Learner Outcome Measures for Further Education, Work-Based Learning and Adult Community Learning: 2012/13

The latest figures on learner outcomes in the Further Education (FE), Work-based Learning (WBL) and Adult Community Learning (ACL) sectors in Wales show:

- The overall learning activity success rate for FE in 2012/13 was 84 per cent.

- WBL framework success rates were 87 per cent and 85 per cent in Apprenticeship and Foundation Apprenticeship programmes respectively.

- The overall learning activity success rate for ACL was 84 per cent.

Chart 1: Trends in learner outcomes
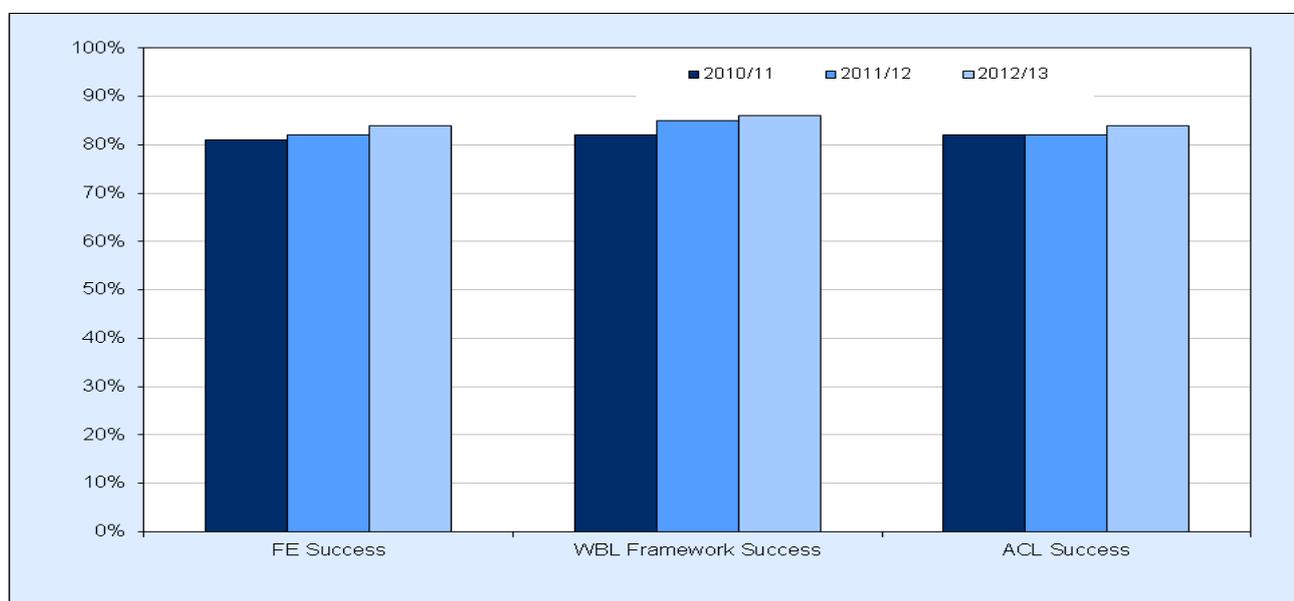
In 2011/12, a set of data management principles were issued to learning providers to address inconsistencies in the recording of data. Pages 5 to 7 of this release provide further detail regarding the continuing impact of these principles on national figures.

An increase in the number of Apprenticeship programmes ending within 8 weeks without completion was observed in 2012/13. The impact of this data issue on the Apprenticeship framework success rate is discussed in detail on pages 7 and 8 of this release.

Outcomes in further education

Across all further education programmes in 2012/13, 91 per cent of learning activities were completed and of those activities with an assessable outcome, 93 per cent were attained. Overall, 84 per cent of learning activities were successfully completed and attained.

Analysis of FE success rates by sector/subject area (Chart 2) shows that:

- Success rates were highest in the areas of Independent Living Skills; Hospitality and Catering; Adult Basic Education; Retailing and Customer Service; History, Philosophy and Theology; and Education and Training.

- Success rates were lowest in the areas of Science and Mathematics; Social Sciences; Business, Administration and Law; English for Speakers of Other Languages; and Agriculture, Horticulture and Animal Care.

Chart 2: FE learning activity success rates by sector/subject area, 2012/13
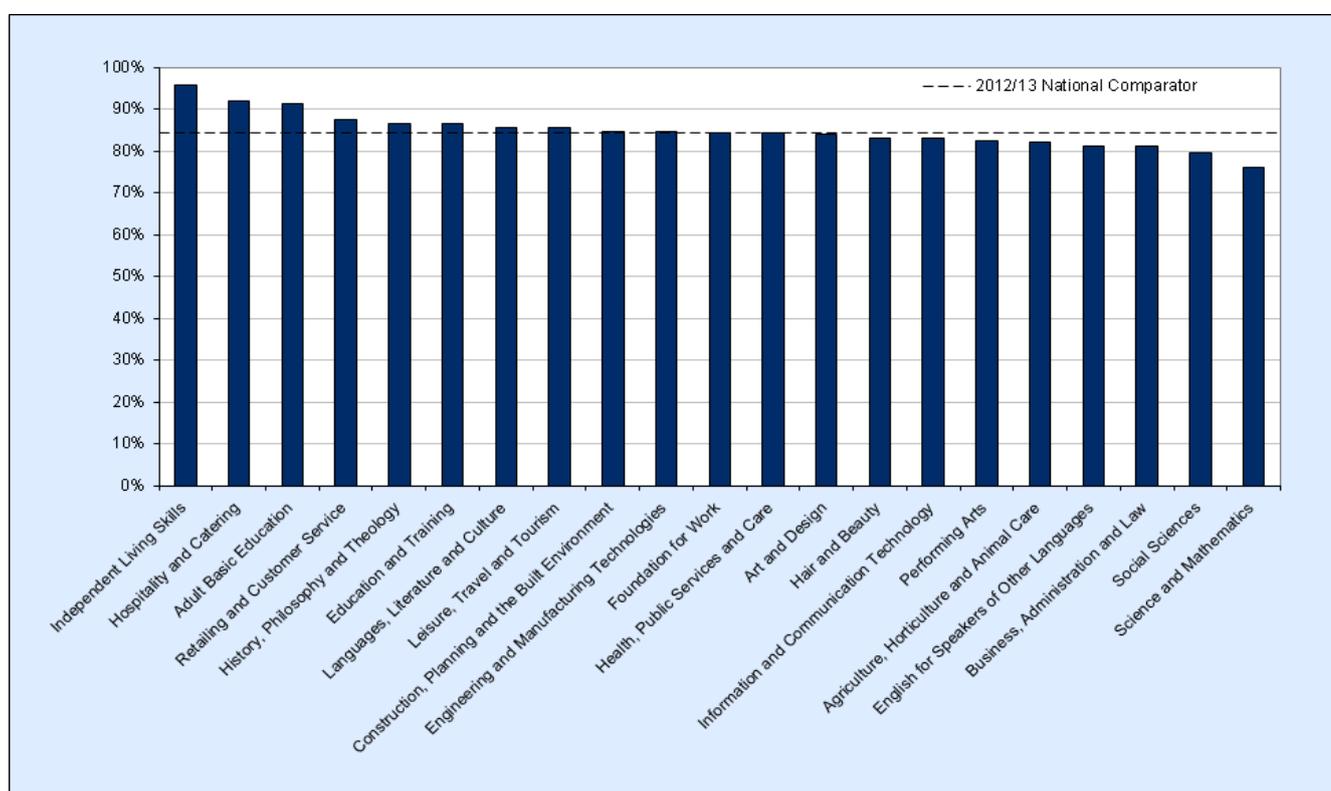
Analysis of FE success rates by learner age group shows that:

- despite some variations for different programmes of study, there was little difference in overall success rates for learners aged 18 and under and those aged 19 and over; whilst

- success rates were generally slightly higher at all notional levels for learners aged 18 and under with the exception of entry level learning aims;

See tables 1a – 1c and 2a – 2c for further information.

Outcomes in work-based learning

Learners on Apprenticeship programmes have to achieve a range of qualifications in order to gain the full Apprenticeship 'framework'. In 2012/13, 86 per cent of learners across all Apprenticeship and Foundation Apprenticeship programmes achieved this, compared to 85 per cent in 2011/12.

However, an increase in the number of Apprenticeship programmes ending within 8 weeks without completion was observed in 2012/13. The impact of this data issue on the Apprenticeship framework success rate is outlined in detail on pages 7 and 8 of this release.

For Wales as a whole and at sector/subject area level, the success rate for Apprenticeships was higher than for Foundation Apprenticeships.

Overall, the best performing areas were Education and Training; Engineering and Manufacturing Technologies; Leisure, Travel and Tourism; and Information and Communication Technology. Chart 3 shows the pattern of framework success rates on Apprenticeship programmes.

Chart 3: WBL framework success rates by sector/subject area, 2012/13
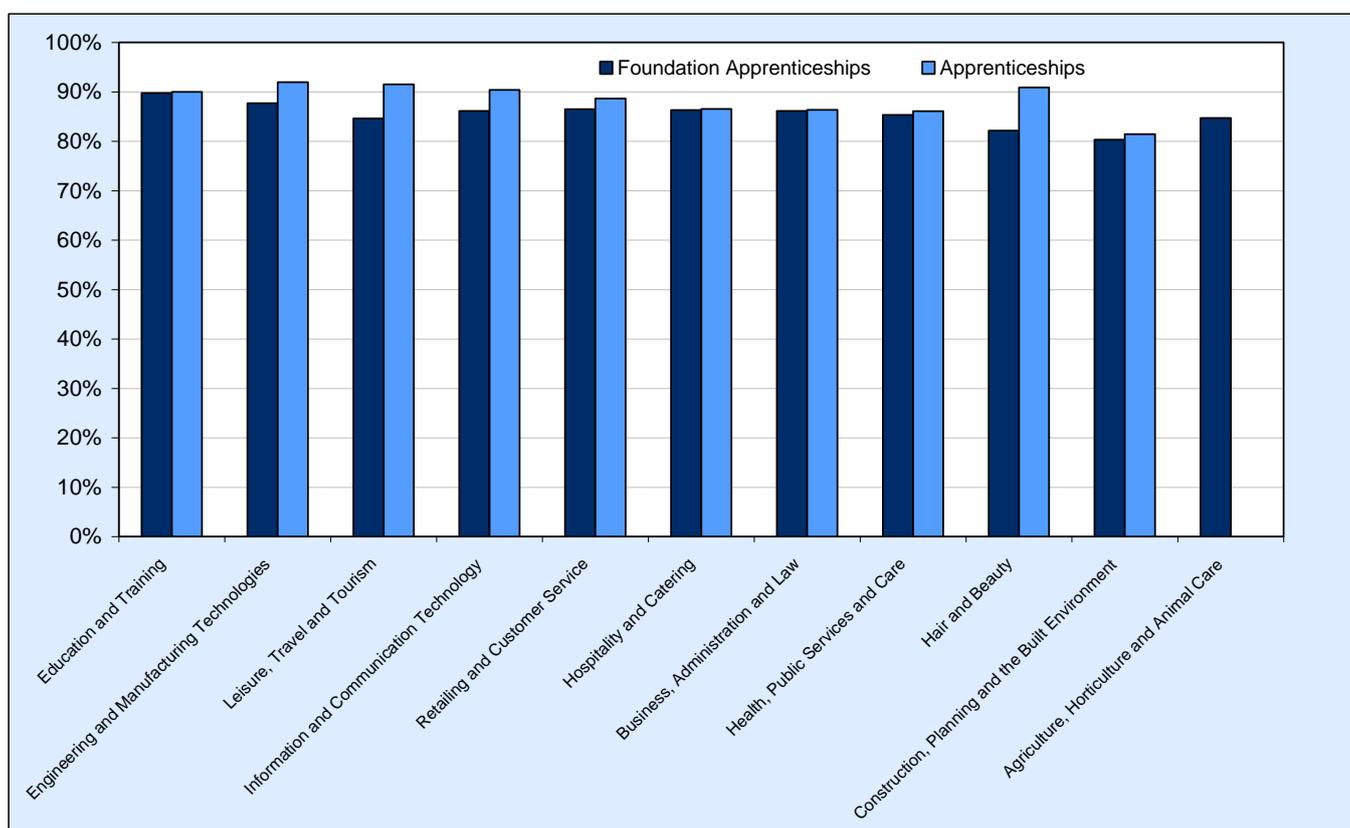
Analysis of learner destination, during the three month period following the end of a Traineeship or Steps to Employment programme, shows that:

- 67 per cent of leavers from Traineeship programmes had a positive progression (ie. to employment (including self employment or voluntary work) or learning at a higher level); and
- 56 per cent of leavers from Steps to Employment programmes had a positive progression (ie. to employment (including self employment or voluntary work) or further learning).

See tables 3a – 3c and 4a – b for further information.

Outcomes in adult community learning

Chart 4 shows that there was variation across the different types of ACL provision for all three learner outcome measures in 2012/13. Further analysis of the underlying data suggests that at least some of this variation can be attributed to inconsistent approaches to the recording of LLWR data. However, this variation was less than in previous years, indicating improvements in data quality. Further information is provided in section 4.2 of the notes accompanying this release.

Chart 4: ACL learner outcome measures by type of provision
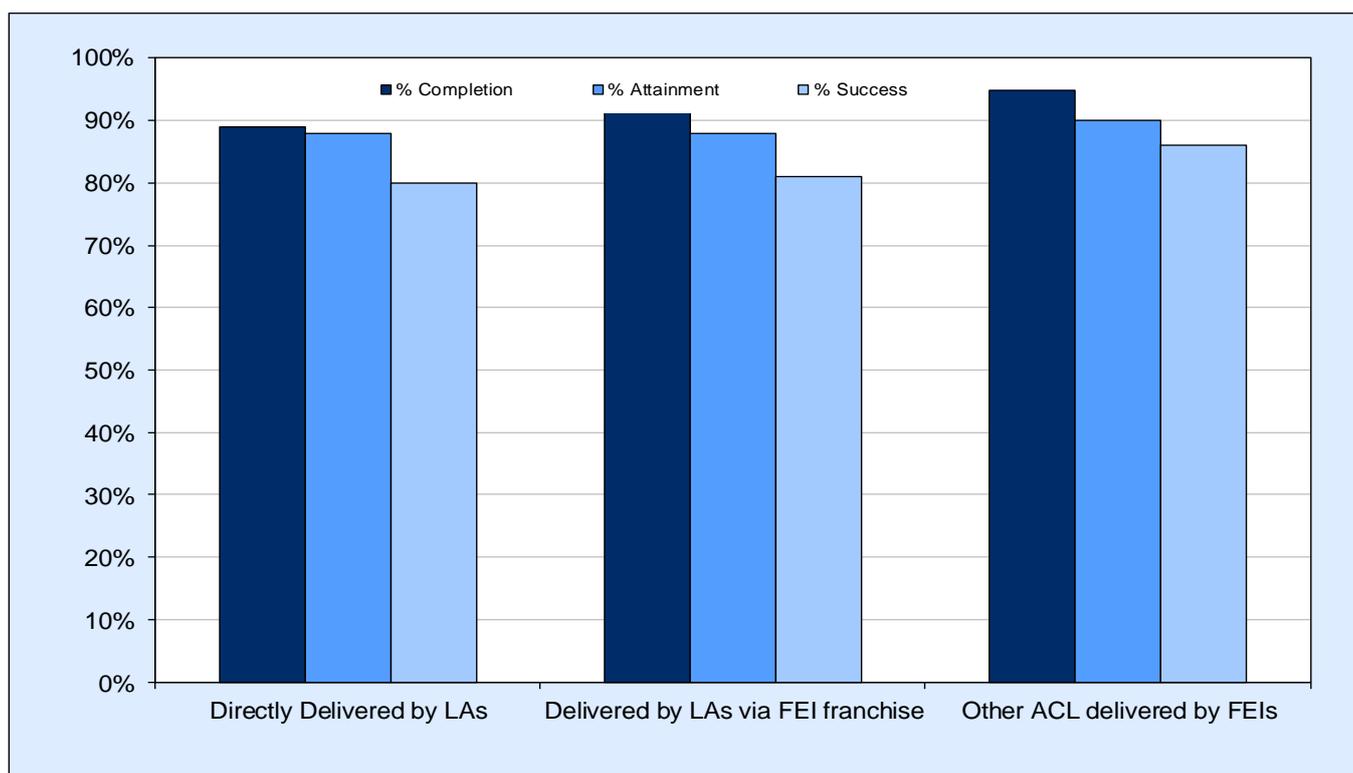
Given the issues outlined above, caution should be exercised when making comparisons between the different types of ACL provision.

Analysis of learner outcome measures by level and subject (see tables showed that:

- Completion rates for provision directly delivered by local authorities were highest for entry level and level 2 learning aims. Completion rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for learning aims at level 2 and level 1 respectively;

- Success rates for provision directly delivered by local authorities were highest for entry level and level 2 learning aims and lowest for level 1 learning aims. Success rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for level 2 and level 1 learning aims respectively.

- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Arts, Media and Publishing; Languages, Literature and Culture; and Adult Basic Education.

Data Management Principles

In recent years, discussions between officers from DfES (Department for Education and Skills) and learning providers have highlighted some inconsistencies in the way that learner outcomes are recorded. To address these inconsistencies, a set of data management principles was developed in partnership with CollegesWales and issued to FE institutions and WBL providers (in December 2011 and February 2012 respectively).

These principles provided clarification on a number of data management issues, particularly the circumstances in which LLWR records can be deleted as well as on matters such as recording transfers.

Both the deletion of LLWR records and the incorrect recording of transfers can contribute to an undercount of terminated learning activities and/or learning programmes and therefore potentially inflate the success rates detailed within this output.

Analysis has been undertaken to determine the impact of the guidelines on submitted data. The following table compares the number of learning activities in the FE success rate denominator against an earlier freeze of the LLWR data.

	No. of Assessable, Terminated Learning Activities		
Level	LLWR freeze taken September 2013	Statistical Release freeze (taken February 2014)	% Difference
Entry Level	23,125	21,265	-8.0
Level 1	79,140	73,935	-6.6
Level 2	121,125	124,315	2.6
Level 3	87,230	91,530	4.9
Level 4	1,155	1,255	8.6
Unknown Level	6,790	4,540	-33.1
Other Short	11,320	10,385	-8.3
All learning aims	**329,885**	**327,225**	**-0.8**

Source: Lifelong Learning Wales Record (LLWR)

This table shows a small decrease in the total number of learning activities comprising the FE success rate denominator. However, analysis at an institutional level reveals substantial variation. Over half of all institutions have differences of less than ± 3 per cent. But a quarter of institutions have differences of more than ± 15 per cent. This variation indicates the correction of underlying data-issues as well as the consolidation of data following institution mergers.

Similar analysis was also undertaken to compare the numbers of WBL learning programmes against earlier freezes of LLWR data. This analysis showed that the numbers of WBL learning programmes have steadily increased when compared to earlier LLWR freezes. This suggests further completion and correction of data fields (in particular, the end date of learning programme).

Additional analysis was undertaken to specifically investigate the recording of learning programmes and learning activities as transferred or continuing. If a learning activity is recorded as continuing or transferred, it is excluded from learning activity success rates. Similarly, if a learning programme is recorded as continuing or transferred, it is excluded from Apprenticeship framework success rates.

The following two tables show the proportion of FE learning activities and WBL learning programmes that were recorded as continuing or transferred in 2012/13 compared with equivalent data for 2011/12 and 2010/11.

Proportion of FE learning activities recorded as continuing or transferred, by learning aim level and academic year

Level	% of Continuing Learning Activities			% of Transferred Learning Activities		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Entry Level	0.9	0.5	0.4	5.8	4.3	3.0
Level 1	0.6	0.5	0.5	6.4	4.8	4.3
Level 2	0.9	0.8	0.7	8.2	5.9	4.5
Level 3	0.9	0.9	0.8	8.3	5.9	5.8
Level 4	6.4	4.5	2.3	10.9	8.0	15.5
Unknown Level	1.1	1.4	0.5	2.6	3.6	4.6
Other Short	0.3	0.3	0.2	0.6	0.3	0.3
All learning aims	**0.8**	**0.7**	**0.6**	**6.8**	**5.0**	**4.4**

Source: Lifelong Learning Wales Record (LLWR)

Proportion of WBL apprenticeship programmes recorded as continuing or transferred, by programme type and academic year

Type of Learning Programme	% of Continuing Learning Programmes			% of Transferred Learning Programmes		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Foundation Apprenticeship	0.7	0.1	0.1	3.7	2.2	4.9
Apprenticeship	1.2	0.2	0.2	3.1	2.0	4.9
All Apprenticeships	**0.9**	**0.1**	**0.1**	**3.4**	**2.1**	**4.9**

Source: Lifelong Learning Wales Record (LLWR)

The decrease in the proportion of FE learning activities and WBL learning programmes recorded as continuing corresponds with the anticipated impact of the data management guidelines. Similarly, the decrease in FE learning activities recorded as transferred also corresponds with the guidelines. However, the increase in transferred WBL learning programmes is contrary to the anticipated impact.

Further analysis at a provider level reveals this increase is attributable to a handful of providers

with significant increases in transferred learning programmes. However, this analysis highlighted another data-issue which is discussed at length in the next section of this release.

In summary, it seems that the data management principles have had some impact on the submission of LLWR data. However, analysis suggests that inconsistencies remain in the recording of data and further detailed analysis will be required to explain the individual increases and decreases in learning activity and learning programme volumes. Further analysis will be required to assess and monitor the ongoing impact of the guidelines on LLWR data in subsequent years

WBL Framework Success Rate

When deriving the WBL framework success rates detailed in tables 3a to 3c of this release, learning programmes are excluded from the calculation for the following reasons:

- The learning programme is recorded as transferred or continuing at another provider,

- The learning programme ended within 8 weeks without completion ('early drop outs'),

- The learner is recorded as leaving due to redundancy or death.

Analysis is undertaken annually to monitor the numbers of exclusions and determine whether they fall within acceptable thresholds. The following table shows the numbers and percentages of different types of exclusion from 2010/11 to 2012/13.

Reason for exclusion	2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%
Early drop-out	1,050	**5.7**	830	**4.9**	2,000	**10.6**
Continuing learning programme	165	**0.9**	25	**0.1**	25	**0.1**
Transferred learning programme	635	**3.4**	365	**2.1**	930	**4.9**
Learner redundancy	300	**1.6**	300	**1.8**	390	**2.1**
Learner death	10	**0.0**	5	**0.0**	*	**0.0**
Total exclusions	2,150	**11.7**	1,525	**8.9**	3,350	**17.7**
Total terminated learning programmes	**18,410**		**17,075**		**18,875**	

Source: Lifelong Learning Wales Record (LLWR)

This analysis shows that, in 2012/13, the number and proportion of exclusions is substantially higher than in previous years. This is primarily attributable to a marked increase in 'early drop-outs' and, to a lesser extent, the aforementioned increase in transfers. Overall, the increase in exclusions could indicate an inflation of the 2012/13 framework success rate.

DfES officers will be liaising with the provider network in the coming months to investigate the underlying reasons for these increases and summarising their findings towards the end of this year. If appropriate, revisions to the methodology underpinning the framework success rate will be considered in light of these findings.

In the interim, careful consideration has been given as to whether framework success rates for 2012/13 should be published. The decision to release this data was based on the following factors:

Firstly, the denominator of the framework success rate (i.e. the number of leavers minus early drop-outs and other exclusions) has remained relatively static between 2011/12 and 2012/13 despite the increase in 'early drop outs'. See following chart which details the trend over the last 5 years:
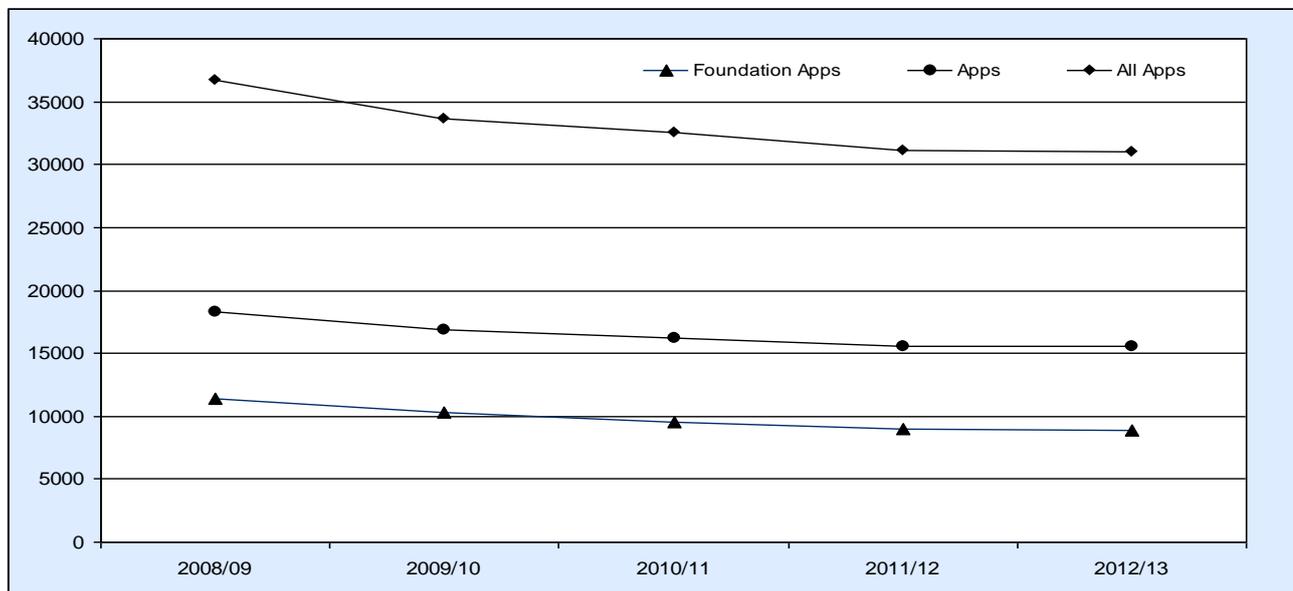
Secondly, the number of Apprenticeship starts in 2012/13 (i.e. the number of Apprenticeship programmes commencing during the academic year) increased markedly compared to 2011/12. Final data for 2012/13 showed that there were 25,755 Apprenticeship starts (at levels 2 and 3) compared with 17,630 in 2011/12 (for further information, see table 4 of the statistical first releases SDR 48/2013 and SDR 53/2014). This is the largest increase in Apprenticeship starts for a number of years.

The combination of these factors could suggest that the observed increase in 'early drop-outs' is related to the increase in Apprenticeship starts and that the Apprenticeship framework success rates detailed in this release do not appear to be inflated. However, until additional analysis to investigate this issue further has been undertaken, we would advise some caution in the use of these figures.

Tables

Table 1a - Completion rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2012/13					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level		**20,335**	**94%**	**13,250**	**95%**	**33,585**	**94%**
Level 1	NVQ[1]	1,300	88%	790	87%	2,090	88%
	QCF Award	3,100	90%	2,090	91%	5,185	91%
	QCF Certificate	2,730	88%	800	85%	3,530	88%
	QCF Diploma	2,920	87%	945	85%	3,865	86%
	Key Skills / Essential Skills Wales	14,630	88%	3,425	83%	18,055	87%
	Quality Assured Lifelong Learning[2]	18,570	96%	7,455	94%	26,025	95%
	Other	21,275	92%	10,405	92%	31,680	92%
	All	**64,525**	**92%**	**25,910**	**90%**	**90,435**	**91%**
Level 2	GCSE/VCE	3,485	85%	1,880	83%	5,365	84%
	NVQ[1]	1,895	87%	3,345	87%	5,240	87%
	QCF Award	7,780	94%	11,530	97%	19,310	95%
	QCF Certificate	3,375	90%	4,105	87%	7,480	88%
	QCF Diploma	4,970	86%	2,775	81%	7,750	84%
	Key Skills / Essential Skills Wales	27,485	90%	7,625	86%	35,115	89%
	Quality Assured Lifelong Learning[2]	17,555	97%	7,590	94%	25,145	96%
	Other	13,815	92%	8,410	92%	22,230	92%
	All	**80,365**	**92%**	**47,270**	**90%**	**127,635**	**91%**
Level 3	A/AS/A2 Level	19,670	90%	1,940	81%	21,610	89%
	NVQ[1]	295	89%	1,500	85%	1,795	86%
	QCF Award	675	90%	2,390	95%	3,065	93%
	QCF Certificate	1,580	88%	1,650	87%	3,225	88%
	QCF Diploma	8,165	81%	3,910	81%	12,070	81%
	Key Skills / Essential Skills Wales	19,155	93%	4,270	89%	23,420	93%
	Quality Assured Lifelong Learning[2]	4,165	97%	2,445	94%	6,605	96%
	Other	8,935	86%	5,145	85%	14,080	85%
	All	**62,630**	**90%**	**23,250**	**86%**	**85,880**	**89%**
Level 4+		**20**	*****	**1,165**	**90%**	**1,190**	**90%**
Level Not Known		**6,170**	**89%**	**4,235**	**92%**	**10,405**	**91%**
Other Short		**11,750**	**99%**	**17,455**	**99%**	**29,205**	**99%**
All learning aims		**245,795**	**92%**	**132,535**	**91%**	**378,325**	**91%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 1b - Attainment rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2012/13					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**11,405**	**95%**	**7,820**	**96%**	**19,225**	**95%**
Level 1	NVQ[1]	1,215	93%	740	94%	1,955	94%
	QCF Award	2,925	94%	1,945	93%	4,870	94%
	QCF Certificate	2,485	91%	705	88%	3,190	90%
	QCF Diploma	2,720	93%	895	95%	3,615	94%
	Key Skills / Essential Skills Wales	13,640	93%	3,145	92%	16,780	93%
	Quality Assured Lifelong Learning[2]	17,700	95%	7,085	95%	24,785	95%
	Other	5,605	95%	2,635	95%	8,240	95%
	All	**46,290**	**94%**	**17,145**	**94%**	**63,440**	**94%**
Level 2	GCSE/VCE	3,215	92%	1,700	90%	4,915	92%
	NVQ[1]	1,710	90%	3,135	94%	4,845	92%
	QCF Award	7,285	94%	11,070	96%	18,360	95%
	QCF Certificate	3,035	90%	3,725	91%	6,760	90%
	QCF Diploma	4,510	91%	2,485	90%	6,995	90%
	Key Skills / Essential Skills Wales	25,070	91%	6,870	90%	31,940	91%
	Quality Assured Lifelong Learning[2]	16,785	96%	7,105	94%	23,890	95%
	Other	4,620	89%	2,170	90%	6,790	90%
	All	**66,240**	**92%**	**38,255**	**93%**	**104,495**	**93%**
Level 3	A/AS/A2 Level	17,330	88%	1,600	83%	18,930	88%
	NVQ[1]	280	95%	1,350	90%	1,630	91%
	QCF Award	605	90%	2,100	88%	2,705	88%
	QCF Certificate	1,410	89%	1,445	88%	2,855	88%
	QCF Diploma	7,465	91%	3,460	88%	10,925	90%
	Key Skills / Essential Skills Wales	17,970	94%	3,940	93%	21,910	94%
	Quality Assured Lifelong Learning[2]	4,010	96%	2,235	92%	6,250	95%
	Other	5,100	90%	3,560	90%	8,660	90%
	All	**54,170**	**91%**	**19,695**	**89%**	**73,865**	**91%**
Level 4+		**15**	*****	**930**	**83%**	**945**	**83%**
Level Not Known		**2,130**	**94%**	**1,715**	**89%**	**3,845**	**92%**
Other Short		**2,280**	**97%**	**7,795**	**98%**	**10,075**	**97%**
All learning aims		**182,530**	**93%**	**93,355**	**93%**	**275,890**	**93%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 1c - Success rates for FE provision by notional level, broad type of learning aim and age group

Level	Type of learning aim	2012/13 18 and under Attained Learning Activities	%	2012/13 19 and over Attained Learning Activities	%	2012/13 All ages Attained Learning Activities	%
Entry Level		**11,405**	**89%**	**7,820**	**92%**	**19,225**	**90%**
Level 1	NVQ[1]	1,215	**82%**	740	**82%**	1,955	**82%**
	QCF Award	2,925	**85%**	1,945	**85%**	4,870	**85%**
	QCF Certificate	2,485	**80%**	705	**75%**	3,190	**79%**
	QCF Diploma	2,720	**81%**	895	**80%**	3,615	**81%**
	Key Skills / Essential Skills Wales	13,640	**82%**	3,145	**76%**	16,780	**81%**
	Quality Assured Lifelong Learning[2]	17,700	**91%**	7,085	**89%**	24,785	**91%**
	Other	5,605	**88%**	2,635	**89%**	8,240	**88%**
	All	**46,290**	**86%**	**17,145**	**84%**	**63,440**	**86%**
Level 2	GCSE/VCE	3,215	**78%**	1,700	**75%**	4,915	**77%**
	NVQ[1]	1,710	**79%**	3,135	**82%**	4,845	**81%**
	QCF Award	7,285	**88%**	11,070	**93%**	18,360	**91%**
	QCF Certificate	3,035	**81%**	3,725	**79%**	6,760	**80%**
	QCF Diploma	4,510	**78%**	2,485	**73%**	6,995	**76%**
	Key Skills / Essential Skills Wales	25,070	**83%**	6,870	**77%**	31,940	**81%**
	Quality Assured Lifelong Learning[2]	16,785	**92%**	7,105	**88%**	23,890	**91%**
	Other	4,620	**79%**	2,170	**80%**	6,790	**79%**
	All	**66,240**	**84%**	**38,255**	**84%**	**104,495**	**84%**
Level 3	A/AS/A2 Level	17,330	**80%**	1,600	**67%**	18,930	**78%**
	NVQ[1]	280	**85%**	1,350	**77%**	1,630	**78%**
	QCF Award	605	**80%**	2,100	**83%**	2,705	**82%**
	QCF Certificate	1,410	**78%**	1,445	**77%**	2,855	**77%**
	QCF Diploma	7,465	**74%**	3,460	**71%**	10,925	**73%**
	Key Skills / Essential Skills Wales	17,970	**88%**	3,940	**83%**	21,910	**87%**
	Quality Assured Lifelong Learning[2]	4,010	**94%**	2,235	**86%**	6,250	**91%**
	Other	5,100	**76%**	3,560	**75%**	8,660	**76%**
	All	**54,170**	**82%**	**19,695**	**77%**	**73,865**	**81%**
Level 4+		**15**	*****	**930**	**75%**	**945**	**75%**
Level Not Known		**2,130**	**86%**	**1,715**	**83%**	**3,845**	**85%**
Other Short		**2,280**	**96%**	**7,795**	**97%**	**10,075**	**97%**
All learning aims		**182,530**	**85%**	**93,355**	**84%**	**275,890**	**84%**
Weighted Success Rate			**79%**		**77%**		**78%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

Table 2a - Completion rates for FE provision by sector subject area and age group

| Sector Subject Area | 2012/13 | | | | | |
| | 18 and under | | 19 and over | | All ages | |
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	11,820	*90%*	15,485	*92%*	27,305	*91%*
2: Science and Mathematics	10,615	*90%*	3,130	*84%*	13,745	*89%*
3: Agriculture, Horticulture and Animal Care	2,115	*90%*	2,305	*93%*	4,420	*92%*
4: Engineering and Manufacturing Technologies	7,735	*89%*	8,805	*94%*	16,540	*92%*
5: Construction, Planning and the Built Environment	6,655	*90%*	6,275	*94%*	12,930	*92%*
6: Information and Communication Technology	9,930	*94%*	12,930	*93%*	22,860	*93%*
7: Retail and Commercial Enterprise	9,640	*91%*	11,670	*93%*	21,310	*92%*
7(a): Retailing and Customer Service	1,560	*92%*	2,170	*93%*	3,730	*92%*
7(b): Hair and Beauty	4,060	*88%*	3,300	*87%*	7,360	*88%*
7(c): Hospitality and Catering	4,020	*94%*	6,200	*96%*	10,220	*95%*
8: Leisure, Travel and Tourism	7,070	*91%*	1,575	*92%*	8,645	*91%*
9: Arts, Media and Publishing	12,915	*89%*	3,900	*88%*	16,815	*89%*
9(a): Performing Arts	3,505	*89%*	985	*86%*	4,490	*89%*
9(b): Art and Design	9,410	*89%*	2,915	*89%*	12,325	*89%*
10: History, Philosophy and Theology	5,715	*95%*	960	*86%*	6,675	*93%*
11: Social Sciences	2,495	*91%*	295	*81%*	2,795	*90%*
12: Languages, Literature and Culture	19,395	*93%*	7,045	*91%*	26,440	*93%*
13: Education and Training	2,540	*96%*	4,945	*93%*	7,485	*94%*
14: Preparation for Life and Work	126,215	*92%*	42,730	*90%*	168,945	*91%*
14(a): Independent Living Skills	1,120	*95%*	2,170	*97%*	3,290	*96%*
14(b): Adult Basic Education	15,730	*96%*	7,550	*94%*	23,280	*95%*
14(c): Foundation for Work	109,235	*91%*	32,245	*89%*	141,480	*91%*
14(d): English for Speakers of Other Languages	130	*97%*	765	*89%*	895	*90%*
15: Business, Administration and Law	10,900	*91%*	10,390	*91%*	21,285	*91%*
All sector subject areas	**245,795**	**92%**	**132,535**	**91%**	**378,325**	**91%**

Source: Lifelong Learning Wales Record (LLWR)

Table 2b - Attainment rates for FE provision by sector subject area and age group

Sector Subject Area	2012/13					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	9,715	*94%*	11,870	*94%*	21,590	*94%*
2: Science and Mathematics	8,610	*86%*	2,570	*87%*	11,180	*86%*
3: Agriculture, Horticulture and Animal Care	1,870	*90%*	1,930	*90%*	3,805	*90%*
4: Engineering and Manufacturing Technologies	6,855	*91%*	7,615	*94%*	14,470	*92%*
5: Construction, Planning and the Built Environment	5,920	*93%*	5,335	*91%*	11,250	*92%*
6: Information and Communication Technology	5,480	*91%*	4,815	*92%*	10,295	*92%*
7: Retail and Commercial Enterprise	8,560	*95%*	10,575	*96%*	19,135	*95%*
7(a): Retailing and Customer Service	1,110	*96%*	1,675	*94%*	2,785	*95%*
7(b): Hair and Beauty	3,690	*95%*	3,045	*94%*	6,730	*95%*
7(c): Hospitality and Catering	3,760	*96%*	5,860	*97%*	9,620	*96%*
8: Leisure, Travel and Tourism	6,380	*94%*	1,300	*93%*	7,680	*94%*
9: Arts, Media and Publishing	11,800	*94%*	3,240	*93%*	15,040	*94%*
9(a): Performing Arts	3,190	*93%*	795	*92%*	3,985	*93%*
9(b): Art and Design	8,610	*95%*	2,445	*94%*	11,055	*95%*
10: History, Philosophy and Theology	4,180	*94%*	590	*88%*	4,775	*93%*
11: Social Sciences	2,200	*88%*	265	*89%*	2,465	*88%*
12: Languages, Literature and Culture	10,555	*94%*	3,075	*91%*	13,630	*93%*
13: Education and Training	2,300	*96%*	3,095	*92%*	5,395	*93%*
14: Preparation for Life and Work	93,055	*93%*	29,940	*93%*	122,995	*93%*
14(a): Independent Living Skills	675	*99%*	1,430	*98%*	2,105	*98%*
14(b): Adult Basic Education	3,780	*95%*	2,565	*97%*	6,345	*96%*
14(c): Foundation for Work	88,540	*93%*	25,475	*92%*	114,015	*93%*
14(d): English for Speakers of Other Languages	60	*97%*	475	*88%*	535	*89%*
15: Business, Administration and Law	5,010	*89%*	7,040	*91%*	12,050	*90%*
All sector subject areas	**182,530**	**93%**	**93,355**	**93%**	**275,890**	**93%**

Source: Lifelong Learning Wales Record (LLWR)

Table 2c - Success rates for FE provision by sector subject area and age group

Sector Subject Area	2012/13					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	9,715	*84%*	11,870	*85%*	21,590	*84%*
2: Science and Mathematics	8,610	*77%*	2,570	*73%*	11,180	*76%*
3: Agriculture, Horticulture and Animal Care	1,870	*81%*	1,930	*84%*	3,805	*82%*
4: Engineering and Manufacturing Technologies	6,855	*81%*	7,615	*88%*	14,470	*84%*
5: Construction, Planning and the Built Environment	5,920	*84%*	5,335	*86%*	11,250	*85%*
6: Information and Communication Technology	5,480	*84%*	4,815	*82%*	10,295	*83%*
7: Retail and Commercial Enterprise	8,560	*87%*	10,575	*89%*	19,135	*88%*
7(a): Retailing and Customer Service	1,110	*88%*	1,675	*87%*	2,785	*87%*
7(b): Hair and Beauty	3,690	*84%*	3,045	*82%*	6,730	*83%*
7(c): Hospitality and Catering	3,760	*90%*	5,860	*93%*	9,620	*92%*
8: Leisure, Travel and Tourism	6,380	*86%*	1,300	*85%*	7,680	*85%*
9: Arts, Media and Publishing	11,800	*84%*	3,240	*81%*	15,040	*84%*
9(a): Performing Arts	3,190	*84%*	795	*78%*	3,985	*83%*
9(b): Art and Design	8,610	*85%*	2,445	*82%*	11,055	*84%*
10: History, Philosophy and Theology	4,180	*89%*	590	*73%*	4,775	*87%*
11: Social Sciences	2,200	*80%*	265	*72%*	2,465	*79%*
12: Languages, Literature and Culture	10,555	*87%*	3,075	*81%*	13,630	*85%*
13: Education and Training	2,300	*92%*	3,095	*83%*	5,395	*87%*
14: Preparation for Life and Work	93,055	*85%*	29,940	*83%*	122,995	*85%*
14(a): Independent Living Skills	675	*95%*	1,430	*96%*	2,105	*96%*
14(b): Adult Basic Education	3,780	*91%*	2,565	*91%*	6,345	*91%*
14(c): Foundation for Work	88,540	*85%*	25,475	*82%*	114,015	*84%*
14(d): English for Speakers of Other Languages	60	*94%*	475	*80%*	535	*81%*
15: Business, Administration and Law	5,010	*79%*	7,040	*82%*	12,050	*81%*
All sector subject areas	**182,530**	**85%**	**93,355**	**84%**	**275,890**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

Table 3a - Framework success rates for Foundation Apprenticeships by sector subject area and age group

Sector Subject Area	2012/13							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	230	83%	695	83%	1,260	87%	2,185	85%
3: Agriculture, Horticulture and Animal Care	40	*	15	*	40	*	95	85%
4: Engineering and Manufacturing Technologies	330	81%	275	86%	540	93%	1,145	88%
5: Construction, Planning and the Built Environment	390	79%	170	79%	105	87%	665	80%
6: Information and Communication Technology	15	*	40	*	220	90%	275	86%
7: Retail and Commercial Enterprise	550	83%	660	82%	890	90%	2,105	85%
7(a): Retailing and Customer Service	100	82%	375	83%	600	90%	1,075	86%
7(b): Hair and Beauty	365	82%	95	81%	35	*	495	82%
7(c): Hospitality and Catering	85	87%	195	83%	255	89%	535	86%
8: Leisure, Travel and Tourism	45	84%	60	88%	15	*	120	85%
13: Education and Training	*	*	20	*	60	91%	80	90%
15: Business, Administration and Law	160	89%	290	84%	500	87%	950	86%
All sector subject areas	**1,765**	**82%**	**2,225**	**83%**	**3,630**	**89%**	**7,620**	**85%**

Source: Lifelong Learning Wales Record (LLWR)

Table 3b - Framework success rates for Apprenticeships by sector subject area and age group

Sector Subject Area	2012/13							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	140	85%	465	83%	1,180	87%	1,785	86%
3: Agriculture, Horticulture and Animal Care	15	*	5	*	5	*	30	*
4: Engineering and Manufacturing Technologies	280	91%	395	93%	140	92%	810	92%
5: Construction, Planning and the Built Environment	240	84%	230	79%	95	82%	565	81%
6: Information and Communication Technology	5	*	25	*	90	90%	120	90%
7: Retail and Commercial Enterprise	105	88%	345	89%	380	89%	830	89%
7(a): Retailing and Customer Service	10	*	125	89%	230	90%	365	89%
7(b): Hair and Beauty	80	89%	135	91%	45	*	260	91%
7(c): Hospitality and Catering	20	*	85	86%	105	85%	205	87%
8: Leisure, Travel and Tourism	35	*	70	94%	55	86%	160	91%
13: Education and Training	*	*	60	88%	295	91%	360	90%
15: Business, Administration and Law	35	*	215	87%	810	86%	1,055	86%
All sector subject areas	**865**	**87%**	**1,830**	**87%**	**3,055**	**88%**	**5,750**	**87%**

Source: Lifelong Learning Wales Record (LLWR)

Table 3c - Framework success rates for All Apprenticeships by sector subject area and age group

Sector Subject Area	2012/13							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	370	84%	1,160	83%	2,440	87%	3,970	86%
3: Agriculture, Horticulture and Animal Care	55	84%	25	*	45	74%	125	80%
4: Engineering and Manufacturing Technologies	610	85%	670	90%	680	93%	1,955	89%
5: Construction, Planning and the Built Environment	630	81%	400	79%	200	85%	1,230	81%
6: Information and Communication Technology	20	*	65	90%	310	90%	395	87%
7: Retail and Commercial Enterprise	655	83%	1,005	85%	1,275	89%	2,935	86%
7(a): Retailing and Customer Service	110	81%	500	84%	830	90%	1,440	87%
7(b): Hair and Beauty	440	83%	230	87%	80	92%	750	85%
7(c): Hospitality and Catering	105	89%	280	84%	360	88%	740	86%
8: Leisure, Travel and Tourism	80	89%	130	91%	70	84%	280	88%
13: Education and Training	5	*	80	88%	355	91%	440	90%
15: Business, Administration and Law	195	88%	505	85%	1,310	86%	2,005	86%
All sector subject areas	**2,630**	**83%**	**4,055**	**85%**	**6,685**	**88%**	**13,370**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

Table 4a - Destinations of Traineeship leavers in three month period following end of programme

Destination	2012/13					
	Engagement		Level 1		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	255	*5%*	255	*6%*	510	*6%*
New programme of learning at the same level	125	*3%*	225	*6%*	350	*4%*
Progressed to learning at a higher level	2,660	*55%*	920	*23%*	3,580	*41%*
Entering new employment / changing employment	325	*7%*	1,180	*30%*	1,505	*17%*
Continuing current employment	*	*0%*	20	*0%*	25	*0%*
Self-employment	10	*0%*	10	*0%*	15	*0%*
Voluntary Work	65	*1%*	140	*4%*	205	*2%*
Seeking work / unemployed	1,055	*22%*	910	*23%*	1,965	*22%*
Other	175	*4%*	190	*5%*	360	*4%*
Not Known	180	*4%*	100	*2%*	280	*3%*
Total	**4,855**		**3,945**		**8,800**	

Source: Lifelong Learning Wales Record (LLWR)

Table 4b - Destinations of Steps to Employment leavers in three month period following end of programme

Destination	2012/13					
	Work Focussed Learning		Routeways to Work		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	25	*1%*	0	*0%*	25	*1%*
New programme of learning at the same level	115	*3%*	20	*3%*	135	*3%*
Progressed to learning at a higher level	225	*6%*	25	*4%*	250	*6%*
Entering new employment / changing employment	1,215	*32%*	295	*49%*	1,510	*35%*
Continuing current employment	20	*1%*	0	*0%*	20	*0%*
Self-employment	40	*1%*	*	*0%*	40	*1%*
Voluntary Work	355	*9%*	5	*1%*	365	*8%*
Seeking work / unemployed	1,430	*38%*	255	*42%*	1,685	*39%*
Other	205	*5%*	*	*0%*	205	*5%*
Not Known	130	*3%*	0	*0%*	130	*3%*
Total	**3,760**		**610**		**4,365**	

Source: Lifelong Learning Wales Record (LLWR)

Table 5 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2012/13					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ[1]	1,270	*79%*	2,965	*86%*	4,235	*84%*
	QCF Award/Certificate/Diploma	1,540	*81%*	6,005	*86%*	7,545	*85%*
	Key Skills/Essential Skills Wales	2,950	*80%*	10,880	*87%*	13,835	*85%*
	Other	110	*69%*	185	*37%*	290	*44%*
	All	**5,870**	**80%**	**20,040**	**85%**	**25,905**	**84%**
Apprenticeship	NVQ[1]	665	*87%*	2,710	*87%*	3,375	*87%*
	QCF Award/Certificate/Diploma	530	*84%*	4,465	*86%*	4,990	*86%*
	Key Skills/Essential Skills Wales	1,160	*88%*	9,620	*89%*	10,775	*89%*
	Other	320	*87%*	660	*76%*	980	*80%*
	All	**2,670**	**87%**	**17,455**	**87%**	**20,125**	**87%**
Higher Apprenticeship	NVQ[1]	0	*n/a*	70	*81%*	70	*81%*
	QCF Award/Certificate/Diploma	0	*n/a*	65	*64%*	65	*64%*
	Key Skills/Essential Skills Wales	0	*n/a*	175	*76%*	175	*76%*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**0**	**n/a**	**310**	**74%**	**310**	**74%**
Modern Skills Diploma	NVQ[1]	0	*n/a*	125	*89%*	125	*89%*
	QCF Award/Certificate/Diploma	*	*	125	*84%*	125	*84%*
	Key Skills/Essential Skills Wales	*	*	150	*97%*	155	*97%*
	Other	0	*n/a*	*	*	*	*
	All	*	*	**400**	**90%**	**405**	**90%**
Flexible Learning	NVQ[1]	5	*	235	*86%*	240	*86%*
	QCF Award/Certificate/Diploma	*	*	430	*86%*	430	*85%*
	Key Skills/Essential Skills Wales	0	*n/a*	10	*	10	*
	Other	0	*n/a*	*	*	*	*
	All	**5**	*	**675**	**86%**	**680**	**86%**
Traineeship - Engagement	QCF Award/Certificate/Diploma	1,335	*81%*	0	*	1,335	*81%*
	Key Skills/Essential Skills Wales	1,800	*82%*	*	*	1,800	*82%*
	Other	5	*	0	*n/a*	5	*
	All	**3,140**	**82%**	*	*	**3,140**	**82%**
Traineeship - Level 1	NVQ[1]	795	*71%*	*	*	800	*70%*
	QCF Award/Certificate/Diploma	2,545	*79%*	15	*	2,555	*79%*
	Key Skills/Essential Skills Wales	4,185	*78%*	10	*	4,195	*78%*
	Other	260	*76%*	5	*	265	*76%*
	All	**7,790**	**78%**	**30**	*	**7,820**	**77%**
Steps to Employment - Work Focussed Learning	NVQ[1]	30	*44%*	310	*62%*	340	*60%*
	QCF Award/Certificate/Diploma	245	*69%*	2,910	*78%*	3,155	*77%*
	Key Skills/Essential Skills Wales	390	*76%*	3,500	*78%*	3,890	*77%*
	Other	25	*	470	*79%*	495	*79%*
	All	**695**	**72%**	**7,190**	**77%**	**7,885**	**77%**
Steps to Employment - Routeways to Work	QCF Award/Certificate/Diploma	35	*	370	*95%*	405	*94%*
	Key Skills/Essential Skills Wales	25	*	80	*86%*	105	*88%*
	Other	*	*	15	*	15	*
	All	**60**	**92%**	**465**	**93%**	**525**	**93%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs

Table 6: Completion, attainment and success rates for ACL provision by type of provision and level

Type of ACL provision	Level	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
		2012/13				
Directly delivered by	Entry Level	1,875	94%	1,135	90%	82%
local authorities	Level 1	4,140	90%	2,340	87%	78%
	Level 2	1,040	93%	910	89%	82%
	Other Levels	17,105	88%	3,175	89%	79%
	All	**24,165**	**89%**	**7,560**	**88%**	**80%**
Delivered by local authorities	Entry Level	7,860	93%	5,325	89%	82%
via a franchise arrangement	Level 1	7,625	90%	5,935	88%	79%
with an FE institution	Level 2	5,590	93%	4,710	89%	83%
	Other Levels	875	91%	590	78%	70%
	All	**21,950**	**92%**	**16,560**	**88%**	**81%**
Other ACL delivered	Entry Level	18,705	93%	13,040	85%	78%
by FE institutions	Level 1	33,205	96%	29,490	94%	90%
	Level 2	13,365	95%	10,810	90%	86%
	Other Levels	13,300	95%	2,240	87%	80%
	All	**78,575**	**95%**	**55,580**	**90%**	**86%**
All provision types	Entry Level	28,445	93%	19,500	86%	80%
	Level 1	44,970	94%	37,770	92%	87%
	Level 2	19,995	95%	16,430	90%	85%
	Other Levels	31,280	91%	6,000	87%	78%
	All	**124,690**	**93%**	**79,700**	**90%**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

Table 7: Completion, attainment and success rates for ACL provision by type of provision and age group

Type of Provision	Age Group	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
			2012/13			
Directly delivered by	18 and under	460	*96%*	280	*92%*	*85%*
local authorities	19 - 24	1,310	*93%*	600	*90%*	*80%*
	25 - 49	8,435	*93%*	2,895	*87%*	*78%*
	50 - 74	12,100	*94%*	3,360	*89%*	*81%*
	75 and over	1,730	*92%*	400	*85%*	*76%*
	All	**24,165**	***93%***	**7,560**	***88%***	***80%***
Delivered by local authorities	18 and under	785	*93%*	585	*84%*	*73%*
via a franchise arrangement	19 - 24	2,275	*91%*	1,670	*86%*	*78%*
with an FE institution	25 - 49	10,645	*92%*	7,810	*87%*	*79%*
	50 - 74	7,550	*93%*	5,935	*90%*	*84%*
	75 and over	690	*97%*	550	*90%*	*83%*
	All	**21,950**	***94%***	**16,560**	***88%***	***81%***
Other ACL delivered	18 and under	4,365	*93%*	3,420	*92%*	*88%*
by FE institutions	19 - 24	11,310	*93%*	8,580	*92%*	*87%*
	25 - 49	38,705	*89%*	26,985	*89%*	*85%*
	50 - 74	21,585	*94%*	14,855	*91%*	*86%*
	75 and over	2,345	*97%*	1,605	*91%*	*86%*
	All	**78,575**	***95%***	**55,580**	***90%***	***86%***
All provision types	18 and under	5,610	*93%*	4,285	*91%*	*85%*
	19 - 24	14,895	*93%*	10,850	*91%*	*85%*
	25 - 49	57,780	*89%*	37,690	*89%*	*83%*
	50 - 74	41,235	*94%*	24,145	*91%*	*85%*
	75 and over	4,765	*97%*	2,555	*90%*	*84%*
	All	**124,690**	***95%***	**79,700**	***90%***	***84%***

Source: Lifelong Learning Wales Record (LLWR)

Table 8: Completion, attainment and success rates for ACL provision by level and sector subject area

Level	Sector Subject Area	2012/13				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	2,495	96%	1,555	92%	88%
	Information and Communication Technology	2,530	93%	1,895	90%	83%
	Languages, Literature and Culture	1,505	93%	940	87%	80%
	Adult Basic Education	7,190	94%	4,225	90%	84%
	English for Speakers of Other Languages	8,615	92%	5,950	78%	72%
	Other	6,110	92%	4,930	90%	83%
	All	**28,445**	**93%**	**19,500**	**86%**	**80%**
Level 1	Arts, Media and Publishing	6,400	93%	4,790	90%	84%
	Information and Communication Technology	6,630	91%	4,900	87%	79%
	Languages, Literature and Culture	3,790	92%	3,100	93%	86%
	Adult Basic Education	3,695	93%	2,695	87%	81%
	English for Speakers of Other Languages	5,255	97%	4,825	94%	92%
	Other	19,200	96%	17,460	94%	91%
	All	**44,970**	**94%**	**37,770**	**92%**	**87%**
Level 2	Arts, Media and Publishing	2,775	93%	2,540	92%	85%
	Information and Communication Technology	3,330	93%	2,085	86%	79%
	Languages, Literature and Culture	880	89%	555	82%	70%
	Adult Basic Education	975	94%	365	78%	73%
	English for Speakers of Other Languages	535	97%	455	86%	83%
	Other	11,500	96%	10,430	91%	87%
	All	**19,995**	**95%**	**16,430**	**90%**	**85%**
Other Levels	Arts, Media and Publishing	7,065	89%	1,065	85%	79%
	Information and Communication Technology	6,715	91%	1,465	87%	77%
	Languages, Literature and Culture	1,560	80%	465	90%	75%
	Adult Basic Education	2,015	91%	395	96%	87%
	English for Speakers of Other Languages	1,230	94%	130	94%	83%
	Other	12,700	93%	2,480	85%	78%
	All	**31,280**	**91%**	**6,000**	**87%**	**78%**
All Levels	Arts, Media and Publishing	18,740	92%	9,950	90%	84%
	Information and Communication Technology	19,200	92%	10,345	87%	80%
	Languages, Literature and Culture	7,735	89%	5,060	90%	82%
	Adult Basic Education	13,875	93%	7,680	89%	82%
	English for Speakers of Other Languages	15,635	94%	11,360	85%	80%
	Other	49,505	95%	35,305	92%	88%
	All	**124,690**	**93%**	**79,700**	**90%**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2012/13. It covers further education (FE), work based learning (WBL) and adult community learning (ACL) provision delivered by learning providers funded by the Department for Education and Skills(DfES). However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE, WBL and ACL provision across Wales is submitted electronically to DfES by learning providers via the Lifelong Learning Wales Record (LLWR). This data is used for funding, monitoring performance and outcomes and to inform strategy development. Furthermore, the data provides the official source of statistics on Post 16 (non-higher education) learners in Wales.

Further information on LLWR including user support manuals can be found at:
Welsh Government - Lifelong Learning Wales Record

Our statement of administrative sources, which also refers to this data source, can be found at:
Statement of Administrative Sources

2. Definitions

2.1 Terminology

- The term 'academic year' is used throughout this release to refer to the period 1 August to 31 July.

- The term 'learning activity' refers to a specific qualification or course pursued by a learner, for example, an NVQ or Key Skill. The term 'learning programme' refers to a group of related learning activities.

2.2 Cohorts

- The base cohorts underpinning tables 1a – 1c, 2a – 2c, 6, 7 and 8 comprise all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.

- The base cohorts underpinning tables 3a – 3c and 4a – 4c comprise all work based learning programmes recorded as ending in the respective academic year.

- The base cohort underpinning table 5 comprises all learning activities associated with work based learning programmes recorded as ending in the respective academic year.

2.3 Provision type

This statistical release includes data on FE provision delivered by FE institutions; WBL provision delivered by WBL Consortia, FE institutions and other training providers; and ACL provision delivered by ACL partnerships.

For the purposes of this release, WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. an Apprenticeship, Foundation Apprenticeship or Traineeship programme. Note that this definition of work-based learning differs from that used for funding purposes.

ACL provision is defined in *Delivering Community Learning for Wales* as "*Flexible learning opportunities for adults, delivered in community venues to meet local needs*". For the purposes of this release, we have focussed on three distinct types of provision:

- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution; and
- Other ACL delivered by FE institutions (this includes all provision delivered in Wales by the YMCA Wales Community College and the Workers Education Association (South Wales)).

Other ACL provision delivered by FE institutions is the largest provision type comprising 62 per cent of all ACL provision delivered in Wales. *ACL provision delivered by local authorities via a franchise arrangement with a FE institution* and *ACL provision directly delivered by local authorities* comprised 18 per cent and 20 per cent of all ACL provision respectively.

The following types of provision have been excluded from this release:

- Higher Education (HE) level provision delivered by FE institutions.

- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent.

- Pathways to Apprenticeships provision.

- Data relating to the following WBL pilot programmes: Six Month Offer, Pre-Employment Training (formerly Local Employment Partnership Pre-Employment Training (LEP-PET)), Young Persons Guarantee – Routes into Work and Shared Apprenticeships.

Note that data relating to FE provision delivered at Merthyr Tydfil College has historically been excluded from this release but is included for 2012/13.

2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a, 2a, 6, 7 and 8 are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn).

- The attainment rates shown in tables 1b, 2b, 6, 7 and 8 are calculated as the number of learning activities attained divided by the number of learning activities completed.

- The success rates shown in tables 1c, 2c, 5, 6, 7 and 8 are calculated as the number of learning activities attained divided by the number of learning activities terminated.

- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.

- Learning activities recorded as either transferred or continuing are excluded from all calculations.

2.5 Weighted Success

- The weighted success rates for FE provision shown in table 1c are calculated using the same methodology as the standard success rate but each learning activity is weighted by the relevant Credit Equivalence Unit (CEU) value associated with it.

- CEUs are the base funding unit used in DfES' National Planning & Funding System. 1 CEU represents 10 notional hours of learning time.

2.6 Framework Success

- The framework success rates shown in tables 3a – 3c are calculated as the number of learning programmes where the full framework has been achieved divided by the number of learning programmes terminated.

- Learning programmes recorded as either transferred or continuing at another WBL provider are excluded from the calculation. Learning programmes that ended within 8 weeks of commencing without completion are also excluded.

- Learning programmes recorded as terminated due to the learner being made redundant have been excluded from the calculation.

- Framework success rates for Higher Apprenticeships have not been included in this release due to small, unrepresentative numbers of leavers in 2012/13.

2.7 Other Short learning activities

- Tables 1a – 1c include a line for 'Other Short' learning activities. These are defined as learning activities categorised as 'Other' with an expected length of less than 8 weeks. .

2.8 Learner Age Group

- A learner's age group is calculated from their age at 31 August in the academic year they started learning.

- In tables 1a – 1c and 2a – 2c learners of unknown age are included in the age group 19 and over.

2.9 Sector/Subject Areas

- The sector/subject areas detailed in Tables 2a – 2c, 3a – 3c and 8 are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector/subject framework and reflect the sub-areas used by Estyn for inspection purposes. The sector/subject areas in table 8 have been grouped to reflect the most popular ACL subject areas.

- The total lines include learning activities with unknown sector/subject areas.

- Apprenticeship programmes have been mapped to sector/subject areas in tables 3a – 3c on the basis of the occupational sector code.

2.10 Early Drop-out

- For FE and ACL provision, learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

- In the case of WBL provision, learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

2.11 Destinations

- The Skill Build Youth and Adult programmes were replaced in August 2011 by Traineeship and Steps to Employment programmes respectively. As such, care should be taken when making comparisons between the data detailed in Tables 4a – 4c and Skill Build destinations data published in previous years.

- Destinations data for Traineeship – Bridge to Employment programmes has not been included in this release due to small, unrepresentative numbers of leavers in 2012/13.

3. Rounding and Suppression

- All figures in this Statistical Release are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals. A '*' represents numbers greater than 0 but less than 5.

- In addition, percentage calculations where the denominator is less than 50 have been suppressed and the percentage replaced with a '*'.

4. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability.

4.1 Relevance

The measures set out in this publication are primarily used:
- by the Welsh Government - DfES, to monitor providers' performance and as baseline information to set targets for improvements as part of the Quality and Effectiveness Framework for post-16 learning;
- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?'; and
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles.

The Welsh Government and Estyn have a commitment to share data in order to minimise bureaucracy for providers and ensure consistent definitions of performance wherever possible and have worked together closely to develop these measures and a standard format for presenting data.

The measures are also used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- to inform and evaluate the education policy-making process in Wales.

4.2 Accuracy

Statisticians within the Welsh Government undertake a process of data-reconciliation ahead of publishing this release. Monthly reconciliation reports detailing provisional learner outcomes figures are issued to FE institutions, WBL providers and local authorities. Data quality issues are then followed up and resolved in liaison with DfES officials.

The following table summarises the improvements to FE institutions' data quality over the last six years:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
% of completed, assessable learning activities not linking to an award	13	7	3	3	3	1
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2	1	1	1

Source: Lifelong Learning Wales Record (LLWR)

Pages 5 to 7 of this release also refer to the potential impact on data quality following the issuing of new data management principles to providers during the 2011/12 academic year.

Pages 7 and 8 of this release provide an overview of data-issues relating specifically to the WBL framework success rate measure.

In addition, the following data issues are of particular relevance to tables 6, 7 and 8 of this release.

Non assessable learning activities

Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of attainment and success rate calculations.

Directly delivered local authority provision has a notably high proportion of such activities (65 per cent of terminated learning activities in 2012/13) compared with local authority provision delivered via a

franchise arrangement with an FE institution (14 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (22 per cent of terminated activities). However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. This indicates that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates.

Level of learning activities

A significant number of local authority learning activities were recorded with a level of 'Not Known' or 'Not Applicable' on LLWR. In 2012/13, these learning activities have been categorised as 'Other Levels' in tables 6 and 8 of this release.

Other ACL delivered by FE institutions

For the purposes of this release, this provision has been identified using information recorded in the type of learning programme field. Information on type of learning programme is based on FE institutions' own identification of ACL provision.

4.3 Timeliness and Punctuality

Data for a given academic year are published as soon as possible. The current annual timescale for the production of final learner outcomes data has been agreed in consultation with learning providers and balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. Statistics on a given academic year are drawn from a database based on the LLWR as at February following the end of the academic year. This first release is then produced and published as soon as possible during April.

4.4 Accessibility and Clarity

This statistical release is pre-announced and then published on the Statistics and Research section of the Welsh Government website.

4.5 Comparability

Figures in this statistical release are broadly comparable with previous years. Past releases can be accessed via the following link:

[Learner Outcome Measures for Further Education, Work Based Learning and Adult Community Learning - past releases](#)

Note that, prior to this year, data on FE and WBL provision were published separately to ACL provision.

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found via the following links:

[Skills Funding Agency / Department for Business & Skills - Learner participation, outcomes and level of highest qualification](#)

[Scottish Funding Council - Staff and Student Performance Indicators for FE Colleges](#)

However, due to differences in methodology and data collection, caution should be exercised in making direct comparisons with the figures contained within this release.

5. Additional Information

5.1 Further dissemination of performance measures

Learner Outcomes Reports (LORs) for FE institutions, WBL consortia, other training providers and ACL partnerships will be published by DfES in May 2014:

[Learner Outcomes Reports for Further Education](#)

[Learner Outcomes Reports for Work Based Learning Providers](#)

Data underpinning the 2012/13 learner outcome measures will also be included in WAG - DfES' online benchmarking tool for use by FE institutions, WBL providers and ACL partnerships. This will enable providers to make detailed comparisons of their learner outcomes down to individual learning activity level. Estyn inspectors will also have access to the benchmarking tool in order to inform their judgements on how well learners achieve.