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Academic year 2022/23

Further education outcomes

This is the latest release

Published 18 December 2025

Next update November 2026

Release type [Official statistics](#) 

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Related information

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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Methodologies

[Further education outcomes](#)

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

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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.

[Chart](#)

[Table](#)

► Export options

Sustained employment is the most common destination across all academic years

	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%

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

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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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.

[Chart](#)

[Table](#)

- ▶ Export options

Learning destination rates have remained stable

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

 Hide

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%

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[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.

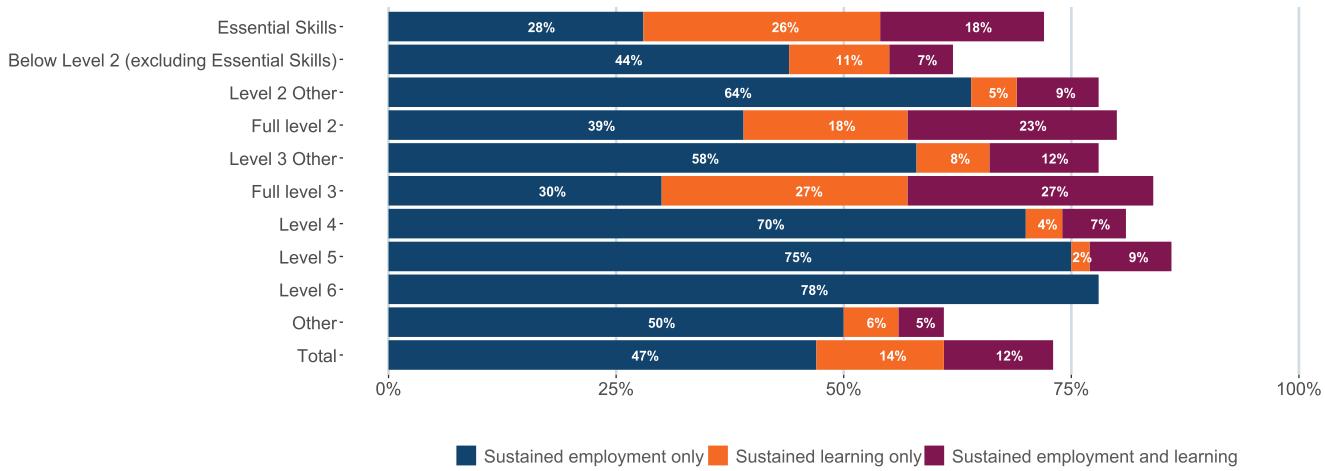
Chart

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

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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.

[Chart](#)

[Table](#)



Some rows and columns are not shown in this table as the data does not exist in the underlying file.

- ▶ Export options

Overall progression from Access to Higher Education courses to sustained higher education decreased slightly compared to 2021/22, and varied between sector subject area

Number of learners matched to LEO data	Sustained higher education rate (Level 6+)

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

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

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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%
		North West	93,650	72%	56%
		Yorkshire and The Humber	67,200	72%	57%
		East Midlands	57,590	75%	63%
		West Midlands	72,270	72%	57%
		East of	53,930	75%	64%
					23

England

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

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Footnotes

1. Geographical breakdowns are based on learner postcode.

Source: Longitudinal Education Outcomes (LEO) dataset

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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

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

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

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[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.

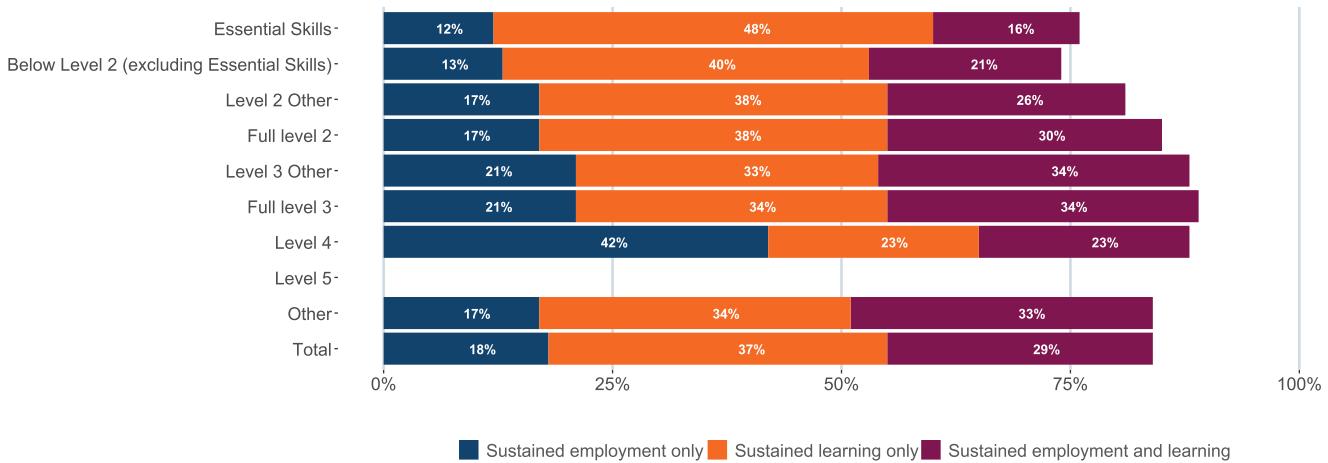
Chart

Table

► 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

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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%

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

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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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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
Number of learners matched to LEO data		124,840	108,690	131,250	138,950	180,210
Sustained positive destination rate		94%	95%	94%	93%	93%
Sustained employment rate		94%	94%	93%	92%	92%
Sustained employment and learning		11%	12%	14%	15%	17%
Sustained employment only rate		82%	82%	79%	76%	75%
Sustained learning rate		12%	13%	15%	17%	18%
Sustained learning only rate		1%	1%	1%	1%	1%
Destination not sustained		3%	3%	3%	4%	4%
In receipt of benefits only		0%	0%	0%	1%	1%
No activity captured in data		2%	2%	2%	2%	2%

[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.

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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.

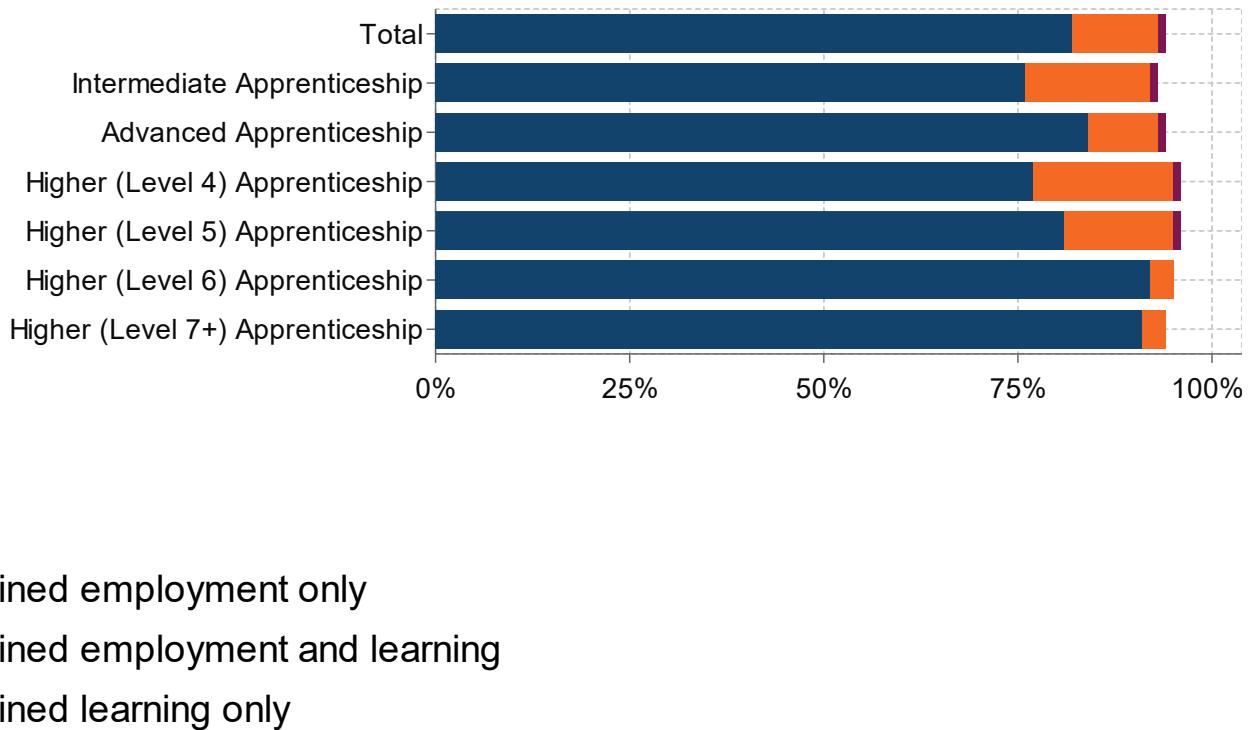
[Chart](#)

[Table](#)

- ▶ 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



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%.

Chart

Table

► Export options

Sustained destination rates for apprenticeship learners varied by region

2022/23				
		Number of learners matched to LEO data	Sustained positive destination rate	Sustained employment 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	13,650	95%	94%

Midlands

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

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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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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
<u>Community learners - 2018/19 to 2022/23</u>	Academic year: 2018/19 to 2022/23
<u>Community learners by demographics - 2022/23</u>	Indicators: All employment and education destination measures Filters: Community Learning provision type

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Earnings

 [Hide](#)

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.

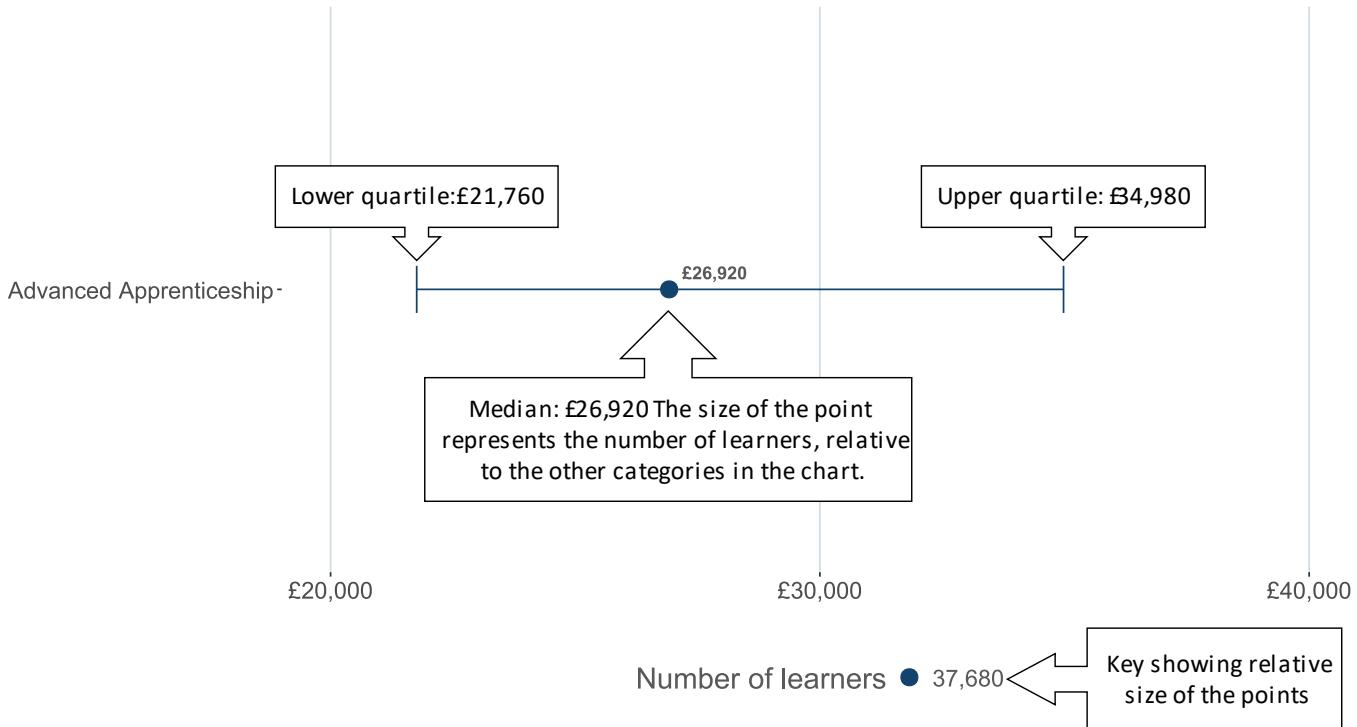
Changes to earnings data

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

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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.

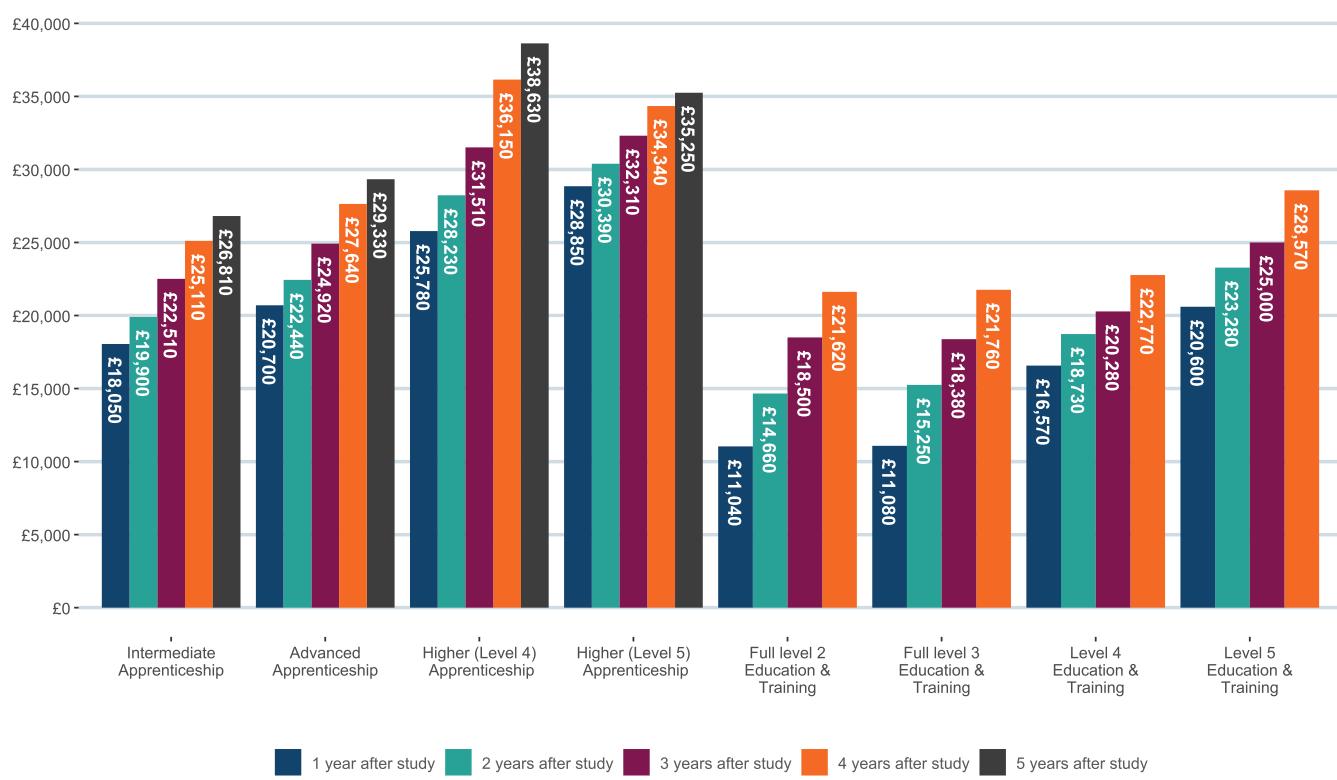
Chart

Table

► 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

Use our table tool to explore this data.

[Explore data](#)

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

Table

► 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

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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.

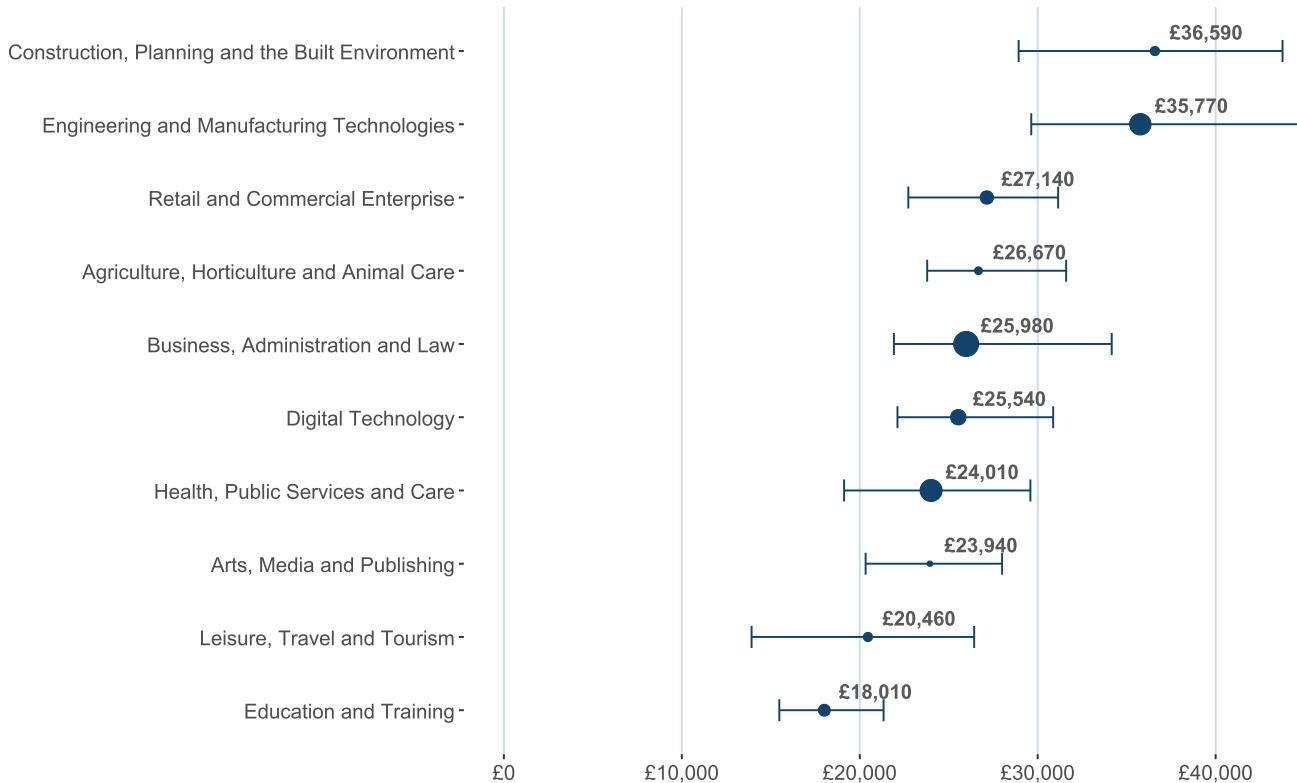
Chart

Table

► 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

 Hide

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.

[Chart](#)

[Table](#)

- ▶ 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
Total	63%	65%	65%	70%	66%
Apprenticeship	89%	90%	90%	89%	88%
Education & Training	63%	64%	64%	69%	64%

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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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)

apprenticeships.

Chart

Table

- ▶ 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	2022/23
	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	2022/23
	Essential Skills	Total
	Entry Level Digital	64%
	Entry Level ESOL	32%
	Entry Level English & Maths	64%
	Level 1 Digital	77%

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

[Show full screen table](#)

[Data symbols](#) 

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).

[Chart](#)

[Table](#)

- ▶ 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
Total	41%	42%	44%	39%	40%
Apprenticeship	39%	38%	38%	34%	36%
Education & Training	42%	43%	46%	40%	42%

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

Explore and edit this data online

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[Explore data](#)

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.

Chart

Table



Some rows and columns are not shown in this table as the data does not exist in the underlying file.

- ▶ Export options

Broadly, learners at higher levels of learning were more likely to be achieving their level of learning for the first time

Percent of matched learners achieving at this level for the first time

Apprenticeship	Intermediate Apprenticeship	19%
	Advanced Apprenticeship	41%
	Higher (Level 4) Apprenticeship	58%
	Higher (Level 5) Apprenticeship	59%
	Higher (Level 6) Apprenticeship	64%
	Higher (Level 7+) Apprenticeship	80%

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

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

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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%).

[Chart](#)

[Table](#)

- ▶ 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
Total	66%	68%	69%	72%	69%
Apprenticeship	76%	78%	78%	77%	75%
Education & Training	66%	67%	69%	72%	68%

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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Learner characteristics

 Hide

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%).

[Chart](#)

[Table](#)

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

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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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](#)



Some rows and columns are not shown in this table as the data does not exist in the underlying file.

- ▶ Export options

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

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

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

[Show full screen table](#)

[Data symbols](#) 

Source: Longitudinal Education Outcomes (LEO) dataset

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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%.

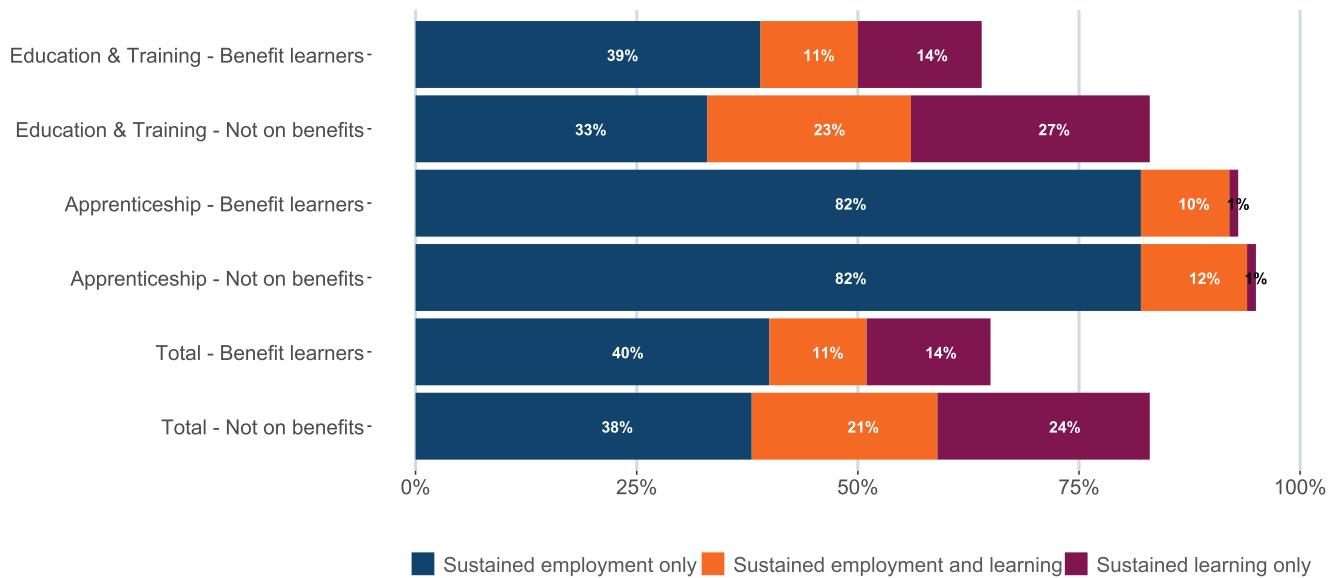
[Chart](#)

[Table](#)

► 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

Explore and edit this data online

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[Explore data](#)

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%.

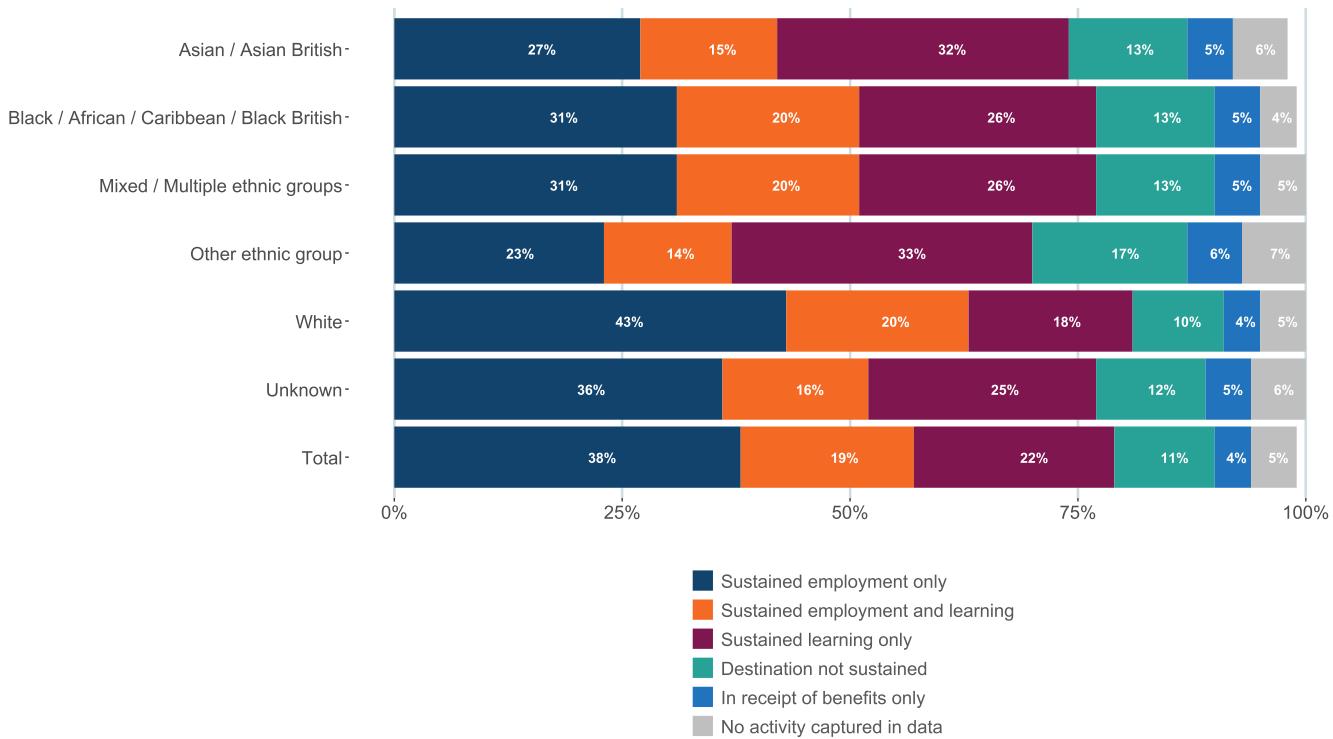
Chart

Table

► 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

Use our table tool to explore this data.

[Explore data](#)

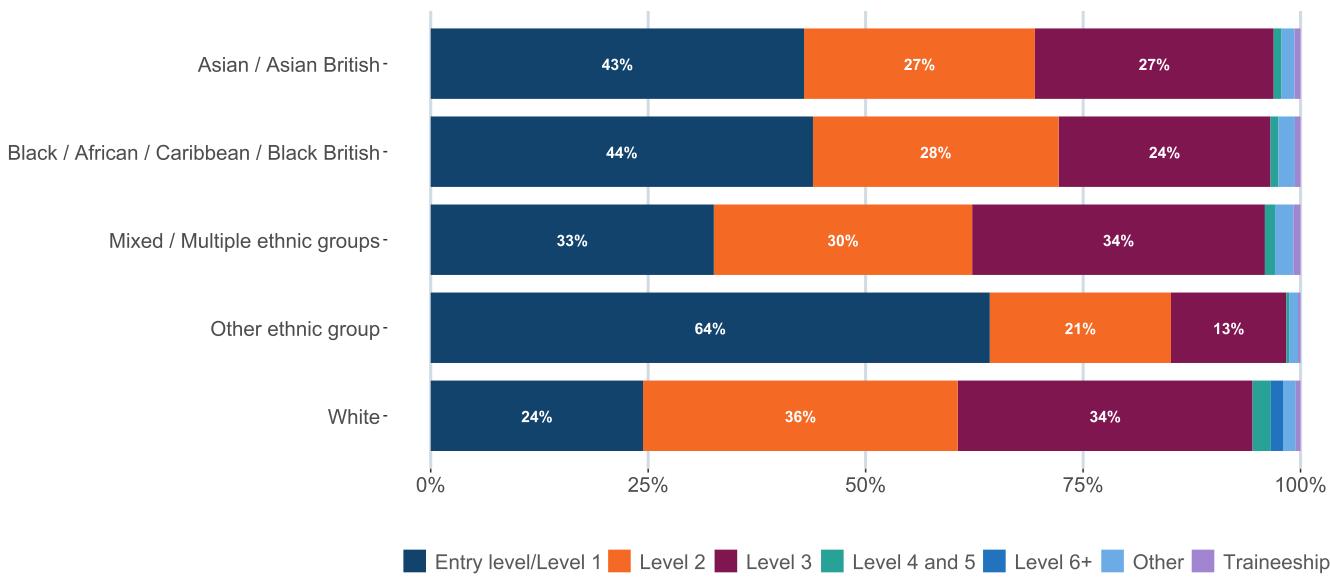
Differences in destination rates may be partially explained by the levels of learning undertaken by different ethnic groups.

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.

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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.

[Explore data](#)

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
<u>Destinations and earnings by ethnicity - 2018/19 to 2022/23</u>	Academic year: 2018/19 to 2022/23 Indicators: All employment and learning destinations, earnings measures Filters: Ethnicity
<u>Destinations and earnings by benefit learner status - 2018/19 to 2022/23</u>	Academic year: 2018/19 to 2022/23 Indicators: All employment and learning destinations, earnings measures Filters: Benefit learner status
<u>Destinations and earnings by learning difficulty status - 2018/19 to 2022/23</u>	Academic year: 2018/19 to 2022/23 Indicators: All employment and learning destinations, earnings measures Filters: Learning difficulty status
<u>Destinations and earnings by sex - 2018/19 to 2022/23</u>	Academic year: 2018/19 to 2022/23 Indicators: All employment and learning destinations, earnings measures Filters: Sex

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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
<u>Destinations and earnings by local authority district - 2022/23</u>	Geography: Local Authority District Academic year: 2022/23 Indicators: Destination measures, earnings measures
<u>Destinations and earnings by local education authority - 2022/23</u>	Geography: Local Education Authority Academic year: 2022/23 Indicators: Destination measures, earnings measures
<u>Destinations by English devolved area - 2018/19 to 2022/23</u>	Geography: English Devolved Area Academic year: 2018/19 to 2022/23 Indicators: 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>Geography: National, Regional, Local Authority District</p> <p>Academic year: 2018/19 to 2022/23</p> <p>Indicators: Destination measures, earnings measures</p> <p>Filters: 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>Geography: National, Regional, Local Authority District</p> <p>Academic year: 2018/19 to 2022/23</p> <p>Indicators: Destination measures, earnings measures</p> <p>Filters: 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>Geography: National, Regional, Local Education Authority</p> <p>Academic year: 2018/19 to 2022/23</p> <p>Indicators: Destination measures, earnings measures</p> <p>Filters: Age band, sex, learning difficulty status, provision type, level of learning, T level flag</p>
Local Education Authority	<p>Geography: 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

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

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)	Data Level: Provider Academic year: 2018/19 to 2022/23 Learner type: All learners Indicators: Destination measures Filters: Provider type, provision type, benefit learner status
Provider level destinations by demographics (PRV02)	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, age band, sex, benefit learner status
Provider level destinations of community learners (PRV03)	Data Level: Provider Academic year: 2018/19 to 2022/23 Learner type: Community learners only Indicators: Destination measures

	<p>Filters: Provider type, provision type, age band, benefit learner status</p> <hr/> <p>Provider level destinations by sector subject area (PRV04)</p> <p>Data Level: Provider</p> <p>Academic year: 2018/19 to 2022/23</p> <p>Learner type: All learners</p> <p>Indicators: Destination measures</p> <p>Filters: Provider type, provision type, level of learning, sector subject area tier 1, sector subject area tier 2</p> <hr/> <p>Provider level progression of younger learners (PRV05)</p> <p>Data Level: Provider</p> <p>Academic year: 2018/19 to 2022/23</p> <p>Learner type: Younger learners only (born in or since 1988)</p> <p>Indicators: Destination measures</p> <p>Filters: Provider type, provision type, level of learning, age band, sex, learning difficulty status, benefit learner status</p>
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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
Qualification level destinations (QUA01)	<p>Data Level: National, qualification</p> <p>Academic year: 2018/19 to 2022/23</p>

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

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

 Hide

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

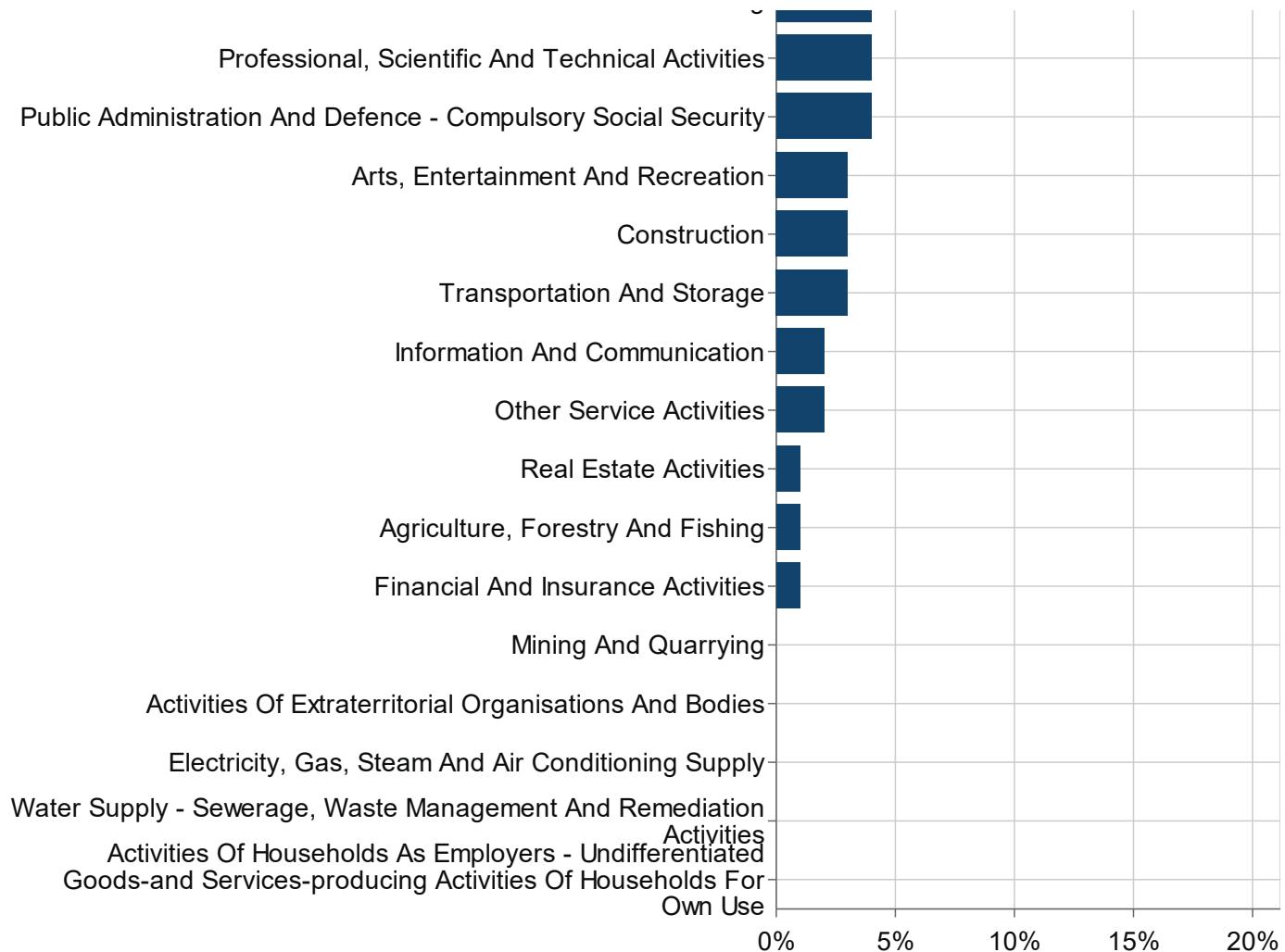
Table

► 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.

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Other related publications

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Publication	Description
Key Stage 4 destination measures	Data on students going into education, employment and training destinations after completing Key Stage 4 study.
16 to 18 destination measures	Data on students going into education, employment and training destinations after completing 16-18 study.
Graduate outcomes	Employment and earnings outcomes of higher education graduates by subject studied and graduate characteristic.
Graduate outcomes: provider level data	Employment and earnings outcomes of higher education first degree graduates by provider, subject studied and graduate characteristics.
Graduate outcomes: postgraduate outcomes	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.
Measuring the net present value of Further Education in	Estimates of the economic return from further education qualifications started in academic year 2021 to 2022.

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

[Further education outcomes](#)

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This can be broadly interpreted to mean that these statistics are:

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- well explained and readily accessible

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Further education outcomes statistics

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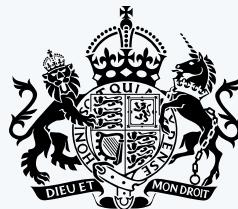
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