Department for Education

Ad-hoc Notice
Occupational pathways of technical qualifications

Experimental analysis into the occupations of young people with technical qualifications in England

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Occupational pathways of technical qualifications

Introduction

This report presents exploratory analysis into the occupations young people move into after achieving technical qualifications. The analysis aims to:

- Show which technical qualifications are held by young people in employment.
- Show the occupations and type of employment of young people who achieve technical qualifications.
- Identify qualifications which offer clear pathways into related occupations for young people.

This analysis focuses on individuals who were born in academic year 1998, reported being in employment in a survey conducted between March and September 2018 (when they were aged 18 or 19) and had achieved a technical qualification[1] or apprenticeship at level 2 or level 3 as their highest qualification (obtained from a further education institution in England).

The analysis maps a young person's occupation to their highest technical qualification by merging data from the Our Future study and from the Individualised Learner Record, to help identify occupational pathways.

Future plans to build on this analysis include refreshing the findings with data from future waves of the Our Future study and exploring solutions to improving the sample size by drawing on other data sources.

Summary

Young people in employment with a level 2 technical qualification come from a mix of classroom-based study (53%) and apprenticeships (47%), and more than half hold qualifications in engineering (22%), construction (16%) or retail (16%)[2]. Almost half (46%) are in employment as part of training[3] and the most common occupations are skilled metal, electrical and electronic trades (15%), caring personal service occupations (13%) and administrative occupations (12%).

Young people in employment with a level 3 qualification tend to come from classroom-based study (91%) and to have achieved qualifications in health (21%), arts (19%) or

[1] Technical qualifications are defined as all classroom-based qualifications other than GCSEs and A Levels.

[2] Sector subject area labels in this report have been shortened to single words as follows: arts for *Arts, media and publishing*; business for *Business, administration and law*; construction for *Construction, planning and the built environment*; engineering for *Engineering and manufacturing technologies*; health for *Health, public services and care*; ICT for *Information and communication technology*; leisure for *Leisure, travel and tourism*; retail for *Retail and commercial enterprise*.

[3] This includes those who reported being on an apprenticeship or similar training programme linked to their work.

leisure (15%). The majority (72%) are employed in a full-time job rather than in employment as part of training, and the most common occupations are caring personal service occupations (15%), elementary administration and service occupations (12%) and sales occupations (12%).

The pathways analysis suggests that at level 2, at least two thirds of young people with a qualification in business, construction, engineering, health or retail are employed in an occupation related to their qualification. Young people who achieved a level 2 apprenticeship are more likely to be employed in a related occupation than those who came from level 2 classroom-based study. Similarly, young people in employment as part of training are more likely to be working in an occupation related to their qualification than those employed in full-time jobs.

At level 3, qualifications in business and engineering resulted in at least half of young people entering employment in related occupations, whilst qualifications in arts and leisure resulted in the smallest proportion of young people entering related occupations (1% and 14% respectively).

Existing evidence

Existing evidence on the value of technical qualifications in the labour market draws primarily on the Longitudinal Education Outcomes study and focuses on the value added of different qualification types, levels and sector subject areas (SSAs) in terms of earnings and employment outcomes.

The Department for Education publishes Further education: outcome-based success measures annually, which show the destinations of students in the year following study, and earnings outcomes of students 1, 3 and 5 years after they achieved their learning aim. These look at simple outcomes in terms of employment and learning destinations, progression and earnings, and is broken down by provision and level of learning, SSA, and learner demographics. These measures are also reported nationally, at provider level and by geographic region.

Academic research published in 2019 by the Centre for Vocational Education Research suggests strong earnings and employment returns associated with achieving a vocational qualification at level 2 (compared to level 1) and at level 3 (compared to level 2), with some variation by qualification type and SSAs. Apprenticeships and qualifications in engineering, construction, ICT and business were found to have higher returns than classroom-based qualifications and qualifications in other SSAs. A second report shows the labour market outcomes associated with progression to the next level for each SSA.

Similar findings were published by the Department for Business, Innovation & Skills in a series of reports in 2014. In these reports, Bibby et al. compared labour market returns for adults who achieved a vocational learning aim at level 2 and 3 to those who participated but did not achieve the same learning aim.

There is limited evidence to date on whether technical qualifications provide clear pathways into related occupations in the labour market. The exploratory analysis presented in this report is a first attempt at mapping qualifications to occupations and identifying technical qualifications which have clear occupational pathways.

Main findings

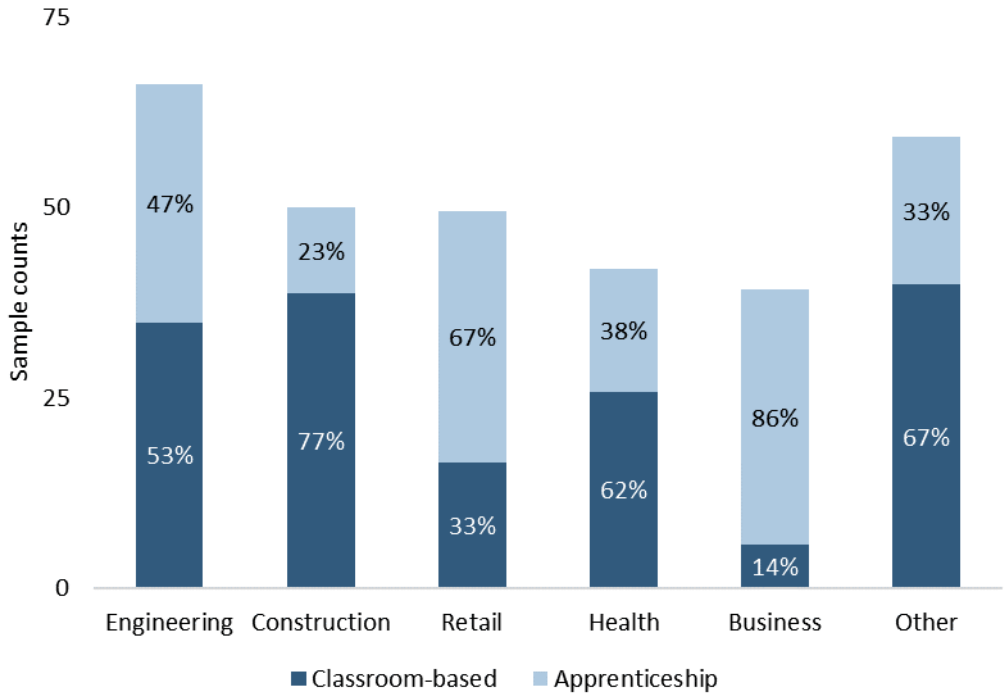
Qualifications held by young people in the labour market

There is variation in the type and SSA of qualifications held by young people who enter employment with a level 2 or level 3 technical qualification obtained from a further education institution in England.

The evidence suggests that most young people who enter employment with a level 2 have a qualification in engineering (22%), construction (16%) or retail (16%). It also suggests a roughly equal split between those who come from classroom-based study (53%) and those who come from an apprenticeship (47%), although there is some variation by SSA. See Annex C, table 4 for more detail.

Figure 1. Qualification subject area and type of young people in employment at level 2

Includes 18 or 19 year olds who entered employment with a level 2 technical qualification obtained from a further education institution in England.

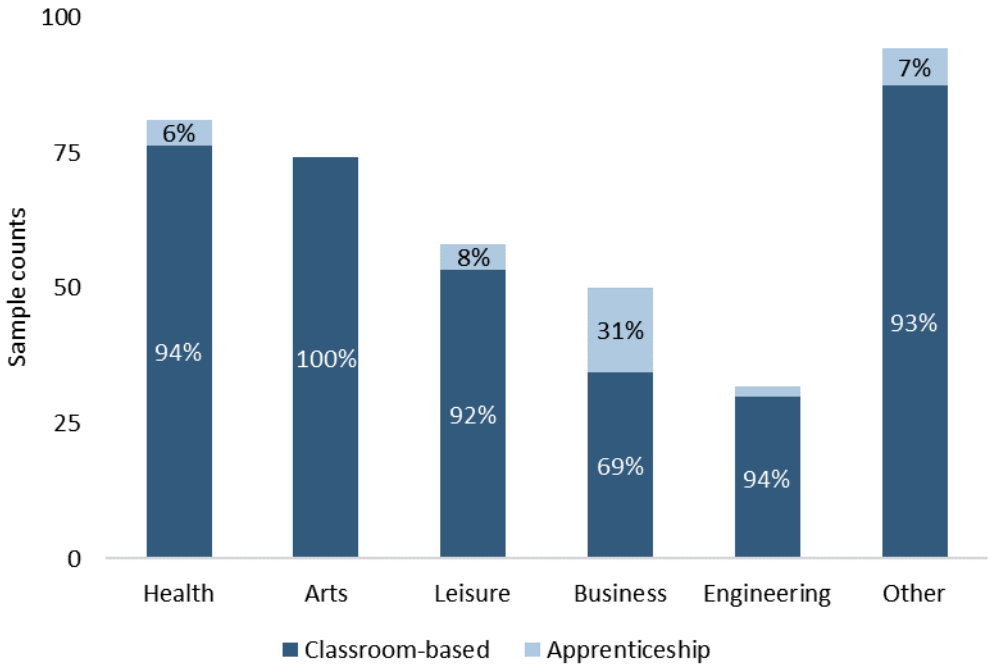


Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

At level 3, the analysis found that 91% of all 18 year olds in employment come from a classroom-based qualification, with the majority holding a qualification in health (21%), arts (19%) or leisure (15%). See Annex C, table 5 for more detail.

Figure 2. Qualification subject area and type of young people in employment at level 3

Includes 18 or 19 year olds who entered employment with a level 3 technical qualification obtained from a further education institution in England.



Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Occupations and type of employment of young people in the labour market

The evidence shows that the most common occupations for young people who entered the labour market with a level 2 qualification are skilled metal, electrical and electronic trades (15%), caring personal service occupations (13%) and administrative occupations (12%)[4].

In comparison, young people with a level 3 technical qualification are more likely to be in caring personal service occupations (15%), elementary administration and service occupations (12%) and sales occupations (12%).

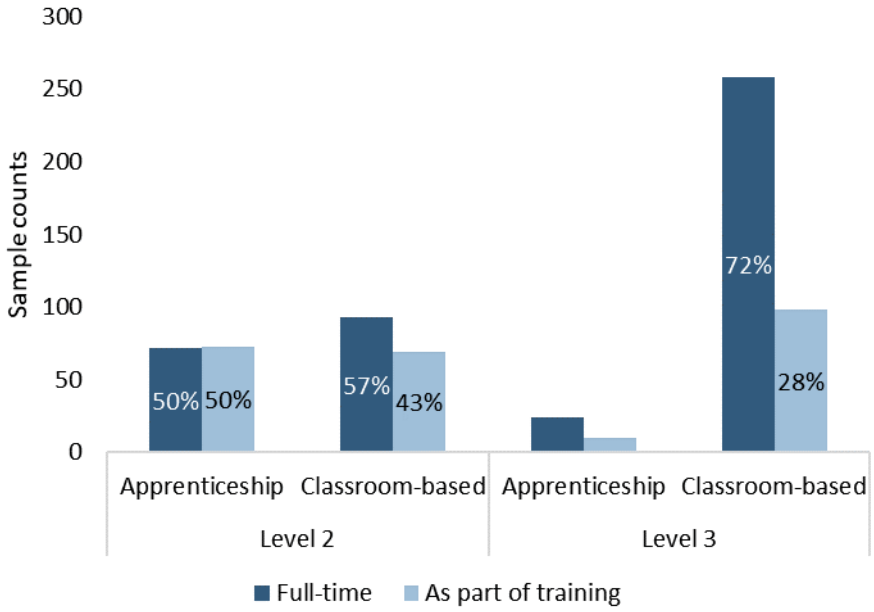
In terms of employment type, the analysis suggests that 50% of those who achieved a level 2 apprenticeship and 43% of those who achieved a level 2 classroom-based qualification are in employment as part of training. In contrast, most young people in employment with a level 3 qualification are in full-time employment.

See Annex C, table 6 and Annex C, table 7 for more detail on occupations and type of employment of young people.

[4] Occupations are reported at the 2-digit SOC code level, based on the 2010 SOC classification.

Figure 3. Type of employment of young people, by qualification level and type

Includes 18 or 19 year olds who entered employment with a level 2 or level 3 technical qualification obtained from a further education institution in England.



Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Occupational pathways of young people with technical qualifications

The pathways analysis was conducted by qualification level (level 2 and level 3), and only SSAs with more than 30 young people were included[5]. It looked at two indicators of occupational pathways for each SSA in scope:

- **Related occupations**: the proportion of young people who entered an occupation that is related to the SSA of their qualification (a mapping of occupation to qualification can be found in Annex D).
- The presence of **clear occupational pathways**: an SSA is said to offer a clear occupational pathway if at least 30% of young people with a qualification in this subject enter the same occupation.

Level 2

At level 2, the analysis suggests that the five SSAs in scope tend to lead young people into related occupations and provide clear occupational pathways. These are engineering, construction, retail, health and business. At least two thirds of young people in these SSAs entered related occupations, ranging from 67% for engineering to 81% for retail. More detail is provided in Annex C, table 8.

[5] SSAs with less than 30 young people are out of scope for this analysis to manage the uncertainty caused by the small sample size.

The evidence also suggests that each SSA offers a clear occupational pathway into a related occupation. The proportion of young people who follow that pathway ranges from 39% (for retail into leisure, travel and related personal service occupations) to 68% (for health into caring personal service occupations). See figure 4 for detail.

Finally, the analysis shows that young people who achieved a level 2 apprenticeship are almost twice as likely to be employed in a related occupation (86%) than those who come from classroom-based study (47%). Young people coming from classroom-based study who enter employment as part of training are also more likely to be in a related occupation (72%) than those moving directly into a full-time job (29%). This difference could be driven by the qualification type as well as other factors (e.g. sector subject area) which are not explored here. See table 1 for detail.

Table 1. Young people in related and not related occupations at level 2, by highest qualification and employment type

Highest qualification type	Employment type	Young people in related occupation	Young people not in related occupation	Sample count
Apprenticeship	As part of training	97%	3%	73
	Full-time job	76%	24%	72
	Total	86%	14%	145
Classroom-based	As part of training	72%	28%	69
	Full-time job	29%	71%	93
	Total	47%	53%	162
Total	As part of training	85%	15%	142
	Full-time job	50%	50%	165
	Total	66%	34%	307

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record; notes: related and not related occupations are defined in annex D table 10.

Level 3

At level 3, the analysis suggests that some SSAs lead young people into related occupations and provide clear occupational pathways whilst others do not. The five SSAs in scope for this analysis are arts, business, engineering, health and leisure.

The analysis found that young people with a level 3 qualification in engineering and business are likely to be in a related occupation (76% and 60% respectively), whilst those with a qualification in arts and leisure are unlikely to be in a related occupation (1% and 14% respectively). Just under half (44%) of young people with a qualification in health entered a related occupation. More detail is provided in Annex C, table 9.

The evidence also suggests that qualifications in engineering offer the strongest occupational pathway, leading 62% of young people into the skilled metal, electrical and electronic trades. In contrast, qualifications in arts and leisure were found to offer no clear occupational pathway, suggesting that young people enter a range of different occupations with no clear pattern. Qualifications in business and health offered a clear occupational pathway to 32% and 38% of young people respectively. See figure 5 for detail.

Finally, the analysis shows that young people in employment as part of training are more likely to be in an occupation that is related to their qualification (52%) than those in full-time employment (34%). It also shows that young people who achieved a level 3 apprenticehsip are more than twice as likely to be in a related occupation (81%) than those who achieved a level 3 classroom-based qualification (35%). See table 2 for detail.

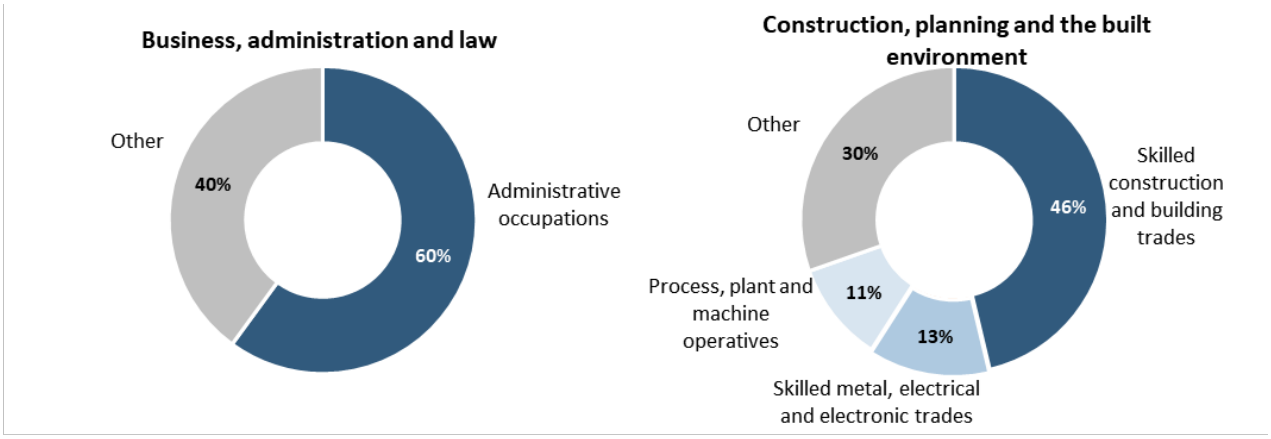
Table 2. Young people in related and not related occupations at level 3, by highest qualification and employment type

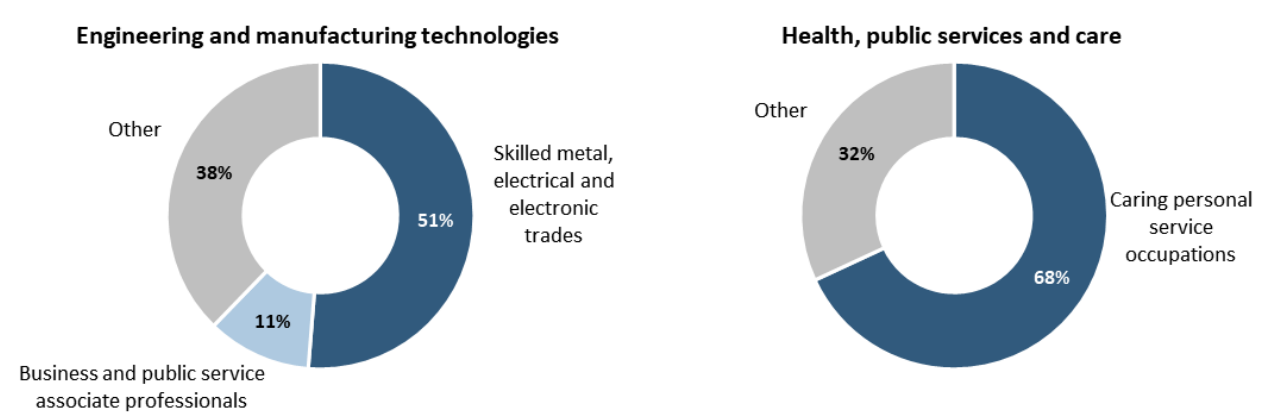
Highest qualification type	Employment type	Young people in related occupation	Young people not in related occupation	Sample count
Apprenticeship	As part of training	-	-	-
	Full-time job	-	-	-
	Total	81%	19%	34
Classroom-based	As part of training	49%	51%	98
	Full-time job	30%	70%	258
	Total	35%	65%	356
Total	As part of training	52%	48%	108
	Full-time job	34%	66%	281
	Total	39%	61%	389

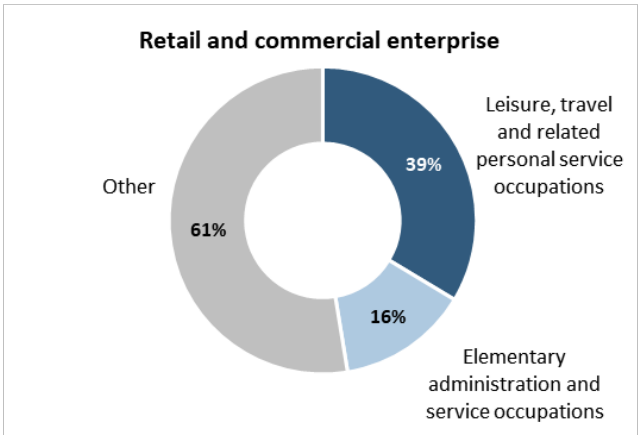
Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record; notes: related occupations are defined in annex D table 10, "-" replaces figures for groups of less than 30.

Figure 4: Most common occupations (2-digit SOC) of young people in employment at level 2, by subject area of highest qualification

Includes 18 or 19 year olds who entered employment with a level 2 technical qualification obtained from a further education institution in England. Excludes subject areas with count < 30 and occupations with proportion < 10%.



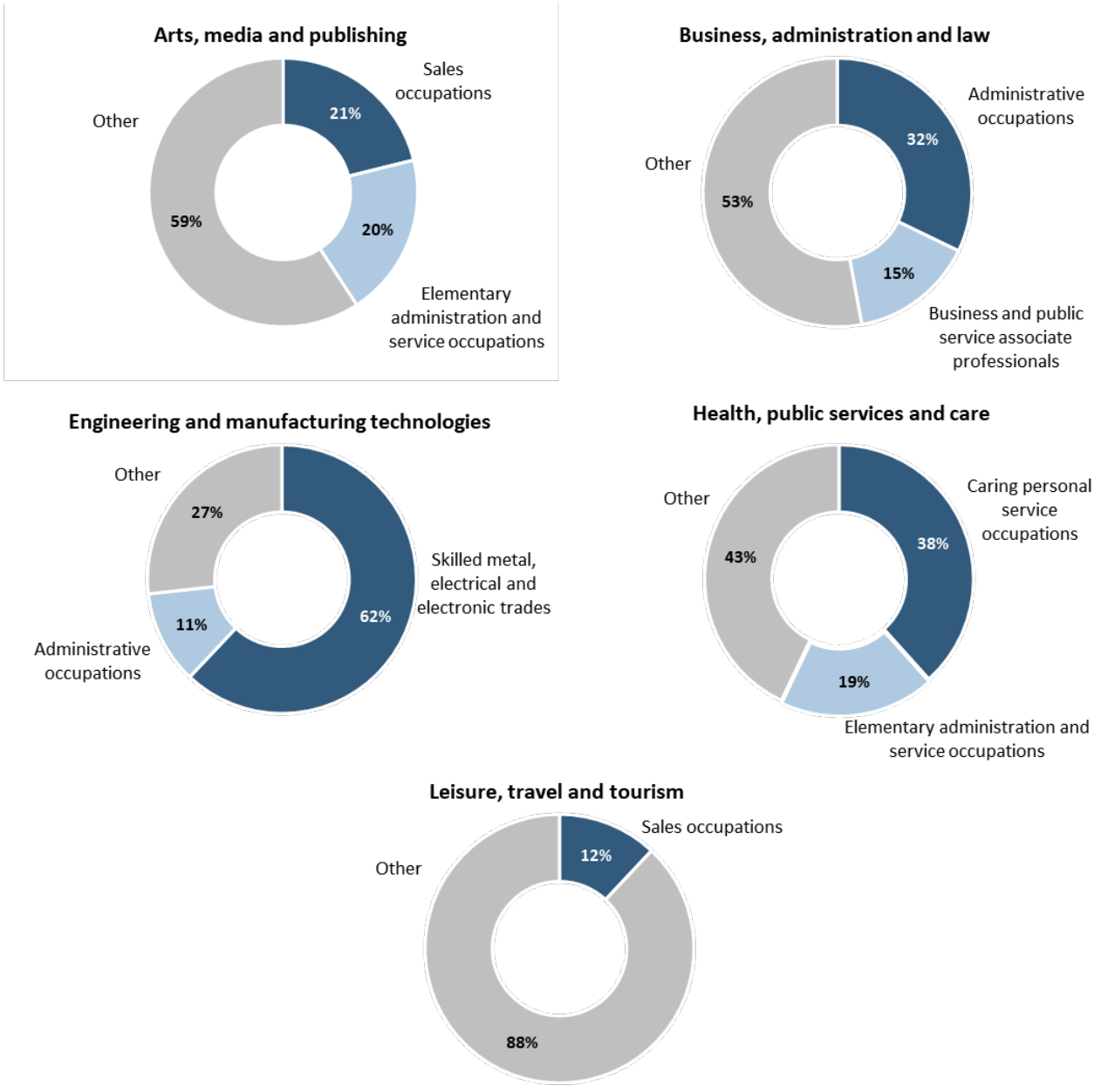




Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Figure 5: Most common occupations of young people in employment at level 3, by subject area of highest qualification

Includes 18 or 19 year olds who entered employment with a level 3 technical qualification obtained from a further education institution in England. Excludes subject areas with count < 30 and occupations with proportion < 10%.



Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Related publications

Further education: outcome-based success measures, academic years 2013/14 to 2016/17, Department for Education, October 2019, https://www.gov.uk/government/statistics/further-education-outcome-based-success-measures-2016-to-2017

Labour market outcomes disaggregated by subject area using the Longitudinal Education Outcomes (LEO) data, CVER, August 2019, http://cver.lse.ac.uk/textonly/cver/pubs/cverdp021.pdf

The value of progression in further education, CVER, August 2019, http://cver.lse.ac.uk/textonly/cver/pubs/cverdp022.pdf

Further education: comparing labour market economic benefits from qualifications gained, Department for Business, Innovation & Skills, December 2014, https://www.gov.uk/government/publications/further-education-comparing-labour-market-economic-benefits-from-qualifications-gained

Annex A: Data and Methodology

Data sources

This analysis uses data from the Our Future study, also known as the Longitudinal Study of Young People in England Cohort 2 (LSYPE 2), and from the Individualised Learner Record held by the Department for Education.

The Our Future study is a DfE-funded large-scale panel survey which follows thousands of young people born in academic year 1998 across England from the year they turn 14 to age 20. The survey covers a range of topics including young people's employment activity and occupation as soon as they enter the labour market. The analysis presented here uses data from Wave 6 of the Our Future study, which was conducted between March and September 2018 and received almost 7,000 valid responses from 18 and 19 year olds.

The Individualised Learner Record is an administrative data collection from further education providers on all government funded further education learning activity in England. It includes information on learner participation and achievement, learning aims and learner characteristics.

Methodology

The two data sources were merged using anonymised unique identifiers to produce a dataset that combined information on young people's employment activity and occupation (as self-reported in the Our Future survey) with their highest qualification achieved prior to the survey (from the Individualised Learner Record). The final dataset contained a single qualification/occupation combination for each young person in the sample.

A detailed mapping of occupation to qualification, based on the best judgement of the authors, is found in Annex D. For each sector subject area (tier 1), the mapping identifies the 2-digit SOC occupations in the the data that are related and those that are not related. This is used to define related occupations. Sector subject area and 2-digit SOC codes are broad groupings, as a result the mapping could mask variation in occupational pathways between individual qualifications and more detailed occupational classifications.

The analysis also identified clear occupational pathways, defined as SSAs with at least 30% of young people entering the same occupation. SSAs with less than 30 young people were kept out of scope for this analysis to manage the uncertainty caused by the small sample size.

Sample

The final sample size for the analysis is 696 learners (10% of the young people who took part in the Our Future wave 6 survey). This is a small sample, and findings are representative only for young people in employment at academic age 18 or 19 who achieved a post-16 technical qualification in a further education institution.

The sample includes all the young people that met all the following conditions:

- Took part in wave 6 of the Our Future study and consented for their responses to be linked to the Individualised Learner Record;
- Had completed a level 2 or level 3 technical qualification as their highest qualification by March 2018, and;
- Reported being in employment (either in full employment or as part of training) when they completed the Our Future survey.

Limitations

This analysis only covers occupational pathways for government funded level 2 and level 3 technical qualifications completed in a further education institution.

It is designed to explore the link between SSAs and occupations and only looks at individuals already in employment. It does not include young people who are not in employment and therefore does not conclude on how likely a qualification is to lead to employment.

The students in the sample are young, which means that individuals are less likely to have settled into the labour market and are more likely to be in a temporary job, or in a job as part of training, which may precede a transition into an occupation that is related to their qualification. Analysis on an older age group may find that different occupational pathways exist.

Due to the limited sample size, we were not able to explore occupational pathways in detail, for instance how these vary by qualification title or qualification type, or to explore the link to more detailed occupational groups (beyond 2-digit SOC).

Annex B: Uncertainty and data validation

The Our Future study has a complex sample design which includes stratification, clustering and unequal selection probabilities within clusters. The parameters of the sample design have not been disclosed which means it is difficult to calculate standard errors and confidence intervals. To manage uncertainty, the approach taken instead has been to aggregate qualifications by SSA and occupations by 2-digit SOC group prior to the analysis, and to exclude small counts from the analysis.

As part of the data validation process, we also compared key estimates from the Our Future study with other well-established data sources.

Comparison of occupational distribution with Labour Force Survey (LFS)

A comparison between the Our Future survey and the LFS found that the distribution of employment by occupation of 18 year olds in 2018 is broadly similar across the two surveys.

According to both surveys, Elementary administration and service and Sales occupations were the most prevalent among 18 year olds. However, the LFS estimates that these occupations made up 46% of employment compared to 39% according to the Our Future survey. The Our Future survey, on the other hand, found that a larger proportion of 18 year olds were employed in the Skilled metal, electrical and electronic trades (8% compared to 4% in the LFS).

Table 3. Our Future and LFS comparison of 18 year old employment distribution by occupation

Occupation	% of employment in Our Future	% of employment in LFS
Elementary administration and service occupations	21%	25%
Sales occupations	18%	21%
Caring personal service occupations	10%	10%
Skilled metal, electrical and electronic trades	8%	4%
Administrative occupations	8%	8%
Leisure, travel and related personal service occupations	4%	3%
Skilled construction and build trades	4%	4%
Business and public service associate professionals	4%	3%
Elementary trades and related occupations	3%	4%
Other	22%	18%

Data sources: DfE 'Our Future' study wave 6, ONS Labour Force Survey

Differences in survey design, scope and timeframes could explain the small differences in the findings between the two surveys. Our Future is designed to capture the main activity of a young person in the year preceding the survey interview. It is not designed to capture all the employment activities, and an extensive data cleaning process takes place through which ad-hoc employment may be removed or recoded. In contrast, the

LFS is designed to capture any type of employment activity that a person has had in the week preceding the survey interview.

Comparison of activity with Individualised Learner Record (ILR)

A comparison between our final sample from Our Future and the ILR found a high match rate between the type of employment that individuals reported in the survey and their activity recorded in the ILR over the same period.

78% of individuals in our sample were found to have an exact activity match. This includes those who reported being in full-time employment in the Our Future survey who were not participating in a qualification according to the ILR in that period. It also includes those who reported being in employment as part of training and were participating in a course according to the ILR.

Only 2% of individuals in our sample were found to have no activity match at all, where they reported being in full-time employment only in the survey but according to the ILR were participating in a qualification throughout the fieldwork period.

For the remaining 26%, the activity match is unknown. These individuals fall into two categories:

- Those who reported being in employment as part of training but had no recorded education activity in the ILR (12%). This would be the case if their training programme is not recorded in the ILR.
- Those who reported being in full-time employment but had records of education activity in the ILR for part of the fieldwork period (8%).

Annex C: Tables and figures

Table 4. Young people in employment with a level 2 technical qualification by sector subject area, qualification type and employment type

Sector Subject Area (tier 1)	Sample counts	Perc	Appren-ticeship	Classroom-based	Full-time employment	Employment with training
Engineering and Manufacturing Technologies	66	22%	47%	53%	37%	63%
Construction, Planning and the Built Environment	50	16%	23%	77%	51%	49%
Retail and Commercial Enterprise	50	16%	67%	33%	59%	41%
Health, Public Services and Care	42	14%	38%	62%	55%	45%
Business, Administration and Law	39	13%	86%	14%	61%	39%
Other sector subject areas	59	19%	33%	67%	66%	34%
Total	**307**	**100%**	**47%**	**53%**	**54%**	**46%**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Table 5. Young people in employment with a level 3 technical qualification by sector subject area, qualification type and employment type

Sector Subject Area (tier 1)	Sample counts	Perc	Appren-ticeship	Classroom-based	Full-time employment	Employment with training
Health, Public Services and Care	81	21%	6%	94%	76%	24%
Arts, Media and Publishing	74	19%	0%	100%	82%	18%
Leisure, Travel and Tourism	58	15%	8%	92%	68%	32%
Business, Administration and Law	50	13%	31%	69%	68%	32%
Engineering and Manufacturing Technologies	32	8%	6%	94%	44%	56%
Other sector subject areas	94	24%	7%	93%	75%	25%
Total	**389**	**100%**	**9%**	**91%**	**72%**	**28%**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Table 6. Young people in employment with a level 2 technical qualification, by occupation, employment type and qualification type

Occupation (2-digit SOC)	Sample counts	Perc	Full-time employment	Employment with training	Appren-ticeship	Classroom-based
Skilled metal, electrical and electronic trades	45	15%	24%	76%	51%	49%
Caring personal service occupations	38	13%	50%	50%	51%	49%
Administrative occupations	37	12%	63%	37%	66%	34%
Skilled construction and building trades	35	11%	34%	66%	47%	53%
Other occupations	150	49%	66%	34%	41%	59%
Total	**307**	**100%**	**54%**	**46%**	**47%**	**53%**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Table 7. Young people in employment with a level 3 technical qualification, by occupation, employment type and qualification type

Occupation (2-digit SOC)	Sample counts	Perc	Full-time employment	Employment with training	Appren-ticeship	Classroom-based
Caring personal service occupations	59	15%	78%	22%	9%	91%
Elementary administration and service occupations	47	12%	93%	7%	0%	100%
Sales occupations	46	12%	95%	5%	3%	97%
Skilled metal, electrical and electronic trades	42	11%	25%	75%	7%	93%
Administrative occupations	36	9%	51%	49%	21%	79%
Other occupations	160	41%	74%	26%	11%	89%
Total	**389**	**100%**	**72%**	**28%**	**9%**	**91%**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record

Table 8. Type of occupations of young people with a level 2 qualification, by sector subject area

Sector subject area (tier 1)	Sample counts	Number of occupations	Young people in related occupations	Young people in clear occupational pathways
Engineering and Manufacturing Technologies	66	12	67%	51%
Construction, Planning and the Built Environment	50	9	79%	46%
Retail and Commercial Enterprise	50	10	81%	39%
Health, Public Services and Care	42	12	69%	68%
Business, Administration and Law	39	7	76%	60%
Other sector subject areas	59	16	32%	na
All	**307**	**23**	**66%**	**na**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record; notes: related and not related occupations are defined in annex D table 10, clear occupational pathways refer to pathways into an occupation that is taken by 30% or more young people after achieving a qualification in the SSA, "na" = not applicable.

Table 9. Type of occupations of young people with a level 3 qualification, by sector subject area

Sector subject area (tier 1)	Sample counts	Number of occupations	Young people in related occupations	Young people in clear occupational pathways
Health, Public Services and Care	81	16	44%	38%
Arts, Media and Publishing	74	16	1%	0%
Leisure, Travel and Tourism	58	17	14%	0%
Business, Administration and Law	50	14	60%	32%
Engineering and Manufacturing Technologies	32	7	76%	62%
Other sector subject areas	94	15	57%	na
All	**389**	**24**	**39%**	**na**

Data sources: DfE 'Our Future' study wave 6, DfE Individualised Learner Record; notes: related and not related occupations are defined in annex D table 10, clear occupational pathways refer to pathways into an occupation that is taken by 30% or more young people after achieving a qualification in the SSA, "na" = not applicable.

Annex D: Qualification to occupation mapping

Table 10. Secor subject area (SSA tier 1) to occupation (2-digit SOC2010) mapping[6]

	% with L2	% with L3	if related occupation
Agriculture, Horticulture and Animal Care	**< 30**	**< 30**	
Administrative occupations			No
Caring personal service occupations			Yes
Customer service occupations			No
Elementary administration and service occupations			No
Elementary trades and related occupations			Yes
Process, plant and machine operatives			No
Sales occupations			No
Secretarial and related occupations			No
Skilled agricultural and related trades			Yes
Skilled construction and building trades			No
Skilled metal, electrical and electronic trades			No
Textiles, printing and other skilled trades			No

Arts, Media and Publishing	**< 30**	**74**	
Administrative occupations			No
Business and public service associate professionals			No
Caring personal service occupations			No
Corporate managers and directors			No
Culture, media and sports occupations			Yes
Customer service occupations			No
Elementary administration and service occupations		20%	No
Elementary trades and related occupations			No
Process, plant and machine operatives			No
Protective service occupations			No
Sales occupations		21%	No
Science, engineering and technology associate professionals			No
Secretarial and related occupations			No
Skilled metal, electrical and electronic trades			No
Teaching and educational professionals			No
Textiles, printing and other skilled trades			No

[6] Some figures are not disclosed due to small counts. This includes any percentage below 10% as well as all percentages for SSAs with a count less than 30.

	% with L2	% with L3	if related occupation
Business, Administration and Law	**39**	**50**	
Administrative occupations	60%	32%	Yes
Business and public service associate professionals		15%	Yes
Business, media and public service professionals			Yes
Caring personal service occupations			No
Corporate managers and directors			Yes
Culture, media and sports occupations			No
Customer service occupations			No
Elementary administration and service occupations			No
Elementary trades and related occupations			No
Health and social care associate professionals			No
Sales occupations			No
Secretarial and related occupations			Yes
Skilled agricultural and related trades			No
Skilled construction and building trades			No
Skilled metal, electrical and electronic trades			No

Construction, Planning and the Built Environment	**50**	**<30**	
Administrative occupations			No
Caring personal service occupations			No
Elementary administration and service occupations			No
Elementary trades and related occupations			Yes
Process, plant and machine operatives	11%		Yes
Sales occupations			No
Skilled construction and building trades	46%		Yes
Skilled metal, electrical and electronic trades	13%		Yes
Textiles, printing and other skilled trades			Yes
Transport and mobile machine drivers and operatives			No

Education and Training	**< 30**	**< 30**	
Administrative occupations			No
Caring personal service occupations			Yes
Textiles, printing and other skilled trades			No

Engineering and Manufacturing Technologies	**66**	**32**	
Administrative occupations		11%	No
Business and public service associate professionals	11%		No
Culture, media and sports occupations			Yes
Customer service occupations			No
Elementary administration and service occupations			No

	% with L2	% with L3	if related occupation
Elementary trades and related occupations			Yes
Protective service occupations			No
Sales occupations			No
Science, engineering and technology associate professionals			Yes
Science, research, engineering and technology professionals			Yes
Secretarial and related occupations			No
Skilled construction and building trades			Yes
Skilled metal, electrical and electronic trades	51%	62%	Yes
Textiles, printing and other skilled trades			No

Health, Public Services and Care	**42**	**81**	
Administrative occupations			No
Business and public service associate professionals			No
Caring personal service occupations	68%	38%	Yes
Corporate managers and directors			No
Customer service occupations			No
Elementary administration and service occupations		19%	No
Elementary trades and related occupations			No
Health and social care associate professionals			Yes
Health professionals			Yes
Leisure, travel and related personal service occupations			No
Other managers and proprietors			No
Process, plant and machine operatives			No
Protective service occupations			Yes
Sales occupations			No
Secretarial and related occupations			No
Skilled metal, electrical and electronic trades			No
Teaching and educational professionals			No
Textiles, printing and other skilled trades			No
Transport and mobile machine drivers and operatives			No

Information and Communication Technology	**< 30**	**< 30**	
Administrative occupations			No
Culture, media and sports occupations			No
Elementary administration and service occupations			No
Leisure, travel and related personal service occupations			No
Process, plant and machine operatives			No
Sales occupations			No
Science, engineering and technology associate professionals			Yes
Science, research, engineering and technology professionals			Yes

	% with L2	% with L3	if related occupation
Skilled construction and building trades			No
Skilled metal, electrical and electronic trades			Yes
Textiles, printing and other skilled trades			No

Leisure, Travel and Tourism	**< 30**	**58**	
Administrative occupations			No
Business and public service associate professionals			No
Caring personal service occupations			No
Corporate managers and directors			No
Culture, media and sports occupations			Yes
Customer service occupations			No
Elementary administration and service occupations			No
Elementary trades and related occupations			No
Leisure, travel and related personal service occupations			Yes
Process, plant and machine operatives			No
Sales occupations		12%	No
Skilled agricultural and related trades			No
Skilled construction and building trades			No
Skilled metal, electrical and electronic trades			No
Teaching and educational professionals			No
Textiles, printing and other skilled trades			No
Transport and mobile machine drivers and operatives			No

Preparation for Life and Work	**< 30**	**< 30**	
Administrative occupations			No
Business and public service associate professionals			No
Caring personal service occupations			No
Elementary administration and service occupations			No
Science, engineering and technology associate professionals			No
Secretarial and related occupations			No
Skilled construction and building trades			No
Skilled metal, electrical and electronic trades			No
Textiles, printing and other skilled trades			No
Transport and mobile machine drivers and operatives			No

Retail and Commercial Enterprise	**50**	**< 30**	
Administrative occupations			No
Caring personal service occupations			No
Culture, media and sports occupations			No
Customer service occupations			Yes

	% with L2	% with L3	if related occupation
Elementary administration and service occupations	16%		Yes
Leisure, travel and related personal service occupations	39%		Yes
Other managers and proprietors			Yes
Sales occupations			Yes
Skilled metal, electrical and electronic trades			No
Textiles, printing and other skilled trades			Yes

Science and Mathematics	**< 30**	**< 30**	
Caring personal service occupations			Yes
Elementary administration and service occupations			No
Leisure, travel and related personal service occupations			No
Sales occupations			No
Secretarial and related occupations			No

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