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## Academic year 2022/23

# Further education outcomes

This is the latest release

Published	18 December 2025
Next update	November 2026
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The Further Education Outcomes publication presents statistics on the employment, earnings and learning outcomes of further education learners.

The publication covers learners who achieved apprenticeships or education and training courses in 2022/23, and tracks their outcomes in the following academic year (2023/24). Revised data for previous years is also provided.

The commentary below and associated data files now contain age 16+ education and training learners, rather than just age 19+. Therefore, this publication should not be compared to previous releases.

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## **Releases in this series**

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## **Methodologies**

[Further education outcomes](#)

# Headline facts and figures - 2022/23

Sustained positive  
destination rate

**80%**

Decreased 1 ppt since  
2021/22

► Sustained positive d...

Sustained  
employment rate

**58%**

Decreased 2 ppts since  
2021/22

► Sustained employme...

Sustained learning  
rate

**41%**

Unchanged from 2021/22

► Sustained learning rate

**Overall, sustained activity has slightly fallen for learners achieving in England in 2022/23 compared to the previous year, driven by a decrease in the sustained employment rate.**

Of the 1,356,710 learners aged 16+ who achieved a government funded further education learning aim (including apprenticeships) in the 2022/23 academic year, in the following year:

- 80% of learners had a sustained destination in employment, learning, or both, representing a 1 ppt decrease from 2021/22.
- 58% of learners had a sustained employment destination, representing a 2 ppts

decrease from 2021/22.

- 41% of learners had a sustained learning destination, a rate that remains unchanged from 2021/2022.

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## Additional supporting files

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

[Skills Measure 2022/23 \(xlsx, 28 Kb\)](#)

Skills Measure update for 2022/23 achievers

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## About these statistics

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### What are further education outcomes and what do they cover?

Further education outcomes (FEO) shows the percentage of further education learners aged 16+ going to, or remaining in, an education and/or employment destination in the academic year after achieving their learning aim. The most recent data reports on learners who achieved their aim in the 2022/23 academic year, and identifies their education and/or employment destinations the following year (2023/24).

FEO also includes estimates on the earnings outcomes of learners who achieved a Full Level 2, Full Level 3 or Level 4+ qualification and have an earnings record, a record of sustained employment and no record of further study at a higher education institution within the earning year. A learner can be awarded a full level 2 or 3 qualification either by achieving a qualification which is a full level 2 or 3 in its own right, or by achieving separate qualifications which together amount to a full level 2 or 3 qualification.

This publication reports outcomes by various learner demographics and type and level of learning. Where a learner achieves more than one aim at the same provider within an academic year, the outcomes for the learner are reported against the highest and latest aim within that year. For example, if a learner achieves an aim at Level 2, and a separate Full Level 3 aim in the same academic year at the same provider, their destinations will be reported against the Full Level 3 aim. Full Level 2 and Full Level 3 are counted as higher than other Level 2 and Level 3 aims respectively, and apprenticeship aims are prioritised over education and training aims.

### What data is used?

The Longitudinal Education Outcomes (LEO) dataset is used, which looks at how learners move through education and into the labour market by bringing together:

- schools, further and higher education information from the Department for Education (DfE)
- employment information from HM Revenue and Customs (HMRC)
- benefit histories from the Department of Work and Pensions (DWP)

All learner counts reported here relate to those learners for whom a match was found in the LEO data, therefore the counts will not match headline achievements in the [FE & Skills National Statistics release](#).

## **What further data is available?**

In addition to the headline measures presented in this publication, further data is available on detailed destination, earnings and progression measures broken down by geographic areas, provider, learner demographics, type/level of learning completed and qualification title.

A number of detailed breakdowns using this data have been signposted throughout the publication, and can also be accessed using the table builder tool which allows users to build custom tables. Alternatively, the underlying data files themselves can be downloaded from the 'Data catalogue' section above.

The outcomes reported in the commentary are presented as raw figures. They do not seek to control for differences in learner characteristics that may influence outcomes over time or across different learner populations.

## **Rounding and suppression**

Full details on rounding and suppression are available in the accompanying methodology document.

Any percentage point (ppt) changes reported that appear to mismatch the percentages provided in the charts and tables are due to rounding conventions. The use of rounding and suppression means that some charts do not appear to add up to 100%.

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## **Overall results**

## **What is a sustained positive destination?**

To be counted in a sustained positive destination, learners have to be recorded as having participated in education and/or employment for a 6-month period (October 2023 – March 2024) in the year following study. This means attending for all of the first two terms of the academic year at one or more education provider, spending the 6 months in employment or having returned a self-assessment record for the destination year, or a combination of employment and learning (see methodology document for further information).

A sustained apprenticeship is recorded when 6 months of continuous participation is recorded at any point in the destination year (between August 2023 and July 2024).

## **How are multiple destinations recorded?**

Destinations are not mutually exclusive and learners can be recorded as being both in sustained employment and in sustained learning. For example, the overall sustained employment rate is made up of learners with a sustained employment destination only, as well as learners with a sustained employment and learning destination. Further information is available in the accompanying methodology document.

In the academic year 2022/23, 1,356,710 learners aged 16+ achieved a government funded further education learning aim or completed a traineeship. Of these learners:

- 80% of learners had a sustained destination in employment, learning, or both.
- A further 11% had a positive destination, but it was not sustained.
- 4% of these learners had no positive destination and were in receipt of benefits.
- 5% of learners had no identifiable destination in the data.

The percentage of learners with a sustained positive destination peaked at 84% in

2020/21, likely reflecting the impact of COVID on learning and employment outcomes, before dropping in subsequent years. However the 2022/23 rate is more consistent with the sustained positive destination rate prior to 2020/21.

**Sustained employment decreased but remained the most common destination.**

- Sustained employment has dropped from 60% in 2021/22 to 58% in 2022/23.
- 38% of learners who achieved in 2022/23 were in sustained employment only in 2023/24, whilst 19% had a sustained employment and learning destination.

**The second most common destination was going into further learning.**

- 41% of learners in 2022/23 went on to a sustained learning destination. This remains unchanged from 2021/22.
- For 22% of learners this was their only sustained destination.

	2022/23	2021/22	2020/21	2019/20	2018/19
Number of learners matched to LEO data	1,356,710	1,306,740	1,357,770	1,335,610	1,549,170
Sustained positive destination rate	80%	81%	84%	79%	80%
Sustained employment rate	58%	60%	62%	55%	60%



<b>Sustained employment only rate</b>	38%	39%	41%	37%	40%
<b>Sustained employment and learning</b>	19%	20%	21%	18%	20%
<b>Sustained learning rate</b>	41%	41%	42%	42%	40%
<b>Sustained learning only rate</b>	22%	21%	21%	24%	20%
<b>Destination not sustained</b>	11%	11%	10%	10%	10%
<b>In receipt of benefits only</b>	4%	4%	3%	5%	5%
<b>No activity captured in data</b>	5%	5%	4%	5%	5%

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

**Explore and edit this data online**

Use our table tool to explore this data.

## Apprentices achieving in 2022/23 were most likely to go on to a sustained positive destination in 2023/24.

- 94% of learners who achieved an apprenticeship went into a sustained positive destination.
- 78% of learners who achieved an education and training course went into a sustained positive destination.

For more detailed breakdowns by provision, please see the Education and Training or Apprenticeships accordions below.

[Chart](#)[Table](#)

► Export options

**Apprenticeship learners had the highest rates of sustained positive destinations**

		Apprenticeship	Education & Training	Total
2022/23	Number of learners matched to LEO data	124,840	1,224,130	1,356,710
	Sustained positive destination rate	94%	78%	80%
	Sustained employment rate	94%	54%	58%
	Sustained employment only rate	82%	34%	38%
	Sustained employment and learning	11%	20%	19%
	Sustained learning rate	12%	44%	41%
	Sustained learning only rate	1%	24%	22%
	Destination not sustained	3%	12%	11%
	In receipt of benefits only	0%	5%	4%
	No activity captured in data	2%	5%	5%

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Source: Longitudinal Education Outcomes (LEO) dataset

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### Learning destination rates remained fairly stable over time

For learners who achieved in 2022/23:

- The sustained learning destination rate was 41%, unchanged since 2021/22.
- 32% of learners went on to sustained further education, an increase of 1 ppt since 2021/22.
- 9% of learners went on to sustained higher education, largely driven by 16 to 18 learners, unchanged since 2021/22.
- 3% of learners went on to a sustained apprenticeship, unchanged since 2021/22.

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

### Learning destination rates have remained stable

	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Sustained learning rate</b>	41%	41%	42%	42%	40%
<b>Sustained further education rate</b>	32%	31%	31%	32%	31%
<b>Sustained apprenticeship rate</b>	3%	3%	4%	3%	4%
<b>Sustained higher education rate (Level 6+)</b>	9%	9%	10%	9%	8%

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Source: Longitudinal Education Outcomes (LEO) dataset

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## Destinations by region

Sustained positive destinations varied significantly between regions in England.

For learners who achieved in academic year 2022/23, sustained positive destination and employment rates followed a similar pattern to previous years:

- The South West had the highest sustained positive destination rate of 84%, as well as the highest sustained employment rate of 66%.
- London had the lowest sustained positive destination rate of 75%, and the lowest sustained employment rate of 50%.
- The West Midlands had the highest sustained learning rate of 44%, with the North East having the lowest sustained learning rate of 34%.

Broadly, sustained positive destination rates were higher in southern regions of England (with the exception of London) and lower in northern regions.

Chart

Table

► Export options

**Sustained destination rates varied considerably by region**

	2022/23			
	Number of learners matched to LEO data	Sustained positive destination rate	Sustained employment rate	Sustained learning rate
North East	89,470	76%	57%	34%
North West	205,030	80%	55%	44%
Yorkshire and The Humber	140,730	79%	56%	41%
East Midlands	115,930	81%	60%	40%
West Midlands	153,490	80%	54%	44%
East of England	123,160	82%	62%	41%
London	228,980	75%	50%	41%
South East	178,890	83%	63%	41%
South West	115,830	84%	66%	38%
Outside of England and unknown	5,210	84%	69%	31%

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[Data symbols](#) 

## Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

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## Adult education and training

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### Destinations of adult education and training learners

#### What is education and training?

Education and training is mainly classroom-based adult further education that is not classed as an apprenticeship or community learning. It can also include distance learning or e-learning.

Contrary to the Education & Training statistics in the '[FE and Skills](#)' National Statistics, it excludes traineeships and offender learning.

#### Who are adult learners?

All learners reported on in this section of the publication were aged 19 or older at the start of their learning aim. The outcomes of education and training learners aged 16 to 18 are reported on separately in the '16 to 18 education and training' accordion section below.



Of the 1,356,710 learners in 2022/23, 680,080 achieved an education and training course as their highest learning aim and were aged 19+.

- 73% went into a sustained positive destination in 2023/24, a 2 ppt decrease from the previous year.
- 59% went into sustained employment, a 2 ppt decrease from the previous year.
- 26% went into a sustained learning destination, a 1 ppt decrease from the previous year.
- 7% of learners were in receipt of benefits only, a 1 ppt increase from the previous year.

Chart

Table

► Export options

Sustained positive destination rates for adult education and training learners have decreased

	Education & Training				
	2022/23	2021/22	2020/21	2019/20	2018/19
Number of learners matched to LEO data	680,080	646,150	646,140	641,460	799,550
Sustained positive destination rate	73%	75%	79%	73%	74%
Sustained employment rate	59%	61%	66%	59%	62%
Sustained employment only rate	47%	48%	52%	46%	49%
Sustained employment and learning	12%	13%	14%	13%	13%

learning

Sustained learning rate	26%	27%	26%	26%	25%
Sustained learning only rate	14%	13%	12%	13%	12%
Destination not sustained	14%	13%	12%	12%	12%
In receipt of benefits only	7%	6%	5%	9%	8%
No activity captured in data	7%	6%	5%	7%	6%
Sustained further education rate	21%	21%	20%	20%	20%
Sustained higher education rate (Level 6+)	5%	6%	6%	6%	5%

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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Overall, 26% of 19+ education and training learners continued into sustained learning,

including:

- 21% went on to sustained further education, unchanged since 2021/22.
- 5% went on to sustained higher education, down 1 ppt since 2021/22.

## Destinations by level of learning achieved

### What is level of learning?

Most learning aims have a difficulty level. The higher the level, the more difficult the learning aim is. Further information can be found on this list of [qualification levels \(opens in new tab\)](#).

A learner can be awarded a Full level 2 or 3 qualification either by achieving a qualification which is a Full level 2 or 3 in its own right, or by achieving separate qualifications which together amount to a Full level 2 or 3 qualification.

### How is the level of learning classified for learners with multiple aims?

This publication reports outcomes by various learner demographics and type and level of learning. Where a learner achieves more than one aim within an academic year at the same provider, the outcomes for the learner are reported against the highest and latest aim within that year.

For example, if a learner achieves an aim at Level 2, and a separate Full Level 3 aim in the same academic year at that provider, their destinations will be reported against the Full Level 3 aim. Full Level 2 and Full Level 3 are counted as higher than other Level 2 and Level 3 aims respectively, and apprenticeship aims are prioritised over education and training aims.

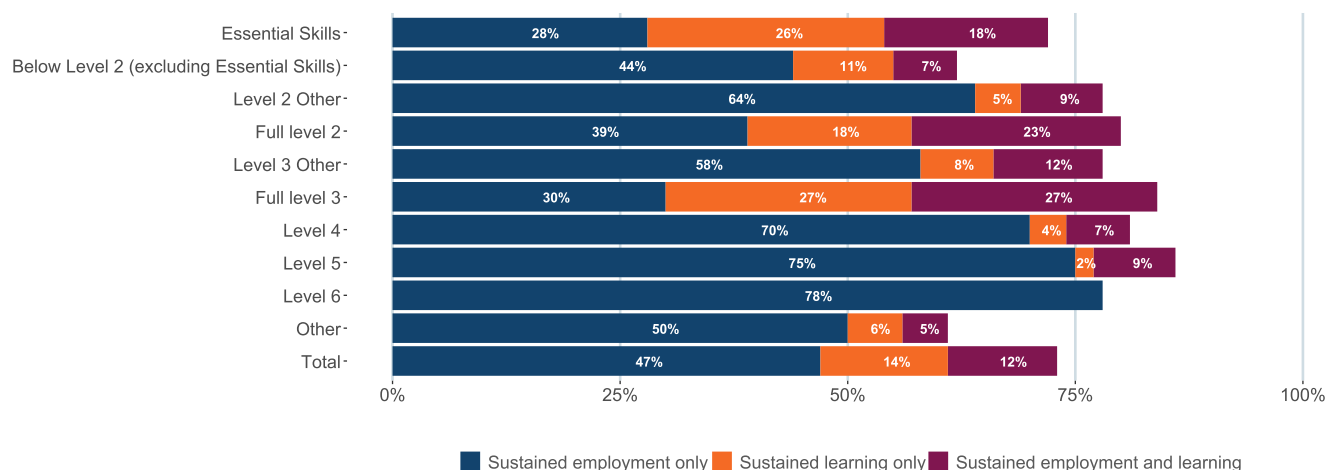
Chart

Table

## ► Export options

### **Broadly speaking, adult education and training learners who studied at higher levels had higher sustained positive destination rates**

Destination rates for adult education and training learners by level of learning, for those achieving in 2022/23



Source: Longitudinal Education Outcomes (LEO) dataset

## **Explore and edit this data online**

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**Details on learning destinations by level of learning achieved can be found in the following tables:**

[Learning destinations for education and training learners achieving a Full level 3 aim in 2022/23](#)

[Learning destinations for education and training learners achieving a Full Level 2 aim in 2022/23](#)

[Learning destinations for education and training learners achieving other Level 2 aims in 2022/23](#)

## Access to Higher Education Courses



Access to Higher Education courses are qualifications which prepare people without traditional qualifications for study at university

12,600 adult learners achieved an ‘Access to Higher Education’ course in 2022/23:

- 65% of learners went on to a sustained higher education course in 2023/24, a drop of 1 ppt compared to the previous year.
- The ‘Languages, Literature and Culture’ sector subject area had the highest rate of sustained higher education at 79%.
- ‘Agriculture, Horticulture and Animal Care’ had the lowest rate of sustained higher education at 45%, the only sector subject area where fewer than half of the learners did not progress to higher education. This likely reflects the fact that there are comparatively fewer higher education courses in this sector subject area.

<a href="#">Chart</a>	<a href="#">Table</a>				
<div><div>!</div><div><p>Some rows and columns are not shown in this table as the data does not exist in the underlying file.</p><p>► Export options</p><p>Overall progression from Access to Higher Education courses to sustained higher education decreased slightly compared to 2021/22, and varied between sector subject area</p></div></div>					
<table><tr><th>Number of learners matched to LEO data</th><th>Sustained higher education rate (Level 6+)</th></tr><tr><td></td><td></td></tr></table>		Number of learners matched to LEO data	Sustained higher education rate (Level 6+)		
Number of learners matched to LEO data	Sustained higher education rate (Level 6+)				

			2022/23	2021/22	2022/23	2021/22
<b>Access to HE</b>	<b>Total</b>		12,600	16,130	65%	66%
	<b>Agriculture, Horticulture and Animal Care</b>	<b>Total</b>	100	120	45%	41%
	<b>Arts, Media and Publishing</b>	<b>Total</b>	550	610	52%	58%
	<b>Business, Administration and Law</b>	<b>Total</b>	860	970	70%	70%
	<b>Construction, Planning and the Built Environment</b>	<b>Total</b>	c	10	c	58%
	<b>Digital Technology</b>	<b>Total</b>	430	420	58%	64%
	<b>Education and Training</b>	<b>Total</b>	170	240	68%	76%
	<b>Engineering and Manufacturing Technologies</b>	<b>Total</b>	230	240	64%	69%
	<b>Health, Public Services and Care</b>	<b>Total</b>	6,990	9,310	64%	64%
	<b>History, Philosophy and Theology</b>	<b>Total</b>	80	100	61%	73%

<b>Languages, Literature and Culture</b>	<b>Total</b>	180	180	79%	68%
<b>Leisure, Travel and Tourism</b>	<b>Total</b>	10	10	58%	50%
<b>Science and Mathematics</b>	<b>Total</b>	1,560	2,030	66%	69%
<b>Social Sciences</b>	<b>Total</b>	1,450	1,880	71%	74%

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[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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## Destinations by region

**Sustained positive destination rates varied across regions in England for Education and Training learners.**

- The South West had the highest sustained positive destination rate of 78% as well as the highest sustained employment rate of 68%.
- The North East had the lowest sustained positive destination rate of 70% and London had the lowest sustained employment rate of 53%.

**Sustained learning rates followed a slightly different pattern to employment and overall positive destination rates.**

- The North West had the highest sustained learning rate of 28%
- The North East had the lowest sustained learning rate of 19%.

Chart

Table

► Export options

Sustained destination rates for adult education and training learners varied by region

			2022/23			
			Number of learners matched to LEO data	Sustained positive destination rate	Sustained employment rate	Sustained learning rate
19 and over	Total	North East	52,450	70%	59%	19
		North West	93,650	72%	56%	28
		Yorkshire and The Humber	67,200	72%	57%	27
		East Midlands	57,590	75%	63%	24
		West Midlands	72,270	72%	57%	27
		East of	53,930	75%	64%	23



## England

<b>London</b>	150,640	71%	53%	31
<b>South East</b>	78,030	76%	65%	23
<b>South West</b>	52,330	78%	68%	23
<b>Outside of England and unknown</b>	1,990	75%	67%	18

[Show full screen table](#)

[Data symbols](#) ?

## Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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# Destinations of 16 to 18 education and training learners

## What is education and training?

Education and training is mainly classroom-based adult further education that is not classed as an apprenticeship or community learning. It can also include distance learning or e-learning.

Contrary to the Education & Training statistics in the ‘[FE and Skills](#)’ National Statistics, it excludes traineeships and offender learning.

## Who are 16 to 18 learners?

All learners reported on in this section of the publication were aged between 16 and 18 at the start of their learning aim. The outcomes of education and training learners aged 19 or older are reported on separately in the ‘Adult education and training’ accordion section above.

Of the 1,356,710 learners in 2022/23, 544,050 achieved an education and training course as their highest learning aim and were aged 16 to 18. Of these:

- 85% went into a sustained positive destination in 2023/24, a 1 ppt decrease from the previous year.
- 48% went into sustained employment, a 3 ppt decrease from the previous year.
- 66% went into a sustained learning destination, a 1 ppt increase from the previous year.
- 2% of learners were in receipt of benefits only, unchanged from the previous year.

Chart

Table

► Export options

**Sustained positive destination rates for 16 to 18 education and training learners have decreased slightly**

			<b>2022/23</b>	<b>2021/22</b>	<b>2020/21</b>	<b>2019/20</b>
<b>18 and under</b>	<b>Education &amp; Training</b>	<b>Number of learners matched to LEO data</b>	544,050	540,040	568,880	545,610
		<b>Sustained positive destination rate</b>	85%	86%	87%	85%
		<b>Sustained employment rate</b>	48%	51%	50%	41%
		<b>Sustained employment only rate</b>	18%	20%	20%	16%
		<b>Sustained employment and learning</b>	29%	30%	30%	25%
		<b>Sustained learning rate</b>	66%	65%	66%	69%
		<b>Sustained learning only rate</b>	37%	35%	36%	44%
		<b>Destination not sustained</b>	9%	9%	9%	10%

<b>In receipt of benefits only</b>	2%	2%	1%	2%
<b>No activity captured in data</b>	4%	3%	3%	3%
<b>Sustained further education rate</b>	51%	49%	50%	53%
<b>Sustained higher education rate (Level 6+)</b>	15%	15%	15%	15%

[Show full screen table](#)

[Data symbols](#) ?

Source: Longitudinal Education Outcomes (LEO) dataset

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Overall, 66% of 16 to 18 education and training learners continued into sustained learning, including:

- 51% went on to sustained further education, down 2 ppt since 2021/22.
- 15% went on to sustained higher education, unchanged since 2021/22.

## What is level of learning?

Most learning aims have a difficulty level. The higher the level, the more difficult the learning aim is. Further information can be found on this list of [qualification levels \(opens in new tab\)](#).

A learner can be awarded a Full level 2 or 3 qualification either by achieving a qualification which is a Full level 2 or 3 in its own right, or by achieving separate qualifications which together amount to a Full level 2 or 3 qualification.

## How is the level of learning classified for learners with multiple aims?

This publication reports outcomes by various learner demographics and type and level of learning. Where a learner achieves more than one aim within an academic year at the same provider, the outcomes for the learner are reported against the highest and latest aim within that year.

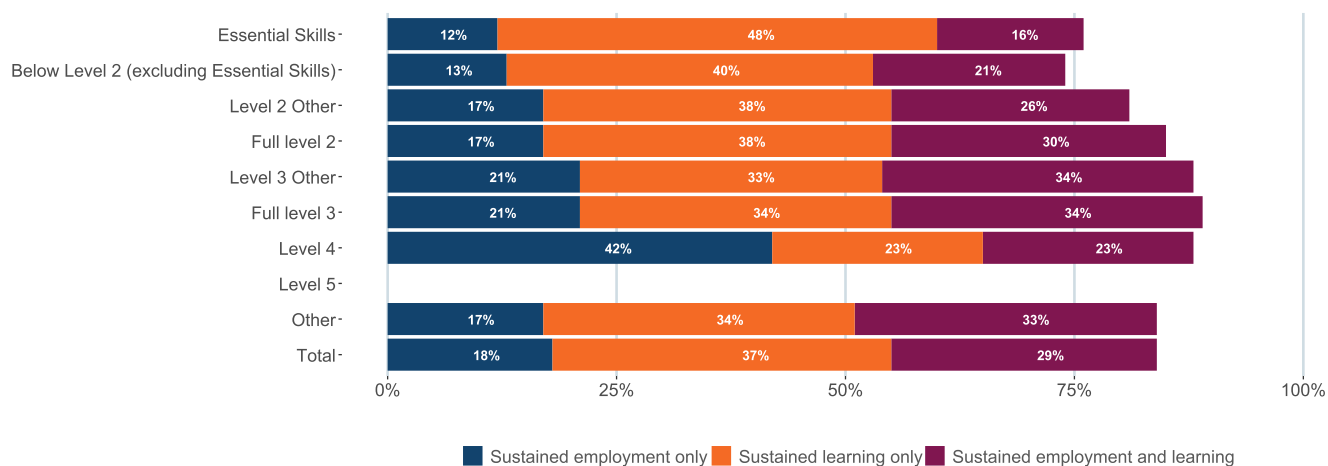
For example, if a learner achieves an aim at Level 2, and a separate Full Level 3 aim in the same academic year at that provider, their destinations will be reported against the Full Level 3 aim. Full Level 2 and Full Level 3 are counted as higher than other Level 2 and Level 3 aims respectively, and apprenticeship aims are prioritised over education and training aims.

Chart	<u>Table</u>
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## ► Export options

### **Broadly speaking, 16 to 18 education and training learners who studied at higher levels had higher sustained positive destination rates**

Destination rates for 16 to 18 education and training learners by level of learning, for those achieving in 2022/23



Source: Longitudinal Education Outcomes (LEO) dataset

## **Explore and edit this data online**

Use our table tool to explore this data.

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## **Destinations by region**

**Sustained positive destination rates varied across regions in England for 16 to 18 education and training learners.**

- The South West, South East and East England had the highest sustained positive destination rates of 86%.
- The North East, Yorkshire and the Humber and London had the lowest sustained positive destination rates of 83%.
- Consistent with this, London had the lowest sustained employment rate of 36%,

while the South West had the highest at 56%

**Sustained learning rates followed a slightly different pattern to employment and overall positive destination rates.**

- Conversely, the sustained learning rate was highest in London at 69% and lowest in the South West at 63%.

Chart

Table

► Export options

Sustained destination rates for 16 to 18 year old education and training learners varied by region

		2022/23			
		Number of learners matched to LEO data	Sustained positive destination rate	Sustained employment rate	Sustained learning rate
18 and under	North East	29,080	83%	45%	67%
	North West	91,310	85%	47%	67%
	Yorkshire and The Humber	57,520	83%	45%	66%
	East Midlands	46,970	84%	48%	65%
	West Midlands	66,820	85%	44%	68%

<b>East of England</b>	56,320	86%	53%	65%
<b>London</b>	64,400	83%	36%	69%
<b>South East</b>	81,780	86%	54%	64%
<b>South West</b>	48,090	86%	56%	63%
<b>Outside of England and unknown</b>	1,750	85%	49%	65%

[Show full screen table](#)

[Data symbols](#) 

## Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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# Apprenticeships

[Hide](#)

## Destinations of apprenticeship learners

### What is an apprenticeship?

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

**The proportion of apprenticeship learners (16+) in 2022/23 moving into sustained positive destinations decreased slightly from the previous year.**

Of the 124,840 learners achieving an apprenticeship as their highest aim in 2022/23:

- 94% had a sustained positive destination, a decrease of 1 ppt from 2021/22.
- 94% had a sustained employment rate, unchanged from 2021/22.
- 12% had a sustained learning rate, a decrease of 1 ppt from 2021/22.

Sustained positive destination rates remain higher for apprenticeships than any other type of provision. This is to be expected as many apprentices remain with the employer following their apprenticeship, which results in a high rate of sustained employment.

Chart

Table

► Export options

**Sustained positive destination rates for apprenticeships decreased slightly in 2022/23 compared to the previous year**

	Apprenticeship				
	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Number of learners matched to LEO data</b>	124,840	108,690	131,250	138,950	180,210
<b>Sustained positive destination rate</b>	94%	95%	94%	93%	93%
<b>Sustained employment rate</b>	94%	94%	93%	92%	92%
<b>Sustained employment and learning</b>	11%	12%	14%	15%	17%
<b>Sustained employment only rate</b>	82%	82%	79%	76%	75%
<b>Sustained learning rate</b>	12%	13%	15%	17%	18%
<b>Sustained learning only rate</b>	1%	1%	1%	1%	1%
<b>Destination not sustained</b>	3%	3%	3%	4%	4%
<b>In receipt of benefits only</b>	0%	0%	0%	1%	1%
<b>No activity captured in data</b>	2%	2%	2%	2%	2%

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[Data symbols](#) 

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### Higher level apprenticeships tended to have higher sustained employment rates but lower sustained learning rates.

- There was a 3 ppt difference between the sustained employment rate of Level 4, Level 5 and Level 6 apprenticeship learners, who all had the highest rate of 95%, and intermediate (Level 2) apprenticeship learners, who had the lowest rate of 92%.
- There was an 16 ppt difference between the sustained learning rate of Level 4 apprenticeship learners, who had the highest rate of 19%, and Level 6 and Level 7+ apprenticeship learners who had the lowest rate of 3%. This likely reflects the fact that learners who are already highly qualified are unlikely to move into additional education compared to learners achieving a lower level qualification.

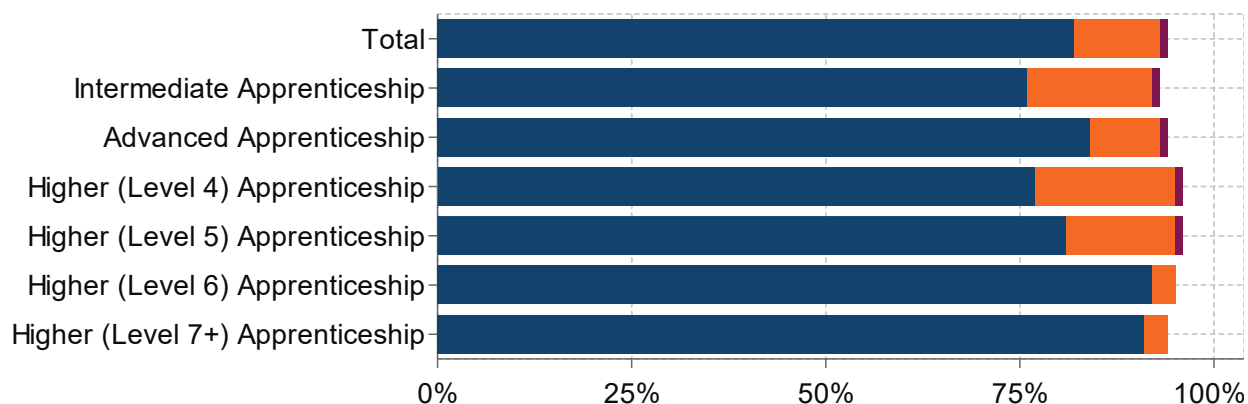
However, overall positive destination rates were fairly consistent across all apprenticeship levels.

Chart	<u>Table</u>
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## ► Export options

### Generally higher level apprenticeships have higher levels of sustained employment rates

Sustained destination rates for learners achieving apprenticeships in 2022/23 by level of learning



- Sustained employment only
- Sustained employment and learning
- Sustained learning only

Source: Longitudinal Education Outcomes (LEO) dataset

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**Sustained learning showed a different pattern across regions to sustained employment and overall sustained positive destinations.**

Across regions in England:

- The sustained positive destination rate was fairly uniform, with London having the lowest rate of 92% and all other regions of England having a sustained positive destination rate of 94% or 95%.
- London had the lowest sustained employment rate at 91%, followed by the North West at 93%. All other regions had a sustained employment rate of 94%.
- London also had the lowest sustained learning rate of 10%, while the North East, North West, West Midlands and East of England had the highest rates at 13%.

		2022/23			
		Number of learners matched to LEO data	Sustained positive destination rate	Sustained employment rate	Sustained learning rate
Apprenticeship	North East	7,470	94%	94%	
	North West	18,670	94%	93%	
	Yorkshire and The Humber	14,930	95%	94%	
	East Midlands	10,860	95%	94%	
	West Midlands	13,650	95%	94%	

<b>West Midlands</b>	12,330	95%	94%
<b>East of England</b>	12,330	95%	94%
<b>London</b>	12,060	92%	91%
<b>South East</b>	18,500	94%	94%
<b>South West</b>	14,930	95%	94%
<b>Outside of England and unknown</b>	1,450	94%	94%

[Show full screen table](#)

[Data symbols](#) 

## Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

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# Community learning

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## What is community learning?

Community learning includes a range of community based and outreach learning opportunities, primarily managed and delivered by local authorities and general further education colleges, and designed to bring together adults (often of different ages and backgrounds).

There were 224,570 learners whose highest aim was in community learning in 2022/23. Community learners are a distinct group from the 1,356,710 learners reported on in other sections of this publication.

Of these learners, in the year following their learning aim:

- 66% had a sustained positive destination.
- 58% were in sustained employment.
- 16% were in sustained learning.
- 41% were in some form of learning whether sustained or otherwise.

## Why do so many community learners have positive destinations that are not sustained?

There is a large increase in learning destination rates when including non-sustained learning. This is because community learners typically move into another community learning course, which tend to be relatively short, or other qualifications that are structured in a similar way to community learning.

## Explore data on community learning

You can create your own tables looking at community learners by using the table builder

tool to explore the underlying data file ‘National destinations of community learners (NAT02)’.

The following tables also offer a range of useful breakdowns:

File subject	What is available in the file
<a href="#">Community learners - 2018/19 to 2022/23</a>	<b>Academic year:</b> 2018/19 to 2022/23  <b>Indicators:</b> All employment and education destination measures  <b>Filters:</b> Community Learning provision type
<a href="#">Community learners by demographics - 2022/23</a>	<b>Academic year:</b> 2022/23  <b>Indicators:</b> All employment and education destination measures  <b>Filters:</b> Sex, ethnicity, age band

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## Earnings

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### Where does earnings data come from?

Earnings estimates are based on information recorded by HMRC through the Pay As You Earn (PAYE) and self-assessment tax return systems for collecting income tax and national insurance. Learners are only included in the figures if they have an earnings record on the self-assessment data or P14 (HMRC data), a record of sustained employment in the Real Time Information submitted to HMRC and no record of further study at a Higher Education institution.



## **Limitations of earnings data**

The PAYE records from HMRC do not include reliable information on the hours worked in employment so it is not possible to accurately distinguish between learners in full time and part time employment.

See the quality and methodology information that accompanies this release for more detail.

When interpreting the results below, it should be remembered that some of the difference in earnings could be a result of factors other than the qualification achieved, such as:

- the number and proportion of achievers in part time employment,
- the employment history of achievers,
- pay conditions within the local labour market,
- characteristics of individual learners.

The outcomes in this release are presented as raw figures. They do not seek to control for differences in learner characteristics that may influence outcomes over time or across different learner populations.

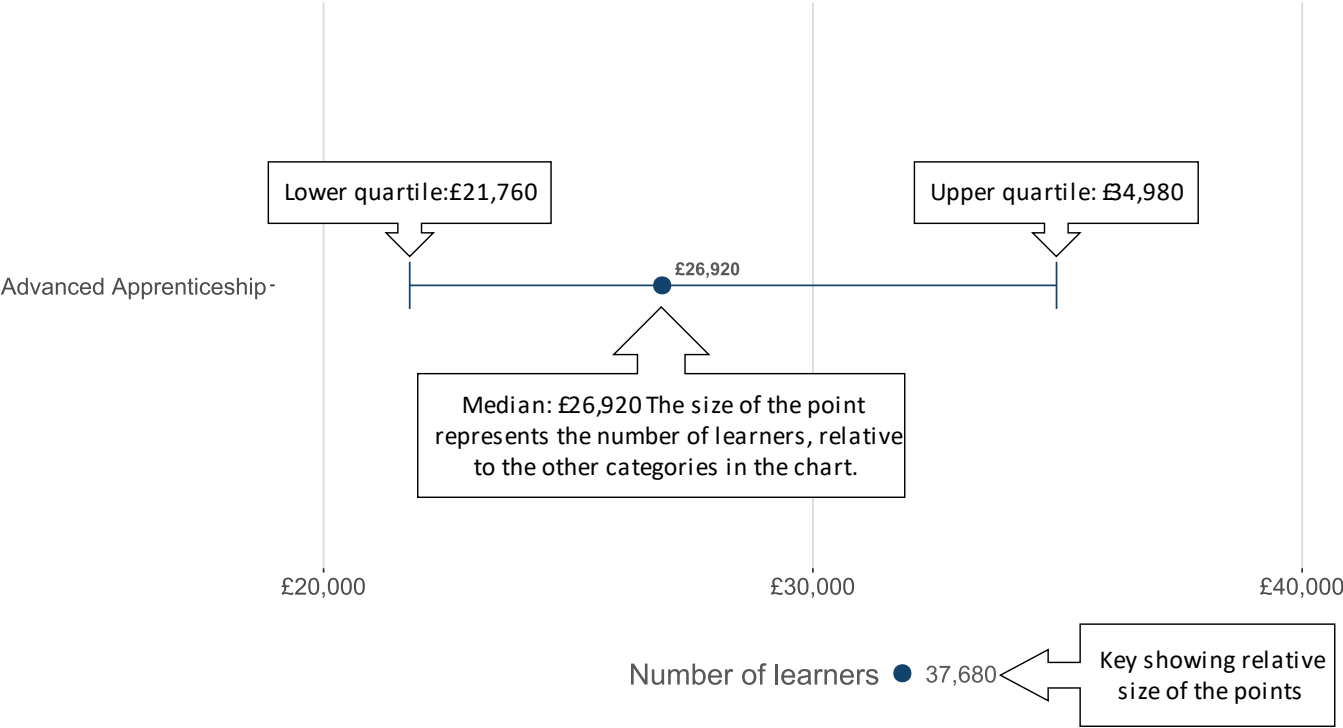
## **Changes to earnings data**

The timing of the LEO data used for this publication means it only includes earnings information for learners in the latest cohort who achieved their aim before 5th April 2023. Analysis has shown that, for some types of provision (e.g., classroom-based learning), learners are much more likely to achieve their aim after 5th April in that academic year. This means we don't have a full tax year's worth of earnings for these individuals, and the earnings data would be based on a small sample of the overall cohort.

As a result, earnings data for the 2022/23 academic year education and training cohort one year after completion has not been included. This data will be delayed until next year's release, when the back series will be updated with more robust information. Earnings information for apprentices remains available for this cohort, as apprentices are more likely to complete their aim within the tax year.

► Export options

Advanced apprenticeship earnings, one year after achievement, 2022/23



Source: Longitudinal Education Outcomes (LEO) dataset

Explore and edit this data online

Use our table tool to explore this data.

Explore data

The **median earnings** is calculated by ranking all learners’ annualised earnings and taking the value at which half of learners fall above and half fall below. This is shown in the data label for each bar.

The **lower quartile earnings** is calculated by ranking all learners’ annualised earnings and taking the value at which three quarters of learners fall above and one quarter fall

below.

The **upper quartile earnings** is calculated by ranking all learners’ annualised earnings and taking the value at which one quarter of learners fall above and three quarters fall below.

## Earnings five years post training

Earnings steadily increase each year after achievement for all levels of learning. Median annualised earnings one year after study for learners who achieved in academic year 2018/19 were:

- **£18,050** for intermediate apprenticeships – rising **49%** to **£26,810** five years after study.
- **£20,700** for advanced apprenticeships – rising **42%** to **£29,330** five years after study.
- **£25,780** for Level 4 higher apprenticeships – rising **50%** to **£38,630** five years after study.
- **£28,850** for Level 5 higher apprenticeships – rising **22%** to **£35,250** five years after study.
  
- **£11,040** for Full Level 2 education & training courses – rising **96%** to **£21,620** four years after study.
- **£11,080** for Full Level 3 education & training courses – rising **96%** to **£21,760** four years after study.
- **£16,570** for Level 4 education & training courses – rising **37%** to **£22,770** four years after study.
- **£20,600** for Level 5 education & training courses – rising **39%** to **£28,570** four years after study.

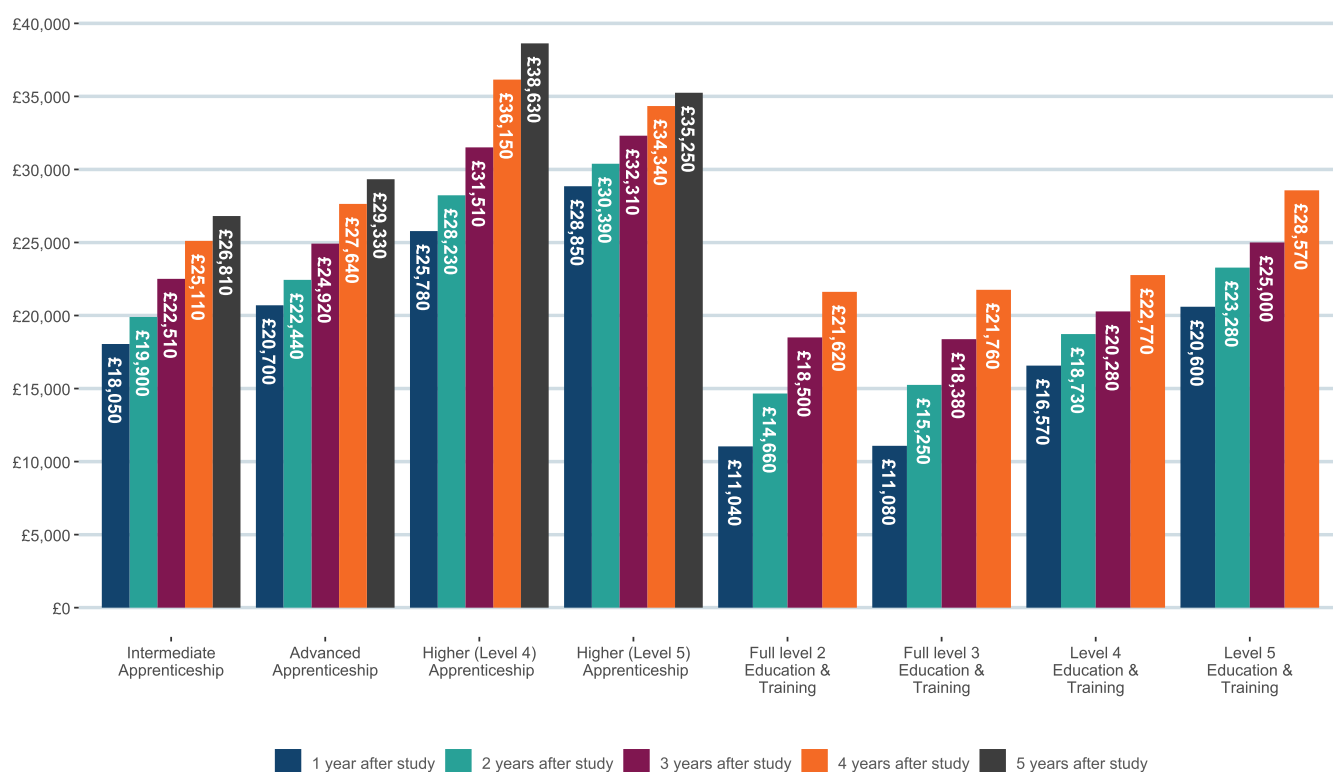
Earnings steadily increased each year after achievement for all levels of learning in both apprenticeships and education and training. At all levels, apprenticeships had higher levels of earnings one year after study than equivalent level education and training courses.

Chart	<u>Table</u>
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## ► Export options

### Median annualised earnings for learners who achieved in academic year 2018/19 by provision and level of learning

Earnings increased each year after achievement, and tended to be higher for apprenticeships than education and training



Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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## Earnings one year post training

Apprentices who achieved higher levels of learning tended to have higher

**median earnings one year after training.**

For learners who achieved their course in academic year 2022/23, median annualised earnings in the first full tax year after training tended to correspond with the level of learning, with higher median earnings for those who had achieved higher level training:

- £24,070 for intermediate apprenticeships
- £26,920 for advanced apprenticeships
- £33,760 for higher (Level 4) apprenticeships
- £37,570 for higher (Level 5) apprenticeships
- £34,610 for higher (Level 6) apprenticeships
- £49,930 for higher (Level 7+) apprenticeships

Chart	<u>Table</u>
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## ► Export options

### Earnings one year after learning were higher for higher level apprenticeships

Median annualised earnings for learners who achieved in academic year 2018/19 by provision and level of learning



Source: Longitudinal Education Outcomes (LEO) dataset

### Explore and edit this data online

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### Median annualised earnings varied considerably between sector subject areas for Advanced Apprentices

One year after study, median annualised earnings for learners who achieved an advanced apprenticeship course in academic year 2022/23 were:

- Highest in ‘Construction, Planning and the Built Environment’ at £36,590
- Lowest in ‘Education and Training’ at £18,010.

Within some sector subject areas, earnings had a wide range between the upper and lower quartiles of earnings:

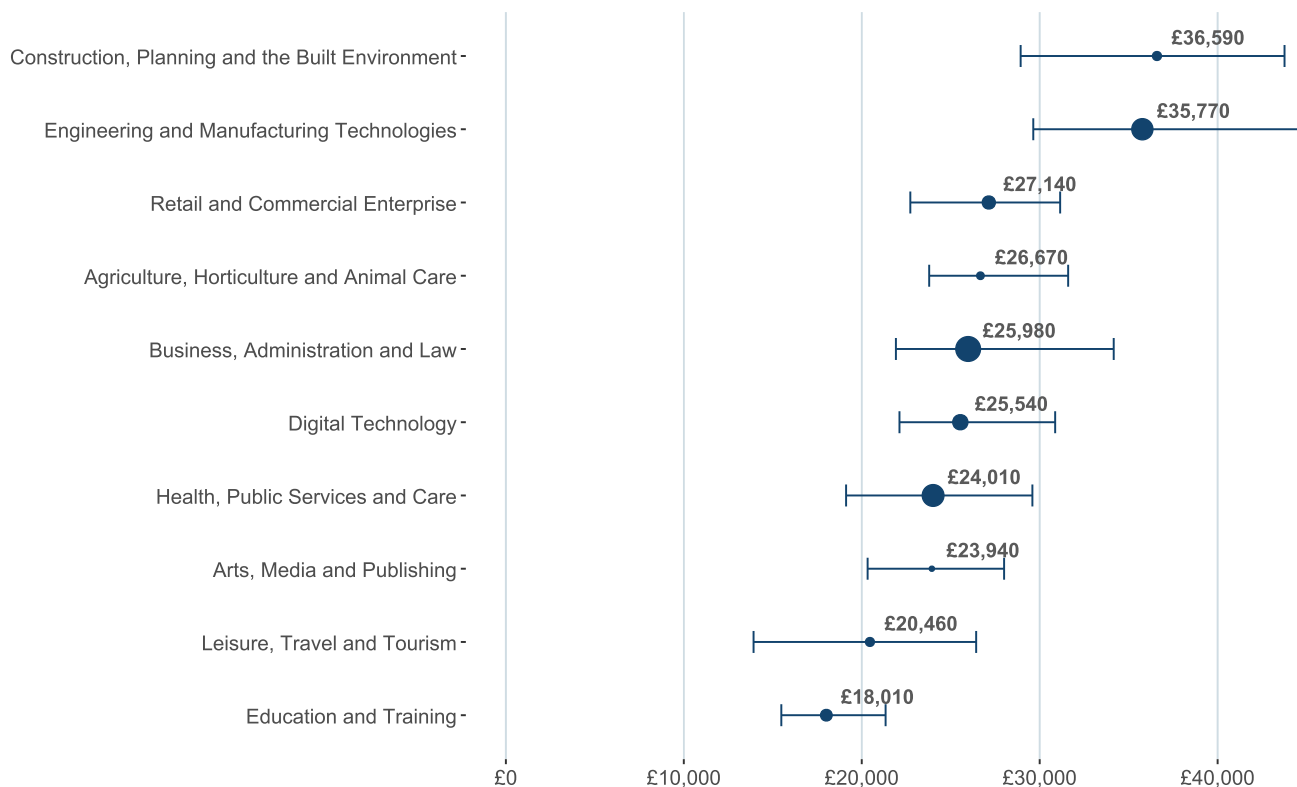
- The widest range was in ‘Engineering and Manufacturing Technologies’, for which the lower quartile was £29,640 and the upper quartile was £44,720.
- Followed by ‘Construction, Planning and the Built Environment’ which ranged from £28,930 at the lower quartile to £43,760 at the upper quartile.

Chart	<u>Table</u>
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## ► Export options

### Earnings for advanced apprentices who completed their course in 2022/23 by sector subject area tier 1

Median annualised earnings vary considerably between sector subject areas for Advanced Apprenticeships



Source: Longitudinal Education Outcomes (LEO) dataset

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# Progression

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## Progression into higher level of study

'Sustained progression from achieved aim' details the proportion of learners with a sustained further learning aim, who went on to sustained study at a higher level than they just achieved.

**Over three in five learners who moved on to a sustained learning aim progressed into a higher level of study.**

- 63% of learners with a sustained learning destination progressed to a higher level of learning in the 2023/24 academic year than the level they had achieved in 2022/23, a 2 ppt decrease from the previous year.

**Learners who achieved an apprenticeship were more likely to progress to a higher level of learning than learners studying an education and training course.**

- The percentage of apprenticeship learners progressing onto a higher level of sustained learning in 2023/24 than they had achieved in 2022/23 (89%) was 26 ppts higher than for education and training learners (63%).
- The rate of progression for apprenticeship learners decreased by 1 ppt from the previous year but has been relatively stable since 2018/19.
- The progression rate for education and training has varied more over time, and since peaking at 69% in 2019/20 it has continued to decrease. The 2022/23 rate is the lowest it has been in the last 5 years.

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

**Learners who achieved an apprenticeship were more likely to progress to a higher level of learning than students studying an education and training course**

	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Total</b>	63%	65%	65%	70%	66%
<b>Apprenticeship</b>	89%	90%	90%	89%	88%
<b>Education &amp; Training</b>	63%	64%	64%	69%	64%

[Show full screen table](#)

[Data symbols](#) ?

Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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**Rates of progression to a higher level of learning varied considerably by level of learning achieved.**

- There was considerable variation in progression from an education and training course to a higher level of learning by level, ranging from 23% for Level 2 ESOL courses, to 97% for Level 1 English and Maths courses.
- Progression also varied for apprenticeships depending on level of aim. Rates ranged from 26% for Higher (Level 7+) apprenticeships to 95% for Higher (Level 4)

► Export options

**Rates of progression to a higher level of learning in 2023/24 varied considerably by level of learning achieved in 2022/23**

			2022/23
Apprenticeship	Total		89%
	Intermediate Apprenticeship		94%
	Advanced Apprenticeship		84%
	Higher (Level 4) Apprenticeship		95%
	Higher (Level 5) Apprenticeship		92%
	Higher (Level 6) Apprenticeship		71%
	Higher (Level 7+) Apprenticeship		26%
Education & Training	Total		63%
	Essential Skills	Total	62%
		Entry Level Digital	64%
		Entry Level ESOL	32%
		Entry Level English & Maths	64%
		Level 1 Digital	77%

	<b>Level 1 ESOL</b>	70%
	<b>Level 1 English &amp; Maths</b>	97%
	<b>Level 2 ESOL</b>	23%
	<b>Level 2 English &amp; Maths</b>	55%
<b>Below Level 2 (excluding Essential Skills)</b>	<b>Level 1 / Other Entry Level</b>	67%
<b>Level 2 (excluding Essential Skills)</b>	<b>Total</b>	77%
	<b>Full level 2</b>	79%
	<b>Level 2 Other</b>	76%
<b>Level 3</b>	<b>Total</b>	52%
	<b>Full level 3</b>	56%
	<b>Level 3 Other</b>	44%
<b>Level 4 and Level 5</b>	<b>Total</b>	85%
	<b>Level 4</b>	87%
	<b>Level 5</b>	63%
<b>Level 6</b>		0%
<b>Other</b>		99%

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Source: Longitudinal Education Outcomes (LEO) dataset

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## Progression of younger learners born in or since 1988

The Department has used the [National Pupil Database \(NPD\)](#)  in conjunction with the [Individualised Learner Record](#)  and Higher Education Statistics Authority (HESA) data to detail students' attainment throughout their educational history. The resulting dataset includes attainment records from schools, and further and higher education institutions allowing for robust comparisons over time.

This has enabled experimental statistics on progression to be calculated for those learners whose full educational history has been recorded. This cohort is limited to learners born in 1988 or later.

Of the 1,356,710 learners achieving their further education aim in 2022/23, 781,600 (58%) were born in 1988 or later, and had a full educational history recorded by the department.

The rest of the analysis in this section relates specifically to this group of younger learners.

## Younger learners studying at this level of learning for the first time

Data on studying a particular level of learning for the first time is presented to provide further insight into learners' pathways through further education and training. Care should be taken when interpreting the data, particularly when making comparisons between different subgroups or seeking to draw wider

conclusions. In particular, there may be valid reasons for a learner to take a qualification at a level of learning they have previously achieved, including:

- Where a learner is moving from an academic to a technical pathway, and needs to develop the core technical skills and knowledge that will enable them to progress to higher levels.
- Where the qualifications are complementary, such as a qualification in English or maths that is required to access a technical or vocational qualification at the same level.
- Where a learner is retraining in order to develop a new career pathway, or to update their skills after a significant career break in order to re-enter employment.

- 41% of younger learners were studying at their level of learning for the first time in 2022/23, 1 ppt lower than the 2021/22 rate.
- Education and training learners were more likely to be studying at their level of learning for the first time (42%) than apprenticeship learners (39%).
- Since 2018/19, the rate of younger learners who were studying at their level of learning for the first time has risen by 3 ppts for apprenticeship learners.
- For education and training learners, the 2022/23 rate is consistent with the 2018/19 rate, but there was a peak of 46% in 2020/21 (likely as a result of the impact of COVID-19).

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

**Generally, the rate of younger learners who were studying at their level of learning for the first time has risen for apprenticeship learners**

	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Total</b>	41%	42%	44%	39%	40%
<b>Apprenticeship</b>	39%	38%	38%	34%	36%
<b>Education &amp; Training</b>	42%	43%	46%	40%	42%

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[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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**Overall, younger education and training learners at higher levels were more likely to be studying at that level for the first time.**

- There was wide variation in the rate of younger education and training learners studying at their level for the first time in 2022/23. 2% of learners achieving a Level 1 or entry level aim were achieving at that level for the first time, compared to 92% of those achieving at Full Level 3.

**Rates of first-time achievement among younger apprenticeship learners also**

increased with level.

- 19% of those achieving Intermediate aims in 2022/23 were achieving at that level for the first time, while the same was true for 80% of those achieving Higher (Level 7+) apprenticeships.

<div><div>Chart</div><div>Table</div></div>	
<div><div>!</div><div>Some rows and columns are not shown in this table as the data does not exist in the underlying file.</div></div>	
<div><div>► Export options</div><div>Broadly, learners at higher levels of learning were more likely to be achieving their level of learning for the first time</div></div>	
Percent of matched learners achieving at this level for the first time	
Apprenticeship	Intermediate Apprenticeship19%
	Advanced Apprenticeship41%
	Higher (Level 4) Apprenticeship58%
	Higher (Level 5) Apprenticeship59%
	Higher (Level 6) Apprenticeship64%
	Higher (Level 7+) Apprenticeship80%



<b>Education &amp; Training</b>	<b>Essential Skills</b>	<b>Total</b>	<b>3%</b>
		<b>Entry Level Digital</b>	<b>0%</b>
		<b>Entry Level ESOL</b>	<b>0%</b>
		<b>Entry Level English &amp; Maths</b>	<b>0%</b>
		<b>Level 1 Digital</b>	<b>6%</b>
		<b>Level 1 ESOL</b>	<b>27%</b>
		<b>Level 1 English &amp; Maths</b>	<b>3%</b>
		<b>Level 2 ESOL</b>	<b>20%</b>
		<b>Level 2 English &amp; Maths</b>	<b>5%</b>
	<b>Below Level 2 (excluding Essential Skills)</b>	<b>Level 1 / Other Entry Level</b>	<b>2%</b>
	<b>Level 2 (excluding Essential Skills)</b>	<b>Total</b>	<b>12%</b>
		<b>Full Level 2</b>	<b>22%</b>

Essential Skills)	Full level 2	52%
	Level 2 Other	2%
Level 3	Total	81%
	Full level 3	92%
	Level 3 Other	55%
Level 4 and Level 5	Total	88%
	Level 4	90%
	Level 5	67%
Level 6		c
Other		0%

[Show full screen table](#)

[Data symbols](#) ?

Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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Explore data

Younger learners progressing to highest level of sustained

# learning to date

'Sustained progression for learner overall' gives the percentage of learners that progressed on to a sustained level of learning higher than they have attained at any point in their educational history.

Of the 1,356,710 learners in 2022/23, 394,560 (29%) were younger learners with a full educational history recorded by the department, and went into a sustained learning destination. The analysis in this section relates specifically to this group of learners.

**The proportion of younger learners progressing to their highest ever level of sustained learning has slightly decreased.**

- 66% of these younger learners in 2022/23 progressed into their highest level of learning to date in 2023/24. This is a decrease of 2 ppts from the rate in 2021/22.

**Younger learners who achieved an apprenticeship were more likely to progress to their highest level of sustained learning to date than learners studying an education and training course.**

- The percentage of apprenticeship learners progressing into their highest level of sustained learning in 2023/24 (76%) was 10 ppts higher than for education and training learners (66%).

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

**Learners who achieved an apprenticeship were more likely to progress to their highest level of sustained learning to date than learners studying an education and training course across all years**

	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Total</b>	66%	68%	69%	72%	69%
<b>Apprenticeship</b>	76%	78%	78%	77%	75%
<b>Education &amp; Training</b>	66%	67%	69%	72%	68%

[Show full screen table](#)

[Data symbols](#) ?

Source: Longitudinal Education Outcomes (LEO) dataset

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## Learner characteristics

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# Benefit learners

## What do we mean by benefit learners?

Benefit learners are defined as those in the following benefit groups at the start of their learning aim:

- Income Support
- Job Seekers Allowance
- Universal Credit - Searching for work
- Universal Credit - Working with requirements
- Universal Credit - Working with no requirements
- Universal Credit - Preparing for work
- Universal Credit - Planning for work
- Employment and Support Allowance - Work Related Activity Group

## Benefit learners were less likely to move into a sustained positive destination than learners who were not on benefits.

Around one in five (21%) learners were on benefits at the start of their learning. Of these 281,810 benefit learners:

- 65% went into a sustained positive destination, 18 ppts lower than learners who were not on benefits (83%).
- 51% went into sustained employment, 8 ppts lower than learners not on benefits (59%).
- 24% went into sustained learning, 21 ppts lower than learners not on benefits (45%).

Learners who achieved in 2022/23 and who were on benefits at the beginning of their learning aim were more likely to have a destination that was not sustained (19%) compared to learners who were not on benefits (9%). They were also more likely to be on benefits only with no positive destination (14%) compared to learners who were not on benefits at the start of their learning aim (2%).

► Export options

**Benefit learners were less likely to move into a sustained positive destination than learners who were not on benefits**

	2022/23		
	Total	Benefit learners	Not on benefits
<b>Number of learners matched to LEO data</b>	1,356,710	281,810	1,074,900
<b>Sustained positive destination rate</b>	80%	65%	83%
<b>Sustained employment rate</b>	58%	51%	59%
<b>Sustained employment only rate</b>	38%	40%	38%
<b>Sustained employment and learning</b>	19%	11%	21%
<b>Sustained learning rate</b>	41%	24%	45%
<b>Sustained learning only rate</b>	22%	14%	24%
<b>Destination not sustained</b>	11%	19%	9%
<b>In receipt of benefits only</b>	4%	14%	2%
<b>No activity captured in data</b>	5%	3%	6%

[Show full screen table](#)

[Data symbols](#) ?

Source: Longitudinal Education Outcomes (LEO) dataset

# Explore and edit this data online

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## Differences in destination rates may be partially explained by the levels of learning undertaken by benefit learners.

- Learners on benefits tended to achieve lower-level learning aims than learners not on benefits. 54% of learners on benefits took Entry Level or Level 1 learning aims, compared to 25% of learners who were not on benefits.
- In addition, only 9% of learners on benefits undertook learning at Level 3 or above, compared to 40% of learners who were not on benefits.

Chart   Table



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### Benefit learners tended to undertake lower levels of learning than those not on benefits

		Benefit learners	Not on benefits
Apprenticeship	Total	9,880	114,960
	Intermediate Apprenticeship	3,730	31,460

	<b>Advanced Apprenticeship</b>	<b>Total</b>	4,820	50,560
	<b>Higher (Level 4) Apprenticeship</b>	<b>Total</b>	560	9,480
	<b>Higher (Level 5) Apprenticeship</b>	<b>Total</b>	380	8,060
	<b>Higher (Level 6) Apprenticeship</b>	<b>Total</b>	250	7,750
	<b>Higher (Level 7+) Apprenticeship</b>	<b>Total</b>	140	7,640
<b>Education &amp; Training</b>	<b>Total</b>		270,460	953,680
	<b>Essential Skills</b>	<b>Total</b>	93,340	185,790
		<b>Entry Level Digital</b>	3,470	4,170
		<b>Entry Level ESOL</b>	51,590	50,380
		<b>Entry Level English &amp; Maths</b>	12,600	30,530
		<b>Level 1 Digital</b>	1,440	2,290
		<b>Level 1 ESOL</b>	7,460	8,370
		<b>Level 1 English &amp; Maths</b>	8,110	68,030
		<b>Level 2 ESOL</b>	2,600	3,280



	<b>Level 2 English &amp; Maths</b>	6,070	18,750
<b>Below Level 2 (excluding Essential Skills)</b>	<b>Level 1 / Other Entry Level</b>	68,430	101,630
<b>Level 2 (excluding Essential Skills)</b>	<b>Total</b>	84,430	299,140
	<b>Full level 2</b>	7,160	75,290
	<b>Level 2 Other</b>	77,280	223,860
<b>Level 3</b>	<b>Total</b>	18,510	347,410
	<b>Full level 3</b>	6,250	230,910
	<b>Level 3 Other</b>	12,260	116,500
<b>Level 4 and Level 5</b>	<b>Total</b>	810	4,040
	<b>Level 4</b>	680	3,380
	<b>Level 5</b>	130	660
<b>Level 6</b>	<b>Total</b>	10	30
<b>Other</b>	<b>Total</b>	4,930	15,640

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

**Explore and edit this data online**

Use our table tool to explore this data.

Explore data

**For benefit learners, apprenticeships led to better sustained positive outcomes compared to education and training courses**

The outcomes of benefit learners varied greatly depending on the type of provision completed:

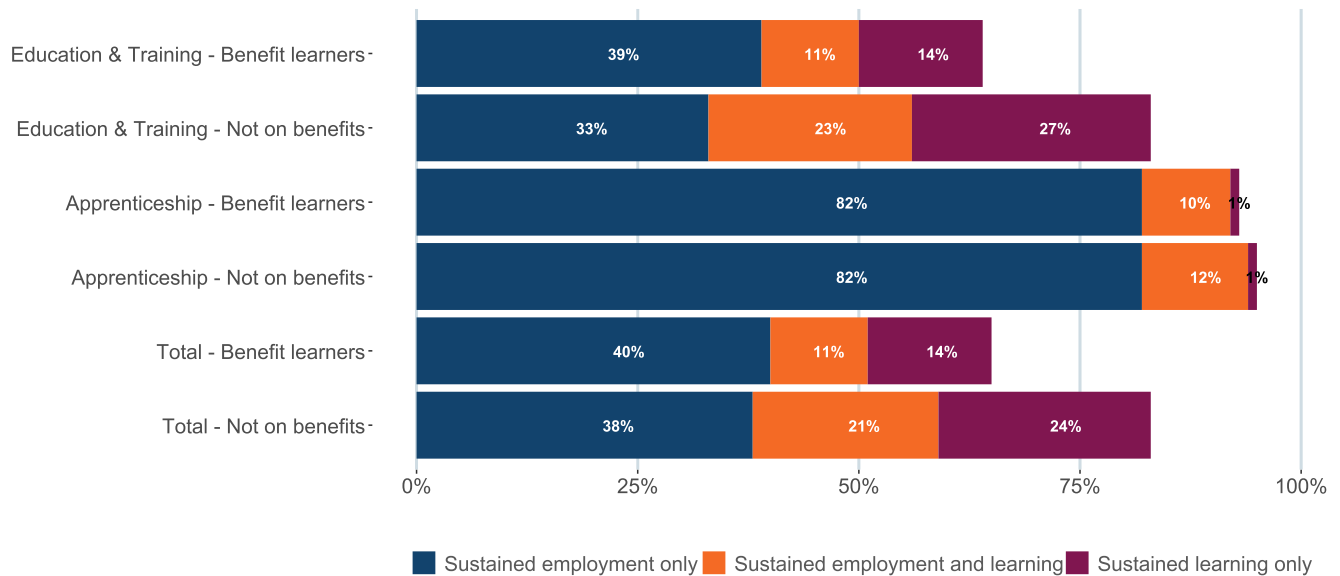
- Apprenticeship learners had a sustained positive destination rate of 93%.
- Education and training learners had a sustained positive destination rate of 64%.

Chart	<u>Table</u>
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## ► Export options

**Benefit learners who achieved apprenticeships were most likely to move into a sustained positive destination, compared to other provision types**

Destinations by benefit status and provision type for learners achieving in 2022/23



Source: Longitudinal Education Outcomes (LEO) dataset

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## Learner ethnicity

Ethnicity data has been collected by providers in the [Individualised Learner Record](#) [?](#) and has been presented in accordance with the Government Statistical Service harmonised ethnicity categories. More information is available in the [government standards for ethnicity data \(opens in new tab\)](#).

**Trends by learner ethnicity varied significantly, and the patterns for sustained positive destinations and sustained employment differed from those for sustained learning.**

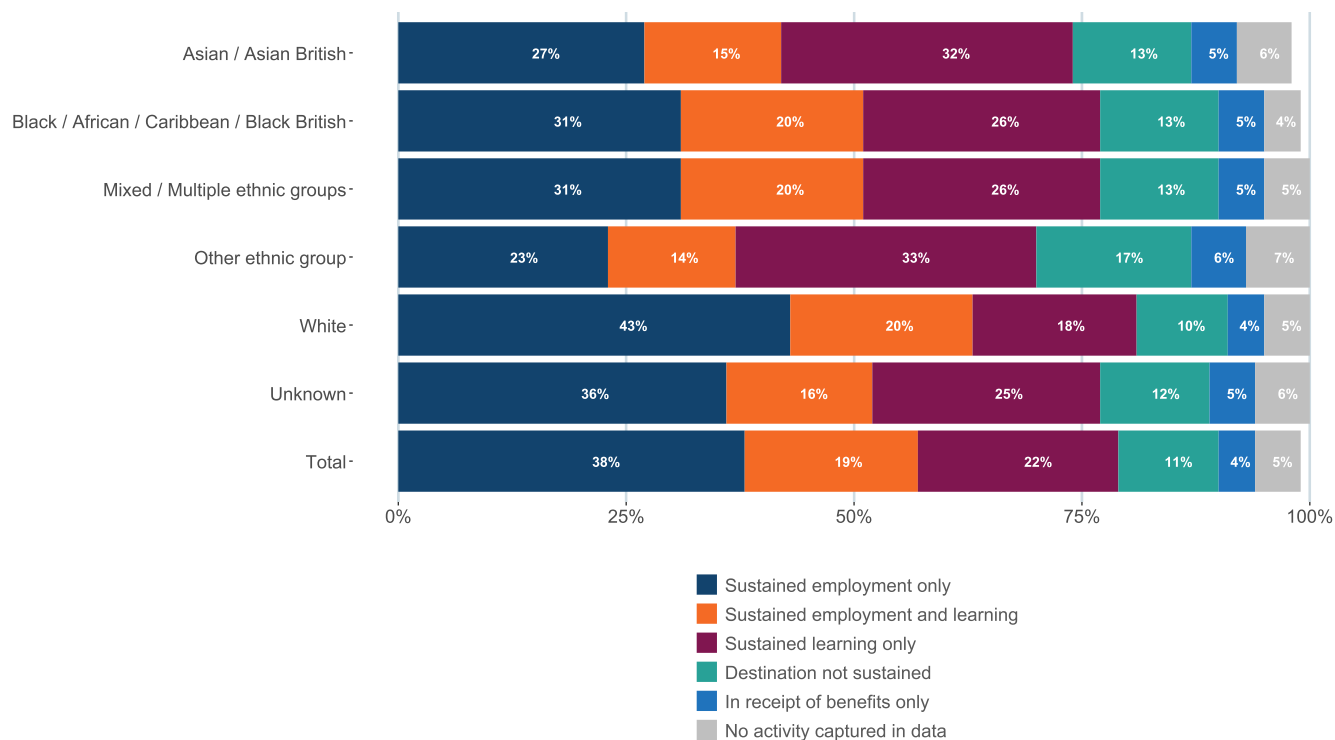
- Learners from ‘other ethnic groups’ had the lowest sustained positive destination rate of 70%, 12 ppts lower than white learners who had the highest sustained positive destination rate at 82%
- This seems to be largely driven by the fact that learners from ‘other ethnic groups’ were least likely to move into sustained employment with the lowest sustained employment rate of 37%, 26 ppts lower than white learners who had the highest sustained employment rate at 63%.
- White learners were least likely to move into sustained learning with a sustained learning rate of 38%, 9 ppts lower than learners who were ‘Asian/Asian British’ or from ‘other ethnic groups’ who had the highest sustained learning rate of 47%.

Chart	<u>Table</u>
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## ► Export options

### Destinations varied considerably by learner ethnicity

Destination rates for all learners achieving aim in 2022/23 by ethnicity



Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

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**Differences in destination rates may be partially explained by the levels of learning undertaken by different ethnic groups.**

There is a skew towards lower-level qualifications for learners from 'other ethnic groups', where 64% of learners undertook an Entry or Level 1 aim compared to 24% of white learners.

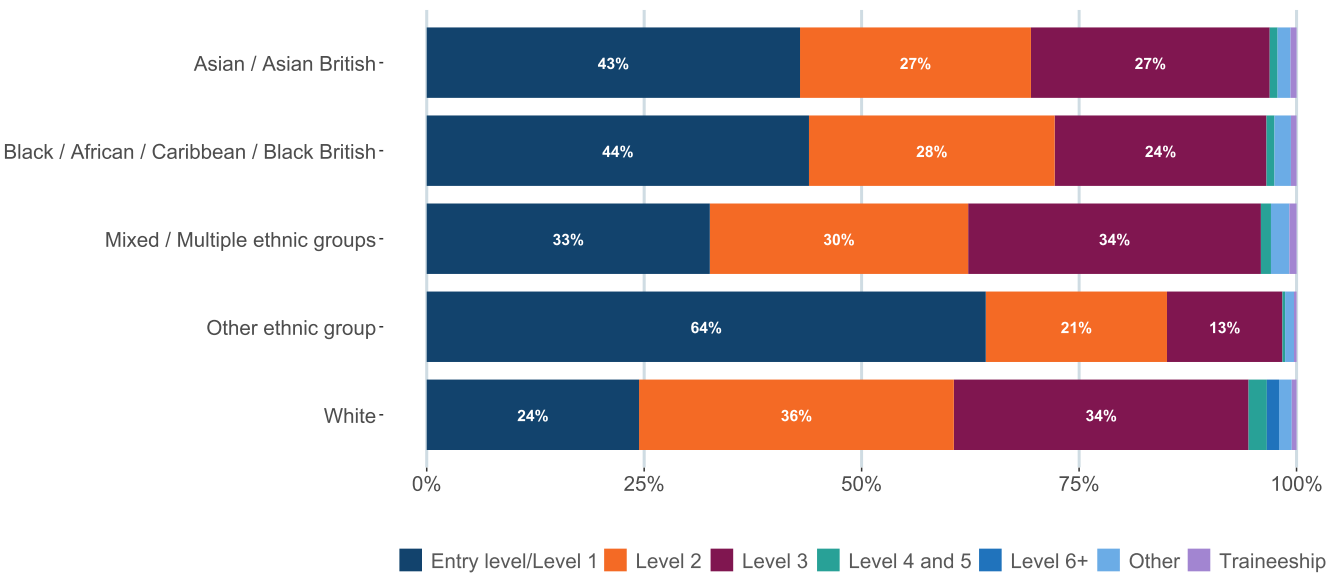
Chart

Table

► Export options

# Level of learning achieved varied considerably by ethnicity

Level of aims achieved by ethnicity, for all learners achieving in 2022/23



Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

Use our table tool to explore this data.

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## Explore learner characteristics data

You can create your own tables looking at outcomes by various learner characteristics by using the table builder tool to explore the underlying data file 'National destinations of FE & Skills learners by demographics (NAT01)' .

The following tables also offer a range of useful breakdowns:

File subject	What is available in the file
<a href="#">Destinations and earnings by ethnicity - 2018/19 to 2022/23</a>	<p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> All employment and learning destinations, earnings measures</p> <p><b>Filters:</b> Ethnicity</p>
<a href="#">Destinations and earnings by benefit learner status - 2018/19 to 2022/23</a>	<p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> All employment and learning destinations, earnings measures</p> <p><b>Filters:</b> Benefit learner status</p>
<a href="#">Destinations and earnings by learning difficulty status - 2018/19 to 2022/23</a>	<p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> All employment and learning destinations, earnings measures</p> <p><b>Filters:</b> Learning difficulty status</p>
<a href="#">Destinations and earnings by sex - 2018/19 to 2022/23</a>	<p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> All employment and learning destinations, earnings measures</p> <p><b>Filters:</b> Sex</p>

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## Geographical breakdowns

The following tables offer a range of useful breakdowns for geographical data.

## What is 'English devolved area'?

'English devolved area' is used to refer to combined authorities, mayoral combined authorities, and the Greater London Authority.

File subject	What is available in the file
<a href="#">Destinations and earnings by local authority district - 2022/23</a>	<b>Geography:</b> Local Authority District <b>Academic year:</b> 2022/23 <b>Indicators:</b> Destination measures, earnings measures
<a href="#">Destinations and earnings by local education authority - 2022/23</a>	<b>Geography:</b> Local Education Authority <b>Academic year:</b> 2022/23 <b>Indicators:</b> Destination measures, earnings measures
<a href="#">Destinations by English devolved area - 2018/19 to 2022/23</a>	<b>Geography:</b> English Devolved Area <b>Academic year:</b> 2018/19 to 2022/23 <b>Indicators:</b> Destination measures, earnings measures

Create your own geographical tables



You can create your own tables looking at different geographical breakdowns by using the table builder tool to explore the following data files.

File subject	What is available in the file
Local Authority level destinations by demographics (LAD01)	<p><b>Geography:</b> National, Regional, Local Authority District</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> Destination measures, earnings measures</p> <p><b>Filters:</b> Age band, sex, learning difficulty status, provision type, level of learning, T level flag</p>
Local Authority level destinations by sector subject area (LAD02)	<p><b>Geography:</b> National, Regional, Local Authority District</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> Destination measures, earnings measures</p> <p><b>Filters:</b> Provision type, level of learning, sector subject area tier 1, sector subject area tier 2, T level flag</p>
Local Education Authority level destinations by demographics (LEA01)	<p><b>Geography:</b> National, Regional, Local Education Authority</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Indicators:</b> Destination measures, earnings measures</p> <p><b>Filters:</b> Age band, sex, learning difficulty status, provision type, level of learning, T level flag</p>
Local Education Authority	<p><b>Geography:</b> National, Regional, Local Education</p>

level destinations by sector  
subject area (LEA02)

Authority

**Academic year:** 2018/19 to 2022/23

**Indicators:** Destination measures, earnings measures

**Filters:** Provision type, level of learning, sector subject area tier 1, sector subject area tier 2, T level flag

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English Devolved Area level  
destinations by  
demographics (EDA01)

**Geography:** National, Regional, English Devolved Area

**Academic year:** 2018/19 to 2022/23

**Indicators:** Destination measures, earnings measures

**Filters:** Age band, sex, learning difficulty status, provision type, level of learning, MCA funded aim, T level flag

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English Devolved Area level  
destinations by sector  
subject area (EDA02)

**Geography:** National, Regional, English Devolved Area

**Academic year:** 2018/19 to 2022/23

**Indicators:** Destination measures, earnings measures

**Filters:** Provision type, level of learning, sector subject area tier 1, sector subject area tier 2, MCA funded aim, T level flag

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**Provider and qualification breakdowns**

## Create your own provider level tables

You can create your own tables looking at different provider level breakdowns by using the table builder tool to explore the following data files.

File subject	What is available in the file
Provider level destinations by benefit status (PRV01)	<p><b>Data Level:</b> Provider</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Learner type:</b> All learners</p> <p><b>Indicators:</b> Destination measures</p> <p><b>Filters:</b> Provider type, provision type, benefit learner status</p>
Provider level destinations by demographics (PRV02)	<p><b>Data Level:</b> Provider</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Learner type:</b> All learners</p> <p><b>Indicators:</b> Destination measures</p> <p><b>Filters:</b> Provider type, provision type, level of learning, age band, sex, benefit learner status</p>
Provider level destinations of community learners (PRV03)	<p><b>Data Level:</b> Provider</p> <p><b>Academic year:</b> 2018/19 to 2022/23</p> <p><b>Learner type:</b> Community learners only</p> <p><b>Indicators:</b> Destination measures</p>

**Filters:** Provider type, provision type, age band, benefit learner status

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Provider level  
destinations by sector  
subject area (PRV04)

**Data Level:** Provider

**Academic year:** 2018/19 to 2022/23

**Learner type:** All learners

**Indicators:** Destination measures

**Filters:** Provider type, provision type, level of learning, sector subject area tier 1, sector subject area tier 2

---

Provider level  
progression of younger  
learners (PRV05)

**Data Level:** Provider

**Academic year:** 2018/19 to 2022/23

**Learner type:** Younger learners only (born in or since 1988)

**Indicators:** Destination measures

**Filters:** Provider type, provision type, level of learning, age band, sex, learning difficulty status, benefit learner status

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## Create your own qualification level tables

You can create your own tables looking at different qualification level breakdowns by using the table builder tool to explore the following data files.

File subject	What is available in the file
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Qualification level destinations (QUA01)	<b>Data Level:</b> National, qualification
--	--

**Academic year:** 2018/19 to 2022/23

**Learner type:** All learners

**Indicators:** Destination measures, earnings measures

**Filters:** Age band, provision type, level of learning, sector subject area tier 1, sector subject area tier 2, access to HE status, qualification title, T level flag

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Qualification level  
progression of  
younger learners  
(QUA02)

**Data Level:** National, qualification

**Academic year:** 2018/19 to 2022/23

**Learner type:** Younger learners only (born in or since 1988)

**Indicators:** Destination measures, progression measures

**Filters:** Age band, free school meals status, provision type, level of learning, sector subject area tier 1, sector subject area tier 2, qualification title, T level flag

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## Industry sections of employment

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### What is an industry section?

The UK Standard Industrial Classification (SIC) of economic activities is used to classify businesses by the type of activity they do. Using the Office for National Statistics (ONS) Standard Industrial Classification (SIC) of economic activities, there are 21 broad industry sections, which are used within this publication. For more information see the [Standard industrial classification of](#)

[economic activities \(opens in new tab\)](#) or the [UK Standard Industrial Classification \(SIC\) Hierarchy \(opens in new tab\)](#).

Of the 781,150 learners who had a sustained employment destination after achieving their FE aim in 2022/23:

- 15% had employment in the 'Accommodation and food services activities' industry section.
- 15% had employment in the 'Wholesale and retail trade - repair of motor vehicles and motorcycles' industry section.
- 14% had employment in the 'Human health and social work activities' industry section.

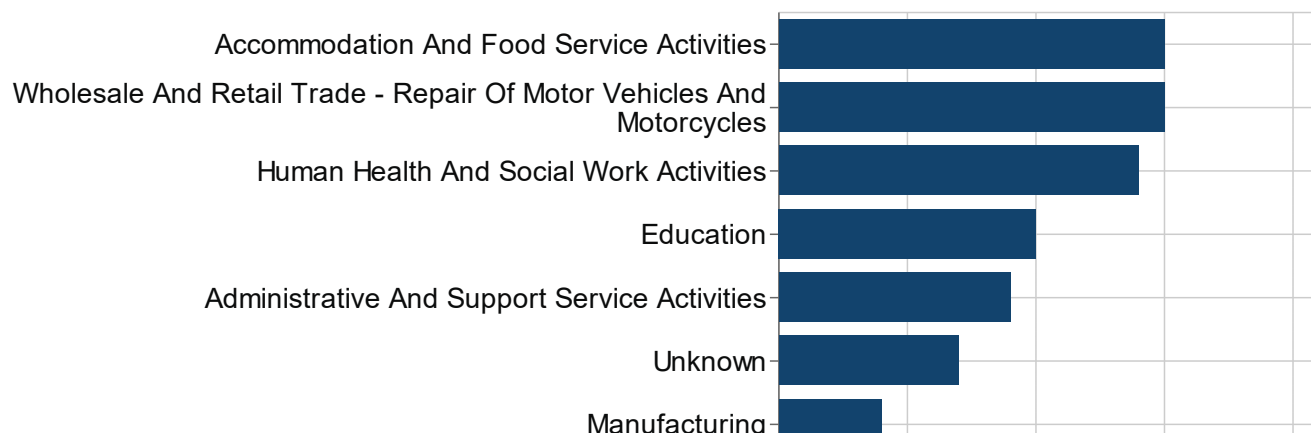
Chart

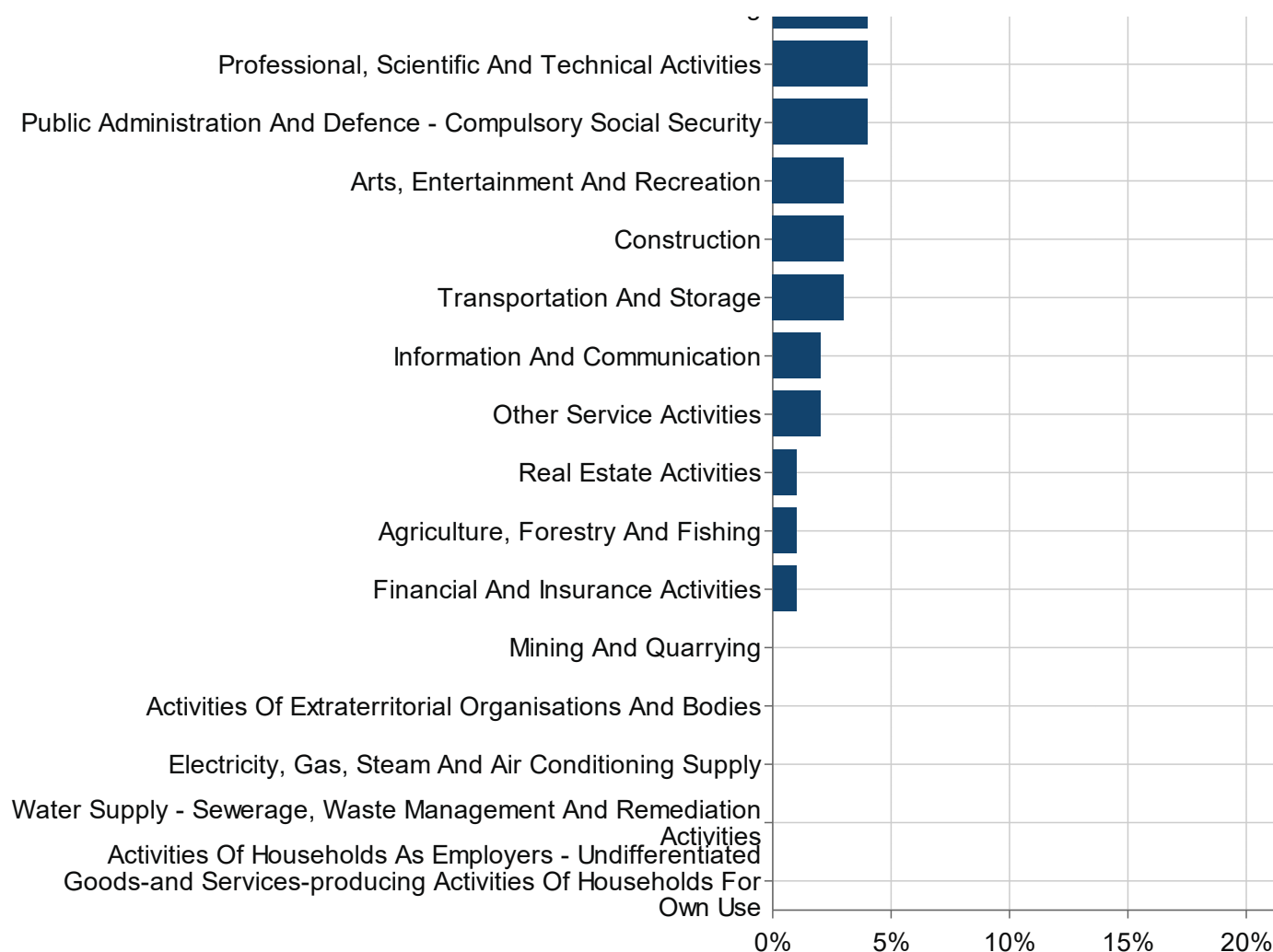
Table

► Export options

**The most popular industry sections for learners who had a sustained employment destination were 'Accommodation and food service activities' or 'Wholesale and retail trade - repair of motor vehicles and motorcycles'**

Proportion of 2022/23 achievers with a sustained employment destination in each industry section





## Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)[Back to top](#)

## Other related publications

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Publication	Description
<a href="#">Key Stage 4 destination measures</a>	Data on students going into education, employment and training destinations after completing Key Stage 4 study.
<a href="#">16 to 18 destination measures</a>	Data on students going into education, employment and training destinations after completing 16-18 study.
<a href="#">Graduate outcomes</a>	Employment and earnings outcomes of higher education graduates by subject studied and graduate characteristic.
<a href="#">Graduate outcomes: provider level data</a>	Employment and earnings outcomes of higher education first degree graduates by provider, subject studied and graduate characteristics.
<a href="#">Graduate outcomes: postgraduate outcomes</a>	Employment and earnings outcomes for those who graduated with a level 7 (masters) or level 8 (doctoral) postgraduate degree by subject studied, current region and domicile.
<a href="#">Measuring the net present value of Further Education in</a>	Estimates of the economic return from further education qualifications started in academic year 2021 to 2022.



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Contact name: Kate Molloy

### Press office

If you have a media enquiry:

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