

# First Release

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## Further Education and work-based learning for young people - learner outcomes in England 2004/05

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### Introduction

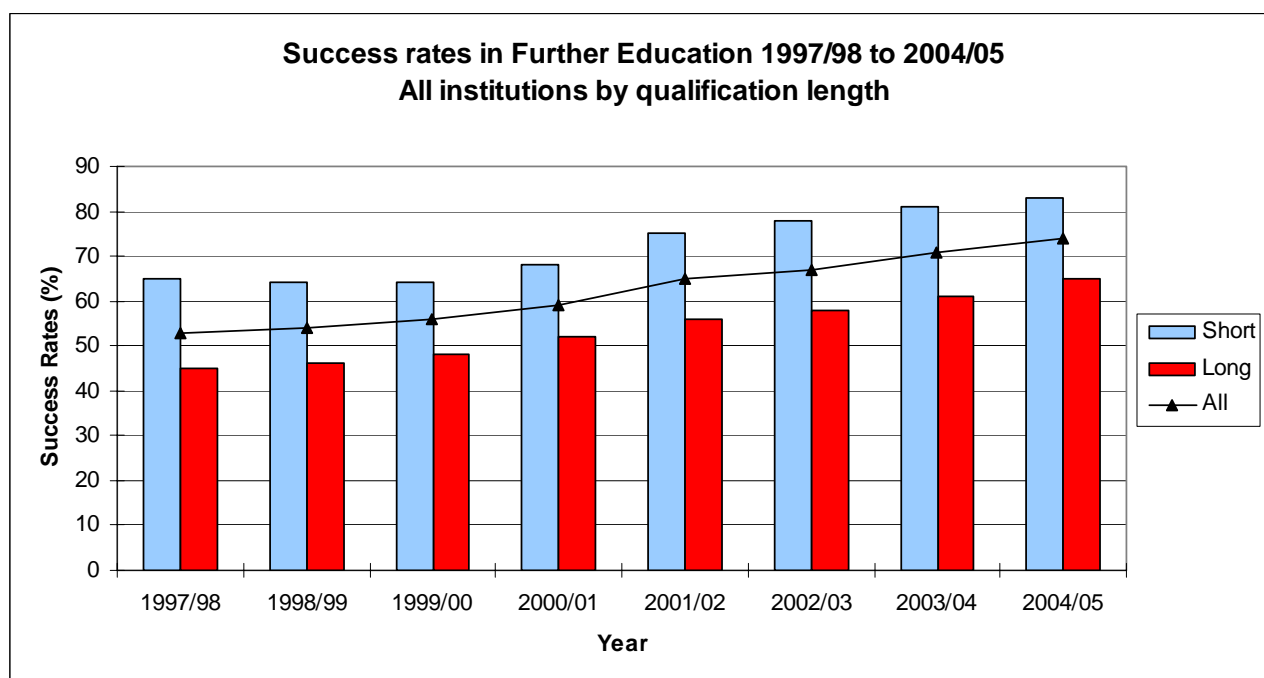
1. This Statistical First Release (SFR) presents information on LSC funded learner outcomes in post-16 education and training in England 2004/05 in Further Education (FE) and Work Based Learning (WBL).
2. The source data for this SFR are the Individualised Learner Record (ILR) and the Individualised Student Record (ISR) for FE and the ILR for WBL.
3. Whilst the content of the SFR is broadly similar to that of previous SFRs on learner outcomes, the SFR contains minor changes in presentation and methodology.
4. The data tables relating to WBL provision contain a new measure called 'Overall success rate' which ensures all achievements within WBL are recorded in the appropriate year. Targets within WBL are expressed in terms of the measure used to date (Current success rate) and this will continue to be the case until 2005/06. For this reason, and to provide comparability between the two measures, both current and overall success rates will be published together for at least one more year. Technical details for both measures can be found under 'Notes to Editors'.
5. Whereas the FE success rate methodology is markedly different from WBL current success rate and comparisons between them should not be made, overall success rate is much closer to the FE methodology and in certain limited circumstances valid comparisons can be made between the two measures - see Notes to Editors for details.
6. Tables 3, 4 and 8 now show Sector Subject Area classification, introduced in 2005 by the Qualification and Curriculum Authority as a standardised replacement for Area of Learning. The footnotes to these tables indicate where success rate comparisons between Sector Subject Area classification and Area of Learning can be found on the LSC's web site.

## Key points

### Further Education

7. Overall success rates have increased by 2.6 percentage points from 2003/04 to 2004/05 to stand at 73.8%. Success rates for long and short qualifications have increased by 3.5 and 1.6 percentage points to 65.2% and 82.8% respectively.
8. The upward trend in learner achievement has been sustained across all types of FE provider and across all notional NVQ levels of learning aim. Success rates for FE sector colleges have risen to 75% and so exceed the target of 72% established within Success for All. The target figure of 72% was reached two years early in 2003/04 and in the subsequent 12 months success rates have moved forward another three percentage points.

**Figure 1: Success rates in Further Education 1997/98 to 2004/05**



9. The trend since 1997/98 has been for overall retention rates to exceed overall achievement rates and for achievement rates to show greater year on year improvements. This 'catching up' by achievement rates resulted in retention and achievement rates being virtually equal at 84.6% and 84.2% respectively in 2003/04. In 2004/05 retention and achievement rates increased by just over one percentage point to be equal at around 86%, the difference between them having now closed to less than 0.1%.
10. This is the first time that improvements in retention and achievement rates have had a broadly similar impact on the improvement in success rates. Unpublished qualitative research also indicates that institutions are increasingly focusing on raising retention rates as a key element in their quality improvement programmes.

11. The success rate for 16-18 year olds taking full level 2 qualifications has improved by 12 percentage points over a two year period to 64% in 2004/05, with the success rate for adults following the same programmes increasing by 11 percentage points to 59% over the same 2 year period. This represents a significant step forward in the work to achieve the level 2 PSA targets.
12. The 12 percentage point increase in success rate for 16 - 18 year olds (over 2 years) was a key contributory factor towards the 3% increase in the proportion of young people achieving Level 2 in 2004/05 compared with 2003/04. For more details see: *SFR 06/2006 (23 February 2006) - Level 2 and 3 Attainment by Young People in England*.  
<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000637/index.shtml>
13. Learning aims at level 2 showed the greatest increase in success rates of 5 percentage points. Levels 1 and 3 showed an improvement in success rates of 2 and 3 percentage points respectively.
14. Analysis by sector subject area shows that most categories improved their success rates in long courses by between 3 and 5 percentage points. Leisure, Travel and Tourism showed an increase of 6 percentage points in success rates for long courses. Long course success rates for Preparation for Life and Work were the same as in the previous year; this was the only category not to show an increase.
15. Success rates of learners from ethnic minorities in 2004/05 have all shown increases of between 1 and 3 percentage points compared with 2003/04. Black African, Black Caribbean and Chinese ethnic groups have shown the greatest improvement in success rates and in each of these groups, success rates for males have increased more than for females. Bangladeshi and Pakistani ethnic groups have shown the lowest improvement in success rates with increases of around one percentage point.
16. The gender gap in favour of female learners has closed by half of one percentage point from 2003/04 to 2004/05 to just under two percentage points. Analysis by age group shows that the gender gap only exists in the 16 - 18 year old cohort; there are no differences in the adult age group. Within the 16 - 18 age group the difference in success rates has fallen by one percentage point to 4 percentage points in 2004/05. Progress towards males achieving similar success rates to females can be seen across all sector subject areas and across all ethnic groups.
17. Success rate for learners with disabilities are broadly the same as those for learners not having disability, although female learners aged 16-18 with a disability have success rates 2 percentage points lower than similar learners who do not have a disability.

### **Work-based learning**

18. Current success rates for complete frameworks in all types of Apprenticeship have risen by 9 percentage points to 40% in 2004/05. Advanced Apprenticeships and Apprenticeships (at level 2) have increased by 5 and 10 percentage points to 38% and 40% respectively in 2004/05.
19. Current success rates for learners who left learning with a full framework or an NVQ only have increased from 46% to 53% in 2004/05. This figure includes learners of all ages, NVQs at all levels and all Apprenticeship frameworks.

20. Almost 90% of Apprenticeships at both advanced level and at level 2 are delivered in just five sector subject areas: Business Administration, Construction, Engineering, Health Care and Retail. Current success rates for Advanced Apprenticeships in Business Administration and Engineering have improved by 11 and 9 percentage points to stand at 42% and 46% respectively in 2004/05. By contrast, Advanced Apprenticeships in Health Care declined by 2 percentage points.
21. Current success rates in Apprenticeships at level 2 for these five sector subject areas have all shown increases in excess of 10 percentage points, Health Care and Construction showed increases of 15 and 16 percentage points respectively.
22. Current success rates for male and female learners, when aggregated across all types of Apprenticeships, show no differences between the genders - both at 40% for 2004/05 and both have increased by 9 percentage points since 2003/04. Whilst there are no gender differences at the aggregated level, this is not the case when Advanced Apprenticeships and Apprenticeships at level 2 are analysed separately.
23. Current success rates for males are 9 percentage points higher than for females in Advanced Apprenticeships in 2004/05, whereas current success rates for females are 3 percentage points higher for females in Apprenticeships at level 2. The driving factors for these outcomes are complex and involve issues such as role stereotyping, individual determination and motivation within minority gender groups and relative volumes of learners in different sector subject areas.
24. Current success rates for learners from ethnic minority groups leaving training with a full framework or an NVQ only showed a mixed performance with most improving in 2004/05 compared to the previous year. However, caution must be exercised when drawing conclusions, owing to the relatively small numbers of learners from ethnic minority groups participating in Work Based Learning programmes.

## Tables

### Further Education, work-based learning and adult and community learning

The tables are based on qualifications expected to end in 2002/03 to 2004/05

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

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

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

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

Table 3: Success rates in all FE institutions by sector subject area, qualification length and expected end year

Table 4: Success rates in all FE institutions by sector subject area, gender and expected end year

Table 5: Success rates in all FE institutions by ethnicity, gender and expected end year

Table 6: Success rates in all FE institutions by disability, age group, gender and expected end year

### **Work Based Learning**

The tables are based on ILR data for 2002/03 and 2003/04

Table 7: Current and overall success rates by age group and programme type

Table 8: Current and overall success rates by sector subject area, gender and programme type

Table 9. Current and overall success rates by ethnicity and programme type

### **Future Statistical First releases**

25. The LSC publishes three Statistical First Releases each year:

- Early in-year information on learner numbers, derived from the ILR return relating to learners enrolled in October, published in March.
- Whole-year information on learner numbers, derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes, derived from the 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 April.

Statistical First Releases are available on the LSC website at:

<http://www.lsc.gov.uk/National/Partners/Data/Statistics/LearnerStatistics/LearnerNumbers>

### **Supporting Data**

26. Additional tables of data on WBL success rates for 2004/05 are published on the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk) under >National>Partners>Data>Statistics>Learning Aim Outcomes >WBL Success rates. The tables show provisional success rates for the first quarter of 2005/06 similar in format to tables 7 and 8 in the SFR.

27. Further success data is available in the sector framework reports that can be found on the directory of frameworks at

<http://www.apprenticeships.org.uk/partners/frameworks/apprenticeshipsdata/>

28. Additional data will also be available on the website showing FE success rates for 2004/05 by age, length, qualification type and institution type, as part of the national benchmarking publication to be released in summer 2006.
29. The role of success rates and other measures is highlighted the FE reform white paper published in March 2006:  
<http://www.dfes.gov.uk/publications/furthereducation/>

### **National Statistics**

30. This Statistical First Release is a National Statistics publication. 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.
31. 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 at <http://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 Apprenticeships, Apprenticeships at level 2, and NVQ Learning.

### Source of Data

3. The data source for FE is the Individualised Learner Record (ILR) F05 and the Individualised Student Record (ISR) with a reference date of 31 December. The ILR F05 for academic years 2004/05, 2003/04 and 2002/03 plus the two ISRs for the academic years 2001/02 (ISR25) and 2000/01 (ISR22) have been aggregated to obtain a whole programme view of learning aims up to three years in duration over three teaching years; 2002/03 to 2004/05.
4. The FE data has been derived from the ILR and ISR for 522 institutions, of these 385 are colleges and 137 are external institutions. 3 institutions have been excluded owing to credibility issues with their data and 2 institutions have been excluded due to technical reasons, following analysis to show that issues with their data had an impact on the national picture.
5. In the data tables, changes in success rates for cohorts with low numbers of starts need to be interpreted with caution.
6. The data source for the WBL 2003/04 and 2004/05 data is the ILR. The 2003/04 WBL data relate to 1,084 providers of WBL and the 2004/05 data relate to 1,015 providers.

### Classification of Data

7. In the equivalent SFR published in June 2005, it was stated that the LSC is working with the DfES and inspectorates to consider the range of measures of qualification success appropriate for the post-16 sector and to pilot / implement a comprehensive and coherent measures for the learning and skills sector by 2005/6. Primarily this work focused on WBL and the overall success rate shown for the first time in the SFR comes as a result of the work described above.

### Further Education

8. The methodology used to calculate the outcomes in this SFR tracks learners and their qualifications across academic years and presents 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 data website at <http://benchmarkingdata.lsc.gov.uk/index.cfm>
9. The success rates shown in tables 1a, 2a, 3, 4, 5 and 6 are calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification within the same institution. The qualification a learner transfers to will be included as a start. Success rates can also

be derived by multiplying the retention rate by the achievement rate shown in tables 1b, 1c, 2b and 2c. 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.

10. 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.
11. 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.
12. Tables 1a, 1b, and 1c show success, retention and achievement rates for 'General FE and Tertiary Colleges high WP'. The colleges included in this category have high widening participation factors (WP factor). 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 funding in other ways, such as the homeless or asylum seekers. It is calculated by comparing the total funding generated in 2004/05 by each college with that part of funding that excludes money to support learner disadvantage. Those colleges with a WP factor greater than 1.075 are shown in Tables 1a, 1b and 1c as 'General FE and Tertiary Colleges high WP'.
13. 'General FE and tertiary Colleges high WP' can have success, retention and achievement rates for parts of their provision which are below those for other colleges. The FE benchmarking data shows separate success, retention and achievement rates for high WP colleges across different categories of learning aim and so provides more appropriate benchmarking data for comparison purposes.
14. For the purposes of this SFR, full level 2 qualifications refer to single qualifications that are equivalent to a full level 2 in their own right. It does not include learners studying 5 or more GCSEs who might also achieve the equivalent of a full level 2 qualification. This is because the FE success rate methodology is calculated at qualification level, not at the learner level and as such it is not possible to calculate composite success rates for learners studying for several qualifications. Full level 2 qualifications are shown because they contribute to the Government's PSA targets for young people and adult
15. Table 6 shows success rates in all FE institutions by disability, age group, gender and expected end year. The data suggests that disability has no significant bearing on overall success rates.
16. The LSC has identified issues with the data provided by institutions on outcomes for key skills qualifications. For this reason key skills have been excluded from the analyses.
17. learndirect provision formerly known as University for industry (UFI) provision is not included.



## **Work Based Learning**

### Current success rate

18. Previous SFRs calculated success rates based on the number of learners who left training in the relevant year. This methodology has been named 'current success rate'.
19. For Apprenticeships the current success rates shown in tables 7, 8 and 9 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. This methodology means that if the number of learners leaving training decreases significantly between years, then success will increase (and vice versa) even if the underlying performance of learners remains constant.
20. 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. As with Apprenticeships, year on year comparisons of success rate calculation will be influenced by changes in the number of learners who have left.

### Overall success rate

21. The work between LSC and partners has culminated in a new measure called 'overall success rate' being published for the first time in the SFR. As indicated on page 1, the overall success rate provides a broad comparator with FE for similar learning aims (for example an NVQ at level 3 in Business Administration could be delivered as part of FE or WBL provision and overall success rates could be compared with FE success rates). Overall success rates are not a sound comparator when the WBL element is a whole programme comprising several learning aims (for example an Apprenticeship framework) since FE success rates are calculated on individual learning aims.
22. In addition, overall success rates provide: a means for recognising all Apprenticeship framework and NVQ achievements irrespective of when they occur, and a stable success measure when the number of learning aims being followed changes from year to year.
23. The overall success rate tracks learners across academic years which means that for the first time, learners who leave their programmes within six weeks of starting are excluded from the success rate calculation (brings the WBL methodology into line with FE practice); furthermore, this less than six weeks exclusion has been applied retrospectively to earlier years. The exclusion of early leavers from the analysis has only been applied to overall success rates, which means that current success rates in the SFR are calculated on the same basis as previous SFRs.

24. The key difference between how the current and overall success rate methodologies operates is that the former creates learner cohorts on the basis of actual end date, whereas the latter creates cohorts based planned end date (or actual end date if the learner stays in learning beyond the planned end date). A more detailed explanation of how overall success rates are calculated can be found in:  
*Piloting New Measures of Success - The Quality Improvement Pack*  
<http://readingroom.lsc.gov.uk/lsc/2006/quality/performanceachievement/piloting-new-measures-success-quality-improvement-pack-january-2006-update.pdf>
25. The LSC aims by 2007/08 to achieve 75,000 Apprenticeship frameworks each year, an increase of 75% from the total of around 43,000 frameworks recorded in 2002/03. In 2003/04, around 51,000 Apprenticeship frameworks were achieved and in 2004/05 this figure has moved on to 67,000 - an annual increase of 31%.
- Note that the number of achievements stated here are slightly greater than those implied by tables 7, 8 or 9 owing to the inclusion of a small number of non LSC funded learners in the '75%' performance indicator.
26. 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.
27. A learner's age group is calculated from the learner's age at the start of their learning.

### General notes

28. For greater accuracy, changes in rates described in the key points have been calculated from the difference between the unrounded rates, with the result being rounded.
29. In the tables, numbers may not add up exactly to totals because of differential rounding. Percentages have been rounded to whole numbers. FE numbers are shown in thousands, the symbol – represents fewer than 500 learners. 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 *	2002/2003						2003/2004						2004/2005					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (205 Colleges)	16-18	58%	680	73%	173	61%	853	61%	659	76%	185	65%	843	65%	663	79%	173	68%	835
	19+	53%	1,048	81%	1,553	70%	2,601	57%	987	84%	1,601	74%	2,589	61%	943	86%	1,627	77%	2,570
	All	55%	1,728	81%	1,726	68%	3,454	59%	1,646	84%	1,786	72%	3,432	63%	1,606	85%	1,800	75%	3,405
General FE and Tertiary Colleges high WP (55 Colleges)	16-18	56%	204	68%	71	59%	275	59%	198	74%	79	63%	277	63%	199	77%	67	66%	266
	19+	52%	376	76%	549	66%	926	56%	331	80%	554	71%	885	60%	303	83%	499	74%	802
	All	53%	580	75%	621	64%	1,201	57%	528	79%	633	69%	1,162	61%	502	82%	566	72%	1,068
General FE and Tertiary Colleges, All (260 Colleges)	16-18	57%	885	72%	244	61%	1,129	61%	856	76%	264	64%	1,120	65%	861	78%	240	68%	1,101
	19+	53%	1,424	80%	2,103	69%	3,527	56%	1,318	83%	2,155	73%	3,473	61%	1,247	85%	2,125	76%	3,372
	All	54%	2,308	79%	2,347	67%	4,655	58%	2,174	82%	2,419	71%	4,594	62%	2,108	84%	2,365	74%	4,473
Sixth Form Colleges (102 Colleges)	16-18	78%	478	73%	18	78%	497	79%	497	76%	23	79%	521	81%	516	74%	18	81%	534
	19+	55%	46	80%	75	71%	121	57%	45	81%	85	73%	130	57%	44	81%	71	72%	115
	All	76%	525	79%	93	76%	618	77%	542	80%	108	78%	651	79%	560	80%	89	79%	649
Specialist Colleges (23 Colleges)	16-18	63%	19	82%	7	68%	26	63%	19	85%	8	70%	27	67%	20	74%	8	69%	29
	19+	52%	22	87%	43	75%	65	51%	28	88%	41	73%	69	60%	26	88%	31	75%	56
	All	57%	40	86%	50	73%	90	56%	47	88%	49	72%	96	63%	46	85%	39	73%	85
All Further Education Colleges (385 Colleges)	16-18	65%	1,382	72%	270	66%	1,651	68%	1,372	76%	295	69%	1,668	71%	1,397	78%	266	72%	1,664
	19+	53%	1,492	80%	2,221	69%	3,713	56%	1,391	83%	2,282	73%	3,673	61%	1,317	85%	2,227	76%	3,543
	All	58%	2,873	79%	2,491	68%	5,364	62%	2,763	82%	2,577	72%	5,340	66%	2,714	84%	2,493	75%	5,207
External Institutions (137 Institutions)	16-18	49%	10	64%	11	57%	21	52%	10	72%	12	63%	22	51%	10	70%	12	62%	22
	19+	55%	226	68%	305	62%	530	58%	217	71%	309	66%	526	58%	213	72%	327	67%	540
	All	55%	236	68%	315	62%	551	58%	227	71%	320	65%	547	58%	222	72%	339	66%	562
Total All (522 Institutions)	16-18	64%	1,391	72%	281	66%	1,672	68%	1,382	76%	307	69%	1,689	71%	1,407	78%	278	72%	1,685
	19+	53%	1,718	79%	2,525	68%	4,243	57%	1,608	82%	2,590	72%	4,199	60%	1,529	83%	2,554	75%	4,083
	All	58%	3,109	78%	2,806	68%	5,915	62%	2,990	81%	2,897	71%	5,888	65%	2,936	83%	2,832	74%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 *	2002/2003						2003/2004						2004/2005					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (205 Colleges)	16-18	75%	680	91%	173	79%	853	77%	659	92%	185	81%	843	79%	663	93%	173	82%	835
	19+	70%	1,048	93%	1,553	84%	2,601	72%	987	94%	1,601	85%	2,589	74%	943	94%	1,627	87%	2,570
	All	72%	1,728	93%	1,726	82%	3,454	74%	1,646	93%	1,786	84%	3,432	76%	1,606	94%	1,800	86%	3,405
General FE and Tertiary Colleges high WP (55 Colleges)	16-18	74%	204	90%	71	78%	275	77%	198	93%	79	81%	277	79%	199	93%	67	82%	266
	19+	70%	376	91%	549	83%	926	74%	331	93%	554	86%	885	76%	303	94%	499	87%	802
	All	72%	580	91%	621	82%	1,201	75%	528	93%	633	85%	1,162	77%	502	94%	566	86%	1,068
General FE and Tertiary Colleges, All (260 Colleges)	16-18	75%	885	91%	244	79%	1,129	77%	856	93%	264	81%	1,120	79%	861	93%	240	82%	1,101
	19+	70%	1,424	92%	2,103	83%	3,527	72%	1,318	93%	2,155	85%	3,473	74%	1,247	94%	2,125	87%	3,372
	All	72%	2,308	92%	2,347	82%	4,655	74%	2,174	93%	2,419	84%	4,594	76%	2,108	94%	2,365	86%	4,473
Sixth Form Colleges (102 Colleges)	16-18	89%	478	94%	18	89%	497	89%	497	94%	23	90%	521	90%	516	95%	18	90%	534
	19+	73%	46	91%	75	84%	121	73%	45	91%	85	85%	130	73%	44	91%	71	84%	115
	All	87%	525	92%	93	88%	618	88%	542	92%	108	89%	651	89%	560	92%	89	89%	649
Specialist Colleges (23 Colleges)	16-18	79%	19	97%	7	84%	26	79%	19	96%	8	84%	27	82%	20	98%	8	86%	29
	19+	67%	22	97%	43	87%	65	67%	28	96%	41	84%	69	73%	26	97%	31	86%	56
	All	73%	40	97%	50	86%	90	72%	47	96%	49	84%	96	77%	46	97%	39	86%	85
All Further Education Colleges (385 Colleges)	16-18	80%	1,382	91%	270	82%	1,651	82%	1,372	93%	295	84%	1,668	83%	1,397	94%	266	85%	1,664
	19+	70%	1,492	92%	2,221	83%	3,713	72%	1,391	93%	2,282	85%	3,673	74%	1,317	94%	2,227	87%	3,543
	All	75%	2,873	92%	2,491	83%	5,364	77%	2,763	93%	2,577	85%	5,340	79%	2,714	94%	2,493	86%	5,207
External Institutions (137 Institutions)	16-18	68%	10	84%	11	76%	21	71%	10	87%	12	79%	22	70%	10	88%	12	80%	22
	19+	75%	226	88%	305	82%	530	76%	217	89%	309	84%	526	78%	213	90%	327	85%	540
	All	75%	236	87%	315	82%	551	76%	227	89%	320	84%	547	77%	222	89%	339	85%	562
Total All (522 Institutions)	16-18	80%	1,391	91%	281	82%	1,672	81%	1,382	93%	307	83%	1,689	83%	1,407	93%	278	85%	1,685
	19+	71%	1,718	92%	2,525	83%	4,243	73%	1,608	93%	2,590	85%	4,199	75%	1,529	93%	2,554	86%	4,083
	All	75%	3,109	92%	2,806	83%	5,915	77%	2,990	93%	2,897	85%	5,888	79%	2,936	93%	2,832	86%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 *	2002/2003						2003/2004						2004/2005					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (205 Colleges)	16-18	77%	680	81%	173	78%	853	80%	659	82%	185	80%	843	83%	663	85%	173	83%	835
	19+	76%	1,048	88%	1,553	84%	2,601	79%	987	90%	1,601	87%	2,589	83%	943	91%	1,627	88%	2,570
	All	76%	1,728	87%	1,726	82%	3,454	79%	1,646	89%	1,786	85%	3,432	83%	1,606	90%	1,800	87%	3,405
General FE and Tertiary Colleges high WP (55 Colleges)	16-18	75%	204	76%	71	75%	275	77%	198	80%	79	78%	277	79%	199	82%	67	80%	266
	19+	73%	376	83%	549	80%	926	76%	331	86%	554	83%	885	79%	303	88%	499	85%	802
	All	74%	580	82%	621	79%	1,201	77%	528	86%	633	82%	1,162	79%	502	87%	566	84%	1,068
General FE and Tertiary Colleges, All (260 Colleges)	16-18	76%	885	79%	244	77%	1,129	79%	856	82%	264	80%	1,120	82%	861	84%	240	82%	1,101
	19+	75%	1,424	87%	2,103	83%	3,527	78%	1,318	89%	2,155	86%	3,473	82%	1,247	90%	2,125	88%	3,372
	All	76%	2,308	86%	2,347	81%	4,655	79%	2,174	88%	2,419	84%	4,594	82%	2,108	90%	2,365	86%	4,473
Sixth Form Colleges (102 Colleges)	16-18	87%	478	78%	18	87%	497	89%	497	81%	23	88%	521	90%	516	78%	18	89%	534
	19+	76%	46	88%	75	84%	121	78%	45	89%	85	86%	130	78%	44	89%	71	85%	115
	All	87%	525	86%	93	87%	618	88%	542	87%	108	88%	651	89%	560	87%	89	89%	649
Specialist Colleges (23 Colleges)	16-18	80%	19	84%	7	81%	26	79%	19	88%	8	82%	27	83%	20	76%	8	80%	29
	19+	77%	22	89%	43	86%	65	76%	28	92%	41	87%	69	82%	26	91%	31	88%	56
	All	79%	40	88%	50	85%	90	78%	47	91%	49	86%	96	82%	46	88%	39	85%	85
All Further Education Colleges (385 Colleges)	16-18	81%	1,382	79%	270	80%	1,651	83%	1,372	82%	295	83%	1,668	85%	1,397	83%	266	85%	1,664
	19+	75%	1,492	87%	2,221	83%	3,713	78%	1,391	89%	2,282	86%	3,673	82%	1,317	90%	2,227	88%	3,543
	All	78%	2,873	86%	2,491	82%	5,364	81%	2,763	88%	2,577	85%	5,340	83%	2,714	90%	2,493	87%	5,207
External Institutions (137 Institutions)	16-18	73%	10	76%	11	75%	21	74%	10	83%	12	79%	22	73%	10	79%	12	77%	22
	19+	73%	226	77%	305	76%	530	76%	217	80%	309	78%	526	75%	213	80%	327	78%	540
	All	73%	236	77%	315	76%	551	76%	227	80%	320	78%	547	75%	222	80%	339	78%	562
Total All (522 Institutions)	16-18	81%	1,391	79%	281	80%	1,672	83%	1,382	82%	307	83%	1,689	85%	1,407	83%	278	85%	1,685
	19+	75%	1,718	86%	2,525	82%	4,243	78%	1,608	88%	2,590	85%	4,199	81%	1,529	89%	2,554	86%	4,083
	All	78%	3,109	85%	2,806	81%	5,915	80%	2,990	88%	2,897	84%	5,888	83%	2,936	89%	2,832	86%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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, age group and expected end year**

Number of Starts in 000s

Level	Qualification type	2002/2003						2003/2004						2004/2005					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	56%	20	56%	22	56%	42	61%	20	62%	20	61%	40	67%	24	67%	20	67%	43
	GNVQ	60%	14	47%	4	57%	18	66%	12	51%	2	64%	14	68%	10	58%	1	68%	10
	Other	56%	176	55%	671	55%	847	60%	198	59%	656	59%	854	63%	221	60%	609	61%	829
	<b>All</b>	56%	209	55%	698	55%	907	61%	229	59%	679	59%	908	64%	254	61%	629	62%	883
Level 2 (long)	GCSE	63%	109	55%	66	60%	175	67%	101	58%	60	64%	162	69%	99	62%	53	66%	152
	NVQ	42%	52	48%	105	46%	158	52%	45	53%	104	53%	149	57%	46	59%	109	59%	155
	GNVQ	61%	35	53%	3	60%	38	65%	27	55%	2	65%	29	69%	19	58%	1	68%	20
	GNVQ Precursor	61%	5	57%	2	61%	6	66%	2	64%	2	65%	4	73%	1	78%	3	74%	4
	Other	59%	110	56%	319	58%	429	60%	110	55%	304	59%	414	68%	110	60%	288	66%	398
	<b>All</b>	55%	332	50%	501	52%	833	60%	321	54%	484	56%	805	63%	321	59%	469	61%	790
	Full level 2 learning aims	52%	112	49%	114	50%	226	58%	108	54%	118	56%	227	64%	111	59%	124	61%	235
	Not full level 2 learning aims	56%	220	50%	388	53%	608	60%	213	54%	365	56%	578	63%	210	59%	344	61%	555
	<b>All</b>	55%	332	50%	501	52%	833	60%	321	54%	484	56%	805	63%	321	59%	469	61%	790
Level 3 (long)	GCE A/AS Level	75%	620	54%	66	73%	687	77%	624	56%	59	75%	683	79%	631	59%	52	77%	683
	NVQ	50%	10	44%	62	45%	72	53%	9	47%	62	48%	71	62%	10	53%	63	54%	72
	GNVQ/AVCE	54%	64	46%	7	53%	71	60%	55	53%	6	60%	61	67%	45	60%	4	66%	49
	GNVQ Precursor	50%	49	45%	17	49%	66	34%	9	33%	5	34%	14	43%	2	40%	2	42%	4
	Access to Higher Education	-	-	54%	32	54%	32	-	-	56%	33	60%	33	-	-	57%	34	57%	35
	Other	57%	51	52%	175	53%	227	57%	97	55%	156	56%	253	61%	115	58%	149	60%	263
	<b>All</b>	70%	795	51%	360	64%	1,155	72%	795	53%	320	67%	1,115	75%	803	57%	304	70%	1,106
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	54%	1	42%	29	43%	30	58%	1	47%	28	47%	29	54%	27	52%	27	52%	27
	<b>All</b>	54%	1	42%	29	43%	30	58%	1	47%	28	47%	29	54%	27	52%	27	52%	27
Level not specified	<b>All</b>	70%	53	63%	130	65%	183	74%	36	68%	97	69%	134	83%	29	74%	101	76%	130
<b>All Long</b>		64%	1,391	53%	1,718	58%	3,109	68%	1,382	57%	1,608	62%	2,990	71%	1,407	60%	1,529	65%	2,936
<b>All Short</b>		72%	281	79%	2,525	78%	2,806	76%	307	82%	2,590	81%	2,897	78%	278	83%	2,554	83%	2,832
<b>All Qualifications</b>		66%	1,672	68%	4,243	68%	5,915	69%	1,689	72%	4,199	71%	5,888	72%	1,685	75%	4,083	74%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

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

Number of Starts in 000s

Level	Qualification type	2002/2003						2003/2004						2004/2005					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	73%	20	69%	22	71%	42	75%	20	72%	20	74%	40	78%	24	75%	20	76%	43
	GNVQ	76%	14	75%	4	76%	18	79%	12	70%	2	78%	14	79%	10	70%	1	79%	10
	Other	78%	176	72%	671	73%	847	79%	198	74%	656	75%	854	81%	221	75%	609	77%	829
	<b>All</b>	<b>77%</b>	<b>209</b>	<b>72%</b>	<b>698</b>	<b>73%</b>	<b>907</b>	<b>79%</b>	<b>229</b>	<b>74%</b>	<b>679</b>	<b>75%</b>	<b>908</b>	<b>80%</b>	<b>254</b>	<b>75%</b>	<b>629</b>	<b>77%</b>	<b>883</b>
Level 2 (long)	GCSE	72%	109	67%	66	70%	175	74%	101	69%	60	72%	162	76%	99	70%	53	74%	152
	NVQ	57%	52	62%	105	61%	158	66%	45	67%	104	67%	149	69%	46	70%	109	70%	155
	GNVQ	79%	35	70%	3	79%	38	81%	27	72%	2	80%	29	83%	19	73%	1	82%	20
	GNVQ Precursor	76%	5	75%	2	75%	6	79%	2	82%	2	80%	4	83%	1	93%	3	90%	4
	Other	76%	110	72%	319	75%	429	78%	110	72%	304	74%	414	80%	110	75%	288	78%	398
	<b>All</b>	<b>72%</b>	<b>332</b>	<b>68%</b>	<b>501</b>	<b>70%</b>	<b>833</b>	<b>75%</b>	<b>321</b>	<b>71%</b>	<b>484</b>	<b>72%</b>	<b>805</b>	<b>77%</b>	<b>321</b>	<b>73%</b>	<b>469</b>	<b>75%</b>	<b>790</b>
	Full level 2 learning aims	68%	112	63%	114	66%	226	73%	108	67%	118	70%	227	76%	111	70%	124	73%	235
	Not full level 2 learning aims	74%	220	70%	388	71%	608	76%	213	72%	365	73%	578	78%	210	74%	344	76%	555
<b>All</b>	<b>72%</b>	<b>332</b>	<b>68%</b>	<b>501</b>	<b>70%</b>	<b>833</b>	<b>75%</b>	<b>321</b>	<b>71%</b>	<b>484</b>	<b>72%</b>	<b>805</b>	<b>77%</b>	<b>321</b>	<b>73%</b>	<b>469</b>	<b>75%</b>	<b>790</b>	
Level 3 (long)	GCE A/AS Level	88%	620	73%	66	86%	687	89%	624	73%	59	87%	683	89%	631	75%	52	88%	683
	NVQ	68%	10	64%	62	65%	72	71%	9	66%	62	66%	71	76%	10	68%	63	69%	72
	GNVQ/AVCE	67%	64	63%	7	67%	71	72%	55	67%	6	71%	61	76%	45	73%	4	76%	49
	GNVQ Precursor	59%	49	55%	17	58%	66	41%	9	44%	5	42%	14	50%	2	57%	2	53%	4
	Access to Higher Education	-	-	66%	32	66%	32	-	-	100%	33	100%	33	-	-	69%	34	69%	35
	Other	77%	51	71%	175	73%	227	72%	97	72%	156	72%	253	72%	115	74%	149	73%	263
	<b>All</b>	<b>83%</b>	<b>795</b>	<b>69%</b>	<b>360</b>	<b>79%</b>	<b>1,155</b>	<b>85%</b>	<b>795</b>	<b>70%</b>	<b>320</b>	<b>80%</b>	<b>1,115</b>	<b>86%</b>	<b>803</b>	<b>72%</b>	<b>304</b>	<b>82%</b>	<b>1,106</b>
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	77%	1	72%	29	72%	30	77%	1	74%	28	74%	29	79%		77%	27	77%	27
	<b>All</b>	<b>77%</b>	<b>1</b>	<b>72%</b>	<b>29</b>	<b>72%</b>	<b>30</b>	<b>77%</b>	<b>1</b>	<b>74%</b>	<b>28</b>	<b>74%</b>	<b>29</b>	<b>80%</b>		<b>77%</b>	<b>27</b>	<b>77%</b>	<b>27</b>
Level not specified	<b>All</b>	84%	53	79%	130	80%	183	86%	36	81%	97	82%	134	90%	29	84%	101	85%	130
<b>All Long</b>		80%	1,391	71%	1,718	75%	3,109	81%	1,382	73%	1,608	77%	2,990	83%	1,407	75%	1,529	79%	2,936
<b>All Short</b>		91%	281	92%	2,525	92%	2,806	93%	307	93%	2,590	93%	2,897	93%	278	93%	2,554	93%	2,832
<b>All Qualifications</b>		82%	1,672	83%	4,243	83%	5,915	83%	1,689	85%	4,199	85%	5,888	85%	1,685	86%	4,083	86%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 2c: Achievement rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year**

Number of Starts in 000s

Level	Qualification type	2002/2003						2003/2004						2004/2005					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	76%	20	82%	22	79%	42	82%	20	85%	20	83%	40	86%	24	90%	20	88%	43
	GNVQ	79%	14	63%	4	75%	18	83%	12	73%	2	82%	14	86%	10	84%	1	86%	10
	Other	72%	176	76%	671	75%	847	76%	198	80%	656	79%	854	79%	221	80%	609	80%	829
	<b>All</b>	73%	209	76%	698	75%	907	77%	229	80%	679	79%	908	80%	254	80%	629	80%	883
Level 2 (long)	GCSE	86%	109	82%	66	85%	175	90%	101	85%	60	88%	162	91%	99	88%	53	90%	152
	NVQ	73%	52	77%	105	76%	158	78%	45	80%	104	79%	149	82%	46	85%	109	84%	155
	GNVQ	77%	35	75%	3	76%	38	81%	27	77%	2	81%	29	83%	19	79%	1	83%	20
	GNVQ Precursor	82%	5	83%	2	82%	6	83%	2	84%	2	84%	4	88%	1	86%	3	87%	4
	Other	78%	110	77%	319	78%	429	81%	110	80%	304	80%	414	86%	110	82%	288	85%	398
	<b>All</b>	76%	332	73%	501	74%	833	79%	321	76%	484	77%	805	82%	321	81%	469	81%	790
	Full level 2 learning aims	75%	112	77%	114	76%	226	80%	108	80%	118	80%	227	84%	111	84%	124	84%	235
	Not full level 2 learning aims	76%	220	72%	388	74%	608	79%	213	75%	365	77%	578	81%	210	80%	344	80%	555
<b>All</b>	76%	332	74%	501	74%	833	79%	321	76%	484	77%	805	82%	321	81%	469	81%	790	
Level 3 (long)	GCE A/AS Level	85%	620	75%	66	85%	687	87%	624	76%	59	86%	683	88%	631	78%	52	87%	683
	NVQ	73%	10	69%	62	69%	72	75%	9	71%	62	72%	71	81%	10	78%	63	78%	72
	GNVQ/AVCE	80%	64	73%	7	79%	71	84%	55	79%	6	84%	61	87%	45	83%	4	87%	49
	GNVQ Precursor	86%	49	81%	17	84%	66	84%	9	76%	5	81%	14	87%	2	71%	2	80%	4
	Access to Higher Education	-	-	100%	32	100%	32	-	-	81%	33	81%	33	-	-	83%	34	83%	35
	Other	74%	51	73%	175	73%	227	80%	97	76%	156	78%	253	85%	115	79%	149	81%	263
<b>All</b>	84%	795	74%	360	81%	1,155	86%	795	76%	320	83%	1,115	87%	803	79%	304	85%	1,106	
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	70%	1	58%	29	59%	30	75%	1	64%	28	64%	29	-	-	68%	27	68%	27
	<b>All</b>	70%	1	58%	29	59%	30	75%	1	64%	28	64%	29	68%	-	68%	27	68%	27
Level not specified	<b>All</b>	83%	53	80%	130	81%	183	86%	36	84%	97	84%	134	93%	29	88%	101	89%	130
<b>All Long</b>		81%	1,391	75%	1,718	78%	3,109	83%	1,382	78%	1,608	80%	2,990	85%	1,407	81%	1,529	83%	2,936
<b>All Short</b>		79%	281	86%	2,525	85%	2,806	82%	307	88%	2,590	88%	2,897	83%	278	89%	2,554	89%	2,832
<b>All Qualifications</b>		80%	1,672	82%	4,243	81%	5,915	83%	1,689	85%	4,199	84%	5,888	85%	1,685	86%	4,083	86%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 3: Success rates in all FE institutions by subject sector area, qualification length and expected end year**

Number of starts in 000's

Sector Subject Area	2002/2003						2003/2004						2004/2005					
	Long		Short		All		Long		Short		All		Long		Short		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Agriculture, Horticulture and Animal Care	56%	41	83%	41	69%	83	58%	44	84%	40	70%	83	62%	43	87%	46	75%	88
Arts, Media and Publishing	65%	323	77%	150	69%	473	69%	317	82%	172	74%	488	72%	312	84%	185	77%	496
Business, Administration and Law	56%	238	70%	100	60%	338	59%	236	74%	97	63%	333	62%	228	77%	101	67%	329
Construction, Planning and the Built Environment	42%	78	82%	63	60%	141	47%	96	82%	43	58%	140	52%	92	82%	44	62%	136
Education and Training	52%	63	67%	38	58%	102	56%	53	69%	35	61%	89	61%	53	73%	33	66%	85
Engineering and Manufacturing Technologies	53%	119	87%	139	71%	258	57%	107	88%	124	74%	230	62%	102	87%	88	74%	190
Health, Public Services and Care	58%	226	89%	641	81%	868	59%	246	90%	719	82%	965	64%	270	91%	697	84%	967
History, Philosophy and Theology	73%	98	69%	14	72%	111	77%	84	77%	8	77%	92	80%	92	88%	48	83%	140
Information and Communication Technology	47%	501	64%	408	54%	909	49%	420	69%	393	59%	813	52%	348	72%	327	62%	675
Languages, Literature and Culture	62%	296	64%	96	62%	392	65%	293	70%	97	67%	390	68%	288	76%	91	70%	378
Leisure, Travel and Tourism	57%	126	79%	131	68%	257	59%	119	81%	137	71%	256	65%	117	83%	129	75%	246
Preparation for Life and Work	63%	381	73%	494	68%	875	66%	434	76%	612	71%	1,045	66%	464	76%	657	72%	1,121
Retail and Commercial Enterprise	59%	133	76%	154	68%	287	61%	131	79%	131	70%	262	64%	134	80%	122	72%	256
Science and Mathematics	66%	302	75%	50	67%	351	68%	290	77%	30	69%	320	71%	286	83%	27	72%	314
Social Sciences	73%	87	75%	35	74%	122	74%	92	78%	31	75%	123	75%	91	75%	27	75%	118
Unspecified subject sector area	43%	96	90%	251	77%	348	57%	28	96%	229	92%	257	82%	17	96%	210	95%	227
<b>Total</b>	<b>58%</b>	<b>3,109</b>	<b>78%</b>	<b>2,806</b>	<b>68%</b>	<b>5,915</b>	<b>62%</b>	<b>2,990</b>	<b>81%</b>	<b>2,897</b>	<b>71%</b>	<b>5,888</b>	<b>65%</b>	<b>2,936</b>	<b>83%</b>	<b>2,832</b>	<b>74%</b>	<b>5,768</b>

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 4: Success rates in all FE institutions by sector subject area, gender and expected end year**

Number of starts in 000's

Sector Subject Area	2002/2003						2003/2004						2004/2005					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Agriculture, Horticulture and Animal Care	67%	43	72%	40	69%	83	68%	44	72%	39	70%	83	72%	43	78%	45	75%	88
Arts, Media and Publishing	71%	313	66%	160	69%	473	75%	323	70%	165	74%	488	78%	330	73%	166	77%	496
Business, Administration and Law	60%	218	60%	120	60%	338	63%	216	63%	117	63%	333	67%	213	67%	116	67%	329
Construction, Planning and the Built Environment	63%	7	60%	134	60%	141	60%	7	57%	133	58%	140	67%	6	62%	130	62%	136
Education and Training	61%	71	50%	31	58%	102	64%	64	55%	24	61%	89	68%	63	59%	22	66%	85
Engineering and Manufacturing Technologies	83%	89	65%	169	71%	258	84%	72	69%	158	74%	230	83%	49	70%	141	74%	190
Health, Public Services and Care	77%	564	87%	304	81%	868	80%	632	87%	333	82%	965	81%	642	88%	325	84%	967
History, Philosophy and Theology	73%	66	71%	46	72%	111	78%	53	76%	39	77%	92	84%	87	82%	54	83%	140
Information and Communication Technology	56%	548	52%	361	54%	909	60%	487	57%	327	59%	813	63%	399	61%	276	62%	675
Languages, Literature and Culture	64%	253	60%	140	62%	392	67%	252	65%	138	67%	390	70%	246	69%	132	70%	378
Leisure, Travel and Tourism	70%	144	65%	113	68%	257	73%	136	69%	119	71%	256	76%	126	73%	120	75%	246
Preparation for Life and Work	70%	508	67%	367	68%	875	72%	614	70%	432	71%	1,045	73%	672	71%	449	72%	1,121
Retail and Commercial Enterprise	68%	215	68%	73	68%	287	70%	201	69%	61	70%	262	72%	197	71%	59	72%	256
Science and Mathematics	68%	201	65%	150	67%	351	70%	183	68%	136	69%	320	73%	181	71%	133	72%	314
Social Sciences	74%	75	73%	47	74%	122	76%	76	75%	47	75%	123	76%	74	75%	44	75%	118
Unspecified subject sector area	78%	212	75%	135	77%	348	92%	161	91%	97	92%	257	95%	141	95%	86	95%	227
<b>Total</b>	<b>68%</b>	<b>3,526</b>	<b>66%</b>	<b>2,389</b>	<b>68%</b>	<b>5,915</b>	<b>72%</b>	<b>3,523</b>	<b>70%</b>	<b>2,365</b>	<b>71%</b>	<b>5,888</b>	<b>74%</b>	<b>3,470</b>	<b>73%</b>	<b>2,298</b>	<b>74%</b>	<b>5,768</b>

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 5: Success rates in all FE institutions by ethnicity, gender and expected end year**

Number of starts in 000's

Ethnicity	2002/2003						2003/2004						2004/2005					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Bangladeshi	69%	28	62%	25	66%	53	73%	31	67%	28	70%	59	73%	32	69%	28	71%	60
Indian	69%	85	65%	56	67%	141	73%	91	69%	60	71%	150	74%	86	72%	56	73%	142
Pakistani	66%	86	59%	58	63%	144	70%	89	64%	59	68%	148	71%	89	66%	57	69%	146
Other - Asian	67%	41	62%	43	64%	84	71%	44	67%	43	69%	86	73%	44	70%	38	71%	82
Black African	64%	90	59%	69	62%	159	68%	109	64%	77	67%	187	71%	112	68%	75	69%	187
Black Caribbean	60%	62	54%	38	58%	101	63%	64	60%	40	62%	104	66%	64	63%	40	65%	104
Black Other	59%	20	55%	14	58%	34	64%	19	62%	14	63%	33	65%	20	63%	14	64%	33
Chinese	67%	31	62%	19	65%	50	71%	31	69%	19	70%	50	73%	30	73%	17	73%	47
White	69%	2,710	68%	1,772	69%	4,482	73%	2,752	71%	1,799	72%	4,551	75%	2,729	74%	1,769	75%	4,499
Other	64%	120	60%	98	62%	218	68%	134	65%	102	67%	237	70%	139	68%	104	69%	243
Not known / not provided	65%	253	64%	196	64%	449	70%	158	70%	125	70%	283	73%	126	73%	98	73%	224
<b>Total</b>	<b>68%</b>	<b>3,526</b>	<b>66%</b>	<b>2,389</b>	<b>68%</b>	<b>5,915</b>	<b>72%</b>	<b>3,523</b>	<b>70%</b>	<b>2,365</b>	<b>71%</b>	<b>5,888</b>	<b>74%</b>	<b>3,470</b>	<b>73%</b>	<b>2,298</b>	<b>74%</b>	<b>5,768</b>

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 6: Success rates in all FE institutions by disability, gender and expected end year**

Number of starts in 000's

Disability	Age *	2002/2003						2003/2004						2004/2005					
		Female		Male		All		Female		Male		All		Female		Male		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Has disability	16-18	67%	82	63%	92	65%	174	70%	94	67%	106	68%	200	72%	97	69%	110	70%	207
	19+	69%	209	68%	172	68%	381	72%	236	72%	193	72%	429	75%	248	74%	198	75%	447
	All	68%	291	66%	264	67%	555	72%	330	70%	299	71%	629	74%	346	72%	308	73%	654
No disability	16-18	69%	662	63%	568	66%	1,230	72%	693	67%	597	69%	1,290	74%	709	70%	603	72%	1,312
	19+	69%	1,909	68%	1,090	68%	2,999	73%	1,991	72%	1,128	73%	3,119	75%	1,991	75%	1,108	75%	3,098
	All	69%	2,571	66%	1,658	68%	4,229	72%	2,684	70%	1,725	72%	4,409	75%	2,700	73%	1,711	74%	4,411
No information	16-18	67%	141	61%	127	64%	268	71%	105	66%	95	68%	200	73%	87	69%	78	71%	166
	19+	68%	523	68%	339	68%	863	70%	404	70%	246	70%	650	74%	338	75%	200	74%	538
	All	68%	664	66%	467	67%	1,131	70%	509	68%	341	70%	850	74%	425	73%	279	74%	704
Total	16-18	68%	885	63%	787	66%	1,672	71%	891	66%	798	69%	1,689	74%	894	70%	792	72%	1,685
	19+	68%	2,642	68%	1,601	68%	4,243	72%	2,632	72%	1,567	72%	4,199	75%	2,577	75%	1,506	75%	4,083
	All	68%	3,526	66%	2,389	68%	5,915	72%	3,523	70%	2,365	71%	5,888	74%	3,470	73%	2,298	74%	5,768

### Notes:

Data within the table covers over 98% 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.

Totals may not equal the sum of columns due to rounding.

\* 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 Work Based Learning Provision

Table 7: Success rates by age group and programme type, 2003/04 and 2004/05

Programme Type	Age *	2003/2004			2004/2005		
		Current success rate			Current success rate		
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers
<b>Advanced Apprenticeships</b>	16-18	36%	49%	23,829	41%	54%	23,618
	19+	29%	44%	27,534	34%	50%	26,613
	<b>All</b>	<b>32%</b>	<b>46%</b>	<b>51,363</b>	<b>38%</b>	<b>52%</b>	<b>50,231</b>
<b>Apprenticeships (at level 2)</b>	16-18	31%	43%	65,292	41%	51%	74,456
	19+	29%	42%	41,544	40%	52%	45,265
	<b>All</b>	<b>30%</b>	<b>43%</b>	<b>106,836</b>	<b>40%</b>	<b>51%</b>	<b>119,721</b>
<b>All Apprenticeships</b>	16-18	33%	45%	89,121	41%	51%	98,074
	19+	29%	43%	69,078	38%	51%	71,878
	<b>All</b>	<b>31%</b>	<b>44%</b>	<b>158,199</b>	<b>40%</b>	<b>51%</b>	<b>169,952</b>
<b>NVQ Training</b>	16-18	-	52%	14,569	-	61%	8,795
	19+	-	61%	14,768	-	66%	10,323
	<b>All</b>	-	<b>57%</b>	<b>29,337</b>	-	<b>64%</b>	<b>19,118</b>
<b>All frameworks or NVQs</b>	16-18	-	46%	103,690	-	52%	106,869
	19+	-	46%	83,846	-	53%	82,201
	<b>All</b>	-	<b>46%</b>	<b>187,536</b>	-	<b>53%</b>	<b>189,070</b>

2003/2004		2004/2005	
Overall success rate		Overall success rate	
Complete framework ‡	Framework or NVQ component	Complete framework ‡	Framework or NVQ component
32%	48%	38%	51%
30%	48%	31%	46%
<b>31%</b>	<b>48%</b>	<b>34%</b>	<b>48%</b>
33%	49%	39%	50%
29%	45%	37%	50%
<b>32%</b>	<b>47%</b>	<b>39%</b>	<b>50%</b>
33%	48%	39%	50%
30%	46%	35%	49%
<b>31%</b>	<b>48%</b>	<b>37%</b>	<b>50%</b>
-	37%	-	51%
-	60%	-	61%
-	<b>46%</b>	-	<b>56%</b>
-	46%	-	51%
-	49%	-	50%
-	<b>47%</b>	-	<b>50%</b>

### Notes:

Years 2003/04 and 2004/05 represent 1 August 2003 to 31 July 2004, 1 August 2004 to 31 July 2005

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure is presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 8: Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	Advanced Apprenticeships						Advanced Apprenticeships	
		2003/2004			2004/2005			2003/2004	2004/2005
		Current success rate			Current success rate			Overall success rate	Overall success rate
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Complete framework ‡
Agriculture, Horticulture and Animal Care	Female	35%	46%	300	37%	55%	300	24%	36%
	Male	44%	59%	400	41%	65%	300	35%	37%
	All	40%	54%	700	39%	60%	600	31%	37%
Arts, Media and Publishing	Female	-	-	-	-	-	-	-	-
	Male	34%	54%	200	35%	53%	200	33%	32%
	All	35%	54%	200	36%	55%	200	34%	31%
Business, Administration and Law	Female	32%	50%	8,200	43%	59%	7,100	28%	33%
	Male	28%	42%	3,100	38%	51%	2,700	26%	28%
	All	31%	48%	11,300	42%	57%	9,800	28%	32%
Construction, Planning and the Built Environment	Female	-	-	-	48%	56%	100	29%	27%
	Male	39%	60%	8,500	46%	63%	7,300	27%	41%
	All	39%	60%	8,500	46%	63%	7,400	27%	41%
Education and Training	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Engineering and Manufacturing Technologies	Female	36%	41%	300	50%	59%	300	42%	49%
	Male	38%	46%	11,600	46%	57%	13,300	46%	46%
	All	38%	46%	11,900	46%	57%	13,600	46%	46%
Health, Public Services and Care	Female	24%	47%	5,900	22%	48%	5,500	27%	22%
	Male	19%	34%	400	19%	48%	400	20%	17%
	All	24%	46%	6,300	22%	48%	5,900	27%	21%
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	48%	52%	200	48%	57%	300	45%	46%
	Male	49%	55%	1,300	58%	66%	1,600	51%	51%
	All	49%	55%	1,500	56%	64%	1,900	51%	50%
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	42%	52%	1,700	30%	50%	1,300	32%	32%
	Male	26%	37%	600	23%	32%	700	28%	24%
	All	38%	48%	2,400	28%	44%	2,000	31%	30%
Preparation for Life and Work	Female	21%	41%	300	17%	41%	300	24%	15%
	Male	-	-	-	11%	45%	100	-	14%
	All	20%	39%	400	15%	42%	400	24%	15%
Retail and Commercial Enterprise	Female	25%	33%	5,200	27%	38%	4,500	26%	25%
	Male	13%	19%	3,000	20%	26%	2,700	14%	17%
	All	21%	28%	8,100	24%	33%	7,200	22%	22%
Science and Mathematics	Female	-	-	-	64%	64%	-	-	50%
	Male	-	-	-	49%	51%	-	-	39%
	All	-	-	-	53%	55%	100	-	43%
Social Sciences	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Unspecified SSA	Female	-	-	-	7%	7%	500	-	10%
	Male	-	-	-	4%	4%	700	-	4%
	All	-	-	-	6%	6%	1,300	-	6%
Total	Female	29%	45%	22,300	32%	49%	20,200	28%	28%
	Male	35%	47%	29,100	41%	53%	30,000	34%	38%
	All	32%	46%	51,400	38%	52%	50,200	31%	34%

### Notes:

Years 2003/04 and 2004/05 represent 1 August 2003 to 31 July 2004, 1 August 2004 to 31 July 2005

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure is presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	Apprenticeships (at level 2)						Apprenticeships (at level 2)	
		2003/2004			2004/2005			2003/2004	2004/2005
		Current success rate			Current success rate			Overall success rate	Overall success rate
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Complete framework ‡
Agriculture, Horticulture and Animal Care	Female	38%	50%	1,200	44%	54%	1,400	40%	46%
	Male	34%	52%	1,400	41%	58%	1,400	35%	38%
	All	36%	51%	2,600	43%	56%	2,700	37%	42%
Arts, Media and Publishing	Female	-	-	-	-	-	-	-	-
	Male	27%	53%	100	25%	42%	100	29%	25%
	All	31%	50%	200	24%	38%	100	32%	33%
Business, Administration and Law	Female	39%	51%	20,200	49%	59%	20,400	39%	47%
	Male	31%	42%	7,500	42%	51%	7,900	33%	40%
	All	37%	48%	27,800	47%	57%	28,300	37%	45%
Construction, Planning and the Built Environment	Female	20%	29%	100	37%	47%	100	27%	36%
	Male	25%	38%	10,700	40%	52%	14,600	26%	40%
	All	25%	38%	10,800	40%	52%	14,700	26%	40%
Education and Training	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Engineering and Manufacturing Technologies	Female	31%	46%	500	44%	57%	600	29%	42%
	Male	30%	42%	9,500	43%	53%	12,600	33%	42%
	All	30%	42%	10,000	43%	53%	13,200	32%	42%
Health, Public Services and Care	Female	16%	38%	10,400	31%	48%	11,700	18%	29%
	Male	16%	33%	800	37%	48%	1,100	16%	34%
	All	16%	38%	11,200	32%	48%	12,800	17%	30%
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	56%	63%	600	51%	62%	700	53%	55%
	Male	50%	64%	3,000	49%	64%	3,000	54%	49%
	All	51%	64%	3,600	50%	64%	3,700	54%	50%
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	30%	48%	1,400	40%	55%	1,600	30%	37%
	Male	24%	43%	2,100	32%	50%	2,300	24%	29%
	All	26%	45%	3,500	35%	52%	4,000	27%	32%
Preparation for Life and Work	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Retail and Commercial Enterprise	Female	31%	40%	23,700	42%	51%	23,700	36%	38%
	Male	24%	35%	13,200	35%	45%	13,300	25%	31%
	All	29%	38%	36,900	40%	49%	36,900	31%	36%
Science and Mathematics	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Social Sciences	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Unspecified SSA	Female	57%	65%	100	9%	10%	1,500	29%	12%
	Male	-	-	-	7%	8%	1,800	-	11%
	All	57%	66%	100	8%	9%	3,300	30%	11%
Total	Female	32%	44%	58,300	42%	52%	61,700	34%	40%
	Male	28%	41%	48,500	39%	50%	58,100	30%	38%
	All	30%	43%	106,800	40%	51%	119,700	32%	39%

### Notes:

Years 2003/04 and 2004/05 represent 1 August 2003 to 31 July 2004, 1 August 2004 to 31 July 2005

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

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## Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	NVQ Training				All frameworks or NVQs				NVQ Training		All frameworks or NVQs	
		2003/2004		2004/2005		2003/2004		2004/2005		2003/2004	2004/2005	2003/2004	2004/2005
		Current success rate		Current success rate		Current success rate		Current success rate		Overall success rate	Overall success rate	Overall success rate	Overall success rate
		NVQ Only	Total Leavers	NVQ Only	Total Leavers	Framework or NVQ component	Total Leavers	Framework or NVQ component	Total Leavers	NVQ Only	NVQ Only	Framework or NVQ component	Framework or NVQ component
Agriculture, Horticulture and Animal Care	Female	73%	700	77%	800	57%	2,200	62%	2,400	55%	70%	53%	61%
	Male	49%	400	56%	400	53%	2,200	59%	2,000	29%	50%	49%	55%
	All	64%	1,100	71%	1,100	55%	4,400	60%	4,400	43%	64%	51%	58%
Arts, Media and Publishing	Female	-	-	-	-	50%	100	54%	100	-	-	52%	62%
	Male	-	-	59%	100	53%	400	52%	300	-	51%	56%	51%
	All	51%	100	60%	100	52%	500	52%	400	55%	55%	55%	53%
Business, Administration and Law	Female	58%	4,400	67%	2,700	52%	32,900	60%	30,300	50%	59%	51%	56%
	Male	50%	2,100	60%	1,400	43%	12,700	52%	12,000	43%	53%	43%	48%
	All	56%	6,500	65%	4,100	49%	45,600	58%	42,300	48%	57%	49%	54%
Construction, Planning and the Built Environment	Female	-	-	-	-	35%	200	53%	200	-	-	37%	44%
	Male	42%	1,300	54%	1,100	47%	20,500	56%	23,000	21%	45%	43%	54%
	All	41%	1,300	54%	1,100	47%	20,700	56%	23,200	21%	45%	43%	54%
Education and Training	Female	-	-	-	-	-	-	63%	100	-	-	-	55%
	Male	-	-	-	-	-	-	-	-	-	-	-	-
	All	-	-	61%	100	-	-	63%	100	-	47%	-	51%
Engineering and Manufacturing Technologies	Female	69%	400	69%	200	52%	1,100	60%	1,000	58%	67%	52%	60%
	Male	62%	4,400	63%	2,800	47%	25,600	55%	28,600	46%	57%	52%	55%
	All	62%	4,800	64%	3,000	48%	26,700	56%	29,700	47%	58%	52%	56%
Health, Public Services and Care	Female	51%	6,100	63%	4,500	44%	22,400	51%	21,800	53%	55%	49%	50%
	Male	73%	3,000	78%	1,300	62%	4,200	62%	2,800	81%	76%	68%	59%
	All	58%	9,100	66%	5,900	47%	26,600	52%	24,600	62%	59%	52%	51%
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	70%	200	58%	100	62%	1,100	60%	1,100	43%	64%	53%	63%
	Male	69%	900	72%	400	63%	5,100	65%	5,000	49%	65%	61%	62%
	All	69%	1,100	70%	500	63%	6,200	65%	6,100	48%	64%	59%	62%
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	-	-	-	-	50%	3,200	53%	3,000	-	-	45%	49%
	Male	49%	300	61%	200	43%	3,100	47%	3,200	21%	38%	40%	44%
	All	48%	400	62%	200	46%	6,300	50%	6,200	22%	40%	43%	46%
Preparation for Life and Work	Female	-	-	-	-	41%	300	42%	300	-	-	46%	43%
	Male	-	-	-	-	-	-	48%	100	-	-	-	48%
	All	-	-	-	-	38%	400	44%	400	-	-	44%	44%
Retail and Commercial Enterprise	Female	50%	2,500	60%	1,600	40%	31,300	49%	29,700	41%	50%	45%	45%
	Male	49%	2,200	58%	1,400	34%	18,400	43%	17,400	38%	50%	36%	40%
	All	49%	4,700	59%	3,000	38%	49,700	47%	47,100	39%	50%	41%	43%
Science and Mathematics	Female	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	65%	100	-	-	-	53%
	All	-	-	-	-	-	-	67%	100	-	-	-	52%
Social Sciences	Female	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-	-	-	-	-
Unspecified SSA	Female	-	-	-	-	67%	200	9%	2,000	-	-	22%	13%
	Male	-	-	-	-	-	-	7%	2,500	-	-	-	10%
	All	-	-	-	-	67%	200	8%	4,600	-	-	23%	11%
Total	Female	55%	14,500	65%	10,100	46%	95,100	53%	92,000	48%	57%	48%	50%
	Male	59%	14,800	63%	9,000	46%	92,500	52%	97,100	44%	55%	46%	50%
	All	57%	29,300	64%	19,100	46%	187,500	53%	189,100	46%	56%	47%	50%

### Notes:

Years 2003/04 and 2004/05 represent 1 August 2003 to 31 July 2004, 1 August 2004 to 31 July 2005

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

† 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

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See Notes to Editors for technical details



## Success rates in LSC Funded Work Based Learning Provision

Table 9: Success rates by ethnicity and programme type, 2003/04 and 2004/05

Ethnicity	Advanced Apprenticeships					
	2003/2004			2004/2005		
	Current success rate			Current success rate		
	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers
Bangladeshi	23%	35%	100	26%	40%	100
Indian	27%	41%	300	26%	41%	300
Pakistani	26%	46%	300	29%	46%	300
Other - Asian	-	-	-	43%	55%	100
Black African	17%	34%	100	16%	28%	100
Black Caribbean	16%	35%	300	21%	34%	300
Black other	25%	38%	200	26%	41%	200
Chinese	-	-	-	40%	48%	100
White	32%	46%	48,400	38%	52%	47,400
Other	21%	33%	500	23%	36%	600
Not known / not provided	45%	60%	1,100	44%	55%	700
<b>Total</b>	<b>32%</b>	<b>46%</b>	<b>51,400</b>	<b>38%</b>	<b>52%</b>	<b>50,200</b>

Advanced Apprenticeships	
2003/2004	2004/2005
Overall success rate	Overall success rate
Complete framework ‡	Complete framework ‡
28%	24%
28%	22%
23%	27%
-	38%
16%	15%
19%	22%
20%	27%
-	41%
31%	34%
16%	21%
44%	44%
31%	34%

Ethnicity	Apprenticeships (at level 2)					
	2003/2004			2004/2005		
	Current success rate			Current success rate		
	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers
Bangladeshi	19%	30%	500	18%	31%	800
Indian	27%	39%	700	33%	44%	800
Pakistani	23%	34%	900	31%	42%	1,100
Other - Asian	22%	37%	200	32%	48%	300
Black African	11%	26%	400	22%	37%	500
Black Caribbean	19%	32%	800	28%	42%	1,100
Black other	23%	40%	400	30%	44%	400
Chinese	-	-	-	39%	54%	100
White	31%	43%	99,900	41%	52%	111,500
Other	22%	32%	1,600	32%	43%	2,000
Not known / not provided	32%	51%	1,200	41%	53%	1,200
<b>Total</b>	<b>30%</b>	<b>43%</b>	<b>106,800</b>	<b>40%</b>	<b>51%</b>	<b>119,700</b>

Apprenticeships (at level 2)	
2003/2004	2004/2005
Overall success rate	Overall success rate
Complete framework ‡	Complete framework ‡
26%	21%
28%	32%
25%	31%
23%	27%
11%	21%
19%	26%
23%	27%
-	35%
32%	39%
22%	31%
32%	39%
32%	39%

Ethnicity	NVQ Training				All frameworks or NVQs			
	2003/2004		2004/2005		2003/2004		2004/2005	
	Current success rate		Current success rate		Current success rate		Current success rate	
	NVQ Only	Total Leavers	NVQ Only	Total Leavers	Framework or NVQ component	Total Leavers	Framework or NVQ component	Total Leavers
Bangladeshi	46%	400	47%	200	37%	1,000	35%	1,100
Indian	50%	300	58%	200	42%	1,400	46%	1,300
Pakistani	49%	700	63%	400	41%	2,000	47%	1,700
Other - Asian	47%	100	55%	100	40%	400	51%	400
Black African	55%	200	66%	100	36%	800	40%	800
Black Caribbean	56%	500	59%	300	39%	1,600	43%	1,600
Black other	52%	200	64%	100	43%	700	46%	600
Chinese	-	-	-	-	53%	100	52%	200
White	57%	26,000	64%	17,400	46%	174,300	53%	176,300
Other	53%	600	65%	300	37%	2,600	44%	3,000
Not known / not provided	59%	300	65%	100	56%	2,700	55%	2,100
<b>Total</b>	<b>57%</b>	<b>29,300</b>	<b>64%</b>	<b>19,100</b>	<b>46%</b>	<b>187,500</b>	<b>53%</b>	<b>189,100</b>

NVQ Training		All frameworks or NVQs	
2003/2004	2004/2005	2003/2004	2004/2005
Overall success rate	Overall success rate	Overall success rate	Overall success rate
NVQ Only	NVQ Only	Framework or NVQ component	Framework or NVQ component
38%	42%	40%	39%
45%	50%	44%	44%
37%	55%	39%	46%
38%	46%	38%	45%
35%	51%	33%	37%
36%	48%	36%	42%
37%	46%	40%	41%
-	-	48%	52%
47%	57%	48%	51%
40%	51%	35%	42%
48%	49%	56%	52%
46%	56%	47%	50%

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Total leavers have been rounded to nearest 100

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