7 per cent.
- The proportion of 19-24 year olds has risen by 0.5 percentage points to 28.1 per cent.
- The proportion aged 25-49 has risen by 0.4 percentage points to 54.1 per cent.
- In contrast, participation for those aged 50 and over fell by 0.9 percentage points to 17.8 per cent.

Annual trends

The following information is based on latest full, final year data (2018/19 academic year) for overall FE and skills and is intended to draw out full-year, longer terms trends.

Gender

The proportion of female participants is higher than those of males. Between 2014/15 and 2018/19, female participation has risen from 57.3 per cent to 59.1 per cent.

Age

Since 2014/15 the age profile of FE and skills participants has progressively got older. Over half (55.9 per cent in 2018/19) of the participants are from the 25 to 49 age group.

Between 2014/15 and 2018/19:

- 19-24 participation has fallen from 26.2 per cent to 24.1 per cent.
- 25-49 participation has risen from 53.8 per cent to 55.9 per cent.
- 50 and over participation remained around 20 per cent.

Ethnicity

Since 2014/15, adult FE and skills participation by minority ethnic groups has risen steadily from 20.4 per cent to 23.5 per cent.

Between 2014/15 and 2018/19:

- All BAME ethnic groups have increased their proportion of participants.
- The largest proportion of BAME participants continues to be from Asian backgrounds (9.8 per cent in 2018/19).
- Over three quarters (76.5 per cent) of participants are from white backgrounds. This has steadily fallen from 79.6 per cent.

Learners with Learning Difficulties / Disabilities (LLDD)

Between 2014/15 and 2018/19, LLDD participation has risen from 16.8 per cent to 17.8 per cent.

Overall FE and skills participation by provision type and level

Compared to provisional data for August to January 2019:

- Below Level 2 participation has fallen to 193,100, a decrease of 17.1 per cent.
- Level 2 participation has fallen to 422,700, a decrease of 11.8 per cent.
- Level 3 participation has risen to 352,600, an increase of 1.4 per cent.
- Level 4 and above participation has risen to 142,500, an increase of 42.0 per cent.

Annual trends

The following information is based on latest full, final year data and is intended to draw out full-year, longer terms trends.

Overall FE and skills

Between 2014/15 and 2018/19:

- Participation in FE and skills has fallen to 2.1 million, a decrease of 20.9 per cent.
- Level 3 participation remained over 400,000
- Level 4 and above participation tripled from 43,500 to 133,100.

Education and training

Learner participation in education and training has declined between 2014/15 and 2018/19 to 1.1 million.

Between 2014/15 and 2018/19:

By level:

- Level 2 participation⁸ decreased between 2014/15 and 2016/17 but increased each year from 2016/17 to 514,600.
- Level 3 participation⁸ remained over 155,000 between 2014/15 and 2016/17 but decreased to 136,600.

⁸ From 2016/17, some learners who would have previously been included in full level 2 and full level 3, have been reclassified. Please see the User Guide to FE and Skills Statistics accompanying this release for further information:

<https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>

- Level 4 and above participation has increased from 11,900 to 15,700.

By sector subject area⁹ (SSA):

Within Education and training provision, the highest proportion of aims enrolments in each of the last five years was in the 'Preparation for life and work' SSA followed by the 'Health, Public Services and Care' SSA.

- Preparation for life and work - remained steady with nearly half (48.2 per cent in 2018/19) of the overall aims enrolments each year
- Health, Public Services and Care - gradually increased from 10.7 per cent to 14.5 per cent.
- Business, Administration and Law - increased from 6.7 per cent to 7.7 per cent.
- Arts, Media and Publishing – decreased from 5.1 per cent to 2.5 per cent.
- Engineering and Manufacturing Technologies – increased from 2.7 per cent to 3.0 per cent
- Construction, Planning and the Built Environment' – increased from 3.1 per cent to 3.2 per cent
- Science and mathematics – fluctuated between 2 and 3 per cent (2.3 per cent in 2018/19).
- Information and Communication Technology – decreased from 7.4 to 4.4 per cent.

English and maths

Between 2014/15 and 2018/19:

- English and maths participation declined from 905,600 to 573,500.
- English participation decreased from 668,600 to 360,300.
- Maths participation decreased from 623,900 to 364,000.
- English for Speakers of Other Languages (ESOL) participation decreased from 131,100 to 120,500.

By Subject and Level:

English:

- Entry Level participation declined from 99,500 to 74,500.
- Level 1 participation declined from 289,100 to 88,500.
- Level 2 participation declined from 304,400 to 214,200.

Maths:

- Entry Level participation declined from 69,600 to 62,900.
- Level 1 participation declined from 289,000 to 96,100.
- Level 2 participation declined from 294,600 to 227,400.

ESOL:

- Entry Level participation declined from 110,700 to 100,100.
- Level 1 participation increased from 17,500 to 18,200.
- Level 2 participation decreased from 6,800 to 6,600.

⁹ Sector subject area figures are based on the number of aims that have occurred at any point during the academic year. Where a learner has multiple aims, these will be counted separately, even those within the same Sector Subject Area.

See the Education and training sector subject area pivot tool in the FE data library:

<https://www.gov.uk/government/statistical-data-sets/fe-data-library-education-and-training>

Community learning

Between 2014/15 and 2018/19:

- Community learning participation decreased from 609,700 to 490,300.

Of which:

- Personal and Community Development Learning decreased from 461,100 to 385,500.
- Neighbourhood Learning in Deprived Communities decreased from 64,200 to 45,500.
- Family English, Maths and Language participation decreased from 42,800 to 26,500.
- Wider Family Learning decreased from 63,300 to 46,900.

About this release

Further education and skills

This statistics publication contains provisional figures for the first half of the 2019/20 academic year (August 2019 to January 2020) for England, based on information that has been reported to the Education and Skills Funding Agency (ESFA) by further education colleges and providers in February 2020. Data are subject to change until final data is published in November 2020 as some learning providers report some of their data for this period later in the year. Provider behaviour in reporting can also change from year to year.

This statistical release presents information on adult (aged 19+) government-funded further education (excluding schools and higher education), with additional tables on:

- Education and training
- English and maths
- Community learning
- Apprenticeships
- Traineeships

For commentary on all age apprenticeships and traineeships (16-24), please see the 'Apprenticeships and Traineeships in England, March 2020' release here:

<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

Please see the User Guide to FE and Skills Statistics document that accompanied this release for links to data for Scotland, Wales and Northern Ireland. <https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>

Achievements count

A new approach for calculating the date of achievement for apprenticeship standards has been implemented in this statistical release due to the introduction of a field in the collection system to record the end point assessment (EPA) for apprenticeship standards. This new approach impacts on the count of achievements for overall FE and skills as apprenticeships are included along with other FE provision.

For standards the passing of EPA represents the achievement date. Under the previous methodology the learner's leave month/year when learning had successfully completed and achieved was used as the date of achievement, which would normally be the same date. With the introduction of EPAs, the leave date and the EPA achievement date could span two different academic years. Therefore, a learner could have completed their learning in the 2018/19 academic year for example (and left the programme), but the EPA may not occur until the following academic year, i.e. 2019/20.

The new field enables the new method to calculate the month/year the learner successfully passed their apprenticeship programme for standards.

Changes in the next release

The DfE is changing how we release our statistics to further modernise our approach to dissemination. This will be through a new DfE statistics dissemination platform known as 'Explore Education Statistics' (EES) to make our data and statistics easier to find, access, navigate and understand. Please see here for more information: <https://www.gov.uk/government/organisations/department-for-education/about/statistics>. We are hoping to move to the new platform as soon as possible in 2020 but cannot confirm this as yet.

The EES system offers a step change for users in making data and releases easier to find and through use of a new table tool, more interactive access to our data. We are also adopting a more concise and user friendly presentation of commentary and headline data. In addition, the move to EES will, over time, make production and dissemination of statistical releases more efficient and flexible.

We will also seek to improve navigation to our data by consolidating releases and providing more seamless links to all supporting tables. In EES therefore we hope to have two releases, a Further education and skills release and an Apprenticeships and traineeships release. The latter will bring all apprenticeship data together in one place and update relevant sections on a monthly, quarterly and annual basis e.g. the next update of public sector data will be November 2020.

If we cannot move to the EES system we will provide another transitional product similar to the approach adopted to this release so we may focus on making the long term move to EES which will benefit all.

We are looking to run webinars on the new EES release via sector bodies before launch.

There will be on-going developments to the platform over time as well as how we use it to release our statistics, therefore we would welcome feedback on what users find helpful or not.

In this publication

Further education and skills

The following tables are included in this release:

- National tables (Excel .xls):
<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>
- Supplementary tables and data tools (Excel .xls):
<https://www.gov.uk/government/collections/fe-data-library>
- Underlying comma separated value (CSV) datasets along with metadata
<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

Please see the 'Accompanying tables' section below for the full list of supplementary tables and data tools published with this release including the csv files.

Methodology and technical information

Adult Education Budget (AEB)

The scope of adult skills funding has changed over the years to reflect funding settlements. For many years there were separate funding lines for offender learning and Community Learning and the previously named Adult Skills Budget, which included funding for apprenticeships (19+). In addition, a separate funding line was introduced for advanced learner loans. However, more recently both the budget and responsibility for delivery of offender learning transferred to the Ministry of Justice (in October 2016) and since the introduction of the apprenticeship levy (in May 2017), apprenticeships (19+) are no longer included. From 2016/17, the Adult Education Budget (AEB) has covered Education and training for adults (19+) from pre-entry to Level 3, including Community Learning, the Prince's Trust Team Programme and 19-24 Traineeships and excluding apprenticeship learning and advanced learner loans.

As with many policy areas, further education is a broad and changing topic. In order to understand the impact of policy and methodology changes on any data published in this release, see the User Guide to FE and Skills Statistics that accompanied this release: <https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>

Feedback

For any queries relating to changes we are planning to make to how we publish our data and statistics, please contact: FE.OFFICIALSTATISTICS@education.gov.uk.

2. Accompanying tables

A list of tables published as part of this release can be found here:

<https://www.gov.uk/government/statistics/announcements/further-education-and-skills-march-2020>

The following tables are available in Excel and Open Data Source (ODS) format here:

<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>.

Further education and skills tables:

1. All age apprenticeship participation by level and age (2010/11 to 2019/20 - reported to date)
- 2.1. All age apprenticeship programme starts by level and age (2010/11 to 2019/20 - reported to date)
- 2.2. All age apprenticeship programme achievement by level and age (2010/11 to 2019/20 - reported to date)
- 3.1. Traineeship starts by age (2013/14 to 2019/20 - reported to date)
- 3.2. Traineeship starts and completion rates, by age-group, for traineeships started between 2014/15 and 2018/19
- 3.3. Traineeship starts and apprenticeship conversion rates, by age-group, for traineeships started between 2014/15 and 2017/18
- 4.1. Adult (19+) FE and Skills participation by level (2010/11 to 2019/20 - reported to date)
- 4.2. Adult (19+) FE and Skills achievement by level (2010/11 to 2019/20 - reported to date)
- 5.1. Adult (19+) Education and Training participation by level (2010/11 to 2019/20 - reported to date)
- 5.2. Adult (19+) Education and Training achievement by level (2010/11 to 2019/20 - reported to date)
- 6.1. Adult (19+) AEB funded participation by level (2016/17 to 2019/20 - reported to date)
- 6.2. Adult (19+) AEB funded achievement by level (2016/17 to 2019/20 - reported to date)
7. Adult (19+) FE and Skills: English and maths participation and achievement by level (2010/11 to 2019/20 - reported to date)
8. All age demographic summary of apprenticeship and traineeship participation (2019/20 - reported to date)
9. Adult (19+) demographic summary of FE and Skills participation (2019/20 - reported to date)
10. Community Learning participation and achievement by type (2010/11 to 2019/20 - reported to date)

Underlying CSV data

- Unrounded CSV dataset on apprenticeship starts with various attributes such as gender, geography, sector subject area and provider (2019/20 - reported to date)
- Unrounded CSV dataset on apprenticeship participation with various attributes such as gender, geography and provider, (2019/20 - reported to date).
- Unrounded CSV apprenticeship achievements by SSA, provider, framework/standard, local authority district (2019/20 - reported to date)
- Unrounded CSV dataset on apprenticeship starts and achievements by LEP (2019/20 - reported to date).
- Unrounded CSV dataset on Further Education and Skills learner participation with various attributes such as gender, geography and provider (2019/20 - reported to date).
- Unrounded CSV dataset on Further Education and Skills aims enrolments with various attributes such as gender, geography, sector subject area and provider (2019/20 - reported to date).
- Metadata: Information about the fields in the underlying data and additional notes for users

Apprenticeship and levy statistics tables:

1. Total number of commitments by training start date and age as reported at 29 February 2020
2. Total number of commitments by training start date and level as reported at 29 February 2020
3. All age apprenticeship programme starts by start month, level and age (August 2019 to January 2020 – reported to date)

Supplementary tables

Additional breakdowns of further education statistics are published online, please see here: <https://www.gov.uk/government/collections/fe-data-library>. These additional breakdowns include breakdowns by age, gender, ethnicity, learners with learning difficulties and/or disabilities, region, local authority, parliamentary constituency, sector subject area and funding stream.

Please see the **table finder** tool published in the FE data library for data tools and tables with additional breakdowns for annual full year 2018/19 academic year data and previous years:

<https://www.gov.uk/government/publications/fe-data-library-help-for-finding-data>

1. Apprenticeship demographic, sector subject area and local authority district PivotTable tool: starts and achievements (2019/20 - reported to date)
2. Apprenticeship framework/standard and sector subject area PivotTable tool: starts and achievements (2019/20 - reported to date)
3. Education & Training demographic, sector subject area and local authority district PivotTable tool: enrolments and achievements (2019/20 – reported to date)
4. Education & Training aims and sector subject area PivotTable tool: enrolments and achievements (2019/20 – reported to date)
5. Apprenticeship starts since May 2010/2015 by geography
6. Apprenticeship starts and achievements by detailed LLDD, level and age group (2017/18-2018/19)
7. Indicative characteristics of learners and apprenticeship starts in the public sector (April 2018 to March 2019)
8. Adult (19+) Education and Training Participation by Level and total Community Learning Participation for active Mayoral Combined Authorities (MCAs) and Greater London Authority (GLA) (2019/20 - reported to date) - Learner Volumes
9. Education and Training enrolments by sector subject area, local authority district, provider and learning aim (2019 – reported to date)
10. Education and Training achievements by sector subject area, local authority district, provider and learning aim (2019 – reported to date)
11. Monthly apprenticeship starts PivotTable tool covering breakdowns by sector subject area, framework/standard, age group, level, degree apprenticeship flag and funding type (2014/15 to 2019/20 - reported to date)

When reviewing the FE and Skills tables, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics (https://www.statisticsauthority.gov.uk/monitoring-and-assessment/code-of-practice/) requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We round figures	Rounding is our primary approach to preserving confidentiality in our main tables, where headline volumes are reported rounded to the nearest 100. In the supplementary tables, volumes are rounded to the nearest 10. There may be exceptions to this in instances where any figure that is an exact duplicate of a value in the headline figures (e.g. Grand Totals), which are rounded to the nearest 100 and avoid contradictory figures. Percentages reported are calculated on pre-rounded data and given to one decimal place.
We suppress some figures	In the main tables, headline volumes below 50 are suppressed (this includes values of zero). In reality, very few figures in our main tables are small enough to be suppressed in this way. In the supplementary tables volumes below 5 are suppressed (this includes values of zero). A percentage of less than 0.5 per cent is suppressed.
We adopt symbols to help identify suppression	Symbols are used in the tables as follows: '-' indicates a headline volume with below 50 in the main tables and below 5 in the supplementary tables. ** indicates a percentage of less than 0.5 per cent.
Coverage of the data	This release includes provisional data for the first half (August to January 2020) of the 2019/20 academic year reported to the Education and Skills Funding Agency in February 2020 by further education providers.

In order to understand the impact of policy and methodology changes on any data published in this release, details are provided in User Guide to FE and Skills Statistics document that accompanied this release: <https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>.

As with many policy areas, further education is a broad and changing topic.

For more information, please see the latest version in the most recent statistical release here:

<https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

3. Further information is available

Additional breakdowns of further education statistics are published online as supplementary tables. These include breakdowns by age, gender, ethnicity, learners with learning difficulties and/or disabilities, region, local authority, parliamentary constituency, sector subject area and funding stream.

Please see the further education data library here: <https://www.gov.uk/government/collections/fe-data-library>

For further information on apprenticeships, traineeships and monthly Apprenticeship Service data, please see the commentary accompanying the Apprenticeships and traineeships in England: March 2020 release here: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

4. Technical information

For further information, please see the User Guide to FE and Skills Statistics document that accompanied this release:

<https://www.gov.uk/government/statistics/further-education-and-skills-march-2020>

This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

5. National Statistics

National Statistics status means that our statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.

The continued designation of these statistics as National Statistics was confirmed in October 2019 following a compliance check by the Office for Statistics Regulation

(<https://www.statisticsauthority.gov.uk/correspondence/compliance-check-further-education-skills/>).

The statistics last underwent a full assessment (https://www.statisticsauthority.gov.uk/wp-content/uploads/2015/12/images-assessment-report-78-further-education-and-skills_tcm97-35239.pdf, <https://www.statisticsauthority.gov.uk/publication/statistics-on-further-education-and-skills-letter-of-confirmation-as-national-statistics/>) against the [Code of Practice](#) in 2010.

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

We highlighted the key methodology information in the User Guide to FE and Skills Statistics accompanying this release, including data quality issues surrounding the in-year data in our releases, and ensured our in-year statistics are now clearly caveated. We have improved the commentary with the necessary caveats to aid interpretation and to visually reflect the variability with in-year statistics. We made a number of changes to our publication structure and publication timings from January 2018, which were outlined in the [Proposed Changes](#) document in November 2017. We have responded to various user needs by creating more data tools with the view to improving the richness of data, increasing efficiencies, and enabling re-use of those statistics, thereby improving flexibility of the statistics. We have developed a new table finder to help users navigate the tools in the further education data library. These changes, particularly those implemented from the 2017/18 academic year were informed by user feedback, an internal review of further education Official Statistics, and departmental priorities, with a view to improving consistency across our statistical publications. Furthermore, [the FE Official Statistics mailbox](#) has been introduced as the central point of contact for further engagement and to invite feedback.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

6. Get in touch

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Department
for Education



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Download: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

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