Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning: 2016/17

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 2016/17 was 87 per cent, up one percentage point from 2015/16.

- The WBL apprenticeship framework success rate was 81 per cent, the same rate as in 2015/16.
- The overall learning activity success rate for ACL was 90 per cent, up four percentage points from 2015/16.

Chart 1: Trends in learner outcomes
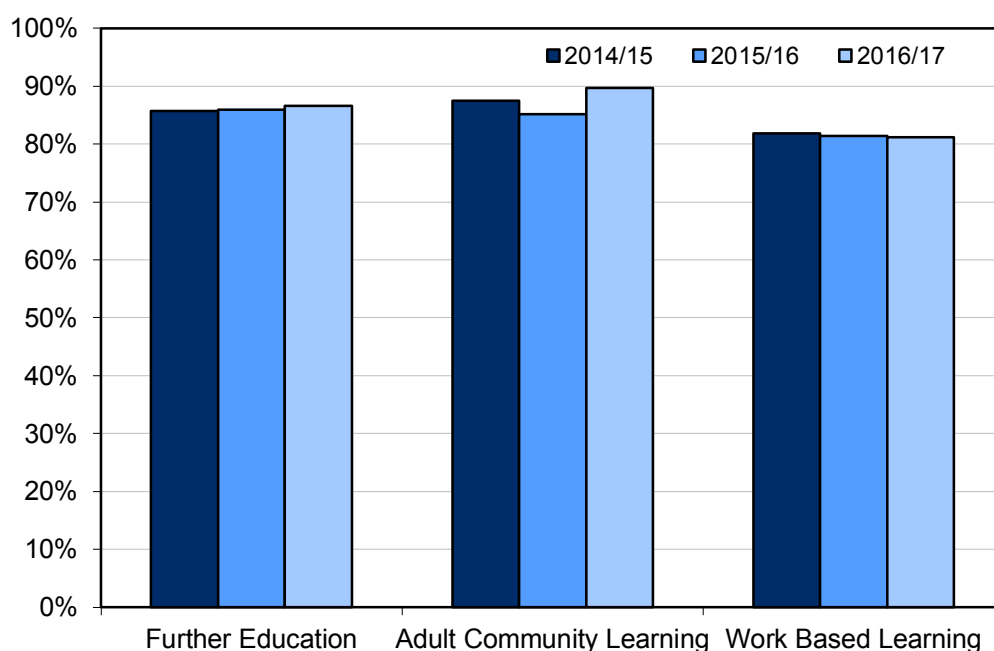
Last year we published learner outcomes for work-based learning separately from those for further education and adult community learning due to differences in the data production timetable. This year the timetable for the production of final learner outcomes data for WBL was brought forward by around two months to align with the timetable for FE and ACL. Statistics are drawn from a database based on the LLWR as at December (rather than February, as in previous years). 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 2016/17, covering Further Education (FE), Work-based Learning (WBL) 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

Across all FE programmes in 2016/17, 93 per cent of learning activities were completed and of those activities with an assessable outcome, 93 per cent were attained. Overall, 87 per cent of learning activities were successfully completed and attained, an increase of one percentage point on 2015/16.

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. In 2016, we published completion, attainment and success measures for main qualifications for the first time. For learners on full-time programmes, 84 per cent of main qualifications were successfully completed and attained in 2016/17, an increase of one percentage point on 2015/16. The success rate for main qualifications is three 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.

Chart 2: FE learning activity success rates, by sector/subject area, 2016/17
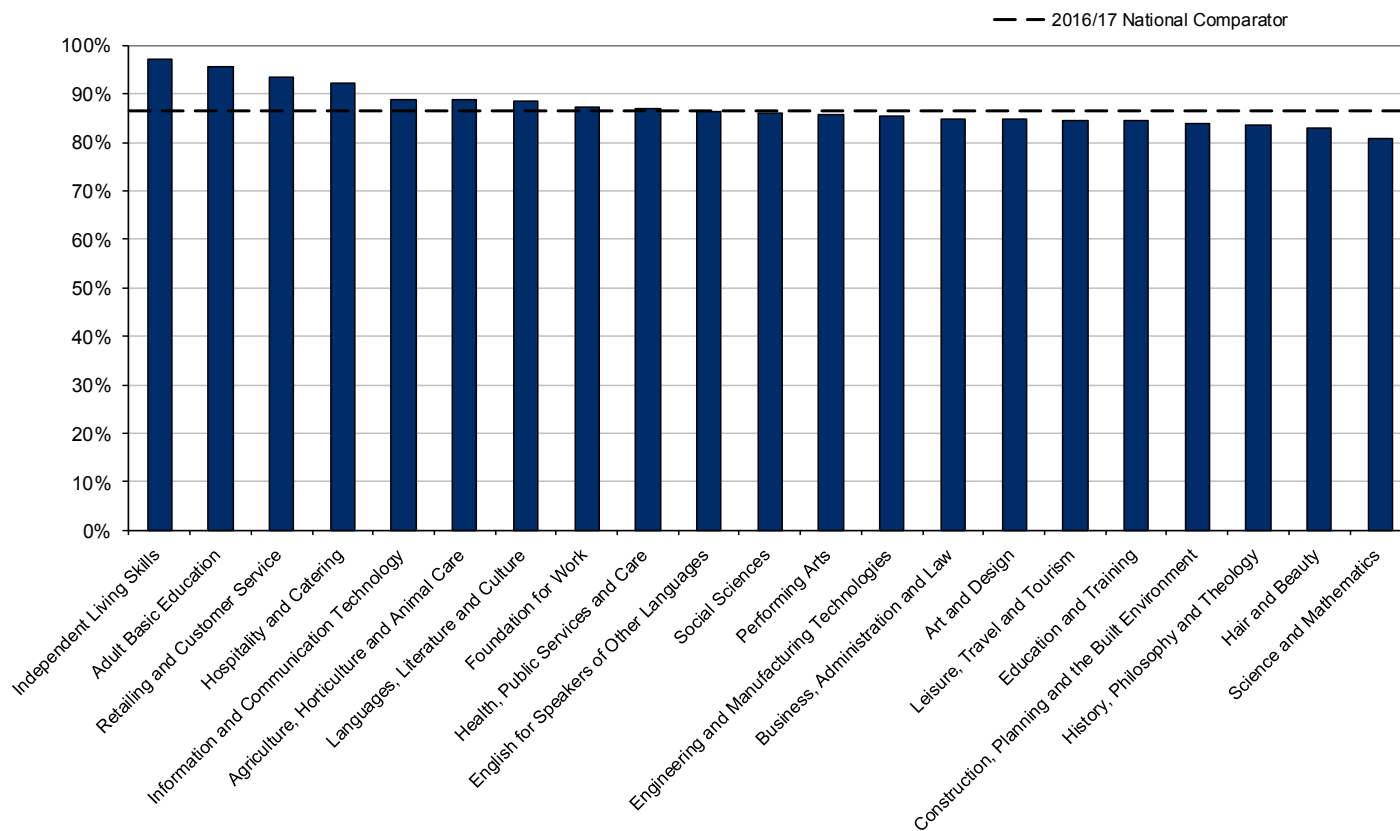
(a) The National Comparator represents the learning activity success rate across all sector/subject areas.

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

- Success rates were highest in the areas of 'Independent Living Skills', 'Adult Basic Education', 'Retailing and Customer Service', 'Hospitality and Catering', and 'Information and Communication Technology',

- Success rates were lowest in the areas of 'Science and Mathematics', 'Hair and Beauty', 'History, Philosophy and Theology', 'Construction, Planning and the Built Environment' and 'Education and Training'.

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

- The overall success rate was 2 percentage points higher for learners aged 19 and over than for learners aged 18 and under;

- Success rates were higher for learners aged 19 and over at entry level and all notional levels, with the exception of 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 work-based learning

Learners on apprenticeship programmes have to achieve a range of qualifications in order to gain the full apprenticeship 'framework'. In 2016/17, 81 per cent of learners across all Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship programmes achieved this, the same rate as in 2015/16.

In 2012/13, an increase in the number of apprenticeship programmes ending within 8 weeks without completion was observed. Additionally, 2014/15 saw a large increase in the number of transferred apprenticeship programmes. Section 4.2 includes an overview of data-issues relating specifically to the WBL framework success rate measure. The Essential Skills Wales suite of qualifications introduced in September 2015 has been excluded from the learning activity success rates presented in Table 6.

For Wales as a whole the success rate for Foundation Apprenticeships was higher than for Apprenticeships. This is a reversal of the trend seen in recent years and varied by sector/subject area. Despite the success rate for all apprenticeship programmes remaining broadly unchanged, success rates for Foundation Apprenticeships increased by one percentage point on 2015/16 whilst success rates for Apprenticeships and Higher Apprenticeships decreased by three percentage points and increased by five percentage points, respectively.

Overall, the best performing areas were 'Information and Communication Technology', 'Engineering and Manufacturing Technologies' and 'Education and Training'.

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

Chart 3: WBL framework success rates by sector/subject area, 2016/17
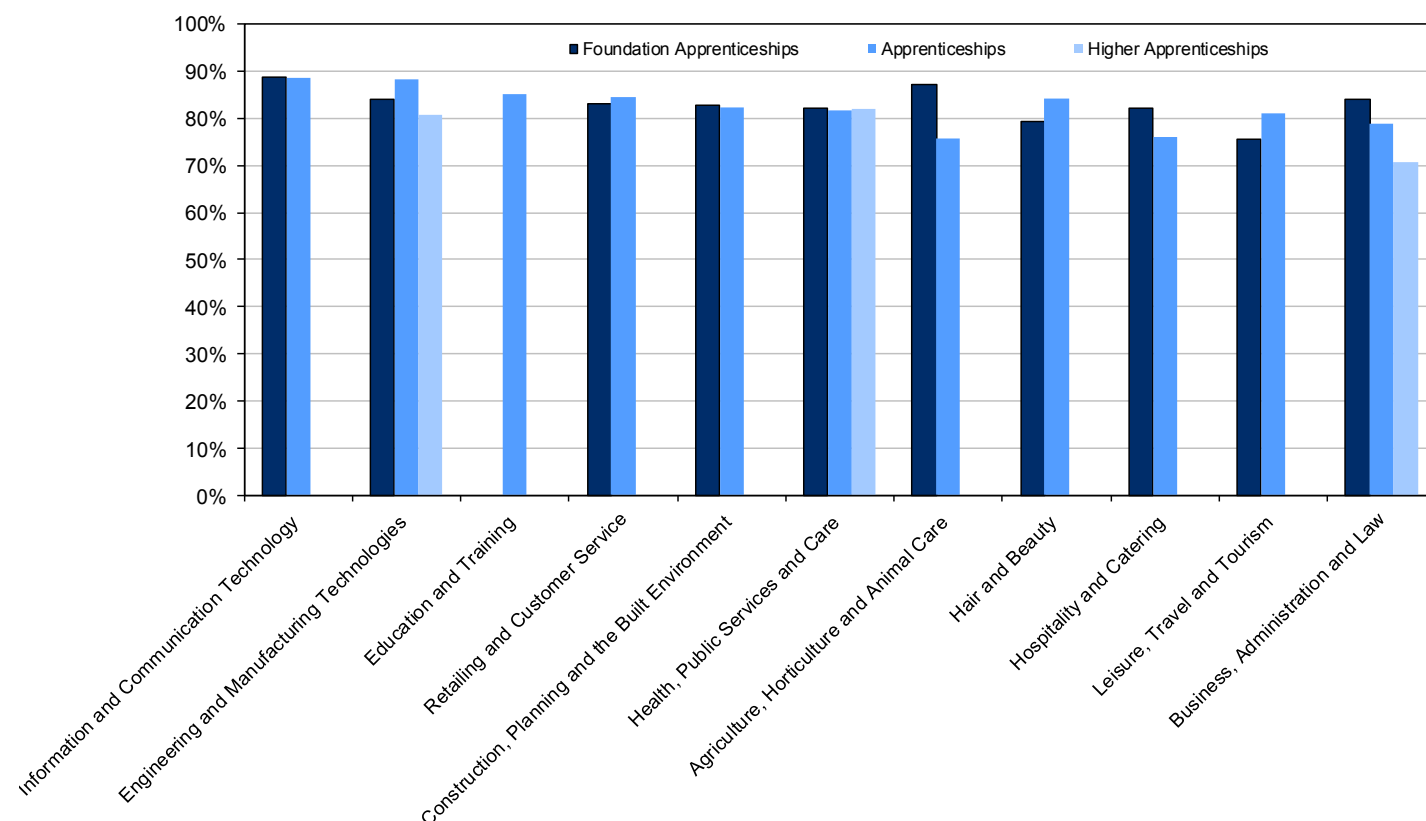
Note that framework success rates based on a denominator of less than 50 have been suppressed and therefore no bar will be shown in the chart above.

Analysis of learner destinations during the four week period following the end of a Traineeship programme shows that 73 per cent of leavers from Traineeship programmes had a positive progression (i.e. to employment (including self-employment or voluntary work) or learning at a higher level).

Analysis of learner destinations during the three month period following the end of a Work ready programme shows that 57 per cent of leavers had a positive progression (i.e. to employment (including self-employment or voluntary work) or further learning). Note that this analysis relates to only a small number of learners left on the Work Ready programme during 2016/17.

See tables 4a – 4d and 5a – 5b 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 variation in learner outcome measures across the different types of ACL provision has decreased in recent years. This is largely attributable to improvements in data quality and consistency in the recording of LLWR data. Some inconsistency remains and further information is provided in section 4.2 of the notes accompanying this release. Due to data quality issues in previous years, caution should be exercised when making year-on-year comparisons using the ACL learner outcome measures.

Chart 4: ACL learner outcome measures, by type of provision, 2016/17
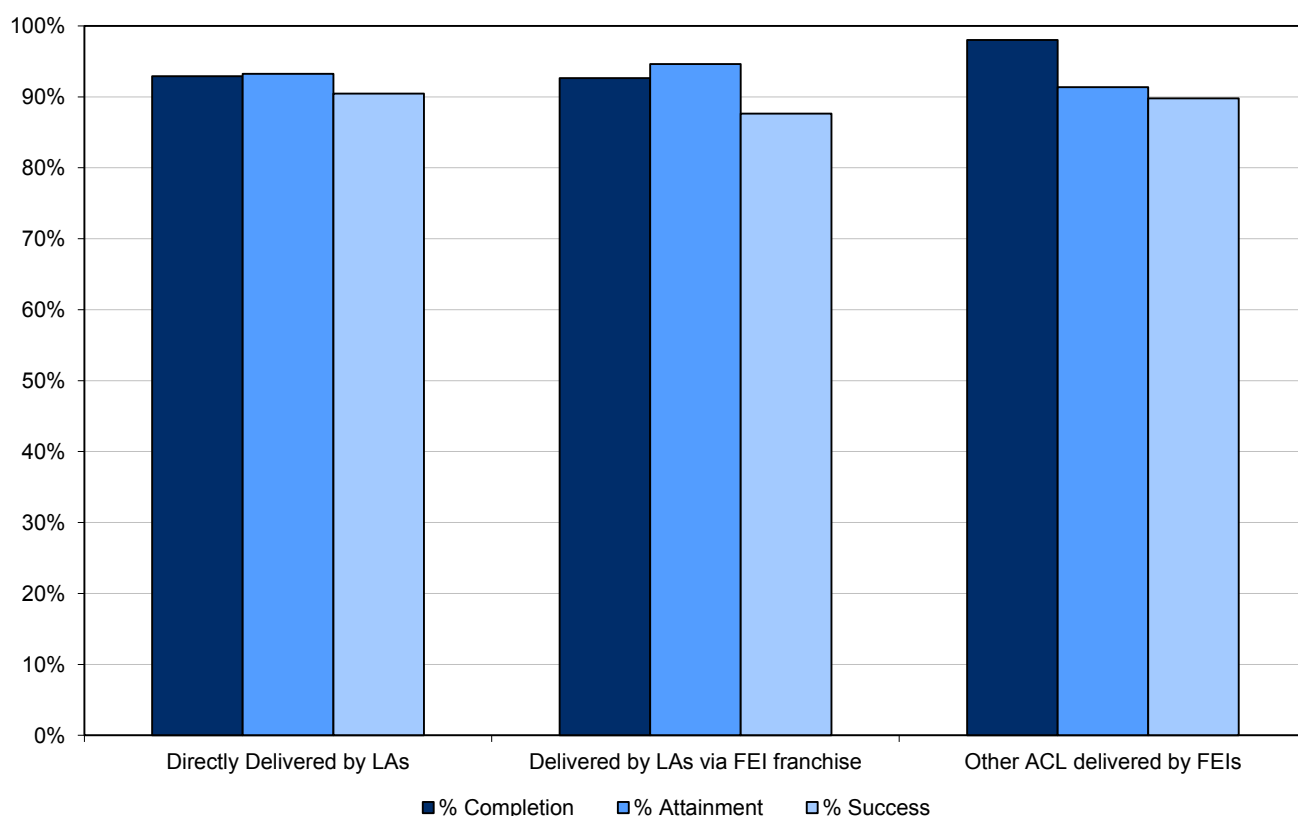
Whilst completion rates remained at a similar level to those seen in 2015/16 for ACL directly delivered by LAs, attainment and success rates have increased by 16 percentage points and 15 percentage points, respectively. These increases are largely driven by improvements in data recording in one of the local authorities with a relatively high volume of delivery. In previous years there were gaps in the

completeness and accuracy of award data submitted to the LLWR by the final freeze which directly impacted on the attainment and success rates for ACL directly delivered by LAs. An analysis of learner outcomes for ACL directly delivered by LAs based on providers that recorded data consistently indicates an unchanged attainment rate of 94 per cent for both 2015/16 and 2016/17. Success rates calculated on this basis were 92 per cent in 2015/16 and 91 per cent in 2016/17. This decrease of one percentage point, along with the unchanged attainment rate, is likely to be a more accurate reflection of the change in learner outcomes during this time.

For ACL delivered by LAs via FEI franchise, the completion rate increased by one percentage point from 2015/16 whilst attainment and success rates both increased by three percentage points.

The completion and attainment rates for other ACL delivered by other institutions both saw a rise of one percentage point from 2015/16 whilst the success rate rose by three percentage points.

Overall, the all provision completion rate was unchanged at 96 per cent whereas the attainment rate increased from 88 to 92 per cent and the success rate increased from 85 to 90 per cent.

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 learning aims at both level 1 and level 2. Completion rates for provision delivered via a FE institution franchise were highest for other level learning aims (though other level learning aims represent a small proportion of the total number of completed activities). Completion rates for other ACL provision delivered by FE institutions were highest for level 1 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. Success rates for provision delivered via a FE institution franchise were highest for learning aims at both level 1 and level 2. 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 'Information and Communication Technology' and 'Adult Basic Education'.

See tables 7, 8 and 9 for further information.

Tables

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

Level	Type of learning aim	2016/17					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level		**7,615**	**95%**	**12,555**	**97%**	**20,170**	**96%**
Level 1	NVQ[1]	705	88%	675	94%	1,380	91%
	Award	1,110	92%	1,170	93%	2,285	92%
	Certificate	1,040	88%	545	93%	1,580	89%
	Diploma	3,820	89%	760	87%	4,580	89%
	Key Skills / Essential Skills Wales[2]	145	83%	155	87%	300	85%
	Quality Assured Lifelong Learning[3]	2,470	99%	2,210	98%	4,680	98%
	Other[4]	6,160	93%	7,730	96%	13,890	95%
	All	**15,445**	**92%**	**13,245**	**95%**	**28,690**	**93%**
Level 2	GCSE/VCE	8,120	90%	3,565	89%	11,685	90%
	NVQ[1]	1,350	90%	1,745	86%	3,095	87%
	Award	3,200	96%	6,030	99%	9,230	98%
	Certificate	2,205	89%	2,035	88%	4,240	89%
	Diploma	4,040	89%	2,575	86%	6,610	88%
	Key Skills / Essential Skills Wales[2]	370	95%	240	71%	605	84%
	Quality Assured Lifelong Learning[3]	2,645	99%	2,055	96%	4,700	98%
	Other[4]	2,450	96%	2,345	97%	4,795	96%
	All	**24,375**	**92%**	**20,585**	**92%**	**44,960**	**92%**
Level 3	A/AS/A2 Level	20,265	93%	990	88%	21,255	93%
	NVQ[1]	245	86%	680	86%	920	86%
	Award	385	96%	2,130	98%	2,515	97%
	Certificate	965	88%	1,000	92%	1,960	90%
	Diploma	11,270	90%	4,380	87%	15,650	89%
	Key Skills / Essential Skills Wales[2]	180	89%	100	86%	285	88%
	Quality Assured Lifelong Learning[3]	470	100%	745	98%	1,220	99%
	Other[4]	1,515	92%	3,030	92%	4,545	92%
	All	**35,300**	**92%**	**13,050**	**91%**	**48,350**	**92%**
Level 4+		**15**	*****	**975**	**91%**	**995**	**91%**
Level Not Known		**22,525**	**94%**	**10,065**	**93%**	**32,590**	**93%**
Other Short		**3,370**	**99%**	**15,115**	**100%**	**18,480**	**100%**
All learning aims		**108,645**	**93%**	**85,590**	**94%**	**194,235**	**93%**

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 Baccalaureate 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

Level	Type of learning aim	2016/17					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**5,685**	**96%**	**8,355**	**95%**	**14,045**	**95%**
Level 1	NVQ[1]	675	95%	665	98%	1,335	97%
	Award	1,005	90%	1,040	89%	2,045	90%
	Certificate	975	94%	525	97%	1,495	95%
	Diploma	3,590	94%	735	97%	4,325	94%
	Key Skills / Essential Skills Wales[2]	140	99%	150	96%	290	98%
	Quality Assured Lifelong Learning[3]	2,110	85%	2,055	93%	4,165	89%
	Other[4]	3,870	97%	3,280	99%	7,150	98%
	All	**12,360**	**93%**	**8,450**	**96%**	**20,805**	**94%**
Level 2	GCSE/VCE	7,365	91%	3,280	92%	10,650	91%
	NVQ[1]	1,235	91%	1,670	96%	2,900	94%
	Award	2,985	93%	5,810	96%	8,795	95%
	Certificate	1,930	88%	1,840	90%	3,770	89%
	Diploma	3,575	89%	2,390	93%	5,965	90%
	Key Skills / Essential Skills Wales[2]	355	96%	205	86%	560	92%
	Quality Assured Lifelong Learning[3]	2,500	94%	1,930	94%	4,430	94%
	Other[4]	1,150	98%	1,035	94%	2,185	96%
	All	**21,095**	**91%**	**18,165**	**94%**	**39,260**	**93%**
Level 3	A/AS/A2 Level	18,450	91%	865	88%	19,315	91%
	NVQ[1]	235	96%	635	94%	870	94%
	Award	360	94%	1,990	94%	2,355	94%
	Certificate	885	92%	930	93%	1,815	93%
	Diploma	10,615	94%	3,975	91%	14,585	93%
	Key Skills / Essential Skills Wales[2]	140	76%	90	90%	230	81%
	Quality Assured Lifelong Learning[3]	450	96%	715	96%	1,165	96%
	Other[4]	480	94%	1,890	92%	2,375	93%
	All	**31,615**	**92%**	**11,095**	**92%**	**42,710**	**92%**
Level 4+		**10**	*	**730**	**80%**	**745**	**80%**
Level Not Known		**520**	**98%**	**1,130**	**97%**	**1,650**	**97%**
Other Short		**1,805**	**99%**	**3,415**	**99%**	**5,220**	**99%**
All learning aims		**73,090**	**93%**	**51,340**	**94%**	**124,430**	**93%**

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 Baccalaureate 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	2016/17					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		**5,685**	**90%**	**8,355**	**92%**	**14,045**	**92%**
Level 1	NVQ[1]	675	84%	665	92%	1,335	88%
	Award	1,005	83%	1,040	82%	2,045	83%
	Certificate	975	82%	525	90%	1,495	84%
	Diploma	3,590	83%	735	85%	4,325	84%
	Key Skills / Essential Skills Wales[2]	140	83%	150	84%	290	83%
	Quality Assured Lifelong Learning[3]	2,110	84%	2,055	91%	4,165	87%
	Other[4]	3,870	97%	3,280	98%	7,150	97%
	All	**12,360**	**87%**	**8,450**	**92%**	**20,805**	**89%**
Level 2	GCSE/VCE	7,365	82%	3,280	82%	10,650	82%
	NVQ[1]	1,235	82%	1,670	82%	2,900	82%
	Award	2,985	90%	5,810	95%	8,795	93%
	Certificate	1,930	78%	1,840	80%	3,770	79%
	Diploma	3,575	79%	2,390	80%	5,965	79%
	Key Skills / Essential Skills Wales[2]	355	91%	205	61%	560	78%
	Quality Assured Lifelong Learning[3]	2,500	94%	1,930	91%	4,430	92%
	Other[4]	1,150	93%	1,035	92%	2,185	92%
	All	**21,095**	**84%**	**18,165**	**86%**	**39,260**	**85%**
Level 3	A/AS/A2 Level	18,450	85%	865	77%	19,315	84%
	NVQ[1]	235	83%	635	81%	870	82%
	Award	360	89%	1,990	91%	2,355	91%
	Certificate	885	81%	930	86%	1,815	83%
	Diploma	10,615	85%	3,975	79%	14,585	83%
	Key Skills / Essential Skills Wales[2]	140	68%	90	77%	230	71%
	Quality Assured Lifelong Learning[3]	450	95%	715	94%	1,165	95%
	Other[4]	480	84%	1,890	82%	2,375	82%
	All	**31,615**	**85%**	**11,095**	**83%**	**42,710**	**84%**
Level 4+		**10**	*****	**730**	**73%**	**745**	**73%**
Level Not Known		**520**	**94%**	**1,130**	**91%**	**1,650**	**92%**
Other Short		**1,805**	**99%**	**3,415**	**99%**	**5,220**	**99%**
All learning aims		**73,090**	**86%**	**51,340**	**88%**	**124,430**	**87%**

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 Baccalaureate 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 | 2016/17 | | | | | |
| | 18 and under | | 19 and over | | All ages | |
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	8,260	*92%*	10,860	*94%*	19,115	*93%*
2: Science and Mathematics	12,800	*92%*	3,330	*90%*	16,130	*92%*
3: Agriculture, Horticulture and Animal Care	1,455	*94%*	2,320	*97%*	3,780	*96%*
4: Engineering and Manufacturing Technologies	5,020	*91%*	4,425	*94%*	9,450	*92%*
5: Construction, Planning and the Built Environment	3,550	*90%*	4,770	*94%*	8,320	*92%*
6: Information and Communication Technology	3,450	*94%*	7,295	*97%*	10,745	*96%*
7: Retail and Commercial Enterprise	4,840	*91%*	5,350	*94%*	10,185	*93%*
7(a): Retailing and Customer Service	1,045	*96%*	1,140	*95%*	2,185	*95%*
7(b): Hair and Beauty	1,885	*86%*	1,720	*90%*	3,605	*88%*
7(c): Hospitality and Catering	1,905	*94%*	2,490	*97%*	4,395	*96%*
8: Leisure, Travel and Tourism	3,475	*92%*	555	*93%*	4,030	*92%*
9: Arts, Media and Publishing	7,190	*90%*	1,780	*89%*	8,970	*90%*
9(a): Performing Arts	1,720	*92%*	385	*89%*	2,105	*91%*
9(b): Art and Design	5,475	*90%*	1,395	*89%*	6,865	*90%*
10: History, Philosophy and Theology	2,460	*92%*	735	*87%*	3,190	*91%*
11: Social Sciences	3,695	*94%*	590	*95%*	4,285	*94%*
12: Languages, Literature and Culture	9,715	*94%*	7,685	*96%*	17,400	*95%*
13: Education and Training	40	*	2,565	*97%*	2,600	*97%*
14: Preparation for Life and Work	38,125	*94%*	26,435	*95%*	64,560	*94%*
14(a): Independent Living Skills	760	*95%*	1,230	*98%*	1,990	*97%*
14(b): Adult Basic Education	9,250	*95%*	7,930	*97%*	17,180	*96%*
14(c): Foundation for Work	27,745	*94%*	11,760	*93%*	39,505	*93%*
14(d): English for Speakers of Other Languages	365	*97%*	5,520	*96%*	5,885	*96%*
15: Business, Administration and Law	4,565	*91%*	6,785	*93%*	11,350	*93%*
All sector subject areas[1]	**108,645**	**93%**	**85,590**	**94%**	**194,235**	**93%**

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	2016/17					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	7,145	*94%*	8,170	*95%*	15,315	*94%*
2: Science and Mathematics	10,580	*88%*	2,715	*90%*	13,295	*88%*
3: Agriculture, Horticulture and Animal Care	1,325	*93%*	2,040	*92%*	3,365	*93%*
4: Engineering and Manufacturing Technologies	4,370	*92%*	3,720	*95%*	8,090	*93%*
5: Construction, Planning and the Built Environment	3,235	*92%*	3,000	*94%*	6,235	*93%*
6: Information and Communication Technology	3,050	*93%*	2,275	*97%*	5,320	*95%*
7: Retail and Commercial Enterprise	4,540	*95%*	4,855	*97%*	9,395	*96%*
7(a): Retailing and Customer Service	1,010	*99%*	870	*98%*	1,885	*98%*
7(b): Hair and Beauty	1,730	*94%*	1,620	*96%*	3,350	*95%*
7(c): Hospitality and Catering	1,800	*95%*	2,365	*97%*	4,165	*96%*
8: Leisure, Travel and Tourism	2,970	*92%*	475	*91%*	3,445	*92%*
9: Arts, Media and Publishing	6,545	*94%*	1,500	*95%*	8,045	*94%*
9(a): Performing Arts	1,525	*94%*	305	*93%*	1,830	*94%*
9(b): Art and Design	5,020	*94%*	1,195	*96%*	6,210	*95%*
10: History, Philosophy and Theology	1,685	*93%*	185	*93%*	1,870	*93%*
11: Social Sciences	3,385	*92%*	545	*92%*	3,930	*92%*
12: Languages, Literature and Culture	7,015	*96%*	2,740	*96%*	9,755	*96%*
13: Education and Training	25	*	1,160	*90%*	1,185	*90%*
14: Preparation for Life and Work	13,310	*93%*	13,350	*94%*	26,660	*93%*
14(a): Independent Living Skills	380	*98%*	890	*99%*	1,275	*98%*
14(b): Adult Basic Education	3,615	*97%*	3,850	*97%*	7,465	*97%*
14(c): Foundation for Work	9,070	*92%*	4,655	*94%*	13,725	*93%*
14(d): English for Speakers of Other Languages	245	*93%*	3,950	*90%*	4,195	*90%*
15: Business, Administration and Law	3,905	*92%*	4,515	*93%*	8,420	*92%*
All sector subject areas[1]	**73,090**	*93%*	**51,340**	*94%*	**124,430**	*93%*

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	2016/17					
	18 and under		**19 and over**		**All ages**	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	7,145	*87%*	8,170	*87%*	15,315	*87%*
2: Science and Mathematics	10,580	*81%*	2,715	*80%*	13,295	*81%*
3: Agriculture, Horticulture and Animal Care	1,325	*87%*	2,040	*90%*	3,365	*89%*
4: Engineering and Manufacturing Technologies	4,370	*83%*	3,720	*88%*	8,090	*86%*
5: Construction, Planning and the Built Environment	3,235	*82%*	3,000	*86%*	6,235	*84%*
6: Information and Communication Technology	3,050	*87%*	2,275	*91%*	5,320	*89%*
7: Retail and Commercial Enterprise	4,540	*87%*	4,855	*91%*	9,395	*89%*
7(a): Retailing and Customer Service	1,010	*95%*	870	*92%*	1,885	*94%*
7(b): Hair and Beauty	1,730	*80%*	1,620	*86%*	3,350	*83%*
7(c): Hospitality and Catering	1,800	*90%*	2,365	*94%*	4,165	*92%*
8: Leisure, Travel and Tourism	2,970	*85%*	475	*85%*	3,445	*85%*
9: Arts, Media and Publishing	6,545	*85%*	1,500	*85%*	8,045	*85%*
9(a): Performing Arts	1,525	*87%*	305	*82%*	1,830	*86%*
9(b): Art and Design	5,020	*85%*	1,195	*85%*	6,210	*85%*
10: History, Philosophy and Theology	1,685	*84%*	185	*77%*	1,870	*84%*
11: Social Sciences	3,385	*86%*	545	*87%*	3,930	*86%*
12: Languages, Literature and Culture	7,015	*89%*	2,740	*88%*	9,755	*89%*
13: Education and Training	25	*	1,160	*84%*	1,185	*84%*
14: Preparation for Life and Work	13,310	*90%*	13,350	*90%*	26,660	*90%*
14(a): Independent Living Skills	380	*95%*	890	*98%*	1,275	*97%*
14(b): Adult Basic Education	3,615	*97%*	3,850	*95%*	7,465	*96%*
14(c): Foundation for Work	9,070	*87%*	4,655	*88%*	13,725	*87%*
14(d): English for Speakers of Other Languages	245	*91%*	3,950	*86%*	4,195	*86%*
15: Business, Administration and Law	3,905	*84%*	4,515	*86%*	8,420	*85%*
All sector subject areas[1]	**73,090**	**86%**	**51,340**	**88%**	**124,430**	**87%**

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	2016/17				
	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Vocational qualifications[1]	36,920	*90%*	33,370	*93%*	*84%*
Academic qualifications[2]	21,560	*92%*	19,610	*91%*	*84%*
All main qualifications	**58,480**	**90%**	**52,980**	**92%**	**84%**

Source: Lifelong Learning Wales Record (LLWR)

[1] including NVQs, Diplomas, Extended Diplomas
[2] Including GCSEs; AS/A/A2 Levels; Access Certificates/Diplomas

Table 4a - Framework success rates for Foundation Apprenticeships by sector subject area and age group

Sector Subject Area	2016/17							
	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	230	*85%*	705	*80%*	405	*85%*	1,340	*82%*
3: Agriculture, Horticulture and Animal Care	70	*83%*	50	*91%*	15	*	135	*87%*
4: Engineering and Manufacturing Technologies	355	*83%*	310	*87%*	70	*81%*	740	*84%*
5: Construction, Planning and the Built Environment	485	*82%*	300	*85%*	50	*82%*	835	*83%*
6: Information and Communication Technology	25	*	40	*	15	*	80	*89%*
7: Retail and Commercial Enterprise	560	*80%*	870	*83%*	165	*84%*	1,595	*82%*
7(a): Retailing and Customer Service	205	*81%*	445	*83%*	85	*90%*	740	*83%*
7(b): Hair and Beauty	240	*79%*	130	*80%*	10	*	380	*79%*
7(c): Hospitality and Catering	115	*78%*	295	*84%*	65	*79%*	475	*82%*
8: Leisure, Travel and Tourism	40	*76%*	45	*77%*	10	*	90	*75%*
9: Arts, Media and Publishing	*	*	*	*	0	*n/a*	*	*
13: Education and Training	5	*	5	*	5	*	20	*
15: Business, Administration and Law	210	*85%*	440	*84%*	110	*84%*	760	*84%*
All sector subject areas	**1,985**	**82%**	**2,770**	**83%**	**850**	**84%**	**5,605**	**83%**

Source: Lifelong Learning Wales Record (LLWR)

Table 4b - Framework success rates for Apprenticeships by sector subject area and age group

Sector Subject Area	2016/17							
	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	170	77%	855	84%	860	80%	1,885	82%
3: Agriculture, Horticulture and Animal Care	35	*	20	*	10	*	70	76%
4: Engineering and Manufacturing Technologies	275	88%	425	90%	115	82%	810	88%
5: Construction, Planning and the Built Environment	325	82%	335	81%	85	85%	750	82%
6: Information and Communication Technology	40	*	85	90%	115	87%	235	89%
7: Retail and Commercial Enterprise	65	78%	420	86%	190	73%	675	81%
7(a): Retailing and Customer Service	15	*	175	89%	100	78%	290	84%
7(b): Hair and Beauty	40	84%	115	88%	15	*	170	84%
7(c): Hospitality and Catering	10	*	130	82%	75	70%	215	76%
8: Leisure, Travel and Tourism	30	*	80	75%	35	*	140	81%
9: Arts, Media and Publishing	10	*	5	*	*	*	15	*
13: Education and Training	10	*	45	85%	60	85%	115	85%
15: Business, Administration and Law	50	81%	390	84%	290	72%	725	79%
All sector subject areas	1,010	83%	2,655	85%	1,755	79%	5,425	82%

Source: Lifelong Learning Wales Record (LLWR)

Table 4c – Framework success rates for Higher Apprenticeships by sector subject area and age group

Sector Subject Area	2016/17							
	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	10	*	240	81%	1,640	82%	1,890	82%
3: Agriculture, Horticulture and Animal Care	0	n/a	5	*	25	*	35	*
4: Engineering and Manufacturing Technologies	10	*	10	*	25	*	45	81%
5: Construction, Planning and the Built Environment	*	*	5	*	10	*	20	*
6: Information and Communication Technology	0	n/a	*	*	*	*	5	*
7: Retail and Commercial Enterprise	0	n/a	*	*	5	*	5	*
7(a): Retailing and Customer Service	0	n/a	0	n/a	0	n/a	0	n/a
7(b): Hair and Beauty	0	n/a	0	*	0	n/a	0	*
7(c): Hospitality and Catering	0	n/a	*	*	5	*	5	*
8: Leisure, Travel and Tourism	0	n/a	0	n/a	0	n/a	0	n/a
9: Arts, Media and Publishing	0	n/a	0	*	*	*	*	*
13: Education and Training	0	n/a	0	n/a	0	n/a	0	n/a
15: Business, Administration and Law	5	*	70	66%	1,145	71%	1,225	71%
All sector subject areas	30	*	340	75%	2,860	77%	3,225	77%

Source: Lifelong Learning Wales Record (LLWR)

Table 4d - Framework success rates for All Apprenticeships by sector subject area and age group

	2016/17							
	16 - 18		19 - 24		25 +		All ages	
Sector Subject Area	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	410	81%	1,800	82%	2,905	82%	5,115	82%
3: Agriculture, Horticulture and Animal Care	105	84%	75	83%	55	72%	240	81%
4: Engineering and Manufacturing Technologies	640	85%	745	88%	210	82%	1,595	86%
5: Construction, Planning and the Built Environment	815	82%	645	83%	145	85%	1,605	82%
6: Information and Communication Technology	65	88%	125	89%	130	86%	315	88%
7: Retail and Commercial Enterprise	630	79%	1,295	84%	360	76%	2,280	81%
7(a): Retailing and Customer Service	220	81%	620	84%	190	83%	1,025	83%
7(b): Hair and Beauty	280	80%	245	83%	25	*	550	81%
7(c): Hospitality and Catering	130	76%	430	83%	145	71%	700	79%
8: Leisure, Travel and Tourism	70	83%	120	75%	45	83%	235	79%
9: Arts, Media and Publishing	10	*	10	*	5	*	25	*
13: Education and Training	15	*	55	84%	65	87%	135	84%
15: Business, Administration and Law	270	84%	900	82%	1,545	72%	2,715	76%
All sector subject areas	**3,025**	**82%**	**5,765**	**83%**	**5,465**	**79%**	**14,255**	**81%**

Source: Lifelong Learning Wales Record (LLWR)

Table 5a - Destinations of Traineeship leavers in four week period following end of programme

	2016/17					
	Engagement		Level 1		All	
Destination	No.	%	No.	%	No.	%
Continuing programme of learning	0	0%	0	0%	0	0%
Transferred to another learning programme	225	4%	85	3%	310	4%
New programme of learning at the same level	60	1%	75	3%	140	2%
Progressed to learning at a higher level	2,730	53%	510	18%	3,245	41%
Full time employment	530	10%	1,120	40%	1,650	21%
Part time employment	20	0%	15	1%	35	0%
Self-employment	*	0%	*	0%	*	0%
Voluntary Work	175	3%	265	10%	440	6%
Seeking work / unemployed	1,200	23%	535	19%	1,735	22%
Other	175	3%	125	5%	300	4%
Not Known	70	1%	35	1%	100	1%
Total	**5,190**		**2,775**		**7,960**	

Source: Lifelong Learning Wales Record (LLWR)

Table 5b - Destinations of Work Ready[1] leavers in three month period following end of programme

| | 2016/17 | |
| | Learning for Work | |
Destination	No.	%
Continuing programme of learning	0	*0%*
New programme of learning at the same level	0	*0%*
Progressed to learning at a higher level	0	*0%*
Full time employment	15	*26%*
Part time employment	0	*0%*
Self-employment	0	*0%*
Voluntary Work	15	*29%*
Seeking work / unemployed	25	*41%*
Other	*	*3%*
Not Known	0	*0%*
Total	**60**	

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes Learning for Work and Routeways programmes

Table 6 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2016/17					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ[1]	1,060	82%	1,195	84%	2,250	83%
	Award/Certificate/Diploma	2,090	82%	3,960	84%	6,050	84%
	Key Skills/Essential Skills Wales[2]	1,445	84%	2,780	90%	4,225	88%
	Other	*	*	10	*	10	*
	All	**4,595**	**83%**	**7,945**	**86%**	**12,540**	**85%**
Apprenticeship	NVQ[1]	595	83%	1,235	80%	1,830	81%
	Award/Certificate/Diploma	910	86%	4,580	83%	5,490	84%
	Key Skills/Essential Skills Wales[2]	700	90%	3,765	91%	4,460	91%
	Other	*	*	*	*	*	*
	All	**2,205**	**86%**	**9,580**	**86%**	**11,785**	**86%**
Higher Apprenticeship	NVQ[1]	15	*	665	73%	680	73%
	Award/Certificate/Diploma	20	*	3,745	75%	3,765	75%
	Key Skills/Essential Skills Wales[2]	*	*	5,320	90%	5,325	90%
	Other	0	n/a	20	*	20	*
	All	**35**	**65%**	**9,750**	**83%**	**9,785**	**83%**
Flexible Learning	NVQ[1]	0	n/a	10	*	10	*
	Award/Certificate/Diploma	0	n/a	15	*	15	*
	Key Skills/Essential Skills Wales[2]	0	n/a	*	*	*	*
	Other	0	n/a	0	n/a	0	n/a
	All	**0**	**n/a**	**25**	*****	**25**	*****
Traineeship - Engagement	Award/Certificate/Diploma	1,460	92%	*	*	1,460	92%
	Key Skills/Essential Skills Wales[2]	5	*	0	n/a	5	*
	Other	985	90%	10	*	995	90%
	All	**2,450**	**91%**	**10**	*****	**2,460**	**91%**
Traineeship - Level 1	NVQ[1]	400	75%	*	*	400	75%
	Award/Certificate/Diploma	2,205	85%	55	91%	2,260	85%
	Key Skills/Essential Skills Wales[2]	405	91%	5	*	410	91%
	Other	450	95%	10	*	455	95%
	All	**3,460**	**85%**	**70**	**91%**	**3,530**	**85%**
Work Ready - Learning for Work	NVQ[1]	0	n/a	10	*	10	*
	Award/Certificate/Diploma	*	*	20	*	20	*
	Key Skills/Essential Skills Wales[2]	0	n/a	*	*	*	*
	Other	0	n/a	10	*	10	*
	All	*****	*****	**40**	*****	**45**	*****

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

Table 7 – Completion, attainment and success rates for ACL provision, by type of provision and notional level

Type of ACL provision	Level	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
		2016/17				
Directly delivered by	Entry Level	2,745	96%	2,545	97%	93%
local authorities	Level 1	1,820	98%	1,690	94%	92%
	Level 2	3,840	98%	3,520	92%	90%
	Other Levels	7,520	89%	175	69%	61%
	All	**15,925**	**93%**	**7,930**	**93%**	**90%**
Delivered by local authorities	Entry Level	3,055	92%	2,825	95%	87%
via a franchise arrangement	Level 1	1,255	93%	1,080	96%	89%
with an FE institution	Level 2	505	96%	415	93%	89%
	Other Levels	125	98%	30	*	*
	All	**4,945**	**93%**	**4,350**	**95%**	**88%**
Other ACL delivered	Entry Level	13,895	98%	12,365	91%	89%
by FE institutions	Level 1	11,850	99%	10,720	93%	92%
	Level 2	7,030	98%	6,315	91%	90%
	Other Levels	8,010	97%	1,895	86%	83%
	All	**40,785**	**98%**	**31,295**	**91%**	**90%**
All provision types	Entry Level	19,690	97%	17,735	92%	89%
	Level 1	14,930	98%	13,490	93%	92%
	Level 2	11,375	98%	10,250	92%	90%
	Other Levels	15,660	93%	2,100	84%	81%
	All	**61,655**	**96%**	**43,575**	**92%**	**90%**

Source: Lifelong Learning Wales Record (LLWR)

Table 8 – Completion, attainment and success rates for ACL provision, by type of provision and age group

Type of Provision	Age Group	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
			2016/17			
Directly delivered by	18 and under	575	96%	455	92%	90%
local authorities	19 - 24	1,405	93%	995	93%	90%
	25 - 49	7,145	92%	4,435	93%	91%
	50 - 74	6,030	94%	1,925	93%	91%
	75 and over	760	92%	110	88%	80%
	All [1]	**15,925**	**93%**	**7,930**	**93%**	**90%**
Delivered by local authorities	18 and under	240	92%	210	96%	88%
via a franchise arrangement	19 - 24	515	91%	455	93%	86%
with an FE institution	25 - 49	2,725	93%	2,445	95%	88%
	50 - 74	1,335	92%	1,140	94%	87%
	75 and over	130	90%	100	97%	86%
	All [1]	**4,945**	**93%**	**4,350**	**95%**	**88%**
Other ACL delivered	18 and under	2,020	98%	1,675	89%	87%
by FE institutions	19 - 24	4,760	98%	3,865	91%	90%
	25 - 49	21,630	98%	17,095	92%	91%
	50 - 74	11,295	98%	8,125	91%	89%
	75 and over	1,045	96%	520	83%	80%
	All [1]	**40,785**	**98%**	**31,295**	**91%**	**90%**
All provision types	18 and under	2,835	97%	2,335	90%	88%
	19 - 24	6,680	96%	5,315	92%	89%
	25 - 49	31,500	96%	23,975	93%	90%
	50 - 74	18,660	96%	11,190	91%	89%
	75 and over	1,935	94%	735	86%	81%
	All [1]	**61,655**	**96%**	**43,575**	**92%**	**90%**

Source: Lifelong Learning Wales Record (LLWR)

[1] Includes learning activities where the age group is unknown

Table 9 – Completion, attainment and success rates for ACL provision, by notional level and sector subject area

Level	Sector Subject Area	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
			2016/17			
Entry Level	Arts, Media and Publishing	895	98%	775	87%	85%
	Information and Communication Technology	1,250	97%	1,155	94%	92%
	Languages, Literature and Culture	100	100%	90	89%	89%
	Adult Basic Education	5,705	95%	4,990	93%	88%
	English for Speakers of Other Languages	4,495	95%	3,935	88%	84%
	Other	7,245	99%	6,790	95%	94%
	All [1]	**19,690**	**97%**	**17,735**	**92%**	**89%**
Level 1	Arts, Media and Publishing	940	98%	750	80%	79%
	Information and Communication Technology	1,825	98%	1,555	90%	88%
	Languages, Literature and Culture	405	98%	330	85%	83%
	Adult Basic Education	1,755	93%	1,350	92%	86%
	English for Speakers of Other Languages	195	93%	170	87%	81%
	Other	9,810	99%	9,340	96%	95%
	All [1]	**14,930**	**98%**	**13,490**	**93%**	**92%**
Level 2	Arts, Media and Publishing	455	96%	395	87%	83%
	Information and Communication Technology	760	98%	645	90%	88%
	Languages, Literature and Culture	135	88%	110	89%	77%
	Adult Basic Education	285	93%	160	87%	78%
	English for Speakers of Other Languages	50	94%	40	82%	77%
	Other	9,690	99%	8,895	92%	91%
	All [1]	**11,375**	**98%**	**10,250**	**92%**	**90%**
Other Levels	Arts, Media and Publishing	2,960	94%	25	*	*
	Information and Communication Technology	1,935	91%	315	96%	93%
	Languages, Literature and Culture	660	94%	15	*	*
	Adult Basic Education	2,105	93%	540	91%	87%
	English for Speakers of Other Languages	1,180	93%	25	*	*
	Other	6,820	93%	1,180	79%	76%
	All [1]	**15,660**	**93%**	**2,100**	**84%**	**81%**
All Levels	Arts, Media and Publishing	5,250	95%	1,945	84%	81%
	Information and Communication Technology	5,765	95%	3,670	92%	90%
	Languages, Literature and Culture	1,305	95%	550	87%	83%
	Adult Basic Education	9,845	94%	7,040	93%	87%
	English for Speakers of Other Languages	5,920	95%	4,170	88%	84%
	Other	33,570	98%	26,200	93%	92%
	All [1]	**61,655**	**96%**	**43,575**	**92%**	**90%**

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 2016/17. It covers further education (FE), work-based learning (WBL) 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, WBL 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 the new qualifications have not been implemented consistently by FE institutions 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 shows the success rates for these qualifications.

Success rates for new Essential Skills Wales qualifications, by provision and level, 2016/17

Provision	Level	No. of Attained Learning Activities	% Success
		2016/17	
Further Education	Entry Level	120	**80%**
	Level 1	3,350	**66%**
	Level 2	4,040	**61%**
	Level 3	480	**52%**
	All levels	**7,995**	**63%**
Work Based Learning	Entry Level	30	*
	Level 1	2,790	**71%**
	Level 2	6,000	**71%**
	Level 3	1,455	**74%**
	All levels	10,270	**72%**
Adult Community Learning	Entry Level	55	**76%**
	Level 1	30	*
	Level 2	45	**48%**
	Level 3	0	*
	All levels	**125**	**53%**
All Provision	**All levels**	**36,785**	**67%**

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 challenges experienced by providers delivering these qualifications and ongoing data quality issues. The table below shows the learner outcome measures for these qualifications.

Completion, attainment and success rates for new Welsh Baccalaureate and Skills Challenge Certificate qualifications, by level

Level	Qualification	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
		2016/17				
Foundation (level 1)	Skills Challenge Certificate	730	**87%**	565	**78%**	**68%**
	Welsh Baccalaureate	760	**88%**	475	**62%**	**55%**
National (level 2)	Skills Challenge Certificate	790	**87%**	570	**72%**	**63%**
	Welsh Baccalaureate	770	**86%**	250	**32%**	**28%**
Advanced (level 3)	Skills Challenge Certificate	2,955	**57%**	2,235	**76%**	**70%**
	Welsh Baccalaureate	2,940	**56%**	1,675	**57%**	**53%**

Source: Lifelong Learning Wales Record (LLWR)

- Aside from the exclusions noted above, the base cohorts underpinning tables 1a – 1c, 2a – 2c, 6, 7, 8 and 9 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.

- The base cohorts underpinning tables 4a – 4d and 5a – 5b comprise all 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, ACL provision delivered by ACL partnerships and WBL provision delivered by contracted lead providers, their consortium members and sub-contractors.

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.

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 65 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 27 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.

2.4 Completion, attainment and success

- The completion rates shown in tables 1a, 2a, 3, 7, 8 and 9 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, 7, 8 and 9 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, 6, 7, 8 and 9 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.

- Generically coded learning activities have been excluded from the calculations. These are learning activities delivered by the provider that do not appear on the Qualifications in Wales (QiW) database of approved qualifications.

2.5 Framework success

- The framework success rates shown in tables 4a – 4d 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 learner death or the learner being made redundant have been excluded from the calculation.

2.6 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. .

2.7 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.

2.8 Sector/subject areas

- The sector/subject areas detailed in Tables 2a – 2c, 4a – 4d and 9 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 9 have been grouped to reflect the most popular ACL subject areas.

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

2.9 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.

2.10 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 5a – 5b differs slightly from the version in years prior to 2013/14 and care should be taken when making comparisons across years.

- The basis for collecting information on the destinations of traineeship leavers changed during the course of 2014/15 to reflect destinations within four weeks rather than within three months, as was the case previously. For this reason data on the destinations of traineeship leavers was not presented in the 2016 statistical release but has since been included on the new basis.

2.11 Adult employability programme

- The Adult Employability programme closed to new learners in September 2016. This release presents data for the remaining learners undertaking the 'Work Ready – Learning for Work' programme into the 2016/17 academic year. The Welsh Government is currently developing a new Employability Delivery Plan which will be underpinned by a new employability programme Working Wales to be delivered from April 2019. Working Wales will support both adults and young people.

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; 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 Welsh Government officials.

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 were then updated in March 2017.

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	LLWR freeze taken September 2017	Statistical Release freeze (taken December 2017)	% Difference
Entry Level	13,835	15,345	10.9
Level 1	22,295	23,395	4.9
Level 2	44,745	46,155	3.1
Level 3	50,600	50,760	0.3
Level 4	1,185	1,015	-14.4
Unknown Level	1,900	1,795	-5.5
Other Short	2,965	5,275	77.8
All learning aims	**137,525**	**143,740**	**4.5**

Source: Lifelong Learning Wales Record (LLWR)

This table shows an increase in the total number of learning activities comprising the FE success rate denominator. However, analysis at each level and between institutions reveals substantial variation. Six of the 13 FE institutions have differences of less than ± 4 per cent but four providers have differences of more than ± 12 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 2012/13 and 2016/17.

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

Level	% of Continuing Learning Activities				
	2012/13	2013/14	2014/15	2015/16	2016/17
Entry Level	0.4	0.9	0.1	0.0	0.1
Level 1	0.5	1.4	0.3	0.2	0.1
Level 2	0.7	1.5	0.7	0.5	0.7
Level 3	0.8	0.9	1.0	0.3	0.7
Level 4	2.3	8.2	9.8	4.5	8.3
Unknown Level	0.5	1.2	0.2	0.4	0.2
Other Short	0.2	0.3	0.6	0.1	0.6
All learning aims	**0.6**	**1.2**	**0.7**	**0.4**	**0.5**

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				
	2012/13	2013/14	2014/15	2015/16	2016/17
Entry Level	3.0	3.5	6.0	6.7	7.0
Level 1	4.3	3.9	5.2	5.2	5.3
Level 2	4.5	4.1	4.2	4.2	5.0
Level 3	5.8	4.0	3.4	4.4	5.0
Level 4	15.5	10.2	5.7	5.1	4.2
Unknown Level	4.6	1.6	3.7	3.1	3.4
Other Short	0.3	0.3	0.2	1.0	0.7
All learning aims	**4.4**	**3.7**	**4.0**	**4.4**	**4.6**

Source: Lifelong Learning Wales Record (LLWR)

In general, the proportion of learning activities recorded as continuing or transferred in 2016/17 is broadly in line with previous years.

Similar analysis was undertaken for WBL providers. Learning activities recorded as continuing or transferred are also excluded from WBL 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 tables show the proportion of WBL learning programmes that were recorded as continuing or transferred between 2012/13 and 2016/17.

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

Type of Learning Programme	% of Continuing Learning Programmes				
	2012/13	2013/14 (r)	2014/15 (r)	2015/16	2016/17
Foundation Apprenticeship	0.1	0.0	0.0	0.0	0.0
Apprenticeship	0.2	0.1	0.1	0.0	0.0
Higher Apprenticeship	-	0.1	0.0	0.0	0.0
All Apprenticeships	**0.1**	**0.1**	**0.0**	**0.0**	**0.0**

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

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

Type of Learning Programme	% of Transferred Learning Programmes				
	2012/13	2013/14 (r)	2014/15 (r)	2015/16	2016/17
Foundation Apprenticeship	4.9	3.9	8.3	3.5	2.9
Apprenticeship	4.9	3.4	9.3	2.8	2.2
Higher Apprenticeship	-	4.8	9.9	3.8	2.1
All Apprenticeships	**4.9**	**3.7**	**8.9**	**3.3**	**2.4**

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

2014/15 saw an increase in the proportion of transferred WBL learning programmes of around 5.2 percentage points from 2013/14. This was attributable to the start of a new WBL contract period on 1 April 2015 and a requirement placed on providers by the Welsh Government to record learners against the correct WBL provider according to the new contract arrangements. The proportion of transferred WBL learning programmes has since decreased and now stands at 2.4 per cent of all apprenticeship programmes.

WBL framework success rate

When deriving the WBL apprenticeship framework success rates detailed in tables 4a – 4d of this release, learning programmes are excluded from the calculation in the following circumstances:

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

- 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.

The following table shows the numbers and proportions of different types of exclusions in 2016/17 compared with previous years.

| Reason for exclusion	2012/13		2013/14 (r)		2014/15 (r)		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Early drop-out	2,000	10.6	1,950	7.9	1,430	5.5	1,875 (r)	9.3 (r)	2,435	11.7
Continuing learning programme	25	0.1	15	0.1	10	0.0	0	0.0	0	0.0
Transferred learning programme	930	4.9	920	3.7	2,290	8.9	665	3.3	505	2.4
Learner redundancy	390	2.1	490	2.0	350	1.4	240	1.2	245	1.2
Learner death	*	0.0	10	0.0	10	0.0	5	0.0	10	0.1
Total exclusions	3,350	17.7	3,385	13.8	4,095	15.8	2,780 (r)	13.9 (r)	3,200	15.4
Total terminated learning programmes	18,875		24,585		25,845		20,050 (r)		20,755	

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships. The figures for 2015/16 have been revised due to resubmissions of data.

The proportion of 'early drop outs' decreased between 2012/13 and 2014/15 by 5.1 percentage points. This proportion has since increased by 6.2 percentage points but has been offset by a fall in the proportion of transferred learning programmes of 6.4 percentage points since 2014/15.

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 8 years. It can be seen that the total number of apprenticeship leavers increased markedly between 2012/13 and 2013/14. This was due to an increased investment in apprenticeships over these two years. Since then the total number of apprenticeship leavers has decreased to be lower than in 2013/14.

Chart 3: Trends in leavers from Apprenticeship programmes
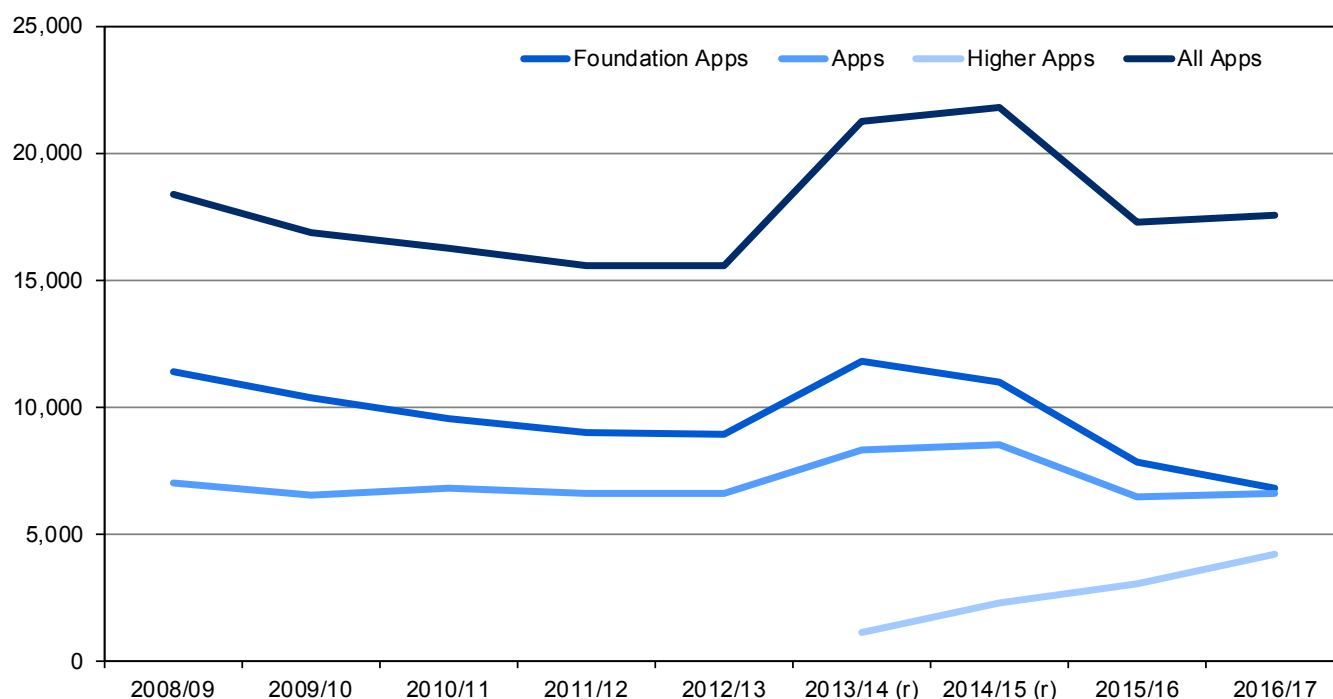
(r) The All Apps figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

Welsh Government officials will continue to monitor the numbers and proportions of exclusions from the framework success rate to ensure that this measure remains robust and fit-for-purpose.

In addition, the following data issues are of particular relevance to tables 7, 8 and 9 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.

Analysis of ACL data reveals considerable variation in the proportion of non-assessable learning activities across the different types of ACL provision. Directly delivered local authority provision has a notably high proportion of such activities (49 per cent of terminated learning activities in 2016/17) compared with local authority provision delivered via a franchise arrangement with an FE institution (7 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (16 per cent of terminated activities).

However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. For local authorities with over 1,000 terminated learning activities this ranged from 4 per cent to 90 per cent. 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.

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 the timetable for the production of final learner outcomes data for WBL was brought forward by around two months to align with the timetable for FE and ACL. Statistics are drawn from a database based on the LLWR as at December (rather than February, as in previous years). This first release is then produced and published as soon as possible.

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 last year saw WBL outcomes published separately to FE and ACL outcomes due to differences in timetables. 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, WBL providers and ACL partnerships will be published by Welsh Government in February 2018:

Learner outcomes reports

5.2 Consistent post-16 performance measures

Arrangements for measuring performance in school sixth forms and in further education 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 has recently consulted on a new set of consistent performance measures for further education and school sixth forms. Further information: summaries of the responses; progress reports on the development of the new measures.

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 the indicators, along with narratives for each of the well-being goals and associated technical information is available in the Well-being of Wales report.

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 2019 (provisional) for the academic year 2017/18.

We want your feedback

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

Open Government Licence

All content is available under the Open Government Licence v3.0, except where otherwise stated.

OGL