



Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning: 2017/18

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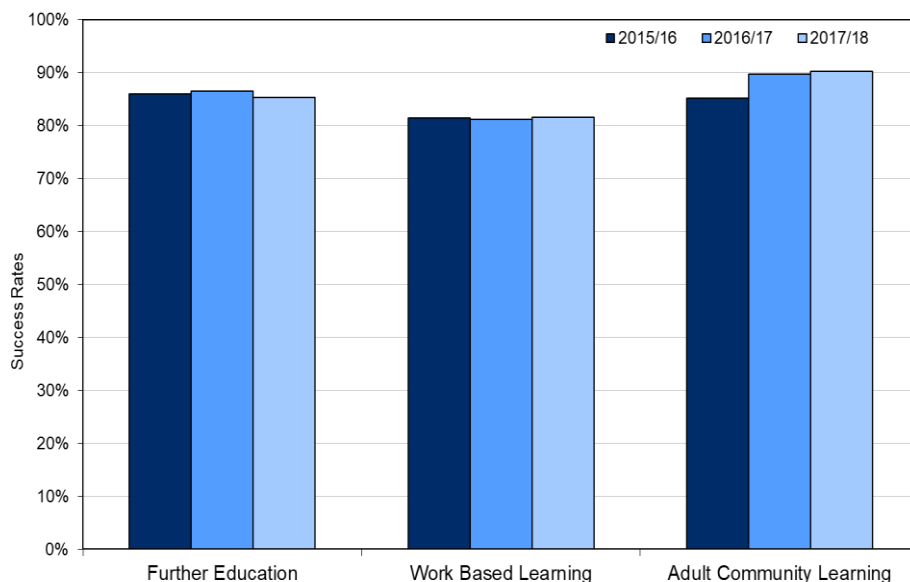
The latest figures on learner outcomes in the Further Education (FE), Work-based Learning (WBL) and Adult Community Learning (ACL) sectors in Wales show:

- The overall learning activity success rate for FE in 2017/18 was 85 per cent, down 1.3 percentage points from 2016/17.
- The WBL apprenticeship framework success rate was 82 per cent, up 0.4(r) of a percentage point from 2016/17.
- The overall learning activity success rate for ACL was 90 per cent, up 0.6 of a percentage point from 2016/17.

Note: the percentage point(s) above are presented to 1 decimal place to provide a more accurate year-on-year change.

(r) The figure was revised on 14 February 2019.

Chart 1: Trends in learner outcomes



Statistics are drawn from a database based on the LLWR as at December. Further information is provided in [Section 4.4](#) of the notes accompanying this release.

About this release

This release presents information on learner outcomes for 2017/18, covering Further Education (FE), Work-based Learning (WBL) and Adult Community Learning (ACL) delivered by learning providers in Wales. The statistics are broken down by level of study, type of learning aim, learner age, sector/subject area, qualification type and type of provision, and are derived from the Lifelong Learning Wales Record (LLWR).

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Outcomes in Further Education (FE)

There are currently three outcome measures for further education. All of them are based on learning activities, or courses (such as A Levels). A learner might do several different learning activities, and each one will be measured separately. The measures are defined as follows:-

- Completion – the proportion of learning activities undertaken that were completed;
- Attainment – the proportion of completed activities which lead to the attainment of a qualification; and
- Success – the proportion of learning activities undertaken which lead to the attainment of a qualification.

Further detail is given in the [Key Quality Information](#).

Key findings:

- Across all FE programmes in 2017/18, 92 per cent of learning activities were completed and of those activities with an assessable outcome, 93 per cent were attained.
- Overall, 85 per cent of learning activities were successfully completed and attained, a decrease of 1.3 percentage points from 2016/17.
- For learners on full-time programmes, 84 per cent of main qualifications were successfully completed and attained in 2017/18, up 0.6 of a percentage point from 2016/17. The success rate for main qualifications is a percentage point lower than the success rate for all qualifications.

In 2014/15 a new [Post-16 Planning and Funding Framework](#) was introduced, based on programmes of learning designed to support progression to further learning or employment. Each programme comprises one or more main qualifications (such as A Levels or a BTEC Diploma), together with additional qualifications which support the development of essential skills and help ensure that the individual learner's needs are met.

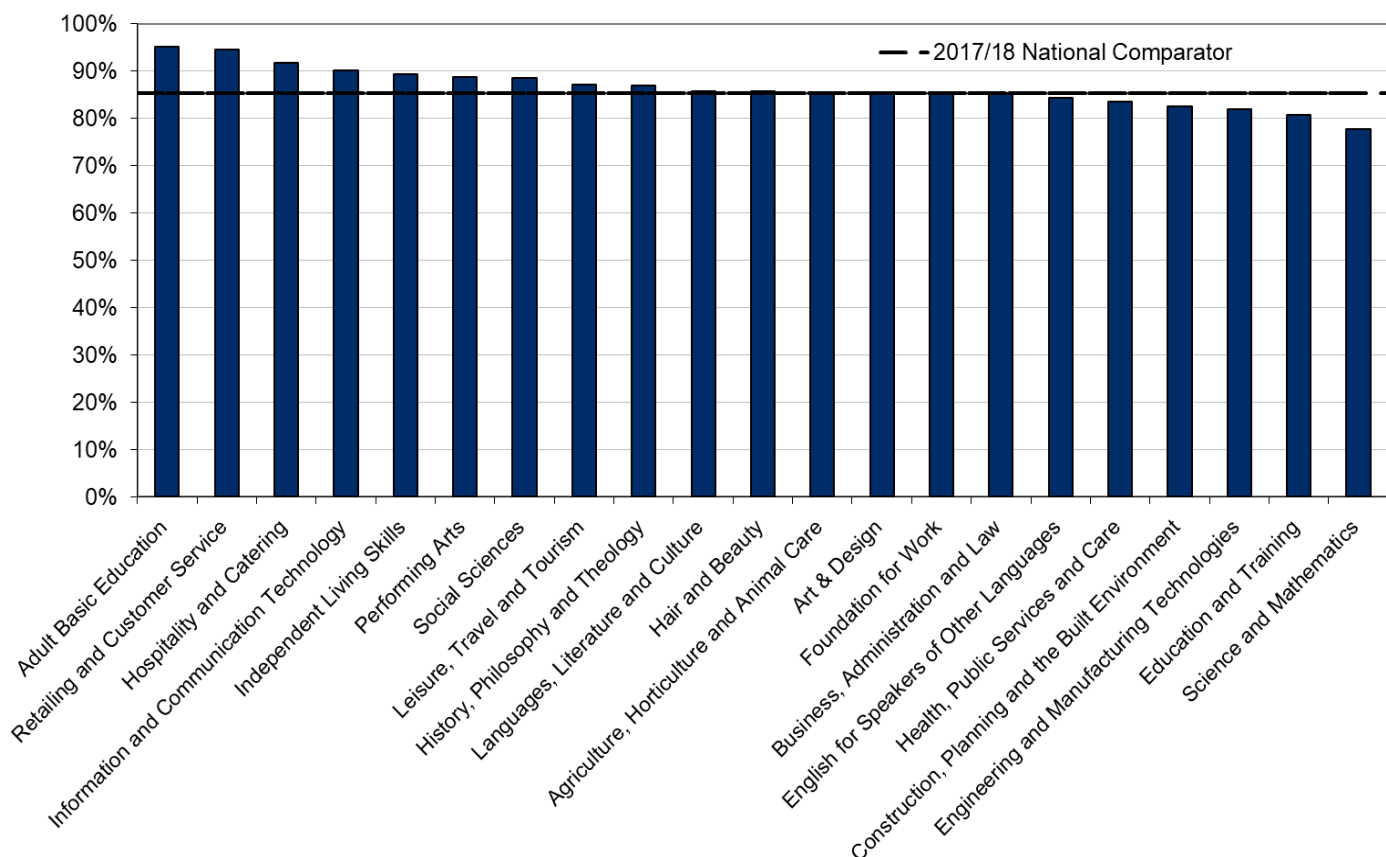
The Essential Skills Wales (ESW) suite of qualifications was introduced in September 2015. It was excluded from the 2016/17 release due to challenges experienced by providers delivering these qualifications and data quality issues, but are now included within this release.

Note additionally that from 2017/18 activities not funded by Welsh Government are no longer submitted to LLWR. This change, alongside the inclusion of ESW qualifications, may have had a small impact on measures, and trends from previous year.

The new Welsh Baccalaureate and Skills Challenge Certificate qualifications also introduced in September 2015 have continued to be excluded from the base cohort of learning activities and are not included in this release.

Further information on the exclusions is provided in [Section 2.2](#) of the notes accompanying this release.

Chart 2: FE learning activity success rates, by sector/subject area, 2017/18



Note: The National Comparator represents the learning activity success rate across all sector/subject areas

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

- Success rates were highest in the areas of ‘Adult Basic Education’, ‘Retailing and Customer Service’, ‘Hospitality and Catering’, ‘Information and Communication Technology’ and ‘Independent Living Skills’,
- Success rates were lowest in the areas of ‘Science and Mathematics’, ‘Education and Training’, ‘Engineering and Manufacturing Technologies’, ‘Construction, Planning and the Built Environment’ and ‘Health, Public Service and Care’.

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

- The overall success rate was 1.2 percentage point higher for learners aged 19 and over (at 86 per cent) than for learners aged 18 and under (at 85 per cent).
- Success rates were higher for learners aged 19 and over at level 1 and level 2 compared with learners aged 18 and under and short courses. However, at entry level and level 3 success rates were higher for learners aged 18 and under compared with learners aged 19 and over.

For further information see: [Table 1a](#), [Table 1b](#), [Table 1c](#), [Table 2a](#), [Table 2b](#), [Table 2c](#), [Table 3](#)

Outcomes in Work-Based Learning (WBL)

Learners on apprenticeship programmes have to achieve a range of qualifications in order to gain the full apprenticeship 'framework'. In 2017/18, 82 per cent of learners across all Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship programmes achieved this, 0.4 of a percentage point up from 2016/17. The number of leavers attaining apprenticeships (level 3) is above that of foundation apprenticeships for the first time. This reflects the shift in focus towards higher level apprenticeships.

In 2017/18 there was a large increase in the number of programmes ending within 8 weeks without completion (see [Section 4.3](#)). This previously occurred in 2012/13 and was found, following investigation with the network of WBL providers to be attributable to the marked increase in apprenticeship starts that year. The observed trend for 2017/18 may be a similar issue as data for the first three quarters of the year has shown an increase of over 25 per cent in apprenticeship starts. There may also be an impact of a change in audit practices in records that providers can delete from LLWR if the apprenticeship does not fully commence.

[Section 4.2](#) includes an overview of data issues relating specifically to the WBL framework success rate measure. The Essential Skills Wales suite of qualifications introduced in September 2015 have been included in the learning activity success rates presented in [Table 6](#).

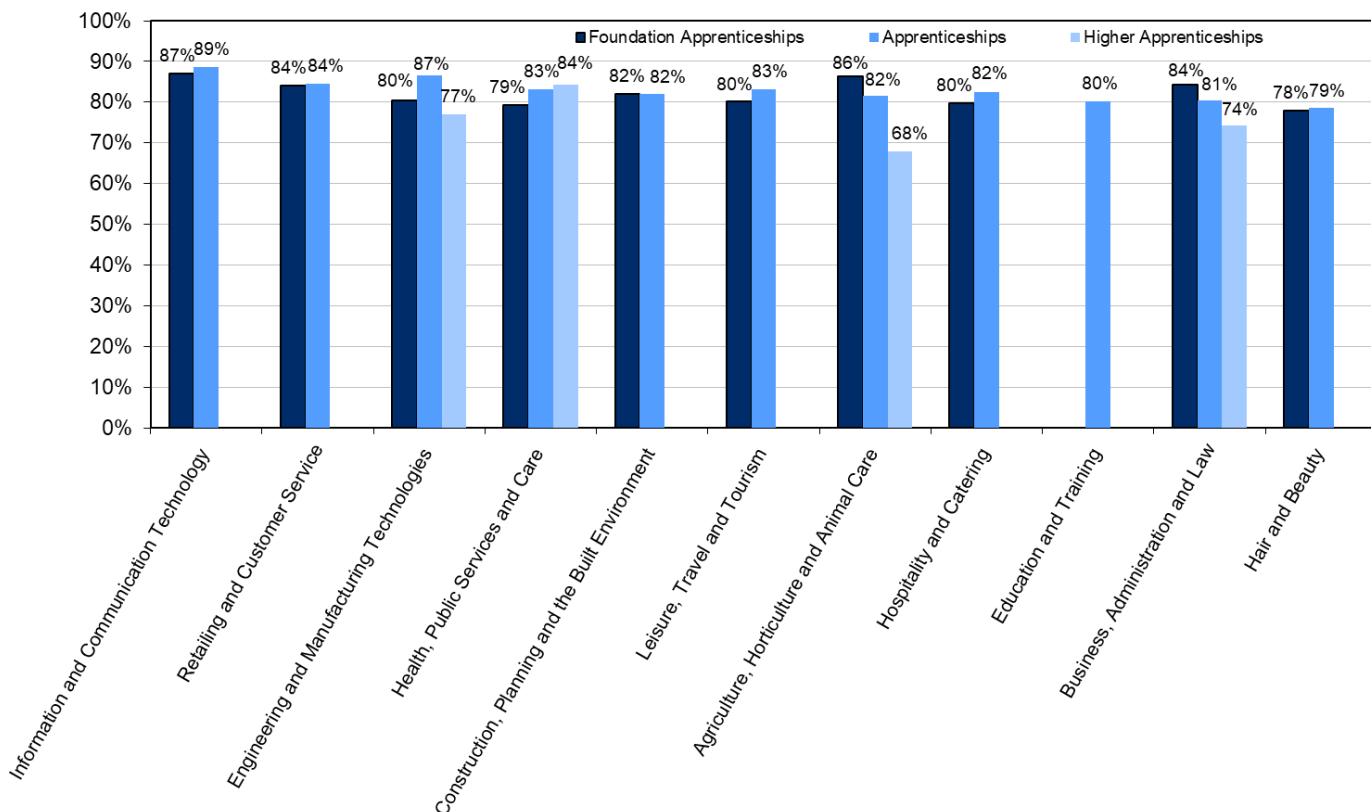
For Wales as a whole and for the majority of sector/subject areas, the success rate for Apprenticeships was higher than for Foundation Apprenticeships. The success rate for all apprenticeship programmes has increased by 0.4 of a percentage point to 82 per cent in 2017/18. Success rates for Foundation Apprenticeships decreased by 1.7 percentage points to 81 per cent. However, success rates for Apprenticeships and Higher Apprenticeships increased by 0.6 of a percentage point and 2.7 percentage points to 83 per cent and 80 per cent respectively.

The best performing areas for all apprenticeships were 'Information and Communication Technology', 'Retailing and Customer Service' and 'Engineering and Manufacturing Technologies'.

For further information see: [Table 4a](#), [Table 4b](#), [Table 4c](#), [Table 4d](#)

[Chart 3](#) shows the pattern of framework success rates on apprenticeship programmes.

Chart 3: WBL framework success rates by sector/subject area, 2017/18



Note that framework success rates based on a denominator of less than 50 have been suppressed and therefore no bar will be shown in the chart above.

Outcomes in traineeship programmes

Traineeships are a learning programme for 16 to 18 year olds with the aim to give them the skills they need to progress into an apprenticeship, further education or employment. There are two levels to the programme – Engagement, and Level 1.

Analysis of learner destinations during the four week period following the end of a Traineeship programme shows that 74 per cent of leavers from Traineeship programmes had a positive progression (i.e. to employment (including self-employment or voluntary work) or learning at a higher level), an increase of one percentage point compared to 2016/17.

See [Table 5](#) for further information.

Outcomes in Adult Community Learning (ACL)

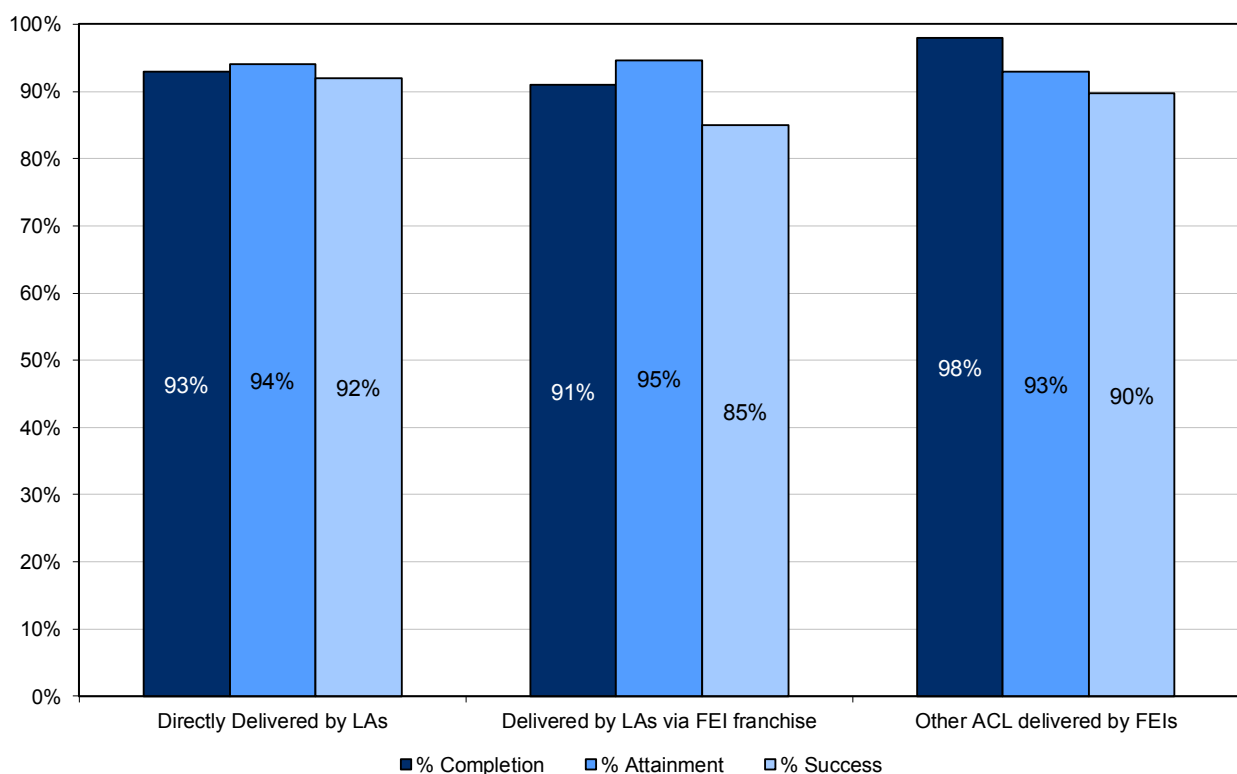
For the purposes of this release, we have focussed on three distinct types of ACL provision:

- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution; and
- Other ACL delivered by FE institutions (this includes all provision delivered by Adult Learning Wales).

Further information is provided in [Section 2.3](#).

The variation in learner outcome measures across the different types of ACL provision has decreased in recent years. This is largely attributable to improvements in data quality and consistency in the recording of LLWR data. Some inconsistency remains and further information is provided in [Section 4.2](#) of the notes accompanying this release. Due to data quality issues in previous years, caution should be exercised when making year-on-year comparisons using the ACL learner outcome measures.

Chart 4: ACL learner outcome measures, by type of provision, 2017/18



Completion rates in 2017/18 were 93 per cent, up 0.2 of a percentage point compared to 2016/17 for ACL directly delivered by LAs. Attainment and success rates have increased by 1.2 percentage point and 1.9 percentage points to 94 per cent and 90 per cent respectively compared with 2016/17.

For ACL delivered by LAs via FEI franchise, the completion and success rates decreased by 1.7 percentage points and 2.2 percentage points respectively from 2016/17 (to 91 per cent and to 85 per cent). The attainment rate increased by 0.2 of a percentage point to 95 per cent.

The attainment and success rates for other ACL delivered by other institutions increased by 1.5 percentage points and 0.7 of a percentage point respectively from 2016/17. While the completion rate decreased by 0.4 of a percentage point.

Overall, the all provision attainment and success rates increased by 1.4 percentage points and 0.6 of a percentage point respectively to 93 per cent and 90 per cent, whereas the completion rate decreased by 0.3 of a percentage point to 96 per cent.

Analysis of learner outcome measures by level and subject (see tables) showed that:

- Completion rates for provision directly delivered by local authorities were highest for learning aims at level 1 (at 99 per cent). Completion rates for provision delivered via a FE institution franchise were highest for learning aims at level 2 (at 98 per cent). Completion rates for other ACL provision delivered by FE institutions were highest for level 1, level 2 and other level learning aims (at 98 per cent, though other level learning aims represent a small proportion of the total number of completed activities).
- Success rates for provision directly delivered by local authorities were highest for entry level learning aims (at 94 per cent) and lowest for learning aims at level 2 (at 90 per cent). Success rates for provision delivered via a FE institution franchise were highest for learning aims at level 2 (at 93 per cent). Success rates for other ACL provision delivered by FE institutions were highest for learning aims at level 1 (at 94 per cent).
- Success rates varied across subject areas. Aside from 'Other' subject area, the highest success rates for all levels were in 'Languages, Literature and Culture'.
- The highest success rates at Entry Level and Level 1 aside from 'Other' subject area were in 'Languages, Literature and Culture'. The highest success rates for level 2 learning aims aside from 'Other' subject area were in 'Arts, Media and Publishing'.

For further information see: [Table 7](#), [Table 8](#), [Table 9](#)

Tables

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

		2017/18					
		18 and under		19 and over		All ages	
Level	Type of learning aim	Completed Learning		Completed Learning		Completed Learning	
		Activities	%	Activities	%	Activities	%
Entry Level		8,110	94%	15,585	97%	23,695	96%
Level 1	NVQ ¹	615	87%	560	87%	1,175	87%
	Award	1,065	90%	1,180	93%	2,245	91%
	Certificate	945	87%	450	92%	1,395	88%
	Diploma	3,955	87%	760	87%	4,715	87%
	Key Skills / Essential Skills Wales	3,055	87%	1,085	87%	4,140	87%
	Quality Assured Lifelong Learning ²	2,815	92%	2,180	98%	4,995	95%
	Other ³	7,535	95%	6,180	92%	13,715	93%
	All	19,985	91%	12,400	92%	32,385	91%
Level 2	GCSE/VCE	8,490	86%	3,070	85%	11,560	85%
	NVQ ¹	1,315	89%	1,370	88%	2,685	89%
	Award	2,155	97%	2,580	98%	4,735	97%
	Certificate	1,835	87%	2,130	90%	3,965	89%
	Diploma	4,215	89%	2,220	84%	6,440	87%
	Key Skills / Essential Skills Wales	2,875	91%	2,230	90%	5,100	90%
	Quality Assured Lifelong Learning ²	2,960	92%	2,395	94%	5,355	93%
	Other ³	3,425	97%	2,830	98%	6,255	97%
	All	27,270	90%	18,825	91%	46,095	90%
Level 3	A/AS/A2 Level	19,500	93%	630	83%	20,130	93%
	NVQ ¹	205	86%	520	88%	725	87%
	Award	650	95%	1,370	95%	2,020	95%
	Certificate	1,020	87%	930	92%	1,950	89%
	Diploma	11,400	91%	4,010	88%	15,410	90%
	Key Skills / Essential Skills Wales	355	88%	105	81%	455	87%
	Quality Assured Lifelong Learning ²	645	94%	610	94%	1,260	94%
	Other ³	2,555	95%	3,405	91%	5,960	93%
	All	36,335	92%	11,580	90%	47,915	92%
Level 4+		10	*	860	89%	870	89%
Level Not Known		25,110	90%	10,790	90%	35,905	90%
Other Short		6,855	100%	10,255	100%	17,110	100%
All learning aims		123,675	91%	80,295	93%	203,965	92%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Formerly known as OCNs

³ Excludes the new Welsh Baccalaureate and Skills Challenge Certificate qualifications introduced in September 2015

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

		2017/18					
		18 and under		19 and over		All ages	
Level	Type of learning aim	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		6,920	96%	8,310	94%	15,230	95%
Level 1	NVQ ¹	575	93%	545	97%	1,115	95%
	Award	995	93%	1,055	89%	2,050	91%
	Certificate	900	95%	430	95%	1,325	95%
	Diploma	3,730	94%	710	93%	4,445	94%
	Key Skills / Essential Skills Wales	2,620	86%	935	86%	3,555	86%
	Quality Assured Lifelong Learning ²	2,710	96%	1,930	88%	4,640	93%
	Other ³	5,105	99%	4,435	99%	9,540	99%
	All	16,630	95%	10,035	94%	26,670	94%
Level 2	GCSE/VCE	7,425	87%	2,690	88%	10,115	87%
	NVQ ¹	1,210	92%	1,245	91%	2,455	91%
	Award	2,005	93%	2,340	91%	4,345	92%
	Certificate	1,625	89%	1,935	91%	3,560	90%
	Diploma	3,775	90%	2,025	91%	5,805	90%
	Key Skills / Essential Skills Wales	2,440	85%	2,075	93%	4,515	89%
	Quality Assured Lifelong Learning ²	2,825	96%	2,315	97%	5,145	96%
	Other ³	2,480	99%	1,450	99%	3,925	99%
	All	23,785	90%	16,085	92%	39,870	91%
Level 3	A/AS/A2 Level	18,095	93%	570	91%	18,665	93%
	NVQ ¹	195	94%	475	91%	665	92%
	Award	625	96%	1,235	90%	1,860	92%
	Certificate	930	91%	840	91%	1,770	91%
	Diploma	10,730	94%	3,660	91%	14,390	93%
	Key Skills / Essential Skills Wales	230	66%	90	85%	320	70%
	Quality Assured Lifelong Learning ²	615	95%	580	95%	1,190	95%
	Other ³	770	92%	2,990	96%	3,765	95%
	All	32,185	93%	10,440	92%	42,625	93%
Level 4+		*	*	705	82%	710	82%
Level Not Known		360	96%	1,130	95%	1,490	95%
Other Short		385	97%	1,205	100%	1,590	99%
All learning aims		80,275	93%	47,910	93%	128,180	93%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Formerly known as OCNs

³ Excludes the new Welsh Baccalaureate and Skills Challenge Certificate qualifications introduced in September 2015

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

		2017/18					
		18 and under		19 and over		All ages	
Level	Type of learning aim	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Entry Level		6,920	91%	8,310	90%	15,230	91%
Level 1	NVQ ¹	575	82%	545	84%	1,115	83%
	Award	995	84%	1,055	83%	2,050	83%
	Certificate	900	83%	430	87%	1,325	84%
	Diploma	3,730	82%	710	81%	4,445	82%
	Key Skills / Essential Skills Wales	2,620	75%	935	75%	3,555	75%
	Quality Assured Lifelong Learning ²	2,710	89%	1,930	87%	4,640	88%
	Other ³	5,105	99%	4,435	99%	9,540	99%
	All	16,630	86%	10,035	89%	26,670	87%
Level 2	GCSE/VCE	7,425	75%	2,690	75%	10,115	75%
	NVQ ¹	1,210	82%	1,245	80%	2,455	81%
	Award	2,005	90%	2,340	89%	4,345	89%
	Certificate	1,625	77%	1,935	82%	3,560	80%
	Diploma	3,775	79%	2,025	77%	5,805	79%
	Key Skills / Essential Skills Wales	2,440	77%	2,075	84%	4,515	80%
	Quality Assured Lifelong Learning ²	2,825	88%	2,315	91%	5,145	90%
	Other ³	2,480	99%	1,450	98%	3,925	99%
	All	23,785	81%	16,085	84%	39,870	82%
Level 3	A/AS/A2 Level	18,095	86%	570	76%	18,665	86%
	NVQ ¹	195	80%	475	79%	665	80%
	Award	625	91%	1,235	86%	1,860	88%
	Certificate	930	79%	840	84%	1,770	81%
	Diploma	10,730	86%	3,660	80%	14,390	84%
	Key Skills / Essential Skills Wales	230	58%	90	69%	320	61%
	Quality Assured Lifelong Learning ²	615	89%	580	89%	1,190	89%
	Other ³	770	88%	2,990	88%	3,765	88%
	All	32,185	86%	10,440	83%	42,625	85%
Level 4+		*	*	705	74%	710	74%
Level Not Known		360	92%	1,130	91%	1,490	92%
Other Short		385	96%	1,205	99%	1,590	98%
All learning aims		80,275	85%	47,910	86%	128,180	85%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Formerly known as OCNs

³ Excludes the new Welsh Baccalaureate and Skills Challenge Certificate qualifications introduced in September 2015

Table 2a – Completion rates for FE provision, by sector subject area and age group

Sector Subject Area	2017/18					
	18 and under		19 and over		All ages	
	Completed Learning Activities	%	Completed Learning Activities	%	Completed Learning Activities	%
1: Health, Public Services and Care	7,225	90%	7,250	91%	14,475	90%
2: Science and Mathematics	12,905	91%	2,690	85%	15,595	90%
3: Agriculture, Horticulture and Animal Care	1,430	92%	1,195	94%	2,625	93%
4: Engineering and Manufacturing Technologies	4,970	90%	2,790	88%	7,765	90%
5: Construction, Planning and the Built Environment	3,895	89%	2,470	92%	6,365	90%
6: Information and Communication Technology	3,330	90%	5,070	96%	8,400	94%
7: Retail and Commercial Enterprise	5,160	92%	4,870	88%	10,035	90%
7(a): Retailing and Customer Service	1,135	97%	850	95%	1,985	96%
7(b): Hair and Beauty	2,070	86%	2,565	82%	4,635	84%
7(c): Hospitality and Catering	1,960	95%	1,455	95%	3,415	95%
8: Leisure, Travel and Tourism	4,170	93%	645	94%	4,815	93%
9: Arts, Media and Publishing	7,315	91%	1,875	91%	9,185	91%
9(a): Performing Arts	2,190	93%	445	91%	2,635	93%
9(b): Art and Design	5,120	90%	1,430	91%	6,550	90%
10: History, Philosophy and Theology	2,675	90%	790	87%	3,465	90%
11: Social Sciences	4,585	93%	710	94%	5,300	94%
12: Languages, Literature and Culture	9,415	91%	3,840	93%	13,255	91%
13: Education and Training	375	88%	1,710	93%	2,085	92%
14: Preparation for Life and Work	51,605	93%	38,445	94%	90,050	93%
14(a): Independent Living Skills	655	92%	980	96%	1,635	94%
14(b): Adult Basic Education	9,590	92%	6,620	94%	16,210	93%
14(c): Foundation for Work	40,850	93%	23,180	94%	64,030	93%
14(d): English for Speakers of Other Languages	510	98%	7,665	96%	8,175	96%
15: Business, Administration and Law	4,610	92%	5,915	95%	10,525	94%
All sector subject areas¹	123,675	91%	80,295	93%	203,965	92%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Table 2b – Attainment rates for FE provision, by sector subject area and age group

Sector Subject Area	2017/18					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	5,685	93%	5,295	94%	10,980	93%
2: Science and Mathematics	10,545	87%	2,050	84%	12,595	87%
3: Agriculture, Horticulture and Animal Care	1,280	91%	1,070	93%	2,350	92%
4: Engineering and Manufacturing Technologies	4,205	92%	2,330	92%	6,535	92%
5: Construction, Planning and the Built Environment	3,415	92%	2,160	91%	5,575	92%
6: Information and Communication Technology	2,625	93%	3,115	98%	5,740	96%
7: Retail and Commercial Enterprise	4,700	95%	4,485	97%	9,190	96%
7(a): Retailing and Customer Service	1,080	98%	760	99%	1,840	98%
7(b): Hair and Beauty	1,865	92%	2,435	96%	4,300	95%
7(c): Hospitality and Catering	1,760	97%	1,290	96%	3,050	97%
8: Leisure, Travel and Tourism	2,940	94%	480	93%	3,420	94%
9: Arts, Media and Publishing	5,935	95%	1,435	95%	7,370	95%
9(a): Performing Arts	1,535	97%	310	93%	1,845	96%
9(b): Art and Design	4,405	95%	1,125	95%	5,525	95%
10: History, Philosophy and Theology	1,580	94%	210	91%	1,790	94%
11: Social Sciences	4,245	95%	665	97%	4,915	95%
12: Languages, Literature and Culture	7,680	96%	2,465	93%	10,150	95%
13: Education and Training	10	*	1,020	87%	1,030	87%
14: Preparation for Life and Work	21,630	93%	17,090	93%	38,720	93%
14(a): Independent Living Skills	355	97%	655	94%	1,015	95%
14(b): Adult Basic Education	3,660	99%	3,970	96%	7,630	97%
14(c): Foundation for Work	17,390	92%	8,780	94%	26,175	93%
14(d): English for Speakers of Other Languages	225	86%	3,680	88%	3,905	88%
15: Business, Administration and Law	3,790	92%	4,030	91%	7,820	92%
All sector subject areas¹	80,275	93%	47,910	93%	128,180	93%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Table 2c – Success rates for FE provision, by sector subject area and age group

Sector Subject Area	2017/18					
	18 and under		19 and over		All ages	
	Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
1: Health, Public Services and Care	5,685	84%	5,295	84%	10,980	84%
2: Science and Mathematics	10,545	79%	2,050	71%	12,595	78%
3: Agriculture, Horticulture and Animal Care	1,280	84%	1,070	87%	2,350	86%
4: Engineering and Manufacturing Technologies	4,205	83%	2,330	80%	6,535	82%
5: Construction, Planning and the Built Environment	3,415	82%	2,160	84%	5,575	83%
6: Information and Communication Technology	2,625	85%	3,115	95%	5,740	90%
7: Retail and Commercial Enterprise	4,700	88%	4,485	91%	9,190	89%
7(a): Retailing and Customer Service	1,080	95%	760	94%	1,840	95%
7(b): Hair and Beauty	1,865	80%	2,435	90%	4,300	86%
7(c): Hospitality and Catering	1,760	92%	1,290	91%	3,050	92%
8: Leisure, Travel and Tourism	2,940	87%	480	87%	3,420	87%
9: Arts, Media and Publishing	5,935	86%	1,435	86%	7,370	86%
9(a): Performing Arts	1,535	90%	310	84%	1,845	89%
9(b): Art and Design	4,405	85%	1,125	87%	5,525	86%
10: History, Philosophy and Theology	1,580	88%	210	79%	1,790	87%
11: Social Sciences	4,245	88%	665	91%	4,915	89%
12: Languages, Literature and Culture	7,680	86%	2,465	85%	10,150	86%
13: Education and Training	10	*	1,020	81%	1,030	81%
14: Preparation for Life and Work	21,630	87%	17,090	88%	38,720	87%
14(a): Independent Living Skills	355	87%	655	91%	1,015	89%
14(b): Adult Basic Education	3,660	98%	3,970	93%	7,630	95%
14(c): Foundation for Work	17,390	85%	8,780	87%	26,175	85%
14(d): English for Speakers of Other Languages	225	85%	3,680	84%	3,905	84%
15: Business, Administration and Law	3,790	85%	4,030	86%	7,820	85%
All sector subject areas¹	80,275	85%	47,910	86%	128,180	85%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Table 3 - Completion, attainment and success rates for main qualifications in FE, by qualification type

Qualification Type	2017/18				
	No. of Completed Learning Activities		No. of Attained Learning		
	Activities	% Completion	Activities	% Attainment	% Success
Vocational qualifications ¹	36,060	90%	32,790	93%	84%
Academic qualifications ²	20,470	92%	18,965	93%	85%
All main qualifications	56,530	90%	51,755	93%	84%

Source: Lifelong Learning Wales Record (LLWR)

¹ including NVQs, Diplomas, Extended Diplomas

² Including GCSEs; AS/A/A2 Levels; Access Certificates/Diplomas

Table 4a - Framework success rates for Foundation Apprenticeships by sector subject area and age group

Sector Subject Area	2017/18							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework		Leavers Attaining Full Framework		Leavers Attaining Full Framework		Leavers Attaining Full Framework	
	Framework	%	Framework	%	Framework	%	Framework	%
1: Health, Public Services and Care	200	81%	620	79%	1,245	79%	2,065	79%
3: Agriculture, Horticulture and Animal Care	60	81%	40	*	90	92%	190	86%
4: Engineering and Manufacturing Technologies	380	81%	255	78%	315	81%	950	80%
5: Construction, Planning and the Built Environment	440	81%	305	86%	100	74%	840	82%
6: Information and Communication Technology	20	*	30	*	70	85%	120	87%
7: Retail and Commercial Enterprise	555	79%	570	82%	460	81%	1,585	81%
7(a): Retailing and Customer Service	170	84%	245	84%	245	84%	655	84%
7(b): Hair and Beauty	265	77%	95	83%	30	*	390	78%
7(c): Hospitality and Catering	120	79%	230	81%	185	79%	535	80%
8: Leisure, Travel and Tourism	55	81%	40	78%	50	81%	145	80%
9: Arts, Media and Publishing	0	n/a	*	*	*	*	*	*
13: Education and Training	*	*	10	*	15	*	30	*
15: Business, Administration and Law	225	88%	340	85%	375	82%	945	84%
All sector subject areas	1,945	81%	2,215	82%	2,715	80%	6,875	81%

Source: Lifelong Learning Wales Record (LLWR)

Table 4b - Framework success rates for Apprenticeships by sector subject area and age group

Sector Subject Area	2017/18							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	175	85%	970	86%	2,025	81%	3,170	83%
3: Agriculture, Horticulture and Animal Care	35	*	30	*	60	81%	125	82%
4: Engineering and Manufacturing Technologies	270	86%	430	90%	150	78%	850	86%
5: Construction, Planning and the Built Environment	250	83%	300	82%	120	81%	665	82%
6: Information and Communication Technology	30	*	65	90%	200	88%	295	89%
7: Retail and Commercial Enterprise	75	83%	395	82%	495	83%	965	83%
7(a): Retailing and Customer Service	25	*	170	86%	250	84%	440	84%
7(b): Hair and Beauty	45	84%	100	77%	50	78%	190	79%
7(c): Hospitality and Catering	10	*	125	82%	195	83%	330	82%
8: Leisure, Travel and Tourism	30	*	65	82%	70	82%	165	83%
9: Arts, Media and Publishing	20	*	25	*	10	*	60	87%
13: Education and Training	10	*	45	81%	145	79%	205	80%
15: Business, Administration and Law	75	84%	405	86%	710	78%	1,190	81%
All sector subject areas	975	85%	2,730	85%	3,975	81%	7,685	83%

Source: Lifelong Learning Wales Record (LLWR)

Table 4c – Framework success rates for Higher Apprenticeships by sector subject area and age group

Sector Subject Area	2017/18							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%	Leavers Attaining Full Framework	%
1: Health, Public Services and Care	5	*	275	82%	1,665	85%	1,945	84%
3: Agriculture, Horticulture and Animal Care	0	n/a	5	*	45	68%	50	68%
4: Engineering and Manufacturing Technologies	10	*	15	*	20	*	45	77%
5: Construction, Planning and the Built Environment	*	*	*	*	5	*	10	*
6: Information and Communication Technology	*	*	5	*	0	n/a	10	*
7: Retail and Commercial Enterprise	0	n/a	10	*	35	*	45	80%
7(a): Retailing and Customer Service	0	n/a	0	n/a	0	n/a	0	n/a
7(b): Hair and Beauty	0	n/a	5	*	10	*	15	*
7(c): Hospitality and Catering	0	n/a	*	*	25	*	25	*
8: Leisure, Travel and Tourism	0	n/a	0	n/a	0	n/a	0	n/a
9: Arts, Media and Publishing	*	*	5	*	10	*	20	*
13: Education and Training	0	n/a	0	n/a	0	n/a	0	n/a
15: Business, Administration and Law	5	*	110	78%	1,295	74%	1,410	74%
All sector subject areas	25	*	440	81%	3,075	79%	3,540	80%

Source: Lifelong Learning Wales Record (LLWR)

Table 4d - Framework success rates for All Apprenticeships by sector subject area and age group

Sector Subject Area	2017/18							
	16 - 18		19 - 24		25 +		All ages	
	Leavers Attaining Full Framework		Leavers Attaining Full Framework		Leavers Attaining Full Framework		Leavers Attaining Full Framework	
	Framework	%	Framework	%	Framework	%	Framework	%
1: Health, Public Services and Care	385	83%	1,865	83%	4,935	82%	7,185	82%
3: Agriculture, Horticulture and Animal Care	95	83%	75	80%	190	82%	365	82%
4: Engineering and Manufacturing Technologies	660	83%	705	85%	485	79%	1,845	83%
5: Construction, Planning and the Built Environment	690	82%	605	84%	225	78%	1,520	82%
6: Information and Communication Technology	55	90%	105	88%	265	87%	425	88%
7: Retail and Commercial Enterprise	630	80%	970	82%	985	82%	2,590	82%
7(a): Retailing and Customer Service	195	84%	410	85%	490	84%	1,095	84%
7(b): Hair and Beauty	305	78%	200	80%	90	77%	600	78%
7(c): Hospitality and Catering	130	78%	360	81%	405	81%	895	81%
8: Leisure, Travel and Tourism	85	83%	110	80%	120	82%	310	82%
9: Arts, Media and Publishing	25	*	35	*	25	*	80	82%
13: Education and Training	15	*	60	81%	160	79%	230	80%
15: Business, Administration and Law	305	87%	860	84%	2,375	76%	3,540	79%
All sector subject areas	2,945	83%	5,385	84%	9,765	80%	18,095	82%

Source: Lifelong Learning Wales Record (LLWR)

Table 5 - Destinations of Traineeship leavers in four week period following end of programme

Destination	2017/18					
	Engagement		Level 1		All	
	No.	%	No.	%	No.	%
Continuing programme of learning	0	0%	0	0%	0	0%
Transferred to another learning programme	120	3%	50	2%	170	3%
New programme of learning at the same level	60	1%	40	2%	100	2%
Progressed to learning at a higher level	2,330	52%	365	18%	2,695	41%
Full time employment	620	14%	860	42%	1,480	23%
Part time employment	10	0%	5	0%	15	0%
Self-employment	0	0%	*	0%	*	0%
Voluntary Work	140	3%	195	10%	340	5%
Seeking work / unemployed	955	21%	410	20%	1,365	21%
Other	175	4%	75	4%	250	4%
Not Known	95	2%	45	2%	135	2%
Total	4,505	100%	2,050	100%	6,555	100%

Source: Lifelong Learning Wales Record (LLWR)

Table 6 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

Table 6 - Learning activity success rates for WBL provision by programme, type of learning aim and age group

		2017/18					
Type of Programme	Type of learning aim	18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
Foundation Apprenticeship	NVQ ¹	1,065	80%	1,455	81%	2,520	80%
	Award/Certificate/Diploma	2,010	84%	5,210	82%	7,215	82%
	Key Skills/Essential Skills Wales	1,425	75%	7,445	78%	8,870	77%
	Other	*	*	20	*	25	*
	All	4,500	80%	14,130	79%	18,630	80%
Apprenticeship	NVQ ¹	545	84%	1,735	82%	2,280	82%
	Award/Certificate/Diploma	920	87%	6,750	84%	7,670	85%
	Key Skills/Essential Skills Wales	725	83%	10,645	81%	11,370	81%
	Other	0	n/a	5	*	5	*
	All	2,185	85%	19,135	82%	21,320	83%
Higher Apprenticeship	NVQ ¹	15	*	1,815	79%	1,830	79%
	Award/Certificate/Diploma	15	*	3,110	79%	3,125	79%
	Key Skills/Essential Skills Wales	15	*	7,250	82%	7,265	82%
	Other	0	n/a	15	*	15	*
	All	45	88%	12,185	80%	12,230	80%
Traineeship - Engagement	Award/Certificate/Diploma	1,575	92%	0	n/a	1,575	92%
	Key Skills/Essential Skills Wales	1,140	88%	5	*	1,145	88%
	Other	15	*	0	n/a	15	*
	All	2,730	91%	5	*	2,735	91%
Traineeship - Level 1	NVQ ¹	305	78%	5	*	310	79%
	Award/Certificate/Diploma	1,880	88%	45	87%	1,925	88%
	Key Skills/Essential Skills Wales	815	89%	25	*	840	88%
	Other	*	*	0	n/a	*	*
	All	3,000	87%	75	85%	3,075	87%
Total²	NVQ ¹	1,930	81%	5,015	80%	6,940	81%
	Award/Certificate/Diploma	6,400	87%	15,110	82%	21,515	84%
	Key Skills/Essential Skills Wales	4,115	82%	25,375	80%	29,485	80%
	Other	20	*	40	76%	60	79%
	All	12,460	85%	45,540	81%	58,005	82%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

² Includes Flexible Learning Qualifications

Table 7 – Completion, attainment and success rates for ACL provision, by type of provision and notional level

		2017/18				
Type of ACL provision	Level	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	Entry Level	2,555	97%	2,410	97%	94%
	Level 1	1,785	99%	1,630	94%	93%
	Level 2	2,695	98%	2,485	92%	90%
	Other Levels	8,445	90%	630	93%	92%
	All	15,485	93%	7,155	94%	92%
Delivered by local authorities via a franchise arrangement with an FE institution	Entry Level	2,895	88%	2,660	95%	83%
	Level 1	1,155	95%	840	94%	89%
	Level 2	535	98%	450	94%	93%
	Other Levels	120	97%	45	*	*
	All	4,705	91%	3,995	95%	85%
Other ACL delivered by FE institutions	Entry Level	11,780	97%	10,765	93%	90%
	Level 1	9,405	98%	8,670	95%	94%
	Level 2	6,020	98%	5,330	89%	87%
	Other Levels	12,810	98%	2,080	91%	88%
	All	40,010	98%	26,840	93%	90%
All provision types	Entry Level	17,230	95%	15,830	94%	90%
	Level 1	12,345	98%	11,140	95%	93%
	Level 2	9,250	98%	8,270	90%	88%
	Other Levels	21,375	95%	2,750	91%	89%
	All	60,200	96%	37,990	93%	90%

Source: Lifelong Learning Wales Record (LLWR)

Table 8 – Completion, attainment and success rates for ACL provision, by type of provision and age group

		2017/18				
Type of Provision	Age Group	No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Directly delivered by local authorities	18 and under	515	97%	415	94%	92%
	19 - 24	1,060	91%	690	95%	92%
	25 - 49	7,300	93%	4,010	95%	93%
	50 - 74	5,830	93%	1,905	94%	92%
	75 and over	765	92%	130	92%	87%
	All ¹	15,485	93%	7,155	94%	92%
Delivered by local authorities via a franchise arrangement with an FE institution	18 and under	235	94%	220	93%	87%
	19 - 24	500	91%	400	95%	85%
	25 - 49	2,615	90%	2,285	94%	84%
	50 - 74	1,215	93%	995	96%	88%
	75 and over	135	94%	95	97%	90%
	All ¹	4,705	91%	3,995	95%	85%
Other ACL delivered by FE institutions	18 and under	3,900	99%	1,140	91%	89%
	19 - 24	4,950	98%	3,795	93%	91%
	25 - 49	19,765	97%	14,730	93%	90%
	50 - 74	10,530	98%	6,790	94%	92%
	75 and over	850	97%	380	92%	88%
	All ¹	40,010	98%	26,840	93%	90%
All provision types	18 and under	4,650	98%	1,770	92%	90%
	19 - 24	6,515	96%	4,885	93%	90%
	25 - 49	29,685	95%	21,020	93%	90%
	50 - 74	17,570	96%	9,690	94%	91%
	75 and over	1,750	95%	605	92%	88%
	All ¹	60,200	96%	37,990	93%	90%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the age group is unknown

Table 9 – Completion, attainment and success rates for ACL provision, by notional level and sector subject area

Level	Sector Subject Area	2017/18				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Entry Level	Arts, Media and Publishing	460	97%	415	92%	90%
	Information and Communication Technology	745	96%	690	93%	90%
	Languages, Literature and Culture	175	96%	160	95%	91%
	Adult Basic Education	5,370	94%	4,805	95%	89%
	English for Speakers of Other Languages	3,820	91%	3,340	89%	81%
	Other	6,660	99%	6,420	97%	96%
	All¹	17,230	95%	15,830	94%	90%
Level 1	Arts, Media and Publishing	395	96%	355	91%	88%
	Information and Communication Technology	1,910	97%	1,525	89%	86%
	Languages, Literature and Culture	200	97%	190	97%	94%
	Adult Basic Education	1,495	95%	1,050	94%	89%
	English for Speakers of Other Languages	200	86%	170	88%	75%
	Other	8,145	99%	7,840	97%	96%
	All¹	12,345	98%	11,140	95%	93%
Level 2	Arts, Media and Publishing	115	98%	110	95%	92%
	Information and Communication Technology	545	96%	435	86%	83%
	Languages, Literature and Culture	95	90%	90	97%	88%
	Adult Basic Education	355	98%	265	91%	89%
	English for Speakers of Other Languages	65	91%	55	83%	76%
	Other	8,075	98%	7,315	91%	89%
	All¹	9,250	98%	8,270	90%	88%
Other Levels	Arts, Media and Publishing	3,695	95%	10	*	*
	Information and Communication Technology	1,585	93%	160	95%	93%
	Languages, Literature and Culture	600	93%	15	*	*
	Adult Basic Education	3,670	94%	585	98%	93%
	English for Speakers of Other Languages	1,375	97%	30	*	*
	Other	10,445	95%	1,950	90%	87%
	All¹	21,375	95%	2,750	91%	89%
All Levels	Arts, Media and Publishing	4,670	95%	895	92%	89%
	Information and Communication Technology	4,785	95%	2,810	90%	87%
	Languages, Literature and Culture	1,065	94%	455	96%	91%
	Adult Basic Education	10,895	94%	6,705	95%	89%
	English for Speakers of Other Languages	5,460	92%	3,595	88%	80%
	Other	33,330	97%	23,535	94%	93%
	All¹	60,200	96%	37,990	93%	90%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes learning activities where the sector subject area is unknown

Notes

1. Data sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2017/18. It covers further education (FE), work-based learning (WBL) and adult community learning (ACL) provision delivered by learning providers funded by Welsh Government. However, the figures are not restricted to fundable provision at those providers.

Data on learners accessing FE, WBL and ACL provision across Wales is submitted electronically to Welsh Government by learning providers via the Lifelong Learning Wales Record (LLWR). This data is used for funding, monitoring performance and outcomes and to inform strategy development.

Furthermore, the data provides the official source of statistics on post-16 (non-higher education) learners in Wales.

Further information on LLWR including user support manuals can be found at:

[Welsh Government - Lifelong Learning Wales Record](#)

2. Definitions

2.1 Terminology

- Data are presented on an 'academic year' basis referring to the period 1 August to 31 July.
- The terms 'learning activity' or 'learning aim' refer to a specific qualification pursued by a learner, for example, an A Level or Essential Skill. The term 'learning programme' refers to a group of related learning activities or aims.

2.2 Cohorts

- The Essential Skills Wales (ESW) suite of qualifications was also introduced in September 2015. It was excluded from the 2016/17 release due to challenges experienced by providers delivering these qualifications and data quality issues. ESW is now included in the 2017/18 base cohort of learning activities. The success rates by provision type and level are shown in the following table.

Success rates for new Essential Skills Wales qualifications, by provision and level, 2017/18

Provision	Level	2017/18	
		No. of Attained Learning Activities	% Success
Further Education	Entry Level	175	88%
	Level 1	3,555	75%
	Level 2	4,510	80%
	Level 3	320	62%
	All levels	8,555	77%
Work Based Learning	Entry Level	65	73%
	Level 1	5,805	76%
	Level 2	17,215	80%
	Level 3	2,510	82%
	All levels	25,595	79%
Adult Community Learning	Entry Level	40	*
	Level 1	55	72%
	Level 2	50	81%
	Level 3	0	0%
	All levels	145	81%
All Provision	All levels	34,295	79%

Source: Lifelong Learning Wales Record (LLWR)

- The new Welsh Baccaureate and Skills Challenge Certificate qualifications introduced in September 2015 have been excluded from the base cohort of learning activities due to challenges experienced by providers delivering these qualifications and ongoing data quality issues. The table below shows the learner outcome measures for these qualifications.

Completion, attainment and success rates for new Welsh Baccaureate and Skills Challenge Certificate qualifications, by level

Level	Qualification	2017/18				
		No. of Completed Learning Activities	% Completion	No. of Attained Learning Activities	% Attainment	% Success
Foundation (level 1)	Skills Challenge Certificate	80	79%	70	89%	71%
	Welsh Baccaureate	80	79%	50	59%	47%
National (level 2)	Skills Challenge Certificate	50	78%	45	84%	66%
	Welsh Baccaureate	50	81%	25	47%	38%
Advanced (level 3)	Skills Challenge Certificate	4,700	54%	3,920	83%	77%
	Welsh Baccaureate	4,705	54%	3,140	67%	62%

Source: Lifelong Learning Wales Record (LLWR)

- Aside from the exclusion noted above, the base cohorts underpinning [Table 1a](#), [Table 1b](#), [Table 1c](#), [Table 2a](#), [Table 2b](#), [Table 2c](#), [Table 6](#), [Table 7](#), [Table 8](#) and [Table 9](#) comprise all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.
- The base cohort underpinning [Table 3](#) is derived as above but additionally contains only learning activities that have been identified as main qualifications (by the institution submitting data) linked to full-time learning programmes.
- The base cohorts underpinning [Table 4a](#), [Table 4b](#), [Table 4c](#), [Table 4d](#) and [Table 5](#) comprise all work-based learning programmes recorded as ending in the respective academic year.
- The cohort is affected by a change from 2017/18, that activities not funded by Welsh Government are no longer submitted to the LLWR. It has not had an observable impact on learner outcome measures.

2.3 Provision type

This statistical release includes data on FE provision delivered by FE institutions, ACL provision delivered by ACL partnerships and WBL provision delivered by contracted lead providers, their consortium members and sub-contractors.

WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. an Apprenticeship, Foundation Apprenticeship, Higher Apprenticeship, Traineeship or Work Ready programme.

ACL provision was defined in the [Adult Learning in Wales](#) policy as “*Flexible learning opportunities for adults, delivered in community venues to meet local needs*”. For the purposes of this release, we have focussed on three distinct types of provision:

- ACL directly delivered by local authorities (LAs);
- ACL delivered by LAs via a franchise arrangement with a further education (FE) institution; and
- Other ACL delivered by FE institutions (this includes all provision delivered by Adult Learning Wales).

Other ACL provision delivered by FE institutions is the largest provision type comprising 66 per cent of all terminated learning activities included in this release. *ACL provision delivered by local authorities via a franchise arrangement with a FE institution* and *ACL provision directly delivered by local authorities* comprised 8 per cent and 26 per cent of all terminated learning activities respectively.

The following types of provision are not included in this release:

- Higher Education (HE) provision delivered by FE institutions.
- Welsh for Adults (WfA) provision.

2.4 Completion, attainment and success

- The completion rates shown in [Table 1a](#), [Table 2a](#), [Table 3](#), [Table 7](#), [Table 8](#) and [Table 9](#) are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn). From 2017/18 learning activities recorded as suspended, or withdrawn by the provider are also counted as terminated.
- The attainment rates shown in [Table 1b](#), [Table 2b](#), [Table 3](#), [Table 7](#), [Table 8](#) and [Table 9](#) are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates shown in [Table 1c](#), [Table 2c](#), [Table 3](#), [Table 6](#), [Table 7](#), [Table 8](#) and [Table 9](#) are calculated as the number of learning activities attained divided by the number of learning activities terminated.
- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.
- Learning activities recorded as either transferred or continuing are excluded from all calculations.
- Generically coded learning activities have been excluded from the calculations. These are learning activities delivered by the provider that do not appear on the Qualifications in Wales (QiW) database of approved qualifications.

2.5 Framework success

- The framework success rates shown in [Table 4a](#), [Table 4b](#), [Table 4c](#) and [Table 4d](#) are calculated as the number of learning programmes where the full framework has been achieved divided by the number of learning programmes terminated.
- Learning programmes recorded as either transferred or continuing at another WBL provider are excluded from the calculation. Learning programmes that ended within 8 weeks of commencing without completion are also excluded.
- Learning programmes recorded as terminated due to learner death or the learner being made redundant have been excluded from the calculation.

2.6 Other short learning activities

- [Table 1a](#), [Table 1b](#), and [Table 1c](#) – 1c include a line for 'Other Short' learning activities. These are defined as learning activities that don't fall in to any of the other defined categories with an expected length of less than 8 weeks.

2.7 Learner age group

- A learner's age group is calculated from their age at 31 August in the academic year they started learning.
- In tables 1a – 1c and 2a – 2c learners of unknown age are included in the age group 19 and over.

2.8 Sector/subject areas

- The sector/subject areas detailed in [Table 2a](#), [Table 2b](#), [Table 2c](#), [Table 4a](#), [Table 4b](#), [Table 4c](#), [Table 4d](#) and [Table 9](#) are based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual) and reflect the sub-areas used by Estyn for inspection purposes. The sector/subject areas in table 9 have been grouped to reflect the most popular ACL subject areas.
- The total lines include learning activities with unknown sector/subject areas.

2.9 Early drop-out

- Learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs, and have been excluded from all learner outcome measures in all tables.

2.10 Destinations

- A change to the data collected on learner destinations via the LLWR was implemented in 2013/14 to identify learners progressing to full-time or part-time employment. As such, the information detailed in [Table 5](#) differs slightly from the version in years prior to 2013/14 and care should be taken when making comparisons across years.
- The basis for collecting information on the destinations of traineeship leavers changed during the course of 2014/15 to reflect destinations within four weeks rather than within three months, as was the case previously. For this reason data on the destinations of traineeship leavers was not presented in the 2016 statistical release but has since been included on the new basis.

3. Rounding and suppression

- All figures in this Statistical Release are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals. A '*' represents numbers greater than 0 but less than 5.
- In addition, percentage calculations where the denominator is less than 50 have been suppressed and the percentage replaced with a '**'.

4. Key Quality Information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability.

4.1 Relevance

The measures set out in this publication are primarily used:

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

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

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

- ministers and Welsh Government officials;
- assembly Members and the Members Research Service in the National Assembly for Wales;
- other government departments;
- students, researchers, and academics;
- individual citizens, private companies, and the media.

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

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

4.2 Accuracy

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

In December 2011, a set of data management principles was developed by Welsh Government in partnership with CollegesWales and issued to FE institutions. These principles were then updated in March 2017.

These principles provided clarification on a number of data management issues, particularly the circumstances in which LLWR records can be deleted as well as on matters such as recording transfers.

Both the deletion of LLWR records and the incorrect recording of transfers can contribute to an undercount of terminated learning activities and/or learning programmes and therefore potentially inflate the success rates detailed within this output.

Analysis has been undertaken to continue to determine the impact of the guidelines on submitted data. The following table compares the number of learning activities in the FE success rate denominator against an earlier freeze of the LLWR data.

Level	<u>No. of Assessable, Terminated Learning Activities in FE</u>		
	LLWR freeze taken September 2018	Statistical Release freeze (taken December 2018)	% Difference
Entry Level	19,750	16,800	-14.9
Level 1	29,325	30,535	4.1
Level 2	46,545	48,625	4.5
Level 3	47,270	50,120	6.0
Level 4	1,115	965	-13.5
Unknown Level	1,735	1,625	-6.3
Other Short	945	1,615	71.1
All learning aims	146,680	150,285	2.5

Source: Lifelong Learning Wales Record (LLWR)

This table shows an increase in the total number of learning activities comprising the FE success rate denominator. However, analysis at each level and between institutions reveals substantial variation. Five of the 12 FE institutions have differences of less than or equal to ± 4 per cent but three providers have differences of more than ± 12 per cent. This variation indicates the correction of underlying data-issues.

Additional analysis was undertaken to specifically investigate the recording of learning activities as transferred or continuing. If a learning activity is recorded as continuing or transferred, it is excluded from learning activity success rates.

The following tables show the proportion of FE learning activities that were recorded as continuing or transferred between 2013/14 and 2017/18.

Proportion of FE learning activities recorded as continuing, by learning aim level and academic year

Level	% of Continuing Learning Activities				
	2013/14	2014/15	2015/16	2016/17	2017/18
Entry Level	0.9	0.1	0.0	0.1	0.1
Level 1	1.4	0.3	0.2	0.1	0.5
Level 2	1.5	0.7	0.5	0.7	1.2
Level 3	0.9	1.0	0.3	0.7	0.5
Level 4	8.2	9.8	4.5	8.3	10.0
Unknown Level	1.2	0.2	0.4	0.2	0.1
Other Short	0.3	0.6	0.1	0.6	0.1
All learning aims	1.2	0.7	0.4	0.5	0.6

Source: Lifelong Learning Wales Record (LLWR)

The proportion of learning activities recorded as continuing in 2017/18 has increased marginally by 0.1 percentage points since 2016/17.

Proportion of FE learning activities recorded as transferred, by learning aim level and academic year

Level	% of Transferred Learning Activities				
	2013/14	2014/15	2015/16	2016/17	2017/18
Entry Level	3.5	6.0	6.7	7.0	8.5
Level 1	3.9	5.2	5.2	5.3	7.8
Level 2	4.1	4.2	4.2	5.0	6.2
Level 3	4.0	3.4	4.4	5.0	6.0
Level 4	10.2	5.7	5.1	4.2	4.6
Unknown Level	1.6	3.7	3.1	3.4	4.4
Other Short	0.3	0.2	1.0	0.7	0.6
All learning aims	3.7	4.0	4.4	4.6	6.0

Source: Lifelong Learning Wales Record (LLWR)

The proportion of learning activities recorded as transferred in 2017/18 has increased by 1.4 percentage points since 2016/17.

Similar analysis was undertaken for WBL providers. Learning activities recorded as continuing or transferred are also excluded from WBL learning activity success rates. Similarly, if a learning programme is recorded as continuing or transferred, it is excluded from Apprenticeship framework success rates.

The following tables show the proportion of WBL learning programmes that were recorded as continuing or transferred between 2013/14 and 2017/18.

Proportion of WBL apprenticeship programmes recorded as continuing, by programme type and academic year

Type of Learning Programme	% of Continuing Learning Programmes				
	2013/14 (r)	2014/15 (r)	2015/16	2016/17	2017/18
Foundation Apprenticeship	0.0	0.0	0.0	0.0	0.0
Apprenticeship	0.1	0.1	0.0	0.0	0.0
Higher Apprenticeship	0.1	0.0	0.0	0.0	0.0
All Apprenticeships	0.1	0.0	0.0	0.0	0.0

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

Proportion of WBL apprenticeship programmes recorded as transferred, by programme type and academic year

Type of Learning Programme	% of Transferred Learning Programmes				
	2013/14 (r)	2014/15 (r)	2015/16	2016/17	2017/18
Foundation Apprenticeship	3.9	8.3	3.5	2.9	2.0
Apprenticeship	3.4	9.3	2.8	2.2	1.8
Higher Apprenticeship	4.8	9.9	3.8	2.1	1.9
All Apprenticeships	3.7	8.9	3.3	2.4	1.9

Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

2014/15 saw an increase in the proportion of transferred WBL learning programmes of around 5.2 percentage points from 2013/14. This was attributable to the start of a new WBL contract period on 1 April 2015 and a requirement placed on providers by the Welsh Government to record learners against the correct WBL provider according to the new contract arrangements. The proportion of transferred WBL learning programmes has since decreased and now stands at 1.9 per cent of all apprenticeship programmes.

WBL Framework success rate

When deriving the WBL apprenticeship framework success rates detailed in tables [4a – 4d](#) of this release, learning programmes are excluded from the calculation in the following circumstances:

- The learning programme is recorded as transferred to another provider or continuing,
- The learning programme ended within 8 weeks without completion ('early drop outs'),
- The learner is recorded as leaving due to redundancy or death.

Analysis is undertaken annually to monitor the numbers of exclusions and determine whether they fall within acceptable thresholds.

The following table shows the numbers and proportions of different types of exclusions in 2017/18 compared with previous years.

Reason for exclusion	2013/14 (r)		2014/15 (r)		2015/16		2016/17		2017/18	
	No.	%	No.	%	No.	%	No.	%	No.	%
Early drop-out	1,950	7.9	1,430	5.5	1,875(r)	9.3 (r)	2,435	11.7	3,380	15.3
Continuing learning programme	15	0.1	10	0.0	0	0.0	0	0.0	0	0.0
Transferred learning programme	920	3.7	2,290	8.9	665	3.3	505	2.4	500	2.3
Learner redundancy	490	2.0	350	1.4	240	1.2	245	1.2	305	1.4
Learner death	10	0.0	10	0.0	5	0.0	10	0.1	10	0.0
Total exclusions	3,385	13.8	4,095	15.8	2,780(r)	13.9 (r)	3,200	15.4	4,195	18.9
Total terminated learning programmes	24,585		25,845		20,050(r)		20,755		22,170	

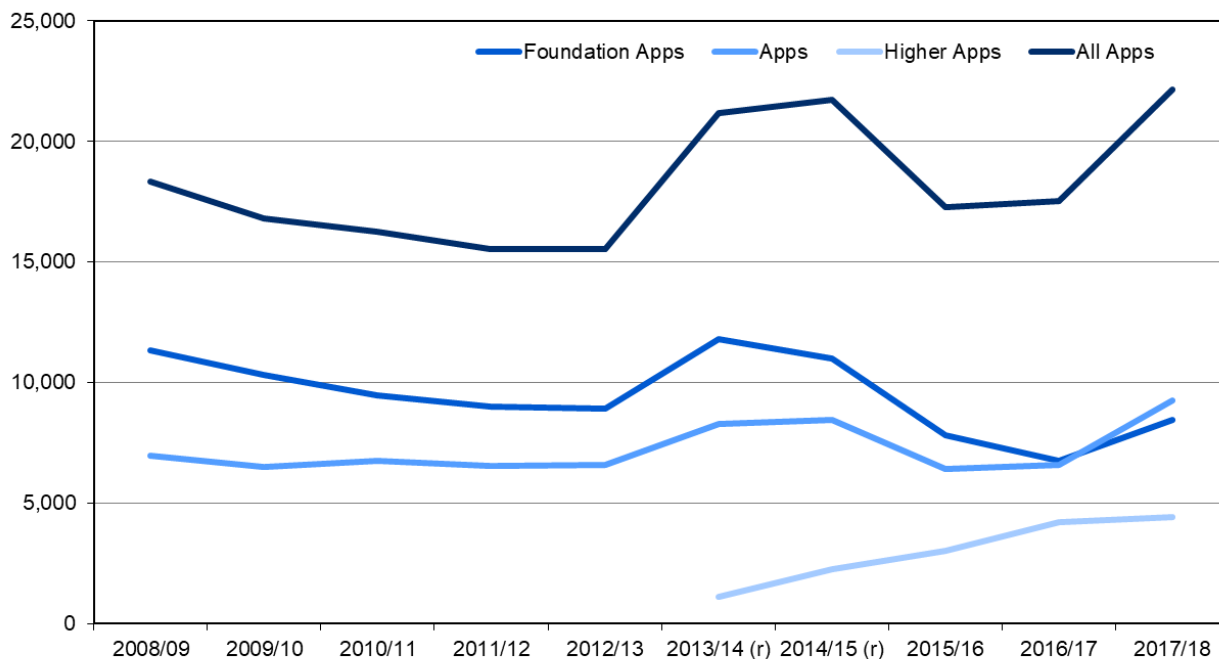
Source: Lifelong Learning Wales Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships. The figures for 2015/16 have been revised due to resubmissions of data.

The proportion of 'early drop outs' has increased by 3.6 percentage points since 2016/17. This may be attributable to the fact that the first three quarters of 2017/18 has shown an increase of over 25 per cent in apprenticeship starts. There may also be an impact of a change in audit practices in records that providers can delete from LLWR if the apprenticeship does not fully commence.

The following chart shows the denominator of the framework success rate (i.e. the number of leavers minus early drop-outs and other exclusions) over the last 9 years. Following increased investment in apprenticeships the number of apprenticeship leavers peaked in 2014/15, but has shown an increase in the two most recent years with the Welsh Government target to deliver 100,000 quality apprenticeships in the Assembly term.

Chart 5: Trends in leavers from Apprenticeship programmes



(r)

The All Apps figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships.

Welsh Government officials will continue to monitor the numbers and proportions of exclusions from the framework success rate to ensure that this measure remains robust and fit-for-purpose.

In addition, the following data issues are of particular relevance to [Table 7](#), [Table 8](#) and [Table 9](#) of this release:

Non assessable learning activities

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

Analysis of ACL data reveals considerable variation in the proportion of non-assessable learning activities across the different types of ACL provision. Directly delivered local authority provision has a notably high proportion of such activities (53 per cent of terminated learning activities in 2017/18) compared with local authority provision delivered via a franchise arrangement with an FE institution (10 per cent of terminated learning activities) and other ACL provision delivered by FE institutions (28 per cent of terminated activities).

However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. For local authorities with over 1,000 terminated learning activities this ranged from 18 per cent to 91 per cent. This suggests that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates. Learning activities that have been identified as non-assessable on submission but are subsequently identified by the Welsh Government to be linked to assessable learning aims are included in the calculation of attainment and success rates.

Other ACL delivered by FE institutions

For the purposes of this release, this provision has been identified using information recorded in the type of learning programme field. Information on type of learning programme is based on FE institutions' own identification of ACL provision.

4.3 Timeliness and punctuality

The annual timescale for the production of final learner outcomes data balances timeliness against the need for accurate data-quality in order to underpin robust sector benchmarks. Statistics are drawn from a database based on the LLWR as at December, (having been February until 2015/16 for FE and ACL and 2016/17 for WBL). This first release is then produced and published as soon as possible.

4.4 Accessibility and clarity

This statistical release is pre-announced and then published on the [Statistics and Research section of the Welsh Government website](#).

4.5 Comparability and coherence

Figures in this statistical release are broadly comparable with previous years. Past releases can be accessed via the following link:

[Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning - past releases](#)

Note that 2015/16 saw WBL outcomes published separately to FE and ACL outcomes due to differences in timetables. For 2012/13, 2014/15 and 2016/17, data on FE, WBL and ACL provision were published together in one release. Prior to 2012/13, data on FE and WBL provision were published separately to ACL provision.

Equivalent data on post-16 learner outcomes in England, Scotland and Northern Ireland can be found via the following links:

[Skills Funding Agency / Department for Education - Learner participation, outcomes and level of highest qualification](#)

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

[Department for the Economy Northern Ireland - Further Education Performance Statistics](#)

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

5. Additional information

5.1 Further dissemination of performance measures

Learner Outcomes Reports (LORs) for FE institutions, WBL providers and ACL partnerships will be published by Welsh Government in February 2019: [Learner Outcomes Reports](#)

5.2 Consistent post-16 performance measures

Arrangements for measuring performance in school sixth forms and in further education are currently entirely separate. Performance measures are produced from different data-collection systems using differing analysis methodologies. This means we are unable to compare outcomes in a meaningful way across learner settings, and that learners and parents do not have access to transparent information to inform their choices.

To address this disparity, the Welsh Government is currently working to develop a set of consistent measures for further education institutions and sixth forms to enable the publication of headline and provider level information on an annual basis. In the first half of 2017 the Welsh Government consulted on a new set of consistent performance measures for school sixth forms and further education colleges. Summaries of the responses can be accessed via the '[Consistent measures for post-16 learning in Wales](#)' consultation page. In addition to this, please also see the '[Post-16 consistent performance measures](#)' overview and '[Consistent post-16 performance measures: progress report](#)'.

The Cabinet Secretary issued a [Written Statement](#) on 10 July 2017 to adopt the three new measures: learner achievement, post-16 value added, and destinations.

In September 2018 Welsh Government published and provided a first set of experimental statistics covering [learner achievement](#), [post-16 value added](#) and [destinations](#).

Further information about the development of consistent measures for post-16 learning can be found on the [Welsh Government website](#).

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 document is available at: <http://gov.wales/statistics-and-research/learner-outcome-measures-further-education-work-based-learning-community-learning/?lang=en>

Next update

February 2020 (provisional) for the academic year 2018/19.

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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