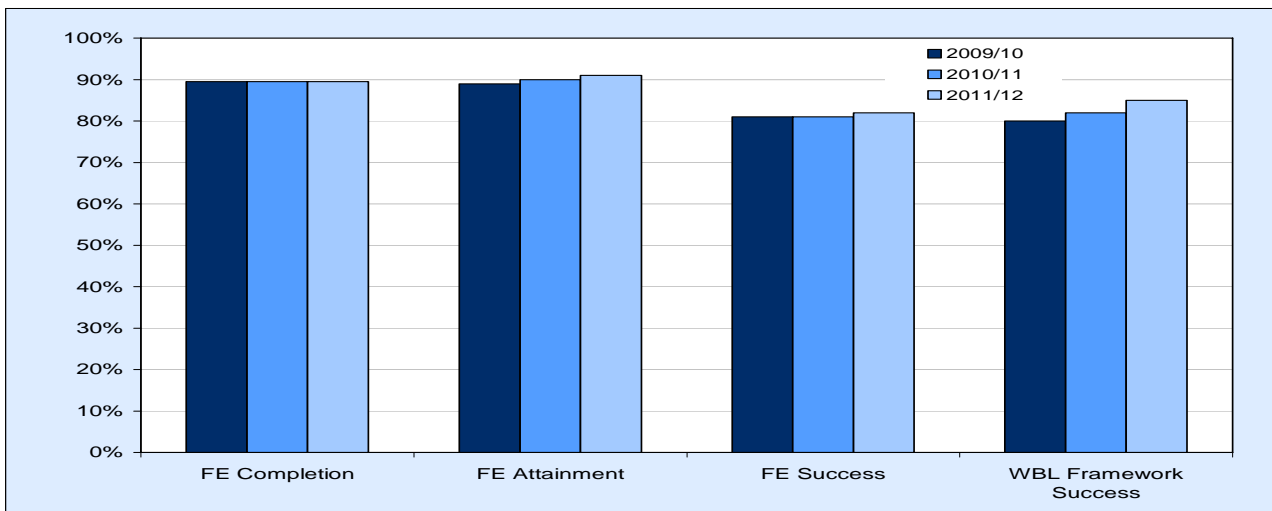


## Learner Outcome Measures for Further Education and Work-Based Learning: 2011/12

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 2011/12 was 82 per cent.
- The FE learning activity completion rate was 90 per cent whereas the learning activity attainment rate was 91 per cent.
- WBL framework success rates were 86 per cent and 84 per cent in Apprenticeship and Foundation Apprenticeship programmes respectively.

**Chart 1: Trends in learner outcomes**



Note that this release was previously titled 'National Comparators for Further Education and Work Based Learning' and, in addition to the change name, some changes to the coverage and methodology of this release have been made. Further details regarding these changes can be found on page 4.

The introduction of new data management principles for learning providers in Wales has had a small impact on the national figures for 2011/12, see pages 4 - 7 for further detail

This release presents information on learner outcomes for 2011/12, covering FE and WBL delivered by learning providers in Wales. The statistics are 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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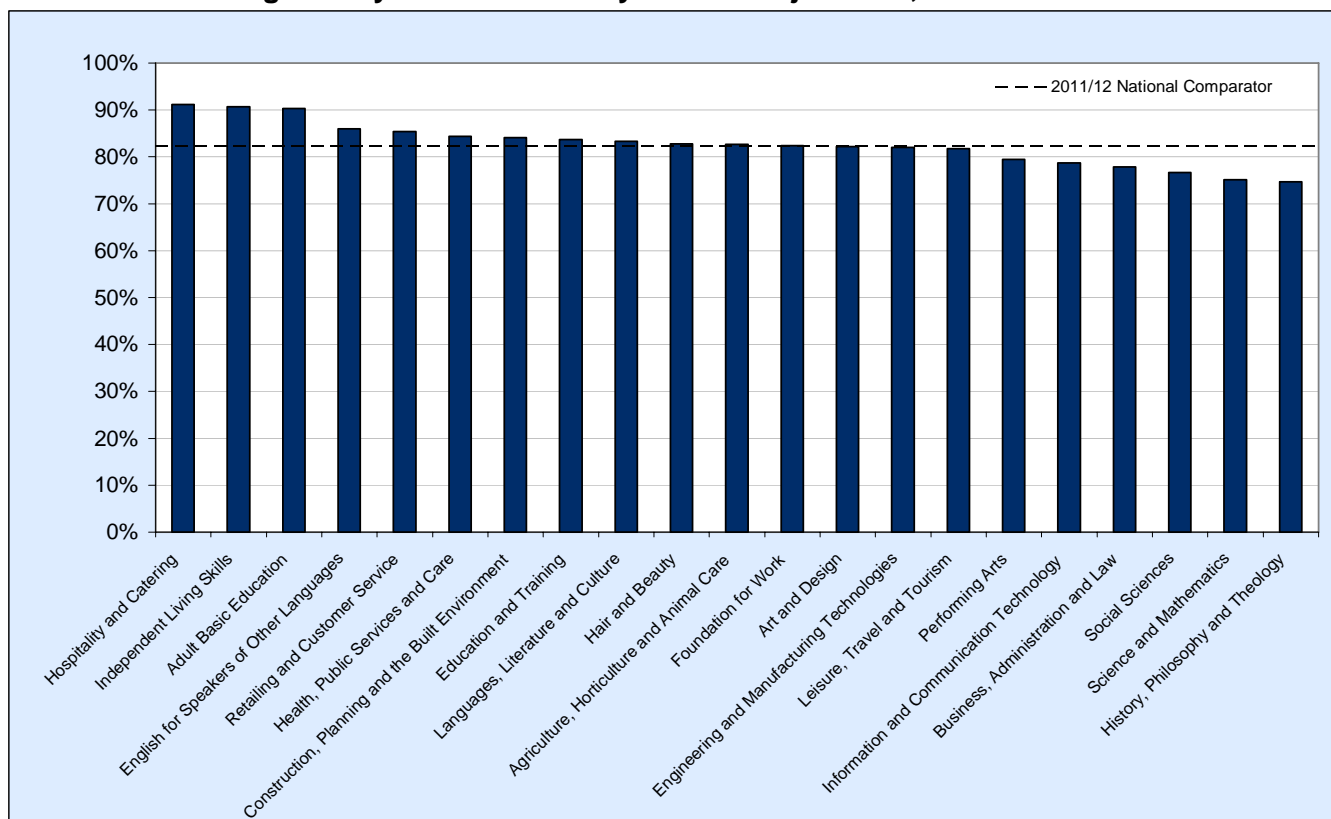
## Outcomes in further education

Chart 1 shows that across all further education programmes in 2011/12, 90 per cent of learning activities were completed and of those activities with an assessable outcome, 91 per cent were attained. Overall, 82 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; Independent Living Skills; Adult Basic Education; English for Speakers of Other Languages and Retailing and Customer Service.
- Success rates were lowest in the areas of History, Philosophy & Theology; Science and Mathematics; Social Sciences; Business, Administration and Law; Information and Communication Technology; and Performing Arts.

**Chart 2: FE learning activity success rates by sector/subject area, 2011/12**



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 entry level learning aims;

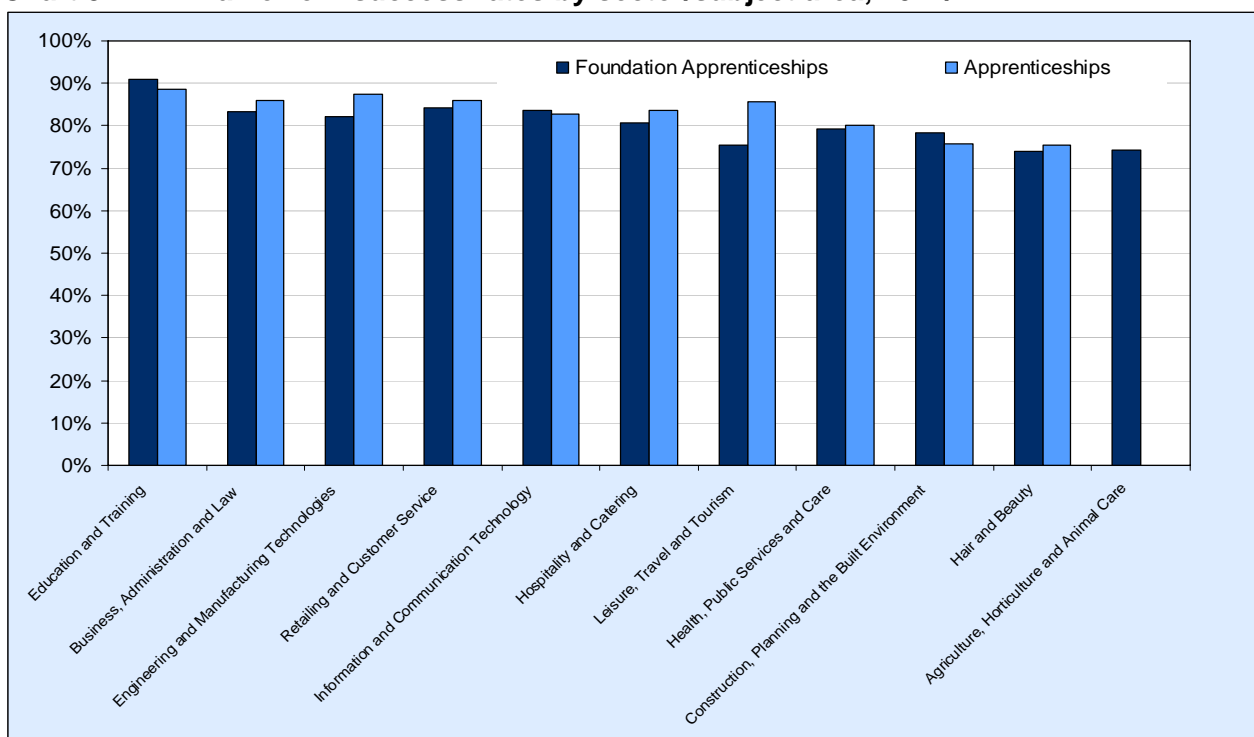
## Outcomes in work-based learning

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 2011/12, 85 per cent of learners across all Apprenticeship and Foundation Apprenticeship programmes achieved this, compared to 82 per cent in 2010/11.

At a sector level, the success rate for Apprenticeships was 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 70 per cent framework success.

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, 2011/12**



Analysis of learner destination, during the three month period following the end of a Traineeship or Steps to Employment programme, shows that:

- 63 per cent of leavers from Traineeship programmes had a positive progression (ie. to employment (including self employment or voluntary work) or learning at a higher level); and
- 50 per cent of leavers from Steps to Employment programmes had a positive progression (ie. to employment (including self employment or voluntary work) or further learning).

## Changes to Coverage and Methodology

This release excludes data on Adult Community Learning (ACL) provision delivered both directly by FE institutions and via franchise arrangements with Local Authorities. This is a change to previous versions of this release which, for historical reasons, included this data.

From 2010/11 onwards, a new value to specifically identify ACL provision was introduced to LLWR field LP17 (Type of learning programme). This change allows the accurate recording and identification of ACL provision delivered by FE institutions.

Last year, ACL provision was included in both the 'National Comparators for Further Education and Work Based Learning, 2010/11' and 'Learner Outcome Measures for Adult Community Learning, 2010/11' releases. However, ACL learner outcomes for 2011/12 will only be detailed in the 'Learner Outcome Measures for Adult Community Learning, 2011/12' statistical release. This release is due for publication on 18 April 2013.

In addition, a minor methodological change was made to the exclusion of 'early drop outs' in the FE sector. In previous years, learning activities with an expected duration of 24 weeks or more that ended without completion prior to 1 November of the academic year they commenced were excluded from performance measures calculations. From 2011/12, this rule has been amended to exclude such learning activities that ended without completion within 8 weeks of commencing.

The following table summarises the impact of these changes on the three FE learner outcome measures for 2010/11 and 2011/12:

Coverage	2010/11						2011/12					
	% Completion		% Attainment		% Success		% Completion		% Attainment		% Success	
	1 Nov rule	8 week rule	1 Nov rule	8 week rule	1 Nov rule	8 week rule	1 Nov rule	8 week rule	1 Nov rule	8 week rule	1 Nov rule	8 week rule
Including ACL	90	91	90	90	81	81	91	91	91	91	82	82
Excluding ACL	90	90	90	90	80	81	90	90	91	91	82	82

Source: Lifelong Learning Wales Record (LLWR)

Note that the figures for 2010/11 detailed in Chart 1 have been revised to reflect these methodological changes.

## Data Management Principles

Over the past two years, 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, particularly 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.

Level	No. of Assessable, Terminated Learning Activities		% Difference
	LLWR freeze taken September 2012	Statistical Release freeze (taken February 2013)	
Entry Level	20,965	21,285	1.5
Level 1	72,990	77,200	5.8
Level 2	121,915	124,980	2.5
Level 3	78,125	84,640	8.3
Level 4	1,315	1,435	9.2
Unknown Level	3,320	3,435	3.4
Other Short	15,215	17,340	14.0
<b>All learning aims</b>	<b>313,845</b>	<b>330,320</b>	<b>5.2</b>

*Source: Lifelong Learning Wales Record (LLWR)*

This table shows an increase in the total number of learning activities comprising the FE success rate denominator (potentially indicating a deflation of the rate). However, further analysis by institution reveals that this increase in learning activity volume is largely attributable to two institutions displaying substantial increases (ie. greater than 25 per cent) which are indicative of underlying data-issues and their subsequent correction.

Excluding these outlier institutions from the analysis gives an overall decrease in learning activity volume of 0.3 per cent. However, there is further variance at an institutional level. Half of all institutions have differences of less than  $\pm 3$  per cent. An additional 5 institutions have differences of less than  $\pm 5$  per cent.

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 2011/12 compared with equivalent data for 2010/11.

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

Level	% of Continuing Learning Activities		% of Transferred Learning Activities	
	2010/11	2011/12	2010/11	2011/12
Entry Level	0.9	0.5	5.8	4.3
Level 1	0.6	0.5	6.4	4.8
Level 2	0.9	0.8	8.2	5.9
Level 3	0.9	0.9	8.3	5.9
Level 4	6.4	4.5	10.9	8.0
Unknown Level	1.1	1.4	2.6	3.6
Other Short	0.3	0.3	0.6	0.3
<b>All learning aims</b>	<b>0.8</b>	<b>0.7</b>	<b>6.8</b>	<b>5.0</b>

*Source: Lifelong Learning Wales Record (LLWR)*

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

Type of Learning Programme	% of Continuing Learning Programmes		% of Transferred Learning Programmes	
	2010/11	2011/12	2010/11	2011/12
Foundation Apprenticeship	0.7	0.1	3.7	2.2
Apprenticeship	1.2	0.2	3.1	2.0
<b>All Apprenticeships</b>	<b>0.9</b>	<b>0.1</b>	<b>3.4</b>	<b>2.1</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.

In summary, it seems that the data management principles have had the intended impact on the submission of LLWR data. However, this impact has been offset by further overall improvements in learner outcomes.

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. 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 and age group
Tables 2a - 2c	Completion, attainment and success rates for FE provision by sector/subject area and age group
Tables 3a - 3c	Framework success rates for WBL provision by sector/subject area, type of programme and age group
Table 4a - 4c	Destinations of Traineeship, Steps to Employment and Skill Build leavers in the period up to three months following end learning programme
Table 5	Learning activity success rates for WBL provision by programme, broad type of learning aim and age group

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

Level	Type of learning aim	2011/12					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
<b>Entry Level</b>		<b>16,980</b>	<b>91%</b>	<b>12,980</b>	<b>92%</b>	<b>29,960</b>	<b>91%</b>
<b>Level 1</b>	NVQ <sup>1</sup>	1,435	<b>88%</b>	900	<b>89%</b>	2,335	<b>88%</b>
	QCF Award	2,330	<b>90%</b>	1,865	<b>84%</b>	4,195	<b>88%</b>
	QCF Certificate	2,515	<b>90%</b>	980	<b>85%</b>	3,495	<b>89%</b>
	QCF Diploma	2,705	<b>86%</b>	785	<b>81%</b>	3,490	<b>85%</b>
	Key Skills / Essential Skills Wales	16,700	<b>86%</b>	3,985	<b>81%</b>	20,685	<b>85%</b>
	Quality Assured Lifelong Learning <sup>2</sup>	16,195	<b>94%</b>	11,440	<b>93%</b>	27,635	<b>94%</b>
	Other	12,195	<b>88%</b>	8,570	<b>89%</b>	20,770	<b>89%</b>
	<b>All</b>	<b>54,075</b>	<b>89%</b>	<b>28,525</b>	<b>89%</b>	<b>82,600</b>	<b>89%</b>
<b>Level 2</b>	GCSE/VCE	3,165	<b>83%</b>	2,010	<b>84%</b>	5,175	<b>84%</b>
	NVQ <sup>1</sup>	2,135	<b>86%</b>	5,285	<b>87%</b>	7,415	<b>87%</b>
	QCF Award	5,960	<b>94%</b>	10,620	<b>97%</b>	16,580	<b>96%</b>
	QCF Certificate	3,530	<b>89%</b>	3,720	<b>84%</b>	7,245	<b>86%</b>
	QCF Diploma	4,290	<b>86%</b>	2,140	<b>84%</b>	6,430	<b>85%</b>
	Key Skills / Essential Skills Wales	27,585	<b>90%</b>	7,735	<b>84%</b>	35,320	<b>88%</b>
	Quality Assured Lifelong Learning <sup>2</sup>	15,425	<b>95%</b>	8,880	<b>91%</b>	24,305	<b>93%</b>
	Other	13,465	<b>88%</b>	9,450	<b>88%</b>	22,915	<b>88%</b>
	<b>All</b>	<b>75,560</b>	<b>90%</b>	<b>49,835</b>	<b>89%</b>	<b>125,395</b>	<b>90%</b>
<b>Level 3</b>	A/AS/A2 Level	18,740	<b>89%</b>	2,040	<b>82%</b>	20,780	<b>89%</b>
	NVQ <sup>1</sup>	380	<b>89%</b>	2,430	<b>84%</b>	2,805	<b>85%</b>
	QCF Award	485	<b>91%</b>	1,815	<b>94%</b>	2,300	<b>94%</b>
	QCF Certificate	1,125	<b>90%</b>	1,410	<b>88%</b>	2,535	<b>89%</b>
	QCF Diploma	5,435	<b>82%</b>	2,685	<b>83%</b>	8,120	<b>82%</b>
	Key Skills / Essential Skills Wales	16,865	<b>93%</b>	4,030	<b>89%</b>	20,895	<b>92%</b>
	Quality Assured Lifelong Learning <sup>2</sup>	3,465	<b>94%</b>	2,105	<b>93%</b>	5,570	<b>94%</b>
	Other	9,710	<b>85%</b>	6,050	<b>87%</b>	15,755	<b>86%</b>
	<b>All</b>	<b>56,205</b>	<b>89%</b>	<b>22,565</b>	<b>87%</b>	<b>78,770</b>	<b>89%</b>
<b>Level 4+</b>		<b>65</b>	<b>100%</b>	<b>1,190</b>	<b>86%</b>	<b>1,255</b>	<b>87%</b>
<b>Level Not Known</b>		<b>5,885</b>	<b>88%</b>	<b>4,040</b>	<b>86%</b>	<b>9,925</b>	<b>87%</b>
<b>Other Short</b>		<b>11,650</b>	<b>96%</b>	<b>23,120</b>	<b>99%</b>	<b>34,770</b>	<b>98%</b>
<b>All learning aims</b>		<b>220,420</b>	<b>90%</b>	<b>142,255</b>	<b>90%</b>	<b>362,675</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

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

<sup>2</sup> Formerly known as OCNs



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

Level	Type of learning aim	2011/12					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Entry Level</b>		<b>10,215</b>	<b>94%</b>	<b>8,320</b>	<b>94%</b>	<b>18,535</b>	<b>94%</b>
<b>Level 1</b>	NVQ <sup>1</sup>	1,325	92%	845	94%	2,170	93%
	QCF Award	2,055	88%	1,655	89%	3,710	88%
	QCF Certificate	2,300	91%	850	87%	3,150	90%
	QCF Diploma	2,485	92%	735	94%	3,220	92%
	Key Skills / Essential Skills Wales	15,430	93%	3,605	91%	19,030	92%
	Quality Assured Lifelong Learning <sup>2</sup>	14,950	92%	10,365	91%	25,315	92%
	Other	4,300	92%	2,520	94%	6,820	93%
	<b>All</b>	<b>42,845</b>	<b>92%</b>	<b>20,570</b>	<b>91%</b>	<b>63,415</b>	<b>92%</b>
<b>Level 2</b>	GCSE/VCE	2,940	93%	1,795	89%	4,730	91%
	NVQ <sup>1</sup>	1,885	88%	4,860	92%	6,740	91%
	QCF Award	5,395	91%	10,060	95%	15,455	93%
	QCF Certificate	3,105	88%	3,260	88%	6,365	88%
	QCF Diploma	3,840	89%	1,910	89%	5,750	89%
	Key Skills / Essential Skills Wales	25,290	92%	6,975	90%	32,265	91%
	Quality Assured Lifelong Learning <sup>2</sup>	14,560	94%	8,100	91%	22,660	93%
	Other	5,350	86%	3,050	86%	8,400	86%
	<b>All</b>	<b>62,360</b>	<b>91%</b>	<b>40,005</b>	<b>91%</b>	<b>102,370</b>	<b>91%</b>
<b>Level 3</b>	A/AS/A2 Level	16,660	89%	1,750	86%	18,410	89%
	NVQ <sup>1</sup>	335	89%	2,255	93%	2,590	92%
	QCF Award	460	95%	1,640	90%	2,100	91%
	QCF Certificate	960	85%	1,220	87%	2,180	86%
	QCF Diploma	4,950	91%	2,375	88%	7,325	90%
	Key Skills / Essential Skills Wales	15,820	94%	3,670	91%	19,490	93%
	Quality Assured Lifelong Learning <sup>2</sup>	3,155	91%	1,820	86%	4,975	89%
	Other	5,795	86%	4,485	86%	10,275	86%
	<b>All</b>	<b>48,135</b>	<b>90%</b>	<b>19,205</b>	<b>88%</b>	<b>67,340</b>	<b>90%</b>
<b>Level 4+</b>		<b>5</b>	<b>8%</b>	<b>940</b>	<b>80%</b>	<b>945</b>	<b>76%</b>
<b>Level Not Known</b>		<b>1,645</b>	<b>87%</b>	<b>1,055</b>	<b>85%</b>	<b>2,700</b>	<b>86%</b>
<b>Other Short</b>		<b>3,740</b>	<b>95%</b>	<b>12,775</b>	<b>96%</b>	<b>16,510</b>	<b>96%</b>
<b>All learning aims</b>		<b>168,945</b>	<b>91%</b>	<b>102,870</b>	<b>91%</b>	<b>271,815</b>	<b>91%</b>

Source: Lifelong Learning Wales Record (LLWR)

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

<sup>2</sup> Formerly known as OCNs

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

Level	Type of learning aim	2011/12					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Entry Level</b>		<b>10,215</b>	<b>86%</b>	<b>8,320</b>	<b>88%</b>	<b>18,535</b>	<b>87%</b>
<b>Level 1</b>	NVQ <sup>1</sup>	1,325	81%	845	83%	2,170	82%
	QCF Award	2,055	80%	1,655	75%	3,710	77%
	QCF Certificate	2,300	82%	850	74%	3,150	80%
	QCF Diploma	2,485	79%	735	76%	3,220	78%
	Key Skills / Essential Skills Wales	15,430	80%	3,605	74%	19,030	79%
	Quality Assured Lifelong Learning <sup>2</sup>	14,950	87%	10,365	84%	25,315	86%
	Other	4,300	83%	2,520	88%	6,820	85%
	<b>All</b>	<b>42,845</b>	<b>83%</b>	<b>20,570</b>	<b>81%</b>	<b>63,415</b>	<b>82%</b>
<b>Level 2</b>	GCSE/VCE	2,940	77%	1,795	75%	4,730	76%
	NVQ <sup>1</sup>	1,885	76%	4,860	80%	6,740	79%
	QCF Award	5,395	85%	10,060	92%	15,455	89%
	QCF Certificate	3,105	78%	3,260	74%	6,365	76%
	QCF Diploma	3,840	77%	1,910	75%	5,750	76%
	Key Skills / Essential Skills Wales	25,290	82%	6,975	76%	32,265	81%
	Quality Assured Lifelong Learning <sup>2</sup>	14,560	89%	8,100	83%	22,660	87%
	Other	5,350	75%	3,050	75%	8,400	75%
	<b>All</b>	<b>62,360</b>	<b>82%</b>	<b>40,005</b>	<b>81%</b>	<b>102,370</b>	<b>82%</b>
<b>Level 3</b>	A/AS/A2 Level	16,660	79%	1,750	71%	18,410	78%
	NVQ <sup>1</sup>	335	79%	2,255	78%	2,590	78%
	QCF Award	460	87%	1,640	85%	2,100	86%
	QCF Certificate	960	76%	1,220	76%	2,180	76%
	QCF Diploma	4,950	74%	2,375	74%	7,325	74%
	Key Skills / Essential Skills Wales	15,820	87%	3,670	82%	19,490	86%
	Quality Assured Lifelong Learning <sup>2</sup>	3,155	86%	1,820	80%	4,975	84%
	Other	5,795	72%	4,485	74%	10,275	73%
	<b>All</b>	<b>48,135</b>	<b>81%</b>	<b>19,205</b>	<b>77%</b>	<b>67,340</b>	<b>80%</b>
<b>Level 4+</b>		<b>5</b>	<b>8%</b>	<b>940</b>	<b>69%</b>	<b>945</b>	<b>66%</b>
<b>Level Not Known</b>		<b>1,645</b>	<b>78%</b>	<b>1,055</b>	<b>80%</b>	<b>2,700</b>	<b>79%</b>
<b>Other Short</b>		<b>3,740</b>	<b>94%</b>	<b>12,775</b>	<b>96%</b>	<b>16,510</b>	<b>95%</b>
<b>All learning aims</b>		<b>168,945</b>	<b>82%</b>	<b>102,870</b>	<b>82%</b>	<b>271,815</b>	<b>82%</b>
<b>Weighted Success Rate</b>			<b>78%</b>		<b>78%</b>		<b>78%</b>

Source: Lifelong Learning Wales Record (LLWR)

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

<sup>2</sup> Formerly known as OCNs

**Table 2a - Completion rates for FE provision by sector subject area and age group**

Sector Subject Area	2011/12					
	18 and under		19 and over		All ages	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	12,900	<b>91%</b>	19,795	<b>93%</b>	32,695	<b>92%</b>
2: Science and Mathematics	9,620	<b>89%</b>	3,885	<b>85%</b>	13,505	<b>88%</b>
3: Agriculture, Horticulture and Animal Care	2,755	<b>92%</b>	2,830	<b>94%</b>	5,585	<b>93%</b>
4: Engineering and Manufacturing Technologies	7,010	<b>89%</b>	9,045	<b>94%</b>	16,055	<b>92%</b>
5: Construction, Planning and the Built Environment	6,720	<b>90%</b>	6,610	<b>94%</b>	13,330	<b>92%</b>
6: Information and Communication Technology	8,350	<b>89%</b>	15,155	<b>89%</b>	23,505	<b>89%</b>
7: Retail and Commercial Enterprise	9,245	<b>91%</b>	11,555	<b>93%</b>	20,795	<b>92%</b>
7(a): Retailing and Customer Service	615	<b>89%</b>	1,340	<b>91%</b>	1,955	<b>90%</b>
7(b): Hair and Beauty	4,695	<b>89%</b>	3,280	<b>87%</b>	7,975	<b>88%</b>
7(c): Hospitality and Catering	3,930	<b>94%</b>	6,930	<b>97%</b>	10,865	<b>96%</b>
8: Leisure, Travel and Tourism	6,450	<b>90%</b>	1,910	<b>92%</b>	8,360	<b>90%</b>
9: Arts, Media and Publishing	11,175	<b>89%</b>	3,585	<b>88%</b>	14,760	<b>89%</b>
9(a): Performing Arts	3,055	<b>89%</b>	860	<b>87%</b>	3,920	<b>89%</b>
9(b): Art and Design	8,120	<b>89%</b>	2,725	<b>88%</b>	10,840	<b>89%</b>
10: History, Philosophy and Theology	3,625	<b>91%</b>	770	<b>82%</b>	4,395	<b>89%</b>
11: Social Sciences	2,440	<b>89%</b>	605	<b>85%</b>	3,040	<b>88%</b>
12: Languages, Literature and Culture	13,395	<b>89%</b>	6,505	<b>87%</b>	19,900	<b>89%</b>
13: Education and Training	2,410	<b>95%</b>	3,885	<b>90%</b>	6,300	<b>92%</b>
14: Preparation for Life and Work	113,545	<b>90%</b>	45,770	<b>89%</b>	159,320	<b>89%</b>
14(a): Independent Living Skills	975	<b>92%</b>	1,105	<b>94%</b>	2,080	<b>93%</b>
14(b): Adult Basic Education	12,410	<b>89%</b>	12,170	<b>91%</b>	24,580	<b>90%</b>
14(c): Foundation for Work	99,965	<b>90%</b>	30,610	<b>87%</b>	130,575	<b>89%</b>
14(d): English for Speakers of Other Languages	195	<b>96%</b>	1,880	<b>94%</b>	2,080	<b>94%</b>
15: Business, Administration and Law	10,700	<b>91%</b>	10,295	<b>91%</b>	21,000	<b>91%</b>
<b>All sector subject areas</b>	<b>220,420</b>	<b>90%</b>	<b>142,255</b>	<b>90%</b>	<b>362,675</b>	<b>90%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 2b - Attainment rates for FE provision by sector subject area and age group**

Sector Subject Area	2011/12					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	10,010	<b>90%</b>	15,860	<b>93%</b>	25,870	<b>92%</b>
2: Science and Mathematics	7,680	<b>86%</b>	3,080	<b>85%</b>	10,760	<b>86%</b>
3: Agriculture, Horticulture and Animal Care	2,345	<b>89%</b>	2,395	<b>89%</b>	4,740	<b>89%</b>
4: Engineering and Manufacturing Technologies	6,025	<b>88%</b>	7,610	<b>91%</b>	13,640	<b>90%</b>
5: Construction, Planning and the Built Environment	5,910	<b>92%</b>	5,765	<b>91%</b>	11,670	<b>91%</b>
6: Information and Communication Technology	4,985	<b>89%</b>	5,905	<b>90%</b>	10,890	<b>90%</b>
7: Retail and Commercial Enterprise	8,250	<b>92%</b>	10,670	<b>96%</b>	18,925	<b>94%</b>
7(a): Retailing and Customer Service	490	<b>90%</b>	1,160	<b>96%</b>	1,645	<b>94%</b>
7(b): Hair and Beauty	4,215	<b>93%</b>	2,925	<b>94%</b>	7,140	<b>93%</b>
7(c): Hospitality and Catering	3,550	<b>92%</b>	6,590	<b>97%</b>	10,140	<b>95%</b>
8: Leisure, Travel and Tourism	5,545	<b>91%</b>	1,370	<b>90%</b>	6,915	<b>91%</b>
9: Arts, Media and Publishing	9,985	<b>92%</b>	2,890	<b>91%</b>	12,875	<b>92%</b>
9(a): Performing Arts	2,710	<b>89%</b>	675	<b>88%</b>	3,385	<b>89%</b>
9(b): Art and Design	7,275	<b>93%</b>	2,215	<b>92%</b>	9,495	<b>92%</b>
10: History, Philosophy and Theology	2,745	<b>85%</b>	530	<b>77%</b>	3,270	<b>84%</b>
11: Social Sciences	2,010	<b>87%</b>	505	<b>87%</b>	2,515	<b>87%</b>
12: Languages, Literature and Culture	8,955	<b>93%</b>	3,475	<b>91%</b>	12,430	<b>93%</b>
13: Education and Training	2,220	<b>94%</b>	3,105	<b>90%</b>	5,325	<b>91%</b>
14: Preparation for Life and Work	87,315	<b>93%</b>	32,960	<b>91%</b>	120,280	<b>92%</b>
14(a): Independent Living Skills	740	<b>97%</b>	640	<b>91%</b>	1,380	<b>94%</b>
14(b): Adult Basic Education	2,745	<b>93%</b>	6,150	<b>94%</b>	8,895	<b>94%</b>
14(c): Foundation for Work	83,715	<b>92%</b>	24,670	<b>90%</b>	108,380	<b>92%</b>
14(d): English for Speakers of Other Languages	120	<b>94%</b>	1,500	<b>92%</b>	1,620	<b>92%</b>
15: Business, Administration and Law	4,965	<b>88%</b>	6,735	<b>87%</b>	11,700	<b>87%</b>
<b>All sector subject areas</b>	<b>168,945</b>	<b>91%</b>	<b>102,870</b>	<b>91%</b>	<b>271,815</b>	<b>91%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 2c - Success rates for FE provision by sector subject area and age group**

Sector Subject Area	2011/12					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	10,010	<b>82%</b>	15,860	<b>86%</b>	25,870	<b>84%</b>
2: Science and Mathematics	7,680	<b>76%</b>	3,080	<b>73%</b>	10,760	<b>75%</b>
3: Agriculture, Horticulture and Animal Care	2,345	<b>81%</b>	2,395	<b>84%</b>	4,740	<b>82%</b>
4: Engineering and Manufacturing Technologies	6,025	<b>78%</b>	7,610	<b>85%</b>	13,640	<b>82%</b>
5: Construction, Planning and the Built Environment	5,910	<b>83%</b>	5,765	<b>85%</b>	11,670	<b>84%</b>
6: Information and Communication Technology	4,985	<b>80%</b>	5,905	<b>78%</b>	10,890	<b>79%</b>
7: Retail and Commercial Enterprise	8,250	<b>84%</b>	10,670	<b>89%</b>	18,925	<b>87%</b>
7(a): Retailing and Customer Service	490	<b>82%</b>	1,160	<b>87%</b>	1,645	<b>85%</b>
7(b): Hair and Beauty	4,215	<b>83%</b>	2,925	<b>82%</b>	7,140	<b>82%</b>
7(c): Hospitality and Catering	3,550	<b>87%</b>	6,590	<b>94%</b>	10,140	<b>91%</b>
8: Leisure, Travel and Tourism	5,545	<b>82%</b>	1,370	<b>81%</b>	6,915	<b>82%</b>
9: Arts, Media and Publishing	9,985	<b>82%</b>	2,890	<b>80%</b>	12,875	<b>81%</b>
9(a): Performing Arts	2,710	<b>80%</b>	675	<b>76%</b>	3,385	<b>79%</b>
9(b): Art and Design	7,275	<b>82%</b>	2,215	<b>81%</b>	9,495	<b>82%</b>
10: History, Philosophy and Theology	2,745	<b>77%</b>	530	<b>63%</b>	3,270	<b>74%</b>
11: Social Sciences	2,010	<b>77%</b>	505	<b>74%</b>	2,515	<b>77%</b>
12: Languages, Literature and Culture	8,955	<b>85%</b>	3,475	<b>81%</b>	12,430	<b>83%</b>
13: Education and Training	2,220	<b>89%</b>	3,105	<b>80%</b>	5,325	<b>84%</b>
14: Preparation for Life and Work	87,315	<b>83%</b>	32,960	<b>81%</b>	120,280	<b>83%</b>
14(a): Independent Living Skills	740	<b>93%</b>	640	<b>87%</b>	1,380	<b>90%</b>
14(b): Adult Basic Education	2,745	<b>90%</b>	6,150	<b>91%</b>	8,895	<b>90%</b>
14(c): Foundation for Work	83,715	<b>83%</b>	24,670	<b>79%</b>	108,380	<b>82%</b>
14(d): English for Speakers of Other Languages	120	<b>87%</b>	1,500	<b>86%</b>	1,620	<b>86%</b>
15: Business, Administration and Law	4,965	<b>78%</b>	6,735	<b>78%</b>	11,700	<b>78%</b>
<b>All sector subject areas</b>	<b>168,945</b>	<b>82%</b>	<b>102,870</b>	<b>82%</b>	<b>271,815</b>	<b>82%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 3a - Framework success rates for Foundation Apprenticeships by sector subject area and age group**

Sector Subject Area	2011/12							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	165	78%	580	82%	1,440	87%	2,185	85%
3: Agriculture, Horticulture and Animal Care	40	*	5	*	*	*	45	87%
4: Engineering and Manufacturing Technologies	280	80%	205	82%	525	88%	1,010	84%
5: Construction, Planning and the Built Environment	535	78%	230	79%	120	87%	880	79%
6: Information and Communication Technology	20	*	35	*	255	86%	310	86%
7: Retail and Commercial Enterprise	430	77%	690	84%	1,055	88%	2,180	84%
7(a): Retailing and Customer Service	95	72%	445	86%	700	89%	1,240	86%
7(b): Hair and Beauty	260	79%	60	73%	30	*	350	77%
7(c): Hospitality and Catering	75	80%	190	84%	325	87%	590	85%
8: Leisure, Travel and Tourism	20	*	45	*	30	*	90	88%
13: Education and Training	*	*	*	*	20	*	25	*
15: Business, Administration and Law	105	83%	245	87%	505	86%	850	86%
<b>All sector subject areas</b>	<b>1,595</b>	<b>79%</b>	<b>2,035</b>	<b>83%</b>	<b>3,950</b>	<b>87%</b>	<b>7,580</b>	<b>84%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 3b - Framework success rates for Apprenticeships by sector subject area and age group**

Sector Subject Area	2011/12							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	95	92%	410	83%	1,110	86%	1,615	85%
3: Agriculture, Horticulture and Animal Care	15	*	*	*	*	*	20	*
4: Engineering and Manufacturing Technologies	340	91%	480	94%	75	87%	895	92%
5: Construction, Planning and the Built Environment	275	81%	265	80%	90	79%	630	80%
6: Information and Communication Technology	10	*	25	*	80	87%	110	85%
7: Retail and Commercial Enterprise	75	82%	320	84%	505	85%	900	84%
7(a): Retailing and Customer Service	*	*	115	86%	330	88%	445	87%
7(b): Hair and Beauty	60	81%	120	84%	45	87%	225	84%
7(c): Hospitality and Catering	10	*	85	82%	130	79%	225	80%
8: Leisure, Travel and Tourism	30	*	65	88%	70	91%	165	90%
13: Education and Training	20	*	35	*	205	91%	255	92%
15: Business, Administration and Law	25	*	215	88%	815	89%	1,055	88%
<b>All sector subject areas</b>	<b>885</b>	<b>86%</b>	<b>1,815</b>	<b>86%</b>	<b>2,950</b>	<b>87%</b>	<b>5,650</b>	<b>86%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 3c - Framework success rates for All Apprenticeships by sector subject area and age group**

Sector Subject Area	2011/12							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	265	<b>82%</b>	990	<b>82%</b>	2,550	<b>87%</b>	3,800	<b>85%</b>
3: Agriculture, Horticulture and Animal Care	55	<b>84%</b>	10	*	*	*	65	<b>83%</b>
4: Engineering and Manufacturing Technologies	615	<b>85%</b>	685	<b>90%</b>	600	<b>88%</b>	1,900	<b>88%</b>
5: Construction, Planning and the Built Environment	810	<b>79%</b>	495	<b>79%</b>	205	<b>83%</b>	1,510	<b>79%</b>
6: Information and Communication Technology	30	*	60	<b>85%</b>	335	<b>86%</b>	425	<b>85%</b>
7: Retail and Commercial Enterprise	505	<b>78%</b>	1,010	<b>84%</b>	1,560	<b>87%</b>	3,075	<b>84%</b>
7(a): Retailing and Customer Service	100	<b>73%</b>	560	<b>86%</b>	1,025	<b>89%</b>	1,685	<b>87%</b>
7(b): Hair and Beauty	325	<b>79%</b>	175	<b>80%</b>	80	<b>83%</b>	580	<b>80%</b>
7(c): Hospitality and Catering	85	<b>80%</b>	275	<b>84%</b>	455	<b>84%</b>	815	<b>84%</b>
8: Leisure, Travel and Tourism	55	<b>93%</b>	110	<b>88%</b>	100	<b>90%</b>	260	<b>90%</b>
13: Education and Training	20	*	40	*	225	<b>91%</b>	280	<b>91%</b>
15: Business, Administration and Law	130	<b>82%</b>	460	<b>88%</b>	1,320	<b>88%</b>	1,910	<b>87%</b>
<b>All sector subject areas</b>	<b>2,480</b>	<b>81%</b>	<b>3,855</b>	<b>84%</b>	<b>6,900</b>	<b>87%</b>	<b>13,230</b>	<b>85%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 4a - Destinations of Traineeship leavers in three month period following end of programme**

Destination	2011/12					
	Engagement		Level 1		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	190	4%	105	5%	295	4%
New programme of learning at the same level	135	3%	170	7%	305	5%
Progressed to learning at a higher level	2,330	53%	535	23%	2,860	43%
Entering new employment / changing employment	310	7%	580	25%	890	13%
Continuing current employment	5	0%	10	0%	15	0%
Self-employment	10	0%	15	1%	25	0%
Voluntary Work	35	1%	40	2%	75	1%
Seeking work / unemployed	935	21%	665	28%	1,605	24%
Other	200	5%	140	6%	335	5%
Not Known	215	5%	100	4%	315	5%
<b>Total</b>	<b>4,360</b>		<b>2,360</b>		<b>6,720</b>	

Source: Lifelong Learning Wales Record (LLWR)

**Table 4b - Destinations of Steps to Employment leavers in three month period following end of programme**

Destination	2011/12					
	Work Focussed Learning		Routeways to Work		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	10	0%	0	0%	10	0%
New programme of learning at the same level	65	3%	5	1%	70	2%
Progressed to learning at a higher level	130	6%	15	2%	145	5%
Entering new employment / changing employment	720	30%	320	42%	1,035	33%
Continuing current employment	10	1%	*	0%	15	0%
Self-employment	25	1%	*	1%	30	1%
Voluntary Work	155	6%	40	5%	195	6%
Seeking work / unemployed	1,020	43%	360	47%	1,380	44%
Other	155	7%	*	0%	160	5%
Not Known	80	3%	20	2%	100	3%
<b>Total</b>	<b>2,370</b>		<b>765</b>		<b>3,130</b>	

Source: Lifelong Learning Wales Record (LLWR)

**Table 4c - Destinations of Skill Build leavers in three month period following end of programme**

Destination	2011/12					
	Skill Build Youth		Skill Build Adult		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	45	2%	5	0%	50	1%
New programme of learning at the same level	100	4%	20	1%	120	3%
Progressed to learning at a higher level	995	36%	110	9%	1,105	28%
Entering new employment / changing employment	600	22%	360	29%	960	24%
Continuing current employment	55	2%	20	2%	75	2%
Self-employment	10	0%	10	1%	20	1%
Voluntary Work	40	1%	105	9%	145	4%
Seeking work / unemployed	670	25%	540	44%	1,215	31%
Other	100	4%	40	3%	140	4%
Not Known	120	4%	20	2%	140	4%
<b>Total</b>	<b>2,735</b>		<b>1,235</b>		<b>3,970</b>	

Source: Lifelong Learning Wales Record (LLWR)



Table 5 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2011/12					
		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>	1,370	<b>79%</b>	4,305	<b>87%</b>	5,680	<b>85%</b>
	QCF Award/Certificate/Diploma	805	<b>76%</b>	4,445	<b>86%</b>	5,245	<b>84%</b>
	Key Skills/Essential Skills Wales	2,350	<b>77%</b>	10,700	<b>87%</b>	13,050	<b>85%</b>
	Other	525	<b>82%</b>	1,500	<b>82%</b>	2,025	<b>82%</b>
	<b>All</b>	<b>5,055</b>	<b>78%</b>	<b>20,945</b>	<b>87%</b>	<b>26,000</b>	<b>85%</b>
<b>Apprenticeship</b>	NVQ <sup>1</sup>	845	<b>84%</b>	4,075	<b>88%</b>	4,920	<b>88%</b>
	QCF Award/Certificate/Diploma	265	<b>84%</b>	2,400	<b>83%</b>	2,665	<b>83%</b>
	Key Skills/Essential Skills Wales	1,185	<b>89%</b>	8,275	<b>88%</b>	9,485	<b>88%</b>
	Other	600	<b>93%</b>	2,070	<b>89%</b>	2,675	<b>90%</b>
	<b>All</b>	<b>2,895</b>	<b>88%</b>	<b>16,825</b>	<b>88%</b>	<b>19,745</b>	<b>88%</b>
<b>Modern Skills Diploma</b>	NVQ <sup>1</sup>	*	*	650	<b>92%</b>	650	<b>92%</b>
	QCF Award/Certificate/Diploma	*	*	295	<b>78%</b>	300	<b>78%</b>
	Key Skills/Essential Skills Wales	0	<i>n/a</i>	255	<b>85%</b>	255	<b>85%</b>
	Other	0	<i>n/a</i>	25	*	25	*
	<b>All</b>	<b>5</b>	*	<b>1,225</b>	<b>87%</b>	<b>1,230</b>	<b>86%</b>
<b>Flexible Learning</b>	NVQ <sup>1</sup>	10	*	170	<b>81%</b>	180	<b>81%</b>
	QCF Award/Certificate/Diploma	*	*	100	<b>72%</b>	100	<b>72%</b>
	Key Skills/Essential Skills Wales	0	<i>n/a</i>	15	*	15	*
	Other	0	*	*	*	*	*
	<b>All</b>	<b>10</b>	*	<b>285</b>	<b>76%</b>	<b>295</b>	<b>76%</b>
<b>Traineeship - Engagement</b>	QCF Award/Certificate/Diploma	870	<b>78%</b>	0	<i>n/a</i>	870	<b>78%</b>
	Key Skills/Essential Skills Wales	1,520	<b>72%</b>	*	*	1,525	<b>72%</b>
	Other	*	*	0	<i>n/a</i>	*	*
	<b>All</b>	<b>2,395</b>	<b>74%</b>	*	*	<b>2,395</b>	<b>74%</b>
<b>Traineeship - Level 1</b>	NVQ <sup>1</sup>	325	<b>60%</b>	0	<i>n/a</i>	325	<b>60%</b>
	QCF Award/Certificate/Diploma	1,230	<b>70%</b>	5	*	1,235	<b>70%</b>
	Key Skills/Essential Skills Wales	1,805	<b>69%</b>	*	*	1,805	<b>69%</b>
	Other	130	<b>59%</b>	*	*	130	<b>59%</b>
	<b>All</b>	<b>3,490</b>	<b>68%</b>	<b>10</b>	*	<b>3,500</b>	<b>68%</b>
<b>Steps to Employment - Work Focussed Learning</b>	NVQ <sup>1</sup>	10	*	135	<b>62%</b>	145	<b>61%</b>
	QCF Award/Certificate/Diploma	90	<b>59%</b>	1,560	<b>73%</b>	1,650	<b>72%</b>
	Key Skills/Essential Skills Wales	180	<b>62%</b>	1,890	<b>74%</b>	2,070	<b>72%</b>
	Other	25	*	310	<b>75%</b>	330	<b>74%</b>
	<b>All</b>	<b>305</b>	<b>61%</b>	<b>3,895</b>	<b>73%</b>	<b>4,200</b>	<b>72%</b>
<b>Steps to Employment - Routeways to Work</b>	QCF Award/Certificate/Diploma	40	*	355	<b>86%</b>	395	<b>86%</b>
	Key Skills/Essential Skills Wales	45	<b>65%</b>	285	<b>78%</b>	330	<b>76%</b>
	Other	*	*	20	*	20	*
	<b>All</b>	<b>90</b>	<b>74%</b>	<b>660</b>	<b>83%</b>	<b>750</b>	<b>82%</b>
<b>Skill Build Youth</b>	NVQ <sup>1</sup>	785	<b>75%</b>	5	*	790	<b>75%</b>
	QCF Award/Certificate/Diploma	1,495	<b>78%</b>	20	*	1,515	<b>78%</b>
	Key Skills/Essential Skills Wales	3,045	<b>82%</b>	45	<b>75%</b>	3,090	<b>82%</b>
	Other	915	<b>81%</b>	5	*	920	<b>81%</b>
	<b>All</b>	<b>6,240</b>	<b>80%</b>	<b>80</b>	<b>74%</b>	<b>6,320</b>	<b>80%</b>
<b>Skill Build Adult</b>	NVQ <sup>1</sup>	20	*	265	<b>75%</b>	285	<b>74%</b>
	QCF Award/Certificate/Diploma	70	<b>75%</b>	1,065	<b>82%</b>	1,140	<b>82%</b>
	Key Skills/Essential Skills Wales	145	<b>88%</b>	1,595	<b>86%</b>	1,740	<b>87%</b>
	Other	25	*	370	<b>91%</b>	395	<b>91%</b>
	<b>All</b>	<b>265</b>	<b>82%</b>	<b>3,295</b>	<b>84%</b>	<b>3,560</b>	<b>84%</b>

Source: Lifelong Learning Wales Record (LLWR)

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

## Notes

### 1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2011/12. 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 3a – 3c and 4a – 4c comprise all work based learning programmes recorded as ending in the respective academic year.
- The base cohort underpinning tables 5 comprise all learning activities associated with work based learning programmes recorded as ending in the respective academic year.

#### 2.3 Provision type

This statistical release includes data on FE provision delivered by FE institutions and WBL provision delivered by WBL Consortia, FE institutions and other training providers.

For the purposes of this 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 Traineeship programme. Note that this definition of work-based learning differs from that used for funding purposes.

The following types of provision have been excluded from this release:

- Adult Community Learning (ACL) provision submitted to the LLWR by an FE institution but delivered by a Local Education Authority (LEA) as part of a subcontracting arrangement.
- ACL provision submitted to the LLWR and directly delivered by an FE institution. Note this includes all provision delivered by YMCA Wales Community College and Workers Education Association (South Wales).
- Higher Education (HE) level provision delivered by FE institutions.
- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent.
- Pathways to Apprenticeships provision.
- 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.

Note that the exclusion of ACL provision is a methodological change introduced for the 2011/12 academic year. Previously published statistics on learner outcomes for the FE sector have included ACL provision submitted by FE institutions.

## **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 and 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 Weighted Success**

- The weighted success rates for FE provision shown in table 1c are calculated using the same methodology as the standard success rate but each learning activity is weighted by the relevant Credit Equivalence Unit (CEU) value associated with it.
- CEUs are the base funding unit used in DfES' National Planning & Funding System. 1 CEU represents 10 notional hours of learning time.

## 2.6 Framework Success

- The framework success rates shown in tables 3a – 3c 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 8 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.
- Framework success rates for Higher Apprenticeships have not been included in this release due to small, unrepresentative numbers of leavers in 2011/12.

## 2.7 Other Short learning activities

- Tables 1a – 1c include a line for 'Other Short' learning activities. These are defined as learning activities categorised as 'Other' with an expected length of less than 8 weeks. Note this differs from the definition of 'Short courses' used in previous versions of this release.

## 2.8 Learner Age Group

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

## 2.9 Sector/Subject Areas

- The sector/subject areas detailed in Tables 2a – 2c and 3a – 3c 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 tables 3a – 3c on the basis of the occupational sector code.

## 2.10 Early Drop-out

- For FE provision, learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations. This is a change to the methodology used in previous years which was based on a 1 November cut-off.
- In the case of WBL provision, learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations. This methodology has been changed to bring it in line with the new approach for FE provision.

## 2.11 Destinations

- The Skill Build Youth and Adult programmes were replaced in August 2011 by Traineeship and Steps to Employment programmes respectively. As such, care should be taken when making comparisons between the data detailed in Tables 4a – 4c and Skill Build destinations data published in previous years.
- The data in table 4c relates to learners who were enrolled on Skill Build programmes as at 1 August 2011 and subsequently ended their learning during 2011/12.

## 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 five years:

	2007/08	2008/09	2009/10	2010/11	2011/12
% of completed, assessable learning activities not linking to an award	13	7	3	3	3
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2	1	1

*Source: Lifelong Learning Wales Record (LLWR)*

Pages 5 and 6 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 March.

## 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 previous years. Links to the previous three years' releases are provided below:

[National Comparators for Further Education and Work-Based Learning, 2010/11](#)

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

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

The data on destinations from Traineeships and Steps to Employment programmes detailed in tables 4a and 4b are comparable with the provisional data published in the following releases:

[Projected Apprenticeship Framework Success Rates and Provisional Destinations Data for Traineeship and Steps to Employment Learners, 2011/12](#)

[Destinations Data for Traineeship and Steps to Employment Learners, 2011/12 \(provisional\)](#)

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](#)

[Department for Employment & Learning Northern Ireland - Further Education Performance Statistics](#)

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**

The latest statistics on projected apprenticeship framework success rates were released by the Welsh Government on 27 November 2012.

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, 2011/12](#)

Comparison of the projected framework success rates with the actual framework success rates for 2011/12 detailed in tables 3a, 3b and 3c 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 7 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; Agriculture, Horticulture and Animal Care; and Hair and Beauty.

The differences between the projected framework success rates and actual framework success rates have increased markedly between 2010/11 and 2011/12. These differences are largely attributable to data quality issues.

Further consideration will be given to whether the projected framework success rates should be discontinued as a measure due to insufficient data quality.

## **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 2013:

[Learner Outcomes Reports for Further Education](#)

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

Data underpinning the 2011/12 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 during 2011 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 statistical release detailing ACL learner outcomes for 2010/11 was published on 25 April 2012:

[Learner Outcome Measures for Adult Community Learning, 2010/11](#)

A further release detailing ACL learner outcomes for 2011/12 will be published on 18 April 2013.