

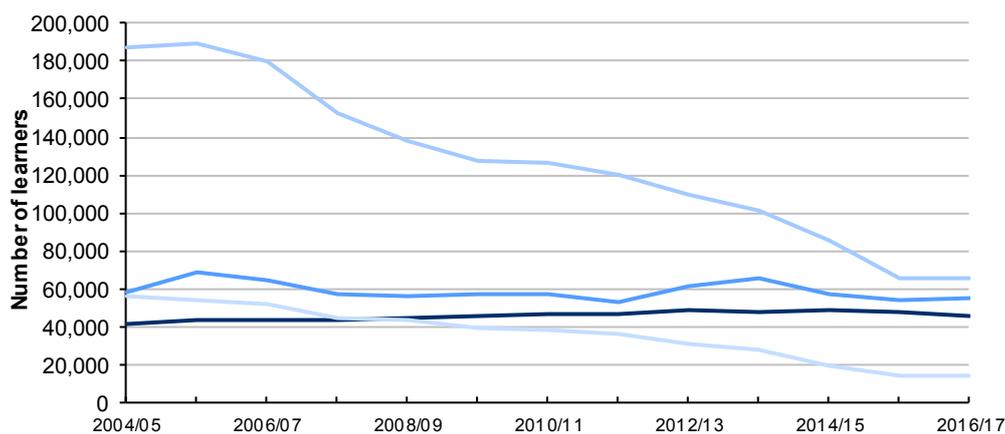


## Further Education, Work-based Learning and Community Learning in Wales, 2016/17

7 February 2018  
SFR 10/2018

Overall learner numbers in post-16 education remained at a steady state between 2015/16 and 2016/17.

**Chart 1: Learners by provision type**



(a) See text for changes in scope of FEI sector between 2006/07 and 2007/08

— Full-time (a) learners at FEIs      — Part-time (a) learners at FEIs  
— WBL provision      — Local Authority Community Learning

**172,470** distinct learners at FE institutions, Local Authority Community Learning or Work-based Learning (WBL) providers compared to **172,460** in 2015/16.

**128,690** unique learners at FE institutions compared to **129,550** in 2015/16.

**54,840** unique learners in Work-based Learning provision compared to **53,735** in 2015/16.

**13,910** unique learners in Local Authority Community Learning compared to **14,510** in 2015/16.

0.7%

2.1%

4.1%

### About this release

This Statistical First Release for 2016/17 summarises information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage includes provision at Further Education (FE) institutions, work-based Learning (WBL) providers and Local Authority Community Learning providers, but excludes enrolments at Higher Education institutions and at school sixth forms. Additional detail is available on the Welsh Government's interactive data dissemination service [StatsWales](http://StatsWales).

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## Learners enrolled with FE institutions, Work-based Learning or Local Authority Community Learning providers

- 172,470 unique learners pursued one or more learning activities with FE Institutions, Local Authority Community Learning or WBL providers during 2016/17.

### Learner numbers by gender



**Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2016/17 (a)**

Age	Males		Females		Persons	
	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year	1 <sup>st</sup> December	All Year
Under 16	545	1,335	300	1,015	845	2,350
16	8,630	9,755	7,560	8,495	16,195	18,255
17	8,285	9,385	7,280	8,300	15,565	17,685
18	5,445	6,520	4,360	5,430	9,805	11,955
19	3,495	4,445	2,620	3,550	6,120	7,995
20-24	7,390	11,410	7,825	12,465	15,220	23,870
25-49	12,410	25,655	22,890	41,215	35,300	66,870
50-64	2,960	7,205	5,490	10,980	8,445	18,180
65+	1,105	1,870	2,100	3,375	3,205	5,245
Not Specified	5	20	10	45	15	60
<b>Total</b>	<b>50,270</b>	<b>77,595</b>	<b>60,435</b>	<b>94,870</b>	<b>110,715</b>	<b>172,470</b>

Source: Lifelong Learning Wales Record

(a) Age at 31 August 2016

Reports on  contain the information provided in table 1 with a breakdown by ethnicity.

- The age profile of post-16 learners remains young. Males outnumbered females for all ages below 24.
- 50,245 (29.1% of all year learners)** were aged under 19 compared to **51,670 (29.9% of all year learners)** in 2015/16.
- 82,115 (47.6% of all year learners)** were aged under 25 compared to **86,625 (50.3% of all year learners)** in 2015/16.

## Trends in full year learner numbers

Table 2 illustrates the trend in learner numbers for three (overlapping) areas of learning: total learners at FE institutions (including WBL at FEIs); total WBL provision (also including WBL at FEIs); and local authority community learning (including learners enrolled at FEIs, at local authorities, and through franchise arrangements between the two types of organisation).

**Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2012/13 to 2016/17 (a)(b)(c)**

	2012/13	2013/14	2014/15	2015/16	2016/17
Further Education Institutions (c)					
Full-time learners at FEIs	48,340	48,055	48,935	48,270	46,120
Part-time learners at FEIs	110,080	101,135	85,280	65,345	65,875
WBL provision at FEIs	16,505	18,520	16,010	15,935	16,695
Total at FEIs	174,925	167,715	150,225	129,550	128,690
Work-based learning provision (d)					
All WBL provision	61,255	65,875	57,100	53,735	54,840
Learners pursuing WBL programmes	59,955	64,635	57,005	53,735	54,840
Local Authority Community Learning (e)	31,475	28,050	19,375	14,510	13,910
Total learners at FE Institutions, Local Authority Community Learning and Work-based Learning providers (f)	229,555	223,140	195,700	172,460	172,470

Source: Lifelong Learning Wales Record

- (a) Counts are of unique learners, so removing, from each individual row, multiple counting of learners present at more than one learning provider and/or provision type.
- (b) In calculating each in-learning count, the population is largely determined by the actual start and end dates of learning programmes and activities. However an additional constraint is applied to each year in that learning activities with an expected end date more than two years before the start of the given academic year are excluded.
- (c) Learner numbers at FE institutions (FEIs) include learners pursuing work-based learning (and Pathways to Apprenticeships) programmes at FEIs and franchised ACL learners, enrolled at FEIs, whose teaching is contracted out to local authorities.
- (d) Work-based learning (WBL) provision includes learners pursuing WBL programmes (and the FE programme Pathways to Apprenticeships which had new starts primarily in the years 2009/10 to 2013/14) at FEIs and provision at other training providers.
- (e) Includes both those learners enrolled at local authorities directly and learners who are enrolled at FEIs but whose teaching is contracted out to local authorities.
- (f) The use of unique learner counts and definitional overlaps mean, for any given year, that the total for FE/WBL/CL learners is lower than the sum of the figures in the preceding rows.

- There has been a steady state in the overall number of learners in post-16 education between 2015/16 and 2016/17, a change to the declining trend which was seen each year since its peak in 2005/06.
- There has been an overall decrease in the number of learners at **FE institutions**. Within that total there has been an increase in the number undertaking work-based learning and, to a lesser extent, part-time learners, whilst the number of full-time learners has decreased. There has been a further decrease in the number of learners with **local authorities**. This long term decreasing trend can be attributed to a number of different issues including reductions in public funding, with

providers now encouraged to target their provision at developing the basic skills of adults and to deliver leisure and recreational activity of a full cost recovery basis.

- Note that the overall number of learners and specifically part-time learners within further education institutions will have been impacted by the transfer of collection of HEFCW funded learners to HESA rather than LLWR data.
- The total number of learners undertaking **work-based learning**, at training providers as well as at FEIs has also increased. The Welsh Government commitment to the delivery of all-age apprenticeships is set out in the Programme for Government and *Prosperity for All: The National Strategy*.

## Learning programmes

A learning programme is a defined period of learning undertaken by the learner. A learner can pursue multiple learning programmes in a single academic year and therefore learning programme counts can be larger than learner counts, which do not include this element of multiple counting.

Further details can be found in the notes at the end of this release.

**Table 3: Enrolments on learning programmes at Further Education Institutions, Community Learning or Work-based Learning providers by provision type, mode of study and gender, 2016/17 (a)**

	Males		Females		Persons	
	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year	1 <sup>st</sup> Dec	All Year
<b>Further Education excluding Local Authority CL at FEIs</b>						
Full-time	21,545	24,345	21,730	24,795	43,285	49,150
Part-time	15,550	44,980	20,285	54,870	35,835	99,850
<b>Total</b>	<b>37,095</b>	<b>69,320</b>	<b>42,010</b>	<b>79,665</b>	<b>79,120</b>	<b>149,000</b>
<b>Higher Education at FEIs</b>						
Full-time	0	0	0	0	0	0
Part-time	235	235	295	300	530	535
<b>Total</b>	<b>235</b>	<b>235</b>	<b>295</b>	<b>300</b>	<b>530</b>	<b>535</b>
<b>Work-based Learning Provision</b>						
WBL programmes at FEIs	6,240	9,955	4,185	7,785	10,425	17,740
Programmes at other training providers	8,145	16,030	13,235	26,470	21,380	42,505
<b>Total</b>	<b>14,385</b>	<b>25,985</b>	<b>17,415</b>	<b>34,255</b>	<b>31,800</b>	<b>60,240</b>
<b>Local Authority Community Learning (c)</b>						
Full-time: enrolled at FEIs	0	0	0	0	0	0
Part-time: enrolled at FEIs	840	1,715	1,480	3,060	2,320	4,775
Full-time: enrolled at local authorities	0	0	5	10	5	10
Part-time: enrolled at local authorities	1,535	4,220	3,805	9,495	5,345	13,715
<b>Total</b>	<b>2,375</b>	<b>5,935</b>	<b>5,295</b>	<b>12,560</b>	<b>7,670</b>	<b>18,495</b>
<b>All Levels of Study</b>						
Full-time	21,545	24,345	21,735	24,805	43,290	49,160
Part-time	18,160	51,145	25,860	67,725	44,025	118,870
Work-based Learning	14,385	25,985	17,415	34,255	31,800	60,240
<b>Total</b>	<b>54,090</b>	<b>101,475</b>	<b>65,015</b>	<b>126,780</b>	<b>119,120</b>	<b>228,270</b>

Source: Lifelong Learning Wales Record

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

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

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

- Over the academic year 2016/17 there were 228,270 enrolments on learning programmes in total, of which 52.1 per cent were part-time, 21.5 per cent were full-time and 26.4 per cent WBL [Table 3].
- Further commentary on the individual areas of provision is given below.

## **FE Provision (excluding local authority community learning)**

During the 2016/17 academic year, 149,000 Further Education learning programmes (excluding all Local Authority Community Learning) were pursued, 49,150 of which were full-time (a 4.1 per cent decrease from 2015/16) and 99,850 were part-time (a 9.4 per cent increase from 2015/16).

## **Higher Education Learning Programmes**

535 Higher Education learning programmes were recorded at FE Institutions during 2016/17. This is a decrease from 1,520 in 2015/16, however, most learners are now being recorded through Higher Education Institutions (via their HESA data) rather than LLWR data - reflecting local partnership arrangements for delivery of Higher Education (see Notes section 3 for additional information). Note that these figures only include programmes which are designated in their entirety (and coded on LLWR) as 'HE' and exclude, for instance, work-based learning programmes (Higher Apprenticeships in particular) with HE learning activities. Franchised HE has been excluded from the figures historically, and from 2015/16 onwards new HEFCW funded learners are also excluded.

## **Local Authority Community Learning Provision**

18,495 learning programmes were pursued in 2016/17. The number of distinct learners pursuing local authority CL learning activities was 13,910 (see Table 2), 4.1 per cent lower than in 2015/16.

## **Work-based Learning Programmes**

60,240 learning programmes were pursued in 2016/17 within work-based provision, of which 17,740 were provided by FE institutions (including those participating as members of consortia) and 42,505 by other training providers. Table 4 provides a breakdown by programme type.

**Table 4: Work-based learning provision: Numbers of learning programme (LP) starts, leavers and in-training and of learners by programme type, 2016/17 (a)**

	Full year learning programmes (a)			Learner	Learners (b)		
	Starts	Leavers (c)	In learning	Starts	1st Dec (d)	31 <sup>st</sup> July (d)	All year
<b>Work-based Learning programmes</b>							
Foundation Apprenticeship	9,890	7,905	17,460	9,555	9,070	9,635	15,965
Apprenticeship (Level 3)	9,550	7,735	20,025	9,475	11,925	12,490	19,570
Higher Apprenticeship (f)	4,675	4,845	11,420	4,620	7,145	6,640	11,130
Traineeships	7,570	7,820	11,245	5,790	3,315	3,300	8,080
Work Ready	0	60	60	0	*	*	60
Other WBL Programme	*	25	35	*	20	5	30
Work-based Learning programmes total	31,690	28,395	60,240	29,445	31,480	32,070	54,840
<b>Total</b>	<b>31,690</b>	<b>28,395</b>	<b>60,240</b>	<b>29,445</b>	<b>31,480</b>	<b>32,070</b>	<b>54,840</b>

Source: Lifelong Learning Wales Record

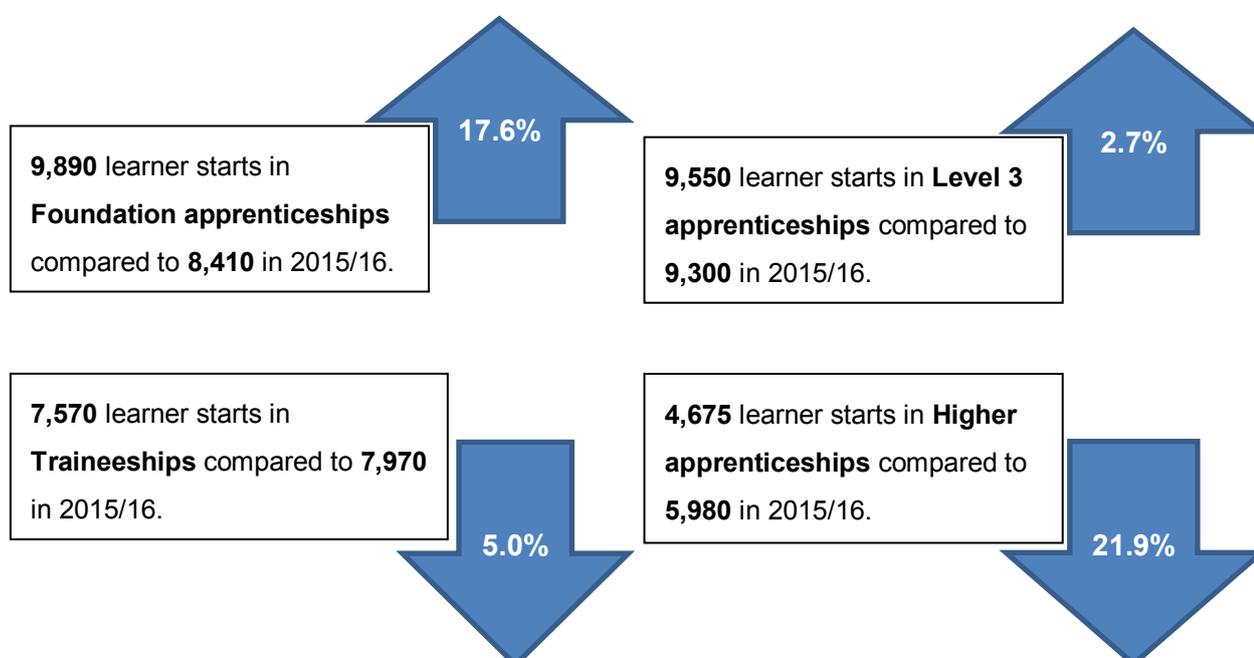
(a) Represents cumulative count of learning programmes enrolled at any point during the academic year.

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

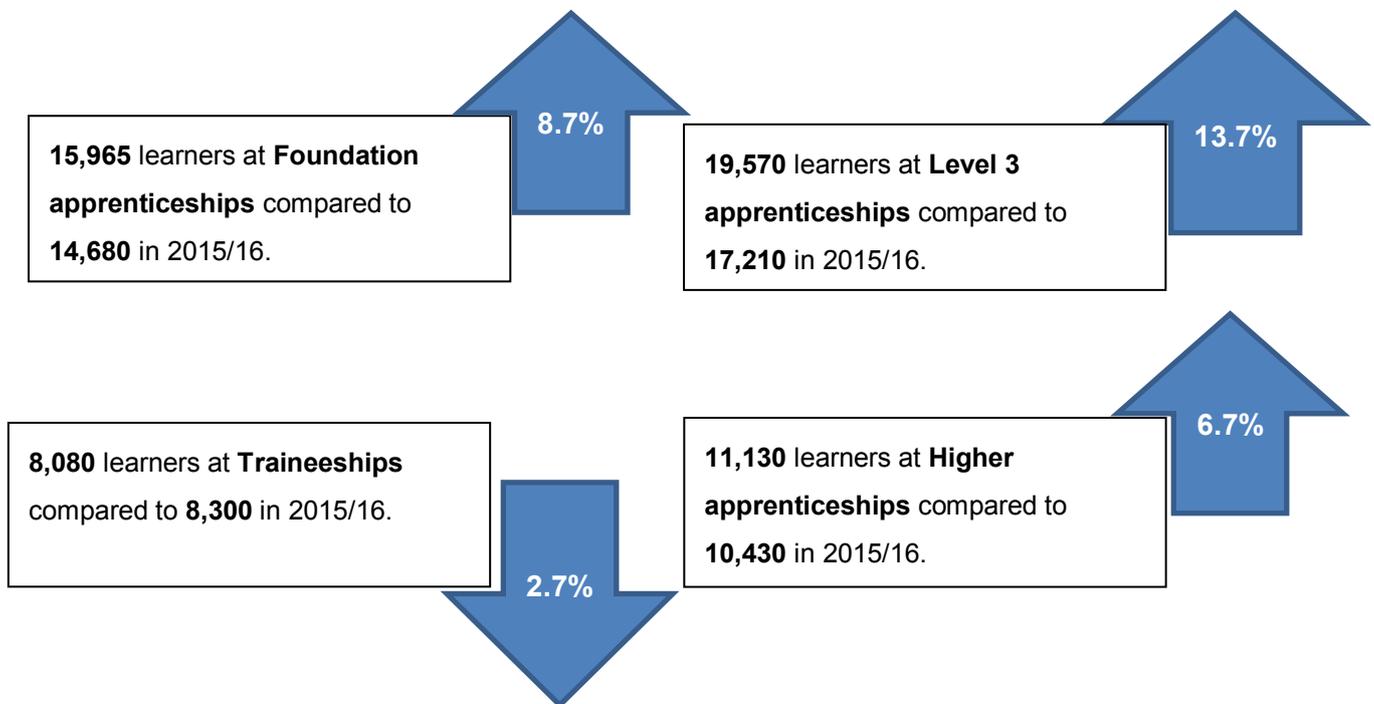
(c) Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those identifiable from the standard database of learning providers for 2015/16. (All figures include early leavers.)

(d) Number of learners on the reference date.

- The number of new learning programme starts for all WBL programmes was 31,690 during 2016/17 - this is 6.7 per cent lower than in 2015/16. The decrease is largely due to the drop off of the Work Ready programme, with only a small number of residual starts during the year. In total there were 24,115 apprenticeship starts – an increase of 1.8 per cent on the previous year. The number of traineeship starts decreased by around 5 per cent. See below for further breakdown



- The number of individuals in learning on 31 July 2017, the last day of the academic year 2016/17, was 10.5 per cent higher than at 31 July 2016 for all WBL programmes.
- The full year learner count for those pursuing WBL programmes during 2016/17 (taking each learner's most recent learning programme of the year only) was 2.1 per cent higher than in 2015/16 (despite the loss of the Work-Ready programme). 57.5 per cent of WBL learners were female, and 42.5 per cent male. See below for breakdown by programme.:



- The most popular learning programme sectors for Foundation Apprenticeships, Apprenticeships and Higher Apprenticeships were Healthcare and Public Services (37.1 per cent), Management and Professional (13.3 per cent) and Business Administration (11.6 per cent).

## Learning activities and qualifications

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

**Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2016/17**

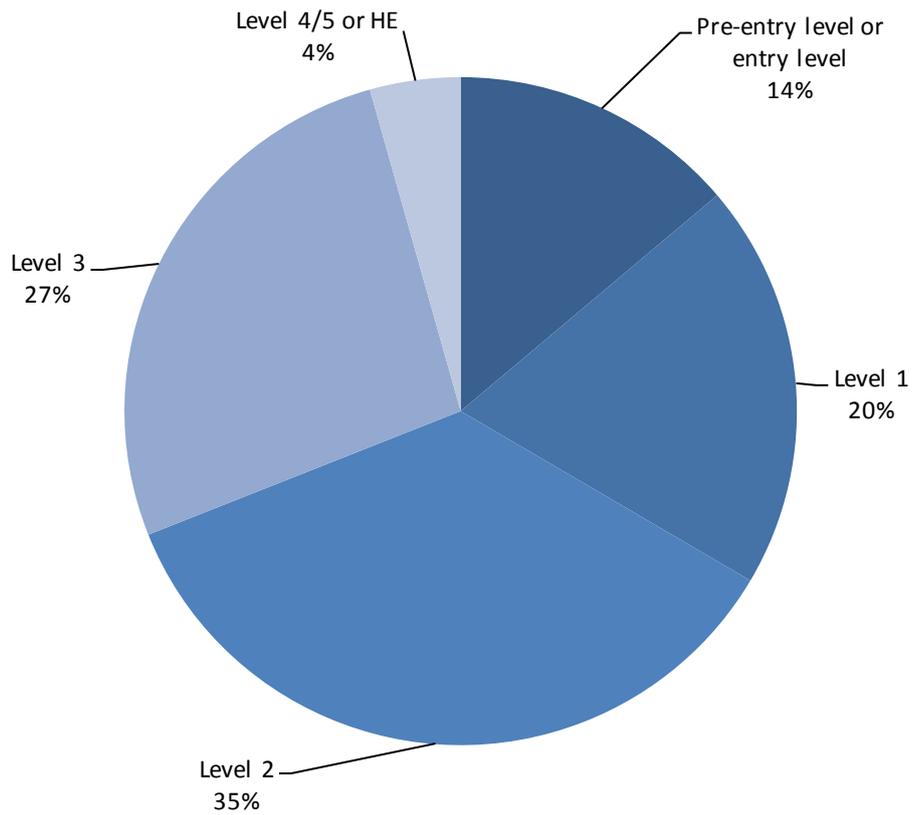
Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	1,370	2,385	3,750	70	95	170
Entry Level	25,950	24,765	50,710	2,400	4,340	6,735
Level 1	40,815	42,950	83,775	1,200	2,315	3,515
Level 2	68,795	83,965	152,770	1,835	3,070	4,905
Level 3	50,450	67,775	118,240	85	170	255
Level 4 and above / HE	6,400	12,945	19,345	0	0	0
Unknown or not required	28,355	31,360	59,720	2,600	6,840	9,440
<b>Total</b>	<b>222,125</b>	<b>266,140</b>	<b>488,315</b>	<b>8,190</b>	<b>16,830</b>	<b>25,020</b>

Source: Lifelong Learning Wales Record

- Of learning activities for which the qualification level was known <sup>(a)</sup>, 19.7 per cent were at level 1, 35.5 per cent were at level 2 and 26.7 per cent were at level 3 [Table 5 and Chart 2].

(a) 13 per cent of qualification levels were unknown or not applicable. For Further Education and Work-based Learning provision the figure was 12 per cent but for Local Authority Community Learning provision 38 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities.

**Chart 2: Learning activities by qualification level**



- Over two-fifths (44.1 per cent) of learning activities sectors were within the Preparation for Life and Work Sector Subject Area, followed by Health, Public Services and Care (10.9 per cent), Business, Administration and Law (7.2 per cent) and Languages, Literature and Culture (5.2 per cent).

## Notes

### 1. Context

#### 1.1 General

This Statistical First Release (SFR) summarises data on learner numbers in post-16 education and training at providers receiving funding from the Welsh Government (Economy, Skills and Natural Resources Group) for the academic year 2016/17. However, the figures are not restricted to fundable learners at those providers. The release contains information on the post-16 sector including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers but excluding HE institutions, HEI-based Welsh for Adults centres and school sixth forms.

#### 1.2 Policy Context

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

- The Welsh Government has introduced a [Post-16 Planning and Funding](#) Framework from the 2014/15 academic year onwards. The framework aims to relax the direct link between funding and learning activity. This enables the delivery of relevant learning to support the Government priorities and aims to improve institutional efficiency and effectiveness. It focuses on the quality of the learning offer in terms of the outcome for individual learners. Programmes rather than qualifications are at the core of the new framework with each programme having a defined purpose and outcome against which it will be monitored.
- The Learning and Skills (Wales) Measure 2009 “aims to provide wider learner choice, reduce duplication of provision and encourage higher quality learning and teaching, but it applies to all post-16 provision. Providers are expected to establish effective collaboration to underpin 14-19 entitlement and maximise the chances of successful learner outcomes.”  
[Learning and Skills \(Wales\) Measure 2009](#)
- The commitment to the delivery of apprenticeships is set out in the Programme for Government and within Prosperity for All – A National Strategy. Both refer to the delivery of 100,000 all-age apprenticeships within the term of the current Programme for Government.

See also section 5.1 on ‘Relevance’.

### 2. Data Source

#### Lifelong Learning Wales Record (LLWR)

The [Lifelong Learning Wales Record](#) is the data collection system employed by the Welsh Government to enable FE, WBL and local authority community learning providers to submit on-line individualised data on learners, their learning programmes, activities and awards. Welsh Government (Economy, Skills and Natural Resources Group) systems load the data on to a post-16 database to facilitate analysis.

Our [statement of administrative sources](#) refers to this data source.

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

### **3. Definitions and methods**

#### **Learner numbers, learning programmes and learning activities**

- The Lifelong Learning Wales Record (LLWR) from which tables 1 to 5 were derived, has datasets based on learners, their learning programmes and their constituent learning activities (as well as awards which are not included in this release.) Table 1 and 2 are based on counts of individual learners using a methodology which counts only once a learner present at more than one provider. Table 3 is based on counts of learning programmes, as are the first three columns of table 4, the remainder of which uses unique learners. A learner represented in table 1 or table 2 will have one or more learning programmes in table 3. Table 5 is based on counts of learning activities, there being one or more of these constituents to each learning programme.
- A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme is a group of related activities (and awards where applicable) such as a work-based learning framework (e.g. Apprenticeship).

#### **Learners at Further Education Institutions, Local Authority Community Learning or Work-based Learning providers (tables 1,2,3 and 5)**

- Information was collected from FE institutions, local authorities and work-based learning providers via the LLWR, from which data were extracted on 20 December 2017.
- Community Learning is a broad definition that can encompass, for instance, provision at FE institution outreach centres and Adult Basic Education. This release only identifies Local Authority Community Learning provision (see 'Provision Type' notes) and hence this is the term used throughout.
- WBL provision is included whether at an FE college, at a WBL subsidiary of an FE institution or at another training provider.
- Where a provider is part of a WBL consortium, the assignment to 'WBL at FEIs' or to 'WBL at Other training providers' has been made according to the status of the consortium member (which may differ from the status of the lead provider of the consortium).
- December 1st counts are based on a snapshot of the week of 1 December 2016. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2016.
- Includes students on courses with Adult Learning Wales.

- As in all releases from 2012/13 onwards, the figures in this release include FE learners at Merthyr Tydfil College which is a member of the University of South Wales Group. Between 2006/07 and 2011/12, these learners were included within the University of South Wales data collected by HESA (the Higher Education Statistics Agency) and appeared in, for example, [‘Students in Higher Education Institutions’](#). From 2012/13 onwards, the college has ceased to submit data to HESA but continues to do so to the LLWR. Merthyr Tydfil College’s FE data are included in this release both for the more recent figures and also retrospectively in time series note however, that the LLWR-based StatsWales cubes exclude Merthyr Tydfil College between 2006/07 and 2011/12. (Learners with the Merthyr Tydfil College work-based learning subsidiary have been collected consistently through LLWR.)

### **Work-based Learning (Table 4)**

This table summarises enrolments on work-based learning programmes.

- Starts and leavers in the first two columns denote the cumulative number of new starts and leavers of learning programmes during the academic year. The fourth column reduces the numbers of starts to an individual learner basis.
- Counts of leavers exclude those who have transferred to another learning programme at the same provider. They are also restricted to those leavers who are identifiable from the standard database population used for this release. All figures (starts, leavers and in-learning) include early leavers.
- In-learning figures are expressed as learning programme counts (in the third column), as the number of distinct learners at any time during the full year (final column) and also as learner counts on December 1st 2016 and July 31st 2017. The latter counts are for single days, in contrast to the December 1st figures in tables 1 and 3 which are based on a full week (and are therefore slightly higher).

### **Provision type**

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

For the purpose of this statistical release,

- **Further Education (FE)** provision is defined as that submitted to the LLWR by an FE provider excluding:
  - learning programmes categorised below as HE or WBL; and
  - learning delivered by a Local Authority via a subcontracted arrangement with an FE provider.
  - pilot junior apprenticeship programmes (with learners additionally being recorded through school enrolment figures)

- **Higher Education (HE)** provision comprises learning programmes categorised as higher education namely:
  - Higher National Certificate; Higher National Diploma;
  - HE professional / HE vocational programme;
  - Foundation Degree; HE First Degree; other undergraduate qualification;
  - HE postgraduate;

The figures for HE include learners whose programme is designated as HE level but exclude learning programmes where the overarching learning programme is not designated as 'HE' although an element of the learning (i.e. one or more learning activities) is at HE level. Note that most HE learners in Further Education institutions are now recorded through HESA (Higher Education Statistics Agency) data rather than LLWR. Historically franchised Higher Education has been collected through HESA (and therefore not part of this release) and from 2016/17 all new HEFCW funded learners are also recorded through HESA. The remaining programmes consist mainly of those for HEFCW funded learners commencing prior to the 2016/17 academic year, and other HE provision delivered without Welsh Government or HEFCW funding.)

- **Local Authority Community Learning** provision is defined as that submitted to the LLWR:
  - by a Local Authority directly ('maintained' or 'contracted-out' provision); or
  - by an FE provider but where the learning is delivered by a Local Authority through a partnership, franchise or subcontracted arrangement ('contracted-in' provision).

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

- **WBL programmes** are submitted to the LLWR by contracted WBL providers (including some FE institutions) and include the following (or their predecessor) programmes:
  - Apprenticeship (Level 3);
  - Foundation Apprenticeships (Level 2; including Young Recruits programme);
  - Higher Apprenticeship (Level 4 plus);
  - Traineeships;
  - Work Ready (now ceased);

The Pathways to Apprenticeships scheme, which was introduced in 2009/10 in the context of the economic downturn and concluded in the 2013/14 academic year, was included in the WBL provision category in previous years (see Table 2). As the number of these programmes is now negligible, they are no longer shown as a separate category, and have been counted within Further Education at FEIs for 2015/16 onwards.

## Subjects

Apprenticeship subject information is based on Sector Framework information, whilst that for individual learning activities is based on the Sector Subject Area (SSA) definition, based on the 15 first-tier areas of learning classified by the Office of Qualifications and Examination Regulation (OfQual).

## 4. Rounding

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

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

## 5. Key Quality Information

### 5.1 Relevance

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

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- Further Education Institutions, Work-Based Learning providers and local authorities;
- Estyn, Her Majesty’s Inspectorate of Education and Training in Wales;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media.

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

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

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

### 5.2 Accuracy

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

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

The annual timescale for the production of data balances timeliness against the need for accurate data quality. Final statistics on a given academic year have previously been drawn from a database based on the LLWR as at February following the end of the academic year. Following consultation we have brought forward the publication of the statistical release (previously April following the academic year) and StatsWales data (May), to publish both in February, and we are therefore using the December rather than February freeze of data. Providers have been encouraged to complete

their data to this new timetable, with the data also being used as the basis for learner outcomes, we do not therefore consider there to be any arising data quality issues from the change of date.

### **5.3 Timeliness and Punctuality**

From 2016/17 onwards, with bringing forward the date of publication to February, we have ceased publication of provisional statistics for the same academic year, which previously occurred in November. Users were consulted on this change, and there have been no issues arising from the change.

### **5.4 Accessibility and Clarity**

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

### **5.5 Comparability and coherence**

#### **Data for previous years**

This series, the first Release of which was SDR 38/2005 containing provisional data for 2003/04 (finalised in SDR67/2005), replaces an earlier quarterly series on work-based learning enrolments (final edition SDR 22/2005) and an annual Statistical Bulletin on Adult Continuing Education (SB 52/2003) published by the Welsh Government.

The 2003/04 releases were based on LLWR data for Further Education, Community Learning and the component of Work-based Learning provided through FE institutions. However, WBL figures at other training providers (such as those included in a specific table of SDR 38/2005) were, then and previously, based on data collected through the National Trainee Database (NTD). Release SDR22/2005 contained the final data from the NTD as at June 2004. Data on all Welsh Government funded Work-based Learning providers have subsequently been collected solely via the LLWR and contribute to all areas of WBL provision in post-16 education releases in Wales from 2004/05 onwards.

Earlier data on Local Authority Community Learning (then referred to as Adult Continuing Education) were published in May 2003 in the National Assembly for Wales Statistical Bulletin 'Adult Continuing Education in Wales 2001/02 & 2002/03' (SB52/2003).

Owing to changes in data collection, comparisons with years prior to 2003/04 should be made with caution. Previously data on Further Education provision, sourced from the Individualised Student Record (ISR), were available through the ELWa/HEFCW annual volume 'Higher Education, Further Education and Training Statistics in Wales' ending with the edition covering the 2002/03 academic year, published in November 2004.

The first equivalent volume to be based on the LLWR, 'Further Education, Work-based Learning and Community Learning in Wales Statistics 2003/04', was published by ELWa in March 2006. The tenth of the series, based on 2012/13, was published by the Welsh Government in June 2014 and was the final version to be produced in pdf format.

From 2013/14 onwards 'Further Education, Work-based Learning and Community Learning in Wales Statistics' is hosted in its entirety on StatsWales. Published in May each year it embraces all aspects of the previous pdf volume while also allowing the extraction of additional detail.

## **5.6 In-learning Population**

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

The in-learning population is adjusted by excluding unclosed activities with an expected end date more than two years earlier than the start of the given academic year. Having excluded these activities, the population is then determined from the remaining activities by means of the actual start and end dates (in conjunction with the learning programme end date, where available separately for WBL programmes).

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

## **5.7 Mode of learning**

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

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

## **5.8 Gender**

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

## **National Statistics status**

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

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

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

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

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

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

## Further details

This release is available at:

<http://gov.wales/statistics-and-research/further-education-work-based-learning-community-learning/>

## StatsWales

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

## Other statistical outputs using the LLWR data underlying this release

- '[Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning, 2016/17](#)' - Statistics on learner outcomes at FE institutions, WBL providers and Adult Community Learning providers.
- During 2018 we are considering the introduction of quarterly reporting of work-based learning information, and we welcome any feedback on this proposal.

## UK nations

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

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

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

Scotland - [Lifelong Learning](#)

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

## Next update

February 2019

Period covered: 2017/18 (August to July)

Statistical First Release report and StatsWales cubes.

## We want your feedback

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

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