

# Developing an Outcome-based approach to AEB funding

Some initial thinking which will be out for consultation



“The first rule of innovation is to remain agnostic about organizational form but concentrated on outcomes. Fund what works”

Bruce Katz and Jeremy Nowak (2017)

The New Localism: How cities can thrive in the age of populism

What we all agree on – it's more than just job outcomes



# 3<sup>rd</sup> GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

The Impact of Adult Learning  
and Education on Health and  
Well-Being; Employment and  
the Labour Market; and Social,  
Civic and Community Life



## GRALE 3 UNESCO

- Health and Well-Being
- Employment and the labour market
- Social, Civic and Community Life



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The impact of Adult Learning  
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Yet this has proved difficult to implement at national level



Department  
of Health



Department for  
Communities and  
Local Government



Department  
for Work &  
Pensions



Department  
for Education

“The ability to get things done has shifted from command-and-control systems to the collective efforts of civil society, government and private institutions”

Bruce Katz and Jeremy Nowak (2017)

At City level it is possible to launch thematic strategies and bring new partners in to problem-solve

- Economic Development Strategy
- Skills for Londoners
- Tackling Health Inequalities
- Social Integration Strategy



The points of opportunity



Renewed focus on tackling health inequalities

# **Better Health For All Londoners**

CONSULTATION ON THE LONDON  
HEALTH INEQUALITIES STRATEGY

**This consultation sets out five  
broad aims**

- **Healthy children,**
- **Healthy minds,**
- **Healthy places,**
- **Healthy communities**
- **Healthy habits.**

# All of Us: renewed focus on Social Integration

The Mayor's work on social integration has four parts:

- Relationships – promoting shared experiences
- Participation – supporting Londoners to be active citizens
- Equality – tackling barriers and inequalities
- Evidence – improving London's evidence base to measure, evaluate and share findings on the state of social integration.

# Culture for all Londoners

**Love London** – more people experiencing and creating culture on their doorstep

**Culture and Good Growth** – supporting, saving and sustaining cultural places and spaces

**Creative Londoners** – investing in a diverse creative workforce for the future

**World City** – maintaining a global powerhouse in a post-Brexit world

Consultation from March 2018

“Increased technological innovation has also enhanced the role of cities ..have sped up a city’s abilities to change and evolve”

Bruce Katz and Jeremy Nowak (2017)

# New technologies mean that we can collect data more efficiently

## **SMART LONDON PLAN**



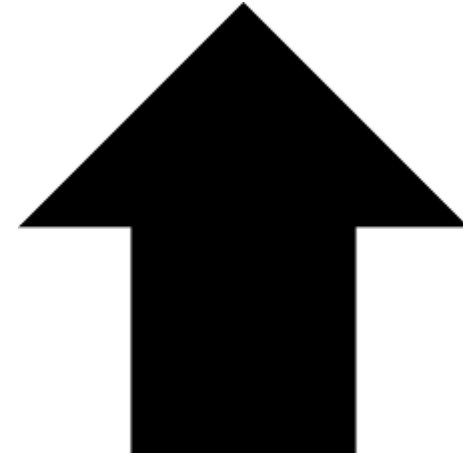
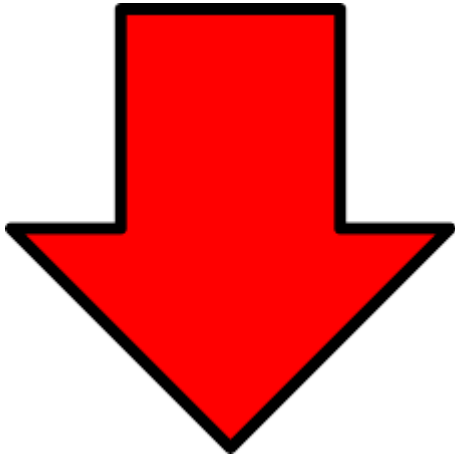
**Using the creative power of new technologies to  
serve London and improve Londoners' lives**

Digital Badges offer more flexibility to measure outcomes that qualifications can fail to capture



# A national approach has led to:

- Some good national funded short-term projects that have supported innovation in measuring outcomes



- Some good ideas at provider level that are very local but could be scaled up

# A City approach can build on this

- Could we bring together in an action plan at city level with sub-regional provider champions?



The data

# Destination Data

- This shows sustained employment and learning outcomes from Individual Learner Record (ILR) data matched to LEO data (Longitudinal Education Outcomes)
- Tells us the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning
- Does not include Community Learning
- We can access this data by Borough and by Provider
- We can break down results by apprenticeship/traineeship and other skills

# LEO data

LEO brings together information on learners across schools, further and higher education together with their HMRC employment and DWP benefit histories to observe transitions through education and into the labour market.

- However it tells us 52% were in work, but not what type of job;
- There is no correlation – they may already have been in work before studying;
- Data only released in October 2018 for 2015/16 cohort.

# What we know about progression from FE into HE across London

## **PROGRESSION OF COLLEGE STUDENTS IN LONDON TO HIGHER EDUCATION 2011 - 2014**

Sharon Smith, Hugh Joslin and Jill Jameson (January 2017)

Based on matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency), this report provides a detailed analysis of the progression of students from all the London Further Education and Sixth Form Colleges and analyses the results looking at demographic information including sex, age, ethnicity and domicile.

# Key messages

- 80% from FE (but 10% rise in access to HE from Sixth Form College; 10% reduction from FE Colleges)
- 3 in 4 Level 3 London college students live in the top 40% most deprived neighbourhoods in London
- Against a backdrop of significantly reduced numbers, the progression rate of 25+ students increased from 12% for the 2011-2012 cohort to 24% for the 2013-2014 cohort
- Most young London students progress onto a Degree, whereas students aged 25+ are more likely to study a range of programmes including Foundation degrees, HNCs and HNDs

# Impact needs to be at the core of what we do



- Impact data from students on their employability, health & wellbeing and community engagement
- Data on WEA students available at London LEAP level
- Internal progression can be tracked through levels
- Good practice in one region can be transferred to others

# This is more than just collecting better data

What more do we need to do at London or sub-regional level to ensure better outcomes for learners are embedded in our culture?

- Planning
- Delivery
- Evaluation
- Data collection
- Staff training

Can devolution bring a  
different approach?



“Shells create forms whose possibilities are not exhausted in any particular configuration imposed at the start. The shell also creates porosity ..its making invites more making.. Change still has to be possible, otherwise people are merely acting out prescribed roles in fixed places”

Richard Sennett

# Creating shells - local outcomes – flexible use of funding

- Could a proportion of the AEB grant be used to meet locally defined need in a geographic area - as measured by these outcomes but defined by providers?
- How could we keep measurement proportional so that it is a freedom not a burden for providers?
- Would this enable providers to innovate at local level?
- Could we capture multiple outcomes better by giving providers freedom/choice on what and how they measure outcomes?

# Questions

- Where are the points of opportunity? Is devolution the catalyst or are there others?
- What the advantages and disadvantages of the new technologies? Should this be a national pilot?
- How important should educational progression be within an outcomes-based approach? Internally and to HE?
- What changes do providers need to make to improve outcomes for learners – teaching and learning?