Learner outcome measures for work based learning and adult learning, August 2021 to July 2022 (Revised)

20 March 2023
SFR 10/2023(R)

This report was revised on 20 March 2023, after publication on 28 February 2023. There was an issue with the duplication of records, and adult learning records delivered by Flintshire were incorrectly excluded. The issue affected 4.0% of adult learning records and 0.5% of apprenticeship records.

Statistics throughout the release were affected. Changes have been marked with an (r). The overall adult learning success was previously reported as 82.9% and has been revised to 81.6%. The overall apprenticeship success rate was previously reported as 66.4% and has been revised to 66.3%. The trends in the report have not changed.

Statistics on further education and sixth forms are in the consistent performance measures for post-16 learning reports.

The standard outcome measures were not produced in academic years 2019/20 and 2020/21 due to the pandemic. More information can be found in the notes. Special reports were produced on Outcomes for learners in post-16 education affected by the coronavirus (COVID-19) pandemic.

Figure 1.1: Success rate of apprenticeships by academic year
Measures were not produced for 2019/20 or 2020/21.
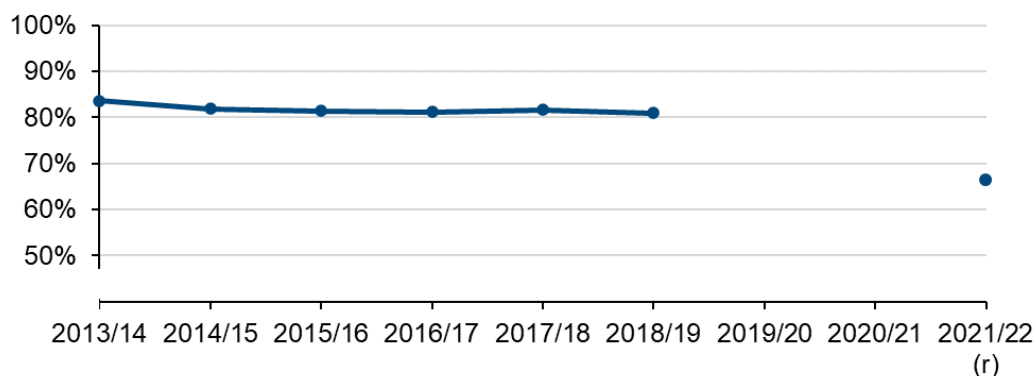
Description of Figure 1.1: Line graph showing the success rate of apprenticeships was 14.6 percentage points lower in 2021/22 than in 2018/19.

Success of apprenticeships by level and year on StatsWales

About this release

This release presents information on the success and completion of apprenticeships, traineeships, and adult learning courses.

The statistics are broken down by qualification type, demographics, and area.

All figures come from the Lifelong Learning Wales Record (LLWR).

In this release

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Figure 1.2 (r): Success rate of adult learning by academic year

Measures were not produced for 2019/20 or 2020/21.
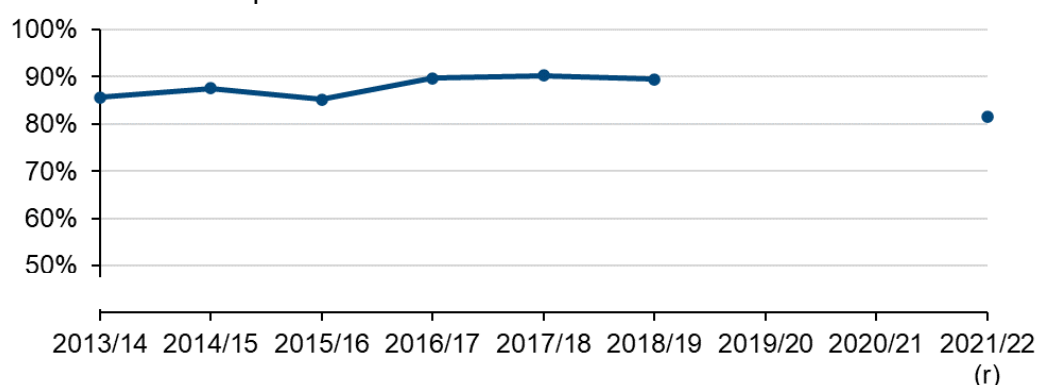
Description of Figure 1.2: Line graph showing the success rate of adult learning courses was 7.9 (r) percentage points lower in 2021/22 than in 2018/19.

Completion and success of adult learning activities by year on StatsWales

1. Key points

Apprenticeships

- The success rate of apprenticeships was 14.6 percentage points lower in 2021/22 than before the pandemic in 2018/19, falling from 80.9% to 66.3% (r).

- More learners left their apprenticeship early for employment elsewhere in 2021/22.

- The largest decreases in success rate were for foundation apprenticeships; apprenticeships in the Health, Public Services and Care; Hospitality and Catering; and Hair and Beauty sector subject areas; and those taken by apprentices aged 20 to 24.

- The gap in success rate between learners living in the most deprived areas and the least deprived areas widened compared to 2018/19.

Adult learning

- The success rate of adult learning courses was 7.9 (r) percentage points lower in 2021/22 than in 2018/19.

- Activities delivered by local authorities via further education (FE) institutions had the biggest drop in success when compared to 2018/19

- There was a rise in English for Speakers of Other Languages activities taken that partially explains the decrease in success rate.

Traineeships

- 1,825 of traineeship leavers transferred to other learning in March 2022, in line with the end of the traineeships scheme.

- Of the leavers who did not transfer in March, 72.0% (r) made some kind of positive progression.

2. Apprenticeships

Apprenticeships have three tiers:

- Foundation Apprenticeships – Level 2 (equivalent to GCSEs graded A* to C)

- Apprenticeships – Level 3 (equivalent to A levels)

- Higher Apprenticeships – Level 4 and above

Outcomes of apprenticeships

Learners on apprenticeship programmes must achieve a range of qualifications to attain their apprenticeship. The success rate is the percentage of leavers from apprenticeships who attained the full apprenticeship framework.

There was a fall in the number of apprentices since the pandemic. There were 30.5% (r) less apprenticeships that ended in 2021/22 than in 2018/19. This is context that should be kept in mind when considering the change in outcomes, as the balance of apprentices taken may have changed.

Figure 2.1 (r): Apprenticeship success rate by level, 2017/18 to 2021/22

Measures were not produced for 2019/20 or 2020/21, see notes.
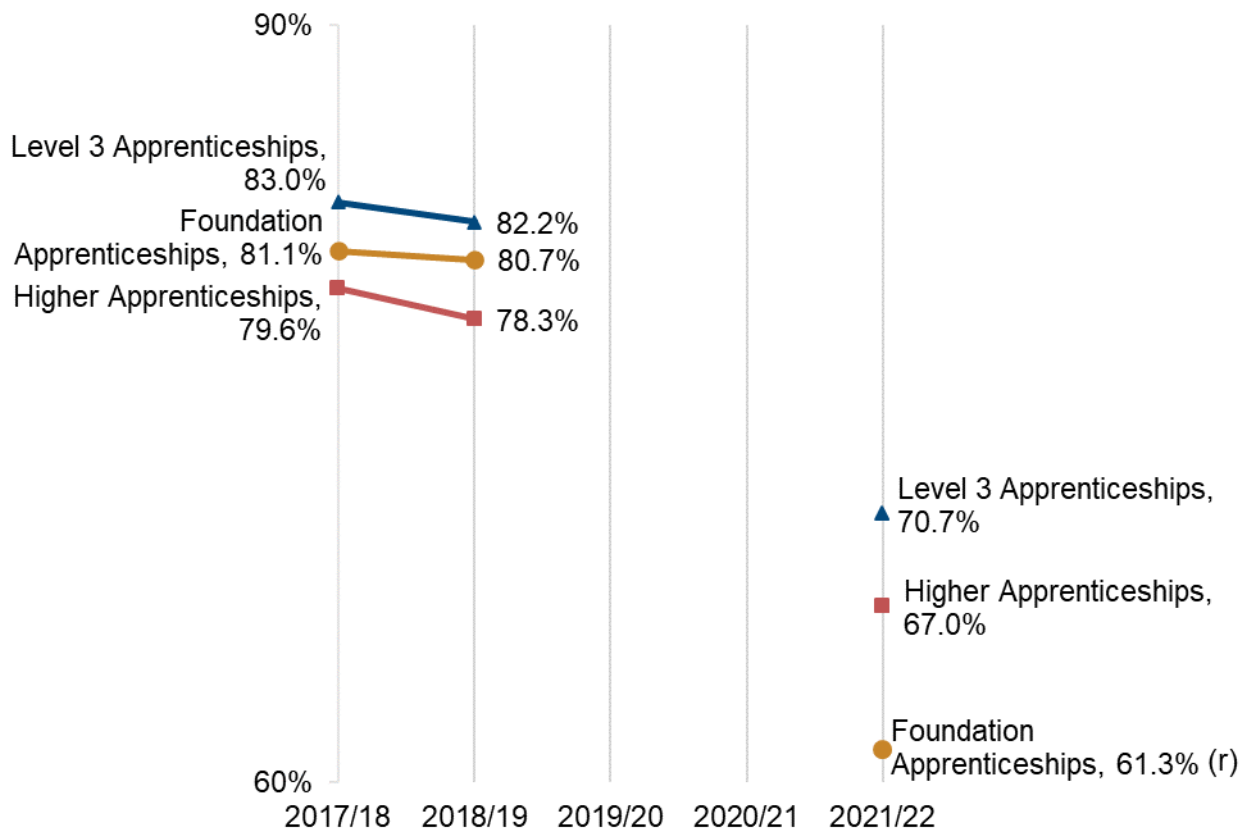
Description of Figure 2.1: Line chart showing success rates decreased for all three levels of apprenticeships in 2021/22. Foundation apprenticeships have seen the biggest fall becoming the level with the lowest success rate in 2021/22.

Success of apprenticeships by level and year on StatsWales

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Apprenticeships were heavily disrupted in the first two years of the pandemic, and their outcomes remained low in 2021/22.

In 2018/19, for every 10 foundation apprenticeships, 8 were successful. In 2021/22 only 6 were successful.

For every 10 level 3 and higher apprenticeships in 2018/19, 8 were successful. In 2021/22 around 7 were successful.

Figure 2.2: Apprenticeship success rate by sector subject area
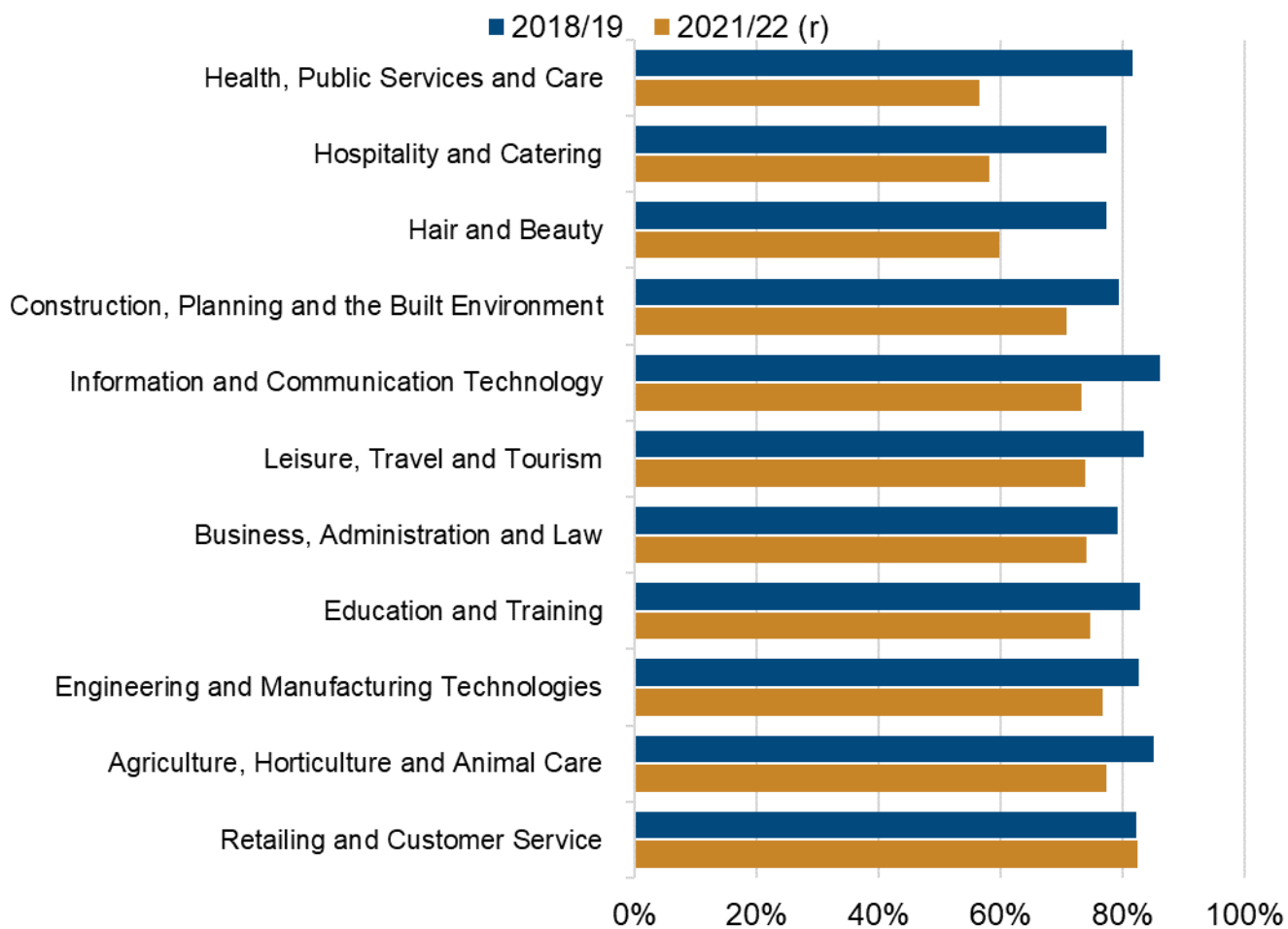
Description of Figure 2.2: Bar chart showing Health, Public Services and Care was the sector subject area with the lowest success rate, 56.5% (r). Health, Public Services and Care also saw the largest drop in success rate compared to 2018/19.
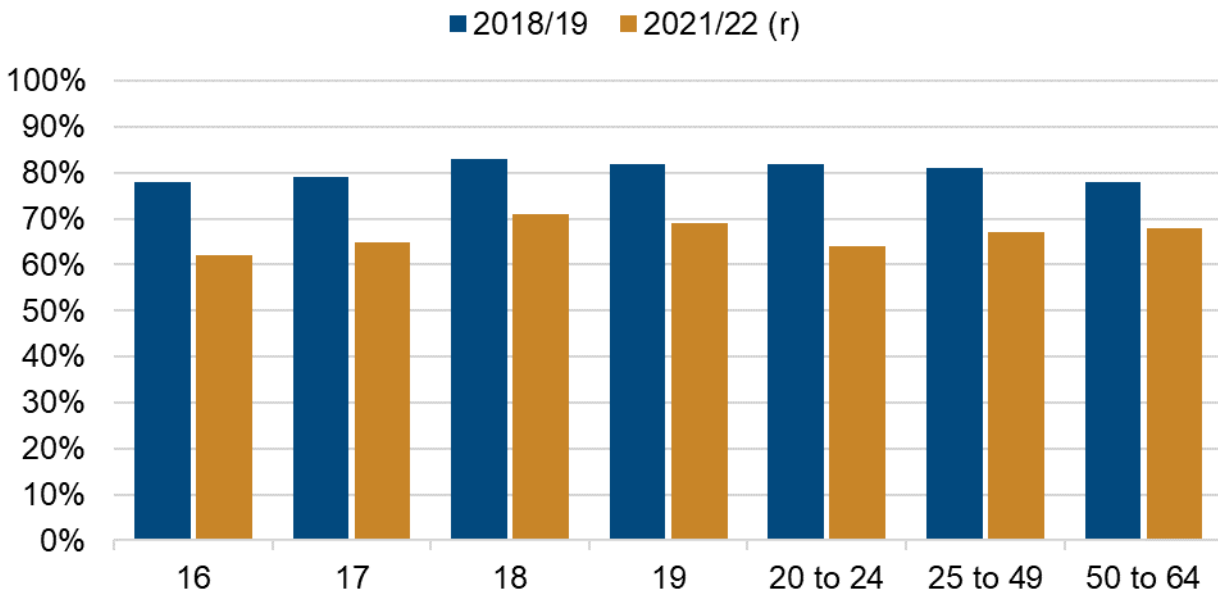
Success in apprenticeships, by academic year and sector subject area on StatsWales

[Note 1] Some categories based on very low numbers have been excluded to avoid disclosure.

Along with Health, Public Services and Care there were low success rates in Hospitability and Catering and Hair and Beauty, 58.2% and 59.8% (r) respectively. These were also the sectors with the largest drop in success rate when compared to 2018/19. Health, Public Services and Care saw a drop of 25.0 percentage points, Hospitality and Catering saw a drop of 19.1 percentage points, and Hair and Beauty saw a drop of 17.6 (r) percentage points.

Retailing and Customer service had the highest success rate (82.4%), similar to the rate in 2018/19.

Figure 2.3: Apprenticeship success rate by age at start of the apprenticeship

Description of Figure 2.3: Bar chart showing success rates decreased for all age groups in 2021/22 compared to 2018/19.

Success of apprenticeships by age and year on StatsWales

16 year olds and 20 to 24-year-olds had the lowest success rates in apprenticeship programmes in 2021/22, with success rates of 61.8% (r) and 63.6%, respectively. 20 to 24-year-olds saw the biggest drop compared to 2018/19 (18 percentage points).

The learners in apprenticeship programmes with the highest success rates were 18 and 19 -year-olds, who had success rates of 70.6% and 69.3% (r).

Figure 2.4: Apprenticeship success rate by deprivation of home neighbourhood
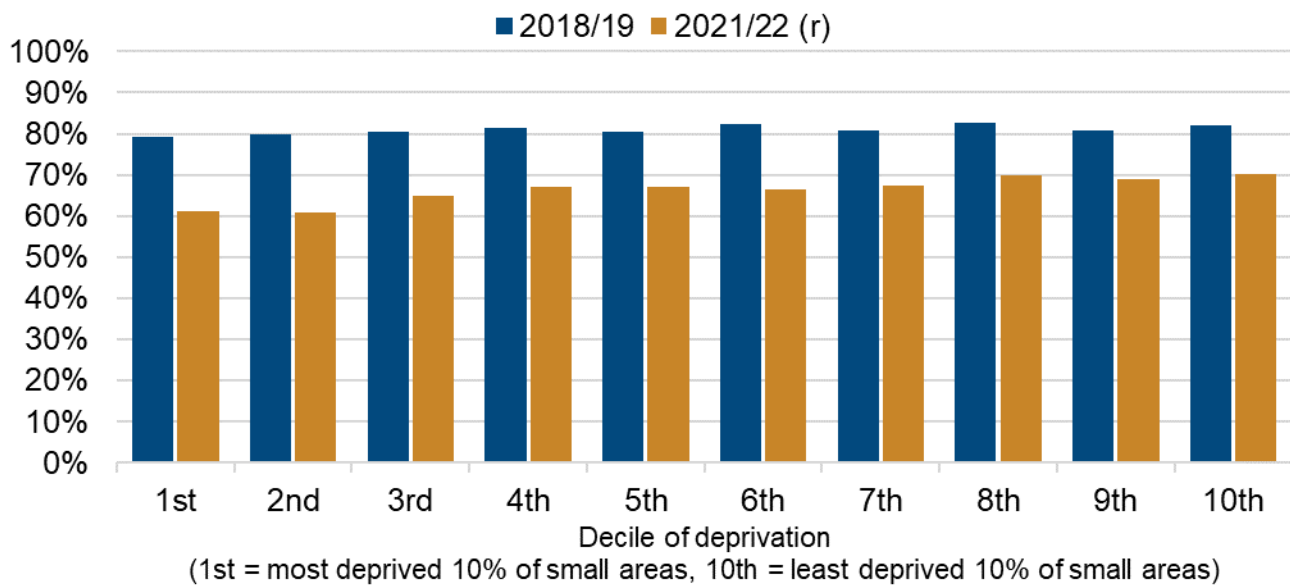
Description of Figure 2.4: Bar chart showing differences in success rates between Apprentices living in different deciles of deprivation in 2018/19 and 2021/22. The 1st decile being the most deprived 10% of small areas, the 10th decile being the least deprived 10% of small areas. Success rates decreased for all deciles in 2021/22 compared to 2018/19. Apprentices living in less deprived areas have higher success rates.

Table 1.1a in accompanying spreadsheet

[Note 1] Deprivation deciles based on the main index of the Welsh Index of Multiple Deprivation, 2019.

This chart is based on the deprivation of the small area that a learner lives in. It is not based on the deprivation of the learner specifically. Many non-deprived learners live in deprived areas and vice versa.

There is a link between living in deprived areas and success in apprenticeships. In 2021/22 this trend became more pronounced. Learners from the most deprived areas were 9.1 (r) percentage points less likely to be successful in their apprenticeships than those from the least deprived areas. The gap between learners in most deprived areas and the least deprived areas widened compared to 2018/19, increasing from 2.7 percentage points to 9.1 (r). In 2021/22, learners from the most deprived areas had a 61.2% success rate, while the success rate for those in the least deprived areas was 70.3% (r).

Figure 2.5: Apprenticeship success rate by detailed ethnic background
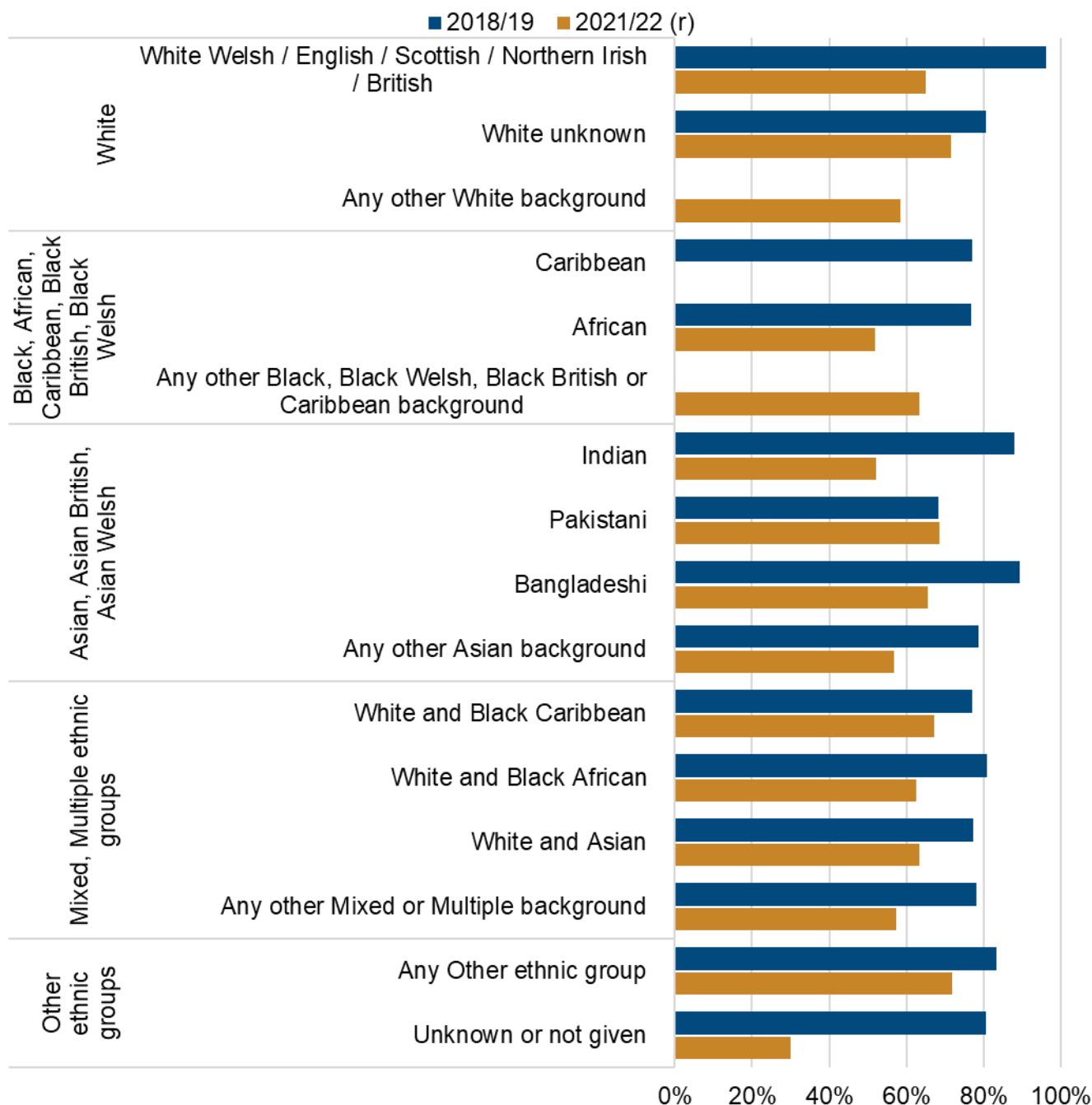
Description of Figure 2.5: Bar chart showing that success rates dropped in 2020/21 for learners of all ethnic backgrounds. The highest success rates were for learners in the Any Other ethnic group, 71.8% (r), and White Unknown, 71.5% backgrounds. The lowest success rates,29.9%, were recorded for those learners who did not provide information about their ethnic group. Of those that did provide their ethnic group, the lowest success rates were for those with African ethnic backgrounds, 51.8%.
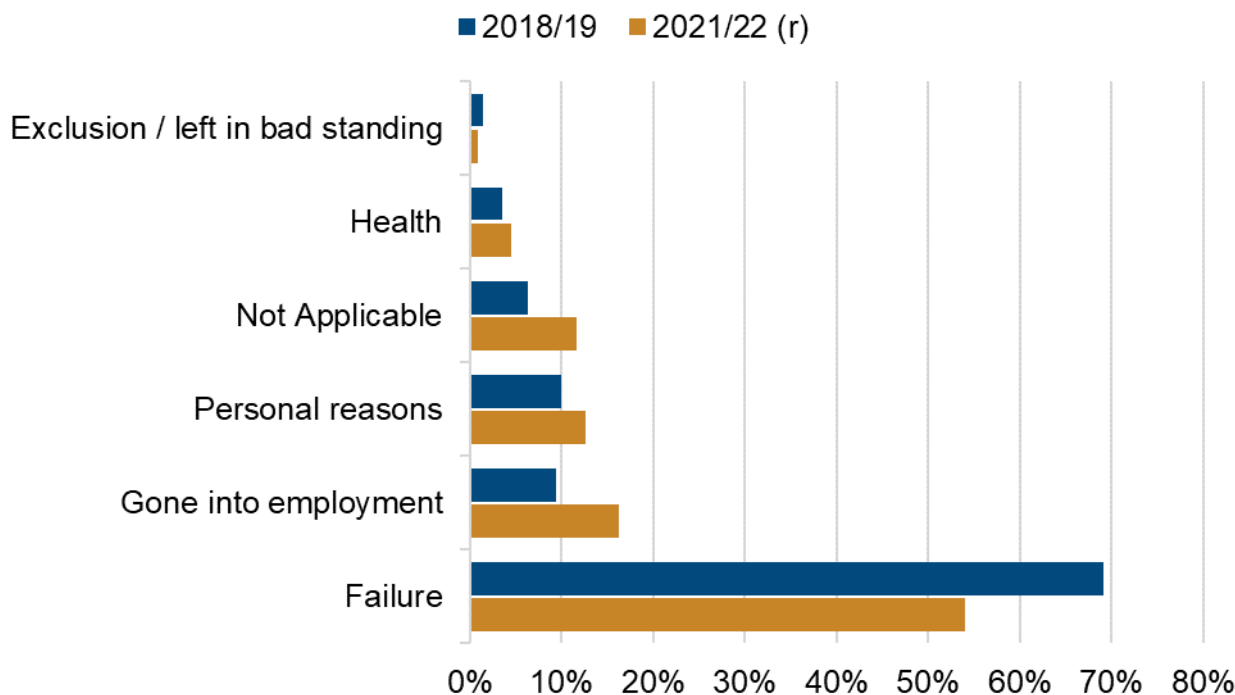
<u>Table 1.2 in accompanying spreadsheet</u>

[Note 1] Some categories based on very low numbers have been excluded to avoid disclosure.

Learners with Pakistani backgrounds saw no fall (r) in success rate compared to 2018/19.

Learners with Indian, and White Welsh / English / Scottish /Northern Irish / British backgrounds saw large drops of 35.8 and 31.3 (r) percentage points, respectively.

Figure 2.6: Reasons for ending apprenticeship without completing it, by academic year

Description of Figure 2.6: Bar chart showing that the reason for ending given for the majority of learners who did not complete their apprenticeships was 'failure'.

Table 1.3 in accompanying spreadsheet

Of the learners who did not complete their apprenticeship, 1 in 6 left to go into other employment. This was a sizeable increase compared to 2018/19 (6.8 percentage points). The apprentices who left for other employment were more likely to have only been working with their apprenticeship employer for a short time before starting. 4 in 10 learners who achieved their apprenticeship had been already working for their employer for at least a year before starting their apprenticeship, compared to only 3 in 10 of those who left to go into other employment.

Whilst the number of unsuccessful apprentices was higher in 2021/22 than before the pandemic, the proportion of those unsuccessful apprenticeships where the reason for ending was given as 'failure' decreased by 15.1 percentage points.
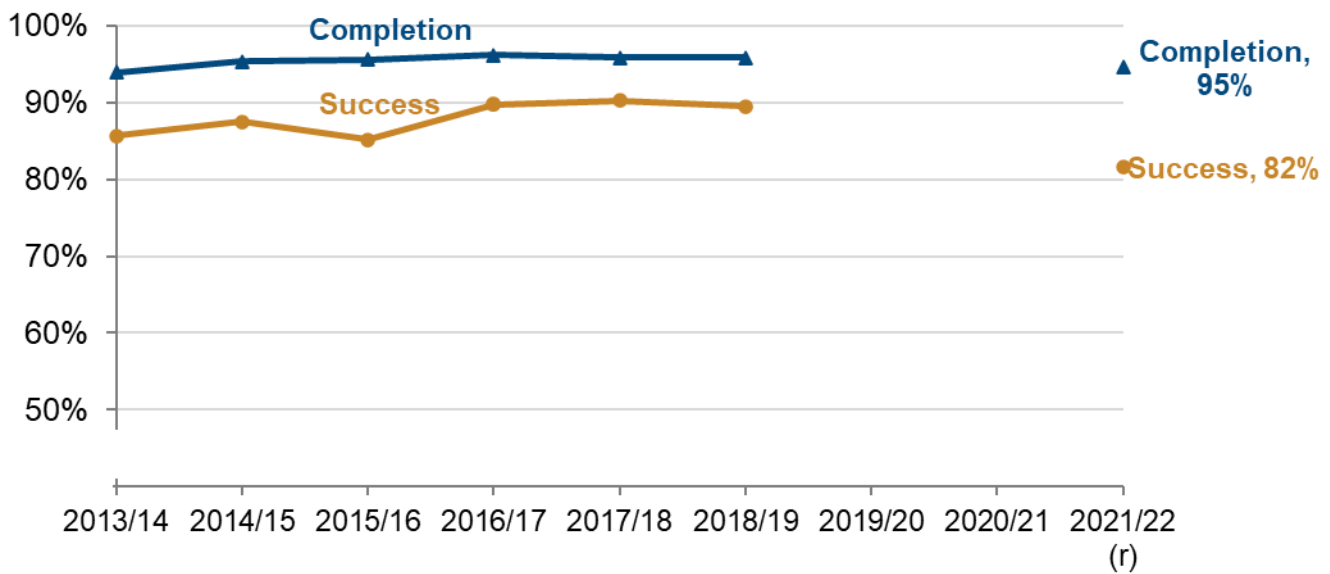
3. Adult learning

Adult learning activities are typically aimed at people who have not studied for some time. They are offered in community centres and some colleges. Learners can gain a variety of qualifications of different levels depending on what they study.

The number of adult learning activities taken dropped during the pandemic and remains below pre-pandemic levels. There were 35.2% (r) fewer activities that ended in 2021/22 than in 2018/19. The balance of activities taken in 2021/22 may not be the same as before the pandemic. It is important to note this, as the outcomes in 2021/22 and 2018/19 might not be comparing like for like.

Figure 2: Completion and success rates of adult learning activities since 2013/14

Measures were not produced for 2019/20 and 2020/21, see notes

Description of Figure 3.1: Line graph showing changing completion and success rates in Adult Learning activities between 2013/14 and 2021/22. Completion rates and success rates both decreased in 2021/22 compared to 2018/19.

Completion and success of adult learning activities by year on StatsWales

[Note 1] LLWR introduced new guidance on recording transfers in 2016/17, leading to an increase in data quality. This means that this year and those before should not be directly compared with those after.

[Note 2] Local authorities had problems collecting data in 2015/16 due to defunding that year.

[Note 3] Unassessable adult learning activities are excluded from success rates, but not completion rates.

The success rate of adult learning courses, at 81.6% (r), was 7.9 (r) percentage points lower in 2021/22 than in 2018/19. While the completion rate has remained fairly stable, decreasing from 95.8% to 94.6% (r), the percentage of completers who attained their qualifications dropped 6.0 (r) percentage points in the same period.

Figure 3.2: Success rate of adult learning activities by type of provision
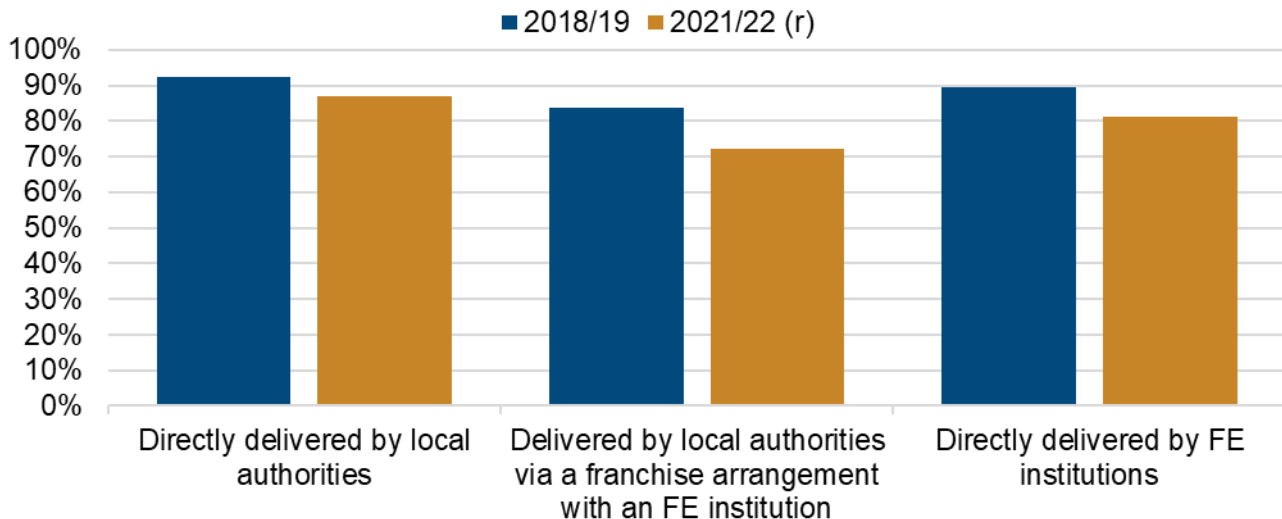
Description of Figure 3.2: Bar chart showing a decrease in success rates for all three provision types in 2021/22 compared to 2018/19.

Completion and Success in Adult Learning activities, by provision type and level on StatsWales

The success rate of adult learning activities varied considerably depending on the type of provision. Activities delivered by local authorities via franchise arrangements with further education (FE) institutions had the lowest success rate, 72.3% in 2021/22. The activities delivered by local authorities via further education (FE) institutions also had the biggest drop in success when compared to 2018/19, a drop of 11.6 percentage points.

Adult learning activities delivered directly by local authorities had the highest success rate of 87.0% (r). This was a 5.4 (r) percentage point drop compared to 2018/19.

Compared to other provision, there is a different balance of activities delivered by local authorities via a franchise arrangement. 55.5% of completed activities delivered by a franchise arrangement were entry level. This was 18.7 (r) percentage points higher than the proportion of entry level activities delivered directly by local authorities.

Figure 3.3: Success rate of adult learning activities by age
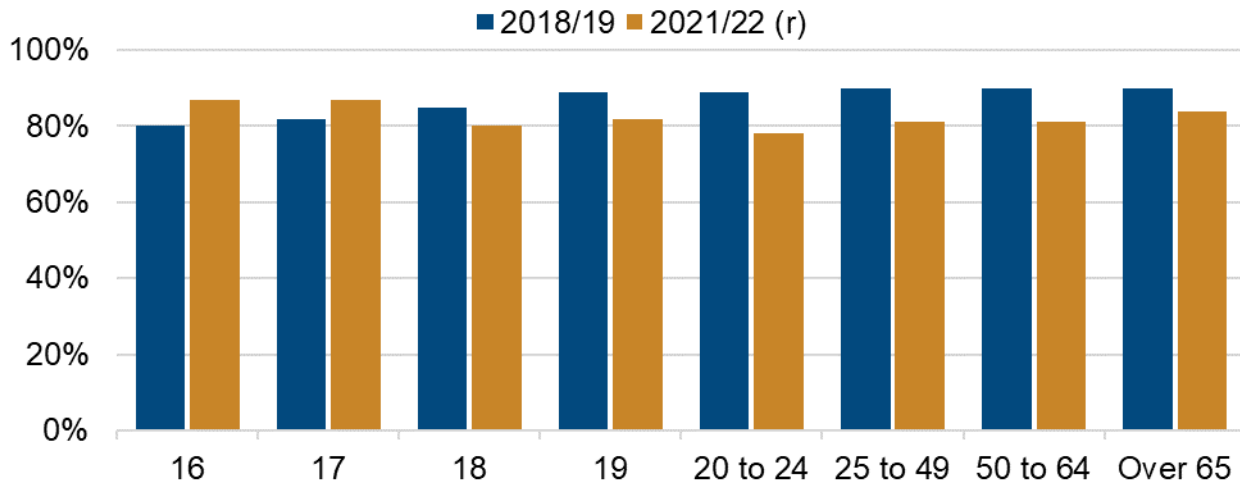
Description of Figure 3.3: Bar chart showing that 16- and 17-year-olds had the highest success rates in adult learning activities, around 87%. 16- and 17-year-olds were also the only age groups with higher success rates in 2021/22 than in 2018/19.

Success of Adult Learning activities by age and year on StatsWales

In 2018/19, older people tended to have a higher success rate in adult learning activities than younger learners, but this was no longer true in 2021/22. There was no consistent pattern across ages in 2021/22, and learners aged 16 and 17 had the highest success rates. 20 to 24-year-olds had the lowest success rate of 77.9% (r).

Figure 3.4: Success rate of adult learning activities by ethnic background
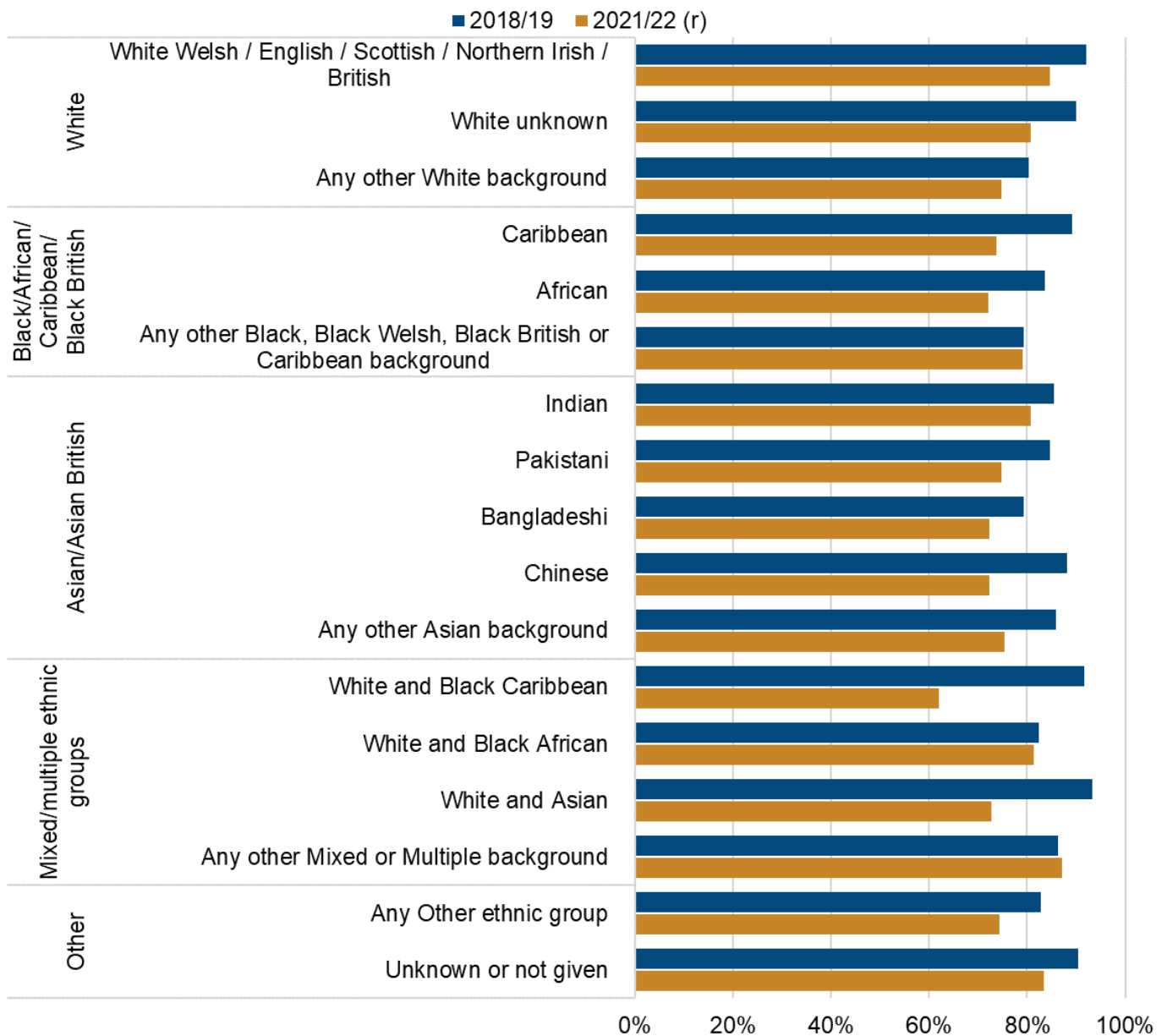
Description of Figure 3.4: Bar chart showing learners of most ethnic backgrounds had lower success rates in 2021/22 than in 2018/19. The exceptions are learners with Any other Black, Black Welsh, Black British or Caribbean backgrounds, and learners in the Any other Mixed or Multiple background category (r).

Table 2.1 in accompanying spreadsheet

[Note 1] Some categories based on very low numbers have been excluded to avoid disclosure.

Learners with White and Black Caribbean backgrounds had the lowest success rate in Adult learning of 61.9% (r). They also saw the largest drop when compared to 2018/19, 29.6 (r) percentage points. Learners with Chinese, and White and Asian backgrounds also saw large drops of 15.9 (r) and 20.6 (r) respectively.

The ethnic groups with the highest success rate were those with Any Other Mixed background, 87.2% (r) and White Welsh / English / Scottish / Northern Irish / British, 84.7% (r).

Figure 3.5: Success rate of adult learning activities by Sector Subject Area

Legend: ■ 2018/19 ■ 2021/22 (r)

Categories (top to bottom):
- Construction, Planning and the Built Environment
- Independent Living Skills
- Retail and Commercial Enterprise
- Business, Administration and Law
- Information and Communication Technology
- Engineering and Manufacturing Technologies
- Foundation for Work
- Health, Public Services and Care
- Arts, Media and Publishing
- Adult Basic Education
- Education and Training
- Languages, Literature and Culture
- Science and Mathematics
- History, Philosophy and Theology
- English for Speakers of Other Languages
- Other Sector Subject Area

Description of Figure 3.5: Bar chart showing English for Speakers of Other Languages; and History, Philosophy and Theology (r) were the two individual sector subject areas with the lowest success rate, 70.3% (r) and 74.1% (r) respectively. Independent Living Skills, and Construction, Planning and the Built Environment, were the two sector subject areas with the highest success rates, 98.4% (r) and 99.1% respectively.
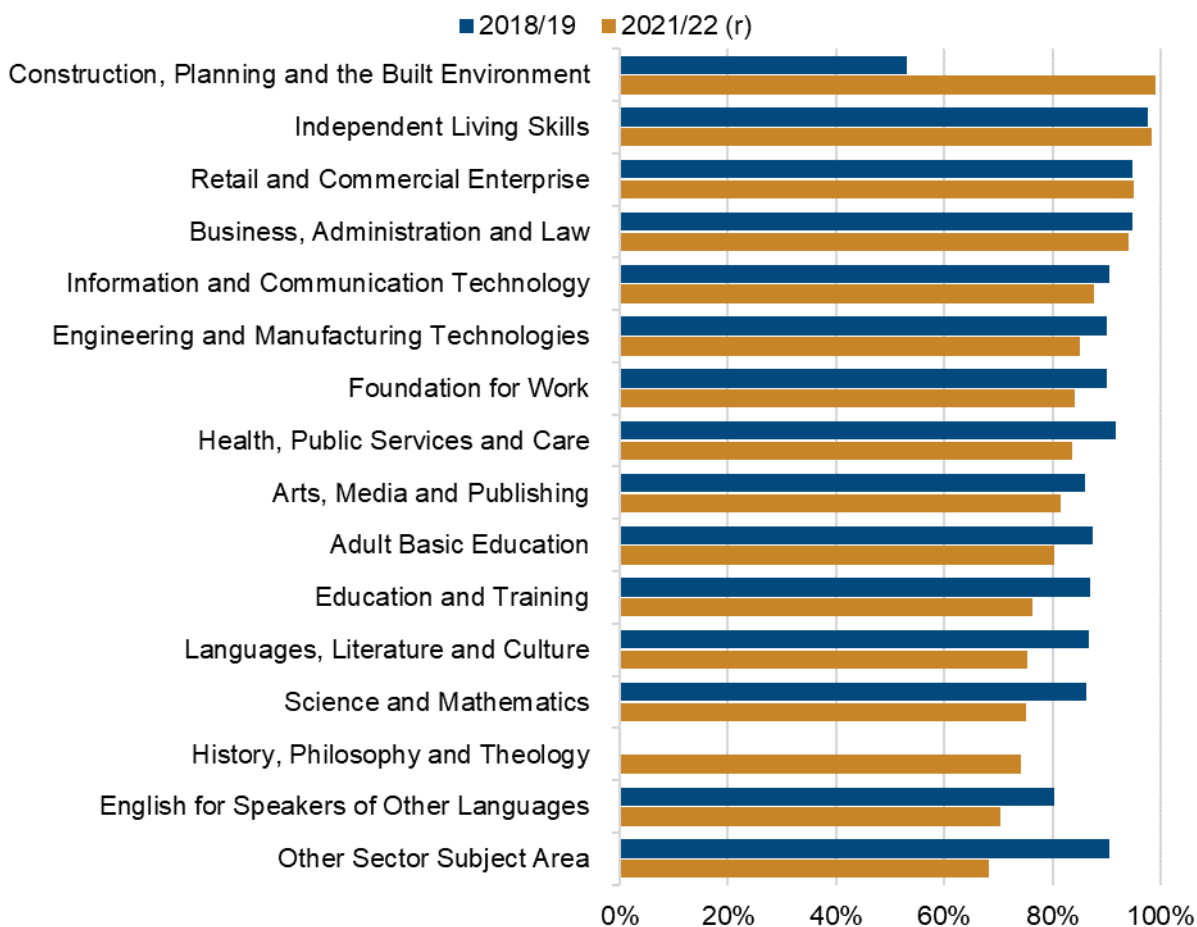
Table 2.2 in accompanying spreadsheet

[Note 1] Some categories based on very low numbers have been excluded to avoid disclosure.

The overall number of learning activities was lower in 2021/22 than in 2018/19, but there was a 26.6% (r) rise in English for Speakers of Other Languages (ESOL) activities. The increase in ESOL adult learning activities can be attributed in a large part to the arrival of Ukraine refugees fleeing the war in Ukraine and arriving in Wales from February 2022. There were five times (r) as many activities for learners with 'Any other White background'. These figures do not include ESOL learning provided by charities and other third-sector organisations.

If English for Speakers of Other Languages activities were excluded from the overall success rate, the success rate of adult learning activities would be 2 percentage points higher.

Males had a lower success rate than females in English for Speakers of Other Languages, 62.8% (r) compared to 73.5% (r).

4. Traineeships

Traineeships were learning programmes for 16- to 18-year-olds with the aim of giving them the skills they need to progress into an apprenticeship, further education, or employment. For the purposes of measuring the outcomes of traineeships we look at the destinations of learners on these programmes – what they are doing four weeks after the end of their programme.

There are two levels of traineeships covered in this release:

- Engagement traineeships – Entry level
- Level 1 traineeships – Equivalent to GCSE levels graded D to G

Engagement traineeships are designed for young people who are not sure what they want to do as a career. They provide support for going into employment or further education.

Level 1 traineeships are for young people who know what career they want to do and are able to start learning at level 1. People on Level 1 traineeships receive more work-focused support.
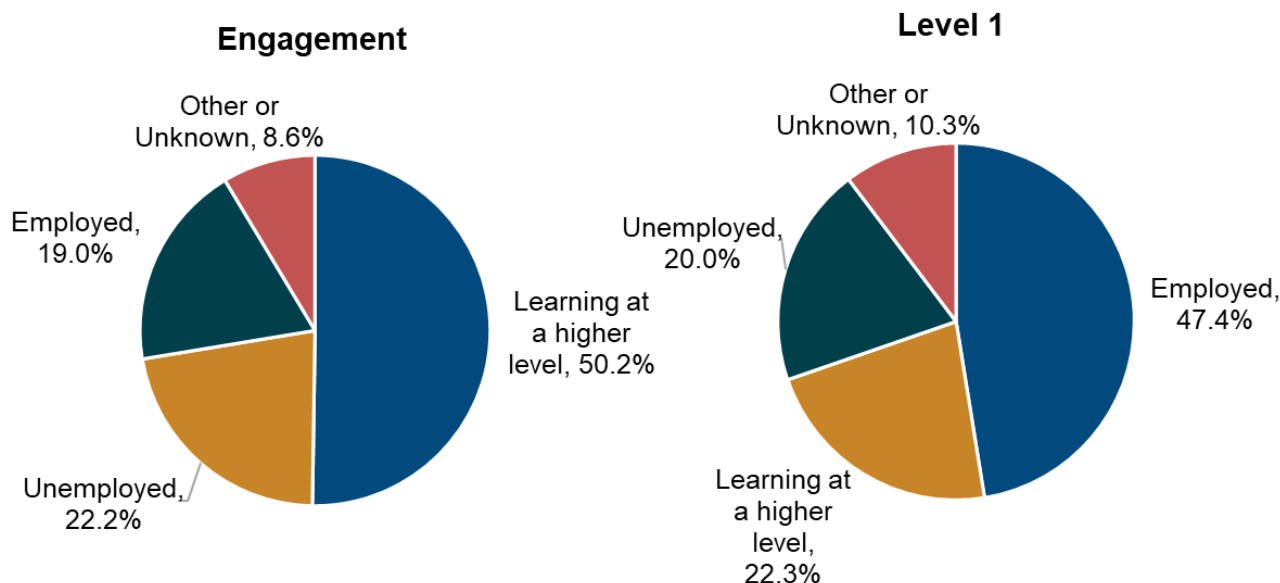
End of traineeships

Traineeships ended in March 2022. Jobs Growth Wales+ replaces the previous Jobs Growth Wales and Traineeships programmes. Jobs Growth Wales+ forms part of the Programme for Government commitment to provide every young person with an offer of employment, training, voluntary work, or self-employment. All learners that were still active on either Jobs Growth Wales or Traineeships at the end of March 2022 were transferred into the new Jobs Growth Wales+ programme.

Under Jobs Growth Wales+, 16 to 18-year-olds receive individualised support to equip them with the confidence, skills, and experience to progress into further learning, find a job or remain in employment. Wage subsidies of up to 50% for the first six months and on-the-job training are available for businesses employing young people aged 16 to 18 through the scheme.

Outcomes for Jobs Growth Wales+ can be found in the quarterly Jobs Growth Wales+ statistics reports. The headline statistics currently available will be supplemented with a more detailed annual statistical bulletin in June 2023.

Figure 4.1: Destinations of learners four weeks after the end of their traineeships, 2021/22

Description of Figure 4.1: Two pie charts showing the proportions of learners on engagement and Level 1 traineeships who went on to learn at a higher level, employment, unemployment and other or unknown destinations. The majority of Engagement learners went on to learn at a higher level within four weeks after ending their traineeship. The most common destination (r) for Level 1 learners was employment.

Table 3.1 in accompanying spreadsheet

[Note 1] 1,875 traineeship leavers transferred to another learning programme in 2021/22; 1,825 of those leavers transferred in March 2022 in line with the end of traineeships. The March transfers were not included in Figure 4.1.

Overall, 72.0% (r) of traineeships leavers made some kind of positive progression in the last year of the scheme. This included leavers going into employment (including part time and voluntary work) or a higher level of learning.

47.4% of Level 1 Traineeship leavers went into employment, of which 93.4% went into full-time employment. This is compared to 19.0% of engagement traineeship leavers who went into employment.

Engagement Traineeship leavers were more likely to go on to a higher level of learning. 50.2% of Engagement leavers went on to learn at a higher level compared to 22.3% of Level 1 leavers. More Engagement leavers were unemployed four weeks after the end of their programme than level 1 leavers, 22.2% compared to 20.0%.

5. Glossary

Academic year

The academic year is 1st August to 31st July.

Adult learning

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

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

Age

A learner's age is calculated from the 31st August in the academic year they started learning.

Apprenticeship / apprenticeship framework

Apprenticeships combine practical training in a job with study. In Wales an apprentice will follow an approved apprenticeship framework, which includes a set of mandatory qualifications. The framework ensures an apprentice has the relevant knowledge, skills, and qualifications.

Attainment rate

The attainment rate is the percentage of completed activities where the qualification was achieved. See the Completion, attainment and success section of the notes for more information.

Completion rate

Completion is the number of activities or apprenticeship programmes that are finished, whether or not the qualification or framework was achieved. See the Completion, attainment and success section of the notes for more information.

Early dropouts

Learners are defined as early dropouts if they:

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

Early dropouts are excluded from learner outcomes measures.

Ethnic background

Ethnic categories are presented according to the Government Analysis Function harmonised standards. The information is self-reported by the learner.

Home neighbourhood

The small area called the Lower Layer Super Output Area (LSOA) which contains the learner's address.

Learning activity

Learning activities refer to a specific qualification pursued by a learner, for example, an A level or Essential Skill.

Programme

A programme is a collection of learning activities that a learner will study. For example, an apprenticeship programme may include several supporting learning activities.

Sector / Sector subject areas

The sector / subject areas 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.

Success rate

The success rate is the percentage of activities or apprenticeship programmes that were achieved. See the Completion, attainment and success section of the notes for more information.

Traineeships

See the introduction to the traineeships section.

Work based learning

In this release, two types of work based learning are covered: apprenticeships and traineeships.

6. Notes

There are [StatsWales tables](#) and an accompanying spreadsheet containing all the data presented in this report.

Due to the consequences of the disruption caused by Covid, it was decided that Learner Outcomes Reports (LORs) for 2021/22 would not be published at a provider / partnership level (as in previous years). They will be provided for use by learning providers for internal monitoring and quality assurance processes as part of evaluation and improvement arrangements. We are planning to reintroduce the publication of the LORs for the 2022/23 academic year.

Suspension of performance measures in 2019/10 and 2020/21

During the first two years of the pandemic, apprenticeship learning took place, but some apprentices were affected by furlough and redundancies. Adult learning took place in available venues where they existed, otherwise learning was moved online. For both types of provision some assessments were cancelled, delayed or adapted.

Due to the changes in how grades were awarded in 2020 and the disruption to learning caused by the pandemic, the Welsh Government did not produce any of its usual performance measures for schools or post-16 learning in 2019/20 or 2020/21.

Statistics were calculated using new methods to assess how learners' outcomes were affected during the pandemic for all types of post-16 learning. These included new statistics on the length of delay in completing learning and on the choices of Year 11 learners going into post-16 learning. They were reported in the [Outcomes for learners in post-16 education affected by the coronavirus (COVID-19) pandemic](#) reports.

Data sources

All the data in this report comes from the [Lifelong Learning Record Wales (LLWR)](#). This data is used for funding, monitoring performance and outcomes, and to inform strategy development. It is the official source of statistics on learners in work based learning and adult learning in Wales.

Learning providers submit the data to Welsh Government. It is collected on a rolling basis. The data used for official statistics is taken in the December after the end of the relevant academic year.

Cohorts

The data in this report covers provision delivered by learning providers funded by Welsh Government. It does not include privately funded learning.

The base cohort of the adult learning measures and apprenticeship activity measures (included in the accompanying spreadsheet) are activities that were either:

- expected to be completed during the academic year

- or ended during the academic year but were expected to complete prior to it.

The base cohort of the apprenticeship and traineeship measures are all programmes that ended in the relevant academic year.

Learn Welsh (Welsh for Adults) provision is not included. Learn Welsh data is published by the National Centre for Learning Welsh on the [Learn Welsh website](#).

From 2017/18 activities not funded by Welsh Government were no longer submitted to the LLWR. It has not had an observable impact on learner outcome measures.

Essential Skills Wales qualifications were included from 2017/18.

Adult learning provision types

There are three distinct types of adult learning provision included in this release:

- adult learning directly delivered by local authorities

- adult learning delivered by local authorities via a franchise arrangement with a further education institution (colleges)

- other adult learning delivered by further education institutions and Adult Learning Wales.

'Other adult learning' is identified using the 'type of learning programme' field. This is based on the institutions' own reporting of adult learning provision.

Completion, attainment and success

The outcomes measures for learning activities are calculated as follows:

- Completion rate - the number of learning activities completed divided by the number of learning activities ended (completed or withdrawn).

- Attainment rate - the number of learning activities achieved divided by the number of assessable learning activities completed.

- Success rate - the number of learning activities attained divided by the number of assessable learning activities ended (completed or withdrawn).

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 activities delivered by the provider that do not appear on the Qualifications in Wales (QiW) database of approved qualifications.

The apprenticeships framework success rates are calculated as follows:

- Apprenticeship success rate - the number of learning programmes where the full framework has been achieved divided by the number of learning programmes ended.

Learning programmes recorded as either transferred or continuing at another work based learning provider are excluded from the calculation. Learning programmes that ended without being completed within 8 weeks of commencing are also excluded.

Learning programmes recorded as ended due to learner death or the learner being made redundant have been excluded from the measure.

Rounding and suppression

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 differences when compared with the rounded figures. Totals are rounded separately, so they may not exactly match the sum of their rounded parts.

7. 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.

Relevance

The measures set out in this publication are primarily used:

- by the Welsh Government to monitor providers' performance and as baseline information

- by Estyn, who may use national data as context when considering inspection judgements and in thematic reports

- 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 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. However in June 2021 the Minister for Education and the Welsh Language made a written statement on school information, improvement and inspection arrangements, and identifiable provider level 2021/22 data on outcome measures will not be shared with Estyn.

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:

- Welsh Ministers

- Members of the Senedd and the Research Service in the Senedd; officials in the Welsh Government;

- 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.

Accuracy

This report was revised on 17th March 2023, after publication on 28th February 2023. There was an issue with the duplication of records, and adult learning records delivered by Flintshire were

incorrectly excluded. The issue affected 4.0% of adult learning records and 0.5% of apprenticeship records.

For each sector subject area, the average absolute change in success rate due to the revision was 1.6 percentage points for adult learning, and 0.2 percentage points for apprenticeships. The overall adult learning success was previously reported as 82.9% and has been revised to 81.6%. The overall apprenticeship success rate was previously reported as 66.4% and has been revised to 66.3%.

There were two changes to the messages in the report as a result of the revision. History, Philosophy and Theology became the subject sector area with the second lowest success rate in adult learning, instead of Languages, Literature and Culture. Adult learning learners in the White and Black African ethnic background category saw success rates drop by 1.1 percentage points compared to 2018/19 when it was previously reported as a rise.

In addition, it was previously stated the majority of level 1 traineeships went onto employment, when it was only the most common category (47.4% of learners).

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 further education institutions, work based learning providers and local authorities. Data quality issues are then followed up and resolved in liaison with Welsh Government officials.

The Welsh Government developed a set of data management principles for providers. These principles provided clarification on several 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 ended learning activities and/or learning programmes and therefore potentially inflate the success rates detailed within this output.

Figure 5.1: Proportion of WBL apprenticeship programmes recorded as transferred, by programme type and academic year

	2014/15	2015/16	2016/17	2017/18	2018/19	2021/22
Foundation Apprenticeship	8.3	3.5	2.9	2.0	1.9	2.6
Level 3 Apprenticeship	9.3	2.8	2.2	1.8	1.8	1.5
Higher Apprenticeship	9.9	3.8	2.1	1.9	1.6	1.4
All Apprenticeships	**8.9**	**3.3**	**2.4**	**1.9**	**1.8**	**2.0**

Description of Figure 5.1: The table shows the proportion of foundation apprenticeships recorded as transferred increased and the proportion of higher and level 3 apprenticeships decreased.

Analysis is undertaken annually to determine the impact of transfers. In 2021/22 there was a 0.2 percentage point increase in work based learning transfers compared to 2018/19, but the figures were broadly stable.

Figure 5.2: Proportion of WBL apprenticeship programmes excluded from measures, by reason for exclusion and academic year

	2015/16		2016/17		2017/18		2018/19		2021/22	
Reason for exclusion	No.	%	No.	%	No.	%	No.	%	No.	%
Early drop-out	1,875	9.3	2,435	11.7	3,380	12.8	2,975	10.4	2,085	12.1
Continuing learning programme	*	*	*	*	*	*	*		*	*
Transferred learning programme	665	3.3	505	2.4	500	1.9	510	1.8	390	2.2
Learner redundancy	240	1.2	245	1.2	305	1.2	225	0.8	100	0.6
Learner death	5	*	10	*	10	*	10	*	15	*
Total exclusions	2,780	13.9	3,200	15.4	4,195	15.9	3,720	13.1	2,570	14.9
Total ended learning programmes	20,050	100.0	20,755	100.0	26,365	100.0	28,455	100.0	17,280	100.0

Source: Lifelong Learning Wales Record (LLWR)

Description of Figure 5.2: The table shows the proportion of work based learning apprenticeship programmes excluded from measures by reason for exclusion remained consistent between 2018/19 and 2021/22. The total ended programmes were lower in 2021/22 than in previous years.

Analysis is undertaken annually to monitor the numbers of exclusions from the outcome measures calculations to determine whether they fall within acceptable thresholds.

The proportion of 'early drop-outs' has increased by 1.7 percentage points since 2018/19.

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 adult learning data reveals considerable variation in the proportion of non-assessable learning activities across the different types of adult learning provision. 'Other adult learning provision delivered by further education institutions' has a high proportion of such activities. (61.7 per cent of ended learning activities in 2021/22) compared with local authority provision delivered via a franchise arrangement with an FE institution (2.3 per cent of ended learning activities) and AL provision delivered by local authorities (36.0 per cent of ended activities).

Previous analysis by local authority has identified that the proportion of non-assessable activities varies considerably between providers. 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.

Timeliness and punctuality

The annual timescale for the production of final learner outcomes data balances timeliness against the need for accurate data quality to underpin robust sector benchmarks. Statistics are drawn from a database based on the LLWR in December, (previously February until 2015/16 for adult learning and 2016/17 for work based learning). This report is then produced and published as soon as possible.

Accessibility and clarity

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

The release is published as an accessible format PDF (PDF/A). The data in the spreadsheet in available on StatsWales and in an accompanying spreadsheet available in an open data format (ODS).

Comparability and coherence

Figures in this statistical release are broadly comparable with previous years. Past releases can be accessed on the Learner outcome measures for further education, work-based learning and adult community learning page on gov.wales.

Past releases contain information on further education provision. This has now been replaced by the consistent performance measures for post-16 learning. Please note that these figures are not directly comparable.

In 2015/16 WBL outcomes were published separately to adult learning outcomes due to differences in timetables.

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 - Statistics: further education and skills

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.

Statistics on further education and sixth forms in schools are available in the consistent performance measures for post-16 learning reports. These statistics have been designed to compare learners across different education settings, and to give a picture of the whole learner journey. The methodology is not directly comparable with the statistics in this article.

8. 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 Official 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.

The designation of these statistics as National Statistics was confirmed in May 2011 following a [full assessment against the Code of Practice](#).

9. Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental, and cultural wellbeing of Wales. The Act puts in place seven wellbeing 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 wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 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.

10.   Further details

This document is available at: [Learner outcome measures for further education, work-based learning and adult community learning | GOV.WALES](#)

11.   Next update

February 2024 for the academic year 2022/23.

12.   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

13.   Open Government Licence

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