

Learner Outcome Measures for Adult Community Learning, 2010/11 (Experimental Statistics)

This First Release presents information on learner outcomes in the Adult Community Learning (ACL) sector for the academic year 2010/11. The statistics are broken down by type of ACL provision, sector/subject area, level of learning aim and a range of learner characteristics. The figures are derived from the Lifelong Learning Wales Record (LLWR).

This release follows on from the Statistical Article "[Development of Learner Outcome Measures for Adult Community Learning](#)" published on 14 July 2011. Given this is the first time these measures have been published as a statistical release, this output has been designated as experimental statistics. We welcome any feedback on the content and scope of this release.

Definition of ACL provision

ACL is defined in [Delivering Community Learning for Wales](#) as "Flexible learning opportunities for adults, delivered in community venues to meet local needs". For the purposes of this release, we have focussed on three distinct types of provision:

- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution, and;
- ACL directly delivered by FE institutions (this includes all provision delivered in Wales by the YMCA Wales Community College and Workers Education Association (South Wales)).

ACL provision directly delivered by FE institutions is the largest provision type comprising just over half of all ACL provision delivered in Wales. ACL provision delivered by local authorities via a franchise arrangement with a FE institution and ACL provision directly delivered by local authorities comprised 22 per cent and 26 per cent of all ACL provision respectively.

Measures of performance

This release details three key measures of learner outcomes:

- *Learning activity completion*: the proportion of learning activities commenced which are completed;

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- *Learning activity attainment*: the proportion of completed learning activities which lead to the attainment of a qualification; and
- *Learning activity success*: the proportion of learning activities commenced which lead to the attainment of a qualification. This combines the measures of completion and attainment.

Chart 1: ACL completion, attainment and success rates for 2010/11

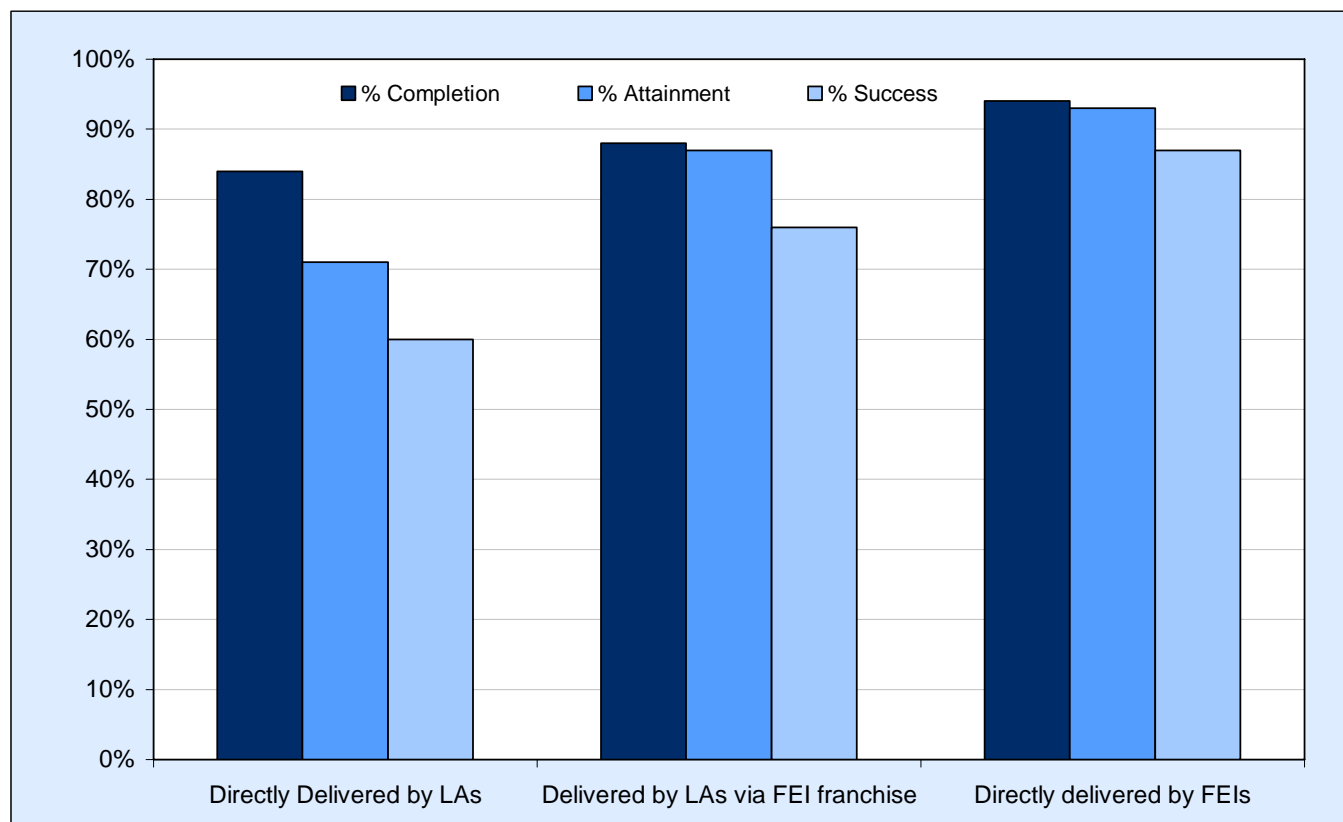


Chart 1 shows that there was notable variation across the different types of ACL provision for all three learner outcome measures in 2010/11. However, further analysis of the underlying data suggests that at least some of this variation can be attributed to inconsistent approaches to the recording of LLWR data. Further information on data quality is provided in section 4.2 of the notes accompanying this release.

Given the experimental nature of these statistics and the issues outlined above, caution should be exercised when making comparisons between the different types of ACL provision.

Outcomes by level and subject

Analysis of learner outcome measures by level and subject showed that:

- Completion rates for provision directly delivered by local authorities were highest for entry level learning aims. Completion rates for provision delivered via a FE institution franchise or directly by FE institutions were highest for learning aim at level 2 or 'other' levels;
- Success rates were highest for level 1 learning aims and lowest for entry-level learning aims across all types of ACL provision;

- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Arts, Media and Publishing.

Outcomes by learner characteristics

Analysis of learner outcome measures by learner characteristics showed that:

- There was no significant variation in learner outcomes between male and female learners;
- Overall, learning activity completion rates were highest for learners aged 50 - 74. However, for provision directly delivered by local authorities, success rates were highest for learners aged 18 and under.
- For all types of ACL provision, learner outcome measures were generally higher for learners of white ethnicity.
- There was limited variation in learner outcome measures across deprivation deciles. However, for provision directly delivered by local authorities, success rates were lowest for learners domiciled in the least deprived areas. Whereas for provision delivered via an FE institution franchise arrangement, success rates were highest for learners domiciled in the least deprived areas and lowest for learners domiciled in the most deprived areas.

Tables

Tables 1a - 1c	Completion, attainment and success rates for ACL provision by notional level, sector subject area and type of provision
Table 2	Completion, attainment and success rates for ACL provision by gender of learner and type of provision
Table 3	Completion, attainment and success rates for ACL provision by age group of learner and type of provision
Table 4	Completion, attainment and success rates for ACL provision by ethnicity group of learner and type of provision
Table 5	Completion, attainment and success rates for ACL provision by deprivation status of domicile of learner and type of provision

Table 1a: Completion, attainment and success rates for ACL provision directly delivered by local authorities, 2010/11

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	360	94%	85	64%	59%
	Information and Communication Technology	890	87%	145	62%	45%
	Languages, Literature and Culture	85	84%	35	43%	36%
	Adult Basic Education	15	*	*	*	*
	English for Speakers of Other Languages	215	72%	140	66%	52%
	Other	920	94%	175	66%	58%
	All		2,490	88%	585	62%
Level 1	Arts, Media and Publishing	825	92%	575	79%	72%
	Information and Communication Technology	1,270	76%	760	61%	49%
	Languages, Literature and Culture	305	73%	215	70%	51%
	Adult Basic Education	*	*	0	n/a	n/a
	English for Speakers of Other Languages	45	85%	30	*	58%
	Other	1,520	89%	1,130	88%	78%
	All		3,965	84%	2,710	75%
Level 2	Arts, Media and Publishing	270	99%	235	88%	87%
	Information and Communication Technology	460	84%	270	59%	49%
	Languages, Literature and Culture	120	69%	60	50%	34%
	Adult Basic Education	50	86%	30	*	*
	English for Speakers of Other Languages	5	*	0	*	*
	Other	725	88%	400	76%	64%
	All		1,625	87%	1,000	71%
Other Levels	Arts, Media and Publishing	8,315	85%	770	64%	56%
	Information and Communication Technology	2,935	86%	440	78%	68%
	Languages, Literature and Culture	1,365	78%	145	84%	71%
	Adult Basic Education	790	68%	210	69%	58%
	English for Speakers of Other Languages	60	91%	20	*	*
	Other	6,225	86%	655	67%	58%
	All		19,690	84%	2,245	69%
All Levels	Arts, Media and Publishing	9,770	86%	1,670	72%	64%
	Information and Communication Technology	5,555	84%	1,615	65%	53%
	Languages, Literature and Culture	1,875	77%	455	67%	51%
	Adult Basic Education	850	68%	245	70%	55%
	English for Speakers of Other Languages	325	77%	190	67%	55%
	Other	9,390	87%	2,360	77%	67%
	All		27,770	84%	6,535	71%

Source: Lifelong Learning Wales Record (LLWR)

Table 1b: Completion, attainment and success rates for ACL provision delivered by local authorities via a franchise arrangement with an FE institution, 2010/11

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	745	95%	410	95%	89%
	Information and Communication Technology	1,095	92%	875	87%	80%
	Languages, Literature and Culture	295	85%	220	94%	78%
	Adult Basic Education	2,560	90%	1,830	90%	81%
	English for Speakers of Other Languages	1,945	77%	1,395	80%	61%
	Other	2,330	92%	1,420	81%	74%
	All		8,970	88%	6,150	85%
Level 1	Arts, Media and Publishing	1,055	89%	935	91%	81%
	Information and Communication Technology	2,730	89%	2,155	86%	78%
	Languages, Literature and Culture	1,135	85%	990	92%	78%
	Adult Basic Education	1,525	89%	1,070	86%	77%
	English for Speakers of Other Languages	570	85%	555	99%	83%
	Other	3,195	86%	2,755	88%	76%
	All		10,205	87%	8,460	89%
Level 2	Arts, Media and Publishing	935	93%	880	95%	88%
	Information and Communication Technology	795	92%	570	81%	75%
	Languages, Literature and Culture	530	83%	445	93%	76%
	Adult Basic Education	425	86%	190	84%	70%
	English for Speakers of Other Languages	100	92%	70	72%	67%
	Other	2,155	89%	1,785	86%	76%
	All		4,940	89%	3,940	87%
Other Levels	Arts, Media and Publishing	180	97%	155	88%	86%
	Information and Communication Technology	515	93%	90	55%	48%
	Languages, Literature and Culture	150	90%	145	99%	89%
	Adult Basic Education	10	*	*	*	*
	English for Speakers of Other Languages	0	n/a	0	n/a	n/a
	Other	320	87%	255	81%	70%
	All		1,175	91%	650	81%
All Levels	Arts, Media and Publishing	2,915	92%	2,380	93%	85%
	Information and Communication Technology	5,135	90%	3,685	84%	77%
	Languages, Literature and Culture	2,110	85%	1,800	93%	78%
	Adult Basic Education	4,520	89%	3,095	88%	79%
	English for Speakers of Other Languages	2,615	79%	2,025	84%	66%
	Other	8,005	88%	6,215	85%	75%
	All		25,295	88%	19,200	87%

Source: Lifelong Learning Wales Record (LLWR)

Table 1c: Completion, attainment and success rates for non-franchised ACL provision directly delivered by FE institutions, 2010/11

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	725	97%	625	96%	94%
	Information and Communication Technology	1,120	90%	670	95%	89%
	Languages, Literature and Culture	185	95%	145	92%	89%
	Adult Basic Education	2,965	93%	1,315	84%	79%
	English for Speakers of Other Languages	4,640	93%	3,900	88%	84%
	Other	2,860	93%	2,020	86%	79%
	All		12,495	93%	8,675	88%
Level 1	Arts, Media and Publishing	3,855	93%	3,700	96%	89%
	Information and Communication Technology	7,375	92%	5,650	93%	86%
	Languages, Literature and Culture	1,150	87%	1,010	91%	79%
	Adult Basic Education	1,905	94%	1,635	94%	88%
	English for Speakers of Other Languages	660	93%	595	91%	87%
	Other	10,690	97%	10,220	96%	93%
	All		25,635	94%	22,805	95%
Level 2	Arts, Media and Publishing	1,925	94%	1,760	92%	87%
	Information and Communication Technology	2,950	94%	2,040	92%	86%
	Languages, Literature and Culture	670	90%	530	89%	80%
	Adult Basic Education	305	93%	145	90%	86%
	English for Speakers of Other Languages	250	95%	225	91%	86%
	Other	5,885	95%	5,265	91%	87%
	All		11,985	95%	9,970	91%
Other Levels	Arts, Media and Publishing	1,385	94%	515	93%	88%
	Information and Communication Technology	3,600	96%	680	92%	88%
	Languages, Literature and Culture	325	93%	100	96%	88%
	Adult Basic Education	1,465	98%	5	*	*
	English for Speakers of Other Languages	970	93%	0	n/a	n/a
	Other	4,685	94%	1,620	91%	86%
	All		12,430	95%	2,920	92%
All Levels	Arts, Media and Publishing	7,895	94%	6,600	95%	89%
	Information and Communication Technology	15,040	93%	9,040	93%	86%
	Languages, Literature and Culture	2,325	89%	1,780	91%	80%
	Adult Basic Education	6,640	94%	3,105	89%	84%
	English for Speakers of Other Languages	6,520	93%	4,720	89%	84%
	Other	24,120	95%	19,125	93%	89%
	All		62,545	94%	44,370	93%

Source: Lifelong Learning Wales Record (LLWR)

Table 2: Completion, attainment and success rates by type of ACL provision and gender, 2010/11

Type of ACL provision	Gender	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	Male	7,170	84%	2,070	72%	60%
	Female	20,600	84%	4,465	71%	60%
	All	27,770	84%	6,535	71%	60%
Delivered by local authorities via a franchise arrangement with an FE institution	Male	8,470	88%	6,380	88%	77%
	Female	16,825	88%	12,820	87%	76%
	All	25,295	88%	19,200	87%	76%
Directly delivered by FE institutions	Male	23,120	95%	16,290	93%	88%
	Female	39,425	94%	28,080	92%	87%
	All	62,545	94%	44,370	93%	87%

Source: Lifelong Learning Wales Record (LLWR)

Table 3: Completion, attainment and success rates by type of ACL provision and age group, 2010/11

Type of ACL provision	Age Group	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	18 and under	505	79%	225	82%	70%
	19 - 24	1,550	80%	640	77%	64%
	25 - 49	9,505	80%	2,795	70%	57%
	50 - 74	14,130	88%	2,620	70%	62%
	75 and over	1,905	87%	240	70%	62%
	All	27,770	84%	6,535	71%	60%
Delivered by local authorities via a franchise arrangement with an FE institution	18 and under	1,105	86%	940	91%	78%
	19 - 24	3,315	87%	2,575	87%	76%
	25 - 49	12,155	86%	8,925	86%	73%
	50 - 74	8,000	91%	6,210	88%	80%
	75 and over	690	92%	525	88%	82%
	All	25,295	88%	19,200	87%	76%
Directly delivered by FE institutions	18 and under	3,470	94%	2,715	93%	88%
	19 - 24	8,320	94%	6,055	92%	88%
	25 - 49	27,735	93%	18,855	92%	86%
	50 - 74	20,400	95%	14,870	94%	89%
	75 and over	2,515	93%	1,785	92%	84%
	All	62,545	94%	44,370	93%	87%

Source: Lifelong Learning Wales Record (LLWR)

Table 4: Completion, attainment and success rates by type of ACL provision and ethnicity, 2010/11

Type of ACL provision	Ethnicity	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	White	25,815	85%	6,095	71%	61%
	Black	200	77%	50	54%	43%
	Asian	535	75%	135	64%	52%
	Mixed	130	69%	30	57%	42%
	Other	95	79%	25	*	*
	All		27,770	84%	6,535	71%
Delivered by local authorities via a franchise arrangement with an FE institution	White	21,820	89%	16,530	88%	78%
	Black	785	81%	550	76%	62%
	Asian	1,210	82%	885	81%	66%
	Mixed	115	73%	95	84%	61%
	Other	510	80%	395	84%	67%
	All		25,295	88%	19,200	87%
Directly delivered by FE institutions	White	54,355	94%	39,260	93%	88%
	Black	860	93%	450	85%	79%
	Asian	3,055	92%	1,880	87%	83%
	Mixed	460	95%	285	89%	84%
	Other	705	91%	330	78%	73%
	All		62,545	94%	44,370	93%

Source: Lifelong Learning Wales Record (LLWR)

Table 5: Completion, attainment and success rates by type of ACL provision and deprivation of domicile, 2010/11

Type of ACL provision	Decile of Deprivation	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	1st (most deprived)	2,080	79%	740	71%	59%
	2nd	2,075	83%	715	72%	62%
	3rd	2,135	81%	700	72%	60%
	4th	2,085	85%	705	72%	63%
	5th	2,500	85%	730	73%	62%
	6th	2,485	85%	695	78%	68%
	7th	2,510	85%	545	73%	62%
	8th	2,790	86%	595	73%	61%
	9th	3,400	87%	475	66%	57%
	10th (least deprived)	5,310	85%	525	60%	50%
	All	27,770	84%	6,535	71%	60%
Delivered by local authorities via a franchise arrangement with an FE institution	1st (most deprived)	4,055	87%	3,040	85%	73%
	2nd	3,590	87%	2,770	87%	76%
	3rd	3,730	85%	2,795	86%	73%
	4th	2,865	88%	2,065	87%	76%
	5th	2,120	90%	1,575	87%	78%
	6th	1,720	91%	1,265	87%	79%
	7th	1,790	87%	1,410	89%	77%
	8th	1,490	90%	1,170	89%	80%
	9th	1,965	90%	1,545	88%	79%
	10th (least deprived)	1,715	89%	1,355	90%	80%
	All	25,295	88%	19,200	87%	76%
Directly delivered by FE institutions	1st (most deprived)	9,545	94%	6,585	91%	86%
	2nd	7,530	93%	5,135	91%	85%
	3rd	6,415	93%	4,235	92%	86%
	4th	6,750	94%	4,890	93%	88%
	5th	6,140	96%	4,515	94%	90%
	6th	6,105	94%	4,465	93%	88%
	7th	5,135	95%	3,775	93%	88%
	8th	5,155	94%	3,870	94%	88%
	9th	4,875	93%	3,455	93%	86%
	10th (least deprived)	3,340	94%	2,190	93%	87%
	All	62,545	94%	44,370	93%	87%

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2010/11. It covers adult community learning (ACL) 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 ACL 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 2 - 5 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.

2.3 Provision type

For the purposes of this statistical release, three categories of ACL provision have been defined as follows:

- *ACL directly delivered by local authorities* is defined as all provision submitted to LLWR by local authorities in Wales.
- *ACL delivered by local authorities via a franchise arrangement with an FE institution* is defined as provision submitted to LLWR by FE institutions where a local authority has been recorded as delivering the learning via a franchise arrangement.
- *ACL directly delivered by FE institutions* is defined as provision submitted by FE institutions to LLWR that is recorded as ACL in the type of learning programme field and not delivered via a franchise

arrangement with a local authority. This includes all provision submitted to LLWR by the YMCA Wales Community College and Workers Education Association (South Wales).

Note that *ACL delivered by local authorities via a franchise arrangement with an FE institution* and *ACL directly delivered by FE institutions* have both historically been categorised as 'FE provision' and are currently included in the FE learner outcomes data published annually within the [National Comparators for Further Education and Work-Based Learning Statistical First Release](#).

The following table summarises the franchise arrangements for the delivery of ACL provision that were in place between FE institutions and local authorities during 2010/11:

Franchising FE institution	Local authority delivering learning
Barry College	Cardiff Council Vale of Glamorgan Council
Bridgend College	Bridgend County Borough Council
Coleg Sir Gar	Carmarthenshire County Council
Coleg Glan Hafren	Cardiff Council
Coleg Gwent	Blaenau Gwent County Borough Council Caerphilly County Borough Council Monmouthshire County Council Newport City Council Torfaen County Borough Council
Coleg Morgannwg	Rhondda Cynon Taff County Borough Council
Neath Port Talbot College	Neath Port Talbot County Borough Council
Ystrad Mynach College	Caerphilly County Borough Council

2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a to 5 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 1a to 5 are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates shown in tables 1a to 5 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 Level of learning aim

- Level is derived from the National Qualifications Framework (NQF) level of the learning activity.

2.6 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 totals of table 3.

2.7 Sector/Subject Areas

- The sector/subject areas detailed in Tables 1a – 1c are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector/subject framework and are grouped to reflect the most popular ACL subject areas.

2.8 Decile of deprivation

- The deciles of deprivation detailed in Table 5 are calculated by mapping learners' postcodes to the Welsh Index of Multiple Deprivation 2008 (WIMD2008).

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 [Delivering Community Learning for Wales policy statement](#) published by the Welsh Government (WG) in November 2010 stated that the Department for Education and Skills (DfES - formerly DCELLS) must "*develop consistent performance measures and benchmarking data to help Adult Community Learning (ACL) providers to evaluate learner outcomes*".

The measures set out in this publication have been produced to achieve this aim and are also 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 Local Authorities and FE institutions. Data quality issues are then followed up and resolved in liaison with DfES officials.

The following data issues are of particular relevance to this release.

4.2.1 Non assessable learning activities

Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of attainment and success rate calculations.

Directly delivered local authority provision has a notably high proportion of such activities (67 per cent of terminated learning activities in 2010/11) compared with local authority provision delivered via a franchise arrangement with an FE institution (12 per cent of terminated learning activities) and ACL provision directly delivered by FE institutions (24 per cent of terminated activities). However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. This indicates that non-assessable provision is being inconsistently recorded and thereby potentially deflating attainment and success rates.

4.2.2 Level of learning activities

A significant number of local authority learning activities were recorded with a level of 'Not Known' or 'Not Applicable' on LLWR. In 2010/11, these learning activities have been categorised as 'Other Levels' (see table 1a).

4.2.3 Non-franchised ACL delivered by FE institutions

For the purposes of this release, this provision has been identified using information recorded in the type of learning programme field. This differs from the approximation based on site of learning delivery used in the statistical article published in 2011.

Information on type of learning programme is based on FE institutions' own identification of ACL provision. This has resulted in fewer activities being classified as ACL than the methodology used in 2011.

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 broadly comparable with the data for 2009/10 detailed in the statistical article [Development of Learner Outcome Measures for Adult Community Learning](#). However, due to the methodological change outlined in section 4.2.3, data for ACL provision directly delivered by FEIs should not be compared.

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.

Data underpinning the 2010/11 performance measures will also be included in WAG - DfES' online benchmarking tool for use by FE institutions and local authorities. 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 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.