

SDR 206/2014

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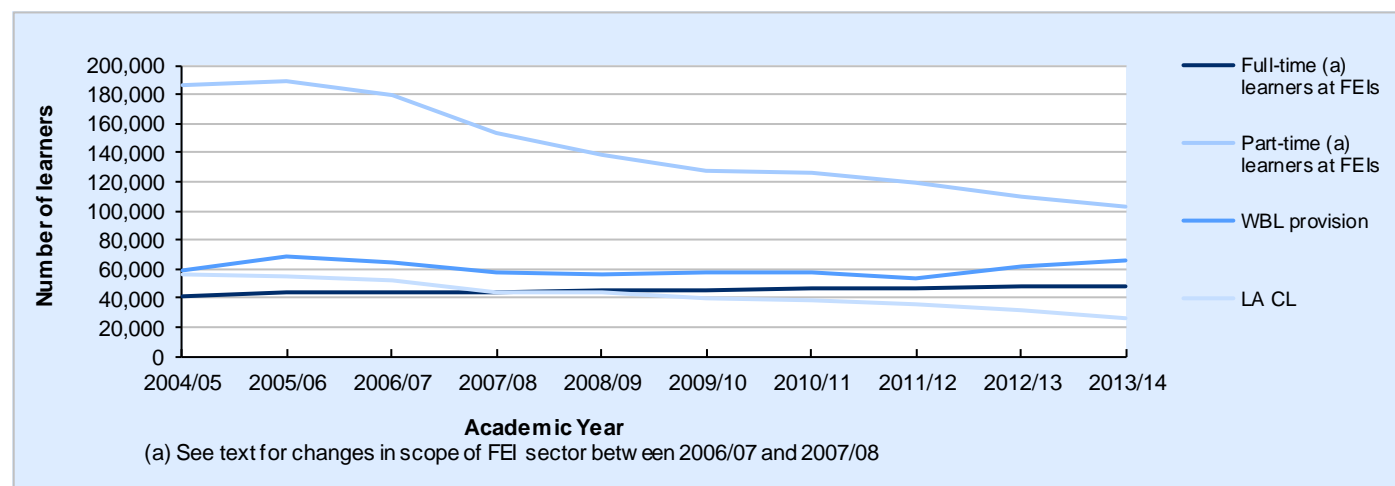
## Further education, work-based learning and community learning in Wales, 2013/14 (provisional figures)

This Statistical First Release for 2013/14 summarises provisional information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage excludes enrolments at Higher Education institutions and at school sixth forms but includes provision at Further Education (FE) institutions, Work-based Learning (WBL) providers and Local Authority Community Learning (CL) providers. Additional detail is available on the Welsh Government's interactive data dissemination service [StatsWales](http://StatsWales).

### Summary

- The figures in this release show a decline in overall learner numbers between 2012/13 and 2013/14 (continuing since a peak in 2005/06) but with variations between the individual sectors and age groups, including an increase in work-based learning provision.
- In 2013/14 there were 222,620 distinct learners at FE Institutions, Community Learning (CL) or Work-based Learning (WBL) providers, 3.0 per cent fewer than in 2012/13.
- Total numbers at FE institutions fell by 3.5 per cent, with part-time learner numbers declining by 7.2 per cent but full-time numbers almost unchanged (0.3 per cent fall).
- There were 18 per cent fewer learners in local authority community learning than in 2012/13.
- Relative to 2012/13, WBL provision rose by 7.6 per cent to over 65,900 unique learners on a full year basis which was higher than in any of the previous seven years.

### Chart 1: Learners by provision type


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## Learners enrolled with FE institutions, Work-based Learning or Local Authority Community Learning providers

- 222,620 unique learners pursued one or more learning activities with FE Institutions, Local Authority Community Learning or Work-based Learning providers during 2013/14. Of these, 125,780 (56 per cent) were female and 96,840 (44 per cent) were male. The number in-learning in the week of 1 December 2013 was 149,410 [Table 1].
- The number of learners in 2013/14 at FE, WBL and Local Authority Community Learning providers was 3.0 per cent lower than the equivalent figure for 2012/13.
- Within this overall fall in total FE/WBL/CL distinct learner numbers part-time learner numbers at FE institutions fell by 7.2 per cent but full-time numbers were almost unchanged (0.3 per cent fall).
- 27 per cent of learners were aged under 19 and 45 per cent were aged under 25.
- Males outnumbered females for all ages below 20. However, the number of females aged 20 or above was 55 per cent higher than the number of males.

**Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2013/14 (a)**

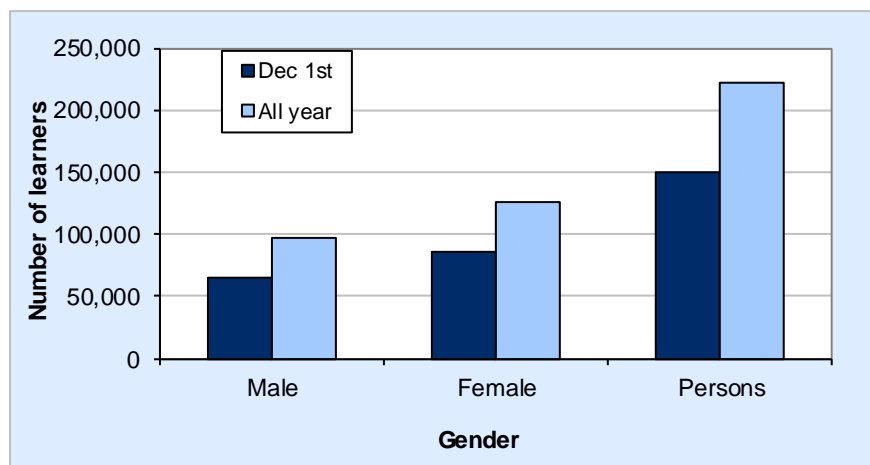
Age	Males		Females		Persons	
	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year
Under 16	1,395	2,475	835	1,840	2,230	4,315
16	9,660	10,895	8,440	9,660	18,100	20,555
17	9,105	10,390	8,260	9,410	17,365	19,800
18	6,230	7,505	5,495	6,765	11,725	14,265
19	3,955	5,190	3,270	4,505	7,220	9,695
20-24	9,410	14,920	11,030	17,100	20,445	32,020
25-49	17,380	32,220	32,635	52,460	50,010	84,680
50-64	4,905	9,615	10,035	16,720	14,940	26,335
65+	2,310	3,480	4,885	7,055	7,195	10,535
Not Specified	65	155	110	260	175	415
<b>Total</b>	<b>64,420</b>	<b>96,840</b>	<b>84,990</b>	<b>125,780</b>	<b>149,410</b>	<b>222,620</b>

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2013

Reports on  contain the information provided in table 1 with a breakdown by ethnicity.

## Chart 2: Learner numbers by gender



## Trends in full year learner numbers

- Table 2 illustrates the trend in learner numbers for three (overlapping) areas of learning: total learners at FE institutions (including WBL at FEIs); total work-based learning provision (also including WBL at FEIs); and local authority community learning (including learners enrolled at FEIs but taught by local authority staff).
- 2013/14 shows a reduction of 3.0 per cent in total against 2012/13, following declines in earlier years (resulting from trends in part-time provision) since a peak in 2005/06.

**Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2004/05 to 2013/14 (a)(b)(c)**

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Further Education Institutions (d)										
Full-time learners at FEIs	41,405	43,420	43,905	44,035	44,745	45,305	46,985	46,590	48,340	48,185
Part-time learners at FEIs	186,930	189,300	179,885	152,750	138,030	127,765	126,320	119,640	110,080	102,105
WBL provision at FEIs	10,685	12,345	13,250	12,835	12,820	14,860	16,390	16,125	16,505	18,525
Total at FEIs	239,020	245,065	237,045	209,620	195,590	187,925	189,690	182,355	174,925	168,810
Work-based learning provision (e)										
All WBL provision	58,620	69,080	64,080	57,500	56,580	57,655	57,030	53,480	61,255	65,935
WBL provision excluding Pathways to Apprenticeships	58,620	69,080	64,080	57,500	56,580	55,880	55,115	51,980	59,955	64,630
Local Authority Community Learning (f)	56,555	54,485	52,085	44,210	43,740	39,850	38,705	35,785	31,475	25,840
Total learners at FE Institutions, Local Authority Community Learning and Work-based Learning providers (g)	299,690	311,145	298,615	265,975	254,220	244,710	243,465	231,250	229,555	222,620

Source: Lifelong Learning Wales Record

- (a) Counts are of unique learners, so removing, from each individual row, multiple counting of learners present at more than one learning provider and/or provision type.
- (b) Counts in all columns include learners at Merthyr Tydfil College, a constituent FE college in the University of South Wales Group.
- (c) In calculating each in-learning count, the population is largely determined by the actual start and end dates of learning programmes and activities. However an additional constraint is applied to each year in that learning activities with an expected end date more than two years before the start of the given academic year are excluded.
- (d) Learner numbers at FE institutions (FEIs) include learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FEIs and franchised ACL learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (e) Work-based learning (WBL) provision includes learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FE institutions as well as provision at other training providers.
- (f) Includes both those learners enrolled at local authorities directly and learners who are enrolled at FEIs but whose teaching is contracted out to local authorities.
- (g) The use of unique learner counts and definitional overlaps mean, for any given year, that the total for FE/WBL/CL learners is lower than the sum of the figures in the preceding rows.

- As noted in previous releases, part of the decrease in learner numbers from 2006/07 to 2007/08 was accounted for by a change in the data collection process of Welsh for Adults (WfA) learners, now reported to HESA by the Welsh HE institutions acting as five of the six regional centres for WfA provision. WfA provision has therefore not been included in this release for academic years 2007/08 onwards except for the WfA activities reported by the sixth regional WfA centre Coleg Gwent which are included in the LLWR data underlying this release.

- Within the overall 3.0 per cent decline relative to 2012/13, the reductions were 3.5 per cent for FEIs and 18 per cent for local authority community learning, whilst there was a 7.6 per cent rise for work-based learning provision. The full-time component at FEIs was virtually unchanged (0.3 per cent fall).
- Between 2012/13 and 2013/14 there was a fall of 5.4 per cent for those aged 20 and over at FEIs but a rise of 0.3 per cent in those aged 19 and under. The full-time component of the 19 and under age group grew by 1.5 per cent.
- The Pathways to Apprenticeships scheme (comprising programmes at FEIs supporting WBL provision – see later WBL provision section and notes) is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

## Learning programmes

- Over the academic year 2013/14 there were 288,925 enrolments on learning programmes in total, of which 58 per cent were part-time (down from 61 per cent in 2012/13 and 64 per cent in 2011/12), 17 per cent were full-time and 25 per cent were in work-based learning [Table 3].
- Further commentary on the individual areas of provision is given below.

**Table 3: Enrolments on learning programmes at Further Education Institutions, Community Learning or Work-based Learning providers by provision type, mode of study and gender, 2013/14 (a)**


	Males		Females		Persons	
	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year
<b>Further Education excluding Local Authority CL at FEIs</b>						
Full-time	21,690	24,050	23,095	25,465	44,785	49,515
Part-time	26,645	59,390	36,100	73,555	62,745	132,945
<b>Total</b>	<b>48,335</b>	<b>83,435</b>	<b>59,190</b>	<b>99,020</b>	<b>107,530</b>	<b>182,460</b>
<b>Higher Education at FEIs</b>						
Full-time	75	80	50	50	120	130
Part-time	475	505	565	600	1,045	1,105
<b>Total</b>	<b>550</b>	<b>585</b>	<b>615</b>	<b>650</b>	<b>1,165</b>	<b>1,235</b>
<b>Work-based Learning Provision</b>						
WBL programmes at FEIs	6,590	10,430	4,470	8,040	11,055	18,470
Pathways to Apprenticeships (FEIs)	1,270	1,330	115	120	1,390	1,455
Programmes at other training providers	11,240	21,780	16,875	31,340	28,120	53,120
<b>Total</b>	<b>19,100</b>	<b>33,540</b>	<b>21,460</b>	<b>39,500</b>	<b>40,565</b>	<b>73,040</b>
<b>Local Authority Community Learning (b)</b>						
Full-time: enrolled at FEIs	10	10	10	10	20	20
Part-time: enrolled at FEIs	2,150	4,600	5,090	10,415	7,240	15,015
Full-time: enrolled at local authorities	*	*	10	10	10	15
Part-time: enrolled at local authorities	2,360	4,060	7,515	13,075	9,875	17,135
<b>Total</b>	<b>4,520</b>	<b>8,675</b>	<b>12,625</b>	<b>23,515</b>	<b>17,145</b>	<b>32,190</b>
<b>All Levels of Study</b>						
Full-time	21,775	24,140	23,165	25,540	44,940	49,685
Part-time	31,630	68,555	49,270	97,645	80,900	166,200
Work-based Learning	19,100	33,540	21,460	39,500	40,565	73,040
<b>Total</b>	<b>72,510</b>	<b>126,235</b>	<b>93,895</b>	<b>162,690</b>	<b>166,405</b>	<b>288,925</b>

Source: Lifelong Learning Wales Record

(a) See notes for definitions of level and mode.

(b) Excludes 'assisted' Community Learning provision. See notes.



Reports on  contain the information provided in table 3 with a breakdown by age, type of learning programme, disability status and ethnicity.

## FE Provision (excluding local authority community learning)

During the 2013/14 academic year, 182,460 Further Education learning programmes (excluding those taught by local authority staff) were pursued, 49,515 of which were full-time (1.0 per cent up on 2012/13) and 132,945 were part-time (6.4 per cent down on 2012/13).

## Higher Education Learning Programmes

1,235 Higher Education learning programmes were pursued at FE Institutions during 2013/14, compared with 2,180 in 2012/13, 2,410 in 2011/12, 2,875 in 2010/11 and 2,005 in 2009/10. Note that these figures only include programmes which are designated in their entirety (and coded on LLWR) as 'HE' and exclude, for instance, work-based learning programmes (Higher Apprenticeships in particular) with HE learning activities.

## Work-based Learning Provision

73,040 learning programmes were pursued in 2013/14 within work-based provision, of which 19,920 were provided by FE institutions and 53,120 by other training providers. Table 3 splits the figures for WBL provision at FEIs between 18,470 WBL programmes and 1,455 Pathways to Apprenticeships FE programmes. The Pathways to Apprenticeships scheme was in place between 2009/10 and 2013/14 in Wales as a result of the economic downturn.

**Table 4: Work-based learning provision: Numbers of learning programmes (LP) starts, leavers and in-training and of learners in-training by programme type, 2013/14 (a)**

	All year LPs (b)			LPs In training (c)		Learners (d)	
	Starts	Leavers (e)	In learning	1 <sup>st</sup> Dec	31 <sup>st</sup> July	31 <sup>st</sup> July	All year
<b>Work-based Learning programmes</b>							
Foundation Apprenticeship	13,945	12,705	27,560	16,060	14,955	14,860	25,385
Apprenticeship (Level 3)	10,195	8,665	21,460	13,530	12,855	12,820	20,890
Higher Apprenticeship	3,320	1,340	5,420	3,220	4,120	4,120	5,345
Modern Skills Diploma	0	30	35	25	5	5	35
Steps to Employment	25	1,250	1,255	395	*	*	1,110
Traineeships	8,945	8,580	12,285	4,015	3,470	3,460	8,425
Work Ready	1,975	1,470	1,975	375	515	515	1,905
Other WBL Programme	805	1,025	1,595	825	555	555	1,535
Work-based Learning programmes total	39,200	35,065	71,585	38,445	36,485	36,335	64,630
<b>Other programmes supporting WBL provision</b>							
Pathways to apprenticeships	1,435	945	1,455	1,390	535	495	1,305
<b>Total</b>	<b>40,635</b>	<b>36,010</b>	<b>73,040</b>	<b>39,830</b>	<b>37,020</b>	<b>36,830</b>	<b>65,935</b>

Source: Lifelong Learning Wales Record

- (a) Note that the definition of WBL provision differs from that of WBL programmes. For the purpose of this release, WBL provision includes all WBL programmes together with the FE programme 'Pathways to Apprenticeships'.
- (b) Represents cumulative count of learning programmes enrolled at any point during the academic year.
- (c) Number of learning programmes on the reference date.
- (d) Distinct learners categorised according to their most recent learning programme of the year.
- (e) Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those identifiable from the standard database of learning providers for 2013/14. (The figures include early leavers.)
- (f) Higher Apprenticeships were introduced in 2011/12, replacing the Modern Skills Diploma programme which consequently has no new starts in this table but has some learners finalising programmes commenced in earlier years.

The first column of Table 4 gives the number of new learning programme starts during 2013/14. Annex A provides a monthly breakdown of these starts for the apprenticeship programme categories.

The number of trainees in learning on 31 July 2014, the last day of the academic year 2013/14, was 8.8 per cent higher than at 31 July 2013. There is often a seasonal reduction in the in-learning count (notably for Pathways to Apprenticeships) between March and July (though not in the case of total WBL in 2012/13) – see Annual Volume publication (Tables T2.1 and T2.2) referenced at the end of this release – and day of week effects contribute some variability to the year on year change of such snapshot figures.

The full year learner count for those in WBL provision during 2013/14 (taking each learner’s most recent learning programme of the year only) was 7.6 per cent higher than in 2012/13. Learner numbers rose for those on Level 3 Apprenticeship programmes by 11.4 per cent and for Foundation Apprenticeship programmes by 8.7 per cent.

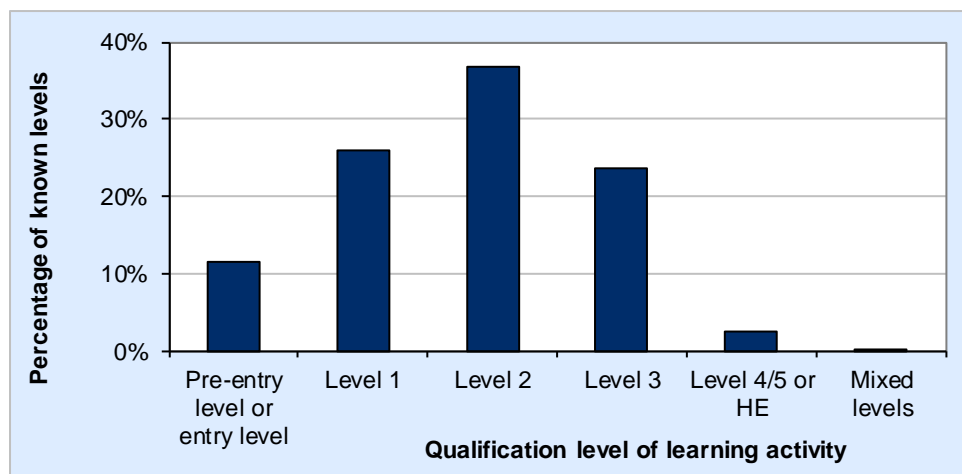
### Local Authority Community Learning Provision

32,190 learning programmes were pursued in 2013/14. The number of distinct learners pursuing local authority CL learning activities was 25,840 (see Table 2), 18 per cent lower than in 2012/13 and 42 per cent lower than in 2007/08. (There was also a reduction between 2006/07 and 2007/08 but this partly resulted from the change in the treatment of Welsh for Adults data referred to above which had an impact on the element of LA CL sub-contracted from FEIs.)

### Learning activities and qualifications

- Of learning activities for which the qualification level was known <sup>(a)</sup>, 26 per cent were at level 1, 37 per cent were at level 2 and 24 per cent were at level 3 [Table 5]. Compared with 2006/07, a higher proportion were at level 3 (18 per cent in 2006/07) and a lower proportion at level 1 (33 per cent in 2006/07).
- The proportion of entry and pre-entry level learning activities (combined) rose fairly steadily from 8 per cent in 2003/04 and 2004/05 to 10 per cent in 2005/06 and 2006/07 before progressing upwards to 13 per cent in 2011/12 and 2012/13 then down to 11 per cent in 2013/14.

**Chart 3: Learning activities by qualification level**




- 28 per cent of qualifications being studied for were QCF or NVQs, 26 per cent were Key Skills/Essential Skills Wales, 16 per cent were Agored Cymru units (previously Open College Network credits) but 24 per cent were classed as ‘Other’ qualification types, including specific qualifications not grouped elsewhere for the purpose of this release.
- The most popular subjects for learning activities (whose subject was specified) were Care/Personal Development (26 per cent), Information Technology (11 per cent), Science/Mathematics (10 per cent), Media /Communications (including Communication Skills) (10 per cent) and Cultural Studies /Languages (7 per cent), although popularity varied across types of provision.

(a) 8 per cent of qualification levels were unknown or not applicable. For Further Education provision the figure was 9 per cent but for Local Authority Community Learning provision 31 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities. For Work-based Learning provision the figure was 2.4 per cent.

**Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2013/14**

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	1,800	1,725	3,525	70	250	325
Entry Level	31,955	32,325	64,280	5,015	8,705	13,720
Level 1	84,950	90,580	175,535	2,755	7,855	10,610
Level 2	118,740	139,340	258,080	1,900	4,905	6,805
Level 3	72,690	97,250	169,940	285	675	960
Level 4 and above / HE	5,970	10,805	16,775	10	35	45
Mixed Levels	40	20	60	0	0	0
Unknown or not required	22,260	26,370	48,625	3,570	11,145	14,715
<b>Total</b>	<b>338,410</b>	<b>398,410</b>	<b>736,825</b>	<b>13,610</b>	<b>33,570</b>	<b>47,180</b>

Source: Lifelong Learning Wales Record

Reports on  contain the information provided in table 5 with a breakdown by qualification type and subject, provider type, provision type and language of delivery.

## Notes

### 1. Context

#### 1.1 General

This Statistical First Release (SFR) summarises data on learner numbers in post-16 education and training at providers receiving funding from DfES (Department for Education and Skills) for the academic year 2013/14. However, the figures are not restricted to fundable learners at those providers. The release contains information on the post-16 sector excluding HE institutions, HEI-based Welsh for Adults centres and school sixth forms but including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers. Further information on this series, the first release of which was SDR 38/2005, and earlier sources is given in the 'Data for previous years' section.

#### 1.2 Policy Context

Within the Welsh Government the release and other outputs from the LLWR data underlying it play a role in supporting decision making processes in relation to:

- The Transformation Agenda – “The Transformation policy, launched in September 2008, challenged all providers of post-compulsory education and training in Wales to set aside traditional, narrow, institutional arrangements and to plan provision collectively; direct more of the funding available to teaching and learning and learner support; and transform the network of providers.”  
[Transforming Education and Training Provision in Wales](#)
- The Learning and Skills (Wales) Measure 2009 – “ .. aims to provide wider learner choice, reduce duplication of provision and encourage higher quality learning and teaching, but it applies to all post-16 provision. These aims cannot be achieved by any single provider. Consequently providers are expected to establish effective collaboration to underpin 14-19 entitlement and maximise the chances of successful learner outcomes.”  
[Learning and Skills \(Wales\) Measure 2009](#)

See also section 5.1 on 'Relevance'.



## 2. Data Source

### Lifelong Learning Wales Record (LLWR)

The Lifelong Learning Wales Record is the data collection system employed by the Welsh Government to enable FE, WBL and local authority community learning providers to report on-line individualised data on learners, their learning programmes, activities and awards. DfES systems load the data on to a post-16 database to facilitate analysis. Further information on LLWR including user support manuals can be found at:

<http://wales.gov.uk/topics/educationandskills/learningproviders/datacollection/llwr09/>

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

<http://wales.gov.uk/statistics-and-research/about/statement-of-compliance/administrative-sources/>

The primary purpose of the LLWR is to provide FE/WBL/CL data to facilitate the planning and funding of learning delivery. The LLWR data are also a basis for the DfES Quality and Effectiveness Framework, monitoring of performance and outcomes, informing strategy and development and the provision of statistics on FE/WBL/CL learners in Wales.

## 3. Definitions and methods

### Learner numbers, learning programmes and learning activities

- The Lifelong Learning Wales Record (LLWR) from which tables 1 to 5 were derived has datasets based on learners, their learning programmes and their constituent learning activities as well as awards which are not included in the current release. Table 1 and 2 are based on counts of individual learners using a methodology which counts only once a learner present at more than one provider. Tables 3 and 4 are based on counts of learning programmes, apart from the final two columns of table 4 which use unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in tables 3 and 4. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.
- 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 work-based learning framework (e.g. Apprenticeship).

### Learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (tables 1,2,3 and 5)

- Information was collected from FE institutions, local authorities and work-based learning providers via the LLWR, from which data were extracted on 28 October 2014.
- Community Learning is a broad definition that can encompass, for instance, provision at FE institution outreach centres and Adult Basic Education. This release only identifies Local Authority Community Learning provision (see "Provision Type" notes) and hence this is the term used throughout.
- WBL provision is included whether at an FE college, at a WBL subsidiary of an FE institution or at another training provider.
- August 2011 saw the introduction of a change in the structure of Welsh Government support to WBL providers, with funding being directed through a smaller number of contracted providers, including some consortia and lead providers.



- Where a provider is part of a WBL consortium, the assignment to 'WBL at FEIs' or to 'WBL at Other training providers' has been made according to the status of the consortium member (which may differ from the status of the lead provider of the consortium).
- December 1st counts are based on a snapshot of the week of 1 December 2013. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2013.
- Includes students on courses at the Workers Educational Association (WEA) and the Young Men's Christian Association (YMCA).

As in the March 2014 release for 2012/13, the figures in this release include FE learners at Merthyr Tydfil College which is a member of the University of South Wales Group. Between 2006/07 and 2011/12, these learners were included within the University of South Wales data collected by HESA (the Higher Education Statistics Agency) and appeared in, for example, ['Students in Higher Education Institutions, 2012/13'](#). Learners with the Merthyr Tydfil College work-based learning subsidiary (part of a Skills Academy Wales consortium) were however included in all years of this Statistical First Release as the WBL data were not (and are not) collected by HESA. From 2012/13 onwards, the college has ceased to submit data to HESA but continues to do so to the LLWR. Merthyr Tydfil College's FE data are re-included in this release (as for 2012/13) both for the more recent figures and also retrospectively in year on year comparisons and in time series.

### Work-based Learning (Table 4)

This table summarises enrolments on work-based learning programmes.

- Starts and leavers denote the cumulative number of new starts and leavers on each programme during the academic year.
- Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those leavers who are identifiable from the standard database population used for this release.
- In-training figures are the number of training episodes at December 1st 2013 or July 31st 2014. These are for single days, in contrast to the December 1st counts in tables 1 and 3 which are based on a full week (and are therefore slightly higher).

In addition to the learning programme columns, Table 4 includes two columns based on distinct learner counts, one as at the end of July 2014 and the other for the full academic year.

### Provision type

The provision type is determined at the learning programme level. **Note that this is not a funding report and definitions can differ from those used for funding purposes. For example, some of the WBL provision included in this release will not have been included in the calculation of funding for WBL providers.**

For the purpose of this statistical release,

- Further Education (FE) provision is defined as that submitted to the LLWR by an FE provider excluding:
  - learning programmes categorised below as HE or WBL; and
  - learning delivered by a Local Authority via a subcontracted arrangement with an FE provider.
- Higher Education (HE) provision comprises learning programmes categorised as higher education namely:
  - Higher National Certificate; Higher National Diploma;
  - HE professional / HE vocational programme;
  - Foundation Degree; HE First Degree; other undergraduate qualification;
  - HE postgraduate;

The figures for HE include learners whose programme is designated as HE level but exclude learning programmes where the overarching learning programme is not designated as 'HE' although an element of the learning (i.e. one or more learning activities) is at HE level.

- Local Authority Community Learning provision is defined as that submitted to the LLWR: by a Local Authority directly ('maintained' or 'contracted-out' provision); or by an FE provider but where the learning is delivered by a Local Authority through a partnership, franchise or subcontracted arrangement ('contracted-in' provision).

The Local Authority Community Learning figures **exclude** 'assisted' provision, i.e. courses controlled and managed by another organisation but which the local authority supports either financially or by providing premises or other facilities free of charge or at subsidised rates.

- WBL programmes are submitted to the LLWR by contracted WBL providers (including some FE institutions) and include the following (or their predecessor) programmes:

Apprenticeship (Level 3);

Foundation Apprenticeships (Level 2; including Young Recruits programme);

Higher Apprenticeship (Level 4 plus; introduced from 2011/12);

Modern Skills Diploma (Level 4 plus; discontinued for new entrants from 2011/12);

Steps to Employment;

Traineeships;

Work Ready;

Other WBL programmes (including Flexible Learning, 'Young Person's Guarantee: Routes into Work', bespoke programmes and smaller programmes).

The Pathways to Apprenticeships scheme was introduced in 2009/10 to Wales in anticipation of a drop in recruitment of apprentices as a result of the economic downturn. In this release it is included in the WBL provision category but excluded from WBL programme counts (see Table 4).

## Subjects

References to subjects are based on an abbreviated form of the category associated with the first character of the LDCS code under the LearnDirect Classification System (LDCS).

## Mode of learning

Mode of learning has been derived from the LLWR using guided contact hours. In Table 3 the methodology is used to derive learning programme counts which are not directly comparable with mode of learning splits of learner numbers in Table 2. The methodology has also been applied to learner numbers elsewhere, for instance in the Welsh Government publication 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2012/13'.

- Learning programmes classified for statistical purposes as **full-time** are defined as those containing at least 450 guided contact hours per year.
- Learning programmes classified as **part-time** are defined as those containing fewer than 450 guided contact hours per year. (Note that this definition of part-time learning embraces short courses which learners pursue on a full-time basis for a limited number of weeks.)
- Work-based learning provision cannot be classified in this way as the majority of learning is at the workplace and therefore a separate mode of study has been provided.

## 4. Rounding

Figures are rounded to the nearest 5 and there may be apparent slight discrepancies between the sum of the constituent items and the total. An asterisk '\*' represents numbers greater than 0 and less than 5.

## 5. Key Quality Information

### 5.1 Relevance

The statistics are 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;
- Further Education Institutions, Work-Based Learning providers and local authorities;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- 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;
- informing and evaluating the education policy-making process in Wales. (See section 1.2 on 'Policy Context'.)

LLWR data are used to underpin funding and performance reports for learning providers, to calculate NEET (Not in Education, Employment or Training) figures and in student finance modelling.

### 5.2 Accuracy

Statisticians within the Welsh Government review the data and query any anomalies with the LLWR data collection team and, where relevant, with learning providers before tables are published.

The LLWR data underlying this release are provisional and in the process of being updated by learning providers, validated and finalised. Final data for 2013/14 are due to be published in March 2015.

The impact of these updates is as yet unknown but they must only be submitted by learning providers in the interests of improving accuracy and data quality. An indication of revisions to data between previous provisional and final releases is presented below.

Percentage change between provisional and final release	Learners		Learning programmes		Learning activities
	Dec 1 <sup>st</sup>	All year	Dec 1 <sup>st</sup>	All year	All year
2003/04	+1.3	+1.4	+1.3	+2.0	+1.5
2004/05	+0.4	+1.7	+1.2	+3.0	+1.4
2005/06	+1.0	+1.3	-1.3	0.0	+0.4
2006/07	-0.6	+0.5	-1.0	+0.5	+0.2
2007/08	+0.2	+0.9	+0.4	+1.3	+0.9
2008/09	-1.5	-0.8	-1.4	-0.7	-2.2
2009/10	-1.3	-0.5	-1.6	-0.5	-2.1
2010/11	-0.9	+0.3	-1.5	+0.2	-0.9
2011/12	-0.3	+0.8	-0.3	+1.2	+1.2
2012/13		-0.1		+0.1	

The percentage revisions have been derived on comparable bases. In the case of 2012/13, Merthyr Tydfil coded submissions were subtracted from the final release totals when comparing with the provisional 2012/13 release which had excluded FE data from this college.

### **5.3 In-learning Population**

In-learning counts for all years in the current release (and in the other bulletins using LLWR data listed at the end of this release) are on an adjusted population basis. The effect of introducing this population was described in the Key Quality section of the 2008/09 release [SDR 60/2010](#).

The in-learning population is adjusted by excluding unclosed activities with an expected end date more than two years earlier than the start of the given academic year. Having excluded these activities, the population is then determined from the remaining activities by means of the actual start and end dates (in conjunction with the learning programme end date, where available separately for WBL programmes).

The adjusted population was introduced in order to produce a more accurate reflection of 'live' activity after identifying an increasing number of unclosed activities since the inception of the LLWR.

### **5.4 Timeliness and Punctuality**

The annual timescale for the production of data balances timeliness against the need for accurate data quality. 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. The corresponding first release is produced and published as soon as possible during March. This timetable was accelerated for the 2010/11 final release. Previously the LLWR freeze had been taken near the end of March with the SFR published in April.

The provisional statistics of the current release are drawn from the database as at 28 October 2014 and updated figures will be released in March 2015.

### **5.5 Accessibility and Clarity**

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

### **5.6 Comparability**

#### **Data for previous years**

This series, the first Release of which was SDR 38/2005 containing provisional data for 2003/04 (finalised in SDR67/2005), replaces an earlier quarterly series on work-based learning enrolments (final edition SDR 22/2005) and an annual Statistical Bulletin on Adult Continuing Education (SB 52/2003) published by the Welsh Government.

The 2003/04 releases were based on LLWR data for Further Education, Community Learning and the component of Work-based Learning provided through FE institutions. However, WBL figures at other training providers (such as those included in a specific table of SDR 38/2005) were, then and previously, based on data collected through the National Trainee Database (NTD). Release SDR22/2005 contained the final data from the NTD as at June 2004. Data on all DfES-funded Work-based Learning providers have subsequently been collected solely via the LLWR and contribute to all areas of WBL provision in post-16 education releases in Wales from 2004/05 onwards.

Earlier data on Local Authority Community Learning (then referred to as Adult Continuing Education) were published in May 2003 in the National Assembly for Wales Statistical Bulletin 'Adult Continuing Education in Wales 2001/02 & 2002/03' (SB52/2003).

Owing to changes in data collection, comparisons with years prior to 2003/04 should only be made with caution. Previously data on Further Education provision, sourced from the Individualised Student

Record (ISR), were available through the ELWa/HEFCW annual volume 'Higher Education, Further Education and Training Statistics in Wales' ending with the edition covering the 2002/03 academic year, published in November 2004. The first equivalent volume to be based on the LLWR, 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2003/04', was published by ELWa in March 2006 and the tenth of the series, based on 2012/13, was published by the Welsh Government in June 2014.

## UK nations

Examples of similar outputs from other UK nations can be found at:


England - [Further education and skills: statistical first release - gov.uk](#)

Northern Ireland - [Professional and Technical Enrolments in the Northern Ireland Further Education Sector - Department for Employment and Learning](#)

Scotland - <http://www.scotland.gov.uk/Topics/Statistics/Browse/Lifelong-learning>

However, owing to differences in methodology and data collection, caution should be exercised in making direct comparisons with the figures contained in this release.

## StatsWales

Only summary tables have been provided in this release. Additional tables supplying greater detail, including analysis by programme and qualification type, subject, age, disability status and ethnicity, are available via the Welsh Government's online dissemination service StatsWales. Tables related to this SFR can be found at: 

## Other Bulletins and Publication using LLWR data underlying this release

This release and other statistical outputs can be found on the [Welsh Government's Statistics site](#). Outputs available on the site will include 2013/14 versions of the following bulletins once the provisional LLWR data underlying this release have been finalised:

- [Annual Volume: 'Further Education, Work-based Learning and Community Learning in Wales Statistics, 2012/13'](#) - a reference volume containing substantial detail. The 2012/13 edition (published in June 2014) was linked to StatsWales cubes associated with the former Learning Network Analysis Bulletin. 2013/14 and later releases will incorporate a more comprehensive range of cubes embracing all aspects of the volume.
- ['Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning, 2012/13'](#) - Statistics on learner outcomes at FE institutions and WBL providers and Adult Community Learning providers.



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<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>

## ANNEX A

### Learning programme new starts 2012/13 and 2013/14

	Apprenticeship Programme Type			Total Apprenticeships
	Foundation Apprenticeship	Apprenticeship (Level 3)	Higher Apprenticeship	
<b>2012/13 Months</b>				
August	690	665	40	1,395
September	1,795	1,485	40	3,320
October	1,400	1,020	55	2,475
November	1,130	735	55	1,915
December	635	445	35	1,115
January	1,145	765	175	2,085
February	1,475	895	180	2,545
March	1,385	955	250	2,595
April	1,340	715	215	2,270
May	1,300	770	310	2,385
June	1,080	660	455	2,195
July	1,875	1,390	470	3,735
<b>Total 2012/13</b>	<b>15,255</b>	<b>10,500</b>	<b>2,275</b>	<b>28,030</b>
<b>2013/14 Months</b>				
August	995	870	290	2,160
September	2,020	1,645	560	4,225
October	1,645	1,150	255	3,050
November	1,230	955	265	2,450
December	735	520	130	1,390
January	1,055	725	265	2,050
February	835	565	210	1,610
March	1,005	635	250	1,895
April	840	530	235	1,605
May	865	650	205	1,720
June	975	860	290	2,125
July	1,740	1,080	355	3,175
<b>Total 2013/14</b>	<b>13,945</b>	<b>10,195</b>	<b>3,320</b>	<b>27,455</b>

Source: Lifelong Learning Wales Record

(a) Learning programme starts in this table include those for learners who leave early or switch programme.

(b) No fundability criteria have been applied.