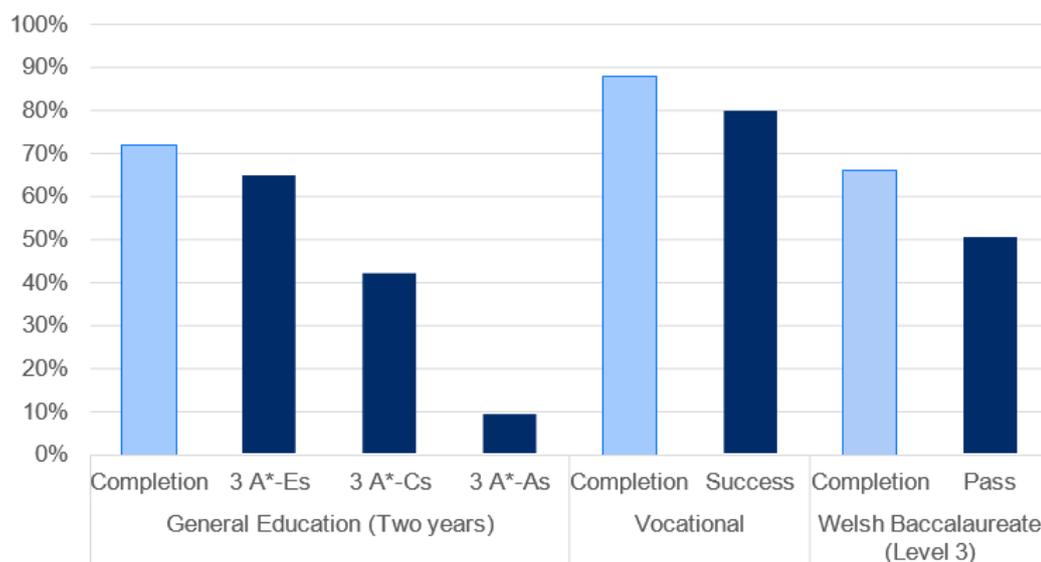


Consistent performance measures for post-16 learning: Achievement, August 2018 to July 2019 (experimental statistics)

27 February 2020
SFR 12/2020

Summary of completion and achievement measures, 2018/19



Main points

- 9% of the full-time learners who started an AS level in the 2017/18 [academic year](#) achieved the equivalent of three A levels at A* to A in 2018/19.
- 42% achieved at least three A*s to Cs.
- 65% passed the equivalent of three or more A levels (grades A* to E).
- 80% of main vocational qualifications were successfully achieved.
- Half of learners on the Advanced Welsh Baccalaureate passed (50%).
- There were large inequalities in outcomes for learners from deprived backgrounds. Learners from the least deprived areas were over three times more likely to get three As or A*s, compared with learners from the most deprived areas.
- Females were more likely to achieve than males in general education [programmes](#). There was no gender gap in success rates for vocational programmes.

About this release

This release is part of a set of three consistent performance measures for colleges and sixth forms.

The measures are [Achievement](#), Value Added, and [Destinations](#).

Outcomes for learners should be understood in the context of all three measures.

Sources:

Lifelong Learning Wales Record (LLWR),
Post-16 data collection, Welsh Examinations Database (WED).

In this release

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1. Introduction

Experimental statistics status

These statistics are marked experimental, because they are still being developed. [Schools](#) were added to the vocational programme measure for the first time this year.

The achievement measures were first published covering the period August 2016 to June 2017. We do not advise comparing 2016/17 with later years, because several providers were excluded in the first year due to data quality issues.

The data quality has improved since, and all [sixth forms and further education colleges](#) have been included for 2017/18 and 2018/19. These two years can be compared, as the changes in methodology have been minor.

The Glossary section has more information on why these statistics are experimental.

Consistent measures

The consistent performance measures combine data from [colleges and school sixth forms](#). In the past, there were separate measures of learner outcomes for each, even though they deliver many of the same learning programmes.

The consistent performances measures are:

- Achievement – the completion, retention and attainment of learners undertaking A Level, vocational and Welsh Baccalaureate programmes
- Value added – the progress made by learners above what would normally be expected based on their prior attainment and gender
- Destinations – the proportion of learners who go on to employment and/or further learning (including higher education).

The measures aim to treat colleges and schools consistently. However, small differences are unavoidable because college and school data come from separate sources.

Early dropouts

Learners who change or withdraw from their learning programme in the first 8 weeks are counted as early dropouts. They are not included in the main achievement measures.

Providers

What 'good' learner outcomes look like will be different for particular colleges and sixth forms. Post-16 education is delivered in a variety of ways across Wales. Providers have learners with different mixes of backgrounds and previous levels of achievement.

Work Based learning and adult learning

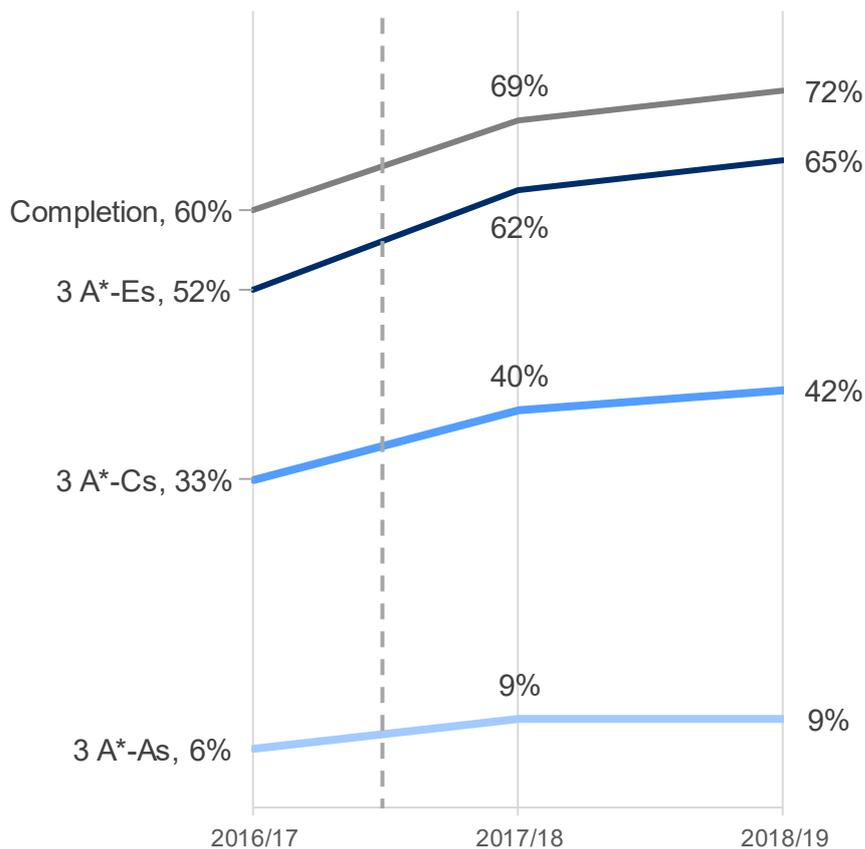
This report does not cover adult learning, apprenticeships or other work based learning. Statistics for these are in [Learner outcomes for work based learning and adult learning](#).

2. General education programmes

These measures cover learners who started studying a [programme](#) of three or more AS levels (or equivalents) in their first year, and looks at how many achieved at least three A levels (or equivalents) by the end of their second year.

General education programmes can include learners who are taking vocational qualifications across several subject areas.

Chart 2.1: Time series of general education two-year achievement measures (a)

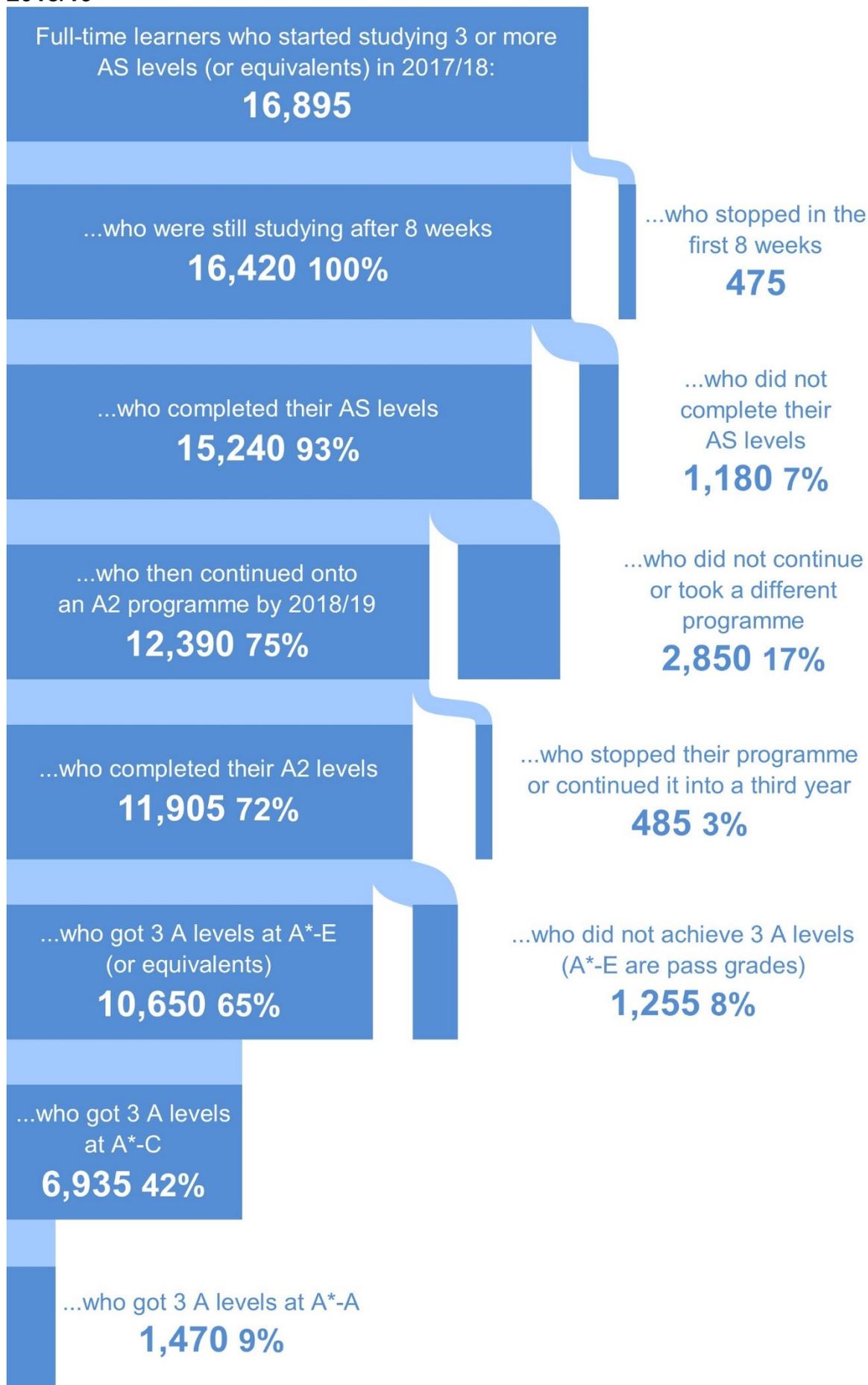


a) Comparisons should not be made between 2016/17 and later years as some providers were removed in 2016/17 because of data quality issues.

There was an increase in achievement for general education programmes across the board in 2018/19, except for the number of learners receiving three A levels at A or A*.

The completion rate for A level programmes improved by 3 percentage points over the previous year. The increase in learners completing their A levels is the reason why more learners received three A levels at A* to E and A* to C.

Chart 2.2: Two-year achievement measures for general education programmes, 2018/19



3. Vocational programmes

These measures cover learners studying programmes with mainly vocational qualifications in a particular sector or subject area. These qualifications have different lengths, so the vocational measures only look at achievement over one year. Success for vocational programmes is measured as the percentage of main qualifications studied that were successful.

Schools have been included in the vocational programme measures for the first time this year. The effect of schools on the overall measures is small. 1% of learners on vocational programmes were in a school in 2018/19. 29 school sixth forms offered vocational programmes, compared with 139 offering general education programmes.

Chart 3.1: Completion measures for vocational programmes, 2018/19

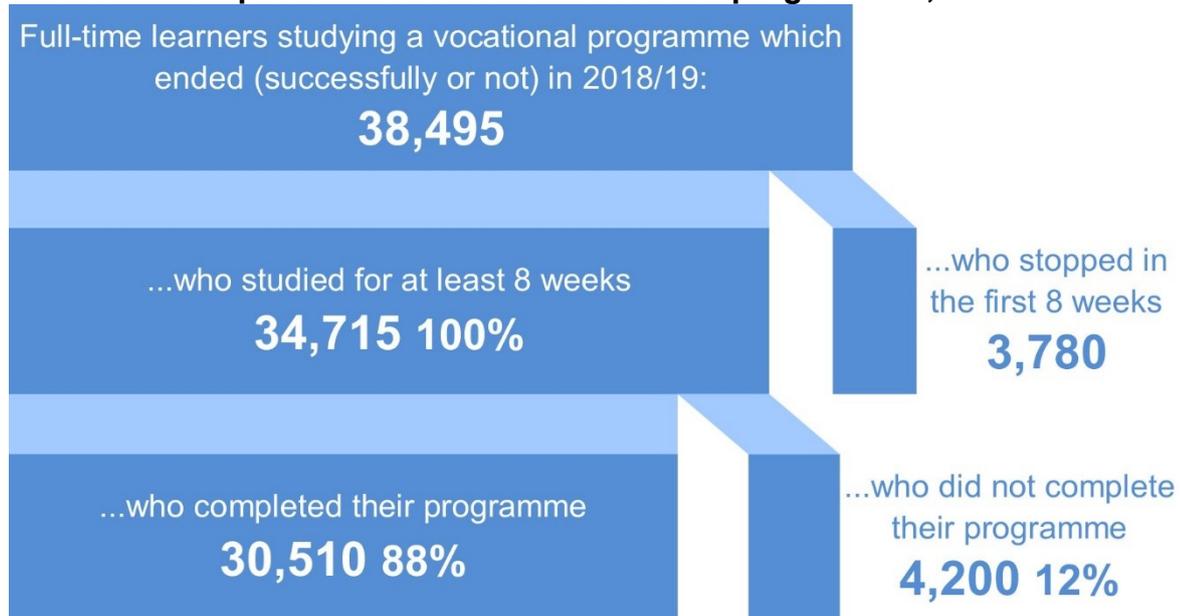
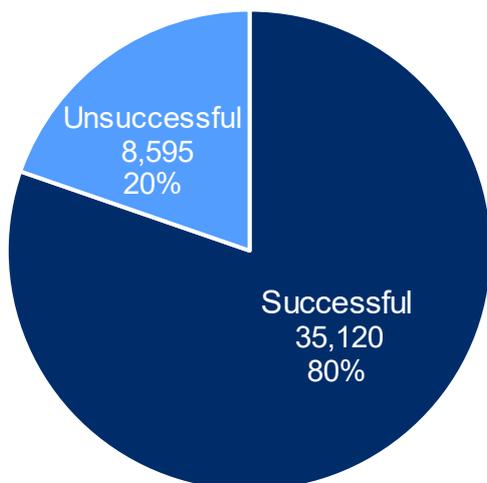
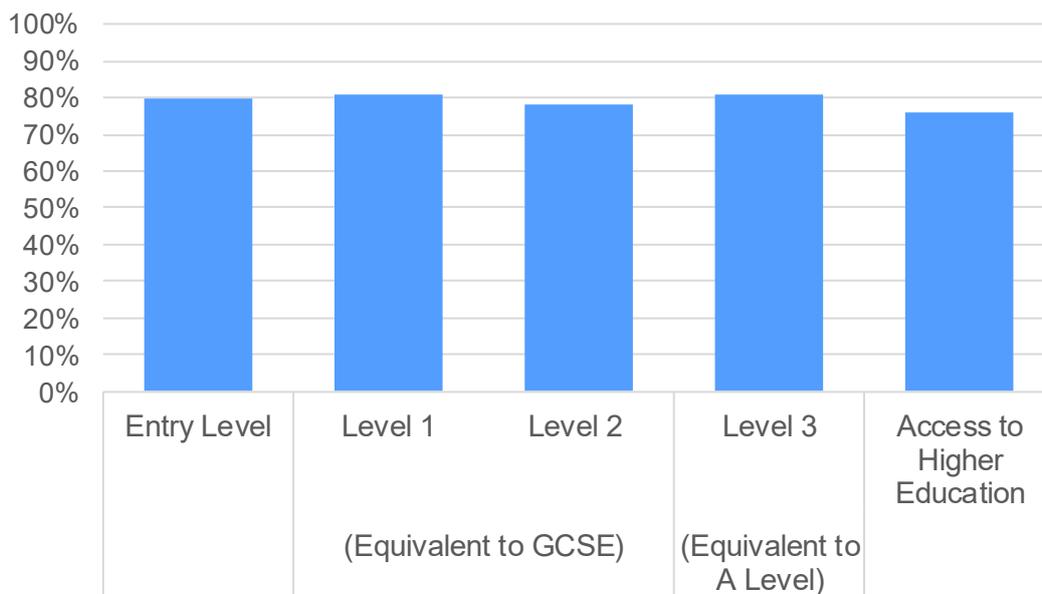


Chart 3.2: Success rate of main qualifications taken by learners in vocational programmes, 2018/19



80% of the main qualifications for a vocational programme were successfully achieved. The completion rate and success rate were higher for vocational programmes than general education programmes. However, general education programmes are measured over two years, rather than one. The number of [early dropouts](#) was much higher for vocational programmes.

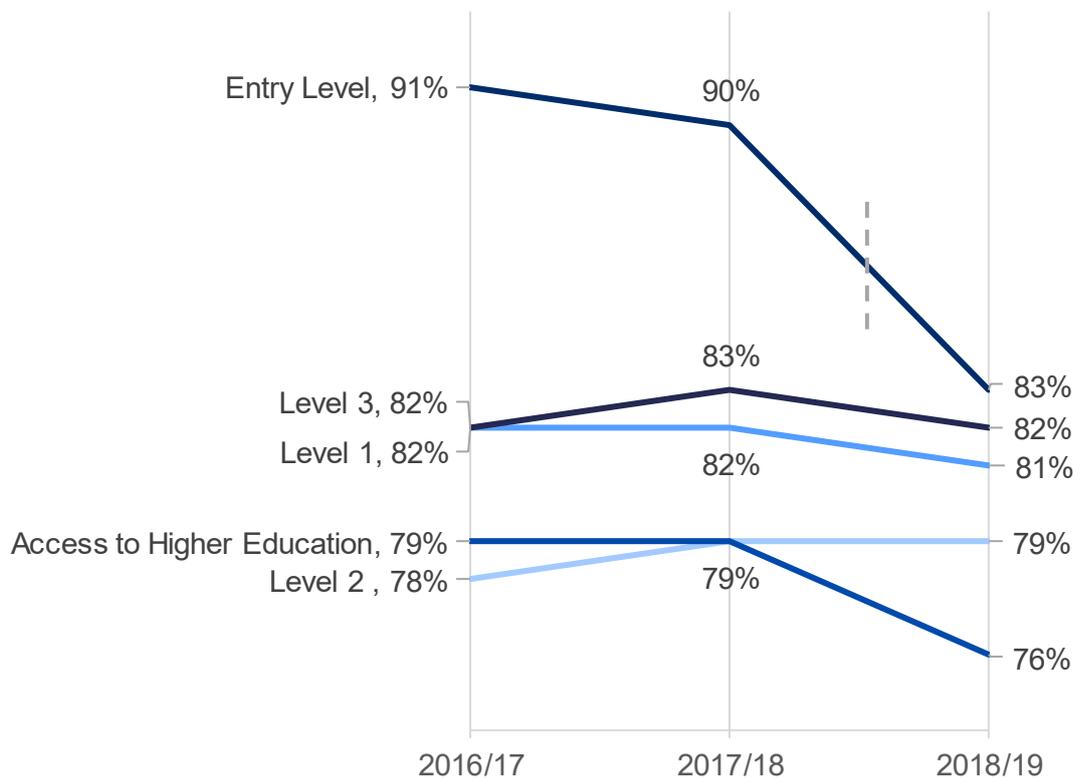
Chart 3.3: Success rate by qualification level for vocational programmes, 2018/19



The success rate for vocational programmes was consistent across [qualification levels](#). For vocational programmes from entry level up to level 3, the success rates ranged between 78% and 81%.

The exception was Access to Higher Education programmes, which had a success rate of 76%. Access programmes are designed to prepare people without traditional qualifications for study at university.

Chart 3.4: Time series of success rate for vocational programmes by qualification level for colleges (a) (b)



a) Independent Living Skills were excluded in 2018/19. They are entry level qualifications.

b) Data only shown for colleges to be consistent with previous years.

The success rate for vocational programmes at colleges declined slightly in 2018/19. The success rates for level 1 and level 3 programmes fell by 1 percentage point from the previous year. The success rate for level 2 programmes was unchanged, at 79%.

The drop in success rates for entry level programmes was due to the removal of Independent Living Skills from the measures. They were excluded as part of a three-year hiatus, agreed with colleges, to give Welsh Government time to consider a new set of performance measures for the Independent Living Skills area as the curriculum is being reformed. 35% of entry level qualifications were Independent Living Skills in 2017/18, and they had a high success rate.

Access to Higher Education qualifications saw the largest drop, going from a success rate of 79% in 2017/18 to 76% in 2018/19.

4. Welsh Baccalaureate

The Welsh Baccalaureate (Welsh Bacc) is a Wales-only qualification, designed to be studied as part of general education or vocational programmes. It aims to develop skills useful for education and employment and is studied alongside general education and vocational qualifications.

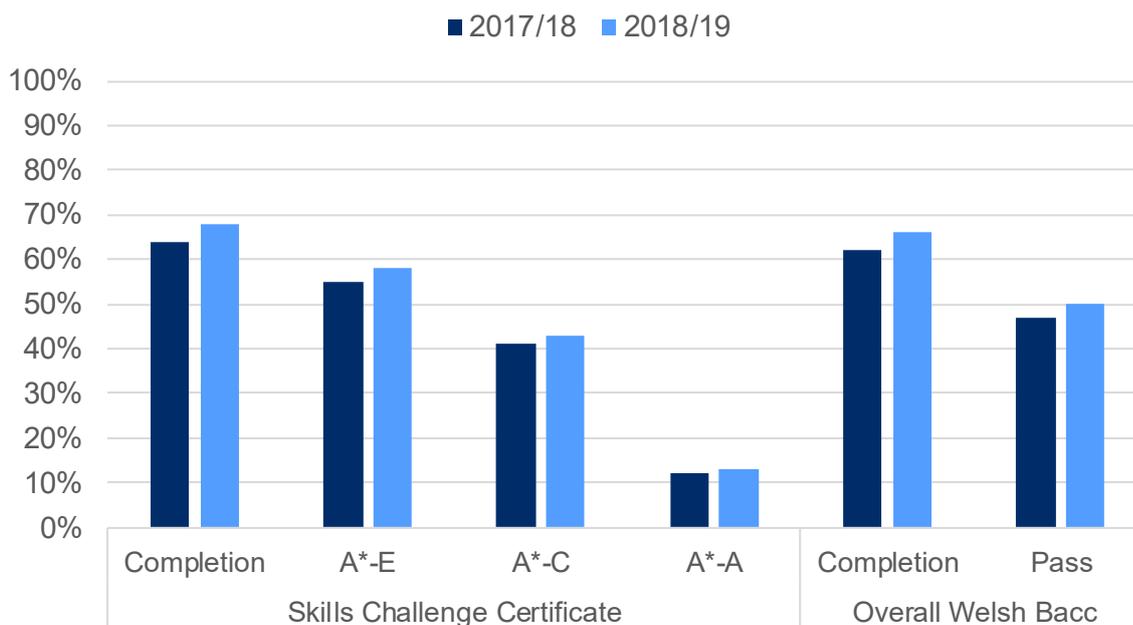
There are three levels of Welsh Bacc. Almost all post-16 learners study the highest level, the level 3 Advanced Welsh Baccalaureate.

The level 3 Welsh Bacc has several parts:

- Skills Challenge Certificate – this is a graded qualification, equivalent to an A Level
- GCSEs in Maths-numeracy and English or Welsh Language
- supporting A level or vocational qualifications

Learners need to achieve all of these to get the overall Welsh Bacc, although the Skills Challenge Certificate is also a standalone qualification.

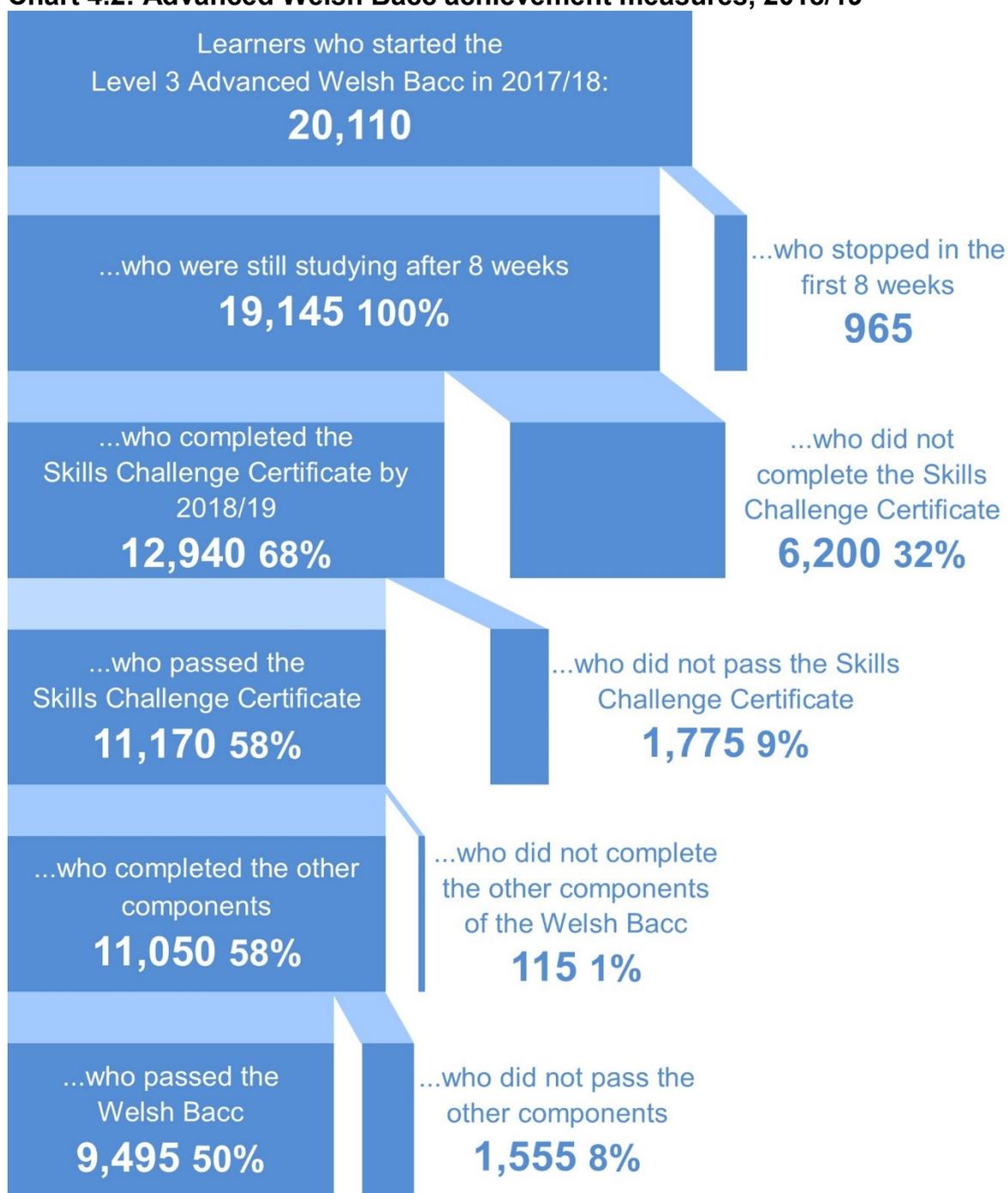
Chart 4.1: Time series of Advanced Welsh Bacc achievement measures (a)



a) Achievement measures for the Welsh Bacc were introduced in 2017/18.

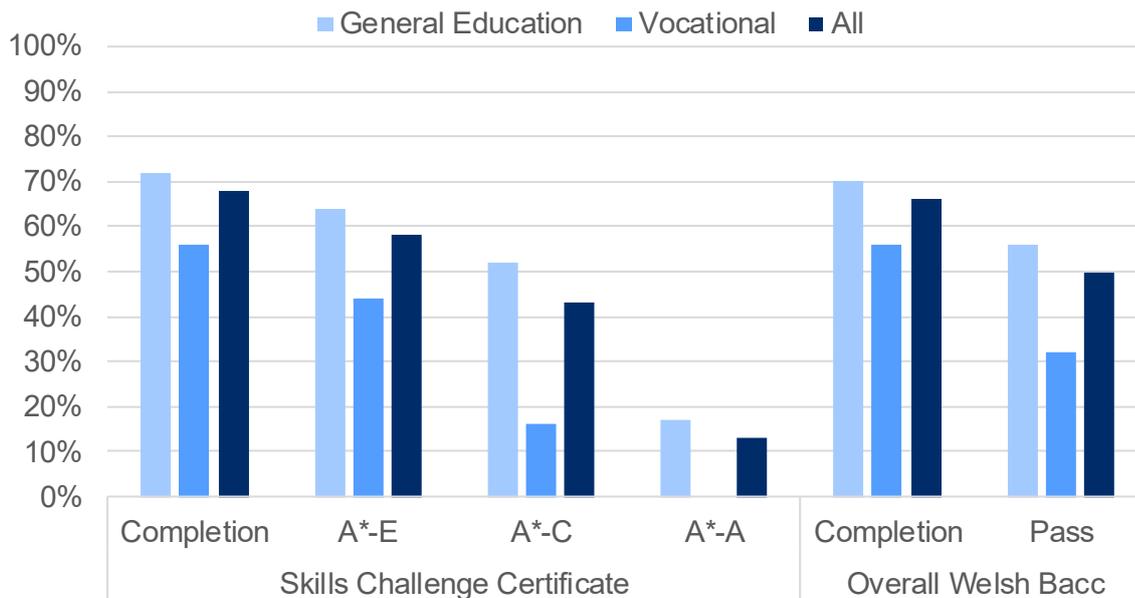
Half of people who took the level 3 Welsh Bacc passed it in 2018/19. However the achievement measures have all improved. 50% of learners passed in 2018/19, compared with 47% the year before.

Chart 4.2: Advanced Welsh Bacc achievement measures, 2018/19



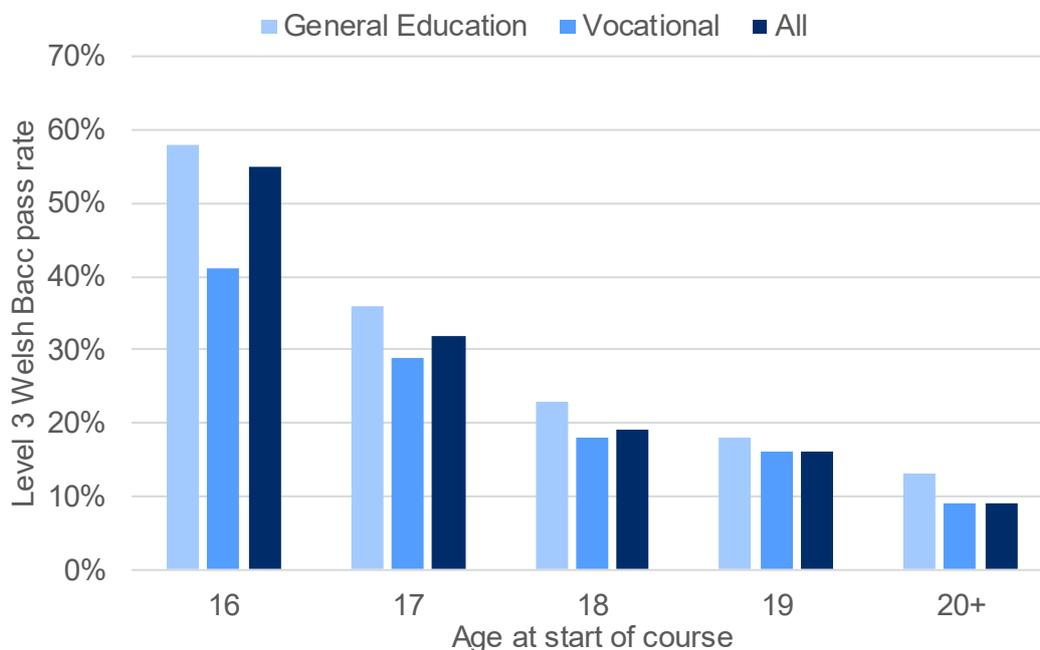
1 in 3 learners who started the Welsh Bacc did not complete the Skills Challenge Certificate. Of the 11,170 who passed the Skills Challenge Certificate, a further 1,675 did not receive the Welsh Bacc. This is because they did not successfully complete the other components.

Chart 4.3: Achievement measures by learner programme type for the Advanced Welsh Bacc, 2018/19



Learners studying vocational programmes were less likely to achieve the Welsh Bacc. The pass rate for learners on vocational programmes was 24 percentage points lower than on general education programmes (32% compared with 56%). Less than 1% of learners on vocational programmes got an A or A* in the Skills Challenge Certificate. Learners on vocational programmes made up 26% of Welsh Bacc learners at the 8 week point.

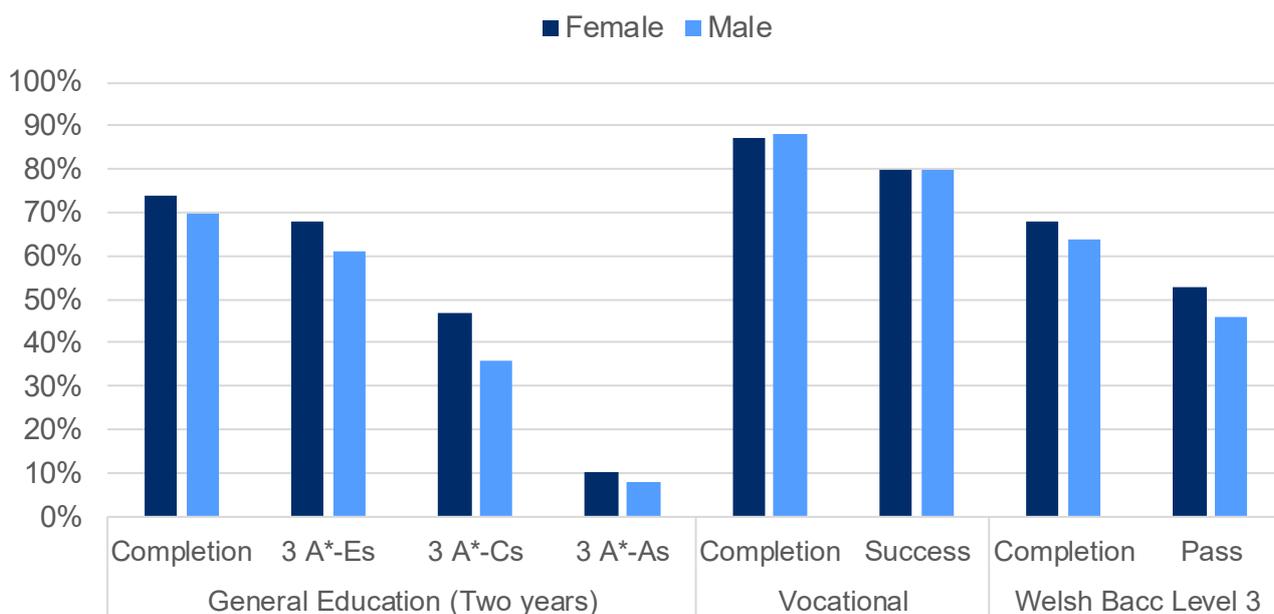
Chart 4.4: Pass rates for the Advanced Welsh Bacc by age and type of programme, 2018/19 (a)



The older the learner, the less likely they were to pass the Welsh Bacc. Less than 10% of learners over 19 passed the Welsh Bacc. Learners on vocational programmes are often older, but age is not enough to explain most of the difference between general education and vocational pass rates. Vocational learners aged 16 were still 17 percentage points less likely to pass their Welsh Bacc.

5. Gender

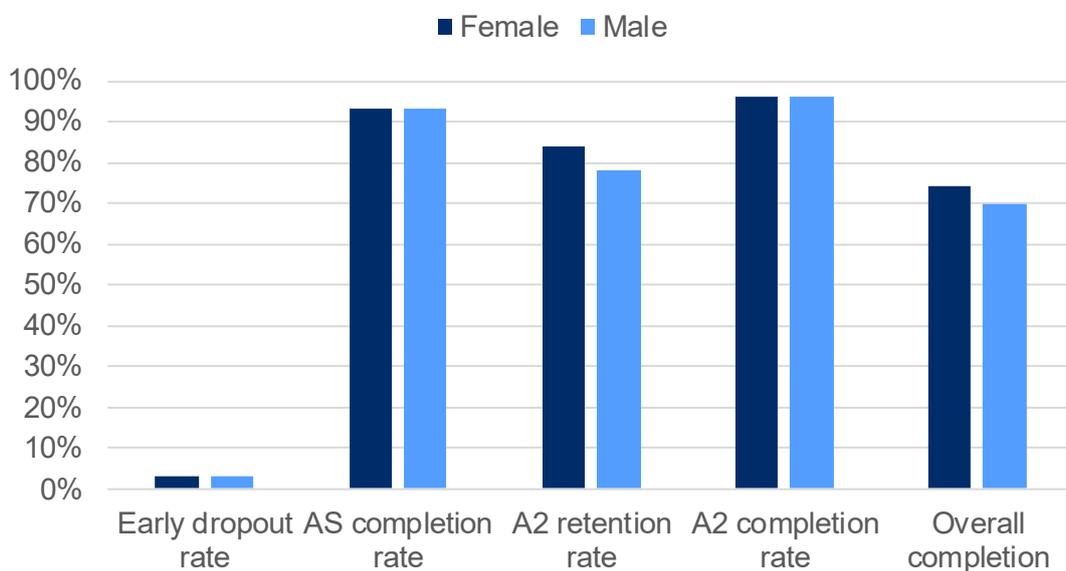
Chart 5.1: Achievement measures by gender, 2018/19



Females were more likely than males to achieve in general education programmes. 68% of females passed three A levels (A*-E), compared with 61% of males.

There was no gender gap in achievement for vocational programmes. Males were equally as likely to succeed as females.

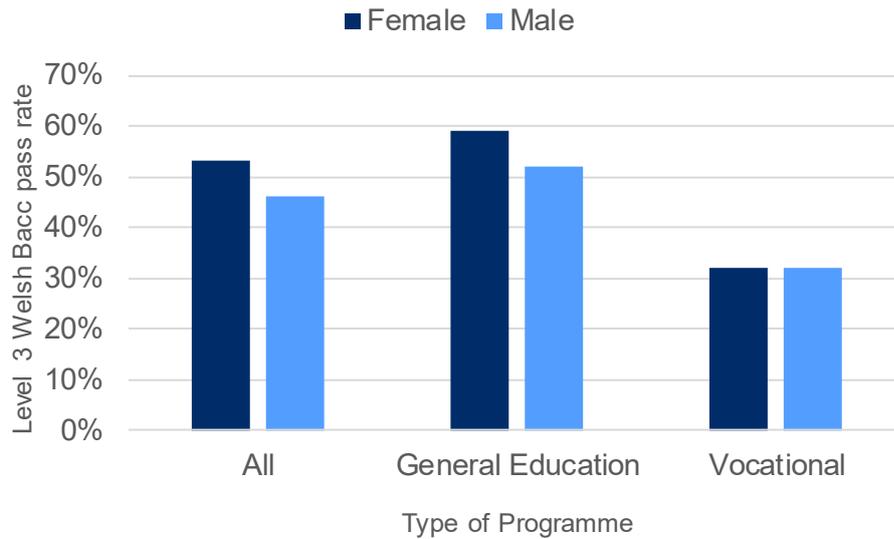
Chart 5.2: General education progression by gender, 2018/19



Some of the gender gap in general education stems from females being more likely to continue onto A2s after their AS levels. The A2 retention rate for females was 84%, compared with 78% for males. The males who did continue were just as likely to complete their A2 as females.

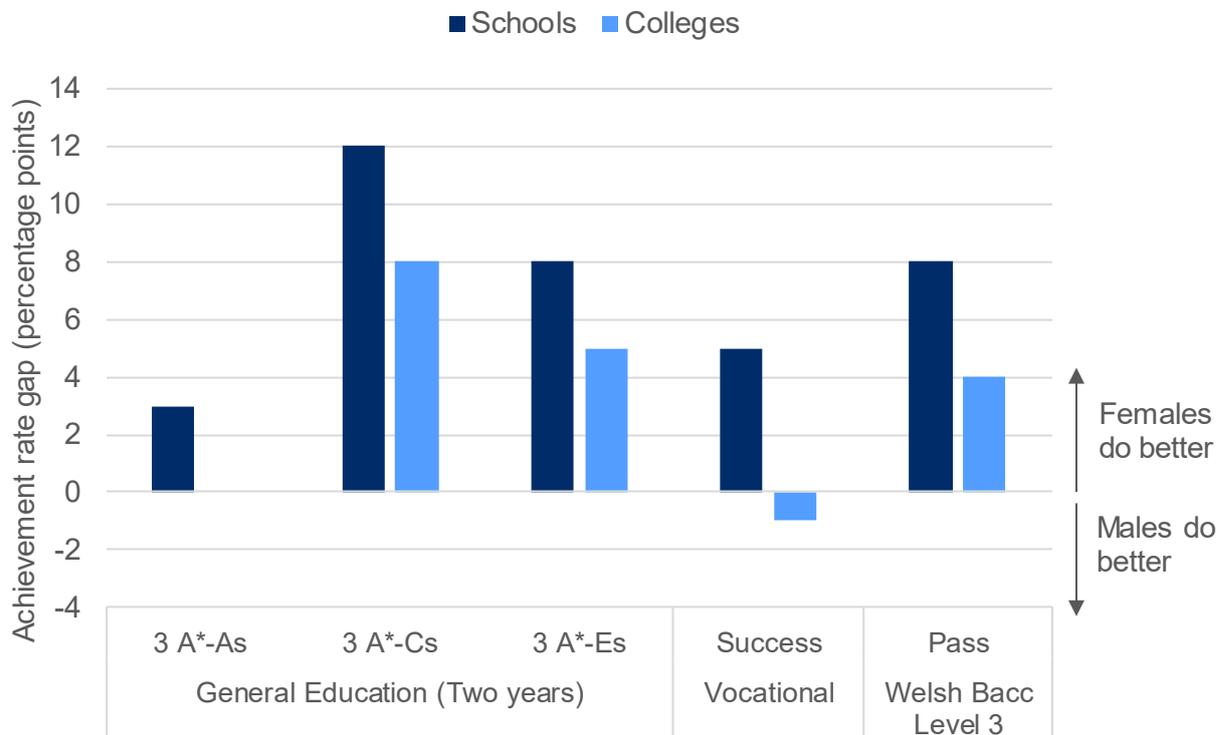
This explains some, but not all the gap in achievement. Females were still more likely to get three A levels and at a higher grade, even when accounting for retention.

Chart 5.3: Welsh Baccaureate achievement measures by gender and type of programme, 2018/19



The Welsh Bacc follows the same pattern as the achievement measures, where there was a gender gap for those studying general education programmes, but not for those studying vocational programmes. This is even though the Welsh Bacc is the same qualification for learners studying either type of programme.

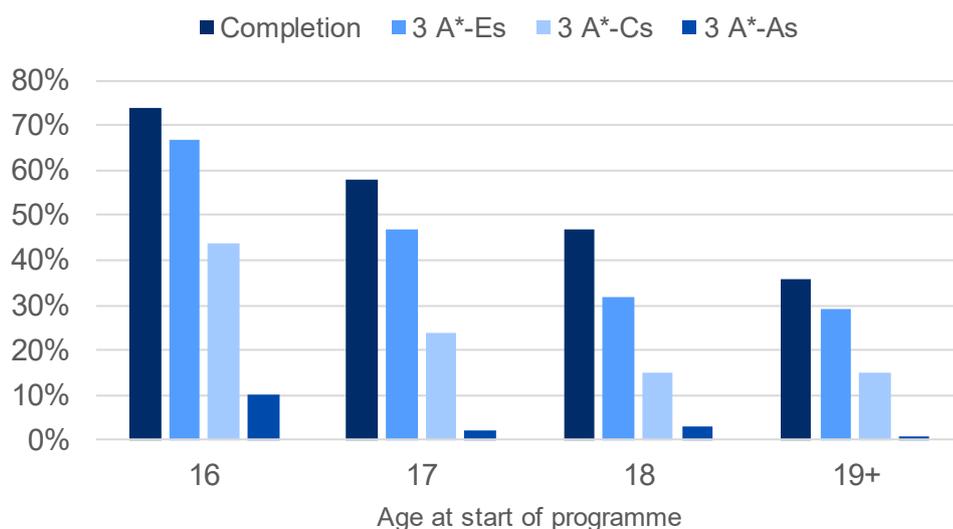
Chart 5.4: Gender gap in achievement measures for schools and colleges, 2018/19



The gender gap was smaller in colleges than in school sixth forms, for every type of learning. There was no gender gap in colleges amongst learners getting three A*s or As at A level, and males slightly out-performed females in vocational programmes. There is a different mix of learners at colleges, which may be a reason for the difference.

6. Age

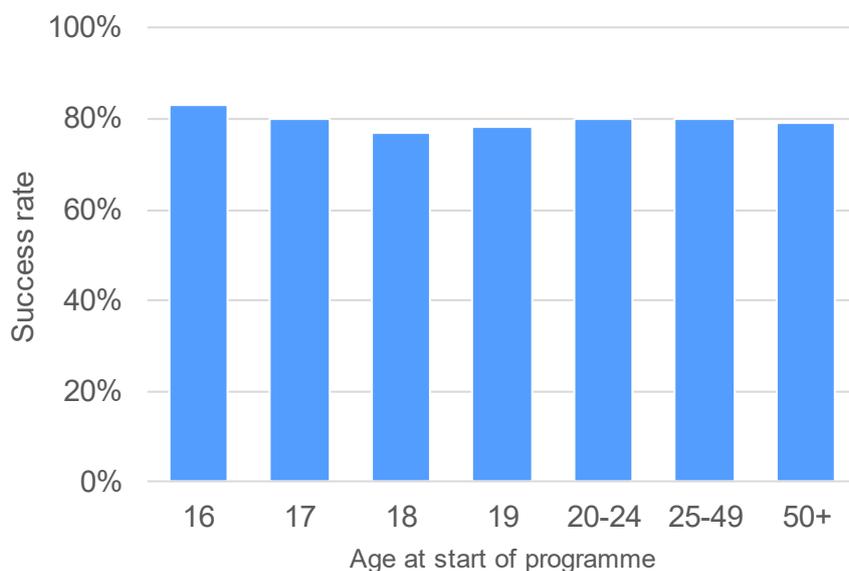
Chart 6.1: General education programme achievement measures by age, 2018/19 (a)



In general education programmes, older learners had lower achievement rates. Learners aged 19 or over were half as likely to complete their programmes compared to 16 year olds.

Most learners in Wales will start their A levels at 16. Older learners may have followed a less traditional education route, or may be retaking A levels.

Chart 6.2: Vocational programme achievement measures by age, 2018/19



There was less of a relationship between age and achievement in vocational programmes. The learners who took vocational programmes at 16 had the highest success rates, and learners starting in the years immediately after 16 had lower success rates, but over the age of 19 success rates were quite stable.

The exception to this is Access to Higher Education qualifications, where success rates increased with age, reaching 79% for learners aged between 25 and 49.

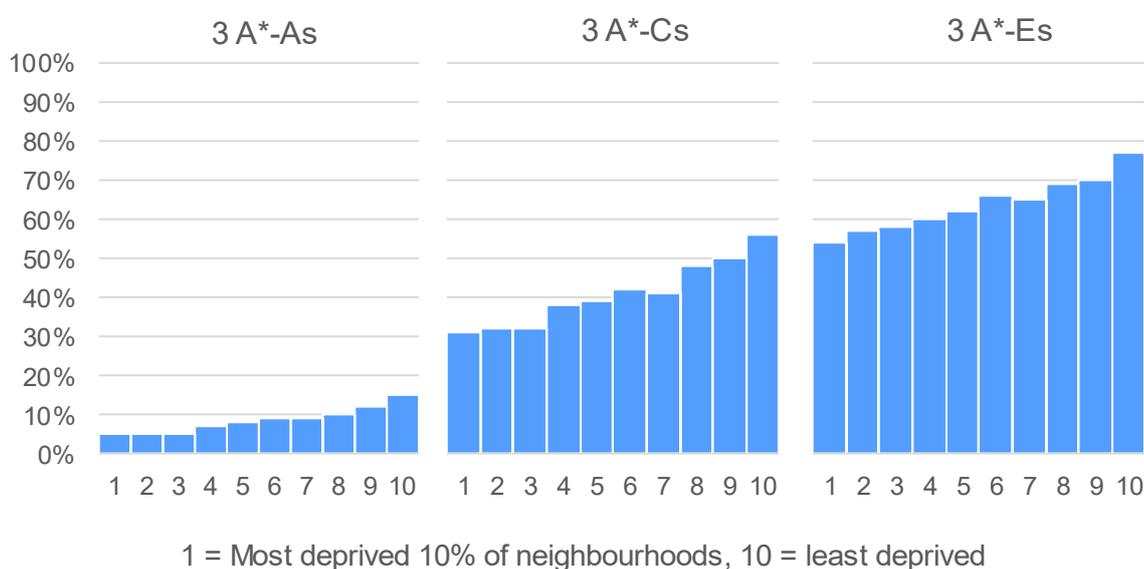
7. Deprivation

This section displays the inequality in learning outcomes between learners in deprived and less deprived areas. It does not necessarily mean that deprivation causes a learner to achieve less. For example, there may be differences in the type of post-16 education offered in the local authorities that contain many deprived areas

Deprivation in this release 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.

The measure of deprivation is the main index of the [2019 Welsh Index of Multiple of Deprivation](#).

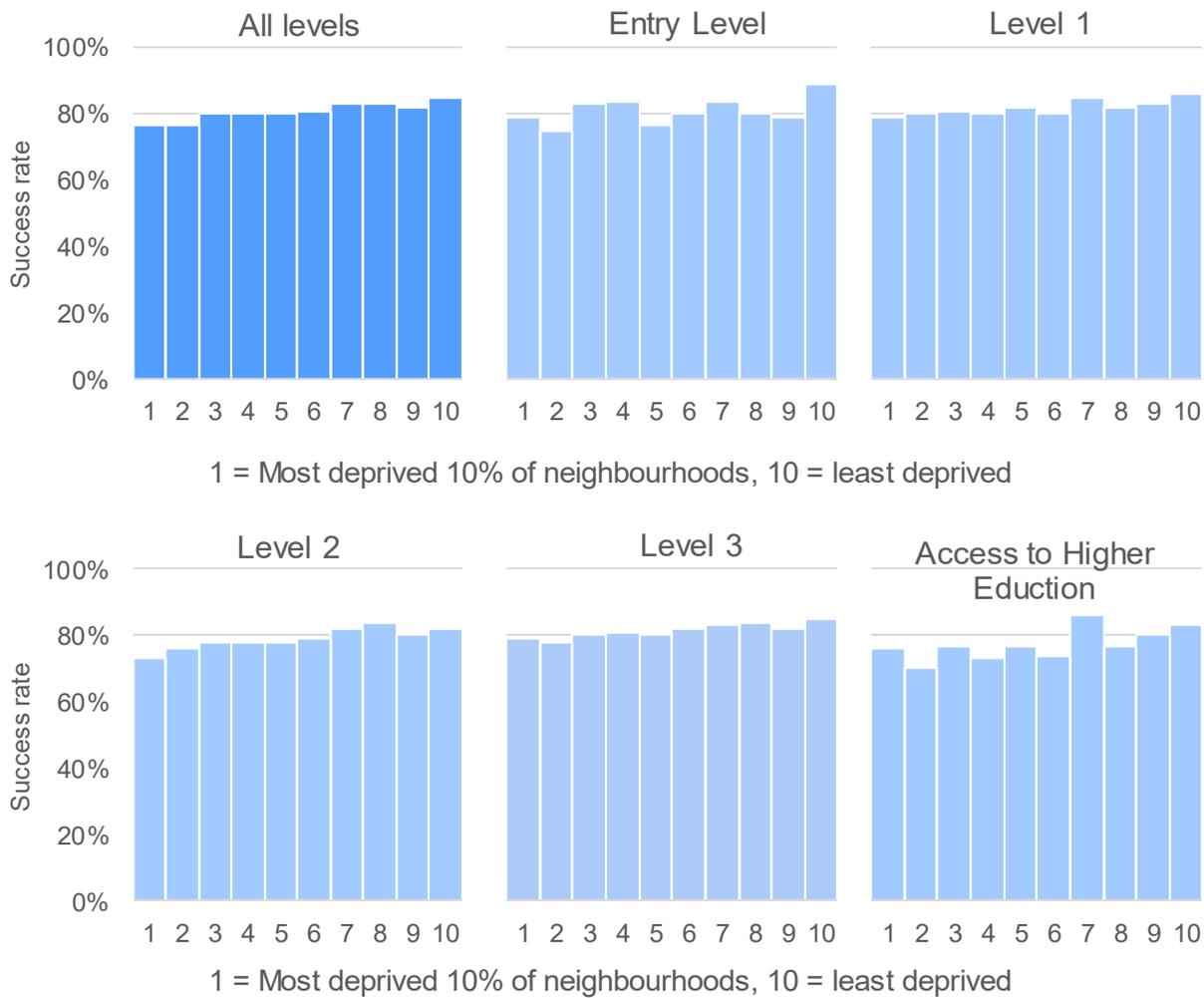
Chart 7.1: General education achievement measures by the deprivation of the learner's home neighbourhood, 2018/19



Learners from deprived areas had worse outcomes in general education. 15% of learners living in the least deprived areas received three A*s or As. Only 5% of learners from the most deprived areas did.

This effect was most visible for learners getting at least three Cs at A level. There was a 25 percentage point gap between achievement for learners from the most and least deprived neighbourhoods. For every hundred learners from the least deprived areas, 56 people achieved at least three Cs. For every hundred learners from the most deprived areas, only 31 people did.

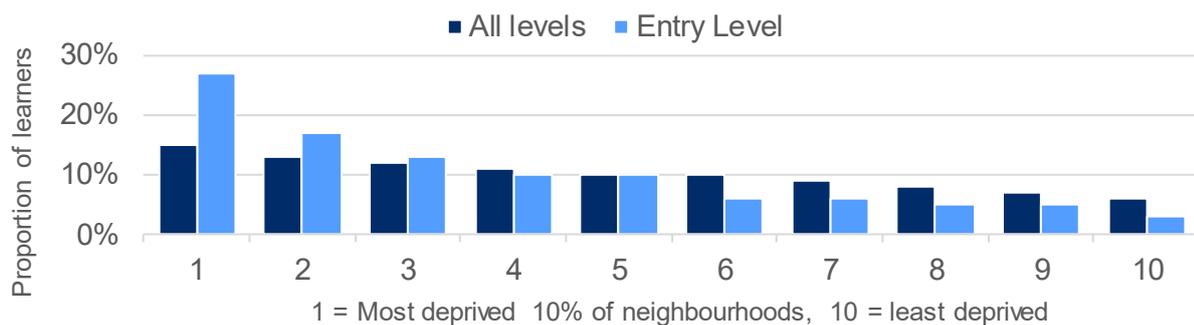
Chart 7.2: Vocational programme success rates by the income deprivation of the learner’s home neighbourhood and level, 2018/19



There was a link between deprivation and vocational success rates, but the link was not as strong as in general education. 77% of learners from the most deprived areas achieved their vocational qualifications, compared to 85% in the least deprived areas.

This pattern was true across the various levels of vocational programme, except entry level where some of the less deprived neighbourhoods had low success rates. This could be to do with which learners took entry level programmes in the first place. Learners from less deprived areas made up a lower proportion of entry level programmes compared to other vocational programmes.

Chart 7.3: Proportion of learners at 8 weeks on vocational programmes by deprivation of home neighbourhood, 2018/19



8. Providers

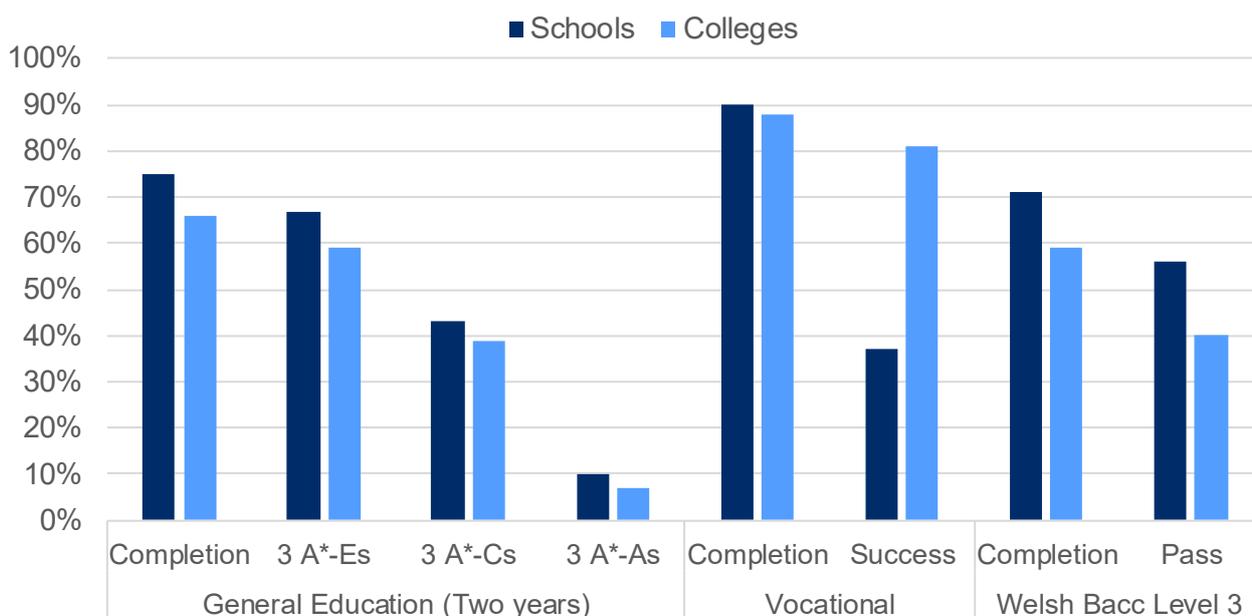
It should be expected that colleges and schools will have differences in their achievement measures. Factors that could affect the measures include:

- Schools and colleges can attract learners with different backgrounds, experience of education, and prior attainment
- School sixth forms mostly deliver level 3 (A level and equivalent) qualifications, colleges deliver qualifications from entry level to level 4 and above
- Few schools deliver vocational programmes and where they do, it is often a small proportion of the post-16 learners at that school
- Post-16 education is delivered in different ways in different areas, with different mixes of school sixth forms and colleges
- Providers have different entry requirements for programmes
- Schools and colleges have separate data collection methods and this can have a minor effect on the calculation of some measures

Because not many schools deliver vocational programmes, their vocational achievement measures are heavily affected by the practices of a few schools.

In 2018/19, many learners who were learning English as a second language were learning some GCSEs as part of their vocational programme at school, but their English did not progress enough to complete the exam. These learners accounted for a large proportion of all vocational learners at schools and had a big effect on the vocational success rate for schools.

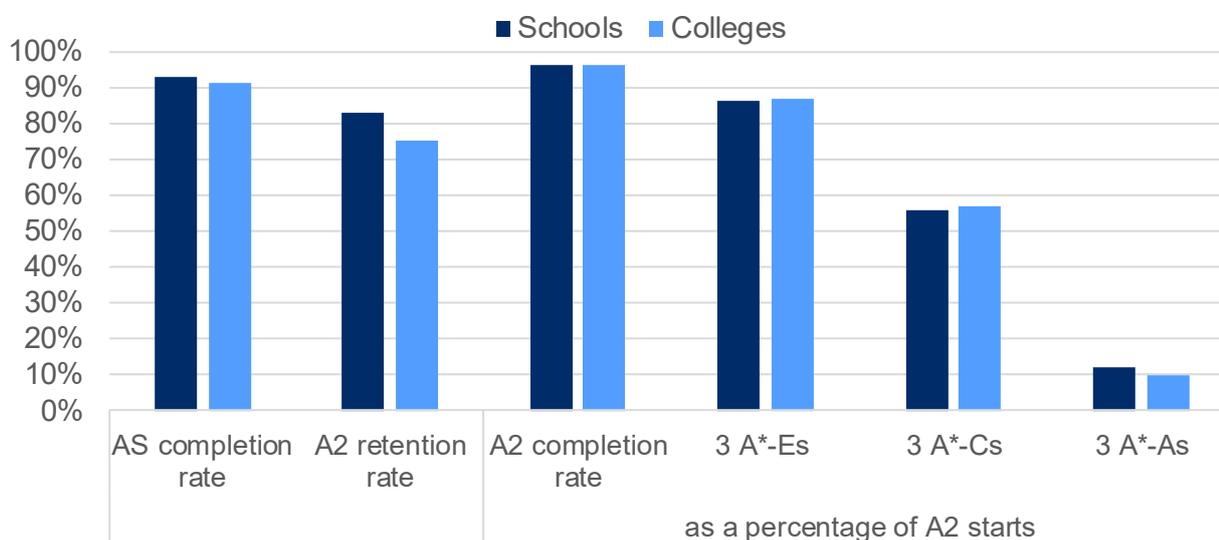
Chart 8.1: Achievement measures for schools and colleges, 2018/19



Schools had higher achievement rates for general education programmes. 67% of learners achieved three A Levels or equivalents at schools, compared with 59% of learners in colleges. Colleges had higher success rates for vocational programmes. The schools success rate for vocational programmes has been particularly affected by how the programmes were structured for

some learners who were learning English. It's important to remember that, whilst it affects the measures, this might not be a negative outcome for the learner if their primary aim was to improve their English.

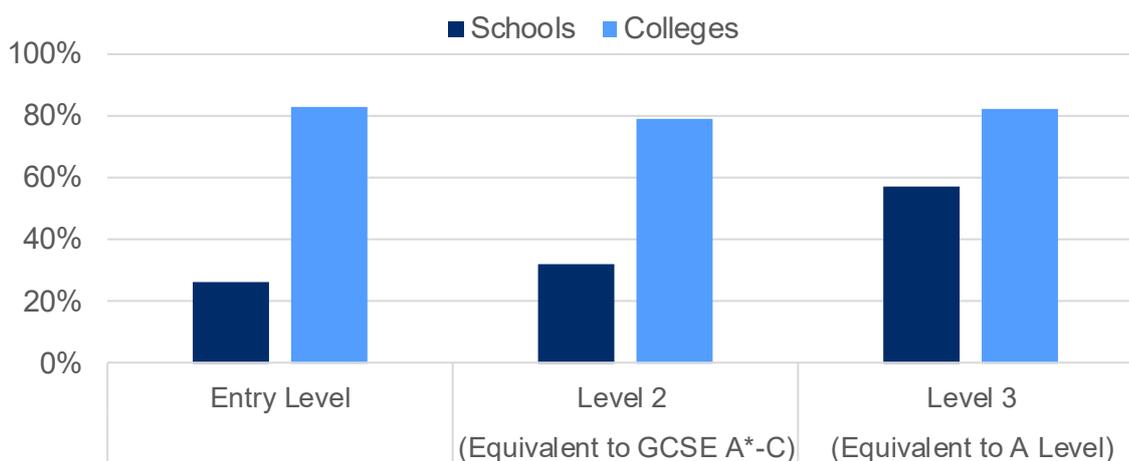
Chart 8.2: One-year general education achievement measures, for schools and colleges, 2018/19



The difference in achievement for schools and colleges in general education programmes was because of the number of AS learners at colleges not continuing onto their A2 year. There was a 9 percentage point gap in the retention rate between colleges and schools.

Learners who started an A2 programme had the same level of success at schools and colleges. The percentage of A2 learners getting at least three Cs was actually higher at colleges, but the percentage of learners getting three A*s or As was still higher at schools.

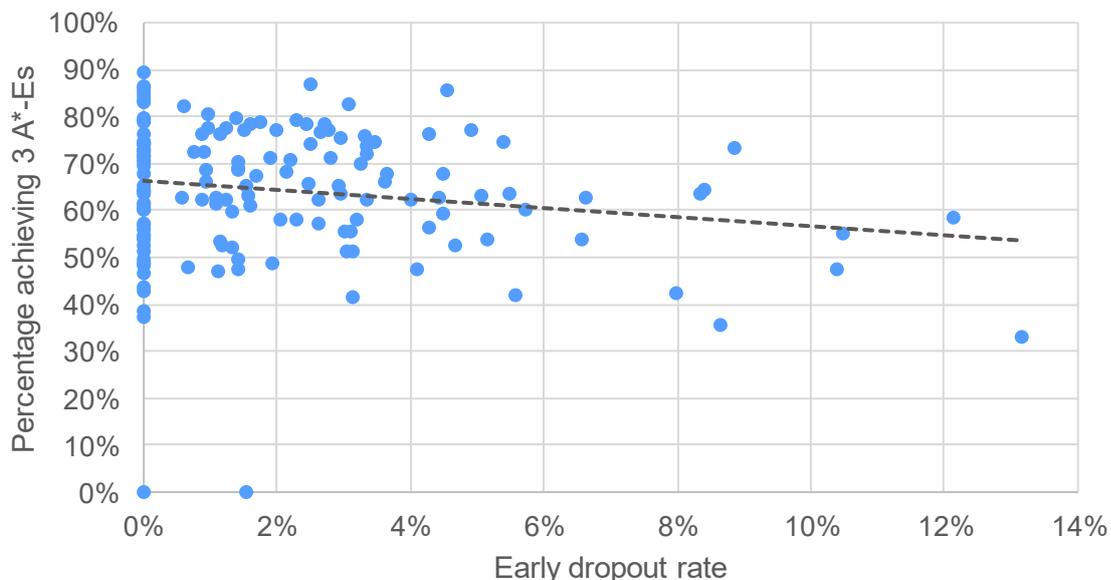
Chart 8.3: Success rates for vocational programmes by programme level, for schools and colleges, 2018/19 (a)



a) Level 1 and Access to Higher Education not included due to disclosure issues

School success rates for vocational programmes were much lower than colleges. Some of this was due to how some schools were structuring their vocational programmes. The lowest success rates for schools were for entry level and level 2 programmes, which were affected by the programmes for people learning English. However, the success rate for Level 3 vocational programmes was still 25 percentage points lower for schools than colleges.

Chart 8.4: Early dropout rate of general education learners compared with achievement of three A levels, by provider, 2018/19



There was a weak but statistically significant relationship between early dropout rates and achievement. Providers where more learners dropped out early were also slightly more likely to have lower achievement rates amongst the learners who did not drop out.

The correlation coefficient is -0.17, where 0 would mean there is no correlation and -1 would mean a complete 1-to-1 negative correlation.

Learners who drop out early are not included in the calculations for the achievement measures. This is to recognise that learners should have time to decide if a programme is right for them.

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.

Colleges and schools

In this release, 'colleges' means further education institutions, also known as FEIs. Some further education institutions are a group of several colleges. 'Schools' 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.

Qualification levels

Qualification levels range from entry level to level 8.

A level 1 qualification is equivalent to a D to G at GCSE, a level 2 qualification is equivalent to an A* to C at GCSE, and a level 3 qualification is equivalent to an AS or A level.

The [Credit and Qualification Framework learner guide](#) has a diagram outlining the levels of different qualifications.

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.

Notes

[Tables are published alongside this release](#) containing all of the data presented here.

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.

All data for further education institutions comes from LLWR. For schools, learner data is from the Post-16 data collection, and qualification attainment data is taken by matching learners to WED.

General education programmes

Full-time learners enrolled on AS level learning programmes in the previous academic year are the base cohort for the general education programmes measures. The learners who complete their AS programmes are then matched to learners starting an A2 programme in the next academic year.

The learner's achievement over the full two-years is taken for calculating whether the learner achieved three A levels (or equivalents) at particular grades.

The achievement measures include only those qualifications approved or designated for use in Wales. An examination is discounted when a learner achieves a higher grade or a higher level qualification in the same subject group. If a qualification is discounted then it does not count towards the statistics published in this release. Qualifications of comparable size and value to A level are counted towards the general education achievement measure. This includes BTEC subsidiary diplomas and the Advanced Welsh Baccalaureate Skills Challenge Certificate, for example.

Vocational programmes

The base cohort for vocational programmes is full-time learners on vocational programmes that ended in the current academic year. This is to account for the range of lengths of vocational programmes.

Learners on Junior Apprenticeship and Independent Learner Skills programmes are excluded.

Providers report which qualifications in a learner's programme are considered to be main qualifications. This can be different depending on the learner. The measure only includes Access to Higher Education qualifications and qualifications approved or designated for use in Wales.

The success rate is then calculated as the number of main qualifications achieved, divided by the number of main qualifications undertaken. A learner can have multiple main qualifications in one programme. The Advanced Welsh Baccalaureate Skills Challenge Certificate is included.

Level 3 Welsh Baccalaureate and Skills Challenge Certificate

The base cohort is learners starting a Level 3 Welsh Baccalaureate in the previous academic year. The learners are then matched to the second part of the Welsh Baccalaureate and Skills Challenge Certificate in either the current or the previous academic year.

Data coverage

Learners undertaking multiple learning programmes with the same provider

Where a learner undertakes more than one general education or vocational programme with the same provider during an academic year, the most recent learning programme undertaken is counted in the performance measures (for example changing from a four AS level programme to a three AS level programme). If a learner took a vocational and a general education programme in the same year, then that learner will show up in each measure.

Learners transferring between providers

Where a learner enrolls on a learning programme then withdraws/transfers from that programme and subsequently takes up learning at a different provider, both learning programmes will count towards the performance measures.

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.

Experimental statistics status

This is the third year these statistics have been published as experimental statistics. The status reflects the on-going developments to the methodology and data quality.

This year schools were included in the vocational programme measure for the first time. This requires matching qualifications in the post-16 data collection to WED. However the process is not simple due to differences in the qualification codes reported by schools in the post-16 data collection and reported by awarding bodies through WED. We need to monitor the quality and impact of the school data on this measure.

There are still some data quality issues, particularly in the post-16 data collection. We are working with schools to learn the best practices in submitting data for the post-16 collection and to help improve the quality of the data submitted.

We have received feedback from providers on how we handle transfers and main qualifications in the methodology. We plan to investigate the issue and make a decision for next year.

When these issues are resolved, we will look to remove the experimental statistics status and work towards a National Statistics assessment.

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

Protected characteristics

The release includes statistics on gender, age and the deprivation of a learner's home neighbourhood (LSOA) according to the Welsh Index of Multiple Deprivation.

In the future, we hope to publish statistics on other protected characteristics, where data exists. There are challenges to producing these statistics due to differences in the way this information is recorded across the various data sources for schools and colleges.

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 and Coherence.

Relevance

The measures set out in this publication are used:

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

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 main users are:

- ministers and officials in the Welsh Government;
- Assembly Members and researchers in the National Assembly for Wales;
- other government departments;
- local authorities and regional education consortia;
- students, researchers, and academics;
- schools and further education institutions;
- citizens, private companies, and the media.

Accuracy

The figures in this release reflect the final position of the 2018/19 academic year. Occasionally, revisions can occur due to errors in our statistical processes or when a data supplier notifies the Welsh Government that they have submitted incorrect information. In these cases, a judgement is made as to whether the change is significant enough to publish a revised statistical release. Where changes are not deemed to be significant, figures will be corrected if they appear in future releases.

In 2018/19 some schools reported learners as studying a Welsh Bacc or the Skills Challenge Certificate, but not both. The Welsh Bacc and Skills Challenge Certificate cannot be taken separately, so in the measures learners who studied one were assumed to have studied the other. If the Welsh Bacc was completed, it was assumed the Skills Challenge Certificate was completed because it is a necessary component of the Welsh Bacc. If the Welsh Bacc entry was missing, it was assumed the learner had withdrawn.

Timeliness and punctuality

The data in this release refers to the 2018/19 academic year ending in July / August 2019. The LLWR data goes through a reconciliation process from August to December after the academic year is finished. A final 'freeze' of LLWR data was taken in December 2019. The post-16 data collection was also finalised in December 2019.

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), alongside a spreadsheet available in an open data format (ODS).

Comparability and coherence

We do not advise comparing statistics on the 2016/17 academic year with later years, because several providers were excluded in the first year due to data quality issues. The data quality has improved since, and all post-16 providers have been included for 2017/18 and 2018/19. These two years can be compared, as the changes in methodology have been minor.

Independent Living Skills were excluded in the measures from Entry Level vocational programmes in 2018/19.

These statistics are part of a set of consistent measures. The other measures are Value Added, and [Destinations](#). Together they show a more complete picture of learner outcomes.

The underlying cohort and methodology of the achievement consistent measures are different to previous performance measures, and they cannot be compared.

The Welsh Government [Examination Results statistical release](#) has statistics on A level outcomes for 17 year olds in schools. These is not comparable with these achievement measures because:

- the examination results are one-year measures, whereas the achievement measures are a two-year measure looking at the progression of learners from their AS programme
- the examination results report on 17 year olds, whereas the achievement measures report on learners on all ages in post-16 education
- the examination results only report on schools, whereas the achievement measures report on learners at schools and further education institutions.

The [Learner outcome measures for work based learning and adult learning](#) previously contained statistics on learner outcomes for further education in further education institutions. The statistics are not comparable with the achievement measures, but they provide a time series on previous learner outcomes at further education institution.

The Department for Education published [guidance](#) for schools, colleges and local authorities on the new 16 to 18 measures as well as statistics on further education [outcome-based success measures](#) covering the destinations (into employment and learning), earnings and the progression of learners.

Well-being of Future Generations Act (WFG)

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

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

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

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

Further details

The document and supporting tables are available from: <https://gov.wales/consistent-performance-measures-post-16-learning-achievement-and-value-added>

Background information on post-16 consistent measures is available from the [Hwb website](#).

Next update

Early 2021.

We want your feedback

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

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