

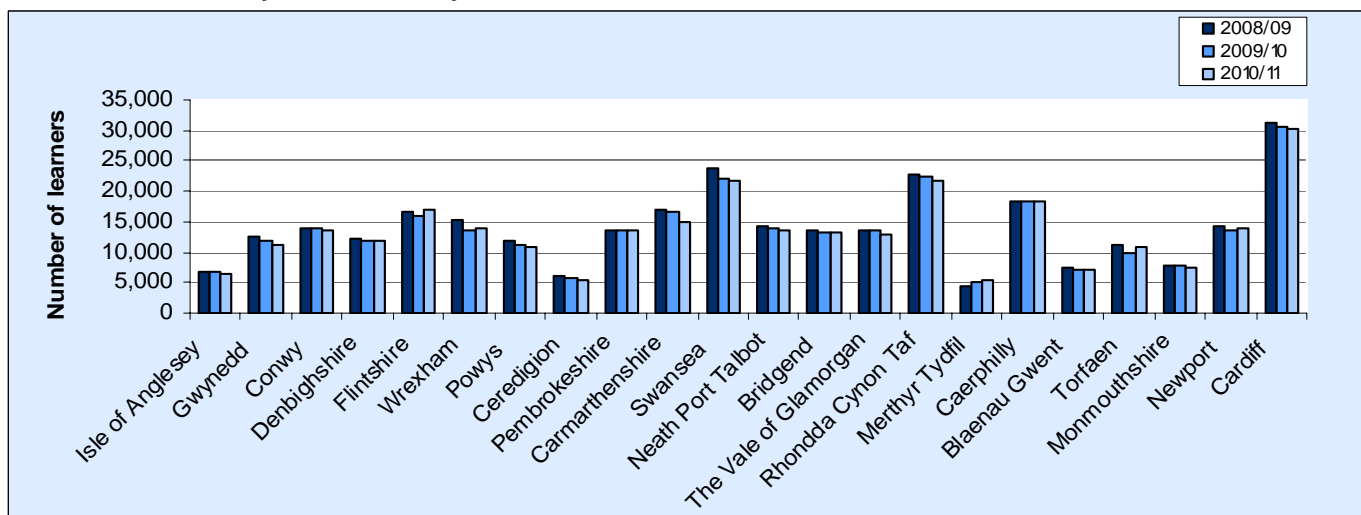
## Learning Network Analysis 2010/11

This bulletin provides data about post-16 learners (excluding learners at higher education institutions) domiciled in Wales. It is intended as a source of information to support national and local strategic planning and policy making within the post-16 education and training sector.

The information within this bulletin relates to Welsh-domiciled learners enrolled during the 2010/11 academic year at further education (FE) institutions, other training (work-based learning) providers, local authority community learning providers and school sixth forms Wales. The analysis also includes Welsh domiciled learners enrolled at further education institutions, other training providers and (included for the first time this year) school sixth forms located in England. The data has been sourced from the Lifelong Learning Wales Record (LLWR), Post-16 Pupil Level Annual Schools Census (PLASC), the Individualised Learner Record (ILR) and the National Pupil database (NPD).

### Summary

**Chart 1: Learners by local authority of domicile – 2008/09 to 2010/11**



- At 295,900, the total number of Welsh-domiciled learners was 1.1 per cent lower in 2010/11 than in 2009/10 and 4.2 per cent lower than in 2008/09. The number of learners aged 20 to 24 increased by 3.6 per cent between the years but there was a decrease in the number of learners within each of the other age groups. (Table 1)
- Despite the decline in total learner numbers individual local authorities exhibited differing trends. Merthyr Tydfil continued to show an increase in learners with growth of 19 per cent since 2008/09.

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**Next update:** May 2013 (provisional)

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However, the majority of local authorities showed a decrease in the number of resident learners with Carmarthenshire showing a drop of 10 per cent relative to the 2009/10 figures. (*Chart 1*)

- The total number of learning activities undertaken decreased by less than 1 percent. There was a 13.4 per cent increase in learning activities within the 'Retail and Commercial Enterprise' subject area and smaller increases in the 'Education and Training' and 'Construction, Planning and the Built Environment' subject areas. Conversely, 'Leisure, Travel and Tourism' showed a 5.9 per cent decline in activities in addition to reduced numbers in the 'Information and Communication Technology' and 'Health, Public Sector and Care' sectors. (*Table 3*)

## Learners

- In 2010/11 there were 295,900 learners domiciled in Wales and pursuing learning at the provider types covered by this analysis; FE Institutions, other work-based learning training providers, local authority community learning providers and maintained school sixth forms.
- 48 per cent of learners were aged under 25 at 31 August 2011 and 35 per cent were aged between 25 and 49 (*Table 1*).
- Further analysis of participation in post-16 education and training is published on a biannual basis and is due in October 2013, this involves analysis of learner numbers relative to population data, at both a national and local authority level. Similar analysis for the 2009/10 academic year can be found at the following link.

[Analysis of Participation in post-16 Education & Training in Wales: 2009/10](#)

**Table 1 – Number of learners by age group and local authority of domicile – 2010/11**

Local authority of domicile	Age Group						All ages
	under 16	16 to 19	20 to 24	25 to 49	50 to 64	65 and over	
Isle of Anglesey	20	1,985	830	2,390	850	325	6,415
Gwynedd	520	3,630	1,345	4,095	1,210	355	11,250
Conwy	315	3,905	1,660	5,020	1,810	765	13,585
Denbighshire	430	3,820	1,430	4,305	1,395	540	11,985
Flintshire	340	5,835	2,225	6,150	1,840	560	16,985
Wrexham	720	4,745	1,740	5,225	1,335	240	14,035
Powys	35	3,985	1,080	3,720	1,510	610	10,965
Ceredigion	390	2,175	645	1,455	575	240	5,480
Pembrokeshire	270	4,300	1,440	4,235	2,040	1,225	13,520
Carmarthenshire	125	5,945	1,855	4,720	1,605	705	14,970
Swansea	60	7,675	2,640	8,005	2,345	945	21,715
Neath Port Talbot	80	5,325	1,535	4,520	1,470	665	13,615
Bridgend	40	4,835	1,555	4,765	1,560	490	13,270
The Vale of Glamorgan	490	4,370	1,430	3,710	1,720	1,055	12,830
Rhondda Cynon Taf	250	8,125	2,910	7,300	2,315	990	21,910
Merthyr Tydfil	30	1,855	715	1,940	550	200	5,300
Caerphilly	360	6,200	2,015	6,275	2,295	1,055	18,210
Blaenau Gwent	25	2,695	805	2,575	750	250	7,110
Torfaen	95	3,715	1,240	3,945	1,345	405	10,765
Monmouthshire	80	2,675	670	2,490	1,110	525	7,560
Newport	85	5,320	1,625	5,030	1,455	520	14,055
Cardiff	615	9,830	3,590	11,815	3,030	1,360	30,365
All Wales domiciled	5,375	102,935	34,980	103,680	34,110	14,010	295,900

Sources: *Lifelong Learning Wales Record, Post-16 Pupil Level Annual Schools Census, Individualised Learner Record, National Pupil Database*

### Notes:

(a) StatsWales tables containing this and further information can be found at: [Learning Network Analysis - StatsWales tables](#)

- 64.1 per cent of learners were enrolled at Welsh FE institutions (including their training subsidiaries), 14.4 per cent were enrolled at other work-based learning training providers, 7.4 per cent were enrolled at local authority Community Learning providers, 9.9 per cent were enrolled at school sixth forms in Wales, and 4.2 per cent were enrolled at providers in England (Table 2).
- Of the 7,110 learners living in Blaenau Gwent 23 per cent were enrolled at work-based learning providers (other than FEIs) whilst in Flintshire the proportion of the learner cohort at other training providers was markedly lower, at 4 per cent (Table 2).
- Local authorities bordering England showed the highest number of learners enrolled at English providers. Over 15 percent of learners domiciled in Powys and in Monmouthshire crossed the border to learn, with Flintshire and Wrexham each showing more than 10 per cent of domiciled learners enrolled at providers in England (Table 2).

**Table 2 – Number of learners by type of provider and local authority of domicile – 2010/11**

Local authority of domicile	Type of provider						All providers
	Welsh Further Education Institutions	Other Training Providers	Local authority Community Learning	School Sixth Forms in Wales	English Further Education Colleges and Training providers	School Sixth Forms in England	
Isle of Anglesey	5,000	530	0	610	275	*	6,415
Gwynedd	9,305	925	*	680	340	0	11,250
Conwy	10,960	1,035	0	1,215	375	0	13,585
Denbighshire	9,885	605	0	985	505	5	11,985
Flintshire	12,610	675	0	1,640	2,000	65	16,985
Wrexham	10,625	1,310	*	590	1,415	90	14,035
Powys	5,730	1,495	740	1,275	1,700	25	10,965
Ceredigion	2,800	1,105	515	925	130	*	5,480
Pembrokeshire	7,115	1,625	3,160	1,355	265	0	13,520
Carmarthenshire	10,175	2,270	715	1,560	245	0	14,970
Swansea	15,120	2,990	1,755	1,475	380	*	21,715
Neath Port Talbot	10,385	2,080	355	440	350	*	13,615
Bridgend	8,360	2,015	850	1,785	260	*	13,270
The Vale of Glamorgan	5,755	2,020	2,960	1,765	325	10	12,830
Rhondda Cynon Taf	12,565	4,285	1,380	3,160	510	*	21,910
Merthyr Tydfil	2,840	1,110	480	680	185	0	5,300
Caerphilly	11,895	3,280	1,205	1,500	330	*	18,210
Blaenau Gwent	4,735	1,630	35	550	160	*	7,110
Torfaen	5,790	2,380	1,320	1,055	215	0	10,765
Monmouthshire	4,260	975	80	1,080	1,060	105	7,560
Newport	8,370	3,020	340	1,940	385	*	14,055
Cardiff	15,435	5,270	5,880	3,165	570	45	30,365
All Wales domiciled	189,715	42,640	21,775	29,430	11,980	360	295,900

Sources: Lifelong Learning Wales Record, Post-16 Pupil Level Annual Schools Census, Individualised Learner Record, National Pupil Database

Notes:

(a) There is no directly delivered community learning in the north Wales local authorities of Isle of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham. Delivery is via subcontracted arrangements with FEIs.

(b) StatsWales tables containing this and further information can be found at: [Learning Network Analysis - StatsWales tables](#)

## Learning Activities

- There were 1,075,770 learning activities/aims undertaken during the 2010/11 academic year by learners domiciled in Wales and enrolled at the six categories of provider shown in Table 2.
- The highest number of learning activities (43 per cent) was found within the subject area 'Preparation for Life and Work'. This high figure can be attributed to the fact that most key skill qualifications are categorised in this subject area and a learner may be enrolled on as many as six key skill courses. Nationally, the next most common subject areas were 'Information and Communication Technology' and 'Health, Public Services and Care both with around 8 per cent of the learning activity (Table 3).
- The highest proportion (74 per cent) of the Higher Education (HE) level learning activity fell within the 'Education and Training' subject area (Table 3), this is primarily due to the fact that teacher training qualifications comprise much of the HE level learning. The number of learning aims at HE level as a percentage of the total number of aims rose from 0.6 per cent in 2009/10 to 0.9 per cent in 2010/11.

**Table 3 – Number of learning activities by subject area and type of learning aim – 2010/11**

Subject area	Type of learning aim							All learning aims
	GCSE/VCE	AS/A2 level	NVQ (includes QCF quals that directly replace NVQs)	QCF Award/Certificate/Diploma	BTEC/OCN First, National, Access Certificate/Diploma	HE level	Other	
Health, Public Services and Care	10	1,745	15,795	10,545	19,105	5	31,945	79,150
Science and Mathematics	6,615	35,210	5	515	5,005	50	1,130	48,535
Agriculture, Horticulture and Animal Care	0	15	1,130	3,090	3,490	25	4,180	11,930
Engineering and Manufacturing Technologies	10	3,125	15,365	5,770	2,850	365	16,290	43,775
Construction, Planning and the Built Environment	0	0	7,650	3,930	4,285	*	13,225	29,090
Information and Communication Technology	115	6,255	1,565	15,335	21,970	405	40,070	85,710
Retail and Commercial Enterprise	35	205	12,460	18,925	4,495	0	7,810	43,925
Leisure, Travel and Tourism	25	3,110	2,515	3,885	8,435	15	6,580	24,565
Arts, Media and Publishing	215	15,200	35	6,515	22,565	1,235	12,905	58,670
History, Philosophy and Theology	225	11,825	0	0	3,860	140	1,520	17,570
Social Sciences	50	10,580	0	*	1,045	*	495	12,175
Languages, Literature and Culture	4,645	14,690	50	700	11,865	0	11,525	43,470
Education and Training	0	0	2,100	1,625	6,295	6,985	8,925	25,940
Preparation for Life and Work	65	405	500	14,420	55,135	0	387,770	458,290
Business, Administration and Law	85	6,845	15,905	15,000	7,645	165	15,690	61,335
Unknown	15	195	105	45	1,665	0	29,620	31,650
All subject areas	12,110	109,405	75,175	100,295	179,710	9,395	589,680	1,075,770

Sources: Lifelong Learning Wales Record, Post-16 Pupil Level Annual Schools Census, Individualised Learner Record, National Pupil Database

Notes:

(a) StatsWales tables containing this and further information can be found at: [Learning Network Analysis - StatsWales tables](#)

- The Qualifications and Credit Framework (QCF) system for recognising skills and qualifications was introduced during 2010 and contains vocational (or work-related) qualifications available in England, Wales and Northern Ireland. During this transitional period both QCF and predecessor qualifications are identified within the analysis, but with any QCF qualifications that directly replace NVQs being included within the NVQ column in Table 3.

## Learning Programmes

- Wales domiciled learners were enrolled on 69,530 learning programmes offering work-based learning provision provided by both FE institutions and other training providers (*Table 4*).
- Foundation Apprenticeships, and their equivalent level 2 qualification in England, accounted for 32 per cent of the work-based learning programmes. Level 3 Apprenticeships (previously called Modern Apprenticeships, in Wales) comprised 24 per cent (*Table 4*).
- Of the learning programmes undertaken by Isle of Anglesey domiciled learners 79 per cent were apprenticeship courses whilst only 39 per cent of work-based learning programmes undertaken by Merthyr Tydfil residents were at apprenticeship level (*Table 4*).
- Skill Build Youth, a Wales specific qualification offered to those not in employment, made up 19 per cent of the total work-based learning provision. However, there was a marked difference between local authorities with Skill Build Youth programmes accounting for 30 per cent of learning programmes undertaken by both Torfaen and Neath Port Talbot domiciled work-based learners compared to only 6 per cent of programmes undertaken by Flintshire learners (*Table 4*).

**Table 4 – Work-based learning provision by programme type and local authority of domicile**

Local authority of domicile	Programme type						All WBL programmes
	Apprenticeship (level 2)	Apprenticeship (level 3)	Apprenticeship (level 4)	Skill Build Adult (Wales only)	Skill Build Youth (Wales only)	Other WBL programmes	
Isle of Anglesey	745	465	50	10	210	130	1,605
Gwynedd	1,060	540	50	90	345	200	2,285
Conwy	910	605	130	95	210	250	2,205
Denbighshire	730	600	115	70	260	300	2,075
Flintshire	1,315	1,090	125	95	240	1,145	4,010
Wrexham	1,170	790	85	240	520	860	3,665
Powys	925	595	65	225	235	410	2,455
Ceredigion	500	390	70	170	235	55	1,420
Pembrokeshire	965	745	95	150	430	385	2,770
Carmarthenshire	1,135	875	120	465	750	290	3,630
Swansea	1,510	1,140	170	745	975	205	4,750
Neath Port Talbot	985	735	135	435	1,055	190	3,535
Bridgend	725	610	75	560	580	415	2,965
The Vale of Glamorgan	665	1,075	50	345	325	290	2,745
Rhondda Cynon Taf	1,445	1,240	135	1,060	1,310	705	5,895
Merthyr Tydfil	450	290	25	380	575	240	1,965
Caerphilly	1,350	965	115	425	1,170	510	4,540
Blaenau Gwent	645	455	70	140	655	165	2,130
Torfaen	880	655	100	160	865	245	2,905
Monmouthshire	565	450	40	40	155	250	1,500
Newport	1,170	825	85	275	1,020	310	3,690
Cardiff	2,180	1,735	165	805	1,230	670	6,785
All Wales domiciled	22,030	16,880	2,060	6,975	13,350	8,235	69,530

Sources: *Lifelong Learning Wales Record, Post-16 Pupil Level Annual Schools Census, Individualised Learner Record, National Pupil Database*

Notes:

(a) StatsWales tables containing this and further information can be found at: [Learning Network Analysis - StatsWales tables](#)

## Notes

### 1. Data Sources

Four data sources were employed in this analysis.

- The Lifelong Learning Wales Record (LLWR) is data collected by the Department for Education and Skills (DfES) and is required to inform funding allocations, monitor performance and outcomes and to inform strategy development. The data provides the official source of statistics on post-16 learners in Wales (excluding Higher Education Institutions (HEIs) and school sixth forms). This bulletin uses data from the 2010/11 statistical freeze taken on February 23 2012.

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](#)

- The post-16 Pupil Level Annual Schools Census (PLASC) data collection currently takes place three times a year (September, January, June) from maintained secondary schools with Year 12, 13 and/or 14 pupils, in Wales. The frequency of the collection is now under review. Data from the January 2011 census is used in this bulletin.

Further information on the PLASC data collection can be found at:

[Pupil Level Annual Schools Census](#)

- In England, from 2008/09, the Information Authority took responsibility for the Individualised Learner Record (ILR) and the information collected within it, whilst the Data Service was established to process and disseminate that data. The data provides the official source of statistics on post-16 learners in England (excluding HEIs and school sixth forms).

Further information on the Information Authority and the ILR can be found at:

[Individualised Learner Record](#)

- The National Pupils Database (NPD) covers all pupils in state (or partially state-funded) schools in England and is collected by the Department for Education. The NPD is a pupil level database which combines the examination results of pupils with information on pupil and school characteristics.

Further information on the Department for Education and the NPD can be found at:

[National Pupil Database](#)

## 2. Definitions

### 2.1 Terminology

- The term 'academic year' is used throughout this bulletin 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, a GCSE or Key Skill. The term 'learning programme' refers to a group of related learning activities and has particular significance in the work-based learning sector where apprenticeship learning programmes consist of an NVQ and a number of associated learning activities.

### 2.2 Cohort of learners

- The cohort underpinning the Learning Network Analysis comprises post-16 learners domiciled in Wales or enrolled at a Welsh provider and engaged in learning during the year. However the cohort does not include learners at higher education institutions; and from 2007/08, the cohort excluded Welsh for Adults (WfA) FE learners registered at the five HEI-based WfA centres. Wales domiciled learners attending school sixth forms in England have been included for the first time in the Learning Network Analysis.
- Learners with unidentified postcodes are excluded from all tables in the bulletin. As such, the figures detailed may differ from those reported in other publications. The coverage of learners with known postcodes was over 99 per cent and analysis has identified that the distribution of unknown or unidentified postcodes was not regionally biased. Tables showing the full cohort, including learners with unidentified postcodes, are available on the StatsWales dissemination site.
- Learners with known non-Welsh postcodes are also excluded from the tables in the bulletin. This will impact on learner numbers at some providers with a catchment area covering the Wales/England border. For example, FE institutions in Wrexham (Yale College, Coleg Llysfasi), Flintshire (Deeside College) and Monmouthshire (Coleg Gwent). Tables showing the full cohort, including the 1.7 per cent of learners with postcodes outside Wales, are available on the StatsWales dissemination site.
- Learners enrolled at multiple providers during the course of an academic year have been included once at each provider with whom they are enrolled. This methodology ensures that all provision received by a learner throughout the year is represented, however, it does introduce an element of double-counting and differs to that used in other statistical publications, most notably the Statistical First Release SDR 51/2012 which provides counts of unique learners.

### 2.3 Provider type

- For the purposes of this bulletin the term 'provider type' is used to define the nature of the training provider as distinct from the type of learning provision.

**Welsh Further Education Institutions** – following several college mergers there were 21 Further Education Institutions (FEIs) in Wales during the 2010/11 academic year. Learning provision at these FEIs included further education, work-based learning and community learning (delivered by a local authority via a subcontracted arrangement with an FEI).



**Other Training providers** – there were in the region of 80 Welsh providers in this category during the 2010/11 academic year. They were responsible for work-based learning provision (in addition to that delivered by FEIs).

**Local Authority Community Learning** – 14 of the 22 local authorities in Wales provide directly delivered community learning.

**School Sixth Forms in Wales** – 166 maintained schools with sixth forms, in Wales, submitted data to the post-16 PLASC census in January 2011.

**English providers** – further education colleges and other training providers in England (with enrolments from Welsh domiciled learners) were included in this category.

**School Sixth Forms in England** – there were Welsh domiciled learners enrolled at 34 maintained school sixth forms in England.

## 2.4 Subject Areas

- The subject areas detailed in *Table 3* are the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector subject framework.

Further detail can be found at : [www.qcda.org.uk](http://www.qcda.org.uk)

## 3. Rounding

- All figures in this Statistical Bulletin are rounded to the nearest 5 and therefore there may be slight discrepancies between the sum of the constituent rows/columns and the independently rounded totals. An '\*' represents numbers greater than 0 but less than 5.

## 4. Key Quality Information

### 4.1 Relevance

The statistics presented in this bulletin are used both internally within the Welsh Government and externally by other individuals and organisations.

Within the Welsh Government they play a role in supporting decision making processes in relation to:

- Programme for Government – in particular to inform the areas of 'Education', where the aim is to "Help everyone reach their potential, reduce inequality and improve economic and social well-being"; one of the 'Culture and Heritage in Wales' actions is to "Strengthen the use of Welsh language in everyday life"; and in the area of 'Growth' one of the key actions is "Improving Welsh skills for employment".

[Programme for Government](#)



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

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

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

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

Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Policy officials in the Welsh Government including those involved with regional consortia;
- Other government departments;
- Office for National Statistics;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

In addition to the specific education policy agenda detailed above 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;
- ad-hoc analysis requested by external bodies.

## **4.2 Accuracy**

- The LLWR data collection requires providers to record an expected end date and an actual end date for every learning activity. Prior to 2008/09 the actual end date was used when deriving learning activity, learning programme and learner counts. However, further investigation of the data showed that not all providers fulfil the requirement to submit an actual end date on completion of the learning activity and hence the decision was taken in 2008/09 to modify the methodology used. To obtain more accurate counts an adjusted population was introduced which excludes those activities where the expected end date is two years earlier than the start of the reported academic year. This methodology has also been used retrospectively against 2006/07 and 2007/08 data for the purpose of year on year comparisons.
- The information in this bulletin is based on recorded learner postcodes. In total there were 295,900 learners enrolled during 2010/11 (at all provider types) and 299,045 learners enrolled during 2009/10. In 2010/11 approximately 0.8 per cent of the total cohort had an unidentifiable postcode and 1.7 per cent were resident in England, Scotland or Northern Ireland. Only figures relating to learners known to be domiciled in Wales are included in the bulletin whilst the total population is included in the wider analysis available on StatsWales.

- Learner postcodes taken from the source data are mapped against information held on a postcode database in order to establish the country and local authority of domicile. The postcode database is updated regularly by the Welsh Government's Knowledge and Analytical Services on receipt of the latest information supplied by the Office for National Statistics. The database available for this Learning Network Analysis bulletin contained all UK postcodes rather than only Wales' postcodes as in previous years. This additional coverage enabled enhanced analysis to differentiate between learners with unknown/unidentifiable postcodes and those resident in England, Scotland or Northern Ireland.
- As detailed in 2.2, learners that were enrolled at multiple providers during the course of the academic year have been included once at each provider with whom they were enrolled. For example, learners pursuing learning at a further education institution in addition to being enrolled with a local authority community learning provider will be counted twice. This differs to the methodology used in other statistical publications.
- As previously indicated, from 2007/08 there was a change in the way in which data on FE learners on WfA courses was collected. The majority of these learners who would previously have been recorded on the LLWR are now reported to HESA by the five Welsh HE institutions acting as regional centres for WfA provision. WfA courses at the sixth regional centre, Coleg Gwent, are included in this bulletin as this data is still submitted via the LLWR.

### **4.3 Timeliness and Punctuality**

Statistics for a given academic year are derived from a statistical freeze of data based on the LLWR at a date in February/March following the end of the academic year. The Learning Network Analysis bulletin is then produced and published as soon as possible following the publication of the First Release in March/April (SDR 51/2012).

### **4.4 Accessibility and Clarity**

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales where users can view and create tables then download as required.

### **4.5 Comparability**

- Figures in this bulletin use the same data sources and underlying methodology as in last year's bulletin but with the addition of data for school sixth forms in England;  
[Learning Network Analysis - 2009/10](#)
- The tables included in this bulletin are comparable with those produced last year but differ from those in previous years in order to reflect the change in organisational structure that has taken place within the Department for Education and Skills (DfES) and its predecessor departments.

- The tables based on DfES' predecessor department were presented by geographic area and these can still be reproduced using the reports generated on StatsWales. These geographical areas remain as defined in 2008/09.

North Wales: Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, Wrexham

Mid Wales: Powys, Ceredigion

South West Wales: Pembrokeshire, Carmarthenshire, Swansea, Neath Port Talbot

South East Wales: Bridgend, Vale of Glamorgan, Rhondda Cynon Taf, Merthyr Tydfil, Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire, Newport, Cardiff

- Demographic information on the post-16 learning sector in England, Scotland and Northern Ireland can be found at the following links:

[England - The Data Service](#)

[Scotland - Scottish Funding Council](#)

[Northern Ireland - Department for Employment & Learning](#)

Care should be taken when making direct comparisons between nations due to differences in definition and methodology.

## 5. Additional Information

### 5.1 StatsWales

- Tables associated with this bulletin and containing a greater amount of detail are available on the Welsh Government's interactive data dissemination service StatsWales.

[Learning Network Analysis - StatsWales tables](#)

- These tables provide learner, learning programme and learning activity data at national, regional and local authority level as required. In addition, tables are available which also include recorded learners with unknown or unidentified postcodes.
- The scope of the analysis covers the diversity strands of ethnicity, disability and medium of delivery in addition to subject area and qualification type information.

### 5.2 Other Welsh Government post-16 education outputs using the data sources named in Note 1.

- Further Education, Work-based Learning and Community Learning in Wales, 2010/11 and December 2011 (early figures) - headline national trends in volumes of learning, published 28 March 2012. (LLWR)

[Further Education, Work-based Learning and Community Learning in Wales 2010/11](#)

- Further Education, Work-based Learning and Community Learning in Wales Statistics, 2010/11 - Reference volume, due September 2012. (LLWR)

- 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. Bulletin published October 2011. (*LLWR, post-16 PLASC, HESA, ILR*)

[\*Analysis of Participation in Post-16 Education and Training 2009/10\*](#)

- National Comparators 2010/11 – statistics on learner outcomes at FE and WBL providers, published 5 April 2012. (*LLWR*)

[\*National Comparators for Further Education and Work-based Learning 2010/11\*](#)

- Learner Outcome Measures for Adult Community Learning 2010/11, published 25 April 2012. (*LLWR*)

[\*Learner Outcome Measures for Further Education and Work-based Learning 2010/11\*](#)