

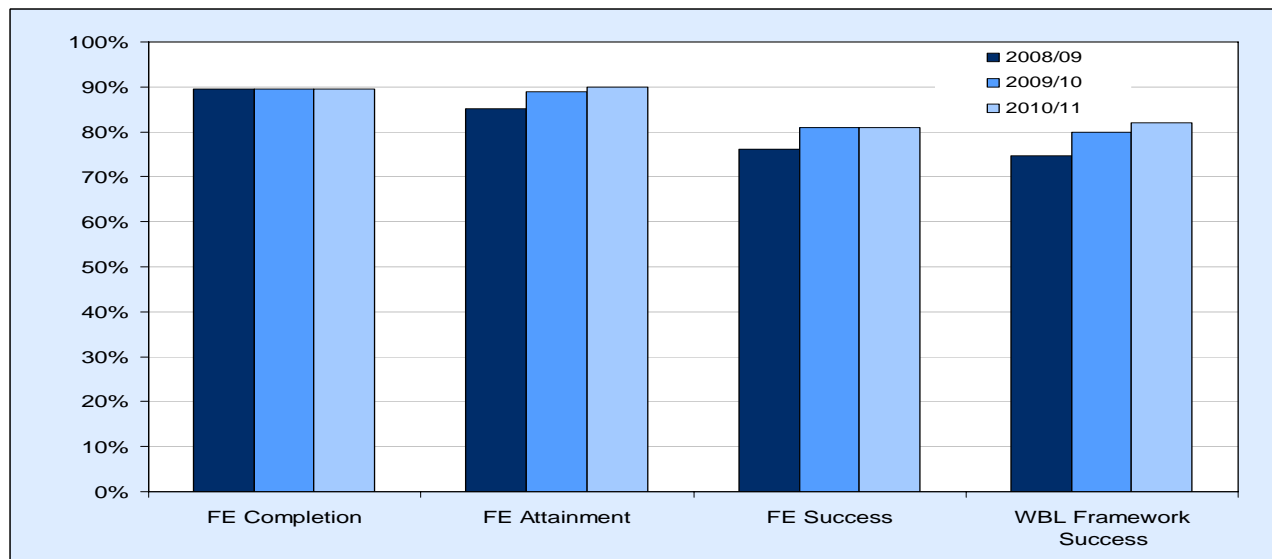
## National Comparators for Further Education and Work-Based Learning: 2010/11

The latest figures on learner outcomes in the Further Education (FE) and Work-based Learning (WBL) sectors in Wales show:

- The overall learning activity success rate for FE in 2010/11 was 81 per cent.
- The FE learning activity completion rate remained static at 90 per cent whereas the FE learning activity attainment rate increased by one percentage point to 90 per cent.
- WBL framework success rates were 83 per cent and 81 per cent in Apprenticeship and Foundation Apprenticeship programmes respectively.

Note that improvements to data quality continue to be made and may contribute to the year-on-year changes in learner outcome measures. Further to this, inconsistencies in the recording of learner data have been identified in the past year and this issue is expanded upon in pages 4 and 5 of this release. Therefore, year-on-year comparisons of learner outcomes should be undertaken with caution.

**Chart 1: Trends in learner outcomes**



This Statistical First Release presents information on learner outcomes for 2010/11, covering FE and WBL delivered by learning providers in Wales. The statistics are presented as national comparators broken down by level of study, type of learning aim, learner age and sector/subject area, and are derived from the Lifelong Learning Wales Record (LLWR).

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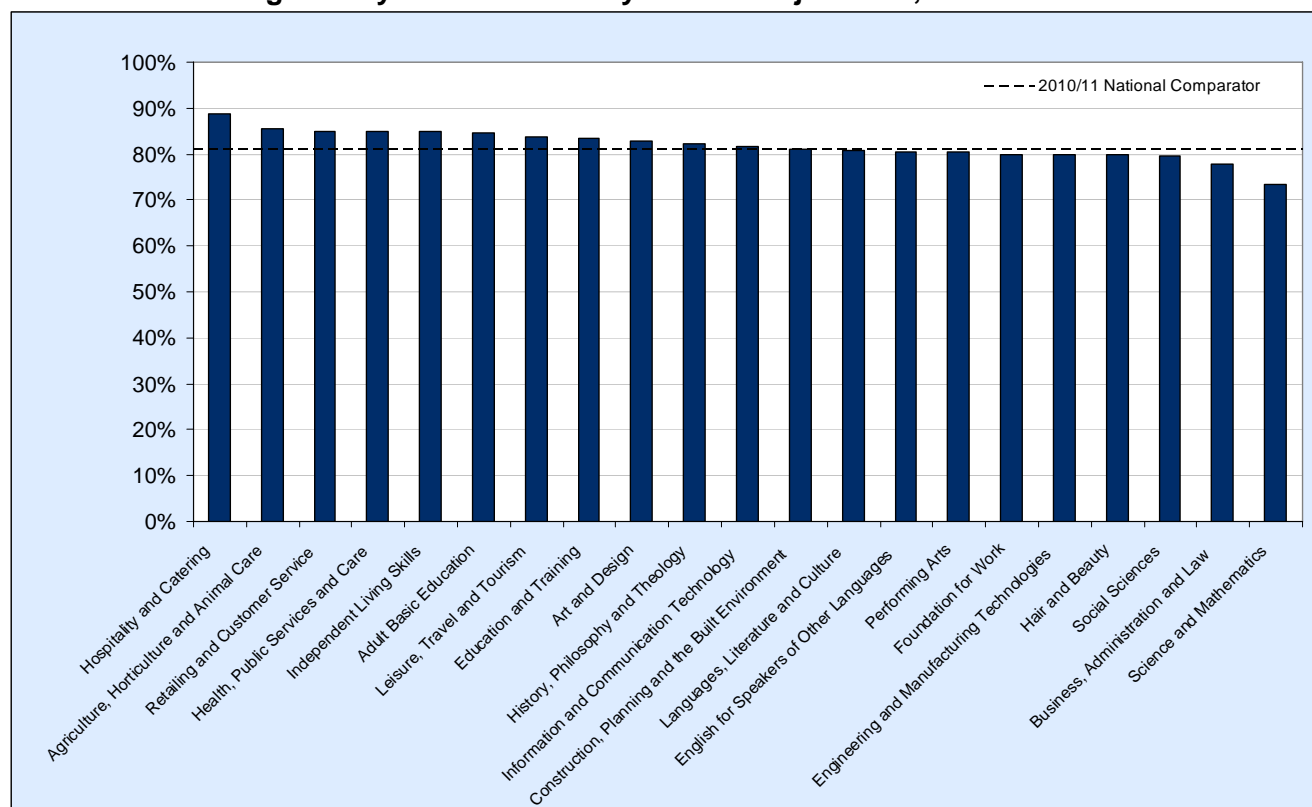
## Outcomes in further education

Chart 1 shows that across all further education programmes in 2010/11, 90 per cent of learning activities were completed and of those activities with an assessable outcome, 90 per cent were attained. Overall, 81 per cent of learning activities were successfully completed and attained.

Analysis of FE success rates by sector/subject area (Chart 2) shows that:

- Success rates were highest in the areas of Hospitality and Catering; Agriculture, Horticulture and Animal Care; Retailing and Customer Service; Health, Public Services and Care; Independent Living Skills; and Adult Basic Education.
- Success rates were lowest in the areas of Science and Mathematics; Business, Administration and Law; Social Sciences; Hair and Beauty; and Engineering and Manufacturing Technologies.

**Chart 2: FE learning activity success rates by sector/subject area, 2010/11**



Analysis of FE success rates by learner age group shows that:

- despite some variations for different programmes of study, there was little difference in overall success rates for learners aged 18 and under and those aged 19 and over;
- success rates were generally slightly higher at all levels for learners aged 18 and under with the exception of long level 2 learning aims;

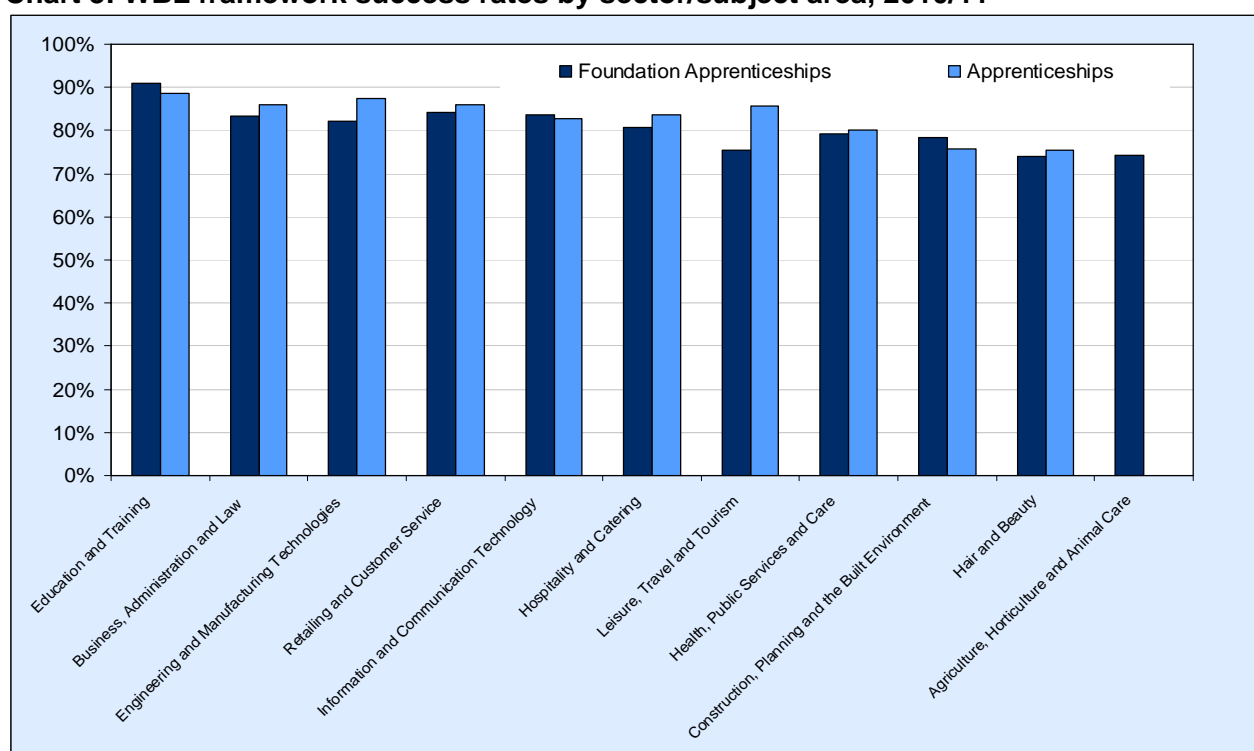
## Outcomes in work-based learning

Learners on Apprenticeship programmes have to achieve a range of qualifications including an NVQ, key skills and technical certificate in order to gain the full Apprenticeship 'framework'. In 2010/11, 82 per cent of learners across all Apprenticeship and Foundation Apprenticeship programmes achieved this, compared to 80 per cent in 2009/10. However, this increase can be largely attributed to a methodological change (see section 2.5 of the notes for further information).

At a sector level, the success rate for Apprenticeships was slightly higher than for Foundation Apprenticeships. This was reflected across most areas, with only three areas having a higher Foundation Apprenticeship success rate. All subject areas exceeded the Welsh Government contractual requirement of 50 per cent framework success and this is reflected in an overall NVQ success rate of 83 per cent on Apprenticeship programmes.

Overall, the best performing areas were Education and Training; Business, Administration and Law; Engineering and Manufacturing Technologies; and Retailing and Customer Service. Chart 3 shows the pattern of framework success rates on Apprenticeship programmes.

**Chart 3: WBL framework success rates by sector/subject area, 2010/11**



Analysis of WBL activity success rates by learner age group shows that:

- On Foundation Apprenticeship, Apprenticeship and Skill Build learning activities, learners aged 19 and over generally have higher success rates than younger learners.

Analysis of learner destination, during the three month period following the end of a Skill Build learning programme, shows that:

- 45 per cent of leavers from Skill Build Youth programmes progressed into further learning compared with 19 per cent of leavers from Skill Build Adult programmes;
- 14 per cent from Skill Build Youth programmes entered employment compared with 19 per cent of leavers from Skill Build Adult programmes; and
- 51 per cent of leavers from Skill Build Adult programmes were seeking work or unemployed.

## Data Management Principles

Over the past year, discussions between officers from DfES (Department for Education and Skills) and providers have highlighted some inconsistencies in the way that learner outcomes are being recorded. To address these inconsistencies, a set of data management principles has been developed in partnership with CollegesWales and issued to FE institutions and WBL providers (in December 2011 and February 2012 respectively).

These principles provide clarification on a number of data management issues. In particular, the circumstances in which LLWR records can be deleted as well as on matters such as recording transfers between learning programmes and learning activities.

Both the deletion of LLWR records and the incorrect recording of transfers can contribute to an undercount of terminated learning activities and/or learning programmes and therefore potentially inflate the success rates detailed within this output.

Analysis has been undertaken to determine the impact of the guidelines on submitted data. The following table compares the number of learning activities in the FE success rate denominator against an earlier freeze of the LLWR data.

Length	No. of Assessable, Terminated Learning Activities		% Difference
	Funding Audit freeze (taken September 2011)	Statistical Release freeze (taken February 2012)	
Long	309,945	305,010	-1.6
Short <sup>1</sup>	106,920	104,750	-2.0
<b>All learning aims</b>	<b>416,865</b>	<b>409,765</b>	<b>-1.7</b>

*Source: Lifelong Learning Wales Record (LLWR)*

<sup>1</sup> Includes e-learning learning aims

This table shows a decrease in the total number of learning activities comprising the FE success rate denominator which could indicate an inflation of the FE success rate. At an overall level the difference between freezes is lower than in a similar analysis for the 2009/10 academic year.

However, further analysis by institution reveals significant variation. A third of institutions showed no difference in learning activity volume between the freezes and a further third showed an increase in learning activity volume. The overall decrease in learning activity volume is largely attributable to a handful of institutions displaying substantial decreases (ie. greater than 10 per cent) which are indicative of underlying data-issues and their subsequent correction.

Similar analysis was also undertaken to compare the numbers of WBL learning programmes in the respective performance measure cohorts against earlier freezes of LLWR data. This analysis showed that the numbers of WBL learning programmes have steadily increased when compared to earlier LLWR freezes. This suggests further completion and correction of data fields (in particular, the end date of learning programme).

Additional analysis was undertaken to specifically investigate the recording of learning programmes and learning activities as transferred or continuing. If a learning activity is recorded as continuing or transferred, it is excluded from learning activity success rates. Similarly, if a learning programme is recorded as continuing or transferred, it is excluded from framework success rates.

The following two tables show the proportion of FE learning activities and WBL learning programmes in the respective learner outcome measure cohorts that are recorded as continuing or transferred in 2010/11 compared with equivalent data for 2009/10.

**Proportion of FE learning activities recorded as continuing or transferred, by learning aim length and academic year**

Length	% of Continuing Learning Activities		% of Transferred Learning Activities	
	2009/10	2010/11	2009/10	2010/11
Long	2.1	0.7	6.4	8.0
Short <sup>1</sup>	3.4	0.6	0.9	2.1
<b>All learning aims</b>	<b>2.5</b>	<b>0.7</b>	<b>4.6</b>	<b>6.3</b>

*Source: Lifelong Learning Wales Record (LLWR)*

<sup>1</sup> Includes e-learning learning aims

**Proportion of WBL learning programmes recorded as continuing or transferred, by programme type and academic year**

Type of Learning Programme	% of Continuing Learning Programmes		% of Transferred Learning Programmes	
	2009/10	2010/11	2009/10	2010/11
Foundation Apprenticeship	3.2	0.7	2.3	3.7
Apprenticeship	3.5	1.2	2.1	3.1
<b>All Apprenticeships</b>	<b>3.3</b>	<b>0.9</b>	<b>2.2</b>	<b>3.4</b>
Skill Build Youth	0.9	0.5	3.8	4.7
Skill Build Adult	0.5	0.2	0.4	1.5
<b>All Skill Build</b>	<b>0.8</b>	<b>0.4</b>	<b>2.8</b>	<b>3.5</b>

*Source: Lifelong Learning Wales Record (LLWR)*

The decrease in the proportion of FE learning activities and WBL learning programmes recorded as continuing corresponds with the anticipated impact of the guidelines. However, the increase in the proportion of records recorded as transferred is contrary to expectations.

In summary, it is not possible to conclude that the data management principles have had a substantial impact on the 2010/11 FE and WBL success rates. This isn't entirely surprising considering that the guidelines were issued part way through the data reconciliation process.

Analysis suggests that inconsistencies remain in the recording of data and further detailed analysis will be required to explain the individual increases and decreases in learning activity and learning programme volumes. However, given that success rates have largely remained static between 2009/10 and 2010/11, it seems that the guidelines have had limited impact at this stage and this has been offset by further overall improvements in learner outcomes. Further analysis will be required to assess and monitor the ongoing impact of the guidelines on LLWR data in subsequent years

## Tables

Tables 1a – 1c	Completion, attainment and success rates for FE provision by notional level, broad type of learning aim, learning aim length and age group
Tables 2a – 2c	Completion, attainment and success rates for FE provision by sector/subject area and learning aim length
Table 3	Success rates for WBL provision by programme, broad type of learning aim and age group
Table 4	Success rates for WBL NVQ provision by sector/subject area and type of programme
Table 5	Framework success rates for WBL provision by sector/subject area type of programme and programme type
Table 6	Destinations of Skill Build leavers in the period up to three months following end learning programme

**Table 1a - Completion rates for FE provision by notional level, broad type of learning aim, learning aim length and age group**

Level	Type of learning aim	2010/11					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
<b>Entry Level (long)</b>		9,770	<b>90%</b>	16,235	<b>92%</b>	26,005	<b>91%</b>
<b>Level 1 (long)</b>	NVQ <sup>1</sup>	1,660	<b>89%</b>	1,340	<b>88%</b>	3,000	<b>88%</b>
	QCF Award/Certificate/Diploma	4,785	<b>89%</b>	3,450	<b>87%</b>	8,230	<b>88%</b>
	National/First Diploma/Certificate	115	<b>93%</b>	75	<b>90%</b>	190	<b>91%</b>
	Key Skills/Essential Skills Wales	18,265	<b>87%</b>	5,115	<b>82%</b>	23,380	<b>86%</b>
	OCN credit(s)	11,520	<b>93%</b>	14,130	<b>92%</b>	25,650	<b>92%</b>
	Other	10,545	<b>92%</b>	6,075	<b>91%</b>	16,620	<b>91%</b>
	<b>All</b>	<b>46,890</b>	<b>90%</b>	<b>30,185</b>	<b>89%</b>	<b>77,075</b>	<b>89%</b>
<b>Level 2 (long)</b>	GCSE/VCE	3,320	<b>80%</b>	2,235	<b>78%</b>	5,555	<b>79%</b>
	NVQ <sup>1</sup>	2,335	<b>85%</b>	6,065	<b>85%</b>	8,400	<b>85%</b>
	QCF Award/Certificate/Diploma	9,590	<b>90%</b>	12,785	<b>94%</b>	22,375	<b>92%</b>
	National/First Diploma/Certificate	1,615	<b>84%</b>	200	<b>75%</b>	1,815	<b>82%</b>
	Key Skills/Essential Skills Wales	28,765	<b>88%</b>	8,370	<b>85%</b>	37,135	<b>87%</b>
	OCN credit(s)	8,600	<b>92%</b>	7,530	<b>92%</b>	16,130	<b>92%</b>
	Other	9,165	<b>89%</b>	7,145	<b>89%</b>	16,310	<b>89%</b>
	<b>All</b>	<b>63,395</b>	<b>88%</b>	<b>44,325</b>	<b>89%</b>	<b>107,720</b>	<b>88%</b>
<b>Level 3 (long)</b>	A/AS/A2 Level	20,135	<b>89%</b>	2,335	<b>81%</b>	22,465	<b>88%</b>
	NVQ <sup>1</sup>	570	<b>87%</b>	2,995	<b>86%</b>	3,565	<b>86%</b>
	QCF Award/Certificate/Diploma	2,145	<b>89%</b>	3,865	<b>91%</b>	6,010	<b>90%</b>
	National/First Diploma/Certificate	5,965	<b>79%</b>	1,080	<b>75%</b>	7,045	<b>79%</b>
	Key Skills/Essential Skills Wales	15,450	<b>91%</b>	3,730	<b>90%</b>	19,180	<b>91%</b>
	OCN credit(s)	2,640	<b>91%</b>	2,530	<b>85%</b>	5,170	<b>88%</b>
	Access Certificate/Diploma	75	<b>72%</b>	1,555	<b>78%</b>	1,630	<b>77%</b>
	Other	9,050	<b>87%</b>	4,175	<b>86%</b>	13,230	<b>87%</b>
	<b>All</b>	<b>56,025</b>	<b>88%</b>	<b>22,275</b>	<b>85%</b>	<b>78,300</b>	<b>87%</b>
<b>Level 4 + (long)</b>		50	<b>*</b>	1,145	<b>89%</b>	1,195	<b>90%</b>
<b>Level Not Known</b>		<b>3,255</b>	<b>86%</b>	<b>3,740</b>	<b>89%</b>	<b>6,995</b>	<b>88%</b>
<b>All Long</b>		<b>179,385</b>	<b>89%</b>	<b>117,900</b>	<b>89%</b>	<b>297,285</b>	<b>89%</b>
<b>All Short</b>		<b>27,895</b>	<b>97%</b>	<b>88,345</b>	<b>96%</b>	<b>116,245</b>	<b>96%</b>
<b>e-learning learning aims</b>		<b>12,770</b>	<b>90%</b>	<b>22,575</b>	<b>87%</b>	<b>35,340</b>	<b>88%</b>
<b>All learning aims</b>		<b>220,050</b>	<b>90%</b>	<b>228,820</b>	<b>91%</b>	<b>448,870</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs

Table 1b - Attainment rates for FE provision by notional level, broad type of learning aim, learning aim length and age group

Level	Type of learning aim	2010/11					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Entry Level (long)</b>		7,680	<b>92%</b>	11,100	<b>88%</b>	18,780	<b>90%</b>
<b>Level 1 (long)</b>	NVQ <sup>1</sup>	1,495	<b>90%</b>	1,270	<b>95%</b>	2,765	<b>92%</b>
	QCF Award/Certificate/Diploma	4,250	<b>89%</b>	2,850	<b>83%</b>	7,100	<b>86%</b>
	National/First Diploma/Certificate	100	<b>86%</b>	65	<b>84%</b>	165	<b>85%</b>
	Key Skills/Essential Skills Wales	16,510	<b>91%</b>	4,475	<b>88%</b>	20,985	<b>91%</b>
	OCN credit(s)	10,775	<b>94%</b>	12,680	<b>90%</b>	23,455	<b>91%</b>
	Other	4,910	<b>89%</b>	3,235	<b>90%</b>	8,140	<b>89%</b>
	<b>All</b>	<b>38,035</b>	<b>91%</b>	<b>24,575</b>	<b>89%</b>	<b>62,610</b>	<b>90%</b>
<b>Level 2 (long)</b>	GCSE/VCE	2,855	<b>86%</b>	2,020	<b>90%</b>	4,875	<b>88%</b>
	NVQ <sup>1</sup>	2,010	<b>86%</b>	5,590	<b>92%</b>	7,600	<b>91%</b>
	QCF Award/Certificate/Diploma	8,515	<b>89%</b>	11,425	<b>89%</b>	19,940	<b>89%</b>
	National/First Diploma/Certificate	1,420	<b>88%</b>	180	<b>89%</b>	1,600	<b>88%</b>
	Key Skills/Essential Skills Wales	25,565	<b>89%</b>	7,190	<b>86%</b>	32,750	<b>88%</b>
	OCN credit(s)	7,970	<b>93%</b>	6,980	<b>93%</b>	14,945	<b>93%</b>
	Other	5,540	<b>83%</b>	4,180	<b>83%</b>	9,720	<b>83%</b>
	<b>All</b>	<b>53,870</b>	<b>89%</b>	<b>37,565</b>	<b>89%</b>	<b>91,435</b>	<b>89%</b>
<b>Level 3 (long)</b>	A/AS/A2 Level	17,705	<b>88%</b>	2,010	<b>86%</b>	19,715	<b>88%</b>
	NVQ <sup>1</sup>	515	<b>90%</b>	2,625	<b>88%</b>	3,140	<b>88%</b>
	QCF Award/Certificate/Diploma	1,840	<b>86%</b>	3,295	<b>85%</b>	5,135	<b>85%</b>
	National/First Diploma/Certificate	5,465	<b>92%</b>	965	<b>89%</b>	6,425	<b>91%</b>
	Key Skills/Essential Skills Wales	13,985	<b>91%</b>	3,235	<b>87%</b>	17,215	<b>90%</b>
	OCN credit(s)	2,485	<b>94%</b>	2,275	<b>90%</b>	4,760	<b>92%</b>
	Access Certificate/Diploma	60	<b>81%</b>	1,455	<b>93%</b>	1,515	<b>93%</b>
	Other	3,865	<b>87%</b>	3,070	<b>85%</b>	6,935	<b>86%</b>
	<b>All</b>	<b>45,910</b>	<b>89%</b>	<b>18,930</b>	<b>87%</b>	<b>64,840</b>	<b>89%</b>
<b>Level 4 + (long)</b>		45	<b>*</b>	845	<b>74%</b>	890	<b>75%</b>
<b>Level Not Known</b>		<b>885</b>	<b>80%</b>	<b>640</b>	<b>90%</b>	<b>1,525</b>	<b>84%</b>
<b>All Long</b>		<b>146,425</b>	<b>90%</b>	<b>93,650</b>	<b>88%</b>	<b>240,080</b>	<b>89%</b>
<b>All Short</b>		<b>22,345</b>	<b>94%</b>	<b>65,435</b>	<b>92%</b>	<b>87,780</b>	<b>93%</b>
<b>e-learning learning aims</b>		<b>1,955</b>	<b>99%</b>	<b>3,040</b>	<b>89%</b>	<b>4,995</b>	<b>93%</b>
<b>All learning aims</b>		<b>170,725</b>	<b>90%</b>	<b>162,130</b>	<b>90%</b>	<b>332,855</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs



Table 1c - Success rates for FE provision by notional level, broad type of learning aim, learning aim length and age group

Level	Type of learning aim	2010/11					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Entry Level (long)</b>		7,680	<b>82%</b>	11,100	<b>81%</b>	18,780	<b>82%</b>
<b>Level 1 (long)</b>	NVQ <sup>1</sup>	1,495	<b>80%</b>	1,270	<b>83%</b>	2,765	<b>81%</b>
	QCF Award/Certificate/Diploma	4,250	<b>79%</b>	2,850	<b>72%</b>	7,100	<b>76%</b>
	National/First Diploma/Certificate	100	<b>80%</b>	65	<b>76%</b>	165	<b>78%</b>
	Key Skills/Essential Skills Wales	16,510	<b>80%</b>	4,475	<b>73%</b>	20,985	<b>79%</b>
	OCN credit(s)	10,775	<b>87%</b>	12,680	<b>82%</b>	23,455	<b>84%</b>
	Other	4,910	<b>79%</b>	3,235	<b>80%</b>	8,140	<b>80%</b>
	<b>All</b>	<b>38,035</b>	<b>82%</b>	<b>24,575</b>	<b>79%</b>	<b>62,610</b>	<b>81%</b>
<b>Level 2 (long)</b>	GCSE/VCE	2,855	<b>68%</b>	2,020	<b>71%</b>	4,875	<b>69%</b>
	NVQ <sup>1</sup>	2,010	<b>73%</b>	5,590	<b>79%</b>	7,600	<b>77%</b>
	QCF Award/Certificate/Diploma	8,515	<b>80%</b>	11,425	<b>84%</b>	19,940	<b>82%</b>
	National/First Diploma/Certificate	1,420	<b>74%</b>	180	<b>66%</b>	1,600	<b>73%</b>
	Key Skills/Essential Skills Wales	25,565	<b>78%</b>	7,190	<b>74%</b>	32,750	<b>77%</b>
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	Other	5,540	<b>73%</b>	4,180	<b>72%</b>	9,720	<b>72%</b>
	<b>All</b>	<b>53,870</b>	<b>78%</b>	<b>37,565</b>	<b>79%</b>	<b>91,435</b>	<b>78%</b>
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	OCN credit(s)	2,485	<b>85%</b>	2,275	<b>76%</b>	4,760	<b>81%</b>
	Access Certificate/Diploma	60	<b>58%</b>	1,455	<b>73%</b>	1,515	<b>72%</b>
	Other	3,865	<b>70%</b>	3,070	<b>73%</b>	6,935	<b>71%</b>
	<b>All</b>	<b>45,910</b>	<b>78%</b>	<b>18,930</b>	<b>74%</b>	<b>64,840</b>	<b>77%</b>
<b>Level 4 + (long)</b>		45	<b>*</b>	845	<b>66%</b>	890	<b>67%</b>
<b>Level Not Known</b>		<b>885</b>	<b>69%</b>	<b>640</b>	<b>80%</b>	<b>1,525</b>	<b>73%</b>
<b>All Long</b>		<b>146,425</b>	<b>79%</b>	<b>93,650</b>	<b>78%</b>	<b>240,080</b>	<b>79%</b>
<b>All Short</b>		<b>22,345</b>	<b>91%</b>	<b>65,435</b>	<b>88%</b>	<b>87,780</b>	<b>89%</b>
<b>e-learning learning aims</b>		<b>1,955</b>	<b>92%</b>	<b>3,040</b>	<b>81%</b>	<b>4,995</b>	<b>85%</b>
<b>All learning aims</b>		<b>170,725</b>	<b>81%</b>	<b>162,130</b>	<b>82%</b>	<b>332,855</b>	<b>81%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs

**Table 2a - Completion rates for FE provision by sector subject area and learning aim length**

Sector Subject Area	2010/11					
	Long		Short		All	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	16,970	<b>85%</b>	20,570	<b>98%</b>	38,785	<b>92%</b>
2: Science and Mathematics	12,880	<b>85%</b>	1,475	<b>92%</b>	14,385	<b>86%</b>
3: Agriculture, Horticulture and Animal Care	4,685	<b>91%</b>	2,725	<b>98%</b>	7,415	<b>93%</b>
4: Engineering and Manufacturing Technologies	11,230	<b>89%</b>	3,685	<b>99%</b>	15,100	<b>91%</b>
5: Construction, Planning and the Built Environment	9,690	<b>89%</b>	2,345	<b>99%</b>	12,040	<b>91%</b>
6: Information and Communication Technology	16,835	<b>91%</b>	14,715	<b>94%</b>	51,110	<b>92%</b>
7: Retail and Commercial Enterprise	18,345	<b>91%</b>	3,905	<b>95%</b>	22,320	<b>92%</b>
7(a): Retailing and Customer Service	1,360	<b>90%</b>	465	<b>99%</b>	1,860	<b>92%</b>
7(b): Hair and Beauty	6,575	<b>86%</b>	875	<b>90%</b>	7,450	<b>87%</b>
7(c): Hospitality and Catering	10,410	<b>95%</b>	2,565	<b>96%</b>	13,010	<b>95%</b>
8: Leisure, Travel and Tourism	7,795	<b>89%</b>	1,905	<b>97%</b>	10,020	<b>90%</b>
9: Arts, Media and Publishing	18,020	<b>87%</b>	8,720	<b>95%</b>	26,795	<b>90%</b>
9(a): Performing Arts	4,430	<b>87%</b>	1,070	<b>95%</b>	5,500	<b>89%</b>
9(b): Art and Design	13,585	<b>88%</b>	7,650	<b>95%</b>	21,290	<b>90%</b>
10: History, Philosophy and Theology	3,930	<b>89%</b>	1,070	<b>94%</b>	5,020	<b>90%</b>
11: Social Sciences	3,200	<b>88%</b>	490	<b>95%</b>	3,685	<b>89%</b>
12: Languages, Literature and Culture	12,110	<b>88%</b>	4,775	<b>92%</b>	18,780	<b>88%</b>
13: Education and Training	6,545	<b>92%</b>	3,905	<b>96%</b>	10,620	<b>93%</b>
14: Preparation for Life and Work	139,515	<b>89%</b>	36,550	<b>96%</b>	183,980	<b>90%</b>
14(a): Independent Living Skills	2,700	<b>92%</b>	1,005	<b>97%</b>	3,855	<b>93%</b>
14(b): Adult Basic Education	12,370	<b>93%</b>	9,075	<b>94%</b>	26,715	<b>93%</b>
14(c): Foundation for Work	119,400	<b>88%</b>	20,235	<b>97%</b>	142,020	<b>89%</b>
14(d): English for Speakers of Other Languages	5,045	<b>87%</b>	6,230	<b>94%</b>	11,390	<b>91%</b>
15: Business, Administration and Law	14,595	<b>89%</b>	8,640	<b>98%</b>	26,460	<b>92%</b>
<b>All sector subject areas</b>	<b>297,285</b>	<b>89%</b>	<b>116,245</b>	<b>96%</b>	<b>448,870</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 2b - Attainment rates for FE provision by sector subject area and learning aim length**

Sector Subject Area	2010/11					
	Long		Short		All	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	14,235	<b>90%</b>	16,850	<b>95%</b>	31,180	<b>93%</b>
2: Science and Mathematics	10,795	<b>85%</b>	1,195	<b>91%</b>	12,000	<b>86%</b>
3: Agriculture, Horticulture and Animal Care	3,750	<b>90%</b>	2,290	<b>93%</b>	6,045	<b>91%</b>
4: Engineering and Manufacturing Technologies	9,665	<b>88%</b>	2,185	<b>89%</b>	11,900	<b>88%</b>
5: Construction, Planning and the Built Environment	8,265	<b>89%</b>	1,850	<b>92%</b>	10,115	<b>89%</b>
6: Information and Communication Technology	11,755	<b>87%</b>	11,170	<b>92%</b>	25,780	<b>89%</b>
7: Retail and Commercial Enterprise	16,750	<b>93%</b>	2,895	<b>92%</b>	19,655	<b>93%</b>
7(a): Retailing and Customer Service	1,260	<b>93%</b>	250	<b>93%</b>	1,505	<b>93%</b>
7(b): Hair and Beauty	5,920	<b>92%</b>	590	<b>90%</b>	6,515	<b>92%</b>
7(c): Hospitality and Catering	9,570	<b>94%</b>	2,055	<b>93%</b>	11,635	<b>93%</b>
8: Leisure, Travel and Tourism	7,055	<b>92%</b>	1,555	<b>97%</b>	8,615	<b>93%</b>
9: Arts, Media and Publishing	15,780	<b>92%</b>	7,085	<b>93%</b>	22,880	<b>92%</b>
9(a): Performing Arts	3,805	<b>90%</b>	780	<b>95%</b>	4,580	<b>91%</b>
9(b): Art and Design	11,980	<b>92%</b>	6,310	<b>93%</b>	18,300	<b>93%</b>
10: History, Philosophy and Theology	3,430	<b>92%</b>	505	<b>88%</b>	3,935	<b>92%</b>
11: Social Sciences	2,820	<b>90%</b>	235	<b>95%</b>	3,050	<b>90%</b>
12: Languages, Literature and Culture	9,885	<b>91%</b>	3,875	<b>92%</b>	13,905	<b>91%</b>
13: Education and Training	5,200	<b>88%</b>	2,860	<b>94%</b>	8,080	<b>90%</b>
14: Preparation for Life and Work	109,530	<b>89%</b>	28,030	<b>92%</b>	139,205	<b>90%</b>
14(a): Independent Living Skills	1,285	<b>91%</b>	650	<b>86%</b>	1,935	<b>89%</b>
14(b): Adult Basic Education	6,770	<b>92%</b>	5,480	<b>88%</b>	13,535	<b>91%</b>
14(c): Foundation for Work	97,655	<b>89%</b>	17,275	<b>95%</b>	115,295	<b>90%</b>
14(d): English for Speakers of Other Languages	3,815	<b>88%</b>	4,625	<b>88%</b>	8,440	<b>88%</b>
15: Business, Administration and Law	10,805	<b>84%</b>	4,700	<b>90%</b>	15,635	<b>86%</b>
<b>All sector subject areas</b>	<b>240,080</b>	<b>89%</b>	<b>87,780</b>	<b>93%</b>	<b>332,855</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 2c - Success rates for FE provision by sector subject area and learning aim length**

Sector Subject Area	2010/11					
	Long		Short		All	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	14,235	<b>76%</b>	16,850	<b>93%</b>	31,180	<b>85%</b>
2: Science and Mathematics	10,795	<b>72%</b>	1,195	<b>83%</b>	12,000	<b>73%</b>
3: Agriculture, Horticulture and Animal Care	3,750	<b>82%</b>	2,290	<b>91%</b>	6,045	<b>86%</b>
4: Engineering and Manufacturing Technologies	9,665	<b>78%</b>	2,185	<b>87%</b>	11,900	<b>80%</b>
5: Construction, Planning and the Built Environment	8,265	<b>79%</b>	1,850	<b>91%</b>	10,115	<b>81%</b>
6: Information and Communication Technology	11,755	<b>78%</b>	11,170	<b>86%</b>	25,780	<b>82%</b>
7: Retail and Commercial Enterprise	16,750	<b>85%</b>	2,895	<b>87%</b>	19,655	<b>85%</b>
7(a): Retailing and Customer Service	1,260	<b>84%</b>	250	<b>91%</b>	1,505	<b>85%</b>
7(b): Hair and Beauty	5,920	<b>80%</b>	590	<b>79%</b>	6,515	<b>80%</b>
7(c): Hospitality and Catering	9,570	<b>89%</b>	2,055	<b>89%</b>	11,635	<b>89%</b>
8: Leisure, Travel and Tourism	7,055	<b>82%</b>	1,555	<b>94%</b>	8,615	<b>84%</b>
9: Arts, Media and Publishing	15,780	<b>80%</b>	7,085	<b>88%</b>	22,880	<b>82%</b>
9(a): Performing Arts	3,805	<b>79%</b>	780	<b>91%</b>	4,580	<b>80%</b>
9(b): Art and Design	11,980	<b>80%</b>	6,310	<b>88%</b>	18,300	<b>83%</b>
10: History, Philosophy and Theology	3,430	<b>83%</b>	505	<b>82%</b>	3,935	<b>82%</b>
11: Social Sciences	2,820	<b>79%</b>	235	<b>88%</b>	3,050	<b>79%</b>
12: Languages, Literature and Culture	9,885	<b>79%</b>	3,875	<b>84%</b>	13,905	<b>81%</b>
13: Education and Training	5,200	<b>81%</b>	2,860	<b>89%</b>	8,080	<b>83%</b>
14: Preparation for Life and Work	109,530	<b>79%</b>	28,030	<b>88%</b>	139,205	<b>80%</b>
14(a): Independent Living Skills	1,285	<b>86%</b>	650	<b>83%</b>	1,935	<b>85%</b>
14(b): Adult Basic Education	6,770	<b>85%</b>	5,480	<b>83%</b>	13,535	<b>85%</b>
14(c): Foundation for Work	97,655	<b>78%</b>	17,275	<b>92%</b>	115,295	<b>80%</b>
14(d): English for Speakers of Other Languages	3,815	<b>78%</b>	4,625	<b>83%</b>	8,440	<b>80%</b>
15: Business, Administration and Law	10,805	<b>74%</b>	4,700	<b>87%</b>	15,635	<b>78%</b>
<b>All sector subject areas</b>	<b>240,080</b>	<b>79%</b>	<b>87,780</b>	<b>89%</b>	<b>332,855</b>	<b>81%</b>

Source: Lifelong Learning Wales Record (LLWR)

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

Type of Programme	Type of learning aim	2010/11					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Foundation Apprenticeship</b>	NVQ <sup>1</sup>	1,810	<b>77%</b>	5,585	<b>85%</b>	7,395	<b>83%</b>
	QCF Award/Certificate/Diploma	315	<b>74%</b>	1,730	<b>82%</b>	2,045	<b>80%</b>
	Key Skills/Essential Skills Wales	2,950	<b>79%</b>	10,595	<b>86%</b>	13,540	<b>84%</b>
	Other	1,335	<b>84%</b>	3,560	<b>88%</b>	4,900	<b>87%</b>
	<b>All</b>	<b>6,410</b>	<b>79%</b>	<b>21,470</b>	<b>86%</b>	<b>27,880</b>	<b>84%</b>
<b>Apprenticeship</b>	NVQ <sup>1</sup>	910	<b>80%</b>	4,960	<b>85%</b>	5,870	<b>84%</b>
	QCF Award/Certificate/Diploma	25	*	800	<b>82%</b>	825	<b>82%</b>
	Key Skills/Essential Skills Wales	1,010	<b>84%</b>	7,875	<b>86%</b>	8,885	<b>86%</b>
	Other	785	<b>85%</b>	3,525	<b>86%</b>	4,310	<b>86%</b>
	<b>All</b>	<b>2,730</b>	<b>83%</b>	<b>17,155</b>	<b>86%</b>	<b>19,890</b>	<b>85%</b>
<b>Modern Skills Diploma</b>	NVQ <sup>1</sup>	*	*	770	<b>84%</b>	770	<b>84%</b>
	QCF Award/Certificate/Diploma	0	<i>n/a</i>	260	<b>78%</b>	260	<b>78%</b>
	Key Skills/Essential Skills Wales	0	<i>n/a</i>	355	<b>83%</b>	355	<b>83%</b>
	Other	0	<i>n/a</i>	30	*	30	*
	<b>All</b>	*	*	<b>1,415</b>	<b>82%</b>	<b>1,420</b>	<b>82%</b>
<b>Pre Apprenticeship Learning</b>	NVQ <sup>1</sup>	0	<i>n/a</i>	25	*	25	*
	QCF Award/Certificate/Diploma	0	*	0	*	0	*
	Key Skills/Essential Skills Wales	10	*	50	<b>86%</b>	60	<b>86%</b>
	Other	10	*	40	*	50	<b>89%</b>
	<b>All</b>	<b>15</b>	*	<b>115</b>	<b>88%</b>	<b>130</b>	<b>87%</b>
<b>Skill Build Youth</b>	NVQ <sup>1</sup>	1,335	<b>68%</b>	10	*	1,345	<b>68%</b>
	QCF Award/Certificate/Diploma	4,320	<b>70%</b>	55	<b>73%</b>	4,370	<b>70%</b>
	Key Skills/Essential Skills Wales	12,025	<b>76%</b>	100	<b>72%</b>	12,125	<b>76%</b>
	Certificate in Adult Literacy	780	<b>76%</b>	10	*	790	<b>76%</b>
	Certificate in Adult Numeracy	905	<b>84%</b>	10	*	915	<b>83%</b>
	Gaining Opportunities & Living Skills (GOALS)	315	<b>97%</b>	*	*	320	<b>97%</b>
	Pacific Institute	235	<b>86%</b>	*	*	235	<b>86%</b>
	The ASDAN Foundation Training Award	0	<i>n/a</i>	0	<i>n/a</i>	0	<i>n/a</i>
	Other	2,775	<b>77%</b>	25	*	2,800	<b>77%</b>
	<b>All</b>	<b>22,685</b>	<b>75%</b>	<b>215</b>	<b>74%</b>	<b>22,900</b>	<b>75%</b>
<b>Skill Build Adult</b>	NVQ <sup>1</sup>	60	<b>67%</b>	735	<b>74%</b>	790	<b>73%</b>
	QCF Award/Certificate/Diploma	315	<b>71%</b>	3,890	<b>77%</b>	4,210	<b>77%</b>
	Key Skills/Essential Skills Wales	675	<b>73%</b>	7,700	<b>80%</b>	8,375	<b>79%</b>
	Certificate in Adult Literacy	20	*	210	<b>75%</b>	230	<b>74%</b>
	Certificate in Adult Numeracy	25	*	235	<b>83%</b>	260	<b>82%</b>
	Gaining Opportunities & Living Skills (GOALS)	65	<b>93%</b>	945	<b>94%</b>	1,005	<b>94%</b>
	Pacific Institute	15	*	65	<b>91%</b>	75	<b>92%</b>
	The ASDAN Foundation Training Award	0	<i>n/a</i>	0	<i>n/a</i>	0	<i>n/a</i>
	Other	135	<b>80%</b>	1,395	<b>81%</b>	1,530	<b>81%</b>
	<b>All</b>	<b>1,305</b>	<b>74%</b>	<b>15,170</b>	<b>80%</b>	<b>16,475</b>	<b>79%</b>
<b>Flexible Learning</b>	NVQ <sup>1</sup>	10	*	750	<b>93%</b>	755	<b>93%</b>
	QCF Award/Certificate/Diploma	*	*	180	<b>89%</b>	180	<b>89%</b>
	Key Skills/Essential Skills Wales	*	*	45	<b>70%</b>	45	<b>70%</b>
	Other	*	*	160	<b>95%</b>	160	<b>95%</b>
	<b>All</b>	<b>15</b>	*	<b>1,135</b>	<b>91%</b>	<b>1,145</b>	<b>92%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs

**Table 4 - Learning activity success rates for apprenticeship NVQ<sup>1</sup> provision by sector subject area and type of programme**

Sector Subject Area	2010/11					
	Foundation Apprenticeships		Apprenticeships		All Apprenticeships	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	1,790	<b>83%</b>	1,475	<b>84%</b>	3,265	<b>84%</b>
3: Agriculture, Horticulture and Animal Care	40	*	*	*	45	*
4: Engineering and Manufacturing Technologies	920	<b>83%</b>	1,005	<b>89%</b>	1,925	<b>86%</b>
5: Construction, Planning and the Built Environment	910	<b>79%</b>	770	<b>74%</b>	1,680	<b>77%</b>
6: Information and Communication Technology	290	<b>86%</b>	175	<b>91%</b>	465	<b>88%</b>
7: Retail and Commercial Enterprise	2,215	<b>82%</b>	810	<b>84%</b>	3,025	<b>83%</b>
7(a): Retailing and Customer Service	1,225	<b>87%</b>	435	<b>88%</b>	1,660	<b>88%</b>
7(b): Hair and Beauty	395	<b>73%</b>	170	<b>74%</b>	565	<b>74%</b>
7(c): Hospitality and Catering	595	<b>79%</b>	200	<b>84%</b>	800	<b>80%</b>
8: Leisure, Travel and Tourism	140	<b>78%</b>	140	<b>87%</b>	280	<b>82%</b>
13: Education and Training	55	<b>93%</b>	320	<b>90%</b>	375	<b>90%</b>
15: Business, Administration and Law	1,030	<b>84%</b>	1,165	<b>87%</b>	2,195	<b>86%</b>
<b>All sector subject areas</b>	<b>9,610</b>	<b>83%</b>	<b>6,675</b>	<b>84%</b>	<b>13,260</b>	<b>83%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs

**Table 5 - Framework success rates for WBL provision by sector subject area and programme type**

Sector Subject Area	2010/11					
	Foundation Apprenticeships		Apprenticeships		All Apprenticeships	
	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%
1: Health, Public Services and Care	1,760	<b>79%</b>	1,430	<b>80%</b>	3,190	<b>80%</b>
3: Agriculture, Horticulture and Animal Care	55	<b>74%</b>	10	*	65	<b>71%</b>
4: Engineering and Manufacturing Technologies	910	<b>82%</b>	850	<b>88%</b>	1,760	<b>85%</b>
5: Construction, Planning and the Built Environment	885	<b>78%</b>	675	<b>76%</b>	1,560	<b>77%</b>
6: Information and Communication Technology	540	<b>84%</b>	210	<b>83%</b>	750	<b>83%</b>
7: Retail and Commercial Enterprise	2,275	<b>81%</b>	825	<b>83%</b>	3,100	<b>82%</b>
7(a): Retailing and Customer Service	1,300	<b>84%</b>	460	<b>86%</b>	1,760	<b>85%</b>
7(b): Hair and Beauty	380	<b>74%</b>	170	<b>75%</b>	550	<b>74%</b>
7(c): Hospitality and Catering	595	<b>81%</b>	200	<b>84%</b>	795	<b>81%</b>
8: Leisure, Travel and Tourism	135	<b>75%</b>	140	<b>86%</b>	275	<b>80%</b>
13: Education and Training	60	<b>91%</b>	315	<b>88%</b>	375	<b>89%</b>
15: Business, Administration and Law	1,060	<b>83%</b>	1,145	<b>86%</b>	2,205	<b>85%</b>
<b>All sector subject areas</b>	<b>7,685</b>	<b>81%</b>	<b>5,600</b>	<b>83%</b>	<b>13,285</b>	<b>82%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 6 - Destinations of Skill Build leavers in three month period following end of programme**

Destination	2010/11					
	Skill Build Youth		Skill Build Adult		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	110	<b>1%</b>	25	<b>0%</b>	135	<b>1%</b>
New programme of learning at the same level	735	<b>7%</b>	110	<b>2%</b>	840	<b>5%</b>
Progressed to learning at a higher level	4,060	<b>38%</b>	990	<b>17%</b>	5,050	<b>31%</b>
Entering new employment / changing employment	1,500	<b>14%</b>	1,120	<b>19%</b>	2,620	<b>16%</b>
Continuing current employment	120	<b>1%</b>	60	<b>1%</b>	180	<b>1%</b>
Self-employment own business/ other	10	<b>0%</b>	30	<b>1%</b>	45	<b>0%</b>
Voluntary Work	100	<b>1%</b>	215	<b>4%</b>	315	<b>2%</b>
Seeking work / unemployed	3,280	<b>31%</b>	2,990	<b>51%</b>	6,270	<b>38%</b>
Other	335	<b>3%</b>	180	<b>3%</b>	515	<b>3%</b>
Not Known	310	<b>3%</b>	100	<b>2%</b>	410	<b>3%</b>
<b>Total</b>	<b>10,560</b>		<b>5,820</b>		<b>16,380</b>	

## Notes

### 1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2010/11. It covers further education (FE) and work based learning (WBL) provision delivered by learning providers funded by DfES (Department for Education and Skills). However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE and WBL provision across Wales is submitted electronically to DfES by learning providers via the Lifelong Learning Wales Record (LLWR). This data is used for funding, monitoring performance and outcomes and to inform strategy development. Furthermore, the data provides the official source of statistics on Post 16 (non-higher education) learners in Wales.

Further information on LLWR including user support manuals can be found at:

[Welsh Government - Lifelong Learning Wales Record](#)

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

[Statement of Administrative Sources](#)

### 2. Definitions

#### 2.1 Terminology

- The term 'academic year' is used throughout this release to refer to the period 1 August to 31 July.
- The term 'learning activity' refers to a specific qualification or course pursued by a learner, for example, an NVQ or Key Skill. The term 'learning programme' refers to a group of related learning activities.

#### 2.2 Cohorts

- The base cohorts underpinning tables 1a – 1c and 2a – 2c comprise all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.
- The base cohorts underpinning tables 5 and 6 comprise all work based learning programmes recorded as ending in the respective academic year.
- The base cohorts underpinning tables 3 and 4 comprise all learning activities associated with work based learning programmes recorded as ending in the respective academic year.

#### 2.3 Provision type

- For the purposes of this statistical release, WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. an Apprenticeship, Foundation Apprenticeship or Skill Build programme. Note that this definition of work-based learning differs from that used for funding purposes.



- Foundation Apprenticeships and Apprenticeships are employment-based learning programmes for employed learners aged 16 and above, to NVQ Level 2 or 3 respectively.
- The Skill Build programme offered those not in employment (unemployed, or inactive) work-related skills including pre-NVQ learning, vocationally focused qualifications at Levels 1, 2 and 3, help with Basic Skills, and key employability skills. From August 2011 onwards, the Skill Build programme has been replaced by the Traineeship and Steps to Employment programmes.
- Further education (FE) provision is defined as that submitted to the LLWR by an FE institution excluding provision categorised as WBL. Specifically, it excludes provision delivered by Merthyr Tydfil College which merged with the University of Glamorgan on 1 April 2006.
- Provision submitted to the LLWR by an FE institution but delivered by a Local Education Authority (LEA) as part of a subcontracting arrangement is categorised as FE provision.
- Higher Education (HE) level provision delivered by FE institutions has been excluded from this release.
- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent has been excluded from this release.
- Pathways to Apprenticeships provision is excluded from this release as is data relating to the following WBL pilot programmes: Six Month Offer, Pre-Employment Training (formerly Local Employment Partnership Pre-Employment Training (LEP-PET)), Young Persons Guarantee – Routes into Work and Shared Apprenticeships.

## **2.4 Completion, Attainment and Success**

- The completion rates shown in tables 1a and 2a are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn).
- The attainment rates shown in tables 1b and 2b are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates shown in tables 1c, 2c, 3 and 4 are calculated as the number of learning activities attained divided by the number of learning activities terminated.
- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.
- Learning activities recorded as either transferred or continuing are excluded from all calculations.

## **2.5 Framework Success**

- The framework success rates shown in table 5 are calculated as the number of learning programmes where the full framework has been achieved divided by the number of learning programmes terminated.
- Learning programmes recorded as either transferred or continuing at another WBL provider are excluded from the calculation. Learning programmes that ended within 6 weeks of commencing without completion are also excluded.

- Learning programmes recorded as terminated due to the learner being made redundant have been excluded from the calculation. This is a change in methodology from previously published framework success rates.

## **2.6 Long / Short learning activities**

- Tables 1a – 1c and 2a – 2c show results for both long and short learning activities. Short learning activities are 'Other' or OCN learning aims with an expected length of less than 24 weeks.
- Learning aims categorised as one of the main learning aim types (eg. A/AS level, NVQ, Key Skills) are treated as long, irrespective of expected length. This change to the methodology was introduced in 2010/11.

## **2.7 Learner Age Group**

- A learner's age group is calculated from their age at 31 August in the academic year they started their learning activity. Learners of unknown age are included in the age group 19 and over.

## **2.8 Sector/Subject Areas**

- The sector/subject areas detailed in Tables 2a – 2c, 4 and 5 are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector/subject framework and reflect the sub-areas used by Estyn for inspection purposes.
- The total lines include learning activities with unknown sector/subject areas.
- Apprenticeship programmes have been mapped to sector/subject areas in table 5 on the basis of the occupational sector code. The NVQs and QCF qualifications detailed in table 4 have been mapped to the same sector/subject area as the overarching programme.

## **2.9 Early Drop-out**

- For FE provision, long learning activities that ended before 1 November of the academic year in which they commenced without completing have been classified as early drop-outs and excluded from calculations.
- In the case of WBL provision, long learning activities that ended within 6 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

## **2.10 Destinations**

- Changes to the data collected on learner destinations via the LLWR were implemented in 2010/11. As such, the information detailed in Table 6 is different to previous years and care should be taken when making comparisons across years.
- Note that the number of Skill Build leavers has increased substantially between 2009/10 and 2010/11. This increase is caused by the closing down of Skill Build programmes ahead of the introduction of the new Traineeship and Steps to Employment programmes in August 2011.

### 3. Rounding and Suppression

- All figures in this Statistical Release are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals. A '\*' represents numbers greater than 0 but less than 5.
- In addition, percentage calculations where the denominator is less than 50 have been suppressed and the percentage replaced with a '\*'.

### 4. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability.

#### 4.1 Relevance

The measures set out in this publication are primarily used:

- by the Welsh Government - DfES, to monitor providers' performance and as baseline information to set targets for improvements as part of the Quality and Effectiveness Framework for post-16 learning;
- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?', and;
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles.

The Welsh Government and Estyn have a commitment to share data in order to minimise bureaucracy for providers and ensure consistent definitions of performance wherever possible and have worked together closely to develop these measures and a standard format for presenting data.

The measures are also used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- to inform and evaluate the education policy-making process in Wales.

#### 4.2 Accuracy

Statisticians within the Welsh Government undertake a process of data-reconciliation ahead of publishing this release. Monthly reconciliation reports detailing provisional learner outcomes figures are

issued to FE institutions and WBL providers. Data quality issues are then followed up and resolved in liaison with DfES officials.

The following table summarises the improvements to FE institutions' data quality over the last three years:

	2007/08	2008/09	2009/10	2010/11
% of completed, assessable learning activities not linking to an award	13	7	3	3
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2	1

*Source: Lifelong Learning Wales Record (LLWR)*

Pages 4 and 5 of this release also refer to the potential impact on data quality following the issuing of new data management principles to providers during the 2011/12 academic year.

### **4.3 Timeliness and Punctuality**

Data for a given academic year are published as soon as possible. The current annual timescale for the production of final learner outcomes data has been agreed in consultation with learning providers and balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. Statistics on a given academic year are drawn from a database based on the LLWR as at February following the end of the academic year. This first release is then produced and published as soon as possible during April and May.

### **4.4 Accessibility and Clarity**

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website.

### **4.5 Comparability**

Figures in this statistical release are comparable with previous years. Links to the previous three years' releases are provided below:

[National Comparators for Further Education and Work-Based Learning, 2009/10](#)

[National Comparators for Further Education and Work-Based Learning, 2008/09](#)

[National Comparators for Further Education and Work-Based Learning, 2007/08](#)

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found on the websites of the Data Service, Scottish Funding Council (SFC) and Department for Employment and Learning – Northern Ireland (DELNI) respectively:

[The Data Service - Current Statistical First Release](#)

[Scottish Funding Council - Staff and Student Performance Indicators for FE Colleges](#)

However, due to differences in methodology and data collection, caution should be exercised in making direct comparisons with the figures contained within this release.

## **4.6 Coherence**

Statistics on projected apprenticeship framework success rates were released by the Welsh Government on 20 December 2011.

The projected framework success rate methodology was developed in response to feedback from the WBL sector requesting more timely data on sector performance. The measure is intended to provide an early indication of final framework success rates by including those leavers where certification has been applied for but has yet to be received. Further information can be found in the release:

### [Projected Apprenticeship Framework Success Rates, 2010/11](#)

Comparison of the projected framework success rates with the actual framework success rates for 2010/11 detailed in table 5 of this release show that:

- Actual framework success rates were higher than projected framework success rates for the majority of subject areas;
- At a sector level, actual framework success rates were 2 percentage points higher than the projected framework success rates; and
- The difference between actual and projected rates varied across subject areas with the largest differences in Construction, Planning and the Built Environment; Information and Communication Technology; and Hair and Beauty.

## **5. Additional Information**

### **5.1 Further dissemination of performance measures**

More detailed tables including trends over time will be made available soon on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data. Data for individual learning providers can be made available to users on request.

Learner Outcomes Reports (LORs) for individual providers will be published by DfES in April 2012:

#### [Learner Outcomes Reports for Further Education](#)

#### [Learner Outcomes Reports for Work Based Learning Providers](#)

Data underpinning the 2010/11 performance measures will also be included in WAG - DfES' online benchmarking tool for use by FE institutions and WBL providers. This will enable providers to make detailed comparisons of their learner outcomes down to individual learning activity level. Estyn inspectors will also have access to the benchmarking tool in order to inform their judgements on how well learners achieve.

## **5.2 Learner outcomes for Adult Community Learning**

Analysis was undertaken last year in liaison with DfES and NIACE Dysgu Cymru in order to develop learner outcomes data for the Adult Community Learning (ACL) sector in Wales.

A statistical article summarising the results of this analysis was published on 14 July 2011:

[Development of Learner Outcome Measures for Adult Community Learning](#)

A further release detailing ACL learner outcomes for 2010/11 will be published in April.

## **5.3 Other outputs sourced from LLWR data**

- Further Education, Work-based Learning and Community Learning in Wales, 2010/11 and 2011/12 (early figures) – headline national trends in volumes of learning, published 28 March 2012.
- Learning Network Analysis 2010/11 – bulletin providing analysis at both national and regional level for post-16 learners (excluding learners at HEIs) at FE Institutions, other training providers and school sixth forms in Wales, with extended coverage to include Welsh domiciled learners at similar providers located in England, due May 2012. Associated StatsWales tables include figures for individual FE institutions.
- Further Education, Work-based Learning and Community Learning in Wales Statistics, 2010/11 – Reference volume, due autumn 2012.
- Analysis of Participation in Post-16 Education and Training 2009/10 – bulletin providing analysis of participation in learning at a national and regional level across the Further Education, Work Based Learning, Community Learning, school Sixth Form and Higher Education level sectors, published 20 October 2011.