

Learner Outcome Measures for Adult Community Learning: 2011/12

This First Release presents information on learner outcomes in the Adult Community Learning (ACL) sector for the academic year 2011/12. 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 is the second time these measures have been published as a statistical release. 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 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 23 per cent and 22 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;
- *Learning activity attainment*: the proportion of completed learning activities which lead to the attainment of a qualification;
- *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.

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Chart 1: ACL completion, attainment and success rates for 2011/12

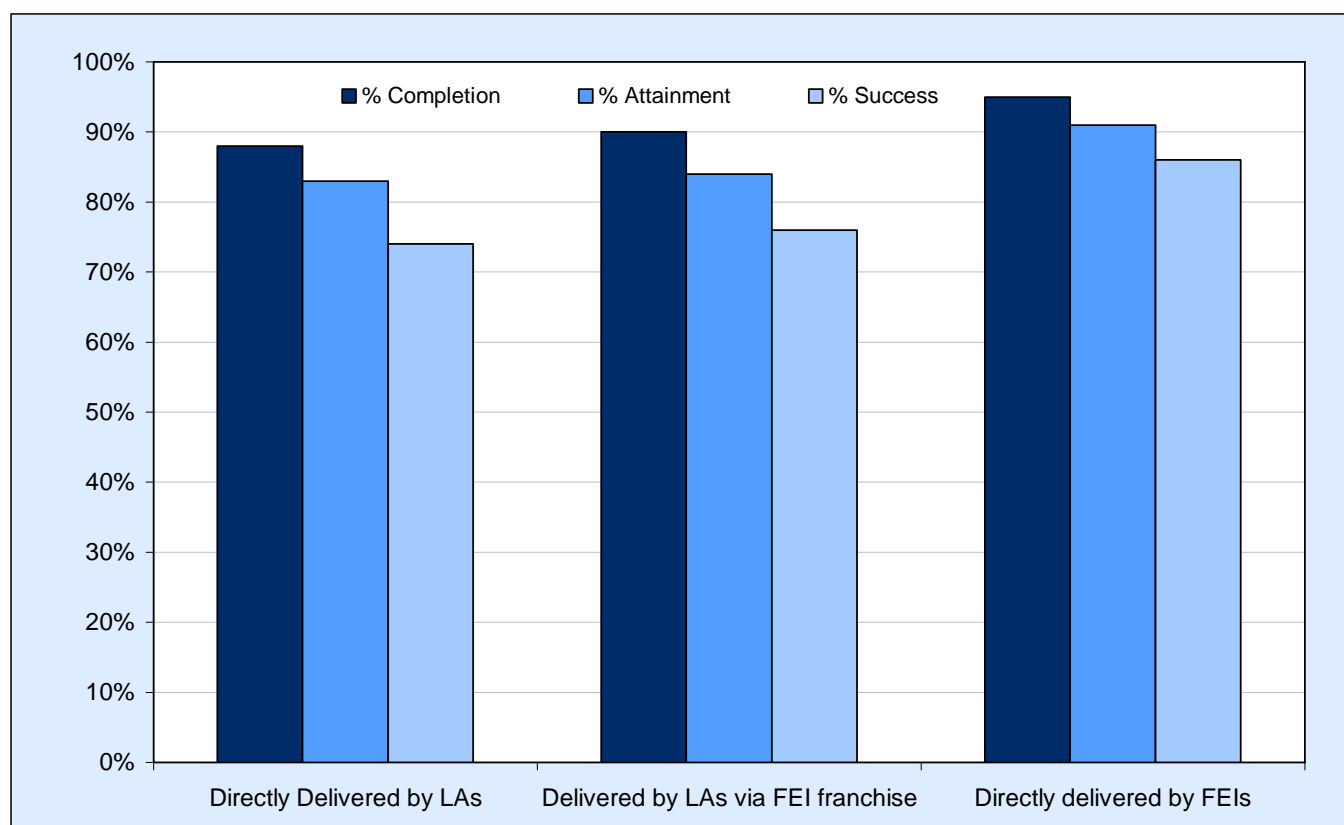


Chart 1 shows that there was variation across the different types of ACL provision for all three learner outcome measures in 2011/12. Further analysis of the underlying data suggests that at least some of this variation can be attributed to inconsistent approaches to the recording of LLWR data. However, this variation was less than in previous years indicating improvements in data quality. Further information is provided in section 4.2 of the notes accompanying this release.

Given 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 for provision directly delivered by local authorities were highest for entry level learning aims and lowest for 'other' levels. Success rates for provision delivered via a FE institution franchise or directly by FE institutions were highest for level 2 and level 1 learning aims respectively.
- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Arts, Media and Publishing and Adult Basic Education.

Outcomes by learner characteristics

Analysis of learner outcome measures by learner characteristics showed that:

- There was some variation in learner outcomes between male and female learners. For provision delivered via an FE institution franchise, success rates were higher for female learners. However, the reverse was true for provision delivered directly by FE institutions.
- Overall, learning activity completion rates were highest for learners aged 50 and over. Learning activity success rates were highest for learners aged 75 and over and lowest for learners aged 25 - 49.
- Overall, learner outcome measures were generally higher for learners of white ethnicity.
- There was limited variation in learner outcome measures across deprivation deciles. For provision directly delivered by local authorities, success rates were lowest for learners domiciled in the least deprived areas. Whereas for provision delivered via a franchise arrangement with an FE institution, success rates were lowest for learners domiciled in the most deprived areas.

Tables

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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, 2011/12

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	320	96%	135	85%	81%
	Information and Communication Technology	245	96%	180	85%	81%
	Languages, Literature and Culture	110	77%	80	72%	56%
	Adult Basic Education	10	*	5	*	*
	English for Speakers of Other Languages	15	*	0	*	*
	Other	1,245	97%	335	92%	86%
	All		1,945	96%	735	85%
Level 1	Arts, Media and Publishing	950	95%	580	77%	72%
	Information and Communication Technology	780	87%	555	74%	65%
	Languages, Literature and Culture	115	90%	90	82%	77%
	Adult Basic Education	5	*	5	*	*
	English for Speakers of Other Languages	*	*	0	*	*
	Other	1,380	90%	980	91%	81%
All		3,230	91%	2,205	82%	74%
Level 2	Arts, Media and Publishing	205	92%	180	89%	82%
	Information and Communication Technology	165	78%	85	51%	39%
	Languages, Literature and Culture	95	86%	80	85%	73%
	Adult Basic Education	0	n/a	0	n/a	n/a
	English for Speakers of Other Languages	0	n/a	0	n/a	n/a
	Other	795	92%	715	91%	84%
All		1,260	89%	1,065	85%	76%
Other Levels	Arts, Media and Publishing	7,455	89%	445	71%	63%
	Information and Communication Technology	3,565	88%	1,255	86%	77%
	Languages, Literature and Culture	1,195	75%	175	78%	53%
	Adult Basic Education	1,530	88%	345	96%	92%
	English for Speakers of Other Languages	160	70%	105	84%	64%
	Other	5,185	89%	960	84%	75%
All		19,085	87%	3,280	83%	73%
All Levels	Arts, Media and Publishing	8,935	90%	1,340	77%	71%
	Information and Communication Technology	4,760	88%	2,075	80%	71%
	Languages, Literature and Culture	1,510	77%	420	79%	61%
	Adult Basic Education	1,540	89%	355	96%	92%
	English for Speakers of Other Languages	180	71%	105	75%	58%
	Other	8,600	90%	2,990	89%	80%
All		25,525	88%	7,285	83%	74%

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, 2011/12

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	1,010	95%	610	95%	90%
	Information and Communication Technology	825	92%	650	90%	84%
	Languages, Literature and Culture	690	88%	525	89%	79%
	Adult Basic Education	2,145	92%	1,390	87%	81%
	English for Speakers of Other Languages	2,360	81%	1,380	65%	53%
	Other	2,440	91%	1,640	83%	77%
	All		9,470	89%	6,195	81%
Level 1	Arts, Media and Publishing	1,370	91%	1,175	86%	80%
	Information and Communication Technology	2,515	91%	2,070	89%	84%
	Languages, Literature and Culture	735	87%	605	88%	77%
	Adult Basic Education	1,390	84%	890	77%	65%
	English for Speakers of Other Languages	1,125	94%	245	80%	65%
	Other	3,075	89%	2,415	79%	71%
	All		10,210	89%	7,395	83%
Level 2	Arts, Media and Publishing	1,115	95%	955	88%	84%
	Information and Communication Technology	765	90%	580	84%	78%
	Languages, Literature and Culture	350	81%	305	93%	76%
	Adult Basic Education	305	87%	105	77%	66%
	English for Speakers of Other Languages	105	97%	100	97%	94%
	Other	3,280	93%	2,900	90%	84%
	All		5,925	92%	4,950	89%
Other Levels	Arts, Media and Publishing	135	99%	110	85%	84%
	Information and Communication Technology	135	86%	85	72%	61%
	Languages, Literature and Culture	75	100%	65	86%	86%
	Adult Basic Education	*	*	*	*	*
	English for Speakers of Other Languages	0	n/a	0	n/a	n/a
	Other	425	89%	295	85%	75%
	All		775	91%	550	83%
All Levels	Arts, Media and Publishing	3,630	94%	2,850	88%	83%
	Information and Communication Technology	4,235	91%	3,385	88%	82%
	Languages, Literature and Culture	1,855	87%	1,500	89%	78%
	Adult Basic Education	3,840	88%	2,390	83%	73%
	English for Speakers of Other Languages	3,595	85%	1,725	68%	56%
	Other	9,225	91%	7,245	85%	77%
	All		26,375	90%	19,095	84%

Source: Lifelong Learning Wales Record (LLWR)

Table 1c: Completion, attainment and success rates for non-franchised ACL provision directly delivered by FE institutions, 2011/12

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	790	97%	685	92%	89%
	Information and Communication Technology	920	93%	510	94%	89%
	Languages, Literature and Culture	445	95%	275	91%	86%
	Adult Basic Education	2,360	96%	1,200	90%	87%
	English for Speakers of Other Languages	4,830	95%	3,660	82%	78%
	Other	2,525	94%	1,965	90%	85%
	All		11,875	95%	8,295	87%
Level 1	Arts, Media and Publishing	4,145	94%	3,855	93%	87%
	Information and Communication Technology	5,375	92%	3,735	92%	84%
	Languages, Literature and Culture	1,380	90%	1,145	89%	80%
	Adult Basic Education	2,200	95%	1,875	93%	89%
	English for Speakers of Other Languages	1,100	96%	950	87%	83%
	Other	11,640	97%	11,045	96%	93%
	All		25,840	95%	22,600	94%
Level 2	Arts, Media and Publishing	2,240	91%	2,040	91%	82%
	Information and Communication Technology	2,740	92%	1,505	92%	81%
	Languages, Literature and Culture	470	92%	305	87%	80%
	Adult Basic Education	875	92%	395	91%	84%
	English for Speakers of Other Languages	415	97%	330	80%	79%
	Other	6,645	96%	5,870	89%	85%
	All		13,380	94%	10,445	89%
Other Levels	Arts, Media and Publishing	2,235	96%	525	90%	84%
	Information and Communication Technology	3,265	97%	385	92%	88%
	Languages, Literature and Culture	535	96%	175	96%	92%
	Adult Basic Education	1,765	96%	15	*	*
	English for Speakers of Other Languages	1,350	95%	10	*	*
	Other	6,370	95%	1,495	80%	74%
	All		15,525	96%	2,605	85%
All Levels	Arts, Media and Publishing	9,415	94%	7,105	92%	86%
	Information and Communication Technology	12,300	94%	6,130	92%	84%
	Languages, Literature and Culture	2,830	92%	1,905	90%	82%
	Adult Basic Education	7,200	95%	3,480	92%	88%
	English for Speakers of Other Languages	7,695	95%	4,945	83%	79%
	Other	27,180	96%	20,375	92%	88%
	All		66,625	95%	43,945	91%

Source: Lifelong Learning Wales Record (LLWR)

Table 1d: Completion, attainment and success rates for all ACL provision, 2011/12

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	2,120	96%	1,430	93%	89%
	Information and Communication Technology	1,990	93%	1,340	91%	85%
	Languages, Literature and Culture	1,250	89%	880	88%	78%
	Adult Basic Education	4,510	94%	2,595	88%	84%
	English for Speakers of Other Languages	7,210	90%	5,040	76%	69%
	Other	6,210	93%	3,940	87%	81%
	All		23,290	92%	15,225	84%
Level 1	Arts, Media and Publishing	6,465	93%	5,610	90%	84%
	Information and Communication Technology	8,670	92%	6,360	89%	82%
	Languages, Literature and Culture	2,230	89%	1,835	88%	79%
	Adult Basic Education	3,595	90%	2,770	87%	79%
	English for Speakers of Other Languages	2,230	95%	1,195	85%	79%
	Other	16,095	95%	14,435	92%	88%
	All		39,285	93%	32,205	90%
Level 2	Arts, Media and Publishing	3,560	92%	3,175	90%	83%
	Information and Communication Technology	3,670	91%	2,165	87%	77%
	Languages, Literature and Culture	915	87%	695	89%	77%
	Adult Basic Education	1,180	91%	500	88%	80%
	English for Speakers of Other Languages	520	97%	430	84%	82%
	Other	10,720	95%	9,485	90%	85%
	All		20,565	93%	16,455	89%
Other Levels	Arts, Media and Publishing	9,825	90%	1,075	81%	74%
	Information and Communication Technology	6,965	92%	1,725	87%	78%
	Languages, Literature and Culture	1,805	81%	415	86%	70%
	Adult Basic Education	3,300	92%	360	95%	92%
	English for Speakers of Other Languages	1,510	91%	110	85%	66%
	Other	11,980	92%	2,750	82%	74%
	All		35,385	91%	6,435	84%
All Levels	Arts, Media and Publishing	21,975	92%	11,290	89%	83%
	Information and Communication Technology	21,300	92%	11,590	89%	81%
	Languages, Literature and Culture	6,195	86%	3,825	88%	77%
	Adult Basic Education	12,580	92%	6,225	88%	82%
	English for Speakers of Other Languages	11,465	91%	6,775	78%	71%
	Other	45,005	94%	30,615	90%	85%
	All		118,525	92%	70,320	88%

Source: Lifelong Learning Wales Record (LLWR)

Table 2: Completion, attainment and success rates by type of ACL provision and gender, 2011/12

Type of ACL provision	Gender	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	Male	6,375	88%	2,170	84%	74%
	Female	19,145	89%	5,115	83%	74%
	All	25,525	88%	7,285	83%	74%
Delivered by local authorities via a franchise arrangement with an FE institution	Male	8,330	89%	5,610	82%	73%
	Female	18,050	90%	13,480	85%	77%
	All	26,375	90%	19,095	84%	76%
Directly delivered by FE institutions	Male	25,795	96%	17,830	92%	88%
	Female	40,830	94%	26,115	90%	84%
	All	66,625	95%	43,945	91%	86%
All provision types	Male	40,500	93%	25,610	89%	83%
	Female	78,025	92%	44,710	88%	81%
	All	118,525	92%	70,320	88%	82%

Source: Lifelong Learning Wales Record (LLWR)

Table 3: Completion, attainment and success rates by type of ACL provision and age group, 2011/12

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	475	81%	220	86%	69%
	19 - 24	1,225	84%	560	88%	75%
	25 - 49	8,335	86%	2,845	85%	75%
	50 - 74	13,400	91%	3,205	81%	73%
	75 and over	1,985	92%	445	81%	77%
	All	25,525	88%	7,285	83%	74%
Delivered by local authorities via a franchise arrangement with an FE institution	18 and under	960	85%	680	82%	71%
	19 - 24	2,860	86%	1,995	83%	71%
	25 - 49	13,135	89%	9,055	83%	74%
	50 - 74	8,535	92%	6,655	86%	80%
	75 and over	850	95%	685	86%	82%
	All	26,375	90%	19,095	84%	76%
Directly delivered by FE institutions	18 and under	4,155	95%	3,085	91%	87%
	19 - 24	9,350	95%	6,635	91%	87%
	25 - 49	30,675	95%	19,360	90%	85%
	50 - 74	19,915	95%	13,190	92%	87%
	75 and over	2,270	94%	1,515	93%	88%
	All	66,625	95%	43,945	91%	86%
All provision types	18 and under	5,590	92%	3,985	89%	82%
	19 - 24	13,435	92%	9,190	89%	82%
	25 - 49	52,150	92%	31,260	87%	80%
	50 - 74	41,850	93%	23,050	89%	83%
	75 and over	5,110	93%	2,645	89%	84%
	All	118,525	92%	70,320	88%	82%

Source: Lifelong Learning Wales Record (LLWR)

Table 4: Completion, attainment and success rates by type of ACL provision and ethnicity, 2011/12

Type of ACL provision	Ethnicity	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	White	23,975	89%	6,865	84%	75%
	Black	150	75%	40	68%	54%
	Asian	420	76%	125	78%	61%
	Mixed	110	73%	30	*	58%
	Other	95	79%	15	*	*
	All		25,525	88%	7,285	83%
Delivered by local authorities via a franchise arrangement with an FE institution	White	22,410	90%	17,035	86%	79%
	Black	1,040	87%	455	63%	52%
	Asian	1,470	87%	800	70%	60%
	Mixed	130	78%	105	84%	66%
	Other	695	86%	290	66%	53%
	All		26,375	90%	19,095	84%
Directly delivered by FE institutions	White	58,595	95%	39,640	91%	86%
	Black	890	96%	525	90%	86%
	Asian	3,280	94%	1,820	87%	83%
	Mixed	640	95%	435	91%	86%
	Other	605	95%	275	86%	81%
	All		66,625	95%	43,945	91%
All provision types	White	104,985	92%	63,535	89%	83%
	Black	2,085	90%	1,015	75%	66%
	Asian	5,170	91%	2,745	81%	73%
	Mixed	880	89%	570	89%	80%
	Other	1,400	89%	585	74%	63%
	All		118,525	92%	70,320	88%

Source: Lifelong Learning Wales Record (LLWR)

Table 5: Completion, attainment and success rates by type of ACL provision and deprivation of domicile, 2011/12

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)	1,750	85%	715	86%	74%
	2nd	1,910	84%	770	87%	74%
	3rd	1,840	88%	730	84%	73%
	4th	2,155	90%	790	82%	75%
	5th	2,255	90%	885	84%	78%
	6th	2,465	88%	755	87%	77%
	7th	2,050	88%	510	83%	75%
	8th	2,720	90%	620	83%	75%
	9th	3,110	91%	685	81%	73%
	10th (least deprived)	4,400	89%	540	74%	66%
	All	25,525	88%	7,285	83%	74%
Delivered by local authorities via a franchise arrangement with an FE institution	1st (most deprived)	4,005	88%	2,645	81%	71%
	2nd	3,545	87%	2,500	82%	73%
	3rd	3,765	89%	2,665	84%	75%
	4th	2,710	91%	2,030	85%	78%
	5th	2,550	91%	1,930	86%	79%
	6th	2,125	91%	1,590	86%	79%
	7th	1,535	91%	1,160	85%	77%
	8th	1,585	91%	1,170	85%	77%
	9th	2,170	93%	1,625	85%	79%
	10th (least deprived)	1,420	92%	1,135	88%	80%
	All	26,375	90%	19,095	84%	76%
Directly delivered by FE institutions	1st (most deprived)	9,140	95%	6,215	92%	88%
	2nd	7,915	94%	4,860	89%	84%
	3rd	7,040	95%	4,525	90%	85%
	4th	7,020	95%	4,560	90%	85%
	5th	6,070	95%	4,115	91%	86%
	6th	5,675	94%	3,785	91%	85%
	7th	5,340	94%	3,500	91%	85%
	8th	5,195	95%	3,480	92%	87%
	9th	5,020	95%	3,330	91%	86%
	10th (least deprived)	3,835	95%	2,350	90%	85%
	All	66,625	95%	43,945	91%	86%
All provision types	1st (most deprived)	14,895	91%	9,575	88%	81%
	2nd	13,365	91%	8,125	87%	79%
	3rd	12,645	92%	7,915	87%	80%
	4th	11,885	93%	7,380	88%	82%
	5th	10,870	93%	6,930	89%	83%
	6th	10,270	92%	6,130	89%	82%
	7th	8,925	92%	5,170	89%	82%
	8th	9,500	93%	5,270	89%	83%
	9th	10,300	93%	5,640	88%	82%
	10th (least deprived)	9,655	91%	4,025	87%	80%
	All	118,525	92%	70,320	88%	82%

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2011/12. 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 - 1d 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 included in the FE learner outcomes data published annually as part of the [National Comparators for Further Education and Work-Based Learning Statistical First Release](#).

However, this data has been excluded from the renamed [Learner Outcome Measures for Further Education and Work-Based Learning: 2011/12 Statistical First Release](#) published on 28 March 2013.

The following table summarises the franchise arrangements for the delivery of ACL provision that were in place between FE institutions and local authorities during 2011/12:

Franchising FE institution	Local authority delivering learning
Bridgend College	Bridgend County Borough Council
Cardiff & Vale College	Cardiff Council Vale of Glamorgan Council
Coleg Sir Gar	Carmarthenshire County 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.

2.5 Early Drop-out

- 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 previous methodology which did not take account of early drop-outs. Section 4.5 provides more information on the impact of this methodological change on 2010/11 data.

2.6 Level of learning aim

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

2.7 Learner Age Group

- A learner's age group is calculated from their age at 31 August in the academic year they started their learning activity. Learners of unknown age are included in the totals of table 3.

2.8 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.

2.9 Decile of deprivation

- The deciles of deprivation detailed in Table 5 are calculated by mapping learners' postcodes to the Welsh Index of Multiple Deprivation 2011 (WIMD2011).

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 (66 per cent of terminated learning activities in 2011/12) compared with local authority provision delivered via a franchise arrangement with an FE institution (14 per cent of terminated learning activities) and ACL

provision directly delivered by FE institutions (27 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 2011/12, 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. Information on type of learning programme is based on FE institutions' own identification of ACL provision.

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.

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 2010/11 detailed in the statistical release [Learner Outcome Measures for Adult Community Learning, 2010/11](#). However, due to the methodological change outlined in section 2.5, some caution should be exercised when making comparisons. The following table details the impact of excluding early drop-outs on 2010/11 data:

Type of ACL provision	Published figures			Excluding early drop-outs		
	Completion	Attainment	Success	Completion	Attainment	Success
Directly delivered by local authorities	84	71	60	87	71	62
Delivered by local authorities via a franchise arrangement with an FE institution	88	87	76	91	87	79
Directly delivered by FE institutions	94	93	87	95	93	88

Source: Lifelong Learning Wales Record (LLWR)

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 ACL partnerships will be published by DfES in June 2013.

Data underpinning the 2011/12 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.