



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**DATA HUB FOR SCHOOL LEAVERS**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

This report informs the panel of the new approach for monitoring intended and actual leaver destinations of school students.

**B. RECOMMENDATION**

It is recommended that the panel notes the new approach to managing intended and actual leaver destinations and notes the reasons for this change.

**C. SUMMARY OF IMPLICATIONS**

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| <b>I Council Values</b>   | Focusing on our customers' needs;<br>being honest, open and accountable;<br>providing equality of opportunities;<br>developing employees;<br>making best use of our resources; and<br>working in partnership.                                      |
| <b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b> | None.  |
| <b>III Implications for Scheme of Delegations to Officers</b>   | None.  |
| <b>IV Impact on performance and performance indicators</b>  | None.  |
| <b>V Relevance to Single Outcome Agreement</b>  | Outcome - 2. We realise our full economic potential with more and better employment opportunities for our people.<br>Outcome 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens. |
| <b>VI Resources - (Financial, Staffing and Property)</b>  | None.  |
| <b>VII Consideration at PDSP</b>  | None.  |
| <b>VIII Other consultations</b>   | None.  |

## **D. TERMS OF REPORT**

### **D.1 Introduction**

The national Skills Development Scotland (SDS) Data Hub has been in operation since October 2011 and is used to track individual young people to ensure they get the support they need to take up and sustain positive destinations once they leave school. It is identified as an essential requirement within the 16+ Learning Choices Policy and Practice Framework. The West Lothian Council information is stored within an area of SEEMiS (Education Management Information System) and then uploaded to the national Data Hub.

The WLC Data Hub page on SEEMiS has now been redesigned to be used as the main record keeping tool relating to intended and actual destinations of school leavers. Previously the record keeping page on SEEMiS was designed to provide information for SDS and the Scottish Government and not as a data management tool for schools to benefit from. This resulted in schools creating their own spreadsheets to record information about career aspirations and information about applications made for post-school opportunities. Due to the lack of functionality on the SEEMiS page, schools were recording information on spreadsheets, and then having to duplicate this task by entering information onto the SEEMiS page as well.

### **D.2 Key points**

- A working group consisting of school Transition to Work Co-ordinators, SEEMiS Co-ordinator, SDS Local Manager and the More Choices, More Chances Officer was established to review the WLC Data Hub page.
- The page has now been redesigned and approved by the national Data Sharing Team within SDS.
- Practitioners will receive training in using the new Data Hub page in October 2013.
- The new page will reduce significantly duplication of effort and will drive efficient practice by providing information on career aspirations for all students in S4-S6.
- Student career aspirations information can be used to influence curricular changes and can lead to the introduction of specific programmes of study.
- Ensuring the WLC Data Hub page is the main database for recording student aspirations will provide a better overview of likely School Leaver Destination Results (SLDR) at any point in the year.

## **E. CONCLUSION**

The new WLC Data Hub within SEEMiS will be used to record information on career aspirations, intended leaving date and actual destinations. The new approach will ensure a more accurate overview of likely SLDR figures at any point in the year. The information collected from the Data Hub will be able to influence the development of new curricular areas and the introduction of more targeted programmes relating to intended destinations and career aspirations.

## **F. BACKGROUND REFERENCES**

None.

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