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FURTHER EDUCATION AND WORK BASED LEARNING FOR YOUNG PEOPLE – LEARNER OUTCOMES IN ENGLAND 2002/03

INTRODUCTION

1. This Statistical First Release (SFR) presents information on LSC funded learner outcomes in post-16 education and training in England 2002/03 in Further Education (FE) and Work Based Learning (WBL).
2. The source data for this SFR are the Individualised Learner Record (ILR) and the Individualised Student Record (ISR) for FE and the Individualised Learner Record (ILR) for WBL.
3. The methodology used to calculate success rates for FE is different from that used for WBL. Consequently the success measures for FE and WBL are not comparable and inferences about the relative performance of these sectors cannot be made on the basis of this data. For information on the different methodologies see section on Classification of Data.

Further Education

4. The methodology for calculating FE success rates provides a view of learners' success from the beginning to the end of their qualification. Essentially, success is the number of qualifications achieved as the percentage of the number started. Success is made up of retention (the number of qualifications completed as a percentage of the number started) and achievement (the number of qualifications achieved as a percentage of the number completed). For further information on the methodology see the section on Classification of Data.

Work Based Learning

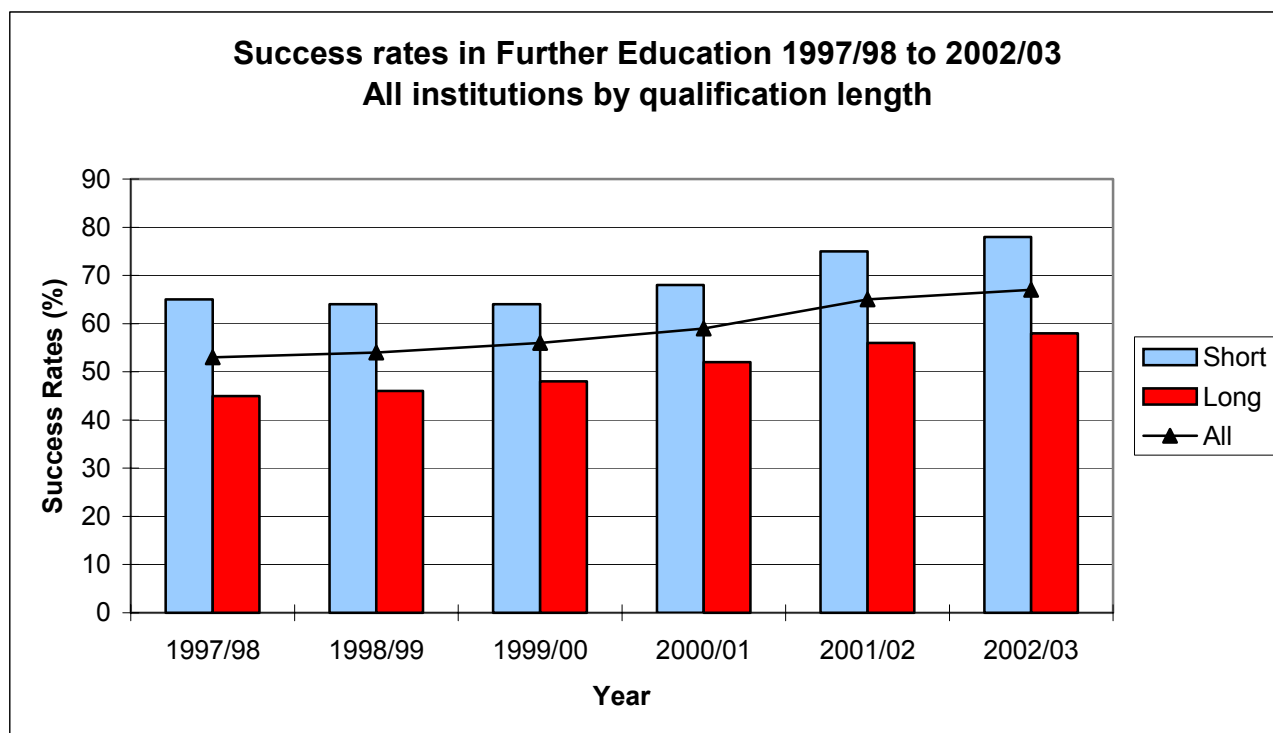
5. This SFR provides information on WBL outcomes using the information supplied by learning providers in the ILR. For further information on the methodology see the section on Classification of Data.

KEY POINTS

Further Education

6. Overall success rates have increased by 2.8 percentage points from 2001/02 to 2002/03. Success rates for long and short qualifications have increased by 1.9 and 3.0 percentage points respectively.

Figure 1: Success rates in Further Education 1997/98 to 2002/03



7. Overall achievements rates have increased by 4.0 percentage points from 2001/02 to 2002/03. Retention rates remain unchanged.
8. The improvement in overall success rates from 2001/02 to 2002/03 by type of institution was: 2.8 percentage points for general FE colleges, 2.3 percentage points for sixth form colleges and 3.8 percentage points for external institutions. Success rates in specialist colleges remained unchanged from 2001/02 to 2002/03.
9. The increase in success rates at level 1, 4.0 percentage points from 2001/02 to 2002/03, is driven by the 5.6 percentage point increase in achievement rates.
10. Overall success rates for everyone studying level 2 learning aims increased by 1.2 percentage points from 2001/02 to 2002/03. Success rates for adult learners studying for an NVQ at level 2 increased by 3.8 percentage points in the same time period. This is an area identified as a priority in the Government's Skills Strategy.
11. Further analysis of full level 2 long qualifications (see table below) shows there has been a significant increase in the success rate of these qualifications in the two year period from 2000/01 to 2002/03:
- a 6.6 percentage point increase for all age groups from 44% to 51% in 2002/03.
 - For adults an increase of 8.5 percentage points to 50% in line with the adult success rate for learners studying all level 2 learning aims.

This shows a large improvement in the success of the more challenging full level 2 qualifications.

Success rates of full level 2 qualifications

	2000/01				2001/02				2002/03			
	Level 2 (long)		Of which full level 2*		Level 2 (long)		Of which full level 2*		Level 2 (long)		Of which full level 2*	
Age	%	No. of starts 000's	%	No. of starts 000's	%	No. of starts 000's	%	No. of starts 000's	%	No. of starts 000's	%	No. of starts 000's
16-18	51%	357	47%	118	53%	347	49%	115	55%	332	52%	117
19+	46%	535	41%	134	49%	538	45%	126	50%	498	50%	132
All ages	48%	892	44%	252	50%	885	47%	241	52%	830	51%	249

* Please refer to paragraph 15 under classification of data for more detail.

12. Overall success rates within all notional level 3 learning aims increased by 1.9 percentage points. Success rates for adult learners studying NVQ Level 3 learning aims increased by 2.8 percentage points from 2001/02 to 2002/03 and the increase in success rates for 16-18 year olds studying GNVQ/AVCE learning aims was 7.8 percentage points.
13. Over the two year period from 2000/01 to 2002/03, success rates in eight out of fourteen areas of learning have increased by 9.0% or more. These eight areas of learning account for 37% of provision and there were no areas of learning where success rates had fallen over the two year period.
14. Whilst differences in the proportion of males and females studying within some areas of learning have been well documented (e.g., high proportions of males in construction and females in hairdressing and beauty therapy), these differences are not necessarily reflected in success rate data.
 - The majority group do not automatically have higher (or lower) success rates. In engineering females account for 13% of learning aims and their success rate is 8.8 percentage points higher than males. By contrast, males are outnumbered 6:1 in hairdressing / beauty therapy but their success rate is 8.0 percentage points lower than females.
 - Females do not always have higher success rates - the success rate of males is 9.9 percentage points higher than females in health and social care.
 - Overall females do have slightly higher success rates than males – 2.3 percentage points in 2002/03.
15. All ethnic groups are participating in the improvement in success rates seen over the last 2 years. Of particular interest is the high level of improvement demonstrated by Bangladeshi, Black African and Pakistani ethnic groups as these groups have had relatively low success rates in the past.

Work Based Learning

16. Overall success rates for learners who left learning with a full framework or an NVQ only, have increased from 36% to 41% between 2001/02 and 2002/03 and provisional figures for the 12 months ending January 2004 show a further increase to 43%. The figures cover all ages and NVQs at all levels as well as apprenticeship frameworks but predominantly covers those up to the age of 19 and qualifications that count towards the LSC's targets for attainment of young people.
17. Within advanced apprenticeships, framework completion rates (the percentage of learners leaving apprenticeships having achieved the full framework) have increased by 6.2 percentage points and NVQ success have increased by 7.6 percentage points from 2001/02 to 2002/03.
18. Within apprenticeships at level 2, framework completion rates have increased by 1.6 percentage points and NVQ success rates have increased by 3.5 percentage points from 2001/02 to 2002/03.
19. Success rates within NVQ Training at level 2 have increased by 5.7 percentage points for all age groups between 2001/02 and 2002/03 and for adults there has been an increase of 8.9 percentage points.
20. Analysis of advanced apprenticeships by area of learning shows that NVQ success rates in business administration, engineering, hairdressing / beauty therapy, health / social care, land-based provision and retailing, have increased by between 7 and 12 percentage points from 2001/02 to 2002/03; and these areas of learning account for over 70% of advanced apprenticeship provision.
21. WBL success rate data by area of learning and gender are similar in nature to that of the FE success data (see paragraph 14 of Further Education key points). That is, disproportionate gender balance within an area of learning does not always mean differing success rates between the genders. Overall females do perform slightly better than males, NVQ success rate of 41% compared to 40% in 2002/03.

TABLES

Further Education

The tables are based on qualifications expected to end in 2000/01 to 2002/03

Table 1a: Success rates by institution type, age group, qualification length and expected end year

Table 1b: Retention rates by institution type, age group, qualification length and expected end year

Table 1c: Achievement rates by institution type, age group, qualification length and expected end year

Table 2a: Success rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 2b: Retention rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 2c: Achievement rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 3: Success rates in all FE institutions by area of learning, qualification length and expected end year

Table 4: Success rates in all FE institutions by area of learning, gender and expected end year

Table 5: Success rates in all FE institutions by ethnicity, gender and expected end year

Table 6: Success rates in all FE institutions by disability, age group, gender and expected end year

Work Based Learning

The tables are based on ILR data for 2001/02 and 2002/03

Table 7: Success rates by age group and programme type, 2001/02 and 2002/03

Table 8: Success rates by area of learning, gender and programme type, 2001/02 and 2002/03

Table 9. Success rates by ethnicity and programme type, 2001/02 and 2002/03

FUTURE STATISTICAL FIRST RELEASES

22. The LSC publishes three learner information SFRs each year.

- Early information on learner volumes, derived from the ILR return, relating to learners enrolled on 1 November, published in March.
- Whole-year information on learners derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes derived from the ISR/ILR return relating to 31 December following the end of the relevant academic year for FE and most recently available data for WBL, published in June

Published SFRs are currently available on the LSC website at:

<http://www.lsc.gov.uk/National/Documents/SubjectListing/SectorData/StatisticalFirstReleases/default.htm>

SUPPORTING DATA

23. Additional tables of data on WBL success rates for 2003/04 are published on the website at www.lsc.gov.uk under >National>Partners>Data>Statistics>Learning Aim Outcomes >WBL

Success rates. The tables show provisional success rates for the first quarter of 2003/04 similar in format to tables 7 and 8 in the SFR.

24. Further success data is available in the sector framework reports that can be found on the directory of frameworks at <http://maframeworks.lsc.gov.uk>.
25. Additional data will also be available on the website showing FE success rates for 2002/03 by age, length, qualification type and institution type, including Sixth Form Colleges with high widening participation factors, as part of the national benchmarking publication to be released in August.

A NATIONAL STATISTICS PUBLICATION

26. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.
27. For general enquiries about National Statistics contact: The National Statistics Public Enquiry Service on 020 7533 5888, minicom: 01633 812399, E-mail: info@statistics.gov.uk, Fax: 01633 652747, Letters: room DG/18, 1 Drummond Gate, LONDON SW1V 2QQ. You can also find National Statistics on the internet - go to www.statistics.gov.uk.

NOTES TO EDITORS

1. On 1 April 2001 the LSC inherited responsibility in relation to funding FE provision in colleges and external institutions from the FEFC. The LSC also took responsibility for post-16 provision in work-based learning and statistics in this area are also reported in this SFR.
2. Work-Based Learning for young people is a major programme of government-supported training, comprising Advanced Apprenticeships, Apprenticeships at level 2, NVQ Learning, and Entry to Employment (E2E).

Source of Data

3. The data source for FE is the Individualised learner record (ILR) F05 and the Individualised student record (ISR) with a reference date of 31 December. The ILR F05 for academic year 2002/03 and the four ISRs for the academic years 2001/02 (ISR25), 2000/01 (ISR22), 1999/00 (ISR19) and 1998/99 (ISR16) have been aggregated to obtain a whole programme view of learning aims up to three years in duration over three teaching years; 2000/01 to 2002/03.
4. The FE data has been derived from the ISR for 564 institutions, of these 392 are colleges and 172 are external institutions. One institution is not included because valid ILR F05 2002/03 data is not available for this institution. A further 7 institutions are not included because they have credibility issues with their data.
5. Analysis was carried out to look at the effect that data for a small number of institutions, where credibility issues had been highlighted, had on figures being shown in the tables. The analysis showed 4 colleges and 3 external institutions where the credibility issues did have a significant effect on success rates for certain cohorts of data. These institutions were therefore removed from the data shown in the tables.
6. In the data tables, changes in success rates for cohorts of data with low numbers of starts need to be interpreted with caution.
7. The data source for the WBL 2002/03 data is the ILR. The data source for the 2001/02 data is the interim Individualised Learner Record introduced from the LSC from April 2001. The 2001/02 WBL data relate to 1768 providers of WBL and the 2002/03 data relate to 1591 providers.

Classification of Data

8. The methodology used to calculate success rates for FE using the ILR and ISR is different from that used for WBL based on the ILR. Consequently the success measures for FE and WBL are not comparable. The LSC is working with the DfES and inspectorates to consider the range of measures of learner success appropriate for the post-16 sector and to develop comprehensive and coherent measures for the learning and skills sector by 2005/6.

Further Education

9. The methodology used to calculate the outcomes in this SFR track learners and their qualifications across academic years and present the results in terms of the numbers expecting to complete their qualifications in a particular college year. This methodology is well known to colleges and external institutions as the 'benchmarking methodology' and is explained in more detail on the benchmarking website at www.lscdata.gov.uk/benchmarking/
10. As a result of Success for All, colleges and external institutions in addition to inspectorates, the LSC and the DfES are all familiar with the success rate measures being presented.
11. The success rates shown in tables 1a, 2a, 3, 4, 5 and 6 are calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification. The qualification a learner transfers to will be included

as a start on the new qualification. Success rates can also be derived by multiplying the retention rate by the achievement rate shown in tables 1b,1c, 2a and 2b. The retention rate is calculated as the number of qualifications completed divided by the number of starts excluding transfers. The achievement rate is calculated as the number of qualifications achieved divided by the number of completed qualifications. These tables relate to learning aims so learners with more than one learning aim are included once for each aim.

12. The FE tables show results for both short and long qualifications. Short qualifications are those with an expected length of fewer than 24 weeks. In practice the majority of short qualifications are of 12 weeks duration or less.
13. A learner's age group is calculated from their age at 31 August in the academic year they started their qualification. Learners of unknown age are included in the age group 19 and over. Learners under 16 years are included in the 16-18 age group.
14. Tables 1a, 1b, and 1c show success rates for general FE and tertiary colleges with 'high WP'. The colleges included in this category have high widening participation factors. Widening participation factors are calculated by the LSC and are based on the number of learners recruited from areas with different levels of deprivation and on learners who qualify for widening participation in other ways, such as the homeless or asylum seekers. General FE and tertiary colleges with high levels of WP students generally have success, retention and achievement rates below those for other colleges therefore it is useful to show them as a separate category in the tables. Data issues relating to the ILR F05 2002/03 variables used to calculate WP factors for institutions has resulted in the WP factors for 2001/02 being retained. Therefore those institutions that were classified as high WP in 2001/02 remain so for 2002/03 and institutions not classified as high WP in 2001/02 remain as not high WP in 2002/03.
15. For the purposes of this SFR full level 2 qualifications refer to single qualifications that are equivalent to a full level 2 in their own right. It does not include learners studying 5 or more GCSEs. This is because the FE success rate methodology is calculated at qualification level, not at the learner level and as such it is not possible to calculate success rates for learners studying for several qualifications.
16. Table 6 shows success rates in all FE institutions by disability, age group, gender and expected end year. This is the first time the LSC have published success rates by disability status. The data suggests that disability has no bearing on success rates.
17. The Council has identified issues with the data provided by institutions on outcomes for key skills qualifications. For this reason key skills have been excluded from the analyses.
18. University for industry (UFI) provision is not included.

Work Based Learning

19. For Apprenticeships the success rates shown in tables 7, 8 and 9 are calculated as the number of leavers who either meet all of the requirements of their apprenticeship framework, or achieve an NVQ required by the framework, divided by the number of learners who have either left training or successfully completed their programme. Learners who have transferred to another programme are excluded from the calculation until such time as they finally complete their programme or leave learning.
20. For learners working towards National Vocational Qualifications (NVQs) the success rate will be the number of learners who have achieved the NVQ divided by the number of learners who left learning or successfully completed their programme.
21. Learners who leave learning as a result of a positive outcome such as to take up employment are recorded as not having achieved their learning aim.
22. A learner's age group is calculated from the learner's age at the start of their learning.

General Notes

23. For greater accuracy, changes in rates described in the key points have been calculated from the difference between two rates (not rounded) with the result being rounded to one decimal place.
24. In the tables, numbers may not add up exactly to totals because of differential rounding. Percentages have been rounded to whole numbers. FE numbers are shown in thousands, the symbol – represents fewer than 500 learners. WBL numbers have been rounded to the nearest 100, the symbol – represents fewer than 50 learners.

Success Rates in LSC Funded FE Provision

Table 1a: Success rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	2000/2001						2001/2002						2002/2003					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (209 Colleges)	16-18	52%	727	68%	136	54%	864	56%	693	72%	157	59%	850	58%	686	73%	177	61%	862
	19+	48%	1,106	70%	1,265	60%	2,370	51%	1,100	78%	1,540	67%	2,640	53%	1,029	81%	1,578	70%	2,607
	All	50%	1,833	70%	1,401	58%	3,234	53%	1,793	78%	1,697	65%	3,490	55%	1,715	81%	1,755	68%	3,470
General FE and Tertiary Colleges high WP (56 Colleges)	16-18	48%	215	61%	46	50%	261	52%	200	64%	64	55%	264	55%	197	66%	70	58%	267
	19+	48%	416	67%	430	58%	846	51%	418	71%	518	62%	935	52%	396	74%	530	64%	925
	All	48%	631	66%	476	56%	1,107	51%	618	70%	582	60%	1,200	53%	593	73%	599	63%	1,192
General FE and Tertiary Colleges, All (265 Colleges)	16-18	51%	942	68%	182	55%	1,125	55%	893	72%	221	60%	1,115	57%	883	73%	246	62%	1,129
	19+	48%	1,522	70%	1,694	60%	3,216	51%	1,518	78%	2,057	67%	3,575	52%	1,425	81%	2,108	70%	3,533
	All	49%	2,464	70%	1,877	58%	4,341	53%	2,411	78%	2,279	65%	4,690	54%	2,308	80%	2,354	68%	4,662
Sixth Form Colleges (103 Colleges)	16-18	68%	481	67%	16	68%	496	76%	458	77%	16	76%	474	78%	486	73%	19	77%	504
	19+	48%	42	71%	54	61%	96	52%	46	72%	67	64%	113	55%	47	79%	76	70%	122
	All	67%	523	70%	70	67%	592	74%	504	73%	83	74%	587	76%	532	78%	94	76%	627
Specialist Colleges (24 Colleges)	16-18	58%	19	78%	4	62%	23	61%	18	81%	6	66%	24	62%	19	80%	7	67%	26
	19+	49%	20	80%	31	68%	51	52%	21	85%	44	74%	65	50%	23	85%	45	73%	68
	All	53%	38	80%	36	66%	74	56%	40	84%	50	72%	90	56%	41	84%	53	72%	94
All Further Education Colleges (392 Colleges)	16-18	57%	1,442	67%	202	58%	1,644	62%	1,370	71%	243	63%	1,613	64%	1,388	72%	272	66%	1,660
	19+	48%	1,584	69%	1,780	59%	3,363	51%	1,585	76%	2,169	66%	3,754	52%	1,494	80%	2,229	69%	3,723
	All	52%	3,026	69%	1,982	59%	5,008	56%	2,955	76%	2,412	65%	5,367	58%	2,882	79%	2,501	68%	5,383
External Institutions (172 Institutions)	16-18	47%	8	63%	7	55%	15	48%	8	69%	10	59%	18	49%	9	71%	12	62%	21
	19+	53%	199	62%	204	57%	404	54%	219	66%	260	61%	478	55%	212	71%	303	64%	515
	All	52%	207	62%	211	57%	419	54%	227	66%	269	61%	496	55%	220	71%	316	64%	536
Total All (564 Institutions)	16-18	57%	1,449	66%	209	58%	1,659	62%	1,378	71%	253	63%	1,631	64%	1,396	72%	285	66%	1,681
	19+	49%	1,783	69%	1,984	59%	3,767	51%	1,804	75%	2,428	65%	4,232	53%	1,706	79%	2,532	68%	4,238
	All	52%	3,233	68%	2,193	59%	5,426	56%	3,182	75%	2,681	65%	5,863	58%	3,102	78%	2,816	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Retention Rates in LSC Funded FE Provision

Table 1b: Retention rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	2000/2001						2001/2002						2002/2003					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (209 Colleges)	16-18	71%	727	90%	136	74%	864	75%	693	92%	157	78%	850	75%	686	91%	177	79%	862
	19+	70%	1,106	91%	1,265	81%	2,370	71%	1,100	93%	1,540	83%	2,640	70%	1,029	93%	1,578	84%	2,607
	All	70%	1,833	90%	1,401	79%	3,234	72%	1,793	93%	1,697	82%	3,490	72%	1,715	92%	1,755	82%	3,470
General FE and Tertiary Colleges high WP (56 Colleges)	16-18	70%	215	88%	46	73%	261	73%	200	90%	64	77%	264	74%	197	88%	70	77%	267
	19+	71%	416	90%	430	81%	846	72%	418	91%	518	83%	935	70%	396	90%	530	82%	925
	All	70%	631	90%	476	79%	1,107	72%	618	91%	582	81%	1,200	71%	593	90%	599	81%	1,192
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	19+	70%	1,522	91%	1,694	81%	3,216	71%	1,518	92%	2,057	83%	3,575	70%	1,425	92%	2,108	83%	3,533
	All	70%	2,464	90%	1,877	79%	4,341	72%	2,411	92%	2,279	82%	4,690	72%	2,308	92%	2,354	82%	4,662
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	19+	70%	42	92%	54	82%	96	72%	46	90%	67	83%	113	72%	47	91%	76	84%	122
	All	80%	523	92%	70	81%	592	86%	504	91%	83	87%	587	87%	532	92%	94	88%	627
Specialist Colleges (24 Colleges)	16-18	77%	19	97%	4	81%	23	77%	18	97%	6	82%	24	79%	19	97%	7	84%	26
	19+	72%	20	98%	31	88%	51	71%	21	97%	44	89%	65	67%	23	97%	45	87%	68
	All	74%	38	98%	36	85%	74	74%	40	97%	50	87%	90	72%	41	97%	53	86%	94
All Further Education Colleges (392 Colleges)	16-18	74%	1,442	90%	202	76%	1,644	79%	1,370	91%	243	81%	1,613	80%	1,388	91%	272	82%	1,660
	19+	70%	1,584	91%	1,780	81%	3,363	71%	1,585	92%	2,169	83%	3,754	70%	1,494	92%	2,229	83%	3,723
	All	72%	3,026	91%	1,982	79%	5,008	75%	2,955	92%	2,412	83%	5,367	75%	2,882	92%	2,501	83%	5,383
External Institutions (172 Institutions)	16-18	68%	8	83%	7	75%	15	67%	8	86%	10	78%	18	67%	9	88%	12	79%	21
	19+	74%	199	88%	204	81%	404	75%	219	89%	260	83%	478	75%	212	89%	303	83%	515
	All	74%	207	88%	211	81%	419	75%	227	88%	269	82%	496	75%	220	89%	316	83%	536
Total All (564 Institutions)	16-18	74%	1,449	89%	209	76%	1,659	79%	1,378	91%	253	81%	1,631	80%	1,396	90%	285	82%	1,681
	19+	70%	1,783	90%	1,984	81%	3,767	72%	1,804	92%	2,428	83%	4,232	70%	1,706	92%	2,532	83%	4,238
	All	72%	3,233	90%	2,193	79%	5,426	75%	3,182	92%	2,681	83%	5,863	75%	3,102	92%	2,816	83%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Achievement Rates in LSC Funded FE Provision

Table 1c: Achievement rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	2000/2001						2001/2002						2002/2003					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (209 Colleges)	16-18	73%	727	76%	136	73%	864	74%	693	79%	157	75%	850	77%	686	81%	177	78%	862
	19+	69%	1,106	77%	1,265	74%	2,370	72%	1,100	84%	1,540	80%	2,640	76%	1,029	88%	1,578	84%	2,607
	All	71%	1,833	77%	1,401	74%	3,234	73%	1,793	84%	1,697	79%	3,490	76%	1,715	87%	1,755	82%	3,470
General FE and Tertiary Colleges high WP (56 Colleges)	16-18	68%	215	69%	46	68%	261	70%	200	71%	64	71%	264	74%	197	75%	70	75%	267
	19+	68%	416	74%	430	71%	846	71%	418	78%	518	75%	935	74%	396	82%	530	79%	925
	All	68%	631	73%	476	71%	1,107	71%	618	77%	582	74%	1,200	74%	593	81%	599	78%	1,192
General FE and Tertiary Colleges, All (265 Colleges)	16-18	72%	942	74%	182	72%	1,125	74%	893	77%	221	74%	1,115	76%	883	79%	246	77%	1,129
	19+	69%	1,522	76%	1,694	73%	3,216	72%	1,518	83%	2,057	79%	3,575	75%	1,425	86%	2,108	83%	3,533
	All	70%	2,464	76%	1,877	73%	4,341	73%	2,411	82%	2,279	78%	4,690	76%	2,308	86%	2,354	81%	4,662
Sixth Form Colleges (103 Colleges)	16-18	85%	481	73%	16	84%	496	86%	458	82%	16	86%	474	87%	486	78%	19	87%	504
	19+	69%	42	77%	54	74%	96	72%	46	80%	67	77%	113	76%	47	87%	76	84%	122
	All	84%	523	76%	70	83%	592	85%	504	80%	83	85%	587	87%	532	85%	94	86%	627
Specialist Colleges (24 Colleges)	16-18	75%	19	81%	4	77%	23	79%	18	83%	6	80%	24	79%	19	83%	7	80%	26
	19+	68%	20	82%	31	77%	51	73%	21	87%	44	83%	65	75%	23	88%	45	84%	68
	All	72%	38	82%	36	77%	74	76%	40	87%	50	83%	90	77%	41	87%	53	83%	94
All Further Education Colleges (392 Colleges)	16-18	76%	1,442	74%	202	76%	1,644	78%	1,370	77%	243	78%	1,613	81%	1,388	79%	272	80%	1,660
	19+	69%	1,584	76%	1,780	73%	3,363	72%	1,585	83%	2,169	79%	3,754	75%	1,494	86%	2,229	83%	3,723
	All	73%	3,026	76%	1,982	74%	5,008	75%	2,955	82%	2,412	79%	5,367	78%	2,882	86%	2,501	82%	5,383
External Institutions (172 Institutions)	16-18	70%	8	76%	7	73%	15	70%	8	81%	10	77%	18	72%	9	81%	12	78%	21
	19+	71%	199	71%	204	71%	404	71%	219	75%	260	73%	478	73%	212	80%	303	77%	515
	All	71%	207	71%	211	71%	419	71%	227	75%	269	74%	496	73%	220	80%	316	77%	536
Total All (564 Institutions)	16-18	76%	1,449	74%	209	76%	1,659	78%	1,378	77%	253	78%	1,631	81%	1,396	79%	285	80%	1,681
	19+	69%	1,783	76%	1,984	73%	3,767	72%	1,804	82%	2,428	78%	4,232	75%	1,706	86%	2,532	82%	4,238
	All	72%	3,233	76%	2,193	74%	5,426	75%	3,182	82%	2,681	78%	5,863	78%	3,102	85%	2,816	82%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 2a: Success rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year

Number of Starts in 000s

Level	Qualification type	2000/2001						2001/2002						2002/2003					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	49%	23	41%	26	45%	49	53%	20	48%	21	50%	41	56%	20	56%	23	56%	43
	GNVQ	50%	12	44%	1	49%	13	56%	13	49%	1	55%	15	60%	14	52%	1	60%	15
	Other	51%	153	48%	542	49%	695	53%	159	50%	564	51%	723	56%	179	54%	663	55%	842
	All	51%	188	48%	569	49%	757	53%	193	50%	586	51%	779	56%	213	55%	687	55%	899
Level 2 (long)	GCSE	58%	115	51%	74	55%	189	60%	114	53%	71	58%	185	62%	109	55%	65	59%	174
	NVQ	41%	64	39%	115	40%	179	42%	59	44%	105	43%	164	42%	53	48%	105	46%	159
	GNVQ	53%	39	41%	3	52%	42	56%	39	46%	3	55%	42	61%	35	52%	3	60%	38
	GNVQ Precursor	59%	13	45%	9	53%	23	62%	14	44%	7	56%	21	61%	15	50%	5	58%	20
	Other	49%	125	48%	333	48%	458	50%	121	49%	353	50%	474	51%	120	49%	320	50%	439
	All	51%	357	46%	535	48%	892	53%	347	49%	538	50%	885	55%	332	50%	498	52%	830
Level 3 (long)	GCE A/AS Level	63%	670	39%	73	60%	742	74%	603	51%	66	71%	669	75%	623	54%	66	73%	689
	NVQ	47%	12	38%	64	40%	75	49%	11	40%	61	41%	72	49%	10	43%	62	44%	72
	GNVQ/AVCE	47%	63	35%	9	46%	72	46%	68	37%	8	45%	75	54%	64	46%	7	53%	71
	GNVQ Precursor	53%	52	45%	27	50%	79	51%	51	45%	23	49%	73	52%	54	47%	21	50%	75
	Access to Higher Education	61%	1	52%	31	52%	32	55%	1	53%	32	53%	33	52%	1	54%	31	54%	32
	Other	54%	50	52%	190	52%	240	55%	41	53%	190	53%	231	55%	47	52%	173	53%	220
	All	60%	848	46%	392	56%	1,241	68%	775	50%	379	62%	1,154	70%	800	51%	360	64%	1,160
Level 4, 5 and HE (long)	NVQ	-	-	34%	15	34%	15	-	-	35%	15	35%	15	-	-	38%	16	38%	16
	Other	41%	2	37%	35	37%	37	40%	2	38%	30	38%	31	54%	1	42%	30	42%	31
	All	41%	2	36%	50	36%	52	40%	2	37%	45	37%	47	52%	1	40%	46	41%	47
Level not specified	All	60%	53	61%	238	61%	291	62%	61	65%	256	65%	317	69%	51	67%	115	68%	166
All Long		57%	1,449	49%	1,783	52%	3,233	62%	1,378	51%	1,804	56%	3,182	64%	1,396	53%	1,706	58%	3,102
All Short		66%	209	69%	1,984	68%	2,193	71%	253	75%	2,428	75%	2,681	72%	285	79%	2,532	78%	2,816
All Qualifications		58%	1,659	59%	3,767	59%	5,426	63%	1,631	65%	4,232	65%	5,863	66%	1,681	68%	4,238	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Retention Rates in LSC Funded FE Provision

Table 2b: Retention rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year

Number of Starts in 000s

Level	Qualification type	2000/2001						2001/2002						2002/2003					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	67%	23	58%	26	62%	49	69%	20	64%	21	66%	41	73%	20	69%	23	71%	43
	GNVQ	72%	12	68%	1	72%	13	74%	13	73%	1	74%	15	76%	14	73%	1	76%	15
	Other	77%	153	72%	542	73%	695	77%	159	72%	564	73%	723	77%	179	72%	663	73%	842
	All	75%	188	71%	569	72%	757	76%	193	72%	586	73%	779	77%	213	72%	687	73%	899
Level 2 (long)	GCSE	72%	115	67%	74	70%	189	73%	114	68%	71	71%	185	72%	109	67%	65	70%	174
	NVQ	59%	64	59%	115	59%	179	60%	59	61%	105	61%	164	57%	53	62%	105	60%	159
	GNVQ	77%	39	65%	3	76%	42	78%	39	68%	3	77%	42	79%	35	70%	3	79%	38
	GNVQ Precursor	75%	13	74%	9	75%	23	79%	14	73%	7	77%	21	76%	15	72%	5	75%	20
	Other	76%	125	73%	333	74%	458	77%	121	72%	353	73%	474	77%	120	70%	320	72%	439
	All	72%	357	69%	535	70%	892	73%	347	69%	538	71%	885	72%	332	68%	498	70%	830
Level 3 (long)	GCE A/AS Level	77%	670	62%	73	75%	742	88%	603	71%	66	86%	669	88%	623	72%	66	86%	689
	NVQ	69%	12	62%	64	63%	75	70%	11	62%	61	63%	72	67%	10	63%	62	63%	72
	GNVQ/AVCE	64%	63	54%	9	63%	72	62%	68	57%	8	61%	75	67%	64	64%	7	67%	71
	GNVQ Precursor	63%	52	59%	27	62%	79	61%	51	58%	23	60%	73	61%	54	59%	21	60%	75
	Access to Higher Education	84%	1	67%	31	67%	32	73%	1	69%	32	69%	33	62%	1	66%	31	66%	32
	Other	76%	50	75%	190	75%	240	76%	41	75%	190	75%	231	75%	47	72%	173	72%	220
	All	75%	848	68%	392	73%	1,241	83%	775	70%	379	79%	1,154	83%	800	69%	360	79%	1,160
Level 4, 5 and HE (long)	NVQ	-	-	67%	15	67%	15	-	-	66%	15	66%	15	-	-	65%	16	65%	16
	Other	72%	2	67%	35	67%	37	72%	2	69%	30	70%	31	77%	1	71%	30	71%	31
	All	73%	2	67%	50	67%	52	72%	2	68%	45	68%	47	76%	1	69%	46	69%	47
Level not specified	All	76%	53	75%	238	76%	291	78%	61	78%	256	78%	317	84%	51	80%	115	81%	166
All Long		74%	1,449	70%	1,783	72%	3,233	79%	1,378	72%	1,804	75%	3,182	80%	1,396	70%	1,706	75%	3,102
All Short		89%	209	90%	1,984	90%	2,193	91%	253	92%	2,428	92%	2,681	90%	285	92%	2,532	92%	2,816
All Qualifications		76%	1,659	81%	3,767	79%	5,426	81%	1,631	83%	4,232	83%	5,863	82%	1,681	83%	4,238	83%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Achievement Rates in LSC Funded FE Provision

Table 2c: Achievement rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year

Number of Starts in 000s

Level	Qualification type	2000/2001						2001/2002						2002/2003					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	73%	23	71%	26	72%	49	76%	20	76%	21	76%	41	76%	20	81%	23	79%	43
	GNVQ	69%	12	64%	1	68%	13	75%	13	67%	1	74%	15	79%	14	71%	1	79%	15
	Other	67%	153	68%	542	67%	695	69%	159	70%	564	69%	723	72%	179	76%	663	75%	842
	All	67%	188	68%	569	68%	757	70%	193	70%	586	70%	779	73%	213	76%	687	75%	899
Level 2 (long)	GCSE	80%	115	75%	74	78%	189	82%	114	79%	71	81%	185	86%	109	82%	65	84%	174
	NVQ	69%	64	66%	115	67%	179	71%	59	72%	105	71%	164	72%	53	77%	105	75%	159
	GNVQ	69%	39	64%	3	68%	42	72%	39	69%	3	71%	42	77%	35	75%	3	77%	38
	GNVQ Precursor	79%	13	61%	9	71%	23	79%	14	60%	7	73%	21	81%	15	69%	5	78%	20
	Other	64%	125	66%	333	65%	458	65%	121	69%	353	68%	474	67%	120	71%	320	69%	439
	All	71%	357	67%	535	69%	892	73%	347	70%	538	71%	885	76%	332	73%	498	74%	830
Level 3 (long)	GCE A/AS Level	82%	670	63%	73	80%	742	84%	603	72%	66	83%	669	85%	623	75%	66	85%	689
	NVQ	69%	12	62%	64	63%	75	70%	11	64%	61	65%	72	73%	10	68%	62	69%	72
	GNVQ/AVCE	73%	63	64%	9	72%	72	74%	68	66%	8	73%	75	80%	64	72%	7	79%	71
	GNVQ Precursor	84%	52	76%	27	81%	79	83%	51	76%	23	81%	73	85%	54	79%	21	84%	75
	Access to Higher Education	73%	1	78%	31	77%	32	76%	1	78%	32	78%	33	83%	1	81%	31	81%	32
	Other	71%	50	69%	190	69%	240	72%	41	71%	190	71%	231	73%	47	73%	173	73%	220
	All	80%	848	68%	392	77%	1,241	83%	775	71%	379	79%	1,154	84%	800	74%	360	81%	1,160
Level 4, 5 and HE (long)	NVQ	-	-	51%	15	51%	15	-	-	54%	15	54%	15	-	-	58%	16	58%	16
	Other	57%	2	55%	35	55%	37	55%	2	54%	30	54%	31	71%	1	59%	30	59%	31
	All	57%	2	54%	50	54%	52	55%	2	54%	45	54%	47	68%	1	58%	46	59%	47
Level not specified	All	79%	53	81%	238	80%	291	79%	61	84%	256	83%	317	83%	51	83%	115	83%	166
All Long		76%	1,449	69%	1,783	72%	3,233	78%	1,378	72%	1,804	75%	3,182	81%	1,396	75%	1,706	78%	3,102
All Short		74%	209	76%	1,984	76%	2,193	77%	253	82%	2,428	82%	2,681	79%	285	86%	2,532	85%	2,816
All Qualifications		76%	1,659	73%	3,767	74%	5,426	78%	1,631	78%	4,232	78%	5,863	80%	1,681	82%	4,238	82%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 3: Success rates in all FE institutions by area of learning, qualification length and expected end year

Number of starts in 000's

Area of learning	2000/2001						2001/2002						2002/2003					
	Long		Short		All		Long		Short		All		Long		Short		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Business Administration, Management and Professional	51%	468	63%	275	55%	743	54%	413	67%	292	59%	704	54%	359	69%	222	60%	581
Construction	41%	88	78%	34	51%	122	43%	85	84%	55	59%	140	41%	88	87%	72	61%	160
Engineering, Technology and Manufacturing	47%	144	70%	57	53%	200	48%	136	71%	69	56%	205	50%	118	75%	62	59%	180
English, Languages and Communications	56%	251	38%	54	53%	305	61%	239	54%	60	60%	299	64%	284	76%	145	68%	429
Foundation Programmes	57%	304	70%	338	64%	642	61%	319	75%	457	69%	777	62%	301	71%	420	67%	721
Hairdressing and Beauty Therapy	51%	87	58%	33	53%	120	56%	84	67%	35	59%	119	59%	111	68%	80	63%	190
Health, Social Care and Public Services	51%	197	85%	386	74%	584	52%	197	87%	536	78%	733	54%	214	89%	569	79%	783
Hospitality, Sports Leisure and Travel	52%	165	82%	199	68%	364	54%	153	84%	245	73%	398	59%	167	84%	302	75%	469
Humanities	56%	405	58%	86	57%	490	63%	395	71%	128	65%	523	67%	345	70%	56	68%	401
Information and Communication Technology	47%	456	60%	475	53%	931	47%	486	62%	420	54%	906	45%	446	70%	434	57%	880
Land-based provision	49%	43	64%	19	53%	61	52%	45	77%	36	63%	81	53%	42	81%	43	67%	86
Retailing, Customer Service and Transportation	39%	31	75%	16	51%	47	45%	31	73%	19	55%	50	56%	40	82%	51	71%	91
Science and Mathematics	54%	303	65%	117	57%	420	62%	285	75%	162	67%	447	64%	270	76%	95	67%	365
Visual & Performing Arts and Media	56%	290	51%	99	55%	389	62%	311	75%	161	66%	471	65%	310	77%	144	69%	454
Unspecified area of learning	69%	1	85%	6	82%	7	71%	1	83%	7	81%	8	82%	8	91%	121	91%	129
Total	52%	3,233	68%	2,193	59%	5,426	56%	3,182	75%	2,681	65%	5,863	58%	3,102	78%	2,816	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 4: Success rates in all FE institutions by area of learning, gender and expected end year

Number of starts in 000's

Area of learning	2000/2001						2001/2002						2002/2003					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Business Administration, Management and Professional	57%	521	52%	222	55%	743	61%	489	57%	215	59%	704	60%	396	58%	185	60%	581
Construction	49%	9	51%	113	51%	122	57%	9	59%	131	59%	140	59%	9	61%	151	61%	160
Engineering, Technology and Manufacturing	58%	26	52%	175	53%	200	57%	28	56%	178	56%	205	66%	23	58%	157	59%	180
English, Languages and Communications	54%	196	50%	109	53%	305	61%	189	56%	109	60%	299	69%	270	66%	159	68%	429
Foundation Programmes	65%	363	62%	278	64%	642	71%	448	67%	329	69%	777	69%	412	66%	309	67%	721
Hairdressing and Beauty Therapy	56%	105	34%	14	53%	120	61%	108	45%	11	59%	119	64%	163	56%	27	63%	190
Health, Social Care and Public Services	70%	385	81%	199	74%	584	74%	489	85%	244	78%	733	76%	514	86%	270	79%	783
Hospitality, Sports Leisure and Travel	71%	209	65%	156	68%	364	76%	234	69%	164	73%	398	77%	283	71%	185	75%	469
Humanities	58%	315	55%	175	57%	490	66%	338	64%	185	65%	523	68%	254	66%	147	68%	401
Information and Communication Technology	55%	551	51%	380	53%	931	56%	539	51%	367	54%	906	59%	518	56%	362	57%	880
Land-based provision	53%	31	53%	31	53%	61	62%	40	64%	41	63%	81	65%	44	69%	42	67%	86
Retailing, Customer Service and Transportation	47%	22	55%	25	51%	47	48%	23	62%	27	55%	50	69%	52	73%	39	71%	91
Science and Mathematics	59%	227	55%	193	57%	420	68%	249	65%	198	67%	447	68%	204	65%	162	67%	365
Visual & Performing Arts and Media	56%	254	53%	135	55%	389	68%	315	63%	157	66%	471	70%	299	65%	155	69%	454
Unspecified area of learning	83%	4	81%	3	82%	7	81%	5	82%	3	81%	8	91%	81	91%	47	91%	129
Total	60%	3,219	57%	2,207	59%	5,426	66%	3,503	63%	2,360	65%	5,863	68%	3,523	66%	2,396	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 5: Success rates in all FE institutions by ethnicity, gender and expected end year

Number of starts in 000's

Ethnicity	2000/2001						2001/2002						2002/2003					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Bangladeshi	56%	19	48%	21	52%	40	64%	23	56%	23	60%	46	69%	28	61%	25	65%	53
Indian	60%	74	55%	53	58%	126	65%	82	61%	55	63%	136	69%	86	64%	56	67%	142
Pakistani	54%	67	47%	55	51%	122	62%	80	56%	57	59%	136	65%	86	58%	58	63%	144
Other - Asian	56%	37	53%	37	55%	74	63%	37	58%	40	60%	78	67%	41	61%	43	64%	84
Black African	52%	64	47%	49	50%	114	57%	78	54%	60	55%	138	63%	90	59%	70	61%	159
Black Caribbean	50%	55	45%	34	48%	89	57%	59	52%	36	55%	95	59%	63	54%	38	57%	101
Black Other	49%	26	46%	17	48%	43	55%	22	51%	15	53%	36	59%	20	55%	14	58%	34
Chinese	56%	23	52%	15	55%	37	64%	25	60%	16	62%	41	67%	30	62%	19	65%	49
White	61%	2,394	58%	1,582	60%	3,977	67%	2,540	65%	1,655	66%	4,195	69%	2,709	68%	1,778	69%	4,488
Other	55%	72	51%	63	53%	135	62%	104	57%	85	60%	189	64%	119	60%	97	62%	216
Not known / not provided	61%	388	58%	282	60%	669	65%	453	62%	319	64%	772	65%	253	64%	196	64%	449
Total	60%	3,219	57%	2,208	59%	5,426	66%	3,503	63%	2,360	65%	5,863	68%	3,523	66%	2,396	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 6: Success rates in all FE institutions by disability, gender and expected end year

Number of starts in 000's

Disability	Age *	2000/2001						2001/2002						2002/2003					
		Female		Male		All		Female		Male		All		Female		Male		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Has disability	16-18	61%	59	57%	66	59%	125	64%	70	60%	78	62%	148	66%	82	63%	93	65%	175
	19+	60%	131	60%	114	60%	246	65%	179	64%	151	65%	330	69%	209	68%	172	68%	380
	All	60%	191	59%	180	60%	371	65%	249	63%	229	64%	478	68%	291	66%	265	67%	556
No disability	16-18	62%	651	57%	556	60%	1,206	67%	639	61%	546	64%	1,185	69%	667	63%	570	66%	1,237
	19+	60%	1,567	58%	907	59%	2,474	66%	1,859	64%	1,054	65%	2,913	69%	1,906	68%	1,094	68%	3,000
	All	61%	2,218	58%	1,463	60%	3,681	66%	2,498	63%	1,600	65%	4,098	69%	2,572	66%	1,665	68%	4,237
No information	16-18	55%	173	48%	154	52%	327	64%	156	58%	141	61%	297	67%	141	61%	128	64%	269
	19+	59%	637	57%	410	58%	1,047	65%	599	65%	390	65%	989	67%	518	68%	339	67%	857
	All	58%	810	55%	565	57%	1,374	65%	755	63%	531	64%	1,286	67%	659	66%	467	67%	1,126
Total	16-18	61%	883	55%	776	58%	1,659	66%	866	60%	765	63%	1,631	68%	890	62%	791	66%	1,681
	19+	60%	2,335	58%	1,432	59%	3,767	66%	2,637	64%	1,595	65%	4,232	68%	2,633	68%	1,605	68%	4,238
	All	60%	3,218	57%	2,208	59%	5,426	66%	3,503	63%	2,360	65%	5,863	68%	3,523	66%	2,396	67%	5,919

Data within the table covers over 97% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success rates in LSC Funded Work Based Learning Provision

Table 7: Success rates by age group and programme type, 2001/02 and 2002/03

Programme Type	Age *	2001/2002				2002/2003			
		Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers
		(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.
Advanced Apprenticeships	16-18	31%	10%	41%	33,500	38%	10%	49%	29,400
	19+	21%	10%	31%	31,800	27%	12%	39%	31,400
	All	26%	10%	36%	65,400	32%	11%	44%	60,800
Apprenticeships (at level 2)	16-18	24%	11%	35%	60,300	25%	13%	38%	65,800
	19+	19%	12%	31%	31,500	21%	14%	35%	39,400
	All	22%	11%	34%	91,800	24%	13%	37%	105,200
All Apprenticeships	16-18	27%	11%	37%	93,900	29%	12%	41%	95,200
	19+	20%	11%	31%	63,300	24%	13%	37%	70,800
	All	24%	11%	35%	157,200	27%	13%	40%	166,000
NVQ Training 1	16-18	-	31%	31%	14,500	-	33%	33%	13,600
	19+	-	35%	35%	700	-	42%	42%	800
	All	-	31%	31%	15,200	-	33%	33%	14,400
NVQ Training 2	16-18	-	41%	41%	19,600	-	43%	43%	16,900
	19+	-	48%	48%	8,100	-	57%	57%	10,200
	All	-	43%	43%	27,700	-	49%	49%	27,100
NVQ Training 3	16-18	-	52%	52%	3,000	-	51%	51%	2,000
	19+	-	36%	36%	2,700	-	46%	46%	3,400
	All	-	45%	45%	5,700	-	48%	48%	5,400
NVQ Training 4	16-18	-	63%	63%	200	-	66%	66%	100
	19+	-	48%	48%	800	-	57%	57%	1,100
	All	-	51%	51%	1,000	-	58%	58%	1,200
All frameworks or NVQs	16-18	-	-	37%	131,100	-	-	41%	127,800
	19+	-	-	33%	75,600	-	-	40%	86,400
	All	-	-	36%	206,700	-	-	41%	214,200

Years 2001/02 and 2002/03 represent 1 August 2001 to 31 July 2002, 1 August 2002 to 31 July 2003

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

* In Work Based Learning, a learner's age is age at the start of learning

** Early apprenticeship leavers who achieved an NVQ but no framework

Success rates in LSC Funded Work Based Learning Provision

Table 8: Success rates by area of learning, gender and programme type, 2001/02 and 2002/03

Area of Learning	Gender	Advanced Apprenticeships							
		2001/2002				2002/2003			
		Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers
		(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.
Business Administration Management and Professional	Female	27%	13%	40%	7,800	33%	16%	49%	6,400
	Male	19%	10%	29%	2,600	28%	14%	41%	2,300
	All	25%	12%	37%	10,400	31%	16%	47%	8,800
Construction	Female	36%	25%	61%	100	33%	12%	45%	100
	Male	38%	15%	53%	7,100	31%	21%	52%	5,600
	All	38%	15%	53%	7,200	31%	21%	52%	5,700
Engineering, Technology and Manufacturing	Female	37%	9%	46%	300	40%	8%	49%	200
	Male	35%	8%	44%	14,200	46%	6%	53%	14,900
	All	35%	8%	44%	14,500	46%	6%	53%	15,100
English, Languages and Communications	Female	-	-	-	-	35%	0%	35%	200
	Male	-	-	-	-	43%	0%	43%	200
	All	-	-	-	-	39%	0%	39%	300
Foundation Programmes	Female	-	-	-	-	48%	0%	48%	100
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	47%	0%	47%	100
Hairdressing and Beauty Therapy	Female	22%	8%	31%	3,600	32%	10%	42%	3,400
	Male	12%	5%	17%	300	20%	5%	25%	200
	All	22%	8%	30%	3,900	31%	10%	42%	3,600
Health, Social Care and Public Services	Female	23%	13%	36%	6,800	28%	18%	45%	6,700
	Male	13%	9%	22%	600	24%	13%	37%	700
	All	22%	13%	35%	7,400	27%	18%	45%	7,300
Hospitality, Sports Leisure and Travel	Female	24%	7%	31%	4,800	29%	6%	36%	4,400
	Male	13%	6%	18%	3,500	17%	6%	23%	3,400
	All	19%	6%	26%	8,400	24%	6%	30%	7,700
Humanities	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication technology	Female	33%	10%	42%	400	32%	4%	36%	300
	Male	30%	9%	39%	1,400	43%	5%	48%	1,400
	All	31%	9%	40%	1,800	41%	5%	46%	1,800
Land-based provision	Female	18%	8%	26%	300	28%	13%	40%	300
	Male	27%	11%	38%	600	31%	14%	45%	700
	All	24%	10%	34%	900	30%	14%	43%	1,100
Retailing, Customer Service and Transportation	Female	18%	10%	28%	6,500	23%	13%	36%	5,300
	Male	11%	6%	17%	3,900	16%	8%	24%	3,200
	All	16%	8%	24%	10,500	20%	11%	32%	8,500
Science and Maths	Female	-	-	-	-	34%	5%	40%	200
	Male	43%	0%	43%	100	35%	2%	37%	200
	All	36%	2%	39%	100	35%	4%	38%	400
Visual & Performing Arts & Media	Female	-	-	-	-	-	-	-	-
	Male	31%	17%	48%	400	35%	19%	54%	300
	All	31%	17%	48%	400	35%	19%	54%	400
Unspecified AOL	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Total	Female	23%	11%	34%	30,600	29%	13%	42%	27,700
	Male	29%	9%	38%	34,700	35%	10%	45%	33,100
	All	26%	10%	36%	65,400	32%	11%	44%	60,800

Years 2001/02 and 2002/03 represent 1 August 2001 to 31 July 2002, 1 August 2002 to 31 July 2003

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

** Early apprenticeship leavers who achieved an NVQ but no framework

Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2001/02 and 2002/03

Area of Learning	Gender	Apprenticeships (at level 2)							
		2001/2002				2002/2003			
		Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers
		(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.
Business Administration Management and Professional	Female	28%	12%	39%	11,300	32%	13%	45%	12,100
	Male	22%	10%	33%	3,800	27%	10%	38%	4,100
	All	26%	11%	38%	15,100	31%	12%	43%	16,200
Construction	Female	24%	11%	35%	100	21%	11%	32%	100
	Male	24%	12%	36%	7,000	18%	14%	32%	8,100
	All	24%	12%	36%	7,100	18%	14%	32%	8,100
Engineering, Technology and Manufacturing	Female	18%	20%	38%	500	29%	23%	52%	500
	Male	19%	13%	31%	6,500	24%	14%	38%	7,400
	All	19%	13%	32%	6,900	25%	14%	39%	7,900
English, Languages and Communications	Female	-	-	-	-	30%	3%	33%	300
	Male	-	-	-	-	23%	2%	25%	200
	All	-	-	-	-	27%	3%	30%	500
Foundation Programmes	Female	-	-	-	-	32%	1%	33%	400
	Male	-	-	-	-	21%	0%	22%	200
	All	-	-	-	-	28%	1%	29%	600
Hairdressing and Beauty Therapy	Female	27%	11%	37%	7,000	30%	10%	40%	8,300
	Male	16%	10%	26%	500	21%	9%	30%	600
	All	26%	11%	36%	7,500	30%	10%	39%	9,000
Health, Social Care and Public Services	Female	15%	14%	29%	8,000	15%	21%	36%	9,800
	Male	8%	10%	18%	900	8%	13%	20%	1,300
	All	15%	13%	28%	9,000	14%	20%	34%	11,200
Hospitality, Sports Leisure and Travel	Female	21%	12%	33%	7,000	21%	14%	35%	9,000
	Male	17%	11%	29%	7,000	16%	14%	31%	9,400
	All	19%	12%	31%	13,900	18%	14%	33%	18,400
Humanities	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication technology	Female	34%	10%	44%	800	44%	11%	55%	700
	Male	49%	7%	56%	3,400	47%	14%	61%	3,400
	All	46%	8%	54%	4,200	46%	14%	60%	4,100
Land-based provision	Female	31%	11%	42%	1,100	35%	14%	49%	1,200
	Male	22%	18%	40%	1,300	29%	25%	54%	1,400
	All	26%	15%	41%	2,500	32%	20%	52%	2,600
Retailing, Customer Service and Transportation	Female	20%	10%	31%	15,400	23%	11%	34%	15,700
	Male	16%	12%	28%	10,100	20%	12%	31%	10,100
	All	19%	11%	30%	25,500	22%	11%	33%	25,900
Science and Maths	Female	-	-	-	-	28%	2%	30%	400
	Male	-	-	-	-	17%	1%	18%	300
	All	-	-	-	-	24%	1%	26%	700
Visual & Performing Arts & Media	Female	-	-	-	-	-	-	-	-
	Male	22%	16%	38%	100	22%	18%	40%	100
	All	22%	15%	37%	100	21%	16%	37%	100
Unspecified AOL	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	38%	2%	39%	100
Total	Female	23%	11%	34%	51,200	25%	13%	38%	58,600
	Male	22%	11%	33%	40,600	22%	13%	35%	46,600
	All	22%	11%	34%	91,800	24%	13%	37%	105,200

Years 2001/02 and 2002/03 represent 1 August 2001 to 31 July 2002, 1 August 2002 to 31 July 2003

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2001/02 and 2002/03

Area of Learning	Gender	NVQ Training				All frameworks or NVQs			
		2001/2002		2002/2003		2001/2002		2002/2003	
		NVQ Only	Total Leavers	NVQ Only	Total Leavers	NVQ Success rate	Total Leavers	NVQ Success rate	Total Leavers
		(x%)	Nos	(x%)	Nos	(x% + y%)	Nos.	(x% + y%)	Nos.
Business Administration Management and Professional	Female	41%	4,600	45%	4,900	40%	23,700	46%	23,400
	Male	34%	2,300	37%	2,400	32%	8,700	38%	8,900
	All	38%	6,900	42%	7,300	38%	32,400	44%	32,300
Construction	Female	33%	100	27%	100	40%	300	34%	200
	Male	35%	5,000	31%	4,200	42%	19,100	38%	17,900
	All	35%	5,100	31%	4,300	42%	19,400	38%	18,100
Engineering, Technology and Manufacturing	Female	54%	700	52%	400	47%	1,500	51%	1,100
	Male	43%	8,400	44%	7,200	41%	29,100	47%	29,500
	All	43%	9,100	44%	7,700	41%	30,600	47%	30,600
English, Languages and Communications	Female	-	-	-	-	-	-	34%	500
	Male	-	-	-	-	-	-	33%	300
	All	-	-	-	-	-	-	33%	800
Foundation Programmes	Female	-	-	-	-	-	-	35%	500
	Male	-	-	-	-	-	-	24%	300
	All	-	-	-	-	-	-	31%	700
Hairdressing and Beauty Therapy	Female	39%	1,800	47%	1,700	36%	12,400	41%	13,500
	Male	35%	100	36%	100	24%	800	30%	900
	All	39%	1,900	46%	1,800	35%	13,300	41%	14,400
Health, Social Care and Public Services	Female	39%	5,600	44%	6,200	34%	20,400	41%	22,700
	Male	58%	1,000	76%	2,500	35%	2,600	54%	4,500
	All	42%	6,600	53%	8,700	34%	22,900	43%	27,200
Hospitality, Sports Leisure and Travel	Female	39%	1,600	45%	1,700	33%	13,400	36%	15,000
	Male	35%	2,600	41%	2,500	27%	13,100	31%	15,200
	All	36%	4,200	43%	4,100	30%	26,400	33%	30,300
Humanities	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication technology	Female	41%	800	45%	600	43%	1,900	47%	1,600
	Male	36%	2,000	41%	1,700	47%	6,800	53%	6,400
	All	37%	2,700	42%	2,200	46%	8,700	52%	8,000
Land-based provision	Female	50%	800	56%	800	42%	2,200	50%	2,300
	Male	42%	1,200	42%	1,100	40%	3,100	48%	3,200
	All	45%	2,000	48%	1,900	41%	5,400	49%	5,600
Retailing, Customer Service and Transportation	Female	37%	4,500	42%	4,200	31%	26,400	36%	25,300
	Male	38%	5,200	41%	4,500	28%	19,200	32%	17,800
	All	37%	9,700	42%	8,700	30%	45,600	35%	43,100
Science and Maths	Female	-	-	-	-	41%	100	35%	700
	Male	-	-	53%	100	46%	100	29%	500
	All	51%	100	60%	100	44%	200	33%	1,200
Visual & Performing Arts & Media	Female	49%	100	41%	100	47%	100	41%	100
	Male	47%	200	47%	100	46%	700	50%	600
	All	47%	300	45%	200	46%	800	49%	700
Unspecified AOL	Female	31%	200	31%	300	29%	200	32%	400
	Male	49%	800	62%	800	48%	800	59%	900
	All	45%	1,000	53%	1,200	43%	1,000	51%	1,300
Total	Female	40%	20,800	45%	21,000	35%	102,600	41%	107,200
	Male	39%	28,800	44%	27,200	36%	104,100	40%	106,900
	All	40%	49,600	44%	48,200	36%	206,700	41%	214,200

Years 2001/02 and 2002/03 represent 1 August 2001 to 31 July 2002, 1 August 2002 to 31 July 2003

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

** Early apprenticeship leavers who achieved an NVQ but no framework

Success rates in LSC Funded Work Based Learning Provision

Table 9: Success rates by ethnicity and programme type, 2001/02 and 2002/03

Ethnicity	Advanced Apprenticeships							
	2001/2002				2002/2003			
	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers
	(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.
Bangladeshi	16%	9%	25%	200	22%	13%	34%	200
Indian	25%	10%	35%	500	22%	13%	35%	400
Pakistani	18%	9%	28%	500	26%	17%	44%	400
Other - Asian	-	-	-	-	10%	12%	22%	100
Black African	14%	10%	24%	100	13%	15%	29%	100
Black Caribbean	14%	10%	24%	400	24%	11%	35%	300
Black other	20%	10%	30%	400	26%	14%	40%	200
Chinese	21%	13%	34%	100	-	-	-	-
White	27%	10%	37%	62,400	33%	11%	44%	57,800
Other	17%	8%	25%	800	19%	11%	30%	500
Not known / not provided	19%	10%	28%	100	28%	11%	39%	700
Total	26%	10%	36%	65,400	32%	11%	44%	60,800

Ethnicity	Apprenticeships (at level 2)							
	2001/2002				2002/2003			
	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers	Framework completion rate	NVQ Only **	NVQ Success rate	Total Leavers
	(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.
Bangladeshi	12%	16%	28%	400	19%	12%	31%	500
Indian	15%	10%	25%	800	18%	17%	35%	800
Pakistani	13%	12%	25%	1,100	19%	15%	34%	1,000
Other - Asian	6%	5%	12%	100	15%	11%	26%	200
Black African	7%	9%	16%	400	13%	9%	22%	400
Black Caribbean	11%	11%	22%	800	13%	11%	24%	900
Black other	16%	11%	27%	700	18%	13%	31%	600
Chinese	14%	10%	24%	100	26%	14%	40%	100
White	23%	11%	34%	86,300	24%	13%	37%	98,000
Other	12%	12%	24%	1,100	13%	12%	25%	1,500
Not known / not provided	8%	12%	20%	100	28%	12%	40%	1,300
Total	22%	11%	34%	91,800	24%	13%	37%	105,200

Ethnicity	NVQ Training				All frameworks or NVQs			
	2001/2002		2002/2003		2001/2002		2002/2003	
	NVQ Only	Total Leavers	NVQ Only	Total Leavers	NVQ Success rate	Total Leavers	NVQ Success rate	Total Leavers
	(x%)	Nos.	(x%)	Nos.	(x% + y%)	Nos.	(x% + y%)	Nos.
Bangladeshi	31%	800	36%	800	29%	1,300	34%	1,400
Indian	37%	600	42%	600	32%	1,900	37%	1,800
Pakistani	36%	1,500	39%	1,400	31%	3,100	38%	2,800
Other - Asian	28%	100	39%	100	17%	200	30%	400
Black African	25%	500	38%	500	21%	1,000	31%	1,000
Black Caribbean	25%	1,000	34%	1,100	24%	2,100	30%	2,400
Black other	28%	700	35%	500	28%	1,700	34%	1,300
Chinese	52%	100	-	-	35%	200	39%	200
White	41%	43,500	45%	41,100	36%	192,200	41%	196,900
Other	33%	900	36%	1,100	27%	2,700	30%	3,100
Not known / not provided	24%	100	52%	900	23%	300	44%	2,900
Total	40%	49,600	44%	48,200	36%	206,700	41%	214,200

Years 2001/02 and 2002/03 represent 1 August 2001 to 31 July 2002, 1 August 2002 to 31 July 2003

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

** Early apprenticeship leavers who achieved an NVQ but no framework