

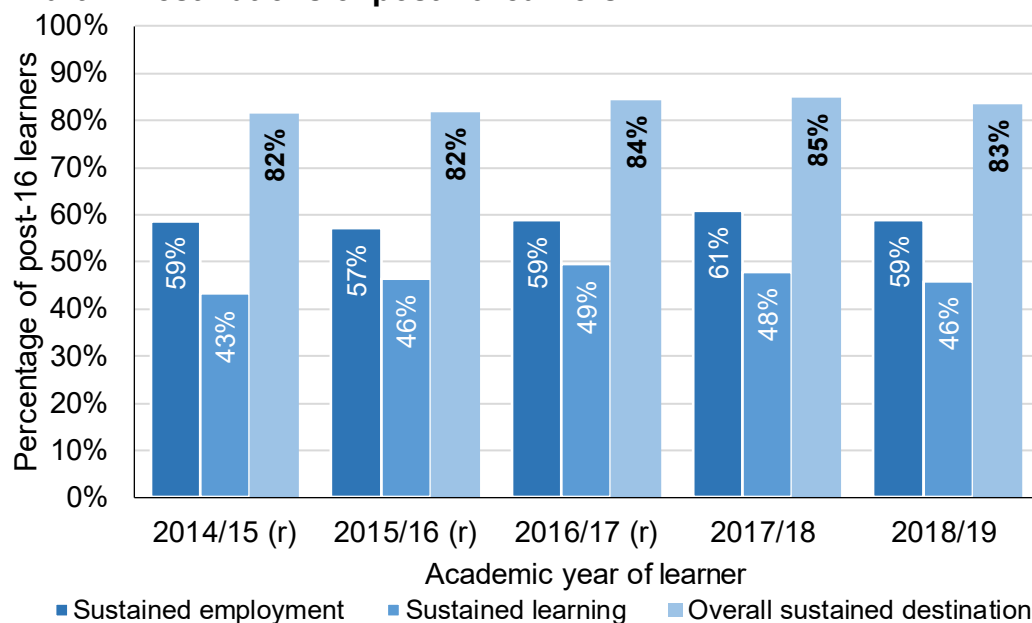
## Consistent performance measures for post-16 learning: learner destinations, 2017/18 and 2018/19 (experimental statistics)

27 April 2022  
SFR 57/2022

The Welsh Government has been working to develop a set of consistent performance measures covering achievement, value added and destinations.

The destinations measure is still in development as we continue to work through methodology and data quality issues. This release provides experimental statistics for learners in 2017/18 and 2018/19.

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



r) Previously published figures have been revised r, see definitions section for detail.

### Key Points

Of the 117,635 learners finishing a learning programme in 2018/19:

- 83% had a sustained destination in 2019/20 into either employment or learning, 1 percentage point lower than 2017/18 learners.
- 59% were in sustained employment and 46% were in sustained learning.

Of the 115,800 learners finishing a learning programme in 2017/18:

- 85% had a sustained destination in 2018/19 into either employment or learning, higher than the previous 3 years.
- 61% were in sustained employment and 48% were in sustained learning.

### About this release

This release shows employment and learning destinations for Further Education, school and work-based learning learners in the year following their programme of study. A separate release provides information on [learner achievement](#).

The statistics are sourced from the Post-16 data collection, Lifelong Learning Wales Record (LLWR) and Pupil Level Annual School Census (PLASC) datasets linked to data from the Longitudinal Education Outcomes Study.

### In this release

<a href="#">Introduction</a>	2
<a href="#">Measures and coverage</a>	3
<a href="#">Results</a>	6
<a href="#">Notes</a>	22
<a href="#">Key quality information</a>	32

# Introduction

## Background and context

The consistent performance measures combine data from further education 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) and the Department of Work and Pensions (DWP), (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 first publication in this series; [Consistent performance measures for post 16-learning: learner destinations, 2015/16](#). That release was updated with 2016/17 data in April 2020. This publication builds on the previous release and reports on destinations for 2017/18 and 2018/19 learners. These two years of data are being published together, later than the expected timetable, due to resourcing issues. This publication was initially pre-announced for February 2022 but this was postponed to April 2022 due to a data matching issue.

The datasets used to create these measures are still evolving and further developments are planned to incorporate information on benefits and earnings. We will undertake further consultation with providers on any developments to the methodology.

A separate statistical release for the achievement measures can be found at [Consistent performance measures for post-16 learning \(Achievement\)](#). Publication of the achievement measures for 2019/20 and 2020/21 was postponed due to changes in how grades were awarded in 2020 and 2021 and the disruption to learning caused by the coronavirus (COVID-19) pandemic.

## **New in this release**

For the first time, we have included a section of destinations by learner characteristics. Previous analysis on age, gender and multiple deprivation is included as well as new analysis on destinations by ethnicity, Special Education Needs (SEN) and free school meal (FSM) eligibility.

Ethnicity data was taken from the existing Lifelong Learning Wales Record (LLWR) and Post-16 Data Collections. Each dataset had different category breakdowns for type of ethnicity which have been aggregated up into broad ethnic groups to enable comparison.

For the SEN and FSM analysis we utilised our Matched Education Dataset (MED) which links education datasets from Key Stage 4 through to Higher Education. The MED enabled us to link students in our LEO dataset with their Pupil Level Annual School Census (PLASC) record to add further equality characteristics analysis to this release.

PLASC is collected annually from all maintained schools in Wales. All pupils on roll on the census date must be included in the return and it includes information about pupil characteristics such as special educational need and free school meal eligibility.

Matched education data is available from 2010/11 onwards. As such, only students we were able to match to school data after that date are included in the SEN and FSM analysis. This means that the cohorts of students in those analyses are younger and may have different outcomes to the rest of the learner cohort. The breakdowns in these charts relating to SEN and FSM should therefore not be compared with the overall totals in this release.

Information relevant to this release on the impact of the Covid-19 pandemic and data completeness are included on page 5.

## **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 learners are those studying in further education institutions, school sixth forms and in work-based learning (apprenticeships, traineeships and other employability programmes), but excludes the Adult Learning sector. 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.

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 2018/19 this covers learners aged 16 or older on 31 August 2018. Destinations 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, destinations 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 2018/19 cohort, destinations are reported for 2019/20.

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 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 [first release](#) in this series.

### **Impact of Covid-19**

The measures in this release include reference dates up to the end of March 2020 and as such, this data covers a short period at the beginning of the COVID-19 outbreak. The first national lockdown of 2020 was announced on the 23<sup>rd</sup> March 2020. The measures record a learner as being in a learning or employment destination in March 2020 if they were in paid employment or learning for at least one day in the month. As the restrictions came in in the last week of March we estimate the impact on these measures to be minimal.

The next update to this publication will give the first look at the impact of the COVID-19 pandemic on the destinations of these learners as destinations will be measured from October 2020 to March 2021

### **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.

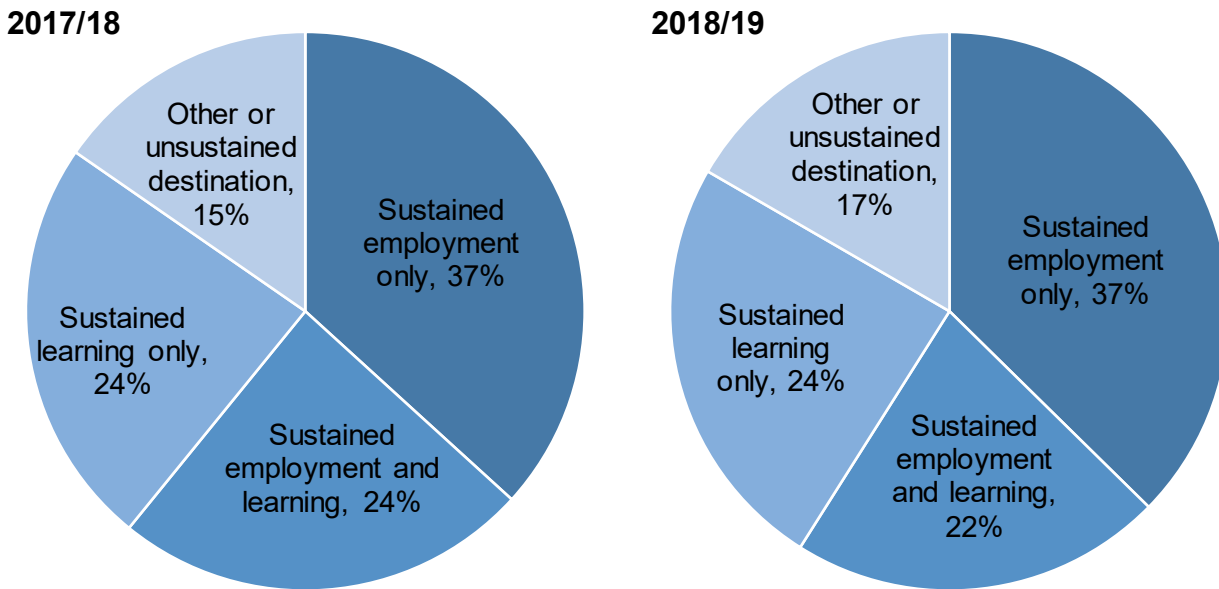
### **Missing data for 2017/18 and 2018/19 students**

An error has been identified in the data matching process that has led to 2,189 individuals previously included in the LEO dataset, being excluded from the most recent matching exercises (2017/18 and 2018/19 datasets). Analysis of this missing data shows that about 1,150 were post-16 learners relevant to the measures in this release, equating to approximately 1% of the total in each year. As it is impossible to know the real impact of these missing learners on the measures in this release, the results should be viewed with caution, however, the impact is estimated to be small given the small proportion of learners.

These missing records are being investigated and will be included in the next release of this data when all the data in this release will be revised as normal.

## Destinations of post-16 learners

Chart 2: Destinations of 2017/18 and 2018/19 post-16 learners



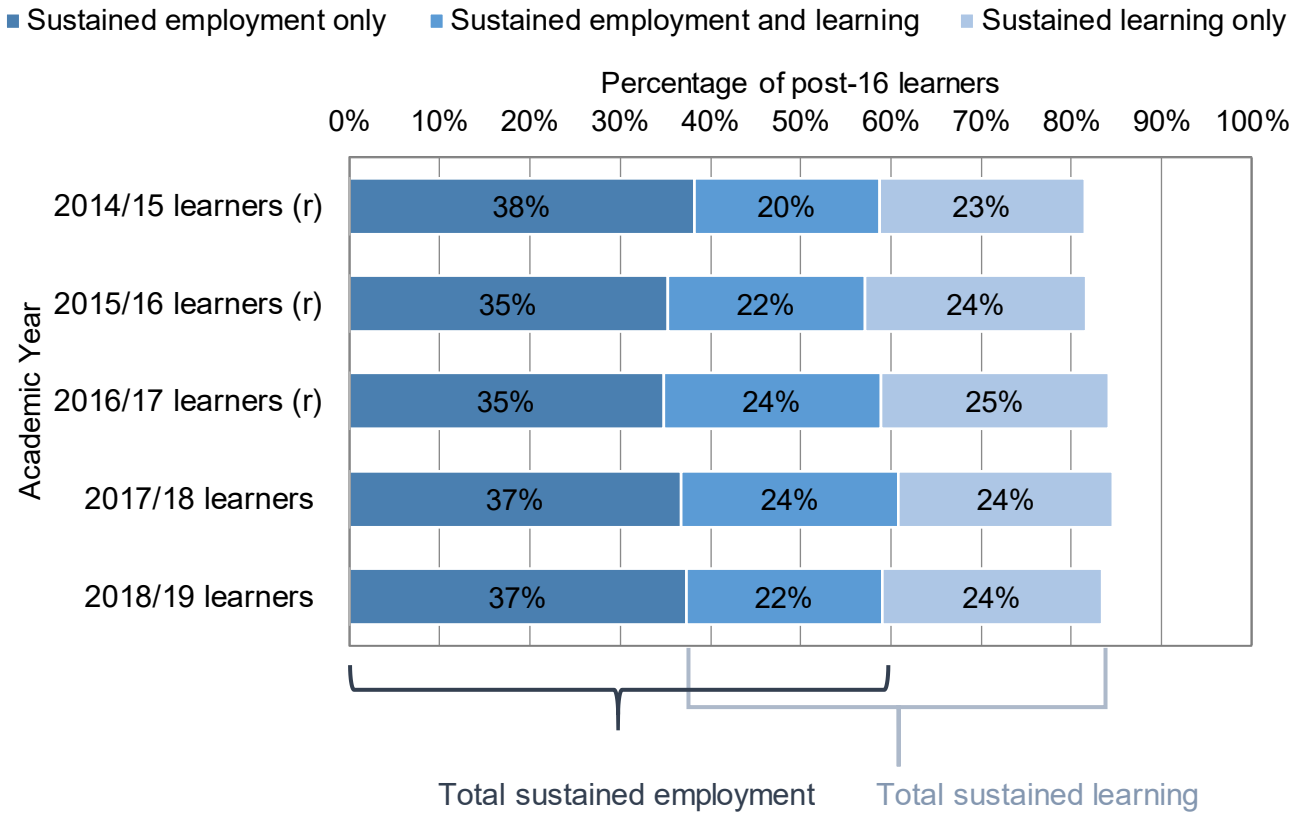
### Latest data

Chart 1 on the front page shows that of all post-16 learners with a terminated learning programme in 2017/18, 85% progressed to a sustained destination in learning and/or employment in 2018/19. Chart 2 shows that this is made up of sustained further learning at the same or a higher level (24%), sustained employment (37%) or a combination of the two (24%).

In the latest cohort, 83% of learners in 2018/19 progressed to a sustained destination the following year, 1 percentage point lower than 2017/18 learners.

The remaining 15% of post-16 learners in 2017/18 and 17% of 2018/19 learners had a non-sustained or not known destination. This includes learners with sustained learning at a lower level, and learners with no known outcome in the destination year.

### Chart 3: Destinations of post-16 learners



r) Previously published figures have been revised, see definitions section for detail.

### 5-year trend

Chart 1 and Chart 3 show the destinations of post-16 learners over time. The sustained destination rate gradually increased from 82% for 2014/15 learners to 85% of 2017/18 learners before falling to 83% in 2018/19. Although the percentage of sustained destinations decreased in 2018/19, it is higher than it was in 2014/15 and 2015/16.

**Chart 4: Destinations for 2018/19 post-16 learners, by level of terminated learning programme**

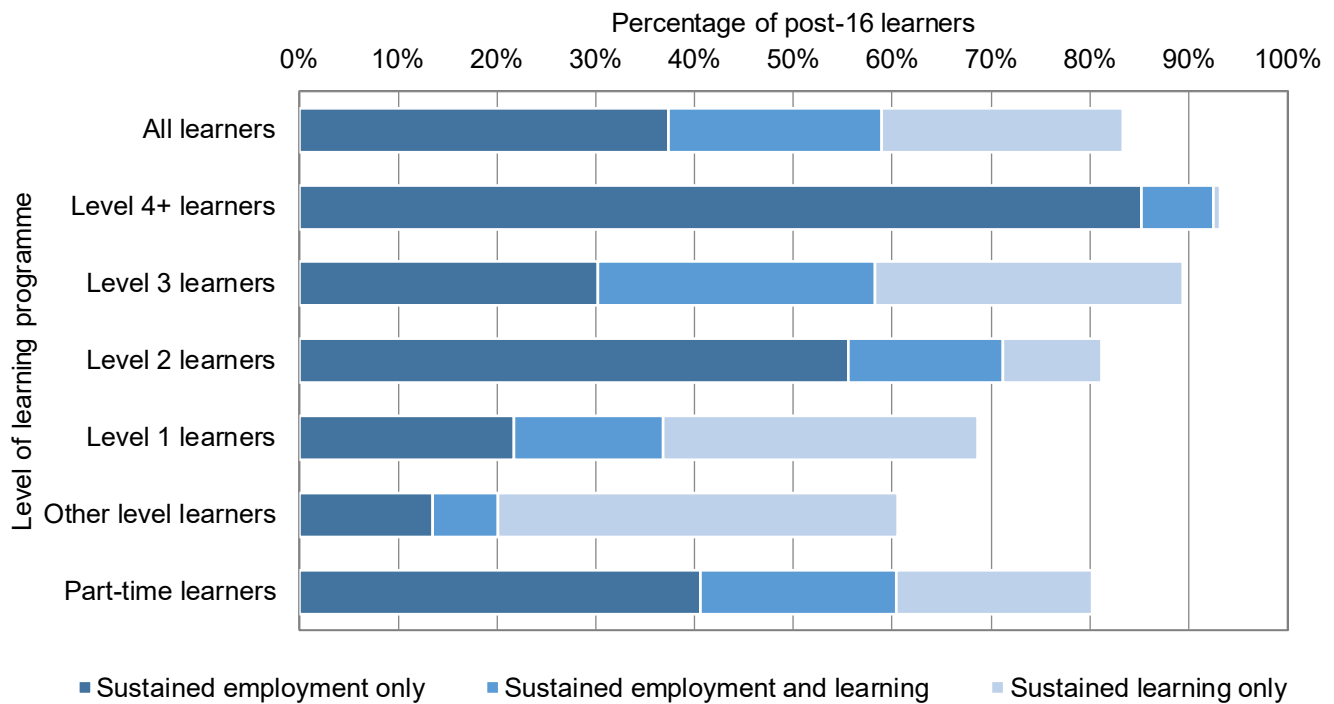


Chart 4 shows the destinations of 2018/19 learners by the level of their learning programme.

### Latest data

The trend in destinations by level for 2018/19 learners are similar to those for 2017/18 learners.

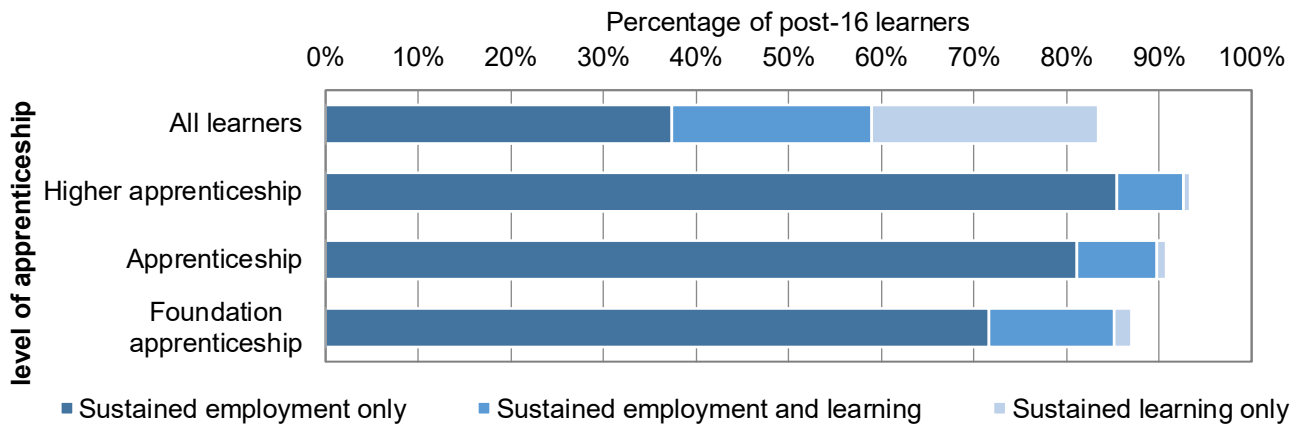
- Learners finishing programmes at level 4 and above had the highest sustained employment rate and subsequently, the lowest sustained learning rate:
  - 94% of 2017/18 learners in sustained employment, 7% in sustained learning
  - 92% of 2018/19 learners in sustained employment, 8% in sustained learning
- Learners finishing level 2 programmes had the second highest sustained employment rate, 71% in both years
- Learners finishing a level 3 programme had the highest sustained learning rate:
  - 60% of 2017/18 learners in sustained learning
  - 59% of 2018/19 learners in sustained learning
- 2018/19 part-time learners had a sustained employment rate of 60% and a sustained learning rate of 40%, both lower than they were for 2017/18 learners (63%, 41% respectively).

### 5 year trend

The trends shown above for the last 2 years of data are similar to the 3 previous years e.g. level 4 and above learners consistently have the higher sustained employment rates (ranging from 87% to 94%), level 2 learners have the second highest sustained employment rates (ranging from 64% to 71%) and level 3 learners consistently have the highest sustained learning rates (ranging from 59% to 63%).



**Chart 5: Destinations for 2018/19 apprenticeship learners**



**Latest data**

**Sustained destination** rates were higher for all apprenticeship learners than all post-16 learners. For 2018/19 learners:

- Over 9 in 10 (93%) **higher apprenticeship** learners had a **sustained destination**, a little lower than 94% in 2017/18.
- 9 in 10 (91%) of **apprenticeship** learners had a **sustained destination**, lower than 92% in 2017/18.
- 87% of **foundation apprenticeship** learners had a **sustained destination**, lower than 89% in 2017/18.

Overall, **sustained employment** rates were higher for apprenticeship learners than all learners. For 2018/19 learners:

- Over 9 in 10 (93%) **higher apprenticeship** learners were in **sustained employment**, a little lower than 94% in 2017/18.
- 9 in 10 (90%) of **apprenticeship** learners were in **sustained employment**, lower than 92% in 2017/18.
- 85% of **foundation apprenticeship** learners were in **sustained employment**, lower than 87% in 2017/18.

**Sustained learning** rates were lower than the all post-16 learners rate. For 2018/19 learners:

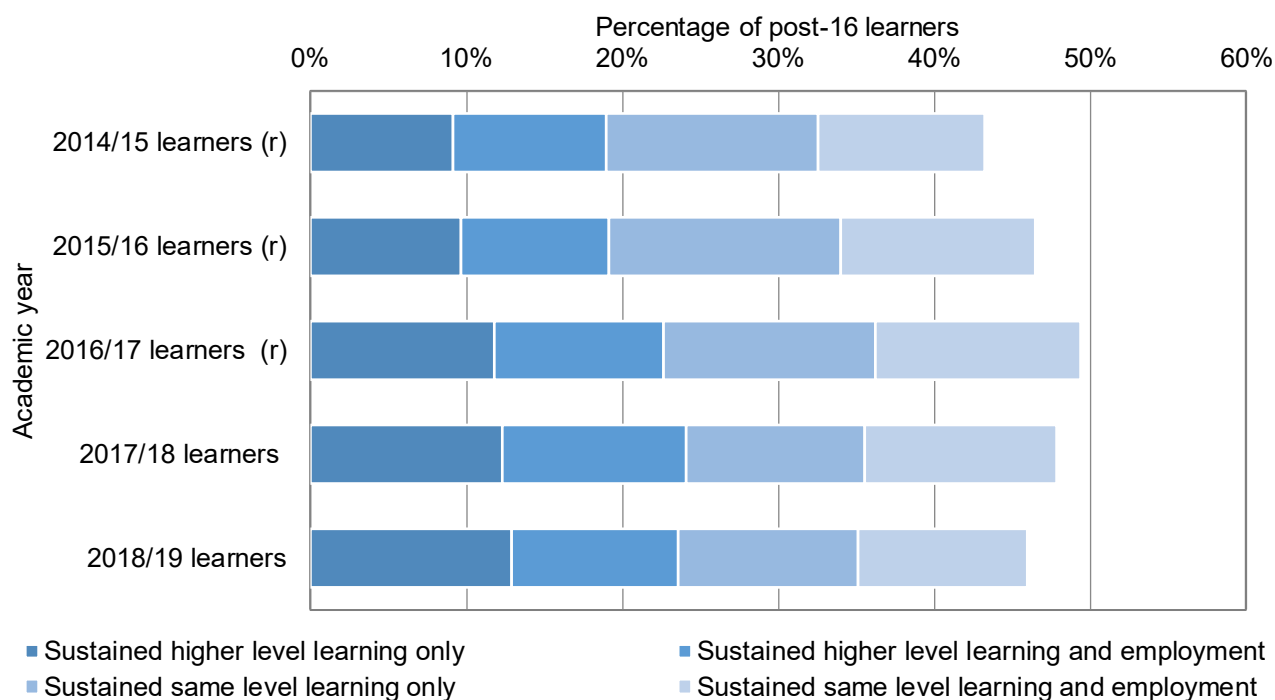
- Under 1 in 10 (8%) of **higher apprenticeship** learners were in **sustained learning**, a little higher than 7% in 2017/18.
- 1 in 10 (10%) of **apprenticeship** learners were in **sustained learning**, the same as 2017/18.
- 3 in 20 (15%) of **foundation apprenticeship** learners were in **sustained learning**, lower than 19% in 2017/18.

## **5 year trend**

The sustained destination rate for all apprenticeship learners has been consistently higher than the whole learner cohort over the last 5 years. This has been due to the sustained employment rate being higher than average, the sustained learning rate has consistently been lower than the whole cohort for all types of apprenticeship.

## Sustained learning destinations for post-16 learners

**Chart 6: Sustained learning destinations for post-16 learners, by level of learning destination**



r) Previously published figures have been revised, see definitions section for detail.

### Latest data

Chart 6 provides a breakdown of whether **sustained learning** destinations were at the same or higher level than the terminated learning programme.

Around half of learners had a **sustained learning** destination over the last 5 years, for 2018/19 learners, it was 46%.

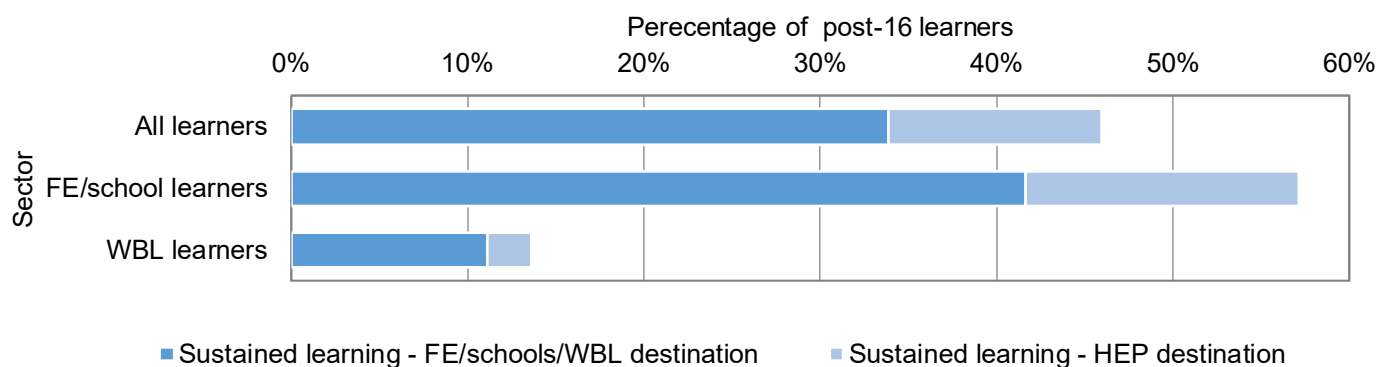
Of the learners in 2018/19:

- 24% had a **higher level learning destination** than their terminated programme, the same as the 2017/18 cohort
- 22% had the **same level destination** as their terminated programme, 1 percentage point lower than the 2017/18 cohort (24%)

### 5-year trend

The 5 year trend shows a gradual increase in the percentage of students with a sustained higher level learning destination, with a corresponding gradual decrease in students sustained learning destination at the same level as their previous programme.

**Chart 7: Sustained learning destinations for post-16 learners, by destination provider type**



### Latest data

Chart 7 provides a breakdown of whether **sustained learning** destinations were at a FE/school/WBL provider or at a higher education provider (HEP) in the UK.

In 2018/19, 57% **FE/school learners** had a sustained learning destination, 1 percentage point lower than in 2017/18 (59%). This was made up of:

- 42% progressing to learning at FE/school or WBL providers (43% in 2017/18)
- 15% at a higher education provider (HEP) in the UK. (16% in 2017/18)

In 2018/19, 14% of **WBL learners** had a sustained learning destination, 1 percentage point lower than it was for the 2017/18 cohort (15%). This was made up of:

- 11% progressing to learning at FE/school or WBL providers (12% in 2017/18)
- 2% at a higher education provider (HEP) in the UK. (2% in 2017/18)

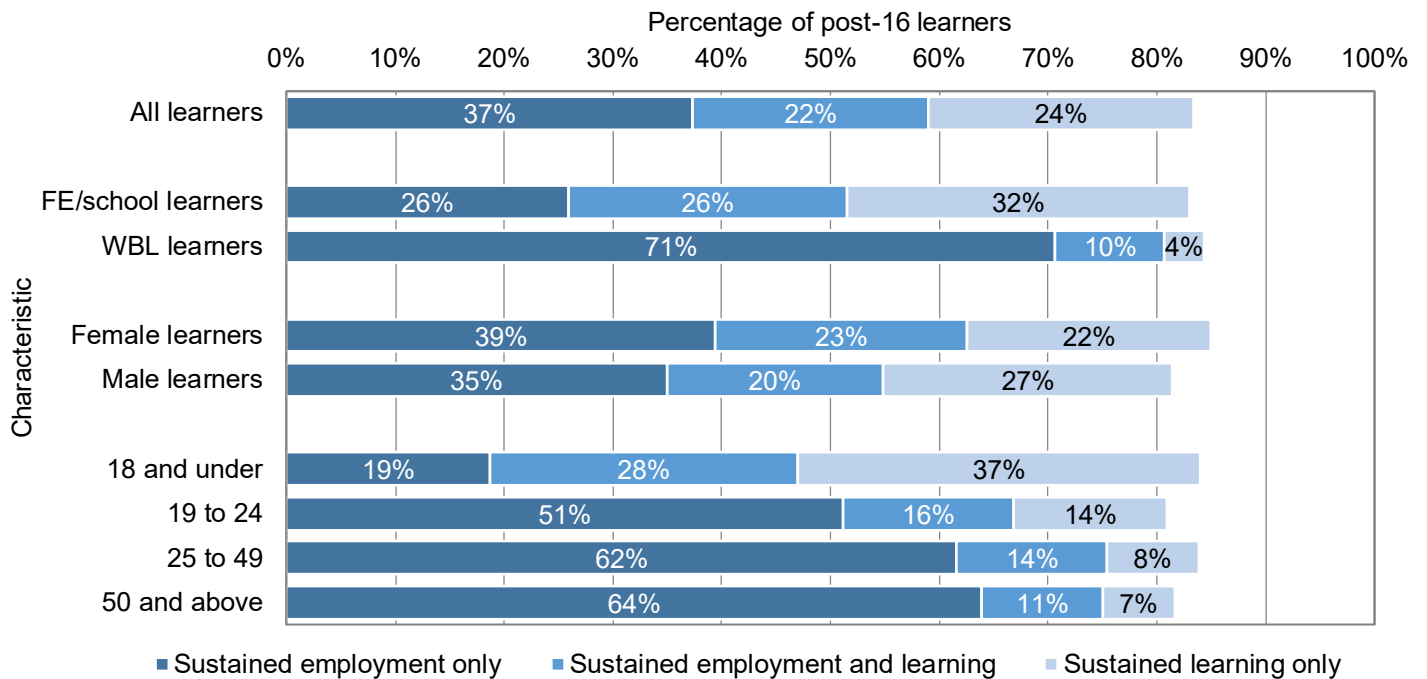
### 5 year trend

The split between FE/school/WBL and HEP has been consistent over the last 5 years of data. The sustained learning rate for FE/school learners has ranged from 53% to 59% and the rate for WBL learners has ranged between 13% and 16%.

## Destinations of post-16 learners by learner characteristics

This new section of the release includes destinations of post-16 learners by characteristics such as gender, age, ethnicity, Special Educational Needs, free school meal eligibility and multiple deprivation decile.

**Chart 8: Destinations for 2018/19 post-16 learners, by sector, gender, and age**



### Sector

FE/school learners and WBL learners have a similar rate of **sustained destination** to the whole cohort, both over 8 in 10 (83% of FE/School learners and 84% of WBL learners in 2018/19).

In general, FE/school learners have a higher rate of **sustained learning** than WBL learners, whereas WBL learners have a higher rate of **sustained employment**. Of the learners in 2018/19:

- Just over half (51%) of **FE/school** learners had a **sustained employment** destination, a decrease compared to 54% in 2017/18 and 53% in 2016/17
- 81% of **WBL** learners had **sustained employment** the following year, a decrease compared to 2017/18 (82%) but both years were higher than 78% in 2016/17
- 57% of **FE/school** learners had a **sustained learning** destination the next year, a little lower than in the previous two years (59% in both 2016/17 and 2017/18)
- 14% of **WBL** learners had a **sustained learning** destination, a decrease compared to 15% in 2017/18, and 16% in 2016/17.

## Gender

Female learners had a higher **sustained destination** rate than male learners (85% in 2018/19, compared with 82%).

- **Female** learners **sustained destination** rate in 2018/19 was lower than in both 2017/18 (87%) and 2016/17 (86%)
- **Male** learners **sustained destination** rate in 2018/19 was a little lower than in 2017/18 (83%) and the same as in 2016/17 (82%)

In general, the **sustained employment** rate for female learners was higher than for male learners. Of the learners in 2018/19:

- 63% of **female** learners had a **sustained employment** destination, a decrease compared to 65% in 2017/18 but the same as in 2016/17
- 55% of **male** learners had **sustained employment** destination, a decrease compared to 56% in 2017/18 but the same as in 2016/17

The **sustained learning** rates were a little higher for male learners. Of the learners in 2018/19:

- 46% of **female** learners had a **sustained learning** destination, a decrease compared to 47% in 2017/18 and 49% in 2016/17
- 47% of **male** learners had **sustained learning** destination, a decrease compared to 49% in both 2017/18 and 2016/17

## Age

Looking across age groups, the **sustained destination** rate is generally highest for those aged 18 and under or aged 25 to 49. The rate is slightly lower for the 19- to 24-year-olds and those 50 and over.

- Learners aged **18 and under** had a **sustained destination** rate in 2018/19 of 84%, lower than in 2017/18 and 2016/17 (both 85%)
- Learners aged **19 to 24** had a **sustained destination** rate in 2018/19 of 81%, lower than in 2017/18 (82%) and 2016/17 (83%)
- Learners aged **25 to 49** had a **sustained destination** rate in 2018/19 of 84%, lower than in 2017/18 (86%) and 2016/17 (85%)
- Learners aged **50 and over** had a **sustained destination** rate in 2018/19 of 82%, lower than in 2017/18 (83%) and 2016/17 (82%)

In general, the **sustained employment** rate was lowest for those aged 18 and under and highest in the older age groups; Of the learners in 2018/19:

- 47% of learners aged **18 and under** had a **sustained employment** destination, a decrease compared to 50% in 2017/18 and 48% in 2016/17
- 67% of learners aged **19 to 24** had a **sustained employment** destination, a decrease compared to 70% in 2017/18 and 2016/17

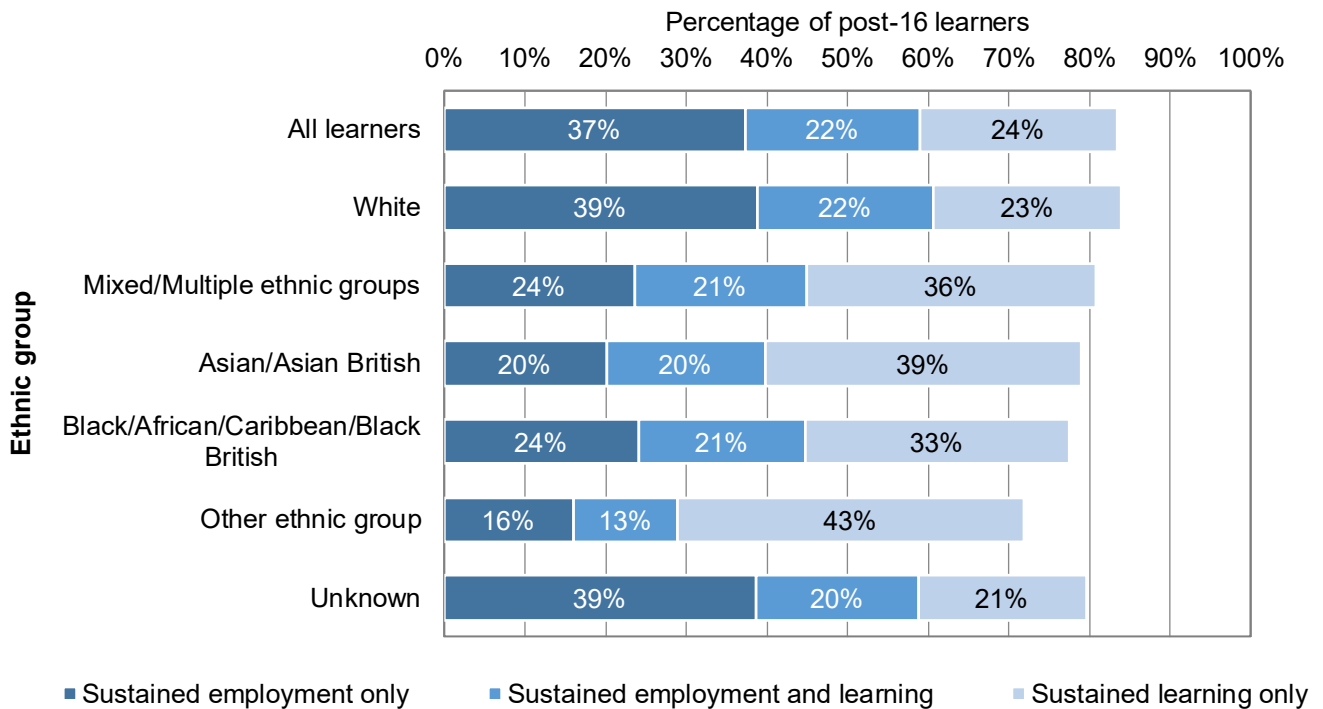
- 75% of learners aged **25 to 49** had a **sustained employment** destination, a decrease compared to 78% in 2017/18 and 76% in 2016/17
- 75% of learners aged **50 and over** had a **sustained employment** destination, a decrease compared to 76% in 2017/18 and 74% in 2016/17

Conversely the **sustained learning** rate was highest for those aged 18 and under and lower for the older age groups (likely reflecting the higher proportion of those aged 18 and under entering higher education). Of the learners in 2018/19:

- 65% of learners aged **18 and under** had a **sustained learning** destination, the same as in 2017/18 and 2016/17 (both 65%)
- 30% of learners aged **19 to 24** had a **sustained learning** destination, the same as in 2017/18 and 2016/17 (both also 30%)
- 22% of learners aged **25 to 49** had a **sustained learning** destination, a decrease compared to 24% in 2017/18 and 26% in 2016/17
- 18% of learners aged **50 and over** had a **sustained learning** destination, a decrease compared to 21% in 2017/18 and much lower than the 26% in 2016/17

## Ethnicity

**Chart 9: Destinations for 2018/19 post-16 learners, by ethnicity**



Looking across ethnic groups, the **sustained destination** rate is generally highest for students with a White ethnicity and lowest for students with a Black/African/Caribbean/Black British ethnicity or from an Other ethnic group. In 2018/19:

- Learners with a **White ethnicity** had a **sustained destination** rate of 84%, a little lower than in 2017/18 and 2016/17 (both 85%)
- Learners with a **Mixed ethnicity or Multiple ethnic groups** had a **sustained destination** rate of 81%, lower than in 2017/18 (84%) but a little higher than in 2016/17 (80%)
- Learners with an **Asian or Asian British ethnicity** had a **sustained destination** rate of 79%, lower than in 2017/18 (83%) and 2016/17 (81%)
- Learners with a **Black, African, Caribbean, or Black British ethnicity** had a **sustained destination** rate of 77%, lower than in 2017/18 (80%) and 2016/17 (79%)
- Learners from an **'Other' ethnic group** had a **sustained destination** rate of 72%, lower than in 2017/18 (74%) and 2016/17 (73%)

In general, the **sustained employment** rate was generally highest for students with a White ethnicity and lowest for students with an Asian or Asian British ethnicity or Other ethnic group. Of the learners in 2018/19:

- Learners with a **White ethnicity** had a **sustained employment** rate of 61%, a little lower than in 2017/18 (62%) and 2016/17 (60%)
- Learners with a **Mixed ethnicity or Multiple ethnic groups** had a **sustained employment** rate of 45%, lower than in 2017/18 (46%) but a little higher than in 2016/17 (45%)



- Learners with an **Asian or Asian British ethnicity** had a **sustained employment** rate of 40%, lower than in 2017/18 (41%) but a little higher than in 2016/17 (39%)
- Learners with a **Black, African, Caribbean, or Black British ethnicity** had a **sustained employment** rate of 45%, lower than 2017/18 and 2016/17 (both 47%)
- Learners from an '**Other**' ethnic group had a **sustained employment** rate of 29%, lower than in 2017/18 (31%) and 2016/17 (30%)

Conversely, the **sustained learning rate** was generally highest for students with an Asian or Asian British ethnicity and lowest for students with a White ethnicity. Of the learners in 2018/19:

- Learners with a **White ethnicity** had a **sustained learning** rate of 45%, lower than in 2017/18 (47%) and 2016/17 (49%)
- Learners with a **Mixed ethnicity or Multiple ethnic groups** had a **sustained learning** rate of 57%, lower than in 2017/18 (60%) and 2016/17 (58%)
- Learners with an **Asian or Asian British ethnicity** had a **sustained learning** rate of 59%, lower than in 2017/18 and 2016/17 (both 62%)
- Learners with a **Black, African, Caribbean, or Black British ethnicity** had a **sustained learning rate** of 53%, lower than in 2017/18 (57%) and 2016/17 (55%)
- Learners from an '**Other**' ethnic group had a **sustained learning** rate of 56%, lower than in 2017/18 (58%) and 2016/17 (59%)

## Special Educational Needs (SEN)

As noted in the introduction, to get information on SEN, we utilised our Matched Education Dataset (MED) to link students in our LEO dataset with their PLASC record.

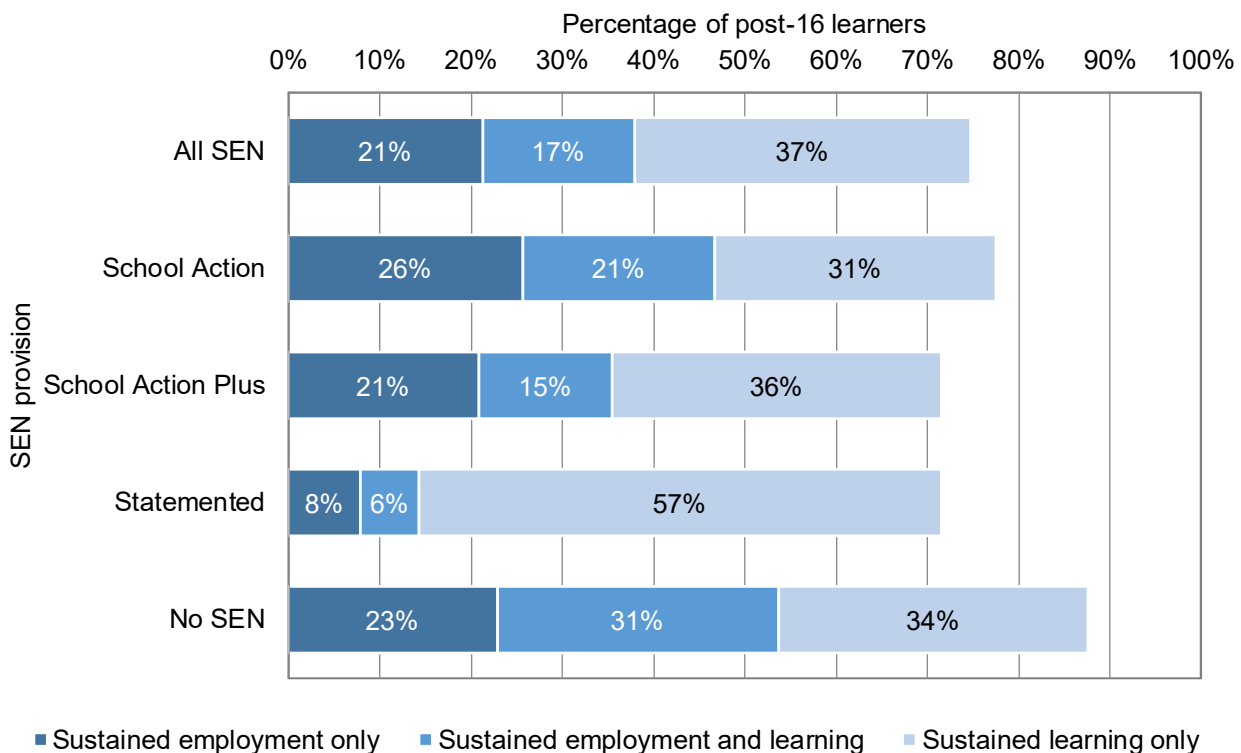
Only learners able to be matched to the MED were linked so the number of students included is less than the total destinations cohort: In 2018/19, 67,520 students were matched out of 117,640. As such, the chart represents only 57% of the 2018/19 cohort and should be treated as a standalone analysis, not compared to the rest of the release.

For example, the learners included in the chart below have a younger demographic than the rest of this release. Chart 8 shows that younger learners have a lower rate of sustained employment than the whole cohort, so the sustained employment rate of all the students in chart 10 is lower than is shown for totals in the rest of this release.

The SEN status shown for learners in this analysis is the most recent record of SEN provision they had in the PLASC record, e.g. if a learner in LLWR had one type of SEN provision in year 10, and another in year 11, this analysis uses what was recorded when they were in year 11.

Learners with SEN may have [Statements](#) issued by the LA or may have their needs identified by the school. In the latter case they come under one of two further categories: [School Action](#) or [School Action Plus](#).

**Chart 10: Destinations for 2018/19 post-16 learners, by SEN provision**



The **sustained destination** rate is generally highest for learners with no SEN provision and lowest for School Action Plus learners and learners with a statement of SEN. In 2018/19:

- Learners with **School Action** provision had a **sustained destination** rate of 78%, a little lower than in 2017/18 and 2016/17 (both 79%)
- Learners with **School Action Plus** had a **sustained destination** rate of 72%, lower than in 2017/18 (74%) but the same as in 2016/17 (72%)
- Learners with a **statement** of SEN had a **sustained destination** rate of 72%, the same as in 2017/18 (72%) and 2016/17 (72%)
- Learners with **no SEN** had a **sustained destination** rate of 88%, a little lower than in 2017/18 (89%) and the same as in 2016/17 (88%)

The **sustained employment** rate is also generally highest for students with no SEN and lowest for those with a statement of SEN. In 2018/19:

- Learners with **School Action** provision had a **sustained employment** rate of 47%, a little lower than in 2017/18 (48%) but a little higher than in 2016/17 (45%)
- Learners with **School Action Plus** had a **sustained employment** rate of 36%, a little lower than in 2017/18 and 2016/17 (both 37%)
- Learners with a **statement** of SEN had a **sustained employment** rate of 14%, lower than in 2017/18 and 2016/17 (both 17%)
- Learners with **no SEN** had a **sustained employment** rate of 54%, lower than in 2017/18 (55%) but a little higher than in 2016/17 (53%)

The **sustained learning** rate is generally highest for students with no SEN provision, or a statement of SEN. It is lower for those with School Action or School Action Plus SEN provision. In 2018/19:

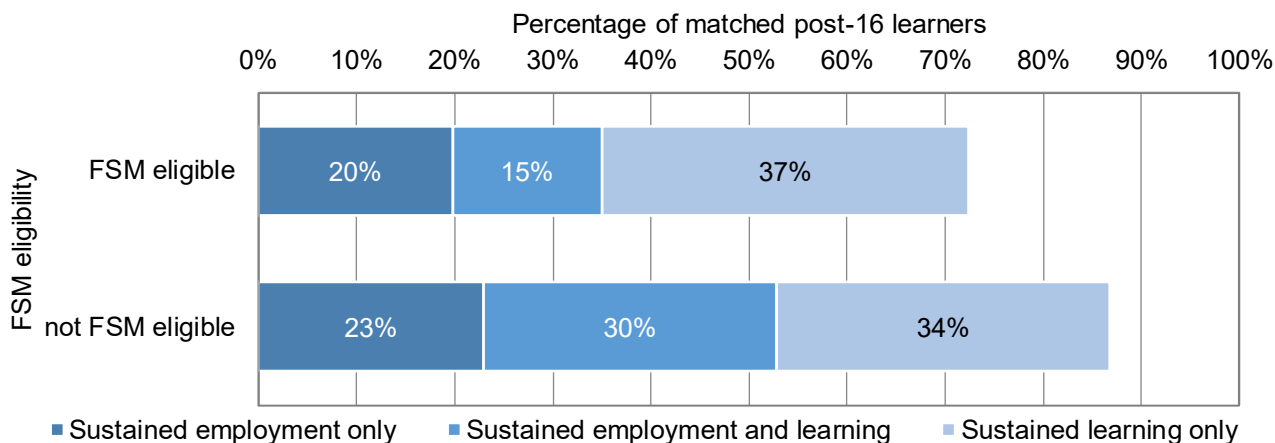
- Learners with **School Action** provision had a **sustained learning** rate of 52%, lower than in 2017/18 (54%) and 2016/17 (55%)
- Learners with **School Action Plus** had a **sustained learning** rate of 51%, lower than in 2017/18 (53%) and the same as 2016/17 (51%)
- Learners with a **statement** of SEN had a **sustained learning** rate of 64%, higher than in 2017/18 (62%) and 2016/17 (63%)
- Learners with **no SEN** had a **sustained learning** rate of 65%, lower than in 2017/18 (66%) and 2016/17 (68%)

## Free School Meal eligibility (FSM)

The analysis presented here is also derived by utilising our Matched Education Dataset (MED) to link students in our LEO dataset with their PLASC record. The match rate, and associated issues with comparing this analysis with that presented elsewhere in this release, is as described in section on Special Educational Needs.

The FSM eligibility shown for learners in this analysis is the most recent record of FSM eligibility they had in the PLASC record, e.g. if a learner in LLWR was eligible for FSM in year 10, but then recorded as not eligible in year 11 this analysis will record them as not eligible.

**Chart 11: Destinations for 2018/19 post-16 learners, by free school meal (FSM) eligibility**



The **sustained destination** rate is higher for students with no FSM eligibility. In 2018/19:

- **FSM eligible** learners had a **sustained destination** rate of 73%, the same as in 2017/18 and 2016/17 (both 73%)
- Learners **not eligible** for FSM had a **sustained destination** rate of 87%, a little lower than in 2017/18 and 2016/17 (both 88%)
- The gap between FSM eligible students and those not eligible in 2018/19 was 14 percentage points, a little smaller than the gap in the previous 2 years (15 percentage points)

The **sustained employment** rate is higher for students with no FSM eligibility. In 2018/19:

- **FSM eligible** learners had a **sustained employment** rate of 35%, a little lower than in 2017/18 (36%) and the same as 2016/17 (35%)
- Learners **not eligible** for FSM had a **sustained employment** rate of 53%, lower than in 2017/18 (55%) and the same as 2016/17 (53%)
- The gap between FSM eligible students and those not eligible in 2018/19 was 18 percentage points, a little smaller than in 2017/18 (19 percentage points) and the same as it was in 2016/17.

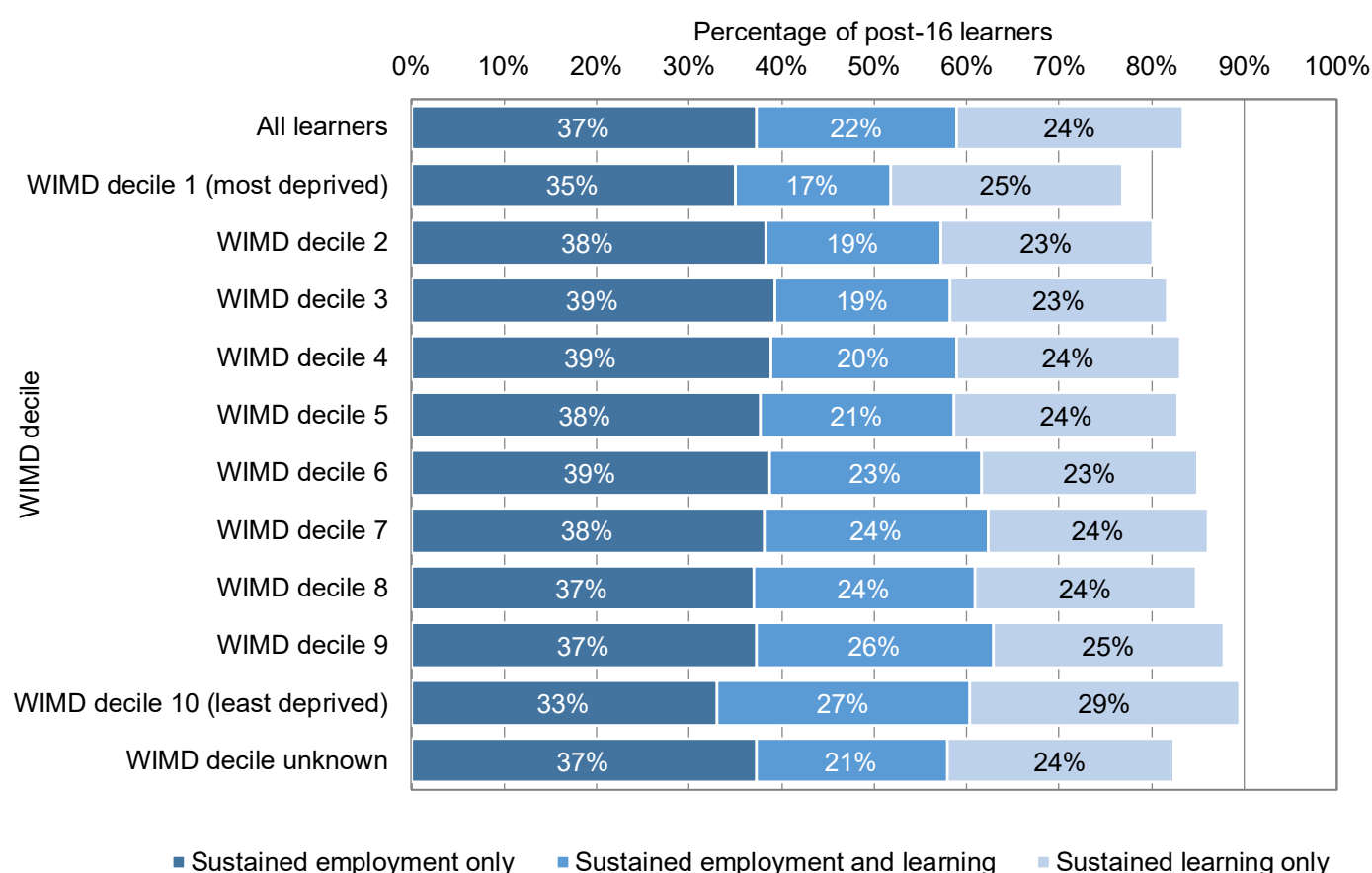
The **sustained learning** rate is higher for students with no FSM eligibility. In 2018/19:

- **FSM eligible** learners had a **sustained learning** rate of 53%, a little lower than in 2017/18 (54%) and in 2016/17 (55%)
- Learners **not eligible** for FSM had a **sustained learning** rate of 64%, lower than in 2017/18 (66%) and 2016/17 (67%)
- The gap between FSM eligible students and those not eligible in 2018/19 was 11 percentage points, a little smaller than the gap in the previous 2 years (12 percentage points)

## The Welsh Index of Multiple Deprivation (WIMD)

[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.

**Chart 12: Destinations for 2018/19 post-16 learners, by Welsh Index of Multiple Deprivation (WIMD) decile**



The **sustained destination** rate for learners in 2018/19 from the most deprived decile (1) was 13 percentage points lower than the rate for learners from the least deprived decile (10), (77% compared with 90%). This pattern is similar to that in 2017/18 (78% compared to 91%).

In 2018/19, the **sustained employment** rate increased from 52% in WIMD decile 1 (most deprived) to 63% in decile 9. 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 employment rate was also lowest for learners in decile 1 in 2017/18 (53%) and 2016/17 (51%).

The **sustained learning** rate for learners in 2018/19 from the most deprived decile (1) was 15 percentage points lower than the rate for learners from the least deprived decile (10), (42% compared with 56%). For learners in 2017/18 the gap was also 15 percentage points (44% compared with 59%). The gap in 2016/17 was larger (17 percentage points) although the reduction in the gap between the two deciles in recent years is due to a reduction in both rates rather than an increase in the most deprived decile (45% compared with 61% in 2016/17).

## 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.

As noted on page 4, this publication also uses data from the [Pupil Level Annual School Census \(PLASC\)](#), utilising the Matched Education dataset to obtain additional learner characteristics such as Special Educational Need Provision in school, and Free School Meal eligibility.

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 learners.

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](#). 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 learners 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 learners 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 2018/19 cohort, destinations are reported for 2019/20.

## 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).

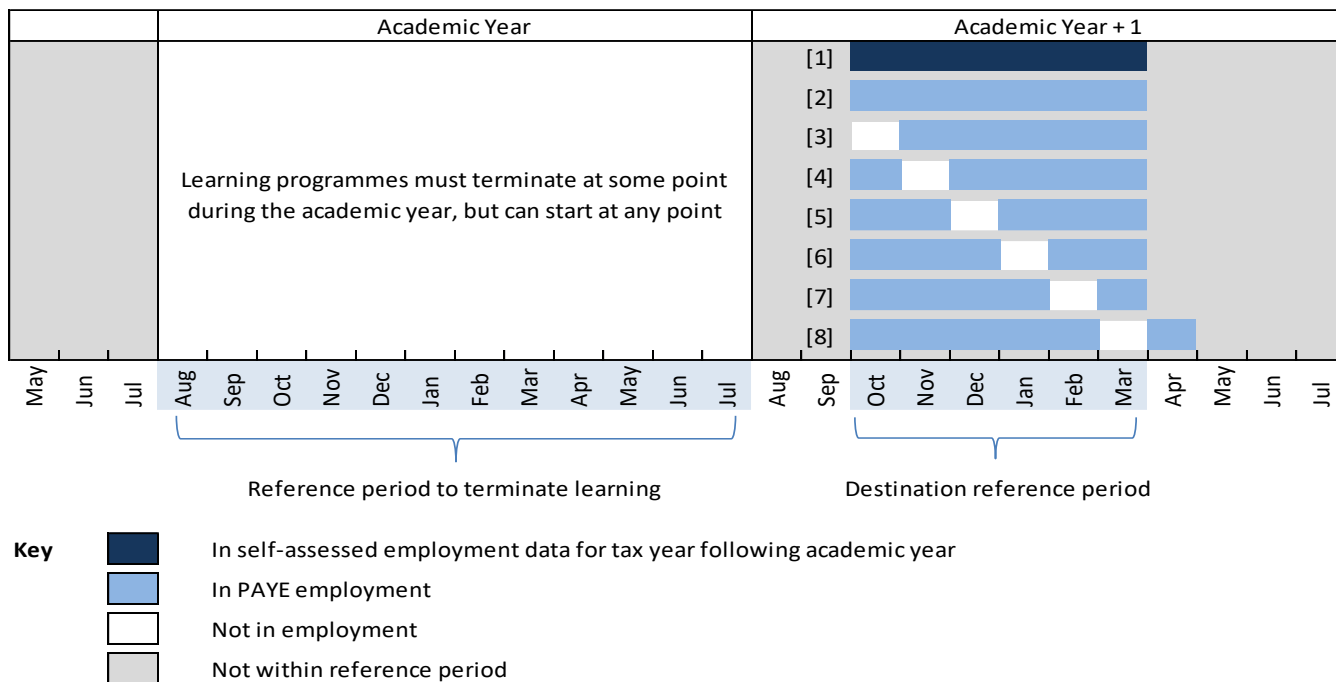
The definition of sustained employment looks at employment activity in the six month October to March period following the end of the academic year in which the learning aim took place. For 2018/19 learners to be counted as in sustained employment:

- A learner must have completed a self-assessed return for tax year 2019-20, or
- A learner must be in paid PAYE employment for at least one day in five out of the six months between October 2019 and March 2020

If a learner is employed in the five months between October 2019 and February 2020, but not in March 2020, then they must also be employed in April 2020.

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**



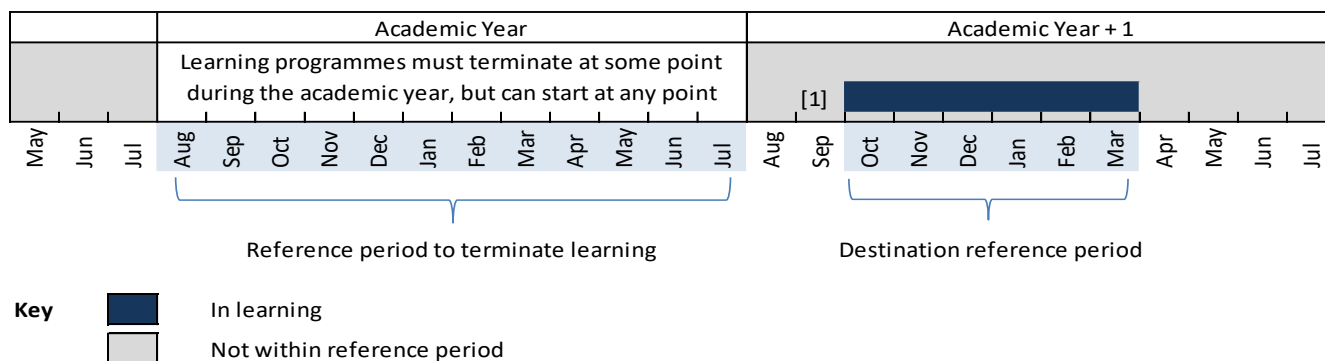
### Sustained learning

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 2018/19 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 2018/19 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 2019 and March 2020

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



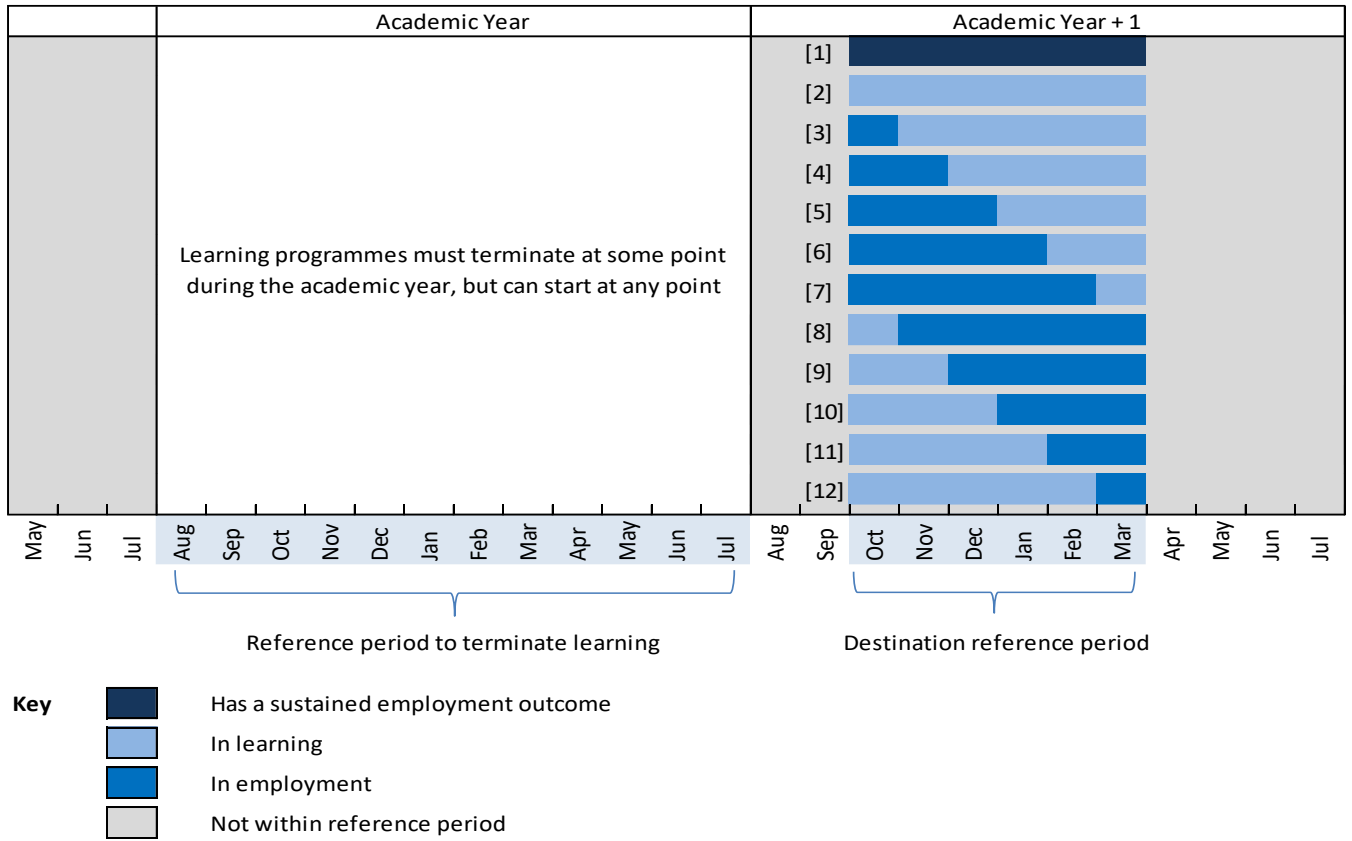
### Sustained destination

The sustained destination measure aims to count the proportion of learners with a sustained outcome, either into learning or employment (or both). For 2018/19 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 2019 and March 2020

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**

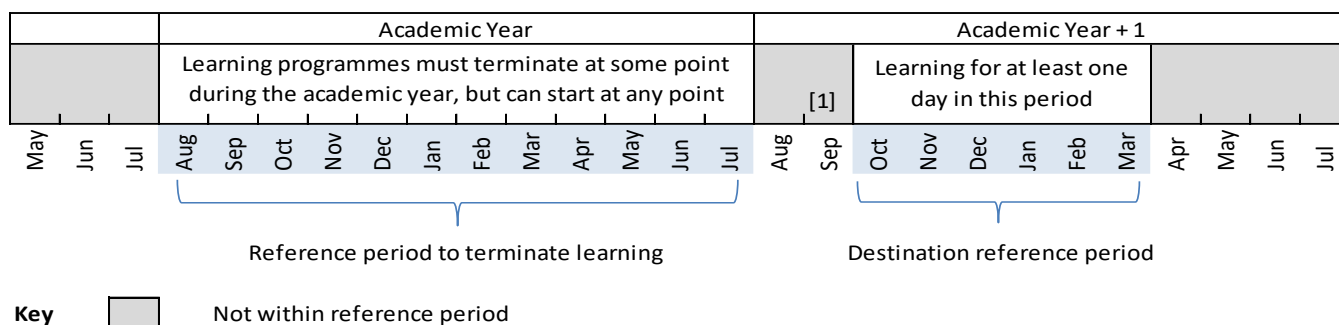


## Learning (non-sustained)

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 2019 and March 2020

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



## Learning or 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 2018/19 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 haven't included information on employment sector and do not have any data on 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. We hope to include further information on sector of employment in the future.

## Rounding and suppression

All figures in this statistical release 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.

Percentages and percentage point differences are rounded to the nearest whole number which may result in differences between the sum of values being compared.

## **Special Educational Need provision definitions**

### Pupils with statements

Pupils for whom the Authority maintains a statement of special educational needs under Part iv of the Education Act 1996. A statement may be issued by the LA after assessment of a child's needs.

### School Action

When a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

### School Action Plus

When the class or subject teacher and the Special Educational Needs Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' can be put in place. The Special Educational Needs Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher.

## 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;
- Members of the Senedd and researchers in the Senedd;
- 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 5 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, 2018 to 2019](#)

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.

More recently, the statistical article [Outcomes for learners in post-16 education affected by the coronavirus \(COVID-19\) pandemic: August 2020 to July 2021](#) included a one-off analysis of the progression of Year 11 learners into post-16 education.

We hope to publish more regular information on the destinations of education leavers in the future.

Information is also published by Careers Wales, through the [Pupil Destinations Survey](#), on the destinations of Year 11, 12 and 13 school leavers.

## Equalities data

Availability of data for equality dimensions:

<b>Equality dimension</b>	<b>Collected</b>	<b>Included in release</b>
Race/Ethnicity	Yes	Yes
Age groups	Yes	Yes
Gender	Yes	Yes
Impairments and disability	Yes	Analysis by Special Educational Needs (SEN) is included due to differences in how data on disability, impairments and SEN is captured across sectors – see below.
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 this release, we have included data on ethnicity for the first time, as well as Special Educational Needs (SEN) and free school meal (FSM) eligibility. 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. To obtain information on SEN and FSM we match data on post-16 learners back to their learner records during compulsory education. Information on match rates and the impact of this approach is included in the respective sections in this release. 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 wellbeing of Wales. The Act puts in place seven wellbeing 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 wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 March 2016.

Information on the indicators, along with narratives for each of the wellbeing goals and associated technical information is available in the [Wellbeing 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 wellbeing assessments and local wellbeing plans.

## **Further details**

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

## **Next update**

Destinations for the 2019/20 cohort of learners will be published in September 2022

## **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)

## **Open Government Licence**

All content is available under the [Open Government Licence](#), except where otherwise stated.

