



Leading learning and skills

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Further Education, work-based learning and Train to Gain – LSC-funded learner outcomes in England 2006/07

Headlines

Further Education (college based)

- Success rates for LSC-funded provision (excluding WBL and TTG) in FE sector colleges for learners of all ages (16 plus) have reached a new high point of 78%, up from 77% in 2005/06 and nearly 1.5 times the 1997 figure of 53%.
- Performance in this area is currently in excess of the 76% LSC target set for 2007/08, and 2 percentage points below the 80% target for 2010/11 of 80%.

Apprenticeships - In support of the Leitch Review of Skills, the Government set a PSA target to increase the number of apprenticeship completions (all ages, 16 plus) to 130,000 by 2010/11. The LSC has a target of achieving a framework completion rate of 65% in 2008/09.

- In 2006/07, 111,800 LSC-funded learners completed apprenticeships (all ages – 16 plus), an increase of nearly two-thirds on the 68,000 completions in 2004/05, and a 3 fold increase since 2001/02.
- In 2006/07 the full framework completion rate for apprenticeships (all ages – 16 plus) was 63%, up from 53% in 2005/6, and an increase of over 20 percentage points since 2004/05 (40%).

Train to Gain

- In its first full year, provisional overall success rates for Train to Gain were 60%.
- Train to Gain success rates broken down by programme types are 51% for SFL, 61% for full level 2 and 48% for full level 3.

HEADLINES (continued)

Skills for Life - The Leitch Review of skills recommended that the Government set a target of 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020. In 2004 the Government set a PSA target to improve the basic skills of 2.25 million working-age adults (19 and over and 16-19 and not in full-time education) between 2001 and 2010 with a milestone of 1.5 million adults in 2007.

- In 2006/07, 607,000 working-age adults (aged 19 and over or 16-19 and not in full-time education) achieved target-bearing Skills for Life (SFL) qualifications on LSC-funded programmes, a 6% increase on 2005/06. The 2006/07 adult FE SFL success rate, at 68%, has continued to rise and is up from 63% in 2004/05. TtG, in its first year, has an SFL success rate of 51%.

Adult Full level 2 - The Leitch Review of skills recommended that the Government set a target of 90% of adults to be qualified to at least level 2 by 2020. In support of this, the Government set a PSA target that 79% of adults (19 and over) would be qualified to at least level 2 by 2010/11. In support of this:

- 256,000 adults aged 19 and over achieved full level 2 on LSC-funded programmes in 2006/07, an increase of nearly a quarter from 2005/06.
- The adult full level 2 FE success rate was 69% in 2006/07, up from 60% in 2004/05, and for level 2 apprenticeships 63%, up from 40%. Train to Gain (TtG), in its first full year, had a full level 2 success rate of 61% for 2006/07.

Adult Full level 3 - The Leitch Review of skills recommended that the Government set a target of 68% of adults to be qualified to at least level 3 by 2020. In support of this, the Government set a PSA target that 56% of adults (19 and over) would be qualified to at least level 3 by 2010/11. In support of this:

- In 2006/07, 99,000 adult learners (aged 19 and over) achieved full level 3 qualifications on LSC-funded programmes up 3% on the previous year.
- The adult full level 3 success rate in FE was 66% in 2006/07, up from 56% in 2004/05, and the full framework completion rate for advanced apprenticeships was 62%, up from 34% over the same period. TtG, in its first full year, had a full level 3 success rate of 48% for 2006/07.

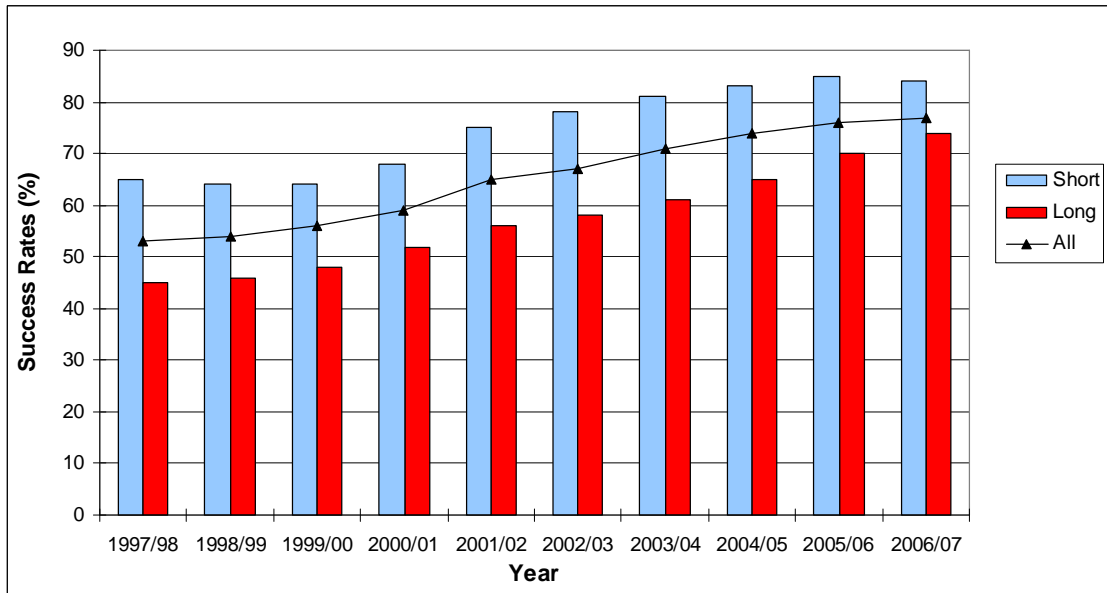
DETAILED COMMENTARY

Further Education

1. Table 1a shows that the overall success rate for LSC-funded learning in FE was 77% in 2006/07, up from 74% in 2004/05.
2. The success rate for long course qualifications (of greater than or equal to 24 weeks expected duration) was 74% in 2006/07, up from 66% in 2004/05.
3. The success rate for short qualifications was 84%, with the trend remaining broadly flat since 2004/05.
4. Learners at Sixth Form Colleges are more likely to succeed than those at other types of FE provider. Table 2a states that the providers with the largest growth in success rates between 2004/05 and 2006/07 are Sixth Form Colleges, Specialist Colleges and External Institutions. Success rates in General FE and Tertiary Colleges have remained relatively static over the last year.

5. Table 18 and Figure 1 below show the improvements that have been made in FE success rates since 1997/98.

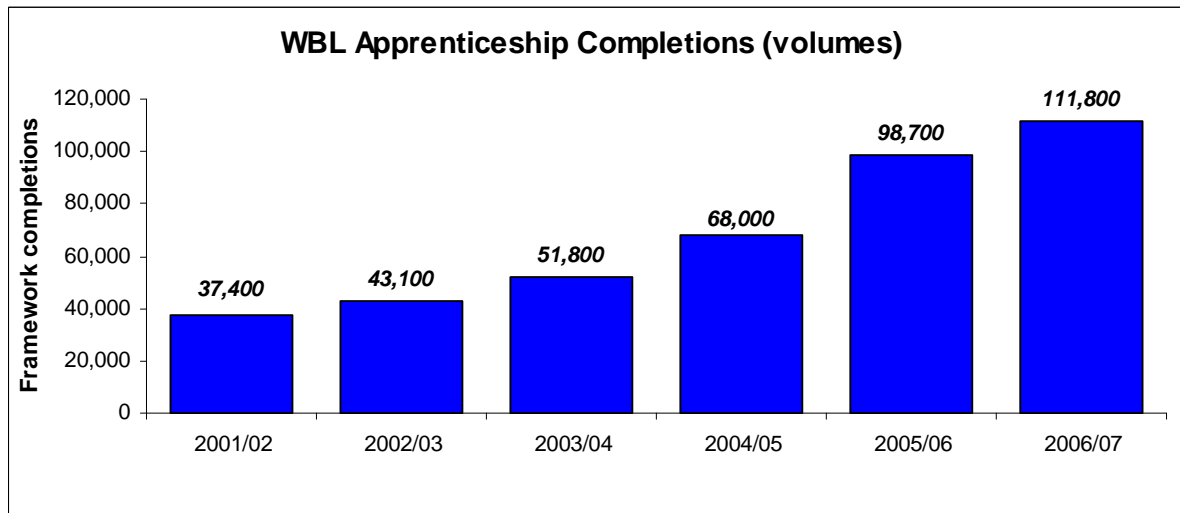
Figure 1: Success rates in Further Education 1997/98 to 2006/07



6. Analysis by sector subject area in Table 3 shows most areas increasing by 2 to 3 percentage points. The highest rise is seen in 'Languages, Literature and Culture', with a 5 percentage point increase to 79% in 2006/07. The greatest drop is seen in 'Health, Public Services and Care' with a decrease of 3 percentage points to 80% in 2006/07.

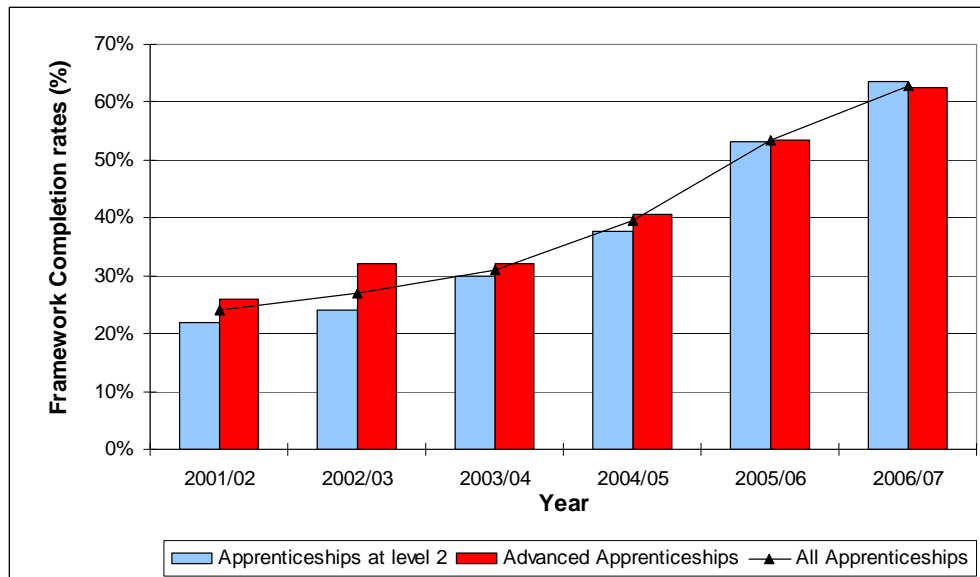
Work Based Learning

Figure 2: Apprenticeship framework completion volumes 2001/02 to 2006/07



7. As Table 17 shows, in 2006/07, 111,800 LSC-funded learners completed an apprenticeship, an increase of nearly two-thirds on the 68,000 completions in 2004/05, and a 3 fold increase since 2001/02.

8. The above also represents an increase of two and a half times the 2002/03 figure of 43,100, which far exceeds the LSC's 2007/08 performance indicator of increasing the numbers completing apprenticeships by three quarters compared to 2002/03, which set the LSC a target of 75,500 framework completions in 2007/08.

Figure 3: Apprenticeship framework completion rates 2001/02 to 2006/07

9. Framework completion rates for all apprenticeship programmes have increased from 2005/06 by nearly 10 percentage points to 63% in 2006/07. For young people there has been an increase of just over 8 percentage points, and for adults an increase of 11 percentage points. This continues a long-term trend of increases, as demonstrated in Figure 3 and Table 18.

10. Table 8 shows that advanced apprenticeship framework completion rates have increased in all sector subject areas since 2005/06, and by at least 15 percentage points in 'Health, Public Services and Care', 'Leisure, Travel and Tourism' and 'Retail and Commercial Enterprises'.

11. In last year's corresponding SFR two alternative measures for WBL provision, a new measure named 'Overall framework completion rate' and the headline 'Current framework completion rate' were shown to provide comparability between the two methodologies. The LSC *Statement of Priorities* in November 2007 announced that, from the 2008/09 academic year, the headline measure will switch to the 'Overall framework completion rate' and this will therefore be the headline measure used in future SFRs.

Train to Gain

12. As shown in Table 11, the success rate for TtG in 2006/07 was 60%. Train to Gain success rates broken down by programme types were 51% for SFL, 61% for full level 2 and 48% for full level 3.

13. Analysis by sector subject area of full level 2 programmes show that 'Construction, Planning and the Built Environment' and 'Engineering and Manufacturing Technologies' have achieved the highest success rates of 70% and 76% respectively. The lowest success rates were in 'Information and Communication Technology' (33%).

Skills for Life

14. In 2006/07, Table 16 shows that 607,000 learners achieved SFL target-bearing qualifications. This is a 6% increase on 2005/06. The majority of these were funded through FE and there was particular growth in Work-based Learning (WBL) (up 9%). There has been a fall of 54% in the volume of learners achieving SFL qualifications through Employer Training Pilots and TtG.

15. The measurement methodology for the SFL PSA target is currently being reviewed and performance figures for 2006/07 and a revised historical time series will be published shortly.

16. As demonstrated in Table 1a, the success rate for LSC-funded SFL qualifications in FE was 70% in 2006/07, up from 64% in 2004/05.

17. 2006/07 is the first full year of TtG, and the success rate for SFL qualifications is 51%, which is shown in Table 11.

Adult Attainment

Level 2 attainment – Adults (aged 19 and over)

18. Table 1a shows for adults taking LSC-funded full level 2 FE qualifications, the success rate was 69% in 2005/06, up from 60% in 2004/05 - an increase of 9 percentage points.

19. Table 7 shows that for adults on LSC-funded level 2 apprenticeships, the full framework completion rate was 63% in 2006/07, up from 40% in 2004/05, an increase of around two-thirds.

20. Between August 2006 and July 2007, Table 15 shows 256,000 adults aged 19 and over achieved full level 2 programmes funded by the LSC in 2006/07, an increase of nearly a quarter from 2005/06, with the launch of the TtG service making a significant contribution.

Level 3 attainment – Adults (aged 19 and over)

21. As demonstrated in Table 1a, the success rate for adults in FE taking LSC-funded full level 3 qualifications was 66% in 2006/07, up from 56% in 2004/05.

22. Table 7 shows that, for adults on LSC-funded advanced apprenticeships, the full framework completion rate was 62% in 2006/07, up from 34% in 2004/05.

23. Table 15 shows that in 2006/07, 99,000 adults achieved full level 3 qualifications on LSC-funded programmes, up 3% on the previous year, with most of this growth coming through TtG.

24. For more information regarding progress against adult attainment targets please refer to the Department for Innovation, Universities and Skills SFR published on 28 February 2008: <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000777/index.shtml>

Young People's Attainment

Level 2 attainment - Young People (aged 16-18)

25. Table 1a shows that the success rate for young people taking LSC-funded full level 2 qualifications in FE was 70% in 2006/07, up from 62% in 2004/05.

26. As shown in Table 7, The framework completion rate for LSC-funded level 2 apprenticeships for young people was 62% in 2006/07, up from 41% in 2004/05, which represents an increase of around a third.

27. As demonstrated in Table 14, 144,000 young people reached the level 2 attainment threshold for the first time in 2006/07, up 4% from 2005/06. This has contributed to 74% of people aged 19 being qualified to at least level 2 in 2007.

Level 3 attainment - Young People (aged 16-18)

28. As stated in Table 1a, success rates in FE for young people taking LSC-funded full level 3 qualifications were 69% in 2006/07, up from 60% in 2004/05.

29. Table 7 shows that framework completion rates in advanced apprenticeships for young people were 65% in 2006/07, up from 41% in 2004/05.

30. In 2006/07, 322,000 young learners reached the level 3 attainment threshold for the first time, up 4% from 2005/06. This is shown in Table 14.

31. For more information regarding progress against the young people level 2 and 3 attainment targets please refer to the Department for Children, Schools and Families SFR published on 26 February 2008:

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml>

Equality & Diversity (all ages)

Gender

32. Table 5 shows there is little difference in the success rates for male and female learners in FE, with those for females only slightly higher (2 percentage points) than those for males.

33. Table 8 shows that there is little also little difference between level 2 apprenticeship framework completion rates for males and females, with those for females only slightly higher (1 percentage point) than those for males in 2006/7.

34. However, Table 8 also shows that, for advanced apprenticeships, male framework completion rates (65%) were 4 percentage points higher than those for females (60%) in 2006/7.

35. Table 12 shows that TtG success rates for male learners on full level 2 programmes (65%) were 8 percentage points higher than those for female learners (57%), Differences for level 3 learners on TTG were less pronounced, with success rates for males only slightly higher (2 percentage points) than those for females.

36. Conversely, Table 12 also shows that 2006/07 TtG success rates for female SFL learners were slightly higher (2 percentage points) than those for male learners.

Ethnicity

37. Table 5 also shows that in FE providers, the lowest success rates, occur in the 'Black or Black British – any other Black background', 'Black or Black British Caribbean' and 'Mixed White and Black Caribbean' categories. The highest success rates are seen in the 'Indian', 'Chinese' and 'White British' categories.

38. Table 9 shows that, for apprenticeships, the highest-achieving ethnic groups were 'Asian or Asian British - other' learners with framework completion rates of 72% for advanced apprenticeships and 64% for level 2 apprenticeships and 'White British' learners (64% advanced apprenticeships; 63% level 2 apprenticeships). Black learners had the lowest framework completion rates for advanced apprenticeships ('Black or Black British – any other Black Background' learners 52%; 'Black or Black British – African' learners 52%) and 'Asian or Asian British - Bangladeshi' learners the lowest rates for level 2 apprenticeships (43%).

39. Table 12 shows that for TtG, success rates were lowest for Bangladeshi, Pakistani, Chinese and 'Mixed-White and Asian' and 'Mixed – Other' ethnic groups. Success rates were highest for Indian and 'White Irish' learners.

Learners with learning difficulties and/ or disabilities

40. Success rate for LSC-funded learners in FE with learning difficulties and/ or disabilities (LDD) are broadly the same as those for learners not having learning difficulties and/ or disabilities, as shown in Table 6.

41. Table 10 shows that LDD apprentice framework completion rates are between 5 and 8 percentage points lower than learners with no LDD. Advanced apprenticeship framework completion rates for young LDD are 58%, whereas for learners with no learning difficulties and/ or disabilities they are 65%. Nevertheless, this gap has decreased significantly from 2004/05, when young LDD framework completion rates were 24%, 18 percentage points lower than framework completion rates for learners without learning difficulties and/ or disabilities (42%)

42. Table 13 shows that the success rates of LDD were slightly below the national averages for each of the specific programmes. LDD on full level 3 programme success rates were 42% whereas the national average was 48%.

Tables

Further Education

The following tables are based on qualifications expected to end in 2004/05 to 2006/07

- Table 1a: Success rates by notional level, broad qualification type, qualification length and age group
- Table 1b: Retention rates by notional level, broad qualification type, qualification length and age group
- Table 1c: Achievement rates by notional level, broad qualification type, qualification length and age group
- Table 2a: Success rates by institution type, age group and qualification length
- Table 2b: Retention rates by institution type, age group and qualification length
- Table 2c: Achievement rates by institution type, age group and qualification length
- Table 3: Success rates by sector subject area and qualification length
- Table 4: Success rates by sector subject area and gender
- Table 5: Success rates by ethnicity and gender
- Table 6: Success rates by learning difficulty and/or disability, age group and gender

Work Based Learning

The following tables are based on qualifications expected to end (overall measure) or actually ending (current measure) in 2005/06 to 2006/07

- Table 7: Framework completion rates by age group and programme type
- Table 8: Framework completion rates by sector subject area, gender and programme type
- Table 9: Framework completion rates by ethnicity and programme type
- Table 10: Framework completion rates by learning difficulty and/ or disability, age and programme type

Train to Gain

The following tables are based on qualifications expected to end in 2005/06 to 2006/07

- Table 11: Success rates by sector subject area, gender and programme type
- Table 12: Success rates by ethnicity, gender and programme type
- Table 13: Success rates by learning difficulty and/ or disability, gender and programme type

Volume Attainment

The following tables are based on learners achieving in 2005/06 and 2006/07

- Table 14: Number of young people's attaining full level 2 or full level 3
- Table 15: Adult full level 2 and full level 3 achievement volumes
- Table 16: Skills for Life target-bearing achievement volumes (all ages; 2010 target)

The following tables are based on learners achieving between 2001/02 and 2006/07

- Table 17: Apprenticeship framework completions (all ages)

The following table is based on learners achieving between 1997/98 and 2006/07

- Table 18: Further Education and Train to Gain success rates and apprenticeship framework completion rates (all ages)

SUPPORTING DATA

43. Additional data will also be available on the website showing FE success rates for 2006/07 by age, length, qualification type and institution type, as part of the national benchmarking publication to be released in June.

44. Further apprenticeship framework completion data is available in the sector framework reports that can be found on the apprenticeship web site:

<http://www.apprenticeships.org.uk/partners/frameworks/apprenticeshipsdata/>

FUTURE STATISTICAL FIRST RELEASES

45. The LSC publishes three SFRs each year:

- Early in-year information on learner numbers, derived from the ILR return relating to learners enrolled in October, published in March.
- Whole-year information on learner numbers, derived from the ILR return relating to the end of the relevant academic year, published in December.
- Outcomes, derived from the ILR return relating to 1 November following the end of the relevant academic year for FE and most recently available data for WBL, published in April.

46. The results of a review of the publication of SFRs are expected in spring 2008. It is possible that in the future the number and timings of SFRs may change. Statistical First Releases are available on the LSC website at:

www.lsc.gov.uk/Providers/Data/Statistics/sfr/

NATIONAL STATISTICS

47. This Statistical First Release is a National Statistics publication. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

48. For general enquires about National Statistics contact: The National Statistics Public Enquiry Service on 0207 7533 588, minicom: 01633 812399, E-mail: info@statistics.gov.uk, Fax: 01633 652747, Letters: Room DG/18, 1 Drummond Gate, London, SW1V 2QQ. You can also find National Statistics on the internet: www.statistics.gov.uk.

NOTES TO EDITORS

49. This Statistical First Release (SFR) presents information on LSC-funded learner outcomes in post-16 education and training in England 2006/07 in Further Education (FE), Work Based Learning (WBL) and Train to Gain (TtG).

50. The LSC took over responsibility for funding FE and WBL on 1 April 2001. TtG was launched on 1 April 2006, with a full rollout from August 2006.

51. The source data for this SFR is the Individualised Learner Record (ILR).

52. Whilst the content of the SFR is broadly similar to that of previous learner outcomes SFRs, this SFR contains (for the first time) TtG learner outcomes and minor changes in presentation.

53. FE provision takes place primarily in FE colleges (including sixth form colleges) and in a range of other organisations, known as 'external institutions'.

54. TtG is a national service to support employers of all sizes and in all sectors to improve the skills of their employees as a route to improving their business performance. It is a commitment to jointly invest in training, by employers and government. The programme delivers for employers:

- advice in identifying needs at all skills levels
- help to identify and source training and qualifications
- support to create an investment package which may include government funding for priority training
- follow up advice and support
- advice on wider business needs.

55. Some data in this SFR refers to Employer Training Pilots (ETP). ETP were launched in September 2002 by the Chancellor of the Exchequer and they encouraged employers to train low-skilled employees by refunding the cost of giving low-skilled employees paid time off work to take education and training courses. They targeted the most vulnerable and low-skilled sections of the workforce in hard-to-reach, small companies that would otherwise not take part in, or are unable to afford, training.

56. WBL is a major programme of government-supported training, comprising advanced apprenticeships, apprenticeships at level 2, and NVQ Learning.

57. Apprenticeship framework completion rates are an essential part of the growth strategy for apprenticeships. Ensuring that each apprentice completes their framework will help achieve the objective of the programme which is to increase the number of skilled workers in the economy ('World-class Apprenticeships: unlocking Talent, Building Skills for All' published 2008).

Source of Data

58. The data source for FE is the ILR F05 returns for learning aims up to three years in duration over three teaching years; 2004/05 to 2006/07.

59. The FE data has been derived from the ILR for 516 institutions, of these 380 are colleges and 136 are external institutions.

60. In the data tables, changes in success rates for cohorts with low numbers of starts need to be interpreted with caution.

61. The data source for the WBL 2004/05, 2005/06 and 2006/07 data is the ILR. The 2004/05 WBL data relate to 1,039 providers of WBL, the 2005/06 data relate to 954 providers and the 2006/7 data relate to 920 providers.

62. TtG provision was reported in the ILR for the first time in 2006/07. Data for the 2005/06 year was reported in a separate database established for the ETP programme.

63. Information in Tables 15, 16, 17, and 18 have been taken from ILR data returns for years between 2001/02 and 2006/07. These analyses show the volume of learners achieving particular programmes and cannot therefore be directly compared with the number of starts in other tables in this publication. They are not the numerator in the success rate calculations. The tables are based upon the totality of a learners programme in a given year, i.e. if a learner achieves 5 GCSE's at grades A*-C then they are counted as one full level 2 achievement. They would be shown separately in success rate tables as 5 starts.

64. Information in Table 14 is sourced from several data sources that are matched together at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available. These include:

- Pupil level Schools Census database containing information on the participation and personal characteristics of pupils in maintained schools, collected by the Department for Children, Schools and Families
- Awarding Body data collected as part of the Achievement and Attainment Tables exercise
- National Information System for Vocational Qualifications (NISVQ) database containing information on people's vocational achievements at all institutions, collected by DCSF from awarding bodies
- ILR data covering participation and qualifications obtained in FE and WBL.

Classification of Data

Further Education

65. The methodology used to calculate the outcomes in this SFR tracks learners and their qualifications across academic years and presents the results in terms of the numbers expecting to complete their qualifications in a particular college year. This methodology is well known to colleges and external institutions as the 'benchmarking methodology' and is explained in more detail on the benchmarking data website at <http://www.lsc.gov.uk/providers/Data/statistics/success/>

66. Results for 2004/05 and 2005/06 have been recalculated and, as a consequence of minor revisions to the methodology, to institutions' data and to the learner aim database, they may differ from the results published in the 2005/06 outcomes SFR.

67. For FE, the success rate is calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification. The qualification a learner transfers to will be included as a start on the new qualification. The figures relate to learning aims so learners with more than one learning aim are included once for each aim.

68. Success rates can also be derived by multiplying the retention rate by the achievement rate shown in Tables 1b, 1c, 2b and 2c. The retention rate is calculated as the number of qualifications completed divided by the number of starts excluding transfers. The achievement rate is calculated as the number of qualifications achieved divided by the number of completed qualifications. These tables relate to learning aims so learners with more than one learning aim are included once for each aim.

69. The FE tables show results for both short and long qualifications. Short qualifications are those with an expected length of fewer than 24 weeks.

70. A learner's age group is calculated from their age at 31 August in the academic year they started their qualification. Learners of unknown age are included in the age group 19 and over. Learners under 16 years are included in the 16-18 age group.

71. Tables 2a, 2b, and 2c show success, retention and achievement rates for 'General FE and Tertiary Colleges high WP'. The colleges included in this category have high widening participation factors (WP factor). WP factors are calculated by the LSC and are based on the number of learners recruited from areas with different

levels of deprivation and on learners who qualify for widening participation funding in other ways, such as the homeless or asylum seekers. It is calculated by comparing the total funding generated in 2004/05 by each college with that part of funding that excludes money to support learner disadvantage. Those colleges with a WP factor greater than 1.075 are shown in Tables 2a, 2b and 2c as 'General FE and Tertiary Colleges high WP'.

72. 'General FE and tertiary Colleges high WP' can have success, retention and achievement rates for parts of their provision which are below those for other colleges. The FE benchmarking data shows separate success, retention and achievement rates for high WP colleges across different categories of learning aim and so provides more appropriate benchmarking data for comparison purposes.

73. For the purposes of this SFR, full level 2 qualifications refer to single qualifications that are equivalent to a full level 2 in their own right. It does not include learners studying 5 or more GCSEs who might also achieve the equivalent of a full level 2 qualification. This is because the FE success rate methodology is calculated at qualification level, not at the learner level and as such it is not possible to calculate composite success rates for learners studying for several qualifications. Full level 2 qualifications are shown because they contribute to the government's PSA targets for young people and adults.

74. In the same way as for full level 2 qualifications described above, full level 3 qualifications refer to single qualifications that are equivalent to a full level 3 in their own right.

75. The LSC has identified issues with the data provided by institutions on outcomes for key skills qualifications that would distort the wider view of success rates across all types of provision and learning aims. For this reason key skills have been excluded from this publication.

76. Issues related to the volume of learners not following recognised qualifications means learndirect provision formerly known as University for Industry (UFI) provision is not included.

77. Provision delivered under the Offenders' Learning and Skills Service (OLASS) is not included owing to the high number of learners transferring to new institutions in the penal system and thus to new FE providers. In the absence of an agreed unique learner number, the FE success rate methodology cannot recognise transfers of learners between providers.

Work Based Learning

78. In last year's corresponding SFR two alternative measures for WBL provision, a new measure named 'Overall by framework completion rate' and the headline 'Current framework completion rate' were shown to provide comparability between the two methodologies. The LSC *Statement of Priorities* in November 2007 announced that, from the 2008/09 academic year, the headline measure will switch to the 'Overall framework completion rate' and this will therefore be the headline measure used in future SFRs.

79. Results for 2004/05 and 2005/06 have been recalculated and, as a consequence of minor revisions to the methodology, to providers' data and to the learner aim database, they may differ from the results published in the 2005/06 outcomes statistical first release.

80. The FE success rate methodology is different from WBL 'Current framework completion rate' and comparisons between them should not be made. 'Overall framework completion rate' is closer to the FE methodology and it is possible to draw tentative conclusions when comparing the two measures.

Overall framework completion rate

81. The overall framework completion rate measure ensures all apprenticeship achievements are recorded in the appropriate year and brings success rate measures closer to those used in FE.
82. For a given year, the overall success cohort includes all frameworks whose planned end date is during the year being calculated and which were achieved on or before that planned end date, and any programmes that went beyond the planned end date and were achieved or withdrawn from during the year being calculated.
83. For apprenticeships the framework completion rate is calculated as the number of leavers who meet all of the requirements of their apprenticeship framework, divided by the number of learners who have either left training or successfully completed their programme within the cohort.
84. Overall framework completion rates provide a means for recognising all achievements irrespective of when they occur and a stable success measure when the number of learning aims being followed changes from year to year.
85. The overall framework completion rate tracks learners across academic years and learners who leave their programmes within six weeks of starting are excluded from the success rate calculation (which brings the WBL methodology into line with FE practice); furthermore, this less than six weeks exclusion has been applied retrospectively to earlier years. The exclusion of early leavers from the analysis has only been applied to overall success rates, which means that current success rates in the SFR are calculated on the same basis as previous SFRs. Future SFRs will not report 'current' success rate.
86. Learners who leave learning as a result of a positive outcome such as to take up employment are recorded as not having achieved their learning aim.
87. A learner's age group is calculated from the learner's age at the start of their learning.

Current framework completion rate

88. The current framework completion rate measure is calculated as the number of leavers in a given academic year who either meet all of the requirements of their framework divided by the number of learners who have either left training or successfully completed their programme. Learners who have transferred to another programme are excluded until such time as they finally complete their programme or leave learning.
89. For learners working towards National Vocational Qualifications (NVQs) the achievement rate will be the number of learners who have achieved the NVQ divided by the number of learners who left learning or successfully completed their programme. As with apprenticeships, year on year comparisons of achievement rate calculation will be influenced by changes in the number of learners who have left.

Train to Gain

90. The methodology for calculating TtG success rates is based on expected end year, which is consistent with the FE methodology. If learners do not complete their aim by the expected end date they will be considered as a non-achiever in that particular year unless they achieve later in the same academic year. However, when they do complete their aim, which for example may be a year later, they will be counted as an achiever in their expected end year.
91. Recalculations of success rates to capture late achievements will take place during 2008. As a consequence, the 2006/07 success rate which will be published in future SFRs will almost certainly be higher than that shown in this publication. As this is the first year of the programme, it is difficult to estimate the level by which the success rate might increase.

92. Before the full launch of TtG, ETP used a completion rate based on the number of successful leavers. This completion rate is different in concept and methodology from the success rate shown in this SFR and it is not possible to make meaningful comparisons between these two metrics.

General notes

93. For greater accuracy, changes in rates described in the key points have been calculated from the difference between the unrounded rates, with the result being rounded.
94. In the tables, numbers may not add up exactly to totals because of differential rounding. FE numbers are shown in thousands, the symbol '-' represents fewer than 500 learners. WBL and TtG numbers have been rounded to the nearest 100, the symbol '-' represents fewer than 50 learners.