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National Comparators for Further Education and Work-Based Learning: 2006/07

This Statistical First Release presents information on learner outcomes for 2006/07, covering further education (FE) and work-based learning (WBL) delivered by learning providers in Wales. The statistics are presented as national comparators broken down by level of study, type of learning aim, learner age and sector/subject area, and are derived from the Lifelong Learning Wales Record (LLWR).

As this is the first time that statistics on learner attainment have been calculated from the LLWR, the release sets out information on how the measures have been developed as well as some analysis of the data.

For FE, there are three main measures for learner outcomes:

- *Learning activity completion*: the proportion of learning activities commenced which are completed;
- *Learning activity attainment*: the proportion of completed learning activities which lead to the attainment of a qualification; and
- *Overall learning activity success*: the proportion of learning activities commenced which lead to the attainment of a qualification. This combines completion and attainment and was formerly known as 'successful completion' in the FE sector.

For work-based learning the main measures are:

- *Framework success* (for Apprenticeship programmes);
- *Progressions from Skill Build to further learning or employment*; and
- *Overall learning activity success*, as for FE.

Summary

Overall learning activity success rates were 60 per cent in FE and 65 per cent in WBL.

Framework success rates were 43 per cent and 53 per cent in Modern Apprenticeship (MA) and Foundation Modern Apprenticeship (FMA) programmes respectively.

There was considerable variation in outcomes across subject areas, which for this publication are shown by the same categorisation as used by Estyn in inspections. In FE learning activity success rates varied from 38 per cent to 76 per cent, while in WBL analysis of the key measure of framework success shows outcomes as low as 26 per cent and as high as 62 per cent.

Contact: Tel: 029 2092 6025 **E-mail:** post16ed.stats@wales.gsi.gov.uk **Next Update:** June 2009 (provisional)



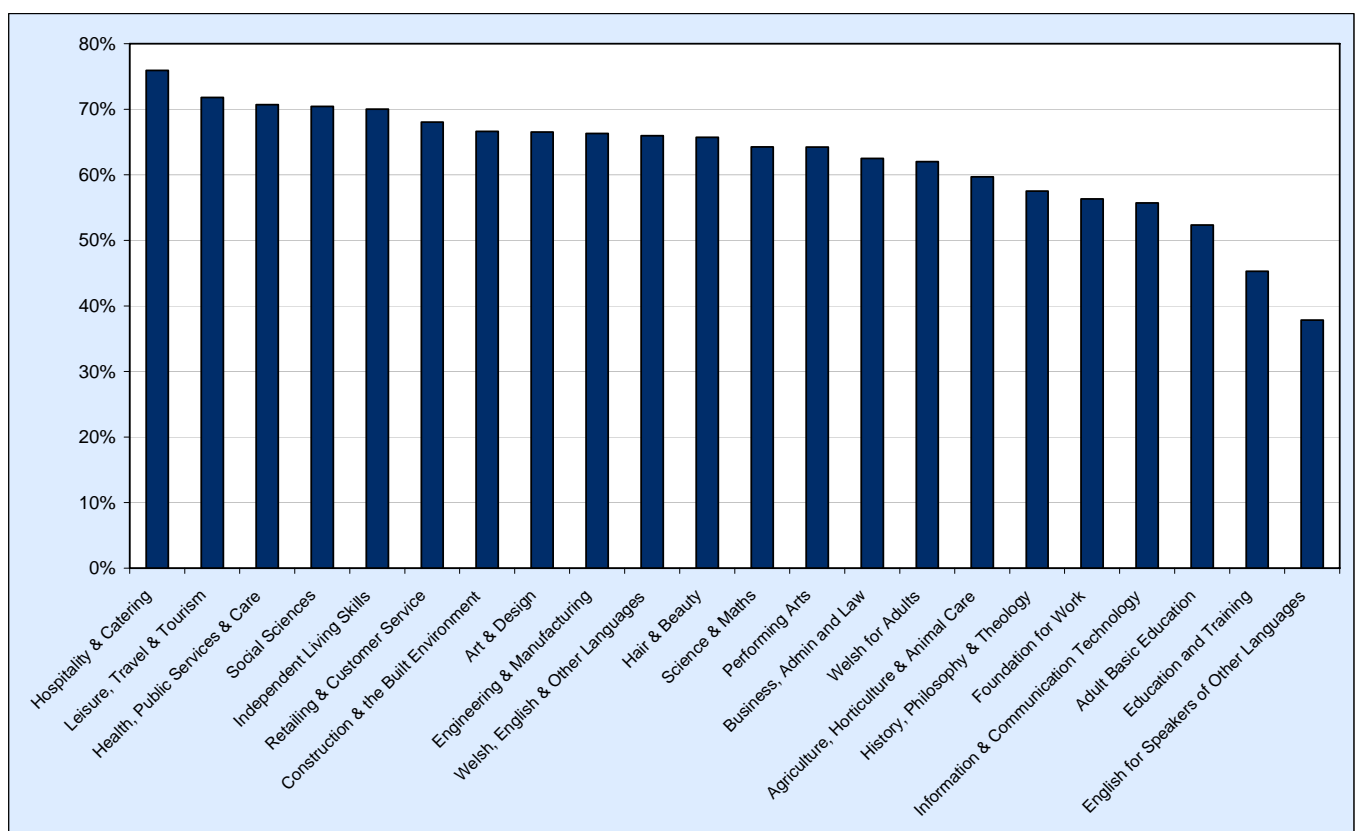
Outcomes in further education

Across all further education programmes in 2006/07, 87 per cent of learning activities were completed and of those activities with an assessable outcome, 70 per cent were attained. Overall, six in every ten learning activities were successfully completed and attained.

Analysis of FE success rates by sector/subject area (Chart 1) shows that:

- Success rates were highest in the areas of Hospitality and Catering; Leisure, Travel and Tourism; Health, Public Services and Care; Social Sciences; and Independent Living Skills.
- Success rates were lowest in the areas of Foundation for Work; Information and Communication Technology; Adult Basic Education; Education and Training; and English for Speakers of Other Languages.

Chart 1: FE learning activity success rates by sector/subject area



Analysis of FE success rates by learner age group shows that:

- despite some variations for different programmes of study, overall success rates were similar for learners aged 18 and under and those aged 19 and over, at 60 per cent and 61 per cent respectively.
- young people were more likely to succeed in key skills and A Levels, while success rates were consistently higher for adult learners taking OCN qualifications.

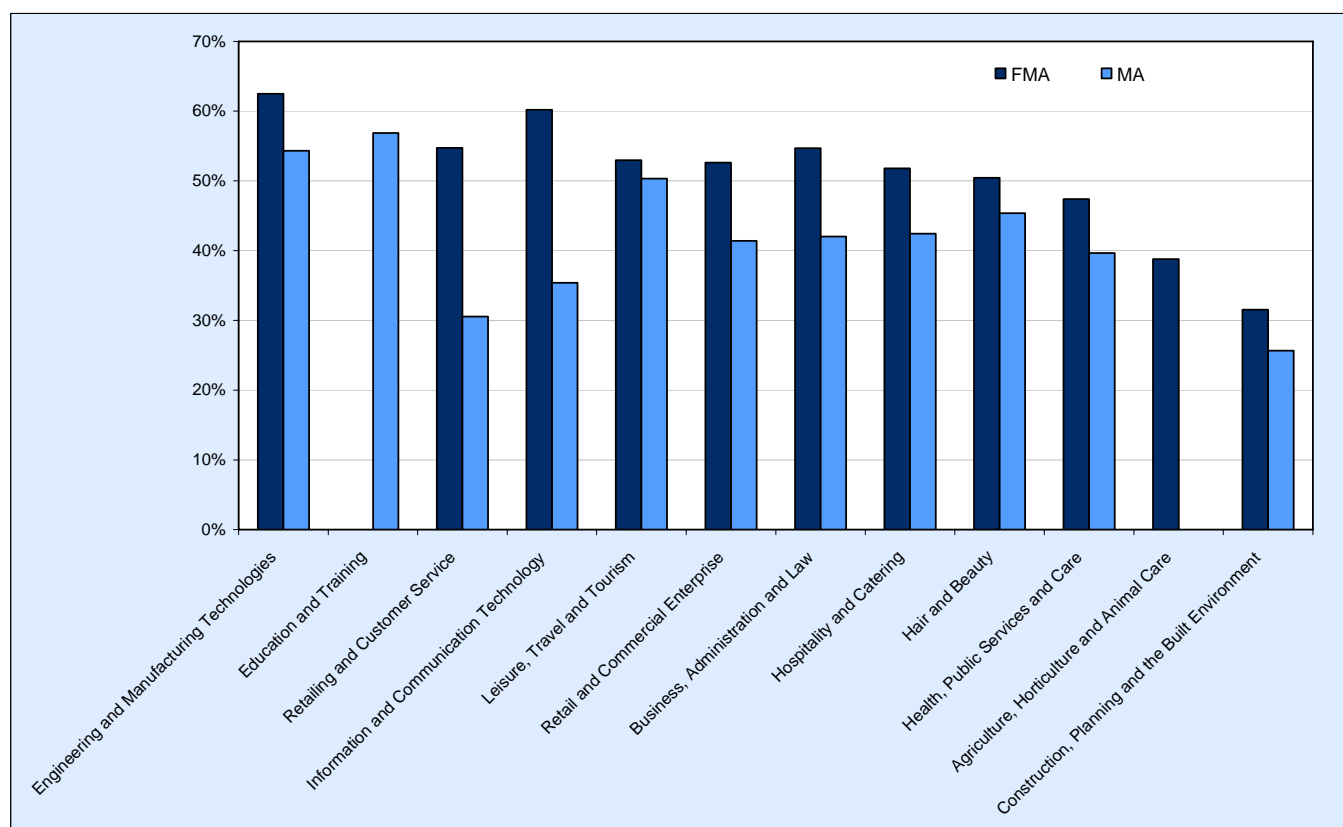
Outcomes in work-based learning

Learners on Apprenticeship programmes have to achieve a range of qualifications including an NVQ, key skills and technical certificate in order to gain the full Apprenticeship 'framework'. In 2006/07, just under 50 per cent of learners across all Modern Apprenticeship (MA) and Foundation Modern

Apprenticeship (FMA) achieved this. FMA success rates were consistently higher than those for MAs, with the majority of subject areas exceeding the current Welsh Assembly Government contractual requirement of 50 per cent framework success; this is reflected in overall NVQ success rates of 59 per cent on FMA and 54 per cent on MA programmes.

Overall, the best performing areas were Engineering and Manufacturing Technologies; Education and Training; Retailing and Customer Service; Information and Communication Technology; and Leisure, Travel and Tourism. The weakest area was Construction, Planning and the Built Environment, where both FMA and MA success rates were recorded as being well below the 50 per cent target (see Key Quality Information section for further information). Chart 2 shows the pattern of framework success rates on Apprenticeship programmes.

Chart 2: WBL framework success rates by sector/subject area



Analysis of WBL success rates by learner age group shows that:

- On MA programmes, learners aged 18 and under were more likely to gain NVQs than those aged 19 and over, but on FMA this trend was reversed.
- On Preparatory and Skills Learning programmes (which will form part of a combined Skill Build programme from 2007/08 onwards) the adult learning activity success rate of 74 per cent was higher than that for young people (67 per cent). Across both age groups learning activity success rates were higher than those for Apprenticeship programmes.
- Across all WBL programmes, learning activity success rates were the same for both young people and adults at 65 per cent.

Analysis of learner destination (immediately following the learning programme) shows that:

- 37 per cent of leavers from Skill Build programmes progressed into further learning and 9 per cent of Skill Build leavers went into employment.

Background

The LLWR was introduced in 2004 as a unified data collection system which would enable further education, work-based learning and community learning to be funded and monitored on a consistent basis. Prior to this, data was collected through separate systems. National comparators for learner completion and attainment were published for further education and were widely used in inspection and by institutions themselves, but similar statistics were not available for other sectors.

During the early years of the LLWR's existence, difficulties were identified in calculating attainment rates due to incomplete data in the Award dataset. To resolve this, a link was activated between Learning Activity and Award data, with 2006/07 established as the baseline year for calculating learner outcomes using this link.

The comparators in context

The measures set out in this publication will be used:

- by Estyn, to inform inspection judgements on Key Question 1 'How well do learners achieve?';
- by WAG - DCELLS, to monitor providers' performance and as baseline information to set targets for improvements as part of the new Quality and Effectiveness Framework for post-16 learning; 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.

WAG 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 new measures and a standard format for presenting data. The definitions set out in this release will also be used to calculate individual data reports for providers being inspected from autumn 2008 onwards, which will be sent to Estyn as part of pre-inspection briefings, and issued to providers at the same time.

Data underpinning the 2006/07 performance measures will be included in WAG - DCELLS' online benchmarking tool (see: www.tribalbenchmarking.co.uk/wales/Default.aspx). This will enable user to make detailed comparisons of their learner outcomes down to individual learning activity level.

Tables

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Table 3	Success rates for WBL provision by programme, broad type of learning aim and age group
Table 4	Success rates for WBL NVQ provision by sector/subject area and type of programme
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Table 6	Destinations of Skill Build leavers immediately following learning programme

Table 1a - Completion rates for FE provision by notional level, broad type of learning aim, learning aim length and age group - 2006/07

Level	Type of learning aim	Completion rate								
		18 and under			19 and over			All ages		
		Completed Learning Activities	Terminated Learning Activities	%	Completed Learning Activities	Terminated Learning Activities	%	Completed Learning Activities	Terminated Learning Activities	%
Entry Level (long)		6,730	7,730	87%	14,915	17,560	85%	21,645	25,290	86%
	GNVQ/AVCE	70	80	85%	10	10	*	80	90	87%
	NVQ	2,685	3,335	81%	1,445	1,765	82%	4,130	5,100	81%
	National/First Diploma/Certificate	65	90	70%	110	165	65%	170	255	67%
Level 1 (long)	Key Skills	22,975	27,275	84%	5,035	6,020	84%	28,015	33,295	84%
	OCN credit(s)	11,960	13,500	89%	20,130	24,260	83%	32,090	37,760	85%
	Other	8,845	10,575	84%	11,585	14,085	82%	20,430	24,665	83%
	All	46,595	54,860	85%	38,315	46,310	83%	84,910	101,170	84%
	GNVQ/AVCE	80	95	82%	5	10	*	85	105	82%
	GCSE/VCE	3,340	4,635	72%	2,035	2,935	69%	5,375	7,570	71%
	NVQ	3,635	4,620	79%	6,745	8,555	79%	10,380	13,175	79%
Level 2 (long)	National/First Diploma/Certificate	3,110	3,850	81%	325	490	66%	3,430	4,340	79%
	Key Skills	26,020	30,935	84%	5,955	7,320	81%	31,975	38,255	84%
	OCN credit(s)	9,120	10,045	91%	10,000	12,085	83%	19,120	22,130	86%
	Other	9,075	10,965	83%	12,790	15,345	83%	21,870	26,310	83%
	All	54,380	65,145	83%	37,855	46,740	81%	92,235	111,885	82%
	GNVQ/AVCE	175	200	88%	20	20	*	195	220	89%
	A/AS/A2 Level	20,845	24,160	86%	2,430	3,305	74%	23,275	27,460	85%
	NVQ	695	825	84%	3,450	4,250	81%	4,145	5,075	82%
Level 3 (long)	National/First Diploma/Certificate	5,455	7,385	74%	1,025	1,530	67%	6,480	8,920	73%
	Key Skills	10,015	10,925	92%	1,780	2,165	82%	11,795	13,090	90%
	OCN credit(s)	4,035	4,335	93%	5,205	5,830	89%	9,240	10,165	91%
	Access Certificate/Diploma	30	35	*	1,315	1,925	68%	1,345	1,965	68%
	Other	3,725	4,565	82%	7,230	8,590	84%	10,955	13,155	83%
	All	44,975	52,425	86%	22,455	27,620	81%	67,430	80,045	84%
Level 4 + (long)		250	305	83%	4,620	5,365	86%	4,875	5,670	86%
Level not known (long)		5,790	7,400	78%	8,865	10,805	82%	14,660	18,205	81%
All Long		158,725	187,865	84%	127,035	154,400	82%	285,755	342,265	83%
All Short		33,465	35,700	94%	132,920	143,315	93%	166,385	179,015	93%
e-learning aims		6,050	7,125	85%	18,995	21,880	87%	25,045	29,005	86%
All learning aims		198,240	230,690	86%	278,945	319,595	87%	477,185	550,280	87%

Source: Lifelong Learning Wales Record (LLWR)

Table 1b - Attainment rates for FE provision by notional level, broad type of learning aim, learning aim length and age group - 2006/07

Level	Type of learning aim	Attainment rate								
		18 and under			19 and over			All ages		
		Attained Learning Activities	Completed Learning Activities	%	Attained Learning Activities	Completed Learning Activities	%	Attained Learning Activities	Completed Learning Activities	%
Entry Level (long)		4,845	6,215	78%	9,015	13,395	67%	13,865	19,605	71%
	GNVQ/AVCE	35	70	51%	5	10	*	40	80	51%
	NVQ	2,185	2,685	81%	1,125	1,445	78%	3,310	4,130	80%
	National/First Diploma/Certificate	45	65	73%	55	110	50%	100	170	59%
Level 1 (long)	Key Skills	16,960	22,975	74%	3,015	5,035	60%	19,975	28,015	71%
	OCN credit(s)	7,245	11,960	61%	15,035	20,130	75%	22,275	32,090	69%
	Other	5,690	8,550	67%	6,175	11,345	54%	11,865	19,895	60%
	All	32,155	46,300	69%	25,410	38,075	67%	57,565	84,375	68%
	GNVQ/AVCE	45	80	59%	*	5	*	50	85	57%
	GCSE/VCE	2,630	3,340	79%	1,625	2,035	80%	4,255	5,375	79%
	NVQ	2,645	3,635	73%	5,300	6,745	79%	7,945	10,380	77%
Level 2 (long)	National/First Diploma/Certificate	2,405	3,110	77%	240	325	74%	2,645	3,430	77%
	Key Skills	17,870	26,020	69%	3,990	5,955	67%	21,860	31,975	68%
	OCN credit(s)	5,740	9,120	63%	7,440	10,000	74%	13,180	19,120	69%
	Other	6,040	8,655	70%	8,315	12,180	68%	14,355	20,835	69%
	All	37,380	53,955	69%	26,910	37,245	72%	64,295	91,200	70%
	GNVQ/AVCE	105	175	60%	20	20	*	125	195	63%
	A/AS/A2 Level	17,095	20,845	82%	1,830	2,430	75%	18,925	23,275	81%
	NVQ	570	695	82%	2,550	3,450	74%	3,120	4,145	75%
Level 3 (long)	National/First Diploma/Certificate	4,015	5,455	74%	795	1,025	78%	4,810	6,480	74%
	Key Skills	6,220	10,015	62%	1,235	1,780	69%	7,455	11,795	63%
	OCN credit(s)	1,695	4,035	42%	3,840	5,205	74%	5,535	9,240	60%
	Access Certificate/Diploma	25	30	*	1,105	1,315	84%	1,130	1,345	84%
	Other	2,830	3,715	76%	5,265	7,135	74%	8,100	10,850	75%
	All	32,550	44,965	72%	16,645	22,360	74%	49,195	67,325	73%
Level 4 + (long)		50	250	19%	1,450	4,600	31%	1,495	4,850	31%
Level not known (long)		1,565	4,600	34%	4,725	6,425	74%	6,290	11,030	57%
All Long		108,550	156,290	69%	84,155	122,095	69%	192,705	278,385	69%
All Short		23,490	31,095	76%	81,510	112,425	72%	105,000	143,520	73%
e-learning aims		680	2,835	24%	2,035	7,290	28%	2,720	10,125	27%
All learning aims		132,720	190,220	70%	167,700	241,810	69%	300,425	432,030	70%

Source: Lifelong Learning Wales Record (LLWR)

Table 1c - Success rates for FE provision by notional level, broad type of learning aim, learning aim length and age group - 2006/07

Level	Type of learning aim	Success rate								
		18 and under			19 and over			All ages		
		Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%
Entry Level (long)		4,885	7,100	69%	9,145	15,765	58%	14,035	22,865	61%
	GNVQ/AVCE	35	80	43%	5	10	*	40	90	45%
	NVQ	2,190	3,335	66%	1,125	1,765	64%	3,320	5,100	65%
	National/First Diploma/Certificate	45	90	52%	55	165	34%	105	255	40%
Level 1 (long)	Key Skills	17,020	27,275	62%	3,035	6,020	50%	20,055	33,295	60%
	OCN credit(s)	7,275	13,500	54%	15,330	24,260	63%	22,605	37,760	60%
	Other	5,715	10,210	56%	6,210	13,760	45%	11,930	23,970	50%
	All	32,290	54,495	59%	25,765	45,980	56%	58,055	100,475	58%
	GNVQ/AVCE	45	95	48%	*	10	*	50	105	47%
	GCSE/VCE	2,655	4,635	57%	1,640	2,935	56%	4,295	7,570	57%
	NVQ	2,665	4,620	58%	5,325	8,555	62%	7,990	13,175	61%
Level 2 (long)	National/First Diploma/Certificate	2,415	3,850	63%	240	490	49%	2,655	4,340	61%
	Key Skills	17,920	30,935	58%	4,000	7,320	55%	21,920	38,255	57%
	OCN credit(s)	5,755	10,045	57%	7,620	12,085	63%	13,375	22,130	60%
	Other	6,075	10,460	58%	8,360	14,650	57%	14,435	25,110	57%
	All	37,535	64,640	58%	27,185	46,040	59%	64,720	110,680	58%
	GNVQ/AVCE	105	200	53%	20	20	*	125	220	56%
	A/AS/A2 Level	17,210	24,160	71%	1,845	3,305	56%	19,055	27,460	69%
	NVQ	570	825	69%	2,570	4,250	60%	3,135	5,075	62%
Level 3 (long)	National/First Diploma/Certificate	4,100	7,385	56%	820	1,530	53%	4,920	8,920	55%
	Key Skills	6,235	10,925	57%	1,235	2,165	57%	7,475	13,090	57%
	OCN credit(s)	1,695	4,335	39%	3,920	5,830	67%	5,615	10,165	55%
	Access Certificate/Diploma	25	35	*	1,135	1,925	59%	1,160	1,965	59%
	Other	2,850	4,540	63%	5,280	8,460	62%	8,130	13,000	63%
	All	32,790	52,400	63%	16,820	27,490	61%	49,610	79,890	62%
Level 4 + (long)		50	305	17%	1,450	5,335	27%	1,505	5,640	27%
Level not known (long)		1,565	6,040	26%	4,780	7,905	60%	6,345	13,945	46%
All Long		109,120	184,975	59%	85,145	148,515	57%	194,265	333,495	58%
All Short		23,555	33,265	71%	82,120	121,945	67%	105,675	155,210	68%
e-learning aims		685	3,395	20%	2,040	9,300	22%	2,720	12,695	21%
All learning aims		133,355	221,640	60%	169,305	279,760	61%	302,660	501,405	60%

Source: Lifelong Learning Wales Record (LLWR)

Table 2a - Completion rates for FE provision by sector/subject area and learning aim length - 2006/07

Sector/Subject Area	Completion rate								
	Long			Short			All		
	Completed Learning Activities	Terminated Learning Activities	%	Completed Learning Activities	Terminated Learning Activities	%	Completed Learning Activities	Terminated Learning Activities	%
1: Health, Public Services and Care	25,215	30,130	84%	32,335	33,425	97%	57,575	63,580	91%
2: Science and Mathematics	11,055	13,825	80%	970	1,050	92%	12,025	14,875	81%
3: Agriculture, Horticulture and Animal Care	3,490	4,250	82%	4,620	4,785	97%	8,110	9,035	90%
4: Engineering and Manufacturing Technologies	12,250	14,790	83%	4,415	4,550	97%	16,765	19,445	86%
5: Construction, Planning and the Built Environment	9,275	11,020	84%	3,145	3,260	97%	12,430	14,285	87%
6: Information and Communication Technology	27,140	32,380	84%	23,025	25,615	90%	59,125	68,945	86%
7: Retail and Commercial Enterprise	9,990	12,350	81%	6,195	6,720	92%	16,185	19,065	85%
7(a): Retailing and Customer Service	1,695	2,015	84%	400	445	90%	2,095	2,460	85%
7(b): Hair and Beauty	5,325	6,665	80%	1,265	1,580	80%	6,590	8,245	80%
7(c): Hospitality and Catering	2,975	3,665	81%	4,525	4,695	96%	7,500	8,365	90%
8: Leisure, Travel and Tourism	8,870	10,140	87%	5,275	5,505	96%	14,145	15,640	90%
9: Arts, Media and Publishing	22,490	26,630	84%	13,290	14,765	90%	35,910	41,545	86%
9(a): Performing Arts	4,310	5,140	84%	1,635	1,825	90%	5,945	6,965	85%
9(b): Art and Design	18,180	21,490	85%	11,650	12,935	90%	29,965	34,580	87%
10: History, Philosophy and Theology	3,530	4,160	85%	2,470	2,605	95%	6,000	6,770	89%
11: Social Sciences	2,860	3,420	84%	350	375	93%	3,210	3,800	85%
12: Languages, Literature and Culture	19,645	24,605	80%	13,520	14,445	94%	35,235	41,280	85%
12(a): Welsh for Adults	8,385	10,250	82%	8,365	8,725	96%	16,745	18,975	88%
12(b): Welsh, English and Other Languages	11,260	14,355	78%	5,160	5,720	90%	18,490	22,305	83%
13: Education and Training	6,950	7,940	88%	5,305	5,645	94%	13,285	14,760	90%
14: Preparation for Life and Work	105,905	126,310	84%	43,300	47,585	91%	155,280	181,070	86%
14(a): Independent Living Skills	3,710	4,085	91%	2,225	2,305	97%	5,935	6,390	93%
14(b): Adult Basic Education	5,545	6,630	84%	8,615	9,255	93%	14,210	15,940	89%
14(c): Foundation for Work	93,490	110,955	84%	24,035	26,110	92%	123,170	143,760	86%
14(d): English for Speakers of Other Languages	3,160	4,640	68%	8,420	9,915	85%	11,960	14,975	80%
15: Business, Administration and Law	15,400	18,390	84%	7,770	8,280	94%	23,720	27,320	87%
All sector/subject areas	285,755	342,265	83%	166,385	179,015	93%	477,185	550,280	87%

Source: Lifelong Learning Wales Record (LLWR)

Table 2b - Attainment rates for FE provision by sector/subject area and learning aim length - 2006/07

Sector/Subject Area	Attainment rate								
	Long			Short			All		
	Attained Learning Activities	Completed Learning Activities	%	Attained Learning Activities	Completed Learning Activities	%	Attained Learning Activities	Completed Learning Activities	%
1: Health, Public Services and Care	16,855	24,630	68%	24,530	28,245	87%	41,390	52,880	78%
2: Science and Mathematics	8,820	11,050	80%	655	925	71%	9,475	11,980	79%
3: Agriculture, Horticulture and Animal Care	2,415	3,435	70%	2,745	4,325	63%	5,160	7,760	66%
4: Engineering and Manufacturing Technologies	9,145	11,980	76%	3,085	3,835	80%	12,225	15,860	77%
5: Construction, Planning and the Built Environment	7,045	9,210	77%	2,045	2,725	75%	9,100	11,945	76%
6: Information and Communication Technology	16,610	26,270	63%	15,220	21,285	72%	33,660	51,875	65%
7: Retail and Commercial Enterprise	8,005	9,940	81%	4,995	5,740	87%	13,000	15,680	83%
7(a): Retailing and Customer Service	1,320	1,695	78%	315	350	91%	1,640	2,040	80%
7(b): Hair and Beauty	4,370	5,280	83%	945	1,210	78%	5,315	6,490	82%
7(c): Hospitality and Catering	2,315	2,965	78%	3,735	4,185	89%	6,050	7,150	85%
8: Leisure, Travel and Tourism	6,540	8,370	78%	3,800	4,720	81%	10,340	13,085	79%
9: Arts, Media and Publishing	16,915	22,120	76%	8,390	11,365	74%	25,310	33,500	76%
9(a): Performing Arts	3,170	4,230	75%	695	980	71%	3,865	5,210	74%
9(b): Art and Design	13,745	17,885	77%	7,695	10,390	74%	21,445	28,290	76%
10: History, Philosophy and Theology	1,930	2,500	77%	975	2,000	49%	2,905	4,500	65%
11: Social Sciences	2,345	2,855	82%	310	350	89%	2,655	3,205	83%
12: Languages, Literature and Culture	15,280	19,475	78%	6,665	9,295	72%	21,950	28,860	76%
12(a): Welsh for Adults	6,495	8,320	78%	2,575	4,430	58%	9,070	12,750	71%
12(b): Welsh, English and Other Languages	8,785	11,155	79%	4,090	4,865	84%	12,885	16,110	80%
13: Education and Training	2,670	6,885	39%	3,260	5,010	65%	5,930	11,895	50%
14: Preparation for Life and Work	66,510	103,035	65%	23,770	37,110	64%	90,890	142,805	64%
14(a): Independent Living Skills	2,200	2,685	82%	1,255	1,970	64%	3,455	4,655	74%
14(b): Adult Basic Education	2,960	4,615	64%	3,355	5,980	56%	6,320	10,595	60%
14(c): Foundation for Work	59,940	92,805	65%	15,665	21,425	73%	76,210	116,890	65%
14(d): English for Speakers of Other Languages	1,410	2,925	48%	3,495	7,735	45%	4,905	10,670	46%
15: Business, Administration and Law	10,830	14,985	72%	4,540	6,195	73%	15,400	21,270	72%
All sector/subject areas	192,705	278,385	69%	105,000	143,520	73%	300,425	432,030	70%

Source: Lifelong Learning Wales Record (LLWR)

Table 2c - Success rates for FE provision by sector/subject area and learning aim length - 2006/07

Sector/Subject Area	Success rate								
	Long			Short			All		
	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%
1: Health, Public Services and Care	17,000	29,475	58%	24,565	29,290	84%	41,570	58,770	71%
2: Science and Mathematics	8,895	13,820	64%	655	1,005	65%	9,550	14,825	64%
3: Agriculture, Horticulture and Animal Care	2,430	4,195	58%	2,755	4,485	61%	5,185	8,680	60%
4: Engineering and Manufacturing Technologies	9,210	14,455	64%	3,085	3,955	78%	12,295	18,460	67%
5: Construction, Planning and the Built Environment	7,060	10,880	65%	2,050	2,830	72%	9,120	13,720	66%
6: Information and Communication Technology	16,795	31,350	54%	15,385	23,795	65%	34,005	60,990	56%
7: Retail and Commercial Enterprise	8,045	12,290	65%	5,010	6,240	80%	13,055	18,530	70%
7(a): Retailing and Customer Service	1,320	2,015	66%	315	390	81%	1,640	2,410	68%
7(b): Hair and Beauty	4,385	6,620	66%	950	1,510	63%	5,335	8,130	66%
7(c): Hospitality and Catering	2,340	3,655	64%	3,745	4,335	86%	6,080	7,990	76%
8: Leisure, Travel and Tourism	6,585	9,580	69%	3,800	4,890	78%	10,385	14,470	72%
9: Arts, Media and Publishing	17,185	26,175	66%	8,530	12,635	68%	25,715	38,840	66%
9(a): Performing Arts	3,210	5,050	64%	700	1,030	68%	3,910	6,080	64%
9(b): Art and Design	13,975	21,125	66%	7,835	11,600	68%	21,810	32,755	67%
10: History, Philosophy and Theology	1,940	2,950	66%	975	2,120	46%	2,915	5,070	57%
11: Social Sciences	2,360	3,415	69%	310	375	83%	2,670	3,790	70%
12: Languages, Literature and Culture	15,580	24,395	64%	6,730	10,150	66%	22,320	34,700	64%
12(a): Welsh for Adults	6,640	10,175	65%	2,625	4,745	55%	9,265	14,920	62%
12(b): Welsh, English and Other Languages	8,940	14,220	63%	4,105	5,405	76%	13,055	19,785	66%
13: Education and Training	2,675	7,855	34%	3,280	5,315	62%	5,960	13,175	45%
14: Preparation for Life and Work	66,805	122,825	54%	23,975	41,040	58%	91,385	167,170	55%
14(a): Independent Living Skills	2,205	2,920	75%	1,255	2,025	62%	3,460	4,945	70%
14(b): Adult Basic Education	2,985	5,560	54%	3,365	6,505	52%	6,345	12,065	53%
14(c): Foundation for Work	60,170	109,995	55%	15,710	23,350	67%	76,490	136,640	56%
14(d): English for Speakers of Other Languages	1,450	4,345	33%	3,640	9,165	40%	5,090	13,520	38%
15: Business, Administration and Law	10,920	17,945	61%	4,555	6,690	68%	15,505	24,775	63%
All sector/subject areas	194,265	333,495	58%	105,675	155,210	68%	302,660	501,405	60%

Source: Lifelong Learning Wales Record (LLWR)

Table 3 - Success rates for WBL provision by programme, type of learning aim and age group - 2006/07

Type of Programme	Type of learning aim	Success rate								
		18 and under			19 and over			All ages		
		Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%
Foundation Modern Apprenticeship	NVQ	2,035	3,755	54%	6,820	11,140	61%	8,855	14,895	59%
	Key Skills	4,305	6,995	62%	16,570	23,095	72%	20,875	30,090	69%
	Other	1,950	3,120	63%	4,335	7,070	61%	6,285	10,190	62%
	All	8,295	13,870	60%	27,720	41,305	67%	36,015	55,175	65%
Modern Apprenticeship	NVQ	1,025	1,735	59%	3,625	6,875	53%	4,645	8,615	54%
	Key Skills	1,900	3,100	61%	8,015	13,215	61%	9,920	16,320	61%
	Other	670	1,090	61%	2,385	4,485	53%	3,055	5,575	55%
	All	3,590	5,930	61%	14,025	24,575	57%	17,620	30,505	58%
Modern Skills Diploma	NVQ	*	*	*	795	1,405	57%	800	1,405	57%
	Key Skills	0	0	<i>n/a</i>	550	865	63%	550	865	63%
	Other	0	0	<i>n/a</i>	85	235	36%	85	235	36%
	All	*	*	*	1,430	2,505	57%	1,430	2,505	57%
Preparatory Learning / Skill Build	Key Skills	9,955	12,770	78%	4,075	4,900	83%	14,030	17,670	79%
	Certificate in Adult Literacy	480	680	71%	230	325	71%	710	1,000	71%
	Certificate in Adult Numeracy	690	895	77%	245	305	80%	935	1,200	78%
	Gaining Opportunities & Living Skills (GOALS)	1,040	1,190	87%	675	735	92%	1,715	1,925	89%
	Pacific Institute	670	780	86%	135	210	64%	805	990	81%
	The ASDAN Foundation Training Award	395	450	88%	20	45	*	415	495	84%
	Other	4,065	8,780	46%	2,450	3,815	64%	6,510	12,595	52%
	All	17,295	25,545	68%	7,825	10,335	76%	25,120	35,880	70%
Skills Learning / Skill Build Plus	NVQ	1,250	2,425	52%	440	765	58%	1,695	3,190	53%
	Key Skills	3,225	4,410	73%	2,345	3,165	74%	5,570	7,575	74%
	Certificate in Adult Literacy	220	330	67%	100	165	62%	320	495	65%
	Certificate in Adult Numeracy	260	375	70%	105	160	66%	365	535	69%
	Other	740	1,295	57%	1,690	2,355	72%	2,435	3,650	67%
	All	5,700	8,835	65%	4,685	6,610	71%	10,385	15,440	67%
Other WBL Programmes	NVQ	10	10	*	70	85	83%	80	95	83%
	Key Skills	305	385	78%	135	155	87%	440	540	81%
	Other	580	805	72%	20	25	*	600	830	72%
	All	890	1,200	74%	225	265	85%	1,115	1,465	76%

Source: Lifelong Learning Wales Record (LLWR)

Table 4 - Success rates for WBL NVQ provision by sector/subject area and type of programme - 2006/07

Sector/Subject Area	Success rate								
	Foundation Modern Apprenticeships			Modern Apprenticeships			Other WBL programmes		
	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%	Attained Learning Activities	Terminated Learning Activities	%
1: Health, Public Services and Care	1,215	2,180	56%	870	1,630	53%	320	555	58%
3: Agriculture, Horticulture and Animal Care	70	115	62%	40	95	44%	50	90	57%
4: Engineering and Manufacturing Technologies	2,120	3,040	70%	1,200	1,815	66%	295	535	55%
5: Construction, Planning and the Built Environment	375	825	46%	290	570	51%	210	585	36%
6: Information and Communication Technology	555	1,075	52%	205	450	46%	310	500	62%
7: Retail and Commercial Enterprise	1,635	2,980	55%	440	935	47%	390	675	58%
7(a): Retailing and Customer Service	650	1,150	57%	65	165	40%	195	375	52%
7(b): Hair and Beauty	425	730	58%	145	240	60%	160	225	72%
7(c): Hospitality and Catering	565	1,100	51%	230	530	44%	35	75	45%
8: Leisure, Travel and Tourism	120	205	59%	175	275	64%	155	230	67%
9(b): Art and Design	10	25	*	5	10	*	*	*	*
13: Education and Training	15	20	*	170	270	63%	105	160	65%
14(c): Foundation for Work	0	*	*	20	40	*	0	0	<i>n/a</i>
15: Business, Administration and Law	2,730	4,420	62%	1,220	2,460	50%	740	1,365	54%
All sector/subject areas	8,855	14,895	59%	4,645	8,615	54%	2,575	4,700	55%

Source: Lifelong Learning Wales Record (LLWR)

Table 5 - Framework success rates for WBL provision by sector/subject area and programme type - 2006/07

Sector/Subject Area	Framework success rate								
	Foundation Modern Apprenticeships			Modern Apprenticeships			All Apprenticeships		
	No. of Leavers Attaining Full Framework	No. of Leavers	%	No. of Leavers Attaining Full Framework	No. of Leavers	%	No. of Leavers Attaining Full Framework	No. of Leavers	%
1: Health, Public Services and Care	1,190	2,510	47%	685	1,725	40%	1,870	4,235	44%
3: Agriculture, Horticulture and Animal Care	40	100	39%	15	45	*	50	140	36%
4: Engineering and Manufacturing Technologies	1,760	2,820	62%	780	1,435	54%	2,540	4,250	60%
5: Construction, Planning and the Built Environment	355	1,130	32%	100	385	26%	455	1,515	30%
6: Information and Communication Technology	645	1,070	60%	190	530	35%	830	1,600	52%
7: Retail and Commercial Enterprise	1,530	2,910	53%	295	715	41%	1,825	3,625	50%
7(a): Retailing and Customer Service	630	1,150	55%	40	130	31%	670	1,280	52%
7(b): Hair and Beauty	385	760	50%	125	280	45%	510	1,040	49%
7(c): Hospitality and Catering	520	1,000	52%	130	305	42%	645	1,305	50%
8: Leisure, Travel and Tourism	80	150	53%	80	160	50%	160	310	52%
9(b): Art and Design	20	25	*	*	20	*	20	45	*
13: Education and Training	10	20	*	205	355	57%	215	375	57%
14(c): Foundation for Work	0	0	<i>n/a</i>	10	20	*	10	20	*
15: Business, Administration and Law	2,285	4,180	55%	965	2,300	42%	3,250	6,480	50%
All sector/subject areas	7,920	14,920	53%	3,320	7,690	43%	11,245	22,610	50%

Source: Lifelong Learning Wales Record (LLWR)

Table 6 - Destinations of Skill Build leavers immediately following programme - 2006/07

Destination	No.	%
Continuing programme of learning	145	1%
New programme of learning	3,790	37%
Entering new employment / changing employment	935	9%
Continuing current employment	70	1%
Seeking work / unemployed	3,825	38%
Other	535	5%
Not Known	855	8%
Total	10,155	

Source: Lifelong Learning Wales Record (LLWR)

Notes

1. Data Sources

This Statistical First Release (SFR) summarises data on learner outcomes for 2006/07 and is sourced from the Lifelong Learning Wales Record (LLWR). It covers further education and work based learning provision delivered by learning providers funded by DCELLS (Department for Children, Education, Lifelong Learning and Skills). However, the figures are not restricted to fundable provision at those providers.

2. Definitions

2.1 Cohorts

- The base cohort underpinning tables 1a – 1c, 2a – 2c, 3 and 4 comprises all learning activities that were expected to complete during 2006/07 or ended during 2006/07 but were expected to complete prior to 1 August 2006.
- The base cohort underpinning tables 5 and 6 comprises all work based learning programmes recorded as ending in 2006/07.

2.2 Provision type

- For the purposes of this statistical release, WBL provision is defined as that submitted to the LLWR by a WBL provider or provision at FE institutions comprising a WBL designated learning programme e.g. a Modern Apprenticeship, Foundation Modern Apprenticeship or Skill Build programme. Note that this definition of work-based learning differs from that used for funding purposes.
- Further education (FE) provision is defined as that submitted to the LLWR by an FE institution excluding provision categorised as WBL. Specifically, it excludes provision delivered by Merthyr Tydfil College which merged with the University of Glamorgan on 1 April 2006.
- Provision submitted to the LLWR by an FE institution but delivered by a Local Education Authority (LEA) as part of a subcontracting arrangement is categorised as FE provision.

2.3 Completion, Attainment and Success

- The completion rates shown in tables 1a and 2a are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn).
- The attainment rates shown in tables 1b and 2b are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates shown in tables 1c, 2c, 3 and 4 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.

2.4 Framework Success

- The framework success rates shown in table 5 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.

2.5 Long / Short learning activities

- Tables 1a – 1c and 2a – 2c show results for both long and short learning activities. Short learning activities are those with an expected length of fewer than 24 weeks.

2.6 Learner Age Group

- A learner's age group is calculated from their age at 31 August in the academic year they started their learning activity. Learners of unknown age are included in the age group 19 and over.

2.7 Sector/Subject Areas

- The sector/subject areas detailed in Tables 2a – 2c, 4 and 5 are based on the 15 first-tier areas of learning in the Qualifications and Curriculum Authority's (QCA) sector subject framework and reflect the sub-areas used by Estyn for inspection purposes.
- The total lines include learning activities with unknown sector/subject areas.
- Apprenticeship programmes have been mapped to sector/subject areas in table 5 on the basis of the NVQ undertaken as part of the programme.

2.8 Early Drop-out

- For FE provision, long learning activities that ended before 1 November of the academic year in which they commenced without completing have been classified as early drop-outs and excluded from calculations.
- In the case of WBL provision, long learning activities that ended within 6 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

2.9 Destinations

- The category 'new programme of learning' includes learners commencing a new learning programme (including HE level programmes) at either the same or another provider.
- The category 'other' includes leavers entering into self-employment and voluntary work.

3. Rounding and Suppression

- All figures in this Statistical Bulletin 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. An '*' represents numbers greater than 0 but less than 5.

- In addition, percentage calculations where the denominator is less than 50 have been suppressed and the percentage replaced with a '*'.

4. Key Quality Information

- Issues relating to the under-reporting of learning activity completion in the WBL sector have been identified. Further analysis indicated this under-reporting had resulted in the deflation of learning activity completion rates and inflation of learning activity attainment rates. As such, these measures have been omitted from this release. However, WBL success rates have been included as they are unaffected by this issue.
- The low framework success rates in Construction, Planning and the Built Environment can be attributed to the low performance of a single provider accounting for 51 per cent of MA and FMA leavers in this area. Omitting this provider's data from the calculation gives revised framework success rates of 40 per cent and 45 per cent for MA and FMA programmes respectively (compared with 26 per cent and 32 per cent). No other sector/subject area is impacted upon by this type of issue.
- Attainment and success rates for e-learning activities within the FE sector are markedly lower than the sector average. As such, these activities have been identified in a separate row in tables 1a - 1c. In tables 2a - 2c, they are included in the 'all' column.
- Note that the rates detailed within this release may be revised in future updates to reflect minor revisions to the analysis methodology as well as amendments to individual providers' LLWR data.