

SDR 217/2011

24 November 2011

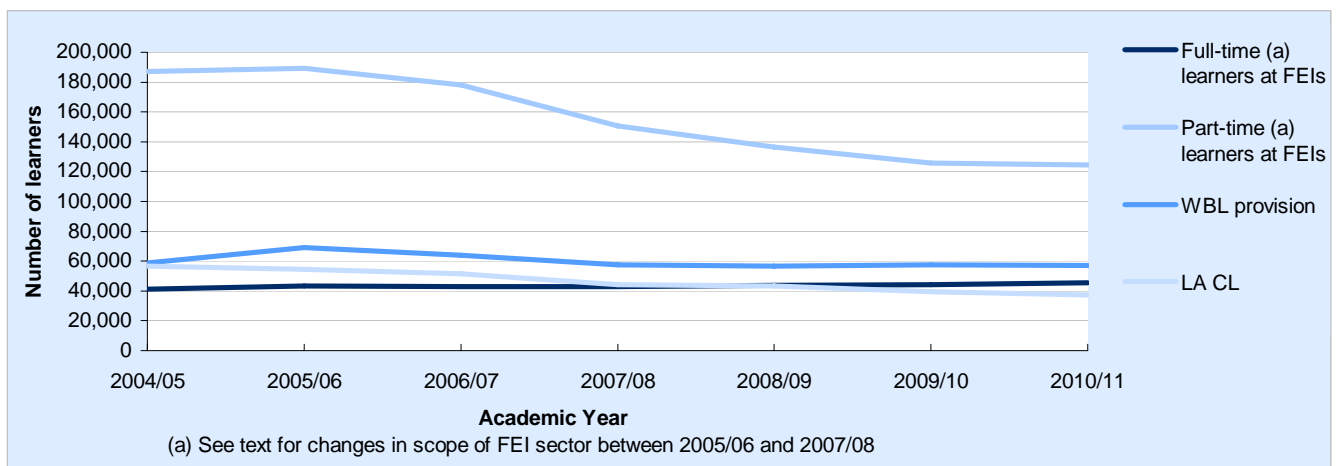
Further Education, Work-based Learning and Community Learning in Wales, 2010/11 (provisional figures)

This Statistical First Release for 2010/11 summarises provisional information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage excludes enrolments at Higher Education institutions and at school sixth forms but includes provision at Further Education (FE) institutions, Work-based Learning (WBL) providers and Local Authority Community Learning (CL) providers. Additional detail is available on the Welsh Government's interactive data dissemination service StatsWales.

Summary

- The figures in this release show a small decline in overall learner numbers between 2009/10 and 2010/11 (following larger reductions each year between 2005/06 and 2009/10) but with variations between the individual sectors and age groups.
- In 2010/11 there were 239,690 distinct learners at FE Institutions, Community Learning (CL) or Work-based Learning (WBL) providers, 0.9 per cent lower than in 2009/10.
- Within this fall, full-time learner numbers at FE institutions rose by 3.2 per cent (though provisional figures often slightly exaggerate the full-time component) and part-time learner numbers at FEIs were slightly lower (1.0 per cent fall).
- The number of learners at FE institutions increased by 1.4 per cent for those aged 19 and under and remained almost static (0.4 per cent rise) for those aged 20 and over, relative to 2009/10.
- Learners in CL fell by 5.7 per cent, whereas learner numbers in WBL remained at about the same level as in 2009/10 (0.6 per cent fall).

Chart 1: Learners by provision type



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Learners enrolled with FE institutions, Work-based Learning or Local Authority Community Learning providers

- There were 239,690 unique learners pursuing one or more learning activities with FE Institutions, Local Authority Community Learning or Work-based Learning providers during 2010/11, of which 134,555 (56 per cent) were female and 105,125 (44 per cent) were male. The number in-learning in the week of 1 December 2010 was 158,785 [Table 1].
- The number of learners in 2010/11 at FE, WBL and Local Authority Community Learning providers was 0.9 per cent lower than the equivalent figure for 2009/10.
- Within this fall in total FE/WBL/CL distinct learner numbers, full-time learner numbers at FE institutions rose by 3.2 per cent but part-time learner numbers at FEIs fell by 1.0 per cent.
- 25 per cent of learners were aged under 19 and 42 per cent were aged under 25 (as was also the case in 2009/10 but higher than the under-25 proportion in earlier years, e.g. 36 per cent in 2006/07).
- Males outnumbered females for all ages below 20. However, the number of females aged 20 or above was 50 per cent higher than the number of males.

Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2010/11 (a)

Age	Males		Females		Persons	
	1 st December	All Year	1 st December	All Year	1 st December	All Year
Under 16	2,185	2,950	1,530	2,195	3,715	5,150
16	8,935	10,510	8,060	9,470	16,995	19,975
17	9,020	10,515	8,320	9,620	17,340	20,135
18	6,245	7,730	5,370	6,750	11,620	14,480
19	3,985	5,310	3,210	4,480	7,190	9,790
20-24	9,335	15,190	10,225	16,005	19,565	31,195
25-49	18,980	36,485	35,315	56,860	54,295	93,345
50-64	6,135	11,455	12,235	19,900	18,370	31,355
65+	3,110	4,615	6,270	8,855	9,380	13,470
Not Specified	145	370	165	420	310	790
Total	68,080	105,125	90,705	134,555	158,785	239,690

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2010


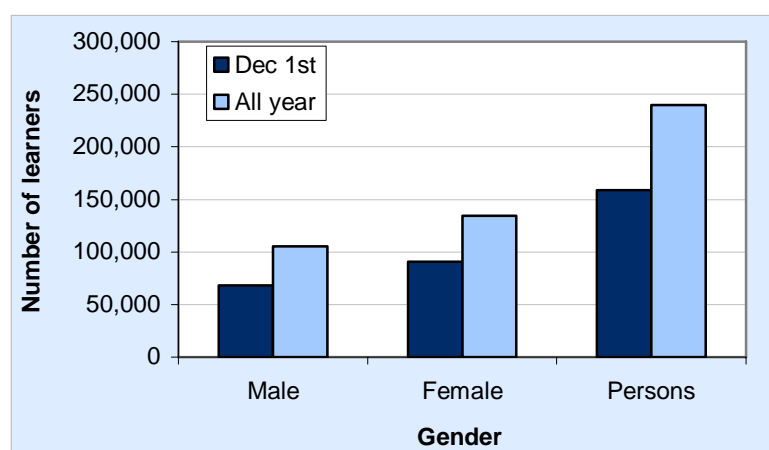
Reports [002002](#) and [002003](#) on  contain the information provided in table 1 with a breakdown by ethnicity.

Chart 2: Learner numbers by gender



Trends in full year learner numbers

- Table 2 illustrates the trend in learner numbers for three (overlapping) areas of learning: total learners at FE institutions (including WBL at FEIs); total work-based learning provision (also including WBL at FEIs); and local authority community learning (including learners enrolled at FEIs but taught by local authority staff).
- The figures for 2010/11 are at a similar level to those for 2009/10 with a slight overall decline in numbers of 0.9 per cent. Numbers in local authority learning declined but there was an increase in the FEI component of work-based learning and a small increase in full-time learners at FEIs.
- The levelling off of total FE/WBL/CL learner numbers between 2009/10 and 2010/11 follows a year by year decline in numbers between 2005/06 and 2009/10 which featured in particular a reduction in the constituent part-time learner count at FE institutions and in local authority learning contracted from FEIs.
- As noted in previous releases, part of the decrease in learner numbers from 2006/07 to 2007/08 was accounted for by a change in the data collection process of Welsh for Adults (WfA) learners, now reported to HESA by the Welsh HE institutions acting as five of the six regional centres for WfA provision. WfA provision has therefore not been included in this release for academic years 2007/08 onwards except for the WfA activities reported by the sixth regional WfA centre Coleg Gwent which are included in the LLWR data underlying this release.

Table 2: Trends in learner numbers at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers, 2004/05 to 2010/11 (a)(b)(c)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Further Education Institutions (d)							
Full-time learners at FEIs	41,405	43,420	43,035	43,025	43,640	44,185	45,590
Part-time learners at FEIs	186,930	189,300	177,910	150,820	136,315	125,725	124,490
WBL provision at FEIs	10,685	12,345	13,250	12,835	12,815	14,815	15,965
Total at FEIs	239,020	245,065	234,195	206,680	192,770	184,730	186,045
All work-based learning provision (e)	58,620	69,080	64,080	57,500	56,550	57,605	57,255
Work-based learning provision excluding PTA (f)	58,620	69,080	64,080	57,500	56,550	55,870	55,480
Local Authority Community Learning (g)	56,555	54,485	51,610	44,125	43,485	39,605	37,340
Total learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (h)	299,690	311,145	295,905	263,180	251,575	241,805	239,690

Source: Lifelong Learning Wales Record

- (a) Counts are of unique learners, so removing, from each individual row, multiple counting of learners present at more than one learning provider and/or provision type.
- (b) Counts in all columns except 2004/05 and 2005/06 exclude learners at Merthyr Tydfil college, following the merger of the college into the University of Glamorgan.
- (c) In calculating each in-learning count, the population is largely determined by the actual start and end dates of learning programmes and activities. However an additional constraint is applied to each year in that learning activities with an expected end date more than two years before the start of the given academic year are excluded.
- (d) Learner numbers at FE institutions (FEIs) include learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FEIs and learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (e) Work-based learning provision includes learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FE institutions as well as provision at other training providers.
- (f) WBL provision excluding the Pathways to Apprenticeships scheme introduced in 2009/10.
- (g) Includes both those learners enrolled at local authorities directly and learners who are enrolled at FEIs but whose teaching is contracted out to local authorities.
- (h) The use of unique learner counts and definitional overlaps mean, for any given year, that the total for FE/WBL/CL learners is lower than the sum of the figures in the preceding rows.

- The Pathways to Apprenticeships (PTA) scheme (comprising programmes at FEIs supporting WBL provision – see later WBL provision section and notes) is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

Learning programmes

- Over the academic year 2010/11 there were 308,800 enrolments on learning programmes in total, 65 per cent of which were part-time, 15 per cent of which were full-time and 20 per cent of which were in work-based learning [Table 3].
- Further commentary on the individual areas of provision is given below.

Table 3: Enrolments on learning programmes at Further Education Institutions, Community Learning or Work-based Learning providers by provision type, mode of study and gender, 2010/11 (a)

	Males		Females		Persons	
	1 st Dec	All Year	1 st Dec	All Year	1 st Dec	All Year
Further Education excluding Local Authority CL at FEIs						
Full-time	20,865	22,900	21,170	23,095	42,035	46,000
Part-time	33,575	68,465	44,895	85,170	78,470	153,635
Total	54,440	91,365	66,065	108,270	120,505	199,635
Higher Education at FEIs						
Full-time	225	230	205	210	430	440
Part-time	910	1,015	1,190	1,335	2,100	2,350
Total	1,140	1,245	1,395	1,545	2,530	2,790
Work-based Learning Provision						
WBL programmes at FEIs	4,845	8,495	3,485	6,720	8,330	15,215
Pathways to Apprenticeships (FEIs)	1,315	1,450	490	520	1,810	1,970
Programmes at other training providers	10,305	22,590	12,855	25,935	23,160	48,525
Total	16,465	32,540	16,830	33,175	33,295	65,715
Local Authority Community Learning (b)						
Full-time: enrolled at FEIs	35	35	35	40	70	75
Part-time: enrolled at FEIs	3,275	6,810	7,270	13,260	10,545	20,070
Full-time: enrolled at LEAs	5	5	10	10	15	15
Part-time: enrolled at LEAs	3,740	6,370	10,750	17,205	14,490	23,580
Total	7,050	13,225	18,065	30,510	25,120	43,740
All Levels of Study						
Full-time	21,130	23,175	21,420	23,355	42,550	46,530
Part-time	41,500	82,660	64,105	116,970	105,605	199,635
Work-based Learning	16,465	32,540	16,830	33,175	33,295	65,715
Total	79,095	138,375	102,355	173,495	181,450	311,880

Source: Lifelong Learning Wales Record

(a) See notes for definitions of level and mode.

(b) Excludes 'assisted' Community Learning provisions. See notes.

Reports [002004](#), [002005](#), [002006](#), [002007](#) and [002008](#) on  contain the information provided in table 3 with a breakdown by age, type of learning programme, disability status and ethnicity.

FE Provision (excluding local authority community learning)

During the 2010/11 academic year, 199,635 Further Education learning programmes (excluding those taught by local authority staff) were pursued, 46,000 of which were full-time (up 4.2 per cent on 2009/10) and 153,635 of which were part-time (up 0.6 per cent compared with 2009/10).

Higher Education Learning Programmes

2,790 learning programmes were pursued under Higher Education provision at FE Institutions during 2010/11, compared with around 1,850 in 2007/08.

Local Authority Community Learning Provision

43,740 learning programmes were pursued in 2010/11. The number of learners pursuing local authority CL learning activities was 37,340 (see Table 2), 6 per cent lower than in 2009/10 and 34 per cent lower than in 2004/05. However part of this longer term reduction was associated with the change in the treatment of Welsh for Adults data (between 2006/07 and 2007/08) referred to in previous releases and above which had an impact on the element of LA CL sub-contracted from FEIs.

Work-based Learning Provision

65,715 learning programmes were pursued in 2010/11 within work-based provision, of which 17,190 were provided by FE institutions and 48,525 by other training providers. Table 3 splits the figures for WBL provision at FEIs between 15,215 WBL programmes and 1,970 Pathways to Apprenticeships (PTA) programmes. The Pathways to Apprenticeships scheme was introduced in 2009/10 to Wales in anticipation of a drop in recruitment of apprentices as a result of the economic downturn.

The learner count for those on WBL programmes (excluding PTA) as at 31 July 2011 relative to 31 July 2010 fell by 7.4 per cent but the full year (2010/11 relative to 2009/10) numbers were almost unchanged (0.7 per cent fall). Relative to 2009/10 the full year 2010/11 learner numbers fell slightly for those on Modern Apprenticeships programmes (by 0.6 per cent), Foundation Modern Apprenticeship programmes (by 0.9 per cent) and Skill Build (by 2.3 per cent across Adult and Youth programmes in total). There was an increase in the number of learners on the Pathways to Apprenticeships (PTA) scheme (comprising programmes at FEIs supporting WBL provision) of 2.1 per cent. Refer to Table 4 below for more detail on provision type numbers.

Table 4: Work-based learning provision: Numbers of learning programmes (LP) starts, leavers and in-training and of learners in-training by programme type, 2010/11 (a)

	All year LPs (b)			LPs In training (c)		Learners (d)	
	Starts	Leavers	In learning	1 st Dec	31 st July	31 st July	All year
Work-based Learning programmes							
Modern Apprenticeship	7,600	7,215	16,815	10,770	9,465	9,280	16,215
Foundation Modern Apprenticeship	11,805	10,415	21,950	12,155	11,455	10,955	19,900
Modern Skills Diploma	960	945	2,105	1,315	1,130	1,125	2,055
Skill Build Youth	9,555	9,590	13,325	4,605	3,135	2,960	8,940
Skill Build Adult	5,090	5,555	6,905	1,620	1,280	1,250	5,865
Pre-Apprenticeship Learning	25	55	65	15	5	5	45
Other WBL Programme	2,030	2,060	2,570	660	505	500	2,445
Work-based Learning programmes total	37,060	35,835	63,730	31,145	26,980	26,080	55,465
Other programmes supporting WBL provision							
Pathways to apprenticeships	1,765	1,130	1,970	1,810	875	825	1,775
FE at (non-FEI) training providers	10	5	15	*	10	5	10
Other programmes total	1,775	1,135	1,985	1,810	885	835	1,785
Total	38,835	36,970	65,715	32,955	27,860	26,915	57,250

Source: Lifelong Learning Wales Record

(a) Note that the definition of WBL provision differs slightly from that of WBL programme type. For the purpose of this release, Pathways to Apprenticeships programmes conducted at FE institutions are regarded as WBL provision but not necessarily WBL programmes. This categorisation also applies to a small number of 'non-WBL' learning programmes pursued at WBL subsidiaries of FEIs.

(b) Represents cumulative count of learning programmes enrolled at any point during the academic year.

(c) Number of learning programmes on the reference date.

(d) Distinct learners categorised according to their most recent learning programme of the year.

Learning activities and qualifications

- Of learning activities for which the qualification level was known ^(a), 29 per cent were at level 1, 35 per cent were at level 2 and 21 per cent were at level 3 [Table 5]. Compared with 2006/07, a slightly higher proportion were at level 3 (18 per cent in 2006/07) and a lower proportion at level 1 (33 per cent in 2006/07).
- 23 per cent of qualifications being studied for were Key Skills/Essential Skills Wales, 18 per cent were OCN (Open College Network) credits but 32 per cent were classed as 'Other' qualification types, including specific vocational qualifications not grouped elsewhere for the purpose of this release.
- The most popular subjects for learning activities (whose subject was specified) were Care (including Basic Skills) (29 per cent), Information Technology (10 per cent), Science/Mathematics (8 per cent), Health (including Health & Safety) (8 per cent), Media / Communications (including Communication Skills) (8 per cent) although popularity did vary across types of provision.

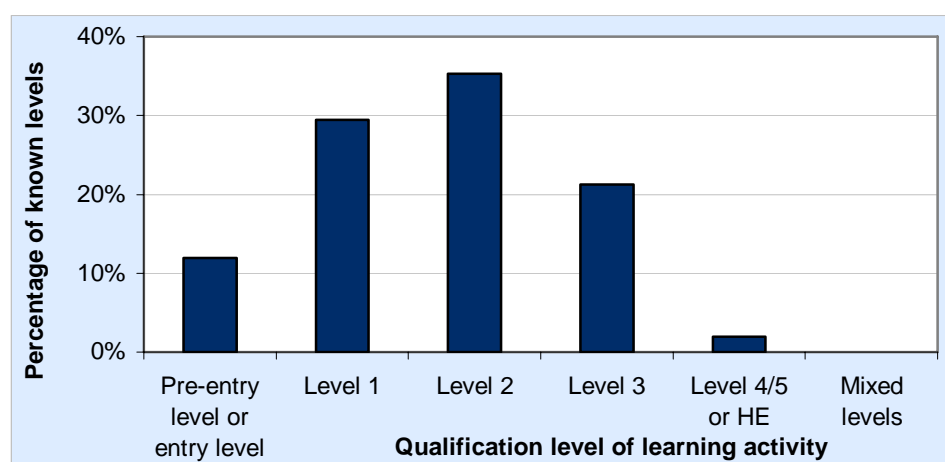
Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2010/11

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	2,845	2,475	5,315	330	540	870
Entry Level	35,710	33,190	68,900	5,460	8,545	14,005
Level 1	98,870	101,700	200,570	6,065	12,585	18,655
Level 2	122,170	132,925	255,095	2,040	5,915	7,955
Level 3	69,070	88,355	157,425	340	840	1,180
Level 4,5 or HE	6,195	8,605	14,800	*	*	*
Mixed Levels	45	20	65	0	0	0
Unknown or not required	43,595	50,665	94,260	6,040	18,810	24,850
Total	378,495	417,940	796,430	20,275	47,240	67,520

Source: Lifelong Learning Wales Record

Reports [002009](#), [002010](#), [002011](#), [002012](#) and [002013](#) on  contain the information provided in table 4 with a breakdown by qualification type and subject, provider type, provision type and language of delivery.

Chart 3: Learning activities by qualification level



- (a) 14 per cent of qualification levels were unknown or not applicable. For Further Education provision the figure was 13 per cent but for Local Authority Community Learning provision 36 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities. For Work-based Learning provision the figure was 10 per cent in these provisional data.

Notes

1. Context

1.1 General

This Statistical First Release (SFR) summarises data on learner numbers in post-16 education and training at providers receiving funding from DCELLS (Department for Children, Education, Lifelong Learning and Skills) for the academic year 2010/11. However, the figures are not restricted to fundable learners at those providers. The release contains information on the post-16 sector excluding HE institutions, HEI-based Welsh for Adults centres and school sixth forms but including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers. Further information on this series, the first release of which was SDR 38/2005, and earlier sources is given in the 'Data for previous years' section.

1.2 Policy Context

Within the Welsh Government the release and other outputs from the LLWR data underlying it play a role in supporting decision making processes in relation to:

- The Transformation Agenda – “The Transformation policy, launched in September 2008, challenged all providers of post-compulsory education and training in Wales to set aside traditional, narrow, institutional arrangements and to plan provision collectively; direct more of the funding available to teaching and learning and learner support; and transform the network of providers.”

[Transforming Education and Training Provision in Wales](#)

- The Learning and Skills (Wales) Measure 2009 – “.. aims to provide wider learner choice, reduce duplication of provision and encourage higher quality learning and teaching, but it applies to all post-16 provision. These aims cannot be achieved by any single provider. Consequently providers are expected to establish effective collaboration to underpin 14-19 entitlement and maximise the chances of successful learner outcomes.”

[Learning and Skills \(Wales\) Measure 2009](#)

See also section 5.1 on 'Relevance'.

2. Data Source

Lifelong Learning Wales Record (LLWR)

The Lifelong Learning Wales Record is the data collection system employed by the Welsh Government to enable FE, WBL and local authority community learning providers to report on-line individualised data on learners, their learning programmes, activities and awards. DCELLS systems load the data on to a post-16 database to facilitate analysis. Further information on LLWR including user support manuals can be found at:

www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx

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

<http://new.wales.gov.uk/topics/statistics/about/compliance/administrative/?lang=en>

The primary purpose of the LLWR is to provide FE/WBL/CL data for the National Planning and Funding System (NPFS). The NPFS is a learner-centred single planning and funding system for all post-

compulsory learning in Wales, other than Higher Education. The LLWR data are also a basis for the DCELLS Quality Framework, monitoring of performance and outcomes, informing strategy and development and the provision of statistics on FE/WBL/CL learners in Wales.

3. Definitions and methods

Learner numbers, learning programmes and learning activities

- The Lifelong Learning Wales Record (LLWR) from which tables 1 to 5 were derived has datasets based on learners, their learning programmes and their constituent learning activities as well as awards which are not included in the current release. Table 1 and 2 are based on counts of individual learners using a methodology which counts only once a learner present at more than one provider. Tables 3 and 4 are based on counts of learning programmes, apart from the final two columns of table 4 which use unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in tables 3 and 4. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.
- A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme is a group of related activities (and awards where applicable) such as a work-based learning framework (e.g. Modern Apprenticeship).

Learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (tables 1,2,3 and 5)

- Information was collected from FE institutions, local authorities and other training providers via the LLWR, from which data were extracted on 27 October 2011.
- Community Learning is a broad definition that can encompass, for instance, provision at FE institution outreach centres and Adult Basic Education. This release only identifies Local Authority Community Learning provision (see "Provision Type" notes) and hence this is the term used throughout.
- WBL provision is included whether at an FE college, at a WBL subsidiary of an FE institution or at another training provider.
- December 1st counts are based on a snapshot of the week of 1 December 2010. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2010.
- Includes students on courses at the Workers Educational Association (WEA) and the Young Men's Christian Association (YMCA).

Apart from in the years 2004/05 and 2005/06 (in Chart 1 and Table 2), the figures in this release exclude FE learners at Merthyr Tydfil College which merged into the University of Glamorgan in April 2006. These learners are now included within the University of Glamorgan data collected by HESA (the Higher Education Statistics Agency) and hence within, for example, the Welsh Government's Bulletin '[Students in Higher Education Institutions, 2009/10](#)'. Learners with the Merthyr Tydfil College work-based learning subsidiary are however included in all years of this Statistical First Release as their data are not collected by HESA.

Work-based Learning (Table 4)

This table summarises enrolments on work-based learning programmes.

- Starts and leavers denote the cumulative number of new starts and leavers on each programme during the academic year.

- The count of leavers excludes those who have transferred to another learning programme at the same provider. It is also restricted to those leavers who are identifiable from the standard database population used for this release.
- In-training figures are the number of training episodes at December 1st 2010 or July 31st 2011. These are for single days, in contrast to the December 1st counts in tables 1 and 3 which are based on a week (and are therefore slightly higher).

In addition to the learning programme columns, Table 4 includes two columns based on distinct learner counts, one as at the end of July 2011 and the other for the full academic year.

Provision type

The provision type is determined at the learning programme level. **Note that this is not a funding report and definitions can differ from those used for funding purposes. For example, some of the WBL provision included in this release will not have been included in the calculation of funding for WBL providers.**

For the purpose of this statistical release,

- Further Education (FE) provision is defined as that submitted to the LLWR by an FE provider excluding:
 - learning programmes categorised below as HE or WBL; and
 - learning delivered by a Local Authority via a subcontracted arrangement with an FE provider.
- Higher Education (HE) provision comprises learning programmes categorised as higher education namely:
 - Higher National Certificate; Higher National Diploma;
 - HE professional / HE vocational programme;
 - Foundation Degree; HE First Degree; other undergraduate qualification;
 - HE postgraduate;

The figures for HE include learners whose programme is designated as HE level but exclude learning programmes where the overarching learning programme is not designated as 'HE' although an element of the learning (i.e. one or more learning activities) is at HE level.

- Local Authority Community Learning provision is defined as that submitted to the LLWR:
 - by a Local Authority directly ('maintained' or 'contracted-out' provision); or
 - by an FE provider but where the learning is delivered by a Local Authority through a partnership, franchise or subcontracted arrangement ('contracted-in' provision).

The Local Authority Community Learning figures **exclude** 'assisted' provision, i.e. courses controlled and managed by another organisation but which the local authority supports either financially or by providing premises or other facilities free of charge or at subsidised rates.

- WBL provision is defined as that submitted to the LLWR by a (non-FEI) WBL provider as well as designated provision at FE institutions including the following (or their predecessor) programmes:

- Modern Apprenticeships;
- Foundation Modern Apprenticeships (Young Recruits programme);
- Skill Build (Adult and Youth programmes and including 'Young Person's Guarantee: Work-focused training');
- Pre-Apprenticeship Learning;
- Modern Skills Diploma;

Other WBL programmes (including Flexible Learning, Pre-employment training [Local Employer Partnership], 'Young Person's Guarantee: Routes into Work', bespoke programmes and smaller programmes).

The Pathways to Apprenticeships scheme was introduced in 2009/10 to Wales in anticipation of a drop in recruitment of apprentices as a result of the economic downturn. In this release it is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

Subjects

References to subjects are based on an abbreviated form of the category associated with the first character of the LDCS code under the LearnDirect Classification System (LDCS).

Mode of learning

Mode of learning has been derived from the LLWR using guided contact hours. In Table 3 the methodology is used to derive learning programme counts which are not directly comparable with mode of learning splits of learner numbers in Table 2. The methodology has also been applied to learner numbers elsewhere, for instance in the Welsh Government publication 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2009/10'.

- Learning programmes classified for statistical purposes as **full-time** are defined as those containing at least 450 guided contact hours per year.
- Learning programmes classified as **part-time** are defined as those containing fewer than 450 guided contact hours per year. (Note that this definition of part-time learning embraces short courses which learners pursue on a full-time basis for a limited number of weeks.)
- Work-based learning provision cannot be classified in this way as the majority of learning is at the workplace and therefore a separate mode of study has been provided.

4. Rounding

Figures are rounded to the nearest 5 and there may be apparent slight discrepancies between the sum of the constituent items and the total. An asterisk '*' represents numbers greater than 0 and less than 5.

5. Key Quality Information

5.1 Relevance

The statistics are 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;
- Further Education Institutions, Work-Based Learning providers and local authorities;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- 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;
- informing and evaluating the education policy-making process in Wales. (See section 1.2 on 'Policy Context'.)

LLWR data are used to underpin funding and performance reports for learning providers, to calculate NEET (Not in Education, Employment or Training) figures and in student finance modelling.

5.2 Accuracy

Statisticians within the Welsh Government review the data and query any anomalies with the LLWR data collection team and, where relevant, with learning providers before tables are published.

The LLWR data underlying this release are provisional and in the process of being updated by learning providers, validated and finalised. Final data for 2010/11 are due to be published in March 2012.

The impact of these updates is as yet unknown but they must only be submitted by learning providers in the interests of improving accuracy and data quality. An indication of revisions to data between previous provisional and final releases is presented below.

2003/04 to 2009/10						
Percentage change between provisional and final release (a)	Learners		Learning programmes		Learning activities	
	Dec 1st	All year	Dec 1st	All year	All year	
	2003/04	+1.3	+1.4	+1.3	+2.0	+1.5
2004/05	+0.4	+1.7	+1.2	+3.0	+1.4	
2005/06	+1.0	+1.3	-1.3	0.0	+0.4	
2006/07	-0.6	+0.5	-1.0	+0.5	+0.2	
2007/08	+0.2	+0.9	+0.4	+1.3	+0.9	
2008/09	-1.5	-0.8	-1.4	-0.7	-2.2	
2009/10	-1.3	-0.5	-1.6	-0.5	-2.1	

(a) Percentage change is on the basis of the population type of the final release for the year, i.e. original population from 2003/04 to 2007/08 and adjusted population for 2008/09 and 2009/10.

There may be revisions of a smaller or larger magnitude for specific subsets of the data. For instance the number of full-time learners at FEIs has decreased (between provisional and final releases) in each of the past four years (by 2.3 per cent in 2009/10).

Adjusted Population

In-learning counts for all years in the current release (and in the other bulletins using LLWR data listed at the end of this release) are on an adjusted population basis. The effect of introducing this population was described in the Key Quality section of the 2008/09 release SDR 60/2010.

The in-learning population is adjusted by excluding unclosed activities with an expected end date more than two years earlier than the start of the given academic year. Having excluded these activities, the population is then determined from the remaining activities by means of the actual start and end dates (in conjunction with the learning programme end date, where available separately for WBL programmes).

The adjusted population was introduced in order to produce a more accurate reflection of 'live' activity after identifying an increasing number of unclosed activities since the inception of the LLWR.

5.3 Timeliness and Punctuality

The current annual timescale for the production of data balances timeliness against the need for accurate data quality. Statistics on a given academic year are drawn from a database based on the LLWR as at March following the end of the academic year. This first release is then produced and published as soon as possible during April.

5.4 Accessibility and Clarity

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

5.5 Comparability

Data for previous years

This series, the first Release of which was SDR 38/2005 containing provisional data for 2003/04 (finalised in SDR67/2005), replaces an earlier quarterly series on work-based learning enrolments (final edition SDR 22/2005) and an annual Statistical Bulletin on Adult Continuing Education (SB 52/2003) published by the Welsh Government.

The 2003/04 releases were based on LLWR data for Further Education, Community Learning and the component of Work-based Learning provided through FE institutions. However, WBL figures at other training providers (such as those included in a specific table of SDR 38/2005) were, then and previously, based on data collected through the National Trainee Database (NTD). Release SDR22/2005 contained the final data from the NTD as at June 2004. Data on all DCELLS-funded Work-based Learning providers have subsequently been collected solely via the LLWR and contribute to all areas of WBL provision in post-16 education releases in Wales from 2004/05 onwards.

Earlier data on Local Authority Community Learning (then referred to as Adult Continuing Education) were published in May 2003 in the National Assembly for Wales Statistical Bulletin 'Adult Continuing Education in Wales 2001/02 & 2002/03' (SB52/2003).

Owing to changes in data collection, comparisons with years prior to 2003/04 should only be made with caution. Previously data on Further Education provision, sourced from the Individualised Student Record (ISR), were available through the ELWa/HEFCW annual volume 'Higher Education, Further Education and Training Statistics in Wales' ending with the edition covering the 2002/03 academic year, published in November 2004. The first equivalent volume to be based on the LLWR, 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2003/04', was published by ELWa in March 2006 and the seventh of the series, based on 2009/10, was published by the Welsh Government in September 2011.

UK nations

Examples of similar outputs from other UK nations include:

England - www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_current/

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

Scotland - www.sfc.ac.uk/web/FILES/ReportsandPublications/Facts_and_Figures_2010.pdf

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

Only summary tables have been provided in this release. Additional tables supplying greater detail, including analysis by programme and qualification type, subject, age, disability status and ethnicity, are available via the Welsh Government's online dissemination service StatsWales. Tables related to this

SFR can be found at:



Other Bulletins and Publication using LLWR data underlying this release

As this release is based on provisional LLWR data, other regular bulletins are not issued using the same data. Instead they will utilise the updated 2010/11 data underlying the finalised version of the current release (due March 2012). The issue of the current release does however signal that data are available for ad hoc enquiries on a provisional basis. Releases based on the finalised 2009/10 data were:

- 'Further Education, Work-based Learning and Community Learning in Wales, 2009/10 and 2010/11 (early figures)' - published 27 April 2011
- 'National Comparators for Further Education and Work-based Learning, 2009/10' - Statistics on learner outcomes at FE institutions and WBL providers, published 12 May 2011.
- 'Learning Network Analysis 2009/10' - bulletin providing analysis at both national and local authority level for post-16 learners (excluding learners at HEIs) at FE Institutions, other training providers and school sixth forms in Wales, with extended coverage to include Welsh domiciled learners at similar providers located in England - published 21 June 2011. Associated StatsWales tables include figures for individual FE institutions.
- 'Further Education, Work-based Learning and Community Learning in Wales Statistics, 2009/10' - Reference volume, published 22 September 2011.
- Analysis of Participation in Post-16 Education and Training in Wales - bulletin intended as a source of information to support national and local planning and policy making within the post-16 education and training sector. It looks at participation in learning at national and regional level across Further Education, Work Based Learning, Community Learning, school Sixth Forms and learners studying at Higher Education level - published 20 October 2011.