



**RHONDDA CYNON TAF**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL  
MUNICIPAL YEAR 2023/24**

**RESEARCH REPORT**

**REPORT OF THE SERVICE DIRECTOR DEMOCRATIC SERVICES &  
COMMUNICATIONS**

**1. RESEARCH REQUEST**

To research the current data concerning Adults in Rhondda Cynon Taf with Post-16 Educational qualifications.

**2. RESEARCH INFORMATION**

**2.1 Background Information**

The adopted Local Development Plan (LDP) currently states that only “41% of adults in RCT have any formal educational qualifications”. This data is in reference to data collated in 2005 and is no longer relevant. The adopted Local Development Plan is currently being revised.

**2.2 Census Data 2021 – Key Facts**

2.2.1 The Office for National Statistics released the first data on Education from Census 2021 in February 2023. This paper notes the key data from this release, with some comparisons to the results from Census 2011.

2.2.2 It is important to note however that there have been some changes to the questions and definitions of qualifications within the Census, meaning that comparison with 2011 data is not as robust as other time comparisons. Additional education data comparisons with other data from Census 2021 will be released later this year.

2.2.3 This dataset refers to qualifications from eight categories or levels. The table below describes the 2021 definitions of each level:

DNA	Does Not Apply
Level 0	No qualifications
Level 1	Level 1 and entry level qualifications: 1 to 4 GCSEs grade A* to C, Any GCSEs at other grades, O levels or CSEs (any grades), 1 AS level, NVQ level 1, Foundation GNVQ, Basic or Essential Skills
Level 2	Level 2 qualifications: 5 or more GCSEs (A* to C or 9 to 4), O levels (passes), CSEs (grade 1), School Certification, 1 A level, 2 to 3 AS levels, VCEs, Intermediate or Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First or General Diploma, RSA Diploma

Level 3	Apprenticeship
Level 4	Level 3 qualifications: 2 or more A levels or VCEs, 4 or more AS levels, Higher School Certificate, Progression or Advanced Diploma, Welsh Baccalaureate Advance Diploma, NVQ level 3; Advanced GNVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma
Level 5	Level 4 qualifications and above: degree (BA, BSc), higher degree (MA, PhD, PGCE), NVQ level 4 to 5, HNC, HND, RSA Higher Diploma, BTEC Higher level, professional qualifications (for example, teaching, nursing, accountancy)
Level 6	Other: vocational or work-related qualifications, other qualifications achieved in England or Wales, qualifications achieved outside England or Wales (equivalent not stated or unknown)

### **2.3 Highest Qualification Level in Wales in 2021**

2.3.1 Across Wales the proportion of the 16 and over population reporting level 2 or lower qualifications as their highest qualification has fallen. Further key data has been noted below:

- 19.91% of the population over the age of 16 reports having no qualifications (level 0). This is 6.03 percentage points lower than in 2011, when over a quarter of the Welsh population over the age of 16 stated that they had no qualifications.
- The highest proportion of the Welsh population over the age of 16 report their highest qualification as level 5.
- The proportion of the over-16 population stating that their highest qualification is level 3 (Apprenticeship) in 2021 is 5.60%, a rise from 3.94% in 2011.

### **2.4 Highest Qualification Level in Rhondda Cynon Taf in 2021**

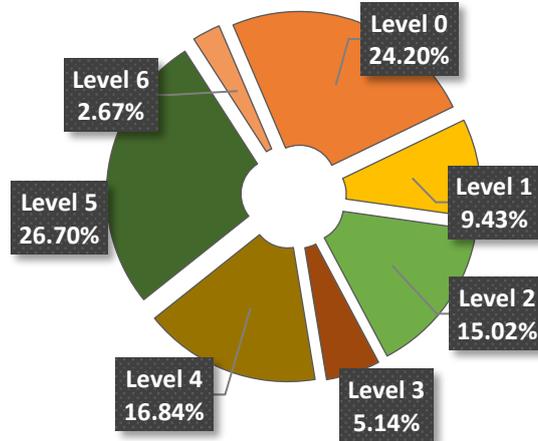
2.4.1 In RCT, the percentage of the over-16 population reporting no qualifications (Level 0) has fallen from 31.77% in 2011 to 24.20% in 2021. This is a greater decrease than the Wales total, but RCT still has a higher percentage of the population with no qualifications than Wales as a whole.

2.4.2 The highest proportion of the RCT over-16 population reports Level 5 as their highest level of qualification, at 26.70%. The percentage of the RCT over-16 population with Apprenticeship (Level 3) as their highest qualification has risen from 3.53% in 2011 to 5.14% in 2021.

2.4.3 In general, RCT has seen the same pattern of increase and decrease across the range of highest qualification levels as the Wales total, though the rate of change differs. RCT has the third highest percentage of the over-16 population reporting no qualification, behind Blaenau Gwent and Merthyr Tydfil.

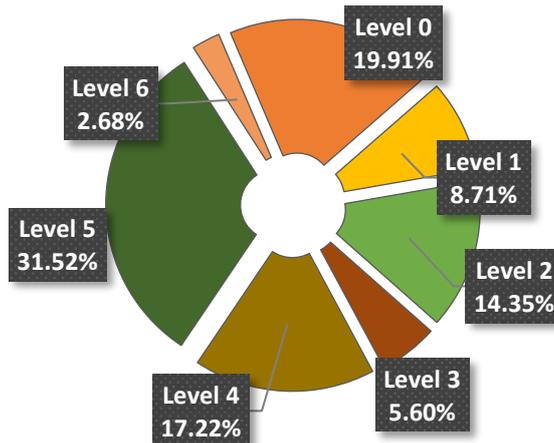
**2.5 Tables and visualisations of Census 2021 results (Appendix 1 refers)**

**Highest Qualification in RCT, 2021**



2021	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>RCT</b>	24.20%	9.43%	15.02%	5.14%	16.84%	26.70%	2.67%
<b>Wales</b>	19.91%	8.71%	14.35%	5.60%	17.22%	31.52%	2.68%

**Highest Qualification in Wales, 2021**



### **3. The RCT Adult Community Learning (ACL) Partnership Strategy for 2022-25**

3.1 Rhondda Cynon Taf's Adult Community Learning Partnership Strategy (Appendix 2 Refers) delivers a wide range of programmes and courses for adults (aged 16+) at community venues across the county as well as online. The provision offers opportunities for learners to improve their basic skills, gain qualifications, increase their employability, and improve their well-being so that they can fulfil their potential and engage in learning throughout their lives.

This strategy has been guided by themes identified by the Welsh Government in their strategic documents including:

- Adult Community Learning in Wales 2017 policy priorities policy statement,
- Well-Being of Future Generations Act 2015 – wellbeing goals
- Cymraeg 2050 Strategy
- Stronger, Fairer, Greener Wales – A Plan for Employability and Skills 2022 which prioritises the need to 'nurture a learning for life culture'
- Digital 2030

It has also been informed by regional priorities identified by the South-East Wales Regional Skills Partnership and RCT Council's Corporate Plan priorities 2019-24.

### **3.2 Where are we now? – Population Profile**

3.2.1 Rhondda Cynon Taf's resident population in 2020 was 241,900. The ONS census data indicated that 97.1% of residents speak English or Welsh. There has been an increase of almost 3% since 2011 in the number of people who identify that they can speak Welsh bringing the figure up to 15% of the local population. Only 1% of the population identify themselves with an ethnicity other than White British, Welsh, English or Scots.

3.2.2 The working age population of the county (16-64 years) is 150,200, of which 73,900 are male and 76,300 are female. 113,100 (74%) of the working age population are economically active while 38,800 people (26%) are economically inactive. 3,600 people who are economically inactive have indicated that they want a job.

3.2.3 Average weekly earnings for full-time workers is £520.20 with females who work full-time earning on average £12 per week less than males.

3.2.4 There are 21,454 claimants for Universal Credit in RCT (March 2022), and 5,835 people claiming out-of-work benefits.

3.2.5 Skills play an important part in determining employment rates and employment rates decline with lower levels of qualifications. People with no qualifications are among the most disadvantaged. 10.4% (15,500) of working age adults in Rhondda Cynon Taf have no qualifications (December 2021) as compared to 8.2% in Wales. However, 83.6% of the working age population have qualifications at NVQ Level 1 and above while 70.2% have qualifications at NVQ Level 2 and above. Just under 1 in 3 residents have qualifications at Level 4 and above.

3.2.6 The factors outlined above will have an impact on the type and range of provision being offered to support individuals to improve their learning, develop their skills and qualifications as well as the employment advice and support provided to help them into work and support them to stay in work.

### **3.3 Where do we want to be?**

3.3.1 We want to live in a community where:

- all people have access to the support they need to develop their learning and skills so that they can achieve their potential and live healthy and rewarding lives
- everyone who wants to work is supported to gain and stay in employment.
- those who want to progress in work are able to access and benefit from opportunities to further develop their skills and improve their prospects.
- there is access to learning throughout a person's life as a commitment to lifelong learning is essential for prosperity

### **3.4 How do we get there?**

3.4.1 The Adult Community Learning Partnership's priorities for the next 3 years are to:

1. Work collaboratively to maximise the resources available in Rhondda Cynon Taf so that adults have access to provision that will:
  - Encourage them to return to learning
  - Support them to gain skills for life
  - Improve their health and well-being
  - Increase their employability
  - Support them to gain qualifications
  - Offer pathways that will enable them to progress onto further learning and/or into work
  - Build capacity so that individuals and groups are empowered to actively participate in their own communities
2. Support our learners to achieve excellent standards by ensuring access to high-quality teaching and learning.
3. Take the opportunities and lessons learned from the Covid-19 pandemic to inform and shape future provision.
4. Work with regional partners to establish a Regional Adult Community Learning Partnership in line with Welsh Government requirements.

### **3.5 To achieve these priorities, RCT will:**

- Work with local communities to identify the learning and skills needs of their residents
- Involve learners in shaping future provision
- Listen to the voices of community members whose voices are seldom heard
- Work with local employers to identify skills needs and gaps in provision.
- Work with training provider partners and community organisations to ensure there is access to a wide curriculum at all levels with pathways for progression onto higher level programmes
- Deliver employability support and access to community learning at local venues including community hubs and libraries across the county
- Harness new IT developments to improve the learner experience and make learning more accessible to those who have barriers to attending a venue
- Ensure that all tutors and staff have the skills required to provide a nurturing learning environment and high-quality learning experiences at a time when innovations in technology and changing patterns of usage are having an impact on how learners want to engage with the service
- Ensure we have a robust quality process that supports learners to achieve excellent standards
- Improve learner well-being and offer a wide range of opportunities for social interaction so that residents can enjoy a healthier life, taking into account the effects of Covid.
- Improve partnership working by developing more effective systems for jointly planning and monitoring the quality of learning
- Work with partners to provide a wider range of information, advice, and support on well-being and health
- Work with partners and volunteers in the heritage, arts, and cultural sectors to develop a range of cultural activities to attract those who are furthest from learning
- Expand opportunities for learners to engage with their learning through the medium of Welsh, and learn or improve their Welsh language skills
- Work with partners in Bridgend and Merthyr Tydfil Adult Community Learning Partnerships to establish a new regional partnership

### **3.6 Outcomes and impacts**

3.6.1 We aim to achieve the following outcomes and impacts:

- there will be an improvement in the self-esteem and confidence of learners who engage with our programmes
- learner satisfaction with the level of support offered and provision delivered will be increased
- an improvement in the health and well-being of people participating in learning programmes
- an increase in individual skills and qualifications so that the percentage of people with no qualifications in Rhondda Cynon Taf will be lower than the average for Wales
- employability programmes offered will be relevant to the skills needs identified by employers
- more provision will be available to support those in work to access learning and qualifications they need to improve their prospects once they have entered employment
- tutors will have access to more professional development opportunities
- people will be able to take advantage of the opportunities of the digital world

### **3.7 What actions shall we carry out to achieve these outcomes?**

Partners will work in a co-ordinated way that makes sure people receive effective and targeted support to develop learning and skills that will ensure they achieve their potential. Achievement against outcomes will be monitored by the ACL Strategic Partnership.

### **3.8 Evaluation**

The methodology used to evaluate the success of this strategy plan will include analysis of:

- relevant quantitative data including LLWR verified data
- relevant qualitative information (case studies of individuals and learner feedback)

These will be captured in an annual self-assessment report (Appendix 3 refers)

#### **4. Adults with Disabilities**

- 4.1 For individuals with a learning disability, RCT offers educational opportunities via Coleg y Cymoedd (part time one day courses weekly, during term time). At present courses are non-accredited and focus on a person-centred approach to equip individuals with life skills. At present, there are 27 adults with a learning disability attending 3 campuses across RCT. Previously, courses have been accredited via Edexcel, achieving basic level 1 or level 2 accreditation.
- 4.2 For staff in learning disability services, RCT support workers often enter services with some GCSE's or O levels. Staff complete their Social Care Induction Award and are then offered the QCF Level 2 qualification. This enhances staff skills in literacy, practical skills and achieving accreditation for their role. We have the majority of Support Workers achieving this qualification, which enhances their educational qualifications.
- 4.3 Similarly for Team Leaders RCT offer a QCF Level 3, and for Managers we offer Level 4 and 5. Also, Team Leaders have been offered Step Up to Management training and qualification. In general staff are offered a wealth of opportunities to enhance their knowledge, skills and educational ability. We have an excellent team at Rock Grounds, Aberdare that coordinate learning and development for staff in Social Care. They will be able to assist with exact figures of all Social Care staff achieving qualifications across RCT, not just learning disability Daytime Opportunities staff.
- 4.4 Previously we had opportunities for adults with a learning disability to attend adult education classes in the community, however due to funding these have stopped over recent years.

#### **5. CONCLUSION**

In summary, RCT has seen the same pattern of increase and decrease across the range of highest qualification levels as the Wales total, though the rate of change differs. RCT has the third highest percentage of the over-16 population reporting no qualification, behind Blaenau Gwent and Merthyr Tydfil.

**LOCAL GOVERNMENT ACT, 1972**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**LIST OF BACKGROUND PAPERS**

**RESEARCH REPORT**

**REPORT OF THE SERVICE DIRECTOR DEMOCRATIC SERVICES &  
COMMUNICATIONS**

**Contact Officer: Sarah Handy, Members Researcher & Scrutiny  
Officer (07385401942)**

**\*\*information and any stats included were accurate at the time of  
populating this document\*\*.**

APPENDIX 1	Level 1 and entry level qualifications: 1 to 4 GCSEs grade A* to C, Any GCSEs at other grades, O levels or CSEs (any grades), 1 AS level, NVQ level 1, Foundation GNVO, Basic or Essential Skills	%	Level 2 qualifications: 5 or more GCSEs (A* to C or 9 to 4), O levels (passes), CSEs (grade 1), School Certification, 1 A level, 2 to 3 AS levels, VCEs, Intermediate or Higher Diploma, Welsh Baccalaureate Intermediate Diploma, NVQ level 2, Intermediate GNVO, City and Guilds Craft, BTEC First or General Diploma, RSA Diploma	%	Level 3 qualifications: 2 or more A levels or VCEs, 4 or more AS levels, Higher School Certificate, Progression or Advanced Diploma, Welsh Baccalaureate Advanced Diploma, NVQ level 3; Advanced GNVO, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma	%	Level 4 qualifications or above: degree (BA, BSc), higher degree (MA, PhD, PGCE), NVQ level 4 to 5, HNC, HND, RSA Higher Diploma, BTEC Higher level, professional qualifications (for example, teaching, nursing, accountancy)	%	No qualifications	%	Other: apprenticeships, vocational or work-related qualifications, other qualifications achieved in England or Wales, qualifications achieved outside England or Wales (equivalent not stated or unknown)	%	Grand Total
Aged 16 to 24	2659	11.43%	6498	25.97%	7156	28.60%	4164	16.64%	3153	12.60%	1192	4.76%	25022
Aged 25 to 29	1170	7.94%	2197	14.91%	3516	23.88%	5604	38.02%	1484	10.07%	767	5.20%	14738
Aged 30 to 34	1429	8.88%	2551	15.85%	3420	21.25%	5980	37.16%	1938	12.04%	775	4.82%	16093
Aged 35 to 39	1322	8.68%	2407	15.82%	3005	19.75%	5824	38.28%	1951	12.82%	704	4.63%	15213
Aged 40 to 44	1215	8.95%	2006	14.77%	2738	20.18%	5218	38.43%	1791	13.19%	610	4.49%	13578
Aged 45 to 49	1553	10.58%	2198	14.97%	2884	18.28%	4990	33.99%	2396	16.32%	880	5.86%	14881
Aged 50 to 54	2023	12.15%	2780	16.70%	2731	16.40%	4505	27.54%	3309	19.87%	1223	7.34%	16651
Aged 55 to 59	2067	12.31%	2563	15.27%	2469	14.71%	4086	24.40%	4308	25.66%	1287	7.67%	16790
Aged 60 to 64	1520	10.52%	1989	13.62%	1763	12.20%	3380	23.39%	4462	30.87%	1359	9.40%	14453
Aged 65+	3125	6.70%	3952	8.48%	3156	6.77%	7908	16.96%	22125	47.45%	6359	13.64%	48625
<b>Grand Total</b>	<b>18283</b>	<b>7.69%</b>	<b>29121</b>	<b>12.23%</b>	<b>32638</b>	<b>13.73%</b>	<b>51749</b>	<b>21.78%</b>	<b>48917</b>	<b>19.74%</b>	<b>15136</b>	<b>6.37%</b>	<b>237652</b>

## **APPENDIX 2**

### **RCT Adult Community Learning Partnership Strategy 2022/25 – LEARNING TO MAKE A DIFFERENCE**

#### **Context**

Rhondda Cynon Taf's Adult Community Learning Partnership delivers a wide range of programmes and courses for adults (aged 16+) at community venues across the county as well as online. The provision offers opportunities for learners to improve their basic skills, gain qualifications, increase their employability, and improve their well-being so that they can fulfil their potential and engage in learning throughout their lives.

This strategy has been guided by themes identified by the Welsh Government in their strategic documents including:

- Adult Community Learning in Wales 2017 policy priorities policy statement,
- Well-Being of Future Generations Act 2015 – wellbeing goals
- Cymraeg 2050 Strategy
- Stronger, Fairer, Greener Wales – A Plan for Employability and Skills 2022 which prioritises the need to 'nurture a learning for life culture'
- Digital 2030

It has also been informed by regional priorities identified by the South-East Wales Regional Skills Partnership and RCT Council's Corporate Plan priorities 2019-24.

#### **Where are we now?**

##### **Population profile**

Rhondda Cynon Taf's resident population in 2020 was 241,900. The ONS census data indicated that 97.1% of residents speak English or Welsh. There has been an increase of almost 3% since 2011 in the number of people who identify that they can speak Welsh bringing the figure up to 15% of the local population. Only 1% of the population identify themselves with an ethnicity other than White British, Welsh, English or Scots.

The working age population of the county (16-64 years) is 150,200, of which 73,900 are male and 76,300 are female. 113,100 (74%) of the working age population are economically active while 38,800 people (26%) are economically inactive. 3,600 people who are economically inactive have indicated that they want a job.

Average weekly earnings for full-time workers is £520.20 with females who work full-time earning on average £12 per week less than males.

There are 21,454 claimants for Universal Credit in RCT (March 2022), and 5,835 people claiming out-of-work benefits.

Skills play an important part in determining employment rates and employment rates decline with lower levels of qualifications. People with no qualifications are among the most disadvantaged. 10.4% (15,500) of working age adults in Rhondda Cynon Taf have no qualifications (December 2021) as compared to 8.2% in Wales. However, 83.6% of the working age population have qualifications at NVQ Level 1 and above while 70.2% have

qualifications at NVQ Level 2 and above. Just under 1 in 3 residents have qualifications at Level 4 and above.

The factors outlined above will have an impact on the type and range of provision being offered to support individuals to improve their learning, develop their skills and qualifications as well as the employment advice and support provided to help them into work and support them to stay in work.

### **Where do we want to be?**

We want to live in a community where:

- all people have access to the support they need to develop their learning and skills so that they can achieve their potential and live healthy and rewarding lives
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- those who want to progress in work are able to benefit from opportunities to further develop their skills and improve their prospects.
- there is access to learning throughout a person's life as a commitment to lifelong learning is essential for prosperity

### **How do we get there?**

The Adult Community Learning Partnership's priorities for the next 3 years are to:

1. Work collaboratively to maximise the resources available in Rhondda Cynon Taf so that adults have access to provision that will:
  - Encourage them to return to learning
  - Support them to gain skills for life
  - Improve their health and well-being
  - Increase their employability
  - Support them to gain qualifications
  - Offer pathways that will enable them to progress onto further learning and/or into work
  - Build capacity so that individuals and groups are empowered to actively participate in their own communities
2. Support our learners to achieve excellent standards by ensuring access to high-quality teaching and learning.
3. Take the opportunities and lessons learned from the Covid-19 pandemic to inform and shape future provision.
4. Work with regional partners to establish a Regional Adult Community Learning Partnership in line with Welsh Government requirements.

**To achieve these priorities, we will:**

- Work with local communities to identify the learning and skills needs of their residents
- Involve learners in shaping future provision
- Listen to the voices of community members whose voices are seldom heard
- Work with local employers to identify skills needs and gaps in provision.
- Work with training provider partners and community organisations to ensure there is access to a wide curriculum at all levels with pathways for progression onto higher level programmes
- Deliver employability support and access to community learning at local venues including community hubs and libraries across the county
- Harness new IT developments to improve the learner experience and make learning more accessible to those who have barriers to attending a venue
- Ensure that all tutors and staff have the skills required to provide a nurturing learning environment and high-quality learning experiences at a time when innovations in technology and changing patterns of usage are having an impact on how learners want to engage with the service
- Ensure we have a robust quality process that supports learners to achieve excellent standards
- Improve learner well-being and offer a wide range of opportunities for social interaction so that residents can enjoy a healthier life, taking into account the effects of Covid.
- Improve partnership working by developing more effective systems for jointly planning and monitoring the quality of learning
- Work with partners to provide a wider range of information, advice, and support on well-being and health
- Work with partners and volunteers in the heritage, arts, and cultural sectors to develop a range of cultural activities to attract those who are furthest from learning
- Expand opportunities for learners to engage with their learning through the medium of Welsh, and learn or improve their Welsh language skills
- Work with partners in Bridgend and Merthyr Tydfil Adult Community Learning Partnerships to establish a new regional partnership

### **Outcomes and impacts**

We aim to achieve the following outcomes and impacts:

- there will be an improvement in the self-esteem and confidence of learners who engage with our programmes
- learner satisfaction with the level of support offered and provision delivered will be increased
- an improvement in the health and well-being of people participating in learning programmes
- an increase in individual skills and qualifications so that the percentage of people with no qualifications in Rhondda Cynon Taf will be lower than the average for Wales
- employability programmes offered will be relevant to the skills needs identified by employers
- more provision will be available to support those in work to access learning and qualifications they need to improve their prospects once they have entered employment
- tutors will have access to more professional development opportunities
- people will be able to take advantage of the opportunities of the digital world

### **What actions shall we carry out to achieve these outcomes?**

Partners will work in a co-ordinated way that makes sure people receive effective and targeted support to develop learning and skills that will ensure they achieve their potential. Achievement against outcomes will be monitored by the ACL Strategic Partnership.

See QDP

### **Evaluation**

The methodology used to evaluate the success of this strategy plan will include analysis of:

- relevant quantitative data including LLWR verified data
- relevant qualitative information (case studies of individuals and learner feedback)

These will be captured in an annual self-assessment report.

## APPENDIX 3

### ACL Partnership – Annual Self-Assessment Report extracts 2021-22

#### Partnership

Partnership arrangements for Adult Community Learning in RCT consist of a Strategic Group and Operational Group. A number of identified key delivery partners sit on the strategic group and inform the work of an operational group with wider membership of deliverers across the County Borough.

#### Funding

The amount of funding provided to the Local Authority for adult community learning was increased to £442,279.00 (2022/23). In 2021/22 significant funding was also made available to Local Authorities to invest in digital equipment for enhancing access to learning and overcome any barriers to learning. In RCT this included the provision of interactive screens in community rooms at libraries, community centres and other venues that can be used by partners for the delivery of adult learning within communities. It also included the upgrading of all library service computers which are used by a wide range of residents and learners engaged in courses and activities as well as Digital Fridays and Work Club provision.

WG in partnership with Digital Communities Wales gave funding for a Chromebook loan scheme which is available to all clients on the employment support programme. The scheme provides short term loan of equipment and mifi units (access to free wifi) to enable people e.g. to access online training, interviews, job searching.

Combining with funding from other sources i.e.– Welsh Government Employment Support Grants, European Social Funds (ESF), core Council funds and other external funding has enabled the partnership to develop the RCT Employment Pathway (from engagement of learners giving progressions access to leisure courses, accredited courses and qualifications, including vocational qualifications, essential and digital skills provision).

More recently, whilst ESF grants are coming to an end, UK Government has launched the Shared Prosperity Fund and RCT are benefiting from grant funding to provide Adults aged 19+ to become more confident and upskill in numeracy, Adults 16+ to access life skills, non-accredited and accredited learning, qualifications including vocational, which complement WG provision.

#### Stats

There are variations in statistical info. between NOMIS annual figures and census information, assume this is down to age groups included but will need to have a further look into it. NOMIS annual figures for ages 16 to 64, so what we would class as working age population, where Census includes 16+.

RCT Annual Report:

- 15,500 individuals of working age in Rhondda Cynon Taf (10.4%) have no qualifications (January - December 2021) compared to 8.2% in Wales.
- Qualification levels at NVQ2-4 are lower than the Welsh comparators.

NOMIS:

#### **Qualifications (Jan 2021-Dec 2021)**

	<b>Rhondda Cynon Taff (Level)</b>	<b>Rhondda Cynon Taff (%)</b>	<b>Wales (%)</b>	<b>Great Britain (%)</b>
NVQ4 And Above	49,600	33.5	38.6	43.6

## APPENDIX 3

### Qualifications (Jan 2021-Dec 2021)

	Rhondda Cynon Taff (Level)	Rhondda Cynon Taff (%)	Wales (%)	Great Britain (%)
NVQ3 And Above	78,800	53.1	58.0	61.5
NVQ2 And Above	104,500	70.4	75.3	78.1
NVQ1 And Above	124,600	84.0	85.8	87.5
Other Qualifications	8,700	5.8	5.9	5.9
No Qualifications	15,000	10.1	8.3	6.6

Source: ONS annual population survey

Notes: For an explanation of the qualification levels see the definitions section.

Numbers and % are for those of aged 16-64

% is a proportion of resident population of area aged 16-64

Latest Census figures:

### TS067 - Highest level of qualification

**i**

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**i**

Population All usual residents aged 16 years and over

Units Persons

Area Type 2022 local authorities: counties

Area Name Rhondda Cynon Taff

<b>Highest level of qualification</b>	<b>2021</b>	
	<b>Number</b>	<b>%</b>
<b>Total: All usual residents aged 16 years and over</b>	193,841	100.0
No qualifications	46,915	24.2
Level 1 and entry level qualifications	18,283	9.4
Level 2 qualifications	29,121	15.0
Level 3 qualifications	32,637	16.8
Level 4 qualifications or above	51,749	26.7
Other qualifications	5,170	2.7

**i**

## APPENDIX 3

### Delivery

Only 2 organisations currently deliver Welsh Government accredited adult community learning provision in RCT – RCT Adult Education Service and Adult Learning Wales. Coleg y Cymoedd commissioned out its community learning provision to Adult Learning Wales in 2018 while RCT Adult Education Service decided not to continue with a franchise agreement with the college for delivery of Essential Skills and Independent Learning Skills in 2021.

See below, marketing materials/brochures for some of this academic year's courses. Some training is planned on a quarterly basis and will be additional but these at least give a flavour of what's offered via RCT Council provision.



Working with Menter Iaith. A new SLA has been set up between Adult Community Learning and Menter Iaith to deliver Welsh medium courses throughout RCT for academic year 2022-23.

### Enrolments

Organisation	2019/20	2020/21	2021/22
Adult Learning Wales (these are enrolments on courses and not number of activities/units attached to)	1,448	587	773
RCT Adult Education Service	1,519	1,090	1,909

Individual partner provision is indicated below:

#### **Rhondda Cynon Taf Adult Education Service** provision:

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/2021	2021- June 2022
<b>Courses</b>	254	482	393	572	252	281	490
<b>Enrolments</b>	1,912	3,612	2,860	3,734	1,519	1090	1909
<b>Locations for delivery</b>	64	78	96	79	48	All courses were virtual	58

As can be seen above there had been an upward trend in the number of courses organised by RCT Adult Education Service in 2019 but thereafter the number reduced. This was in part due to a change in recording practice from financial to academic years. The bulk of provision in Term 3 in 2020 was lost (only 30 virtual courses were delivered as the service took time to adjust to the new reality). Also, some courses that began in January 2020 had to close due to the floods and Covid. As with other services the impact of the pandemic was significant with delivery transferred online once the digital platform was rolled out to all tutors. However, engagement on courses fell to around 25% of the usual level although, conversely, new learners were attracted to the online provision who had never previously engaged with the service. These included parents of young children and people who had disabilities who found it easier to engage online rather than travel to a venue.

## APPENDIX 3