

Medr statistics

Learner outcome measures for apprenticeships and adult community learning, August 2024 to July 2025

Statistics reference: Sta/Medr/06/2026
Date: 18 March 2026
Designation: Official Statistics (see [change in accredited statistics status](#))
Email: statistics@medr.cymru

Summary: **Statistics on the success and completion of apprenticeships and adult community learning activities by level of study, type of learning aim, sector, and learner characteristics**

Theme: Apprenticeships, Adult Community Learning

Source: Lifelong Learning Record Wales (LLWR)



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Summary

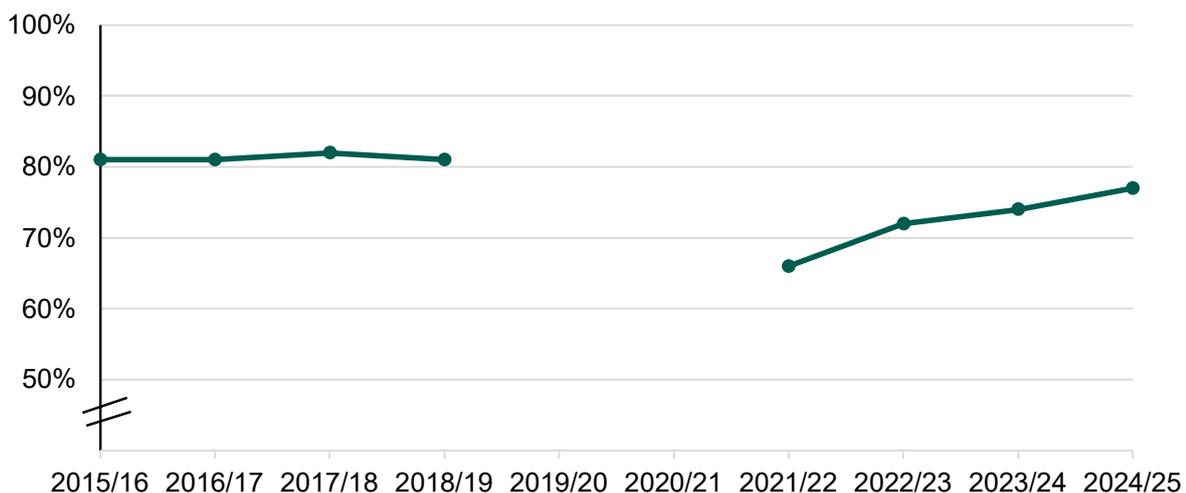
This report presents the key outcomes of apprenticeships and adult community learning from the 2024/25 academic year. The standard outcome measures were not produced in the 2019/20 and 2020/21 academic year due to the pandemic. More information can be found in the [notes](#).

Apprenticeships

- The success rate of apprenticeships increased by 2 percentage points in 2024/25 to 77%, it remains lower than before the Covid-19 pandemic.
- Higher apprenticeships showed the strongest recovery in 2024/25.
- Among the larger sectors, there was an increased success rate in
 - Management and professional;
 - Business administration;
 - Health care and public services
- The only sectors to see the success rate fall were:
 - Construction;
 - Engineering.
- The success rate gap between learners in the most deprived areas and least deprived areas has closed to 2 percentage points.
- The success rate for learners with disabilities and/or learning difficulties was 6 percentage points lower than learners with no disability and/or learning difficulty.
- Apprenticeship activities completed bilingually and in English had similar outcomes.
- The success rate for older age groups increased, whereas the success rate for younger age groups stagnated.

The apprenticeship success rate increased to 77% in 2024/25

Figure 1: Apprenticeship success rate by academic year, August 2015 to July 2025



Description: The apprenticeship success rate continues to recover post-pandemic. A gap still exists between the current success rate and pre-pandemic success rates.

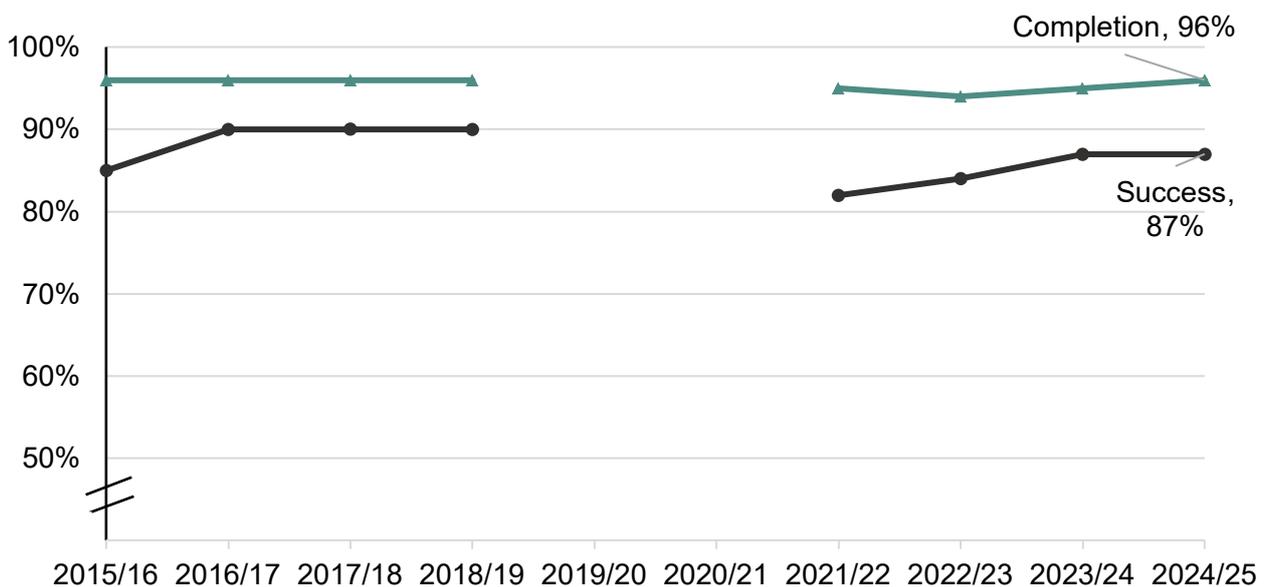
[Data on StatsWales](#)

Adult community learning

- The completion rate for adult community learning activities increased from 95% in 2023/24 to 96% in 2024/25.
- The success rate for assessable adult community learning activities remained at 87% in 2024/25, the first time it has not increased post-pandemic.
- The sectors that saw the largest increase in overall success rates were
 - History, Philosophy and Theology;
 - Construction, Planning and the Built Environment.
- Sectors that saw the largest fall in success rates were
 - Independent Living Skills;
 - Engineering and Manufacturing Technologies.
- Learning delivered by local authorities via a franchise arrangement with a further education (FE) institution saw the largest increase in success rate, although it remained the lowest provision type.

Adult community learning success rate remained at 87% in 2024/25

Figure 2: Adult community learning success rate by academic year, August 2015 to July 2025



Description: The adult community learning success rate stopped increasing for the first time post-pandemic. The completion rate has recovered to pre-pandemic levels.

[Data on StatsWales](#)

Apprenticeships

Apprenticeships have 4 levels:

- Foundation apprenticeships – Level 2 (equivalent to GCSEs graded A* to C)
- Apprenticeships – Level 3 (equivalent to A levels)
- Higher apprenticeships – Level 4 to 5 (equivalent to foundation degree)
- Degree apprenticeships – Level 6 and above (equivalent to bachelor’s degree)

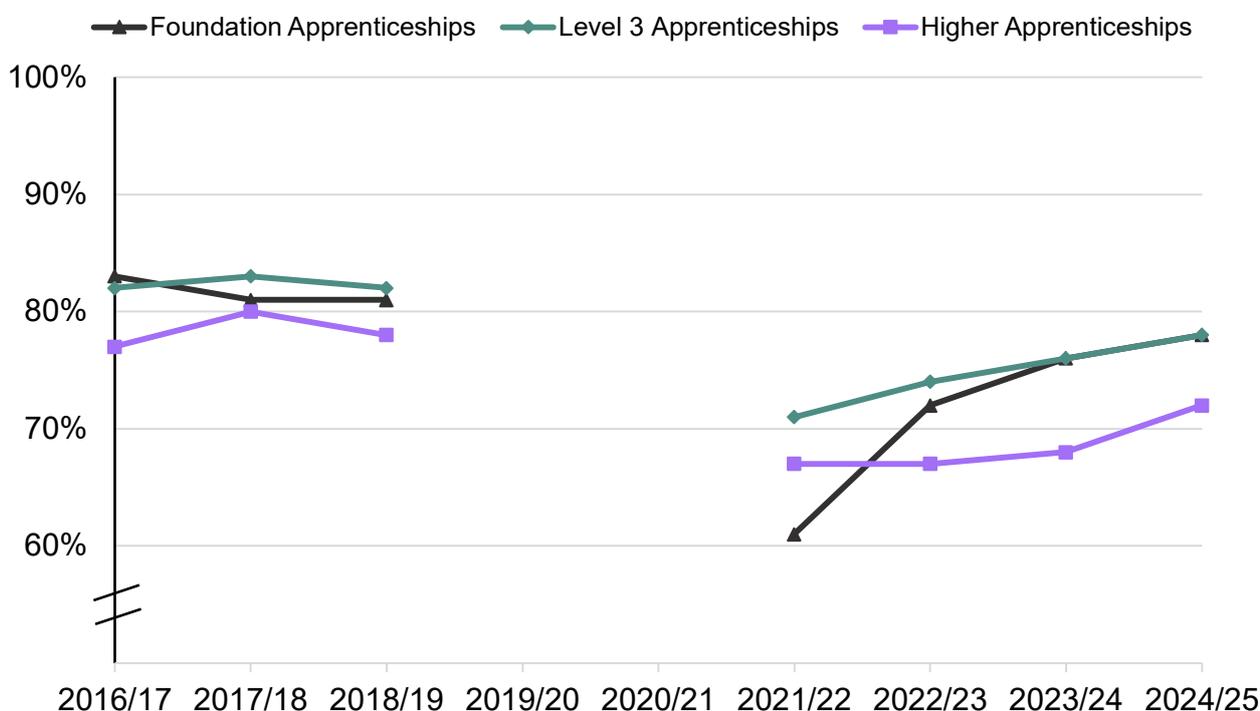
The statistics in this report cover foundation apprenticeships, level 3 apprenticeships, and higher apprenticeships. They do not cover degree apprenticeships.

Learners on apprenticeship programmes must achieve a range of qualifications to attain their apprenticeship. The success rate is the percentage of leavers from apprenticeships who attained the full apprenticeship framework.

Programme level

All apprenticeship levels saw an increase in success rate

Figure 3: Apprenticeship success rate by level and academic year, August 2016 to July 2025



Description: The success rate for all three levels of apprenticeships are at their highest since 2018/19, prior to the pandemic.

[Data on StatsWales](#)

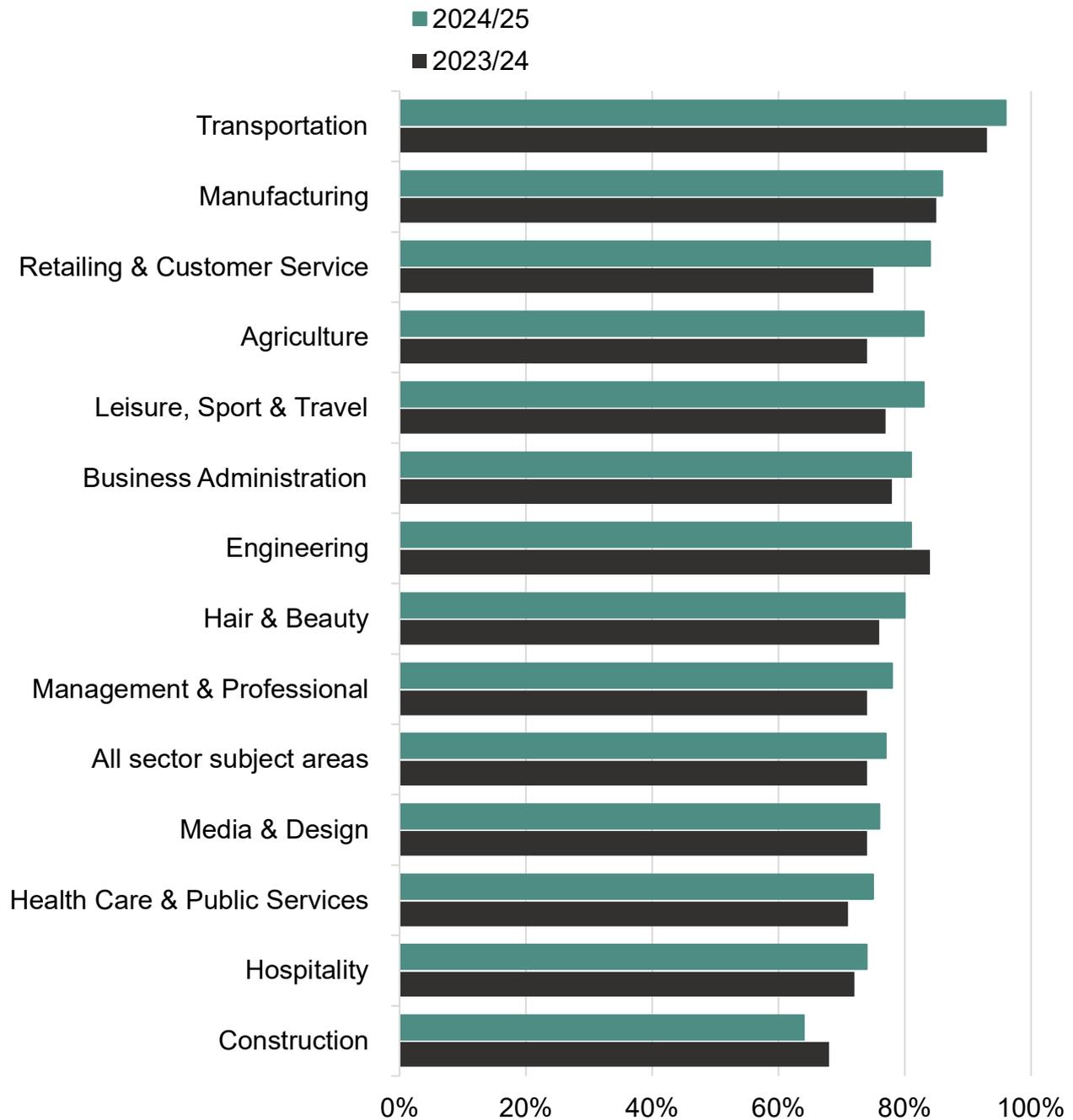
Higher apprenticeships saw the largest increase in success rate in 2024/25 with an increase of 4 percentage points, this was the second year in a row of recovery for higher apprenticeships, and the first sizeable recovery post-pandemic. Foundation apprenticeships and level 3 apprenticeships both saw further success rate increases of 2 percentage points.

The growth seen in higher apprenticeship outcomes can be attributed to the two largest sectors of Management and Professional; and Health Care and Public Services seeing increases in success rate of 5 percentage points and 3 percentage points, respectively. However, the success rate of Health Care and Public Services remains below average at 62%. These two sectors account for 78% of higher apprenticeship leavers.

Sector

The majority of sectors saw increases in success rate

Figure 4: Apprenticeship success rate by sector subject area and academic year, August 2023 to July 2025



Description: The sectors that saw the largest increases were Agriculture; and Retailing and Customer Service. Construction; and Engineering saw decreases.

[Data on StatsWales](#)

Of the 13 sectors, 11 saw a rise in success rate from 2023/24 to 2024/25. The remaining two sectors saw lower success rates in 2024/25.

Construction remains the sector with the lowest success rate and has seen decreased outcomes in consecutive years. This is due to an increased proportion of leavers from level 3 apprenticeships, which generally have lower outcomes. All construction

apprenticeships started at level 3 instead of level 2 from September 2022 onwards. However, level 3 construction apprenticeships outcomes themselves improved compared to the previous year.

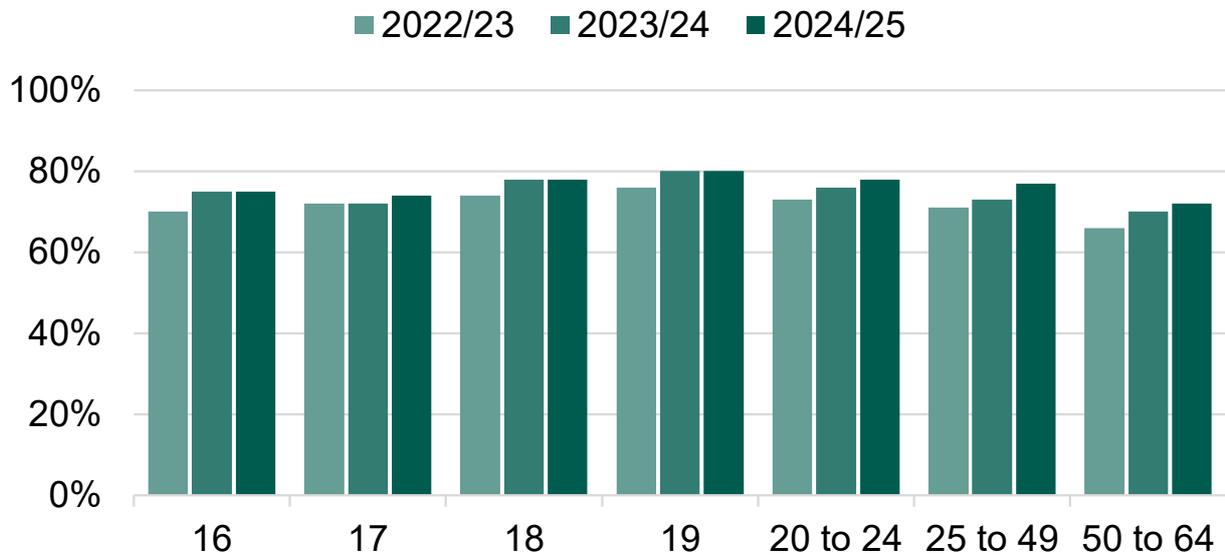
Construction non-completers were more likely to leave to go into employment than apprentices in other sectors. 24% of non-completing construction apprentices left to go into employment, whereas 13% of all non-completing apprentices left for the same reason. The construction framework "Construction - with foundation core" had a particularly high number of leavers going into employment. Fewer construction apprentices left due to "failure", with 38% doing so compared to 55% of all non-completers.

Health Care and Public Services remains the largest sector and accounts for 42% of all apprenticeship leavers in 2024/25. The success rate for Health Care and Public Services grew by 3 percentage points in 2024/25 which has aided the continued recovery of apprenticeship outcomes. However, the Health Care and Public Services success rate remains lower than 10 of the 13 sectors. Engineering; and Construction were the fourth and fifth largest sectors in 2024/25, respectively, and both saw decreased success.

Age

Older age groups saw the largest improvements

Figure 5: Apprenticeship success rate by age at start of apprenticeship and academic year, August 2022 to July 2025



Description: 19 year olds were the best performing apprentices with an 80% success rate.

[Data on StatsWales](#)

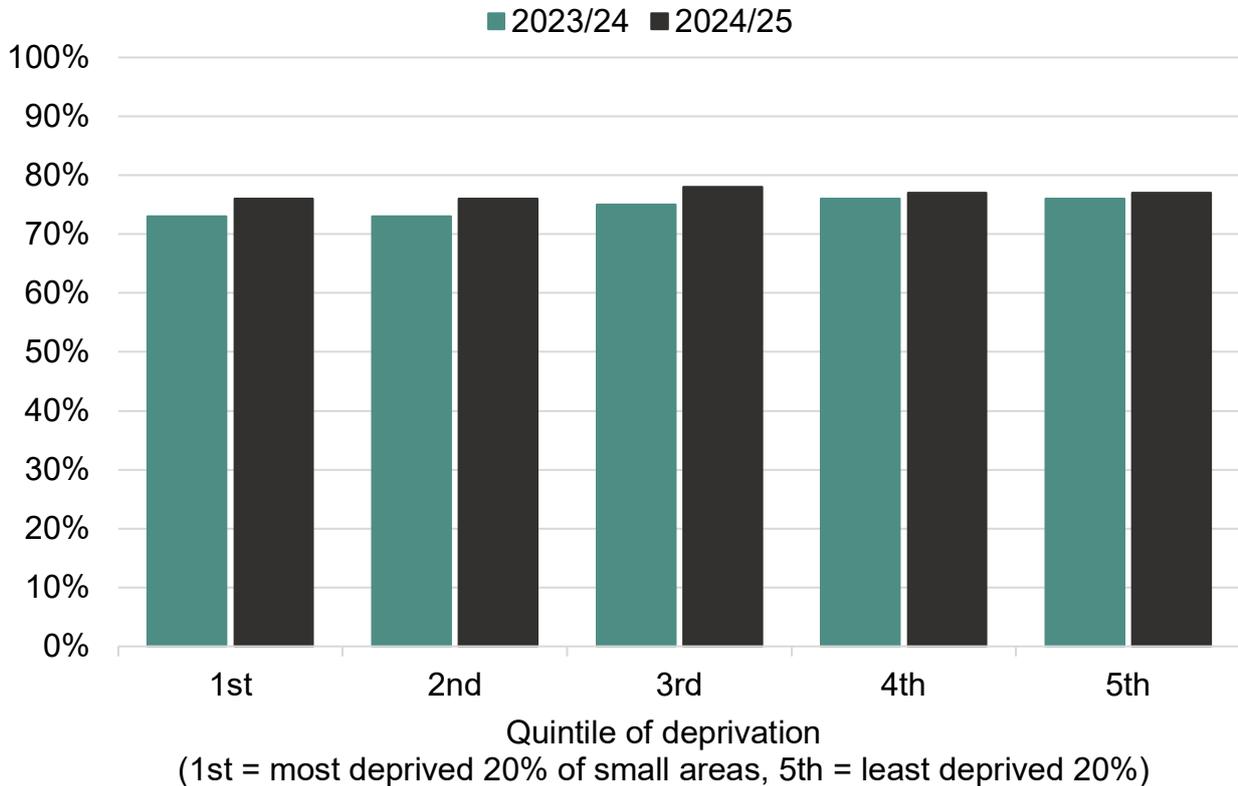
The worst performing age group was 50 to 64 year olds with a success rate of 72%, however this was a 2 percentage point increase from 2023/24.

The age group with the largest number of apprenticeship leavers was the 25 to 49 year old age group, these learners accounted for 52% of all apprenticeship leavers. This age group also saw the biggest increase in success rate in 2024/25 of 4 percentage points.

Deprivation

The success rate gap between learners living in the most deprived areas and least deprived areas has closed to 2 percentage points

Figure 6: Apprenticeship success rate by Welsh Index of Multiple Deprivation (WIMD) quintile and academic year, August 2023 to July 2025



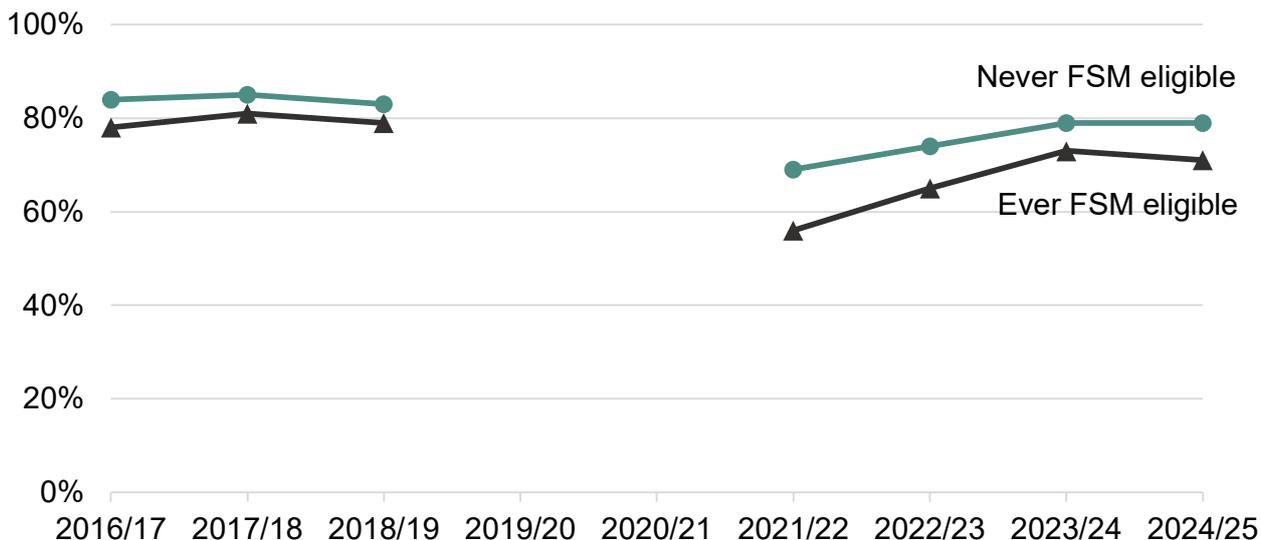
Description: All quintiles of deprivation saw increased success rates in 2024/25 compared to 2023/24.

[Note]: This chart is based on the deprivation of the small area that a learner lives in. It is not based on the deprivation of the learner specifically. Many non-deprived learners live in deprived areas and vice versa. The 1st quintile represents the 20% most deprived areas, and the 5th represents the 20% least deprived areas.

[Data on StatsWales](#)

The success rate gap between apprenticeship leavers ever eligible for free school meals and never eligible for free school meals grew larger

Figure 7: Apprenticeship success rate by free school meals (FSM) eligibility by academic year, August 2016 to July 2025



Description: Apprentices who had ever been eligible for FSM had a success rate of 72% in 2024/25, this was a gap of 8 percentage points compared to apprentices who were never eligible for FSM.

[Note]: Free School Meal eligibility is calculated by matching learners back to their secondary school Pupil Level Annual School Census (PLASC) record via the Matched Education dataset (MED). Not all learners can be matched (43% match rate in 2024/25), for example, learners who attended secondary school outside Wales or before 2010/11 (the first year of records in the MED).

[Data on StatsWales](#)

Learners living in deprived neighbourhoods is an area measure of deprivation. Eligibility for free school meals is a proxy measure for an individual's experience of deprivation.

The two measures show different patterns. The deprivation gap shrunk in the area based measure, but grew in the individual measure.

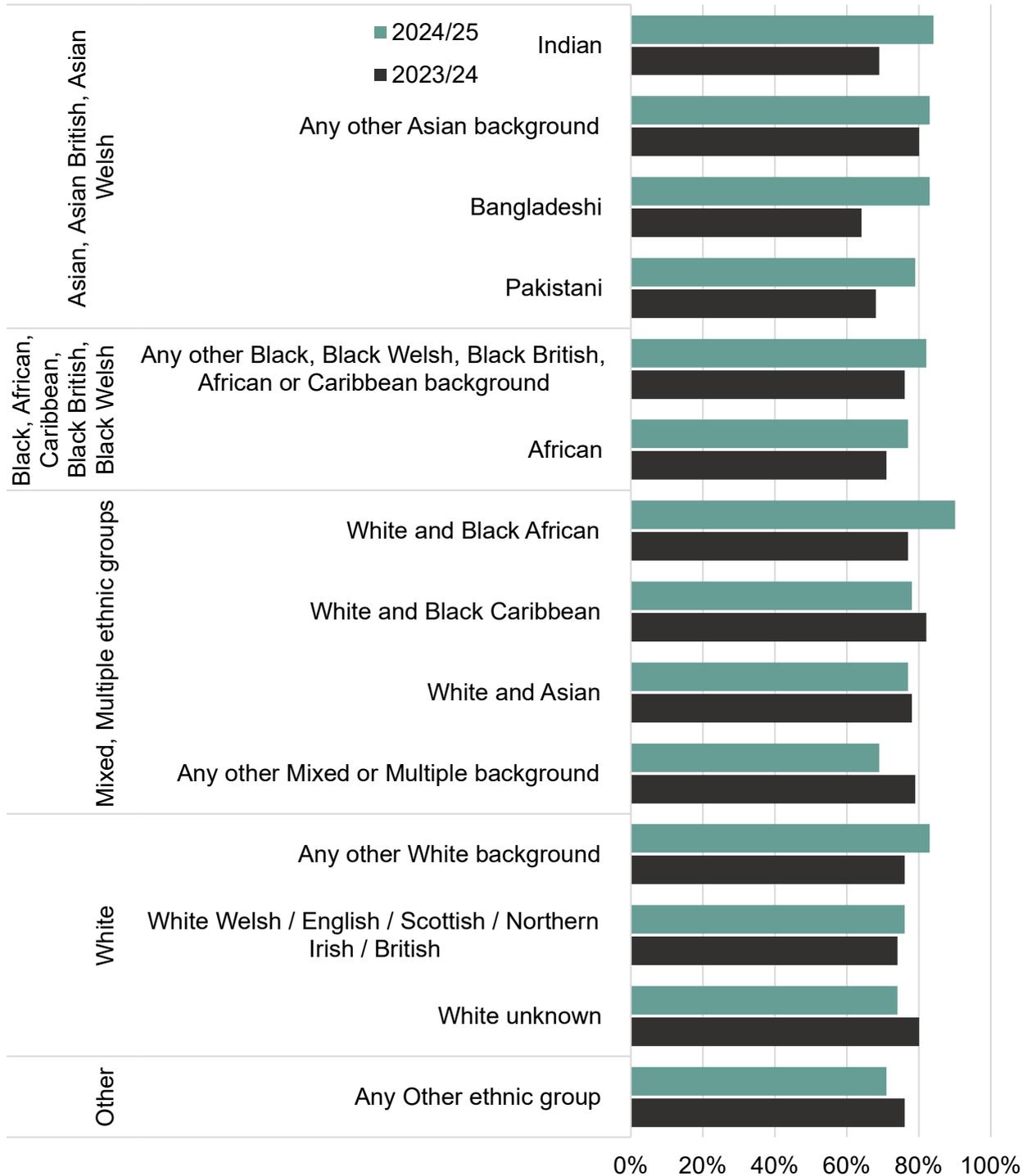
The reason for the difference in patterns is that learners are excluded from the free school meal measure if they cannot be matched back to a school record in Wales. Learners who could not be matched and were living in deprived areas saw a particularly large rise in outcomes.

Common reasons a learner might not be matched back to a school record in Wales are because they went to secondary school outside of Wales, or they were old enough that they finished school before 2010/11.

Ethnicity

Learners from Asian ethnic backgrounds saw the largest improvement in success rate

Figure 8: Apprenticeship success rate by detailed ethnic group and academic year, August 2023 to July 2025



Description: Learners from a “Bangladeshi” ethnic background saw the largest improvements in success rate with an 18 percentage point increase in 2024/25. The largest decrease was learners with “Any other mixed or multiple backgrounds”.

[Note 1]: Some ethnic groups are not shown as a result of small cohorts.

[Data on StatsWales](#)

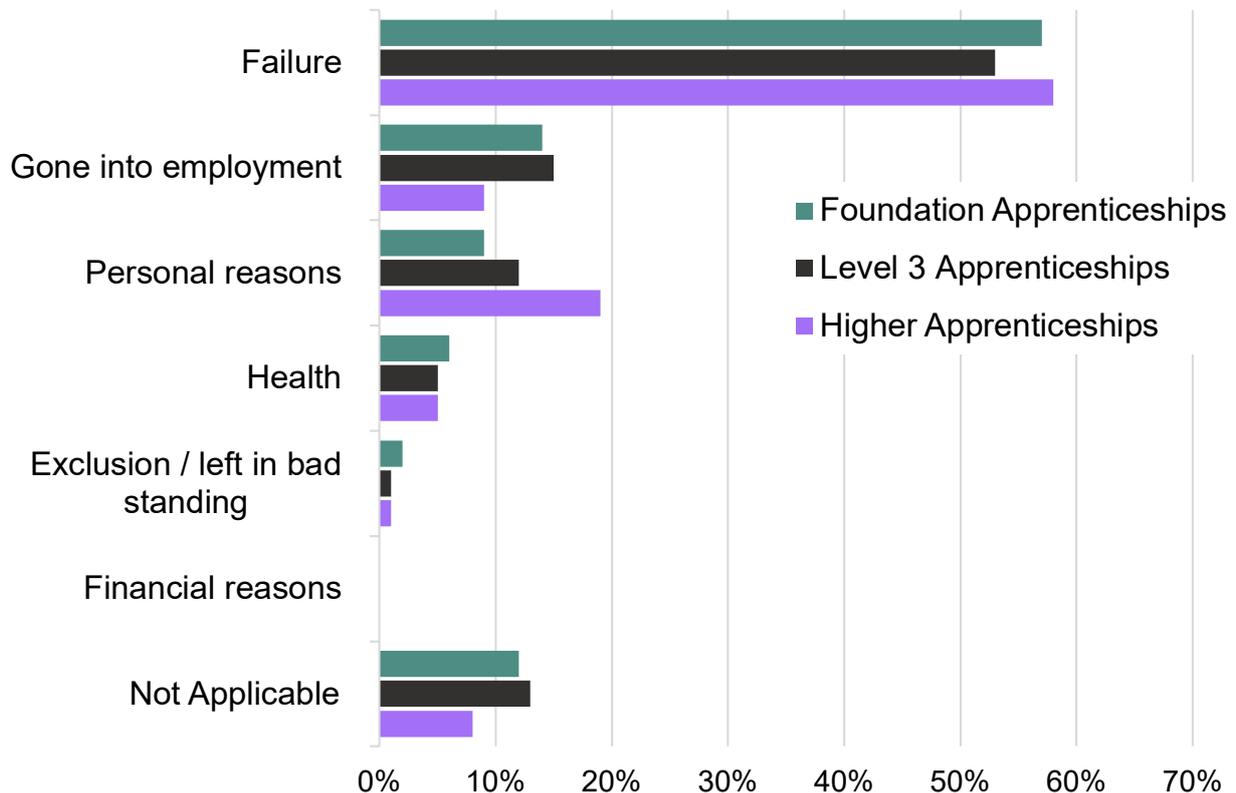
Of the 15 ethnic groups in the chart, the success rate increased for 9. Learners from a “White and Black African” ethnic background had the highest success rate at 90%. Learners from an “Any other mixed or multiple backgrounds” ethnic background had the lowest success rate at 69%.

Learners from an “Asian, Asian British, or Asian Welsh” background saw a 12 percentage point increase in success rate in 2024/25. Additionally, there were 49% more leavers from this ethnic background in 2024/25 compared to 2023/24.

Reasons for non-completed apprenticeships ending

Failure was the most common reason for apprenticeships ending

Figure 9: Apprenticeship reason for ending by level of apprenticeship, August 2024 to July 2025



Description: The second most common reason for non-completed apprenticeships ending was “gone into employment”, followed by “personal reasons”.

Data in table 1.5 of accompanying workbook

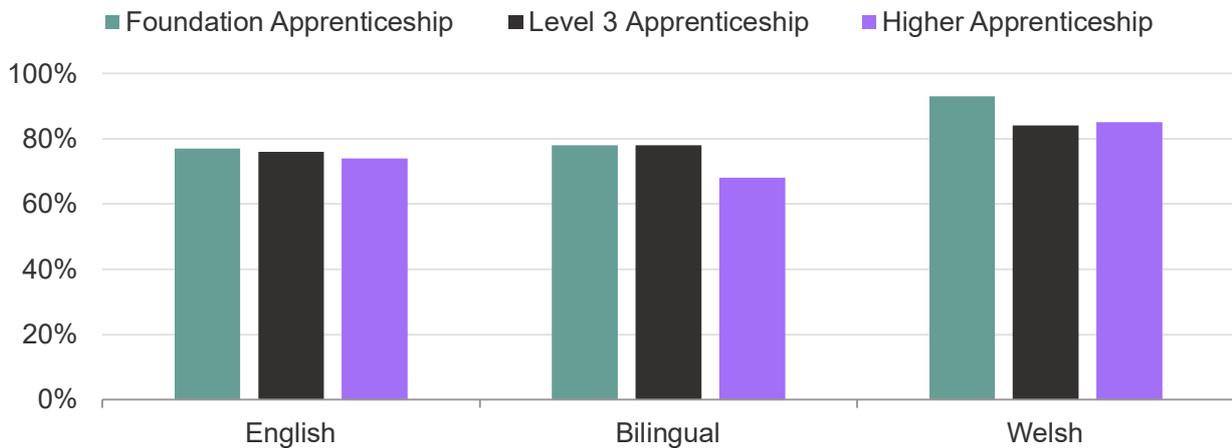
The most common reason for a non-completing apprentice to leave was “failure”, with 55% doing so.

Foundation apprenticeship and level 3 apprenticeships saw a similar pattern where “failure” was the most common reason for leaving an apprenticeship followed by “gone into employment”. Higher apprenticeships also had “failure” as the most common reason for leaving, but “personal reasons” were the second most common.

Welsh Medium

Apprenticeship activities taken bilingually and in English have similar outcomes

Figure 10: Apprenticeship activity success rate by programme and language medium, August 2024 to July 2025



Description: Activities studied entirely in Welsh have the highest success rate across all levels.

[Note]: Welsh activities account for under 1% of all activities taken.

Data in table 1.7 of accompanying workbook

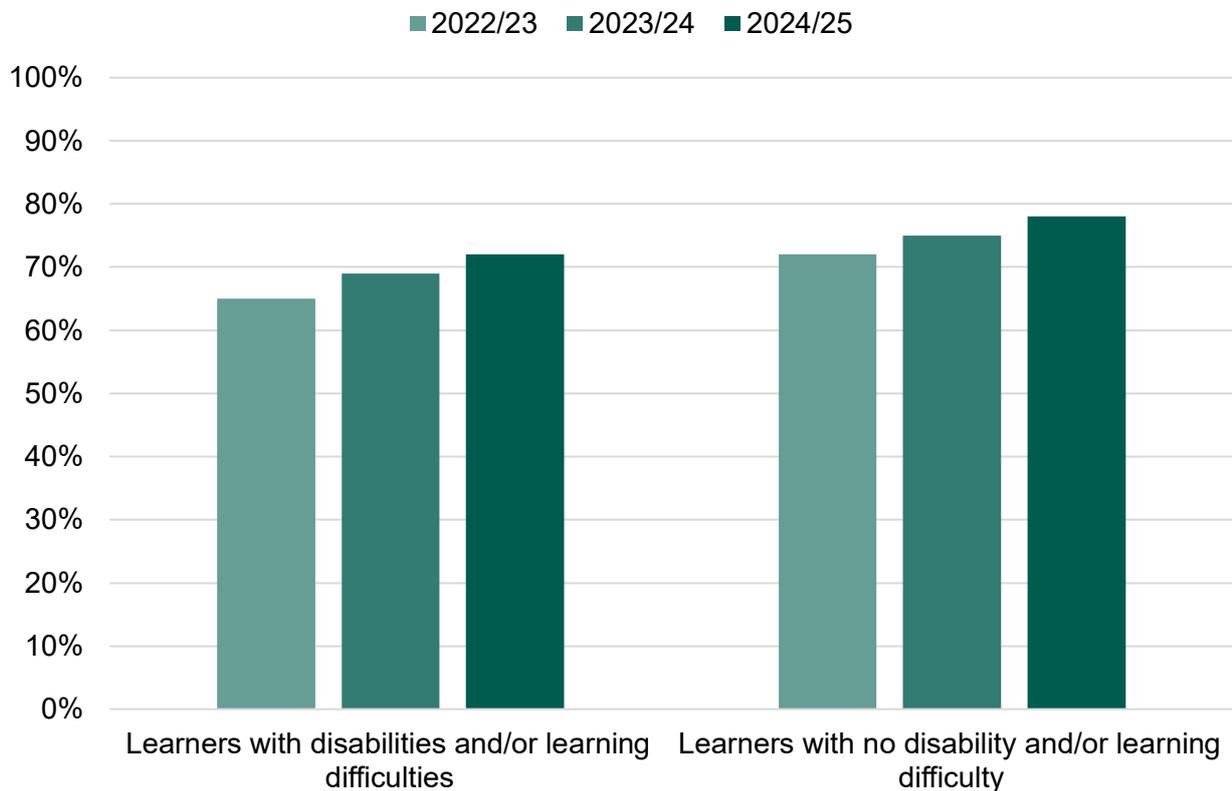
Activities taken by foundation level apprentices entirely in Welsh had the highest success rate at 93%. At all levels, activities taken in entirely in Welsh had a higher success rate than activities taken through other mediums. The lowest success rate was found in bilingual activities taken by higher apprentices at 68%, this pattern was consistent with 2023/24.

The difference in success rates is not necessarily due to the medium of learning. Welsh medium learners may have different characteristics than other apprentices – for example they may be less likely to be from deprived backgrounds or more likely to be taking a particular type of apprenticeship.

Learning difficulty or disability

The success rate gap between learners with disabilities or learning difficulties and learners with no disability or learning difficulty remained the same

Figure 11: Apprenticeship success rate by whether they have a self-reported learning difficulty or disability, August 2022 to July 2025



Description: Learners with no disability and/or learning difficulty had a higher success rate compared to learners with disabilities and/or learning difficulties.

[Note]: Less than 0.5% of learners who did not provide information were included in the denominator.

Data in table 1.11 of accompanying workbook

In 2024/25 learners with no disabilities and/or learning difficulties saw an increased success rate to 78% from 75% in 2023/24.

The success rate for learners with disabilities and/or learning difficulties rose to 72% in 2024/25, the gap from learners with no disabilities and/or learning difficulties remained at 6 percentage points.

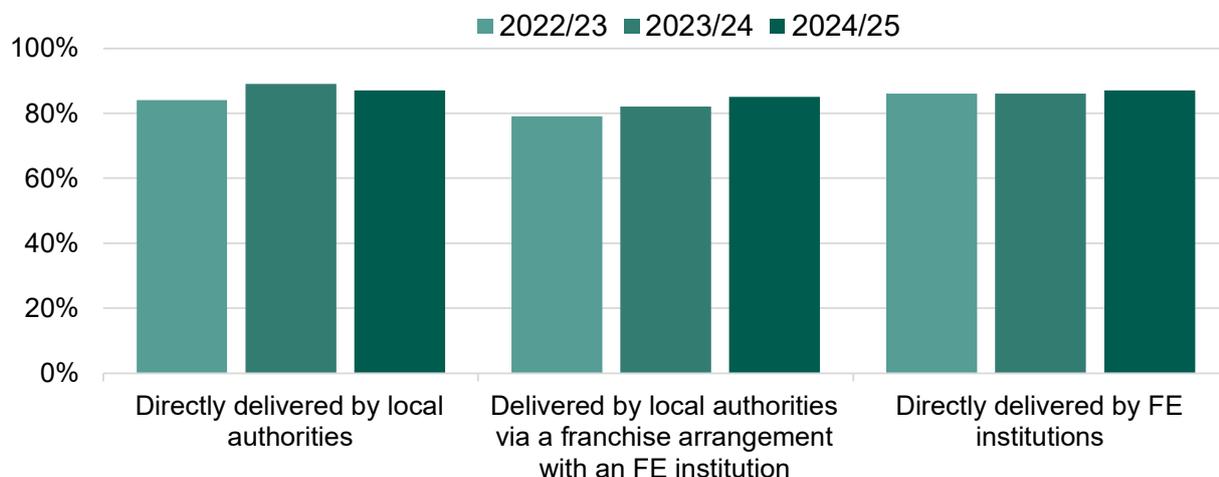
Adult community learning

Adult community learning activities are typically aimed at people who have not studied for some time. They are offered in community centres and some colleges. Learners can gain a variety of qualifications of different levels depending on what they study.

Provision

The success rate gap between types of provision is closing

Figure 12: Adult community learning success rate by provision, August 2022 to July 2025



Description: 2 percentage points separated the success rates of all provision types in 2024/25, compared to a 7 percentage point gap in 2023/24.

Data on [StatsWales](#)

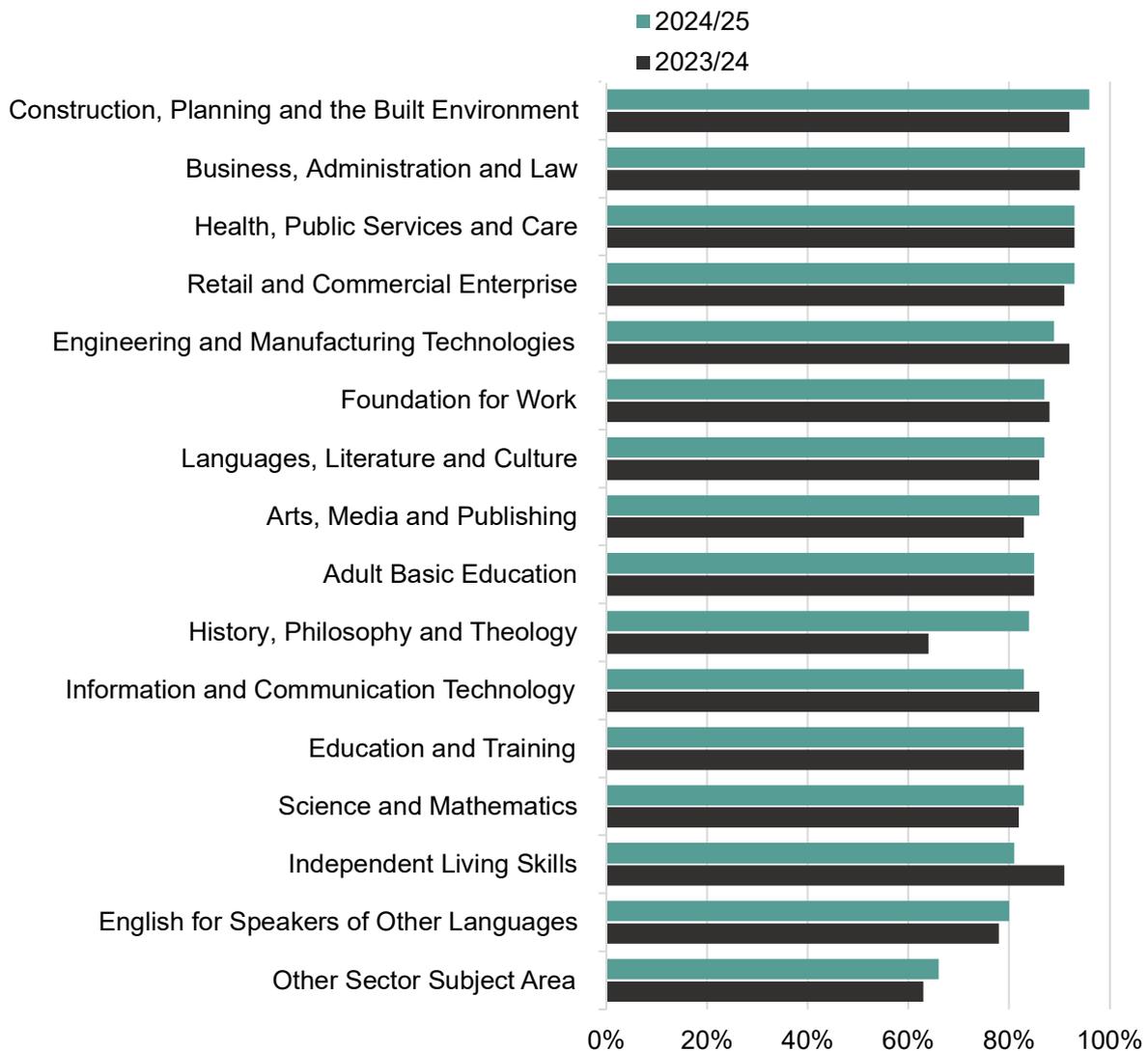
The success rate for learning directly delivered by local authorities dropped by 1 percentage point in 2024/25, whilst learning directly delivered by FE institutions saw a 1 percentage point increase in success rate, meaning both now have a success rate of 87%.

Learning delivered by local authorities via a franchise arrangement with an FE institution has shown continuous improvement in success rate post-pandemic but remained the provision type with the lowest success rate, 2 percentage points behind the other types.

Sector Subject Area

More than half of the sector subject areas saw increased success rates

Figure 13: Adult community learning success rate by sector subject area, August 2023 to July 2025



Description: Construction, Planning and the Built Environment had the highest success rate.

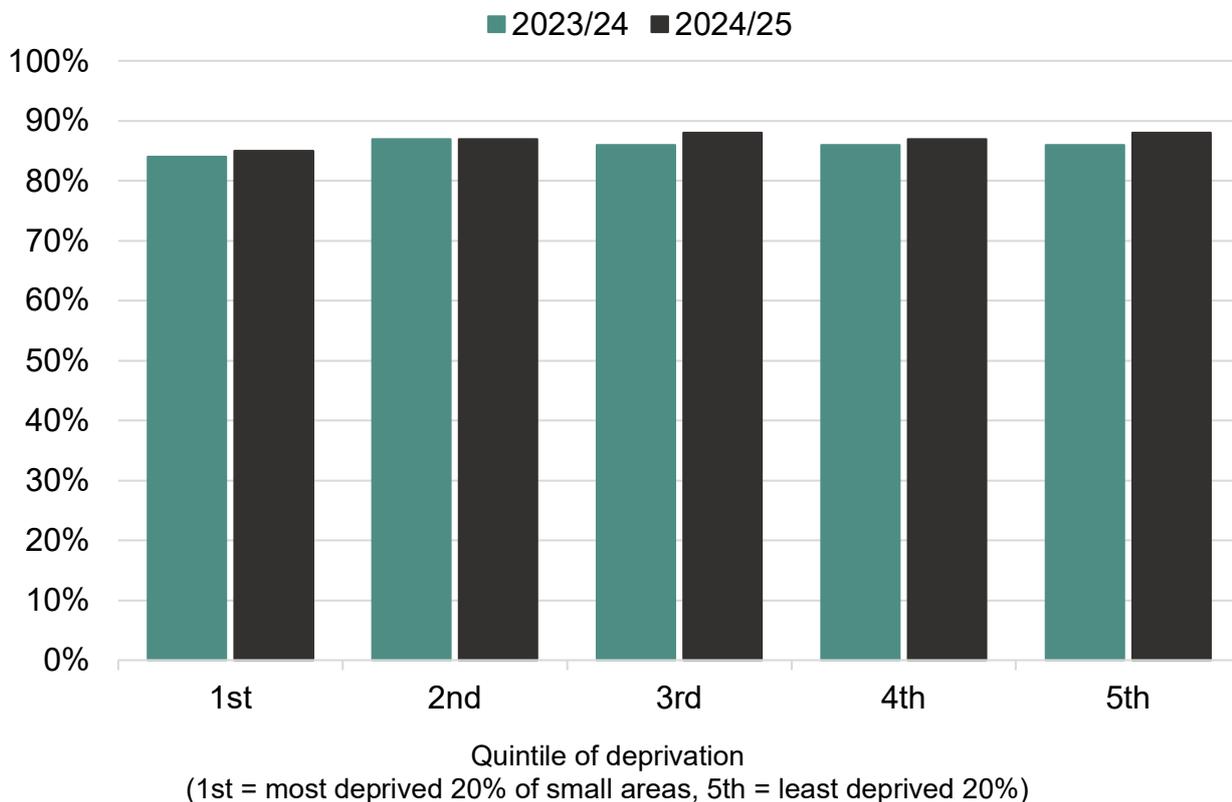
Data on [StatsWales](#)

The largest sector in 2024/25 was Adult Basic Education which saw no change in success rate from the previous year. Other large sectors include Health, Public Services and Care which saw a 1 percentage point decrease in 2024/25, and English for Speakers of Other Languages with a 2 percentage point increase from 2023/24.

Deprivation

The success rate gap between learners from the most deprived and least deprived areas has remained the same

Figure 14: Adult community learning success rate by deprivation quintile, August 2023 to July 2025



Description: Only the 2nd quintile saw no increased success rate

[Note]: This chart is based on the deprivation of the small area that a learner lives in. It is not based on the deprivation of the learner specifically. Many non-deprived learners live in deprived areas and vice versa. The 1st quintile represents the 20% most deprived areas, and the 5th represents the 20% least deprived areas.

Data in table 2.1 of accompanying workbook

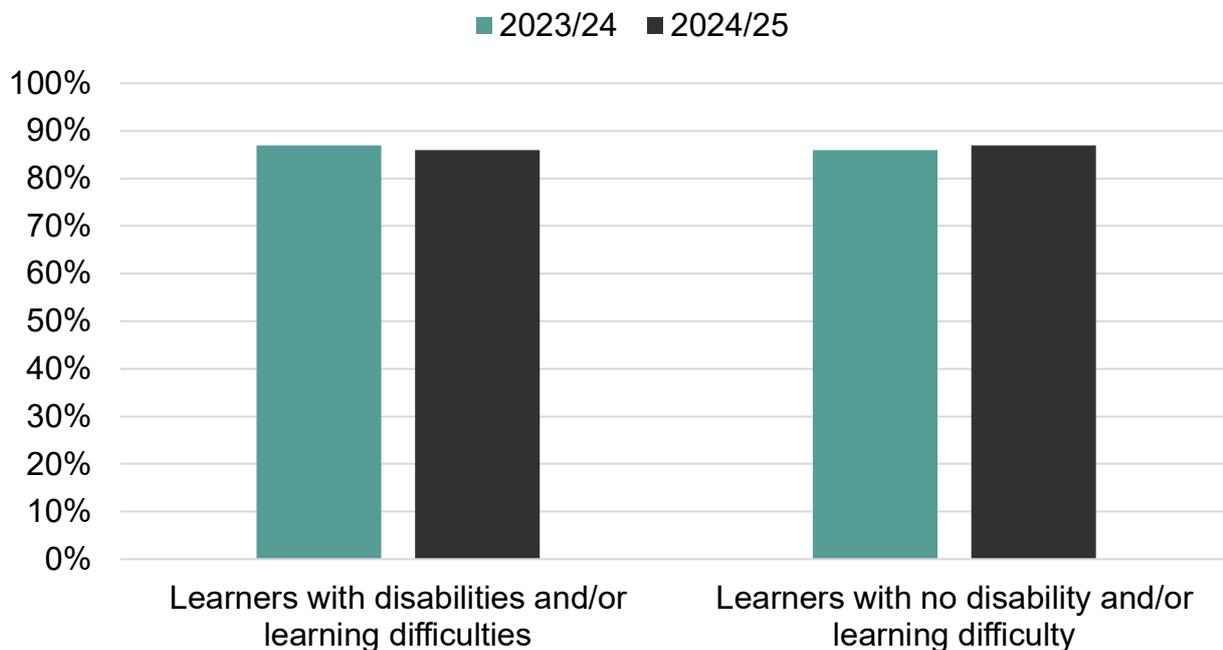
In 2024/25 the success rate gap between the most and least deprived learners remained at 2 percentage points.

Learners in the least deprived quintile had the highest success rate, seeing a 2 percentage point increase from the previous year. Learners living in the most deprived neighbourhoods continued to have the lowest success rate, 2 percentage points lower than any other deprivation quintile.

Learning difficulty or disability

Learners with disabilities and/or learning difficulties and learners without had similar outcomes

Figure 15: Adult community learning success rate by whether they have a self-reported learning difficulty or disability, August 2023 to July 2025



Description: Outcomes for learners with disabilities and/or learning difficulties and learners without are only separated by a 1 percentage point gap.

[Note]: Less than 0.5% of learners who did not provide information were included in the denominator.

Data in table 2.6 of accompanying workbook

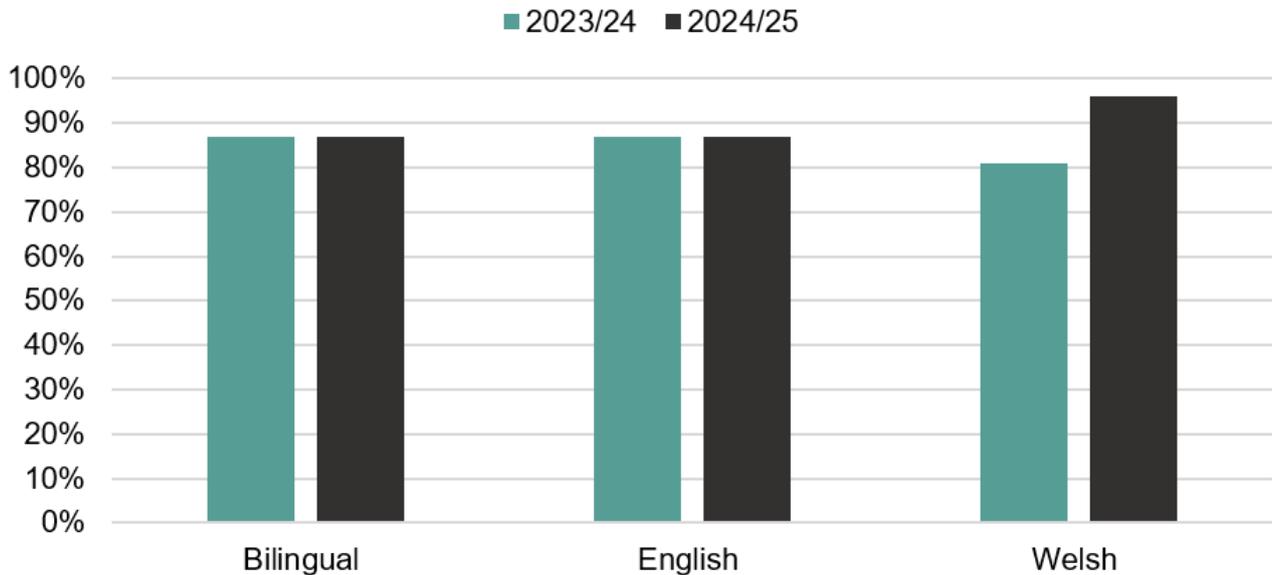
Learners with disabilities and/or learning difficulties saw a 2 percentage point increase in success rate in 2024/25, whilst learners with no disability and/or learning difficulty saw a 1 percentage point decrease.

The most common disability type was learners with “Physical and/or medical difficulties”, these learners had an 87% success rate.

Welsh Medium

Adult community learning activities taken bilingually and in English have similar outcomes

Figure 16: Adult community learning success rate by activity language medium, August 2023 to July 2025



Description: Activities taken entirely in Welsh had the lowest outcomes in 2023/24 but the highest in 2024/25.

[Note 1]: Welsh activities account for under 0.5% of all activities taken.

[Note 2]: Welsh language learning units are excluded.

Data in table 2.8 of accompanying workbook

Activities taken in Welsh in 2024/25 had the highest success rate at 96%, a 15 percentage point increase from the previous year. Activities taken in English or Bilingually saw no change in success rate.

The difference in success rates is not necessarily due to the medium of learning. Welsh medium learners may have different characteristics than other learners – for example they may be less likely to be from deprived backgrounds or more likely to be taking particular activities.

Notes

There are [StatsWales tables](#) and an accompanying spreadsheet containing all the data, and further data, presented in this report.

A supplementary information document contains further information about data in this report.

What has changed

If you have any feedback on these changes, please contact statistics@medr.cymru.

StatsWales

The StatsWales tables have been moved from the [old StatsWales site](#) to the [new site](#).

We have taken the opportunity to simplify and standardise the number of tables available.

We have increased the number of variables within each table. Some tables that were in the accompanying spreadsheet are now covered by StatsWales tables and have been removed from the spreadsheet.

If you need data that is no longer available to you, please contact statistics@medr.cymru and we will supply you with the data you need. We can also consider adding any tables that are missing.

Data changes

Data has been added for:

- Outcomes by disability status
- Outcomes by SEN/ALN status

Data has been modified for:

- Deprivation now uses quintiles instead of deciles

Suspension of performance measures in 2019/20 and 2020/21

During the first two years of the pandemic, apprenticeship learning took place, but some apprentices were affected by furlough and redundancies. For both types of provision some assessments were cancelled, delayed or adapted.

Due to the changes in how grades were awarded in 2020 and the disruption to learning caused by the pandemic, the Welsh Government did not produce any of its usual performance measures for schools or post-16 learning in 2019/20 or 2020/21.

Statistics were calculated using new methods to assess how learners' outcomes were affected during the pandemic for all types of post-16 learning. These included new statistics on the length of delay in completing learning and on the choices of Year 11 learners going into post-16 learning. They were reported in the [Outcomes for learners in post-16 education affected by the coronavirus \(Covid-19\) pandemic](#) reports. The statistics

in the pandemic reports should not be compared with the learner outcome measures reported in this release.

Improvement to local authority community learning statistics

Local authority community learning data was postponed last year due to a provider reporting substantial errors in their data submitted to the Lifelong Learning Record Wales (LLWR) for 2023/24.

We investigated whether the issue raised may affect other local authorities. The number of learning activities delivered by each provider was compared to funding levels, and local authorities with anomalous patterns were approached. No issues were found.

The data was corrected for 2023/24, and no similar patterns were identified in 2024/25.

Local Authority Community Learning is funded by the Community Learning Grant. Historically the grant has been a relatively small source of funding. Unlike other types of learning, the LLWR data collection is not used for allocating or validating the learning delivered by this grant. As a result, there is more potential for data quality issues that would not affect further education or work-based learning.

As we move forward, the way ACL funding is monitored will exclusively depend on the data that providers submit through the LLWR system. This is a significant shift: until now, LLWR data has mainly been used for performance measures reporting, but from 2026/27 onwards it will directly influence how funding is reported and audited at end of year.

The period between April 2025 and July 2026 acts as a transition period toward this.

Some changes have already begun, including improvements to how data is collected and checked, with detailed guidance published in the ACL programme specification document. Further updates will continue over the next year to make the system more accurate and consistent. The Community Learning Grant funding code is being developed as a direct counterpart to the FE funding code for part-time provision.

The funding allocation has also been mapped to be over the academic year period, rather than over the financial year as before, to further align the Community Learning Grant to the overall post-16 part-time delivery.

Because future reclaim will rely on the LLWR information submitted, providers have a much stronger incentive to ensure their data is complete, correct, and submitted on time. The closer the link between data and funding, the more important it becomes for everyone to get the data right – and so we expect overall data quality will improve.

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.

These official statistics demonstrate the standards expected around trustworthiness, quality and value in the following ways.

Trustworthiness

These statistics have been published according to Medr's [Statement of Compliance](#) and [pre-release access to official statistics policy](#).

Quality

The data is sourced from the Lifelong Learning Record Wales which is submitted by learning providers. This data is also used to determine funding for learning providers and is subject to audit.

When the data is submitted it must meet certain validation rules. When the statistics are being produced quality checks are undertaken by the statisticians.

Value

These statistics are produced to provide an insight in the learning being delivered in Wales. They are used for monitoring and evaluating the adult community learning, further education, and work-based learning sectors.

Change in accredited statistics status

These statistics were previously published by the Welsh Government as National Statistics (now known as Accredited Official Statistics). As the statistics are now published by a new organisation, the Accredited Official Statistics status has been temporarily removed.

Medr has continued the systems and processes for producing the statistics from Welsh Government, and the statisticians producing the statistics include statisticians who produced further education, work-based learning and community learning statistics at Welsh Government.

The OSR will assess the processes in place at Medr as an official statistics producer. The OSR will assess whether the statistics meet the requirements for Accredited Official Statistics.

Related statistics

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

- [Apprenticeships learning programmes started](#)
- [Further education, work-based learning and community learning: August 2024 to July 2025](#) was published on 26 February 2026.
- [Consistent performance measures post-16 learning \(achievement\), August 2023 to July 2024](#) contains outcomes for further education and sixth forms.
- [Consistent performance measures for post-16 learning \(learner destinations\)](#) – Statistics on the destinations of post-16 learners in the year following their post-16 learning programme.

Next update

Date: February 2027.

Period covered: August 2025 to July 2026.

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.

Medr

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www.medr.cymru

2 Cwr y Ddinas
Stryd Tyndall
Caerdydd
CF10 4BZ

2 Capital Quarter
Tyndall Street
Cardiff
CF10 4BZ



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