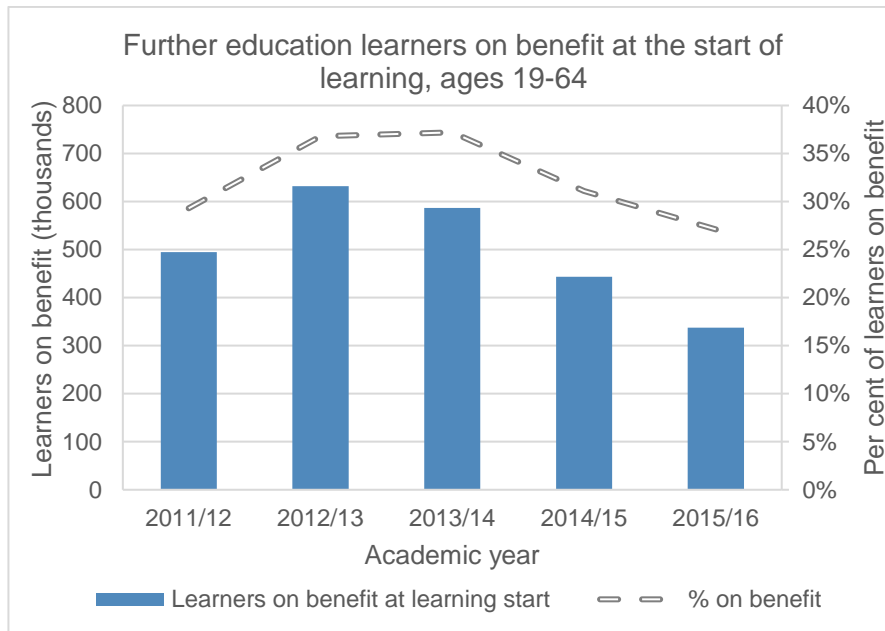




30 August 2017

Experimental Statistics

There has been a decrease in the number of adult further education learners on benefit at the start of learning.



In 2015/16, 27.1 per cent of adult (19-64) learners were on benefit at the start of learning. This is a decrease of:

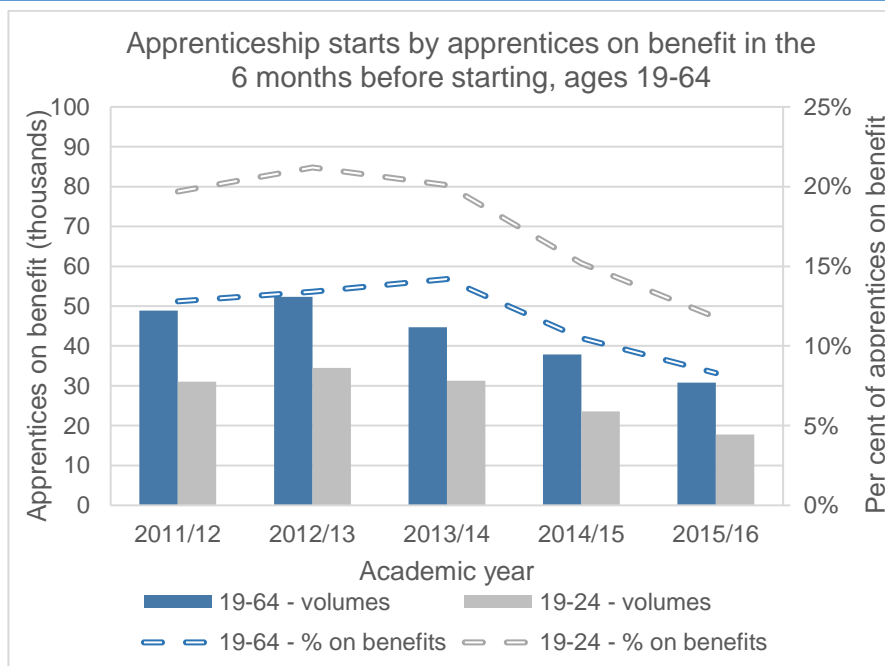
- 4.0 percentage points (ppts) from 2014/15 (31.1 per cent).
- 10.1 ppts from the peak in 2013/14 (37.2 per cent).

The volume of learners on benefit at the start of learning fell to 337,700 in 2015/16. A decrease of:

- 23.8 per cent from 2014/15 (443,100).
- 46.6 per cent from the peak in 2012/13 (632,300).

Source: Longitudinal Education Outcomes (LEO) Study

There has been a decrease in apprenticeship starts by adults claiming benefit in the 6 months before starting their apprenticeship.



In 2015/16, 8.3 per cent of adult apprenticeship starts were by apprentices on benefit in the 6 months before starting. This is a decrease of:

- 2.2 ppts from 2014/15 (10.5 per cent).
- 6.0 ppts from the peak in 2013/14 (14.2 per cent).

The volume of apprenticeship starts by adults on benefit in the 6 months before starting fell to 30,800 in 2015/16. A decrease of:

- 18.7 per cent on 2014/15 (37,900).
- 41.1 per cent from the peak in 2012/13 (52,300).

Source: Longitudinal Education Outcomes (LEO) Study

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About this release

This statistical first release provides information on further education activity funded by the Education and Skills Funding Agency for adult (aged 19-64) benefit claimants in England. The experimental statistics are produced using the Longitudinal Education Outcomes (LEO) study. The publication includes figures from the 2011/12 academic year to the 2015/16 academic year.

This statistical first release presents information on:

- Learners on benefit at the start of their learning by:
 - benefit type
 - highest level of training
 - age, sex, learners with learning difficulties and/or disabilities, ethnicity
- Learning aims by:
 - highest level of learning
 - monthly starts
- Apprenticeship starts where the learner claimed benefit 6 months prior to starting (16-64) by:
 - age
 - level of study
 - sector subject area
- Traineeship starts (aged 16-24) by benefit type.

This statistical release excludes: community learning, non-apprenticeship learning for those aged under 16, and further education training not funded by the Education and Skills Funding Agency.

Changes included in this publication

This publication includes new data on further education for benefit claimants in the 2015/16 academic year.

The publication is now based on the data matched as part of the Longitudinal Education Outcomes (LEO) study (see the technical document for more information about LEO). The underlying further education and benefits datasets are the same, but the methodology used to match them together has changed compared to previous years. In addition, the methodology used to produce the estimates is different compared to previous academic years, and we have:

- Revised the back-series for years 2011/12 and 2014/15 to use data produced by the new matching methodology.
- Improved the measure for learners on benefit at the start of learning, which is based on a new unique person identifier created in the LEO matching process and replaces the two measures for learners and claimants included in previous publications.
- Improved the methodology to fully remove all unfunded further education learning aims. This has reduced the number of learning aims in 2013/14 and 2014/15 compared to previous versions of these statistics.

More information about the source data and matching process can be found in the technical note accompanying this release.

Universal Credit benefit claimants are included for the first time and Supplementary Table 13 shows learners on Universal Credit by conditionality regime. A sector subject area breakdown for apprenticeships has also been introduced (Supplementary Table 12).

Tables based on the benefit spells with training measure are not yet included in this publication. See the section below on “publication of the benefit spells measure.”

In this publication

The following tables are included in this statistical publication:

- Further education for benefit claimants tables: 2015 to 2016 (Excel .xls)

<https://www.gov.uk/government/statistics/further-education-for-benefit-claimants-2015-to-2016>

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

Publication of the benefit spells with training measure

There are three measures included in previous versions of this publication: further education learners claiming benefits at the start of learning; further education learning aims started by learners on benefits; and benefit spells that include a further education learning start. The statistics showing benefit spells with training are not included in this publication as more time is needed to validate the underlying data.

Data showing benefit spells with training are used in only 2 of the 15 tables planned for release, these are:

- Benefit Spells by Benefit Type, Training Status, Age and Academic Year.
- Benefit Spells with Training by Point During Benefit Claim when Training Started.

In addition, historically the benefit spells with training measure has followed the same trend as the learner and learning aims measure, meaning that inclusion of the measure would not alter the key messages of the publication.

Based on these points, we made the decision that a timely and transparent release of the available data was preferable to delaying the publication to allow for inclusion of statistics showing benefit spells. The benefit spells with training measure will be published in a supplementary release by the end of 2017.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Karen.Woolgar@education.gov.uk (Department for Education) and Maria.Thorpe@dwp.gsi.gov.uk (Department for Work and Pensions).

1. Introduction

Background and context

The Small Business, Employment and Enterprise Act 2015 allows the sharing of data between the Department for Education (DfE) and the Department for Work and Pensions (DWP) and Her Majesty's Revenue and Customs (HMRC). The resulting matched dataset is called the Longitudinal Education Outcomes (LEO) study. The privacy statement explaining how personal data in this project is shared and used is published at: <https://www.gov.uk/government/publications/longitudinal-education-outcomes-study-how-we-use-and-share-data>

The LEO study links information about individuals, including:

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

This publication uses the link between education and benefits data to produce estimates for volumes of government funded further education where individuals were claiming out-of-work benefits at the start of their learning. Work will continue to improve the statistics as knowledge of the underlying data source develops. Further information on the datasets, matching process, quality assurance and match rates are included in technical note accompanying this release.

These statistics reflect the policy and economic context during this period. The volume of benefit claimants was at a peak in 2011/12, and in recent years, BIS (and latterly DfE) and DWP have worked together closely to refine and target the type of training support provided to benefit claimants. The volume of training starts provides a good indication of the demand for training (i.e. the number of benefit claimants either self-referring or referred to training by Jobcentre Plus), and particularly training provided through the skills funding entitlement for unemployed adults¹. In addition, recent research² has reinforced the importance of further education as an effective intervention to help unemployed adults into the labour market.

Timeline – important policy changes

2011

August 2011 – Skills Conditionality launched in England for those claiming JSA and ESA (WRAG).

2013

January 2013 – Skills Funding Agency started to fund qualifications in food hygiene, health and safety at work, fork-lift truck and first aid at work for individuals in receipt of JSA and ESA (WRAG).

April 2013 – Universal Credit live service began roll out in pilot areas available only to single people or couples without children with national rollout starting in October 2013.

August 2013 – 24+ Advanced Learning Loans are introduced for learning at level 3 and higher.

October 2013 – A new Claimant Commitment for JSA claimants is introduced.

2014

March 2014 – 24+ Advanced Learner Loans are withdrawn for apprenticeships.

April 2014 – Claimants are referred to mandatory training if their level of spoken English is a barrier to work.

August 2014 – traineeships were opened up to those aged 24.

November 2014 – A limited test of the full service for Universal Credit was launched on 26 November.

¹ More information about funding for adult education can be found at <https://www.gov.uk/guidance/sfa-funding-rules>.

² Source: <https://www.gov.uk/government/publications/further-education-impact-of-skills-and-training-on-the-unemployed>

2015

March 2015 – DWP introduced regulations to allow all young people, including those described as Qualifying Young People (predominantly 16 to 18 year olds), to benefit from full-time participation in a traineeship whilst maintaining entitlement to their DWP benefit.

2016

May 2016 – Universal Credit full service began its roll out to all other Jobcentre Plus areas and expanded across the country to include all claimant types and rollout will be completed in 2018.

Measures and coverage

Learners	When an individual starts a programme of learning with a further education provider, they are allocated a learner record. A learner is counted as being 'on benefit at the start of learning' where they have a benefit claim which overlaps the learning start date. A learner will be counted in each year they started a learning aim.
Learning aims	An aim is the term used for a course a learner is studying and is counted in the year the learning started. Examples of aims include BTECs, NVQs and individual GCSEs and A levels. Many learners will be studying for several aims at once or in sequence, as part of a programme of study.
Benefit spell	A benefit spell is defined as a continuous period of time receiving the same benefit type. There can be multiple benefit spells per claimant, either of the same benefit type or different ones.
Academic year	Runs from 1 st August to 31 st July. The learning period covered in the publication runs from 1 st August 2011 to 31 st July 2016.
Apprenticeships	Apprenticeships are paid jobs, lasting at least 12 months, that include an off-the-job programme of learning (minimum 20%) and lead to the apprentice becoming fully competent in their chosen occupation. As an employee, apprentices earn as they learn and gain practical skills in the workplace. For further information, please see: http://www.apprenticeships.org.uk/ .
Full level 2	Equivalent to a 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	Equivalent to a NVQ at level 3 or 2 A-levels. The widths of all of a learner's level 3 aims are summed to establish whether a learner is taking a full level 3 programme.
English and maths	Qualifications 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.
Traineeship	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. For further information, please see: https://www.gov.uk/government/collections/traineeships-programme .

The benefits included in this publication are:

- Jobseeker's Allowance including Training Allowance.
- Incapacity Benefit.
- Universal Credit live service (from 2015/16).
- Passported Incapacity Benefit.

- Employment and Support Allowance.
- Income Support.
- Severe Disablement Allowance.
- Pension Credit.

In this publication, we only include Universal Credit live service claimants who are classed as out-of-work. Claimants on Universal Credit full service are not captured in the data presented here due to Universal Credit full service being in the early stages of national rollout. Those in the following Universal Credit conditionality groups; “Searching for work”, “Working with requirements”, “Planning for work” and “Preparing for work” are classed as out-of-work. Further information on benefit types can be found at www.gov.uk/dwp.

Conditionality regime for Universal Credit claimants can take the following values

Searching for work	Not working, or working with very low earning. Claimant is required to take action to secure work – or more/better paid work. The work coach supports them to plan their work search and preparation activity.
Working with requirements	In work but could earn more, or not working but has a partner with low earnings.
Planning for work	Expected to work in the future. Lone parent/lead carer of a child aged 1 (aged 1-2 prior to April 2017). Claimant is required to attend periodic interviews to plan their return to work.
Preparing for work	Expected to start preparing for the future even with limited capability for work at the present time or a child aged 2 (aged 3-4 prior to April 2017). The claimant is expected to take reasonable steps to prepare for working including Work Focussed Interview.
No work requirements	Not expected to work at present. Health or caring responsibility prevents claimant from working or preparing for work.
Working – no requirements	Individual or household earnings over the level at which conditionality applies. Required to inform DWP of changes to circumstances, particularly if at risk of decreasing earnings or losing job.

The types of further education learning funded by the Education and Skills Funding Agency included in this publication are:

- Adult (19-64) classroom based education and training.
- Adult (19-64) workplace learning (excluding the employer ownership pilot).
- All age (16-64) apprenticeship programmes.
- All age (16-24) traineeships.

Community learning and all unfunded training are not included in this report. Note that only matched data is included in this publication, i.e. where a match has been found between the ILR and DWP/HMRC administrative data. Figures will differ from the DfE Further Education and Skills Statistical First Release as not all learners therein will have been matched to a benefit and/or employment record and this release excludes training under 'community learning' and the Employer Ownership Pilot, which is included in the First Release. See the technical document that is published alongside this release for more information about the match rate.

Abbreviations

BIS	Department for Business, Innovation and Skills
DWP	Department for Work and Pensions
DfE	Department for Education
ESA	Employment and Support Allowance
ESA (WRAG)	Employment and Support Allowance (Work-Related Activity Group)
ESOL	English for Speakers of Other Languages
FE	Further Education
HMRC	Her Majesty's Revenue and Customs
IB	Incapacity Benefit
ILR	Individualised Learner Record
IS	Income Support
JCP	Jobcentre Plus
JSA	Jobseeker's Allowance
LEO	Longitudinal Education Outcomes dataset
PC	Pension Credit
PIB	Passported Incapacity Benefit
PIP	Personal Independence Payment
SDA	Severe Disablement Allowance
TA	Training Allowance
UC	Universal Credit

2. Summary and Headline Results

	337,700 government funded further education learners aged 19-64 were on benefit at the start of their learning in 2015/16, a decrease of 23.8 per cent from 443,100 in 2014/15.
	80,900 government funded further education learners aged 19-24 were on benefit at the start of their learning in 2015/16, a decrease of 23.3 per cent from 105,500 in 2014/15.
Further education learners on benefits at the start of learning	27.1 per cent of matched learners who started in 2015/16 were on benefits at the start of learning, a decrease of 10.1 percentage points since the peak of 37.2 per cent in 2013/14.
	In 2015/16, 190,600 learners aged 19-64 were on JSA/ESA (WRAG) at the start of their learning, 32,800 were on UC and 114,200 were on other benefits.
	In 2015/16, 189,300 (56.1 per cent) learners on benefits at the start of learning had a highest level of learning at below level 2, 106,000 (31.4 per cent) were at level 2, and 22,900 (6.8 per cent) were at level 3.
Further education learning aims started by benefit claimants	733,200 learning aims were started by benefit claimants aged 19-64 in 2015/16, which is a decrease of 26.4 per cent from 996,200 in 2014/15.
	In 2015/16, 69.1 per cent of Learning aims started were at below level 2, and 24.8 per cent were English and maths.
Apprenticeships starts	In 2015/16, 30,800 apprenticeship starts were made by learners aged 19-64 claiming benefits in the 6 months before starting, a decrease of 18.7 per cent on 37,900 apprenticeships in 2014/15.
	8.3 per cent of apprenticeship starts in 2015/16 were made by learners claiming benefits in the 6 months before starting, a decrease of 2.2 percentage points from 10.5 per cent in 2014/15.
Traineeship starts	In 2015/16, 9,000 traineeships were started by learners claiming benefits, an increase of 25.5 per cent on 7,200 traineeships in 2014/15.

3. Further Education for Benefit Claimants – Detailed Results

Further education learners claiming benefits

In 2015/16, 27.1 per cent of the 1,246,800 matched learners aged 19-64 were on benefit at the start of further education training (Table 1). This is a decrease of 4.0 percentage points from 2014/15 (31.1 per cent).

Table 1: Learner starts for adults aged 19-64 by benefit status 2011/12 to 2015/16

	2011/12	2012/13	2013/14	2014/15	2015/16
All learners	1,685,600	1,720,200	1,578,900	1,425,600	1,246,800
Of which on benefit at training start	494,600	632,300	586,900	443,100	337,700
% on benefit	29.3%	36.8%	37.2%	31.1%	27.1%

Source: Longitudinal Education Outcomes (LEO) Study

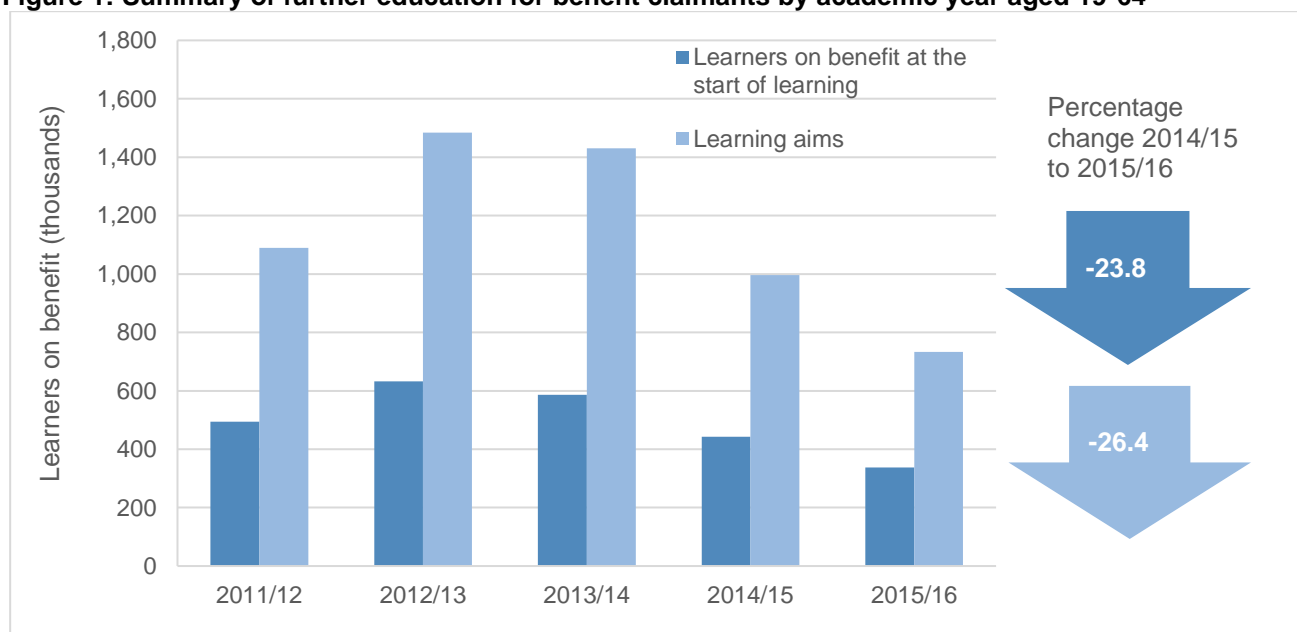
1) See section 4, General Footnotes, for more information about the figures presented here.

2) Note that only matched data is included in this publication. Figures for "all learners" will not match those in the Statistical First Release for FE and Skills. See section 4 for more information.

The number of learners aged 19-64 who were on benefit at the start of training has decreased by 23.8 per cent to 337,700 from 443,100 in 2014/15 (Figure 1).

The decrease reflects both a fall in the overall number of learners starting further education training, and a decrease in out-of-work benefit claimants over the period. The overall number of learners starting further education training decreased by 12.5 per cent between 2014/15 and 2015/16 (Table 1), and the number of out-of-work benefit claimants fell by 5.7 per cent between August 2014 and August 2015³.

Figure 1: Summary of further education for benefit claimants by academic year aged 19-64



Source: Longitudinal Education Outcomes (LEO) Study

Of all the learners on benefit at the start of learning in 2015/16, 24.0 per cent were aged 19-24. The number of learners aged 19-24 fell by 23.3 per cent to 80,900 compared with 2014/15 (Supplementary Table 1).

There has been a decrease in the other measures of further education training for benefit claimants between the 2014/15 and 2015/16 academic years (Table 2).

For ages 19-64 (Table 2):

³ Further information on the total number of claimants over time can be found in the DWP Quarterly Statistical Summaries: <https://www.gov.uk/government/statistics/dwp-statistical-summaries-2017>

- The number of learning aims started by learners on benefits decreased by 26.4 per cent from 996,200 in 2014/15 to 733,200 in 2015/16.
- In 2015/16, the average number of learning aims studied per claimant remained the same as the previous academic year at 2.2 learning aims.

For ages 19-24 (Supplementary Table 1):

- The number of learning aims started by learners on benefits decreased by 27.1 per cent from 237,000 in 2014/15 to 172,700 in 2015/16.

Table 2: Summary of further education training for benefit claimants aged 19-64 by benefit status 2011/12 to 2015/16

	2011/12	2012/13	2013/14	2014/15	2015/16
Learners on benefit at the start of learning	494,600	632,300	586,900	443,100	337,700
Learning aims started by learners on benefit at start of learning	1,089,000	1,484,400	1,430,200	996,200	733,200

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

Learners by benefit type

In 2015/16, 56.5 per cent of learners on benefits aged 19-64 claimed JSA or ESA (WRAG), 9.7 per cent claimed Universal Credit and 33.8 per cent claimed other benefits (Table 3). In 2014/15, 68.3 per cent of learners on benefits claimed JSA/ESA (WRAG), 11.8 percentage points higher than in 2015/16. The lower proportion claiming JSA/ESA (WRAG) in 2015/16 is partly due to the introduction of Universal Credit.

Table 3: Learners aged 19-64 on benefit at the start of learning by benefit type, 2014/15 - 2015/16

	2014/15		2015/16	
Jobseeker's Allowance and Employment and Support Allowance (WRAG)	302,600	68.3%	190,600	56.5%
Universal Credit	-	-	32,800	9.7%
Other benefits	140,500	31.7%	114,200	33.8%
Total	443,100	100.0%	337,700	100.0%

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

Of the 32,800 learners claiming Universal Credit at the start of learning, 31,000 were in the searching for work conditionality group (Table 4). 44.6 per cent of learners claiming universal credit are in the 19-24 age group, this is higher than the 24.0 percent of learners claiming all benefit types who are aged 19-24 (Supplementary Table 5).

Table 4: Learners on Universal Credit at the start of learning by conditionality group and age, 2015/16

Age	Searching for work	Working – with requirements	Planning for work	Preparing for work	Total
19-21	8,800	400	-	-	9,200
22-24	5,100	300	100	-	5,400
25-49	13,300	600	100	200	14,100
50-64	3,900	100	-	-	4,000
Total	31,000	1,300	200	200	32,800

Source: Longitudinal Education Outcomes (LEO) Study

Highest level of learning

Data for 2015/16 indicates that the most common highest level of study for learners on benefit aged 19-64 was below level 2 at 56.1 per cent (Figure 2). The proportion is slightly higher for learners claiming JSA or ESA (WRAG), at 60.7 per cent.

A higher proportion of learners on benefits aged 19-24 undertake level 3 as their highest level of study (9.8 per cent) compared with older learners on benefit aged 25-49 (7.2 per cent) and aged 50-64 (2.0 per cent) (Supplementary Table 4).

An assessment of the highest qualification level studied for by JSA and ESA (WRAG) claimants for 2015/16 (Table 5) showed that:

- 60.7 per cent studied at level 1 and entry level.
- 32.0 per cent studied at level 2.
- 3.7 per cent studied at level 3.

Of those on Universal Credit:

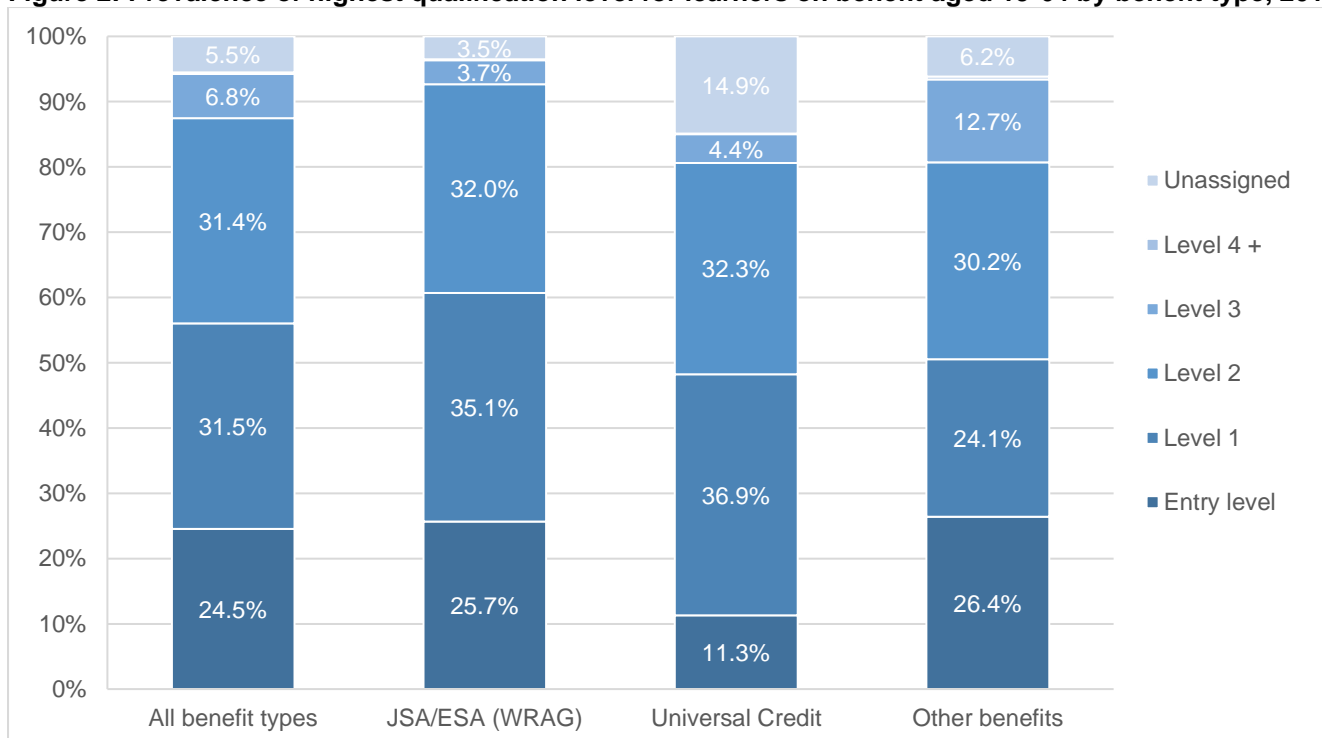
- 48.3 percent studied at level 1 and entry level.
- 32.3 per cent studied at level 2.
- 4.4 per cent studied at level 3.

Of those on other benefit types:

- 50.5 percent studied at level 1 and entry level.
- 30.2 per cent studied at level 2.
- 12.7 per cent studied at level 3.

14.9 per cent of learners claiming Universal Credit had a highest qualification level as unassigned, which is higher than for JSA/ESA (WRAG) and other benefit types (see section 4, General Footnotes).

Figure 2: Prevalence of highest qualification level for learners on benefit aged 19-64 by benefit type, 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

Table 5: Highest level of learning by adults aged 19-64 years by benefit type, 2015/16

Level	All benefit types	Of which		
		JSA and ESA (WRAG)	Universal Credit	Other benefits
Entry level	82,800	48,900	3,700	30,200
Level 1	106,500	66,800	12,100	27,500
Level 2	106,000	60,900	10,600	34,500
Level 3	22,900	7,000	1,400	14,500
Level 4+	800	300	-	500
Unassigned	18,600	6,700	4,900	7,000
All Levels	337,700	190,600	32,800	114,200

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

Apprenticeships

Apprenticeships are paid jobs that include an off-the-job programme of learning. Many apprentices who were on out-of-work benefits before starting will enter employment and cease claiming benefit before enrolling with a further education provider. For this reason the statistics presented here measure the volume of starts made by apprentices who claimed benefit in the 6 months before starting.

In 2015/16, there were 30,800 apprenticeship starts by adult (19-64) apprentices claiming benefits in the six months before starting their apprenticeship. This is an 18.7 per cent decrease from the number in 2014/15, from 37,900 (Table 7). 8.3 per cent of the 373,000 matched adult apprenticeship starts in 2015/16 were made by learners on benefits in the 6 months before training, a decrease of 2.2 percentage points on 2014/15 (Figure 4). This decrease is smaller than the 4.0 percentage point fall for the proportion of all learners on benefits at the start of learning.

There were 17,800 apprenticeship starts made by learners aged 19-24 and claiming benefits in the 6 months before starting training in 2015/16, a decrease of 24.6 per cent on 23,600 starts in 2014/15.

The fall reflects the overall decrease in out-of-work benefit claimants over the period and an increase in apprenticeship starts at higher levels and amongst older age groups which are less likely to involve learners who claimed benefits.

11.5 per cent of apprenticeships starts at level 2 are made by learners on benefits, compared with 4.6 per cent for level 3 or higher apprenticeships. Level 2 apprenticeships make up 74.4 per cent of all apprenticeship starts made by learners on benefit. Overall, matched Level 2 apprenticeship starts have fallen from 205,300 to 200,000 between 2014/15 and 2015/16, while matched level 3 and higher apprenticeships have increased from 156,400 to 172,900 (Supplementary Tables 6 and 7).

The age group 19-24 has the highest proportion of apprenticeship starts made by learners on benefits, at 11.8 per cent. The proportions of apprenticeship starts made by learners on benefits 6 months before starting in the other age groups are as follows (Figure 3 and Supplementary Tables 6 and 7):

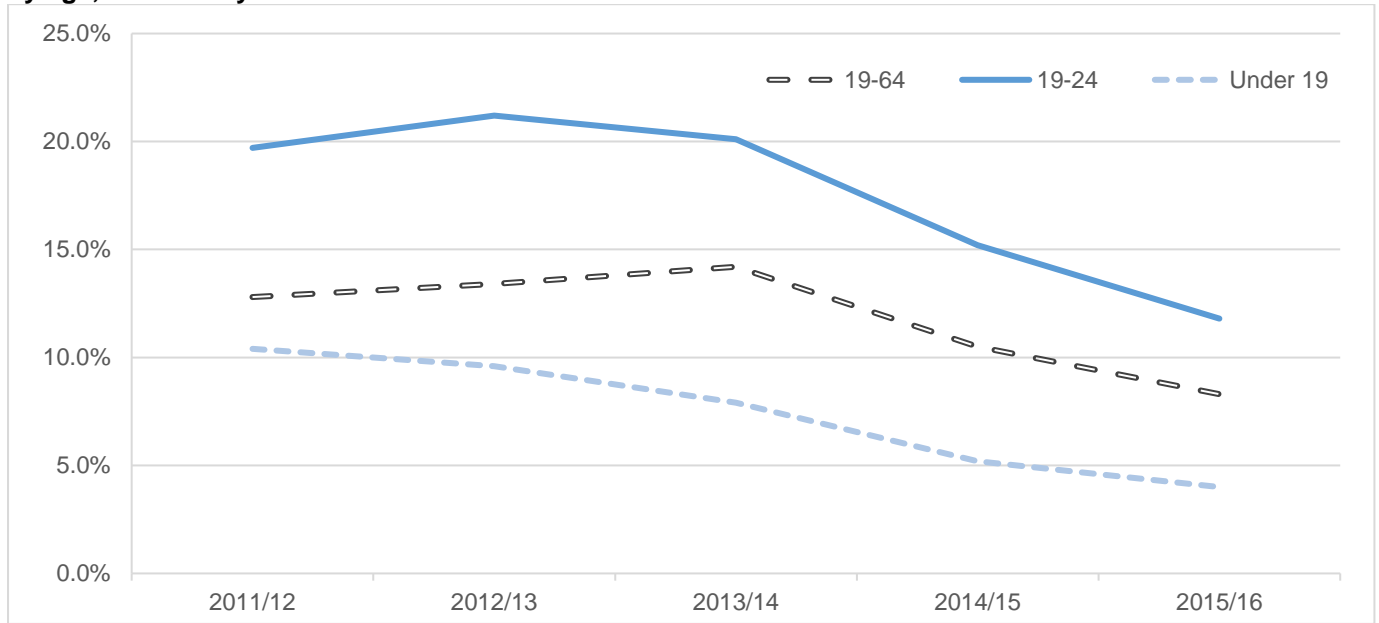
- 4.0 per cent for the under 19 age group.
- 6.1 per cent for the 25-49 age group.
- 4.8 per cent for the 50-64 age group.

19-24 is the only age group for which matched apprenticeship starts have declined overall; by 4,000 between 2014/15 and 2015/16 to 151,100. In 2015/16, apprenticeship starts in other age groups increased by (Supplementary Tables 6 and 7):

- 7,100 to 133,400 in the under 19 age group.

- 12,700 to 188,800 in the 25-49 age group.
- 2,600 to 33,100 in the 50-64 age group.

Figure 3: Proportion of all apprentices who claimed benefits up to 6 months before their apprenticeship start by age, academic years 2011/12 to 2015/16



Source: Longitudinal Education Outcomes (LEO) Study

Table 7: Apprenticeship starts by learners aged 19-64 who claimed benefit before training by benefit type, level of learning, 2011/12 to 2015/16

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels
All apprenticeships started	228,500	154,100	382,500	207,700	181,200	388,900	199,000	114,700	313,700	205,300	156,400	361,800	200,000	172,900	373,000
Apprenticeships started by learners claiming benefits	38,600	10,300	48,900	39,400	12,900	52,300	35,500	9,100	44,700	29,100	8,800	37,900	22,900	7,900	30,800
JSA/ ESA (WRAG)	32,900	8,100	40,900	34,300	10,200	44,600	29,900	7,200	37,200	22,600	6,200	28,800	13,400	4,100	17,500
of which Universal Credit ^{2 3}													3,500	1,100	4,600
Other benefits	5,700	2,300	8,000	5,100	2,600	7,700	5,600	1,900	7,500	6,500	2,600	9,100	6,100	2,600	8,700

Table 8: Proportion of apprenticeship starts by learners aged 19-64 who claimed benefits before training by benefit type, level of learning, 2011/12 to 2015/16

	2011/12			2012/13			2013/14			2014/15			2015/16		
	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels	Level 2	Level 3+	All levels
All apprenticeships started	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Apprenticeships started by learners claiming benefits	16.9%	6.7%	12.8%	19.0%	7.1%	13.4%	17.9%	8.0%	14.2%	14.2%	5.6%	10.5%	11.5%	4.6%	8.3%
JSA/ ESA (WRAG)	14.4%	5.2%	10.7%	16.5%	5.7%	11.5%	15.0%	6.3%	11.8%	11.0%	4.0%	8.0%	6.7%	2.4%	4.7%
of which Universal Credit ^{2 3}													1.7%	0.6%	1.2%
Other benefits	2.5%	1.5%	2.1%	2.4%	1.5%	2.0%	2.8%	1.6%	2.4%	3.2%	1.7%	2.5%	3.0%	1.5%	2.3%

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

2) Note that only matched data is included in this publication. Figures for "all apprenticeships started" will not match those in the Statistical First Release for FE and Skills. See section 4 for more information.

Traineeships

The total number of traineeships started by benefit claimants increased from 7,200 in 2014/15 to 9,000 in 2015/16 (Table 9).

Overall, there were 9,300 matched traineeship starts aged 19-24 in 2015/16, 72.1 per cent of these were by learners on benefit at the start of learning. Of the 6,700 traineeship starts made by learners aged 19-24 claiming benefits at the start of learning in 2015/16:

- 63.7 per cent (4,300) were claiming JSA or ESA (WRAG).
- 24.8 per cent (1,700) were claiming UC.
- 11.4 per cent (800) were claiming other benefits.

Table 9: Traineeships started by learners on benefits at the start of learning by benefit type 2014/15 to 2015/16

		2014/15					2015/16				
		All traineeship starts	Starts on benefit	of which			All traineeship starts	Starts on benefit	of which		
				JSA and ESA (WRAG)	UC	Other benefits			JSA and ESA (WRAG)	UC	Other benefits
Traineeship starts by age	Under 19	10,900	1,800	1,300		500	14,400	2,300	1,000	800	600
	19-24	7,200	5,400	4,800		600	9,300	6,700	4,300	1,700	800
Total		18,100	7,200	6,100		1,100	23,700	9,000	5,200	2,400	1,300

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

2) Note that only matched data is included in this publication. Figures for "all traineeship starts" will not match those in the Statistical First Release for FE and Skills. See section 4 for more information.

Learning aims by benefit type

The number of learning aims started by benefit claimants aged 19-64 decreased by 26.4 per cent from 996,200 in 2014/15 to 733,200 in 2015/16, of which (Figure 4 and Table 10):

- 9.1 per cent was for English at or below level 2.
- 8.7 per cent was for maths at or below level 2.
- 6.9 per cent was for English for Speakers of Other Languages (ESOL) at or below level 2.

When looking at the 421,900 learning aims studied by learners claiming JSA or ESA (WRAG) in 2015/16s:

- 7.1 per cent was for English at or below level 2.
- 6.7 per cent was for maths at or below level 2.
- 8.4 per cent was for ESOL at or below level 2.

When looking at the 69,700 learning aims studied by learners claiming Universal Credit in 2015/16:

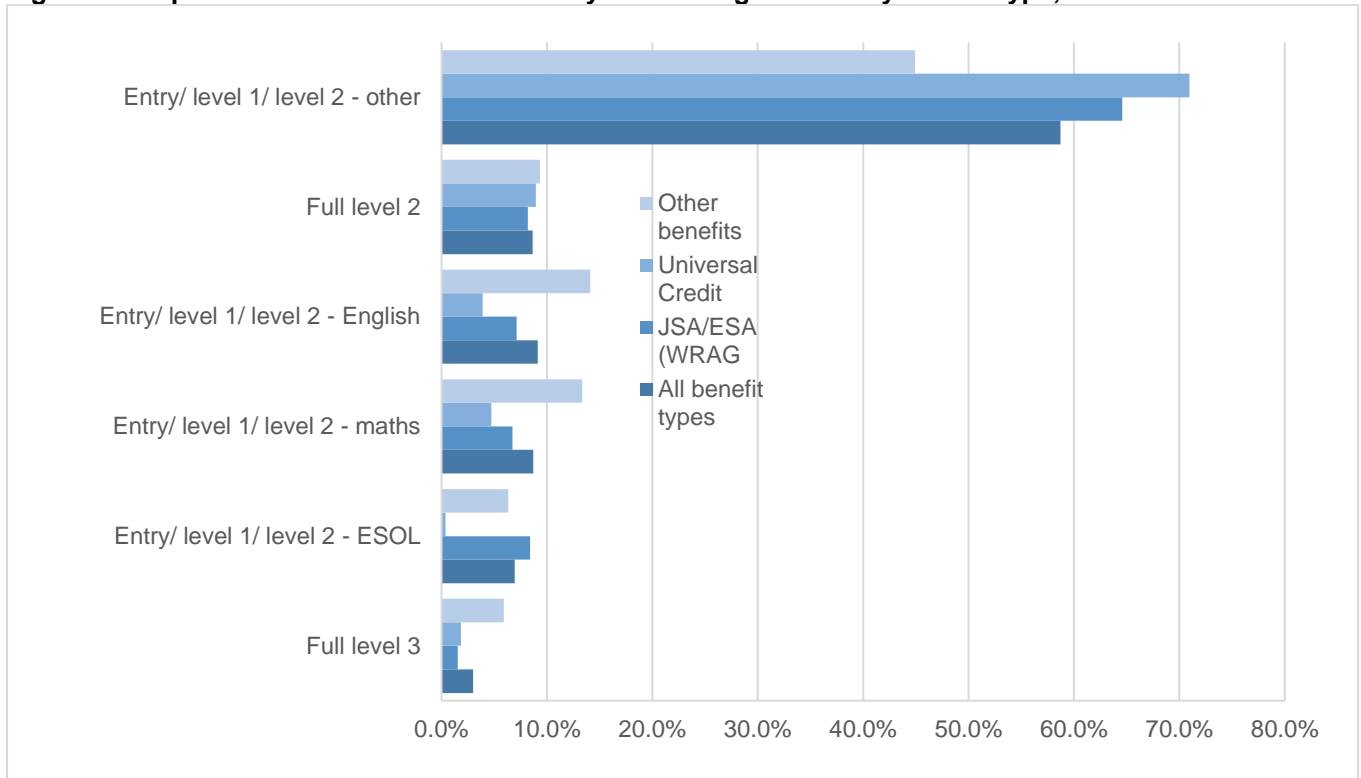
- 3.9 per cent was for English at or below level 2.
- 4.7 per cent was for maths at or below level 2.
- 0.4 per cent was for ESOL at or below level 2.

When looking at the 241,600 learning aims studied by learners claiming other benefit types in 2015/16:

- 14.1 per cent was for English at or below level 2.
- 13.4 per cent was for maths at or below level 2.

- 6.3 per cent was for ESOL at or below level 2.

Figure 4: Proportion of learner aims studied by learners aged 19-64 by benefit type, 2015-16



Source: Longitudinal Education Outcomes (LEO) Study

Table 10: Learning aims by highest level of learning, subject and benefit type for learners aged 19-64, 2015/16
of which

Level		of which							
		All benefit types		JSA and ESA (WRAG)		UC		Other benefits	
Entry level	Entry – other	130,700	17.8%	72,200	17.1%	9,900	14.2%	48,600	20.1%
	Entry – English	34,400	4.7%	16,600	3.9%	1,100	1.6%	16,700	6.9%
	Entry – maths	28,200	3.8%	13,100	3.1%	1,200	1.8%	13,800	5.7%
	Entry - ESOL	45,300	6.2%	32,400	7.7%	300	0.4%	12,700	5.3%
	Total entry level	238,500	32.5%	134,200	31.8%	12,500	17.9%	91,800	38.0%
Level 1	Level 1 – other	229,400	31.3%	152,200	36.1%	30,400	43.7%	46,800	19.4%
	Level 1 – English	15,600	2.1%	7,100	1.7%	800	1.2%	7,700	3.2%
	Level 1 – maths	19,100	2.6%	8,800	2.1%	1,100	1.6%	9,100	3.8%
	Level 1 - ESOL	4,200	0.6%	2,300	0.5%	-	-	1,900	0.8%
	Total level 1	268,400	36.6%	170,400	40.4%	32,400	46.4%	65,600	27.2%
Level 2	Level 2 – other	70,300	9.6%	48,100	11.4%	9,100	13.1%	13,100	5.4%
	Level 2 – English	16,900	2.3%	6,400	1.5%	800	1.2%	9,700	4.0%
	Level 2 – maths	16,700	2.3%	6,400	1.5%	900	1.3%	9,300	3.8%
	Level 2 - ESOL	1,400	0.2%	700	0.2%	-	-	600	0.3%
	Full level 2	63,400	8.6%	34,600	8.2%	6,200	9.0%	22,600	9.4%
	Total level 2	168,600	23.0%	96,200	22.8%	17,100	24.6%	55,300	22.9%
Level 3	Level 3	2,800	0.4%	900	0.2%	200	0.3%	1,700	0.7%
	Full level 3	22,000	3.0%	6,500	1.5%	1,300	1.8%	14,200	5.9%
	Total level 3	24,800	3.4%	7,400	1.7%	1,500	2.2%	15,900	6.6%
	Level 4+	900	0.1%	300	0.1%	-	-	500	0.2%
	Unassigned	32,000	4.4%	13,500	3.2%	6,200	8.8%	12,300	5.1%
All levels		733,200	100.0%	421,900	100.0%	69,700	100.0%	241,600	100.0%

Source: Longitudinal Education Outcomes (LEO) Study

1) See section 4, General Footnotes, for more information about the figures presented here.

4. General Footnotes

Age is defined as the age of the learner at the start of their learning in the current academic year. When there are more learning spells in the academic year, the age at the start of the first learning spell is considered.

All learners is the number of learners starting at least one aim within the year, regardless of whether the learner was on benefit at the start. Note that only matched data is included in this publication, i.e. where a match has been found between the ILR and DWP/HMRC administrative data. Figures will differ from the DfE Further Education and Skills Statistical First Release as not all learners therein will have been matched to a benefit and/or employment record and this release excludes training under 'Community Learning' and the Employer Ownership Pilot, which is included in the First Release.

A learning aim is a course a learner is studying and is counted in the year the learning started.

A benefit spell is defined as a continuous period of time claiming the same benefit. Benefit spells with training refer to benefit claims which occurred in the academic year of reference where the benefit claimant started training.

Universal Credit refers to Universal Credit live service claimants only who are classed as out-of-work. Those in the following Universal Credit conditionality groups; “Searching for Work”, “Working with Requirements”, “Planning for Work” and “Preparing for Work” are classed as out-of-work. This publication doesn’t include Universal Credit full service claimants. Universal Credit live service claimants are only included for the 2015/16 academic year as data on conditionality were not available before April 2015.

The data in this publication only include Universal Credit claimants in the searching for work, working - with requirements, planning for work and preparing for work conditionality groups in alignment with the definition of out-of-work claimants used in other UC statistical publications

Other benefits includes: Other Employment and Support Allowance, Incapacity Benefit, Income Support, Severe Disablement Allowance, Pension Credit, Passported Incapacity Benefit.

For further information on different levels of qualifications see <https://www.gov.uk/what-different-qualification-levels-mean>

Unassigned courses are largely mandatory aims taken to compliment academic studies, for example tutorial sessions.

The figures presented here may not sum due to rounding. Percentages are calculated using pre-rounded data.

5. Accompanying Tables

The following tables are available in Excel format on the department’s statistics website (<https://www.gov.uk/government/statistics/further-education-for-benefit-claimants-2015-to-2016>):

Table	Table description
1	Overview of Further Education Training for Benefit Claimants by Academic Year 2011/12 - 2015/16
2	Learners by Benefit Status and Academic Year 2011/12 - 2015/16
3	Learners on Benefit at the Start of Learning by Benefit Type 2011/12 to 2015/16
4	Learners on Benefit at the Start of Learning by Highest Level of Learning and Benefit Type 2015/16
5	Demographic Summary of Learners on Benefit by Benefit Type 2015/16
6	Apprenticeships Started by Learners Who Claimed Benefit 6 Months before Training by Benefit Type, Level of Learning and Academic Year 2011/12 - 2015/16
7	Apprenticeships Started by Learners Who Claimed Benefit 6 Months before Training by Benefit Type, Level of Learning and Academic Year (% of all Apprenticeships) 2011/12 - 2015/16
8	Traineeships Started by Learners on Benefit by Benefit Type 2014/15 - 2015/16
9	Aims by Highest Level of Learning, Subject Learned and Benefit Type 2015/16
10	Aims by Planned Duration, Benefit Type, Level and Subject of Learning 2015/16
11	Aims by Monthly Starts and Benefit Type 2011/12 - 2015/16
12	Apprenticeships Started by Learners Who Claimed Benefit 6 Months before Training by Sector Subject Area, Level and Age 2015/16
13	Learners on Universal Credit at the Start of Learning by Conditionality Group and Age 2015/16

6. Technical Information

A quality and methodology information document accompanies this statistical 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.

7. Get in Touch

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