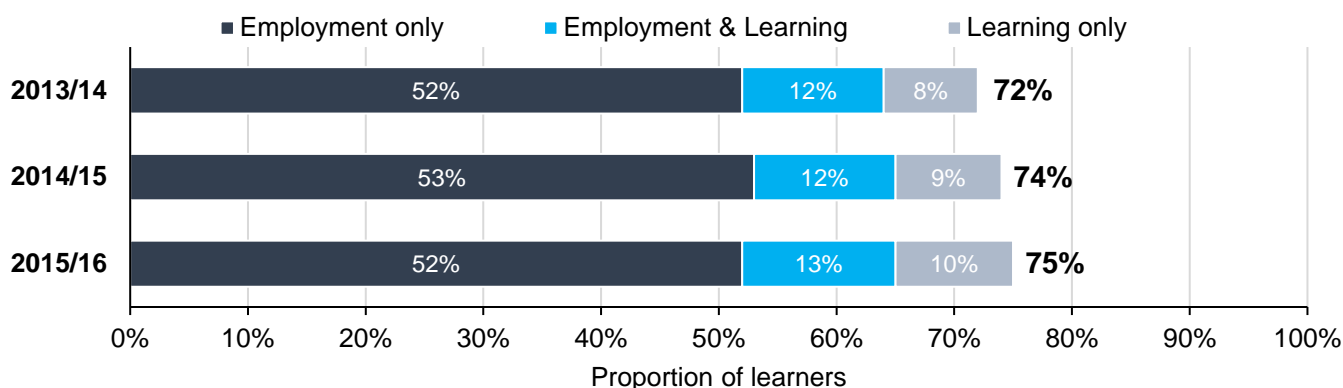




18 October 2018

Outcomes for Further Education learners are fairly stable across academic years, with slight increases in sustained learning in 2014/15 and 2015/16

Sustained positive destination rates by academic year of completion



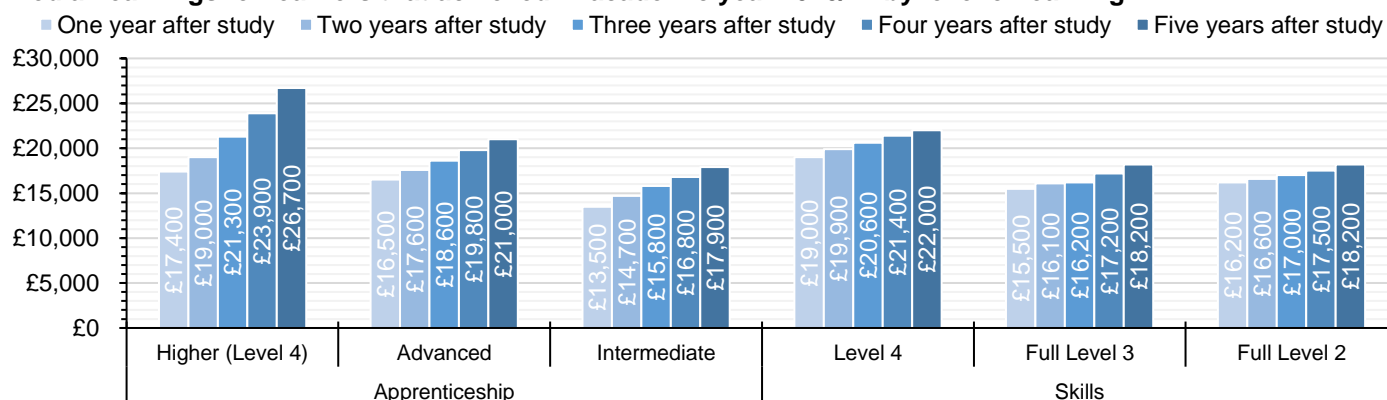
Source: Longitudinal Education Outcomes (LEO) Study

Of the 1.1 million learners that completed an eligible learning aim in academic year 2015/16:

- **75%** had a sustained positive destination into either employment or learning, **1 percentage point higher** than in 2014/15.
- **65%** were in sustained employment, of which 13% were also in sustained learning.
- **23%** were in sustained learning, of which 13% were also in sustained employment.

Median annualised earnings grow at a faster pace for apprenticeships at all levels

Median earnings for learners that achieved in academic year 2010/11 by level of learning



Source: Longitudinal Education Outcomes (LEO) Study

Median annualised earnings one year after study for learners that achieved in academic year 2010/11 were:

- £17,400 for **higher (level 4) apprenticeships**, rising 53% to £26,700 five years after study.
- £19,000 for **level 4 skills courses**, rising 16% to £22,000 five years after study.
- £16,500 for **advanced apprenticeships**, rising 27% to £21,000 five years after study.
- £15,500 for **full level 3 skills courses**, rising 17% to £18,200 five years after study.
- £13,500 for **intermediate apprenticeships**, rising 33% to £17,900 five years after study.
- £16,200 for **full level 2 skills courses**, rising 12% to £18,200 five years after study.

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About this release

This publication 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 the academic years 2013/14 to 2015/16.

Also presented are estimates on the earnings outcomes of learners that achieved an apprenticeship or adult learners that achieved a skills course at full level 2, full level 3, level 4 or higher. This publication focuses on learners that achieved apprenticeships or FE and Skills training in academic years 2010/11 to 2015/16 and their observed earnings after training up to the 2016/17 tax year.

This report, for the first time, shows outcomes for learners that completed a community learning funded aim in academic year 2015/16.

This release excludes 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).

The publication is 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).

Changes to this publication

This publication includes new data covering the 2015/16 academic year and revised data for previous academic years.

In this publication

The following documents are published alongside this statistics release:

- FE learners – national, provider, and geography destinations tables (Excel .xls)
- FE learners – earnings 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

The outcome based success measures present statistics on the employment, earnings and learning outcomes of Further Education (FE) learners. This release updates the regular series of outcome based success measures which have been published annually since August 2014¹.

The Small Business, Employment and Enterprise Act 2015 allows the sharing of data between the Department for Education (DfE) and the Department for Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC). The resulting matched dataset is called the Longitudinal Education Outcomes (LEO) study. 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>

The LEO study links information about individuals, including:

- Personal characteristics such as age, sex and ethnicity.
- Education, including schools, further education colleges and higher education institution attended, courses taken, and qualifications achieved.
- Benefits claimed.
- Employment and income.

This publication uses data from the LEO study, linking together learning data with benefits data and employment and earnings data to produce statistics on the employment, earnings and learning outcomes of FE learners. Work will continue to improve the statistics as knowledge of the underlying data source develops. Further information on the datasets, matching process, quality assurance and match rates are included in technical note accompanying this release.

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. This release includes revised estimates for academic years prior to 2015/16 to make use of enhancements made to the data since the last publication.

The measures in this publication show the destination and earnings outcomes for FE learners without controlling for factors such as learner demographics. Separate research² from LEO has previously estimated the labour market returns to different FE qualifications controlling for learners' individual characteristics. This showed that when comparing learners with similar characteristics, those who achieve further education qualifications are better off than those who start but do not achieve, and that these benefits occur across a broad range of sectors. On average, 3-5 years later, achievers of intermediate apprenticeships earn 11% more and achievers of advanced apprenticeships earn 16% more.

This publication covers learners that completed apprenticeships, traineeships, and adult (19+) FE and Skills learners. The destination of other learners are covered in the following releases:

- [Destinations of key stage 4 and key stage 5 pupils](#) showing the number of young people going into education, employment or training the year after finishing key stage 4 (after year 11) and key stage 5 (after A levels or other level 3 qualifications)
- [Higher education graduate employment and earnings](#) showing employment and earnings of higher education graduates at different points after graduation.

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

² Bibby, D., Buscha, F., Cerqua, A., Thomson, D. and Urwin, P. (2014), "Estimation of the labour market returns to qualifications gained in English Further Education" <https://www.gov.uk/government/publications/further-education-comparing-labour-market-economic-benefits-from-qualifications-gained>

2. Measures and coverage

Learning covered by these measures

The destination measures cover apprenticeships, traineeships, and adult (19+) FE and Skills learners that completed an Education and Skills Funding Agency (ESFA) funded aim in academic years 2013/14 to 2015/16.

The measures do not cover 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). This report, for the first time, shows outcomes for learners that completed a community learning funded aim in academic year 2015/16 as a set of additional tables, separate to the headline estimates.

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.

The earnings measures cover all apprenticeships, and adult (19+) FE and Skills learners that completed and achieved an eligible Education and Skills Funding Agency (ESFA) funded aim at full level 2, full level 3, or level 4 or higher in academic years 2010/11 to 2015/16. Learners must also have achieved an eligible qualification in the same academic year in which they completed.

Destination measures

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.

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 who on the day before their training started were claiming either Job Seeker's Allowance (JSA), Employment Support Allowance (ESA) in the Work Related Activity Group (WRAG) or Universal Credit in conditionality groups; "Searching for Work", "Working with Requirements", "Planning for Work" and "Preparing for Work".

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.

- **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.

Earnings measures

This report presents the **median annualised earnings** of learners. The **median** is calculated by ranking all learners' annualised earnings and taking the value at which half of learners fall above and half fall below. In addition to the median, the annualised earnings for the top 25% (or **upper quartile**) and bottom 25% (or **lower quartile**) are also presented to help users understand more about how earnings are distributed.

In the case of all earnings measures, the estimates only include learners that were in sustained employment in the tax year being measured and were not in further training at a Higher Education institute (as reported by Higher Education Statistics Agency).

Annualised earnings are calculated for learners that started or left employment part way through the tax year by adjusting their recorded earnings to the equivalent earnings had they been employed for the entire tax year. The PAYE records from HMRC do not include reliable information on the hours worked in employment so it is not possible to accurately distinguish between learners in full time and part time employment. Therefore **part time earnings** are not adjusted to the full time equivalent amount.

Where there are high levels of part time employment within a group of learners, the median annualised earnings will be lower as a result. This is the case for sector subject areas like child development and wellbeing where many of the employment opportunities are part time. It is important to note that the number of people in part time employment may be as much due to the preferred working pattern of the learners as what is being offered by employers.

The earnings estimates do not include any income that was recorded through the **self-assessment tax** system. This means that earnings will be underreported for learners who have self-assessment income in addition to earnings from paid employment collected by the PAYE system. Learners that recorded their income entirely through the self-assessment tax system are not included in the estimates.

Self-assessment information on sole traders has been used in the employment outcomes for the destination measures. For earnings, overall there is a much smaller impact of including self-assessment information. Therefore as self-assessment information is only available from the 2013/14 tax year onwards, the earnings estimates only use PAYE records in order to provide a consistent five year time series.

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.

The publication also includes a 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 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 to bottom fifth (or quintile) of all providers.

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 learning activity before and after training. Over 98% 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.

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

Further details on the data sources used to create all the measures can be found in technical note accompanying this release.

Revisions to data

The historical data prior to academic year 2015/16 have been revised as part of this publication, taking into account improvements made in the matching and processing of the administrative data sources. Overall, at a national level there has been a small change to the sustained positive destination rate as a result of these revisions with the sustained positive destination rate unchanged in 2013/14 and increasing from 71% to 74% in 2014/15 (this was primarily due to an increase in the sustained employment rate as a result of improving the matching).

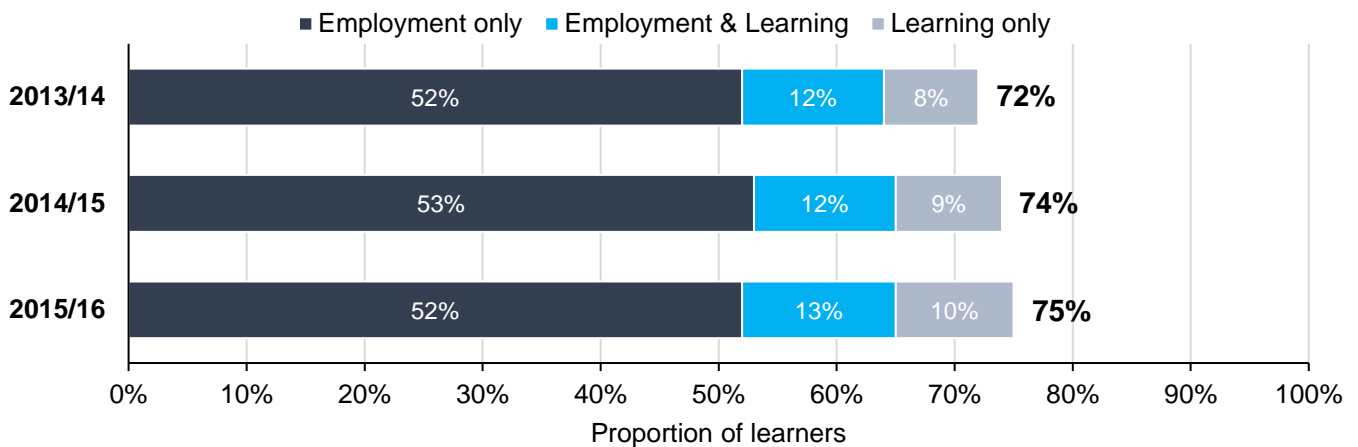
Other factors influencing destination rates

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.

3. Destinations

National results

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



Source: Longitudinal Education Outcomes (LEO) Study

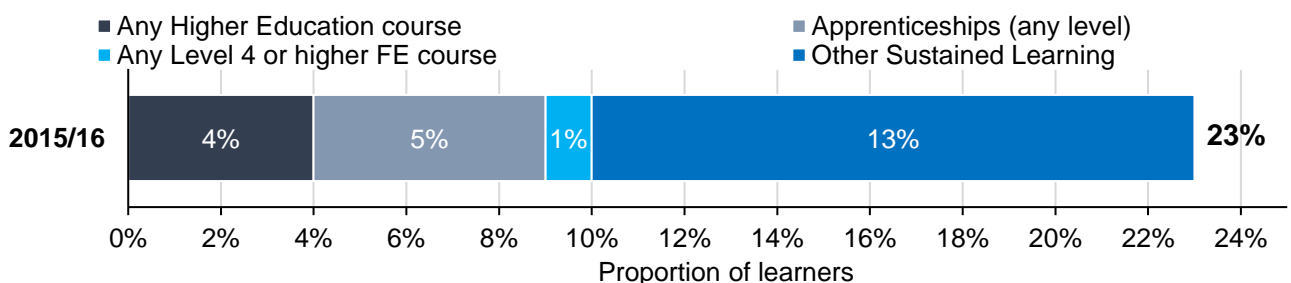
Of the 1.1 million learners that completed an eligible learning aim in academic year 2015/16:

- **75%** had a sustained positive destination into either employment or learning, **1 percentage point higher** than in 2014/15.
- **65%** were in sustained employment, of which 13% were also in sustained learning.
- **23%** were in sustained learning, of which 13% were also in sustained employment.

Other key results for academic year 2015/16:

- Of the 221,400 benefit learners in receipt of out-of-work benefits at the start of learning, 46% were in sustained employment, 2 percentage points lower than in 2014/15.
- Of the 65% of learners in sustained employment the majority (62%) were in paid employment, compared to 5% in self-employment.
- Almost half of the 23% of learners in sustained learning were on an apprenticeship or studying for a qualification at level 4 or higher (including Higher Education).

Figure 2: Sustained Learning by type of learning destination, 2015/16



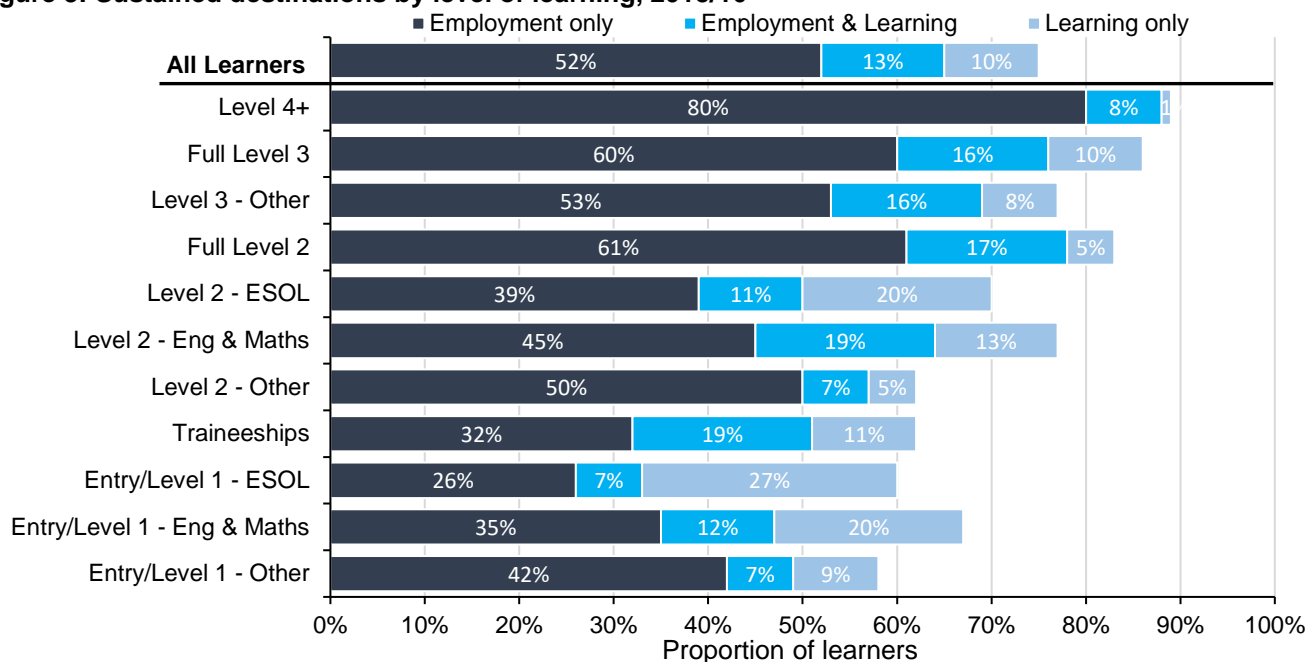
Source: Longitudinal Education Outcomes (LEO) Study

- **61%** of learners that completed an Access to Higher Education course in academic year 2015/16 were in sustained learning on a Higher Education course (as reported in Higher Education Statistics Agency (HESA) data).

Level of learning

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

Figure 3: Sustained destinations by level of learning, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

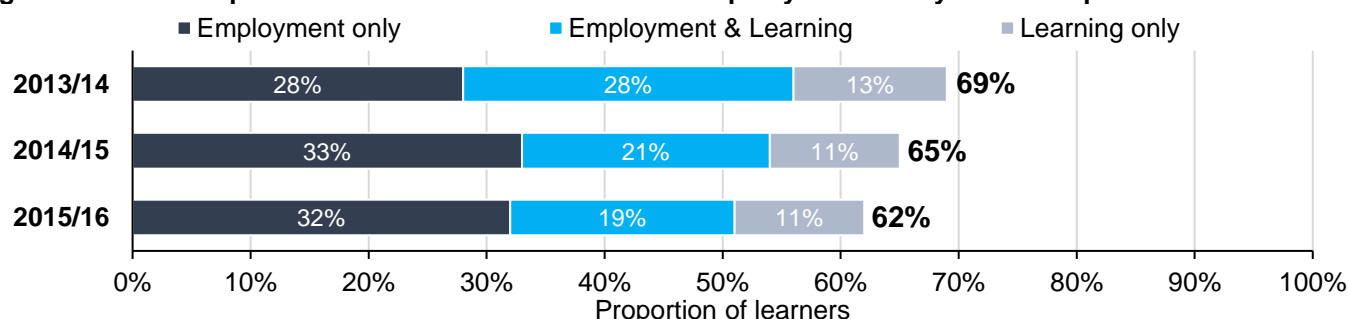
Traineeships

Traineeships provide young people with essential work preparation, English, maths and work experience to secure an apprenticeship or other work. The number of learners completing a traineeship has more than trebled since introduction from 4,750 in 2013/14 to 17,230 in 2015/16, and completions were recorded under a slightly different method in 2013/14⁴, making the figures for 2013/14 less comparable to later years.

Of the 17,230 learners who completed a traineeship in 2015/16 as their highest qualification⁵:

- **62%** had a sustained positive destination rate.
- **51%** were in sustained employment.
- **30%** were in sustained learning, of which **18%** progressed to an apprenticeship.

Figure 4: Sustained positive destination rates for traineeships by academic year of completion



Source: Longitudinal Education Outcomes (LEO) Study

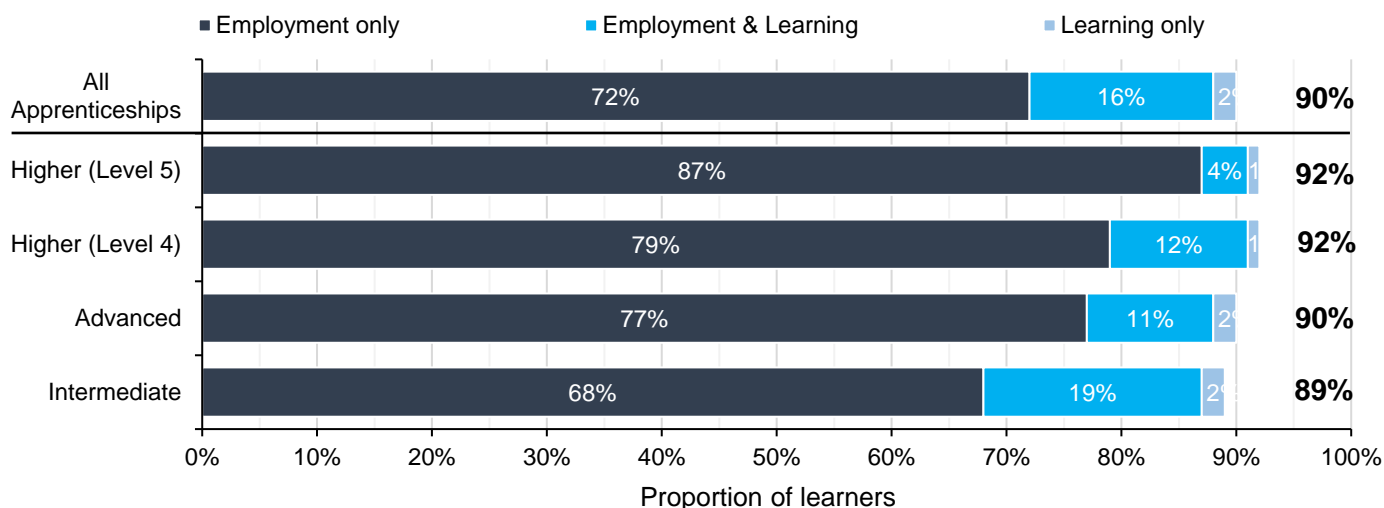
⁴ In 2013/14, completions count where both the work placement and work preparation training were completed and/or the learner progressed. In 2014/15, completions count where all elements of the learner's agreed traineeship are complete; and/or the learner reaches 6 months on the programme, and/or the learner progressed.

⁵ 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>.

Apprenticeships

Apprenticeships are paid jobs that include an off-the-job programme of learning. At the national level the sustained positive destination rate remains stable with only a slight decrease in 2015/16. Despite this, learners that completed apprenticeships continue to show very high sustained positive destination rates, with higher level apprenticeships more likely to be in sustained employment.

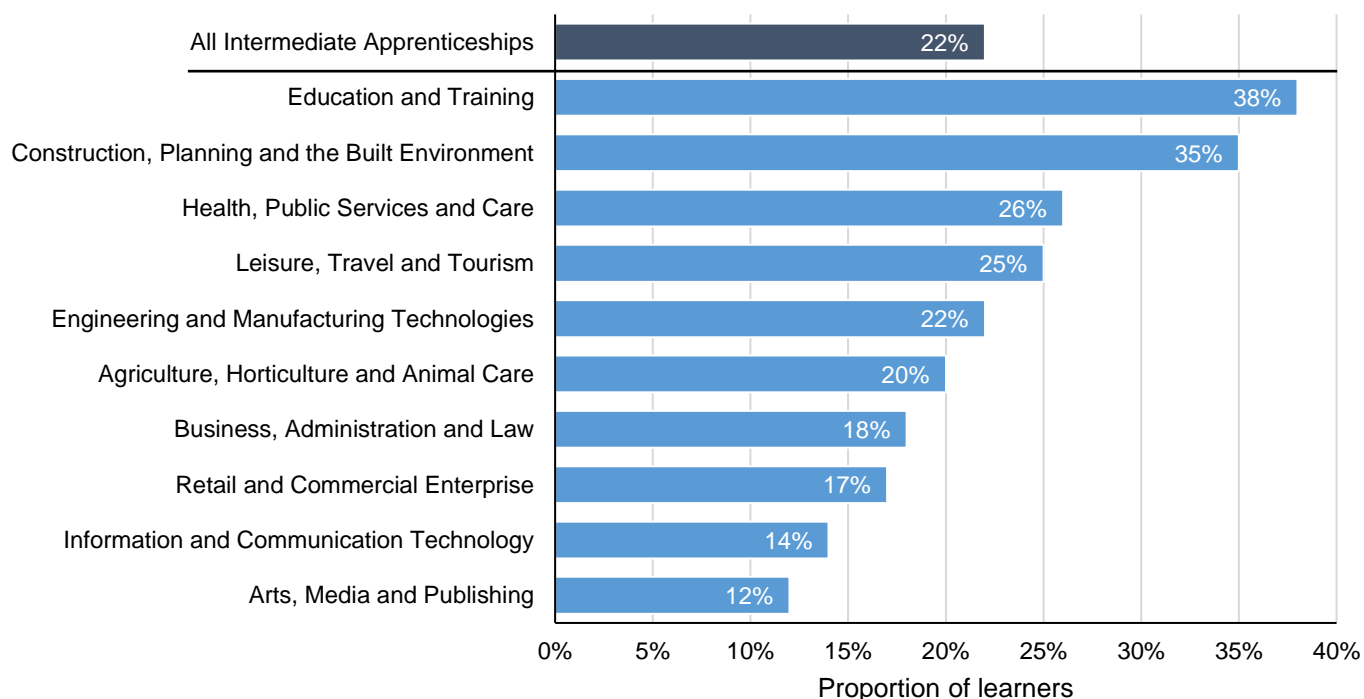
Figure 5: Sustained positive destination rates by level of apprenticeship, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

Out of the 165,750 learners who completed an intermediate apprenticeship as their highest qualification in 2015/16, 22% progressed to an advanced apprenticeship within 12 months of completing. This varies considerably depending on the sector subject area of the intermediate apprenticeship, with learners studying in Education and Training or Construction more likely to progress to an advanced apprenticeship.

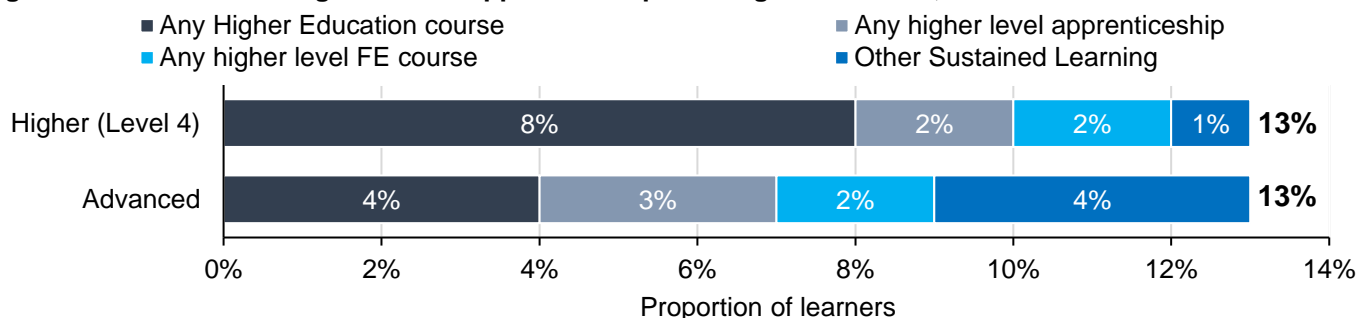
Figure 6: Intermediate apprenticeship progression to advanced apprenticeship by sector subject area (tier 1), 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

Of those learners who completed an advanced or higher (level 4) apprenticeship and progressed to a sustained learning destination, the majority progressed to either Higher Education or an apprenticeship or FE course at a level above the level completed, with those completing a higher (level 4) apprenticeship more likely to progress to Higher Education.

Figure 7: Advanced and higher level 4 apprenticeship learning destinations, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

Providers

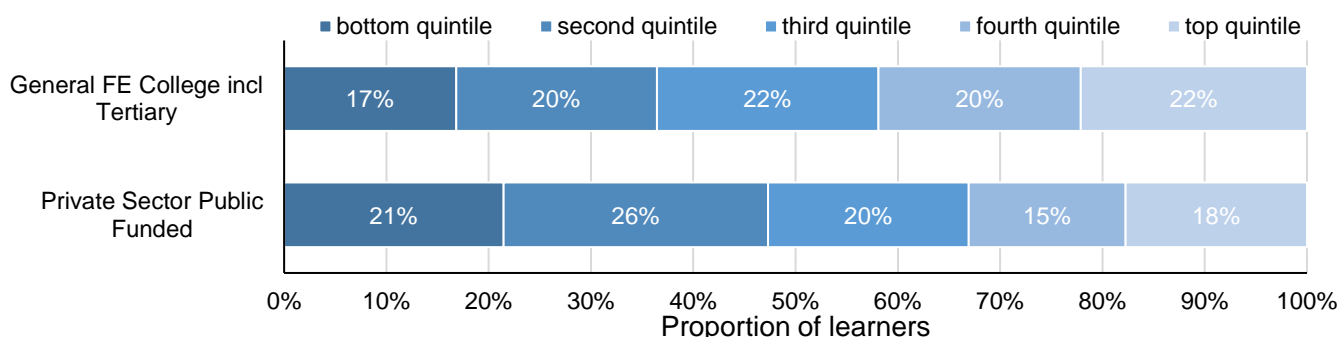
The learner category measure is intended to help providers, and other users of the data, better interpret outcomes by accounting for the variety of provision offered by FE providers.

This measure takes into account factors such as learner characteristics and the type of training completed, and compares providers' outcomes⁶ against similar provision based on these factors. For each provider it shows how much of their provision has outcomes in the top to bottom fifth (or quintile) of all providers.

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.

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 – for example, just 5% of providers have all of their provision in the top quintile, and a fifth (20%) of providers have none of their provision in the top quintile. The majority of provision (over 80%) in the FE sector is within FE colleges and private sector providers and FE colleges tend to have more provision in the top quintiles compared to private sector providers as shown by the figure below.

Figure 8: Learner outcomes by provider type, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

⁶ Outcomes are measured by the sustained positive destination rate into employment or learning.

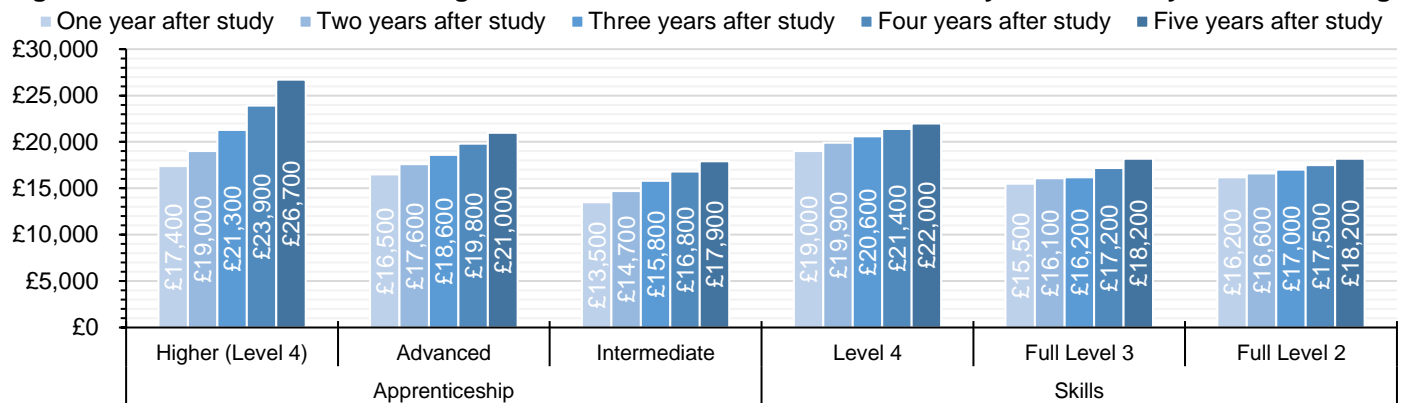
4. Earnings

Five years post training

For learners that achieved in academic year 2010/11, the median annualised **earnings five years after training** were greater at higher levels:

- £26,700 for higher (level 4) apprenticeships, £21,000 for advanced apprenticeships and £17,900 for intermediate apprenticeships.
- £22,000 for level 4 skills courses, £18,200 for full level 3 skills courses, and £18,200 for full level 2 skills courses.

Figure 9: Median annualised earnings for learners that achieved in academic year 2010/11 by level of learning



Source: Longitudinal Education Outcomes (LEO) Study

Earnings increased steadily each additional year after achievement, with growth in earnings post-apprenticeship being higher than growth in earnings after achieving a skills course at the same level:

- On average, median annualised earnings rose 7% every year for intermediate apprenticeships, 6% every year for advanced apprenticeships, and 11% for higher (level 4) apprenticeships.
- On average, median annualised earnings rose 3% per year for full level 2 skills courses, 4% per year for full level 3 skills courses, and 4% per year for level 4 skills courses.

One year post training

For learners that achieved in academic year 2015/16, the median annualised earnings in the **first full tax year after training** were:

- £22,100 for higher (level 4) apprenticeships, £17,700 for advanced apprenticeships and £15,700 for intermediate apprenticeships.
- £18,100 for level 4 skills courses, £12,300 for full level 3 skills courses, and £15,700 for full level 2 skills courses.

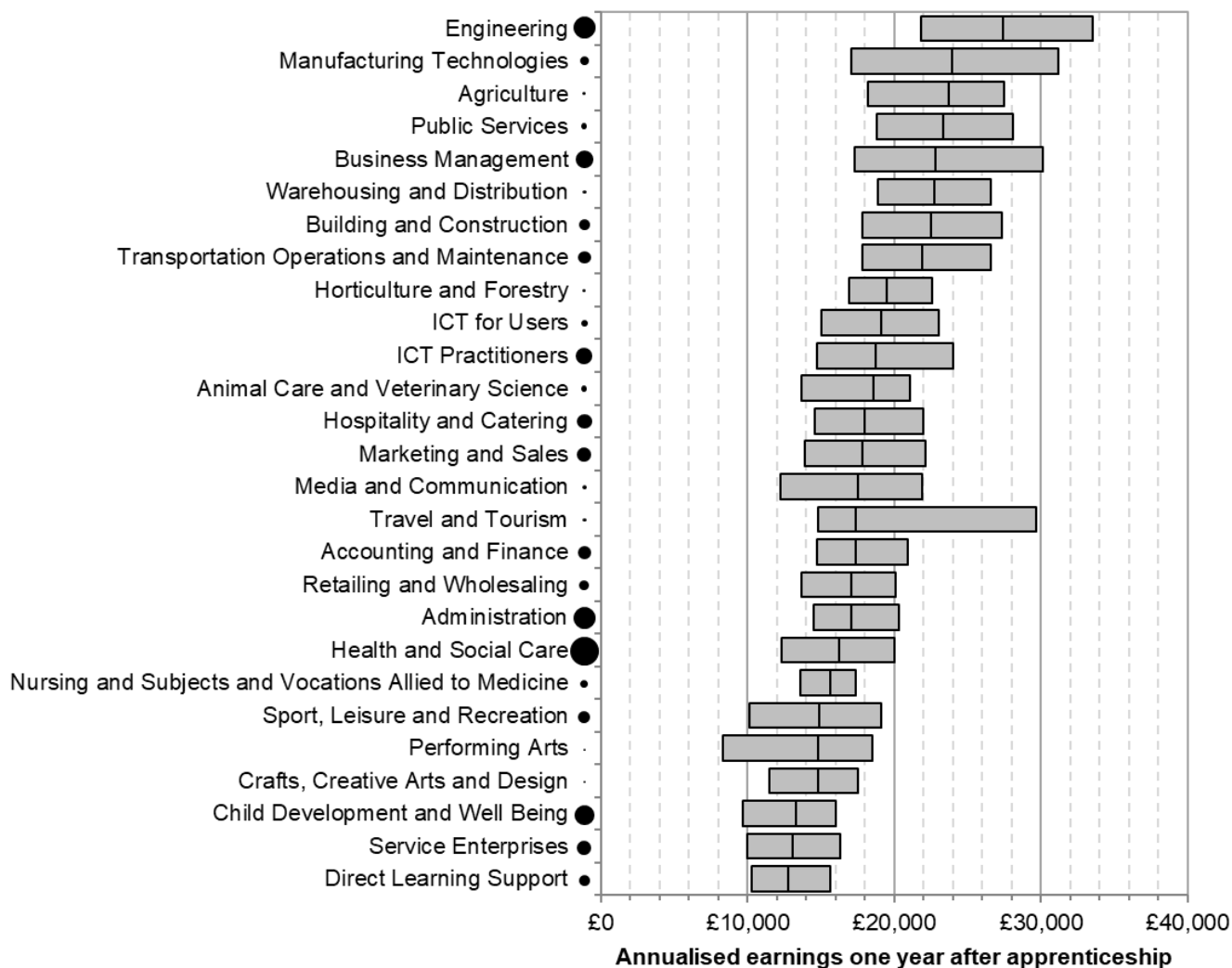
Large variations can be seen in median annualised earnings across sector subject areas. One year after study, median annualised earnings for learners that achieved an advanced apprenticeship in academic year 2015/16 were:

- Highest in Engineering (£27,400) and Manufacturing Technologies (£23,900).
- Lowest in Child Development and Well Being (£13,300), Service Enterprises (£13,100) and Direct Learning Support (£12,800).

Some of the difference in earnings could be a result of factors other than training, such as:

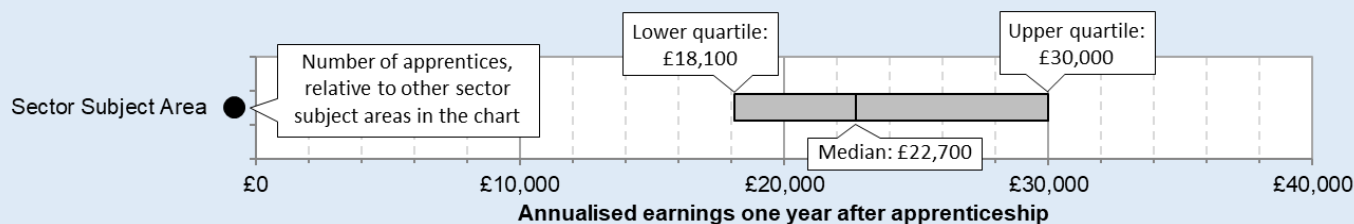
- the number and proportion of achievers in part time employment;
- the employment history of achievers;
- pay conditions within the local labour market;
- any additional income recorded through the self-assessment tax system;
- characteristics of individual learners.

Figure 10: Median annualised earnings one year after study for advanced apprenticeships achieved in academic year 2015/16 by sector subject area (tier 2)



Source: Longitudinal Education Outcomes (LEO) Study

How to read the chart in Figure 10



The **median** earnings is calculated by ranking all learners' annualised earnings and taking the value at which half of learners fall above and half fall below.

The **lower quartile** earnings is calculated by ranking all learners' annualised earnings and taking the value at which three quarters of learners fall above and one quarter fall below.

The **upper quartile** earnings is calculated by ranking all learners' annualised earnings and taking the value at which one quarter of learners fall above and three quarters fall below.

The earnings estimates are based on information recorded through the Pay As You Earn (PAYE) system used to collect Income Tax and National Insurance from employment by Her Majesty's Revenue and Customs (HMRC). They show what learners actually earned post study, and include learners who may not have been employed in the same sector in which they achieved their apprenticeship or training. The estimates do not include any income that was recorded through the self-assessment tax system.

The PAYE records from HMRC do not include reliable information on the hours worked in employment so it is not possible to accurately distinguish between learners in full time and part time employment. Therefore part time earnings are not adjusted to the full time equivalent amount. Where there are high levels of part time employment within a group of learners, the median annualised earnings will be lower as a result. This is the case for sector subject areas like child development and wellbeing where many of the employment opportunities working with children are part time. It is important to note that the number of people in part time employment may be as much due to the preferred working pattern of the learners as what is being offered by employers.

5. Community Learning

This report, for the first time, shows outcomes for learners that completed a community learning funded aim in academic year 2015/16. To prevent double counting of outcomes, approximately 60,000 community learners that also completed an apprenticeship, traineeship or a funded adult FE qualification in 2015/16 have been excluded from this analysis. In many cases the learner will have completed such training after their community learning. These outcomes are not included in the analysis, meaning that under a measure that looked at more immediate progression the proportion of learners going into further funded training would be higher.

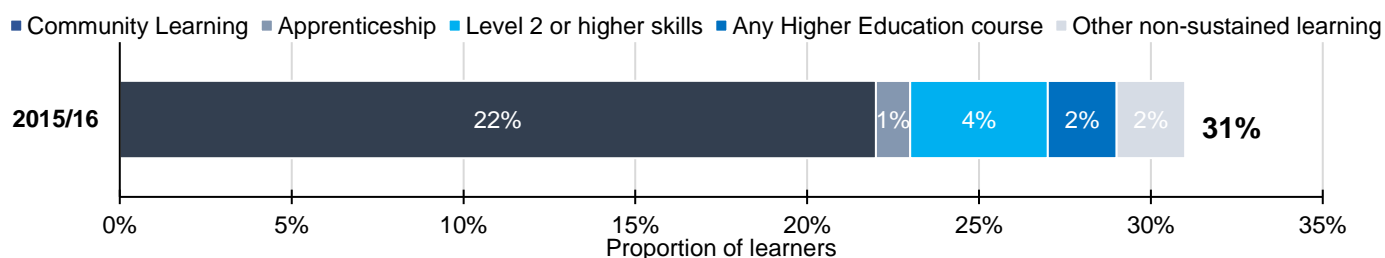
The analysis presented here is intended to be used by providers to help them better understand outcomes for their cohorts. This is first time outcomes have been published for these learners and as such, we have focussed on the most recent cohort for which outcomes data are available.

Of the 512,620 community learners in 2015/16:

- **63%** had a sustained positive destination rate while **71%** had a non-sustained positive destination rate.
- **56%** were in sustained employment, of which most were in employment prior to the learning.
- **15%** were in sustained learning while **31%** were in non-sustained learning.

There is a large increase in destination rates when using the non-sustained learning rate. This is because community learners typically move into another community learning course or other qualifications that are structured in a similar way to community learning where courses tend to be short but intensive.

Figure 11: Community learners in non-sustained learning by type of learning destination, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

6. Other publications

Publication	Description
Destinations of KS4 and KS5 pupils	Data on key stage 4 (KS4) and key stage 5 (KS5) students going into education, employment and training destinations.
Higher Education graduate outcomes	Employment and earnings of higher education graduates broken down by graduate characteristic, subject studied and university attended.
Further education for benefit claimants	Analyses training for learners on benefits in England
Post-16 education: highest level of achievement by age 25	Research analysing school leavers progress through post-16 education and into the labour market.
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.
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.
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'.

7. Accompanying tables

The following tables are available in Excel format on the department's statistics [website](#)⁷:

National

NA01: National Summary, 2013/14, 2014/15 and 2015/16

NA02: National Summary for Apprenticeships, 2013/14, 2014/15 and 2015/16

NA03: National Summary for Traineeships, 2013/14, 2014/15 and 2015/16

NA04: National Summary for all Adult (19+) FE and Skills learners , 2013/14, 2014/15 and 2015/16

NA05: National Summary for all Community Learners 2015/16

Provider

PR01: Destination Measures Provider Summary 2013/14, 2014/15 and 2015/16

PR02: Provider outcomes by learner characteristics and learning type, 2013/14, 2014/15 and 2015/16

⁷ <https://www.gov.uk/government/collections/statistics-outcome-based-success-measures>

PR03: Full Level 2/3 and 4+ provision by provision type, level and sector subject area (Tier 1 and Tier 2), 2013/14, 2014/15 and 2015/16

PR04: Provider summary for Community Learners 2015/16

Qualification

QL01: Destination Measures of Qualifications by Level and Provision type, 2013/14, 2014/15 and 2015/16

Local Authority

LA01: Local Authority outcomes by learner characteristics and learning type, 2013/14, 2014/15 and 2015/16

LA02: Full Level 2/3 and 4+ provision by provision type, level and sector subject area (Tier 1 and Tier 2), 2013/14, 2014/15 and 2015/16

Local Education Authority

EA01: Local Education Authority outcomes by learner characteristics and learning type, 2013/14, 2014/15 and 2015/16

EA02: Full Level 2/3 and 4+ provision by provision type, level and sector subject area (Tier 1 and Tier 2), 2013/14, 2014/15 and 2015/16

Reference

RF01: Sector Subject Area Tier 1 and Tier 2 code descriptions

RF02: Qualification title mapping

We have also made available the following **interactive tables** (including a further reference table) to help providers understand how the Sustained Positive Destination Rate is used to build the learner category measure:

PR05: Sustained Positive Destination Outcomes by Learner Category

PR06: Completion count, Sustained Positive Destination Rate and Quintile by Learner category

RF03: Sustained Positive Destination Rate distributions by learner category

Earnings

Table 1a: Annualised earnings five years post training, 2010/11 cohort

Table 1b: Annualised earnings five years post training by sector subject area (tier 1), 2010/11 cohort

Table 1c: Annualised earnings five years post training by sector subject area (tier 2), 2010/11 cohort

Table 1d: Annualised earnings five years post training by qualification/framework title, 2010/11 cohort

Table 2a: Annualised earnings three years post training, 2012/13 cohort

Table 2b: Annualised earnings three years post training by sector subject area (tier 1), 2012/13 cohort

Table 2c: Annualised earnings three years post training by sector subject area (tier 2), 2012/13 cohort

Table 2d: Annualised earnings three years post training by qualification/framework title, 2012/13 cohort

Table 3a: Annualised earnings one year post training, 2010/11 cohort to 2015/16 cohort

Table 3b: Annualised earnings one year post training by sector subject area (tier 1), 2010/11 cohort to 2015/16 cohort

Table 3c: Annualised earnings one year post training by sector subject area (tier 2), 2010/11 cohort to 2015/16 cohort

Table 3d: Annualised earnings one year post training by qualification/framework title, 2010/11 cohort to 2015/16 cohort

8. 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.

9. 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

Alicia Heptinstall, Further Education, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Email: FE.OUTCOMESDATA@education.gov.uk



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About this publication:

enquiries Alicia Heptinstall, Further Education, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.
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