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Academic year 2024/25

# Further education and skills

This is the latest release



**Published** 17 July 2025

**Last updated** 17 July 2025  
▶ [See all updates \(6\)](#)

**Release type** [Accredited official statistics](#) ?

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**Produced by** [Department for Education](#)

## Quick links

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## Releases in this series

This release shows provisional in-year data on adult (19+) further

education (FE) and skills in England reported for the academic year 2024/25 (August 2024 to April 2025) based on data returned by providers in June 2025. This includes apprenticeships in the overall FE and skills numbers, but for detailed statistics relevant to apprenticeships please see the [‘Apprenticeships release’](#).

► [View releases \(11\)](#)

## Methodologies

[Further education and skills statistics: methodology](#)

## Changes to the structure of this release

The 2024/25 academic year introduces the Adult Skills Fund and other changes such as replacing Community Learning (CL) with tailored learning. This causes a discontinuity to some of our long-running time series. As announced in November 2024, this release therefore introduces a revised definition of Education and Training to incorporate community learning / tailored learning along with some other presentational changes to continue to provide transparency on adult FE provision. Please see the “Changes to the reporting of Further Education and Skills” accordion for more detail. Historical data are available in previous releases - see the Quick Links section.

We would welcome feedback on this new structure, please email us at [FE.OFFICIALSTATISTICS@education.gov.uk](mailto:FE.OFFICIALSTATISTICS@education.gov.uk).

Please note that the [‘Explore data and files’](#) section contains the underlying files and featured tables that underpin this release. You can also view featured tables or create your own table using the [‘create your own tables’](#) functionality.

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# Headline facts and figures - 2024/25

Adult (19+) education  
and training  
participation

**1,039,410**

Down 2.7%

► [What is Education and Training?](#)

Tailored learning  
participation

**304,240**

New for 24/25

► [What is Tailored Learning?](#)

Adult (19+) further  
education and skills  
participation

**1,615,650**

Down 0.7%

► [What is further education and skills?](#)

## Of the 1,039,410 adult learners participating in Education and Training in 2024/25 (Aug to Apr reported to date):

- Level 2 courses were the most popular in the first three quarters with 368,400 learners participating. Entry level participation had the largest decrease in the first three quarters compared to the previous academic year, dropping to 244,710 from 268,240 in 2023/24.
- Learners recorded as having a Learning difficulty/disability (LLDD) increased 2.4%, to 231,430 from 226,040 in 2023/24. So far in 2024/25 they account for 23.0% of the cohort, compared to 22.0% in the previous year.
- The cumulative number of enrolments on Free Courses for Job qualifications, reported between April 2021 and April 2025, stands at 108,340, with 25,070 of these reported in the 2024/25 academic year so far.

## Of the 304,240 learners participating in tailored learning in the first three quarters of 2024/25 (Aug to Apr reported to date):

- 82,350 are participating in Improving essential skills including English, ESOL, Maths, and Digital and 59,320 are participating in Preparation for further learning.
- Female learners account for 71.9% (218,800).

## 429,180 adult learners have participated in essential skills courses in the year to date, August to April 2024/25:

- This is down by 3.4% (or 15,020 learners) compared to the 444,200 reported at the same point in the 2023/24 academic year.
- 336,960 adults participated in regulated learning, down 4.1% compared to the same point last year and 152,600 participated in non-regulated learning, up 1.2%.
- Digital skills participation has increased from the same point last year, rising by 7.6% from 38,360 to 41,290 learners; ESOL participation is relatively unchanged at 160,870 learners; whereas participation in English and Maths has decreased, by 7.2% and 5.5% respectively.

## Explore data and files used in this release

### [View or create your own tables](#)



View tables that we have built for you, or create your own tables from open data using our table tool

### [Data catalogue](#)



Browse and download open data files from this release in our data catalogue

### [Data guidance](#)



Learn more about the data files used in this release using our online guidance

### [Download all data \(ZIP\)](#)

Download all data available in this release as a compressed ZIP file

## Additional supporting files

Hide

All supporting files from this release are listed for individual download below:

[Education and Training Achievement Rates - Transparency Redactions \(pdf, 588 Kb\)](#)

Redacted 2021/22 Education and Training achievement rates for those providers whose data has been redacted from the official provider level national achievement rate tables. Note there are no redactions for 2022/23 or 2023/24.

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### [\*\*FE and skills \(FES\) learner achievements \(excluding Community Learning and non-regulated Multiply aims\) \(csv, 544 B\)\*\*](#)

Adult (19+) FE and skills (FES) learner achievements (excluding Community Learning and non-regulated Multiply aims) from 2016/17 to 2023/24. This file was published in January 2025. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*FE and skills \(FES\) learner achievements \(excluding Community Learning and non-regulated Multiply aims\) by local authority \(csv, 75 Kb\)\*\*](#)

Adult (19+) FE and skills (FES) learner achievements (excluding Community Learning and non-regulated Multiply aims) by local authority from 2018/19 to 2023/24. This file was published in January 2025. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*FE and skills \(FES\) provider participation by provision type and learner characteristic \(csv, 33 Mb\)\*\*](#)

Contains the number of learners in Education and training, Community Learning, Apprenticeships and Tailored Learning by provider by demographics for full year 2021/22 to 2023/24 and Quarter 3 2024/25. Under-19 data here are statistics in development.

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### [\*\*Free Courses for Jobs course list starts by provider and academic year \(csv, 254 Kb\)\*\*](#)

Course starts by any adult on the list of courses valid for the Free Courses for Jobs offer, April 2021 to April 2025 reported to date

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### [\*\*Metadata for underlying data files \(pdf, 520 Kb\)\*\*](#)

Explanatory information for using the underlying data files that accompany the FE and skills 2024/25 statistics publication.

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### [\*\*Underlying data - FE and skills \(FES\) aims achievements \(zip, 65 Mb\)\*\*](#)

This contains lots of additional data on FE and skills aims achievements. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*Underlying data - FE and skills \(FES\) aims achievements 2023/24 re-cast \(zip, 138 Mb\)\*\*](#)

This version of the 2023/24 full-year file (published November 2024) is recast using the latest

definitions. Full details of our underlying data files can be found in the "Metadata for underlying data files" document.

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### [\*\*Underlying data - FE and skills \(FES\) aims enrolments \(zip, 255 Mb\)\*\*](#)

This contains lots of additional data on FE and skills aims enrolments. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*Underlying data - FE and skills \(FES\) aims enrolments 2023/24 re-cast \(zip, 267 Mb\)\*\*](#)

This version of the 2023/24 full-year file (published November 2024) is recast using the latest definitions. Full details of our underlying data files can be found in the "Metadata for underlying data files" document.

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### [\*\*Underlying data - FE and skills \(FES\) demographics \(csv, 4 Mb\)\*\*](#)

This contains lots of additional data on FE and skills demographics. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*Underlying data - FE and skills \(FES\) learner participation \(zip, 33 Mb\)\*\*](#)

This contains lots of additional data on FE and skills learner participation. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*Underlying data - advanced learner loans applications - top 10 qualifications \(csv, 16 Kb\)\*\*](#)

Advanced learner loans applications - top 10 qualifications

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### [\*\*Underlying data – FE and skills \(FES\) learner participation, under 19s \(in development\) \(csv, 503 Kb\)\*\*](#)

New statistics in development - participation by under 19s in Further Education and Skills by provider and provision type. Full details of all our underlying data files can be found in the document called "Metadata for underlying data files".

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### [\*\*Underlying data – Free Courses for Jobs Starts and Achievements on Individual Courses \(csv, 76 Kb\)\*\*](#)

Total starts and achievements on individual courses through the 'Free Courses for Jobs' offer, April 2021 to April 2025

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## View related dashboard(s)

 [Hide](#)

The [interactive dashboard \(opens in a new tab\)](#) allows users to investigate Education and Training data (including Tailored Learning) by level, subject, provider, learner characteristics and geographical area.

There have been significant changes to the classification and reporting of Education and Training data in the 2024/25 academic year, therefore the data in this dashboard is not comparable with that released in previous publications in this series. More information on these changes is provided in the 'Changes to Further Education in 2024/25' section of the [Methodology](#).

Note: data cannot be downloaded directly from the dashboard. The data within the dashboard is available via the underlying data in the 'Additional supporting files' section or [data catalogue](#).

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 [Hide all sections](#)

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## About these statistics

 [Hide](#)

The 2024/25 academic year introduces the Adult Skills Fund and other changes such as replacing Community Learning (CL) with tailored learning. This causes a discontinuity to some of our long-running time series. This release therefore introduces a revised definition of Education and Training to incorporate community learning / tailored learning along with some other presentational changes to continue to provide transparency on adult FE provision. Please see the "Changes to the reporting of Further Education and Skills" accordion for more detail. Historical data are available in previous releases - see the Quick Links section.

This statistical release presents provisional information on adult (19+) FE and skills participation and achievements in England for the 2024/25 academic year (covering August 2024 to April 2025). We are also publishing supporting data files on 16-18 participation and enrolments for the first time in this release. These official statistics in development are published to support the testing phase of a FE

Provider Dashboard for colleges and larger local authority FE providers in receipt of £1m or more. The data presented is as recorded on the ILR and may not represent an accurate estimate of activity by providers at this stage. Further development of these data will continue to improve these estimates to offer better transparency on 16-18 activity. Estimates will therefore cover all providers reporting on the ILR whether they are in scope of the FE performance dashboard or not.

A separate release covers apprenticeships data, please see '[Apprenticeships release](#)', but note that apprenticeships are included in the overall FE and skills numbers in this release.

## Individualised Learner Record (ILR) administrative data

The ILR is an administrative data collection system designed primarily for operational use in order to fund training providers for learners in FE and on apprenticeship programmes. We publish a high volume of FE statistics using provisional, in year data and use latest data as soon as available despite not being ‘final’. This enables us to provide the earliest picture of FE performance and allows users to assess the impact of government-funded provision and hold the ‘system’ to account.

The FE and skills data in this release are based on the tenth ILR data return from FE and apprenticeship providers for the 2024/25 academic year, which was taken in June 2025.

### Quarterly release schedule:

- Quarter 1: Data from August to October published in January
- Quarter 2: Data from August to January published in March
- Quarter 3: Data from August to April published in July
- Full Year: Data from August to July published in November

Note: The academic year in the FE publications covers August to July.

## National achievement rate tables data

Figures in the 'national achievement rate tables' section are as published in March 2025. These official statistics cover achievement rates for the 2023/24 academic year and would have been previously released as part of the standalone National achievement rate tables publication.

## Provider reporting during the COVID-19 pandemic

Historic data in this publication covers periods affected by varying COVID-19 restrictions which will have impacted on further education including apprenticeship learning. Therefore, extra care should be taken in comparing and interpreting data presented in this release. It is likely to have impacted on provider behaviour in terms of the reporting of FE and apprenticeship learning during the affected period, and this could vary by provider.

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## How to find data and featured tables in this release

 Hide

**The content of the publication contains charts and tables which highlight key figures** and trends that give an overview of the national picture.

At relevant points within each commentary section there are links to **"featured tables"** that offer the **next level of detail** behind each of the tables embedded within the release. The **table builder tool** "featured tables" sit within, also enables the user to amend content, reorder and take away to meet their needs.

The user can also choose just to explore the data within this release by using the '[Explore data and files used in this release](#)' section. Here the user can either select "view or create your own tables" to view all of the ready-made **"featured tables"** in a single list, or build their own table by selecting a datafile that underpins the release, or use one of the featured tables as a starting point.

**There is also a dashboard** that provides interactive presentation of our published data, with a number of different views on to data and 'drilldown' capability to allow users to investigate different types of FE provision. It is particularly helpful in viewing data across different geographical areas and providers. See the [Interactive data visualisation tool](#) accordion for the dashboard link.

**This release also contains an '[Additional supporting files](#)' accordion** containing mainly csv files that can be downloaded, which provide some additional breakdowns including unrounded data. They are provided for transparency to enable analysts to re-use the data in this release. A metadata document is available in the same location which explains the content of these supporting files. Please note some of the files are too large for proprietary software such as Excel and may need specialist analysis software such as R, SQL, etc.

### Feedback

We continually look to improve our data and statistics and your feedback is important to help us further improve and develop. To provide feedback on this release, please email us at [FE.OFFICIALSTATISTICS@education.gov.uk](mailto:FE.OFFICIALSTATISTICS@education.gov.uk).

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## Changes to the reporting of Further Education and Skills

 Hide

There have been significant changes to adult education funding in England in 2024/25. The Adult Education Budget (AEB) has transitioned to a new Adult Skills Fund (ASF).

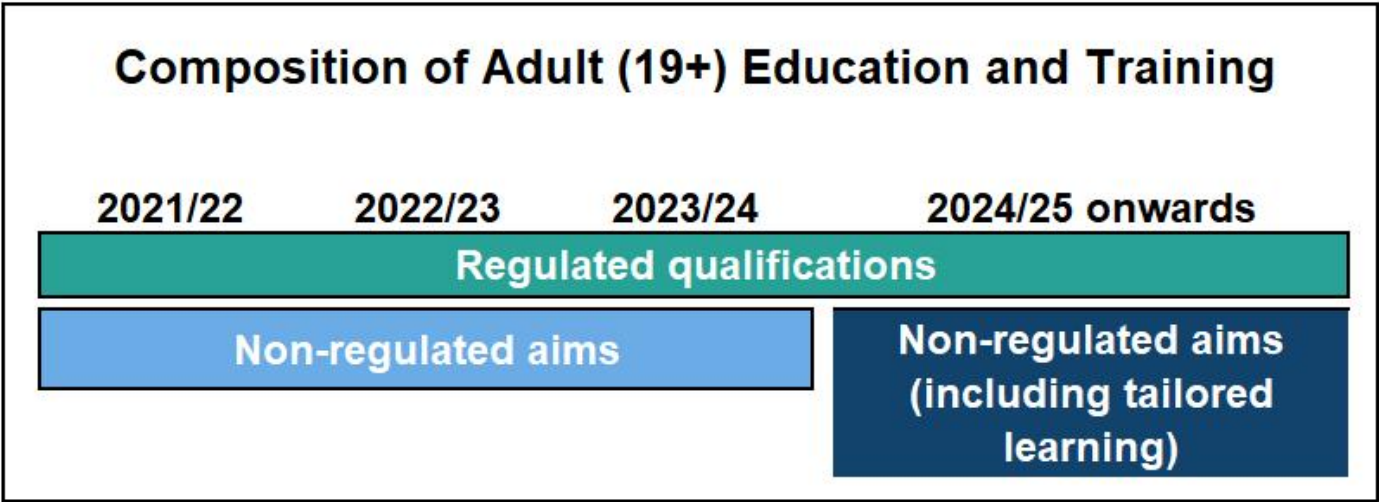
There are differences between the AEB and the ASF affecting eligibility to provision (outside of the legal entitlements). These relate to the prior attainment and the earning threshold eligibility criteria. Further details are available [at this link \(opens in a new tab\)](#).

In addition, the ASF brings together what was AEB community learning, formula-funded AEB non-regulated learning, and new employer-facing provision into a single funded element called Tailored Learning.

These changes create a discontinuity in the time-series for Education and Training. In order to produce a consistent and comparable time series we have revised those historic figures to include community learning.

## Revised classifications

### 1.Education and Training

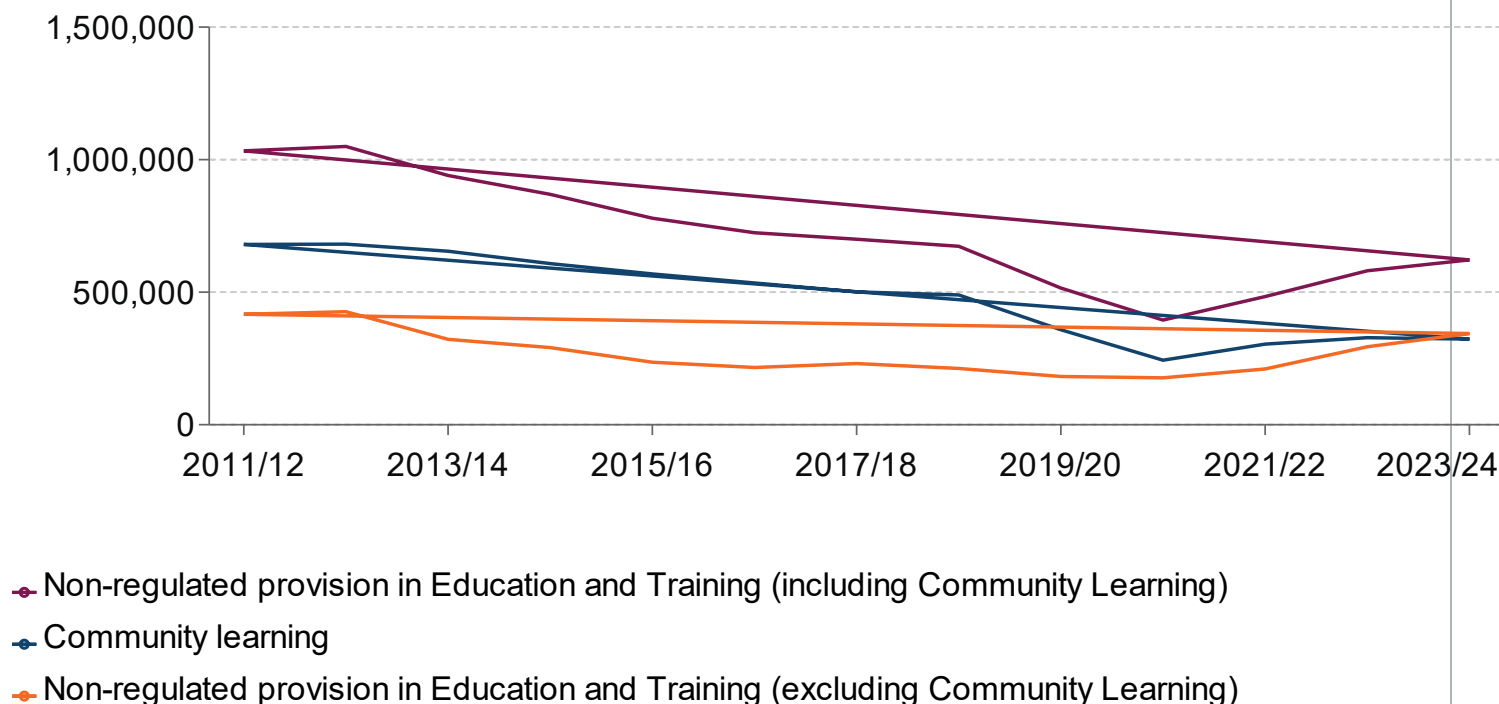


Tailored learning includes provision previously reported under Community Learning but additionally incorporates some formula-funded non-regulated learning. To reflect these changes, we have updated our classification of Education and Training from 2024/25 to incorporate Tailored Learning. The new Education and training series therefore contains all adult FE provision other than apprenticeships. From 2024/25 releases will use this definition and also provide a historical series using the new definition.

Tailored learning is largely made up of non-regulated provision. Historic learner participation in non-regulated provision within Education and Training is shown in the chart below, including how much was in Community Learning.

## ► Export options

### Adult (19+) Further education and skills participation by provision type



## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. The Single Individualised Learner Record (SILR) data collection was introduced from the 2011/12 academic year onwards. This means figures for 2011/12 onwards are not comparable to earlier years. See the methodology document for more information.

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

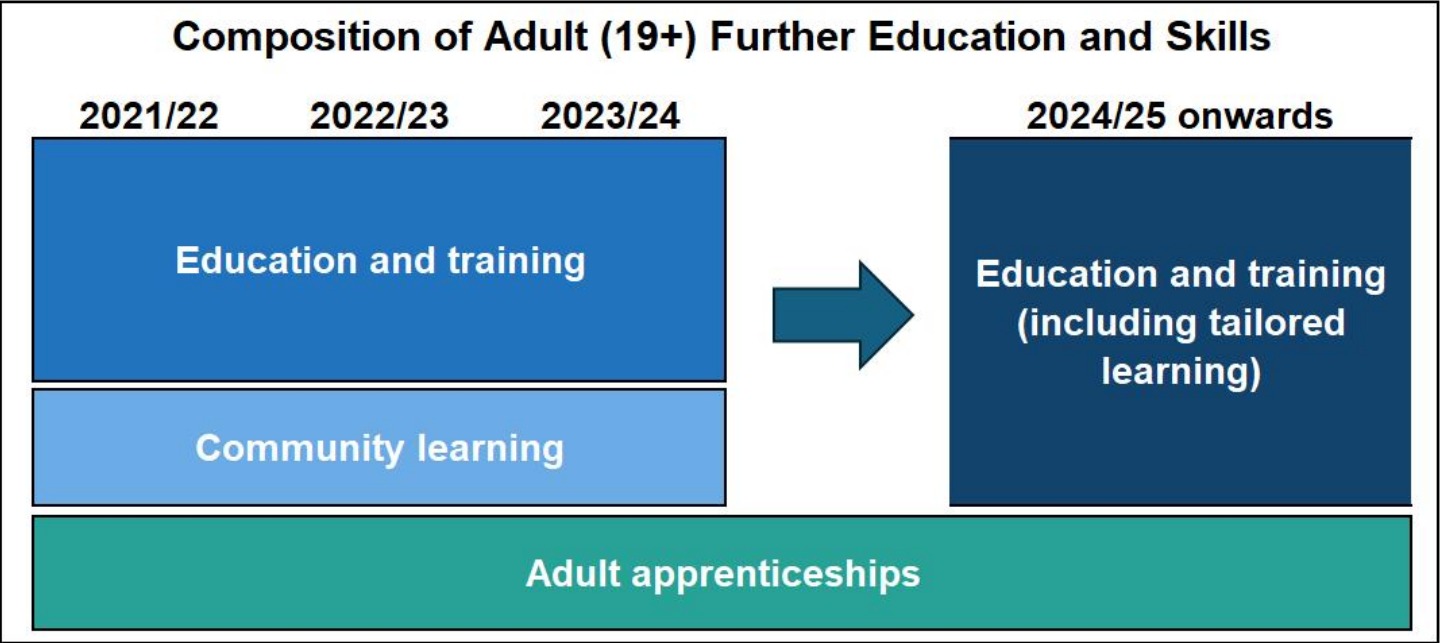
## 2.Essential Skills

From 2024/25, new Tailored Learning essential skills aims have been made available. To ensure a

consistent time series we have retrospectively added equivalent Community Learning and some other non-regulated non-formula funded aims in essential skills subjects to our historical totals. These aims were not previously counted as essential skills.

Further information about these changes can be found in [Adult Skills Fund: Funding Framework \(opens in a new tab\)](#) and in [our methodology](#).

## Composition of Adult Further Education and Skills



In previous releases, community learning was reported separately to Education and Training. From the 2024/25 release onwards, adult further education and skills is simply categorised as Education and Training, and Apprenticeships, with timeseries to enable comparisons over time.

## Structural changes to this release

# New Release Structure

Full year 19+ Education and Training
Latest in year 19+ Education and Training
Non-regulated Provision and Tailored Learning
Essential Skills Provision
Total Adult Activity in Further Education and Skills
National Achievement Rates

These changes create a discontinuity in the time-series for Education and Training. In order to produce a consistent and comparable time series we have revised those historic figures to include community learning. Within the release we have chosen to show windows on to individual programmes but users should note that they are not mutually exclusive and will overlap.

The new release structure comprises of:

1. Full year, final data showing historic Education and Training volumes using the new definition.
2. Latest in-year provisional data, with comparisons to recent years as reported at the same point in time.
3. A new section which looks at trends in non-regulated, non-qualification provision and presents various breakdowns for the new Tailored Learning provision.
4. Shows both historic and revised time series data based on the old and new definitions.
5. Total Further Education and Skills volumes remain unaffected by these changes and continue to be reported in the section called "Total adult (19+) activity in further education and skills (including apprenticeships)".
6. The next release of achievement rate data is scheduled for March 2025 and will cover the 2023/24 academic year.

## Feedback

We would welcome feedback on this new structure, please email us at [FE.OFFICIALSTATISTICS@education.gov.uk](mailto:FE.OFFICIALSTATISTICS@education.gov.uk).

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## Full-year adult (19+) education and training

[⌵ Hide](#)

As set out in the ‘Changes to the reporting of Further Education and Skills’ section, we have revised our definition of Education and Training in this release. This follows the introduction of the Adult Skills Fund and Tailored Learning in 2024/25.

To enable consistent reporting, historic Education and Training figures have been recast to reflect the new definition. They amalgamate what were separately reported Education and Training and Community Learning provision types into a single Education and Training category, reflecting all adult Further Education activity that is not apprenticeships.

Breakdowns of Education and Training participation and achievements in regulated qualifications and in non-regulated provision have also been added to the data reported in this release.

The figures in this section cover adult (19+) education and training under the new definition and relate to full-year final data up to and including the 2023/24 academic year. They replace those originally published in November 2024 under the old definition of education and training.

Levels

Adult participation in Education and training increased by 2.3% to 1,233,930 compared to 2022/23; and has been steadily increasing since 2020/21. Participation remains 18.0% lower than seen in 2018/19.

Achievements have followed a similar trajectory, increasing by 3.0% from 2022/23 to 1,015,690 in 2023/24 but remaining 18.8% below 2018/19 achievements.

From 2022/23, participation and achievements in Multiply and Skills Bootcamps courses are contributing to these totals and explain most of the increase seen in the last two academic years. (see the 'Non-regulated provision and Tailored Learning' section for further information on enrolments, participation and achievements on the Multiply programme).

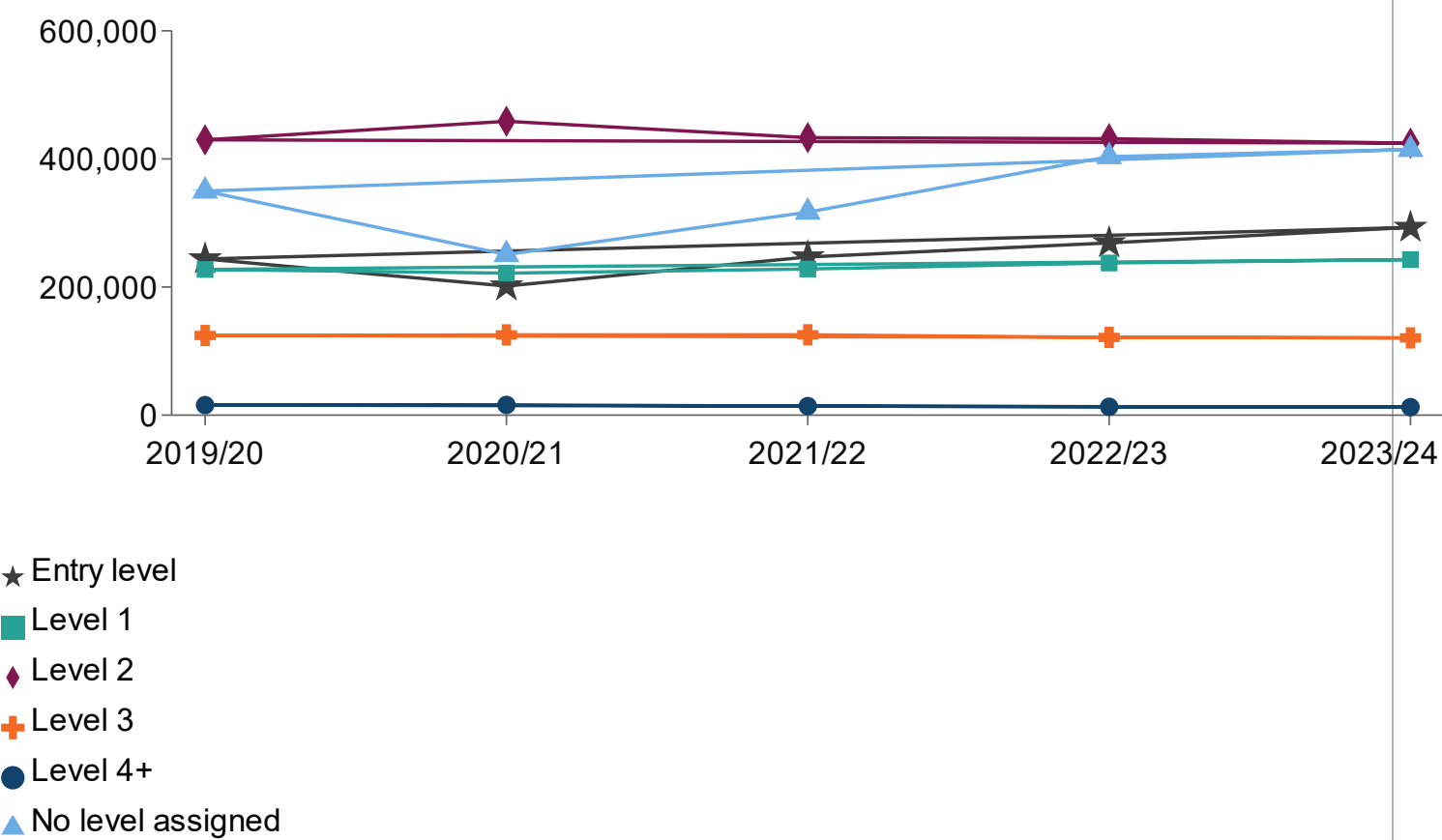
Level 2 courses remain the most popular overall (424,610 learners) – with the vast majority participating in regulated qualifications (405,580). Of courses with a level assigned, Entry Level (293,080) and Level 1 (242,840) were the next most popular.

Participation on non-regulated courses with no level assigned was 414,750 in 2023/24, rising by 2.8% from 403,520 in 2022/23. Participation in such courses saw a large rise in 2022/23, increasing from 316,840 in 2021/22, mainly due to the introduction of the Multiply programme.

► Export options

Adult (19+) Education and training participation by level

Click table view for achievements



Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Education and Training includes Traineeships.

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data



## Subjects

Community Learning (CL) aims introduced in 2023/24 do not have sector subject areas assigned to them, unlike similar CL aims in previous years. These are reported under purpose types instead (as is Tailored Learning from 2024/25 - see 'Non-regulated provision and Tailored Learning' section). This means there is a substantial increase in aims recorded in the 'Not Applicable / Not Known' subject category in 2023/24 and decreases across other subject areas when looking at all Education and training enrolments and achievements.

Subject breakdowns for Education and training enrolments are therefore restricted to regulated qualifications only in the charts and summary statistics for subjects below.

### **Of the 1,279,170 enrolments on regulated qualifications in 2023/24:**

- Science, technology engineering and maths (STEM) subjects represented 15.2% of enrolments - an increase from 14.6% in 2022/23. Growth in the number of enrolments has been seen in education and training (10.4% increase since 2022/23), construction (6.3%) and digital technology (3.4%).
- Preparation for life and work was the most popular subject area, accounting for over two-fifths of all enrolments where subject area is known (41.7%). The majority of enrolments in this subject area (just over 70%) were essential skills (maths, English, ESOL or digital) with many of the rest being in employability skills, personal and social skills or living/working in the UK.
- Health, public services and care (20.9%) and business, administration and law (8.6%) were the next most popular subject areas after preparation for life and work.
- Construction, planning and the built environment has seen year-on-year increases in enrolments in the last four years, increasing from 39,950 in 2019/20 to 59,380 in 2023/24.

### **Within levels:**

- Entry and Level 1 courses together made up half of all enrolments – 639,320 in total. The majority of these were in preparation for life and work (72.3%).
- Of those qualifications at level 2 and above, STEM subjects represented 18.7% of enrolments.
- Health, public services and care was the most dominant sector subject area at level 2 and above accounting for 36.9% of all such enrolments. The prevalence of health, public services and care enrolments increases by level, with 36.0% of level 2, 39.5% of level 3, and 46.8% of enrolments at level 4 and above being in this subject area.

The share of education and training enrolments among other subjects varies depending on level.

- Preparation for life and work ranks as the second most popular subject area for level 2 courses, followed by business, administration and law.
- At level 3, business, administration and law, then retail and commercial enterprise rank second and third, each having roughly the same share of enrolments at just over 9%.
- Enrolments in level 4 and above courses are small, accounting for around 1% of all enrolments. Only four subject areas had more than 1,000 enrolments in 2023/24, together making up over 80%



of courses. These were health, public services and care, business, administration and law, retail and commercial enterprise and education & training.

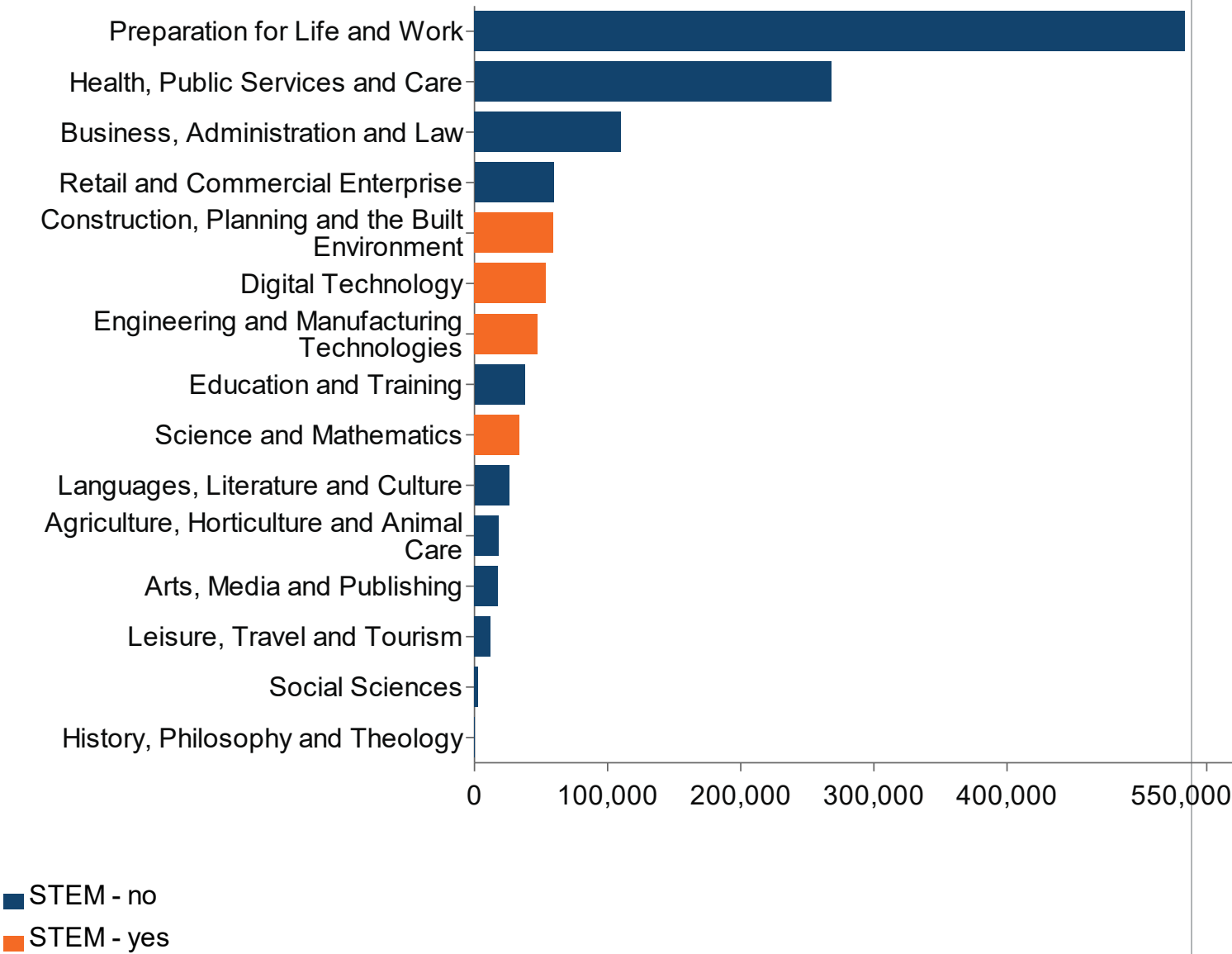
Chart

Table

► Export options

**Adult Education and training enrolments in regulated qualifications, by STEM and subject area, 2023/24**

Click on table for time-series



**Footnotes**

- 1. Aim enrolments are a count of enrolments at aim level (including programme and component aims) for each stated academic period. Learners will be counted for each aim they are

studying and so can be counted more than once.

2. Education and Training aims include component aims for Traineeships.

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

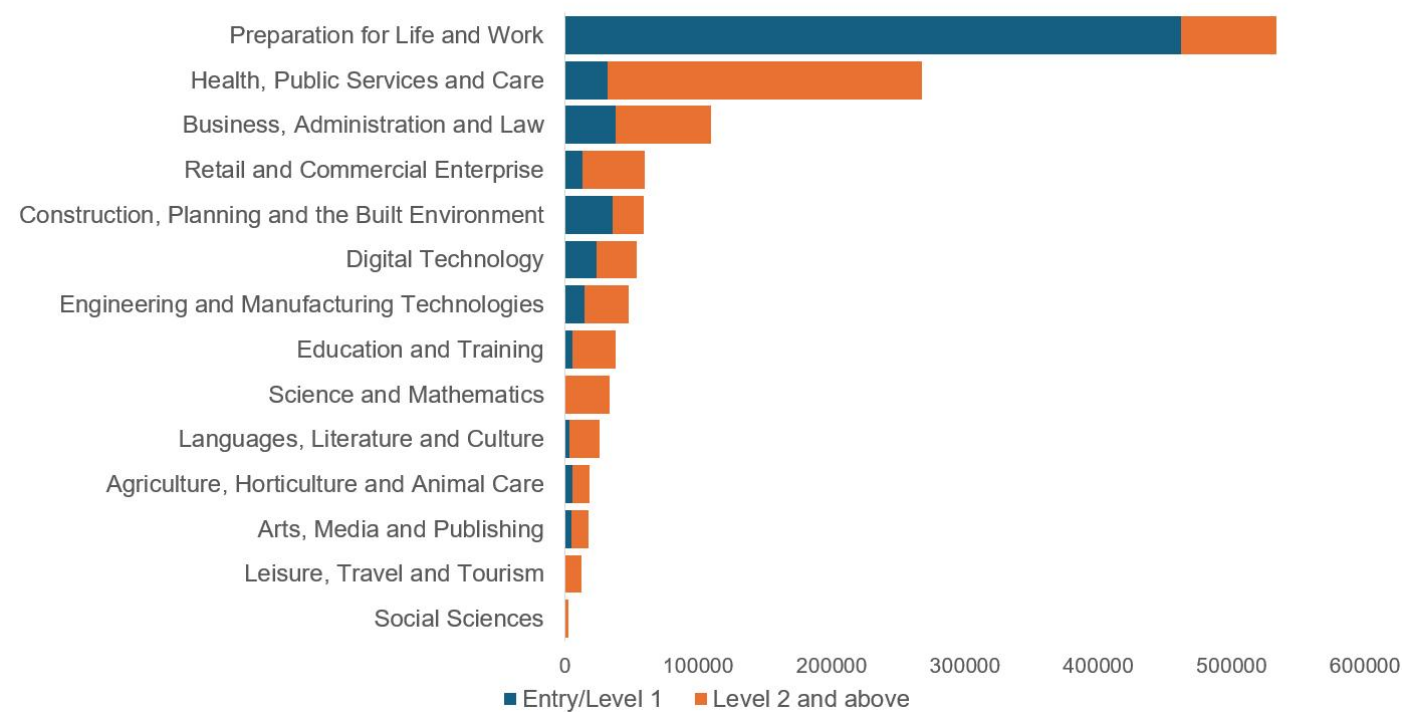
Chart

Table

► Export options

**Adult education and training enrolments in regulated qualifications by subject area and grouped level, 2023/24**

Click table for detailed level breakdown and regulated qualification / non-regulated split



**Footnotes**

- 1. Aim enrolments are a count of enrolments at aim level (including programme and component aims) for each stated academic period. Learners will be counted for each aim they are studying and so can be counted more than once.
- 2. Education and Training aims include component aims for Traineeships.

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**Demographics**

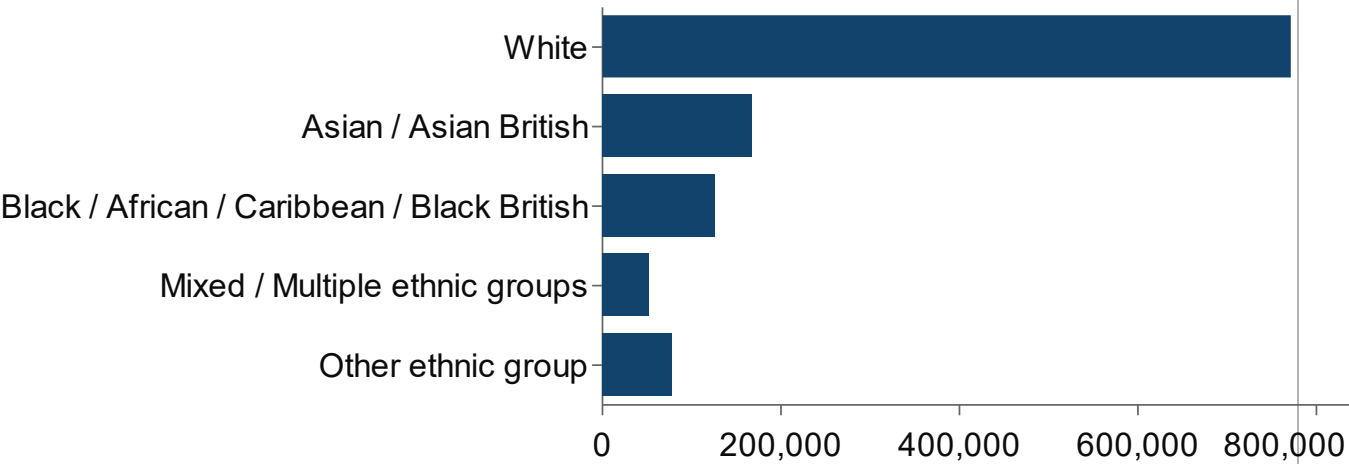
**Of the 1,233,930 learners participating in adult education and training in 2023/24:**

- Females account for 64.1% (790,700). The share of female learners has declined in the last few years but is higher than in 2018/19, where their share was 62.6%.
- Learners aged 19-24, 25-49, and 50 and over accounted for 16.9% (208,690), 59.4% (732,530) and 23.7% (292,420) respectively - broadly in line with the previous year.
- Those declaring a learner learning difficulty and/or disability (LLDD) account for 21.8% (260,040) - a 5.7% increase in such learners from the previous year.
- The proportion of White learners dropped to 64.5% from 66.5% in the previous year. All ethnic minorities (excluding white minorities) increased their proportion of education and training participants in consecutive years since 2021/22.

Chart	<u>Table</u>
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► Export options

Adult Education and training participation by ethnicity 2023/24 - click table view for achievements



Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Education and Training includes Traineeships.

[Show 8 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data

Chart

Table

► Export options

## Adult (19+) Education and training participation and achievements by learner sex

		2019/20	2020/21	2021/22	2022/23	2023/24
Participation	Total	1,176,200	1,057,500	1,115,720	1,206,210	1,233,930
	Female	784,000	704,870	742,950	791,560	790,700
	Male	392,200	352,630	372,780	414,650	443,230
Learner achievements	Total	954,900	858,530	907,810	985,790	1,015,690
	Female	637,650	572,050	601,010	645,870	652,830
	Male	317,250	286,480	306,800	339,920	362,860

[Data symbols](#) ?

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Education and Training includes Traineeships.

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Region

The North East consistently has the highest rates of education and training participation among adults when population size is taken into account. High participation rates for 19-24-year-olds and for level 1 and 2 courses are behind this. The South West, East of England and the South East have the lowest participation rates per 100,000 population.

► Export options

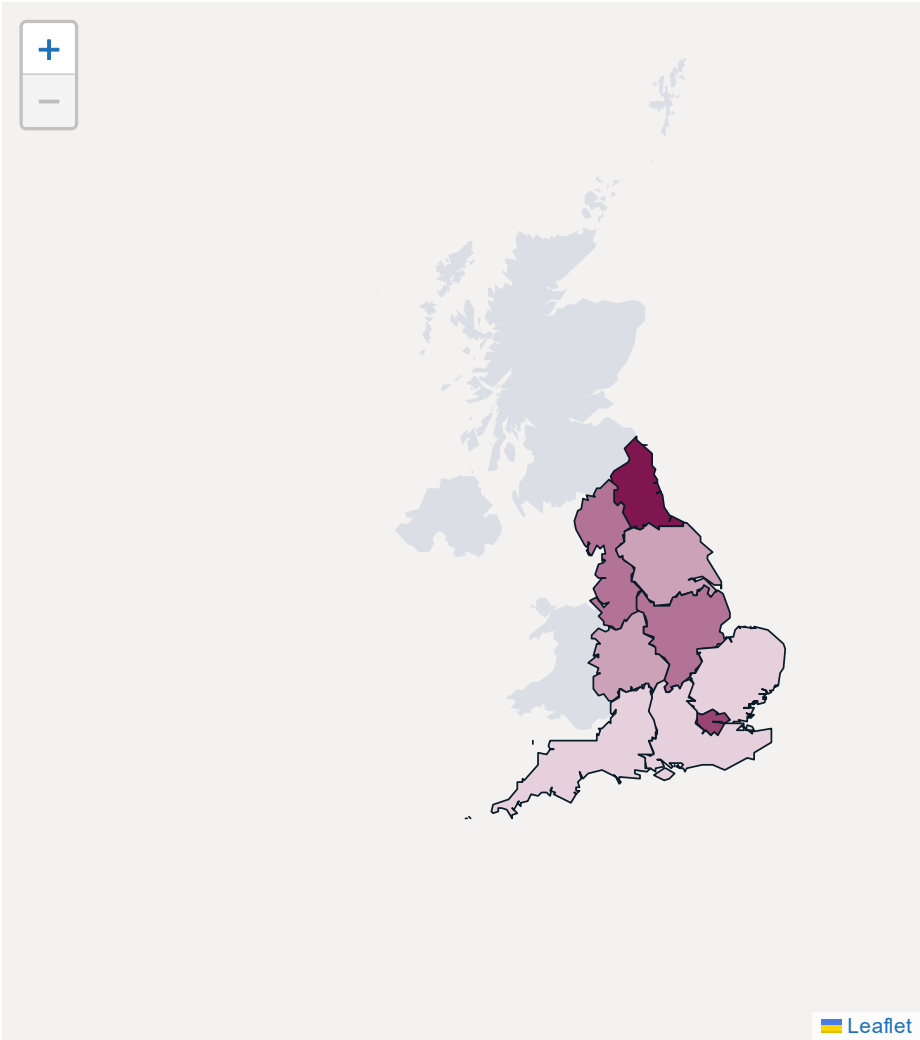
Adult Education and training participation and participation per 100,000 population by region - click table view for time series

1. Select data to view

Indicative participation rate per 100,000 population (Educatic

2. Select a Region

None selected



Key to Indicative participation rate per 100,000 population (Education and training: Total, Education and training, 2023/24)

2,782 to 3,194
3,195 to 3,607
3,608 to 4,020
4,021 to 4,433
4,434 to 4,845

Footnotes

- 1. Education and Training includes Traineeships.
- 2. Figures for historical years are final full year and figures for 2024/25 are reported to date (Aug to Apr).

[Show 7 more footnotes](#)

Source: Individualised Learner Record (ILR) and ONS population estimates

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

The North East consistently has the highest rates of education and training learner achievements among adults when population size is taken into account, because of high achievement rates for 19-24-year-olds level and for 1 and 2 courses. The South West, East of England and the South East have the lowest learner achievement rates per 100,000 population.

Chart

Table

► Export options

### Adult Education and training achievements and achievements per 100,000 population by region - click table view for time series

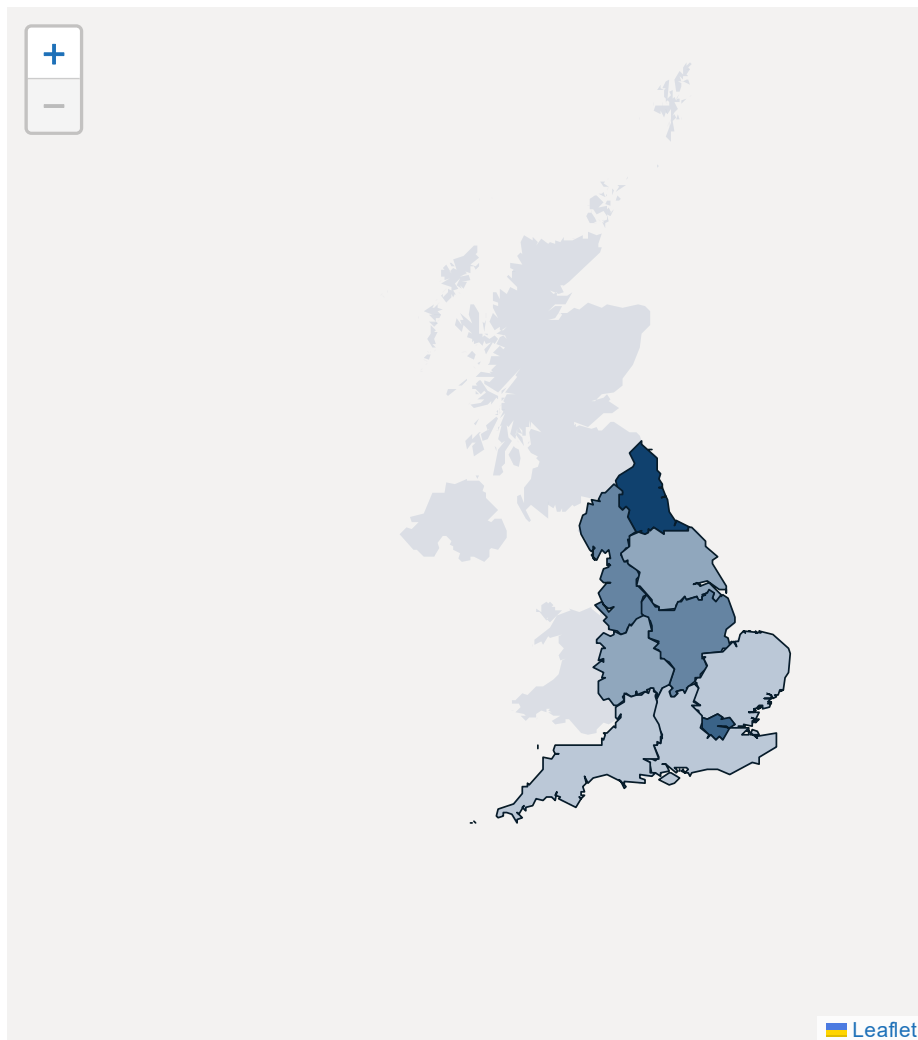
1. Select data to view

Indicative learner achievements rate per 100,000 population

2. Select a Region

None selected





**Key to Indicative learner achievements rate per 100,000 population (Education and training: Total, Education and training, 2023/24)**

2,219 to 2,610  
2,611 to 3,002  
3,003 to 3,394  
3,395 to 3,786  
3,787 to 4,178

## Footnotes

1. Education and Training includes Traineeships.
2. Figures for historical years are final full year and figures for 2024/25 are reported to date (Aug to Apr).

[Show 7 more footnotes](#)

Source: Individualised Learner Record (ILR) and ONS population estimates

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Advanced Learner Loans

The number of learners participating with an advanced learner loan has fallen year-on-year to 42,210 in 2023/24.

Of the 42,210 **learners participating with an advanced learner loan** in 2023/24:

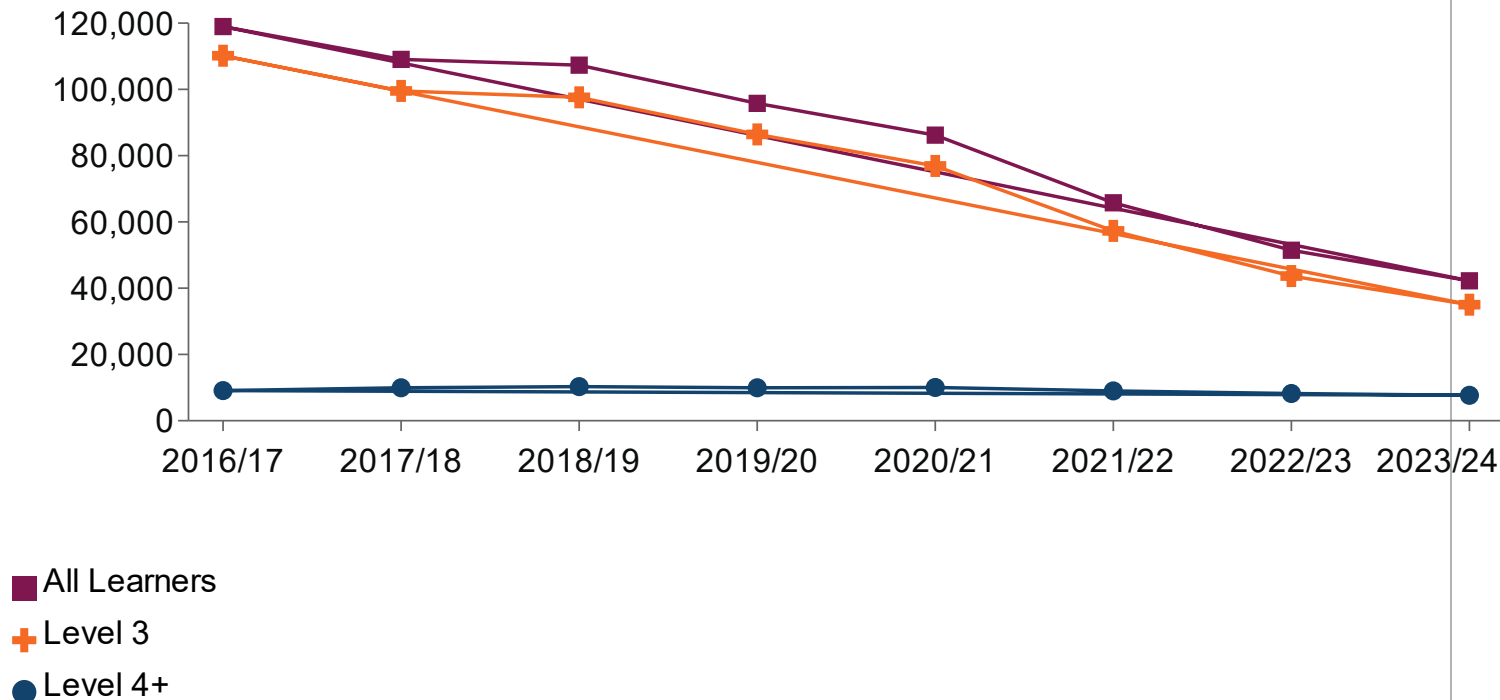
- Most of the learners were at Level 3 (35,010).
- Of those at Level 3, the highest participation was from the 31-40 age group (10,550) followed by the 19-23 age group (8,850).
- Level 4 or above participation was 7,660.

Chart	<u>Table</u>
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► Export options

## Advanced learner loans Learner participation by level



## Footnotes

1. From 2013/14 to 2015/16 loans were available for learners ages 24 or older studying full Level 3 and Level 4 qualifications. From 2016/17, Advanced Learner Loans were extended to learners aged 19 or older on the first day of their course and studying at Levels 3 to 6, and are not directly comparable to earlier years.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

Further information can be found in the following featured tables:

[Education and training participation by ethnicity and sex](#)

[Education and training provider breakdowns](#)

[Education and training provider aims enrolments](#)

[Education and training subject aims enrolments by detailed level](#)

[Education and training learner characteristics by LLDD](#)

[Education and training learner characteristics by IMD \(Index Multiple Deprivation\) quintile and age](#)

[Education and training learner participation and achievement by age](#)

[Advanced learner loans applications by age](#)

[Go to top](#)

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## Latest in-year adult (19+) education and training

[⌵ Hide](#)

As set out in the ‘Changes to the reporting of Further Education’ section, we have revised our definition of Education and Training in this release. This follows the introduction of the Adult Skills Fund and Tailored Learning in 2024/25.

To enable consistent reporting, historic Education and Training figures have been recast to reflect the new definition. They amalgamate what were separately reported Education and Training and Community Learning provision types into a single Education and Training category, reflecting all adult Further Education activity that is not apprenticeships.

## Summary in-year trends

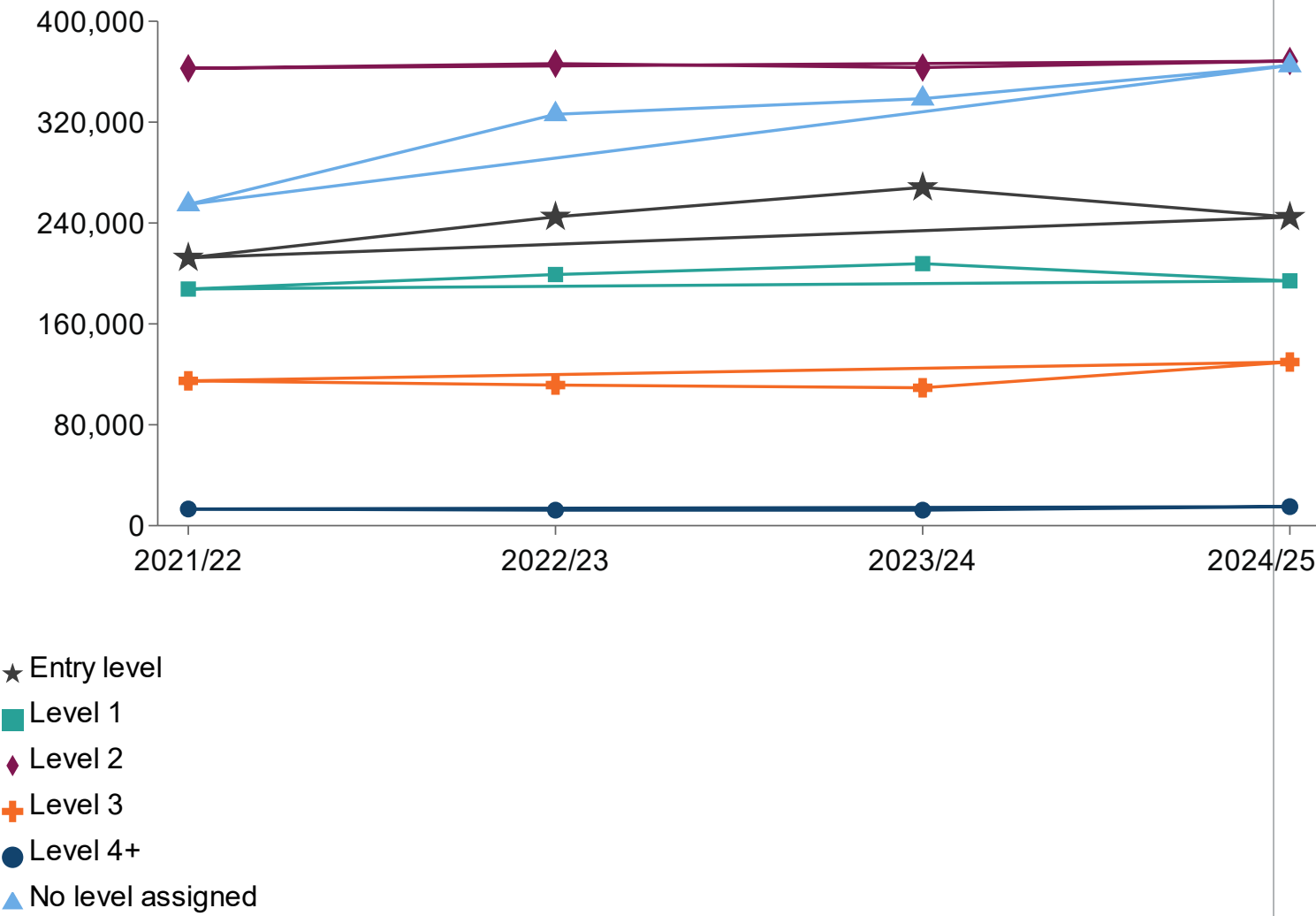
The figures in this section cover adult (19+) education and training in the first three quarters of the 2024/25 academic year (Aug to Apr) and shows corresponding data at the same time point for the previous three years.

- Adult participation in Education and training reported to date has decreased by 2.7% to 1,039,410 compared to 2023/24 (1,068,320).
- Level 2 courses remain the most popular (368,400 learners participating), followed by no level assigned (364,950).
- There has been a large rise in participation on courses that have no level associated with them – 364,950 reported to date compared to 338,600 in 2023/24. Much of this rise is due to increases in participating learners with no level assigned on the Skills Bootcamp and Tailored Learning programmes.

► Export options

Adult (19+) Education and training learner participation by level (reported to date)

Click table view for achievements



Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Education and Training includes Traineeships.

[Show 4 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Further information can be found in the following featured tables:

[Education and training participation by provider type in year comparisons](#)

[Education and training achievements by provider type in year comparisons](#)

[Education and training in year participation by English devolved area](#)

## Level 3 Free Courses for Jobs

We have simplified our presentation of Free Courses for Jobs (FCFJ) statistics, removing month-by-month comparisons back to 2018/19, and made a small adjustment to the methodology to more accurately determine whether a course is eligible for funding at the date the learner starts the course.

Previously, starts within a given month were based on whether the course was valid at the beginning of that month. We now use exact start and end dates for course funding eligibility in conjunction with the learning start-date. Some figures have changed slightly from those published in November 2024, but the impact is negligible.

All FCFJ figures are now based solely based on eligibility of learners and validity of courses that applied at the reported time and therefore run from April 2021 when FCFJ was first introduced. See [methodology](#) for further information.

Since April 2021, adults aged 19 and over have been able to access a level 3 qualification for free under [Free Courses for Jobs \(opens in a new tab\)](#) (FCFJ).

A [level 3 qualification \(opens in a new tab\)](#) is equivalent to an advanced technical certificate or diploma, or A levels.

The criteria for adults who are eligible for the national offer have changed over time:

Between April 2021 and March 2022 – offer open to adults aged 19 or over who did not already have a full level 3 qualification.

Between April 2022 and July 2024 – as above and extended to adults aged 19 or over who were earning under the National Living Wage or were unemployed, irrespective of their prior attainment.

From August 2024 – open to adults aged 19 or over, earning below £25,000 or unemployed.

Courses that are available under the offer come from the [list of courses eligible for FCFJ funding \(opens in a new tab\)](#), and have changed over time (within and between academic years) as some have been added or removed from the list.

In addition, devolved administrations (MCAs and GLA) have had the flexibility to use a proportion of their FCFJ funding to deliver Level 3 qualifications that are not on the FCFJ list. From April 2022 this was 20% of FCFJ funding, rising to 50% in April 2023. They also retain some flexibility over the eligibility criteria, for example, setting their own earnings threshold.

Note:

Direct comparisons between academic years should be avoided, as both the eligibility criteria and the qualifications valid within the offer have evolved over time.

**Figures reported up to the third quarter of the 2024/25 academic year show that;**

- The cumulative number of enrolments by eligible adults on FCFJ list courses stands at **108,340**; with 25,070 of these reported in the 2024/25 academic year so far.
- The cumulative number of achievements by eligible adults on FCFJ list courses stands at 62,270.
- There have been a total of 16,530 starts on courses under MCA's flexible arrangements for devolved administrations.

► Export options

**Free courses for jobs - cumulative and within year enrolments and achievements**

		2020/21	2021/22	2022/23	2023/24	2024/25
<b>Cumulative total since 2020/21</b>	<b>Total number of starts on all courses that may qualify for free courses for jobs</b>	15,230	76,080	134,790	201,030	250,700
	<b>Total number of free courses for jobs enrolments</b>	4,790	24,460	49,260	83,280	108,340
	<b>Total number of free courses for jobs achievements</b>	1,210	10,660	28,730	50,110	62,270
	<b>Total number of English Devolved Areas flex code enrolments</b>	z	z	950	8,460	16,530
<b>Within academic year</b>	<b>Total number of starts on all courses that may qualify for free courses for jobs</b>	15,230	60,850	58,710	66,240	49,670
	<b>Total number of free courses for jobs enrolments</b>	4,790	19,670	24,800	34,020	25,070

[Data symbols](#) 

## Footnotes

1. At the launch of Free Courses for Jobs in April 2021, there were 387 qualifications approved for funding on the offer. The number of courses eligible has fluctuated over time as new courses have been added to the list and others removed. Enrolment and achievement figures are reported based on whether the course was eligible for the offer on the learner's start date.
2. Course enrolments under flexible arrangements for devolved administrations are those listed under [LARS category code 56 \(opens in a new tab\)](#) and are not included in free courses for jobs (FCFJ) main totals which are restricted to the FCFJ eligibility list.

[Show 1 more footnote](#)



Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

Further information can be found in the following featured table:

[Cumulative enrolments and achievements of Free Courses for Jobs by subject and sex](#)

[Go to top](#)

## Non-regulated provision and tailored learning

[Hide](#)

### Non-regulated education and training

We have split our education and training series to look at learning activity on regulated qualifications and in non-regulated provision.

Non-regulated learning aims are not subject to awarding organisation external accreditation in the form of a regulated qualification. Learning aims that have no awarding organisation have been classified as non-regulated. Community Learning (Tailored Learning going forwards) and the Multiply programme account for a substantial proportion of non-regulated courses.

Regulated qualifications are those regulated by government-recognised bodies such as Ofqual and lead to qualifications administered by an awarding organisation.

The chart below shows historical learner participation, split into regulated qualifications and non-regulated provision.

Note: learners doing a mix of qualifications and non-regulated provision will appear in each category.

Chart   Table

► Export options

Participation and learner achievement in regulated qualifications / non-regulated courses

		2019/20	2020/21	2021/22	2022/23	2023/24
Participation	Total	1,176,200	1,057,500	1,115,720	1,206,210	1,233,930
	Regulated	784,410	782,190	769,110	781,230	774,270
	Non-regulated	515,430	394,650	483,290	580,640	621,730
Learner achievements	Total	954,900	858,530	907,810	985,790	1,015,690
	Regulated	585,510	595,100	579,390	595,900	595,120
	Non-regulated	462,120	356,820	436,220	513,960	550,470

[Data symbols](#) ?

Footnotes

- 1. Figures for historical years are final full year and figures for 2024/25 are reported to date (Aug to Apr).
- 2. Total achievements are the count of learners that achieved at any point during the stated academic period. Learners achieving more than one course will appear only once in the grand total.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data

The majority of learners in education and training study at least one course that can lead to a regulated qualification. The numbers participating in regulated provision have remained at a similar level in the last five years, with just over 774,000 learners recorded in 2023/24.

There has been substantial growth in participation on non-regulated courses in recent years to just over 620,000 learners in 2023/24. Around half of learners did some form of non-regulated learning in this year. This growth follows a large decline in non-regulated participation during the period affected by the Covid-19 pandemic. Participation in non-regulated provision remains below the levels seen before 2019/20, but in 2023/24 made up a higher percentage of overall learners.

## Tailored learning

As part of the new Adult Skills fund (ASF), Tailored Learning that is DfE funded brings together what was:

- Adult Education Budget (AEB) Community Learning
- Formula-funded AEB non-regulated learning; and
- Any new employer-facing innovative provision that is not qualification based

In addition, it includes what was AEB Community Learning, and some of what was Formula-funded AEB non-regulated learning, in devolved areas.

Further details can be found in the [methodology](#).

### Tailored Learning's contribution to all non-regulated education and training

Tailored Learning makes up over half of all adult education and training non-regulated learning (55.1% of all non-regulated enrolments for the first three quarters (August to April) reported so far in 2024/25). Community Learning made up 48.7% of non-regulated enrolments - based on reporting at the same point in 2023/24.

The breakdowns we provide below are for the entirety of provision funded through Tailored Learning ([funding model 11 in the ILR \(opens in a new tab\) \(opens in a new tab\)](#)). While all Tailored Learning titled aims (LARS category code 75) are non-regulated, we are including numbers where providers have used flexibilities for tailored learning funding on ASF formula-funded provision to meet local demand. A small amount may be in regulated qualifications. Around 0.1% of tailored learning reported so far in 2024/25 has been on aims that can lead to a qualification.

### Tailored Learning participation

There were **304,240** learners participating in Tailored Learning, reported so far in 2024/25 between August and April.

Note: This figure includes learners that used to be counted in Education and Training under the formula-funded part of the AEB. It is not comparable with participation in Community Learning as reported in the same quarter in previous years.

Tailored Learning purpose

Tailored Learning is recorded against seven purpose types, related to the learner’s participation intent at the start of the course. Providers must determine one purpose per learner per learning aim and where learners have multiple purposes, they must pick the primary one. Learners on the same course may have different purposes.

In the first three quarters of 2024/25, over one-quarter of learners (27.1%) were participating with a purpose to improve essential skills. The next most popular purpose was preparation for further learning, followed by engaging / building confidence and health and well-being.

Chart

Table

► Export options

Tailored learning by purpose (2024/25 reported to date)

	Participation		Learner achievements	
	Total	of which family learning	Total	of which family learning
Total	304,240	26,770	232,300	24,000
Developing stronger communities	20,470	1,650	15,320	1,520
Engaging and / or building confidence	56,860	4,410	42,970	3,840
Equipping parents / carers to support childrens learning	25,620	16,660	22,670	15,200
Health and well-being	52,670	2,640	41,790	2,390
Improving essential skills including English ESOL Maths and Digital	82,350	2,150	54,470	1,710
Preparation for employment	47,900	640	34,690	540
Preparation for further learning	59,320	750	47,360	590

[Data symbols ?](#)

## Footnotes

1. Figures for the academic year(s) shown cover the first three quarters (Aug to Apr) reported to date.
2. Geographies are taken from the National Statistics Postcode Lookup.

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Demographics

Of the 304,240 learners participating in Tailored Learning in the first three quarters of the 2024/25 academic year:

- Over seven in ten (71.9%) were females.
- 23.4% declared themselves as having a learning difficulty or disability (LLDD).
- Ethnic minority (excluding white minority) learners made up 37.0% of tailored learning with Asian / Asian British (16.8%) and Black / African / Caribbean / Black British (9.0%) learners most prevalent.
- 38.4% were aged fifty or over, 53.6% were aged 25-49 and 7.8% aged between 19 and 24.

Chart	Table
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► Export options

Tailored learning by sex and LLDD 2024/25 (reported to date)

	Participation		
	2024/25		
	Total	Female	Male
Total	304,240	218,800	85,430
LLDD - no	223,410	164,230	59,180
LLDD - unknown	12,480	8,920	3,560
LLDD - yes	68,350	45,660	22,690

[Data symbols](#) ?

Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Ethnicity categories have been aligned with the ethnicities recorded in the 2011 UK Census.

[Show 4 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data

Chart

Table

► Export options

Tailored learning sex by purpose type (2024/25 reported to date)

	2024/25		
	Total	Female	Male
Total	304,240	218,800	85,430
Developing stronger communities	20,470	14,700	5,770
Engaging and / or building confidence	56,860	42,140	14,720
Equipping parents / carers to support childrens learning	25,620	22,010	3,610
Health and well-being	52,670	41,430	11,230
Improving essential skills including English ESOL Maths and Digital	82,350	57,620	24,740
Preparation for employment	47,900	30,080	17,810
Preparation for further learning	59,320	42,460	16,860

[Data symbols](#) ?

Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Ethnicity categories have been aligned with the ethnicities recorded in the 2011 UK Census.

[Show 4 more footnotes](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data

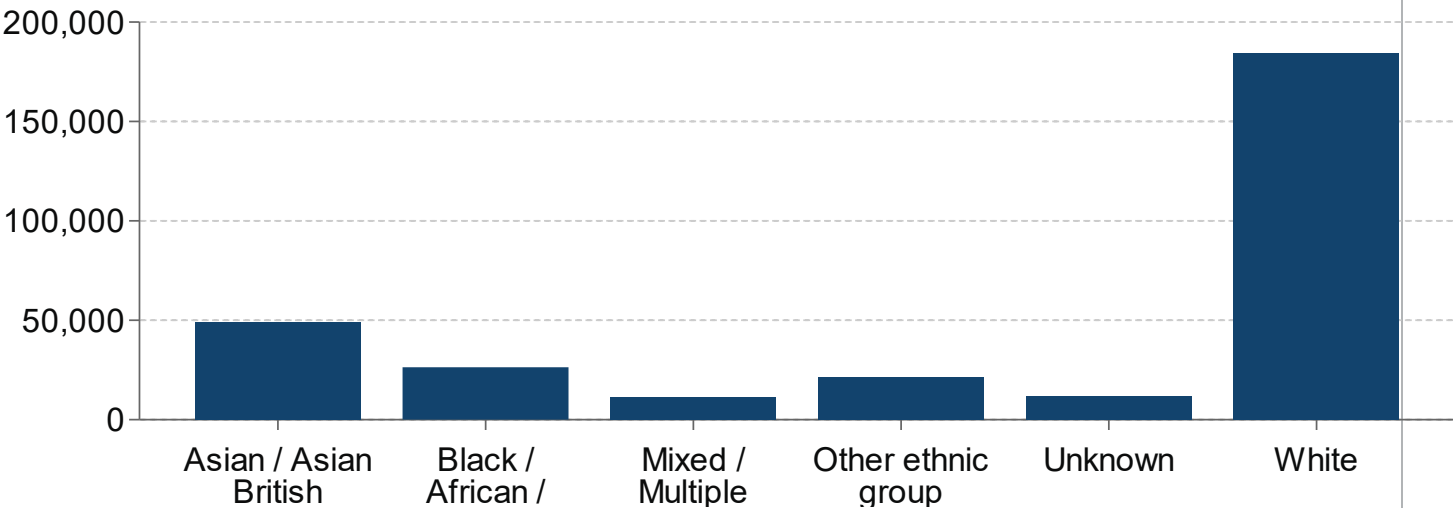
Chart

Table

► Export options

**Tailored learning participation by major ethnic groups, 2024/25 (reported to date)**

click table to see tailored learning purpose breakdowns



**Footnotes**

- 1. Age is based on age as at 31 August of the academic year.
- 2. Ethnic minorities do not include white minorities.

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**Family Learning**

Of the 304,240 learners participating in Tailored Learning in 2024/25, 8.8% (26,770 learners) were reported as participating in family learning.

Note: The collection of family learning in the ILR is not enforced through validation, but providers are



expected to return this data where available to identify this type of delivery.

Employer-facing Tailored Learning

A set of [Tailored Learning aims \(opens in a new tab\) \(opens in a new tab\)](#) for employer-facing provision have been introduced, based on sector subject areas.

Of the 304,240 learners participating in Tailored Learning in the first three quarters of 2024/25, 11,100 (3.6%) were reported as studying an employer-facing course.

Tailored Learning Outcomes

The primary purpose of tailored learning is to support learners into employment and to progress to further learning. It also supports wider outcomes including improving health and wellbeing, equipping parents / carers to support their child’s learning, and developing stronger and more integrated communities.

A new Tailored Learning outcome field has been added to the ILR for 2024/25. This records the outcome of the learning for the learner in one of eleven categories when they have completed or withdrawn from the planned learning activities.

It is recognised that once a learner progresses on a course, their desired outcome may change. The learner’s outcome at the end of the course does not need to correspond with the initial purpose as reported above. In practice a learner may achieve more than one outcome area, but providers are required to record the main one only.

Of the 507,590 individual Tailored Learning courses recorded so far, 82% have an outcome recorded against one of the eleven categories. Improved skills for progressing to further learning is the most popular of the recorded outcomes followed by increased confidence and improved essential skills.

Tailored Learning outcomes, 2024/25 reported to date

Tailored Learning Outcome Categories	Aim enrolments	Participation
1. Increased confidence	74,690	55,470
2. Improved skills for progressing to further learning	93,830	68,480
3. Improved skills for work	49,110	38,530
4. Improved essential skills	58,230	44,390
5. Improved ability to support a child's learning	32,050	25,390
6. Improved physical health	16,080	10,770

7. Improved mental health and well-being	42,850	31,670
8. Improved skills to participate in community life	16,600	12,560
9. Increased understanding of democratic values	410	400
10. Improved skills for independent living	2,910	2,400
11. No outcome area 1-10 achieved	30,930	25,340
No outcome 1-11 recorded	89,900	74,240
<b>Total</b>	<b>507,590</b>	<b>304,240</b>

Further information can be found in the following featured tables :

[Tailored learning participation by learner characteristics](#)

[Tailored learning participation and achievements by sex and age](#)

[Tailored learning participation and achievements by primary learning difficulty/disability](#)

[Tailored learning provider breakdowns and purpose type](#)

[Tailored learning provider breakdowns and outcomes](#)

[Tailored learning provider breakdowns](#)

[Tailored learning comparisons by region](#)

## Multiply

Multiply is a government-funded programme, introduced from April 2022, to help adults improve their numeracy skills. It primarily covers non-regulated courses but also a small number of regulated qualifications up to Level 2 (around 3% of Multiply enrolments in 2023/24).

There were 91,610 total enrolments on Multiply courses reported so far for the first three quarters of the academic year 2024/25, with 70,660 learners participating. There were also 59,390 learner achievements recorded for the same period.

This does not include any activity not recorded on the Individualised Learner Record (ILR). People who participate in engagement events funded by Multiply do not need to be recorded in the ILR unless they participate in actual courses.

These figures include only learners funded by Multiply. There is a small overlap between these figures and those reported in the Essential Skills section below, which captures participation in Essential Skills courses across all further education and skills provision types – apprenticeships and education and training.

► Export options

Multiply enrolments, participation and achievements by level (note 2024/25 figures are provisional)

	Enrolments			Participation			Learner ach	
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023
Total	67,040	121,240	91,610	52,740	89,500	70,660	45,990	81,0
Entry Level	1,260	1,550	1,060	1,200	1,230	750	1,040	9
Level 1	1,100	2,680	770	1,080	2,150	770	920	1,6
Level 2	300	570	470	300	520	470	150	2
Not applicable	64,380	116,440	89,300	50,780	86,460	69,540	44,350	78,7



[Data symbols](#) ?

Footnotes

- 1. Total achievements are the count of learners that achieved at any point during the stated academic period. Learners achieving more than one course will appear only once in the grand total.
- 2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

Explore and edit this data online

Use our table tool to explore this data.

Explore data

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## Essential skills provision

[Hide](#)

### Adult essential skills

Essential skills are courses that can help adults get the English, numeracy or digital skills that are needed for work and everyday life. English courses are split into two subjects: English (covering basic English and communication skills) and English for speakers of other languages (ESOL), which provides skills to help with life in England, including reading, writing, speaking, and listening.

Essential skills provision supports adults aged 19 and over to improve their English and maths skills up to level 2 (GCSE grade 4/C or equivalent); ESOL, if English is not their first language; or digital skills, if they have low digital skills or little to no experience of using computers or other digital devices.

We have identified nearly fifty tailored learning, community learning and other non-regulated learning aims that have aim titles and descriptions consistent with other essential skills aims, but are currently not identified as 'Basic Skills' on the [Find a Learning Aim Service \(opens in a new tab\)](#). We have added these aims into the essential skills measures for English, maths, ESOL and digital skills. The additional tailored learning aims are new for the 2024/25 academic year, equivalent community learning aims were first introduced in 2023/24 and the remaining non-regulated aims apply to all academic years in this series. None of these aims were previously counted as essential skills.

This release includes a time series of data based on this new definition of essential skills (includes the additional tailored learning, community learning and other non-regulated aims). It also provides new breakdowns of essential skills in regulated qualifications and non-regulated provision.

We have also included a time series of data based on the historic definition of essential skills (excludes the additional tailored learning, community learning and other non-regulated learning aims). This data is consistent with adult essential skills figures published in previous releases.

From the 2025/26 academic year onwards, we plan to publish data for the new definition only.

More information on these changes is provided in the [Methodology](#).

### Comparing the new and historic definitions of adult essential skills for full year data

Based on the new definition (includes the additional community learning and other non-regulated aims), a total of 476,690 adults (aged 19+) participated in essential skills courses in the 2023/24 academic year. This is 50,790 more learners, or 11.9% higher, than the 425,890 reported under the

historic definition (excludes the additional community learning and other non-regulated aims).

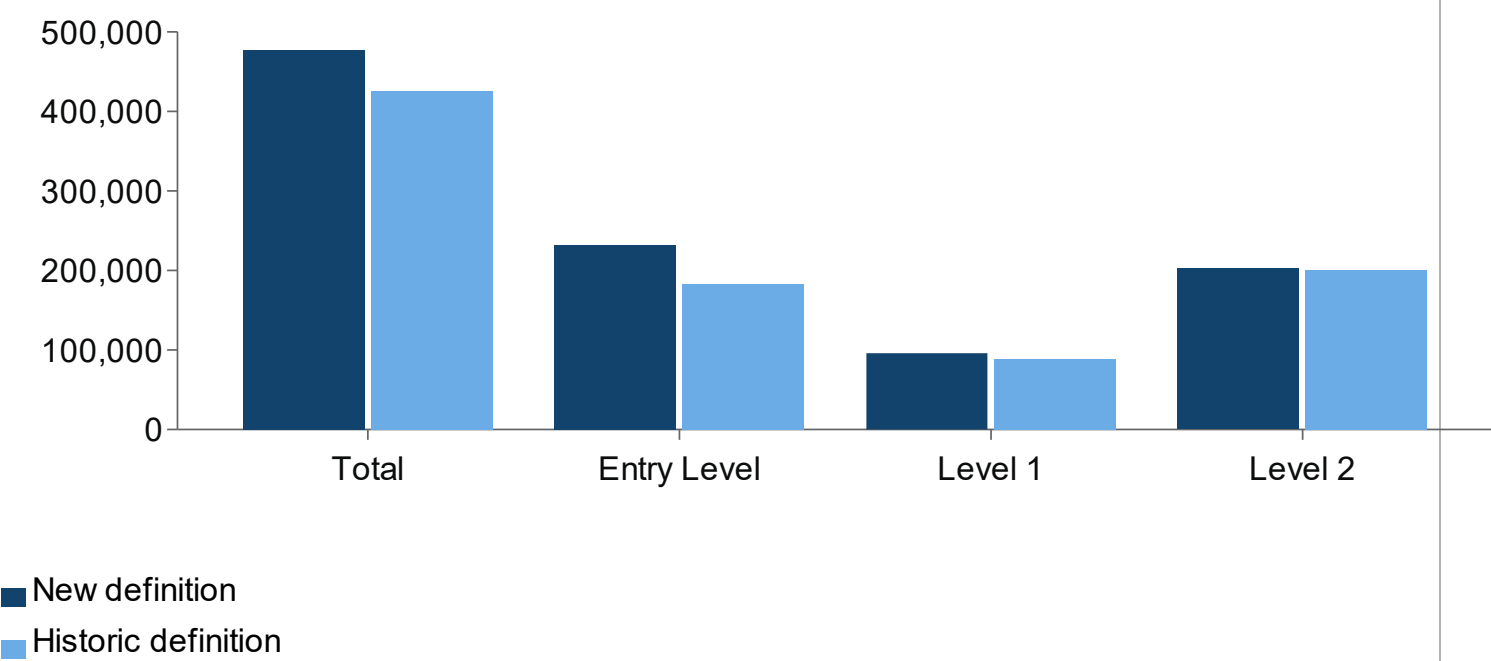
Entry level learning aims account for the majority of the difference between the new and historic definitions. Based on the new definition, 231,500 adults participated in entry level essential skills in 2023/24, which is 49,000 (26.9%) higher than that the 182,500 reported under the historic definition. By comparison, level 1 participation was 7,380 (8.3%) higher under the new definition and level 2 participation 2,400 (1.2%) higher.

Chart	<u>Table</u>
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► Export options

**Adult (19+) essential skills participation by definition and level, 2023/24**

Click table view for participation by level, subject and definition



**Footnotes**

- 1. Age is based on age as at 31 August of the academic year.
- 2. Entry Level figures include pre-entry level essential skills aims.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**Full-year overall participation and achievements (new definition)**

**Participation**

Based on the new definition, 476,690 adults participated in essential skills courses in 2023/24, a slight

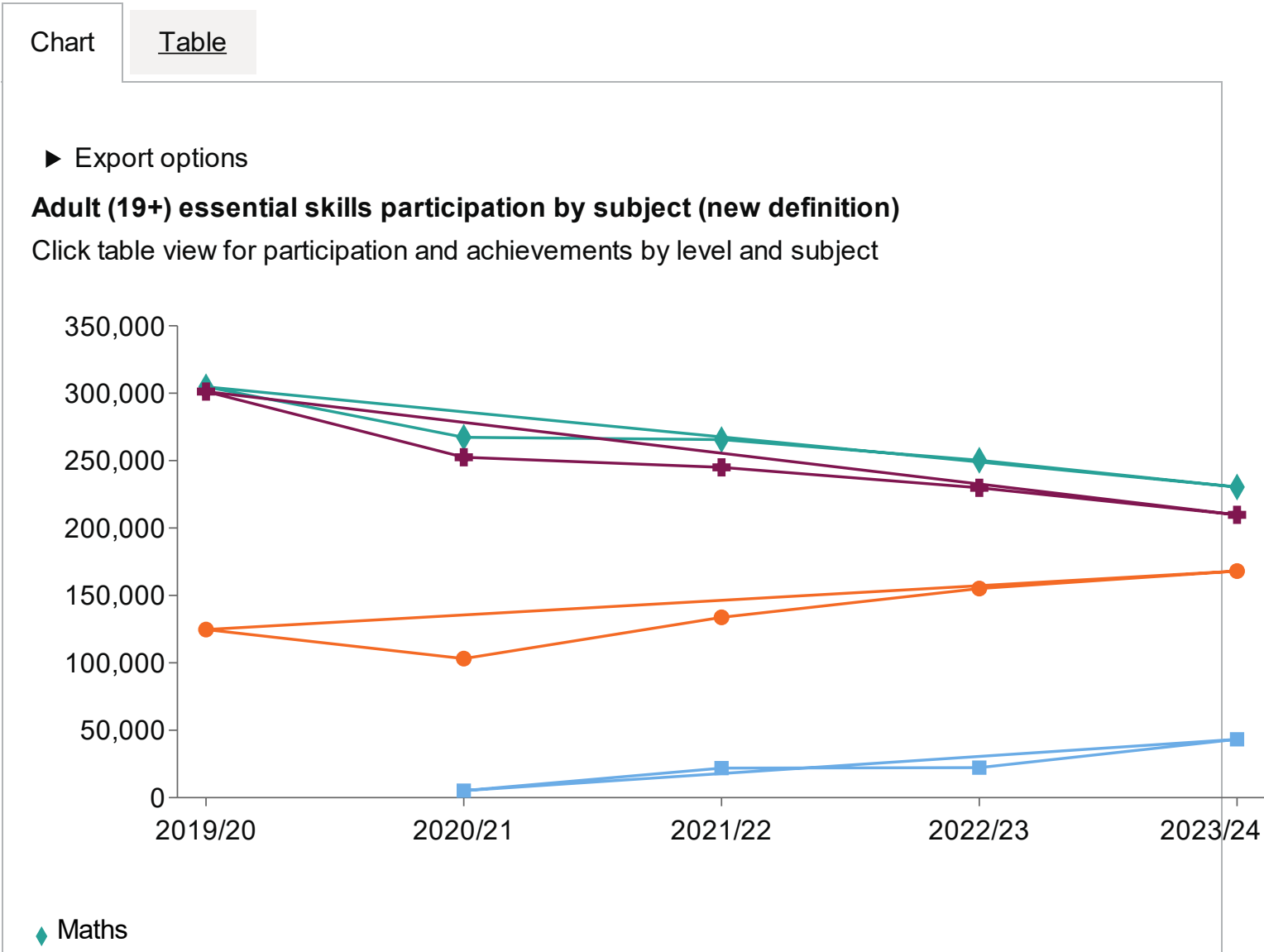
increase of 1.4% (or 6,450 learners) from the 470,240 reported in 2022/23, but below the 501,690 reported in 2019/20.




Of those adults participating in 2023/24:

- 230,370 participated on a maths course, down 7.9% from 250,230 in 2022/23.
- 209,750 participated on an English course, down 8.7% from 229,810 in 2022/23.
- 168,030 participated on an English for Speakers of Other Languages (ESOL) course, up 8.4% from 155,070 2022/23.
- 43,240 participated on a digital skills course; which is nearly double the number reported in 2022/23, driven by the inclusion of new community learning aims in 2023/24.

Achievements

Based on the new definition, 325,770 adults achieved an essential skills learning aim in 2023/24, an increase of 8.1% on the 301,350 reported in 2022/23. This continues the recent upward trend, with the number of adults achieving a learning aim in 2023/24 being higher than the 315,910 reported in 2019/20.



-  English
-  ESOL
-  Digital Skills

### Footnotes

- 1. Age is based on age as at 31 August of the academic year.
- 2. Entry Level figures include pre-entry level essential skills aims.

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

### Explore and edit this data online

Use our table tool to explore this data.

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## Full-year regulated and non-regulated participation (new definition)

The majority of adult learners participate in regulated essential skills provision, with 78.5% (or 374,150 out of a total of 476,690 learners) doing so in 2023/24. However, this is lower than the rate of 87.1% reported in 2019/20 and 84.3% in 2022/23.

Between 2019/20 and 2023/24, the rate of participation in non-regulated essential skills increased from 22.8% (or 114,310 out of a total of 501,690 learners) to 34.7% (165,280 out of a total of 476,690), largely due to the introduction of new Community Learning aims in 2023/24.

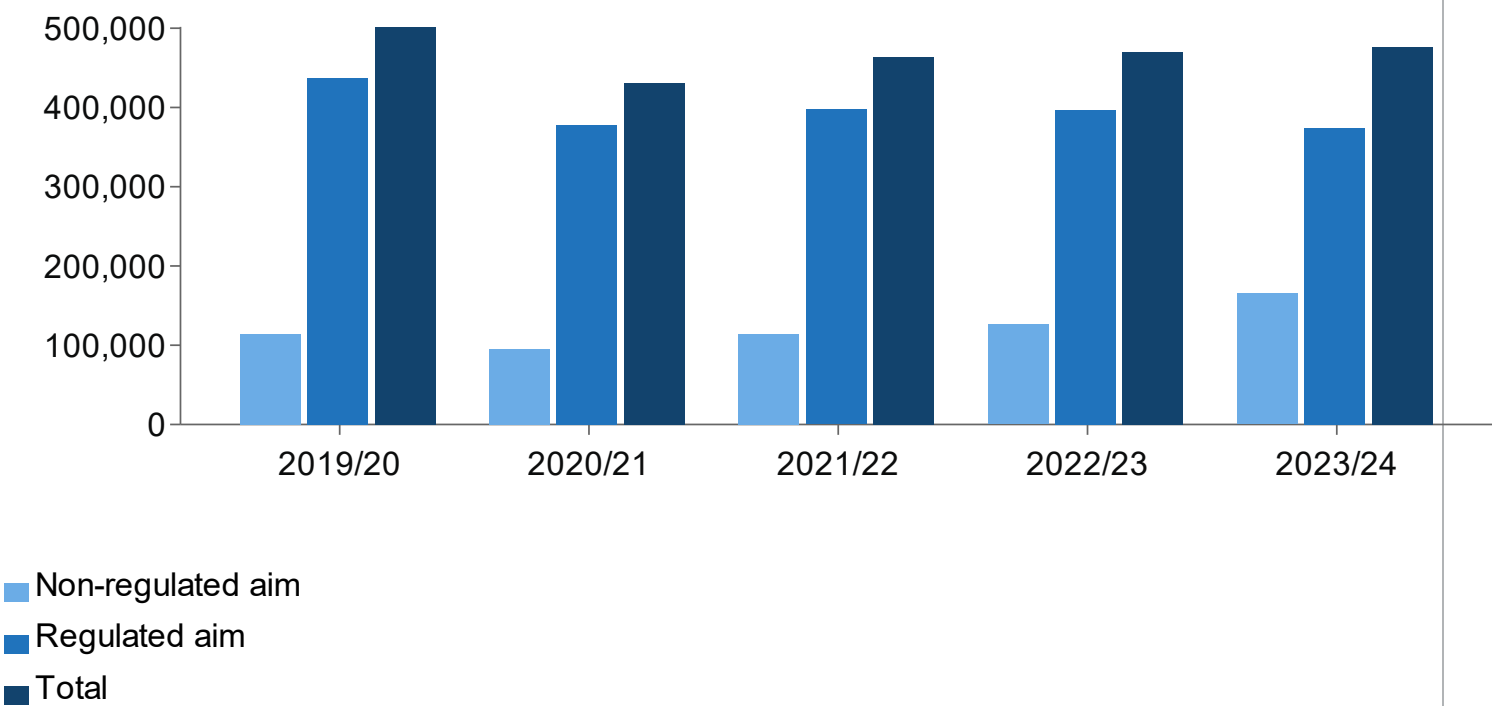
Chart	<u>Table</u>
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► Export options

**Adult (19+) regulated and non-regulated essential skills participation (new definition)**

Click on table view for participation by aim regulation status, level and subject



**Footnotes**

- 1. Age is based on age as at 31 August of the academic year.
- 2. Entry Level figures include pre-entry level essential skills aims.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

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**Full-year regulated qualification participation and achievements (new definition)**

Participation

There was an overall decline in participation in regulated essential skills qualifications between 2019/20 and 2023/24, with the number of adult learners falling by 14.4% from 436,970 to 374,150.

This fall is accounted for by decreases in level 1 participation, which fell from 100,170 to 81,170 between 2019/20 and 2023/24 and level 2 participation, which fell from 261,350 to 196,870. By contrast, participation in regulated entry level essential skills increased over the same period, rising from 119,470 to 134,260.

When looking at regulated essential skills qualifications by subject we see that adult learner participation in English and maths has declined in recent years, whereas there have been overall increases in digital skills and ESOL. Digital skills participation more than trebled from 5,150 in 2020/21 (the first year it became available) to 15,760 in 2023/24. Between 2019/20 and 2023/24 participation in ESOL increased by 29.0%, from 80,860 to 104,320.

Achievements

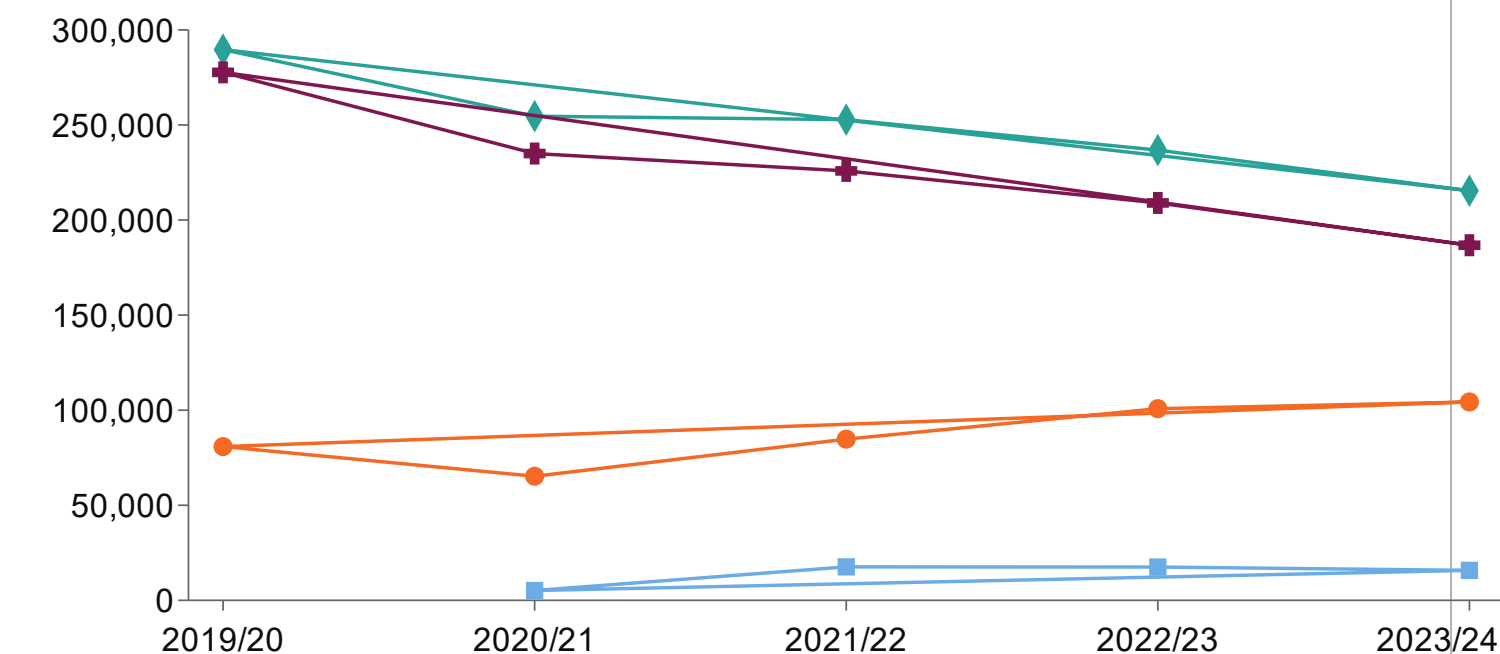
In 2023/24, 225,650 adults achieved a regulated essential skills qualification, which was 1.5% lower than the 229,170 reported in 2022/23 and 10.2% lower than the 251,210 reported in 2019/20.

Chart	<u>Table</u>
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► Export options

## Adult (19+) regulated essential skills participation by subject (new definition)

Click on table view for participation and achievements by level and subject



- ◆ Maths
- ✚ English
- ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Entry Level figures include pre-entry level essential skills aims.

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

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## Latest in-year participation data (new definition)

Based on the new definition, 429,180 adults participated in essential skills courses in the first nine months (August to April) of the 2024/25 academic year, a decrease of 3.4% from the recent high of 444,200 reported for the same period in 2023/24.

Declines of 6.7% in level 1 participation, from 90,720 to 84,640, and 4.8% in level 2 participation, from 186,830 to 177,920 accounted for most of the overall annual decrease. Meanwhile, entry level participation saw a smaller fall of 1.2%, dropping from 215,590 to 213,090 over the year.

Maths and English remain the most popular essential skills subjects for adult learners, although participation in both continues to decline. Between 2023/24 and 2024/25, participation in Maths fell by 5.5% from 212,200 to 200,620, with English seeing a fall of 7.2% from 193,670 to 179,760.

In contrast, participation in digital skills continues to increase, rising by 7.6% from 38,360 to 41,290 adult learners between 2023/24 and 2024/25. Meanwhile ESOL participation was relatively unchanged compared to a year earlier, at 160,870.

The majority of adult learners (78.5%) participate in regulated essential skills provision, which is down slightly from the 79.1% reported for the same period in 2023/24 and more noticeably from 87.8% in 2020/21. In contrast, participation in unregulated provision rose to 35.6% of learners in 2024/25, up from 34.0% a year earlier and 21.8% in 2020/21.

To some extent, this recent trend can be attributed to the introduction of the additional learning aims; all of which are non-regulated, with the majority (36 out of 48) only being available from the 2023/24 academic year onwards. The inclusion of the additional aims has therefore contributed to a decrease in the proportion of learners participating in regulated provision and an increase in the proportion participating in non-regulated provision.

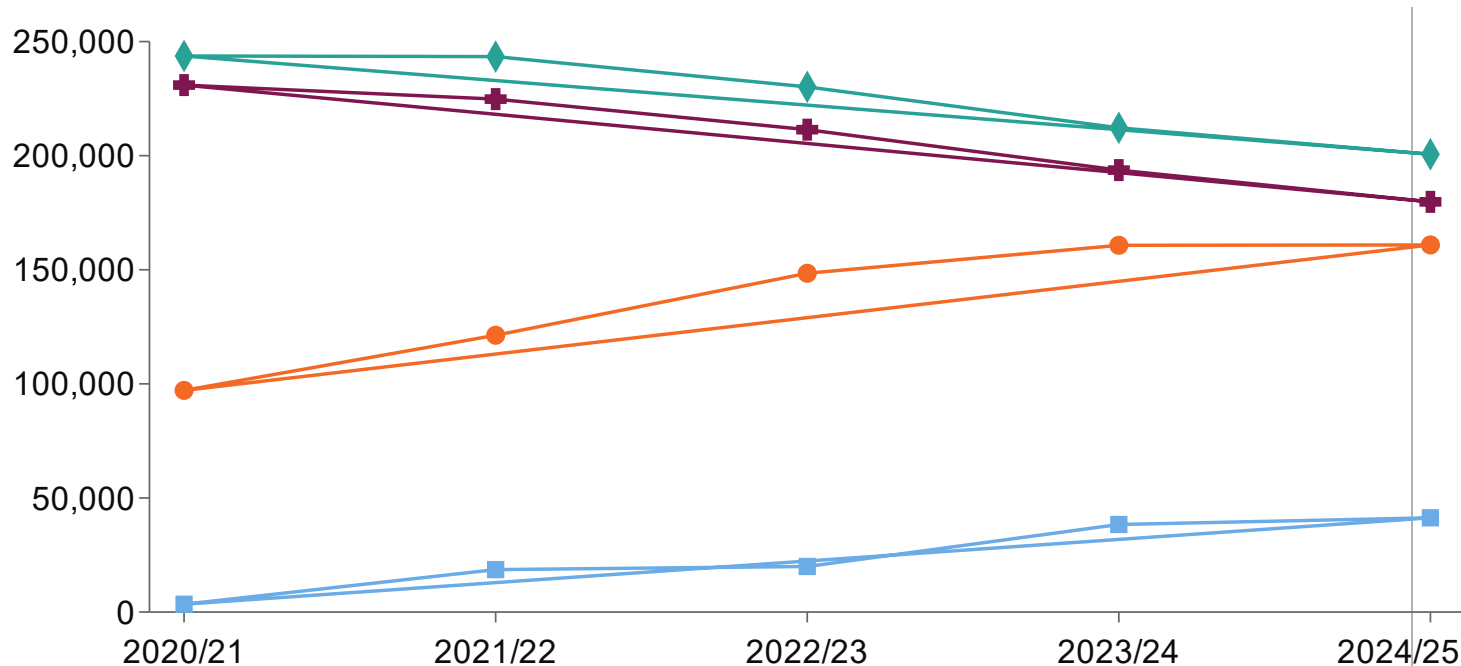
Chart

Table

► Export options

**Adult (19+) essential skills participation by subject reported to date for August to April (new definition)**

Click table view for participation by aim regulation status, level and subject



- ◆ Maths
- ✚ English
- ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Entry Level figures include pre-entry level essential skills aims.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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**Total adult (19+) activity in Further Education and skills (including**

# apprenticeships)

[↶ Hide](#)

This is a summary of all adult further education activity including Apprenticeships, Community Learning, (now Tailored Learning from 2024/25) and Education and Training provision.

## In-year adult further education and skills

The figures in this section cover in-year data reported to date (August to April).

<a href="#">Chart</a>	<a href="#">Table</a>
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► Export options

Adult (19+) learner participation by provision type (reported to date)

	Participation			
	2021/22	2022/23	2023/24	2024/25
Further Education and Skills	1,511,880	1,612,130	1,627,320	1,615,650
Apprenticeships	576,400	582,900	565,360	581,770
Education and Training	944,370	1,036,860	1,068,320	1,039,410
Education and Training (exc CL/TL)	751,960	825,950	863,790	820,280
Community Learning	247,340	273,850	272,740	z
Tailored Learning	z	z	z	303,830

[Data symbols](#) ?

Footnotes

- 1. Figures for the academic year(s) shown cover the first three quarters (Aug to Apr) reported to date.
- 2. Volumes are rounded to the nearest 10 and 'low' indicates a base value of fewer than 5.  
Where data shows 'x' this indicates data is unavailable, 'z' indicates data is not applicable, and 'c' indicates data is suppressed.

Source: Individualised Learner Record (ILR)

Explore and edit this data online

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Latest in year further education and skills participation (August to April)

- Adult participation in Further Education and skills reported to date has decreased by 0.7% to

1,615,650 compared to 2023/24 (1,627,320).

- Level 2 courses were the most popular (440,920 learners participating), followed by Level 3 (368,700).
- Level 2 has decreased by 1.5% (440,920) compared to the same time last year (447,780).
- No level assigned increased by 7.8% (364,950) compared to same time last year (338,610). Much of this rise is due to increases in participating learners with no level assigned on the Skills Bootcamp and Tailored Learning programmes.

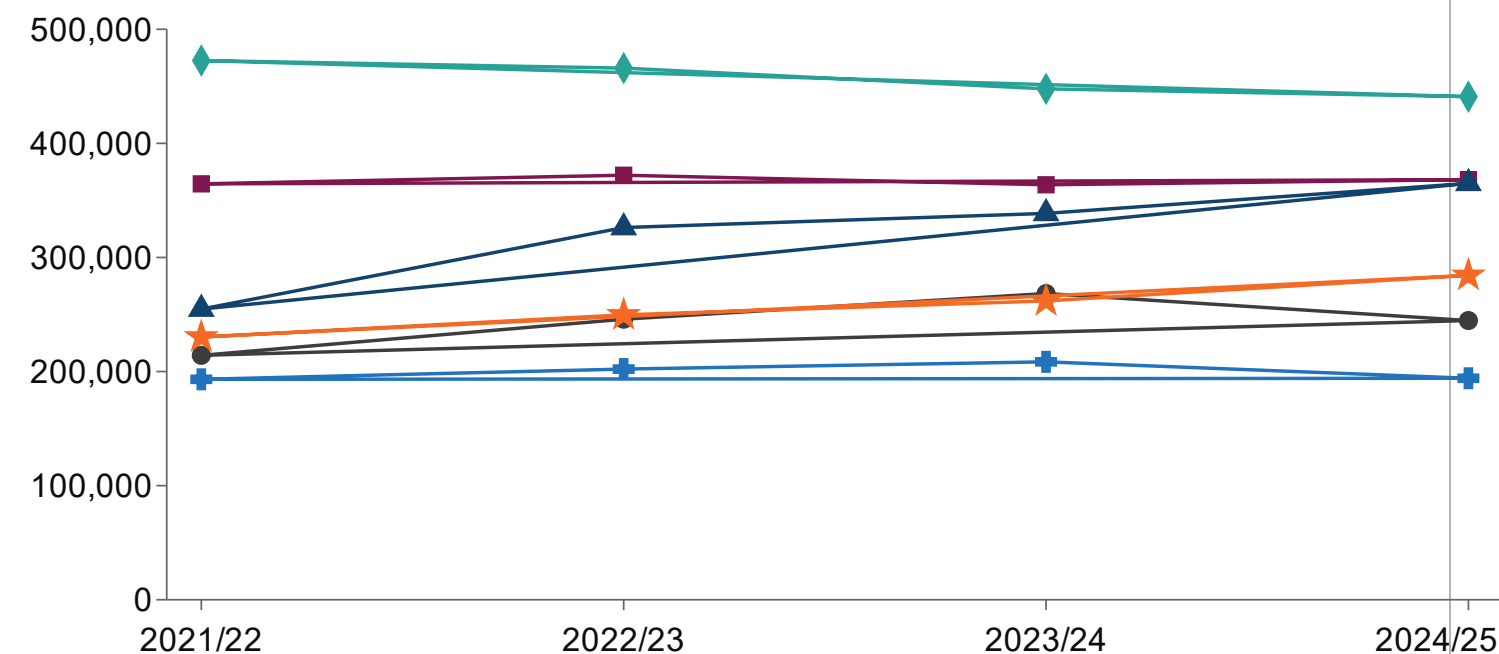
Chart

[Table](#)

► Export options

### Adult (19+) further education and skills participation by level (reported to date)

Click table view for achievements



- Entry level
- + Level 1
- ◆ Level 2
- Level 3
- ★ Level 4+
- ▲ No level assigned

### Footnotes



- 1. Age is based on age as at 31 August of the academic year.
- 2. Figures for the academic year(s) shown cover the first three quarters (Aug to Apr) reported to date.

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

Further information can be found in the following featured tables :

- [Further education and skills in year comparisons by provider type and level](#)
- [Further education and skills in year comparisons by region](#)
- [Further education and skills in year comparisons by sector subject area](#)

## Full year adult further education and skills

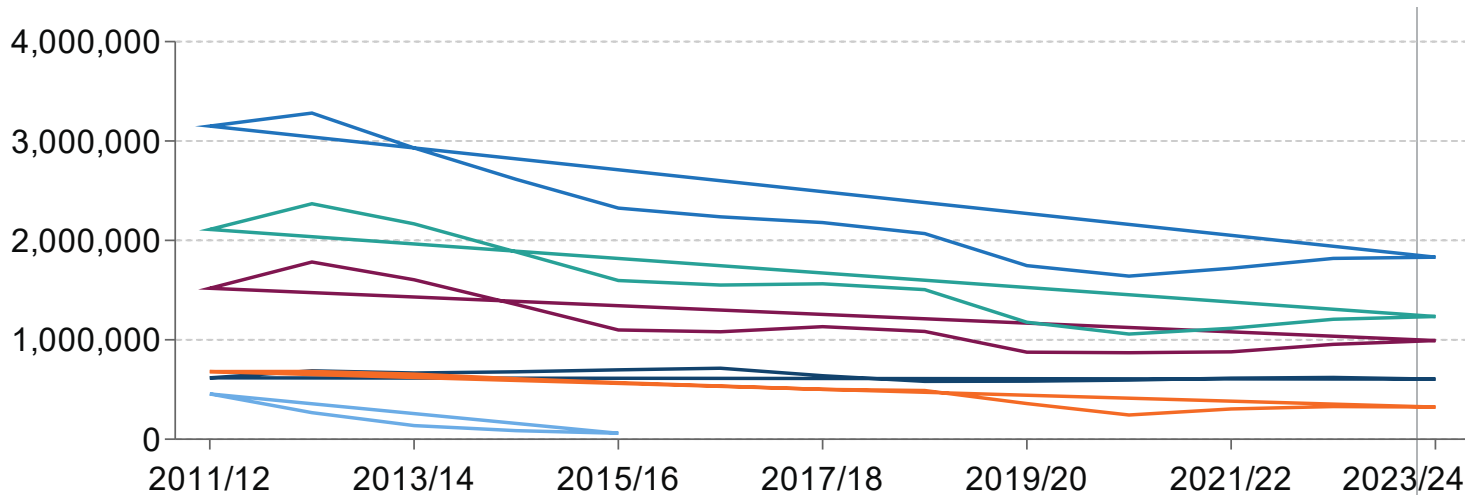
The figures in this section relate to full-year final data up to and including the 2023/24 academic year, originally published in November 2024. The next update of this full year data will be November 2025.

Chart Table

► Export options

### Adult (19+) further education and skills participation by provision type

Click table view to see Community Learning figures separated out from Education and Training



- Apprenticeships
- Community learning
- Education and Training (excluding Community Learning)
- Education and Training (including Community Learning)
- Further education and skills
- Workplace learning

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. The Single Individualised Learner Record (SILR) data collection was introduced from the 2011/12 academic year onwards. This means figures for 2011/12 onwards are not comparable to earlier years. See the methodology document for more information.

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

Adult participation in further education and skills has declined in the last decade. From the most recent peak of nearly 3.3 million learners in 2012/13, participation fell to 1.6 million in 2020/21. However, the last three academic years have seen a reverse of this trend with

participation rising to 1.7 million in 2021/22 and then 1.8 million in 2022/23; with a further 0.7% increase in 2023/24.

Of the 1,830,650 adult learners participating in 2023/24:

- The number on Level 2 courses was 519,090 - down 3.6% (on Full Level 2, there were 102,970 learners - down 15.5%).
- The number on Level 3 courses was 395,480 - down 2.3% (on Full Level 3, there were 290,800 learners - down 5.7%).
- The number of No level assigned was 414,800 – up 2.8% compared to 2022/23 – this increase is largely due to Multiply courses.

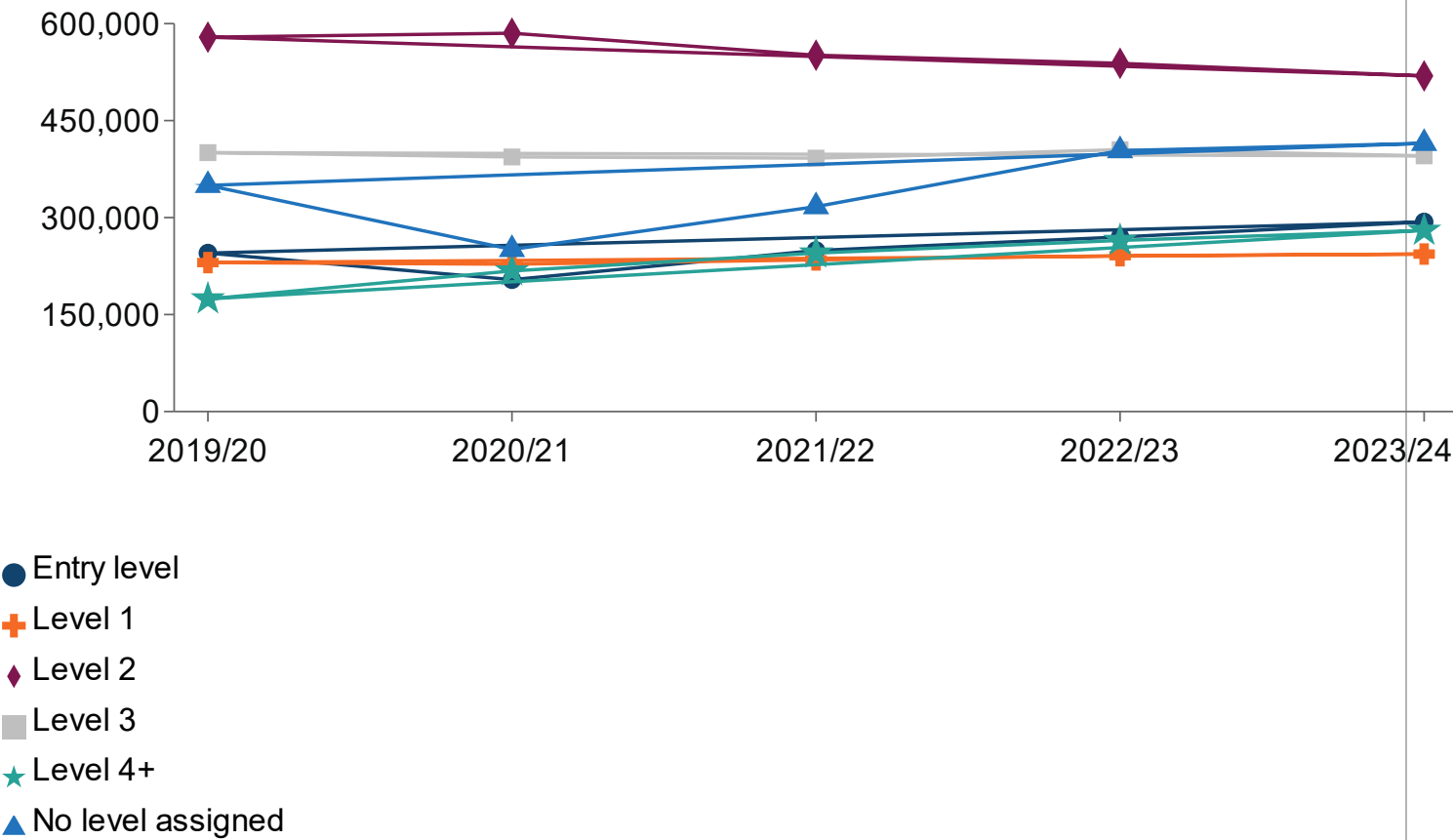
Chart

Table

► Export options

**Adult (19+) further education and skills (including apprenticeships) participation by level**

Click table view for achievements



**Footnotes**

1. Figures for historical years are final full year and figures for 2024/25 are reported to date (Aug to Apr).
2. Total achievements are the count of learners that achieved at any point during the stated academic period. Learners achieving more than one course will appear only once in the grand total.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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Explore data

## Demographics

Around three in five learners participating in FE & Skills in 2023/24 were female (59.8%). This share has increased slightly from 59.1% in 2018/19 and has fluctuated around the 60% to 61% mark in the last few years.

The proportion of learners aged 50 and above reduced from 20% in 2018/19 to 14.7% in 2020/21 during the period affected by Covid. Since then, this age-group has seen recovery with participation increasing by over a third from 241,560 in 2020/21 to 326,760 in 2023/24.

The proportion of learners declaring a learning difficulty or disability has increased to almost one in five (19.5%) in 2023/24, from 18.5% in 2022/23 and is the third consecutive annual increase in the share of LLDD learners from a low of 16.3% in 2020/21.

## Ethnicity

The proportion of learners participating in FE & Skills who are white has declined in recent years. 70.8% of learners were white in 2023/24 compared to 76.5% in 2018/19.

Over the period 2018/19 to 2023/24:

- Asian learners increased from 9.8% to 11.9%.
- Black learners increased from 7.4% to 8.6%.
- Learners from mixed/multiple ethnic groups increased from 3.0% to 4.0%.
- Learners from other ethnic minorities (excluding white minorities) increased from 3.2% to 4.7%.

Since 2022/23, the number of adults participating in FE Skills increased in every major ethnic minority

group by at least 6.5% to 2023/24. White learner numbers fell by 2% in the last year.

Further information can be found in the following featured tables:

[Further education and skills participation and achievements by learning difficulty/disability](#)

[Further education and skills learner characteristics by sex and ethnicity group](#)

[Further education and skills participation by age and IMD \(Index Multiple Deprivation\) quintile](#)

[Further education and skills participation and achievements per 100,000 of population by region](#)

[Go to top](#)

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## National achievement rate tables

[↗ Hide](#)

The following statistics are classified as official statistics and have been produced in line with the Code of Practice for Statistics, rather than being classed as accredited official statistics and independently reviewed as such by the [Office for Statistics Regulation \(opens in a new tab\)](#). The statistics are included for transparency purposes.

This section includes new data showing 2023/24 as first published in March 2025, along with historical data for 2021/22 and 2022/23. The historical figures have not been re-calculated and are shown as originally published in March 2024.

Data for years prior to 2019/20 can be found in the [Statistics: national achievement rates tables \(opens in a new tab\)](#) collection.

Apprenticeship achievement rate statistics are available in the [Apprenticeships](#) statistics publication.

## Headline facts and figures

Overall achievement rates within the 19+ Education and Training cohort have increased from 86.8% in 2022/23 to 87.4% in 2023/24, an increase of 0.6 percentage points. Compared with 2021/22 they are up by 1.2 percentage points.

► Export options

## 19+ Education and Training achievement rates by level

	Leavers			Achievement rate		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Entry Level	453,250	496,840	498,530	89.8%	89.4%	89.8%
Level 1	355,680	355,360	371,330	87.5%	88.3%	89.0%
Level 2	448,430	429,990	425,380	83.8%	84.6%	85.3%
Level 3	86,200	83,900	82,660	75.7%	77.4%	77.8%
Level 4+	6,170	5,340	5,880	68.5%	72.9%	71.4%
Unknown	29,820	33,000	42,850	94.3%	94.4%	95.9%

[Data symbols](#) ?

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

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## 19+ Education and Training achievement rates by qualification type

		Leavers			Achievement rate		
		2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
<b>A Level</b>	<b>Level 3</b>	1,220	1,060	1,050	78.4%	72.6%	74.0%
<b>AS Level</b>	<b>Level 3</b>	250	210	350	73.7%	65.3%	63.8%
<b>Access to HE</b>	<b>Level 3</b>	21,100	16,090	14,200	77.0%	78.2%	76.8%
<b>Award</b>	<b>Entry Level</b>	27,170	29,820	31,140	88.8%	91.1%	90.9%
	<b>Level 1</b>	116,740	124,640	142,860	92.1%	92.6%	93.1%
	<b>Level 2</b>	50,170	45,460	50,950	87.6%	89.7%	90.7%
	<b>Level 3</b>	2,840	2,180	2,390	89.8%	88.7%	90.1%
	<b>Level 4+</b>	10	20	40	x	95.0%	94.6%
<b>Basic Skills Maths and English</b>	<b>Entry Level</b>	75,020	75,510	71,220	85.1%	84.0%	85.3%
	<b>Level 1</b>	43,280	42,360	41,100	60.7%	63.1%	63.3%
	<b>Level 2</b>	42,060	39,180	37,390	58.3%	58.2%	59.3%
<b>Certificate</b>	<b>Entry Level</b>	17,200	17,060	17,880	91.5%	93.3%	94.3%
	<b>Level 1</b>	65,710	70,450	68,170	90.3%	92.4%	93.0%

[Data symbols](#) ?

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.

2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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**19+ Education and Training achievement rates by provider type for 2021/22 to 2023/24**



		Leavers	Retention rate	Pass rate	Achievement rate
<b>2023/24</b>	<b>Total</b>	1,470,760	92.6%	94.4%	87.4%
	<b>General FE College incl Tertiary</b>	934,480	93.2%	94.2%	87.8%
	<b>Other Public Funded i.e LA's and HE</b>	237,540	93.0%	93.7%	87.2%
	<b>Private Sector Public Funded</b>	232,680	89.9%	96.2%	86.5%
	<b>Schools</b>	1,640	70.4%	85.3%	60.0%
	<b>Sixth Form College</b>	11,240	92.1%	94.1%	86.7%
	<b>Special College</b>	53,170	92.8%	93.6%	86.9%
<b>2022/23</b>	<b>Total</b>	1,448,840	92.2%	94.1%	86.8%
	<b>General FE College incl Tertiary</b>	908,560	93.0%	93.6%	87.0%
	<b>Other Public Funded i.e LA's and HE</b>	228,320	92.2%	93.7%	86.5%
	<b>Private Sector Public Funded</b>	245,810	89.6%	96.4%	86.4%
	<b>Schools</b>	1,210	69.6%	83.0%	57.8%

[Data symbols](#) 

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 7 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

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## 19+ Education and Training achievement rates by sector subject area

The largest sector subject area is Preparation for Life and Work (725,930 leavers) making up 49.4% of the total. 86.9% of this activity is below level two.

The sectors with the highest achievement rates in 2023/24 are Engineering and Manufacturing Technologies as well as Arts, Media and Publishing. Both have an average rate of 92.4%.

The sector showing the highest increase in achievement rates since last year is Education and Training which shows an increase of 1.9 percentage points since last year.

All sectors are showing an increase in achievement rates since last year. The only exception is in Social Sciences, though this only makes up 0.1% of all adult activity.

► Export options

## 19+ Education and Training achievement rates by sector subject area

	Leavers			Achievement rate		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
<b>Total</b>	1,426,520	1,448,840	1,470,760	86.2%	86.8%	87.4%
<b>Agriculture, Horticulture and Animal Care</b>	16,400	17,810	17,530	85.1%	87.8%	89.6%
<b>Arts, Media and Publishing</b>	36,650	39,480	41,640	91.1%	91.6%	92.4%
<b>Business, Administration and Law</b>	93,750	93,450	99,160	84.5%	86.9%	87.7%
<b>Construction, Planning and the Built Environment</b>	58,070	61,380	68,380	89.1%	89.9%	91.0%
<b>Digital Technology</b>	69,950	67,060	68,050	84.4%	84.4%	85.0%
<b>Education and Training</b>	28,150	29,730	32,800	88.4%	88.5%	90.4%
<b>Engineering and Manufacturing Technologies</b>	45,330	50,200	51,350	90.2%	92.0%	92.4%
<b>Health, Social Care and Public Services</b>	242,220	232,420	222,250	82.2%	82.2%	87.2%

[Data symbols](#) 

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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## 19+ Achievement Rates by ethnicity

Caution should be used interpreting simple averages because differences in provision mix across sectors will lead to change in overall averages.

The figures in this section cover the achievement rates for those learners who are from ethnic minorities (excluding white minorities). Please note the figures for “White ethnic groups” includes white minorities.

In 2023/24, learners aged 19+ from ethnic minorities (excluding white minorities) had an overall education and training achievement rate of 87.2%, an increase of 0.6 percentage points from 86.6% in 2022/23.

The number of leavers from ethnic minorities (excluding white minorities) was 646,050 which represents 43.9% of all leavers. The take up of education and training for learners from ethnic minorities (excluding white minorities) varies according to the sector subject area.

The sector with the highest proportion of leavers from minority ethnic groups (excluding white minorities) was Preparation for Life and Work where 56.6% of leavers were from ethnic minorities (excluding white minorities). The sector with the lowest proportion was Agriculture, Horticulture and Animal Care at 12.9%.

► Export options

## 19+ Education and training achievement rates by learner demographics

		Leavers			A
		2021/22	2022/23	2023/24	2021/22
<b>Total</b>		1,426,520	1,448,840	1,470,760	86.2%
<b>Minority ethnic</b>	<b>Ethnic minorities (excluding white minorities)</b>	587,020	614,630	646,050	85.9%
	<b>White</b>	806,670	804,350	787,500	86.5%
	<b>Unknown</b>	32,830	29,870	37,210	83.0%
<b>Ethnicity major</b>	<b>Asian/Asian British</b>	218,610	229,260	240,080	87.2%
	<b>Black/African/Caribbean/Black British</b>	182,550	185,150	194,560	84.3%
	<b>Mixed/Multiple ethnic groups</b>	66,090	67,500	71,690	84.8%
	<b>Other ethnic group</b>	119,760	132,730	139,720	86.7%
	<b>White</b>	806,670	804,350	787,500	86.5%
	<b>Unknown</b>	32,830	29,870	37,210	83.0%
<b>LLDD</b>	<b>LLDD - yes</b>	303,590	312,020	316,740	84.3%
	<b>LLDD - no</b>	1,088,120	1,102,380	1,115,580	86.7%
	<b>LLDD - unknown</b>	34,810	34,450	38,430	86.0%
<b>Sex</b>	<b>Female</b>	862,310	886,320	891,300	85.7%

[Data symbols](#) 

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 8 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

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### 19+ Education and Training Achievement Rates by Index of Multiple Deprivation

	Leavers			Achievement rate		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Total	1,426,520	1,448,840	1,470,760	86.2%	86.8%	87.4%
One (most deprived)	567,150	549,120	558,700	86.5%	87.1%	87.4%
Two	362,150	368,000	372,370	85.9%	86.7%	87.6%
Three	224,320	233,520	239,290	85.7%	86.3%	87.2%
Four	158,600	169,600	171,320	86.2%	86.4%	87.3%
Five (least deprived)	111,480	125,610	126,180	86.5%	87.0%	87.8%
Unknown	2,820	3,000	2,890	82.1%	86.8%	85.2%

[Data symbols](#) ?

## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.

2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available on the gov.uk website: <https://www.gov.uk/government/collections/qualification-achievement-rates-and-minimum-standards> (opens in a new tab)

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Achievement rates by provider

Summary data for individual providers can be found here : [19+ Education and training achievement rates by provider](#)

A more detailed view by provider can be found here : [19+ Education and training achievement rates by provider - detailed view](#)

## Background information

National achievement rate tables are based on underlying Qualification Achievement Rates (QAR) data. Information about the process surrounding QARs can be found [by clicking here \(opens in a new tab\)](#). Whilst data on 19+ provision is provided for performance management purposes, 16-18 provision is also included to give a complete view of individual provider performance.

## How rates are calculated

Information about how QARs are calculated can be found [by clicking here \(opens in a new tab\)](#).

## Redactions

No providers have been redacted in either 2023/24 or 2022/23. We have redacted three providers from 2021/22 from our formal performance tables (NARTs) where we are unable to form a reliable QAR. This is done where the data we hold does not allow us to calculate a reliable estimate and therefore provides an unfair measure of performance. We publish headline information for these providers separately for transparency, but they do not constitute a formal QAR and should not be used to compare performance. The underpinning data is included in our national achievement rates to provide a complete view of performance.

Details can be found in the 'Education and Training Achievement Rates – Transparency Redactions.pdf' supporting file in the [Additional supporting files](#) accordion.

## Further information can be found in the following featured tables :

[19+ Education and training achievement rates by learner demographics](#)

[19+ Education and training achievement rates by Ethnicity](#)

[19+ Education and training achievement rates by Learners with a Learning Difficulty and or Disability](#)

[19+ Education and training achievement rates by Sex](#)

[19+ Education and training achievement rates for essential skills](#)

[19+ Education and training achievement rates for essential skills by provider](#)

[19+ Education and training achievement rates showing GCSE low and high grade proportions](#)

[19+ Education and training achievement rates by provider showing GCSE low grade and high grade proportions](#)

## UPDATED 11th April

Additional data files added to enable users to view data with GCSEs included :

[19+ Education and training achievement rates by provider - detailed view including GCSEs](#)

[19+ Education and training achievement rates by level including GCSEs](#)

[19+ Education and training achievement rates by learning aim](#)

[Go to top](#)

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# Help and support

## Methodology

Find out how and why we collect, process and publish these statistics.

[Further education and skills statistics: methodology](#)

## Accredited official statistics

These accredited official statistics have been independently reviewed by the [Office for Statistics Regulation](#) (OSR). They comply with the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#). Accredited official statistics are called National Statistics in the [Statistics and](#)



[Registration Service Act 2007](#).

Accreditation signifies their compliance with the authority's [Code of Practice for Statistics](#) which broadly means these statistics are:

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

Our statistical practice is regulated by the Office for Statistics Regulation (OSR).

OSR sets the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#) that all producers of official statistics should adhere to.

You are welcome to contact us directly with any comments about how we meet these standards. Alternatively, you can contact OSR by emailing [regulation@statistics.gov.uk](mailto:regulation@statistics.gov.uk) or via the [OSR website](#).

## Contact us

If you have a specific enquiry about Further education and skills statistics and data:

### FE Statistics Production and Dissemination Team

Email: [FE.OFFICIALSTATISTICS@education.gov.uk](mailto:FE.OFFICIALSTATISTICS@education.gov.uk)

Contact name: FE Statistics Production and Dissemination Team

### Press office

If you have a media enquiry:

Telephone: 020 7783 8300

### Public enquiries

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Telephone: 037 0000 2288

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