

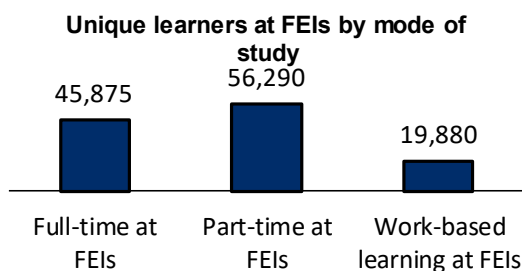


Further Education, Work-based Learning and Adult Learning in Wales, 2018/19

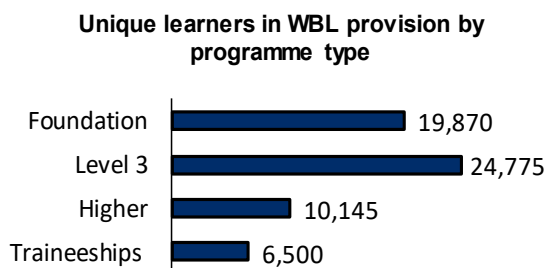
20 February 2020
SFR 9/2020

168,810 unique learners enrolled on one or more learning activity within FE institutions, adult learning or WBL providers during 2018/19. Overall the number of learners appears to have been fairly stable over the last four years, but [changes in data coverage in 2017/18](#) make it difficult to interpret the latest trend with any certainty.

There were 122,040 unique learners at Further Education (FE) institutions, an increase of around 3 per cent on the previous year. 46 per cent were part-time, 7 per cent higher than the previous year.



There were 61,290 unique learners in Work-based Learning (WBL) provision compared to 63,120 in 2017/18. 40 per cent were undertaking level 3 apprenticeships and 32 per cent were undertaking foundation apprenticeships.



There were around 17 per cent fewer apprenticeship learning programmes started within 2018/19 compared with the previous year. The reduction in starts in 2018/19 is mainly due to an increased carry over into 2018/19, resulting in less funding available for new starts.



There were 13,050 unique learners in adult learning.

There are overlaps between the different areas of learning – for example, work-based learning at FEIs and adult learning at FEIs.

About this release

This statistical first release for 2018/19 summarises information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage includes provision at Further Education (FE) institutions, work-based Learning (WBL) providers and Adult Learning providers, but excludes enrolments at Higher Education institutions and at school sixth forms. Additional detail is available on the Welsh Government's interactive data dissemination service [StatsWales](#).

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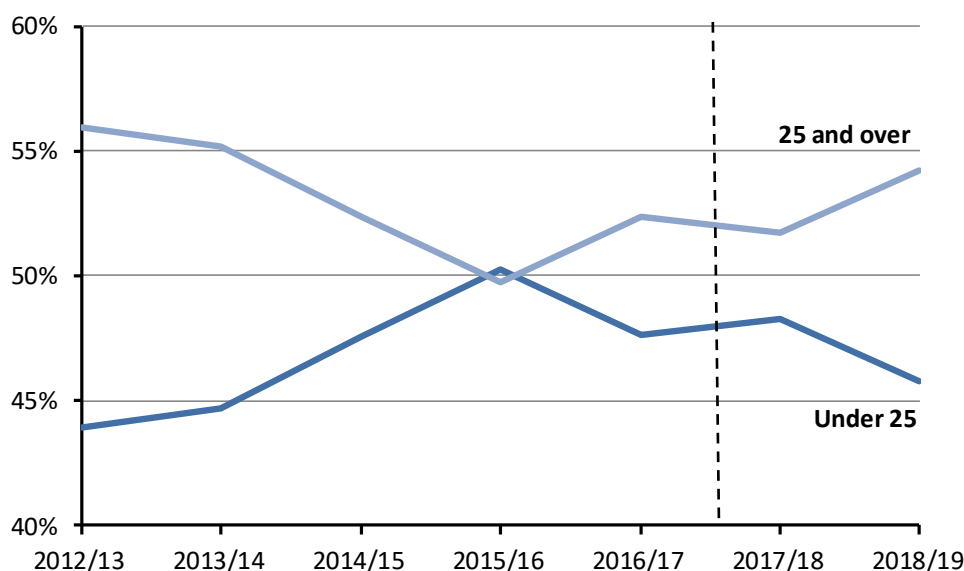
Unique learners enrolled

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

Under 25s make up fewer than half of all learners

In 2018/19, 46 per cent of learners were under 25 and 54 per cent were 25 and over. The proportion of learners aged 25 and over has generally been increasing over the past few years. An increase in part-time learners within this age range has contributed to the changing age profile.

Chart 1a: Percentage of learners at further education institutions, adult learning and work-based learning providers by age, 2012/13 to 2018/19 (a) (b)



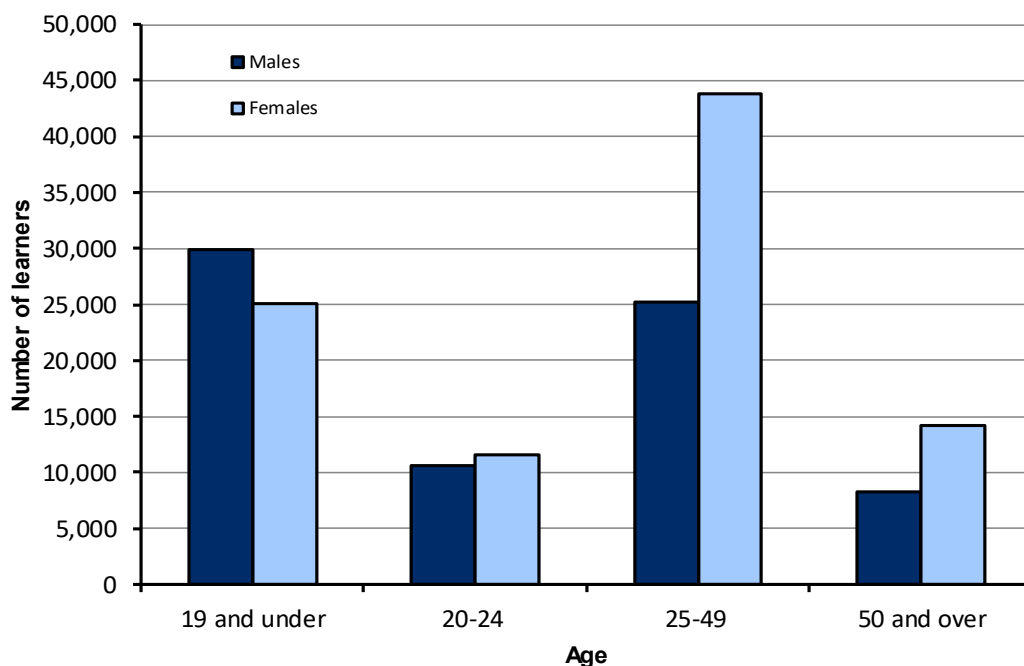
(a) Age as at 31 August 2018.

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

Females outnumbered males aged 25 and above

91,505 learners were aged 25 and over, of which 63 per cent were female and 37 per cent were male. This gender profile is mainly driven through part-time programmes, including adult learning and work-based learning (WBL) programmes [Chart 3]. 77,185 learners were aged less than 25, of which 48 per cent were female and 52 per cent were male.

Chart 1b: Unique learners at further education institutions, adult learning and work-based learning providers by age and gender, 2018/19 (a)

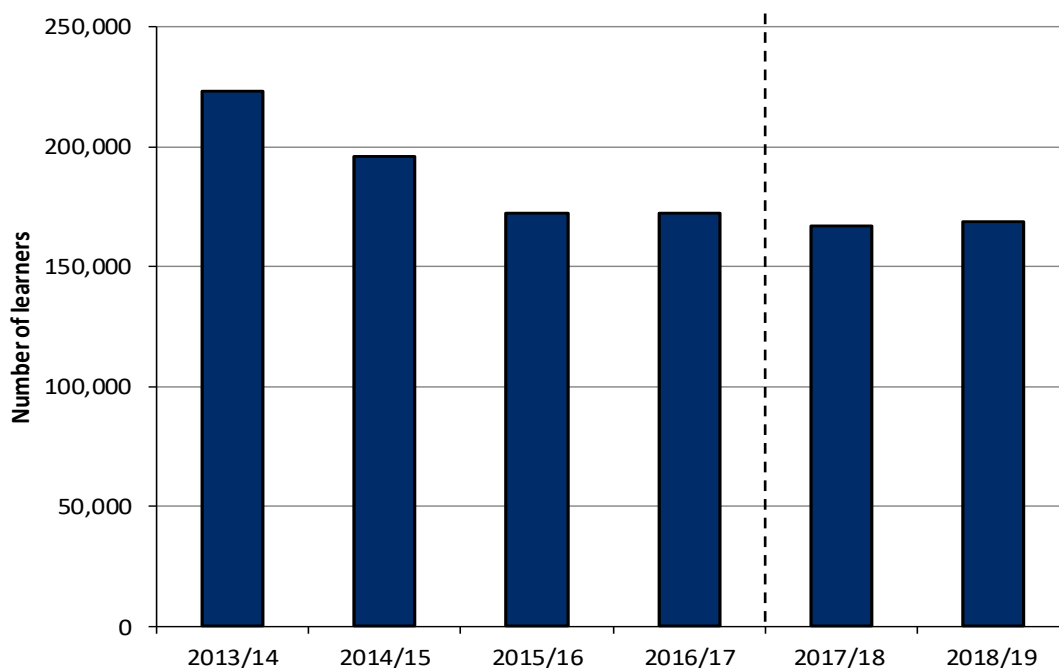


(a) Age as at 31 August 2018

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

Learner numbers had been falling since 2013/14, but the trend has levelled off more recently

Chart 2a: Learner numbers at further education institutions, adult learning and work-based learning providers, 2013/14 to 2018/19

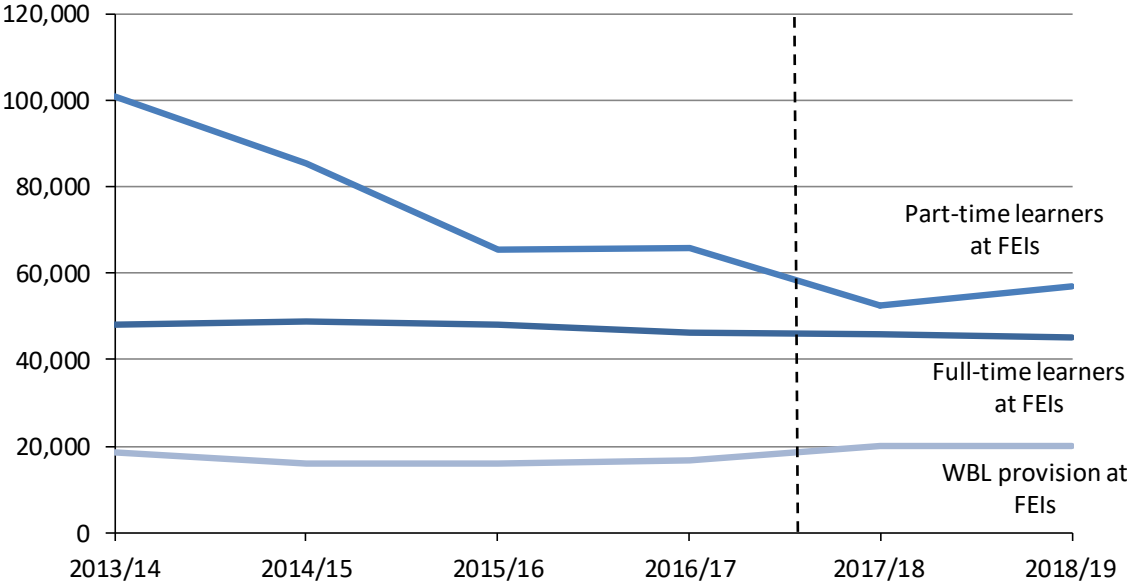


(a) The dashed line indicates where data for 2017/18 onwards is not directly comparable with the previous year due to changes in the underlying data collection.

The number of part-time learners has increased compared to sharp falls in recent years

The number of full-time and work-based learners has remained relatively steady, whilst there was an increase in the number of part-time learners within FEIs this year of around 7 per cent.

Chart 2b: Learners at further education institutions, 2013/14 to 2018/19

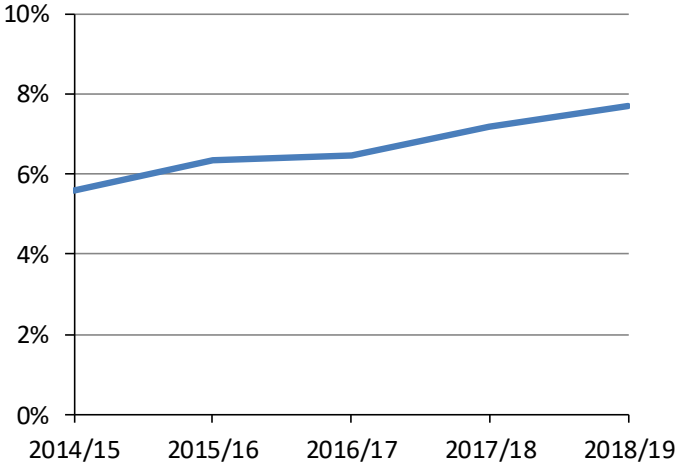


(a) The dashed line indicates where data for 2017/18 onwards is not directly comparable with the previous year due to changes in the underlying data collection.

The proportion of learners that are disabled or come from a minority ethnic group continues to increase.

Ethnicity

Proportion of learners at further education institutions self-identified as black, Asian and minority ethnic (BAME), 2014/15 to 2018/19



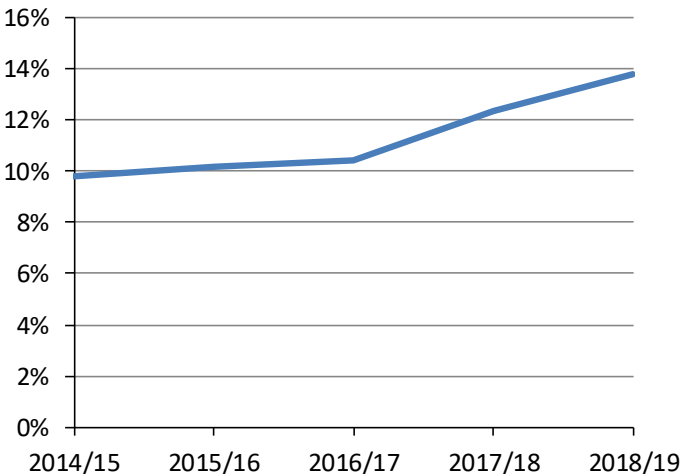
The latest data for 2018/19 shows that 7.7% of learners at further education institutions self-identified as being from a black, Asian and minority ethnic (BAME) background compared to 5.6% in 2014/15.

Disability

The Welsh Government accepts the social definition of disability, in which it is recognised that barriers in society act to disable people who have impairments or health conditions or who use British Sign Language.

The Lifelong Learning Wales Record, which is the source of data for this release, captures data using the medical definition of disability (“a physical or mental impairment which has a substantial and long-term impact on a person’s ability to carry out normal day to day activities”). In the LLWR, learners are invited to declare their “primary disability and/or learning difficulty” – this data is used here.

Proportion of learners at further education institutions self-identified as having a primary disability and/or learning difficulty, 2014/15 to 2018/19



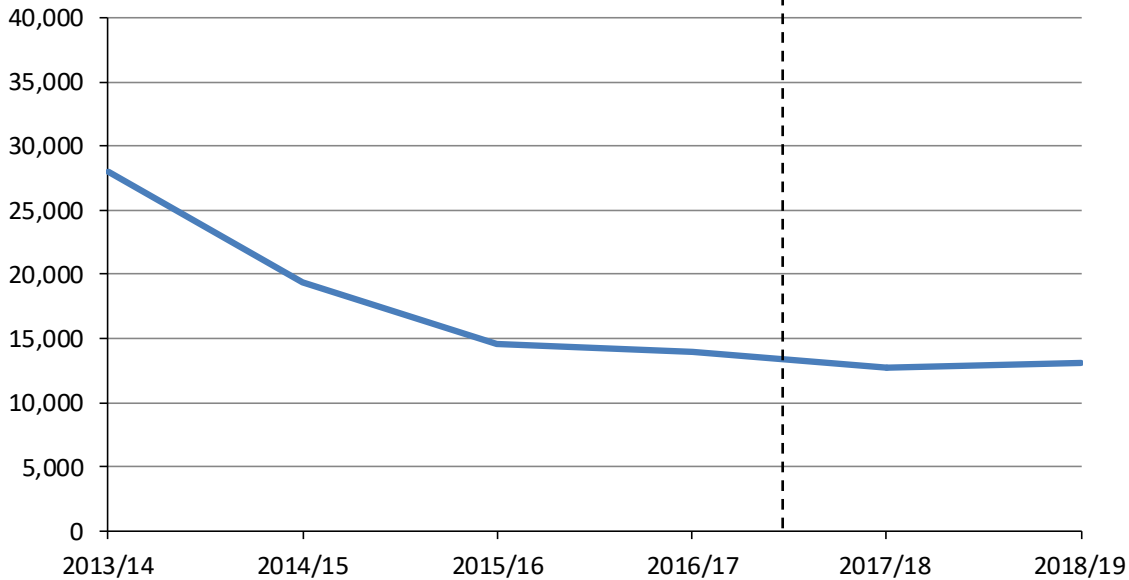
The latest data for 2018/19 shows that 13.8% of learners at further education institutions self-identified as having a “primary disability and/or learning difficulty” compared to 9.8% in 2014/15.

A wider range of data by protected characteristics can be found in our reports on [StatsWales](#). We plan to publish more detailed analysis on this topic in the near future.

13,050 unique learners in adult learning in 2018/19

The overall number of adult learning learners has seen an increase of 3 per cent compared with the previous year [Table 2, Chart 2c]. The long term decreasing trend in previous years in adult learning was likely to be due to a number of different issues including reductions in public funding, with providers now encouraged to target their provision at developing the basic skills of adults and to instead deliver leisure and recreational activity on a full cost recovery basis.

Chart 2c: Learners at adult learning, 2013/14 to 2018/19

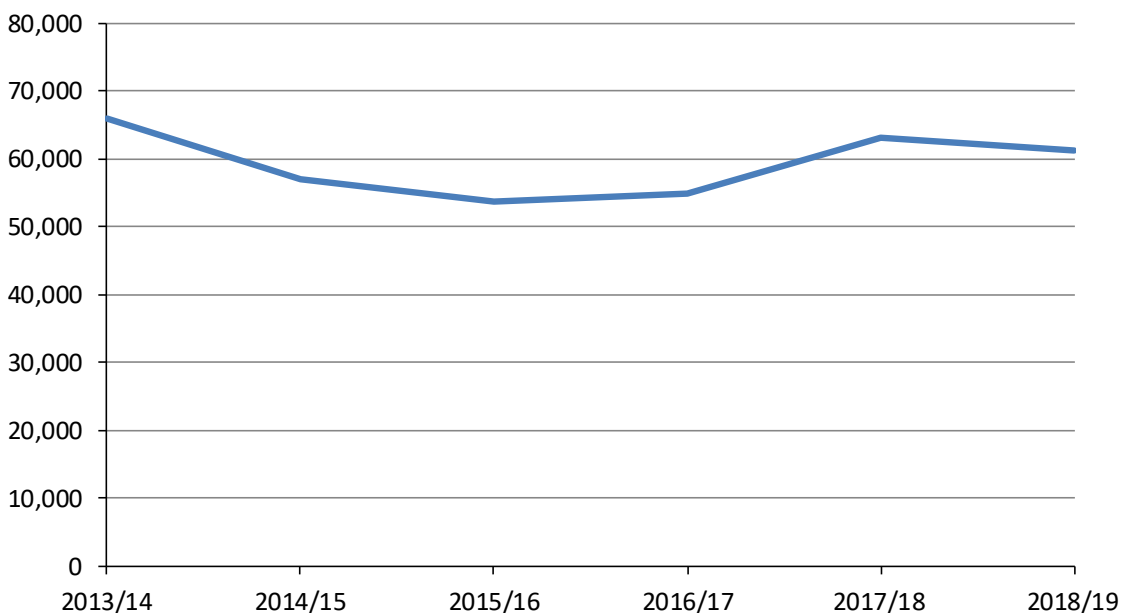


(a) The dashed line indicates where data for 2017/18 onwards is not directly comparable with the previous year due to changes in the underlying data collection.

The number of learners in work-based learning has seen a decrease

The overall number of apprenticeship and traineeship learners within work-based learning provision has seen a decrease of 3 per cent compared with the previous year [Table 2, Chart 2d], reversing the recent upward trend in learners.

Chart 2d: Learners within work-based learning provision, 2013/14 to 2018/19



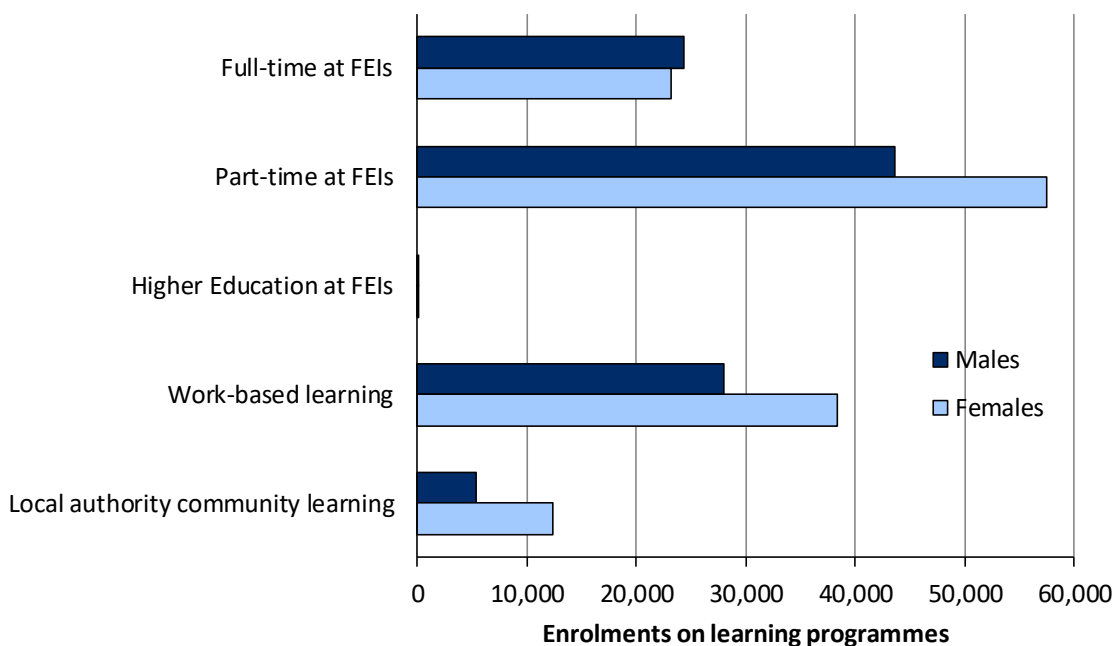
Enrolments on learning programmes

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

There were more enrolments by females than males

Over the academic year 2018/19 there were 233,190 enrolments on learning programmes in total, of which 51 per cent were part-time, 21 per cent were full-time and 28 per cent were in WBL [Chart 3a, Table 3]. 56 per cent of all enrolments were by female learners. Learners aged 25-39 have been the main contribution towards the proportion of enrolments by female learners.

Chart 3a: Enrolments on learning programmes at further education institutions, adult learning or work-based learning providers by provision type, mode of study and gender, 2018/19



FE Provision (excluding adult learning)

During the 2018/19 academic year, 148,835 further education learning programmes were recorded. Around one third of these were full-time and two thirds were part-time.

Higher Education Learning Programmes

225 higher education learning programmes were recorded at FE institutions during 2018/19. This is a decrease from 275 in 2017/18. The small number of HE learners reflects that most learners are now recorded through higher education institutions (via their HESA data) rather than LLWR data - reflecting local partnership arrangements for delivery of higher education (see Notes section 3 for additional information).

Note that these figures only include programmes which are designated in their entirety (and coded on LLWR) as 'HE' and exclude, for instance, work-based learning programmes (higher apprenticeships in particular) with HE learning activities. Franchised HE has been excluded from the figures historically, and from 2015/16 onwards new HEFCW funded learners are also excluded.

Adult Learning Provision

17,740 learning programmes were recorded in 2018/19. The number of distinct learners enrolled on adult learning activities was 13,050 (see Table 2)

Work-based Learning Programmes

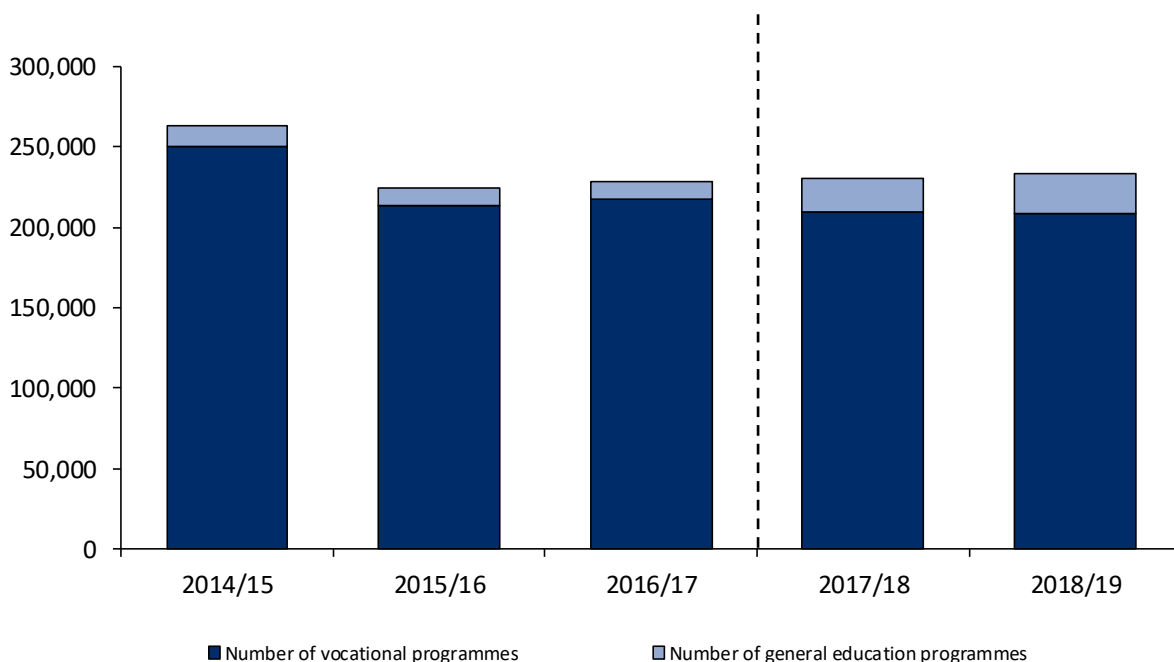
66,395 learning programmes were recorded in 2018/19 within work-based provision, of which 20,690 were provided by FE institutions (including those participating as members of consortia) and 45,700 by other training providers. Table 4 provides a breakdown by programme type.

Proportion of enrolments on vocational programmes has remained constant

A programme is defined as vocational if it is not a general education programme. The qualification includes NVQs, Diplomas, Extended Diplomas; and any qualifications listed as vocational on the Qualifications in Wales database.

Over the academic year 2018/19 there were 130,775 enrolments on programmes with a vocational activity - 56 per cent of all programmes.

Chart 3b: Enrolments on vocational learning programmes at further education institutions, adult learning or work-based learning providers, 2013/14 to 2018/19



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

The number of apprenticeship learning programmes started has decreased

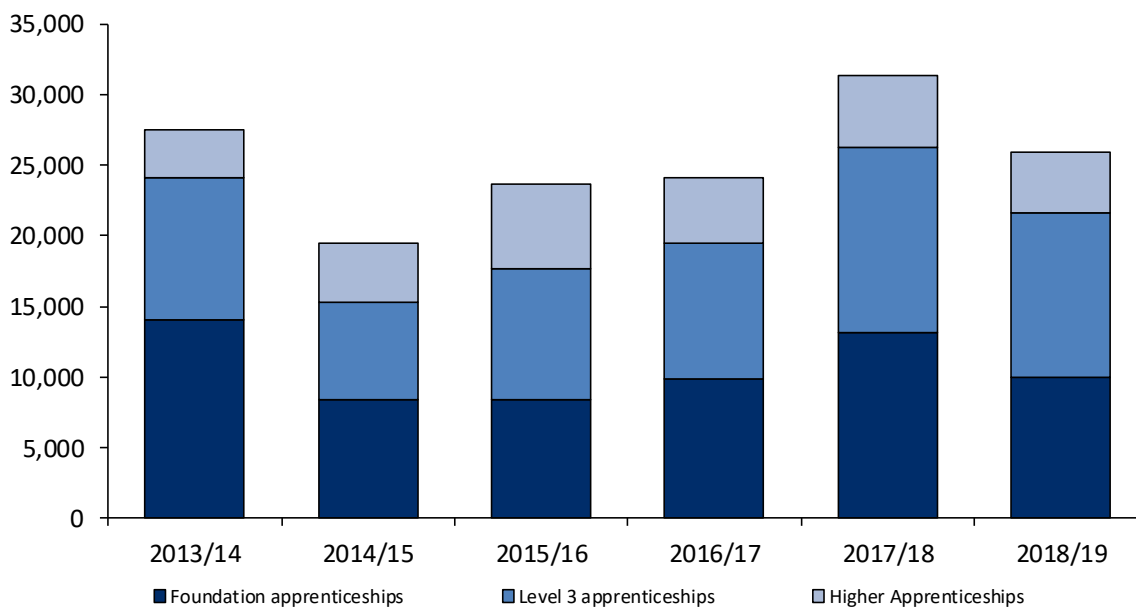


The overall number of new apprenticeship learning programmes started for all foundation, level 3 and higher apprenticeship programmes was 25,945 during 2018/19 - this is 17 per cent lower than in 2017/18. 31,360 new apprenticeship programmes started in 2017/18, more than in any of the previous four years.

Apprenticeship programmes can start at any point during the academic year, unlike programmes undertaken in further education which tend to start at the beginning of the academic year. Learners often continue working towards their apprenticeship into the following academic year. The reduction in starts in 2018/19 is mainly due to an increased carry over into 2018/19, resulting in less funding available for new starts. [Table 4, chart 4a].

The Welsh Government has set a target to introduce 100,000 all-age apprenticeships within the term of the current programme for government. A more rigorous measure in relation to the target which takes account of early drop outs (within first 8 weeks) and transfers between apprenticeships records 22,965 learning programmes started in 2018/19 - this is 17 per cent lower than in 2017/18. 79,595 apprenticeship learning programmes have started since the target was introduced ([See notes for more detail](#)) [Table 4].

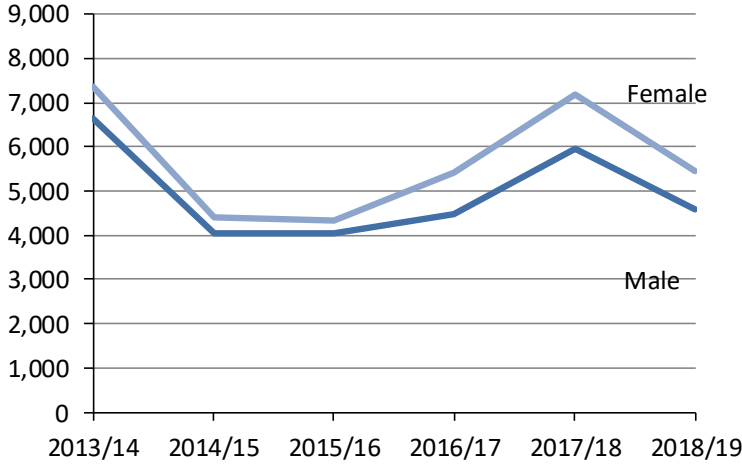
Chart 4a: Apprenticeship learning programmes started, 2013/14 to 2018/19



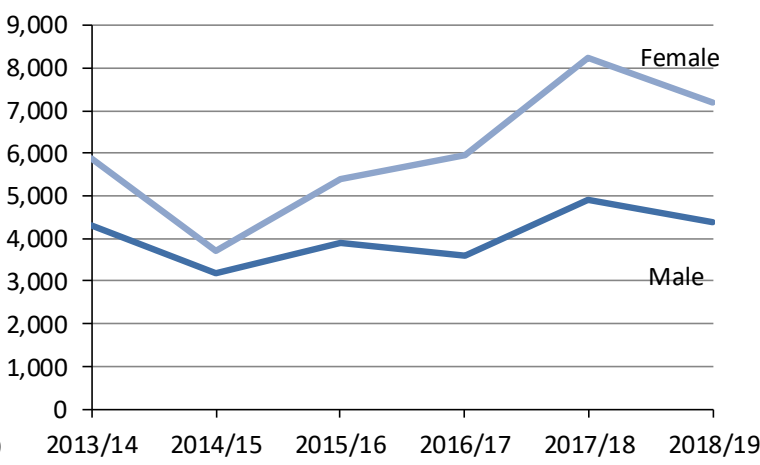
Females continue to contribute to more apprenticeship programmes started

Chart 4b: Trends in apprenticeship learning programmes started by gender, 2013/14 to 2018/19

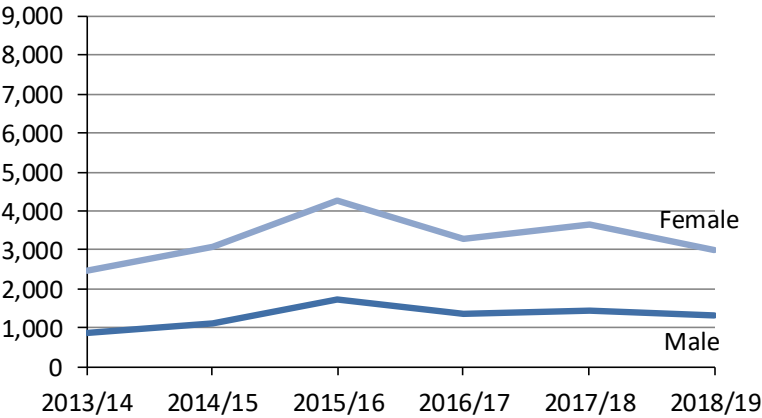
Foundation apprenticeships:



Level 3 apprenticeships:



Higher apprenticeships:



60 per cent of all apprenticeship learner programmes were started by females. A similar proportion was seen last year. Apprenticeship programmes started by females decreased by 18 per cent on the previous year.

Healthcare and Public Services continues to be the most popular sector

The most popular sectors for foundation, level 3 and higher apprenticeships programmes started were Healthcare and Public Services (38 per cent), Management and Professional (12 per cent) and Business Administration (12 per cent).

Healthcare and public services saw a decrease of 19 per cent on the previous year to 9,760 starts. Females aged 25-39 were the main contributing factor towards this. The largest percentage decreases were for Retailing and Customer Service programmes (29 per cent to 1,085 programmes), Engineering programmes (20 per cent to 2,100 programmes) and Hospitality programmes (20 per cent to 1,425 programmes). This all follows the overall decrease of 17 per cent across all sectors.

Over half of all programmes started by females were in the Healthcare and Public Services sector (52 per cent). Only 15 per cent of programmes started by males were in this sector. 43 per cent of programmes started by males were in the Construction and Engineering sectors compared to just 2 per cent of programmes started by females.

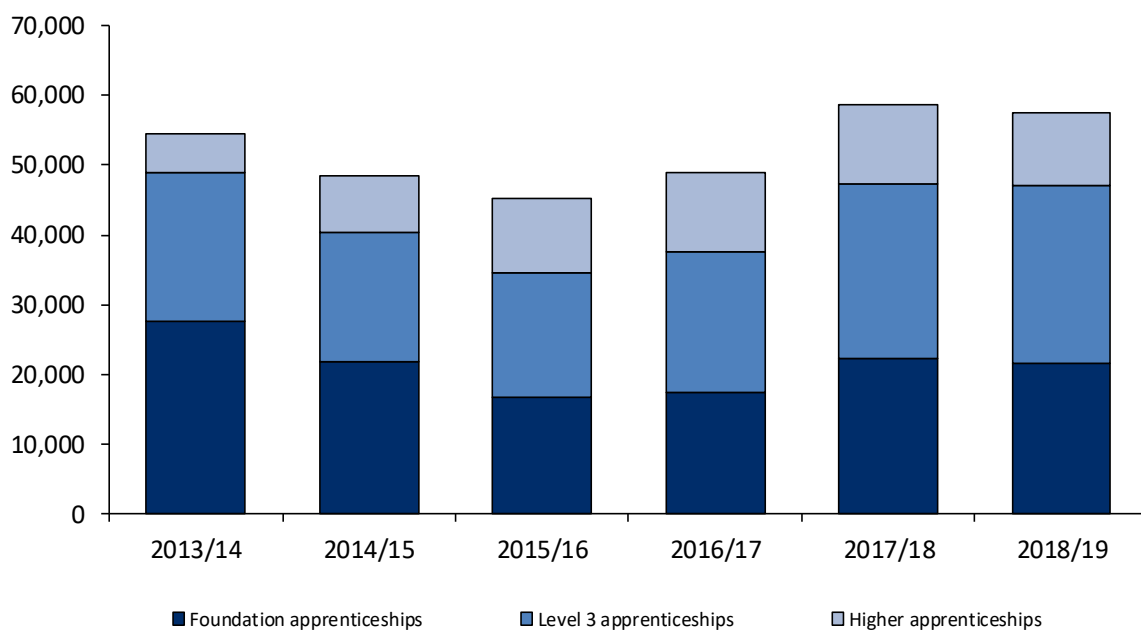
The number of programmes started varied by age in some sectors. 48 per cent of learners aged 19 and under started programmes in the Construction and Engineering sectors compared to just 10 per cent of learners aged over 19. Conversely, 44 per cent of learners aged over 19 started programmes in the Healthcare and Public Services sector compared to 14 per cent of learners aged 19 and under.

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

Numbers of apprenticeship learning programmes in progress has decreased slightly

The number of apprenticeship programmes in progress (This includes those programmes started in the academic year and continuing programmes) for foundation, level 3 and higher apprenticeship programmes was 57,500 during 2018/19 – this is 2 per cent lower than in 2017/18.

Chart 4c: Apprenticeship learning programmes in progress, 2013/14 to 2018/19



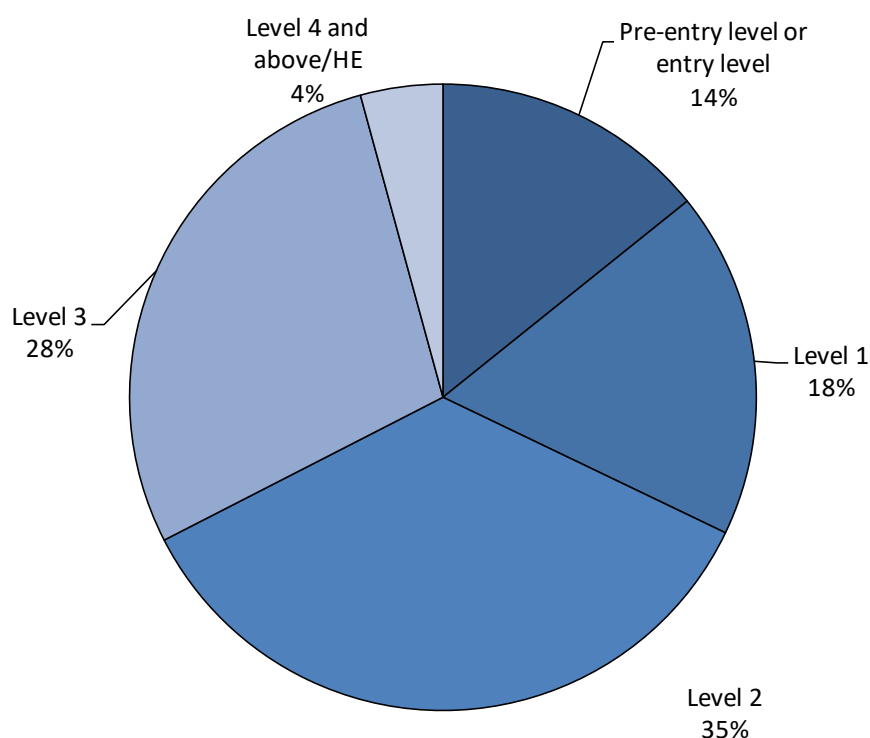
Learning activities and qualifications

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

Level 2 qualifications accounted for the largest proportion of enrolments

In 2018/19 there were 495,705 enrolments on learning activities, a decrease of 3 per cent on the previous year. Of the learning activities for which the [qualification level](#) was known, 17.9 per cent were at level 1, 35.3 per cent were at level 2 and 28.3 per cent were at level 3 [Table 5, Chart 5].^(a)

Chart 5: Learning activities by qualification level, 2018/19



(a) 16 per cent of qualification levels were unknown or not applicable. For further education and work-based learning provision the figure was 14 per cent but for adult learning provision 42 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities.

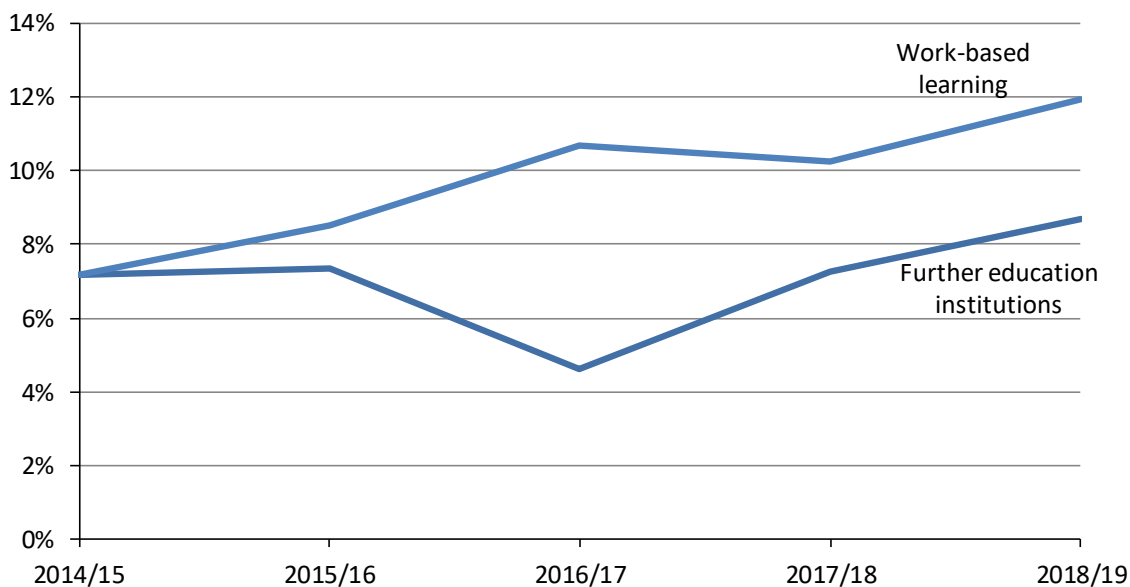
Welsh medium learning activities

A learning activity can be delivered through the medium of Welsh, English or bilingually. The learning activity is recorded according to the medium of learning and the language of assessment of individuals.

The proportion of learning activities delivered through the medium of Welsh and/or with bilingual elements has seen an upwards trend

There were 347,590 learning activities in further education in 2018/19 – 9 per cent were delivered through the medium of Welsh and/or with bilingual elements. 148,115 learning activities were taken in work-based learning – 12 per cent were delivered through the medium of Welsh and/or with bilingual elements.

Chart 6: Proportion of learning activities conducted in Welsh or bilingually according to the type of provider



Further breakdowns can be found on [StatsWales](#):

Tables

[Table 1:](#) Numbers of learners at Further Education Institutions, Adult Learning or Work-based Learning providers by age and gender, 2018/19

[Table 2:](#) Trends in learner numbers at Further Education Institutions, Adult Learning and Work-based Learning providers, 2013/14 to 2018/19

[Table 3:](#) Enrolments on learning programmes at Further Education Institutions, Adult Learning or Work-based Learning providers by provision type, mode of study and gender, 2018/19

[Table 4:](#) Work-based learning provision: Numbers of learning programmes starts, leavers and in progress and numbers of learners starting and in progress by programme type, 2018/19

[Table 5:](#) Enrolments on learning activities at Further Education Institutions, Adult Learning or Work-based Learning providers by qualification level and gender, 2018/19

Table 1: Numbers of learners at Further Education Institutions, Adult Learning and Work-based Learning providers by age and gender, 2018/19 (a)

Age	Males		Females		Persons (b)	
	1 st December (c)	All Year (d)	1 st December (c)	All Year (d)	1 st December (c)	All Year (d)
Under 16	70	555	75	565	150	1,120
16	8,790	9,765	7,450	8,295	16,255	18,075
17	8,160	9,215	7,050	8,050	15,225	17,280
18	5,160	6,260	4,005	5,025	9,175	11,300
19	3,295	4,150	2,250	3,170	5,545	7,325
20-24	7,085	10,545	6,950	11,595	14,040	22,150
25-49	13,700	25,185	24,900	43,870	38,605	69,075
50-64	3,075	6,760	5,885	11,460	8,960	18,230
65+	890	1,505	1,555	2,695	2,445	4,200
Not Specified	*	15	10	40	10	55
Total	50,225	73,960	60,125	94,755	110,415	168,810

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2018.

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

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

(d) Count of learners throughout the academic year.

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

Table 2: Trends in learner numbers at Further Education institutions, Adult Learning and Work-based Learning providers, 2014/15 to 2018/19 (a)(b)(g)

	2014/15	2015/16	2016/17		2017/18	2018/19
Further Education Institutions (c)				Data submission changes		
Full-time learners at FEIs	48,935	48,270	46,120		45,850	45,875
Part-time learners at FEIs	85,280	65,345	65,875		52,660	56,290
WBL provision at FEIs	16,010	15,935	16,695		20,075	19,880
Total at FEIs	150,225	129,550	128,690		118,590	122,040
Work-based learning provision (d)						
All WBL provision	57,100	53,735	54,840		63,120	61,290
Learners pursuing WBL programmes	57,005	53,735	54,840		63,120	61,290
Adult Learning (e)	19,375	14,510	13,910		12,680	13,050
Total learners at FE Institutions, Adult learning and Work-based Learning providers (f)	195,700	172,460	172,470		166,640	168,810

Source: Lifelong Learning Wales Record

- (a) Counts are of unique learners, so removing, from each individual row, multiple counting of learners present at more than one learning provider and/or provision type.
- (b) In calculating each in progress count, the population is largely determined by the actual start and end dates of learning programmes and activities. However an additional constraint is applied to each year in that learning activities with an expected end date more than two years before the start of the given academic year are excluded.
- (c) Learner numbers at FE institutions (FEIs) include learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FEIs and franchised AL learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (d) Work-based learning (WBL) provision includes learners pursuing WBL programmes (and the FE programme Pathways to Apprenticeships which had new starts primarily in the years 2009/10 to 2013/14) at FEIs and provision at other training providers.
- (e) Includes both those learners enrolled at local authorities directly and learners who are enrolled at FEIs but whose teaching is contracted out to local authorities.
- (f) The use of unique learner counts and definitional overlaps mean, for any given year, that the total for FE/WBL/AL learners is lower than the sum of the figures in the preceding rows.
- (g) As from 2017/18 learning activities (and hence learners) not funded by the Welsh Government are no longer collected through the LLWR. Additionally Welsh for Adults provision is no longer part of the collection. Therefore 2017/18 data onwards is not directly comparable with earlier years.

Table 3: Enrolments on learning programmes at Further Education Institutions, Adult Learning or Work-based Learning providers by provision type, mode of study and gender, 2018/19 (a)

	1 st Dec (e)	All Year (f)	1 st Dec (e)	All Year (f)	1 st Dec (e)	All Year (f)
Further Education excluding Adult learning at FEIs						
Full-time	20,895	24,345	20,140	23,245	41,075	48,620
Part-time	19,750	43,625	24,675	57,500	44,455	100,215
Total	40,645	67,970	44,815	80,745	85,535	148,835
Higher Education at FEIs						
Full-time	0	0	0	0	0	0
Part-time	105	105	120	120	225	225
Total	105	105	120	120	225	225
Work-based Learning Provision						
WBL programmes at FEIs	8,340	11,605	5,610	9,075	13,955	20,690
Pathways to Apprenticeships (FEIs)	0	0	0	0	0	0
Programmes at other training providers	8,740	16,405	15,490	29,290	24,235	45,705
Total	17,080	28,010	21,100	38,360	38,190	66,395
Adult Learning (b)						
Full-time: enrolled at FEIs	15	20	*	*	15	20
Part-time: enrolled at FEIs	815	1,520	1,470	2,895	2,285	4,415
Full-time: enrolled at local authorities	0	0	0	0	0	0
Part-time: enrolled at local authorities	1,505	3,785	3,550	9,505	5,060	13,300
Total	2,335	5,325	5,020	12,400	7,360	17,740
All Levels of Study						
Full-time	20,910	24,365	20,140	23,245	41,095	48,645
Part-time	22,175	49,035	29,815	70,020	52,025	118,150
Work-based Learning	17,080	28,010	21,100	38,360	38,190	66,395
Total	60,165	101,405	71,055	131,630	131,305	233,190

Source: Lifelong Learning Wales Record

(a) See notes for definitions of level and mode.

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

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

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

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

(f) Count of learners throughout the academic year.

Table 4: Work-based learning provision: Numbers of learning programmes starts, leavers and in progress and numbers of learners starting and in progress by programme type, 2018/19 (a)

	Full year learning programmes (a)				Learners (b)		
	Starts	Leavers (c)	In progress	Starts target Measure (d)	1st Dec (e)	31 st July (e)	All year
Work-based Learning programmes							
Foundation Apprenticeship	10,035	11,775	21,620	8,825	12,805	10,045	19,870
Apprenticeship (Level 3)	11,570	11,730	25,510	10,360	15,470	14,055	24,775
Higher Apprenticeship (f)	4,340	4,700	10,370	3,780	6,485	5,735	10,145
Traineeships	5,520	6,195	8,890	N/A	2,885	2,730	6,500
Other WBL Programme	.	*	*	.	*	.	*
Work-based Learning programmes total	31,465	34,400	66,395	N/A	37,645	32,565	61,290
Total	31,465	34,400	66,395	22,965	37,645	32,565	61,290

Source: Lifelong Learning Wales Record

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

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

(c) Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those identifiable from the standard database of learning providers for 2015/16. (All figures include early leavers.)

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

(e) Number of learners on the reference date.

Table 5: Enrolments on learning activities at Further Education Institutions, Adult Learning or Work-based Learning providers by qualification level and gender, 2018/19

Qualification level	Further and Higher Education and Work-based Learning			Adult Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	1,730	2,455	4,190	115	115	225
Entry Level	25,105	23,910	49,055	2,160	3,840	6,005
Level 1	36,730	34,395	71,165	1,250	2,390	3,640
Level 2	65,090	79,340	144,515	910	2,270	3,185
Level 3	50,605	66,655	117,335	255	675	930
Level 4 and above / HE	6,275	11,470	17,745	0	0	0
Unknown or not required	33,165	34,495	67,730	2,605	7,370	9,990
Total	218,700	252,720	471,735	7,300	16,655	23,970

Source: Lifelong Learning Wales Record

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

Notes

1. Context

1.1 General

This statistical first release summarises data on learner numbers in post-16 education and training at providers receiving funding from the Welsh Government for the academic year 2018/19. Prior to 2017/18 the figures were not restricted to fundable learners at those providers. From 1 August 2017, information relating to learning activities not funded by the Welsh government is no longer collected. This has affected the number of part-time learners in further education in most recent years.

The release contains information on the post-16 sector including Further Education institutions, Work-based Learning providers and Adult Learning providers but excluding HE institutions, the Learn Welsh sector and school sixth forms.

1.2 Policy context

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

- The [Post-16 Planning and Funding Framework](#) which enables the delivery of relevant learning to support the Government priorities and aims to improve institutional efficiency and effectiveness. It focuses on the quality of the learning offer in terms of the outcome for individual learners. Programmes rather than qualifications are at the core of the framework with each programme having a defined purpose and outcome against which it will be monitored.
- The [Learning and Skills \(Wales\) Measure 2009](#) “aims to provide wider learner choice, reduce duplication of provision and encourage higher quality learning and teaching, but it applies to all post-16 provision. Providers are expected to establish effective collaboration to underpin 14-19 entitlement and maximise the chances of successful learner outcomes.”
- The commitment to the delivery of apprenticeships is set out in the Programme for Government and within Prosperity for All – the National Strategy. Both refer to the delivery of 100,000 all-age apprenticeships within the term of the current Programme for Government.

See also section 5.1 on ‘Relevance’.

2. Data source

Lifelong Learning Wales Record (LLWR)

The [Lifelong Learning Wales Record](#) is the data collection system employed by the Welsh Government to enable FE, WBL and adult learning providers to submit on-line individualised data on learners, their learning programmes, activities and awards. Welsh Government systems load the data on to a post-16 database to facilitate analysis. Further information on LLWR including user support manuals can be found on the Welsh Government’s website.

The primary purpose of the LLWR is to provide FE/WBL/Adult Learning data to facilitate the planning and funding of learning delivery. The LLWR data are also a basis for the Welsh Government's Quality and Effectiveness Framework, monitoring of performance and outcomes, informing strategy and development and the provision of statistics on FE/WBL/Adult Learning in Wales.

3. Definitions and methods

Learner numbers, learning programmes and learning activities

- The Lifelong Learning Wales Record (LLWR) has datasets based on learners, their learning programmes and their constituent learning activities (as well as awards which are not included in this release.) Table 1 and 2 are based on counts of individual learners using a methodology which counts only once a learner present at more than one provider. Table 3 is based on counts of learning programmes, as are the first three columns of table 4, the remainder of which uses unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in table 3. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.

Learners at Further Education Institutions, Adult Learning or Work-based Learning providers (tables 1, 2, 3 and 5)

- Information was collected from FE institutions, local authorities and work-based learning providers via the LLWR, from which data were extracted on 19 December 2019.
- Adult Learning is a broad definition that can encompass, for instance, provision at FE institution outreach centres and Adult Basic Education. This release only identifies Adult Learning provision (see 'Provision Type' notes) and hence this is the term used throughout.
- WBL provision is included whether at an FE college, at a WBL subsidiary of an FE institution or at another training provider.
- Where a provider is part of a WBL consortium, the assignment to 'WBL at FEIs' or to 'WBL at Other training providers' has been made according to the status of the consortium member (which may differ from the status of the lead provider of the consortium).
- December 1st counts are based on a snapshot of the week of 1 December 2018. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2018.
- Includes students on courses with Adult Learning Wales.

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

This table summarises enrolments on work-based learning programmes.

- Starts and leavers in the first two columns denote the cumulative number of new starts and leavers of learning programmes during the academic year.
- Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those leavers who are identifiable from the standard

database population used for this release. All figures (except the target starts measure) include early leavers.

- In progress figures are expressed as learning programme counts (in the third column), as the number of distinct learners at any time during the full year (final column) and also as learner counts on December 1st 2018 and July 31st 2019. The latter counts are for single days, in contrast to the December 1st figures in tables 1 and 3 which are based on a full week (and are therefore slightly higher).

From 2017/18 we additionally include a measure of starts specifically related to the target of 100,000 apprenticeships. This measure discounts starts which are recorded as early leavers (less than 8 weeks) and those that are recorded as transferred to another apprenticeship. This approximately records **22,965** learning programmes started in 2018/19 and **79,595** since the target was introduced.

Welsh Government first funded degree apprenticeships from academic year 2018/19. In 2018/19 there were 155 degree apprentices from around 60 employers accessing the first year of [degree apprenticeships in Wales](#).

Provision type

The provision type is determined at the learning programme level. This statistical release is not a funding report and definitions can differ from those used for funding purposes. For example, some of the WBL provision included in this release will not have been included in the calculation of funding for WBL providers.

For the purpose of this statistical release,

- Further Education (FE) provision is defined as that submitted to the LLWR by an FE provider excluding:
 - learning programmes categorised below as HE or WBL; and
 - learning delivered by a Local Authority via a subcontracted arrangement with an FE provider.
 - junior apprenticeship programmes (with learners additionally being recorded through school enrolment figures). 210 unique learners were recorded with at least one programme for 2018/19.
- Higher Education (HE) provision comprises learning programmes categorised as higher education

The figures for HE include learners whose programme is designated as HE level but exclude learning programmes where the overarching learning programme is not designated as 'HE' although an element of the learning (i.e. one or more learning activities) is at HE level. Note that most HE learners in Further Education institutions are now recorded through HESA (Higher Education Statistics Agency) data rather than LLWR. Historically franchised Higher Education has been collected through HESA (and therefore not part of this release) and from 2016/17 all new HEFCW funded learners are also recorded through HESA. The remaining programmes consist mainly of

those for HEFCW funded learners commencing prior to the 2016/17 academic year, and other HE provision delivered without Welsh Government or HEFCW funding.)

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

- Higher National Certificate; Higher National Diploma;
 - HE professional / HE vocational programme;
 - Foundation Degree; HE First Degree; other undergraduate qualification;
 - HE postgraduate;
- Adult Learning provision is defined as that submitted to the LLWR:
 - by a Local Authority directly ('maintained' or 'contracted-out' provision); or
 - by an FE provider but where the learning is delivered by a Local Authority through a partnership, franchise or subcontracted arrangement ('contracted-in' provision).

The Adult Learning figures exclude 'assisted' provision, i.e. courses controlled and managed by another organisation but which the local authority supports either financially or by providing premises or other facilities free of charge or at subsidised rates.

- WBL programmes are submitted to the LLWR by contracted WBL providers (including some FE institutions) and include the following programmes:
 - Apprenticeship (Level 3);
 - Foundation Apprenticeships (Level 2);
 - Higher Apprenticeship (Level 4 plus);
 - Traineeships;

Subjects

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

4. Rounding

Figures are rounded to the nearest 5 and there may be apparent slight discrepancies between the sum of the constituent items and the total. An asterisk '*' represents numbers greater than 0 and less than 5.

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

5. Key Quality Information

5.1 Relevance

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

- ministers and officials in the Welsh Government;
- Assembly Members and researchers in the National Assembly for Wales;
- other government departments;
- Further Education Institutions, Work-Based Learning providers and local authorities;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- students, researchers, and academics;
- individual citizens, private companies, and the media.

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

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- informing and evaluating the education policy-making process in Wales. (See section 1.2 on 'Policy Context'.)

LLWR data are used to underpin funding and performance reports for learning providers, to calculate NEET (Not in Education, Employment or Training) figures and in student finance modelling.

5.2 Accuracy

Statisticians within the Welsh Government review the data and query any anomalies with the LLWR data management team and, where relevant, with learning providers before tables are published.

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

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

5.3 Timeliness and punctuality

From 2016/17 onwards, with bringing forward the date of publication to February, we have ceased publication of provisional statistics for the same academic year, which previously occurred in

November. Users were consulted on this change, and there have been no issues arising from the change. Additionally we now publish provisional quarterly information on apprenticeship starts to provide more timely data in this area of interest.

5.4 Accessibility and clarity

This statistical release is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

5.5 Comparability and coherence

Data for previous years

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

Unfunded learning:

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

Learn Welsh sector:

From 1 August 2017, information relating to Learn Welsh/Welsh for Adults provision in Further Education institutions is no longer collected through the LLWR. The [National Centre for Learning Welsh](#) has been responsible for providing leadership to the Welsh for Adults programme and co-ordinating provision across Wales on behalf of Welsh Government from 2015.

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

Resit codes

From 2017/18 there was a change to recording of GCSE resits, through separate part-time programmes alongside other programmes of learning. In 2018/19 approximately 14,600 such programmes were recorded by around 11,800 unique learners.

5.6 In-learning population

In-learning counts for all years in the current release (and in the other bulletins using LLWR data listed at the end of this release) are on an adjusted population basis. The effect of introducing this population was described in the Key Quality section of the [2008/09 release](#).

The in-learning population is adjusted by excluding unclosed activities with an expected end date more than two years earlier than the start of the given academic year. Having excluded these

activities, the population is then determined from the remaining activities by means of the actual start and end dates (in conjunction with the learning programme end date, where available separately for WBL programmes).

The adjusted population was introduced in order to produce a more accurate reflection of 'live' activity after identifying an increasing number of unclosed activities since the inception of the LLWR.

5.7 Mode of learning

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

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

5.8 Gender

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

National Statistics status

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

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm, the Office for Statistics Regulation. The OSR considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate. The designation of these statistics as National Statistics was confirmed in July 2012 following a full assessment against the Code of Practice.

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- Added to and refined information about dimensions of quality and described links to policy and Welsh Government targets
- Expanded the coverage of topics to include protected characteristics and Welsh medium learning.
- Improved visuals by de-cluttering and standardising charts and tables.

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 Office for Statistics Regulation promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Well-being of Future Generations Act (WFG)

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

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

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

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

Further details

This release is available at:

<https://gov.wales/further-education-work-based-learning-and-community-learning-august-2018-july-2019>

StatsWales

Only summary tables have been provided in this release. Additional tables supplying greater detail, including analysis by programme and qualification type, subject, age, disability status and ethnicity, are available via the Welsh Government's online dissemination service [StatsWales](#). Tables related to this report can also be found on [StatsWales](#).

Other statistical outputs using the LLWR data underlying this release

- ['Learner Outcome Measures for Work-based Learning and Adult Learning'](#) - Statistics on learner outcomes at WBL providers and Adult Learning providers.
- ['Consistent performance measures for post-16 learning \(achievement\)'](#) – Statistics on the achievement of learners in FE institutions (derived from LLWR data) and school sixth forms (derived from school data sources)
- During 2018 we introduced [quarterly reporting of work-based learning information](#), and we welcome any feedback on this output.

UK nations

Examples of similar outputs from other UK nations can be found at:

England - [Further education and skills: statistical first release - gov.uk](#)

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

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

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

Next update

February 2021

Period covered: 2018/19 (August to July)

Statistical First Release report and StatsWales cubes.

We want your feedback

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

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