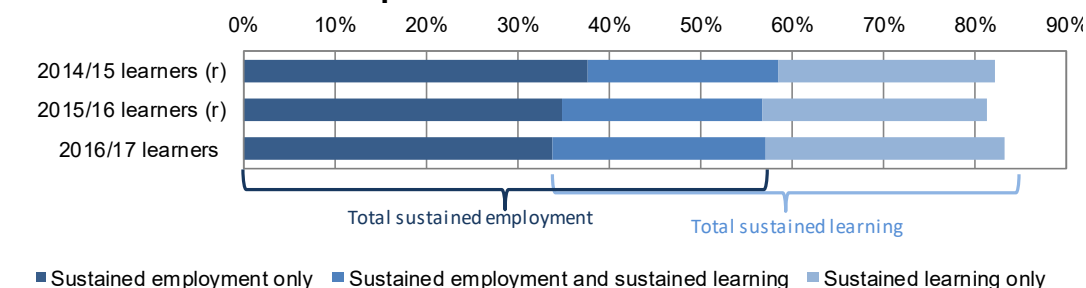


## Consistent performance measures for post-16 learning: learner destinations, 2016/17 (experimental statistics)

02 April 2020  
SFR 24/2020

We have been working to develop a set of consistent performance measures (covering achievement, value added and destinations) for post-16 learning, to enable the publication of headline and provider level information on an annual basis. Whilst the destinations measure is still in development as we continue to work through methodology and data quality issues, we are able to provide a second set of experimental statistics to build on those [previously released](#). This release looks at the destinations of post-16 learners (i.e. what a learner moves on to do after a programme of learning). A separate release provides information on [learner achievement](#). We will undertake further consultation with providers on any developments to the methodology.

**Chart 1: Destinations of post-16 learners**



(r) Revised figures for 2014/15 and 2015/16 learners. See definitions section for detail.

### Main points

Of the 114,740 learners finishing a learning programme in 2016/17:

- 83 per cent had a sustained destination in 2017/18 into either employment or learning which is two percentage points higher than for 2015/16 learners and one percentage point higher than 2014/15
- 57 per cent were in sustained employment. Of those in sustained employment, 41 per cent were also in sustained learning
- 49 per cent were in sustained learning. Of those in sustained learning, 47 per cent were also in sustained employment.

Post-16 learners are those studying in further education institutions, school sixth forms and in work-based learning (apprenticeships, traineeships and other employability programmes). Finishing a learning programme does not necessarily constitute 'a leaver'. For example many learners completing programmes of AS level study will remain with their learning provider to pursue an A2 programme.

### About this release

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

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

### In this release

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# Introduction

## Background and context

The consistent performance measures combine data from colleges and school sixth forms. In the past, there were separate measures of learner outcomes for each, even though they deliver many of the same learning programmes.

The consistent performances measures are:

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

The measures aim to treat colleges and schools consistently. However, small differences are unavoidable because college and school data come from separate sources.

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

This has allowed us to develop a more complete picture of the destinations of further education and work-based learning learners, be it continuing in education, employment, both or neither. In September 2018 we published the statistical release [Consistent performance measures for post 16-learning: learner destinations, 2015/16](#) which was the first publication in this series. In this release we reported that the next in the series would be published in September 2019. This was postponed due to a data matching issue in the LEO data and further delivery of revised data.

This publication builds on the previous release and reports on destinations for 2016/17 learners. The datasets used to create these measures are still evolving and further developments are planned to incorporate information on benefits and earnings.

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

## Measures and coverage

### Learners covered by these measures

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

The article does not include information on the destinations of learners who undertook:

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

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

Learners age 16+ are those that are at least age 16 at the beginning of the year they terminate their learning or training, i.e. in the case of learners terminating in 2016/17 this covers learners aged 16 or older on 31 August 2016. Outcomes are reported on a learner basis and learners appear once for each provider where they have terminated an eligible programme. In the case where a learner terminates multiple eligible programmes within the academic year, outcomes are reported against their most recently started programme.

### Measure definitions

A learner's destination relates to their activity in the following academic year. So for the 2016/17 cohort, destinations are reported for 2017/18. We have grouped learner destinations into the following categories for reporting purposes:

#### Sustained employment

Learners must be in paid employment as recorded in Pay-As-You-Earn (PAYE) records for at least one day per month in five out of the six months between October and March in the following academic year, or have returned a self-assessment form stating that they have received income from self-employment during that financial year

## **Sustained learning**

Learners must be learning at an equal or higher level to the programme they terminated for at least one day per month in all six months between October and March in the following academic year

## **Sustained destination**

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

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

## **Learning (non-sustained)**

Learners must be in learning at an equal or higher level to the programme they terminated for at least one day between October and March in the following academic year

## **Learning and sustained employment destination**

Learners who progress to a sustained employment destination or learning destination (does not need to be sustained)

Feedback following the first release in this series indicated that use of the word 'positive' in the measure categories could overlook outcomes that are positive for an individual, such as volunteering or parenthood, but conversely, could capture less favourable outcomes (such as employment on a zero hours contract). Therefore the word 'positive' has been removed from our terminology. However the methodology for the learning and sustained employment measure as above remains the same as for the positive destination measure presented in the previous release in this series.

## **Coverage and robustness of the data**

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

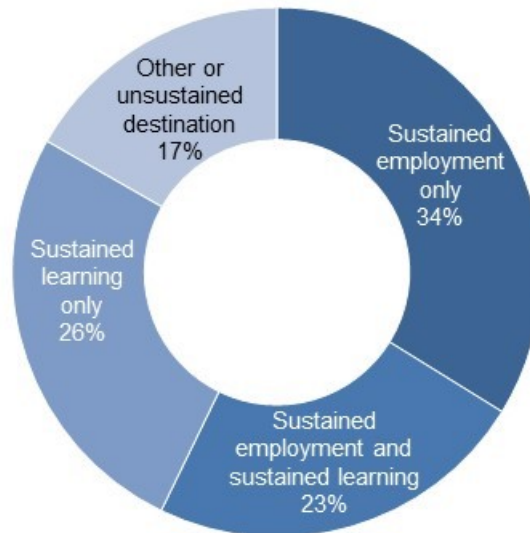
The match rate would never be expected to reach 100% for a number of reasons including inaccurate recording of personal information in the datasets used in the matching exercise and movement of learners overseas etc.

Calculation of rates for previous years included in this publication are recalculated using the latest matched data available at the time of publication and so may result in a higher match rate. The effect on the rates are minimal but figures may differ slightly from those presented in previously included in this series.

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

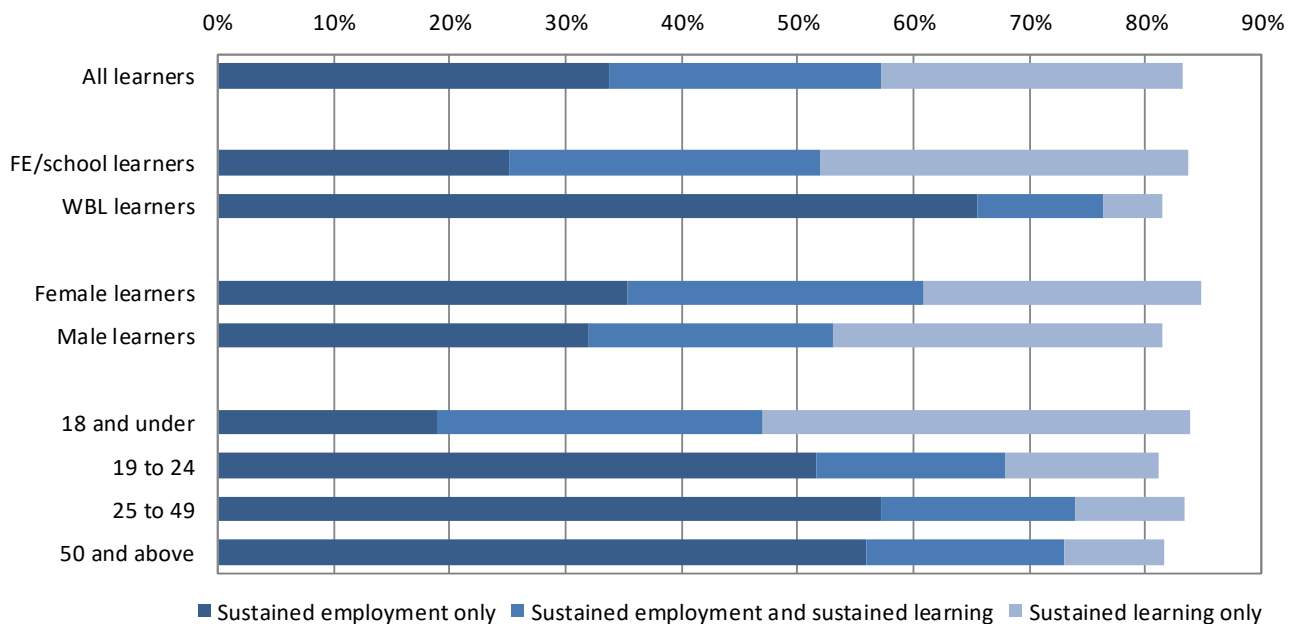
## Results

**Chart 2: Destinations of 2016/17 post-16 learners in 2017/18**



- 83 per cent of all post-16 learners with a terminated learning programme in 2016/17, progressed to a sustained destination (defined as sustained further learning at the same or a higher level, and/or employment) in 2017/18.
- A further 17 per cent of post-16 learners had a non-sustained or not known destination. This includes learners with sustained learning at a lower level, and learners with no outcome in the destination year.

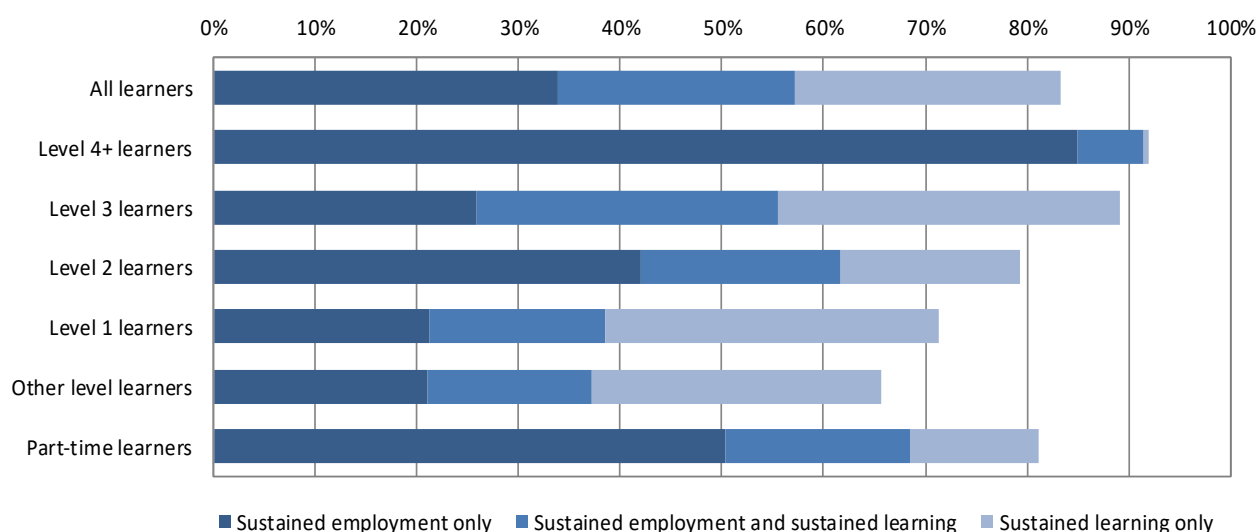
**Chart 3: Outcomes for 2016/17 post-16 learners, by sector, gender and age**



- 84 per cent of FE/school learners had a sustained destination which is 2 percentage points higher than in 2015/16. In comparison, 82 per cent of Work-Based Learning (WBL) learners had a sustained destination which is 3 percentage points higher than for 2015/16 learners

- 52 per cent of the FE/school learners had a sustained employment destination, compared with 76 per cent of WBL learners. Of those in sustained employment the proportion of learners also in sustained learning was 51 per cent for FE/schools and 14 per cent for WBL.
- 58 per cent of the FE/school learners had a sustained learning destination compared with 16 per cent of WBL learners. Of those in sustained learning, the proportion of learners also in sustained employment was 46 per cent for FE/schools and 68 per cent for WBL.
- Female learners had a higher sustained destination rate than male learners (85 per cent compared with 81 per cent).
- The sustained employment rate for female learners (61 per cent) was higher than for male learners (53 per cent). The sustained learning rates were similar (around 49 per cent) for both female and male learners.
- Looking across age groups, the sustained destination rate was highest for those aged 18 and under (84 per cent), with the rate slightly lower for the older age groups.
- The sustained employment rate was lowest for those aged 18 and under (47 per cent) and around the 70 per cent for the older age groups; conversely the sustained learning rate was highest for those aged 18 and under (65 per cent) and lower for the older age groups (likely reflecting the higher proportion of those aged 18 and under entering higher education).
- The sustained learning rate for the 50 and above group of 2016/17 learners was 26 per cent, which was 9 percentage points higher than that seen for 2015/16 learners, contributing to the overall sustained destination rate for this age group increasing by 5 percentage points between the two years. This increase between the years for this age group was mainly attributable to learners from FEIs with sustained employment and learning destination.

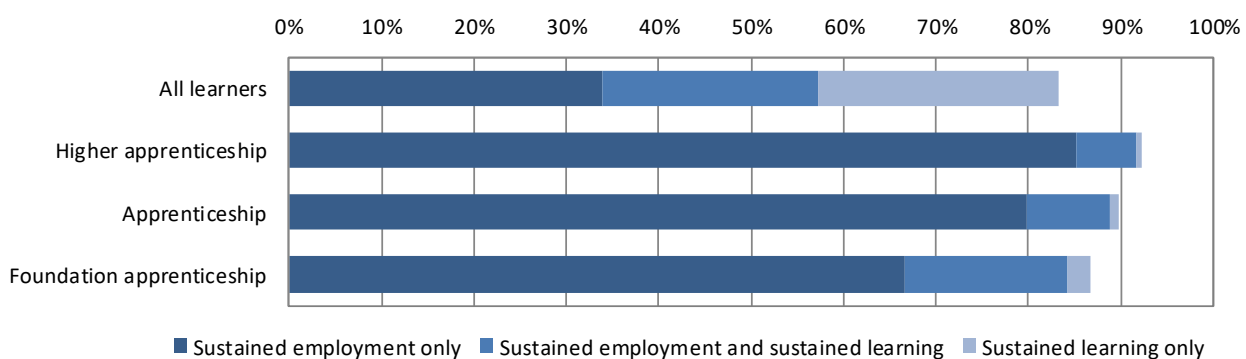
**Chart 4: Outcomes for 2016/17 post-16 learners, by level of terminated learning programme**



- Learners finishing programmes at level 4 and above had the highest sustained employment rate (91 per cent), and subsequently, the lowest sustained learning rate (7 per cent)

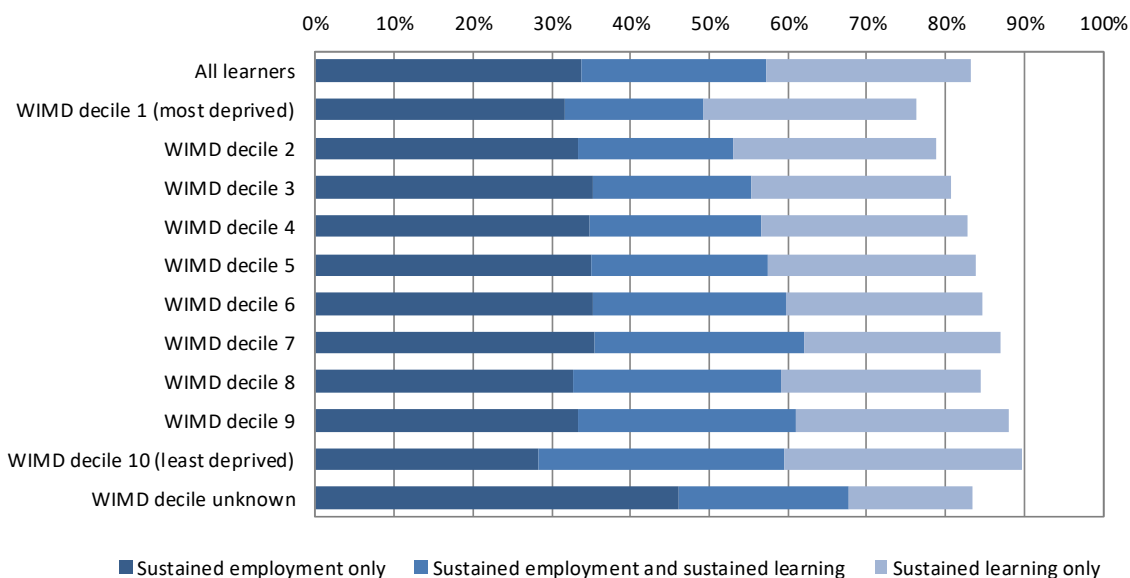
- Learners finishing level 2 programmes had the second highest sustained employment rate, at 61 per cent. This was higher than those finishing level 3 programmes (55 per cent), level 1 programmes (38 per cent) and 'other' level programmes (entry, pre-entry and unspecified levels) (37 per cent)
- 63 per cent of level 3 learners had a sustained learning destination, compared with 37 per cent of level 2, 50 per cent of level 1 and 44 per cent of other level learners
- Part-time learners had a sustained employment rate of 68 per cent and a sustained learning rate of 31 per cent (this compares with 55 per cent and 53 per cent respectively for full-time learners as a whole)

**Chart 5: Outcomes for 2016/17 apprenticeship learners**



- 92 per cent of higher apprenticeship learners were in sustained employment, compared with 89 per cent of apprenticeship learners and 84 per cent for foundation apprenticeship learners.
- 7 per cent of higher apprenticeship learners were in sustained learning, compared with 10 per cent of apprenticeship learners and 20 per cent for foundation apprenticeship learners

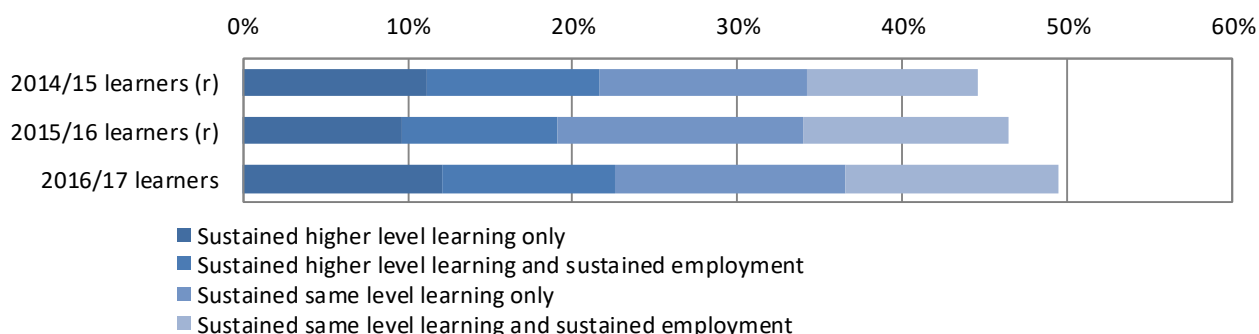
**Chart 6: Outcomes for 2016/17 post-16 learners, by Welsh Index of Multiple Deprivation (WIMD) decile**



[The Welsh Index of Multiple Deprivation](#) (WIMD) is the official measure of relative deprivation for small areas in Wales. It is designed to identify those small areas where there are the highest concentrations of several different types of deprivation. These small areas have been ranked, according to the 2019 WIMD, and grouped into deciles. The learner's postcode of residence is used to identify the deprivation decile that they reside in. This measure of deprivation is not based on the deprivation of the learner specifically. Many non-deprived learners live in deprived areas and vice versa. A small proportion of postcodes are not attributable to a WIMD decile i.e. those in England or with poor data quality.

- The sustained destination rate for learners from the most deprived decile was 13 percentage points lower than the rate for learners from the least deprived decile (76 per cent compared with 90 per cent).
- The sustained employment rate increases from 49 per cent in WIMD decile 1 (most deprived) to 62 per cent in decile 7. Whilst there is a pattern of increasing sustained employment rates between deciles 1 (most deprived) and 7, there is no clear pattern in rates between deciles 7 and 10 (least deprived).
- The sustained learning rate increases as the WIMD deciles increase; from 45 per cent in decile 1 (most deprived) to 61 per cent in decile 10 (least deprived).

**Chart 7: Sustained learning outcomes for post-16 learners, by level of learning destination**



(r) Revised figures for 2014/15 and 2015/16 learners. See [definitions](#) section for detail.

Chart 7 provides a breakdown of whether sustained learning outcomes were at the same or higher level than the terminated learning programme.

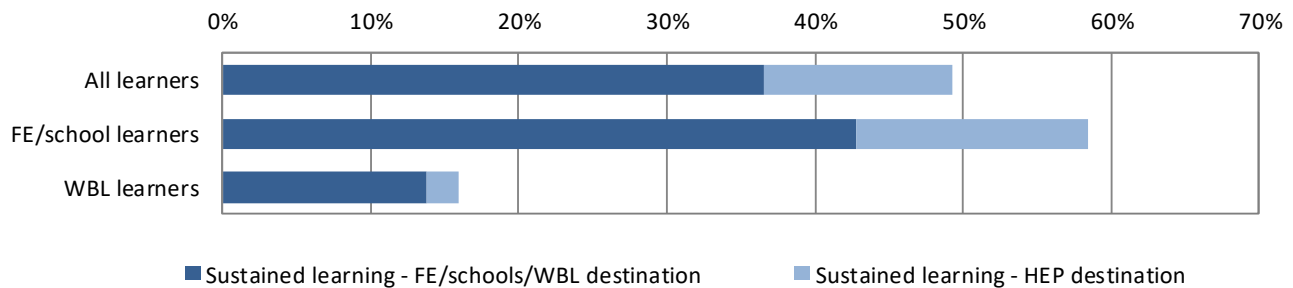
For the 2016/17 leaver cohort:

- 49 per cent had a sustained learning destination, 3 percentage points higher than the 2015/16 cohort, and 5 percentage points higher than the 2014/15 leaver cohort
- 23 per cent had a higher level learning destination than their terminated programme, 3 percentage points higher than the 2015/16 cohort and 1 percentage point higher than the 2014/15 leaver cohort.



- 27 per cent had the same level destination as their terminated programme. The total figure of 27 per cent is the same as the 2015/16 cohort and 4 percentage points higher than the 2014/15 cohort

**Chart 8: Sustained learning outcomes for post-16 learners, by destination provider type**



- 49 per cent of learners had a sustained learning destination in 2017/18
- 58 per cent of 2016/17 FE/school learners had a sustained learning destination, 43 per cent progressed to learning at FE/school or WBL providers and 16 per cent at a higher education provider (HEP) in the UK
- 16 per cent of 2016/17 WBL learners has a sustained learning destination, 14 per cent progressed to learning at FE/schools/WBL providers and 2 per cent to HEPs in the UK

## Notes

### Data sources

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

The LEO study links information about individuals, including:

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

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

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

In December 2017 we published the statistical article [Educational Destinations of Key Stage 4 and Post-16 Learners, 2014/15](#), which details a separate project linking various WG education data sources to determine the educational destinations of Key Stage 4 and Key Stage 5 leavers. Combining this work with the LEO data has allowed us to develop a more complete picture of the destinations of sixth form, further education and work-based learning learners, be it continuing in education, employment, both or neither. The first in this series was published in September 2018 in statistical release [Consistent performance measures for post-16 learning: learner destinations, 2015/16](#), which this publication builds on for 2016/17 learners. The datasets used to create these measures are still evolving and further developments are planned to incorporate information on benefit learners and earnings, and Key Stage 4 leavers into the next release in this series.

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

- [Lifelong Learning Wales Record \(LLWR\)](#): contains data on further education, work-based learning and community learning, collected on a 'rolling' basis throughout the year with regular statistical freezes; it provides the official source of statistics on post-16 (non-higher education) learners in Wales. From 2016/17 onwards, all HE programmes funded by the Higher Education Funding Council for Wales (HEFCW) moved from being reported through LLWR to being reported through the Higher Education Statistics Agency (HESA). (see below) As a result the number of HE programmes at FEIs dropped between 2015/16 and 2016/17 as the destination of HE level leavers from HESA are not available to be analysed and so not included in this release.
- [Post-16 Data Collection](#): every October, all maintained schools with sixth forms and middle schools with pupils in years 12, 13 and/or 14, are required to report all learning programmes and activities undertaken by learners in the previous academic year

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

## **Time lags**

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

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

## **Matching process**

- Employment destinations have been produced using a matched dataset of person level administrative data sources from WG, DWP and HMRC. Learners from the LLWR and Post-16 Collection are matched to DWP benefit records and HMRC P45 and P14 income tax returns using a mixture of National Insurance Number and matching on other personal details. The matching algorithm relies on a number of fields being accurately populated across both datasets and

additionally, not all learners will necessarily have any record of employment or benefits for legitimate reasons, so the match rate will never reach 100%. For the learners covered by these measures 98% are matched to DWP/HMRC data.

Once the match is established, the next step is to merge the different data files (employment, benefits, and learners) on the basis of the person level record linkage defined by the matching. The DWP and HMRC datasets provide a record of those receiving benefits and those paying tax through the self-assessment and Pay As You Earn (PAYE) systems. Processing rules are then applied to transform the data into useable information on employment and benefit receipt to support all analysis.

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

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

## **Destination measures**

A learner’s destination relates to their activity the following academic year. So for the 2016/17 cohort, destinations are reported for 2017/18.

## **Sustained employment**

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

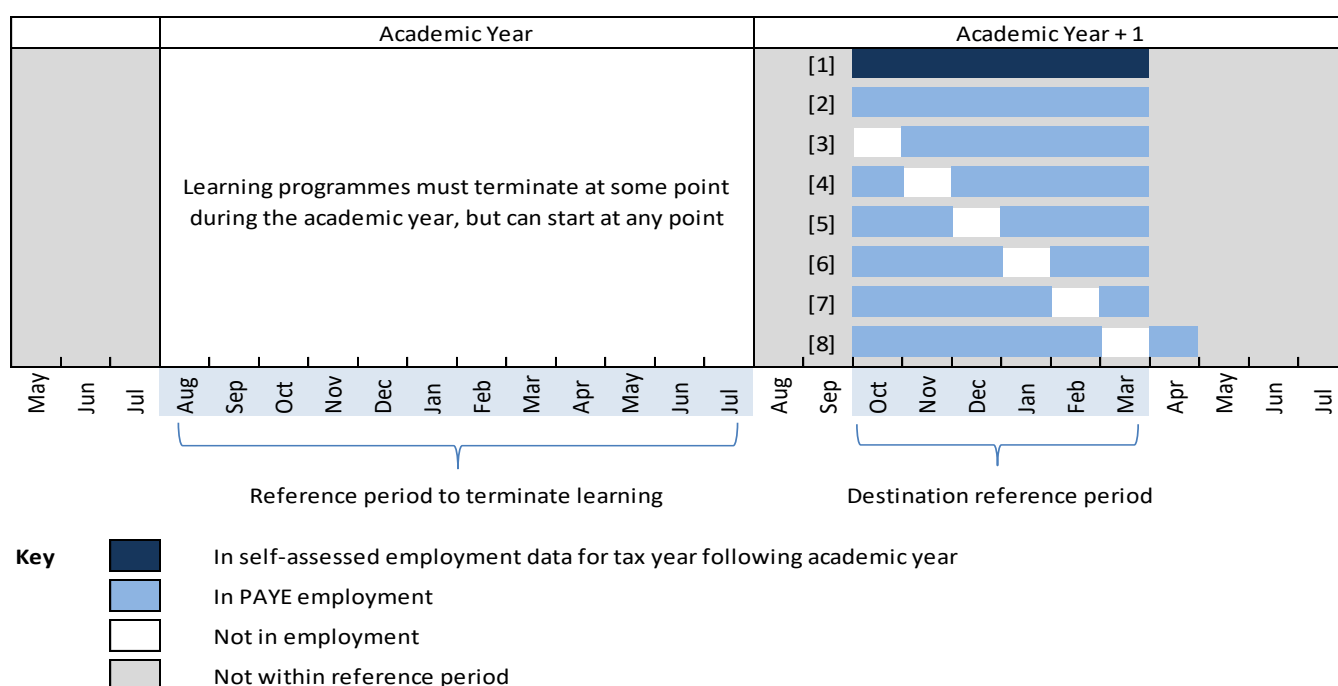
The definition of sustained employment looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2016/17 learners to be counted as in sustained employment:

- A learner must have completed a self-assessed return for tax year 2017-18, or
- A learner must be in paid PAYE employment for at least one day in five out of the six months between October 2017 and March 2018

If a learner is employed in the five months between October 2017 and February 2018, but not in March 2018, then they must also be employed in April 2018.

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

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



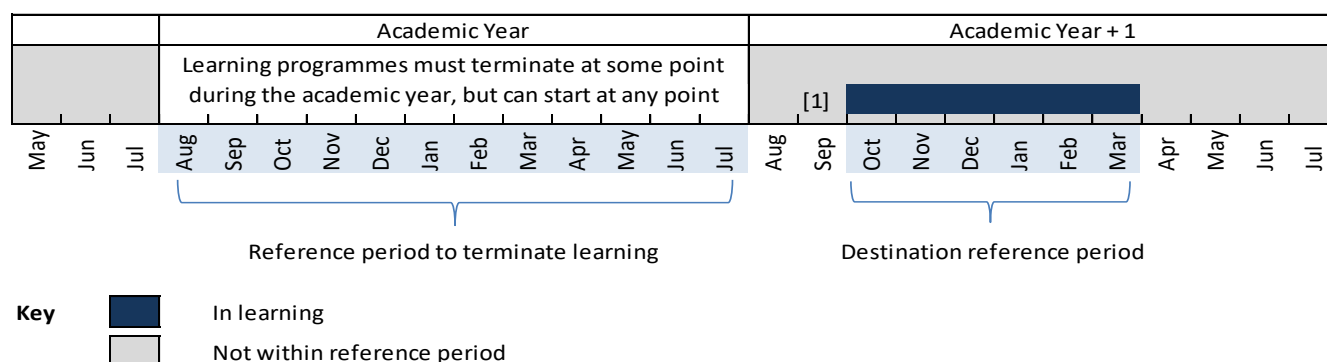
## Sustained learning

The sustained learning measure aims to count the proportion of learners in sustained learning, regardless of economic activity, following the termination of their course. The 2016/17 cohort of LLWR and Post-16 learners are matched to LLWR, Post-16 and HESA data for the next academic year to observe learning outcomes in further and higher education.

The definition of sustained learning looks at learning activity in the six month October to March period following the end of the academic year in which the learning programme took place. For 2016/17 learners to be counted as in sustained learning:

- A learner must be in learning or training for at least one day in each of the six months between October 2017 and March 2018

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



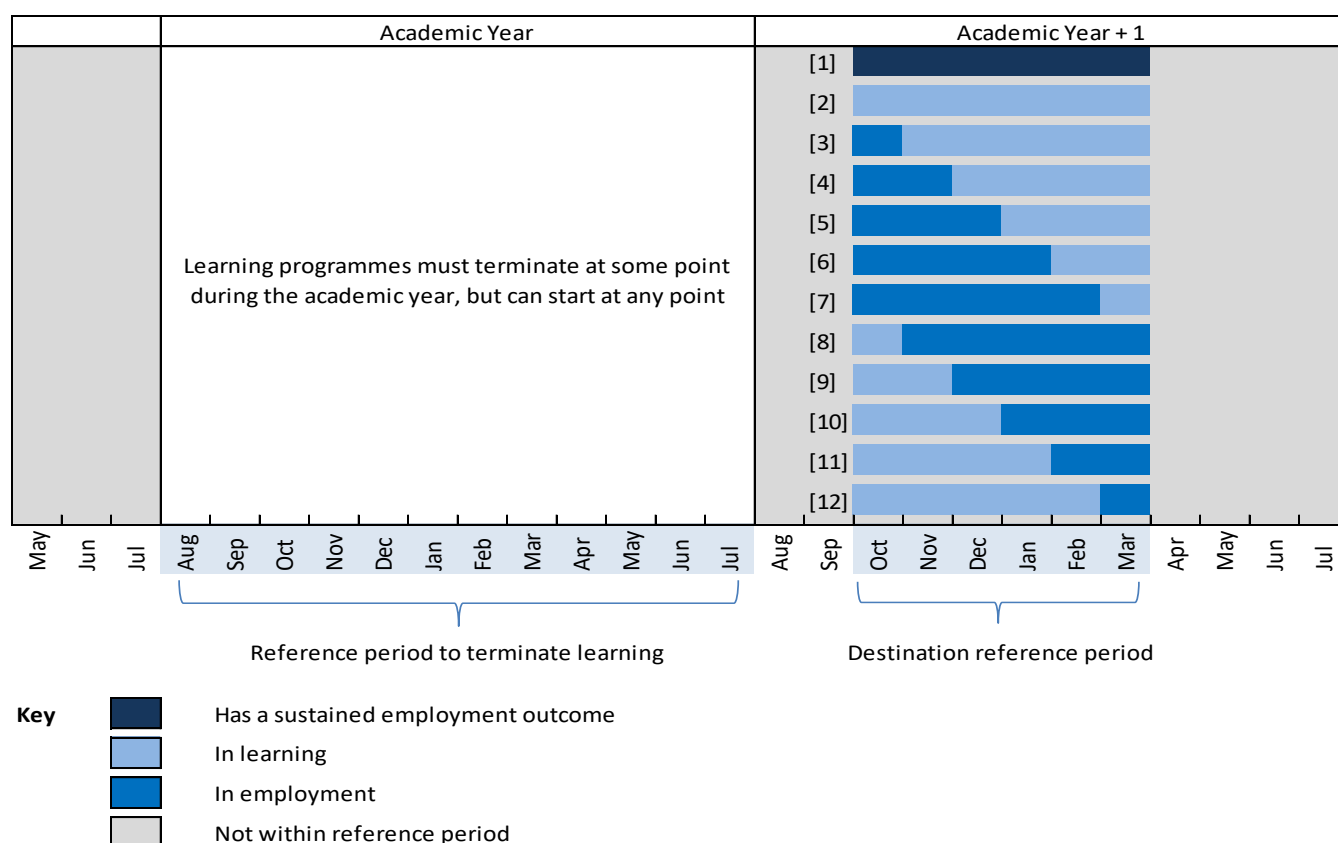
## Sustained destination

The sustained destination measure aims to count the proportion of learners with a sustained outcome, either into learning or employment (or both). For 2016/17 learners to be counted as having a sustained destination, a learner must either:

- Have a sustained employment outcome, or
- Have a sustained learning outcome, or
- Be engaged in either learning or training or paid employment in each of the six months between October 2017 and March 2018

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

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

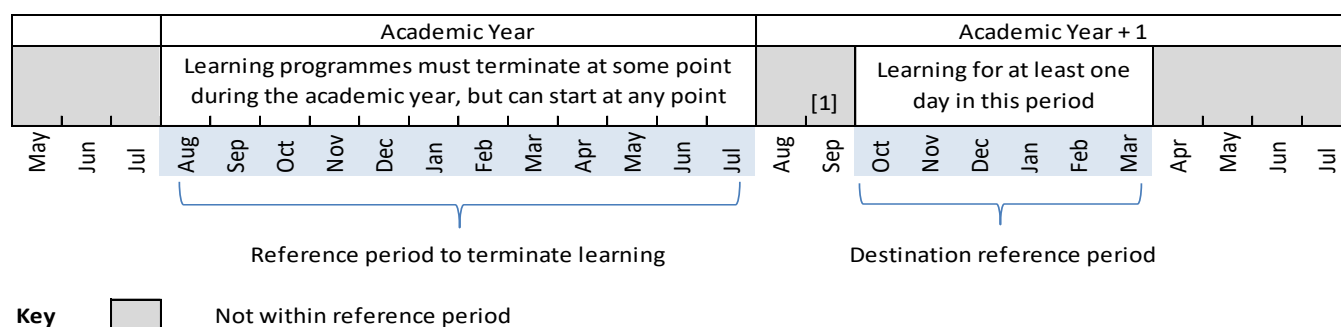


## Learning (non-sustained)

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

- A learner must be in learning or training for at least one day in any of the six months between October 2017 and March 2018

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



## Learning and sustained employment destination

The learning and sustained employment destination measure aims to count the proportion of learners with an outcome into learning or sustained employment. For 2016/17 learners to be counted as having a destination, a learner must:

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

## Limitations of the data

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

## Rounding and suppression

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

## Key quality information

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

### Relevance

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

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

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

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

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

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

### Accuracy

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



## **Timeliness and punctuality**

Data for a given academic year is derived and published subject to availability of the data-sources and completion of the external data matching process. See '[Time lags](#)' for further information.

## **Accessibility and clarity**

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

## **Comparability**

The Department for Education (DfE) has released analysis detailing the destinations of FE learners in England which can be found via the following link: [Further Education: Outcome based success measures, 2016 to 2017](#)

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

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

## **Coherence**

In December 2017 we published the statistical article [Educational Destinations of Key Stage 4 and Post-16 Learners, 2014/15](#), which looks at the educational destinations of Key Stage 4 and 5 leavers. At present, this is the only source of information on destinations of Key Stage 4 leavers, but we hope to publish further information on the destinations of Key Stage 4 learners in the near future.

## Equalities data

Availability of data for equality dimensions:

Equality dimension	Collected	Included in release
Race/Ethnicity	Yes	No
Age groups	Yes	Yes
Sex	Yes	Yes
Impairments and disability	Yes	No
Sexual orientation	No	No
Religion or belief	No	No
Marriage and civil partnership	No	No
Pregnancy and maternity	No	No
Gender identity	No	No

The Welsh Government accepts the social definition of disability, in which it is recognised that barriers in society act to disable people who have impairments or health conditions or who use British Sign Language.

In the future, we hope to publish statistics on other characteristics where possible, including ethnicity and impairments/disability. There are challenges to producing these statistics due to differences in the way this information is recorded across the various data sources for different learning providers. We also hope to make information available through StatsWales in future, once our approach to developing these measures has been finalised.

## **Additional information**

### **Experimental statistics**

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

### **Well-being of Future Generations Act (WFG)**

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

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

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

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

## Further details

The document is available at: <https://gov.wales/consistent-performance-measures-post-16-learning-learner-destinations>

## Next update

To be confirmed for the academic year 2017/18.

## We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to [post16ed.stats@gov.wales](mailto:post16ed.stats@gov.wales)

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