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Academic year 2024/25

# Further education and skills

This is the latest release



**Published** 27 November 2025

**Last updated** 27 November 2025  
► [See all updates \(11\)](#)

## Quick links

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- [Release contents](#)
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**Release type** [Accredited official statistics](#) 

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

This release shows full-year data on adult (19+) further education (FE) and skills in England reported for the academic year 2024/25 (August 2024 to July 2025) based on data returned by providers in October 2025. This includes apprenticeships in the overall FE and skills numbers, but for detailed statistics relevant to apprenticeships please see the '[Apprenticeships release](#)'.

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**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.

 Search this page

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# Headline facts and figures - 2024/25

**Adult (19+)  
education and  
training  
participation**

**1,174,94  
0**

Down 4.8%

► What is Education an...

**Tailored learning  
participation**

**360,120**

New for 24/25

► What is Tailored Lear...

**Adult (19+) further  
education and skills  
participation**

**1,798,97  
0**

Down 1.7%

► What is further educa...

**Of the 1,174,940 adult learners participating in Education and Training in 2024/25:**

- Courses with no level assigned were the most popular with 430,550 learners participating. Entry level participation had the largest decrease compared to the previous academic year, dropping to 268,830 from 293,080 in 2023/24.

- Learners recorded as having a Learning difficulty/disability (LLDD) increased 0.5%, to 261,260 from 260,040 in 2023/24. In 2024/25 they account for 22.9% of the cohort, compared to 21.8% in the previous year.
- The cumulative number of enrolments on Free Courses for Job qualifications, reported between April 2021 and July 2025, stands at 111,620, with 28,340 of these reported in the 2024/25 academic year.

## **Of the 360,120 learners participating in tailored learning in 2024/25 :**

- 94,580 are participating in Improving essential skills including English, ESOL, Maths, and Digital and 68,690 are participating in Engaging and / or building confidence.
- Female learners account for 71.5% (257,490).

## **453,340 adult learners participated in essential skills courses in the 2024/25 academic year:**

- This is down by 4.9% (or 23,350 learners) compared to the 476,690 reported for 2023/24.
- 350,130 adults participated in regulated learning, down 6.4% compared to 2023/24 and 169,080 participated in non-regulated learning, up 2.3%.
- Participation in digital skills increased from a year earlier, rising by 9.7% from 43,240 to 47,410 learners; ESOL participation was relatively unchanged at 168,730 learners; whereas participation in English and Maths decreased, by 10.0% and 8.5% respectively.

## **Explore data and files used in this release**

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### [\*\*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

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## [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

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## 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 \(FES\) achievements excl. Community Learning & non-regulated Multiply aims \(to 2023/24\) \(csv, 544 B\)\*\*](#)

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

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### [\*\*FE and skills \(FES\) achievements excl. Community Learning & non-regulated Multiply aims, by local authority \(to 2023/24\) \(csv, 75 Kb\)\*\*](#)

Adult (19+) FE & skills learner achievements excl. Community Learning and non-regulated Multiply aims by local authority from 2018/19 to 2023/24 as published in Jan 2025. Full details can be found in the "Metadata for underlying data files document".

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### [\*\*FE and skills \(FES\) provider participation by provision type and learner characteristic \(csv, 48 Mb\)\*\*](#)

Contains the number of learners in Education and training, Community Learning, Apprenticeships and Tailored Learning by provider by learner characteristics for full

years 2021/22 to 2024/25. Under-19 data here are statistics in development.

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## [Geography Region - starts, achievements, participation, population by age, level \(2023 LSIP\) \(csv, 3 Mb\)](#)

Starts, achievements, participation, population by age, level using the 2023 LSIP boundaries.

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## [Metadata for underlying data files \(pdf, 482 Kb\)](#)

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

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## [Underlying data - Free Courses for Jobs course list starts by provider and academic year \(csv, 225 Kb\)](#)

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

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## [Underlying data - advanced learner loans applications - top 10 qualifications \(csv, 18 Kb\)](#)

Advanced learner loans applications - top 10 qualifications

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## [Underlying data - aims achievements by provision type \(zip, 165 Mb\)](#)

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 - aims achievements by provision type 2023/24 re-cast \(zip, 144 Mb\)](#)

UPDATED 26th September 2025 to add source\_of\_funding. This version of the 2023/24 full-year file 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 - aims enrolments by provision type \(zip, 289 Mb\)](#)

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 - aims enrolments by provision type 2023/24 re-cast \(zip, 278 Mb\)](#)**

UPDATED 26th September 2025 to add source\_of\_funding. This version of the 2023/24 full-year file 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 - learner demographics by provision type \(csv, 4 Mb\)](#)**

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 - learner participation by provision type \(zip, 32 Mb\)](#)**

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 – 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 July 2025

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### **[Underlying data – Under 19 learner participation by provision type \(in development\) \(csv, 48 Mb\)](#)**

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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## View related dashboard(s)

 Hide

The [interactive dashboard \(opens in new tab\)](#) 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

## 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 finalised information on adult (19+) FE and skills participation and achievements in England for the 2024/25 academic year (covering August 2024 to July 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 fourteenth ILR data return from FE and apprenticeship providers for the 2024/25 academic year. This finalised return was taken in October 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 reuse 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

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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 \(opens in new tab\)](#).

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

<b>Composition of Adult (19+) Education and Training</b>			
<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25 onwards</b>
<b>Regulated qualifications</b>			
<b>Non-regulated aims</b>		<b>Non-regulated aims (including tailored learning)</b>	

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.

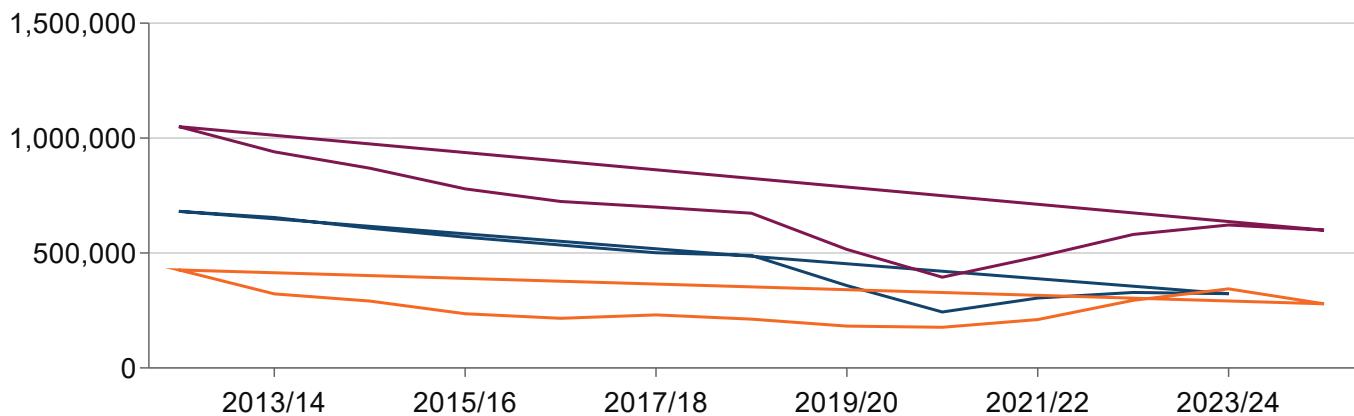
Tailored learning is largely made up of non-regulated provision. Historic learner participation in non-regulated provision within Education and Training is shown in the chart below, including how much was in Community Learning.

Chart

Table

- ▶ Export options

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



- Community learning
- Participation (19+, Education and Training (excluding Community / Tailored Learning), Non-regulated provision, England)
- Participation (19+, Education and Training (including Community / Tailored Learning), Non-regulated provision, England)

## 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.

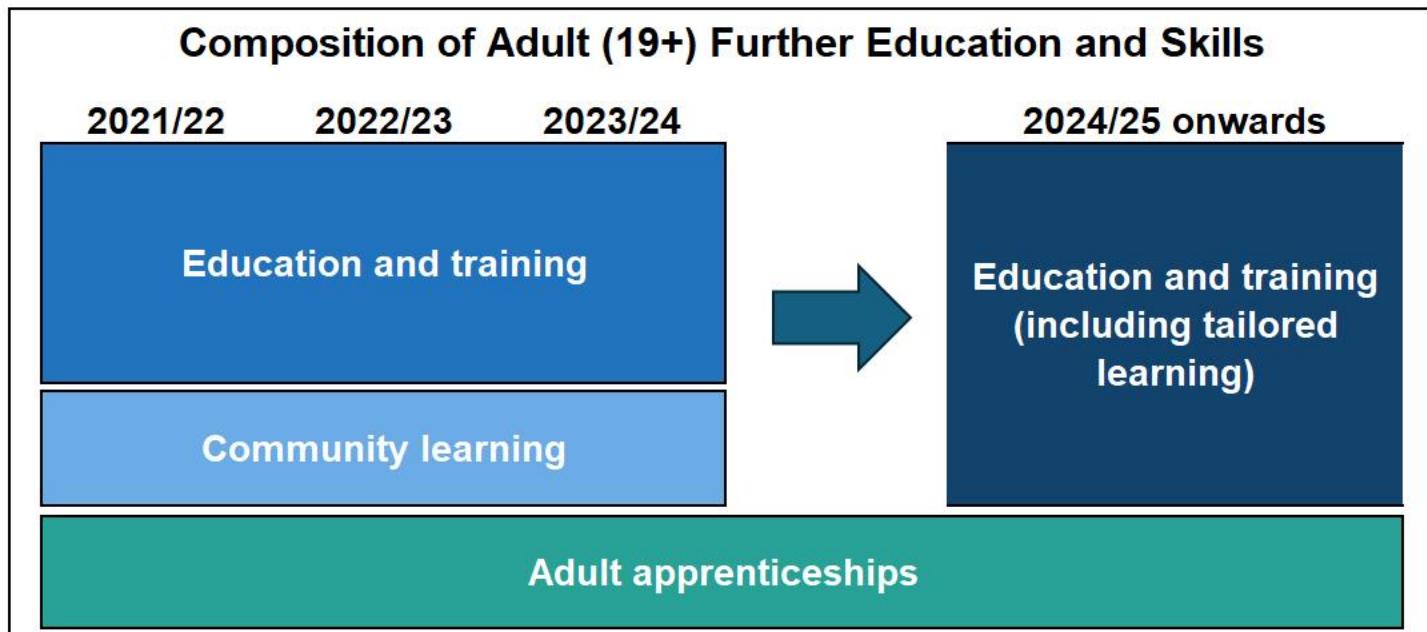
## 2. Essential Skills

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 \(opens in new tab\)](#) 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 revised our definition of Education and Training in this release, following 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 2024/25 academic year. Figures for 2019/20 to 2023/24 replace those originally published in November 2024 under the old definition of education and training.

### Levels

Adult participation in Education and training decreased by 4.8% to 1,174,940 in 2024/25, following a series of year-on-year increases since 2020/21.

Achievements have followed a similar pattern, decreasing by 3.3% from 2023/24 to 996,690 in 2024/25 after three successive years of increases.

Since 2022/23, participation and achievements in Multiply and Skills Bootcamps courses have contributed to Education and training totals and explain most of the increases seen in 2022/23 and 2023/24. Funding for the Multiply Programme stopped at the end of March 2025, part way through the 2024/25 academic year. This has contributed to the fall in Education and Training seen in the latest figures. (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 among those aims where a level is assigned (419,240 learners), with the vast majority participating in regulated qualifications (381,850). Entry Level (268,830) and Level 1 (224,610) were the next most popular where level is known.

Level 3 participation has seen year-on-year increases, rising 3.0% to 146,730 in the latest year. Much of the recent rise at level 3 has been from non-regulated Skills Bootcamps aims.

Participation on non-regulated courses with no level assigned was 430,510 in 2024/25, rising by 3.8% from 414,750 in 2023/24 and 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. Skills Bootcamps (and to a lesser extent Community and Tailored Learning) have also contributed to the recent increases.

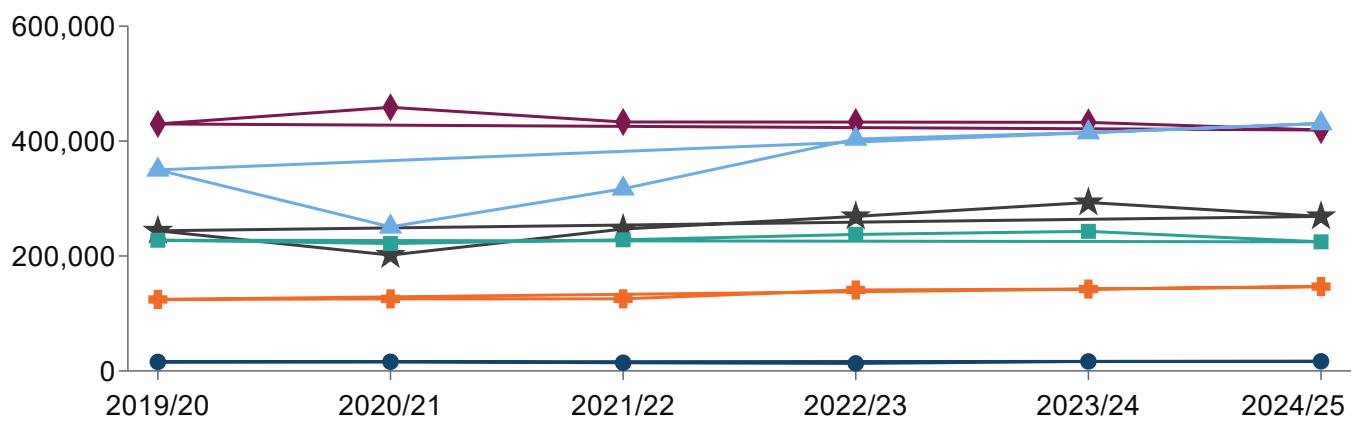
Chart

Table

► Export options

### **Adult (19+) Education and training participation by level**

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. Education and Training includes 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](#)

# Subjects

Subject breakdowns for Education and training enrolments are restricted to regulated qualifications in the charts and summary statistics below. Non-regulated Community and Tailored Learning aims have not had subject areas allocated to them since 2023/24, leading to invalid comparisons to earlier years when looking at the whole of Education and training.

## Of the 1,246,010 enrolments on regulated qualifications in 2024/25:

- Science, technology engineering and maths (STEM) subjects represented 16.3% of enrolments - an increase from 15.2% in 2023/24 (or 8,880 enrolments).
- The subjects showing the greatest increase in enrolment numbers compared to 2023/24 were engineering and manufacturing technologies (up by 4,480 - 9.4%) and construction, planning and the built environment (up by 3,190 - 5.4%).
- The subjects showing the greatest decrease in enrolment numbers compared to 2023/24 were health, public services and care (down by 23,890 – 8.9%) and business, administration and law (down by 8,860 – 8.1%).
- Preparation for life and work was the most popular subject area, accounting for over two-fifths of all enrolments (42.1%). The majority of enrolments in this subject area 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.
- Despite seeing a fall in enrolments, health, public services and care (19.6%) and business, administration and law (8.1%) remain the next most popular subject areas after preparation for life and work.
- Construction, planning and the built environment is the only subject area that has seen year-on-year increases in enrolments in the last five years, increasing from 39,950 in 2019/20 to 62,570 in 2024/25.

## Subject breakdowns within levels:

- Entry and Level 1 courses together made up half of all enrolments – 631,640 in total. The majority of these were in preparation for life and work (72.1%).
- Of those qualifications at level 2 and above, STEM subjects represented one-fifth (20.4%) of enrolments – up from 18.7% in 2023/24.
- Health, public services and care was the most dominant sector subject area at level 2 and above accounting for around a third (34.3%) of all such enrolments. The

prevalence of health, public services and care enrolments increases by level, with 32.6% of level 2, 40.3% of level 3, and 43.7% 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, retail and commercial enterprise, then digital technologies rank second and third, each having roughly the same number of enrolments (8.7% and 8.6% respectively).
- Enrolments in level 4 and above courses are small, accounting for under 1% of all enrolments. Only three subject areas had more than 1,000 enrolments in 2024/25, together making up around 70% of level 4+ courses. These were health, public services and care, retail and commercial enterprise, and business, administration and law.

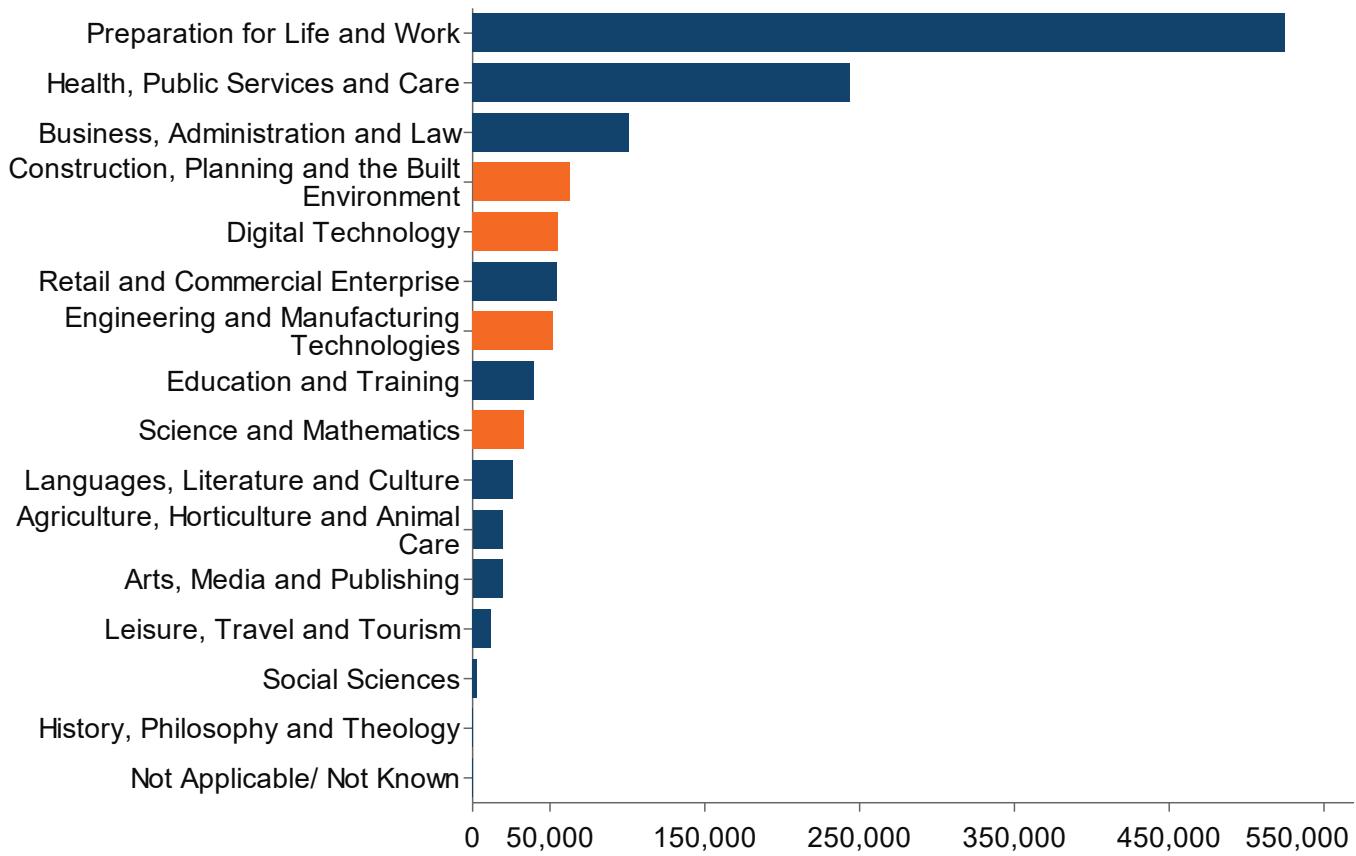
Chart

Table

► Export options

## **Adult Education and training enrolments in regulated qualifications, by STEM and subject area, 2024/25**

Click on table for time-series



■ STEM - no

■ STEM - yes

## Footnotes

1. Aim enrolments are a count of enrolments at aim level 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](#)

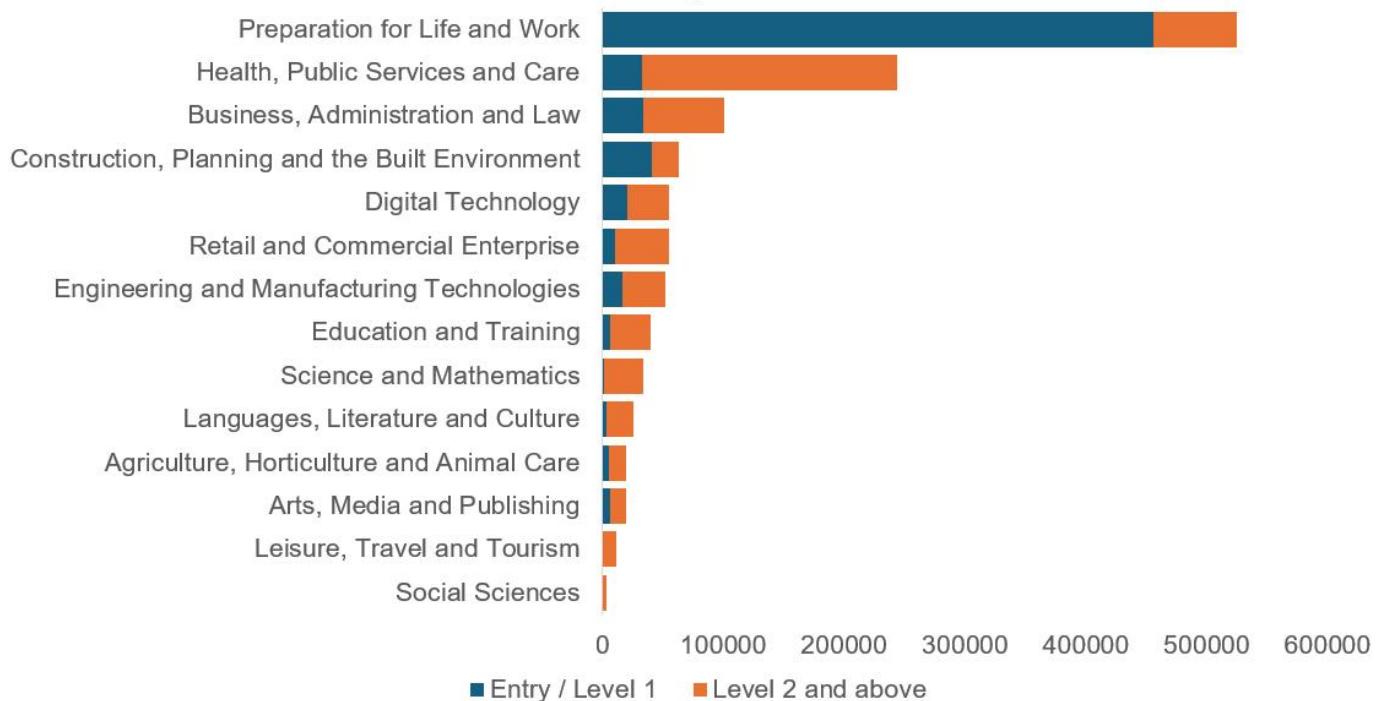
Chart

[Table](#)

► Export options

## Adult education and training enrolments in regulated qualifications by subject area and grouped level, 2024/25

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



## Footnotes

1. Aim enrolments are a count of enrolments at aim level 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 1,174,940 learners participating in adult education and training in 2024/25:**

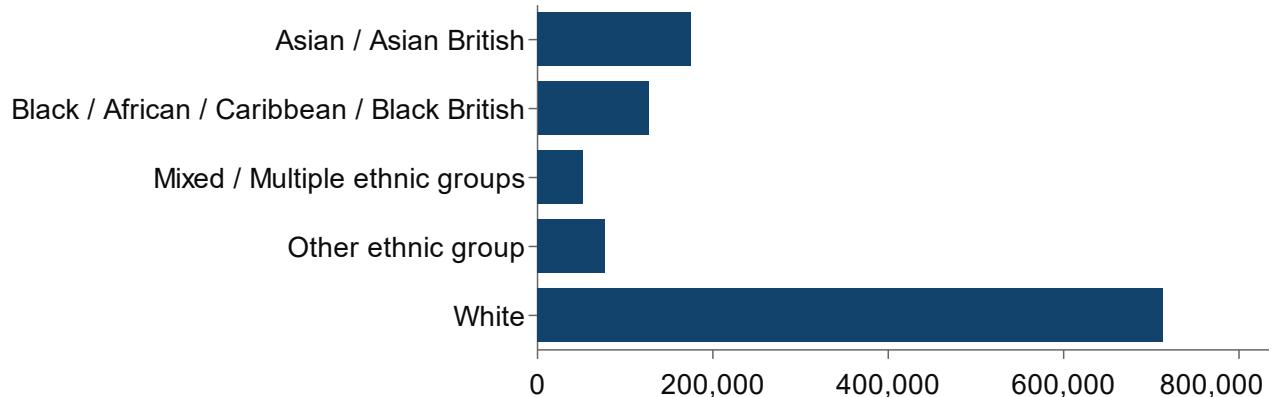
- Females account for 62.5% (734,000). The share of female learners has declined in the last few years from 66.7% in 2020/21.
- Learners aged 19-24, 25-49, and 50 and over accounted for 18.1% (212,710), 59.0% (693,120) and 22.9% (268,990) respectively - broadly in line with the previous year.
- Those declaring a learner learning difficulty and/or disability (LLDD) account for 22.9% (261,260) an increase from 21.8% in 2023/24.
- The proportion of White learners dropped to 62.4% from 64.5% in the previous year. All ethnic minority groups (excluding white minorities) increased their share of education and training participants in consecutive years since 2021/22.

[Chart](#)

[Table](#)

- Export options

## Adult Education and training participation by ethnicity 2024/25 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 7 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

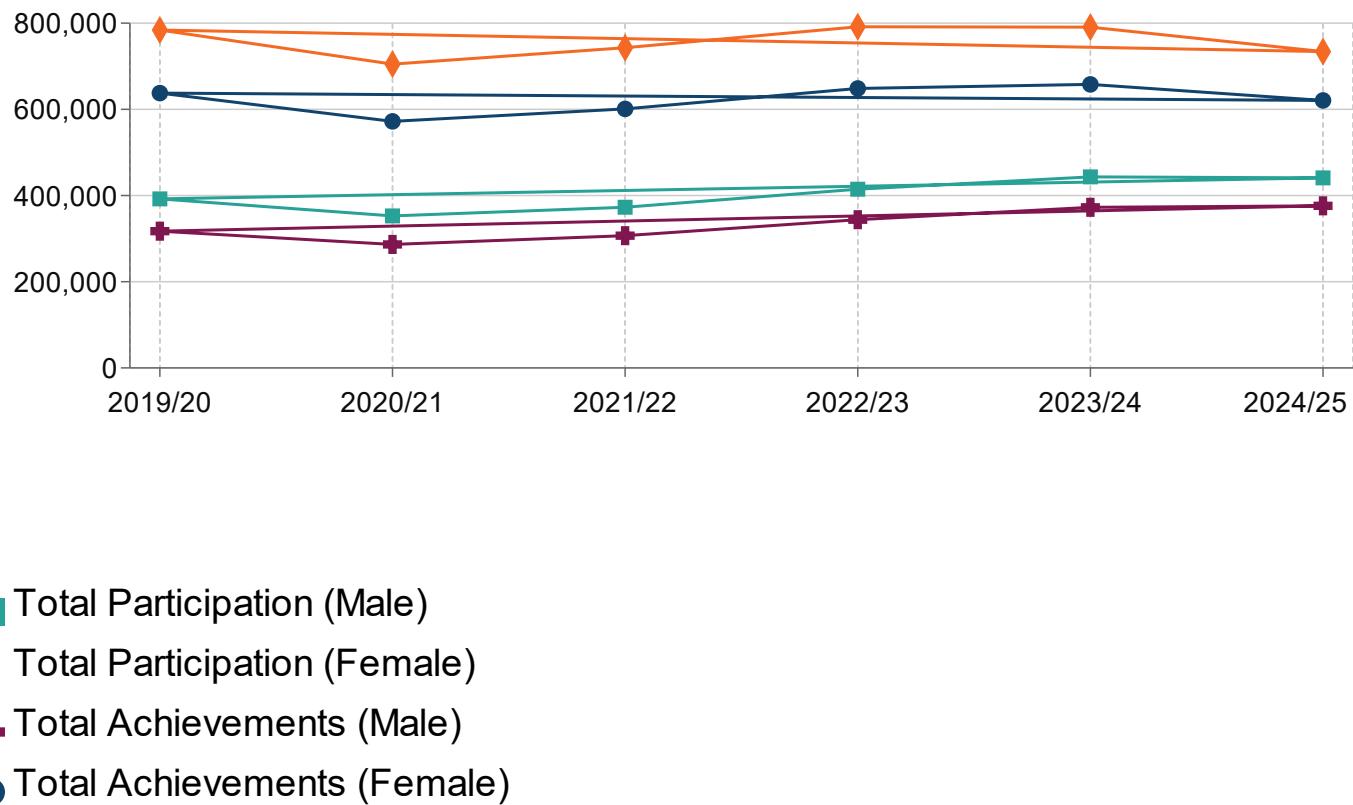
[Explore data](#)

Chart

[Table](#)

- Export options

## Adult Education and training participation and achievements trends by learner sex



## Footnotes

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

## Region

The North East consistently records the highest learner participation rates in education and training among adults when adjusted for population size. This is largely driven by strong engagement among 19-24-year-olds and high enrolment in Level 1 and Level 2 courses. In contrast, the South West, East of England, and the South East have the lowest participation rates per 100,000 population.

Chart

Table

- ▶ Export options

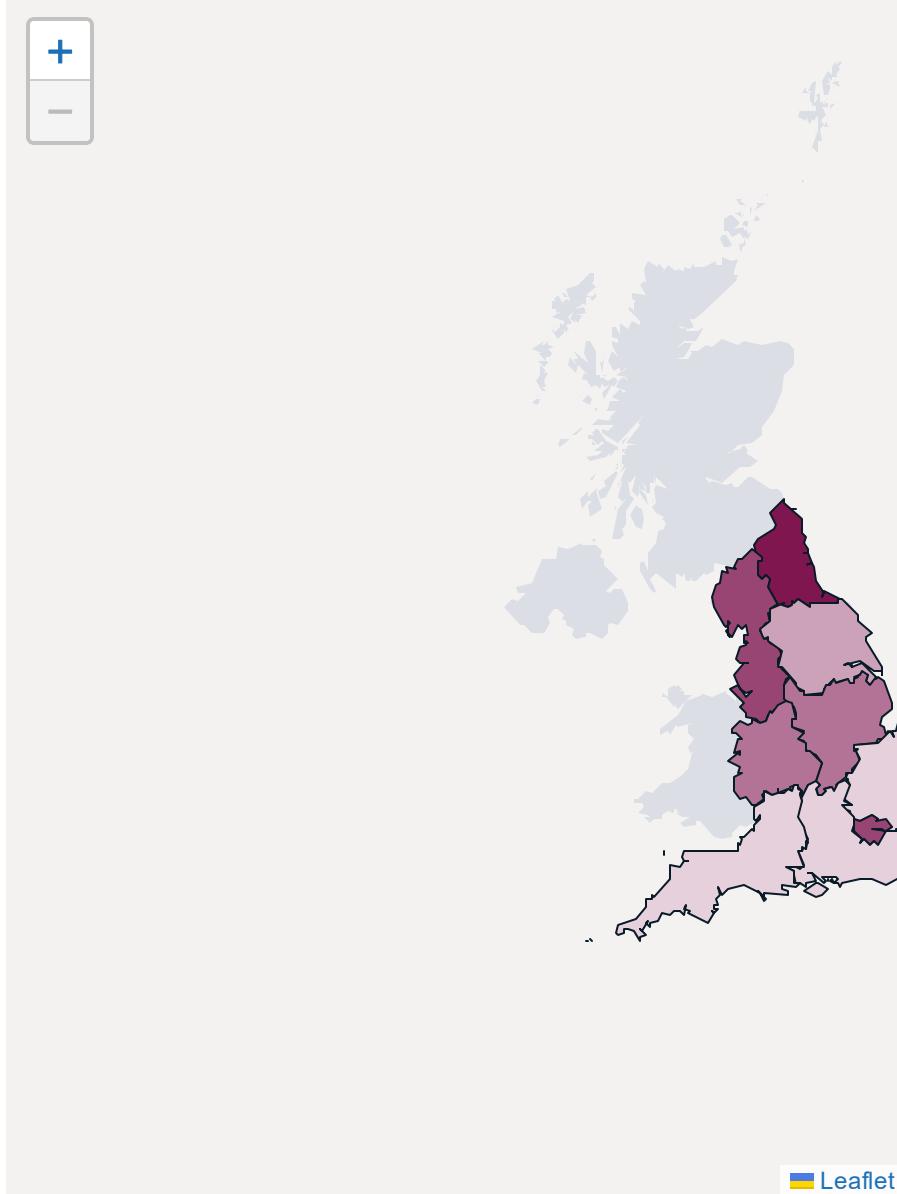
### **Adult Education and training participation and participation per 100,000 population by region - click table view for time series**

1. Select data to view

2. Select a Region

Indicative participation rate per 100,000 population ▾

None selected ▾



**Key to Indicative participation rate per 100,000 population (Education and training: Total, Education and training, 2024/25)**

2,588 to 3,003
3,004 to 3,419
3,420 to 3,835
3,836 to 4,251
4,252 to 4,665

## Footnotes

1. Education and Training includes Traineeships.
2. Figures for all years are final full year (Aug to July).

[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.

The North East consistently records the highest education and training learner achievement rates among adults when adjusted for population size. This is largely driven by strong performance among 19-24-year-olds and high success rates in Level 1 and Level 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

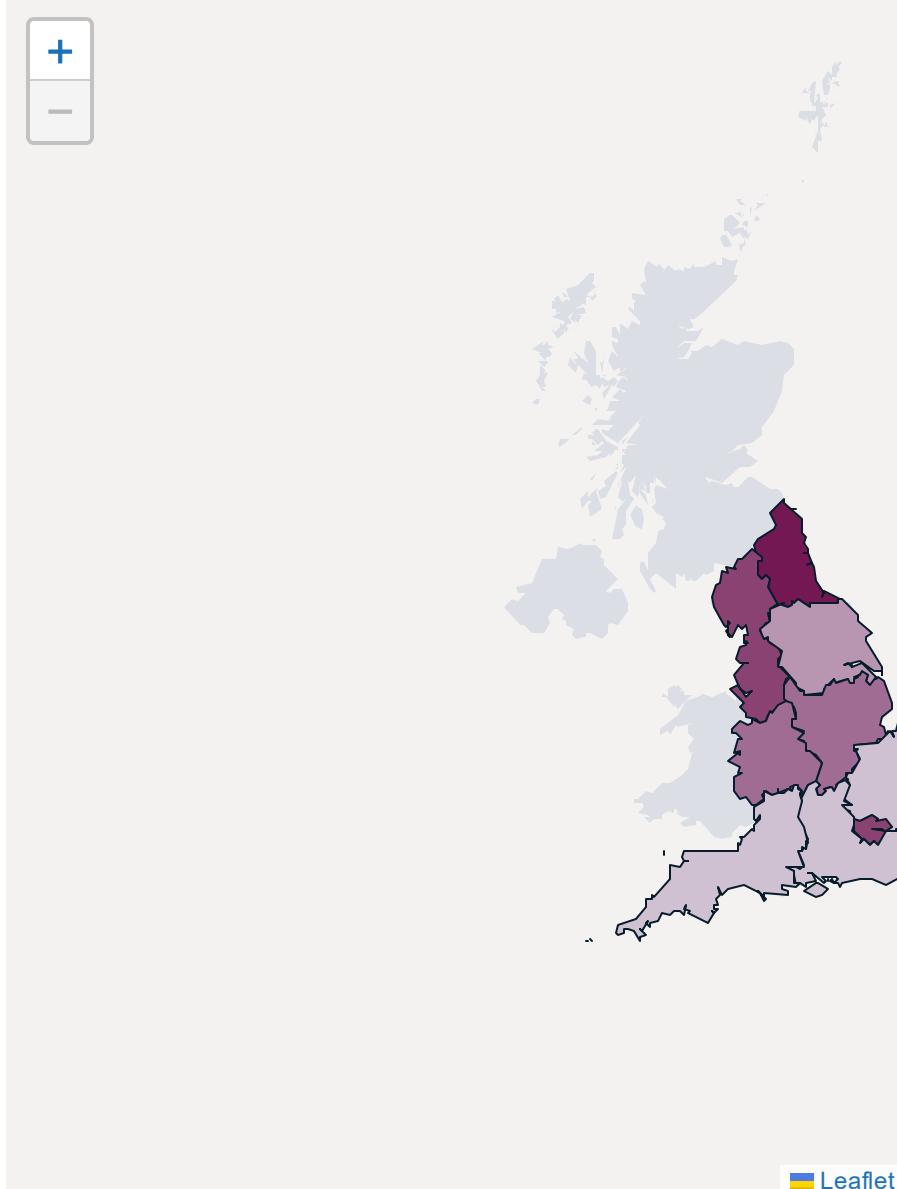
**Adult Education and training achievements and achievements per 100,000 population by region - click table view for time series**

1. Select data to view

Indicative learner achievements rate per 100,000 ↗

2. Select a Region

None selected ↗



**Key to Indicative learner achievements rate per 100,000 population (Education and training: Total, Education and training, 2024/25)**

## Footnotes

1. Education and Training includes Traineeships.
2. Figures for all years are final full year (Aug to July).

[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

## Provider type

Almost half (49.2%) of education and training participation by adults was in General FE Colleges (GFECs) during 2024/25, with Local Authorities (LAs) delivering just over a quarter (26.4%).

For learners participating in regulated qualifications, 64.0% were in GFECs, 20.1% in private sector providers and 11.9% in LAs.

The share looks quite different for non-regulated provision, with 45.3% participating in LAs, 32.9% in GFECs and 11.2% in private providers.

- ▶ Export options

### **Learner participation in regulated qualifications / non-regulated courses by provider type**

Education and Training			
2024/25			
Participation			
	Total	Non-regulated	Regulated
<b>Total</b>	1,174,940	599,250	740,620
<b>General FE College incl Tertiary</b>	571,570	202,220	463,310
<b>Local Authority</b>	296,030	252,540	90,150
<b>Private Sector Public Funded</b>	222,060	83,320	155,050
<b>Schools</b>	1,060	700	670
<b>Sixth Form College</b>	7,120	1,640	6,000
<b>Special College</b>	69,880	55,230	20,690
<b>Other</b>	7,210	3,610	4,750

[Show full screen table](#)

[Data symbols](#) 

## Footnotes

1. Figures for all years are final full year (Aug to July).
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 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## 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 36,890 in 2024/25.

Of the 36,890 **learners participating with an advanced learner loan** in 2024/25:

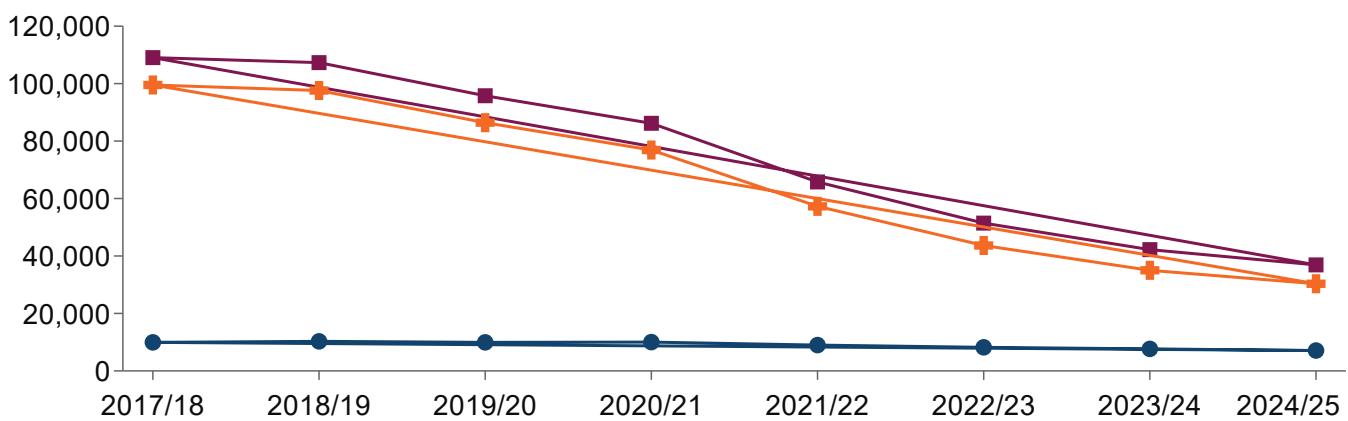
- Most of the learners were at Level 3 (30,330).
- Of those at Level 3, the highest participation was from the 31-40 age group (8,860) followed by the 19-23 age group (8,040).
- Level 4 or above participation was 7,080.

[Chart](#)

[Table](#)

► Export options

### Advanced learner loans Learner participation by level



■ All Learners

✚ Level 3

● Level 4+

## 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](#)

## Level 3 Free Courses for Jobs

We have simplified our presentation of Free Courses for Jobs 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 \(opens in new tab\)](#) (FCFJ).

A [level 3 qualification \(opens in new tab\)](#) 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 \(opens in new tab\)](#), 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 end of the 2024/25 academic year show that;**

- The cumulative number of enrolments by eligible adults on FCFJ list courses stands at **111,620**; with 28,340 of these reported in the 2024/25 academic year.
- The cumulative number of achievements by eligible adults on FCFJ list courses stands at 75,080.
- There have been a total of 17,350 starts on courses under MCA's flexible arrangements for devolved administrations.

► Export options

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

		<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024</b>
<b>Cumulative total since 2020/21</b>	<b>Total number of starts on all courses</b>	15,230	76,080	134,790	201,030	259,1

**all courses  
that may  
qualify for  
free courses  
for jobs**

	<b>Total number of free courses for jobs enrolments</b>	4,790	24,460	49,260	83,280	111,0
	<b>Total number of free courses for jobs achievements</b>	1,210	10,660	28,730	50,110	75,0
	<b>Total number of English Devolved Areas flex code enrolments</b>	z	z	950	8,460	17,0
<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	58,0
	<b>Total number of free courses for jobs enrolments</b>	4,790	19,670	24,800	34,020	28,0
	<b>Total number of free courses for jobs achievements</b>	1,210	9,450	18,070	21,380	24,0

ot tree  
courses for  
jobs  
achievements

<b>Total number of English Devolved Areas flex code enrolments</b>	z	z	950	7,510	8,8
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[Show full screen table](#)

[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 \(opens in new tab\)](#) and are not included in free courses for jobs (FCFJ) main totals which are restricted to the FCFJ eligibility list.

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](#)

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## 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 and are not programme aims have been classified as non-regulated. Tailored Learning, Multiply and Skills Bootcamps aims 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.

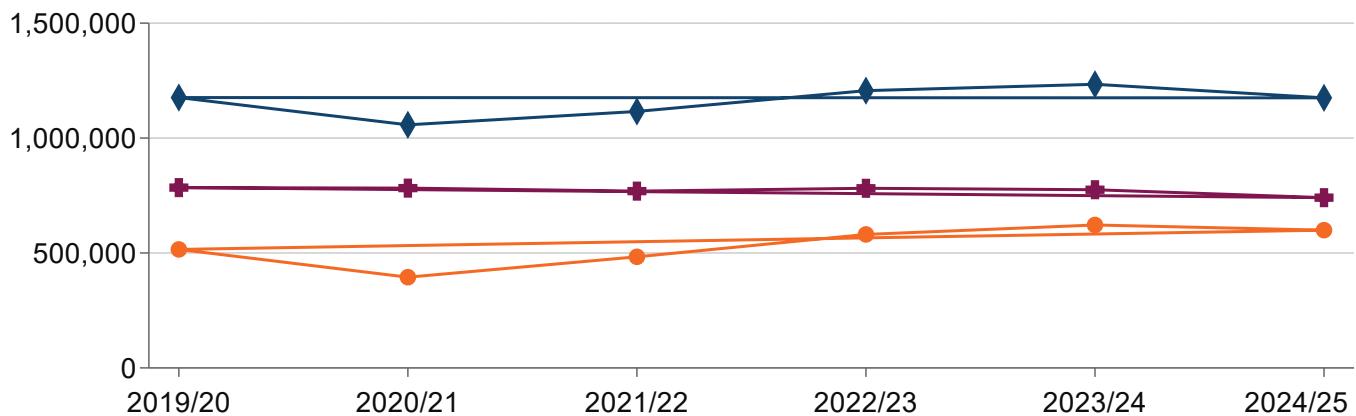
Chart

[Table](#)

- ▶ Export options

**Participation in regulated qualifications / non-regulated courses**

Click table view for learner achievements



- ◆ Total Participation
- Non-regulated
- ✚ Regulated

## Footnotes

1. Figures for all years are final full year (Aug to July).
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 fell by 4.5% in the last year, with 740,620 learners recorded in 2024/25.

After several years of growth in participation on non-regulated courses to just over 620,000 learners in 2023/24, the latest figures show a 3.6% decline to just under 600,000. Around half of learners did some form of non-regulated learning in this year. Recent 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 2024/25 made up a higher percentage of overall learners.

## **Tailored learning**

As part of the Adult Skills fund (ASF), DfE-funded Tailored Learning 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 made up over half of all adult education and training non-regulated learning (56.0% of all non-regulated enrolments reported in 2024/25). Community Learning made up 48.5% of non-regulated enrolments in the previous year.

The breakdowns we provide below are for the entirety of provision funded through Tailored Learning ([funding model 11 in the ILR \(opens in a new tab\) \(opens in new tab\) \(opens in new tab\)](#)). 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 0.4% of tailored learning reported in 2024/25 was on aims that can lead to a qualification.

## Tailored Learning participation

There were **360,120** learners participating in Tailored Learning, reported in the 2024/25 academic year.

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 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 2024/25, over one-quarter of learners (26.3%) were participating with a purpose to improve essential skills. The next most popular purpose was engaging / building confidence, preparation for further learning, followed by health and wellbeing.

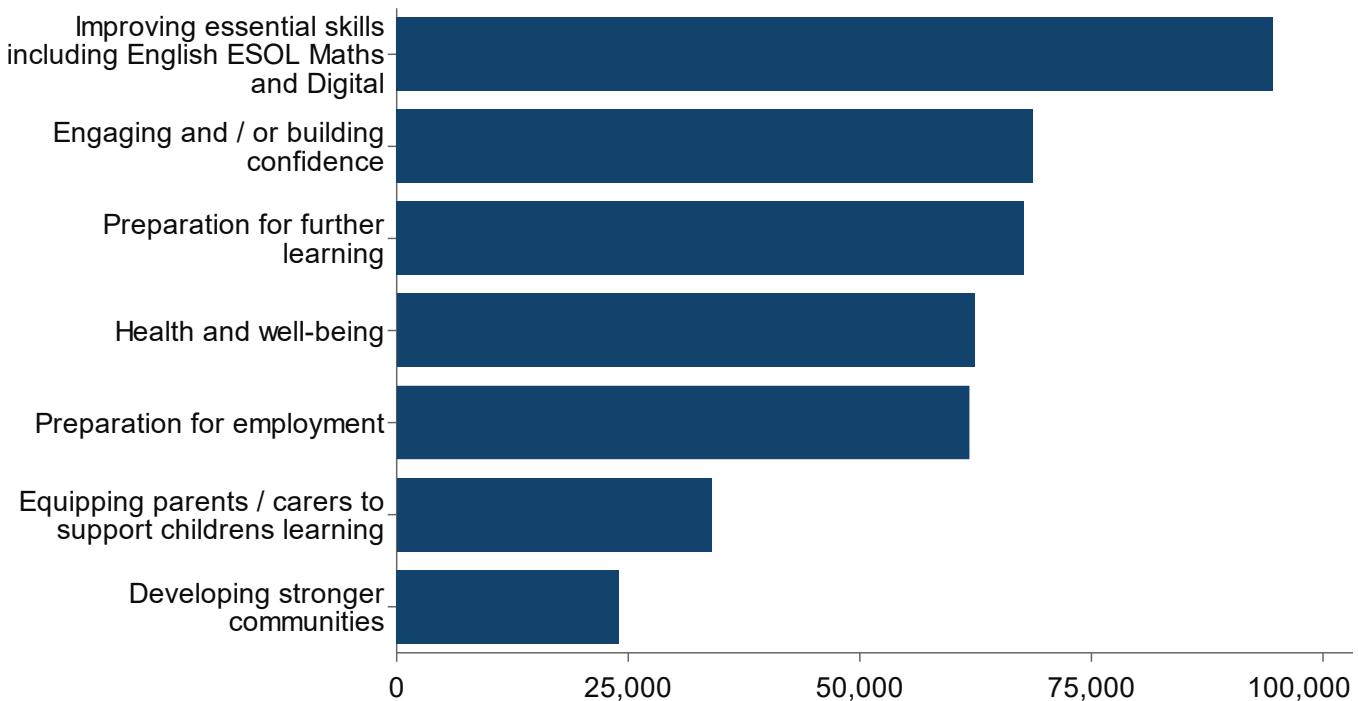
Chart

[Table](#)

► Export options

### Tailored learning by purpose (2024/25)

Click table view to see family learning participation and achievements



## Footnotes

1. Figures for the academic year(s) shown cover the twelve months (Aug to Jul) and are final full year figures.
2. Geographies are taken from the National Statistics Postcode Lookup.

[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](#)

## Demographics

Of the 360,120 learners participating in Tailored Learning in the 2024/25 academic year:

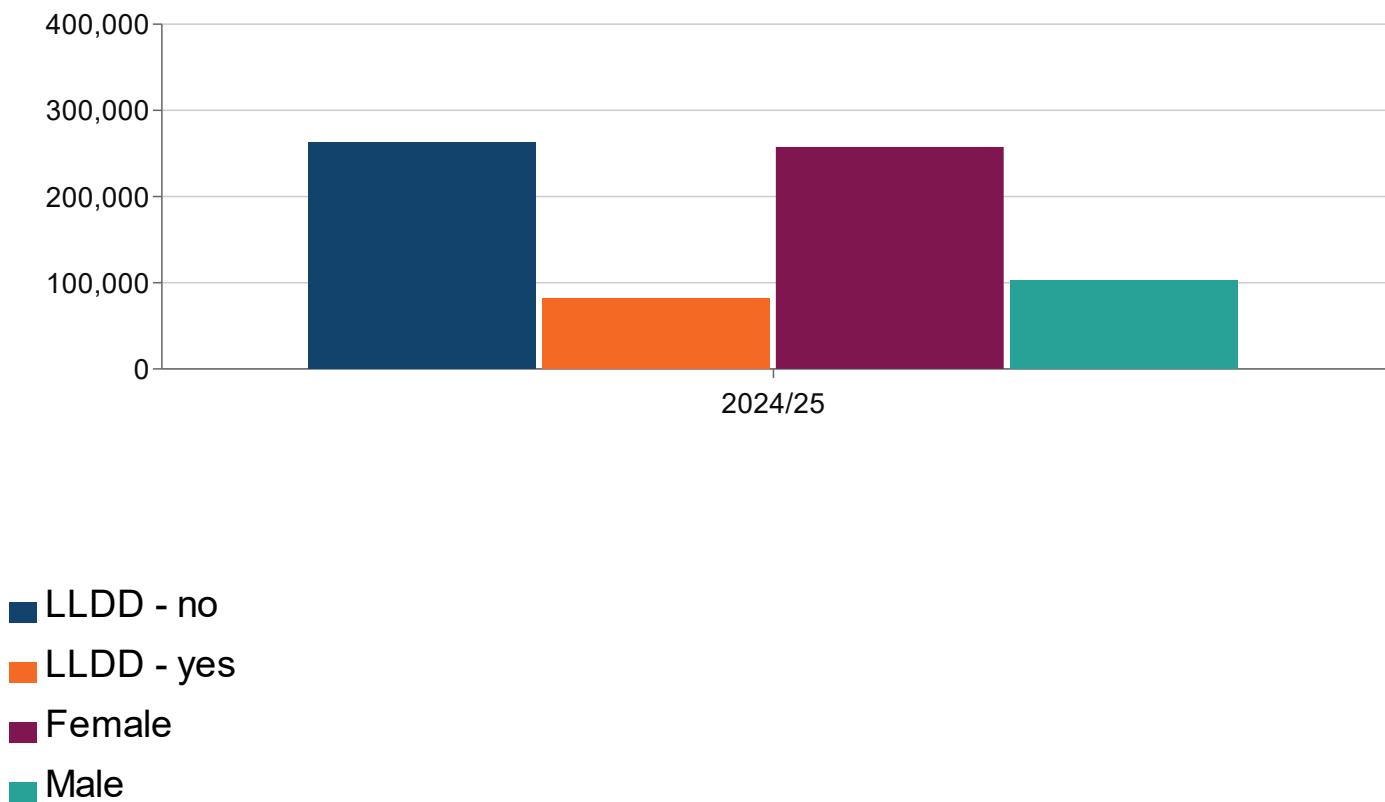
- Over seven in ten (71.5%) were females.
- 23.8% declared themselves as having a learning difficulty or disability (LLDD).
- Ethnic minority (excluding white minority) learners made up 36.8% of tailored learning with Asian / Asian British (16.8%) and Black / African / Caribbean / Black British (9.1%) learners most prevalent.
- 37.6% were aged fifty or over, 54.1% were aged 25-49 and 8.1% aged between 19 and 24.

Chart

Table

► Export options

### Tailored learning by sex and LLDD 2024/25



## 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 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

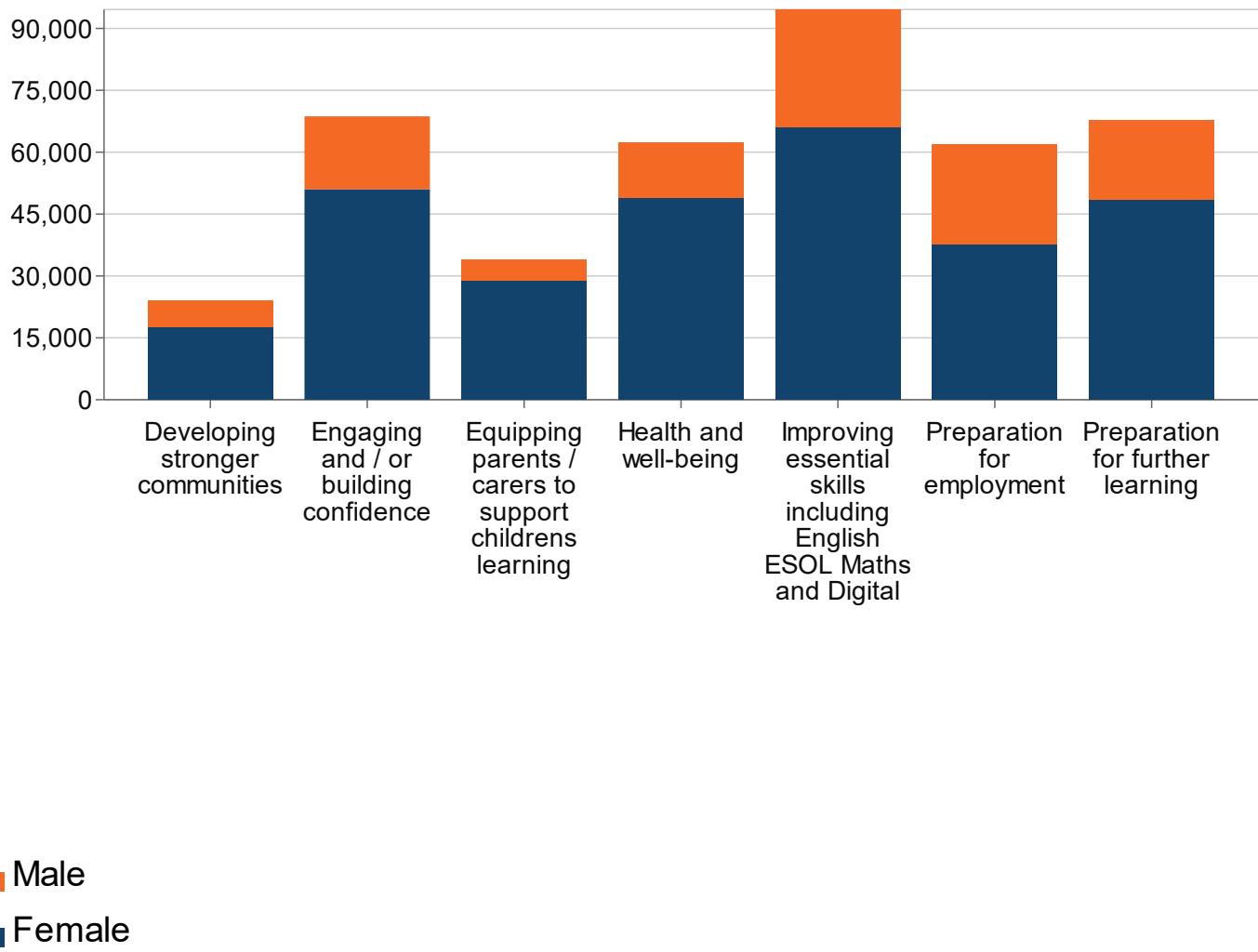
[Explore data](#)

Chart

[Table](#)

► Export options

## Tailored learning sex by purpose type (2024/25)



## 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 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

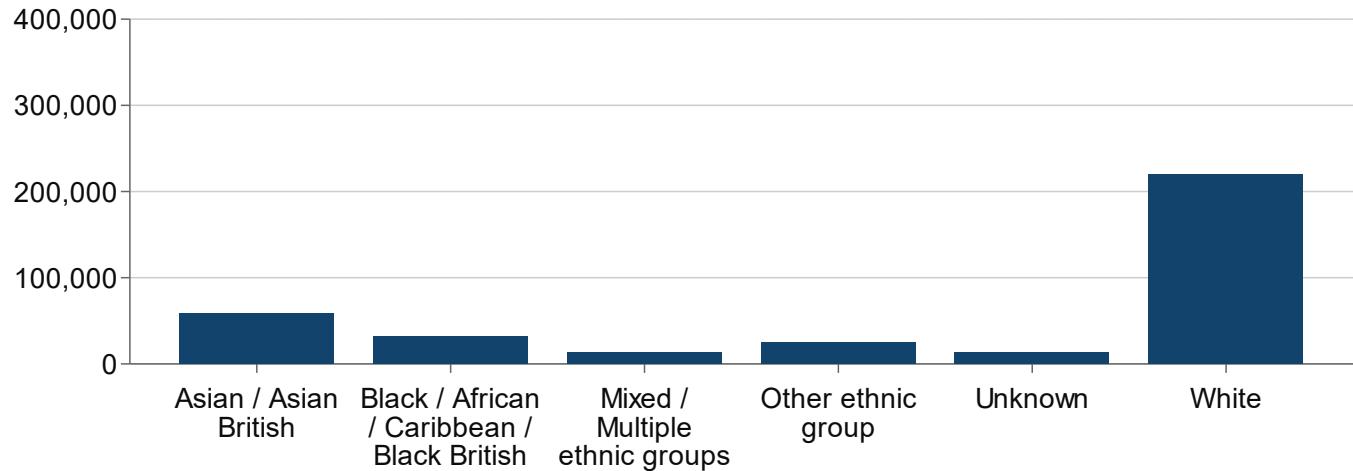
Chart

Table

- ▶ Export options

## Tailored learning participation by major ethnic groups, 2024/25

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 4 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 360,120 learners participating in Tailored Learning in 2024/25, 9.6% (34,420 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 new tab](#)) for employer-facing provision have been introduced, based on sector subject areas.

Of the 360,120 learners participating in Tailored Learning in the first three quarters of 2024/25, 13,970 (3.9%) were reported as engaging in 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 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.

Almost all (99.8%) of the 623,890 enrolments on individual Tailored Learning courses recorded in 2024/25 have outcome data recorded against one of the eleven categories. Around 5% of all enrolments were reported as 'No outcome area achieved'.

Improved skills for progressing to further learning is the most popular of the recorded outcomes followed by increased confidence and improved essential skills.

- Export options

## Tailored learning outcomes, 2024/25

	Enrolments	Participation
<b>Total</b>	623,890	360,120
<b>1. Increased confidence</b>	116,860	81,750
<b>2. Improved skills for progressing to further learning</b>	135,080	91,230
<b>3. Improved skills for work</b>	79,430	59,100
<b>4. Improved essential skills</b>	96,020	66,820
<b>5. Improved ability to support a child's learning</b>	44,810	34,420
<b>6. Improved physical health</b>	20,330	12,820
<b>7. Improved mental health and well-being</b>	66,500	45,130
<b>8. Improved skills to participate in community life</b>	24,390	18,400
<b>9. Increased understanding of democratic values</b>	860	750
<b>10. Improved skills for independent living</b>	4,600	3,610
<b>11. No outcome area 1-10 achieved</b>	33,490	28,750
<b>Not recorded</b>	1,540	1,470

[Show full screen table](#)

[Data symbols](#) 

## 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 twelve months (Aug to Jul) and are final full year figures.

[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](#)

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 was a government-funded programme, introduced from April 2022, to help adults improve their numeracy skills. It primarily covered non-regulated courses but also a small number of regulated qualifications up to Level 2 (2.4% of Multiply enrolments in 2024/25).

The programme ran until the end of March 2025 and therefore the figures presented here are the final record of participation in the programme as captured through the Individualised Learner Record (ILR).

There were 93,010 enrolments on Multiply courses in academic year 2024/25, with 71,550 learners participating. There were also 67,070 learner achievements recorded for the same period.

This does not include any activity not recorded on the (ILR). People who participate in engagement events funded by Multiply did 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**

	Enrolments			Participation			2
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	
<b>Total</b>	67,040	121,240	93,010	52,740	89,500	71,550	
<b>Entry Level</b>	1,260	1,550	1,080	1,200	1,230	770	
<b>Level 1</b>	1,100	2,680	780	1,080	2,150	780	
<b>Level 2</b>	300	570	480	300	520	470	
<b>Not applicable</b>	64,380	116,440	90,670	50,780	86,460	70,340	

[Show full screen table](#)

[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](#)

[Go to top](#)

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## Essential skills provision

 Hide

### Adult essential skills

Essential skills are courses that 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 \(opens in new tab\)](#). 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 participation for the new and historic definitions of adult essential skills

The inclusion of the additional non-regulated learning aims means that participation figures for the new definition of essential skills are higher than those for the historic definition.

Based on the new definition (includes the additional tailored learning and other non-regulated aims), a total of 453,340 adults (aged 19 and over) participated in essential skills courses in the 2024/25 academic year. This is 68,280 more learners, or 17.7% higher, than the 385,060 reported under the historic definition (excludes the additional tailored 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, 230,170 adults participated in entry level essential skills in 2024/25, which is 65,800 (or 40.0%) more learners than the 164,370 reported under the historic definition. By comparison, level 1 learner participation was 9,340 (11.7%) higher under the new definition and level 2 participation 3,260 (1.8%) higher.

## Overall participation and achievements (new definition)

### Participation

Based on the new definition, 453,340 adults participated in essential skills courses in 2024/25, a fall of 4.9% (or 23,350 learners) from the 476,690 reported in 2023/24 and 9.7% (or 48,350 learners) below the 501,690 reported in 2019/20. Of those adults participating in 2024/25:

- 210,710 participated on a maths course, down 8.5% from 230,370 in 2023/24.
- 188,680 participated on an English course, down 10.0% from 209,750 in 2023/24.
- 168,730 participated on an English for Speakers of Other Languages (ESOL) course, which was relatively unchanged from 2023/24.
- 47,410 participated on a digital skills course, up 9.7% from 43,240 in 2023/24.

The continued fall in the take up of English and maths courses can be explained by reduced participation in these essential skills subjects as part of apprenticeship provision, since the removal in [February \(opens in new tab\)](#) of the mandatory requirement for apprentices aged 19 and over to study English and maths: English participation fell by 16.2% between 2023/24 and 2024/25 (from 96,450 to 80,810 learners) and maths by 15.4% (from 112,790 to 95,420).

Refer to: [Essential skills participation by provision type and subject](#)

### Achievements

Based on the new definition, 318,740 adults achieved an essential skills learning aim in 2024/25, a decrease of 2.2% on the 325,770 reported in 2023/24. This reverses the recent upward trend seen since 2020/21, but is higher than the 315,910 learner achievements reported in 2019/20.

## Participation in regulated and non-regulated provision (new

## **definition)**

The majority of adult learners participate in regulated essential skills provision, with 77.2% (or 350,130 out of a total of 453,340 learners) doing so in 2024/25. This continues a declining trend in recent years and is lower than the rate of 87.1% seen in 2019/20 and 78.5% in 2023/24.

By contrast the rate of participation in non-regulated essential skills provision increased from 22.8% (or 114,310 out of a total of 501,690 learners) to 37.3% (169,080 out of 453,340), between 2019/20 and 2024/25.

This pattern of an increasing rate of participation in non-regulated provision and a falling rate of participation in regulated provision is largely accounted for by the introduction of the additional learning aims, all of which are non-regulated. Under the historic definition the rate of non-regulated participation increased only marginally, from 16.8% to 17.8%, between 2019/20 and 2024/25, while the rate of regulated participation was relatively unchanged at 90.9%.

## **Participation and achievements in regulated qualifications**

### **Participation**

Since all of the additional learning aims are non-regulated, the figures in this section are the same for both the new and historic definitions of essential skills.

Overall participation in regulated essential skills qualifications has fallen by 11.9% since 2021/22, from 397,430 adult learners to 350,130 in 2024/25. However, there are some differences in trends when looking at level and subject of study.

The overall fall in participation is accounted for by decreases in level 1 participation, which fell by 12.6% from 85,970 to 75,140 between 2021/22 and 2024/25 and in particular level 2 participation, which was down by 22.7% from 231,370 to 178,850. By contrast, participation in regulated entry level essential skills increased over the same period, rising by 6.6% from 123,390 to 131,560.

When looking at regulated essential skills qualifications by subject, we see that adult learner participation in English, Maths and digital skills declined between 2021/22 and 2024/25: maths fell by 23.4%, English by 25.7% and digital skills 18.0%.

By contrast, participation in regulated ESOL courses saw year-on-year increases over

the same period. The annual rate of increase has slowed, but, at 105,000, participation is 23.9% (or 20,240 adult learners) above the level seen in 2021/22.

## Achievements

In 2024/25, 217,870 adults achieved a regulated essential skills qualification, which was 3.4% lower than the 225,650 reported in 2023/24. Unlike participation, however, the number of adults achieving a regulated essential skills qualification has risen since 2021/22 and is up by 1.0% (or 2,180 learners).

## Characteristics of adult essential skills learners (new definition)

The majority (nearly two thirds) of learners participating in adult essential skills in the 2024/25 academic year were female (65.6%), which is higher than for all further education and skills participation, where females accounted for 58.6% of learners.

Most essential skills learners fell within the 25-49 age group (63.9%), which again is higher than for all further education and skills participation (57.2%).

Some 21.4% (94,090 out of 440,440 with known data) declared they had a learning difficulty and/or disability, compared to 20.3% of all further education and skills learners.

When considering ethnicity, we see that adult learners participating in essential skills are more likely to be from ethnic minority groups compared to all further education and skills participation. In the 2024/25 academic year, 52.5% (230,950 out of a total of 440,250 with known ethnicity) of essential skills learners were from ethnic minority groups compared to 30.8% for all further education and skills participation.

This higher level of participation in essential skills by learners from ethnic minorities is largely accounted for by greater participation in English for speakers of other languages (ESOL) courses, where they accounted for 76.6% of learners (or 123,840 out of 161,570 learners with known ethnicity).

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

## Full year adult further education and skills

The figures in this section relate to full-year final data up to and including the 2024/25 academic year. The next update of this full year data will be November 2026.

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. The previous three academic years did see a reverse of this trend with participation rising to 1.8 million in 2022/23 and 2023/24, however a decline of 1.7% has been seen in 2024/25.

Of the 1.8 million adult learners participating in 2024/25:

- The number on Level 2 courses was 497,870 – down 4.1% (on Full Level 2, there were 94,330 learners – down 8.4%).
- The number on Level 3 courses was 404,140 – up 2.2% (on Full Level 3, there were 293,980 learners – up 1.1%).
- The number of No level assigned was 430,550 – up 3.8% – this increase is largely due to Tailored Learning and Skills Bootcamps.

### Demographics

Around three in five learners participating in FE & Skills in 2024/25 were female (58.6%).

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 307,750 in 2024/25.

The proportion of learners declaring a learning difficulty or disability has increased to just over one in five (20.3%) in 2024/25, from 19.5% in 2023/24 and is the fourth 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. 69.2% of learners were white in 2024/25 compared to 76.5% in 2018/19.

Over the period 2020/21 to 2024/25:

- Asian / Asian British learners increased from 9.5% to 12.9%
- Black / African / Caribbean/ Black British learners increased from 7.6% to 9.0%
- Learners from mixed/multiple ethnic groups increased from 3.5% to 4.2%
- Learners from other ethnic minorities (excluding white minorities) increased from 3.6% to 4.7%

Since 2022/23, the number of adults participating in FE Skills increased in every major ethnic minority group by at least 5.3% to 2024/25. White learner numbers fell by 3.6% 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](#)

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## **National achievement rate tables**

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 \(opens in new tab\)](#). 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 \(opens in new tab\)](#) 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.

## 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.

## 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%.

## 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 \(opens in new tab\)](#). 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 \(opens in new tab\)](#).

## 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](#)

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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 \(opens in new tab\)](#) (OSR). They comply with the standards of trustworthiness, quality and value in the [Code of Practice for Statistics \(opens in new tab\)](#). Accredited official statistics are called National Statistics in the [Statistics and Registration Service Act 2007 \(opens in new tab\)](#).

Accreditation signifies their compliance with the authority's [Code of Practice for Statistics \(opens in new tab\)](#) 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 \(opens in new tab\)](#) 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 \(opens in new tab\)](#).

## 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**

If you have a general enquiry about the Department for Education (DfE) or education:

Telephone: 037 0000 2288

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