



SFR SFR52/2016, October 2016

The measures in this release cover all adult (19+) learners that completed an eligible further education (FE) learning aim in the 2011/12, 2012/13 and 2013/14 academic years and were funded by the Skills Funding Agency. The standard outcome measures for 2013/14 includes employment outcomes for Pay-As-You-Earn (PAYE) records and sole trader returns within self-assessed employment data.

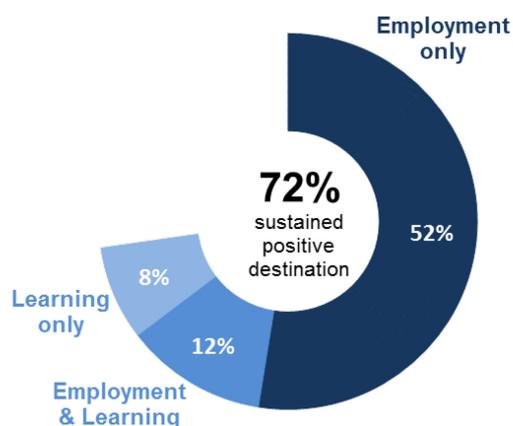
An outline of the destinations measures is given below, a full description of these and the data that is used to produce them can be found in Annex E.

The **standard sustained positive destination** measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.

Beyond the headline measure there are further measures:

- **Standard sustained employment** – learners must be in self-assessed employment or in paid employment as recorded by PAYE records in five out of six months between October and March in the following academic year.
- **Sustained learning** – learners must be learning in all six months between October and March in the following academic year.

Standard measures for adult (19+) learners, including outcomes for PAYE and self-assessed employment.



This publication adds context by including, for the first time, sole trader returns within self-assessed employment data for tax year 2014/15.

Supplementing the PAYE data with data from self-assessment records:

- **increases** the DWP/HMRC to ILR match rate to over 94 percent,
- **increases** the sustained positive destination rate to 72% from 70% for PAYE-only records.
- **increases** the sustained employment rate from 61% for PAYE-only records to 64%, of which 12% were also in sustained learning.

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About this release

This experimental statistical release presents statistics on the employment and earnings outcomes of Adult further education learners that completed an eligible FE learning aim in academic years 2011/12, 2012/13 and 2013/14

In this publication

The following tables are included in this experimental statistics release:

Table 1: Adult (19+) Further Education Standard Outcome-Based Success Measures National Summary , including sole trader employment, 2013/14

Table 2: Adult (19+) Further Education Historic PAYE-only Outcome-Based Success Measures National Summary, 2011/12 to 2013/14

Table 3: Adult (19+) Further Education Standard Outcome-Based Success Measures Provider Summary, including sole trader employment, 2013/14

Table 4: Adult (19+) Further Education Historic Outcome-Based Success Measures Provider Summary, 2011/12 to 2013/14

Table 5: Adult (19+) Further Education Standard Outcome-Based Success Measures Provider Breakdowns, including sole trader employment, 2013/14

The technical annex provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We welcome feedback on any aspect of this document at the methodology and presentation of these statistics. Please direct all comments and queries to: FEOutcomesData@bis.gsi.gov.uk

1. Introduction

Background

This report updates and builds on the outcome-based success measures previously published in [September 2015](#)¹. The data come from the same administrative data sources and use more recent data to provide a more up to date understanding of outcomes and quality assure previous results. This publication adds context by including, for the first time sole trader returns within self-assessed employment data for tax year 2014/15. The use of self-assessment data to supplement previously published PAYE data increases the the rate of learners identified as having labour market activity and the accuracy of employment estimates.

This release is intended as a step towards understanding the long term trends of learners into all types of employment and moves towards routine publication of outcome-based success measures designed to help inform learners, employers, providers and anyone with an interest in the further education sector. Further developments are planned to include, for example, time-series data for the new standard employment measure, and information on FE learners of all ages.

This report also includes revised estimates for 2011/12 and 2012/13 learners, with improvements made to the data since the last publication. The destination measures for these years are otherwise consistent with those previously published in September 2015. Further details on the matching process, data sources and the way the measures are calculated can be found in Annex E.

It is not recommended to use the data to directly compare performance across providers or years at this stage whilst the methodology and underpinning sources are developed further. Changes in destination rates at provider level are influenced by factors such as the type of provision offered and the clientele that providers work with. These factors should be taken into account to understand that a low rate does not necessarily equate to poor performance.

The data are experimental and have been published to support further dialogue and consultation with the sector over how such data should be used in the future. Workshops are being planned to engage the sector on how best to use these measures to understand the relative strengths and weaknesses of provision and inform a shadow run of measures that will support the Government's minimum standards framework for accountability and intervention purposes.

The data are complex and have many uses, including to inform learner choice between providers or qualifications. The data have robust coverage allowing detailed estimates at a provider level, limited only by organisation size for smaller providers where disclosure rules prevent data from being published. However this report, for the first time, publishes data based on cohorts of thirty or more learners to help the sector better understand their provision.

2. The measures

Learning covered by these measures

All measures shown here cover all adult learners that completed an eligible FE learning aim in the 2011/12, 2012/13 and 2013/14 academic years and were funded by the Skills Funding Agency through the Adult Education Budget. This includes adult (19+) Apprenticeships.

The measures do not cover Adult Community Learners, Offender Learning and Skills Service learners, Education Funding Authority funded learners, Apprenticeships for 16-18 year olds, or any other learners under the age of 19 at the start of the academic year they completed their training. However, the datasets are evolving and further developments will take place to connect current outputs to learners under 19, including schools, and Higher Education data to build a full picture of the education system to allow research into the labour market outcomes for different learning routes.

¹ <https://www.gov.uk/government/publications/adult-further-education-outcome-based-success-measures-experimental-data-2010-to-2013>

Outcomes are reported on a learner, rather than learning aim basis. Where a learner completes more than one aim in the academic year, outcomes are reported against their highest level completed aim. Full details on how the highest aim is selected can be found in Annex E.

Standard measures definitions

Collaboration between colleagues in DfE, DWP, and HMRC has allowed the 2013/14 cohort of learners to be matched to sole trader returns within self-assessed employment data. This new data source, supplemented with previously available PAYE data, allows a more complete coverage of outcomes, and gives providers a better understanding of quality of provision for learners that enter into sectors that have relatively high rates of self-employment. This will be the headline measure going forwards, and it is expected that future releases will show a time series of outcomes data using the new standard employment measure.

The **standard sustained positive destination** measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.

Beyond the lead measure there are three further measures:

- **Standard sustained employment** – learners must have completed a self-assessed return for tax year 2014/15 or be in paid PAYE employment in five out of six months between October and March in the following academic year.
- **Sustained learning** – learners must be learning in all six months between October and March in the following academic year.
- **Sustained employment for benefit learners** – as for sustained employment, but only for learners claiming either Job Seeker's Allowance (JSA) or Employment Support Allowance (ESA) in the Work Related Activity Group (WRAG) on the day before their training started.

To give historic context to the outcomes measure, this release also contains an updated and extended time-series of historic PAYE-only outcomes measures, which were previously published in [September 2015²](#).

The timeframes are consistent with the destinations measures used for 16-19 accountability. Responses to the consultation accompanying the last release of data were broadly favourable to the timeframe and definitions used and so employment and learning outcomes continue to be measured according to activity in the six month October to March period following the end of the academic year in which the learning aim was completed.

Secondary destination measures

In recognition that the sustained learning measure above may not reflect the full value of further learning at all levels, a secondary measure is presented showing all learning, again similar to that used for 16-19 accountability.

- **Learning (non-sustained)** – learners must be in learning at some point between October and March in the following academic year.

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

Other measures

The publication also includes, following consultation with the sector, an experimental **progression** measure that supplements the sustained and non-sustained learning measures. The progression measure shows

² <https://www.gov.uk/government/publications/adult-further-education-outcome-based-success-measures-experimental-data-2010-to-2013>

the proportion of learners that started a relevant qualification at a higher level within 12 months of completing an eligible FE learning aim.

[Data](#)³ showing earnings up to 3 years after study for those completing full level qualifications was published in December 2014. Following this publication we plan to publish further estimates of earnings for learners that achieved full level 2 and full level 3 qualifications, including breakdowns by sector subject area across 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 prior and post learning activity. These matching exercises achieve very high match rates⁴, and so provide representative coverage for FE learners. The measures are robust estimates of the official information held on an individual's learning and employment activity. Further details on the data sources used to create all the measures can be found in Annex E.

The measures in this publication refer to learners completing training up to the 2013/14 academic year – the most recent year for which outcome measures are available. It is expected the destinations of 2014/15 completers would be published before the end of the 2016/17 academic year. At this point there will be a time series of outcomes data based on the standard employment measure, which will provide further context to show how outcomes vary across years both nationally and for individual providers. Furthermore, as the measures are created using administrative rather than survey data, any alterations to how the data is presented or calculated can potentially be applied back to prior years to ensure a consistent approach across all years.

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

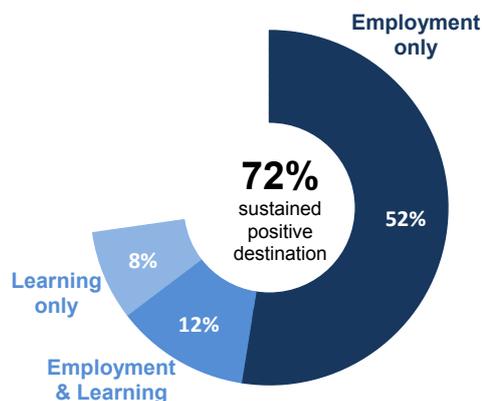
³ <https://www.gov.uk/government/publications/average-earnings-after-further-education-2010-to-2013>

⁴ For the learners covered by these measures over 94% are matched to DWP/HMRC data, rising to over 97% for apprenticeships. The match rate would never be expected to reach 100% for a number of reasons, not least as the unmatched learners may not have had any interaction with the tax and benefits system.

3. The data

Standard measures for adult (19+) learners, including outcomes for PAYE and self-assessed employment.

This report, for the first time, contains sole trader returns within self-assessed employment data for tax year 2014/15 which is used to supplement PAYE data on employment rates. By using this new data source we have been able to build a better understanding of quality of provision for learners that enter into sectors that have relatively high rates of self-employment.



Supplementing the PAYE data with data from self-assessment records for learners that completed an eligible qualification in 2013/14:

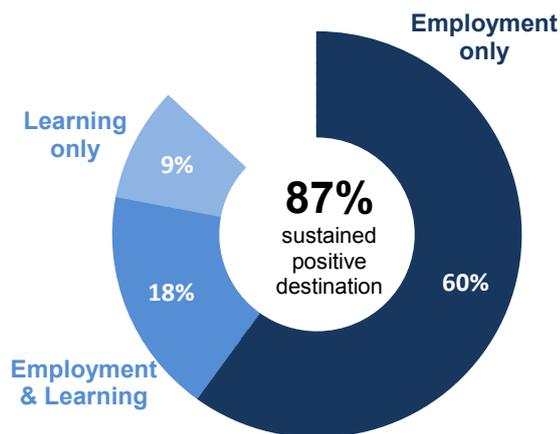
- **increases** the DWP/HMRC to ILR match rate to over 94 percent,
- **increases** the sustained positive destination rate to 72%, from 70% for PAYE only records
- **increases** the sustained employment rate from 61% for PAYE-only records to 64%, of which 12% were also in sustained learning.

The headline figures quoted above vary at the provider level, in response to the specialist training programmes and the different clientele at each provider. For example, providers that work closely with the construction sector show a higher proportion of learners that progress to self-employment.

Figure 1: Providers with largest increases in sustained employment outcomes due to additional self-assessed employment data.

Provider	Sustained Employment Rate		
	PAYE only	PAYE and self-assessed	Percentage point change
FARRIERS REGISTRATION COUNCIL	16%	89%	+73pp
SKILLS UK LTD	35%	89%	+54pp
CARILLION CONSTRUCTION LIMITED	52%	86%	+34pp
THE VOCATIONAL COLLEGE LIMITED	55%	83%	+28pp
CONSORTIA TRAINING LIMITED	69%	90%	+21pp
WALTHAM FOREST CHAMBER OF COMMERCE TRAINING TRUST LTD	65%	84%	+19pp
CAPITAL ENGINEERING GROUP HOLDINGS LTD	58%	75%	+17pp
CITB-CONSTRUCTIONSKILLS	71%	87%	+16pp
BUILDING CRAFTS COLLEGE	62%	78%	+16pp
REWARDS TRAINING RECRUITMENT CONSULTANCY LIMITED	60%	75%	+15pp
PREVISTA LTD	71%	86%	+15pp
DIMENSIONS TRAINING SOLUTIONS LIMITED	52%	66%	+14pp
CONSORTIUM OF VOCATIONAL AND EDUCATIONAL TRAINERS LTD	69%	82%	+13pp
LEEDS COLLEGE OF BUILDING	54%	67%	+13pp
ACADEMY EDUCATION LIMITED	62%	74%	+12pp
SAKS (EDUCATION) LIMITED	73%	85%	+12pp
IXION HOLDINGS (CONTRACTS) LIMITED	54%	66%	+12pp
HAIR ACADEMY SOUTH WEST LIMITED	70%	81%	+11pp

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



- The headline standard sustained positive destination rate rises to **87%**
- The headline standard sustained employment rate rises to **78%**, of which **18%** were also in sustained learning.
- The headline sustained learning rate rises to **27%**, of which 18% were also in sustained employment.

For completers of an Apprenticeship as their highest qualification, the standard sustained positive destination rate is **90%**, with **88%** in sustained employment.

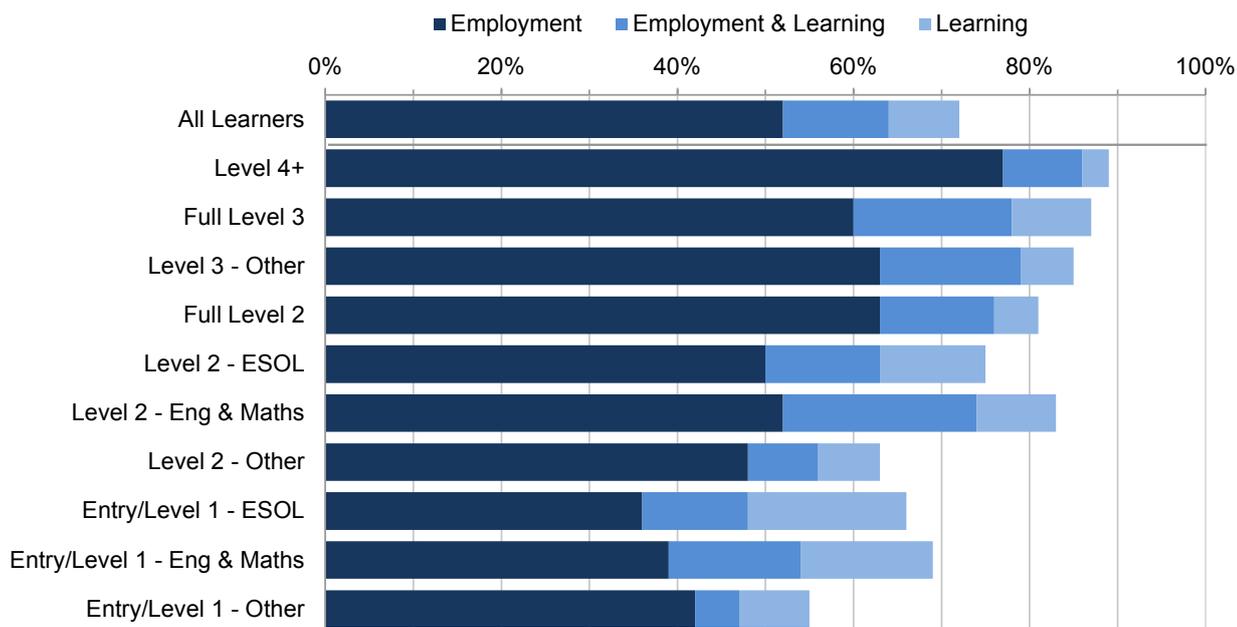
Out of the total 513,260 benefit learners that completed an eligible qualification, **47%** were in sustained employment.

National breakdowns for headline outcome measures

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

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

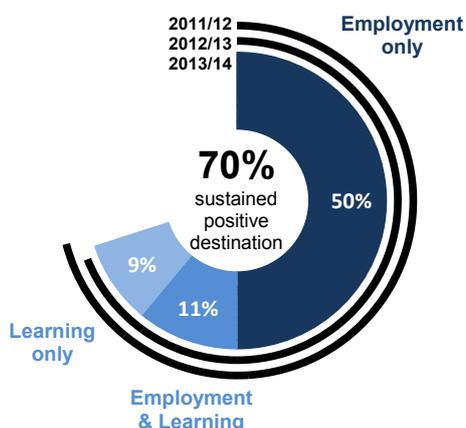
Figure 2: Sustained employment destinations are more likely for learners completing higher level qualifications (2013/14 completers, standard employment measure)



National breakdowns for historic PAYE-only outcome measures

To help understand changes in performance in the outcomes measure, this release also contains an updated and extended time-series of historic PAYE-only outcomes measures, which were previously published in [September 2015](#)⁵. Future publications will move forward with a time-series of improved outcomes measures based on the new standard employment measure.

Out of nearly 1.7 million learners that completed an eligible qualification in 2013/14 the historic PAYE-only outcomes measure shows that:



- **70%** had a sustained positive destination, into either employment or learning, **1 percentage points higher** than in 2012/13.
- **61%** were in sustained employment, of which **11%** were also in sustained learning, **1 percentage points higher** than in 2012/13.
- **20%** were in sustained learning, of which **11%** were also in sustained employment, **1 percentage point higher** than in 2012/13.

For most qualification levels the sustained positive destination rates are relatively stable over time, varying by at most 4 percentage points in any year. Where there is a large change, it tends to be driven by changes in the characteristics of learners supported by these courses. For Level 2 English and Maths courses the destination rates increased by 4 percentage points and 12 percentage points respectively from 2011/12 to 2013/14. This was driven by a change in wider provision for learners taking these courses. In 2011/12, just under 7% of learners completed a level 2 'English & Maths' course alongside, or prior to starting an apprenticeship. This increased to 30% of learners completing a level 2 'English & Maths' course in 2013/14. For 'other' provision at Level 2 the destination rates decreased by 2 percentage points, and 5 percentage points respectively from 2011/12 to 2013/14. This was driven by the increased focus on delivering provision for the unemployed. The proportion of benefit learners completing Level 2 – Other qualifications rose from 34% in 2011/12 to 54% in 2013/14.

Figure 3: Sustained Positive Destination Rates by level between 2011/12 and 2013/14

Level	Historic PAYE-only Sustained Positive Destination Rate				
	2011/12	2012/13	2013/14	Percentage point change 2011/12 to 2012/13	Percentage point change 2012/13 to 2013/14
Level 4+	83%	83%	86%	0 pp	+3 pp
Full Level 3	78%	83%	85%	+5 pp	+2 pp
Level 3 - Other	79%	82%	83%	+3 pp	+1 pp
Full Level 2	78%	77%	78%	-1 pp	+1 pp
Level 2 - ESOL	70%	69%	71%	-1 pp	+2 pp
Level 2 - Eng & Maths	70%	74%	82%	+4 pp	+8 pp
Level 2 - Other	65%	63%	60%	-2 pp	-3 pp
Entry/Level 1 - ESOL	64%	61%	62%	-3 pp	+1 pp
Entry/Level 1 - Eng & Maths	64%	64%	68%	0 pp	+4 pp
Entry/Level 1 - Other	57%	53%	53%	-4 pp	0 pp

⁵ <https://www.gov.uk/government/publications/adult-further-education-outcome-based-success-measures-experimental-data-2010-to-2013>

Other breakdowns

Following this report we will look to publish a new set of tables showing outcomes for sector subject area, provision type, and level of learning. These tables will be published by **Local Authority District** level, **Qualification** level, and **provider** level and will cover academic year 2013/14.

These supplementary tables will be published to add context to the data reported here and help providers understand the quality of provision and to support future dialogue with the sector as we look to engage further during the shadow run.

National progression rates

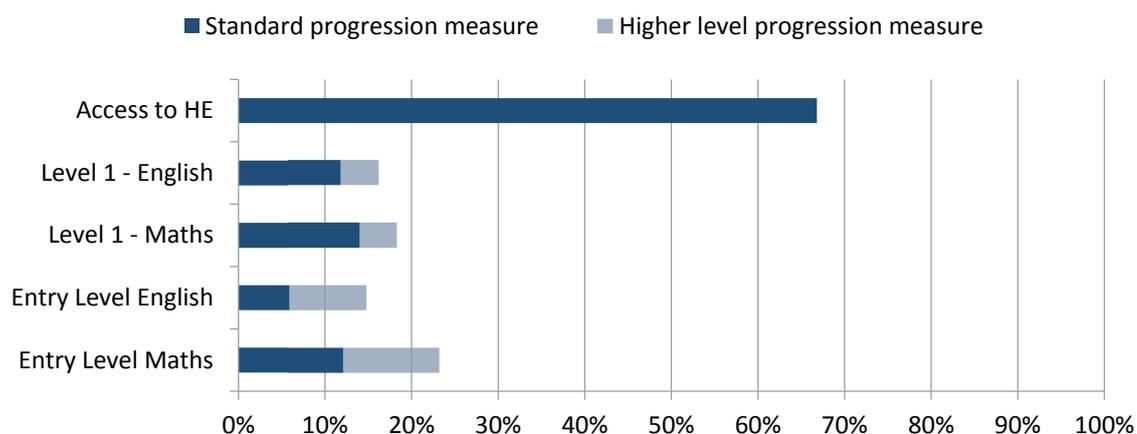
Following consultation with the sector, the publication also includes, an experimental **progression** measure that supplements the sustained and non-sustained learning measures. The progression measure shows the proportion of learners that started a relevant qualification at a higher level within 12 months of completing an eligible FE learning aim.

Two examples of a possible progression measure have been included here to add context to the current learning measures and to support future dialogue with the sector as we look to engage further in the new year on how best to develop this new measure.

The measures shown below includes progression from 'Access to Higher Education' courses and low level English and Maths courses as these are the areas where a progression measure can be seen to add most value. As we engage further with the sector, other measures may be considered, including how best to understand progression into apprenticeships.

There are two example progression measures presented below:

- **Standard progression measure** – a learner must progress to a new and relevant course of a higher level within 12 months of completing any eligible FE aim. For learners completing a 'Access to Higher Education' courses this is defined as progressing to learning at any Higher Education Institute. For learners completing a level 1 or entry level Maths course, this is defined as a progressing to a higher level Maths course, the equivalent progression is required for level 1 or entry level English courses.
- **Any higher level progression measure** – a learner must progress to a skills course or apprenticeship of any higher NVQ level within 12 months of completing a low level English or Maths course.



Traineeships

Traineeships were launched in 2013/14 and are designed to help young people by providing the essential work preparation, English, maths and work experience needed to secure an apprenticeship or other work. Data on this cohort of learners will be published in due course.

Other factors influencing destination rates

The characteristics and background of the learners will also have an impact on the outcome rates for each provider. For example, providers with a high proportion of benefit learners are likely to have lower sustained positive destination rates, in line with the national average, as would providers with high proportions of other disadvantaged groups.

Some specialist providers focus on single qualifications, and in these cases their outcomes need to be considered in the context of the national outcomes for that qualification. If nationally a qualification has low outcomes due to types of learner completing that qualification (for example, many entry level qualifications) then providers solely offering that qualification are likely to have a low positive destination rate, but this may still be high compared to the rates observed for similar providers.

The employment measure is a simple observation of the learners in paid employment between October and the following March after the learning has been completed. It does not require the employment to be new or changed since the learning completed, nor does their job need to directly relate to the training completed by the learner. This should be noted particularly for apprenticeships, where some schemes are targeted at existing employees and others are taking on new staff. Furthermore, the rates are not adjusted to account for local labour market conditions, i.e. the availability of jobs, so should be viewed in the appropriate context.

Revisions to 2011/12 and 2012/13 data

The 2011/12 and 2012/13 data have been revised as part of this publication, taking into account improvements made in the matching and processing of the administrative data sources. All the data is experimental and as further enhancements are made to the data the figures may be revised again.

Overall the changes to the 2011/12 and 2012/13 data show the data are stable over time, and resulted in the sustained positive destination rate increasing from 68% to 69% and from 70% to 71% respectively. For both years, this was primarily due to an increase in the sustained employment rate.

The impact of these changes at a provider level is slightly greater for some providers, however the sustained positive destination rates for the vast majority of providers changed by no more than 5 percentage points, and for 98% of providers there was either no change or an increase.

4. Other publications

The matched DWP and HMRC administrative datasets used to derive the employment destinations measure have a wide range of applications, and in particular have been used previously to support research into the economic value added by Further Education qualifications. This has shown, for example, that learners who achieve Further Education qualifications are better off than those who start but do not achieve. The most recent research is available through the below links.

- [Estimation of the labour market returns to qualifications gained in English Further Education⁶](#)
Franz Buscha, Augusto Cerqua, and Peter Urwin (December 2014)
- [Further disaggregation: employment and earnings returns by sector group⁷](#)
Augusto Cerqua, Dave Thomson and Peter Urwin (November 2015)
- [Returns to Maths and English Learning \(at level 2 and below\) in Further Education⁸](#)
Augusto Cerqua and Peter Urwin (May 2016)
- [Impact of Skills and Training Interventions on the Unemployed: Phase I report⁹](#)
David Bibby, Augusto Cerqua, Dave Thomson and Peter Urwin (2015)

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

⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480627/BIS-15-652-FE-analysis-further-disaggregation-employment-and-earnings-returns-by-sector-group.pdf

⁸ <http://dera.ioe.ac.uk/26378/1/bis-16-180-maths-english-learning.pdf>

⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481828/BIS-15-660-impact-of-skills-and-training-interventions-on-the-unemployed-phase-1.pdf

In December 2014 we published data showing the average earnings of learners up to 3 years after completing further education.

- [Further education learners: average earnings post study](#)¹⁰

The matched DWP data is used to produce a joint BIS-DWP publication showing statistics for learners who were on benefits at the start of learning.

- [Further education for benefit claimants: July 2015](#)¹¹

Additionally, the Small Business and Enterprise Act 2015 enables Government, for the first time, to develop the Longitudinal Education Outcomes (LEO) Study, which links information on learners across schools, further and higher education together with their HMRC employment and DWP benefit histories to observe transitions through education and into the labour market. This has already been used to produce a range of publications on the employment and earnings outcomes of learners across education, and to improve published statistics on destinations of key stage 5 students and show employment and earnings of higher education graduates 1, 3, 5 and 10 years after graduation.

- [destinations of key stage 5 students](#)¹²
- [Graduate outcomes: longitudinal education outcomes \(LEO\) data](#)¹³

5. Accompanying tables

The following tables are available in Excel format on the department's statistics website (hyperlink to gov.uk collection):

National tables

Table 1: Adult (19+) Further Education Standard Outcome-based Success Measures National Summary, including sole trader employment, 2013/14

Table 2: Adult (19+) Further Education Historic PAYE-only Outcome-based Success Measures National Summary, 2011/12 to 2013/14

Provider tables

Table 3: Adult (19+) Further Education Standard Outcome-based Success Measures Provider Summary, including sole trader employment, 2013/14

Table 4: Adult (19+) Further Education Historic Outcome-based Success Measures Provider Summary, 2011/12 to 2013/14

Table 5: Adult (19+) Further Education Standard Outcome-based Success Measures Provider Breakdowns, including sole trader employment, 2013/14

6. Next Steps

Following this report we will look to publish Qualifications and Local Authority District level data, as well as provider level data showing outcomes for sector subject area, provision type, and level of learning. These supplementary tables are intended to add context to the data reported here and help providers understand the quality of provision. We will also publish data on outcomes for learners that completed a traineeship, for 2013/14

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.

¹⁰ <https://www.gov.uk/government/publications/average-earnings-after-further-education-2010-to-2013>

¹¹ <https://www.gov.uk/government/statistics/further-education-for-benefit-claimants-2013-to-2014>

¹² <https://www.gov.uk/government/statistics/improvements-to-destinations-of-key-stage-5-students-2014>

¹³ <https://www.gov.uk/government/statistics/graduate-outcomes-longitudinal-education-outcomes-leo-data>

8. Experimental Statistics

Experimental statistics are new official statistics that are undergoing evaluation. These statistics are being published as experimental statistics in order to involve users and stakeholders in their development and as a means to further improve the use of the data in the future.

The Department has a set of [statistical policies](#)¹⁴ in line with the Code of Practice for Official Statistics.

9. Get in touch

Media enquiries

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¹⁴ <https://www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education>

Annex A: National data for academic year 2013/14, including sole trader employment

Table 1: Adult (19+) Further Education Standard Outcome-Based Success Measures, including PAYE and sole trader employment outcomes, National Summary, 2013/14

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate ¹	Sustained Learning Rate	Sustained Positive Destination Rate ¹	Learning Rate	Positive Destination Rate ¹	Completions	Sustained Employment Rate ¹
Total	1,699,340	64%	20%	72%	37%	79%	513,260	47%
Gender								
Female	926,750	66%	23%	75%	41%	82%	196,510	47%
Male	772,590	63%	17%	69%	33%	77%	316,750	47%
Age								
19-24	474,040	67%	27%	77%	43%	82%	130,770	50%
25-49	943,110	65%	18%	73%	35%	80%	284,490	47%
50+	282,190	57%	14%	64%	33%	74%	98,000	40%
Provision								
Skills	1,488,880	61%	21%	70%	39%	78%	505,630	46%
Apprenticeships	210,450	88%	15%	90%	24%	91-100%	7,630	78%
Level								
Level 4+	10,970	86%	12%	89%	20%	90%	600	61%
Full Level 3	213,020	78%	27%	87%	36%	89%	13,030	57%
Level 3 - Other	40,530	79%	22%	85%	45%	90%	3,180	65%
Full Level 2	552,270	76%	18%	81%	34%	85%	114,530	56%
Level 2 - ESOL	5,660	63%	25%	75%	40%	81%	770	46%
Level 2 - Eng & Maths	78,820	74%	31%	83%	54%	88%	10,620	51%
Level 2 - Other	95,850	56%	15%	63%	35%	73%	51,680	50%
Entry/Level 1 - ESOL	113,530	48%	30%	66%	49%	77%	33,120	36%
Entry/Level 1 - Eng & Maths	150,350	54%	30%	69%	52%	79%	37,910	39%
Entry/Level 1 - Other	436,350	47%	13%	55%	32%	66%	247,510	43%
Not assigned	2,000	71%	14%	76%	22%	79%	320	50%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate ¹	Sustained Learning Rate	Sustained Positive Destination Rate ¹	Learning Rate	Positive Destination Rate ¹	Completions	Sustained Employment Rate ¹
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	262,550	43%	24%	58%	42%	69%	99,520	38%
No Learning Difficulties/Disability	1,377,390	69%	20%	75%	36%	81%	398,550	49%
Not Known/Not Provided	59,400	63%	21%	72%	37%	79%	15,190	45%
Ethnicity								
Asian/Asian British	147,680	53%	26%	68%	43%	77%	40,910	42%
Black/African/Caribbean/Black British	130,890	57%	28%	70%	45%	78%	50,100	48%
Mixed/Multiple Ethnic Group	44,470	58%	24%	69%	40%	76%	15,960	47%
White	1,306,390	67%	19%	73%	36%	80%	383,920	47%
Other Ethnic Group	40,920	48%	28%	66%	45%	75%	13,130	40%
Not Known/Not Provided	28,980	59%	21%	69%	37%	76%	9,230	45%

1) Employment Rates and Positive Destination Rates presented here include sole trader returns within self-assessed employment data for 2013/14 completers

Annex B: National data for academic year 2013/14 – Historic PAYE-only measure

Table 2: Adult (19+) Further Education Historic PAYE- only Outcome-Based Success Measures National Summary, 2013/14

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,699,340	61%	20%	70%	37%	77%	513,260	44%
Gender								
Female	926,750	63%	23%	73%	41%	80%	196,510	45%
Male	772,590	58%	17%	65%	33%	73%	316,750	44%
Age								
19-24	474,040	65%	27%	75%	43%	81%	130,770	49%
25-49	943,110	61%	19%	70%	36%	77%	284,490	44%
50+	282,190	53%	14%	62%	33%	71%	98,000	38%
Provision								
Skills	1,488,880	57%	21%	67%	39%	75%	505,630	44%
Apprenticeships	210,450	86%	15%	88%	24%	89%	7,630	76%
Level								
Level 4+	10,970	83%	12%	86%	20%	87%	600	56%
Full Level 3	213,020	75%	27%	85%	36%	87%	13,030	54%
Level 3 - Other	40,530	77%	22%	83%	45%	88%	3,180	61%
Full Level 2	552,270	73%	18%	78%	34%	82%	114,530	53%
Level 2 - ESOL	5,660	58%	25%	71%	40%	78%	770	40%
Level 2 - Eng & Maths	78,820	72%	31%	82%	54%	87%	10,620	49%
Level 2 - Other	95,850	53%	15%	60%	35%	71%	51,680	48%
Entry/Level 1 - ESOL	113,530	42%	30%	62%	49%	74%	33,120	33%
Entry/Level 1 - Eng & Maths	150,350	52%	30%	68%	53%	77%	37,910	37%
Entry/Level 1 - Other	436,350	44%	13%	53%	32%	64%	247,510	41%
Not assigned	2,000	69%	14%	75%	23%	78%	320	48%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	262,550	41%	24%	57%	42%	68%	99,520	36%
No Learning Difficulties/Disability	1,377,390	65%	20%	72%	36%	79%	398,550	46%
Not Known/Not Provided	59,400	58%	22%	68%	38%	76%	15,190	42%
Ethnicity								
Asian/Asian British	147,680	50%	26%	65%	43%	74%	40,910	39%
Black/African/Caribbean/Black British	130,890	54%	28%	68%	45%	77%	50,100	46%
Mixed/Multiple Ethnic Group	44,470	55%	24%	66%	40%	74%	15,960	44%
White	1,306,390	64%	19%	71%	36%	78%	383,920	45%
Other Ethnic Group	40,920	44%	28%	62%	45%	72%	13,130	35%
Not Known/Not Provided	28,980	55%	21%	66%	37%	74%	9,230	42%

Annex C: National data for academic year 2012/13 – Historic PAYE-only measure

Table 3 Adult (19+) Further Education Historic PAYE- only Outcome-Based Success Measures National Summary, 2012/13

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,759,700	60%	19%	69%	34%	76%	522,700	43%
Gender								
Female	943,130	63%	22%	73%	38%	80%	198,140	43%
Male	816,570	58%	14%	64%	28%	72%	324,560	43%
Age								
19-24	453,610	61%	25%	71%	38%	77%	139,940	45%
25-49	1,012,110	61%	17%	69%	32%	76%	294,400	43%
50+	293,980	57%	14%	65%	31%	73%	88,360	39%
Provision								
Skills	1,540,780	56%	19%	66%	35%	74%	517,240	43%
Apprenticeships	218,920	87%	14%	88%	22%	89%	5,460	69%
Level								
Level 4+	24,980	79%	14%	83%	23%	85%	2,490	55%
Full Level 3	215,020	73%	25%	83%	33%	85%	13,860	49%
Level 3 - Other	64,930	78%	17%	82%	34%	86%	7,610	54%
Full Level 2	585,710	72%	16%	77%	29%	81%	105,960	50%
Level 2 - ESOL	6,000	55%	25%	69%	41%	77%	730	38%
Level 2 - Eng & Maths	46,610	63%	26%	74%	42%	81%	9,910	46%
Level 2 - Other	86,520	56%	15%	63%	34%	73%	38,960	48%
Entry/Level 1 - ESOL	109,420	40%	31%	61%	49%	72%	32,330	30%
Entry/Level 1 - Eng & Maths	135,810	46%	30%	64%	48%	74%	38,190	35%
Entry/Level 1 - Other	451,960	45%	13%	53%	31%	64%	268,440	41%
Not assigned	32,760	55%	28%	71%	47%	79%	4,220	45%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	242,430	41%	25%	58%	43%	69%	84,580	36%
No Learning Difficulties/Disability	1,461,850	64%	18%	71%	32%	77%	423,090	45%
Not Known/Not Provided	55,420	59%	19%	68%	33%	75%	15,030	42%
Ethnicity								
Asian/Asian British	159,920	48%	24%	63%	39%	71%	43,900	37%
Black/African/Caribbean/Black British	143,130	53%	26%	67%	42%	75%	54,500	44%
Mixed/Multiple Ethnic Group	44,980	53%	23%	65%	38%	73%	16,460	42%
White	1,339,580	63%	17%	70%	32%	77%	384,940	44%
Other Ethnic Group	42,700	43%	27%	61%	42%	70%	13,800	34%
Not Known/Not Provided	29,390	55%	19%	65%	33%	73%	9,100	41%

Annex D: National data for academic year 2011/12 – Historic PAYE-only measure

Table 4 Adult (19+) Further Education Historic PAYE- only Outcome-Based Success Measures National Summary, 2011/12

	Adult Skills Budget Funded Learners							
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Total	1,565,730	61%	22%	71%	36%	77%	323,680	39%
Gender								
Female	842,160	62%	26%	74%	41%	80%	122,770	41%
Male	723,570	59%	18%	67%	30%	73%	200,920	38%
Age								
19-24	414,110	60%	25%	71%	38%	77%	92,720	39%
25-49	906,160	62%	21%	71%	35%	78%	183,020	40%
50+	245,460	58%	19%	69%	35%	76%	47,940	37%
Provision								
Skills	1,361,290	57%	23%	68%	37%	75%	318,40	39%
Apprenticeships	204,450	84%	16%	87%	26%	88%	5,260	62%
Level								
Level 4+	23,420	80%	17%	83%	27%	85%	1,910	55%
Full Level 3	231,840	72%	19%	78%	27%	80%	13,790	46%
Level 3 - Other	23,300	69%	27%	79%	47%	86%	1,860	47%
Full Level 2	569,740	72%	18%	78%	29%	81%	69,810	47%
Level 2 - ESOL	5,560	53%	32%	70%	46%	77%	630	32%
Level 2 - Eng & Maths	102,540	59%	23%	70%	40%	77%	25,410	42%
Level 2 - Other	51,280	52%	23%	65%	42%	74%	17,550	43%
Entry/Level 1 - ESOL	100,910	38%	38%	64%	55%	75%	25,010	25%
Entry/Level 1 - Eng & Maths	148,610	44%	31%	64%	48%	74%	42,060	33%
Entry/Level 1 - Other	286,660	44%	21%	57%	39%	68%	124,590	37%
Not assigned	21,880	52%	36%	72%	56%	82%	1,070	42%

Adult Skills Budget Funded Learners								
	Total Learners						Benefit Learners	
	Completions	Sustained Employment Rate	Sustained Learning Rate	Sustained Positive Destination Rate	Learning Rate	Positive Destination Rate	Completions	Sustained Employment Rate
Learners with Learning Difficulties and/or Disabilities								
Learning Difficulties/Disability	190,230	40%	32%	62%	47%	72%	44,430	33%
No Learning Difficulties/Disability	1,325,930	64%	21%	72%	34%	78%	269,330	40%
Not Known/Not Provided	49,570	58%	22%	68%	36%	75%	9,920	37%
Ethnicity								
Asian/Asian British	154,970	46%	27%	63%	41%	71%	33,140	33%
Black/African/Caribbean/Black British	131,200	51%	29%	67%	44%	75%	40,560	40%
Mixed/Multiple Ethnic Group	38,240	52%	26%	65%	40%	73%	10,600	39%
White	1,179,450	64%	20%	73%	34%	78%	224,720	41%
Other Ethnic Group	39,690	42%	31%	63%	46%	72%	9,860	29%
Not Known/Not Provided	22,190	56%	21%	67%	34%	73%	4,820	37%

Annex E: Technical note

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

Destination measures

Learners in scope for the measures

The measures cover all adult learners that completed an eligible FE learning that was funded by the Skills Funding Agency. Eligible learning is identified using the Individualised Learning Record (ILR), in particular the completion status and end date fields to identify completers (also referred to as 'retained'). The measures reported here cover learners completing an aim in the academic years 2011/12 to 2013/14.

Adult learners are those that are at least academic age 19 in the year they complete their training, i.e. in the case of learners completing in 2013/14 this covers learners aged 19 or older on 31 August 2013. Learners are identified unique to a provider, so appear once for each provider where they have completed a course.

The measures do not cover Adult Community Learners, Education Funding Agency learners, 16-18 year old Apprenticeships or learners funded through the Offenders' Learning and Skills Service (OLASS). Adult Traineeships learners will be included in a future report which will be released in due course.

Learners with multiple learning aims

Outcomes are reported on a learner, rather than a learning aim basis. In the case where a learner completes multiple eligible aims within the academic year, outcomes are reported against their highest level aim. Where a learner completes two aims at the same level, the outcome is reported against the most recently completed aim. The hierarchy used to select between aims is below

- Highest qualification
 - Higher Apprenticeship
 - Level 4 (or higher)
 - Advanced Apprenticeship
 - Full Level 3 (including academic qualifications, e.g. A-Levels)
 - Other Level 3
 - Intermediate Apprenticeship
 - Full Level 2 (including academic qualifications, e.g. GCSEs)
 - Level 2 ESOL
 - Level 2 English and Maths
 - Other Level 2
 - Entry or Level 1 ESOL
 - Entry or Level 1 English and Maths
 - Other Entry or Level 1
 - Unassigned
- Most recently completed aim (if completing more than one at the same level)

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

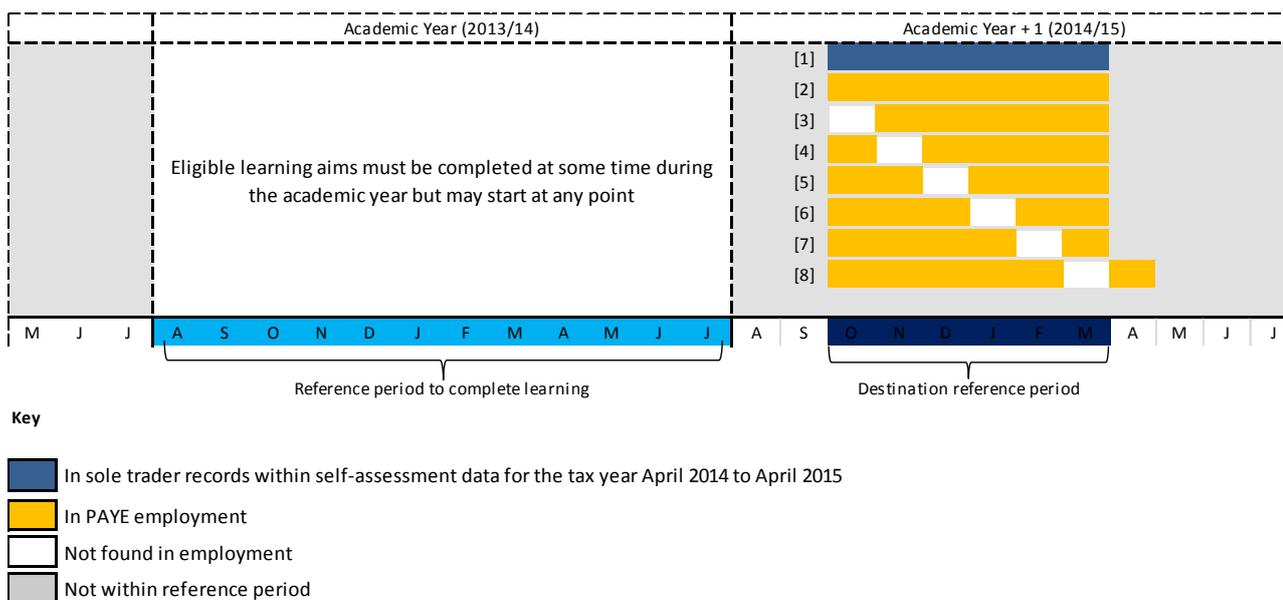
Destination measure – standard sustained employment

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

The definition of standard sustained employment is consistent with the definition used for 16-19 accountability. This looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2013/14 completers to be counted as in sustained employment

- A learner must have completed a self-assessed return for tax year 2014/15
- A learner must be in paid PAYE employment in five out of the six months between October 2014 and March 2015.
- A learner needs to be in paid PAYE employment for at least one day in a month for that month to be counted.
- If a learner is employed in the five months between October 2014 and February 2015, but not in March 2015, then they must also be employed in April 2015.

Figure 1: The eight possible scenarios that would lead to a learner being classified as in sustained employment.



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

The historic PAYE-only employment measure uses the same timeframes and definitions, but does not take the sole trader records within self-assessment data into account.

Destination measure – sustained employment for benefit learners

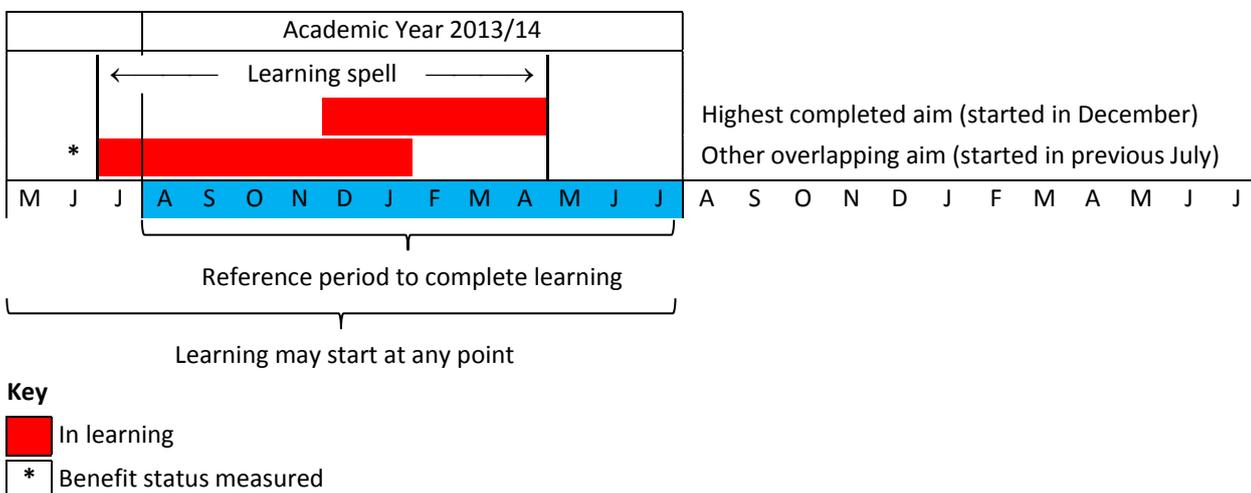
The 'sustained employment for benefit learners' measure counts the same outcome as the sustained employment measure describe above, but for the sub group of learners that, prior to the start of their learning, were claiming benefits subject to more stringent labour market requirements.

Benefit status is determined using ILR data matched to DWP records, rather than through any fields on the ILR itself. The DWP data is seen as more robust and does not rely on the learner telling their training provider this information. Learners are included in this measure if, on the day before their training starts, they are claiming either

- Job Seeker’s Allowance (JSA), or
- Employment Support Allowance (ESA) and in the Work Related Activity Group (WRAG).

If a learner completes two eligible aims in the academic year 2013/14, and those aims overlap (so that the learner is studying two aims for at least some part of the year) then the learner’s benefit status is measured the day before the earlier start date. For example if a learner completed two eligible overlapping aims in the year, and the highest aim started on 1 December 2013 but the other started on 1 July 2013, then their benefit status would be measured prior to the earlier date, on 30 June 2013.

Figure 2: Example of when benefit status is measured for learners with multiple overlapping aims.



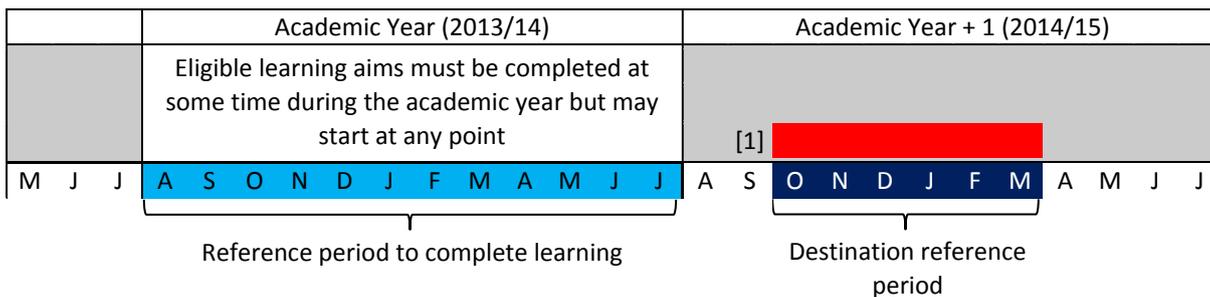
Destination measure – sustained learning

The ‘sustained learning’ measure aims to count the proportion of adult learners in sustained learning, regardless of economic activity, following the completion of their course. Learning destinations are produced by matching ILR data to ILR data (the following year) and Higher Education Statistics Authority (HESA) data (further details are provided later).

The definition of sustained learning is consistent with the definition used for 16-19 accountability. This looks at learning activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2013/14 completers to be counted as in sustained learning

- A learner must be in training (either FE or HE) in each of the six months between October 2014 and March 2015.
- A learner needs to be in learning for at least one day in a month for that month to be counted.

Figure 3: The single scenario that would lead to a learner being classified as in sustained learning.



Key

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

Destination measure – sustained positive destination¹⁵

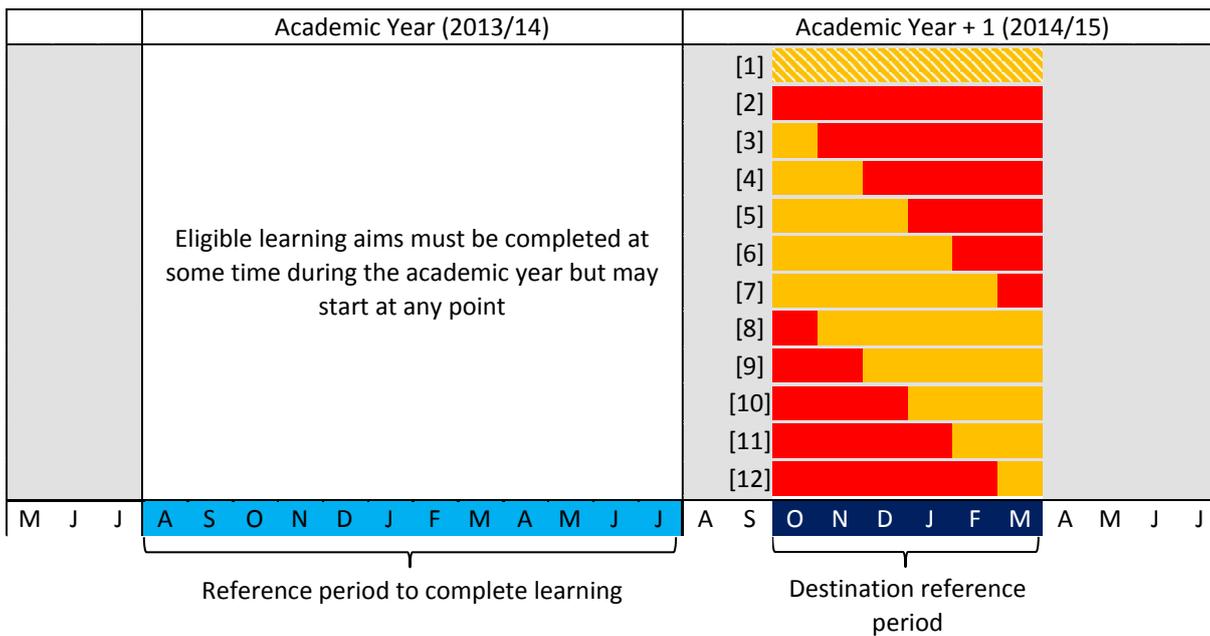
The ‘sustained positive destination’ measure aims to count the proportion of adult learners with a sustained positive outcome, either into learning or employment (or both). For 2013/14 completers to be counted as having a sustained positive destination, a learner must either

- Have a sustained positive employment outcome, or
- Have a sustained positive learning outcome, or
- Be engaged in either learning (FE or HE) or paid employment in each of the six months between October 2014 and March 2015

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

¹⁵ The ‘standard sustained positive destination rate’ and the historic PAYE-only positive destination rate are calculated using the same definitions and reference periods. The only difference is whether the ‘standard employment’ measure or the ‘historic PAYE-only’ measure is used.

Figure 4: The twelve possible scenarios that would lead to a learner being classified as having a sustained positive destination



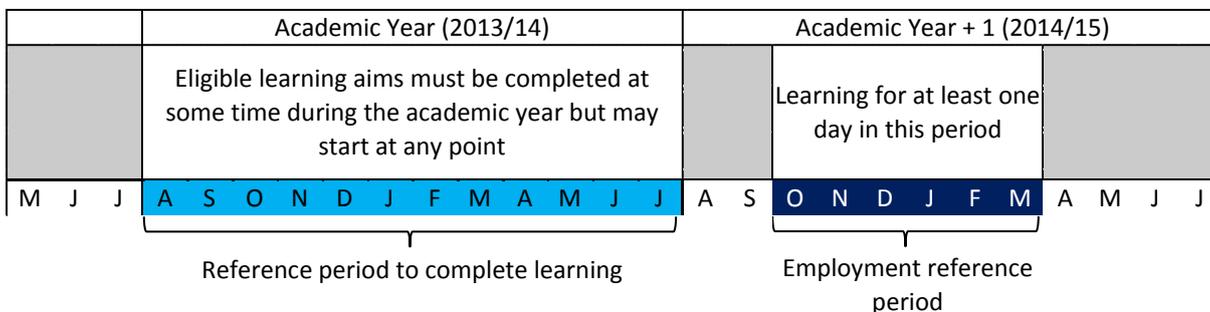
- Key**
- [Hatched Yellow] Has a positive employment outcome (as per above)
 - [Red] In learning
 - [Yellow] In employment
 - [White] Not in learning or employment
 - [Grey] Not in reference period

Destination measure – learning (non-sustained)

The ‘learning’ measure aims to count the proportion of adult learners who are in any learning, regardless of economic activity, following the completion of their course. This uses the same data sources and reference period as the sustained learning measure, but to be counted as in learning:

- A learner must be in learning (either in Further Education or Higher Education) in any of the six months between October 2014 and March 2015.
- A learner only needs to be in learning for a single day in a month for the learning to be counted.

Figure 5: The scenario that would lead to a learner being classified as in learning.



- Key**
- [Yellow] In learning
 - [White] Not in learning
 - [Grey] Not within reference period

Destination measure – positive destination (non-sustained)

The 'positive destination' measure aims to count the proportion of adult learners with a positive outcome, either into learning or sustained employment. For 2013/14 completers to be counted as having a positive destination, a learner must

- Have a sustained positive employment outcome, or
- Have a positive learning outcome (does not need to be sustained).

Aim titles

The qualification data have been aggregated by the qualification level and either the framework title (for Apprenticeships) or the aim title as recorded on the Learning Aims Database.

Where aim titles were the same aside from a slight discrepancy in their title they were assumed to be the same course. For example, 'NVQ in Hairdressing' and 'NVQ for Hairdressing' have been grouped under the same title. Additionally institution names have been removed from the aim title for Access to Higher Education courses, as has any '(QCF)' labelling. A full mapping of the original and adjusted aim titles has been published alongside the data

Disclosure

Outcomes are only published where data are available for at least 30 learners, and at a provider with at least 50 learners.

For all data, totals are rounded to the nearest 10 learners and percentages are rounded and reported to the nearest percentage point.

Where the rate for a destination is between 0% and 9% it is shown as 0-9%, and where the rate is between 91% and 100% it is shown as 91-100%. Applying a range at the top and bottom prevents disclosing information where all learners have the same outcome, e.g. if all learners move into employment the published figure will read 91-100%.

Matching process

Employment destinations and benefit learners

The employment destinations have been produced using a matched dataset of person level administrative data sources from BIS, DWP and HMRC. Completers from the ILR are matched to DWP benefit records, and HMRC P45 and P14 income tax returns using a mixture of National Insurance Number and matching on other personal details. The matching algorithm relies on a number of fields being accurately populated across both datasets and additionally, not all learners will necessarily have any record of employment or benefits for legitimate reasons, so the match rate will never reach 100%. For the learners covered in this data there is a very high match rate of 94%, and for apprenticeships this increases to 97%.

Once the match is established, the next step is to merge the different data files (employment, benefits, and learners) on the basis of the person level record linkage defined by the matching. The DWP and HMRC datasets provide a record of those receiving benefits and those paying tax through the self-assessment and Pay As You Earn (PAYE) systems. Processing rules are then applied to transform the data into useable information on employment and benefit receipt to support all analysis. The coverage of the different datasets is set out further below.

Learning destinations

The learning destinations have been produced using a combination of two matched datasets. First, completers from the ILR data are matched to ILR data for the next academic year to observe learning outcomes in Further Education. The matching is carried out by the Learning Records Service, part of the

Skills Funding Agency, using a trusted process. Initially learners are matched using their Unique Learner Number, and then further matches are made by matching on five personal characteristics: postcode, date of birth, gender, surname and first name. For 2012/13 completers and onwards the records are linked using a learner's Unique Learner Number only as this has sufficient coverage.

The same completers from the ILR are also matched with Higher Education Statistics Authority (HESA) data for the next academic year to observe learning outcomes in Higher Education. This makes use of linked data produced by the Higher Education Funding Council for England (HEFCE) using a similar process to those described above. Together with the Further Education data, this is then used to measure learning outcomes in the following academic year.

Data sources

Benefit Data

Benefit data are taken from the underlying DWP payments systems and are supplemented by the information entered by Jobcentre advisers. The data therefore captures basic information accurately, but non-compulsory fields in either the labour market system or the payment system may be incomplete. Due to the size and technical complexity, these systems are not accessed directly, but at regular intervals scans are taken that build up a longitudinal picture from repeated snapshots of the data.

Start dates are entered on to the system and are accurate dates of benefit payment, thus provide certain timing and duration of a benefit claim. However, while Job Seekers Allowance (JSA) dates have very few discrepancies, due to the way the data is scanned the end dates recorded for other benefits may diverge to some extent from the events they are recording. The potential discrepancy varies from up to two weeks for Employment Support Allowance (ESA) to up to six weeks for Incapacity Benefit (IB).

Employment Data

The employment and earnings administrative dataset covers those who pay tax through PAYE through employer submission of P45 and P14, or through completing a self-assessment tax form. The core purpose of this process is to collect tax from those who are eligible to pay it through this mechanism. As such there is not complete coverage due to the taxation system. Employers are not required to supply information to HMRC for individuals who earn below the tax threshold, although for large employers these individuals are thought to be included due to methods of data transfer. Further, HMRC started to implement Real Time Information (RTI) in April 2013 which includes nearly all such learners.

The data are primarily collected for the purposes of collecting taxes, so business rules have been applied to improve the quality of any suspect employment records to further enhance the data. This makes use of algorithms developed by researchers, and uses similar processes as documented in the research in to the labour market returns to qualifications gained in English further education (2013)¹⁶.

Individualised Learner Record data

The Skills Funding Agency requirements for personal data vary by the type of provision provided. For work based learning National Insurance Number is recorded for more than 90% of learners compared to around 20% for Education and Training. Other personal details fields have high completion rates although there is some use of defaults where information is not known and particular groups such as offender learners have information withheld.

The dates of learning can be assumed accurate to within a week. Key data fields are tied to funding therefore there is a strong incentive for providers to ensure the information returned is accurate.

¹⁶ [Estimation of the labour market returns to qualifications gained in English Further Education](#) Franz Buscha, Augusto Cerqua, and Peter Urwin (December 2014)

As the data sharing only covers Skills Funding Agency funded learning it does not include learning undertaken outside of England and excludes learning funded through the Higher Education route.

Time lags

All data used in this process are drawn from administrative sources, which take time to process and collate. Therefore there are time lags between the reference period and availability of the dataset for analysis.

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



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