

SDR 101/2014

25 June 2014

Further Education, Work-based Learning and Community Learning in Wales Statistics 2012/13: Summary results

The latest edition of the annual publication '[Further Education, Work-based Learning and Community Learning in Wales Statistics 2012/13](#)' is published today, containing a range of statistical information about post-16 education in Wales.

The publication is intended as a reference source and contains substantial detail. Additional information on 2012/13 is available in the form of statistical releases, statistical bulletins and StatsWales cubes (see appendix of publication detailing information sources). These statistics are primarily intended for use by the Welsh Government, education and training providers, other organisations, academia and private individuals to carry out research, briefing and policy development relating to the post-16 education sector in Wales.

Key points include:

Further Education

- 174,925 distinct learners were enrolled at Further Education (FE) institutions in 2012/13, 4.1 per cent fewer than in 2011/12 on a comparable basis (including Merthyr Tydfil College).
- 115,430 learners were in-learning at an FE institution as at the week of 1 December 2012.
- 28 per cent of learners at FEIs were full-time, 63 per cent part-time (down from 71 per cent in 2008/09) and 9 per cent pursued work-based learning (WBL) provision.
- The WBL at FEI figures include contributions from FE institutions which are members of consortia led by (themselves or) other lead training providers.
- There was a 29 per cent decrease in total FE learner numbers at Further Education and Higher Education (HE) institutions between December 2006 and December 2012.
- Between December 2006 and December 2012, full-time FE learner numbers (at FEIs and HEIs combined) grew by 9 per cent but part-time numbers fell by 41 per cent; over the same period, the number of FE learners aged 18 and under fell by 5 per cent (though the full-time component of this age group grew by 6 per cent) and the number aged 19 and over fell by 38 per cent.
- Between 2006/07 and 2012/13, full-time equivalent (FTE) learners (excluding WBL) at FE institutions declined by 4.4 per cent.
- For leavers whose destination was known, 15 per cent of full-time learners went on to higher education and 49 per cent to other forms of further learning.

Statistician: Phil Lovell

Tel: 029 2082 5139

Email: post16ed.stats@wales.gsi.gov.uk

Next update: June 2015 (provisional)

Twitter: www.twitter.com/statisticswales | www.twitter.com/ystadegaucymru

Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi
Llywodraeth Cymru, Parc Cathays, Caerdydd, CF10 3NQ

Ffôn – Swyddfa'r Wasg **029 2089 8099**, Ymholaethau Cyhoeddus **029 2082 3332**

www.cymru.gov.uk/ystadegau

Issued by Knowledge and Analytical Services

Welsh Government, Cathays Park, Cardiff, CF10 3NQ

Telephone – Press Office **029 2089 8099**, Public Enquiries **029 2082 5050**

www.wales.gov.uk/statistics



- 54.5 per cent of learners at FE institutions were female, very close to the proportions from 2009/10 to 2011/12, though having previously held a slightly higher level of between 57 and 58 per cent from 2003/04 to 2008/09
- The changes in head count learner numbers from 2011/12 to 2012/13 ranged from a 13 per cent increase (at Ystrad Mynach College) to a 20 per cent decrease (at Deeside College).
- 2,065 learners at FE institutions were enrolled on a designated HE programme (only) in 2012/13; however in total 4,505 provider learners pursued one or more learning activities at HE level within overarching FE, HE and work-based learning (WBL) programmes.
- 17,025 learners (on standard registration population basis) pursued Welsh for Adults learning activities in 2012/13. Of these, 14,550 were enrolled at HE institutions.
- In total, 15,025 learners at HE institutions were enrolled on FE level courses, mainly Welsh for Adults apart from 475 learners taking other FE courses (excluding learners at Merthyr Tydfil College, a constituent FE college of the University of South Wales, which has been included under FE institutions in this release).
- 47 per cent of learners at FE institutions were aged under 25 (compared with 45 per cent in the previous two years and up from 41 per cent in 2008/09) and 29 per cent were under the age of 19.
- 5.5 per cent of learners at FE institutions were of a non-white ethnic origin, around the same proportion as in the previous four years (5 per cent).
- 3.6 per cent of learners at FE institutions had a (primary or secondary) disability affecting learning and 4.6 per cent had a learning difficulty (with some overlap with the previous figure). The full volume gives a more detailed categorisation of learners with disabilities and learning difficulties.
- 656,285 learning activities were undertaken by learners at FE institutions.
- The three most popular subject areas were Care/Personal Development (including Basic Skills) (31 per cent), Information Technology (11 per cent – up from 8 per cent in 2011/12) and Languages / Cultural Studies (8 per cent).
- 5.5 per cent of learning activities were undertaken bilingually and a further 1.4 per cent through the medium of Welsh.
- The most popular type of learning activities recorded (excluding the ‘other’ category) were Open College Network (OCN) credits (22 per cent), QCFs and NVQs (22 per cent together) and Key Skills / Essential Skills Wales (20 per cent).
- 91 per cent of learning activities at FEIs were completed and, of the completed learning activities with an assessable outcome, 93 per cent were attained.

Local Authority Community Learning

- 31,475 learners undertook a Local Authority Community Learning activity in 2011/12, 12 per cent fewer than in 2011/12.
- 19,830 learners were in-learning during the week of 1 December 2012.
- 11 per cent of learners in 2012/13 were under the age of 25.
- 57.5 per cent of learners were aged between 25 and 59, as in the previous two years (58 per cent).
- 31 per cent of learners in the full year were aged 60 and over, slightly above the previous two years (30 per cent).
- 72.5 per cent of learners were female, up from 71 per cent in each of the previous three years.
- 57,620 learning activities were undertaken in 2011/12, 13 per cent lower than in 2011/12.

- The most popular subject areas for learning activities were Care/Personal Development [including Basic Skills] (20 per cent), Information Technology (19 per cent), Arts and Crafts (19 per cent) and Cultural Studies/Languages/Literature (13 per cent).

Work-based learning

- 61,255 learners were engaged in work-based learning (WBL) provision in 2012/13, taken as a whole, 14.5 per cent more than in 2011/12. Of these learners, 1,305 were pursuing the Pathways to Apprenticeships (PtA) scheme, an FE programme supporting WBL provision.
- The WBL full year in-learning figures include 28,030 new apprenticeship learning programme starts (across all levels) in 2012/13, of which 3,700 were supported via the Young Recruits Programme.
- 33,495 WBL provision learners were in-learning at the end of March 2013, 10 per cent more than in March 2012 and 5 per cent more than in March 2009.
- 54 per cent of learners were under the age of 25 (compared with 56 per cent in 2011/12, 50 per cent in 2007/08 and 54 per cent in 2005/06); 26 per cent were under the age of 19.
- 46 per cent of learners in 2012/13 were male, down from 49 per cent in the previous three years and 52 per cent in 2004/05.
- 3.3 per cent of learners were of a non-white ethnic origin, around the same as in the previous two years (3.1 per cent) but higher than the 2.2 per cent of 2004/05.
- 2.7 per cent of learners had a disability affecting learning, around the same as in 2011/12 and slightly up from 2.2 per cent the previous year.
- 69 per cent of learners were on a Level 3 Apprenticeship or Foundation Apprenticeship programme, up from 65 per cent in 2011/12 and 62 per cent the previous year but about the same as the 70 per cent of work-based learners on these programmes in 2008/09.
- 71 per cent of the learning activities taken were at a notional level of NQF (National Qualifications Framework) level 1 or 2; 11 per cent were at pre-entry level or entry level, 16 per cent were at level 3 and 2.3 per cent were at level 4 or above.
- Employment (current or new) was the destination of 64 per cent of learners leaving work-based learning in 2012/13.
- Around 212,000 learning activities were undertaken through work-based learning in 2012/13.

Key Quality Information

Quality information and more detail on the policy context can be found in the statistical release [SDR 53/2014](#) (issued on 26 March 2014) which was based on the same underlying LLWR data. Additional information is also included in Appendix A of the full publication to which the current release refers.

Other UK nations

Examples of outputs from other UK nations can be found at:

England - <https://www.gov.uk/government/publications/learner-participation-outcomes-and-level-of-highest-qualification-held>

Northern Ireland - <http://www.delni.gov.uk/index/statsandresearch/further-education-stats/further-education-enrolments-2/>

Scotland - <http://www.scotland.gov.uk/Topics/Statistics/Browse/Lifelong-learning>

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

StatsWales

Tables associated with elements of the volume and this release can be found at:

[Learning Network Analysis](#)

and:

[Lifelong Learning Wales Record](#)

It is intended to integrate these two areas of StatsWales in advance of the next edition of this release, to extend the coverage of StatsWales cubes and also to restructure the release/volume on publication.

In December 2013, a Consultation Document 'Proposals concerning the publication of official statistics' was issued, followed by a summary of responses and 'Next Steps' in April 2014. The decision following the consultation process for this annual volume was to 'bring forward the next publication to June 2014. We will then look to develop the compendium into more of an on-line product'. Although the volume has for a number of years been a web-only publication, it has not previously been accompanied by StatsWales cubes. In parallel with the development of the current edition, the former Learning Network Analysis electronic data cubes have been adapted to be more consistent with the volume. Future development will be the extension of this process together with a re-configuration of this area of StatsWales.

Full Publication

The full publication can be accessed at:

[Further Education, Work-based Learning and Community Learning in Wales Statistics 2012/13](#)