

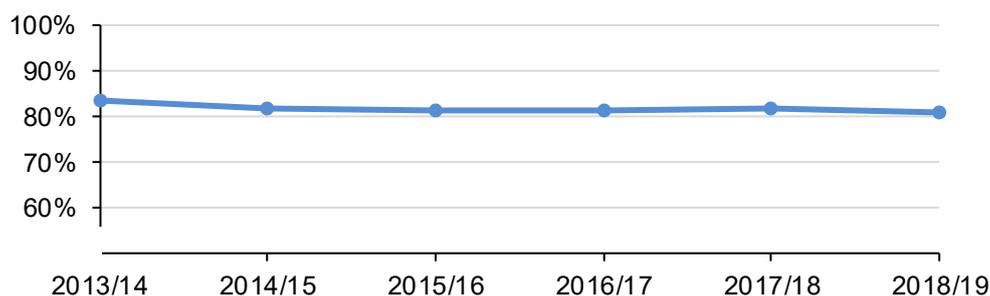


## Learner outcome measures for work based learning and adult learning, August 2018 to July 2019: Revised

03 April 2020  
SFR 08/2020(R)

Previous versions of this release had information on learner outcomes in Further Education. This has been discontinued as the statistics have been replaced by the [consistent performance measures for post-16 learning](#).

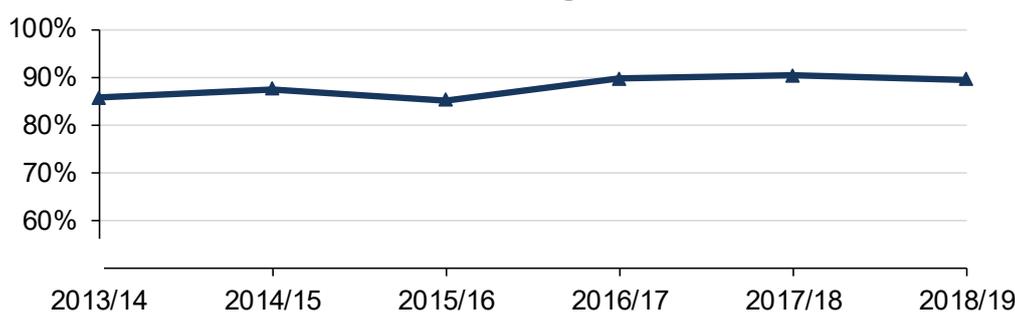
**Chart 1: Success rate of apprenticeship programmes, 2018/19**



The figures on outcomes for Work Based Learning (WBL) show that:

- the success rate of apprenticeship programmes has fallen by 2.6 percentage points between the academic years of 2013/14 and 2018/19, from 83.6% to 80.9%
- the decrease has slowed in recent years – the difference between the rates in 2015/16 and 2018/19 is 0.5 percentage points

**Chart 2: Success rate of adult learning courses, 2018/19**



This year's figures for Adult Learning (AL) show:

- the success rate of AL courses has remained similar over the last few years
- the rate decreased slightly in 2018/19 (0.8 percentage points) to 89.5%
- over the longer-term, the rate has risen 3.9 percentage points since 2013/14

### About this release

In earlier versions of this report, the deprivation measures were incorrectly described as the main index of the Welsh Index of Multiple Deprivation (WIMD). The deprivation measures are actually from the income domain of WIMD.

115 completed adult learning activities provided directly by Wrexham were omitted from the first version of this report. Revisions have been marked with an (r).

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).

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## Work Based Learning

This data covers two different types of Work Based Learning (WBL) programmes available in Wales – apprenticeships and traineeships.

Apprenticeships have three tiers:

- Foundation Apprenticeships – Level 2 (equivalent to GCSE levels graded A\*-C)
- Apprenticeships – Level 3 (equivalent to A levels)
- Higher Apprenticeships – Level 4 and above

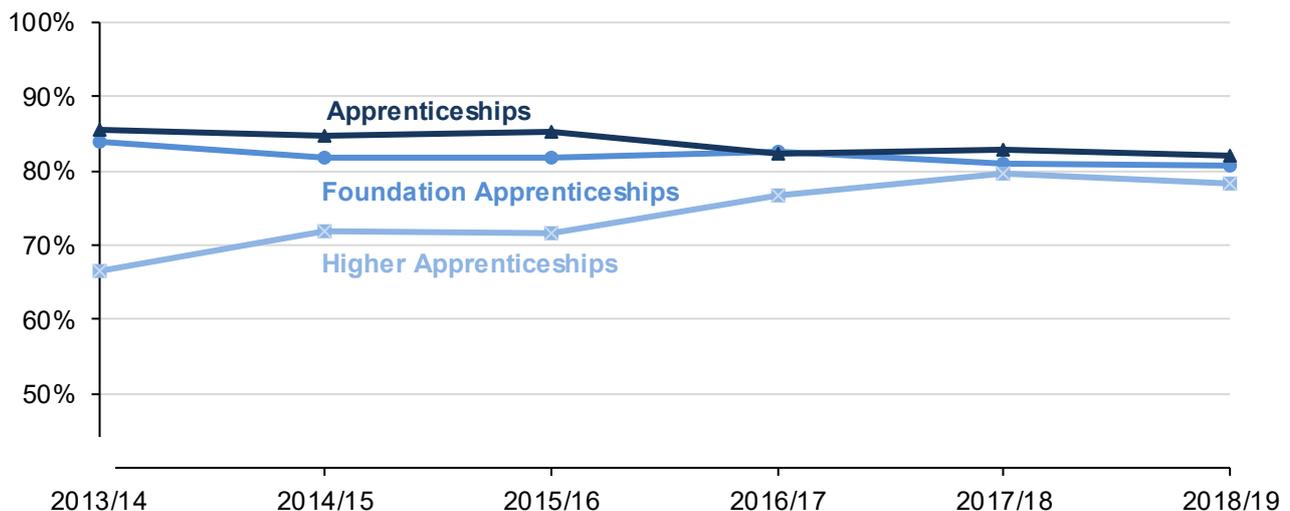
Traineeships have two tiers:

- Engagement – Entry Level
- Level 1 – Level 1 (equivalent to GCSE levels graded D-G)

### Outcomes of apprenticeships

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

**Chart 3: Apprenticeship success rate by level, 2013/14 to 2018/19**



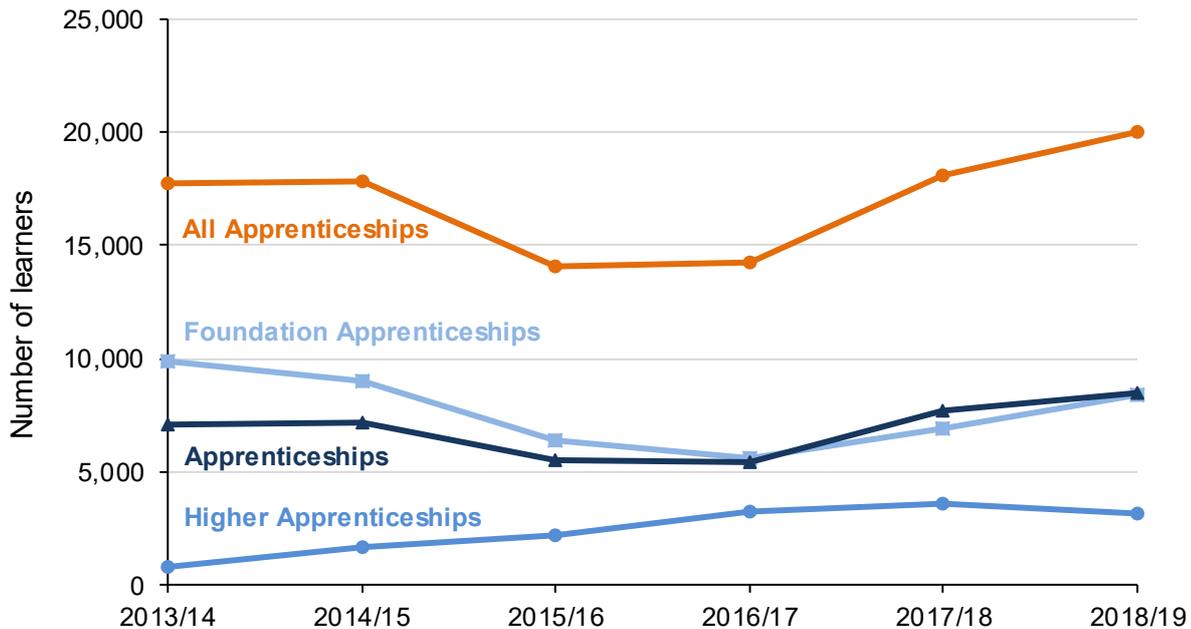
[Success of apprenticeships by level and year on StatsWales](#)

Overall success rates for apprenticeships have been falling since 2013/14, from 83.6% to 80.9%.

The trend was reflected in foundation apprenticeships and apprenticeships, which, in the same period, fell by 3.1 and 3.2 percentage points respectively.

Higher apprenticeships have seen a strong upward trend in success rates, which have increased by 11.8 percentage points between 2013/14 and 2018/19. However, this year they have fallen for the first time since 2015/16, by 1.2 percentage points.

**Chart 4: Numbers of learners attaining apprenticeships, 2013/14 to 2018/19**



[Success of apprenticeships by level and year on StatsWales](#)

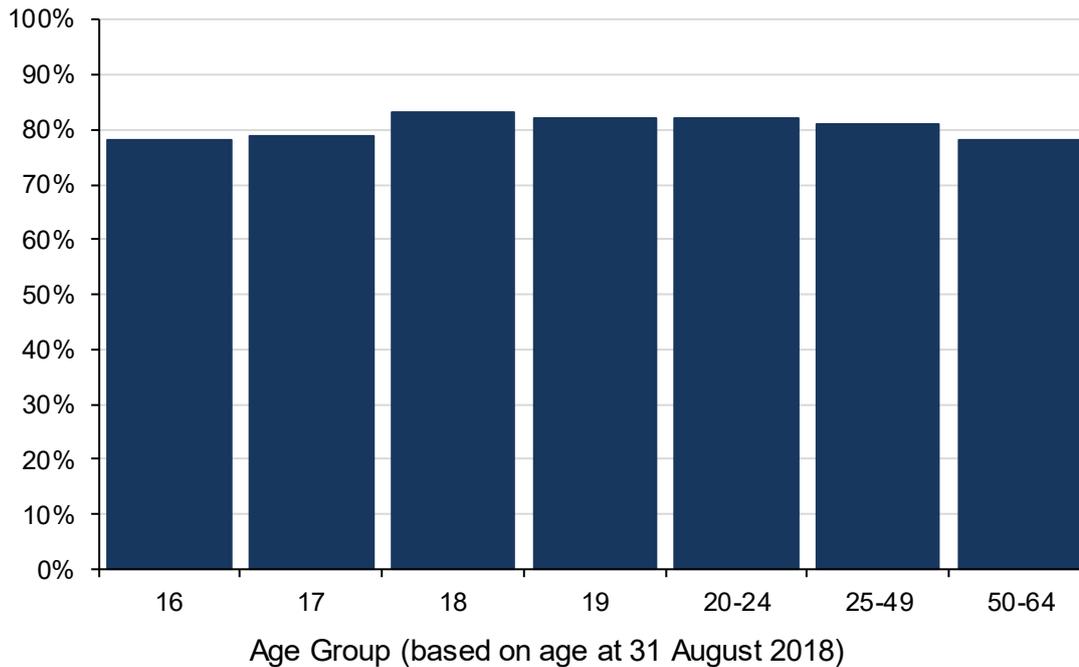
The overall number of learners attaining apprenticeships has increased from 17,700 to 20,000 since 2013/14, despite a large drop in 2015/16.

The number of learners attaining apprenticeships has been increasing, despite the falling success rate, because more learners have been starting apprenticeships.

The number of learners attaining foundation apprenticeships in 2018/19 was 1,550 lower than the 2013/14 figure. However, the equivalent number for apprenticeships and higher apprenticeships increased by 1,450 and 2,400 respectively over the same period.

In 2017/18 more learners passed apprenticeships than foundation apprenticeships for the first time and that continued to be the case in 2018/19, although the gap closed from 800 to 150.

**Chart 5: Apprenticeship success rate by age, 2018/19**



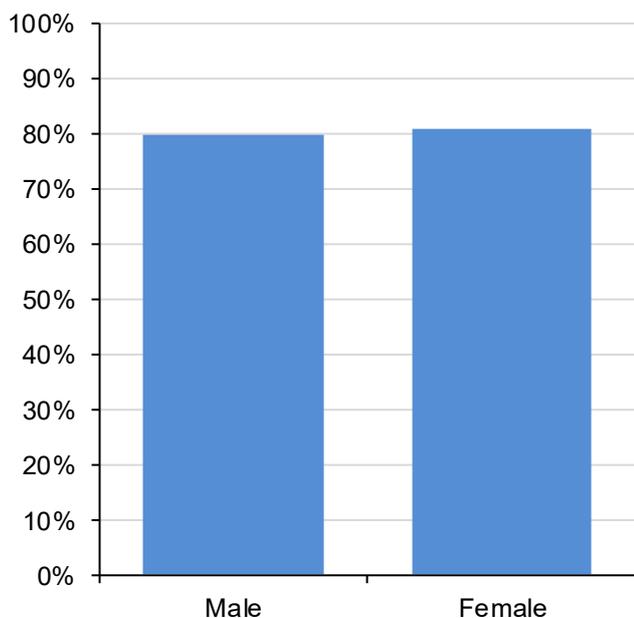
[Success of apprenticeships by age and year on StatsWales](#)

16 and 17 year olds were among the least successful learners in apprenticeship programmes, with success rates of 78% and 79%, respectively.

The most successful learners in apprenticeship programmes were 18 year olds, who had a success rate of 83%.

Success rates decreased with age after 18, with 50-64 year olds having a success rate of 78%.

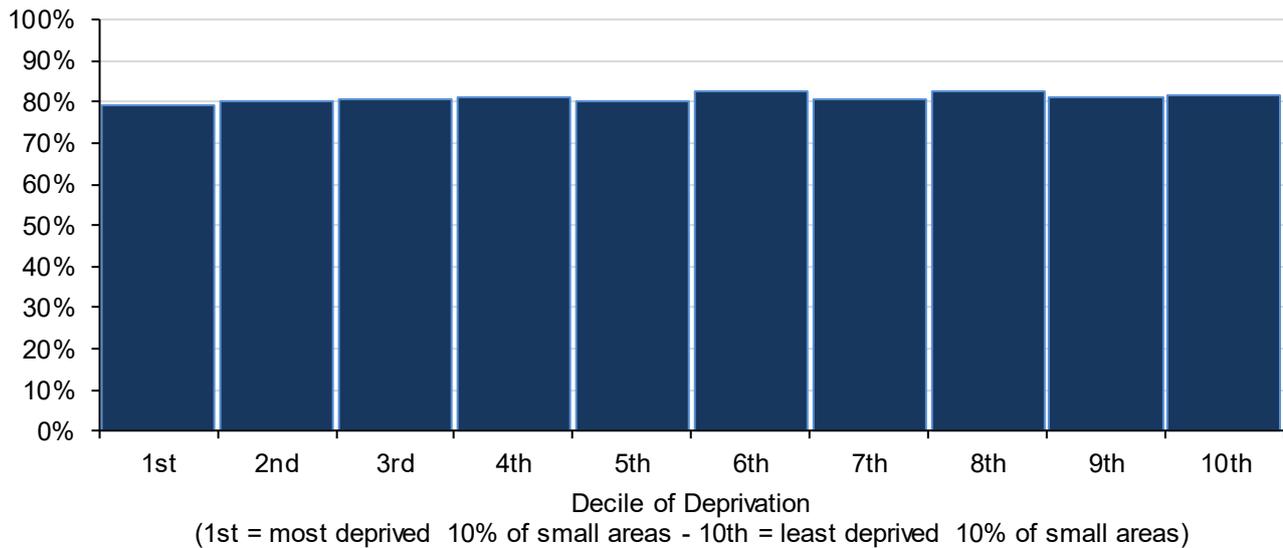
**Chart 6: Apprenticeship success rate by gender, 2018/19**



[Success of apprenticeships by gender and year on StatsWales](#)

Females had marginally higher success rates than males – a difference of 1 percentage point.

**Chart 7: Apprenticeship success rate by deprivation of home neighbourhood <sup>(a)</sup>, 2018/19**



(a) Based on income domain ranks from Welsh Index of Multiple Deprivation 2019.

[Table 4](#)

Learners from the most deprived areas were 2.8 percentage points less likely to be successful in apprenticeships than those from the least deprived areas.

Learners from the most deprived areas had a 79.1% success rate, while the success rate for those in the least deprived areas was 81.9%.

## Outcomes of traineeships

Traineeships are 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:

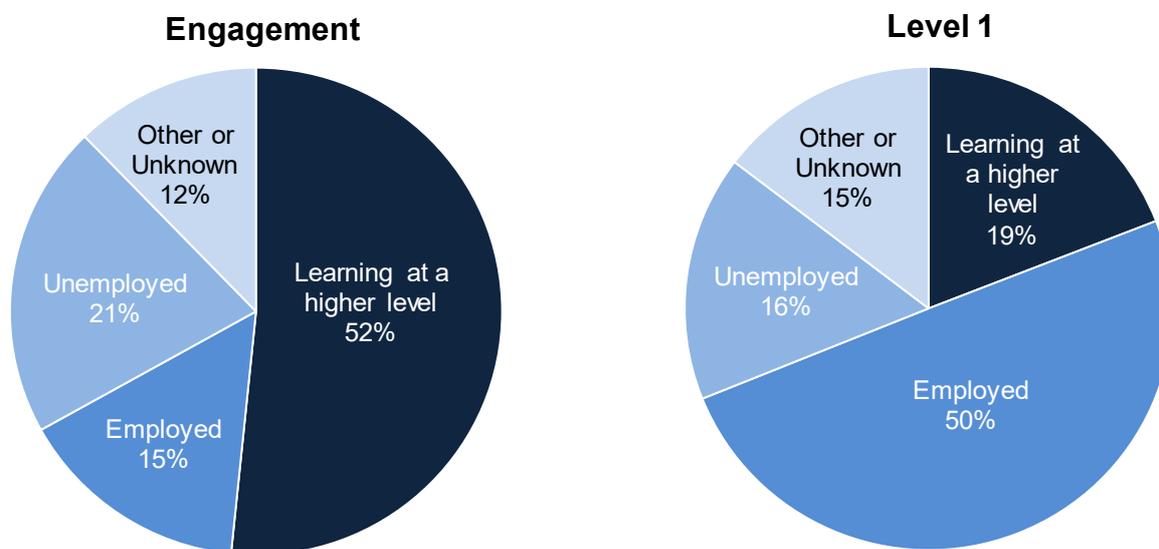
- Engagement traineeships
- Level 1 traineeships

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.

Overall 75% of traineeship leavers made some kind of positive progression this year. This included leavers going into employment (including part-time and voluntary work) or a higher level of learning. This was up 1% on last year's figure.

### Chart 8: Destinations of learners four weeks after the end of their traineeships, 2018/19



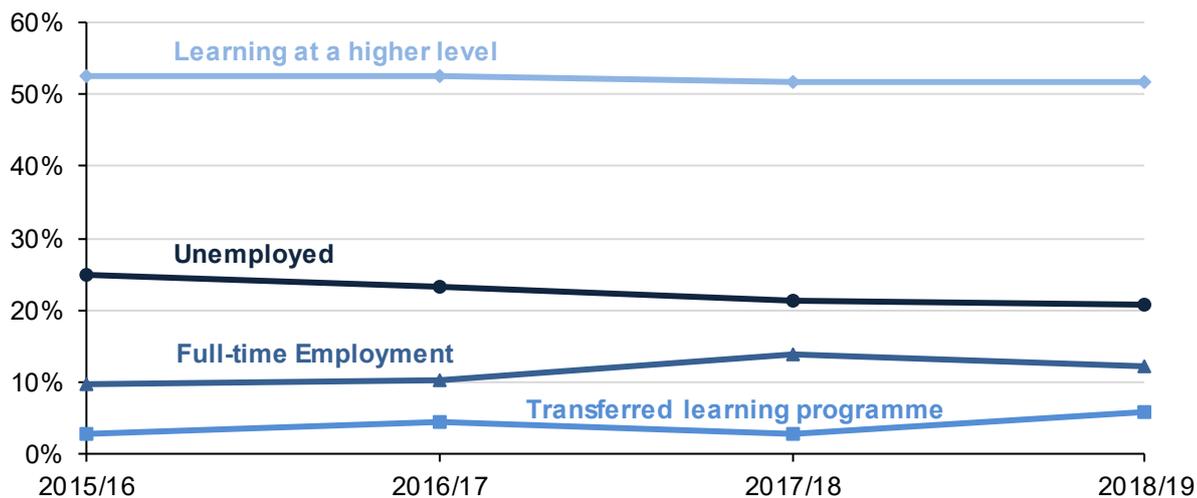
[Table 1](#)

Most engagement leavers (52%) were in learning at a higher level four weeks after finishing their traineeships. Careers Wales can refer young people to engagement traineeships who want to do further learning but need the support offered by engagement traineeships first.

About half of Level 1 leavers went into employment, of which 85% went into full-time employment.

More engagement leavers were unemployed four weeks after the end of their programme than level 1 leavers, 21% compared to 16%.

**Chart 9: Trend in destinations from engagement traineeships, 2015/16 to 2018/19**



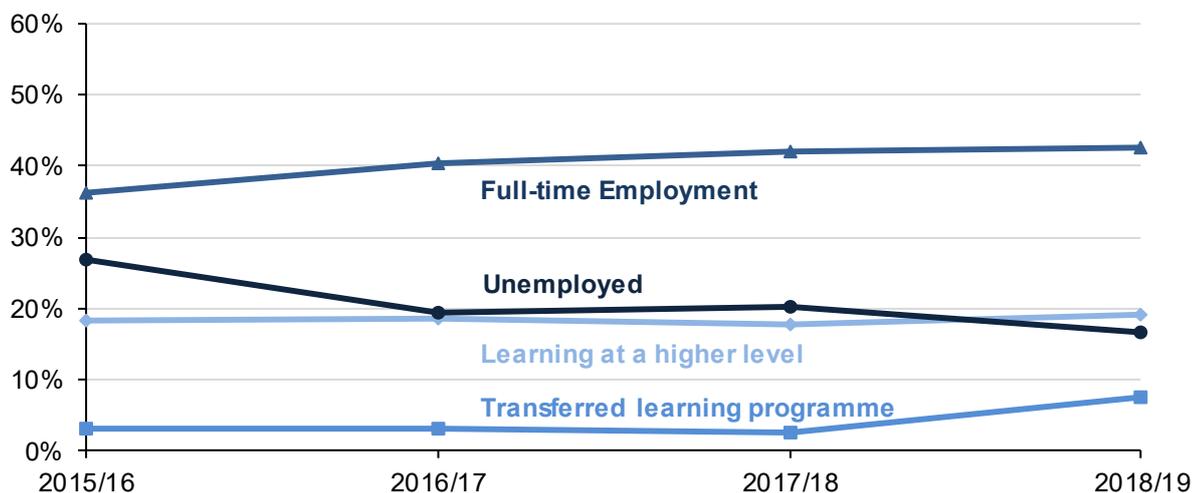
[Table 1](#)

There has been a steady reduction in the proportion of learners on engagement traineeships who were unemployed 4 weeks after the end of the programme. 25% of learners were unemployed in 2015/16, compared with 21% in 2018/19.

Two trends explain this. The proportion of learners entering full-time employment after their programme ended rose from 10% in 2015/16 to 12% in 2018/19. At the same time, the proportion of learners transferring to another programme before completing their traineeship rose from 3% to 6%.

The proportion of learners going into learning at a higher level has remained similar, with a decrease from 53% to 52% since 2015/16.

**Chart 10: Trend in destinations from Level 1 traineeships, 2015/16 to 2018/19**



[Table 1](#)

Level 1 traineeships show positive trends as more learners went into full time employment. 43% went into full-time employment in 2018/19, compared to 36% in 2015/16.

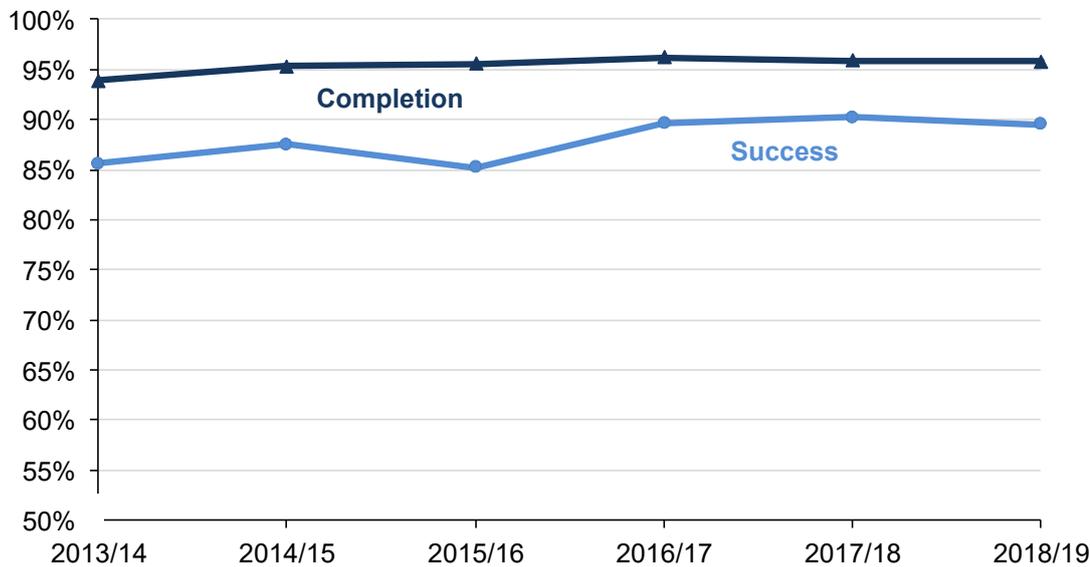
The proportion of learners who were unemployed 4 weeks after the end of their programme fell by 11 percentage points over the same period. The remainder of this drop seems to be mostly explained by an increase in learners transferring to other programmes (3% to 8%).

The proportion of learners going into learning at a higher level has remained similar, with an increase from 18% to 19% since 2015/16.

## Adult Learning

Adult Learning (AL) 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 different qualifications of different levels depending on what they study.

**Chart 11: Completion and success rates of AL activities since 2013/14** (a)(b)



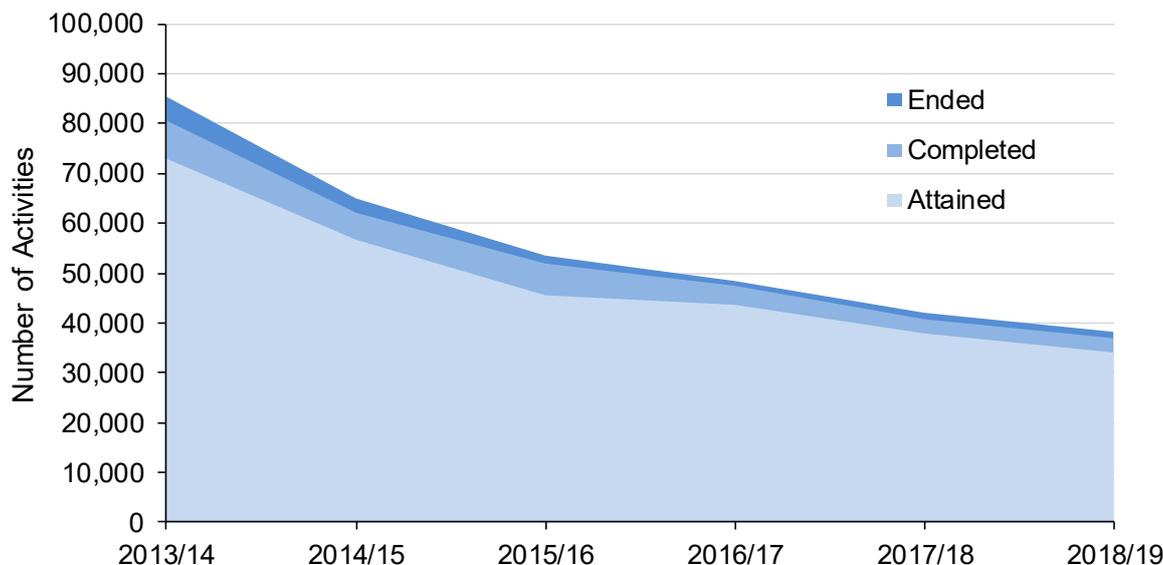
[Completion and success of Adult Learning activities by year on StatsWales](#)

- (a) 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.
- (b) Note that local authorities had problems collecting data in 2015/16 due to defunding that year.
- (c) Unassessable AL activities are excluded from success rates (but not completion rates).

Between 2013/14 and 2017/18 the success rate of AL activities increased by 4.6 percentage points overall (apart from the drop in 2015/16), but in 2018/19 success rates fell by 0.8 percentage points.

There was also an increase in the completion rate, from 93.9% in 2013/14 to 96.2% in 2016/17. However this increase has levelled off in recent years.

**Chart 12: Numbers of ended, completed and attained activities <sup>(a)(b)</sup>, 2013/14 to 2018/19**



(a) These numbers do not include non-assessable activities.

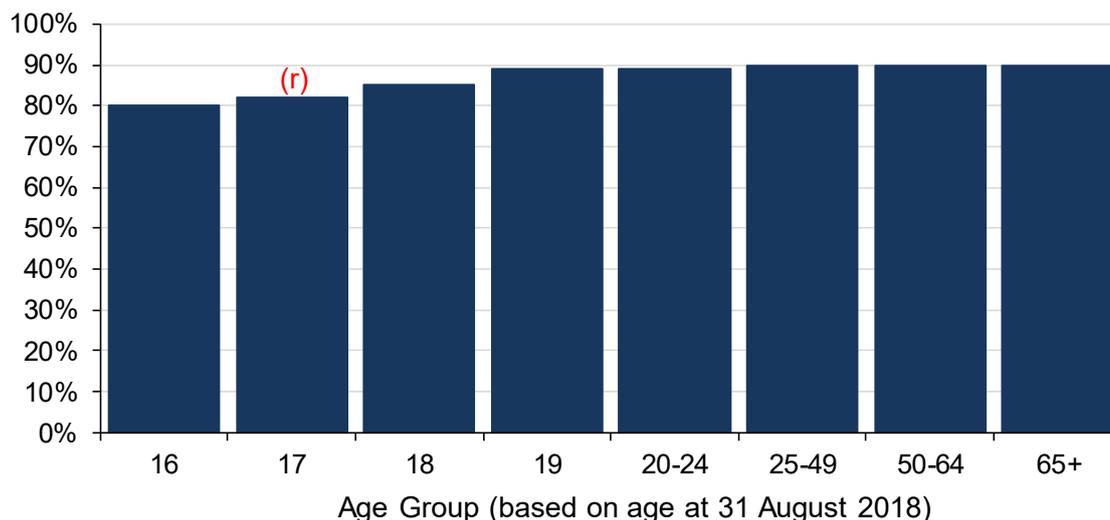
(b) There are a small number of exclusions from ended activities, outlined in the [Notes](#) section.

[Completion and success of Adult Learning activities by year on StatsWales](#)

The number of assessable AL activities undertaken decreased from 85,350 to 38,100 (r) between 2013/14 and 2018/19. However, the numbers of attained and completed activities decreased more slowly, resulting in increasing success and completion rates.

The long-term decreasing trend in AL is probably caused by a number of issues. Providers have been encouraged to focus on basic skills learning for adults. Public funding for adult learning has been reduced, and more leisure and recreational are delivered at full cost.

**Chart 13: Success rate of AL activities by age, 2018/19**



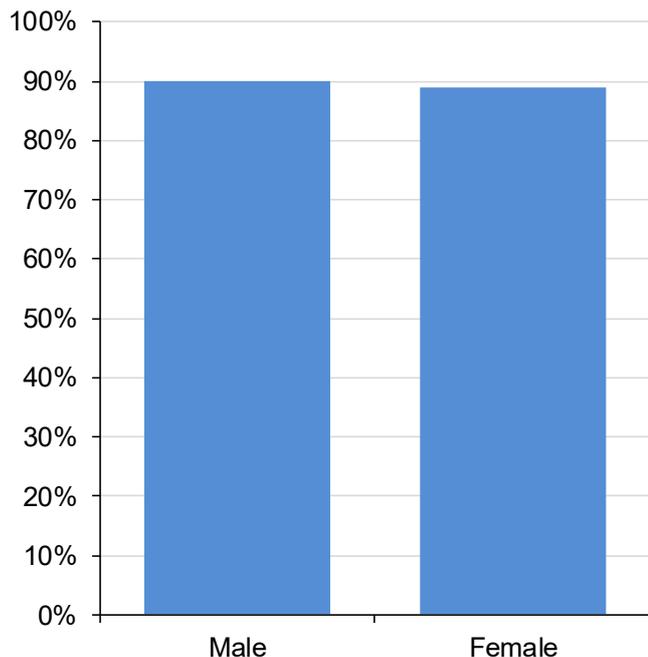
(r) Revised 03 April 2020

[Success of Adult Learning activities by age and year on StatsWales](#)

Chart 13 shows that older people tended to perform better in AL activities. Age groups above 24 had the highest success rate, at 90%, while 16 year olds had the lowest success rate, at 80%.

Age groups under 19 had moderately lower success rates than older age groups – the gap between 16 year olds and 19 years olds is 9 percentage points.

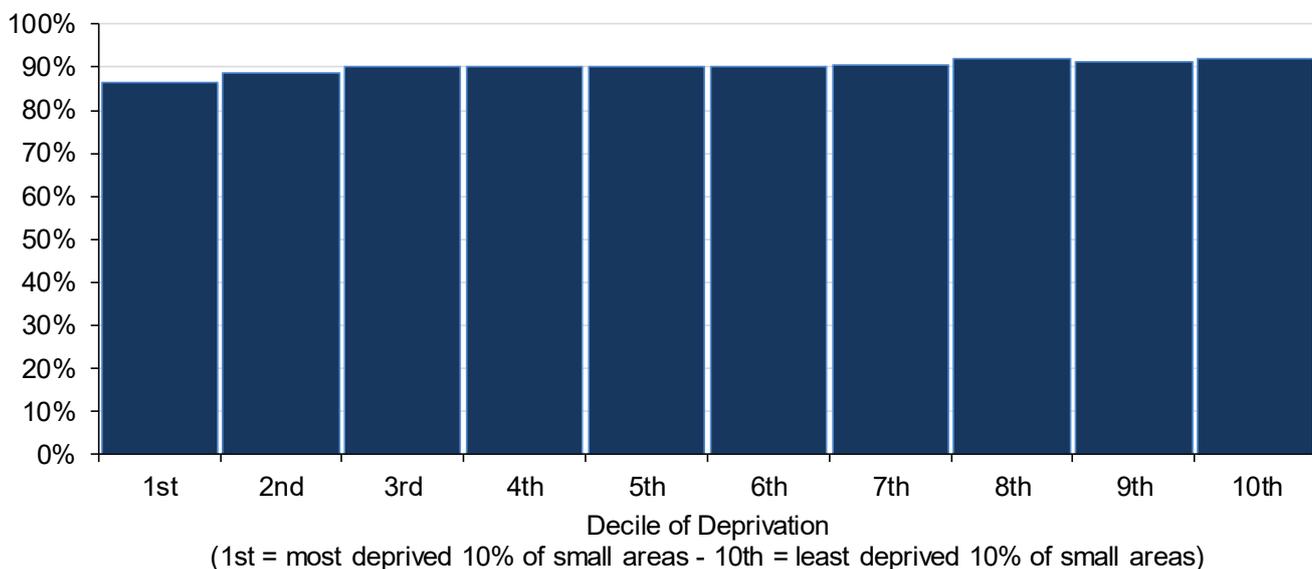
**Chart 14: Success rates of AL activities by gender, 2018/19**



[Success of Adult Learning activities by gender and year on StatsWales](#)

Chart 14 shows that males performed marginally better than females – a 1 percentage point difference.

**Chart 15: Success rates of AL activities by deprivation of home neighbourhood <sup>(a)</sup>, 2018/19**

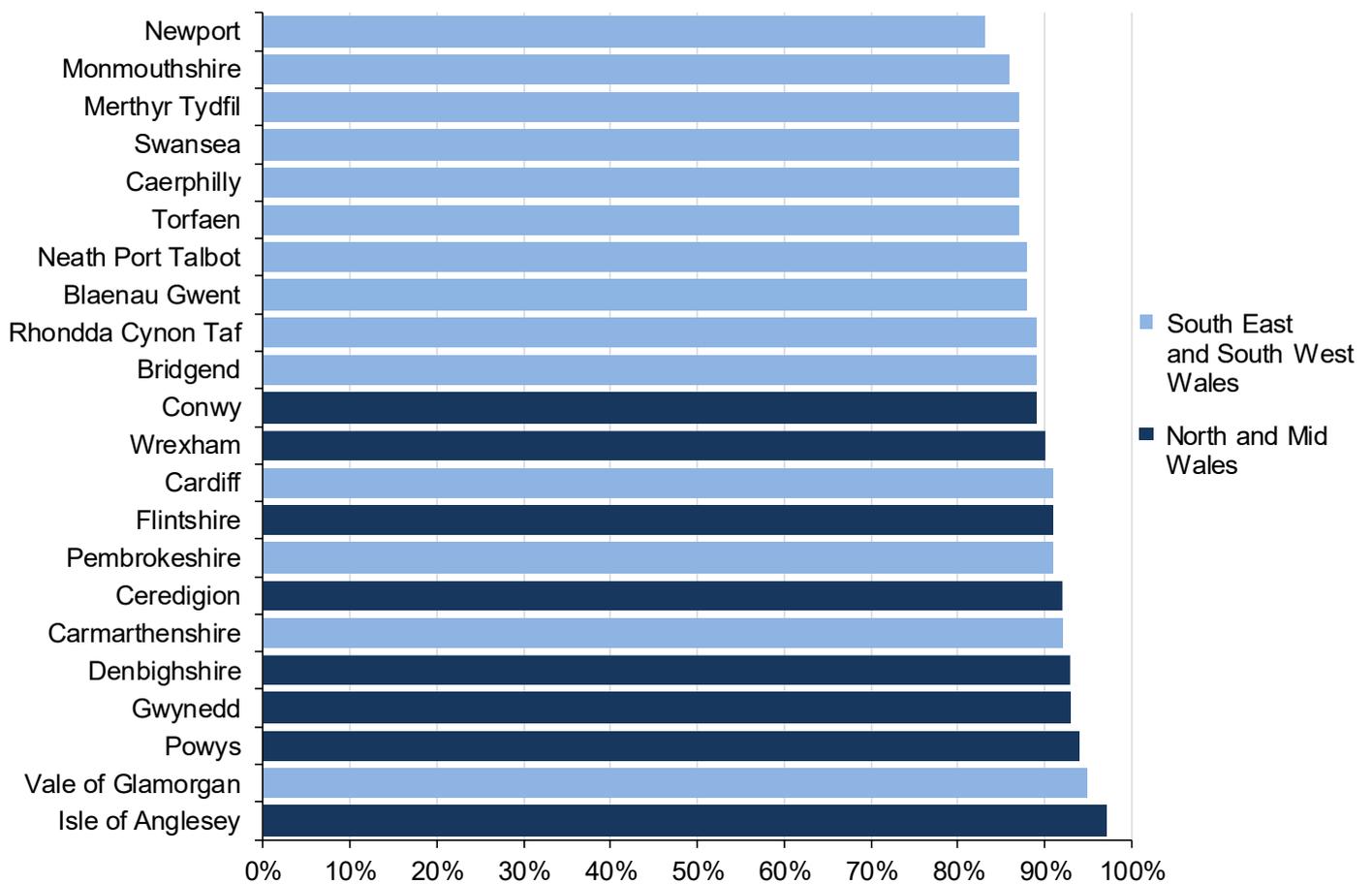


a) Based on income domain ranks from the Welsh Index of Multiple Deprivation 2019.

[Table 3](#)

There is a noticeable correlation between level of deprivation and success in AL courses. Learners in the least deprived 10% of areas had a success rate 5 percentage points higher than learners in the most deprived 10% of areas.

**Chart 16: Success rate of AL activities by local authority of learner’s home address, 2018/19**



[Success of Adult Learning activities by region of domicile and year on StatsWales](#)

There was a considerable gap in success rates between local authorities. The most successful area, Isle of Anglesey, had a 97% success rate. The least successful, Newport, had an 83% success rate.

Success rates in local authorities in North and Mid Wales were higher than those in South Wales. Those in North and Mid Wales had an overall success rate of 92% while those in South Wales had a rate of 89%.

## Tables

Data from tables in previous versions of this release is now available in the [Further Education and Work Based Learning Outcomes pages on StatsWales](#). This includes statistics on [Adult Learning provision type](#), ethnicity for [apprenticeships](#) and [Adult Learning](#), and on sector subject areas for [apprenticeships](#) and [Adult Learning](#).

Data from charts in this release or previous tables that is not available on StatsWales can be found in this section.

Table 1	Destinations of Traineeship leavers in four week period following end of programme
Table 2	Learning activity success rates for WBL provision by programme, type of learning aim and age group
Table 3	Success rates of Adult Learning activities by income WIMD deprivation rank of home Lower Super Output Area (LSOA), 2018/19
Table 4	Success rates of apprenticeships by income WIMD deprivation rank of home Lower Super Output Area (LSOA), 2018/19

**Table 1: Destinations of Traineeship leavers in four week period following end of programme**

	2015/16		2016/17		2017/18		2018/19	
	No.	%	No.	%	No.	%	No.	%
<b>Engagement Traineeships</b>								
Continuing programme of learning	*	*	*	*	*	*	*	*
Transferred to another learning programme	120	3%	225	4%	120	3%	250	6%
New programme of learning at the same level	85	2%	60	1%	60	1%	60	1%
Progressed to learning at a higher level	2,330	53%	2,730	53%	2,330	52%	2,210	52%
Full time employment	420	10%	530	10%	620	14%	515	12%
Part time employment	10	*	20	*	10	*	10	*
Self-employment	*	*	*	*	*	*	*	*
Voluntary Work	100	2%	175	3%	140	3%	130	3%
Seeking work / unemployed	1,105	25%	1,200	23%	955	21%	890	21%
Other	175	4%	175	3%	175	4%	140	3%
Not Known	75	2%	70	1%	95	2%	75	2%
<b>Total</b>	<b>4,420</b>	<b>100%</b>	<b>5,190</b>	<b>0%</b>	<b>4,505</b>	<b>100%</b>	<b>4,280</b>	<b>100%</b>
<b>Level 1 Traineeships</b>								
Continuing programme of learning	*	*	*	*	*	*	*	*
Transferred to another learning programme	95	3%	85	3%	50	2%	150	8%
New programme of learning at the same level	105	3%	75	3%	40	2%	30	2%
Progressed to learning at a higher level	595	18%	510	18%	365	18%	380	19%
Full time employment	1,175	36%	1,120	40%	860	42%	850	43%
Part time employment	25	1%	15	*	5	*	10	*
Self-employment	*	*	*	*	*	*	*	*
Voluntary Work	205	6%	265	10%	195	10%	135	7%
Seeking work / unemployed	870	27%	535	19%	410	20%	330	16%
Other	135	4%	125	5%	75	4%	70	3%
Not Known	45	1%	35	1%	45	2%	40	2%
<b>Total</b>	<b>3,250</b>	<b>100%</b>	<b>2,775</b>	<b>0%</b>	<b>2,050</b>	<b>100%</b>	<b>1,995</b>	<b>100%</b>
<b>All</b>								
Continuing programme of learning	*	*	*	*	*	*	*	*
Transferred to another learning programme	215	3%	310	4%	170	3%	400	6%
New programme of learning at the same level	190	2%	140	2%	100	2%	90	1%
Progressed to learning at a higher level	2,925	38%	3,245	41%	2,695	41%	2,590	41%
Full time employment	1,595	21%	1,650	21%	1,480	23%	1,365	22%
Part time employment	35	0%	35	0%	15	*	15	*
Self-employment	*	*	*	*	*	*	*	*
Voluntary Work	305	4%	440	6%	340	5%	270	4%
Seeking work / unemployed	1,975	26%	1,735	22%	1,365	21%	1,220	19%
Other	310	4%	300	4%	250	4%	210	3%
Not Known	120	2%	100	1%	135	2%	120	2%
<b>Total</b>	<b>7,675</b>	<b>100%</b>	<b>7,960</b>	<b>0%</b>	<b>6,555</b>	<b>100%</b>	<b>6,275</b>	<b>100%</b>

Source: Lifelong Learning Wales Record (LLWR)

**Table 2: Learning activity success rates for WBL provision by programme, type of learning aim and age group**

Type of Programme	Type of learning aim	2018/19					
		18 and under		19 and over		All ages	
		Attained Learning Activities	%	Attained Learning Activities	%	Attained Learning Activities	%
<b>Foundation Apprenticeship</b>	NVQ <sup>1</sup>	1,035	79%	1,670	80%	2,705	80%
	Award/Certificate/Diploma	1,900	81%	7,020	83%	8,920	82%
	Key Skills/Essential Skills Wales	1,140	73%	8,045	78%	9,190	78%
	Other	*	*	20	*	20	*
	<b>All</b>	<b>4,075</b>	<b>78%</b>	<b>16,760</b>	<b>80%</b>	<b>20,835</b>	<b>80%</b>
<b>Apprenticeship</b>	NVQ <sup>1</sup>	555	83%	1,905	83%	2,465	83%
	Award/Certificate/Diploma	985	87%	7,395	83%	8,380	83%
	Key Skills/Essential Skills Wales	600	83%	8,410	77%	9,010	78%
	Other	*	*	*	*	*	*
	<b>All</b>	<b>2,140</b>	<b>85%</b>	<b>17,710</b>	<b>80%</b>	<b>19,855</b>	<b>81%</b>
<b>Higher Apprenticeship</b>	NVQ <sup>1</sup>	20	*	1,670	79%	1,690	79%
	Award/Certificate/Diploma	35	*	2,725	77%	2,760	77%
	Key Skills/Essential Skills Wales	20	*	4,590	78%	4,615	78%
	Other	0	n/a	*	*	*	*
	<b>All</b>	<b>75</b>	<b>85%</b>	<b>8,990</b>	<b>78%</b>	<b>9,060</b>	<b>78%</b>
<b>Traineeship - Engagement</b>	Award/Certificate/Diploma	1,460	83%	0	n/a	1,460	83%
	Key Skills/Essential Skills Wales	1,090	88%	5	*	1,095	88%
	Other	20	*	0	n/a	20	*
	<b>All</b>	<b>2,570</b>	<b>85%</b>	<b>5</b>	<b>*</b>	<b>2,575</b>	<b>85%</b>
<b>Traineeship - Level 1</b>	NVQ <sup>1</sup>	265	75%	*	*	270	76%
	Award/Certificate/Diploma	1,690	87%	30	*	1,720	87%
	Key Skills/Essential Skills Wales	830	89%	25	*	855	88%
	Other	*	*	0	n/a	*	*
	<b>All</b>	<b>2,785</b>	<b>86%</b>	<b>55</b>	<b>78%</b>	<b>2,840</b>	<b>86%</b>
<b>Total<sup>2</sup></b>	NVQ <sup>1</sup>	1,875	80%	5,250	81%	7,125	80%
	Award/Certificate/Diploma	6,065	84%	17,170	82%	23,235	82%
	Key Skills/Essential Skills Wales	3,685	82%	21,075	78%	24,760	78%
	Other	20	*	25	*	45	70%
	<b>All</b>	<b>11,645</b>	<b>83%</b>	<b>43,520</b>	<b>80%</b>	<b>55,165</b>	<b>80%</b>

Source: Lifelong Learning Wales Record (LLWR)

<sup>1</sup> Includes QCF qualifications that directly replace NVQs

<sup>2</sup> Includes Flexible Learning Qualifications

**Table 3: Success rates of Adult Learning activities by income WIMD deprivation rank of home Lower Super Output Area (LSOA), 2018/19**

	<b>Decile of Deprivation</b>									
	<i>(1st = most deprived 10% of LSOAs, 10th = least deprived 10%)</i>									
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
<b>Success rate</b>	87%	88%	90%	90%	90%	90%	90%	92%	91%	92%

*Source: Lifelong Learning Wales Record (LLWR)*

**Table 4: Success rates of apprenticeships by income WIMD deprivation rank of home Lower Super Output Area (LSOA), 2018/19**

	<b>Decile of Deprivation</b>									
	<i>(1st = most deprived 10% of LSOAs, 10th = least deprived 10%)</i>									
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
<b>Success rate</b>	79%	80%	81%	81%	80%	82%	81%	83%	81%	82%

*Source: Lifelong Learning Wales Record (LLWR)*

## Notes

### 1. Data sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2018/19. It covers Work Based Learning (WBL) and Adult Learning (AL) provision delivered by learning providers funded by Welsh Government.

Previous versions of this release had information on learner outcomes in Further Education. This has been discontinued as the statistics have been replaced by the consistent performance measures for post-16 learning.

Data on learners accessing WBL and AL provision across Wales is submitted electronically to Welsh Government by learning providers via the Lifelong Learning Wales Record (LLWR). This data is used for funding, monitoring performance and outcomes and to inform strategy development. Furthermore, the data provides the official source of statistics on post-16 (non-higher education) learners in Wales.

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

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

### 2. Definitions

#### 2.1 Terminology

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

#### 2.2 Cohorts

- The Essential Skills Wales (ESW) suite of qualifications was also introduced in September 2015. It was excluded from the 2016/17 release due to challenges experienced by providers delivering these qualifications and data quality issues. It was agreed to include ESW in the 2017/18 base cohort of learning activities and it continues to be included in 2018/19.
- The base cohorts underpinning Adult Learning activity measures, and the apprenticeship activity measures in Table 2, are all learning activities that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.
- The base cohorts underpinning apprenticeship and traineeship success rates comprise all programmes recorded as ending in the respective academic year.
- 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.

## 2.3 Provision type

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

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

AL provision is also known as Adult Community Learning (ACL) and Local Authority Community Learning. It was defined in the [Adult Learning in Wales](#) policy as “Flexible learning opportunities for adults, delivered in community venues to meet local needs”. There are three distinct types of provision included in this release:

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

Other AL provision delivered by FE institutions is the largest provision type comprising 61 per cent of all terminated learning activities included in this release. AL provision delivered by local authorities via a franchise arrangement with a FE institution and AL provision directly delivered by local authorities comprised 8 per cent and 31 per cent of all terminated learning activities respectively.

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

- Higher Education (HE) provision delivered by FE institutions.
- Learn Welsh (Welsh for Adults) provision, for which data is published by the National Centre for Learning Welsh on the [Learn Welsh website](#).

## 2.4 Completion, attainment and success for learning activities

- The completion rates shown for activities are calculated as the number of learning activities completed divided by the number of learning activities ended (completed or withdrawn).
- The attainment rates for activities are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates for activities are calculated as the number of learning activities attained divided by the number of learning activities terminated.

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

Learning activities recorded as either transferred or continuing are excluded from all calculations.

Generically coded learning activities have been excluded from the calculations. These are activities delivered by the provider that do not appear on the Qualifications in Wales (QiW) database of approved qualifications.

## **2.5 Apprenticeship success**

The apprenticeship success rates are calculated as the number of learning programmes where the full framework has been achieved divided by the number of learning programmes terminated.

Learning programmes recorded as either transferred or continuing at another WBL provider are excluded from the calculation. Learning programmes that ended within 8 weeks of commencing without completion are also excluded.

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

## **2.6 Learner age group**

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

## **2.7 Sector/subject areas**

The sector/subject areas detailed on StatsWales are based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual) and reflect the sub-areas used by Estyn for inspection purposes. The sector/subject areas in table 9 have been grouped to reflect the most popular AL subject areas.

The total lines include learning activities with unknown sector/subject areas.

## **2.8 Early drop-out**

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

## **2.9 Destinations**

A change to the data collected on learner destinations via the LLWR was implemented in 2013/14 to identify learners progressing to full-time or part-time employment. As such, the information detailed in Table 1 differs slightly from the version in years prior to 2013/14 and care should be taken when making comparisons across years.

The basis for collecting information on the destinations of traineeship leavers changed during the course of 2014/15 to reflect destinations within four weeks rather than within three months, as was the case previously. For this reason data on the destinations of traineeship leavers was not presented in the 2016 statistical release but has since been included on the new basis.

### **3. Rounding and suppression**

All figures in this Statistical Release are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals.

A '\*\*' represents numbers less than 5.

In addition, percentage calculations where the denominator is less than 23 have been suppressed and the percentage replaced with a '\*\*'.

## 4. Key Quality Information

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

### 4.1 Relevance

The measures set out in this publication are primarily used:

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

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

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

- Ministers and the Members Research Service in the National Assembly for Wales;
- 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.

### 4.2 Accuracy

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

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

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

Analysis has been undertaken to continue to determine the impact of transfers.

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

Type of Learning Programme	% of Transferred Learning Programmes				
	2014/15 (r)	2015/16	2016/17	2017/18	2018/19
Foundation Apprenticeship	8.3	3.5	2.9	2.0	1.9
Apprenticeship	9.3	2.8	2.2	1.8	1.8
Higher Apprenticeship	9.9	3.8	2.1	1.9	1.6
<b>All Apprenticeships</b>	<b>8.9</b>	<b>3.3</b>	<b>2.4</b>	<b>1.9</b>	<b>1.8</b>

*Source: Lifelong Learning Wales Record (LLWR)*

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

2014/15 saw an increase in the proportion of transferred WBL learning programmes of around 5.2 percentage points from 2013/14. This was attributable to the start of a new WBL contract period on 1 April 2015 and a requirement placed on providers by the Welsh Government to record learners against the correct WBL provider according to the new contract arrangements. The proportion of transferred WBL learning programmes has since decreased and now stands at 1.8 per cent of all apprenticeship programmes.

### **4.3 WBL Apprenticeship Framework Success Rate**

When deriving the WBL apprenticeship framework success rates, learning programmes are excluded from the calculation in the following circumstances:

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

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

The following table shows the numbers and proportions of different types of exclusions in 2018/19 compared with previous years.

<b>Reason for exclusion</b>	<b>2014/15 (r)</b>		<b>2015/16</b>		<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Early drop-out	1,430	<b>5.5</b>	1,875 (r)	<b>9.3 (r)</b>	2,435	<b>11.7</b>	3,380	<b>12.8 (r)</b>	2,975	<b>10.4</b>
Continuing learning programme	10	*	*	*	*	*	*	*	*	*
Transferred learning programme	2,290	<b>8.9</b>	665	<b>3.3</b>	505	<b>2.4</b>	500	<b>1.9 (r)</b>	510	<b>1.8</b>
Learner redundancy	350	<b>1.4</b>	240	<b>1.2</b>	245	<b>1.2</b>	305	<b>1.2 (r)</b>	225	<b>0.8</b>
Learner death	10	*	5	*	10	*	10	*	10	*
Total exclusions	4,095	<b>15.8</b>	2,780 (r)	<b>13.9 (r)</b>	3,200	<b>15.4</b>	4,195	<b>15.9 (r)</b>	3,720	<b>13.1</b>
<b>Total terminated learning programmes</b>	<b>25,845</b>		<b>20,050 (r)</b>		<b>20,755</b>		<b>26,365 (r)</b>		<b>28,455</b>	

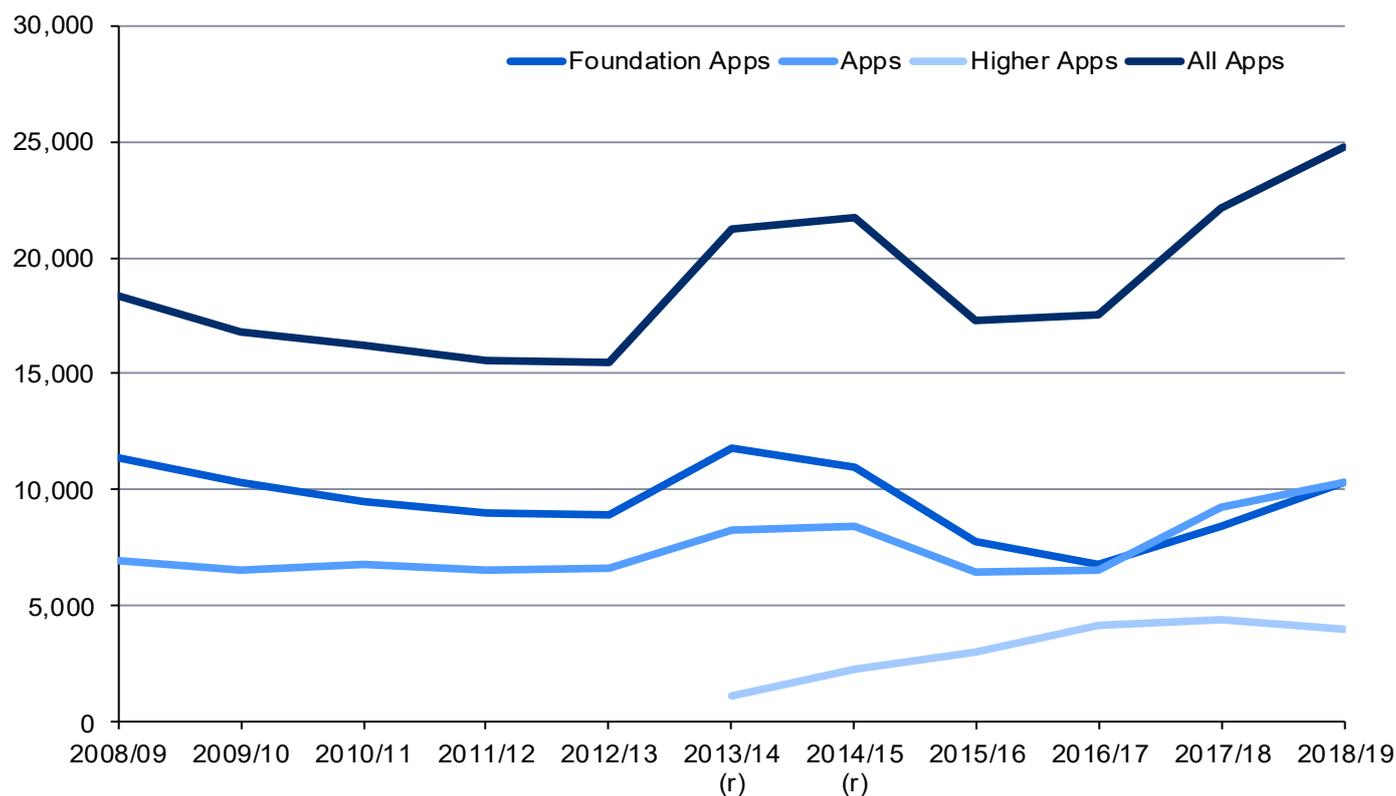
Source: Lifelong Learning Wales Record (LLWR) s Record (LLWR)

(r) The figures for 2013/14 and 2014/15 have been revised to include Higher Apprenticeships. The figures for 2015/16 have been revised due to resubmissions of data. The total figure for 2017/18 was revised due to an error in calculation.

The proportion of 'early drop outs' has decreased by 2.4 percentage points since 2017/18. However this is the first time it has decreased since 2014/15.

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

**Chart 17: Trends in leavers from Apprenticeship programmes**



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

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

In addition, the following data issues are of particular relevance to the Adult Learning measures:

**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 AL data reveals considerable variation in the proportion of non-assessable learning activities across the different types of AL provision. Directly delivered local authority provision has a notably high proportion of such activities (56 per cent of terminated learning activities in 2018/19) compared with local authority provision delivered via a franchise arrangement with an FE institution (3 per cent of terminated learning activities) and other AL provision delivered by FE institutions (29 per cent of terminated activities).

However, further analysis by local authority reveals that the proportion of non-assessable activities varies considerably between providers. For local authorities with over 1,000 terminated learning activities this ranged from 19 per cent to 93 per cent. This suggests that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates. Learning activities that have been identified as non-assessable on submission but are subsequently identified by the Welsh Government to be linked to assessable learning aims are included in the calculation of attainment and success rates.

## **Other AL delivered by FE institutions**

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

### **4.4 Timeliness and punctuality**

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

### **4.5 Accessibility and clarity**

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

### **4.6 Comparability and coherence**

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

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

Past releases contain information on FE provision. This has now been replaced by the [consistent performance measures for post-16 learning](#). Please note that these figures are not directly comparable.

Note that 2015/16 saw WBL outcomes published separately to FE and AL outcomes due to differences in timetables. For 2012/13, 2014/15, 2016/17 and 2017/18, data on FE, WBL and AL provision were published together in one release. Prior to 2012/13, data on FE and WBL provision were published separately to AL provision.

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

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

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

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

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

### **4.7 Revisions**

115 completed adult learning activities provided directly by Wrexham were omitted from the first version of this publication. Figures, charts and StatsWales tables have been corrected and marked with an (r).

## 5. Additional information

### 5.1 Further dissemination of performance measures

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

### 5.2 Consistent post-16 performance measures

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

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

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

More information about the measures can be found on the [Post-16 Performance Measures Hwb playlist](#).

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

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

## **National Statistics status**

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

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for 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. The designation of these statistics as National Statistics was confirmed in May 2011 following a [full assessment against the Code of Practice](#).

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

## **Well-being of Future Generations Act (WFG)**

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

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

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

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

## **Further details**

This document is available at: <https://gov.wales/learner-outcome-measures-work-based-learning-and-adult-learning-august-2018-july-2019>

## **Next update**

February 2021 (provisional) for the academic year 2019/20.

## **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](mailto:post16ed.stats@gov.wales)

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