



Department
for Education



Skills Funding
Agency

Further Education and Skills participation and outcomes in England 2016: Quality and methodology information



About this document

This document provides a range of information on the quality of the further education and skills participation and outcomes data, and the methodology used to produce it. It is based on the Office for National Statistics' guidelines for measuring statistical quality. It provides an overview of the data used in the production of the further education and skills statistical first releases (SFRs), along with information on data issues, data definitions, publication cycle and supplementary data produced.

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1. Introduction

This quality and methodology document provides an overview of the further education and skills participation and outcomes data used in the production of the further education and skills statistical first releases (SFRs). It provides information on the methodology used to calculate pupil attainment, as well as information on the data sources, data issues and data definitions.

This document is based on the Office for National Statistics' [guidelines for measuring statistical quality](#).

Changes included in this release

This SFR includes finalised data for the full 2015/16 academic year (August 2015 to July 2016) reported to the Skills Funding Agency in October 2016 by further education providers.

Employer Ownership Pilot data for 2014/15 in this SFR are still classed as “provisional” rather than “final” and are unchanged from the data published in the October 2015 SFR. See the in this release section on page 4 for more information.

Data on Employer Ownership Pilot starts in for the full 2015/16 year are included in this release.

2. Scope

Should we need to make an unplanned revision to the statistics contained in this release, we will follow the procedures outlined in the Revisions Policy for the Statistical First Release. This includes action to understand the impact that any revisions will have, as well as ensuring that they are clearly communicated to the reader. The Revisions Policy can be found at: <https://www.gov.uk/government/publications/sfr-compliance-with-official-statistics-code-of-practice>

Information from the different further education learning options have been drawn together to give a coherent and comprehensive picture of the participation and achievement of young people and adults. These include:

- Further education organisations
- Sixth form colleges
- Local Authorities
- Independent training organisations

These organisations deliver a wide variety of government programmes, including:

- Education and Training
- Apprenticeships
- Workplace Learning
- Community Learning
- Traineeships

The SFR covers adults (19+)¹ and does not contain information regarding:

- **Delivery in School Sixth Forms**, including state-funded and independent schools. Provisional figures taken from the Department for Education (DfE) [Participation in Education, Training and Employment by 16–18 Year Olds in England Statistical Release](#) show there were 539,700 16-18

¹ The publication also includes data on all age Apprentices, all age Traineeships (16-24) and Offender Learners (18+).

year old students studying in School Sixth Forms, based on a snapshot of participation as recorded on the January 2016 school census.

- **Higher Education in Higher Education Institutions.** The publication referenced in paragraph 31 shows that the total number of HE enrolments at UK Higher Education Institutions stood at 2,266,075 in 2014/15.
- **Privately-funded training at FE organisations and independent training organisations.** There is no single coherent source that provides a measure of privately-funded training. However, in Table 16 of the SFR we do show the total number of Vocational Qualifications awarded in the UK. This includes both public and privately-funded qualifications and gives some sense of scale of total vocationally-related activity in the sector.

3. Data Sources and Methodology Information

The key data used to produce the SFR are Individualised Learner Record (ILR) collections that are returned to the Skills Funding Agency by further education colleges and providers and Employer Ownership Pilot data returned by employers. A Single ILR collection (SILR) was introduced in 2011/12 to replace the multiple ILR collection types that were collected in previous years. There are no longer separate collections for different funding streams and providers return all of their learners in a single file. The following ILR collections have been used to update the release:

Year	Data Source
2015/16	SILR (R13) EOP1 (E13) EOP2 (E13)

The data sources for all full academic years are final collections and include information on provision for the full academic year.

A statement of the administrative sources used within this SFR is available here:

<https://www.gov.uk/government/publications/sfr-compliance-with-official-statistics-code-of-practice>

Ofqual Vocational Qualification data are used in Table 18 of this release.

The Labour Force Survey is the other data source used for the SFR (Tables 16 and 17). The latest LFS data used in this release relate to Quarter 4 (October – December) 2014. Data on the highest level of qualification was revised following a reweighting of the Labour Force Survey (LFS) that affects figures from 2001 onwards.

ILR Background Information

The Skills Funding Agency publish a large range of information relating to the ILR, which includes technical documents that define the ILR data that publicly funded providers must collect and return including ILR data returns calendar.

This also includes information to help further education providers collect, return and check the quality of ILR and other learner data.

All information and documents are published on GOV.UK at:

<https://www.gov.uk/government/collections/individualised-learner-record-ilr>.

This includes

- ILR specification documents

- ILR structure and data types
- Validation rules and error handling
- Quality assurance
- Summary of collection changes
- Reference data
- Data collection timetables
- Freeze schedules
- Data sharing agreements
- Information on supplementary data collection

ILR Coverage

ILR data is submitted by providers if in receipt of funding through one or more of the following funding models:

- 16-19 EFA
- Adult skills
- Apprenticeships (from 1 May 2017)
- Community Learning
- European Social Funding (ESF)
- Other SFA funding
- Other EFA funding

All providers must send records for learners financed by Advanced Learner Loans.

For the ESF 2014 to 2020 programme, providers must return all records for all learners who have received ESF funding as part of the current programme. This includes records for learners who completed their learning aims in the 2015 to 2016 teaching year.

FE colleges must also send details of all learners who are not in receipt of public funding from the SFA or the EFA (apart from learners subcontracted in from a school or Higher Education Institution).

Training organisations are asked to send details of apprenticeships that are not funded by the SFA where they are delivered within the terms of a SFA contract. In all other cases, this data can be sent on a voluntary basis.

Higher Education Institutions (HEIs) who receive funding from the SFA and/or the EFA should return data about these learners in their Higher Education Statistics Agency (HESA) student record. For higher and degree level apprenticeships, HEIs must send an ILR return for all apprenticeship standards and for 16-18 apprenticeship frameworks.

An individual learner may, during the course of one teaching year, benefit from more than one type of funding. A single learner record should be returned for this learner detailing all of the learning aims that they are undertaking.

Labour Force Survey

Labour Force Survey data are used to measure the highest qualification levels of the working age population in England, where Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or equivalent qualifications, Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications, and Level 4 and above to higher education and degree level qualifications. See <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels> for more information.

Data on the highest level of qualification was revised in late 2015 following a reweighting of the Labour Force Survey (LFS) that affects figures from 2001 onwards.

The 'Level of Highest Qualification Held by Adults' statistics are produced using data on the highest qualification held by individuals from the Labour Force Survey in each year. The LFS is conducted by the Office for National Statistics and the estimates provided are the best measure of attainment within the population at Quarter 4 (October – December) each calendar year. Further details of how this information is used to calculate the estimates can be found at: [Statistics - Statistical First Release - SFR Methodology](#).

24+ Advanced Learning Loans

The number of learners with an Advanced Learner Loan reported through the Individualised Learner Record (ILR) differ from data showing loan applications (<https://www.gov.uk/government/collections/further-education>) and loans paid (<http://www.slc.co.uk/official-statistics/financial-support-awarded/england-further-education.aspx>).

24+ Advanced Learning Loans Application Information is released monthly. This data relates to applications received for FE provision in the 2013/14, 2014/15 and 2015/16 academic years funded through 24+ Advanced Learning Loans. The data used to produce the publication are sourced from the Student Loans Company (SLC) application database. The data refer to received applications, including those not yet processed, and will therefore be different than actual number of learners participating on a course with a 24+ Advanced Learning Loan.

The SLC Advanced Learner Loans Paid in England data were released on 23rd June. These data refer to all payments made to FE providers on behalf of learners, and numbers of learners will be lower than the ILR numbers. Only payments made between August 2013 and April 2016 are captured, whilst the ILR captures learners on a course with an Advanced Learner Loan that started during this period, including some where the first scheduled payment date is beyond the end of April 2016.

Qualification Achievement Rates

Qualification Achievement Rates (QARs), previously referred to as success rates, are calculated for individual qualifications. They show how many learners that started a qualification went on to successfully complete it. Achievement rates are typically calculated at a qualification level, but can be aggregated across different types of course, or for particular colleges or providers.

Prior to 2013/14 QARs were calculated using different methodologies for each of the different strands of further education provision. Employer-based provision (apprenticeships and workplace learning (WPL)) used a primary *Overall* achievement rate measure (based on the later of the actual and planned end dates) and a secondary *Timely* measure (based on the planned end date). However, Education and Training (E & T) provision had a different measure that was based upon the learning planned end date.

In the 2013/14 academic year the methodologies were aligned to give a consistent method of calculation across all provision areas, following changes to government-funded learning provision. E & T provision has adopted the Overall and Timely measures as used in apprenticeships and WPL. The Overall measure will be the principal measure and the one reported in this SFR, and will be used to assess the quality of provision against the minimum standards that are expected for funded training. The Timely measure will also be produced as a supporting measure.

The change in E & T methodology causes a break in the time series for these statistics and means that the qualification achievement rates for 2013/14 onwards cannot be directly compared with those from the previous years. See <https://www.gov.uk/government/publications/sfa-qualification-success-rates-rationale-for-2013-to-2014> for more details of the changes. In 2014/15 the E & T and WPL achievement rates were combined into a single measure for E & T.

Employer Ownership Pilot collection

The **Employer Ownership Pilot** (EOP) 2014/15 collection was affected by the move to an improved collection system between provisional and final return dates. While this move has put future collections on a better footing, issues resulting from the transfer remain. Rather than extend the considerable work with providers to reconcile remaining differences between returns we have decided to continue to use the provisional data at this stage. The provisional data are almost complete and have passed full quality assurance.

The overall impact on the main FE tables will be negligible because EOP is very small in relation to the Individualised Learner Record collection, the main data source for this SFR. In 2014/15, just 1,500 apprenticeship starts of the 499,900 in total were EOP. The following tables include provisional 2014/15 EOP figures.

4. Key Definitions

Further Education (FE and Skills) includes: learners who are studying a course in a FE College, training provider or within their local community; and employees undertaking an Apprenticeship or other qualification in the workplace.

Apprenticeships are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications. As an employee, Apprentices earn as they learn and gain practical skills in the workplace.

Apprenticeships measures

Measures of Apprenticeships

Two measures of Apprenticeships are presented to give a clearer view of the changes and trends in Apprenticeships in England:

- Participation refers to the number of people who are undertaking an Apprenticeship in a given time period. This measure is helpful for quantifying the number of people on an Apprenticeship programme throughout the academic year. An Apprentice studying towards more than one Apprenticeship at the same level is counted once.
- Starts refer to the number of programmes that begin in a given time period. This measure is helpful in determining the take-up of programmes. An Apprentice is counted for each Apprenticeship they start.

The Apprenticeship programme has expanded since 2010/11 as a result of increased government investment in adult Apprenticeships. More recently Apprenticeship policy has focused on raising standards, improving the quality and introducing minimum durations of Apprenticeships. This means some learners find it more difficult or take longer to complete their Apprenticeship.

24+ Advanced Learning Loans were introduced in August 2013, and withdrawn for Apprenticeships in March 2014. This appears to have affected learner numbers on Level 3 and above courses and Apprenticeships for ages 24 and over in 2013/14. This should be noted when comparing the 2014/15 volumes with 2013/14.

Planned Length of Stay

Minimum durations have been in place for framework-based Apprenticeships since August 2012. For learners aged 16 to 18, Apprenticeships must last at least 12 months, but for learners aged 19 and over there is more flexibility, as some adults have prior learning / attainment and can complete more quickly (for example if the training provider can evidence prior learning the minimum duration is reduced to 6 months). For new Apprenticeship Standards the minimum duration is 12 months, with no exceptions.

The methodology to calculate planned length of stay has been slightly revised for 2015/16. We now include those learners who's start date is the same as their planned end date. In 2014/15 this would have meant 100 learners included in the total for '12 months or more' would have been included in total for 'fewer than 12 months'.

As this methodology change does not affect many learners (i.e. 100 in 2014/15), figures for previous years have not been revised.

5. Glossary of key terms

Further Education and Skills includes: learners who are studying a course in a FE College, training provider or within their local community; and employees undertaking an Apprenticeship or other qualification in the workplace. For more information, see paragraphs 3 to 5 in the SFR technical document.

Apprenticeships are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications. As an employee, Apprentices earn as they learn and gain practical skills in the workplace. An Apprenticeship framework typically contains the following separately certified elements:

A knowledge-based element (the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a Technical Certificate).

A competence-based element (the ability to discharge the functions of a certain occupation, typically certified via work-based assessed national vocational qualifications – NVQs).

Transferable skills (English and maths) – key skills / functional skills.

A module on employment rights and responsibilities.

Personal Learning and Thinking Skills (PLTS): independent enquiry, creative thinking, reflective learning, team working, self-management, effective participation.

See <https://www.gov.uk/topic/further-education-skills/apprenticeships> for further information.

The government has introduced reforms to Apprenticeships, see:

<https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>). As part of these reforms, in future all Apprenticeship standards will be designed by employers. For a full list of the standards and assessment plans designed and approved so far, see:

<https://www.gov.uk/government/collections/apprenticeship-standards>

Apprenticeship Grant for Employers (AGE 16 to 24) scheme provides Apprenticeship grants with a value of £1,500 to employers with up to 1,000 employees to encourage employers to take on new Apprentices aged 16 to 24. Eligible employers must not have taken on an Apprentice in the previous 12 months. Subject to budget availability and the employer's commitment to support the Apprentice to the end of their programme, any one employer can claim support for up to ten apprentices. AGE 16 to 24 has been extended to the 2015-16 financial year. See: <https://www.gov.uk/government/collections/apprenticeship-grant-for-employers-of-16-to-24-year-olds>

On the **Access to Apprenticeships pathway**, participants use elements of an Apprenticeship framework to brush up skills and workplace experience, with the aim of securing a paid Apprenticeship with an employer as quickly as possible, up to a maximum of six months. Participants are not categorised or counted as an 'Apprentice' until they become employed. This pathway was announced in May 2011 and closed to new starts end of December 2013.

Employer Ownership Pilot offers all employers in England direct access to up to £340 million of public investment over the period of the pilot (up to 2015/16) to design and deliver their own training solutions.

See: <https://www.gov.uk/government/publications/employer-ownership-of-skills-pilot>

Education and Training covers further education learning delivered mainly in a classroom, workshop, or through distance or e-learning. See: [Data Dictionary - Business Definitions - Learner Responsive Business Definition](#)

Workplace Learning covers a broad range of training including basic skills, Level 2, Level 3 and higher-level skills. Training is mainly delivered through the workplace (but excludes Apprenticeships). Between 2008/09 and 2010/11 this included Train to Gain programme, Employability Skills Pilot and other programmes such as Programmes for the Unemployed. From 2011/12 it includes all training mainly delivered through the workplace (excluding Apprenticeships).

English and Maths qualifications (previously Skills for Life) are designed to give people the reading, writing, maths and communication skills they need in everyday life, to operate effectively in work and to help them succeed on other training courses. See: [Skills Funding Agency - Providers - Our programmes - Basic Skills - Basic Skills](#)

Offender Learning aims to ensure offenders have the skills that will enable them to gain worthwhile, sustainable employment and in-so-doing reduce the likelihood of re-offending. The Offender Learning and Skills Service (OLASS) funds a wide range of learning aims for adults (aged 18 and over) in custody in prisons in England, including awards and units, with a focus on addressing English and maths at the start of a sentence and vocational skills in the run-up to release.

Community Learning funds a wide range of non-formal courses, ranging from personal development through to older people's learning, IT courses, employability skills, family learning and activities to promote

civic engagement and community development. Courses may be offered by local authorities, colleges, and voluntary and community groups, and include activity specifically targeted at deprived areas and disadvantaged groups. See: <http://www.gov.uk/government/collections/community-learning-government-funding>

Advanced Learner Loans – For academic years 2013/14 and 2015/16 loans were available for eligible learners, aged 24 and above studying full Level 3 and Level 4 qualifications, to help meet up-front course costs. An extension of the scope of Advanced Learner Loans from 2016/17 was announced in November 2015: any learner aged 19 or older on the first day of their course and studying at Levels 3 to 6 can apply for a loan to help fund the fees / course costs. Those aged 19-23 still retain an entitlement to full funding of their first full level 3 qualification. See: <https://www.gov.uk/government/collections/sfa-24-advanced-learning-loans>

Full Level 2 is equivalent to an NVQ at Level 2, or 5 GCSEs. The widths of all of a learner's Level 2 aims are summed to establish whether a learner is taking a full Level 2 programme. **Full Level 3** is equivalent to an NVQ at Level 3, or 2 A-Levels. The widths of all a learner's Level 3 aims are summed to establish whether a learner is taking a full Level 3 programme.

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

Academic year runs from 1st August to 31st July (except LFS figures in Tables 13 and 14 which are calendar year, and Ofqual figures in Table 15 which run from 1st October to 30th September).

BAME – Black, Asian and Minority Ethnic group

6. Issues with Using In-Year Data

It is important to provide the earliest picture of further education performance once it becomes available so that users may assess the impact of government-funded provision and hold the system to account. However, in-year data are taken from an operational information system that is designed to support the funding of providers and there are some important limitations users should take into consideration.

In-year information is subject to data lag, which is when a provider submits information after the period it related to. This information is subsequently attributed to the correct time period. Data are subject to data lag until final returns for the academic year are made by providers, after the end of the academic year. Final data for each academic year (August to July) are published in the following November. The size of revision to individual estimates that arise from data lag can vary greatly. They tend to be around 2 to 3 per cent but have been as much as 20 per cent. Revisions are typically upward though it should be noted that on occasions small downward revisions are possible.

Data lag from one year to the next is not predictable, as provider behaviour changes over time and there is no source of information that would enable a robust estimate of completeness of data that have been returned. In-year data cannot, therefore, be compared with in-year or final data from earlier academic years. We generally recommend using final data for the last complete academic year for analysis of changes over time.

We carry out a quality assessment of the volume of providers that have made their returns. If we consider estimates to be particularly weak, due to data lag or any other factor, we may defer publication of those estimates. In recent years we have encouraged more timely reporting of data ahead of the final return. This is set out in our quality statement, which can be found at:

<https://www.gov.uk/government/publications/sfr-compliance-with-official-statistics-code-of-practice>

7. Issues with Comparing Data Across Academic Years

In the 2011/12 academic year a Single Individualised Learner Record (ILR) data collection system was introduced. This replaced the multiple separate data collections used in previous years and led to small technical changes in the way learners from more than one funding stream are counted.

Overall the new collection system led to a removal of duplicate learners and a reduction in total learner participation of approximately 2 per cent. However, Apprenticeship participation figures were more significantly affected due to a change in the way learners participating on more than one Apprenticeship programme were counted. This has led to a removal of duplicate learners and a reduction in overall Apprenticeship learners of approximately 5 per cent; therefore figures for 2011/12 onwards are not comparable to earlier years.

A paper is available on our website to explain the Single ILR and the small effects it has on the SFR at: [Reduction of Duplication in FE and Skills Learner Volumes](http://www.thedataservice.org.uk/NR/rdonlyres/C05DCDD5-67EE-4AD0-88B9-BEBC8F7F3300/0/SILR_Effects_SFR_Learners_June12.pdf)
http://webarchive.nationalarchives.gov.uk/20140107201041/http://www.thedataservice.org.uk/NR/rdonlyres/C05DCDD5-67EE-4AD0-88B9-BEBC8F7F3300/0/SILR_Effects_SFR_Learners_June12.pdf.

Further information on the Single ILR is available the GOV.UK website at: <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2013-to-2014>

8. Publication Cycle Across the Year

Further information on future editions of the SFR can be found on the most recent collection website at: <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>

The table below shows the annual publication cycle and the in-year data and final data included for each release.

Release	Data Included
January 2016	- Education and Training; Apprenticeship; and Workplace Learning achievement rates for 2014/15. The January 2016 SFR 2014/15 achievement rates have been delayed. We expect to publish these following the March 2016 SFR.
	- FE and Skills data reported so far for the first quarter of 2015/16
March 2016	- FE and Skills data reported so far for the first two quarters of 2015/16
	- Final data for 2014 and provisional data for 2015 on the level of highest qualification held for adults in the population. Work on these tables has been put on hold. For more information see the main SFR commentary.
June 2016	- FE and Skills data reported so far for the first three quarters of 2015/16
October 2016	- FE and Skills data reported so far for the full 2015/16 academic year
November 2016	- Final FE and Skills data for the full 2015/16 academic year
January 2017	- Education and Training; Apprenticeship; and Workplace Learning achievement rates for 2015/16
	- FE and Skills data reported so far for the first quarter of 2015/16

The Statistical First Release is an evolving product and we welcome feedback. If you have comments or feedback on the SFR, these can be sent to: fe.statistics@bis.gsi.gov.uk.

If you have a statistical question around the content or presentation of National Statistics in the release, please contact: fe.statistics@bis.gsi.gov.uk

9. Supplementary Tables

A list of supplementary tables relating to this SFR can be found on the GOV.UK website with the most recent SFR collection at <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>. The tables are published at the [FE Data Library](#) and include breakdowns by age, gender, ethnicity, learners with learning difficulties and/or disabilities, region, local authority, parliamentary constituency, sector subject area and funding stream. For more information on exactly what data will be released, please see the supplementary tables list on the website.

Local Authority Reports are published on the GOV.UK website. Local Authority Districts are shown based on the postcodes of delivery locations and also on the home postcodes of learners. The reports cover 2010/11, 2011/12, 2012/13, 2013/14 and 2014/15: enrolments, participation and provider level. The reports can be found at: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables>

10. General Footnotes Relevant to All Tables

Volumes are rounded to the nearest 100; percentages are calculated on pre-rounded data.

‘-’ Indicates a base value of 50 or fewer; ‘*’ indicates a percentage of 0.5%.

For definitions of variables used in the Tables please see the data dictionary:

<http://webarchive.nationalarchives.gov.uk/20140107201041/http://www.thedataservice.org.uk/datadictionary/>

Except for Tables 7.1 and 7.2, age is reported as at 31 August of the academic year for all provision.

In tables reporting full-year numbers, except for tables 7, 8 & 12, full-year numbers are a count of the number of learners that participated/achieved at any point during the year. Learners undertaking/achieving more than one course will appear only once in the 'total learners' category for each data collection. All learners undertaking/achieving a full Level 2 or full Level 3 qualification will also appear in the Level 2 or Level 3 category, respectively.

The data source for all tables is the Individualised Learner Record, except where stated. Further breakdowns of the data are available at the following website:

<https://www.gov.uk/government/collections/fe-data-library>

Tables 5 and 6 – Demographics

Learners undertaking courses at more than one level will be counted once for each applicable level, but once only in the Total.

Age, gender, learners with learning difficulties and/or disabilities and ethnicity are based upon self-declaration by the learner.

Tables 2, 6 and 7 – Apprenticeships

Apprenticeship starts and achievements include all funded and unfunded learners reported on the ILR.

Apprenticeship achievement rates are based on the number of learners who meet all of the requirements of their Apprenticeship framework, divided by the number of learners who have left training or successfully completed their training in the academic year.

For Apprenticeship starts and achievements, age is calculated based on age at start of the programme rather than based on 31 August.

In Table 7.1 full-year numbers are a count of the number of starts at any point during the year. Learners starting more than one Apprenticeship will appear more than once.

In Table 7.2 full-year numbers are a count of the number of framework achievements at any point during the year. Learners achieving more than one framework will appear more than once.

Programme-Led Apprenticeships recorded in ILR returns are included in the above figures.

In order to be counted as a successful achievement, all elements of the framework must have been achieved.

Quarter 1 is 1 August to 31 October; Quarter 2 is 1 November to 31 January; Quarter 3 is 1 February to 30 April; Quarter 4 is 1 May to 31 July.

Table 8 – Workplace Learning

In Table 8.1 full-year numbers are a count of the number of starts at any point during the year. Learners starting more than one course will appear more than once.

In Table 8.2 full-year numbers are a count of the number of achievements at any point during the year. Learners achieving more than one course will appear more than once.

Quarter 1 is 1 August to 31 October; Quarter 2 is 1 November to 31 January; Quarter 3 is 1 February to 30 April; Quarter 4 is 1 May to 31 July.

Table 9 – Community Learning

For 2008/09 to 2010/11, only Community Learning provision recorded in the Community Learning collection is included in totals except for 2009/10 where Community Learning provision recorded in the Education and Training collection for five Specially Designated Colleges is also included.

There are a number of learners with Community Learning aims that are recorded in the Education and Training funding stream and are not included in the figures in Table 9. In 2009/10 there were 7,700 participating and 6,300 achieving learners and in 2010/11 there were 8,300 participating and 6,900 achieving learners. The only Community Learning provision included for Table 9 for 2010/11 is recorded in the Community Learning funding stream. Community Learning in 2011/12 onwards is recorded in the Single ILR collection only.

Table 11 – Advanced Learner Loans (Level 3+)

Learners have been eligible to apply for an Advanced Learner Loan since the start of the 2013/14 academic year (August 2013).

A small number of learners aged 23 at the start of the academic year but aged 24 at the start of the aim are included in the figures. This table includes 'Education and Training' learners only. Apprenticeships were removed from the scope of the loans programme in March 2014, Apprentices who already received a loan no longer need to repay it.

Table 1.2 reports on the actual number of achievements within the academic year without reference to those that were expected to complete. Table 13.1 reports on achievement rates which are based on the reported achievement of individual aims that were expected to complete in the academic year.

Table 17 – Vocational Qualifications

This table covers all levels of vocational qualifications reported through Ofqual. Data are supplied by awarding organisations.

Academic year is October to September. For example, the 2006/07 academic year is 1 October 2006 to 30 September 2007. Key Skills data was not collected prior to October 2009.

'Other Vocational Qualifications' include Basic Skills, Entry Level, English for Speakers Other Languages, Functional Skills, Free-Standing Mathematics Qualification, Key Skills, National Qualifications Framework and Other General types.

Table 14 – Employer Ownership Pilot

This table covers all Employer Ownership Pilot starts.

Age is calculated based on age at start of the programme rather than based on 31 August.

11. Users of these statistics

This publication attracts a wide variety of users who use the statistics in various ways including:

- Department for Education (DfE) who use the statistics to report on ambitions; develop and monitor policies; and answer parliamentary questions
- Education Funding Agency (EFA) who use the SFR to respond to requests for participation, achievement and success rates information from external partners and organisations
- Skills Funding Agency who use the SFR for all statistics shared externally including press releases and for responding to requests from educational bodies
- Providers and LEPs
- Ofsted (for success rates information) and Ofqual
- Researchers
- Academics
- Media
- General public

The statistical policy statement on how we meet user needs through engagement for this SFR is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348186/User_Engagement_July2014.pdf

12. Related Statistical Publications

- There are a number of other statistical publications available that can be used to provide contextual information to this SFR. Some of those most relevant to this release are discussed below:
- [*Participation in Education, Training and Employment by 16-18 Year Olds in England*](#) published on 30th June 2016 by the Department for Education. This shows that the provisional proportion of 16–18 year olds in education and training was 86.6 per cent at end 2015 – the highest rate ever recorded and an increase of 0.7 percentage points from end 2014.
- [*Level 2 and 3 attainment in England: Attainment by age 19 in 2015*](#) published on 7th April 2016 by the Department for Education. This shows that in 2015, 87.4 per cent of 19 year olds were qualified to Level 2 or higher (up 0.4 percentage points compared to 2014), and 60.3 per cent were qualified to Level 3 (also up 0.4 ppts compared to 2014).
- [*Higher Education Student Enrolments and Qualifications Obtained at Higher Education Providers in the United Kingdom for the Academic Year*](#) published on 14th January 2016 by the Higher Education Statistics Agency (HESA). This shows the total number of HE enrolments at UK Higher Education

Institutions stood at 2,266,075 in 2014/15, a decrease of 1 per cent from 2013/14. In 2014/15, there were 745,005 HE qualifications obtained in the UK. Of these, 395,580 were at first degree level.

- [Education and Training Statistics for the United Kingdom](#) published on 5th November 2015 by the Department for Education. This release provides statistics relating to education and training in the UK and includes chapters relating to post-compulsory education and training and qualifications. Information includes participation of learners in further education by country of study, participation in job-related training and the highest level of qualification held by adults in the population (UK).
- *FE Choices* data provides four performance indicators: Success Rates; Learner Destinations (including Employment Rate and Learning Rate); Learner Satisfaction; and Employer Satisfaction. Results at National level by type of provider and by individual provider for each performance indicator can be found at: <https://www.gov.uk/government/statistical-data-sets/fe-choices-performance-indicators>
- [Adult further education: outcome based success measures](#) presents experimental outcome based measures covering the destinations (into employment and learning) of post-19 learners completing funded further education training from 2010/11 to 2012/13. The measures make use of administrative datasets already held by government to observe learning and employment activity in the year following completion of funded FE learning.
- [Further education for benefit claimants: 2014/15](#) provides information on Further Education activity funded by the Skills Funding Agency for adult benefit claimants in England. The statistics are produced using a matched dataset of the Individualised Learner Record (ILR) from the (former) Department for Business, Innovation and Skills (BIS) and the Work and Pensions Longitudinal Study (WPLS) from the Department for Work and Pensions (DWP). The publication provides statistics on benefit spells with training, learners who were on benefits at the start of training, level of qualification studied (all and highest) and type of learning provision.

Further Education Statistics for Other Countries in the UK

- The focus of this SFR is on government-funded further education provision in England. Similar information is available for other countries in the UK, and provides useful contextual background to these statistics.
- Statistics on Further Education and Work-based learning in **Wales** can be found at: <http://gov.wales/statistics-and-research/further-education-work-based-learning-community-learning-statistics/?lang=en>
- Statistics on Accredited Enrolments in the **Northern Ireland** Further Education Sector for 2014/15 can be found at: <https://www.delni.gov.uk/topics/del-statistics-and-research-further-education/further-education-statistics>
- Statistics on learners in further education in **Scotland** can be found through user-defined tables on further education learners and courses: <https://stats.sfc.ac.uk/infact/>

13. Get in touch

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