

SDR 36/2016

23 March 2016

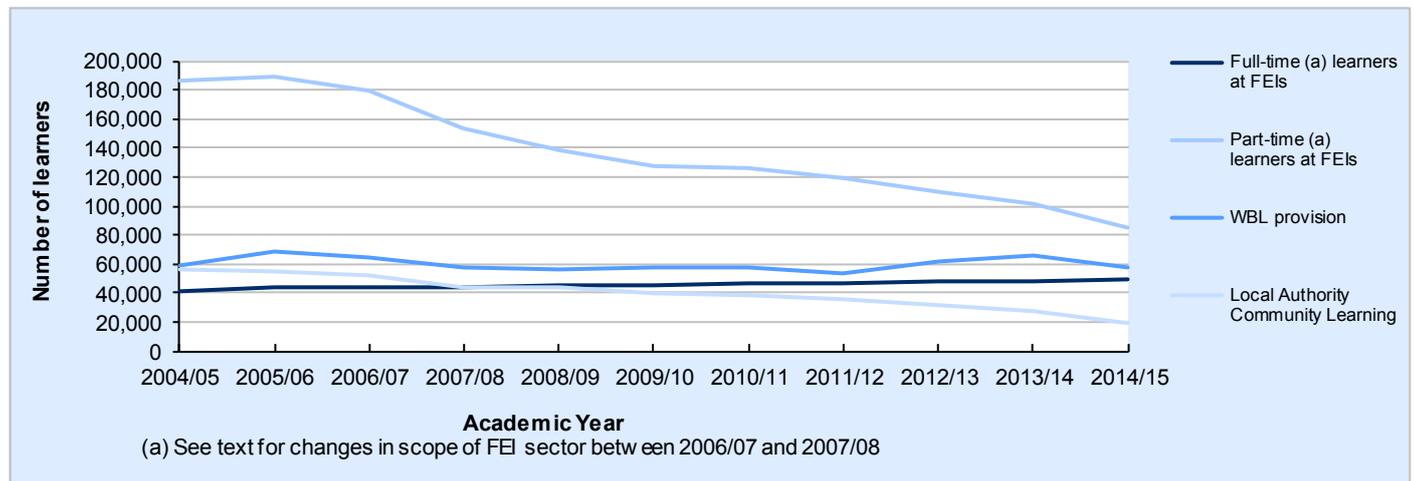
Further Education, Work-based Learning and Community Learning in Wales, 2014/15

This Statistical First Release for 2014/15 summarises information on post-16 learning collected through the Welsh Government's Lifelong Learning Wales Record (LLWR). The data coverage excludes enrolments at Higher Education institutions and at school sixth forms but includes provision at Further Education (FE) institutions, Work-based Learning (WBL) providers and Local Authority Community Learning providers. Additional detail is available on the Welsh Government's interactive data dissemination service StatsWales.

Summary

- There was a decline in overall learner numbers in post-16 education between 2013/14 and 2014/15 continuing the trend seen since its peak in 2005/06, but with variations between the individual sectors and age groups.
- In 2014/15 there were 195,700 distinct learners at FE Institutions, Local Authority Community Learning or Work-based Learning (WBL) providers, 12 per cent fewer than in 2013/14.
- Total numbers at FE institutions fell by 10 per cent, with the reduction driven primarily by falling numbers in part-time learning.
- There were 31 per cent fewer learners in local authority community learning than in 2013/14.
- At 57,005, the total number of unique learners pursuing WBL programmes fell by 12 per cent, relative to 2013/14, when more learners had pursued these programmes than in any of the previous seven years. 2014/15 showed growth in some WBL programmes, notably Higher Apprenticeships.

Chart 1: Learners by provision type



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Next update: November 2016 (provisional)

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

- 195,700 unique learners pursued one or more learning activities with FE Institutions, Local Authority Community Learning or WBL providers during 2014/15. Of these, 108,575 (55 per cent) were female and 87,125 (45 per cent) were male. The number in-learning in the week of 1 December 2014 was 127,655 [Table 1].
- 28 per cent of learners were aged under 19 and 48 per cent were aged under 25 (up from 36 per cent in 2006/07, 42 per cent in 2010/11 and 45 per cent in 2013/14).
- As in previous years, males outnumbered females for all ages below 20. However, the number of females aged 20 or above was 48 per cent higher than the number of males (having been 64 per cent higher in 2006/07, dropping to 50 per cent higher in 2010/11 and rising to 55 per cent higher in 2012/13 and 2013/14).

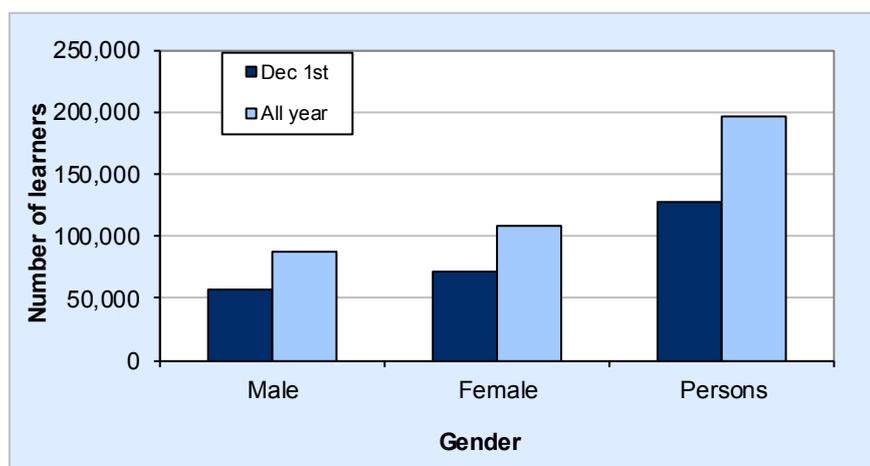
Table 1: Numbers of learners at Further Education Institutions, Local Authority Community Learning and Work-based Learning providers by age and gender, 2014/15 (a)

Age	Males		Females		Persons	
	1 st December	All Year	1 st December	All Year	1 st December	All Year
Under 16	535	1,310	330	1,000	865	2,305
16	8,795	9,895	7,690	8,755	16,490	18,650
17	9,175	10,470	8,110	9,255	17,285	19,725
18	5,835	7,165	4,925	6,265	10,760	13,430
19	3,690	4,880	3,000	4,235	6,685	9,115
20-24	8,910	14,125	9,765	15,770	18,675	29,895
25-49	14,600	28,620	26,950	45,330	41,550	73,950
50-64	3,785	8,210	7,340	13,255	11,125	21,465
65+	1,405	2,395	2,765	4,615	4,170	7,010
Not Specified	20	55	30	105	50	160
Total	56,755	87,125	70,900	108,575	127,655	195,700



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

Chart 2: Learner numbers by gender



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 but taught by local authority staff).

- 2014/15 shows a reduction of 12.3 per cent in total against 2013/14, accelerating the trend seen since a peak in 2005/06. The decline has been driven primarily by the decreasing number of learners within part-time FE provision, but also within local authority community learning.
- Local authorities and FEIs have seen a decrease in numbers of adult learners in 2014/15. This can be attributed to a number of different issues including reductions in public funding. Providers are encouraged to target their provision at developing the basic skills of adults and to deliver their leisure and recreational activity on a full cost recovery basis.

Table 2: Trends in learner numbers at Further Education institutions, Local Authority Community Learning and Work-based Learning providers, 2005/06 to 2014/15 (a)(b)(c)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Further Education Institutions (d)										
Full-time learners at FEIs	43,420	43,905	44,035	44,745	45,305	46,985	46,590	48,340	48,055	48,935
Part-time learners at FEIs	189,300	179,885	152,750	138,030	127,765	126,320	119,640	110,080	101,135	85,280
WBL provision at FEIs	12,345	13,250	12,835	12,820	14,860	16,390	16,125	16,505	18,520	16,010
Total at FEIs	245,065	237,045	209,620	195,590	187,925	189,690	182,355	174,925	167,715	150,225
Work-based learning provision (e)										
All WBL provision	69,080	64,080	57,500	56,580	57,655	57,030	53,480	61,255	65,875	57,100
Learners pursuing WBL programmes	69,080	64,080	57,500	56,580	55,880	55,115	51,980	59,955	64,635	57,005
Local Authority Community Learning (f)	54,485	52,085	44,210	43,740	39,850	38,705	35,785	31,475	28,050	19,375
Total learners at FE Institutions, Local Authority Community Learning and Work-based Learning providers (g)	311,145	298,615	265,975	254,220	244,710	243,465	231,250	229,555	223,140	195,700

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) Part of the decrease in learner numbers from 2006/07 to 2007/08 was accounted for by a change in the data collection process of Welsh for Adults (WfA) learners, now reported to HESA by the Welsh HE institutions acting as five of the six regional centres for WfA provision. WfA provision has therefore not been included in this release for academic years 2007/08 onwards except for the WfA activities reported by the sixth regional WfA centre Coleg Gwent which are included in the LLWR data underlying this release.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) 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.
- (g) 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.
- Within the overall 12 per cent decline relative to 2013/14, the reductions were 10 per cent for FEIs, 31 per cent for local authority community learning and 12 per cent in WBL programme learners.
 - There was an apparent 1.8 per cent rise in the full-time component at FEIs. However, this should be put into the context of the method of differentiating between full-time and part-time having changed (see notes) which means that a precise comparison is not possible and the number of full-time learners can only be said to be at approximately the same level as in 2013/14.

- The apparent decline in the number of part-time learners at FE institutions was around 16 per cent but again this is approximate because of the change in the method of allocating learners to modes of learning.
- Between 2013/14 and 2014/15 there was a fall of 12 per cent for those aged 20 and over at FEIs and of just under 7 per cent in those aged 19 and under. However, the full-time component of the 19 and under age group appears to have grown by around 5 per cent.

Learning programmes

- Over the academic year 2014/15 there were 263,315 enrolments on learning programmes in total, of which 56 per cent were part-time (continuing the downward trend from 64 per cent in 2011/12), 19 per cent were full-time and 25 per cent WBL [Table 3].
- Further commentary on the individual areas of provision is given below.

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, 2014/15 (a)

	Males		Females		Persons	
	1 st Dec	All Year	1 st Dec	All Year	1 st Dec	All Year
Further Education excluding Local Authority CL at FEIs						
Full-time	22,665	25,370	23,055	25,865	45,720	51,235
Part-time	21,240	50,670	30,285	65,420	51,525	116,090
Total	43,905	76,045	53,340	91,285	97,245	167,325
Higher Education at FEIs						
Full-time	*	*	20	20	25	25
Part-time	795	865	910	985	1,705	1,850
Total	800	870	930	1,005	1,730	1,875
Work-based Learning Provision						
WBL programmes at FEIs	6,510	10,125	4,165	7,520	10,675	17,640
Pathways to Apprenticeships (FEIs)	70	120	*	5	75	125
Programmes at other training providers	9,580	19,985	13,900	27,660	23,480	47,640
Total	16,165	30,225	18,065	35,180	34,230	65,405
Local Authority Community Learning (b)						
Full-time: enrolled at FEIs	0	*	0	*	0	*
Part-time: enrolled at FEIs	1,605	4,320	3,570	8,915	5,175	13,235
Full-time: enrolled at local authorities	0	0	0	0	0	0
Part-time: enrolled at local authorities	1,565	4,245	4,310	11,225	5,875	15,470
Total	3,170	8,570	7,880	20,140	11,050	28,710
All Levels of Study						
Full-time	22,665	25,375	23,075	25,890	45,745	51,265
Part-time	25,210	60,105	39,075	86,545	64,285	146,650
Work-based Learning	16,165	30,225	18,065	35,180	34,230	65,405
Total	64,040	115,705	80,220	147,615	144,260	263,315

Source: Lifelong Learning Wales Record

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

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



Reports on  contain the information provided in table 3 with a breakdown by age, type of learning programme, disability status and ethnicity.

FE Provision (excluding local authority community learning)

During the 2014/15 academic year, 167,325 Further Education learning programmes (excluding those taught by local authority staff) were pursued, 51,235 of which were full-time (3.8 per cent up on 2013/14)

and 116,090 were part-time (11.8 per cent down on 2013/14) but as noted elsewhere, the allocation method has changed and so the percentage changes for each mode should be regarded as approximate.

Higher Education Learning Programmes

1,875 Higher Education learning programmes were pursued at FE Institutions during 2014/15, compared with 1,640 in 2013/14 and a peak of 2,875 in 2010/11. 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.

Work-based Learning Provision

65,405 learning programmes were pursued in 2014/15 within work-based provision, of which 17,765 were provided by FE institutions (including those participating as members of consortia) and 47,640 by other training providers. Table 3 splits the figures for WBL provision at FEIs between 17,640 WBL programmes and 125 Pathways to Apprenticeships FE programmes. The latter is the residual number of learners in the first half of 2014/15 remaining on the Pathways to Apprenticeships scheme which was set up in Wales between 2009/10 and 2013/14 in response to the economic downturn.

Table 4: Work-based learning provision: Numbers of learning programme (LP) starts, leavers and in-training and of learners by programme type, 2014/15 (a)

	Full year learning programmes (b)			Learner	Learners (c)		
	Starts	Leavers (d)	In learning	Starts	1st Dec (e)	31 st July (e)	All year
Work-based Learning programmes							
Foundation Apprenticeship	8,430	12,960	21,775	7,930	12,575	8,840	19,030
Apprenticeship (Level 3)	6,895	9,735	18,625	6,560	11,890	8,950	17,380
Higher Apprenticeship (f)	4,175	2,885	7,935	4,050	4,030	5,050	7,645
Modern Skills Diploma	0	*	5	0	*	*	5
Steps to Employment	5	5	5	5	*	*	5
Traineeships	8,735	8,585	12,140	6,370	4,025	3,475	8,460
Work Ready	3,660	3,385	4,150	3,420	925	800	3,875
Other WBL Programme	165	430	640	160	370	210	605
Work-based Learning programmes total	32,070	37,995	65,280	28,495	33,815	27,330	57,005
Other programmes supporting WBL provision							
Other programmes total	70	115	125	65	75	5	95
Total	32,135	38,115	65,405	28,565	33,890	27,335	57,100

Source: Lifelong Learning Wales Record

- (a) Note that the definition of WBL provision differs from that of WBL programmes. For the purpose of this release, WBL provision includes all WBL programmes together with the FE programme 'Pathways to Apprenticeships'.
- (b) Represents cumulative count of learning programmes enrolled at any point during the academic year.
- (c) Distinct learners categorised according to their most recent learning programme of the year.
- (d) 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 2014/15. (All figures include early leavers.)
- (e) Number of learners on the reference date.
- (f) Higher Apprenticeships were introduced in 2011/12, replacing the Modern Skills Diploma programme which consequently has no new starts in this table but has some learners finalising programmes commenced in earlier years.

The first column of Table 4 gives the number of new learning programme starts during 2014/15 and the fourth column gives the number of distinct learners starting new programmes (including early leavers). The number of individuals in learning on 31 July 2015, the last day of the academic year 2014/15, was 22 per cent lower than at 31 July 2014 for total WBL programmes (excluding Pathways to Apprenticeships). Day of week effects contribute some variability to the year on year changes of such snapshot figures.

The full year learner count for those pursuing WBL programmes during 2014/15 (taking each learner's most recent learning programme of the year only) was 12 per cent lower than in 2013/14. Learner numbers declined for those on Level 3 Apprenticeship programmes by 17 per cent and for Foundation Apprenticeship programmes by 25 per cent. However the number of Higher Apprentices grew by 44 per cent, reflecting a focus in Wales on expanding these frameworks.

Local Authority Community Learning Provision

28,710 learning programmes were pursued in 2014/15. The number of distinct learners pursuing local authority CL learning activities was 19,375 (see Table 2), 31 per cent lower than in 2013/14 and 56 per cent lower than in 2007/08. (There was also a reduction between 2006/07 and 2007/08 but this partly resulted from the change in the treatment of Welsh for Adults data which had an impact on the element of LA CL sub-contracted from FEIs.)

Learning activities and qualifications

- Of learning activities for which the qualification level was known ^(a), 23 per cent were at level 1, 35 per cent were at level 2 and 28 per cent were at level 3 [Table 5 and Chart 3]. Compared with 2006/07, a higher proportion were at level 3 (18 per cent in 2006/07) and a lower proportion at level 1 (33 per cent in 2006/07).
- The proportion of entry and pre-entry level learning activities (combined) rose from 8 per cent in 2003/04 and 2004/05 to a peak of 13 per cent in 2011/12 and 2012/13, decreasing to 11.5 per cent in 2013/14 and 11.2 per cent in 2014/15.

Table 5: Enrolments on learning activities at Further Education Institutions, Community Learning or Work-based Learning providers by qualification level and gender, 2014/15

Qualification level	Further and Higher Education and Work-based Learning			Local Authority Community Learning		
	Males	Females	Persons	Males	Females	Persons
Pre-Entry Level	1,800	1,910	3,710	45	200	240
Entry Level	27,690	25,980	53,670	2,855	4,760	7,615
Level 1	62,590	63,055	125,645	2,185	4,980	7,165
Level 2	91,640	105,125	196,765	2,045	4,520	6,565
Level 3	69,175	92,495	161,670	135	505	640
Level 4 and above / HE	6,485	12,250	18,740	*	10	10
Unknown or not required	26,275	30,655	56,930	3,890	10,040	13,930
Total	285,655	331,475	617,130	11,155	25,010	36,165

Source: Lifelong Learning Wales Record

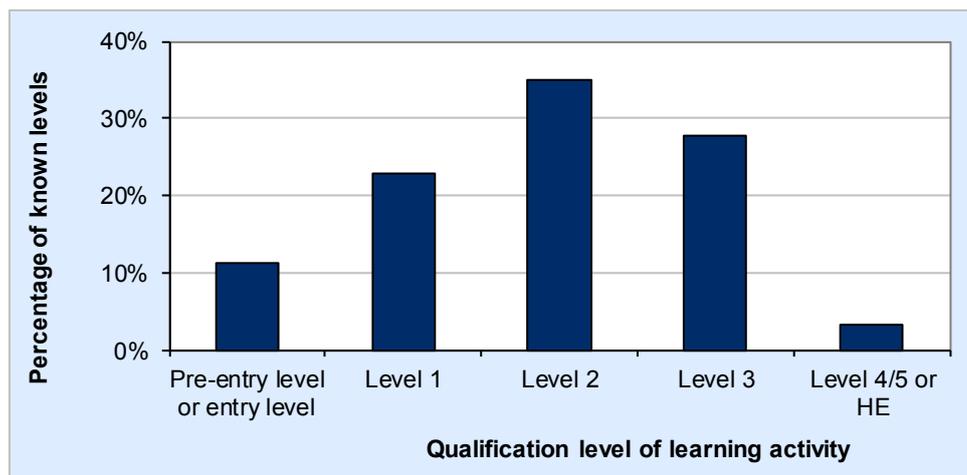


Reports on  contain the information provided in table 5 with a breakdown by qualification type and subject, provider type, provision type and language of delivery.

- The most popular subjects for learning activities (whose subject was specified) were Care/Personal Development (28 per cent), Science/Mathematics (12 per cent), Information Technology (11 per cent), Media/Communications (including Communication Skills) (10 per cent) and Health Care/Health and Safety (6 per cent), although popularity varied across types of provision.
- 28 per cent of qualifications being studied were QCF or NVQs, 30 per cent were Key Skills/Essential Skills Wales (up from 26 per cent in 2013/14), 10 per cent were Agored Cymru units (previously Open College Network credits; down from 16 per cent the previous year) and 26 per cent were classed as 'Other' qualification types, including specific qualifications not grouped elsewhere for the purpose of this release.

(a) 11 per cent of qualification levels were unknown or not applicable. For Further Education provision the figure was 12 per cent but for Local Authority Community Learning provision 39 per cent of qualification levels were unknown or undefined, as is the case for some leisure-related learning activities. For Work-based Learning provision the figure was 3.2 per cent.

Chart 3: Learning activities by qualification level



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 2014/15. However, the figures are not restricted to fundable learners at those providers. The release contains information on the post-16 sector excluding HE institutions, HEI-based Welsh for Adults centres and school sixth forms but including Further Education institutions, Work-based Learning providers and Local Authority Community Learning providers. Further information on this series, the first release of which was SDR 38/2005, and earlier sources is given in the 'Data for previous years' section.

1.2 Policy Context

Within the Welsh Government the release and other outputs from the 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 Post-16 Planning and Funding 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 improves 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.
<http://gov.wales/topics/educationandskills/learningproviders/post-16-planning-and-funding/>
- 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. These aims cannot be achieved by any single provider. Consequently 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](#)

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

<http://gov.wales/topics/educationandskills/learningproviders/datacollection/>

Our statement of administrative sources, which also refers to this data source, can be found at:

<http://gov.wales/statistics-and-research/about/statement-of-compliance/administrative-sources/>

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 the current 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 18 February 2016.
- 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.
- August 2011 saw the introduction of a change in the structure of Welsh Government support to WBL providers, with funding being directed through a smaller number of contracted providers, including some consortia and lead providers.
- 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 2014. All-year counts are based on all learners enrolled during the academic year.
- Ages are as at 31 August 2014.
- Includes students on courses at the Workers Educational Association (WEA) and the Young Men's Christian Association (YMCA).

As in the March 2015 release for 2013/14 and the previous 2012/13 version, 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](#)'. Learners with the Merthyr Tydfil College work-based learning subsidiary (part of a Skills Academy Wales consortium) were however included in all years of this Statistical First Release as the WBL data were not (and are not) collected by HESA. 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 year on year comparisons and in time series (but the LLWR-based StatsWales cubes exclude Merthyr Tydfil College between 2006/07 and 2011/12).

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 2014 and July 31st 2015. 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.
- 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.

- 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; introduced from 2011/12);

Modern Skills Diploma (Level 4 plus; discontinued for new entrants from 2011/12);

Steps to Employment;

Traineeships;

Work Ready;

Other WBL programmes (including Flexible Learning, 'Young Person's Guarantee: Routes into Work', bespoke programmes and smaller programmes).

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, is included in the WBL provision category but excluded from WBL programme counts (see Table 4). (There are still some residual learners in 2014/15)

Subjects

References to subjects are based on an abbreviated form of the category associated with the first character of the LDCS code under the LearnDirect Classification System (LDCS).

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.

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.

Provisional figures for 2014/15 were published on 25 November 2015 in SDR 196/2015. Since then, learning providers have updated their data, such updates being permissible only in the interests of improving accuracy and data quality. An overview of revisions to data between previous provisional and final releases is presented below (with populations adjusted to be on a comparable basis where necessary for a small number of the historical years).

Percentage change between provisional and final release	Learners		Learning programmes		Learning activities
	Dec 1 st	All year	Dec 1 st	All year	All year
	2003/04	+1.3	+1.4	+1.3	+2.0
2004/05	+0.4	+1.7	+1.2	+3.0	+1.4
2005/06	+1.0	+1.3	-1.3	0.0	+0.4
2006/07	-0.6	+0.5	-1.0	+0.5	+0.2
2007/08	+0.2	+0.9	+0.4	+1.3	+0.9
2008/09	-1.5	-0.8	-1.4	-0.7	-2.2
2009/10	-1.3	-0.5	-1.6	-0.5	-2.1
2010/11	-0.9	+0.3	-1.5	+0.2	-0.9
2011/12	-0.3	+0.8	-0.3	+1.2	+1.2
2012/13		-0.1		+0.1	
2013/14	-1.3	+0.2	-1.2	+1.2	+0.2
2014/15	-0.9	+0.0	-0.4	+1.1	-0.4

5.3 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 [SDR 60/2010](#).

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.

5.4 Mode of learning

Mode of learning has previously 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, 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.

5.5 Timeliness and Punctuality

The annual timescale for the production of data balances timeliness against the need for accurate data quality. Final statistics on a given academic year are drawn from a database based on the LLWR as at February following the end of the academic year. The corresponding first release is produced and published as soon as possible during March. This timetable was accelerated for the 2010/11 final release. Previously the LLWR freeze had been taken near the end of March with the SFR published in April. Provisional statistics for the same academic year are released the previous November.

The statistics of the current release for 2014/15 are drawn from the database as at 18 February 2016.

5.6 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.

5.7 Comparability

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 only 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.

The 2013/14 edition of 'Further Education, Work-based Learning and Community Learning in Wales Statistics' is hosted in its entirety on StatsWales. It was published in June 2015 and embraces all aspects of the previous pdf volume while also allowing the extraction of additional detail.

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 - <http://www.scotland.gov.uk/Topics/Statistics/Browse/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.

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

This release and other statistical outputs can be found on the [Welsh Government's Statistics and Research](#) site. Versions of the following outputs for 2014/15 will be made available on the site:

- ['Further Education, Work-based Learning and Community Learning in Wales Statistics, 2013/14'](#) - StatsWales cubes and tables containing substantial detail. The 2013/14 edition, published in June 2015, embraces all aspects of the previous pdf volume and allows the extraction of additional detail, with users able to develop their own tables interactively.
- ['Learner Outcome Measures for Further Education, Work-based Learning and Adult Community Learning, 2013/14'](#) - Statistics on learner outcomes at FE institutions, WBL providers and Adult Community Learning providers.



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<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>