

# **Post-16 transitions**

## **Data Practice Framework**

**Supporting all young people to participate in  
post-16 learning, training or work**

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## Introduction

16+ Learning Choices was introduced in December 2008 as the Scottish Government's post-16 transition planning model for supporting young people to stay in learning and progress to positive and sustained destinations after school. The 16+ Learning Choices Policy and Practice Framework was subsequently introduced in May 2010 to support partners to implement and deliver this model. The Framework sets out the Government's expectations in relation to the principles and practice associated with the effective planning for young people's transition into, through and beyond the senior phase of Curriculum for Excellence.

Through focused activity at both national and local levels, we have made real some of the aspirations around the three critical elements of the model identified within the 16+ Learning Choices Policy and Practice Framework – the right learning, support and financial support - and with partners, we have developed more robust, practical approaches to delivery. These have resulted in significant improvements in post-16 transition planning in recent years and indicate that the 16+ Learning Choices model is having a positive impact for individual young people. Therefore, the Government's expectations remain as outlined in the framework.

The Scottish Government consultation – *Putting Learners at the Centre* – calls for more efficient and flexible learner journeys to help us deliver our ambitions for post-16 education. *Opportunities for All* gives a commitment to a suitable place in learning or training for every 16-19 year old not in employment, education or training - a core component of Scotland's Youth Employment Strategy. Delivery of this demands that partners know and understand their young people: whether they are participating or not; and what provision they are accessing - at any time in the period from their 16<sup>th</sup> to their 20<sup>th</sup> birthday. This reinforces the need for relevant partners to gather and share information on young people and their learning and training that is accurate and complete.

The 16+ Learning Choices Policy and Practice Framework makes clear that effective post-16 transition planning requires robust data management: the identification, monitoring and tracking of young people and their learning choices. Evidently, as practices around post-16 transition planning and supporting young people who need more choices and more chances have matured, the systems and processes required to support delivery have become clearer. As a result we want to clarify the Scottish Government's expectations of partners' roles and responsibilities to support the wider development in Curriculum for Excellence and *Opportunities for All* and we have done this by publishing the Post-16 Transitions Policy and Practice Framework: Supporting all young people to participate in post-16 learning, training or work. We also believe that the time is right to clarify our expectations about data sharing and the practice required to ensure the necessary information is available to ensure all 16-19 year-olds experience positive post-16 transitions which help them to participate and progress towards and into work.

This Data Practice Framework defines the direction of travel for recording, storing and sharing young people's relevant data. Not only will a robust system for this enable us to deliver our expectations for post-16 transition planning, it will allow us to create a system of working that appropriately supports each and every transition a young person makes from age 16 up until their 20<sup>th</sup> birthday. This system of working is central to delivery of *Opportunities for All* and will significantly reduce the risk of a young person disengaging with learning and/or training.

### **Move from Destinations to Participation**

It is essential that Scottish Ministers and partners are able to determine the impact of their policies, and to enable *Opportunities for All* to be measured, a more appropriate system of measurement is being developed. The current focus on initial and sustained 'destinations' as defined by the School Leaver Destinations Return (SLDR) concentrates activity around the first transition a young person makes on leaving school and is not designed to acknowledge and record less formal learning options and support. We need to ensure our system of measurement has the capacity to capture every transition that a young person makes, as well as all positive engagement, including remaining in school. As such the Scottish Government will recognise all the activities young people are participating in between the ages of 16 and 20. Participation is defined in the glossary of the Data Practice Framework.

Moving to measuring participation not only allows us to formally recognise the wide range of provision and support available from all partners but it also allows us to recognise staying on at school as a positive learning choice. It allows us to monitor progression and the sustainability of provision and support over a longer period of time. In doing so it lets partners better understand the learner journey and inform the future design and availability of provision.

The participation measure will be linked to Curriculum for Excellence benchmarking and will be able to provide SLDR type statistics to support mainstream School Handbook legislation and analyse the outcomes of their school leavers. However it will be the participation rate of 16-19 year olds in Scotland that will inform the National Performance Framework and determine our progress towards delivering *Opportunities for All*.

## Who is this Framework for?

This Framework is for all partners who are involved in supporting post-16 transitions, and the planning and delivery of education, training and careers information advice and guidance (CIAG) for young people in Scotland. Partners' roles and responsibilities within the framework are outlined in later sections.

## Who are these partners?

All those involved in planning and delivering learning and support for young people as they undertake their learning and training journey – including:

partners in all settings, ie Local Authorities; secondary and special schools; colleges; universities; community learning and development; Third Sector organisations; private and National training providers; other specialist learning providers; and Skills Development Scotland (SDS).

## What is this framework for?

At present it is not possible for partners to reliably know where all young people are at the various points of their learning journey, the root causes of which are:

- Various different organisations record and hold different data on young people and their destinations at various points in time;
- There is no comprehensive framework for sharing necessary data between organisations (the Skills Development Scotland **16+ Learning Choices** Data Hub addresses some but not all of this);
- There is no comprehensive framework that sets out the roles and responsibilities of all partner organisations through the learning network for recording, storing and sharing young peoples' data.

This framework sets out roles and responsibilities for all partners in relation to the management and sharing of data that is required to enable consistent identification, monitoring, tracking and support for 16 to 19 year olds across Scotland. Essential clarification that helps us work together to deliver Opportunities for All.

The process of identifying and recording the participation of young people has to be prescriptive and has to be replicated on a national level so partner organisations send and receive data which has common definitions and in an accessible format. This is essential to ensure partner organisations can be more responsive and provide timely and proportionate support to young people to enable them to access and participate in learning and training wherever they are and wherever they are progressing to and allow partner organisations to proactively engage with those who are most at risk. Ultimately, effective data sharing is primarily to ensure the right support is made available to young people.

This framework provides the practical model for data recording, storing and sharing required to further embed the principles of 16+ Learning Choices into partners' systems and practices. It includes parts of the learning system that currently do not systematically share data about individuals with partners. It supports Scottish Government's aspiration that these parts of the system will be incorporated to complete the picture and achieve our broad ambitions for truly universal delivery of 16+ Learning Choices.

The Framework sets out the national model for data recording and sharing. It is the responsibility for each local authority and associated community planning partners to ensure that local models of practice satisfy the rigours and requirements of this national model.

## **Data Sharing Principles**

### **Young Peoples' Data**

#### Data Lift For Young People - S3 to 20<sup>th</sup> birthday

The types of data covered here are those that directly relate to the young person in the context of their learning journey: identification and contact information; information about their past, current and intended future participation in education, training and employment. This includes an indication of the existence of barriers or risks which may prevent the young person from fulfilling their potential without providing specific and sensitive personal details about individual life circumstances. As such, types of data such as medical or criminal are generally out of scope, except in very specific instances where an organisation records such data as necessary to help provide appropriate support for the young person.

#### **Point of contact**

The partner body delivering learning, training or career information, advice and guidance at the point of direct contact with the young person has responsibility for recording, updating and maintaining the accuracy of their data.

#### **Accurate**

Partners must only record data about an individual that they know and can evidence to be accurate. No data is preferable to inaccurate data.

#### **Timely**

Partners must ensure any amendment to an individual's record is made as soon as possible to the event taking place.

#### **Data Protection and Privacy**

Recording, storing and sharing personal data are all covered by legislation, notably the Data Protection Act. In addition, organisations have a responsibility to consider the privacy implications of how they use a young person's data. All organisations who work with young people are experienced in handling their personal data and have their own policies and procedures.

#### **Data Sharing**

Much of the discussion on data sharing relates to electronic sharing of a very limited data set on a large number of young people: such an approach is exemplified by the 16+ Learning Choices Data Hub. In this case a data sharing agreement (or equivalent document) should be in place as the most appropriate way of ensuring that the sharing partners have given due consideration to, and are acting on, the data protection and privacy considerations of the data sharing.

The other, and longer established, type of sharing is that of 'casework' where trusted professionals share 'round the table' more detailed information on an individual young person where this is necessary in order to provide the young person with the services they need. Though addressing data protection requirements is still necessary, clearly this is different to the data hub situation, and partners will use locally agreed working practices to address the requirements: in some but not all cases partners will deem a data sharing agreement to be appropriate.



## **Roles and Responsibilities**

This section clarifies the roles and responsibilities for each organisation and institution when recording and sharing data.

### **Local Authorities (Education)**

Within local authorities there are a number of partners who record data on young people. The primary route for data entering the 16+ Learning Choices data hub is through the school's management information system (MIS). This therefore requires all partners within the local authority to ensure they share the appropriate data with the school which has the young person on the school roll.

It is important to note that the Local Authority remains responsible for all of its young people as defined in the Education Scotland Act 1980 and it is their responsibility to ensure, where provision is delivered by other partners, that all required data is collected and shared appropriately.

### **Mainstream Secondary School and Local Authority Special School**

In line with Getting it Right for Every Child (GIRFEC), each school must maintain an accurate pupil roll and ensure that their MIS is updated so partners know when a young person is planning to, and has actually left school.

Actions:

- Maintain a complete school record including any LA specific risk assessment process;
- Record each pupils intended leaving date;
- Record each pupils actual leaving date; and
- Record the education, training or employment participation each pupil progresses into where this is definitely known.

If a school does not know what a young person will be participating in on leaving school they must leave this field blank. No data is preferable to inaccurate data.

### Special School – Local Authority Purchased Places

To assist the planning and support process ensure, where a young person is not on the role of a mainstream secondary school, that the Local Authority knows every young person on the special school roll, when they plan to leave and when they actually leave.

#### Local Authority Action:

- Local Authority is required to store and make available to partners individual data as defined within the Data Practice Framework for mainstream education

#### Specialist Placement Provider Actions:

- Record and notify the Local Authority when a young person is on the register of the special school
- Record and notify the Local Authority when a young person plans to leave the special school
- Record and notify the Local Authority when a young person leaves the special school

### College – Delivering provision to young people on a school roll

To assist the planning and support process for young people still at school who are attending a college course as part of their curriculum, the college has to ensure that SDS knows when a young person begins a course of provision within the institution and when the young person completes or leaves the course. It is expected that the parent school will be informed of the young persons attendance at college but this process sits out with the purposes of this Framework.

#### Actions

- Record and notify SDS when a young person starts a course at the college as part of their curriculum.
- Record and notify SDS when a young person completes or leaves their course at college which was part of their curriculum.

### Other Providers – Delivering provision to young people on a school roll

To assist the planning and support process for young people still at school who are attending provision delivered by any other provider as part of their curriculum, the provider has to ensure the school in which each young person is enrolled knows when that young person begins a course of provision within them and when the young person completes or leaves the course.

#### Actions

- Record and notify the parent school when a young person starts a course with the training provider
- Record and notify the parent school when a young person completes or leaves their course with the training provider.

## **Universities**

To assist the planning and support process for young people who are seeking to participate on a university course, partners need to know which young people have applied for a university course, who have accepted a place, who actually takes up that offer of learning and when they leave. This will require universities to notify SDS (through either UCAS or SAAS) of the following :

### Actions

- Record and notify SDS when they have received an application from an individual young person;
- Record and notify SDS when they have made an offer (conditional or unconditional) to an individual young person;
- Record and notify SDS when an individual young person has accepted an offer;
- Record and notify SDS when an individual young person has taken up a place at university;
- Record and notify SDS when an individual young person has withdrawn from or completed their course, or otherwise left the university. SDS will then update the young person's record in their MIS.

## **Student Awards Agency for Scotland**

There is currently a Data Sharing Agreement in place between SAAS and SDS through which SAAS provides SDS with certain data should a young person leave their HE course before completion. Currently students need to signify consent to allow their data to be included in this arrangement.

There is a commitment to continue with the provision of this data and the Agreement is due for review in February 2013 when the effectiveness of all aspects of the process will be evaluated and any amendments, legislative or otherwise will be considered.

## **Colleges**

To assist the planning and support process for young people seeking to participate on a college course, partners need to know which young people have applied for a college course, who has accepted a place, who actually takes up that offer of learning and when they leave. This will require colleges to do the following:

### Actions

- Record and notify SDS when they have made an offer (conditional or unconditional) to an individual young person;
- Record and notify SDS when an individual young person has accepted or declined an offer;
- Record and notify SDS when an individual young person has enrolled at college;
- Record and notify SDS when an individual young person has withdrawn from, or completed their course, or otherwise left the college. SDS will then update the young person's record in their MIS.

## **JobCentre Plus/Department for Work and Pensions**

To assist the planning and support process, partners need to know when a young person who is eligible for support under 'Opportunities for All' has registered to claim benefit. There exists good practice for 16 and 17 year olds. This technical route focuses on 18 and 19 year olds and will consist of a data transfer in from DWP every 2 weeks which will highlight young people who have claimed and ceased to claim benefits in the previous 2 weeks.

## **Local Authority Community Learning and Development (CLD)**

To assist the planning and support process, partners need to know when a young person begins their engagement with the CLD organisation and when they end that engagement. CLD partners should utilise their own management information systems to record engagement with young people and work with SDS to ensure appropriate and proportionate data sharing and notification procedures are in place.

### Actions

- Record and notify SDS when a young person begins their engagement with CLD. SDS will then update the young person's record in their MIS.
- Record and notify SDS when a young person ends their engagement with the CLD organisation. SDS will then update the young person's record in their MIS.

## **Volunteering**

### Actions

To assist the planning and support process, partners need to know when a young person begins volunteering, with which organisation and when they stop volunteering.

- Record and notify SDS when a young person begins their engagement with the respective volunteering organisation.
- Record and notify SDS when a young person ends their engagement with the respective volunteering organisation SDS will then update the young person's record in their MIS.

## **Skills Development Scotland**

Skills Development Scotland has two roles within the Framework:

It has the overarching responsibility for compiling and maintaining, on behalf of partners, an integrated set of data for each young person through the 16+ Learning Choices Data Hub. This role relies on partners accurately and timeously fulfilling their data roles as specified under the Roles and Responsibilities of this Data Practice Framework and sharing the information with SDS on a regular basis. SDS is responsible for integrating all partners' data through the 16+ Learning Choices Data Hub in one management information system. Additionally, SDS and partners will need to establish secure and straightforward ways for all partners to access the integrated data that is appropriate to their needs.

Secondly, SDS is responsible for holding and maintaining individual post-16 transition records for young people aged 16-19, including when they are not engaged with any other partner. SDS will address the second role by recording information on its customers through multiple SDS sources. For young people the main routes are:

- Careers Information Advice and Guidance (face to face and contact centre);
- National Training Programmes;
- Individual Learning Accounts (ILA);
- Partnership Action for Continuing Employment (PACE); and
- My World of Work.

To fully implement this role, SDS will establish how much information from these different routes it is appropriate to bring together into one Management Information System and put that into practice. However the basic data should include when a young person registers with SDS, when they engage in provision run/managed by SDS and when they have completed that provision.

#### Actions

- Maintain a complete customer record for each young person engaging through each route
- For careers information advice and guidance this specifically includes recording
  - Preferred Route (also referred to as intended destination) for those young people who SDS Advisers engage with, where this is reliably known
  - Preferred Occupation for those young people who SDS Advisers engage with, where this is reliably known
  - Offer or status for those young people who SDS Advisers engage with, where this is definitely known and not provided by partners

#### **For all Partners**

It is important that all partners recognise that, in terms of the purposes set out in this document, only the data that is named within agreed Data Sharing Agreements (or equivalent documents e.g. National Training Programmes contracts) can be shared with partners and that this data can only be shared for the purposes and aims agreed by partners.

Partners must assure themselves as they work through the data sharing agreement signing process that they understand the documentation and that they understand the limits of the agreements.

Should partners wish to include additional data within the agreement they should submit their proposal to the National Reference Group.

As stated under the Data Protection section, this does not apply for 'casework' where trusted professionals share 'round the table' more detailed information on an individual young person where this is necessary in order to provide the young person with the services they need.

## **Implementation of Data Practice Framework**

This section outlines the timetable within which the Scottish Government will expect partners to adopt the practices outlined within their relevant section of the Data Practice Framework.

### **Local Authorities**

Due to the advanced stage of development with Local Authorities, Scottish Government expects that all Local Authority data, including Local Authority Special Schools, Local Authority purchased places in Special Schools and those young people on the school roll but attending college, will be shared through the SDS 16+ Learning Choices data hub with immediate effect.

### **Independent and Grant Aided Schools**

Independent and Grant Aided Schools are a separate workstream and the Scottish Government will develop a solution to embedding this data set with the schools themselves and Skills Development Scotland.

### **University Sector**

Scottish Government are leading on developing a solution to incorporating Universities' data. This work began in January 2012 and will be taken forward as part of overall Post-16 Reform.

### **College Sector**

Scottish Government are leading on developing a solution to incorporating college data. This work began in January 2012 and will be taken forward as part of overall Post-16 Reform.

### **Jobcentre Plus and Department of Work and Pensions**

Scottish Government are already in negotiations with UK Departments and Agencies to increase the flow and sharing of data to assist policy delivery.

This area of work will be taken forward in respect of wider Welfare and Constitutional Reform. Initial data sharing proposals expect to be finalised by September 2012.

### **Community Learning and Development**

Discussion to scope and develop any required data sharing solution are at a very early stage and work is expected to progress through 2012/13.

### **Third Sector**

Discussion to scope and develop any required data sharing solution are at a very early stage and work is expected to progress through 2012/13.

## **Glossary**

Participation – A young person is deemed to be participating when they are actively engaged with an organisation for the purpose of learning, training or work – work includes volunteering.

Within the context of Opportunities for All, all participation is positive and should be regarded as transitional - education and training are important phases in a young person's life that can improve their job options but are not destinations in themselves. The jobs that young people have on entering the labour market should be viewed in a similar fashion, they are the first step on a young person's career path.

Those young people classed as not participating are those who:

- Are unemployed seeking and not undertaking the DWP Work Programme;
- Are unemployed not seeking;
- Are known not to be participating in any learning or employment; and
- Whose activity is unknown to service delivery partners and whose date of last recorded contact with a partner is outwith the time span used for Opportunities for All reporting.





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