

## Post-16 learning statistics by learners' ethnic group: August 2017 to July 2021

The Welsh Government has committed to taking action to make Wales an Anti-racist nation. One goal in the [Anti-racist Wales Action Plan](#) is to systematically monitor participation, outcomes, and progression for post-16 learners from different ethnic backgrounds.

This report sets out the baseline statistics on post-16 learning for learners with different ethnic backgrounds so that inequalities can be identified and monitored going forward. It brings together both new and previously published statistics. New statistics in this article will be integrated into the regular statistical reports on post-16 learning. We welcome your [feedback](#) on which aspects of this article, or the accompanying web tables, are the most useful.

There are detailed statistical tables accompanying this report including everything written here and more breakdowns by different characteristics.

### Time periods

Statistics in section 4, 5 and 7 refer to pre-pandemic time periods. Some outcomes measures were suspended during the pandemic and the national lockdowns, and changes to the grading structure affected post-16 learning in ways which are not comparable to other years. There is a section of the report devoted to the effects of the pandemic.

### Main points

- Year 11 students with Gypsy, Traveller or Irish Traveller backgrounds were less likely to continue onto post-16 learning than other ethnic groups.
- For most other minority ethnic groups participation was close to, or above, the Wales average.
- Work based learning is less ethnically diverse than other areas of post-16 learning.
- Learners with Black, Asian, or other Minority Ethnic backgrounds were generally less likely to be in sustained employment after leaving post-16 learning.
- Learners with Bangladeshi; White and Black African; White and Caribbean; White and Asian; and any Other backgrounds all have lower achievement rates at A level than others.
- Male learners with Black, African, Caribbean, or Black British backgrounds have the lowest grade outcomes at A level of any gender / ethnic group combination.

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Author: Thomas Rose, Post-16 education statistics, Knowledge and Analytical Services

E-mail: [post16ed.stats@gov.wales](mailto:post16ed.stats@gov.wales)

Telephone: 0300 025 9895

Twitter: [www.twitter.com/statisticswales](https://www.twitter.com/statisticswales) | [www.twitter.com/ystadegaucymru](https://www.twitter.com/ystadegaucymru)

1 Notes on the use of statistical articles can be found at the end of this document.

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# 1. Participation in post-16 learning

Throughout the report detailed ethnic group categories are used where possible. However, in some cases broader 5 category groupings had to be used. This is either due to a low number of learners across many categories, the complexity of visualising the data, or because the broad grouping revealed clearer patterns in the data.

**Table 1.1: Number of learners in post-16 learning by type of learning in the academic year 2018/19 and ethnic background, compared to the population of Wales in calendar years 2017 to 2019**

Ethnic group	% of people aged 16 to 64 in Wales		All learners in post-16 learning (%)		School sixth forms (%)		Mainstream further education (%)		Work based learning (%)		Adult learning (%)	
All	100%	195,875	100%	22,515	100%	99,025	100%	61,290	100%	13,050	100%	
White	95%	173,180	88%	20,290	90%	83,055	84%	59,035	96%	10,805	83%	
Black, African, Caribbean, Black British	1%	3,110	2%	250	1%	2,070	2%	475	1%	315	2%	
Asian, Asian British	3%	5,400	3%	745	3%	3,265	3%	760	1%	635	5%	
Mixed, Multiple ethnic groups	1%	2,740	1%	610	3%	1,385	1%	565	1%	175	1%	
Other ethnic groups	1%	2,870	1%	375	2%	1,845	2%	310	1%	335	3%	
Information refused / not known	n/a	8,575	4%	240	1%	7,405	7%	140	0%	785	6%	

Note: Values have been rounded. The sum of rounded values may not match the total.

Source: [Further education, work-based learning and community learning: August 2020 to July 2021](#) / Analysis of Post-16 data collection / [StatsWales: Ethnicity: Ethnicity by Age](#)

Data for 2018/19 is presented here because work based learning and adult learning were heavily affected during the start of the pandemic. More recent numbers are in the accompanying tables.

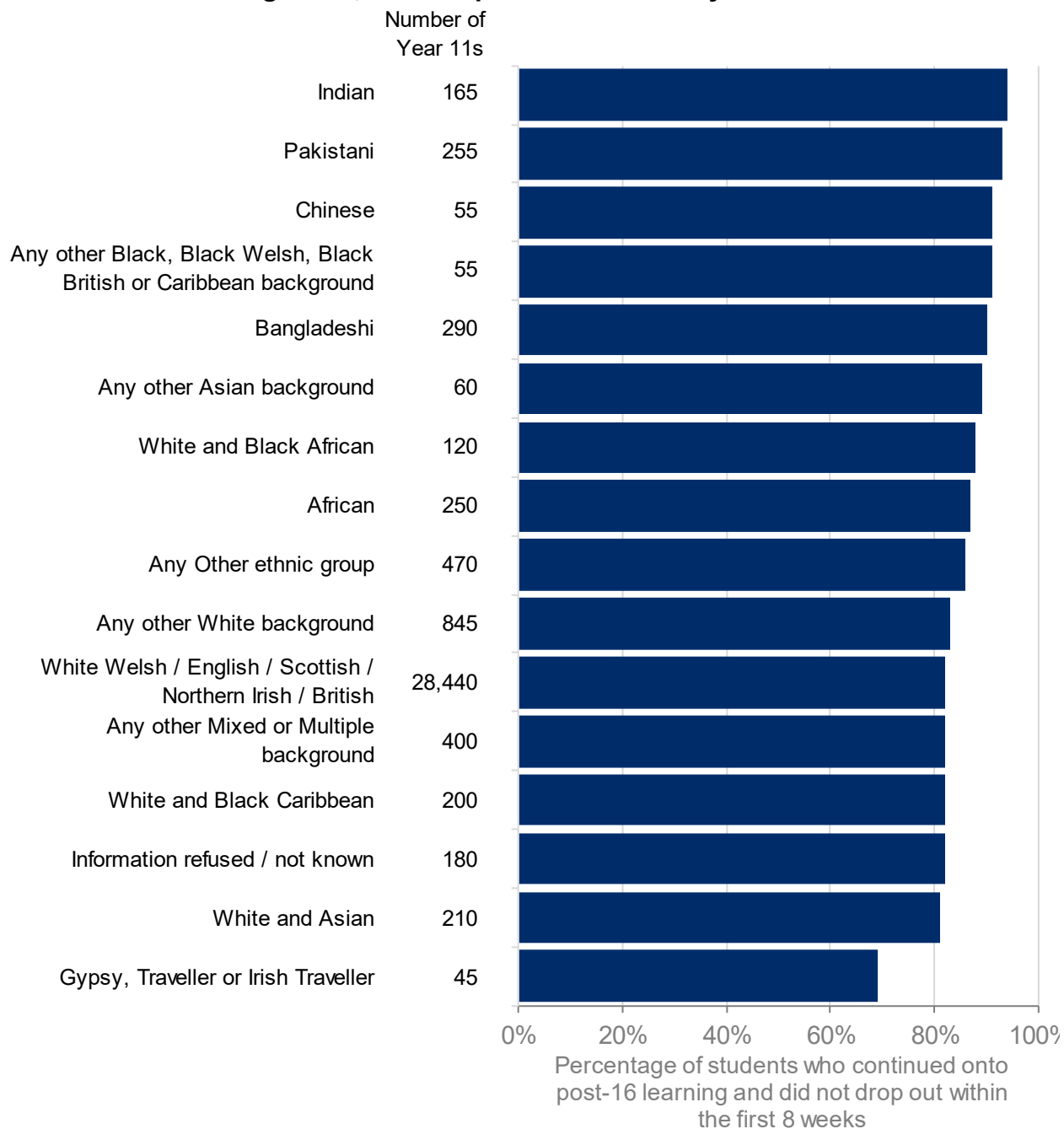
Post-16 learning is more ethnically diverse than the distribution of people aged 16 to 64 across Wales. However, some of this may be due to the age distribution of learners. There are signs that the younger population in Wales are more diverse than 16 to 64 year olds overall.

Work based learning is less ethnically diverse than other areas of post-16 learning. 96% of learners in work based learning had White Welsh / English / Scottish / Northern Irish / British; or White unknown ethnic backgrounds, compared to an average of 84% of learners across the other sectors.

Adult learning and further education in colleges are particularly diverse. This is partly due to learners taking English for Speakers of Other languages (ESOL) programmes. These are programmes for people who don't speak English as their first language and are looking to improve their English skills. In 2018/19, there were 1,040 full time vocational learners still on ESOL programmes after 8 weeks, which is 3% of all full time vocational learners. Over 1 in 5 full time vocational learners with the following backgrounds were ESOL learners:

- Any other white background
- African
- Any other Black, Black British or Caribbean background
- Chinese
- Any other Asian background
- Any other ethnic group.

**Chart 1.2: Percentage of year 11 learners continuing onto post-16 education in Wales by detailed ethnic background, 2021/22 post-16 academic year**



*Note: Some categories based on very low numbers have been excluded to avoid disclosure*

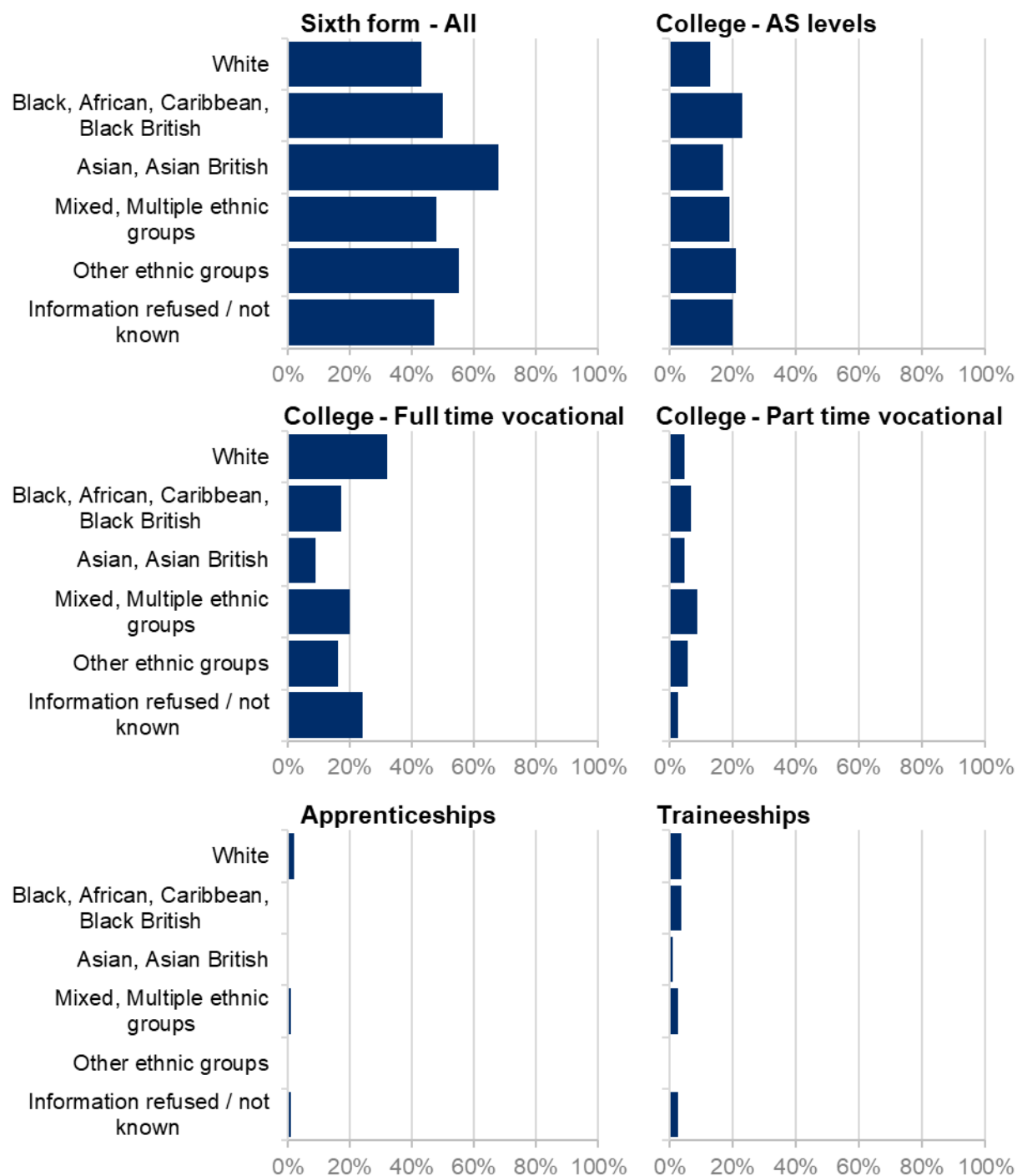
Source: [Outcomes for learners in post-16 education affected by the coronavirus \(COVID-19\) pandemic: August 2020 to July 2021](#)

Year 11 students with Gypsy, Traveller or Irish Traveller backgrounds were less likely to continue onto post-16 learning within Wales. In 2020/21 there were 45 learners from these backgrounds in Year 11,

and only 30 went into post-16 learning at the start of 2021/22. The rate is similarly low for all the years calculated, going back to 2017/18.

Learners from most other ethnic groups were either close to, or well above, the Wales average.

**Chart 1.3: Distribution of programmes taken by Year 11 learners who continued into post-16 learning by ethnic background, 2021/22 post-16 academic year**



Source: [Outcomes for learners in post-16 education affected by the coronavirus \(COVID-19\) pandemic: August 2020 to July 2021](#)

In terms of their choice of institution, more Year 11s with White backgrounds chose to study at colleges in 2021/22, where a broader range of provision is offered, than at sixth forms. The reverse was true for most learners with Black, Asian and Minority Ethnic backgrounds.

Comparing against the individual pathways available in colleges, studying in sixth forms was the most common path after Year 11 for learners of all backgrounds, where most take AS level programmes.

However, Year 11s with White; and Mixed, Multiple backgrounds were more likely to go onto study vocational programmes at colleges than learners in other ethnic groups. Fewer than 1 in 10 learners with Asian, Asian British backgrounds went onto full time vocational programmes.

It's rare for any Year 11 to take apprenticeships immediately after leaving compulsory education, but it's particularly rare for learners with Black, African, Caribbean, Black British; Asian, Asian British; or Other backgrounds. 600 (2%) of Year 11s with White Welsh / English / Scottish / Northern Irish / British backgrounds went onto apprenticeships. Fewer than 5 (less than 0.5%) learners with Black, African, Caribbean, Black British; Asian, Asian British; or Other backgrounds did.

## 2. Demographics

**Chart 2.1: Home unitary authority of learners in post-16 learning by ethnic background, 2020/21**

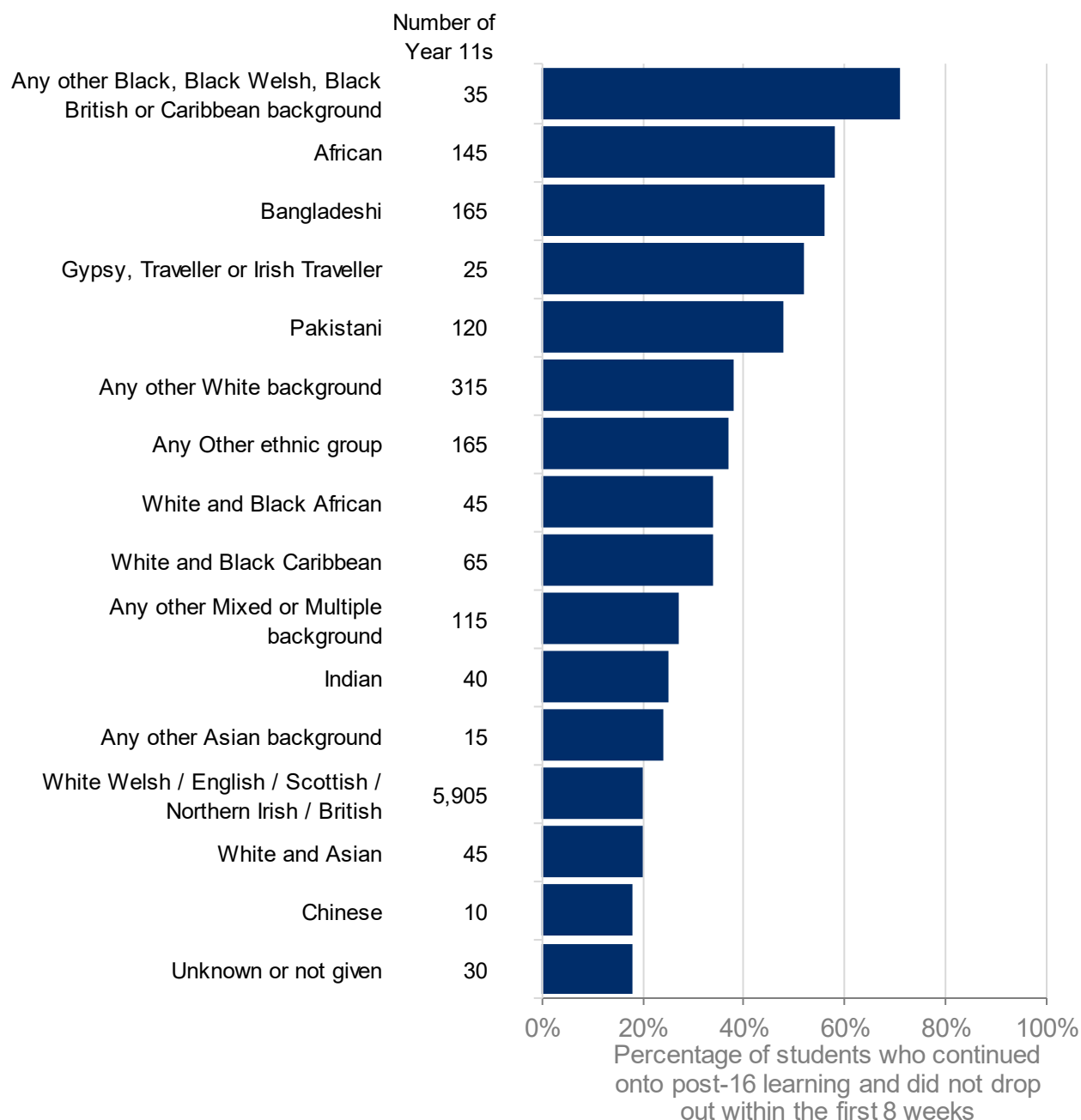
	White	Black, African, Caribbean, Black British	Asian, Asian British	Mixed, Multiple ethnic groups	Other ethnic groups	Information refused / not known
All	147,915	2,595	4,445	2,885	2,945	8,525
Isle of Anglesey	3,355	10	30	20	25	195
Gwynedd	5,465	20	65	60	65	355
Conwy	5,610	25	55	60	55	290
Denbighshire	4,785	15	85	55	55	295
Flintshire	7,160	15	50	60	40	675
Wrexham	6,355	55	65	45	65	645
Powys	4,675	15	85	55	50	440
Ceredigion	2,830	10	20	35	40	130
Pembrokeshire	6,175	20	50	80	55	145
Carmarthenshire	9,265	35	95	105	120	220
Swansea	12,635	305	590	260	480	435
Neath Port Talbot	7,910	30	110	105	55	395
Bridgend	8,080	50	90	125	60	285
The Vale of Glamorgan	6,065	50	185	220	90	405
Rhondda Cynon Taf	12,395	55	95	140	90	605
Merthyr Tydfil	2,980	15	30	20	20	235
Caerphilly	9,120	25	75	90	50	370
Blaenau Gwent	3,605	10	25	25	25	250
Torfaen	4,710	25	60	45	20	155
Monmouthshire	2,940	10	25	50	15	135
Newport	6,370	340	650	275	335	355
Cardiff	12,520	1,440	1,850	910	1,105	1,270
Unknown/Outside Wales	2,255	25	45	30	20	225

Source: [Further education, work-based learning and community learning: August 2020 to July 2021](#) / Analysis of Post-16 data collection

Learners with Black, Asian and Minority Ethnic backgrounds in Wales are heavily concentrated in the South Wales cities: Cardiff, followed by Swansea and Newport. For example over half of learners with Black, African, Caribbean, Black British backgrounds lived in Cardiff and 4 in 5 lived in one of the three big South Wales cities. As a result, a small number of schools and colleges are responsible for much of the post-16 learning for people from these groups.

The same geographic concentration is not seen in learners with Gypsy, Traveller or Irish Traveller backgrounds, or in other White minority backgrounds.

**Chart 2.2: Percentage of year 11 learners continuing onto post-16 education in Wales who lived in the most deprived 20% of neighbourhoods by detailed ethnic background, 2021/22 post-16 academic year**



*Note: Some categories based on very low numbers have been excluded to avoid disclosure*

Source: [Outcomes for learners in post-16 education affected by the coronavirus \(COVID-19\) pandemic: August 2020 to July 2021](#)

There are different age patterns across learners with different ethnic backgrounds in post-16 learning, but even between learners at the same stage of life there are still strong demographic differences.

Over half of Year 11s who continued onto post-16 learning with the following backgrounds were living in the most deprived fifth of neighbourhoods in Wales:

- Any other Black, Black British or Caribbean background
- African
- Bangladeshi
- Gypsy, Traveller or Irish Traveller



- Caribbean
- Pakistani (just under half of learners)

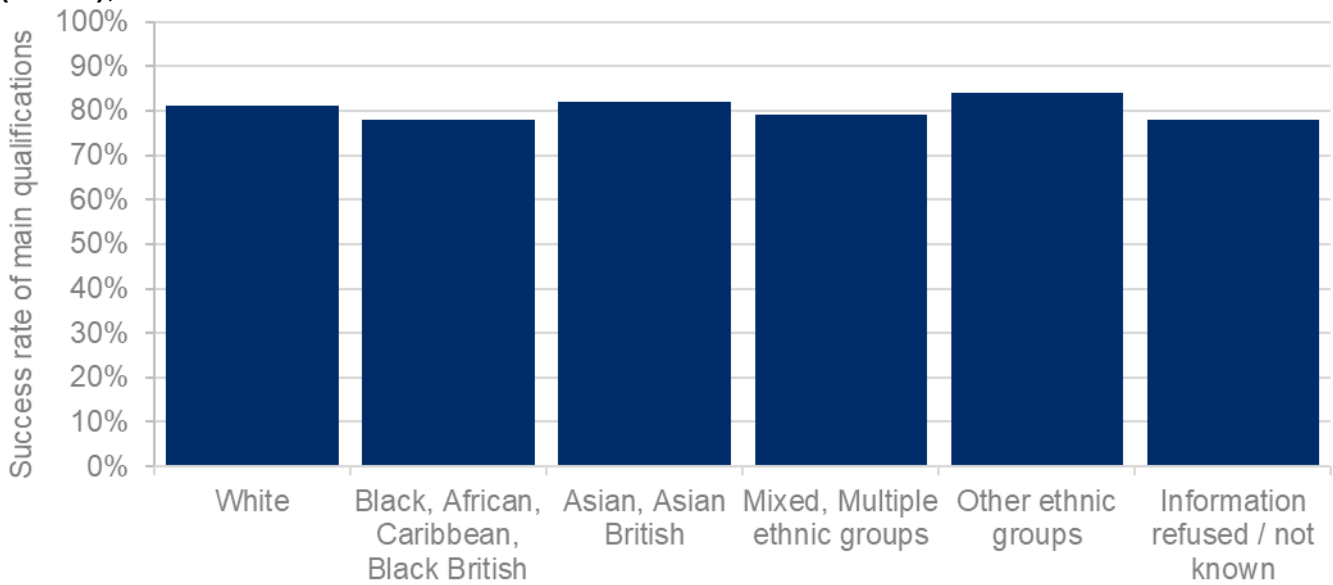
Then there were another group of learners where just over a third of learners were living in the most deprived neighbourhoods:

- Any other White background
- Any Other ethnic group
- White and Black African
- White and Black Caribbean.

In comparison, for learners as a whole, less than a quarter live in the most deprived fifth of neighbourhoods.

### 3. Vocational education

**Chart 3.1: Success rate of main qualifications taken by learners on full time vocational programmes by ethnic background, excluding English for Speakers of Other Languages (ESOL), 2018/19**



Source: [Consistent performance measures for post-16 learning \(achievement\): August 2018 to July 2019](#)

There were few consistent patterns in outcomes for vocational learners when comparing similar programmes. In 2018/19, the success rate for learners with Black, African, Caribbean, Black British backgrounds on non-ESOL programmes was 3 percentage points lower than average, but in 2017/18 it was 2 percentage points higher.

A statistical model of post-16 attainment reported in [Analysis of factors that influence post-16 learning achievement in Wales](#) found similar results. The model took into account a learner's past performance in education, including overall attainment, rate of absence, free school meal eligibility in Year 11 and more. When looking at those factors, learners with Asian, Asian British backgrounds tended to have slightly better outcomes than White learners and learners with Other ethnic group backgrounds tended to have slightly higher completion rates. Learners with Black, African, Caribbean, Black British backgrounds had slightly lower than average outcomes at Level 2, and better than average outcomes at Level 3 (equivalent to A level).

The success rate for ESOL programmes is lower than for non-ESOL vocational programmes (71% compared to 82% in 2018/19). When ESOL programmes are included, the overall success rate for learners with Black, African, Caribbean, Black British; or Other backgrounds was several percentage points lower than average.

**Chart 3.2: Success rate of main qualifications taken by learners on full time vocational programmes by Sector Subject Area and ethnic background, 2018/19**

Programme subject area	White		Black, African, Caribbean, Black British		Asian, Asian British		Mixed, Multiple ethnic groups		Other ethnic groups		Information refused / not known	
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
All	31,125	81%	890	74%	1,100	80%	645	78%	720	75%	640	77%
English for Speakers of Other Languages	290	70%	445	70%	260	76%	55	67%	435	70%	115	72%
Agriculture, Horticulture and Animal Care	1,290	80%	*	*	*	*	10	*	*	*	45	81%
Arts, Media and Publishing	3,680	81%	30	80%	70	83%	100	76%	15	*	65	82%
Business, Administration and Law	1,465	78%	65	79%	175	82%	75	73%	30	73%	40	80%
Construction, Planning and the Built Environment	3,675	79%	40	84%	50	69%	60	77%	15	*	75	70%
Engineering and Manufacturing Technologies	3,470	83%	30	56%	100	80%	40	70%	30	78%	65	83%
Health, Public Services and Care	6,020	79%	105	83%	165	84%	80	79%	50	96%	115	83%
Information and Communication Technology	1,850	83%	35	68%	90	80%	20	75%	25	74%	20	69%
Leisure, Travel and Tourism	2,510	82%	30	71%	30	81%	50	79%	15	*	25	73%
Preparation for Life and Work	3,000	82%	45	91%	75	90%	70	87%	65	94%	25	71%
Retail and Commercial Enterprise	3,095	84%	25	100%	50	88%	65	92%	25	93%	40	83%
Science and Mathematics	655	77%	35	77%	40	79%	20	81%	15	*	15	58%
Social Sciences	125	76%	*	*	*	*	*	*	*	*	*	*

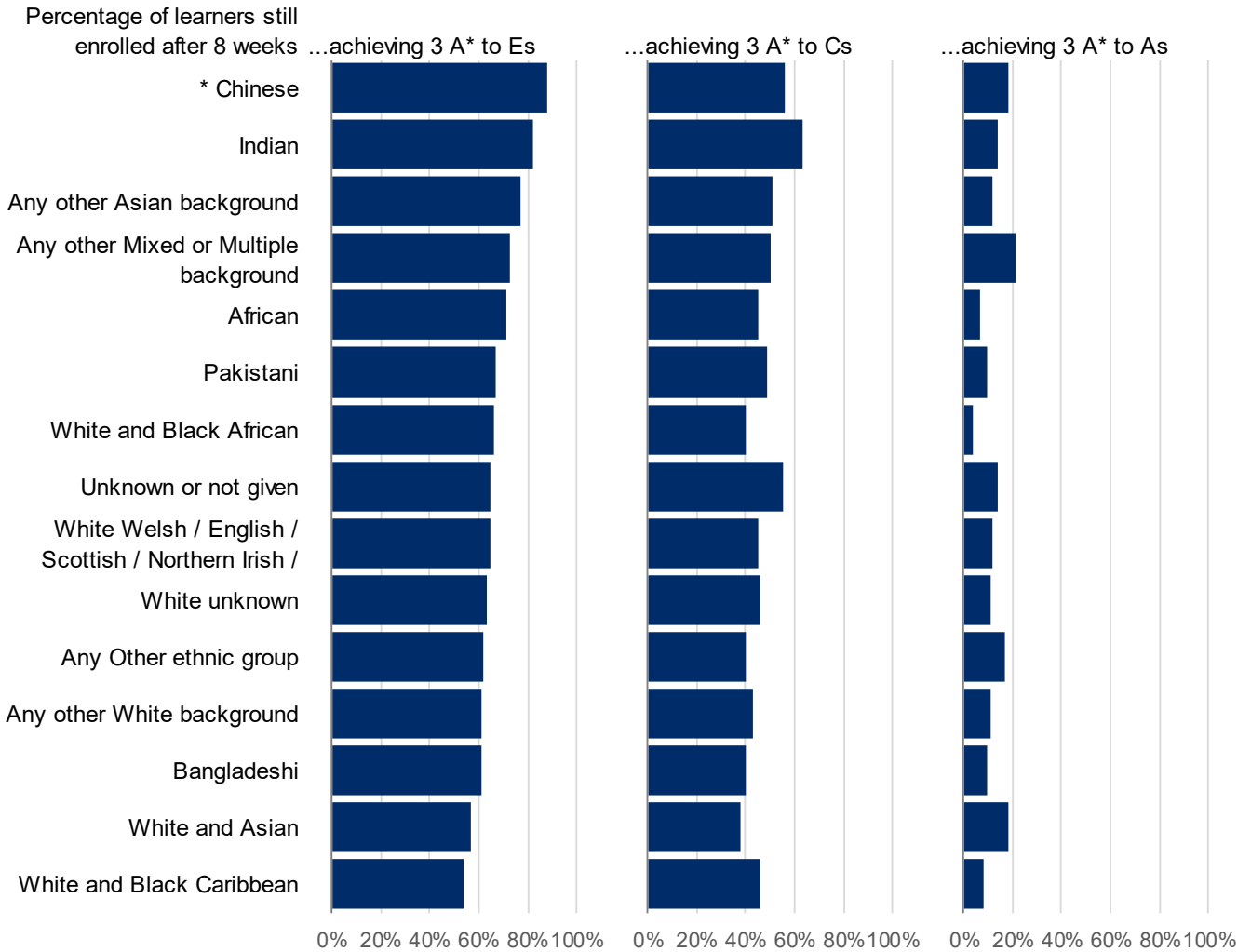
Source: [Consistent performance measures for post-16 learning \(achievement\): August 2018 to July 2019](#)

Within ESOL programmes, the success rates were similar across ethnic groups, except in the Asian, Asian British group where the success rate was higher, and in the Mixed, Multiple ethnic groups where it was slightly lower.

## 4. General education

General education includes A levels, but also some A level equivalent qualifications.

**Chart 4.1: A level programme outcomes in 2018/19 for AS learners in 2017/18 who were still enrolled after 8 weeks by detailed ethnic background**



\* Based on less than 50 observations

Note 1: White unknown are White learners whose data had been recorded at a time where there was only one category for White ethnic groups in the Lifelong Learning Record Wales data collection.

Note 2: Some categories based on very low numbers have been excluded to avoid disclosure.

Source: [Consistent performance measures for post-16 learning \(achievement\): August 2018 to July 2019](#)

There were 95 learners with White and Black Caribbean backgrounds still enrolled on AS programmes after 8 weeks in 2017/18. Only 50 of them achieved 3 A levels in 2018/19.

When looking at the learners who achieved at least 3 Cs at A level, more inequalities appear. Learners with Bangladeshi; White and Black African; White and Asian; and any Other backgrounds all have lower achievement rates.

In the case of learners with White and Asian backgrounds, there were 110 learners still enrolled at the 8 week point of their AS levels and only 40 achieved at least three Cs. If they had achieved at the same level as learners as a whole, that would be equivalent to another 5 learners getting three Cs.

The starkest inequalities are at the high end of the grade scale. Out of 160 learners with Black, African, Caribbean, Black British backgrounds, around 5 achieved three As or higher at A level. The average

achievement rate is twice as high. The percentage of learners with Black, African, Caribbean, Black British getting three Cs is only a few percentage points below average, so the gap widened at the highest grades. In 2017/18, this inequality was even more pronounced.

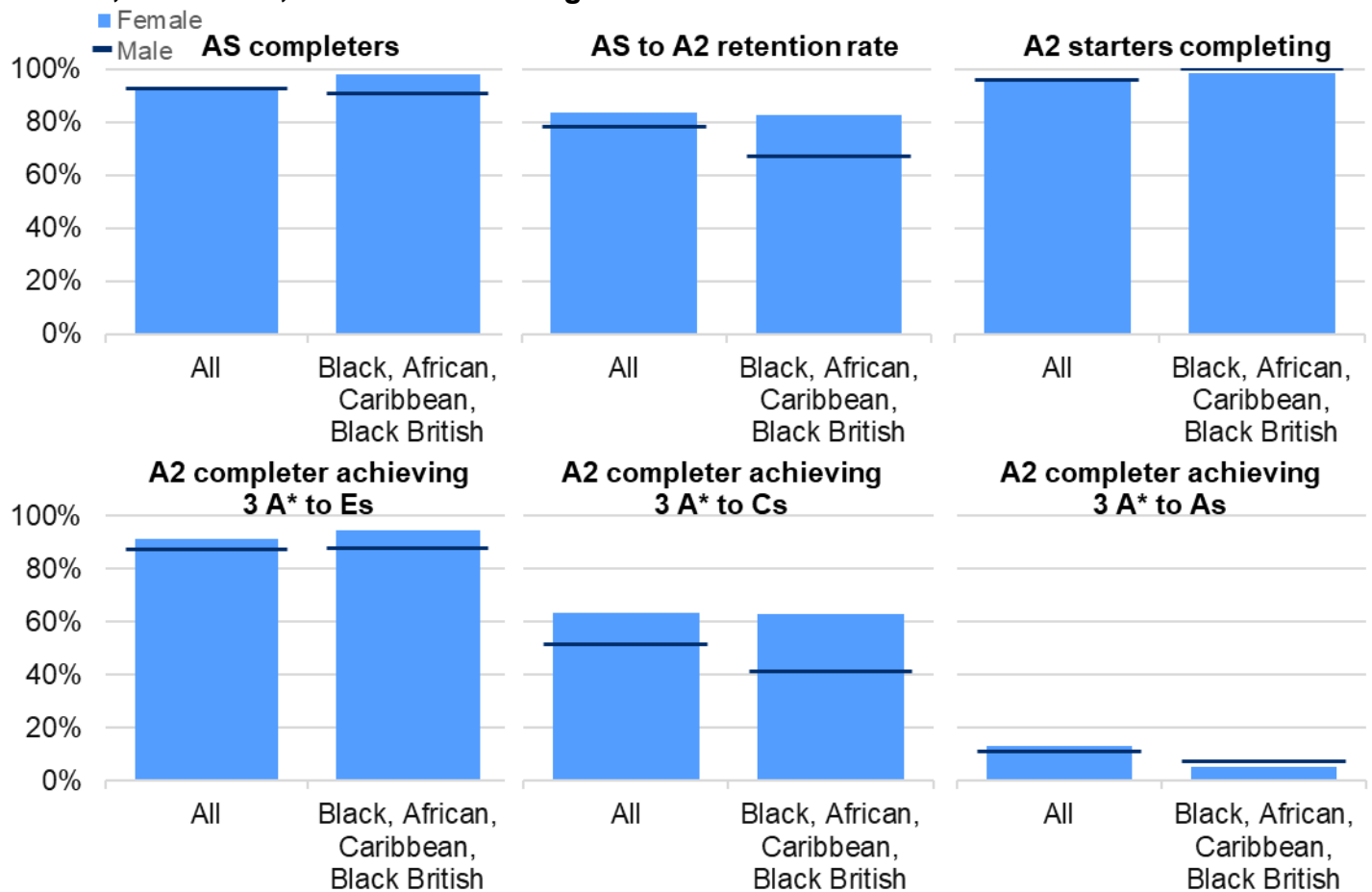
Some light can be shed on this situation by an [Analysis of factors that influence post-16 learning achievement in Wales](#) commissioned by Welsh Government. It uses a statistical model which took into account the learners' top 8 GCSE scores, their rate of absence in Year 11, whether they had unauthorised absences in Year 11, whether they were eligible for Free School Meals in Year 11 (a proxy for experience of deprivation), the deprivation of the learner's home neighbourhoods and whether they had Special Educational Needs and it controls for gender, age, ethnic background and the type of school attended in Year 11.

The model shows that when those factors are controlled for, learners with Black, African, Caribbean, Black British backgrounds achieve better outcomes in terms of lower early dropout rates, higher AS completion, higher A2 completion, and more learners achieving at least three Es or three Cs than learners in similar situations with White backgrounds. Black, African, Caribbean learners are still less likely to achieve three As, but it is not statistically significant in the model.

This suggests that some of the inequalities in outcomes can perhaps be partially explained by other inequalities experienced by learners across their lives. For example, an increased experience of deprivation and the effects on attainment that had already been felt in pre-16 learning.

The key is these factors are not experienced equally for learners of all backgrounds. Learners with Black, African, Caribbean, Black British backgrounds were five times more likely to be living in deprived areas compared to learners with White backgrounds. And a lot of the effects of inequality experienced throughout a learners' education before post-16 may already have been seen in their prior attainment.

**Chart 4.2: Gender difference in A level programme outcomes for learners with Black, African, Caribbean, Black British backgrounds in 2018/19**



Source: [Consistent performance measures for post-16 learning \(achievement\): August 2018 to July 2019](#)

Males tend to have lower outcomes than females at A level. However, the effect is particularly pronounced for male learners with Black, African, Caribbean, Black British backgrounds who received the lowest grade outcomes of any gender / ethnic group combination. Of 65 learners who were enrolled on an AS at the 8-week point, only 15 went on to achieve at least three Cs at A level.

There were two primary points during their A levels where males with Black, African, Caribbean, Black British backgrounds fell behind. 1 in 3 males who completed their AS levels did not go on to take A levels, and 1 in 2 males who got 3 A levels did not achieve at least 3 Cs.

In comparison female learners with Black, African, Caribbean, Black British backgrounds achieved better outcomes than female learners overall. The exception was in getting at least three As, where their position was the same as male learners with the same backgrounds.

Male learners with Black, African, Caribbean, Black British backgrounds tend to be older than other learners. In the 2017/18 AS year, 2 in 10 males with Black, African, Caribbean, Black British backgrounds were 17 or older, which was twice as many as males as a whole, and nearly twice as many as female learners with the same backgrounds. Older learners generally have lower outcomes, and as with gender, this is more pronounced for Black, African, Caribbean, Black British learners.

The tables accompanying this article include these indicators for other ethnic groups.

## 5. Apprenticeships

There is generally less ethnic diversity in apprenticeships than elsewhere in post-16 learning. See the tables in the Participation section for information.

**Chart 5.1: Apprenticeships starts by sector and ethnic background, 2020/21**

	White	Black, African, Caribbean, Black British	Asian, Asian British	Mixed, Multiple ethnic groups	Other ethnic groups	Information refused / not known
All	19,905	215	275	195	120	45
Health Care & Public Services	9,220	175	185	90	75	15
Management & Professional	2,400	10	20	20	10	10
Construction	2,240	5	5	15	*	*
Business Administration	1,910	10	35	30	10	*
Engineering	1,560	10	*	20	5	5
Leisure, Sport & Travel	590	*	*	*	*	*
Hair & Beauty	525	*	*	10	*	*
Hospitality	450	*	5	*	5	10
Retailing & Customer Service	300	*	*	*	*	*
Manufacturing	300	*	*	*	*	*
Agriculture	220	*	*	*	*	*
Media & Design	140	*	5	*	*	*
Transportation	45	*	*	*	*	*

Source: [Further education, work-based learning and community learning: August 2020 to July 2021](#)

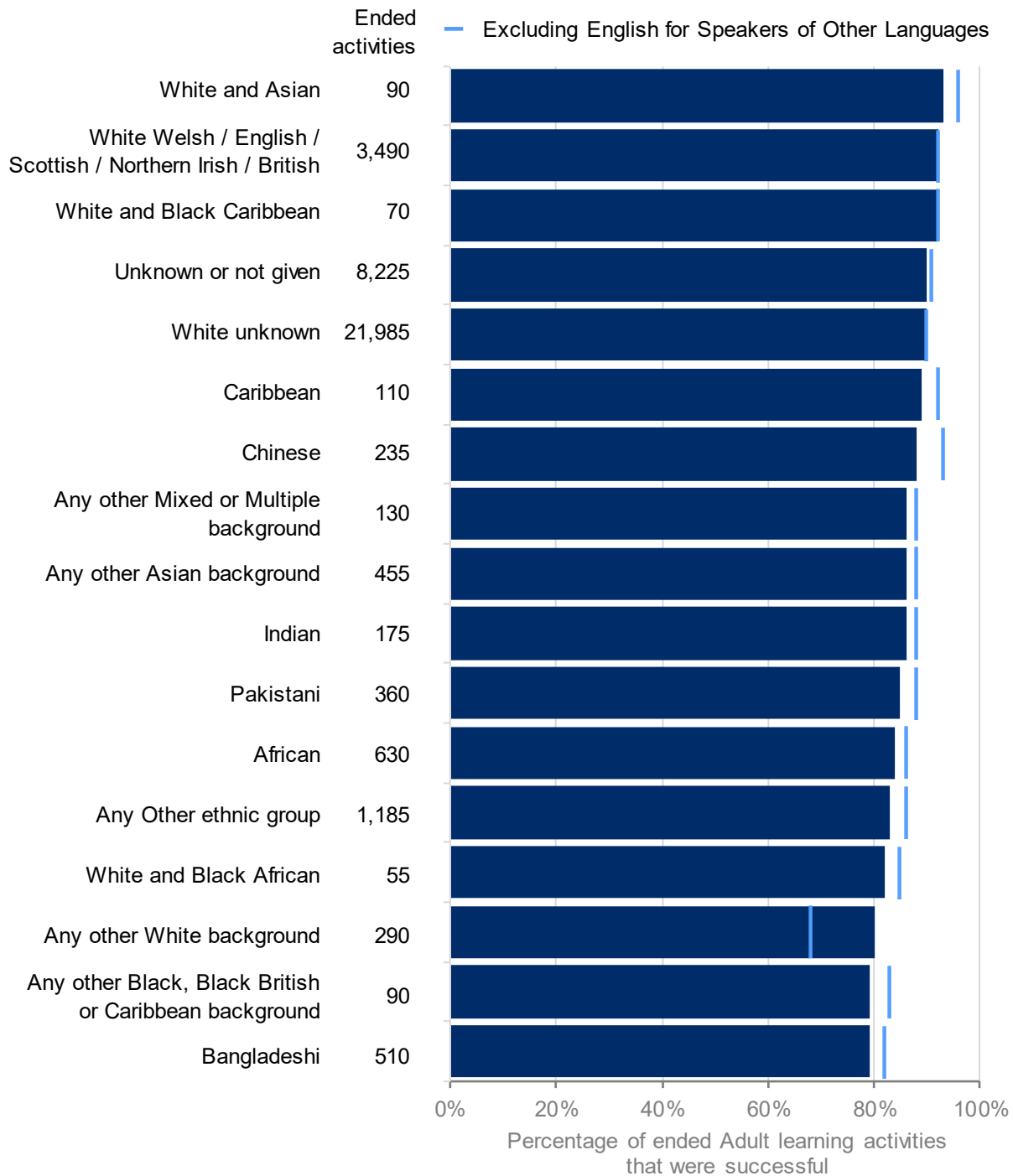
By far the most popular sector of apprenticeships is Health Care and Public Services. This is true for apprentices of all ethnic backgrounds.

In Construction, only 1% of apprentices had Black, Asian or Minority Ethnic backgrounds, compared to 5% working in Health Care and Public Services. Business and Administration apprenticeships were more popular for learners in the Asian, Asian British; and Mixed, Multiple ethnic groups.

There are no consistent trends in apprenticeship outcomes across ethnic groups, based on outcomes data published in 2017/18 and 2018/19.

## 6. Adult learning

**Chart 6.1: Success rate for adult learning activities by detailed ethnic background, 2018/19**



*Note 1: White unknown are White learners whose data had been recorded at a time where there was only one category for White ethnic groups in the Lifelong Learning Record Wales data collection.*

*Note 2: Some categories based on very low numbers have been excluded to avoid disclosure.*

Source: [Learner outcome measures for work-based learning and adult learning: August 2018 to July 2019](#)

Learners in the ethnic groups Any other White background; African; Pakistani; Bangladeshi; Any other Asian background; and Any Other ethnic group had noticeably lower success rates in both 2017/18 and 2018/19. 510 Adult learning courses taken by learners with Bangladeshi backgrounds ended (successfully or otherwise) in 2018/19 and 405 were successfully achieved. If the success rate was the same as for learners overall, learners would have succeeded in another 50 courses.



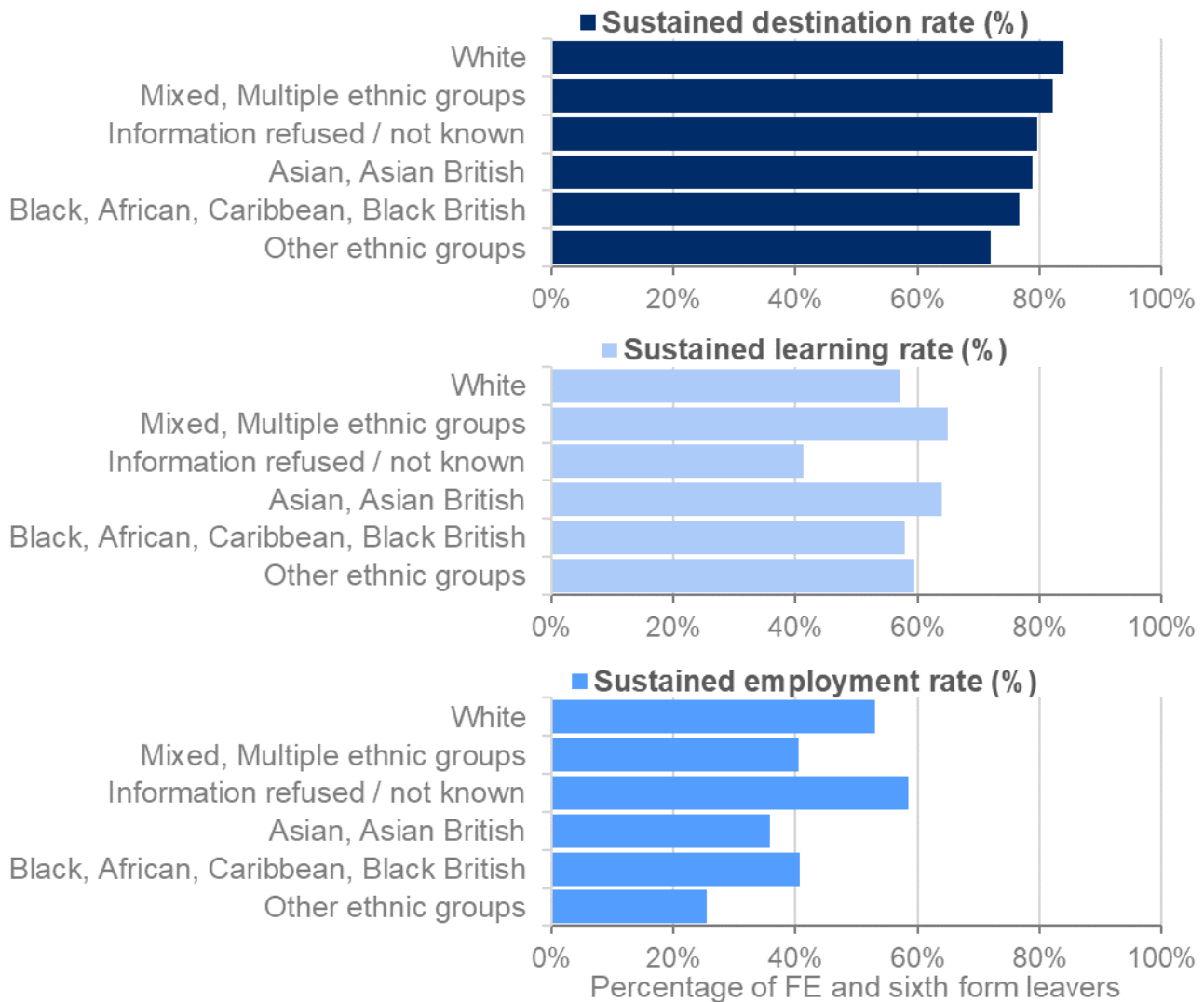
Courses for English for Speakers of Other Languages had a success rate 10 percentage points lower than for all courses (80% compared to 90%). However, the lower success rate in particular ethnic groups can't be completely explained by this. For example, the success rate for learners with Bangladeshi backgrounds only increase from 79% to 82% when these courses are excluded.

Learners with Any other White Backgrounds had an exceptionally high success rate in English for Speakers of Other Languages (ESOL) courses (93%), but also had by far the lowest success rate when excluding them. Out of 140 non-ESOL activities taken by these learners, only 95 were successful (68%).

## 7. Destinations

These statistics examine whether learners went into sustained further learning, employment or both in the academic year after they ended their learning. A learner is considered to be in a sustained destination if they are engaged in either learning, training or paid employment in each of the six months between October and March in the academic year after they leave.

**Chart 7.1: Destinations of 2018/19 further education and school sixth form leavers by ethnic background**



Source: [Consistent performance measures for post-16 learning \(learner destinations\): August 2017 to July 2019](#)

Learners with Black, Asian and Minority Ethnic backgrounds were all less likely to be in sustained employment after leaving further education. Most starkly, only 1 in 4 learners from Other ethnic groups went into employment, compared to 2 in 4 learners with White backgrounds.

If the sustained employment rate for learners in these groups was the same as for those in the White group, another 1,300 learners would have gone into sustained employment after leaving further education or sixth forms in 2018/19.

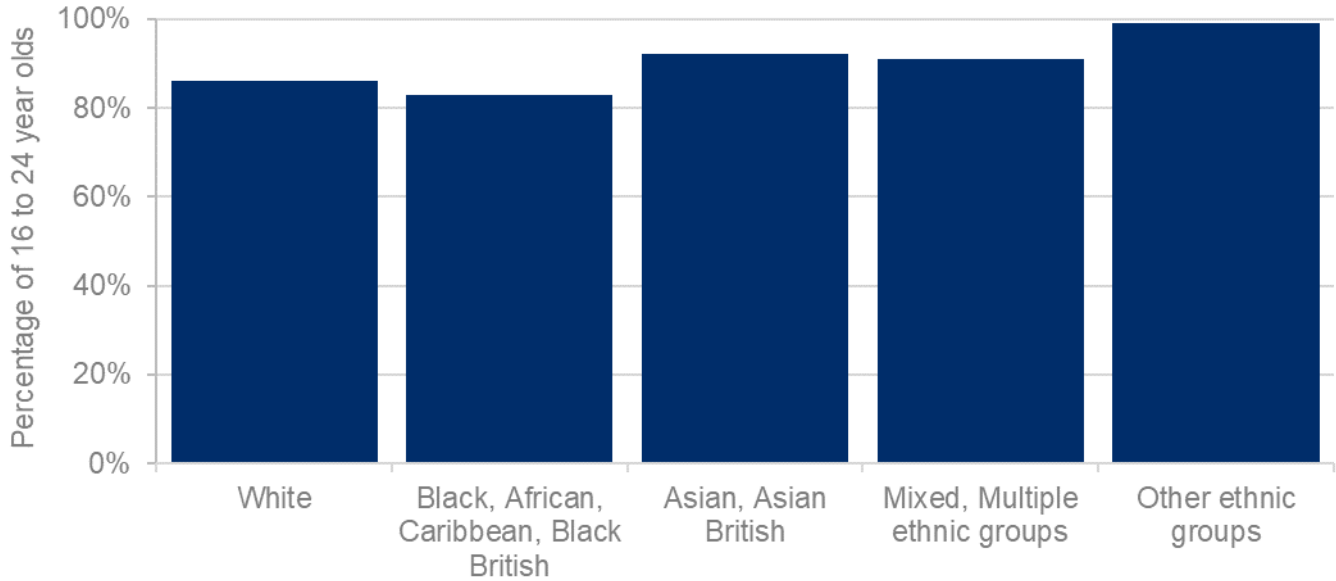
Learners from minority ethnic backgrounds, particularly those from Asian, Asian British; Mixed or Multiple backgrounds, were more likely to go into sustained education after leaving, but overall, fewer learners

from minority ethnic backgrounds had a sustained destination. There were also 2,740 leavers where the ethnicity information was not known or not given, which could affect this statistic.

Patterns for learners leaving work-based learning were similar. Fewer than 7 in 10 leavers from Other ethnic groups went into sustained employment compared to 8 in 10 leavers from White ethnic groups.

## 8. Population of Wales

**Chart 8.1: Three-year average of young people in education, employment or training in Wales by ethnic background, calendar years 2019 to 2021**

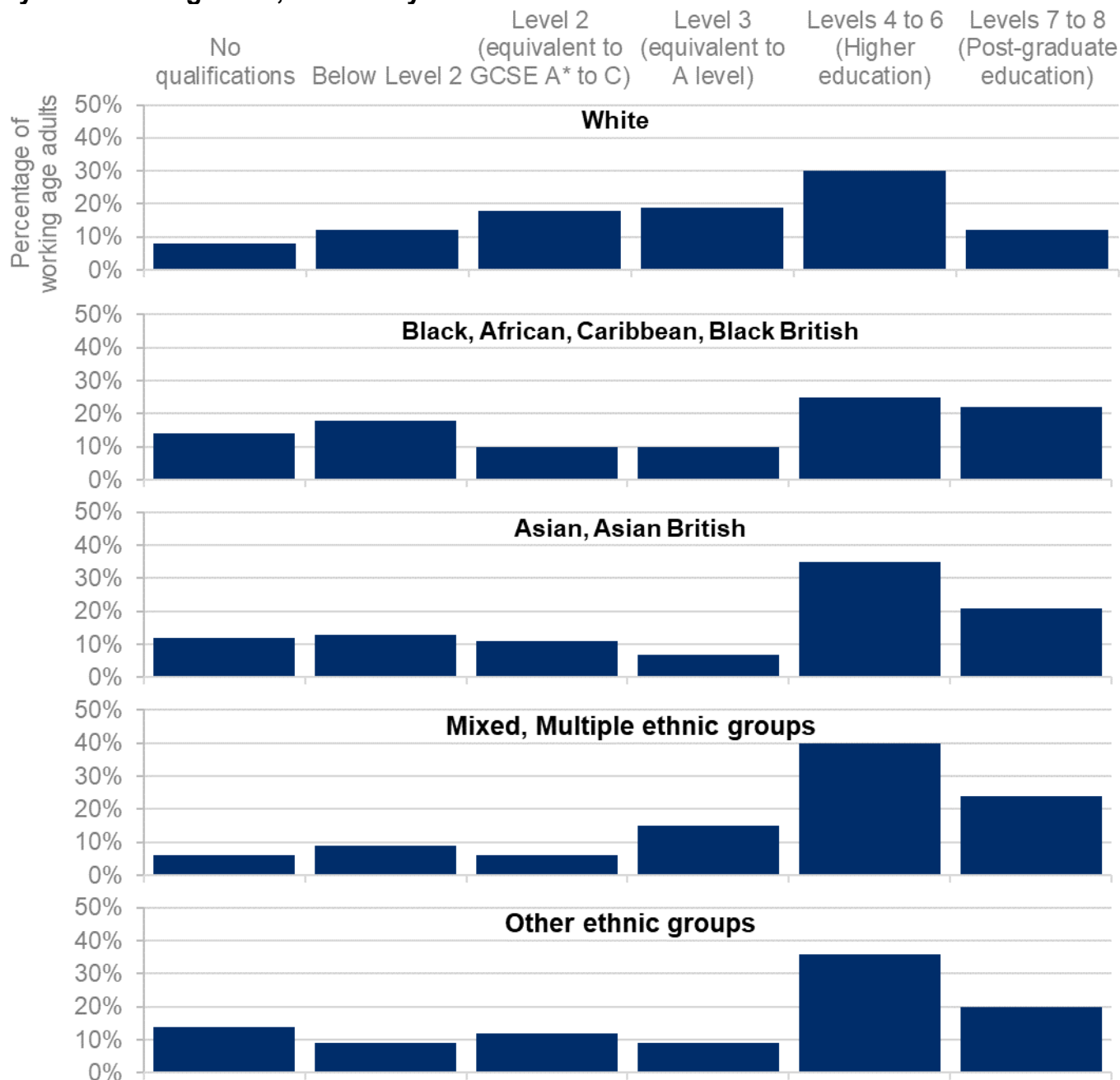


Source: [Young people not in education, employment or training \(NEET\): 2021](#) (APS only)

People from Other ethnic groups were the young people most likely to be in employment, education or training, followed by people with Asian, Asian British; and Mixed, Multiple ethnic groups.

Around 1 in 6 young people from Black, African, Caribbean, Black British backgrounds were not in employment, education or training (NEET), and 1 in 7 young people from White backgrounds. The small difference between these two groups may not be significant. These are estimates based on surveying a sample of young people and the total number of respondents with Black, African, Caribbean, Black British backgrounds was around 45.

**Chart 8.2: Level of highest qualification held by adults of working age (18 to 64) in Wales by ethnic background, calendar year 2021**



Source: [Levels of highest qualification held by working age adults: 2021](#)

Working age adults with Asian, Asian British; Mixed, Multiple; and Other ethnic backgrounds have the highest levels of qualifications in Wales. 4 in 5 working age adults from Mixed, Multiple ethnic backgrounds have A level equivalent qualifications or higher.

Working age adults with Black, African, Caribbean, Black British; Asian, Asian British; and Other backgrounds are more likely to have no qualifications than working age adults with White backgrounds, but they're also more likely to have level 4 or higher qualifications.

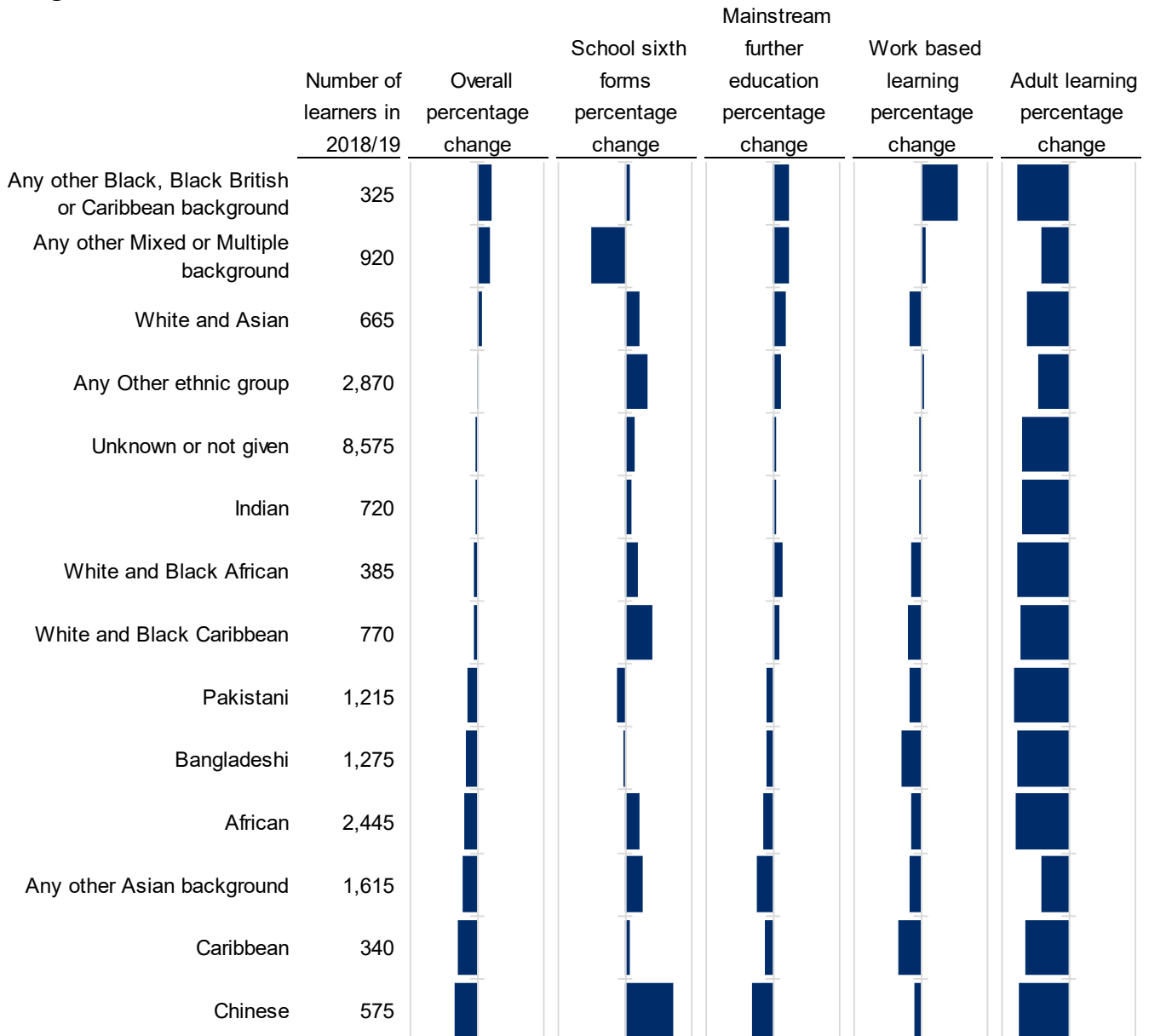
The [Credit and Qualification Framework learner guide](#) has a diagram outlining the qualifications associated with each qualification level.

## 9. COVID-19 pandemic

Chapter 9 of the report [Outcomes for learners in post-16 education affected by the coronavirus \(COVID-19\) pandemic: August 2020 to July 2021](#) summarises the effects of the pandemic by ethnic group.

The most striking statistic was that A level grades fell for A2 learners with Black, African, Caribbean, Black British backgrounds in 2020/21, creating a large inequality gap. Learners received centre determined grades in 2020/21. For Wales overall these grades were higher than the centre assessed grades in 2019/20.

**Chart 9.1: Change in learner numbers between 2018/19 and 2020/21 by detailed ethnic background**



*Note: Learners with White backgrounds are excluded from this chart as the White ethnic group categories collected were changed between 2018/19 and 2020/21*

Source: [Further education, work-based learning and community learning: August 2020 to July 2021 / Analysis of Post-16 data collection](#)

Overall, the number of learners in post-16 education has been decreasing for some time, largely driven by decreases to part-time learning. Learner numbers continued to decrease during the pandemic, but there was some variance within ethnic groups.

Adult learning decreased across the board during the pandemic. This decrease was particularly strong amongst learners with Pakistani; Bangladeshi; African; and Chinese backgrounds, where there were four times more learners taking adult learning in 2018/19 compared to 2020/21.

Learners with Bangladeshi and Caribbean backgrounds saw the largest decrease in work based learning. But the number of learners in work based learning actually increased for learners with Any other Black, Black British or Caribbean backgrounds, going from 60 to in 2018/19 to 95 in 2020/21.

The percentage of learners in school sixth forms increased during the pandemic. This could be partly because learners in 2020/21 received assessed grades for their GCSEs, which tended to be higher, and so more learners may have met the entry requirements. Learners with Chinese; White and Black Caribbean; and Any Other ethnic group backgrounds saw the largest rise.

## 10. Ethnic background information refused / not known

**Chart 10.1: Number and percentage of post-16 learners whose ethnic background is not known or not given, 2020/21**

Characteristic type	Characteristic	Total learners	Number of learners in Information refused / not known	Percentage where Information refused / Not known
Dataset	Post-16 data collection (matched from PLASC)	23,365	415	2%
	Lifelong Learning Record Wales (LLWR)	145,950	8,110	6%
Gender	Female	12,780	215	2%
	Male	10,590	200	2%
Provider type	College	108,405	7,845	7%
	Local authority provider	3,820	175	5%
	Other training provider	33,725	90	*
Provision type	Further education	88,655	7,740	9%
	Work based learning	51,740	140	*
	Adult learning	5,555	235	4%
Mode of study	Full time further education	64,100	1,310	2%
	Part time further education	53,475	7,075	13%
Age group	19 and under	77,300	1,555	2%
	20 to 24	19,525	795	4%
	25 to 39	40,685	2,730	7%
	39 to 49	16,390	1,405	9%
	50 to 59	10,365	1,160	11%
	60 to 64	2,095	375	18%
	65 and over	1,920	505	26%

Source: [Further education, work-based learning and community learning: August 2020 to July 2021 / Analysis of Post-16 data collection](#)

School sixth form data is collected in the Post-16 data collection, and ethnic information is taken by matching these learners to their pre-sixth form Pupil Level Annual School Census (PLASC) record. 2% of learners in the Post-16 data collection in 2020/21 either could not be matched that way or their ethnic background information in the PLASC was in the Information refused / Not known group.

6% of learners in the Lifelong Learning Wales Record who were active in 2020/21 did not have ethnic background information or had chosen not to give that information. This dataset covers learners in colleges, local authority providers (adult learning) and other training providers (work based learning).

The ethnic background of learners was less likely to be known if the learner was any of the following:

- older,
- studying part time further education,
- in a college.

Some of these factors may be related to each other (further education programmes are taken at colleges, part time learners tend to be older).



## 11. Glossary

### **Academic year**

For schools, the academic year is from 1st September to 31st August. For colleges, the academic year is 1st August to 31st July.

### **Adult learning**

Adult learning is also referred to as 'Adult Community Learning'. Adult Learning (AL) learning activities are typically aimed at people who have not studied for some time. They are offered in a variety of community venues and some colleges.

Learners can gain a variety of different qualifications of different levels depending on what they study.

### **Colleges and school sixth forms**

In this release, 'colleges' means further education institutions, also known as FEIs. Some further education institutions are a group of several colleges. 'School sixth forms' refers to maintained school sixth forms.

St David's Catholic Sixth Form College is defined as a college. Coleg Cymunedol Y Dderwen is a school sixth form.

### **Early dropouts**

Learners are defined as early dropouts if they:

- end their programme within 8 weeks of their start date,
- and did not complete that programme,
- and the programme had an expected length of 24 weeks or greater.

Early dropouts are excluded from subsequent calculations.

### **General education**

General education refers to a programme of learning which includes a mix of qualifications across subject areas. In post-16 learning these qualifications are often A levels, but learners can also take a mixture of vocational qualifications as part of their general education programme.

### **Programme**

A programme is a collection of learning activities that a learner will study. For example, a typical general education programme would involve studying 3 AS levels and a Welsh Bacc.

An example of a vocational programme might be 'Carpentry & Joinery Level 1', which involves studying a 'Diploma in Carpentry and Joinery' as the main qualification, along with any supporting qualifications, such as pre-GCSE mathematics.

### **Success rate (Adult learning)**

The success rate for adult learning activities are calculated as the number of learning activities achieved

divided by the number of learning activities terminated (whether completed or not).

### **Success rate (Vocational programmes)**

The success rate for vocational programmes is defined as the number of main activities achieved where the programme completed, divided by the total number of main activities taken (whether the learner completed their programme or not).

### **Sustained destination**

The sustained destination measure aims to count the proportion of learners with a sustained outcome, either into learning or employment or both (see below). A learner is considered to be in a sustained destination if they are engaged in either learning, training or paid employment in each of the six months between October and March in the academic year after they leave their post-16 learning programme.

### **Sustained employment**

The definition of sustained employment looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2018/19 learners to be counted as in sustained employment:

- A learner must have completed a self-assessed return for tax year 2019-20, or
- A learner must be in paid PAYE employment for at least one day in five out of the six months between October 2019 and March 2020

If a learner is employed in the five months between October 2019 and February 2020, but not in March 2020, then they must also be employed in April 2020.

### **Sustained learning**

The definition of sustained learning looks at learning activity in the six month October to March period following the end of the academic year in which the learning programme took place. For 2018/19 learners to be counted as in sustained learning they must be in learning or training for at least one day in each of the six months between October 2019 and March 2020.

### **Vocational education**

Vocational education is a set of learning activities taken by a learner with the aim of preparing them for a specific area of work. BTECs are a typical kind of vocational qualification taken as part of a vocational programme.

### **Work based learning**

Work based learning is a type of learning which, during the time period of most of this data, included apprenticeships and traineeships. Traineeships were learning programmes for 16- to 18-year-olds with the aim of giving them the skills they needed to progress into an apprenticeship, further education or employment.

## 12. Guide to statistical sources

The statistics in this article are based on data from other post-16 learning reports, which has either already been published or will be integrated into those reports in the future. Where the precise breakdown of data needed is unavailable, please contact [post16ed.stats@gov.wales](mailto:post16ed.stats@gov.wales) and we can supply the required data.

Statistical report	Tables	Data covered in this article
<a href="#">Further education, work-based learning and community learning</a>	<a href="#">StatsWales - Further education and work-based learning - Learners</a>	Table 1.1: Number of learners in post-16 learning by type of learning Chart 2.1: Home unitary authority of learners in post-16 learning Chart 5.1: Apprenticeships starts by sector Chart 9.1: Change in learner numbers Chart 10.1: Number and percentage of post-16 learners whose ethnic background is not known or not given
<a href="#">Learner outcome measures for work based learning and adult community learning</a>	<a href="#">StatsWales - Further education and work-based learning - Outcomes</a>	Chart 6.1: Success rate for adult learning activities
<a href="#">Consistent performance measures for post-16 learning (achievement)</a>	Spreadsheets accompany reports.	Chart 3.1: Success rate of main qualifications taken by learners on vocational programmes Chart 3.2: Success rate of main qualifications taken by learners on full time vocational programmes by Sector Subject Area Chart 4.1: A level programme outcomes for AS learners who were still enrolled after 8 weeks Chart 4.2: Gender difference in A level programme outcomes
<a href="#">Consistent performance measures for post-16 learning (learner destinations)</a>	Spreadsheets accompany reports.	Chart 7.1: Destinations of further education and school sixth form leavers by ethnic background
<a href="#">Outcomes for learners in post-16 education affected by the</a>	Spreadsheets accompany reports.	Chart 1.2: Percentage of year 11 learners continuing onto post-16 education in Wales Chart 1.3: Distribution of programmes taken by Year 11 learners who continued into post-16 learning

<a href="#">coronavirus (COVID-19) pandemic</a>		Chart 2.2: Percentage of year 11 learners continuing onto post-16 education in Wales who lived in the most deprived 20% of neighbourhoods
<a href="#">Young people not in education, employment or training (NEET)</a>	Spreadsheets accompany reports. (Data relates to 'APS' columns)	Chart 8.1: Three-year average of young people not in education, employment or training (NEET) in Wales
<a href="#">Levels of highest qualification held by working age adults</a>	<a href="#">StatsWales - Lifelong Learning - Qualification Levels</a>	Chart 8.2: Level of highest qualification held by adults of working age in Wales by ethnic group

## 13. Quality and methodology information

More detailed quality and methodology information on each group of statistics can be found in the associated post-16 learning report (see the Guide to Statistical Sources section).

### Datasets

The main data sources used in this release are as follows:

- a. [Post-16 Data Collection](#): every October, all maintained schools with sixth forms and middle schools with pupils in years 12, 13 and/or 14, are required to report all learning programmes and activities undertaken by pupils in the previous academic year.
- b. [Lifelong Learning Wales Record \(LLWR\)](#): contains data on further education, work-based learning and adult learning. It's collected on a 'rolling' basis throughout the year with regular statistical freezes. It is the official source of statistics on learners in further education institutions (colleges) in Wales.
- c. Welsh Examinations Database (WED): contains data on examination entries and outcomes collected from a number of awarding organisations.
- d. [Pupil level annual school census \(PLASC\)](#): an electronic collection of pupil and school level data provided by all maintained sector primary, middle, secondary, nursery and special schools in January each year, excluding sixth forms.
- e. [School attendance data](#): weekly data extracted directly from school management information systems started in Autumn 2020. The data is collected from all maintained nursery, primary, middle, secondary and special schools and any pupil referral units that have such management information systems and routinely record their information electronically.

All data for further education institutions and work-based learning providers comes from LLWR. For school sixth forms, learner data is from the post-16 data collection, and qualification attainment data is taken by matching learners to WED. Year 11 data is taken from PLASC.

The learner destination information uses data from the [Longitudinal Education Outcomes \(LEO\) Study](#) which links various education datasets to employment, earnings and benefits data held by the Department for Work and Pensions and Her Majesty's Revenue and Customs.

Data on the highest qualification level of working age adults; and on the number of young people not in education, employment or training; is taken from the Annual Population Survey (APS). The APS is a household survey carried out by the Office for National Statistics (ONS)

### Ethnic group data

Ethnic categories are presented according to the Government Statistical Services (GSS) [Ethnicity harmonised standard](#).

Information about learners' ethnic backgrounds is collected in the LLWR dataset for learners in further education institutions, adult learning providers and work based learning providers. Information for learners in school sixth forms is gathered by matching learners to their pre-sixth form PLASC record.

Where a match could not be made, the learner was included in the “Information not known / not given” category.

Both the PLASC and LLWR the ethnicity field collects the learners’ self-described ethnic group according to a list of categories provided.

Only one “White” category was provided in LLWR up until 2018/19. Learners in this category have been list as “White unknown” in these statistics.

Gypsy and Roma data was grouped together in a “Gypsy / Roma” category until 2017 in PLASC. After this point they were collected in separate categories.

## Ethnic group aggregations

This report uses two different aggregations of ethnicity data.

The most detailed categories are used where possible. The less detailed grouping was used if:

- the number of learners within many categories were so low that data would need to be suppressed to avoid the risk of disclosing specific information about individuals
- patterns were more easily seen or represented in the aggregated data.

The following table shows how categories were aggregated:

White	White Welsh / English / Scottish / Northern Irish / British
	Gypsy, Traveller or Irish traveller
	Roma
	Any other White background
	White unknown
Black, African, Caribbean, Black British	African
	Caribbean
	Any other Black, Black Welsh, Black British, or Caribbean background
Asian, Asian British	Indian
	Pakistani
	Bangladeshi
	Chinese
	Any other Asian background
Mixed, Multiple ethnic groups	White and Black African
	White and Black Caribbean
	White and Asian
	Any other Mixed or Multiple background
Other ethnic groups	Any other ethnic group
Information refused / not known	Information refused / not known

## **Private education**

Learning taking place in private schools and colleges were not included in the datasets in this article. Non-publicly funded learning in any area of post-16 education was also excluded. This should be noted as the ethnic distribution of learners in private education may differ from the distributions seen in this article.

## **Suppression and rounding**

All figures are rounded to the nearest 5. Numbers less than 5 are suppressed. Percentages are rounded to the nearest whole number. Percentages based on a denominator of less than 23 are suppressed.

Differences between values are calculated using unrounded values, so there may be small discrepancies when compared with the rounded figures.

## Notes on the use of statistical articles

Statistical articles generally relate to one-off analyses for which there are no updates planned, at least in the short-term, and serve to make such analyses available to a wider audience than might otherwise be the case. They are mainly used to publish analyses that are exploratory in some way, for example:

- introducing a new experimental series of data
- a partial analysis of an issue which provides a useful starting point for further research but that nevertheless is a useful analysis in its own right
- drawing attention to research undertaken by other organisations, either commissioned by the Welsh Government or otherwise, where it is useful to highlight the conclusions, or to build further upon the research
- an analysis where the results may not be of as high quality as those in our routine statistical releases and bulletins, but where meaningful conclusions can still be drawn from the results.

Where quality is an issue, this may arise in one or more of the following ways:

- being unable to accurately specify the timeframe used (as can be the case when using an administrative source)
- the quality of the data source or data used
- other specified reasons.

However, the level of quality will be such that it does not significantly impact upon the conclusions. For example, the exact timeframe may not be central to the conclusions that can be drawn, or it is the order of magnitude of the results, rather than the exact results, that are of interest to the audience.

The analysis presented does not constitute a National Statistic, but may be based on National Statistics outputs and will nevertheless have been subject to careful consideration and detailed checking before publication. An assessment of the strengths and weaknesses in the analysis will be included in the article, for example comparisons with other sources, along with guidance on how the analysis might be used, and a description of the methodology applied.

Articles are subject to the release practices as defined by the release practices protocol, and so, for example, are published on a pre-announced date in the same way as other statistical outputs.

Missing value symbols used in the article follow the standards used in other statistical outputs, as outlined below.

- .. The data item is not available
- . The data item is not applicable
- The data item is not exactly zero, but estimated as zero or less than half the final digit shown
- \* The data item is disclosive or not sufficiently robust for publication



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