



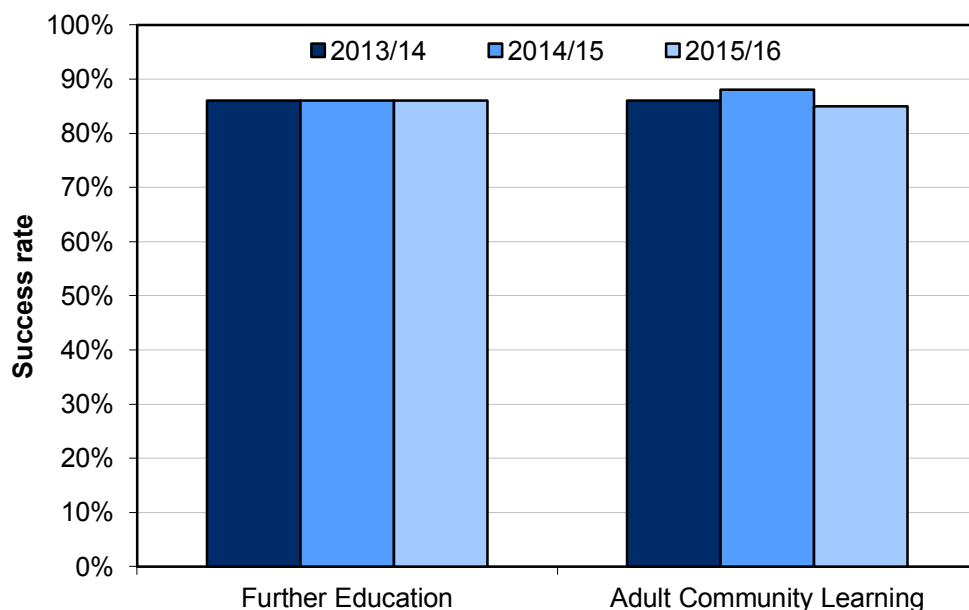
Learner Outcome Measures for Further Education and Adult Community Learning: 2015/16

2 February 2017
SFR 9/2017

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

- The overall learning activity success rate for FE in 2015/16 was 86 per cent.
- The learning activity success rate for main qualifications in FE was 83 per cent.
- The overall learning activity success rate for ACL was 85 per cent.

Chart 1: Trends in learner outcomes



This year the timetable for the production of final learner outcomes data for FE and ACL was brought forward by around two months. Statistics are drawn from a database based on the LLWR as at December (rather than February, as in previous years). Data on learner outcomes in Work-based Learning (WBL) are not included as part of this release this year. WBL outcomes will be published according to the same timetable as previous years (i.e. LLWR data as at February). Further information is provided in [section 4.3](#) of the notes accompanying this release.

About this release

This release presents information on learner outcomes for 2015/16, covering Further Education (FE) and Adult Community Learning (ACL) delivered by learning providers in Wales. The statistics are broken down by level of study, type of learning aim, learner age, sector/subject area, qualification type and type of provision, and are derived from the Lifelong Learning Wales Record (LLWR).

In this release

Outcomes in further education	2
Outcomes in adult community learning	4
Tables	6
Notes	17

Outcomes in further education

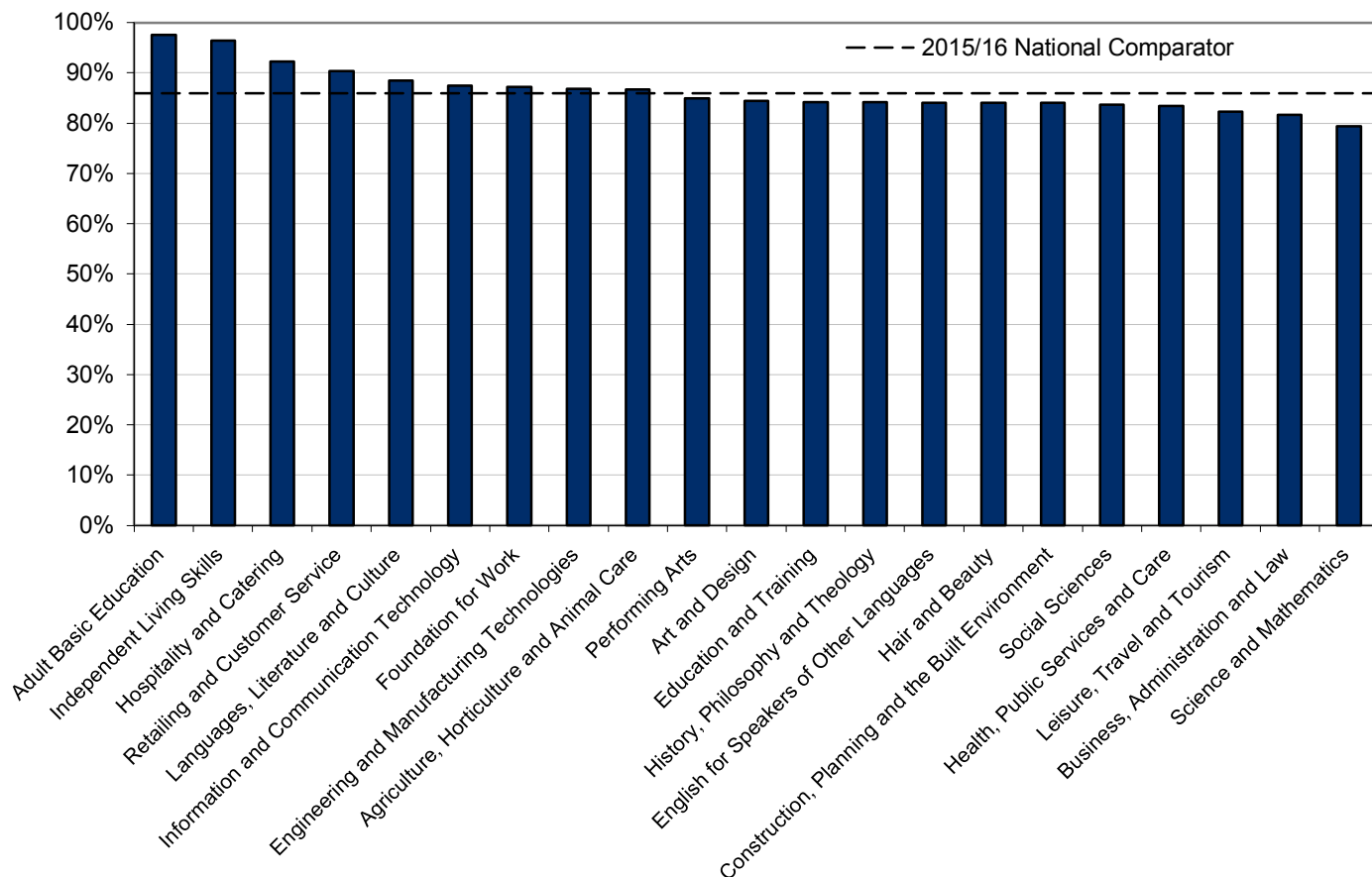
Across all FE programmes in 2015/16, 92 per cent of learning activities were completed and of those activities with an assessable outcome, 94 per cent were attained. Overall, 86 per cent of learning activities were successfully completed and attained, the same rate as in 2014/15.

In 2014/15 a new [Post-16 Planning and Funding Framework](#) was introduced, based on programmes of learning designed to support progression to further learning or employment. Each programme comprises one or more main qualifications (such as A Levels or a BTEC Diploma), together with additional qualifications which support the development of essential skills and help ensure that the individual learner's needs are met. Last year, we published completion, attainment and success measures for main qualifications for the first time. For learners on full-time programmes, 83 per cent of main qualifications were successfully completed and attained in 2015/16, an increase of one percentage point on 2014/15. The success rate for main qualifications is 3 percentage points lower than the success rate for all qualifications. The new Welsh Baccalaureate and Skills Challenge Certificate qualifications introduced in September 2015 have been excluded from the base cohort of learning activities in this release. Furthermore, the Essential Skills Wales suite of qualifications introduced in September 2015 has also been excluded. Further information on both of these exclusions is provided in [section 2.2](#) of the notes accompanying this release.

Analysis of FE success rates by sector/subject area ([Chart 2](#)) shows that:

- Success rates were highest in the areas of Adult Basic Education; Independent Living Skills; Hospitality and Catering; Retailing and Customer Service; and Languages, Literature and Culture.
- Success rates were lowest in the areas of Science and Mathematics; Business, Administration and Law; Leisure, Travel and Tourism; Health, Public Services and Care; and Social Sciences.

Chart 2: FE learning activity success rates, by sector/subject area, 2015/16



Analysis of FE success rates by learner age group shows that:

- There was little difference in the overall success rate between learners aged 18 and under and those aged 19 and over;
- However, success rates were higher for learners aged 19 and over at entry level and notional levels 1 and 2 and higher for learners aged 18 and under at notional level 3;
- There was little difference in the success rate for ‘short course’ provision between learners aged 18 and under and those aged 19 and over.

See tables [1a – 1c](#), [2a – 2c](#) and [3](#) for further information.

Outcomes in adult community learning

For the purposes of this release, we have focussed on three distinct types of ACL provision:

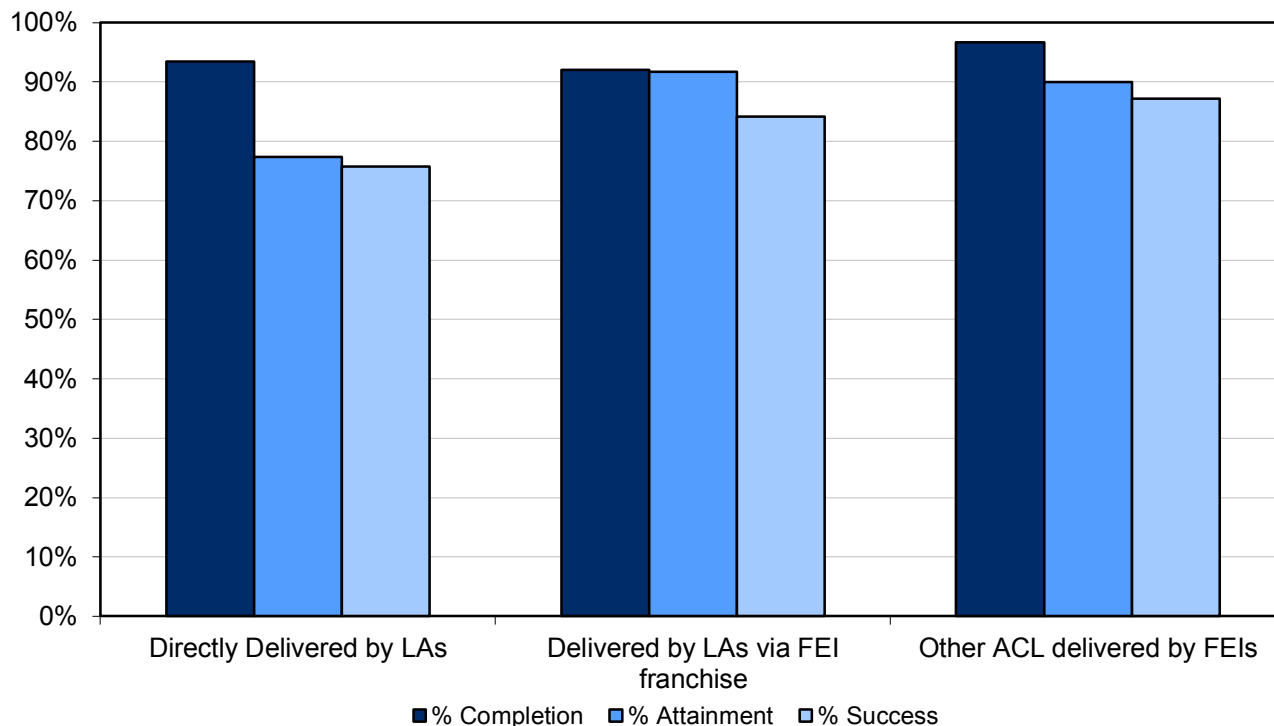
- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution; and
- Other ACL delivered by FE institutions (this includes all provision delivered by Adult Learning Wales).

Further information is provided in [section 2.3](#).

The following chart shows that there was some variation across the different types of ACL provision for all three learner outcome measures in 2015/16. 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. Furthermore, there are a number of known issues where certain ACL providers have failed to upload either learning activity records or complete award records for existing learning activities to the LLWR in time for the final statistical data freeze. This has impacted on the learner outcome measures presented here. 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 and making year-on-year comparisons using the ACL learner outcome measures.

Whilst completion rates remained at a similar level to those seen in 2014/15 for both ACL directly delivered by LAs and other ACL delivered by FEIs, both types of provision have seen a decrease in attainment and success rates. For ACL directly delivered by LAs, attainment and success rates have decreased by 7 and 5 percentage points, respectively. For other ACL delivered by FEIs, attainment and success rates have both decreased by 4 percentage points. The completion rate for ACL delivered by LAs via FEI franchise decreased by 3 percentage points since 2014/15 but attainment and success rates increased by 7 and 4 percentage points, respectively.

Chart 3: ACL learner outcome measures, by type of provision, 2015/16



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 entry level learning aims. Completion rates for provision delivered via a FE institution franchise or other ACL provision delivered by FE institutions were highest for level 2 learning aims;
- Success rates for provision directly delivered by local authorities were highest for entry level learning aims and lowest for learning aims at other levels (a large proportion of which includes learning activities where the level is not known). Success rates for provision delivered via a FE institution franchise were highest for learning aims at both entry level and level 1. Success rates for other ACL provision delivered by FE institutions were highest for learning aims at level 1.
- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Adult Basic Education and Languages, Literature and Culture.

See tables [4](#), [5](#) and [6](#) for further information.

Tables

Tables 1a – 1c	Completion, attainment and success rates for FE provision by notional level, broad type of learning aim and age group
Tables 2a – 2c	Completion, attainment and success rates for FE provision by sector/subject area and age group
Table 3	Completion, attainment and success rates for main qualifications in FE by qualification type
Table 4	Completion, attainment and success rates for ACL provision by type of provision and notional level
Table 5	Completion, attainment and success rates for ACL provision by type of provision and age group
Table 6	Completion, attainment and success rates for ACL provision by notional level and sector/subject area

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

Level	Type of learning aim	2015/16					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level		7,490	94%	10,690	96%	18,180	95%
Level 1	NVQ ¹	705	88%	565	92%	1,270	90%
	Award	1,185	90%	1,180	92%	2,365	91%
	Certificate	1,270	88%	485	89%	1,750	88%
	Diploma	4,055	89%	925	86%	4,980	88%
	Key Skills / Essential Skills Wales ²	6,385	90%	1,935	89%	8,320	89%
	Quality Assured Lifelong Learning ³	970	96%	1,480	96%	2,450	96%
	Other ⁴	7,485	95%	4,925	95%	12,410	95%
	All	22,055	91%	11,490	93%	33,545	92%
Level 2	GCSE/VCE	6,705	86%	2,520	85%	9,225	86%
	NVQ ¹	1,370	88%	1,885	90%	3,255	89%
	Award	4,190	96%	5,880	98%	10,070	97%
	Certificate	1,980	88%	2,325	86%	4,305	87%
	Diploma	4,580	87%	2,815	83%	7,395	85%
	Key Skills / Essential Skills Wales ²	11,400	91%	4,140	90%	15,535	91%
	Quality Assured Lifelong Learning ³	365	96%	1,315	94%	1,680	95%
	Other ⁴	2,485	95%	2,565	96%	5,050	95%
	All	33,070	90%	23,440	91%	56,510	90%
Level 3	A/AS/A2 Level	20,255	93%	880	82%	21,135	92%
	NVQ ¹	260	91%	1,005	89%	1,260	89%
	Award	495	97%	2,570	96%	3,065	97%
	Certificate	1,095	89%	915	90%	2,010	89%
	Diploma	11,670	90%	5,020	87%	16,690	89%
	Key Skills / Essential Skills Wales ²	17,830	96%	3,485	94%	21,315	95%
	Quality Assured Lifelong Learning ³	65	94%	280	96%	345	96%
	Other ⁴	7,570	92%	3,475	86%	11,045	90%
	All	59,235	93%	17,630	90%	76,865	92%
Level 4+		10	*	705	89%	715	89%
Level Not Known		17,615	92%	7,410	92%	25,030	92%
Other Short		1,235	96%	7,900	99%	9,135	99%
All learning aims		140,720	92%	79,265	92%	219,980	92%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Excludes the Essential Skills Wales suite of qualifications introduced in September 2015

³ Formerly known as OCNs

⁴ Excludes the new Welsh Bacallaureate and Skills Challenge Certificate qualifications introduced in September 2015

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

		2015/16					
		18 and under		19 and over		All ages	
Level	Type of learning aim	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		5,355	96%	7,450	95%	12,805	95%
Level 1	NVQ ¹	665	94%	555	98%	1,220	96%
	Award	1,075	91%	1,015	86%	2,090	88%
	Certificate	1,195	94%	435	90%	1,630	93%
	Diploma	3,855	95%	875	95%	4,735	95%
	Key Skills / Essential Skills Wales ²	6,025	94%	1,850	96%	7,870	95%
	Quality Assured Lifelong Learning ³	910	94%	1,420	96%	2,330	95%
	Other ⁴	3,640	99%	2,735	98%	6,375	99%
	All	17,365	95%	8,890	95%	26,250	95%
Level 2	GCSE/VCE	6,285	94%	2,315	92%	8,600	93%
	NVQ ¹	1,280	94%	1,805	96%	3,085	95%
	Award	3,965	95%	5,690	97%	9,655	96%
	Certificate	1,680	85%	2,130	92%	3,810	88%
	Diploma	4,055	89%	2,520	90%	6,575	89%
	Key Skills / Essential Skills Wales ²	10,715	94%	3,995	97%	14,710	95%
	Quality Assured Lifelong Learning ³	355	98%	1,255	96%	1,615	96%
	Other ⁴	580	89%	1,190	95%	1,770	93%
	All	28,920	93%	20,900	94%	49,820	93%
Level 3	A/AS/A2 Level	18,380	91%	790	90%	19,170	91%
	NVQ ¹	240	92%	935	93%	1,175	93%
	Award	465	94%	2,440	95%	2,905	95%
	Certificate	985	90%	820	90%	1,805	90%
	Diploma	11,005	94%	4,550	91%	15,555	93%
	Key Skills / Essential Skills Wales ²	16,940	95%	3,295	95%	20,230	95%
	Quality Assured Lifelong Learning ³	65	95%	275	98%	340	98%
	Other ⁴	2,660	88%	2,395	91%	5,055	89%
	All	50,735	93%	15,500	92%	66,230	93%
Level 4+		10	*	565	81%	575	81%
Level Not Known		750	97%	1,155	99%	1,905	98%
Other Short		275	99%	2,475	98%	2,750	98%
All learning aims		103,405	93%	56,935	94%	160,335	94%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Excludes the Essential Skills Wales suite of qualifications introduced in September 2015

³ Formerly known as OCNs

⁴ Excludes the new Welsh Bacculaureate and Skills Challenge Certificate qualifications introduced in September 2015

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

Level	Type of learning aim	2015/16					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		5,355	89%	7,450	92%	12,805	91%
Level 1	NVQ ¹	665	83%	555	90%	1,220	86%
	Award	1,075	82%	1,015	79%	2,090	80%
	Certificate	1,195	83%	435	81%	1,630	82%
	Diploma	3,855	84%	875	81%	4,735	84%
	Key Skills / Essential Skills Wales ²	6,025	84%	1,850	85%	7,870	85%
	Quality Assured Lifelong Learning ³	910	90%	1,420	92%	2,330	91%
	Other ⁴	3,640	98%	2,735	97%	6,375	98%
	All	17,365	87%	8,890	89%	26,250	87%
Level 2	GCSE/VCE	6,285	81%	2,315	78%	8,600	80%
	NVQ ¹	1,280	82%	1,805	86%	3,085	84%
	Award	3,965	91%	5,690	95%	9,655	93%
	Certificate	1,680	75%	2,130	79%	3,810	77%
	Diploma	4,055	77%	2,520	74%	6,575	76%
	Key Skills / Essential Skills Wales ²	10,715	86%	3,995	86%	14,710	86%
	Quality Assured Lifelong Learning ³	355	94%	1,255	90%	1,615	91%
	Other ⁴	580	82%	1,190	93%	1,770	89%
	All	28,920	83%	20,900	85%	49,820	84%
Level 3	A/AS/A2 Level	18,380	84%	790	74%	19,170	84%
	NVQ ¹	240	84%	935	83%	1,175	83%
	Award	465	92%	2,440	91%	2,905	91%
	Certificate	985	80%	820	81%	1,805	80%
	Diploma	11,005	85%	4,550	79%	15,555	83%
	Key Skills / Essential Skills Wales ²	16,940	91%	3,295	89%	20,230	91%
	Quality Assured Lifelong Learning ³	65	90%	275	94%	340	93%
	Other ⁴	2,660	82%	2,395	77%	5,055	79%
	All	50,735	86%	15,500	83%	66,230	85%
Level 4+		10	*	565	72%	575	72%
Level Not Known		750	90%	1,155	97%	1,905	94%
Other Short		275	98%	2,475	98%	2,750	98%
All learning aims		103,405	86%	56,935	86%	160,335	86%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Excludes the Essential Skills Wales suite of qualifications introduced in September 2015

³ Formerly known as OCNs

⁴ Excludes the new Welsh Bacculaureate and Skills Challenge Certificate qualifications introduced in September 2015

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

Sector Subject Area	2015/16					
	18 and under		19 and over		All ages	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	7,790	90%	9,930	91%	17,720	90%
2: Science and Mathematics	11,895	91%	2,920	87%	14,815	90%
3: Agriculture, Horticulture and Animal Care	1,660	91%	1,865	96%	3,525	94%
4: Engineering and Manufacturing Technologies	5,525	91%	4,470	95%	9,995	93%
5: Construction, Planning and the Built Environment	3,910	89%	4,565	94%	8,470	92%
6: Information and Communication Technology	3,495	92%	4,530	95%	8,025	93%
7: Retail and Commercial Enterprise	6,105	91%	6,290	93%	12,395	92%
7(a): Retailing and Customer Service	1,750	91%	1,505	92%	3,255	91%
7(b): Hair and Beauty	2,055	88%	1,935	89%	3,995	89%
7(c): Hospitality and Catering	2,305	94%	2,845	96%	5,150	95%
8: Leisure, Travel and Tourism	3,695	90%	730	94%	4,425	91%
9: Arts, Media and Publishing	7,830	91%	1,915	89%	9,745	90%
9(a): Performing Arts	1,820	91%	315	86%	2,135	90%
9(b): Art and Design	6,005	91%	1,605	89%	7,610	90%
10: History, Philosophy and Theology	4,015	93%	745	85%	4,760	92%
11: Social Sciences	2,695	92%	265	86%	2,965	91%
12: Languages, Literature and Culture	8,040	92%	4,315	93%	12,350	92%
13: Education and Training	115	97%	1,295	90%	1,405	90%
14: Preparation for Life and Work	69,015	93%	28,320	92%	97,340	93%
14(a): Independent Living Skills	445	95%	755	98%	1,200	97%
14(b): Adult Basic Education	5,970	94%	3,865	97%	9,835	95%
14(c): Foundation for Work	62,185	93%	19,475	91%	81,660	92%
14(d): English for Speakers of Other Languages	415	95%	4,225	95%	4,640	95%
15: Business, Administration and Law	4,795	91%	7,070	92%	11,865	92%
All sector subject areas¹	140,720	92%	79,265	92%	219,980	92%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

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

Sector Subject Area	2015/16					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	6,475	93%	7,295	93%	13,775	93%
2: Science and Mathematics	9,130	89%	2,075	90%	11,200	89%
3: Agriculture, Horticulture and Animal Care	1,545	93%	1,595	92%	3,135	93%
4: Engineering and Manufacturing Technologies	4,910	93%	3,905	95%	8,815	94%
5: Construction, Planning and the Built Environment	3,485	92%	3,245	94%	6,730	93%
6: Information and Communication Technology	2,865	92%	2,595	97%	5,465	94%
7: Retail and Commercial Enterprise	4,760	95%	5,330	97%	10,095	96%
7(a): Retailing and Customer Service	655	97%	835	97%	1,490	97%
7(b): Hair and Beauty	1,920	94%	1,795	96%	3,715	95%
7(c): Hospitality and Catering	2,190	96%	2,700	98%	4,890	97%
8: Leisure, Travel and Tourism	3,180	91%	600	89%	3,780	91%
9: Arts, Media and Publishing	6,395	95%	1,270	94%	7,670	95%
9(a): Performing Arts	1,645	95%	260	93%	1,905	95%
9(b): Art and Design	4,750	95%	1,015	95%	5,765	95%
10: History, Philosophy and Theology	1,830	92%	225	96%	2,055	92%
11: Social Sciences	2,470	92%	250	94%	2,720	92%
12: Languages, Literature and Culture	7,415	96%	3,210	95%	10,620	96%
13: Education and Training	80	96%	1,155	94%	1,230	94%
14: Preparation for Life and Work	45,085	94%	19,140	95%	64,225	95%
14(a): Independent Living Skills	200	99%	530	98%	730	98%
14(b): Adult Basic Education	3,320	99%	2,570	98%	5,890	99%
14(c): Foundation for Work	41,300	94%	13,005	95%	54,300	94%
14(d): English for Speakers of Other Languages	265	94%	3,040	89%	3,300	89%
15: Business, Administration and Law	3,680	89%	5,000	91%	8,680	90%
All sector subject areas¹	103,405	93%	56,935	94%	160,335	94%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

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

Sector Subject Area	2015/16					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	6,475	83%	7,295	84%	13,775	83%
2: Science and Mathematics	9,130	80%	2,075	76%	11,200	79%
3: Agriculture, Horticulture and Animal Care	1,545	85%	1,595	88%	3,135	87%
4: Engineering and Manufacturing Technologies	4,910	84%	3,905	90%	8,815	87%
5: Construction, Planning and the Built Environment	3,485	82%	3,245	87%	6,730	84%
6: Information and Communication Technology	2,865	84%	2,595	92%	5,465	87%
7: Retail and Commercial Enterprise	4,760	87%	5,330	90%	10,095	89%
7(a): Retailing and Customer Service	655	91%	835	90%	1,490	90%
7(b): Hair and Beauty	1,920	83%	1,795	85%	3,715	84%
7(c): Hospitality and Catering	2,190	90%	2,700	94%	4,890	92%
8: Leisure, Travel and Tourism	3,180	82%	600	83%	3,780	82%
9: Arts, Media and Publishing	6,395	85%	1,270	81%	7,670	85%
9(a): Performing Arts	1,645	86%	260	78%	1,905	85%
9(b): Art and Design	4,750	85%	1,015	82%	5,765	84%
10: History, Philosophy and Theology	1,830	85%	225	78%	2,055	84%
11: Social Sciences	2,470	84%	250	80%	2,720	84%
12: Languages, Literature and Culture	7,415	89%	3,210	88%	10,620	89%
13: Education and Training	80	94%	1,155	84%	1,230	84%
14: Preparation for Life and Work	45,085	88%	19,140	88%	64,225	88%
14(a): Independent Living Skills	200	97%	530	96%	730	96%
14(b): Adult Basic Education	3,320	98%	2,570	97%	5,890	98%
14(c): Foundation for Work	41,300	87%	13,005	87%	54,300	87%
14(d): English for Speakers of Other Languages	265	89%	3,040	84%	3,300	84%
15: Business, Administration and Law	3,680	80%	5,000	83%	8,680	82%
All sector subject areas¹	103,405	86%	56,935	86%	160,335	86%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Table 3 - Completion, attainment and success rates for main qualifications in FE, by qualification type

Qualification Type	2015/16				
	No. of Completed Learning Activities		No. of Attained Learning Activities		
		% Completion		% Attainment	% Success
Vocational qualifications ¹	36,125	89%	32,825	93%	83%
Academic qualifications ²	21,400	91%	19,510	91%	83%
All main qualifications	57,520	90%	52,335	92%	83%

Source: Lifelong Learning Wales Record (LLWR)

¹ including NVQs, Diplomas, Extended Diplomas

² Including GCSEs; AS/A/A2 Levels; Access Certificates/Diplomas

Table 4 – Completion, attainment and success rates for ACL provision, by type of provision and notional level

		2015/16				
Type of ACL provision	Level	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	Entry Level	2,950	99%	1,900	91%	90%
	Level 1	1,875	98%	1,520	82%	81%
	Level 2	2,870	97%	2,360	83%	81%
	Other Levels	8,110	89%	220	22%	21%
	All	15,810	93%	6,000	77%	76%
Delivered by local authorities via a franchise arrangement with an FE institution	Entry Level	3,290	92%	2,850	93%	85%
	Level 1	1,830	92%	1,625	93%	85%
	Level 2	500	95%	365	81%	78%
	Other Levels	245	93%	45	66%	65%
	All	5,865	92%	4,885	92%	84%
Other ACL delivered by FE institutions	Entry Level	15,595	96%	13,010	89%	85%
	Level 1	14,955	97%	13,265	92%	89%
	Level 2	7,970	98%	6,910	89%	87%
	Other Levels	11,655	96%	1,635	89%	85%
	All	50,175	97%	34,820	90%	87%
All provision types	Entry Level	21,835	96%	17,760	90%	86%
	Level 1	18,660	97%	16,410	91%	88%
	Level 2	11,340	98%	9,635	87%	85%
	Other Levels	20,010	93%	1,900	66%	63%
	All	71,850	96%	45,705	88%	85%

Source: Lifelong Learning Wales Record (LLWR)

Table 5 – Completion, attainment and success rates for ACL provision, by type of provision and age group

		2015/16				
Type of Provision	Age Group	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	18 and under	560	93%	320	67%	64%
	19 - 24	1,170	93%	640	72%	70%
	25 - 49	7,070	92%	3,455	84%	82%
	50 - 74	6,220	94%	1,460	70%	69%
	75 and over	770	96%	125	68%	66%
	All ¹	15,810	93%	6,000	77%	76%
Delivered by local authorities via a franchise arrangement with an FE institution	18 and under	205	89%	180	90%	79%
	19 - 24	665	92%	540	93%	85%
	25 - 49	3,335	92%	2,860	92%	85%
	50 - 74	1,520	93%	1,205	90%	84%
	75 and over	135	90%	100	92%	82%
	All ¹	5,865	92%	4,885	92%	84%
Other ACL delivered by FE institutions	18 and under	2,860	98%	2,215	91%	89%
	19 - 24	6,115	97%	4,645	91%	88%
	25 - 49	25,620	97%	18,525	91%	88%
	50 - 74	13,870	97%	8,645	88%	86%
	75 and over	1,640	96%	785	85%	81%
	All ¹	50,175	97%	34,820	90%	87%
All provision types	18 and under	3,625	96%	2,710	87%	84%
	19 - 24	7,945	96%	5,825	88%	86%
	25 - 49	36,030	95%	24,840	90%	87%
	50 - 74	21,610	96%	11,310	86%	83%
	75 and over	2,545	96%	1,005	83%	79%
	All ¹	71,850	96%	45,705	88%	85%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the age group is unknown

Table 6 – Completion, attainment and success rates for ACL provision, by notional level and sector subject area

Level	Sector Subject Area	2015/16				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	1,165	98%	805	89%	86%
	Information and Communication Technology	870	97%	675	84%	82%
	Languages, Literature and Culture	775	98%	615	92%	89%
	Adult Basic Education	7,215	95%	5,685	91%	87%
	English for Speakers of Other Languages	6,030	94%	4,890	87%	81%
	Other	5,775	97%	5,090	92%	89%
	All ¹	21,835	96%	17,760	90%	86%
Level 1	Arts, Media and Publishing	1,215	97%	1,060	87%	84%
	Information and Communication Technology	2,380	97%	2,040	87%	85%
	Languages, Literature and Culture	600	94%	505	90%	85%
	Adult Basic Education	2,865	92%	2,315	91%	83%
	English for Speakers of Other Languages	720	95%	500	93%	88%
	Other	10,880	99%	9,990	92%	91%
	All ¹	18,660	97%	16,410	91%	88%
Level 2	Arts, Media and Publishing	580	95%	485	84%	80%
	Information and Communication Technology	780	97%	690	89%	87%
	Languages, Literature and Culture	225	85%	195	95%	81%
	Adult Basic Education	360	96%	180	94%	88%
	English for Speakers of Other Languages	160	95%	145	97%	94%
	Other	9,240	99%	7,935	87%	86%
	All ¹	11,340	98%	9,635	87%	85%
Other Levels	Arts, Media and Publishing	4,800	95%	40	*	66%
	Information and Communication Technology	2,790	95%	80	78%	78%
	Languages, Literature and Culture	1,260	94%	90	92%	81%
	Adult Basic Education	2,335	91%	430	99%	94%
	English for Speakers of Other Languages	1,005	95%	10	*	*
	Other	7,820	92%	1,245	57%	54%
	All ¹	20,010	93%	1,900	66%	63%
All Levels	Arts, Media and Publishing	7,760	95%	2,390	87%	84%
	Information and Communication Technology	6,825	96%	3,485	87%	84%
	Languages, Literature and Culture	2,860	94%	1,405	92%	86%
	Adult Basic Education	12,770	94%	8,610	92%	86%
	English for Speakers of Other Languages	7,915	94%	5,545	88%	82%
	Other	33,720	97%	24,265	87%	86%
	All ¹	71,850	96%	45,705	88%	85%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Notes

1. Data sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2015/16. It covers further education (FE) and adult community learning (ACL) provision delivered by learning providers funded by Welsh Government. However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE and ACL provision across Wales is submitted electronically to Welsh Government 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 Essential Skill. The term 'learning programme' refers to a group of related learning activities or aims.

2.2 Cohorts

- The Essential Skills Wales suite of qualifications introduced in September 2015 has been excluded from the base cohort of learning activities, as a number of FE institutions are yet to adopt the new qualifications and due to the potential impact they would have in skewing the Wales-level learner outcome measures used as national comparators for benchmarking purposes. The table below details the learner outcome measures for these qualifications.

Completion, attainment and success rates for new Essential Skills Wales qualifications, by provision and level, 2015/16

Provision	Level	2015/16				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Further Education	L1	1,360	85%	700	51%	44%
	L2	1,160	83%	465	40%	33%
	L3	165	66%	100	62%	40%
	All levels	2,685	83%	1,265	47%	39%
Adult Community Learning	L1	*	*	*	*	*
	L2	55	83%	35	67%	55%
	L3	*	*	*	*	*
	All levels	70	77%	45	68%	52%
All Provision	All levels	2,750	83%	1,315	48%	39%

Source: Lifelong Learning Wales Record (LLWR)

- Similarly, the new Welsh Baccalaureate and Skills Challenge Certificate qualifications introduced in September 2015 have also been excluded from the base cohort of learning activities due to a data quality issues and until outcomes for the Advanced Welsh Baccalaureate and Skills Challenge Certificate (which are delivered over two years) are available for reporting from 2016/17. The table below highlights the data quality issues, in particular, where a high proportion of learning activities are linked to an award record with an unknown result.

New Welsh Baccalaureate and Skills Challenge Certificate qualifications data quality, by level

	Level 1		Level 2	
	Skill Challenge Certificate	Welsh Baccalaureate	Skill Challenge Certificate	Welsh Baccalaureate
% of completed, assessable learning activities not linking to an award	0	4	0	1
% of completed, assessable learning activities linking to an award where the result is unknown	48	45	49	43

Source: Lifelong Learning Wales Record (LLWR)

- Aside from the exclusions noted above, the base cohorts underpinning tables 1a – 1c, 2a – 2c, 4, 5 and 6 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 cohort underpinning table 3 is derived as above but additionally contains only learning activities that have been identified as main qualifications (by the institution submitting data) linked to full-time learning programmes.

2.3 Provision type

This statistical release includes data on FE provision delivered by FE institutions and ACL provision delivered by ACL partnerships.

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 by Adult Learning Wales).

Other ACL provision delivered by FE institutions is the largest provision type comprising 69 per cent of all terminated learning activities included in this release. *ACL provision delivered by local authorities via a franchise arrangement with a FE institution* and *ACL provision directly delivered by local authorities* comprised 8 per cent and 23 per cent of all terminated learning activities 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.
- Work-based Learning (WBL) provision delivered by contracted lead providers, their consortium members and sub-contractors.

Note that the exclusion of WBL provision is a change introduced for the 2015/16 academic year.

Previously published statistics on learner outcomes for the FE and ACL sectors have included data for the WBL sector. For 2015/16, WBL provision will be reported on in a separate Statistical First Release due to changes in the reconciliation timetable. Further information is provided in [section 4.3](#).

2.4 Completion, attainment and success

- The completion rates shown in tables [1a](#), [2a](#), [3](#), [4](#), [5](#) and [6](#) 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](#), [3](#), [4](#), [5](#) and [6](#) 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](#), [3](#), [4](#), [5](#) and [6](#) 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 Other short learning activities

- Tables [1a](#) – [1c](#) include a line for ‘Other Short’ learning activities. These are defined as learning activities that don’t fall in to any of the other defined categories with an expected length of less than 8 weeks. .

2.6 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.

2.7 Sector/subject areas

- The sector/subject areas detailed in Tables [2a](#) – [2c](#) and [6](#) 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 6](#) have been grouped to reflect the most popular ACL subject areas.
- The total lines include learning activities with unknown sector/subject areas.

2.8 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 have been excluded from all learner outcome measures in all tables.

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 to monitor providers' performance and as baseline information to set targets for improvements as part of the Quality and Effectiveness Framework for post-16 learning;
- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?'; and
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles.

The Welsh Government and Estyn have a commitment to share data in order to minimise bureaucracy for providers and ensure consistent definitions of performance wherever possible and have worked together closely to develop these measures and a standard format for presenting data.

The measures are also used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- to inform and evaluate the education policy-making process in Wales.

4.2 Accuracy

Statisticians within the Welsh Government undertake a process of data reconciliation ahead of publishing this release. Monthly reconciliation reports detailing provisional learner outcomes figures are issued to FE institutions and local authorities. Data quality issues are then followed up and resolved in liaison with Welsh Government officials.

The following tables summarise changes in FE and ACL institutions' data quality over the last five years:

FE data quality, by academic year

	2011/12	2012/13	2013/14	2014/15	2015/16
% of completed, assessable learning activities not linking to an award	3	1	1	1	1
% of completed, assessable learning activities linking to an award where the result is unknown	1	1	1	0	0

Source: Lifelong Learning Wales Record (LLWR)

ACL data quality, by academic year

	2011/12	2012/13	2013/14	2014/15	2015/16
% of completed, assessable learning activities not linking to an award	5	4	3	2	2
% of completed, assessable learning activities linking to an award where the result is unknown	2	1	1	1	3

Source: Lifelong Learning Wales Record (LLWR)

In December 2011, a set of data management principles was developed by Welsh Government in partnership with CollegesWales and issued to FE institutions.

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 continue 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	Statistical Release		% Difference	
	LLWR freeze taken September 2016	freeze (taken December 2016)		
Entry Level	11,915	14,110	18.4	
Level 1	30,045	30,045	0.0	
Level 2	60,580	59,320	-2.1	
Level 3	77,645	77,520	-0.2	
Level 4	950	800	-16.2	
Unknown Level	2,590	2,015	-22.2	
Other Short	2,885	2,810	-2.6	
All learning aims	186,615	186,615	0.0	

Source: Lifelong Learning Wales Record (LLWR)

This table, coincidentally this year, shows the same total number of learning activities comprising the FE success rate denominator. However, analysis at each level and between institutions reveals substantial variation. Around three fifths of all institutions have differences of less than ± 2 per cent. But over one fifth of institutions have differences of more than ± 7 per cent. This variation indicates the correction of underlying data-issues.

Additional analysis was undertaken to specifically investigate the recording of learning activities as transferred or continuing. If a learning activity is recorded as continuing or transferred, it is excluded from learning activity success rates.

The following tables show the proportion of FE learning activities that were recorded as continuing or transferred between 2011/12 and 2015/16.

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

Level	% of Continuing Learning Activities				
	2011/12	2012/13	2013/14	2014/15	2015/16
Entry Level	0.5	0.4	0.9	0.1	0.0
Level 1	0.5	0.5	1.4	0.3	0.2
Level 2	0.8	0.7	1.5	0.7	0.5
Level 3	0.9	0.8	0.9	1.0	0.3
Level 4	4.5	2.3	8.2	9.8	4.5
Unknown Level	1.4	0.5	1.2	0.2	0.4
Other Short	0.3	0.2	0.3	0.6	0.1
All learning aims	0.7	0.6	1.2	0.7	0.4

Source: Lifelong Learning Wales Record (LLWR)

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

Level	% of Transferred Learning Activities				
	2011/12	2012/13	2013/14	2014/15	2015/16
Entry Level	4.3	3.0	3.5	6.0	6.7
Level 1	4.8	4.3	3.9	5.2	5.2
Level 2	5.9	4.5	4.1	4.2	4.2
Level 3	5.9	5.8	4.0	3.4	4.4
Level 4	8.0	15.5	10.2	5.7	5.1
Unknown Level	3.6	4.6	1.6	3.7	3.1
Other Short	0.3	0.3	0.3	0.2	1.0
All learning aims	5.0	4.4	3.7	4.0	4.4

Source: Lifelong Learning Wales Record (LLWR)

In general, the proportion of learning activities recorded as continuing or transferred in 2015/16 is broadly in line with previous years.

In addition, the following data issues are of particular relevance to tables [4](#), [5](#) and [6](#) 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 (53 per cent of terminated learning activities in 2015/16) compared with local authority provision delivered via a

franchise arrangement with an FE institution (9 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (23 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. Learning activities that have been identified as non-assessable on submission but are subsequently identified by the Welsh Government to be linked to assessable learning aims are included in the calculation of 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 [4](#) and [6](#) 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

The annual timescale for the production of final learner outcomes data balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. This year, in consultation with learning providers, we brought forward the timetable for data reconciliation and publication by around two months. Statistics are drawn from a database based on the LLWR as at December (rather than February, as in previous years) following the end of the academic year. This first release is then produced and published as soon as possible.

Currently, the timescale for Work-based Learning (WBL) data reconciliation is unchanged from previous years and therefore we will be reporting on these outcomes separately in late March.

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 and coherence

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, for 2012/13 to 2014/15, data on FE, WBL and ACL provision were published together in one release. 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 Education - Learner participation, outcomes and level of highest qualification](#)

[Scottish Funding Council - Staff and Student Performance Indicators for FE Colleges](#)

[Department for the Economy 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 and ACL partnerships will be published by Welsh Government in February 2017:

[Learner Outcomes Reports for Further Education](#)

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

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 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 the development of consistent measures for post-16 learning can be found on the [Welsh Government website](#).

The Welsh Government will be [consulting on a new set of consistent performance measures for further education and school sixth forms](#) from 30 January – 1 May 2017. We would welcome your views.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

This document is available at: <http://gov.wales/statistics-and-research/learner-outcome-measures-further-education-work-based-learning-community-learning/?lang=en>

Next update

February 2018 (provisional) for the academic year 2016/17.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16ed.stats@wales.gsi.gov.uk.

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