Learner outcome measures for apprenticeships and adult learning, August 2022 to July 2023

14 March 2024
SB 8/2024

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

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

Figure 1.1: Success rate of apprenticeships by academic year
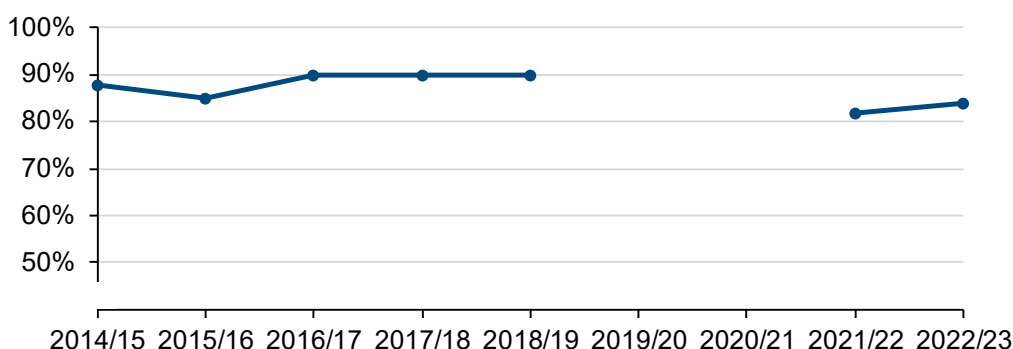
Measures were not produced for 2019/20 or 2020/21.
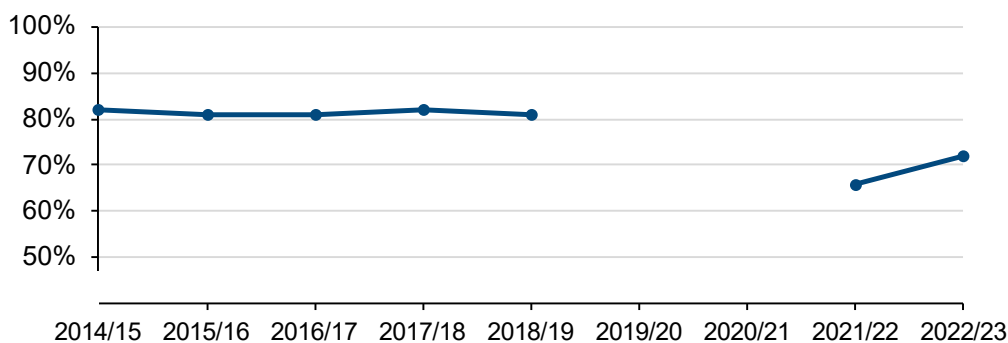
Description of Figure 1.1: Line chart showing the success rate of apprenticeships increased by 5 percentage points in 2022/23.

Success of apprenticeships by level and year on StatsWales

Figure 1.2: Success rate of adult learning by academic year

Measures were not produced for 2019/20 or 2020/21.

Description of Figure 1.2: Line chart showing that the success rate of adult learning courses increased by 3 percentage points in 2022/23.

Completion and success of adult learning activities by year on StatsWales

About this release

This release presents information on the success and completion of apprenticeships and adult learning courses (delivered by local authorities or Further Education Institutions).

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

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

In this release

Statistician: Catherine Singleton ~ 0300 025 1744 ~ post16ed.stats@gov.wales

Enquiries from the press: 0300 025 8099   Public enquiries : 0300 025 5050   Twitter: @StatisticsWales

1. Key points

Apprenticeships

- The success rate of apprenticeships was 72% in 2022/23. This is a 5 percentage point increase compared to 2021/22 but lower than levels seen before the pandemic.

- The success rate for foundation level apprenticeships showed the strongest recovery, increasing from 61% to 72%.

- There was no recovery in the success rate for higher apprenticeships.

- The lack of increase in the higher apprenticeship success rate was driven by an 8 percentage point decrease in the success rate for Health, Public Services and Care, which balanced out a 2 percentage point increase across other subject areas.

- There were large increases in the overall success rate in the Information and Communication Technology, and Hair and Beauty sector subject areas in 2022/23 compared to 2021/22.

- Learners who were eligible for Free School Meals in secondary school were 9 percentage points less likely to be successful in their apprenticeships compared to learners who were not eligible.

- Success rates between different sector subject areas ranged from 63% for Hospitality and Catering to 87% for Arts, Media and Publishing. The variability of success rates between different sector subject areas remains higher than pre pandemic levels.

Adult learning

- The success rate of adult learning courses was 84% in 2022/23, an increase of 3 percentage points compared to 2021/22.

- There was a 45% increase in the number of assessable learning activities directly delivered by local authorities in 2022/23 compared to 2021/22, while the success rate for these activities fell by 3%.

- Education and Training, English for Speakers of Other Languages and Science and Maths saw the biggest increases in success rate in 2022/23 compared to 2021/22.

2. Apprenticeships

Apprenticeships have three tiers:

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

- Level 3 apprenticeships (equivalent to A levels)

- Higher apprenticeships – Level 4 and above

Outcomes of apprenticeships

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

There was a fall in the number of apprentices between 2018/19 and 2021/22 with a partial recovery in 2022/23. This is context that should be kept in mind when considering the change in outcomes, as the balance of apprenticeships taken may have changed.

Figure 2.1: Apprenticeship success rate by level and academic year, August 2017 to July 2023

Measures were not produced for 2019/20 or 2020/21, see notes.
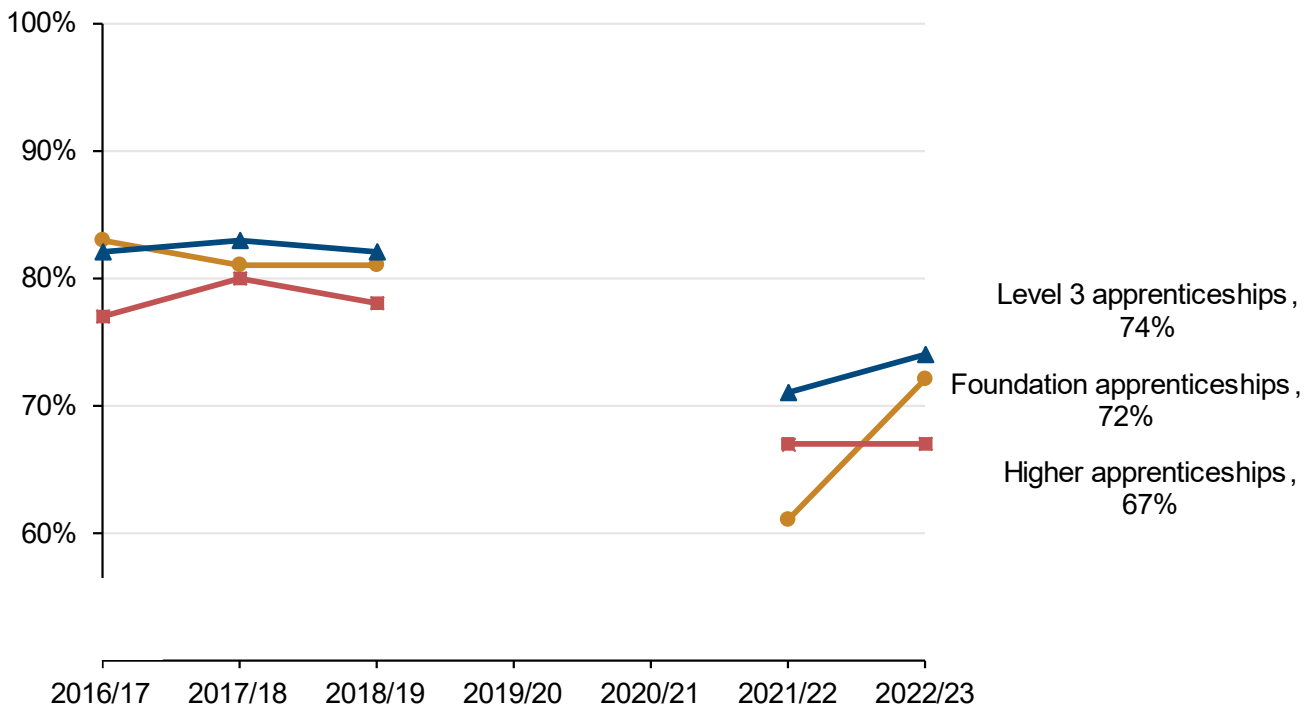
Description of Figure 2.1: Line chart showing that, following a fall in success rates for all levels of apprenticeship between 2018/19 and 2021/22, the success rate increased for foundation and level 3 apprenticeships in 2022/23 while it was unchanged for higher apprenticeships.

Success of apprenticeships by level and year on StatsWales

Foundation apprenticeships suffered the biggest fall in success rate between 2018/19 and 2021/22 but had the biggest recovery in 2022/23, with a 10 percentage point increase to 72%. The level 3

apprenticeships success rate increased by 3 percentage points to 74% while higher apprenticeships remained unchanged at 67%.

Apprenticeship success rates at all levels are still below pre pandemic levels.

The total number of apprenticeships that ended in 2022/23 increased by 3% compared to the previous year but it is still well below pre pandemic levels, 28% lower than in 2018/19. Foundation apprenticeships accounted for almost all the increase, with the number of higher apprenticeships falling compared to 2021/22.

Figure 2.2: Apprenticeship success rate by sector subject area and academic year, August 2018 to July 2023
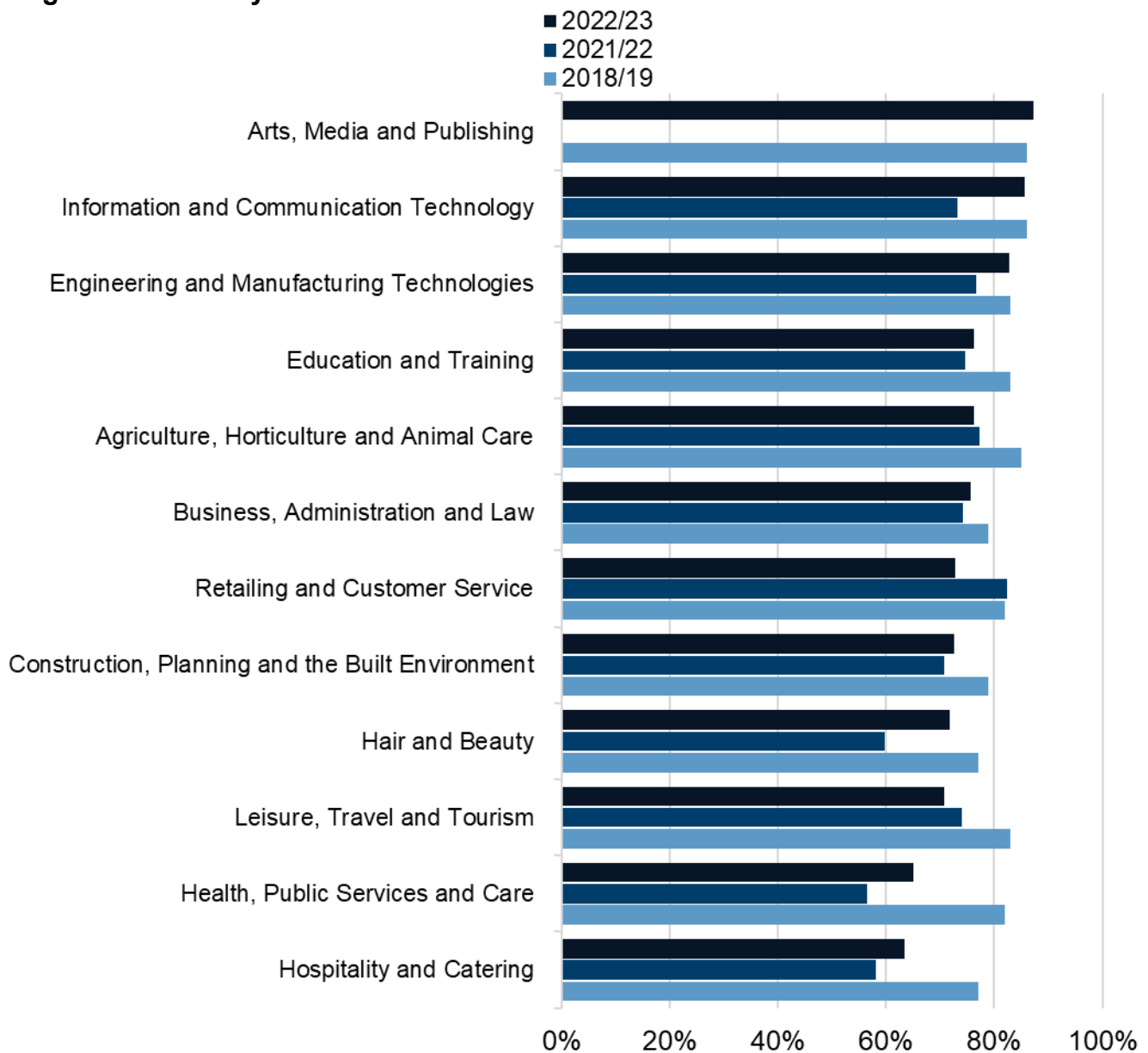
Description of Figure 2.2: Bar chart showing Arts, Media and Publishing was the sector with the highest success rate in 2022/23 (87%), followed by Information and Communication Technology (86%).

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

[Success in apprenticeships, by academic year and sector subject area on StatsWales](#)

The sector subject areas that showed the biggest increase in success rate compared to 2021/22 were Information and Communication Technology and Hair and Beauty, both with a 12 percentage point increase, followed by Health, Public Services and Care with a 9 percentage point increase. These were sector subject areas that saw large falls in success rate between 2018/19 and 2021/22 and success rates remain lower than before the pandemic.

Retailing and Customer Service saw the greatest fall in success rate with a drop of 10 percentage points compared to last year when it had the highest success rate.

Hospitality and Catering had the lowest success rate of 63%. The variation in success rates between different sector subject areas was lower in 2022/23 than in 2021/22 but remains higher than 2018/19.

Health, Public Services and Care was largely responsible for the stall in success rates for higher apprenticeships. Business, Administration and Law accounted for 59% of all higher level apprenticeships in 2022/23 and saw a 2 percentage point increase in the success rates compared to 2021/22. Health, Public Services and Care made up a further 30% and had a 53% success rate, an 8 percentage point fall compared to last year.

Within foundation level apprenticeships, Health, Public Services and Social Care was the most popular sector subject area accounting for 41% of all leavers. The foundation apprenticeship success rate for Health, Public Services and Social Care increased by 15 percentage points to 65% in 2022/23.

Health, Public Services and Social Care made up 40% of level 3 apprenticeships. These apprenticeships saw an 8% increase in the success rate compared to 2021/22.

In 2021/22, there was some evidence that the cost of living might be responsible for low success rates. This was explored in the article Apprenticeship outcomes by earnings: August 2021 to July 2022. However, two areas with a high percentage of apprenticeships with low earnings in 2021/22 (Hair and Beauty and Health, Public Services and Care) saw a large recovery in 2022/23. We were not able to update the earnings analysis for this publication.

Figure 2.3: Apprenticeship success rate by age at start of the apprenticeship, August 2018 to July 2023
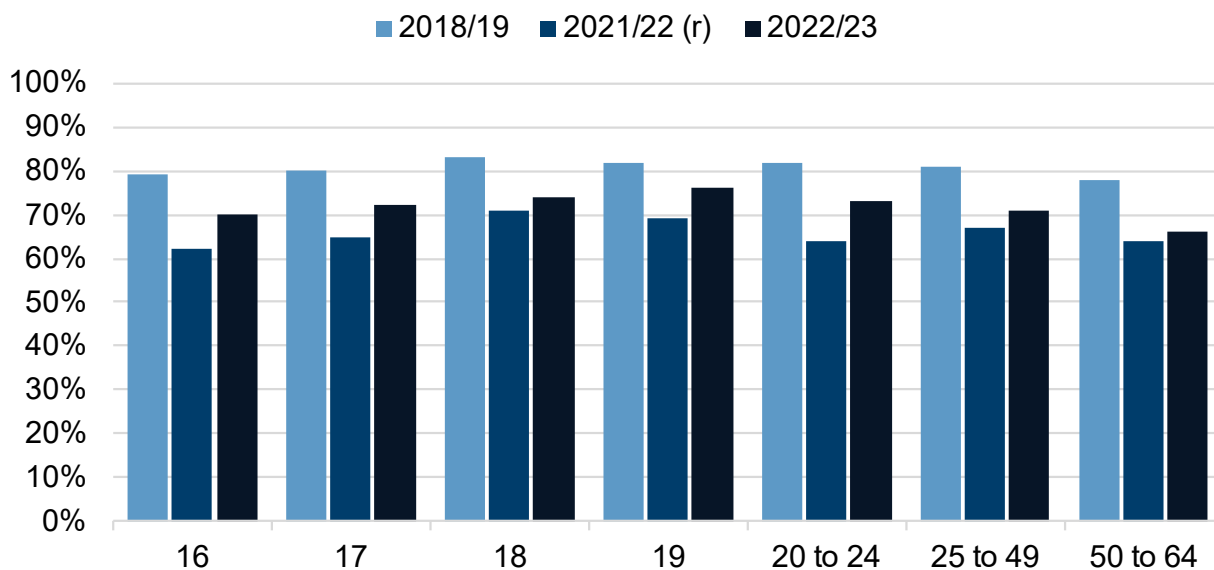
Description of Figure 2.3: Bar chart showing the success rate increased across age groups in 2022/23 compared to 2021/22 but all groups remain below levels seen before the pandemic. With the biggest increase for 20 to 24 year olds (9 percentage points).

[Note (r)] The success rate for 50 to 64 year olds for 2021/22 has been revised to 64%. In last year's version of this report it was incorrectly shown as 68%.

Success of apprenticeships by age and year on StatsWales

Apprentices who started their apprenticeships as 19 year olds had the highest success rate (76%) in 2022/23, 50 to 64 year olds had the lowest (64%).

The biggest increases in success rate compared to 2021/22 were seen by those aged under 25 at the start of their apprenticeship. 60% of learners on foundation apprenticeships were in this age group. Only 16% of learners undertaking higher apprenticeships were aged under 25.

Figure 2.4: Apprenticeship success rate by whether the leaner was ever eligible for free school meals (FSM) in secondary school and academic year, August 2016 to July 2023
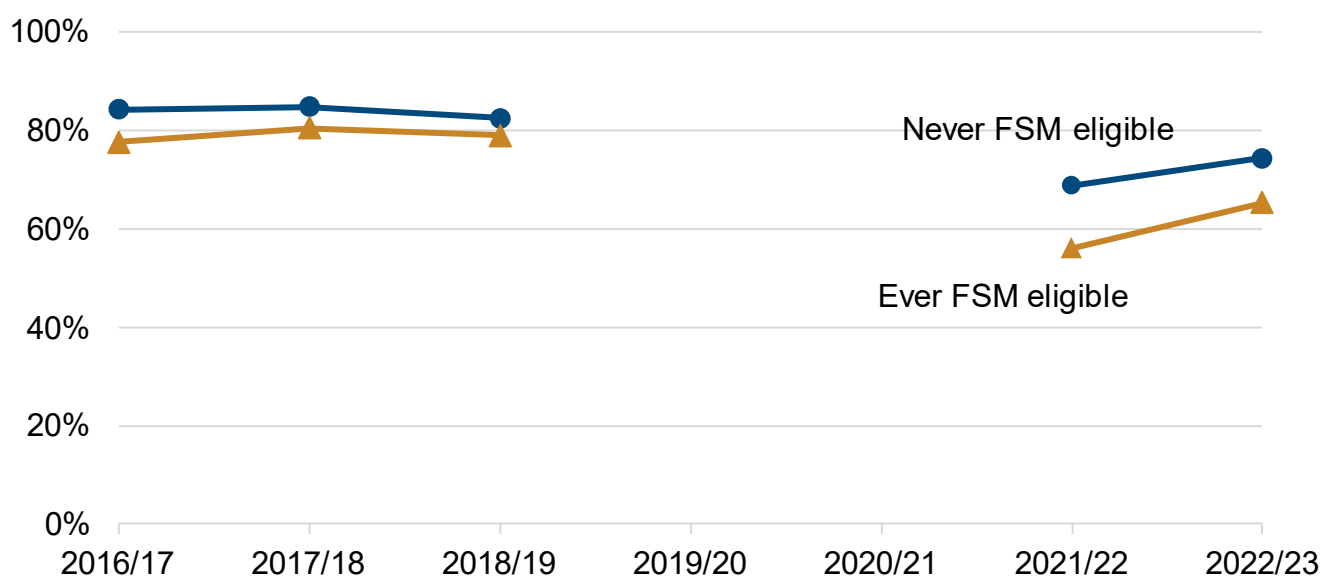
Description of Figure 2.4: Line chart showing that learners who were never eligible for free school meals are more likely to be successful in their apprenticeship than those who were known to have been eligible at some point during secondary school. The gap has widened since the (COVID-19) pandemic.

[Note 1] Free School Meal eligibility is calculated by matching learners back to their secondary school Pupil Level Annual School Census (PLASC) record via the Matched Education dataset (MED). Not all learners can be matched, for example, learners who attended secondary school outside Wales or before 2010/11 (the first year of records in the MED).

Table 1.4 in the accompanying spreadsheet

Learners are eligible for free school meals if their families are in receipt of certain benefits/support payments or are on universal credit.

The report Using free school meal history as an indicator of deprivation for apprenticeship and adult learning outcomes: August 2021 to July 2022 looks in more detail at the link between apprenticeship success rates and free school meals eligibility.

Apprentices who had never been eligible for free school meals had a success rate of 74% in 2022/23 while those who had been eligible had a success rate of 65%. Success rates improved for both groups compared to 2021/22 but more so for those who had been eligible for free school meals. The gap narrowed from 13 to 9 percentage points. This is still more than double the gap before the pandemic in 2018/19.

The Welsh Index of Multiple Deprivation, 2019 (WIMD) measure of deprivation shows that learners who live in more deprived areas had lower success rates than those living in less deprived areas. There was an 8 percentage point difference in the success rate between those living in the 10% most deprived and 10% least deprived areas in 2022/23.

Figure 2.5: Apprenticeship success rate by detailed ethnic background and academic year, August 2018 to July 2023
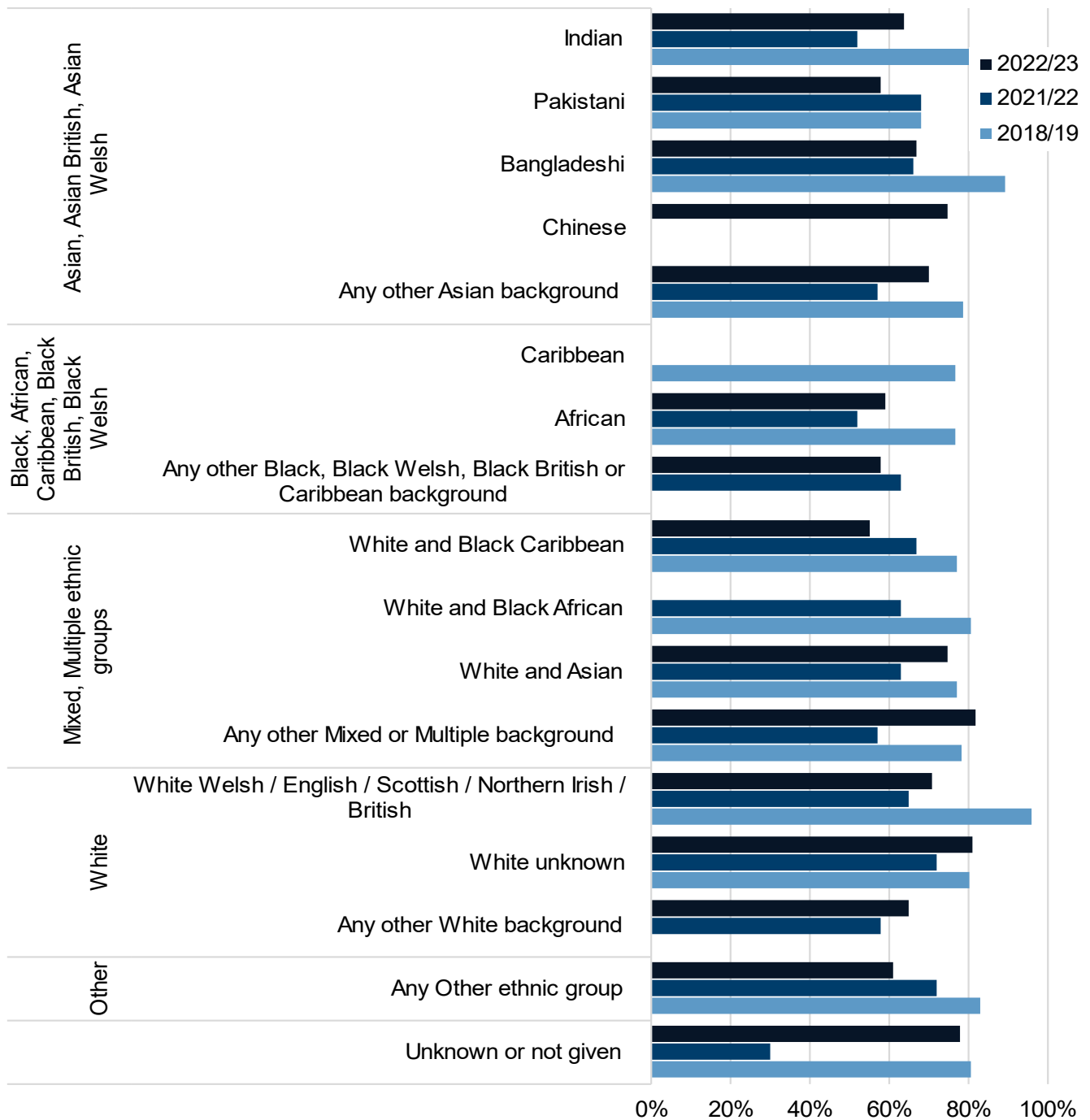
Description of Figure 2.5: Bar chart showing that the success rate increased across most groups in 2022/23 but fell for some. The groups who saw the greatest increase were those with ethnic information unknown or not given, Any Other Mixed or Multiple background and Any Other Asian Background. The groups who saw the biggest decreases in success rates were White and Black Caribbean followed by Any Other Ethnic Group and Pakistani.

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

Table 1.2 in accompanying spreadsheet

Learners from Any Other Mixed or Multiple background had the highest success rate (82%) in 2022/23 followed by White Unknown (81%). The lowest success rates were seen by White and Black Caribbean (55%) followed by Any Other Black, Black Welsh, Black British or Caribbean; and Pakistani (both 58%).

There is less diversity among apprenticeship learners than in the general population. In 2022/23, 95% of apprenticeship leavers were in the broad 'White' category with relatively small cohorts in the other categories. Because of the small numbers, care should be taken in comparing success rates for minority ethnic groups between academic years.

Figure 2.6: Reasons for ending apprenticeship without completing it by level, August 2022 to July 2023
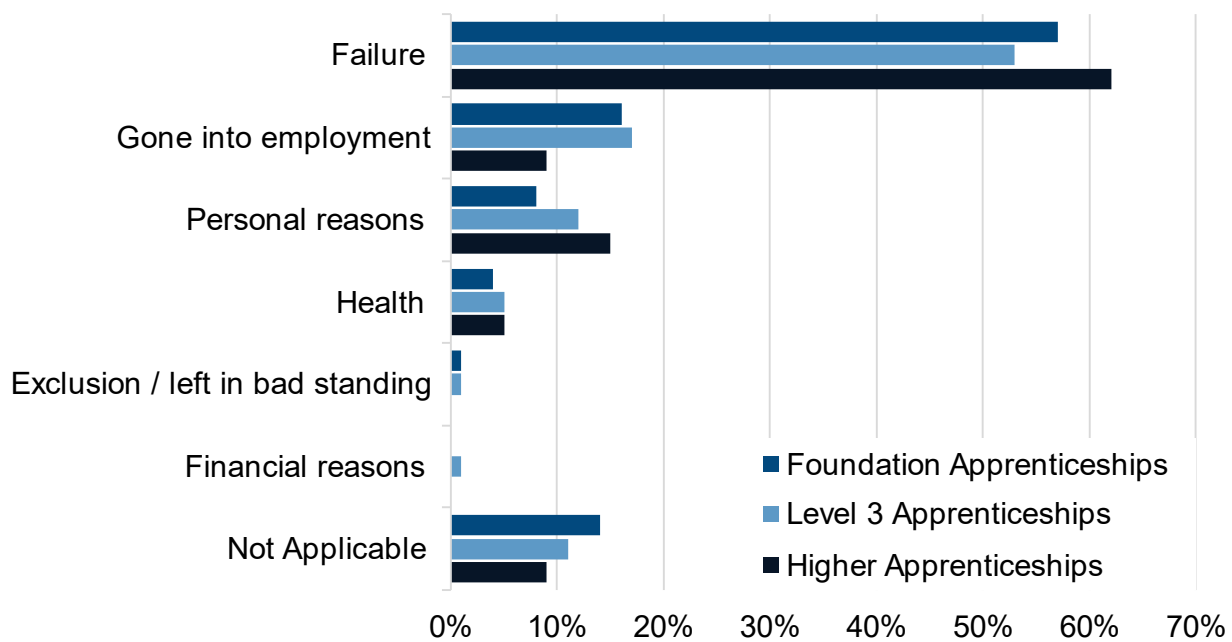
Description of Figure 2.6: Bar chart showing that the reason for ending given for the majority of learners who did not complete their apprenticeships was 'failure'.

Table 1.3 in accompanying spreadsheet

Of the learners who did not complete their higher apprenticeship, 62% ended in failure, the next most common reason was 'personal reasons' (15%). This contrasts with level 3 and foundation apprenticeships where the second most common reason after failure was 'gone into employment'. Only 9% of higher apprentices who did not complete their apprenticeship left to go into other employment. However, this is more than double the proportion that left to go into employment in 2018/19, before the pandemic.

16% of foundation apprentices and 17% of level 3 apprentices who did not complete their apprenticeship left to go into employment in 2022/23. This compares to 11% and 10% respectively in 2018/19.
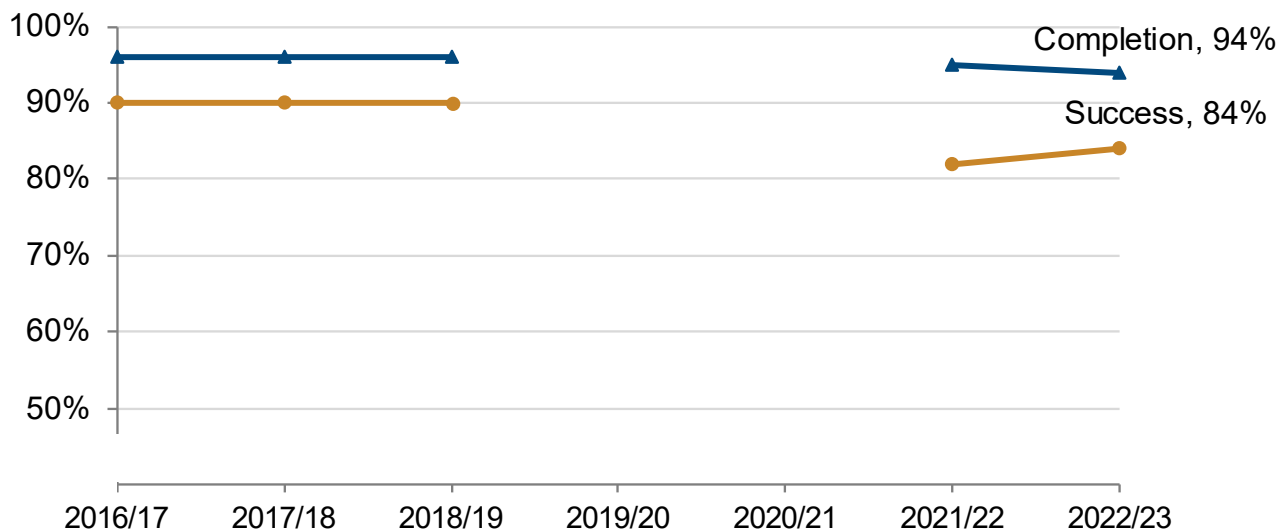
Adult learning

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

Some of the figures for the 2021/22 academic year have been revised. Changes have been marked with (r).

The number of adult learning activities taken dropped during the pandemic and remains below pre-pandemic levels. There were 34% (r) fewer activities that ended in 2021/22 than in 2018/19. 2022/23 saw a partial recovery, the number of learning activities that ended was 17% lower than in 2018/19. It is important to bear this in mind when making comparisons as the balance of activities taken may have changed.

Figure 3.1: Completion and success rates of adult learning activities by academic year, August 2016 to July 2023

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

Description of Figure 3.1: Line graph showing changing completion and success rates in Adult Learning activities between 2016/17 and 2022/23. The success rate increased in 2022/23 while the completion rate was fairly stable.

[Note 1] Unassessable adult learning activities are excluded from success rates, but not completion rates.

Completion and success of adult learning activities by year on StatsWales

The success rate of adult learning courses increased by 3 percentage points to 84% in 2022/23 compared to 2021/22. The completion rate decreased by less than 1 percentage point to 94% over the same period.

Figure 3.2: Success rate of adult learning activities by type of provision and academic year, August 2018 to July 2023
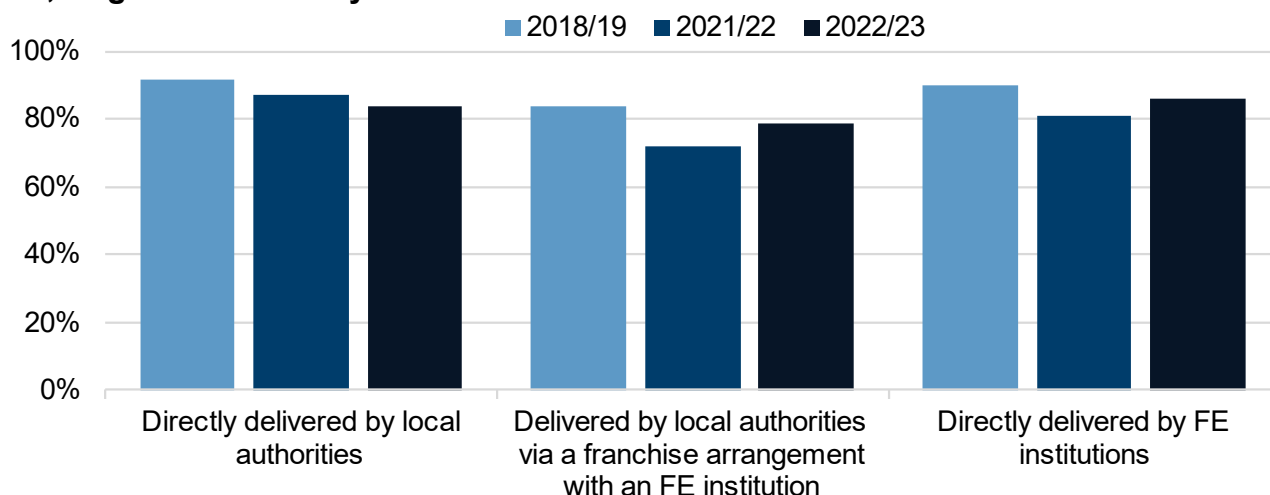
Description of Figure 3.2: Bar chart showing that success rates increased for learning activities delivered by Further Education (FE) institutions and by local authorities via a franchise agreement with an FE Institution in 2022/23 compared to 2021/22. The success rate for learning activities directly delivered by local authorities decreased.

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

Learning activities directly delivered by further education (FE) institutions had the highest success rate in 2022/23 of 86%. This is a change from the previous year when the success rate for these activities was lower than for activities directly delivered by local authorities.

Activities delivered by local authorities via franchise arrangements with further FE institutions had the lowest success rate in 2022/23 (79%), yet they also saw the greatest increase in success rate compared to 2021/22.

The success rate for learning activities directly delivered by local authorities fell from 87% in 2021/22 to 84% in 2022/23. However, they also saw the largest increase in the number of learning activities taken (45% increase in assessable learning activites compared to 2021/22). The balance of activities taken also changed, there were increases in the proportion of Heath, Public Services, and Care; and Retail and Commercial Enterprise learning activities. In both these sector subject areas the success rate for activities directly delivered by local authorities fell compared to last year but was still higher than the rate for all types of provision.

Compared to other provision, there is a different balance of activities delivered by local authorities via a franchise arrangement. 66% of assessable activities delivered by a franchise arrangement were entry level. This was 30 percentage points higher than the proportion of entry level activities delivered directly by local authorities.

Figure 3.3: Success rate of adult learning activities by age and academic year, August 2018 to July 2023
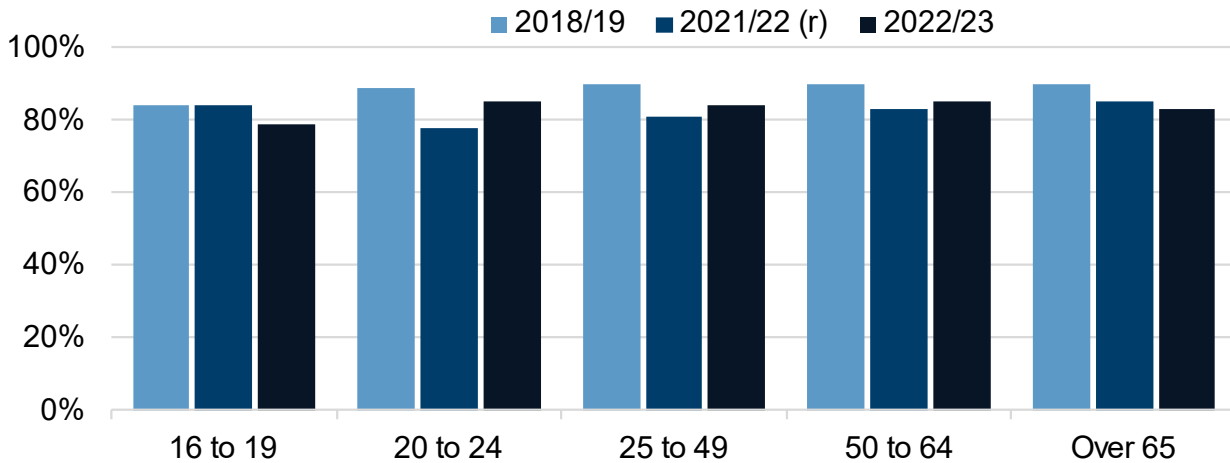
Description of Figure 3.3: Bar chart showing that 20 to 24 year olds and 50 to 64 year olds had the highest success rate in adult learning activites in 2022/23 (both 85%).

[Note (r)] The success rate for 50 to 64 year olds for 2021/22 has been revised to 83%. In last year's version of this report it was incorrectly shown as 81%.

Success of Adult Learning activities by age and year on StatsWales

16 to 19 year olds had the lowest success rate in 2022/23. This group also saw the greatest fall in success rate compared to 2021/22 with a 5 percentage point fall to 79%. The 20 to 24 age group saw the biggest increase in their success rate compared to last year, a 7 percentage point rise.

Figure 3.4: Success rate of adult learning activities by ethnic background and academic year, August 2018 to July 2023
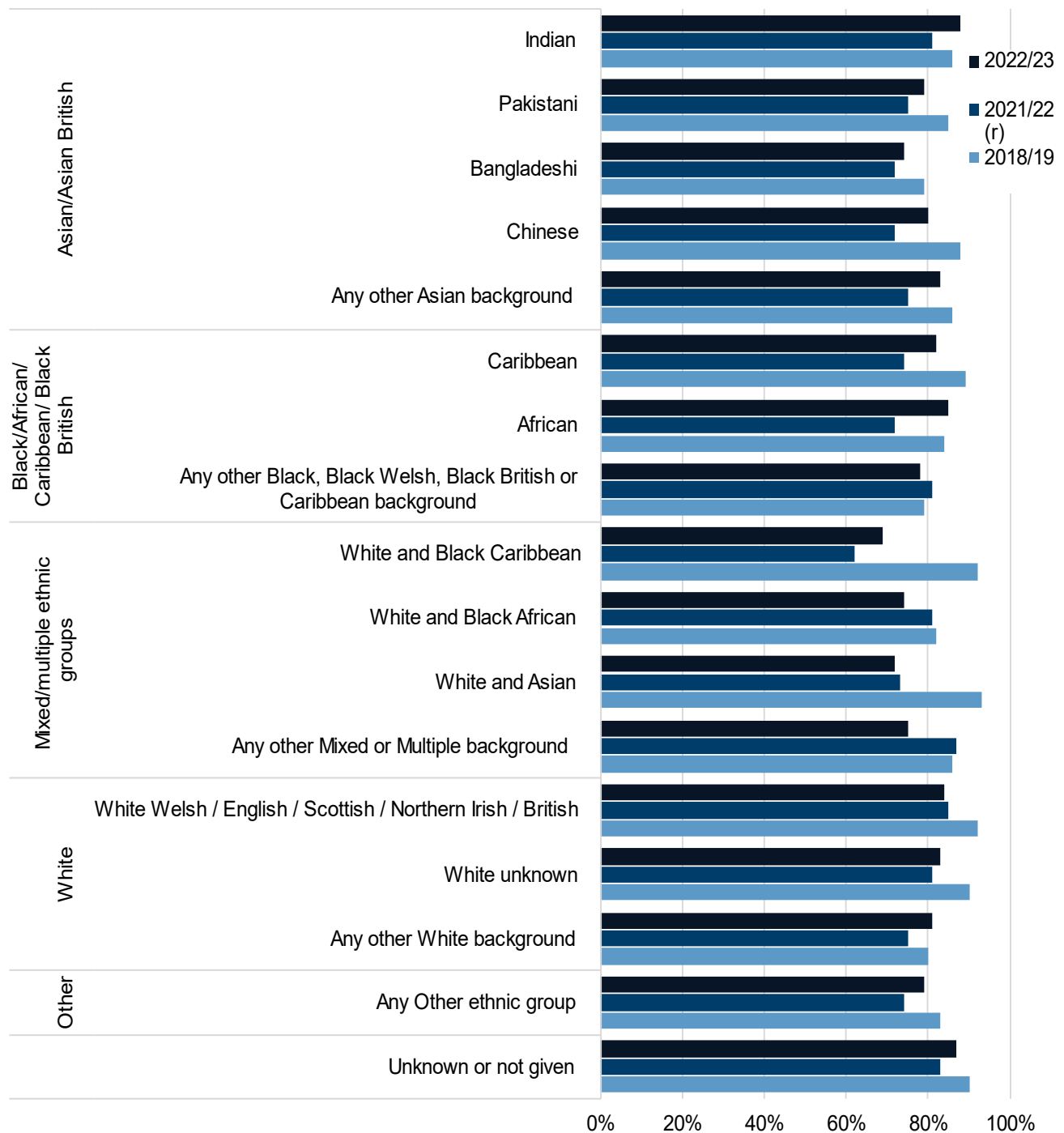
Description of Figure 3.4: Bar chart showing learners of most ethnic backgrounds had higher success rates in 2022/23 than in 2021/22. The greatest increase compared to 2021/22 was seen by learners with an African background followed by Caribbean, and Chinese. Any other Mixed or Multiple background saw the greatest fall in success rate.[Note 1] Some categories based on very low numbers have been excluded to avoid disclosure.

Learners with Indian backgrounds had the highest success rate of 88% in 2022/23. Learners with Mixed White and Black Caribbean backgrounds had the lowest success rate of 69% although the rate for this group increased by 7 percentage points compared to 2021/22.

Figure 3.5: Success rate of adult learning activities by Sector Subject Area and academic year, August 2018 to July 2023

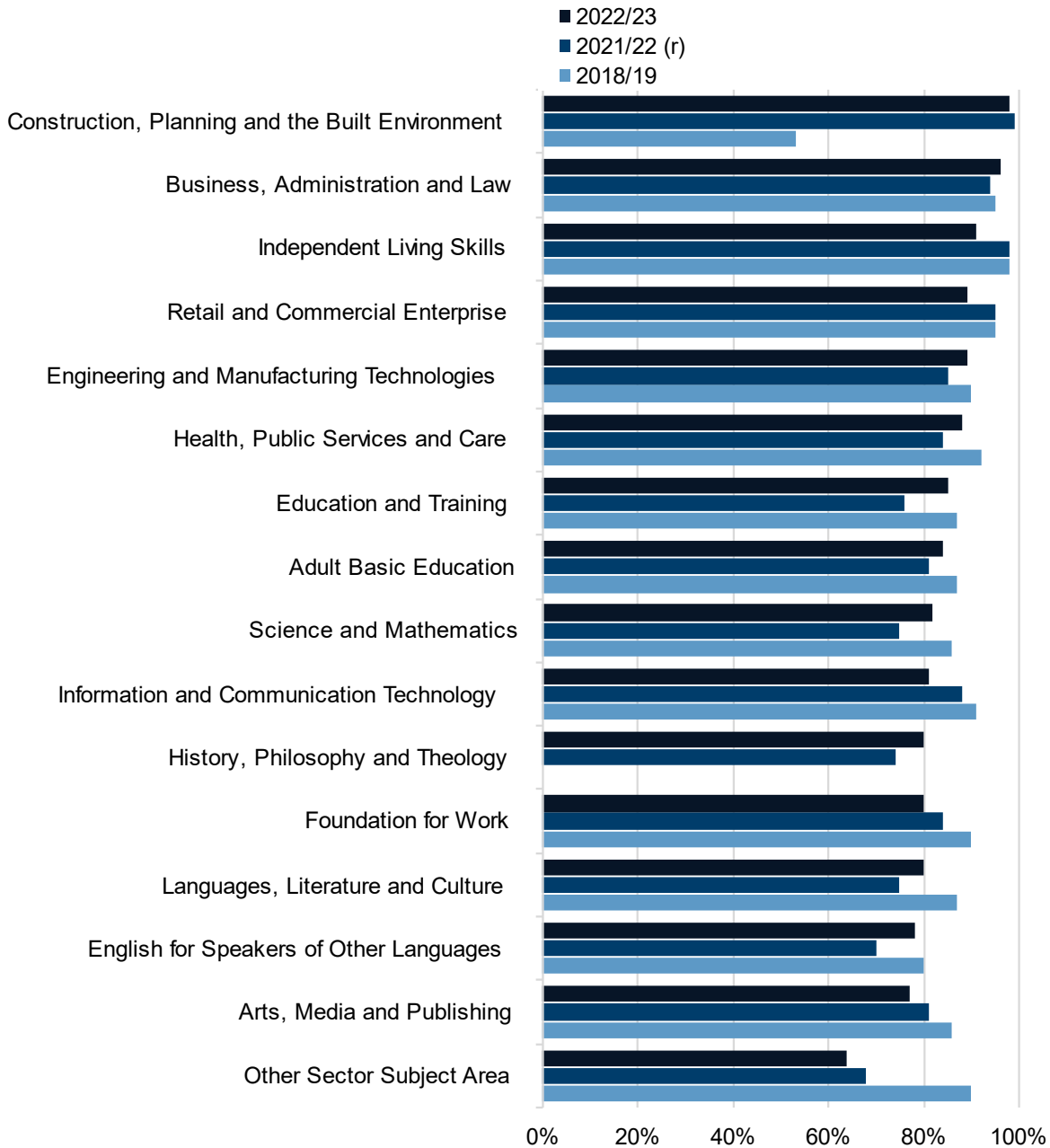Description of Figure 3.5: Bar chart showing that adult learning activities in Construction, Planning and the Built Environment had the highest success rate of 98% in 2022/23. Other Sector Subject Area; and Arts, Media and Publishing had the lowest success rates of 64% and 77% respectively. The success rates for most sector subject areas remain below pre-pandemic levels.

The sector subject areas that saw the biggest increase in success rate in 2022/23 were Education and Training (9 percentage points), English for Speakers of Other Languages, and Science and Maths (both 7 percentage points). The biggest falls in success rate compared to 2021/22 were seen in Independent Living Skills and Information and Communication Technology (both 7 percentage points).

The sector subject areas where outcomes for females most exceeded males were Science and Mathematics (23 percentage point gap) and Education and Training (10 percentage point gap). The sector subject areas in which male success rates most exceeded females were Any Other Sector Subject area (19 percentage point gap) and Arts, Media and Publishing (11 percentage point gap).

The number of English for Speakers of Other Languages (ESOL) courses continued to increase in 2022/23 and now accounts for 20% of all adult learning activities. This is more than double the proportion in 2018/19. This can be attributed in a large part to the arrival of Ukraine refugees fleeing the war in Ukraine and arriving in Wales from February 2022.

The success rate for English for Speakers of Other Languages activities was 78% in 2022/23, a 7 percentage point increase compared to 2021/22.

Figure 3.6: Success rate of adult learning activities by deprivation of home neighbourhood and academic year, August 2018 to July 2023
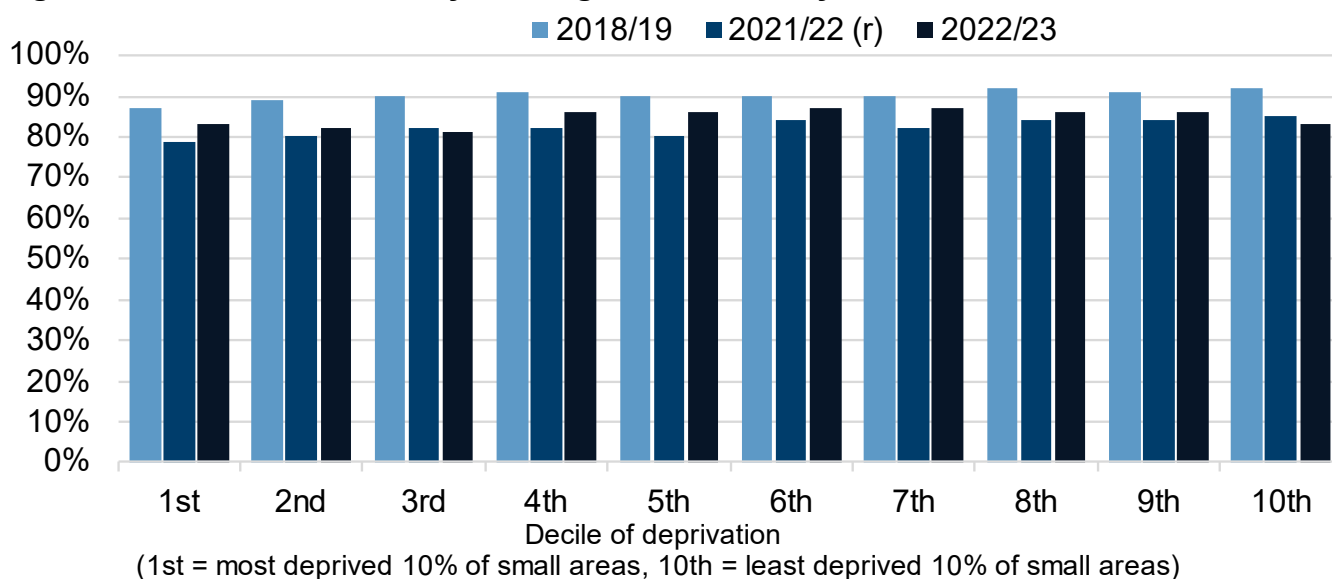
Description of Figure 3.5: Bar chart showing that learners living in the most deprived neighbourhoods in Wales had a lower success rate than learners living in less deprived neighbourhoods.

Table 2.1 in accompanying spreadsheet

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

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

The lowest success rates were seen in the 2nd and 3rd deciles and the highest in the 6th and 7th deciles in 2022/23. In 2018/19 and in 2021/22 there was a 5 percentage point gap between learners from the most and least deprived 10% of small areas. In 2022/23 this had mostly disappeared because outcomes for

the 10th decile fell, but the link between outcomes and deprivation can still be seen. The 1st decile represents the most deprived 10% of small areas and the 10th represents the least deprived 10% of small areas.

The article [Using free school meal history as an indicator of deprivation for apprenticeship and adult learning outcomes: August 2021 to July 2022](#) looked at whether free school meals history could be used as a measure of deprivation for adult learning outcomes but found that it was not viable due to the low match rate of adult learners to their secondary school records.

3. Glossary

Academic year

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

Adult learning

Adult learning is also referred to as 'Adult Community Learning'. Learning activities in adult learning are typically aimed at people who have not studied for some time. They are offered in a range of community venues and some colleges. The statistics in this release include learning delivered by local authorities directly, delivered by local authorities via a franchise agreement with a further education institution, and learning delivered directly by further education institutions.

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

Age

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

Apprenticeship / apprenticeship framework

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

Attainment rate

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

Completion

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

Early dropouts

Learners are defined as early dropouts if they:

- end their learning within 8 weeks of their start date

- and did not complete that learning

- and the learning had an expected length of 24 weeks or greater

Early dropouts are excluded from learner outcomes measures.

Ethnic background

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

Free School Meals

Learners are eligible for free school meals if their families are in receipt of certain benefits/support payments, or are on universal credit. Learners are only recorded as eligible if they have applied for free school meals to their local authority. A learner is defined in this report as "ever eligible for Free School Meals" if they were eligible for free school meals at any point during secondary school in Wales. If they were not eligible in any year of secondary school in Wales they are described as 'never eligible for Free School Meals'. Learners who could not be matched to a secondary school record in Wales are categorised as Free School Meals eligibility unknown.

Home neighbourhood

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

Learning activity

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

Programme

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

Sector / Sector subject areas

The sector / subject areas are based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual) and reflect the sub-areas used by Estyn for inspection purposes.

Success rate

The success rate is the percentage of assessable activities or apprenticeship programmes ended (completed or withdrawn) that were achieved. See the [Completion, attainment and success](#) section of the notes for more information.

White unknown (detailed ethnic category)

Before 2019/20, there was only an overall "White" category for learners with White background. Some learners in this report were recorded under this system, and have been listed as "White unknown" in these statistics.

4. Notes

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

Due to the consequences of the disruption caused by the COVID-19 pandemic, it was decided that Learner Outcome Reports (LORs) for 2021/22 would not be published at a provider / partnership level (as in previous years). They have been reintroduced for the 2022/23 academic year and [accompany this report](#).

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

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

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

Statistics were calculated using new methods to assess how learners' outcomes were affected during the pandemic for all types of post-16 learning. These included new statistics on the length of delay in completing learning and on the choices of Year 11 learners going into post-16 learning. They were reported in the [Outcomes for learners in post-16 education affected by the coronavirus (COVID-19) pandemic](#) reports. The statistics in the pandemic reports should not be compared with the learner outcome measures reported in this release.

Data sources

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

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

Pupil Level Annual School Census (PLASC) - this is an annual collection of pupil and school level data. It is provided by all maintained schools in Wales in January each year.

Matched Education Dataset (MED) - this links datasets to trace a learner's progression through the education system in Wales. It matches records going back to 2010/11. It is updated annually.

The PLASC and MED are used to match learners to their free school meals history during secondary school.

Cohorts

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

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

- expected to be completed during the academic year

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

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

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

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

Essential Skills Wales qualifications were included from 2017/18.

Adult learning provision types

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

- adult learning directly delivered by local authorities

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

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

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

Completion, attainment and success

The outcomes measures for learning activities are calculated as follows:

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

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

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

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

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

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

The apprenticeships framework success rates are calculated as follows:

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

For the 2021/22 and 2022/23 academic years, an exception was made for learners on Health and Social Care apprenticeships who started before September 2022, that allowed them to finish their apprenticeship if they completed every part of the framework except the Essential Skills qualifications (numeracy, literacy or digital literacy). These frameworks were recorded as partially achieved and were counted as successful completions for the purpose of these statistics.

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

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

Traineeships

Traineeships ended in March 2022. The last statistics on traineeships were reported in Learner outcomes measures for work based learning and adult learning, August 2021 to July 2022.

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

Outcomes for Jobs Growth Wales+ can be found in the Jobs Growth Wales+ statistics reports.

Rounding and suppression

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

Differences between values are calculated using unrounded values, so there may be small differences when compared with the rounded figures. Totals are rounded separately, so they may not exactly match the sum of their rounded parts.

5. Key Quality Information

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

Relevance

The measures set out in this publication are primarily used:

- by the Welsh Government to monitor providers' performance and as baseline information
- by Estyn, who may use national data as context when considering inspection judgements and in thematic reports
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles

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

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

- Welsh Ministers
- Members of the Senedd and the Research Service in the Senedd; officials in the Welsh Government;
- other government departments;
- students, researchers, and academics;
- individual citizens, private companies, and the media.

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

- general background and research;
- inclusion in reports and briefings;
- advice to Ministers;
- to inform and evaluate the education policy-making process in Wales.

Accuracy

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

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

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

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

	2015/16	2016/17	2017/18	2018/19	2021/22	2022/23
Foundation Apprenticeship	3	3	2	2	3	2
Apprenticeship	3	2	2	2	2	1
Higher Apprenticeship	4	2	2	2	1	1
All Apprenticeships	**3**	**2**	**2**	**2**	**2**	**2**

Description of Figure 5.1: The table shows that the proportion of foundation apprenticeships and level 3 apprenticeships recorded as transferred decreased in 2022/23 compared to 2021/22.

Analysis is undertaken annually to determine the impact of transfers. In 2022/23 the overall proportion of apprenticeships recorded as transferred remained at 2%.

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

	2016/17		2017/18		2018/19		2021/22		2022/23	
Reason for exclusion	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Early drop-out	2,435	12	3,380	13	2,975	10	2,085	12	1,830	10
Transferred learning programme	505	2	500	2	510	2	390	2	310	2
Learner redundancy	245	1	305	1	225	1	100	1	115	1
Learner death	10	[c]	10	[c]	10	[c]	15	[c]	15	[c]
Total exclusions	3,200	15	4,195	16	3,720	13	2,570	15	2,570	14
Total ended learning programmes	20,755	100	26,365	100	28,455	100	17,280	100	17,770	100

Description of Figure 5.2: The table shows the proportion of apprenticeship programmes excluded from measures by reason for exclusion remained consistent between 2016/17 and 2022/23.

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

The proportion of 'early drop-outs' has decreased by 2 percentage points since 2021/22.

Non-assessable learning activities

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

Analysis of adult learning data reveals considerable variation in the proportion of non-assessable learning activities across the different types of adult learning provision. 64% of ended learning activities delivered by local authorities directly were non-assessable in 2022/23, this compares to 49% of learning activities delivered by further education institutions and 23% of learning activities delivered by local authorities via a franchise agreement with an FE institution.

Previous analysis by local authority has identified that the proportion of non-assessable activities varies considerably between providers. This suggests that non-assessable provision is being inconsistently recorded and thereby potentially impacting on attainment and success rates. Learning activities that have been identified as non-assessable on submission but are subsequently identified by the Welsh Government to be linked to assessable learning aims are included in the calculation of attainment and success rates.

Revision

Some of the figures for the 2021/22 academic year have been revised. Adult learning activities directly delivered by Anglesey, Gwynedd, Conwy and Denbighshire were incorrectly excluded in last year's report. Changes have been marked with (r). The overall completion and success rates for adult learning activities were unchanged.

Free School Meals History

The free school meals eligibility history of a learner is found by matching apprenticeship and adult learning records to historical school records. This uses the Matched Education Dataset. The Matched Education Dataset links datasets to trace a learner's progression through the education system in Wales. It matches records going back to 2010/11. Not all learners are able to be matched. The match rate is higher for younger apprentices.

FSM eligibility history is not available for learners who attended school before 2010/11 or attended school outside of Wales.

Figure 5.3 Proportion of apprentices where free school meals history during secondary school was known, by academic year

2016/17	2017/18	2018/19	2021/22	2022/23
38%	32%	33%	45%	49%

Description of Figure 5.3: The table shows that the match rate is improving over time. It was 49% in 2022/23.

Timeliness and punctuality

The annual timescale for the production of final learner outcomes data balances timeliness against the need for accurate data quality to underpin robust sector benchmarks. Statistics are drawn from a

database based on the LLWR in December, (previously February until 2015/16 for adult learning and 2016/17 for work based learning). This report is then produced and published as soon as possible.

Accessibility and clarity

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

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

Comparability and coherence

Due to the changes in how grades were awarded in 2020 and the disruption to learning caused by the pandemic, the Welsh Government did not produce any of its usual performance measures for schools or post-16 learning in 2019/20 or 2020/21. Instead, special reports were produced on [Outcomes for learners in post-16 education affected by the coronavirus (COVID-19) pandemic](#). Those statistics are calculated using different methodologies and cannot be compared with this report.

Past releases can be accessed on the [Learner outcome measures for further education, work-based learning and adult community learning](#) page on gov.wales.

Releases before 2018/19 contain information on further education provision. This has now been replaced by the [consistent performance measures for post-16 learning](#). Please note that these figures are not directly comparable.

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

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

[Skills Funding Agency / Department for Education - Statistics: further education and skills](#)

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

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

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

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

6. National Statistics status

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

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

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

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

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

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

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental, and cultural wellbeing of Wales. The Act puts in place seven wellbeing goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 March 2016.

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

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

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

8. Further details

This document is available at: https://www.gov.wales/learner-outcome-measures-for-apprenticeships-and-adult-learning-august-2022-july-2023

9. Next update

March 2025 for the academic year 2023/24. The next update to this release is expected to be published by the [Commission for Tertiary Education and Research](#) (CTER). CTER will be a new arm's length body responsible for funding and overseeing post-16 education and research from August 2024.

10. 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

11. Open Government Licence

All content is available under the [Open Government Licence v3.0](#)

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