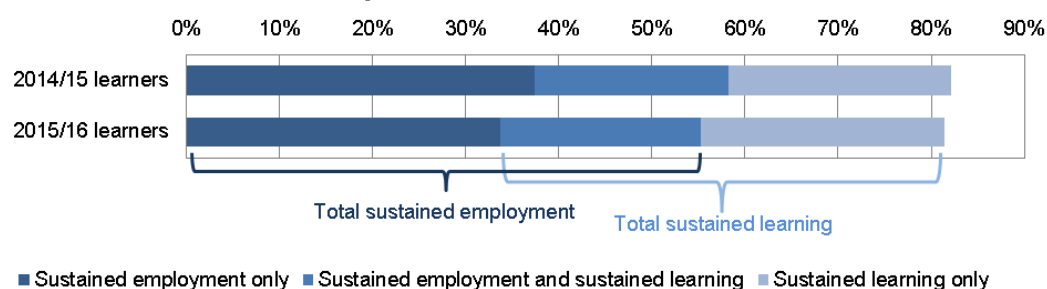


Consistent performance measures for post-16 learning: learner destinations, 2015/16 (experimental statistics)

20 September 2018
SFR 82/2018

The Welsh Government has been working to develop a set of consistent performance measures (covering achievement, value added and destinations) for further education institutions and school sixth forms, to enable the publication of headline and provider level information on an annual basis. Whilst the measures are still in development as we continue to work through methodology and data quality issues, we are able to provide a first set of experimental statistics. This release looks at the destinations of learners (i.e. what a learner moves on to do after a programme of learning), including those undertaking work-based learning. A separate release provides information on [learner achievement](#). These are experimental data and we will undertake further consultation with learning providers on the methodology.

Chart 1: Destinations of post-16 learners



Of the 116,080 learners finishing a learning programme in 2015/16:

- 81 per cent had a sustained positive destination into either employment or learning, one percentage point lower than 2014/15
- 55 per cent were in sustained employment, of which 22 per cent were also in sustained learning
- 48 per cent were in sustained learning, of which 22 per cent were also in sustained employment

Post-16 learners are those studying in further education institutions, school sixth forms and in work-based learning (apprenticeships, traineeships and other employability programmes). Note that finishing a learning programme does not necessarily constitute 'a leaver'. For example those completing A-levels will have first completed a programme of AS level study, followed by an A2 programme.

About this release

This release contains experimental statistics related to consistent performance measures for post-16 learning for school sixth forms and further education institutions for the first time.

The statistics are sourced from the Post-16 data collection and Lifelong Learning Wales Record (LLWR) linked to data from the Longitudinal Education Outcomes Study.

In this release

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Introduction

Background and context

Current arrangements for measuring performance in school sixth forms and in further education are entirely separate. Performance measures are produced from different data-collection systems using differing analysis methodologies. This means that we are unable to compare outcomes in a meaningful way across learning settings, and that learners and parents do not have access to transparent information to inform their choices.

This inconsistency was identified as a weakness in various reviews of education in Wales, such as the [Robert Hill review](#) and the [Review of Qualifications for 14 to 19-year-olds](#).

To address this disparity, the Welsh Government is working to develop a set of consistent measures (achievement, value added and destinations) for further education institutions and sixth forms to enable the publication of headline and provider level information on an annual basis. The proposed suite of performance measures consists of:

- **Achievement** The completion and attainment of learners undertaking A level, vocational and Welsh Baccalaureate programmes.
- **Value added** The progress made by learners, over and above what would normally be expected based on their prior attainment and gender.
- **Destinations** The proportion of learners who progress into further learning (including higher education) and/or employment).

This publication looks at the destinations of learners (i.e. what a learner moves on to do after leaving a learning programme). The destinations of learners can be categorised into two broad types: educational and employment. In December 2017 we published the statistical article [Educational Destinations of Key Stage 4 and Post-16 Learners, 2014/15](#), stating that we were working on a separate project to determine the employment destinations of learners in Wales. That project is the [Longitudinal Education Outcomes \(LEO\) Study](#), which has allowed us to link data from the [Lifelong Learning Wales Record \(LLWR\)](#) and [Post-16 Data Collection](#) with employment data from Her Majesty's Revenue and Customs (HMRC) (see Data Sources for more information).

This has allowed us to develop a more complete picture of the destinations of further education and work-based learning learners, be it continuing in education, employment, both or neither. Note that the previous article related to leavers, which differs from these measures which looks at those finishing a learning programme. The datasets used to create these measures are still evolving and further developments are planned to incorporate information on benefits and earnings.

A separate statistical release for the achievement measures can be found at [Consistent performance measures for post-16 learning – Achievement and Value Added](#).

Measures and coverage

Learners covered by these measures

The learner cohorts presented in this article include all post-16 learners who terminated an eligible learning programme in Wales in the academic year. Post-16 education includes full- and part-time learning provision delivered in state-funded school sixth forms, sixth form colleges, further education organisations, independent training organisations, local authorities and other providers including training undertaken as part of apprenticeship and traineeship programmes, but excludes Adult Community Learners.

The article does not include information regarding:

- Learning delivered in independent schools
- Higher education learning in higher education institutions
- Privately-funded training at FE organisations and independent training organisations

Post-16 learners in school sixth forms and further education institutions and those in work-based learning all undertake a programme of study, consisting of a combination of qualifications. There are a range of programmes covering AS/A levels and the wide range of vocational qualifications offered. Eligible learning is identified using the LLWR and Post-16 Collection data, in particular the learning programme start and end dates. The measures reported here cover learners terminating a learning programme in academic year (1 August to 31 July), whether or not the learning programme was recorded as 'completed'. Learning programme start and end dates in the Post-16 Collection have not been used due to data quality issues. Early drop outs (learners enrolled on a learning programme for fewer than 8 weeks) are excluded.

Learners age 16+ are those that are at least academic age 16 in the year they terminate their learning or training, i.e. in the case of learners terminating in 2015/16 this covers learners aged 16 or older on 31 August 2015. Outcomes are reported on a learner basis and learners appear once for each provider where they have terminated an eligible course. In the case where a learner terminates multiple eligible programmes within the academic year, outcomes are reported against their most recently started programme.

Measure definitions

A learner's destination relates to their activity in the following academic year. So for the 2015/16 cohort, destinations are reported for 2016/17. We have adopted the destination definitions used by the UK Government as a starting point for consultation and to aid future benchmarking of destinations.

- **Sustained employment** – learners must be in paid employment as recorded in Pay-As-You-Earn (PAYE) records for at least one day per month in five out of the six months between October and March in the following academic year, or have returned a self-assessment form stating that they have received income from self-employment during that financial year
- **Sustained learning** – learners must be learning at an equal or higher level to the programme they terminated for at least one day per month in all six months between October and March in the following academic year
- **Sustained positive destination** – learners who progress to a sustained destination in employment or learning or (or both)

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

- **Learning (non-sustained)** – learners must be in learning at an equal or higher level to the programme they terminated for at least one day between October and March in the following academic year
- **Positive destination** – learners who progress to a sustained employment destination or learning destination (does not need to be sustained)

Coverage and robustness of the data

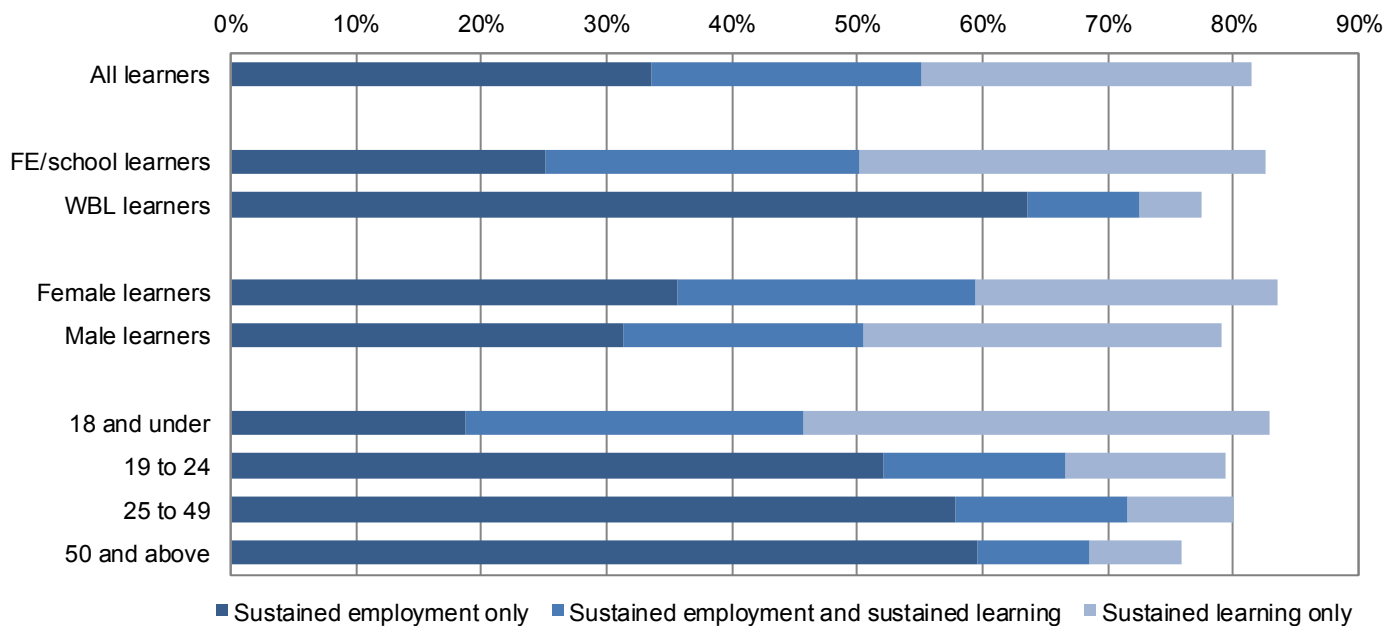
The measures are calculated using administrative data sources already held by the government, placing no additional burden on providers, individuals or employers to collect new information. Learner records from the LLWR and Post-16 Collection are linked to DWP and HMRC data to observe benefit and employment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

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

Please see the [notes](#) section at the end of the release for further information.

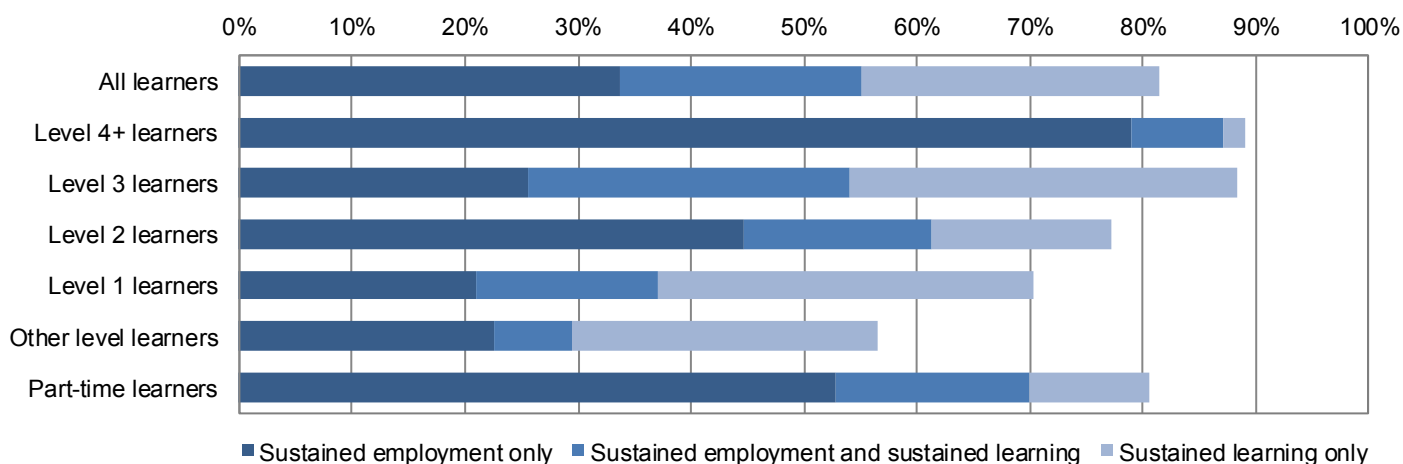
Results

Chart 2: Outcomes for 2015/16 post-16 learners, by sector, gender and age



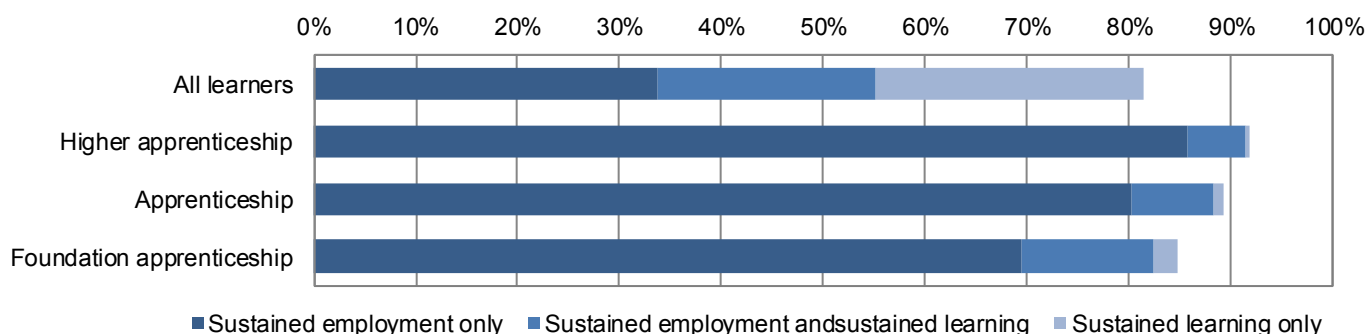
- 83 per cent of FE/school learners had a sustained positive destination (defined as sustained further learning at the same or a higher level, and/or employment), compared with 78 per cent of Work-Based Learning (WBL) learners
- 50 per cent of the FE/school learners had a sustained employment destination (of which 25 per cent were also in sustained learning), compared with 72 per cent of WBL learners (of which 9 per cent were also in sustained learning)
- 57 per cent of the FE/school learners had a sustained learning destination (of which 25 per cent were also in sustained employment), compared with 14 per cent of WBL learners (of which 9 per cent were also in sustained employment)
- Female learners had a higher sustained positive destination rate than male learners (84 per cent compared with 79 per cent)
- The sustained employment rate for female learners (59 per cent) was higher than for male learners (50 per cent), but the sustained learning rates were the same (48 per cent)
- Looking at age groups, the sustained positive destination rate was highest for those aged 18 and under (83 per cent), with the rate decreasing for the older age groups
- The sustained employment rate was lowest for those aged 18 and under (46 per cent) and around the 70 per cent mark for the older age groups; conversely the sustained learning rate was highest for those aged 18 and under (64 per cent) and lower for the older age groups (likely reflecting the higher proportion of those aged 18 and under entering higher education)

Chart 3: Outcomes for 2015/16 post-16 learners, by level of terminated learning programme



- Learners finishing programmes at level 4 and above had the highest sustained employment rate (87 per cent), and subsequently, the lowest sustained learning rate (10 per cent)
- Learners finishing level 2 programmes had the second highest sustained employment rate, at 61 per cent. This was higher than those finishing level 3 programmes (54 per cent), level 1 programmes (37 per cent) and ‘other’ level programmes (entry, pre-entry and unspecified levels) (30 per cent)
- 63 per cent of level 3 learners had a sustained learning destination, compared with 33 per cent of level 2, 49 per cent of level 1 and 34 per cent of other level learners
- Part-time learners had a sustained employment rate of 70 per cent and a sustained learning rate of 28 per cent (this compares with 53 per cent and 51 per cent respectively for full-time learners as a whole)

Chart 4: Outcomes for 2015/16 apprenticeship learners



- 91 per cent of higher apprenticeship learners were in sustained employment, compared with 88 per cent of apprenticeship learners and 82 per cent for foundation apprenticeship learners
- 6 per cent of higher apprenticeship learners were in sustained learning, compared with 9 per cent of apprenticeship learners and 15 per cent for foundation apprenticeship learners

Chart 5: Learning outcomes for post-16 learners, by level of learning destination

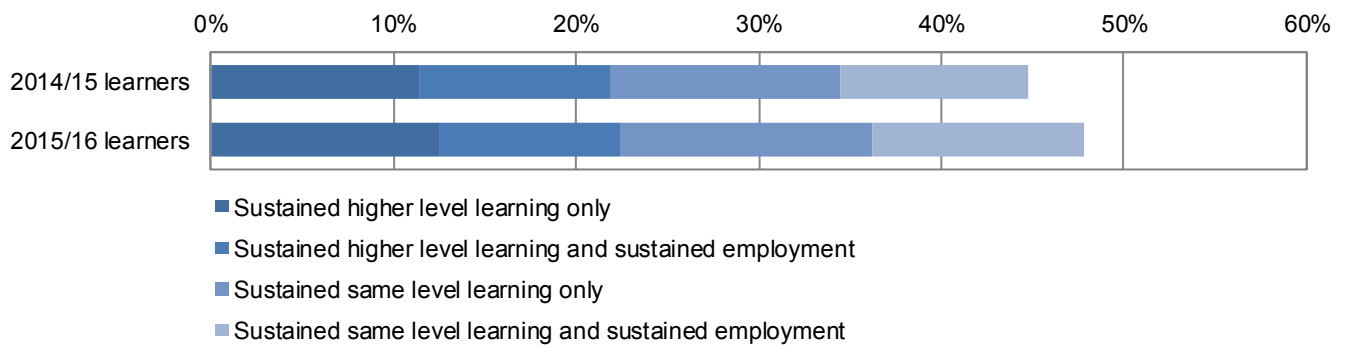


Chart 5 provides a breakdown of whether sustained learning outcomes were at the same or higher level than the terminated learning programme.

For the 2015/16 cohort:

- 48 per cent had a sustained learning destination, 3 percentage points higher than the 2014/15 cohort
- 22 per cent had a higher level learning destination than their terminated programme, of which 10 per cent were also in sustained employment (the same as the figures for the 2014/15 cohort)
- 25 per cent had the same level destination as their terminated programme, of which 12 per cent were also in sustained employment (the total figure of 25 per cent being 2 percentage points higher than the figure for the 2014/15 cohort)

Table 1: Destinations of 2015/16 post-16 learners

	Terminations	Destination rates in 2016/17				
		Sustained employment rate ^(b)	Sustained learning rate ^(c)	Sustained positive destination rate ^(d)	Learning rate ^(e)	Positive destination rate ^(f)
FE/school learners	90,315	50%	57%	83%	60%	84%
Female	47,950	54%	57%	84%	61%	86%
Male	42,365	45%	57%	81%	60%	82%
18 and under	62,085	45%	68%	85%	71%	87%
19 to 24	10,060	53%	41%	75%	44%	77%
25 to 49	15,005	65%	30%	78%	33%	79%
50 and above	3,160	65%	22%	75%	25%	76%
Level 4+	745	67%	28%	77%	30%	77%
Level 3	51,415	49%	70%	88%	72%	89%
Level 2	10,225	44%	46%	71%	51%	73%
Level 1	6,975	33%	59%	74%	64%	76%
Other ^(g)	4,760	26%	48%	65%	52%	69%
Part-time	16,195	70%	28%	81%	31%	82%
WBL learners	25,765	72%	14%	78%	15%	78%
Female	13,545	76%	14%	81%	15%	81%
Male	12,220	68%	14%	74%	15%	75%
18 and under	7,205	47%	26%	62%	29%	64%
19 to 24	9,165	82%	12%	84%	13%	84%
25 to 49	8,005	83%	7%	84%	8%	84%
50 and above	1,390	77%	4%	77%	4%	77%
Level 4+	3,350	91%	6%	92%	6%	92%
Level 3	6,795	88%	9%	89%	9%	89%
Level 2	8,190	82%	15%	85%	16%	85%
Level 1	2,600	47%	22%	61%	25%	62%
Other ^(g)	4,795	33%	19%	48%	23%	50%
Part-time	35	91%	32%	91%	32%	91%
All learners^(a)	116,080	55%	48%	81%	50%	83%

Sources: Lifelong Learning Wales Record (LLWR), Post-16 Collection, Higher Education Statistic Agency (HESA) Student Record, P45 and P14 data from Her Majesty's Revenue and Customs (HMRC)

^(a) Cohort includes all age apprenticeships, all age traineeships, and learners age 16+ with a terminated learning programme in 2015/16, and excludes early drop outs (those enrolled on a course for fewer than 8 weeks)

^(b) Sustained employment is defined as at least one day of paid employment recorded in Pay-As-You-Earn (PAYE) records in five out of six months between October 2016 and March 2017, or a self-assessment form stating that income has been received from self-employment during the 2016-17 financial year

^(c) Sustained learning is defined as learning (further education, higher education or work-based learning) for at least one day in each of the six months between October 2016 and March 2017, on a learning programme at the same or higher level than the learner's terminated programme

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

^(e) Learning (non-sustained) is defined as learning (further education, higher education or work based learning) for at least one day in any of the six months between October 2016 and March 2017, on a learning programme at the same or higher level than the learner's terminated programme

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

^(g) Includes entry level, pre-entry level and unspecified

Table 2: Destinations of 2015/16 post-16 learners, by level of terminated learning programme

		Destination in 2016/17					
		Terminations	Sustained employment rate ^(b)	Sustained learning rate ^(c)	Sustained positive destination rate ^(d)	Learning rate ^(e)	Positive destination rate ^(f)
FE/school learners		90,315	50%	57%	83%	60%	84%
Level 4+	HE programme (FEI)	725	67%	28%	77%	30%	77%
	Vocational	20	75%	20%	75%	20%	75%
Level 3	A2 programme	14,985	47%	71%	90%	73%	91%
	AS programme	18,225	45%	84%	92%	87%	93%
	Vocational	16,240	55%	54%	83%	57%	84%
	Access to HE	1,570	60%	58%	86%	60%	86%
	Unspecified sixth form learning programme	390	40%	43%	66%	46%	67%
Level 2	GCSEs	540	31%	43%	61%	47%	63%
	Vocational	9,610	45%	47%	72%	51%	74%
	Access to FE	75	24%	28%	44%	35%	49%
Level 1	Vocational	6,975	33%	59%	74%	64%	76%
Other ^(g)	Vocational	2,675	13%	64%	71%	70%	75%
	Other FE	2,085	42%	27%	58%	30%	60%
Part-time		16,195	70%	28%	81%	31%	82%
WBL learners		25,765	72%	14%	78%	15%	78%
Level 4+	Higher Apprenticeship	3,350	91%	6%	92%	6%	92%
Level 3	Apprenticeship	6,785	88%	9%	89%	9%	89%
	Vocational	10	89%	11%	89%	11%	89%
Level 2	Foundation apprenticeship	8,185	82%	15%	85%	16%	85%
	Vocational	5	80%	20%	80%	20%	80%
Level 1	Traineeship - Level 1	2,600	47%	22%	61%	25%	62%
Other ^(g)	Traineeship - Engagement	2,685	25%	30%	48%	35%	52%
	Other employability programmes	2,115	43%	6%	47%	7%	47%
Part-time		35	91%	32%	91%	32%	91%
All learners^(a)		116,080	55%	48%	81%	50%	83%

Sources: Lifelong Learning Wales Record (LLWR),
Post-16 Collection,
Higher Education Statistic Agency (HESA) Student Record,
P45 and P14 data from Her Majesty's Revenue and Customs (HMRC)

^(a) Cohort includes all age apprenticeships, all age traineeships, and learners age 16+ with a terminated learning programme in 2015/16, and excludes early drop outs (those enrolled on a course for fewer than 8 weeks)

^(b) Sustained employment is defined as at least one day of paid employment recorded in Pay-As-You-Earn (PAYE) records in five out of six months between October 2016 and March 2017, or a self-assessment form stating that income has been received from self-employment during the 2016-17 financial year

^(c) Sustained learning is defined as learning (further education, higher education or work-based learning) for at least one day in each of the six months between October 2016 and March 2017, on a learning programme at the same or higher level than the learner's terminated programme

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

^(e) Learning (non-sustained) is defined as learning (further education, higher education or work based learning) for at least one day in any of the six months between October 2016 and March 2017, on a learning programme at the same or higher level than the learner's terminated programme

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

^(g) Includes entry level, pre-entry level and unspecified

Notes

Data sources

This publication uses data from the [Longitudinal Education Outcomes \(LEO\) Study](#), which has been brought together by different government departments and is being used to improve the information available on a range of topics across different policy areas.

The LEO study links information about individuals, including:

- Personal characteristics such as gender, ethnic group and age
- Education, including schools, colleges and higher education institution attended, courses taken, and qualifications achieved
- Employment and income
- Benefits claimed

The privacy statement explaining how personal data in this project is shared and used is published on the [Gov.UK website: Longitudinal education outcomes study: how we use and share data](#).

Our pilot involvement in this project has allowed us to link learning data from the [Lifelong Learning Wales Record \(LLWR\)](#) and [Post-16 Data Collection](#) with benefits, employment and earnings data from DWP and HMRC.

In December 2017 we published the statistical article [Educational Destinations of Key Stage 4 and Post-16 Learners, 2014/15](#), which details a separate project linking various WG education data sources to determine the educational destinations of Key Stage 4 and Key Stage 5 leavers.

Combining this work with the LEO data has allowed us to develop a more complete picture of the destinations of sixth form, further education and work-based learning learners, be it continuing in education, employment, both or neither. Note that the previous article related to leavers, which differs from these measures which looks at those finishing a learning programme. The datasets used to create these measures are still evolving and further developments are planned to incorporate information on benefit learners and earnings.

The key data sources used in this article are as follows:

- [Lifelong Learning Wales Record \(LLWR\)](#): contains data on further education, work-based learning and community learning, collected on a 'rolling' basis throughout the year with regular statistical freezes; it provides the official source of statistics on post-16 (non-higher education) learners in Wales
- [Post-16 Data Collection](#): every October, all maintained schools with sixth forms and middle schools with pupils in years 12, 13 and/or 14, are required to report all learning programmes and activities undertaken by learners in the previous academic year
- [Higher Education Statistics Agency \(HESA\)](#): an annual collection of a range of UK-wide data from universities, higher education colleges and other differently funded providers of higher education; this data is then provided to UK governments and higher education funding bodies to support their work in regulating and funding higher education providers

- [P45 and P14 employment data \(held by HMRC\)](#): an administrative dataset covering those who pay tax through PAYE through employer submission of P45 and P14, or through completing a self-assessment tax form. The core purpose of this process is to collect tax from those who are eligible to pay it through this mechanism and so there is not complete coverage. Employers are not required to supply information to HMRC for individuals who earn below the tax threshold; although for large employers these individuals are thought to be included due to methods of data transfer. Further, HMRC started to implement Real Time Information (RTI) in April 2013 which includes nearly all such learners. RTI offers substantial improvements to the P45 system in terms of data coverage, since employers must now provide information on all their employees if even one employee of the company is paid above the Lower Earnings Limit. The move to RTI will mean that data coverage is higher for the most recent financial years.

Time lags

All data used in this process are drawn from administrative sources, which take time to process and collate. The time lags between the reference period and availability of the dataset for analysis are as follows:

- **LLWR** data are collated from returns by colleges with the provisional data collected to date generally published on a quarterly basis. Returns are not generally complete until up to six months after the end of the academic year, which runs from 1st August to 31st July
- **Post-16 Collection** data is collated from returns by maintained schools with sixth forms and middle schools with pupils in years 12, 13 and/or 14 in October, and are generally complete by December
- **HESA data** are collated from returns by institutions and data for the full academic year are available approximately six months after the end of the academic year
- **Employment data** are matched to DWP data on a regular basis. There are cleaning rules applied to the data, which identify old records when updated with new information. As new information can come through about a job after it has ended this is a source of constant change and historically the data has been considered complete after approximately six months

Matching process

- **Employment destinations** have been produced using a matched dataset of person level administrative data sources from WG, DWP and HMRC. Learners from the LLWR and Post-16 Collection are matched to DWP benefit records and HMRC P45 and P14 income tax returns using a mixture of National Insurance Number and matching on other personal details. The matching algorithm relies on a number of fields being accurately populated across both datasets and additionally, not all learners will necessarily have any record of employment or benefits for legitimate reasons, so the match rate will never reach 100%. For the learners covered by these measures 98% are matched to DWP/HMRC data.

Once the match is established, the next step is to merge the different data files (employment, benefits, and learners) on the basis of the person level record linkage defined by the matching. The DWP and HMRC datasets provide a record of those receiving benefits and those paying tax

through the self-assessment and Pay As You Earn (PAYE) systems. Processing rules are then applied to transform the data into useable information on employment and benefit receipt to support all analysis.

- **Learning destinations** have been produced using the “matched education dataset” referenced earlier. Following a tender exercise, a contract was issued by the Welsh Government to London Economics (LE) to undertake a data linking exercise, attaching a common anonymised identifier to records from multiple education data collections, so that the various datasets could be linked for statistical and research purposes.

For this analysis, the cohort of LLWR and Post-16 learners are matched to LLWR, Post-16 and HESA data for the next academic year to observe learning outcomes in further and higher education.

Destination measures

A learner’s destination relates to their activity the following academic year. So for the 2015/16 cohort, destinations are reported for 2016/17.

Sustained employment

The sustained employment measure aims to count the proportion of learners in sustained employment following termination of their course. Employment destinations are produced by matching LLWR and Post-16 Collection data to HMRC tax records (further details are provided later).

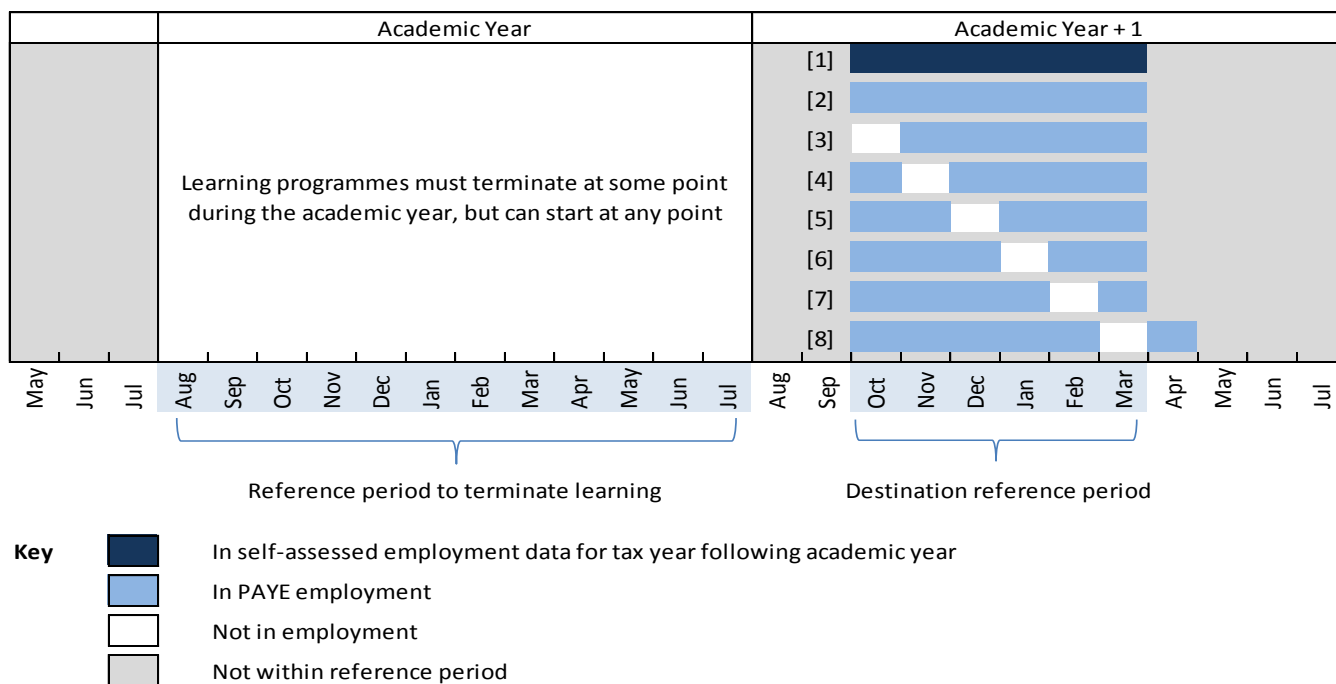
The definition of sustained employment looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2015/16 learners to be counted as in sustained employment:

- A learner must have completed a self-assessed return for tax year 2016-17, or
- A learner must be in paid PAYE employment for at least one day in five out of the six months between October 2016 and March 2017

If a learner is employed in the five months between October 2016 and February 2017, but not in March 2017, then they must also be employed in April 2017.

The measure allows for a one month pause in PAYE employment to reflect that there may be more volatility in initial employment post learning. Where the pause is in March, activity in April is checked to see if it is a short pause or a more substantial break.

Figure 1: The eight possible scenarios that lead to a learner being classified as in sustained employment



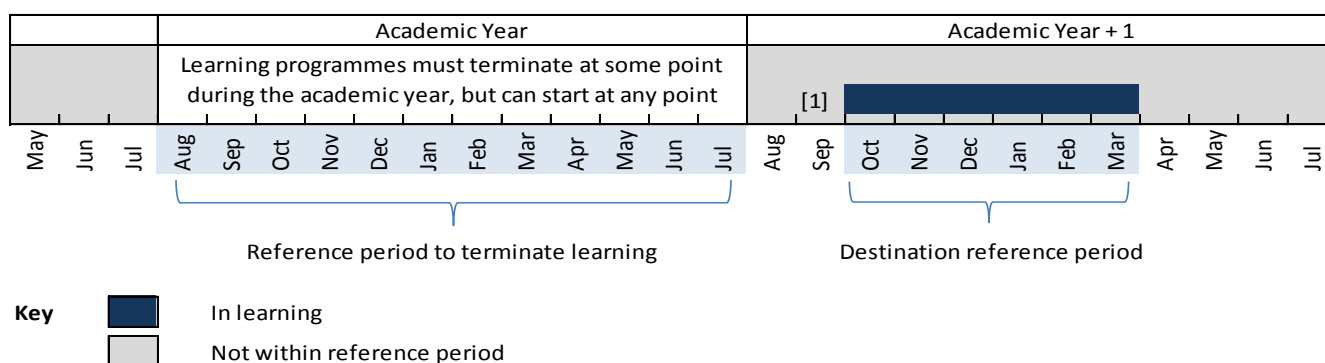
Sustained learning

The sustained learning measure aims to count the proportion of learners in sustained learning, regardless of economic activity, following the termination of their course. The 2015/16 cohort of LLWR and Post-16 learners are matched to LLWR, Post-16 and HESA data for the next academic year to observe learning outcomes in further and higher education.

The definition of sustained learning looks at learning activity in the six month October to March period following the end of the academic year in which the learning programme took place. For 2015/16 learners to be counted as in sustained learning:

- A learner must be in learning or training for at least one day in each of the six months between October 2016 and March 2017

Figure 2: The single scenario that leads to a learner being classified as in sustained learning



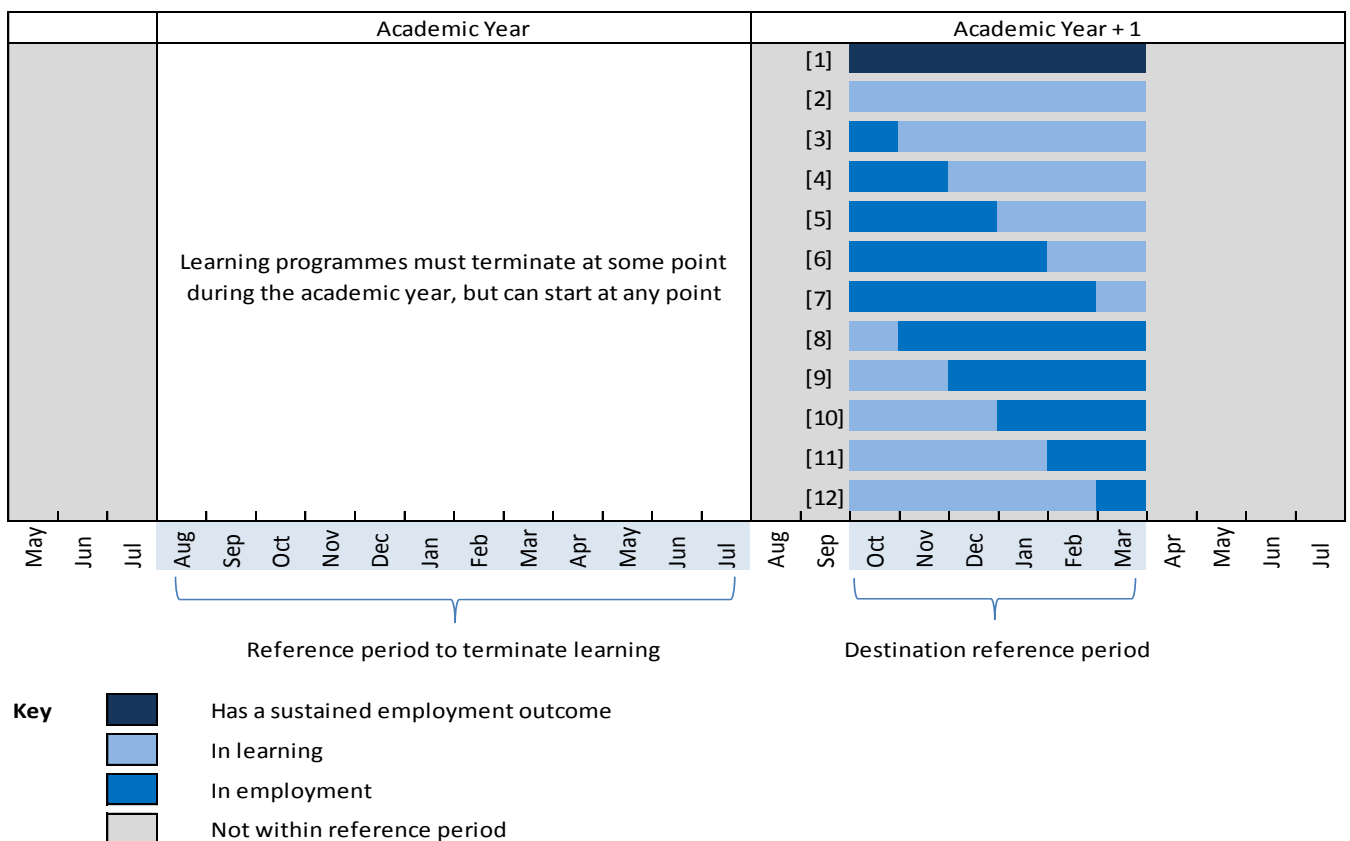
Sustained positive destination

The sustained positive destination measure aims to count the proportion of learners with a sustained positive outcome, either into learning or employment (or both). For 2015/16 learners to be counted as having a sustained positive destination, a learner must either:

- Have a sustained positive employment outcome, or
- Have a sustained positive learning outcome, or
- Be engaged in either learning or training or paid employment in each of the six months between October 2016 and March 2017

Under the final scenario, learners may only ‘switch’ between learning and employment once. For example, if they are in learning for 2 months, then employment for 4 months they are counted as having a sustained positive destination. However if they are in learning for 2 months, then employment for 2 months, then learning 2 months, they are not counted as having a sustained positive destination.

Figure 3: The twelve possible scenarios that lead to a learner being classified as having a sustained positive destination

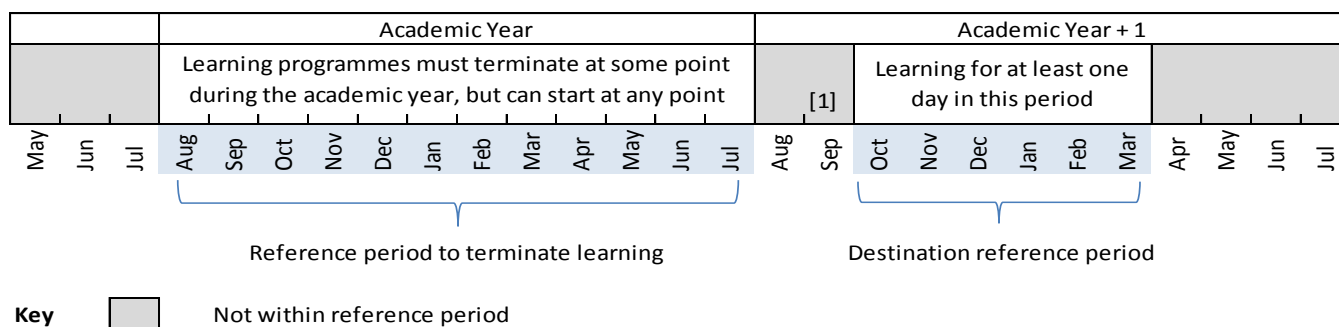


Learning (non-sustained)

The learning measure aims to count the proportion of learners who are in any learning, regardless of economic activity, following the termination of their course. This uses the same data sources and reference period as the sustained learning measure, but to be counted as in learning:

- A learner must be in learning or training for at least one day in any of the six months between October 2016 and March 2017

Figure 4: The single scenario that leads to a learner being classified as in learning



Positive destination (non-sustained)

The positive destination measure aims to count the proportion of learners with a positive outcome, either into learning or sustained employment. For 2015/16 learners to be counted as having a positive destination, a learner must:

- Have a sustained positive employment outcome, or
- Have a learning outcome (does not need to be sustained)

Limitations of the data

At present, we do not have any information on employment sector or hours worked. Therefore, it is important to note that the sustained employment measure also captures part-time workers, such as those with a part-time job alongside their learning. It is not currently possible to use the matched data we hold to identify whether a learner has progressed into a destination that is related to their programme of study.

Rounding and suppression

All figures in this statistical article are rounded to the nearest 5 and therefore there may be slight differences between the sum of the constituent rows/columns and the totals. A “*” represents numbers greater than 0 but less than 5.

Key quality information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability and Coherence.

Relevance

The measures set out in this article are intended to be used:

- by the Welsh Government, to monitor providers' performance and as baseline information to set targets for improvement;
- by Estyn, to inform inspection judgements on standards;
- by providers themselves, as a management tool to measure their own performance and benchmark themselves against sector averages, as part of their annual self-assessment cycles; and

The measures are also used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- Ministers and officials in the Welsh Government;
- Assembly Members and researchers in the National Assembly for Wales;
- other government departments;
- local authorities and regional education consortia;
- students, researchers, and academics;
- schools and further education institutions;
- the research community;
- individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- advice to Ministers;
- to inform national education policy development;
- to assist Estyn in their assessments;
- to assist in research on post-16 education;
- to inform and evaluate the education policy-making process in Wales.

Accuracy

Statisticians within the Welsh Government undertake quality assurance processes ahead of publishing this article. Pages [3](#) and [4](#) provide an overview of methodological/data quality issues that relate specifically to the data in this output.

Timeliness and punctuality

Data for a given academic year is derived and published as soon as possible, subject to availability of the data-sources and completion of the external data matching process. See 'Time lags' for further information.

Accessibility and clarity

This statistical release is pre-announced and then published on the Statistics and Research section of the Welsh Government website.

Comparability

The Department for Education (DfE) has released analysis detailing the destinations of FE learners in England which can be found via the following link: [Further Education: Outcome based success measures, academic years 2013/14 and 2014/15](#)

However, due to differences in methodology and data collection, caution should be exercised in making direct comparisons with the figures contained within this release. In particular:

- DfE figures are based on all age apprenticeships, all age traineeships and adult (19+) FE and Skills learners, whereas WG figures also include 16-18 year old FE and WBL learners and those in school sixth forms;
- DfE figures are based on completed eligible learning aims, whereas WG figures are based on terminated learning programmes, excluding early dropouts (learners enrolled on a learning programme for fewer than 8 weeks);
- where a learner completes multiple eligible learning aims within the academic year, DfE reports outcomes against their highest level, whereas WG reports on the most recently terminated programme; and
- DfE include any level of learning as a learning destination (i.e. a learner completing a level 3 programme who then went on to a level 2 programme the following academic year would be counted as in learning), whereas WG figures only count a learner as in learning if the programme they go on to in the following academic year is at an equal or higher level to the programme they terminated.

Coherence

In December 2017 we published the statistical article [Educational Destinations of Key Stage 4 and Post-16 Learners, 2014/15](#), which looks at the educational destinations of Key Stage 4 and 5 leavers. At present, this is the only source of information on destinations of Key Stage 4 leavers, but it is hoped that Key Stage 4 information will be incorporated into this destinations publication in the near future.

Additional information

Consultation

The Welsh Government has consulted on a new set of consistent performance measures for school sixth forms and further education colleges. Summaries of the responses can be accessed via the [‘Consistent measures for post-16 learning in Wales’ consultation page](#). In addition to this, please also see the [‘Consistent post-16 performance measures: progress report’](#).

The Cabinet Secretary issued a [Written Statement](#) on 10 July 2017 to adopt the three new measures: learner achievement, post-16 value added, and destinations.

Experimental statistics

These new statistics have been deemed as experimental in order to involve users and stakeholders in their development and as a means to build in quality at an early stage. The methodology is being tested and is subject to modification or further evaluation. We welcome and value any feedback on the methodology or contents of this output. Please contact us using details on the first page.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“national indicators”) that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document is available at: <https://gov.wales/statistics-and-research/consistent-performance-measures-post-16-learning-achievement-value-added-learner-destinations/?lang=en>

Next update

To be confirmed for the academic year 2017/18.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16ed.stats@gov.wales

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