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# Guidance on Welsh for Adults data 2010/11



## Guidance

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# Guidance on Welsh for Adults data 2010/11

**Audience** Welsh for Adults centres, further education institutions, higher education institutions, local authorities, Estyn, National Institute of Adult Continuing Education (NIACE).

**Overview** This document sets out guidance for Welsh for Adults learning providers and regional centres on data submission. Its aim is to ensure a consistent 2010/11 dataset allowing for measures of learner outcomes to be derived and further developed, to enable analysis including benchmarking.

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**Related documents** *Welsh-medium Education Strategy, Quality and Effectiveness Framework for post-16 learning in Wales*

This document is also available in Welsh.

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# 1. Background

Performance measures have been established since 2006/07 for further education and work-based learning recorded on the Lifelong Learning Wales Record (LLWR). The work that prompted this guidance seeks to extend the scope of the performance measures by developing a tailored set of measures for all Welsh for Adults provision, whether it is recorded through LLWR or Higher Education Statistical Agency (HESA) data. Once these new measures are established, the intention is to separate all Welsh for Adults (WfA) provision out of the main further education (FE) measures, and to produce tailored statistics which can be used to benchmark outcomes in Welsh for Adults. A similar exercise will be carried out for adult and community learning more widely over the coming months – we will seek a consistent approach to that adopted for Welsh for Adults where possible.

This document sets out guidance for Welsh for Adults learning providers and regional centres on data submission. Its aim is to ensure a consistent 2010/11 data set allowing for measures of learner outcomes to be derived and further developed, to enable analysis including benchmarking. As far as possible, this guidance should also be taken into account for 2009/10 data submission.

The general guidance described in section two applies more widely to all further education, work-based learning, adult and community learning.

The remainder of the document covers the following areas:

2. General guidance for learning providers
3. Overview of learner outcome measures
4. Guidance specific to HESA
5. Guidance specific to LLWR

Annex A: Welsh for Adults Courses Definitions

Annex B: Outline timetable for Welsh for Adults learner outcome data, 2010/11

Annex C: Definition of cohorts for learner outcome measures.

At the end of each section, any outstanding issues are described along with proposed action against these.

Revised guidance will be issued in early summer 2011, taking account of any changes as a result of analysis of 2009/10 data.

## 2. General guidance for learning providers

Unless stated otherwise, the guidance below applies to all further education, work-based learning, adult and community learning, including Welsh for Adults.

### 2.1 Original learning aim

The original learning/course aim on enrolment should **not** be altered retrospectively in order to achieve full attainment, for example in the case of a learner who leaves a course early. There may be circumstances where a legitimate change is required, for example to ensure accurate funding. However, changes should not be implemented purely in order to inflate attainment and success rates. We will analyse 2009/10 LLWR data at different points of the year to monitor inconsistent practice.

### 2.2 Original credit values

The original credit values associated with the learning/course aim on enrolment should **not** be altered downwards retrospectively in order to achieve full attainment, for example in the case of a learner who leaves a course early. There may be circumstances where a legitimate change is required, for example to ensure accurate funding. However, changes should not be implemented purely in order to inflate attainment and success rates. We will analyse 2009/10 LLWR data at different points of the year to monitor inconsistent practice.

### 2.3 Transfers to a different learning aim

If a learner enrolls onto one learning/course aim but part-way switches to a different learning/course aim (e.g. from Level 1 to Level 2) this should be recorded as two separate aims, and the first aim should be recorded as a transfer, or a completion if appropriate.

### 2.4 Non-attendance towards end of a course

If a learning/course aim is fully achieved completion status should be recorded as completed. This includes the circumstances where a learner attains the full original qualification aim despite not attending the end of a course. In these circumstances, assuming the last day of attendance is known to be the intended last day of attendance then this should be entered as the end-date. Otherwise, see guidance at 2.5.

## **2.5 End-date on leaving prior to completion**

Learners should generally be regarded as leaving prior to completion if they have not attended classes/activities for a continuous period of four weeks or more, unless there is auditable evidence that they intend to rejoin the learning activity without increasing the overall length of the learning activity. The end date for a learner leaving prior to completion should be recorded as the last day of attendance plus four weeks (not applicable to Work-Based Learning). If the last day of attendance plus four weeks is beyond the end date of the course then the end date of the course should be recorded.

For example if a learner is enrolled onto a 30-week course over an academic year, but leaves early and last attends on 12 January, the end date should be recorded as 9 February.

## **2.6 Unique Learner Number**

Where the learner has been allocated a Unique Learner Number, this should be recorded. This will facilitate linking, e.g. across years and between HESA, LLWR and other data sources.

## 3. Overview of learner outcome measures

The guidance below applies to all Welsh for Adults providers, including third party providers.

### 3.1 Description of learner outcome measures

Annex C provides full definitions of the measures and the cohorts involved in the calculations. Terminology can differ between HESA and LLWR reference manuals. In general, a 'learning aim' for a 'learning activity' on LLWR is equivalent to a 'course aim' on HESA.

Three of the measures mirror those established for FE more generally:

- completion rate – the number of learning aims completed divided by the number of learning aims terminated (completed or withdrawn)
- attainment rate – the number of learning aims attained divided by the number of learning aims completed
- success rate – the number of learning aims attained divided by the number of learning aims terminated.

Two new measures will be calculated:

- partial success rate – the number of learning aims partially attained divided by the number of learning aims terminated (completed or withdrawn)
- proportion of credits attained – sum of credits attained divided by sum of credits to attain full learning aims.

### 3.2 Scope of the learner outcome measures

- Specialist Welsh for Adults courses are excluded from the measures. Annex A includes more details on definitions for Welsh for Adults courses.
- Learning aim references for Welsh for Adults courses may change each year. The latest list of applicable references is provided in the annex for information. This list will be updated at least annually.
- The base cohort will include learning aims which have ended in the academic year.
- Transfers out and continuing activities are excluded from the measures.
- Learning aims where it has not been possible to record number of credits attained, will be excluded from the calculation of 'proportion of credits attained'. We will monitor levels of non-completion, and consistency between centres.

### 3.3 Outstanding issue – early drop-outs from long courses

For the established measures, early drop-outs from long courses are excluded. Long courses are defined as having expected duration of 24 plus weeks. Early drop-outs are defined as non-completers with end date within 6 weeks of their start date for work-based learning, or those dropping out before 1 November for FE.

Regional centres have suggested that this method is not appropriate for Welsh for Adults courses. It has not been possible to fully investigate an alternative rule due to incompleteness of HESA data on expected length of study.

The default FE approach will be adopted until data are available to analyse and determine the most appropriate approach.

**Action:** Regional centres to ensure data are submitted for HESA fields Instance.SPLENGTH (expected length of study) and Instance.UNITLGTH (units of length), completed with unit of length no longer than 'weeks' wherever possible.

## 4. Guidance specific to HESA

### 4.1 Accredited qualifications

Learning aims where it has not been possible to record number of credits attained will be excluded from the calculation of 'proportion of credits attained'. We will monitor levels of non-completion, and consistency between centres. For accredited qualifications that can be modularised, if on enrolment it is expected a learner will only complete some modules they should be recorded as generic learning aims.

### 4.2 Expected length of study

As outlined in section three above, to determine the best approach for removing early drop-outs from long courses there must be information available on expected length of study. This information should be collected from learning providers, and fields Instance.SPLENGTH and Instance.UNITLGTH completed with unit of length no longer than 'weeks' wherever possible.

### 4.3 CSTAT and PROGRESS additional validation

- If PROGRESS is W 'transferred' then CSTATUS must be 4 'transferred'.
- If PROGRESS is 6 'learning aim achieved' then CSTATUS must be 2 'completed'.

### 4.4 NUMUNITS and NOUNTACH additional guidance

The following additional guidance has been provided to HESA in advance of the 2009/10 pre-collection circular. This guidance may be amended next year following further analysis of 2009/10 data. As a general rule, please complete these fields wherever possible to enable a complete picture, and better benchmarking of the proportion of credits attained.

#### 4.4.1 NUMUNITS

"For applicable instances at institutions in Wales:

- for learning aims consisting of credits (e.g. OCN) or unitisation (e.g. NVQs)
  - enter number of credits/units achieved
  - if instance is continuing (Instance.Cstat=1) and no credits/units yet achieved enter value of 00
  - if instance has completed (Instance.Cstat=2) and result is not yet known enter value of 98
- for learning aims not consisting of credits/units enter default value 99."

#### 4.4.2 NOUNTACH

“For applicable instances at institutions in Wales:

- for learning aims consisting of units (e.g. OCN) or unitisation (e.g. NVQs) enter number of credits/units to achieve full learning aim
- for learning aims not consisting of credits/units enter default value 99.”

#### 4.5 NUMUNITS, NOUNTACH, and PROGRESS additional validation

The following additional validations will be provided to HESA in advance of the 2010/11 student record preparations:

- If PROGRESS is 6 ‘learning aim achieved’ then NUMUNITS must be equal to 98 or 99 or greater than or equal to NOUNTACH.
- If PROGRESS is 7 ‘partial success’ then NUMUNITS must be equal to 98 or 99 or between (and not including) 00 and NOUNTACH.
- If PROGRESS is 8 ‘no success’ then NUMUNITS must be equal to 98 or 99 or 00.

#### 4.6 Outstanding issue – recording attainment in year following completion of learning

There may be a lag before a learner sits an exam, and as part of measuring learner outcomes we would like to be able to record qualifications undertaken at a later stage. Ideally, for such instances there would be a qualification recorded in the data set for the following academic year. This would need to be associated with a course aim with zero guided-learning hours, allowing them to be identified in relation to the previous year’s learning but excluded from funding and learner outcome measures for the current year. However, HESA restrictions on guided-learning hours GLHRS currently prevent entry of zero hours.

**Action:** Stats Directorate to discuss with HESA the possibility of allowing zero entry for WfA instances, in time for 2011/12 academic year data collection (for later qualifications relating to 2010/11 learning).

## 5. Guidance specific to LLWR

### 5.1 Recording attainment in year following completion of learning

There may be a lag before a learner sits an exam, and as part of measuring learner outcomes we would like to be able to record qualifications undertaken at a later stage. New awards may be associated with completed learning aims from previous academic years on the LLWR, therefore the issues for HESA data do not apply here.

### 5.2 Outstanding issue – credits/units associated with learning aim

It is not yet clear how to derive information on maximum attainable credits and total credits attained from the LLWR. Credits associated with Agored Cymru and WJEC WfA credit pathways are drawn from the Welsh Learning Aims Database (or from AW13 for partial attainment). It should be possible to derive the information needed for generically coded learning aims (e.g. starting LBCC and LBGG) from LA23 and AW13, and also for standalone units from other LLWR fields.

**Action:** Stats Directorate to undertake data analysis and discussion with Coleg Gwent to fully specify the calculation via LLWR and any changes required to data submission.

# Annex A: Welsh for Adults courses definitions

## Course level and title

The following course levels and titles exist within the Welsh for Adults framework and should be used, for all mainstream courses, and where possible for specialist courses:

- E – Mynediad/Entry
- 1 – Sylfaen/Foundation
- 2 – Canolradd/Intermediate
- 3 – Uwch/Advanced
- 4 – Hyfedredd/Proficiency.

## Mainstream courses definition

- a) Courses with up to three weekly contact hours, total 56–90 contact hours per year.
  - Mynediad 1 – first year Mynediad level.
  - Mynediad 2 – second year Mynediad level.
  - Sylfaen 1 – first year Sylfaen level.
  - Sylfaen 2 – second year Sylfaen level.
  - Canolradd 1 – first year Canolradd level.
  - Canolradd 2 – second year Canolradd level.
  - Uwch 1/2/3 – courses at Uwch level.
  - Hyfedredd – courses at Hyfedredd level.
- b) Courses with more than three weekly contact hours, total 91–180 contact hours per year.
  - Mynediad Dwys – courses at Mynediad level and courses starting at Mynediad level and progressing to Sylfaen level (but not completing that level).
  - Sylfaen Dwys – courses at Sylfaen level.
  - Canolradd Dwys – courses at Canolradd level.
  - Uwch Dwys – courses at Uwch level.
  - Hyfedredd – courses at Hyfedredd level.

### **Specialist courses definition**

The following types of courses should be indicated in data returns as 'Specialist Courses'.

- a) One-day courses.
- b) Residential courses.
- c) Non-residential courses held on successive days – up to two weeks in length.
- d) Other courses not included in any of the three categories above, e.g. taster courses, Welsh for the Family short courses, revision courses.

## Annex B: Outline timetable for Welsh for Adults learner outcome data 2010/11

<b>What?</b>	<b>Who?</b>	<b>When?</b>
Initial guidance issued by Welsh Assembly Government	WAG	July 2010
Final guidance issued by Welsh Assembly Government	WAG	September 2010
Continuing work on developing measures and programs to derive these	WAG, in consultation with centres/providers	July 2010–2011
HESA 2010/11 data submission	Regional centres (except Coleg Gwent)	September–October 2011
Submit data for final freeze of LLWR 2010/11 statistics	Coleg Gwent	March 2012
Subject to data quality, WfA learner outcome measures included in National Comparators Statistical First Release	WAG	May 2012 (provisional)
Detailed benchmarks available for WfA learning aims	WAG	June 2012

## Annex C: Definition of cohorts for learner outcome measures

<b>Learner outcome measures – definitions</b>	
Completion rate	Completed/Terminated
Attainment rate	Attained/Completed
Success rate	Attained/Terminated
Partial success rate	Partially attained/Terminated
Proportion of credits attained	Credits attained/Credits to attain full learning aim

<b>Learner outcome measures – cohorts</b>			
	<b>Definition</b>	<b>LLWR</b>	<b>HESA</b>
Terminated (base cohort)	<p>1) Enrolments onto WfA courses</p> <p>2) Terminated during academic year 200X/200Y</p> <p>3) Excluding early drop-outs from long courses (24 weeks+), if drop-out within six weeks of start and non-completion</p>	<p>1) LP17=17 and LA06 is on pre-defined WfA list (see notes below) and LN03=F0009010 (Coleg Gwent)</p> <p>2) LA31=2 (completed) or 3 (withdrawn) and 1 August 200X &lt;= LA30 &lt;= 31 July 200Y</p> <p>3) Exclude where (LA10-LA09)&gt;167 and (LA30-LA09)&lt;43 and LA31 not = 2</p>	<p>1) In FE session population (see notes below) COURSEAIM=X41-X45</p> <p>2) Instance.CSTAT=2 (completed) or Instance.CSTAT=3 (withdrawn)</p> <p>3) Exclude where expected length of study (derived from Instance.SPLENGTH and Instance.UNITLGTH) &gt;=24 weeks and (Instance.ENDDATE-Instance.COMDATE)&lt;43 and Instance.CSTAT not = 2</p>
Completed	Completed the original learning aim	LA31=2	Instance.CSTAT=2
Attained	Attained the original learning aim	Links activities to awards via AW05, then AW23=3	Instance.PROGRESS=6
Partially attained	Partially attained original learning aim	Links activities to awards via AW05, then AW23=3	Instance.PROGRESS=7
Credits attained	Total credits attained by those in base cohort on a credit/unitised learning aim	Obtained from the VLAD or for generic/partial attainment from LLWR fields tbc	Instance.NUMUNITS
Credits to attain full learning aim	Total credits to attain full (original) learning aim for those in base cohort on a credit/unitised learning aim	Obtained from the VLAD or for generic/partial attainment from LLWR fields tbc	Instance.NOUNTACH

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## Learner outcome measures – notes

The **FE session population** is identified using the HESA derived variable XPSES01=2, defined as follows:

Instance.EXCHANGE	0, 5, 7, blank
Instance.MODE	01, 02, 12, 13, 14, 23, 24, 25, 31–39, 43, 44, 52, 53, 65, 66, 67, 68, 69, 73, 74
Instance.ENDDATE	>=1 AUGUST 200X, blank
Instance.COMDATE	<=31 JULY 200Y
Course.COURSEAIM	All codes beginning P, Q, R, S, X

## WfA learning aims – latest codes in use

Agored Cymru	C0000001-C0000045
Welsh for Adults	00206925
WJEC	10022995, 10023008, 10035904, 10035916, 10064205, 50060946, 50031430
Generic	Starting LBCC or LBGG