

SDR 75/2011

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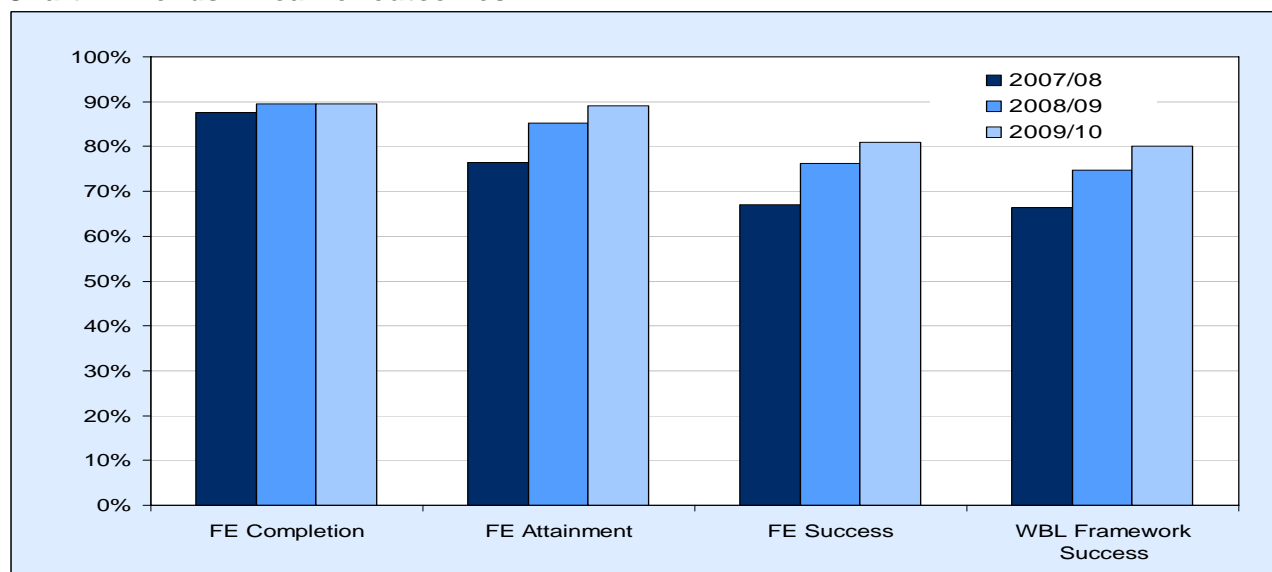
National Comparators for Further Education and Work-Based Learning: 2009/10

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

- Improvements, at a sector level, in FE attainment, FE success and WBL framework success between 2008/09 and 2009/10. FE completion remained static at 90 per cent.
- The overall learning activity success rate for FE in 2009/10 was 81 per cent, i.e. around four fifths of activities were successfully completed and attained.
- WBL framework success rates were 80 per cent and 81 per cent in Modern Apprenticeship (MA) and Foundation Modern Apprenticeship (FMA) programmes respectively.

Note that improvements to data quality continue to be made and may contribute to the year-on-year changes in learner outcome measures.

Chart 1: Trends in learner outcomes



This Statistical First Release presents information on learner outcomes for 2009/10, covering FE and WBL delivered by learning providers in Wales. The statistics are presented as national comparators broken down by level of study, type of learning aim, learner age and sector/subject area, and are derived from the Lifelong Learning Wales Record (LLWR).

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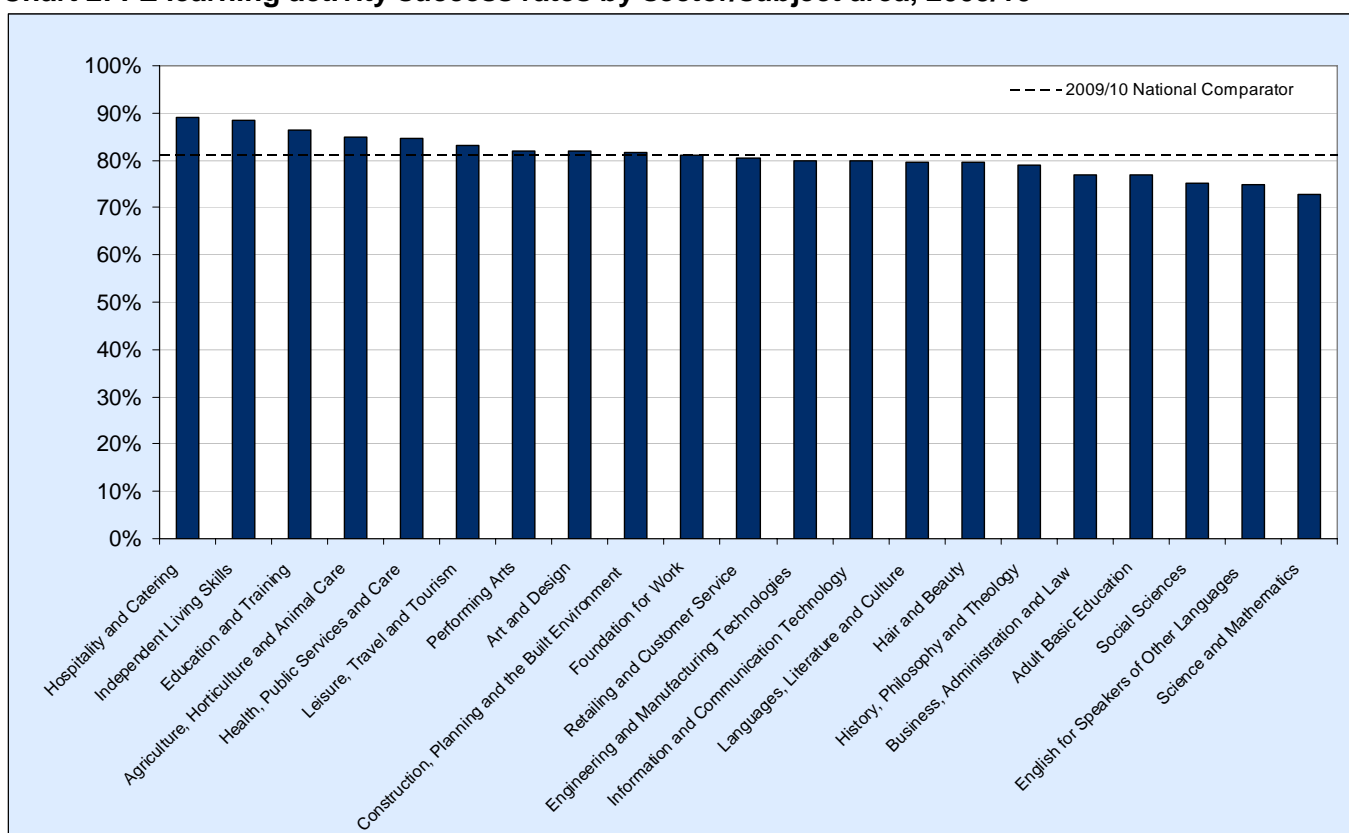
Outcomes in further education

Chart 1 shows that across all further education programmes in 2009/10, 90 per cent of learning activities were completed and of those activities with an assessable outcome, 89 per cent were attained. Overall, 81 per cent of learning activities were successfully completed and attained, an increase from 76 per cent in 2008/09.

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

- Success rates were highest in the areas of Hospitality and Catering, Independent Living Skills, Education and Training; Agriculture, Horticulture and Animal Care; and Health, Public Services and Care.
- Success rates were lowest in the areas of Science and Mathematics; English for Speakers of Other Languages; Social Sciences; Adult Basic Education; Business, Administration and Law; and History, Philosophy and Theology.

Chart 2: FE learning activity success rates by sector/subject area, 2009/10



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

- despite some variations for different programmes of study, there was little difference in overall success rates for learners aged 18 and under and those aged 19 and over;
- the biggest difference in success rates was for those learners pursuing A/AS/A2 levels. The success rate for learners aged 18 and under was 11 percentage points higher than that for learners aged 19 and over.

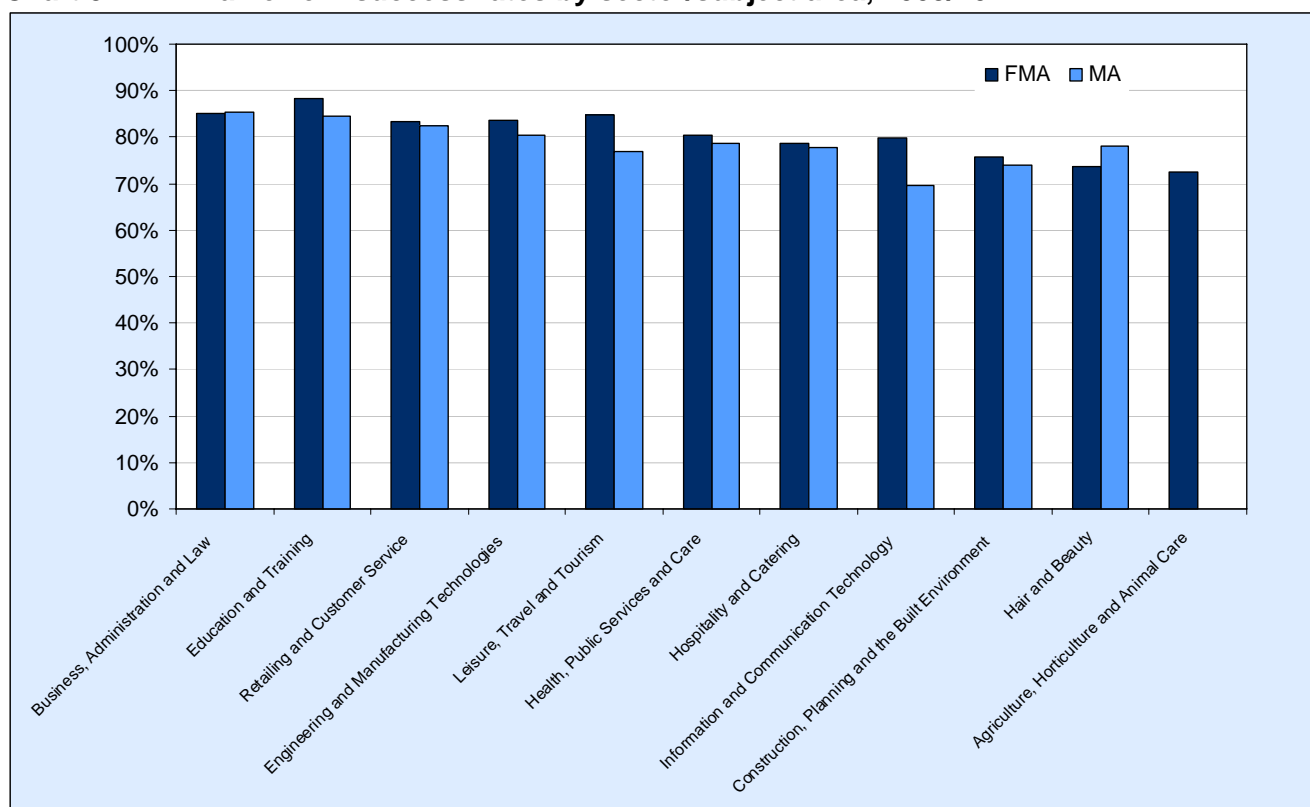
Outcomes in work-based learning

Learners on Apprenticeship programmes have to achieve a range of qualifications including an NVQ, key skills and technical certificate in order to gain the full Apprenticeship 'framework'. In 2009/10, 80 per cent of learners across all Modern Apprenticeship (MA) and Foundation Modern Apprenticeship (FMA) programmes achieved this, compared to 75 per cent in 2008/09 and 66 per cent in 2007/08.

At a sector level, the success rate for FMAs was slightly higher than for MAs. This was reflected across most areas, with only Hair and Beauty having a higher MA success rate. All subject areas exceeded the Welsh Assembly Government contractual requirement of 50 per cent framework success and this is reflected in an overall NVQ success rate of 82 per cent on both FMA and MA programmes.

Overall, the best performing areas were Business, Administration and Law; Education and Training; Retailing and Customer Service; Engineering and Manufacturing Technologies; and Leisure, Travel and Tourism. Chart 3 shows the pattern of framework success rates on Apprenticeship programmes.

Chart 3: WBL framework success rates by sector/subject area, 2009/10



Analysis of WBL activity success rates by learner age group shows that:

- On FMA, MA and Skill Build learning activities, learners aged 19 and over generally have higher success rates than younger learners.

Analysis of learner destination, during the six month period following the end of a Skill Build learning programme, shows that:

- 46 per cent of leavers from Skill Build Youth programmes progressed into further learning compared with 16 per cent of leavers from Skill Build Adult programmes;
- 23 per cent from Skill Build Youth programmes entered employment compared with 30 per cent of leavers from Skill Build Adult programmes; and
- 42 per cent of leavers from Skill Build Adult programmes were seeking work or unemployed.

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

Level	Type of learning aim	2009/10					
		18 and under		19 and over		All ages	
		Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
Entry Level (long)		8,705	91%	15,390	89%	24,095	90%
Level 1 (long)	NVQ	1,930	84%	1,565	85%	3,495	85%
	National/First Diploma/Certificate	135	93%	75	90%	210	92%
	Key Skills	16,415	89%	3,270	85%	19,685	88%
	OCN credit(s)	9,905	92%	10,950	90%	20,855	91%
	Other	16,340	90%	8,175	86%	24,515	89%
	All	44,730	90%	24,030	87%	68,760	89%
Level 2 (long)	GCSE/VCE	3,120	82%	2,020	80%	5,140	81%
	NVQ	3,000	83%	5,120	83%	8,120	83%
	National/First Diploma/Certificate	3,425	85%	410	74%	3,835	83%
	Key Skills	29,110	88%	6,695	87%	35,805	88%
	OCN credit(s)	8,330	94%	6,855	88%	15,185	91%
	Other	13,605	89%	10,110	87%	23,715	88%
	All	60,595	88%	31,205	86%	91,800	87%
Level 3 (long)	A/AS/A2 Level	19,000	88%	2,040	81%	21,040	87%
	NVQ	535	86%	3,035	84%	3,570	84%
	National/First Diploma/Certificate	5,835	78%	1,075	75%	6,910	77%
	Key Skills	14,010	92%	2,555	89%	16,565	91%
	OCN credit(s)	2,245	91%	2,560	91%	4,805	91%
	Access Certificate/Diploma	75	74%	1,365	74%	1,440	74%
	Other	6,980	86%	6,265	86%	13,240	86%
	All	48,685	87%	18,885	84%	67,570	87%
Level 4 + (long)		60	93%	1,235	87%	1,295	87%
Level Not Known		4,565	77%	4,615	83%	9,180	80%
All Long		167,340	88%	95,365	86%	262,705	88%
All Short		32,375	96%	95,160	95%	127,530	96%
e-learning learning aims		6,450	84%	14,995	85%	21,445	85%
All learning aims		206,165	89%	205,515	90%	411,680	90%

Source: Lifelong Learning Wales Record (LLWR)

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

Level	Type of learning aim	2009/10					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level (long)		6,500	90%	10,950	88%	17,445	89%
Level 1 (long)	NVQ	1,810	94%	1,400	90%	3,210	92%
	National/First Diploma/Certificate	100	76%	65	85%	165	79%
	Key Skills	15,040	92%	2,910	89%	17,950	91%
	OCN credit(s)	9,270	94%	10,045	92%	19,315	93%
	Other	8,900	88%	5,275	84%	14,175	87%
	All	35,120	91%	19,695	89%	54,815	90%
Level 2 (long)	GCSE/VCE	2,715	87%	1,745	86%	4,465	87%
	NVQ	2,640	88%	4,700	92%	7,345	90%
	National/First Diploma/Certificate	3,055	89%	370	91%	3,425	89%
	Key Skills	26,075	90%	5,885	88%	31,960	89%
	OCN credit(s)	7,620	91%	5,990	87%	13,610	90%
	Other	9,010	87%	7,750	85%	16,760	86%
	All	51,115	89%	26,445	88%	77,560	89%
Level 3 (long)	A/AS/A2 Level	16,610	87%	1,660	82%	18,270	87%
	NVQ	475	88%	2,710	89%	3,185	89%
	National/First Diploma/Certificate	5,305	91%	950	89%	6,260	91%
	Key Skills	12,430	89%	2,265	89%	14,695	89%
	OCN credit(s)	2,085	93%	2,270	89%	4,355	91%
	Access Certificate/Diploma	60	81%	1,250	91%	1,310	91%
	Other	4,155	85%	5,170	86%	9,325	85%
	All	41,115	88%	16,280	87%	57,395	88%
Level 4 + (long)		50	84%	935	81%	985	81%
Level Not Known		2,255	87%	1,555	89%	3,810	88%
All Long		136,160	89%	75,860	88%	212,020	89%
All Short		26,825	91%	72,060	91%	98,885	91%
e-learning learning aims		750	90%	1,455	76%	2,205	80%
All learning aims		163,735	90%	149,370	89%	313,110	89%

Source: Lifelong Learning Wales Record (LLWR)

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

Level	Type of learning aim	2009/10					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level (long)		6,505	83%	11,070	79%	17,575	80%
Level 1 (long)	NVQ	1,810	79%	1,405	76%	3,215	78%
	National/First Diploma/Certificate	100	70%	65	77%	165	73%
	Key Skills	15,045	81%	2,910	75%	17,955	80%
	OCN credit(s)	9,290	86%	10,225	84%	19,515	85%
	Other	8,925	78%	5,295	73%	14,220	76%
	All	35,165	82%	19,900	79%	55,070	81%
Level 2 (long)	GCSE/VCE	2,730	72%	1,750	69%	4,480	71%
	NVQ	2,655	73%	4,725	77%	7,380	75%
	National/First Diploma/Certificate	3,060	76%	370	67%	3,435	75%
	Key Skills	26,090	79%	5,885	77%	31,980	79%
	OCN credit(s)	7,625	86%	6,120	79%	13,745	83%
	Other	9,035	77%	7,790	75%	16,825	76%
	All	51,200	79%	26,640	76%	77,845	78%
Level 3 (long)	A/AS/A2 Level	16,630	77%	1,665	66%	18,300	76%
	NVQ	475	76%	2,720	75%	3,195	75%
	National/First Diploma/Certificate	5,360	71%	965	67%	6,320	71%
	Key Skills	12,445	82%	2,270	79%	14,715	81%
	OCN credit(s)	2,095	85%	2,295	82%	4,390	83%
	Access Certificate/Diploma	60	60%	1,260	68%	1,320	68%
	Other	4,165	72%	5,185	75%	9,355	74%
	All	41,230	77%	16,360	74%	57,590	76%
Level 4 + (long)		50	80%	940	71%	990	72%
Level Not Known		2,260	75%	1,555	79%	3,815	77%
All Long		136,415	79%	76,470	77%	212,880	78%
All Short		26,850	88%	72,350	86%	99,200	87%
e-learning learning aims		750	83%	1,455	68%	2,210	72%
All learning aims		164,015	80%	150,275	81%	314,285	81%

Source: Lifelong Learning Wales Record (LLWR)

Table 2a - Completion rates for FE provision by sector subject area and learning aim length

Sector Subject Area	2009/10					
	Long		Short		All	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	15,700	85%	23,325	98%	39,640	92%
2: Science and Mathematics	12,225	86%	1,430	90%	13,660	87%
3: Agriculture, Horticulture and Animal Care	4,160	88%	3,330	98%	7,490	92%
4: Engineering and Manufacturing Technologies	9,890	87%	5,180	98%	15,510	91%
5: Construction, Planning and the Built Environment	8,130	87%	2,600	98%	10,735	89%
6: Information and Communication Technology	16,790	88%	15,810	93%	45,445	90%
7: Retail and Commercial Enterprise	10,350	87%	9,195	97%	19,670	91%
7(a): Retailing and Customer Service	915	84%	610	97%	1,635	89%
7(b): Hair and Beauty	5,620	86%	965	91%	6,590	87%
7(c): Hospitality and Catering	3,810	88%	7,615	98%	11,450	95%
8: Leisure, Travel and Tourism	8,705	90%	2,640	96%	11,400	91%
9: Arts, Media and Publishing	17,715	86%	8,060	94%	25,775	88%
9(a): Performing Arts	4,315	88%	1,085	97%	5,400	89%
9(b): Art and Design	13,400	86%	6,975	93%	20,375	88%
10: History, Philosophy and Theology	2,320	86%	1,880	95%	4,410	90%
11: Social Sciences	2,845	86%	425	94%	3,270	87%
12: Languages, Literature and Culture	12,625	87%	4,280	93%	17,750	87%
13: Education and Training	5,345	92%	3,540	96%	8,920	93%
14: Preparation for Life and Work	121,380	88%	35,445	95%	161,610	89%
14(a): Independent Living Skills	4,165	90%	670	95%	4,835	91%
14(b): Adult Basic Education	13,400	88%	9,340	94%	26,195	90%
14(c): Foundation for Work	99,040	88%	19,995	96%	120,215	89%
14(d): English for Speakers of Other Languages	4,780	82%	5,440	92%	10,365	87%
15: Business, Administration and Law	14,110	88%	10,230	97%	25,485	91%
All sector subject areas	262,705	88%	127,530	96%	411,680	90%

Source: Lifelong Learning Wales Record (LLWR)

Table 2b - Attainment rates for FE provision by sector subject area and learning aim length

Sector Subject Area	2009/10					
	Long		Short		All	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	13,185	91%	19,325	92%	32,560	92%
2: Science and Mathematics	10,095	83%	1,130	81%	11,225	83%
3: Agriculture, Horticulture and Animal Care	3,445	88%	3,025	96%	6,470	92%
4: Engineering and Manufacturing Technologies	8,355	88%	3,630	90%	12,370	89%
5: Construction, Planning and the Built Environment	7,320	91%	2,070	92%	9,395	91%
6: Information and Communication Technology	11,660	86%	11,915	92%	24,750	88%
7: Retail and Commercial Enterprise	9,330	92%	8,010	93%	17,340	93%
7(a): Retailing and Customer Service	830	91%	455	91%	1,290	91%
7(b): Hair and Beauty	5,175	92%	710	88%	5,885	92%
7(c): Hospitality and Catering	3,325	93%	6,845	94%	10,170	94%
8: Leisure, Travel and Tourism	6,595	91%	2,390	95%	8,985	92%
9: Arts, Media and Publishing	15,425	92%	6,195	91%	21,620	91%
9(a): Performing Arts	3,710	91%	805	94%	4,515	92%
9(b): Art and Design	11,715	92%	5,390	90%	17,100	91%
10: History, Philosophy and Theology	2,020	90%	1,310	85%	3,330	88%
11: Social Sciences	2,450	86%	310	84%	2,760	86%
12: Languages, Literature and Culture	9,710	91%	3,240	88%	12,975	90%
13: Education and Training	3,950	93%	2,835	91%	6,790	92%
14: Preparation for Life and Work	98,330	89%	27,375	90%	126,250	89%
14(a): Independent Living Skills	2,685	96%	260	91%	2,945	95%
14(b): Adult Basic Education	8,780	84%	5,815	82%	14,970	84%
14(c): Foundation for Work	83,485	89%	17,380	94%	101,035	90%
14(d): English for Speakers of Other Languages	3,385	84%	3,920	85%	7,305	85%
15: Business, Administration and Law	10,080	84%	6,055	85%	16,150	85%
All sector subject areas	212,020	89%	98,885	91%	313,110	89%

Source: Lifelong Learning Wales Record (LLWR)

Table 2c - Success rates for FE provision by sector subject area and learning aim length

Sector Subject Area	2009/10					
	Long		Short		All	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	13,260	77%	19,345	91%	32,650	85%
2: Science and Mathematics	10,125	73%	1,135	74%	11,265	73%
3: Agriculture, Horticulture and Animal Care	3,460	79%	3,030	94%	6,490	85%
4: Engineering and Manufacturing Technologies	8,405	76%	3,635	88%	12,425	80%
5: Construction, Planning and the Built Environment	7,375	80%	2,075	91%	9,450	82%
6: Information and Communication Technology	11,765	76%	11,985	86%	24,925	80%
7: Retail and Commercial Enterprise	9,370	81%	8,015	91%	17,390	85%
7(a): Retailing and Customer Service	835	77%	455	88%	1,290	80%
7(b): Hair and Beauty	5,185	80%	710	79%	5,890	80%
7(c): Hospitality and Catering	3,355	83%	6,850	92%	10,205	89%
8: Leisure, Travel and Tourism	6,605	80%	2,390	91%	9,000	83%
9: Arts, Media and Publishing	15,580	81%	6,235	85%	21,815	82%
9(a): Performing Arts	3,740	80%	805	90%	4,545	82%
9(b): Art and Design	11,845	81%	5,430	84%	17,270	82%
10: History, Philosophy and Theology	2,025	78%	1,310	82%	3,335	79%
11: Social Sciences	2,455	75%	310	78%	2,765	75%
12: Languages, Literature and Culture	9,835	79%	3,270	83%	13,130	80%
13: Education and Training	3,960	86%	2,845	87%	6,805	86%
14: Preparation for Life and Work	98,485	79%	27,485	86%	126,515	80%
14(a): Independent Living Skills	2,685	89%	260	87%	2,945	88%
14(b): Adult Basic Education	8,825	76%	5,835	77%	15,030	77%
14(c): Foundation for Work	83,550	79%	17,415	90%	101,140	81%
14(d): English for Speakers of Other Languages	3,430	70%	3,975	79%	7,405	75%
15: Business, Administration and Law	10,115	74%	6,075	83%	16,200	77%
All sector subject areas	212,880	78%	99,200	87%	314,285	81%

Source: Lifelong Learning Wales Record (LLWR)

Table 3 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Type of Programme	Type of learning aim	2009/10					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Modern Apprenticeship	NVQ	2,265	79%	6,180	84%	8,450	82%
	Key Skills	3,500	82%	12,610	88%	16,110	86%
	Other	1,880	81%	4,915	87%	6,795	85%
	All	7,645	81%	23,710	86%	31,355	85%
Modern Apprenticeship	NVQ	965	79%	4,615	82%	5,580	81%
	Key Skills	1,100	83%	8,105	86%	9,205	86%
	Other	805	82%	4,005	84%	4,810	84%
	All	2,870	81%	16,725	84%	19,595	84%
Modern Skills Diploma	NVQ	*	*	745	82%	750	82%
	Key Skills	0	<i>n/a</i>	370	81%	370	81%
	Other	0	<i>n/a</i>	235	76%	235	76%
	All	*	*	1,355	81%	1,360	81%
Pre Apprenticeship Learning	NVQ	*	*	30	*	30	*
	Key Skills	25	*	10	*	35	*
	Other	15	*	85	83%	105	79%
	All	40	76%	130	83%	170	81%
Skill Build Youth	NVQ	1,360	68%	10	*	1,370	69%
	Key Skills	10,835	81%	20	*	10,855	81%
	Certificate in Adult Literacy	1,540	72%	10	*	1,545	72%
	Certificate in Adult Numeracy	1,890	75%	15	*	1,905	75%
	Gaining Opportunities & Living Skills	335	95%	*	*	335	95%
	Pacific Institute	435	90%	*	*	440	89%
	The ASDAN Foundation Training Award	35	*	*	*	35	*
	Other	5,385	74%	25	*	5,415	74%
	All	21,815	78%	85	70%	21,900	78%
Skill Build Adult	NVQ	35	69%	675	74%	710	74%
	Key Skills	385	74%	4,560	79%	4,945	79%
	Certificate in Adult Literacy	25	*	305	77%	330	76%
	Certificate in Adult Numeracy	25	*	350	77%	375	75%
	Gaining Opportunities & Living Skills	30	*	545	95%	575	95%
	Pacific Institute	5	*	125	95%	135	96%
	Other	200	69%	3,395	79%	3,590	79%
	All	705	72%	9,955	80%	10,660	79%
Flexible Learning	NVQ	10	*	540	79%	550	79%
	Key Skills	0	<i>n/a</i>	130	86%	130	86%
	Other	*	*	15	*	15	*
	All	10	*	685	79%	695	80%

Source: Lifelong Learning Wales Record (LLWR)

Table 4 - Learning activity success rates for apprenticeship NVQ provision by sector subject area and type of programme

Sector Subject Area	2009/10					
	Foundation Modern Apprenticeships		Modern Apprenticeships		All Apprenticeships	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	1,835	82%	1,320	79%	3,155	81%
3: Agriculture, Horticulture and Animal Care	50	91%	25	*	75	89%
4: Engineering and Manufacturing Technologies	1,180	85%	770	83%	1,950	84%
5: Construction, Planning and the Built Environment	1,105	79%	885	76%	1,990	78%
6: Information and Communication Technology	570	83%	265	76%	835	80%
7: Retail and Commercial Enterprise	2,510	80%	650	82%	3,160	81%
7(a): Retailing and Customer Service	1,435	83%	375	81%	1,810	82%
7(b): Hair and Beauty	490	79%	140	87%	625	81%
7(c): Hospitality and Catering	585	76%	135	79%	720	77%
8: Leisure, Travel and Tourism	115	85%	110	81%	225	83%
13: Education and Training	60	94%	315	88%	375	89%
15: Business, Administration and Law	1,025	86%	1,240	86%	2,270	86%
All sector subject areas	8,450	82%	5,580	81%	14,025	82%

Source: Lifelong Learning Wales Record (LLWR)

Table 5 - Framework success rates for WBL provision by sector subject area and programme type

Sector Subject Area	2009/10					
	Foundation Modern Apprenticeships		Modern Apprenticeships		All Apprenticeships	
	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%
1: Health, Public Services and Care	1,805	80%	1,315	79%	3,120	80%
3: Agriculture, Horticulture and Animal Care	40	72%	20	*	65	72%
4: Engineering and Manufacturing Technologies	1,175	84%	685	80%	1,860	83%
5: Construction, Planning and the Built Environment	1,065	76%	745	74%	1,810	75%
6: Information and Communication Technology	575	80%	165	69%	740	77%
7: Retail and Commercial Enterprise	2,485	80%	650	80%	3,135	80%
7(a): Retailing and Customer Service	1,425	83%	360	82%	1,785	83%
7(b): Hair and Beauty	470	74%	145	78%	615	75%
7(c): Hospitality and Catering	585	79%	145	78%	735	79%
8: Leisure, Travel and Tourism	110	85%	105	77%	215	81%
13: Education and Training	60	88%	305	84%	365	85%
15: Business, Administration and Law	1,010	85%	1,200	85%	2,205	85%
All sector subject areas	8,325	81%	5,190	80%	13,515	80%

Source: Lifelong Learning Wales Record (LLWR)

Table 6 - Destinations of Skill Build leavers in six month period following end of programme

Destination	2009/10					
	Skill Build Youth		Skill Build Adult		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	125	1%	25	1%	150	1%
New programme of learning	4,105	46%	610	16%	4,710	37%
Entering new employment / changing employment	2,045	23%	1,120	30%	3,160	25%
Continuing current employment	175	2%	35	1%	210	2%
Self-employment own business/ other	15	0%	35	1%	50	0%
Voluntary work	40	0%	170	5%	215	2%
Seeking work / unemployed	1,995	22%	1,580	42%	3,575	28%
Other	235	3%	85	2%	320	3%
Not Known	260	3%	60	2%	320	3%
Total	8,995		3,715		12,710	

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2009/10. It covers further education (FE) and work based learning (WBL) provision delivered by learning providers funded by DCELLS (Department for Children, Education, Lifelong Learning and Skills). However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE and WBL provision across Wales is submitted electronically to DCELLS 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 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 - 1c and 2a - 2c comprise all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.
- The base cohorts underpinning tables 5 and 6 comprise all work based learning programmes recorded as ending in the respective academic year.
- The base cohorts underpinning tables 3 and 4 comprise all learning activities associated with work based learning programmes recorded as ending in the respective academic year.

2.3 Provision type

- For the purposes of this statistical release, WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. a Modern Apprenticeship, Foundation Modern Apprenticeship or Skill Build programme. Note that this definition of work-based learning differs from that used for funding purposes.

- Foundation Modern Apprenticeships (FMAs) and Modern Apprenticeships (MAs) are employment-based learning programmes for employed learners aged 16 and above, to NVQ Level 2 or 3 respectively.
- The Skill Build programme offers those not in employment (unemployed, or inactive) work-related skills including pre-NVQ learning, vocationally focused qualifications at Levels 1, 2 and 3, help with Basic Skills, and key employability skills.
- Further education (FE) provision is defined as that submitted to the LLWR by an FE institution excluding provision categorised as WBL. Specifically, it excludes provision delivered by Merthyr Tydfil College which merged with the University of Glamorgan on 1 April 2006.
- Provision submitted to the LLWR by an FE institution but delivered by a Local Education Authority (LEA) as part of a subcontracting arrangement is categorised as FE provision.
- Higher Education (HE) level provision delivered by FE institutions has been excluded from this release.
- Welsh for Adults (WfA) provision submitted to the LLWR by Coleg Gwent has been excluded from this release.
- Pathways to Apprenticeships provision is excluded from this release as is data relating to the following WBL pilot programmes: Six Month Offer, Pre-Employment Training (formerly Local Employment Partnership Pre-Employment Training (LEP-PET)), Young Persons Guarantee – Routes into Work and Shared Apprenticeships.

2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a and 2a 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 and 2b 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 and 4 are calculated as the number of learning activities attained divided by the number of learning activities terminated.
- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.
- Learning activities recorded as either transferred or continuing are excluded from all calculations.

2.5 Framework Success

- The framework success rates shown in table 5 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 6 weeks of commencing without completion are also excluded.

2.6 Long / Short learning activities

- Tables 1a – 1c and 2a – 2c show results for both long and short learning activities. Short learning activities are those with an expected length of fewer than 24 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 their learning activity. 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, 4 and 5 are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector/subject framework and reflect the sub-areas used by Estyn for inspection purposes.
- The total lines include learning activities with unknown sector/subject areas.
- Apprenticeship programmes have been mapped to sector/subject areas in table 5 on the basis of the occupational sector code. The NVQs detailed in table 4 have been mapped to the same sector/subject area as the overarching programme.

2.9 Early Drop-out

- For FE provision, long learning activities that ended before 1 November of the academic year in which they commenced without completing have been classified as early drop-outs and excluded from calculations.
- In the case of WBL provision, long learning activities that ended within 6 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

2.10 Destinations

- The destinations of Skill Build learners detailed in Table 6 are a combination of the destination immediately following the learning programme and, where additional information was available, the destination six months after leaving. This methodology differs from that used prior to 2008/09.
- The category 'new programme of learning' includes learners commencing a new learning programme (including HE level programmes) at either the same or another provider.

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

The Assembly 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 WAG 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 Assembly 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 Assembly Government undertake a process of data-reconciliation ahead of publishing this release. Monthly reconciliation reports detailing provisional learner outcomes figures are issued to FE institutions and WBL providers. Data quality issues are then followed up and resolved in liaison with DCELLS officials.

The following table summarises the improvements to FE institutions' data quality over the last three years:

	2007/08	2008/09	2009/10
% of completed, assessable learning activities not linking to an award	13	7	3
% of completed, assessable learning activities linking to an award where the result is unknown	6	2	2

Source: Lifelong Learning Wales Record (LLWR)

4.3 Timeliness and Punctuality

Data for a given academic year are published as soon as possible. The current annual timescale for the production of final learner outcomes data has been agreed in consultation with learning providers and balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. Statistics on a given academic year are drawn from a database based on the LLWR as at March following the end of the academic year. This first release is then produced and published as soon as possible during May.

4.4 Accessibility and Clarity

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

4.5 Comparability

Figures in this statistical release are comparable with previous years. Links to the previous two years' releases are provided below:

[National Comparators for Further Education and Work-Based Learning, 2007/08](#)

[National Comparators for Further Education and Work-Based Learning, 2008/09](#)

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found on the websites of the Data Service, Scottish Funding Council (SFC) and Department for Employment and Learning - Northern Ireland (DELNI) respectively:

[The Data Service - Current Statistical First Release](#)

[Scottish Funding Council - Staff and Student Performance Indicators for FE Colleges 2008-09](#)

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

More detailed tables including trends over time will be made available soon on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data. Data for individual learning providers can be made available to users on request.

Learner Outcomes Reports (LORs) for individual providers will be published by DCELLS in May and June 2011:

[Learner Outcomes Reports for Further Education](#)

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

Data underpinning the 2009/10 performance measures will also be included in WAG - DCELLS' online benchmarking tool for use by FE institutions and WBL providers. This will enable providers to make detailed comparisons of their learner outcomes down to individual learning activity level. Estyn inspectors will also have access to the benchmarking tool in order to inform their judgements on how well learners achieve.

5.2 Learner outcomes for Adult Community Learning

Analysis has also been recently undertaken in liaison with DCELLS and NIACE Dysgu Cymru in order to develop learner outcomes data for the Adult Community Learning (ACL) sector in Wales.

A statistical article summarising the results of this analysis will be published later this year.

5.3 Consistent Measures for Post-16 Learning

Throughout 2010 work was undertaken on a project to investigate the development of a set of consistent performance measures for learners aged 16 to 18 at school sixth forms and FE institutions. A statistical article summarising the progress of this work can be found at:

[Update on the Development of Consistent Performance Measures for Learners aged 16 to 18](#)

5.4 Other outputs sourced from LLWR data

- Further Education, Work-based Learning and Community Learning in Wales, 2009/10 and 2010/11 (early figures) – headline national trends in volumes of learning, published 27 April 2011.
- Learning Network Analysis 2009/10 – bulletin providing analysis at both national and regional level for post-16 learners (excluding learners at HEIs) at FE Institutions, other training providers and school sixth forms in Wales, with extended coverage to include Welsh domiciled learners at similar providers located in England, due 21 June 2011. Associated StatsWales tables include figures for individual FE institutions.

- Further Education, Work-based Learning and Community Learning in Wales Statistics, 2009/10 - Reference volume, due autumn 2011.
- Analysis of Participation in Post-16 Education and Training 2009/10 - bulletin providing analysis of participation in learning at a national and regional level across the Further Education, Work Based Learning, Community Learning, school Sixth Form and Higher Education level sectors.