

Medr statistics

Progression from Year 11 to tertiary education, August 2023 to November 2025

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Summary: **Analysis of the destinations of learners after leaving Year 11, with breakdowns by type of tertiary education, level of study and learner characteristics.**

Theme: Sixth forms, further education, apprenticeships

Sources: Pupil Level Annual School Census (PLASC)
Post-16 Data Collection
School attendance weekly management information data collection
Lifelong Learning Record Wales (LLWR)
Matched Education Dataset (MED)

Summary

This analysis builds on that previously published as part of the Welsh Government statistical article [Outcomes for learners in post-16 education affected by the coronavirus \(Covid-19\) pandemic: August 2020 to July 2021](#). It aims to provide an up to date picture of progression from Year 11 to tertiary education.

The Year 11 cohorts in this analysis are based on all learners enrolled in Year 11 in maintained secondary, middle and special schools in Wales. Figures for 2025/26 are provisional as they are based on in-year data. This is explained further in the [limitations](#) section.

Tertiary education is defined in this analysis as provision that is now funded and regulated by Medr. This encompasses publicly funded provision delivered by maintained school sixth forms, further education colleges and apprenticeship providers in Wales.

This is a change from the previous release where a slightly wider definition of tertiary education was used that included post-16 learning in maintained special schools and the Welsh Government's Jobs Growth Wales+ / Traineeships employability programmes. An analysis of progression from Year 11 to these types of provision is included in [Annex A](#).

The analysis does not include tertiary destinations in independent schools, other independent or specialist learning providers, adult community learning (including that delivered by colleges), tertiary education outside of Wales or any other post-16 EOTAS (Educated Other Than at School) provision.

Main points

- The provisional proportion of learners progressing from Year 11 to tertiary education was 85% in 2025/26, unchanged from the previous 2 years.
- The number of learners progressing increased steadily between 2018/19 and 2024/25 before falling in 2025/26, in line with changes to Year 11 cohort sizes.
- Of the learners that progressed from Year 11 to tertiary education:
 - An increasing proportion are progressing to further education colleges, with a corresponding decrease in those progressing to sixth forms.
 - The proportion of learners studying at level 3 (including AS levels) continues to decrease.
- There are differences in progression between different groups of learners. The proportion progressing was higher for learners who are:
 - Female
 - Living in the least deprived neighbourhoods
 - Not eligible for Free School Meals
 - Not accessing special educational needs or additional learning needs provision
 - With Asian, Asian British or Asian Welsh, or Black, Black Welsh, Black British, Caribbean or African backgrounds
 - Competent or fluent in their acquisition of English as an additional language
 - Attending Welsh medium schools in Year 11 or are fluent in Welsh.
- There was substantial variation in the type and level of tertiary education provision between different groups of learners and geographically.

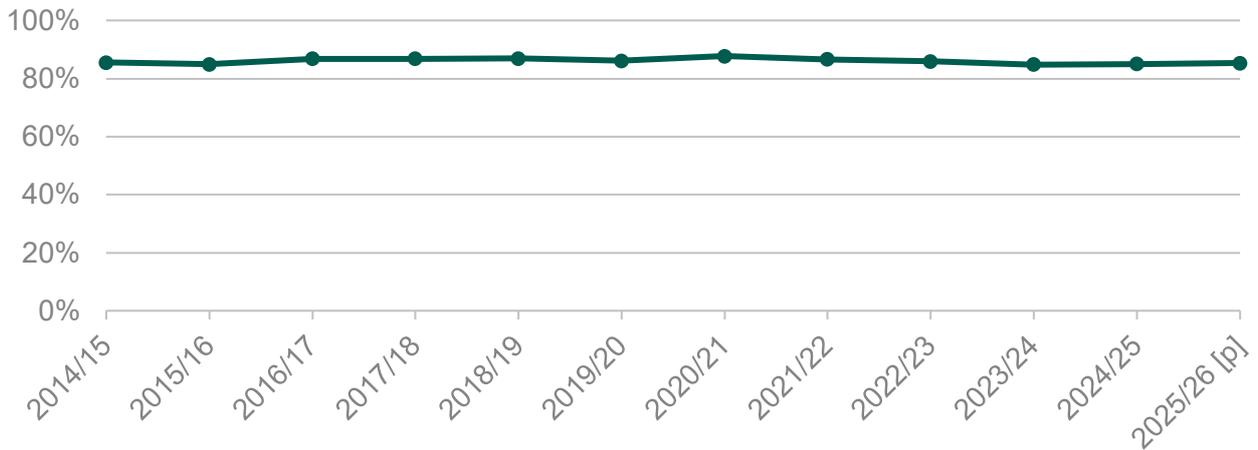
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Progression from Year 11 to tertiary education

The proportion of Year 11s progressing to tertiary education has remained steady

Figure 1: Proportion of Year 11s progressing to tertiary education, by academic year, August 2014 to November 2025



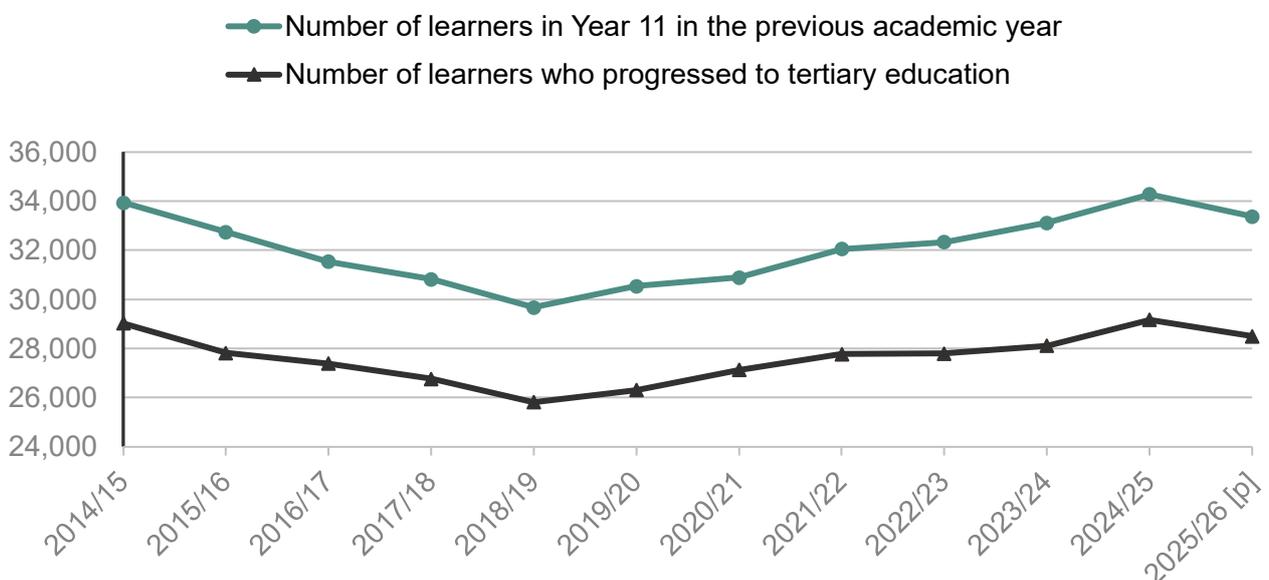
Description: The proportion of Year 11s progressing to tertiary education has been fairly steady over the 12 years covered by this analysis. The provisional proportion for 2025/26 is 85%, the same as in the previous 2 academic years, down from a peak of 88% in 2020/21.

[p]: Provisional.

Data in Table 1 of the accompanying spreadsheet

The numbers of learners progressing from Year 11 to tertiary education increased each year between 2018/19 and 2024/25

Figure 2: Number of learners progressing from Year 11 to tertiary education, by academic year, August 2014 to November 2025



Description: The number of learners progressing from Year 11 to tertiary education decreased from 29,025 in 2014/15 to a low of 25,815 in 2018/19. It then increased to 29,165 in 2024/25, the highest figure over the 12 years covered by this analysis. The

provisional figure for 2025/26 is down 2% on 2024/25 but may change slightly when final data for the full academic year becomes available.

[p]: Provisional.

Data in Table 1 of the accompanying spreadsheet

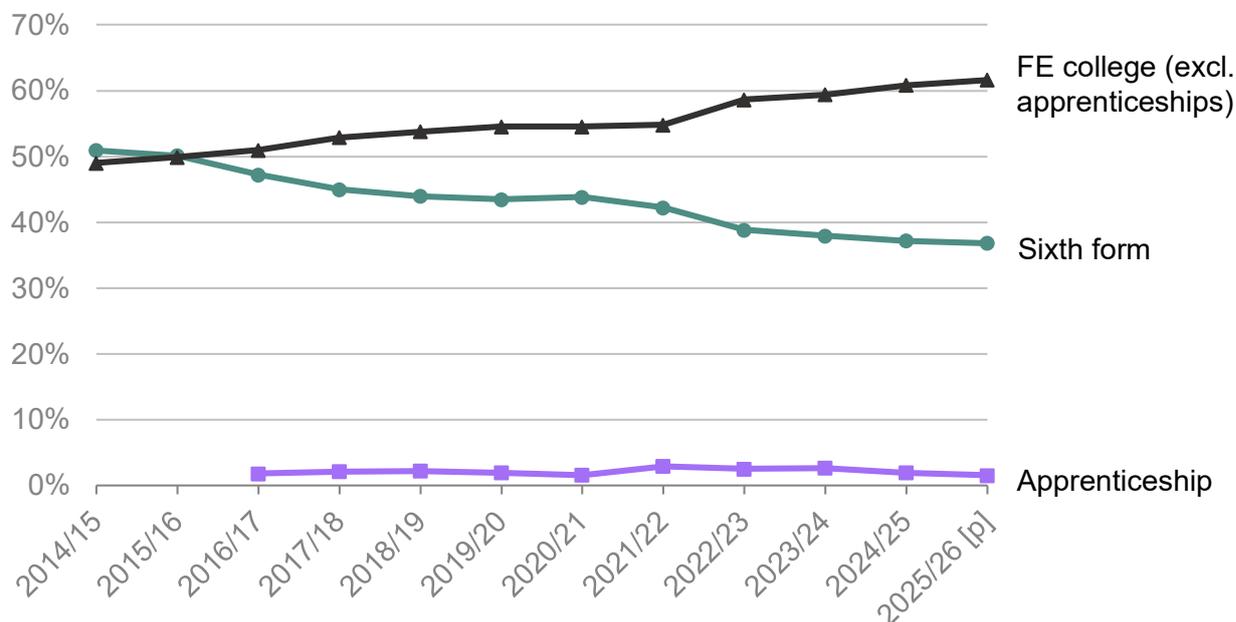
Whilst the proportion of learners progressing has remained steady, the number of learners progressing from Year 11 to tertiary education has changed in line with Year 11 cohort sizes.

Type of tertiary provider and provision

The analysis in this section is based on the learner's initial tertiary education programme of study. Learners may subsequently change their type of tertiary provision or provider.

More learners are progressing to further education (FE) colleges after Year 11

Figure 3: Proportion of learners who progressed in each provider/provision category, by academic year, August 2014 to November 2025



Description: In 2014/15, the proportion of learners who progressed that went to a sixth form was 51%, slightly higher than the proportion that went to an FE college (excluding those undertaking apprenticeships at an FE college) at 49%. Since then, the proportion that went to a sixth form decreased to 37% in 2024/25 whilst the proportion that went to an FE college increased to 61%.

[p]: Provisional.

[Note 1] Apprenticeship figures for 2014/15 and 2015/16 are not shown to avoid disclosure, based on low numbers.

Data in Table 1 of the accompanying spreadsheet

Provisional figures for 2025/26 show a slight increase in the FE college proportion to 62%, whilst the sixth form proportion remains at 37%.

The proportion undertaking an apprenticeship has remained steady at between 2% and 3% throughout the period covered by this analysis.

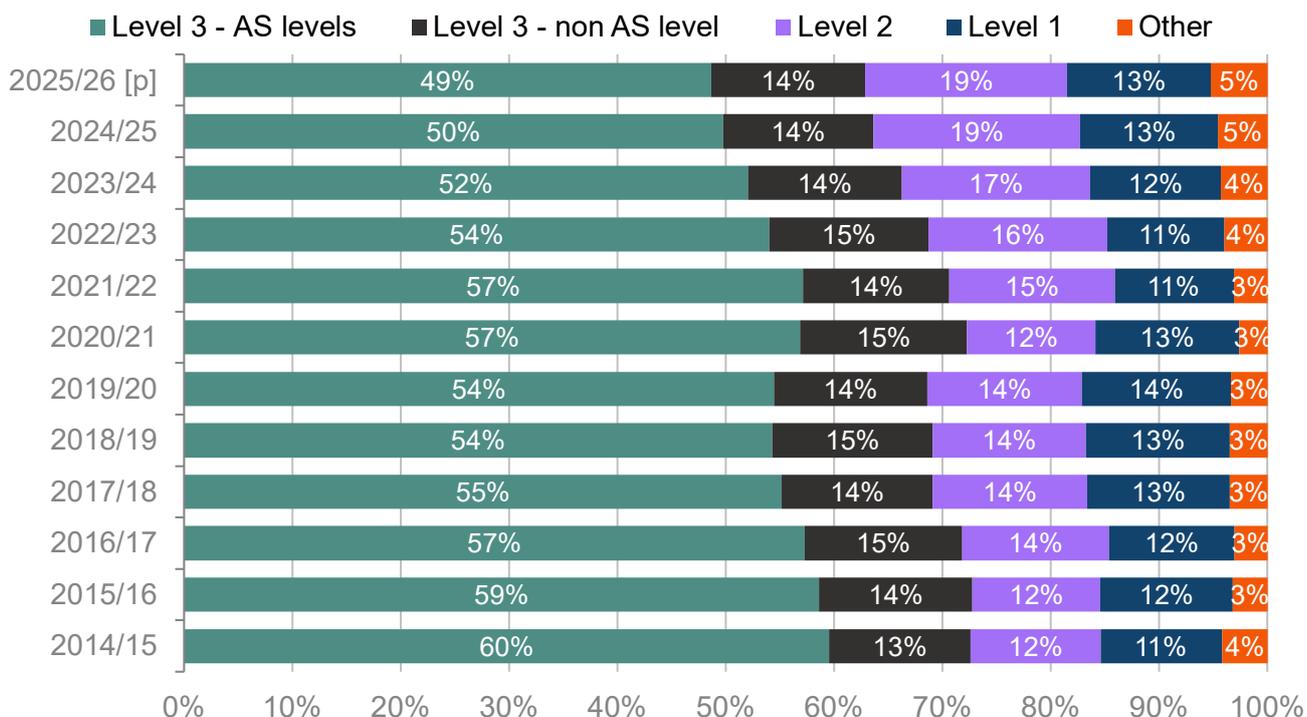
Level of tertiary provision

The analysis in this section is based on the learner's initial tertiary education programme of study. Learners may subsequently change their level of tertiary study.

Each learner is counted once. A learner undertaking a level 3 programme of study along with supplementary level 2 learning (for example, an AS level programme along with GCSE resits) would be counted in the level 3 category and not level 2.

The proportion of learners progressing to level 3 study continues to fall

Figure 4: Proportion of learners who progressed by level of study, by academic year, August 2014 to November 2025



Description: Provisional figures for 2025/26 indicate that the proportion of those progressing who went on to study at level 3 is 63% (49% studying AS levels, 14% studying other forms of level 3 provision). This proportion has gradually decreased from 72% in 2020/21.

[p]: Provisional. These figures are partly estimated. See the [methodology](#) section for an explanation.

Data in Table 2 of the accompanying spreadsheet

Rates for 2020/21 and 2021/22, in particular, may be affected by changes to examination and assessment arrangements during the Coronavirus pandemic and more learners getting the GCSE grades needed to access AS level programmes.

Provisionally, 49% of learners who progressed from Year 11 to tertiary education in 2025/26 are studying AS levels. This is the lowest proportion seen in the period covered by this analysis and is down from 60% in 2014/15. This proportion decreased between 2014/15 and 2019/20. It then temporarily increased during the pandemic before

continuing to fall. The proportion going on to other forms of level 3 study has remained steady over the last decade at between 14% and 15%.

The proportion progressing to level 2 tertiary provision in 2024/25, and provisionally in 2025/26, is 19%, the highest over the period and up 7 percentage points on 2020/21.

The proportions progressing to level 1 and other forms of tertiary provision have also increased slightly since 2020/21. The 'other' category is mostly comprised of entry level, Independent Living Skills and part-time FE provision.

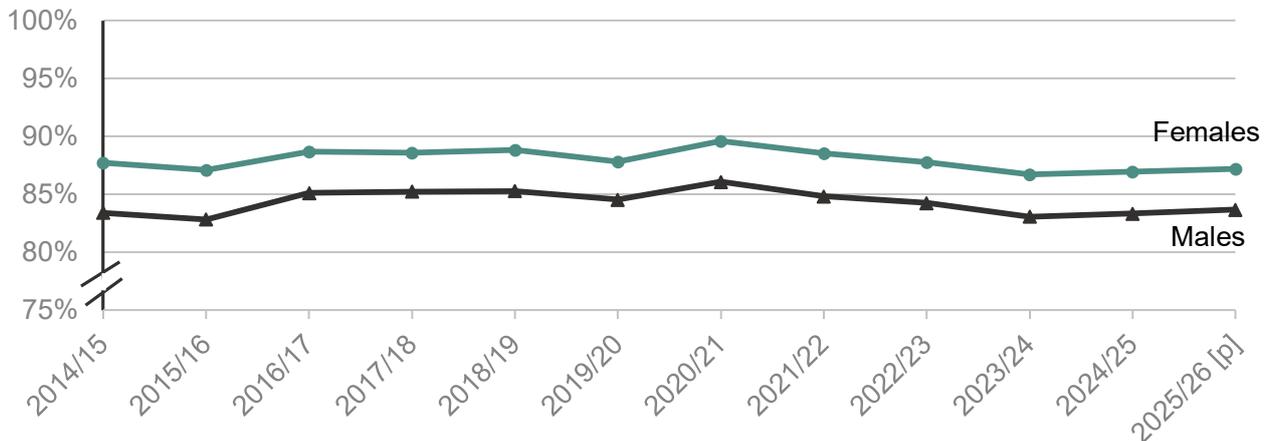
Analysis by characteristics

The characteristics presented here are based on those recorded for the learner as part of their Year 11 PLASC record. Selected findings of interest are reported but full data is available in the spreadsheet accompanying this release.

Sex

A higher proportion of females progress from Year 11 to tertiary education

Figure 5a: Proportion of learners progressing from Year 11 to tertiary education by sex, by academic year, August 2014 to November 2025



Description: The proportion of females progressing from Year 11 to tertiary education has been consistently higher than the proportion of males throughout the period covered by this analysis. The gap has fluctuated between 3 and 4 percentage points.

[p]: Provisional.

Data in Table 1 of the accompanying spreadsheet

Of learners that progressed to tertiary education in 2024/25, 70% of females studied at level 3 compared to 58% of males. A higher proportion of males went on to study vocational learning at an FE college or work-based learning.

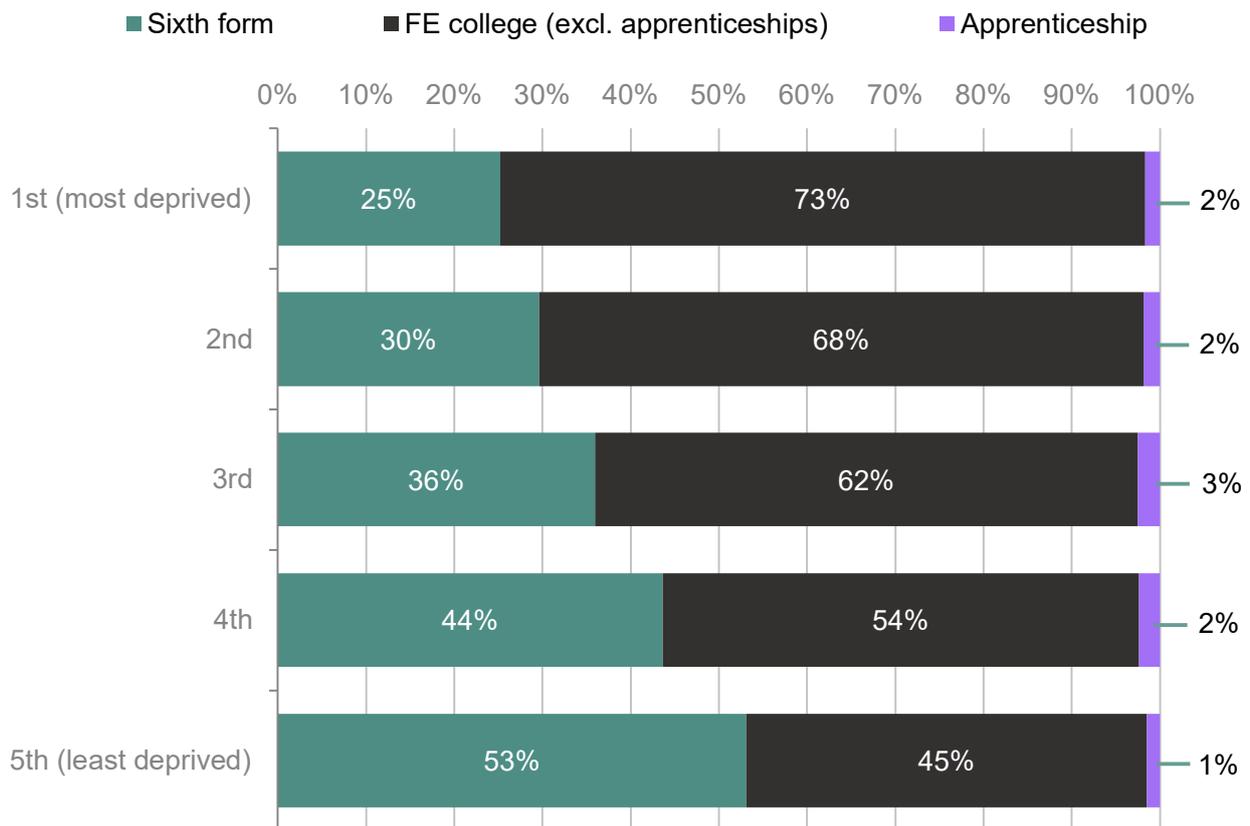
Deprivation decile of learner's home neighbourhood

The proportion of learners who live in the 20% least deprived neighbourhoods progressing from Year 11 to tertiary education was higher than other learners. The rate was lower for learners who live in the 20% most deprived neighbourhoods.

There are much greater differences across the deprivation deciles in the type of tertiary provider and provision.

A greater proportion of learners from deprived areas progress to FE colleges

Figure 5b: Proportion of learners who progressed in each provider/provision category, by deprivation quintile, 2024/25 academic year



Description: Of learners that progressed to tertiary education in 2024/25, the proportion who went to school sixth forms ranges from 25% of learners living in the 20% most deprived neighbourhoods up to 53% of learners living in the 20% least deprived. The proportion who went to FE colleges ranges from 73% of learners living in the 20% most deprived neighbourhoods down to 45% of learners living in the 20% least deprived.

Data in Table 1 of the accompanying spreadsheet

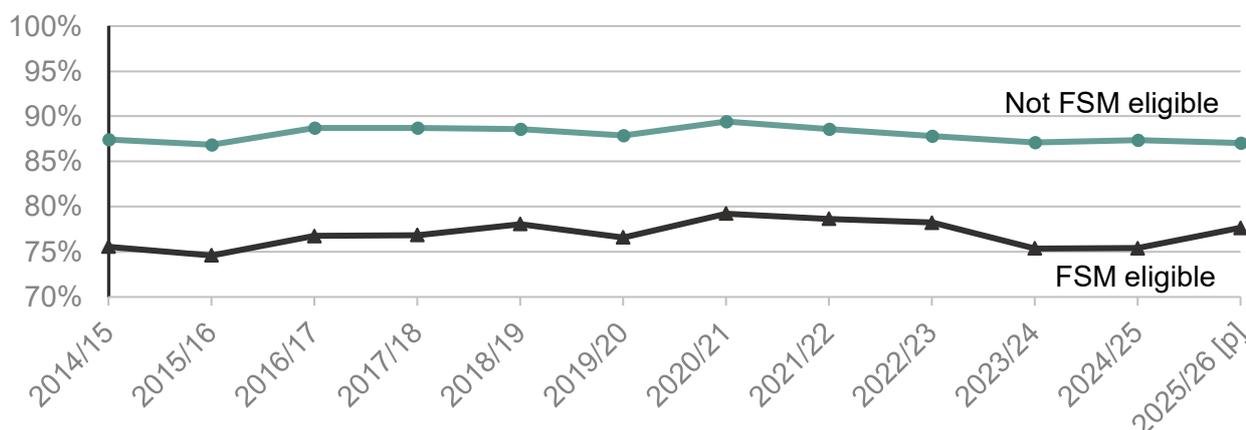
There are similar patterns by level of study. Of learners that progressed to tertiary education in 2024/25, the proportion studying at level 3 ranges from 50% of learners living in the 20% most deprived neighbourhoods up to 78% of learners living in the 20% least deprived. The proportion studying at level 2 or below ranges from 47% of learners living in the 20% most deprived neighbourhoods down to 21% of learners living in the 20% least deprived.

Learners living in more deprived neighbourhoods were also more likely to leave their tertiary education programme without completing it.

Free School Meals (FSM) eligibility

The proportion of learners progressing is lower for learners eligible for FSM

Figure 5c: Proportion of learners progressing from Year 11 to tertiary education by FSM eligibility, by academic year, August 2014 to November 2025



Description: The proportion of learners not eligible for FSM progressing from Year 11 to tertiary education has been consistently higher than the proportion of learners eligible for FSM throughout the period covered by this analysis. The gap has increased from 10 percentage points in 2022/23 to 12 in 2023/24. It remained at 12 percentage points in 2024/25 but is provisionally 9 percentage points in 2025/26, the lowest over the period.

[p]: Provisional.

Data in Table 1 of the accompanying spreadsheet

Of learners that progressed to tertiary education in 2024/25, a higher proportion of learners who were eligible for FSM went on to FE colleges or apprenticeships, and a lower proportion went to school sixth forms. Only 37% of FSM eligible learners went on to study at level 3, compared to 69% of those not eligible for FSM.

Learners eligible for FSM were also more likely to leave their tertiary education programme without completing it.

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

Learners with no SEN or ALN provision saw higher rates of progression from Year 11 to tertiary education. In 2024/25, 67% of learners with SEN or ALN provision progressed compared to 87% of learners with no SEN or ALN provision.

The proportion of learners with SEN or ALN provision progressing to tertiary education has been decreasing since 2020/21. 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 have since moved from the special educational needs (SEN) system to the additional learning needs (ALN) system.

In 2021/22, all learners in the previous year's Year 11 cohort were recorded under the SEN system. The proportion of the Year 11 cohort recorded under the ALN system has increased each year since, up to 64% in the latest cohort. This is likely to be a major factor in the drop in the progression rate since 2020/21. The number of Year 11s with

SEN or ALN provision has fallen over this period, and more recent cohorts contain a higher proportion of learners with greater support needs. This is explained in the Welsh Government's [School census results](#) statistical release.

In 2024/25, a higher proportion of learners with SEN or ALN provision went on to FE colleges (84%) than those with no SEN or ALN (59%). A much smaller proportion of learners with SEN or ALN provision studied at level 3 (27%) than learners with no SEN or ALN (67%).

Learners with SEN or ALN were more likely to leave their tertiary education programme without completing it.

Ethnicity

Learners with Asian, Asian British or Asian Welsh, or Black, Black Welsh, Black British, Caribbean or African backgrounds tended to have higher rates of progression from Year 11 to tertiary education over the period covered by this analysis.

Looking across the detailed ethnic groups, in 2024/25 learners with Bangladeshi backgrounds had the highest rate of progression whilst learners with Gypsy, Traveller or Irish Traveller backgrounds had the lowest rate. Learners with Gypsy, Traveller or Irish Traveller backgrounds consistently had a much lower rate of progression throughout the period covered by this analysis.

There was variation in the type of tertiary provider, provision and level of study between ethnic group amongst learners that progressed to tertiary education in 2024/25. 95% of learners from Chinese backgrounds studied at level 3, with the vast majority undertaking AS levels. 33% of learners from Gypsy, Traveller or Irish Traveller backgrounds studied at level 3, with roughly half of those undertaking AS levels.

Vocational further education and apprenticeship routes were more popular for learners from White or Mixed, Multiple ethnic groups.

English as an additional language (EAL)

The proportion of learners progressing from Year 11 to tertiary education is typically much lower for Year 11 learners newly acquiring English as an additional language. In 2024/25, the proportion is 77%, compared to 93% for Year 11 learners categorised as fluent in English as an additional language and 86% of Year 11 learners who have not acquired English as an additional language.

Of learners that progressed to tertiary education in 2024/25, there were large differences in the level of study by EAL category. 38% of learners who were newly acquiring English as an additional language studied at level 3, compared to 86% of learners fluent in English as an additional language.

Learners who were competent or fluent in English as an additional language are also less likely to leave tertiary education without completing their programme of study.

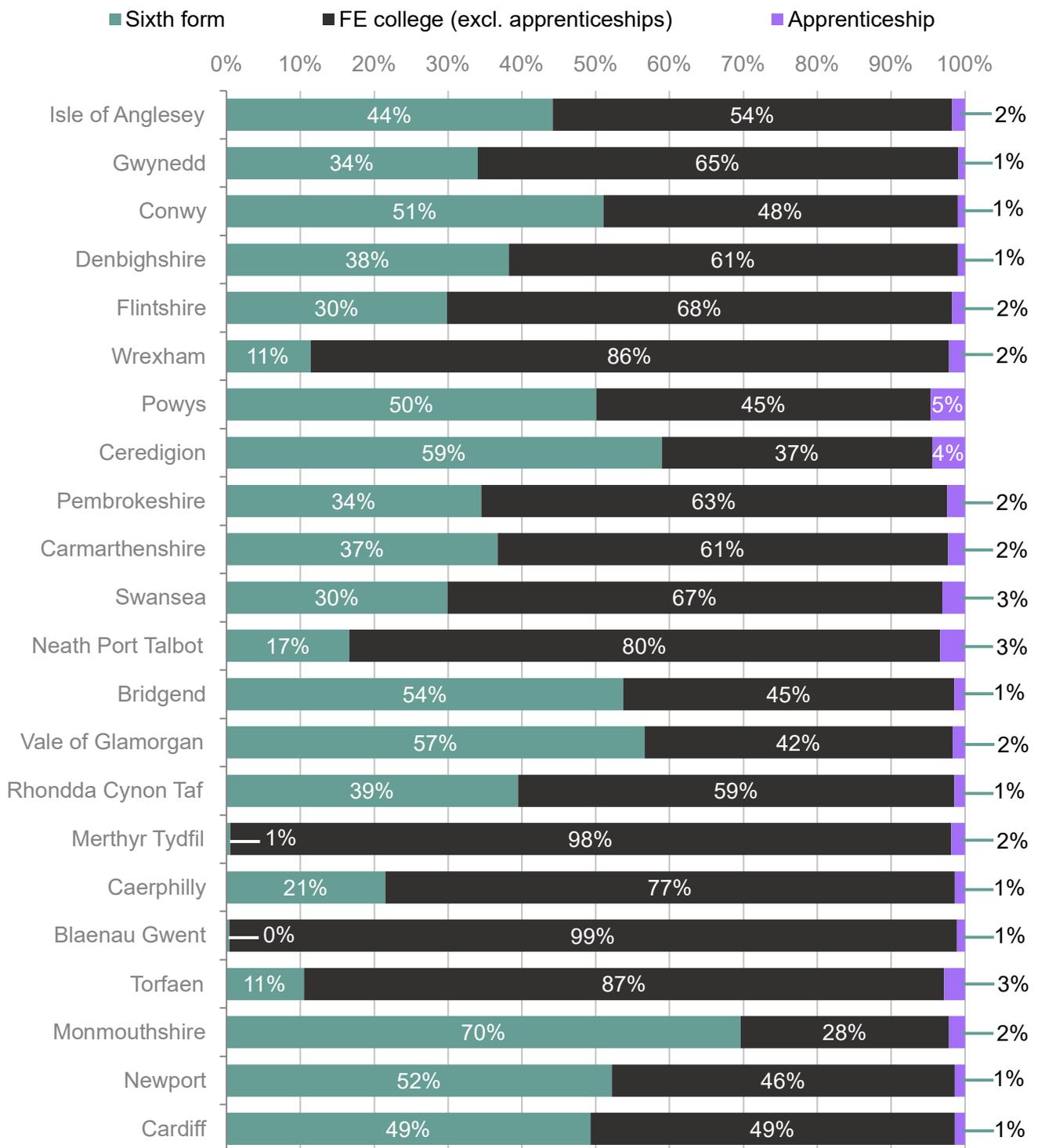
Local authority of Year 11 school

The proportion of learners progressing from Year 11 to tertiary education varies by local authority, but proportions for local authorities that border with England are affected by data availability. See the [limitations](#) section for further information.

Of learners that progressed to tertiary education in 2024/25, there was substantial variation across local authorities in the type of tertiary provider and provision.

Tertiary education destinations vary between local authorities

Figure 5d: Proportion of learners who progressed in each provider/provision category, by local authority of Year 11 school, 2024/25 academic year



Description: The proportion learners in school sixth forms varied from 0% for Blaenau Gwent up to 70% for Monmouthshire. The proportion in FE colleges varied from 28% for Monmouthshire up for 99% in Blaenau Gwent. The types of tertiary education provision available varies between areas. For example, there are no school sixth forms in Merthyr Tydfil or Blaenau Gwent. Proportions for Monmouthshire (and other border local

authorities) may be affected by the unavailability of data for learners who progressed to tertiary education outside of Wales.

Data in Table 1 of the accompanying spreadsheet

There was also variation in the level of study. The local authority with the highest proportion of learners studying at level 3 in 2024/25 was the Vale of Glamorgan with 74%. The lowest proportion was Wrexham (49%).

Welsh language

Learners enrolled in Year 11 in Welsh medium schools had higher rates of progression to tertiary education throughout the period covered by this analysis. It should be noted that a higher proportion of Welsh medium and bilingual schools have a sixth form compared to English medium schools. There may also be demographic differences between learners from Welsh medium schools compared to other learners.

Of learners that progressed to tertiary education in 2024/25, a higher proportion from Welsh medium schools went to school sixth forms (52%) compared to English medium (34%), English with significant Welsh (44%) and bilingual schools (45%). 46% of learners from Welsh medium schools went to an FE college compared to 64% from English medium schools.

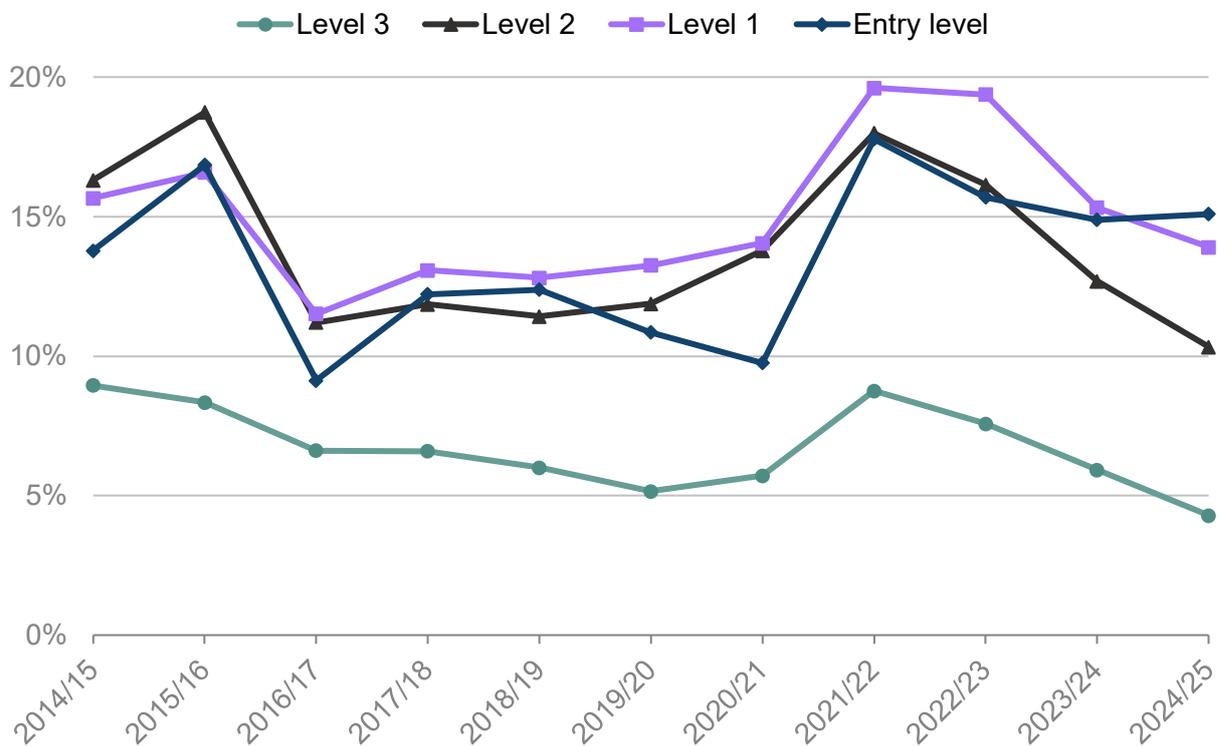
Learners from Welsh medium schools were also more likely to study at level 3 (72%) than learners from English medium (62%), English with significant Welsh (65%) and bilingual schools (67%).

Similar differences were seen between learners fluent in Welsh and those who cannot speak Welsh.

Learners leaving tertiary education without completing their latest programme

A lower proportion of level 3 learners left their latest programme without completing it

Figure 6: Proportion of learners progressing to tertiary education but leave their latest programme without completing it, by academic year, August 2014 to July 2025



Description: Of the learners who progressed from Year 11 to tertiary education, the proportion leaving tertiary education without completing their latest programme was lower for level 3 learners than other levels. The level 3 proportion has decreased from 9% in 2021/22 to 4% in 2024/25, the lowest point over the period covered by this analysis.

[p]: Provisional.

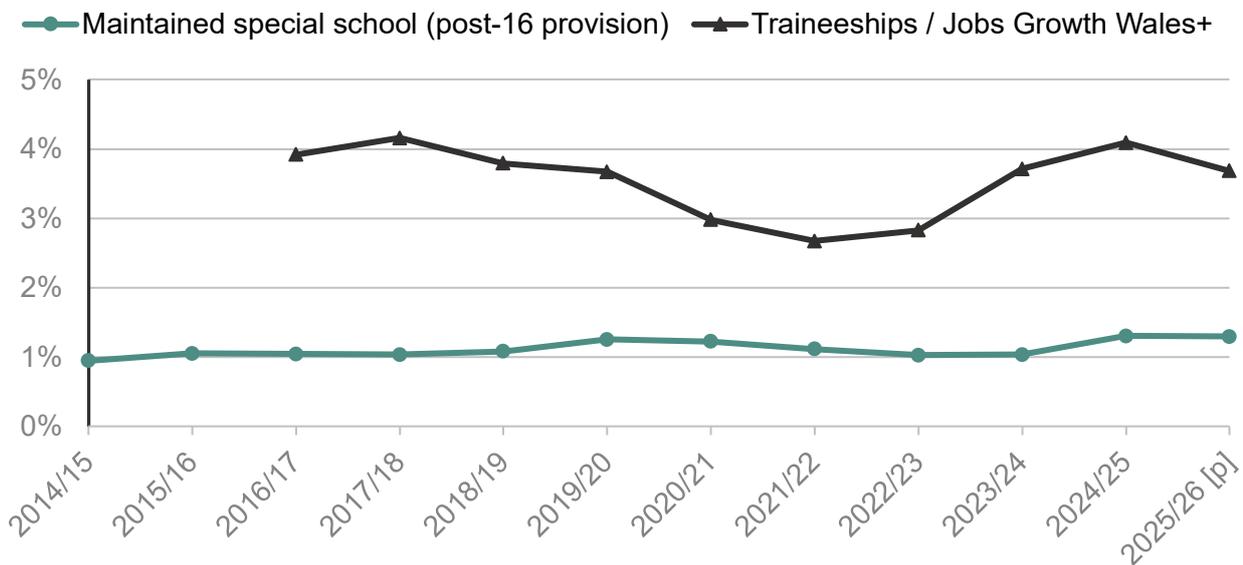
Data in Table 2 of the accompanying spreadsheet

Annex A

The data sources used for this release also include certain types of provision that fall outside of the definition of tertiary education. The figure below shows the proportion of learners who progressed from Year 11 to these types of provision. These learners did not progress to tertiary education and aren't included in the main analysis.

Between 3% to 4% of learners typically progressed to Traineeships / Jobs Growth Wales+ provision

Figure 7: Proportion of learners progressing to other types of provision, by academic year, August 2014 to November 2025



Description: A further 1% of learners consistently progress to post-16 provision at a maintained special school each year.

[p]: Provisional.

[Note 1] Traineeships / Jobs Growth Wales+ figures for 2014/15 and 2015/16 are not shown to avoid disclosure, based on low numbers.

Quality and methodology

Data sources

The data sources used in this release are:

- [Pupil Level Annual School Census \(PLASC\)](#): an electronic collection of pupil and school level data provided to Welsh Government by all maintained sector primary, middle, secondary, nursery and special schools. The data collected is based on a January census date.
- [Post-16 Data Collection](#): every autumn, all maintained schools with sixth forms are required to report all learning programmes and activities undertaken by pupils in the previous academic year.
- [Lifelong Learning Wales Record \(LLWR\)](#): data on further education, work-based learning and adult community learning. It's collected on a 'rolling' basis throughout the year with regular statistical freezes. It is the official source of statistics in Wales for these sectors.
- [School attendance weekly management information data collection](#): weekly data extracted directly from school management information systems started in Autumn 2020. The data is collected from all maintained nursery, primary, middle, secondary and special schools and any pupil referral units that have such management information systems and routinely record their information electronically.
- Matched Education Dataset (MED): attaches a common anonymised identifier to records from multiple education data collections, so that the various datasets could be linked for statistical and research purposes.

Methodology

The main changes to the methodology used in the analysis previously published in the Welsh Government statistical article '[Outcomes for learners in post-16 education affected by the coronavirus \(Covid-19\) pandemic: August 2020 to July 2021](#)' are:

- For academic years 2022/23 and previous, final datasets are used to identify tertiary education destinations rather than in-year datasets subject to further change.
- The Post-16 Data Collection is used for sixth form destinations as far as possible, providing information on the type of learning programme being studied. Weekly management information on school attendance is used for 2025/26 as the Post-16 Data Collection is not yet available.
- Apprenticeships are the only form of work-based learning included.

Several changes have been made since the previous version of this publication:

- Data for 2023/24 and 2024/25 is now final.
- Provisional data for 2025/26 is included.
- Data for 2014/15 to 2016/17 has been included to provide more historical context.
- The definition of tertiary education has changed, as described on [page 1](#) and below.
- MED is now used to link Year 11 and tertiary education records, where it is available.

Year 11 cohorts are defined as any learner on roll in a maintained secondary, middle or special school in Wales on the PLASC census date.

For all years except 2025/26, the Post-16 Data Collection and LLWR are used to identify tertiary education programmes of study that were active at any point during the year. Programmes included in this analysis include the following publicly funded learning that is now funded and regulated by Medr:

- Any programme of study in school sixth forms.
- Further education undertaken in further education colleges.
- Apprenticeships undertaken in further education colleges or private training providers.

For 2025/26, LLWR data is used as above. The Post-16 Data Collection is not currently available, therefore weekly management information on school attendance is used to identify learners in school sixth forms. There are a number of [limitations](#) as a result of using this management information.

In [Figure 4](#), the proportion of learners who progressed studying at each level in 2025/26 is partly estimated as the weekly management information on school attendance does not contain information on level of study. The 2024/25 proportions of sixth form learners by level are applied to the 2025/26 sixth form cohort. These estimated figures are then combined with actual, provisional, data from the LLWR on learners in FE colleges and apprentices.

The table below provides a comparison between the weekly management information on school attendance and the Post-16 Data Collection, in terms of the overall rate of progression from Year 11 to tertiary education.

Figure 8: Proportion of Year 11s progressing to tertiary education, by data source and academic year, August 2021 to July 2025

Academic year	Proportion progressing (final figures, based on Post-16 Data Collection)	Proportion progressing (based on school attendance management information)	Difference (Post-16 Data Collection proportion minus management information proportion)
2021/22	86.6	86.4	+0.3
2022/23	86.0	85.6	+0.4
2023/24	84.9	84.6	+0.2
2024/25	85.1	85.6	-0.5

Year 11 cohorts are then linked to the various datasets containing information on tertiary education using MED. MED currently only covers up to and including the 2023/24 academic year. Records for more recent years are linked initially on the Unique Pupil Number and Unique Learner Numbers, with further linkage on unmatched records based on names and dates of birth.

Limitations

Figures for 2025/26 are provisional as they are based on in-year data. Further education and apprenticeship programmes of study have been drawn from the February 2026 LLWR freeze. The data may not fully reflect all learning up to the point the freeze was taken and will be subject to change in the future. Data for the remainder of the academic year is not included, which may affect statistics for 2025/26. A relatively small number of

learners may start their first tertiary programme of study after February, most commonly apprentices.

For 2025/26, weekly management information on school attendance is available up to 21 November 2025. Figures for 2025/26 are also provisional as the Post-16 Data Collection will replace the weekly management information on school attendance once it is available.

The weekly management information on school attendance has not undergone the same level of quality assurance as accredited official statistics and the data may be subject to future revisions. It does not provide any information on the learner's programme of study.

The analysis does not include tertiary destinations in independent schools, other independent or specialist learning providers, adult community learning (including that delivered by colleges), tertiary education outside of Wales or any other post-16 EOTAS (Educated Other Than at School) provision.

Post-16 learning in maintained special schools and the Welsh Government's Jobs Growth Wales+ / Traineeships employability programmes are no longer included in the definition of tertiary education presented here. An analysis of progression from Year 11 to these types of provision is included in [Annex A](#).

The proportion of learners progressing from Year 11 to tertiary education in local authorities that border England (Flintshire, Wrexham, Powys, Monmouthshire) is likely to be affected.

Definitions

The tertiary education destinations reported in this analysis are based on the first programme of study undertaken by the learner. When identifying a learner's first programme the following programmes are prioritised over other FE programmes: AS level, A2 level, vocational and apprenticeships. The most common programmes they're prioritised over are GCSEs which are often taken as supplemental courses.

Only enrolment into the academic year immediately following Year 11 is included. Learners who started tertiary education in a later academic year are not included in this analysis.

Where weekly management information on school attendance is used, learners are considered to be still enrolled in tertiary education if they have an attendance or authorised absence record within 2 weeks of 21st November 2025, the latest date for which data was available at the time this analysis was produced.

The school attendance dataset is taken directly from schools' Management Information Systems. In some cases learners appear to be automatically rolled over from Year 11 into Year 12 when this was not the case. As a result, we do not consider a learner as enrolled if they were not recorded as either attending or having an authorised absence in Year 12.

All analysis by characteristics are based on those recorded for the learner as part of their Year 11 PLASC record.

The deprivation decile of the learner's home neighbourhood is based on the main index of the [Welsh Index of Multiple Deprivation \(WIMD\)](#). Data for academic years 2014/15 to 2018/19 are based on WIMD 2014, 2019/20 to 2024/25 are based on WIMD 2019 and 2025/26 is based on WIMD 2025.

'AS level' tertiary destinations here include both AS level and AS level equivalent programmes. AS level equivalent programmes consist of a mixture of AS levels and vocational qualifications, for example 2 AS levels and a BTEC National Certificate.

Rounding and suppression

All figures are rounded to the nearest 5. Numbers less than 5 are suppressed. Percentages are rounded to the nearest whole number. Percentages based on a denominator of less than 23 are suppressed.

Differences between values are calculated using unrounded values, so there may be small discrepancies when compared with the rounded figures.

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 our [Statement of Compliance](#) with the Code of Practice for Statistics. You are welcome to contact us directly with any comments about how we meet these standards.

Alternatively, you can contact OSR by emailing regulation@statistics.gov.uk or via the OSR website.

Trustworthiness

These statistics have been published according to our [Statement of Compliance](#) with the Code of Practice for Statistics and [pre-release access to official statistics policy](#).

Quality

The statistics in this release have largely been produced from final versions of recognised administrative data sources used to produce official statistics on education in Wales. These have been supplemented with weekly management information on school attendance to provide the most recent estimates of progression from Year 11 to tertiary education (for the 2025/26 academic year). The limitations of using this management information have been explained and these estimates are marked as provisional.

Value

These official statistics in development aim to comply with the Code as far as possible. They have been produced rapidly in response to demands for better analysis on participation in tertiary education in Wales.

They are labelled as 'official statistics in development' to test whether they meet user needs and to reflect that the methodology is not fixed and could be further developed based on user feedback. We would welcome any comment on the usefulness of these statistics. Please contact statistics@medr.cymru.

Related statistics

[Pupil destinations survey](#), published by Careers Wales, is an annual survey of school leavers from Years 11, 12 and 13. A pupil's destination is their known activity on the 31 October after they have left that year group. Careers Wales compile pupil destinations using administrative education datasets, data from partner institutions, and pupil self-reported outcomes. In addition to educational destinations, the Careers Wales survey also reports on the proportion of school leavers who have gone into employment, are not in education, employment or training, and those who have left Wales. As there are differences in how the data is compiled between the Medr statistics and the Careers Wales survey, the figures in both publications may differ.

[Further education, apprenticeships and community learning: August 2024 to July 2025](#) provides statistics on the number of learners, programmes and activities being taken at colleges, work-based learning providers and in local authority community learning.

[Schools' census results: January 2025](#), published by the Welsh Government, provides statistics on learners in maintained schools in Wales.

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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