

# First Release

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## Further Education and work-based learning for young people – learner outcomes in England 2005/06

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### Introduction

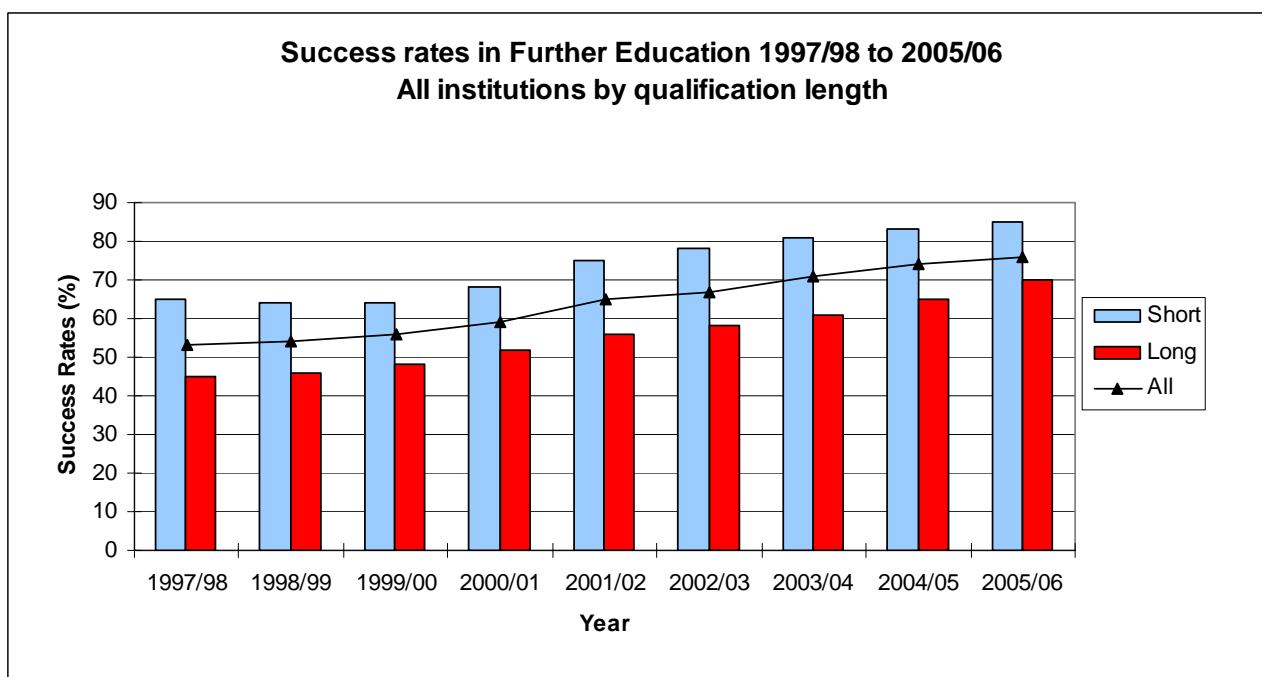
1. This Statistical First Release (SFR) presents information on LSC funded learner outcomes in post-16 education and training in England 2005/06 in Further Education (FE) and Work Based Learning (WBL).
2. The source data for this SFR are the Individualised Learner Record (ILR) and the Individualised Student Record (ISR) for FE and the ILR for WBL.
3. Whilst the content of the SFR is broadly similar to that of previous SFRs on learner outcomes, the SFR contains minor changes in presentation and methodology.
4. In last year's corresponding SFR a new measure called 'Overall success rate' was introduced. The data tables relating to WBL provision provide comparability between the original (Current) and the new measures. Current and Overall success rates will be published together for at least one more year. Technical details for both measures can be found under 'Notes to Editors'.
5. The FE success rate methodology is different from WBL 'Current success rate' and comparisons between them should not be made. 'Overall success rate' is closer to the FE methodology and it is possible to draw tentative conclusions when comparing the two measures.
6. The Train to Gain programme commenced in select regions from April 2006. A full rollout of Train to Gain commenced from August 2006. Train to Gain success rates will be reported on in the 2006/07 learner outcomes SFR, which is expected to be published in April 2008.

## Key points

### Further Education

7. Overall success rates have increased by 2.2 percentage points from 2004/05 to 2005/06 to stand at 76.2%. Success rates for long and short qualifications have increased by 4.0 and 1.8 percentage points to 69.6% and 84.6% respectively.
8. The upward trend in learner achievement has been sustained across all types of FE provider and across all notional NVQ levels of learning aim. Success rates for FE sector colleges have risen to 77% and so has exceeded the target of 76% set for 2007/08.

**Figure 1: Success rates in Further Education 1997/98 to 2005/06**



9. The trend since 1997/98 has been for overall retention rates to exceed overall achievement rates and for achievement rates to show greater year on year improvements. This 'catching up' by achievement rates resulted in retention and achievement rates being virtually equal at 84.6% and 84.2% respectively in 2003/04. In 2005/06 retention increased by just over 1 percentage point to 87.0% whilst achievement rates rose by over 1.5 percentage points to 87.6%.

10. The success rate for 16-18 year olds taking full level 2 qualifications has improved by 9 percentage points over a two year period to 67% in 2005/06, with the success rate for adults following the same programmes increasing by 11 percentage points to 66% over the same 2 year period. This represents a significant step forward in the work to achieve the level 2 PSA targets.
11. The 9 percentage point increase in success rate for 16 - 18 year olds was a key contributory factor towards the 5% increase in the proportion of young people achieving Level 2 in 2005/06 compared with 2003/04. For more details see: SFR 06/2006 (23 February 2006) - Level 2 and 3 Attainment by Young People in England.
12. Learning aims at level 2 showed the greatest increase in success rates of 6 percentage points. Levels 1 and 3 showed an improvement in success rates of 4 and 3 percentage points respectively.
13. Analysis by sector subject area shows that most categories improved their success rates in long courses by between 2 and 9 percentage points. Construction, Planning and the Built Environment showed an increase of 9 percentage points in success rates for long courses.
14. Success rates of learners from ethnic minorities in 2005/06 have all shown increases of between 1 and 4 percentage points compared with 2004/05. Black African, Black Caribbean and Black Other ethnic groups have shown the greatest improvement in success rates and in each of these groups, success rates for males have increased more than for females. Bangladeshi ethnic groups have shown the lowest improvement in success rates with increases of one percentage point.
15. The gender gap in success rates has remained at one percentage points in favour of female learners in 2005/06. Analysis by age group shows that the gender gap only exists in the 16 - 18 year old cohort; there are no differences in the adult age group. Within the 16 - 18 age group the difference in success rates has fallen by one percentage point to 3 percentage points in 2005/06. Progress towards males achieving similar success rates to females can be seen across all sector subject areas and across all ethnic groups.
16. Success rate for learners with disabilities are broadly the same as those for learners not having disability, although female learners aged 16-18 with a disability have success rates 2 percentage points lower than similar learners who do not have a disability.

### **Work-based learning**

17. Current success rates for learners who left learning with a full framework or an NVQ only have increased from 53% to 60% in 2005/06. This figure includes learners of all ages, NVQs at all levels and all apprenticeship frameworks.
18. Current success rates for complete frameworks in Advanced Apprenticeships and Apprenticeships (at level 2) have increased by 14 and 13 percentage points to 53% and 53% respectively in 2005/06.

19. Five sector subject areas account for just under 90% of apprenticeships at both advanced level and at level 2: Business Administration, Construction, Engineering, Health Care and Retail. Current success rates for Advanced Apprenticeships for these five sectors have all shown increases in excess of 10 percentage points, Business Administration and Construction have improved by 18 and 17 percentage points to stand at 60% and 62% respectively in 2005/06
20. Current success rates in Apprenticeships at level 2 for the five main sector subject areas have all shown increases in excess of 10 percentage points, Health Care and Construction increases of 18 and 16 percentage points respectively.
21. Current success rates for males are 9 percentage points higher than for females in Advanced Apprenticeships in 2005/06, whereas current success rates for females are 1 percentage points higher than for males in Apprenticeships at level 2. The driving factors for these outcomes are complex and involve issues such as role stereotyping, individual determination and motivation within minority gender groups and relative volumes of learners in different sector subject areas.
22. Current success rates for learners from ethnic minority groups leaving training with a full framework or an NVQ only showed a mixed performance with most improving in 2005/06 compared to the previous year. However, caution must be exercised when drawing conclusions, owing to the relatively small numbers of learners from ethnic minority groups participating in Work Based Learning programmes.

## Tables

### **Further Education, work-based learning and adult and community learning**

The tables are based on qualifications expected to end in 2003/04 to 2005/06

Table 1a: Success rates by institution type, age group, qualification length and expected end year

Table 1b: Retention rates by institution type, age group, qualification length and expected end year

Table 1c: Achievement rates by institution type, age group, qualification length and expected end year

Table 2a: Success rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 2b: Retention rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 2c: Achievement rates in all FE institutions by notional level, broad qualification type, age group, qualification length and expected end year

Table 3: Success rates in all FE institutions by sector subject area, qualification length and expected end year

Table 4: Success rates in all FE institutions by sector subject area, gender and expected end year

Table 5: Success rates in all FE institutions by ethnicity, gender and expected end year

Table 6: Success rates in all FE institutions by disability, age group, gender and expected end year

### **Work Based Learning**

The tables are based on ILR data for 2004/05 and 2005/06

Table 7: Current and overall success rates by age group and programme type

Table 8: Current and overall success rates by sector subject area, gender and programme type

Table 9. Current and overall success rates by ethnicity and programme type

### **Future Statistical First releases**

23. The LSC publishes three Statistical First Releases 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 31 December following the end of the relevant academic year for FE and most recently available data for WBL, published in April.

Statistical First Releases are available on the LSC website at:

<http://www.lsc.gov.uk/National/Partners/Data/Statistics/LearnerStatistics/LearnerNumbers>

### **Supporting Data**

24. Additional tables of data on WBL success rates for 2005/06 are published on the LSC website at [www.lsc.gov.uk](http://www.lsc.gov.uk) under >National>Partners>Data>Statistics>Learning Aim Outcomes >WBL Success rates. The tables show provisional success rates for the first quarter of 2006/07 similar in format to tables 7 and 8 in the SFR.

25. Further success data is available in the sector framework reports that can be found on the directory of frameworks at

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

26. Additional data will also be available on the website showing FE success rates for 2005/06 by age, length, qualification type and institution type, as part of the national benchmarking publication to be released in June.

27. The role of success rates and other measures is highlighted the FE reform white paper published in March 2006:  
<http://www.dfes.gov.uk/publications/furthereducation/>

### **National Statistics**

28. 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.
29. For general enquiries about National Statistics contact: The National Statistics Public Enquiry Service on 020 7533 5888, minicom: 01633 812399, E-mail: [info@statistics.gov.uk](mailto: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 at <http://www.statistics.gov.uk>.

## Notes to Editors

1. On 1 April 2001 the LSC inherited responsibility in relation to funding FE provision in colleges and external institutions from the FEFC. The LSC also took responsibility for post-16 provision in work-based learning and statistics in this area are also reported in this SFR.
2. Work-Based Learning for young people is a major programme of government-supported training, comprising Advanced Apprenticeships, Apprenticeships at level 2, and NVQ Learning.

### Source of Data

3. The data source for FE is the Individualised Learner Record (ILR) F05 and the Individualised Student Record (ISR) with a reference date of 31 December. The ILR F05 for academic years 2005/06, 2004/05, 2003/04 and 2002/03 plus the ISR for the academic year 2001/02 (ISR25) have been aggregated to obtain a whole programme view of learning aims up to three years in duration over three teaching years; 2003/04 to 2005/06.
4. The FE data has been derived from the ILR and ISR for 524 institutions, of these 386 are colleges and 138 are external institutions.
5. In the data tables, changes in success rates for cohorts with low numbers of starts need to be interpreted with caution.
6. The data source for the WBL 2004/05 and 2005/06 data is the ILR. The 2004/05 WBL data relate to 1,015 providers of WBL and the 2005/06 data relate to 1,124 providers.

### Classification of Data

7. In the equivalent SFR published in June 2005, it was stated that the LSC is working with the DfES and inspectorates to consider the range of measures of qualification success appropriate for the post-16 sector and to pilot / implement a comprehensive and coherent measures for the learning and skills sector by 2005/6. Primarily this work focused on WBL and the overall success rate shown in the SFR comes as a result of the work described above.

### Further Education

8. 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/>
9. Results for 2003/04 and 2004/05 have been recalculated and, as a consequence of minor revisions to the methodology, to institutions' data and the learner aim database, they may differ from the results published in the 2004/05 outcomes statistical first release.

10. The success rates shown in tables 1a, 2a, 3, 4, 5 and 6 are calculated as the number of learning aims achieved divided by the number of starters, excluding any learners who transferred onto another qualification within the same institution. The qualification a learner transfers to will be included as a start. 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.
11. The FE tables show results for both short and long qualifications. Short qualifications are those with an expected length of fewer than 24 weeks. In practice the majority of short qualifications are of 12 weeks duration or less.
12. 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.
13. Tables 1a, 1b, and 1c 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). Widening participation 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 1a, 1b and 1c as 'General FE and Tertiary Colleges high WP'.
14. '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.
15. 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 adult
16. Table 6 shows success rates in all FE institutions by disability, age group, gender and expected end year. The data suggests that disability has no significant bearing on overall success rates.
17. The LSC has identified issues with the data provided by institutions on outcomes for key skills qualifications. For this reason key skills have been excluded from the analyses.
18. LearnDirect provision formerly known as 'University for industry (UFI) provision is not included.

## **Work Based Learning**

### Current success rate

19. Previous SFRs calculated success rates based on the number of learners who left training in the relevant year. This methodology has been named 'current success rate'.
20. For Apprenticeships the current success rates shown in tables 7, 8 and 9 are calculated as the number of leavers who either meet all of the requirements of their apprenticeship framework, or achieve an NVQ required by the 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 from the calculation until such time as they finally complete their programme or leave learning. This methodology means that if the number of learners leaving training decreases significantly between years, then success will increase (and vice versa) even if the underlying performance of learners remains constant.
21. For learners working towards National Vocational Qualifications (NVQs) the success 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 success rate calculation will be influenced by changes in the number of learners who have left.

### Overall success rate

22. The work between LSC and partners has culminated in a new measure called 'overall success rate' being published for in the SFR. As indicated on page 1, the overall success rate provides: a broad comparator with FE for similar learning aims (for example an NVQ at level 3 in Business Administration could be delivered as part of FE or WBL provision and overall success rates could be compared with FE success rates). Overall success rates are not a sound comparator when the WBL element is a whole programme comprising several learning aims (for example an apprenticeship framework) since FE success rates are calculated on individual learning aims.
23. In addition, overall success 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.
24. The overall success rate tracks learners across academic years which means that for the first time, learners who leave their programmes within six weeks of starting are excluded from the success rate calculation (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.

25. The key difference between how the current and overall success rate methodologies operates is that the former creates learner cohorts on the basis of actual end date, whereas the latter creates cohorts based planned end date (or actual end date if the learner stays in learning beyond the planned end date). A more detailed explanation of how overall success rates are calculated can be found in:  
*Piloting New Measures of Success - The Quality Improvement Pack*  
<http://readingroom.lsc.gov.uk/lsc/2006/quality/performanceachievement/piloting-new-measures-success-quality-improvement-pack-january-2006-update.pdf>
26. The LSC aims by 2007/08 to achieve 75,000 Apprenticeship frameworks each year, an increase of 75% from the total of around 43,000 frameworks recorded in 2002/03. In 2003/04, around 51,000 Apprenticeship frameworks were achieved, in 2004/05 this figure has moved on to 67,000 and in 2005/06 this figure has moved to 98,700 - an annual increase of 47%
- Note that the number of achievements stated here are slightly greater than those implied by tables 7, 8 or 9 owing to the inclusion of a small number of non LSC funded learners in the '75%' performance indicator.
27. 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.
28. A learner's age group is calculated from the learner's age at the start of their learning.

### General notes

29. 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.
30. In the tables, numbers may not add up exactly to totals because of differential rounding. Percentages have been rounded to whole numbers. FE numbers are shown in thousands, the symbol – represents fewer than 500 learners. WBL numbers have been rounded to the nearest 100, the symbol – represents fewer than 50 learners.

## Success Rates in LSC Funded FE Provision

**Table 1a: Success rates by institution type, age group, qualification length and expected end year**

Number of Starts in 000s

Institution Type	Age *	2003/2004						2004/2005						2005/2006					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (203 Colleges)	16-18	62%	672	76%	188	65%	860	66%	671	79%	174	68%	845	69%	674	81%	157	72%	832
	19+	57%	999	84%	1,632	74%	2,631	62%	949	86%	1,630	77%	2,579	66%	837	87%	1,221	79%	2,058
	All	59%	1,671	83%	1,820	71%	3,491	63%	1,620	85%	1,804	75%	3,424	67%	1,511	87%	1,378	77%	2,889
General FE and Tertiary Colleges high WP (58 Colleges)	16-18	59%	194	74%	79	63%	274	63%	195	77%	68	67%	262	67%	190	81%	60	70%	250
	19+	56%	326	80%	551	71%	876	61%	298	83%	496	75%	794	66%	259	85%	385	77%	644
	All	57%	520	79%	630	69%	1,150	62%	493	82%	563	73%	1,056	66%	450	84%	444	75%	894
General FE and Tertiary Colleges, All (261 Colleges)	16-18	61%	867	75%	267	64%	1,134	65%	866	78%	242	68%	1,108	69%	865	81%	217	71%	1,082
	19+	57%	1,325	83%	2,182	73%	3,507	61%	1,247	85%	2,125	76%	3,372	66%	1,096	87%	1,605	78%	2,701
	All	58%	2,191	82%	2,449	71%	4,641	63%	2,113	84%	2,367	74%	4,480	67%	1,961	86%	1,822	76%	3,783
Sixth Form Colleges (102 Colleges)	16-18	79%	507	75%	23	79%	529	81%	524	73%	18	80%	542	83%	530	76%	18	83%	547
	19+	56%	45	81%	86	73%	131	57%	44	81%	71	72%	115	61%	38	84%	47	74%	85
	All	77%	552	80%	109	78%	660	79%	568	79%	89	79%	657	81%	568	82%	64	81%	632
Specialist Colleges (23 Colleges)	16-18	63%	19	85%	8	70%	27	67%	20	74%	8	69%	29	75%	21	83%	8	77%	29
	19+	51%	28	88%	41	73%	70	61%	26	88%	31	75%	56	63%	21	89%	23	77%	45
	All	56%	47	87%	49	72%	96	64%	46	85%	39	73%	85	69%	42	87%	32	77%	74
All Further Education Colleges (386 Colleges)	16-18	68%	1,392	75%	298	69%	1,690	71%	1,410	78%	268	72%	1,678	74%	1,415	81%	243	75%	1,658
	19+	57%	1,398	83%	2,309	73%	3,707	61%	1,317	85%	2,227	76%	3,544	65%	1,156	87%	1,675	78%	2,831
	All	62%	2,790	82%	2,607	72%	5,397	66%	2,727	84%	2,495	75%	5,221	70%	2,571	86%	1,918	77%	4,489
External Institutions (138 Institutions)	16-18	53%	10	72%	12	63%	21	52%	10	70%	12	62%	21	57%	9	73%	11	65%	20
	19+	58%	212	71%	302	65%	514	58%	202	72%	312	67%	514	62%	193	74%	248	69%	441
	All	58%	221	71%	314	65%	535	58%	212	72%	324	66%	536	61%	202	74%	259	69%	461
Total All (524 Institutions)	16-18	68%	1,402	75%	310	69%	1,711	71%	1,420	78%	279	72%	1,699	74%	1,424	81%	254	75%	1,678
	19+	57%	1,610	82%	2,612	72%	4,221	61%	1,519	83%	2,539	75%	4,058	65%	1,349	85%	1,924	77%	3,272
	All	62%	3,011	81%	2,921	71%	5,932	66%	2,939	83%	2,818	74%	5,757	70%	2,773	85%	2,177	76%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Retention Rates in LSC Funded FE Provision

**Table 1b: Retention rates by institution type, age group, qualification length and expected end year**

Number of Starts in 000s

Institution Type	Age *	2003/2004						2004/2005						2005/2006					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
General FE and Tertiary Colleges excluding high WP (203 Colleges)	16-18	77%	672	92%	188	81%	860	79%	671	93%	174	82%	845	82%	674	94%	157	84%	832
	19+	72%	999	93%	1,632	85%	2,631	74%	949	94%	1,630	87%	2,579	77%	837	95%	1,221	88%	2,058
	All	74%	1,671	93%	1,820	84%	3,491	76%	1,620	94%	1,804	86%	3,424	79%	1,511	95%	1,378	87%	2,889
General FE and Tertiary Colleges high WP (58 Colleges)	16-18	77%	194	92%	79	81%	274	79%	195	93%	68	83%	262	81%	190	94%	60	84%	250
	19+	74%	326	92%	551	86%	876	76%	298	94%	496	87%	794	78%	259	95%	385	88%	644
	All	75%	520	92%	630	84%	1,150	77%	493	94%	563	86%	1,056	80%	450	95%	444	87%	894
General FE and Tertiary Colleges, All (261 Colleges)	16-18	77%	867	92%	267	81%	1,134	79%	866	93%	242	82%	1,108	81%	865	94%	217	84%	1,082
	19+	72%	1,325	93%	2,182	85%	3,507	75%	1,247	94%	2,125	87%	3,372	78%	1,096	95%	1,605	88%	2,701
	All	74%	2,191	93%	2,449	84%	4,641	77%	2,113	94%	2,367	86%	4,480	79%	1,961	95%	1,822	87%	3,783
Sixth Form Colleges (102 Colleges)	16-18	89%	507	93%	23	89%	529	90%	524	94%	18	90%	542	91%	530	93%	18	91%	547
	19+	73%	45	91%	86	85%	131	73%	44	91%	71	84%	115	76%	38	92%	47	85%	85
	All	88%	552	91%	109	89%	660	89%	568	91%	89	89%	657	90%	568	92%	64	90%	632
Specialist Colleges (23 Colleges)	16-18	80%	19	96%	8	85%	27	82%	20	97%	8	86%	29	84%	21	98%	8	88%	29
	19+	67%	28	96%	41	84%	70	74%	26	96%	31	86%	56	75%	21	97%	23	86%	45
	All	72%	47	96%	49	84%	96	77%	46	97%	39	86%	85	80%	42	97%	32	87%	74
All Further Education Colleges (386 Colleges)	16-18	82%	1,392	92%	298	83%	1,690	83%	1,410	93%	268	85%	1,678	85%	1,415	94%	243	86%	1,658
	19+	72%	1,398	93%	2,309	85%	3,707	75%	1,317	94%	2,227	87%	3,544	77%	1,156	95%	1,675	88%	2,831
	All	77%	2,790	93%	2,607	85%	5,397	79%	2,727	94%	2,495	86%	5,221	82%	2,571	95%	1,918	87%	4,489
External Institutions (138 Institutions)	16-18	71%	10	86%	12	79%	21	71%	10	88%	12	80%	21	72%	9	88%	11	81%	20
	19+	76%	212	88%	302	83%	514	78%	202	89%	312	85%	514	79%	193	90%	248	85%	441
	All	76%	221	88%	314	83%	535	77%	212	89%	324	85%	536	78%	202	90%	259	85%	461
Total All (524 Institutions)	16-18	82%	1,402	92%	310	83%	1,711	83%	1,420	93%	279	85%	1,699	85%	1,424	94%	254	86%	1,678
	19+	73%	1,610	92%	2,612	85%	4,221	75%	1,519	93%	2,539	86%	4,058	78%	1,349	94%	1,924	87%	3,272
	All	77%	3,011	92%	2,921	84%	5,932	79%	2,939	93%	2,818	86%	5,757	81%	2,773	94%	2,177	87%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Achievement Rates in LSC Funded FE Provision

**Table 1c: Achievement rates by institution type, age group, qualification length and expected end year**

Number of Starts in 000s

Institution Type	Age *	2003/2004						2004/2005						2005/2006					
		Long		Short		All		Long		Short		All		Long		Short		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
<b>General FE and Tertiary Colleges excluding high WP</b> (203 Colleges)	16-18	80%	672	82%	188	80%	860	83%	671	85%	174	83%	845	85%	674	86%	157	85%	832
	19+	79%	999	90%	1,632	87%	2,631	83%	949	91%	1,630	89%	2,579	85%	837	92%	1,221	90%	2,058
	<b>All</b>	79%	1,671	89%	1,820	85%	3,491	83%	1,620	91%	1,804	87%	3,424	85%	1,511	92%	1,378	88%	2,889
<b>General FE and Tertiary Colleges high WP</b> (58 Colleges)	16-18	77%	194	80%	79	78%	274	80%	195	82%	68	81%	262	83%	190	86%	60	84%	250
	19+	76%	326	87%	551	83%	876	80%	298	88%	496	86%	794	84%	259	90%	385	88%	644
	<b>All</b>	77%	520	86%	630	82%	1,150	80%	493	88%	563	84%	1,056	83%	450	89%	444	87%	894
<b>General FE and Tertiary Colleges, All</b> (261 Colleges)	16-18	79%	867	82%	267	80%	1,134	82%	866	84%	242	83%	1,108	85%	865	86%	217	85%	1,082
	19+	78%	1,325	89%	2,182	86%	3,507	82%	1,247	91%	2,125	88%	3,372	85%	1,096	92%	1,605	89%	2,701
	<b>All</b>	79%	2,191	88%	2,449	84%	4,641	82%	2,113	90%	2,367	87%	4,480	85%	1,961	91%	1,822	88%	3,783
<b>Sixth Form Colleges</b> (102 Colleges)	16-18	89%	507	80%	23	88%	529	90%	524	77%	18	89%	542	91%	530	81%	18	91%	547
	19+	77%	45	89%	86	86%	131	78%	44	89%	71	85%	115	81%	38	91%	47	87%	85
	<b>All</b>	88%	552	87%	109	88%	660	89%	568	87%	89	89%	657	90%	568	88%	64	90%	632
<b>Specialist Colleges</b> (23 Colleges)	16-18	79%	19	88%	8	82%	27	83%	20	76%	8	80%	29	89%	21	85%	8	88%	29
	19+	76%	28	92%	41	87%	70	82%	26	91%	31	88%	56	84%	21	91%	23	88%	45
	<b>All</b>	78%	47	91%	49	86%	96	83%	46	88%	39	85%	85	87%	42	90%	32	88%	74
<b>All Further Education Colleges</b> (386 Colleges)	16-18	83%	1,392	82%	298	83%	1,690	85%	1,410	83%	268	85%	1,678	87%	1,415	86%	243	87%	1,658
	19+	78%	1,398	89%	2,309	86%	3,707	82%	1,317	91%	2,227	88%	3,544	85%	1,156	92%	1,675	89%	2,831
	<b>All</b>	81%	2,790	88%	2,607	85%	5,397	84%	2,727	90%	2,495	87%	5,221	86%	2,571	91%	1,918	88%	4,489
<b>External Institutions</b> (138 Institutions)	16-18	74%	10	83%	12	80%	21	73%	10	80%	12	77%	21	79%	9	82%	11	81%	20
	19+	76%	212	80%	302	79%	514	75%	202	80%	312	79%	514	78%	193	83%	248	81%	441
	<b>All</b>	76%	221	80%	314	79%	535	75%	212	80%	324	78%	536	78%	202	83%	259	81%	461
<b>Total All</b> (524 Institutions)	16-18	83%	1,402	82%	310	83%	1,711	85%	1,420	83%	279	84.77%	1,699	87%	1,424	86%	254	87.00%	1,678
	19+	78%	1,610	88%	2,612	85%	4,221	81%	1,519	89%	2,539	87%	4,058	84%	1,349	91%	1,924	88%	3,272
	<b>All</b>	80%	3,011	88%	2,921	84%	5,932	83%	2,939	89%	2,818	86%	5,757	86%	2,773	90%	2,177	88%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Success Rates in LSC Funded FE Provision

**Table 2a: Success rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year**

Number of Starts in 000s

Level	Qualification type	2003/2004						2004/2005						2005/2006					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	61%	20	61%	21	61%	41	67%	23	66%	20	67%	43	72%	26	73%	17	73%	43
	GNVQ	66%	12	63%	1	66%	13	68%	10	63%	1	68%	10	73%	5	67%	1	73%	6
	Other	61%	200	59%	653	59%	853	64%	222	61%	600	62%	822	69%	225	63%	503	65%	728
	<b>All</b>	61%	232	59%	675	60%	907	64%	255	61%	620	62%	875	69%	256	64%	521	66%	777
Level 2 (long)	GCSE	67%	103	58%	60	64%	163	69%	100	62%	53	67%	153	73%	95	66%	46	71%	141
	NVQ	53%	44	55%	100	54%	143	57%	46	60%	108	59%	154	65%	46	67%	112	66%	159
	GNVQ	66%	27	56%	2	65%	29	69%	19	57%	1	68%	20	72%	9	67%	1	72%	10
	GNVQ Precursor	67%	2	67%	1	67%	3	74%	2	88%	3	84%	4	70%	3	71%	2	69%	4
	Other	57%	106	53%	301	56%	407	63%	96	59%	273	61%	369	67%	92	65%	243	66%	335
	<b>All</b>	60%	326	54%	487	56%	813	64%	322	60%	468	61%	790	68%	323	65%	440	67%	763
	Full level 2 learning aims	58%	113	55%	119	56%	232	62%	125	60%	139	61%	264	67%	134	66%	150	66%	284
Not full level 2 learning aims	61%	213	54%	368	56%	581	65%	197	60%	329	62%	526	69%	189	65%	290	67%	479	
<b>All</b>	60%	326	54%	487	56%	813	64%	322	60%	468	61%	790	68%	323	65%	440	67%	763	
Level 3 (long)	GCE A/AS Level	77%	634	56%	59	75%	693	79%	640	59%	52	77%	692	80%	635	62%	43	79%	678
	NVQ	54%	9	47%	62	48%	71	62%	10	55%	62	56%	72	70%	10	62%	62	63%	72
	GNVQ/AVCE	60%	56	53%	6	59%	62	67%	46	61%	4	66%	50	71%	25	65%	2	70%	27
	GNVQ Precursor	37%	9	36%	5	37%	14	45%	2	45%	3	45%	5	58%	2	50%	2	54%	4
	Access to Higher Education	100%		57%	33	60%	33	46%		57%	34	57%	35	52%		61%	32	61%	32
	Other	58%	99	55%	156	56%	255	62%	116	59%	148	60%	264	67%	146	65%	141	66%	287
	<b>All</b>	72%	807	54%	322	67%	1,128	75%	813	58%	304	71%	1,118	77%	818	63%	282	74%	1,100
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	60%		59%	12	59%	12	48%		59%	17	59%	17	46%		62%	20	62%	20
	<b>All</b>	60%		59%	12	59%	12	48%		59%	17	59%	17	46%		62%	20	62%	20
Level not specified	<b>All</b>	74%	37	63%	114	66%	151	83%	29	72%	110	74%	139	87%	27	76%	86	79%	113
All Long		68%	1,402	57%	1,610	62%	3,011	71%	1,420	61%	1,519	66%	2,939	74%	1,424	65%	1,349	70%	2,773
All Short		75%	310	82%	2,612	81%	2,921	78%	279	83%	2,539	83%	2,818	81%	254	85%	1,924	85%	2,177
All Qualifications		69%	1,711	72%	4,221	71%	5,932	72%	1,699	75%	4,058	74%	5,757	75%	1,678	77%	3,272	76%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Retention Rates in LSC Funded FE Provision

**Table 2b: Retention rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year**

Number of Starts in 000s

Level	Qualification type	2003/2004						2004/2005						2005/2006					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	75%	20	72%	21	73%	41	78%	23	74%	20	76%	43	80%	26	79%	17	80%	43
	GNVQ	79%	12	77%	1	79%	13	79%	10	76%	1	79%	10	83%	5	78%		83%	6
	Other	80%	200	74%	653	75%	853	81%	222	76%	600	77%	822	83%	225	78%	503	79%	728
	All	79%	232	74%	675	75%	907	81%	255	76%	620	77%	875	83%	256	78%	521	79%	777
Level 2 (long)	GCSE	75%	103	69%	60	72%	163	76%	100	71%	53	74%	153	79%	95	74%	46	77%	141
	NVQ	68%	44	69%	100	68%	143	70%	46	71%	108	71%	154	75%	46	75%	112	75%	159
	GNVQ	81%	27	72%	2	80%	29	83%	19	100%	1	82%	20	84%	9	77%		84%	10
	GNVQ Precursor	83%	2	79%	1	81%	3	86%	2	97%	3	94%	4	82%	3	83%	2	82%	4
	Other	78%	106	72%	301	74%	407	81%	96	75%	273	77%	369	83%	92	79%	243	80%	335
	All	75%	326	71%	487	72%	813	77%	322	74%	468	75%	790	80%	323	77%	440	78%	763
	Full level 2 learning aims	73%	113	69%	119	71%	232	75%	125	71%	139	73%	264	78%	134	75%	150	77%	284
	Not full level 2 learning aims	76%	213	71%	368	73%	581	79%	197	75%	329	76%	526	81%	189	78%	290	79%	479
All	75%	326	71%	487	72%	813	77%	322	74%	468	75%	790	80%	323	77%	440	78%	763	
Level 3 (long)	GCE A/AS Level	89%	634	73%	59	87%	693	89%	640	75%	52	88%	692	91%	635	77%	43	90%	678
	NVQ	71%	9	66%	62	67%	71	76%	10	70%	62	71%	72	81%	10	74%	62	75%	72
	GNVQ/AVCE	71%	56	67%	6	71%	62	76%	46	73%	4	76%	50	76%	25	74%	2	76%	27
	GNVQ Precursor	45%	9	51%	5	47%	14	54%	2	66%	3	60%	5	72%	2	70%	2	71%	4
	Access to Higher Education	100%		100%	33	100%	33	63%		69%	34	69%	35	65%		71%	32	70%	32
	Other	72%	99	73%	156	72%	255	73%	116	75%	148	74%	264	77%	146	78%	141	77%	287
	All	85%	807	73%	322	81%	1,128	86%	813	73%	304	82%	1,118	87%	818	76%	282	84%	1,100
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	77%		82%	12	82%	12	83%		81%	17	81%	17	71%		81%	20	81%	20
	All	77%		82%	12	82%	12	83%		81%	17	81%	17	71%		81%	20	81%	20
Level not specified	All	86%	37	79%	114	81%	151	90%	29	83%	110	85%	139	92%	27	85%	86	87%	113
All Long		82%	1,402	73%	1,610	77%	3,011	83%	1,420	75%	1,519	79%	2,939	85%	1,424	78%	1,349	81%	2,773
All Short		92%	310	92%	2,612	92%	2,921	93%	279	93%	2,539	93%	2,818	94%	254	94%	1,924	94%	2,177
All Qualifications		83%	1,711	85%	4,221	84%	5,932	85%	1,699	86%	4,058	86%	5,757	86%	1,678	87%	3,272	87%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Achievement Rates in LSC Funded FE Provision

**Table 2c: Achievement rates in all FE institutions by notional level, broad qualification type, qualification length, age group and expected end year**

Number of Starts in 000s

Level	Qualification type	2003/2004						2004/2005						2005/2006					
		16-18		19+		All ages		16-18		19+		All ages		16-18		19+		All ages	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Level 1 (long)	NVQ	82%	20	85%	21	83%	41	86%	23	90%	20	88%	43	90%	26	93%	17	91%	43
	GNVQ	83%	12	83%	1	83%	13	86%	10	84%	1	86%	10	88%	5	86%		88%	6
	Other	76%	200	80%	653	79%	853	79%	222	80%	600	80%	827	83%	225	82%	503	82%	728
	<b>All</b>	77%	232	80%	675	79%	907	80%	255	81%	620	80%	880	84%	256	82%	521	83%	777
Level 2 (long)	GCSE	90%	103	85%	60	88%	163	91%	100	88%	53	90%	153	92%	95	89%	46	91%	141
	NVQ	78%	44	80%	100	79%	143	97%	46	89%	108	91%	154	86%	46	100%	112	89%	159
	GNVQ	81%	27	77%	2	81%	29	83%	19	79%	1	83%	20	86%	9	87%	1	86%	10
	GNVQ Precursor	83%	2	85%	1	83%	3	86%	2	91%	3	89%	4	87%	3	93%	2	89%	4
	Other	77%	106	74%	301	76%	407	81%	96	79%	273	80%	369	85%	92	84%	243	85%	335
	<b>All</b>	79%	326	76%	487	78%	813	82%	322	81%	468	82%	790	85%	323	85%	440	85%	763
	Full level 2 learning aims	79%	113	79%	119	79%	232	82%	125	84%	139	83%	264	85%	134	88%	150	87%	284
	Not full level 2 learning aims	80%	213	75%	368	77%	581	82%	197	81%	329	81%	526	85%	189	83%	290	84%	479
	<b>All</b>	79%	328	76%	489	78%	817	82%	322	81%	468	82%	790	85%	323	85%	440	85%	763
Level 3 (long)	GCE A/AS Level	87%	634	76%	59	86%	693	88%	640	79%	52	87%	692	89%	635	81%	43	88%	678
	NVQ	75%	9	71%	62	72%	71	82%	10	79%	62	79%	72	87%	10	84%	62	84%	72
	GNVQ/AVCE	84%	56	79%	6	84%	62	87%	46	83%	4	87%	50	93%	25	87%	2	92%	27
	GNVQ Precursor	83%	9	72%	5	78%	14	83%	2	68%	3	74%	5	80%	2	71%	2	76%	4
	Access to Higher Education	100%		81%	33	81%	33	72%		83%	34	83%	35	80%		86%	32	86%	32
	Other	80%	99	76%	156	78%	255	85%	116	79%	148	82%	264	87%	146	83%	141	85%	287
	<b>All</b>	86%	807	76%	322	83%	1,128	87%	813	79%	304	86%	1,118	89%	818	83%	282	87%	1,100
Level 4, 5 and HE (long)	NVQ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other	77%		73%	12	73%	12	57%		73%	17	73%	17	65%		77%	20	76%	20
	<b>All</b>	77%		73%	12	73%	12	57%		73%	17	73%	17	65%		77%	20	76%	20
Level not specified	<b>All</b>	86%	37	80%	114	82%	151	92%	29	86%	110	87%	139	95%	27	89%	86	91%	113
<b>All Long</b>		83%	1,402	78%	1,610	80%	3,011	85%	1,420	81%	1,519	83%	2,939	87%	1,424	84%	1,349	86%	2,773
<b>All Short</b>		82%	310	88%	2,612	88%	2,921	83%	279	89%	2,539	89%	2,818	86%	254	91%	1,924	90%	2,177
<b>All Qualifications</b>		83%	1,711	85%	4,221	84%	5,932	85%	1,699	87%	4,058	86%	5,757	87%	1,678	88%	3,272	88%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Success Rates in LSC Funded FE Provision

**Table 3: Success rates in all FE institutions by subject sector area, qualification length and expected end year**

*Number of starts in 000's*

Sector Subject Area	2003/2004						2004/2005						2005/2006					
	Long		Short		All		Long		Short		All		Long		Short		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Agriculture, Horticulture and Animal Care	58%	44	84%	42	70%	86	63%	44	87%	46	75%	90	67%	41	92%	34	78%	74
Arts, Media and Publishing	69%	319	82%	174	74%	492	73%	313	84%	184	77%	497	76%	298	88%	139	80%	436
Business, Administration and Law	59%	239	73%	98	63%	337	63%	230	77%	101	67%	331	66%	213	76%	69	69%	282
Construction, Planning and the Built Environment	47%	96	81%	42	57%	138	53%	91	82%	43	62%	134	62%	87	83%	38	68%	124
Education and Training	57%	53	69%	36	61%	88	62%	52	74%	32	67%	85	68%	54	82%	36	74%	90
Engineering and Manufacturing Technologies	57%	107	88%	123	74%	230	62%	102	87%	87	74%	189	66%	111	88%	70	75%	182
Health, Public Services and Care	59%	246	90%	72.4	82%	970	65%	269	91%	691	84%	960	67%	259	91%	521	84%	780
History, Philosophy and Theology	77%	84	77%	8	77%	93	80%	93	88%	49	83%	141	83%	96	92%	37	85%	133
Information and Communication Technology	50%	429	74%	479	62%	908	53%	351	76%	393	65%	743	58%	282	79%	265	68%	547
Languages, Literature and Culture	65%	291	70%	99	67%	390	68%	288	76%	92	70%	379	72%	246	81%	79	74%	326
Leisure, Travel and Tourism	60%	120	81%	138	71%	258	66%	118	83%	129	75%	247	70%	113	86%	90	77%	203
Preparation for Life and Work	66%	432	75%	615	71%	1,047	66%	460	76%	658	72%	1,118	69%	464	78%	576	74%	1,040
Retail and Commercial Enterprise	61%	132	79%	133	70%	265	65%	134	80%	121	72%	255	71%	145	86%	96	77%	241
Science and Mathematics	68%	294	76%	30	69%	324	71%	290	83%	28	72%	317	73%	278	81%	15	74%	293
Social Sciences	74%	94	78%	31	75%	125	75%	92	75%	26	75%	118	79%	78	81%	9	79%	87
Unspecified subject sector area	43%	31	95%	151	86%	181	78%	13	96%	139	94%	152	88%	9	97%	104	96%	114
<b>Total</b>	<b>62%</b>	<b>3,011</b>	<b>81%</b>	<b>2,921</b>	<b>71%</b>	<b>5,932</b>	<b>66%</b>	<b>2,939</b>	<b>83%</b>	<b>2,818</b>	<b>74%</b>	<b>5,757</b>	<b>70%</b>	<b>2,773</b>	<b>85%</b>	<b>2,177</b>	<b>76%</b>	<b>4,950</b>

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they start their qualification.

## Success Rates in LSC Funded FE Provision

**Table 4: Success rates in all FE institutions by sector subject area, gender and expected end year**

Number of starts in 000's

Sector Subject Area	2003/2004						2004/2005						2005/2006					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Agriculture, Horticulture and Animal Care	69%	45	72%	41	70%	86	72%	44	78%	46	75%	90	75%	35	81%	39	78%	74
Arts, Media and Publishing	76%	325	70%	167	74%	492	79%	329	73%	167	77%	497	81%	284	77%	152	80%	436
Business, Administration and Law	63%	218	63%	119	63%	337	68%	214	67%	117	67%	331	69%	179	69%	103	69%	282
Construction, Planning and the Built Environment	60%	7	57%	131	57%	138	67%	6	62%	128	62%	134	76%	7	68%	118	68%	124
Education and Training	64%	64	55%	24	61%	88	69%	63	60%	22	67%	85	76%	68	67%	22	74%	90
Engineering and Manufacturing Technologies	84%	73	69%	158	74%	230	83%	48	70%	140	74%	189	85%	37	72%	144	75%	182
Health, Public Services and Care	80%	635	87%	335	82%	970	82%	638	88%	322	84%	960	82%	532	87%	249	84%	780
History, Philosophy and Theology	78%	54	76%	39	77%	93	84%	87	82%	54	83%	141	86%	80	84%	53	85%	133
Information and Communication Technology	63%	546	61%	361	62%	907	66%	441	64%	302	65%	743	69%	322	67%	224	68%	546
Languages, Literature and Culture	67%	251	65%	139	67%	390	70%	246	69%	133	70%	379	75%	213	73%	112	74%	325
Leisure, Travel and Tourism	73%	137	69%	120	71%	258	76%	127	73%	119	75%	247	78%	95	77%	108	77%	203
Preparation for Life and Work	72%	613	70%	434	71%	1,047	73%	669	71%	449	72%	1,118	74%	619	73%	421	74%	1,040
Retail and Commercial Enterprise	70%	203	69%	62	70%	265	72%	197	71%	58	72%	255	77%	184	77%	56	77%	241
Science and Mathematics	70%	186	68%	138	69%	324	73%	183	71%	135	72%	317	74%	167	73%	126	74%	293
Social Sciences	76%	77	75%	48	75%	125	75%	74	74%	44	75%	118	79%	53	79%	34	79%	87
Unspecified subject sector area	87%	112	85%	69	86%	181	94%	94	95%	58	94%	152	96%	70	97%	43	96%	114
<b>Total</b>	<b>72%</b>	<b>3,546</b>	<b>70%</b>	<b>2,385</b>	<b>71%</b>	<b>5,932</b>	<b>75%</b>	<b>3,462</b>	<b>73%</b>	<b>2,295</b>	<b>74%</b>	<b>5,757</b>	<b>77%</b>	<b>2,946</b>	<b>75%</b>	<b>2,004</b>	<b>76%</b>	<b>4,950</b>

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Success Rates in LSC Funded FE Provision

**Table 5: Success rates in all FE institutions by ethnicity, gender and expected end year**

Number of starts in 000's

Ethnicity	2003/2004						2004/2005						2005/2006					
	Female		Male		All		Female		Male		All		Female		Male		All	
	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Bangladeshi	73%	31	67%	28	70%	59	73%	32	69%	28	71%	60	75%	29	70%	25	73%	54
Indian	73%	91	69%	61	71%	152	74%	87	72%	57	74%	143	76%	74	74%	51	76%	125
Pakistani	70%	90	64%	60	67%	149	71%	90	66%	58	69%	147	73%	80	70%	54	72%	134
Other - Asian	71%	44	67%	43	69%	87	73%	44	70%	38	71%	82	75%	39	73%	34	74%	73
Black African	68%	110	64%	78	66%	187	71%	112	68%	76	70%	188	74%	104	71%	71	73%	175
Black Caribbean	64%	64	60%	40	62%	104	66%	64	63%	40	65%	104	70%	58	68%	37	69%	95
Black Other	64%	19	62%	14	63%	33	66%	19	64%	14	65%	33	69%	17	68%	12	69%	30
Chinese	71%	32	69%	19	70%	51	73%	30	73%	17	73%	47	76%	24	76%	13	76%	37
White	73%	2,773	71%	1,815	72%	4,587	76%	2,719	74%	1,764	75%	4,484	78%	2,311	76%	1,550	77%	3,861
Other	68%	135	65%	103	67%	238	70%	139	68%	105	69%	244	72%	120	71%	90	72%	210
Not known / not provided	70%	159	70%	125	70%	284	73%	126	73%	98	73%	224	76%	89	75%	67	75%	156
<b>Total</b>	<b>72%</b>	<b>3,546</b>	<b>70%</b>	<b>2,385</b>	<b>71%</b>	<b>5,932</b>	<b>75%</b>	<b>3,462</b>	<b>73%</b>	<b>2,295</b>	<b>74%</b>	<b>5,757</b>	<b>77%</b>	<b>2,946</b>	<b>75%</b>	<b>2,004</b>	<b>76%</b>	<b>4,950</b>

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Success Rates in LSC Funded FE Provision

**Table 6: Success rates in all FE institutions by disability, gender and expected end year**

Number of starts in 000's

Disability	Age *	2003/2004						2004/2005						2005/2006					
		Female		Male		All		Female		Male		All		Female		Male		All	
		%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts	%	Starts
Has disability	16-18	70%	95	67%	108	68%	203	72%	99	69%	112	71%	210	75%	108	73%	126	74%	233
	19+	72%	237	72%	194	72%	432	75%	248	75%	197	75%	445	77%	217	77%	174	77%	391
	All	72%	333	70%	302	71%	635	74%	346	73%	309	73%	655	76%	325	75%	299	76%	624
No disability	16-18	71%	703	67%	605	69%	1,308	74%	715	70%	608	72%	1,323	77%	708	73%	609	75%	1,317
	19+	73%	2,002	72%	1,136	73%	3,138	75%	1,980	75%	1,100	75%	3,080	77%	1,636	77%	908	77%	2,544
	All	72%	2,705	70%	1,741	72%	4,446	75%	2,695	73%	1,708	74%	4,403	77%	2,344	75%	1,517	76%	3,861
No information	16-18	71%	105	66%	95	68%	200	74%	87	69%	78	71%	165	76%	67	72%	61	74%	127
	19+	70%	403	69%	247	70%	651	75%	334	75%	199	75%	533	75%	211	75%	127	75%	338
	All	70%	509	68%	342	70%	851	74%	420	73%	278	74%	698	75%	277	74%	188	75%	465
Total	16-18	71%	903	66%	808	69%	1,711	74%	901	70%	799	72%	1,699	77%	882	73%	796	75%	1,678
	19+	72%	2,643	72%	1,577	72%	4,221	75%	2,561	75%	1,496	75%	4,058	77%	2,064	76%	1,208	77%	3,272
	All	72%	3,546	70%	2,385	71%	5,932	75%	3,462	73%	2,295	74%	5,757	77%	2,946	75%	2,004	76%	4,950

### Notes:

Data within the table covers over 98% of FE learning aims.

The number of starts is shown to give an indication of the relative weightings between cohorts it does not show the complete number of FE starts for that year.

Totals may not equal the sum of columns due to rounding.

\* A learner's age is calculated from their age as at 31 August in the academic year they started their qualification.

## Success rates in LSC Funded Work Based Learning Provision

Table 7: Success rates by age group and programme type, 2004/05 and 2005/06

Programme Type	Age *	2004/2005			2005/2006			2004/2005		2005/2006	
		Current success rate			Current success rate			Overall success rate		Overall success rate	
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Complete framework ‡	Framework or NVQ component
<b>Advanced Apprenticeships</b>	16-18	41%	54%	23,618	56%	64%	24,912	38%	51%	46%	54%
	19+	34%	50%	26,613	50%	60%	28,569	31%	46%	43%	54%
	<b>All</b>	<b>38%</b>	<b>52%</b>	<b>50,231</b>	<b>53%</b>	<b>62%</b>	<b>53,481</b>	<b>34%</b>	<b>48%</b>	<b>44%</b>	<b>54%</b>
<b>Apprenticeships (at level 2)</b>	16-18	41%	51%	74,456	54%	59%	83,568	39%	50%	53%	58%
	19+	40%	52%	45,265	53%	59%	48,055	37%	50%	53%	59%
	<b>All</b>	<b>40%</b>	<b>51%</b>	<b>119,721</b>	<b>53%</b>	<b>59%</b>	<b>131,623</b>	<b>39%</b>	<b>50%</b>	<b>53%</b>	<b>58%</b>
<b>All Apprenticeships</b>	16-18	41%	51%	98,074	54%	60%	108,480	39%	50%	51%	57%
	19+	38%	51%	71,878	52%	59%	76,624	35%	48%	48%	57%
	<b>All</b>	<b>40%</b>	<b>51%</b>	<b>169,952</b>	<b>53%</b>	<b>60%</b>	<b>185,104</b>	<b>37%</b>	<b>50%</b>	<b>50%</b>	<b>57%</b>
<b>NVQ Training</b>	16-18	-	61%	8,795	-	73%	3,245	-	51%	-	56%
	19+	-	66%	10,323	-	77%	4,944	-	61%	-	66%
	<b>All</b>	-	<b>64%</b>	<b>19,118</b>	-	<b>75%</b>	<b>8,189</b>	-	<b>56%</b>	-	<b>61%</b>
<b>All frameworks or NVQs</b>	16-18	-	52%	106,869	-	60%	111,725	-	50%	-	57%
	19+	-	53%	82,201	-	60%	81,568	-	50%	-	58%
	<b>All</b>	-	<b>53%</b>	<b>189,070</b>	-	<b>60%</b>	<b>193,293</b>	-	<b>50%</b>	-	<b>57%</b>

### Notes:

Years 2004/05 and 2005/06 represent 1 August 2004 to 31 July 2005, 1 August 2005 to 31 July 2006

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure was presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 8: Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	Advanced Apprenticeships						Advanced Apprenticeships	
		2004/2005			2005/2006			2004/2005	2005/2006
		Current success rate			Current success rate			Overall success rate	Overall success rate
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Complete framework ‡
Agriculture, Horticulture and Animal Care	Female	37%	55%	300	55%	64%	400	36%	54%
	Male	41%	65%	300	41%	62%	300	37%	36%
	All	39%	60%	600	49%	63%	700	37%	45%
Arts, Media and Publishing	Female	-	-	-	-	-	-	-	53%
	Male	35%	53%	200	49%	59%	200	32%	42%
	All	36%	55%	200	48%	58%	200	31%	43%
Business, Administration and Law	Female	43%	59%	7,100	61%	69%	7,500	33%	52%
	Male	38%	51%	2,700	59%	64%	2,700	28%	49%
	All	42%	57%	9,800	60%	67%	10,200	32%	51%
Construction, Planning and the Built Environment	Female	0	1	100	47%	58%	100	27%	47%
	Male	46%	63%	7,300	62%	73%	7,900	41%	52%
	All	46%	63%	7,400	62%	73%	7,900	41%	52%
Education and Training	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Engineering and Manufacturing Technologies	Female	50%	59%	300	62%	67%	300	49%	52%
	Male	46%	57%	13,300	61%	67%	14,400	46%	50%
	All	46%	57%	13,600	61%	67%	14,800	46%	50%
Health, Public Services and Care	Female	22%	48%	5,500	39%	55%	6,400	22%	35%
	Male	19%	48%	400	30%	52%	400	17%	27%
	All	22%	48%	5,900	38%	55%	6,800	21%	34%
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	48%	57%	300	44%	55%	300	46%	38%
	Male	58%	66%	1,600	63%	70%	1,600	51%	47%
	All	56%	64%	1,900	60%	68%	1,900	50%	46%
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	30%	50%	1,300	50%	61%	1,200	32%	38%
	Male	23%	32%	700	37%	53%	1,100	24%	29%
	All	28%	44%	2,000	44%	57%	2,300	30%	35%
Preparation for Life and Work	Female	17%	41%	300	41%	71%	200	15%	26%
	Male	11%	45%	100	61%	76%	100	14%	35%
	All	15%	42%	400	47%	73%	300	15%	28%
Retail and Commercial Enterprise	Female	27%	38%	4,500	42%	49%	4,500	25%	33%
	Male	20%	26%	2,700	35%	40%	2,400	17%	24%
	All	24%	33%	7,200	39%	46%	6,900	22%	30%
Science and Mathematics	Female	1	1	-	-	-	-	50%	61%
	Male	0	1	-	-	-	-	39%	61%
	All	1	1	100	-	-	-	43%	61%
Social Sciences	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Unspecified SSA	Female	0	0	500	6%	6%	500	10%	5%
	Male	0	0	700	7%	7%	900	4%	7%
	All	0	0	1,300	7%	7%	1,400	6%	6%
Total	Female	32%	49%	20,200	48%	58%	21,400	28%	41%
	Male	41%	53%	30,000	57%	64%	32,000	38%	46%
	All	38%	52%	50,200	53%	62%	53,400	34%	44%

### Notes:

Years 2004/05 and 2005/06 represent 1 August 2004 to 31 July 2005, 1 August 2005 to 31 July 2006

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure was presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	Apprenticeships (at level 2)						Apprenticeships (at level 2)	
		2004/2005			2005/2006			2004/2005	2005/06
		Current success rate			Current success rate			Overall success rate	Overall success rate
		Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Framework or NVQ component	Total Leavers	Complete framework ‡	Complete framework ‡
Agriculture, Horticulture and Animal Care	Female	44%	54%	1,400	56%	61%	1,536	46%	55%
	Male	41%	58%	1,400	53%	64%	1,739	38%	52%
	All	43%	56%	2,700	54%	62%	3,275	42%	53%
Arts, Media and Publishing	Female	-	-	-	1	1	18	-	60%
	Male	25%	42%	100	52%	61%	98	25%	53%
	All	24%	38%	100	52%	59%	116	33%	54%
Business, Administration and Law	Female	49%	59%	20,400	59%	64%	22,086	47%	60%
	Male	42%	51%	7,900	53%	57%	8,479	40%	53%
	All	47%	57%	28,300	58%	62%	30,565	45%	58%
Construction, Planning and the Built Environment	Female	37%	47%	100	49%	53%	156	36%	51%
	Male	40%	52%	14,600	56%	62%	17,513	40%	56%
	All	40%	52%	14,700	56%	62%	17,669	40%	55%
Education and Training	Female	-	-	-	-	-	-	-	0%
	Male	-	-	-	-	-	-	-	0%
	All	-	-	-	-	-	-	-	0%
Engineering and Manufacturing Technologies	Female	44%	57%	600	56%	65%	682	42%	42%
	Male	43%	53%	12,600	55%	62%	15,932	42%	52%
	All	43%	53%	13,200	55%	62%	16,614	42%	51%
Health, Public Services and Care	Female	31%	48%	11,700	49%	58%	14,019	29%	49%
	Male	37%	48%	1,100	59%	64%	1,735	34%	58%
	All	32%	48%	12,800	50%	58%	15,754	30%	50%
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	51%	62%	700	56%	62%	1,130	55%	59%
	Male	49%	64%	3,000	68%	72%	3,710	49%	70%
	All	50%	64%	3,700	65%	70%	4,840	50%	68%
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	40%	55%	1,600	51%	58%	1,850	37%	52%
	Male	32%	50%	2,300	48%	56%	2,280	29%	46%
	All	35%	52%	4,000	49%	57%	4,130	32%	49%
Preparation for Life and Work	Female	-	-	-	1	1	1	-	0%
	Male	-	-	-	1	1	1	-	100%
	All	-	-	-	1	1	2	-	50%
Retail and Commercial Enterprise	Female	42%	51%	23,700	54%	57%	23,018	38%	52%
	Male	35%	45%	13,300	47%	52%	13,065	31%	48%
	All	40%	49%	36,900	51%	55%	36,083	36%	50%
Science and Mathematics	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Social Sciences	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Unspecified SSA	Female	9%	10%	1,500	10%	12%	1,139	12%	35%
	Male	0	0	1,800	6%	7%	1,291	11%	35%
	All	8%	9%	3,300	8%	9%	2,430	11%	35%
Total	Female	42%	52%	61,700	54%	59%	65,646	40%	53%
	Male	39%	50%	58,100	53%	59%	65,851	38%	52%
	All	40%	51%	119,700	53%	59%	131,497	39%	53%

### Notes:

Years 2003/04 and 2004/05 represent 1 August 2003 to 31 July 2004, 1 August 2004 to 31 July 2005

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure was presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 8 (continued): Success rates by area of learning, gender and programme type, 2003/04 and 2004/05

Sector Subject Area	Gender	2004/2005		2005/2006		All frameworks or NVQs			
		Current success rate		Current success rate		Current success rate		Current success rate	
		NVQ Only	Total Leavers	NVQ Only	Total Leavers	Framework or NVQ component	Total Leavers	Framework or NVQ component	Total Leavers
Agriculture, Horticulture and Animal Care	Female	77%	800	79%	300	62%	2,400	64%	2,200
	Male	56%	400	67%	100	59%	2,000	64%	2,200
	All	71%	1,100	75%	400	60%	4,400	64%	4,400
Arts, Media and Publishing	Female	-	-	-	-	54%	100	-	-
	Male	1	100	-	-	52%	300	58%	300
	All	60%	100	-	-	52%	400	58%	400
Business, Administration and Law	Female	67%	2,700	-	-	60%	30,300	65%	30,000
	Male	60%	1,400	-	-	52%	12,000	59%	11,200
	All	65%	4,100	-	-	58%	42,300	63%	40,700
Construction, Planning and the Built Environment	Female	-	-	-	-	53%	200	54%	200
	Male	54%	1,100	59%	400	56%	23,000	65%	25,700
	All	54%	1,100	59%	400	56%	23,200	65%	25,900
Education and Training	Female	-	-	-	-	63%	100	70%	100
	Male	-	-	-	-	-	-	-	-
	All	1	100	-	-	63%	100	74%	80
Engineering and Manufacturing Technologies	Female	69%	200	80%	100	60%	1,000	67%	1,000
	Male	63%	2,800	77%	1,000	55%	28,600	65%	31,400
	All	64%	3,000	77%	1,100	56%	29,700	65%	32,500
Health, Public Services and Care	Female	63%	4,500	77%	700	51%	21,800	58%	21,200
	Male	78%	1,300	79%	100	62%	2,800	62%	2,200
	All	66%	5,900	77%	800	52%	24,600	58%	23,400
History, Philosophy and Theology	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Information and Communication Technology	Female	58%	100	-	-	60%	1,100	61%	1,400
	Male	72%	400	74%	100	65%	5,000	71%	5,400
	All	70%	500	73%	100	65%	6,100	69%	6,800
Languages, Literature and Culture	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Leisure, Travel and Tourism	Female	-	-	-	-	53%	3,000	59%	3,100
	Male	61%	200	-	-	47%	3,200	55%	3,400
	All	62%	200	-	-	50%	6,200	57%	6,400
Preparation for Life and Work	Female	-	-	-	-	42%	300	71%	200
	Male	-	-	-	-	48%	100	76%	100
	All	-	-	-	-	44%	400	73%	300
Retail and Commercial Enterprise	Female	60%	1,600	71%	500	49%	29,700	56%	28,000
	Male	58%	1,400	70%	800	43%	17,400	51%	16,300
	All	59%	3,000	70%	1,300	47%	47,100	54%	44,300
Science and Mathematics	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	65%	100	-	-
	All	-	-	-	-	67%	100	82%	100
Social Sciences	Female	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-
	All	-	-	-	-	-	-	-	-
Unspecified SSA	Female	-	-	-	-	9%	2,000	10%	1,700
	Male	-	-	-	-	7%	2,500	7%	2,200
	All	-	-	-	-	8%	4,600	8%	3,800
Total	Female	65%	10,100	75%	1,600	53%	92,000	59%	88,700
	Male	63%	9,000	71%	2,500	52%	97,100	61%	100,400
	All	64%	19,100	73%	4,200	53%	189,100	60%	190,000

Notes:  
Years 2004/05 and 2005/06 represent 1 August 2004 to 31 July 2005, 1 August 2005 to 31 July 2006

Total leavers have been rounded to nearest 100

Totals may not equal the sum of columns due to rounding.

\* In Work Based Learning, a learner's age is age at the start of learning

‡ 'Complete framework' shows the percentage of apprenticeships where the full framework is achieved

### Overall success rates

This new success measure was presented for the first time in 2004/05. Current and overall success rates will be shown together to assist comparability between the measures. There is an intention to show only the overall success rate at some future point.

See Notes to Editors for technical details

## Success rates in LSC Funded Work Based Learning Provision

Table 9: Success rates by ethnicity and programme type, 2004/05 and 2005/06

Ethnicity	Advanced Apprenticeships					
	2004/2005			2005/2006		
	Current success rate			Current success rate		
	Complete framework	Framework or NVQ component	Total Leavers	Complete framework	NVQ component	Total Leavers
Bangladeshi	26%	40%	141	46%	15%	135
Indian	26%	41%	311	52%	15%	338
Pakistani	29%	46%	296	50%	17%	322
Other - Asian	43%	55%	120	38%	13%	164
Black African	16%	28%	116	35%	12%	336
Black Caribbean	21%	34%	313	41%	13%	107
Black other	26%	41%	153	53%	15%	38
Chinese	40%	48%	50	71%	8%	129
White	38%	52%	47,393	54%	14%	50,640
Other	23%	36%	590	41%	12%	686
Not known / not provided	44%	55%	696	46%	11%	548
<b>Total</b>	<b>38%</b>	<b>52%</b>	<b>50,179</b>	<b>53%</b>	<b>14%</b>	<b>53,443</b>

Advanced Apprenticeships	
2004/2005	2005/2006
Overall success rate	Overall success rate
Complete framework	Complete framework
24%	35%
22%	38%
27%	40%
38%	31%
15%	28%
22%	29%
26%	40%
41%	44%
21%	45%
34%	34%
43%	43%
34%	44%

Ethnicity	Apprenticeships (at level 2)					
	2004/2005			2005/2006		
	Current success rate			Current success rate		
	Complete framework	Framework or NVQ component	Total Leavers	Complete framework	NVQ component	Total Leavers
Bangladeshi	18%	31%	755	41%	14%	811
Indian	33%	44%	760	51%	11%	872
Pakistani	31%	42%	1,072	45%	11%	1,204
Other - Asian	32%	48%	250	45%	15%	615
Black African	22%	37%	515	46%	15%	1,200
Black Caribbean	28%	42%	1,076	41%	14%	396
Black other	30%	44%	381	50%	14%	78
Chinese	39%	54%	99	50%	14%	280
White	41%	52%	111,020	54%	11%	122,553
Other	32%	43%	2,035	47%	11%	2,436
Not known / not provided	40%	53%	1,231	47%	13%	1,052
<b>Total</b>	<b>40%</b>	<b>51%</b>	<b>119,194</b>	<b>53%</b>	<b>11%</b>	<b>131,497</b>

Apprenticeships (at level 2)	
Overall success rate	Overall success rate
Complete framework	Complete framework
21%	38%
30%	50%
29%	48%
26%	43%
20%	46%
25%	40%
25%	48%
33%	50%
29%	53%
37%	46%
37%	48%
37%	53%

Ethnicity	NVQ Training				All frameworks or NVQs			
	2004/2005		2005/2006		2004/2005		2005/2006	
	Current success rate		Current success rate		Current success rate		Current success rate	
	NVQ Only	Total Leavers	NVQ Only	Total Leavers	Framework or NVQ component	Total Leavers	Framework or NVQ component	Total Leavers
Bangladeshi	47%	180	73%	56	36%	982	52%	1,002
Indian	58%	210	76%	87	40%	1,381	61%	1,297
Pakistani	63%	378	79%	95	43%	1,950	55%	1,621
Other - Asian	55%	56	81%	54	37%	385	53%	833
Black African	66%	120	81%	89	39%	780	53%	1,625
Black Caribbean	59%	257	75%	36	53%	1,581	52%	539
Black other	64%	96	83%	6	42%	734	58%	122
Chinese	60%	15	68%	25	56%	131	63%	434
White	64%	17,351	75%	7,526	37%	174,315	61%	180,719
Other	65%	315	72%	163	41%	2,646	53%	3,285
Not known / not provided	65%	139	75%	52	46%	2,651	56%	1,652
<b>Total</b>	<b>64%</b>	<b>19,117</b>	<b>75%</b>	<b>8,189</b>	<b>46%</b>	<b>187,536</b>	<b>60%</b>	<b>193,129</b>

NVQ Training		All framework
2004/2005	2005/2006	2004/2005
Overall success rate	Overall success rate	Overall success rate
NVQ Only	NVQ Only	Framework or NVQ component
37%	45%	40%
45%	61%	44%
50%	59%	39%
44%	63%	38%
49%	68%	33%
45%	53%	36%
44%	60%	40%
51%	61%	48%
47%	61%	35%
54%	64%	48%
48%	61%	56%
53%	61%	47%