

Medr statistics

Consistent performance measures for post-16 learning: Learner destinations, August 2021 to July 2023

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Summary: Employment and learning destinations for further education, school sixth form and work-based learning learners in the year following their programme of study.

Theme: Further education, sixth forms, work-based learning

Source: Longitudinal Education Outcomes (LEO) Study
Lifelong Learning Wales Record (LLWR)
Post-16 Data Collection
Matched Education Data (MED)
Pupil Level Annual School Census (PLASC)
Higher Education Statistics Agency (HESA)
P45 and P14 employment data

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Note

This report uses matched education data linked with the Longitudinal Education Outcomes (LEO) Study to show employment and learning destinations for further education, school sixth form and work-based learning learners in the year following their programme of study.

A separate release provides information on [learner achievement](#).

This report highlights some of the messages in the data. The accompanying tables include the full breakdowns for all measures by all the characteristics in this article.

Measure definitions

A learner's destination relates to their activity the following academic year. So, for the 2022/23 cohort, destinations are reported for 2023/24.

We have grouped learner destinations into the following categories for reporting purposes.

Sustained employment

Learners must be in paid employment as recorded in Pay-As-You-Earn (PAYE) records for at least one day per month in five out of the six months between October and March in the following academic year, or have returned a self-assessment form stating that they have received income from self-employment during that financial year.

Sustained learning

Learners must be learning at an equal or higher level to the programme they terminated for at least one day per month in all six months between October and March in the following academic year.

Sustained destination

Learners who progress to a sustained destination in employment or learning (or both).

In recognition that the sustained learning measure above may not reflect the full value of further learning at all levels, a secondary measure is presented showing all learning.

Learning (non-sustained)

Learners must be in learning at an equal or higher level to the programme they terminated for at least one day between October and March in the following academic year.

Learning and sustained employment destination

Learners who progress to a sustained employment destination or learning destination (does not need to be sustained).

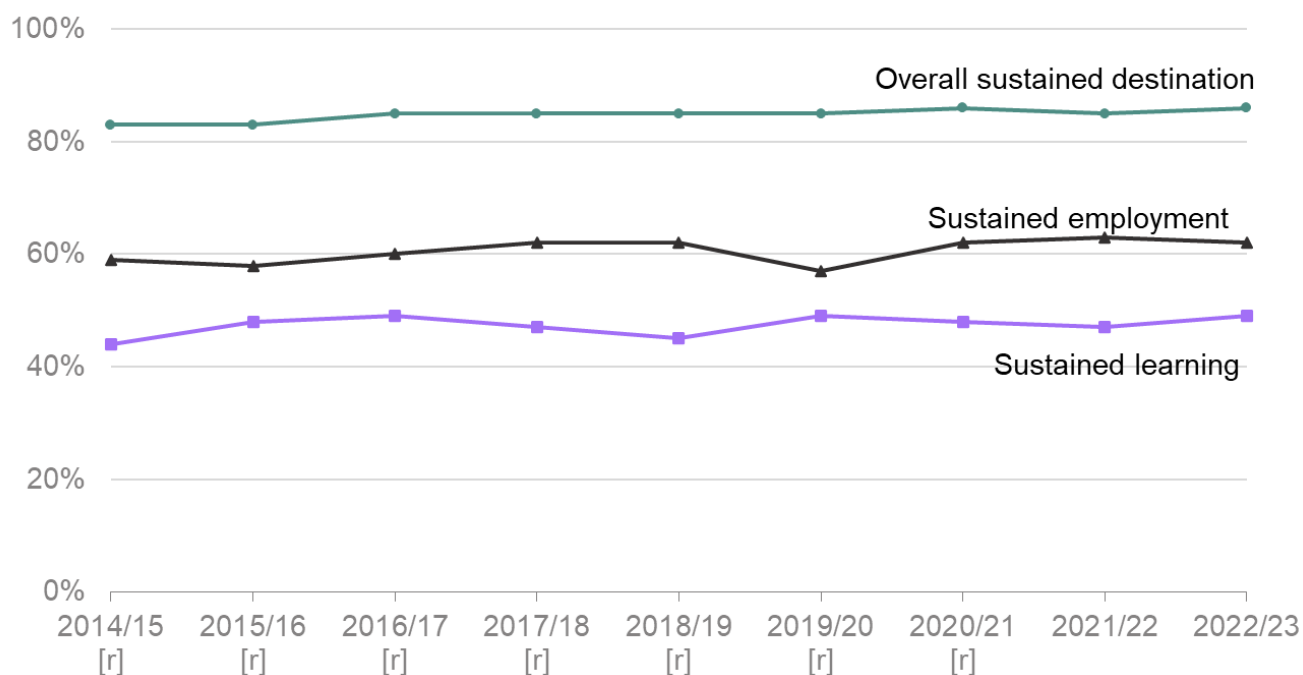
Data on the Learning (non-sustained) and Learning and sustained employment destination measures are included in the tables published alongside this release.

Main points

Overview

The overall sustained destination rate has increased slightly since 2014/15.

Figure 1: Destinations of post-16 learners, 2014/15 to 2022/23



Description: The sustained destination rate has remained relatively stable since 2014/15, increasing from 83% to 86% in 2020/21 and 2022/23.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

Data in Table 1a of the accompanying spreadsheet

Both sustained employment and sustained learning rates have increased overall from 2014/15, with sustained employment being the most common destination.

49% of learners in 2022/23 went onto a sustained learning destination, an increase from 47% in 2021/22. The sustained employment rate has dropped by 1 percentage point to 62% in 2022/23.

Destinations of post-16 learners

Of the 103,245 and 99,755 post-16 learners finishing a learning programme in 2021/22 and 2022/23:

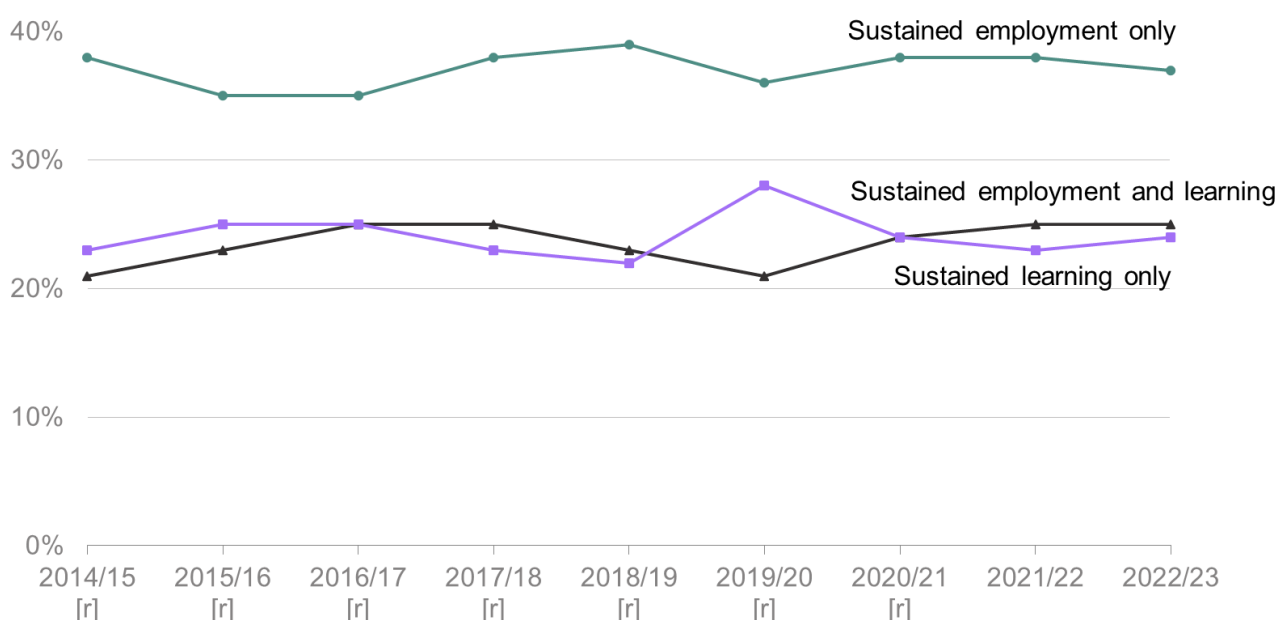
- 85% and 86% had a sustained destination in 2021/22 and 2022/23, respectively.
- 63% and 62% were in sustained employment in 2021/22 and 2022/23, respectively.
- 47% and 49% were in sustained learning in 2021/22 and 2022/23, respectively.

The sustained destination, sustained employment, and sustained learning rates for 2021/22 and 2022/23 learners are broadly in line with levels observed in previous years:

- The sustained destination rate has ranged from 83% in 2014/15 to 85% and 86% in 2021/22 and 2022/23, respectively.
- The sustained employment rate has ranged from 57% in 2019/20 to 63% and 62% in 2021/22 and 2022/23, respectively.
- The sustained learning rate has ranged from 44% in 2014/15 to 47% and 49% in 2021/22 and 2022/23, respectively.

Sustained employment only remains the most common type of sustained destination.

Figure 2: Destination types of learners with an overall sustained destination, 2014/15 to 2022/23



Description: 37% of learners in 2022/23 were in sustained employment only, whilst 25% had a sustained employment and learning destination. 49% of learners in 2022/23 went onto a sustained learning destination. For 24% of learners, this was their only sustained destination.

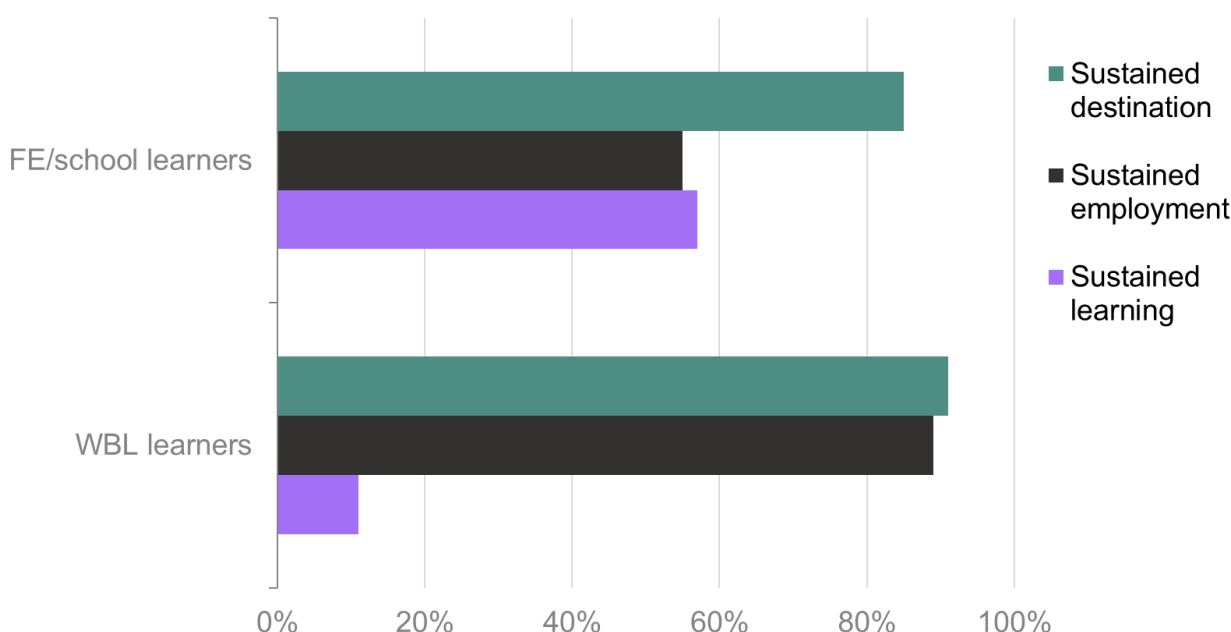
[Note 1] A small proportion of learners with 'other' sustained destinations (less than 0.5%) are not shown on the figure. Other sustained destinations include learners who were engaged in learning and/or employment in each of the six months between October and March the following year but didn't meet the criteria of sustained employment or sustained learning. The rate for other sustained destinations is consistently below 1%.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

The remaining 14% of post-16 learners in 2022/23 had a non-sustained or not known destination. This includes learners with sustained learning at a lower level, and learners with no known outcome in the destination year.

Destination rates vary by the type of learning provision a learner undertakes.

Figure 3: Destinations of 2022/23 post-16 learners, by sector



Description: WBL learners had higher rates of sustained destination and sustained employment than FE and school learners.

[Note 1] In this figure and throughout the release, sustained employment includes those with 'sustained employment only' and 'sustained learning and employment', and sustained learning includes those with 'sustained learning only' and 'sustained learning and employment'.

Data in Table 1b and Table 1c of the accompanying spreadsheet

WBL learners were more likely to have a higher sustained destination than FE and school learners (91% compared to 85%), driven by a much higher rate of sustained employment (89% compared to 55%).

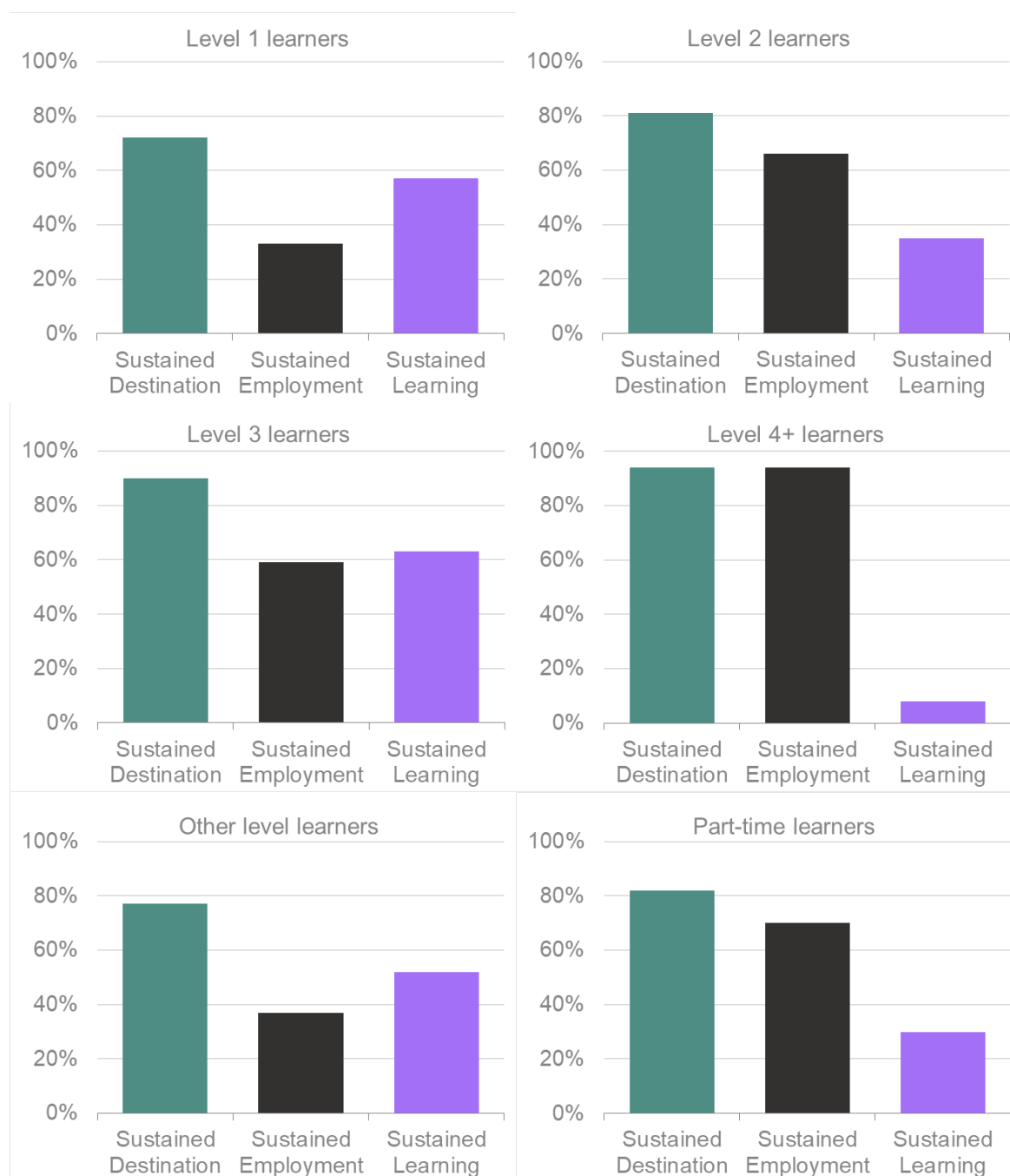
Compared to WBL learners, FE and school learners tend to have higher sustained learning rates than sustained employment rates with the exception of 2021/22, where sustained employment was 1 percentage point higher. The general trend of WBL learners having a lower sustained learning rate and a higher sustained employment rate, is consistent over time.

Destinations of post-16 learners by level of terminated learning programme

This section shows the destination measures by the level of study the learner finished.

The proportion of learners in each destination category varies substantially between the different levels of learning programmes.

Figure 4: Destinations of post-16 learners, by level of terminated learning programme, 2022/23



Description: Learners at level 3 and level 4+ have higher sustained destination rates than learners at level 1, who have the lowest sustained destination rate.

[Note 1] Information on level of study is not captured for part-time learning programmes.

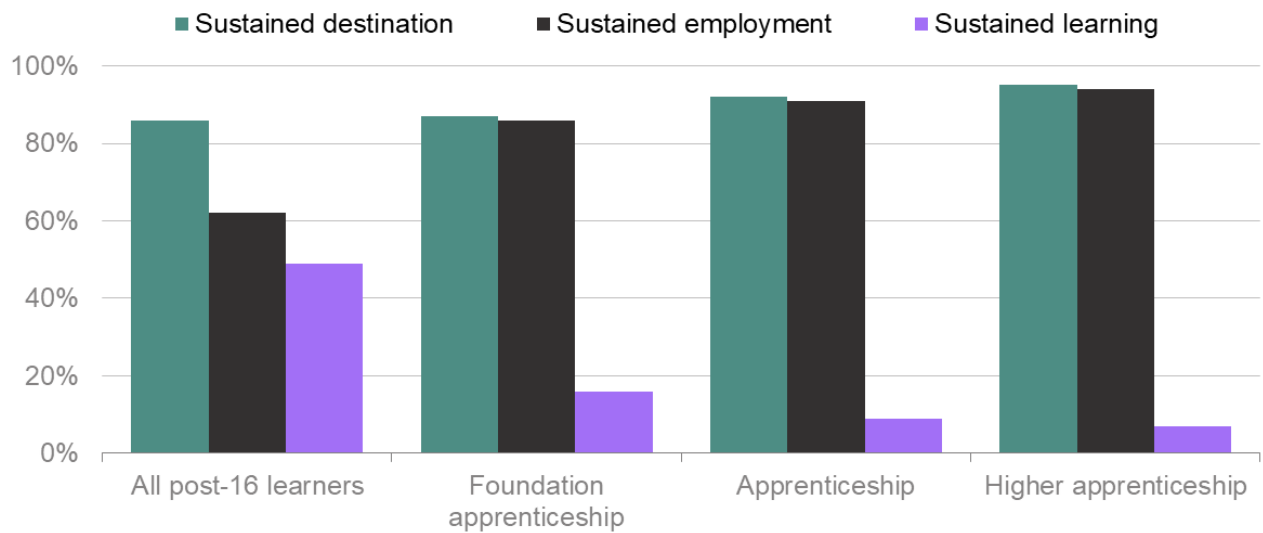
Data in Table 5a of the accompanying spreadsheet

There was a 61 percentage point difference between the sustained employment rate of learners at level 4+, who had the highest rate of 94%, and learners at level 1, who had the lowest rate of 33%.

For the sustained learning rate, there was a 55 percentage point difference between learners at level 3, who had the highest rate of 63%, compared to learners at level 4+, who had the lowest rate of 8%.

Apprenticeship learners have higher sustained destination rates than all post-16 learners, driven by higher sustained employment rates.

Figure 5: Destinations of apprenticeship learners, by level of apprenticeship, 2022/23



Description: The differences in sustained destination rates between apprenticeship types correlate with the level of apprenticeship. Higher level apprenticeships tend to have higher rates of sustained destination and sustained employment. Conversely, apprenticeships show an opposing trend in sustained learning whereby rates fall as the level of apprenticeship rises.

Data can be found in Table 2a of the accompanying spreadsheet

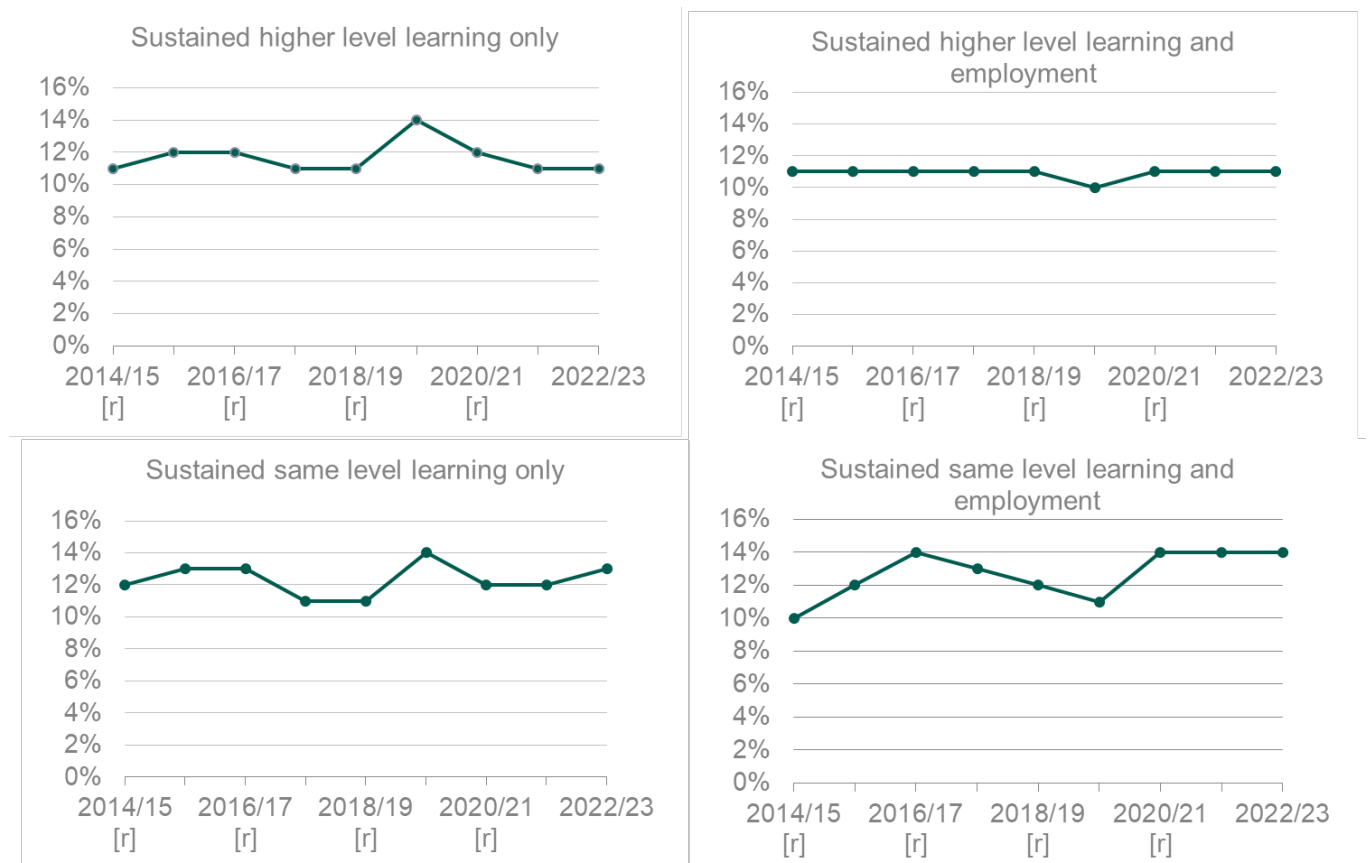
The sustained learning rate ranges between 7% to 16% for apprenticeships in 2022/23, which is significantly lower than all post-16 learners at 49%.

Sustained learning destinations of post-16 learners

This section shows the sustained learning destination measures of post-16 learners; whether learners continue their study at the same, or higher level, and whether learners go on to study at a FE, school or WBL provider, or a Higher Education Provider (HEP).

Learning destination rates have remained relatively stable over time.

Figure 6: Sustained learning destinations of post-16 learners, by level of learning destination, 2014/15 to 2022/23



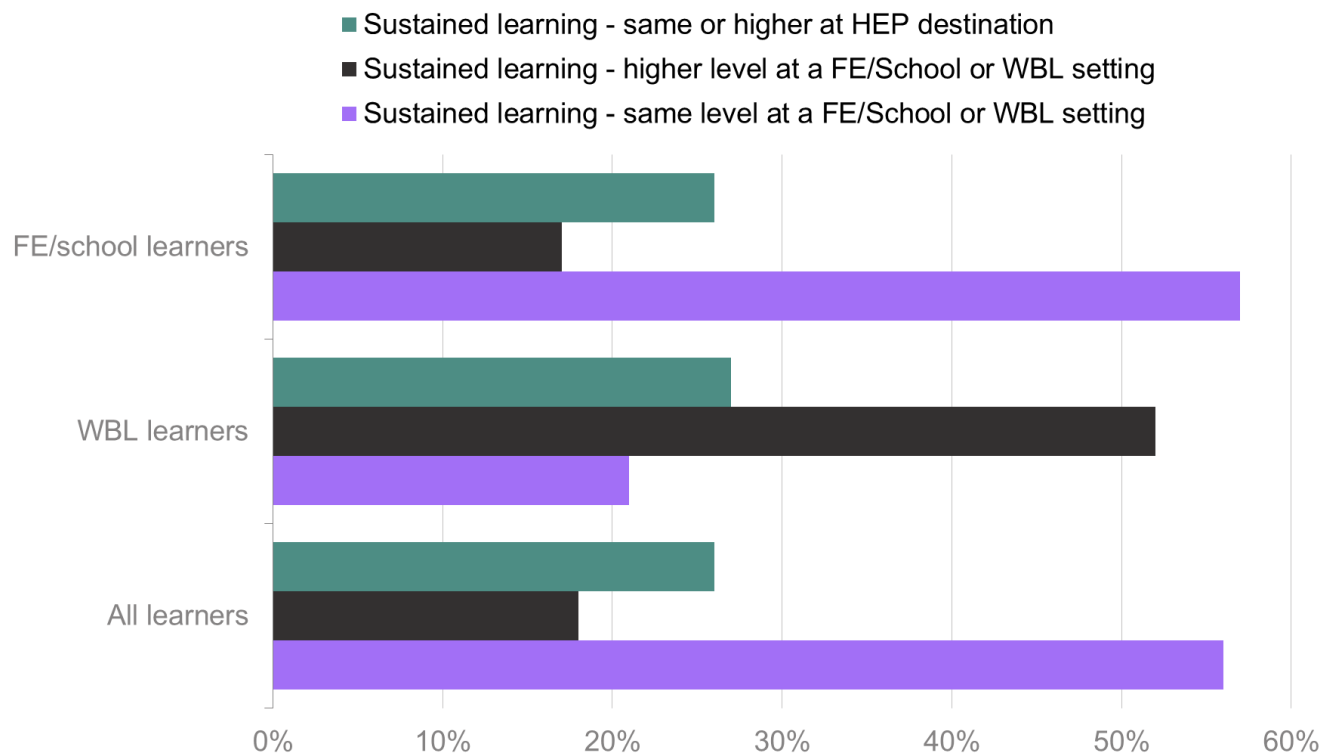
Description: For the learners moving into a sustained learning destination in 2022/23 (49%), this was made up of 27% of learners studying at the same level and 21% of learners studying at a higher level.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

Despite some fluctuations, sustained learning destination rates have remained broadly similar over time, except for sustained same level learning and employment which has remained at 14% since 2020/21, up on the rate seen for most of the prior period back to 2014/15.

Sustained learning rates vary by the type of destination provider.

Figure 7: Sustained learning destinations of post-16 learners, by destination provider type, 2022/23



Description: FE and school learners have the highest rate of sustained learning at the same level at FE/school/WBL setting. WBL learners have the highest rate of sustained learning at a higher level at a FE/School/WBL setting.

[Note 1] The base cohort is learners with a sustained learning destination rather than all learners.

Data in Table 3b and Table 3c of the accompanying spreadsheet

In 2022/23, 57% of FE/school sixth form learners had a sustained learning destination. This was made up of 74% of learners learning at FE/school sixth form or WBL providers, and 26% were at a HEP.

A lower proportion of WBL learners had a sustained learning destination at 11%. 73% of these learners progressed to learning at FE/school sixth form or WBL providers, and 27% were learning at a HEP.

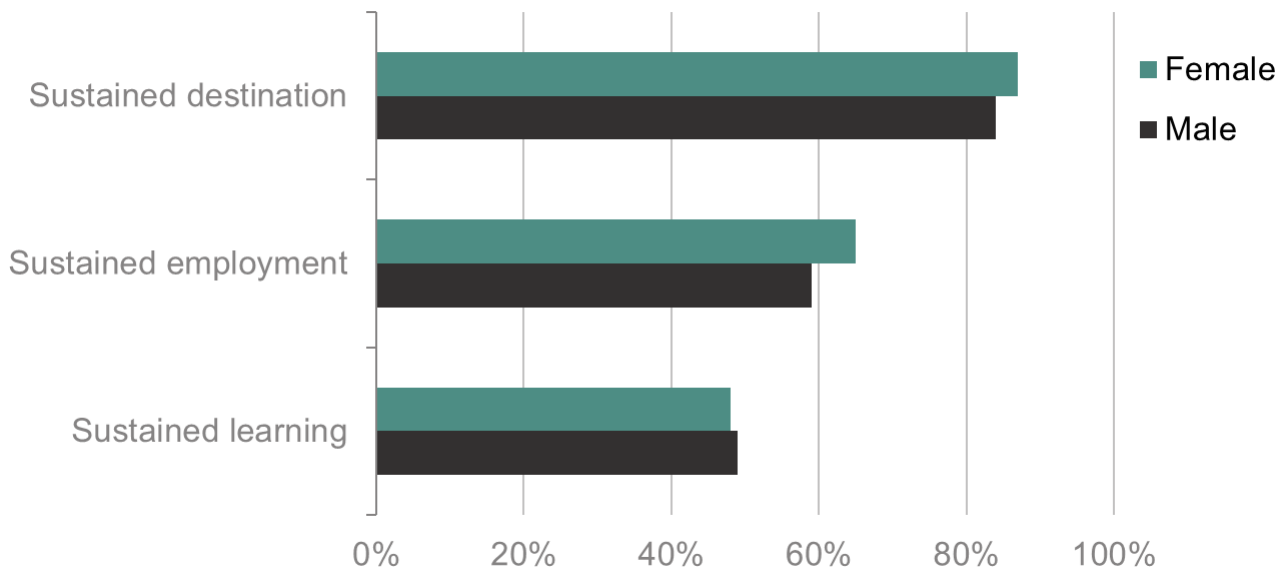
Destinations of post-16 learners by learner characteristics

This section includes destinations of post-16 learners by characteristics such as gender, age, ethnicity, special educational needs provision, free school meal eligibility and multiple deprivation decile.

Gender

Female learners were more likely to have a sustained destination and sustained employment.

Figure 8a: Destinations of post-16 learners, by gender, 2022/23



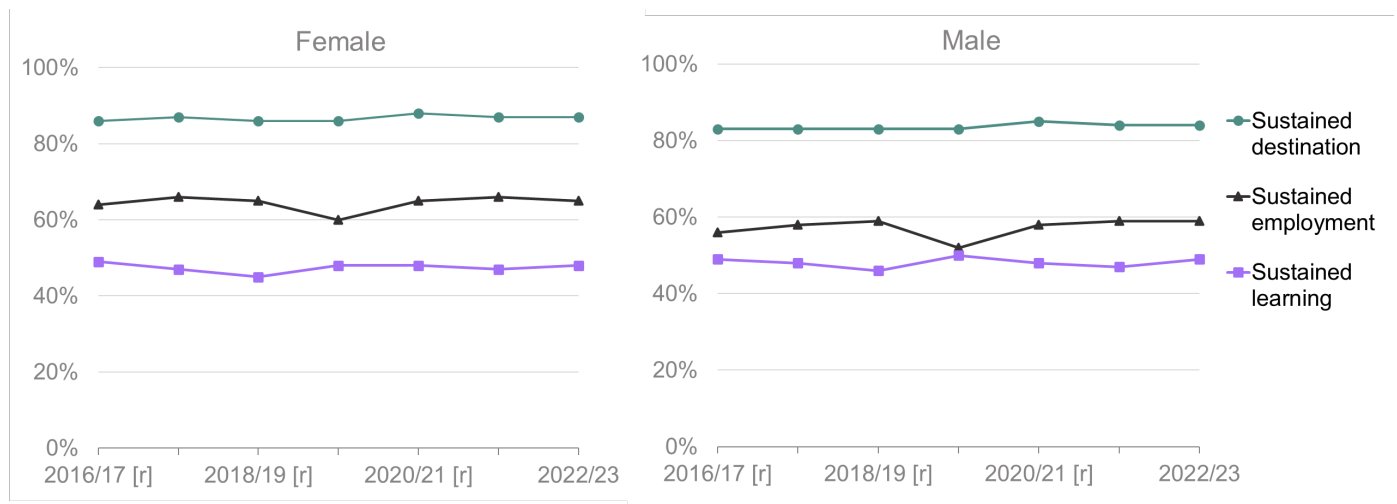
Description: 87% of female learners had a sustained destination compared to 84% of male learners in 2022/23.

Data in Table 7a of the accompanying spreadsheet

The gap between male and female learners is most pronounced in the sustained employment. While 65% of female learners had a sustained employment, the corresponding figure for male learners was 59%.

Female learners consistently have higher rates of sustained destination and sustained employment than male learners.

Figure 8b: Destinations of post-16 learners, by gender, 2016/17 to 2022/23



Description: Sustained destination rates for male and female learners has remained stable over time.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

The gender gap in sustained destination has remained at 3 percentage points over the last 7 years, with the exception of 2017/18 where the gap reached 4 percentage points.

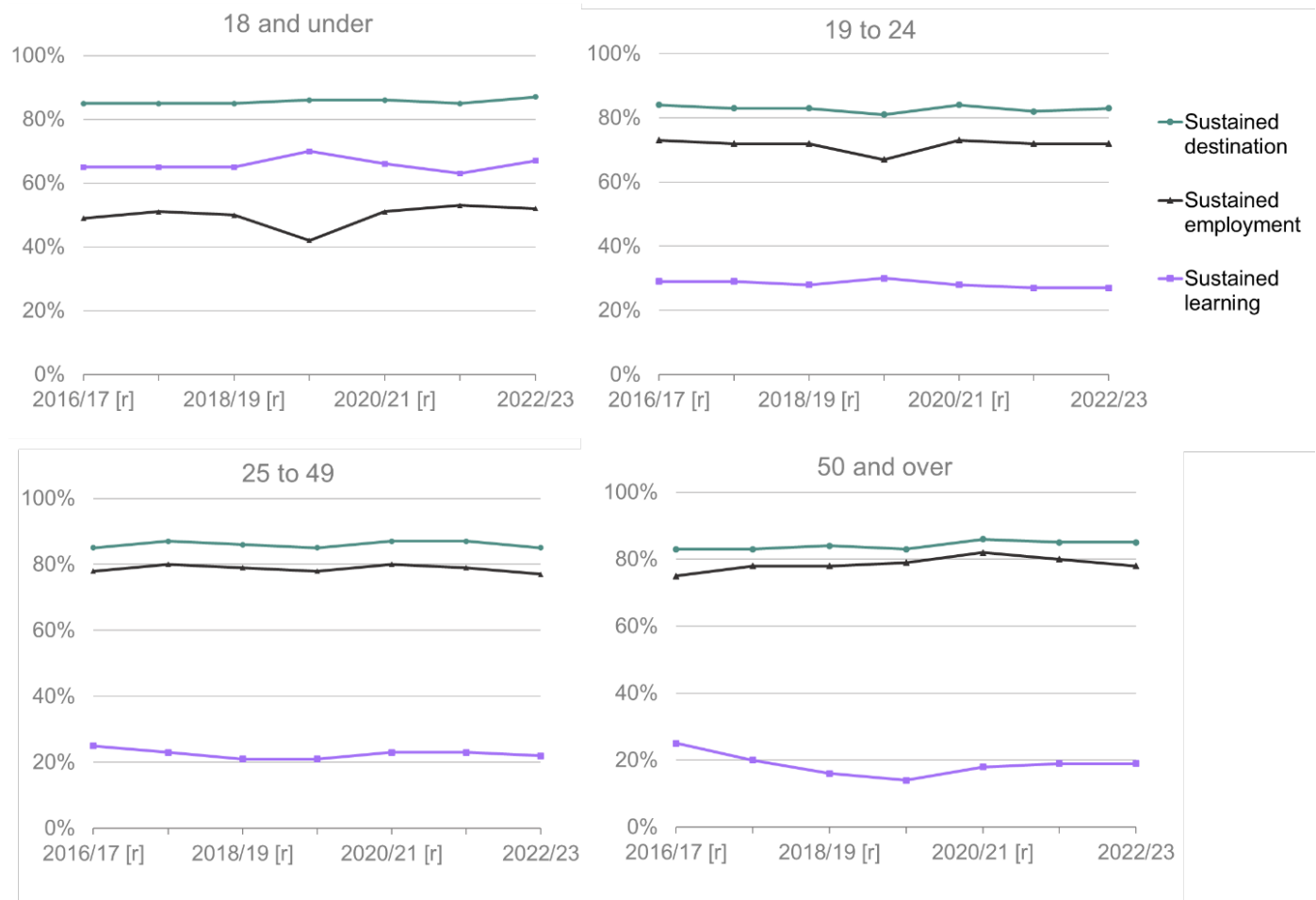
The gender gap in the sustained employment rate is slightly wider and has ranged between 7 and 8 percentage points since 2016/17. In 2022/23, the gender gap was 7 percentage points.

Since 2016/17, the sustained learning rates between male and female learners has been relatively consistent, differing by no more than 1 percentage point. In 2022/23, male learners had a slightly higher sustained learning rate than female learners, whereas in 2021/22, the rates were the same.

Age

Learners aged 18 and under have higher sustained learning rates.

Figure 9a: Destinations of post-16 learners, by age, 2022/23



Description: Learners aged 18 and under have opposite destination trends compared to the other age groups, with consistently higher sustained learning rates than sustained employment rates.

Data can be found in Table 6a of the accompanying spreadsheet

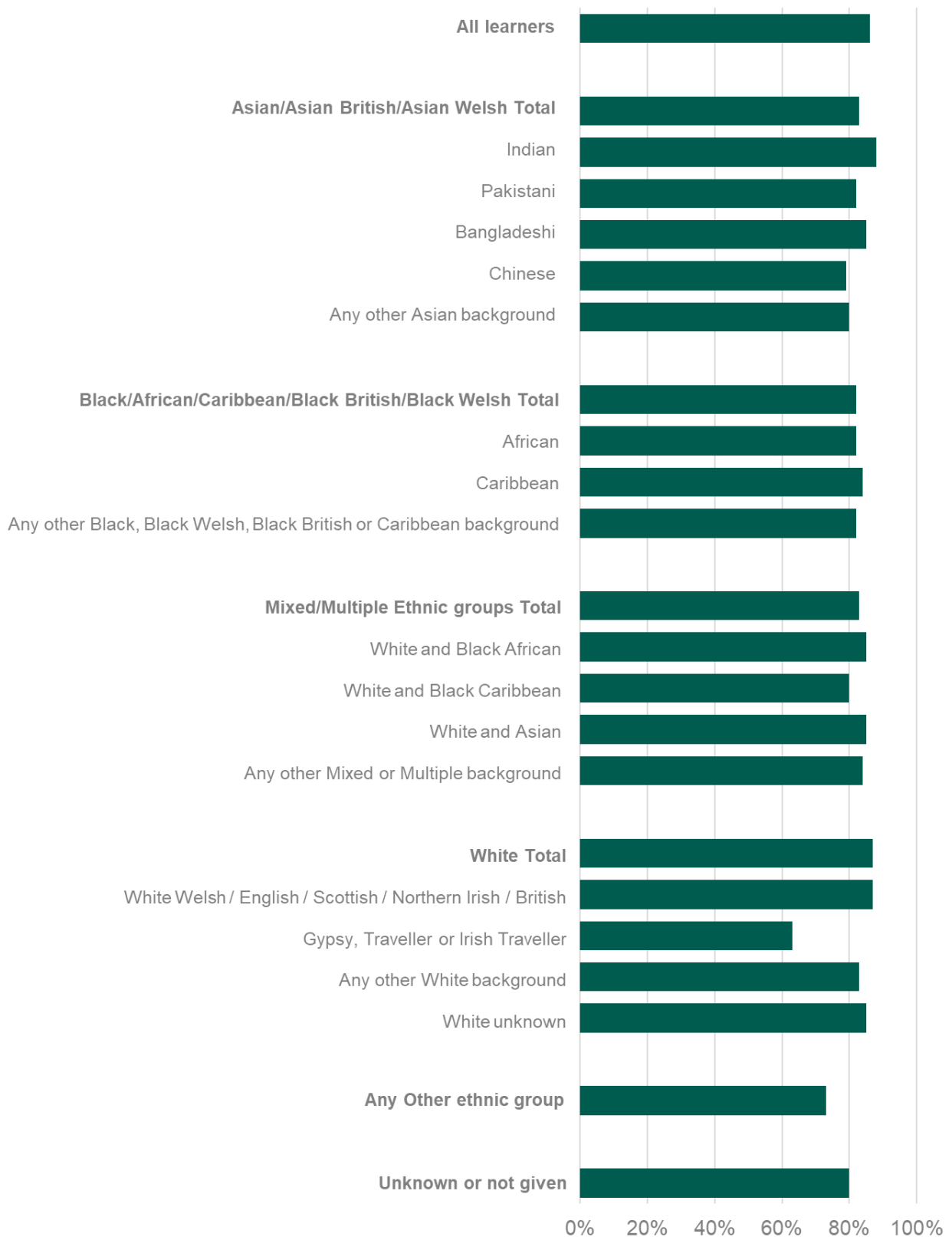
The sustained learning rate is the highest for those aged 18 and under and the lowest for the older age groups over time, likely reflecting the higher proportion of those aged 18 and under entering higher education.

In 2022/23, the sustained employment rate was the highest for learners aged 50 and over at 78%, compared to 52% for those aged 18 and under. Conversely, the sustained learning rate was the highest for those aged 18 and under at 67%, and the lowest for the learners aged 50 and over at 19%. Learners aged 18 and under was the only age group that saw an increase in sustained learning.

Ethnicity

The destination rates are varied across ethnic groups.

Figure 10a: Sustained destination rate of post-16 learners, by ethnicity, 2022/23



Description: The number of learners in some of the more detailed groups is smaller, therefore, the rates are more volatile.

[Note 1] The Roma ethnic group is not visible on the figure as numbers are small and the data may be disclosive.

[Note 2] 18% of learners in the high level "White" ethnic group were recorded at a time when there was only one category in the Lifelong Learning Record Wales data collection for White ethnic groups. These learners are shown figure 11a as "White unknown"

Data in Table 9a of the accompanying spreadsheet

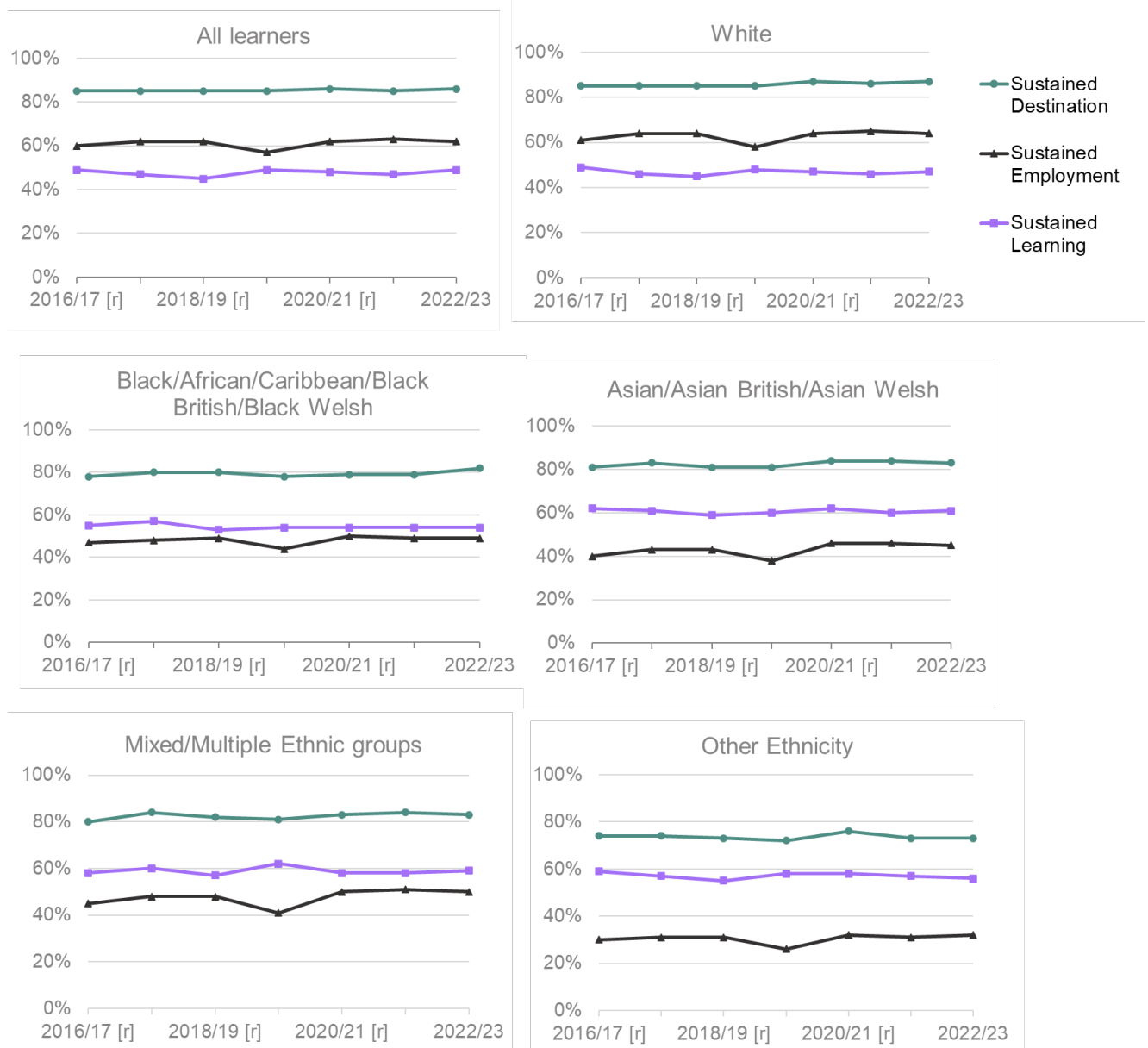
Across the aggregated ethnic groups, the sustained destination rate is the highest for learners with a White ethnicity (87%) and the lowest for learners from Other ethnic groups (73%). However, there is variation within the detailed groups in each category. Within the detailed groups, the Gypsy, Traveller or Irish Traveller ethnic group has the lowest sustained destination at 63% and learners in the Indian ethnic group have the highest rate of 88%.

Learners with a White Unknown ethnicity (see note above) had the highest sustained employment rate at 68%, whereas learners from Other ethnic backgrounds had the lowest rate at 32%, followed by learners with Gypsy, Traveller or Irish Traveller ethnic backgrounds at 37%. In the aggregated groups learners with an Asian, Asian British, Asian Welsh ethnicity had a relatively low sustained employment rate compared to the other aggregated groups at 45%.

Conversely, when looking across the aggregated groups, the sustained learning rate was the highest for learners within the Asian, Asian British, Asian Welsh ethnic group at 61%. Looking at the more detailed groups, the Bangladeshi ethnic group had the highest sustained learning rate at 68%. The lowest rate was seen in learners with a White Unknown ethnicity (see note above), at 39%.

Learners with a White ethnicity have consistently higher rates of sustained employment through time.

Figure 10b: Destinations of post-16 learners, by ethnicity, 2016/17 to 2022/23



Description: Following a drop in 2019/20, sustained employment has returned to similar levels seen pre-pandemic.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

In 2021/22, the sustained learning rate decreased or remained the same for all ethnic groups. Whereas in 2022/23, sustained learning increased or stayed the same, apart from the Other ethnicity group which decreased by 1 percentage point.

The group that showed the largest difference from year to year was the Black/African/Caribbean/Black British/Black Welsh ethnic group, where the sustained destination rate increased by 3 percentage points from 2021/22 at 79% to 82% in 2022/23.

The White ethnicity group makes up around 9 out of 10 learners, hence its trends have a significant impact on the All learners trends.

Special educational needs (SEN) provision or additional learning needs (ALN) provision

To get information on SEN/ALN, the Matched Education Dataset (MED) was used to link students in our LEO dataset with their Pupil Level Annual School Census (PLASC) record. For more information on this, see the accompanying Quality and Methodology document.

Only learners able to be matched to PLASC were linked so the number of students included in this analysis is less than the total destinations cohort. As such, this analysis represents only 67% of the 2022/23 cohort and should be treated as a standalone analysis, not compared to the rest of the release.

For example, the learners included in the figure below have a younger demographic profile than the rest of this release. Figures 10a and 10b show that younger learners have a lower rate of sustained employment than the whole cohort, so the sustained employment rate of all the students in figure 12a is lower than is shown for totals in the rest of this release.

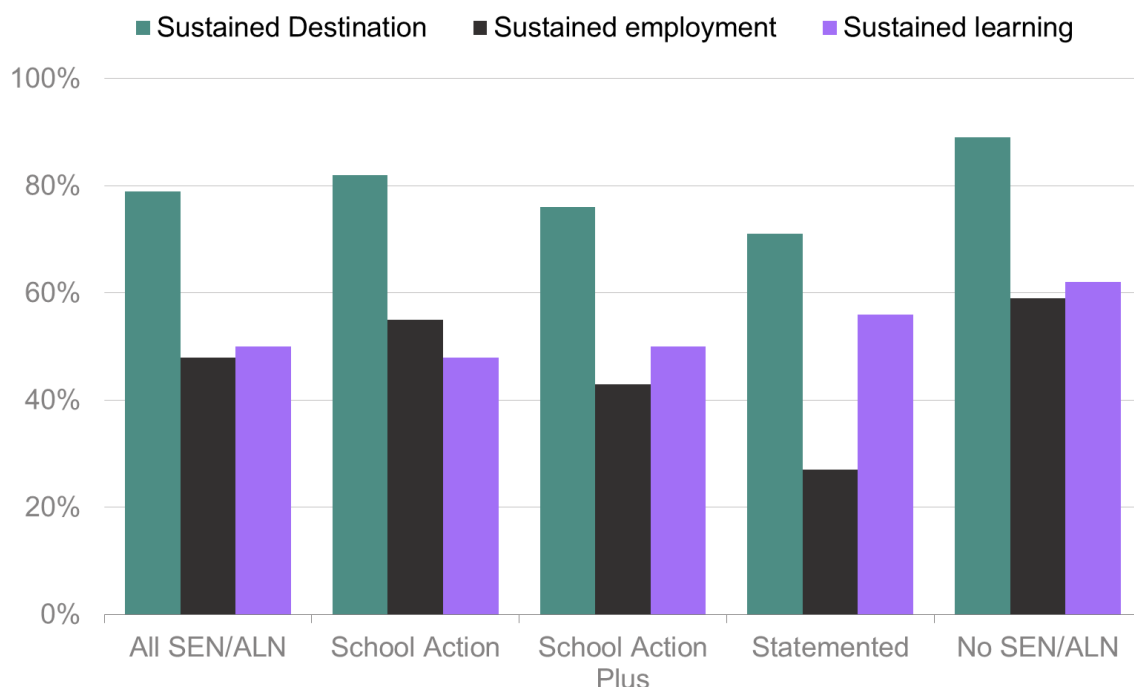
The SEN/ALN status shown for learners in this analysis is the most recent record of SEN/ALN provision they had in the PLASC record, e.g. if a learner in LLWR had one type of SEN/ALN provision in year 10, and another in year 11, this analysis uses what was recorded when they were in year 11.

Learners with SEN may have [Statements](#) issued by the LA or may have their needs identified by the school. In the latter case they come under one of two further categories: [School Action](#) or [School Action Plus](#).

A small number of learners in 2022/23 cohort are recorded as having Individual Development Plans under the ALN system. Please see the [notes](#) for further information.

Learners with SEN/ALN provision have lower rates of sustained learning, sustained employment and sustained destination.

Figure 11a: Destinations of post-16 learners, by SEN/ALN provision, 2022/23



Description: The sustained destination rate for 2022/23 was the highest for learners with no SEN/ALN provision at 89%. Of the learners with SEN provision, it was the highest for those with School Action at 82% and the lowest for those with a statement of SEN at 71%.

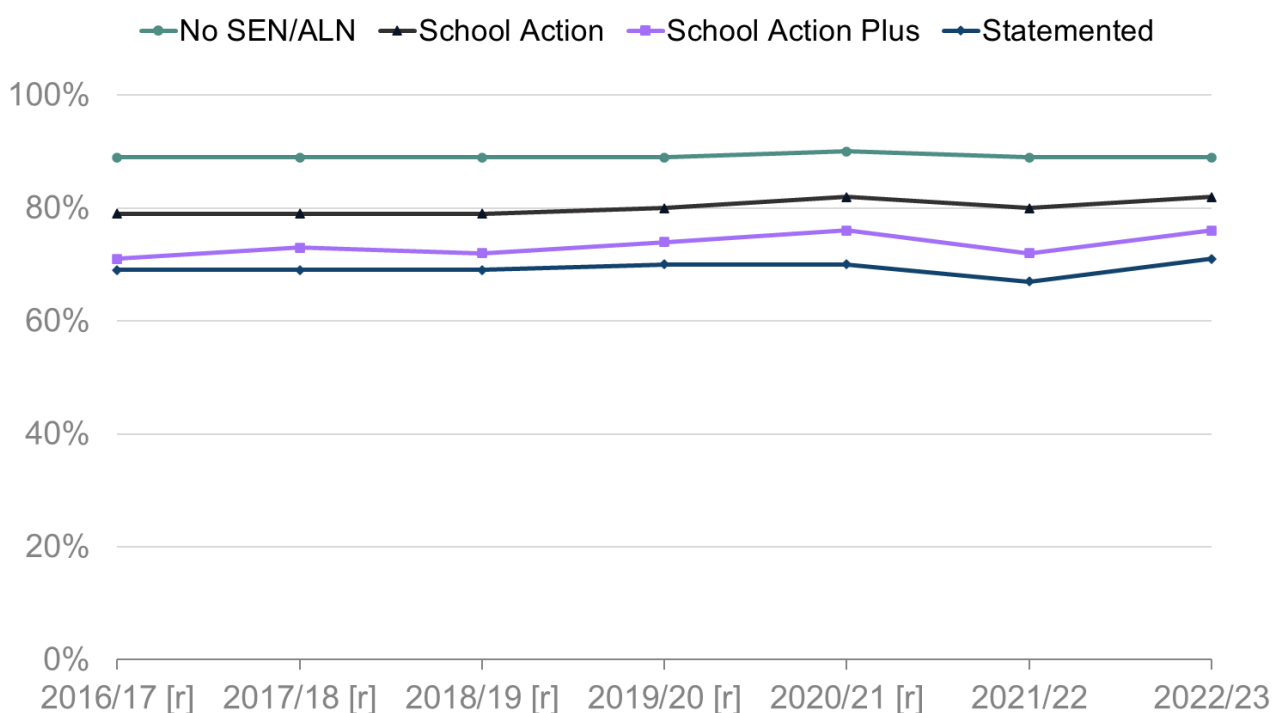
Data in Table 8a of the accompanying spreadsheet

The same pattern was seen for the sustained employment rate, where learners with no SEN/ALN having the highest rate of 59% and those with a statement of SEN having the lowest at 27%.

Similarly, the sustained learning rate was also the highest for students with no SEN/ALN provision at 62%, but those with a statement of SEN had the highest sustained learning rate of all students with a SEN provision at 56%. The sustained learning rate was the lowest for those with School Action provision at 48%.

The sustained destination rate for learners with no SEN/ALN is generally consistent over time.

Figure 11b: Percentage of post-16 learners with a sustained destination, by SEN/ALN provision, 2016/17 to 2022/23



Description: Learners with SEN/ALN provision have generally seen a small increase overtime. However, 2021/22 had a noticeable decrease for all three SEN categories.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

The sustained destination rate has increased in 2022/23 for learners with SEN/ALN provision.

Overall, the sustained destination rate for learners with School Action provision has increased from 79% in 2016/17 to 82% in 2022/23. In 2020/21, it was also at 82% however, the rate dropped to 80% in 2021/22.

Learners with School Action Plus provision have a more varied trend in sustained destination, but there has been an overall increase from 71% to 76% since 2016/17.

The sustained destination rate for learners with a statement of SEN has been relatively stable between 2016/17 to 2022/23, increasing from 69% to 71%.

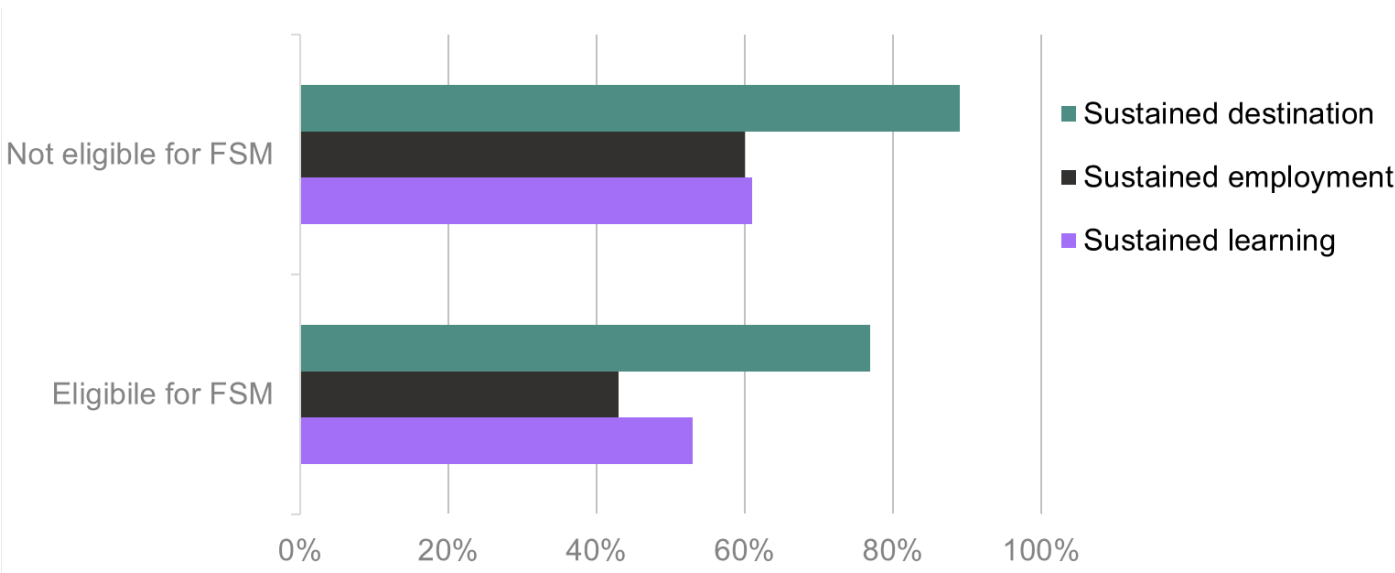
Free school meals (FSM) eligibility

The analysis presented here is also derived by utilising the Matched Education Dataset (MED) to link students in the LEO dataset with their PLASC record. The match rate, and associated issues with comparing this analysis with that presented elsewhere in this release, is as described in the section on Special Educational Needs.

The FSM eligibility shown for learners in this analysis is the most recent record of FSM eligibility they had in the PLASC record, e.g. if a learner in LLWR was eligible for FSM in year 10, but then recorded as not eligible in year 11 this analysis will record them as not eligible.

Learners who were not eligible for FSM were more likely to have a sustained destination, sustained employment and sustained learning.

Figure 12a: Destinations of post-16 learners, by FSM eligibility, 2022/23



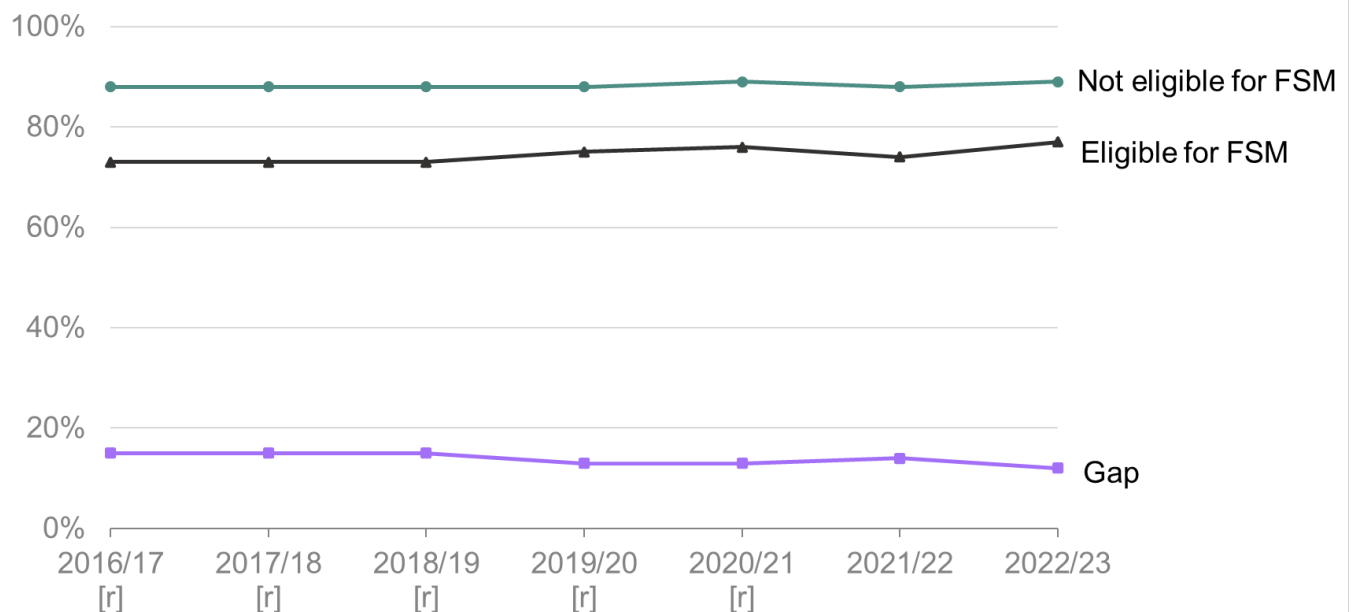
Description: The rates of sustained destination, sustained employment and sustained learning are higher for learners not eligible for FSM than for learners eligible for FSM.

Data in Table 10a of the accompanying spreadsheet

The difference in rates is the smallest for sustained learning with a gap of 8 percentage points. In contrast, the gap in the the sustained employment rate is the biggest being 16 percentage points.

The sustained destination for learners eligible for FSM and not eligible for FSM has increased in 2022/23.

Figure 12b: Percentage of post-16 learners with a sustained destination, by FSM eligibility, 2016/17 to 2022/23



Description: The sustained destination rate is stable over time for learners who are not eligible for FSM at 88%, with slight increases in 2020/21 and 2022/23. For learners eligible for FSM, the sustained destination rate has increased steadily over the years, reaching 77% in 2022/23.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

Learners who are not eligible for FSM have higher rates of sustained destination than learners eligible for FSM through time. This pattern also holds true for sustained employment and sustained learning.

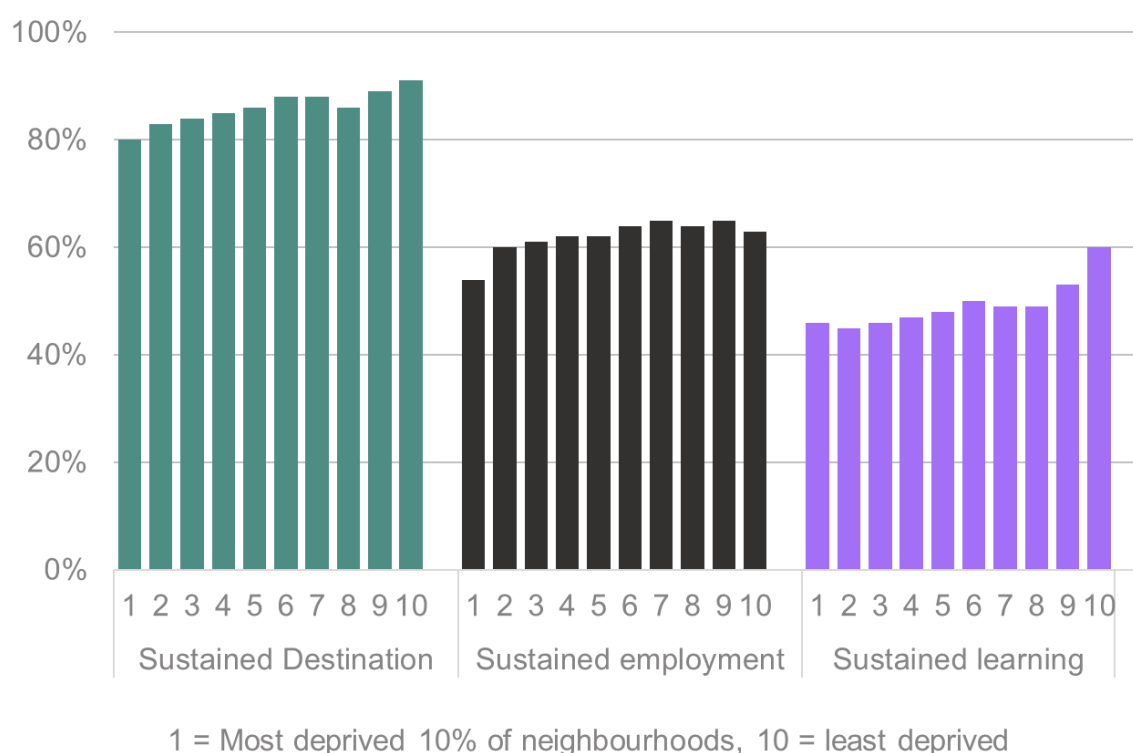
The gap between FSM eligible students and those not eligible in 2022/23 was 12 percentage points, slightly smaller than the gap in the previous year (14%).

Welsh Index of Multiple Deprivation (WIMD)

[The Welsh Index of Multiple Deprivation](#) (WIMD) is the official measure of relative deprivation for small areas in Wales. It is designed to identify those small areas where there are the highest concentrations of several different types of deprivation. These small areas have been ranked, according to the 2019 WIMD, and grouped into deciles. The learner's postcode of residence is used to identify the deprivation decile that they reside in. This measure of deprivation is not based on the deprivation of the learner specifically. Many non-deprived learners live in deprived areas and vice versa. A small proportion of postcodes are not attributable to a WIMD decile i.e. those in England or with poor data quality.

Learners from the least deprived areas generally have higher rates of sustained destination, sustained employment and sustained learning.

Figure 13a: Destinations of post-16 learners, by WIMD decile, 2022/23



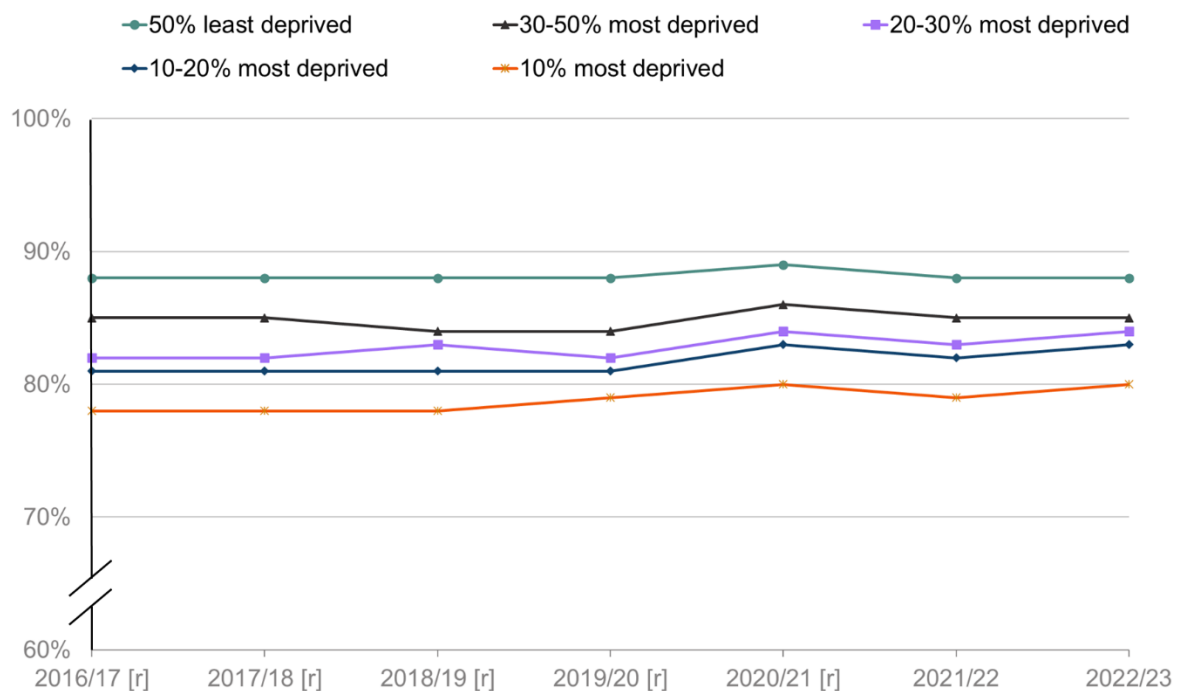
Description: For learners in the most deprived 10% of neighbourhoods, the sustained destination rate was 11 percentage points lower than the rate for learners from the least deprived 10% of neighbourhoods (80% compared with 91%).

Data in Table 11a of the accompanying spreadsheet

The gap between the sustained learning rate of the most and least deprived areas was 14 percentage points (46% compared to 60%). The gap in sustained employment was smaller, with 9 percentage points between the most and least deprived areas (54% compared to 63%), though the rate was the highest in deciles 7 and 9 (65%).

Learners from the least deprived areas consistently have higher rates of sustained destination.

Figure 13b: Percentage of post-16 learners with a sustained destination, by WIMD deprivation group, 2016/17 to 2022/23



Description: Deciles have been combined to create 5 groups. For example, 50% least deprived, includes learners from the 5 least deprived deciles.

[Note r] Previously published figures have been revised with the latest data, see the key quality information for detail.

In 2021/22, there was a decrease in sustained destination for all groups. However, in 2022/23, there has been an increase for all groups except the 50% least deprived which has remained the same.

Glossary

Academic year

For schools, the academic year is from 1 September to 31 August. For colleges, the academic year is 1 August to 31 July.

Age

A learner's age is calculated from the 31 August at the beginning of their AS year for general education, and at the beginning of the named year for vocational education.

Ethnic background

Ethnic categories are presented according to the Government Analysis Function harmonised standards. The information is self-reported by the learner.

Free school meals

Learners are eligible for free school meals if their families are in receipt of certain benefits/support payments, or are on universal credit. Learners are only recorded as eligible if they have applied for free school meals to their local authority.

Programme

A programme is a collection of qualifications that a learner will study. For example, an A level programme may include three A levels and a Welsh Bacc. An example of a vocational programme might be 'Carpentry & Joinery Level 1', which involves studying a 'Diploma in Carpentry and Joinery' as the main qualification, along with any supporting qualifications, such as pre-GCSE mathematics.

Pupils with statements

Pupils for whom the Authority maintains a statement of special educational needs under Part iv of the Education Act 1996. A statement may be issued by the LA after assessment of a child's needs.

School Action

When a class or subject teacher identify that a pupil has special educational needs, they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

School Action Plus

When the class or subject teacher and the Special Educational Needs Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' can be put in place. The Special Educational Needs Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher.

Notes

Tables are published alongside this release containing all the data presented here, and further data.

Timeliness of this publication

This release was not published in autumn 2024, when data for 2021/22 should have been published. This was due to several factors.

Medr became operational in August 2024. This included taking on responsibility for publishing the majority of statistics on the tertiary education sector that were previously published by its predecessor organisations, Welsh Government and the Higher Education Funding Council for Wales (HEFCW). It took some time to secure agreements for Medr to access the LEO data that underpins these statistics.

Data for 2021/22 is published for the first time in this release alongside data for 2022/23.

Impact of Covid-19

The measures in this release include learners in post-16 education up to July 2023, and their destinations up to March 2024. This data therefore covers periods of the coronavirus (COVID-19) pandemic.

The first national lockdown of 2020 was announced on the 23rd March 2020, during the 2019/20 academic year. Subsequent lockdowns or other restrictions remained in place over the period covered by this release. Following Covid-19, this publication gave an initial indication of the potential impact of the pandemic on these learners: [Consistent performance measures for post-16 learning: learner destinations, 2019/20 \(experimental statistics\)](#).

This release builds on that by showing learners' destinations in future years. Learners may have been impacted during their studies, their subsequent destinations, or both.

Displaced Learners

Following some changes to new work-based learning contract arrangements, learners who were enrolled on an apprenticeship programme that transferred to a new provider were intended to be excluded from the analysis in the previous iteration of this release, but were not.

The removal of these learners only applies to the 2020/21 leavers cohort, which should have removed approximately 4,000 learners. As a result, the proportion of WBL learners has dropped approximately 3 percentage points from 25% to 22%. The impact is most apparent on the sustained learning rate for WBL learners, which shows a 9 percentage point reduction. This issue has now been corrected and revised figures reflecting the removal of these learners has been included in this release.

Learners with more than one learning programme

In previous iterations of the release, where a learner has more than one programme, the programme with the latest start date was kept in the analysis. A review of this approach

identified instances where some learners were being reported against a programme that didn't represent their primary programme of study, for example learners undertaking a part-time programme alongside a full-time programme.

To ensure the correct learning programme remained in the analysis, changes were made to the methodology. The programme of study for reported purposes is now selected based on the latest end date and, where a learner has multiple programmes with the same end date, the methodology then selects the highest level programme. This has resulted in a reduction in part-time level cohort sizes, ranging from 0.1% to 7.8% between 2014/15 to 2020/21.

There was also a shift from sustained higher level learning to sustained same level learning as a result of more learners being counted against higher levels in leaver cohorts. Consequently, sustained higher level learning as a proportion of all sustained learning has reduced, with the decrease ranging from 0.05 to 4.7 percentage points between 2014/15 to 2020/21.

Previously published figures have been revised with this change and have been included in this release. We will continue to review this aspect of the methodology.

Changes to special educational needs data following the implementation of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018

The Additional Learning Needs Code for Wales 2021 (the ALN Code) and regulations came into force at the beginning of the 2021/22 academic year. Learners moved from the special educational needs (SEN) system to the additional learning needs (ALN) system in groups over 3 years, to ensure enough time for nurseries, schools, pupil referral units and local authorities to discuss the support needed and to prepare plans.

The 2022/23 cohort in this release is the first that contains a mixture of both SEN and ALN provision codes in the analysis presented on pages 16 to 18. 50 learners in the 2022/23 cohort are recorded as having either school or local authority maintained Individual Development Plans (IDPs) under the ALN system in their year 11 PLASC record. Due to the small number, a separate provision category isn't presented for learners with IDPs but they are included in the "all SEN/ALN" figures.

Quality and methodology information

Please see the accompanying Quality and Methodology: Consistent performance measures for post-16 learning: Learner destinations document for detailed information.

Statement of compliance with the Code of Practice for Statistics

Our statistical practice is regulated by the Office for Statistics Regulation (OSR). OSR sets the standards of trustworthiness, quality and value in the [Code of Practice for Statistics](#) that all producers of official statistics should adhere to.

All of our statistics are produced and published in accordance with a number of statements and protocols to enhance trustworthiness, quality and value. These are set out in Medr's [Statement of Compliance](#) with the Code of Practice for Statistics.

The standards expected around trustworthiness, quality and public value have been demonstrated and improved in the following ways.

Trustworthiness

The measures have been developed by professional statisticians according to the Medr's [Statement of Compliance](#) and [pre-release access to official statistics policy](#). Release dates are pre-announced, protocols around data confidentiality are followed.

Occasionally, revisions can occur due to errors in our statistical processes or when a data supplier notifies Medr that they have submitted incorrect information. In these cases, a judgement is made as to whether the change is significant enough to publish a revised statistical release. Where changes are not deemed to be significant, figures will be corrected if they appear in future releases.

Previously published destination rates are recalculated using the latest matched data available at the time of publication as it may result in a higher match rate. The effect on the rates are minimal but figures may differ slightly from those previously presented.

Quality

The measures are calculated using administrative data sources already held by the government, placing no additional burden on providers, individuals or employers to collect new information. Learner records from the LLWR and Post-16 Data Collection are linked to DWP and HMRC data to observe benefit and employment activity, and to other education datasets to observe post learning activity. Each year, between 97% and 98% of learners are matched with DWP or HMRC data, so provide representative coverage of activity.

The match rate would never be expected to reach 100% for several reasons including inaccurate recording of personal information in the datasets used in the matching exercise and movement of learners overseas etc.

Calculation of rates for previous years included in this publication are recalculated using the latest matched data available at the time of publication and so may result in a higher match rate. The effect on the rates is minimal, but figures may differ slightly from those presented in previously, included in this series. When the statistics are being produced quality checks are undertaken by the statisticians.

Value

These statistics provide insight into the employment and learning destinations (including higher education) for further education, school sixth form and work-based learning learners in the year following their programme of study. Producing these statistics helps to provide evidence for anyone with an interest in what learners do following their studies.

Related statistics

Earlier reports in this series were published on gov.wales.

[Examination results: September 2024 to August 2025 \(provisional\)](#) published by Welsh Government, reports on A level examination results for schools on the basis of examination entries.

The Joint Council for Qualifications publishes [A and AS level results](#) on the basis of examinations sat.

The series [Consistent performance measures for post-16 learning \(achievement\)](#) forms part of the suite of consistent performance measures, of which this release is also a part.

[Further education, work-based learning and community learning: August 2023 to July 2024](#) was published by Medr on 4 March 2025.

[Learner outcome measures for apprenticeships, August 2023 to July 2024](#) was published by Medr on 12 March 2025.

[Progression from Year 11 to tertiary education, August 2017 to January 2025](#) was published by Medr on 25 February 2025.

[Graduate Outcomes, 2022/23](#) was published by Medr on 23 July 2025.

Next update

Date: October 2026.

Period covered: August 2023 to July 2024.

The next update to these statistics may not be in the same form as this report.

Contact information

We welcome any feedback on any aspect of these statistics.

Feedback, questions, and requests for further data can be directed by email to: statistics@medr.cymru

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