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Learner outcome measures for further education, work-based learning and adult community learning: 2013/14

The latest figures on learner outcomes in the Further Education (FE), Work-based Learning (WBL) and Adult Community Learning (ACL) sectors in Wales show:

- The overall learning activity success rate for FE in 2013/14 was 86 per cent.

- The WBL apprenticeship framework success rate was 84 per cent.

- The overall learning activity success rate for ACL was 86 per cent.

Chart 1: Trends in learner outcomes
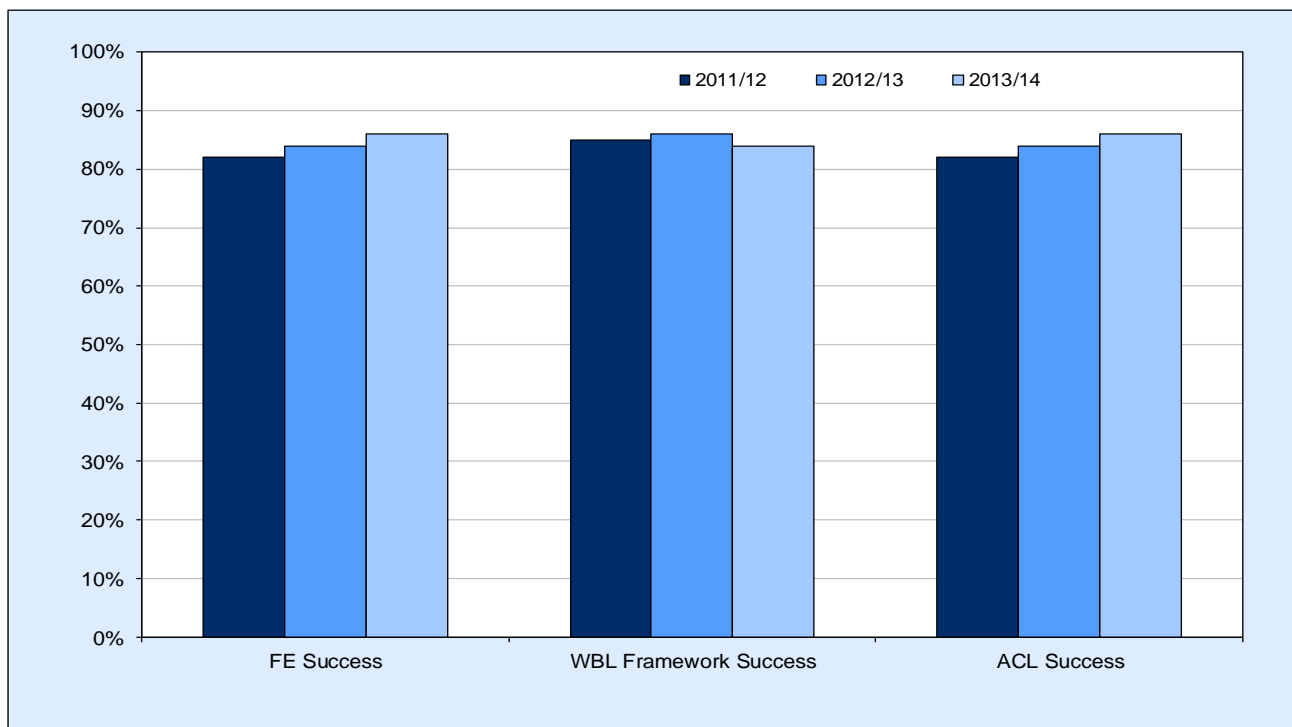
In 2011/12, a set of data management principles were issued to learning providers to address inconsistencies in the recording of data. Pages 5 to 7 of this release provide further detail regarding the continuing impact of these principles on national figures.

Llywodraeth Cymru
Welsh Government

Outcomes in further education

Across all further education programmes in 2013/14, 92 per cent of learning activities were completed and of those activities with an assessable outcome, 93 per cent were attained. Overall, 86 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 Independent Living Skills; Hospitality and Catering; Adult Basic Education; English for Speakers of Other Languages; Retailing and Customer Service; and History, Philosophy and Theology.

- Success rates were lowest in the areas of Science and Mathematics; Social Sciences; Business, Administration and Law; Hair and Beauty; and Performing Arts.

Chart 2: FE learning activity success rates by sector/subject area, 2013/14
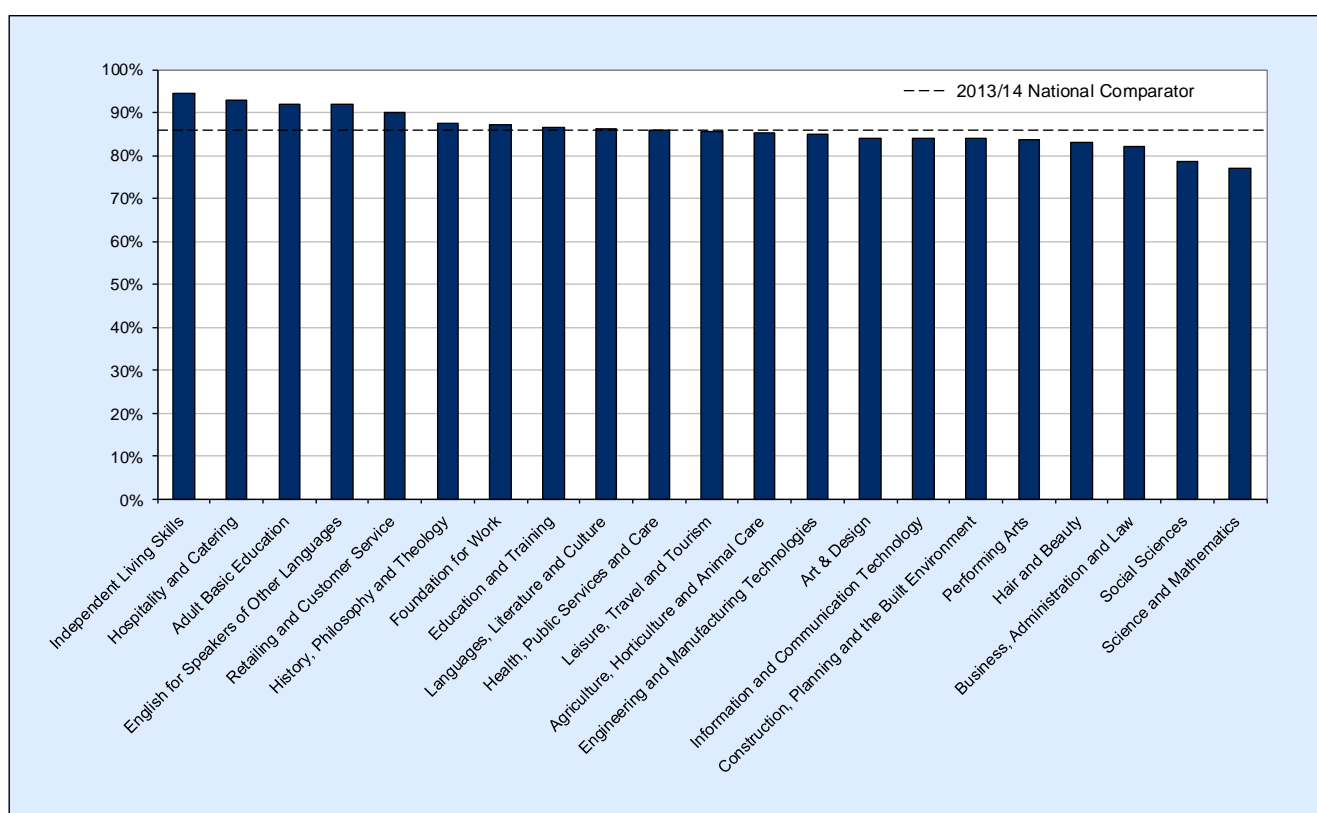
Analysis of FE success rates by learner age group shows that:

- there was no difference in overall success rates for learners aged 18 and under and those aged 19 and over; but

- success rates were higher for learners aged 18 and under at notional levels 1, 2 and 3; and

- learners aged 19 and over had higher success rates for Entry level and 'Short course' provision.

See tables 1a – 1c and 2a – 2c for further information.

Outcomes in work-based learning

Learners on apprenticeship programmes have to achieve a range of qualifications in order to gain the full apprenticeship 'framework'. In 2013/14, 84 per cent of learners across all Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship programmes achieved this.

Higher Apprenticeships were introduced in Wales in 2011/12. However, this is the first year that framework success rates for this programme have been published. Analysis of the data underpinning table 3c of this release shows that the relatively low sector figures are caused by apparent data-quality issues at a small cohort of learning providers. DfES officials will be liaising with these providers in relation to this issue. In the meantime, caution is advised when using this data.

Last year, an increase in the number of apprenticeship programmes ending within 8 weeks without completion was observed. The ongoing impact of this data issue on the apprenticeship framework success rate is outlined in detail on pages 7 and 8 of this release.

For Wales as a whole and for the majority of sector/subject areas, the success rate for Apprenticeships was higher than for Foundation Apprenticeships. Overall, the best performing areas were Education and Training; Engineering and Manufacturing Technologies; Leisure, Travel and Tourism; and Hospitality and Catering.

The following chart shows the pattern of framework success rates on apprenticeship programmes.

Chart 3: WBL framework success rates by sector/subject area, 2013/14
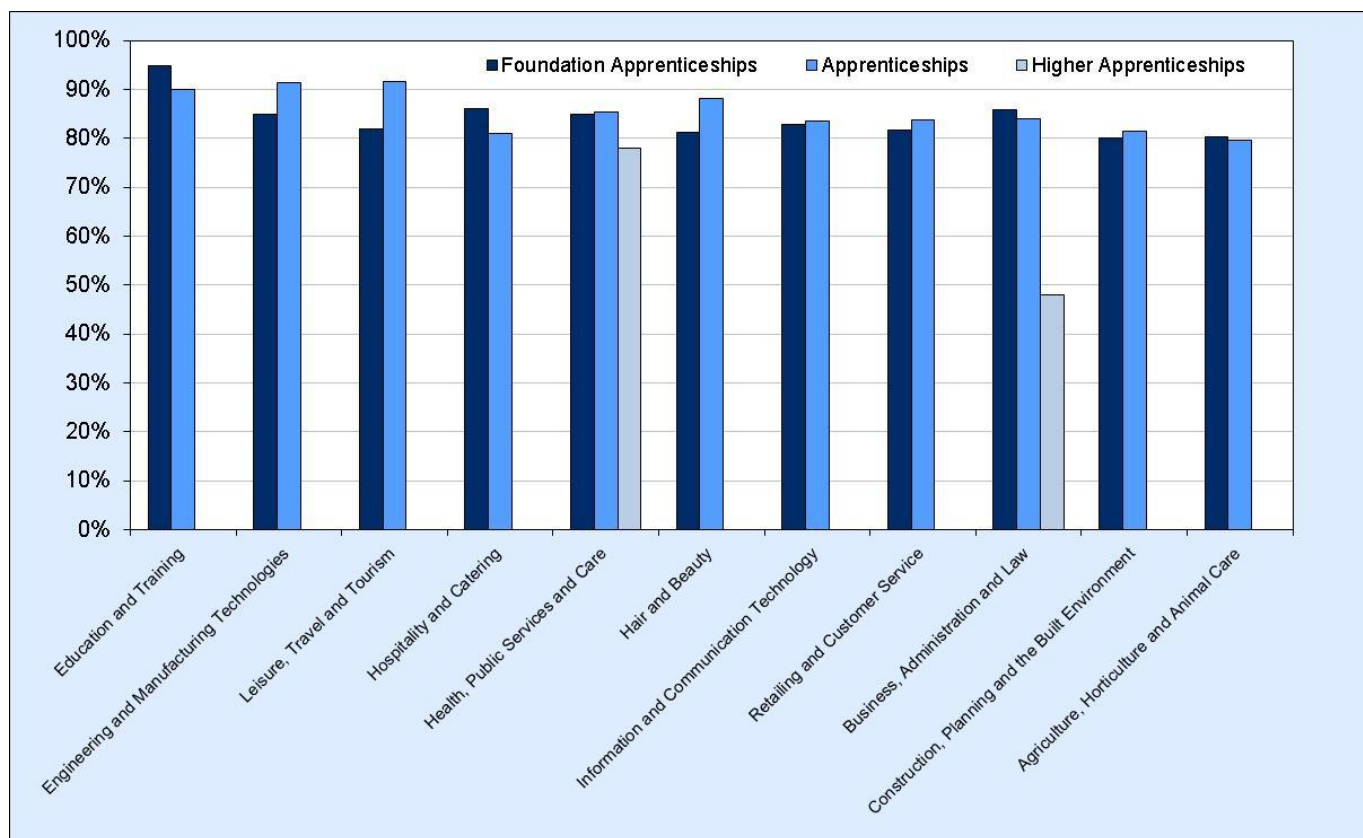
Analysis of learner destinations during the three month period following the end of a Traineeship or Adult Employability programme, shows that:

- 68 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);
- 55 per cent of leavers from Adult Employability programmes had a positive progression (ie. to employment (including self-employment or voluntary work) or further learning).

See tables 3a – 3d and 4a – 4b for further information.

Outcomes in adult community learning

The chart below shows that there was some variation across the different types of ACL provision for all three learner outcome measures in 2013/14. 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 these issues, caution should be exercised when making comparisons between the different types of ACL provision.

Chart 4: ACL learner outcome measures by type of provision, 2013/14
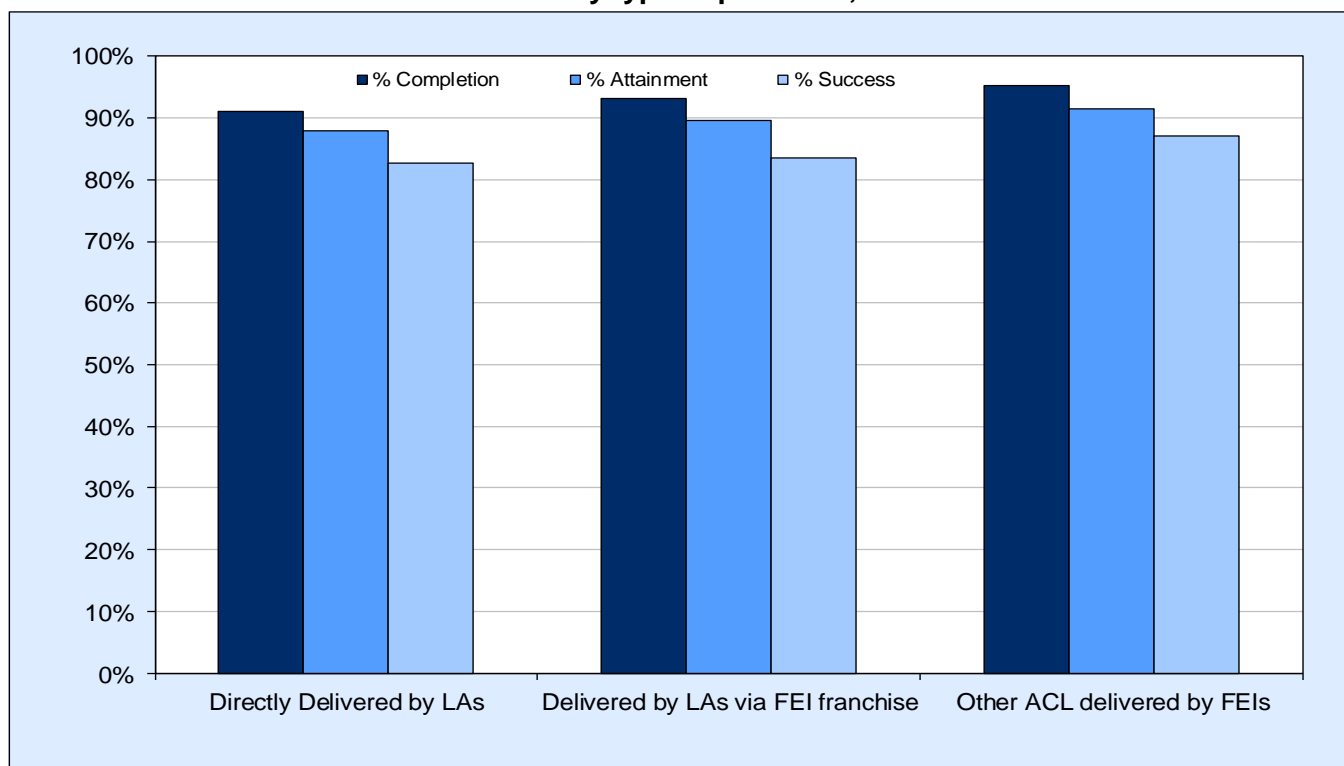
Analysis of learner outcome measures by level and subject (see tables) showed that:

- Completion rates for provision directly delivered by local authorities were highest for level 2 learning aims. Completion rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for learning aims at level 2 and level 1 respectively;

- Success rates for provision directly delivered by local authorities were highest for level 2 learning aims and lowest for entry level learning aims. Success rates for provision delivered via a FE institution franchise or other ACL provision delivered 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 Adult Basic Education; Information and Communication Technology; and Arts, Media and Publishing.

See tables 6, 7 and 8 for further information.

Data Management Principles

In recent years, discussions between officers from DfES (Department for Education and Skills) and learning providers have highlighted some inconsistencies in the way that learner outcomes are recorded. To address these inconsistencies, a set of data management principles was developed in partnership with CollegesWales and issued to FE institutions and WBL providers (in December 2011 and February 2012 respectively).

These principles provided 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.

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.

	No. of Assessable, Terminated Learning Activities		
Level	LLWR freeze taken September 2014	Statistical Release freeze (taken February 2015)	% Difference
Entry Level	21,045	19,965	-5.1
Level 1	65,385	63,900	-2.3
Level 2	106,430	104,975	-1.4
Level 3	99,040	97,450	-1.6
Level 4	1,770	1,530	-13.7
Unknown Level	6,435	5,955	-7.5
Other Short	6,895	6,775	-1.8
All learning aims	**307,005**	**300,545**	**-2.1**

Source: Lifelong Learning Wales Record (LLWR)

This table shows a decrease in the total number of learning activities comprising the FE success rate denominator. However, analysis at an institutional level reveals substantial variation. Just under half of all institutions have differences of less than ± 3 per cent. But over a third of institutions have differences of more than ± 8 per cent. This variation indicates the correction of underlying data-issues as well as the consolidation of data following institution mergers.

Similar analysis was also undertaken to compare the numbers of WBL learning programmes 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 Apprenticeship framework success rates.

The following two tables show the proportion of FE learning activities and WBL learning programmes that were recorded as continuing or transferred in 2013/14 compared with equivalent data for 2012/13, 2011/12 and 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	2012/13	2013/14	2010/11	2011/12	2012/13	2013/14
Entry Level	0.9	0.5	0.4	0.9	5.8	4.3	3.0	3.5
Level 1	0.6	0.5	0.5	1.4	6.4	4.8	4.3	3.9
Level 2	0.9	0.8	0.7	1.5	8.2	5.9	4.5	4.1
Level 3	0.9	0.9	0.8	0.9	8.3	5.9	5.8	4.0
Level 4	6.4	4.5	2.3	8.2	10.9	8.0	15.5	10.2
Unknown Level	1.1	1.4	0.5	1.2	2.6	3.6	4.6	1.6
Other Short	0.3	0.3	0.2	0.3	0.6	0.3	0.3	0.3
All learning aims	**0.8**	**0.7**	**0.6**	**1.2**	**6.8**	**5.0**	**4.4**	**3.7**

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	2012/13	2013/14	2010/11	2011/12	2012/13	2013/14
Foundation Apprenticeship	0.7	0.1	0.1	0.0	3.7	2.2	4.9	3.9
Apprenticeship	1.2	0.2	0.2	0.1	3.1	2.0	4.9	3.4
All Apprenticeships	**0.9**	**0.1**	**0.1**	**0.1**	**3.4**	**2.1**	**4.9**	**3.7**

Source: Lifelong Learning Wales Record (LLWR)

The decrease in the proportion of FE learning activities and WBL learning programmes recorded as transferred corresponds with the anticipated impact of the data management guidelines. Similarly, the decrease in WBL learning programmes recorded as continuing also corresponds with the guidelines. However, the increase in continuing FE learning activities is contrary to the anticipated impact.

Further analysis reveals this increase is largely attributable to one institution with a significant increase in continuing learning activities.

In summary, it seems that the data management principles continue to have some impact on the submission of LLWR data. However, analysis suggests that inconsistencies remain in the recording of data (at least partly attributable due to the consolidation of LLWR returns following provider mergers) and further, detailed analysis will be necessary to assess and monitor the ongoing impact of the guidelines on LLWR submissions in future years.

WBL Framework Success Rate

When deriving the WBL apprenticeship framework success rates detailed in tables 3a to 3d of this release, learning programmes are excluded from the calculation in the following circumstances:

- The learning programme is recorded as transferred or continuing at another provider,

- The learning programme ended within 8 weeks without completion ('early drop outs'),

- The learner is recorded as leaving due to redundancy or death.

Analysis is undertaken annually to monitor the numbers of exclusions and determine whether they fall within acceptable thresholds.

A marked increase in 'early drop outs' was observed last year, potentially indicating an inflation of the apprenticeship framework success rate for 2012/13. Following careful consideration, the decision to publish this data was made. However, pending further analysis and investigation of this issue, caution in the use of this data was advised.

Following publication, DfES officers liaised with the learning provider network to investigate this issue in detail. In summary, it was felt that the increase in 'early drop outs' was largely attributable to the marked increase in apprenticeship starts (i.e. the number of apprenticeship programmes commencing during the academic year) in 2012/13. Further to this, it was predicted that the proportion of 'early drop outs' would decrease and stabilise in future years.

The following table shows the numbers and proportions of different types of exclusions in 2013/14 compared with previous years.

Reason for exclusion	2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%
Early drop-out	1,050	5.7	830	4.9	2,000	10.6	1,695	7.3
Continuing learning programme	165	0.9	25	0.1	25	0.1	15	0.1
Transferred learning programme	635	3.4	365	2.1	930	4.9	845	3.7
Learner redundancy	300	1.6	300	1.8	390	2.1	460	2.0
Learner death	10	0.0	5	0.0	*	0.0	10	0.0
Total exclusions	2,150	11.7	1,525	8.9	3,350	17.7	3,030	13.1
Total terminated learning programmes	18,410		17,075		18,875		23,100	

*Source: Lifelong Learning Wales Record (LLWR)*

As anticipated, this table shows that the proportion of 'early drop outs' (and exclusions overall) have decreased between 2012/13 and 2013/14. This is a result of two factors:

Firstly, the number of 'early drop outs' has decreased between 2012/13 and 2013/14. In fact, with the exception of 'learner redundancy', all categories of exclusion have decreased.

Secondly, the number of overall apprenticeship leavers has increased markedly between 2012/13 and 2013/14. This increase was expected and is directly related to the increase in apprenticeship starts observed in 2012/13.

The following chart shows the denominator of the framework success rate (i.e. the number of leavers minus early drop-outs and other exclusions) over the last 6 years. It can be seen that the total number of apprenticeship leavers increased markedly in 2013/14, contrary to the decrease in exclusions and, in particular, 'early drop outs'.

Chart 5: Trends in leavers from Apprenticeship programmes
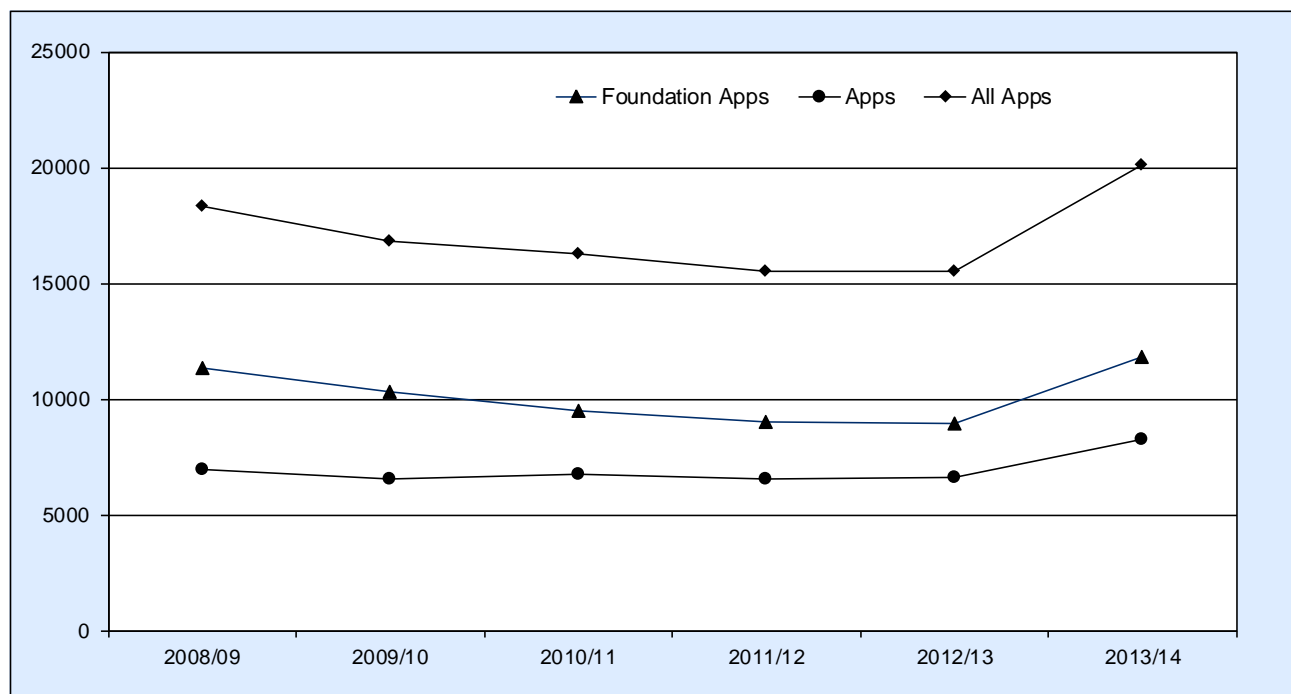
In summary, the feedback from DfES' discussions with the provider network in combination with analysis of the underlying data suggests that the apprenticeship framework success rates detailed in both this release and previous versions of this release are not inflated. However, we will continue to monitor the numbers and proportions exclusions from the framework success rate to ensure that this measure remains robust and fit-for-purpose.

Tables

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

Level	Type of learning aim	2013/14					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level		**13,150**	**94%**	**12,435**	**96%**	**25,590**	**95%**
Level 1	NVQ[1]	1,135	*87%*	690	*87%*	1,825	*87%*
	QCF Award	3,155	*90%*	2,165	*91%*	5,320	*90%*
	QCF Certificate	2,110	*89%*	670	*86%*	2,780	*88%*
	QCF Diploma	3,185	*88%*	955	*84%*	4,140	*87%*
	Key Skills / Essential Skills Wales	11,745	*92%*	3,110	*89%*	14,855	*91%*
	Quality Assured Lifelong Learning[2]	13,065	*97%*	6,560	*95%*	19,625	*96%*
	Other	13,530	*93%*	9,755	*95%*	23,285	*94%*
	All	**47,920**	**93%**	**23,905**	**93%**	**71,825**	**93%**
Level 2	GCSE/VCE	3,285	*86%*	1,745	*83%*	5,030	*85%*
	NVQ[1]	1,790	*89%*	2,990	*90%*	4,780	*90%*
	QCF Award	8,345	*95%*	12,175	*98%*	20,520	*97%*
	QCF Certificate	2,300	*91%*	3,415	*88%*	5,715	*89%*
	QCF Diploma	5,175	*88%*	2,690	*83%*	7,860	*86%*
	Key Skills / Essential Skills Wales	22,490	*92%*	6,275	*89%*	28,765	*92%*
	Quality Assured Lifelong Learning[2]	10,710	*97%*	5,145	*94%*	15,860	*96%*
	Other	11,935	*89%*	5,835	*90%*	17,770	*89%*
	All	**66,030**	**92%**	**40,270**	**92%**	**106,300**	**92%**
Level 3	A/AS/A2 Level	20,845	*91%*	1,635	*82%*	22,480	*91%*
	NVQ[1]	240	*90%*	1,280	*87%*	1,520	*87%*
	QCF Award	855	*91%*	3,070	*95%*	3,925	*95%*
	QCF Certificate	1,750	*89%*	1,765	*89%*	3,515	*89%*
	QCF Diploma	11,270	*86%*	4,195	*84%*	15,465	*86%*
	Key Skills / Essential Skills Wales	23,820	*95%*	4,395	*93%*	28,215	*94%*
	Quality Assured Lifelong Learning[2]	1,615	*95%*	1,665	*95%*	3,280	*95%*
	Other	13,155	*90%*	5,550	*86%*	18,705	*89%*
	All	**73,550**	**91%**	**23,560**	**89%**	**97,105**	**91%**
Level 4+		**70**	**90%**	**1,320**	**89%**	**1,390**	**89%**
Level Not Known		**9,310**	**88%**	**5,340**	**91%**	**14,650**	**89%**
Other Short		**7,615**	**99%**	**13,285**	**99%**	**20,900**	**99%**
All learning aims		**217,645**	**92%**	**120,115**	**92%**	**337,760**	**92%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] 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	2013/14					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**9,455**	**94%**	**8,410**	**93%**	**17,865**	**94%**
Level 1	NVQ[1]	1,055	93%	655	95%	1,710	94%
	QCF Award	2,880	91%	1,945	90%	4,820	91%
	QCF Certificate	1,935	92%	595	89%	2,530	91%
	QCF Diploma	2,980	94%	910	96%	3,895	94%
	Key Skills / Essential Skills Wales	11,130	95%	2,920	94%	14,050	95%
	Quality Assured Lifelong Learning[2]	12,655	97%	6,255	95%	18,910	96%
	Other	5,760	95%	4,525	96%	10,285	96%
	All	**38,395**	**95%**	**17,810**	**94%**	**56,205**	**95%**
Level 2	GCSE/VCE	2,960	90%	1,550	89%	4,510	90%
	NVQ[1]	1,550	87%	2,815	94%	4,365	91%
	QCF Award	7,810	94%	11,760	97%	19,570	95%
	QCF Certificate	2,060	89%	3,045	89%	5,105	89%
	QCF Diploma	4,735	91%	2,480	92%	7,210	92%
	Key Skills / Essential Skills Wales	21,185	94%	5,810	93%	26,995	94%
	Quality Assured Lifelong Learning[2]	10,205	95%	4,775	93%	14,975	94%
	Other	5,280	91%	2,270	91%	7,550	91%
	All	**55,785**	**93%**	**34,495**	**93%**	**90,280**	**93%**
Level 3	A/AS/A2 Level	18,270	88%	1,370	84%	19,640	87%
	NVQ[1]	210	88%	1,180	92%	1,395	92%
	QCF Award	790	93%	2,800	91%	3,590	91%
	QCF Certificate	1,570	90%	1,560	88%	3,130	89%
	QCF Diploma	10,375	92%	3,735	89%	14,110	91%
	Key Skills / Essential Skills Wales	22,940	96%	4,170	95%	27,110	96%
	Quality Assured Lifelong Learning[2]	1,445	89%	1,540	93%	2,985	91%
	Other	5,520	90%	3,375	87%	8,895	89%
	All	**61,125**	**92%**	**19,735**	**90%**	**80,860**	**91%**
Level 4+		**60**	**88%**	**1,150**	**88%**	**1,210**	**88%**
Level Not Known		**3,060**	**95%**	**1,995**	**95%**	**5,055**	**95%**
Other Short		**1,220**	**97%**	**5,375**	**98%**	**6,590**	**98%**
All learning aims		**169,095**	**93%**	**88,965**	**93%**	**258,060**	**93%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] 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	2013/14					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**9,455**	**89%**	**8,410**	**90%**	**17,865**	**89%**
Level 1	NVQ[1]	1,055	*81%*	655	*83%*	1,710	*82%*
	QCF Award	2,880	*82%*	1,945	*81%*	4,820	*82%*
	QCF Certificate	1,935	*81%*	595	*77%*	2,530	*80%*
	QCF Diploma	2,980	*82%*	910	*80%*	3,895	*82%*
	Key Skills / Essential Skills Wales	11,130	*87%*	2,920	*83%*	14,050	*86%*
	Quality Assured Lifelong Learning[2]	12,655	*94%*	6,255	*91%*	18,910	*93%*
	Other	5,760	*90%*	4,525	*92%*	10,285	*91%*
	All	**38,395**	**88%**	**17,810**	**87%**	**56,205**	**88%**
Level 2	GCSE/VCE	2,960	*78%*	1,550	*73%*	4,510	*76%*
	NVQ[1]	1,550	*77%*	2,815	*85%*	4,365	*82%*
	QCF Award	7,810	*89%*	11,760	*94%*	19,570	*92%*
	QCF Certificate	2,060	*81%*	3,045	*79%*	5,105	*80%*
	QCF Diploma	4,735	*80%*	2,480	*77%*	7,210	*79%*
	Key Skills / Essential Skills Wales	21,185	*87%*	5,810	*82%*	26,995	*86%*
	Quality Assured Lifelong Learning[2]	10,205	*92%*	4,775	*87%*	14,975	*90%*
	Other	5,280	*83%*	2,270	*84%*	7,550	*83%*
	All	**55,785**	**86%**	**34,495**	**86%**	**90,280**	**86%**
Level 3	A/AS/A2 Level	18,270	*80%*	1,370	*68%*	19,640	*79%*
	NVQ[1]	210	*79%*	1,180	*80%*	1,395	*80%*
	QCF Award	790	*84%*	2,800	*87%*	3,590	*86%*
	QCF Certificate	1,570	*80%*	1,560	*79%*	3,130	*79%*
	QCF Diploma	10,375	*79%*	3,735	*75%*	14,110	*78%*
	Key Skills / Essential Skills Wales	22,940	*91%*	4,170	*88%*	27,110	*91%*
	Quality Assured Lifelong Learning[2]	1,445	*85%*	1,540	*88%*	2,985	*86%*
	Other	5,520	*79%*	3,375	*75%*	8,895	*78%*
	All	**61,125**	**84%**	**19,735**	**80%**	**80,860**	**83%**
Level 4+		**60**	**80%**	**1,150**	**79%**	**1,210**	**79%**
Level Not Known		**3,060**	**83%**	**1,995**	**88%**	**5,055**	**85%**
Other Short		**1,220**	**95%**	**5,375**	**98%**	**6,590**	**97%**
All learning aims		**169,095**	**86%**	**88,965**	**86%**	**258,060**	**86%**
Weighted Success Rate			**81%**		**79%**		**80%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs
[2] Formerly known as OCNs

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

Sector Subject Area	2013/14					
	18 and under		**19 and over**		**All ages**	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	14,215	*91%*	15,790	*93%*	30,005	*92%*
2: Science and Mathematics	10,565	*91%*	3,090	*85%*	13,655	*89%*
3: Agriculture, Horticulture and Animal Care	2,125	*90%*	2,635	*94%*	4,760	*92%*
4: Engineering and Manufacturing Technologies	6,710	*90%*	7,105	*94%*	13,820	*92%*
5: Construction, Planning and the Built Environment	4,760	*89%*	5,755	*94%*	10,515	*92%*
6: Information and Communication Technology	6,815	*93%*	9,780	*94%*	16,595	*94%*
7: Retail and Commercial Enterprise	8,355	*93%*	11,160	*94%*	19,515	*93%*
7(a): Retailing and Customer Service	1,275	*93%*	2,240	*95%*	3,515	*95%*
7(b): Hair and Beauty	3,325	*90%*	2,970	*88%*	6,295	*89%*
7(c): Hospitality and Catering	3,755	*95%*	5,950	*97%*	9,705	*96%*
8: Leisure, Travel and Tourism	6,660	*91%*	1,355	*92%*	8,015	*91%*
9: Arts, Media and Publishing	11,460	*90%*	3,615	*88%*	15,075	*89%*
9(a): Performing Arts	3,100	*89%*	780	*88%*	3,880	*89%*
9(b): Art and Design	8,360	*90%*	2,835	*88%*	11,195	*89%*
10: History, Philosophy and Theology	5,205	*95%*	790	*86%*	5,995	*93%*
11: Social Sciences	2,580	*91%*	335	*79%*	2,915	*89%*
12: Languages, Literature and Culture	17,375	*93%*	7,545	*92%*	24,915	*93%*
13: Education and Training	1,990	*97%*	3,365	*92%*	5,355	*94%*
14: Preparation for Life and Work	110,210	*93%*	38,415	*92%*	148,625	*92%*
14(a): Independent Living Skills	920	*97%*	1,770	*97%*	2,690	*97%*
14(b): Adult Basic Education	10,270	*92%*	7,755	*95%*	18,020	*93%*
14(c): Foundation for Work	98,485	*93%*	27,165	*91%*	125,650	*92%*
14(d): English for Speakers of Other Languages	535	*99%*	1,730	*96%*	2,260	*97%*
15: Business, Administration and Law	8,610	*92%*	9,365	*93%*	17,970	*92%*
All sector subject areas	**217,645**	**92%**	**120,115**	**92%**	**337,760**	**92%**

Source: Lifelong Learning Wales Record (LLWR)

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

Sector Subject Area	2013/14					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	8,840	*93%*	11,295	*94%*	20,140	*94%*
2: Science and Mathematics	8,810	*86%*	2,615	*88%*	11,425	*86%*
3: Agriculture, Horticulture and Animal Care	1,865	*93%*	2,075	*93%*	3,940	*93%*
4: Engineering and Manufacturing Technologies	6,005	*91%*	6,315	*94%*	12,325	*92%*
5: Construction, Planning and the Built Environment	4,320	*93%*	4,495	*92%*	8,815	*92%*
6: Information and Communication Technology	4,325	*90%*	4,580	*92%*	8,910	*91%*
7: Retail and Commercial Enterprise	7,285	*93%*	10,225	*97%*	17,510	*95%*
7(a): Retailing and Customer Service	885	*96%*	1,725	*96%*	2,610	*96%*
7(b): Hair and Beauty	2,965	*92%*	2,765	*95%*	5,730	*94%*
7(c): Hospitality and Catering	3,435	*94%*	5,735	*98%*	9,170	*96%*
8: Leisure, Travel and Tourism	5,930	*93%*	1,210	*95%*	7,140	*94%*
9: Arts, Media and Publishing	10,360	*94%*	3,085	*94%*	13,445	*94%*
9(a): Performing Arts	2,750	*93%*	585	*94%*	3,335	*93%*
9(b): Art and Design	7,610	*94%*	2,500	*94%*	10,110	*94%*
10: History, Philosophy and Theology	3,825	*94%*	525	*93%*	4,350	*94%*
11: Social Sciences	2,255	*87%*	295	*91%*	2,550	*88%*
12: Languages, Literature and Culture	11,955	*95%*	4,275	*88%*	16,230	*93%*
13: Education and Training	1,805	*95%*	2,810	*90%*	4,620	*92%*
14: Preparation for Life and Work	86,270	*95%*	28,410	*94%*	114,680	*94%*
14(a): Independent Living Skills	645	*94%*	1,160	*97%*	1,805	*96%*
14(b): Adult Basic Education	5,215	*94%*	4,425	*96%*	9,635	*95%*
14(c): Foundation for Work	79,925	*95%*	21,655	*93%*	101,580	*94%*
14(d): English for Speakers of Other Languages	490	*100%*	1,170	*92%*	1,660	*94%*
15: Business, Administration and Law	5,230	*88%*	6,750	*91%*	11,975	*90%*
All sector subject areas	**169,095**	**93%**	**88,965**	**93%**	**258,060**	**93%**

Source: Lifelong Learning Wales Record (LLWR)

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

| Sector Subject Area | 2013/14 | | | | | |
| | 18 and under | | 19 and over | | All ages | |
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	8,840	*84%*	11,295	*87%*	20,140	*86%*
2: Science and Mathematics	8,810	*78%*	2,615	*75%*	11,425	*77%*
3: Agriculture, Horticulture and Animal Care	1,865	*83%*	2,075	*87%*	3,940	*85%*
4: Engineering and Manufacturing Technologies	6,005	*82%*	6,315	*88%*	12,325	*85%*
5: Construction, Planning and the Built Environment	4,320	*83%*	4,495	*85%*	8,815	*84%*
6: Information and Communication Technology	4,325	*83%*	4,580	*85%*	8,910	*84%*
7: Retail and Commercial Enterprise	7,285	*86%*	10,225	*91%*	17,510	*89%*
7(a): Retailing and Customer Service	885	*90%*	1,725	*90%*	2,610	*90%*
7(b): Hair and Beauty	2,965	*82%*	2,765	*83%*	5,730	*83%*
7(c): Hospitality and Catering	3,435	*89%*	5,735	*95%*	9,170	*93%*
8: Leisure, Travel and Tourism	5,930	*85%*	1,210	*87%*	7,140	*85%*
9: Arts, Media and Publishing	10,360	*85%*	3,085	*82%*	13,445	*84%*
9(a): Performing Arts	2,750	*84%*	585	*81%*	3,335	*84%*
9(b): Art and Design	7,610	*85%*	2,500	*82%*	10,110	*84%*
10: History, Philosophy and Theology	3,825	*89%*	525	*79%*	4,350	*87%*
11: Social Sciences	2,255	*80%*	295	*71%*	2,550	*78%*
12: Languages, Literature and Culture	11,955	*88%*	4,275	*80%*	16,230	*86%*
13: Education and Training	1,805	*92%*	2,810	*83%*	4,620	*87%*
14: Preparation for Life and Work	86,270	*88%*	28,410	*86%*	114,680	*88%*
14(a): Independent Living Skills	645	*93%*	1,160	*95%*	1,805	*94%*
14(b): Adult Basic Education	5,215	*91%*	4,425	*93%*	9,635	*92%*
14(c): Foundation for Work	79,925	*88%*	21,655	*84%*	101,580	*87%*
14(d): English for Speakers of Other Languages	490	*99%*	1,170	*89%*	1,660	*92%*
15: Business, Administration and Law	5,230	*80%*	6,750	*84%*	11,975	*82%*
All sector subject areas	**169,095**	***86%***	**88,965**	***86%***	**258,060**	***86%***

Source: Lifelong Learning Wales Record (LLWR)

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

Sector Subject Area	2013/14							
	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	235	82%	785	83%	1,670	86%	2,690	85%
3: Agriculture, Horticulture and Animal Care	45	81%	50	84%	125	79%	220	80%
4: Engineering and Manufacturing Technologies	365	79%	340	83%	475	93%	1,180	85%
5: Construction, Planning and the Built Environment	440	81%	225	81%	100	74%	765	80%
6: Information and Communication Technology	25	*	50	88%	245	83%	320	83%
7: Retail and Commercial Enterprise	695	80%	1,080	81%	1,140	87%	2,915	83%
7(a): Retailing and Customer Service	175	71%	600	79%	845	87%	1,620	82%
7(b): Hair and Beauty	385	82%	150	80%	20	*	555	81%
7(c): Hospitality and Catering	130	86%	330	84%	280	88%	740	86%
8: Leisure, Travel and Tourism	40	79%	75	84%	35	*	150	82%
9: Arts, Media and Publishing	*	*	*	*	*	*	5	*
13: Education and Training	15	*	20	*	80	96%	110	95%
15: Business, Administration and Law	230	86%	580	85%	725	86%	1,535	86%
All sector subject areas	**2,090**	**81%**	**3,205**	**82%**	**4,595**	**86%**	**9,890**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

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

Sector Subject Area	2013/14							
	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	145	88%	610	83%	1,655	86%	2,410	85%
3: Agriculture, Horticulture and Animal Care	20	*	25	*	70	76%	115	80%
4: Engineering and Manufacturing Technologies	270	91%	425	92%	105	89%	800	91%
5: Construction, Planning and the Built Environment	220	84%	225	79%	80	84%	525	81%
6: Information and Communication Technology	10	*	65	83%	165	85%	245	84%
7: Retail and Commercial Enterprise	95	85%	405	84%	460	84%	960	84%
7(a): Retailing and Customer Service	10	*	145	78%	305	87%	460	84%
7(b): Hair and Beauty	70	86%	145	89%	40	*	250	88%
7(c): Hospitality and Catering	15	*	115	87%	115	76%	250	81%
8: Leisure, Travel and Tourism	40	*	55	92%	70	91%	165	92%
9: Arts, Media and Publishing	15	*	10	*	5	*	30	*
13: Education and Training	15	*	65	87%	295	91%	375	90%
15: Business, Administration and Law	45	*	355	81%	1,050	84%	1,450	84%
All sector subject areas	**870**	**88%**	**2,245**	**84%**	**3,955**	**86%**	**7,070**	**85%**

Source: Lifelong Learning Wales Record (LLWR)

Table 3c - Framework success rates for Higher Apprenticeships by sector subject area and age group [1]

Sector Subject Area	2013/14							
	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	*	*	70	*77%*	440	*79%*	510	*79%*
4: Engineering and Manufacturing Technologies	5	*	*	*	5	*	15	*
9: Arts, Media and Publishing	0	*	0	*n/a*	0	*n/a*	0	*
15: Business, Administration and Law	*	*	35	*61%*	185	*46%*	220	*48%*
All sector subject areas	**10**	*	**110**	**71%**	**630**	**66%**	**750**	**67%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Detailed analysis of the data underpinning this table indicated the comparatively low sector figures are attributable to data-quality issues at a small cohort of learning providers. Further information relating to this issue can be found on page 3 of this release.

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

Sector Subject Area	2013/14							
	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	380	*84%*	1,470	*83%*	3,765	*85%*	5,610	*84%*
3: Agriculture, Horticulture and Animal Care	70	*82%*	75	*85%*	195	*78%*	340	*80%*
4: Engineering and Manufacturing Technologies	640	*84%*	770	*87%*	590	*92%*	2,000	*88%*
5: Construction, Planning and the Built Environment	660	*82%*	450	*80%*	180	*78%*	1,285	*81%*
6: Information and Communication Technology	35	*70%*	115	*85%*	410	*84%*	560	*83%*
7: Retail and Commercial Enterprise	785	*80%*	1,485	*82%*	1,605	*86%*	3,875	*83%*
7(a): Retailing and Customer Service	185	*71%*	745	*79%*	1,150	*87%*	2,080	*82%*
7(b): Hair and Beauty	455	*83%*	295	*84%*	55	*84%*	805	*83%*
7(c): Hospitality and Catering	150	*86%*	445	*85%*	400	*84%*	990	*85%*
8: Leisure, Travel and Tourism	80	*85%*	130	*87%*	105	*87%*	315	*87%*
9: Arts, Media and Publishing	15	*	15	*	5	*	35	*
13: Education and Training	25	*	85	*88%*	375	*92%*	485	*91%*
15: Business, Administration and Law	280	*87%*	970	*82%*	1,960	*79%*	3,210	*81%*
All sector subject areas	**2,970**	**83%**	**5,565**	**83%**	**9,180**	**84%**	**17,715**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

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

Destination	2013/14					
	Engagement		Level 1		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	225	*4%*	115	*3%*	340	*4%*
New programme of learning at the same level	170	*3%*	170	*4%*	340	*4%*
Progressed to learning at a higher level	2,890	*56%*	815	*21%*	3,705	*41%*
Full time employment	380	*7%*	1,320	*35%*	1,700	*19%*
Part time employment	20	*0%*	40	*1%*	60	*1%*
Self-employment	*	*0%*	5	*0%*	10	*0%*
Voluntary Work	45	*1%*	175	*5%*	220	*2%*
Seeking work / unemployed	1,055	*21%*	960	*25%*	2,015	*23%*
Other	170	*3%*	145	*4%*	315	*4%*
Not Known	170	*3%*	60	*2%*	230	*3%*
Total	**5,125**		**3,805**		**8,930**	

Source: Lifelong Learning Wales Record (LLWR)

Table 4b - Destinations of Adult Employability[1] leavers in three month period following end of programme

Destination	2013/14					
	Work Focussed Learning		Routeways to Work		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	0	*0%*	0	*0%*	0	*0%*
New programme of learning at the same level	50	*2%*	0	*0%*	50	*2%*
Progressed to learning at a higher level	115	*4%*	*	*1%*	115	*4%*
Full time employment	755	*30%*	60	*31%*	815	*30%*
Part time employment	35	*1%*	0	*0%*	35	*1%*
Self-employment	35	*1%*	*	*1%*	35	*1%*
Voluntary Work	445	*17%*	*	*2%*	445	*16%*
Seeking work / unemployed	940	*37%*	125	*66%*	1,065	*39%*
Other	75	*3%*	0	*0%*	75	*3%*
Not Known	110	*4%*	0	*0%*	110	*4%*
Total	**2,555**		**195**		**2,750**	

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes Steps to Employment and Work Ready programmes programmes

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	2013/14					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ[1]	1,475	*80%*	3,625	*85%*	5,100	*84%*
	QCF Award/Certificate/Diploma	2,050	*79%*	8,925	*86%*	10,970	*85%*
	Key Skills/Essential Skills Wales	3,055	*77%*	14,630	*84%*	17,685	*83%*
	Other	10	*	5	*	20	*
	All	**6,590**	**79%**	**27,185**	**85%**	**33,775**	**83%**
Apprenticeship	NVQ[1]	575	*86%*	2,800	*84%*	3,375	*84%*
	QCF Award/Certificate/Diploma	715	*90%*	6,525	*86%*	7,245	*87%*
	Key Skills/Essential Skills Wales	905	*88%*	11,620	*85%*	12,530	*85%*
	Other	165	*93%*	215	*90%*	380	*92%*
	All	**2,360**	**88%**	**21,160**	**85%**	**23,530**	**86%**
Higher Apprenticeship	NVQ[1]	5	*	180	*47%*	185	*48%*
	QCF Award/Certificate/Diploma	*	*	750	*67%*	755	*67%*
	Key Skills/Essential Skills Wales	25	*	1,905	*67%*	1,930	*67%*
	Other	0	*n/a*	0	*	0	*
	All	**30**	*	**2,835**	**65%**	**2,865**	**65%**
Flexible Learning	NVQ[1]	*	*	555	*90%*	560	*90%*
	QCF Award/Certificate/Diploma	*	*	375	*86%*	375	*86%*
	Key Skills/Essential Skills Wales	0	*	15	*	15	*
	Other	0	*n/a*	*	*	*	*
	All	*	*	**945**	**88%**	**950**	**87%**
Traineeship - Engagement	QCF Award/Certificate/Diploma	1,150	*88%*	*	*	1,155	*88%*
	Key Skills/Essential Skills Wales	2,100	*84%*	*	*	2,100	*84%*
	Other	270	*94%*	*	*	275	*94%*
	All	**3,520**	**86%**	*	*	**3,525**	**86%**
Traineeship - Level 1	NVQ[1]	715	*72%*	5	*	720	*72%*
	QCF Award/Certificate/Diploma	2,190	*80%*	15	*	2,205	*80%*
	Key Skills/Essential Skills Wales	3,155	*80%*	25	*	3,180	*80%*
	Other	335	*74%*	*	*	335	*73%*
	All	**6,390**	**79%**	**45**	**90%**	**6,440**	**79%**
Adult Employability[2] - Work Focussed Learning	NVQ[1]	25	*	275	*69%*	300	*68%*
	QCF Award/Certificate/Diploma	150	*77%*	2,155	*84%*	2,310	*83%*
	Key Skills/Essential Skills Wales	180	*77%*	1,630	*78%*	1,810	*78%*
	Other	15	*	160	*81%*	170	*79%*
	All	**370**	**75%**	**4,220**	**80%**	**4,590**	**80%**
Adult Employability[2] - Routeways to Work	QCF Award/Certificate/Diploma	10	*	260	*98%*	270	*98%*
	Key Skills/Essential Skills Wales	0	*n/a*	0	*n/a*	0	*n/a*
	Other	0	*n/a*	0	*n/a*	0	*n/a*
	All	**10**	*	**260**	**98%**	**270**	**98%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes QCF qualifications that directly replace NVQs

[2] Includes Steps to Employment and Work Ready programmes

Table 6: Completion, attainment and success rates for ACL provision by type of provision and level

Type of ACL provision	Level	2013/14				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by	Entry Level	2,910	91%	1,850	83%	76%
local authorities	Level 1	3,135	94%	2,805	90%	85%
	Level 2	2,160	98%	1,995	93%	91%
	Other Levels	13,210	89%	1,885	84%	79%
	All	**21,410**	**91%**	**8,540**	**88%**	**83%**
Delivered by local authorities	Entry Level	8,535	93%	6,315	88%	81%
via a franchise arrangement	Level 1	7,195	92%	6,235	91%	84%
with an FE institution	Level 2	5,075	94%	4,375	91%	86%
	Other Levels	1,215	93%	730	86%	78%
	All	**22,020**	**93%**	**17,655**	**90%**	**83%**
Other ACL delivered	Entry Level	14,610	95%	11,265	90%	85%
by FE institutions	Level 1	26,025	96%	23,640	93%	89%
	Level 2	10,715	95%	9,125	90%	86%
	Other Levels	13,495	95%	2,850	90%	82%
	All	**64,845**	**95%**	**46,880**	**91%**	**87%**
All provision types	Entry Level	26,055	94%	19,430	88%	83%
	Level 1	36,355	95%	32,685	93%	88%
	Level 2	17,950	95%	15,500	91%	87%
	Other Levels	27,915	92%	5,465	87%	81%
	All	**108,275**	**94%**	**73,080**	**91%**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

Table 7: Completion, attainment and success rates for ACL provision by type of provision and age group

Type of Provision	Age Group	2013/14				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	18 and under	445 (r)	91% (r)	325 (r)	93%	88% (r)
	19 - 24	1,400 (r)	90% (r)	920 (r)	90%	84%
	25 - 49	8,285 (r)	90%	3,765 (r)	88%	83%
	50 - 74	9,680 (r)	92%	3,120 (r)	88%	83%
	75 and over	1,530 (r)	92%	370 (r)	82%	76% (r)
	All	**21,410**	**91%**	**8,540**	**88%**	**83%**
Delivered by local authorities via a franchise arrangement with an FE institution	18 and under	1,005	91%	740	79%	72%
	19 - 24	2,475	93%	1,965	89%	83%
	25 - 49	10,430	93%	8,305	90%	83%
	50 - 74	7,495	94%	6,140	90%	85%
	75 and over	600	92%	495	90%	83%
	All	**22,020**	**93%**	**17,655**	**90%**	**83%**
Other ACL delivered by FE institutions	18 and under	3,835	97%	3,055	92%	89%
	19 - 24	8,770	95%	6,980	93%	88%
	25 - 49	30,700	95%	22,345	92%	87%
	50 - 74	19,005	95%	12,980	90%	86%
	75 and over	2,285	94%	1,415	89%	84%
	All	**64,845**	**95%**	**46,880**	**91%**	**87%**
All provision types	18 and under	5,285 (r)	95%	4,120 (r)	90%	85%
	19 - 24	12,645 (r)	94%	9,870 (r)	92%	87%
	25 - 49	49,415 (r)	94%	34,410 (r)	91%	86%
	50 - 74	36,185 (r)	94%	22,235 (r)	90%	85%
	75 and over	4,415 (r)	93%	2,280 (r)	88%	82%
	All	**108,275**	**94%**	**73,080**	**91%**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

(r) Data item revised on 31 March 2015 following publication

Table 8: Completion, attainment and success rates for ACL provision by level and sector subject area

Level	Sector Subject Area	2013/14				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	2,630	93%	1,770	88%	82%
	Information and Communication Technology	2,600 (r)	94%	2,055	91%	86%
	Languages, Literature and Culture	1,615	91%	1,100	87%	79%
	Adult Basic Education	6,360	95%	4,255	90%	86%
	English for Speakers of Other Languages	5,705	94%	4,580	89%	83%
	Other	7,145 (r)	95%	5,665 (r)	86%	81%
	All	**26,055**	**94%**	**19,430**	**88%**	**83%**
Level 1	Arts, Media and Publishing	4,820	93%	4,255	90%	84%
	Information and Communication Technology	5,710 (r)	93%	4,860 (r)	90%	84%
	Languages, Literature and Culture	1,955	90%	1,650	90%	81%
	Adult Basic Education	4,970	94%	4,325	92%	87%
	English for Speakers of Other Languages	1,665	95%	1,300	90%	85%
	Other	17,235 (r)	96%	16,295 (r)	95%	91%
	All	**36,355**	**95%**	**32,685**	**93%**	**88%**
Level 2	Arts, Media and Publishing	2,755	94%	2,520	92%	87%
	Information and Communication Technology	1,745 (r)	94%	1,380 (r)	87% (r)	82% (r)
	Languages, Literature and Culture	635	91%	380	82%	74%
	Adult Basic Education	725	94%	260	82%	76%
	English for Speakers of Other Languages	470	95%	400	85%	82%
	Other	11,620 (r)	96%	10,555 (r)	91%	88%
	All	**17,950**	**95%**	**15,500**	**91%**	**87%**
Other Levels	Arts, Media and Publishing	5,295	90%	540	82%	78%
	Information and Communication Technology	5,510 (r)	92%	1,230 (r)	93%	85% (r)
	Languages, Literature and Culture	1,775	89%	465	89%	79%
	Adult Basic Education	2,880	90%	535	89%	80%
	English for Speakers of Other Languages	1,280	93%	130	82%	79%
	Other	11,170 (r)	94%	2,565 (r)	86%	80%
	All	**27,915**	**92%**	**5,465**	**87%**	**81%**
All Levels	Arts, Media and Publishing	15,500	92%	9,090	90%	84%
	Information and Communication Technology	15,565 (r)	93%	9,530 (r)	90%	84%
	Languages, Literature and Culture	5,985	90%	3,600	88%	79%
	Adult Basic Education	14,935	94%	9,375	91%	86%
	English for Speakers of Other Languages	9,125	94%	6,410	89%	83%
	Other	47,165 (r)	95%	35,080 (r)	92%	88%
	All	**108,275**	**94%**	**73,080**	**91%**	**86%**

Source: Lifelong Learning Wales Record (LLWR)

(r) Data item revised on 31 March 2015 following publication

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2013/14. It covers further education (FE), work based learning (WBL) and adult community learning (ACL) provision delivered by learning providers funded by the Department for Education and Skills (DfES). However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE, WBL and 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

- Data are presented on an 'academic year' basis referring to the period 1 August to 31 July.

- The terms 'learning activity' or 'learning aim' refer to a specific qualification pursued by a learner, for example, an A Level or Key Skill. The term 'learning programme' refers to a group of related learning activities or aims.

2.2 Cohorts

- The base cohorts underpinning tables 1a – 1c, 2a – 2c, 6, 7 and 8 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 – 3d and 4a – 4b comprise all work based learning programmes recorded as ending in the respective academic year.

- The base cohort underpinning table 5 comprises 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; WBL provision delivered by contracted lead providers; and ACL provision delivered by ACL partnerships.

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, Higher Apprenticeship, Traineeship or Work Ready programme. Note that this definition of work-based learning differs from that used for funding purposes.

ACL provision 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
- Other ACL delivered by FE institutions (this includes all provision delivered in Wales by the YMCA Wales Community College and the Workers Education Association (WEA) Cymru).

Other ACL provision delivered by FE institutions is the largest provision type comprising 59 per cent 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 21 per cent and 20 per cent of all ACL provision respectively.

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

- Higher Education (HE) provision delivered by FE institutions.

- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent.

- Pathways to Apprenticeships provision.

Note that data relating to FE provision delivered at Merthyr Tydfil College was excluded from historical versions of this release but has been included since 2012/13.

2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a, 2a, 6, 7 and 8 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, 2b, 6, 7 and 8 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, 5, 6, 7 and 8 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 underlying methodology as the standard success rate. However, each learning activity is weighted by the notional learning time required to undertake it.

2.6 Framework Success

- The framework success rates shown in tables 3a – 3d 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.

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. .

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.

- In tables 1a – 1c and 2a – 2c 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, 3a – 3d and 8 are based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual) and reflect the sub-areas used by Estyn for inspection purposes. The sector/subject areas in table 8 have been grouped to reflect the most popular ACL subject areas.

- The total lines include learning activities with unknown sector/subject areas.

- Apprenticeship programmes have been mapped to sector/subject areas in tables 3a – 3d on the basis of the occupational sector code.

2.10 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 WBL

learning activity success rates in table 5 and all learner outcome measures in tables 1a - 1c, 2a – 2b, 6, 7 and 8.

2.11 Destinations

- A change to the data collected on learner destinations via the LLWR was implemented in 2013/14 to identify learners progressing to full-time or part-time employment. As such, the information detailed in tables 4a and 4b differs slightly from previous years and care should be taken when making comparisons across years.

- Destinations data for Traineeship – Bridge to Employment programmes has not been included in this release due to small, unrepresentative numbers of leavers in 2013/14.

2.12 Work Ready programme

- The Work Ready programme was introduced partway through 2013/14 and directly replaced the Steps to Employment programme. These programmes are referred to collectively as 'Adult Employability programmes' in tables 4b and 5 of this release.

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, WBL providers and local authorities. 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 seven years:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
% of completed, assessable learning activities not linking to an award	13	7	3	3	3	1	1
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2	1	1	1	1

Source: Lifelong Learning Wales Record (LLWR)

Pages 5 to 7 of this release also discuss the potential impact to data quality arising from the issue of data management principles to providers during the 2011/12 academic year.

Pages 7 and 8 of this release provide an overview of data-issues relating specifically to the WBL framework success rate measure.

In addition, the following data issues are of particular relevance to tables 6, 7 and 8 of this release:

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 (56 per cent of terminated learning activities in 2013/14) compared with local authority provision delivered via a franchise arrangement with an FE institution (10 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (21 per cent of terminated activities).

However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. This suggests that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates.

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. These learning activities have been categorised as 'Other Levels' in tables 6 and 8 of this release.

Other 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 March/April.

4.4 Accessibility and Clarity

This statistical release is pre-announced and then published on the Statistics and Research section of the Welsh Government website.

4.5 Comparability

Figures in this statistical release are broadly comparable with previous years. Past releases can be accessed via the following link:

[Learner Outcome Measures for Further Education, Work Based Learning and Adult Community Learning - past releases](#)

Note that, prior to 2012/13, data on FE and WBL provision were published separately to ACL provision.

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found via the following links:

[Skills Funding Agency / Department for Business & Skills - Learner participation, outcomes and level of highest qualification](#)

[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.

5. Additional Information

5.1 Further dissemination of performance measures

Learner Outcomes Reports (LORs) for FE institutions, WBL consortia, other training providers and ACL partnerships will be published by DfES in April 2015:

[Learner Outcomes Reports for Further Education](#)

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

[Learner Outcomes Reports for Adult Community Learning Partnerships](#)

Data underpinning the 2013/14 learner outcome measures will also be included in DfES' online benchmarking tool for use by FE institutions, WBL providers and ACL partnerships. 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 Consistent post-16 performance measures

Arrangements for measuring performance in school sixth forms and in further education/work-based learning are currently entirely separate. Performance measures are produced from different data-collection systems using differing analysis methodologies. This means we are unable to compare outcomes in a meaningful way across learner settings, and that learners and parents do not have access to transparent information to inform their choices.

To address this disparity, the Welsh Government's Department for Education and Skills (DfES) is currently working to develop a set of consistent measures for further education institutions and sixth forms to enable the publication of headline and provider level information on an annual basis. Further information about DfES' development of consistent measures for post-16 learning can be found on the [DfES website](#).