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# Careers Wales Data Linking Feasibility Study

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# Careers Wales Data Linking Feasibility Study: Final Report

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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## **Glossary**

<b>Acronym</b>	<b>Definition</b>
ADR	Administrative Data Research
ALN	Additional Learning Needs
CIAG	Careers information, advice and guidance
CfW	Communities for Work
CfW+	Communities for Work Plus
CRM	Customer Relationship Management
DPO	Data protection office
DSA	Data sharing agreement
DWP	Department for Work and Pension
EPC	Engagement and Progression Coordinator
ESF	European Social Fund
FE	Further Education
FSM	Free school meals
GDPR	General Data Protection Regulations
EHE	Elected home educated (home schooled)
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HMRC	Her Majesty's Revenue and Customs
JACS	Joint Academic Coding System
LA	Local Authority
LEO	Longitudinal Education Outcomes
LLWR	Lifelong Learner Wales Record
LMI	Labour Market Information
NEET	Not in Education, Employment or Training
JGW	Jobs Growth Wales
JGW+	Jobs Growth Wales Plus
PaCE	Parents Childcare and Employment project
NDC	National Data Collection (formerly the National Pupil Database)
ONS	Office for National Statistics
PCET	Post Compulsory Education or Training
WBL	Work Based Learning
PLASC	Pupil Level Annual School Census

RSP	Regional Skills Partnership
SAIL	Secure Anonymised Data Linkage
SEN	Special Education Need
SIMS	Student Information Management System
SRS	Secure Research Service
UCAS	University and Colleges Admissions Service
UPN	Unique Pupil Number
WASPI	Wales Accord on the Sharing of Personal Information
YEPF	Youth Engagement and Progression Framework
YPG	Young Persons Guarantee

## **1. Introduction/Background**

- 1.1 Careers Wales is the central pillar of the career information, advice, and guidance (CIAG) service in Wales. Established in 2012, Careers Wales is responsible for providing an independent and impartial CIAG service in Wales. A wholly owned government subsidiary, the organisation engages with individuals, schools and parents, employers, civil society organisations, local authorities, and government, to provide a professional career development planning and advice service for all. It also supports the delivery of government policy objectives. Careers Wales plays a significant role supporting successful education and occupational choices and providing careers guidance at all stages of life, operating within both the education and employment sectors, and having vital roles within Welsh education and employability policy delivery. Careers Wales works to a remit set by the Education and Welsh Language Minister and support the Welsh Government's strategic objectives as identified in the Programme for Government.
- 1.2 Since its establishment, Careers Wales's focus has been to support the Welsh Government's strategic objectives of ensuring the sustained progression of youth through education and into employment or further education/training, prioritising those who are most at risk of becoming disengaged and falling outside the education, training or employment system. The Welsh Government's 'Programme for Government' (June 2021 and the update in December 2021)<sup>1</sup> sets out commitments related to health, education, the economy and shows recovery from the COVID pandemic is a key priority. Significant aspects of the Programme for Government update relate to the work of Careers Wales, including the Youth Engagement and Progression Framework and the Young Persons Guarantee. The Welsh Government Policy Statement on Skills<sup>2</sup> indicated the importance of collaboration between higher education (HE) and further education (FE) to maximise progression opportunities, supporting apprenticeship training, raising the value of vocational education and training as a route into higher learning and supporting the provision of essential skills. These aims will be supported by the creation of a new organisation to coordinate post-compulsory education and training (PCET) delivery, as detailed in the Tertiary Education and Research Bill 2021. The Statement on Skills also emphasises the importance of ensuring that

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<sup>1</sup> [Programme for Government](#)

<sup>2</sup> [Welsh Government Policy Statement on skills](#)

those who are looking for work have access to appropriate employment support programmes. The current Programme of Government focuses on reducing barriers that restrict access to education, training, and opportunities for employment as well as facilitating greater coordination between local labour markets and local education and training provision. The Welsh Government's Employability Plan<sup>3</sup>, states that Careers Wales (with school, providers and employers) need to "encourage learners to undertake courses which would be beneficial to the Welsh economy, with job opportunities and higher levels of income." (p. 30) and that Careers Wales "will be given an enhanced role to operate the Employment Advice Gateway in addition to providing stronger and closer links with employers through the new Education Business Exchange service and by closer alignment with the work of Business Wales." (p.12). This plan led to the replacement of the Employment Advice Gateway with Working Wales in 2019, a Careers Wales led tailored advice and support service for over 16 year olds. The Welsh Government published a new Employability Plan in March 2022<sup>4</sup>.

- 1.3 The Careers Wales Term of Government Remit Letter 2021-2022, written by the Minister for Economy, Transport and North Wales, outlines the expected 'Business Plan' for Careers Wales. Careers Wales' strategic objectives are informed by the Remit Letter, as well as by Welsh Government policies and programmes such as the Employability Plan, the Youth Employment and Progression Framework (YEPF) and the Young Persons Guarantee (YPG). These policies aim to reduce levels of unemployment and economic inactivity across Wales, particularly among young people. In undertaking its work, the Remit letter states that Careers Wales should "make proactive use of customer data" as well as "being sector leading in the provision of public services through digital channels". Furthermore, the Minister states: "The data you provide to partners and stakeholders has the potential to inform evidence-based decision-making by policy-makers at a national and regional level and I wish to see the potential for Careers Wales to serve as a 'data hub' for careers related matters developed further".
- 1.4 The Welsh Government, therefore, commissioned this study to consider the feasibility of linking the data held by Careers Wales to other administrative datasets. The study explores whether a data intelligence hub could provide

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<sup>3</sup> [Welsh Government Employability Plan](#)

<sup>4</sup> [Stronger, fairer, greener Wales: A Plan for Employability and Skills](#)

insights and understanding of the customer cohort across Wales for employability and skills support, as well as providing evidence to the Welsh Government on the effectiveness of employability and skills support services. By assessing the feasibility of linking data, Careers Wales will be better placed to consider the potential influence a data hub may have in providing a more effective service that considers different circumstances and capabilities of customers and deliver on the aims set under the new Programme for Government.

1.5 The following key research questions are addressed in this report:

1. What data needs are created by organisational and national policy?
2. Do, or can, the data holdings of Careers Wales and partners fulfil these needs?
3. What is the legislative context for administrative data sharing?
4. Are there legal, privacy or other issues or risks that prevent data linkage?
5. What are the benefits and risks associated with data sharing?
6. What, if any, are the feasible approaches to enhancing data utilisation and effectiveness?

The research examines the policy and legislative context within which Careers Wales is operating, the utility of data holdings of Careers Wales and other organisations, and potential data sharing to support Careers Wales objectives. These issues informed the development of feasible approaches to the effective use of linked data. Options that Careers Wales could pursue were developed and considered in terms of operational, technical, economic, legal, and scheduling feasibility.

1.6 This report assesses the feasibility of data linkage and accompanying data strategies within Careers Wales, and partner organisations, in supporting effective service provision and policy delivery in Wales. The report is presented in 5 main sections:

- Section 2 presents an overview of the research approach employed in the project detailing the research questions and methodology adopted. It also describes ethical review, and quality assurance mechanisms.

- Section 3 considers in more depth the policy and legislative context in Wales. It explores the data needs of Careers Wales given the organisational objectives and national policies before considering the legal provisions (at national, UK, and EU levels) that can support data sharing, and the issue of consent.
- Section 4 examines the data held by Careers Wales, including data that is provided to them by schools, Welsh Government and other partners. It then considers other potential sources that can feasibly provide data to enhance strategic decision-making and support policy goals.
- In Section 5, the authors offer six options to facilitate data linkage work. of the options suggest activities that can develop Careers Wales' capacity to use data to maximum effect and create significant impact in service delivery and partnership working.
- The final section of the report presents the authors recommendations, highlighting benefits and limitations that should be considered by Careers Wales in moving forward to enhance data utilisation for public benefit.

## **2. Methodology**

- 2.1 The key methods employed were desk-based research (including reviews of data documentation, web-based resources, literature and quantitative analysis) and interviews with key stakeholders.

### *Desk-based research*

- 2.2 Desk-based research assessed three areas: 1) policy and legislative context; 2) data content and availability; 3) existing academic research and evidence. This firstly involved examination of information on employability and skill policies in Wales, notably the Employability Plan, the YEPF and YPG, and Careers Wales' strategic objectives to identify data needs. The legislative context was explored at a Welsh, UK and European level of governance as influential parameters in data sharing and data access.

Examination of data held by Careers Wales was a key step to understanding whether this is sufficient to evaluate cohort needs and service provision in relation to Careers Wales objectives as well as to consider engagement with, and outcomes of, Welsh Government employability and skills programmes. This included Careers Wales documentation on data collections and privacy notice(s). This assessment of internal data holdings allowed for identification of strengths and weaknesses of the data in relation to data linkage.

The second stage was to consider the external data sources that could support the aims of a data intelligence hub in enhancing public policy delivery and improved service provision. Initial data sources considered were: LLWR, PLASC, LEO, Hwb, DWP, ESF, and LA held data (focused on routine admin data from youth, community, employability and skill support services and elected home educated learners). Again, service or user documentation, programme documentation, privacy notices and other supporting documentation related to these data sources were examined to assess the usefulness of data, legal rights to data access and linkage viability. Examples of research undertaken using Careers Wales data combined with other sources of information held about clients are also presented to demonstrate the utility of linked administrative data. Those that were considered feasible options were the focus of further qualitative investigation (described below).

- 2.3 The following questions were considered in relation to external data sources:
- What unique information is held in each of the other datasets that would add value to the Careers Wales data?
  - What are the issues in terms of conflicting data items in the different datasets?
  - What would each add to the possibilities for analysis?
  - What could be gained in terms of streamlining data collections?
  - Who else could benefit and how?
- 2.4 Where possible, consideration was also given to the coding frames used within Careers Wales data and whether, or not, this aligns to national standards or coding systems used in other sources of data to support other forms of data linkage and increased levels of alignment with information published from other data sources.
- Interviews*
- 2.5 Interviews were also utilised in the project to examine in more detail the complexities of data linkage – barriers, benefits, legislation, access, data format, resources – as well as to consider the organisational requirements of Careers Wales and partners. This phase of the research provided a more nuanced understanding of the needs of Careers Wales, as well as the circumstances around the likelihood of gaining access to further data sources in a linkable format. The focus here was on the feasibility of accessing and linking to external sources, exploring further the benefits and potential challenges, and seeking to clarify or confirm the findings of the desk-based research.
- 2.6 Interviews were conducted with 13 key stakeholders and officials. Interviews were undertaken during October and November 2021 via Microsoft Teams. In addition to the interviews, the research team also observed a meeting between Careers Wales and the DWP. Interviews were semi-structured. The interview guide questions are in Annex A. The interviews focused on four key areas: data needs, data holdings, data sharing and data infrastructure. Interviewees were purposively selected to maximise information gathering on the above subjects. Participants included Careers Wales staff – covering management, IT, research, and advisors – and Welsh Government officials (particularly those with policy oversight, data

management and data protection responsibilities). Other interviewees included local authority leads and regional coordinators in relevant policy areas. Interviews were also conducted with staff at the SAIL Databank at Swansea University. (SAIL is a secure research facility that supports the analysis of linked administrative data for research purposes<sup>5</sup>).

## **Quality Assurance**

- 2.7 To ensure rigour and quality assurance a number of mechanisms were incorporated into the research project. Firstly, ethical review was undertaken by Cardiff University's School of Social Science Research Ethics Committee (SREC) and approved before commencement of the study. This review assessed the aims and methodology with a view to safeguarding researchers, and ensuring the protection of the rights, safety, dignity, and well-being of research participants.
- 2.8 Regular meetings and correspondence between the research team and Welsh Government project lead allowed updates as to how the work is proceeding, the emerging findings, the issues identified and next steps. A steering group was formed by Welsh Government, who participated in an inception meeting and 2 online workshops with presentations by the research team and received an inception report and an interim report. An interim report was produced after the initial desk-based research to highlight the initial findings and gain input from stakeholders. The first workshop focused on the interim report and particularly on the viability of options from the attendees' viewpoints and identifying any gaps or concerns. The second workshop was based upon the final structure and contents of the report, with discussion focused on the feasibility of the options and recommendations of the report. Engagement with the steering group ensured key stakeholders were involved in the construction and delivery of the research aims.

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<sup>5</sup> [SAIL Databank](#)

### **3. Findings: Context**

#### **Introduction**

- 3.1 This section begins by briefly describing the organisational objectives of Careers Wales and how this relates to data needs. It then goes on to highlight Welsh Government policy which directly impacts upon Careers Wales obligations and activities, particularly the Employability Plan, the Youth Employment and Progression Framework (YEPF) and the Young Persons Guarantee (YPG). Finally, the legal pathways that Careers Wales can pursue in gaining access to data and sharing data with partner organisations are considered. Welsh, UK, and EU legislation are examined, as are issues of consent.

#### **Careers Wales Organisational Objectives**

- 3.2 Careers Wales offers an all-age service across Wales and has three core customer groups: those in compulsory schooling, 16–24-year-olds, and over 25s. Careers Wales' strategic Operational Plan outlines organisational priorities and objectives and is developed in line with Ministerial directives, detailed in the Government Remit Letter. For all groups, Careers Wales will continue to target learners who are at risk of becoming NEET (Not in Employment, Education or Training) or are unemployed. The Operational Plan highlights 11 strategic outcomes. The strategic outcomes, associated KPIs, target groups and potential data sources to evidence the achievement of KPIs are summarised in Table 3.1. Outcomes 1, 2 and 11, their KPIs and key groups, particularly highlight the need, within Careers Wales, to track customer outcomes based on different characteristics and the range of external administrative data sources that can support this. Outcome 4 underscores the need for efficient data sharing with partners. Outcomes 5, 6 and 7 focus on school engagement, but also involve collaboration with employers, and link to economic skill priorities. The need to develop digital services is highlighted in Outcome 8, whilst Outcomes 9 and 10 relate to Careers Wales workforce skills.

**Table 3.1: Brighter Futures objectives and KPIs**

<b>Strategic Objective</b>	<b>KPIs</b>	<b>Key groups</b>	<b>Potential Data Sources</b>
<b>Strategic Outcome 1</b> Support young people and adults to make positive transitions into education, employment or training including apprenticeships and understand the skills required to succeed in the labour market and contribute to the future economy of Wales	95% of pupils who receive a guidance and coaching service enter education, employment or training on leaving school	School pupils and FE learners	Destination Survey, school pupil data, Post 16 data, LLWR data, DWP data
<b>Strategic Outcome 2</b> Customers who have benefitted from enhanced levels of support make positive transitions into appropriate provision	85% of young people who receive targeted support enter EET on leaving school	Free School Meal eligible, Looked After Children, EOTAS (PRU and Alternative Curriculum), At Risk of Becoming NEET, Young Carers, School Action+, Poor Attenders, NEET, Home Educated, ALN learners, young people who are placed in secure estates	NDC/PLASC, Post 16 data, LLWR data, UCAS, HESA, DWP data, EOTAS, Local Authority data
<b>Strategic Outcome 3</b> Raise customer awareness of EET and other progression opportunities	90% of young people in education report raised awareness of opportunities	Under 25s	Internal satisfaction data or qualitative research
<b>Strategic Outcome 4</b> Improve access to the benefits of careers guidance and coaching support through collaboration and engagement with partners and influencers.	Partnership Agreements with 100% of partner organisations that enable improved access to the benefits of careers guidance and coaching.	Schools, FE, HE, LAs, RSPs, third sector	-
<b>Strategic Outcome 5</b> Inform and motivate young people about the world of work through engagement with employers and role models	CW facilitates at least one employer engagement event in 95% of secondary schools in Wales	Primary schools, KS3, KS4, employers, special schools/PRUs	Internal customer data

<b>Strategic Objective</b>	<b>KPIs</b>	<b>Key groups</b>	<b>Potential Data Sources</b>
<b>Strategic Outcome 6</b> Raise young people's awareness of the skills required by economic priority sectors and how they link to the curriculum	80% of customers reported that they have a raised awareness of the skills required by economic priority sectors.	Schools (working with RSP/RSLPs)	Internal satisfaction data or qualitative research
<b>Strategic Outcome 7</b> Enhance the capacity of schools and Careers Leaders to deliver CWRE within the Curriculum for Wales	Training or consultancy support to improve CWRE programmes is delivered to teachers in 65% of the secondary schools in Wales.	Primary and secondary school	Internal
<b>Strategic Outcome 8</b> Deliver personalised, customer-centred services, enhanced by technology, responsive to user needs and accessible to all	85% of customers report that their needs were met by an online service	All customers	Internal – customer satisfaction survey
<b>Strategic Outcome 9</b> Create a highly skilled, engaged, diverse and agile Careers Wales workforce.	100% of trainee careers advisers successfully complete their level 6 diploma Career Guidance and Development within the two years allocated. 75% of employees report positive levels of engagement with the company	Employees	Internal – training records and employee satisfaction survey
<b>Strategic Outcome 10</b> Optimise our use of technology to transform our ways of working and develop the digital skills and capabilities of all Careers Wales employees	Improvement in the digital skills and capabilities of Careers Wales employees.	Employees	Internal – training records

<b>Strategic Objective</b>	<b>KPIs</b>	<b>Key groups</b>	<b>Potential Data Sources</b>
<b>Strategic Outcome 11</b> Inform our strategy, policy and service developments through customer insight, business intelligence, data and analytics.	-	Customers, stakeholders	Internal and external data sources – LMI, DWP satisfaction surveys, client data, Career Check

Source: Adapted from Careers Wales Operational Plan 2021. Data sources based upon desk research.

- 3.3 It is important for Careers Wales to track the outcomes of their customers to assess service effectiveness and provide insights to enhance CIAG provision. Whilst many objectives and KPIs can be measured using internal data, such as customer or employee feedback surveys, other Outcomes and their related KPIs rely upon acquisition of external data. Education data are currently provisioned to Careers Wales to track the destinations of KS4 pupils and Post-16 (KS5) learners for the Destination of Leavers Survey (see Section 4). However, individuals not recorded within this data (perhaps because they have left compulsory schooling, have been educated at home, or have moved out of Wales) are more difficult to track. Adult customers (those over 18) are particularly difficult to track due to a lack of accessible, comprehensive administrative data sets. Linkage to HE data could support analysis of individuals educational journeys and future skills supply. Linkage to DWP data could enable identification of those at risk of being NEET and allowing the prioritisation of support for these individuals. DWP data might also be used to indicate where a customer is no longer unemployed or receiving benefits which is useful for assessing impact of Careers Wales' CIAG provision. The longer-term impacts associated with the receipt of CIAG or participation in different types of Labour Market Interventions could also be assessed.
- 3.4 To satisfy aims set out in the Remit Letter, as well as organisational objectives, and to support partnership working across policy programmes, there is a need for partnership organisations to share data. For example, to support those in school 'who are at the highest risk of becoming NEET or those who are struggling to make transitions between learning activities or between learning and work' requires the provision by schools of sensitive data related to characteristics of pupils such as eligibility for Free School Meals, Special Educational Needs and Looked After Children status. Likewise, effective support for older customer groups would benefit from the provision of LLWR data that goes beyond its use for simply identifying NEETs and for the Destinations Survey. (See Section 4 for further discussion on data issues and potential sources).

### **Working Wales and Partnership Working**

- 3.5 Careers Wales is fundamental to achieving Welsh Government policy objectives by providing essential support to individuals to navigate education and employment sectors. The Welsh Governments Employability Plan is "a key mechanism for ensuring more streamlined employability support to individuals

across Wales". It focuses on employability support to encourage employment as a route to reducing poverty in Wales. The Plan states that the main goal is to eliminate "the gap in unemployment and economic inactivity rates between Wales and the UK average within 10 years. This programme will reduce the number of people who are not in employment, education or training (NEET), and will support unemployed, economically inactive and those at risk of redundancy, into work." (Employability Plan, page 4). The Employability Plan also emphasises the importance of supporting young people transitioning into further learning and developing increased parity of esteem between academic and vocational qualifications.

- 3.6 The Employability Plan has led to the development of the Careers Wales led 'Working Wales' service. All customers directed to Working Wales advisors undergo an assessment of needs in order to access appropriate services and interventions. Careers Wales therefore acts as a gatekeeper to multiple education and employability programmes and interventions, thereby "strengthen(ing) systematic approaches for supporting young people back into education, employment or training through robust mechanisms that better identify, support, and track young people at risk of dropping out of the system", as well as older customers (Employability Plan, 2018, p. 14)
- 3.7 The YEPF is another important policy in which Careers Wales plays an important role in encouraging participation in PCET and reducing NEETs. Introduced in 2013, the YEPF aims to support effective intervention with 16- to 24-year-olds through six key elements: early identification of at risk, or NEET young people; brokerage and coordination of support; tracking transitions; improved access to provision; development of employability skills and opportunities and accountability. The YEPF uses Careers Wales 5-tier model of engagement (see Table 3.2). Under the YEPF, LAs are central to supporting those in Tiers 1 and 2, Careers Wales are responsible for Tier 3, and schools and learning providers are responsible for Tiers 4 and 5.
- 3.8 The YPG, launched in September 2021, is a scheme that guarantees a place in education or training, support to get into work (rather than an offer of work) or support in relation to becoming self-employed. It focuses on inequalities, with a focus on targeting support at those who are NEET young people and young people under notice of redundancy. The scheme aims to provide CIAG within

communities, providing information on traineeships, apprenticeships, self-employment advice, referral to employability support programmes. It also funds and delivers a Job Matching Service to assist young people with securing employment and to help employers fill vacancies. Once again, Working Wales is the single gateway for all those wishing to access the services provided by the Guarantee Working Wales will be responsible for tracking and reporting on the Guarantee status for all young people that have accessed the service.

- 3.9 There are a number of programmes that young people may be directed to via the Working Wales service. Many young people will be referred to colleges, traineeships or apprenticeships. For those clients who need support to access work schemes such as PaCE and ReAct. PaCE aims to assist out of work parents into training or employment where the main barrier into work for either parent is Childcare. It complements the Wales Childcare Offer<sup>6</sup> and can provide participants with funding available for childcare, and one to one support to understand working benefits, CV writing, identifying training and finding employment. The ReAct scheme provides financial help with training for those who have been made redundant or unemployed during the last 12 months. All applicants have their training needs assessed by Careers Wales. For over 25s, the Communities for Work (CfW) programme focuses on employment support and mentorship for those who are economically inactive, long-term unemployed or have complex needs, for example, related to caring responsibilities. CfW is also complemented by Communities for Work Plus (CfW+), funded by Welsh Government, which provides support for those who are not eligible for CfW, PaCe or other schemes, who are in, or at risk of, poverty and face significant barriers to employment. In order to access CfW+ interested individuals are directed to Working Wales for an initial assessment of eligibility and then referred to local CfW+ support.

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<sup>6</sup> [Childcare Offer](#)

**Table 3.2: Careers Wales Five Tier Model of Engagement**

Tier	Client Group	Lead Worker
Tier 5 Young People in Further Education, Employment or Training (EET)	<ul style="list-style-type: none"> <li>Sustaining education, employment or training (EET)</li> <li>Working or studying part time over 16 hours</li> <li>Voluntary Work</li> </ul>	<ul style="list-style-type: none"> <li>No lead worker is judged necessary given that young person is already engaged and not judged to be at risk of disengaging</li> </ul>
Tier 4 Young People at risk of dropping out of EET	<ul style="list-style-type: none"> <li>Those engaged in less than 16 hours of EET.</li> <li>Those who have been identified at risk of disengagement pre-16 and/or were judged as at risk of not making a positive transition who are subsequently in FE, sixth form or training.</li> <li>Those who have been made aware to CW by EET providers (or themselves) as at risk of dropping out of EET.</li> </ul>	Allocation of lead worker depends on level of risk. <ul style="list-style-type: none"> <li>Low and medium risk – provider pastoral systems and/or allocation of learning coach as a lead worker.</li> <li>High risk – may be allocated lead worker from either Youth Service or Careers Wales or if Families First involved Team Around the Family will decide allocation of lead worker.</li> </ul>
Tier 3 Unemployed 16 and 17 year olds known to Careers Wales	<ul style="list-style-type: none"> <li>Engaged with CW and/or known to be actively seeking EET; either ready to enter EET, or assessed as requiring career management or employability skills support to enter EET.</li> <li>This tier should also include those known to CW, actively seeking EET but not requiring CW enhanced support i.e. accessing support via CW.com, awaiting a college start date etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lead worker identified for 100% cohort.</li> <li>Careers Wales will provide the lead worker in nearly all cases.</li> </ul>
Tier 2 Unemployed 16 and 17 year olds, known to Careers Wales, who are not available for EET	<ul style="list-style-type: none"> <li>Young person not available/unable to seek EET (sickness, young carers, pregnancy, custody).</li> <li>Young people with significant or multiple barriers requiring intensive personal support.</li> </ul>	<ul style="list-style-type: none"> <li>Lead worker identified for 100% cohort.</li> <li>Youth Service will provide lead worker in nearly all cases.</li> </ul>
Tier 1 Unknown status on leaving Careers Wales services	<ul style="list-style-type: none"> <li>Young people unknown to Careers Wales.</li> </ul>	Once individuals are identified they are allocated to appropriate tier and allocated a lead worker accordingly.

Source: [Youth engagement and progression framework Implementation plan, page 29.](#)

## The Case for Data Sharing

- 3.10 All of these policies and programmes mean that Careers Wales are playing an increasingly important role in facilitating access to education and training and employability support. Across Local Authorities and other project partners there are a number of staff engaged in the delivery of such programmes, including youth and adult mentors, triage officers, finance officers, specialist employment advisors and employment liaison officers. Assessment of the YEPF two years after its inception revealed LAs and partners reported difficulties in accessing information on young people aged 16-18 in order to track outcomes and undertake benchmarking exercises and that linking administrative data had the potential to assist in the evaluation of YEPF impacts<sup>7</sup>.
- 3.11 Evidence from interview data collected for this present study also highlighted difficulties in relation to data sharing. Information Sharing Protocols developed under the Wales Accord for the Sharing of Personal Information (WASPI)<sup>8</sup> were deemed by our interviewees to be allowing data sharing, and LAs and partners were positive about their impact on engaging with NEET individuals, but they reported accessing information on young people aged 16-18 to track outcomes and undertake benchmarking proved more challenging. Interviewees highlighted the need for a collective responsibility for all Tiers. By only providing access to information within the old IO system (recently replaced by an Atlas CRM) that were relevant to individuals within specific Tiers (e.g., LAs only 1 and 2, Careers Wales 3, and providers 4 and 5) it was difficult for organisations to consider the impact of their interventions. The YEPF, YPG and employability support programmes partners need collective responsibility for all Tiers, and access to data for all Tiers, to support early identification and appropriate intervention, though responsibilities of each partner, to customers and across organisations, must be clearly delineated.
- 3.12 It was also seen as important to have access across partners to individuals' data within the Working Wales programme. For example, where barriers to learning had already been identified, this could prove pertinent to the support offered by organisations in the future. Understanding the history of transitions up and down Tiers can help to plan provisions and set goals within LAs. More information was

<sup>7</sup> [ICF International and Arad Research, 2015](#)

<sup>8</sup> [WASPIs](#)

viewed as a key resource in informing evidence and designing provision longer term. This was seen to be particularly true for supporting those with complex needs, those who regularly moved between Tiers as well as to allow vulnerable individuals to be identified and interventions organised at the earliest possible stage.

- 3.13 Whilst current provision from Careers Wales provides access to Power BI reports<sup>9</sup> and dashboards which allow organisations to see aggregate data across Wales and look at performance in specific areas, individual level data was deemed to be much more useful in supporting service delivery. Discussions related to the utility of data emphasised the importance of sharing of personal identifiers, skills levels (literacy, numeracy), work experience and employment history, training (registered and completed), aspirations, barriers, interventions and a 5-tier model classification flag. However, the development of aligned systems will require significant capacity and investment.
- 3.14 Whilst Engagement and Progression Coordinators (EPCs) were seen to lead on the coordination of YEPF, the time and resources needed to support data needs were viewed to be lacking in most cases. The creation of a single database that retrieves data from other data sources, as is possible in Power BI, would allow data partners to operate as data processors (or as joint data controllers)<sup>10</sup> for each organisation that was a signatory, with clearly defined roles and uses for each. A single database would also address the significant burden placed on customers to continually provide the same information and experiences to multiple different partners organisations, something considered a burden by the customers, and as time consuming for those staff supporting them.
- 3.15 More recently, the YEPF has been under review and a refresh is expected in 2022. Evidence from the official consultation on YEPF in 2021<sup>11</sup> showed acceptance that the programme has significant value amongst partners, yet it suggested that “more effective data sharing and co-ordinated tracking and

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<sup>9</sup> Power BI, a business analytics service, can enable creation of reports that use CRM datasets to create findings and insights based upon that data, creating standardised visuals that can be accessed by multiple individuals and organisations. The visuals created for a report can then be pinned into a ‘dashboard’, which can access information from multiple reports.

<sup>10</sup> The distinction between data controller and data processor lies mainly within the responsibility for data governance. Data controllers determine why and how data are collected and what purposes it can be used for, and data processors can utilise this data for defined purposes. See the [Information Commissioners Office website](#), for more information.

<sup>11</sup> [YEPF review](#)

provision will be important elements of a refreshed YEPF” particularly for those aged over 18 (p.4) (discussed further in Section 4). Interviews suggested there is little expectation that the overarching goals of the YEPF would change significantly, rather changes were expected in relation to coverage, governance and processes. The EPC role has been welcomed but the way it is instilled in LAs varies, with some having a sole responsibility, some role-sharing and others juggling the role amongst other responsibilities. It is expected the renewed YEPF will provide greater guidance on the responsibilities of EPCs, and how the YEPF fits with the YPG. There is also likely to be a change in the coverage of the YEPF, with an expansion to include greater support for those experiencing mental health issues and those experiencing, or at risk of, homelessness.

- 3.16 A common theme in interviews with Careers Wales and partner organisations was the need for greater coordination in service provision and in system or data compatibility. This was to enable assessment of barriers that customers may face in entering education, training or employment that can aid effective guidance and interventions. The provision of mentoring, building relationships within youth services and programmes such as Communities for Work could be developed by data sharing. This could also improve customer experience as journeys, particularly for those with complex or varied needs, are often not linear and individuals will often yo-yo between categories within the 5-tier model. Maintenance of longitudinal data holdings across services can help to inform understanding of interventions that have been offered but not resulted in long-term employment. Having this understanding can enable identification of appropriate pathways and interventions, or barriers that need to be addressed.
- 3.17 A history of software issues was also raised in interviews with external organisations. Data was often not shared internally between departments within local authorities and mechanisms to support data sharing within LAs as well externally were lacking. Moreover, where data are collected this is often with regulatory functions and reporting in mind rather than the utilisation of data in the provision of individual services. It was felt that within partnerships, software and data recording should be standardised where possible. It was suggested that access to the same infrastructures (which “becomes *the system*”), with controlled access to necessary or relevant information, would encourage greater alignment. Development of more coherent and aligned data systems could also enable

effective and timely benchmarking. Indeed, a single database system that operated across LAs, and potentially also other partner organisations that support training and employment, was also seen as beneficial to increasing resilience in supporting individuals who move residence across LA boundaries.

- 3.18 There is potential to utilise data linkage to provide knowledge to those in support roles that can help to inform CIAG discussions with customers. There is also an opportunity to maximise the utility of administrative data collected by Careers Wales and delivery partners during the delivery of these services.

### **Legislation**

- 3.19 The current Remit Letter issued to Careers Wales outlines the importance of data. It explicitly urges Careers Wales to continue to “make proactive use of customer data, whether received from partners or derived from your own database, to inform and direct your support for customers and to help measure the impact of your support”, as well as to advance the use of data to support partners and policymakers. However, data sharing needs to be done within the bounds of legal frameworks. The potential benefits of data sharing must therefore be evaluated in relation to legal routes of access to data and usage regulations/restrictions (such as GDPR, privacy notices, and consent). We now consider the influence of legislation in Wales, the UK and EU that impact, positive and negative, on the ability of Careers Wales to access data from other organisations that can support organisational and policy data needs.

#### *UK and Welsh legislation*

- 3.20 The Government of Wales Act 2006, section 60 allows Welsh Ministers to transfer or discharge their function and legal powers as public authorities, to Local Authorities and Careers Wales, as well as provide financial support (section 70). Section 83 specifies that arrangements can be made that permit:

- (a) any functions of one of them to be exercised by the other,
- (b) any functions of the Welsh Ministers to be exercised by members of staff of the relevant authority,
- (c) any functions of the relevant authority to be exercised by members of the staff of the Welsh Government, or

(d) the provision of administrative, professional or technical services by one of them for the other.'

- 3.21 Additionally, Section 40 of the Learning and Skills Act 2000<sup>12</sup> states that "The Welsh Ministers must establish systems for collecting information which is designed to ensure that their decisions with regard to education and training are made on a sound basis." and that "The Welsh Ministers may secure the provision of facilities for providing information, advice or guidance about education or training or connected matters (including employment)." As we saw above, the Remit letter instructs Careers Wales to assess their ability to support provision and monitoring across education and employability programmes. It appears therefore that these two pieces of legislation support the functions directed by the Minister and support Careers Wales data access.
- 3.22 The legislative basis for data sharing for school age customers mainly lies within the Education Act 1997. Section 43(1) states that "All registered pupils at a school [in Wales] to which this section applies must be provided, during the relevant phase of their education, with a programme of careers education.", and Section 44(1) states that "on request Careers Information, Advice and Guidance (CIAG) providers should be provided with "the name and address of every relevant pupil or student at the institution; and any information in the institution's possession about any such pupil or student which the careers adviser needs in order to be able to provide him with advice and guidance on decisions about his career or with other information relevant to such decisions." However, the discretion of schools as to what constitutes relevant information and a lack of specificity on the type of access (for example, transfer of data for processing, physical access to systems on school sites or digitally) can limit access to data that Careers Wales deems necessary to provide effective CIAG. Furthermore, as this section refers only to pupils at a school and in the relevant phase, this is likely to be interpreted as Key Stage 4 learners, and excludes Elected Home Education (EHE) learners (often referred to as home-schooled).
- 3.23 Under the Apprenticeships, Skills, Children and Learning Act 2009 (Part 2 of Schedule 2 section 253A(2)(d))<sup>13</sup> and the Education (Student Information) (Wales) Regulations 2017 Act, Careers Wales (CCDG) and other education organisations

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<sup>12</sup> [Learning and Skills Act 2000](#)

<sup>13</sup> [Apprenticeships, Skills, Children and Learning Act 2009](#)

involved in PCET provision (such as HEFQW, Qualifications Wales, HESA and UCAS) are identified as organisations that are able to share student information for the purposes of research, producing statistics or analysis, or providing information advice and guidance.

3.24 The Regulations state:

- '1. For each individual who is seeking, has sought or has obtained a specified qualification, the following information –
  - (a) surname;
  - (b) first name, or if more than one, each first name;
  - (c) gender;
  - (d) date of birth;
  - (e) ethnic group;
  - (f) home address and postcode;
  - (g) the unique learner number allocated to an individual by the Learning Records Service(4);
  - (h) the relevant qualifications or regulated qualifications, if any, held by the individual on enrolling or registering with the learning provider for the purpose of obtaining a specified qualification;
  - (i) the date on which the individual registered or enrolled with a learning provider for the purpose of obtaining a specified qualification.
2. The name and address of the learning provider with whom the individual is or was registered or enrolled.
3. For every specified qualification for which an individual is seeking, has sought or has obtained the—
  - (a) name of the qualification;
  - (b) unique identification code allocated to the qualification by Qualifications Wales(5);
  - (c) grade that a learning provider or an information collator predicts an individual to achieve before taking any examination or assessment leading to the qualification;

- (d) grade, if any, achieved;
  - (e) name and address of the examination centre and examination centre number allocated by the person awarding the qualification at which any examination or assessment leading to the qualification was taken;
  - (f) date on which an individual was entered for an examination or assessment leading to the qualification;
  - (g) date the award of a qualification was made;
  - (h) unique number allocated to an individual seeking the qualification by the person awarding the qualification.<sup>14</sup>
- 3.25 For adult customers who are undertaking education and training (but are not in HE), the Employment and Training Act 1973 provides a legal basis by which Careers Wales can undertake the provision of CIAG, to decide “what employments, having regard to their capabilities, are or will be suitable for and available to them, and what training or education is or will be required by and available to them in order to fit them for those employments” and to process personal and special category data for this purpose. This broadens the remit of data processing for those in less formal education and training environments.
- 3.26 With regard to engagement with SEN pupils and customers, the Learning and Skills Act 2000 provides a legal basis for Careers Wales to process personal data, including special category data, to perform functions and provision of services. For Local Authority held data, provisions under the Children Act 2004 (Section 25(6)) can enable data sharing for the purposes of improving well-being which includes education, training, economic well-being, and intellectual development.
- 3.27 The Additional Learning Need and Education Tribunal (Wales) Act 2018 reformed legislation applicable to people aged between 0 to 25 years who have additional learning needs (ALN) (or Special Education Needs (SEN) for school age children and learning difficulties/disabilities in FE). This legislation entailed the production of the ALN Code and Regulations, approved in April 2021. The changes in this area do not diminish the obligations of Careers Wales to support Ministerial functions in relation to Special Education Needs detailed in the Learning and Skills Act 2000. However, they do have the potential to limit Careers Wales access to

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<sup>14</sup> [The Education \(Student Information\) \(Wales\) Regulations 2017](#)

information as there is no longer an ‘obligation’ to include Careers Wales in the assessment of needs and development of support plans, though it is encouraged.

- 3.28 Another significant facet is the relatively new powers for public authorities to share their own and other data sources for the public good. Part 5 of the Digital Economy Act 2017<sup>15</sup> facilitates the sharing of data held by public authorities. Specifically, Part 5, Chapter 1, Section 35 ‘Disclosure of information to improve public service delivery’ allows information to be shared where there is a specific objective between “specified persons” to perform functions. Specified persons are listed under The Digital Government (Welsh Bodies) (Wales) Regulations 2018<sup>16</sup>. This includes schools (as defined in the Education Act 1996), Careers Wales and the governing bodies of FE and HE sectors, amongst others. Rights to share personal information are limited unless consent is provided or is related to that “which is required or permitted by any enactment (including any of sections 35 to 39)”.
- 3.29 Organisations sharing data under the DEA must give due regard to the “systems and procedures for the secure handling of information” and ensure that the objectives purpose is (a)the improvement or targeting of a public service provided to individuals or households, or (b)the facilitation of the provision of a benefit (whether or not financial) to individuals or households. Secondly, it must improve well-being of individuals or households in terms of “(a) their physical and mental health and emotional well-being, (b) the contribution made by them to society, and (c) their social and economic well-being.” Finally, it should support “(a) the delivery of a specified person’s functions, or (b) the administration, monitoring or enforcement of a specified person’s functions”. Under these conditions Careers Wales should have the ability to share and receive personal information. Therefore, personal information may be shared between Careers Wales and those partner organisations listed as specified persons for specific objectives.
- 3.30 There are a number of other legislative changes that are proposed or being enacted in Wales over the coming years that might alter Careers Wales and partners access to personal information and special category data. For example, consultations and proposals have been made with regard to the regulation of EHE. There are also significant changes in the governance landscape for PCET under the Tertiary Education and Research (Wales) Bill. The Bill aims to ensure local

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<sup>15</sup> [DEA 2017](#)

<sup>16</sup> [The Digital Government \(Welsh Bodies\) \(Wales\) Regulations 2018](#)

authorities plan entitlements to learning opportunities (academic and vocational), including access to support services and promote apprenticeship reform. The TER Commission could provide opportunity to secure better access to FE and HE data for the purposes of supporting tracking, trends and evaluation and developments should be monitored for impacts on the activities of Careers Wales.

*EU Legislation, General Data Protection Regulations*

- 3.31 The introduction of GDPR in 2018 brought changes in the legislative environment with regards to personal data and data sharing. Consent, and informed consent, has been given greater prominence to protect individual rights but GDPR legislation does not prevent or inhibit the processing/sharing of data that is necessary and proportionate for undertaking functions that are in the public interest. GDPR provides a route to data access for the performance of a public task (Article 6(1)(e)) and for reasons of substantial public interest or legitimate interests that are proportionate to the rights of individuals (Article 9(2)(g)).
- 3.32 Data sharing can be performed between organisations provided there is a legal basis for doing so (we have highlighted the key legal pathways above). In most cases data sharing agreements are needed between organisations which details the reasons for sharing the data and information on the data to be shared.
- 3.33 In line with GDPR, Careers Wales provide detailed privacy notices to explain to customers how they will process, use and share data about individuals. Careers Wales has a privacy statement online covering its services<sup>17</sup> (with a separate privacy notice covering Working Wales). In terms of access to data, Careers Wales' privacy notice currently states that it shares data with organisations including Schools (including their managers and staff), FE and HE institutions, training providers, Local Authorities, The Welsh Government and Estyn. This is in line with legislation noted above and enables Careers Wales to provide information to external partners where there is an appropriate and legal gateway, and in some cases allow access to Careers Wales data management systems (with appropriate agreements and safeguards).
- 3.34 In interviews, it was stated that the provision of data to Careers Wales changed after the introduction of the GDPR. For Welsh Government, the GDPR introduction led to a review of data journeys, to assess the sharing routines and ensure that

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<sup>17</sup> [Careers Wales privacy notice](#)

they were reasonable and proportionate. However, this review identified a complex journey for education data that meant data was being passed from schools to Welsh Government and ultimately to Careers Wales. This raised questions over the rights as data controllers and processors and the purpose of this sharing. It was concluded that a more streamlined data journey, from schools straight to Careers Wales would be beneficial as responsibilities were clearer and data would flow more rapidly. However, this affected the scheduling and provision of data as school- or LA-based DPOs interpreted the obligations placed upon them to share data differently (either in its entirety or specific, often sensitive, data items). These issues were also raised in the YEPF 2021 evaluation.

### *Consent*

- 3.35 There are 6 lawful bases for accessing personal data under GDPR legislation. Above we have considered the legal avenues that support data processing, where Careers Wales might pursue data under public task or legitimate interest bases. Consent provides another avenue and can enable data sharing beyond any legal basis provided a number of conditions are met. Criteria include that it is freely given, informed and unambiguous, processing activities (or uses) are specified. Special category data (e.g. ethnicity, or health data) needs explicit consent.
- 3.36 Interviewees did not think that moving to a process of consent, particularly for school pupils or where legal gateways to data access existed, was necessary or advisable. The main concern was that whilst the majority of people would not overtly object to have their data being used, the majority would not be inclined to engage in the process and provide their consent due to apathy. This would lead to a reduction in data coverage that would hamper the ability of services to be delivered. It was also noted that there are rights of individuals to withdraw their data are in place in line with GDPR. This is documented in the Careers Wales privacy notice. It should also be noted that research demonstrates that the public are generally supportive of data sharing among public authorities where access was for the public benefit (IPSOS, 2014)<sup>18</sup>.
- 3.37 In terms of the process that Careers Wales follow in fulfilling their obligations to individuals for whom they hold data, when new customer data is transferred to Careers Wales, such as that from schools or LAs, customers are contacted and

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<sup>18</sup> [IPSOS Dialogue on Data](#)

provided with privacy notice information within 30 days of referral to Careers Wales. Where customers are under the age of 18, in line with safeguarding legislation, information is sent to parents or guardians. Careers Wales operate under a model of opt-out consent, where appropriate steps are taken to inform people of the uses of their personal data and their rights to withdraw consent. Any changes to the model of consent would increase the already heavy administrative burden on Careers Wales caused by data sharing agreements and is likely to cause a decline in the quality and coverage of data collected. Additionally, interviewees suggested that instilling an opt-in consent model would prevent the organisation from reaching exactly the people who are in most need of support. Further work will need to be undertaken to ascertain the legal access routes to data for over 18s, and if this is deemed to be unsatisfactory, new legislation may need to be considered.

## **Summary**

- 3.38 The organisational objectives of Careers Wales and the national policy directives highlight the increasingly important role in delivering services to those who can most benefit from CIAG with a coordinated and strategic approach to engagement with employers and learning providers to nurture a thriving labour market and economy. There is increasing pressure to track outcomes for evaluation purposes, but also real opportunities to deliver this, especially for those accessing employment services via Working Wales.
- 3.39 Whilst Careers Wales operate within a complex legislation environment, and some legislation restricts the potential of data linkage, there is also potential for utilising data from HE, DWP and LAs to support service evaluation and monitor outcomes relevant to a variety of schemes and programmes focused on employability. The feasibility of operating a data hub within this legal context means that significant responsibilities will be placed upon Careers Wales to ensure that the legal requirements associated with ensuring that privacy notices and data sharing agreements are appropriate. The development of agreements, processes and risk assessment can take an inordinate amount of time to negotiate. So, whilst there are legal avenues to various data, the time and capacity needed to create agreements across Wales will be substantial.

## **4. Findings: Data**

- 4.1 This section provides an overview of Careers Wales data and other external sources of data that have potential to support the objectives of Careers Wales, and therefore influence related policy objectives.

### **Careers Wales Data**

- 4.2 Data collected by Careers Wales, in provision of their service, provides a vast array of information with which to make informed decisions about the needs and requirements of customers, support evaluations and examine service trends. There are three core sources of internal data: administrative customer records, Career Check Survey and the Pupil Destinations Survey.

#### ***Administrative Client Records.***

- 4.3 Careers Wales' customer relationship management (CRM) database, Atlas, provides the organisation with software to input and hold administrative information, detail of customer interactions, and information provided by partners (see Annex B for a list of data items). This administrative database provides the richest data source within the organisation, capturing information about individuals (such as personal identifiers and contact information), the level of service deemed appropriate/required (for example, individual guidance or digital information provision) and details of the interactions with customers (for example, one to one contact, via telephone, participation in a group work session). Likewise, the administrative data records information about each interaction that Careers Wales has had with its clients. There are many data fields that are associated with the delivery of specific programmes, and which capture the expanding role of Careers Wales related to the roll out of Working Wales. Data is captured for all customers irrespective of age and so not all fields are relevant to all client groups. As a result, the client records held by Careers Wales are very complex in their structure.
- 4.4 Broadly speaking, in terms of the types of interaction that Careers Wales has with their customers, Atlas is used to record information on the following activities:
- One-to-one: an interview where a two-way discussion takes place between an adviser and the customer. Parents or guardians may be present for school aged pupils.

- Group session: an interaction where more than one customer is present. Although two-way discussion may still take place, these are typically more often presentation-type interactions.
  - Annual/Transition Review: for customers who are Statemented, have a School Action or School Action Plus plan, a Transition or Annual Review takes place each year, to which the customer's Careers Adviser is invited.
  - Advocacy/Liaison: representing work done on behalf of the customer, where the customer is not usually present (or at least actively participating). This may include contacting Work Based Learning (WBL) providers or colleges on behalf of the customer, researching job opportunities or writing letters of support etc.
  - Email to/from customer: an email generated from the CRM to the customer, or a reply from the customer (automatically imported into a CRM history)
  - Text to/from customer: a text message generated from the CRM to the customer, or a reply from the customer (automatically imported into a CRM history)
- 4.5 Information is also recorded on the nature of the service that has been delivered, distinguishing primarily between Information, Advice and Guidance. With the support of responses to Career Check, from Year 9 onwards Careers Advisers in schools begin to prioritise the customers in the year group based on their likely service requirements. These requirements are recorded within the administrative records and can be reviewed and amended if required. Each customer therefore may have multiple requirements recorded against them multiple times.
- 4.6 Types of account (school, employer, LA etc), types of provider, employer-based activities and events and project specific data (e.g. ReAct, Activate, CfW) are also recorded. Atlas also includes assessments that measure the likely distance from the labour market, for both youth and adult customers, identifying whether low, moderate or high support is needed. These assessments also consider softer skills and attributes such as motivation. Information to complete the assessments is ascertained by the Careers Adviser via guidance interactions.

4.7 The administrative data on customers allows for analysis by several demographic characteristics, namely: gender, age, ethnicity, SEN/ALN, disability status and qualification level. However, some of these fields, such as ethnicity and SEN, might only be held within the CRM if they have been provided by other organisations, such as schools, and do not have complete coverage. There are also assessments of ‘distance travelled’ that utilise customer surveys.

### **Career Check Survey**

- 4.8 The second important internal data source is the Career Check Survey, a diagnostic tool that is used to help Careers Advisers determine who is most need of support and what is required. Usually completed at Key Stage 4 (Year 10 and 11), it contains valuable information on pupil contact information and demographics; current situation (in relation to education and type of institution, or employment status); pupil decision-making capabilities, career plans, aspirations, and goals; and barriers and support systems. (See Annex C, Career Check Survey Questions). The responses to the survey can be linked to individual records in the CRM.
- 4.9 As a stand-alone survey, Career Check, provides a mechanism by which guidance counsellors can profile pupils and then subsequently record the recommended level of service or interaction that pupils are deemed to need within the CRM database. By linking to other data sources, the realisation of aspirations and the efficacy of interventions can be assessed by a variety of different characteristics and enable educational pathways and outcomes to be monitored following service provision.

### **Destinations Survey**

- 4.10 In addition to undertaking the Career Check Survey, Careers Wales are responsible for the delivery of the annual Destination of School Leavers Survey. This surveys pupils who have reached statutory leaving age (Year 11), and pupils leaving school 6th forms in Years 12 and 13. It is conducted annually in the October following the end of the previous academic year. The survey captures whether individuals are continuing in education (whether full-time or part-time), undertaking work-based learning, in employment, or not in education, employment or training (NEET). The provision of personal data by schools and Welsh Government (particularly post-16 PLASC data and the Lifelong Learner Wales

Record (LLWR) are particularly important for tracking pupils and are key to the delivery of this survey. Annual Destination of School Leavers Survey reports are produced for each year group surveyed. These report on the percentage of the cohort who continued learning in full time education, part time education (16 hours or less a week), work-based training, employment, or NEET, as well as disaggregating this by gender and ethnicity. This survey information is collected for statistical reporting on behalf of Welsh Government, the survey information is linked to existing CRM records but cannot be used to create new ones.

### ***Job and Labour Market Information***

- 4.11 Data related to jobs, skills and labour market information (LMI) is of growing importance in Careers Wales activity, with a greater focus on skills matches, local or regional job markets and engagement with employers. Newly developed or enhanced resources that are available from the Careers Wales website include:
- job information for customer to enable practical issues such as the skills needed for a particular role or average wages,
  - the development of employer information on jobs currently available,
  - and a complete repository of courses on offer.
- The expansion of digital services aims to both improve access to knowledge and opportunities in economic priority areas
- 4.12 Benefits of LMI include more nuanced information to guide conversations and support with customers not just within Careers Wales but for local authority workers such as employability mentors. These data can also inform the strategic planning and decision-making within 6<sup>th</sup> forms and FE on the provision they offer. This data could potentially be combined with information from Career Check on aspirations and career interests to expand employers' knowledge of local skills supply.
- 4.13 Within interviews conducted under this research, enhanced reports on local area LMI were seen as having potential to improve educational choices and employment outcomes, as realistic guidance based upon current and future employment needs may increase employment prospects. It may also help to support decision making for school leavers. For example, those with a broad interest in engineering might be able to refine their choices with a knowledge of

what engineering companies are located within the region and what roles are available. Up to date information was also seen to be important for LA provision of employability support.

- 4.14 To maximise the potential to link client record to sources of LMI, Careers Wales may wish to review how they categorise jobs and opportunities by industrial and occupational sectors. Currently the potential for comparative analysis with other sources is limited, as is the potential to robustly assess aspiration and outcomes matches due to variation in the classifications of occupation or industry within different data sources. For example, if SIC codes<sup>19</sup> and SOC codes<sup>20</sup> were used within the Career Check Survey benchmarking activities and matching customers to employment opportunities would be possible as SIC and SOC codes provide the basis on which many labour market statistics are presented (e.g. employment, hours, earnings). SOC codes are also utilised by JobCentre Plus to classify vacancies. There is also the potential for direct links to be made between the occupational preferences of Careers Wales clients and training opportunities if look-up tables can then be established between SOC and the classifications used in databases of training opportunities (e.g. such as the LearnDirect Classification System).

## **External Data Sources**

- 4.15 This section discusses sources of administrative data that could support public services related to education and employability support and suggests that a number of existing datasets can improve service provision and policy monitoring, both within, and externally to, Careers Wales. First the content, utility and feasibility of linking to education datasets is examined, followed by employment related data, and information gathered during provision of LA services and programmes.

### ***Education Data***

- 4.16 The Pupil Level Annual School Census (PLASC), and Post-16 PLASC; Lifelong Learner Wales Record (LLWR); Educated Other Than At School (EOTAS); Welsh Examinations Database (WED); Universities and College Admissions Service

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<sup>19</sup> [ONS SIC Codes](#)

<sup>20</sup> [ONS SOC codes](#)

(UCAS) and Higher Education Statistics Authority (HESA); and HWB data are potential sources of additional information.

- 4.17 It is important to note that the COVID-19 pandemic has impacted upon Welsh Government data collection, with some collections cancelled in 2020 (for example, teacher assessment data within the NDC) but many of these will be reinstated in future years and some will only be delayed.
- 4.18 Welsh Government pupil data required to be recorded by schools in the PLASC, and Post-16 PLASC collections contains information on pupils in maintained schools from nursery to Year 13<sup>21</sup>. The key items of interest that will support Careers Wales activities would include:
- Personal identifiers to undertake linkage (namely, first and surname, date of birth, gender and address)
  - Free School Meal eligibility
  - Special Education Need (SEN) provision (No special educational need, School Action or Early Years Action, School Action Plus or Early Years Action Plus and Statemented)
  - Special Need (16 classifications)
  - SEN Support (curriculum, assistance in class, specialised resources, assessment)
  - Looked After Child status
  - Attendance
  - Exclusions
  - Teacher assessments at FP, Key Stage 2 to 4.
  - Learner with Learning Difficulties or Disabilities (Post 16)
  - Programme/subject of learning (Post 16)

- 4.19 Within interviews, there was significant recognition of the value of school pupil data. Whilst often referred to as PLASC, this terminology only refers to the entire data collection that is sent to Welsh Government. As schools provide a limited selection of this data independently of their PLASC submission to Careers Wales

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<sup>21</sup> For specific details of the contents of PLASC see [PLASC Technical Completion notes](#)

and indeed only a relatively few data items, we will therefore refer to the data accessed by Careers Wales data as school pupil data herein.

- 4.20 Careers Wales ask schools to upload pupil data via secure web-based methods. They request the unique pupil number (UPN), academic year group of the pupil, names, date of birth, gender, address, ethnicity, home language, SEN status, In LEA Care, and Free School Meal (FSM) eligibility. It is noted that Careers Wales do not have the right to access any data prior to Year 9 and so is unable to request information on attainment at Foundation Phase and Key Stage 2. The absence of data related to absenteeism, a significant predictor of Key Stage 4 outcomes and destinations is also important in this respect. It would be possible for Careers Wales to request this data from schools. Currently, schools may flag pupils who have high levels of absence to Careers Advisers but this data is not routinely shared.
- 4.21 A small number of schools will not upload their data to Careers Wales, instead they provide on-site access to SIMS systems for advisors to use. Advisors can see the data before they see the individual but as the data is not provisioned to Careers Wales, it affects forward planning. When undertaking resource planning and scheduling, Careers Wales will assess young people in different categories within a school (whether informed by Career Check, school data or in planning discussion with school staff) to allow additional time for young people who may need extra support. These planning tasks are made more difficult in terms of allocating resource appropriately. Furthermore, if the data is not in the Careers Wales system when young people move on from school, this inhibits their ability to provide future support or robustly evaluate services due to a lack of information. Moreover, some schools who do upload data to Careers Wales do not provide all the information requested. Missing pupil information reduces the ability of Careers Wales to ensure maximisation of efficacy in allocating resources, targeting provision and undertaking segmentation analysis.

### ***Welsh Examinations Database (WED)***

- 4.22 The Welsh Examinations Database (WED) contains information on the exam results of students that have taken qualifications that are approved by the Welsh Government. The data are collated from a variety of awarding organisations and form the basis of the Welsh Government's annual Examination Results publication. The data set is complex, containing the details of any examinations

entered, including records related to those who have sat examinations early and the results of any resits. The database holds information at various levels of detail. The most detailed tables contain data at exam level, recording the details of individual qualifications. Other tables provide various pupil level summaries of this data, such as derived measures of Key Stage 4 outcomes (e.g. Capped Point Scores) or the wider point scores allocated to pupils at Key Stage 5. The WED is therefore vital in terms of understanding the outcomes of pupils following the completion of compulsory education, including transitions to post-compulsory education, enrolment on work-based learning programmes or entry into the labour market and the risk of becoming NEET. Unfortunately, it was difficult to assess the potential of Welsh Government to share WED data, for example of the attainment (or not) of L2 in English or Welsh and Mathematics, due to a lack of available information.

### ***Lifelong Learning Wales Record (LLWR)***

- 4.23 LLWR contains records for individuals registered on learning activity in FE colleges in Wales. From 2021/22 LLWR will also include information on employers<sup>22</sup>. The LLWR is made up of 8 different datasets that can provide:
- Personal identifiers to undertake linkage
  - Programme /subject of learning
  - Learning activities (individual activities or courses undertaken by the learner associated with the programme)
  - Awards/qualifications
  - Employer dataset, which records information on the employer of the learner
  - Employment Period (mandatory for apprenticeship learners and will be enforced for programmes starting from 01 August 2021)
  - The Suspension dataset (related to when an apprenticeship programme has been suspended).
- 4.24 Data collected includes course and information on course continuation/exit and completion. Currently, Careers Wales are provided with information on those who

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<sup>22</sup> Full details of the content of the [LLWR data](#)

leave FE provision monthly. This helps to identify individuals at risk of becoming NEET who may need support. LLWR is being provisioned to Careers Wales for the purpose of identifying which individuals within the Careers Wales data have progressed into FE. However, the data must not be used to identify individuals beyond those in the Careers Wales' CRM database, as stated within the LLWR privacy notice:

'[The data will be used] By Careers Wales to meet its objective of providing support to specific groups of individuals who are at a high risk of becoming disengaged from education, employment and training. To achieve this, LLWR data will be used to match to existing active Careers Wales customer records. This means that some of the non-personal information provided to Careers Wales will be available to Careers Wales on a day-to-day basis. This will include course information, start date etc; Details of how Careers will use your information can be found in their privacy notice.'<sup>23</sup>

- 4.25 This means that there is limited use of an important data source that could help to identify those who do not have records within the Careers Wales CRM data. Individuals this could apply to includes learners who were educated at home, or who were educated in England, up to Key Stage 4 but who undertake further learning in Wales, or those whose records are not shared by schools, or adult learners who have had no prior contact with Careers Wales. The sharing of personal data to identify those beyond the CRM population is important as they may benefit from services, especially for those who discontinue or do not successfully complete courses.

### ***Hwb data***

- 4.26 Since 2012, all maintained schools in Wales have had access to the free Welsh Government funded Hwb Learning Platform (Hwb), a strategic digital channel for the delivery of the curriculum in Wales. Records on Hwb collected by Welsh Government show the log in incidences for both pupils and teachers. It provides monthly statistics on usage across the system, by school for the number of accounts (staff and pupil) and the number of logins (staff and pupil). This can be used to look at digital engagement for teaching and learning activities by school

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<sup>23</sup> [LLWR Privacy Notice](#)

type, geography, and other underlying inequalities and consider variations or inequalities in usage.

- 4.27 There appears to be little potential for this data to benefit Careers Wales operations. Many other digital platforms are available to schools, and schools may choose to use these other services and not engage with Hwb. Recent analysis<sup>24</sup> demonstrates that in September 2019 around 10% of pupils and around 25% of staff logged in to Hwb, though logins increased significantly to over 45% of pupils at the beginning of school closures enforced by the pandemic. The research shows variation in use by school sector indicating much greater engagement by both staff and pupils in primary schools and schools with below average proportion of FSM pupils. Due to the limited nature of the data available, and low levels of engagement by secondary school pupils, Hwb data is judged to be of less relevance to the strategic data needs of Careers Wales.

### **EOTAS**

- 4.28 Careers Wales provision is not just concerned with those in mainstream and special schools, but also pupils who are Educated Other Than At School (EOTAS), for example in pupil referral units (PRUs). LAs collect this information and can share the data items inline with schools. PRUs are covered in the Education Act, but there is less clarity within the legislation over other provision. Beyond PRU units, EOTAS data would allow Careers Wales to better understand their provision to EOTAS pupils and consider pathways. Further exploration of the potential for LAs to provide this data is necessary. EOTAS data has been provided to the SAIL databank by Welsh Government, so there is potential for further exploration of EOTAS pupils interactions with Careers Wales and outcomes using de-identified data.

### **UCAS and HESA**

- 4.29 In order to satisfy assessment of Careers Wales services it is important to understand educational engagement and outcomes for customers. Two datasets, UCAS and HESA, provide potentially useful sources of information that can enable tracking of customer outcomes.

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<sup>24</sup> From [WISERD seminar presentation](#)

- 4.30 UCAS collects and processes data related to all full-time undergraduate applications to Higher Education Institutions (HEIs) in the UK. UCAS' published data include application and acceptance figures by country, region and constituency, as well as entry and offer rates for individual universities by the sex, age and background of applicants. Specifically, the UCAS dataset contains information on applicants, their applications offers, acceptances and refusals onto courses. Examples of some of the variables contained within the UCAS data which could be useful to link to Careers Wales data includes age, previous school type, clearing acceptances, subject, predicted A level scores, deadline status, inferred HEIs' response, domiciled country of residence (UK only), ethnicity, gender and socio-economic status.
- 4.31 HESA holds a wide variety of information about HE in the UK, covering students at university and their destinations once they leave, university staff, finances and estate management. The HESA dataset contains detailed information on individual students on programmes of study for which the level of instruction is above that of level 3 of the National Qualifications Framework. The HESA student dataset has universal coverage and typically contains over two and a quarter million records each year for the UK.
- 4.32 The dataset includes information on the student's home address, date of birth, ethnicity, qualifications prior to beginning the course, the course studied and the student's major source of funding. The HESA data contains information that allows assessment of interventions (i.e. pupils going to university or not), the courses being studied, the successful completion of courses, and the destinations of university leavers.
- 4.33 The HESA student dataset is a primary source of data used to explore changes and trends in students that enter and are in HE. It has also been possible for Welsh Government to use the dataset to analyse the proportions of young people not entering HE and use this as an indicator of deprivation in the Welsh index of multiple deprivation.
- 4.34 HESA data can support assessment of the effectiveness of CIAG because it captures the presence of students at HEIs (rather than an intent to go into HE provided by UCAS data). As well as raising the aspirations of students to apply for leading HEIs, many of the activities provided by Careers Wales also focus on

developing skills to improve the success of these applications, such as preparation for entrance interviews.

- 4.35 These sources could also be utilised by Careers Wales or partner organisations to measure pupils' progression/drop-out instances whilst attending university thereby facilitating an examination of whether the support of Careers Wales contributes to progression to and within HE. They could also be used to consider future supply of workers for different job or skills markets and industrial sectors in relation to Careers Wales' strategic objectives that consider LMIs.
- 4.36 UCAS data has been used to help answer a range of research questions regarding application and acceptances and refusals to Higher Education courses in the UK. The demographic information contained within the UCAS data can also be used to monitor Higher Education take up rates for different subject areas (important in assessing future skills supply) and for different socio-economic groups. Whilst NDC data holds important information on Year 11 pupils' GCSE attainment, which is the crucial starting point to explore the journey of learners through the Higher Education route, information on socio-economic status is limited. The incorporation of UCAS data would therefore facilitate a more rigorous analysis of the effects of socio-economic factors on learners' Higher Education choices than school pupil data alone.

#### ***European Social Fund (ESF) Participant Data***

- 4.37 ESF Participant data contains information on individuals undertaking work-based learning or accessing support, as funded by the EU. This data could be useful in identifying pupils who have gone on to undertake work-based learning, or those adults who are undertaking re-training and their outcomes. The ESF participant data may support service provision for adults in three ways. Firstly, the participation in courses may shed light on the outcomes of Careers Wales guidance and of different programmes. Secondly, it can help Careers Wales to assess the course preferences of customer groups to support consideration of labour market characteristics and information when providing guidance and advice. Finally, it could support identification of individuals who drop out and do not complete courses.
- 4.38 Items within the ESF data that would enable such examinations include employment status (unemployed, short term; long-term unemployed; inactive (in

education or training); inactive (not in education or training); employed including self-employed), and course information. However, given the ESF programme will no longer provide funding after December 2023 (projects will begin to close in June 2023), the potential of the ESF data to support Careers Wales activities is likely to be of limited value other than providing information about who has been through these various programmes.

### ***Local Authority data***

- 4.39 There are several areas in which Local Authority held data might be useful for informing and evaluating Careers Wales activity. LAs already have data flows with Careers Wales, largely related to the YEPF Tier model. Monthly updates are provided from LAs to Careers Wales with personal identifiers to indicate those who have moved out of Tiers 1 or 2.
- 4.40 As discussed in Section 3, Working Wales advisors provide referrals to schemes such as CfW+ and support applications for ReAct Vocational Training grants. Whilst Careers Wales will be developing valuable insights into the needs of customers who are accessing various schemes, it is important that the referrals made can be tracked to consider outcomes – again to look at the effectiveness of advice and potential areas for service improvement. Data collected within CfW and PaCE include work status, ethnicity, health and aims to track outcomes, including training undertaken, skills development, job searches and employment. However, WEFO is the data controller, and therefore there are limitations as to what LAs can do with the data beyond programme reporting. Indeed, LAs only have access to aggregated outcome information. Whilst this includes demographics and job outcomes it does not provide potential to link back to Careers Wales data. CfW+, as a Welsh Government funded scheme provides better opportunity, particularly given the need to undertake an initial assessment by Careers Wales.
- 4.41 Barriers to LAs activity were discussed in interviews and three key themes emerged: challenges identifying eligible individuals; small area labour market information; and historic customer information. Access to regular updates on Universal Credit claimants within their area to support activities was raised as a frustration, as was a lack of comprehensive local area information on job opportunities and other labour market information. These two aspects of data were seen to be necessary to informing local community support officers about people eligible for schemes, and additionally to provide more accessible opportunities.

Current information on job markets, largely provided by DWP, was criticised for being focused upon large employers who were often not based close to customers. In relation to historic information, there was a clear call for greater information sharing. This might include qualifications, prior interventions but particularly any information from assessment of barriers to education and employment, as well as wellbeing measures.

- 4.42 Another group, mentioned in Careers Wales strategic objectives, relevant to LAs are EHE learners. Careers Wales have difficulty accessing records on those children or young people who are EHE as there is currently no specific provisions to allow data sharing of information held by Local Authorities. LAs do hold some information on EHE learners but there is no formal centralised register of EHE learners in Wales. If a pupil is withdrawn from the maintained school sector to be educated at home, schools are obligated to inform Local Authorities who keep a record of this information. Whilst, Careers Wales' offer to EHE has been noted in the Operational Plan and is a target group under the YPG, there is little information available to Careers Wales to identify these learners beyond outreach to organisations working with EHE pupils or more informal parent groups.
- 4.43 Any future use of EHE is therefore likely to need further legislative support to allow Local Authorities and Careers Wales to gain contact information for direct offers of service. The Welsh Government consulted on the provision of data to allow LA identification of EHE children in 2019 under The Children Act 2004 Education Database (Wales) Regulations 2020 (draft)<sup>25</sup>. The majority of responses were not supportive of the proposals often citing issues related to negative stereotypes of home-schooling families and rights to privacy. Some suggested a preference for a voluntary register that clearly stipulated uses. As such, EHE is not considered as a feasible area for Careers Wales to pursue data sharing at this point in time. Any future legislation on collection of data on EHE learners, or an EHE register, should consider access to information on EHE learners in order that services can be targeted to ensure EHE learners are not excluded from accessing CIAG services.
- 4.44 Local Authority data offers other avenues of data sharing that may be more fruitful. The individuals who engage with employment programmes discussed in Section 3 (such as CfW+) that use Working Wales as a gateway will be registered on the

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<sup>25</sup>[The Children Act 2004 Education Database \(Wales\) Regulations 2020 \(draft\)](#)

Careers Wales database once they have received an intervention. This potentially offers opportunity to record information on educational background, previous interventions, individual circumstances or barriers, and aspirations for customers not already known to Careers Wales, but importantly to provide personal information needed to match and link any data on prior interactions with Careers Wales.

### ***LEO***

- 4.45 The LEO dataset is created by linking multiple administrative data sets. Its primary aim was to provide better evidence on pathways from school to the labour market. LEO has been used to look labour market outcomes in relation to prior educational attainment. Whilst LEO offers potential to track destinations, similarly to the Destinations Survey, linkage to DWP and HMRC data provide even greater potential to consider pathways over time rather than cross sectional snapshots.
- 4.46 For Wales, LEO data is created by sharing LLWR, PLASC, Post-16 PLASC and EOTAS with the DWP. The DWP then undertake a matching process to combine these sources with DWP benefits, HESA JACS subject and outcomes, and HMRC earnings data. This provides a picture of the educational trajectory from KS4 to employment.
- 4.47 Due to the complexity of linking all these data sources for the UK nations, there is a lag in the provision of data which means that LEO can only be used to undertake historic analysis. Analysis could support consideration of destinations beyond the education data sets that are currently available to Careers Wales. However, there are also complexities in accessing LEO data. Whilst the English data is currently available for research purposes via the ONS SRS, SAIL are currently undertaking negotiations to gain access to LEO but there is uncertainty as to when, or if, this will occur<sup>26</sup>.

### ***Department of Work and Pensions data***

- 4.48 Data held by the DWP can provide a significant source of information that can enable the identification of those who may require additional support. In particular, those who are in receipt of welfare benefits can provide an indication of the need for support, or outcomes for individuals who have been customers. Those

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<sup>26</sup> [LEO Privacy Notice](#)

interviewees working in employment support identified a lack of routine data provision on individuals in receipt of benefits, noting that provision was ad hoc.

4.49 Careers Wales historically secured data sharing agreements with the DWP but as Universal Credit began to replace income-based ‘legacy benefits’<sup>27</sup> in 2013 this agreement lowered its effectiveness over time as the volume of links to Careers Wales data decreased because Universal Credit was not included within the agreement. A lack of provision of information on those receiving benefits and therefore of NEET status and eligible for support to return to work diminished Careers Wales ability to offer support.

4.50 Careers Wales are undertaking negotiations with DWP in order to acquire data and are in the process of developing a Detailed Business Requirements case. Negotiations are moving towards monthly provision of data that will enable the identification of NEET status and those now resident elsewhere in the UK. Universal Credit Work Regime data could also be provisioned which classifies recipients’ ability to work. Four conditionality groups distinguish between:

- those who are unable to work (for example, those with children under one, have caring responsibilities or work-limiting health conditions)
- those who might undertake work preparation (for example those with children under compulsory school age or a short-term/temporary health condition)
- those who are able to work and are required to actively seek work
- and those who have no work-related requirements.

The data may also contain a flag that indicates individuals are receiving premium payments for caring responsibilities. Where Universal Credit claimants are no longer eligible for receipt of the benefit, the classifications of reasons for closure of a claim are provided (displayed in Table 4.1).

4.51 In discussing processes for data sharing it seems likely that names and postcodes will be utilised to identify individuals and cases will be matched and linked to the Careers Wales data. The agreement will be modelled upon a recently negotiated

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<sup>27</sup> Legacy benefits include Jobseeker’s Allowance, income-related Employment and Support Allowance, Income Support, Working Tax Credit, Child Tax Credit, and Housing Benefit.

data sharing between the DWP and Scotland for similar purposes. It is hoped the agreement will be concluded and data shared in 2022.

- 4.52 The provision of DWP data has implications for the YPG and the Employability Plan as it would aid assessment of the number of 16–24-year-olds who are seemingly able to work but are not currently in work. The data would enable quick classification under the YEPF Tier System. This would also benefit partners by relatively swift identification and sharing of information when individuals change Tiers and who may be eligible for access to different support services provided by organisations to whom Careers Wales make referrals, for example as part of the Working Wales programme. There is also potential to track the outcomes for individuals who have had interventions from Careers Wales, though this is very much reliant on LAs recording outcome information and sharing this with Careers Wales.

An alternative approach to tracking outcome using DWP data could be to utilise the recently established Employment Data Lab, designed to enable the evaluation of employment related interventions carried out by third party organisations such as Careers Wales. The Employment Data Lab uses administrative benefits and employment data to compare the outcomes of people who have received an intervention with those who do not. By providing the Employment Data Lab with customer data, public and third sector organisations who provide employment services can request analyses that aim to demonstrate which interventions work. The results of analyses are compiled into a report and shared with the requesting organisation. Such a service supports tracking the outcomes of particular customer groups who are engaged on a specific intervention, the outcomes of which would be expected ‘hard’; e.g. a reduced length of time on benefits. As the Employment Data Lab undertake the analysis in-house, this can reduce the analytic burden within Careers Wales but it would likely still require a significant amount of time in developing proposals, preparing and transferring data, facilitating understanding of the analysis needed and the interpretation of outputs.

**Table 4.1: DWP Universal Credit Claim Closure Reasons**

Closure reason	Description
Ineligible Capital	Claimant has available capital, savings or property over £16k
Ineligible, state pension age or pension credit age	Claimant turns pension age therefore will claim an appropriate benefit.
Fraud intervention	Fraud team request the claim to be closed.
Moved abroad	Left the country for longer than the permitted time period. Claimants can only leave the country for 4 weeks unless there are special circumstances.
Full time education	Some claimants can't claim UC if they are in full time education. This depends on their household circumstances and what work group they are in.
Deceased	There has to be a "verified" date of death present on CIS before a UC claim can be closed.
Incorrect NINO	If a NINO is incorrect a new claim will have to be created to input the correct NINO.
New claim not eligible or entitled	Claimant is not entitled to UC from the start of the claim, any of the closure reasons can apply.
Ineligible aged 16 or 17	Special criteria has to be met to enable a 16/17 to claim UC.
In legal custody	On remand
In prison	In prison and have been sentenced.
Claimant commitment not accepted	Claimant is required to accept their commitments via their journal or their claim will close.
Insufficient evidence	Claimant has been requested to provide specific information/evidence but has failed to provide it in the time allocated.
Moved to Northern Ireland	Claim has to be closed, the claimant will then make a claim in Northern Ireland.
Failed to book initial interview	Claimant is required to book their initial new claim appointment, if they fail to do so their claim is closed and they have to start the whole process again.
Outside UC digital postcode	No longer used as the UCFS is now rolled out nationwide.
Failed to Attend	Claimant has failed to attend a mandatory appointment with either DWP or a provider.

Source: Supplied by DWP.

## **Data Hub Governance**

- 4.53 When considering the feasibility of data linkage and sharing as a key aspect of policy delivery, the question of which organisation should lead was explored. From interviews, Careers Wales were deemed to be the most suitable organisation for a number of reasons. Firstly, they already hold vast amounts of data on pupils, learners and the unemployed. Secondly, they were seen to be an organisation that operates at arm's length from Welsh Government that could not be said of other services provided by local authorities for example – understood as creating a level of impartiality and with a high degree of customer trust. Furthermore, Careers Wales was seen to be an organisation that would promote engagement 'as a collective', working with partner organisations to ensure data flows led to successful and appropriate data sharing.
- 4.54 LAs were not deemed to be best placed due the variation in data collection mechanisms and software. Also significantly, in terms of operational suitability, the number of local authorities was seen to be a hindrance to successful and efficient organising. Central organisations, such as DWP, were not believed to be viable due the removed nature of its central government functions. When considering the potential of Welsh Government to develop and host a centralised system concerns were raised that this would lead to delays in data provision and that embedding this function was risky as it was felt there would be less accountability or critical engagement.
- 4.55 Should Careers Wales move forward as a lead for a data intelligence hub, there then remain questions about who the 'data owners' and 'data controllers' are. This is perhaps less problematic than it first appears. Each partner organisation can remain the data owner and controller of their information, and Careers Wales would in these cases be considered a 'data processor' or as a joint controller. As a data processor, Careers Wales would have to maintain a record of all processing operations (which is traceable with the Atlas /Dynamics environment), would be responsible for implementing appropriate security measures, and need processes to inform a controller immediately of any data breach. This remains in line with GDPR. For Careers Wales to be a joint data controller, they would need to be mentioned as such within organisational privacy notices.

## **Examples of Linked Data Analysis**

- 4.56 In the following section we present 3 short case studies that exemplify the potential benefits of linking data sources using Careers Wales and education data<sup>28</sup>. Under the Administrative Data Research project, funded by the ESRC, we have secured access to de-identified administrative education records, and Careers Wales customer data, including Career Check. The first example utilises Careers Wales administrative data alone to consider how assessments of provision need for individuals relates to actual service provision. The second example shows analysis of Career Check linked to pupil data to show the importance of wider characteristics in determining choices, and the third looks at outcomes using both administrative customer data, school pupil data, and Post 16 PLASC and the LLWR to explore the impact of Careers Guidance.

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<sup>28</sup> Further information on [ADR work on Careers Wales data](#)

## **Case 1: Service Requirements and Service Delivery Among at Key Stage 4**

With the support of responses to Career Check, from Year 9 onwards Careers Advisers in schools begin to prioritise the clients in the year group based on their likely service requirements. These requirements are recorded within the administrative records and can be reviewed and amended if required. By comparing data on service provision with service requirement, the degree to which services provided by Careers Wales are targeted can be assessed. Table 1 reveals that among Year 11 pupils, three quarters of pupils (75%) were identified as requiring an ‘Individual Interaction’, either in person or digitally. Just over half of pupils (53%) were identified as requiring a ‘Group Interaction’. Most pupils who require individual or group service provision are receiving these services (80% and 92% respectively). It also shows a high proportion of those who are not flagged as requiring individual or group provision still receive these services (approximately 63% and 72%).

**Table 1: Individual or group provision (in person and digital) by requirement**

**(Year 11 Pupils, 2017/18-2018/9)**

<b>Individual/Group Intervention being Identified as Required</b>	<b>Percentage receiving individual provision</b>	<b>Percentage receiving group provision</b>
<b>Not required</b>	62.9 (25%)	71.9 (47%)
<b>Required</b>	80.1 (75%)	91.5 (53%)
<b>Total</b>	75.7 (100%)	82.3 (100%)

The identification of service requirements also flags pupils who need an Individual In-Person Interaction (46%). Looking across the full range of One to One – In Person provision, Table 2 shows that among those pupils identified as needing an Individual In-Person Interaction, 85% receive some form of One to One In-Person Provision. Three quarters receive One to One – In Person Careers Guidance. Whilst the proportion of pupils receiving Careers Information and Careers Advice is lower than those who receive Careers Guidance, there remains a clear prioritisation of provision for those identified as needing Individual In-Person Interaction.

**Table 2: Percentage of Pupils Identified as Requiring In-Person Intervention by Receipt of that Intervention (Year 11 Pupils, 2017/18-2018/9)**

<b>Individual In-Person Interaction Required</b>	<b>% Receiving Individual In-Person Intervention</b>			
	<b>Careers Guidance</b>	<b>Careers Information</b>	<b>Careers Advice</b>	<b>Any One to One – In Person Provision</b>
<b>No (54%)</b>	33.9	14.0	8.3	44.9
<b>Yes (46%)</b>	75.1	23.6	16.6	84.7
<b>All (100%)</b>	52.9	18.4	12.1	63.3

## Case 2: The Importance of Gender and Free School Meal Eligibility on the Career Aspirations of Key Stage 4 Children

The Career Check survey helps Careers Advisors identify pupils who are most in need of support. The survey contains valuable information about intended pathways, occupational preferences, perceived barriers, and confidence with decision making. However, it does not contain information on the socio-economic backgrounds of children. This can be addressed by combining it with data on Free School Meal eligibility from the National Data Collection.

Table 1 shows the top 15 first choice career choices selected by Key Stage 4 children in Wales. Approximately 85% of the children responding to the survey selected one of these 15 categories as their first-choice career area. Overall, the top three career areas are Health and Medical (10%); Leisure, Sports and Tourism (9%) and Engineering (8%). The shading of the heatmaps reveal that employment within Health and Medical related areas was of particular importance to females (15%), whilst males were more likely to express a preference for working in the areas of Leisure, Sports and Tourism (14%), Engineering (14%) and Computers, Software and IT (12%).

The analysis further reveals that the gender stereotyping of career preferences is greater among children who are eligible for Free School Meals. For example, whilst 9% of females stated that their first-choice career area was Childcare, this increased to 14% among those eligible for Free School Meals – making it the most commonly selected career area among that group. A similar finding emerges for Hair and Beauty. Whilst 8% of females stated this as their first choice Career Area (ranked 4<sup>th</sup>), this increased to 13% among those eligible for Free School Meals (ranked 2<sup>nd</sup>). The analysis demonstrates how gender and socio-economic background interact to influence the career expectations of children in Wales.

**Table 1: Career Preferences of Key Stage 4 Children in Wales (Year 11 Pupils, 2015/16 to 2018/19)**

Job	Females			Males			All KS4 Children
	Non-FSM	eFSM	All	Non-FSM	eFSM	All	
Health and Medical	15.4	11.6	14.9	4.4	2.8	4.2	9.5
Leisure, Sports & Tourism	5.1	3.3	4.8	13.8	11.2	13.5	9.2
Engineering	1.4	1.3	1.4	14.1	14.1	14.1	7.8
Computers, Software & IT	1.2	1.0	1.1	11.5	12.0	11.6	6.4
Art & Design	8.6	9.6	8.7	3.5	3.9	3.6	6.1
Emergency, Security and Armed Services	3.5	3.9	3.6	6.9	7.6	7.0	5.3
Law	6.8	5.8	6.7	3.7	2.8	3.6	5.1
Teaching & Education	7.8	5.6	7.5	2.6	2.3	2.5	5.0
Animal Care	7.5	7.7	7.5	1.8	2.3	1.9	4.7
Building & Construction	0.4	0.5	0.4	8.2	12.2	8.7	4.6
TV, Film and Media	4.4	3.3	4.2	4.7	4.3	4.6	4.4
Childcare	7.8	14.1	8.7	0.2	0.3	0.2	4.4
Science & Research	4.0	2.5	3.8	4.9	2.8	4.6	4.2
Hair & Beauty	7.0	12.6	7.7	0.4	0.5	0.4	4.0
Performing Arts	5.4	4.0	5.2	2.3	2.4	2.3	3.7

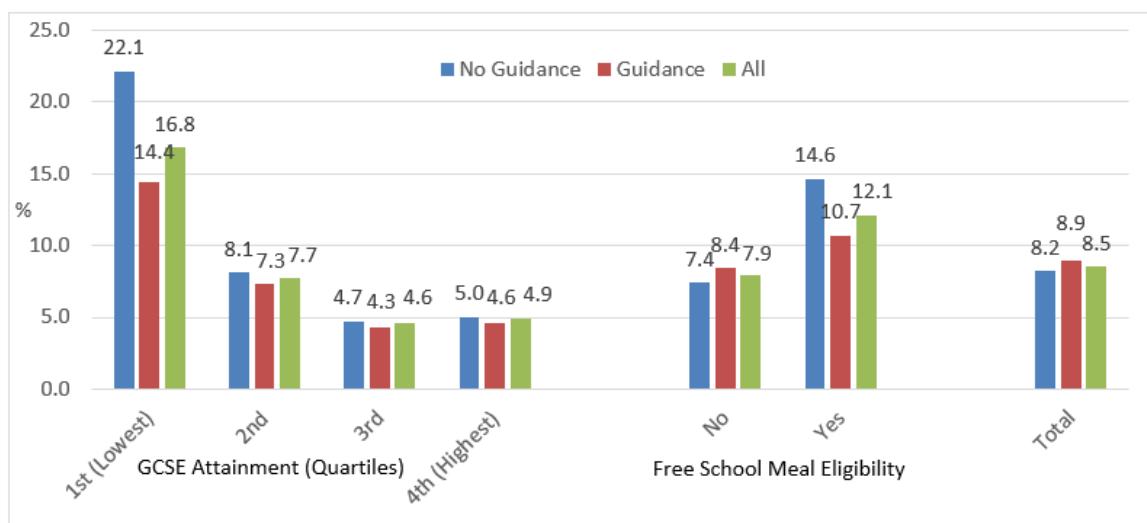
## Case 3: Effectiveness of Careers Guidance in Supporting Participation in Post Compulsory Education and Training

The transition from learning to work is becoming increasingly complex and the provision of careers guidance to those in school is felt to play a critical role, particularly among those pupils from poorer backgrounds. So can the provision of Careers Guidance within schools be demonstrated to influence transitions to Post Compulsory Education and Training (PCET).

Data from the Welsh National Data Collection Pupil Level Annual School Census (NDC PLASC) has been linked to the Post-16 Pupil Level Annual School Census, and the Lifelong Learner Wales Record (LLWR). These data can identify those pupils who either remain within a Sixth Form (captured by Post 16 PLASC) or those who move to the FE sector – including those registered for Work Based Learning (captured by LLWR). The analysis examines the transitions of 2 cohorts of pupils, those who were in Year 11 during 2016/17 and 2017/18. The transitions of those who receive a one-to-one Guidance Interview during KS4 are compared to those who do not.

Across these 2 cohorts of pupils, approximately 9% do not go on to participate in PCET (see Figure 1). This figure is marginally higher among those who receive a Careers Guidance Interview (9% compared to 8%). The problem with such broad comparisons is that they fail to consider differences in the circumstances of pupils who are prioritised by Careers Wales as needing support, including those with lower levels of academic attainment and those from poorer households. Among the lowest quartile of GCSE attainers, 17% of pupils do not go on to participate in PCET. This figure increases to 22% among those who do not receive a Careers Guidance Interview. Similarly, among those who are eligible for Free School Meals, 12% do not go on to participate in PCET. Once again, this figure increases to 15% among FSM eligible pupils who have not received a Careers Guidance Interview. The analysis therefore appears to suggest the Careers Guidance impacts upon the transitions of pupils with low levels of educational attainment and those who are eligible for Free School Meals.

**Figure 1: Pupils Not in Education or Training Following Year 11 (Year 11 Pupils, 2016/17-2017/18)**



## **Summary**

- 4.57 It is clear that Careers Wales' data can provide opportunity to assess the needs of customers through detailed records on interactions as well as additional survey data. However, the data do not provide opportunity to look beyond particular characteristics. Other administrative sources, such as educational records and DWP data could provide further detail in relation to the characteristics of Careers Wales customers. Such information can facilitate improved segmentation of the Careers Wales client base. Such analysis allows clients to be grouped together in terms of their shared characteristics, supporting effective service provision and service evaluation. The improved evidence base could support strategic planning, funding bids, resource allocation and the development of services. Data on client outcomes could support the evaluation of service impacts. External partners including school-based guidance counsellors, learning providers and those involved in the delivery of employment support programmes could benefit from the availability of more information about clients. This could support the early identification and support provided to those who are at risk of becoming NEET and to track their progress. Data collected by public bodies in the provision of employment support services could increase understanding of the efficacy of provision for adults, leading to improvements for working-age customers.
- 4.58 Given the wide variety of customer groups and partners with which Careers Wales works with, this volume of data raises significant questions regarding what the key items of data are that stakeholders would wish to see at the 'front end' of any database that can be interrogated by stakeholders. Furthermore, each of the data sets discussed above are hugely complex in themselves. It is likely that measures from each will need to be derived that can distil the data into a format that is suitable for interrogation, person level linkage and subsequent analysis. Detailed analysis of the data combined with discussions with colleagues will be required to develop agreed methods of aggregating the data in a way that distils the information held without losing valuable information about customers. These types of questions need to be asked of all the different data sets that could be combined.

## **5. Potential Approaches**

5.1 Having considered the legal pathways for data access, the data available, and the needs of Careers Wales and partners, we now put forward six avenues that Careers Wales could pursue in developing their utilisation of customer and other administrative data to monitor and improve provision, outcomes and evaluation. The Options include:

- continuing current activity with no changes
- developing greater access and more effective data flows to establish a Datahub, building on current practices
- a Datahub Plus, that would allow partners editing rights to data fields
- a Data Portal for customers, use of secure data services provided by other organisations
- and finally, research based partnerships.

For each option we will consider the operational, economic, technical, legal and scheduling feasibility, where appropriate. The Options are not separate, heterogeneous avenues, except Option 1 (in this scenario no changes would be made to Careers Wales operations). Options 2 to 4 focus on expanding the use of administrative data in differing ways, building upon current Careers Wales work, and Options 5 and 6 focus on external resources and relationships.

### **Option 1: Business as Usual**

5.2 Many of the limitations detailed in Sections 3 and 4 continue to apply if there are no changes to Careers Wales capacity to undertake data sharing, data linkage, and receiving and providing data with partnership organisations.

#### *Operational*

5.3 Careers Wales have established IT and MIS (management information systems), and quality and planning teams who currently have responsibility for data issues – such as reporting, destinations. There is only one data analyst within the organisation, and therefore there are limits to the extent that data-driven knowledge can be produced and shared.

5.4 Careers Wales continue to advocate for, negotiate and review Data Sharing Agreements (DSAs) with schools, providers and partners with the objective of securing 100% coverage. Variation in the completeness of data provided and frequency of

sharing across schools in Wales may continue. There will also be limited access to customer characteristics for profiling and planning, and outcomes for older clients. The successful completion of data sharing arrangements with DWP will improve the tracking of outcomes, but this will only partially address monitoring needs for customers.

*Economic*

- 5.5 Should Careers Wales not take any further action to develop data utility, no additional costs will be created.

*Technical*

- 5.6 In terms of technical issues, Careers Wales currently use Azure data warehouse to store data, and Microsoft Dynamics and Atlas to input and manage that data. A recent shift from an IO database to Atlas has led to a temporary reduction in access to data for those partners with Power Bi licences. Currently, access is provided to just over 100 external partners (mostly EPCs) who can assess the number of NEETs in Tiers 1 and 2. Careers Wales could continue development of the new Atlas system and viewing of Power Bi content.

*Legal*

- 5.7 Access to data would continue to be supported by individual DSAs with schools, WASPIs with Local Authorities and provisions discussed in Section 3. These have some limitations, particularly where WASPIs do not cover identifiable data and where schools do not currently transfer data to Careers Wales.

*Scheduling*

- 5.8 A key component of scheduling is the provision of data. DSAs would continue to be renegotiated biannually. Schools continue to upload via a secure upload area according to the DSA specifications. LLWR data items would continue to be provided for the destinations survey and monthly reports on those leaving FE (and therefore in Tier 3).

## **Option 2: Datahub**

- 5.9 There is potential for Careers Wales to increase its role in supporting access to data for internal and external use. The development of systems and data infrastructure that can support collaborative working for the delivery of public services were strongly supported by the participants interviewed. There are three suggested key features of the data hub: digital access for colleagues and partners; access to enable users to see aggregate data to support operational planning; access to individual data to support effective service provision. This datahub would focus not only on utilising data within Careers Wales but providing support and access to partners. This could include greater access to information by schools and FE and LAs. Data utilisation can support appropriate service delivery decisions for target customers; monitoring preferences, choices and destinations; provide continued support to leavers, perform evaluations, and segmentation analysis.
- 5.10 Currently Careers Wales take a snapshot of their database each month to provide data for monitoring purposes. Whilst the operational database will record histories, activities and outcomes for up-to-date information, the snapshot could provide the basis for an analytical database that can be utilised for more complex statistical analysis. The operational database (Atlas) links to Power BI, a powerful tool for visualising and accessing data.
- 5.11 Careers Wales already operates multiple data sharing policies and has mechanisms and processes in place to support this activity. By expanding access and improving data collections, the utility of the data can be increased. Power BI licences play an important role in providing access to data and reports and would be central to the datahub. Via membership to a Power BI ‘app’, content including dashboards (showing key metrics) spreadsheets, reports as well as datasets can be viewed (and with the right permissions edited and downloaded/printed). Systems designers can manage permissions to specific data within a Power BI workspace and protect fields that should not be available to all granting access only where legal pathways are in place. The creation of apps by Careers Wales can provide access to up-to-date reports on information at aggregate level, for example by local authority or by scheme, to see descriptive analysis of data such as participant characteristics, or the number of NEETs in a LA. It could also include access to individual level data, for example on occupational interests or barriers.
- 5.12 The key individual data fields that could be held within the database are detailed in Table 5.1.

**Table 5.1: Datahub Minimum Individual Data Fields**

Item	Description	Source
Personal identifiers	Full name	Careers Wales
Contact details	Address/phone number/email	Careers Wales
Date of Birth	-	Schools, Careers Wales
Current Status	Education (school, PCET, University), employed, unemployed	Careers Wales, DWP
Tier	5 tier model grouping indicating NEET or EET status	Careers Wales, DWP, LAs, LLWR, Youth Services
FSM	Eligibility for Free School Meals	School data
LAC	Looked After Child status	School data
SEN/ALN	Primary SEN or ALN need	School data, LLWR
Ethnicity	Ethnic group	School data, LLWR
Qualification Level	NQF Level, highest educational achievement	School info, customers, WED
Aspirations	Intended destination	Career Check
Barriers	Barriers	
Preferred occupation	Primary employment interest	
Working Wales referral	Scheme	Working Wales
Working Wales outcome	NEET/EET status	Working Wales, LAs
YPG intervention	Interaction type	Working Wales, Careers Wales, LAs, Providers
Course information		LLWR, School data
Job information	Current role	Customer, Working Wales
YPG outcome	NEET/EET status	LAs, Providers
YEPF engagement	Interaction type	Working Wales, Careers Wales, LAs, Providers
YEPF outcome	NEET/EET status	LAs, Providers

### *Operational*

- 5.13 Operationally, the development of external access to data held by Careers Wales has potential to impact on Careers Wales planning, delivery and evaluation. Due to limited staffing within Careers Wales to undertake data management and analysis, the introduction of new roles within Careers Wales would be necessary to support the strategic coordination and facilitation internally and across partnerships. The all-age provision provided by Careers Wales means there are complex operational and data needs across several partners, with schools, colleges, local authority teams and across a variety of policy programmes playing a role. A key strategic lead within Careers Wales would facilitate and drive the development and planning of data processes and technical systems and detailed implementation plan. Responsibilities would include liaising with partners (particularly policy leads, EPCs, data controllers and DPOs), supporting DSA reviews, scheduling provision of data and activities and coordinating necessary technical developments to create the dashboards and reports needed in Power BI. There could be significant potential for this role to help deliver strategic direction needed under the YPG and YEPF. There is also potential for this role to support liaison and partnership work with employers and RSPs to increase the potential of workforce and labour market data to support customers and partners. LMI data that could be accessed via the datahub includes information on jobs and courses by area, and aggregate data similar to that available on InfoBaseCymru<sup>29</sup> on sectoral employment and qualification levels by geographic region.
- 5.14 There would also be a need for a system developer and data analysts to support this work. Responsibilities would include clear identification of the data needs for partner organisations, enabling access, producing intelligence and insight reports as well as evaluation and work to support aligned systems. Further to the work of the IT, MIS and quality and planning teams in Careers Wales, these roles would enable quality assessments, assess needs across organisations, and ensure sharing mechanisms and scheduling are appropriate. This is particularly important given the variation and compatibility issues identified in the collection and storage of data across partner organisations. Assessment of data quality would enable Careers Wales to share outputs with confidence, manage risk and make improvements as work in this area develops.

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<sup>29</sup> [InfoBaseCymru](#)

These roles would also enable work on segmentation analysis to occur, and generation of reports, dashboards to support provision, beyond the operational reports that are currently produced by the MIS team. Less senior roles would have responsibilities towards routine data administration, quality checking and providing support to partners.

- 5.15 There is also a need to consider operational impacts upon partner organisations in terms of their skill, capacity, and resources to provide data and effectively utilise this. Cooperation and buy-in from LAs and others would be crucial given likely additional work to consider capacity for, and implementation of, infrastructure development and data management (flow, storage, processing and analysis of data). Management of relationships with partners would be a key responsibility of a senior lead.
- 5.16 The development of the datahub would also need to be delivered with a clear plan for increasing the skills of staff and partners in using the datahub. A potential model for this could be built upon the Y Lab Infuse programme<sup>30</sup>. This aims to increase potential for innovation and data use within Local Authorities and public service organisations. The programme aims to “focus on how new skills, tools and different ways of thinking can help solve shared regional challenges by taking a collaborative approach. It’s hoped Officers will develop new tools and methods that can be used to improve future service delivery – creating efficiencies, saving money or improving the impact of service delivery for the people who use and deliver them.” The programme is provided by Cardiff University academics, with support from Nesta, and can be tailored to specific regional needs or issues. Such a scheme could provide training in purpose of data sharing and analysis, data systems and offer practical support to utilise analytical techniques. A programme of communications and training would also be beneficial in embedding effective and appropriate use of data and increasing impact.

#### *Economic*

- 5.17 An increased responsibility to manage, quality assure, and analyse data will require investment. Infrastructure is in place within Careers Wales, but there would be costs related to the additional staffing that would be required in Careers Wales and Power BI licences, which support effective data access, analysis and management. There are also potential costs to provide training and costs for partners to support data flow.
- 5.18 Due to the small number of staff engaged in data management and acquisition at Careers Wales, it is suggested that new roles are created to facilitate strategic co-

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<sup>30</sup> [Y Lab Infuse](#)

ordination across partners, develop systems and processes for routine data sharing, and support quality data provision. The introduction of 5 additional roles, could cost approximately £230,000 per annum. Potential costs, as discussed with Careers Wales, are outlined in Table 5.3. Staffing increases could be introduced incrementally as the datahub becomes embedded in practices. Data administrators would undertake day-to-day maintenance of the shared data spaces and liaise with partners to quality assure the data. Further discussions would need to be held internally in Careers Wales to fully outline the responsibilities that would need to be fulfilled, this information is provided for indicative purposes only.

**Table 5.2: Potential role annual costs**

Role	Salary	Salary including on-costs
Strategic Lead	£48,600	£61,722
Data Analyst	£48,600	£61,722
System Developer	£34,100	£43,307
Data Administrator	£25,000	£31,650
Data Administrator	£25,000	£31,650
Total		£230,051

Source: Careers Wales

- 5.19 Costs for licenses would also be significant. The current 104 Power BI licenses provided to external partners (mostly EPCs and employability officers based in LAs) would need to be increased, particularly to allow access to schools and FE providers. By providing access to schools and FE providers, these organisations will gain access to information on careers aspirations and motivations from Careers Check, and LMI that can inform provision. Estimated costs are outlined in Table 5.3. These estimates are based on costs provided by Careers Wales. Assumptions have been made that one lead in every maintained school and FE college in Wales would have access, and that provision to LAs would continue in the current numbers. There may be valid reasons for increasing access to more staff or other organisations. Other partners, for example those in RSPs, might also identify appropriate roles that could make use of the data. Costs here also

depend on the type of license that is provided to individuals, full licenses might be preferred for some users and not others. As such, total costs for Team licenses should be considered as minimum value. Full license costs should be considered as an indicative maximum, though the approach adopted and the numbers given access could increase these costs. Costs might be reduced should Careers Wales explore the potential for having a Capacity license, which allows Azure/Atlas data to be embedded in a workspace, and apps controlled by Pro user administrators.

**Table 5.3: License cost estimates**

Partner	Number	Team License (£10 per user per month)	Pro License (£46 per user per month)
Schools	182	£1,820 per month	£8,372
FE	13	£130	£598
LAs	104	£1,040	£4,748
Total per month	245	£4,030	£13,753
Total per annum	-	£48,360	£165,306

Source: Careers Wales interviews

- 5.20 Resources might also be needed within partner organisations to improve data systems and provisioning. (These assessments were beyond the scope of this project due to limited time and resources, this is envisioned to be a key aspect of the strategic lead's role).

*Technical*

- 5.21 A significant amount of work would need to be undertaken to explore the best approach to licensing partners, but the key technicality will be development of workspaces, dashboards and apps that contain all the appropriate information, levels of access and permissions.

Azure, MS Dynamics, Atlas and Power BI provide a powerful resource to make the most of data. Azure, as the data warehouse, is the central repository for data. MS Dynamics allows data to be collated from various software, such as the Atlas database, and Power BI provides access to visualisations, dashboards, and the data itself. Interestingly, MS Dynamics and Power BI can pull data from a number of different sources. As such Careers Wales might investigate the potential of drawing data from external partners systems and automating this process to reduce the burden of data provisioning.

*Legal*

- 5.22 Careers Wales can access, via UK GDPR lawful basis public task for education data, and have the opportunity to seek consent from those 24 years +and over. Careers Wales will need to continue with DSAs and WASPI to access individual level data, and information from partners. However, Careers Wales and Welsh Government could work together to alter the LLWR privacy statement to include data sharing with Careers Wales for individuals that are not already within the Careers Wales CRM, and to consider the scope of legislation for over 18s where data sharing may be critical to the success of projects such as the YPG. This may be affected by the TER Bill implementation, which should be closely monitored. There would be limitations on retrospective use, for example historic data could only be utilised where consent was sought for variation in use. For YEPF and older groups, Working Wales' gatekeeper role provides a good basis for data sharing.

- 5.23 Careers Wales should also discuss with UCAS and HESA data access to registration, subject and outcome data, as there are legal provisions for access to support delivery, as discussed in Section 3. Researchers who wish to utilise data can do so by accessing anonymised data within the ONS Secure Research Service, and for Wales, via the SAIL

databank. There may be costs involved in accessing UCAS and HESA data that would need to be further explored.

*Scheduling*

- 5.24 It is envisioned that it would take a minimum of 24 to 36 months to develop a datahub. In the first 12-18 months Careers Wales management would need to secure or allocate funding, develop an implementation plan, hire new staff and co-design internal systems, processes and software with partners. It would also be advisable to undertake consultation exercises about the exact nature of the data hub design. In the following period, Careers Wales should begin implementing plans, securing necessary agreements and documentation, developing and checking systems and beginning to pilot the system with current users. Agreements on data formats and classifications would be needed to ensure alignment of systems that allow aggregation and comparison across various partners, a challenging process. Once the complexities of legal access and data infrastructure and format have been negotiated and secured, Careers Wales could begin to consider engagement, communications and tailored training internally and externally. After implementation, Careers Wales should undertake an audit of the resources and use of the datahub, internally and by partners.

**Option 3: Datahub Plus**

- 5.25 This option provides not only access to view data but would enable licensed users to add or update data. Actions taken by permitted licenced users can be monitored and audited. The role of data administrators would be significant in supporting this work. The purpose of providing access to the underlying data would be to improve the accuracy of the data and enable early identification of needs to target interventions.

*Operational*

- 5.26 The Datahub Plus, would operate as the Datahub but would increase the contribution of external organisations by adding or updating data. Dependent upon evaluation of the success of the Datahub, Datahub Plus would become more of a central data repository for all partners.

### *Economic*

Employee resources would be required in updating access permissions, possibly creating new fields for specific users or organisations, and monitoring this over time. Careers Wales should assess, as part of the evaluation of the implementation of the Datahub, whether further resources are needed to support enhanced access. Again, training would likely be necessary to ensure accurate and appropriate use.

### *Technical*

- 5.27 Technical developments would focus on updating permissions to grant the correct access to the appropriate data fields. Not all licensed users would need this type of access. Discussions between Careers Wales and partners would need to justify access for particular roles.

### *Legal*

- 5.28 Prior to implementation, assessments of the legal grounds for altering data within Power BI should be reassessed as there are likely to be changes as a result of proposed legislation.

### *Scheduling*

- 5.29 Additional plans and timelines should be created to prepare access and undertake training. This is expected to take approximately 6 months to realise.

### **Option 4: Datahub Portal**

- 5.30 Within the interviews, particularly from LA participants, a need for better digital services that support coordinated and collective approaches to education and employability support was raised. Careers Wales customers that have the most complex barriers often lack access to maintain records, store documents, and manage engagement with services. A Datahub Portal could support this need, as well as provide potential for customers to review their own data and contribute to data quality management.

- 5.31 Within a Datahub Portal, individuals in Wales would have access to a dedicated spaces which would enable them to:

- Review records held by Careers Wales in relation to contact details, qualifications/training, engagements and referrals.
- Notify Careers Wales of changes
- Upload training records/certificates or other relevant documentation

*Operational*

- 5.32 Further interrogation of the need for such a service should be undertaken with partners. This should assess whether this service is beneficial, and whether this should be offered by Careers Wales or other organisations. The main anticipated operational impact would be to generate tasks that could be led by Datahub focused staff related to systems development, data maintenance and checks.
- 5.33 The benefit of introducing a portal is that further tracking of training and employment would be possible, helping to reduce issues associated with missing data, providing a picture of individuals educational and employment journeys where access to school or other data is not available. This would, however, be reliant on customers providing updating the information

*Economic*

- 5.34 Economically, there may be further investment needed in staffing for systems development, maintenance and quality assurance.

*Technical*

- 5.35 Careers Wales would need to allow individuals to register on their web-site. Careers Wales would therefore need to develop the background systems and infrastructure for a portal. This work could be undertaken by the datahub systems developer.

*Legal*

- 5.36 It would be necessary to develop a privacy statement to inform customers of data uses, and consent would need to be gained on registration as this would be a new data source, controlled by Careers Wales, and not covered by existing legislation.

- 5.37 *Scheduling*

Again, estimated timescales for development would be similar to that of the Datahub. Careers Wales would need to engage with customers and partners to assess needs; develop systems. This option should only be explored once the primary aims of the Datahub are working effectively in practice.

## **Option 5: Secure Research Services**

5.38 There are a number of Secure Research Services operating that can support access to administrative data sources. As discussed in Section 4, Careers Wales are already engaged with ADR researchers who undertake analysis in the SAIL databank. However, other secure research labs exist that offer other avenues of research. Here we consider the benefits of using SAIL, and the DWP Employment Data lab. None of these secure research services provide access to data that enables the identification of individuals, they utilise data that has been de-identified and operate procedures that reduce the risk of identification or harm to individuals.

### **SAIL databank**

- 5.39 Operated by Swansea University, SAIL Databank offers safeguarded access to anonymised population data in a secure environment to conduct research analysis which manages privacy risks, and where processes and infrastructure are ISO 27001 certified. SAIL utilises Secure e-Research Platform (SeRP) environments to provide access to data once a project is approved.<sup>31</sup> Data held in SAIL is detailed in an Asset Manager<sup>32</sup> and broadly comprises administrative data on the population of Wales including health data, family justice data and administrative data. Administrative data includes education data (compulsory to HE), data on Looked After Children, Careers Wales customer data and Career Check, and the 2011 Census.
- 5.40 There is an application process for SAIL, in which applicants must state the project aims, detail data needs, analysis and potential outputs as well as evidence of public benefit. This application is reviewed by a governance panel who have power to approve or reject proposals. Data owners have the right to decline permission to use the data for any reason. Once a project is approved, data is provisioned to a project folder that is accessed by researchers (who have completed approved training on data protection and data disclosure) via a virtual desktop. Outputs of analysis are checked and cleared by SAIL disclosure teams to ensure that the potential for identification of individuals is minimised and outputs adhere to SAIL rules.
- 5.41 Economically there are costs involved with accessing SAIL that enable SAIL to provide support during application processes and around data management and infrastructure

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<sup>31</sup> There is a Welsh Government SeRP hosted in SAIL that is utilised for analysis that does not require linked data and does not have access to the breadth of data sources available in SAIL. This does not appear to be a suitable avenue for Careers Wales to pursue.

<sup>32</sup> [SAIL data asset search](#)

(it is not a charge for use of the data). Costs vary depending upon the specifications of a project, such as the number of datasets, number of people accessing the data, the duration of the project, the complexity in providing the data and infrastructure needs such as software needed and RAM or processing power<sup>33</sup>.

- 5.42 The data held in SAIL provides the opportunity to undertake research on de-identified data to explore trends in key policy areas of health, education, careers guidance and family justice. The lab environment provides access to analysis ready data sets and statistical software to support evaluations and analysis of data.

### **DWP Employment data lab**

- 5.43 The DWP Employment Data Lab (discussed in Section 4) allows organisational data to be linked to HMRC, DfE and DWP data to allow assessment of employability and employment intervention outcomes. Besides providing the potential to link to data that is very difficult to access by other means, the Employment Data Lab allows counter-factual analysis. This technique uses the characteristics of individuals receiving an intervention and selecting a sample with similar characteristics that have not received an intervention. By comparing outcomes of the two groups, judgements can be made about the impact of an intervention.
- 5.44 Unlike SAIL, the Data Lab is operated as a analytic service. Individuals or organisations send their data securely to the data lab, which is then linked to DWP data. A team within the data lab would then undertake analysis, directed by Careers Wales employees. Once the analysis is completed, Careers Wales would be provided with results which contain no identifiable data, but are results of statistical analysis that adhere to disclosure rules of the lab.

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<sup>33</sup> SAIL charging policy can be requested by contacting [SAIL](#)

## **Feasibility**

- 5.45 The data services facilitate data access to support evaluations. Administrative data can provide access to resources that are otherwise difficult to obtain, this is particularly true for health, earnings or Census data. They offer the ability to explore trends and associations and conduct counter-factual research.
- 5.46 Limitations of using such facilities include timelines. Application processes can take a number of months to complete. Data preparation can also take time. Data provisioning, especially when processing new data, can be protracted, especially where government functions and publications need to take place before access for research purposes is granted ,or where data sharing is not a priority. For Careers Wales, this means that data access services are not suitable for ‘real time’ analysis, or identification of individuals in need of support. However, it can provide access to data that allows segmentation across a number of different characteristics, or access to data sources that is otherwise unavailable.
- 5.47 Relying on administrative data collection can also mean that data items are not as accurate as may be needed for a specific analytic objective. Data may also be subject to change or deleted from collections. For example, during 2020/21 academic year, the way pupil attendance data was reported changed, and some collections were suspended; the FSM status of pupils was not changed if they were no longer eligible to ensure that deleterious effects of the Covid-19 pandemic on disadvantaged pupils was not enhanced. Additionally, in December 2021 Welsh Government announced that free school meals would be made available for all primary school pupils – stopping the collection of the FSM status in the primary years. Such changes could impact the ability of linked data analysis to support evaluations.
- 5.48 For each service, applicants need to ensure the required statistical analytic skills and capacity are in place to undertake analysis in SAIL and to direct analysis for Employment Data Lab.
- 5.49 There are no costs to use the DWP Employment Data Lab. The SAIL databank does incur costs.

## **Option 6: Partnerships**

- 5.50 Academic partnerships can support the research work and evaluation of services and policy. They can provide access to analytical skills and expertise in the evaluation of Labour Market Interventions that may not be feasible to sustain in-house. Such partnerships would be important in the design stage to ensure that any data platform contained data that was suitable for evaluation and analysis. Careers Wales have already undertaken steps to engage with academics to consider key business questions and innovations in services. Currently, Careers Wales are working with academics in Cardiff University to explore the potential of administrative data, and Administrative Data Research (ADR) researchers are working on linking customer data and the Careers Check survey to administrative education data within the SAIL databank.
- 5.51 There are also a number of other avenues that Careers Wales could pursue that could provide either funding support or analytical or other skills. There is variation in provision, with some schemes requiring funding from organisations and others not, varying funding levels, with varying time-scales and aims. Examples of some potential funding streams are summarised in Table 5.4 below.

**Table 5.4: UK Research Funding Opportunities Key Characteristics**

Scheme	Focus	Type	Funds	Duration
<a href="#"><u>Innovate UK Knowledge Transfer Partnerships</u></a>	Support business to innovate by partnering with academic or research professionals	Joint funding, One third to half funded by business, remainder by UKRI	Up to £60,000 per annum	12 to 36 months
<a href="#"><u>Doctoral Training Partnerships</u>, e.g. <u>CDT Data Analytics and Society</u></a>	Integrated PhD and MSc in Data Analytics and Society to develop socio-economic longitudinal datasets and big data analytics	Fully UKRI funded but operated by individual universities	Up to £21,309 per annum	4 years
<a href="#"><u>Impact Acceleration Account</u></a>	Researcher-led collaboration with business to support beneficial impact	Fully UKRI funded but operated by individual universities	From a few hundred to £10,000	Variable, usually less than 12 months
<a href="#"><u>New Investigator Grants</u></a>	Support early career researchers to lead independent projects in social sciences	Application by academics but encourage collaboration and international studies	From £100,000 to £300,000	Up to 5 years
<a href="#"><u>Secondary Data Analysis Initiative (SDAI)</u></a>	Analysis of existing data resources in social sciences	Early career and established researchers based within a research organisation or university	Up to £300,000	Up to 2 years
<a href="#"><u>Open Research Grants</u></a>		Researchers based within a research organisation or university	From £350,000 to £1million	Up to 5 years

5.52 In addition to the UK level funding outlined in Table 5.4, universities have other schemes that could support Careers Wales in developing evidence and resources. For example, at Cardiff University the Y Lab InFuSe scheme (mentioned earlier), and the Data Science Academy<sup>34</sup> provide further opportunities to support upskilling and data focused projects. There are also a number of other potential sources of funding, such as

<sup>34</sup> [Data science academy, Cardiff University](#)

the Joseph Rowntree Foundation, The Royal Society, National Lottery, Nuffield Foundation, and the Leverhulme Trust.

- 5.53 Operationally, Careers Wales would need to invest time and support staff to engage partners for these avenues to have beneficial outcomes. The potential outcomes of such partnership based research have been developed between the ADR and Careers Wales (as shown in Sections 3 and 4). Economically, academic partnerships can provide either small pots or substantial amounts of funding, from a few hundred pounds to a million pounds. Some schemes will provide full funding for research but some schemes also require contributions from business partners. Technically, engagement with schemes such as the Data Science Academy, could lead to advancements in organisation systems or practice. In terms of scheduling, academic partnerships are often long-term in nature and can often be restricted by funding cycles and deadlines. In order to pursue these avenues, it is therefore important to have realistic expectations and plan and prepare in advance to respond to funding calls.

## **6. Recommendations**

- 6.1 This research set out to assess the feasibility of Careers Wales to “serve as a ‘data hub’ for careers related matters” and whether this could assist “evidence-based decision making by policy makers”. Firstly, Careers Wales have made significant steps in improving their data coverage and access after the introduction of UK GDPR legislation impacted upon their ability to acquire nationally representative data to inform organisational decision-making and service provision. Our review of the legislative environment indicates the vast complexity and at times opaqueness of current legal arrangements. Two central issues come from this: 1) missing data on school pupils that could help Careers Wales to inform CIAG, schedule or evaluate provision; and 2) the difficulty in tracking outcomes of CIAG. Maintaining the current use of data has a number of limitations, however, a significant investment in Careers Wales resources and systems will be needed to support more effective use of data. It will also be reliant on significant cooperation and partnership with other organisations.
- 6.2 The evidence considered in this report suggests it would be appropriate and feasible to implement a phased approach to adopt Options 2 and 3, over a period of around 3 years, but that this will need considerable coordination and commitment from all partners.
- 6.3 Key tasks would be to:
- secure investment for additional posts
  - consultation exercise regarding the contents, scope and functionality of the data hub
  - ensure privacy notices (internally and externally) reflect uses, management and sharing operations. YPG, YEPF and Working Wales partner organisations review requirements for resources to support coordination on data collection and sharing practices (such as ensuring consent to share data upon referral or access to interventions also allows for information on outcomes to flow back to Careers Wales)
  - coordinate activity with partners. This may include an assessment of how data are recorded to ensure alignment and comparability
  - develop web-based applications within Power Bi to support access and reports
  - assess and facilitate training within and externally to Careers Wales

- 6.4 We would advise that the progress and impact of any changes are evaluated once embedded. On successful evaluation, further consideration could be given to Option 4, evaluating customer need, barriers and benefits. It may be that LAs are better placed to create portals, but could use Power Bi to draw information from these systems where consent is provided or legal routes are available.
- 6.5 Careers Wales should also continue to engage with, and further develop use of, secure research services and academic partnership (Options 5 and 6). The ADR partnership has proven a fruitful avenue for exploring the impact of Careers Wales services and has demonstrated the additional insights that can be generated from the analysis of linked data. The question now is, how could this activity be scaled up?

### **Wider recommendations**

- 6.6 In moving forward, Careers Wales also need to continue to monitor and influence the legislative environment. The introduction of the TER Act and ALN Act, and developments in legislation on EHE, could impact upon the ability of Careers Wales to access data. Any future regulations on registering home schooled pupils could include provisions to allow access to data to Career Wales to perform their public task. Such a provision would provide a legal route to data access, enabling more structured targeting of this hard to reach group.
- 6.7 A significant consideration in evaluating Careers Wales activity relates to the enhanced role in the assessment of individual suitability for employability programmes; matching skill and interest to jobs and PCET and the improved use of LMI. Evaluation of the coding frames used within Careers Wales data to classify interest in careers (e.g. through the Career Check Survey) should also be undertaken. This should assess whether or not Careers Wales categorisations align to national standards or coding systems used in other sources of data. Where they do not, feasibility of aligning classifications to enable easier matching or to facilitate comparative or evaluative analysis, should be considered.

## **Annex A: Interview Guide**

The following questions were used to guide discussions with interview participants.

Questions were adapted depending upon the participants organisational role.

Interview Guide:

- 1) Can you tell me about your role?
- 2) What engagement do you have with Careers Wales?
- 3) What data does your organisation hold that is or has been used by Careers Wales?
- 4) What data does your organisation use that Careers Wales hold?
- 5) How are the data shared?
- 6) What developments or changes in relation to data would aid service delivery?
- 7) What barriers to data sharing exist and how might they be overcome?
- 8) Are there costs or resources associated with data sharing?
- 9) Which organisations could deliver a data intelligence hub?
- 10) How would a data intelligence hub, led by Careers Wales, affect your services and interactions with Careers Wales?

## Annex B: Careers Wales IO and Atlas data holdings

<b>Data collected on the following customers:</b>	<b>IO field</b>	<b>Atlas Dynamics name</b>
<b>CUSTOMERS</b>		
Contact type = ALL	Title First Name Middle Name Known As Surname Previous surname	Contact Type Title First Name Middle Name Known As Last Name Previous surname Account Name Telephone Number Mobile Email Hwb Email Contact Method Alumni status
Contact type = customer		
Contact type = School Contact, Employer Contact and CWStaff	Job Type Job Title Date Finished Date Finished	Job Type Job Title Deactivate Date of deactivation
Contact type = CW Staff	Team Manager	Team Manager Skills Services delivered
Contact type = Customer	Alert Notes	Notes Recorded by Date added
Contact type = Customer	DOB Main Contact Key Contact Lead Professional Card ref ULN Main Centre Ethnic Group Gender NI Number	DOB Main Contact Key Contact Lead Professional Cohort Unique Learner number Centre Ethnic Group Gender NI Number Pronoun UPN Vacancy Bulletin channel Vacancy Bulletin Predicated Qual level Actual Qual level

Contact type = Customer		Address line 1 Address line 2 Address line 3 Address line 4 Address line 5 Postcode
	Address incorrect	Address incorrect
Contact type = Customer		GDPR and consent Consent
Contact type = Customer	Status	Status Date start Date end Date due end Account Notes
Contact type = Customer	Current School EOTAS	Current School EOTAS Date start Date end
	Tutor Group Status	Tutor Group Year grp
Contact type = Customer	SEN Category Disabled Health & Special Needs	SEN Category Disabled Health & Special Needs Notes
Contact type = Customer		Circumstance Date start Date end Account Notes
Contact type = Customer		Qual level Subject Date achieved Actual Grade Predicated Grade Notes
Contact Type = All		Attachment type Upload/link to sharepoint Attachment date
Contact type = Customer	Preferred Occupation 1 Preferred Occupation 2 Preferred Occupation 3 Preferred Occupation 4	Preferred Occupation 1 Preferred Occupation 2 Preferred Occupation 3 Preferred Occupation 4
Contact type = Customer	Intended Destinations 1 Intended Destinations 2 Intended Destinations 3 Intended Destinations 4	Intended Destinations 1 Intended Destinations 2 Intended Destinations 3 Intended Destinations 4
Contact type = Customer		

Create a scheduled appointment

Contact type = All

	Resource
	Service
	Appointment Date/Time
	Venue
	Email
	Phone
	Twitter
	Facebook
	SMS
	Bulk email
	Bulk SMS
	Marketing Campaign
	Postal
Preferred language - verbal	Preferred language - verbal
Preferred language - Written	Preferred language - Written

#### *EMPLOYERS, SCHOOLS ETC*

Account Type = All

Category	Account Type
Subcategory	Account Category
Name	Account Name
SIC	SIC
No of Employees	No of Employees
	Registered Company Number
	Registered Charity Number

Account Type = All

Account Type = All

Account Type = All

Previous Name	Account Previous Name
Building Name	Account Building Name
Number	Account Building Number
Street	Street
Locality	Locality
Town	Town
County	County
Postcode	Postcode
Phone	Phone
Alt Phone	Alt Phone
Email	Email
Website	Website
Fax	Fax

Account Type = Educational Establishments

LEA	LEA
DFES	WG number College code Facilities available

Account Type = Careers Wales Company

Previous Name	Short name - Welsh
Building Name	Short name - English

	WW Venue Status Venue Facilities	WW Venue Status Venue Facilities
Account Type = All	Main Contact	Main Contact First Name Surname Job Title Account Name Email
Account Type = Employer	Support Offered Areas Supported Further details Age groups: Language Options:	Support Offered Areas Supported Further details Age groups Language Options Support Offered Eligibility Referral Process Vacancy Name Type of vacancy Lead Contact Status of Vacancy Submissions by SOC Area Vacancy Notes Link to external source Pay details Hours Closing date Attachment type Upload/link to sharepoint Attachment date
Account Type = All		Session Type From date To date Lead contact Type of event Status of event Type of Group Session Topic of Group Session Audience Objective Notes
Account Type = All		Main Contact First Name Surname
Account Type = Educational Establishments		

Account Type = Employer	EBE Information	Job Title Account Name Email Alumni status Status
		Local authorities employer will work with Work experience Site visits Workshops school based Presentations Industry days/ careers Fairs Webinars/ digital presentations Work with primary pupils? Does the company use modern foreign languages? Which foreign language? Does the company conduct their business in Welsh? Can the company deliver in schools in Welsh? Does the company have an apprenticeship programme? Can the employer support the following areas of the curriculum:

## EVENTS

Account Type = All	Session type = All	Session Type From date To date Lead contact Type of event Status of event
Session type = Event	Session type = Event	
Session type = Group Session		Topic of Group Session
Session type = Activate Group Session		Topic of Activate Group Session
Session type = All		Audience Notes Venue
Session type = All		Event Objective Facilities required Invitees Book button
Session type = All		Attendees

## **Annex C: Career Check Survey Questions**

### **About You**

1. What is your full name?
2. Please enter any middle names you have
3. What is your surname?
4. Date of Birth (DD/MM/YYYY):
5. Are you... Male, Female, Prefer not to say, Other (specify)
6. What is your Postcode?
7. Careers Wales is able to provide services to you in Welsh and/or English. What is your preferred language for different services provided by Careers Wales?  
[Select Welsh or English – for services in writing, and services delivered verbally]
8. If you would prefer services delivered in other languages please let us know in the box below
9. Are you in Full Time Education? Yes/No

### **What Are You Doing Now**

10. What is your current situation? School Year 10, 11, 12/13, College.
11. Which school or College are you in?
12. What is your current situation? Apprenticeship, Engagement or Traineeship, Working, Looking for work, Other (please specify)
13. Which Training Provider are you with?

### **Your Contact Details**

14. Home phone number
15. Mobile phone number
16. Email address

### **Managing Your Career and Making Career Decisions**

17. Knowing myself:  
I don't know what my strengths are or what I need to improve

I know some of my strengths and some of the things I need to improve  
I know most of my strengths and most of the things I need to improve  
I know all of my strengths and the things I need to improve and I can give examples to show this

18. Knowing my options:

I don't have information on opportunities  
I've been given some information about opportunities  
I've found some information about opportunities, but might need more  
I've found the right information about opportunities to help me with my future plans

19. Making decision

I'm not confident about making decisions, I prefer others to make them for me  
I want to make decisions, but others usually make them for me  
I make my own decisions, but I'm not sure that I always do it well  
I make my own decisions and I'm confident that they are good decisions

20. Knowing who can help:

I don't know who to go to for help  
I know who I can go to if I need help, but I probably won't  
I know who I can go to for help and I probably will  
I'm already asking other people for help

21. Making it happen:

I don't have a plan for my future  
I have a plan for my future, but I don't know how to make it happen  
I have a plan for my future and I know how to make it happen, but I haven't started yet  
I'm confident about my plan for my future and I've already started making it happen

## Your next step

Please tell us what you want to do NEXT:

I would like to continue in education (school)

I would like to continue in education (college)

I would like to continue in education (university)

I would like to take a Gap Year [NB Not available answer for Year 10 and 11]

I like the idea of working and gaining qualifications while I work (apprenticeship)

I would like to start my own business and work for myself

When I finish education, I want to get a job. Carrying on with education and training doesn't really interest me

I would like to do voluntary work

Don't know

22. What would you like to do as your next step?

1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Choice:

I would like to continue in education (school)

I would like to continue in education (college)

I would like to continue in education (university)

I would like to take a Gap Year [NB Not available answer for Year 10 and 11]

I like the idea of working and gaining qualifications while I work (apprenticeship)

I would like to start my own business and work for myself

When I finish education, I want to get a job. Carrying on with education and training doesn't really interest me

I would like to do voluntary work

Don't know

23. Think about the following statements and tick whether you agree or not. [Scale Agree a lot, agree a bit, not sure, don't agree]

I feel confident about making decisions

I understand the opportunities available to me I know what my strengths are

I know how to make my future plans happen

I know who can help me with my future plans

## **What Interests You**

24. Which of the following career areas interest you? Please think about what really interests you. You can choose up to 4 areas, but you don't have to choose 4 if you are only really interested in 1 or 2.

Administration & Office Work

Building & Construction

Catering & Hospitality

Engineering Motor Vehicle Trades

Computers, Software & IT

Art & Design TV, Film and Media

Teaching & Education Childcare

Transport, Delivery & Logistics

Farming & Plants Environment Animal Care

Accounting, Economics, Business and Finance

Health and Medical

Leisure, Sports & Tourism

Languages & Writing

Law

Hair & Beauty

Performing Arts

Manufacturing, Industry and Factory Work

Sales & Marketing

Science & Research

Retail Customer Services

Emergency, Security & Armed Services

Personal Care

Social Work & Welfare

No Ideas

### **What Affects Your Decisions**

25. Please read the following statements. Tick any that describe you.

I have or I'm expecting to get 5+ GCSEs @ C+

Lack of money might limit my future choices

My family support my ideas

I am motivated to succeed

I don't feel that many opportunities are open to me

There are things that might prevent me from achieving my goals

I can overcome obstacles preventing me achieving my goals

I don't have any goals

I'm not confident about my exam results

26. Please tell us anything else that you think is important for your future plans. For example, this could be: any interests you have, a job or career you are really interested in, anything that affects you future choices. [Free text response]

### **Consent**

We may want to contact you with relevant marketing material. In order for us to send you marketing material we need your explicit consent. Can you please tick the relevant boxes below to confirm how you are happy to receive relevant marketing material from us. If you do not tick any boxes we will not send you any marketing material.

Email

Text/SMS

Phone

Post

Social media