



Department
for Business
Innovation & Skills

ADULT FURTHER EDUCATION

Outcome based success
measures: Experimental Data
2010/11 – 2012/13

SEPTEMBER 2015

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Introduction

Background

1. This report updates and builds on the outcome based success measures previously published in [August 2014](#)¹. The data come from the same administrative data sources and add context by extending the time series to include learners that completed a funded qualification in the 2011/12 and 2012/13 academic years. This release is intended as a next step towards routine publication of outcome based success measures designed to help inform learners, employers, providers and anyone with an interest in the further education sector.
2. This report also includes revised estimates for 2010/11 learners, with improvements made to the data since the last publication. The destination measures are otherwise consistent with those previously published in August 2014. Further details on the matching process, data sources and the way the measures are calculated can be found in Annex D.
3. The data are experimental and have been published to support further dialogue and consultation with the sector over how such data should be used in the future. It is not recommended to use the data to directly compare performance across providers or years at this stage whilst the methodology and underpinning sources are developed further to include, for example, information on the self-employed. Changes in destination rates at provider level are influenced by factors such as the type of provision offered and the clientele that providers work with. These factors should be taken into account to understand that a low rate does not necessarily equate to poor performance.
4. This release has been published alongside a second consultation which will inform how these measures will be used in the future, and how they can support the Government's minimum standards framework for accountability and intervention purposes. Further details on this and how to respond are available on the [consultation page](#)².
5. The data are complex and have many uses, including to inform learner choice between providers or qualifications. The data have robust coverage allowing detailed estimates at a provider level, limited only by organisation size for smaller providers where disclosure rules prevent data from being published. However, the datasets are an evolving source and further developments are planned to include, for example, information on the self-employed.

¹ www.gov.uk/government/publications/adult-further-education-outcome-based-success-measures-experimental-data-2010-to-2011

² www.gov.uk/government/consultations/adult-further-education-measuring-success-detailed-proposals

Contact details

6. If you require more information on either the data presented in this report or how it should be used, please use the contact details below.

Mailbox	FEOutcomesData@bis.gsi.gov.uk
Press Office	BIS Press Office on 020 7215 3234
Website	www.gov.uk/bis

Key summary

Learning covered by these measures

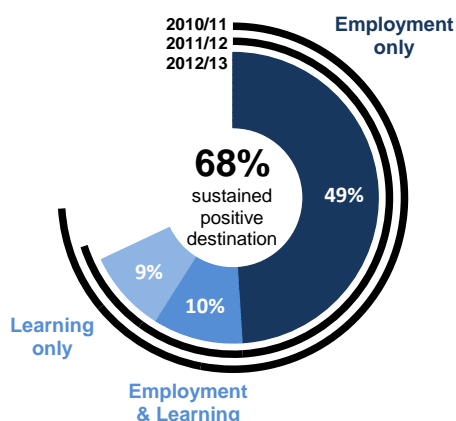
7. The measures cover all adult (19+) learners that completed an eligible FE learning aim in the 2010/11, 2011/12 and 2012/13 academic years and were funded by the Skills Funding Agency through the Adult Skills Budget.

Measure definitions

8. **Sustained positive destination** – proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.
9. **Sustained employment** – learners must be in paid employment in five out of six months between October and March in the following academic year.
10. **Sustained learning** – learners must be learning in all six months between October and March in the following academic year.
11. **Sustained employment for benefit learners** – as for sustained employment, but only for learners claiming benefits (subject to more stringent labour market requirements) the day before their training started.

Headline outcomes for 2012/13

12. Out of nearly 1.8 million learners that completed an eligible qualification in 2012/13:



- **68%** had a sustained positive destination, into either employment or learning, **2 percentage points lower** than in 2011/12.
- **59%** were in sustained employment, of which 10% were in also in sustained learning, **1 percentage point lower** than in 2011/12.
- **19%** were in sustained learning, of which 10% were in also in sustained employment, **1 percentage point lower** than in 2011/12.

13. The fall in the sustained positive destination rate is mainly due to the increased proportion of provision offered to the unemployed and more learners studying Entry/Level 1 provision
14. For completers of an Apprenticeship as their highest qualification, the sustained positive destination rate is **87%**, with 85% in sustained employment. This is **2 percentage points higher** than in 2011/12.
15. Out of the total 524,500 benefit learners that completed an eligible qualification, **42%** were in sustained employment, **4 percentage points higher** than in 2011/12.

The measures

Learning covered by these measures

16. The measures cover all adult learners that completed an eligible FE learning aim in the 2010/11, 2011/12 and 2012/13 academic years and were funded by the Skills Funding Agency through the Adult Skills Budget. This includes adult (19+) Apprenticeships.
17. The measures do not cover Adult Community Learners, Offender Learning and Skills Service learners, Education Funding Authority funded learners, Apprenticeships for 16-18 year olds, or any other learners under the age of 19 at the start of the academic year they completed their training.
18. Outcomes are reported on a learner, rather than learning aim basis. Where a learner completes more than one aim in the academic year, outcomes are reported against their highest level completed aim. Full details on how the highest aim is selected can be found in Annex D.

Measure definitions

19. An outline of the destinations measures is given below, and a full description of these and the data that is used to produce them can be found in Annex D.

Sustained positive destination

20. The **sustained positive destination** measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.
21. Beyond the headline measure there are three further measures
 - **Sustained employment** – learners must be in paid employment in five out of six months between October and March in the following academic year.
 - **Sustained learning** – learners must be learning in all six months between October and March in the following academic year.
 - **Sustained employment for benefit learners** – as for sustained employment, but only for learners claiming either Job Seeker's Allowance (JSA) or Employment Support Allowance (ESA) in the Work Related Activity Group (WRAG) on the day before their training started.
22. The timeframes are consistent with the destinations measures used for 16-19 accountability. Responses to the consultation accompanying the last release of data were broadly favourable to the timeframe and definitions used and so employment and learning outcomes continue to be measured according to activity in the six month

October to March period following the end of the academic year in which the learning aim was completed.

Secondary destination measures

23. In recognition that the sustained learning measure above may not reflect the full value of further learning at all levels, a secondary measure is presented showing all learning, again similar to that used for 16-19 accountability.
- **Learning (non-sustained)** – learners must be in learning at some point between October 2011 and March 2012
24. A secondary measure **positive destination** is also presented, taking into account this non-sustained learning measure.

Other measures

25. The experimental progression measure that showed the proportion of learners that achieved a qualification at a higher level than they held at the start of the academic year has not been updated in this publication. Further details can be found on proposals for a new progression in the [consultation](#).
26. [Data](#)³ showing earnings up to 3 years after study for those completing full level qualifications was published in December 2014. These estimates will be revisited in the future at a qualification level.

Coverage and robustness of the data

27. The measures are calculated using administrative data sources already held by the Government, placing no additional burden on providers, individuals or employers to collect new information. Learner records are linked to DWP and HMRC data to observe benefit and employment activity, and to other education datasets to observe prior and post learning activity. These matching exercises achieve very high match rates⁴, and so provide representative coverage for FE learners. The measures are robust estimates of the official information held on an individual's learning and employment activity. Currently the data does not include the self-employed, but it is intended to develop other HMRC datasets to overcome this limitation in the future. Further details on the data sources used to create all the measures can be found in Annex D.
28. The measures in this publication refer to learners completing training up to the 2012/13 academic year – the most recent year for which outcome measures are available. It is expected the destinations of 2014/15 completers would be published before the end of the 2016/17 academic year. By this point there will be a five year

³ www.gov.uk/government/publications/average-earnings-after-further-education-2010-to-2013

⁴ For the learners covered by these measures around 93% are matched to DWP/HMRC data, rising to 96% for apprenticeships. The match rate would never be expected to reach 100% for a number of reasons, not least as the unmatched learners may not have had any interaction with the tax and benefits system.

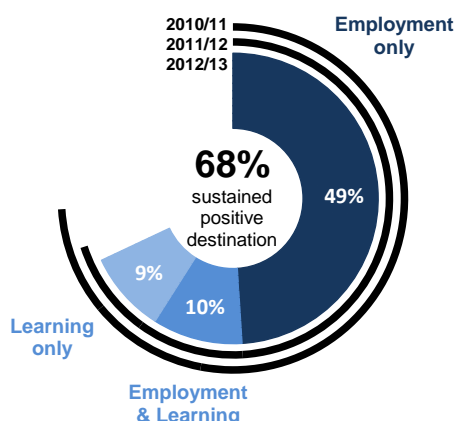
time series of outcomes data, which will provide further context to show how outcomes vary across years both nationally and for individual providers. Furthermore, as the measures are created using administrative rather than survey data, any alterations to how the data is presented or calculated can potentially be applied back to prior years to ensure a consistent approach across all years.

29. The timing of publishing further data is driven by a combination of the reference period being measured, the processing time to collect the data, and the time to analyse the data and produce the measures. The 'sustained' nature of the destination measures require a wide reference period, but if the reference period was changed, or other non-sustained measures were of interest, then it may be possible to produce some data earlier.

The data

Headline outcomes for 2012/13

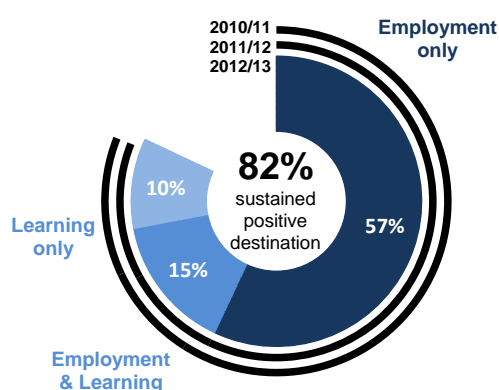
30. Out of nearly 1.8 million learners that completed an eligible qualification in 2012/13:



- **68%** had a sustained positive destination, into either employment or learning, **2 percentage points lower** than in 2011/12.
- **59%** were in sustained employment, of which 10% were in also in sustained learning, **1 percentage point lower** than in 2011/12.
- **19%** were in sustained learning, of which 10% were in also in sustained employment, **1 percentage point lower** than in 2011/12.

31. The fall in the sustained positive destination rate is mainly due to the increased proportion of provision offered to the unemployed and more learners studying Entry/Level 1 provision, which has risen by nearly 290,000 since 2010/11. In 2012/13, benefit learners accounted for 30% of all learners, compared to 21% in 2011/12 and only 12% in 2010/11. These learners tend to be less likely to move into employment or learning than those completing qualifications at Full Level 2 or higher.

32. For completers with a Full Level 3 as their highest qualification:



- The sustained positive destination rate rises to **82%**, **1 percentage point higher** than in 2011/12.
- The sustained employment rate rises to **72%**, of which 15% were also in sustained learning, **1 percentage point higher** than in 2011/12.
- The sustained learning rate rises to **25%**, of which 15% were also in sustained employment, **1 percentage point higher** than in 2011/12.

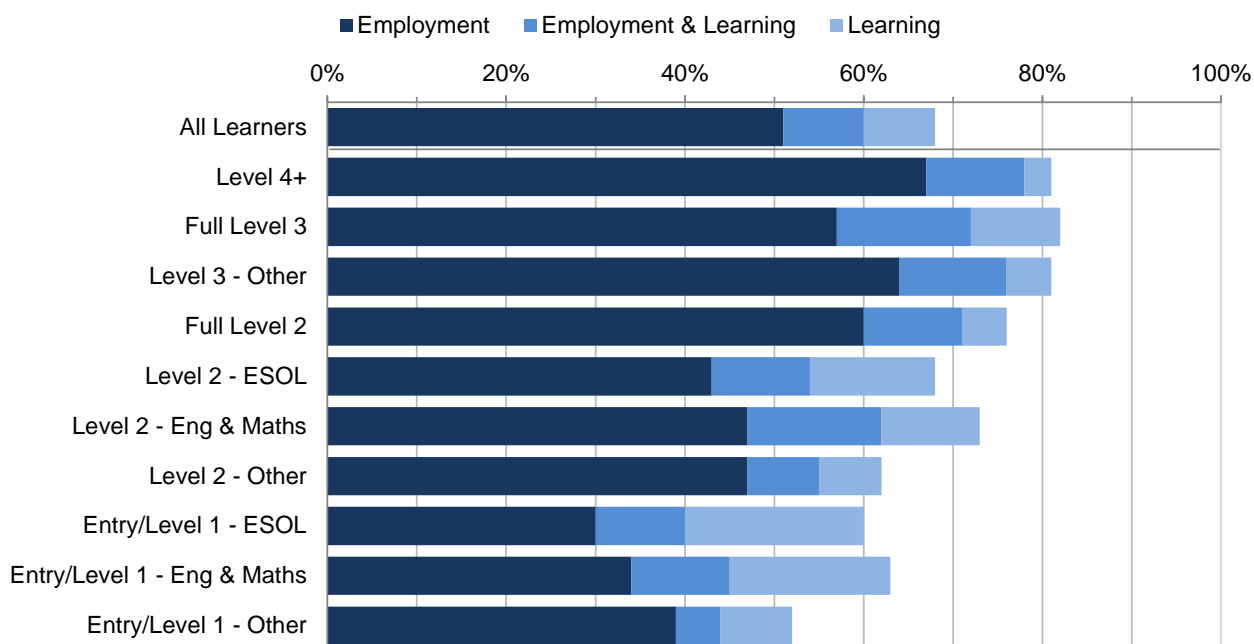
33. For completers of an Apprenticeship as their highest qualification, the sustained positive destination rate is **87%**, with 85% in sustained employment. This is **2 percentage points higher** than in 2011/12.

34. Out of the total 524,500 benefit learners that completed an eligible qualification, **42%** were in sustained employment, **4 percentage points higher** than in 2011/12. For benefit learners completing a Full Level 2 as their higher qualification the sustained employment rate rises to **49%**.

National breakdowns for destination rates

35. The headline figures quoted above are broken down separately for age band, gender, apprenticeships, highest qualification level, learning difficulty/disability and ethnicity. These figures are included in the annexes to this report at a national level, and at [provider level](#).

Figure 1: Sustained employment destinations are more likely for learners completing higher level qualifications (2012/13 completers)



36. The breakdowns show the variation that exists beneath the headline rates, in particular for highest qualification level. As shown in Figure 1, learners completing Entry/Level 1 courses as their highest qualification were more likely to have been in sustained learning, compared to learners completing Full Level 2 and 3 courses that were more likely to have been in sustained employment.

Figure 2: Sustained positive destination rates by level between 2010/11 and 2012/13

Level	Sustained Positive Destination Rate			Percentage point change 2010/11 to 2011/12	Percentage point change 2011/12 to 2012/13
	2010/11	2011/12	2012/13		
Level 4+	84%	82%	81%	-2 pp	-1 pp
Full Level 3	81%	81%	82%	0 pp	+1 pp
Level 3 - Other	76%	78%	81%	+2 pp	+3 pp
Full Level 2	78%	76%	76%	-2 pp	0 pp
Level 2 - ESOL	69%	69%	68%	0 pp	-1 pp
Level 2 - Eng & Maths	70%	69%	73%	-1 pp	+4 pp
Level 2 - Other	76%	63%	62%	-13 pp	-1 pp
Entry/Level 1 - ESOL	64%	61%	60%	-3 pp	-1 pp
Entry/Level 1 - Eng & Maths	62%	61%	63%	-1 pp	+2 pp

Entry/Level 1 - Other	64%	54%	52%	-10 pp	-2 pp
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37. For most qualification levels the sustained positive destination rates are relatively stable over time, varying by at most 4 percentage points in any year. For 'other' provision at Entry/Level 1 and Level 2 the destination rates have decreased by 12 and 14 percentage points respectively from 2010/11 to 2012/13. This is driven by the increased focus on delivering provision for the unemployed. The proportion of benefit learners completing Entry/Level 1 – Other qualifications has risen from 16% in 2010/11 to 59% in 2012/13, and similarly from 7% to 45% for Level 2 – Other qualifications.
38. The change in mix of qualifications completed also impacts on the overall rate. Looking at the qualifications with the highest number of learners in all years, the sustained positive destination rates are relatively stable over time. These are shown in Figure 3 below. Where this is a change, for example in the case for the *Certificate in Customer Service*, it is normally associated with an increase in the number of benefit learners completing that qualification. As the qualifications offered by a provider changes, the headline sustained positive destination rates at national and provider level will also change, reflecting that new provision mix.
39. The new minimum standards framework for accountability purposes will take into account the type of learning offered so should cater for the type of variation discussed above. Further details on the proposals for this framework can be found in the [consultation](#).

Figure 3: Sustained positive destination rates for qualifications with at least 3,000 learners completing the qualification in each year

Level	Provision Type	Qualification Title	Sustained Positive Destination Rate		
			2010/11	2011/12	2012/13
Level 2	Skills	Certificate in IT User Skills (ECDL Extra) (ITQ)	65%	63%	60%
Level 2	Skills	Certificate in Understanding the Safe Handling of Medicines	91%	90%	90%
Level 2	Skills	Certificate in Equality and Diversity	89%	88%	87%
Level 2	Skills	Certificate in Customer Service	79%	71%	65%
Level 2	Apprenticeship	Customer Service - Intermediate Apprenticeship	86%	87%	88%
Entry/Level 1	Skills	Certificate in Adult Literacy	63%	59%	59%
Level 2	Apprenticeship	Health and Social Care - Intermediate Apprenticeship	88%	88%	89%
Entry/Level 1	Skills	Certificate in Adult Numeracy	59%	57%	53%
Entry/Level 1	Skills	Award in IT User Skills (ECDL Essentials) (ITQ)	69%	59%	50%
Level 3	Apprenticeship	Health and Social Care - Advanced Apprenticeship	90%	91%	91%

Provider outcomes

40. Out of 725 providers for which outcomes data is published
- The median⁵ (middle) sustained positive destination rate across all providers is **71%** for 2012/13.
 - This is a **decrease** from **74%** in 2011/12 and **78%** in 2010/11.
41. To best understand the complex provision mix, the simple average rates for a provider must be interpreted carefully as the lower rates can often hide positive outcomes, as shown in the previous section in the national figures. Therefore the headline rates need to be analysed with other breakdowns to fully understand what is driving them.

Other factors influencing destination rates

42. The characteristics and background of the learners will also have an impact on the outcome rates for each provider. For example, providers with a high proportion of benefit learners are likely to have lower sustained positive destination rates, in line with the national average, as would providers with high proportions of other disadvantaged groups.
43. Some specialist providers focus on single qualifications, and in these cases their outcomes need to be considered in the context of the national outcomes for that qualification. If nationally a qualification has low outcomes due to types of learner completing that qualification (for example, many entry level qualifications) then providers solely offering that qualification are likely to have a low positive destination rate, but this may still be high compared to the rates observed for similar providers.
44. The employment measure is a simple observation of the learners in paid employment between October and the following March after the learning has been completed. It does not require the employment to be new or changed since the learning completed, nor does their job need to directly relate to the training completed by the learner. This should be noted particularly for apprenticeships, where some schemes are targeted at existing employees and others are taking on new staff. Furthermore, the rates are not adjusted to account for local labour market conditions, i.e. the availability of jobs, so should be viewed in the appropriate context.
45. The main limitation of the employment measure is that it does not cover destinations into self-employment. In certain sectors, like construction, self-employment accounts for a much higher proportion of employment than other sectors. Although evidence from the Prior Qualifications Survey suggests self-employment immediately after training is about half as likely as the national average, providers with a very high proportion of construction courses are likely to have lower than expected

⁵ This is not the same as the average national rate. The reason for the difference is because here we are comparing providers, whereas in the previous section the measure is intended to give a national picture of all relevant learners in all providers. The median is calculated by ranking all providers' destination rates and taking the value at which half of providers fall above and half fall below.

employment rates. Work is being done to utilise alternative HMRC data to cover the self-employed in the future, but currently this will impact the rates for certain providers that, for example, specialise in construction courses. However, for most providers it will not have a significant effect, as learners more prone to enter self-employment normally form only a very small proportion of the overall provision.

Revisions to 2010/11 data

46. The 2010/11 data has been revised as part of this publication, taking into account improvements made in the matching and processing of the administrative data sources. All the data is experimental and as further enhancements are made to the data it is likely the figures will be revised again. This will be the case, for example, when information on self-employment is included in the measures.
47. Overall the changes to the 2010/11 data resulted in the sustained positive destination rate increasing from 72% to 74%. This was primarily due to an increase in the sustained employment rate. However the method for linking to Higher Education data when measuring learning outcomes has also been updated to take advantage of data already produced by the Higher Education Funding Council for England (HEFCE).
48. The impact of these changes at a provider level is slightly greater for some providers, however the sustained positive destination rates for the vast majority of providers changed by no more than 5 percentage points, and for 90% of providers there was either no change or an increase.

Other publications & next steps

49. The matched DWP and HMRC administrative datasets used to derive the employment destinations measure have a wide range of applications, and in particular have been used previously to support research into the economic value added by Further Education qualifications. This has shown, for example, that learners achieve Further Education qualifications are better off than those who start but do not achieve. The most recent research is available on gov.uk through the links below.
- [Estimation of the labour market returns to qualifications gained in English Further Education](#)⁶
Franz Buscha, Augusto Cerqua, and Peter Urwin (December 2014)
 - [Estimating the labour market returns from qualifications gained in English Further Education using the Individualised Learner Record \(ILR\)](#)⁷
Franz Buscha and Peter Urwin (2013)
 - [A disaggregated analysis of the long run impact of vocational qualifications](#)⁸
London Economics (2013)
50. In December 2014 we published data showing the average earnings of learners up to 3 years after completing further education.
- [Further education learners: average earnings post study](#)⁹
51. Additionally, the matched DWP data is used to produce a joint BIS-DWP publication showing statistics for learners who were on benefits at the start of learning.
- [Further education for benefit claimants: July 2015](#)¹⁰

Next steps

52. The measures in this publication are experimental, and have been published for transparency and to support the [consultation](#) which will inform their future use for accountability and informed choice for learners. Further data is planned to be published in summer 2016 showing the outcomes of learners completing study in

⁶ www.gov.uk/government/publications/further-education-comparing-labour-market-returns-to-qualifications-gained-updated-estimates

⁷ www.gov.uk/government/publications/estimating-the-labour-market-returns-from-qualifications-gained-in-english-further-education-using-the-individualised-learner-record-ilr

⁸ www.gov.uk/government/publications/disaggregated-analysis-of-the-long-run-impact-of-vocational-qualifications

⁹ www.gov.uk/government/publications/average-earnings-after-further-education-2010-to-2013

¹⁰ www.gov.uk/government/statistics/further-education-for-benefit-claimants-2013-to-2014

2013/14. A refresh of the earnings data at qualification will be released earlier, primarily with a view to using it to support informed learner choice.

53. Additionally, work will continue to further improve the underlying administrative datasets that inform the measures, and in particular explore the best options to include self-assessment data to capture the outcomes of the self-employed and provide a more complete picture of employment. This will support the measures in this publication, but also many other applications of the data, including for research purposes.
54. Further work will also take place over the next year to develop the matching process to incorporate schools and Higher Education data to allow a full picture of the education system to allow research into the labour market outcomes for different learning routes.

Annex A: National data for academic year 2012/13

Table 1 Adult (19+) Further Education Outcome Based Success Measures National Summary, 2012/13

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,759,700	59%	19%	68%	33%	75%	524,500	42%
Gender								
Female	943,100	62%	22%	72%	38%	79%	199,200	42%
Male	816,600	57%	14%	63%	28%	71%	325,300	42%
Age								
19-24	453,600	59%	25%	70%	38%	76%	140,700	43%
25-49	1,012,100	60%	17%	68%	32%	75%	295,300	42%
50+	294,000	56%	14%	64%	31%	73%	88,500	38%
Provision								
Skills	1,540,800	55%	19%	65%	35%	73%	518,600	42%
Apprenticeships	218,900	85%	14%	87%	22%	88%	5,900	68%
Level								
Level 4+	25,000	78%	14%	81%	23%	84%	2,500	53%
Full Level 3	215,000	72%	25%	82%	33%	84%	14,200	48%
Level 3 - Other	64,900	76%	17%	81%	34%	85%	7,700	52%
Full Level 2	585,700	71%	16%	76%	29%	80%	106,700	49%
Level 2 - ESOL	6,000	54%	25%	68%	41%	75%	700	36%
Level 2 - Eng & Maths	46,600	62%	26%	73%	42%	80%	10,000	45%
Level 2 - Other	86,500	55%	15%	62%	34%	72%	39,100	46%
Entry/Level 1 - ESOL	109,400	40%	30%	60%	48%	71%	32,300	29%
Entry/Level 1 - Eng & Maths	135,800	45%	29%	63%	48%	74%	38,300	34%
Entry/Level 1 - Other	452,000	44%	13%	52%	31%	64%	268,800	40%
Not assigned	32,800	54%	28%	70%	47%	79%	4,200	44%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	242,400	40%	25%	57%	42%	69%	84,800	35%
No Learning Difficulties/Disability	1,461,800	63%	18%	70%	32%	76%	424,600	43%
Not Known/Not Provided	55,400	58%	19%	67%	33%	74%	15,100	41%
Ethnicity								
Asian/Asian British	45,000	52%	23%	64%	38%	72%	16,500	41%
Black/African/Caribbean/Black British	159,900	47%	24%	62%	39%	71%	44,000	36%
Mixed/Multiple Ethnic Group	143,100	52%	26%	66%	42%	74%	54,700	42%
White	1,339,600	62%	17%	69%	32%	76%	386,300	43%
Other Ethnic Group	42,700	42%	26%	60%	42%	69%	13,800	33%
Not Known/Not Provided	29,400	54%	19%	64%	33%	72%	9,100	40%

Annex B: National data for academic year 2011/12

Table 2 Adult (19+) Further Education Outcome Based Success Measures National Summary, 2011/12

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,565,700	60%	21%	70%	35%	76%	327,600	38%
Gender								
Female	842,200	61%	25%	73%	40%	80%	124,900	40%
Male	723,600	58%	16%	66%	29%	72%	202,800	37%
Age								
19-24	414,100	59%	27%	71%	40%	77%	94,300	38%
25-49	906,100	61%	19%	70%	34%	77%	185,000	39%
50+	245,500	57%	16%	67%	32%	74%	48,300	36%
Provision								
Skills	1,361,300	56%	22%	67%	37%	75%	321,600	38%
Apprenticeships	204,400	83%	15%	85%	24%	87%	6,100	57%
Level								
Level 4+	23,400	79%	15%	82%	25%	85%	2,000	54%
Full Level 3	231,800	71%	24%	81%	33%	84%	14,700	45%
Level 3 - Other	23,300	68%	24%	78%	45%	84%	1,900	45%
Full Level 2	569,700	71%	16%	76%	28%	80%	71,700	46%
Level 2 - ESOL	5,600	53%	28%	69%	43%	75%	600	33%
Level 2 - Eng & Maths	102,500	59%	23%	69%	40%	77%	25,600	41%
Level 2 - Other	51,300	52%	23%	63%	41%	74%	17,600	43%
Entry/Level 1 - ESOL	100,800	37%	34%	61%	52%	72%	25,200	25%
Entry/Level 1 - Eng & Maths	148,600	44%	28%	61%	46%	72%	42,400	32%
Entry/Level 1 - Other	286,700	43%	18%	54%	37%	66%	124,900	36%
Not assigned	21,900	50%	34%	71%	55%	80%	1,100	40%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	190,200	39%	30%	60%	46%	71%	44,900	32%
No Learning Difficulties/Disability	1,325,900	63%	20%	71%	33%	77%	272,700	39%
Not Known/Not Provided	49,600	57%	21%	67%	36%	74%	10,000	36%
Ethnicity								
Asian/Asian British	38,200	51%	27%	65%	41%	73%	10,700	37%
Black/African/Caribbean/Black British	155,000	45%	26%	62%	40%	70%	33,500	31%
Mixed/Multiple Ethnic Group	131,200	50%	31%	67%	47%	76%	40,900	39%
White	1,179,500	63%	19%	71%	33%	77%	227,700	40%
Other Ethnic Group	39,700	41%	30%	62%	45%	71%	9,900	28%
Not Known/Not Provided	22,200	55%	20%	65%	34%	72%	4,900	36%

Annex C: National data for academic year 2010/11

Table 3 Adult (19+) Further Education Outcome Based Success Measures National Summary, 2010/11

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,491,300	64%	21%	74%	34%	79%	174,700	41%
Gender								
Female	814,800	64%	25%	76%	39%	81%	68,200	43%
Male	676,500	64%	17%	72%	28%	76%	106,400	41%
Age								
19-24	377,000	64%	27%	75%	38%	80%	47,100	41%
25-49	884,600	65%	20%	75%	33%	80%	103,000	42%
50+	229,300	61%	16%	70%	30%	76%	24,600	40%
Provision								
Skills	1,351,200	62%	22%	73%	35%	78%	170,300	41%
Apprenticeships	140,100	82%	15%	84%	24%	86%	4,400	63%
Level								
Level 4+	22,000	82%	13%	84%	22%	86%	900	55%
Full Level 3	256,800	72%	22%	81%	30%	83%	13,000	48%
Level 3 - Other	30,800	68%	20%	76%	36%	81%	2,000	48%
Full Level 2	578,500	73%	15%	78%	25%	81%	44,700	50%
Level 2 - ESOL	7,400	55%	28%	69%	44%	77%	700	38%
Level 2 - Eng & Maths	110,700	60%	23%	70%	41%	78%	25,100	44%
Level 2 - Other	51,600	66%	23%	76%	41%	83%	3,500	46%
Entry/Level 1 - ESOL	114,900	41%	35%	64%	51%	74%	20,500	29%
Entry/Level 1 - Eng & Maths	137,300	45%	29%	62%	47%	72%	38,200	35%
Entry/Level 1 - Other	156,900	48%	26%	64%	43%	73%	24,800	39%
Not assigned	24,300	50%	33%	69%	53%	79%	1,400	40%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	168,400	43%	32%	65%	47%	74%	22,500	35%
No Learning Difficulties/Disability	1,253,000	67%	20%	75%	32%	80%	141,900	42%
Not Known/Not Provided	69,900	59%	20%	69%	34%	75%	10,300	43%
Ethnicity								
Asian/Asian British	30,500	55%	28%	70%	42%	76%	5,300	39%
Black/African/Caribbean/Black British	148,100	47%	27%	64%	40%	72%	20,900	32%
Mixed/Multiple Ethnic Group	113,200	53%	33%	71%	48%	79%	24,800	41%
White	1,134,800	68%	19%	76%	31%	80%	114,200	44%
Other Ethnic Group	38,900	47%	30%	66%	45%	74%	6,300	31%
Not Known/Not Provided	25,800	59%	21%	70%	34%	76%	3,100	39%

Annex D: Technical note

1. This annex provides further information on the production of the outcome based success measures experimental data. In particular it covers in greater detail the definitions for each measure and the data sources used to calculate them.

Destination measures

Learners in scope for the measures

2. The measures cover all adult learners that completed an eligible FE learning aim in an academic year that was funded either by the Skills Funding Agency through the Adult Skills Budget. Eligible learning is identified using the Individualised Learning Record (ILR), in particular the completion status and end date fields to identify completers (also referred to as 'retained'). The measures cover learners completing an aim in the academic years between 2010/11 and 2012/13.
3. Adult learners are those that are at least academic age 19 in the year they complete their training, i.e. in the case of learners completing in 2012/13 this covers learners aged 19 or older on 31 August 2012. Learners are identified unique to a provider, so appear once for each provider where they have completed a course.
4. The measures do not cover Adult Community Learners, Education Funding Agency learners, 16-18 year old Apprenticeships or learners funded through the Offenders' Learning and Skills Service (OLASS). Adult Traineeships and 24+ Advanced Learning Loans learners will be included in the future, but these measures refer to learning that took place before these types of provision existed.

Learners with multiple learning aims

5. Outcomes are reported on a learner, rather than a learning aim basis. In the case where a learner completes multiple eligible aims within the academic year, outcomes are reported against their highest level aim. Where a learner completes two aims at the same level, the outcome is reported against the most recently completed aim. The hierarchy used to select between aims is below
 - Highest qualification
 - Higher Apprenticeship
 - Level 4 (or higher)
 - Advanced Apprenticeship
 - Full Level 3 (including academic qualifications, e.g. A-Levels)
 - Other Level 3
 - Intermediate Apprenticeship
 - Full Level 2 (including academic qualifications, e.g. GCSEs)
 - Level 2 ESOL
 - Level 2 English and Maths
 - Other Level 2
 - Entry or Level 1 ESOL

- Entry or Level 1 English and Maths
- Other Entry or Level 1
- Unassigned

- Most recently completed aim (if completing more than one at the same level)

6. Where a learner completes more than one aim at the same level and on the same date, outcomes are reported against the aim with the lowest aim sequence number (a unique number used when recording aims in the ILR).

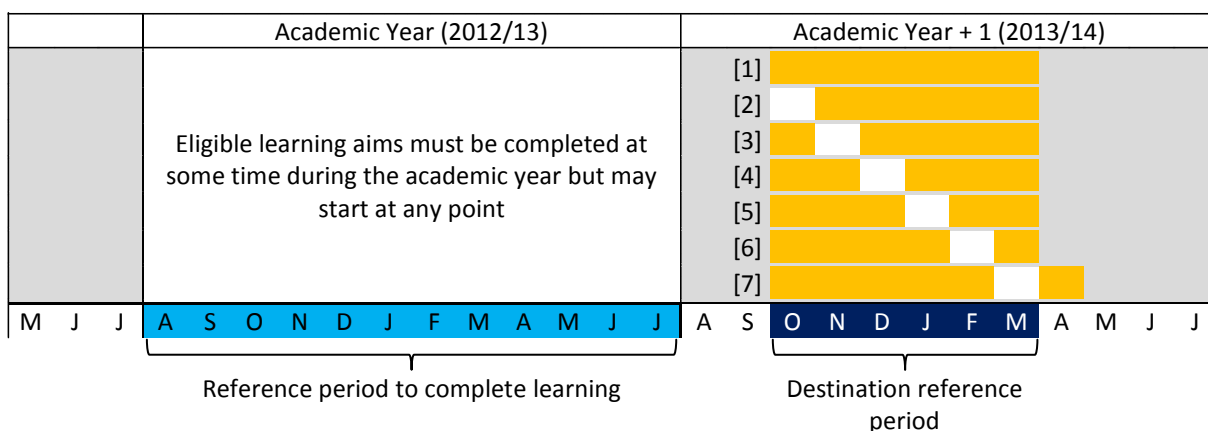
Destination measure – sustained employment

7. The ‘sustained employment’ measure aims to count the proportion of adult learners in sustained employment following the completion of their course. Employment destinations are produced by matching ILR data to HMRC tax records (further details are provided later).

8. The definition of sustained employment is consistent with the definition used for 16-19 accountability. This looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2012/13 completers to be counted as in sustained employment

- A learner must be in paid employment in five out of the six months between October 2013 and March 2014.
- A learner needs to be in paid employment for at least one day in a month for that month to be counted.
- If a learner is employed in the five months between October 2013 and February 2014, but not in March 2014, then they must also be employed in April 2014.

Figure 4: The seven possible scenarios that would lead to a learner being classified as in sustained employment.



Key

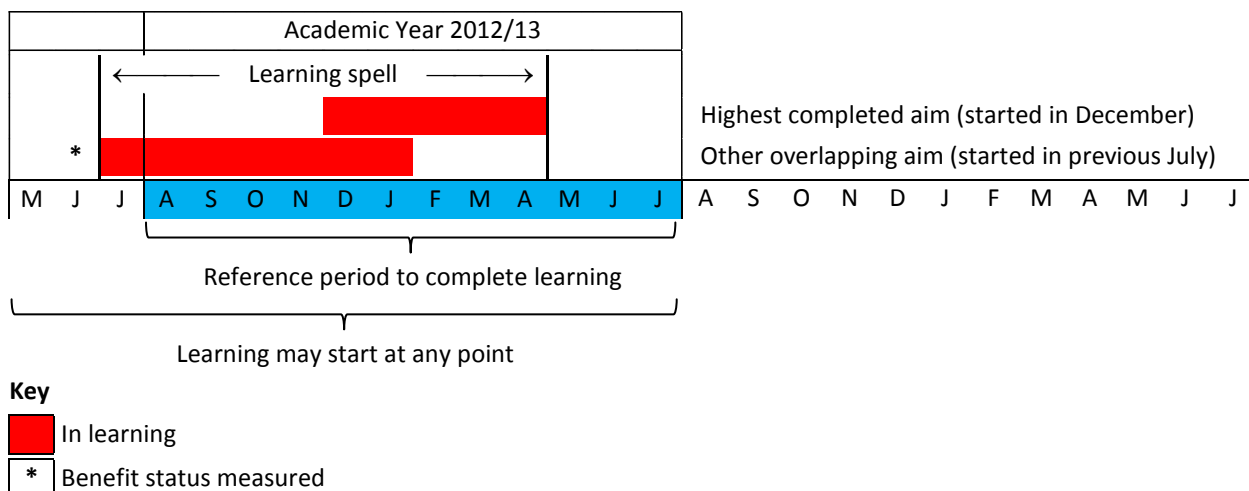
- In employment
- Not in employment
- Not within reference period

9. The measure allows for a one month pause in employment to reflect that there may be more volatility in initial employment post learning. Where the pause is in March, activity in April is checked to see if it is a short pause or a more substantial break.

Destination measure – sustained employment for benefit learners

10. The ‘sustained employment for benefit learners’ measure counts the same outcome as the sustained employment measure describe above, but for the sub group of learners that, prior to the start of their learning, were claiming benefits subject to more stringent labour market requirements.
11. Benefit status is determined using ILR data matched to DWP records, rather than through any fields on the ILR itself. The DWP data is seen as more robust and does not rely on the learner telling their training provider this information. Learners are included in this measure if, on the day before their training starts, they are claiming either
 - Job Seeker’s Allowance (JSA), or
 - Employment Support Allowance (ESA) and in the Work Related Activity Group (WRAG).
12. If a learner completes two eligible aims in the academic year 2012/13, and those aims overlap (so that the learner is studying two aims for at least some part of the year) then the learner’s benefit status is measured the day before the earlier start date. For example if a learner completed two eligible overlapping aims in the year, and the highest aim started on 1 December 2012 but the other started on 1 July 2012, then their benefit status would be measured prior to the earlier date, on 30 June 2012.

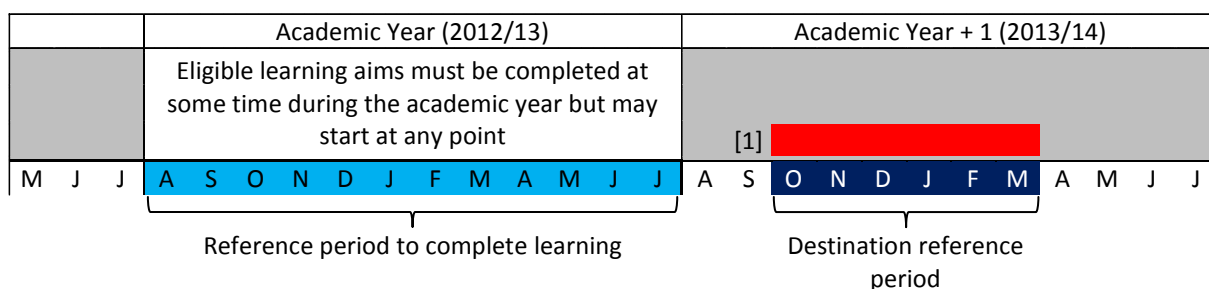
Figure 5: Example of when benefit status is measured for learners with multiple overlapping aims.



Destination measure – sustained learning

13. The ‘sustained learning’ measure aims to count the proportion of adult learners in sustained learning, regardless of economic activity, following the completion of their course. Learning destinations are produced by matching ILR data to ILR data (the following year) and Higher Education Statistics Authority (HESA) data (further details are provided later).
14. The definition of sustained learning is consistent with the definition used for 16-19 accountability. This looks at learning activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2012/13 completers to be counted as in sustained learning
 - A learner must be in training (either FE or HE) in each of the six months between October 2013 and March 2014.
 - A learner needs to be in learning for at least one day in a month for that month to be counted.

Figure 6: The single scenario that would lead to a learner being classified as in sustained learning.



Key

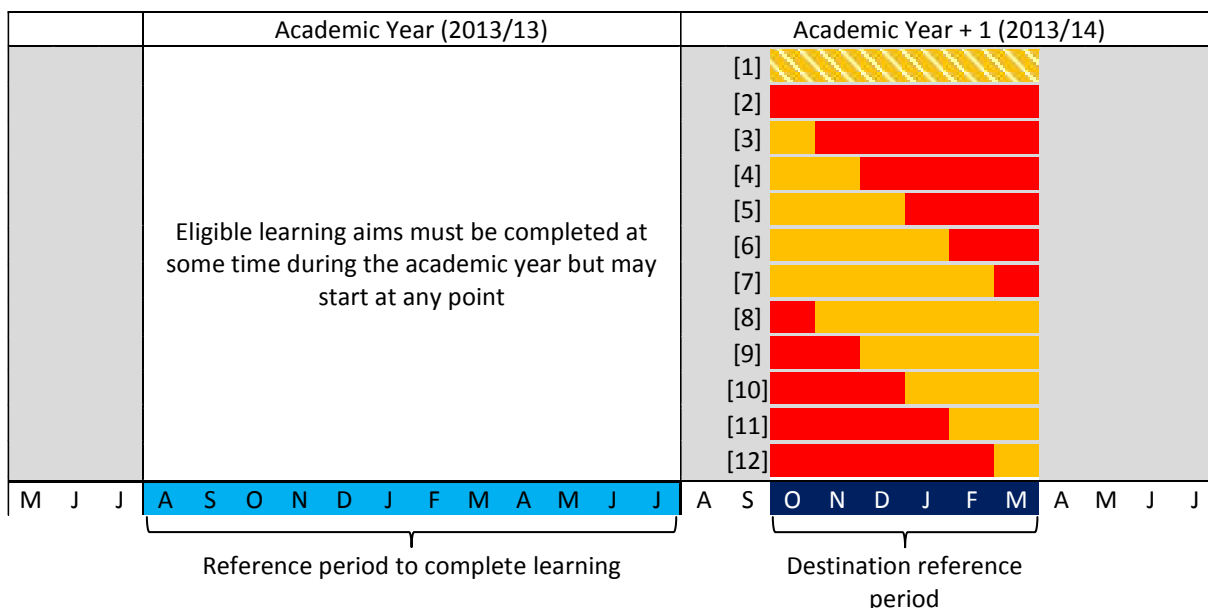
- In learning
- Not in learning
- Not within reference period

Destination measure – sustained positive destination

15. The ‘sustained positive destination’ measure aims to count the proportion of adult learners with a sustained positive outcome, either into learning or employment (or both). For 2012/13 completers to be counted as having a sustained positive destination, a learner must either
 - Have a sustained positive employment outcome, or
 - Have a sustained positive learning outcome, or
 - Be engaged in either learning (FE or HE) or paid employment in each of the six months between October 2013 and March 2014

16. Under the final scenario, learners may only ‘switch’ between learning and employment once. For example, if they are in learning for 2 months, then employment for 4 months they are counted as having a sustained positive destination. However if they are in learning for 2 months, then employment for 2 months, then learning 2 months, they are not counted as having a sustained positive destination.

Figure 7: The twelve possible scenarios that would lead to a learner being classified as having a sustained positive destination



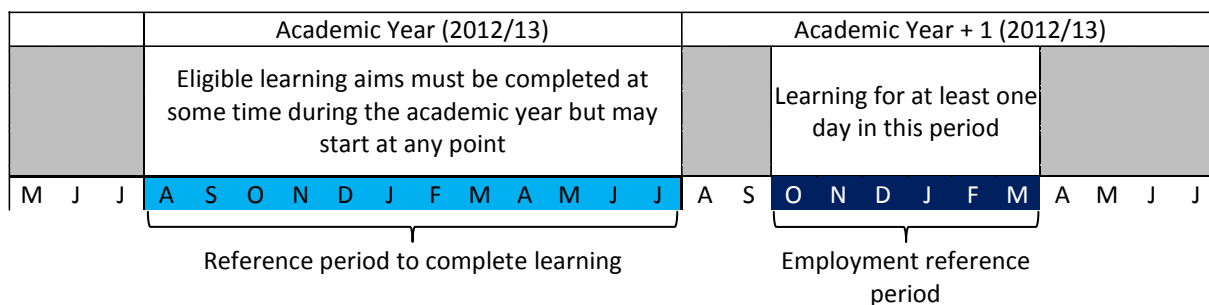
Key

- Has a positive employment outcome (as per above)
- In learning
- In employment
- Not in learning or employment
- Not in reference period

Destination measure – learning (non-sustained)

17. The ‘learning’ measure aims to count the proportion of adult learners who are in any learning, regardless of economic activity, following the completion of their course. This uses the same data sources and reference period as the sustained learning measure, but to be counted as in learning
 - A learner must be in learning (either in Further Education or Higher Education) in any of the six months between October 2013 and March 2014.
 - A learner only needs to be in learning for a single day in a month for the learning to be counted.

Figure 8: The scenarios that would lead to a learner being classified as in learning.



Key

- In learning
- Not in learning
- Not within reference period

Destination measure – positive destination (non-sustained)

18. The ‘positive destination’ measure aims to count the proportion of adult learners with a sustained positive outcome, either into learning or sustained employment. For 2012/14 completers to be counted as having a positive destination, a learner must
 - Have a sustained positive employment outcome, or
 - Have a positive learning outcome (does not need to be sustained).

Aim titles

55. The qualification data have been aggregated by the qualification level and either the framework title (for Apprenticeships) or the aim title as recorded on the Learning Aims Database.
56. Where aim titles were the same aside from a slight discrepancy in their title they were assumed to be the same course. For example, ‘NVQ in Hairdressing’ and ‘NVQ for Hairdressing’ have been grouped under the same title. Additionally institution names have been removed from the aim title for Access to Higher Education courses, as has any ‘(QCF)’ labelling. A full mapping of the original and adjusted aim titles has been published alongside the data

Medians

19. The median is calculated by ranking all providers’ destination rates and taking the value at which half of providers fall above and half fall below. Providers are only included in the ranking where they have a published rate for a particular breakdown. If there is an even number of providers, then a simple average of the two central values is used.

Disclosure

20. Outcomes are only published where data are available for at least 100 learners.

21. For all data, totals are rounded to the nearest 100 learners and percentages are rounded and reported to the nearest percentage point.
22. Where the rate for a destination is between 0% and 4% it is shown as 0-4%, and where the rate is between 96% and 100% it is shown as 96-100%. Applying a range at the top and bottom prevents disclosing information where all learners have the same outcome, e.g. if all learners move into employment the published figure will read 0-4%.

Matching process

Employment destinations and benefit learners

23. The employment destinations have been produced using a matched dataset of person level administrative data sources from BIS, DWP and HMRC. Completers from the ILR are matched to DWP benefit records, and HMRC P45 and P14 income tax returns using a mixture of National Insurance Number and matching on other personal details. The matching algorithm relies on a number of fields being accurately populated across both datasets and additionally, not all learners will necessarily have any record of employment or benefits for legitimate reasons, so the match rate will never reach 100%. For the learners covered in this data there is a very high match rate of 86%, and for apprenticeships this increases to 96%.
24. Once the match is established, the next step is to merge the different data files (employment, benefits, and learners) on the basis of the person level record linkage defined by the matching. The DWP and HMRC datasets provide a record of those receiving benefits and those paying tax through the Pay As You Earn (PAYE) system respectively. Processing rules are then applied to transform the data into useable information on employment and benefit receipt to support all analysis. The coverage of the different datasets is set out further below.

Learning destinations

25. The learning destinations have been produced using a combination of two matched datasets. First, completers from the ILR data are matched to ILR data for the next academic year to observe learning outcomes in Further Education. The matching is carried out by the Learning Records Service, part of the Skills Funding Agency, using a trusted process. Initially learners are matched using their Unique Learner Number, and then further matches are made by matching on five personal characteristics: postcode, date of birth, gender, surname and first name. For 2012/13 completers the records are linked using a learner's Unique Learner Number only as this has sufficient coverage.
26. The same completers from the ILR are also matched with Higher Education Statistics Authority (HESA) data for the next academic year to observe learning outcomes in Higher Education. This makes use of linked data produced by the Higher Education Funding Council for England (HEFCE) using a similar process to those described above. Together with the Further Education data, this is then used to measure learning outcomes in the following academic year.

Data sources

Benefit Data

27. Benefit data are taken from the underlying DWP payments systems and are supplemented by the information entered by Jobcentre advisers. The data therefore captures basic information accurately, but non-compulsory fields in either the labour market system or the payment system may be incomplete. Due to the size and technical complexity, these systems are not accessed directly, but at regular intervals scans are taken that build up a longitudinal picture from repeated snapshots of the data.
28. Start dates are entered on to the system and are accurate dates of benefit payment, thus provide certain timing and duration of a benefit claim. However, while Job Seekers Allowance (JSA) dates have very few discrepancies, due to the way the data is scanned the end dates recorded for other benefits may diverge to some extent from the events they are recording. The potential discrepancy varies from up to two weeks for Employment Support Allowance (ESA) to up to six weeks for Incapacity Benefit (IB).

Employment Data

29. The employment and earnings administrative dataset largely covers those who pay tax through PAYE through employer submission of P45 and P14. The core purpose of this process is to collect tax from those who are eligible to pay it through this mechanism. As such there is not complete coverage due to the taxation system. Employers are not required to supply information to HMRC for individuals who earn below the tax threshold, although for large employers these individuals are thought to be included due to methods of data transfer. Further, HMRC started to implement Real Time Information (RTI) in April 2013 which includes nearly all such learners.
30. In addition any earnings recorded through self-assessment will not be in the data. The lack of self-assessment data means that the self-employed will not be in the data and the earnings of the highest paid are likely to be underestimated as they are most likely to have additional earnings recorded through self-assessment. Information on learners with self-assessment income will be added in the future.
31. The data are primarily collected for the purposes of collecting taxes, so business rules have been applied to improve the quality of any suspect employment records to further enhance the data. This makes use of algorithms developed by researchers, and uses similar processes as documented in the research in to the labour market returns to qualifications gained in English further education (2013)¹¹.

Individualised Learner Record data

32. The Skills Funding Agency requirements for personal data vary by the type of provision provided. For work based learning National Insurance Number is recorded

¹¹ [Estimation of the labour market returns to qualifications gained in English further education](#), David Bibby, Franz Buscha, Augusto Cerqua, Dave Thomson and Peter Urwin

for more than 90% of learners compared to around 20% for Education and Training. Other personal details fields have high completion rates although there is some use of defaults where information is not known and particular groups such as offender learners have information withheld.

33. The dates of learning can be assumed accurate to within a week. Key data fields are tied to funding therefore there is a strong incentive for providers to ensure the information returned is accurate.
34. As the data sharing only covers Skills Funding Agency funded learning it does not include learning undertaken outside of England and excludes learning funded through the Higher Education route.

Time lags

35. All data used in this process are drawn from administrative sources, which take time to process and collate. Therefore there are time lags between the reference period and availability of the dataset for analysis.
 - **Benefit data** taken from the National Benefits Database contain lags in completeness. Additional clerical claims, appeals and other complex situations add to the changes in later versions of the database for certain benefits. This retrospection in the data means initial records appear after three months while the timescale for complete data is approximately six months.
 - **Employment data** are matched to DWP data on a regular basis. There are cleaning rules applied to the data, which identify old records when updated with new information. As new information can come through about a job after it has ended this is a source of constant change and historically the data has been considered complete after approximately six months.
 - **Earnings data** is less timely than employment data, and in the past it has taken up to fifteen months after the end of the tax year for the data to be considered complete. HMRC started to implement Real Time Information (RTI) in April 2013 which will provide much more frequent feeds of employment and earnings data and should significantly improve the timeliness of the source earnings data.
 - **Individualised Learner Record data** is collated from returns by colleges with the provisional data collected to date generally published on a quarterly basis. Returns are not generally complete until up to six months after the end of the academic year, which runs from 1st August to 31st July.
 - **Higher Education Statistics Authority data** are collated from returns by institutions and data for the full academic year are available approximately six months after the end of the academic year.



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