



Department  
for Business  
Innovation & Skills

## ADULT FURTHER EDUCATION

Outcome based success  
measures: National  
qualifications data

MARCH 2015

# Destination Rates for National Qualifications - Experimental Data

## Introduction

1. This report provides detail on supplementary tables that complement the August 2014 publication [Adult further education: outcome based success measures](#). The breakdowns come from the same administrative data sources and add context by showing sustained employment, sustained learning and sustained positive destination rates for over 1,000 distinct learning aims completed in 2010/11.
2. As described in the main report these data are experimental and have been published to support further dialogue and future consultations with the sector over how data like these should be used in the future. It is not recommended to use the data to directly compare qualifications at this stage whilst the methodology and underpinning sources are developed further to include, for example, information on the self-employed. Additionally these tables do not take into account the intended outcomes of a qualification or the clientele that complete different qualifications, for example some courses may have higher proportions of learners who were claiming benefits immediately before the start of their course.
3. Research using the same administrative data shows that when comparing learners with similar characteristics, those who achieve Further Education qualifications are better off than those who start but do not achieve.
  - [Estimation of the labour market returns to qualifications gained in English Further Education](#)  
*Franz Buscha, Augusto Cerqua, and Peter Urwin (December 2014)*

## Notes about the data

4. The experimental data cover adult learners that completed an eligible Further Education learning aim in the 2010/11 academic year. Full details on the data sources and how the measures are calculated can be found in the [Technical Annex](#).
5. The learning aims listed may differ slightly from the official titles recorded on the Learning Aims Database as similar aims have been aggregated together. This is intended to make the final published list more comprehensible. For example, 'NVQ in Hairdressing' and 'NVQ for Hairdressing' have been grouped under the same title. A full list of all aims studied by learners completing Further Education study can be found in the [National aims report: 2005/06 to 2013/14](#).

6. The learning aims listed reflect provision studied at the time. Therefore some learning aims may no longer exist or be funded under current arrangements.
7. Where a learner has achieved more than one aim in the academic year the destination rates have only been reported against their highest and most recently completed aim.

## Key points

8. Headline destination measures at a National level and further details on the data are available in the [main report](#) published in August 2014.
9. The supplementary tables show the employment and learning outcomes post study for a total of 1,046 learning aims completed by learners in the 2010/11 academic year. The first attached supplementary table shows sustained learning, sustained employment and sustained positive destination rates and the second attached supplementary table shows sustained employment rates for learners who were claiming Job Seeker's Allowance or Employment Support Allowance (Work-Related Activity Group) benefits immediately before the start of their course.
10. As mentioned previously, the source HMRC data used to calculate these measures does not currently capture information on learners who pay tax through self-assessment. Therefore the sustained employment and sustained positive destination rates are under-reported for aims that lead into employment in sectors with a relatively high level of self-employment.
11. For example, learners who complete Full Level 2 courses in '*Certificate in Road Passenger Vehicle Driving (Taxi and Private Hire) (QCF)*' or '*Diploma in Steelfixing Occupations (Construction) (QCF)*' appear to have unusually low sustained employment rates as it is likely many learners were self-employed. This reflects a recent ONS report<sup>1</sup> which highlights the top 3 job roles for the self-employed are '*Construction and building trades*', '*Taxi and cab drivers and chauffeurs*', and '*Carpenters and joiners*'.
12. Some learners who complete a Further Education course may be naturally more inclined to go into further and higher learning rather than into immediate employment, and any qualification that has a high proportion of these learners would typically have a low sustained employment rate and a high sustained learning rate, as shown in Table 1.

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<sup>1</sup>[http://www.ons.gov.uk/ons/dcp171776\\_374941.pdf](http://www.ons.gov.uk/ons/dcp171776_374941.pdf)

**Table 1: Examples of Entry Level courses that lead to further study**

| Learning Aim   | Sustained Employment Rate | Sustained Learning Rate | Sustained Positive Destination Rate |
|--|---------------------------|-------------------------|-------------------------------------|
| Basic Numeracy Course, Pre-entry Level                 | 10%                       | 75%                     | 79%                                 |
| Award in ICT Skills (Entry 1) (QCF)                    | 7%                        | 70%                     | 71%                                 |
| Award in Mathematical Skills (Entry 1) (QCF)           | 0-4%                      | 70%                     | 72%                                 |
| Certificate in Skills for Working Life (Entry 3) (QCF) | 9%                        | 69%                     | 72%                                 |

13. Some vocational courses tend to have both high sustained learning and sustained employment rates as shown in Table 2. This could be because learners go on to further training linked to their employment, which is often the case for Intermediate Apprenticeships where learners immediately continue onto an Advanced Apprenticeship in the same field. Alternatively some learners may enter into part-time employment not related to their qualification while continuing their study.

**Table 2: Examples of learning aims with both high sustained learning and sustained employment rates**

| Learning Aim  | Sustained Employment Rate | Sustained Learning Rate | Sustained Positive Destination Rate |
|---|---------------------------|-------------------------|-------------------------------------|
| Certificate in Electrotechnical Technology          | 60%                       | 61%                     | 84%                                 |
| Subsidiary Diploma in Engineering (QCF)             | 75%                       | 74%                     | 93%                                 |
| Veterinary Nursing - Apprenticeship                 | 92%                       | 72%                     | 96-100%                             |
| Accountancy - Apprenticeship                        | 87%                       | 58%                     | 95%                                 |
| BTEC National Certificate in Mechanical Engineering | 82%                       | 53%                     | 94%                                 |

## Next steps

14. These supplementary tables have been published to support further consultation with the sector on how best to use these measures. We will consult later in 2015 on more detailed options for a new accountability framework using these measures.
15. Additionally, work will continue to further improve the methodology and underpinning sources that are used to produce these measures, which will also support the many other applications of this data, including for research purposes. We expect to publish further experimental data covering more recent learners later in 2015.

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