



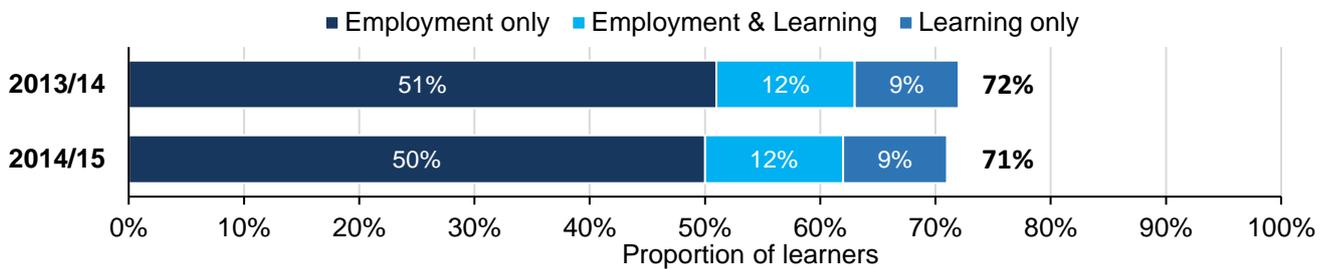
Further Education: Outcome based success measures, academic years 2013/14 and 2014/15

26 October 2017

The measures in this release cover all Apprenticeships, all Traineeships, and adult (19+) Further Education and Skills learners that completed an Education and Skills Funding Agency funded aim in academic years 2013/14 and 2014/15.

The destination measures presented here are defined in the [Measures and coverage](#) section of this release, and the methodology used to produce them can be found in the technical note accompanying this release.

Outcomes for FE learners are fairly stable across academic years, with a slight fall in sustained employment in 2014/15

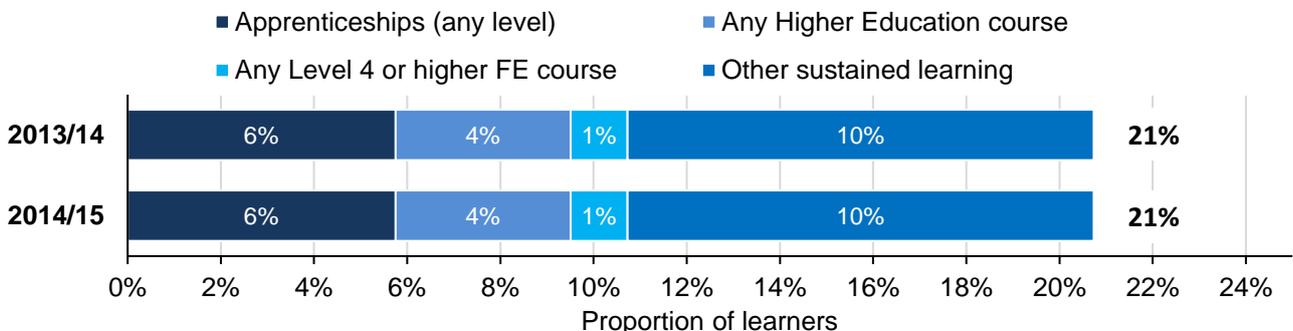


Source: Longitudinal Education Outcomes (LEO) Study

Of the 1.5 million learners that completed an eligible learning aim in academic year 2014/15:

- **71%** had a sustained positive destination into either employment or learning, **1 percentage point lower** than in 2013/14.
- **62%** were in sustained employment, of which 12% were also in sustained learning.
- **21%** were in sustained learning, of which 12% were also in sustained employment.

Over half of learners in sustained learning were on an apprenticeship or studying for a qualification at level 4 or higher (including Higher Education)



Source: Longitudinal Education Outcomes (LEO) Study

- **59%** of learners that completed an Access to Higher Education course were in sustained learning on a Higher Education course (as reported in Higher Education Statistics Agency (HESA) data).

Contents

1.	Introduction.....	4
	Background and context	4
2.	Measures and coverage	5
	Learning covered by these measures.....	5
	Measure definitions.....	5
	Secondary destination measures	5
	Other measures	5
	Coverage and robustness of the data.....	6
3.	Results	7
	National results.....	7
	Level of learning	7
	Self-assessed employment data.....	8
	Traineeships	8
	Apprenticeships	9
	Progression	9
	Learning groups.....	10
	Other factors influencing destination rates.....	11
	Revisions to 2013/14 data	11
4.	Other publications.....	11
5.	Accompanying tables.....	12
6.	Technical information.....	13
7.	Get in touch	13
	Media enquiries	13
	Other enquiries/feedback.....	13

About this release

This statistical release presents statistics on the employment and learning outcomes of Further Education (FE) learners. It includes all age Apprenticeships, all age Traineeships, and adult (19+) FE and Skills learners that completed an Education and Skills Funding Agency (ESFA) funded aim in academic years 2013/14 and 2014/15.

This release excludes community learners, learners funded through the Offenders' Learning and Skills Service (OLASS), and FE and Skills learners under the age of 19 at the start of the academic year (apart from Apprenticeships and Traineeships).

Changes to this publication

This publication includes new data covering the 2014/15 academic year and revised data for the 2013/14 academic year. It also extends previous analysis to now include, for the first time, Apprenticeships and Traineeships that were under the age of 19 at the start of the academic year.

The publication is now based on the data collected as part of the Longitudinal Education Outcomes (LEO) study (see the technical note accompanying this release for more information about LEO, including information about the source data and matching process). The underlying education, employment and benefits datasets are the same, but the methodology used to match them together has changed compared to previous years which has increased the match rate, and further improved the robustness of the measures.

In this publication

The following documents are published alongside this statistics release:

- FE learners – national, provider, and geography tables (Excel .xls)
- FE learners – additional interactive tables
- Underlying data (.csv)
- Technical note.

Feedback

We welcome feedback on any aspect of this document and the methodology and presentation of these statistics. Please direct all comments and queries to: FE.OUTCOMESDATA@education.gov.uk

1. Introduction

Background and context

This publication uses data from the Longitudinal Education Outcomes (LEO) study, which links together learning data from the Department for Education (DfE) with benefits data from the Department for Work and Pensions (DWP), and employment and earnings data from Her Majesty's Revenue and Customs (HMRC). The privacy statement explaining how personal data in this project is shared and used is published at: <https://www.gov.uk/government/publications/longitudinal-education-outcomes-study-how-we-use-and-share-data>.

This release updates the regular series of outcome based success measures which have been published annually since [August 2014](#)¹ and have been designed to help inform users of the outcomes of learners into all types of employment or learning. This release includes revised estimates for 2013/14 learners to make use of enhancements made to the data since the last publication. Further information on the datasets, matching process, quality assurance and match rates are included in the [technical note](#) accompanying this release.

Following the passing of the Small Business, Employment and Enterprise Act 2015 DfE are now able to include the destinations of approximately 46,000 learners that completed an apprenticeship or traineeship in 2014/15 and were under the age of 19 at the start of the academic year. Also included within this release is a new measure designed to help providers better understand the outcomes of their learners, for which we are seeking feedback. The destination measures are otherwise consistent with those previously published in October 2016.

The data are complex and have many potential uses, including to inform learners of the outcomes of previous learners and how that varies by subject and location. The data have robust coverage allowing for detailed estimates by provider, local area, and qualifications, and this release includes outcomes for smaller groups of learners than previously published to allow a more detailed understanding of what is driving the headline measures.

The datasets used to create these measures are still evolving and further developments are planned to build a more complete view of the education system, including linking current outputs to schools and Higher Education data, to allow research into the labour market outcomes for different learning routes. A list of other recent statistical releases and research publications that utilise LEO data can be found at the end of this publication.

¹ <https://www.gov.uk/government/collections/statistics-outcome-based-success-measures>

2. Measures and coverage

Learning covered by these measures

All measures shown here cover all Apprenticeships, all Traineeships, and adult (19+) FE and Skills learners that completed an eligible Education and Skills Funding Agency (ESFA) funded aim in academic years 2013/14 and 2014/15.

The measures do not cover Community Learners, Offender Learning and Skills Service learners, or any other FE and Skills learners under the age of 19 at the start of the academic year they completed their training (apart from Apprenticeships and Traineeships). Outcomes for under 19 FE and Skills learners are published alongside other [Key Stage 4 and Key Stage 5 destinations measures](#)².

Outcomes are reported on a learner, rather than a learning aim basis. Where a learner completes more than one aim in the academic year, outcomes are reported against the aim completed at the highest level. Full details on how the highest aim is selected can be found in the technical note accompanying this release.

Measure definitions

The **sustained positive destination** measure shows the proportion of learners who progress to a sustained destination in learning or employment (or both) following completion of an eligible FE learning aim. The timeframes used to define this and all supporting measures presented here are consistent with the destinations measures used for 16-19 accountability.

Beyond the lead measure there are three further measures:

- **Sustained employment** – learners must be in paid employment as recorded in Pay-As-You-Earn (PAYE) records in five out of six months between October and March in the following academic year or have returned a self-assessment form stating that they have received income from self-employment during that financial 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.

Secondary destination measures

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 and March in the following academic year.

A secondary non-sustained **positive destination** measure is also presented, taking into account this non-sustained learning measure.

Other measures

In addition to the learning measures (sustained and non-sustained) this publication includes a supplementary measure showing how many intermediate level apprenticeships progressed onto an advanced level apprenticeship within 12 months of completing.

² <https://www.gov.uk/government/collections/statistics-destinations>

The publication also includes a new measure that has been developed to help providers, and other users of the data, better interpret outcomes by accounting for the variety of provision offered by FE institutions. This new measure takes into account factors such as learner characteristics and the type of training completed, and compares providers' outcomes³ against similar provision based on these factors. For each provider it shows how much of their provision has outcomes in the top and bottom fifth (or quintile) of all providers.

Data showing [earnings up to 3 years after study](#)⁴ for those completing apprenticeships was published in December 2014. Following publication we intend to publish a set of supplementary tables to this release which will update and extend the earnings data, showing earnings up to five years after completing FE training.

Coverage and robustness of the data

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. Over 97% of learners are matched to DWP or HMRC data, rising to 99% for apprenticeships, and so provide representative coverage of activity for FE learners. It should be noted that the match rate would never be expected to reach 100% for a number of reasons including inaccurate recording of personal information in the datasets used in the matching exercise. Further details on the data sources used to create all the measures can be found in technical note accompanying this release.

The measures in this publication refer to learners completing training up to the 2014/15 academic year – the most recent year for which outcome measures are available. It is expected the destinations of learners completing training in the 2015/16 academic year would be published in summer 2018.

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.

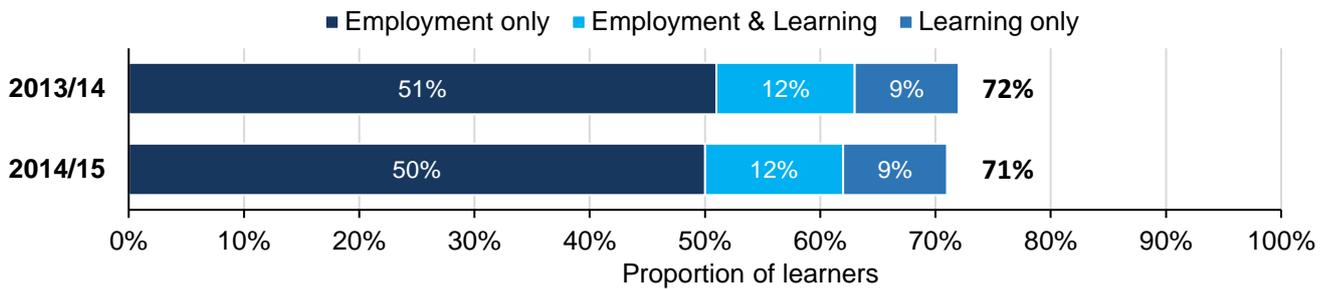
³ Outcomes are measured by the sustained positive destination rate into employment or learning

⁴ <https://www.gov.uk/government/publications/average-earnings-after-further-education-2010-to-2013>

3. Results

National results

Figure 1: Sustained positive destination rates by academic year of completion



Source: Longitudinal Education Outcomes (LEO) Study

Of the 1.5 million learners that completed an eligible learning aim in academic year 2014/15:

- **71%** had a sustained positive destination into either employment or learning, **1 percentage point lower** than in 2013/14.
- **62%** were in sustained employment, of which 12% were also in sustained learning.
- **21%** were in sustained learning, of which 12% were also in sustained employment.

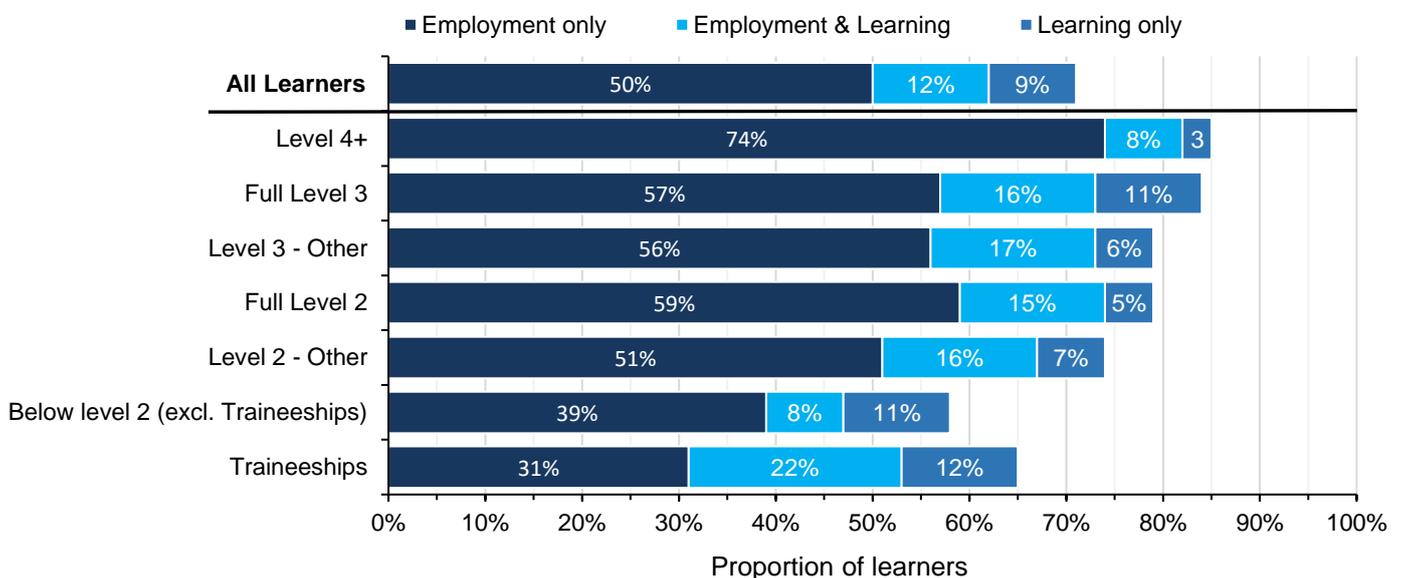
Other headline measures in this release for academic year 2014/15:

- **85%** of learners who completed an **Apprenticeship** as their highest qualification had a sustained positive destination, with **82%** in sustained employment.
- **84%** of learners that completed a **Full Level 3** qualification (equivalent to two A levels, or a level 3 NVQ) as their highest qualification had a sustained positive destination.

Level of learning

Variation exists beneath the national results, particularly for highest qualification level. As shown in Figure 2: Figure 2, learners completing higher level qualifications were more likely to have a sustained positive destination than those completing lower level qualifications.

Figure 2: Sustained destinations by level of learning, 2014/15



Source: Longitudinal Education Outcomes (LEO) Study

The sustained positive destination rates are relatively stable over time, though for most levels of learning there has been a small decrease between academic years 2013/14 and 2014/15. This is driven by a slight fall in the number of learners moving into sustained employment, and the fall is fairly consistent across most qualifications and providers. We are investigating the causes of this and will provide further comment in future reports. Future releases will also contain longer time series of data which will help identify any emerging trends over time.

For learners with a highest qualification in the “Level 3 – Other” group there was a larger fall in the sustained positive destination rate. This reflects an increase in the proportion of LLDD⁵ learners for this group, who are typically less likely to have any sustained destination.

Figure 3: There has been a slight fall in sustained positive destination rates for most levels

Level	Sustained positive destination rate		
	2013/14	2014/15	Percentage point change
Level 4+	87%	85%	-2ppts
Full Level 3	86%	84%	-2ppts
Level 3 - Other	85%	79%	-6ppts
Full Level 2	80%	79%	-1ppt
Level 2 - Other	72%	74%	+2ppts
Below level 2 (excl. Traineeships)	60%	58%	-2ppts
Traineeships	68%	65%	-3ppts

Source: Longitudinal Education Outcomes (LEO) Study

Self-assessed employment data

The sustained employment measure is based on the HMRC records of individuals that pay tax through either the PAYE system or by returning a self-assessed employment return. The type of employment that learners progress into varies significantly depending on the qualification completed. For example, a high proportion of learners that complete qualifications in construction, taxi driving, and farriery have no recorded PAYE employment, but very high employment rates when matched to the Self Assessment system. Figure 4 shows that construction qualifications account for nine out of the top ten qualifications associated with self-employment.

Figure 4: Qualifications with a high proportion of self-assessed employment data, 2014/15

Level	Qualification	Sustained employment rate 2014/15		
		PAYE only	PAYE and self-assessed	Percentage point difference
Level 2	Certificate in Lifting and Positioning Engineering Construction Loads	12%	95%	+83ppts
Level 2	Certificate in Curtain Wall Installation	14%	93%	+79ppts
Level 2	Diploma in Interior Systems (Construction)	16%	93%	+77ppts
Level 2	Certificate in Wall and Floor Tiling (Construction)	16%	91%	+75ppts
Level 2	Diploma in Cladding Occupations (Construction)	18%	93%	+75ppts
Level 2	Diploma in Decorative Finishing and Painting Occupations - Painter (Construction)	21%	95%	+74ppts
Level 2	Diploma in Formwork (Construction)	21%	92%	+71ppts
Level 2	Diploma in Trowel Occupations (Construction)	22%	91%	+69ppts
Level 3	Farriery	17%	82%	+65ppts
Level 2	Certificate in Interior Systems (Construction)	27%	90%	+63ppts

Source: Longitudinal Education Outcomes (LEO) Study

⁵ Learners with learning difficulties and/or disabilities.

Traineeships

Traineeships were introduced in the 2013/14 academic year to provide young people with essential work preparation, English, maths and work experience to secure an Apprenticeship or other work.

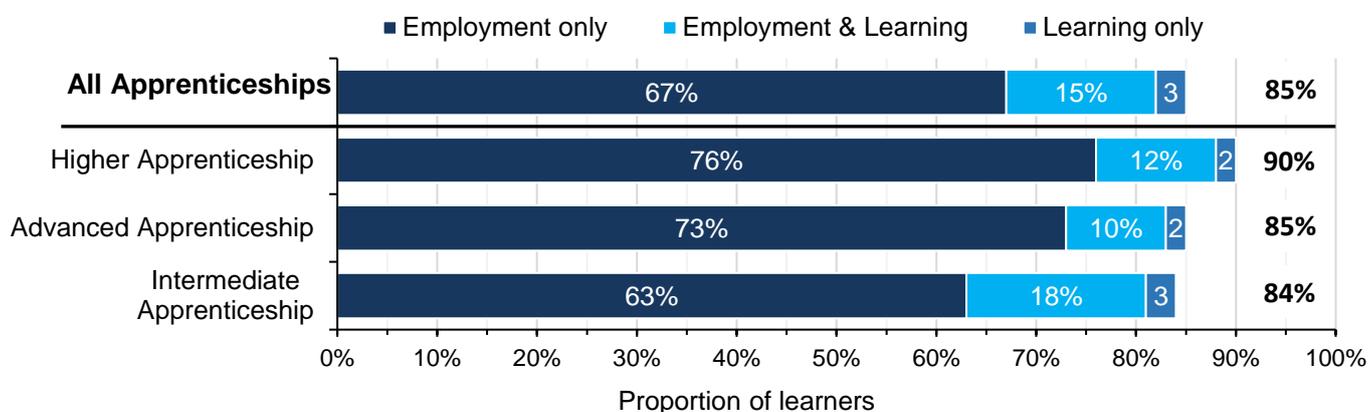
Of the 11,910 learners who completed a Traineeship in 2014/15 as their highest qualification⁶:

- **65%** had a sustained positive destination rate, 3 percentage points lower than in 2013/14.
- **53%** were in sustained employment, 1 percentage point lower than in 2013/14.
- **34%** were in sustained learning, of which 22% were in an Apprenticeship.

Apprenticeships

Apprenticeships are paid jobs that include an off-the-job programme of learning. At the national level there has been a slight decrease in the sustained positive destination rate, reflecting the overall trend between years. Despite this, learners that completed apprenticeships continue to show very high sustained positive destination rates across all levels.

Figure 5: Outcomes by level of apprenticeship, 2014/15



Source: Longitudinal Education Outcomes (LEO) Study

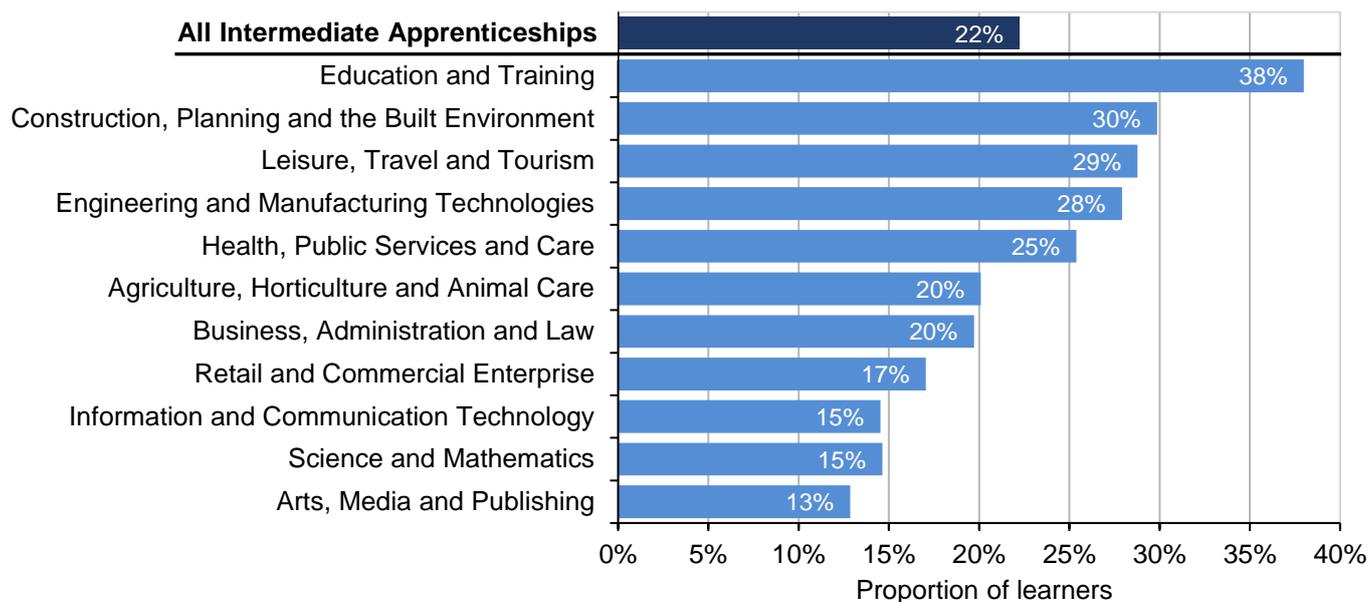
Progression

Following feedback from the sector we have included a supplementary measure showing how many intermediate level apprenticeships started an advanced level apprenticeship within 12 months of completing. Further feedback on the usefulness of this measure is welcomed.

Out of the 156,060 learners who completed an intermediate apprenticeship as their highest qualification in 2014/15, 22% progressed to an advanced level apprenticeship within 12 months of completing. This varies considerably depending on the sector subject area of the intermediate apprenticeship as shown in Figure 6.

⁶ Note that some traineeships go onto complete further aims at a higher level in the same academic year, and outcomes are reported against the highest aim. Therefore, Traineeship numbers presented here will be lower than those presented in the FE and Skills Statistical First Release: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>.

Figure 6: Intermediate apprenticeship progression to advanced level apprenticeship by sector subject area



Source: Longitudinal Education Outcomes (LEO) Study

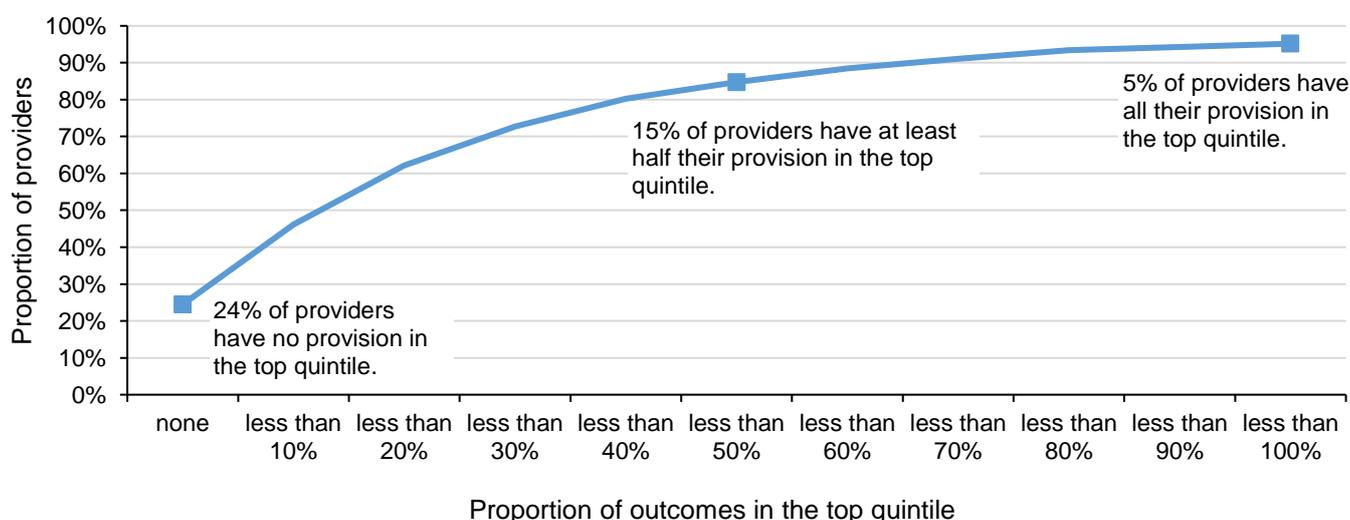
Learning Categories

A new measure has been developed to help providers, and other users of the data, better interpret outcomes by accounting for the variety of provision offered by FE providers.

This new measure takes into account factors such as learner characteristics and the type of training completed, and compares providers' outcomes⁷ against similar provision based on these factors. For each provider it shows how much of their provision has outcomes in the top and bottom fifth (or quintile) of all providers.

Presenting data in this way allows for a fairer comparison in outcomes across providers than is possible with just the headline sustained positive destination rate. Unless they specialise in one area, most providers will find the outcomes for their provision falls across multiple quintiles – Figure 7 shows just 5% of providers have all of their provision in the top quintile, and nearly a quarter (24%) of providers have none of their provision in the top quintile. There is a similar distribution of outcomes for all quintiles.

Figure 7: Distribution of providers, ordered by the amount of provision with outcomes in the top quintile.



Source: Longitudinal Education Outcomes (LEO) Study

⁷ Outcomes are measured by the sustained positive destination rate into employment or learning.

The different categories of learning separate out benefit learners, Apprenticeships, levels of study, sector subject areas and learners with learning difficulties and/or disabilities. Full details on how the measure is calculated, including a complete list of training categories can be found in the technical note accompanying this release.

Feedback

This is a new way of interpreting the outcomes data and we would welcome feedback from users on it's methodology and presentation. Please direct all comments and queries to: FE.OUTCOMESDATA@education.gov.uk

Revisions to 2013/14 data

The 2013/14 data have been revised as part of this publication, taking into account improvements made in the matching and processing of the administrative data sources, and the inclusion of additional younger learners. Overall, at a national level there has not been any change to the sustained positive destination rate.

Other factors influencing destination rates

The sustained employment measure is based on HMRC tax records submitted through the PAYE system, or from learners that have completed a self-assessed tax return. Therefore there is no requirement for the employment to be new or changed since the learning completed – this should be noted particularly for Apprenticeships where some schemes are targeted at existing employees and others are taking on new staff. There is also no requirement for a learner's employment to be directly related to the training that they completed. Currently we are unable to tell the sector in which someone is employed but this is an area we are continuing to explore as we develop the data further.

4. Other publications

Publication	Description
Destinations of KS4 and KS5 pupils: 2016	Data on key stage 4 (KS4) and key stage 5 (KS5) students going into education, employment and training destinations.
Graduate outcomes for all subjects by university	Employment and earnings of higher education graduates broken down by graduate characteristic, subject studied and university attended.
Graduate outcomes, by degree subject and university	Employment and earnings of higher education graduates broken down by graduate characteristic, subject studied and university attended.
Average earnings post apprenticeship: 2010 to 2015	Average earnings up to 4 years after training for adults that achieved Apprenticeships between August 2010 and July 2013.
Further education for benefit claimants	Analyses training for learners on benefits in England using government data for the 2015 to 2016 academic year.
The earnings differentials associated with vocational education and training	Research analysing the economic benefits to an individual from achieving further education qualifications.
Further education qualifications in maths and English: returns and benefits	Research analysing the economic benefits associated with further education qualifications in maths and English.
Adult further education: measuring success - detailed proposals	Consultation and response on detailed proposals for using and publishing outcome based success measures for adult further education.

Publication	Description
Further education: comparing labour market economic benefits from qualifications gained	Estimates the economic benefits to an individual from achieving further education qualifications.
Further education: impact of skills and training on the unemployed	This research estimates the economic benefits to unemployed individuals from achieving further education qualifications.
Average earnings after further education: 2010 to 2013	Experimental data showing average earnings up to 3 years after completing further education study, by qualification achieved in 2009 to 2010.
Longitudinal education outcomes study: how we use and share data	How the government shares and uses personal data as part of the 'Longitudinal education outcomes study'.

5. Accompanying tables

The following tables are available in Excel format on the department's statistics [website](#)⁸:

National

NA01: National summary

Provider

PR01: Provider summary

PR02: by learner characteristics and learning type

PR03: by provision type, level, and sector subject area (tier 1 and tier 2)

PR04: by learner category

Qualification

QL01: by provision type and level

Local Authority

LA01: by learner characteristics and learning type

LA02: by provision type, level, and sector subject area (tier 1 and tier 2)

Local Education Authority

EA01: by learner characteristics and learning type

EA02: by provision type, level, and sector subject area (tier 1 and tier 2)

Reference

RF01: Sustained Positive Destination Rate distributions by learner category

RF02: Sector Subject Area tier 1 and tier 2 code descriptions

RF03: Qualification title mapping

We have also made available two interactive tables to help providers understand how the Sustained Positive Destination Rate is used to build the learner category measure:

PR05: by learner category

PR06: by learner category, and sector subject area (tier 1)

⁸ <https://www.gov.uk/government/collections/statistics-outcome-based-success-measures>

6. Technical information

A quality and methodology information document accompanies this publication. 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.

7. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Steve Aherne, Further Education, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: FE.OUTCOMESDATA@education.gov.uk



Department
for Education

© Crown copyright 2017

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3
email psi@nationalarchives.gsi.gov.uk
write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries Steve Aherne, Further Education, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.
email FE.OUTCOMESDATA@education.gov.uk

download <https://www.gov.uk/government/collections/statistics-outcome-based-success-measures>

Reference: SFR52/2017



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk