**ystadegau ar gyfer cymru statistics for wales**

**Statistical Article
Erthygl Ystadegol**

**Llywodraeth Cymru
Welsh Government**

# Progressions from Pathways to Apprenticeships Programmes[1]

## Background

Working in partnership with Sector Skills Councils and Further Education colleges, the Welsh Government (WG) introduced the Pathways to Apprenticeships (PtA) programme in 2009. The programme is an intensive one-year course that aims to provide learners aged 16 to 24 with the skills and experience to progress onto an apprenticeship. Further information regarding the PtA programme can be found on the Department for Education & Skills (DfES) pages of the WG website.

WG statisticians have been working in collaboration with DfES officials to develop a methodology for measuring progression from PtA programmes. This statistical article provides an overview of the methodology as well as presenting data for the 2010/11 and 2011/12 academic years (note that the PtA programme was run as a pilot scheme in 2009/10 and progression data for this year is not considered robust enough for publication).

## Methodology

Data on learners accessing further education (FE) and work based learning (WBL) provision across Wales is submitted electronically to DfES by learning providers via the Lifelong Learning Wales Record (LLWR). As part of the data-submission process, DfES allocates a unique learner identifier (ULI) code to each learner which is retained when learners undertake subsequent periods of learning with either the same or a different learning provider. This makes it possible to track learners across the duration of their lifelong learning.

In order to measure progression from PtA programmes, a base cohort was initially defined. This cohort comprised all PtA programmes recorded as completed in a given academic year. The ULI codes of the learners completing these programmes were then matched against the entire LLWR to identify the learning programmes that each learner had undertaken following their PtA programme.

In instances where a learner progressed to more than one subsequent learning programme, a hierarchy was applied which prioritised apprenticeships ahead of foundation apprenticeships ahead of FE programmes at levels 3 and 2 respectively.

Tables 1a and 1b below show the numbers of learners completing PtA programmes in 2010/11 and 2011/12 respectively split by pathway and subsequent learning programme.

1 Notes on the use of statistical articles can be found at the end of this document.

**Table 1a: Numbers of learners completing Pathways to Apprenticeships programmes by pathway and subsequent learning programme, 2010/11**

| Pathway | Apprenticeship | | Foundation Apprenticeship | | Further Education (Level 3) | | Further Education (Level 2) | | Other Learning Programme | | No Subsequent Programme Identified | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Automotive Skills | 10 | 8 | 25 | 21 | 30 | 27 | 5 | 4 | 10 | 7 | 40 | 32 | 120 |
| Construction | 15 | 3 | 110 | 25 | 20 | 5 | 180 | 42 | 25 | 5 | 85 | 19 | 430 |
| Hair & Beauty | 10 | 3 | 25 | 8 | 170 | 56 | 15 | 4 | 15 | 4 | 75 | 24 | 305 |
| Hospitality, Leisure, Travel & Tourism | * | * | 0 | 0 | 30 | 43 | * | * | * | * | 30 | 44 | 70 |
| Plumbing | 10 | 16 | 5 | 8 | 15 | 23 | * | * | * | * | 35 | 45 | 75 |
| Science, Engineering & Manufacturing Technologies | 115 | 44 | 20 | 7 | 55 | 21 | 10 | 3 | 10 | 3 | 60 | 22 | 260 |
| **Total** | **160** | **13** | **180** | **14** | **325** | **26** | **215** | **17** | **60** | **5** | **315** | **25** | **1,255** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 1b: Numbers of learners completing Pathways to Apprenticeships programmes by pathway and subsequent learning programme, 2011/12**

| Pathway | Apprenticeship | | Foundation Apprenticeship | | Further Education (Level 3) | | Further Education (Level 2) | | Other Learning Programme | | No Subsequent Programme Identified | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Agriculture, Horticulture and Land-Based Engineering | 5 | 22 | * | * | 10 | 44 | 0 | 0 | * | * | 5 | 22 | 25 |
| Automotive Skills | 5 | 7 | 30 | 30 | 20 | 18 | 10 | 8 | * | * | 35 | 35 | 100 |
| Construction | * | * | 125 | 39 | 10 | 3 | 135 | 42 | 15 | 5 | 35 | 10 | 320 |
| Hospitality, Leisure, Travel & Tourism | 5 | 6 | 0 | 0 | 40 | 40 | 5 | 5 | 10 | 9 | 40 | 40 | 105 |
| IT and Telecommunications | 0 | 0 | 0 | 0 | 55 | 62 | 5 | 7 | 5 | 8 | 20 | 23 | 85 |
| Plumbing | 20 | 25 | 10 | 17 | 15 | 19 | * | * | * | * | 25 | 33 | 70 |
| Science, Engineering & Manufacturing Technologies | 95 | 40 | 15 | 7 | 40 | 17 | 10 | 5 | 5 | 3 | 70 | 29 | 240 |
| Sport and Active Leisure | * | * | * | * | 15 | 48 | * | * | * | * | 10 | 26 | 30 |
| **Total** | **140** | **14** | **195** | **19** | **205** | **20** | **175** | **17** | **45** | **4** | **250** | **25** | **1,010** |

*Source: Lifelong Learning Wales Record (LLWR)*

## Summary

In 2010/11, 53 per cent of leavers completing PtA programmes progressed onto either an apprenticeship, a foundation apprenticeship or an FE programme at level 3. This figure remained static in 2011/12. However, higher proportions of leavers progressed onto apprenticeships and foundation apprenticeships compared with the previous year.

Progression rates to apprenticeships were highest for leavers from the 'Science, Engineering & Manufacturing Technologies' and 'Plumbing' pathways.

A quarter of leavers in each academic year had no subsequent learning programme recorded on LLWR. Tables 2a and 2b below detail the destinations recorded on LLWR for these learners.

**Table 2a: Numbers of Pathways to Apprenticeships leavers with no subsequent learning programme by pathway and destination, 2010/11**

| Pathway | Employment | | Further Learning | | Seeking Work / Unemployed | | Other | | Not Known | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Automotive Skills | 10 | 24 | 5 | 13 | 15 | 42 | 0 | 0 | 10 | 21 | 40 |
| Construction | 30 | 34 | 10 | 11 | 15 | 17 | 5 | 7 | 25 | 31 | 85 |
| Hair & Beauty | 20 | 30 | 20 | 26 | 10 | 15 | 10 | 15 | 10 | 14 | 75 |
| Hospitality, Leisure, Travel & Tourism | 15 | 48 | * | * | 5 | 16 | 0 | 0 | 10 | 32 | 30 |
| Plumbing | 10 | 33 | * | * | 15 | 42 | * | * | * | * | 35 |
| Science, Engineering & Manufacturing Technologies | * | * | 30 | 52 | 5 | 9 | * | * | 15 | 29 | 60 |
| **Total** | **85** | **28** | **70** | **22** | **65** | **21** | **20** | **7** | **75** | **23** | **315** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 2b: Numbers of Pathways to Apprenticeships leavers with no subsequent learning programme by pathway and destination, 2011/12**

| Pathway | Employment | | Further Learning | | Seeking Work / Unemployed | | Other | | Not Known | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Agriculture, Horticulture and Land-Based Engineering | * | * | * | * | 0 | 0 | 0 | 0 | * | * | 5 |
| Automotive Skills | 10 | 25 | * | * | 15 | 39 | * | * | 10 | 28 | 35 |
| Construction | 5 | 18 | 10 | 30 | 5 | 15 | * | * | 10 | 30 | 35 |
| Hair & Beauty | 0 | 0 | * | * | 0 | 0 | * | * | 0 | 0 | * |
| Hospitality, Leisure, Travel & Tourism | 25 | 60 | 5 | 14 | 5 | 17 | * | * | * | * | 40 |
| IT and Telecommunications | * | * | 10 | 45 | 10 | 45 | * | * | 0 | 0 | 20 |
| Plumbing | * | * | 5 | 29 | 5 | 25 | 0 | 0 | 5 | 29 | 25 |
| Science, Engineering & Manufacturing Technologies | 15 | 23 | 35 | 49 | 10 | 12 | * | * | 5 | 10 | 70 |
| Sport and Active Leisure | * | * | * | * | * | * | 0 | 0 | * | * | 10 |
| **Total** | **70** | **29** | **80** | **31** | **50** | **21** | **10** | **4** | **40** | **15** | **250** |

*Source: Lifelong Learning Wales Record (LLWR)*

## Methodological Issues

### Timing of analysis

To produce the analysis detailed in tables 1a and 1b, each cohort of leavers was matched to a freeze of the LLWR taken 12 months after the end of the respective academic year. So, if a leaver progressed to a subsequent learning programme after this period, the progression would not be reflected in the analysis.

It is anticipated that the majority of learner progressions will be captured in the 12 months following the academic year. However, this analysis will be revised at a later date to determine whether numbers of progressions increase further with time.

### Coverage of LLWR

This analysis is sourced solely from the LLWR. Hence, if a leaver progressed to a programme outside the coverage of the LLWR (for example, an apprenticeship in England) then the progression would not be reflected in the analysis.

*Destinations*

Tables 2a and 2b show that a quarter leavers where no subsequent learning programme was identified on LLWR have a recorded destination of 'Further Learning'. However, in some instances, this is contradicted by the analysis underpinning tables 1a and 1b. Further analysis will be required to identify and investigate these data-anomalies.

## Completion, Attainment and Success

Tables 3a and 3b on pages 5 and 6 of this article detail learning activity completion, attainment and success rates for PtA provision delivered in 2010/11 and 2011/12.

Completion, attainment and success are the key learner outcome measures for FE provision and the data detailed in these tables is comparable with the sector benchmarks published in the *Learner Outcome Measures for Further Education and Work Based Learning, 2011/12* and *National Comparators for Further Education and Work Based Learning, 2010/11* statistical first releases (SDR 53/2013 and SDR 56/2012 respectively).

## Potential Next Steps

The methodology outlined in this article has the potential to be applied to the wider FE sector in order to provide valuable information on learner progression. As such, we appreciate any feedback on the content and usefulness of this article.

We are currently reviewing the content, scope and timing of all our post-16 education outputs to ensure that they continue to effectively support and inform the policy initiatives of DfES (in particular, the post-16 funding and planning review). Any feedback will be considered in light of this wider review.

**Table 3a: Learning activity completion, attainment and success rates for Pathways to Apprenticeships provision, by pathway and type of learning aim, 2010/11**

| Pathway | Type of learning aim | No. of completed learning activities | % Completion | No. of attained learning activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| Automotive Skills | NVQ[1] | 165 | 92% | 160 | 95% | 88% |
| | QCF Award/Certificate/Diploma | 100 | 86% | 95 | 93% | 80% |
| | Key Skills/Essential Skills Wales | 355 | 88% | 335 | 95% | 83% |
| | OCN credit(s) | 175 | 96% | 135 | 78% | 75% |
| | Other | 430 | 89% | 280 | 93% | 83% |
| | **All** | **1,225** | **90%** | **1,005** | **92%** | **82%** |
| Construction | NVQ[1] | * | * | * | * | * |
| | QCF Award/Certificate/Diploma | 420 | 87% | 395 | 95% | 82% |
| | Key Skills/Essential Skills Wales | 1,140 | 89% | 1,020 | 89% | 79% |
| | OCN credit(s) | 280 | 95% | 275 | 99% | 94% |
| | Other | 1,115 | 89% | 780 | 89% | 80% |
| | **All** | **2,960** | **89%** | **2,475** | **91%** | **81%** |
| Hair & Beauty | NVQ[1] | 420 | 90% | 395 | 94% | 84% |
| | QCF Award/Certificate/Diploma | 320 | 92% | 310 | 97% | 90% |
| | Key Skills/Essential Skills Wales | 700 | 91% | 650 | 92% | 84% |
| | OCN credit(s) | 95 | 98% | 95 | 100% | 98% |
| | Other | 235 | 97% | 135 | 90% | 87% |
| | **All** | **1,770** | **92%** | **1,580** | **94%** | **86%** |
| Hospitality, Leisure, Travel & Tourism | NVQ[1] | 20 | * | 20 | * | * |
| | QCF Award/Certificate/Diploma | 205 | 93% | 185 | 90% | 84% |
| | Key Skills/Essential Skills Wales | 150 | 90% | 130 | 88% | 79% |
| | OCN credit(s) | 45 | * | 45 | * | * |
| | Other | 240 | 96% | 135 | 91% | 86% |
| | **All** | **655** | **93%** | **510** | **91%** | **84%** |
| Plumbing | NVQ[1] | 55 | 89% | 40 | 73% | 65% |
| | QCF Award/Certificate/Diploma | 65 | 83% | 50 | 78% | 64% |
| | Key Skills/Essential Skills Wales | 235 | 86% | 225 | 97% | 83% |
| | OCN credit(s) | * | * | * | * | * |
| | Other | 195 | 91% | 130 | 91% | 83% |
| | **All** | **550** | **88%** | **450** | **90%** | **79%** |
| Science, Engineering & Manufacturing Technologies | NVQ[1] | 255 | 94% | 245 | 95% | 90% |
| | QCF Award/Certificate/Diploma | 135 | 96% | 125 | 94% | 91% |
| | Key Skills/Essential Skills Wales | 1,140 | 91% | 1,080 | 95% | 87% |
| | OCN credit(s) | 40 | * | 40 | * | * |
| | Other | 550 | 92% | 430 | 88% | 83% |
| | **All** | **2,120** | **92%** | **1,925** | **93%** | **87%** |
| All Pathways | **NVQ[1]** | **915** | **91%** | **855** | **93%** | **85%** |
| | **QCF Award/Certificate/Diploma** | **1,240** | **90%** | **1,160** | **93%** | **84%** |
| | **Key Skills/Essential Skills Wales** | **3,725** | **90%** | **3,445** | **93%** | **83%** |
| | **OCN credit(s)** | **635** | **96%** | **590** | **93%** | **90%** |
| | **Other** | **2,760** | **91%** | **1,890** | **90%** | **82%** |
| | **All** | **9,275** | **91%** | **7,945** | **92%** | **84%** |

*Source: Lifelong Learning Wales Record (LLWR)*

[1] Includes QCF qualifications that directly replace NVQs

**Table 3b: Learning activity completion, attainment and success rates for Pathways to Apprenticeships provision, by pathway and type of learning aim, 2011/12**

| Pathway | Type of learning aim | No. of completed learning activities | % Completion | No. of attained learning activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Agriculture, Horticulture & Land-based Engineering** | QCF Award/Certificate/Diploma | 70 | *96%* | 65 | *93%* | *89%* |
| | Key Skills/Essential Skills Wales | 100 | *97%* | 100 | *97%* | *94%* |
| | OCN credit(s) | 170 | *100%* | 155 | *92%* | *92%* |
| | Other | 75 | *97%* | 50 | *72%* | *71%* |
| | **All** | **420** | *98%* | **370** | *90%* | *88%* |
| **Automotive Skills** | NVQ[1] | 25 | * | 25 | * | * |
| | QCF Award/Certificate/Diploma | 360 | *96%* | 335 | *94%* | *90%* |
| | Key Skills/Essential Skills Wales | 320 | *94%* | 305 | *95%* | *89%* |
| | OCN credit(s) | 70 | *100%* | 65 | *99%* | *99%* |
| | Other | 540 | *97%* | 385 | *91%* | *88%* |
| | **All** | **1,310** | *96%* | **1,120** | *94%* | *90%* |
| **Construction** | NVQ[1] | 40 | *62%* | 40 | * | *60%* |
| | QCF Award/Certificate/Diploma | 330 | *85%* | 320 | *97%* | *82%* |
| | Key Skills/Essential Skills Wales | 1,000 | *88%* | 940 | *94%* | *83%* |
| | OCN credit(s) | 275 | *98%* | 270 | *98%* | *95%* |
| | Other | 1,000 | *88%* | 785 | *95%* | *85%* |
| | **All** | **2,645** | *88%* | **2,355** | *95%* | *84%* |
| **Hospitality, Leisure, Travel & Tourism** | NVQ[1] | * | * | * | * | * |
| | QCF Award/Certificate/Diploma | 530 | *97%* | 505 | *95%* | *93%* |
| | Key Skills/Essential Skills Wales | 230 | *96%* | 220 | *95%* | *92%* |
| | OCN credit(s) | 75 | *99%* | 75 | *100%* | *99%* |
| | Other | 185 | *98%* | 35 | * | * |
| | **All** | **1,015** | *97%* | **830** | *95%* | *93%* |
| **IT & Telecommunications** | QCF Award/Certificate/Diploma | 155 | *80%* | 130 | *82%* | *65%* |
| | Key Skills/Essential Skills Wales | 405 | *80%* | 345 | *86%* | *69%* |
| | OCN credit(s) | 30 | * | 30 | * | * |
| | Other | 220 | *95%* | 185 | *90%* | *86%* |
| | **All** | **815** | *85%* | **690** | *86%* | *73%* |
| **Plumbing** | NVQ[1] | 90 | *95%* | 85 | *93%* | *89%* |
| | QCF Award/Certificate/Diploma | 75 | *100%* | 75 | *100%* | *100%* |
| | Key Skills/Essential Skills Wales | 300 | *93%* | 260 | *87%* | *81%* |
| | OCN credit(s) | 10 | * | 10 | * | * |
| | Other | 205 | *97%* | 180 | *95%* | *92%* |
| | **All** | **680** | *95%* | **610** | *92%* | *88%* |
| **Science, Engineering & Manufacturing Technologies** | NVQ[1] | 260 | *93%* | 240 | *93%* | *86%* |
| | QCF Award/Certificate/Diploma | 280 | *91%* | 215 | *76%* | *69%* |
| | Key Skills/Essential Skills Wales | 1,215 | *95%* | 1,150 | *95%* | *90%* |
| | OCN credit(s) | 85 | *98%* | 80 | *98%* | *95%* |
| | Other | 470 | *93%* | 350 | *90%* | *83%* |
| | **All** | **2,310** | *94%* | **2,040** | *91%* | *86%* |
| **Sport & Active Leisure** | NVQ[1] | 45 | *94%* | 35 | * | *68%* |
| | QCF Award/Certificate/Diploma | 100 | *93%* | 95 | *93%* | *87%* |
| | Key Skills/Essential Skills Wales | 160 | *94%* | 155 | *96%* | *90%* |
| | OCN credit(s) | 35 | * | 35 | * | * |
| | Other | 70 | *86%* | 50 | *93%* | *88%* |
| | **All** | **410** | *93%* | **365** | *92%* | *87%* |
| **All Pathways** | **NVQ[1]** | **485** | **88%** | **445** | **92%** | **81%** |
| | **QCF Award/Certificate/Diploma** | **1,935** | **92%** | **1,765** | **91%** | **84%** |
| | **Key Skills/Essential Skills Wales** | **3,810** | **91%** | **3,550** | **93%** | **85%** |
| | **OCN credit(s)** | **780** | **99%** | **755** | **97%** | **96%** |
| | **Other** | **2,810** | **92%** | **2,055** | **92%** | **85%** |
| | **All** | **9,815** | **92%** | **8,570** | **93%** | **85%** |

*Source: Lifelong Learning Wales Record (LLWR)*

[1] Includes QCF qualifications that directly replace NVQs

**Further Information**

## 1      Data sources

Data on learners accessing FE and WBL provision across Wales is submitted electronically to DfES by learning providers via the Lifelong Learning Wales Record (LLWR).

The LLWR comprises datasets based on learners, their learning programmes, their constituent learning activities and their ensuing awards. A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme is a group of related activities (and awards where applicable) such as a PtA programme.

Further information on LLWR including user support manuals can be found at:
Welsh Assembly Government - Lifelong Learning Wales Record

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

## 2          Definitions

### 2.1     Terminology

- The term 'academic year' is used throughout this release to refer to the period 1 August to 31 July.

- The term 'learning activity' refers to a specific qualification or course pursued by a learner, for example, an NVQ or Key Skill. The term 'learning programme' refers to a group of related learning activities.

### 2.2     Cohorts

- The base cohorts underpinning tables 1a and 1b comprise all learners recorded as completing PtA learning programmes in the respective academic year.

- The base cohorts underpinning tables 2a and 2b comprise all learners recorded as completing PtA learning programmes in the respective academic year that have not been matched to a subsequent learning programme.

- The base cohorts underpinning tables 3a and 3b comprise all learning activities undertaken as part of a PtA programme that  were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.

### 2.3     Pathways

- The subject area of a PtA programme is referred to as a 'pathway'.

- The 'Agriculture, Horticulture and Land-based Engineering', 'IT and Telecommunications' and 'Sport and Active Leisure' pathways were introduced in 2011/12.

- Pathways are recorded as 'unknown' where information relating to the subject area has not been recorded on LLWR. Instances where the pathway is unknown are not detailed separately but are included in the total lines.

- The 'Hair & Beauty' pathway was not delivered in 2011/12. However, there were a handful of programmes that commenced in 2010/11 and ended in 2011/12. Data for these programmes have been included in the total lines.

## 2.4    Subsequent learning programmes

- The 'Apprenticeship' category includes Higher Apprenticeships.

- 'Further Education (Level 2)' and 'Further Education (Level 3)' programmes are defined as learning programmes where one of the constituent learning activities (excluding Key Skills and Essential Skills Wales qualifications) is at level 2 or level 3 respectively of the Credit and Qualifications Framework for Wales (CQFW).

- The 'Other learning programme' category includes FE programmes below level 2, WBL programmes other than Apprenticeships and Adult Community Learning (ACL) programmes.

## 2.4    Destinations

- Data on learner destination within 3 months of leaving the learning programme is collected via the LLWR. Under the terms of receiving European Social Funds for these programmes, providers must collect information of the destination of learners following learning. Percentages are quoted on the basis of all learners, regardless of whether destination was known or not.

- The destination 'Employment' includes self-employment and voluntary work.

- The LLWR submission guidance advises the use of the 'Other' category only in the following circumstances: pregnancy, long term sickness, death, custodial sentence or the learner has moved out of Wales.

## 2.5 Completion, Attainment and Success

- The completion rates shown in tables 3a and 3b 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 3a and 3b are calculated as the number of learning activities attained divided by the number of learning activities completed.

- The success rates shown in tables 3a and 3b 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.

## 2.6 Early Drop-out

Learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

## 3       Rounding and Suppression

All figures in this Statistical Article 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 '*'.

## Notes on the use of statistical articles

Statistical articles generally relate to one-off analyses for which there are no updates planned, at least in the short-term, and serve to make such analyses available to a wider audience than might otherwise be the case. They are mainly used to publish analyses that are exploratory in some way, for example:

- Introducing a new experimental series of data;

- A partial analysis of an issue which provides a useful starting point for further research but that nevertheless is a useful analysis in its own right;

- Drawing attention to research undertaken by other organisations, either commissioned by the Welsh Government or otherwise, where it is useful to highlight the conclusions, or to build further upon the research;

- An analysis where the results may not be of as high quality as those in our routine statistical releases and bulletins, but where meaningful conclusions can still be drawn from the results.

Where quality is an issue, this may arise in one or more of the following ways:

- being unable to accurately specify the timeframe used (as can be the case when using an administrative source);

- the quality of the data source or data used; or

- other specified reasons.

However, the level of quality will be such that it does not significantly impact upon the conclusions. For example, the exact timeframe may not be central to the conclusions that can be drawn, or it is the order of magnitude of the results, rather than the exact results, that are of interest to the audience.

The analysis presented does not constitute a National Statistic, but may be based on National Statistics outputs and will nevertheless have been subject to careful consideration and detailed checking before publication. An assessment of the strengths and weaknesses in the analysis will be included in the article, for example comparisons with other sources, along with guidance on how the analysis might be used, and a description of the methodology applied.

Articles are subject to the release practices as defined by the release practices protocol, and so, for example, are published on a pre-announced date in the same way as other statistical outputs. Missing value symbols used in the article follow the standards used in other statistical outputs, as outlined below.

..    The data item is not available

.    The data item is not applicable

-    The data item is not exactly zero, but estimated as zero or less than half the final digit shown
*    The data item is disclosive or not sufficiently robust for publication