

SDR 53/2014

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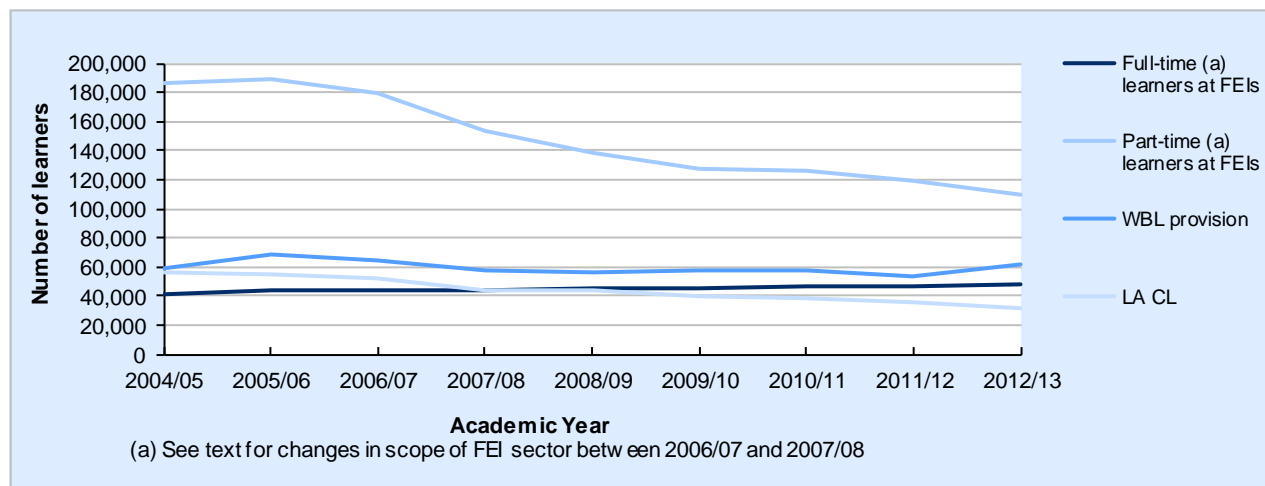
## Further education, work-based learning and community learning in Wales, 2012/13

This Statistical First Release for 2012/13 summarises information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). Early figures for December 2013 are also included in Annex B. The data coverage excludes enrolments at Higher Education institutions and at school sixth forms but includes provision at Further Education (FE) institutions, Work-based Learning (WBL) providers and Local Authority Community Learning (CL) providers. Additional detail is available on the Welsh Government's interactive data dissemination service [StatsWales](#).

### Summary

- The figures in this release show a slight decline in overall learner numbers between 2011/12 and 2012/13 (continuing since 2005/06) but with variations between the individual sectors and age groups, including an increase in work-based learning provision.
- In 2012/13 there were 229,555 distinct learners at FE Institutions, Community Learning (CL) or Work-based Learning (WBL) providers, 0.7 per cent fewer than in 2011/12.
- Total numbers at FE institutions fell by 4.1 per cent, with part-time learner numbers falling by 8.0 per cent but full-time numbers rose by 3.8 per cent.
- There were 12 per cent fewer learners in local authority community learning than in 2011/12.
- Relative to 2011/12, WBL provision rose by 14.5 per cent to over 61,000 unique learners on a full year basis which was higher than in any of the previous five years.

### Chart 1: Learners by provision type



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## Learners enrolled with FE institutions, Work-based Learning or Local Authority Community Learning providers


- 229,555 unique learners pursued one or more learning activities with FE Institutions, Local Authority Community Learning or Work-based Learning providers during 2012/13. Of these, 130,230 (57 per cent) were female and 99,325 (43 per cent) were male. The number in-learning in the week of 1 December 2012 was 145,175 [Table 1].
- The number of learners in 2012/13 at FE, WBL and Local Authority Community Learning providers was 0.7 per cent lower than the equivalent figure for 2011/12.
- Within this overall fall in total FE/WBL/CL distinct learner numbers part-time learner numbers at FE institutions fell by 8.0 per cent but full-time numbers rose by 3.8 per cent.
- 26 per cent of learners were aged under 19 and 44 per cent were aged under 25.
- Males outnumbered females for all ages below 20. However, the number of females aged 20 or above was 55 per cent higher than the number of males.

**Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2012/13 (a)**

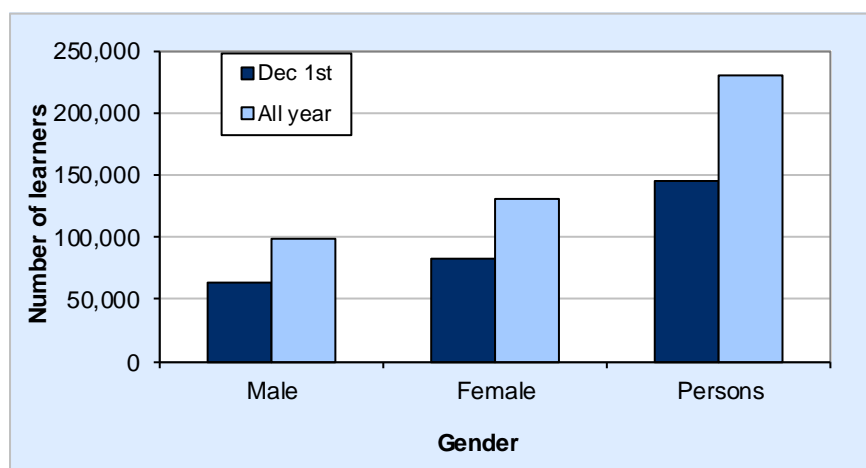
Age	Males		Females		Persons	
	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year
Under 16	1,305	2,865	845	2,320	2,150	5,185
16	8,900	10,225	8,030	9,250	16,930	19,475
17	8,885	10,335	8,150	9,435	17,035	19,770
18	6,115	7,600	5,205	6,655	11,320	14,260
19	3,795	5,140	3,135	4,440	6,930	9,580
20-24	8,925	14,985	10,245	17,485	19,170	32,475
25-49	17,025	33,830	30,545	54,540	47,570	88,370
50-64	5,175	10,340	10,445	18,055	15,620	28,400
65+	2,645	3,860	5,615	7,800	8,260	11,655
Not Specified	70	145	120	245	190	390
<b>Total</b>	<b>62,845</b>	<b>99,325</b>	<b>82,325</b>	<b>130,230</b>	<b>145,175</b>	<b>229,555</b>

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2012

Reports on  contain the information provided in table 1 with a breakdown by ethnicity.

## Chart 2: Learner numbers by gender



## Trends in full year learner numbers

- FE and WBL provision at Merthyr Tydfil College (a constituent college of the University of South Wales) is now included in all tables of this release and retrospectively in year on year comparisons and the time series of table 2 and chart 1.
- Table 2 illustrates the trend in learner numbers for three (overlapping) areas of learning: total learners at FE institutions (including WBL at FEIs); total work-based learning provision (also including WBL at FEIs); and local authority community learning (including learners enrolled at FEIs but taught by local authority staff).

**Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2004/05 to 2012/13 (a)(b)(c)**

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Further Education Institutions (d)									
Full-time learners at FEIs	41,405	43,420	43,905	44,035	44,745	45,305	46,985	46,590	48,340
Part-time learners at FEIs	186,930	189,300	179,885	152,750	138,030	127,765	126,320	119,640	110,080
WBL provision at FEIs	10,685	12,345	13,250	12,835	12,820	14,860	16,390	16,125	16,505
Total at FEIs	239,020	245,065	237,045	209,620	195,590	187,925	189,690	182,355	174,925
Work-based learning provision (e)									
All WBL provision	58,620	69,080	64,080	57,500	56,580	57,655	57,030	53,480	61,255
WBL provision excluding Pathways to Apprenticeships	58,620	69,080	64,080	57,500	56,580	55,880	55,115	51,980	59,955
Local Authority Community Learning (f)									
Local Authority Community Learning (f)	56,555	54,485	52,085	44,210	43,740	39,850	38,705	35,785	31,475
Total learners at FE Institutions, Local Authority Community Learning and Work-based Learning providers (g)	299,690	311,145	298,615	265,975	254,220	244,710	243,465	231,250	229,555

Source: Lifelong Learning Wales Record

- (a) Counts are of unique learners, so removing, from each individual row, multiple counting of learners present at more than one learning provider and/or provision type.
- (b) Counts in all columns include learners at Merthyr Tydfil College, a constituent college of the University of South Wales.
- (c) In calculating each in-learning count, the population is largely determined by the actual start and end dates of learning programmes and activities. However an additional constraint is applied to each year in that learning activities with an expected end date more than two years before the start of the given academic year are excluded.
- (d) Learner numbers at FE institutions (FEIs) include learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FEIs and franchised ACL learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (e) Work-based learning (WBL) provision includes learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FE institutions as well as provision at other training providers.
- (f) Includes both those learners enrolled at local authorities directly and learners who are enrolled at FEIs but whose teaching is contracted out to local authorities.
- (g) The use of unique learner counts and definitional overlaps mean, for any given year, that the total for FE/WBL/CL learners is lower than the sum of the figures in the preceding rows.

- As noted in previous releases, part of the decrease in learner numbers from 2006/07 to 2007/08 was accounted for by a change in the data collection process of Welsh for Adults (WfA) learners, now reported to HESA by the Welsh HE institutions acting as five of the six regional centres for WfA provision. WfA provision has therefore not been included in this release for academic years 2007/08 onwards except for the WfA activities reported by the sixth regional WfA centre Coleg Gwent which are included in the LLWR data underlying this release.

- 2012/13 shows a slight reduction of 0.7 per cent against 2011/12 following larger declines in earlier years (resulting from trends in part-time provision) since the peak of 2005/06.
- Within the overall decline relative to 2011/12, the reductions were 4.1 per cent for FEIs, a 14.5 per cent rise for work-based learning provision and a 12 per cent decline for local authority community learning. Within the FEI reduction, the full-time component grew by 3.8 per cent.
- Between 2011/12 and 2012/13 there was a fall of 5.8 per cent for those aged 20 and over at FEIs. The numbers of those aged 19 and under were almost unchanged but their full-time sub-component rose by 4.3 per cent.
- The Pathways to Apprenticeships scheme (comprising programmes at FEIs supporting WBL provision – see later WBL provision section and notes) is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

## Learning programmes

- Over the academic year 2012/13 there were 298,740 enrolments on learning programmes in total, of which 61 per cent were part-time (down from 64 per cent in 2011/12), 16.5 per cent were full-time and 23 per cent were in work-based learning [Table 3].
- Further commentary on the individual areas of provision is given below.

**Table 3: Enrolments on learning programmes at Further Education Institutions, Community Learning or Work-based Learning providers by provision type, mode of study and gender, 2012/13 (a)**


	Males		Females		Persons	
	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year
<b>Further Education excluding Local Authority CL at FEIs</b>						
Full-time	21,765	24,185	22,605	24,830	44,370	49,015
Part-time	28,860	64,565	38,485	77,460	67,340	142,025
<b>Total</b>	<b>50,620</b>	<b>88,750</b>	<b>61,090</b>	<b>102,290</b>	<b>111,710</b>	<b>191,040</b>
<b>Higher Education at FEIs</b>						
Full-time	190	200	110	110	300	310
Part-time	705	770	1,010	1,100	1,720	1,870
<b>Total</b>	<b>900</b>	<b>975</b>	<b>1,120</b>	<b>1,205</b>	<b>2,020</b>	<b>2,180</b>
<b>Work-based Learning Provision</b>						
WBL programmes at FEIs	5,420	8,760	3,725	7,435	9,145	16,195
Pathways to Apprenticeships (FEIs)	1,205	1,270	155	165	1,360	1,435
Programmes at other training providers	8,875	21,325	11,710	29,255	20,585	50,580
<b>Total</b>	<b>15,500</b>	<b>31,360</b>	<b>15,590</b>	<b>36,850</b>	<b>31,090</b>	<b>68,210</b>
<b>Local Authority Community Learning (b)</b>						
Full-time: enrolled at FEIs	10	10	15	15	25	25
Part-time: enrolled at FEIs	2,470	4,365	5,640	10,245	8,105	14,610
Full-time: enrolled at local authorities	0	0	0	0	0	0
Part-time: enrolled at local authorities	2,990	5,405	8,745	17,270	11,730	22,675
<b>Total</b>	<b>5,470</b>	<b>9,785</b>	<b>14,395</b>	<b>27,525</b>	<b>19,860</b>	<b>37,310</b>
<b>All Levels of Study</b>						
Full-time	21,965	24,400	22,725	24,950	44,690	49,350
Part-time	35,020	75,110	53,875	106,070	88,900	181,175
Work-based Learning	15,500	31,360	15,590	36,850	31,090	68,210
<b>Total</b>	<b>72,490</b>	<b>130,865</b>	<b>92,190</b>	<b>167,870</b>	<b>164,680</b>	<b>298,740</b>

Source: Lifelong Learning Wales Record

(a) See notes for definitions of level and mode.

(b) Excludes 'assisted' Community Learning provision. See notes.



Reports on  contain the information provided in table 3 with a breakdown by age, type of learning programme, disability status and ethnicity.

## FE Provision (excluding local authority community learning)

During the 2012/13 academic year, 191,040 Further Education learning programmes (excluding those taught by local authority staff) were pursued, 49,015 of which were full-time (3.9 per cent up on 2011/12) and 142,025 were part-time (3.8 per cent down on 2011/12).

## Higher Education Learning Programmes

2,180 learning programmes were pursued under Higher Education provision at FE Institutions during 2012/13, compared with 2,410 in 2011/12, 2,875 in 2010/11 and 2,005 in 2009/10.

**Table 4: Work-based learning provision: Numbers of learning programmes (LP) starts, leavers and in-training and of learners in-training by programme type, 2012/13 (a)**

	Starts	All year LPs (b)		LPs In training (c)		Learners (d)	
		Leavers (e)	In learning	1 <sup>st</sup> Dec	31 <sup>st</sup> July	31 <sup>st</sup> July	All year
<b>Work-based Learning programmes</b>							
Foundation Apprenticeship	15,255	10,950	25,120	11,820	14,190	14,175	23,345
Apprenticeship (Level 3)	10,500	7,675	19,285	10,630	11,640	11,630	18,755
Higher Apprenticeship	2,275	340	2,480	360	2,130	2,130	2,470
Modern Skills Diploma	0	200	255	155	40	40	250
Skill Build Youth	0	60	75	35	10	10	50
Skill Build Adult	0	10	10	*	*	*	10
Steps to Employment	4,230	4,235	5,495	1,470	1,265	1,265	5,055
Traineeships	8,645	8,510	12,185	3,735	3,415	3,415	8,210
Other WBL Programme	1,075	960	1,870	975	910	910	1,805
Work-based Learning programmes total	41,980	32,940	66,770	29,180	33,610	33,580	59,950
<b>Other programmes supporting WBL provision</b>							
Pathways to apprenticeships	1,365	1,205	1,435	1,355	290	265	1,305
FE at (non-FEI) training providers	0	5	5	*	0	0	5
Other programmes total	1,365	1,215	1,445	1,355	290	265	1,310
<b>Total</b>	<b>43,345</b>	<b>34,155</b>	<b>68,210</b>	<b>30,535</b>	<b>33,895</b>	<b>33,845</b>	<b>61,255</b>

Source: Lifelong Learning Wales Record

- (a) Note that the definition of WBL provision differs slightly from that of WBL programme type. For the purpose of this release, Pathways to Apprenticeships programmes conducted at FE institutions are regarded as WBL provision but not necessarily WBL programmes. This categorisation also applies to a small number of 'non-WBL' learning programmes pursued at WBL subsidiaries of FEIs.
- (b) Represents cumulative count of learning programmes enrolled at any point during the academic year.
- (c) Number of learning programmes on the reference date.
- (d) Distinct learners categorised according to their most recent learning programme of the year.
- (e) Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those identifiable from the standard database of contracted learning providers for 2012/13. (The figures include early leavers.)
- (f) Higher Apprenticeships were introduced in 2011/12, replacing the Modern Skills Diploma programme which consequently has no new starts in this table but has some learners continuing programmes commenced in earlier years.
- (g) The Skill Build Youth and Skill Build Adult programmes (which have no new starts in this table) were superseded in 2011/12 and were replaced by the Traineeships and Steps to Employment programmes respectively.

## Work-based Learning Provision

68,210 learning programmes were pursued in 2012/13 within work-based provision, of which 17,630 were provided by FE institutions and 50,580 by other training providers. Table 3 splits the figures for WBL provision at FEIs between 16,195 WBL programmes and 1,435 Pathways to Apprenticeships programmes. The Pathways to Apprenticeships scheme was introduced in 2009/10 to Wales in anticipation of a drop in recruitment of apprentices as a result of the economic downturn.

The first column of Table 4 gives the number of new learning programme starts during 2012/13. Annex A provides a monthly breakdown of these starts for the apprenticeship programme categories.

The number of trainees in learning on 31 July 2013, the last day of the academic year 2012/13, was 29 per cent higher than at 31 July 2012. There is often a seasonal reduction in the in-learning count (notably for Pathways to Apprenticeships) between March and July - see Annual Volume publication (Tables T2.1 and T2.2) referenced at the end of this release - and day of week effects contribute some variability to the year on year change of such snapshot figures.

The full year learner count for those in WBL provision during 2012/13 (taking each learner's most recent learning programme of the year only) was 14.5 per cent higher than in 2011/12. Learner numbers rose for those on Level 3 Apprenticeship programmes by 18.8 per cent and for Foundation Apprenticeship programmes by 23.6 per cent.

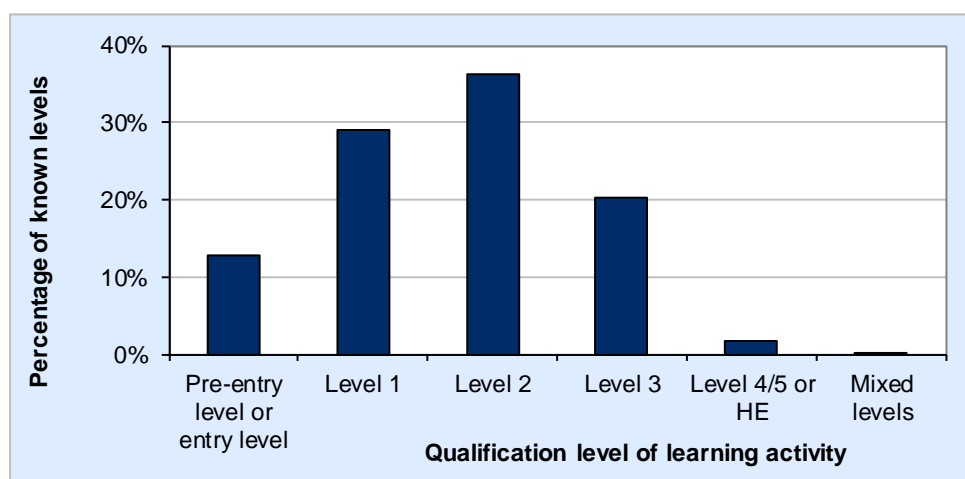
### Local Authority Community Learning Provision

37,310 learning programmes were pursued in 2012/13. The number of distinct learners pursuing local authority CL learning activities was 31,475 (see Table 2), 12 per cent lower than in 2011/12 and 29 per cent lower than in 2007/08. (There was also a reduction between 2006/07 and 2007/08 but this partly resulted from the change in the treatment of Welsh for Adults data referred to above which had an impact on the element of LA CL sub-contracted from FEIs.)

### Learning activities and qualifications

- Of learning activities for which the qualification level was known <sup>(a)</sup>, 29 per cent were at level 1, 36 per cent were at level 2 and 20 per cent were at level 3 [Table 5]. Compared with 2006/07, a slightly higher proportion were at level 3 (18 per cent in 2006/07) and a lower proportion at level 1 (33 per cent in 2006/07).
- The proportion of entry and pre-entry level learning activities (combined) rose fairly steadily from 8 per cent in 2003/04 and 2004/05 to 10 per cent in 2005/06 and 2006/07 before progressing upwards to 13 per cent in 2011/12 and 2012/13.

**Chart 3: Learning activities by qualification level**




(a) 7 per cent of qualification levels were unknown or not applicable. For Further Education provision the figure was 6 per cent but for Local Authority Community Learning provision 39 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities. For Work-based Learning provision the figure was 2.4 per cent.

- 24 per cent of qualifications being studied for were Key Skills/Essential Skills Wales, 18 per cent were Agored Cymru units (previously Open College Network credits) but 27 per cent were classed as 'Other' qualification types, including specific qualifications not grouped elsewhere for the purpose of this release.
- The most popular subjects for learning activities (whose subject was specified) were Care/Personal Development (29 per cent), Information Technology (11 per cent), Science/Mathematics (9 per cent), Media /Communications (including Communication Skills) (8 per cent) and Cultural Studies /Languages (7 per cent), although popularity varied across types of provision.

**Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2012/13**

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	2,230	2,385	4,615	65	210	270
Entry Level	41,610	41,530	83,140	4,545	7,125	11,670
Level 1	104,785	107,095	211,880	3,755	10,390	14,145
Level 2	127,755	148,345	276,100	1,970	5,720	7,690
Level 3	67,860	89,125	156,985	335	860	1,195
Level 4 and above / HE	4,590	7,780	12,370	*	25	25
Mixed Levels	45	20	65	0	0	0
Unknown or not required	17,725	21,505	39,230	5,645	16,980	22,625
<b>Total</b>	<b>366,595</b>	<b>417,785</b>	<b>784,380</b>	<b>16,310</b>	<b>41,310</b>	<b>57,620</b>

Source: Lifelong Learning Wales Record

Reports on  contain the information provided in table 5 with a breakdown by qualification type and subject, provider type, provision type and language of delivery.

## Notes

### 1. Context

#### 1.1 General

This Statistical First Release (SFR) summarises data on learner numbers in post-16 education and training at providers receiving funding from DfES (Department for Education and Skills) for the academic year 2012/13. However, the figures are not restricted to fundable learners at those providers. The release contains information on the post-16 sector excluding HE institutions, HEI-based Welsh for Adults centres and school sixth forms but including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers. Further information on this series, the first release of which was SDR 38/2005, and earlier sources is given in the 'Data for previous years' section.

#### 1.2 Policy Context

Within the Welsh Government the release and other outputs from the LLWR data underlying it play a role in supporting decision making processes in relation to:

- 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](#)

See also section 5.1 on ‘Relevance’.

## 2. Data Source

### Lifelong Learning Wales Record (LLWR)

The Lifelong Learning Wales Record is the data collection system employed by the Welsh Government to enable FE, WBL and local authority community learning providers to report on-line individualised data on learners, their learning programmes, activities and awards. DfES systems load the data on to a post-16 database to facilitate analysis. Further information on LLWR including user support manuals can be found at:

<http://wales.gov.uk/topics/educationandskills/learningproviders/datacollection/llwr09/llwrmanuals/>

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

<http://wales.gov.uk/statistics-and-research/about/statement-of-compliance/administrative-sources/>

The primary purpose of the LLWR is to provide FE/WBL/CL data to facilitate the planning and funding of learning delivery. The LLWR data are also a basis for the DfES Quality and Effectiveness Framework, monitoring of performance and outcomes, informing strategy and development and the provision of statistics on FE/WBL/CL learners in Wales.

## 3. Definitions and methods

### Learner numbers, learning programmes and learning activities

- The Lifelong Learning Wales Record (LLWR) from which tables 1 to 5 were derived has datasets based on learners, their learning programmes and their constituent learning activities as well as awards which are not included in the current release. Table 1 and 2 are based on counts of individual learners using a methodology which counts only once a learner present at more than one provider. Tables 3 and 4 are based on counts of learning programmes, apart from the final two columns of table 4 which use unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in tables 3 and 4. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.
- A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme is a group of related activities (and awards where applicable) such as a work-based learning framework (e.g. Apprenticeship).

### Learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (tables 1,2,3 and 5)

- Information was collected from FE institutions, local authorities and work-based learning providers via the LLWR, from which data were extracted on 20 February 2014.
- Community Learning is a broad definition that can encompass, for instance, provision at FE institution outreach centres and Adult Basic Education. This release only identifies Local Authority



Community Learning provision (see "Provision Type" notes) and hence this is the term used throughout.

- WBL provision is included whether at an FE college, at a WBL subsidiary of an FE institution or at another training provider.
- August 2011 saw the introduction of a change in the structure of Welsh Government support to WBL providers, with funding being directed through a smaller number of contracted providers, including some consortia and lead providers.
- Where a provider is part of a WBL consortium, the assignment to 'WBL at FEIs' or to 'WBL at Other training providers' has been made according to the status of the consortium member (which may differ from the status of the lead provider of the consortium).
- December 1st counts are based on a snapshot of the week of 1 December 2012. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2012.
- Includes students on courses at the Workers Educational Association (WEA) and the Young Men's Christian Association (YMCA).

The figures in previous editions of this release (from 2006/07 onwards) excluded FE learners at Merthyr Tydfil College which merged into the University of Glamorgan in April 2006 (now the University of South Wales). Between 2006/07 and 2011/12, these learners were included within the University of South Wales data collected by HESA (the Higher Education Statistics Agency) and appeared in, for example, the Welsh Government's Bulletin '[Students in Higher Education Institutions, 2012/13](#)' (prior to the current edition). Learners with the Merthyr Tydfil College work-based learning subsidiary (part of a Skills Academy Wales consortium) were however included in all years of this Statistical First Release as the WBL data were not (and are not) collected by HESA. From 2012/13 onwards, the college has ceased to submit data to HESA but continues to do so to the LLWR. Merthyr Tydfil College's FE data are now re-included in this release both for the more recent figures and also retrospectively in year on year comparisons and in time series.

## Work-based Learning (Table 4)

This table summarises enrolments on work-based learning programmes.

- Starts and leavers denote the cumulative number of new starts and leavers on each programme during the academic year.
- Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those leavers who are identifiable from the standard database population used for this release.
- In-training figures are the number of training episodes at December 1st 2012 or July 31st 2013. These are for single days, in contrast to the December 1st counts in tables 1 and 3 which are based on a full week (and are therefore slightly higher).

In addition to the learning programme columns, Table 4 includes two columns based on distinct learner counts, one as at the end of July 2013 and the other for the full academic year.

## Provision type

The provision type is determined at the learning programme level. **Note that this is not a funding report and definitions can differ from those used for funding purposes. For example, some of the WBL provision included in this release will not have been included in the calculation of funding for WBL providers.**

For the purpose of this statistical release,

- Further Education (FE) provision is defined as that submitted to the LLWR by an FE provider excluding:

learning programmes categorised below as HE or WBL; and learning delivered by a Local Authority via a subcontracted arrangement with an FE provider.

- Higher Education (HE) provision comprises learning programmes categorised as higher education namely:
  - Higher National Certificate; Higher National Diploma;
  - HE professional / HE vocational programme;
  - Foundation Degree; HE First Degree; other undergraduate qualification;
  - HE postgraduate;The figures for HE include learners whose programme is designated as HE level but exclude learning programmes where the overarching learning programme is not designated as 'HE' although an element of the learning (i.e. one or more learning activities) is at HE level.
- Local Authority Community Learning provision is defined as that submitted to the LLWR:
  - by a Local Authority directly ('maintained' or 'contracted-out' provision); or
  - by an FE provider but where the learning is delivered by a Local Authority through a partnership, franchise or subcontracted arrangement ('contracted-in' provision).

The Local Authority Community Learning figures **exclude** 'assisted' provision, i.e. courses controlled and managed by another organisation but which the local authority supports either financially or by providing premises or other facilities free of charge or at subsidised rates.

- WBL programmes are submitted to the LLWR by contracted WBL providers (including some FE institutions) and include the following (or their predecessor) programmes:

- Apprenticeship (Level 3);
- Foundation Apprenticeships (Level 2; including Young Recruits programme);
- Higher Apprenticeship (Level 4 plus; introduced from 2011/12);
- Modern Skills Diploma (Level 4 plus; discontinued for new entrants from 2011/12);
- Steps to Employment (introduced from 2011/12);
- Traineeships (introduced from 2011/12);
- Skill Build (Adult and Youth programmes but discontinued for new entrants from 2011/12);
- Other WBL programmes (including Flexible Learning, 'Young Person's Guarantee: Routes into Work', bespoke programmes and smaller programmes).

The Pathways to Apprenticeships scheme was introduced in 2009/10 to Wales in anticipation of a drop in recruitment of apprentices as a result of the economic downturn. In this release it is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

## Subjects

References to subjects are based on an abbreviated form of the category associated with the first character of the LDCS code under the LearnDirect Classification System (LDCS).

## Mode of learning

Mode of learning has been derived from the LLWR using guided contact hours. In Table 3 the methodology is used to derive learning programme counts which are not directly comparable with mode of learning splits of learner numbers in Table 2. The methodology has also been applied to learner numbers elsewhere, for instance in the Welsh Government publication 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2011/12'.

- Learning programmes classified for statistical purposes as **full-time** are defined as those containing at least 450 guided contact hours per year.

- Learning programmes classified as **part-time** are defined as those containing fewer than 450 guided contact hours per year. (Note that this definition of part-time learning embraces short courses which learners pursue on a full-time basis for a limited number of weeks.)
- Work-based learning provision cannot be classified in this way as the majority of learning is at the workplace and therefore a separate mode of study has been provided.

## 4. Rounding

Figures are rounded to the nearest 5 and there may be apparent slight discrepancies between the sum of the constituent items and the total. An asterisk '\*' represents numbers greater than 0 and less than 5.

## 5. Key Quality Information

### 5.1 Relevance

The statistics are 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;
- Further Education Institutions, Work-Based Learning providers and local authorities;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- 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;
- informing and evaluating the education policy-making process in Wales. (See section 1.2 on 'Policy Context'.)

LLWR data are used to underpin funding and performance reports for learning providers, to calculate NEET (Not in Education, Employment or Training) figures and in student finance modelling.

### 5.2 Accuracy

Statisticians within the Welsh Government review the data and query any anomalies with the LLWR data collection team and, where relevant, with learning providers before tables are published.

The LLWR data underlying this release are intended to be final, for non-funding purposes.

Provisional figures for 2012/13 were published on 27 November 2013 in SDR207/2013. Since then, learning providers have updated their data, such updates being permissible only in the interests of improving accuracy and data quality. An overview of revisions to data between provisional and final releases is presented below.

The percentage revisions have been derived on comparable bases. In the case of 2012/13, Merthyr Tydfil coded submissions have been subtracted from the latest figures for the purpose of comparing with the provisional release which excluded the FE data from the college.

Percentage change between provisional and final release	Learners		Learning programmes		Learning activities
	Dec 1 <sup>st</sup>	All year	Dec 1 <sup>st</sup>	All year	All year
	2003/04	+1.3	+1.4	+1.3	+2.0
2004/05	+0.4	+1.7	+1.2	+3.0	+1.4
2005/06	+1.0	+1.3	-1.3	0.0	+0.4
2006/07	-0.6	+0.5	-1.0	+0.5	+0.2
2007/08	+0.2	+0.9	+0.4	+1.3	+0.9
2008/09	-1.5	-0.8	-1.4	-0.7	-2.2
2009/10	-1.3	-0.5	-1.6	-0.5	-2.1
2010/11	-0.9	+0.3	-1.5	+0.2	-0.9
2011/12	-0.3	+0.8	-0.3	+1.2	+1.2
2012/13		-0.1		+0.1	

### 5.3 In-learning Population

In-learning counts for all years in the current release (and in the other bulletins using LLWR data listed at the end of this release) are on an adjusted population basis. The effect of introducing this population was described in the Key Quality section of the 2008/09 release [SDR 60/2010](#).

The in-learning population is adjusted by excluding unclosed activities with an expected end date more than two years earlier than the start of the given academic year. Having excluded these activities, the population is then determined from the remaining activities by means of the actual start and end dates (in conjunction with the learning programme end date, where available separately for WBL programmes).

The adjusted population was introduced in order to produce a more accurate reflection of 'live' activity after identifying an increasing number of unclosed activities since the inception of the LLWR.

### 5.4 Timeliness and Punctuality

The annual timescale for the production of data balances timeliness against the need for accurate data quality. 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. The corresponding first release is produced and published as soon as possible during March. This timetable was accelerated for the 2010/11 final release. Previously the LLWR freeze had been taken near the end of March with the SFR published in April.

The provisional statistics of the current release are drawn from the database as at 20 February 2014.

### 5.5 Accessibility and Clarity

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

### 5.6 Comparability

#### Data for previous years

This series, the first Release of which was SDR 38/2005 containing provisional data for 2003/04 (finalised in SDR67/2005), replaces an earlier quarterly series on work-based learning enrolments (final edition SDR 22/2005) and an annual Statistical Bulletin on Adult Continuing Education (SB 52/2003) published by the Welsh Government.

The 2003/04 releases were based on LLWR data for Further Education, Community Learning and the component of Work-based Learning provided through FE institutions. However, WBL figures at other training providers (such as those included in a specific table of SDR 38/2005) were, then and previously, based on data collected through the National Trainee Database (NTD). Release SDR22/2005 contained the final data from the NTD as at June 2004. Data on all DfES-funded Work-based Learning providers have subsequently been collected solely via the LLWR and contribute to all areas of WBL provision in post-16 education releases in Wales from 2004/05 onwards.

Earlier data on Local Authority Community Learning (then referred to as Adult Continuing Education) were published in May 2003 in the National Assembly for Wales Statistical Bulletin 'Adult Continuing Education in Wales 2001/02 & 2002/03' (SB52/2003).

Owing to changes in data collection, comparisons with years prior to 2003/04 should only be made with caution. Previously data on Further Education provision, sourced from the Individualised Student Record (ISR), were available through the ELWa/HEFCW annual volume 'Higher Education, Further Education and Training Statistics in Wales' ending with the edition covering the 2002/03 academic year, published in November 2004. The first equivalent volume to be based on the LLWR, 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2003/04', was published by ELWa in March 2006 and the ninth of the series, based on 2011/12, was published by the Welsh Government in September 2013.

## UK nations

Examples of similar outputs from other UK nations can be found at:


England - <https://www.gov.uk/government/publications/learner-participation-outcomes-and-level-of-highest-qualification-held>

Northern Ireland - <http://www.delni.gov.uk/index/statsandresearch/further-education-stats/further-education-enrolments-2/>

Scotland - <http://www.scotland.gov.uk/Topics/Statistics/Browse/Lifelong-learning>

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

## StatsWales

Only summary tables have been provided in this release. Additional tables supplying greater detail, including analysis by programme and qualification type, subject, age, disability status and ethnicity, are available via the Welsh Government's online dissemination service StatsWales. Tables related to this SFR can be found at: 

## Other Bulletins and Publication using LLWR data underlying this release

This release and other statistical outputs can be found on the [Welsh Government's Statistics site](#). Outputs available on the site will include 2012/13 versions of the following bulletins:

- [Annual Volume: 'Further Education, Work-based Learning and Community Learning in Wales Statistics, 2011/12'](#) - a reference volume containing substantial detail (most of which is not currently capable of being derived from other releases or from StatsWales). The 2012/13 edition (due for

publication in June 2014) will incorporate StatsWales cubes formerly associated with the Learning Network Analysis Bulletin. (2013/14 and later editions will incorporate a greater range of cubes.)

- [‘Learner Outcome Measures for Further Education and Work-based Learning, 2011/12’](#) - Statistics on learner outcomes at FE institutions and WBL providers.
- [‘Learner Outcome Measures for Adult Community Learning, 2011/12’](#) - Statistics on learner outcomes at Adult Community Learning providers.

## Learning programme new starts 2012/13 and 2013/14 (part)

	Apprenticeship Programme Type			Total Apprenticeships
	Foundation Apprenticeship	Apprenticeship (Level 3)	Higher Apprenticeship	
<b>2012/13 Months</b>				
August	690	665	40	1,395
September	1,795	1,485	40	3,320
October	1,400	1,020	55	2,475
November	1,130	735	55	1,915
December	635	445	35	1,115
January	1,145	765	175	2,085
February	1,475	895	180	2,545
March	1,385	955	250	2,595
April	1,340	715	215	2,270
May	1,300	770	310	2,385
June	1,080	660	455	2,195
July	1,875	1,390	470	3,735
Total 2012/13	15,255	10,500	2,275	28,030
<b>2013/14 Months (early statistics)</b>				
August	1,015	875	340	2,230
September	2,015	1,615	595	4,225
October	1,630	1,140	260	3,030
November	1,225	905	265	2,390
December	685	475	130	1,295

Source: Lifelong Learning Wales Record

(a) Learning programme starts in this table include those for learners who leave early or switch programme.



## ANNEX B

### EARLY STATISTICS (December 2013) – PROGRESS REPORT ONLY

**Table A: Numbers of learners and learning programme enrolments at Further Education Institutions, Community Learning or Work-based Learning providers in week of 1 December, 2012 and in week of 1 December 2013 (INCOMPLETE RECORDS RECEIVED)**

	Males		Females		Persons	
	1st Dec 2012	1st Dec 2013	1st Dec 2012	1st Dec 2013	1st Dec 2012	1st Dec 2013
<b>Numbers of learners (a)</b>	62,845	61,690	82,325	81,140	145,175	142,830
<b>Numbers of learning programmes</b>						
Further Education excluding Local Authority CL at FEIs						
Full-time	21,765	20,910	22,605	21,840	44,370	42,745
Part-time	28,860	24,335	38,485	34,005	67,340	58,340
Total	50,620	45,245	61,090	55,845	111,710	101,085
Higher Education at FEIs						
Full-time	190	100	110	65	300	160
Part-time	705	495	1,010	600	1,720	1,090
Total	900	590	1,120	660	2,020	1,255
Local Authority Community Learning (b)						
Full-time: enrolled at FEIs	10	5	15	5	25	15
Part-time: enrolled at FEIs	2,470	2,430	5,640	5,910	8,105	8,340
Full-time: enrolled at LEAs	0	0	0	0	0	0
Part-time: enrolled at LEAs	2,990	2,765	8,745	9,500	11,730	12,265
Total	5,470	5,200	14,395	15,415	19,860	20,615
Work-based Learning						
at FEIs	6,625	8,005	3,880	4,660	10,505	12,665
at other training providers	8,875	11,515	11,710	17,250	20,585	28,765
Total	15,500	19,520	15,590	21,910	31,090	41,430
All Levels of Study						
Full-time	21,965	21,015	22,725	21,910	44,690	42,920
Part-time	35,020	28,705	53,875	46,085	88,900	74,790
Work-based Learning	15,500	19,520	15,590	21,910	31,090	41,430
<b>Total learning programmes</b>	<b>72,490</b>	<b>69,240</b>	<b>92,190</b>	<b>89,905</b>	<b>164,680</b>	<b>159,140</b>

Source: Lifelong Learning Wales Record

(a) Unique learner basis

(b) Excludes 'assisted' Community Learning provision.

### Early Statistics and potential revisions

As noted in section 5.4 Timeliness and Punctuality, this release was produced one month earlier than previous equivalents apart from SDR 51/2012 and is based on correspondingly earlier LLWR data. This does not appear to have had a detrimental effect on the final 2010/11 figures. However, as noted in SDR 51/2012, the Early December 2011 returns appeared to be incomplete and have subsequently been confirmed as having been understated in the providers' early submissions. Similarly, the Early December 2012 figures above represent only a progress report (compared with final December 2011) on the receipt of this component of 2012/13 data from learning providers and should not be regarded robust.

A comparison of Early Statistics based on a LLWR freeze one month later is given in Table B.

**Table B: Numbers of learners at Further Education Institutions, Community Learning or Work-based Learning providers in week of 1 December of academic year**

Year (as at week of 1 December)	Numbers of distinct learners		Early Figures as percentages of Final Figures
	Early (a) Figures	Final (b) Figures	
December 2005 (c)	170,330	212,160	80.3
December 2006 (c)	200,965	209,840	95.8
December 2007 (c)	189,405	192,730	98.3
December 2008 (d)	166,105	169,430	98.0
December 2009 (e)	160,530	161,735	99.3
December 2010 (e)	158,455	157,345	100.7
December 2011 (e)(f)	134,320	148,325	90.6
December 2012 (e)(f)	134,340	145,175	92.5

Source: Lifelong Learning Wales Record

- (a) From previous year's standard LLWR database freeze
- (b) From standard LLWR database freeze
- (c) Original population basis; no corresponding First Release of Early Statistics
- (d) Adjusted population basis; no corresponding First Release of Early Statistics
- (e) Adjusted population basis; included in First Release (commencing with Early Statistics for December 2009)
- (f) LLWR freeze date moved from March to February