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Academic year 2025/26

# Further education and skills

Apprenticeship and adult 19+ Further Education and skills learning, including community learning, education and training, and basic skills (English and maths).

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Release type

[Accredited official statistics](#) 

Produced by

[Department for Education](#) and [Department for Work and Pensions](#)

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Essential skills provision

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

—In-year adult further  
education and skills

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# **Background information**

This release shows provisional in-year data on adult (19+) further education (FE) and skills in England reported for the academic year 2025/26 (August 2025 to January 2026) based on data returned by providers in February 2026. Data on achievement rates for 2024/25 are included for the first time.

This publication includes apprenticeships in the overall FE and skills numbers, but for detailed statistics relevant to apprenticeships please see the '[Apprenticeships release](#)'.

We always welcome feedback on our releases, please email us at [FE.OFFICIALSTATISTICS@education.gov.uk](mailto:FE.OFFICIALSTATISTICS@education.gov.uk).

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

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# Headline facts and figures

Adult (19+) education and training participation

**742,650**

Down 8.3%

► [What is Education and Training](#)



Tailored learning participation

**218,120**

Down 1.1%

► [What is Tailored Learning?](#)



Adult (19+) further education and skills participation

**1,298,590**

Down 2.3%

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



## Of the 742,650 adult learners participating in Education and Training so far in 2025/26:

- Level 2 courses were the most popular with 281,760 learners participating. Courses with no level assigned had the largest decrease compared to the previous academic year, dropping to 219,740 from 261,960 in 2024/25.
- 24.2% (174,850) of learners were recorded as having a Learning difficulty/disability (LLDD). Last year this proportion was 23.3% (181,780 learners).
- The cumulative number of enrolments on Free Courses for Job qualifications, reported between April 2021 and January 2026, stands at 129,380, with 17,760 of these reported so far for the 2025/26 academic year.

## Of the 218,120 learners participating in tailored learning so far in 2025/26:

- 65,370 are participating in Improving essential skills including English, ESOL, Maths, and Digital and 46,510 are participating in Preparation for further learning.
- Female learners account for 71.0% (154,960).

## **316,200 adult learners have participated in essential skills courses in the 2025/26 academic year to date (August to January):**

- This is down by 15.6% (or 58,580 learners) compared to the 374,780 reported at the same point in 2024/25.
- A reduction in level 2 English and maths participation as part of an apprenticeship largely accounts for this decrease, with English falling 54.1% over the year (from 62,460 to 28,660 learners) and maths down 58.3% (from 76,030 to 31,710).
- The majority of adult learners participate in regulated essential skills qualifications, with three quarters (74.5%) doing so to date in 2025/26; however, this continues a declining trend seen over recent years and is lower than the rate of 86.6% at the same point in 2020/21.

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## **About these statistics**

This statistical release presents provisional information on adult (19+) FE and skills participation and achievements in England for the 2025/26 academic year (covering August 2025 to January 2026). We are also publishing supporting data files on 16-18 participation and enrolments in this release. These official statistics in development are published to support the testing phase of a FE Provider Dashboard for colleges and larger local authority FE providers in receipt of £1m or more. The data presented is as recorded on the ILR and may not represent an accurate estimate of activity by providers at this stage. Further development of these data will continue to improve these estimates to offer better transparency on 16-18 activity. Estimates will therefore cover all providers reporting on the ILR whether they are in scope of the FE performance dashboard or not.

A separate release covers apprenticeships data, please see '[Apprenticeships release](#)', but

note that apprenticeships are included in the overall FE and skills numbers in this release.

## **Individualised Learner Record (ILR) administrative data**

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

The FE and skills data in this release are based on the sixth ILR data return from FE and apprenticeship providers for the 2025/26 academic year, which was taken in February 2026 .

### **Quarterly release schedule:**

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

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

## **National achievement rate tables data**

Figures in the 'national achievement rate tables' section are as published in March 2026. These official statistics cover achievement rates for the 2024/25 academic year and would have been historically released as part of the standalone National achievement rate tables publication.

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

# release

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

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

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

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

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

## Feedback

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

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

As set out in the 'Changes to the reporting of Further Education and Skills' section in the 2024/25 release, we revised our definition of Education and Training, following the introduction of the Adult Skills Fund and Tailored Learning.

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

Breakdowns of Education and Training participation and achievements in regulated qualifications and in non-regulated provision were added to the data reported.

The figures in this section cover adult (19+) education and training under the new definition and relate to full-year final data up to and including the 2024/25 academic year, first published in November 2025.

## Levels

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

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

Since 2022/23, participation and achievements in Multiply and Skills Bootcamps courses have contributed to Education and training totals and explain most of the increases seen in 2022/23 and 2023/24. Funding for the Multiply Programme stopped at the end of March 2025, part way through the 2024/25 academic year. This has contributed to the fall in Education and Training seen in the latest figures. (see the 'Non-regulated provision and Tailored Learning' section for further information on enrolments, participation and achievements on the Multiply programme).

Level 2 courses remain the most popular among those aims where a level is assigned

(419,240 learners), with the vast majority participating in regulated qualifications (381,850). Entry Level (268,830) and Level 1 (224,610) were the next most popular where level is known.

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

Participation on non-regulated courses with no level assigned was 430,510 in 2024/25, rising by 3.8% from 414,750 in 2023/24 and from 403,520 in 2022/23. Participation in such courses saw a large rise in 2022/23, increasing from 316,840 in 2021/22, mainly due to the introduction of the Multiply programme. Skills Bootcamps (and to a lesser extent Community and Tailored Learning) have also contributed to the recent increases.

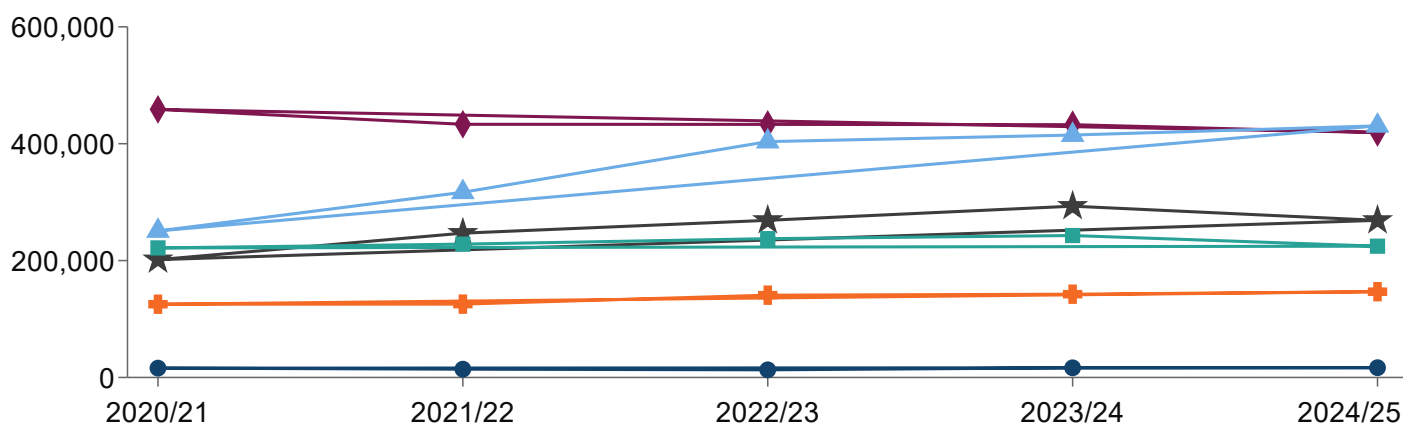
Chart

Table

► Export options

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

Click table view for achievements



★ Entry level

■ Level 1

◆ Level 2

- + Level 3
- Level 4+
- ▲ No level assigned

## Footnotes

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

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Subjects

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

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

- Science, technology engineering and maths (STEM) subjects represented 16.3% of enrolments - an increase from 15.2% in 2023/24 (or 8,880 enrolments).
- The subjects showing the greatest increase in enrolment numbers compared to 2023/24 were engineering and manufacturing technologies (up by 4,480 - 9.4%) and construction, planning and the built environment (up by 3,190 - 5.4%).
- The subjects showing the greatest decrease in enrolment numbers compared to

2023/24 were health, public services and care (down by 23,890 – 8.9%) and business, administration and law (down by 8,860 – 8.1%).

- Preparation for life and work was the most popular subject area, accounting for over two-fifths of all enrolments (42.1%). The majority of enrolments in this subject area were essential skills (maths, English, ESOL or digital) with many of the rest being in employability skills, personal and social skills or living/working in the UK.
- Despite seeing a fall in enrolments, health, public services and care (19.6%) and business, administration and law (8.1%) remain the next most popular subject areas after preparation for life and work.
- Construction, planning and the built environment is the only subject area that has seen year-on-year increases in enrolments in the last five years, increasing from 39,950 in 2019/20 to 62,570 in 2024/25.

### **Subject breakdowns within levels:**

- Entry and Level 1 courses together made up half of all enrolments – 631,640 in total. The majority of these were in preparation for life and work (72.1%).
- Of those qualifications at level 2 and above, STEM subjects represented one-fifth (20.4%) of enrolments – up from 18.7% in 2023/24.
- Health, public services and care was the most dominant sector subject area at level 2 and above accounting for around a third (34.3%) of all such enrolments. The prevalence of health, public services and care enrolments increases by level, with 32.6% of level 2, 40.3% of level 3, and 43.7% of enrolments at level 4 and above being in this subject area.

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

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

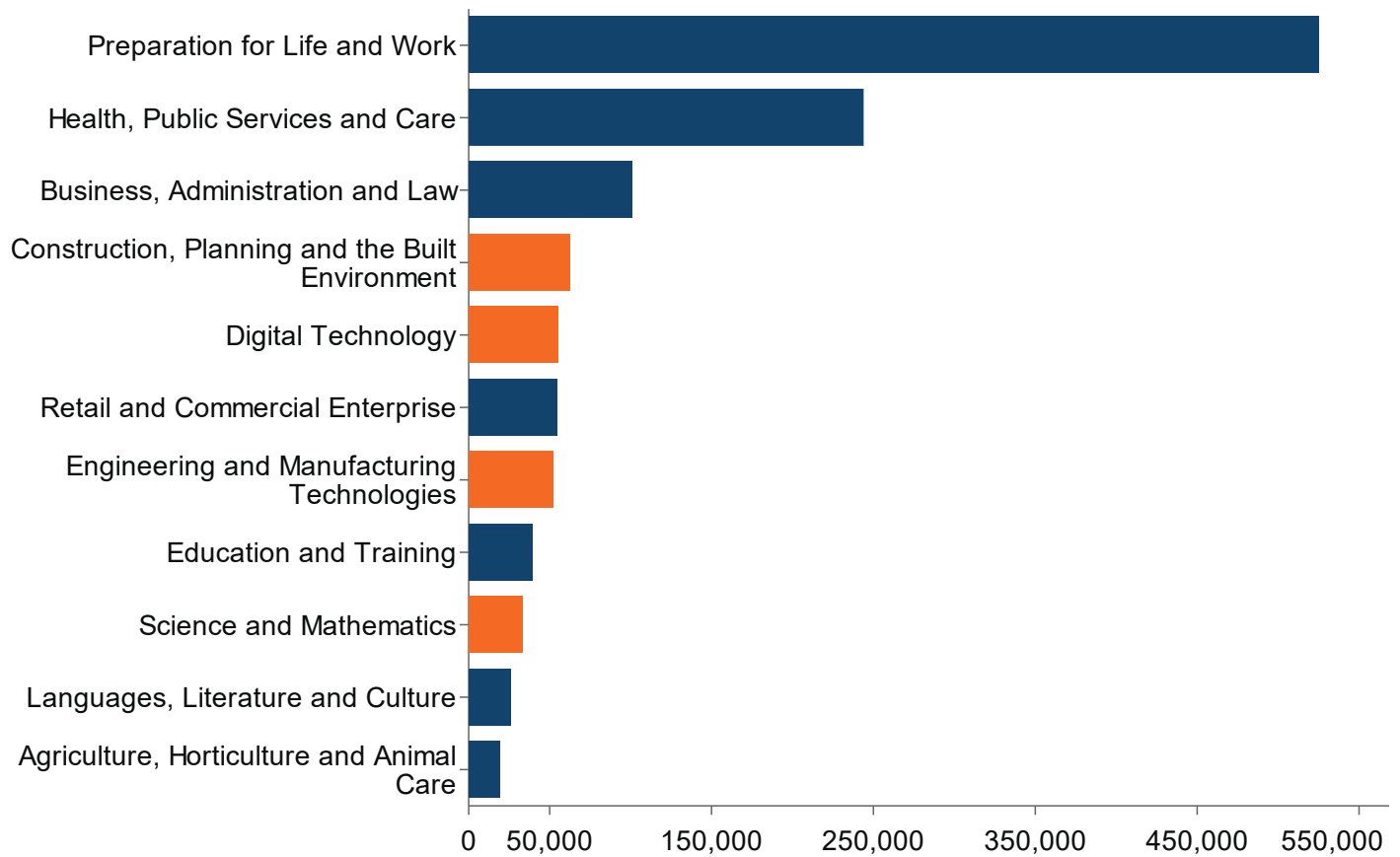
Chart

Table

► Export options

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

Click on table for time-series



■ STEM - no  
■ STEM - Yes

## Footnotes

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

[Show 4 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

Chart

Table

► Export options

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

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



## Footnotes

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

[Show 5 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Demographics

Of the 1,174,940 learners participating in adult education and training in 2024/25:

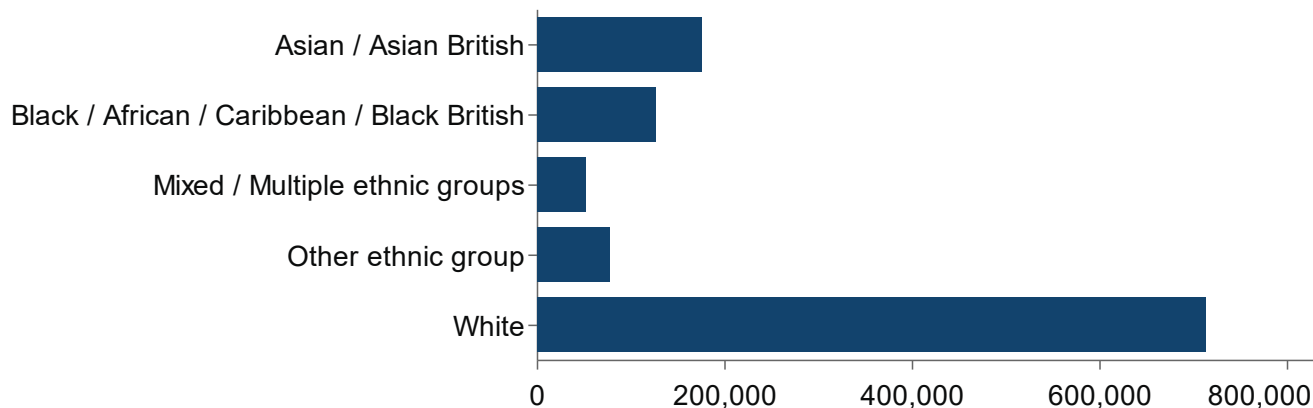
- Females account for 62.5% (734,000). The share of female learners has declined in the last few years from 66.7% in 2020/21.
- Learners aged 19-24, 25-49, and 50 and over accounted for 18.1% (212,710), 59.0% (693,120) and 22.9% (268,990) respectively - broadly in line with the previous year.
- Those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

Chart

Table

► Export options

## Adult Education and training participation by ethnicity 2024/25 click table view for achievements



## Footnotes

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

[Show 8 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

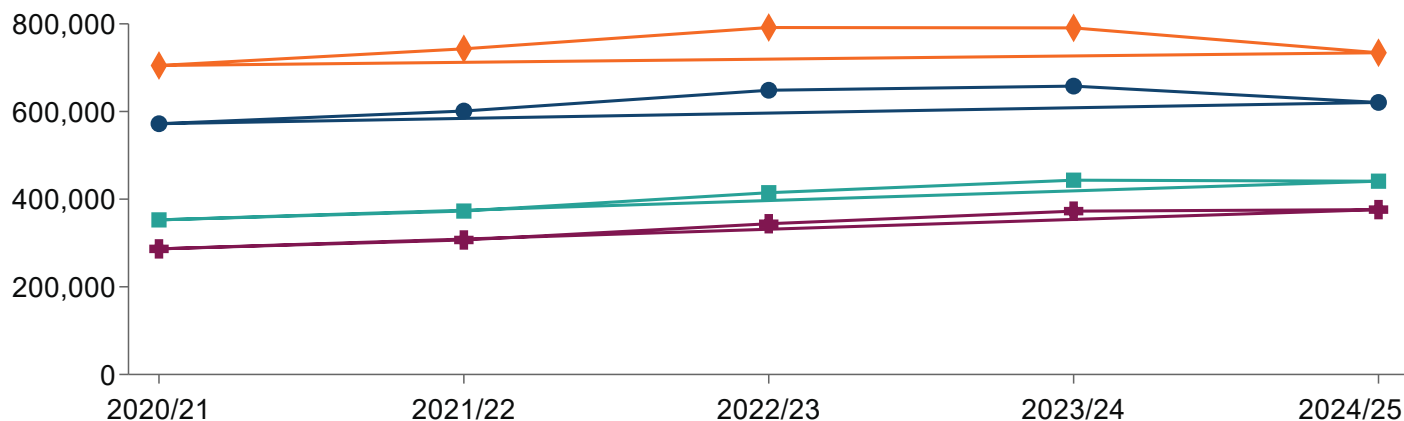
[Explore data](#)

Chart

Table

## ► Export options

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



- Total Participation (Male)
- ◆ Total Participation (Female)
- ✦ Total Achievements (Male)
- Total Achievements (Female)

## Footnotes

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

[Show 6 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Region

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

Chart

Table

► Export options

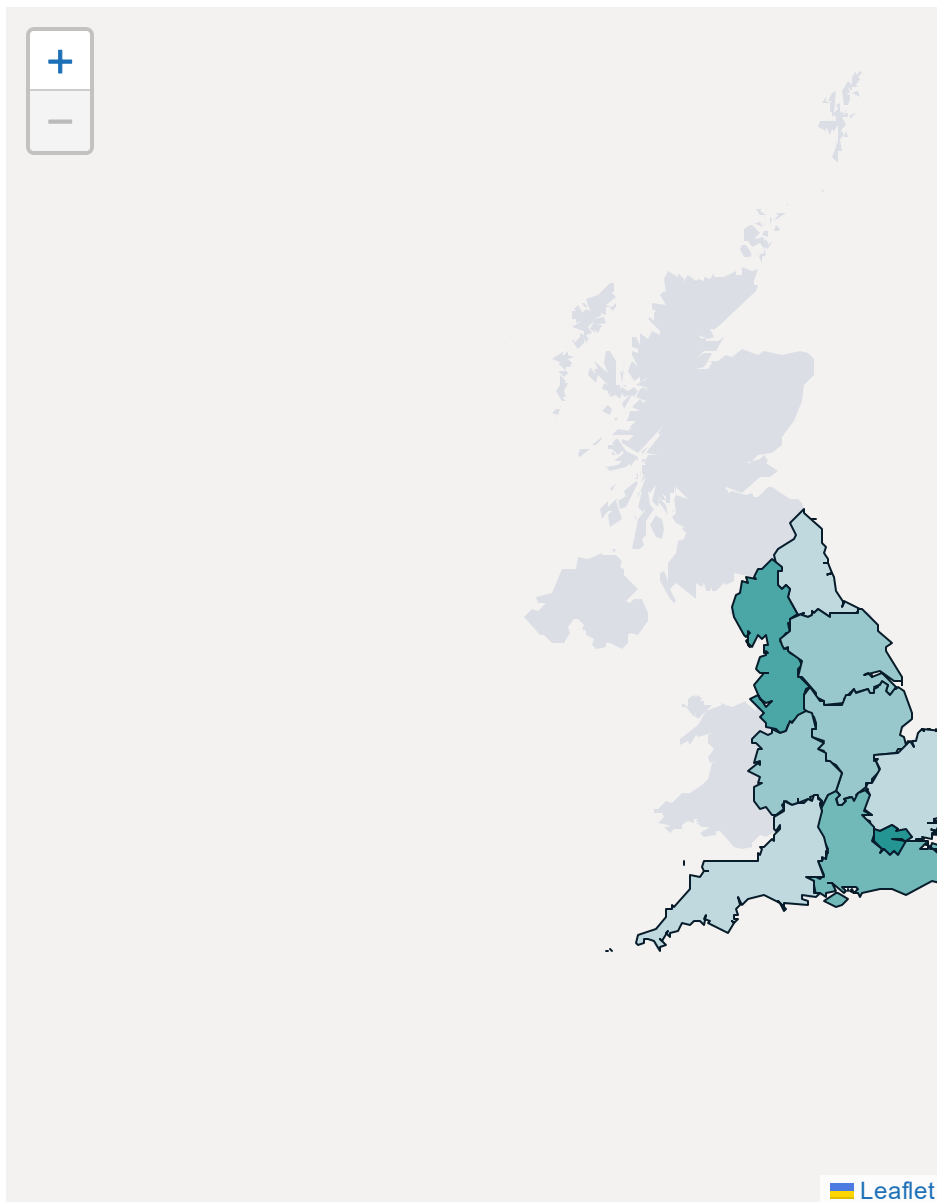
### Adult Education and training participation and participation per 100,000 population by region - click table view for time series

1. Select data to view

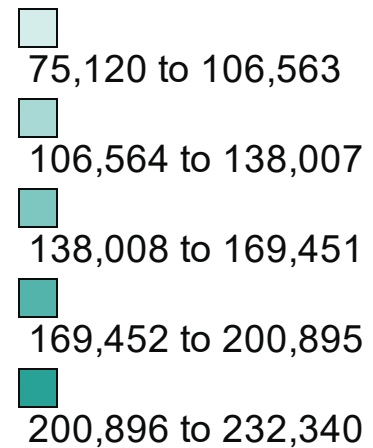
Participation (Education and training: Total, Educator

2. Select a Region

None selected



## Key to Participation (Education and training: Total, Education and training, 2024/25)



Leaflet

## Footnotes

1. Education and Training includes Traineeships.
2. Geography is based upon the home postcode of the learner. Where the postcode is outside of an English devolved area or not known it is included in the 'Outside of an English Devolved Area and unknown' category.

[Show 8 more footnotes](#)

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

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

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

Chart

Table

► Export options

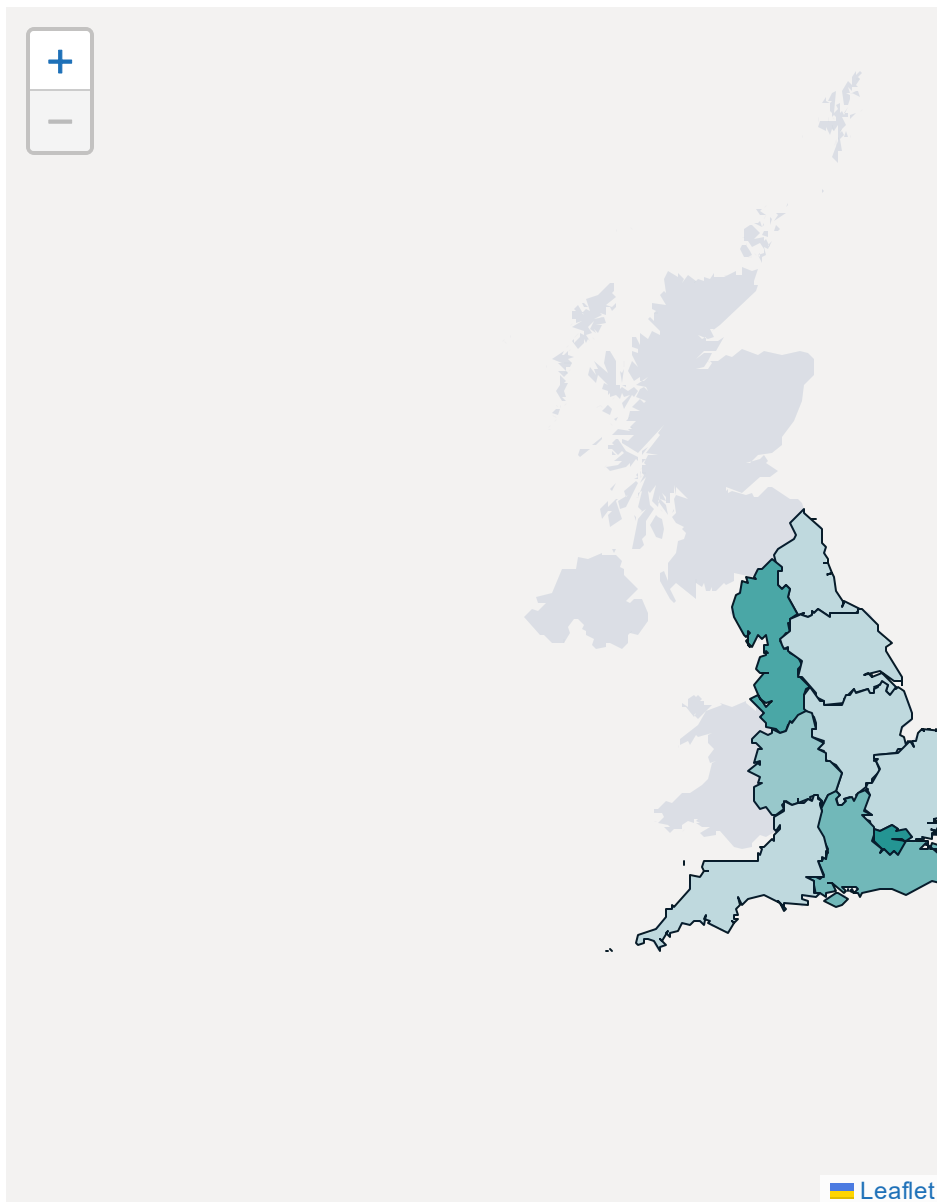
**Adult Education and training achievements and achievements per 100,000 population by region - click table view for time series**

1. Select data to view

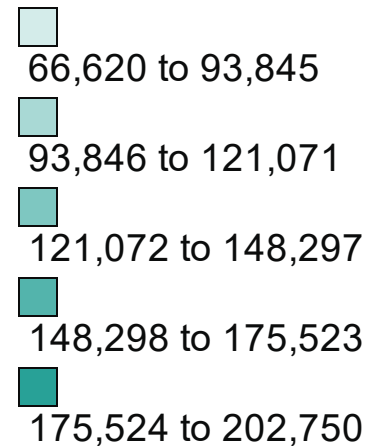
2. Select a Region

Learner achievements (Education and training: Total, ▼)

None selected ▼



## Key to Learner achievements (Education and training: Total, Education and training, 2024/25)



Leaflet

## Footnotes

1. Education and Training includes Traineeships.
2. Geography is based upon the home postcode of the learner. Where the postcode is outside of an English devolved area or not known it is included in the 'Outside of an English Devolved Area and unknown' category.

[Show 8 more footnotes](#)

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

## Explore and edit this data online

Use our table tool to explore this data.

## Provider type

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

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

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

► [Export options](#)

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

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

[Show full screen table](#)

[Data symbols](#) 

## Footnotes

1. In November 2025, following user feedback, we re-aligned the categories used in our provider type breakdowns. A new category for local authorities has been introduced. What remains in the “Other” category will include HE, NHS Trusts, Military, Govt departments, and other public bodies.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Advanced Learner Loans

The number of learners participating with an advanced learner loan has fallen year-on-year to 36,890 in 2024/25.

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

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

Further information can be found in the following featured tables:

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

[Education and training provider participation](#)

[Education and training provider aims enrolments](#)

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

[Education and training learner characteristics by learning difficulty / disability](#)

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

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

[Advanced learner loans applications by age](#)

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

## Summary in-year trends

The figures in this section cover adult (19+) education and training for the first two quarters of the 2025/26 academic year (Aug to Jan) and shows corresponding data at the same time point for the previous three years.

- Adult participation in Education and training reported to date has decreased by 8.3% to 742,650 compared to 2024/25 (809,540).
- Level 2 courses remain the most popular (253,680 learners participating), followed by No level assigned (219,740).
- There has been a decrease in participation on courses that have no level associated with them – 219,740 reported to date compared to 261,960 in 2024/25. Much of this decrease is due to the Multiply programme that ran until the end of March 2025 (no learners in 2025/26). Most multiply learning aims had no level assigned. Multiply contributed 47,790 learners with no level assigned at this point in 2024/25.
- Since [February 2025 \(opens in new tab\)](#), apprentices aged 19 or over who do not have level 2 English and maths qualifications are no longer required to achieve these qualifications to complete their apprenticeship. This has led to a substantial reduction in the number of apprentices participating in level 2 English and maths compared to the same point last year. Participation in level 2 English, as part of apprenticeship provision, fell by 54.1% over the year (from 62,460 to 28,660 learners), while level 2 maths participation was down 58.3% (from 76,030 to 31,710).

Further information can be found in the following featured tables :

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

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

## Free Courses for Jobs

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

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

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

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

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

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

**From August 2025** – some level 2 courses qualify for the free courses for jobs offer.

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

The flexibility available to devolved authorities has changed over time:

- MSAs and the GLA have had the flexibility to use a proportion of their FCFJ funding to deliver Level 3 qualifications that are not on the FCFJ list.
- From April 2022 this was 20% of FCFJ funding, rising to 50% in April 2023. They also retain some flexibility over the eligibility criteria, for example, setting their own earnings threshold.
- From August 2025 onwards, MSAs and the GLA have full discretion over how they spend their FCFJ funding. Strategic Authorities without a mayor continue to have 50% flexibility on funding.

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

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

**Figures reported up to the six months of the 2025/26 academic year show that;**

- The cumulative number of enrolments by eligible adults on FCFJ list courses stands at **129,380**; with 17,760 of these reported in the 2025/26 academic year so far.
- The cumulative number of achievements by eligible adults on FCFJ list courses stands at 78,770.
- There have been a total of 24,620 starts on courses under MCA's flexible arrangements for devolved administrations.

Further information can be found in the following featured table:

[Cumulative free courses for jobs enrolments and achievements by sex and subject area](#)

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# Non-regulated provision and tailored learning

## Non-regulated education and training

Since 2024/25, education and training measures in this release have been broken down by activity on regulated qualifications and in non-regulated provision.

Non-regulated learning aims are not subject to awarding organisation external accreditation in the form of a regulated qualification. Courses that have no awarding organisation and are not programme aims have been classified as non-regulated. Tailored Learning and Skills Bootcamps account for a substantial proportion of non-regulated courses with Multiply aims also contributing to non-regulated figures in 2022/23 and 2023/24. Regulated qualifications are those regulated by government-recognised bodies such as Ofqual and lead to qualifications administered by an awarding organisation.

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

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

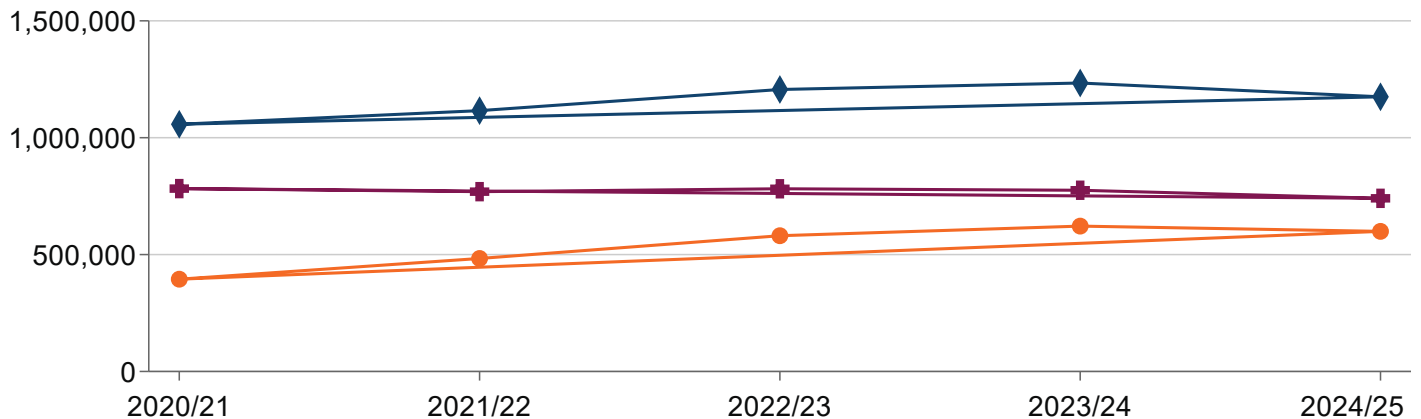
Chart

Table

► Export options

## Participation in regulated qualifications / non-regulated courses

Click table view for learner achievements



◆ Total Participation

● Non-regulated

✚ Regulated

## Footnotes

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

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

The majority of learners in education and training study at least one course that can lead to a regulated qualification. The numbers participating in regulated fell by 4.5% in the last year, with 740,620 learners recorded in 2024/25.

After several years of growth in participation on non-regulated courses to just over 620,000 learners in 2023/24, the latest full-year figures show a 3.6% decline to just under 600,000. Around half of learners did some form of non-regulated learning in this year. Recent growth follows a large decline in non-regulated participation during the period affected by the Covid-19 pandemic. Participation in non-regulated provision remains below the levels seen before 2019/20, but in 2024/25 made up a higher percentage of overall learners.

## Tailored learning

Tailored learning is primarily non-qualification based provision that is tailored to the skills needs of the learners, employers and local communities. Tailored learning is non-formula funded which gives it the flexibility to support learners furthest from the workplace and to meet changing employer needs. The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the Adult Skills Fund (ASF). It will, however, also support wider outcomes including improvements to health and wellbeing, and equipping parents/carers to support their child's learning.

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

## Latest in-year tailored learning for 2025/26

The breakdowns we provide below are for the entirety of provision funded through Tailored Learning ([funding model 11 in the ILR \(opens in new tab\)](#)). While all Tailored Learning titled aims (LARS category code 75) are non-regulated, we are including numbers where

providers have used flexibilities for tailored learning funding on ASF formula-funded provision to meet local demand. A small amount may be in regulated qualifications. Around 0.4% of tailored learning reported in 2024/25 was on aims that can lead to a qualification.

## **Contribution to all non-regulated education and training**

Tailored learning made up 60.6% of all adult non-regulated education and training enrolments in the first six months of the 2025/26 academic year. This is higher than the 53.2% reported at the same point in the previous year.

## **Tailored Learning participation**

There were 218,120 learners participating in tailored learning in the first six months of 2025/26, 1.1% lower than the 220,660 reported at the same point in 2024/25.

## **Tailored Learning purpose**

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

For the first six months of 2025/26, three in ten learners (30.0%) were participating with a purpose to improve essential skills. The next most popular purpose was preparation for further learning, engaging / building confidence, followed by preparation for further employment.

## **Demographics**

Of the 218,120 learners participating in Tailored Learning in the first six months of the 2025/26 academic year:

- Over seven in ten (71.0%) were females.
- 23.3% declared themselves as having a learning difficulty or disability (LLDD).
- Ethnic minority (excluding white minority) learners made up 41.3% of tailored learning with Asian / Asian British (18.3%) and Black / African / Caribbean / Black British (9.9%) learners most prevalent.
- 38.2% were aged fifty or over, 53.0% were aged 25-49 and 8.7% aged between 19 and 24.

## Family Learning

Of the 218,120 learners participating in Tailored Learning in the first six months of 2025/26, 6.6% (14,390 learners) were reported as participating in family learning. This compares to 7.5% (16,550 learners) reported at the same point in 2024/25.

Note: The collection of family learning in the ILR is not enforced through validation, but providers are expected to return this data where available to identify this type of delivery.

## Employer-facing Tailored Learning

A set of [Tailored Learning aims \(opens in new tab\)](#) for employer-facing provision were introduced in 2024/25, based on sector subject areas.

Of the 218,120 learners participating in Tailored Learning in the first six months of 2025/26, 3.1% (6,670) were reported as engaging in an employer-facing course. This compares to 3.3% (7,310 learners) reported at the same point in 2024/25.

## Tailored Learning Outcomes

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

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

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

Outcomes have not yet been recorded for 32% of tailored learning enrolments in the first six months of the 2025/26. This is to be expected in early ILR collections. Around 5% of all enrolments so far have been reported as 'No outcome area achieved'.

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

Further information can be found in the following featured tables :

[Tailored learning participation by learner characteristics](#)

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

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

[Tailored learning provider breakdowns by purpose](#)

[Tailored learning provider breakdowns by outcome](#)

[Tailored learning provider breakdowns](#)

[Tailored learning comparisons by region](#)

[Back to top](#)

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# Essential skills provision

## Adult essential skills

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

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

From the 2025/26 publication onwards figures for pre-entry level essential skills are shown separately, whereas in previous years they were included in entry-level figures.

Information on the additional non-regulated aims counted as essential skills since the 2024/25 publication is provided in the [Methodology](#).

## Overall participation and achievements (year to date)

## Participation

A total of 316,200 adult learners (aged 19 and over) participated in essential skills courses in the first six months (August to January) of the 2025/26 academic year. This is a decrease of 15.6% (or 58,580 learners) from the 374,780 reported at the same point in 2024/25. Of those adult learners participating in essential skills in the 2025/26 academic year to date:

- 126,040 participated on a maths course, down 29.3% from 178,300 at the same point in 2024/25
- 119,450 participated on an English course, down 25.5% from 160,320 in 2024/25
- 138,310 participated on an English for Speakers of Other Languages (ESOL) course, making ESOL the most popular essential skills subject
- 28,910 participated on a digital skills course, a fall of 4.2% from 30,170 compared to a year ago

Since [February 2025 \(opens in new tab\)](#), apprentices aged 19 or over who do not have level 2 English and maths qualifications are no longer required to achieve these qualifications to complete their apprenticeship. This has led to a substantial reduction in the number of apprentices participating in level 2 English and maths compared to the same point last year.

Participation in level 2 English, as part of apprenticeship provision, fell by 54.1% over the year (from 62,460 to 28,660 learners), while level 2 maths participation was down 58.3% (from 76,030 to 31,710).

Overall, level 2 participation was down 31.9% compared to last year, falling from 161,250 to 109,780 learners. By comparison, participation in pre-entry level courses fell by 4.5% over the year, down from 34,240 to 32,700 learners; entry-level courses saw a slight decrease, falling by 1.0% from 148,170 to 146,760; and level 1 participation was down 10.1% from 70,100 to 63,030.

Chart

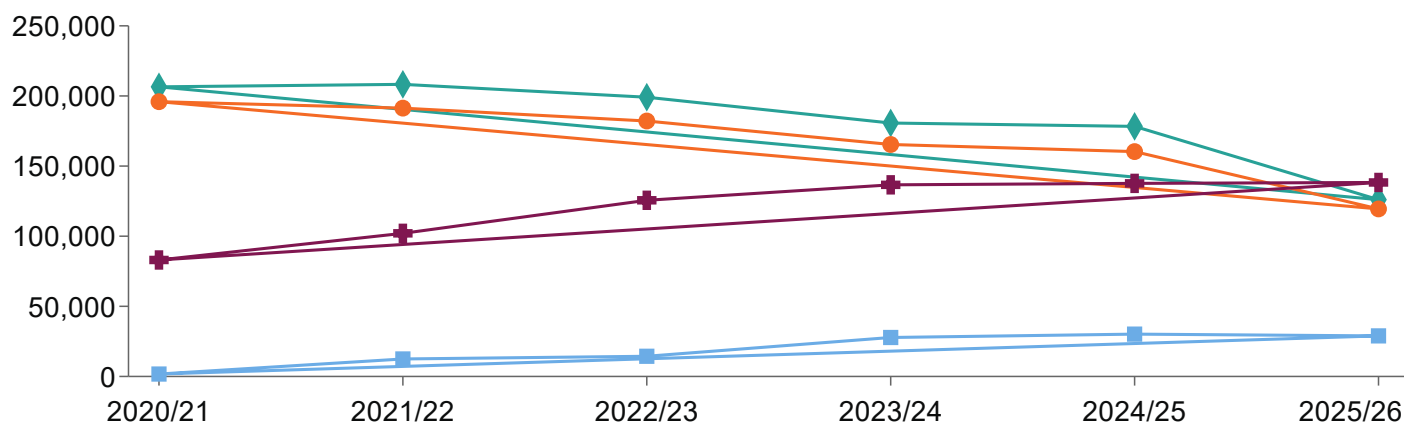
Table

► Export options

### **Adult (19+) essential skills participation by subject (reported to date)**

Click table view for essential skills participation by level and subject, including for

## apprenticeship provision



- ◆ Maths
- English
- ✚ ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Achievements

In the first six months of the 2025/26 academic year a total of 91,430 adult learners achieved an essential skills learning aim, which is 6.0% (or 5,820 learners) lower than the 97,250 reported at the same point in 2024/25.

As with participation, the fall in achievements is largely due to a decrease in level 2 English and maths as part of apprenticeship provision. The number of learners achieving a level 2 English aim as part of an apprenticeship fell by 55.7% over the year (from 8,270 to 3,660), while the number achieving level 2 maths was down 64.3% (from 7,800 to 2,780).

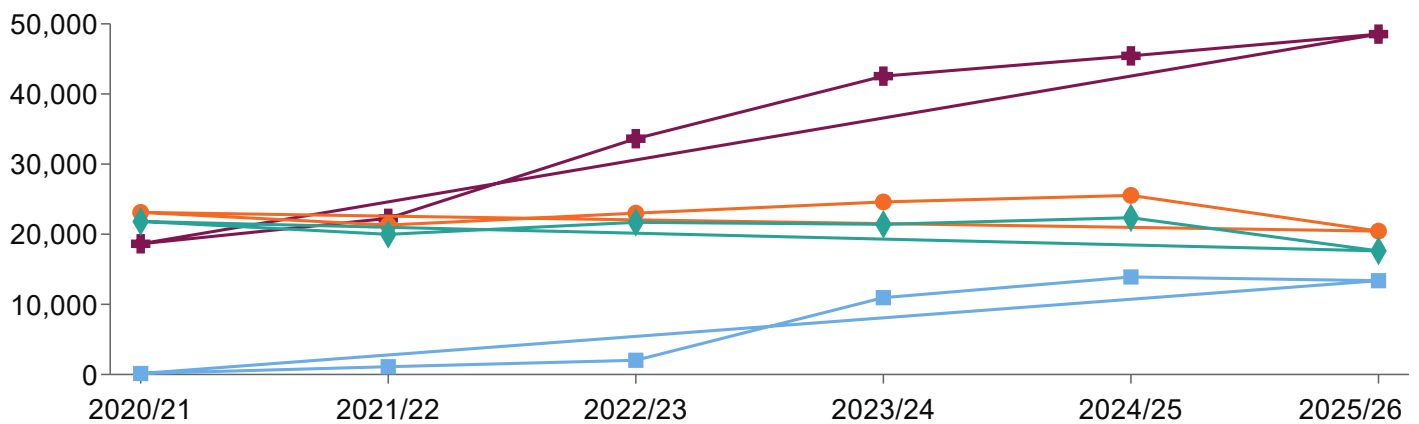
Chart

[Table](#)

► Export options

### Adult (19+) essential skills achievements by subject (reported to date)

Click table view for essential skills achievements by level and subject, including for apprenticeship provision



- ESOL
- English
- Maths
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Volumes are rounded to the nearest 10 and 'low' indicates a base value of fewer than 5. Where data shows 'x' this indicates data is unavailable, 'z' indicates data is not applicable, and 'c' indicates data is suppressed.

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

## Participation in regulated and non-regulated learning (year to date)

The majority of adult learners participate in regulated essential skills provision, with 74.5% (or 235,710 out of a total of 316,200 learners) doing so to date in 2025/26. However, this continues a declining trend in recent years and is lower than the rate of 86.6% seen at the same point in 2020/21 and 78.7% in 2024/25.

By contrast the rate of participation in non-regulated essential skills provision continues to increase, rising to 39.1% (or 123,750 out of a total of 316,200 learners) in 2025/26. This is up from 32.4% at the same point last year and nearly double the rate of 20.7% seen in 2020/21.

This pattern of an increasing rate of participation in non-regulated provision and a falling rate in regulated provision is largely accounted for by the introduction of additional learning aims in 2024/25, all of which are non-regulated. Final figures for [2024/25](#) show that if these additional aims were excluded, the rate of non-regulated participation would have increased only marginally between 2020/21 and 2024/25, from 17.1% to 17.8%, while the rate of regulated participation would have been relatively unchanged at 90.9%.

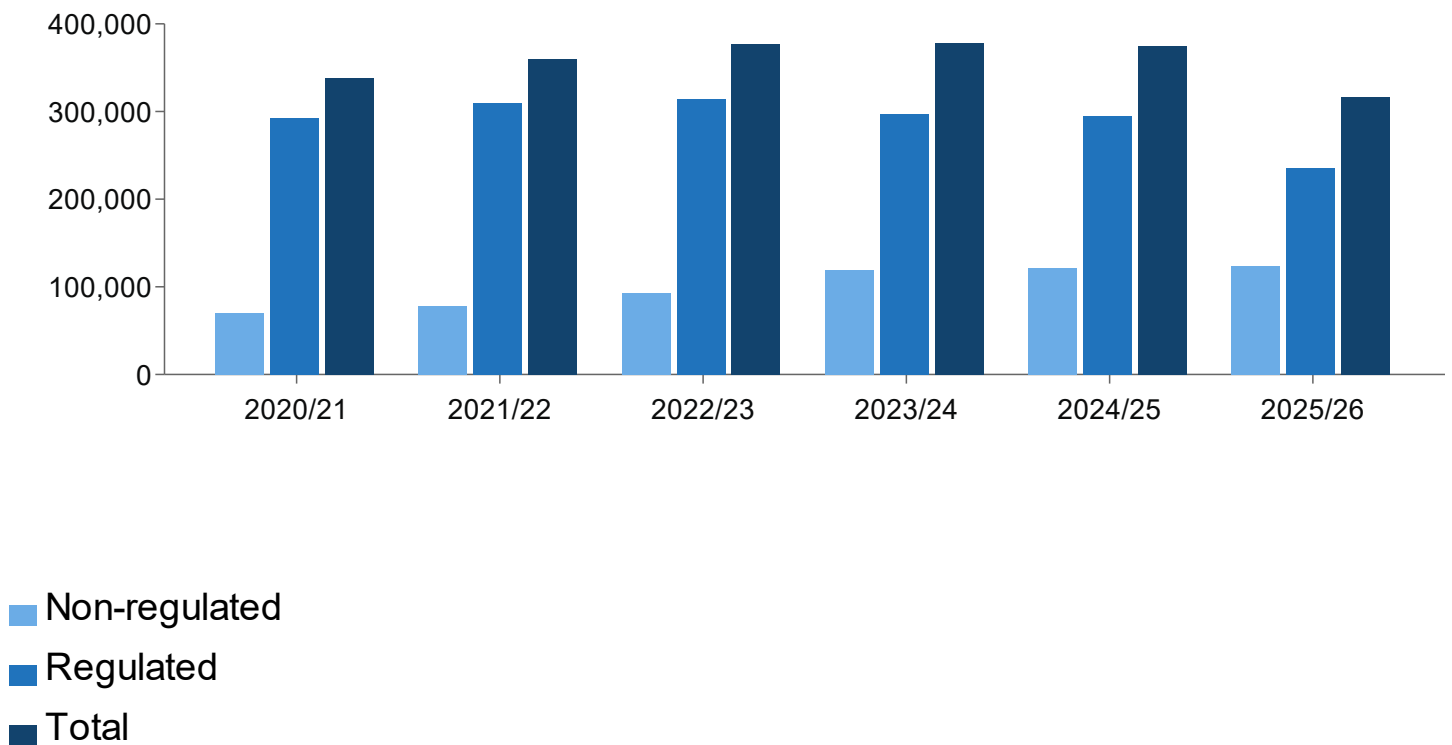
Chart

Table

► Export options

## Adult (19+) participation in regulated and non-regulated essential skills (reported to date)

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



## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

## Participation and achievements in regulated qualifications (year to date)

### Participation

In the first six months of the 2025/26 academic year, 235,710 adult learners participated in regulated essential skills qualifications, which is 20.1% lower than the 294,920 reported at the same point in 2024/25.

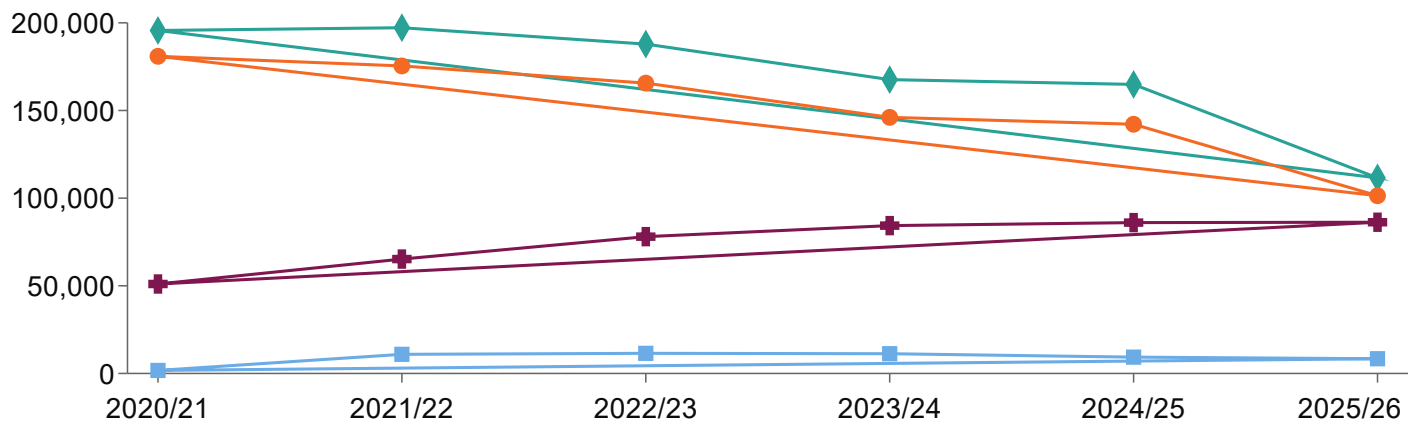
Participation in regulated level 2 essential skills qualifications accounted for most of this decrease, falling by a third (33.2%) compared to last year, from 156,190 to 104,300 learners. By comparison, participation in regulated entry level courses fell by 2.4% from 102,300 to 99,860 learners, while regulated level 1 participation was down 12.2% from 58,940 to 51,770.

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

► [Export options](#)

### **Adult (19+) participation in regulated essential skills qualifications by subject (reported to date)**

Click on table view for participation by level and subject, including for apprenticeship provision



- ◆ Maths
- English
- ✦ ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Achievements

In the first six months of the 2025/26 academic year, 32,350 learners achieved a regulated essential skills qualification, which is 18.0% lower than the 39,480 reported at the same point in 2024/25.

As with overall essential skills provision, the decrease in participation and achievements in regulated qualifications is largely explained by a drop in the number of learners studying level 2 English and maths as part of apprenticeship provision.

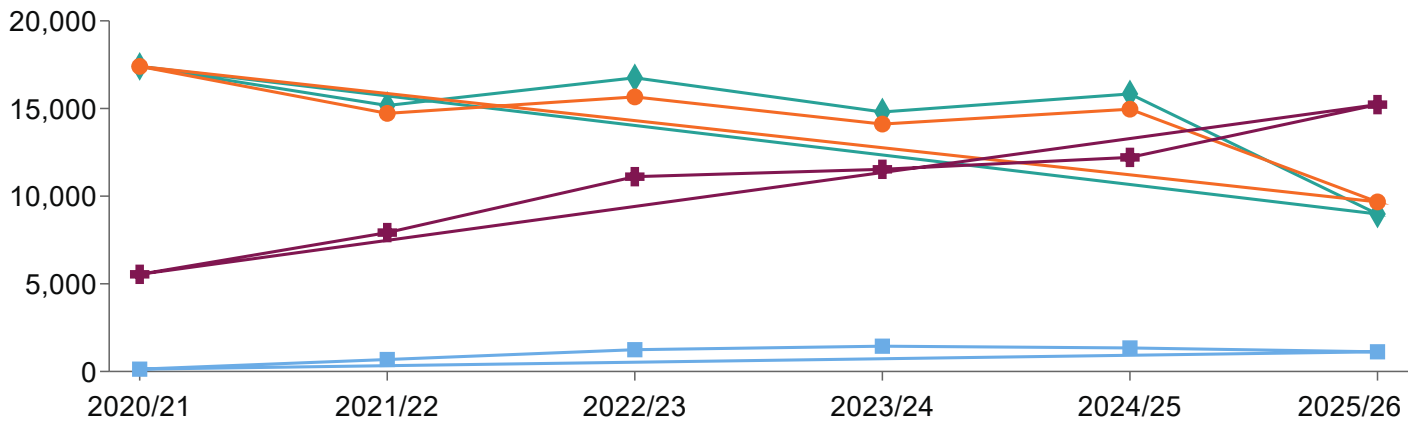
Chart

[Table](#)

► Export options

### Adult (19+) achievements in regulated essential skills qualifications by subject (reported to date)

Click on table view for achievements by level and subject, including for apprenticeship provision



- ◆ Maths
- English
- ✚ ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Volumes are rounded to the nearest 10 and 'low' indicates a base value of fewer than 5. Where data shows 'x' this indicates data is unavailable, 'z' indicates data is not applicable, and 'c' indicates data is suppressed.

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Characteristics of adult essential skills learners (year to date)

The majority (nearly two thirds) of adult learners participating in essential skills in the first six months of the 2025/26 academic year were female (65.2%). This is higher than for all adult further education (FE) and skills participation, where females accounted for 57.5% of learners.

Most adult essential skills learners fell within the 25-49 age group (60.7%), which again is higher than for all FE and skills participation (55.0%).

Some 22.8% (70,080 out of 307,440 adult learners with known data) declared they had a learning difficulty and/or disability, compared to 20.5% of all FE and skills learners.

Adult learners participating in essential skills are nearly twice as likely to be from ethnic minority groups compared to those participating in all FE and skills provision. In the first six months of the 2025/26 academic year, 60.4% (180,240 out of a total of 298,600 with known ethnicity) of essential skills learners were from ethnic minority groups, compared to 32.5% for all FE and skills participation.

This higher rate of participation in essential skills by learners from ethnic minorities is largely explained by greater participation in English for speakers of other languages (ESOL) courses, where they account for 8 out of every 10 learners with known ethnicity (or

102,910 out of 128,340).

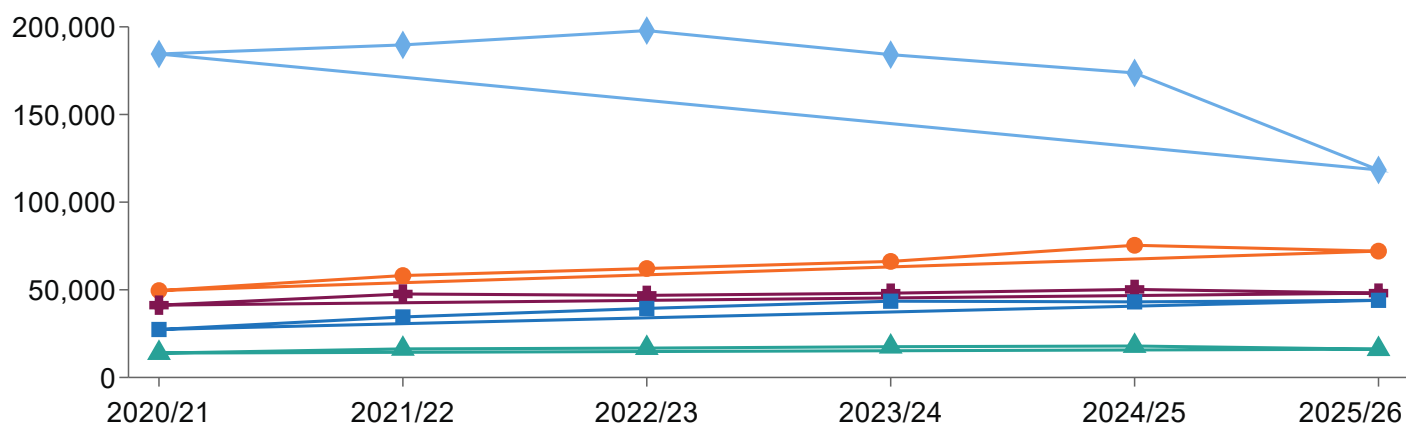
Chart

Table

► Export options

### Adult (19+) essential skills participation by ethnic group (reported to date)

Click on table view for participation by learner sex, age and ethnic group



- ◆ White
- Asian / Asian British
- ✚ Black / African / Caribbean / Black British
- ▲ Mixed / Multiple ethnic groups
- Other ethnic group

### Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

## Full-year participation and achievements

### Participation

A total of 453,340 adult learners participated in essential skills courses in the 2024/25 academic year. This was down 4.9% (23,350 learners) from 476,690 in 2023/24, but 5.2% (22,610 learners) above the 430,730 reported in 2020/21. Of those adult learners participating in essential skills in 2024/25:

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

### Achievements

A total of 318,740 adult learners achieved an essential skills learning aim in 2024/25, which was a decrease of 2.2% on the 325,770 reported in 2023/24 and reversed the upward trend seen since 2020/21.

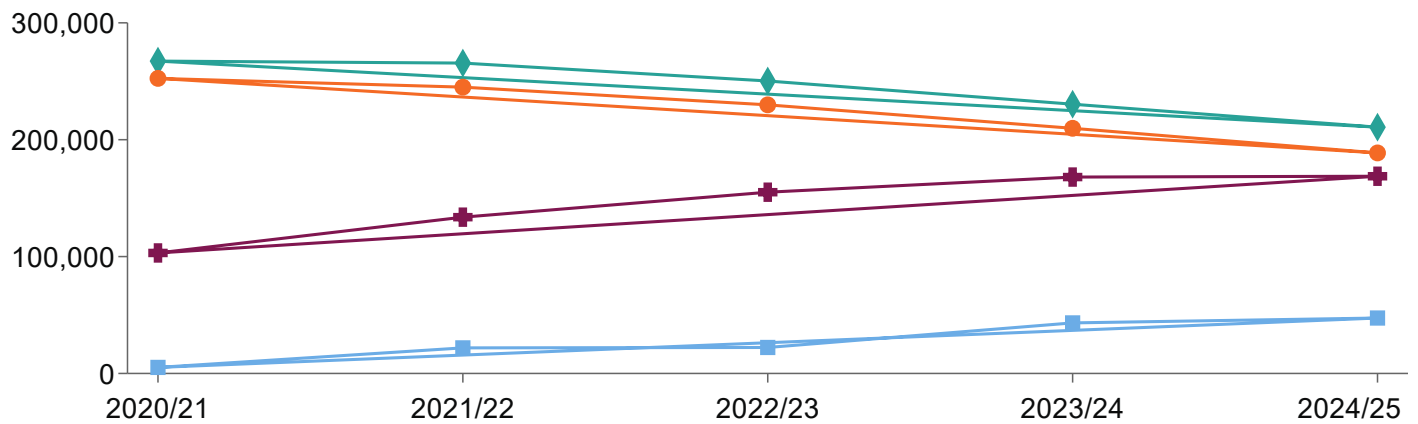
[Chart](#)

[Table](#)

► [Export options](#)

### Adult (19+) essential skills participation by subject

Click table view for participation and achievements by level and subject



- ◆ Maths
- English
- ✚ ESOL
- Digital Skills

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Total participation is the count of learners that participated at any point during the stated academic period. Learners undertaking more than one course will appear only once in the grand total.

[Show 1 more footnote](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

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

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

## In-year adult further education and skills

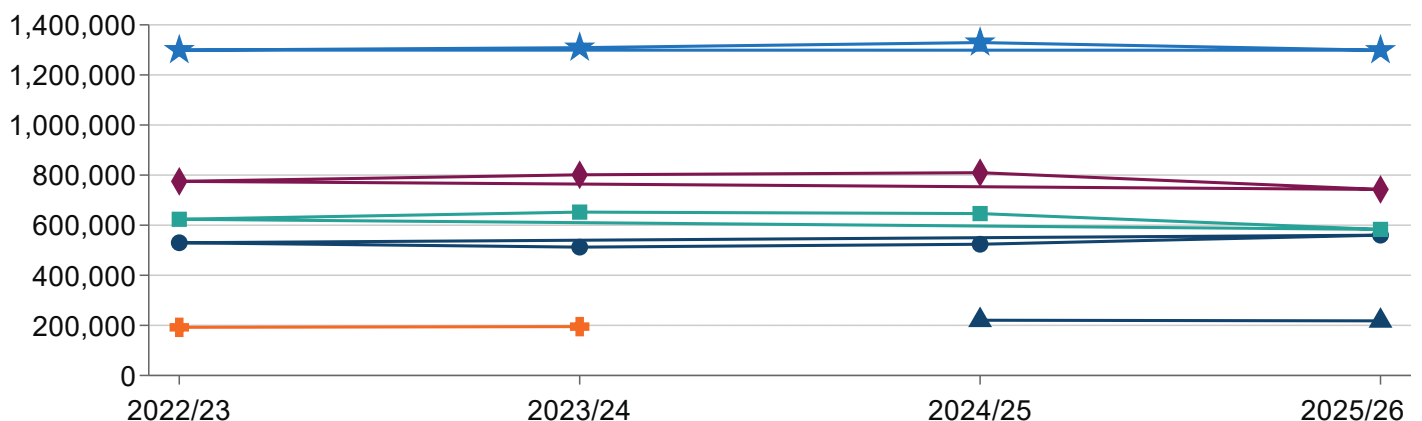
The figures in this section cover in-year data reported to date (August to January).

Chart

Table

► Export options

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



- Apprenticeships
- + Community Learning
- ◆ Education and Training
- Education and Training (exc CL/TL)
- ★ Further Education and Skills
- ▲ Tailored Learning

## Footnotes

1. Age is based on age as at 31 August of the academic year.
2. Figures for all years are provisional and cover the first two quarters (Aug to Jan).

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

[Explore data](#)

### Latest in-year further education and skills participation (August to January)

- Adult participation in Further Education and skills reported to date has decreased by 2.3% to 1,298,590 compared to 2024/25 (1,329,160).
- Level 3 courses were the most popular (334,840 learners participating), followed by Level 2 (315,990).
- Level 2 participation (315,990) has decreased by 9.0% compared to the same time last year (347,150). Level 4 participation (286,220) has increased 13.4% compared to the previous year (252,420).
- No level assigned (219,740) decreased by 16.1% compared to same time last year (261,960). Much of this decrease is due to the Multiply programme that ran until the end of March 2025 (no learners in 2025/26). Most multiply learning aims had no level

assigned. Multiply contributed 47,790 learners with no level assigned at this point in 2024/25.

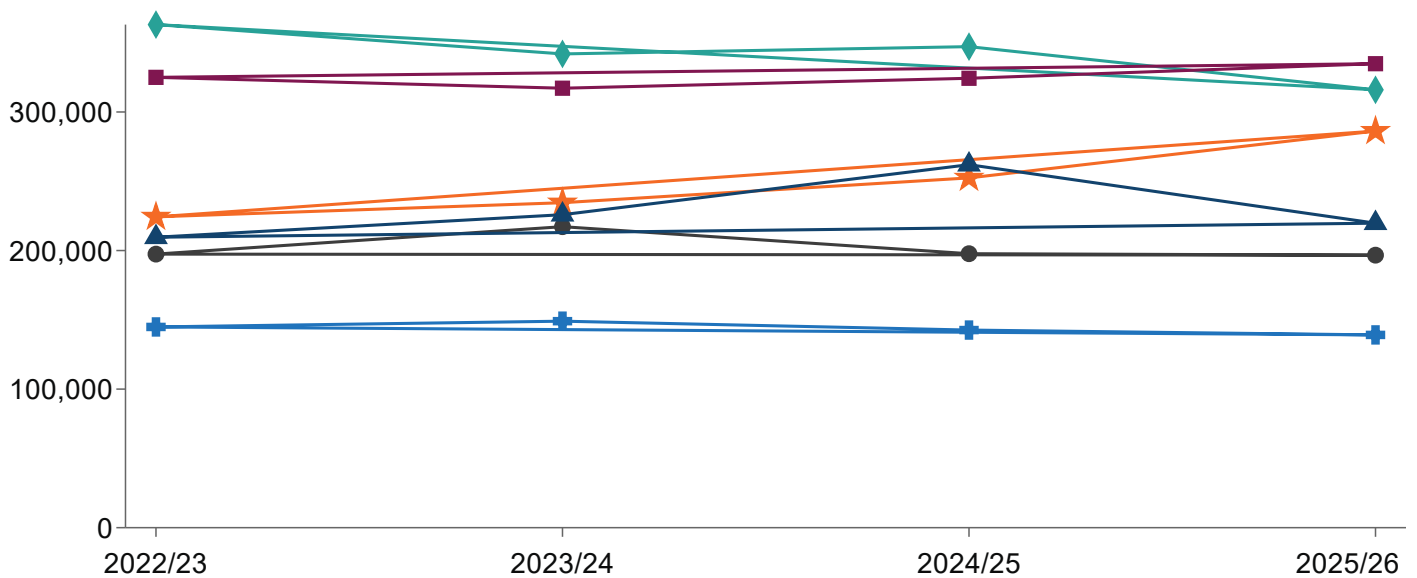
Chart

Table

► Export options

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

Click table view for achievements



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

### Footnotes

1. Figures for all years are provisional and cover the first two quarters (Aug to Jan).
2. Total achievements are the count of learners that achieved at any point during the stated academic period. Learners achieving more than one course will appear only once in the grand total.

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

Explore data

Further information can be found in the following featured tables :

[Further education and skills comparisons by provider type and level \(in year\)](#)

[Further education and skills comparisons by region \(in year\)](#)

[Further education and skills comparisons by sector subject area \(in year\)](#)

## Full year adult further education and skills

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

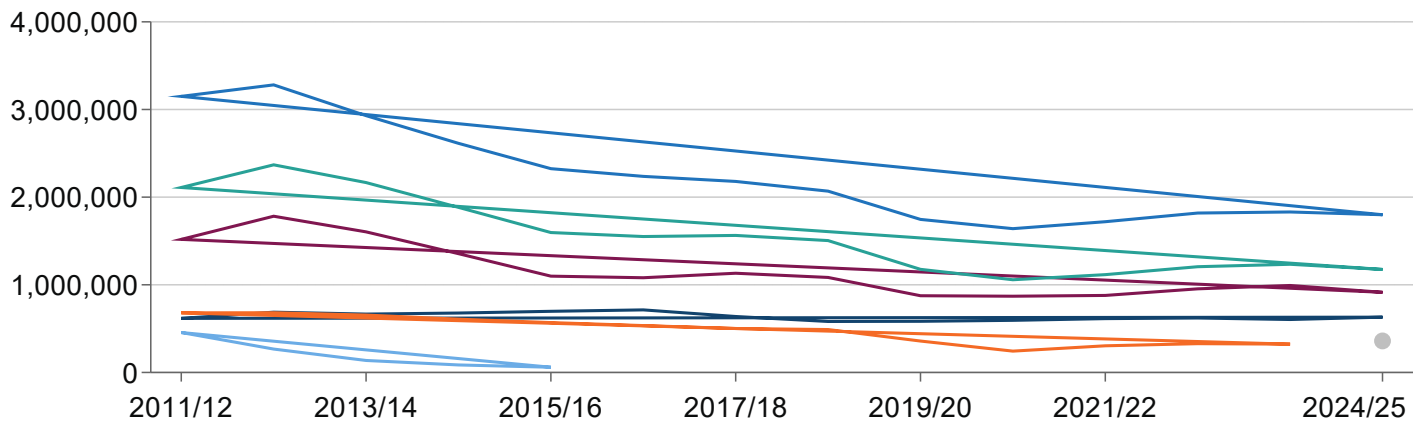
Chart

Table

► Export options

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

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



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

## Footnotes

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

[Show 3 more footnotes](#)

Source: Individualised Learner Record (ILR)

**Explore and edit this data online**

Use our table tool to explore this data.

[Explore data](#)

Adult participation in further education and skills has declined in the last decade. From the most recent peak of nearly 3.3 million learners in 2012/13, participation fell to 1.6 million in 2020/21. The previous three academic years did see a reverse of this trend with participation rising to 1.8 million in 2022/23 and 2023/24, however a decline of 1.7% has been seen in 2024/25.

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

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

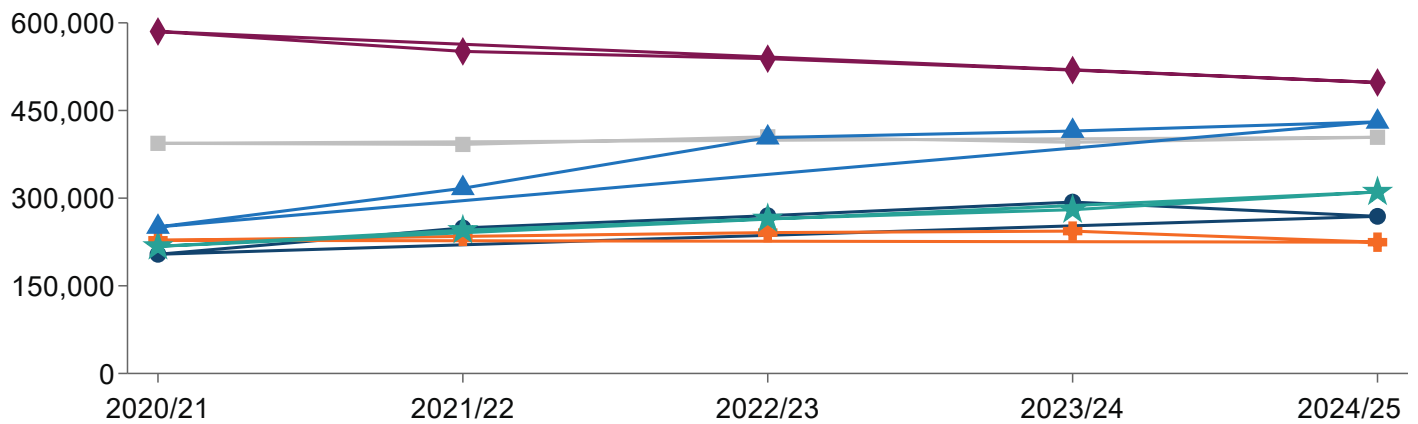
Chart

[Table](#)

► Export options

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

Click table view for achievements



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

## Footnotes

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

[Show 2 more footnotes](#)

Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

## Demographics

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

The proportion of learners aged 50 and above reduced from 20% in 2018/19 to 14.7% in 2020/21 during the period affected by Covid. Since then, this age-group has seen recovery with participation increasing by over a third from 241,560 in 2020/21 to 307,750 in 2024/25.

The proportion of learners declaring a learning difficulty or disability has increased to just over one in five (20.3%) in 2024/25, from 19.5% in 2023/24 and is the fourth consecutive annual increase in the share of LLDD learners from a low of 16.3% in 2020/21.

## Ethnicity

The proportion of learners participating in FE & Skills who are white has declined in recent years. 69.2% of learners were white in 2024/25 compared to 76.5% in 2018/19.

Over the period 2020/21 to 2024/25:

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

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

Further information can be found in the following featured tables:

[Further education and skills participation and achievements by learning difficulty/disability](#)  
[Further education and skills learner characteristics by sex and ethnicity group](#)  
[Further education and skills participation by age, level, and IMD \(Index Multiple Deprivation\) quintile](#)  
[Further education and skills participation and achievements per 100,000 of population by region](#)

[Back to top](#)

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## National achievement rate tables

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

### Key Headlines

#### Education and Training excluding Tailored Learning :

- Overall achievement rates within the 19+ Education and Training cohort have decreased slightly to 87.1%, down 0.3 percentage points from 2023/24. Compared with 2022/23 they are up by 0.6 percentage points.
- Rates at Entry level and level 1 have decreased slightly, whilst rates at level 2 have remained the same. Rates for levels 3 and above have all increased slightly.
- The achievement rate for those learners living in the most deprived quintile has increased by 0.1 percentage points from 87.4% to 87.5%.

#### Tailored Learning :

- The overall achievement rate for Adult Tailored Learning is 95.7% from a cohort of

602,690 leavers.

## About these statistics

The National Achievement Rate Tables (NARTs) present detailed tables of provider level Qualification Achievement Rates (QARs) that we use for performance management and informed choice purposes. Additionally we provide some national summary tables to show overall performance in the sector with a three year time series to enable comparison of change in performance over time.

This release includes new measures for Tailored Learning introduced in 2024/25, along with two preceding years of community learning QARs for comparison. In calculating these new measures the multi-year dataset for 2022/23 and 2023/24 for all provision has been revisited leading to small revisions. See below for further details.

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

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

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**19+ Education and Training achievement rates by level**

	Adult					
	Education and Training exc TL / CL					
	Leavers			Achievement rate		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
<b>Entry Level</b>	496,810	498,550	419,990	89.4%	89.8%	89.2%
<b>Level 1</b>	355,520	371,340	328,110	88.2%	89.0%	88.7%
<b>Level 2</b>	431,970	425,680	401,920	84.1%	85.3%	85.3%
<b>Level 3</b>	84,050	83,050	87,100	77.1%	77.8%	78.8%
<b>Level 4</b>	4,140	4,280	4,830	70.6%	73.9%	77.5%
<b>Level 5</b>	1,270	1,660	1,580	66.9%	66.7%	67.5%
<b>Level 6</b>	60	40	50	59.0%	66.7%	77.8%
<b>Unknown</b>	33,050	43,400	44,750	94.3%	95.6%	95.5%

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## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available from the [Introduction to Qualification Achievement Rates \(QARs\) \(opens in new tab\)](#) guidance.

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Source: Individualised Learner Record (ILR)

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

		Adult					
		Education and Training exc TL / CL					
		Leavers			Achievement rate		
		2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Entry Level	Award	29,760	31,120	37,610	91.0%	91.0%	91.0%
	Basic Skills Maths and English	75,560	71,200	67,720	83.8%	85.3%	85.3%
	Certificate	17,050	17,860	16,870	93.3%	94.4%	94.4%
	Diploma	1,740	2,180	1,850	94.9%	92.6%	92.6%
	ESOL	237,750	240,700	214,680	88.8%	88.6%	88.6%

	<b>Other Non-Regulated</b>	111,870	119,880	65,120	94.0%	94.5%	9
	<b>Other Regulated</b>	13,900	7,760	7,370	80.5%	75.0%	7
	<b>QCF Unit</b>	9,180	7,860	8,760	94.3%	96.1%	9
<b>Level 1</b>	<b>Award</b>	124,690	142,840	131,880	92.5%	93.1%	9
	<b>Basic Skills Maths and English</b>	42,420	41,070	39,230	63.0%	63.3%	6
	<b>Certificate</b>	70,490	68,190	65,250	92.2%	93.0%	9
	<b>Diploma</b>	9,980	8,490	8,180	88.0%	88.5%	8
	<b>ESOL</b>	38,760	41,740	40,190	87.1%	86.4%	8
	<b>Other Non-Regulated</b>	51,170	53,860	22,900	94.4%	94.5%	9
	<b>Other Regulated</b>	5,930	5,300	5,690	71.3%	74.5%	7
	<b>QCF Unit</b>	12,080	9,860	14,800	95.3%	97.5%	9
<b>Level 2</b>	<b>Award</b>	45,430	50,970	56,090	89.7%	90.7%	9
	<b>Basic Skills Maths and English</b>	39,310	37,420	37,240	57.9%	59.3%	6
	<b>Certificate</b>	266.920	256.280	239.750	85.6%	86.8%	8

	<b>Diploma</b>	32,500	31,250	30,700	83.7%	84.3%	8
	<b>ESOL</b>	13,750	14,650	14,950	86.1%	86.1%	8
	<b>Other Non-Regulated</b>	28,490	32,350	18,350	93.9%	94.1%	9
	<b>Other Regulated</b>	70	30	30	87.1%	80.6%	9
	<b>QCF Unit</b>	5,510	2,730	4,820	95.1%	97.8%	9
<b>Level 3</b>	<b>A Level</b>	1,070	1,050	980	72.3%	73.9%	7
	<b>AS Level</b>	210	350	190	65.3%	63.8%	5
	<b>Access to HE</b>	16,090	14,240	14,390	78.0%	76.6%	7
	<b>Award</b>	2,180	2,390	2,920	88.6%	90.1%	8
	<b>Certificate</b>	12,230	13,640	19,030	78.1%	80.1%	7
	<b>Diploma</b>	48,240	46,600	44,460	75.4%	77.6%	7
	<b>Other Non-Regulated</b>	3,930	4,600	4,960	86.5%	71.5%	7
	<b>Other Regulated</b>	80	80	60	82.9%	76.3%	3
	<b>QCF Unit</b>	20	110	100	78.9%	90.4%	8
<b>Level 4</b>	<b>Award</b>	20	40	20	95.0%	94.6%	10
	<b>Certificate</b>	630	790	860	81.4%	85.5%	8
	<b>Diploma</b>	3,240	3,040	3,200	66.8%	70.8%	7

	<b>Other Non-Regulated</b>	250	410	750	90.2%	72.9%	8
<b>Level 5</b>	<b>Certificate</b>	140	150	270	92.7%	91.3%	8
	<b>Diploma</b>	920	1,030	930	60.7%	62.4%	5
	<b>Other Non-Regulated</b>	210	480	380	77.1%	68.4%	8
<b>Level 6</b>	<b>Diploma</b>	60	40	30	59.0%	66.7%	6
	<b>Other Non-Regulated</b>	no data	no data	20	no data	no data	9
<b>Unknown</b>	<b>Other Non-Regulated</b>	33,050	43,400	44,750	94.3%	95.6%	9

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## Footnotes

1. Achievement rates are based on the individual qualification aims that were completed in the relevant year (Hybrid End Year). They are calculated as the number of aims achieved divided by the number started, excluding the aims of any learners that transferred onto another qualification within the same institution.
2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available from the [Introduction to Qualification Achievement Rates \(QARs\) \(opens in new tab\)](#) guidance.

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Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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### 19+ Education and Training achievement rates by provider type for 2022/23 to 2024/25

		Education and Training exc TL / CL			
		Adult			
		Leavers	Retention rate	Pass rate	Achievement rate
<b>2024/25</b>	<b>Total</b>	1,331,420	92.5%	94.1%	87.1%
	<b>General FE College incl Tertiary</b>	836,880	93.1%	93.9%	87.4%
	<b>Local Authority</b>	192,810	92.7%	92.7%	85.9%
	<b>Private Sector Public Funded</b>	242,470	90.5%	96.4%	87.3%
	<b>Schools</b>	1,480	83.2%	84.6%	70.4%
	<b>Sixth Form College</b>	10,110	91.6%	95.2%	87.2%

		College			
	<b>Special College</b>	39,880	92.9%	93.4%	86.8%
	<b>Other</b>	7,790	88.7%	86.8%	76.9%
<b>2023/24</b>	<b>Total</b>	1,472,110	92.6%	94.4%	87.4%
	<b>General FE College incl Tertiary</b>	935,770	93.2%	94.2%	87.8%
	<b>Local Authority</b>	230,610	93.2%	93.8%	87.5%
	<b>Private Sector Public Funded</b>	233,090	89.8%	96.3%	86.5%
	<b>Schools</b>	1,550	74.4%	85.3%	63.4%
	<b>Sixth Form College</b>	10,550	92.5%	94.7%	87.6%
	<b>Special College</b>	53,240	92.6%	93.6%	86.7%
	<b>Other</b>	7,310	87.0%	90.1%	78.4%
<b>2022/23</b>	<b>Total</b>	1,451,300	91.9%	94.2%	86.5%
	<b>General FE College incl Tertiary</b>	911,480	92.6%	93.7%	86.7%
	<b>Local Authority</b>	218,990	92.2%	93.9%	86.5%
	<b>Private Sector Public Funded</b>	246,170	89.2%	96.4%	86.0%
	<b>Schools</b>	1,130	74.6%	83.0%	61.9%
	<b>Sixth Form College</b>	10,580	92.3%	96.0%	88.6%

<b>Special College</b>	53,640	91.5%	94.0%	86.0%
<b>Other</b>	9,310	89.6%	92.6%	83.0%

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Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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

The largest sector subject area is Preparation for Life and Work with 657,090 leavers, making up 49.4% of the total. 88.5% of this activity is below level two.

The sector with the highest achievement rate in 2024/25 is Engineering and Manufacturing Technologies at 92.7% from 52,910 leavers.

The sector showing the highest increase in achievement rates since last year is Science and Mathematics which shows an increase of 0.9 percentage points since last year.

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

	Adult					
	Education and Training exc TL / CL					
	Leavers			Achievement rate		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
<b>Total</b>	1,451,300	1,472,110	1,331,420	86.5%	87.4%	87.1%
<b>Agriculture, Horticulture and Animal Care</b>	17,830	17,520	16,460	87.7%	89.7%	89.8%
<b>Arts, Media and Publishing</b>	39,490	41,690	17,890	91.5%	92.4%	88.2%
<b>Business, Administration and Law</b>	93,710	99,220	88,870	86.4%	87.7%	87.4%
<b>Construction, Planning and the Built Environment</b>	61,470	68,550	63,280	89.8%	90.8%	90.6%
<b>Digital</b>	67,210	68,120	66,150	84.1%	85.0%	84.1%

<b>Digital Technology</b>	57,240	55,120	55,450	84.1%	85.0%	84.2%
<b>Education and Training</b>	28,820	32,860	35,360	88.1%	90.3%	91.1%
<b>Engineering and Manufacturing Technologies</b>	50,120	51,350	52,910	91.3%	92.4%	92.7%
<b>Health, Public Services and Care</b>	241,650	228,990	214,140	85.9%	87.0%	87.5%
<b>History, Philosophy and Theology</b>	400	190	160	85.6%	89.8%	77.4%
<b>Languages, Literature and Culture</b>	28,530	28,190	24,370	81.7%	82.3%	81.0%
<b>Leisure, Travel and Tourism</b>	13,820	12,970	9,520	87.2%	89.0%	87.5%
<b>Preparation for Life and Work</b>	710,740	726,210	657,090	86.2%	86.9%	86.6%
<b>Retail and Commercial Enterprise</b>	64,860	63,450	53,720	89.8%	89.8%	88.6%
<b>Science and Mathematics</b>	30,270	30,540	29,110	79.3%	79.7%	80.6%
<b>Social Sciences</b>	2,350	2,200	2,060	76.3%	76.0%	76.5%

Not Applicable 10 70 10 87.5% 98.6% 100.0

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## Footnotes

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Source: Individualised Learner Record (ILR)

## Explore and edit this data online

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## 19+ Achievement Rates by ethnicity

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

The figures in this section cover the achievement rates for 19+ Education and training learners (excluding CL / TL) who are from ethnic minorities (excluding white minorities).

Please note the figures for “White ethnic groups” includes white minorities.

In 2024/25, learners aged 19+ from ethnic minorities (excluding white minorities) had an overall education and training achievement rate of 87.1%, a decrease of 0.1 percentage points from 87.2% in 2023/24.

The number of leavers from ethnic minorities (excluding white minorities) was 618,410 which represents 46.4% of all leavers. The take up of education and training for learners from ethnic minorities (excluding white minorities) varies according to the sector subject area.

The sector with the highest proportion of leavers from minority ethnic groups (excluding white minorities) was Preparation for Life and Work where 60.1% of leavers were from ethnic minorities (excluding white minorities). The sector with the lowest proportion was Agriculture, Horticulture and Animal Care at 14.7%.

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**19+ Education and training (excluding Tailored Learning and Community Learning) achievement rates by learner demographics**

		Adult				
		Education and Training exc TL / C				
		Leavers			Achievement	
		2022/23	2023/24	2024/25	2022/23	2024/25
<b>Total</b>		1,451,300	1,472,110	1,331,420	86.5%	86.5%
<b>Minority ethnic</b>	<b>Ethnic minorities (excluding white minorities)</b>	615,000	646,500	618,410	86.5%	86.5%
	<b>White</b>	806,410	788,390	682,400	86.6%	86.6%

	<b>Unknown</b>	29,900	37,230	30,610	84.4%	£
<b>Ethnicity major</b>	<b>Asian / Asian British</b>	229,370	240,200	239,090	87.6%	£
	<b>Black / African / Caribbean / Black British</b>	185,260	194,710	184,270	85.3%	£
	<b>Mixed / Multiple ethnic groups</b>	67,570	71,770	66,740	85.8%	£
	<b>Other ethnic group</b>	132,800	139,810	128,320	86.6%	£
	<b>White</b>	806,410	788,390	682,400	86.6%	£
	<b>Unknown</b>	29,900	37,230	30,610	84.4%	£
<b>LLDD</b>	<b>With learning difficulty / disability</b>	312,270	316,840	303,150	84.4%	£
	<b>No learning difficulty / disability</b>	1,104,430	1,116,680	998,280	87.2%	£
	<b>Unknown_LLDD</b>	34,610	38,590	29,990	85.9%	£
<b>Sex</b>	<b>Female</b>	888,150	882,400	783,870	85.9%	£
	<b>Male</b>	563,150	589,710	547,550	87.5%	£

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## Footnotes

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

## Explore and edit this data online

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

		Adult				
		Education and Training exc TL / CL				
		Leavers			Achievement	
		2022/23	2023/24	2024/25	2022/23	2023/24
<b>Total</b>	<b>Total</b>	1,451,300	1,472,110	1,331,420	86.5%	87.4%

	<b>One (most deprived)</b>	551,960	562,150	526,590	87.0%	87.4%
	<b>Two</b>	369,670	372,700	333,600	86.5%	87.6%
	<b>Three</b>	233,560	238,820	211,150	86.0%	87.1%
	<b>Four</b>	168,870	170,750	149,320	86.0%	87.4%
	<b>Five (least deprived)</b>	125,120	125,090	108,570	86.6%	87.8%
	<b>Unknown</b>	2,120	2,590	2,190	86.3%	85.9%
<b>Regulated</b>	<b>Total</b>	1,124,200	1,118,020	1,103,290	84.6%	85.5%
	<b>One (most deprived)</b>	424,900	419,960	417,540	85.1%	85.5%
	<b>Two</b>	280,270	277,210	271,260	84.3%	85.5%
	<b>Three</b>	182,400	184,250	181,570	84.0%	85.2%
	<b>Four</b>	134,810	135,440	132,890	84.1%	85.6%
	<b>Five (least deprived)</b>	100,040	99,040	98,020	84.9%	86.1%
	<b>Unknown</b>	1,770	2,110	2,010	85.3%	84.4%
<b>Non- regulated</b>	<b>Total</b>	327,110	354,100	228,130	93.2%	93.5%
	<b>One (most deprived)</b>	127,060	142,190	109,050	93.2%	93.0%
	<b>Two</b>	89,400	95,500	62,340	93.2%	93.7%

<b>Three</b>	51,160	54,570	29,590	93.2%	93.5%
<b>Four</b>	34,060	35,310	16,430	93.6%	94.1%
<b>Five (least deprived)</b>	25,080	26,050	10,550	93.4%	94.1%
<b>Unknown</b>	350	480	180	91.1%	92.4%

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## Footnotes

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Source: Individualised Learner Record (ILR)

## Explore and edit this data online

Use our table tool to explore this data.

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## Achievement rates by provider

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

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

## Tailored Learning and Community Learning and overall achievement rates

This release includes rates for Community Learning and Tailored Learning for the first time. In order to enable comparison with previous years we have made data available according to three strands :

- Community Learning
- Tailored learning
- Education and Training excluding Community Learning / Tailored learning (abbreviated to “Education and Training exc TL / CL”)

All of the data tables supplied, with the exception of the specific GCSE tables, have the ability to view data according to the three strands. For completeness we have also included the aggregated total of all three. The aggregated total will be higher than previously published figures because it now includes Community learning and Tailored Learning which have higher rates.

To aid users we have also introduced a new option within the data tables to be able to split the data by regulated and non-regulated qualifications.

It should also be noted that in providing a time series for these new strands we have re-calculated historical data for 202/23 and 2023/24 using the latest methodology. This includes re-calculating the data for the Education and Training excluding TL / CL strand. We estimate that the impact of this re-calculation is as follows :

### Revision to figures for Education and Training excluding TL / CL :

Revised	Published Last	Overall Change
	Year	

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19+ Education and Training	2023/24	87.4%	87.4%	no change
19+ Education and Training	2022/23	86.5%	86.8%	-0.3 percentage points

We publish detailed tables to provide transparency on the measures we use for provider performance for the latest year only. Data for previous years are only included to provide transparency on how performance has changed over time.

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### **19+ Education and Training achievement rates by provision type**

		Adult				
		Leavers			Achievement	
		2022/23	2023/24	2024/25	2022/23	2023/24
Education and Training exc TL / CL	<b>Total</b>	1,451,300	1,472,110	1,331,420	86.5%	87.4
	<b>Regulated</b>	1,124,200	1,118,020	1,103,290	84.6%	85.5
	<b>Non-regulated</b>	327,110	354,100	228,130	93.2%	93.5
Community Learning	<b>Total</b>	542,070	545,240	2,480	94.7%	95.2
	<b>Regulated</b>	1,120	560	20	80.4%	72.3
	<b>Non-regulated</b>	540,950	544,680	2,460	94.8%	95.2
Tailored Learning	<b>Total</b>	no data	no data	602,690	no data	no data
	<b>Regulated</b>	no data	no data	2,060	no data	no data
	<b>Non-regulated</b>	no data	no data	600,630	no data	no data

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## Footnotes

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2. Achievement rates are calculated according to the Education & Training Qualification Achievement Rate business rules. These documents are available

from the [Introduction to Qualification Achievement Rates \(QARs\) \(opens in new tab\)](#) guidance.

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Source: Individualised Learner Record (ILR)

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## Background information

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

## How rates are calculated

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

## Redactions

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

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

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

[19+ Achievement rates by learner demographics](#)

[19+ Achievement rates by Ethnicity](#)

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

[19+ Achievement rates by Sex](#)

[19+ Achievement rates for essential skills](#)

[19+ Achievement rates by provider - essential skills](#)

[19+ Achievement rates showing GCSE low and high grade proportions](#)

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

[19+ Achievement rates by individual learning aim](#)

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

[19+ Achievement rates by provider - detailed view including GCSEs](#)

[19+ Achievement rates by level including GCSEs](#)

[19+ Achievement rates by sector and level](#)

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## Contact us

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

**FE Statistics Production and Dissemination Team**

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

Contact name: FE Statistics Production and Dissemination Team

**Press office**

If you have a media enquiry:

Telephone: 020 7783 8300

## Public enquiries

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

Phone: 0370 000 2288

## Opening times

Monday to Friday from 9.30am to 5.30pm (closed on bank holidays)

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