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for wales

First Release
Datganiad Cyntaf

**SDR 65/2012**                                                          **25 April 2012**

## Learner Outcome Measures for Adult Community Learning, 2010/11 (Experimental Statistics)

This First Release presents information on learner outcomes in the Adult Community Learning (ACL) sector for the academic year 2010/11. The statistics are broken down by type of ACL provision, sector/subject area, level of learning aim and a range of learner characteristics. The figures are derived from the Lifelong Learning Wales Record (LLWR).

This release follows on from the Statistical Article "Development of Learner Outcome Measures for Adult Community Learning" published on 14 July 2011. Given this is the first time these measures have been published as a statistical release, this output has been designated as experimental statistics. We welcome any feedback on the content and scope of this release.

### Definition of ACL provision

ACL 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;
- ACL directly delivered by FE institutions (this includes all provision delivered in Wales by the YMCA Wales Community College and Workers Education Association (South Wales)).

*ACL provision directly delivered by FE institutions* is the largest provision type comprising just over half of all ACL provision delivered in Wales. *ACL provision delivered by local authorities via a franchise arrangement with a FE institution* and *ACL provision directly delivered by local authorities* comprised 22 per cent and 26 per cent of all ACL provision respectively.

### Measures of performance

This release details three key measures of learner outcomes:

- *Learning activity completion*: the proportion of learning activities commenced which are completed;

- *Learning activity attainment*: the proportion of completed learning activities which lead to the attainment of a qualification; and
- *Learning activity success*: the proportion of learning activities commenced which lead to the attainment of a qualification. This combines the measures of completion and attainment.

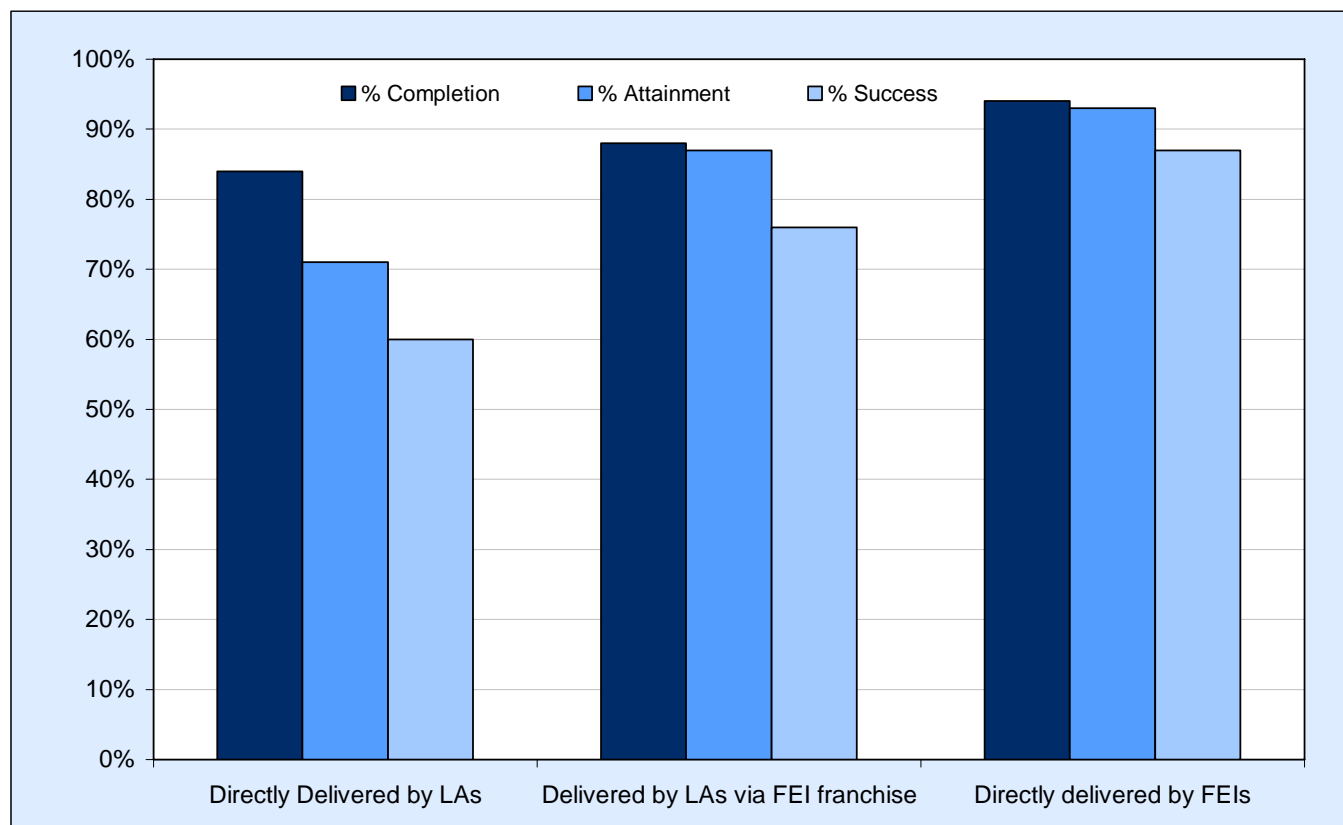**Chart 1: ACL completion, attainment and success rates for 2010/11**



Chart 1 shows that there was notable variation across the different types of ACL provision for all three learner outcome measures in 2010/11. However, further analysis of the underlying data suggests that at least some of this variation can be attributed to inconsistent approaches to the recording of LLWR data. Further information on data quality is provided in section 4.2 of the notes accompanying this release.

Given the experimental nature of these statistics and the issues outlined above, caution should be exercised when making comparisons between the different types of ACL provision.

**Outcomes by level and subject**

Analysis of learner outcome measures by level and subject showed that:

- Completion rates for provision directly delivered by local authorities were highest for entry level learning aims. Completion rates for provision delivered via a FE institution franchise or directly by FE institutions were highest for learning aim at level 2 or 'other' levels;

- Success rates were highest for level 1 learning aims and lowest for entry-level learning aims across all types of ACL provision;

- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates were in Arts, Media and Publishing.

**Outcomes by learner characteristics**

Analysis of learner outcome measures by learner characteristics showed that:

- There was no significant variation in learner outcomes between male and female learners;

- Overall, learning activity completion rates were highest for learners aged 50 – 74. However, for provision directly delivered by local authorities, success rates were highest for learners aged 18 and under.

- For all types of ACL provision, learner outcome measures were generally higher for learners of white ethnicity.

- There was limited variation in learner outcome measures across deprivation deciles. However, for provision directly delivered by local authorities, success rates were lowest for learners domiciled in the least deprived areas. Whereas for provision delivered via an FE institution franchise arrangement, success rates were highest for learners domiciled in the least deprived areas and lowest for learners domiciled in the most deprived areas.

**Tables**

| | |
|---|---|
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**Table 1a: Completion, attainment and success rates for ACL provision directly delivered by local authorities, 2010/11**

| Level | Sector Subject Area | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Entry Level** | Arts, Media and Publishing | 360 | 94% | 85 | 64% | 59% |
| | Information and Communication Technology | 890 | 87% | 145 | 62% | 45% |
| | Languages, Literature and Culture | 85 | 84% | 35 | 43% | 36% |
| | Adult Basic Education | 15 | * | * | * | * |
| | English for Speakers of Other Languages | 215 | 72% | 140 | 66% | 52% |
| | Other | 920 | 94% | 175 | 66% | 58% |
| | **All** | **2,490** | **88%** | **585** | **62%** | **50%** |
| **Level 1** | Arts, Media and Publishing | 825 | 92% | 575 | 79% | 72% |
| | Information and Communication Technology | 1,270 | 76% | 760 | 61% | 49% |
| | Languages, Literature and Culture | 305 | 73% | 215 | 70% | 51% |
| | Adult Basic Education | * | * | 0 | n/a | n/a |
| | English for Speakers of Other Languages | 45 | 85% | 30 | * | 58% |
| | Other | 1,520 | 89% | 1,130 | 88% | 78% |
| | **All** | **3,965** | **84%** | **2,710** | **75%** | **63%** |
| **Level 2** | Arts, Media and Publishing | 270 | 99% | 235 | 88% | 87% |
| | Information and Communication Technology | 460 | 84% | 270 | 59% | 49% |
| | Languages, Literature and Culture | 120 | 69% | 60 | 50% | 34% |
| | Adult Basic Education | 50 | 86% | 30 | * | * |
| | English for Speakers of Other Languages | 5 | * | 0 | * | * |
| | Other | 725 | 88% | 400 | 76% | 64% |
| | **All** | **1,625** | **87%** | **1,000** | **71%** | **60%** |
| **Other Levels** | Arts, Media and Publishing | 8,315 | 85% | 770 | 64% | 56% |
| | Information and Communication Technology | 2,935 | 86% | 440 | 78% | 68% |
| | Languages, Literature and Culture | 1,365 | 78% | 145 | 84% | 71% |
| | Adult Basic Education | 790 | 68% | 210 | 69% | 58% |
| | English for Speakers of Other Languages | 60 | 91% | 20 | * | * |
| | Other | 6,225 | 86% | 655 | 67% | 58% |
| | **All** | **19,690** | **84%** | **2,245** | **69%** | **60%** |
| **All Levels** | Arts, Media and Publishing | 9,770 | 86% | 1,670 | 72% | 64% |
| | Information and Communication Technology | 5,555 | 84% | 1,615 | 65% | 53% |
| | Languages, Literature and Culture | 1,875 | 77% | 455 | 67% | 51% |
| | Adult Basic Education | 850 | 68% | 245 | 70% | 55% |
| | English for Speakers of Other Languages | 325 | 77% | 190 | 67% | 55% |
| | Other | 9,390 | 87% | 2,360 | 77% | 67% |
| | **All** | **27,770** | **84%** | **6,535** | **71%** | **60%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 1b: Completion, attainment and success rates for ACL provision delivered by local authorities via a franchise arrangement with an FE institution, 2010/11**

| Level | Sector Subject Area | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Entry Level** | Arts, Media and Publishing | 745 | 95% | 410 | 95% | 89% |
| | Information and Communication Technology | 1,095 | 92% | 875 | 87% | 80% |
| | Languages, Literature and Culture | 295 | 85% | 220 | 94% | 78% |
| | Adult Basic Education | 2,560 | 90% | 1,830 | 90% | 81% |
| | English for Speakers of Other Languages | 1,945 | 77% | 1,395 | 80% | 61% |
| | Other | 2,330 | 92% | 1,420 | 81% | 74% |
| | **All** | **8,970** | **88%** | **6,150** | **85%** | **74%** |
| **Level 1** | Arts, Media and Publishing | 1,055 | 89% | 935 | 91% | 81% |
| | Information and Communication Technology | 2,730 | 89% | 2,155 | 86% | 78% |
| | Languages, Literature and Culture | 1,135 | 85% | 990 | 92% | 78% |
| | Adult Basic Education | 1,525 | 89% | 1,070 | 86% | 77% |
| | English for Speakers of Other Languages | 570 | 85% | 555 | 99% | 83% |
| | Other | 3,195 | 86% | 2,755 | 88% | 76% |
| | **All** | **10,205** | **87%** | **8,460** | **89%** | **78%** |
| **Level 2** | Arts, Media and Publishing | 935 | 93% | 880 | 95% | 88% |
| | Information and Communication Technology | 795 | 92% | 570 | 81% | 75% |
| | Languages, Literature and Culture | 530 | 83% | 445 | 93% | 76% |
| | Adult Basic Education | 425 | 86% | 190 | 84% | 70% |
| | English for Speakers of Other Languages | 100 | 92% | 70 | 72% | 67% |
| | Other | 2,155 | 89% | 1,785 | 86% | 76% |
| | **All** | **4,940** | **89%** | **3,940** | **87%** | **78%** |
| **Other Levels** | Arts, Media and Publishing | 180 | 97% | 155 | 88% | 86% |
| | Information and Communication Technology | 515 | 93% | 90 | 55% | 48% |
| | Languages, Literature and Culture | 150 | 90% | 145 | 99% | 89% |
| | Adult Basic Education | 10 | * | * | * | * |
| | English for Speakers of Other Languages | 0 | n/a | 0 | n/a | n/a |
| | Other | 320 | 87% | 255 | 81% | 70% |
| | **All** | **1,175** | **91%** | **650** | **81%** | **72%** |
| **All Levels** | Arts, Media and Publishing | 2,915 | 92% | 2,380 | 93% | 85% |
| | Information and Communication Technology | 5,135 | 90% | 3,685 | 84% | 77% |
| | Languages, Literature and Culture | 2,110 | 85% | 1,800 | 93% | 78% |
| | Adult Basic Education | 4,520 | 89% | 3,095 | 88% | 79% |
| | English for Speakers of Other Languages | 2,615 | 79% | 2,025 | 84% | 66% |
| | Other | 8,005 | 88% | 6,215 | 85% | 75% |
| | **All** | **25,295** | **88%** | **19,200** | **87%** | **76%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 1c: Completion, attainment and success rates for non-franchised ACL provision directly delivered by FE institutions, 2010/11**

| Level | Sector Subject Area | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Entry Level** | Arts, Media and Publishing | 725 | 97% | 625 | 96% | 94% |
| | Information and Communication Technology | 1,120 | 90% | 670 | 95% | 89% |
| | Languages, Literature and Culture | 185 | 95% | 145 | 92% | 89% |
| | Adult Basic Education | 2,965 | 93% | 1,315 | 84% | 79% |
| | English for Speakers of Other Languages | 4,640 | 93% | 3,900 | 88% | 84% |
| | Other | 2,860 | 93% | 2,020 | 86% | 79% |
| | **All** | **12,495** | **93%** | **8,675** | **88%** | **83%** |
| **Level 1** | Arts, Media and Publishing | 3,855 | 93% | 3,700 | 96% | 89% |
| | Information and Communication Technology | 7,375 | 92% | 5,650 | 93% | 86% |
| | Languages, Literature and Culture | 1,150 | 87% | 1,010 | 91% | 79% |
| | Adult Basic Education | 1,905 | 94% | 1,635 | 94% | 88% |
| | English for Speakers of Other Languages | 660 | 93% | 595 | 91% | 87% |
| | Other | 10,690 | 97% | 10,220 | 96% | 93% |
| | **All** | **25,635** | **94%** | **22,805** | **95%** | **89%** |
| **Level 2** | Arts, Media and Publishing | 1,925 | 94% | 1,760 | 92% | 87% |
| | Information and Communication Technology | 2,950 | 94% | 2,040 | 92% | 86% |
| | Languages, Literature and Culture | 670 | 90% | 530 | 89% | 80% |
| | Adult Basic Education | 305 | 93% | 145 | 90% | 86% |
| | English for Speakers of Other Languages | 250 | 95% | 225 | 91% | 86% |
| | Other | 5,885 | 95% | 5,265 | 91% | 87% |
| | **All** | **11,985** | **95%** | **9,970** | **91%** | **86%** |
| **Other Levels** | Arts, Media and Publishing | 1,385 | 94% | 515 | 93% | 88% |
| | Information and Communication Technology | 3,600 | 96% | 680 | 92% | 88% |
| | Languages, Literature and Culture | 325 | 93% | 100 | 96% | 88% |
| | Adult Basic Education | 1,465 | 98% | 5 | * | * |
| | English for Speakers of Other Languages | 970 | 93% | 0 | n/a | n/a |
| | Other | 4,685 | 94% | 1,620 | 91% | 86% |
| | **All** | **12,430** | **95%** | **2,920** | **92%** | **87%** |
| **All Levels** | Arts, Media and Publishing | 7,895 | 94% | 6,600 | 95% | 89% |
| | Information and Communication Technology | 15,040 | 93% | 9,040 | 93% | 86% |
| | Languages, Literature and Culture | 2,325 | 89% | 1,780 | 91% | 80% |
| | Adult Basic Education | 6,640 | 94% | 3,105 | 89% | 84% |
| | English for Speakers of Other Languages | 6,520 | 93% | 4,720 | 89% | 84% |
| | Other | 24,120 | 95% | 19,125 | 93% | 89% |
| | **All** | **62,545** | **94%** | **44,370** | **93%** | **87%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 2: Completion, attainment and success rates by type of ACL provision and gender, 2010/11**

| Type of ACL provision | Gender | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| Directly delivered by | Male | 7,170 | 84% | 2,070 | 72% | 60% |
| local authorities | Female | 20,600 | 84% | 4,465 | 71% | 60% |
| | **All** | **27,770** | **84%** | **6,535** | **71%** | **60%** |
| Delivered by local authorities | Male | 8,470 | 88% | 6,380 | 88% | 77% |
| via a franchise arrangement | Female | 16,825 | 88% | 12,820 | 87% | 76% |
| with an FE institution | **All** | **25,295** | **88%** | **19,200** | **87%** | **76%** |
| Directly delivered by | Male | 23,120 | 95% | 16,290 | 93% | 88% |
| FE institutions | Female | 39,425 | 94% | 28,080 | 92% | 87% |
| | **All** | **62,545** | **94%** | **44,370** | **93%** | **87%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 3: Completion, attainment and success rates by type of ACL provision and age group, 2010/11**

| Type of ACL provision | Age Group | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| Directly delivered by | 18 and under | 505 | 79% | 225 | 82% | 70% |
| local authorities | 19 - 24 | 1,550 | 80% | 640 | 77% | 64% |
| | 25 - 49 | 9,505 | 80% | 2,795 | 70% | 57% |
| | 50 - 74 | 14,130 | 88% | 2,620 | 70% | 62% |
| | 75 and over | 1,905 | 87% | 240 | 70% | 62% |
| | **All** | **27,770** | **84%** | **6,535** | **71%** | **60%** |
| Delivered by local authorities | 18 and under | 1,105 | 86% | 940 | 91% | 78% |
| via a franchise arrangement | 19 - 24 | 3,315 | 87% | 2,575 | 87% | 76% |
| with an FE institution | 25 - 49 | 12,155 | 86% | 8,925 | 86% | 73% |
| | 50 - 74 | 8,000 | 91% | 6,210 | 88% | 80% |
| | 75 and over | 690 | 92% | 525 | 88% | 82% |
| | **All** | **25,295** | **88%** | **19,200** | **87%** | **76%** |
| Directly delivered by | 18 and under | 3,470 | 94% | 2,715 | 93% | 88% |
| FE institutions | 19 - 24 | 8,320 | 94% | 6,055 | 92% | 88% |
| | 25 - 49 | 27,735 | 93% | 18,855 | 92% | 86% |
| | 50 - 74 | 20,400 | 95% | 14,870 | 94% | 89% |
| | 75 and over | 2,515 | 93% | 1,785 | 92% | 84% |
| | **All** | **62,545** | **94%** | **44,370** | **93%** | **87%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 4: Completion, attainment and success rates by type of ACL provision and ethnicity, 2010/11**

| Type of ACL provision | Ethnicity | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Directly delivered by local authorities** | White | 25,815 | 85% | 6,095 | 71% | 61% |
| | Black | 200 | 77% | 50 | 54% | 43% |
| | Asian | 535 | 75% | 135 | 64% | 52% |
| | Mixed | 130 | 69% | 30 | 57% | 42% |
| | Other | 95 | 79% | 25 | * | * |
| | **All** | **27,770** | **84%** | **6,535** | **71%** | **60%** |
| **Delivered by local authorities via a franchise arrangement with an FE institution** | White | 21,820 | 89% | 16,530 | 88% | 78% |
| | Black | 785 | 81% | 550 | 76% | 62% |
| | Asian | 1,210 | 82% | 885 | 81% | 66% |
| | Mixed | 115 | 73% | 95 | 84% | 61% |
| | Other | 510 | 80% | 395 | 84% | 67% |
| | **All** | **25,295** | **88%** | **19,200** | **87%** | **76%** |
| **Directly delivered by FE institutions** | White | 54,355 | 94% | 39,260 | 93% | 88% |
| | Black | 860 | 93% | 450 | 85% | 79% |
| | Asian | 3,055 | 92% | 1,880 | 87% | 83% |
| | Mixed | 460 | 95% | 285 | 89% | 84% |
| | Other | 705 | 91% | 330 | 78% | 73% |
| | **All** | **62,545** | **94%** | **44,370** | **93%** | **87%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 5: Completion, attainment and success rates by type of ACL provision and deprivation of domicile, 2010/11**

| Type of ACL provision | Decile of Deprivation | No. of Completed Learning Activities | % Completion | No. of Attained Learning Activities | % Attainment | % Success |
|---|---|---|---|---|---|---|
| **Directly delivered by** | 1st (most deprived) | 2,080 | 79% | 740 | 71% | 59% |
| **local authorities** | 2nd | 2,075 | 83% | 715 | 72% | 62% |
| | 3rd | 2,135 | 81% | 700 | 72% | 60% |
| | 4th | 2,085 | 85% | 705 | 72% | 63% |
| | 5th | 2,500 | 85% | 730 | 73% | 62% |
| | 6th | 2,485 | 85% | 695 | 78% | 68% |
| | 7th | 2,510 | 85% | 545 | 73% | 62% |
| | 8th | 2,790 | 86% | 595 | 73% | 61% |
| | 9th | 3,400 | 87% | 475 | 66% | 57% |
| | 10th (least deprived) | 5,310 | 85% | 525 | 60% | 50% |
| | **All** | **27,770** | **84%** | **6,535** | **71%** | **60%** |
| **Delivered by local authorities** | 1st (most deprived) | 4,055 | 87% | 3,040 | 85% | 73% |
| **via a franchise arrangement** | 2nd | 3,590 | 87% | 2,770 | 87% | 76% |
| **with an FE institution** | 3rd | 3,730 | 85% | 2,795 | 86% | 73% |
| | 4th | 2,865 | 88% | 2,065 | 87% | 76% |
| | 5th | 2,120 | 90% | 1,575 | 87% | 78% |
| | 6th | 1,720 | 91% | 1,265 | 87% | 79% |
| | 7th | 1,790 | 87% | 1,410 | 89% | 77% |
| | 8th | 1,490 | 90% | 1,170 | 89% | 80% |
| | 9th | 1,965 | 90% | 1,545 | 88% | 79% |
| | 10th (least deprived) | 1,715 | 89% | 1,355 | 90% | 80% |
| | **All** | **25,295** | **88%** | **19,200** | **87%** | **76%** |
| **Directly delivered by** | 1st (most deprived) | 9,545 | 94% | 6,585 | 91% | 86% |
| **FE institutions** | 2nd | 7,530 | 93% | 5,135 | 91% | 85% |
| | 3rd | 6,415 | 93% | 4,235 | 92% | 86% |
| | 4th | 6,750 | 94% | 4,890 | 93% | 88% |
| | 5th | 6,140 | 96% | 4,515 | 94% | 90% |
| | 6th | 6,105 | 94% | 4,465 | 93% | 88% |
| | 7th | 5,135 | 95% | 3,775 | 93% | 88% |
| | 8th | 5,155 | 94% | 3,870 | 94% | 88% |
| | 9th | 4,875 | 93% | 3,455 | 93% | 86% |
| | 10th (least deprived) | 3,340 | 94% | 2,190 | 93% | 87% |
| | **All** | **62,545** | **94%** | **44,370** | **93%** | **87%** |

*Source: Lifelong Learning Wales Record (LLWR)*

**Notes**

**1. Data Sources**

This Statistical First Release (SFR) summarises data on learner outcomes for 2010/11. It covers adult community learning (ACL) provision delivered by learning providers funded by DfES (Department for Education and Skills). However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing ACL provision across Wales is submitted electronically to DfES by learning providers via the Lifelong Learning Wales Record (LLWR).  This data is used for funding, monitoring performance and outcomes and to inform strategy development. Furthermore, the data provides the official source of statistics on Post 16 (non-higher education) learners in Wales.

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

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

**2. Definitions**

**2.1 Terminology**

- 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 2 - 5 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.

**2.3 Provision type**

For the purposes of this statistical release, three categories of ACL provision have been defined as follows:

- *ACL directly delivered by local authorities* is defined as all provision submitted to LLWR by local authorities in Wales.

- *ACL delivered by local authorities via a franchise arrangement with an FE institution* is defined as provision submitted to LLWR by FE institutions where a local authority has been recorded as delivering the learning via a franchise arrangement.

- *ACL directly delivered by FE institutions* is defined as provision submitted by FE institutions to LLWR that is recorded as ACL in the type of learning programme field and not delivered via a franchise

arrangement with a local authority. This includes all provision submitted to LLWR by the YMCA Wales Community College and Workers Education Association (South Wales).

Note that *ACL delivered by local authorities via a franchise arrangement with an FE institution* and *ACL directly delivered by FE institutions* have both historically been categorised as 'FE provision' and are currently included in the FE learner outcomes data published annually within the [National Comparators for Further Education and Work-Based Learning Statistical First Release](#).

The following table summarises the franchise arrangements for the delivery of ACL provision that were in place between FE institutions and local authorities during 2010/11:

| Franchising FE institution | Local authority delivering learning |
|---|---|
| Barry College | Cardiff Council<br>Vale of Glamorgan Council |
| Bridgend College | Bridgend County Borough Council |
| Coleg Sir Gar | Carmarthenshire County Council |
| Coleg Glan Hafren | Cardiff Council |
| Coleg Gwent | Blaenau Gwent County Borough Council<br>Caerphilly County Borough Council<br>Monmouthshire County Council<br>Newport City Council<br>Torfaen County Borough Council |
| Coleg Morgannwg | Rhondda Cynon Taff County Borough Council |
| Neath Port Talbot College | Neath Port Talbot County Borough Council |
| Ystrad Mynach College | Caerphilly County Borough Council |

## 2.4 Completion, Attainment and Success

- The completion rates shown in tables 1a to 5 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 1a to 5 are calculated as the number of learning activities attained divided by the number of learning activities completed.

- The success rates shown in tables 1a to 5 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 Level of learning aim

- Level is derived from the National Qualifications Framework (NQF) level of the learning activity.

## 2.6 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 totals of table 3.

## 2.7 Sector/Subject Areas

- The sector/subject areas detailed in Tables 1a – 1c are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Development Agency's (QCDA) sector/subject framework and are grouped to reflect the most popular ACL subject areas.

## 2.8 Decile of deprivation

- The deciles of deprivation detailed in Table 5 are calculated by mapping learners' postcodes to the Welsh Index of Multiple Deprivation 2008 (WIMD2008).

## 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 [Delivering Community Learning for Wales policy statement](#) published by the Welsh Government (WG) in November 2010 stated that the Department for Education and Skills (DfES - formerly DCELLS) must *"develop consistent performance measures and benchmarking data to help Adult Community Learning (ACL) providers to evaluate learner outcomes"*.

The measures set out in this publication have been produced to achieve this aim and are also used:

- by the Welsh Government - DfES, to monitor providers' performance and as baseline information to set targets for improvements as part of the Quality and Effectiveness Framework for post-16 learning;

- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?', and;

- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles.

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

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

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

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

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


## 4.2 Accuracy

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

The following data issues are of particular relevance to this release.

### 4.2.1 Non assessable learning activities

Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of attainment and success rate calculations.

Directly delivered local authority provision has a notably high proportion of such activities (67 per cent of terminated learning activities in 2010/11) compared with local authority provision delivered via a franchise arrangement with an FE institution (12 per cent of terminated learning activities) and ACL provision directly delivered by FE institutions (24 per cent of terminated activities). However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. This indicates that non-assessable provision is being inconsistently recorded and thereby potentially deflating attainment and success rates.

### 4.2.2 Level of learning activities

A significant number of local authority learning activities were recorded with a level of 'Not Known' or 'Not Applicable' on LLWR. In 2010/11, these learning activities have been categorised as 'Other Levels' (see table 1a).

### 4.2.3 Non-franchised 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. This differs from the approximation based on site of learning delivery used in the statistical article published in 2011.

Information on type of learning programme is based on FE institutions' own identification of ACL provision. This has resulted in fewer activities being classified as ACL than the methodology used in 2011.

### 4.3 Timeliness and Punctuality

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

### 4.4 Accessibility and Clarity

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

### 4.5 Comparability

Figures in this statistical release are broadly comparable with the data for 2009/10 detailed in the statistical article [Development of Learner Outcome Measures for Adult Community Learning](). However, due to the methodological change outlined in section 4.2.3, data for ACL provision directly delivered by FEIs should not be compared.

## 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.

Data underpinning the 2010/11 performance measures will also be included in WAG - DfES' online benchmarking tool for use by FE institutions and local authorities.  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 Other outputs sourced from LLWR data**

- Further Education, Work-based Learning and Community Learning in Wales, 2010/11 and 2011/12 (early figures) – headline national trends in volumes of learning, published 28 March 2012.

- Learning Network Analysis 2010/11 – 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 May 2012. Associated StatsWales tables include figures for individual FE institutions.

- Further Education, Work-based Learning and Community Learning in Wales Statistics, 2010/11 – Reference volume, due autumn 2012.

- 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, published 20 October 2011.