Learner Outcome Measures for Work-Based Learning: 2015/16
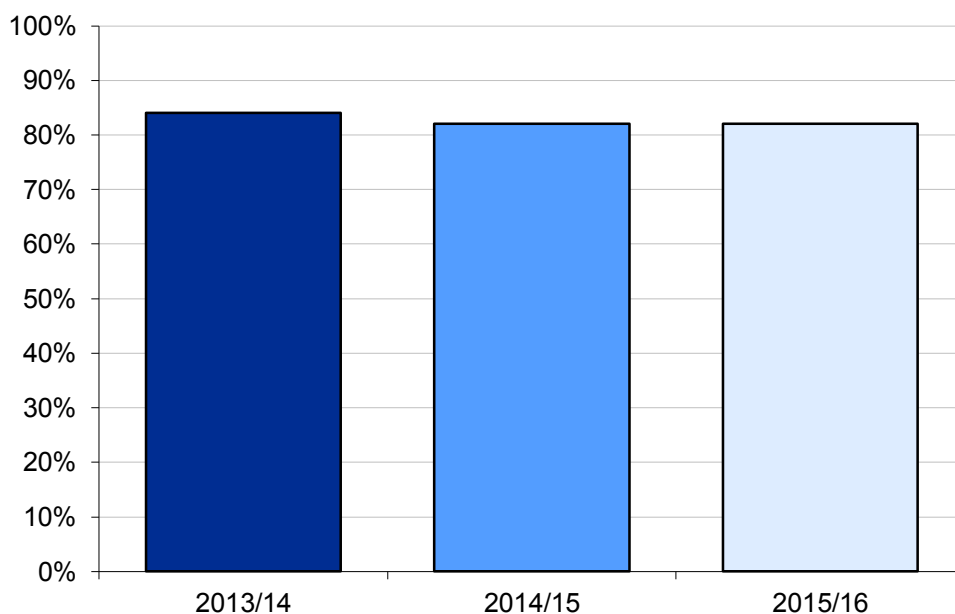
The latest figures on learner outcomes in the Work-based Learning (WBL) sector in Wales show:

- The WBL apprenticeship framework success rate was 82 per cent.

- 68 per cent of leavers from Traineeship programmes had a positive progression.

- 57 per cent of leavers from Work Ready programmes had a positive progression.

Chart 1: Trends in WBL framework success rate

This year, unlike Further Education (FE) and Adult Community Learning (ACL), the intended timetable for the production of final learner outcomes data for WBL remained the same as previous years resulting in these statistics being published separately. This release would have been published in late March but was postponed due to data quality issues. Statistics are drawn from a database based on the LLWR as at February. Whereas, the timetable for FE and ACL was brought forward by around two months (i.e. LLWR data as at December). Further information is provided in section 4.3 of the notes accompanying this release.

About this release

This release presents information on learner outcomes for 2015/16, covering Work-based Learning (WBL) delivered by learning providers in Wales. The statistics are broken down by type of programme, type of learning aim, learner age, sector/subject area and destination of leavers, and are derived from the Lifelong Learning Wales Record (LLWR).

In this release
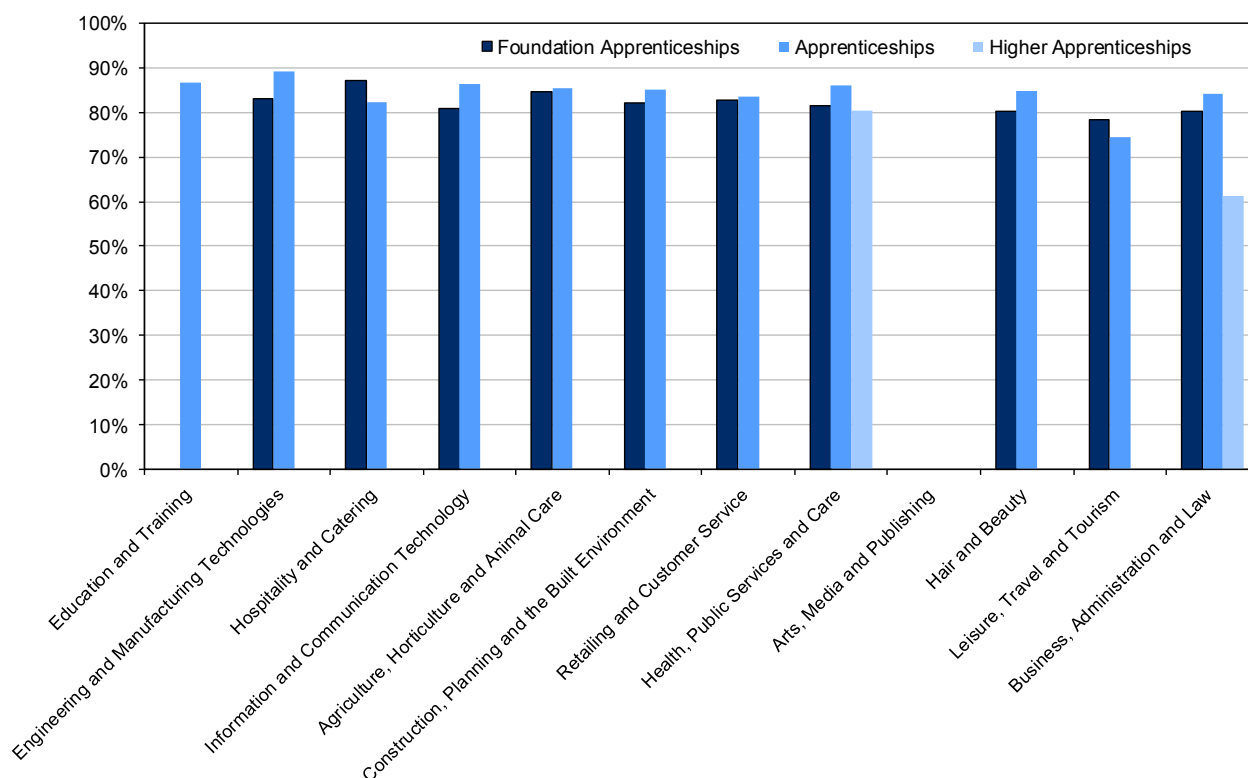
Outcomes in work-based learning

Learners on apprenticeship programmes have to achieve a range of qualifications in order to gain the full apprenticeship 'framework'. In 2015/16, 82 per cent of learners across all Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship programmes achieved this, the same rate as in 2014/15.

In 2012/13, an increase in the number of apprenticeship programmes ending within 8 weeks without completion was observed. Additionally, last year saw a large increase in the number of transferred apprenticeship programmes. Section 4.2 includes an overview of data-issues relating specifically to the WBL framework success rate measure. The Essential Skills Wales suite of qualifications introduced in September 2015 has been excluded from the learning activity success rates presented in Table 3.

For Wales as a whole and for the majority of sector/subject areas, the success rate for Apprenticeships was higher than for Foundation Apprenticeships. Overall, the best performing areas were Education and Training; Engineering and Manufacturing Technologies; Hospitality and Catering; and Information and Communication Technology.

The following chart shows the pattern of framework success rates on apprenticeship programmes.

Chart 2: WBL framework success rates by sector/subject area, 2015/16

Note that framework success rates based on a denominator of less than 50 have been suppressed and therefore no bar will be shown in the chart above.

Analysis of learner destinations during the four week period following the end of a Traineeship programme shows that 68 per cent of leavers from Traineeship programmes had a positive

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progression (ie. to employment (including self-employment or voluntary work) or learning at a higher level). Analysis of learner destinations during the three month period following the end of a Work ready programme shows that 57 per cent of leavers had a positive progression (i.e. to employment (including self-employment or voluntary work) or further learning).

See tables <u>1a</u> – <u>1d</u> and <u>2a</u> – <u>2b</u> for further information.

Tables

Tables 1a – 1d	Framework success rates for WBL provision by sector/subject area, type of programme and age group
Table 2a – 2b	Destinations of leavers from Traineeship programmes and Work Ready programmes in the period up to four weeks or three months, respectively, following the end of learning
Table 3	Learning activity success rates for WBL provision by programme, broad type of learning aim and age group

Table 1a - Framework success rates for foundation apprenticeships by sector subject area and age group

Sector Subject Area	2015/16							
	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	200	*78%*	780	*81%*	450	*83%*	1,430	*81%*
3: Agriculture, Horticulture and Animal Care	55	*78%*	50	*86%*	40	*	145	*85%*
4: Engineering and Manufacturing Technologies	345	*79%*	320	*86%*	170	*87%*	840	*83%*
5: Construction, Planning and the Built Environment	555	*82%*	310	*82%*	80	*84%*	945	*82%*
6: Information and Communication Technology	20	*	35	*	80	*89%*	135	*81%*
7: Retail and Commercial Enterprise	670	*82%*	1,065	*84%*	190	*85%*	1,925	*83%*
7(a): Retailing and Customer Service	205	*82%*	570	*83%*	90	*85%*	865	*83%*
7(b): Hair and Beauty	320	*80%*	160	*81%*	5	*	485	*80%*
7(c): Hospitality and Catering	150	*87%*	335	*87%*	90	*87%*	575	*87%*
8: Leisure, Travel and Tourism	35	*71%*	65	*76%*	40	*	140	*78%*
9: Arts, Media and Publishing	*	*	*	*	0	*n/a*	5	*
13: Education and Training	5	*	5	*	20	*	30	*
15: Business, Administration and Law	195	*85%*	460	*80%*	185	*78%*	840	*80%*
All sector subject areas	**2,085**	**81%**	**3,095**	**82%**	**1,260**	**84%**	**6,435**	**82%**

Source: Lifelong Learning Wales Record (LLWR)

Table 1b - Framework success rates for apprenticeships by sector subject area and age group

Sector Subject Area	2015/16							
	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	165	*89%*	755	*85%*	795	*86%*	1,710	*86%*
3: Agriculture, Horticulture and Animal Care	30	*	20	*	30	*	75	*85%*
4: Engineering and Manufacturing Technologies	265	*87%*	485	*90%*	100	*88%*	845	*89%*
5: Construction, Planning and the Built Environment	265	*83%*	330	*87%*	80	*85%*	675	*85%*
6: Information and Communication Technology	25	*	70	*81%*	120	*88%*	215	*86%*
7: Retail and Commercial Enterprise	105	*84%*	450	*81%*	205	*88%*	760	*83%*
7(a): Retailing and Customer Service	10	*	180	*81%*	95	*90%*	285	*84%*
7(b): Hair and Beauty	70	*87%*	140	*84%*	15	*	230	*85%*
7(c): Hospitality and Catering	25	*	130	*79%*	95	*87%*	250	*82%*
8: Leisure, Travel and Tourism	15	*	60	*80%*	30	*	105	*74%*
9: Arts, Media and Publishing	20	*	15	*	*	*	35	*
13: Education and Training	15	*	60	*86%*	135	*88%*	210	*87%*
15: Business, Administration and Law	45	*85%*	375	*79%*	440	*89%*	860	*84%*
All sector subject areas	**945**	**86%**	**2,615**	**84%**	**1,935**	**87%**	**5,495**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

Table 1c – Framework success rates for higher apprenticeships by sector subject area and age group

Sector Subject Area	2015/16							
	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	5	*	170	80%	1,190	80%	1,365	80%
3: Agriculture, Horticulture and Animal Care	0	n/a	5	*	*	*	5	*
4: Engineering and Manufacturing Technologies	10	*	10	*	*	*	25	*
5: Construction, Planning and the Built Environment	0	n/a	5	*	5	*	10	*
6: Information and Communication Technology	0	n/a	*	*	0	n/a	*	*
7: Retail and Commercial Enterprise	0	n/a	*	*	10	*	15	*
7(a): Retailing and Customer Service	0	n/a	0	n/a	0	*	0	*
7(b): Hair and Beauty	0	n/a	0	n/a	0	n/a	0	n/a
7(c): Hospitality and Catering	0	n/a	*	*	10	*	15	*
8: Leisure, Travel and Tourism	0	n/a	0	n/a	0	n/a	0	n/a
9: Arts, Media and Publishing	0	n/a	0	n/a	0	n/a	0	n/a
13: Education and Training	0	n/a	0	n/a	0	n/a	0	n/a
15: Business, Administration and Law	*	*	70	60%	680	61%	750	61%
All sector subject areas	**20**	*	**270**	**74%**	**1,885**	**72%**	**2,170**	**72%**

Source: Lifelong Learning Wales Record (LLWR)

Table 1d - Framework success rates for all apprenticeships by sector subject area and age group

Sector Subject Area	2015/16							
	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	82%	1,705	83%	2,435	83%	4,510	83%
3: Agriculture, Horticulture and Animal Care	85	79%	70	87%	70	86%	225	83%
4: Engineering and Manufacturing Technologies	620	82%	815	88%	275	85%	1,710	86%
5: Construction, Planning and the Built Environment	820	82%	645	85%	170	85%	1,630	83%
6: Information and Communication Technology	45	81%	105	79%	200	88%	355	84%
7: Retail and Commercial Enterprise	775	82%	1,520	83%	405	86%	2,700	83%
7(a): Retailing and Customer Service	210	81%	750	82%	190	87%	1,150	83%
7(b): Hair and Beauty	390	81%	300	82%	20	*	715	82%
7(c): Hospitality and Catering	170	86%	470	84%	195	86%	835	85%
8: Leisure, Travel and Tourism	50	71%	125	78%	70	78%	245	77%
9: Arts, Media and Publishing	25	*	20	*	*	*	40	82%
13: Education and Training	20	*	65	85%	150	89%	240	87%
15: Business, Administration and Law	240	85%	905	78%	1,305	71%	2,455	75%
All sector subject areas	**3,050**	**82%**	**5,980**	**83%**	**5,080**	**80%**	**14,105**	**82%**

Source: Lifelong Learning Wales Record (LLWR)

Table 2a - Destinations of traineeship leavers in four week period following end of programme

| | 2015/16 | | | | | |
| | Engagement | | Level 1 | | All | |
Destination	No.	%	No.	%	No.	%
Continuing programme of learning	0	0%	0	0%	0	0%
Transferred to another learning programme	120	3%	95	3%	215	3%
New programme of learning at the same level	85	2%	105	3%	190	2%
Progressed to learning at a higher level	2,330	53%	595	18%	2,925	38%
Full time employment	420	10%	1,175	36%	1,595	21%
Part time employment	10	0%	25	1%	35	0%
Self-employment	*	0%	*	0%	*	0%
Voluntary Work	100	2%	205	6%	305	4%
Seeking work / unemployed	1,105	25%	870	27%	1,975	26%
Other	175	4%	135	4%	310	4%
Not Known	75	2%	45	1%	120	2%
Total	**4,420**		**3,250**		**7,675**	

Source: Lifelong Learning Wales Record (LLWR)

Table 2b - Destinations of work ready[1] leavers in three month period following end of programme

| | 2015/16 | | | | | |
| | Learning for Work | | Routeways | | All | |
Destination	No.	%	No.	%	No.	%
Continuing programme of learning	0	0%	0	0%	0	0%
New programme of learning at the same level	30	1%	0	0%	30	1%
Progressed to learning at a higher level	60	3%	10	4%	70	3%
Full time employment	595	28%	110	52%	705	30%
Part time employment	15	1%	*	0%	15	1%
Self-employment	10	0%	0	0%	10	0%
Voluntary Work	480	22%	15	6%	495	21%
Seeking work / unemployed	820	38%	70	35%	890	38%
Other	70	3%	*	1%	70	3%
Not Known	80	4%	*	0%	80	3%
Total	**2,160**		**205**		**2,365**	

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes Learning for Work and Routeways programmes

Table 3 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2015/16					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ[1]	1,245	*83%*	1,590	*85%*	2,835	*84%*
	Award/Certificate/Diploma	2,085	*80%*	4,735	*83%*	6,820	*82%*
	Key Skills/Essential Skills Wales[2]	2,570	*81%*	7,895	*84%*	10,465	*84%*
	Other	10	*	20	*	30	*
	All	**5,910**	**81%**	**14,235**	**84%**	**20,145**	**83%**
Apprenticeship	NVQ[1]	565	*84%*	1,675	*87%*	2,240	*86%*
	Award/Certificate/Diploma	865	*89%*	4,780	*87%*	5,645	*87%*
	Key Skills/Essential Skills Wales[2]	930	*85%*	8,250	*87%*	9,180	*87%*
	Other	*	*	5	*	10	*
	All	**2,365**	**86%**	**14,715**	**87%**	**17,080**	**87%**
Higher Apprenticeship	NVQ[1]	10	*	575	*71%*	585	*72%*
	Award/Certificate/Diploma	10	*	2,335	*68%*	2,340	*68%*
	Key Skills/Essential Skills Wales[2]	35	*	5,340	*77%*	5,375	*77%*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**55**	**76%**	**8,250**	**74%**	**8,300**	**74%**
Flexible Learning	NVQ[1]	0	*n/a*	100	*86%*	100	*86%*
	Award/Certificate/Diploma	0	*n/a*	35	*	35	*
	Key Skills/Essential Skills Wales[2]	0	*n/a*	10	*	10	*
	Other	0	*n/a*	*	*	*	*
	All	**0**	**n/a**	**145**	**85%**	**145**	**85%**
Traineeship - Engagement	Award/Certificate/Diploma	905	*91%*	0	*n/a*	905	*91%*
	Key Skills/Essential Skills Wales[2]	1,450	*88%*	10	*	1,460	*88%*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**2,355**	**89%**	**10**	*	**2,365**	**89%**
Traineeship - Level 1	NVQ[1]	425	*75%*	5	*	430	*75%*
	Award/Certificate/Diploma	1,935	*79%*	50	*89%*	1,985	*79%*
	Key Skills/Essential Skills Wales[2]	1,625	*85%*	50	*93%*	1,675	*86%*
	Other	5	*	0	*n/a*	5	*
	All	**3,995**	**81%**	**105**	**90%**	**4,100**	**81%**
Work Ready - Learning for Work	NVQ[1]	*	*	90	*78%*	90	*76%*
	Award/Certificate/Diploma	40	*74%*	1,230	*85%*	1,270	*85%*
	Key Skills/Essential Skills Wales[2]	25	*	630	*73%*	655	*73%*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**65**	**69%**	**1,950**	**81%**	**2,015**	**80%**
Work Ready - Routeways	Award/Certificate/Diploma	*	*	10	*	15	*
	Key Skills/Essential Skills Wales[2]	0	*n/a*	0	*n/a*	0	*n/a*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	*	*	**10**	*	**15**	*

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs

[2] Excludes the Essential Skills Wales suite of qualifications introduced in September 2015

Notes

1. Data sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2015/16. It covers work based learning (WBL) provision delivered by learning providers funded by Welsh Government. However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing WBL provision across Wales is submitted electronically to Welsh Government 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](#) also refers to this data source.

2. Definitions

2.1 Terminology

- Data are presented on an 'academic year' basis referring to the period 1 August to 31 July.

- The terms 'learning activity' or 'learning aim' refer to a specific qualification pursued by a learner, for example, an NVQ or Essential Skill. The term 'learning programme' refers to a group of related learning activities or aims.

2.2 Cohorts

- The base cohorts underpinning tables 1a – 1d and 2a – 2b comprise all work based learning programmes recorded as ending in the respective academic year.

- The Essential Skills Wales suite of qualifications introduced in September 2015 has been excluded from the base cohort of learning activities as a number of providers are yet to adopt the new qualifications and due to the potential impact they would have in skewing the Wales-level learner outcome measures used as national comparators for benchmarking purposes. The following table details the success rates for these qualifications.

Success rates for new Essential Skills Wales qualifications, by level, 2015/16

Level	2015/16		
	Attained Learning Activities	Terminated Assessable Learning Activities	% Success
Entry Level	5	15	*
Level 1	110	225	*48%*
Level 2	80	255	*32%*
Level 3	25	65	*37%*
All levels	**220**	**560**	**39%**

Source: Lifelong Learning Wales Record (LLWR)

- Aside from the exclusion noted above, the base cohort underpinning table 3 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 WBL provision delivered by contracted lead providers, their consortium members and sub-contractors.

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, Higher Apprenticeship, Traineeship or Work Ready programme.

The following types of provision are not included in this release:

- Further Education (FE) provision delivered by FE institutions.

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

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

- Adult Community Learning (ACL) provision delivered by ACL partnerships.

Note that the separation of WBL provision from FE and ACL provision is a temporary measure for the 2015/16 academic year due to the changes in the data reconciliation timetable. Data on FE provision delivered by FE institutions and ACL provision delivered by ACL partnerships was published in a release in February. Previously published releases on learner outcomes have included the FE, ACL and WBL sectors together. Further information is provided in section 4.3.

2.4 Learning activity success rates

- The success rates shown in table 3 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 success rate calculations.

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

- Learning activities recorded as terminated due to learner death or the learner being made redundant have been excluded from the calculations.

- Learning activities that ended within 8 weeks of commencing without completion and learning programmes that ended within 8 weeks of commencing without completion are excluded.

- Generically coded learning activities have been excluded from the calculations. These are learning activities delivered by the provider that do not appear on the Qualifications in Wales (QiW) database of approved qualifications.

2.5 Framework success

- The framework success rates shown in tables 1a – 1d 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 learner death or the learner being made redundant have been excluded from the calculation.

2.6 Learner age group

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

2.7 Sector/subject areas

- The sector/subject areas detailed in tables 1a – 1d are based on the 15 first-tier areas of learning classified by Qualifications Wales and reflect the sub-areas used by Estyn for inspection purposes.

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

- Apprenticeship programmes have been mapped to sector/subject areas in tables 1a – 1d on the basis of the occupational sector code.

2.8 Early drop-out

- 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 WBL learning activity success rates in table 3.

2.9 Destinations

- A change to the data collected on learner destinations via the LLWR was implemented in 2013/14 to identify learners progressing to full-time or part-time employment. As such, the information detailed in tables 2a – 2b (formerly table 5 in the combined release) differs slightly

from the version in years prior to 2013/14 and care should be taken when making comparisons across years.

- The basis for collecting information on the destinations of traineeship leavers changed during the course of 2014/15 to reflect destinations within four weeks rather than within three months, as was the case previously. For this reason data on the destinations of traineeship leavers was not presented in last year's statistical release but is included this year on the new basis.

2.10 Work Ready programme

- The Work Ready programme is an adult employability programme that was introduced partway through 2013/14 and directly replaced the Steps to Employment programme. Data for both Work Ready and Steps to Employment programmes were present in the figures presented in previous releases from 2013/14 and these programmes were referred to collectively as 'Adult Employability programmes'.

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 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 WBL providers. Data quality issues are then followed up and resolved in liaison with Welsh Government officials.

In previous years, discussions between officers from Welsh Government and learning providers 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 WBL providers in February 2012.

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 was 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 tables show the proportion of WBL learning programmes that were recorded as continuing or transferred between 2011/12 and 2015/16.

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

Type of Learning Programme	% of Continuing Learning Programmes				
	2011/12	2012/13	2013/14 (r)	2014/15 (r)	2015/16
Foundation Apprenticeship	0.1	0.1	0.0	0.0	0.0
Apprenticeship	0.2	0.2	0.1	0.1	0.0
Higher Apprenticeship	-	-	0.1	0.0	0.0
All Apprenticeships	**0.1**	**0.1**	**0.1**	**0.0**	**0.0**

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

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

Type of Learning Programme	% of Transferred Learning Programmes				
	2011/12	2012/13	2013/14 (r)	2014/15 (r)	2015/16
Foundation Apprenticeship	2.2	4.9	3.9	8.3	3.5
Apprenticeship	2.0	4.9	3.4	9.3	2.8
Higher Apprenticeship	-	-	4.8	9.9	3.8
All Apprenticeships	**2.1**	**4.9**	**3.7**	**8.9**	**3.3**

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

2014/15 saw an increase in the proportion of transferred WBL learning programmes of around 5.2 percentage points from 2013/14. This was attributable to the start of a new WBL contract period on 1 April 2015 and a requirement placed on providers by the Welsh Government to record learners against the correct WBL provider according to the new contract arrangements. This year saw a decrease in the proportion of transferred WBL learning programmes back to normal levels with a decrease for all apprenticeships of around 5.6 percentage points.

WBL framework success rate

When deriving the WBL apprenticeship framework success rates detailed in tables 1a to 1d of this release, learning programmes are excluded from the calculation in the following circumstances:

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

A marked increase in 'early drop outs' was observed between 2011/12 and 2012/13, potentially indicating an inflation of the apprenticeship framework success rate for 2012/13. Following careful consideration, the decision to publish this data was made. However, pending further analysis and investigation of this issue, caution in the use of this data was advised.

Following publication, Welsh Government officers liaised with the learning provider network to investigate this issue in detail. In summary, it was felt that the increase in 'early drop outs' was largely attributable to the marked increase in apprenticeship starts (i.e. the number of apprenticeship programmes commencing during the academic year) in 2012/13. Further to this, it was predicted that the proportion of 'early drop outs' would decrease and stabilise in future years. This decrease has been observed over the two years following 2012/13 and is shown in the following table.

The following table shows the numbers and proportions of different types of exclusions in 2015/16 compared with previous years.

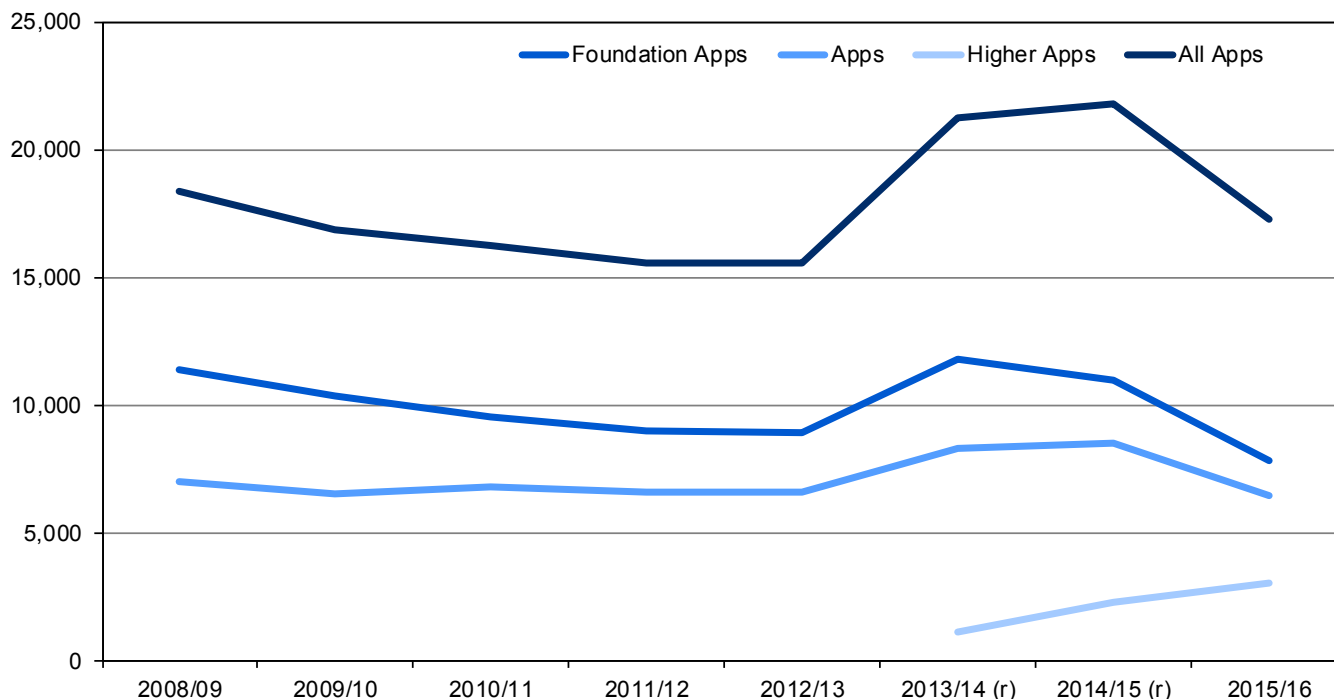| Reason for exclusion	2011/12		2012/13		2013/14 (r)		2014/15 (r)		2015/16	
	No.	%	No.	%	No.	%	No.	%	No.	%
Early drop-out	830	4.9	2,000	10.6	1,950	7.9	1,430	5.5	1,920	9.6
Continuing learning programme	25	0.1	25	0.1	15	0.1	10	0.0	0	0.0
Transferred learning programme	365	2.1	930	4.9	920	3.7	2,290	8.9	665	3.3
Learner redundancy	300	1.8	390	2.1	490	2.0	350	1.4	240	1.2
Learner death	5	0.0	*	0.0	10	0.0	10	0.0	5	0.0
Total exclusions	1,525	8.9	3,350	17.7	3,385	13.8	4,095	15.8	2,830	14.1
Total terminated learning programmes	17,075		18,875		24,585		25,845		20,095	

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

As anticipated, this table shows that the proportion of 'early drop outs' have decreased between 2012/13 and 2015/16. However, following a drop in 2014/15, the 'early drop out' rate increased by 4.1 percentage points since in 2015/16.The proportions of 'early drop outs' is the only category of exclusion to have increased between 2014/15 and 2015/16. The number of transferred learning programmes in 2015/16 was about a quarter of what was seen in 2014/15. Despite the increase in the 'early drop out' rate, there was an overall decrease in total exclusions of 1.7 percentage points between 2014/15 and 2015/16.

The following chart shows the denominator of the framework success rate (i.e. the number of leavers minus early drop-outs and other exclusions) over the last 8 years. It can be seen that the total number of apprenticeship leavers increased markedly between 2012/13 and 2013/14. This was due to an increased investment in apprenticeships over these two years. Since then the total number of apprenticeship leavers has decreased to be lower than in 2013/14.

Chart 3: Trends in leavers from apprenticeship programmes

(r) The All Apps figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

Welsh Government officials will continue to monitor the numbers and proportions exclusions from the framework success rate to ensure that this measure remains robust and fit-for-purpose.

4.3 Timeliness and punctuality

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 March/April. This year, however, this release was postponed and published in May due to data quality issues.

The timetable for Further Education and Adult Community Learning data reconciliation and publication was brought forward by around two months and was therefore published separately to WBL in early February. Statistics are drawn from a database based on the LLWR as at December (rather than February, as in previous years) following the end of the academic year.

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 and coherence

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, for 2012/13 to 2014/15, data on FE, WBL and ACL provision were published together on one release. Prior to 2012/13, 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](#)

[Department for Employment & Learning Northern Ireland - Further Education Performance Statistics](#)

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 WBL consortia and other training providers will be published by Welsh Government shortly (found in the same location as [this release](#)).

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - How do you measure a nation's progress? - National Indicators

Further information on the Well-being of Future Generations (Wales) Act 2015.

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at: http://gov.wales/statistics-and-research/learner-outcome-measures-further-education-work-based-learning-community-learning/?lang=en

Next update

February 2018 (provisional) for the academic year 2016/17.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16ed.stats@wales.gsi.gov.uk.

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