

## Consultation Summary Paper

### BIS Consultation on Outcome Based Success Measures

10 October 2014

*Opened 12/08/2014, closed 10/10/2014, Pearson lead: Jim Dobson*

#### A brief introduction to Pearson

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Pearson is the world's leading learning company. Our education business combines 150 years of experience in publishing with the latest learning technology and online support. We are also part of the wider Pearson family which includes Penguin, Dorling Kindersley and the Financial Times. We provide education and assessment services in more than 70 countries. Our qualifications, courses and resources are available in print, online and through multi-lingual packages, helping people learn whatever, wherever and however they choose.

#### A summary of the consultation

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This consultation proposes a new set of outcome based measures of performance for publicly funded post-19 education and skills, excluding those in HE, from 2016. BIS are proposing measures focussed on four areas for each provider: Destinations, Progression, Earnings, and Achievement. The measures have been designed to provide more accurate information and more complete coverage than existing information. BIS intend as far as possible to align the measures with the 16-19 accountability arrangements on which DfE have recently consulted.

#### A summary of the Pearson response

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Pearson supports the move towards a greater focus on outcomes, but has some reservations about the details. They set out a range of good ideas for using data but our overriding concern is that any such measures should be designed and implemented with care to avoid potentially damaging unintended consequences on institutions and learners. Pearson is fully committed to reporting the efficacy of our own qualifications, and would welcome the opportunity to share expertise and data with BIS in order to make reporting of outcomes as meaningful and reliable as possible. We make 12 recommendations in our consultation response.

- The reporting period for sustained employment or learning should not be limited to the proposed period.
- Learners who start their programmes in employment and return to employment should be taken out of the main 'sustained employment' measure as they do not indicate a particular success.
- There should be recognition of those providers who learners improve their maths and English skills, but it should not focus on GCSE achievement alone.
- There should be separate measures for English and maths.
- The measures should recognise a variety of provision in both subjects from Entry to level 2, and should on learners who enrolled without grade C and who made at least one level of progress.
- Performance tables for comparison purposes should be designed with care and be based on completion and achievement of the qualifications a learner has enrolled for.
- While it will not be possible to stop people comparing providers based on destination measures, they should not form the basis of simplistic 'league tables'.
- A range of contextualising factors should be applied to destination and earnings data, and this should mean that they are not used for crude comparative purposes.
- BIS and Ofsted should adopt a set of contextualising information to publish alongside the data.
- Information about sub-contractors should be published beneath the headline reporting.
- Users should be able to investigate below the headlines to look for greater levels of detail.
- A minimum standard should be set for each measure. Providers would be considered to be below the standard if they fell below two of the four thresholds.