

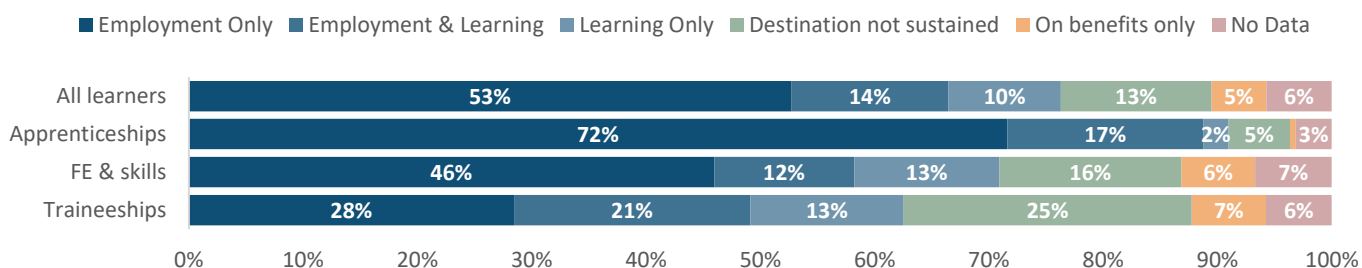


24 October 2019

Official Statistics

## Apprentices achieving in 2016/17 were most likely to go on to a sustained positive destination in 2017/18

### Destination rates for learners that achieved in academic year 2016/17, by provision



Source: Longitudinal Education Outcomes (LEO) dataset

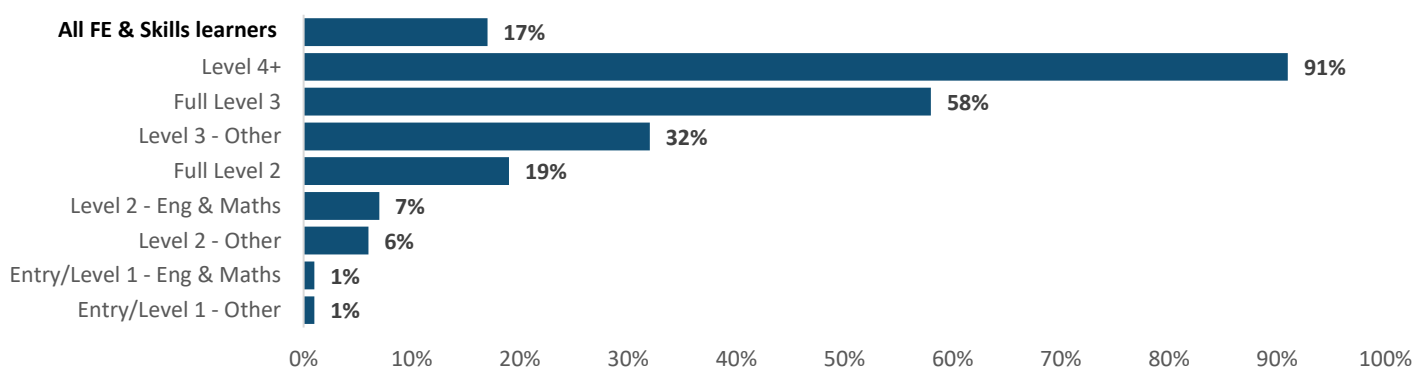
Note: Totals may not sum to 100% due to rounding.

Of the **1.0 million** learners that achieved a learning aim funded by the Education and Skills Funding Agency in academic year 2016/17:

- **76%** had a sustained positive destination into either employment or learning, or both,
- Apprenticeships had the highest sustained positive destination rate, at **91%**. This is to be expected as many apprentices remain with the employer following their apprenticeship,
- Traineeships had the lowest sustained positive destination rate, at **62%**.

## Achievers of higher level qualifications are more likely to be achieving at that level for the first time

### Percentage of young adult FE & Skills learners who achieved their level of learning for the first time, by level, 2016/17



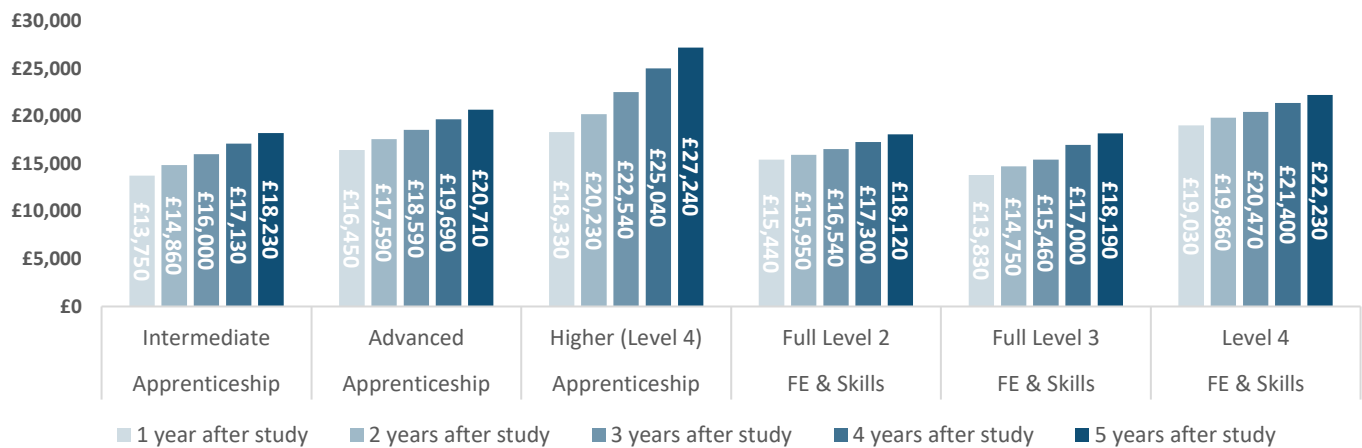
Source: Longitudinal Education Outcomes (LEO) dataset

**17%** of young adult FE & Skills learners born after 1988 (for whom the department holds a full academic record) achieved their level of learning for the first time.

This varied significantly by level – for **91%** of learners achieving at Level 4+ in 2016/17 it was their first time achieving at that level, compared to just **1%** for learners achieving an Entry/Level 1 qualification.

## At most levels, wages grow faster for apprenticeship achievers than FE & Skills achievers

Median annualised earnings for FE & Skills learners that achieved in academic year 2011/12, by provision and level of learning



Source: Longitudinal Education Outcomes (LEO) dataset

On average, median annualised earnings rose **7%** every year for learners achieving intermediate apprenticeships, **6%** every year for advanced apprenticeships, and **10%** for higher (level 4) apprenticeships.

For learners achieving FE & Skills courses, median annualised earnings rose **4%** per year for Full Level 2 courses, **7%** per year for Full Level 3, and **4%** per year for Level 4.

Please note: The outcomes in this release are presented as raw figures. They do not seek to control for differences in learner characteristics that may influence outcomes over time or across different learner populations.

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## About these statistics

The statistics cover all age apprenticeships and adult (19+) Further Education (FE) and Skills learners that achieved an eligible FE learning aim funded by the Education and Skills Funding Agency (ESFA), and all age Traineeships who completed their aim.

They separately include estimates on the earnings outcomes of learners that achieved a Full Level 2, Full Level 3 or Level 4+ qualification and have an earnings record on the P14 (HMRC data), a record of sustained employment on the P45 (HMRC data) and no record of further study at a Higher Education institution. These figures focus on learners that achieved apprenticeships or FE & Skills training in academic years 2010/11 to 2016/17 and their observed earnings after training up to the 2016/17 tax year.

They also include outcomes for learners that achieved a community learning funded aim in academic years 2015/16 and 2016/17.

However, they exclude learners funded through the Offenders' Learning and Skills Service (OLASS), and FE & Skills learners under the age of 19 at the start of the academic year (apart from apprenticeships and traineeships).

Destinations for these learners under the age of 19 can be found in the '[Destinations of KS4 and KS5 pupils](#)' release (see 'Other publications' below).

These statistics are based on the data collected as part of the Longitudinal Education Outcomes (LEO) study (see the accompanying methodology note for more information about LEO, including information about the source data and matching process).

## Changes to this publication

These statistics include new data covering the 2016/17 academic year and revised data for previous academic years.

In previous publications the outcomes of all learners that completed their learning aim were reported on, for learners on apprenticeships and FE & Skills courses. These statistics now report on learners who achieved their learning aim for adult (19+) further education and skills, and apprenticeships, as learner destinations are more likely to be influenced by achievement of their aim. Due to differences in the definition of the term 'achievement' for Traineeships, Traineeship figures continue to report on the number of completers.

The destinations of learners going into or continuing further education or training have been disaggregated by the level of learning of their destination, and learners who did not have a sustained positive destination are now reported on to give a full overview of the cohort. In addition, a sustained apprenticeship measure has been added to the publication. Further details can be found in the accompanying methodology document.

Where data is available for a learner's prior attainment, experimental measures relating to learning progression have been introduced (see Figures 20 to 22, and Tables NA06 & QL02).

## 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)
- [Underlying data](#) (.zip)
- [Methodology document](#)

## 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](mailto:FE.OUTCOMESDATA@education.gov.uk)

# 1. Destinations

## 1.1 National results

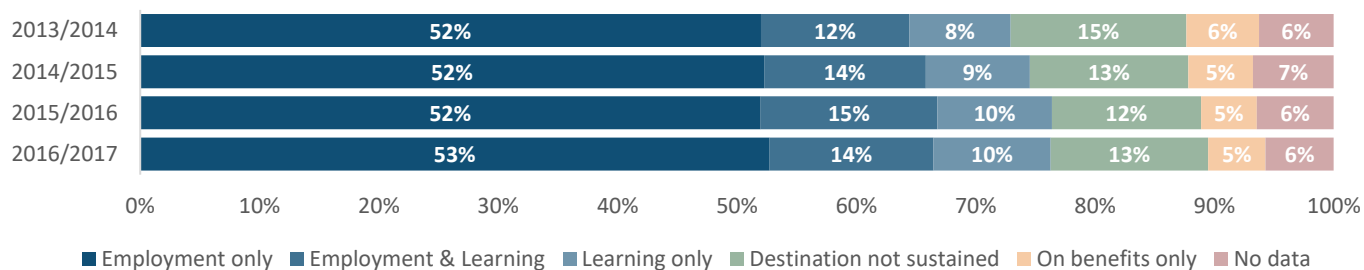
In 2016/17, **1.0 million** learners achieved an ESFA funded learning aim or completed a traineeship<sup>1</sup>.

**76%** of these learners had a sustained positive destination of either employment, further learning, or both in the following academic year.

A further **13%** had a positive destination into employment, learning or both that was not sustained, and **5%** had neither sustained nor non-sustained positive destination but were in receipt of benefits. The remaining learners had no outcome in the destination year (**6%**).

The percentage of learners with a sustained positive destination has remained stable at **76%** since 2015/16, whilst there has been a **1 percentage point (ppt)** increase in the number with a positive destination that was not sustained, from **12%** to **13%**.

**Figure 1: Destination rates for all learners by academic year of achievement**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not add up to 100% due to rounding.

The most common destination was sustained employment (**66%**), followed by sustained learning (**21%**).

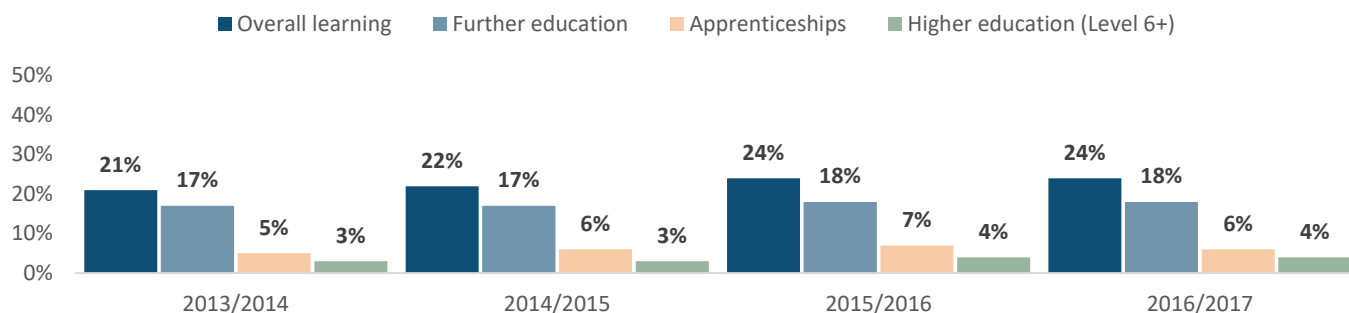
Overall, **24%** of learners that achieved their learning aim in 2016/17 continued on to a sustained learning destination, **3 ppts** higher than when monitoring began in 2013/14. Further education was the most common type of learning destination (**18%**).

**6%** of learners went on to a sustained apprenticeship – a **1 ppt** decrease from 2015/16, and **4%** had a sustained higher education destination (see Figure 2).

As learners may have more than one destination there is some overlap between learners with a sustained further education and apprenticeship destination. These cases account for **5%** of learners.

<sup>1</sup> 1,007,090 (99%) of the 1,017,810 learners in 2016/17 were matched to the Longitudinal Education Outcomes (LEO) dataset. All destination rates in this publication are calculated as a proportion of the number of matched learners. The number of learners displayed here may be lower than the total achievements published in the 'Further education and skills' publication as the 'Outcome based success measures' only report on a learners latest and highest aim.

**Figure 2: Type of sustained learning destination, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Learners may have more than one learning destination, as such the percentages of learning destinations may sum to higher than the overall sustained learning rate.

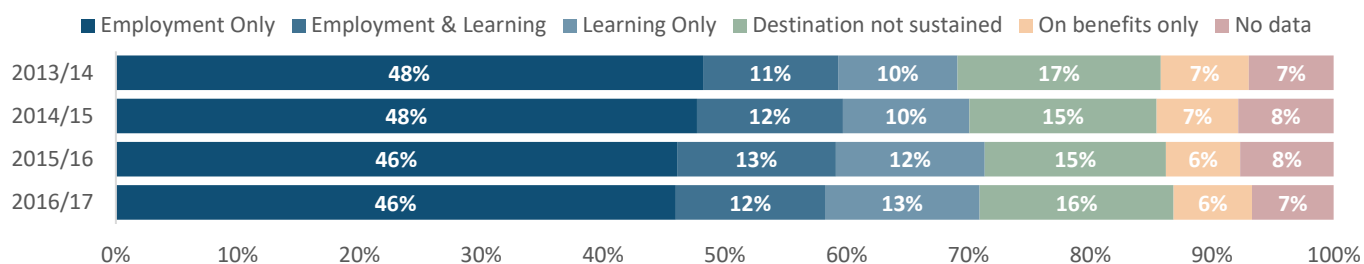
The rates of sustained further education learning (**18%**), higher education (**4%**) and overall learning (**24%**) have remained stable since 2015/16. Sustained apprenticeship rates have all fallen by **1 ppt**, from **7%** in 2015/16 to **6%** in 2016/17.

## 1.2 Adult further education and skills

Of the **723,000** adult learners who achieved a further education (FE) and skills course as their highest learning aim in 2016/17, **71%** had a sustained positive destination. This rate has remained stable since 2015/16.

The percentage of learners with a positive destination that was not sustained has increased by **1 ppt** since 2015/16.

**Figure 3: Destination rates for FE & Skills learners by academic year of achievement**



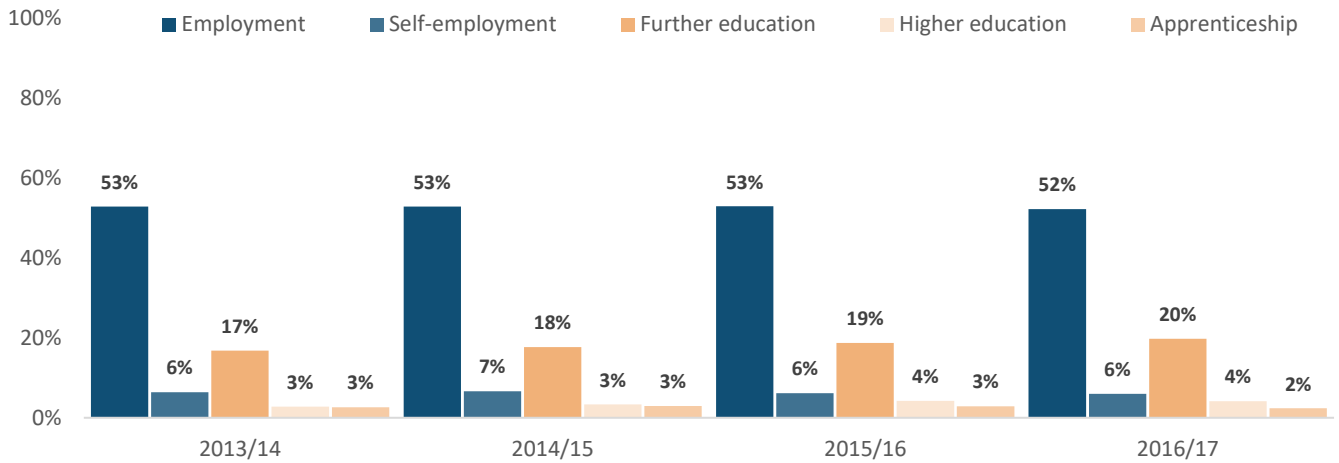
Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

There has been a **1 ppt** increase in FE & Skills learners going into sustained further education, and a **1 ppt** decrease in sustained employment (**52%**), and sustained apprenticeship destinations (**2%**) since 2015/16.

The percentage of further education and skills learners going into sustained self-employment and sustained higher education has remained stable at **6%** and **4%**, respectively.

**Figure 4: Detailed sustained positive destination rates for FE & Skills learners by academic year of achievement**



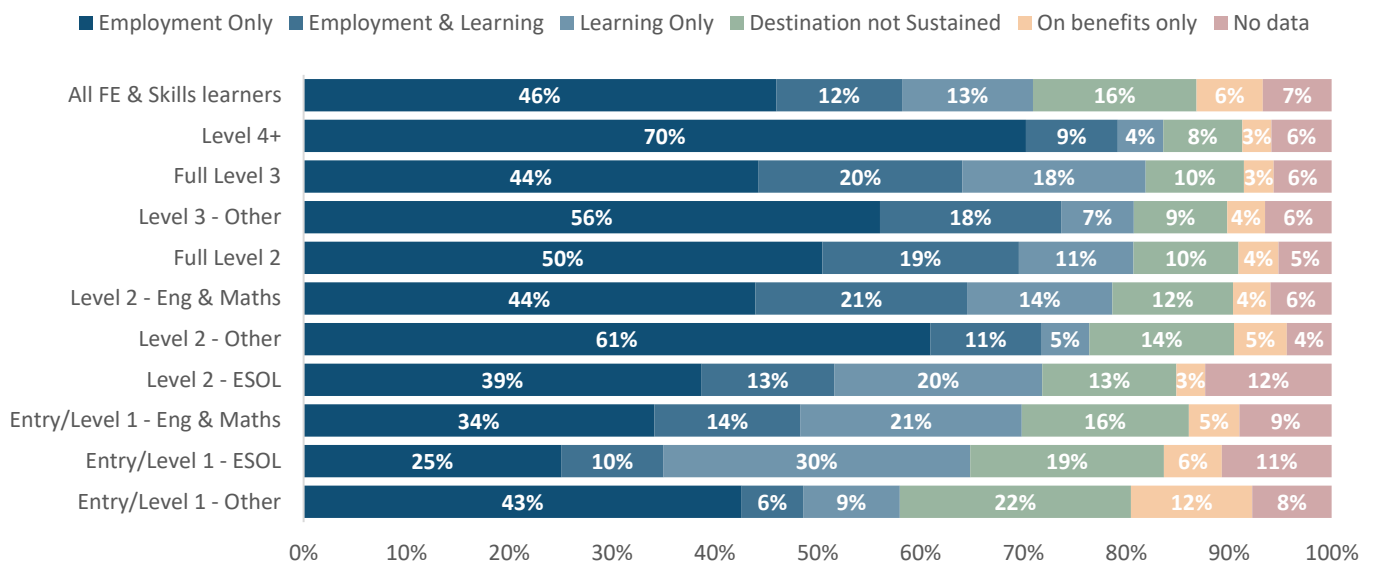
Source: Longitudinal Education Outcomes (LEO) dataset

It is important to note that these destinations are not mutually exclusive, and a single learner may have more than one sustained positive destination, such as being in learning and employment.

Variation exists beneath the overall results for FE & Skills learners by the level of the learning achieved in 2016/17.

Displayed in Figure 5, FE & Skills learners achieving higher level qualifications were more likely to have a sustained positive destination than those achieving lower level qualifications.

**Figure 5: Destination rates for FE & Skills learners by level of learning, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

The overall sustained positive destination rate of learners who had achieved:

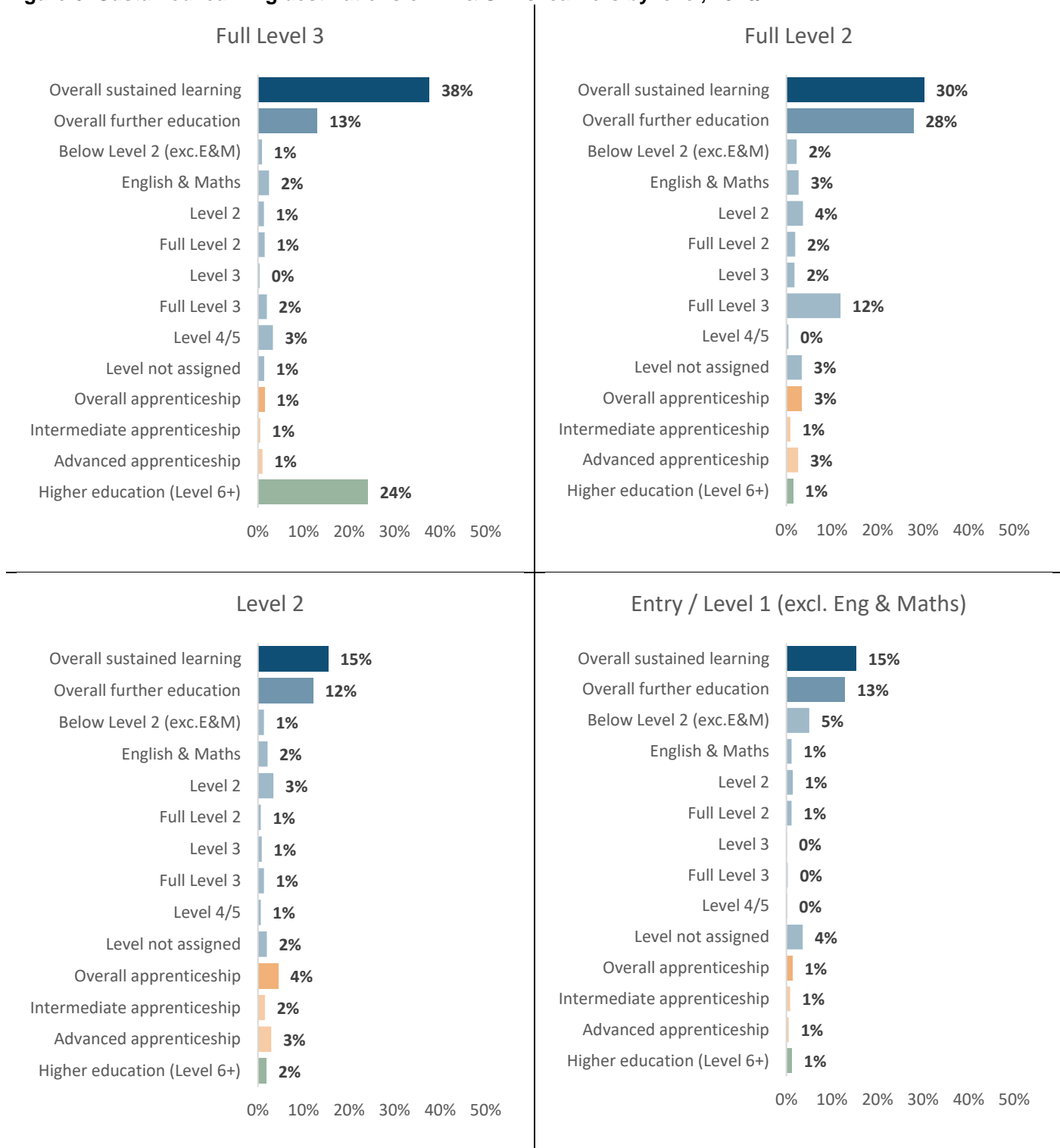
- Full Level 2<sup>2</sup> was **81%**,
- Full Level 3 was **82%**, and
- Level 4+ was **84%**.

<sup>2</sup> In 2016/17 the number of qualifications classed as Full Level 2 and Full Level 3 have been reclassified by the ESFA for the 19-23 entitlement, and to align with the 16-19 offer and recommendations in the [Wolf Review of Vocational Qualifications](#). Further details on the methodology change can be found in the accompanying methodology document.

In 2016/17, **50,000** FE & Skills learners achieved a Full Level 2 course, of which **30%** went on to further learning. Sustained further education courses were the most common learning destination (**28%**) – and within this, a Full Level 3 course was the most likely destination (**12%**).

**84,000** learners achieved a Full Level 3 course and **38%** of those learners went on to a sustained educational destination, the most common of which was a higher education course at **24%**.

**Figure 6: Sustained learning destinations of FE & Skills learners by level, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

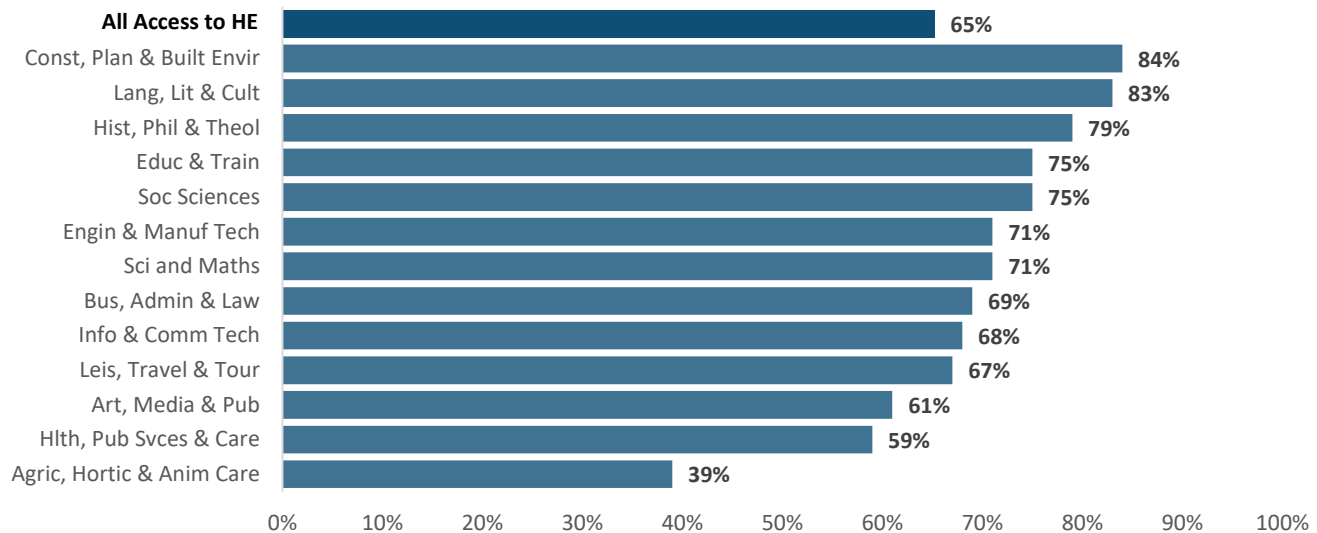
### 1.2.1 Access to Higher Education

In 2016/17 there were **19,000** learners that completed an Access to Higher Education course. Of these, **65%** were in sustained learning on a higher education course (Level 6+), in 2017/18.



The percentage of learners that progressed into sustained higher education from an Access to Higher Education course varied significantly between sector subject areas, from **84%** of learners achieving a 'Construction, Planning and the Built Environment' aim, to just **39%** of those achieving an 'Agriculture, Horticulture and Animal Care' aim.

**Figure 7: Progression from Access to Higher Education courses to sustained higher education, by sector subject area, 2016/17**



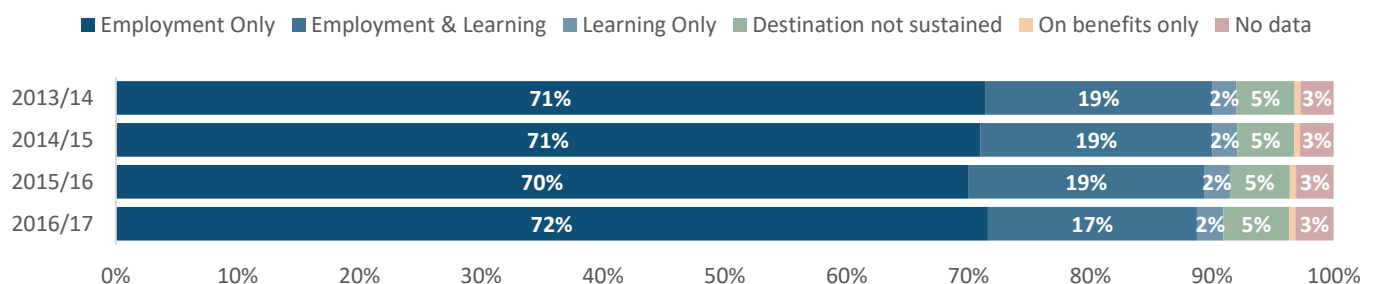
Source: Longitudinal Education Outcomes (LEO) dataset

### 1.3 Apprenticeships

Apprenticeships are paid jobs that include an off-the-job programme of learning. Of the **277,000** learners achieving an apprenticeship as their highest aim in 2016/17, **91%** had a sustained positive destination rate. This has remained stable since 2015/16, but is a **1 ppt** decrease from earlier years.

A high sustained positive destination rate is expected for apprenticeships as many apprentices remain with the employer following their apprenticeship.

**Figure 8: Destination rates for apprenticeship learners by academic year of achievement**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

Whilst the sustained positive destination rate has remained stable since 2015/16 there has been a shift in the underlying composition. The percentage of learners in:

- Sustained employment (including self-employment) has remained stable at **89%**,
- Sustained learning has decreased by **2 ppts** to **19%**.

Looking at the destinations in more detail, the percentage of apprenticeships going into sustained:

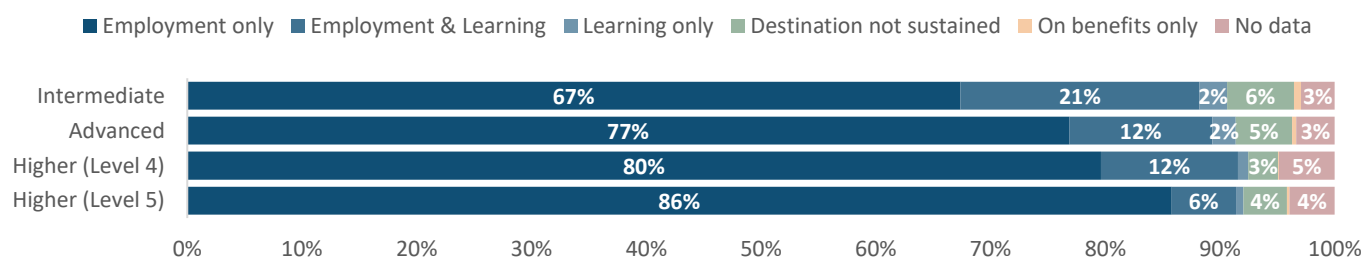
- Employment (**89%**) in 2016/17 has remained stable since 2015/16, but represents a **1 ppt** decrease since 2013/14 and 2014/15.

- Further education (**14%**) has fallen by **2 ppts** from previous years, when it was **16%**.
- Apprenticeships (**14%**) has fallen **2 ppts** since 2015/16 when it was **16%**.
- Higher education has remained stable at **2%** since 2013/14.

In contrast to FE & Skills learners, the sustained positive destination rate varied less by level for apprenticeships. Figure 9 shows that the sustained positive destination rate for learners who in 2016/17 achieved:

- Intermediate and advanced apprenticeships was **91%**, and
- Higher apprenticeships (Level 4 & 5) was **92%**.

**Figure 9: Destination rates for apprenticeship learners by level of learning, 2016/17**



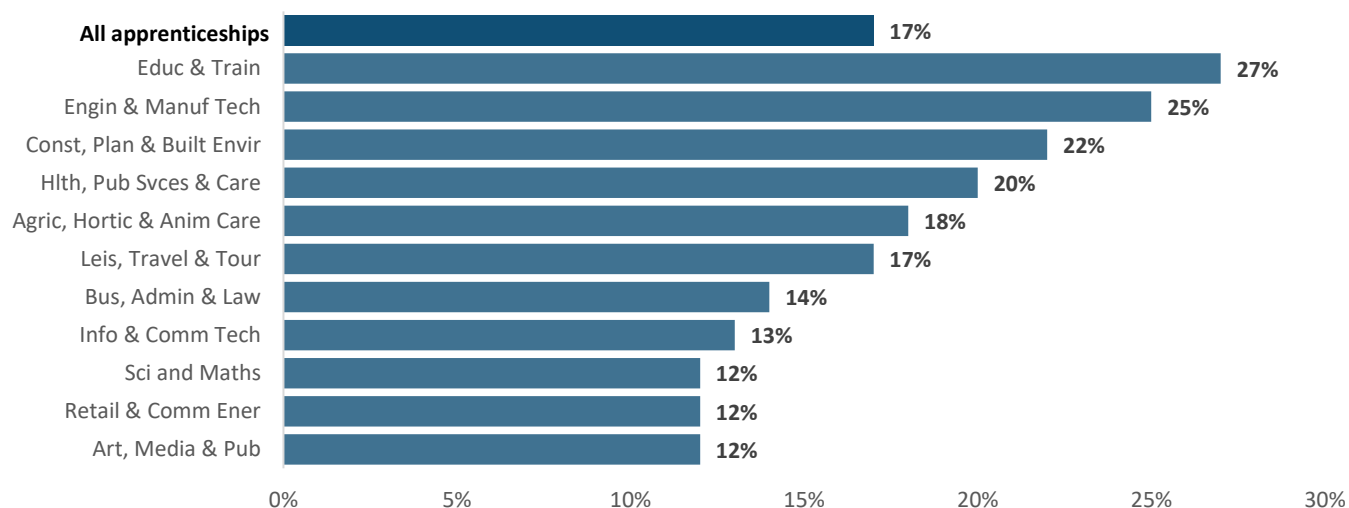
Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

As the level of apprenticeship increases, the percentage of learners going into further sustained learning decreases, from **23%** for intermediate, to **6%** for Level 5 higher apprenticeships.

Out of the **161,000** learners who achieved an intermediate apprenticeship as their highest qualification in 2016/17, **17%** progressed to a sustained advanced apprenticeship in 2017/18. This is **2 ppts** lower than the previous three years when it was **19%** and may be a reflection of the overall fall in the number of apprenticeship starts since the introduction of the levy in April 2017<sup>3</sup>.

**Figure 10: Progression from intermediate to advanced apprenticeship by sector subject area, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

Progression to advanced apprenticeship varies considerably depending on the sector subject area of the intermediate apprenticeship.

Learners studying in 'Education and training' (**27%**) or 'Engineering and manufacturing technologies' (**25%**) were most likely to progress to an advanced apprenticeship, with those in 'Science and mathematics', 'Retail and commercial enterprise', and 'Arts, media and publishing' being the least likely (**12%**) to progress to an advanced apprenticeship.

## 1.4 Traineeships

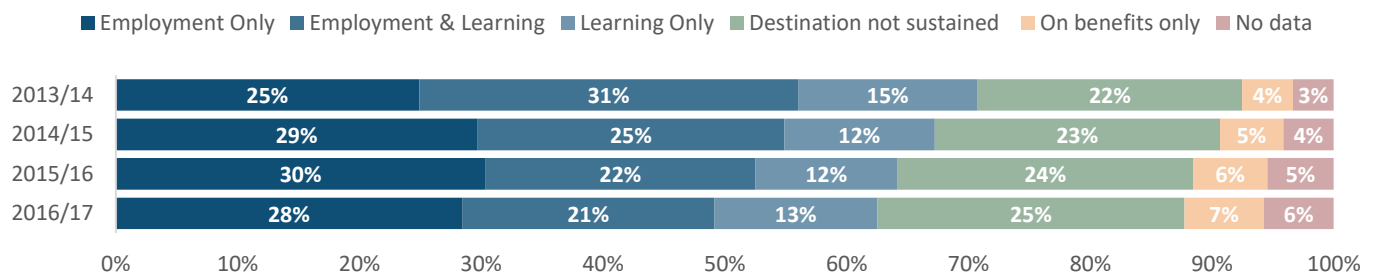
Traineeships provide young people with essential work preparation, English, maths and work experience to secure an apprenticeship or other work. Annually, the number of learners completing a traineeship as their highest learning aim has more than trebled since introduction from **4,600** in 2013/14 to **17,200** in 2016/17<sup>4</sup>.

Completions were recorded under a slightly different method in 2013/14<sup>5</sup>, making the figures for 2013/14 less comparable to later years.

Of the **17,000** learners who completed<sup>6</sup> a traineeship in 2016/17 as their highest qualification<sup>7</sup>:

- **62%** had a sustained positive destination rate.
- **49%** were in sustained employment.
- **34%** were in sustained learning.

**Figure 11: Destination rates for traineeship learners by academic year of achievement**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

The percentage of traineeship learners with a sustained positive destination (**62%**) in 2016/17 has fallen **8 ppts**<sup>8</sup> since 2013/14 when it was its highest point at **71%**. Likewise, the proportion going on into any positive destination in 2016/17 was **88%**, **5 ppts** lower than 2013/14 when it was its highest at **92%**.

The percentage of traineeships going into sustained (see table NA03):

- Employment (**49%**) in 2016/17 has fallen **3 ppts** since 2015/16,
- Further education (**29%**) has remained stable since 2015/16.
- Apprenticeships (**21%**)<sup>9</sup> has fallen a further **2 ppts** since 2015/16 when it was **23%**. This is a **7 ppt** decrease since 2013/14, and continues a year on year downward trend.
- Higher education has remained stable at **1%** since 2013/14.

<sup>4</sup> The method used for counting completions is in line with that used by the 'Further education and skills' publication up until November 2018.

<sup>5</sup> 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.

<sup>6</sup> The number of traineeship learners completing their course is reported on, rather than the number achieved, as the definition of 'achieving' a traineeship is based on the learner's outcome.

<sup>7</sup> Note that some traineeships go on to 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 'Further education and skills' publication: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>.

<sup>8</sup> Percentages are calculated using unrounded figures, discrepancies in sum totals are due to rounding.

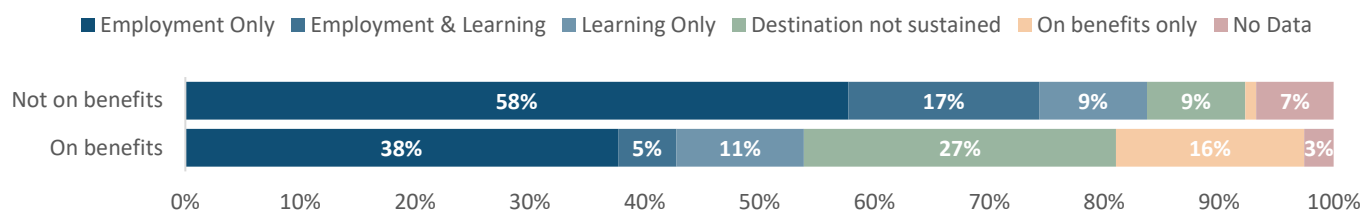
<sup>9</sup> This rate may differ from the 'Apprenticeship conversion rate' provided for traineeships in the 'Further education and skills' publication, as the 'Outcome based success measures' only reports on a learners highest and latest aim.

## 1.5 Benefit learners

A quarter (25%) of learners were on benefits at the start of their learning. Of these **255,000** benefit learners:

- **54%** went on into a sustained positive destination, **30 ppts** lower than their counterparts who were not on benefits at the start of learning (**84%**).
- **43%** went into sustained employment, **32 ppts** lower than learners not in receipt of benefits.
- **16%** went into sustained learning, **10 ppts** lower than learners not in receipt of benefits.

**Figure 12: Destination rates for all learners by benefit learner status, 2016/17**

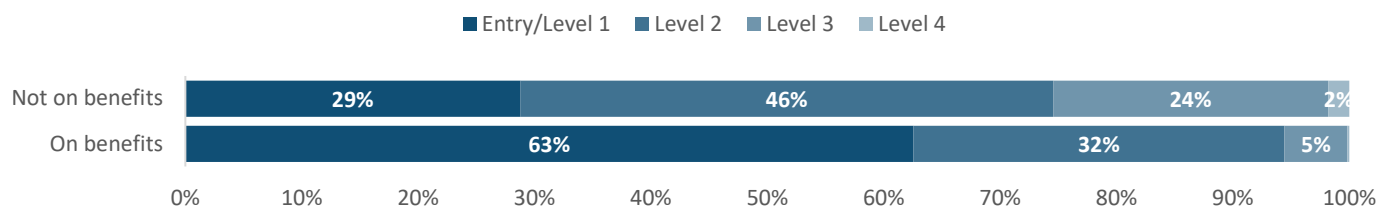


Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

Learners who were on benefits at the start of their learning aim were much more likely to be claiming benefits as their sole destination at **16%**, compared to just **1%** of learners who were not on benefits at the start of learning.

**Figure 13: Level of learning of FE aims achieved in 2016/17, by benefit learner status**



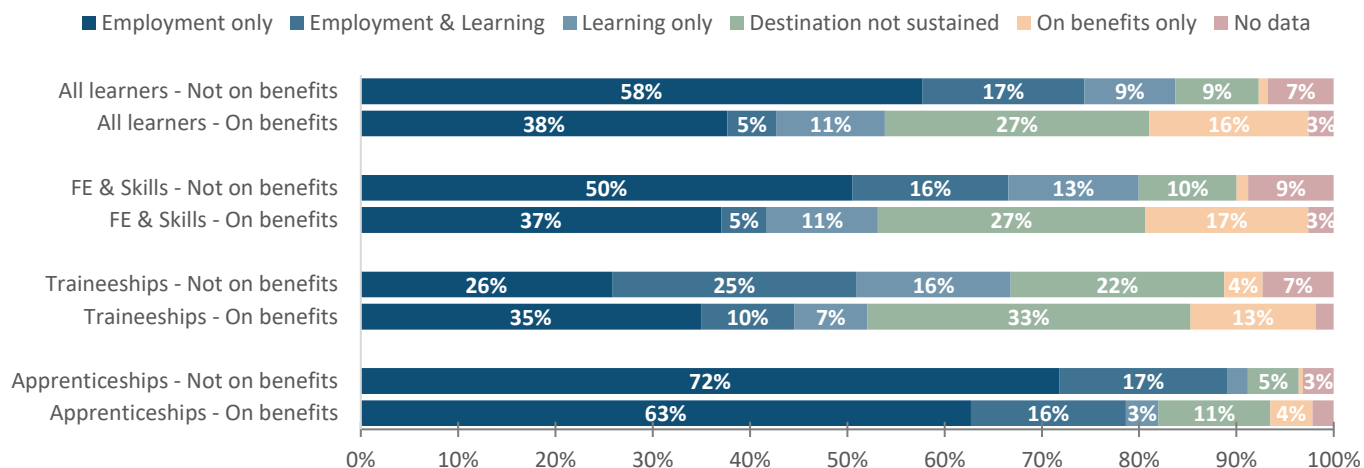
Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

This difference in positive destination rates is partially explained by the level of learning aims that are undertaken by benefit learners - **63%** of whom undertook an 'Entry / Level 1' learning aim in 2016/17 as opposed to only **29%** of non-benefit learners.

Similarly to the overall results, the outcomes of benefit learners were highly variable depending on the type of provision of learning, with benefit learners undertaking apprenticeships having the highest sustained positive destination rate at **82%**. Likewise the employment (**79%**), and learning (**19%**) rates for benefit learners on apprenticeships were higher than any other provision.

**Figure 14: Destination rates by provision type and benefit learner status, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

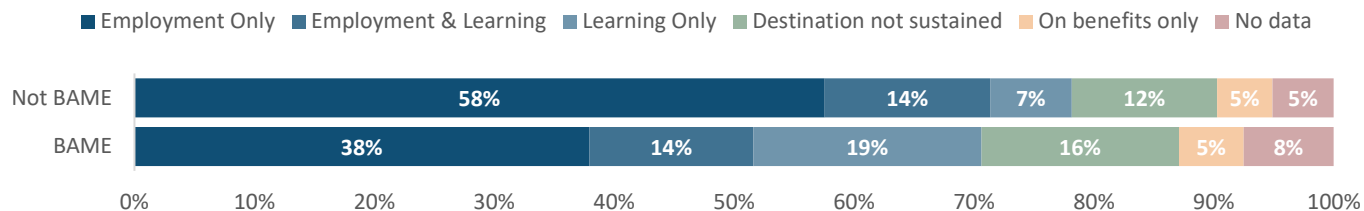
Note: Totals may not sum to 100% due to rounding.

The provision with the next highest rate of sustained positive destinations for benefit learners were further education and skills courses, with **53%**, **29 ppts** lower than apprenticeships.

## 1.6 Black and minority ethnicity (BAME) learners

There were **248,000** learners of a black, Asian or minority ethnicity (BAME) background, which represents **24%** of all learners that achieved their learning aim in 2016/17. These BAME learners had a sustained positive destination rate of **71%**, **8 ppts** lower than their non-BAME counterparts.

**Figure 15: Destination rates for all learners by BAME status, 2016/17**



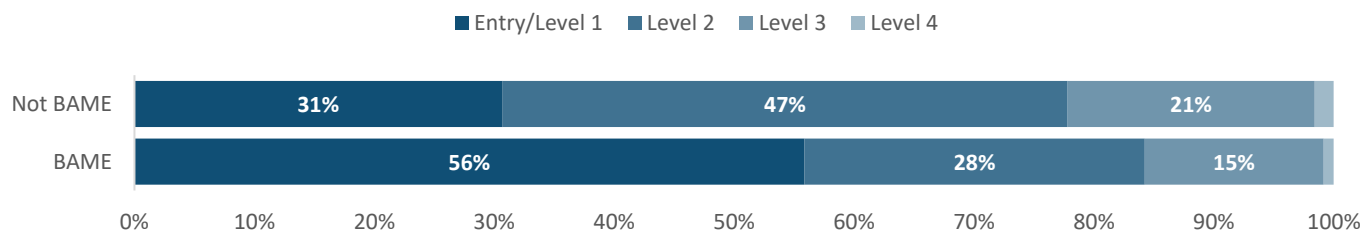
Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

There are some large differences in the positive destination rates between BAME and non-BAME learners, with **52%** of BAME learners going into sustained employment compared to **71%** of non-BAME learners.

Conversely, BAME learners were more likely than non-BAME learners to continue studying in the destination year. **33%** of BAME learners went into sustained education compared to **21%** of non-BAME students, a difference of **12 ppts**.

**Figure 16: Level of learning of FE aims achieved in 2016/17, by BAME status**



Source: Longitudinal Education Outcomes (LEO) dataset

Note: Totals may not sum to 100% due to rounding.

The difference in the outcomes of BAME and non-BAME learners is again likely to be due to differences in the level of FE aims they undertook in the 2016/17 academic year.

Over half (**56%**) of BAME learners undertook an Entry / Level 1 aim in 2016/17, making Entry / Level 1 learners the largest group. This is opposed to non-BAME learners where the largest group was learners undertaking a Level 2 learning aim at **47%**.

## 1.7 Variation in outcomes by provider

Tables PQ01 - PQ03 that accompany this release contain detailed destination rates for every FE provider. However, the overall positive destination rate for each provider will be greatly affected by the type of learners supported and type of learning they deliver.

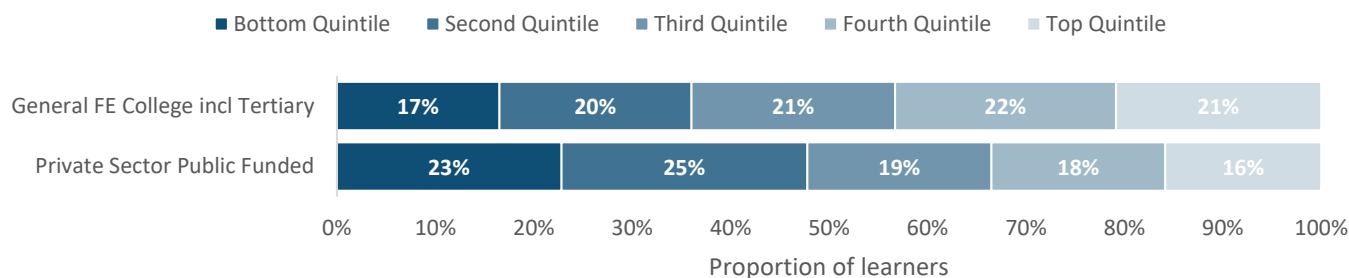
To attempt to take account of this, additional analysis is provided in Tables PQ01 – PQ03, which groups learners into specific categories (based on characteristics and level of learning) and ranks providers in terms of positive destination rates for those groups of learners. After creating a ranking for every learner category (Table PQ03), we calculate the percentage of learners in each quintile for each provider (see Table PQ01), and also report how much of a provider's outcomes fall within each quintile (Table PQ02).

See page 16, 'Outcomes by learner categories' of the accompanying methodology note for a more detailed explanation.

Just **6%** 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 (**85%**) in the FE sector is delivered by FE colleges and private sector providers. FE colleges tend to have more provision in the top quintiles compared to private sector providers as shown by the figure below.

**Figure 17: Learner outcomes by provider type, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset  
 Note: Totals may not sum to 100% due to rounding.

## 1.8 Community learning

There were **457,000** community learners that achieved their aim in 2016/17. Community learners are a distinct group from the **1.0 million** learners reported on above and were included in this publication for the first time last year. Of these learners

- **66%** had a sustained positive destination rate, while a further **15%** had a positive destination that was not sustained.
- **57%** were in sustained employment.
- **19%** were in sustained learning, whereas
- **42%** were in sustained or non-sustained learning.

There is a large increase in positive 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.

## 2. Progression

This year the department has used the National Pupil Database (NPD) in conjunction with the Individualised Learner Record (ILR) data to detail students' attainment throughout their educational history – which include attainment records from schools, and further and higher education institutions.

This has enabled experimental statistics on progression to be calculated for those learners whose full educational history has been recorded. This cohort is limited to learners who were born in 1988 or later, as this is the earliest year the department has attainment data available for.

As with other alterations to the publication this year, the data has been calculated for previous years, allowing comparisons over time. Please note that the data displayed in this section of the publication is experimental.

Of the **1.0 million** learners achieving in 2016/17, **286,000 (28%)** were born in or after 1988, and had a full educational history recorded by the department. The rest of the analysis in this section relates just to this group of learners.

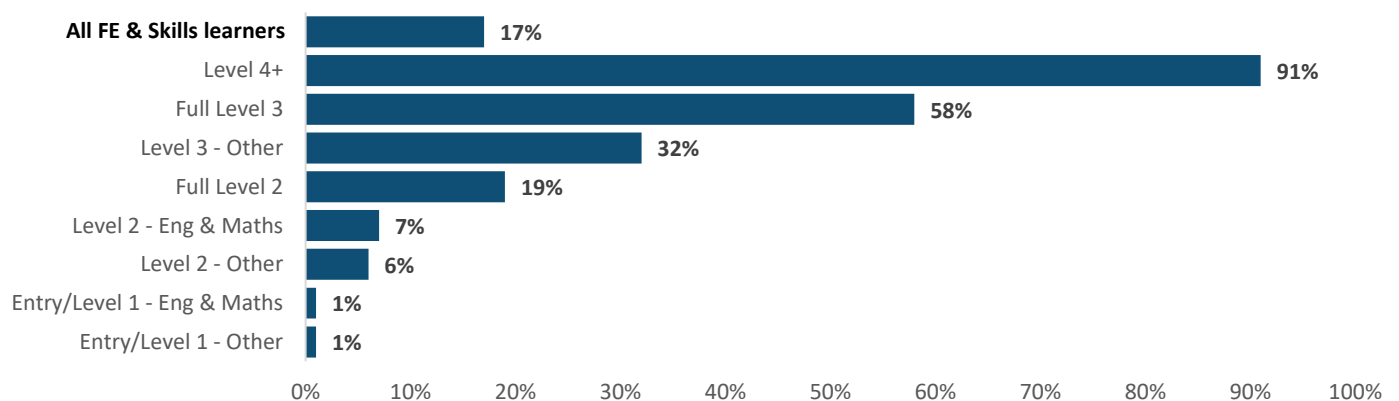
### 2.1 Studying at this level of learning for the first time

Data on studying a particular level of learning for the first time is presented to provide further insight into learners' pathways through further education and training. Care should be taken when interpreting the data, particularly when making comparisons between different subgroups or seeking to draw wider conclusions. In particular, there may be valid reasons for a learner to take a qualification at a level of learning they have previously achieved, including:

- Where a learner is moving from an academic to a technical pathway, and needs to develop the core technical skills and knowledge that will enable them to progress to higher levels
- Where the qualifications are complementary, such as a qualification in English or maths that is required to access a technical or vocational qualification at the same level
- Where a learner is retraining in order to develop a new career pathway, or to update their skills after a significant career break in order to re-enter employment.

For **26%** of these **286,000** learners, the further education qualification they achieved in 2016/17 was the first time they had achieved that level of learning<sup>10</sup>. Apprenticeship learners were more likely to be achieving at their current level for the first time (**34%**) in comparison to FE & Skills learners (**17%**).

**Figure 18: Percentage of young FE & Skills learners who achieved this level of learning for the first time, by level, 2016/17**



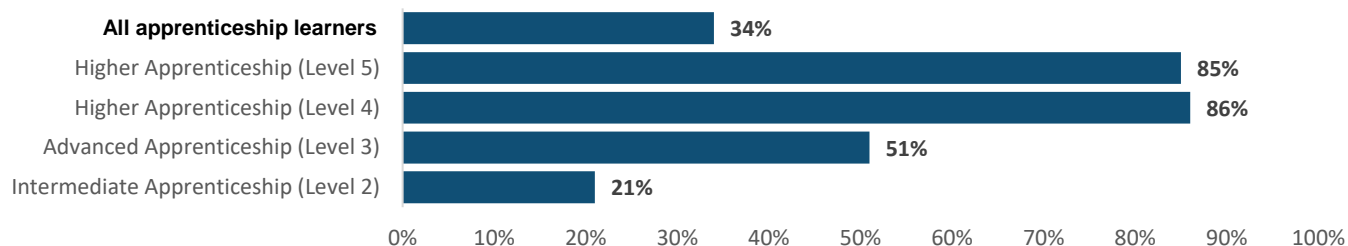
Source: Longitudinal Education Outcomes (LEO) dataset

Achievers of higher level qualifications are more likely to be achieving at that level for the first time. For FE & Skills achievers, just **1%** of Entry Level and Level 1 learners were achieving at that level for the first time compared to **91%** for learners undertaking Level 4+ aims. Over half (**58%**) of learners that achieved a Full Level 3 course were achieving at that level for the first time.

<sup>10</sup> Studying a level of learning for the first time is irrespective of the learning path. For example, if someone is studying a Level 2 ESOL course for the first time, this means they have not previously achieved a Level 2 course irrespective of whether that course was ESOL or not.



**Figure 19: Percentage of young apprenticeship learners who achieved their level of learning for the first time, by level, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

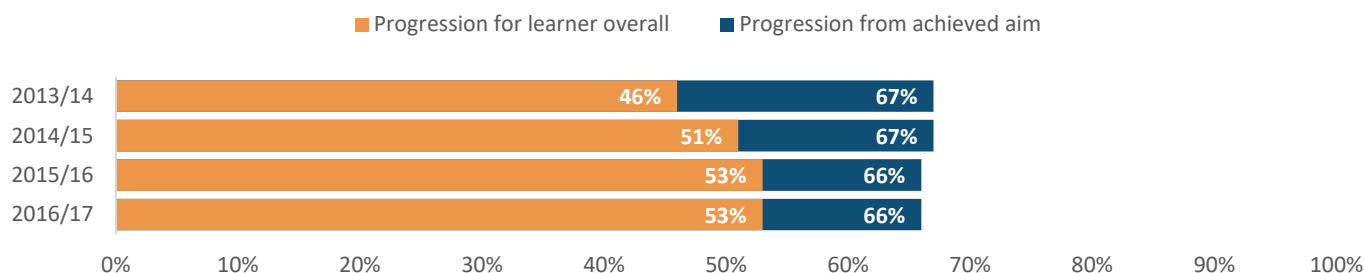
Apprenticeship learners also showed variation between levels of learning, with just **21%** of learners on Intermediate apprenticeships studying at this level for the first time, compared with **86%** of learners studying a Level 4 apprenticeship.

## 2.2 Progression for learners with a further learning destination

Of the **1.0 million** learners in 2016/17, **123,000 (12%)** were born after 1988, had a full educational history recorded by the department and went on to a further learning destination.

**66%** of these learners with a learning destination went on to study at a higher level than the aim they had just achieved, and **53%** went on to a learning aim of the highest level they had achieved so far.

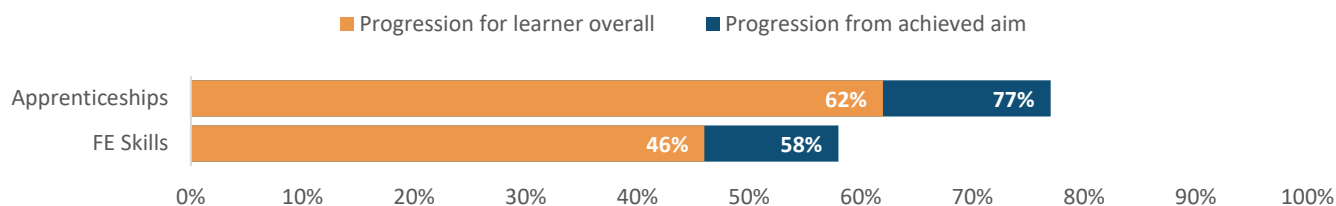
**Figure 20: Percentage of young learners progressing into a higher level of learning, by academic year of achievement**



Source: Longitudinal Education Outcomes (LEO) dataset

The percentage of learners who go on to study an aim at a higher level of learning than their highest attainment thus far has risen by **7 ppts** over the last 4 years, from **46%** in 2013/14 to **53%** in 2016/17.

**Figure 21: Percentage of young learners progressing into a higher level of learning, by provision, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

Learners who achieved an apprenticeship were more likely to progress to a higher level of learning than students studying a further education and skills course.

Apprenticeships have a larger percentage of learners with a learning destination progressing to a higher learning aim between years (**77%**) and the highest level of learning they have ever achieved (**62%**), than their counterparts in FE & Skills (**58%** and **46%** respectively).

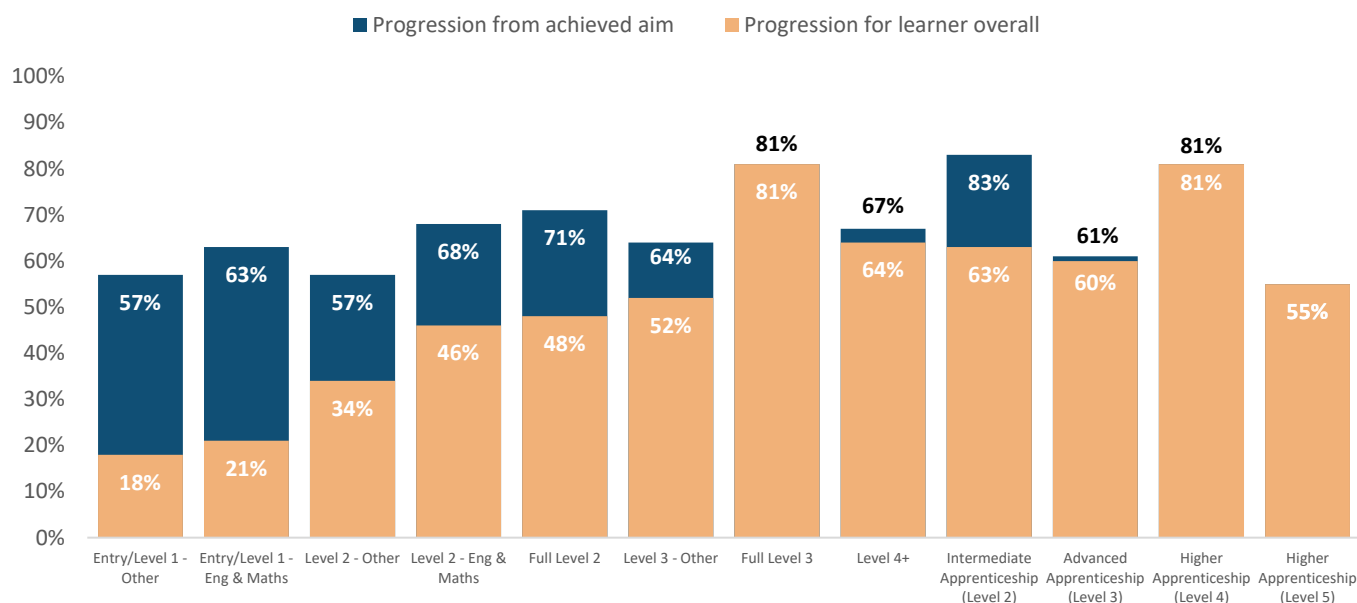
For all levels of aims achieved in 2016/17 over half of the learners with a learning destination went on to a higher level of learning in 2017/18 (see Figure 22).



There was considerable variation by level in terms of progression from an FE & Skills courses to a higher level of learning, ranging from **57%** for Level 2 – Other and Entry/Level 1 - Other courses, to **81%** for Full Level 3.

The variation was more pronounced for learners who progressed to their highest level of learning throughout their education, which ranged between **18%** for Entry/Level 1 - Other aims, to **81%** for Full Level 3 aims.

**Figure 22: Percentage of young learners who progressed to a higher learning aim, by level of achievement, 2016/17**



Source: Longitudinal Education Outcomes (LEO) dataset

Progression to a higher level of learning in the destination year for apprenticeship learners also showed variation between levels, ranging between **55%** for Higher (Level 5) apprenticeships, and **83%** for Intermediate (Level 2) apprenticeships.

Intermediate apprenticeship learners (**63%**) were more likely to progress to their highest level of learning so far than their FE & Skills counterparts (Full Level 2: **48%**). This was trend was reversed for Advanced (Level 3) apprenticeships (**60%**) though, as **81%** of achievers of Full Level 3 FE & Skills courses progressed to their highest level of learning so far.

### 3. Earnings

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). Learners are only included in the figures if they have an earnings record on the P14 (HMRC data) and a record of sustained employment on the P45 (HMRC data) or in the Real Time Information submitted to HMRC in more recent years, and no record of further study at a Higher Education institution.

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.

See the quality and methodology information that accompanies this release for more detail (see Section 4, page 18).

When interpreting the results below, it should be remembered that some of the difference in earnings could be a result of factors other than the qualification achieved, 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.

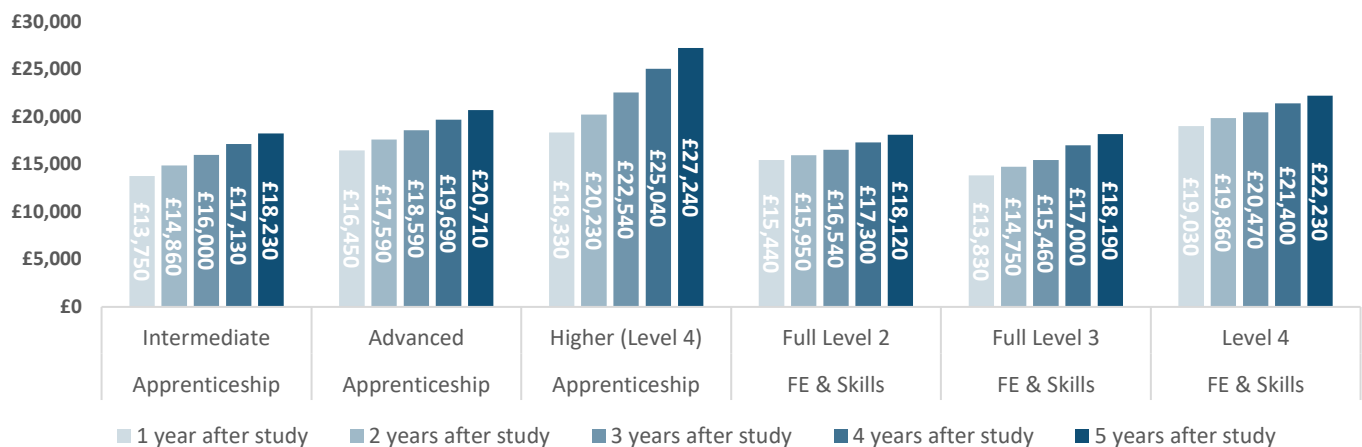
The outcomes in this release are presented as raw figures. They do not seek to control for differences in learner characteristics that may influence outcomes over time or across different learner populations.

### 3.1 Five years post training

Median annualised earnings one year after study for learners that achieved in academic year 2011/12 were:

- £13,750 for **intermediate apprenticeships** - rising 33% to £18,230 five years after study.
- £16,450 for **advanced apprenticeships** - rising 26% to £20,710 five years after study.
- £18,330 for **higher (Level 4) apprenticeships** - rising 49% to £27,240 five years after study.
- £15,440 for **Full Level 2 FE & Skills courses** - rising 17% to £18,120 five years after study.
- £13,830 for **Full Level 3 FE & Skills courses** - rising 32% to £18,190 five years after study.
- £19,030 for **Level 4 FE & Skills courses** - rising 17% to £22,230 five years after study.

**Figure 23: Median annualised earnings for learners that achieved in academic year 2010/11, by provision and level of learning**



Source: Longitudinal Education Outcomes (LEO) dataset

Earnings increased steadily each additional year after achievement, with growth in earnings post-apprenticeship being higher than growth in earnings after achieving an FE & 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 **10%** for higher (level 4) apprenticeships.

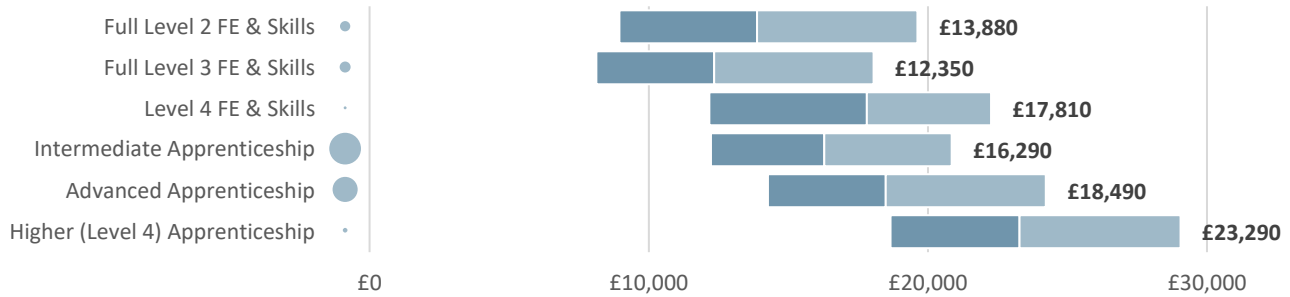
On average, median annualised earnings rose **4%** per year for Full Level 2 FE & Skills courses, **7%** per year for Full Level 3 FE & Skills courses, and **4%** per year for Level 4 FE & Skills courses.

### 3.2 One year post training

For learners that achieved in academic year 2016/17, the median annualised earnings in the **first full tax year after training** were:

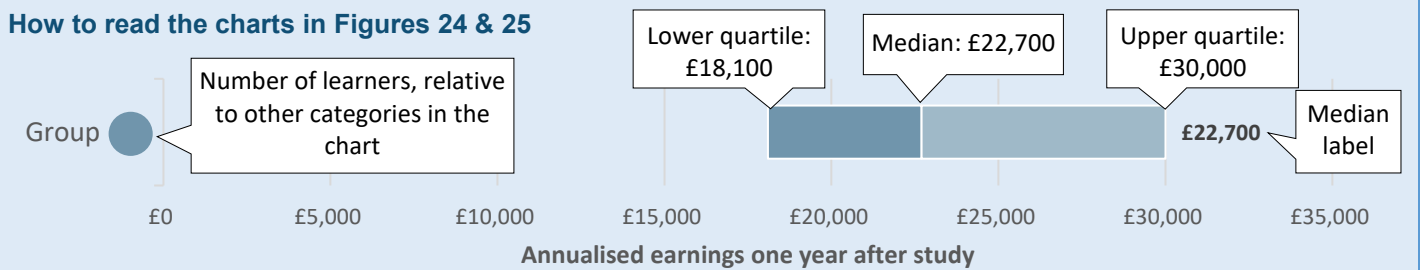
- higher (Level 4) apprenticeships - £23,290
- advanced apprenticeships - £18,490
- intermediate apprenticeships - £16,290
- Level 4 FE & Skills courses - £17,810
- Full Level 3 FE & Skills courses - £12,350
- Full Level 2 FE & Skills courses - £13,880

**Figure 24: Lower quartile, median and upper quartile annualised earnings for learners that achieved in academic year 2016/17, by provision and level of learning**



Source: Longitudinal Education Outcomes (LEO) dataset

**How to read the charts in Figures 24 & 25**



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. This is shown in the data label for each bar.

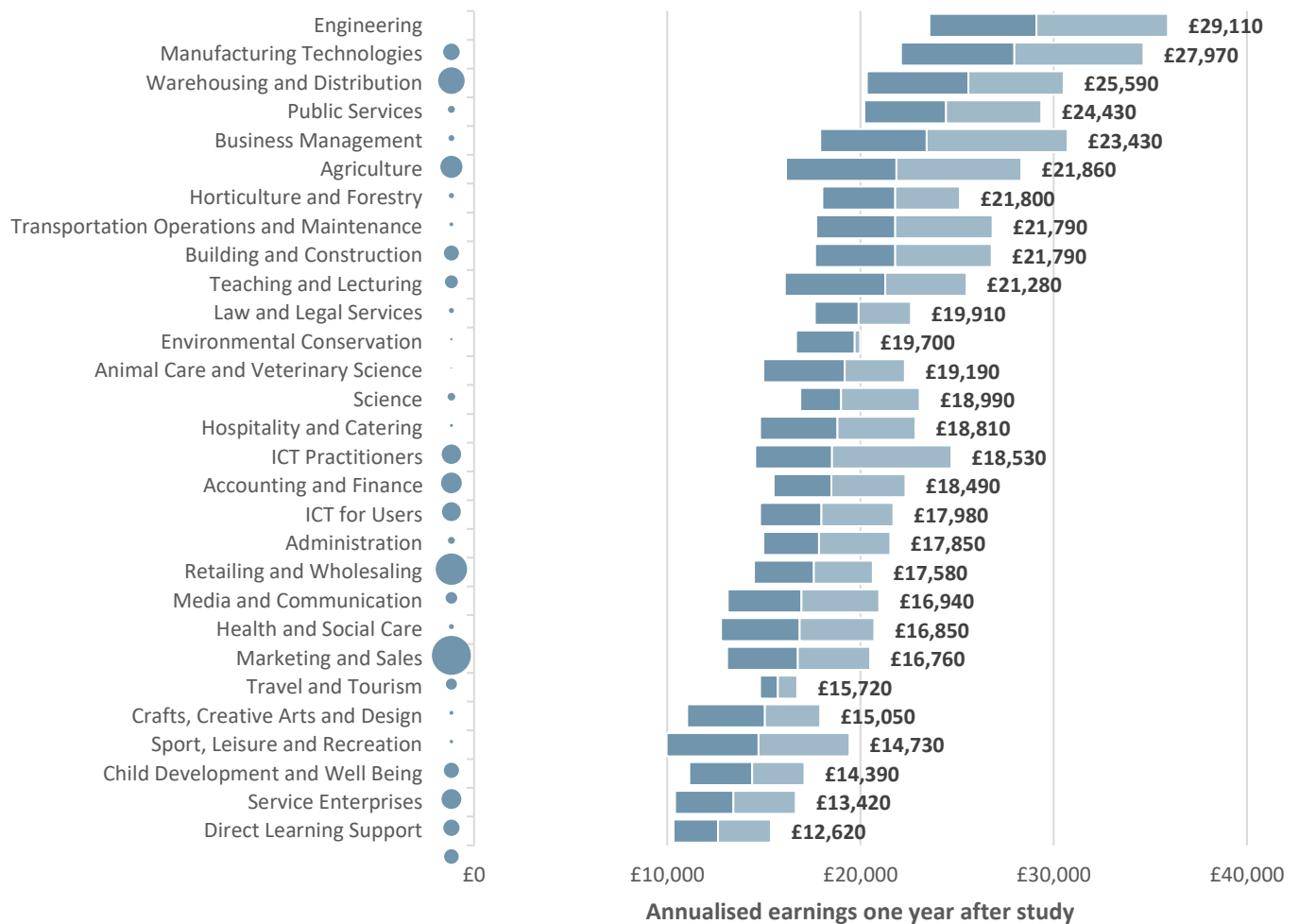
The **lower quartile** earnings is calculated by ranking all learners' annualised earnings and taking the value at which three quarters of learners fall above and one quarter fall below.

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.

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 2016/17 (see Figure 25) were:

- highest in Engineering (£29,110) and Manufacturing Technologies (£27,970).
- lowest in Child Development and Well Being (£14,390), Service Enterprises (£13,420) and Direct Learning Support (£12,620).

**Figure 25: Lower quartile, median, and upper quartile annualised earnings one year after study for advanced apprenticeships achieved in academic year 2016/17 by sector subject area (tier 2)**



Source: Longitudinal Education Outcomes (LEO) dataset

## 4. Other publications

Publication	Description
<a href="#">Destinations of KS4 and KS5 pupils</a>	Data on key stage 4 (KS4) and key stage 5 (KS5) students going into education, employment and training destinations.
<a href="#">Higher Education graduate outcomes</a>	Employment and earnings of higher education graduates broken down by graduate characteristic, subject studied and university attended.
<a href="#">Further education for benefit claimants</a>	Analyses training for learners on benefits in England
<a href="#">Post-16 education: highest level of achievement by age 25</a>	Research analysing school leavers' progress through post-16 education and into the labour market.
<a href="#">The earnings differentials associated with vocational education and training</a>	Research analysing the economic benefits to an individual from achieving further education qualifications.
<a href="#">Further education qualifications in maths and English: returns and benefits</a>	Research analysing the economic benefits associated with further education qualifications in maths and English.
<a href="#">Adult further education: measuring success - detailed proposals</a>	Consultation and response on detailed proposals for using and publishing outcome-based success measures for adult further education.

Publication	Description
<a href="#">Further education: comparing labour market economic benefits from qualifications gained</a>	Estimates the economic benefits to an individual from achieving further education qualifications.
<a href="#">Further education: impact of skills and training on the unemployed</a>	This research estimates the economic benefits to unemployed individuals from achieving further education qualifications.
<a href="#">Longitudinal Education Outcomes study: how we use and share data</a>	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 [website](#)<sup>11</sup> for this publication:

### National Destinations

T01: National Summary of destinations and earnings, 2010/11 to 2016/17

NA01: National Summary of all learners by demographics in academic years 2013/14 to 2016/17

NA02: National Summary of apprenticeship learners by demographics in academic years 2013/14 to 2016/17

NA03: National Summary of Traineeship learners by demographics in academic years 2013/14 to 2016/17

NA04: National Summary of FE Skills course learners by demographics in academic year 2013/14 to 2016/17

NA05: National Summary for all Community Learners 2015/16 to 2016/17

NA06: National Summary of level of learning, and progression, by learning provision and learner demographics

### Provider and Qualification Destinations

PR01: Destination measures provider summary, by provider type for 2013/14 to 2016/17

PR02: Provider outcomes by learner characteristics, level of learning, and learning type for academic years 2013/14 to 2016/17

PR03: Full Level 2/3 and 4+ provision by provider, provision type, level and sector subject area (Tier 1 and Tier 2) in academic years 2013/14 to 2016/17

PR04: Provider summary for Community Learners, by provision and benefit status for academic years 2015/16 to 2016/17

PQ01: Provider quintile summary by learner category and benefit status for academic years 2013/14 to 2016/17

PQ02: Provider outcomes by quintile for academic years 2013/14 to 2016/17

PQ03: Provider quintile thresholds by learner type and benefit status for academic years 2013/14 to 2016/17

QL01: Destination measures of qualifications by level and provision type in academic years 2013/14 to 2016/17

<sup>11</sup> <https://www.gov.uk/government/collections/statistics-outcome-based-success-measures>

QL02: Summary of level of learning, and progression, by learning provision and demographics 2013/14 to 2016/17

### **Geographic Destinations**

LA01: Local authority outcomes by learner characteristics and learning type, in academic years 2013/14 to 2016/17

LA02: Local authority outcomes by provision type, level and sector subject area (Tier 1 and Tier 2) in academic years 2013/14 to 2016/17

LE01: Local enterprise partnership provision by provision type, level and sector subject area (Tier 1 and Tier 2) in academic years 2013/14 to 2016/17

MC01: Mayoral combined authority outcomes by learner characteristics and learning type, in academic years 2013/14 to 2016/17

MC02: Mayoral combined authority outcomes by level, provision and sector subject area (Tier 1 & Tier 2), in academic years 2013/14 to 2016/17

EA01: Local education authority outcomes by learner characteristics in academic years 2013/14 to 2016/17

EA02: Local education authority outcomes by level, provision type, and sector subject area (Tier 1 and Tier 2), in 2016/17

### **Earnings**

EF01: Annualised earnings five years post training, 2011/12 cohort

EF02: Annualised earnings five years post training by sector subject area, 2011/12 cohort

EF03: Annualised earnings five years post training by qualification/framework title, 2011/12 cohort

ET01: Annualised earnings three years post training, 2013/14 cohort

ET02: Annualised earnings three years post training by sector subject area, 2013/14 cohort

ET03: Annualised earnings three years post training by qualification/framework title, 2013/14 cohort

EO01: Annualised earnings one year post training, 2010/11 cohort to 2016/17 cohort

EO02: Annualised earnings one year post training by sector subject area, 2010/11 cohort to 2016/17 cohort

EO03: Annualised earnings one year post training by qualification/framework title, 2010/11 cohort to 2016/17 cohort

## **6. Official Statistics**

These are Official Statistics and have been produced in line with the Code of Practice for Statistics.

This can be broadly interpreted to mean that the statistics:

- Meet identified user needs
- Are well explained and readily accessible
- Are produced according to sound methods
- Are managed impartially and objectively in the public interest

The Department has a set of statistical policies in line with the Code of Practice for Statistics.

## 7. 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.

## 8. Get in touch

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Department  
for Education

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