

# Post-16 consistent performance measures



Llywodraeth Cymru  
Welsh Government

## Performance measures for sixth forms and colleges are changing.

In 2014/15, we introduced a new planning and funding framework for post-16 learning, based on learning programmes. We made a commitment to develop new performance measures that would enable us to measure learner outcomes on a programme basis too, and to do so consistently across sixth forms and colleges for the first time.

The new performance measures will replace the separate measures which have been used for sixth forms (the Level 3 threshold and points scores, based on learners who take exams) and for colleges (learning activity success rates, based on learners enrolled and their outcomes within a single year of study). They are intended to be used together to give a rounded picture of sixth forms' and colleges' outcomes, with no one measure being more important than the others. The three measures are:

**Achievement**

**Value added**

**Destinations**

The measures will be used:

- By schools and colleges, to evaluate of their own performance and plan for improvement;
- By Estyn through discussions with schools and colleges, from 2018/19;
- By Welsh Government to analyse the outcomes of post-16 learning and track improvements; and
- To help learners, parents and employers make informed choices about post-16 learning.

## Developing the measures

We started the development of the new measures in 2014, following the [Review of Qualifications for 14-19 year olds](#).

We undertook a formal consultation in January - May 2017. The consultation paper and summary of responses are available [here](#).

We continue to work closely with Estyn, schools, colleges, local authorities and consortia to develop and refine the new measures.

## Definitions of some key terms

**Learning programme:** a package of learning with a purpose and outcome for progression to employment or to further or higher education. A programme is made up of a number of qualifications and other learning activities such as A levels, BTEC Diplomas, essential skills and work experience.

**Equivalents:** qualifications which are of comparable size and value to A2 levels, and which are counted towards the general education achievement measure; for example, BTEC Subsidiary Diplomas and the Advanced Welsh Baccalaureate Skills Challenge Certificate.

**Completion:** a learner has reached the end of their programme of study by completing the associated learning activities, regardless of whether or not they go on to attain their qualification aims.

**Attainment:** a learner has passed an examination or other assessment in order to achieve a qualification.

# The measures

## Achievement

A measure of the completion and attainment of learners undertaking A level, vocational and Welsh Baccalaureate learning programmes.

The measure is calculated at learning programme level, and comprises three sub-measures:

- **General education** (learners studying A level and mixed A level/vocational programmes): the proportion of learners who, over two years of study, achieve three A levels and/or equivalent qualifications at grades A\*-A, A\*-C or A\*-E.
- **Vocational** (learners studying 'pure' vocational programmes in a specific sector/subject area): the proportion of main qualifications that were attained on learning programmes at each level.
- **Welsh Baccalaureate**: the proportion of learners enrolled on Welsh Baccalaureate programmes who complete and achieve the overall Welsh Baccalaureate qualification; grades achieved for the Skills Challenge Certificate.

All of the measures are based on the cohort of learners enrolled eight weeks after their programme start date, which allows for a degree of early drop-out and transfers.

### Data sources

Schools: Data on learning programmes from the Post-16 Collection, matched to attainment data from the Welsh Examinations Database (WED).

Colleges: Data from the Lifelong Learning Wales Record (LLWR).

## Value added

A measure of the progress made by learners, over and above what would normally be expected based on their prior attainment and gender.

In 2016, following procurement, we appointed FFT Education Ltd as our contractor to develop the value added measure and produce reports for schools and colleges. The measure comprises three sub-measures:

- **Average grade per entry**: the average grades attained for the qualifications entered by learners
- **Total volume of entries**: a measure of the average number of qualifications entered per learner
- **Total points per learner**: a measure of the average total number of qualification points attained by each learner.

Learners who are aged 16-19 and studying Level 3 qualifications are currently within the scope of the value added model, with proposals to extend the age range to include older learners in future.

### Data sources

Data on learner characteristics from the Pupil Level Annual Schools Census (PLASC), matched to WED data on prior and post-16 attainment.

Data on English pupil attainment from the National Pupil Database.

Data on FE learners' campus from the LLWR.

## Destinations

A measure of the proportion of learners who progress into further learning (including higher education) and/or employment.

The destinations measure is being developed using matched education and employment records, through participation in the UK Government's Longitudinal Education Outcomes (LEO) study.

The proposed measure is based on learners who have progressed to employment or to further learning at the same or a higher level, sustained over the autumn and spring terms of the academic year following the end of their learning programme. It includes learners who are in both employment and further learning, such as Apprenticeships.

### Data sources

Matched education data from PLASC, LLWR, WED and Higher Education Statistics Authority (HESA).

Matched employment and benefits records held by the Department for Work and Pensions and HM Revenue & Customs.