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www.lsc.gov.uk**Thursday 24 July 2003****Ref: ISR/SFR25****Embargoed until 9:30am Thursday 24 July 2003****FURTHER EDUCATION AND WORK BASED LEARNING FOR
YOUNG PEOPLE – LEARNER OUTCOMES IN ENGLAND
2001/02****INTRODUCTION**

1. This Statistical First Release (SFR) presents information on LSC funded learner outcomes in post-16 education and training in England 2001/02.
2. This SFR combines outcomes information previously covered by separate SFRs, one covering Further Education (FE) and the other covering Work Based Learning (WBL) for young people.
3. The first SFR to combine information on both FE and WBL for young people in one SFR was issued in March 2003; which presented information on learner volumes in post 16 education and training in England 2002/03.
4. The source data for this SFR is the Individualised Student Record (ISR) 2001/02 for FE and the interim Individualised Learner Record (ILR) for WBL.
5. The methodology used to calculate success rates for FE is different from that used for WBL. Consequently the success measures for FE and WBL are not comparable and inferences about the relative performance of these sectors cannot be made on the basis of this data. For information on the different methodologies see section on Classification of Data.

Further Education

6. The new methodology for calculating FE success rates has been introduced because it better represents success over the whole period of studying for a qualification. Previously, the FE outcome data was calculated on an "in-year" basis. Where a learner is studying a 2-year qualification the new SFR methodology provides a view of their success from the beginning to the end of their qualification. Essentially, success is the number of qualifications achieved as the percentage of the number started. Success is made up of retention – the number of qualifications completed as a percentage of the number started and achievement – the number of qualifications achieved as a percentage of the number completed.
7. In comparison to previous years, achievement rates are marginally lower when calculated on the new whole programme basis; however, retention rates in programmes longer than one year are significantly lower when calculated on a whole programme basis. For further information on the different

methodologies see the section on Classification of Data.

Work Based Learning

8. This SFR provides, for the first time, information on WBL outcomes using the information supplied by learning providers in the interim ILR. Previous SFRs on WBL outcomes produced by the Department for Employment and Skills (DfES) were based on a learner follow-up survey. For further information on the different methodologies see the section on Classification of Data

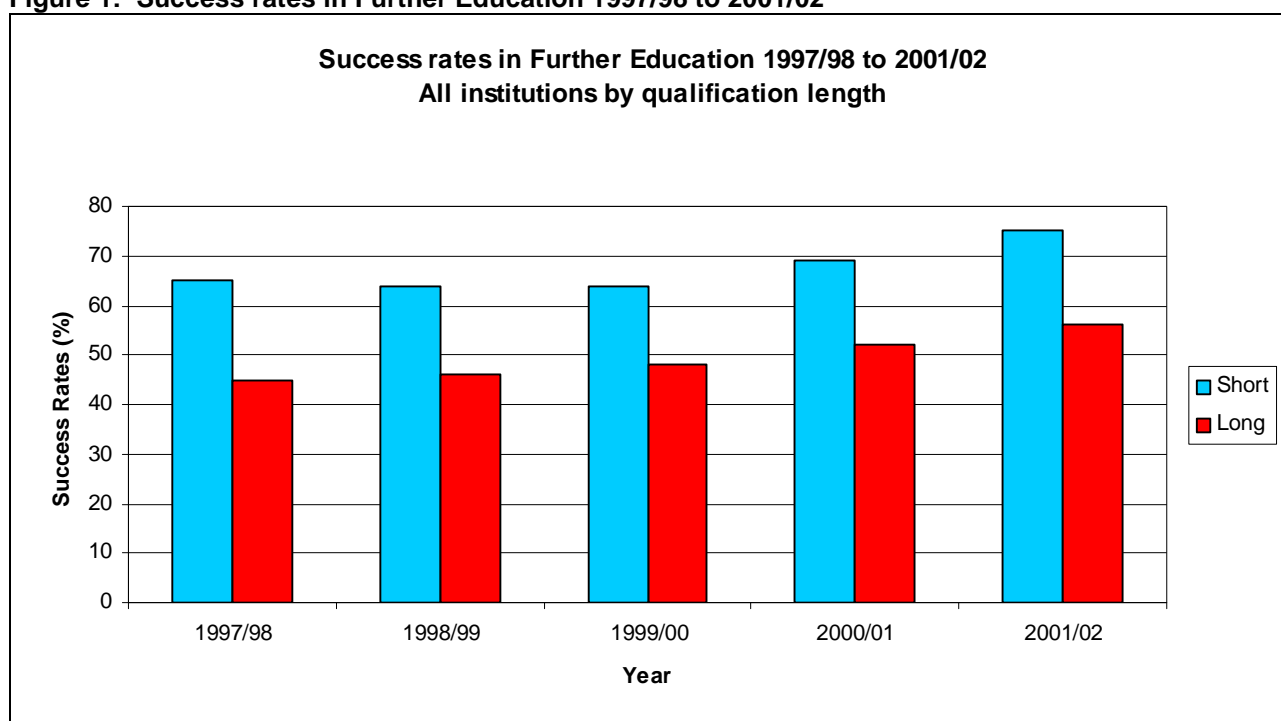
KEY POINTS

Further Education

9. Overall success rates for all qualifications have increased from **59% in 2000/01 to 65% in 2001/02**. Two factors have had a major impact on this increase:
 - Success rates for A2 qualifications (A level, year 2), which were introduced as part of the Curriculum 2000 strategy, are extremely high compared with other qualifications. This impacts on those institutions that offer a high percentage of A levels e.g. Sixth Form Colleges
 - Increases in learner volumes and success rates within short courses. Short courses such as Health and Safety and Food Hygiene are delivering the qualifications required by legislation in certain areas of employment.

Irrespective of these two factors the underlying trend is of an increase in success rates.

Figure 1: Success rates in Further Education 1997/98 to 2001/02



10. The launch of Success for All is expected to deliver further increases in success rates in future years as a result of institutions meeting or exceeding minimum national floor targets for success, and achieving their individual institution rates of improvement where they already exceed the national minimum threshold.
11. The large increase in success rate, 11 percentage points between 2000/01 and 2001/02, for A/AS qualifications is primarily driven by the year on year increase in retention rates of 11 percentage points. This is linked to the structural changes in A/AS level provision. The achievement rate between 2000/01 and 2001/02 for A/AS qualifications has also increased but by a smaller increment of 3 percentage points.
12. The area of learning with the largest increase in success rates between 2000/01 and 2001/02 is Science and Mathematics showing an increase of 11 percentage points to 68%. Land Based Provision (agricultural courses) and Visual and Performing Arts and Media were showing 10 and 9 percentage point increases respectively, over the same period.

13. For FE accredited provision in external institutions success rates increased by 6 percentage points between 1999/00 and 2000/01 to 56% and by a further 4 percentage points to 60% in 2001/02.

Work Based Learning

14. The LSC is publishing WBL success rates based on individual learner data numbers for the first time. Overall success rates for learners who left learning having successfully completed their MA framework or achieved an NVQ required by the framework or have successfully achieved their NVQ training was 36% in 2001/02 (in a 12 month period consistent with FE above) and has increased to 39% in the 12 months ending January 2003. The figures cover all ages and NVQs at all levels as well as MA frameworks but predominantly covers those up to the age of 19, (around two thirds of learners who are successful are under 19 at the start of their learning) and qualifications that count towards the LSC's targets for attainment of young people.
15. Figures 2 and 3 show success rates for the 'moving 12 month' total. Each bar in the chart gives the success rate for the twelve-month period ending in the month stated. This approach ensures that seasonal variations in the success rates do not affect the figures. Figure 2 shows success rates for modern apprenticeships and figure 3 shows success rates for NVQ training.
16. WBL success rates for the first sixth months of 2002/03 indicate that some areas of learning are showing strong improvements from 2001/02. In particular Land Based Provision (agricultural courses) and Information and Communication Technology.

Figure 2

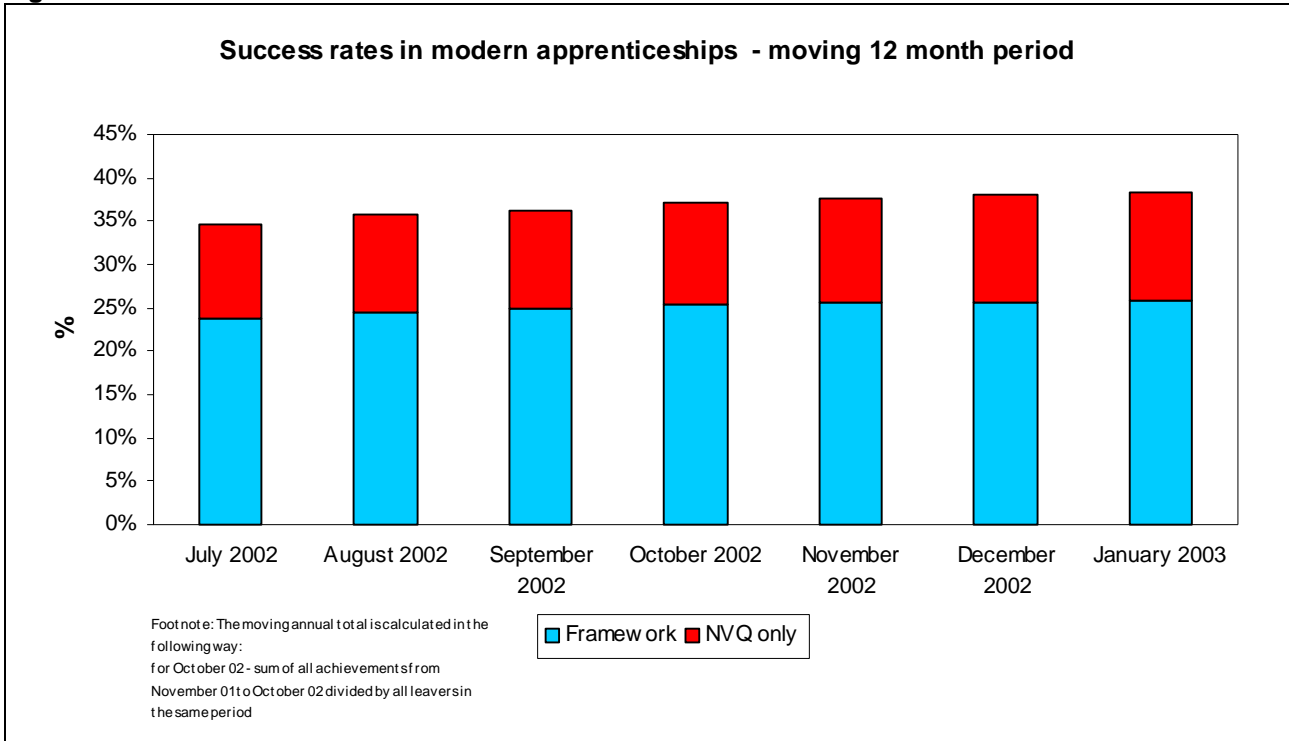
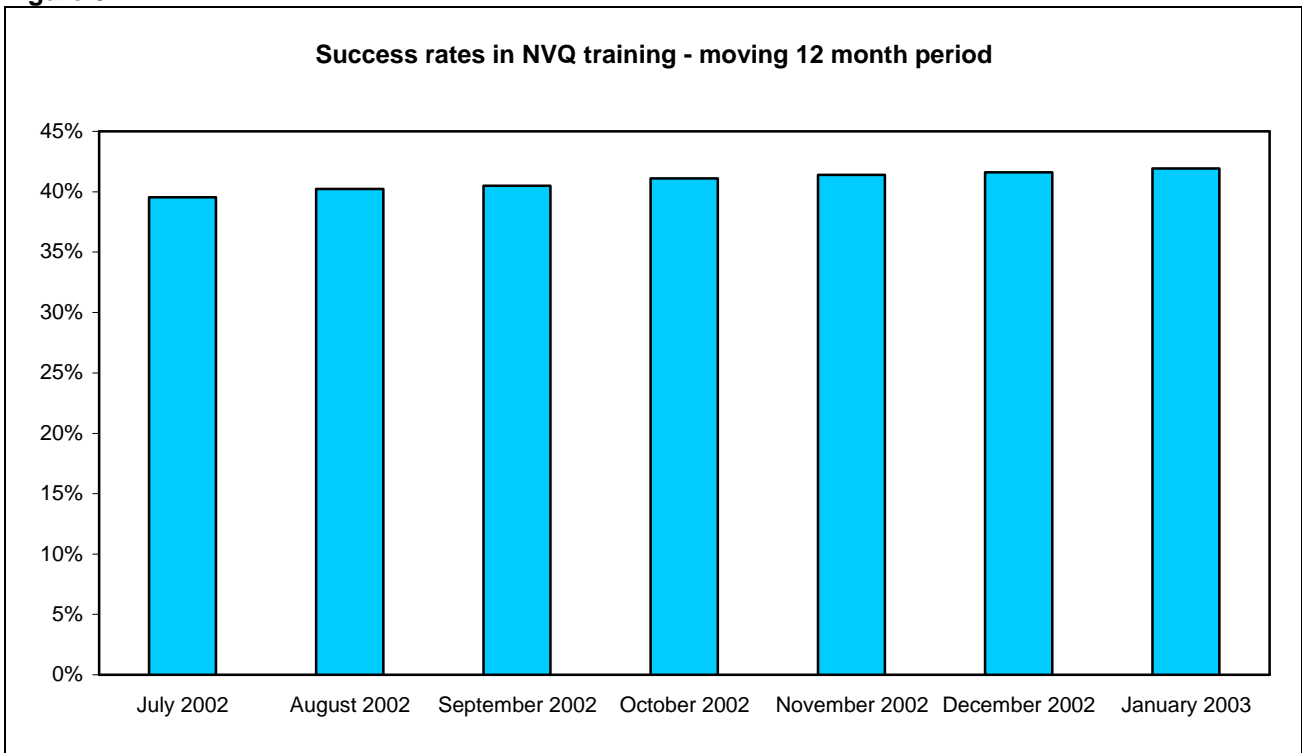


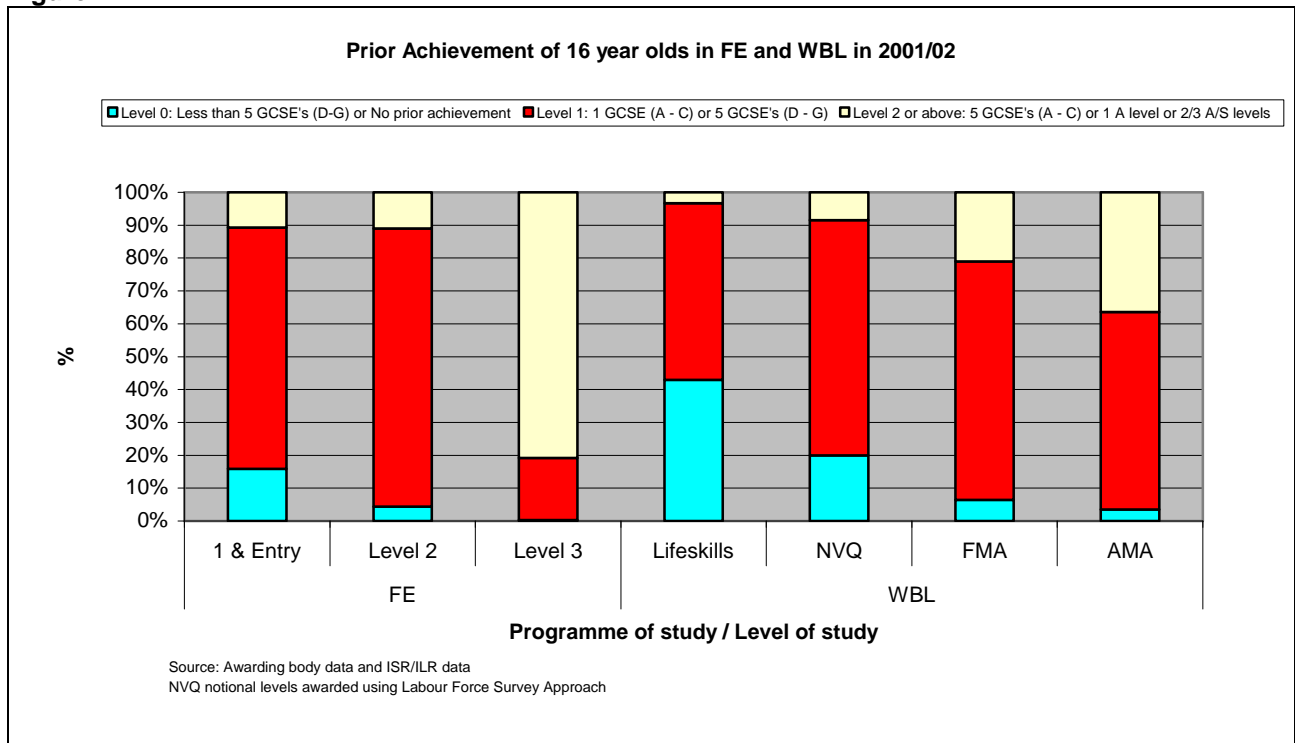
Figure 3



Prior Attainment

17. Success rates can often be best judged in the context of the qualification levels which learners have before they join a new course or qualification. Figure 4 provides some of this context by showing prior achievement of 16 year olds in FE and WBL. This comes from work undertaken by the LSC to match together data from a variety of sources for particular age groups. The key point is that 64% of WBL trainees are starting AMA (level 3) programmes without already having achieved a full level 2 qualification.

Figure 4



TABLES

Further Education

The tables are based on data for 1997/98 to 2001/02

Table 1a: Success rates by institutions type, age group, qualification length and expected end year

Table 1b: Retention rates by institutions type, age group, qualification length and expected end year

Table 1c: Achievement rates by institution type, age group, qualification length and expected end year

Table 2a: Success rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year

Table 2a: Retention rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year

Table 2a: Achievement rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year

Table 3a: Success rates in all FE institutions by area of learning, qualification length and expected end year

Table 3b: Retention rates in all FE institutions by area of learning, qualification length and expected end year

Table 3c: Achievement rates in all FE institutions by area of learning, qualification length and expected end year

Work Based Learning

The tables are based on interim ILR data for 2001/02

Table 4: Success rates by age group and programme type 2001/02

Table 5: Success rates by area of learning and programme type 2001/02

FUTURE STATISTICAL FIRST RELEASES

18. The LSC is planning to publish three learner information SFRs each year.

- Early information on learner volumes, derived from the ILR return, relating to learners enrolled on 1 November, published in March.
- Whole-year information on learners derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes derived from the ISR/ILR return relating to 31 December following the end of the relevant academic year for FE and most recently available data for WBL, published in July

Published SFRs are currently available on the LSC website at:

<http://www.lscdata.gov.uk /data/studentstatistics.html>

SUPPORTING DATA

19. Additional tables of data on WBL success rates for 2002/03 will be provided on the website in August. These tables will show success rates for the first three quarters of 2002/03 similar in format to tables 4 and 5 in the SFR.

20. Additional data will also be available on the website showing FE success rates by age, length, qualification type and institution type, including Sixth Form Colleges with high widening participation factors, as part of the national benchmarking publication to be released in August.

A NATIONAL STATISTICS PUBLICATION

21. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.
22. For general enquiries about National Statistics contact: The National Statistics Public Enquiry Service on 020 7533 5888, minicom: 01633 812399, E-mail: info@statistics.gov.uk, Fax: 01633 652747, Letters: room DG/18, 1 Drummond Gate, LONDON SW1V 2QQ. You can also find National Statistics on the internet - go to www.statistics.gov.uk.

NOTES TO EDITORS

1. On 1 April 2001 the LSC inherited responsibility in relation to funding FE provision in colleges and external institutions from the FEFC. The LSC also took responsibility for post-16 provision in work-based learning and statistics in this area are also reported in this SFR.
2. Work-Based Learning for young people is a major programme of government-supported training, comprising Advanced Modern Apprenticeships (AMA), Foundation Modern Apprenticeships (FMA), NVQ Learning, Life Skills, Preparatory Training and Entry to Employment (E2E) Pathfinders.

Source of Data

3. The data source for FE is the Individualised student record (ISR) with a reference date of 31 December. Five ISRs for the academic years 2001/02 (ISR25), 2000/01 (ISR22), 1999/00 (ISR19), 1998/99 (ISR16) and 1997/98 (ISR13) have been aggregated to obtain a whole programme view of learning aims up to three years in duration over three teaching years; 1999/00 to 2001/02.
4. The FE data has been derived from the ISR for 540 institutions, of these 374 are colleges and 166 are external institutions. Twenty four institutions are not included because valid ISR data is not available for these institutions. A further 30 institutions are not included because they have credibility issues with their data. Overall the 540 institutions included are estimated to cover 90% of all learning aims.
5. Analysis was carried out to look at the effect that data for a small number of institutions, where credibility issues had been highlighted, had on figures being shown in the tables. The analysis showed 22 colleges and 8 external institutions where the credibility issues did have a significant effect on success rates for certain cohorts of data. These institutions were therefore removed from the data shown in the tables.
6. In the data tables, changes in success rates for cohorts of data with low numbers of starts need to be interpreted with caution.
7. The data source for the WBL 2001/02 data is the interim Individualised Learner Record introduced from the LSC from April 2001. The WBL data relate to 1768 providers of WBL.

Classification of Data

8. The methodology used to calculate success rates for FE using the ISR is different from that used for WBL based on the ILR. Consequently the success measures for FE and WBL are not comparable. The LSC is working with the DfES and inspectorates to consider the range of measures of learner success appropriate for the post-16 sector and to develop comprehensive and coherent measures for the learning and skills sector by 2005/6.

Further Education

9. The methodology used to calculate the outcomes in this SFR differ from the methodology used in previous SFRs where in-year retention and achievement have been presented. In-year retention and achievement showed outcomes for learners or enrolments on qualifications for a particular academic year. In comparison, the success rates track learners and their qualifications across academic years and present the results in terms of the numbers expecting to complete their qualifications in a particular college year. This methodology is well known to colleges and external institutions as the 'benchmarking methodology' and is explained in more detail on the benchmarking website at www.lscdata.gov.uk/benchmarking/
10. As a result of Success for All, colleges and external institutions in addition to inspectorates, the LSC and the DfES are all familiar with the success rate measures being presented. The

LSC, therefore, sees this SFR as being the starting point of a new time series for FE outcomes based on success rates.

11. The success rates shown in tables 1a,2a and 3a are calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification. The qualification a learner transfers to will be included as a start on the new qualification. Success rates can also be derived by multiplying the retention rate by the achievement rate shown in tables 1b,2b and 3b and tables 1c,2c and 3c respectively. The retention rate is calculated as the number of qualifications completed divided by the number of starts excluding transfers. The achievement rate is calculated as the number of qualifications achieved divided by the number of completed qualifications. These tables relate to learning aims so learners with more than one learning aim are included once for each aim.
12. The FE tables show results for both short and long qualifications. Short qualifications are those with an expected length of fewer than 24 weeks. In practice the majority of short qualifications are of 12 weeks duration or less.
13. A learner's age group is calculated from their age at 31 August in the academic year they started their qualification. Learners of unknown age are included in the age group 19 and over. Learners under 16 years are included in the 16-18 age group.
14. Tables 1a, 1b, and 1c show success rates for general FE and tertiary colleges with 'high WP'. The colleges included in this category have high widening participation factors. Widening participation factors are calculated by the LSC and are based on the number of learners recruited from areas with different levels of deprivation and on learners who qualify for widening participation in other ways, such as the homeless or asylum seekers. General FE and tertiary colleges with high levels of WP students generally have success, retention and achievement rates below those for other colleges therefore it is useful to show them as a separate category in the tables.
15. The Council has identified issues with the data provided by institutions on outcomes for key skills qualifications in 2000/01 and 2001/02. For this reason key skills have been excluded from the analyses.
16. University for industry (UFI) provision is not included.

Work Based Learning

17. For Modern Apprenticeships the success rates shown in tables 4 and 5 are calculated as the number of leavers who either meet all of the requirements of their apprenticeship framework, or achieve an NVQ required by the framework, divided by the number of learners who have either left training or successfully completed their programme. Learners who have transferred to another programme are excluded from the calculation until such time as they finally complete their programme or leave learning.
18. For learners working towards National Vocational Qualifications (NVQs) the success rate will be the number of learners who have achieved the NVQ divided by the number of learners who left learning or successfully completed their programme.
19. Learners who leave learning as a result of a positive outcome such as to take up employment are recorded as not having achieved their learning aim.
20. A learner's age group is calculated from the learner's age at the start of their learning.
21. ILR data, which forms the basis of funding arrangements and is audited for financial probity, provides a significantly different view of learner outcomes compared with the learner follow up survey run up to 2000/01 by the DfES and continued in 2001/02 by the LSC. The LSC sees this SFR as being the starting point of a new time series for learner outcomes based on audited outcomes.

General Notes

22. In the tables, numbers may not add up exactly to totals because of differential rounding. FE numbers are shown in thousands. WBL numbers have been rounded to the nearest 100, the symbol – represents fewer than 50 learners.

Success Rates in LSC Funded FE Provision

Table 1a: Success rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	1999/2000						2000/01						2001/02					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts
General FE and Tertiary Colleges excluding high WP (196 Colleges)	16-18	49%	649	65%	126	52%	775	52%	696	68%	128	55%	825	56%	665	73%	150	59%	815
	19+	46%	1076	67%	944	56%	2020	48%	1032	71%	1153	60%	2184	51%	1045	78%	1424	67%	2469
	All	48%	1725	67%	1070	55%	2795	50%	1728	71%	1281	59%	3009	53%	1710	77%	1574	65%	3284
General FE and Tertiary Colleges high WP (59 Colleges)	16-18	45%	201	59%	48	47%	249	48%	211	60%	45	50%	256	52%	196	67%	69	56%	265
	19+	46%	434	66%	477	57%	911	48%	408	65%	554	58%	962	53%	431	73%	711	65%	1142
	All	46%	635	65%	525	55%	1160	48%	619	65%	599	56%	1219	53%	627	72%	780	63%	1407
General FE and Tertiary Colleges All (255 Colleges)	16-18	48%	849	63%	174	51%	1023	51%	908	66%	174	54%	1081	55%	861	71%	219	59%	1080
	19+	46%	1510	67%	1421	56%	2931	48%	1440	69%	1706	60%	3146	52%	1476	76%	2135	66%	3611
	All	47%	2359	67%	1595	55%	3954	49%	2348	69%	1880	58%	4228	53%	2337	76%	2354	64%	4691
Sixth Form Colleges (93 Colleges)	16-18	62%	304	65%	28	63%	332	68%	439	68%	14	68%	454	76%	420	77%	15	76%	435
	19+	47%	39	67%	41	57%	79	48%	39	72%	52	61%	91	53%	43	71%	64	63%	107
	All	61%	343	66%	69	62%	412	66%	479	71%	66	67%	545	74%	464	72%	79	74%	543
Specialist Colleges (26 Colleges)	16-18	55%	19	67%	5	58%	24	58%	19	76%	5	61%	23	62%	18	80%	6	67%	25
	19+	45%	21	75%	27	62%	48	49%	20	79%	34	68%	54	52%	22	84%	46	74%	68
	All	50%	40	73%	31	60%	72	53%	39	79%	38	66%	77	56%	40	84%	52	72%	92
All Further Education Colleges (374 Colleges)	16-18	52%	1173	64%	207	54%	1380	57%	1366	67%	193	58%	1558	62%	1300	72%	240	64%	1540
	19+	46%	1570	67%	1488	56%	3058	48%	1500	70%	1792	60%	3292	52%	1541	76%	2245	66%	3786
	All	49%	2742	67%	1695	56%	4438	52%	2865	69%	1985	59%	4850	56%	2841	76%	2485	65%	5326
External Institutions (166 Institutions)	16-18	43%	10	57%	6	48%	16	47%	8	63%	7	54%	15	48%	8	69%	10	59%	18
	19+	47%	195	54%	139	50%	334	52%	196	60%	199	56%	395	53%	217	66%	267	60%	484
	All	47%	204	54%	145	50%	349	52%	204	60%	206	56%	410	53%	225	66%	277	60%	502
Total All (540 Institutions)	16-18	52%	1182	64%	213	54%	1396	57%	1374	67%	200	58%	1573	62%	1308	72%	250	64%	1558
	19+	46%	1764	66%	1627	56%	3391	49%	1696	69%	1991	59%	3687	52%	1758	75%	2512	65%	4270
	All	49%	2947	66%	1840	55%	4787	52%	3069	68%	2191	59%	5260	56%	3066	75%	2762	65%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Retention Rates in LSC Funded FE Provision

Table 1b: Retention rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	1999/2000						2000/01						2001/02					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts
General FE and Tertiary Colleges excluding high WP (196 Colleges)	16-18	71%	649	90%	126	74%	775	72%	696	90%	128	74%	825	75%	665	92%	150	78%	815
	19+	71%	1076	91%	944	80%	2020	70%	1032	91%	1153	81%	2184	70%	1045	93%	1424	83%	2469
	All	71%	1725	91%	1070	78%	2795	70%	1728	90%	1281	79%	3009	72%	1710	92%	1574	82%	3284
General FE and Tertiary Colleges high WP (59 Colleges)	16-18	68%	201	87%	48	72%	249	70%	211	89%	45	74%	256	74%	196	91%	69	78%	265
	19+	70%	434	90%	477	80%	911	72%	408	90%	554	82%	962	74%	431	92%	711	85%	1142
	All	69%	635	90%	525	78%	1160	71%	619	90%	599	81%	1219	74%	627	92%	780	84%	1407
General FE and Tertiary Colleges All (255 Colleges)	16-18	70%	849	90%	174	74%	1023	71%	908	89%	174	74%	1081	75%	861	91%	219	78%	1080
	19+	70%	1510	90%	1421	80%	2931	70%	1440	91%	1706	81%	3146	71%	1476	92%	2135	84%	3611
	All	70%	2359	90%	1595	78%	3954	71%	2348	90%	1880	79%	4228	73%	2337	92%	2354	82%	4691
Sixth Form Colleges (93 Colleges)	16-18	76%	304	91%	28	77%	332	80%	439	92%	14	80%	454	88%	420	94%	15	88%	435
	19+	70%	39	90%	41	81%	79	69%	39	92%	52	82%	91	72%	43	90%	64	82%	107
	All	75%	343	91%	69	78%	412	79%	479	92%	66	81%	545	86%	464	90%	79	87%	543
Specialist Colleges (26 Colleges)	16-18	77%	19	96%	5	81%	24	76%	19	96%	5	80%	23	78%	18	96%	6	83%	25
	19+	68%	21	96%	27	84%	48	72%	20	98%	34	88%	54	71%	22	97%	46	89%	68
	All	72%	40	96%	31	83%	72	74%	39	97%	38	86%	77	74%	40	97%	52	87%	92
All Further Education Colleges (374 Colleges)	16-18	72%	1173	90%	207	75%	1380	74%	1366	90%	193	76%	1558	79%	1300	92%	240	81%	1540
	19+	70%	1570	91%	1488	80%	3058	70%	1500	91%	1792	81%	3292	71%	1541	92%	2245	84%	3786
	All	71%	2742	90%	1695	78%	4438	72%	2865	91%	1985	80%	4850	75%	2841	92%	2485	83%	5326
External Institutions (166 Institutions)	16-18	65%	10	83%	6	72%	16	67%	8	82%	7	74%	15	67%	8	85%	10	77%	18
	19+	72%	195	85%	139	78%	334	73%	196	87%	199	80%	395	75%	217	88%	267	82%	484
	All	72%	204	85%	145	77%	349	73%	204	87%	206	80%	410	74%	225	88%	277	82%	502
Total All (540 Institutions)	16-18	72%	1182	90%	213	75%	1396	74%	1374	90%	200	76%	1573	79%	1308	91%	250	81%	1558
	19+	71%	1764	90%	1627	80%	3391	71%	1696	90%	1991	81%	3687	72%	1758	92%	2512	84%	4270
	All	71%	2947	90%	1840	78%	4787	72%	3069	90%	2191	80%	5260	75%	3066	92%	2762	83%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Achievement Rates in LSC Funded FE Provision

Table 1c: Achievement rates by institution type, age group, qualification length and expected end year

Number of Starts in 000s

Institution Type	Age *	1999/2000						2000/01						2001/02					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts
General FE and Tertiary Colleges excluding high WP (196 Colleges)	16-18	69%	649	72%	126	70%	775	73%	696	76%	128	73%	825	75%	665	80%	150	76%	815
	19+	66%	1076	74%	944	70%	2020	69%	1032	79%	1153	75%	2184	73%	1045	84%	1424	80%	2469
	All	67%	1725	74%	1070	70%	2795	71%	1728	79%	1281	74%	3009	74%	1710	84%	1574	79%	3284
General FE and Tertiary Colleges high WP (59 Colleges)	16-18	66%	201	67%	48	66%	249	68%	211	68%	45	68%	256	71%	196	73%	69	71%	265
	19+	66%	434	74%	477	71%	911	68%	408	72%	554	70%	962	72%	431	79%	711	77%	1142
	All	66%	635	73%	525	70%	1160	68%	619	72%	599	70%	1219	71%	627	79%	780	76%	1407
General FE and Tertiary Colleges All (255 Colleges)	16-18	68%	849	71%	174	69%	1023	72%	908	74%	174	72%	1081	74%	861	78%	219	75%	1080
	19+	66%	1510	74%	1421	70%	2931	69%	1440	77%	1706	74%	3146	72%	1476	82%	2135	79%	3611
	All	67%	2359	74%	1595	70%	3954	70%	2348	76%	1880	73%	4228	73%	2337	82%	2354	78%	4691
Sixth Form Colleges (93 Colleges)	16-18	82%	304	71%	28	81%	332	85%	439	74%	14	85%	454	87%	420	82%	15	87%	435
	19+	67%	39	75%	41	71%	79	69%	39	78%	52	74%	91	73%	43	79%	64	77%	107
	All	81%	343	73%	69	79%	412	84%	479	77%	66	83%	545	86%	464	80%	79	85%	543
Specialist Colleges (26 Colleges)	16-18	72%	19	69%	5	71%	24	75%	19	79%	5	76%	23	80%	18	83%	6	81%	25
	19+	66%	21	78%	27	74%	48	67%	20	81%	34	77%	54	73%	22	87%	46	83%	68
	All	69%	40	77%	31	73%	72	71%	39	81%	38	77%	77	76%	40	86%	52	83%	92
All Further Education Colleges (374 Colleges)	16-18	72%	1173	71%	207	72%	1380	76%	1366	74%	193	76%	1558	79%	1300	78%	240	78%	1540
	19+	66%	1570	74%	1488	70%	3058	69%	1500	77%	1792	74%	3292	72%	1541	82%	2245	79%	3786
	All	69%	2742	74%	1695	71%	4438	73%	2865	76%	1985	74%	4850	75%	2841	82%	2485	79%	5326
External Institutions (166 Institutions)	16-18	66%	10	68%	6	67%	16	69%	8	76%	7	73%	15	72%	8	81%	10	77%	18
	19+	65%	195	63%	139	64%	334	71%	196	69%	199	70%	395	71%	217	75%	267	73%	484
	All	65%	204	63%	145	64%	349	71%	204	70%	206	70%	410	71%	225	75%	277	73%	502
Total All (540 Institutions)	16-18	72%	1182	71%	213	72%	1396	76%	1374	74%	200	76%	1573	78%	1308	78%	250	78%	1558
	19+	66%	1764	73%	1627	70%	3391	69%	1696	76%	1991	73%	3687	72%	1758	82%	2512	78%	4270
	All	68%	2947	73%	1840	70%	4787	72%	3069	76%	2191	74%	5260	75%	3066	81%	2762	78%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

Success Rates in LSC Funded FE Provision

Table 2a: Success rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year

Number of Starts in 000s

Level	Qualification type	1999/2000		2000/01		2001/02	
		%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	44%	60	45%	45	51%	39
	GNVQ	46%	12	49%	13	56%	14
	Other	48%	725	49%	656	51%	684
	All	48%	797	49%	714	51%	737
Level 2 (long)	GCSE	54%	217	55%	180	57%	176
	NVQ	37%	187	40%	168	43%	154
	GNVQ	53%	40	52%	40	55%	40
	GNVQ Precursor	55%	20	54%	21	57%	20
	Other	48%	456	48%	432	49%	445
	All	48%	921	48%	841	50%	833
Level 3 (long)	GCE A Level/AS Level	52%	387	60%	703	71%	632
	NVQ	37%	76	40%	70	42%	67
	GNVQ/AVCE	47%	55	46%	68	43%	67
	GNVQ Precursor	50%	76	50%	75	49%	69
	Access to Higher Education	50%	34	52%	31	53%	32
	Other	51%	239	52%	227	54%	221
	All	50%	867	56%	1175	62%	1088
Level 4, 5 and HE (long)	NVQ	32%	15	35%	14	35%	15
	Other	38%	56	36%	34	39%	29
	All	37%	71	36%	48	37%	44
Level not specified	All	54%	291	60%	291	64%	364
All Long		49%	2947	52%	3069	56%	3066
All Short		66%	1840	68%	2191	75%	2762
All Qualifications		55%	4787	59%	5260	65%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Retention Rates in LSC Funded FE Provision

Table 2b: Retention rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year

Number of Starts in 000s

Level	Qualification type	1999/2000		2000/01		2001/02	
		%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	63%	60	62%	45	66%	39
	GNVQ	72%	12	72%	13	74%	14
	Other	75%	725	73%	656	73%	684
	All	74%	797	72%	714	73%	737
Level 2 (long)	GCSE	70%	217	70%	180	71%	176
	NVQ	60%	187	59%	168	60%	154
	GNVQ	75%	40	76%	40	77%	40
	GNVQ Precursor	77%	20	75%	21	77%	20
	Other	77%	456	74%	432	73%	445
	All	72%	921	70%	841	71%	833
Level 3 (long)	GCE A Level/AS Level	68%	387	75%	703	86%	632
	NVQ	64%	76	64%	70	64%	67
	GNVQ/AVCE	61%	55	63%	68	59%	67
	GNVQ Precursor	62%	76	62%	75	60%	69
	Access to Higher Education	68%	34	68%	31	69%	32
	Other	77%	239	75%	227	75%	221
	All	69%	867	72%	1175	78%	1088
Level 4, 5 and HE (long)	NVQ	66%	15	68%	14	65%	15
	Other	66%	56	67%	34	71%	29
	All	66%	71	68%	48	69%	44
Level not specified	All	70%	291	76%	291	78%	364
All Long		71%	2947	72%	3069	75%	3066
All Short		90%	1840	90%	2191	92%	2762
All Qualifications		78%	4787	80%	5260	83%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Achievement Rates in LSC Funded FE Provision**Table 2c: Achievement rates in all FE institutions by notional level, broad qualification type, qualification length and expected end year**

Number of Starts in 000s

Level	Qualification type	1999/2000		2000/01		2001/02	
		%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	70%	60	72%	45	76%	39
	GNVQ	65%	12	68%	13	75%	14
	Other	65%	725	67%	656	69%	684
	All	65%	797	68%	714	70%	737
Level 2 (long)	GCSE	77%	217	78%	180	81%	176
	NVQ	63%	187	68%	168	72%	154
	GNVQ	70%	40	68%	40	72%	40
	GNVQ Precursor	71%	20	71%	21	73%	20
	Other	63%	456	65%	432	68%	445
	All	66%	921	69%	841	72%	833
Level 3 (long)	GCE A Level/AS Level	77%	387	80%	703	83%	632
	NVQ	58%	76	63%	70	65%	67
	GNVQ/AVCE	77%	55	72%	68	72%	67
	GNVQ Precursor	80%	76	81%	75	82%	69
	Access to Higher Education	73%	34	77%	31	78%	32
	Other	66%	239	69%	227	72%	221
	All	72%	867	77%	1175	79%	1088
Level 4, 5 and HE (long)	NVQ	48%	15	52%	14	54%	15
	Other	58%	56	54%	34	55%	29
	All	56%	71	53%	48	54%	44
Level not specified	All	77%	291	79%	291	82%	364
All Long		68%	2947	72%	3069	75%	3066
All Short		73%	1840	76%	2191	81%	2762
All Qualifications		70%	4787	74%	5260	78%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Success Rates in LSC Funded FE Provision**Table 3a: Success rates in all FE institutions by area of learning, qualification length and expected end year***Number of starts in 000's*

Area of learning	1999/2000						2000/01						2001/02					
	Long		Short		All		Long		Short		All		Long		Short		All	
	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts
1.Science and Mathematics	52%	234	61%	104	54%	338	54%	286	65%	111	57%	397	62%	271	76%	174	68%	445
2.Land-based provision	48%	42	68%	20	54%	62	49%	42	64%	20	54%	61	52%	43	78%	37	64%	80
3.Construction	38%	86	77%	25	47%	111	40%	84	77%	29	50%	113	43%	82	84%	50	58%	132
4.Engineering, Technology and Manufacturing	44%	146	64%	50	49%	197	47%	136	70%	53	53%	190	49%	131	72%	65	56%	197
5.Business Administration, Management and Professional	48%	487	59%	280	52%	767	51%	446	63%	270	55%	716	54%	389	67%	289	60%	678
6.Information and Communication Technology	43%	402	50%	357	46%	759	47%	429	59%	467	53%	895	46%	473	61%	434	54%	907
7. Retailing, Customer Service and Transportation	39%	39	79%	25	55%	65	41%	28	74%	15	52%	43	47%	29	73%	18	57%	47
8. Hospitality, Sports Leisure and Travel	51%	161	81%	168	66%	328	52%	156	82%	188	68%	344	55%	145	85%	231	73%	376
9. Hairdressing and Beauty Therapy	53%	77	63%	25	55%	103	51%	83	59%	32	53%	116	56%	81	68%	34	60%	115
10. Health, Social Care and Public Services	51%	202	85%	336	72%	538	52%	184	85%	378	74%	563	52%	188	87%	525	78%	713
11. Visual & Performing Arts and Media	52%	231	64%	87	55%	318	56%	275	58%	115	57%	390	62%	301	73%	181	66%	482
12. Humanities	52%	325	70%	119	57%	444	56%	387	69%	127	59%	514	63%	389	73%	178	67%	567
13. English, Languages and Communications	49%	206	48%	43	49%	249	56%	238	37%	53	52%	290	61%	222	55%	56	60%	279
14. Foundation Programmes	52%	308	59%	198	55%	506	57%	293	69%	327	63%	619	62%	311	76%	466	70%	778
Unspecified area of learning	58%	1	77%	2	72%	3	64%	2	85%	6	81%	8	67%	3	82%	10	78%	13
Total	49%	2947	66%	1840	55%	4787	52%	3069	68%	2191	59%	5260	56%	3066	75%	2762	65%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Retention Rates in LSC Funded FE Provision**Table 3b: Retention rates in all FE institutions by area of learning, qualification length and expected end year***Number of starts in 000's*

Area of learning	1999/2000						2000/01						2001/02					
	Long		Short		All		Long		Short		All		Long		Short		All	
	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts	%	No. of Starts
1.Science and Mathematics	70%	234	89%	104	76%	338	74%	286	89%	111	78%	397	80%	271	92%	174	85%	445
2.Land-based provision	70%	42	96%	20	78%	62	71%	42	93%	20	78%	61	72%	43	96%	37	83%	80
3.Construction	60%	86	94%	25	68%	111	62%	84	95%	29	70%	113	67%	82	97%	50	78%	132
4.Engineering, Technology and Manufacturing	68%	146	91%	50	74%	197	69%	136	93%	53	76%	190	70%	131	94%	65	78%	197
5.Business Administration, Management and Professional	74%	487	90%	280	80%	767	74%	446	90%	270	80%	716	76%	389	90%	289	82%	678
6.Information and Communication Technology	72%	402	84%	357	78%	759	72%	429	85%	467	79%	895	70%	473	86%	434	77%	907
7. Retailing, Customer Service and Transportation	67%	39	93%	25	77%	65	63%	28	92%	15	73%	43	65%	29	88%	18	74%	47
8. Hospitality, Sports Leisure and Travel	71%	161	96%	168	84%	328	71%	156	96%	188	85%	344	73%	145	96%	231	87%	376
9. Hairdressing and Beauty Therapy	71%	77	87%	25	75%	103	68%	83	81%	32	71%	116	71%	81	87%	34	76%	115
10. Health, Social Care and Public Services	71%	202	96%	336	87%	538	69%	184	96%	378	87%	563	69%	188	96%	525	89%	713
11. Visual & Performing Arts and Media	71%	231	88%	87	76%	318	73%	275	90%	115	78%	390	78%	301	92%	181	83%	482
12. Humanities	71%	325	88%	119	75%	444	73%	387	90%	127	77%	514	80%	389	91%	178	83%	567
13. English, Languages and Communications	69%	206	88%	43	73%	249	72%	238	87%	53	75%	290	76%	222	88%	56	79%	279
14. Foundation Programmes	73%	308	86%	198	78%	506	75%	293	89%	327	83%	619	77%	311	92%	466	86%	778
Unspecified area of learning	81%	1	99%	2	94%	3	83%	2	99%	6	96%	8	85%	3	99%	10	95%	13
Total	71%	2947	90%	1840	78%	4787	72%	3069	90%	2191	80%	5260	75%	3066	92%	2762	83%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Achievement Rates in LSC Funded FE Provision**Table 3c: Achievement rates in all FE institutions by area of learning, qualification length and expected end year***Number of starts in 000's*

Area of learning	1999/2000						2000/01						2001/02					
	Long		Short		All		Long		Short		All		Long		Short		All	
	No. of		No. of		No. of		No. of		No. of		No. of		No. of		No. of		No. of	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
1.Science and Mathematics	73%	234	68%	104	71%	338	74%	286	73%	111	74%	397	78%	271	83%	174	80%	445
2.Land-based provision	68%	42	71%	20	69%	62	70%	42	69%	20	69%	61	73%	43	81%	37	77%	80
3.Construction	63%	86	82%	25	69%	111	65%	84	82%	29	71%	113	64%	82	86%	50	75%	132
4.Engineering, Technology and Manufacturing	64%	146	70%	50	66%	197	67%	136	75%	53	70%	190	70%	131	76%	65	73%	197
5.Business Administration, Management and Professional	65%	487	65%	280	65%	767	68%	446	71%	270	69%	716	71%	389	74%	289	72%	678
6.Information and Communication Technology	59%	402	59%	357	59%	759	65%	429	69%	467	67%	895	66%	473	71%	434	69%	907
7. Retailing, Customer Service and Transportation	58%	39	85%	25	71%	65	65%	28	81%	15	72%	43	72%	29	82%	18	77%	47
8. Hospitality, Sports Leisure and Travel	71%	161	84%	168	79%	328	73%	156	85%	188	81%	344	75%	145	88%	231	84%	376
9. Hairdressing and Beauty Therapy	75%	77	73%	25	74%	103	75%	83	72%	32	74%	116	79%	81	78%	34	79%	115
10. Health, Social Care and Public Services	71%	202	88%	336	83%	538	75%	184	89%	378	85%	563	76%	188	91%	525	88%	713
11. Visual & Performing Arts and Media	74%	231	72%	87	73%	318	78%	275	64%	115	73%	390	80%	301	80%	181	80%	482
12. Humanities	73%	325	80%	119	75%	444	77%	387	77%	127	77%	514	79%	389	81%	178	80%	567
13. English, Languages and Communications	71%	206	55%	43	68%	249	77%	238	43%	53	70%	290	80%	222	62%	56	76%	279
14. Foundation Programmes	71%	308	69%	198	70%	506	76%	293	77%	327	77%	619	80%	311	83%	466	82%	778
Unspecified area of learning	72%	1	78%	2	77%	3	77%	2	86%	6	84%	8	79%	3	83%	10	82%	13
Total	68%	2947	73%	1840	70%	4787	72%	3069	76%	2191	74%	5260	75%	3066	81%	2762	78%	5828

Data within the table covers around 90% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Success rates in LSC Funded Work Based Learning Provision

Table 4: Success rates by programme type and age group 2001/02*

Programme Type	Age at start of learning	Framework	NVQ Only	Framework or NVQ	Total Leavers
		(x%)	(y%)	(x% + y%)	Nos.
Advanced Modern Apprenticeships	16-18	31%	10%	41%	33500
	19+	21%	10%	31%	31800
	All	26%	10%	36%	65400
Foundation Modern Apprenticeships	16-18	24%	11%	35%	60300
	19+	19%	12%	31%	31400
	All	22%	11%	34%	91800
All Modern Apprenticeships	16-18	27%	11%	37%	93900
	19+	20%	11%	31%	63300
	All	24%	11%	35%	157100
NVQ Training 1	16-18	-	31%	31%	14500
	19+	-	35%	35%	700
	All	-	31%	31%	15100
NVQ Training 2	16-18	-	41%	41%	19600
	19+	-	48%	48%	8100
	All	-	43%	43%	27700
NVQ Training 3	16-18	-	52%	52%	3000
	19+	-	36%	36%	2700
	All	-	45%	45%	5700
NVQ Training 4	16-18	-	63%	63%	200
	19+	-	48%	48%	800
	All	-	51%	51%	1000
All frameworks or NVQs	16-18	-	-	37%	131100
	19+	-	-	33%	75600
	All	-	-	36%	206700

* 1 August 2001 to 31 July 2002

Total leavers have been rounded to nearest 100

Success rates in LSC Funded Work Based Learning Provision

Table 5: Success rates by area of learning and programme type 2001/02*

	Advanced Modern Apprenticeships				Foundation Modern Apprenticeships				NVQ Training		All frameworks or NVQs	
	NVQ Framework	NVQ Only	Framework or NVQ	Total Leavers	Framework	NVQ only	Framework or NVQ	Total Leavers	NVQ Only	Total Leavers	Framework or NVQ	Total Leavers
	(x%)	(y%)	(x% + y%)	Nos.	(x%)	(y%)	(x% + y%)	Nos.	(x%)	Nos	(x% + y%)	Nos.
1.Science and Maths	36%	2%	39%	100	-	-	-	-	43%	100	40%	200
2.Land-based provision	24%	10%	34%	900	26%	15%	41%	2500	45%	1900	41%	5400
3.Construction	33%	14%	46%	8700	24%	12%	36%	7100	34%	5000	40%	20700
4.Engineering, Technology and Manufacturing	38%	9%	47%	13000	19%	13%	32%	6900	43%	8500	42%	28400
5.Business Administration Management and Professional	25%	12%	37%	10400	26%	11%	38%	15100	38%	6900	38%	32400
6.Information and Communication technology	31%	9%	40%	1800	46%	8%	54%	4200	37%	2700	46%	8700
7. Retailing, Customer Service and Transportation	16%	9%	24%	10400	19%	11%	30%	25000	38%	9600	30%	44900
8. Hospitality, Sports Leisure and Travel	19%	6%	26%	8400	19%	12%	31%	13900	36%	4200	30%	26400
9. Hairdressing and Beauty Therapy	22%	8%	30%	3900	26%	11%	36%	7500	39%	1900	35%	13300
10. Health, Social Care and Public Services	22%	13%	35%	7400	15%	13%	28%	9000	41%	6100	34%	22400
11. Visual & Performing Arts & Media	31%	17%	48%	400	22%	15%	37%	100	53%	200	48%	700
12. Humanities	-	-	-	-	-	-	-	-	-	-	-	-
13. English, Languages and Communications	-	-	-	-	-	-	-	-	-	-	-	-
14. Other Foundation Programmes	-	-	-	-	-	-	-	-	-	-	-	-
Unspecified AOL	11%	11%	22%	100	0%	2%	2%	500	48%	2400	39%	3100
Total	26%	10%	36%	65400	22%	11%	34%	91800	40%	49600	36%	206700

* 1 August 2001 to 31 July 2002

Total leavers have been rounded to nearest 100