# Outcomes: Education

We have captured example outcomes that may be relevant to education interventions and services. In the following tables, for each outcome we have provided related indicators and ideas for sources of data. Click on each outcome below to go to the related table

* [Improved access to education or training](#_Outcome:_Improved_access)

* [Improved academic attainment](#_Outcome:_Improved_academic)

* [Improved vocational preparation](#_Outcome:_improved_vocational)

* [Improved ‘soft’ skills](#_Outcome:_Improved_‘soft’)[and social and emotional skills](#_Outcome:_Improved_‘soft’)

* [Improved work readiness](#_Outcome:_Improved_work)

### Outcome: Improved access to education or training

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| **Specific outcome** | **Indicator** | **Source of data** |
| Improved access to affordable childcare | Supply of childcare | Government and childcare provider data on number of places available |
| Proportion of monthly household income spent on childcare | Survey question. |
| Improved access to affordable transportation | Means of transport used to reach school/training centre | Survey questions |
| Proportion of monthly household income spent on transportation |
| Time required for commute per day |
| More young people are in education or training after leaving school at age 16 | Number of young people recorded to be going on to sixth form | Data collected by schools reported by the Department for Education |
| Number of young people recorded to be going on to employment with training |
| Number of young people recorded to be going on to University |
| Improved access to suitable education | Number of hours of education per week | Course description |
| Enjoyment/satisfaction with course | User feedback |
| Improved access to suitable training | Number of hours of training per week | Course description |
| Enjoyment/satisfaction with course | User feedback |

### Outcome: Improved academic attainment

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| **Specific outcome** | **Indicator** | **Source of data** |
| Increased academic aspirations for the future | Score on scale measuring academic aspirations | [LSYPE / Understanding Society Questions 1-5: Educational Aspirations module,](https://www.understandingsociety.ac.uk/documentation/innovation-panel/dataset-documentation/wave/4/questionnaire-module/educationalaspirations_ip4#educationalaspirations_w3.fedlik)  [Understanding Society Innovation Panel. Wave 3](https://www.understandingsociety.ac.uk/documentation/innovation-panel/dataset-documentation/wave/4/questionnaire-module/educationalaspirations_ip4#educationalaspirations_w3.fedlik) |
| Increased levels of attainment at school | Number GCSEs and Scottish Standards started | School's registers |
| Number GCSEs and Scottish Standards achieved | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges) |
| Number points scored in GCSE and Scottish standards |
| Number of A levels, International Baccalaureate, Scottish Highers or University modules started | School's registers |
| Number of A levels, International Baccalaureate, Scottish Highers or University modules achieved | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges) |
| Number of points scored in exams for A levels, International Baccalaureate, Scottish Highers or University modules |
| Highest qualification obtained | Data collected by schools reported by the Department for Education |
| Assessment against the engagement model | [The engagement model – for teachers to use as an assessment tool for pupils working below the standard of national curriculum tests](https://www.gov.uk/government/publications/the-engagement-model) |
| Improved attendance at school and educational programmes | Number of half-days absent | School's attendance records |
| Improved behaviour at school and educational programmes | Number of fixed term exclusions | School's pupil records |
| Number of permanent exclusions | School's pupil records |
| Incidence of 'at-risk' behaviours of young people | [The strengths and difficulties questionnaire (SDQ)](https://www.corc.uk.net/outcome-experience-measures/strengths-and-difficulties-questionnaire-sdq/) |
| Improved levels of literacy | Score on literacy tests | e.g. [Literacy and language tests (GL Assessment)](https://www.gl-assessment.co.uk/assessments/literacy-and-language/) – assessments can be purchased |
| Grade/score achieved on English language assessments | Passes and grades of exams determined by exams boards (measures published by the Department for Education in England and by schools and colleges) |
| Improved levels of numeracy | Score in numeracy test | e.g. [Centre for Evaluation and Monitoring (CEM) basic numeracy test (assessments can be purchased and vary by age group)](http://www.cem.org/) |
| Grade/score achieved in maths assessments | Passes and grades of exams determined by exams boards. |

### Outcome: Improved vocational preparation

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| **Specific outcome** | **Indicator** | **Source of data** |
| More people achieve relevant vocational qualifications | Number of vocational qualifications started | School's registers |
| Number of vocational qualifications achieved | Vocational qualifications include NVQs, GNVQs and BTEC. Scores and grades determined by exam boards (measures published by the Department for Education in England and by schools and colleges) |
| Score achieved on vocational qualifications |
| Improved attendance at vocational training programmes | Number of half-days absent | Training programme attendance records |
| Improved IT skills | Number of IT qualifications achieved | Exam results and teacher assessments |
| Number of people able to use common IT software packages and the Internet | Survey question |

### Outcome: Improved ‘soft’ skills / social and emotional skills

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| **Specific outcome** | **Indicator** | **Source of data** |
| Improved time-keeping | Number of times pupil is late per term | School's lateness records |
| Improved aspirations for the future | Scores in scale measuring goals, aspirations and desire to participate in higher or further education | Survey questions |
| Increased self-confidence | Score on Rosenberg self-esteem scale | [Rosenberg Self Esteem Scale](http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf) |
| Improved interpersonal and social skills | Score on the interpersonal skills test (measuring emotional intelligence, teamworking, empathy, integrity and social boldness) | [Interpersonal skills test](https://www.psychometrictest.org.uk/interpersonal-skills-test/) |
| Improved communication skills | Score on the communication scale | [Communication scale (23 items)](https://cyfar.org/sites/default/files/PsychometricsFiles/Communication%20Scale%20%28ages%2012-18%29.pdf) |
| Score on the communication and cooperation scale |  |
| Improved teamworking | Score on the teamworking element of the interpersonal skills test | [Items in the interpersonal skills test](https://www.psychometrictest.org.uk/interpersonal-skills-test/) |
| Improved self-awareness | Score on emotional intelligence sub-scale | [Items in the interpersonal skills test](https://www.psychometrictest.org.uk/interpersonal-skills-test/) |
| Improved problem-solving skills | Score on problem-solving scale |  |
| Social and emotional skills and related behaviours | Scores on social and emotional skills measures | [Centre for Youth Impact measures (in development)](https://www.youthimpact.uk/what-we-do/measuring-youth-provision) |

### Outcome: Improved work readiness

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| **Specific outcome** | **Indicator** | **Source of data** |
| Improved attitude and motivation to work | Score on the attitudes to work module in the LYPSE survey | [Attitudes to Work module, LSYPE Wave 7 (p.89)](https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires) |
| Number of people with a job-relevant qualification | Number of people recorded to have completed a vocational qualification | Data collected by schools reported by the Department for Education |
| Number of people with job-relevant know-how | Skills for work | [Outcomes star for work and learning (the tool needs to be purchased)](http://www.outcomesstar.org.uk/using-the-star/see-the-stars/work-star/) |
| [Get employable tool for University graduates](https://getemployable.org/) |
| Number of people with job-relevant experience | Time and quality of work experience | [Outcomes star for work and learning (the tool needs to be purchased)](http://www.outcomesstar.org.uk/using-the-star/see-the-stars/work-star/) |