



Lancashire Skills and Employment Board

Private and Confidential: No

Wednesday 23rd March 2016

Adult Further Education – Outcome Based Success Measures

Report Author: Dr Michele Lawty-Jones, Director of the Lancashire Skills Hub,
michele.lawty-jones@lancashire.gov.uk

Executive Summary

This paper is provided to introduce the concept of adult further education outcome based success measures and to initiate a discussion about what such measures might look like for Lancashire in a context of devolution.

Outcome measures are likely to include destination data (into employment, apprenticeships or further learning), progression within learning and earnings, in addition to measures of qualification achievement rates. Additional measures may also be required in local areas in which Adult Education budgets have been devolved.

Recommendations

1. The Committee are asked to consider the content of the paper and contribute to a discussion about what outcome measures might look like in Lancashire – considering the proposed core data set and thoughts in regard to additional measures.
2. In particular, private sector members of the Committee are asked to consider what information would be beneficial to employers, and how the public-private partnership through the LEP could help to drive up quality of provision and how well provision meets the needs of employers and the local economy.

1. Background Information

- 1.1 The concept of outcome based success measures for adult further education was introduced in August 2014 with an initial consultation. The outcome measures complement the qualification achievement measures already in place and cover:
 - Destinations (into employment, apprenticeship or further learning);
 - Progression within learning; and
 - Earnings.
- 1.2 The new information will give prospective learners better information about vocational qualifications and about the performance of colleges and other providers to help them make informed decisions about what and where to study (such data is already contained in university and college higher education 'key information sets' (KIS data) provided by unistats to help prospective students compare and assess options).
- 1.3 In addition, the information will contribute to driving up high quality post-19 education and training by ensuring that skills provision aligns with the needs of employers and individuals and is value for money. It is thought that this will happen in a number of ways:
 - Informing performance management of the providers to ensure that poor performance is swiftly dealt with, protecting the interests of learners, employers and the tax payer;
 - Improving the usefulness and relevance of provision by giving providers more information to help in self-improvement and curriculum planning;
 - Giving wider information to customers on the impact teaching and learning and different qualifications have on learners, business and communities; and
 - Enabling learners and employers to make more informed choice about where and how they invest public, and increasingly their own, money.
- 1.4 A 'widget' is proposed which will display the data on providers' websites and FE performance tables focussed on apprenticeships and higher level learning.
- 1.5 A further consultation was undertaken in the latter stages of 2015. The full consultation document can be viewed here:
<https://www.gov.uk/government/consultations/adult-further-education->

[measuring-success-detailed-proposals](#) . The Government's response is due to be published ('early 2016' on the timetable in the document).

2. Implications for LEPs & Local Authorities

- 2.1 It is thought that the data will give LEPs (and providers themselves) better data on the performance on individual providers and how they compare with similar providers.
- 2.2 It is likely that Adult Education budgets will be devolved to local areas. The Adult Education budget will bring together the Adult Skills budget (all non-apprenticeship funds), the Adult Community Learning budget and Discretionary Learner Funding, as detailed in the draft devolution skills and employment paper.
- 2.3 It is intended that the measures will play a key role in helping local commissioners assess quality. It is proposed that agreements between LEPs, local authorities and providers will be underpinned by local outcome agreements by setting out roles, responsibilities and expectations of the parties involved.
- 2.4 It also suggests that local devolution may deliver different outcomes in different areas, and that each area will have its own priorities. Some of the measures on which impact is monitored will therefore also differ. However, there will be a need for a core set of measures used in all cases to allow comparison and benchmarking between areas and providers.

3. Recommendations

- 3.1 The committee are asked to consider the content of the paper and contribute to a discussion about what outcome measures might look like in Lancashire – considering the proposed core data set and thoughts in regard to additional measures.
- 3.2 In particular, our private sector members are asked to consider what information would be beneficial to employers, and how the public-private partnership through the LEP could help to drive up the quality of provision and how well provision meets the needs of employers and the local economy.