

SDR 203/2012

27 November 2012

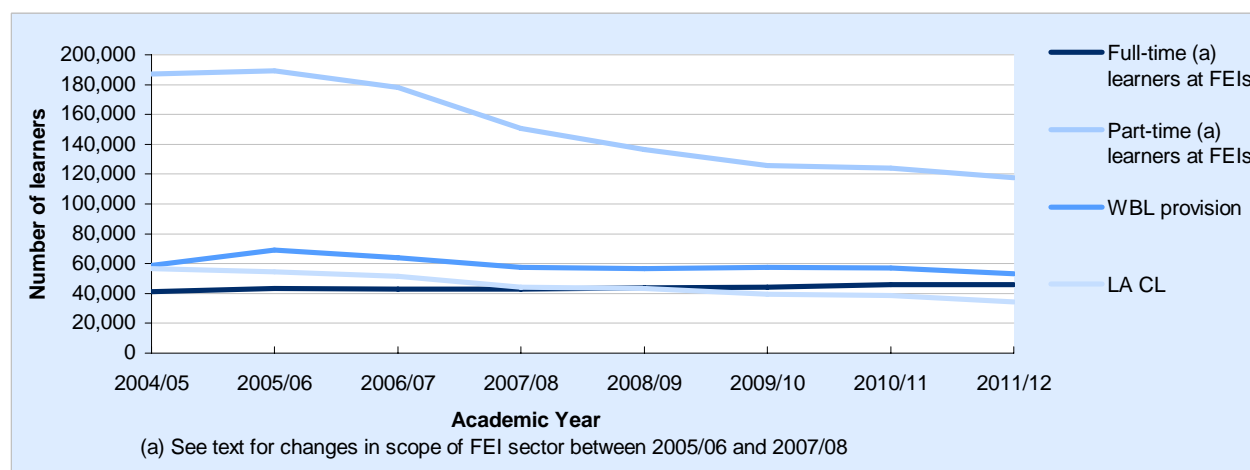
Further Education, Work-based Learning and Community Learning in Wales, 2011/12 (provisional figures)

This Statistical First Release for 2011/12 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](#).

Summary

- The figures in this release show a decline in overall learner numbers between 2010/11 and 2011/12 (continuing since 2005/06) but with variations between the individual sectors and age groups.
- In 2011/12 there were 226,575 distinct learners at FE Institutions, Community Learning (CL) or Work-based Learning (WBL) providers, 5.7 per cent lower than in 2010/11.
- Total numbers at FE institutions fell by 4.4 per cent, with full-time learner numbers almost unchanged (0.2 per cent fall) and part-time learner numbers at FEIs 5.2 per cent lower.
- Learners in local authority community learning fell by 10 per cent, relative to 2010/11.
- For WBL provision, learner numbers on a full year basis fell by 6.4 per cent though the number of trainees in learning on the last day of the year was 6.2 per cent higher than at 31 July 2011 (partly because of day of week effects), the latter date having immediately preceded a change in the structure of Welsh Government support to WBL providers.

Chart 1: Learners by provision type



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

- There were 226,575 unique learners pursuing one or more learning activities with FE Institutions, Local Authority Community Learning or Work-based Learning providers during 2011/12, of which 127,330 (56 per cent) were female and 99,240 (44 per cent) were male. The number in-learning in the week of 1 December 2011 was 148,805 [Table 1].
- The number of learners in 2011/12 at FE, WBL and Local Authority Community Learning providers was 5.7 per cent lower than the equivalent figure for 2010/11.
- Within this fall in total FE/WBL/CL distinct learner numbers, full-time learner numbers at FE institutions were almost unchanged (0.2 per cent fall) but part-time learner numbers at FEIs fell by 5.2 per cent.
- 26 per cent of learners were aged under 19 and 43 per cent were aged under 25.
- Males outnumbered females for all ages below 20. However, the number of females aged 20 or above was 50 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, 2011/12 (a)

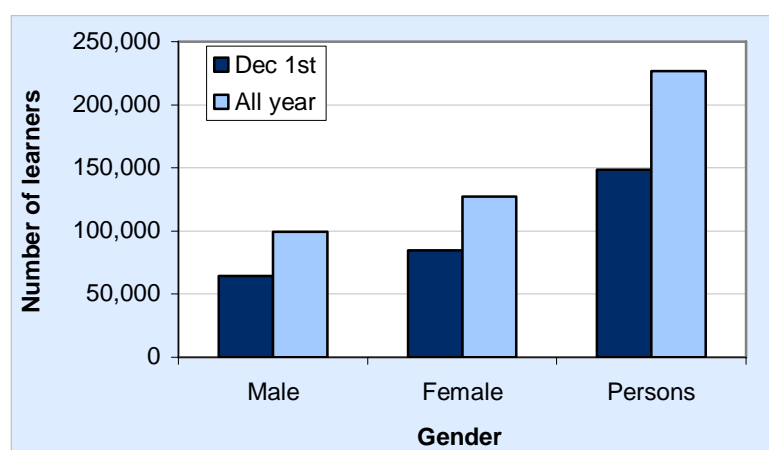
Age	Males		Females		Persons	
	1 st December	All Year	1 st December	All Year	1 st December	All Year
Under 16	1,870	2,815	1,370	2,225	3,235	5,045
16	8,645	10,020	7,975	9,225	16,620	19,245
17	8,930	10,410	8,080	9,395	17,010	19,805
18	5,910	7,325	5,000	6,390	10,915	13,715
19	3,785	5,115	3,225	4,495	7,010	9,610
20-24	9,050	14,765	10,140	15,940	19,190	30,705
25-49	17,810	33,910	31,935	53,100	49,750	87,015
50-64	5,380	10,600	11,070	18,260	16,450	28,860
65+	2,750	4,135	5,720	8,070	8,470	12,205
Not Specified	70	145	90	225	160	370
Total	64,195	99,240	84,610	127,330	148,805	226,575

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2011

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).
- The figures for 2010/11 had been at a similar level to those of 2009/10 but 2011/12 shows an overall reduction of 5.7 per cent against 2010/11. The larger declines relative to earlier years (resulting from trends in part-time provision) are not fully comparable as they do not take into account learners now included as part of HE institutions (and so outside the scope of this release).
- Within the overall decline relative to 2010/11, the reductions were 4.4 per cent for FEIs, 6.4 per cent for work-based learning provision and 10.3 per cent for local authority community learning. Within the FEI reduction, the full-time component was however almost unchanged (0.2 per cent fall).
- Recent years have often seen increasing numbers of learners aged 19 and under at FE institutions, even when the older age groups have declined. However, between 2010/11 and 2011/12 there was not only a fall of 4.8 per cent for those aged 20 and over but also a decrease of 3.4 per cent in those aged 19 and under at FEIs.

Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2004/05 to 2011/12 (a)(b)(c)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Further Education Institutions (d)								
Full-time learners at FEIs	41,405	43,420	43,035	43,025	43,640	44,185	45,850	45,745
Part-time learners at FEIs	186,930	189,300	177,910	150,820	136,315	125,725	124,095	117,655
WBL provision at FEIs	10,685	12,345	13,250	12,835	12,815	14,815	16,385	14,785
Total at FEIs	239,020	245,065	234,195	206,680	192,770	184,730	186,330	178,180
All work-based learning provision (e)	58,620	69,080	64,080	57,500	56,550	57,605	57,030	53,355
Work-based learning provision excluding Pathways to Apprenticeships (f)	58,620	69,080	64,080	57,500	56,550	55,870	55,115	51,780
Local Authority Community Learning (g)	56,555	54,485	51,610	44,125	43,485	39,605	38,455	34,485
Total learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (h)	299,690	311,145	295,905	263,180	251,575	241,805	240,370	226,575

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 except 2004/05 and 2005/06 exclude learners at Merthyr Tydfil college, following the merger of the college into the University of Glamorgan.
- (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 learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (e) Work-based learning provision includes learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FE institutions as well as provision at other training providers.
- (f) WBL provision excluding the Pathways to Apprenticeships scheme introduced in 2009/10.
- (g) 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.
- (h) 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.
- Also included under HE institutions from 2006/07 onwards (and therefore excluded from those years in this release) is Merthyr Tydfil College, now forming part of the University of Glamorgan.
- The Pathways to Apprenticeships (PTA) 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 2011/12 there were 291,800 enrolments on learning programmes in total, 64 per cent of which were part-time, 16 per cent of which were full-time and 20 per cent of which 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, 2011/12 (a)

	Males		Females		Persons	
	1 st Dec	All Year	1 st Dec	All Year	1 st Dec	All Year
Further Education excluding Local Authority CL at FEIs						
Full-time	20,860	22,855	21,275	23,210	42,135	46,065
Part-time	29,545	64,095	38,995	79,375	68,540	143,465
Total	50,405	86,950	60,270	102,585	110,670	189,530
Higher Education at FEIs						
Full-time	140	150	110	120	250	270
Part-time	955	1,010	1,275	1,355	2,230	2,365
Total	1,090	1,160	1,385	1,475	2,475	2,635
Work-based Learning Provision						
WBL programmes at FEIs	4,565	8,125	3,395	6,135	7,960	14,260
Pathways to Apprenticeships (FEIs)	1,480	1,575	165	190	1,645	1,765
Programmes at other training providers	9,720	19,650	11,825	23,825	21,545	43,475
Total	15,770	29,350	15,380	30,150	31,150	59,500
Local Authority Community Learning (b)						
Full-time: enrolled at FEIs	30	30	50	50	75	85
Part-time: enrolled at FEIs	3,235	5,685	7,675	12,790	10,910	18,475
Full-time: enrolled at local authorities	*	*	10	10	10	10
Part-time: enrolled at local authorities	3,125	5,625	9,085	15,930	12,210	21,560
Total	6,390	11,340	16,815	28,785	23,205	40,130
All Levels of Study						
Full-time	21,025	23,040	21,445	23,390	42,470	46,430
Part-time	36,860	76,410	57,025	109,455	93,885	185,870
Work-based Learning	15,770	29,350	15,380	30,150	31,150	59,500
Total	73,655	128,800	93,850	162,995	167,505	291,800

Source: Lifelong Learning Wales Record

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

(b) Excludes 'assisted' Community Learning provisions. 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 2011/12 academic year, 189,530 Further Education learning programmes (excluding those taught by local authority staff) were pursued, 46,065 of which were full-time (0.3 per cent down on 2010/11) and 143,465 were part-time (6.2 per cent down on 2010/11).

Higher Education Learning Programmes

2,635 learning programmes were pursued under Higher Education provision at FE Institutions during 2011/12, compared with 2,875 in 2010/11 and 2,005 in 2009/10.

Table 4: Work-based learning provision: Numbers of learning programmes (LP) starts, leavers and in-training and of learners in-training by programme type, 2011/12 (a)

	All year LPs (b)			LPs In training (c)		Learners (d)	
	Starts	Leavers (e)	In learning	1 st Dec	31 st July	31 st July	All year
Work-based Learning programmes							
Foundation Apprenticeship	10,115	9,515	20,155	11,670	10,760	10,740	18,855
Apprenticeship (Level 3)	7,350	6,780	16,065	10,265	9,300	9,290	15,750
Higher Apprenticeship (f)	280	55	280	145	230	230	280
Modern Skills Diploma (f)	0	770	1,065	810	305	305	1,055
Skill Build Youth (g)	20	2,685	2,815	1,060	115	110	1,730
Skill Build Adult (g)	*	1,210	1,255	450	55	55	1,105
Steps to Employment (g)	4,390	3,100	4,390	1,085	1,305	1,305	4,235
Traineeships (g)	10,150	6,355	10,155	3,305	3,635	3,625	7,240
Other WBL Programme	1,135	750	1,520	420	780	780	1,495
Work-based Learning programmes total	33,440	31,205	57,700	29,210	26,490	26,445	51,745
Other programmes supporting WBL provision							
Pathways to apprenticeships	1,640	840	1,765	1,635	760	725	1,575
FE at (non-FEI) training providers	30	30	40	10	10	10	35
Other programmes total	1,670	870	1,805	1,645	765	735	1,610
Total	35,110	32,075	59,500	30,855	27,260	27,180	53,355

Source: Lifelong Learning Wales Record

- (a) Note that the definition of WBL provision differs slightly from that of WBL programme type. For the purpose of this release, Pathways to Apprenticeships programmes conducted at FE institutions are regarded as WBL provision but not necessarily WBL programmes. This categorisation also applies to a small number of 'non-WBL' learning programmes pursued at WBL subsidiaries of FEIs.
- (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 contracted learning providers for 2011/12.
- (f) Higher Apprenticeships were introduced in 2011/12, replacing the Modern Skills Diploma programme which was closed to new entrants and consequently has no new starts in this year.
- (g) The Skill Build Youth and Skill Build Adult programmes were superseded (and therefore have very few starts) in 2011/12 and were replaced by the Traineeships and Steps to Employment programmes respectively.

Work-based Learning Provision

59,500 learning programmes were pursued in 2011/12 within work-based provision, of which 16,025 were provided by FE institutions and 43,475 by other training providers. Table 3 splits the figures for WBL provision at FEIs between 14,260 WBL programmes and 1,765 Pathways to Apprenticeships (PTA) 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.

The number of trainees in learning on 31 July 2012, the last day of the academic year 2011/12, was 6.2 per cent higher than at 31 July 2011. There is often a seasonal reduction in the in-learning count (notably for Pathways to Apprenticeships) between March and July – see Annual Volume (Tables T2.1 and T2.2; referenced at the end of this release). However the in-learning counts for 31 July 2011 were particularly low (partly owing to ‘day of week’ effects). 31 July 2011 was immediately followed by the new academic year 2011/12 which introduced 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.

In contrast to the change in the year end WBL learner count, the full year learner count for those in WBL provision during 2011/12 (taking each learner’s most recent learning programme of the year only) was 6.4 per cent lower than in 2010/11. Learner numbers fell slightly for those on Level 3 Apprenticeship programmes (by 1.6 per cent) and Foundation Apprenticeship programmes (by 3.4 per cent).

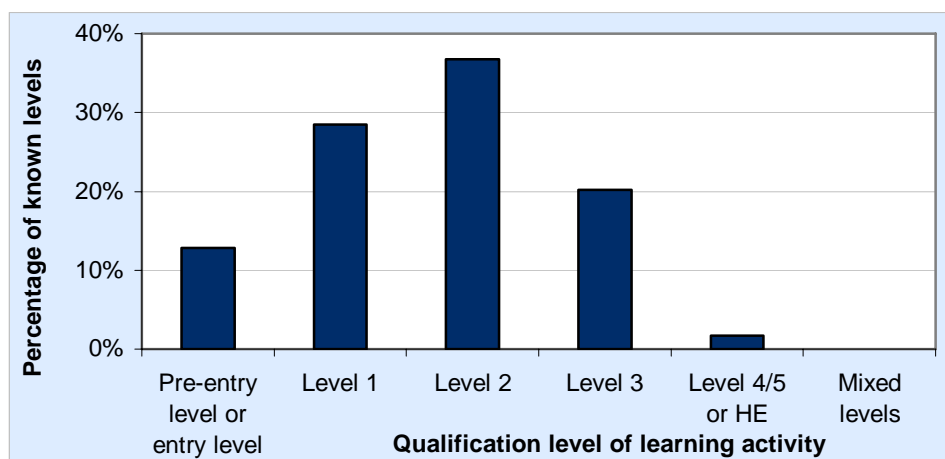
Local Authority Community Learning Provision

40,130 learning programmes were pursued in 2011/12. The number of distinct learners pursuing local authority CL learning activities was 34,485 (see Table 2), 10 per cent lower than in 2010/11 and 39 per cent lower than in 2004/05. However part of this longer term reduction was associated with the change in the treatment of Welsh for Adults data (between 2006/07 and 2007/08) referred to in previous releases and 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 ^(a), 29 per cent were at level 1, 37 per cent were at level 2 and 20 per cent were at level 3 [Table 5]. Compared with 2006/07, a slightly 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.

Chart 3: Learning activities by qualification level




(a) 9 per cent of qualification levels were unknown or not applicable. For Further Education provision the figure was 8 per cent but for Local Authority Community Learning provision 37 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 3.3 per cent.

- 24 per cent of qualifications being studied for were Key Skills/Essential Skills Wales, 18 per cent were OCN (Open College Network) credits but 29 per cent were classed as 'Other' qualification types, including specific vocational 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 (30 per cent), Science/Mathematics (9 per cent), Media / Communications (including Communication Skills) (8 per cent), Information Technology (8 per cent) and Health (including Health & Safety) (8 per cent), although popularity varied across types of provision.

Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2011/12

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	2,345	2,785	5,130	25	75	100
Entry Level	38,015	36,225	74,235	5,735	9,070	14,810
Level 1	93,060	100,550	193,615	4,630	11,235	15,865
Level 2	124,180	137,590	261,765	2,015	6,200	8,215
Level 3	65,100	82,485	147,585	330	800	1,130
Level 4 and above / HE	4,855	7,475	12,335	0	0	0
Mixed Levels	35	20	55	0	0	0
Unknown or not required	21,705	26,730	48,435	5,905	17,910	23,815
Total	349,295	393,860	743,155	18,635	45,295	63,935

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 2011/12. 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:

www.learnerdata-wales.org.uk/LLWR-Inform/info/Documents.aspx

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

<http://wales.gov.uk/topics/statistics/about/compliance/administrative/?lang=en>

The primary purpose of the LLWR is to provide FE/WBL/CL data for the National Planning and Funding System (NPF5). The NPF5 is a learner-centred single planning and funding system for all post-compulsory learning in Wales, other than Higher Education. The LLWR data are also a basis for the DfES Quality 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 other training providers via the LLWR, from which data were extracted on 17 October 2012.

- 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.
- December 1st counts are based on a snapshot of the week of 1 December 2011. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2011.
- Includes students on courses at the Workers Educational Association (WEA) and the Young Men's Christian Association (YMCA).

Apart from in the years 2004/05 and 2005/06 (in Chart 1 and Table 2), the figures in this release exclude FE learners at Merthyr Tydfil College which merged into the University of Glamorgan in April 2006. These learners are now included within the University of Glamorgan data collected by HESA (the Higher Education Statistics Agency) and hence within, for example, the Welsh Government's Bulletin ['Students in Higher Education Institutions, 2010/11'](#). Learners with the Merthyr Tydfil College work-based learning subsidiary are however included in all years of this Statistical First Release as their data are not collected by HESA.

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 2011 or July 31st 2012. These are for single days (and therefore vulnerable to 'day of week' effects), 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 2012 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 provision is defined as that submitted to the LLWR by a (non-FEI) WBL provider as well as designated provision at FE institutions including 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 (introduced from 2011/12);
Traineeships (introduced from 2011/12);
Skill Build (Adult and Youth programmes but discontinued for new entrants from 2011/12);
Other WBL programmes (including Flexible Learning, Pre-employment training [Local Employer Partnership], '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 2010/11'.

- 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 2011/12 are due to be published in March 2012.

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 (a)	Learners		Learning programmes		Learning activities
	Dec 1 st	All year	Dec 1 st	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

(a) Percentage change is on the basis of the population type of the final release for the year, i.e. original population from 2003/04 to 2007/08 and adjusted population for 2008/09 to 2010/11.

There may be revisions of a smaller or larger magnitude for specific subsets of the data. For instance the number of full-time learners at FEIs has decreased (between provisional and final releases) in each of the past five years (e.g. by 2.3 per cent in 2009/10).

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. Final 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 was 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 17 October 2012 and updated figures will be released in March 2013.

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 eighth of the series, based on 2010/11, was published by the Welsh Government in September 2012.

UK nations

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

England - www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_current/


Northern Ireland - <http://www.delni.gov.uk/index/statsandresearch/further-education-stats/further-education-enrolments-2/>

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](http://www.wales.gov.uk/topics/statistics/). Outputs available on the site will include 2011/12 versions of the following bulletins and a publication once the provisional LLWR data underlying this release are finalised:

- '[National Comparators for Further Education and Work-based Learning, 2010/11](#)' - Statistics on learner outcomes at FE institutions and WBL providers, published in April 2012.
- '[Learning Network Analysis 2010/11](#)' - bulletin providing analysis at both national and local authority 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 - published May 2012. Associated StatsWales tables include figures for individual FE institutions.
- 'Further Education, Work-based Learning and Community Learning in Wales Statistics, 2010/11' - Annual Volume, published September 2012. See statistical publications site:

<http://wales.gov.uk/topics/statistics/publications/?lang=en>

Scroll to 'Post-16 education and training'.