



Further Education, Work-based Learning and Community Learning in Wales, 2017/18

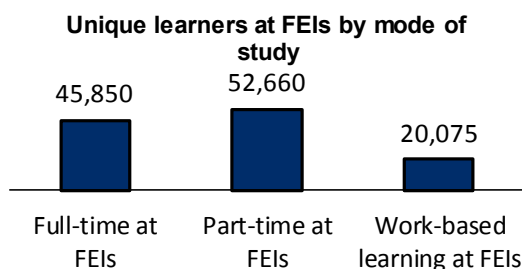
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SFR 12/2019

166,640 unique learners pursued one or more learning activities with FE institutions, local authority community learning or WBL providers during 2017/18. Overall the number of learners appears to have been fairly stable over the last three years, but changes in data coverage this year make it difficult to interpret the latest trend with any certainty.

There were **118,590 unique learners at FE institutions**, 44 per cent of which were part-time.

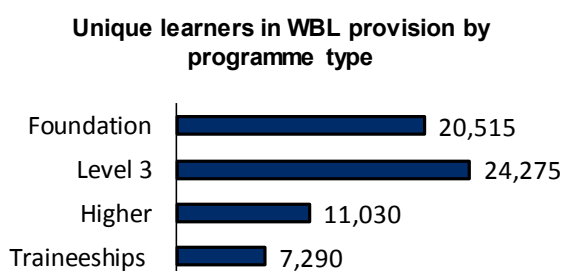
Data is not directly comparable to previous years, as from 2017/18 learning activities (and hence learners) not funded by

the Welsh Government are no longer collected through the LLWR. Additionally Welsh for Adults provision is no longer part of the collection. (Further details can be found [in the notes section](#))



There were **63,120 unique learners in Work-based Learning (WBL) provision**

compared to 54,840 in 2016/17. 38 per cent were level 3 apprenticeships and 32 per cent were foundation apprenticeships.



There were around **30 per cent more apprenticeship learning programmes started** within 2017/18 compared with the previous year.



There were **12,680 unique learners** in local authority community learning.

About this release

This Statistical First Release for 2017/18 summarises information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage includes provision at Further Education (FE) institutions, work-based Learning (WBL) providers and Local Authority Community Learning providers, but excludes enrolments at Higher Education institutions and at school sixth forms. Additional detail is available on the Welsh Government's interactive data dissemination service [StatsWales](#).

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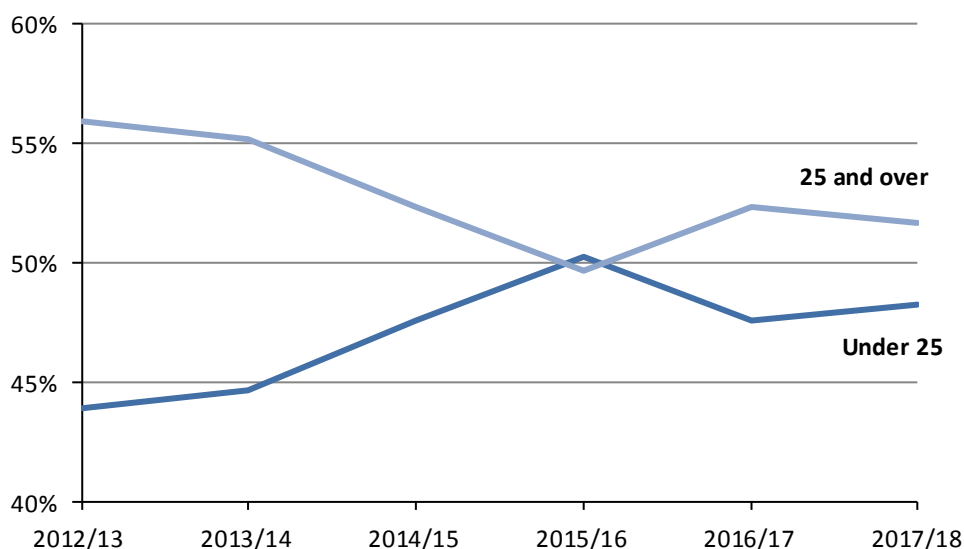
Unique learners enrolled

A **unique learner** is defined by the learner's unique learner identifier supplied by the Welsh Government. Figures are adjusted for any multiple counting of learners within different institutions or provision types.

Under 25s make up just less than half of all learners

In 2017/18, 48 per cent of learners were under 25 and 52 per cent were 25 and over – a similar proportion to that seen in the previous year. Before this the proportion of learners aged 25 and over had generally been decreasing. An increase in apprenticeships within this age range has contributed to the changing age profile.

Chart 1a: Percentage of learners at further education institutions, local authority community learning and work-based learning providers by age (a)

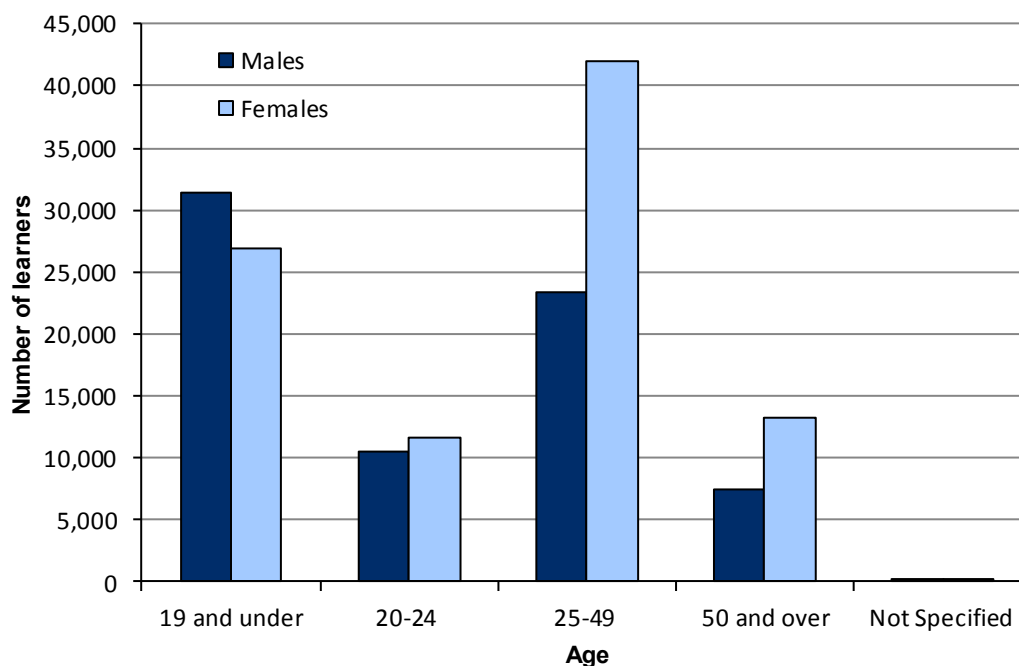


(a) Age as at 31 August 2017

Females outnumbered males aged 25 and above

86,160 learners were aged 25 and over, of which 64 per cent were female and 36 per cent were male. This gender profile is mainly driven through part-time (including adult community learning) and worked-based learning (WBL) programmes [Chart 3]. 80,445 learners were aged less than 25, of which 48 per cent were female and 52 per cent were male.

Chart 1b: Unique learners at further education institutions, local authority community learning and work-based learning providers by age and gender, 2017/18 (a)



(a) Age as at 31 August 2017

Data submission changes in 2017/18 impacting comparability

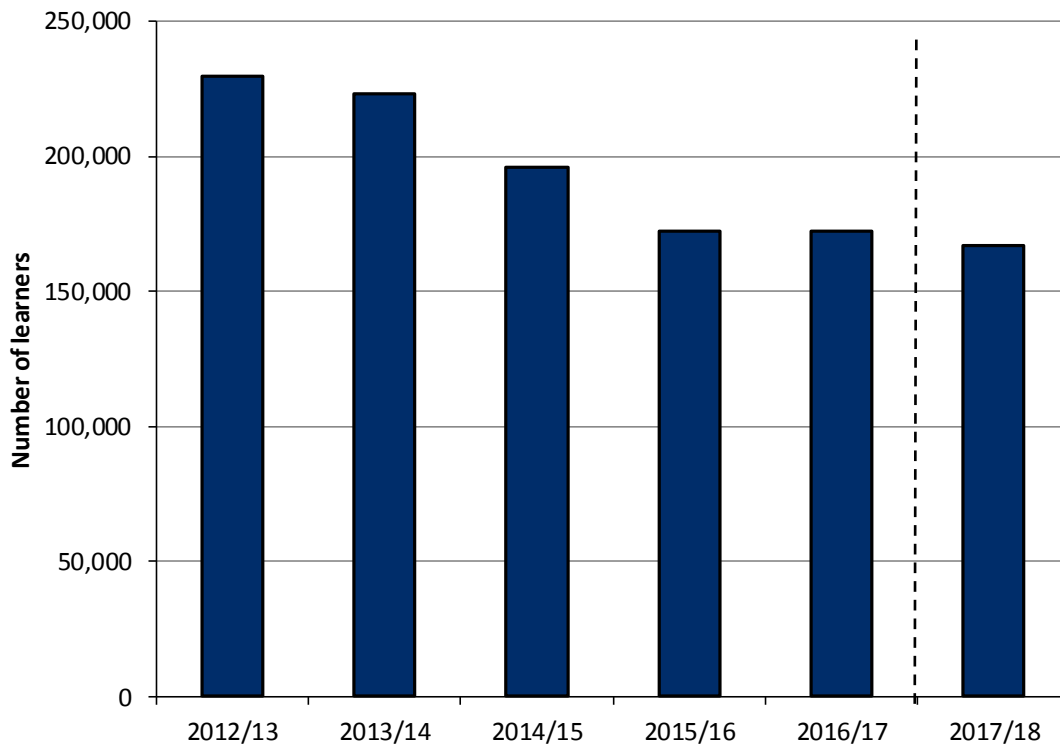
The following changes have been made to the data collection for 2017/18.

- (i) **Unfunded learning:** From 1 August 2017, information relating to learning activities not funded by the Welsh Government is no longer collected through the LLWR. Whilst the change is at individual activity level it will have an impact on the overall number of learners recorded. Because funding is recorded at activity rather than learner level, it is difficult to give a firm assessment of impact (Further detail can be found in the notes).
- (ii) **Welsh for Adults:** From 1 August 2017, information relating to Welsh for Adults provision in further education institutions is no longer collected through the LLWR. The National Centre for Learning Welsh has been responsible for providing leadership to the Welsh for Adults programme and co-ordinating provision across Wales on behalf of Welsh Government from 2015. Part of the work of the Centre has been to rationalise provision, and to collate data centrally. To give an indication of the likely impact – in 2016/17 there were just over 2,000 Welsh for Adults learners recorded through the LLWR (Further detail can be found in the notes).

These two changes mean that, particularly for part-time further education and adult community learning, it is not possible to draw any conclusions around trends in the number of learners compared with the previous year. The decrease seen may be fully accounted for by the changes to the data collection. For completeness the following charts show the time series – but indicate the break in the series and that figures for 2017/18 are not comparable with earlier years.

Chart 2a illustrates the overall trend in learner numbers within FE institutions, total WBL provision and local authority community learning. Further detail is given in charts 2b, 2c and 2d. Note that there are overlaps between the different areas of learning – i.e work-based learning at FEIs and local authority community learning at FEIs.

Chart 2a: Learner numbers at further education institutions, local authority community learning and work-based learning providers, 2012/13 to 2017/18

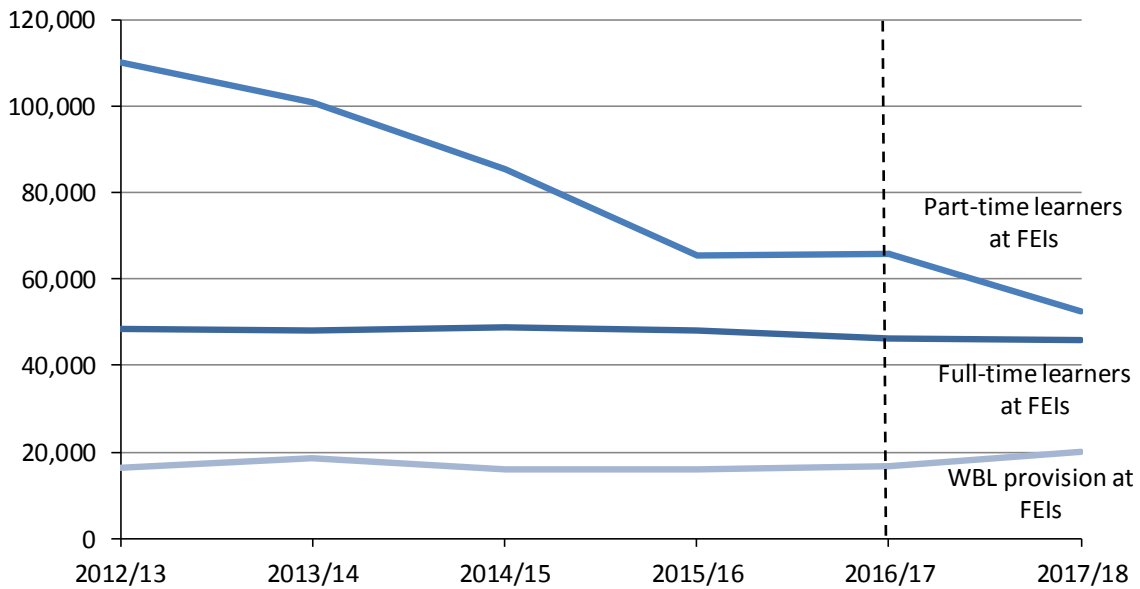


Learner numbers have been falling since 2012/13, but this trend has levelled off more recently. Due to [data submission changes](#) 2017/18 data is not directly comparable with earlier years, and it is therefore difficult to give a firm indication of the trend this year.

Within further education institutions, full-time learning remain steady, but work-based learning has increased

The number of full-time learners has remained steady, whilst the number of work-based learners within FEIs is at its highest since 2006/07. The number of part-time learners recorded within FE institutions appears to have been heavily impacted by the changes to data submission outlined earlier in the release (Chart 2b).

Chart 2b: Learners at further education institutions, 2012/13 to 2017/18

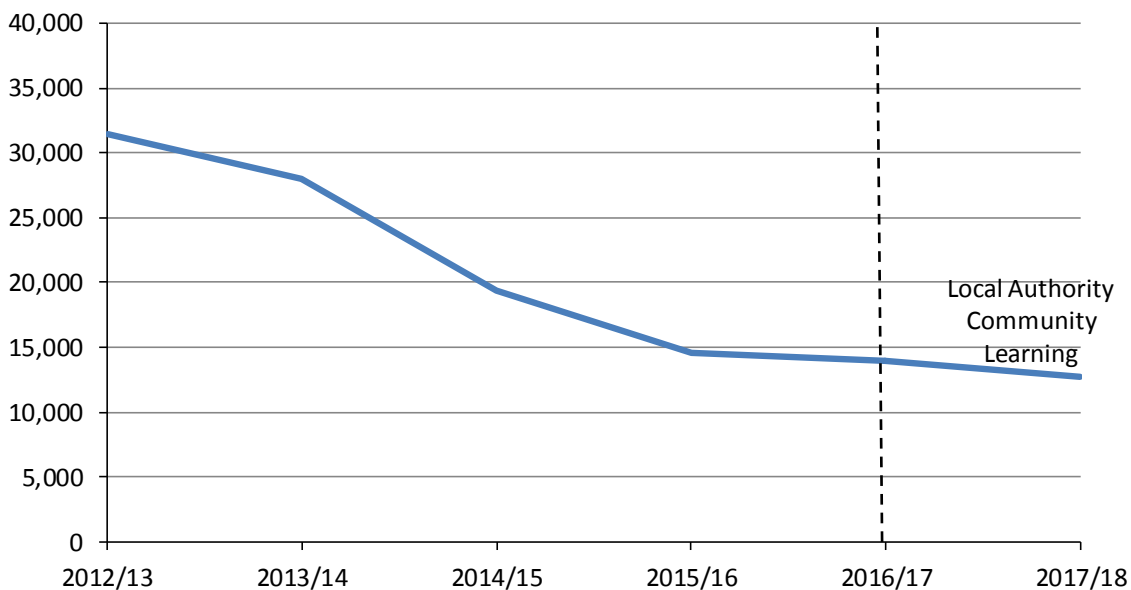


The dashed line indicates where data for 2017/18 is not directly comparable with the previous year due to changes in the underlying data collection.

12,680 unique learners in local authority community learning in 2017/18

As with part-time further education, the change in local authority community learning from the previous year has been driven by the changes to data collection on unfunded learners. The long term decreasing trend in community learning is likely to be due to a number of different issues including reductions in public funding, with providers now encouraged to target their provision at developing the basic skills of adults and to instead deliver leisure and recreational activity on a full cost recovery basis.

Chart 2c: Learners at local authority community learning, 2012/13 to 2017/18

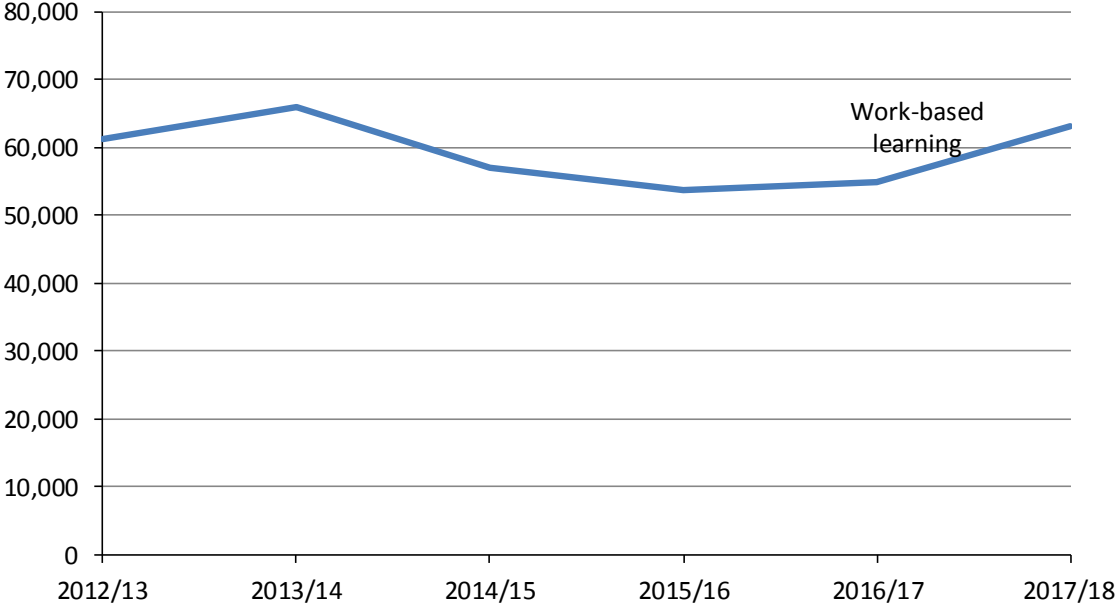


The dashed line indicates that data for 2017/18 is not directly comparable with the previous year due to changes in the underlying data collection.

The number of learners in work-based learning has continued to rise

The overall number of apprenticeship and traineeship learners within work-based learning provision in further education institutions and other training providers has seen an increase of 15 per cent compared with the previous year. [Table 2, Chart 2d].

Chart 2d: Learners within work-based learning provision, 2012/13 to 2017/18



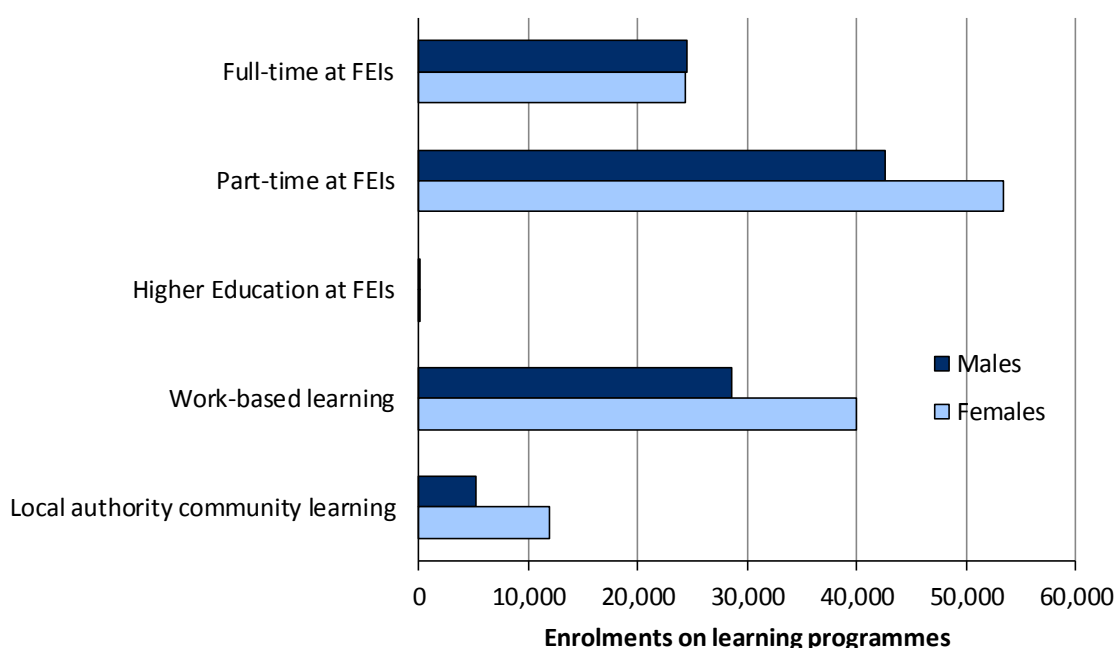
Enrolments on learning programmes

A **learning programme** is a defined period of learning undertaken by the learner. A learner can pursue multiple learning programmes in a single academic year and therefore learning programme counts can be larger than learner counts, which do not include this element of multiple counting. Further details can be found in the notes at the end of this release.

There were more enrolments by females than males

Over the academic year 2017/18 there were 230,925 enrolments on learning programmes in total, of which 49 per cent were part-time, 21 per cent were full-time and 30 per cent were in WBL [Chart3, Table 3]. 56 per cent of all enrolments were by female learners. Learners aged 25-39 have been the main contribution towards the proportion of enrolments by female learners.

Chart 3: Enrolments on learning programmes at further education institutions, community learning or work-based learning providers by provision type, mode of study and gender 2017/18



FE Provision (excluding local authority community learning)

During the 2017/18 academic year, 144,995 further education learning programmes were pursued. Around one third of these were full-time and two thirds were part-time.

Higher Education Learning Programmes

275 higher education learning programmes were recorded at FE institutions during 2017/18. This is a decrease from 535 in 2016/17. The small number of HE learners reflects that most learners are now recorded through higher education institutions (via their HESA data) rather than LLWR data - reflecting local partnership arrangements for delivery of higher education (see Notes section 3 for additional information).

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. Franchised HE has been excluded from the figures historically, and from 2015/16 onwards new HEFCW funded learners are also excluded.

Local Authority Community Learning Provision

17,125 learning programmes were pursued in 2017/18. The number of distinct learners pursuing local authority community learning activities was 12,680 (see Table 2)

Work-based Learning Programmes

68,570 learning programmes were pursued in 2017/18 within work-based provision, of which 21,030 were provided by FE institutions (including those participating as members of consortia) and 47,545 by other training providers. Table 4 provides a breakdown by programme type.

Numbers of apprenticeship learning programmes started have increased

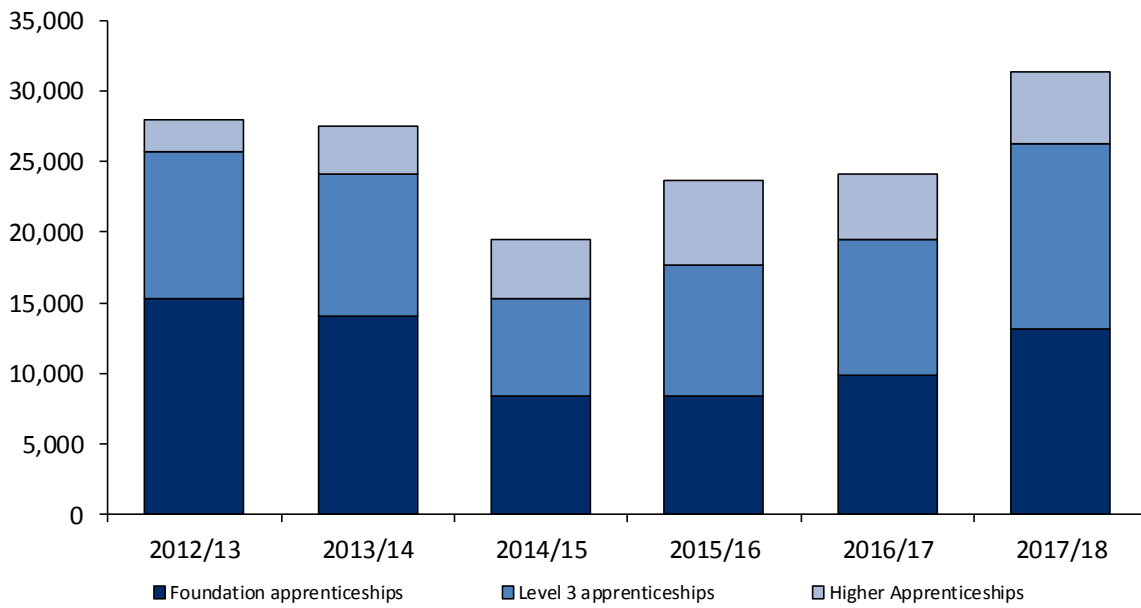


The overall number of new apprenticeship learning programmes started for all foundation, level 3 and higher apprenticeship programmes was 31,360 during 2017/18 - this is 30 per cent higher than in 2016/17. The Welsh Government has set a target to introduce 100,000 all-age apprenticeships within the term of the current programme for government and has increased its apprenticeship budget, which is likely to be a factor in the recent increases in

apprenticeship numbers. [Table 4, chart 4a].

A more rigorous measure in relation to the target which takes account of early drop outs (within first 8 weeks) and transfers between apprenticeships records **27,795 learning programmes started in 2017/18** and **56,635 since the target was introduced** ([See notes for more detail](#)) [Table 4].

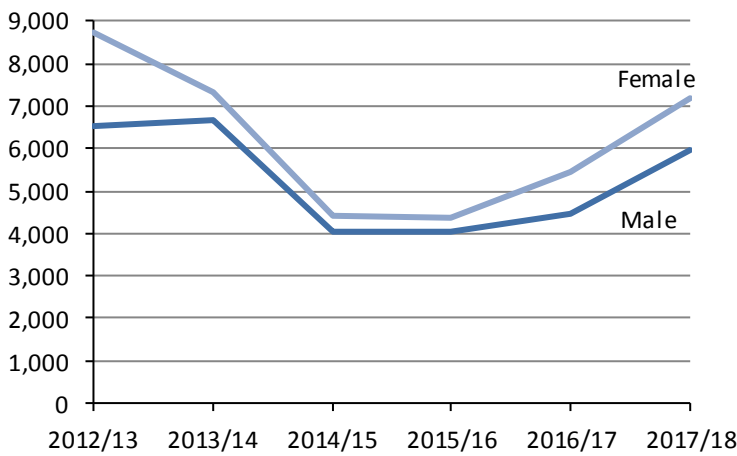
Chart 4a: Apprenticeship learning programmes started, 2012/13 to 2017/18



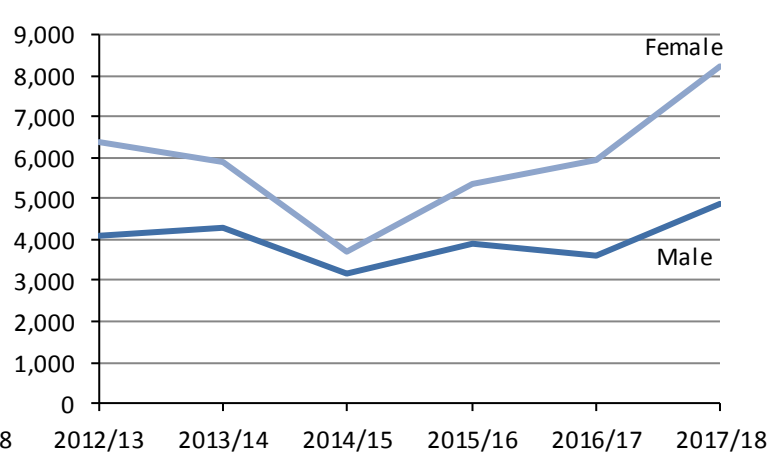
Females contributed a larger proportion of apprenticeship programmes started

Chart 4b: Trends in apprenticeship learning programmes started by gender, 2012/13 to 2017/18

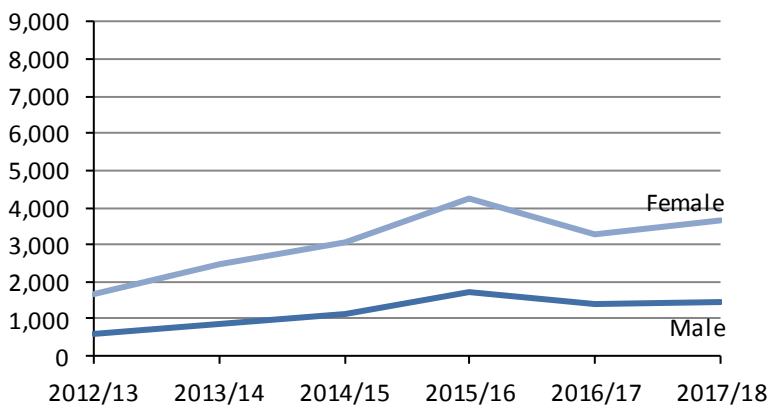
Foundation apprenticeships:



Level 3 apprenticeships:



Higher apprenticeships:



61 per cent of all apprenticeship learner programmes were started by females. The increase from the previous year was at a similar level for males and females.

Healthcare and Public Services continues to be the most popular sector

The most popular sectors for foundation, level 3 and higher apprenticeships programmes started was Healthcare and Public Services (39 per cent), Management and Professional (13 per cent) and Business Administration (13 per cent).

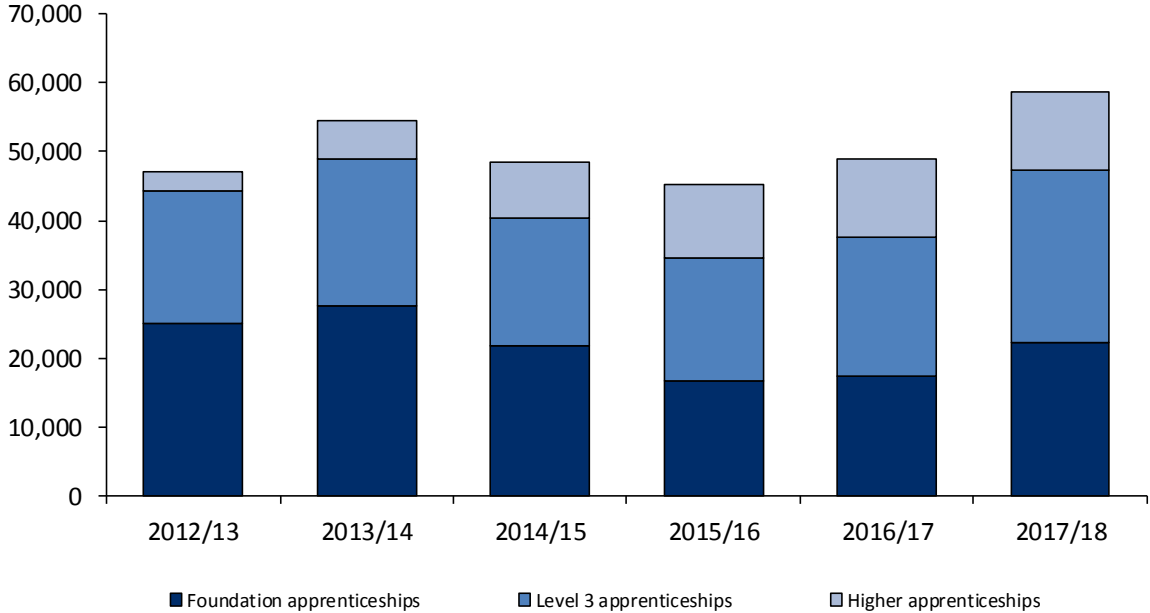
Healthcare and public services saw an increase of 25 per cent on the previous year to 12,050 starts. Females aged 25-39 were the main contributing factor towards this. The largest percentage increases were for Manufacturing programmes (54 per cent to 560 programmes), Engineering programmes (47 per cent to 2,610 programmes) and Business Administration programmes (46 per cent to 3,920 programmes).

Further statistics can be found within our [interactive dashboard](#):

Numbers of apprenticeship learning programmes in learning has increased

The number of apprenticeship programmes in learning for Foundation, level 3 and Higher Apprenticeship programmes was 58,665 during 2017/18 – this is 20 per cent higher than in 2016/17.

Chart 4c: Apprenticeship learning programmes in learning, 2012/13 to 2017/18



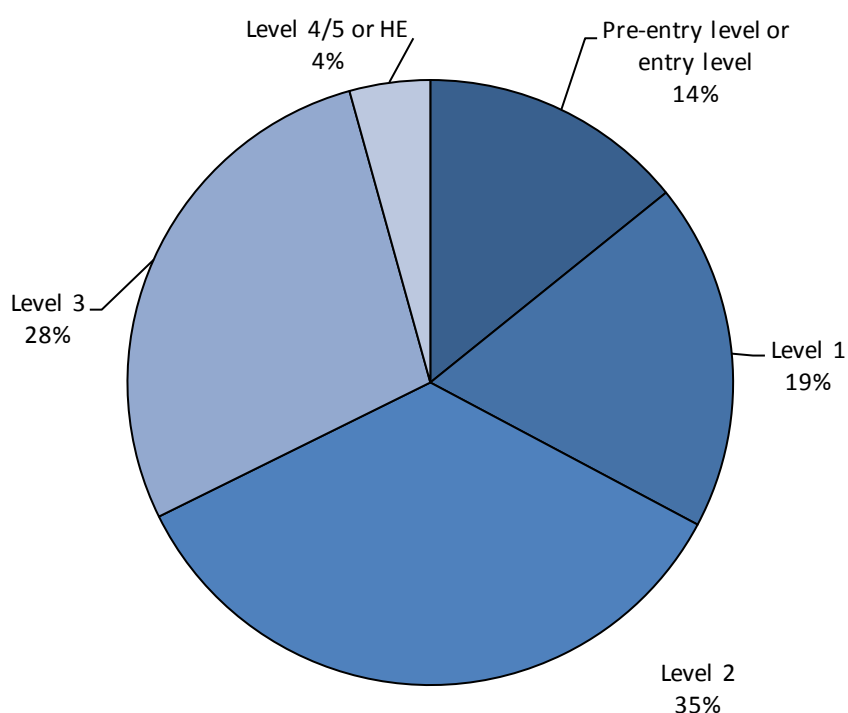
Learning activities and qualifications

A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme consists of a group of related learning activities such as a work-based learning framework.

Level 2 qualifications consisted of the largest proportion of enrolments

Of learning activities for which the qualification level was known, 19.7 per cent were at level 1, 35.5 per cent were at level 2 and 26.7 per cent were at level 3 [Table 5, Chart 5].^(a)

Chart 5: Learning activities by qualification level



- (a) 16 per cent of qualification levels were unknown or not applicable. For further education and work-based learning provision the figure was 15 per cent but for local authority community learning provision 40 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities.

Tables

Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers by age and gender, 2017/18

Table 2: Trends in learner numbers at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers, 2013/14 to 2017/18

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, 2017/18

Table 4: Work-based learning provision: Numbers of learning programmes starts, leavers and in learning and numbers of learners starting and in-learning by programme type, 2017/18

Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2017/18

Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2017/18 (a)

Age	Males		Females		Persons (b)	
	1 st December (c)	All Year (d)	1 st December (c)	All Year (d)	1 st December (c)	All Year (d)
Under 16	420	1,645	200	1,435	615	3,085
16	8,745	9,795	7,630	8,620	16,385	18,425
17	8,335	9,540	7,235	8,260	15,575	17,805
18	5,305	6,390	4,240	5,325	9,550	11,715
19	3,205	4,080	2,235	3,205	5,445	7,285
20-24	7,190	10,520	7,055	11,600	14,245	22,125
25-49	12,870	23,390	23,865	42,050	36,740	65,445
50-64	2,760	6,150	5,280	10,570	8,040	16,725
65+	765	1,340	1,460	2,645	2,225	3,985
Not Specified	*	15	10	20	15	40
Total	49,600	72,865	59,205	93,725	108,830	166,640

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2017

(b) The all persons total includes a small number of learners not recorded as male or female.

(c) Snapshot of learners enrolled during the week of December 1st

(d) Count of learners throughout the academic year

Reports on [StatsWales](#) contain the information provided in table 1 with a breakdown by ethnicity.

Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2012/13 to 2017/18 (a)(b)(g)

	2013/14	2014/15	2015/16	2016/17	2017/18
Further Education Institutions (c)					
Full-time learners at FEIs	48,055	48,935	48,270	46,120	45,850
Part-time learners at FEIs	101,135	85,280	65,345	65,875	52,660
WBL provision at FEIs	18,520	16,010	15,935	16,695	20,075
Total at FEIs	167,715	150,225	129,550	128,690	118,590
Work-based learning provision (d)					
All WBL provision	65,875	57,100	53,735	54,840	63,120
Learners pursuing WBL programmes	64,635	57,005	53,735	54,840	63,120
Local Authority Community Learning (e)	28,050	19,375	14,510	13,910	12,680
Total learners at FE Institutions, Local Authority Community Learning and Work-based Learning providers (f)	223,140	195,700	172,460	172,470	166,640

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) 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.
- (c) 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.
- (d) Work-based learning (WBL) provision includes learners pursuing WBL programmes (and the FE programme Pathways to Apprenticeships which had new starts primarily in the years 2009/10 to 2013/14) at FEIs and provision at other training providers.
- (e) 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.
- (f) 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.
- (g) As from 2017/18 learning activities (and hence learners) not funded by the Welsh Government are no longer collected through the LLWR. Additionally Welsh for Adults provision is no longer part of the collection. Therefore 2017/18 data is not directly comparable with earlier years.

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, 2017/18 (a)

	Males		Females		Persons (d)	
	1 st Dec (e)	All Year (f)	1 st Dec (e)	All Year (f)	1 st Dec (e)	All Year (f)
Further Education excluding Local Authority CL at FEIs						
Full-time	21,300	24,550	21,140	24,350	42,460	48,930
Part-time	19,190	42,600	22,375	53,390	41,575	96,025
Total	40,490	67,150	43,515	77,740	84,035	144,955
Higher Education at FEIs						
Full-time	0	0	0	0	0	0
Part-time	125	125	150	150	275	275
Total	125	125	150	150	275	275
Work-based Learning Provision						
WBL programmes at FEIs	7,415	11,535	5,190	9,490	12,610	21,030
Programmes at other training providers	8,490	17,070	15,050	30,470	23,540	47,545
Total	15,905	28,605	20,240	39,955	36,150	68,570
Local Authority Community Learning (c)						
Full-time: enrolled at FEIs	0	0	0	0	0	0
Part-time: enrolled at FEIs	840	1,445	1,595	2,855	2,435	4,305
Full-time: enrolled at local authorities	0	5	0	*	0	10
Part-time: enrolled at local authorities	1,265	3,725	3,160	9,080	4,430	12,810
Total	2,105	5,180	4,755	11,940	6,860	17,125
All Levels of Study						
Full-time	21,300	24,560	21,140	24,355	42,460	48,940
Part-time	21,420	47,895	27,280	65,475	48,710	113,410
Work-based Learning	15,905	28,605	20,240	39,955	36,150	68,570
Total	58,625	101,055	68,660	129,785	127,320	230,925

Source: Lifelong Learning Wales Record

(a) See notes for definitions of level and mode

(b) Excludes franchised higher education at FEIs and new HEFCW funded programmes.

(c) Excludes 'assisted' Community Learning provision and direct FE community learning not involving local authorities (see notes).

(d) The all persons total includes a small number of learners not recorded as male or female.

(e) Snapshot of learners enrolled during the week of December 1st

(f) Count of learners throughout the academic year

Table 4: Work-based learning provision: Numbers of learning programmes starts, leavers and in learning and numbers of learners starting and in-learning by programme type, 2017/18 (a)

	Full year learning programmes (a)				Learners (b)		
	Starts	Leavers (c)	In learning	Starts target Measure (d)	1st Dec (e)	31 st July (e)	All year
Work-based Learning programmes							
Foundation Apprenticeship	13,135	10,265	22,250	11,820	11,855	12,240	20,515
Apprenticeship (Level 3)	13,125	10,725	25,035	11,500	14,315	14,550	24,275
Higher Apprenticeship (f)	5,105	5,120	11,380	4,475	6,600	6,300	11,030
Traineeships	6,575	6,520	9,895	N/A	2,955	3,355	7,290
Other WBL Programme	*	5	10	*	5	*	10
Work-based Learning programmes total	37,935	32,635	68,570	N/A	35,730	36,445	63,120
Total	37,935	32,635	68,570	27,795	35,730	36,445	63,120

Source: Lifelong Learning Wales Record

(a) Represents cumulative count of learning programmes enrolled at any point during the academic year.

(b) Distinct learners categorised according to their most recent learning programme of the year.

(c) 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 2015/16. (All figures include early leavers.)

(d) A separate apprenticeships starts measure has been introduced in relation to the 100,000 target to take account of early drop outs (within first 8 weeks) and transfers of apprenticeships.

(e) Number of learners on the reference date.

Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2017/18

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons (a)	Males	Females	Persons (a)
Pre-Entry Level	1,925	1,965	3,895	105	180	285
Entry Level	26,320	24,675	51,015	2,150	3,930	6,085
Level 1	40,230	36,690	76,950	1,035	2,200	3,235
Level 2	64,540	82,590	147,165	1,165	2,285	3,455
Level 3	50,960	69,145	120,140	235	460	695
Level 4 and above / HE	6,135	12,425	18,560	*	5	10
Unknown or not required	34,085	38,000	72,115	2,360	6,880	9,240
Total	224,205	265,485	489,845	7,050	15,945	23,000

Source: Lifelong Learning Wales Record

(a) The all persons total includes a small number of learners not recorded as male or female.

Notes

1. Context

1.1 General

This Statistical First Release summarises data on learner numbers in post-16 education and training at providers receiving funding from the Welsh Government (Economy, Skills and Natural Resources Group) for the academic year 2017/18. Prior to 2017/18 the figures were not restricted to fundable learners at those providers. From 1 August 2017, information relating to learning activities not funded by the Welsh government is no longer collected. The release contains information on the post-16 sector including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers but excluding HE institutions, Welsh for Adults centres and school sixth forms.

1.2 Policy context

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

- The Welsh Government has introduced a [Post-16 Planning and Funding Framework](#) from the 2014/15 academic year onwards. The framework aims to relax the direct link between funding and learning activity. This enables the delivery of relevant learning to support the Government priorities and aims to improve institutional efficiency and effectiveness. It focuses on the quality of the learning offer in terms of the outcome for individual learners. Programmes rather than qualifications are at the core of the new framework with each programme having a defined purpose and outcome against which it will be monitored.
- 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. 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](#)
- The commitment to the delivery of apprenticeships is set out in the Programme for Government and within Prosperity for All – A National Strategy. Both refer to the delivery of 100,000 all-age apprenticeships within the term of the current Programme for Government.

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 submit on-line individualised data on learners, their learning programmes, activities and awards. Welsh Government 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:

<https://beta.gov.wales/lifelong-learning-wales-record-user-support-manual-2017-2018>

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 Welsh Government's 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, has datasets based on learners, their learning programmes and their constituent learning activities (as well as awards which are not included in this 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. Table 3 is based on counts of learning programmes, as are the first three columns of table 4, the remainder of which uses unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in table 3. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.

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 20 December 2018.
- 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.
- 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 2017. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2017.
- Includes students on courses with Adult Learning Wales.

Work-based Learning ([Table 4](#))

This table summarises enrolments on work-based learning programmes.

- Starts and leavers in the first two columns denote the cumulative number of new starts and leavers of learning programmes 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. All figures (except the target starts measure) include early leavers.
- In-learning figures are expressed as learning programme counts (in the third column), as the number of distinct learners at any time during the full year (final column) and also as learner counts on December 1st 2017 and July 31st 2018. The latter counts are for single days, in contrast to the December 1st figures in tables 1 and 3 which are based on a full week (and are therefore slightly higher).

From 2017/18 we have additionally include a measure of starts specifically related to the target of 100,000 apprenticeships. This measure discounts starts which are recorded as early leavers (less than 8 weeks) and those that are recorded as transferred to another apprenticeship. This approximately records **27,800** learning programmes started in 2017/18 and **56,600** since the target was introduced.

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.
 - pilot junior apprenticeship programmes (with learners additionally being recorded through school enrolment figures). 190 unique learners were recorded with at least one programme for 2017/18.
- **Higher Education (HE)** provision comprises learning programmes categorised as higher education

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. Note that most HE learners in Further Education institutions are now recorded through HESA (Higher Education Statistics Agency) data rather than LLWR. Historically franchised Higher Education has been collected through HESA (and therefore not part of this release) and from 2016/17 all new HEFCW funded learners are also recorded through HESA. The remaining programmes consist mainly of those for HEFCW funded learners commencing prior to the 2016/17 academic year, and other HE provision delivered without Welsh Government or HEFCW funding.)

Historically this has included the following types of qualification, but just a small number of programmes now remain.

- Higher National Certificate; Higher National Diploma;
 - HE professional / HE vocational programme;
 - Foundation Degree; HE First Degree; other undergraduate qualification;
 - HE postgraduate;
- **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);
 - Traineeships;
 - Work Ready (now ceased);

The Pathways to Apprenticeships scheme, which was introduced in 2009/10 in the context of the economic downturn and concluded in the 2013/14 academic year, was included in the WBL provision category in previous years (see Table 2). As the number of these programmes is now negligible, they are no longer shown as a separate category, and have been counted within Further Education at FEIs for 2015/16 onwards.

Subjects

Apprenticeship subject information is based on Sector Framework information, whilst that for individual learning activities is based on the Sector Subject Area (SSA) definition, based on the 15 first-tier areas of learning.

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.

Percentages are also calculated using the unrounded figures; therefore, it may not be possible to recreate the percentages quoted throughout this release from the information included in the tables.

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 management team and, where relevant, with learning providers before tables are published.

The LLWR data underlying this release are intended to be final, for non-funding purposes.

The annual timescale for the production of data balances timeliness against the need for accurate data quality. Final statistics on a given academic year have previously been drawn from a database based on the LLWR as at February following the end of the academic year. Following consultation last year we brought forward the publication of the statistical release (previously April following the academic year) and StatsWales data (May), to publish both in February, and therefore using the December rather than February freeze of data. Providers have been encouraged to complete their data to this new timetable, with the data also being used as the basis for learner outcomes, we do not therefore consider there to be any arising data quality issues from the change of date.

5.3 Timeliness and punctuality

From 2016/17 onwards, with bringing forward the date of publication to February, we have ceased publication of provisional statistics for the same academic year, which previously occurred in November. Users were consulted on this change, and there have been no issues arising from the change. Additionally we now publish provisional quarterly information on apprenticeship starts to provide more timely data in this area of interest.

5.4 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.

5.5 Comparability and coherence

Data for previous years

The following changes have been made to the data collection for 2017/18.

Unfunded learning:

From 1 August 2017, information relating to learning activities not funded by the Welsh Government is no longer collected through the LLWR; whilst the change is at individual activity level it will have an impact on the overall number of learners recorded. Because funding is recorded at activity rather than learner level, it is difficult to give a firm assessment of impact, as the change may also affect the way providers code their data.

As an indication, in 2016/17 there were around 15,000 programmes with a learning activity not funded by the Welsh Government. Around 2,000 programmes were recorded as ACL and approximately 11,200 recorded as other FE. These programmes were undertaken by approximately 13,300 unique learners, of which around 600 learners recorded also as having funded activities. Hence around 12,700 unique learners were recorded as having a programme where all activities were unfunded. In 2017/18 there are around 2,000 such programmes remaining in the data.

Welsh for Adults:

From 1 August 2017, information relating to Welsh for Adults provision in Further Education institutions is no longer collected through the LLWR. The National Centre for Learning Welsh has been responsible for providing leadership to the Welsh for Adults programme and co-ordinating provision across Wales on behalf of Welsh Government from 2015. Part of the work of the Centre has been to rationalise provision, and to collate data centrally. To give an indication of the likely impact - in 2016/17 there were just over 2,000 Welsh for Adults learners recorded through the LLWR. Further historical figures can be seen below.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Further Education Institutions						
Part-time learners at FEIs	110,080	101,135	85,280	65,345	65,875	52,660
WfA (Coleg Gwent)	2,475	2,105	1,655	1,650	2,080	0
Part-time learners at FEIs (Excl WfA)	107,605	99,030	83,625	63,695	63,795	52,660

Source: Lifelong Learning Wales Record

Resit codes

From 2017/18 there was a change to recording of GCSE resits, through separate part-time programmes alongside other programmes of learning. Approximately 10,500 such programmes were recorded by around 8,500 unique learners.

5.6 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](#).

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.

5.7 Mode of learning

Prior to 2014/15, Mode of learning was been derived using guided contact hours sourced from the LLWR field LA19. Non-WBL learning programmes were classified for statistical purposes as full-time if they contained at least 450 guided contact hours per year and other non-WBL learning programmes were designated as part-time. Owing to a change in LLWR data collection, this is no longer possible on the same basis. Instead, from 2014/15 onwards, the mode is determined directly from a marker in the new Learning Programme Code LLWR field (LP74).

The LLWR field LA19 used in derivation of the former mode of learning was not collected after the end of 2013/14 and the new field LP74 was not collected before the start of 2014/15. This lack of a period of overlap means that a direct comparison cannot be made. However the trend from the one mode to the other appears smooth. In the context of FE and community learning data, the new mode appears to have very similar characteristics to the old.

5.8 Gender

The all persons total includes a small number of learners not recorded as male or female.

National Statistics status

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

This release is available at:

<https://gov.wales/statistics-and-research/further-education-work-based-learning-community-learning/?lang=en>

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 report can also be found on [StatsWales](#).

Other statistical outputs using the LLWR data underlying this release

- ['Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning, 2017/18'](#) - Statistics on learner outcomes at FE institutions, WBL providers and Adult Community Learning providers.
- During 2018 we introduced [quarterly reporting of work-based learning information](#), and we welcome any feedback on this output.

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 - [Further Education Enrolments - Department for Employment and Learning](#)

Scotland - [Scottish Lifelong learning Statistics: statistical first release](#)

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

Next update

February 2020

Period covered: 2017/18 (August to July)

Statistical First Release report and StatsWales cubes.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16ed.stats@gov.wales

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