

Tracking learner destinations

- a Welsh Government study

Indicator 5

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Background

- ColegauCymru administer all European VET on behalf of Welsh Government (WG)
- An exercise has already taken place to map EQAVET indicators against WG's own performance and outcome measures.
- Wide range of data sources used to provide information to WG.
- Arrangements for measuring performance in school sixth forms and in further education/work-based learning are currently entirely separate. Performance measures are produced from different data collection systems using differing analysis methodologies.
- To address this disparity, the WG's Department for Education and Skills (DfES) is currently working to develop a set of consistent measures for further education institutions and sixth forms to enable the publication of headline and provider level information on an annual basis.

Background

- One of the proposed measures is learner destination (i.e. what a learner moves on to do after completing their learning) and WG statisticians have been working closely with DfES officials to consider and overcome the issues involved in deriving this measure.
- Destinations can be categorised into 2 broad types: Educational and Employment
- Educational destinations easier to identify due to range of data-sources available.
- Employment destinations are subject of separate project.

Educational Destinations

- 3 distinct data-sources relating to learners in Wales: the Pupil Level Annual Census (PLASC); Lifelong Learning Record (LLWR); Higher Education Statistics Agency (HESA).
- Data matching exercise relating to 2011/12 and 2012/13 has taken place
- Match rates highest in schools and FE colleges. Lowest for WBL.
- Analysis focussed on Key stage 4 and 5.

<http://gov.wales/docs/statistics/2014/141218-educational-destinations-key-stage-4-post-16-learners-2011-12-en.pdf>

Unique Learner Number (ULN)

- ULN became compulsory for 14+ learners in schools and FE colleges from 2010 in England, Wales and NI
- Will provide a record of learning and qualifications undertaken at school, college and work through a Personal Learning Record (PLR).
- Some difficulties in implementation mean that ULN is less than complete-between schools and colleges, Higher Education.

<http://gov.wales/topics/educationandskills/allsectorpolicies/learningrecordsservice/?lang=en>

Employment Destinations

- Use of administrative data sources –Department for Work and Pensions (DWP), HM Revenue and Customs (HMRC), Careers Wales or a follow-up survey of learners e.g. HESA study <https://www.hesa.ac.uk/pubs/dlhe>
- DfE compile destinations of Key stage 4 and 5 pupils which include employment destinations <https://www.gov.uk/government/collections/statistics-destinations>
- Stage 2 of project involves working with colleagues in BIS in England to include data from rest of UK into destination data.

Careers Wales

- Careers Wales undertake an annual survey of school leavers on behalf of WG
<http://destinations.careerswales.com/>
- More up to date than WG statistics due to close liaison between Careers service and schools and colleges.
- Enables early identification of leavers continuing in EET and NEETs.
- Maps to Youth Engagement and Progression Framework
<http://gov.wales/docs/dcells/publications/131007-ye-framework-implementation-plan-en.pdf>

Youth Engagement and Progression Framework

The Careers Wales five tier model of engagement (post 16)

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| Tier 5 Young People in Further Education, Employment or Training (EET) |
| Tier 4 Young People at risk of dropping out of EET |
| Tier 3 Unemployed 16 and 17 year olds known to Careers Wales |
| Tier 2 Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET |
| Tier 1 Unknown status on leaving Careers Wales services |

Conclusions

- Destination data (Indicator 5) important link to other indicators.
- Can be used at system and provider level to monitor providers' performance, and as baseline information to set targets for improvement and inform and evaluate education policy-making process.
- Diversity of data available suggests a need to work “smarter” to avoid duplication of effort and provide meaningful information to effect required results and outcomes.

Thank you for attention!

Phil Whitney