

# EMPLOYABILITY SHARED MEASUREMENT FRAMEWORK

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## Background

This paper establishes the Employability Shared Measurement Framework (the Framework), which will play a key role in enabling the development of a system that is driven by evidence, including data and the experience of users.

The Framework was a key commitment made in the [2018 Review of Employability Services](#), and will support a shift from multiple, separate approaches to measuring the success of services, to a coherent view of what is working for people at national, local and individual levels. This will ensure accountability through transparency of data and support improvement across Scotland's employability system. This will build on existing practice that is currently established in each Local Authority area.

This is the result of a partnership development process, with representatives from across the public, third and private sectors. This process has included task and finish group approaches, as well as long-standing partnership-focussed governance groups that have supported the activity required to get to this point.

At the time of publication, the scope of the Framework is focussed on support delivered through Local Employability Partnerships under the No One Left Behind approach. It aligns with other national products, such as the Service Standards and Customer Charter, to support local flexibility whilst ensuring a level of national coherence.

This Framework is intended to be open-source – it can be used by anyone delivering, or considering the delivery of, employability interventions. As the Framework develops, we will continue to update this document and communicate to stakeholders. To support operational activity, we will also publish the associated data template that will be used by Local Employability Partnerships to implement this Framework.

This is not a final product and more work is required to develop certain areas and themes. However, given the scale of ambition and the desire to develop this in partnership, we are taking an iterative approach which will support continuous improvement. This document represents the first steps towards achieving our shared ambitions in this space.

## Why this Framework has been developed

Through the 2018 Review of Employability Services, we heard from stakeholders and partners that the measurement landscape could be complex and burdensome. Data collection requirements were not consistent, and even where data appeared to line up, definitions of the same thing could differ.

We also heard that we don't always collect and report the *right* data. For example, a primary emphasis on easy to quantify outputs like job outcomes can skew delivery towards those closer to work, rather than supporting people further from the labour market. The impact of employability services extends beyond the achievement of job outcomes. Therefore, we need to work to ensure what we measure reflects what we value and that the [principles of No One Left Behind](#) are reflected in this Framework.

## The role of this Framework

**This Framework sets out to create a shared understanding of how we measure the impact of employability services for the people and areas they aim to support.** This includes supporting a coherent view of what management information coming from services should look like, setting out common definitions and setting the rationale for collection.

All activity that contributes to measurement of employability, whether it is data collected by services, information reported nationally, or independent evaluation will be driven by the Framework.

## Overview of the Framework

### Themes

The purpose of employability provision delivered through the No One Left Behind approach is to support people facing disadvantage in the labour market towards and into sustainable and fair work. This sits against a backdrop of partners working together to support a wider transformational change in how services are designed and delivered. In order to be successful here, we need to ensure our activity contributes to achieving 5 key outcomes:

	1. Reach	2. Progression	3. Skills Alignment	4. Experience of Services	5. Value of Services
Outcome Statements	Ensure employability services are reaching all those who need support to progress towards, move into and sustain fair work.	To enable an individual's progression towards fair work and sustained employment. Considering aspects such as improving well-being, confidence and motivation, maintaining or re-engaging with support, and developing aspirations and skills.	People are being supported to develop skills, knowledge and experience that are needed now, and in the future.	People are treated with dignity and respect, and experience support which is accessible, aligned with other services and responsive to their needs.	To understand whether we are making the best use of resources invested, maximising value for participants and contributing to local and national policy ambitions.

### Key Questions

Each theme has been developed further through the creation of key questions. These set out what partners have agreed we need to know under each theme in order to determine whether we have met these outcomes. These questions shape how we think about success and continuous improvement of the employability system in Scotland, whether at the service, commissioning or national levels:

		Theme				
		1. Reach	2. Progression	3. Skills Alignment	4. Experience of Services	5. Value of Services
Key Questions	1.1 Who needs support in our community?	2.1 Are people progressing, if so, in what ways?	3.1 What relevant skills, knowledge and experience are people developing as a result of our support?	4.1 Are we treating people with dignity and respect?	5.1 How and in what ways do employability services contribute to national and local priorities?	
	1.2 Who are we reaching and what challenges do they face?	2.2 Are people's goals/milestones being achieved within the expected timeframe?		4.2 Do clients receive a tailored service that supports their individual journey?	5.2 What is the value for money of our investment?	
	1.3 Are people actively engaged with support?	2.3 Have people entered and sustained education, training or employment?		4.3 Do clients find the service easy to access?		
	1.4 Who are we not reaching?					

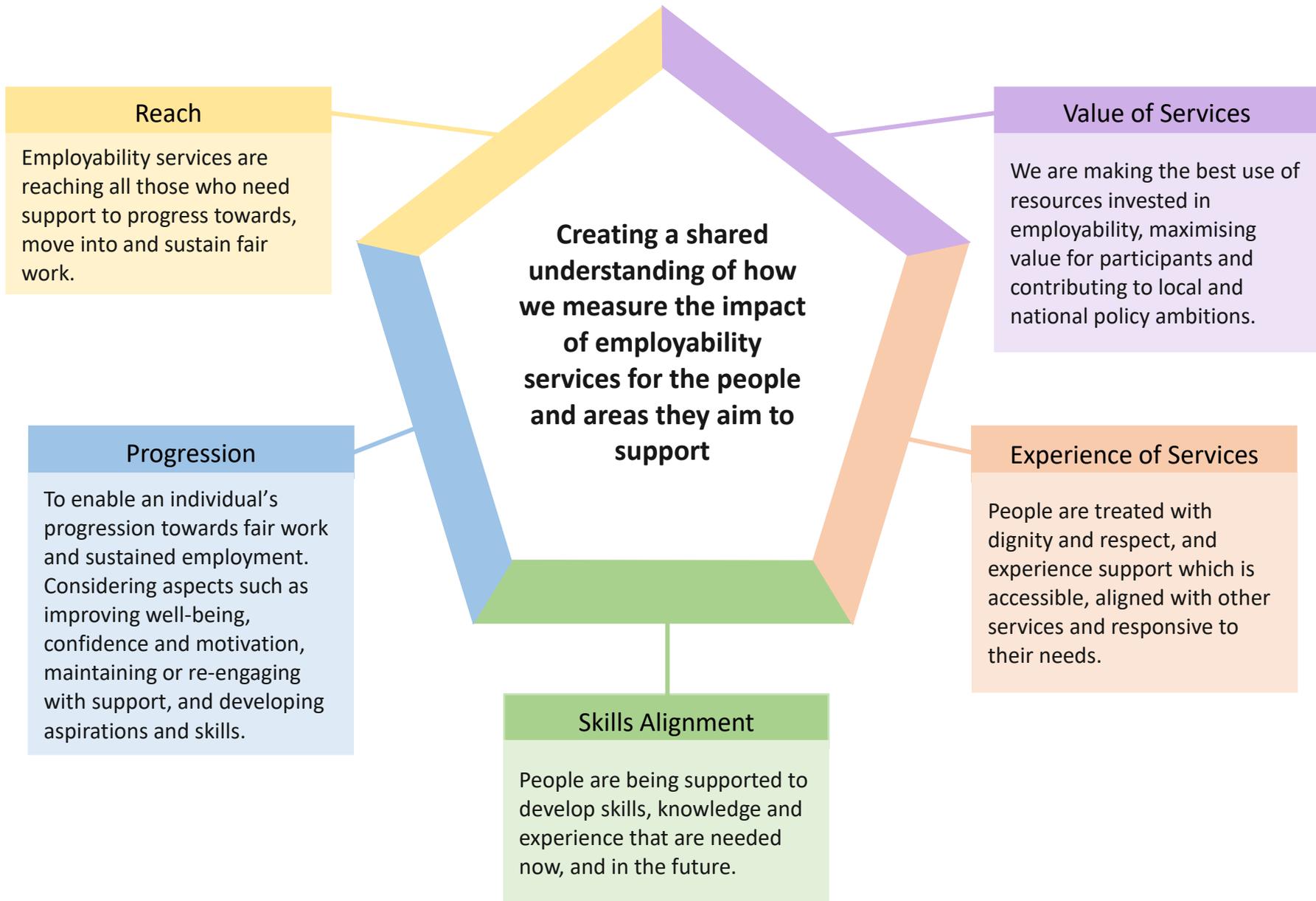
### Measurement Approach

How services, local authorities and Scottish Government answer these questions will require a mixture of quantitative and qualitative information to be gathered from a range of sources.

In order to answer the questions fully, there is a need to use data collected directly (data collected by services) and data collected indirectly (data collected by other sources). Using data collected from other sources is necessary because some of the questions cannot be answered by using data collected by services alone.

	<b>Direct</b> <i>Data collected and reported by services</i>	<b>Indirect</b> <i>Data collected and reported by others that we need to refer to</i>
<b>Quantitative</b>	<ul style="list-style-type: none"> <li>Management information or administrative data directly from services – currently used to produce Scottish Government experimental statistics on No One Left Behind</li> <li>Independent evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Other nationally available statistics e.g. Annual Population Survey, Labour Market etc.</li> </ul>
<b>Qualitative</b>	<ul style="list-style-type: none"> <li>Independent evaluations</li> <li>Social Research with service users</li> <li>Social Research with staff/providers</li> <li>Lived experience research</li> </ul>	<ul style="list-style-type: none"> <li>Wider stakeholder and advocacy organisations research</li> <li>Wider policy development evidence, including consultation responses</li> </ul>

# The Framework



# 1. Reach

**Outcome:** Employability services are reaching all those who need support to progress towards, move into and sustain fair work.

		Description	How will we answer this?	Rationale
Key Questions	1.1 Who needs support in our community?	<p>Understanding who needs support in communities is fundamental to the success of No One Left Behind. Without understanding who requires support, we cannot know if people are being 'left behind'.</p> <p>Currently we can see who is being supported by services, their characteristics and the barriers they experience. But this does not tell us if they represent everyone who needs support in the community, or if there are gaps.</p>	<ul style="list-style-type: none"> <li>Work is already under way through LEPs and the Scottish Local Authorities Economic Development Group to develop a data toolkit to support service planning.</li> <li>Local insight and external data sources will be critical in shaping how each area answers this question.</li> </ul>	By establishing this at the planning and design stage, we can be sure our services are tailored to local needs, without losing sight of those who are disadvantaged in the labour market.
	1.2 Who are we reaching and what challenges do they face?	<p>Understanding who is engaging with services is critical if we are to assess how our services are performing. If we cannot determine whether we are reaching and supporting progress of those who are under-represented in the labour market, or face multiple barriers to employment, we will not be able to adequately say whether services are achieving their aims.</p>	<ul style="list-style-type: none"> <li>Management information from services will be critical in providing visibility of who we are reaching across Scotland's Employability System. A list of agreed data for collection can be seen at Annex A.</li> </ul>	<p>By tying this question to management information from services, we are able to establish reach of services across Scotland, leading to more useful statistical outputs for partners and greater transparency.</p> <p>A key aspect of answering this question will be standardising our equalities data collection practices to enable better visibility of particular groups.</p>
	1.3 Are people actively engaged with support?	<p>Whether people are actively engaged with support is currently monitored by many services. However, there is no standard description of 'engaged' or 'disengaged'. It was noted that what is considered sufficient 'engagement' will depend on the individual service user's situation and needs, or in some cases, although in some cases this is also determined by a funder/ organisation.</p>	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>This is already monitored by many services. However, in order to answer this question consistently, more work is needed to establish common descriptions of "engaged" and "disengaged"</li> </ul>	Our ambition is to limit early disengagement from services as far as possible. In order to achieve this, we need to understand when people are actively engaged with support, and where this isn't the case, why.

	1.4 Who are we not reaching?	This question should be answered by comparing assessments of who needed support within the community (1.1) those reached (1.2), and actively engaged (1.3) in the service.	<b>IN DEVELOPMENT</b> <ul style="list-style-type: none"> <li>To enable comparisons across external data sets, as far as possible data items recommended for 1.2 align with nationally available data sources such as the 2022 Census.</li> <li>As further development work takes place, our confidence in answering this question across the entirety of our employability system will grow.</li> </ul>	In order to achieve our commitments around continuous improvement with employability services, we need to ensure there is robust data to help us understand how well we are serving communities. Further development of methods to answer 1.1 and 1.3.
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## 2. Progression

**Outcome:** To enable an individual's progression towards fair work and sustained employment. Considering aspects such as improving well-being, confidence and motivation, maintaining or re-engaging with support, and developing aspirations and skills.

	Description	How will we answer this?	Rationale	
Key Questions	2.1 Are people progressing, if so, in what ways?	<p>Understanding distance travelled and progression whilst receiving employability support is a critical element of understanding how well our services are supporting people.</p> <p>Understanding in-work progression will also be a critical aspect of understanding employability's contribution to tackling child poverty and increasing income from employment.</p> <p>We also know that <a href="#">volunteering</a> can provide invaluable learning and skills to help prepare people to progress into employment, and help them succeed once they are in the workplace.</p>	<ul style="list-style-type: none"> <li>By recording income information from participants, we will be able to track in-work progression and increase in income. See Annex A for agreed data items.</li> <li>Recording how many people enter volunteering as part of their journey towards paid employment</li> <li>Further development will be required to expand the scope of how we answer this key question.</li> </ul>	Our ambition is to understand and value the progression of people accessing our services as well as more familiar outcome measures that form the basis of how we answer Question 2.3.

	2.2: Are people's goals/milestones being achieved within the expected timeframe?	We want to ensure that, as far as possible, we're supporting people to work towards and achieve their aspirations. The need for an expected timeframe is driven by the experience of some users that get "stuck" in a cycle of particular support with no forward progression.	<b>IN DEVELOPMENT</b>	Once developed, this key question should allow us to identify whether people are deemed to be moving towards an outcome.
	2.3 Are people entering and sustaining employment, training and education?	Although success under the No One Left Behind approach is defined much more broadly than some previous programmes, understanding the outcomes achieved will remain an important aspect of measurement moving forward.	<ul style="list-style-type: none"> <li>Management information from services will be critical to understanding outcomes achieved from services. A list of agreed data for collection can be seen at Annex A.</li> </ul>	This is a critical question to help us understand what we are achieving through our services. Through the data used to answer this question, we will develop our understanding of the outcomes achieved by participants, and the proportion that go on to sustain these outcomes.

### 3. Skills Alignment

**Outcome:** People are being supported to develop skills, knowledge and experience that are needed now, and in the future.

	Description	How will we answer this?	Rationale
Key Questions	<p>3.1: What relevant skills, knowledge and experience are people developing as a result of our support?</p> <p>Understanding whether people are progressing into education or training is important, however, the question of skills has been separated from this to allow us to consider questions of <i>what types</i> of skills people are developing as a result of our support. This will include whether these are relevant to current and future opportunities in the local area.</p> <p>As we work to develop the Framework, we will have to ensure that the approach to answering this key question aligns with activity underway in other areas of public services such as Skills Development Scotland's Meta Skills Framework.</p>	<b>IN DEVELOPMENT</b>	Whether someone is developing relevant skills, knowledge or experience is critical in understanding how well our services serve not just the people accessing them, but also employers and the wider labour market.

## 4. Experience of Services

**Outcome:** People are treated with dignity and respect, and experience support which is accessible, aligned with other services and responsive to their needs.

	Description	How will we answer this?	Rationale	
Key Questions	4.1: Are we treating people with dignity and respect?	<p>Treating people with dignity and respect is a key principle that underpins the Scottish Approach to Employability, and No One Left Behind. We need to understand whether our services are achieving this, and if not, where improvements can be made as a result.</p> <p>This commitment has been reaffirmed in the <a href="#">Customer Charter</a>, published to support users in understanding what they can expect from Employability Services delivered under No One Left Behind.</p>	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>A national implementation evaluation of No One Left Behind and Young Person's Guarantee is being commissioned. This evaluation will develop the approach already started in the Fair Start Scotland and Health and Work Support pilot evaluations, and provide a baseline data from which to measure change over time</li> <li>Extensive work is already undertaken by service providers to measure this, albeit in different and inconsistent ways: engagement with providers will be developed to map and learn from existing practices.</li> </ul>	<p>By having access to this information, we will be able to make informed decisions on service delivery, and where improvements could be made to users' experience of our services.</p> <p>Learning from existing practices will also help develop national consistency but also allow for flexibility at service level</p> <p>Over time, this information may prove useful in better understanding elements of other themes, such as key question 1.3</p>
	4.2: Do people receive a tailored service that supports their individual journey?	<p>Our services are not about putting people through predetermined programmes or support. A trusted professional should support an individual to access provision that helps them move towards and progress into work whilst taking into account their personal and wider circumstances</p>	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>We will explore possibilities for asking users directly whether they felt they have received a tailored service that supports their individual journey. The national evaluation will be used as a starting point for this</li> </ul>	<p>Our ambition is to better understand how users feel the service provided meets their needs. As we continue to develop our approach to answering this key question, we will consider opportunities for how this is collected to allow for more meaningful linkages with data across other themes in this Framework.</p>
	4.3: Do people find the service easy to access?	<p>Accessibility of services is critical, and forms part of the Service Standards for employability.</p> <p>No One Left Behind is not about supporting a narrowly defined user group, so our definition of accessibility has to cover a broad spectrum. From</p>	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Use the national evaluations to engage directly with users to explore what issues prevent or hinder access to services (including finding out about them)</li> </ul>	<p>Understanding this will allow for services to be designed in as accessible a way as possible and help reduce some of the barriers of access to services, especially for those under-represented groups</p>

	physical accessibility to digital provision and including specialist support such as for those who are deaf/ hard of hearing or experience sight loss, as well as materials in other formats or languages. Everyone should be able to use the service and have access to the specialist support they require.	<ul style="list-style-type: none"> <li>• Cross over in the 'Reach' theme and data in terms of characteristics of people accessing services</li> </ul>	
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## 5. Value of Services

**Outcome:** We are making the best use of resources invested in employability, maximising value for participants and contributing to local and national policy ambitions.

	Description	How will we answer this?	Rationale	
Key Questions	5.1: How and in what ways do employability services contribute to national and local priorities?	<p>Employability has a critical role to play in addressing wider societal challenges. Whether it is through contributing to the achievement of National Outcomes identified in the National Performance Framework, or looking to directly address inequalities in the labour market, we need to be able to determine the contribution of our services across national and local priorities.</p>	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Although more development is necessary here, initial consideration will be given to aspects of national and local priorities that are apparent in agreed data items elsewhere in this Framework, such as: <ul style="list-style-type: none"> <li>○ number of people receiving the National Living Wage</li> <li>○ tackling child poverty through supporting parental employment</li> </ul> </li> </ul>	Enable an understanding of how our services contribute to addressing wider societal challenges
	5.2: What is the value for money of our investment?	Given the role Employability has to play in tackling wider societal challenges identified as part of 5.1, the considerations around value for money need to take account of wider societal impacts of our services.	<p><b>IN DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Expenditure data reported through funding mechanisms, alongside data concerning Reach and Progression could initially be used to carry out value for money analysis at a national level</li> <li>• The approach to this work will be driven by existing approaches, such as the Social Cost Benefit Analysis used in the Fair Start Scotland Economic Evaluations</li> </ul>	Enable an understanding of the impact of investment in the employability system through the lens of value for money - a critical measure for public expenditure.

## Next steps

Through the No One Left Behind approach, we will begin using the agreed data items at Annex A to answer a number of key questions. These changes will come into effect from July 2022, in line with the change management process agreed between Scottish and Local Government in relation to data collection.

We will also use this Framework to shape our thinking around independent evaluation activity related to the No One Left Behind approach.

Although Scottish Government and partners are actively beginning to implement changes, this is not yet a complete Framework. As noted above, there are still significant areas that require development. Next steps will be based on a wide range of recommendations made by partners, as well as learning from implementation in local areas. Activity will include, but won't be limited to:

- Exploring further standardisation of data gathering and review approaches across areas linked with the Key Questions;
- Ensuring definitions are clear and agreed for any new or potential data items to support implementation;
- Undertaking further research to understand how services and providers currently measure User Experience; and
- Exploring the role of direct user involvement in the measurement of employability, building on planned independent evaluation activity.

The activity to further develop this Framework will continue to be taken forward in partnership, with representation from across the wider public sector, third sector and private sector.

As changes to this Framework are agreed, we will update this publication and ensure communications are in place to raise awareness.

## Annex A – Data items

### Reach theme

#### Key Question 1.2: Who are we reaching and what challenges do they face?

Category	Data Item	Description	Rationale
Equalities Characteristics and related data items	<b>Sex</b>	Scotland's Census 2022 question. Participants can self-assess.	Critical for a number of equalities monitoring at a service level.
	<b>Trans status</b>	Scotland's Census 2022 question.	Critical for understanding who we are reaching at a national level and monitoring our commitments to tackle inequalities in the labour market.
	<b>Date of Birth (Age)</b>	Participant's age (the protected characteristic) is derived from date of birth.	
	<b>Long term health conditions</b>	Scotland's Census 2022 question.	Regular national reporting of certain characteristics (e.g. religion/ sexual orientation) may not be required as they are not directly related to barriers to employment.
	<b>Disability</b>	Scotland's Census 2022 questions. Two questions are asked to identify those who are disabled as defined in the Equality Act (2010).	
	<b>Religion</b>	Scotland's Census 2022 question.	
	<b>Ethnic Group</b>	Scotland's Census 2022 question.	
	<b>Sexual orientation</b>	SG recommended core survey question (Scotland).	
<b>Personal Information</b>	<b>Postcode</b>	Participant's full home postcode.	Allows mapping of reach/ outcomes achieved to SIMD areas

			Regular national reporting not required
	<b>National Insurance Number</b>	Participant's National Insurance number.	Allows unique identifier for individuals, enabling mapping of outcomes achieved to characteristics as part of assessing how well our services are supporting particular groups
<b>Contextual personal information</b>	<b>Start date of support</b>	The date on which a participant commences support.	Enables an understanding of how long people spend on our services – where an end date is recorded without an outcome/ progression, it also allows tracking of disengagement.
	<b>End date of support</b>	The date on which a participant ended support.	
	<b>Economic status at start date</b>	Participant's economic status at start date	Allows an understanding of how many long term unemployed/ inactive vs underemployed people we are reaching and supporting.  The addition of school pupil also allows us to identify where we are supporting young people through a transition.
	<b>Length of time out of work</b>	The length of time a participant has been out of work	Allows an understanding of distance from the labour market.
	<b>No or Limited work experience</b>	Individuals who have no, or limited, experience of work.  This can include individuals who have a notable gap(s) within their work history e.g. due to being inactive from the labour market because of family / caring responsibilities, periods of ill health etc. In addition, this can include individuals who have worked for very limited periods of time e.g. Christmas cover.	

	<b>Highest level of qualification</b>	<p>Highest ISCED-11 level of qualification achieved</p> <p><i><a href="#">The International Standard Classification of Education (ISCED)</a> has been chosen to acknowledge that not all qualifications are gained in Scotland and the historic European Funding reporting requirements as these are still in play for a large number of partners. Mappings exist between ISCED and other qualification frameworks e.g. the Scottish Credit and Qualifications Framework.</i></p>	<p>Allows an understanding of previous qualification of those accessing our services.</p> <p>Links to Education section of the NPF and enables an understanding of whether we're reaching people with low or no qualifications at SCQF level 4 or below.</p>
<b>Information related to barriers to employment</b>	<b>Armed Forces Veteran</b>	Anyone who has served for at least one day in Her Majesty's Armed Forces (Regular or Reserve) or Merchant Mariners who have seen duty on legally defined military operations. (Definition from the Office for Veteran's Affairs)	Allows an understanding of the types of barriers to employment people entering our services experience
	<b>Asylum seeker</b>	<p>An individual who 'has applied for asylum and is waiting for a decision as to whether or not they are a refugee.'</p> <p>An asylum seeker is someone who has asked a Government for refugee status and is waiting to hear the outcome of their application.</p>	
	<b>Refugee</b>	<p>An individual who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country'</p> <p>(Article 1, 1951 Convention Relating to the Status of Refugees)</p> <p>A refugee is entitled to the same social and economic rights as any UK citizen. Refugees have full access to medical treatment, education, housing and employment.</p>	
	<b>Homeless or affected by housing exclusion / issues</b>	In the absence of a national definition for "homeless or affected by housing exclusion" the term should be understood according to the ETHOS (European Typology of Homelessness and Housing Exclusion) definition which is derived from the physical, social and legal interpretation of what a 'home' means. It	

		<p>classifies the following four living circumstances as homelessness or extreme forms of housing exclusion:</p> <ul style="list-style-type: none"> <li>○ Rooflessness (people living rough and people in emergency accommodation),</li> <li>○ Houselessness (people in accommodation for the homeless, in women's shelters, in accommodation for immigrants, people due to be released from institutions and people receiving long-term support due to homelessness),</li> <li>○ Insecure accommodation (people living in insecure tenancies, under threat of eviction or violence), and</li> <li>○ Inadequate housing (living in unfit housing, nonconventional dwellings e.g. in caravans without adequate access to public utilities such as water, electricity or gas or in situations of extreme overcrowding).</li> </ul> <p>In addition this category also applies to those who are:</p> <ul style="list-style-type: none"> <li>○ In temporary accommodation, which requires to be paid for if a person is in paid employment</li> <li>○ 'Sofa surfing' - the practice of staying temporarily with various friends and relatives while attempting to find permanent accommodation.</li> </ul> <p>Adults living with their parents should not be registered under this indicator unless they are all homeless or living in insecure or in inadequate housing.</p>	
	<b>Criminal convictions</b>	<p>This relates to any individual who has a criminal conviction that:</p> <ul style="list-style-type: none"> <li>○ Is not 'spent'</li> <li>○ is exempt from becoming 'spent'</li> <li>○ remains a barrier to progressing within the labour market e.g. gaps in c.v.</li> </ul>	
	<b>Substance related conditions</b>	<p>The continued misuse of substances (typically alcohol or drugs) that severely affects an individual's physical and mental health, social situation and responsibilities.</p>	

		This can include individuals in recovery where this remains a barrier to progressing within the labour market.	
	<b>Care experienced</b>	<p>Whether the participant has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.</p> <p>Under the provisions of the Children (Scotland) Act 1995, 'Looked After Children' are defined as those in the care of their local authority. The majority will come into one of these categories:</p> <ul style="list-style-type: none"> <li>○ Looked after at home</li> <li>○ Looked after away from home</li> </ul>	
	<b>Caring responsibilities</b>	'Caring responsibilities' are defined by the question asked in the Scottish Household Survey: Apart from anything you do as part of paid employment, do you look after, or give any regular help or support to family members, friends, neighbours or others because of either long-term physical / mental ill-health / disability; or problems related to old age?	
	<b>Childcare</b>	<p>Participant has faced barriers to employment as a result of childcare. This can include a range of potential scenarios, but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Lack of available childcare</li> <li>○ Lack of affordable childcare</li> <li>○ Lack of awareness of available childcare</li> </ul>	
	<b>Transport</b>	<p>Participant has faced barriers to employment as a result of transport. This could include but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Lack of available transport links between place of residence and employment</li> <li>○ Cost of transport</li> <li>○ Unaware of eligibility for concessionary travel</li> </ul>	
<b>Information related to Child Poverty</b>	<b>Parental status</b>	A participant's parental status; whether living in a couple or as a lone parent.	Enables an understanding of the backgrounds of parents entering

This data, alongside equalities information above, allows us to collectively determine how well we're reaching and supporting the priority family groups.	<b>Living with dependent children</b>	Allows identification of those parents who live with their children. This is required for assessment of support needs, as well as for child poverty analysis and modelling purposes.	our services – this information, in addition to equalities characteristics recorded above, allows a mapping of participants to the priority family groups identified under the Tackling Child Poverty Plan, as well as the extent to which people are also engaging with statutory Early Learning and Childcare support.
	<b>Number of dependent children</b>	A dependent child is a person aged 0-15, or a person aged 16-19 and: not married nor in a Civil Partnership nor living with a partner, and living with their parents, and in full-time non-advanced education or in unwaged government training.	
	<b>Disabled child or adult within family</b>	Scotland's Census 2022 questions used to define disability.	
	<b>Age of youngest dependent child</b>	The age of a participants' youngest dependent child.	
	<b>Accessing funded childcare</b>	In receipt of statutory Early Learning and Childcare provision.	
	<b>Accessing eligible 2 year old place (childcare)</b>	In receipt of statutory Early Learning and Childcare for an eligible 2 year old.	

## Progression Theme

### Key Question 2.1: Are people progressing, if so, in what ways?

Category	Data Item	Description	Rationale
Volunteering  Recognising volunteering as a positive outcome and a sign of progression towards work.	<b>Entered Volunteering</b>	The date on which a participant enters a volunteering opportunity.	To understand how many volunteering opportunities our service supports people to access.  <a href="#">Links to Communities section of the NPF, particularly around the Social Capital indicator due to the role of volunteering in the composite index measure.</a>
	<b>Completed Volunteering</b>	The date on which a participant completes a volunteering opportunity.	
Work experience	<b>Entered work experience</b>	The date on which a participant enters a work experience opportunity	

	<b>Completed work experience</b>	The date on which a participant completes a work experience opportunity	
<b>Income</b>	<b>Starting income</b>	The hourly pay rate of a participant who is in employment when they start receiving support (at 'start date').	To enable an understanding of whether our services support people to increase their income and move towards fair work.
	<b>Ending income</b>	The hourly pay rate of employed participants when their support period comes to an end (at 'end date'); OR  The hourly pay rate of participants who enter employment whilst receiving support.	The "Ending Income" item allows an understanding of how many opportunities accessed are at, or above, the National Living Wage.  <a href="#">Links to Fair Work and Business section of the NPF and enables an understanding of the role of our services in contributing to reducing the number of employees earning less than the living wage.</a>
	<b>Income at 4, 13, 26, 52 weeks</b>	The hourly pay rate of the participant at specified follow up intervals.	Enables an understanding of whether people's incomes have increased in the 52 weeks since leaving support.  This is currently a proxy measure for increased household income as directly capturing this information from participants is complex and time consuming.

### Key Question 2.3: Are people entering and sustaining employment, training and education?

Category	Data Item	Description	Rationale
<b>Entered employment</b>  These data items allow us to build an understanding of the types of opportunities achieved by people accessing employability provision. By	<b>Entered employment</b>	The date on which a participant enters paid employment of any kind.	Enables an understanding of the number of people entering employment as a result of our support.
	<b>Contract type</b>	Whether someone who has commenced employment is in a permanent, or non-permanent opportunity.	With the supplementary data items, we are better able to understand the

<p>removing value judgements on how many hours per week someone should be working, and introducing additional subsets of data, we can respond to user, stakeholder and partner advice without losing any detail around outcomes.</p>	<b>Number of hours worked per week</b>	The number of contracted hours worked per week, or average where applicable, including zero hours.	<p>types and conditions of employment, as well as whether this opportunity has been supported by a subsidy of some description.</p> <p>Sectoral data allows us to understand <i>where</i> these opportunities are.</p> <p><a href="#">Links to Fair Work and Business section of the NPF and enables an understanding of the role of our services in contributing to increasing the number of employees in contractually secure work.</a></p>
	<b>Entered self-employment</b>	The date on which a participant enters self-employment.	
	<b>Entered Modern Apprenticeship</b>	The date on which a participant enters a Modern Apprenticeship.	
	<b>Sector of employment</b>	Sectoral code of employment (SOC 2020 sub-major) – see data template for full description	
	<b>Subsidy type</b>	The type of subsidy used to support a participant into employment.	
	<b>Start date of subsidy</b>	The date on which a subsidy commences.	
	<b>End date of subsidy</b>	The date on which a subsidy ends.	
<p><b>Sustained employment</b></p> <p>These data items support the understanding of sustained outcomes over 52 weeks.</p> <p>These data items would be collected for those that had entered employment.</p> <p>Due to limitations in the data and systems used, these items relate to <i>status</i>. E.g. we will not be able to tell whether someone has moved to another role/ organisation without significant additional data collection at this stage.</p>	<b>In employment at 4, 13, 26, 52 weeks</b>	Whether a participant is in employment at 4, 13, 26 and 52 weeks from the date which they entered employment.	<p>Enables an understanding of how many opportunities are sustained, and how many people may require additional on-going support, or have fallen out of work.</p>
	<b>In self-employment at 4, 13, 26, 52 weeks</b>	Whether a participant is in self-employment at 4, 13, 26 and 52 weeks from the date which they entered self-employment.	
	<b>In Modern Apprenticeship at 4, 13, 26, 52 weeks</b>	Whether a participant is on a Modern Apprenticeship at 4, 13, 26 and 52 weeks from the date which they started the apprenticeship.	
	<b>Number of hours worked per week at 13, 26, 52 weeks</b>	The number of hours worked by a participant per week at 13, 26 and 52 weeks.	

<p><b>Entered training and education</b></p> <p>These data items support the understanding of non-employment related outcomes achieved by participants.</p> <p>The split between FE/HE and accredited training has been created to enable better understanding of the opportunities being created – there is no value judgement attached to these based on ISCED level.</p> <p>The issue of non-accredited training will be considered as part of development of the Skills theme moving forward.</p>	<p><b>Entered Further / Higher Education</b></p>	<p>The date on which a participant enters further / higher education.</p>	<p>Enables an understanding of how many people move into education or training as a result of our support.</p>
	<p><b>Completed Further / Higher Education</b></p>	<p>The date on which a participant completes further / higher education.</p>	
	<p><b>Entered Accredited Training</b></p>	<p>The date on which a participant enters accredited training.</p>	
	<p><b>Completed Accredited Training</b></p>	<p>The date on which a participant completes accredited training.</p>	
	<p><b>Level of qualification</b></p>	<p>ISCED-11 level of qualification achieved</p>	
	<p><b>Name of qualification</b></p>	<p>Used to capture additional detail about FE/HE and Training outcomes.</p> <p>Can be used to capture information on training that may not translate well to ISCED levels (e.g. accredited training like First Aid Certificates, some City and Guilds qualifications etc.)</p>	
	<p><b>Entered school</b></p>	<p>The date on which a participant enters / re-enters school.</p> <p><i>(No data on level or qualification name required)</i></p>	
<p><b>Sustained training and education</b></p> <p>These data items support the understanding of sustained outcomes over 52 weeks.</p> <p>These data items would be collected for those that had entered training and education.</p>	<p><b>Achieved qualification</b></p>	<p>The date on which a qualification is achieved.</p>	<p>Enables an understanding of how many people complete education whilst being supported.</p> <p><a href="#">Links to Education section of the NPF and enables an understanding of the role our services play in improving the skills profile of the population.</a></p>
	<p><b>In Further / Higher Education at 13, 26, 52 weeks</b></p>	<p>Whether a participant is in further / higher education at 13, 26 and 52 weeks from the date which they entered.</p>	
	<p><b>In training at 13, 26, 52 weeks</b></p>	<p>Whether a participant is in training at 13, 26 and 52 weeks from the date on which they entered.</p>	
	<p><b>In school at 13, 26, 52 weeks</b></p>	<p>Whether a participant is in school at 13, 26 and 52 weeks from the date on which they entered.</p>	